THE EFFECTS OF TASK-BASED TEACHING ON FOREIGN LANGUAGE ACHIEVEMENT of 6th GRADE STUDENTS in MANİSA YAVUZ SELİM PRIMARY EDUCATION SCHOOL

Fatma Nilgün SOYASLAN

İzmir

2008

THE EFFECTS OF TASK-BASED TEACHING ON FOREIGN LANGUAGE ACHIEVEMENT of 6th GRADE STUDENTS in MANİSA YAVUZ SELİM PRIMARY EDUCATION SCHOOL

Fatma Nilgün SOYASLAN

Danışman

Yrd. Doç. Dr. Berna ÇOKER KOLOĞLU

İzmir

2008

YEMİN METNİ

Yüksek Lisans tezi olarak sunduğum "The Effects Of Task-Based Teachıng On Foreıgn Language Achıevement Of 6th Grade Students in Manisa Yavuz Selim Prımary Educatıon School" adlı çalışmanın tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin bibliyografyada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

06/02/2008

Fatma Nilgün SOYASLAN

Eğitim Bilimleri Enstitüsü Müdürlüğüne

İşbu çalışma jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başkan

Üye

Üye

Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

06/02/2008

Prof. Dr. Sedef GİDENER

Enstitü Müdürü

Tezin yazarının
Soyadı: Soyaslan   Adı: Fatma Nilgün

Tezin Türkçe adı: Göreve Dayalı Öğretimin Manisa Yavuz Selim İlköğretim Okulu 6. Sınıf Öğrencilerinin Yabancı Dil Öğrenmedeki Başarıları Üzerine Etkisi

Tezin Yabancı Dildeki adı: The Effects Of Task-Based Teachıng On Foreıgn Language Achıevement Of 6th Grade Students in Manisa Yavuz Selim Prımary Educatıon School

Tezin yapıldığı
Üniversite: DOKUZ EYLÜL   Enstitü: EĞİTİM BİLİMLERİ   Yılı: 2008

Tezin Türü: (X) 1.Yüksek Lisans   Dili: İngilizce
             2. Doktora   Sayfa Sayısı:
             3. Tıpta Uzmanlık   Referans Sayısı:
             4. Sanatta Yeterlilik

Tez Danışmanının
Ünvanı: Yrd. Doç. Dr. Adı: Berna   Soyadı: Çoker Koloğlu

Türkçe Anahtar Kelimeler: İngilizce Anahtar
Kelimeler:

Türkçe Anahtar Kelimeler	İngilizce Anahtar Kelimeler
1- Yabancı dil İngilizce öğretimi	1- TEFL
2- Göreve-dayalı öğretim	2- task-based teaching
3- Geleneksel yöntem	3- traditional method

ÖZ

Bu çalışmada başlangıç seviyesinde İngilizce bilen öğrencilerin göreve-dayalı öğretim ve geleneksel yöntem sonrası yabancı dil edinimlerindeki başarıları karşılaştırılmıştır. Öncelikle 16 kişiden oluşan iki sınıfın bulunduğu toplam 32 öğrenciye İngilizce seviyelerini ölçmek amacı ile 11 bölümden oluşan ve dönem boyunca işlenecek soruları içeren bir ön-test verilmiştir. Elde edilen veriler arasında anlamlı bir fark bulunamamıştır ve bulgular her iki sınıfın İngilizce seviyesinin hemen hemen birbirine eşit olduğunu göstermiştir.

Sınıflardan bir tanesi kontrol grubunu diğeri ise deney grubunu oluşturmuştur. Kontrol grubundaki öğrencilere geleneksel yöntem, deney grubundaki öğrencilere göreve-dayalı yöntem uygulanmıştır. Bu aşamada geleneksel yöntem grubunda dersin işlenişinde ders kitabı ve öğretmene ağırlık verilirken göreve-dayalı öğretimde öğrencilerin tamamlaması gereken çeşitli görevler önem kazanmıştır. Bu iki yöntem karşılaştırılırken geleneksel yöntem uygulanan sınıftaki öğrencilerin doğru cümleler kurmaya önem verdikleri, göreve-dayalı öğretim uygulanan grupta öğrencilerin iletişim odaklı oldukları ve akıcılığa önem verdikleri görülmüştür.

Üç aylık bir deney süresinin sonunda her iki gruba da son-test verilerek bir başarı kaydedip kaydetmedikleri ölçülmüştür. Kontrol grubunda öğrenci başarılarının ortalaması ön-test de X= 32, 75 iken son-test de X= 69,00'a çıkmıştır. Deney grubundaki öğrencilerin başarı ortalaması ön-test de X = 33,8750 iken son-test de X= 83,3750 olmuştur. Her iki grubun başarısında da gözle görülür bir artış olduğu ortaya çıkmıştır. Daha sonra her iki grubun son-testleri karşılaştırıldığında anlamlı bir fark olduğu görülmüştür. Ve bu bulgular göreve-dayalı öğretimin öğrencilerin İngilizce öğrenme başarısı üzerinde geleneksel yönteme oranla daha etkili olduğunu ortaya çıkarmıştır.

ABSTRACT

The purpose of the study is to investigate to what extent do the traditional method and task-based teaching differ in the foreign language achievement of the 6th grade learners. First of all pre-test was given to a total of 32 students including two classes which have 16 students in each. The aim is to measure their English level. No significant difference was found between the scores of pre-test and the data shows that the learners' English level is almost the same.

Sixteen students were in control group which followed the traditional method, while other sixteen were in treatment group where task-based method was integrated into the teaching. At this stage in traditional method the book and the teacher were given emphasis whereas in TBT various tasks which should be completed by the students were of vital importance. While comparing the two methods it was observed that in control group the learners tried to make more accurate sentences but in treatment group the students gave importance to interaction and fluency.

After almost a 3 months period of treatment each group was given a post-test in order to measure their improvement in foreign language. In control group before the treatment the average of pre-test scores was X= 32,75 and after the treatment the average was X= 69,00 whereas in treatment group the average of pre-test scores was X= 33,8750 and the average after the treatment was X= 83, 3750. This shows us that there is a great improvement of the foreign language achievements of learners and the data shows that there is a significant difference between the post-test scores of each group. This means that TBT is more effective in foreign language achievements of learners.

ACKNOWLEDGEMENTS

To my advisor, Ass. Prof. Dr. Berna Çoker KOLOĞLU, who challenged me with her speeches and put up with me at times,

To my thesis committee, who contributed to the thesis with their valuable comments,

To research assistant Birkan GÜLDENOĞLU, who assisted me with
the statistical analysis,

To students of the Yavuz Selim Primary Education School, who patiently completed the tests,

To my secondary school teachers who introduced the field of ELT to me,

To my friends, who shared their houses with me and who were always with me no matter how far away they were,

To my colleagues whose unfailing support, warm smile, and comforting words I will never forget,

To my family, whom I have neglected for a long period of time.

TABLE OF CONTENTS

SECTION ONE

INTRODUCTION

Presentation

This chapter will discuss the problem situation, purpose and the significance of the study, and presents the research questions. After discussing the problem situation it presents the limitations and the assumptions.

1.1. The Problem Situation

Teaching a foreign language is a very difficult task for teachers and it requires too much effort both from teachers and learners. When students who always communicate with their mother tongue come across a new language it becomes difficult for them to adapt to the target language. They may not get accustomed to the usage of foreign language at the beginning. This affects their communication and they may even want to abstain from using the target language in classes. They may be afraid of being unsuccessful in those classes because of the challenge of learning a foreign language very different from their own. So the teacher takes over a very important role in teaching a foreign language.

In our educational system second language learning has a very important place. But how we teach this target language to learners is a vital question that needs to be asked. At this point we become aware of the deficiencies in our educational system on second language teaching. The problems related to teaching a foreign language can be grouped under those headings:

When we look at the students' attitudes towards learning a foreign language we see that one of the most problematic situations in foreign language learning is

learners' inability to express themselves freely. Most of the time they feel themselves inconfident and uncomfortable while using target language. Learning a new thing, especially learning a new language always creates some anxiety on people and this may discourage their attempts to use the target language but in order to overcome this feeling of anxiety they need to use target language as much as possible.

Fear of making errors is another problem for language learning. It prevents learners from communicating in foreign language. So the first step to successfully learn a second language is to feel comfortable. If they know that despite of their errors they won't be isolated or made fun by the others they will feel relaxed and their prejudices will begin to disappear. So first of all the teachers need to gain the students' confidence. Students should be aware of the fact that errors are the inevitable parts of learning a new thing and foreign language can not be learnt without any errors so there is no need to feel anxious about this.

When we look at the problems related to teaching a foreign language we see that traditional way of teaching is generally preferred. Students focus on forms and structures and ignore the meaning and the communicative aspects of language. They feel as if they must use completely grammatically accurate sentences while speaking, writing or using the language in general. The learners try to acquire the language by focusing only on its structures. They ignore the meaning or communicative aspects of the language. Traditional syllabuses block the effective teaching of the language. According to these syllabuses teachers try to teach the language in traditional ways but these traditional methods may be deficient. From the very beginning learners are exposed to the forms of the language. The forms are given, structures are repeated all the time, the rules are written on the board and students are expected to acquire the language by looking at those forms and structures. Language learning is seen as memorization of structures and vocabulary.

After giving the rules the students are asked to make similar sentences without any emphasis on meaning. Deductive learning which can be defined as an approach to language teaching in which learners are taught rules and specific structures wholly

from the very beginning is used extensively in ELT. The learners are asked to apply these rules when they want to use the language.

For example in grammar teaching when learners come across a new structure which they don't know, they may feel anxious. But teachers shouldn't give the structures or the grammatical forms to the learners immediately. By deductive learning the learners will make grammatically right sentences but won't be aware of the real usage of the language. They know the rules of a language but when they take part in a natural foreign language setting they become confused and don't know what to do or how to use the rules dictated to them. So the learners need to find out the rules of a language on their own.

On the other hand learners are given too many drills about language and these drills make them focus on the structure again. These drills become stereotyped and learners can make them without any effort or any thinking. This is another problem that should be dealt with. In foreign language teaching in our educational system, learners are given all the things beforehand. They don't need to think too much about the language. For example the exercises in school books are so usual that they don't require extra effort, imagination, creativity or thinking. Learners are accustomed to these kinds of exercises or drills so they don't need to create and discover new things.

The topics are generally taught in a traditional style, the students focus on the forms and memorize most of the things. And later they are given exercises or drills related to the topic. So the learners gain autoimmunization and they can find the answers without any creative opinions. All these are the parts of the traditional syllabuses. The more it depends on the memorization the more it becomes dull for the learners to acquire a new language. Drills can cause memorizing of the words, phrases, certain structures or patterns in a language. Since most of the learners hate memorization they see language learning as a boring and difficult process based on memorization.

In vocabulary teaching most of the time teachers give the meaning of an unknown word to the learners and expect them to memorize its meaning in a way. But the vital thing is not only to know the meaning of it but also to grasp its meaning and to use it in a sentence or to express the feelings by using that word.

Habit formation also seems to be another problem. Every person who has had even a slight opportunity to observe children and adults language learning, will have noticed the one great fact about the economy of habit. Habits in language enable us to do the necessary things without conscious effort. The mind is so free that there is no need for it to focus on the subjects deeply. When something becomes a habit then it loses all its attraction and learning becomes monotonous. So learning a new language shouldn't become a habit formation.

Most of the books are taught through traditional method because their contents are appropriate only to this method. If the book makes everything ready for the learner then the learner loses his creativity and repeats himself in each topic. So the topics shouldn't be given to the learners in the same order or with the same kind of exercises in each unit. If so then the learning becomes dull and it turns into a habit formation. Whereas before each lesson the learners should know that they need to create something new and use language in different ways in each lesson.

Forms are dictated so much on learners that after a while they always try to make grammatically right sentences and when focusing so much on the accuracy they may forget about the meaning. They memorize all the forms and rules but when they are asked to make the similar sentences they become confused and they aren't able to manage it. The vital thing is their ability to use daily languages because when they come across a situation in which they have to use their target language those forms and structures will not help them. They need to know the daily language in order to express their feelings fluently. Their minds shouldn't be so much focused on the formal speeches which are full of rules and structures. Without focusing on the errors they may make, they need to use the language as much as possible

When we look at the problem at another point of view we see that most of the activities and exercises do not reflect the real life itself. For instance a passage is given and questions are asked related to this passage. There may also be some true/false questions fill in the blank exercises. But these activities may become ordinary after a while and the learners may not be pleased with the learning process. Because they are not able to find something related to the real life situations. As human beings we feel a need to make sense of our world. (Littlewood, 2004:325). Activities should be true-to-life in teaching foreign language. When learners find something similar to their own lives, their own life experiences then the learning will become more enjoyable and easier.

So books should push learners to be creative, to use the language effectively, to cope with the problems by using target language. They should not only give the grammar focused exercises but also create settings for using the target language.

1.2 Area Of Concern

When we look deeper to the deficiencies of traditionally designed books or exercises we come closer to the realities of how learners are exposed to the forms or grammatical structures of a language instead of its usage or meaning.

So in my study I try to illuminate how task-based approach can be effective in foreign language learning. In task-based method language use is important. Learners are seen as language users. In primary schools the aim of teaching foreign language should be preparing students to use this language effectively outside the classroom. In traditional method the aim is to give the necessary forms and rules in order to prepare the learners to the exams. Knowledge of foreign language is important.

This study tries to make foreign language learning permanent for learners and task-based approach is seen as a way for achieving this goal. I want to show how tasks are vital and helpful for making the language learning more meaningful. With the help of tasks I try to focus the learners on the communicative aspects of language.

1.3 The Purpose Of The Study

As we mentioned before learning should be for real and communicative purposes. In our educational system foreign language is taught through traditionally designed syllabuses. And this can't be effective for the purposes we mentioned.

In my study my purpose is to show how a task-based approach can be effective in second language learning. And in order to support my view I try to teach the curriculum through task-based method. I aimed to teach the language through communicative tasks, to find true-to-life activities, to support the learners' learning process by making them feel comfortable during the task phase and to show them how they can be successful by using those tasks. Learners should be taken away from the obstinately insisted structures of the language they should be made aware of the different ways of acquiring the language more effectively so the purpose of the study is to show the changes in their learning processes as a whole.

In order to achieve this goal meaning, usage or communicative aspects of the language should be focused on. Learners' ability to use the language for the communicative purpose is of vital importance. In order to achieve this goal learning should be true-to-life and learners should be aware of the fact that the language they use in class will help them to improve themselves outside the classroom. They shouldn't see language as only a matter of compulsory learning but as a tool for achieving their communication goals. The aim of the tasks given in TBT classes is to remind them the place of the foreign language in their daily lives and give some clues about the language they may come across outside the classroom. Through tasks both learning is aimed to be more enjoyable and learning process more comfortable.

During this study I try to teach the curriculum by means of tasks. Since my learners are at the beginning level they should at first learn the beginning steps of the foreign language. They should know why they learn a foreign language and feel themselves comfortable throughout this period so the given tasks reveal their inner feelings about the foreign language and help them to overcome their prejudices about foreign language. They see tasks as a natural process of teaching and also parts of

their lives. Authentic materials and real life activities make them feel closer to the language itself.

And last of all we should make them understand how a foreign language becomes a communicative tool for expressing feelings indeed. The general purpose of the study is to examine the effectiveness of the task-based approach on foreign language achievement of the 6th grade learners in Manisa Yavuz Selim Primary Education School.

1.4 The Significance Of The Study

The present study endeavors to contribute to researches trying to examine the effectiveness of the task-based approach on the foreign language achievement of the learners. It seeks to clarify the role of task-based designed curriculum can play in the acquisition of the language. This study reveals that how a traditionally based syllabus may block the effective learning of the language whereas task-based approach improves learners' achievements in using the target language. The study tries to illustrate that the same topics can be taught more effectively through TBT by following the course book without ignoring the curriculum. In either instance this study could help the program makers, syllabus designers or teachers for achieving more communicative and more effective teaching of the language or help them to prepare materials or tasks for learners.

1.5 The Research Questions

The research questions being answered in this study are as follows:

1- To what extent does traditional method have some effects on the foreign language achievements of the learners?

2- T o what extent does task-based designed method have some effects on the foreign language achievements of the learners?

3- To what extent do traditional method and task-based method differ in foreign language achievement?

1.6 Limitations of the Study

In my study both the traditional method and the task-based method are applied to the 6th graders. There are two classes, one of them is the control group end the other one is the experimental group. The school where I applied my research is not well equipped. The materials necessary for the study is not found easily so it requires longer time to prepare the materials for the learners. So all the materials should be well-prepared from the very beginning. First of all in order to apply the task-based teaching, the syllabus designed according to the traditional teaching – inseparable part of educational system- should be changed into task-based teaching. This needs too much time and energy for the teacher.

Moreover the topics had to be taught in a very limited time. There are lots of activities, tasks and exercises related to those tasks so the given time is not enough for the aimed results. The tasks should be given to the learners in this limited time.

Another factor is that the participants are beginners so it takes time for them to understand the instructions or conversations among themselves. They have to prepeare and report the tasks in the target language. If they misunderstand the instructions about the tasks they may not reach the aimed results so the teacher has to make everything clear for them to understand and do the tasks.

The last and the most important factor is the limitation of the participants with other words the number of the learners involving in the research. There are only 16 students in both classes. This number is very few to prove something or to make a generalization but they were the only classes which are equal in numbers or their levels of foreign language knowledge.

1.7 Summary

TBT encourages the use of target language. Tasks motivate learners to engage in language use. The focus is on meaning rather than forms and fluency rather than accuracy. Authenticity is considered important. Because if learners find something related to their own lives then they acquire the language easier. So the activities should be true-to-life. TBT encourages the interaction among the students with pair work and group work. Because learning improves with the help of interaction. Learning process is important. We not only look at the result of the learning but also look at the process of learning. TBT prepeares learners to the situations in which target language use is necessary. And we will see if it is more effective than traditional method or not.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Presentation

In recent years there have been some debates on which teaching approach will have a better effect on language learning. Whether the school's syllabus is beneficial for foreign language learning or not; whether this syllabus supports the foreign language or not are among these debates. As it is known the school books and the syllabus give emphasis on using the language accurately and give importance to grammar. But in foreign language learning communication, interaction, and expressing one's own feelings with foreign language should be as important as the others. This chapter presents the features of the traditional approach and then the aims of task-based approach. Then the section will discuss the definitions of task-based approach and presents the TBT framework of Willis.

2.1 The Traditional Approach In Foreign Language Teaching

First of all we should answer this question: "Why do we learn a foreign language?" In order to answer this question we should be aware of the place the foreign language has in our life. Foreign language learning has always been very important but for years the students have learnt the foreign language just because it is necessary in classroom settings, and they have been exposed to that language in their inevitable examinations. Foreign language teachers give the rules of the language, necessary vocabulary items, make some clarifications about the instructions and then ask learners to memorize or learn the language by means of these grammatical structures or the vocabulary items. All these are the results of traditional syllabus design. Nunan (2001) states that" Traditional approaches to syllabus developed were concerned with the selecting lists of linguistic features, such as grammar, pronunciation and vocabulary".

According to Nunan (1991:283) traditionally syllabus design is concerned with the selection and the grading of content. Metaphorically speaking, syllabus design is with the destination.

Learners have acquired the language consciously and the form has been given emphasis all the time. Learners exposed to the right forms of the language have sometimes ignored the meaning since the primary focus is on their making accurate sentences. They have taken parts in exercises focusing on the structures, rules or the accuracy of the language. And when we look at the syllabus design in schools, we see that it reflects the traditional approaches in language teaching. Syllabuses based on traditional approaches require memorization of vocabulary items, making completely accurate sentences, but on the contrary forgetting about the communication abilities outside the classroom. Because the brain conditions itself so much on the form that learning can't show itself freely outside the classroom. At this point we see that syllabus design is the reflection of these temporary learnings. Traditionally, curriculum designers and material writers took as their point of departure the question, what are the grammatical, phonological and lexical items to be taught? (Nunan, 1991:281)

Foreign language learning doesn't mean repeating the new items all the time. Being able to use the language when necessary is of vital importance. In our educational system we have to follow a certain syllabus in primary education schools. Subjects are taught according to these syllabuses. And most of the time learner's learning becomes the second step so this blocks the success of the language learning. Because of these reasons new approaches to teaching are developed and task-based approach is one of them. The important thing is that program planners and teachers should select a mix of tasks to reflect the pedagogic goals of the curriculum.

Teachers who wish to use a task-based approach are often faced with having to redesign textbooks which are based on a more traditional approach. (Rooney,2000). This was a hard work to do because this means redisigning all the materials in order to fit them to the task-based approach. Sometimes the teachers will have to create their own materials or make the existing ones suitable for task-based approach. Additionally according to Rooney (2000), to begin the process of creating the new

program, it was first of all necessary to develop a plan that could be followed when adapting a unit of structural/functional materials. It was decided that the first step would be to consult the table of contents and find out what functions are covered in the unit. The next step would involve analyzing the various activities that comprise the unit and discover if any of them could serve, or be adapted to serve, as a central communicative task around which a TBL framework could be constructed in order to teach these skills.

As Nunan (2001) states that "The syllabus designer analyzes these in order to identify the knowledge and skills that the learner will need to have in order to carry out the tasks. The next step is to sequence and integrate the tasks with enabling exercises designed to develop the requisite knowledge and skills."

When we are sure that our materials fit to task-based approach then we can apply them to the learners. This takes longer time than other approaches take because it requires us to prepare well designed tasks for learners. The materials in traditional approach are prepared with regard of the grammatical, phonological or lexical items and they don't meet the needs of the learners. First of all we should determine the learners' needs and then create our own materials, give learners appropriate tasks and then prepare some exercises which support their tasks.

2.2 The Aims Of The Task- Based Approach

Candlin (2001:232) defines language learning as
- experiential
- needing to be focused on communicative competence
- prioritised as a learning process
- requiring the learners to become independent and to display positive attitudes towards language learning

By communicative competence Krashen and Terrel (1983) mean that it is the ability to use the language system appropriately in any circumstances with regard to the functions and the varieties of language as well as shared sociocultural suppositions.

Traditional approaches are based on accuracy and form rather than meaning. In traditional approaches the important thing is students' learning the language in right form with right structures. They learn the language consciously. The vocabulary items and the grammatical structures are of vital importance. But the traditional approaches miss the point that in order to be effective in foreign language, learners must use the language, they should carry it outside the classroom so the learning can be meaingful. According to Dickins and Woods (1988) if one takes a historical perspective, grammar and communication were, for a long time, considered as two independent features that is as autonomous elements rather than as two complementary and integrated elements necessary for effective language use. In contrast, current pedagogical practice places the emphasis on communication and learners are more than likely to be presented with learning tasks primarily designed to promote the interaction.

Designing a task-based curriculum involves making decisions about what tasks learners will do (a question of selection), and then the order in which they will perform these tasks (a question of grading) a task-based curriculum involves making decisions about content, i.e. what tasks to include in the syllabus and methodology, i.e. how tasks will be used in the classroom (Ellis 2003). We can see that task-based teaching has also a great effect on vocabulary teaching in a meaningful and communicative way instead of traditional method's way of making the vocabulary items be memorized. Newton (2001:31) made a study about this vocabulary learning through TBT. Options for dealing with vocabulary can be considered within a three-stage task framework involving pre-emptive, in-task and post task stages.

Table 1.1

Options for targeting unfamiliar vocabulary in communication tasks

Pre-task options	1-predicting
	2-cooperative dictionary search
	3-words and definitions
In-task options	1- glossary
	2-interactive glossary
	3-negotiation
Post-task options	1-vocabulary logs

This allows learners to work cooperatively with limited assistance to make sense of unfamiliar words in communicative setting.

Also in grammar teaching TBT plays an important role as it encourages the communication among the learners. As we mentioned before in traditional method grammar teaching based on structures and forms so another research made by Fotos and Ellis (1991:605-625) answers the question that if task-based teaching is as effective as traditional method on foreign language learners' achievements in grammar.

The researcher forms two groups of Japanese EFL learners. The first group involves the first-year English language majors at a women's junior college and the second group involves the first-year Business Administration majors at a private 4-year university. In one group, the group of four students' grammar performances

were audiotaped in the other group native speaker's traditional way of presenting the grammar was audiotaped.

In task-based applied group each student was given a task card with five sentences marked correct or incorrect. While one of the group member reading his card others have to listen and try to find out whether the sentences were correct or not. It took 30 minutes and then post-test is applied.

In traditional method applied group the teacher wrote the correct or incorrect sentences on the board and asked the students whether they thought the sentences were correct or not. At the end of the lesson the teacher wrote out three rules about the problematic grammar item. After the board being erased post-test is applied.

The audio recordings were transcribed for 10 minutes from the same starting point and as a result paired t tests were used to examine the significance of differences between pretest and posttest scores and unpaired t tests were used to examine the significance of differences between posttest scores for the two treatments. And one-way chi-square test was used to examine the significance of any difference between negotiation counts for the groups.

As a result there is no significant difference between the post test scores of the traditional group and task group. But in task group interaction among the learners are much more than the traditional group as tasks increase and encourages the communication.

According to Nunan (1991:279) task-based approach to language teaching is characterized by the following features:

1- an emphasis on learning to communicate through interaction in the target language
2- the introduction of authentic texts into the learning situation

3- the provision og oppurtinities for learners to focus, not only on language but also on the learning process itself

4- an enhancement of the learner's own personal experiences as important contributing elements to classroom learning

5- an attempt to link classroom language learning with languege activation outside the classroom.

Task-based approach has gained importance in recent years .Because the aim in task-based approach is to teach foreign language through real world activities by using authentic materials. Because the important thing is learners' expressing themselves in a comfortable way and their being in an interaction with eachother. The focus is on the communication. Task-based syllabuses represent a particular realization of communicative language teaching. (Nunan 2001)

If the learner uses the language in realistic environments and if he follows the task-based activities which the teacher gives, he can learn the foreign language more effectively because the language improves when it is used. According to Seedhouse (1999:155) "Task-based interaction is more effective than other varieties of classroom interactions". If the learners learn the sentence structures, vocabulary and grammatical items by means of task-based activities then the learning will be more permanent. The more it is used the more it improves. Since the importance and emphasis are on the meaning of a sentence rather than the structure of the sentence the learning will be more meaningful.

Besides these, TBT encourages the interaction among the students by making them work in pairs or in groups. Pair-work and group-work are the inseparable part of the TBT whereas traditional method gives emphasis on learners' working individually. While working in groups learners have a chance to communicate in SL and develop themselves in a natural way. Long and Porter (1985:207) state that some pedagogical arguments concern the potential of group-work for increasing the quantity of language practice opportunities, for improving the quality of student talk, for individualizing instruction, for creating a positive effective climate in the

classroom and for increasing student motivation. Moreover it increases the motivation of learners as it leads them to talk during the lesson. So while using TBT in foreign language, learners are generally told to work in pairs or in groups.

This approach has become to be accepted by teachers in recent years. When we look at the reasons we see that it makes the learning more enjoyable, more active and more comfortable. The more the language is applied in real life the more it becomes permanent. And the aim of this approach is to maintain its permanence. Task-based teaching has become a powerful influence in language education. At a conceptual level, the approach has been supported by changing conceptions of the nature of language and learning- captured under the rubric of communicative language teaching. (Nunan, 1991:293)

What makes this approach different from the others? In task based approach you should apply as many activities as possible and these activities should be related to real life and the learners should carry out them outside the classroom. As Seedhouse (1999:155) mentioned " tasks appear to be particularly good at training learners to use the L2 for practical purposes, and we can assume that this will prepeare them well for accomplishing some tasks in the world outside the classroom". The emphasis is on the communicative language learning and while doing this using the communicative and meaningful tasks. Even if you do the tasks in the classroom setting a task is a task and it helps the learners to be efficient in second language. Classrooms are classrooms, but even so, a task which requires personal information to be exchanged, or a problem to be solved, or a collective judgement to be made bears a relationships to things that happen outside the classroom in a way that seperates these activities from doing, for example, a transformation exercise. (Skehan 1996:38)

While applying these tasks meaning is important rather than form. Learners' being in interaction, expressing themselves in foreign language, feeling themselves comfortable while using the language, making meaningful sentences instead of accurate ones and using real-world activities are important. Tasks are given which

develop their language and they learn to use the language while following these tasks. It doesn't aim at teaching the rules of the language. They acquire it unconsciously.

This means that TBT breaks the rules of the traditional approaches in language teaching. It has been favored by teachers of SL since 1990's because it illustrates the ways in which the language is used for communicative purposes. It is different from other approaches because it helps the learners to acquire the language unconsciously. The language can't be a matter of memorizing. Language is acquired when we use it in communicative purposes or in an interaction. According to Long (1985) and associates, modified interaction must be necessary for language acquisition. The relationship may be summarized as follows:

1- Interactional modification makes input comprehensible
2- Comprehensible input promotes acquisition. Therefore,
3- Interactional modification promotes acquisition

By means of interaction people can express themselves easily and so communication is one of their basic needs to go on their life. It is the same in foreign language. If learners use the language in natural environments when they need to communicate or express themselves then the learning become more meaningful. So TBLT gives importance to meaning rather than form. It was not enough in language teaching to focus only on language structure but that this needed to be accompanied by a concern to develop the capacity to express the meaning. (Widdowson,1978). Using that language for communicative purposes is emphasized. They acquire the language unconsciously and as their minds do not focus on the form or the accuracy of the language they use, their learning will become easy and they can use it whenever they want.

Needless to say that TBT gives emphasis to fluency (Skehan 1996:46) consisting of the capacity to mobilize one's linguistic resources in the service of real time communication. And then accuracy (Skehan 1996:46) which relates to a

learner's belief in norms, and the performance which is native-like through its rule-governed nature follows it. Fluent speaking is preferred rather than the accurate one. But nevertheless it doesn't completely ignore the accuracy, at one side it feeds the fluency but on the other hand it gives a hand to accuracy. As Nobuyoshi and Ellis (1993:203) stated " They aid fluency by enabling learners to activate their linguistic knowledge for use in natural and spontaneous language such as when taking part in a conversation". These unprepared conversations help fluency and at the same time they contribute to accuracy by enabling learners to discover new linguistic forms during the course of communicating and also by increasing their control over already-acquired forms. (Nobuyoshi and Ellis, 1993) but the reverse side of the coin is to consider why learners tend to focus on accuracy in most of the times. Because as Skehan (1996:47) claims that if learners do not want to take risks they are drawn to accuracy because of a reluctance to use the language they are not sure of. In order to make them use the language without fear tasks have lots of things to do. By means of tasks they break their chains and begin to use the language in such a comfortable manner that this helps them to improve their fluency.

So TBT gives them chance to use the language in an effective way. In order to succeed this some tasks are given to the learners considering that they make the language learning easier for them. They must be real-world activities. By real we mean that the tasks should be applied outside the classroom, they should be meaningful and give learners oppurtunities to acquire the language.

TBT	Traditional Method
■ Rich amount of authentic language	■ Authentic language is limited.Coursebook is the main source of language.
■ Chance to communicate in foreign language	■ Limited communication, which is not meaningful.
■ Encourages interaction among learners	■ Limited interaction among learners
■ Focusing on meaning and fluency	■ Focusing on structures and accuracy
■ Selection and grading of tasks, exercises, classroom activities	■ Selection and grading of content

The pedagogic tasks also touch the communicative side of the language. Learners are given a model of the target language behavior as well as specific practice in manipulating key language items. (Nunan, 199:282)

Table 2.1

Steps Involved in the Development of a Pedagogic Task

Procedure	Example	Rationale
1-identifying target tasks	giving personal information In a job interview	to give learners the opportunity to develop language skills relevant to their real world needs.
2-provide model	Student listen to and extract key information from authentic simulated interview	To provide the learners the op portunity to listen and analyse ways in which native speakers or users of the target language carry out the target task
3-identfy enabling skill	manipulation drill to practice -wh questions with do-insertion	to provide learners with explicit instruction and guided practice in those grammatical elements needed to perform the target tasks.
4-devise pedagogic tasks	Interview simulation using role cards	To provide the learners the op portunity to mobilize their emer ging language skills through rehearsel

By and large when learners attempt to interact in foreign language they encounter some difficulties because of the lacking of sufficient background. And in order to face this problem they try harder and harder to complete the given task. Completing the task means completing the interaction successfully and reaching the aim. When communicating in a foreign language they try to overcome the language blocks and they take feedback immediately when negotiating the meaning. Interaction is crucial, as are the opportunities it provides for learners to receive personalized, well-timed feedback for areas of interlanguage which are problematic (Pica 1994)

After seeing that they become successful in expressing themselves at the end of a task this motivates their learning. Because the tasks are not imaginative. They are true to life and realistic. In tasks there are meaningful conversations, useful information, and satisfactory results. Target language is used for communicative purposes. When coming across with the task they forget about the formal classroom setting and they feel as if they were outside the classroom to complete a task. This lowers their stress and anxiety moreover increases the motivation and the participation of the learners and enjoyment of the teacher at the same time. In task based pedagogy however the teacher and the learner have a remarkable degree of flexibility for they are presented with a set of general learning objectives and problem solving tasks and not a list of specific linguistic items. (Kumaravadivelu 1991:99). Because of the reason that they are not only concerned with the linguistic elements but also language outcomes, this makes their task more flexible.

They can be sure that if they make any mistake they aren't made fun of by the others or they are not laughed at when they don't know the meaning or pronunciation of a vocabulary item. Not knowing the structures doesn't embarrass them anymore since their attention is on the task in which the language is used by learners by the same token and then fluency follows on its own accord.

They acquire the language unconsciously in TBT unlike in traditional approaches. Because while facing with tasks their minds focus on the task itself and they forget about the stressful structures of the language. They begin to repeat the language items so many times in a task that they acquire it unconsciously at the end. The learners appear to be so concentrated on completing the task that linguistic forms are treated as a vehicle of minor importance. (Seedhouse, 1999:154)

But while communicating we can't focus on a specific linguistic feature. Once the learners realize that the task is intended to provide such a focus they are likely to stop treating it as an opportunity to communicate and switch into a 'learning' mode. (Nobuyoshi and Ellis, 1993:209). And when they feel that they should pay attention to the linguistic features of the task than it can't be a communicative task anymore.

In addition to all these as the learning are learner-centered learners create their own learning settings. Their learning won't be graded or marked by looking at a test or an exam but it can be evaluated by means of communicative tasks and their success in those tasks. Analyses of real classroom tasks in training workshops can open up opportunities for the integrated development of understanding and for techniques that can help teachers make their classroom practice more communicative and meaning focused, and with greater potential for language learning. The 'task' can function as a unit for learning, for teaching and for training. (Cameron, 1997:346)

Task-based learning is an attempt to address one of the dilemmas of language teaching : how, on the one hand, to confront the need to engage naturalistic learning processes, while, on the other , to allow the pedagogic process to be managed in a systematic manner (Skehan 1996). Here the aim is to show the changes and the improvements in learning when task based approach is used and to observe the results of task-based approach applied in curriculum instead of traditional methods.

2.3 The Definitions of A Task

First of all we should answer this question: "What is a task?". There are some brief definitions about what the task is and they make us understand it better.

A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child… In other words by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between. (Long, 1985:89)

A piece of work or an activity, usually with a specified objective, undertaken as part of an aducational course, at work, or used to elicit data for research. (Crookes, 1986)

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

Any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making. (Breen, 1987:23).

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

Tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. (Willis, 1996)

As we can understand from these definitions learners use the target language in order to complete a task and so their learning process starts. Completing a task means using language in a communicative purpose, repeating language items and acquiring them unconsciously, being able to be fluent speakers, making meaningful sentences and morover expressing oneself in a comfortable way.

As Ellis (2003) indicates that there are some criterial features of tasks such as:

1- A task is a workplan.

2- A task involves a primary focus on meaning.

3- A task involves real- world processes of language use.

4- A task can involve any of the four language skills.

5- A task engages cognitive processes.

6- A task has a clearly defined commmunicative outcome.

By looking at these features we understand that first of all in order to give task to learners a plan should be done beforehand. Whether the wanted aim is reached at the end of the task or not workplan should be prepeared. In the next step learners should use the language. They achieve the outcome by using the language and giving emphasis to meaning. While doing this or while prepearing a workplan, real-world activities should be chosen in order to make the learning process closer and more meaningful to the learner. These tasks may involve listening, writing, reading, speaking activities. They use the cognitive processes such as selecting, classfying, ordering, reasoning and evaluating information. After completing a task a language outcome is expected from the learners.

Willis (1996) makes some pedagogic classifications of the tasks. The types reflect the kind of operations learners are required to carry out in performing tasks.

1- Listing: where the completed outcome is a list

2- Ordering and sorting: tasks that involve sequencing, ranking, categorizing, or classfying items.

3- Comparing: tasks that involve finding differences or similarities in information.

4- Problem-solving: tasks that demand intellectual activity as in puzzles or logic problems.

5- Sharing personal experiences: tasks that allow learners to talk freely about themselves and share experiences.

6- Creative tasks: projects often involving several stages that can incorporate the various types of tasks above and can include the need to carry out some research.

Another point is that we should differentiate between tasks, activities and exercises. In order for a learning activity to be a task we should be aware of these differences.

In exercises learners' mind primarily focus on the form of a language. The exercises emphasize the teaching of the language they are exposed to and the correct use of that language. It ignores the meaning and also the interaction. Exercises are evaluated right or wrong at the end. Your answers are rather suitable or inconvenient. It encourages rote learning in a way. An exercise usually has restrictive on a single language element and has a linguistic outcome. (Nunan, 2001)

When we come to an activity it again focusses on form and restricted language items but it also encourages communication. According to Nunan (2001). "An activity also has a restrictive focus on one or two language items, but also has a communicative outcome. In that sense activities have something in common with tasks and something in common with exercises".

In tasks there must be a communicative purpose. They don't give emphasis to structures or forms of a language. Meaning is primary. (Skehan 1998). The attention is on communication based on learners' linguistic knowledge. They reflect the real world because they are the parts of real life such as buying a bus pass, asking for

street directions, attending a lecture, reading a menu, writing a laboratory report, and so on.

Ellis (2003) defines tasks and exercises as 'tasks' are activities that call for primarily meaning focused language use. In contrast, 'exercises' are activities that call for primarily form focused language use. However we need to recognize that the overall purpose of tasks is the same as exercises –learning a language- the difference lying in the means by which this purpose is to be achieved. But according to Widdowson (1998) what distinguishes a task from an exercise is not 'form' as opposed to 'meaning' but rather the kind of meaning involved. Roles of the participants are also affective. A task is requires the participants to function primarily as language users in the sense that they must employ the same kinds of communicative processes as those involved in real-world activities. In contrast an exercise requires the participants to function primarily as learners; here the learning is intentional.
(Ellis 2003).

The more learners use the language in tasks the more they become fluent. When coming up with a situation outside the classroom they trust themselves and begin to apply the language they learn. Creating completely grammatically right sentences or being perfect is not important here. If the learner reaches his aim outside the classroom by using the target language this means that TBT teaches him the language in the right way.

Table 3.1

Principles of task-based teaching (as quoted in Ellis 2003:277)

Willis (1996)	Skehan (1998)
1- There should be exposure to worthwhile and authentic language 2-There should be use of language 3-Tasks should motivate learners to engage in language use 4-There should be a focus on language at some points in a task cycle 5-The focus on language should be more or less prominent at different times	1- choose a range of target structures ensure systematicity in language development without adhering rigidly to a structural syllabus. 2- Choose tasks which meet the utility criterion i.e. make it useful for students to perform the target structures 3- Sequence tasks to achieve balanced goal development, i.e. prioritize fluency, accuracy, complexity at different times. 4- Maximize the chances of a focus on form through attentional manipulation. 5-

In task-based approach it is vital to use authenticity. Authenticity concerns whether a task needs to correspond to some real world activity, i.e. achieve a situational authenticity (Ellis 2003). If the learners are exposed to use the real world activities or authentic materials then their acquiring the target language will be easier. We should make a bridge between their linguistic knowledge and their participation in the real world events. Authentic texts give the learners the feeling that he or she is learning the 'real' language that they are in touch with a living entity, the target language as it is used by the community which speaks it (Guariento and Morley 2001:347). In task authenticity we should be aware of whether the learners use it for real communication. Willis (1996) is keen to distinguish these kinds of activities, which she calls tasks, from activities where the language learners are simply producing language forms correctly. Because the aim should be on the meaning and the communication so we should encourage the learners to use the language in order to achieve the communicative goal instead of making them get the

right forms from the beginning. In addition Guariento and Morley (2001:351) adds that many examples of authentic but simple tasks come to mind, including buying a train ticket, ordering a coffee, booking a hotel room, or asking the way.

2.4 The Components Of Task-Based Approach

When we look at the components of a task we can see four basic things as Nunan (1989:11) mentioned such as
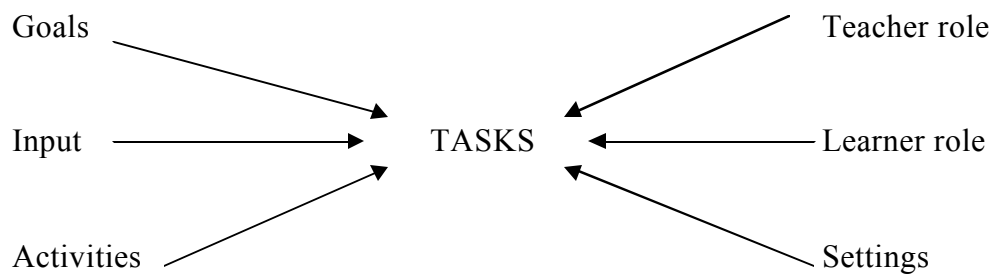
Figure 1.1 The basic elements of tasks (Nunan, 1989:11)

In this step we should analyze the components such as goals, input, activities, teacher role, learner role, and setting. First of all goals are the aimed results of the experiences. Ellis (2003) includes 'goal', the general purpose of the task. This can be specified in terms of what aspects of communicative competence the task is intended to contribute to. According to Nunan (1989) goals are the vague general intentions behind any given learning task. They provide a point of contact between the task and the broader curriculum.

Cameron (1997:347) split the goals into two such as learner's goals and the teacher's goals since teachers may be expected to have a set of language learning goals that they may choose not to reveal explicitly to learners. And the learners' goals may not be the same with the teachers. These are the differences between as Kumaravadivelu (1991:100) mentioned the teacher intention and the learner interpretation. When applying a task teacher may want to give something different from which the learner may want to take. This is because the teacher and the learner

as experienced members of the classroom community in a particular society bring with them their own perceptions of what constitutes language teaching, language learning and learning outcome and their own perceptions about what their classroom roles ought to be. (Kumaravadivelu 1991). As Breen (1987:24) argues, learners' interpretation of a task is shaped by their assumptions about what they themselves should contribute; their view of the nature and demands of the task itself and their personal definitions of the task situation'. Teachers, of course, want their intentions match with the learners' interpretation of the task but it can't always be the same. So both the teachers and the learners' role should find a common point to complete a task. No matter how hard the teacher try to apply a task in his own way it is vital that how the learner might respond, or even choose, a task (Bygate, Skehan and Swain, 2001). Any pre-designed task will be changed by the way the learner interacts with it. The result may be that the outcome is not consistent with the objectives intended by the task designer who may be a coursebook writer, teacher or the combination of the two.

Input is about the data which the learners come acroos when dealing with a task. It points of departure for the task. According to Hover (as quoted in Nunan 1989: 53) followings are the some examples of input:

Letters (formal/ informal)	Shopping lists
Picture stories	Postcards
Business cards	Diary
Photographs	Weather forecast
Family tree	Street map

These inputs can ancourage the communicative tasks.and illustrates the range of data sources which exist all around us.

Activity refers to performance of a task. It specifies what learners will actually do with the input which points the form of the departure for the learning task (Nunan

1989: 59) Prabhu explained three principal activity types (as quoted in Nunan 1989: 66 and Ellis 2003: 213)

1- Information-gap activity , involves a transfer of given information from one person to another- or from one form to another or from one place to another- generally calling for the decoding or encoding of information from or into language. Pair work can be an example of this type. Each member of the pair has a part of the total information and attemts to convey it to the other. Completing a tabular representation with information available in a given piece of a text can be another example. The activity often involves selection of relevant information and the criteria of completeness and correctness in making the transfer.

2- Reasoning-gap activity, involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. This activity involves sharing information but requires going beyond the information provided. An example is a task that requires students to workout a teacher's timetable from a set of class timetables.

3- Opinion-gap activity involves identfying and articulating a personla preference, feeling or attitude in response to a given situation. Examples are story completion and taking part in a discussion. Such tasks are open in the sense that they afford many possible solutions.

Teacher role and the learner role are the basic components of a task as they determine the rote of the task and they all happen in a setting given. Throughout the task both the learners and the teachers take on some roles and this affects the goings on the task and they are not only responsible for the behaviours towards one another (teacher to learner and learner to teacher) but also for eachother.

Learners' role in the task-based approach is not only useful for the completion of a task but also the correction of the errors. In a task-based approach the learners

being in an interaction can make some errors during the task phase but they can correct eachother successfully or they are capable of talking to eachother in target language fluently but they can't show the same success by talking with a native-speaker so their role towards themselves are vital. As this approach is learner-centered their roles are greater than then the teacher's role. Learners take on an active role, they are the speakers, they are the performers, and they are the learners of groups or pairs. They play an active role during the task phase. They prepeare their works, represent them in the class, ask and answer the questions, try to speak fluently, try to find the errors and then correct them on their own. All of these can seem difficult at first sight but when they leave themselves on the flow of the task they will get used to doing all these processes.

When we look at the teacher's role we see that first of all the teacher serves as a model for the learners. In task-based approach learners need a model and teacher answers to this need. Then he behaves as if he was a participant. The area is learners' so he does not interrupt the process of learning. He leaves the learners on their own, observes the process, takes some notes about the errors of the learners and only listens. Last of all, the teacher is a counsellor, but he shows this feature at the end of the task when correcting the mistakes without making big fuss about them and giving a feedback. Thus learners feel themselves comfortable since there is noone controlling their works from the beginning to the end like a guardian. He only controls at the end in order to give a feedback and correcting the language mistakes. The aim is to encourage the learners to speak in target language without interruption and express themselves freely.

The final element is that of setting, which refers to the learner configuration (either teacher-fronted, small group, pair or individual), as well as the environment (whether the task takes place in the classroom or outside the classroom) (Nunan 1991). Setting refers to the classroom arrangements specified or implied in the task and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan 1989). Tasks can go on with small groups depending on the number of the students in class but the vital thing is to make

different levels of learners work in the same group. Even if the task is completed in a classroom setting it gives a feeling of completing them outside the classrom since they are true to life and depends on the life experiences.

2.5 A Framework For Designing Task-Based Lessons

Task-based designed courses differ from the other traditional ones when we look at the components and the way the language is taught. Construction of a task-based syllabus requires the specification of the tasks to be included in the syllabus. To achieve this it is helpful to classify tasks in terms of their type, to determine their thematic content and then to sequence them using appropriate criteria for grading their level of difficulty for the learner.

```
┌─────────────────────────┐        ┌─────────────────────────┐
│         TASKS           │        │       LANGUAGE          │
│  1-  Task types         │        │  1-  forms              │
│  2-  Themes/ topics     │        │  2-  functions          │
│  3-  Sequencing criteria │        │                         │
└───────────┬─────────────┘        └────────────┬────────────┘
            │                                    │
            ▼                                    ▼
┌──────────────────────────────────────────────────────────────┐
│            Teaching metarials – Task workplans                │
└──────────────────────────────┬───────────────────────────────┘
                               │
                               ▼
┌──────────────────────────────────────────────────────────────┐
│               TASK-BASED SYLLABUS                             │
│   Unfocused tasks                        Focused tasks        │
└──────────────────────────────────────────────────────────────┘
```

Figure 2.1 Designing a task-based course (Ellis 2003:206)
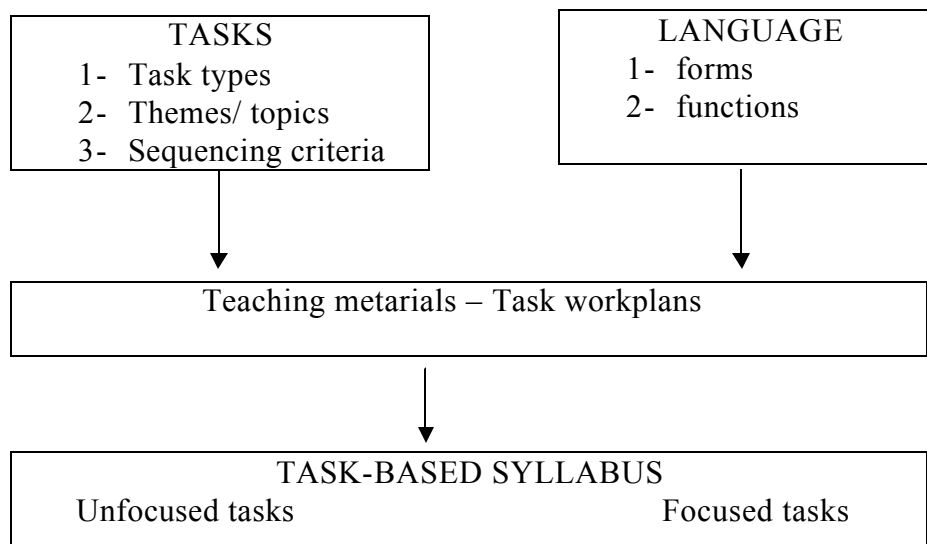
2.5.1 The Pre-task Phase

The purpose of the pre-task phase is to prepeare the students to perform the task in ways that will promote acquisition. (Ellis 2003). Learners get exposure at the pre-task stage and a chance to recall the things they know. (Willis 1998). Willis also adds that teacher explores the topic with the class, highlights useful words and phrases,

and helps learners to understand task instruction and prepeare. Learners may hear a recording of others doing a similar task or read part of a text as a lead into a task. Rooney (2000) points out that the pre-task phase has two basic functions: 1) to introduce and create interest in doing a task in a choosen topic, 2) to activate topic related words, phrases and target sentences that will be useful in carrying out the task and in the real world. A third optional function is the inclusion of an enabling task to help the students communicate as smoothly as possible during the task-cycle. Ellis (2003) explains the first phase in four steps; (1) supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson. (2) asking students to observe a modelof how to perform the task. (3) engaging learners in non-task activities designed to prepeare them to perform the task (4) strategic planning of the main task performance.

First of all we should introduce the new topic to the learner and try to receive their attention. To maintain this we can start with a speech related to the topic thus we can stimulate them in the first step. It is a kind of preperation for the real task. The teacher prepeares the learners slowly to the expected results of the task itself. And while doing this he tries to make the topic interesting by his speech or by the examples he gives to the learners. The purpose was to present and demonstrate the task, to assess its difficulty for the class(Long and Crookes, 1992). In this part he generally uses the question-answer method. He asks questions and encourages students to talk about the new topic by means of these questions thus they get accustomed to the task in the first step.

Then in order for them to understand the topic better we should serve ourselves as a model or we can find some similar tasks to introduce the main task. Thus when the learners see the same or the similar tasks from a model, they can get hang of it. They can grasp what is expected from them in the task-cycle phase. This makes them feel comfortable and lower their anxiety. As we all know from our primary school years if the learners do not understand what is expected from them they become to feel anxious and discouraged. All these may block their success.

In the next step we should focus on non-task activities such as vocabulary items, phrases or targeted structures. This can be achieved by brainstorming, mind maps Willis (1996) or listing the related items, making classifications about the new topic. By this way learners can express their feelings and ideas better. For instance they can predict some new words about the new topic or they can look up a dictionary, they can match the words with the meanings of them. But as Ellis (2003) said there is always the danger that pre-teaching vocabulary will result in learners treating the task as an oppurtunity to practice pre-selected words.

And at last learners are given time to prepeare their planning of the task. The first concerns whether the students are simply given the task workplan and left to decide for them what to plan or whether they are given guidance in what to plan. This pre-task stage may be difficult for the teacher, because he needs to do a great preperation, the books taught in primary schools may not be appropriate for task-based learning so the teacher may need to do all the things for a task by himself. In traditional books there aren't so many activities for learners, so the teacher should find some creative activities, some pictures- in order to receive their attention and make the learning more effective- , some extra diologues refering to the new topic. If possible he can even record a speech of a native speaker, if not he can behave as if he was a native speaker. Thus he can introduce the topic by being a model for learners. But on the other hand Samuda (2001:122) claims that the pre-task approach that directs attention to language features before learners experience the need to use them implies a progression from form to meaning which not only risks dislocating language form from language use. From a teacher's perspective in this phase the challange would lie in guiding attention from meaning to form or from form to meaning in ways that enable learners to see their connection.

Table 4.1

A framework for designing task-based lessons (Ellis 2003:244)

PHASE	EXAMPLES OF OPTIONS
A- Pre-task	framing the activity, e.g. establishing the outcome of the task
	planning time
	doing a similar task
B- During-task	time pressure
	number of participants
C- Post-task	learner report
	consciousness raising
	repeat task

2.5.2 The During-task Phase

According to Rooney (2000) task cycle (or during-task phase) consists of the tasks plus planning and reporting phases in which students present spoken or written reports of the work done in the tasks. During the task-phase students work in pairs or groups and use whatever linguistic resources they possess to achieve the goals of the task. Then to avoid the risk of developing fluency at the expense of accuracy they work with the teacher to improve their language while planning their reports of the task. Willis (1998) states that task-cycle also gives students opportunities to use whatever language they have both in private and in public. Motivation is provided mainly by the need to achieve the objectives of the task and to report back on it. A focus on form is beneficial in two phases in the framework. The private task and the public report promote close attention to language form. As learners strive for accuracy they try to organise their reports clearly and check words and patterns they are not sure of.

Willis (1998) seperates them into three called task, planning and report and explains task as where students work in pairs or small groups. Teacher monitors from

a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.

In planning phase the learners try to create their own work by using the language and their existing linguistic knowledge. But in doing so, they should pay attention to the use of the target language. Their use of mother tongue should not be permitted. And if they come up with some difficulties on the behalf of fluency they should contact with the teacher and want help while planning their reports. Willis (1998) points out that students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.

In reporting phase the pairs or groups start to share their tasks with the whole class. They present their tasks loudly in class and make their peers to understand the topic better. The listeners focus on the foreign language use and how the task is completed. They can take some notes and if they have any questions they can ask. In this phase again the learners are in an active role. They take part all the time whether like a performer or a listener. They are all in an interaction with eachother. Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.After the reporting step, post-task phase comes. (Willis, 1998)

Ellis (2003) points out an option in task-cycle called 'task performance options'

The first 'task performance options' concern with the time limit. Teachers should decide about the time given for a certain tasks. In this part the teacher can leave the students on themselves to complete the task or he can set a time limit. But if they have too much and unlimited time they tend to be completely accurate, if they are under a time pressure they don't try to be accurate or they don't create very complex language. Unlimited time encourages accuracy, limited time encourages fluency.

It is considered that if the learners aren't given a time limit, they can focus on the form and the structures of a language so accuracy becomes more important for them. In thier tasks they try to find any errors they may make. Thus task completion loses its importance, making correct sentences and accuracy takes its role. So this may lead the learners in complexity. But if you set a time limit ıt is considered that learners focus on fluency and try to prepeare the task as soon as possible without having a chance to correct any possible language mistakes. It seems than that if teachers want to emphasize accuracy in a task performance they need to ensure that the students can complete the task in their own time. However if they want to encourage fluency they need to set a time limit (ibid : 250)

The other option is deciding whether to make the students aware of the input data during the task cycle or after finishing the task. In some tasks learners reach the input data while performing the tasks and in some others learners reach it at the end of a task.

The third option is introducing some surprise elements into a task. You can give some extra information during the task-phase and when the learners take this information in an unexpected time this may increase their cruosity.

2.5.3 The Post-task Phase

In this phase there are two points called analysis and practice. First of all in post-task learners are given some exercises and activities in order to strenghten the language items taught. Throughout the task learners learn some new words, new phrases, new structures, some meanings, or phonological aspects of the language and all these are analysed in this step. Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words phrases and patterns in vocabulary books. (Willis, 1998).

It may also contain the practice step. In this stage teacher practices all new things that are taught or mentioned. These are again words, phrases, patterns...etc. It moves learners from fluency tasks to accurate production rather than from accurate production of target structures to fluency tasks. (Rooney, 2000)

Ellis (2003) seperates the post-task into three such as 1) to provide an oppurtunity for a repeat performance of the task, 2) to encourage reflection on how the task was performed, 3) to encourage attention to form, in particular those forms that proved problematic to the learners when they performed the task.

The first one refers to the repeating of a task. After completing the presentation of the task students may be wanted to repeat the task under the same or different conditions –individually or in groups- it is observed that when they report it for the second time they realize their mistakes in language and so they have a chance to correct them and at the same time they can create more complex sentences, they become fluent. (ibid. 258). And Candlin (as quoted in Ellis 2003) adds that performing a task in front of the class increases the communicative stress placed on the learner and thus can be predicted to lead to a reduction in fluency and complexity.

In the second point –reflecting on the task- the learners are expected to evaluate their own performance, what they think about the task and whether they find themselves succesful or not during the task phase. They can even take notes about their performance and they can share them with the whole class. For example they could be invited to comment on which aspect of language use (fluency, complexity or accuracy) they giave primacy to and why, how they dealt with communication problems, both their own and others, and even what language they learned from the task. (Ellis, 2003).

In focusing on forms once the task is completed students can be invited to focus on forms with no danger that in so doing they will subvert of the 'taskness' of the task. (Ellis 2003: 259) teacher should select forms that the students used incorrectly

while performing the task or useful or natural forms that they have failed to use at all. (ibid. 260). Throughout the learners' task performance the teacher listens them carefuly and takes some notes about the errors of the learners. at the ned of the task the teacher illustrates the errors share them with the whole class. He can even write the errors on the board and want learners to correct them. The teacher can even record the performances of the learners and after making them to listen the recording task, he may want them to find the errors of their friends. After the students' commmenting on and correcting the errors the teacher puts the fullstop. Another option is that after finding the student's error on a certain language form, the teacher may give some consciousness raising activities about a single form. So they may find the mistakes on their own. But as Samuda (2001) mentions we shouldn't miss the point that a post-task approach, for example, brings with it the risk that certain aspects of certain forms may escape focus altogether if not in some way higlighted in task input or nudged in task performance.

CHAPTER 3

METHODOLOGY

3.0 Introduction

In this chapter the elements of the research are presented. Initially the sketch of the participants is provided and next the research instruments, the setting, and the variables of the research are presented. Last of all the methods are introduced.

A total of 32 Turkish primary school students were taught courses in their respective target languages for a period of three months. Sixteen students were in classes which followed the traditional method, while sixteen were in classes where task-based method was integrated into the teaching. Before and after the course their foreign language learning achievements were tested. Ratings of students' performances were compared for the treatment and the control groups.

3.1 The Research Questions

The research questions being answered in this study are as follows:

1- To what extent does traditional method have effect on the foreign language achievements of the learners?

2- T o what extent does task-based designed method have effect on the foreign language achievements of the learners?

3- To what extent do traditional method and task-based method differ in foreign language achievement?

3.2 The Research Model

This study is a Quasi-experimental study where the students were not assigned randomly. Pre-test/post-test design was used. Participants were given a pre-test to ensure comparability of the participant groups prior to their treatment and a post-test to measure the effects of treatment

In this research we make a comparison between the task-based teaching and the traditional method in order to see the effectiveness of the methods in foreign language achievements of learners.

In traditional method we follow the topics and the exercises in the students books. It is a type of teacher-centered teaching method. All topics are introduced and taught through traditional ways by asking questions, dictating the new items and grammar structures, following the exercises one by one. The general principle is that the teacher asks and the learner answers. New vocabulary items are explained and learners try to make sentences by using these new vocabulary items. Grammar structures are written on the board, some drills are used and learners are exposed to the foreign language consciously.

In task-based teaching learners are in the centre of class and activities. Tasks are the key elements given to them in order to involve them in the learning process. Pairwork and groupwork are important since it triggers the interaction between the learners. As a result of this tasks are of vital importance for reaching this aim. These tasks and some post-task activities motivate their learning the target language. With the help of those tasks they will be able to use foreign language while expressing themselves throughout the task-phase. They are encouraged to speak without fear of teacher and without stress. It is thought that the teacher should always be model for the learners and she should be an observer instead of being a participant in class. The teacher can decorate the topics in student's books with some other materials and activities depending on the his own creativity.

In task-based teaching we use pre-task, task-phase, post task. On the contrary in traditional method topics are taught in a way which the book requires.

3.2.1 Dependent And Independent Variables

The dependent variable of this study is the foreign language achievements of the learners. The aimed behaviour is their progress in expressing themselves freely in a SL. They are expected to use the language both in class and in their daily lives outside the classroom. With the help of the tasks they can acquire the language unconsciously without any stress. This method is chosen as it is thought to be helpful both for their academic success and their daily lives.

The independent variable of this study is the task which is given to the learners throughout the learning sessions.

3.2.2 Instruments

At the beginning of the study both classes were given a pre-test which was aimed to determine their foreign language knowledge before exposing them the targeted method. Its scores are important as it reveals whether learners of both classes have equal knowledge of foreign language or if there are great differences between the two.

The learners' participation to the lessons especially to the pre/post tests and the exams are important. So their participation is requested and maintained throughout the study in both control and the treatment groups. Both classes begins the research with 16 learners and ends the learning sessions with 16 learners too.

The pre/post test is prepared carefully in order to determine their level and their progress clearly. These pre/post tests are of vital importance since it is a good

way to see the differences between their knowledge of foreign language at the beginning and at the end of the term.

The questions were chosen carefully because it should consist of the topics which are expected to be completed in the first term. Filling in the blanks, answering the given questions, making meaningful sentences, writing opposites of given words, matching pictures with given words or items were used in the test. Before and during the preparation of the test questions some colleagues of the researcher checked them in order to give some advice or feedback to the researcher. Some of the learners' coursebooks or workbooks were used for this reason.

3.2.3 Participants

The research is done in Yavuz Selim Primary Education School with two classes consisting of 16 students going on the course everyday throughout the term. The students in both classes are the ones who are capable of understanding or acquiring foreign language. In the research first of all the students are looked for (1) to continue the course everyday, (2) having no problems to understand the foreign language, (3) having the ability to write, read, speak or listen in English.

The learners in both classes are at the age of 13 or 12 and they are the 6th graders. They all have the capacity to understand and use foreign language inside or outside the classroom, they are good at communicating with eachother by using the language they are taught, they have no problems with four basic skills in their native language so the research method can be applied with those learners.

The study is applied with two classes consisting of 16 students in each. They come from small social communities and their economic situations are not well enough to take some special courses from language training courses. They all live in small house, their social backgrounds are very similar to one another. Most of them do not have a room of their own so they have to share the rooms with other members

of the family. This may effect their concentration and also make learning more difficult at home. Most of them do not have opportunities to search something with the help of computers or in libraries. Their best way of learning something is the one done in classroom setting. What they mostly need are the instructions given by the teacher. In task-based class there are nine girls and seven boys. In traditionally designed class there are seven girls and nine boys.

Two of the participants were excluded from the study due to the lack of continuity to the courses or lack of language proficiency both in native language and in foreign language. One of the female students of 6 B has some difficulties in reading and writing in her native language. She is a student of special education and she should be educated among the ones who are in mainstreaming classes. One of the male students of 6 A is excluded from the research due to his lack of continuity to the lessons. He rarely attend the courses so he can't involve in the examinations or in pre and post tests.

In order to activate the study the learners are looked for (1) to continue the course everyday, (2) having no problems to understand the foreign language, (3) having the ability of writing, reading, speaking or listening in English.

When determining whether the learners have the features required to apply the study or not some of their school files or health reports are observed. Their attendance to the courses are evaluated. While evaluating their reading-writing skills their school files are observed and some meetings are made with their school director or their previous teachers.

Table 5.1

Demografic information about the participants

	Task-based method	traditional method
Participants (n)	16	16
Age		
12 (n)	14	12
13 (n)	2	4
Mean	12,1250	12,2500
SD	,34157	,44721
Gender		
Male (n)	7	9
(%)	43,8	56,3
Female (n)	9	7
(%)	56,3	43,8
Years studying English	2	2
Class	6-A	6-B

3.2.4 The Researcher

The researcher is a teacher of Yavuz Selim Primary Education School in Köprübaşı/ Manisa. She is the teacher of 4th, 5th, 6th,7th, 8th graders of English. This is her first year in her teaching career. She is also a student of MA in English Teaching Department of Dokuz Eylül Üniversity.

3.2.5 The Setting

The study is applied in a classroom setting. The classes have 8 desks and two students sit together in each desk. The light is enough for them to see everything clearly. The heating system is working well in winter and also the cleaning of the classroom and the level of voices are suitable for learning. In front of the desks there is a table for teacher, there are white board, overhead projector and a big television in the classrooms. Four hors of teaching section are applied for each classes. This means two days of a week is for class A and two days of a week is for class B. The learners are aimed to see the teacher, the board and also their deskmates well. The teacher can sit or walk around the classroom throughout the lesson, observe or control the learners without disturbing them. And also there should be some places for the students to express themselves freely.

3.2.6 Data Collection

The tools used for evaluating the students

- Pre-tests

In order to see the level of the learners pre-test was given before the treatment

- Post-test

In order to see which method is more effective, post-test was given

- Exam papers

The teacher prepares exam papers in order to control the students in the learning process.

3.3 Teaching Sessions

Besides the traditional lesson plans, TBT lesson plans were prepeared for the first term. From the beginning of the term task-based approach has started to be used in order to be effective in learner's foreign language achievements. In each teaching session the researcher starts the lesson with receiving attention, telling the aim of the

lesson and the expectations during the course, and explaining what they will acquire at the end.

Each task-based session begins with the teacher's (researcher) modelling. After making the learners pay attention to the lesson the teacher introduces the topic and serves as a model to make it clear. At this stage she can ask some warm-up questions, use some quessing activities, flashcards, magazines, pictures, or a cds about the topic. She can give examples from her own life and then want them to give their own examples.

After expressing the importance of the subject and completing this pre-task stage the teacher gives some tasks for learners in order to make them understand the language better and improve their language by involving in tasks. The students can study either in pairs or in groups.

Tasks should be explained so clearly to the students that there shouldn't remain any question marks about what they are wanted to do throughout the task phase. After completing their tasks each pairs or groups present their task to the whole class. This goes on in turns and all learners should have a chance to present what they prepare. While they are presenting their studies other learners have to take some notes about their peer's presentation. They comment on the task and ask questions about the things they do not understand. Here the teacher may help them if they can't find anyway to explain their reasons for mistakes. But there is no need to make big fuss about those mistakes.

After completing the task cycle, various activities or exercises are given to the learners and learning is tried to make permanent. Feedbacks and reinforcements are important that they can make learners aware of their mistakes and encourage them for the new tasks and presentations. Learner's speaking in foreign language should be aimed at from the beginning to the end of each session. They should be encouraged to use the language as it is in real life.

In traditionally designed lessons the book and the curriculum are followed. First of all the researcher begins the lesson as what the book wants. This is mostly be a reading passage. And there are also some pre-reading questions in order to receive the learner's attention. After answering the questions the teacher reads the passage once and then wants the learners to read it silently. Then she chooses a few of them in order to have the passage read aloud. Then comprehension questions of the passage are answered by the students or with the help of teacher if necessary. After the students finish reading the teacher gives the meanings of unknown words and wants them to make some simple sentences by using those words. On the other hand the required grammar rules are taught explicitly. The structures are written on the board and dictated to the students. If learners have any questions the teacher answers it. Then learners are expected to make some sentences by using those grammatical structures. If they make mistakes they are corrected immediately. Individual works are encouraged instead of group and pairwork. They study individually and then share it with whole class. Each student may not have a chance either to involve in all parts of a lesson or read his sentences. Or they may not be given a chance to comment on the targeted sentences of their peers. They only listen and try to give examples with the new grammatical items. But the teacher encourages their participation at all time.

After all the teacher asks some questions about the topic in order to see whether the learners get it or not. Exercises and drills related to the new topic are made by the learners at the end of each lesson. These exercises may involve answering the questions, filling the gaps, matching pictures with sentences, rewriting the given sentences and etc. The learners are not encouraged to cooperate between eachother however the big interaction is between the teacher and the learner. It shows that the teacher is in the centre of the learning process and helps learners to understand everything by explaining the main ideas of the topics or the exercises.

3.4 Data Analyses

■ Paired-Samples t-test

When comparing the pre-test and post-test scores of the control group and treatment group Paired-Samples t-test is used

■ Independent t-test

We use Independent t-test in order to see whether the students' level of foreign language are equal at the beginning of the study. Their pre-test scores are compared by Independent t-test.

And after the treatment, post-test scores of both groups were compared by Independent t-test in order to see which method is more effective.

■ SPSS

The data are analysed with the help of SPSS

3.5 Delimitations

1- The study is designed to measure the effectiveness of task-based teaching on foreign language achievements of 6th grade students only.

2- The study was designed to measure the effectiveness of task-based teaching on foreign language achievements of students in a rural area only.

3- The students participating in this study are limited to the students in Köprübaşı Yavuz Selim Primary Education School.

3.6 Limitations

1- The students in this study may have some difficulties in understanding the instructions in target language while doing the tasks.

2- The given time may not be enough for the tasks since the learners need more time to understand and complete the tasks.

3- The number of the students in this study is limited to the number of 16 only and with this number it is difficult to make a generalization.

3.7 Summary

In this chapter the elements of the research design was presented and the features of the participants and the instruments or tools used in this research were made clear. Information about the content and development was given.

CHAPTER 4

FINDINGS AND INTERPRETATIONS

4.0 Introduction

This chapter presents the findings of the research about the two methods used in teaching English. The first section presents the analysis of the statistical data related to student achievement with the traditional approach. Fırst the statistical results of the success of traditional approach applied to the foreign language class are reported and then the statistical results of the success of the task-based method applied to the foreign language class are reported and in the last part the statistics of the differences between traditional method and the task-based method on learners' foreign language achievements are presented.

4.1 Analysis Of The Data

Pre-test before the methods and post-test after the methods are applied. In order to see the effectiveness of the methods the scores of the pre and post tests are taken into consideration and later the results of the post-tests of both methods are compared in order to see whether there is a meaningful difference or which method is more effective. The datas are analysed with the help of SPSS.

4.1.1 Analyses Of The Learners' Level Of Foreign Language

		N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Task-based	16	33,8750	12,68529	3,17132
	Traditional	16	32,7500	13,15801	3,28950

Table 4.1

Table 4.1 is formed with the help of Independent T-test

Before the treatment the pre-test scores were compared statistically and we see that in task-based teaching the average of learners' pre-test scores was X = 33,8750 whereas in traditional method the average of learners' pre-test scores was X = 32,75. This means that their level of foreign language before the treatment is almost the same.

	Levene's test for quality of variance	t-test for equality of means			
	F	Sig.	t	Df	Ig. (2 tailed)
Pre-test Equal varian Assumed	,113	,739	,246	30	,807
Equal varian not assumed			,246	29,960	,807

Table 4.2

And also when we look at this pre-test scores [t(30) = .246, p>,05] in Table 4.2 we see that there is no significant difference between the pre-test scores of the control group and the treatment group. This means that the groups are suitable for the study because their level of foreign language are equal and the methods can be applied to those groups in order to see which method is more effective.

4.1.2 Analyses of the Effects of Traditional Method on Foreign Language Achievements

The first problem situation: does traditional method have a significant effect on learners' foreign language learning achievements

It is aimed to see whether there is a significant difference between the pre-test and post-test scores of the learners' in control group where the traditional method is applied.

In table 3 the datas are seen to meet the test of normality so the following tables are formed with the help of Paired-Samples T-test and the interpretations are given in the following part.

Control group (traditional group)	N	X	S	sd	t	P
Pre-test	16	32,7500	13,15801	15	-12,211	,000
Post-test	16	69,0000	21,81742			

Table 4.3

After applying traditional method to the learners in control group we see that there is an improvement on learners' foreign language learning achievements. $[t_{(15)} = -12,211, p<,05]$. Before the application the avarage of the scores of learners' achievements in foreign language was X = 32,75 and after the application this avarage is X= 69,00. This shows that traditional approach has a considerable effect on the learners' foreign language achievements. In other words, in traditional method applied classes learners improve their foreign languages.

Traditional teaching method has always been an inseperable part of our educational system and everyone is get used to see improvements on foreign language achievements of learners but it is useful to apply some alternative teaching methods to increase this improvements in foreign language achievements in a great extent. One of the alternatives is task-based teaching and this study is based on the opinions that if the task-based teaching can be more effective on foreign language achievements or not.

4.1.3 Analyses of the Effects of Task-based Method on Foreign Language Achievements

The second problem situation: does task-based method have a significant effect on learners' foreign language learning achievements

It is aimed to see whether there is a significant difference between the pre-test and post-test scores of the learners' in treatmenr group to which the task-based method is applied.

Experimental group (task-based group)	N	X	S	sd	t	P
Pre-test	16	33,8750	12,68529	15	-16,686	,000
Post-test	16	83,3750	8,20467			

Table 4.4

After applying task-based method to the learners in treatment group we see that there is a significant improvement on learners' foreign language learning achievements. [$t_{(15)}$ = -16,686, p<,05]. Before the application the average of the scores of learners' achievements in foreign language was X = 33,8750 and after the application this average is X= 83,3750. This shows that task-based teaching has a considerable effect of the learners' foreign language achievements. In other words, in task-based method applied classes learners improve their foreign languages in a great extent.

When we think of task-based teaching's great effects on the achievements of learners' foreign language learning, we can change our teaching habits and give a chance to task-based teaching because it seems to be a really good alternative teaching method in order to increase the success of the learners. As the research findings prove out that TBT is a very successful way of teaching this method can be used instead of traditional method and a step forward can be taken to the innovations if we are the educators who favor changes.

4.1.4 Analyses of the Differences Between TBT and Traditional method on Foreign Language Achievements

The third problem situation: Is There A Significant Difference Between The Post-Test Scores Of The Learners In The Control Group Where The Traditional

Method Applied And The Experimental Group Where The Task-Based Method Applied.

In table 4.5 the datas are seen to meet the test of normality so the following tables are formed with the help of Independent T-test and the interpretations are given in the following part.

		N	Mean	Std. Deviation	Std. Error Mean
Post-test	Task-based	16	83,3750	8,20467	2,05117
	Traditional	16	69,0000	21,81742	5,45436

Table 4.5

When we look at the post-test scores of both groups the average of the post-test scores of the treatment group was X: 83,3750 and the average of the post-test scores of the control group was X: 69,00. This means that both groups show great improvement in foreign language learning. Traditional method has very considerable effect on learners' foreign language achievements at the same time task-based teaching improves learners' foreign languages in a great extent.

	Levene's test for quality of variance	t-test for equality of means			
	F	Sig.	t	Df	Ig. (2 tailed)
Post-test Equal varian Assumed	18,263	,000	2,467	30	,020
Equal varian not aasumed			2,467	19,159	,023

Table 4.6

The findings show that the traditional method has lower average in opposition to task-based method. And table 4.6 show that $[t(30) = 2,467, p < ,05]$ there is a significant

difference between the two methods which proves out that task-based method is more effective than the traditional method. Both methods are effective on foreign language achievements of learners but we see that the task-based method is more effective on foreign language learning achievements of 6th grade learners in Köprübaşı Yavuz Selim Primary Education school.

4.5 Summary

In this part the findings gathered by the statistical analyses were presented and interpreted. And the statistical analyses of datas of two different classes where two different methods applied are made in SPSS. In the first step each method is analysed within itself and later two methods are compared with eachother. In general it is seen that both methods are effective on its own but when the two methods are taken into consideration at the same time it is seen that task-based method is more effective than the other.

CHAPTER 5

CONCLUSION

5.0 Introduction

In this section, first the results of the study are discussed in terms of the research questions proposed. Finally recommendations for future research on task-based teaching are provided.

5.1 Background

It has seen that the curriculum and teaching approaches in primary education schools have emphasized the traditional method on foreign language learning that involves memorization, dictation and acquiring language by following grammar structures. Little opportunity appears to have been provided to allow the task-based teaching that encourages speaking, thinking and behaving in target language freely.

The aim of this study was to find a better way to teach the foreign language to the EFL learners by comparing task-based teaching and the traditional method. At the beginning of the study two classes with the same numbers were chosen and they carried out a pre-test before the study. This pre-test was necessary in order to see what their levels are. After pre-test it seems to be that the levels of the two classes were close to one another, one of them was the control group where the traditional method was applied and the other one was the treatment group where the task-based teaching was applied.

In pre-test, questions from all the topics of the first term including nearly three months time were chosen carefully. It consists of eleven parts which aims to measure the levels of the learners at the beginning. T-test was used in order to see the difference between the groups but there was not a significant difference between the two groups which means that the levels of the learners were equal statistically.

After the three month treatment, post-test was given to the classes. Independent t-test was used in order to see if there was a significant difference between the groups after the treatment. Both groups improved from pre-test to post-test but treatment group did better and it was found that there was a significant difference between the post-test scores. The results of the study suggests that both traditional and task-based method are effective in foreign language learning but task-based teaching is more effective than the other one.

The findings suggest that

1- Before the treatment pre-test scores show that the levels of the learners are equal.

2- After the treatment post-test scores show that two methods are effective in foreign language teaching because the learners in both groups improve themselves.

3- After comparing the post-test scores of the learners it is seen that there is a significant difference which proves that task-based teaching is more effective in foreign language achievements of the 6th grade learners.

5.2 Discussion

The purpose of this study was to discover for a sample of 32 sixth grade primary school learners the extent to which performance in foreign language by comparing the two methods- task-based teaching and the traditional method. From the beginning to the end, this study aims to show that if one of the method is more effective on learners' foreign language achievements than the other one.

Research question 1. To what extent do traditional method has effects on the foreign language achievements of the learners? The results show that at the beginning of the study the learners have a very little knowledge in foreign language but later we see that traditional method has some positive effects of the achievements of the learners. Their average scores improve at the end of the study, this means that traditional method can be applied in foreign language teaching.

Research question 2. T o what extent do task-based designed method has effects on the foreign language achievements of the learners? The results show that before the treatment learners have a very little knowledge of foreign and a low average in their pre-test scores. But after the treatment they did better and they improve their language in a wide range. This study shows that TBT has a very positive effect on learners' foreign language achievements. This means that teachers can use task-based method in their teaching because their post-test scores prove that it becomes very useful in their learning.

Research question 3. To what extent do traditional method and task-based method differ in foreign language achievement? The results show that both of the methods have very positive effects on foreign language learning. Before the treatment the pre-test scores of the control group and the treatment group were very low, after the treatment their scores become higher which means that they improve their language after the three-months time in a positive way. But when comparing the two methods we see that task-based method has a greater effect on foreign language learning than the traditional method. There is a significant difference and the treatment group did better which means that teachers can use TBT rather than traditional method in order to be more effective.

5.3 Methods And Procedures

5.3.1 Sample

The sample of 32 students in their 6th year in Yavuz Selim Primary Education school in two classes provided complete data for this investigation. Each class

consists of 16 students. Most of the participants were from small social backgrounds. Their economic situations were not generally above the average.

5.3.2 Data Analyses

First of all pre-test was used in order to see the levels of the learners. The questions were prepared carefully involving all the topics which should be taught throughout the first term. It was applied both in control and the treatment group. Then at the end of the three-month treatment post-test was used in both groups.

When comparing the pre-test scores of the control group and the treatment group Independent t-test was used and we see that there is no significant difference between the pre-test scores. This means that the levels of the learners are equal before the treatment.

Paired Samples t-test was used in order to see how the learners improve their knowledge in foreign language from pre-test to post test in traditional method. The findings show that traditional method is effective and useful in language learning since the average of the learners become higher. Then again Paired Samples t-test was used in order to see how the learners improve their knowledge in foreign language from pre-test to post test in task-based method. The findings again show that task-based method is very effective on foreign language learning.

When comparing the post-test scores of the control group and the treatment group Independent t-test was used again and we see that there is a significant difference between the post-test scores. This means that task-based method is more effective than traditional method.

5.4 Theoretical Implications

The results of the study demonstrate that the learners show a great success in learning foreign language by both methods. The participants could understand most of the instructions given by the teacher and they try to complete their tasks. Their

level of foreign language was insufficient most of the time but their motivation to the lessons and their interest to the topics and tasks triggered them and they tried hard to achieve their goals in foreign language. They all came from small social communities and they didn't have a chance to support their learning with some extra courses but during the lessons they improve themselves.

While taking feedback from their peers or their teacher they had some difficulty in understanding what was said or they couldn't express themselves some of the times but with the help of taking notes and peer correction they tried to overcome this difficulty.

The tasks should be true to life and should be applied and completed by the learners easily, so the tasks were chosen carefully since their social environment was not so big to complete very hard tasks.

5.5 Pedagogical Implications

Teaching a foreign language is supported by many methods throughout history and everyone seeks to find the most useful way of teaching. Most of the methods seem to be effective but no one can decide which one is the best. Generally teachers tend to teach the foreign language by a traditional way because of the school books and the curriculum. But as the time goes on new methods gain importance and the educators should keep pace with the improving teaching methods.

As we know learners have some difficulties in learning a foreign language because there are inevitable differences between their target language and their native language so they may find it difficult to adapt a new language. As a result of this teachers should make it enjoyable to teach the foreign language and learners should find something true to life in that language. The language shouldn't be thing of imagination, it should be used whenever necessary. And to achieve this aim teaching should be supported by some methods. This study encourages the use of TBT since it motivates the learners most of the times. It makes the learning process enjoyable and encourages the use of language.

In long-term TBT is very beneficial for learners to achieve the foreign language. The learners are especially young learners like talking, moving in the class, asking and answering, sharing their ideas, telling their experiences whenever asked and so on. TBT gives a chance to express them freely and to learn the language by means of tasks related to their lives. There are some problematic structures and topics in foreign language and the tasks have a great effect in overcoming these problematic situations.

The study shows that the traditional method is very effective in teaching a foreign language. But TBT is more effective in learning since it triggers the interaction, motivation and the communication the learners need. With the help of this method they have a chance to interact with their peers, complete a task and gain the feeling of responsibility, after completing the task they have a feeling of success and all of these lead them to express themselves in foreign language and use the language inside and outside the classroom.

This study may be useful for teachers, course book and textbook writers, the curriculum designers, and for students. The teachers can use TBT more in their teaching. In order to be more effective in language teaching course books can give place to the tasks rather than traditional way of teaching including giving structures, dictating the vocabulary, formulating the items and so on. Curriculum designers can also prepare task-focused activities. Our time is the communication time so we should involve the communication in the learning process by means of communicative tasks.

5.6 Conclusion

This study aims to see which method is more effective in teaching a foreign language by comparing the task-based method and the traditional method. Two groups were chosen with the same grade and same level. Pre-test and post-test were used in those groups. In pre-test it was seen that the levels of the learners were almost the same and there was no significant difference between them so it was

appropriate to apply the methods with those groups. In post-test it was seen that both of the methods were effective in teaching foreign language but there was a significant difference that TBT was seen to be more effective in teaching. Both groups improve their knowledge but the treatment group did better in this long-term study.

5.7 Recommendations

The following recommendations are offered.

1-   This study needs to be done with a larger numbers of groups. It is difficult to make a generalization about the effectiveness of the method by only looking at the results of the 32 participants' scores, so this study can be applied with larger groups.

2-   Task-based teaching can be replicated by another researcher with the same classes.

3-   Gender factor can be taken into consideration while applying the methods. This study can find if there is a significant difference between the success of male students and female students in learning a foreign language through TBT.

4-   This method can be applied on foreign language learners' grammar consciousness raising.

5-   This study can be applied with upper classes and beginner classes at the same time in order to see in which age group the TBT is more effective.

REFERENCES

Breen, M. (1987). Learner Contributions to Task Design, in C. Candlin and D. Murphy(

Bygate, M., P. Skehan, and M. Swain. (eds.).2001. Researching Pedagogic Tasks, Second Language Learning, Teaching and Testing. Harlow: Longman

Cameron, L. (October 1997). The Task as a Unit For Teacher Development. ELT Journal Volume 51/4, 345-351. Oxford: Oxford University Press.

Candlin, C. (2001). Afterword: Taking the Curriculum To Task., in in Bygate, Skehan and Swain(eds.)

Crookes, G. (1986). Task classification: a cross-diciplinary review. Technical Report No. 4. Honolulu: Center for second language classroom research, social science research institute, University of Hawai

Dickens, P.M. and Woods, E.G (December, 1988). Some criteria for the development of communicative grammar tasks. TESOL Quarterly, Vol.22, No:4

Ellis, R. (2003). Task-based Language Learning and Teaching. Oxford: Oxford university press.

Fotos, S and Ellis, R (1991). Communicating About Grammar: A task-based Approach. TESOL quarterly, Vol 25, No. 4, 605-627

Guariento, W. and Morley, J. (October 2001). Text and Task Authenticity in the EFL Classroom. ELT journal Volume 55/4, 347-353. Oxford University Press.
http://iteslj.org/Techniques/Rooney-Task-Based.html

Krashen, S. and T. Terrel. (1983). The Natural Approach: Language Acquisition in the Classroom. Oxford: Pergamon

Kumaravadivelu, B. (April 1991). Language-Learning Tasks: teacher intention and learner interpretation. ELT Journal Volume 45/2. Oxford: Oxford University Press.

Littlewood, W. (2004) The Task-Based Approach: Some questions and Suggestions. ELT Journal volume 58/4. Oxford University Press

Long, M. (1985). A Role for Instruction in Second Language Acquisition: task-based language teaching, in K. Hyltenstman and M. Pienemann(eds.): MOdelling and Assessing Second Language Acquisition. Clevedon: Multilingual matters.

Long, M. H. and Porter, P. A. (June 1985). Group Work, Interlanguage Talk, and Second Language Acquisition. TESOL Quarterly, Vol. 19, No. 2

Long, M.H. and Crookes, G. (1992). Three Approaches to Task-based Syylabus Design. TESOL Quarterly, Vol 26, No. 1

Newton, J. (January 2001). Options for Vocabulary Learning Through Communication Tasks. Elt Journal Volume 55/1. Oxford: Oxford University Press.

Nobuyoshi, J. and Ellis, R. (July 1993). Focused Communication Tasks and Second Language Acquisition. ELT Journal Volume 47/3. Oxford: Oxford University Press.

Nunan, D. (1989). Designing Tasks For the Communicative Classroom. Cambridge: Cambridge University Press.

Nunan, D. (1991). Communicative Tasks and the Language Curriculum. TESOL Quarterly, Vol, 25, No.2, 279-295

Nunan, D. (December 2001). Aspects of Task-based Syllabus Design. The English Centre, University of Hong Kong.

Pica, T. (1994). Research on Negotiation: What Does it Reveal About Second Language Learning, Conditions, Processes, Outcomes? Language Learning, 44, 493-527

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

Rooney, K. (2000). Redesigning Non-Task-Based Materials to Fit a Task-Based Framework. The Internet TESL Journal, Vol. VI, No. 12
http://iteslj.org/Techniques/Rooney-Task-Based.html

Samuda, V. (2001). Guiding Relationships Between Form and Meaning During Task Performance: the role of the teacher, in Bygate, Skehan and Swain(eds.) (pp.119-14)

Seedhouse, P. (July 1999). Task-based Interaction. ELT Journal Volume 53/3, 149-155. Oxford: Oxford University Press

Skehan, P. (1996). A Framework For The Implementation of Task-based Instruction. Applied Linguistics, Vol. 17, No. 1, Oxford: Oxford University Press

Skehan, P. (1998). A Cognitive Approach to Language Learning. Oxford: Oxford University Press.

Skehan, P. (2003). Task Based Instruction. Language Teaching. 36, 1-14. Cambridge: Cambridge University Press.

Widdowson, H. (1998). Skills, abilities and contexts of reality. Annual Review of Aplied Linguistics. 18: 323-33

Widdowson, H. G. (1978). Teaching Language as Communication. Oxford: Oxford University Press.

Willis, J. (1996). A Framework For Task-based Learning. Harlow: Longman

Willis, J. (1998). Task-Based Learning: What kind of Adventure? http://www.jalt-publications.org/tlt/files/98/jul/willis.html

TASK-BASED LESSON PLANS

UNIT 1 LESSON 4: "ARE YOU ENGLISH?"

PRE-TASK: LOOK AT THE PICTURES AND GUESS WHICH COUNTRY THEY BELONG TO.

1-

2-

3-

4-

5-

6-
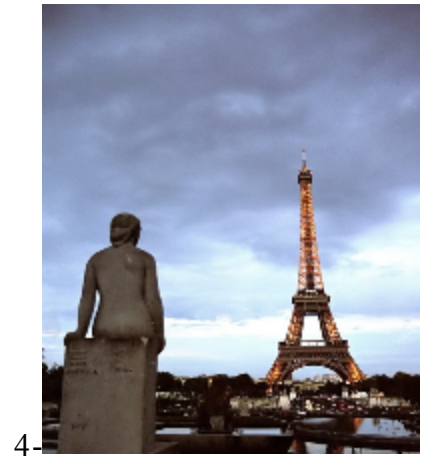
7-   8-

1- England 2- America 3- Turkey   4- France   5- Egypt 6- Pakistan 7-Japan 8-Russia

NOW TRY TO GUESS THEIR NATIONALITIES

1- ENGLAND - ENGLISH
2- AMERICA - AMERICAN
3- TURKEY - TURKISH
4- FRANCE - FRENCH
5- EGYPT - EGYPTIAN
6- PAKISTAN - PAKISTANI
7- RUSSIA - RUSSIAN
8- JAPAN – JAPANESE

NOW LET'S STICK SOME PEOPLE'S PICTURES BELOW THE CONTRIES AND MAKE SENTENCES BY USING THE NAMES OF COUNTRIES AND NATIONALITIES

1- Jane is from England. She is English.
2- George is from America. He is American.
3- Nurdan is from Turkey. She is Turkish.
4- Allain is from France. He is French.
5- Yahya is from Egypt. He is Egyptian.
6- Mrs. Khan is from Pakistan. She is Pakistani.
7- Maria is from Russia. She is Russian.
8- Cho is from Japan. She is Japanese.

TASK-CYCLE:
1- TRY TO FIND THE COUNTRIES MENTIONED ABOVE IN THE MAP AND THEN STICK THEIR FLAGS ONTO THE COUNTRIES IN THE MAP

2- WORK IN PAIRS, CHOOSE A FLAG OF A COUNTRY, DRAW AND PAINT IT THEN MAKE A DIALOG WITH YOUR FRIEND AS IF YOU WERE THE CITIZEN OF THE COUNTRY YOU CHOSE.

Japanese: Hello!
Turk: Hi!
Japanese: I am Cho, what is your name?
Turk: My name is Hakkı.
Japanese: Where are you from?
Turk: I am from Turkey.
Japanese: What nationality are you?
Turk: I am Turkish.
     Are you English?
Japanese: No, I am not English.
     I am Japanese.
     I am from Japan.

POST- CYCLE:

1- MATCH THE COUNTRIES WITH THE FLAGS

1-

4-

2-

5-

3-

6-

A- TURKEY   B- JAPAN   C-EGYPT
……………..   …………   ………….
D- ENGLAND   E- USA   F- RUSSIA
………………   ……………   ……………

A) WRITE THEIR NATIONALITIES

1- I am from Egypt. I am
_____ .

2- I am from Japan. I am
_____

5- I am from Turkey. I am _____

B) WRITE THEIR COUNTRIES

1- I am from _____. I am Pakistani

2- I am from _____. I am Russian.

3- I am from _____ I am American.

4- I am from _____. I am Englısh.

C) LOOK AT THE FLAGS AND ANSWER THE QUESTIONS

Where are you from?

………………………

What nationality are you?

……………………..

Where is Allain from?

………………………

What nationality is he?

…………………………

Where are they from?

………………………..

What nationality are they?

……………………………

Where is George from?

…………………………

What nationality is he?

…………………………

Where is Olga from?

……………………………

What nationality is she?

……………………………

UNIT 1 LESSON 5: " HOW OLD ARE YOU?"

PRE-TASK:

" Hello, my name is Betül, I am from İzmir.I am thirteen years old. I have got three brothers. Their names are Burak, Tuncay and Levent. Burak is my youngest brother. He is nine years old. Tuncay is eleven years old and Levent is ten years old. I have got two sisters. Their names are Buse and Özlem. Buse is twenty years old and Özlem is twenty-three years old. My mother and my father are at the same age. They are fifty-five years old. Last of all my garnddad and my grandma are living with us. They are very old. My grandfather is eighty-one years old and my grandmother is seventy-two years old. As you see we are very crowded but happy family."

LISTEN TO THE PASSAGE AND CIRCLE THE NUMBERS YOU FOUND IN THE PARAGRAPH.

99	55	13	15
2	65	3	49
9	43	10	77
26	11	34	20
58	23	72	81

TASK-CYCLE NOW LOOK AT THE PEOPLE IN THE PICTURES AND GUESS HOW OLD THEY ARE.

THE ANSWERS:

1- He is twelve years old.
2- They are seventy- five years old.
3- He is twenty-three years old.
4- He is fifty-six years old.
5- She is two years old.
6- She is forty-seven years old.
7- She isthirty-four years old.
8- He is eighty years old.
9- He is sixty-one years old.
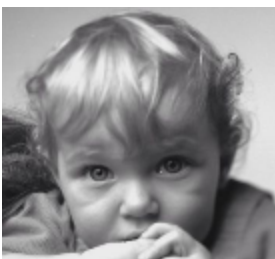
1- How old is he?

…………………………

2-How old are they?

…………………………

3-How old is he?

…………………………

4-How old is he?

……………………

5-How old is she?

………………………..

6-How old is she?

…………………………

7- How old is she?

……………………………

8- How old is he?

……………………………

9- How old is he?

……………………………

POST-TASK : MATCH THE NUMBERS WITH THEIR WRITINGS

5	thirty-two
17	fifty-five
29	ninety-one
32	five
47	eighty-eight
55	seventy
63	a hundred
70	seventeen
88	twenty-nine
91	forty-seven
100	sixty-three

ANSWER THE QUESTIONS

1- How old is Şule? = 10
……………………………..
2- How old is Cemil ? = 9
……………………………...
3- How old is Buse? = 11
……………………………..
4- How old are they? = 2
……………………………..
5- How old are we? = 18
……………………………..
6- Is Emin ten years old?(7)
No, ………………………
He………………………..
7- Is she sixty years old? (60)
…………………………………

WRITE DOWN THOSE TELEPHONE NUMBERS

1- 0567 245 48 74 ……………………………………………….
2- 0236 5000 3 21……………………………………………..
3- 539 745 555 66……………………………………………..
4- 2112 654 43 98……………………………………………..
5- 0997 876 54 32……………………………………………..

UNIT 1, LESSON 6 "WHAT IS YOUR JOB?"
Teacher: OUR TOPIC IS ABOUT JOBS. NOW LISTEN TO ME CAREFULLY. I WILL TELL YOU ABOUT THE JOBS OF MY FAMILY MEMBERS.
I am teacher
My mother is a teacher.
My sister is a doctor.
My father is an engineer.
My uncle is a captain.
My aunt is a housewife. And last of all;
You are students.

PRE-TASK: THERE ARE SOME NEW WORDS, FIND THEIR MEANINGS AND FIND WHICH JOBS THEY ARE RELATED TO.

Spoon- (cook)   Board- (teacher)
Clothes- (tailor)   Plane- (pilot)
Taxi- (driver)   Tooth- (dentist)
Menu- (waiter)   Vegetables- (greengrocer)
Vaccine- (nurse)   Stethoscope- (doctor)
Gun- (policeman)   Farm- (farmer)
Hose- (fireman)   Medicine- (pharmacy)

TASK-CYCLE:

Occupation	famous people	relative	family/ friends	neighbors	
1- soccer player 2- doctor 3- officer 4-housewife 5-teacher 6- 7- 8- 9- 10- 11- 12- 13-	İlhan Mansız	Hüsnü Uncle	Sabri Gök Nazan Çakmak	Burhan Ay	
occupation list : doctor, teacher					
others: footballer, housewife, officer					

1-NOW LIST YOUR RELATIVE'S NEIGHBOUR'S FAMILY'S FRIENDS'
FAMOUS PEOPLE'S JOBS YOU KNOW

2-NOW MAKE SENTENCES WITH THE PEOPLE AND THEIR JOBS

İlhan Mansız is a soccer player.
Hüsnü Uncle is o doctor.
Sabri Gök is an officer.
Nazan is a housewife.
Burhan Ay is a teacher .

3- WORK IN PAIRS AND CHANGE YOUR LIST WITH YOUR FRIEND
AND THEN ASK and ANSWER THE PEOPLE'S JOBS IN YOUR FRIEND'S
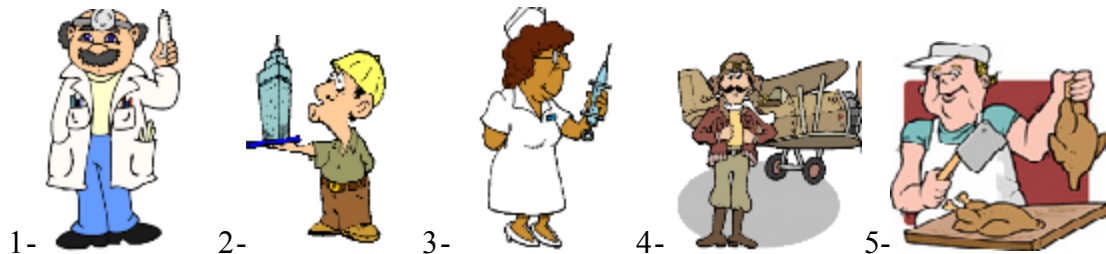LIST

What is İlhan Mansız's job?
He is a soccer player.

Is Nazan a housewife?
Yes; she is.

POST-CYCLE:

MATCH THE PICTURES WITH THE JOBS.

1-   2-   3-   4-   5-

6-   7-   8-   9-   10

waiter _____   dentist _____   farmer _____   teacher _____   nurse _____
policeman _____   cook _____   doctor _____   butcher _____   pilot _____

B-ANSWER THE QUESTIONS BY LOOKING AT THE JOBS GIVEN IN THE PICTURES

1- What is his job?

………………………

Is he a butcher?

………………………

2- what is her job?

………………………

Is she a lawyer?

………………………

3- What is his job?

………………………

Is he a doctor?

………………………

4-What is her job?

………………………

Is she a nurse?

………………………

5- What is his job?

………………………

Is he a cook?

………………………

6-What is his job?

………………………

Is he a driver?

………………………

7-What is his job?

………………………

Is he a policeman?

………………………

8- What is his job?

………………………

Is he a teacher?

………………………

UNIT 2, LESSON 4, "IT IS NEW"

PRE-TASK: TRY TO GUESS THE ADJECTIVES FROM MY MIMICS, GESTURES AND BODY LANGUAGE (cold, tired, angry, hungry, happy, sad, hot, sleepy…)

a- Hello!
b- Hi, my name is Betty, what's your name?
a- My name is Pınar.
b- How are you Pınar?
a- Fine, thanks and you
b- I am Ok.
a- Where are you from?
b- I am from England. What about you?
a- I am from Turkey.
b- Nice to meet you.
a- Pleased to meet you.

NOW COME TO THE BOARD AND READ THE DIALOGUE. BUT WHILE READING YOU SHOULD BE cold, tired, angry, hungry, happy, sad, hot, sleepy. I WILL GIVE YOU ONE OF THOSE ADJECTIVES AND YOU WILL READ THE DIALOGUE ACCORDING TO THAT ADJECTIVE.

TASK-CYCLE:

1-WORK IN GROUPS. THERE ARE TWO PICTURES, COMPARE AND CONTRAST THE PICTURES BY USING THE GIVEN ADJECTIVES

2-WORK IN GROUPS AGAIN. EACH GROUP WILL DESCRIBE ONE OF THE GROUP MEMBERS TO THE CLASS BY USING THE ADJECTIVES. OTHER GROUPS TRY TO GUESS WHO IS SHE/HE?

BEFORE GUESSING THEY CAN ASK SOME QUESTIONS TO THE PERFORMER "Is she tall?, Is he fat?, Is she beautiful?, Is he hardworkıng?...etc"

POST-TASK: WRITE THE OPPOSITTES OF THE GIVEN ADJECTIVES.

Happy x……..
Fat x ………..
Poor x ………
Full x ………
New ………
Cheap x …….
Thick x …….
Sad x ………   …vs.

FILL IN THE BLANKS WITH APPROPRIATE ADJECTIVE

1- He is …………..   2- He is ……………   3- He is ………..   4- She is ……..

5- He is …………   6- She is ……………   7- It is ………..   8- He is ……….

9- She is ………………….   10- He is ……………

B) WRITE THE APPROPRIATE ADJECTIVES TO THE BLANKS

………………………   x   …………………………   ………………………………   x   ……………………………

THE SAGARS
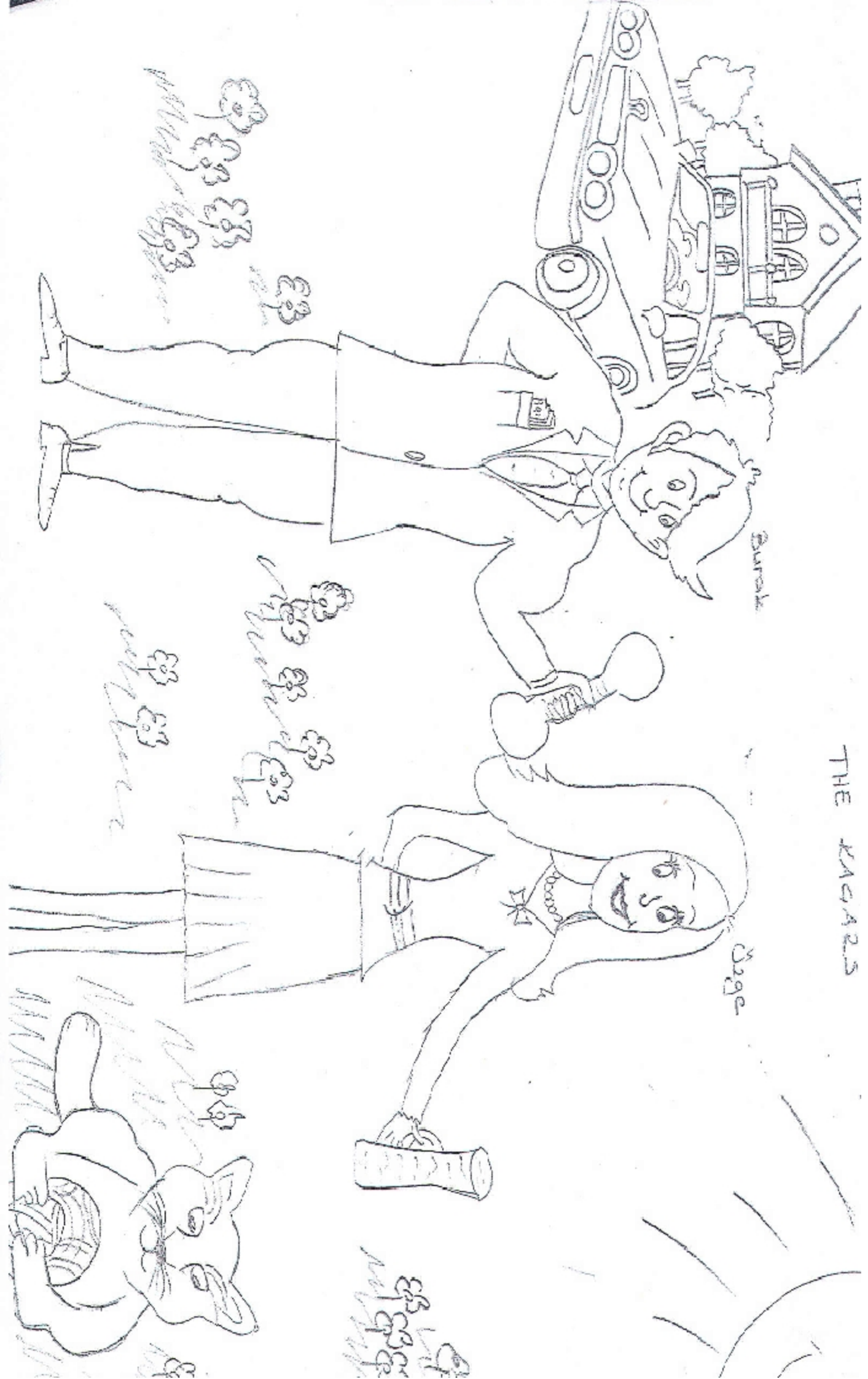
Metin

Nuray

THE ASLANS

APPROPRIATE ADJECTIVE

Aslans		Kaçars	
Nuray	Metin	Özge	Burak

	Aslans	Kaçars
car		
house		
glass		
cat		

strong, rich, old, thin, tall
long, beautiful, cheap, fat,
big, new, young, poor, weak,
fat, short, expensive, ugly
sad, small, happy, empty,
cold, old, short, full, hot

② MAKE SENTENCES WITH THE ADJECTIVES

1- Nuray is a _____ woman
2- Metin is a _____ man.
3- Özge is a _____ woman.
4- Burak is a _____ man.
5- Metin and Nuray are ____ couple
6- Özge and Burak are ____ couple
7-
8-
9-
10-
11-
12-
13-
14-
15-
16-

17- The Aslans' house is _____
18- The Kaçars' house is _____
19-
20-
21-
22-
23-
24-
25-
26-

③ ASK FIVE (5) QUESTIONS BY USING ADJECTIVES

1-
2-
3-
4-
5-

UNIT 3, LESSON 1: " ATATÜRK AND HIS FAMILY"

PRE-TASK:

1- LOOK AT MY FAMILY PHOTOGRAPHS AND MY FAMILY TREE. LISTEN TO ME CAREFUULY "she is my mother. He is my father. This is my sister. This is my sister's husband. They are my cousins. They are my aunt and my aunt's husband…etc"

2- NOW LOOK AT THE FAMILY TREE OF ATATURK. TRY TO GUESS THE MEMBERS OF HIS FAMILY?

3- THIS IS ANOTHER FAMILY TREE, PAY ATTENTION TO THE " –S"
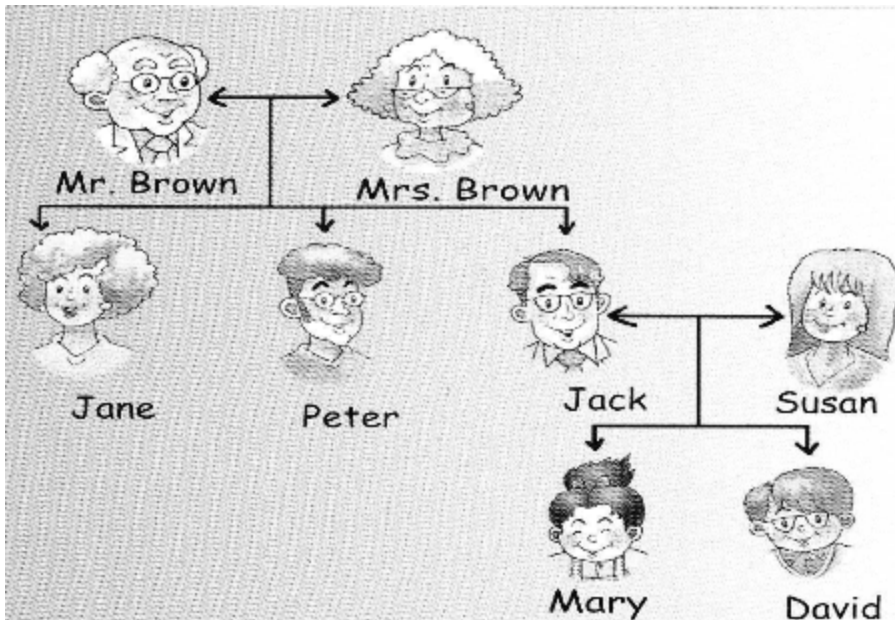
1- Mr. Brown is Mrs. Brown's husband.
2- Mrs. Brown is Mr. Brown's wife.
3- Jane is Peter's sister.
4- Peter is Jane's brother.
5- Mr. Brown is Jack's father.
6- Mrs. Brown is Jane's mother.
7- Mary is Jack's daughter.
8- David is Jack's son.
9- Mr. Brown is Mary's grandfather.
10- Mrs. Brown is Mary's grandmother.
11- Jane is David's aunt.
12- Peter is David's uncle.

TASK-CYCLE: 1-NOW BRING YOUR FAMILY PICTURES TO THE CLASS
AND DRAW YOUR OWN FAMILY TREES. THEN INTRODUCE YOUR
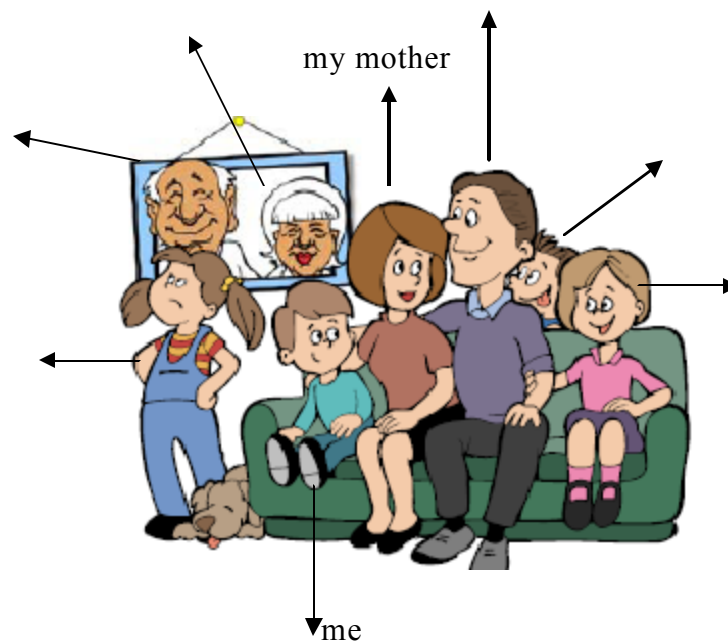FAMILY MEMBERS TO THE WHOLE CLASS.

2-NOW I WILL CHOOSE ONE OF YOURS FAMILY TREE RANDOMLY
AND ASK TO THE CLASS " Whose father is he?" " Whose grandmother is
she?"...etc. AND YOU WILL GIVE AN ANSWER LIKE.
" He is Özlem's father", " She is Tuğçe's grandmother" … etc.

POST- TASK: WRITE DOWN THE FAMILY MEMBERS
A)
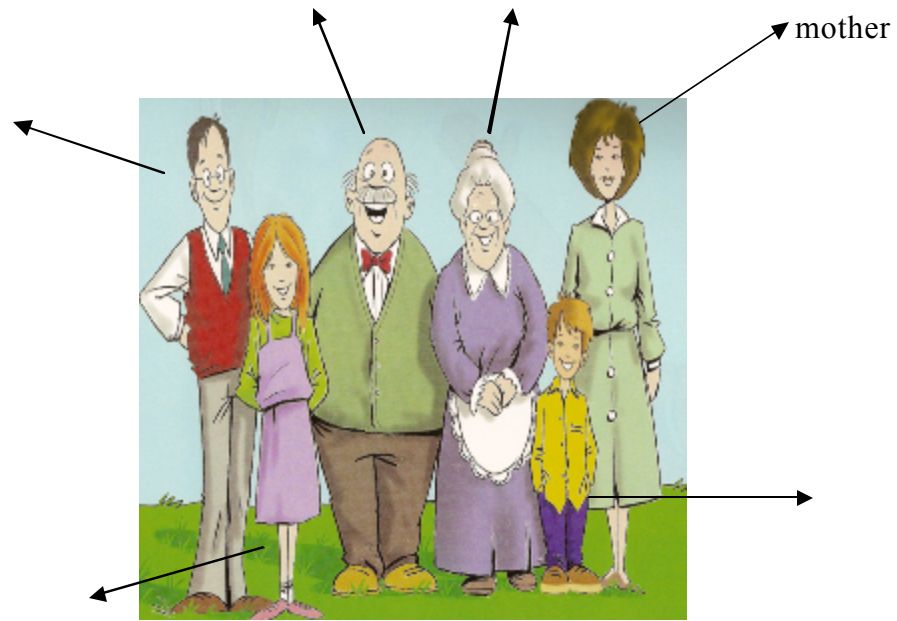
mother

B) WRITE DOWN THE FAMILY MEMBERS BY USING PRONOUNS

my mother

me

C) ANSWER THE QUESTIONS AS IN THE EXAMPLE

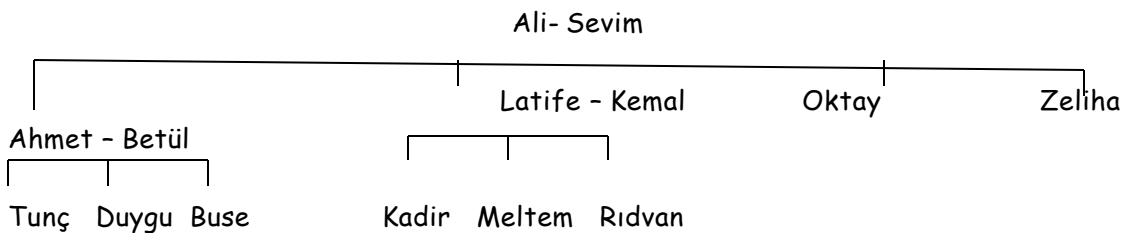1) Whose father is she ? (Berk) : She is Berk's father .

2) Whose daughter is she ? (Ayşe) :
_____.

3) Whose uncle is he ? (Begüm)
:_____.

4) Whose son is he ? (my) :
_____.

5) Whose grandmother is Suna? (their) :
_____

D) FILL IN THE BLANKS BY LOOKING AT THE FAMILY TREE.

Ali- Sevim

Latife – Kemal   Oktay   Zeliha

Ahmet – Betül

Tunç Duygu Buse   Kadir Meltem Rıdvan

1. Ali is Oktay and Zeliha's ………………………
2. Sevim is Latife's ………………………………
3. Tunç is Betül's ………………………………
4. Meltem is Latife's …………………………….
5. Buse is Meltem's ………………………………
6. Ahmet is Kaidr's ………………………………
7. Laitfe is Duygu's ………………………………
8. Rıdvan is Zeliha's …………………………….
9. Duygu is Oktay's………………………………
10. Ali is Kadir's …………………………………
11. Sevim is Kadir and Meltem's…………………
12. Oktay is Zeliha's ………………………………
13. Ahmet is Latife's …………………………….
14- Zeliha is Rıdvan's ....
15- Duygu is Buse's ....

UNIT 3, LESSON 2: "THIS IS OUR FLAT"

PRE-TASK:

1- THESE ARE THE PICTURES OF MY HOUSE. NOW TRY TO GUESS WHICH ONE OF THESE BELONG TO "bedroom, bathroom, living room, kitchen" NOW I WILL DRAW A HOUSE TO THE BOARD, COME AND STICK THE FURNITURES TO THE APPROPRIATE ROOMS OF THE HOUSE.

2- YOU STICKED THE PICTURES OF THE FURNITURES TO THE RIGHT ROOMS. LISTEN TO ME CAREFULLY NOW;

"This is my house. I have got a carpet, an armchair, a sofa , a television in my living room.
I haven't got a radio, a chair, a lamp in my living room."

"I have got a washing machine, a radio, a mirror in my bathroom."
" I haven't got a carpet, a clock in my bathroom."

"I have got a bed, a radio, a desk, a chair, a computer in my bedroom"
"I haven't got a television, an armchair, a sofa in my bedroom."

"I have got a dishwasher, an oven, a table in my kitchen"
" I haven't got a carpet, a lamp, a mirror in my kitchen." … vs.

TASK-CYCLE:

1- WORK IN GROUPS OF FOUR. TAKE THESE PHOTOCOPIES OF THE FURNITURES. DRAW YOUR DREAM HOUSE TO THE CARTOONS AND DECORATE YOUR HOUSE WITH THESE FURNITURES.

2- NOW INTRODUCE YOUR HOUSE TO YOUR FRIENDS. TELL THEM WHAT YOU HAVE GOT AND YOU HAVEN'T GOT IN YOUR HOUSE.

3- LISTEN TO YOUR FRIEND CAREFULLY WHILE THEY ARE INTRODUCING THEIR HOUSES. TAKE NOTES AND TELL US WHAT EACH GROUP HAS GOT AND HASN'T GOT IN THEIR HOUSES.

EXAMPLE1:
 1- I HAVE GOT A TABLE İN MY KITCHEN
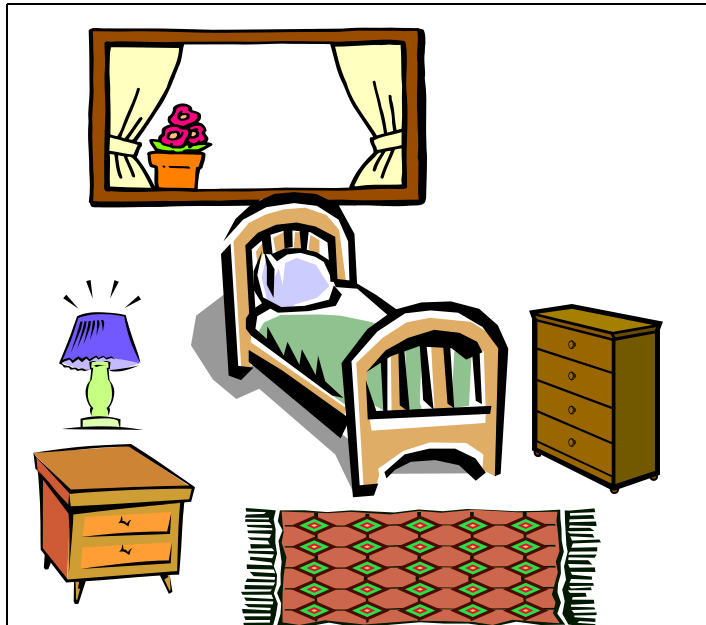2- I HAVEN'T GOT A LAMP IN MY BATHROOM.

EXAMPLE 2:
1- THE FIRST GROUP HAS GOT A TABLE
2- THE FIRST GROUP HASN'T GOT A LAMP.

POST-TASK:

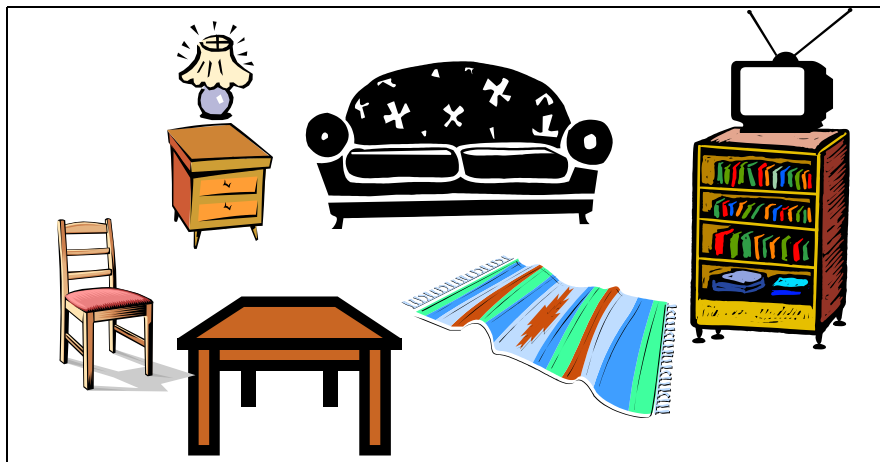WRITE DOWN WHAT YOU HAVE GOT AND HAVEN'T GOT IN THIS
ROOM.
A)

I have got a bed in my
bedroom, I have got a
lamp and a ………….
…………………………
…………………………

But I haven't got a radio
in my bedroom.I haven't
got a computer and ……
…………………………
…………………………
…………………………
…………………………

B)

1) What have you got in the living room?

2) What haven't you got in the living room?

3) Have you got a mirror?

4) have you got a vase?

5) Have you got a table