Ondokuzmayıs Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi

TEACHING GRAMMAR THROUGH TASK-BASED LANGUAGE TEACHING TO YOUNG EFL LEARNERS

Hazırlayan:

Mustafa YILDIZ

Danışman:

Asst. Prof. Dr. Müfit ŞENEL

Yüksek Lisans Tezi

Samsun, 2012

Ondokuzmayıs Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi

TEACHING GRAMMAR THROUGH TASK-BASED LANGUAGE TEACHING TO YOUNG EFL LEARNERS

Hazırlayan:

Mustafa YILDIZ

Danışman:

Asst. Prof. Dr. Müfit ŞENEL

Yüksek Lisans Tezi

Samsun, 2012

KABUL VE ONAY

Mustafa YILDIZ tarafından hazırlanan "Teaching Grammar Through Task-Based Language Teaching to Young EFL Learners" başlıklı bu çalışma 04/06/2012 tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğuyla başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Başkan: Yrd. Doç.Dr. Zerrin EREN

Üye: Yrd.Doç.Dr. Müfit ŞENEL (Danışman)

Üye: Yrd.Doç.Dr.Müge YILMAZ

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

-----/------/------

Prof.Dr. Metin Eker

Müdür

BİLİMSEL ETİK BİLDİRİMİ

Hazırladığım Yüksek Lisans tezinde, proje aşamasından sonuçlanmasına kadarki süreçte bilimsel etiğe ve akademik kurallara özenle riayet ettiğimi, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu taahhüt ederim.

04/06/2012

Mustafa YILDIZ

ÖZET

Öğrencinin Adı Soyadı	Mustafa YILDIZ
Anabilim Dalı	Yabancı Diller Eğitimi
Danışmanın Adı	Yrd.Doç.Dr. Müfit ŞENEL
Tezin Adı	Görev Temelli Dil Öğretimi ile Genç Öğrencilere Dilbilgisi Öğretimi

Bu çalışmanın amacı, görev temelli dil öğretiminin öğrencilerin dilbilgisi bilgileri üzerindeki etkilerini araştırmaktır. 2010-2011 akademik yılı içinde yürütülen bu araştırmada, 8. sınıf seviyesinden 32 öğrenci ile 2,5 aylık bir süreç içerisinde çalışılmıştır.

Bu çalışmada aşağıdaki sorulara cevap aranmıştır.

Birincisi, "görev temelli dil öğretimi ile dilbilgisi öğretilen öğrencilerle öğretilmeyenler arasında anlamlı bir fark var mıdır?" Bu aynı zamanda çalışmanın araştırma sorusudur.

İkincisi, "deney grubundaki öğrencilerin öntest ve sontest sonuçları arasında önemli farklar var mıdır?" Bu soru deney grubundaki öğrencilerin sontest sonuçlarına t-test uygulandıktan sonra istatistiksel sonuçlara göre cevaplanacaktır.

Üçüncüsü, "kontrol grubundaki öğrencilerin öntest ve sontest sonuçları arasında önemli farklar var mıdır?" Bu soru da kontrol grubundaki öğrencilerin sontest sonuçlarına t-test uygulandıktan sonra istatistiksel sonuçlara göre cevaplanacaktır.

Çalışmadaki katılımcılar Dededağı İlköğretim Okulu'ndaki 32 sekizinci sınıf öğrencisidir. 2,5 aylık süreç boyunca, öğrencilere ilk olarak seviyelerini sınamak ve gruplar arasında benzerlik olup olmadığını doğrulamak adına öntest uygulanmıştır.

Öğrencilerin öntest sonuçları anlamlı sonuçlar vermemiş ve çalışma, özellikle dilbilgisi öğretim süreci başlatılmıştır.

Öğretim sürecinin sonunda öğrencilere öntest ve sontest sonuçları arasındaki ilerlemenin anlamlı olup olmadığını değerlendirmek için bir sontest uygulanmıştır. Görev temelli dil öğretimi deney grubu öğrencilerinin dilbilgisi bilgilerini önemli bir şekilde yükseltmiştir. Bu çalışmada, dilbilgisi öğretiminde görev temelli dil öğretimi geleneksel dil öğretim metoduyla kıyaslandığında anlamlı sonuçlar vermiştir.

Anahtar Sözcükler: Görev Temelli Dil Öğretimi, Dilbilgisi Öğretimi, Dil Öğretimi, Genç Öğrenciler, Yabancı Dil Olarak İngilizce

ABSTRACT

Student's Name and Surname	Mustafa YILDIZ
Department's Name	Foreign Languages Education
Name of the Supervisor	Asst.Prof.Dr. Müfit ŞENEL
The Name of the Thesis	Teaching Grammar through Task-Based Language Teaching to Young EFL Learners

The objective of this study is to investigate the effects of Task-based Language Teaching on students' grammar knowledge in the field of teaching grammar. In this study carried out during the academic year of 2010-2011, it has been studied with 32 students from 8th grade during a two months and half a month process.

The study attempts to answer the following questions.

First, "Is there a significant difference between the grammar knowledge of students who are taught grammar through task based language teaching and those who are not?" This is the research question of the study.

Second, "Is there a significant difference between pre-test and post-test results of the students included in the experimental group?" This question will be answered according to the statistical results after applying t-test to the post-test scores of experimental students.

Third, "Is there a significant difference between pre-test and post-test results of the students included in the control group?" This question will also be answered according to the statistical results after applying t-test to the post-test scores of students included in control group.

The participants in the study are thirty-two 8th grade students from Dededağı Primary School. Throughout a two and half month process, students firstly are applied a pre-test to examine their level and to confirm whether there is similarity between experimental and control group. The findings on pre-test results of students do not yield meaningful results and the study, especially instruction process of grammatical structures launches.

At the end of the instruction process, a post-test is applied to students to evaluate the progress between pre and post-test results are meaningful or not. TBLT approach raises significantly the grammar knowledge of experimental students. Task-based Language Teaching in teaching grammar yields meaningful results compared to traditional language teaching approach in this study.

Key Words: Task-Based Language Teaching, Teaching Grammar, Language Teaching, Young Learners, EFL

ACKNOWLEDGEMENT

At the end of an extended and stressful 4-year-graduate student education process in which I run into bushy problems, I would like to thank a few persons because of their contribution to my thesis.

First of all, I would like to thank my tiny and adorable daughter who was born slightly before the starting of new year. The truth that she gives a novel touch to my life greatly accelerated my attempts to complete this research. In her absence, this thesis may need an additional 4 years to be completed.

I would like to thank my supervisor, Assist. Prof. Dr. Müfit ŞENEL for his help and guidance. He supported me by undertaking the duty of being my thesis advisor and contributed to my study with his extensive knowledge.

Grateful acknowledgement is made to Associate Dr. Melek KALKAN not only for statistical analyses but also for her excellent guidance and priceless contributions to this study. She makes me think that the name of people actually affects their own personality.

Finally, I would like to express my special thanks and appreciations for my unique wife, Ayşegül YILDIZ for her endurance and support not only for this research but also for my whole life. You have great sentimental value in my life and in your absence I am a huge nothing.

TABLE OF CONTENT

LIST OF TABLES

ABBREVIATIONS

ELT   : English Language Teaching
EFL   : English as a Foreign Language
ESL   : English as a Second Language
SPSS   : Statistical Package for the Social Sciences
L1   : First Language
L2   : Second Language
TBI   : Task Based Instruction
TBLT   : Task Based Language Teaching
GTM   : Grammar Translation Method

PART I. INTRODUCTION

In this part, problem, research question, sub-questions, aim of the study, significance of the study, hypotheses, assumptions, definitions and limitations of the study will be given as an introduction to the study.

I.1. PROBLEM

Teaching a foreign language is a process in which another language which has a different structure than mother tongue is taught. There are several methods and approaches used in teaching foreign language. The success of foreign language teaching in a classroom largely depends on approaches, methods and techniques. These methods and approaches may vary according to students' mental level and age group, enabling different application. Even though there is a list of methods and approaches for teaching language, effective language teaching is their common purpose. They all try to reach the same destination by using different routes.

The four basic skills; reading, writing, speaking, and listening, are divided into two groups as receptive and productive skills. All these skills in fact are related to each other and one of them is a prerequisite of the others like the links of a chain. Sentences are acceptable if they follow the rules set out by the grammar of the language. Effective use of the language prerequisites the effective use of the grammar, so the language user have to be an efficient grammar user. To achieve this, a learner has to learn the grammar of the target language effectively.

In today's Turkey, people mostly complain about that they understand what they hear or read in English but their deficiency is to speak it correctly. However, language consists of four different skills and it requires a good knowledge and competence in each of four skills. Getting the message from what we read or what we hear is not enough to say that we have a satisfactory knowledge about a language. These frequently encountered complaints give form to my thesis' starting point and direct me towards performing a study aiming to determine the effects of communicative way of grammar teaching on

grammar knowledge. It is aimed to evaluate the differences between the grammar knowledge of students before and after the study.

There are various language teaching methods and principles in which it is argued whether grammar should be done explicitly or not. Prabhu (1987: n.p.) and Krashen (1982: n.p.) argue that language learners should give importance to meaning rather than form and they should learn to use the language in terms of meaning. On the other hand, some of them, for example, Dickins & Woods (1988: 626) argue that knowledge of grammar is essential since the grammatical competence is viewed as a component of communicative competence. Task based language teaching (henceforth, TBLT) is one of these teaching methods and deals with grammar teaching through communicative use of the language. Learners work on tasks and face the language as a whole. In TBLT language is not a target but a tool for communication and it unites the features what Krashen and Prabhu, even Dickins and Woods advocate within its content.

Nunan (1991: 279) defines the main characteristics of task-based language teaching, which has an emphasis on tasks in teaching, as follows;

> * an emphasis on learning to communicate through interaction in the target
>   language.
> * the introduction of authentic texts into the learning situation.
> * the provision of opportunities for learners to focus, not only to language, but also
>   on the learning process itself.
> * an enhancement of the learner's own personal experiences as important
>   contributing elements to classroom learning.
> * an attempt to link classroom language learning with language activation outside
>   the classroom.

As Nunan describes task based language teaching does not aim at strictly teaching grammar. Essentially it tries to let learners use the language effectively. At this juncture our fellow citizen's problem in production of language comes to the mind. Especially 5th clause that Nunan describes is completely addressed to the solution of our citizen's speech production problem. With the help of TBLT, they not only learn grammar but also acquire the competence of communication in target language.

In this study it is aimed to show whether the use of task based language teaching will yield meaningful results in grammar knowledge of the young learners and the instruction period is planned as an eight-week training.

I.2. RESEARCH QUESTION

Is there a significant difference between the grammar knowledge of students who are taught grammar through *task based language teaching* and those who are not?

I.3. SUB-QUESTIONS

1. Is there a significant difference between pre-test and post-test results of the students included in the experimental group?

2. Is there a significant difference between pre-test and post-test results of the students included in the control group?

I.4. AIM OF THE STUDY

The study aims at finding whether the use of *task based language teaching* will yield meaningful results or not in the field of teaching grammar. The effectiveness of TBLT will be compared with traditional approach in order to determine its effects on teaching grammar. It will be tried to bring to light whether there will be a significant difference between the grammar knowledge of students who are taught grammar through TBLT and those who are not by evaluating the results of both pre and post tests for the experimental and control group. It is aimed to reveal the successful teaching method on the grammar knowledge of students who are imposed to two different teaching methods throughout eight weeks.

Another aim of the study is to prepare a different learning atmosphere based on communication especially for students in the experimental group and to turn their

attention to interrogate their old grammar learning experience to determine the best way of learning grammar and enhance their learning habits.

The study also aims to guide the future researches with the outcomes to be acquired at the end. The findings which are obtained at the end of the study are expected to be helper of the researchers planning to make a research in the field of teaching grammar.

I.5. SIGNIFICANCE OF THE STUDY

In first language acquisition, children acquire the grammar of the language they are exposed to without explicit instruction. However, when second language learning is considered we observe that focusing on meaning only, like in L1 acquisition, is not sufficient to achieve native-like competence. The current views about the status of "grammar instruction" within task-based language teaching can be summarized and termed as focus on form. According to Farahani and Nejad (2009: 27), "Task-based language teaching is predicated on the principle that having learners perform tasks which help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work". Tasks applied in the classroom environment prepare real-life situations for students and let them use the target language to communicate with each other to complete the task. Sanchez (2004: 40) claims that "task based approach can only be fully understood if it is contrasted with preceding methods and analysed within mainstream of communicative methodology". The significance of the study, as Sanchez expressed, is that it will reveal whether TBLT is effective in teaching grammar or not by comparing task-based language teaching with traditional teaching method.

In this study, the effects of task based language teaching on students' grammar proficiency will be compared to that of traditional approach. Another significance of the study is that at the end of the study those who want to explore the effectiveness of TBLT on grammar proficiency of young EFL learners will find the necessary information.

I.6. HYPHOTHESES

1.There will be a significant difference between the grammar knowledge of students who are taught grammar through task based language teaching and those who are not.

2. There will be a significant difference between pre-test and post-test results of the students included in the experimental group.

3. There will also be a significant difference between pre-test and post-test results of the students included in the control group.

I.7. ASSUMPTIONS

1-The levels of English knowledge of both the experiment group and the control group are assumed to be similar.

2-The materials provided for the students during the instruction process are assumed to be in conformity with the levels of students.

3-Subjects are assumed to participate in the tasks with their full concentration.

4-Subjects are assumed to attend the pre and post-tests sincerely and with their full concentration.

5-The pre-test and post-test are assumed to be in conformity with levels of students.

6-The physical atmosphere in which the strategy instruction is conducted is assumed to be adequate and suitable.

I.8. DEFINITIONS

Strategy: A plan that is intended to achieve a particular purpose (Hornby, 2000: 1284). In the foreign language learning context, Oxford puts it as steps taken by students to enhance their own learning (1990: 1).

Technique: Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2007: 17).

Foreign Language: An additionally learned language except mother tongue in a classroom environment not peripherally but deliberately.

Second Language: A language except mother tongue learned by a learner especially in an environment natively spoken.

Task: Activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996: 28).

I.9. LIMITATIONS

1-This study is limited to the influence of Task Based Language Teaching on teaching grammar to young EFL learners.

2- This study is limited to 8th grade students in the experimental group and in the control group attending the Bafra Dededağı Primary School in Bafra.

3- The study is limited to an eight-week instruction.

4-Only seven different grammar items are taught in accordance with curriculum.

PART II. REVIEW OF LITERATURE

The field of teaching grammar is one of the most debated questions from past as per date which studies about language start. How it should be taught is the most principal issue for linguists and still remains as an unanswered question precisely. A definite estimation about its instruction is hard to make and this kind of utterances are far from objective reality. Instead of asserting that this is the best way of teaching grammar, advocating the point of view that the way of teaching takes shape in respect of learners' demand is much more meaningful.

2.1. Introduction to Grammar

Is grammar a mass of rules or the provider of harmony in a language? The definition of the grammar varies according to people's perspective to grammar, its teaching method varies according to the viewpoint of its teacher, too. There are lots of different definitions of grammar and all of them shelter its exponent's conception.

The Longman Dictionary of Contemporary English defines grammar as the rules by which words change their forms and are combined into sentences. Grammar is the study of both related to semantics of a language and its structure. It not only arranges the words in a sentence but also forms meaningful structure in a language. Grammar supplies a sentence in harmony in terms of word order and helps to combine words syntactically.

Grammar is an essential prerequisite for production of meaningful sentences by using content and function words. Even though content words have meaning on their own, it is not enough to construct a sentence or to convey a detailed message and content. Crystal underlines that "grammar is 'a systematic description of a language'; 'the study of the way words and their component parts combine to form sentences'; and 'a device for generating a finite specification of the sentences of a language'" (cited in Keskil, 2000: 3). Grammar takes part in a sentence as a generator of infinite meaningful sentences by using finite rules.

"Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence" (Brown, 2007: 420). Grammar is related to language forms and structure and it helps the learners how to construct a language. It supplies meaningful sentences by providing connection between the components of the sentence.

A language lets its user innumerable usages of linguistic functions. All the interferences aim at bringing the usage variety treasure of that language to light. Asking or implying a question in a positive sentence or positive or negative answers are only a few examples of wide variety usages in a language. Harmer (1987: 1) assumes that "grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence". All the interventions made to the sentence are denominated as grammar in language teaching. The transformation of an interrogative sentence into affirmative or negative form is briefly explained as the grammar of that language.

Grammar provides harmonized clauses in terms of the elements which compose the sentences. It determines the word order and constitutes a system supervising the operation of rules to not lose the harmony. Nunan (2003: 154) defines grammar "as a set of rules specifying the correct ordering of words at the sentence level". Correct order conveys correct messages. Any statement which lacks of correct word order gives rise to misunderstanding. Richards, Platt and Weber (1985) in their Longman Dictionary of Applied Linguistics define grammar as "a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language".

The grammar of a language lists multitudinous rules that must be obeyed to produce grammatically acceptable sentences. Language is primarily for communication. Even though it is possible to communicate by neglecting grammatical rules, this kind of communication may cause mutual mistakes and degeneration of language and this language without grammar is accepted as broken English and is similar to tasteless meal, coffee without cream, or tea with no sugar.

Grammar covers not only rules to convey the most suitable meaning but also some other rules related to utterances and line up of items in a sentence. According to Fromkin, Rodman and Hyams (2007: 13),

> "the grammar includes the knowledge speakers have about the units and rules of their language-rules for combining sounds into words(called phonology), rules of word formation(called morphology), rules for combining words into phrases and phrases into sentences(called syntax), as well as the rules for assigning meaning(called semantics)".

Grammar is an umbrella term used for all the rules, not only for written but also for spoken part of a language, constituting a language.

2.2.Teaching Grammar

The research field of how language should be taught is an ongoing and permanently renewed subject that fills the linguists' mind mostly. They do not agree on a strictly determined teaching method and it is really too hard to say this is the most suitable way to teach grammar. All individuals have specific characteristics and their requirements and expectations from a language are completely different from each other. Therefore, it is the best way to make needs analysis and apply the most suitable teaching method to the right learner with the assistance of findings gained by needs analysis.

How grammar should be instructed is a controversial area in language teaching process and there are lots of different views about its organizing way in teaching environment. "At one end are highly explicit approaches to grammar teaching, and at the other hand end lie implicit approaches that eschew mention of form" (Rodriguez, 2009: 1). Even though there are various ways in direct or indirect instruction of grammar, to be successful in grammar instruction is a unique goal of teacher using explicit or implicit teaching strategy.

Rutherford claims that "teaching grammar has been central to and often synonymous with teaching foreign language for the past 2,500 years" (cited in Celce-Murcia & Hilles, 1988: 1). The idea of teaching grammar equals to teaching language has been internalized for years. Grammar has been fixed to the centre of the language learning process. But this commonly-held belief has been shifted recently. "Over the past few

decades, grammar instruction has moved from its central position in traditional language teaching approaches to playing virtually no role in communicative approaches" (Huang, 2010: 29). Although traditional approaches related to grammar teaching has placed grammar in the heart of language process, innovative approaches interrogate whether grammar by itself is really so sine qua non. Grammar by itself does not mean too much to innovative approaches when compared to traditional ones.

Grammar is a necessarily field that every language learner should gain enough knowledge to produce correct and expressive utterances. Some linguists believe that grammar must be in the core of language teaching to produce expressive and effective sentences. Celce Murcia underlines that teaching grammar is essential for language teaching and without grammar knowledge, a clumsy and inappropriate product as a language appears (cited in Zhu, 2007: 50). Additionally to what Murcia says, Woods say that grammatical system is a prerequisite item to be an expert in foreign language and it is one of the most important parts of the communicative competence (cited in Zhu, 2007: 50). In the absence of sufficient grammar knowledge, communication may occur but it suffers problems about transferring the most desired expression and its effects on listener.

When and how to teach grammar is tried to be answered by Ellis (cited in Brown, 2007: 421) as below:

a) Both form and meaning should be emphasized; learners need to have the opportunity to practice forms in communicative tasks.
b) Focus more strongly on forms that are problematic for learners.
c) Explicit grammar teaching is more effective at the intermediate to advanced levels than beginning levels.
d) Attend to both input-based (comprehension) and output-based (production) grammar.
e) Both deductive and inductive approaches can be useful, depending on the context and purpose of instruction.
f) Incidental focus on form is valuable in that it treats errors that occur while learners are engaged in meaningful communication.
g) Corrective feedback can facilitate acquisition if it involves a mixture of implicit and explicit feedback.
h) Separate grammar lessons ('focus on forms') and grammar integrated into communicative activities ('focus on form') are both viable, depending on the context.

According to Ellis, grammatical items should be studied by learners in communicative tasks and all grammatical items do not have to take the same attention. The ones students have much more problem should be studied more. Overt teaching of grammar may cause anxiety for beginners of a language and it should be preferred, if needed, for upper level of learners. According to circumstances, type of feedback and instruction way of grammar may change to obtain the most effective result.

Explicit and implicit ways of grammar teaching are two different and mostly used methods in the field of teaching grammar. In his book Nunan makes a brief summary about deductive and inductive learning. According to him, deductive learning is an approach to language learning in which learners are taught the rules directly and they use these rules while they are using the language (1998: 156). In this style learners openly try to transfer the rules of the target language and apply these rules while using the language. Stern defines explicit strategies as helper for focusing on the characteristics of the language and for getting a conscious knowledge of the language. According to him, this knowledge can be used to "know how the language functions, how it hangs together, what words mean, how meaning is conveyed, and so on" (cited in Kumaravadivelu, 2006: 191). Some kinds of traditional language teaching methods like Grammar Translation Method (henceforth, GTM) emphasizing the mastering of the grammatical rules use the deductive learning principles. On the contrary to explicit teaching, implicit way aims at giving the rules in context peripherally. Richards et al. define inductive learning as an approach in which learners are learned the language by discovering rules instead of openly introduced to grammatical rules (cited in Nunan, 1998: 156). Students do not meet with language items directly but try to internalize the rules. Stern describes that the implicit strategy is aware of the fact that language "is much too complex to be fully described," and "even if the entire system could be described, it would be impossible to keep all the rules in mind and to rely on a consciously formulated system for effective learning" (cited in Kumaravadivelu, 2006: 191). It is really very hard to memorize all of the rules even it is not needed. Inductive style advocates the internalization of needed rules in a contextual structure by not focusing on directly to the rules but drawing learners' attention to the rules indirectly.

Mitchell (cited in Fotos, 2001: 275-276) proposes the following statements in Fotos' article as general principles in the teaching of grammar in second/foreign language classrooms:

a) Grammar teaching should be planned and systematic, driven by a strategic vision of eventual desired outcomes;
b) Grammar teaching should nevertheless be 'rough tuned', offering learners at slightly different stages a range of opportunities to add increments to their grammar understanding;
c) Grammar teaching may involve acceptance of classroom code switching and mother tongue use, at least with beginners,
d) Grammar teaching should be 'little and often', with much redundancy and revisiting of issues;
e) Text-based, problem-solving grammar activities may be needed to develop learners' active, articulated knowledge about grammar;
f) Active corrective feedback and elicitation will promote learners' active control of grammar,
g) Grammar teaching needs to be supported and embedded in meaning-oriented activities and tasks, which give immediate opportunities for practice and use.

In other words, grammar teaching should be planned according to a precision made syllabus and instead of being monotonous, it should give learners the chance to revise their viewpoint to grammar. In order to assess the background grammar knowledge of learners, problem solving tasks based on communication should be used in transferring grammar. These kinds of activities enable teachers to evaluate the learners' current knowledge. Although overt grammar teaching supplies a concrete feedback about the teaching process, students should be supported with the use of meaning based activities to activate their use of target language.

Lots of linguists look for an answer to the question of how grammar should be instructed. Some linguists advocate that grammar should not be taught indirectly but directly. According to Ellis, "the traditional ways of teaching grammar, in which rules are presented and drilled, have not been successful, but grammar instruction to enhance noticing by means of discovery tasks can lead to acquisition and automatization" (2002: 14). Ellis also points to the fact that learners cannot gain a sophisticated level of grammatical competence in the absence of grammar instruction and emphasizes the truth, proved by the research, of grammar instructions' available effects on the quality of second and foreign language learning (2002: 13). The curricula should include explicit grammar instruction to direct students' attention towards grammatical items.

Like Ellis, Long (1988: n.p.) advocates that direct explanation of language items accelerate the acquisition of second language and make contribution to learners to increase their level of success. Direct instruction of grammar supplies a quick improvement on the conduction of grammatical subjects. Pienemann thinks that "formal instruction may succeed if the learners have reached a stage in the developmental sequence that enables them to process the target structure"(cited in Hinkel&Fotos, 2002: 19).

Harmer divides grammar teaching into two as covert and overt. In covert grammar teaching, the grammatical items are concealed from the students although they are learning the language. Students' attention is drawn not to the grammar on its own but to the activity or to the text related to grammar aimed to teach. With covert grammar, the teacher does not canalize his students' attention to grammar rules directly but make his students acquire and practise the language (1987: 3). Learners are occupied in completing their tasks during the lesson by disregarding the language functions. They focus on not grammatical form but on meaning to be able to communicate and convey their wish. Harmer mentions overt grammar as explicit rules openly transferred from the source of information to the learner. Giving the order of sentence structure as a rule of S+V+O or specifying the necessity of V3 usage with the Present Perfect Tense are completely overt. Harmer underlines that "with overt teaching we are explicit and open about the grammar of the language, but with covert teaching we simply get students to work with new language and hope that they will more or less subconsciously absorb grammatical information which will help them to acquire the language as a whole" (1987: 4). In overt teaching learners concentrate on acquiring the linguistic forms directly by studying about them or memorizing the items given as a rule to maximize the permanence of the rules in the brain but the usage of the rules are neglected. The creation of an environment in which the grammatical rules are practiced in a communicative activity is not the case.

Adult learners and young learners have completely different learning styles in terms of their way of learning grammar. Although young learners would rather acquire language as a whole than concentrate on grammar on its own, adult learners would like to be an expert about grammar to feel themselves in secure. Ikpia underlines that "many adult

English language learners place a high value on learning grammar" (cited in Rodriguez, 2009: 1). Adult learners match the perfect knowledge of grammar with being an expert in that language. "Perceiving a link between grammatical accuracy and effective communication, they associate excellent grammar with opportunities for employment and promotion, the attainment of educational goals, and social acceptance by native speakers" (Rodriguez, 2009: 1). They feel themselves secure with a good knowledge of the target language however; when they need to communicate by using their excellent grammar knowledge, they have difficulty in usage. Theoretical knowledge is not enough for saying 'I know that language', what is known should be used not theoretically but practically.

2.3 The Stages in a Grammar Lesson

All lessons have some parts to grant its lecturer facilities and with the assistance of these parts the lecturer plans his/her courses more efficiently. Determining the lesson parts makes a beforehand planned course easier. Lecturer knows what to do in which part of the lesson and the process of language teaching becomes more efficient.

According to Murcia and Hilles (1988: 27-28), a grammar lesson is accepted to consist of four parts as presentation, focused practice, communicative practice and teacher feedback and correction.

2.3.1 Presentation

In this step the grammar item intended to be taught is explained inductively or deductively. Lots of techniques can be used according to the expectation and level of learners or according to the teaching habits of the teacher. The existence of a variety of language teaching methods helps the teacher in the preparation of the presentation phase. Harmer (1987: 17) underlines that "presentation is the stage at which students are introduced to the form, meaning and use of a new piece of language and learn how to put the new syntax, words and sounds together".

According to Harmer (1987: 18), the characteristics of a good presentation are:

a) A good presentation should be clear. Students should have no difficulty in understanding the situation or what the new language means.

b) A good presentation should be efficient. The aim is to get to the personalisation stage as soon as students can manipulate the new language. The more efficiently we can do this better.

c) A good presentation should be lively and interesting. We want students to get interested and be involved during a presentation stage. With the help of a good situation and lively teaching it can be one of the most memorable parts of a language course. And if it is, there is a good chance that students will remember the new grammar more easily.

d) A good presentation should be appropriate. However interesting, funny, or demonstrative a situation is, it should be appropriate for the language that is being presented. In other words it should be a good vehicle for the presentation of meaning and use.

e) Lastly, a good presentation should be productive. In other words the situation the teacher introduces should allow students to make many sentences and/or questions with the new language.

In other words, the presentation stage must be understandable for all learners. If students have difficulty about understanding in this stage, it raises difficulties in the next stages. The presentation should be able to take students' attraction to themselves to raise the achievement probability of next stages. If students concentrate on the lesson in the presentation stage, they become much more energetic in the following steps of the lesson. The teacher should not depart from the aim of the lesson so as to supply an interesting classroom environment. Learners should think about the newly encountered language item and force themselves to use it.

2.3.2 Focused practice

In this part of the lesson the learners try to internalize what they have learned in the presentation stage without being forced to use these linguistic items or to communicate. "The purpose of this step is to allow the learner to gain control of the form without the added pressure and distraction of trying to use the form for communication" (Celce-Murcia & Hilles, 1988: 27).

2.3.3 Communicative Practice

In this stage learners are expected to deal with communicative activities related to the linguistic items given in the presentation stage by the learner and strengthened in the focused practice stage by the learner. According to Morrow and Johnson, "a communicative task incorporates the actual processes of communication; the more of these features an exercise incorporates, the more communicative it is" (cited in Celce Murcia & Hilles, 1988: 27). If the tasks used in classroom are communication-oriented, the classroom environment becomes much more communicative, interactive and full of less anxiety.

2.3.4 Teacher Feedback and Correction

This step is assigned to correct the learners' mistake or to make learners informed about their mistakes. Even though this stage is at the end of the lesson, it should be inserted in the whole grammar lesson process. Based on the grammar lesson steps the teacher's feedback and type of correction are changed. If the stage in grammar lesson is focused practice, the errors of the learners may be corrected explicitly or immediately but in the communicative stage the errors should be tolerated not to make learners nervous. Their errors should be noted and declared after the communicative activities or tasks have been accomplished.

2.4 Instruction of Grammar

How grammar should be instructed is a controversial area and does not have an exact answer. It takes shapes mostly according to the requirement of the learners and rarely to the teaching habits of the teacher. Some kinds of instruction aim at teaching grammar openly but some of them try to teach indirectly. Some of them choose meaning as a guiding line but some of them are lost in the depth of linguistic aspects. Although all of the instruction types are different from each other, each of them aims at teaching effectively. It is hard to declare that kind of instruction is paramount to the others. They all have specific peculiarity for different circumstances and different requirements.

2.4.1 Meaning-focused Instruction

Meaning focused instruction is predicated on the importance of the communication ability and meaningful data transmission. Primary objective is to convey meaning through interactional activities and to supply learners' confidence to themselves.

There is a list of language teaching approach and some of them advocates that first language sheds valuable insight into the languages to be learned. Long and Robinson (cited in Shang, 2007: 126) explain that "children can naturally learn their first language successfully, and according to the proponents of this theory, adults can learn the foreign/second language if they follow the principles of the first language learning". Direct and natural approach can be given as an example of *meaning focused instruction*. These approaches focus on meaning and communication instead of grammatical forms.

Language learning requires an elaborate and detailed study but whatever done it is impossible to say that learning occurs perfectly. Language is like a water source refreshing itself everlasting. Thus, instead of charging at first hand grammatical aspects regularly, teaching grammar items in the context based activities should be tried to make learning environment more entertaining. Howatt asserts that "it was the firm belief of the proponents of the *meaning focused instruction*, crystallized in what is known as the strong version of the communicative approach, that learners acquire a foreign language best when their attention is focused on meaning rather than on language forms" (cited in Baleghizadeh, 2010: 119). Learners do not have to be lost in the details of grammatical structures to communicate with others, it is enough to convey the meaning for communication.

According to Williams (cited in Baleghizadeh, 2010: 120), *meaning-focused instruction* has the following characteristics:

  a) They emphasize using authentic language.
  b) They emphasize tasks that encourage the negotiation of meaning between students, and between students and teacher.
  c) They emphasize successful communication, especially that which involves risk taking.

d) They emphasize minimal focus on form, including: 1. Lack of emphasis on error correction, and 2. Little explicit instruction on language rules.
e) They emphasize learner autonomy.

Williams asserts that meaning-focused instruction brings communication in the foreground and gives minimum amount of importance to the language contents. In the absence of elicit explanation of grammatical rules and immediate correction students feels themselves secure.

2.4.2 Focus on Forms

Focus on forms requires the study of grammatical items one by one and in a detailed way in contemplation of achieving a solid grammar knowledge. It really maximizes the theoretical knowledge about rules and usage areas of grammar but it lacks of creating an atmosphere in which intelligence about grammar may be applied. Long describes the *focus on forms* as an approach aimed at giving the instruction of discreet grammatical items without focusing on meaning (cited in Corbeil, n.d.: 28). According to this view, it is really enough to focus on linguistic forms instead of enhancing the learners' communicative ability.

The instruction of *focus on forms* requires a firmly prepared curriculum in which all of the target grammatical subjects are planned and set in order. "*Focus on forms* refers to lessons in which language features are taught or practiced according to a structural syllabus that specifies which features are to be taught and in which sequence". El Dali assumes that *focus on forms* instruction may consist of mimicry and memorization or grammar translation and it is based on the fact that language components should be taught systematically (n.d.: 67). There should be a precision made planning about the order of the subject and subjects should be listed in order according to their level of complication, from easier to harder.

Direct study of grammar items supplies an elaborate knowledge about the rules and usage of grammatical items. This kind of teaching method supplies learners who are having elaborate grammar knowledge and learners who masters in the field of written English but are deprived of speaking in the target language.

Long (1997) tries to explain the problems of *Focus on Forms*(FonFs) as below:

a) There is no need analysis to identify a particular learner's or group of learners' communicative needs, and no means analysis to ascertain their learning styles and preferences. It is a one-size-fits-all approach.

b) *Focus on forms* ignores language learning processes altogether or else tacitly assumes a long discredited behaviourist model. Of the scores of detailed studies of naturalistic, classroom and mixed L2 learning reported over the past 30 years, none suggests anything but an accidental resemblance between the way learners acquire an L2 and the way a focus on forms assumes they do, e.g., between the order in which they learn L2 forms and the sequence in which those forms appear in externally imposed linguistic syllabuses.

c) Leaving learners out of syllabus design ignores the major role they will play in language development, nonetheless. Despite the best efforts even of highly skilled teachers and textbook writers, focus on forms tends to produce boring lessons, with resulting declines in motivation, attention, and student enrolments.

d) The assertation that many students all over the world have learned languages via a focus on forms ignores the possibility that they have really learned despite it(studies of language acquisition in abnormal environments have found the human capacity for language acquisition to be highly resilient), as well as the fact that countless others have failed. A focus on forms produces many more false beginners than finishers.

Focus on forms doesn't try to determine the personal differences in a classroom and apply the same teaching method to all of students. It neglects the truth that all learners can't learn at the same speed and with the same teaching style. The unnatural activities used in this style cause a monotonous course and a decrease in students' concentration and willingness. No doubt the *focus on forms* trains much skilled teachers and learners but it is defective in teaching language the rest.

2.4.3 Focus on Form

Focus on form does not mean the explicit presentation of grammatical rules or the focus on linguistic form. Fotos (1998: 302**)** mentions the *focus on form* "as a context based presentation of grammatical forms, rather than overt teacher-led instruction". *Focus on form* (FonF) and *Focus on Forms* (FonFs) are strictly different concepts. The former is an up-to-date approach insisting on communicative activities in language learning process but the latter is a traditional approach giving importance to memorizing the linguistic forms and grammatical rules. According to Long;

"*Focus on form* instruction is a type of instruction that, on the one hand, holds up the importance of communicative language teaching principles such as authentic

19

communication and student – centeredness, and, on the other hand, mains the value of the occasional and overt study of problematic L2 grammatical forms, which is more reminiscent of non communicative teaching (cited in El-Dali, n.d.: 65)".

Focus on form instruction is the mixture of a kind of teaching based on communicative activities and rarely uses explicit grammar instruction. It doesn't just direct students' attention towards communicative tasks, also supplies a learning environment in which students both complete their tasks and are acquainted with the facts that the uses and rules of grammatical items. The main aim of students is to interact with their class-mates during the lesson without caring about the linguistic data.

> "*Focus on form* refers to how attentional resources are allocated, and involves briefly drawing students' attention to linguistic elements (words, collocations, grammatical structures), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication, the temporary shifts in focal attention being triggered by students' comprehension or production problems"(Long, 1997).

They encounter with grammatical items during their communication activities and are expected to acquire them unconsciously. Nassaji and Fotos (2004: 131) underline that "*focus on form* involves the teacher's attempts to draw the student's attention to grammatical forms in the context of communication". A fictional communicative activity suitable to the target grammatical item is prepared by the teacher and grammatical forms are fixed into the activity with the purpose of informing students about rules and usages indirectly. Fotos (1998: 302) states that "*focus on form* helps learners to recognize the properties of target structures in context and develop their accuracy in their use". Long and Long and Robinson (cited in El-Dali, n.d.: 66) defines that "*focus on form* instruction is different from the purely communicative instruction, or what they call 'focus on meaning instruction'". According to them, focus on meaning instruction is based on the use of language in real life situations but not on the practice of the language items. At that point *focus on form* instruction states its difference expressly. It contains not only authentic communicative tasks but also linguistic contents attached to the communicative activities prepared diligently to teach the linguistic contents implicitly.

According to Ellis et al. (cited in Baleghizadeh, 2010: 122) *focus on form* has the following characteristics:

a) It occurs in meaning-centered discourse.
b) It is observable, i.e. it occurs interactionally.
c) It is incidental, i.e. it is not preplanned.
d) It is transitory.
e) It is extensive, i.e. it attends to several different forms in the context of a single lesson.

Ellis et al. makes a good summary of focus on form instruction with their explanation. *Focus on form* instruction is based on communication of students and meaning is primary. It aims at teaching grammar forms at the same time with interaction and more than a single grammatical item can be taught in a unique communicative activity.

2.5 Traditional Approach

There are so many views about the way of teaching grammar and as the years go by, some of them cannot keep up with the time and its requirements and are labelled as old-fashioned. The time passes and the needs of the learners change in direct proportion to the time. The old approaches to teaching grammar consider translation and getting the message from what is being read as adequate to learn a language. But the time and technology affect the habits and needs of the learners. Simple understanding what to read and competence in translation do not satisfy the needs of the learners in the course of time.

As some of leading exponents suggest(Johann Seidenstücker, Karl Plötz, H.S. Ollendorf, and Johann Meidinger), "Grammar Translation was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was 'to know everything about something rather than the thing itself'"(cited in Richards & Rodgers, 1986: 3). Grammar Translation Method in language teaching puts grammar in the heart of the language learning and advocates that every detail should be learned in an elaborate way but they are not interested in the use of the language. Zeng (2009: 46-47) interprets the GTM as "system of rules for the construction of correct sentences, language learning as nothing more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language". The

students' capability on the arrangement of words and on forming phrases interprets the process of language learning as successful in grammar translation method. "Underlying traditional grammar-translation methodology, and other forms of grammar-centred language teaching, is the notion that the most important part of the language is its grammar, and that language learning is the accumulation of mastered rules of the grammar" (Cameron, 2001: 105). They aim at perfection in grammar knowledge but neglect the communication aspect of the language. Huang, in his article, gives the Grammar Translation Method as an example of traditional approach including explicit teaching of grammatical rules, memorization of vocabulary lists, and translation of passages from one language to the other. Students exposed to GTM have massive knowledge of grammatical rules but do not have the ability to perform communication (2010: 29). The errors made by students in traditional classrooms equal to sin and should be corrected immediately. This belief causes an indecisive mood in learners' psychology and normally triggers the hesitation feeling about probability in making an error. Although students have a comprehensive knowledge of grammar, the fear of making an error handicaps the sociability of learners in field of communication.

Prator and Celce-Murcia list the major characteristics of Grammar-Translation as:

a) Classes are taught in the mother tongue, with little active use of the target language.

b) Much vocabulary is taught in the form of lists of isolated words.

c) Long, elaborate explanations of the intricacies of grammar are given.

d) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

e) Reading of difficult classical texts is begun early.

f) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

g) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

h) Little or no attention is given to pronunciation (cited in Brown, 2007: 19).

In the grammar-translation method, education language is the mother tongue and the use of the target language is at very limited. Instead of teaching vocabulary activities, there are lists of vocabulary written down the blackboard to memorize. It focuses on reading and translation of long and difficult classical text by analysing the grammatical items and it neglects all language functions related to speaking activities.

The principal characteristics of the GTM are listed by Richards and Rodgers (1986: 3-4) as below:

a) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. According to Stern, the first language is maintained as the reference system in the acquisition of the second language.

b) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

c) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.

d) The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method. Earlier approaches to foreign language study used grammar as an aid to the study of texts in a foreign language. But this was thought to be too difficult for students in secondary schools, and the focus on the sentence was an attempt to make language learning easier.

e) Grammar is taught deductively-that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar-Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

f) The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.

A language course with GTM is obliged to translation as the most important and effective technique because the learners' aim is generally to acquire the knowledge in the text especially related to literature written in target language. To obtain this objective a list of new vocabularies related to texts are written down the board to let the learners memorize them. Certainly the grammar of the target language is not forgotten. It is tried to be taught explicitly and learners are supposed to reach high standards in accuracy in target language, especially in translation. If translation is available, of course mother tongue is inevitable. It is used to compare the mother tongue with the target language to determine the equivalent of anything in their mother tongue in target language.

2.6 Communicative Language Teaching

The requirements of human beings push them to generate new researches and this fact also shows itself in the field of language teaching. Improvement of the technology and ever-changing requirements of the learners force people to communicate with each other too much and the age we live in is renamed as communication age.

The needs of communication are tried to be fulfilled by some of language teaching approaches and *Communicative Language Teaching* (henceforth, CLT) is only one of them. "Being able to talk about the language is very different from being able to talk in the language, and it was a reaction to the lack of fluency and ease with the foreign language, led to the development of *Communicative Language Teaching* in the late 70s and 80s" (Cameron, 2001: 106). Communicative Language Teaching appeared in 70s as a reaction to the belief that language is a set of structure and habit formation.

Widdowson asserts that "CLT claims the goal of second language acquisition should be communication rather than memorization of a system of rules" (cited in Huang, 2010:30). CLT focuses on interaction between learners to improve their communication skills. Zeng (2009: 47) underlines that "the advocates of the CLT saw the necessity to focus in language teaching on communicative proficiency rather than on mere mastery

of structures and shared the same idea that students at first should learn the fundamental common core in language functions". It is better to let students communicate in order to improve their communication capability instead of having them to memorize rules. "This communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication" (Liu&Shi, 2007: 71). CLT aims at teaching all language aspects and four skills via communication activities. The target subject is attached to the communicative activity and students' attention is drawn to it by not directing them explicitly but implicitly.

Jin (2007: 31) underlines the basic features of CLT as:

1) It focuses on students' active participation, the whole classroom is not the teacher-centered, but students-centered one. The teacher should give students enough time to practise during class.

2) The English teacher should help students to be more independent, active and fluent in using English. In real life situation, students will use the language without teacher's help.

3) When using the CLT, the teacher often organizes pair and group work, the whole classroom setting should be arranged in favour of these activities.

CLT is a teaching method based on the interaction between learners and that is why it requires the attendance of the whole classroom. Students have to form groups, at least they have to work in pairs because they are supposed to study not alone but to communicate with each other. They are expected to be independent and self-confident at the time of interaction because if they feel secure, they will be more productive while performing what they are expected to in the target language.

Brown (2007: 46-47) offers the following seven characteristics as a description of CLT:

a) Overall goals: CLT suggests a focus on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals must intertwine the organizational (grammatical, discourse) aspects of language with the pragmatic (functional, sociolinguistic, strategic) aspects.

b) Relationship of form and function: Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but remain as

important components of language that enable the learner to accomplish those purposes.

c) Fluency and accuracy: A focus on students' 'flow' of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. At other times the students will be encouraged to attend to correctness. Part of the teacher's responsibility is to offer appropriate corrective feedback on learners' error.

d) Focus on real-world contexts: Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

e) Autonomy and strategic involvement: Students are given opportunities to focus on their own learning process through raising their awareness of their own styles of learning (strengths, weaknesses, preferences) and through the development of appropriate strategies for production and comprehension. Such awareness and action will help to develop autonomous learners capable of continuing to learn the language beyond the classroom and the course.

According to Hui and Jin, The Communicative Approach, also called Communicative Language Teaching or Functional Approach has appeared as a reaction to structuralism and behaviourism. "Communicative approach is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not using structure and usage" (2010: 34). Communicative approach is predicated on interaction in target language and is not based on the application of patterns and rules in a detailed way. It concentrates on raising the communication competence of learners.

Murcia (2001: 8) lists the basic features of CLT as follow:

a) It is assumed that the goal of language teaching is learner ability to communicate in the target language.

b) It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.

c) Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations in which one person has information that the other(s) lack.

d) Students often engage in role play or dramatization to adjust their use of the target language to different social contexts.

e) Classroom materials and activities are often authentic to reflect real-life situations and demands.

f) Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and also writing (this assumes the learners are educated and literate).

g) The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

h) The teacher should be able to use the target language fluently and appropriately.

The teacher in CLT classroom should be a fluent user of the target language because s/he is not the correction authority but the one who triggers the communication between learners. The aim of CLT is to improve the learners' capability in communication in target language. Frequently used classroom works are role-plays performed by learners working in pair or in groups. These role-play activities aim at getting real life situations to classroom environment to enable students' communication competence continue out of classroom.

2.6.1 Task Based Instruction Model

Task based instruction model is one of language teaching method based on communicative activities and consists of tasks in which learners try to perform these tasks in a classroom environment where mutual interaction is at highest level. TBLT has the same several principles with CLT. Task based language teaching is based on communication like in Communicative Language Teaching. In CLT, communicative activities are used as a part of lesson but in TBLT, the tasks are used as a part of lesson. These tasks should be related to the daily life that may happen to all students so as to draw students attention to the lesson and the task. According to Cambridge International Dictionary of English (1995), a task is 'a piece of work to be done, esp. one done regularly, unwillingly or with difficulty'. Dictionary meaning is a bit formal when compared to tasks performed in classroom environment. According to Bygate et al., "A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective" (cited in Branden, 2006: 4). Students are busy with the use of

language but not acquiring the minimal grammatical details or rules of the language. They have a task to perform by using the target language and at the same time they are expected to learn about language function.

Skehan defines a task as "an activity in which meaning is primary, there is a problem to solve, there is a relationship to the real world, and where there is an objective that can be assessed in terms of an outcome" (cited in Huang, 2010: 32). Students should focus on conveying the meaning by performing communication activities and there should be an objective appear at the end of real world like activity. According to Huang (2010: 32) there are four questions that should be asked to determine whether an activity is a task or not. These questions are as follows: "a) Is there a primary focus on meaning? b) Does the activity relate to real-world activities? c) Is there a problem to solve? d) Can it be assessed in terms of outcome?" All of these questions try to determine whether an activity used in classroom is a task or not. An activity should not focus on language forms primarily and be related to real life events to denominate it as a task. It should contain a problem solving activity at the end of which a product that can be evaluated by all of students should appear.

Tasks used in classroom are divided into two groups as pedagogical tasks and target tasks. Pedagogical tasks are precision made classroom tasks in which learners perform communicative tasks limited to classroom environment. It requires interaction among the students and usage of language functions but the ultimate aim is to complete the task. Errors are tolerated. Nunan (2004: 4) describes that "a pedagogical task is 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". Instead of studying on grammatical rules and patterns, learners struggle to communicate with their classmates so as to achieve an output at the end of the tasks. According to Ellis,

> "a pedagogical task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their

own linguistic resources, although the design of the task may predispose them to choose particular forms"(cited in Nunan, 2004: 3).

Students are expected to form a product which will be evaluated by their classmates at the end of the activity in an interactional way. Pedagogical tasks are limited to classroom and students do not encounter with them out of the classroom. For example; students' talk about the picture on their books or their preparation for a role-play is a kind of pedagogical activity. They do not experience this kind of tasks out of the classroom.

A target task, named as rehearsal task, is a kind of tasks that students encounter with in their daily lives most probably. Preparing a CV, filling a traffic accident report, or booking a hotel room are examples of target tasks. Long argues that

> "a target task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by' task' is meant the hundred and one things people do in everyday life, at work, at play and in between"(cited in Nunan, 2004: 2).

As Long mentions, anything we experience in our daily lives can be shown as an example to target tasks.

All of the different definitions by different scholars given above emphasize the importance of meaning rather than grammatical form in pedagogical task activity. Long's definition is a bit different from the other linguists' definition. He tries to explain the tasks that learners have to perform not in the classroom but outside the classroom. Ellis and Nunan try to explain the 'task' in context of linguistic and by implying the classroom environment as well.

Task Based Language Teaching is a communicative approach in which students try to complete the task given by using the language instead of trying to use rules explicitly. Zhu (2007: 50) defines the aim of TBL is to create an atmosphere of target language environment in classroom, to develop the students' ability of communication. Learners

are exposed to target language and they feel themselves to use target language to communicate with each other.

Nunan (cited in Zhu, 2007: 51) gives a summary as the features of the Task Based Language Teaching below:

a) An emphasis on learning to communicate through interaction in the target language;
b) The introduction of authentic texts into the learning situation;
c) The provision of opportunities for learners to focus, not only on language, but also on the learning process itself;
d) An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
e) An attempt to link classroom language learning with language activation outside the classroom.

Task based language teaching is a bridge between classroom and daily life environment out of the classroom with the assistance of its communicative activities, which requires the interaction between students to perform a task in classroom. Learners are expected not only to know about the language but also to make use of what they know about language.

2.6.2 The Effectiveness of Task Based Instruction

Task based language learning is based on interaction between learners. It requires active use of language to improve the communication skills of learners while trying to teach the pre-prepared language form attached to the activities. The environment is designed to let the learners feel relaxed. "Task based language learning is an approach of language learning that involves doing a familiar task by using the target language" (Büyükkarcı, 2009: 314). A wide variety of tasks can be used in the course of the lesson such as making an appointment for dentist, taking a ticket for holiday, or making an interview.

TBLT as a meaning-based approach advocates that the language teaching process will be more effective by using the tasks prepared for the students. Students who do not have to have the right grammar do not deal with the rules of the language, their only aim is to complete the task. Even though they are not informed about the structure, they try to do

their best to convey the meaning and at the end of this process, they learn the language forms unconsciously. Willis (1996: 24) underlines that "learners are free to choose whichever language forms they wish to convey what they mean, in order to fulfil, as well as they can, the task goals". Even though a student has not a good grammar knowledge and his lots of inaccurate usage of rules, he can manage to express himself. "One of the most important things about TBLT is that it promotes learners' confidence by providing them with plenty of opportunities to use language in the classroom without being constantly afraid of making mistakes" (Willis&Willis, 2007: 2). That learners feel themselves secure supplies a stress free environment and this does not affect the communication phase negatively. Skehan asserts that "if a task creates pressure to communicate, learners may respond with inaccurate use of language or with first language" (cited in Cameron, 2001: 108). Although the use of learners while communicating is incompetent, it is preferable than using mother tongue.

Task based language teaching was first developed by N.Prabhu in Bangladore. Branden (2006: 1) highlights that "Long and Prabhu supported an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes". Prabhu believes that "students may learn more effectively when their minds are focused on the task, rather than on the language they are using" (cited in Büyükkarcı, 2009: 314). In that style, the main aim is to perform the task by expressing meaning instead of using an absolute language form. "The main focus is on the tasks to be done and language is seen as the instrument necessary to carry them out. TBL thus highlights the instrumental value of language" (Estaire & Zanon, 1994: 12). Learners focus on completing the task by using the language but not on the correct use of language. In this style, language use is an instrument to attain the object but not a goal.

Brown (2007: 52) defines the characteristics of TBLT as follows:

a) Tasks ultimately point learners beyond the forms of language alone to real-world contexts.

b) Tasks specifically contribute to communicative goals.

c) Their elements are carefully designed and not simply haphazardly or idiosyncratically thrown together.

d) Their objectives are well specified so that you can at some later point accurately determine the success of one task over another.

e) Tasks engage learners, at some level, in genuine problem-solving activity.

The tasks prepared for making students ready for real life situations aim at developing students' communication competence by designing precision made activities. Learners are prepared for the real life situations with the assistance of pedagogical tasks performed in the classroom.

2.6.3 Grammatical Tasks

Grammatical tasks require learners to use a particular language items to complete the task. Learners have to use some predetermined linguistic items. Rashtchi and Keyvanfar (2007: 173-174) underlines that a grammatical task is different from an exercise in that learners are free to say anything that comes to their mind regarding the situation; it is a task in that learners' attention is primarily to the meaning they want to convey to their partner and is focused in that for the best performance they have to use the suitable grammatical form. Learners not only try to convey meaning but also try to use definite grammatical items to complete the task.

2.6.4 Consciousness-Raising (C-R) Tasks

Grammar consciousness-raising tasks(henceforth, GCRTs) are the integration of students' interaction and development of grammatical knowledge in students' mind. Shokouhi (2009: 56) underlines that "CR tasks are aimed at assisting learners to notice grammar forms through meaning-focused interaction". Learners find out the linguistic rules and principles by themselves while they are busy with grammar consciousness-raising tasks. Teacher does not give any explicit rule but learners are expected to deduce grammatical rules and patterns. Moumene (2010: 69) underlines that "GCRTs aim at integrating the teaching of grammar with the provision of communicative tasks where learners talk about grammar and exchange information about its problematic issues. In short, grammar becomes the content of the task". These kinds of activities draw students' attention to the language forms while performing their communicative tasks.

"In a consciousness raising task, students do focus on forms, not because the students are required to use them, but because the forms are the content of the task (Peterson, 1997: 5)".

Mcnicoll and Lee (2011: 127) assert that "consciousness-raising is one available method which allows for students to collaboratively improve their grammatical knowledge through discussion, thereby keeping the classroom communicative and maximising student talk time". Students' grammar knowledge gets higher while they are busy with their tasks. Teachers do not interfere in students' interaction because in consciousness-raising tasks students are expected to acquire grammatical rules on their own. According to Ellis; "a pedagogic activity where learners are provided with L2 data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding of some linguistic property or properties of the target language (cited in Mcnicoll and Lee 2011: 128)". It is possible for teachers to fix teaching grammar into students' communication. Learners find chance to practice forms and to communicate at the same time.

2.6.5 Phases of TBI Model

Three stages, namely pre-task, task cycle and post task (language focus and language practice) form the framework of Task Based Language Teaching. In a course planned according to the standards of the TBLT, there should be at least three stages. These stages help the teacher to plan the teaching process more effectively and give the teacher chance to control the progress of the course.

2.6.5.1 Pre-Task:

The topic and the task are introduced to the students in the pre-task stage and the teacher makes the students remember the old or new vocabulary. "The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition" (Ellis, 2003: 244). Teacher can help students remember the old subjects that may related to and help to the performance of the task. "At the pre-task phase, the teacher highlights useful words and phrases, helps students understand directions for the task, and prepares them for the task" (Huang, 2010: 33). In the pre task stage learners remember their old

knowledge which helps them to perform the task cycle stage successfully. Willis and Willis (2007: 160) underline that "learners who are given five to ten minutes just before the task to plan what to say tend to produce task interactions that are not only lengthier but linguistically richer, with a higher degree of fluency and clause complexity". The pre task stage prepares students for producing grammatically accurate sentences because it gives them the chance to think about the next stages shortly.

2.6.5.2 Task Cycle

The task cycle stage is the stage in which students try to perform the task given to them in an interactional context. This stage aims at developing an environment in which students try to improve their communication skills. Yaylı (2006: 450) underlines that learners find the chance to use the target language in order to complete the task in task cycle stage and if it is needed, the teacher feedback and support are applied by learners. This stage has three different stages in it. Task, planning and report are the sub-title of the task cycle. The feedback that Yaylı (2006) insists on is given by teacher especially in planning or report stage. At the task stage, students try to perform the task given by their teacher either in small groups or in pair. Teacher does not interfere with the students and only monitors them. Students are expected to be in a stress-free classroom environment and only to focus on fluency instead of exact use of linguistic items. At planning stage, students try to prepare a report about how they have performed the task. Even though students omit the accuracy while communicating in the phase of task, they try to be accurate in planning stage and ask their teacher for help about grammatical rules. At report stage, reports prepared in planning stage are presented to the whole classroom or students may control one another groups' report by exchanging their written report.

2.6.5.3 Post Task

Willis & Willis (2001: 178) call the post task stage as language focus. They analyse the post task phase under two different titles as language focus and language practice. At language focus stage students try to understand the usage of language and the rules of the target language. On this stage students have knowledge about some special usage

and exact use of language function. At language practise stage, a wide variety of different exercise can be studied to strengthen the understanding of learners.

2.7. RELEVANT STUDIES

In this part some experimental studies aiming at investigating the effectiveness of TBLT in language teaching field have been given and studies are divided into two divisions as relevant studies conducted in Turkey and abroad (foreign studies).

2.7.1 Foreign Studies

Murad (2009) carried out a study to investigate the effect of a task-based language teaching program on developing the speaking skills of Palestinian secondary students and their attitudes towards English. Two Arab schools were chosen from the Arab secondary schools in the lower Galilee in Northern Israel on purpose. Four sections of the eleventh grade in the two schools were selected randomly. Two of them form the experimental group and the other two represent the control group. The participants were assigned pre and post-test orally, and were tape-recorded by two EFL teachers who evaluated them after each session according to an evaluation scheme presented by the researcher. The program aimed at developing the oral social interaction skills of students in the experimental group. According to the statistical data acquired at the end of the study there is a statistically significant difference between the two adjusted means of the students' scores due to the teaching procedure in favour of the experimental group. Murad (2009: 92) emphasizes that the results can be interpreted with the fact that TBLT gives importance to fluency instead of forming a firm competence in language rules.

Moumene (2010) attempts to compare the effects 'Grammar Tasks' and 'Grammar lessons' on the acquisition of English tenses by Algerian students in terms of gains in explicit knowledge, grammatical accuracy, interaction, autonomy and motivation in the classroom. The results of the study demonstrate that learners following the new approach outperform those following the traditional one. The results of the study show that GCRTs are more effective than Traditional Grammar Lessons in developing

grammatical accuracy, grammatical explicit knowledge, negotiated interaction, autonomy, self-confidence and motivation.

2.7.2 Domestic Studies

Mutlu (2001) made a research to investigate the effectiveness of TBLT and presentation-practice-production method in teaching grammar structures. She conducted the study with 102 students and two different grammatical structures were taught in 20 class hours as a teaching period. For the first grammatical structure, Mutlu yielded meaningful results in favour of TBLT in the long term but in the short term both instruction types were effective. For the second grammatical structure, TBLT was more effective than PPP method in the short term; however, both instruction types yielded success in long term.

Soyaslan (2008) carried out a research to investigate the difference of traditional method and TBLT in foreign language achievement of the 6th grade students. First, she formed two different groups as experimental and control groups consisting of totally 32 students. Her findings yielded meaningful results in favour of task based language teaching. The data showed that there was a significant difference between post-test scores of each group. It meant that TBLT was more effective in foreign language achievements of learners.

Yaylı (2006: 449-468) conducted a research to investigate the effects of TBLT on learners' proficiency and noticing levels with respect to gender in a primary school setting. The study was conducted with two different group of 6th grade students included in primary school. Both the proficiency and the noticing post-test scores indicated no significant difference between the mean score of experimental and control group. In other words, TBLT did not prove to be superior to PPP in the teaching of the Simple Present Tense in a public school. Furthermore, gender did not make a significant effect in the scores the learners achieved in the pre and post-tests.

Temizöz (2008) carried out a research to determine the effects of grammar translation method and communicative approach in teaching of "the first and second type

conditionals". The study lasted only two weeks and 8 class hours. At the end of the study, she found a significant difference in favour of the experimental group in which communicative approach was used.

Demir (2008) made a research to examine the effects of task-based reading activities on the learners' attitude toward reading classes and their learning outcomes. She conducted her study in prep classes at Dicle University, Foreign Languages Teaching Application and Research Centre with 50 lower-intermediate level students. The data on her research revealed that task based method in reading EFL class enabled foreign language learners to take part in reading tasks in an active way.

Altay (2004) conducted a research to investigate the effects of task based and topic based activities on the participation of advanced learners of English in speaking lesson. Her findings indicated that task-based activities were more beneficial than the topic based activities.

Tıkız (2008) carried out a research to investigate the theoretical background of Task-Based Learning and including 'poetry' as a literary genre for vocabulary teaching. Twelve poems by different poets are included in the study to highlight in depth analysis and to help students negotiate meaning in the classroom and let them to take part in real communication. Research results suggested that Task-Based Teaching activities presented through poems have a significant effect on students' vocabulary learning. But the method was not found to be effective on students' attitudes towards reading poetry.

The above-mentioned studies on this particular issue are only some of the literature on Task-Based Language Teaching. These studies were selected according to their content and findings so that the whole literature could be represented here. One of the most important points here is that there are some differences between the findings of these studies, whose cause is existence of different variables. It is hoped that this study will also take its place among these researches and make contribution to researchers.

PART III. METHODOLOGY

In this part, information about the population and sampling, data collection and data analysis conducted under this thesis will be presented.

III.1. Population and Sampling

The population of the study consists of 8th grade students attending Bafra Dededağı Primary School in 2010 – 2011 academic year.

The sample of the study is composed of both experimental and control group of two different eight grade students attending Bafra Dededağı Primary School in 2010 – 2011 academic year.

The experimental group is composed of first section(A) of the eight grade students and the control group is composed of second section(B) of the eight grade students attending the Bafra Dededağı Primary School in 2010 – 2011 academic year. Experimental group consists of 16 students and control group consists of 16 students.

When we take into account the number of students that two groups consist, we see there is homogeneity among groups.

III.2. Data Collection

a. A pre-test for grammar items was administered to both groups at the beginning of the spring semester in order to see the level of the subjects.

b. A post-test was administered to the subjects following the instruction of TBLT for teaching grammar in order to specify the efficacy of the instruction.

In order to evaluate the comprehension level of the students, a test consisting of 28 items (multiple choice, fill in the blanks) was applied to them in the test. The questions were prepared by the researcher taking the level of the students into account.

III.3. Data Analysis

Statistical techniques such as mean, standard deviation, frequencies, percentage, ANOVA variance analysis and T-tests were used to analyze the statistical data. "SPSS 11.0" data analysis program was used to make the calculations. While conducting statistical analyses, the threshold for significance was accepted as $p < 0.05$ and discussions and comments on the findings of the study were shaped in accordance with this significance threshold.

III.4. Procedure

In this study, two groups at the same proficiency level (elementary) were compared according to two different techniques for grammar teaching. The first approach was task based language teaching and the second one was a traditional method, grammar translation method. To conduct this study, two classes as one experimental group and one control group were chosen and each class has four hours of English lesson in a week.

After the selection of the groups, grammar items in accordance with curriculum were chosen and a test was prepared by the researcher. A pre-test of 28 items consisting of multiple choice and fill in the blanks testing the target grammar item was applied to experimental and control group without a prior announcement.

Throughout the following eight weeks, the grammar items were tried to be taught in two different ways. In experimental group grammatical items were taught by using task based language teaching but in the control group they were taught by using grammar translation method. Seven different grammar subject consisting of past tense, perfect tense, since-for, yet-just-already, so-such, would like, would rather-prefer, were introduced to the subjects.

39

In the experimental group what task based instruction model requires was exactly tried to be applied to the students. Pre-prepared activities and sheets related to TBI were used as material. Throughout eight week, the students performed the tasks given by the teacher to them. They forced themselves to interact with each other to be able to complete their task. The role of teacher was being a guide throughout the eight week that the study was conducted. Whereas, in the control group, interactional dimension of the language was omitted and directly grammar teaching was emphasized. The rules and usages were explicitly presented to the students by writing on the board. It was aimed to teach grammatical rules strictly but the students never felt the necessity to interact with each other.

The purpose of this study was to find out whether there would be a significant difference in learning the target grammar items between the group that was exposed to the target grammar items by using TBI model, and the group that was exposed to the traditional grammar translation method. To achieve this goal, the two groups were asked 28 questions testing the target grammar knowledge as a pre-test and the next step was the introduction of 7 new themes throughout 8 weeks. At last, a post-test including the same 28 questions testing the knowledge of the target grammar knowledge were asked to the students. Below is the eight-week training process of task based language teaching approach for the experimental group.

III.4.1. Eight-week Training Process

16 February 2011
(Pre-test)

23 February 2011
(1st Week)

2 March 2011
(2nd Week)

9 March 2011
(3rd Week)

16 March 2011
(4th Week)

23 March 2011
(5th Week)

30 March 2011
(6th Week)

6 April 2011
(7th Week)

13 April 2011
(8th Week)

20 April 2011
(Post-test)

III.4.2 Account of the Weeks

Week -1

a. Control Group

After the warm-up and motivation stage, the teacher writes the rules of simple past tense on the board. He explains S + V2 + O and the interrogative form of the same rules. Then related reading text on the course book is read by students and tried to be translated into Turkish word by word.

b. Experimental Group

In the pre-test stage, the teacher hands out the form of personal accident report (appendix 2). When they finish reading, the teacher starts talking about his own experience about a traffic accident and filling in the same accident report. The students think about words pronounced in the text especially the items that will help them forming sentences related to the theme and the students who had had a traffic accident before try to remember what happened. Teacher hands out the witness' description (appendix 3) to the students and the students read it carefully. They try to define the time of the scenario, present or any different? The students try to complete the dialogue between the police and Mr. Middleton (appendix 4) that the teacher hands out.

In the task cycle, a focused task, not only aiming at increasing students' communication skills with each other but also drawing their attention to language forms, is used. The

students are required to exchange information with each other. Students work with their desk-mates. They interrogate and note down whether they have ever had or witnessed such an accident earlier in their lives. If so, one of the pairs becomes the police and the other one becomes the witness/survivor of an accident. And then, they change their roles. Their task is to determine the number of dead and injured person in the interrogation of every group. When they finish their dialogue, it is time to visit other groups to get necessary data. They visit all the other groups and take the number of dead and injured person as a note to their notebook.

In the planning and report section, all groups try to prepare a report and present their report in front of their class-mates. The other groups try to write the number of dead and injured person in their friends' performances.

In the post task stage (language focus and practice), the teacher projects the witness' report about the accident to the board and takes students' attention to bold written words. Students think about these words and make their own comments about the usage of these bold written words. Then the teacher asks them whether they have changed the verb forms or not, if changed, why? The students glance at their dialogues and change it with another group to check their friends' usages. If there are any misuses, they try to correct them. When it is made clear by the students that the sentences in simple past tense finishes at a certain time in the past, they try to write a letter about their childhood.

Week -2

a. Control Group

The second week goes on with the same subject "simple past tense". Irregular and regular verbs and their usages are elaborately taught by teacher. Some simple figures and diagrams are drawn on the board.

b. Experimental Group

In the pre-task phase, Teacher hands out the CV papers (appendix 5) to students and asks whether they have ever seen such a form before. Teacher asks them to guess what it may be. Students glance at the fictional CV of John Terry and try to guess. Teacher

makes a short brief about CV, its usage areas and its content. Then, teacher informs students about John Terry's background and hands out Terry's letter of personal profile (appendix 6) and wants students to pay attention to the time of events and to underline the dates. He asks the common properties of these dates waiting from the students to say "they are far from today, in the past".

In the task cycle, a focused-task is given to the students. They are expected to induce grammatical forms and rules with the help of hand-outs and to raise their communicative skills. The students express their own attitude in response to the needs of the task. Students form groups of three. They try to write a fictional personal profile letter applying for a free position in a company based on John Terry's letter. After they have completed their letters, each group presents their letter to the rest of the class. At this stage all the students listening to are in the position of a manager who will eliminate the best candidate for the position.

In the section of planning and report, it is time to vote by the students. Each group revises all the presentations and gives point taking into consideration their pros and cons.

In the post task phase (language focus and practice), teacher wants all groups to change their letters with the other groups and asks them to try to correct their peers' mistakes if available. Teacher monitors the fictional personal profile letter of John Terry and takes students' attention to the bold written words in consequence to past tense structure. When everything is over about the usage of 'simple past tense', teacher asks students to narrate an extraordinary memoir they have experienced to each other.

Week -3

a. Control Group

This week is reserved for a new grammatical item "perfect tense". Teacher again starts to give information about the usages of this tense and some specific features. He draws the table consisting of the rules. The third type of verbs is presented to students to let them memorize them. In the second two-hour lesson the text on the course book is read and translated into Turkish.

43

b. Experimental Group

Students investigate the advertisement of Oktay Usta (appendix 7) and share their ideas about his job and his TV programme with their classmates in the pre-task phase. They try to recall their previous knowledge about cooking theme, for example, vocabulary, phrases etc. related to theme. The teacher hands out "Oktay Usta's recipe of the rice" (appendix 8). Students read the text on their own carefully and they try to guess the meaning of new vocabulary from the context. Students try to define the time of the scenario, present or any different? The teacher hands out an interview of Oktay Usta (appendix 9) to all students. The students try to fill in the blanks in the interview with the help of "Oktay Usta's recipe of the rice".

In the task cycle, a focused-task is given to students. This task aims at having students infer grammatical forms and rules from the hand-outs while communicating with each other. Learners are expected to get some new information from the given information through deduction and reasoning. Students study on their own. Teacher hands out 'find out if' (appendix 10) titled sheets in which 8 questions take part. Teacher asks students to fill in the chart correctly by asking these 8 questions to their friends quickly because their time is limited to 10 minutes and the one who finishes as the first will be the winner of the game. Teacher helps students to perceive 'have you ever' structure written on the bottom of the sheets indirectly while asking questions.

In the planning and report, when the time is over, the teacher asks for the firstly-finished sheet and wants this student to ask these questions again to his/her friends whose names s/he wrote as an answer to the questions. If the oral answers match with the written ones, then the student will be winner of the game. If it is wrong, the game goes on with the second sheet.

In the post task phase, teacher asks students to turn back again to 'Oktay Usta's Recipe of Rice' and helps students to perceive the time of the events in the text. Teacher tries to explain to students the truth of the actions occur neither in the past nor now, they have started in the past but its effects are visible at the time of speaking. At the end of the

feedback and correction, teacher asks students to think about daily events that would be expressed in the same way.

Week- 4

a-Control Group

This week teacher tries to teach the usage of "yet, just, already". All the rules are directly given and lots of example sentences are written on the board by teacher. Students are expected to translate the reading text in their textbook and they write their own sentences related to the subject of the week.

b. Experimental Group

In pre-task phase, teacher hands out the first "to do list" (appendix 11) and asks students to investigate what it would be. Students try to give answers and guess. Teacher hands out the second "to do list" (appendix 12) and asks students to express the relevance and the common parts of the first and the second "to do list". After students analyse both of the lists, teacher hands out the third (appendix 13) and the most detailed "to do list" and wants students to analyse that one, too. Teacher tries to make students informed about the relevance between the lists and asks students to comment on these "to do list".

In the task cycle, a focused-task is used. This task is based on negotiation among students to reach some needed information and it tries to make students informed about the grammatical forms as well. Teacher announces that they will celebrate one of their friend's birthday party tonight in a cafe and asks them to organize this party. Students are supposed to prepare a "to do list" for the preparation of the party and to write what they have/haven't done up to now. Students work in group of five. After each group completes their task, they visit all the other groups to check what they have done in common and what the missing parts never state by any of the groups were. They note down these parts on a piece of paper going around the groups.

In the planning and report, after completing the missing parts in the preparation list, all groups try to present the most comprehensible and faultless report to their teacher.

In the post task phase, teacher asks students to have a look at "to do list 3" and to analyse it carefully. He tries to create an awareness about the usage of "yet-already-just" by implying but not explaining directly. At the end of the language focus session, students look at on page 100 (appendix 14) in which there are two pictures having 7 little differences related to a woman's kitchen. Students are supposed to express these differences by using the new structure they have learned.

Week- 5

a-Control Group

The lesson is about the use of "since-for" this week. Teacher gives a detailed information about the usage areas and differences between 'since' and 'for'. The reading text on the textbook is translated into Turkish and students try to form their own sentences consisting of 'since' and 'for'.

b-Experimental Group

Teacher hands out the dialogue between Doctor Jack and Mr.Gilbert (appendix 15). Students read the dialogue silently on their own for a few minutes. When they finish reading, teacher asks students to underline the words time- related. Teacher asks students to prepare a note list related to Mr.Gilbert's problems before handing out Doctor Jack's original note list. After they prepare their own notes, teacher gives the doctor's original list (appendix16) to students and asks them to compare with theirs and to fill in the blanks in the original one.

In the task cycle, a focused task, consisting some grammatical patterns and rules, is given to students. It not only aims at teaching forms but also intends to create communicative atmosphere. Students work with their desk-mates to prepare a similar dialogue. After every group completes their dialogues, they act it out before the students. While they are acting out, other students try to take some notes quickly similar to Dr.Jack's. Their task is to visit all of the other groups to find out the most frequently encountered disease and doctor's prescription.

In planning and report, all groups try to determine the names of the diseases mostly written on the papers and the doctor's advices of pills.

In post task phase, teacher projects the dialogue between Dr.Jack and Mr.Gilbert to take students' attention to bold written words and students make comment about these words and their usages. Teacher tries to explain to students the truth of "*For"* shows the length of time of the action, on the other hand, "*Since"* shows the time that the action begins. After the language focus session is over, teacher hands out Dr.Mehmet Oz's biography (appendix 17) and asks students to fill in the blanks in the text.

Week -6

a-Control Group

This week is reserved for the subject of " so-such". All the rules are written on the board and students are asked to prepare their own sentence related to "so-such". The activities on the textbook are translated into Turkish by students and students are asked to write a letter consisting of so-such as a homework.

b. Experimental Group

In the pre-task phase, students ask each other whether they write a postcard before, if yes, they try to remember what they wrote on it. Teacher hands out a written postcard (appendix 18) and asks students to read it carefully. Students read the postcard and think about the new vocabulary and get their meaning from the context.

In the task cycle, a focused-task is used. It aims at drawing students' attention to grammatical forms while trying to increase their interactional capacity. Students work in the groups of four. Teacher monitors a sheet of paper in which lots of different phrases and vocabulary written related to Italy (appendix 19) and asks them to write a postcard in order to send their friend by using the phrases and vocabulary pre-handed out by the teacher. Each group try to write a postcard by using the clues given before and in this part different stories would be written by the groups. After each group completes its postcard, the best prepared postcard will be voted by all the groups to call as a winner.

In the planning and report, each group prepares their postcard and when they complete their task, they present it in front of the other groups and they vote their each other's postcard messages.

In the post task stage, the winner group's postcard message is written on the board and if there are mistakes, student's attention is drawn to them. They aren't corrected directly, but students' attention are tried to focus on the correct form of these mistakes. Teacher hands out his own postcard messages (appendix 20) written by using the phrases and vocabularies that students use in the task phase and asks students to underline newly learned structure and compare these sentences to sentences written on their own postcard messages.

Week-7

a-Control Group

The subject of the week is "would like" this week. Teacher gives the rules directly on the board and writes a dialogue on the board. Students are asked to translate the dialogue into Turkish and then they write their own sentences and write to the board. Teacher takes attention to the mistakes that students make on the board.

b. Experimental Group

In the pre-task phase, students analyse the restaurant menu handed out by teacher (appendix 21). They try to understand the content of the menu. Teacher hands out the conversation between waiter and the customer (appendix 22) and asks students to read it carefully by comparing it with the menu. Teacher asks students to order meals written on the menu and write down their notebooks. Waiters' notes (appendix 23) are given to students to complete by comparing with the conversation between waiter and costumer and the menu.

In the task cycle, the teacher aims at making students informed about grammatical forms and increasing their capacity in communication at the same time by using a focused-task. The teacher asks students to form a group of four. Students are expected to imagine themselves in a restaurant as customers and they order meals for lunch. They

are expected to prepare a conversation between waiter and customer and a waiter note containing their orders. Their task is to add an order not pronounced in conversation to waiter notes.

In the planning and report, students prepare a conversation in which they order their lunch and a waiter note that contains their orders and an additional order they did not utter. After they complete their task, they distribute their written products randomly to the other groups and present their waiter notes. Other group students are expected to determine the order that is not ordered in the conversation.

In the post-task stage, teacher asks students to take attention to their friends' written conversation and tries to correct the errors. Teacher monitors the conversation between the waiter and the customer and collects students' attention to the bold written words (would like) to help them perceive the grammatical structure. After the section of language focus, teacher asks students to prepare their 'top ten list' prepared in their course book on page 130 (appendix 24).

Week-8

a-Control Group

Students are introduced to the subject of this week "would rather-prefer" with the help of a dialogue written on the board by teacher. Teacher gives the usage of both subject and wants students to list their own sentences related to "would rather-prefer". At the end, their sentences are translated into Turkish and mistakes are corrected by teacher.

b. Experimental Group

In the pre-task stage, teacher hands out the brochure (appendix 25) about Bahia Hotel and its activities and asks students to analyse it carefully. After students read the brochure, teacher hands out the Jessica's letter (appendix 26), students read it and try to understand the content of the letter. Teacher projects "programme A and programme B" (appendix 27) on page 130 and asks students which one would they prefer? He asks them to talk about it.

In the task cycle, by using a focused-task, the teacher tries to raise students' awareness on grammatical rules and to develop their communication abilities. The teacher asks students to look at the page of 182 (appendix 28) on their book in which a timetable showing the activities by an animation team takes place. Teacher asks students to choose one day of the activities and try to write down their preferences. Their task is to try to write down their preferences with his/her desk-mates and to visit the other groups to collect the data about the day mostly chosen from the timetable.

In the planning and report, students prepare their preferences according to the day from the timetable, after they complete, they accomplish their task by visiting the other groups in order to determine the mostly chosen day from the timetable.

In the post task stage, teacher projects the Jessica's letter again and tries to imply the usage and difference of "prefer….to" and "would prefer….than". At the end of the lesson, he asks students to look at the reading text "The Sun Dance Hotel" on page 172 (appendix 29) and asks them to try to write down a letter containing their preferences about that hotel and its activities.

PART IV. FINDINGS AND DISCUSSIONS

In this part of the thesis, findings gathered from the data and discussion part are presented together. Findings cover the statistical data about pre-test and post-test scores of the experimental and control groups and the hypotheses emphasized at the very beginning of the research.

IV.1 FINDINGS ABOUT THE PRE-TESTS

Experimental and control groups were subjected to an examination to determine that both groups had homogeneity and had no significant difference in terms of their grammar knowledge before the initial of the study. The scores analysed is presented in the table below.

Table 1. Comparison of the Pre-test Scores of the Experimental and Control Groups

Groups	N	Mean	St. Deviation	t	Significance
Experimental	16	11,3125	2,24258	1,949*	,758
Control	16	9,6875	2,46897		

*P>0,05

According to the analysis of pre-test results of both groups, the significance level is 0,758 (p>0.05). This result may be interpreted that there is a homogeneity between both groups and there is not a significant difference between grammar knowledge of both students take part in experimental group and students take part in control group.

IV.2 FINDINGS ABOUT THE 1st HYPOTHESIS

The first hypothesis of the study was that "There will be a significant difference between the grammar knowledge of students who are taught grammar through task based language teaching and those who are not." With the aim of assessing this

hypothesis, t-test was applied for the post-test results of the students included in both experimental and control groups. The analysis of the post-test scores of the students is a response to the research question of the study. The table below presents the analysis of the post-test scores.

Table 2. Comparison of the Post-test Scores of the Experimental and Control Groups

Groups	N	Mean	St. Deviation	t	Significance
Experimental	16	17,0625	3,80296	2,664*	,016
Control	16	12,5625	5,58532		

*$P<0,05$

The results of the t-test administered to the both experimental and control group show that the significance level is 0,016 (p<0,05). This result shows that it does not exceed the significance threshold and it shows that there is a significant difference between the post-test performances of students in both groups.

This finding is in parallel with the first hypothesis of the researcher and it will be mentioned in the discussion part.

IV.3 FINDINGS ABOUT THE 2nd HYPOTHESIS

The second hypothesis of the study: "There will be a significant difference between pretest and post-test results of the students included in the experimental group." With the aim of assessing this hypothesis, t-test was applied for the pre-test and post-test results of the students included in experimental groups. The analysis of the pre-test and post-test scores of the students is a kind of verification for the second hypothesis of the study. It shows whether there is a progress between the pre and post test scores of students or not. The table below presents the analysis of the pre-test and post-test scores of the experimental students.

Table 3. Comparison of the Pre-test and Post-test Scores of the Experimental Group

	Mean	N	St. Deviation	t	Significance
Pre-Test	11,3125	16	2,24258	5,600*	,000
Post-Test	17,0625	16	3,80296		

*P<0,05

The results of the t-test applied for the pre and post-test scores of the experimental group show that the significance level is 0,000 (p<0,05). As it appears within the significance threshold, it can be said that there is a statistically significant difference between the pre-test and post-test scores of the students included in the experimental group.

This finding is in parallel with the second hypothesis of the researcher and it will be mentioned in the discussion part.

IV.4 FINDINGS ABOUT THE 3rd HYPOTHESIS

The third hypothesis of the study was "There will also be a significant difference between pre-test and post-test results of the students included in the control group." With the aim of assessing this hypothesis, t-test was applied for the pre-test and post-test results of the students included in control groups. The analysis of the pre-test and post-test scores of the students is a kind of verification for the third hypothesis of the study. It shows whether there is a progress between the pre and post-test scores of students or not. The table below presents the analysis of the pre-test and post-test scores of the control group students.

Table 4. Comparison of the Pre-test and Post-test Scores of the Control Group

	Mean	N	St. Deviation	t	Significance
Pre-Test	9,6875	16	2,46897		
				2,304*	,036
Post-Test	12,5625	16	5,58532		

*P<0,05

The results of the t-test applied for the pre and post-test scores of the control group show that the significance level is 0,036 (p<0,05). As it appears within the significance threshold, it can be said that there is a statistically significant difference between the pre-test and post-test scores of the students included in the control group.

This finding is in parallel with the third hypothesis of the researcher and it will be elaborated in the discussion part.

IV.5 DISCUSSIONS ON THE FINDINGS

It is obvious that the research attains its objective in terms of both experimental and control groups' statistical analyses of post-test scores. The outcome of the research satisfies the expected results and final aim. According to the statistical data, TBLT is more effective than traditional language teaching approach in the field of teaching grammar. The main and the first hypothesis of the study asserts that *"There will be a significant difference between the grammar knowledge of students who are taught grammar through task based language teaching and those who are not."* Table 2 shows that there is a significant difference between the post-test scores of the two groups to the advantage of experimental group at the end of the teaching process. The results can be explained with the highlighting features of TBLT. First of all, in TBLT, anxiety level of students is really low because there is a stress free environment as a classroom, thereby; the first and the most important condition for the success of student is satisfied. The lessons are composed of tasks in TBLT. The tasks form the basic principle of teaching style and the common estimation is that students do not need to concentrate on how to

54

use language but to complete the task. The important thing is conveying the meaning in order to accomplish the task instead of accurate use of the language. This study makes the students gain confidence about their capability in English while trying to accomplish the task. Students' confidence in themselves and an entertaining classroom environment compared to the traditional approaches make the learning process more effective than any other teaching approach. Eventually, it is not a surprise ending to get a meaningful difference in favour of experimental group. All features mentioned above support the dominance of TBLT to traditional approaches.

The second hypothesis of the study asserts that *"There will be a significant difference between pre-test and post-test results of the students included in the experimental group."* The main hypothesis of the study gets meaningful yields and normally this hypothesis does, too. The finding is in conformity with the second hypothesis of the study and it shows a significant difference in terms of the progress achieved by the experimental students considering their pre and post-tests. The second hypothesis is directly related to the success of the first and the main hypothesis of the research. The progress achieved by the experimental students in pre and post tests supplies the realization of getting meaningful yields from both first and the second hypotheses.

The third hypothesis of the study asserts that *"There will also be a significant difference between pre-test and post-test results of the students included in the control group."* In a process lasting 8 weeks, it is really normal to expect a progress in students' performances between the grades of their pre and post test scores. Table 4 shows that there is a statistically significant difference between the pre-test and post-test scores of the students included in the control group. Maybe the rate of increase in control group is not the same with the rate of increase in experimental group but it is obvious that there is a statistically significant difference between pre and post test scores of students included in control group. If the researcher could not have obtained a significant difference in control group, this situation would have caused a disadvantage for students included in control group. Students would have an eight week gap at the end of the process and students would be unsuccessful in SBS exam at the end of the semester if the third hypothesis did not get meaningful yields. The main reason for getting meaningful result in third hypothesis can be associated with the students' habituation

about traditional techniques used in classroom environment. Despite of lots of different and up-to-date techniques, traditional techniques are still mostly used in language teaching classrooms. Therefore, the progress in pre-test and post-test results of students included in control group may be related to the fact that the students' experience about traditional way of teaching/learning.

Although both groups in this research are successful, there are some reasons why should teacher use TBLT in language teaching. Classroom environment in which Task-based Language Teaching is applied by the teacher is more motivating than any other teaching methods. Learners feel them secure because they feel as if they are not in a classroom. Real-life situations take their attention and make the learning environment much more entertaining. Students' needs can be given as a task instead of using a coursebook which is not prepared by taking into account the needs of the learners. Thus, the teacher can create an interesting atmosphere where all students are eager to be active.

PART V. CONCLUSION AND SUGGESTIONS

This part includes a brief conclusion based on the analyses of data and suggestions related with the conclusion.

V.1 CONCLUSION

In this study, it has been investigated whether the use of task-based language teaching in grammar teaching is efficient on the grammar success of the learners. In order to unearth the facts about our research statement, an experimental and a control group were formed by the researcher. Each group consisted of 16 students. In grammar teaching process, in order to increase the grammar knowledge of experimental students, communicative tasks have been applied. On the other hand, the students in the control group have studied the same grammatical items through traditional techniques such as translating, practising.

Seven different grammatical items were introduced to the students. The instruction period was limited to 8 weeks and all of these seven grammatical items were taught to the students during this period. All subjects except simple past tense which was taught in two weeks, were tried to be taught in a week.

Before launching the research, both of the groups were applied a pre-test to determine whether there were homogeneity between them or not. After the statistical analysis of the pre-test results, the significance level appeared as $0,758(p>0,05)$ and it revealed that there was not a meaningful difference between proficiency levels of both groups in terms of their grammar knowledge. This truth put the research into action and at the end of the 8 weeks, a post-test was applied to the groups to determine the consequence of the study.

With the help of SPSS program, post-test scores of both groups were evaluated statistically to determine whether the use of task-based language teaching made a significant contribution to the grammar knowledge of students or not. The results of the t-test administered to the both experimental and control groups' post-test scores showed that the significance level was $0,016 \ (p<0,05)$ and it meant that the result obtained by

the researcher at the end of the study was a collateral proof for the first hypothesis and the research question of the study. According to the result of this research, it has been concluded that the use of task-based language teaching is an effective way in teaching grammar. In addition, the result shows that traditional way of teaching grammar used in this research is attested as effective as well.

To sum up, this research is equal to researcher's expectations and it proves that task-based language teaching is more effective than traditional language teaching approach while teaching grammar. In light of the foregoing and experience gained under this study, some suggestions are presented under suggestions title.

V.2 SUGGESTIONS

The results prove that the use of task-based language teaching is effective in increasing the grammar knowledge of the learners. As a result, TBLT should be a considerable alternative and be used in teaching grammar.

The new English teaching programme prepared by Ministry of Education puts the students in the centre of learning process. The programme claims that all activities applied in the classroom should support the student-centred classroom atmosphere. At that point, task-based language teaching stands out with its properties suitable to the purpose of the Ministry. TBLT requires the highly participation of the learners to the learning process. The use of TBLT not only supplies the participation of students to the classroom activities but also help to create the classroom environment expected by Ministry of Education. English teachers using TBLT while teaching English serve the realization of the objective of our ministry.

Some ideas can be suggested for prospective researchers aiming at making a study about teaching grammar by using variable of TBLT. In this research, 7 grammatical subjects are tried to be taught in 8 weeks. In the following studies, number of subject can be decreased and process of the instruction can be extended. Alternatively, only one or two different grammar subject can be used in a longer instruction period. English teachers in state schools have some difficulty about the selection of the subject to instruct and the time that the research will last. Especially researchers who are in charge

as a teacher in private school with private aim or researchers who do not have to complete the curriculum and have a flexible operation time may have a chance to make an elaborate study.

Moreover, a study which investigates the level of success of male and female student separately can be made by prospective researchers. Thus, the effects of TBLT on female students and on male students can be evaluated independently. This kind of research can give a viewpoint to English teachers and help them give shape to their teaching habits in classroom environment.

In brief, this study is considered to guide to the prospective studies related to the language learning/teaching. The findings gathered at the end of this study are evaluated to reflect the usefulness and effectiveness of teaching grammar through focused tasks using TBLT. It is believed that the use of TBLT in language class will yield meaningful results in terms of learners' success in general-especially tested via written tests- and will multiply the interaction between learners in terms of learners' communication skills as well. More studies conducted about the effectiveness of TBLT are supposed to excite English teachers' interest in usage of up-to-date language teaching approaches. It is clear that EFL teachers who are conscious of effectiveness of TBLT tend to use it in the classroom environment. Creating an awareness of efficiency of TBLT on EFL teachers raises the rate of TBLT usage in classrooms.

REFERENCES

Altay, M. (2004). "An Investigation into The Effects of Task-Based Activities on the Participation of Advanced Learners of English in Speaking Lesson". Unpublished M.A. Thesis. Çanakkale: Onsekiz Mart University.

Bacanlı Kurt, et al. (2009). **Spot On 8 Student's Book**. İstanbul: Doğan Ofset.

Bacanlı Kurt, et al. (2010). **Spot On 8 Teacher's Book**. İstanbul: Kelebek Matbaacılık.

Baleghizadeh, S. (2010). "Focus on Form in an EFL Communicative Classroom". **Novitas Royal**, 4(1), 119-128.

Branden, K. (2006). (Ed.). **Task-Based Language Education: From Theory To Practice.** Cambridge: Cambridge University Press.

Brown, H. D. (2007). **Teaching by Principles: An Interactive Approach to Language Pedagogy**. New York: Pearson Education Inc.

Büyükkarcı, K. (2009). "A Critical Analysis of Task-Based Learning". **Kastamonu Eğitim Dergisi**, 17(1), 313-320.

Cameron, L. (2001). **Teaching Languages to Young Learners**. Cambridge: Cambridge University Press.

Corbeil, G. (no date). "Effectiveness of Focus-on-Forms Instruction: Different Outcomes on Constrained- and Free-Production Tasks?, **Canadian Journal of Applied Linguistics**. 27-45.

Demir, A. (2008). "The Influence of Task-Based Reading Activities on EFL Learners' Attitude and Learning Outcomes from the Students' Perspective". Unpublished M.A Thesis. Adana: Çukurova University.

Dickins, P.R.M. and E. G. Woods (1988). "Some Criteria for the Development of Communicative Grammar Tasks", **Tesol Quarterly**, 22/4:623-646.

El-Dali, H. M. (no date). "Does Form-focused Instruction Affect L2 learners Performance? : Focus on Grammatically Judgments". *The* **Buckingham Journal of Language and Linguistics**, Volume 3, pp.57-99.

Ellis, R. (2002). "The Place of Grammar Instruction in the Second/Foreign Language Curiculum". In Eli Hinkel and Sandra Fotos (Eds.), **New Perspectives on Grammar Teaching in Second Language Classrooms**. New Jersey: Lawrence Erlbaum Associates.

Ellis, R. (2003). **Task Based Language Learning and Teaching**. Oxford: Oxford University Press.

Estaire, S. and J. Zanon, (1994). **Planning Classwork: A Task Based Approach**. Oxford: Heinemann Publishers.

Farahani, A., Nejad, M.(2009). A Study of Task-based Approach: The Effects of Task-based Techniques, Gender, and Different Levels of Language Proficiency on SpeakingDevelopment: **Pazhuhesh-e Zabanha-ye Khareji**, 49, Special Issue, pp.23-41.

Fotos, S. (1998). "Shifting the Focus from Forms to Form in the EFL Classroom". **ELT Journal**, Volume52(4), 301-307.

Fotos, S. (2001). "Cognitive Approaches to Grammar Instruction". In M. Celce Murcia (Ed.), **Teaching English as a Second or Foreign Language**. Boston: Heinle&Heinle.

Fromkin V., R. Rodman, and N. Hyams (2007). **An Introduction to Language**. New York: Thomson Wadsworth.

Harmer, J. (1987). **Teaching and Learning Grammar**. New York: Longman Inc.

Hinkel, E. and S. Fotos (2002). "From Theory to Practice: A Teacher's View". In Eli Hinkel and Sandra Fotos (Eds.), **New Perspectives on Grammar Teaching in Second Language Classrooms**. New Jersey: Lawrence Erlbaum Associates.

Huang, J. (2010). "Grammar Instruction for Adult English Language Learners: A Task-Based Learning Framework". **Journal of Education**, (39), 29-37.

Hornby, A. S. (2000). **Oxford Advanced Learner's Dictionary**. Oxford: Oxford University Press.

Hui, L. and G. Jin (2010). "Communicative Method in Language Teaching". **US-China Foreign Language**, Vol 8, p. 33-37.

Jin, Y. (2007). "Adapting communicative language teaching approach to China's context". **Sino-US English Teaching**, vol. 4(10), p. 29-33.

Keskil, G. (2000). **Teaching Grammar: Basic Aspects, Different Views**. Ankara: Hacettepe-Taş Kitapçılık Ltd.Şti.

Krashen, S. D. (1982). **Principles and Practice in Second Language Acquisition**. Oxford: Pergamon Press.

Kumaravadivelu, B. (2006). **Understanding Language Teaching: From Method to Postmethod**. New Jersey: Lawrence Erlbaum Associates.

Liu, Q. and J. Shi (2007). "An Analysis of Language Teaching Approaches and Methods: Effectiveness and Weakness". **US-China Education Review,** Vol 4(1), p.69-71.

Long, M., H. (1997). "Focus on Form in Task-Based Language Teaching". **http://www.mhhe.com/socscience/foreignlang/conf/option1.htm** [26.10.2010]

Long, M. (1988). Instructed Second Language Acquisition. In L. Beebe (Ed.), **Issues in Second Language Acquisition: Multiple Perspectives**. New York: Newbury House.

Mcnicoll, J. and J. Ho Lee (2011). "Collaborative Conciousness-Raising Tasks in EAL classrooms". **English Teaching: Practice and Critique,** Vol 10(4), p. 127-138.

Moumene, A. (2010). Grammar Tasks and the Learning of English as a Foreign Language: A Case Study. Constantine: Mentouri University.

Murad, T. M. (2009). "The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes towards English". Unpublished Doctoral Dissertation. Jordan: Yarmouk University.

Murcia, M. C.(2001). "Language Teaching Approaches: An Overview". In Marianne Celce-Murcia (Ed.), **Teaching English as a Second or Foreign Language.** Boston: Heinle&Heinle., p. 3-11.

Murcia, M. C., S. Hilles (1988). **Techniques and Resources in Teaching Grammar.** Hong Kong: Oxford University Press.

Mutlu, E. (2001). "Task-Based Teaching Effectiveness on Students' Achievement in Learning Grammar". Unpublished M.A. Thesis. Eskişehir: Anadolu Üniversitesi.

Nassaji, H., S. Fotos (2004). "Current Developments in Research on the Teaching of Grammar". **Annual Review of Applied Linguistics**, 24, 126-145.

Nunan, D. (1991). Communicative tasks and the language curriculum. **TESOL Quarterly**, *25*(1), 279-295.

Nunan, D. (1998). **Language Teaching Methodology: A textbook For Learners**. Great Britain: Prentice Hall.

Nunan, D. (2003). "Grammar". In David Nunan (Ed.), **Practical English Language Teaching**. Singapore: McGraw-Hill Companies, Inc., p. 153-172.

Nunan, D. (2004). **Task Based Language Teaching**. Cambridge: Cambridge University Press.

Oxford, R. L. (1990). **Language Learning Strategies**. New York: Newbury House. Publishers.

Peterson, J. A. (1997). "Grammar Consciousness Raising Tasks". Unpublished MA Assignment. University of Reading: England.

Prabhu, N.(1987). **Second Language Pedagogy**. Oxford: Oxford University Press.

Procter, P. (1995)**. Cambridge International Dictionary of English**. Cambridge: Cambridge University Press.

Rashtchi, M., and A, Keyvanfar (2007). **ELT Quick and Easy (3rd ed.).** Rahnama Publication: Tehran.

Richards, J., J. Platt and H. Weber (1985). **Longman Dictionary of Applied Linguistics**. London: Longman.

Richards J. C. and T. S. Rodgers (1986). **Approaches and Methods in Language Teaching: A Description and Analysis**. Cambridge: Cambridge University Press.

Rodríguez, A. G. (2009). "Teaching Grammar to Adult English Language Learners: Focus on Form". **Caela Network**.

Saeidi, M. and Larry Chong (no date). "Focus on Form Approach in an EFL Context".

Sanchez, A. (2004). "The Task-based Approach in Language Teaching". **International Journal of English Studies**, Vol 4(1), p.39-71.

Shang, H. F. (2007). "A Dual Focus on Form and Meaning in EFL Communicative Instruction". In Y. R. Tsai, H. F. Shang & H. Hanreich (Eds.), **Applied English Education: Trends and Issues** (pp.125-131). Kaohsiung County, Taiwan: I-Shou University.

Shokouhi, A. H. (2009). "Consciousness-Raising Tasks Versus Deductive Approach: Two Form-Focused Instruction Types in Teaching Grammar to Iranian High School EFL Learners". **Journal of Education**, Vol 4(4), p. 51-70.

Soyaslan, F. N. (2008). The Effects of Task-Based Teaching on Foreign Language Achievement of 6th Grade Students in Manisa Yavuz Selim Primary Education School. Unpublished M.A. Thesis. İzmir: Dokuz Eylül University.

Temizöz, H. (2008). "Yabancı Dil Öğretiminde Dilbilgisi Çeviri Yöntemi ve İletişimci Yaklaşım Uygulamalarının, Öğrencilerin Öğrenme Becerisi Üzerindeki Etkisi". Unpublished M.A. Thesis. Malatya: İnönü University.

Tıkız, G. (2008). "The Effects of using Task-Based Language Teaching Activities on Students' Attitudes and Vocabulary Learning through the Use of Poetry in the Classroom". Unpublished M.A. Thesis. İzmir: Dokuz Eylül University.

Willis, J. (1996). **A Framework for Task-Based Learning**. Essex: Addison Wesley Longman Limited.

Willis, D. and J. Willis (2001). "Task Based Language Teaching". In R. Carter and D. Nunan (Eds), **Teaching English to Speakers of Other Languages**. Cambridge: Cambridge University Press.

Willis, D. and J. Willis (2007). **Doing Task Based Teaching**. Oxford: Oxford University Press.

Yaylı, D. (2006). "The Effects of Task-Based Learning on Male and Female Learners' Proficiency and Noticing". **Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi**, Vol 15(1), p. 449-468.

Zeng, M. (2009). "Focus on fashionable approaches of language teaching or on local needs of language learners: Language teachers' dilemma". **US-China Foreign Language,** Vol 7(3), p. 46-50.

Zhu, X. (2007). "Integrating Task-Based Teaching Approach into Grammar Teaching". **Sino-US English Teaching**, Vol 4, p.50-53.

APPENDICES

APPENDIX-1-Pre and Post-Tests

I- USE SIMPLE PAST TENSE or PRESENT PERFECT TENSE
1)Tim ---------------------(work) as a teacher since he finished the university.
2)The Browns -----------------------(visit) us yesterday.
3)How long ------------------------(you/study) English?
4)-------- your friends --------------(see) this film last week?
5)She ----------------------------(not brush)her teeth yet.

II- FILL IN THE BLANKS WITH ''since'' or ''for''
1)Mary has been my best friend ………………………….we started secondary school.
2)Mrs. İpek has ben a teacher …………………………….seventeen years.
3)I haven't seen my boy-friend …………………………….half an hour.
4)Ken has worked here …………………………………………………1985.
5)We have studied English ………………………………………….last Tuesday.

III- CHOOSE THE CORRECT ONE IN THE PARANTHESIS

1)   I have (just / already) done my homework.

2)   We've (just / yet) married.

3)   I've (already / just) broken my leg.

4)   Mary hasn't tidied her room (just / yet) .

5)   Have you watched the film on TV (yet / already)?

IV- CHOOSE THE CORRECT OPTIONS AND FILL IN THE BLANKS

6-"Babam ve Oğlum" was ………… romantic film that everbody cried while watching it.
A) such   **B)** so
C) so a   **D)** such a

7-She is………………. girl that I fell in love with her.
A) such clever
B) so a clever
C) such a clever
D) so clever

8. Yasmin is _____ beautiful that everybody is jealous of her.
9. It is _____ a pretty dog that I'd like to take it to my house.
10. It was _____a hard game that Arda couldn't understand it.
11. Onur is _____ honest that everybody trusts him.
12. It is _____ an exciting book that I can't put it down.
13. İstanbul is _____a crowded city that I can't live there for a long time.
14. We had _____ little time that we went there by bus.
15. The dogs are _____ clever animals that they can understand everything you said.
16. My room is _____ big that I can call all my friends.

17.I _____ tidy my room than wash the dishes.
     a) would rather   c) prefer
     b) would like   d) would like to

18. Pam: _____?
    Sam: I'd like to be a famous footballer.

    a) What would you like to be in the future
    b) What is your favourite football team
    c) Are you interested in football
    d) Shall we play football in the afternoon

APPENDIX-2 - The Form of Personal Accident Report

TIME	LOCATION	1st VEHICLE	
Date of Accident: _____ Time of Accident: _____ Day of Week: _____ Hour : _____	Place Where Accident Happened: _____ County: _____ City/Town: _____ Road Accident Occured On: _____	Vehicle Plate Number: _____ Brand of The Vehicle: _____ Parts of Vehicle Damaged: _____ Driver Name: _____	DO NOT WRITE IN THIS SPACE

75

2nd VEHICLE

Vehicle Plate Number: _____ Brand of The Vehicle: _____

Parts of Vehicle Damaged: _____

Driver Name: _____

INJURED

Name: _____ Sex: _____ Age: _____ Did Injured Die? _____

Name: _____ Sex: _____ Age: _____ Did Injured Die? _____

Name: _____ Sex: _____ Age: _____ Did Injured Die? _____

WITNESS

Name: _____ Address: _____

Name: _____ Address: _____

APPENDIX-3- Witness' Description

DESCRIBE WHAT HAPPENED

Last night when I was on my way to home, suddenly I *heard* a great noise and a bitter scream. I *ran* to the scene of accident immediately and I *saw* two broken cars. Everybody *talked* about the accident in horror. They **said** 'The red car was on the Cumhuriyet Street. It **stopped** at a red light at the intersection of Atatürk Avenue and then **turned** right to the Fevzi Çakmak Street when the light **turned** green. The Blue car **headed** to Fevzi Çakmak Street from Ankara Street, too but it **did not** stop at the red light and **did not** realize the red car because it **went** very fast. The two cars **bumped** against each other.

The female passenger of the red car **died** at the scene of accident and her baby **got** shocked but both drivers **did not** even injured. The driver of the blue car **did not** have even a driver license because he was under 18 years old. The police and ambulances **came** and took some special precautions at the scene of accident.' But these precautions **did not** prevent and change anything. A baby **stayed** alone and motherless.

Witness' Name:_____

Signature:_____

Date:_____

APPENDIX-4- The Dialogue between the Police and Mr. Middleton

Conversation between Witness and Police

Police: Hello Mr. Middleton. Can you give answer to my

question, please?

Middleton: Of course, sir.

Police: When did the accident happen?

Middleton: It happened on ………………evening at…………………….o'clock

on January, the second.

Police: In which road did it happen?

Middleton: It happened in…………………Street.

Police: Did you see the accident clearly?

Middleton: No, I didn't………….the accident clearly. I heard

it from people.

Police: Did two cars bump against each other?

Middleton: Yes, Two cars……………….against each other.

Police: Did the driver of the blue car have a driver license?

Middleton: No, he ……………………..a driver license.

Police: Did anyone die in the accident?

Middleton: Yes, the female passenger of the red car …………………at the scene of accident.

APPENDIX-5- A Fictional CV of John Terry

JOHN TERRY

30 OXFORD STREET
LONDON W1D 1AU

+44 0 20 6758 9879
+44 0 20 4564 5790
johnterry@yahoo.com

28/06/1970   English

Education and Qualifications

1977-1985   Black Oak Primary School

1985-1989   Oxford College

1989-1993   Cambridge University/ Economics and Statistics Department

1995-1998   Yale University, Master of Arts(MA Degree)
                         Financial Investment Department

Work Experience

2008-2010   Coca Cola Company, Assistant Director

2005-2008   Uni Lever Company, Sales Manager

2000-2005   Chevrolet, Marketing Manager

Professional Experiences

2003   Attended to "German for Business Success"

2005   In-Service Manager Training

2008   Certificate in Directory

APPENDIX-6- Terry's Letter of Personal Profile

Personal Profile of John Terry

I am John Terry and I am 41 years old. I **started** to Black Oak Primary School in 1977. When I **finished** this school, I **started** to Oxford College in 1985. I **graduated** from Oxford College in 1989. I **studied** a lot in a planned way and I **didn't waste** my time. I **attended** to Cambridge University in 1989 and **graduated** from Cambridge University in 1993. After my university education, I **attended** to Yale University for Master of Arts Degree, then I **won** a scholarship. I **didn't spend** much money for my education. My professional experience **started** at Chevrolet Company, I **worked** there as a marketing manager between the years of 2000 and 2005. Then, I **transferred** to Uni Lever Company. This time my position **was** better because I **was** a sales manager and **had** the responsibility of all minor companies. At last, I **served** in Coca Cola Company as an assistant director between the years of 2008-2010. Beside this, I **attended** to many professional and academic courses voluntarily. Especially, one of these courses, "German for Business Success" **helped** to my career a lot.Do you think that I have an excellent career? I think I have. I **studied** very hard during my childhood and I **didn't give** up studying. If you want to be successful, you should study hard, too.

APPENDIX-7- The Advertisement of Oktay Usta

HAVE YOU EVER SEEN ME ?

HAVE YOU EVER COOKED MEAL ?

HAVE YOU EVER TASTED MY MEALS ?

HAVE YOU EVER WATCHED MY TV PROGRAMME?

HAVE YOU EVER HEARD ABOUT "YESIL ELMA"?

HAVE YOU EVER EATEN RICE?

APPENDIX-8- Oktay Usta's Recipe of the Rice

Have you **smelled** my delicious meal? I am still in the kitchen, I **have** just **cooked** and it is still hot. Do you wonder what it is and how I **have cooked** it?

THE RECIPE OF RICE

First of all, I **have rinsed** the rice in water to clean and then I **have left** the rice for 15 minutes in a bowl full of hot water. Some housewives prefer cold water but I **haven't used** it because it takes much more time to cook. Then I **have added** a few drops of lemon juice because it makes the rice whiter. For every cup of rice, I **have added** 1 ½ cups of water. I **have boiled** the rice, uncovered at medium heat. I **haven't stirred** the rice. While boiling, I **have turned** the heat down to medium low. I **have placed** the lid on the pot. When I **have seen** holes in the rice, I **have turned** the heat to low. I **have waited** for another 15 minutes. I **haven't opened** its lid until it **has cooked**. I **have emptied** the rice and served. For the best result I **have used** delicious Bafra rice and I **haven't put** much butter.

<div align="right">Oktay</div>

APPENDIX-9- An Interview of Oktay Usta

Interview with The Chef Cook

Interviewer: Dear Oktay; you are the most popular cook in Turkey. How did you succeed?

Oktay Usta: Thanks for your compliment. I work harder and harder.

Interviewer: Your recipe of rice in your last Tv show has taken everybody's attention because it looks very nice and delicious. I want to talk about it. What kind of rice have you preferred and do you have any tips for housewives?

Oktay Usta: I …………preferred special Bafra rice and I haven't……………. much butter. This is my secret.

Interviewer: How much water …………… you added?

Oktay Usta: I **……………** **………………** 1 ½ cups of water for every cup of rice.

Interviewer: Have you stirred the rice while boiling?

*OktayUsta:*No, ………………………………………………………………………………………

Interviewer: What have you done for whiter rice?

Oktay Usta: I………… ……………… a few drops of lemon juice.

Interviewer: …………… you ……………….the rice in hot water?

Oktay Usta: Yes, I have left the rice for fifteen minutes.

Interviewer: Dear Oktay, thanks for your kindness and sincere answers. I haven't interviewed with a more talented and outgoing cook than you. You are the master chef of Turkey!

Oktay Usta: Thank you so much!

FIND OUT IF

Write his/her name

	Anybody has eaten pizza.
	Anybody hasn't eaten hamburger.
	Anybody has cooked soup.
	Anybody has drunk energy drink.
	Anybody has prepared a breakfast.
	Anybody hasn't watched Yeşil Elma.
	Anybody hasn't tasted meat.
	Anybody has eaten only vegetables.

Have you ever………?

84

To Do List

- ✗ Pay the bills
- ✗ Wash car
- ✓ Do the shopping
- ✗ Tidy the room
- ✓ Water the garden
- ✓ Clean the window
- ✓ Take the dog for a walk
- ✗ Make bed
- ✓ Feed the family pet
- ✓ Put the rubbish out
- ✓ Take the dress to the dry cleaner's
- ✗ Do the washing up
- ✗ Make dinner

URGENT

To Do List

- ✘ Pay the bills ☹
- ✘ Wash car ☹
- ✔ Do the shopping   done at 19:55
- ✘ Tidy the room ☹
- ✔ Water the garden   watered at 9:00
- ✔ Clean the window   cleaned at 13:00
- ✔ Take the dog for a walk   taken at 10:00
- ✘ Make bed ☹
- ✔ Feed the family pet   fed at 19:45
- ✔ Put the rubbish out   put at 19:30
- ✔ Take the dress to the dry cleaner's   taken at 15:00
- ✘ Do the washing up ☹
- ✘ Make dinner ☹

To Do List

- ✗ Pay the bills — I **haven't** paid the bills **yet** .
- ✗ Wash car — I **haven't** washed car **yet.**
- ✓ Do the shopping — I **have just** done the shopping.
- ✗ Tidy the room — I **haven't** tidied the room **yet.**
- ✓ Water the garden — I **have already** watered the garden.
- ✓ Clean the window — I **have already** cleaned the window.
- ✓ Take the dog for a walk — I **have already** taken the dog for a walk
- ✗ Make bed — I **haven't** made bed **yet.**
- ✓ Feed the family pet — I **have just** fed the family pet.
- ✓ Put the rubbish out — I **have just** put the rubbish out
- ✓ Take the dress to the dry cleaner's — I **have already** taken the dress to the dry cleaner's
- ✗ Do the washing up — I **haven't** done the washing up **yet.**
- ✗ Make dinner — I **haven't** made dinner **yet.**

APPENDIX-14-7 Little Differences (Spot On Student's Book, Page: 100)

Unit 8 — Running Errands

13 TASK

Compare the two pictures given and find the differences by saying what Mrs. Thomson has or hasn't done.

You can follow these steps to complete your task.

○ Look at the pictures.
○ Compare them.
○ Spot the differences.
○ Write what Mrs. Thomson has done.
○ Write what Mrs.Thomson hasn't done.

APPENDIX-15- Dialogue between Doctor Jack and Mr.Gilbert

Dr. Jack: Good morning. Have a seat. What can I do for you?

Mr. Gilbert: Good morning. I don't feel so well. I would like you to make me feel better.

Dr. Jack: How do you feel?

Mr. Gilbert: I feel hot and tired. I haven't slept well **for** five days. My head has ached **since** Monday.

Dr. Jack: When did all this start?
(Today is Friday)

Mr. Gilbert: Six days ago. I haven't felt so well **for** six days.

Dr. Jack: have you had backache **since** then?

Mr. Gilbert: yes. I have had backache **since** Saturday.

Dr. Jack: Are you having any other problems?

Mr. Gilbert: Yes, my stomach aches a lot. It started aching two days ago.

Dr. Jack: you mean that your stomach has ached **for** two days, you have suffered stomach ache **since** Wednesday?

Mr. Gilbert: yes that's right.

Dr. Jack: It sounds like you catch cold. Now I will prescribe you "Nurofen-Cold". Take it twice a day after meals.

Mr. Gilbert: oh dear doctor! I have already swallowed two tablets of "Nurofen-Cold" **for** a week.

Dr. Jack: **Since** last Friday?

Mr. Gilbert: yes, **since** last Friday.

Dr.Jack: ok, then. Now I will prescribe you something different and I am sure it will be more effective. It is "Calcium-Sandoz+Vitamin C". Have you taken it before?

Mr.Gilbert: Yes I took it when I was a child. But I haven't taken it **since** my childhood, namely **for** years.

Dr.Jack: That's good. You should take it regularly three times a day before meals. Two weeks later you should come again for control. I am sure you will feel better.

Mr.Gilbert: Thank you doctor. I hope so.

Dr.Jack's Special Notes Taken during Mr.Gilbert's Examination

	It's like cold
Mr. Gilbert	
Hasn't slept well ………………	Nurofen Cold, twice a day after meals
Feels hot and tired	He has already swallowed Nurofen Cold……………………a week,………………last Friday
Since Monday…………………………	
Felt bad ……………………………………	Calcium-Sandoz+Vitamin C
Has had backache……………………………	Taken in childhood, haven't taken it …………………………… .
There are other problems	
Stomach;	First control, two weeks later
Has ached ……………………....	
	Dr. Jack Jones, *Internal Diseases* *Specialist* *5th April, 2008* *Friday*

EXTRA ACTIVITIES
FOR UNITS 9-10-11-12

1 Trevor is reading an article about Mehmet Öz in the Spot Magazine.
Read the article and help Trevor to complete the article with since or for.

D r. Mehmet Öz, Heart Surgeon with a Big Heart
400 heart patients a year. Dr. Mehmet Öz is perhaps one of the most successful and respected cardiothoracic surgeon in the United States. He was born in the US to Turkish parents. He has worked at Columbia University in New York City ⬭ a long time. This remarkable doctor has operated on some 400 patients ⬭ last year.

He has published more than 350 articles ⬭ he became a doctor. He contributes regularly to magazines like Newsweek, Time and Oprah's 'O', among many others. He has appeared numerous times on TV programs. He has written many award winning books. In December, Esquire magazine identified him as the best heart surgeon in New York. Dr. Öz has been married to Lisa Öz ⬭ many years and They have four children.

We wondered what Dr. Öz thought about the traditional Turkish diet. He says that Turks are genetically having high levels of bad cholesterol. This is because historically, the Turkish diet has been primarily consisted of vegetables, grains and small amounts of meat.

The Turkish diet has changed ⬭ the last two decades to include more meat, fatty, and fewer vegetables and grains. "Preventive care is the most important thing to focus on" says Dr. Öz and gives us three important advice to avoid a heart attack:

1. Do exercise ⬭ 1-30 minutes everyday. Walk, use the stairs, any kind of movement is good.
2. No whites and no fried foods! No white bread, no white sugar, and no white flour.
3. Ask yourself "Why am I here"? Think about your goals in life, and your spiritual link to your community.

Dear Barbara;

It has been for a long time since we last met. As you know, I have been in Paris since 2009.

Paris is **such a** beautiful city that you can't believe your eyes. The Eiffel tower is **so** high that you feel yourself on a plane at the top of it. It is **such a** famous tower that it takes lots of tourists to Paris every year. Other than Eiffel tower, "Avenue des champs Elysees" is one of the tourist attractions. But this street is **so** expensive that very few family live there. Thomas Jefferson, the third president of USA, lives in this street. And also it is **such a** long street that tour de France, bicycle race, is organized here.

Paris is famous for its wines. They are **so** delicious that lots of people pay thousands of Euros to taste them. These wines are sold in luxury restaurants. They are **such** restaurants that they prepare the best meals of French kitchen.

<u>Create Your Own Letter</u>

have   interesting   charming

have

big   so   different

has   Italy

expensive   elegant

Milano   such

Shopping   centre   kitchen

Pizza   such

Delicious   so   an

beautiful   Pisa tower

travelled   meals

Roma   has

an   Boots

have

Map   gone   such

romantic   Venice

gondols

Channels   has   a

so

Spagetti   done

Silvio Berlusconi   eaten

Hello Elif;

I hope you are fine. I miss you **so** much **that** I ask my father to buy a return ticket to Turkey. I will be in Turkey next week ☺.

Dear Elif, in Italy there are lots of sights to see. There is a Pisa Tower in here. It is **such** an interesting tower **that** lots of tourists visit Italy to see it. Macaroni is the most famous meal in here. It is **so** delicious **that** I would like to eat macaroni everyday. Pizza is another famous meal in Italy. It is **so** famous **that** lots of tourist come here to eat pizza. Milano is **such** an expensive city **that** very rich people come here to do shopping. Venice is another charming city. There are **such** big channels in city centre **that** you can transport by gondolas.

When I turn back home, I will narrate everything.

See you…

Mustafa ☺

APPENDIX-21- Restaurant Menu

ROYAL RESTAURANT

Your Sense of Taste

Chicken Soup	$4.25
Mushroom Soup	$4.00
Lettuce Soup	$5.00
Beef Soup	$6.00
Soup&Salad	$7.50

ROYAL RESTAURANT

Your Sense of Taste

For Delivery call

1 800 830 7654

Pizza Menu	
Lux Pepperoni	$9.00
Pizza Mexicano	$10.00
House Special	$12.00
Sandwiches	
Ham&Cheese	$5.00
Crispy Chicken	$5.50
The Classic Burger	$4.50
Drinks	
Coke	$1.5
Juice	$1.25
Beer	$2.5
Coffee	$2.00
Tea	$1.00

Salads	
Cheddar Cheese	$4.00
Chicken Salad	$4.50
Turkish Salad	$5.00
Shrimp Salad	$7.50
Green Salad	$5.50
Our Chef's Salad	$8.00

Waiter: Hello, Can I help you?
Jim: Yes, **I'd like to** have some dinner.
Waiter: **Would you like** some soup?
Jim: Yes, **I'd like** a bowl of chicken soup, please.
Waiter: And what **would you like** for a main course?
Jim: **I'd like** a pizza mexicano.
Waiter: **Would you like** anything **to** drink?
Jim: Yes, **I'd like** a glass of Coke, please.
Waiter: **Would you like to** eat salad?
Jim: Yes. **I would like to** eat shrimp salad.
Waiter: Certainly.

after the dinner

Jim: Pardon me…**I would like to** pay the bill.
Waiter: Of course. That's $20,25
Jim: Here you are. Thank you very much.
Waiter: You're welcome. Have a good day.
Jim: Thank you, have a good day.

Table 6	Table 11
Soup He ……………….a bowl of chicken soup **Main Course** He……………………………..a pizza mexicano **Drink** He would like………………… **Salad** he …………………to eat shrimp salad. **Total Fee** $20,25 *Waiter Robert* *Robert*	**Soup** She would like a bowl of……….($6.00) **Main Course** She ………………Lux Pepperoni($9.00) **Drink** She……………….to drink…........($1.25) **Salad** NONE **Total Fee** ……………… *Waitress Amanda* *Amanda*

APPENDIX-24- Top Ten List (Spot On Student's Book, Page:130)

Unit 11 — Knowing What You Want

C. "And of course **fund** raising is another big one, as is all the film stuff and logistics for the tour."

"**fund**" probably means money ....

    a) spent for clothes.

    b) saved for a specific purpose.

2. What would you really like to do in life?

    A. Think about it and make your own "Top Ten" list.

    e.g.   I would like to visit Hawaii.

Top Ten List

1 ....
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....
9 ....
10 ....

Read the brochure about the activities of Bahia Hotel. Imagine you will stay for a week at Bahia Hotel. *Which activities would you prefer doing?*

Bahia Hotel Activities

To enjoy every every minute at Bahia Hotel...
You'll be able to enjoy the following sports: skiing; windsurfing; catamarans; diving and scuba, 3 tennis courts; golf on two courses in the surrounding area; football; basketball; volleyball; aerobics; riding, etc.

And if that's not enough for you, you can always follow Bahia Hotel's program of daytime and evening entertainment for adults and children, with the participation of our animation team.

TENNIS
- Three tennis courts open day and night
- Free racquets and balls are available

GOLF
- Two courses in the surrounding area
- Reservations and further information at the Public Relations desk

DIVING AND SCUBA
- You can see free demonstration in the swimming-pool
- Courses for advanced divers, dives, equipment for hire
- For further information, please visit: www.bahiadivers.com

ACTIVITY SWIMMING-POOL
- Aquaerobics
- Games
- Contests
- Music

WATERSPORTS
You'll find all the information and equipment you need to enjoy your favourite sport at the activities centre:
- Sailing: catamarans for 4 people
- Windsurfing
- Snorkelling

OTHER SPORTS
- Football
- Basketball
- Volleyball
- Riding: Organized excursions available

Dear Monica;

I have just read a brochure about the activities of Bahia Hotel. I **prefer** tennis **to** golf because racquets and balls are always available and free. Besides that, there are three tennis courts open day and night.

I **would rather** activities in swimming pool **than** diving and scuba. You can participate in lots of different activities in the pool during the day such as aquaerobics and contests. Aquaerobics is my favourite pleasure. Among the water sports, I **prefer** windsurfing **to** sailing in this hotel because I **would rather** be alone **than** be in a group. If you ask about other sports, I **prefer** volleyball **to** others because it gives me great pleasure and fun. If I can't organize people for playing volleyball, I **would rather** ride a horse **than** do the other sports. As I said before, I **prefer** being alone **to** being in a group.

I think this hotel will be very enjoyable for us. I hope you will join to us. I am looking forward to your answer to book a room beforehand.

Love,

Jessica :)

Unit 15 — Holiday Activites

7 Speaking Spot

Tessa and Carole can't decide what to do on the weekend in Bodrum. The Sun Dance Hotel has two weekend programs. They don't know which one to choose.

Work in a group of three acting out as Tessa, Aunt Carole and the manager of the hotel.

Look at the programs and try to make a decision.

Role Card B and Role Card C are on page 194.

Program A
Trip to Historical Places

In the morning: Castle of St. Peter
In the afternoon: Archaeological Sites Nearby; Caunus, Ephesus, Euromos, Heraclia
In the evening: Iassos, Mylasa, Pamukkale, Priene
At night: Turkish night

Program B
Blue Cruise

In the morning and in the afternoon: Bodrum Peninsula (Adaboğazı, Akyarlar, Bardakçı, Gümbet, Gümüşlük, Kadıkalesi, Kargı, Ortakent, Yalıkavak)
In the evening: Trekking
At night: Turkish folk dances

Useful Language Box

Could you see ...?
Would you like to ...?
Which one do you prefer...?
Would you like to...?

That's a good idea.
I don't think so.
You're right.
I'd love to, I'm afraid I can't. I'd love to but I can't.
I'd rather ...
I prefer...
I want to...

Role Card A:

You are Tessa. You're interested in Program A because you like historical places. You will ask the manager of the hotel about the trip to historical places. You will try to convince Aunt Carole to come with you.

Unit 15 — *Holiday Activites*

9 TASK

Examine the given timetable showing the activities by an animation team. State your preferences for one day.

You can follow these steps to complete your task.

- ☐ Think of activities you will do in a tourist resort.
- ☐ List your activities.
- ☐ Examine the table showing the activities by an animation team.
- ☐ Choose one day from the week.
- ☐ State your activity preferences for that day.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Blue Voyage to Türkbükü	Trip to archeological Sites nearby: Ephesus, Heraclia, Mylasa	Blue Voyage in Bodrum Peninsula	Trip to Gürnbet	Voyage to Akyarlar and Bitez	Stay at the hotel	Trip to Torba Kadikalesi
Afternoon	Diving in Yalıkavak	Orienteering in Bodrum Forest	Trekking in Torba and Yalıkavak	Parasailing	Off-road races	Turkish Baths	Canoeing
Evening	Golf in the Garden Palace	Free time	Free time	Bungee Jumping	Waterskiing	Hold competition in tennis, table tennis, badminton	Fishing
Night	Turkish night	Turkish folk dances	Disco	Traditional Turkish Wedding Ceremony	Laser light show	Animation Show	"Romeo and Juliet" show

The Sun Dance Hotel

There is a packed programme of activities night and day for both the young and the old during the summer. Our hosts and hostesses have designed an excellent activity programme. We ensure you and your family members never get bored.

Activities for Children: Free of charge to children aged **6-10** and offer a wide range of sporting fun and games. Our hosts and hostesses look after your children well and your children can enjoy a weekly programme. This programme includes a mixture of sports and games.

Dancing:
There is dancing at least 4 nights a week. We also offer Turkish folk dancing and ballroom dancing.

Demonstrations:
Learn lots from cookery, and beauty treatment demonstrations.

Competitions:
We hold competitions in badminton, tennis, table tennis and snooker.

Outdoor Sports:
Shopping, walking, golfing, horse riding, canoeing, parasailing and much, much more

Other Facilities:
You can also have a great time at the Turkish bath, health spa and the fitness center.

Enjoy Our Special Summer Offer:
Five nights dinner, bed & breakfast!
Full use of leisure activities!
At very competitive rates!
Between 17th June to 12th July and 27th August to 12th September
Please contact our reservations team for further information.

reservations&sundance.com.tr

2. Jim hasn't understood all of the information in the brochure. Read it and complete the chart to help Jim understand it.

Competitions
....

Activites for children
• a wide range of sporting fun and games
• includes a mixture of sports and games.

Outdoor sports
....

The Sun Dance Hotel

Other facilities
....

Dancing
....

Demostrations
....

Contact................................