The Influence of Task Based Learning on EFL Classrooms

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Bio Data:

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Abstract
Increasing learners' motivation and performance has always been the primary concern of language teachers. The present study adopts an Action Research approach. A new approach, TBL, is applied to a traditional classroom situation with the aim of finding solutions to certain problems such as poor learner motivation. 55 EFL students from two English classrooms and the researcher, a Turkish teacher, participated in the study. In this study, learners' opinions about TBL are investigated through different data collection methods: a questionnaire, diaries and semi-structured interviews. The findings of the study reveal that implementing a TBL approach in EFL classes creates variety for the students. Moreover it enhances their learning, since TBL tasks encourage student involvement and lead to significant improvements regarding their language performance. The research participants suggest that they do not like teacher-directed lessons where they cannot find enough opportunities to express themselves in the target language.

Keywords: TBL (Task Based Learning), EFL (English as a Foreign Language), Task, Action Research, Motivation.

Introduction

Willis (1996) suggests the use of tasks as the main focus in language classrooms, claiming that tasks create a supportive methodological framework. Often, when faced with various problems, language teachers are in search of finding something that could create a difference in their classroom. The problems are generally caused by students' lack of motivation to the lesson.

This study provides information about various techniques of TBL in relation to different tasks and focuses mainly on the advantages of using a TBL approach. The purpose of this study is two-fold: first to evaluate the effectiveness of the implementation of TBL within this given context and, second, to increase the teacher's professionalism for effective teaching and learning. Furthermore, the study increases the reflectivity of the researcher as it provides her a chance to evaluate her own professionalism.

The study considered the following research questions:

1. What is the influence of TBL on EFL students' classroom performance?
2. What are the students' opinions about classic classroom situations in which only a limited number of tasks are used?
3. To what extent are students able to recognize the change in their classrooms after TBL approach has been implemented?
4. What are the students' opinions about TBL?
5. To what extent are students satisfied with pre-task lessons (TBL not being implemented) and with task lessons (TBL being implemented)?
6. How far does the researcher carrying out action research in her own classroom as a reflective practitioner improve her teaching?

These research questions served as a guide in presenting the findings of the study.

Literature review

TBL has increasingly achieved popularity in recent years and has been recommended as a way forward in ELT. Various influential experts, Prabhu (1987), Nunan (1989), Willis (1996) and their definitions for tasks are presented in a chronological order as follows.

Prabhu stands as the first significant person in the development of TBL. His main contribution has been raising awareness of the ELT world to TBL. Prabhu (1987) defines a task as "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" (p.24).

Besides Prabhu, Nunan (1989) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

principally focused on meaning rather than form" (p.10). He suggests that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure.

Willis (1996) is another figure who contributes to the use of tasks in language classroom. According to Willis (1996) "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.23). Furthermore, Willis presents a TBL approach where tasks are used as the main focus of the lesson within a supportive framework. She holds that "the aim of tasks is to create a real purpose for language use and to provide a natural context for language study" (p.1). The model suggested by Willis has been the main focus of this study (See Appendix I).

The TBL framework consists of three main phrases, provides 3 basic conditions for language learning. These are pre-task, task-cycle and language focus.

1. Pre-task: introduces the class to the topic and the task activating topic-related words and phrases.

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

a. *Task*: Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.

b. *Planning*: Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.

c. *Report*: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

3. Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language

forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1986, p.75). Language focus has two components:

a) Analysis: Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.

b) Practise: Practise activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

On looking back at these definitions, I can say that using tasks in teaching is a popular method and the implications of using these tasks in a classroom context is observable after conducting research. Many people have studied the implementation of TBL and tasks within their classrooms and have advised using tasks in language classrooms suggesting that the motivation of students' rises through assigned tasks. On looking at the positive results that the use of tasks may bring about in the EFL classroom, it can be said that using a variety of tasks in class gives positive results.

Methodology

Research Design

The research approach of this study is action research. Recently action research has gained popularity in ELT. Over time, traditional teacher education, which did not emphasize student-centered classrooms, started to lose its value and something was felt to be missing. This was because in the past, teacher education did not value learning through action and unfortunately education was carried out by researchers out of the class.

Gibbs (1995) notes that educational development is to do with the intention of improving the instructor's classroom practice. He also adds that carrying out an action research project contributes much to a lecturer's understanding of her students' and their achievement as a result of changing his/her conceptions of teaching and he states that this change is "a change essential for sustained pedagogical development" (p.18). Gibbs also (1995) notes that changes that come by action research have the capacity to be long lasting.

This study consists in an action research project in which a new approach, in our case TBL, is applied to an existing classroom system aiming to improve certain classroom problems as a result of the new approach implemented. While carrying out this action research and to monitor the outcomes and evaluate them, diaries, semi-structured interviews and questionnaires were used. As is well-known, action research takes place when a single teacher, like me, works with her own class as she feels the need to improve her teaching/learning experiences (Cohen and Manion, 1980). Using diaries throughout the study also can also support action research. In his study, similar to my research, Carroll (1994) makes his learners write reflective journals to answer his research question "how could my course structure allow for student participation?" His basic interest was to identify the learners' reflections on the classroom happenings. By observing whether his students found particular classroom activities as useful, he would find the chance to follow his course practices according to the findings. This path is exactly the path I followed.

Context

This research was carried out at the Eastern Mediterranean University, where the medium of instruction is English and the students' first language is Turkish. The study was carried out in the service unit of the ELT Department, which offers English courses for all the departments in the university. This study was carried out in two ELT 101(English 1) classes. ELT 101 is the first English lesson offered for all first year students. The class follows an ELT 101 photocopy course booklet which contains articles from authentic texts and published materials.

Participants

The participants of this study are the teacher's students in her current ELT 101 groups. There are 54 students within two groups and students are from different countries such as Turkey, Turkish Republic of Northern Cyprus, Jordan, Israel, Kuwait and Pakistan. The students' ages vary between 17 and 23.

A Summary of Data Collection Procedure

Teacher Diaries   November-January

(see appendix II)

Student Diaries   December-January

(see appendix III)

Semi-Structured Interview   Last week of January

(see appendix IV)

Pilot Testing   Second Week of January

Questionnaire   Last week of January

(see appendix V)

Instrumentation

Diaries, interviews and questionnaires were used to generate data. Elliot (1991) refers to the diaries as a valuable research tool as they can include "observations, feelings, reactions, interpretations, reflections, hunches, explanations" of the students and the teachers, in other words as they include insights (McDonough, 1994).

The structured interview is a data collection instrument that is a technique very similar to questionnaire. Leedy (1997) states that "closely allied to the questionnaire is the structured interview" (p.199). Semi-structured interviews (as the ones used in this study) are more detailed than structured interviews as they involve inquiries in order to get further explanatory information concerning the questions.

Teachers use questionnaires to have reliable data so they can derive conclusions from such data. Munn and Drever (1990) think that when the participants respond to the same questions in the same way, the answers become more reliable. Nunan (1989) states that through using questionnaires, one can inquire into any aspect within teaching/learning process. Also teachers find the chance to learn about classroom practices they use in class by

analyzing these questionnaires.

The following is a list of the steps taken by the researchers to make the procedure more comprehensive in case any other researcher would like to follow similar research within his/her classroom.

Data Analysis

1. *Analysis of Teacher and Students' Diaries*

Data analysis started with the analysis of the diaries. This analysis, which was concerned with the diaries written by the teacher and the students, consisted of three steps. Letters A, B, C, D were given to identify the four sample students chosen by the researcher in order not to reveal their identities. In this type of study, students give too much of themselves and it could be humiliating if the researcher indicated the names of the participants.

The first step was to read the diaries and to identify the most common feedback provided made by the learners and the teachers. The analysis showed that diaries could be analyzed in two major classes. These were comments made on using a variety of tasks and on learning these tasks produced. The second step was to read all the diaries again and underline the parts reflecting the teacher's and students' statements about the variety of tasks and the learning resulted from these tasks. The third step was to analyze all the diaries according to comments made for each task in terms of variety and learning and to make generalizations.

2. *Analysis of Semi-structured Interview*

The second phase of the analysis was concerned with the semi-structured interview. The analysis consisted of three steps. The first step was to listen to the interview cassette and to write down the opinions stated for each question one by one whereas the second step was to read through all the statements and to classify the answers of each interviewee in terms of learning and variety. The third and final step was to make some generalizations after reading and focusing on all the answers given for each question.

3. *Analysis of Questionnaire*

The third phase of the analysis, involved the analysis of the questionnaire which consisted of three steps explained below in detail. The following values are given to each

letter: 5-SA, 4-A, 3-U, 2-D, 1-SD from question 1-10 because the adjectives used in these questions were positive. However as the adjectives used in these questions 11-26 were negative, opposite values are given to these questions as follows: 1-SA, 2-A, 3-U, 4-D, 5-SD. The first treatment was to find the descriptive statistics of all questions in order to see the means calculated for each question that refer to a single task.

Secondly, the means of the first 10 questions referring to pre-task stage and the means of the rest of the 16 questions referring to task stage are found and compared in order to make generalizations about the findings between the two sets of questions, as pre-task and as task.

Thirdly, a t-test was run to see whether the difference between two sets of questions had statistical significance. The fourth and last step was to select the direct quotations common for each task and to draw interpretations from the data obtained for each task. Then generalizations were made for each task's comments both in terms of variety and learning.

Findings and Discussion

The extent to which TBL influenced students' classroom performance

The overall aim of the study was to find out the extent to which TBL is applicable to my classes. These research questions stated at the beginning of the paper served as a guide in presenting the findings of the study.

Diaries

The extent TBL influenced students' classroom performance

The research findings from the students' and the researcher's diaries revealed a great satisfaction with the tasks used. Students' reports for each task reveal that the tasks used in researcher's class created variety for students and were helpful in their learning.

In terms of Variety

As Willis (1996) suggests, students feel the need for various interaction patterns that focus on themselves rather than on the teacher. Furthermore, she claims that TBL is capable of fulfilling such needs. For almost every task, students had valuable comments

reflecting their satisfaction from the tasks used that day. Willis (1996) points out that, carefully chosen tasks make learners participate in complete interactions and this raises motivation.

Throughout the study, there were some tasks that were about guessing bold written vocabulary and drawing pictures while reading a story which I did not include in my lesson outline. These were also not included in the questionnaire. Students' diaries helped me to realize the value of the tasks used. The findings from diary studies show that presentation is a task type that is highly motivating for students. Although students commented on tasks in highly positive ways, it is impossible not to realize the importance students gave to presentations. Although there were presentations every lesson, students still wanted to reflect on each presentation in great length sometimes even omitting the other tasks used.

The findings emerging from the study of the diary studies show that the presentations given by the students turned out to be a task type that is highly motivating for students. Although students commented on tasks in highly positive ways, it is impossible not to realize the importance students gave to presentations. Although students gave presentations every lesson, students still wanted to reflect on each presentation in great length sometimes even omitting the other tasks used. In other words, the amount of students' talking time in class showed a great increase.

The findings of the students' diaries revealed that tasks encouraged students' performance. All the participants gave positive feedback on tasks used in class. Although students were not directed to focus on tasks in diaries, they only preferred to write about the tasks and their satisfaction for having active language lessons. As Lightbown and Spada (1993) mention, some learners feel the need to add physical action to their learning processes to experience the new knowledge in ways that involve them better.

In terms of Learning

While carrying out a task, students feel the need to concentrate on the topic and accordingly learn. For example, in order to draw a scene from a story, they read the paragraphs in detail. Or, in order to prepare exam questions for their friend, students feel the need to concentrate on every word to choose the most difficult one. As Willis (1996)

points out, "in order to complete the goals in all these tasks, students are reacting to the content and processing the text for meaning" (p.30).

The findings of the diary studies also indicate that tasks have been beneficial for vocabulary learning. Vocabulary learned while watching a film or while listening to a song becomes more effective and permanent.

Presentations especially contributed significantly to students' learning. During these presentations, they were not only improving their spoken English but their knowledge of social topics and relevant vocabulary as well. Students noted they were highly satisfied with this communication task. As has been argued by Lightbown and Spada (1993), communicative need is a factor that defines motivation in second language.

Semi-Structured Interviews

Students' opinions about ordinary classrooms in which only a limited number of tasks are used.

The data from semi-structured interviews revealed that students complained about language classrooms where only a limited number of tasks were used. They complained that the teacher was talking and they were only listening. As Willis (1996) holds, "in teacher-led classroom interaction is generally that of responding" (p.18). Students were only following the book and perceived nothing of interest in their classroom. Students could not find enough chances to experience the language. As Willis (1996) suggests, "most of the opportunities for language use are taken by the teacher" (p.18). Willis also argues that in teacher directed lessons students can not find the chance to experience the target language. Students complained that the number of exercises were not adequate for them to improve their English adding that they could not learn much from their teacher at the beginning.

Students also complained about their book which was a photocopied one. They mentioned that nothing was interesting in their book, the book was not important for them. The book was actually a very traditional one. For every chapter there was a passage and similar types of exercises. Also there were only a few illustrations in the book to discuss with students. As Cook (1996) states, the choice of teaching materials should match with students' motivation. In this class students were not satisfied with the

materials and accordingly it was difficult for them to follow the lesson and feel motivated.

Students realize the change in their classrooms after TBL was implemented

The findings indicate that all students realized a change within their classroom after TBL was implemented. The change was felt when the teacher started to use a variety of tasks like presentations and music. Furthermore, students realized the change through different tasks and positive classroom atmosphere.

Students' thoughts about TBL

Before TBL was implemented students had negative feelings about their classroom experiences such as complaining about being book-bound. After the implementation of TBL all students agreed that English lessons started to be enjoyable after the middle of the semester, after the number of tasks used in class increased and students found more chance to speak. Also majority of the students agreed that they benefited from the course after TBL was implemented.

Teacher's Diaries

Improving professional competence as a result of reflective practice

The analysis of my diaries revealed that after implementing a TBL approach to my class, my teaching is improved in four areas. The barrier between me and my students decreased. Secondly, the class became more learning centered, so the motivation of learners increased. Thirdly, I realized the importance of preparing daily lesson plans in teaching. Finally, as a result of reflection I found the chance to go over the mistakes I made while I was teaching so as not to repeat them.

Better Rapport

After implementing TBL the atmosphere of the classroom changed totally. I felt closer to the students and I also wanted to take part in some tasks as I found this more enjoyable. All students were in contact with me without any hesitation most probably due to my friendliness. Willis (1981) refers a good friendly interaction between a teacher and the

learners as rapport (p.188). She also states that when there is rapport, it becomes enjoyable for students and the teacher to study together.

Learning-centered Classroom

After implementing TBL, the way lessons continued completely changed. Students' participation in the lesson increased as a result of the increase in the number and variety of tasks used in class. In order to carry out the task, students were concentrating on the lesson. They did not find enough time to feel bored. As Willis (1996) puts, "tasks remove teacher domination" (p.18). As a teacher my role was nothing more than a guide whereas my students' roles were highly active. As Willis (1996) states, in TBL there are communication tasks which give learners chances to be involved in various mental processes and to express themselves.

Lesson Plan

As a teacher, my awareness increased for the necessity of preparing daily lesson outlines. After preparing daily lesson outlines, my self-confidence as a teacher increased. As everything I was going to cover was ready step by step in a detailed way, I had nothing to worry about. As Waters (1988) states, with the help of a uniform lesson plan, the learning process becomes both more shapely and easier.

Furthermore, as I spent sufficient time to prepare my lesson plan in a detailed way, I could think of enjoyable pre-task sessions for my students. With the help of these pre-task stages, I had enjoyable starts to every topic.

Reflection

In the light of findings obtained through the researcher's diaries, it can be said that reflective journals make a great contribution to a teacher's learning. While reading diaries, teachers think critically on their previous experiences and find the chance to evaluate their behavior. While going over my diaries in which I recorded my daily impressions of the course, I had the chance to identify what I found ineffective so as not to repeat them, and think of better alternative ways. As Wallace (1991) suggests, in order to find professional solutions to problems, teachers recall the relevant knowledge or

experience and thus find the chance to evaluate the problem. At the same time, I had the chance to identify the things I found helpful and to repeat them in my other classes.

Questionnaire

The extent to which students are satisfied in pre-task lessons and in task lessons

The findings from the questionnaire clearly revealed that students were not satisfied with the pre-task stage, at the beginning of the semester when there was not a variety of tasks. However, the findings belonging to the task lessons, the TBL period, show that students were doubly satisfied with their lessons after the middle of the semester.

From the questionnaire findings, the three type of tasks which were most liked by the students were:

1. Watching a film and writing about it.

2. Finding the most guilty character after reading a passage.

3. Completing a cloze test while listening to a song.

The findings of the pre-task stage show that although students were not really satisfied with the tasks used in this period, there were especially two tasks highly disliked by students. The means of only these two tasks were under 2. These tasks were:

1. Working alone while doing exercises of the book.

2. Following the pages in the book and doing their exercises in order.

Conclusions

The present study examined the influence of TBL approach on students' classroom performance and motivation in EFL classrooms. Although the main focus was of this work on students' performance and motivation, the study also investigated how implementing a TBL approach influenced the researcher's professional development. The analysis of data collected by different data collection methods revealed that both students and the classroom teacher were highly satisfied with TBL approach mainly in terms of adding variety to the classroom activities and increasing learning in class.

The findings of the students' and researcher's diaries revealed that TBL was helpful in students' motivation and learning. It encouraged students' practice opportunities of the

target language receptivity in the lessons as a result of presenting various tasks. In the light of students' reflections for the tasks used during the study, which were very positive, it can be concluded that students were receptive to the idea of TBL while learning English as a second language.

The findings of the semi-structured interviews revealed that students do not like their teachers talking too much. We can therefore conclude that, TTT (teacher talking time) de-motivates learners. Students do not like being passive in class. Students stated that their teacher did not create sufficient language practice opportunities for them. In short, students do not like teacher-centered classrooms and they do not like teacher domination. When the teacher changed her style of teaching, the students felt a change in their classroom. Although the students were not familiar with the concept of TBL which defined this change, they stated that their teacher presented them various tasks that create opportunities for practice.

The students' thoughts about TBL were quiet positive. They indicated that more emphasis was shown on interaction in class. This interaction was encouraged not individually but within group work as well. The students stated that their teacher presented various tasks in class and they made use of practice opportunities. They also indicated that an enjoyable classroom atmosphere developed as a result of the tasks and the nature of this enjoyable classroom learning situation affected their learning.

Students are not happy with lessons without tasks as they are not provided with a genuine and enjoyable challenge. Although the students like task-based lessons, the variety and the kinds of tasks are also important. Even if a teacher gives tasks to her students, if the tasks are almost the same and if they are uninteresting and not creative, such as answering reference questions or finding the main ideas of paragraphs individually all the time, the students do not feel satisfied.

As a teacher, I found writing diaries to record daily lessons improved my competence as a teacher by making me reflect on my classroom practice. Managing a classroom becomes easier and enjoyable. After reflecting on diaries, the teacher felt the need to change her attitudes to remove the barrier between she and her students, she changed her role to a more passive one, and as a teacher she came to understand the necessity and usefulness of preparing lesson outlines and reflection.

Carrying out an action research project provides valuable benefit for the teacher. Identifying a classroom problem, acting on it and finding a solution makes the researcher feel relaxed and confident. In a way, the researcher renews herself due to the action she has implemented. So, action research is suggested here as a way forward in ELT. Davies (1993) talks about the importance of implementing an action and observing what follows suggesting that the only way to encourage more independent learning in the classroom was to let go of the reins.

Pedagogical Implications

The findings and conclusions of this study have certain implications for language teachers; these may not only contribute to the improvement of students' classroom performance and motivation but to the teacher's professionalism as well. The following recommendations are made: teachers should be careful while selecting materials for a course. The wrong materials, using a photocopied book, can have a negative influence on students' academic performance and motivation. When the content in a course book is presented in a boring way, it becomes very difficult to stimulate the interest of learners. Allwright and Bailey (1991) suggest that "even if everything else seems favorable, learners can 'switch off' because they do not like the way content of their course is presented in the teaching materials" (p.162). In case of having such an interesting book, the teacher should provide learners with interesting photocopies from outside, providing extra curricular activities. It works well since it raises the motivation of students.

All language teachers are invited to become familiar with TBL which is a very popular and adaptable framework in language teaching. Students in this study were quite receptive to TBL framework. When adopting this framework, language teachers should provide their students with a variety of enjoyable tasks. Carrying out a variety of tasks influences students' progress and attitudes towards the lesson. A willingness to learn is observed whenever students are given tasks that involve them completely. Rather than being passive listeners, learners prefer to be active receivers. Therefore, serious consideration should be given to TBL and language teachers should provide their students with opportunities to make progressive use of content learnt through a variety of tasks.

Giving presentations is a task particularly liked by students. Speaking and interaction are very important for students. So, teachers should not ignore the communicative needs of their students' which are a highly important aspect of motivation. As McNamara (1995) states, the really important part of motivation lies in the act of communication itself (cited in Ellis, 1985). Teachers are recommended to increase the amount of students' talk as much as they can and presentation is an ideal task for this. It not only improves the students' spoken skills but their social knowledge of the world as well.

Furthermore, language teachers are recommended to provide an enjoyable learning environment for their students. Classroom atmosphere is very important for learning. When the students find the atmosphere enjoyable, they make use of learning opportunities more.

Finally, teachers are invited to spend more time in reflection. This allows them to think critically on their classroom behavior. In this way, they can identify and work on their weaknesses in class as well as building on their strengths. As Wallace (1991) states "teachers should be encouraged to become reflective practitioners by reflecting on their professional experiences" (p.26). Furthermore, Wallace (1991) states that there is not a best method that is always valid. Teachers should always be trained to renew themselves.

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Appendix I

Examples of Task Based Lesson Outlines

Outline 1

Text: "Why do we like Music?" (from ELT 101 Booklet)

Pre-task

1. Introduce the class the topic "Why do we like Music" by asking them why they like music.

2. In order to talk about the universality of music, play an Arabic song and let Turkish

students try to guess the theme. Then play a Turkish song and let Arabic students try the theme.

3. To introduce the class task activating topic related words and phrases, play an English song.

4. While listening the song, introduce them music vocabulary they would read in the text such as octave and scale giving examples from the song.

Task-cycle

A. Task

1. Let students read the text in pairs to compare their experiences of main idea. Ask them to write what they found in common for each paragraph of the text.

B. Planning

1. Ask each group to have a spokesperson and to get prepared for a short presentation.

C. Report

1. Ask the spokesmen to give feedback on the content of main idea of each paragraph.

Language focus

A. Analysis

1. Ask students to do inference questions and true/false questions to systematize students' knowledge of the text and to broaden their understanding.

B. Practise

1. While listening an English song, ask students to complete the cloze test of the song.

Appendix II

In the first period, I wanted to make a revision on paragraph writing as I would give them a writing quiz in the second period . I asked them whether they want to study a new passage or whether they wanted to make a revision and they all prefered to make a revision on writing. Okey then, I said I want everybody to think for an interesting topic and I will ask all of you. I started to ask them individually and stopped when I came to the tenth student. I did not ask the topic of others and I felt that the others and I felt that the others were disappointed. I said enough and stopped. Then I said them to choose one of the topics from the board but they could not decide as everybody wanted their own topics

hurried in order not to miss the break.

In the second period, I wrote three topics on the board and I said " considering the characteristics we discussed about a paragraph, write one pragraph choosing only one of the topics". Then I said " do not ask me any vocabulary, this is not an exercise but a quiz". They finished the quiz and left. But some left after 20 minutes some stayed for 40 minutes as I said "do not worry about the time". I think I would better limit them with 25 or 30 minutes as they have to learn how to time themselves.in the actual exam.

Appendix III

An example from the students' diaries

"Last Wednesday we had a very interesting English Lecture". Our subject was music. Our teacher took a casette player in the class. At first we had listened to Arabic and Italian songs. Then we tried to guess the meaning of the song. We understood that 'yazin' means 'darling' in Arabic and 'non eé' means 'don't go' in Italian. After that we had listened Turkish music and Halit and Aktem tried to guess the meanings. Halit was very successful in this work. He knew all the words." Finally we have read the passage and had done the exercises while the cassette player was on. I used to study with music in the dormitory so it was very easy for me to do all the exercises quicly. I enjoyed this 'musical lecture' very much. I wish having all the lectures in that way."

Semi-structured Interview

1. What was your ELT 101 course like at the beginning of the semester?

2. What do you think about the number of tasks and the type of tasks your teacher was using?

3. What is the extent to which these tasks helped you to achieve your success within the course? (How much did you learn from your teacher?)

4. Do you think there was a problem with the course in the beginning?

      1. Have you realized any change in your ELT 101 course?

      2. When did you realize such a change?

      3. How did you realize this change?

1. What can you say about the difference in your teacher's method in the beginning and at the end of the semester?

2. Did you enjoy English lessons in the beginning of the semester more, or English lessons after the middle of the semester?

3. Do you think you benefited from your teacher more in the beginning of the semester, or after the middle of the semester?

Appendix V

Student Questionnaire

TASKS WHICH WERE USED AT THE BEGINNING OF THE SEMESTER

SA= strongly agree
A= agree
U= undecided
D= disagree
SD= strongly disagree

1.Free writing, without any given topic, was difficult.	SA	A	U	D	SD
2.Reading pages of information about references and essay writing was boring.	SA	A	U	D	SD
3.Doing reference exercises of the book, in lists, was dull.	SA	A	U	D	SD
4.Listening to the teacher most of the time was boring.	SA	A	U	D	SD
5.Working alone while doing the exercises of the book, was boring.	SA	A	U	D	SD
6.Following the passages in the book and doing their exercises in order, was uninteresting.	SA	A	U	D	SD
7.Reading passages which are in the right paragraph order{introduction, development, conclusion} was boring.	SA	A	U	D	SD
8.Reading passages with the titles was boring.	SA	A	U	D	SD
9.Teachers' asking questions all the time, was monotonous.	SA	A	U	D	SD
10.Finding the main idea of paragraphs all the time, was boring.	SA	A	U	D	SD

1. Watching a film and writing about it was interesting.	SA	A	U	D	SD
2. While watching a film, guessing vocabulary from the context was enjoyable.	SA	A	U	D	SD
3. Working in groups, in general, was fun.	SA	A	U	D	SD
4. Guessing the main themes of songs was interesting.	SA	A	U	D	SD
5. Finding the main idea of an incomplete passage {half of it was erased} was fun.	SA	A	U	D	SD
6. Putting the mixed paragraphs of a passage in order was interesting.	SA	A	U	D	SD
7. Imagining ourselves as examiners and preparing questions for our class mates on reference words, was fun.	SA	A	U	D	SD
8. Asking and getting answers on reference questions from our friends was interesting.	SA	A	U	D	SD
9. The presentations provided us the opportunity of speaking in front of a group.	SA	A	U	D	SD
10. Matching the titles with paragraphs was enjoyable.	SA	A	U	D	SD
11. Filling a table for references was interesting.	SA	A	U	D	SD
12. Completing a cloze test while listening to a song, was fun.	SA	A	U	D	SD
13. Listening to the music while doing the exercises from the book was enjoyable.	SA	A	U	D	SD
14. Having a debate after reading an essay, was interesting.	SA	A	U	D	SD
15. Finding the most guilty character after reading a passage, was fun.	SA	A	U	D	SD
16. Matching paragraphs with pictures was interesting.	SA	A	U	D	SD