

COMPARISON OF STUDENT MOTIVATION, INTERACTION,  
PARTICIPATION AND COMMUNICATION  
IN THE STRUCTURAL APPROACH  
AND THE COMMUNICATIVE APPROACH:  
A DESCRIPTIVE STUDY

A THESIS

SUBMITTED TO THE FACULTY OF LETTERS  
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
OF BILKENT UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS  
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY  
ALBY YEMERICI  
AUGUST 1992

PE  
1066  
.Y46  
1992

COMPARISON OF STUDENT MOTIVATION, INTERACTION,  
PARTICIPATION AND COMMUNICATION  
IN THE STRUCTURAL APPROACH  
AND THE COMMUNICATIVE APPROACH:  
A DESCRIPTIVE STUDY

A THESIS  
SUBMITTED TO THE FACULTY OF LETTERS  
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
OF BILKENT UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS  
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY  
ALEV YEMENICI  
AUGUST 1992

PE  
1065  
-10  
1992

B11128

BILKENT UNIVERSITY  
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
MA THESIS EXAMINATION RESULT FORM

August 31, 1992

The examining committee appointed by the  
Institute of Economics and Social Sciences for the  
thesis examination of the MA TEFL student

ALEV YEMENICI

---

has read the thesis of the student.  
The committee has decided that the thesis  
of the student is satisfactory.

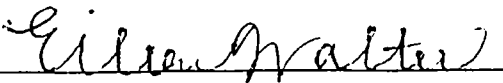
Thesis Title : Comparison of Student Motivation,  
Interaction, Participation, and  
Communication in the Structural  
Approach and Communicative  
Approach: A Descriptive Study.

Thesis Advisor : Dr. Eileen Walter  
Bilkent University, MA TEFL Program

Committee Members: Dr. James C. Stalker  
Bilkent University, MA TEFL Program

Dr. Lionel Kaufman  
Bilkent University, MA TEFL Program

We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



Eileen Walter  
(Advisor)



James C. Stalker  
(Committee Member)

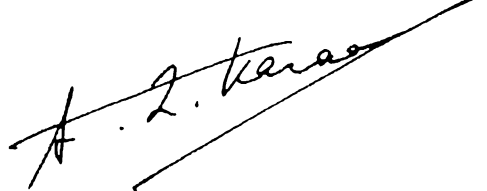


Lionel Kaufman  
(Committee Member)

Approved for the  
Institute of Economics and Social Sciences

---

Ali Karaosmanoglu  
Director  
Institute of Economics and Social Sciences



## TABLE OF CONTENTS

I	INTRODUCTION . . . . .	1
1.1	Background and Goal of the Study . .	1
1.2	Statement of the Research Question .	3
1.2.1	The Research Question . . . . .	3
1.2.2	Rationale . . . . .	4
1.2.3	Variables . . . . .	5
1.3	An Overview of Teaching Approaches .	5
1.3.1.	Structural Approach . . . . .	5
1.3.2	Communicative Approach . . . . .	7
1.3.3	Functional-Notional Syllabus . . . . .	8
1.4	Definitions . . . . .	11
1.4.1	Variables . . . . .	11
1.4.2	Data Collection Procedures . . . . .	13
1.5	Sociolinguistic Terms . . . . .	15
1.5.1	Functions and notions of a language . . . . .	15
1.5.2	Communicative competence. . . . .	15
1.6	Overview of Methodology . . . . .	16
1.6.1	Design . . . . .	16
1.6.2	Subjects . . . . .	16
1.6.3	Treatment . . . . .	16
1.7	Overview of Data Collection Procedures . . . . .	17
1.8	Overview of Analytical Procedures . .	18
1.9	Organization of Thesis . . . . .	18

II	REVIEW OF THE LITERATURE . . . . .	20
	2.1 Introduction. . . . .	20
	2.2 Sociolinguistics in Language Teaching	21
	2.3 Two Approaches for Language Teaching	25
	2.4 Classroom-Action Research . . . . .	31
	2.5 Conclusion . . . . .	33
III	METHODOLOGY . . . . .	34
	3.1 Introduction . . . . .	34
	3.2 Subjects . . . . .	35
	3.3 Treatment . . . . .	36
	3.3.1 The Structural Approach . . .	37
	3.3.2 The Communicative Approach . .	40
	3.4 Data Collection Procedures and	
	Materials . . . . .	44
	3.4.1 Checklist . . . . .	45
	3.4.2 Questionnaires . . . . .	46
	3.4.3 Anecdotal Notes . . . . .	47
	3.4.5 Student Journals . . . . .	48
	3.5 Variables . . . . .	48
	3.6 Analytical Procedure . . . . .	49
IV	ANALYSIS OF THE DATA . . . . .	51
	4.1 Introduction . . . . .	51
	4.2 Checklist Analysis . . . . .	52
	4.2.1 Structure-based Approach . . .	52
	4.2.2 Communication-based Approach .	55
	4.2.3 Comparison of Two Approaches .	57
	4.3 Student-Questionnaire Analysis . . .	58

		vi
4.3.1	Structure-based Approach . . .	59
4.3.2	Communication-based Approach .	63
4.3.3	Comparison of Two Approaches .	67
4.4	Analysis of the Teacher Journals . .	70
4.4.1	Student Participation in Structure-based Lessons . . .	70
4.4.2	Student Participation in Communication-based Lessons .	72
4.4.3	Teacher's Introspection on Student Behavior in Structure- based Lessons . . . . .	73
4.4.4	Teacher's Introspection on the Student Behavior in Communication-based Lessons .	75
4.5	Analysis of Student Journals . . . .	76
4.5.1	Structure-based Lessons . . . .	77
4.5.2	Communication-based Lessons .	80
4.6	Discussion of Results . . . . .	83
4.6.1	The Structural Approach . . . .	83
4.6.2	The Communicative Approach . .	85
4.7	Conclusions . . . . .	87
V	CONCLUSIONS . . . . .	89
5.1	Introduction . . . . .	89
5.1.1	Review of the Study . . . . .	89
5.1.2	Conclusions . . . . .	90
5.2	Assessment of the Study . . . . .	92
5.3	Pedagogical Implications . . . . .	93
5.4	My Experience as a Teacher/Researcher.	96



BIBLIOGRAPHY . . . . .	98
APPENDIX A . . . . .	102
HANDOUT A1 . . . . .	104
HANDOUT A2 . . . . .	105
HANDOUT A3 . . . . .	106
APPENDIX B . . . . .	107
APPENDIX C . . . . .	109
HANDOUT C1 . . . . .	111
HANDOUT C2 . . . . .	112
APPENDIX D . . . . .	113
APPENDIX E . . . . .	115

## LIST OF TABLES

Table 4.1	Results of Analysis of Checklist for Structure-based Lessons: Tasks, Activities and Teacher's Attempts to Stimulate Students' Motivation . . . . .	54
Table 4.2	Results of Analysis of Checklist for Communication-based Lessons: Tasks, Activities and Teacher's Attempts to Stimulate Students' Motivation . . . . .	56
Table 4.3	Frequency and Percentage of Students' Responses to the Questionnaire for Structure-based Lessons. . . . .	61
Table 4.4	Frequency and Percentage of Students' Responses to the Questionnaire for Communication-based Lessons . . . . .	65
Table 4.5	Percentages of Student Responses on Questionnaires Given at the End of Structure-based Lessons and Communication-based Lessons . . . . .	68
Table 4.6	Frequency and Percentage of Student Participation in the Structure-based Lessons . . . . .	71

## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my thesis advisor Dr. Eileen Walter whose guidance, excellent suggestions and most kind words of encouragement have made this thesis possible. I am indebted throughout my studies to her knowledge and patience.

I am most grateful to Dr. James C. Stalker from whom I have received vast amount of help in clarifying my ideas. I would like to thank Dr. James C. Stalker for his kind assistance and being so generous with his time.

I would also like to thank Dr. Lionel Kaufman for his kind assistance.

I owe special thanks to Prof. Dr. Ünal Aytür at Ankara University who encouraged me and gave me the permission to attend the Bilkent MA TEFL program and to complete this thesis.

## ABSTRACT

The second language classroom has long been a center of research interest. Researchers have attempted to examine the second language classroom to find out in what ways classroom experience differs from the experience a speaker has in the target language environment, and why and how language classrooms differ among themselves. Furthermore, they have tried to identify the factors which lead to different results in a classroom and cause classroom activities to change from one class to another. Classroom-centered research focuses on the classroom and investigates what is taking place in the classroom so that the rich and descriptive data collected during the observation periods help describe many problems that students face while learning and internalizing the target language.

The concern of this thesis was to find out the influence of using different teaching approaches (function-based Structural Approach versus function-based Communicative Approach) on student motivation, participation, interaction, and communication in the EFL classroom. Action-research was carried out to investigate this research question. The assumption behind the present study was that learners in the EFL environment are very likely to be motivated to the highest degree and to benefit from learning functions and notions of language communicatively rather than

structurally. In other words, a function-based Communicative Approach would enable them to distinguish among the various functions of structures under different contexts more than they would do from a course which was solely based on drills as in a function-based Structural Approach. It is believed that EFL students learn and use the language far better if they are provided with the circumstances that facilitate their language use.

The results of the study indicate that students enjoyed English class most when they used their language to interact/communicate with each other in a real-life situation. Moreover, they felt that they needed to learn the grammar of the language. But they did not want to learn grammar rules in their abstract forms. Instead, they wanted to play language games whose focus was on content not on linguistic forms. In other words, they wanted to combine grammar with communicative activities.

Based on the results drawn from the study, teaching grammar without context is not advisable. Students enjoy studying language in meaningful contexts through communicative activities. When they enjoy the language learning process, then they became motivated and, thus, they learn better. They need to know various functions of language, how, when and where they are used. They need to know how to distinguish between formal and informal language. Furthermore, they need a friendly and relaxing

atmosphere working with a teacher who does not operate as the sole authority but as a guide, a friend in the classroom so that they can work in a relaxed atmosphere.

## CHAPTER I

### INTRODUCTION

#### 1.1 Background and Goal of the Study

The second language classroom has long been a center of research interest. Researchers have attempted to examine the second language classroom to find out in what ways classroom experience differs from the experience a speaker has in the target language environment, and why and how language classrooms differ among themselves. Furthermore, they try to identify the factors which lead to different results in a classroom and cause classroom activities to change from one class to another. Classroom-centered research focuses on the classroom and investigates what is taking place in the classroom so that the rich and descriptive data collected during the observation periods help describe many problems that students face while learning and internalizing the target language.

For instance, motivation is one of the most important factors that makes it possible for students of a foreign/ second language to learn a language and to improve their language. Dulay, Burt, and Krashen (1982) describe motivation as "the need, or the desire that the learner feels to learn the foreign/second language" (p. 47). Classroom-action research helps teachers and researchers solve certain problems that

arise from lack of motivation and may shed light on how and when students are motivated the most to participate in class discussions and activities. Although motivation is assumed to lead to successful learning, the most common approach in language teaching in Turkey, the Structural Approach, has not taken student interest and motivation into consideration. A newer approach being tried in Turkey, the Communicative Approach, requires that teachers motivate students so that they will actively participate in language learning. Moreover, this approach personalizes learning, providing the student with the chance to share his ideas and opinions with his class-mates. The functional-notional syllabus, according to Wilkins (1973), "takes the communicative facts of the language into account from the beginning without losing sight of the grammatical and situational factors" (ctd. in Dobson, 1979, p.32-33). Therefore, students are very likely to communicate, interact with each other and become motivated when they use language effectively in meaningful communicative situations.

This study investigated what happened inside a classroom, treating the classroom as the object of investigation as well as the setting for language learning and teaching. The main purpose of designing this research was to observe the differences, if any, in student motivation, interaction, classroom



participation and communication between the structural and communicative approaches. Furthermore, the main aim was to find ways to improve student learning which has obvious weaknesses due to a lack of motivation and to provide an opportunity for increased practice and interaction in the classroom. In this descriptive classroom-centered research, classroom processes became the main focus. This study included library research, questionnaires, introspection, anecdotal notes and observation using checklists. Such a study has not been done in Turkey and it is hoped that it will be beneficial to all EFL teachers.

## 1.2 Statement of the Research Question

### 1.2.1 The Research Question

The concern of this thesis was to find out the influence of using different teaching approaches (function-based Structural Approach versus function-based Communicative Approach) on student motivation, participation, interaction, and communication in the EFL classroom. The assumption behind this research was that learners in the EFL environment are very likely to be motivated to the highest degree and to benefit from learning functions and notions of language by communicative means rather than by structural means. In other words, a function-based Communicative Approach would enable them to distinguish between various functions of structures

under different contexts more than they would do from a course which was solely based on drills as in a function-based Structural Approach. It is believed that EFL students learn and use the language far better if they are provided with the circumstances that facilitate their language use.

### 1.2.2 Rationale

It has long been observed by the researcher that the first year students in the Faculty of Letters at Ankara University have great difficulty in taking part in class discussions due to the fact that grammar classes are very large and crowded. Therefore, students can hardly find a chance to practice their English in pairs or in groups. Since there cannot be much interaction and effective and challenging class discussions, a lot of students get demotivated. Another factor that demotivates students is the constant focus on the structure of the language. Since the primary concern of the Structural Approach is the structures of the language, the students cannot produce appropriate language in situations that require particular register and speech acts. For this reason, this study aimed to examine a group of first year repeat students in an environment which provided every one of them the opportunity to practice the language and to interact with each other, using functions and notions of the language to help them

learn and practice certain grammatical structures in different situations. The study aimed to control certain factors that lead to lack of motivation, such as crowded classes, and to deal with when and why the students feel certain ways. In order to observe this, the researcher attempted to do a descriptive study, classroom-centered action research in which the researcher collected data through observation, anecdotal notes, introspection, checklists, questionnaires and student journals to learn the students' reaction towards the teaching/learning process and differences in student behavior.

### 1.2.3 Variables

Dependent Variables: Student motivation, interaction, communication, and participation in class discussions.

Independent Variables: Two different teaching approaches (function-based Structural Approach versus function-based Communicative Approach)

## 1.3 An Overview of Teaching Approaches

### 1.3.1 Structural Approach

This approach assumes that language learning is habit formation. As Hammerly (1985) puts it, "This approach emphasized development of habitual (that is, internalized) control of language structure" (p. 16). The patterns of the language need to be over-learned

by students. It is believed that over-learning leads to the acquisition of habits which produce correct utterances. In other words, some educators maintain that, although meaningless, repetition of correct forms is valuable. Moreover, since the native language of the students will interfere with the target language, intensive exposure to the correct forms of the target language through drills and pattern practice will help students overcome this difficulty. The courses based on pattern practice, drills and structural teaching focus on the grammar of the language.

There are some disadvantages of the Structural Approach which prevent students from engaging in active and communicative tasks. First of all, in the Structural Approach, the teacher controls and directs the language behavior of the students. Although there is student-to-student interaction, this interaction is teacher directed. In other words, the teacher controls and guides the interaction. He provides substitution drills and chain drills for students to interact with each other or with the teacher. That is to say, there is no real communication. Another point is that the context and the situations are limited to what can be done in the classroom. Thus, vocabulary is limited to the classroom context. The next point is that the structures are emphasized more than the other areas of the language. And finally, the students' feelings do

not play a role in the language teaching process. Disadvantages of the Structural Approach have been remedied by the Communicative Approach.

Larsen-Freeman (1986) defines some of the principles operating in this approach as follows:

1. The structures of the language are emphasized over all the other areas. The syllabus is a structural syllabus. Vocabulary and structures are presented in a dialog but since the emphasis is on the acquisition of the patterns of the language, contextualization is limited.
2. Student errors are avoided.
3. There is student-to-student interaction in chain drills or when students take different roles in dialog practices, but this interaction is teacher-directed.

### 1.3.2 Communicative Approach

This approach regards communication as a process and believes it is insufficient for students to learn just target language grammar and vocabulary. This approach emphasizes the importance of the students' applying their knowledge about the target language to negotiate meaning. The interaction between the speaker and the listener makes meaning clear. When the listener gives feedback to the speaker, the speaker finds the opportunity to revise what he has said and tries to communicate again. Larsen-Freeman

(1986) and Finocchiaro and Brumfit (1983) define some of the principles operating in this approach as follows:

1. Language is used in a real context.
2. The focus is on different linguistic forms and real language.
3. Errors are tolerated and regarded as the natural outcome of the developing communication skills.
4. While communicating, the speaker has a choice about what to say and how to say things.
5. Students are provided with opportunities to develop strategies for interpreting language.
6. Meaning is primary.
7. To achieve effective communication, language is taught in a meaningful context.
8. The teachers aim to teach students to achieve communicative competence.
9. It is believed that since students become interested in what is being communicated through the language, they have integrative motivation; this is a major factor that leads to communication.

While some communicative syllabi are task-oriented, some are based on functions and notions.

### 1.3.3 Functional-Notional Syllabus

The functional-notional syllabus takes communicative purposes for its departure point. It

emphasizes and focuses on various speech acts that people choose when they want to accomplish a task through speech. Function-based courses present natural language in realistic contexts and make communicative practice possible. Wilkins (1976) explains the notional syllabus as a syllabus "organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (1976, p.16). In other words, a notional syllabus puts emphasis on particular communicative situations and perceives how the learner should use the language to get meaning across. Some of the educational principles that functional-notional syllabi have assumed are presented by Finocchiaro (1979) as follows:

1. The individual learner is at the center of the learning process. We can give learners the potential ability and motivation to continue their studies, to generalize from the grammatical rules or sociocultural insights they have gained in one sociocultural situation to other appropriate ones.
2. A spiral or cyclical approach is recommended. In this approach the same sociocultural theme, linguistic item, or language function is studied in greater depth at successive levels of

learning. The material studied previously is integrated with the new learning.

At present, the functional-notional syllabus is only a syllabus but not an approach. An approach is "a general pedagogical orientation based on one or a few assumptions related to an explicit or implicit theory" (Hammerly, 1985, p. 112). Since a functional-notional syllabus is "a body of ideas which reflect and synthesize much contemporary thought about language teaching" (Finocchiaro and Brumfit, 1983, p. 10), these ideas come to form syllabus specifications. On the whole, this syllabus aims to teach students language in an environment where they are "made" to struggle to communicate, to interact with one another by which they gain the ability to use the linguistic system effectively and communicatively.

The functional-notional syllabus can be used both with the Structural Approach and the Communicative Approach since it "takes the communicative facts of language into account without losing sight of the grammatical and situational factors" (Wilkins, 1973, ctd. in Dobson, 1979, p. 32-33). The functional-notional syllabus provides the structures that need to be used to carry out certain functions in communication. In the Structural Approach, these structures are focused on and practiced in drills. In the Communicative Approach the focus is on communication where different functions of language



are carried out. The students learn the structures to express certain functions as they need them.

#### 1.4 Definitions

##### 1.4.1 Variables

Motivation: Motivation is a major factor that makes it possible for EFL/ESL students to learn and improve a language. According to Dulay, Burt and Krashen (1982), motivation is "the need, or the desire that the learner feels to learn the foreign/second language" (p. 47). Integrative motivation may be defined as the motive that leads the learners to learn a foreign language just because they want to participate in the social life of the host country. Dulay, Burt and Krashen define integrative motivation as "the desire to achieve proficiency in a new language in order to participate in the life of the community that speaks the language" (p. 47). On the other hand, instrumental motivation is the motivation that leads the learners to learn a language as they want to get a job in the host country. In Dulay, Burt and Krashen instrumental motivation is defined as "the desire to achieve proficiency in a new language for utilitarian reasons" (p. 47).

Interaction: Classroom interaction can be defined as mutual influence between the teacher and the students or between the students. Malamah-Thomas (1988) defines classroom interaction as

acting reciprocally, acting upon each other.  
The teacher acts upon the class, but the

class reaction subsequently modifies his next action, and so on. The class reaction becomes in itself an action, evoking a reaction in the teacher, which influences his subsequent action. (p. 7)

In other words, classroom interaction is more than just an action and a subsequent reaction that take place in the class. The teacher plans actions and the students react to him in certain ways but if there is a mutual influence which leads to a chain of actions and reactions, then interaction takes place.

Communication: In the Communicative Approach the teacher provides the students with a purpose so that they can exchange ideas, and thus communicate. The teacher acts as a facilitator in the classroom so that interaction and communication takes place. According to Malamah-Thomas (1988) in order to achieve communication, "the plan of action must be carried out in a context of interaction. The teacher must engage in the sort of interaction with the learners which will enable communication to take place" (p. 10). In other words, if there is co-operation between the students and the teacher, effective communication takes place.

Participation: For the purposes of this study, participation is defined as learners' expressing their views and feelings in class in the foreign language to handle social relationships. Moreover, they answer teacher questions. Above all, they agree or disagree and try to persuade others. In other words, they

carry out exchanges with the teacher and other students in order to accomplish certain purposes.

#### 1.4.2 Data Collection Procedures

Action-Research: Action research is the systematic study of what is happening in the classroom and the researchers aim to improve the learning process taking place in the classroom with the help of the data collected during their observations. According to Burton (1986), there are two psychological processes underlying action research: "action and reflection" (p. 720). Action should be "purposeful". Burton defines action in action research as "a type of behavior that is ritualistic, a habitual response" (p. 720). Reflection, on the other hand, helps teachers "thoughtfully and critically find educational meaning in the lives of children as well as in their own pedagogy" (p. 421). Burton regards reflection as the "soul" of action research since it "strengthens and gives our intentions sustenance and elevates our impressions" (pp. 7-23).

Observation: Observation is a procedure for "the purpose of identifying, classifying, quantifying, and analyzing specific classroom behaviors and interactions by the teacher and researcher" (Ober, Bentley and Miller, 1971, p. 15). It almost always includes a written record of what goes on in the

classroom, usually in the form of anecdotal notes and checklists.

Introspection: This term refers to a research technique that involves, according to Allwright (1983), "asking people to answer questions rather than asking them to allow themselves to be observed in action" (p. 193). In other words, a person who introspects reflects on his own experience. Keeping journals on classroom matters enables the teacher/researcher and the students to look back to see when and why they reacted in certain ways during the teaching process. Some implications of research on teachers' reflective thinking are described by Sparks-Langer and Colton (1991) as follows:

\*Critical reflection may be promoted through close examination of cases that illustrate particular aspects of context, pedagogy, content, ethical/moral dilemmas, and other elements of teaching and learning that will help teachers develop a rich, flexible repertoire of ideas, attitudes and skills. (p. 43)

\*Teachers need opportunities to construct their own narrative context-based meaning from information provided by research, theoretical frameworks, or outside experts. (p. 43)

\*Teacher educators can foster growth in cognitive reflection through micro-teaching with post-teaching reflection journals, teaching with self-analysis of video/ audiotapes, action research observation and analysis of selected teaching episodes, coaching, and assessment and discussion of student learning. (p. 43)

## 1.5 Sociolinguistic Terms

### 1.5.1 Functions and notions of a language

People use language to communicate their intentions and to get meaning across. People introduce themselves and others, express likes and dislikes, agree and disagree, make requests and apologize. These are called speech acts or functions of a language. However, this functional language "must also incorporate specific notions" (Finocchiaro and Brumfit, 1983, p. 14); that is, the vocabulary items that are used to express functions of language. In other words, notions co-occur with the functional expressions and are expressed through nouns, verbs, adjectives, prepositions, adverbs, and conjunctions. For instance, in a functional unit where students learn how to express opinions, they need to use notions such as "to be convinced, to be certain, to be reluctant, to emphasize" (Dobson, 1979, p. 34). [For more information see Findley & Nathan (1980) and Carpenter & Hunter (1981).]

### 1.5.2 Communicative competence

Communicative competence is the ability to produce and understand utterances that are appropriate to the context in which they are used (see Hymes, 1971).

## 1.6 Overview of Methodology

### 1.6.1 Design

This was a descriptive study and the intention was to examine, compare and contrast motivation, classroom participation, interaction and communication of the subjects who took courses based on two different approaches. The courses were based on structural and communicative approaches both of which were designed according to a functional syllabus.

### 1.6.2 Subjects

The fourteen subjects in this study (5 males and 9 females) were all students in the first year, upper-intermediate level of the American Culture and Literature Department and the English Language and Literature Department at Ankara University in the Faculty of Letters in Turkey. The students volunteered to take the course designed for them by the researcher as a practice course.

### 1.6.3 Treatment

Tasks: The subjects attended an English course designed for practice purposes for 10 weeks. There were two sessions a week and each session lasted for 45 minutes.

Procedure: Teaching procedure in this study was divided into two sessions. In the first one, a functional-notional syllabus-based course was designed

and taught, employing the structural approach. These sessions lasted for five weeks. This course aimed to focus on the use of language in context but did not include communicative activities. The drills used were "meaningful", that is, the drills focused on meaning (see section 3.3.1). The practice activities were both guided and controlled but free (open-ended) practice did not take place. In other words, the main point of focus was practicing functional-notional structures.

The second section consisted of a function-based course that aimed to teach the students purposes for using language through communicative activities that provided information gap, choice and feedback. The drills were communicative (see section 3.3.2). The students were provided with communicative drills that aimed to help them manipulate, comprehend and use the language for a purpose. The practice activities were both guided and free.

### 1.7 Overview of Data Collection Procedures

During the research, various data collection procedures were used to observe student motivation, interaction, communication and participation in the class discussions. Anecdotal notes were taken by the researcher. In addition, the students kept journals in which they commented on their learning experiences. Meanwhile, checklists were designed to observe

motivation of the students. At the end of the structure-based and communication-based courses questionnaires were distributed to the students to learn about their overall views on the nature of the courses and activities.

### 1.8 Overview of Analytical Procedures

While conducting the research, a variety of data was collected, this information was analyzed and organized into findings. The data were analyzed in four steps. First, the checklists designed to observe motivation of the students who were taking courses taught with two different approaches were analyzed and compared. Second, students' responses to the questionnaires were analyzed and compared. As a third step, the researcher's anecdotal observations were compared. And as a last step, students' views on their own experience were analyzed and compared. Patterns of behavior, similarities and differences in student interaction, participation in class activities and discussions and their motivation were noted.

### 1.9 Organization of Thesis

Chapter 2 presents the review of the literature of sociolinguistics, the two approaches for language teaching and classroom action research.



Chapter 3 describes the data collection procedures and the kind of instruments used in the study.

Chapter 4 presents the data and gives the analytical procedures in detail. Moreover, in this chapter, interpretations of the data are provided.

Chapter 5 gives a summary of the study and conclusions. Then, in this chapter, general implications for teaching and further research are discussed.

CHAPTER II  
REVIEW OF THE LITERATURE

2.1 Introduction

This chapter is divided into three sections. First, the place of sociolinguistics in language teaching is discussed. Since this study focuses on the interactive aspect of classroom behavior, it takes a sociological viewpoint and brings classroom research on language teaching nearer the sociological tradition represented by such researchers as Hymes.

Second, structural and communicative approaches to language teaching are discussed. In addition, the books by Finocchiaro and Brumfit (1983), Larsen-Freeman (1986), and Finocchiaro (1974) play a leading role in the formation of this thesis since the information they provide about methodology, teaching strategies, and techniques formed the basis of the lessons designed by the researcher.

And finally, literature on classroom-centred research and investigations of language classrooms are reviewed. Since this study is a descriptive study which focuses on what is taking place in the classroom, the review of the literature on classroom research, action research and ethnographic research formed the basis for data collection in the study.

## 2.2 Sociolinguistics in Language Teaching

Students of a foreign or second language need to know the functional system of the target language as well as its grammar and vocabulary. However, this knowledge is hardly sufficient for them to develop their ability to communicate in appropriate situations. In other words, though grammar rules constitute an integral part of a learner's grammatical competence, he has to know the multi-functional use and different meanings of various structures in different contexts in a foreign language. Otherwise, communication breakdowns are very likely to occur between non-native speakers and native speakers as well as between non-native speakers. In addition to this lack of communication, if a nonnative speaker misuses or misinterprets certain speech-acts, native speakers appear to be less forgiving and tend to regard these misuses as rudeness.

Functions of language employed to express and find out emotional attitudes, moral attitudes, suasion and socializing, however, provide the learner with the social uses of the utterance. A child acquiring his native language acquires not only the grammar of his language but also learns the appropriate situations in which certain expressions to get the meaning across are employed. In other words, the child "acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what

manner" (Hymes, 1971). Therefore, the foreign language learner is very likely to distinguish between the degrees of formality, the situations in which he identifies who is speaking to whom, where and why and under which circumstances if he is exposed to a natural, acquisition rich, language environment. The "functional" knowledge that enables the language learner to accomplish various speech acts, to get across meaning, and to take part in various speech acts, helps him choose among a variety of structures the appropriate ones that are used and understood by the native speakers in the natural environment. This functional knowledge, therefore, proves useful since it illustrates sociolinguistic features of social interaction and communication (Berns, 1990).

Hymes (1971) has been concerned mainly with the language components within the context of the speech community. He is very much interested in communicative competence, the creative aspect of language that is the ability to use novel sentences appropriate to situations. According to Hymes, acquisition of linguistic competence is totally dependent of sociocultural factors. However, with social interaction, a child is very likely to develop his communicative competence, which requires production and use of appropriate language in a social context. Therefore, Hymes believes that "the competency of users of language entails abilities and

judgements relative to, and inter-dependent with, sociocultural features" (Hymes, 1971, p. 277). In other words, a child's acquisition of the communicative competence is dependent on "social experience, needs, and motives, and issues in action that is itself a renewed source of motives, needs, experience" (p. 278).

The studies carried out by some researchers aim to stress the importance of communicative competence in language teaching and sociolinguistics. For instance, Ervin-Tripp (1969) categorizes sociolinguistic rules of address in American English. Ervin-Tripp examined various rules operating especially in the "status-marked" situations and while shifting address forms. Berns (1990) gives a brief survey that aims to account for the goals and concerns of language teaching in terms of sociolinguistics which is very likely to provide a theoretical basis for teaching English. Paulston (1974) examined the notion of communicative competence and its implications for language teaching. According to Paulston, if Hymes' notion of communicative competence is accepted, then "it follows that a model for teaching language must also be designed with a face toward communicative conduct and social life" (p. 350). Paulston underlines the fact that if the speakers do not share the same decoding of meaning, then the same surface structure having different

social meanings will definitely lead to misunderstandings. Furthermore, Paulston suggests several classroom techniques to teach communicative competence. As Paulston puts it:

... the implications for language teaching that we can draw from the notions of communicative competence apply primarily to situations where the learners live in the country of the target language, whether they are second language speakers or foreign students... what we need to do is incorporate a systematic contrast of situational constraints on grammatical patterns. (p. 354)

According to these researchers, then, there are important implications for language teaching when the concept of communicative competence is taken into consideration. Teaching within the framework of the notion of communicative competence is very likely to bring about communication in the target language. As a matter of fact, when the students are provided with the opportunity to interact with each other using the language in its social setting they will be highly motivated to carry out linguistic tasks to attain communication.

The above mentioned studies provide insights into how students internalize grammatical as well as communicative knowledge and emphasize the important role situational teaching plays in the realization of effective communication.

### 2.3 Two Approaches for Language Teaching

Foreign language teaching develops as people from different social and educational backgrounds and from different age groups continue to learn a second language. Foreign/second language teachers have been trying to find answers for questions such as, "Which teaching method is the most effective method", and "How can students be motivated enough to learn a language." During the twentieth century, many different methodological approaches that tried to provide answers for these questions have influenced language teachers and researchers.

*Techniques and Principles in Language Teaching* by Larsen-Freeman (1986) is a valuable reference book which discusses eight language-teaching methods. The book provides information about the methods, and gives major principles of each of the teaching-methods. For instance, Larsen-Freeman stresses the importance of motivation in the communicative approach and states that students will be motivated when they feel that they have a reason to use the language. Moreover, they will feel secure since the teacher lets them "share their ideas and their opinions on a regular basis" (p. 133). Larsen-Freeman points to the nature of student-student and student-teacher interaction, also. In the communicative approach, the teacher is a facilitator, the initiator of the activities. Students interact with each other more than they

interact with their teacher. So, the teacher is "a co-communicator, but more often he establishes situations that prompt communication between and among the students" (p. 133).

Larsen-Freeman talks about the principles of the structural approach as well. She emphasizes the important role the teacher plays in this approach. She points to the fact that the teacher is like an orchestra-leader who controls the language production of the students. In other words, the teacher directs student-student interaction which takes place during chain drills. And most of the time interaction takes place between the teacher and the students. In addition, this approach does not deal with the students' feelings; therefore, the students are not very likely to get motivated as much as they are in the communicative approach.

The Functional-Notional Approach Finocchiaro and Brumfit (1983), on the other hand, describe a Functional-Notional Approach in terms of methodology, curriculum content and syllabus design. Their approach gives primary importance to meaning, contextualization and communication. They aim to attain effective communication. Moreover, the teachers "help learners in any way that motivates them to work with the language" (p. 92). It is assumed that "intrinsic motivation will spring from an interest in what is being communicated by the



language" (p. 93). During the learning process, students interact with each other in pair or group work. And content, function or meaning are thought to maintain the interest of the students so that they get motivated and get involved in the effective learning process.

It can clearly be seen that the functional-notional syllabus is more applicable to the communicative approach since it gives primary importance to contextualized language teaching that aims to attain effective communication and allows teachers to develop communicative activities. However, it is possible to concentrate on the structures of the functions and notions of the language and employ the structural approach while teaching functions and notions.

Studies have been carried out to determine the effectiveness of integrating formal (structural) and communicative approaches to language teaching. An experimental study designed by Day and Shapson (1991) evaluated the effect of an integrated formal and functional communicative approach on French language proficiency in French immersion classes. In the immersion approach, the target language is used as the language of instruction and means of communication at school (p. 26). This research and others as indicated in Day and Shapson (1991) demonstrated that immersion children have weaknesses in grammar whereas they

achieve fluency in the language. This study provided the students with opportunities to use conditionals in a natural environment. Moreover, it provided the students with systematic linguistic games. The findings of the study suggest that the integration of formal (structural) and communicative approaches to language teaching results in the improvement of the written and oral skills of the French immersion children.

In his study, Nunan (1991) provides the reader with theoretical and empirical bases and features of the communicative approach. Moreover, he states the findings of his latest research. In his recent study, Nunan investigates the different interactional patterns that occur in open and closed tasks. An open task is "one in which there is no single correct answer, while a closed task is one in which there is a single correct answer" (p. 289). Nunan summarizes his findings as follows:

In addition to the fact that the different task types stimulated different interactional patterns, the research also indicated that some task types might be more appropriate than others for learners at particular levels of proficiency. In the above study, it was found that with lower-intermediate to intermediate learners, the relatively closed tasks stimulate more modified interaction than relatively more open tasks... The important thing is that program planners and teachers should select a mix of tasks to reflect the pedagogic goals of the curriculum. (p. 289)

The central issue in this study is the classroom tasks and patterns of interaction that lead to the greatest amount of comprehensible input and output.

Doughty and Pica (1986) report their findings of the study that was conducted to find out the effects of task type and participation pattern on language classroom interaction. "Information gap" is defined as "the existence of a lack of information among participants working on a common problem" and "two-way information gap tasks" are defined as "those tasks which require the exchange of information among all participants, each of whom possesses some piece of information not known to, but needed by, all other participants to solve the problem" (p. 307). According to Long (1981) information exchange tasks that are characteristic of the communicative approach facilitate language acquisition since they "promote optimal conditions for students to adjust their input to each other's levels of comprehension" (Doughty and Pica, p. 307). The results of the study show that two-way information gap activities lead to a great deal of modification in the classroom. Doughty and Pica underline the fact that the teacher must plan group interaction very carefully so that two-way information gap tasks may lead to effective information exchange.

Another important factor that contributes to the effective exchange of information in class is

"motivation." A study done by Strong (1984) examines the relationship between the second language proficiency level of Spanish kindergartners and integrative motivation in the second language environment. The findings of the study do not support the idea that integrative motivation enhances language acquisition. The fast learners appeared to progress without identifying themselves with Anglo children. Furthermore, those who tended to play with Anglo children did not seem to develop their linguistic/communicative competence. However, the children who were fluent in English tended to associate with Anglo children. Therefore, Strong suggests that "integrative motivation does not play the same role in the second language learning of young children that it might for adults" (p. 11). However, the studies done by Gardner and Lambert (1959) showed that oral language performance of high school students who were learning French correlated with integrative motivation. In addition to this, Lukmani (1972) found that integrative and instrumental motivations were related to each other and to EFL/ESL learning. He also found that in India, instrumental motivation was related to achievement of language proficiency more than integrative motivation did.

The studies mentioned so far shed light on the methodology, teaching strategies, techniques and psychological factors that play an important role in

language teaching. The literature review on the classroom-centered research will throw light on the role that observation and reflection play in classroom-oriented research.

#### 2.4 Classroom-Action Research

Allwright (1983) defines classroom research as "research that treats the language classroom not just as the setting for investigation but, more importantly, as the object of investigation" (p. 191). Second language classroom research concentrates on the direct observation of what takes place in a classroom and on the factors that determine the rate and quality of second/foreign language acquisition.

Gaies (1983) examines recent studies that attempted to characterize second language teaching. His study aims to specify what is common to second language teaching and to identify the factors that play an important role in changing the classroom activities from one classroom setting to the other. Furthermore, his study emphasizes that since researchers have started to concentrate on the nature of interaction between native speakers and second language learners, the studies of patterns of participation by Seliger (1977), Sato (1981), and Schinke (1981) throw considerable light on the actual nature of the second language experience.

Wilson in "The Use of Ethnographic Techniques in Educational Research" (1977), describes the ethnographic rationale and research process. Ethnographic methods are very useful since researchers can collect certain important kinds of data. According to Wilson, "some researchers claim that these anthropological techniques may gather information about human behavior that it is impossible to obtain by the more quantitative methods" (pp. 246-47). Wilson points out that researchers attempt to discover what the "meaning structures" that determine human behavior are, how they develop, and how they influence human behavior. Wilson indicates that ethnography "is based on the assumption that what people say and do is consciously and unconsciously shaped by the social situation" (p. 254). So the researcher should be very thorough in collecting the data. This is the major means for finding out what the specific meaning and behavior patterns are. Wilson summarizes relevant kinds of data as follows:

1. Form and content of verbal interaction between participants
2. Form and content of verbal interaction with the researcher
3. Nonverbal behavior
4. Patterns of action and nonaction
5. Traces, archival records, artifacts, documents. (p. 255)

Wilson (1977) emphasizes that since ethnographic research is a systematic research process, the researcher should carefully plan the forms of data he will gather, the settings where he will gather the

data, the participants with whom he will be interacting, and the specific questions he will ask. Wilson suggests that educational research will be "considerably enriched" as qualitative and quantitative researchers "integrate their approaches (p. 263).

## 2.5 Conclusion

In this chapter the professional literature on sociolinguistics, teaching approaches and on classroom-centered research was reviewed. However, the studies mentioned are only those of a representational sample of the professional researchers and scholars in these fields. All the studies and reference books cited led to the design of this research study to find out what the influence of using different teaching approaches is on student motivation, participation, interaction and communication.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

It is assumed in this study that EFL learners can benefit from a function-based Communicative Approach and will be motivated so much so that they will be able to distinguish between various functions of structures under different contexts more than they do from a course which is based on drills as in a function-based Structural Approach. This chapter explains the methodological procedure followed to obtain data for this study. Some previous discussions on sociolinguistics in language teaching have shown that communicative competence plays an important role in language acquisition and communication in the target language is encouraged when situational and communicative language teaching are employed. Some discussions on language teaching throw light on communicative methodology, teaching strategies, techniques and psychological factors that are the integral components of effective teaching/learning process, as presented in Chapter 2. And finally, discussions on classroom-centered research point to the importance of the direct observation of what takes place in a classroom and on the factors that determine the rate and quality of language learning (Allwright, 1983).



This thesis aimed to find out the influence of the use of two different teaching approaches (functional-notional syllabus-based Structural Approach versus functional-notional syllabus-based Communicative Approach) on student motivation, peer interaction, student communication and participation in classroom discussions. The assumption behind this research is that EFL learners benefit from a function-based Communicative Approach so much so that they are motivated to the highest degree to interact with each other, to communicate with each other and with the teacher, and to participate in discussions more than they do in the lessons based on a Structural Approach.

### 3.2 Subjects

Fourteen students volunteered for the practice courses (see section 3.3) designed by the researcher (nine female and six male). Students volunteered for the courses because they wanted to practice speaking English. However, three students (two female and one male) dropped out when the first five weeks were over. While sex and nationality were not used in the selection procedure, the ratio of male to female and among the various nationality groups is representative of our student enrollment at the faculty. These students were upper-intermediate level students who were studying in the Departments of English Language and Literature and American Culture and Literature at

Ankara University in Turkey. All of the students were repeat students who were taking the first year courses for the second time. At the time of the study, these students were taking an eight-hour English grammar and composition class, a five-hour translation class, and a four-hour textual analysis class each week. The students came from a variety of social and educational backgrounds: TED Ankara College, Yukselis College, Izmir American College, and Ataturk Anadolu High School. Their ages ranged from 18 to 33. All of the students were aware that they were participating in a study. However, they were only informed that the aim of the study was to provide them with the opportunity to practice their language and to observe under which circumstances they feel better, communicate and interact more while practising the language.

### 3.3 Treatment

During the research, structure-based and communication-based courses were taught by the teacher/researcher for a ten-week period of time. The students attended one class a week for two hours. In the practice course, the students practiced familiar grammar structures. However, they practiced the structures within a functional-notional framework, which was new for them.

In both courses, all four skills were employed. During the structure-based course, the emphasis was on

practicing the language structures. On the other hand, during the communicative course, the main focus was on communication not on the language structures.

A total of 90 minutes was planned for all the sessions. However, if the lesson/discussion was not over, the teacher continued the lesson until the discussions were over.

### 3.3.1 The Structural Approach

During the first five weeks, a functional-notional syllabus-based course was designed and taught, employing the Structural Approach. This course aimed to teach functional language in a meaningful context but did not include communicative activities. In other words, the students had a chance to interact with each other but they did not communicate in a real sense. The students interacted in chain drills and took roles while practicing the dialogs but did not use their language as a tool to complete a task.

The objectives of the structurally taught lessons were to teach the structures of language within a functional and notional framework. Therefore, a functional-notional syllabus was used for the lessons.

The drills that were used in this approach were "meaningful". The practice activities were both guided and controlled but free practice did not take place. In the controlled practice stage, the students

dealt with mechanical drills. For instance, the students were provided with a sample dialog and with some prompts. They were asked to re-write the dialog by substituting the prompts for the words and phrases underlined in the dialog (see Appendix A). The guided practice enabled the students to practice "meaningful" drills. That is to say, they were given certain phrases to complete as they like.

The main focus of the lessons was practicing functional-notional structures rather than communicating using these structures. The major functions for which students learned grammar were:

1. Asking about thoughts and feelings.
2. Making suggestions and giving advice, expressing enthusiasm, and persuading.
3. Getting people to do things: requesting, attracting attention, agreeing and refusing.
4. Offering to do something, asking for permission, giving reasons.
5. Talking about similarities.

In the structure-based lessons, as a warm up activity, the teacher asked the students several questions to activate their background knowledge about the topic. Moreover, she wanted to elicit certain words and phrases that are used under certain circumstances. After getting a certain amount of student response, the teacher introduced the topic, telling the students what they would learn. Then the

teacher distributed a handout on which the students read a dialog. The students read the dialog in pairs. In these dialogs certain functions and notions were available for the students to learn and practice. Then they underlined the functions. As the next step, the teacher asked some questions about the dialog. She asked them to think of personal experiences which were similar to the one they just read about. Then the teacher wanted them to find the functions in the dialog that were introduced in the introduction stage and wanted them to tell her when and where they are used. For example, she asked how they would invite their friends/teacher to dinner. Then the students were asked to read the dialog aloud.

Then the teacher distributed a set of handouts (see Appendix A) on which they were asked to read various functions and notions of language (see section 1.5.1) along with their explanations that would help them understand when and where they are used. Then the teacher gave them another set of handouts (see Appendix A) on which the students practiced various drills. These handouts contained controlled and guided exercises and mechanical drills. Through guided practice, the students found the opportunity to use the language they just practiced in a semi-controlled way. For instance, they were assigned to list the things they wanted to do during the class hour but they were warned that the teacher could ask

them to explain why they wanted to do those particular things. Thus, the students could use the language while interacting with the teacher. All the subjects had to do one of the exercises individually and orally.

At the end of the lesson, the teacher asked them what they had learned in the lesson and what the main focus of the lesson was. The teacher also suggested homework activities (see Appendix B for a sample lesson.) All of the lessons followed a similar format.

The textbooks used by the teacher were Reply Requested (Yorkey, 1981), Functions of American English (Jones & von Baeyer, 1983), Fitting In (Coffey, 1983), Express Ways (Molinsky & Bliss, 1986), Off-Stage (Case & Wilson, 1986), and Functions (Matreyek, 1983). The teacher used the relevant units of these books to provide material for study and exercise.

### 3.3.2 The Communicative Approach

During the second five weeks, a functional-notional syllabus-based course was designed and taught, employing the Communicative Approach. This course aimed to teach functional language in a communicative context, that is, through interaction and communication. The students interacted with each other and participated in class discussions, thereby

negotiating meaning, i.e., meaning was created in interaction with others.

The objectives of the communicatively taught lessons were to give the students an opportunity to use functional-notional language in a meaningful context, while negotiating meaning and thus communicating in the real sense.

The communication-based lessons followed the same instructional procedures but included different types of activities all of which required some kind of task completion. As a first step, the teacher introduced the lesson. While introducing the lesson, she asked some questions to familiarize the students with the topic. Then she introduced the topic. After this introduction she set a purpose. In one of the lessons she divided the class into three competitive groups and wanted them to choose six people out of fifteen who could start a new life on a planet where there was no life. These three groups were asked to discuss among themselves to decide on the six people and then would persuade others that their choices were the best ones. If they were to fail then they would agree with the other group members. Thus, the students had a purpose to discuss and persuade one another. After the discussion, the teacher distributed a handout on which various different structures of persuasion, agreement and disagreement were written. As the last

step, they all discussed what they learned in that lesson.

The drills that were used in this approach were "free" (open-ended). In this stage, the students talked among themselves to complete a task and play various language games. For instance, in one of the games, one student left the class while the others decided on a predicament such as: being caught asleep in class. When the student returned, he asked others, in turn, "What would you do?" (or " what would you have done?"). Each response was brief and original. They did not want to give much away. Then the student tried to guess what the predicament was (Steinberg, 1983). This practice enabled the students to use language in a meaningful context to complete a task. In other words, the main focus of these lessons was communicating using the functions and notions of language. The major functions learned in these lessons were:

1. Hesitating, preventing interruptions, and interrupting politely (conversation techniques).
2. Telling a story: handling dialogue, controlling a narrative (narrative techniques).
3. Expressing opinions, starting an argument, supporting the argument, taking part in a conversation/discussion.
4. Making sure someone knows what he is talking about.



5. Writing on a given topic: writing about their own experiences and working from previously learned functions; doing exercises on how to write topic sentences, how to support ideas and how to use connecting words and phrases.

These functions were determined by the activities and materials the teacher/researcher chose. She thought these functions would help students in class discussions and written assignments in their first year courses.

In the communication-based lessons, the teacher introduced the topic, setting the task, and formed groups of three to work together. If it was a speaking lesson, they discussed in groups to formulate ideas and then discussed among groups to persuade the members of the other groups (See Appendix C for a sample speaking lesson plan). If it was a listening lesson, they listened to a dialog and worked in groups, interacting with each other, to do pre-, during and post-listening activities. If it was a writing lesson, they listened to a piece of music and, working in groups to negotiate meaning, they wrote two paragraphs. In the first paragraph they wrote the story of the song. In the second paragraph, they agreed or disagreed with the singer's beliefs. If it was a reading lesson, the class was divided into three groups. Each group read a different jigsaw text. The

texts given included different kinds of information on the same topic. Then they had jigsaw tasks to complete. When they read the text once again, they tried to complete the jigsaw tasks. While doing this activity, they discussed it within their own group. They did not talk to students from other groups at this stage. At the class discussion stage, the students asked each other questions about the different texts and put together the pieces of the jigsaw (Geddes & Sturtridge, 1982). During these activities they used functions and notions of language.

The books the teacher used were *Reading Links* (Geddes & Sturtridge, 1982), and *Games Language People Play* (Steinberg, 1983). The teacher used the relevant units of these books to provide material for study and exercise.

### 3.4 Data Collection Procedures and Materials

The data were collected by means of four data collection instruments: a checklist that measures motivation, two sets of questionnaires, the teacher's anecdotal notes and the students' journals based on their introspection. The teacher/researcher used the following data collection procedures for each instrument.

### 3.4.1 Checklist

The checklist (Richards & Nunan, 1990) was used to observe the students' motivation during the teaching periods (see Appendix D). There are thirteen categories included in the checklist. These options are thought to be useful in observing the students' motivation in class. The checklist is divided into two parts:

1. Motivational analysis of the tasks and activities
2. Teacher's attempts to stimulate students' motivation to learn.

In the first part, the main objects of focus are whether the activities provide active response for the students, consist of gamelike features that may attract the students' attention, involve fantasy elements and provide peer interaction. The second part of the checklist concentrates on the teacher and the way she makes the lesson interesting, such as whether the teacher makes the task interesting or whether she creates suspense or curiosity.

Part A of the checklist was used during the class period by the teacher/researcher to observe the students' motivation while she was teaching and, Part B, after the lesson was over to evaluate whether she as the teacher attracted the students' attention and motivated them.

### 3.4.2 Questionnaires

Both of the questionnaires were developed by the researcher. Questionnaires (see Appendix E) were given to students to gather their comments and evaluations of the classes based on the Structural and Communicative Approaches.

The first questionnaire was given to the students when five weeks of function-based structural teaching ended. The main aim of the questionnaire was to learn the students' impressions of and reactions towards the activities that were mainly drill-based. There were nine items in the questionnaire which were scaled from one to five, and the students were required to mark the number according to the degree of agreement, (1) if they strongly agreed and (5) if they strongly disagreed. The statements in the questionnaire aimed to find out if they enjoyed the lessons, whether they wanted to participate in the class discussions more than they usually do, and whether they could interact with each other and found this helpful. In the second and third parts of the questionnaire, they were asked two open-ended questions. They were required to list five things that they found useful/did not find useful during the classes so that they wanted to participate in class discussions. In other words, they were asked to write their positive and negative attitudes towards the lessons.

The second questionnaire was given to the students after the next five weeks of function-based communicative teaching ended. The questionnaire was composed of the same questions. The main aim of giving this questionnaire was to make the students reflect on their new experience and give their comments on the classes based on Communicative Approach. In this way, students could compare and contrast two different kinds of activities they were provided with during the two kinds of practice sessions.

#### 3.4.3 Anecdotal Notes

During the ten-week teaching period, the teacher/researcher took down anecdotal notes. These notes were taken during the class hours, while students were busy with the activities and immediately after class. She was mainly concerned with student interaction, communication and participation in classroom-discussions. Classroom participation charts were drawn only for the structure-based lessons because the students were asked questions during these lessons and their responses were counted. The student responses to the teacher's questions were tabulated for each student because the teacher aimed to get a pattern of interaction and participation in her observations. In the communication-based lessons the students worked in groups and when they discussed a topic among groups,

they elected a spokesman. Therefore, for those lessons the teacher only took down notes.

Moreover, the teacher recorded when and why a student responded or did not want to respond or when and why a student wanted to role-play and when he did not want to. The researcher was concerned with the language they used while talking among themselves and whether they seemed to enjoy peer interaction. In addition, the researcher observed at which stages the students made more mistakes and when they felt more comfortable and confident.

#### 3.4.5 Student Journals

The students were asked to keep journals in which they wrote their experiences related to the classes they took. They were asked to talk about why they did not want to participate in class discussions, under which circumstances they felt comfortable and confident and under which circumstances they felt nervous. They were asked to evaluate the lessons, talk about the activities they found useful and helpful and vice versa. In other words, they were asked to keep journals using introspection.

#### 3.5 Variables

Dependent Variables: Student motivation, interaction, communication, and participation in class discussions.

Independent Variables: Two different teaching approaches, the Structural Approach and the Communicative Approach, both using a functional-notional syllabus.

It was hypothesized that EFL/ESL students perform better, use their language for a purpose to achieve real communication, feel comfortable and secure and get motivated to the highest degree when they are provided with situational/communicative teaching in a true-to-life situations, games and fantasy.

### 3.6 Analytical Procedure

While conducting the research, a variety of data was collected. The information collected was analyzed and organized into findings. The data were analyzed in four steps. First, the results of checklists designed to observe student motivation in lessons taught with the two approaches were analyzed. The researcher compared the results of the checklists to see under which circumstances the students were motivated more. Second, students' responses to the questionnaires were analyzed and compared. The main aim was to learn their reactions towards these two approaches according to a rating scale. As a third step, the researcher's anecdotal observations were analyzed to learn why different patterns of behavior and reactions occurred and especially under which circumstances. And as a last step, students' views of

their own experiences in the two courses were analyzed.

While discussing the results, the findings were grouped for each approach according to the four variables, namely, motivation, interaction, participation and communication.



## CHAPTER 4

### ANALYSIS OF THE DATA

#### 4.1 Introduction

The concern of this thesis was to find out the influence of using different teaching approaches (function-based Structural Approach versus function-based Communicative Approach) on student motivation, participation, interaction, and communication in the EFL classroom. In this study it was hypothesized that EFL learners would become motivated and benefit from a Communicative Approach because it enables the students to make use of what they know in life-like situations, to actively participate in their learning process and to be creative with what they know more than they do from a Structural Approach.

Fourteen students volunteered to take part in two different courses designed by the researcher. During the research, structure-based and communication-based courses were taught by the researcher. Both courses taught functions and the structures that were associated with them. During the research, checklists were used to observe the students, questionnaires were administered, anecdotal notes were taken by the researcher, and students were asked to keep journals.

The data were analyzed in four steps. First, the results of checklists, which were designed to observe student motivation during the lessons, were analyzed

and compared. The researcher compared the results of the checklists to see under which circumstances the students were motivated more. Second, students' responses to the questionnaires were analyzed and compared. The main aim was to learn their reactions towards these two approaches according to a rating scale. As a third step, the researcher's anecdotal observations were analyzed to learn why different patterns of behavior and reactions occurred and especially under which circumstances they participated most. Fourth, from student journals students' views of their own experiences in the two courses were analyzed. Finally, patterns of behavior regarding interaction, participation, communication and motivation during the two approaches were identified.

#### 4.2 Checklist Analysis

During the teaching process for both approaches the teacher/researcher used checklists (see Appendix D) to see whether the students were motivated by means of the activities the teacher chose for them and whether the teacher could motivate them herself.

##### 4.2.1 Structure-based Approach

The first section of the checklist analyzed the tasks and activities according to their level of motivation. As Table 4.1 (section A) indicates all the lessons motivated most of the students so that

they could respond actively in every lesson. In all the lessons the students got immediate feedback from the teacher. However, none of the tasks included gamelike features. In only one lesson out of five the students needed to complete a task. In three lessons the tasks involved fantasy or simulation elements that engaged the students' emotions. Four structure-based lessons out of five gave the students an opportunity to interact with each other.

The second section of the checklist analyzed the teacher's attempts to stimulate students' motivation to learn (see Table 4.1, section B). The teacher introduced the lessons in such a way as to arouse interest. However, since the nature of the activities, which were based on drill practice, was not interesting to the students, she could not make the tasks interesting in three out of five lessons. In none of these lessons could she create curiosity or suspense. However, she could make abstract content more personal, concrete or familiar in all of the lessons by asking questions to activate their background knowledge. In three of the lessons (lessons 1, 4, 5) the teacher induced students to generate their own motivation to learn. In all the lessons the teacher stated learning objectives and provided opportunities for them to respond and get feedback. The teacher modelled task-related thinking and problem solving in two lessons since she thought

that the tasks chosen might present difficulty to the students. In all the lessons the teacher engaged the students' interest fairly quickly, chose topics of interest and topics that were appropriate to their needs, she built up the students' motivation during the introduction. The activities required no setting of purpose. She kept the motivation of the students at a high level by using their interests as a starting point. The teacher did not use group work in many phases of the lessons but in one lesson she let them work in pairs.

Table 4.1  
Results of Analysis of Checklist for Structure-based Lessons: Tasks, Activities and Teacher's Attempts to Stimulate Students' Motivation

Item number in Checklist	Lesson Number				
	1	2	3	4	5
A. Active response	+	+	+	+	+
Immediate feedback	+	+	+	+	+
Gamelike features	-	-	-	-	-
Task completion	-	-	-	+	-
Fantasy	-	-	+	+	+
Interaction	-	+	+	+	+
B. Interesting tasks	+	-	-	+	+
Curiosity/suspense	-	-	-	-	-
Familiar content	+	+	+	+	+
Inducing motivation	+	-	-	+	+
Providing objectives	+	+	+	+	+
Student response	+	+	+	+	+
Task-related thinking	+	+	-	-	-
Engaging interest	+	+	+	+	+
Appropriate topics	+	+	+	+	+
Motivation/purpose	+	+	+	+	+
High motivation	+	+	+	+	+
Group work	-	-	-	-	-

+ done

- not done

#### 4.2.2 Communication-based Approach

For communication-based lessons the results of the first section of the checklist are shown in Table 4.2 (A). All the lessons provided opportunities for active response and students got immediate feedback in the lessons. In all the lessons students were provided with gamelike features in the activities given. In four out of five lessons students were given a task to complete. In all the lessons the tasks or activities involved fantasy or simulation elements that engaged the students' emotions or allowed them to experience events vicariously. The students worked in pairs or in groups in all the lessons.

The results of the second section of the checklist (see Table 4.2, section B) reveal that in all the lessons the teacher made the tasks interesting and made abstract content more personal or familiar by asking questions about the topic which eventually led to small discussions. In all the lessons the teacher provided opportunities for students to respond and get feedback, she modelled task-related thinking and problem solving, she chose a topic appropriate to the students' needs, she built up the students' motivation and purpose during the introduction, she could keep the motivation of the students at a high level by using their interests as a starting point, she used pair and group work in many phases of the lessons.

However, only in one out of five lessons did the teacher create curiosity or suspense due to the nature of the activity. In this lesson the students listened to a conversation in three steps through which the teacher aroused curiosity because they were asked to guess what the clues meant, how they would link them and what would happen in the end.

Table 4.2  
Results of Analysis of Checklist for Communication-based Lessons: Tasks, Activities and Teacher's Attempts to Stimulate Students' Motivation

Item Number in Checklist	Lesson Number				
	1	2	3	4	5
A. Active response	+	+	+	+	+
Immediate feedback	+	+	+	+	+
Gamelike features	+	+	+	+	+
Task completion	-	+	+	+	+
Fantasy	+	+	+	+	+
Interaction	+	+	+	+	+
B. Interesting tasks	+	+	+	+	+
Curiosity/suspense	-	+	-	-	-
Familiar content	+	+	+	+	+
Inducing motivation	-	+	+	+	+
Providing objectives	+	+	+	-	-
Student response	+	+	+	+	+
Task-related thinking	+	+	+	+	+
Engaging interest	-	+	-	+	+
Appropriate topics	+	+	+	+	+
Motivation/purpose	+	+	+	+	+
High motivation	+	+	+	+	+
Group work	+	+	+	+	+

+ done

- not done

#### 4.2.3 Comparison of Two Approaches

When these two tables were compared it was seen that the activities in the communication-based lessons included more gamelike features, task completion, fantasy elements and group work which motivated the students more than the tasks and activities in the structure-based lessons. As the analysis of checklist indicates, the tasks in the communicative lessons were motivating in nature, so the teacher found it easier to make the tasks interesting than she did in the structure-based lessons. In the structure-based lessons the students found the directions or activities hard to understand so the teacher had to state the learning objectives more than she did in the communication-based lessons because the students found it easier to deal with language games than isolated linguistic items. Since the activities varied in nature in the communication-based lessons, the teacher had to model task-related thinking in these lessons. That is, since the teacher provided the students with activities in which they had to complete tasks, she had to work through examples to clarify what was to be done.

As the activities were motivating in the communication-based lessons, the teacher did not need to engage the students' motivation because they were already motivated. For instance, when the teacher set the task and said that they would work in groups to

rescue 6 people out of 15, while persuading the members of the other groups, they liked the task and group work to the highest degree. However, in the structure-based lessons the teacher had to motivate the students. For instance, during the introduction stage of the three lessons, she felt she had to present the topic in such a way that the students would be very eager to answer the teacher questions and would find the lesson interesting. In the communication-based lessons students had the opportunity to work in pairs and in groups to exchange ideas and information and thus were highly motivated.

#### 4.3 Student-Questionnaire Analysis

The questionnaire (see Appendix E) was administered to the students after each five-week teaching period. It was designed to determine the students' attitudes and feelings. The first nine questions required a rating from one (always) to five (never), indicating how frequently the statement applied to them. To analyze the responses, the ratings were recategorized. A rating of 1 and 2 indicates a positive attitude; a rating of 4 and 5 indicates a negative attitude. A rating of 3 indicates that a positive attitude occurred half of the time.

The last two questions in the questionnaire were open-ended. In the first question the students were



asked to list five things that they found useful during the classes so that they could participate in class discussions and enjoy the lesson. In the second question they were asked to list five things that they did not find useful during the classes and prevented them from participating in class discussions and enjoying the lesson. To analyze the open-ended questions, the teacher/researcher listed what the students said and counted how many students made each statement.

#### 4.3.1 Structure-based Approach

In Table 4.3 responses of fourteen students are given. As can be seen from the table, 13 students (93%) out of 14 felt positively about the lessons in general and none felt negatively. While 9 students (64%) felt positively about participating in the lessons, 5 (36%) half of the time wanted to participate in class discussions. Seven students (50%) felt positively about interacting with each other whereas 5 of them (36%) felt that they had the opportunity to interact with their friends half of the time. Only 2 students (14%) felt negatively about interacting with their friends. Eight students (57%) felt positively about feeling comfortable and confident during class discussions while 2 (14%) felt negatively and 4 (29) half of the time felt so. Nine students (64%) felt positively that the functions they

learned helped improve their English and therefore they used English more easily to express their views and feelings while 4 (29%) half of the time felt this way and 1 (7%) felt negatively. None of the students "always" felt tense and nervous while participating in group discussions whereas 1 of them (7%) "often," 3 of them (22%) "half of the time" and 4 of them (29%) "occasionally" felt so. Ten students (71) felt positively about participating in discussions to express their feelings because the teacher used their interests as a starting point. However, 3 students (22%) half of the time felt this way and 1 (7%) felt negatively. While 3 students (50%) felt that the teacher should have given them more opportunities to speak with their friends in class discussions, 3 students (22%) half of the time felt this way and 8 of them (57%) did not feel this way at all. Eleven students (79%) felt positively about peer interaction while 2 (14%) half of the time felt so and 1 (7%) felt negatively.

Table 4.3  
Frequency and Percentage of Students' Responses to  
the Questionnaire for Structure-based Lessons (n=14)

Rating: Degree of Agreement					
Item Number	1	2	3	4	5
1	4 (29%)	9 (64%)	1 ( 7%)	0 ( 0%)	0 ( 0%)
2	8 (57%)	1 ( 7%)	5 (36%)	0 ( 0%)	0 ( 0%)
3	1 ( 7%)	6 (43%)	5 (36%)	1 ( 7%)	1 ( 7%)
4	4 (29%)	4 (29%)	4 (29%)	1 ( 7%)	1 ( 7%)
5	6 (43%)	3 (21%)	4 (29%)	1 ( 7%)	0 ( 0%)
6	0 ( 0%)	1 ( 7%)	3 (21%)	4 (29%)	6 (43%)
7	3 (21%)	7 (50%)	3 (21%)	1 ( 7%)	0 ( 0%)
8	1 ( 7%)	2 (14%)	3 (21%)	3 (21%)	5 (36%)
9	6 (43%)	5 (36%)	2 (14%)	1 ( 7%)	0 ( 0%)

1 always 2 often 3 half of the time 4 occasionally 5 never

Questionnaire Items:

1. I enjoyed the lessons.
2. I wanted to participate in class discussions more than I usually do.
3. The activities gave me the opportunity to interact with my friends.
4. I felt comfortable and confident during class discussions.
5. The functions we learned helped improve my English. So I used English more easily to express my views and feelings.
6. I felt tense and nervous while participating in group discussions.
7. The teacher used our interests as a starting point. So I wanted to participate in discussions to express my feelings.
8. I felt the teacher should have given me more opportunities to speak with my friends in class discussions.
9. I found peer interaction useful and enjoyed it.

For the open-ended questions all the students indicated that they liked to study dialogs and to study in a small class of fourteen. All of them found the topics chosen were interesting to study and they thought the lesson period was not too long. They liked the listening activities, the way they used the structures to formulate a dialog while practicing, and learning the functions along with the situations in

which they were used. They thought they learned many new words. Moreover, they believed that it was very useful for them to learn the difference between formal and informal language. Most of them (more than 7) liked peer interaction, discussions, and talking with the teacher about what they learned that day. All of them said they liked the sincere and friendly atmosphere in the classroom, the teacher's approach to them, the fact that they learned structures that were used daily, and the teacher's encouragement. They found it useful to hear native speakers on the cassettes. Most of them liked the way they had to talk in class, and the way they all had turns. In addition, all enjoyed peer work. They felt more productive and comfortable when the subjects were interesting and met their needs. They thought that the material selected was at their proficiency level. They found the topics and structures useful because they helped them express their feelings. Moreover, they believed that since their peers were almost at the same level, they felt more comfortable. One of the students mentioned that he participated in all the discussions (at this stage question-answer only), improved his English, expressed his feelings easily, got enough chances to speak and enjoyed peer interaction. He found all these very useful. They found it useful to practice drills. Finally, they felt that

the teacher and their friends took everything said in class seriously.

On the other hand, some of the students (less than 7) felt that the topics could have been different. They said they needed more discussions. Some of them felt some kind of anxiety due to making mistakes while speaking. They thought that when they came across unknown words they could not use them and this prevented them from speaking. Some of them mentioned that since they were not accustomed to speaking English, when they were asked something, they found it difficult to find the appropriate words and phrases to express themselves. One of the students regarded peer work as unnecessary because he felt that this prevented him from thinking in detail. Another student emphasized that when his friends took the floor and spoke before him, he did not want to speak any more. Still another student thought that they should have acted out the dialogs, practiced "more" daily English and discussed world problems, students' problems and news. Finally, one student thought that they needed to listen to music while working in class and did not like the way his friends spoke all at a time.

#### 4.3.2 Communication-based Approach

For the questionnaire given at the end of the Communication-based course responses of eleven

students are given in Table 4.4. Since 3 students dropped out, only 11 students answered the questionnaire. As can be seen from the table, all the students felt positively about the lessons in general and none felt negatively. Similarly, all the students felt positively about participating in the lessons. Eight students (73%) felt positively about interacting with each other whereas 2 of them (18%) half of the time felt this way. Eight students (73%) felt positively about feeling comfortable and confident during class discussions while 3 (27%) half of the time felt so. All the students felt positively that the functions they learned helped improve their English and therefore they used English more easily to express their views and feelings. Six students (55%) "never" felt tense and nervous while participating in group discussions whereas 2 of them (18%) "occasionally," 1 of them (9%) "half of the time" and 2 of them (18%) "always" felt so. Nine students (82%) felt positively about participating in discussions to express their feelings because the teacher used their interests as a starting point. However, 1 student (9%) half of the time felt this way and 1 (9%) felt negatively. While 4 students (36%) felt that the teacher should have given them more opportunities to speak with their friends in class discussions, 1 of them (9%) half of the time felt this way and 3 of them (27%) did not feel this way at all. Ten students

(91%) felt positively about peer interaction while 1 (9%) half of the time felt so.

Table 4.4  
Frequency and Percentage of Students' Responses to  
the Questionnaire for Communication-based Lessons  
(n=11)

Item Number	Rating: Degree of Agreement				
	1	2	3	4	5
1	6 (55%)	5 (45%)	0 (0%)	0 (0%)	0 (0%)
2	6 (55%)	5 (45%)	0 (0%)	0 (0%)	0 (0%)
3	6 (55%)	2 (18%)	2 (18%)	0 (0%)	0 (0%)
4	6 (55%)	2 (18%)	3 (27%)	0 (0%)	0 (0%)
5	9 (82%)	2 (18%)	0 (0%)	0 (0%)	0 (0%)
6	2 (18%)	0 (0%)	1 (9%)	2 (18%)	6 (55%)
7	4 (36%)	5 (45%)	1 (9%)	1 (9%)	0 (0%)
8	2 (18%)	2 (18%)	1 (9%)	3 (27%)	3 (27%)
9	9 (82%)	1 (9%)	1 (9%)	0 (0%)	0 (0%)

1 always 2 often 3 half of the time 4 occasionally 5 never

Questionnaire Items:

1. I enjoyed the lessons.
2. I wanted to participate in class discussions more than I usually do.
3. The activities gave me the opportunity to interact with my friends.
4. I felt comfortable and confident during class discussions.
5. The functions we learned helped improve my English. So I used English more easily to express my views and feelings.
6. I felt tense and nervous while participating in group discussions.
7. The teacher used our interests as a starting point. So I wanted to participate in discussions to express my feelings.
8. I felt the teacher should have given me more opportunities to speak with my friends in class discussions.
9. I found peer interaction useful and enjoyed it.

In answer to the open-ended questions, students found group work in the communication-based lessons very useful and they enjoyed it. They liked to listen to native speakers in dialogs. They found the subjects interesting, they liked the way the materials

were selected according to their levels, and the functions helped them express themselves easily. The fact that the class was even smaller because of drop outs made them feel better and they found more opportunity to speak in class. They thought that peer interaction and group discussions helped them speak more. Moreover, they liked the way the teacher asked discussion questions in the introductory stage. In addition, they liked to act out short plays and dialogs. They believed that they learned more new structures during the lessons. They said that the teacher used their interests to start discussions in class. They liked the topics because they were interesting and they liked the communicative activities that enabled them to interact with their friends. They thought that they dealt with daily language and topics. They found that the way the teacher let them discuss the topics or play games without any interruption was very useful. Besides, they added that they liked the way the teacher helped them whenever they needed a word or phrase or whenever they needed the topic to be clarified.

The students thought that the time period for the lessons should have been longer. One student complained about their lack of self-confidence and he wished they had practiced drills more. These were the only comments written as the response for the second question.



#### 4.3.3 Comparison of Two Approaches

In Table 4.5 the results of the two questionnaires were compared in terms of percentages. As indicated in the table, the students enjoyed communication-based lessons more than they enjoyed structure-based lessons (55% vs 29%). In both lessons they wanted to participate in class discussions equally (57% vs 55%). However, the communicative activities gave them more opportunity to interact with their friends (7% vs 55%). In the communication-based lessons they felt more comfortable and confident during class discussions (29% vs 55%). In the communication-based lessons they could use the structures and functions they learned more easily (43% vs 82%). However, in these lessons 18% of the students "always" felt tense and nervous during the speaking activities while in the structure-based activities none of the students always felt like this. On the other hand, in the communication-based lessons 55% of the students "never" felt tense and nervous, while 43% of the students in the structure-based lessons "never" felt tense and nervous. In the communication-based lessons 82% of the students felt that the teacher "always"/"often" used their interests as a starting point so that they wanted to participate in discussions while in the structure-based lessons 71% of the students felt like this. In the structure-based lessons 63% of the students (7% of the students

"always," 14% "often," 21% "half of the time," and 21% "occasionally") felt that the teacher should have given them more opportunities to speak; 36% of them "never" felt like this. On the other hand, in the communication-based lessons 92% of the students (18% of the students "always," 18% of them "often," 9% "half of the time," and 27% "occasionally") felt like this; only 27% of the students "never" needed more opportunities to speak. In the structure-based lessons 43% of the students "always" enjoyed the lessons while in the communication-based lessons 82% of them "always" enjoyed the lessons.

**Table 4.5**  
**Percentages of Student Responses on Questionnaires**  
**Given at the End of Structure-based Lessons (SL) and**  
**Communication-based Lessons (CL)**

Item No	Degree of Agreement										
	1		2		3		4		5		
	SL	CL	SL	CL	SL	CL	SL	CL	SL	CL	
1	29	55	64	45	7	0	0	0	0	0	0
2	57	55	7	45	36	0	0	0	0	0	0
3	7	55	43	18	36	18	7	0	7	0	0
4	29	55	29	18	29	27	7	0	7	0	0
5	43	82	21	18	29	0	7	0	0	0	0
6	0	18	7	0	21	9	29	18	43	55	0
7	21	36	50	46	21	9	7	9	0	0	0
8	7	18	14	18	21	9	21	27	36	27	0
9	43	82	36	9	14	9	7	0	0	0	0

1 always 2 often 3 half of the time 4 occasionally 5 never

**Questionnaire Items:**

1. I enjoyed the lessons.
2. I wanted to participate in class discussions more than I usually do.
3. The activities gave me the opportunity to interact with my friends.

4. I felt comfortable and confident during class discussions.
5. The functions we learned helped improve my English. So I used English more easily to express my views and feelings.
6. I felt tense and nervous while participating in group discussions.
7. The teacher used our interests as a starting point. So I wanted to participate in discussions to express my feelings.
8. I felt the teacher should have given me more opportunities to speak with my friends in class discussions.
9. I found peer interaction useful and enjoyed it.

As can be seen from the analysis, the students enjoyed the communicative lessons in which they found more opportunity to interact with each other and participate in class discussions, felt comfortable and confident during the discussions, used English more easily to express themselves and found group work and peer interaction useful. However, some of the students felt tense and nervous during these lessons. This is because communicative activities require fluency in speaking skills and when the students felt that they did not know the appropriate linguistic structures to express themselves, they felt disturbed. Moreover, certain personality traits, such as extroversion/introversion, probably play an important role in students' participation preferences. If the student is an extrovert he feels more comfortable participating in class discussions than the one who is an introvert. Therefore, some students who took the communicative lessons wanted more opportunities to speak but felt tense and nervous.

#### 4.4 Analysis of the Teacher Journals

In order to analyze the teacher journals, the teacher/researcher divided her journal into two parts: her notes on student participation in the communicative lessons, and her notes on student behavior in general in both courses. While analyzing student participation, the teacher/researcher counted the answers the students gave for her questions and determined the participation percentage of the students. The notes on student behavior were compiled and organized by stages of the lesson.

##### 4.4.1 Student Participation in Structure-based Lessons

In the structure-based lessons the teacher asked questions and when the students answered her, she counted these answers. As indicated in Table 4.6 some students participated more than others. To determine the participation percentage, the highest number of turns taken in each lesson was used as the basis for that lesson. For instance, in the first lesson the highest rate of turns taken was ten. In order to determine the highest and lowest number of turns taken, the highest number was divided into two. For example, in the first lesson, the numbers below 5 were considered to indicate low participation and those above 5 high participation.

During the five week period eight students'

participation was high and 6 students' participation was low. Among the students with low participation, one of them answered only 1 question out of 54 (total turns for all lessons), two of them answered only 3, two of them answered only 5, and one of them answered only 2 questions. In general, these students' participation percentages varied between 0-40%. On the other hand, the students with high participation had participation percentages that varied between 40-100%.

Table 4.6  
Frequency and Percentage of Student Participation in  
the Structure-based Lessons (n=14)

	Lesson Number									
	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
1	9	90	5	50	7	87.5	5	50	16	100
2	2	20	0	0	7	87.5	7	70	9	56
3	0	0	1	10	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	3	19
5	7	70	7	70	5	63	7	70	15	94
6	7	70	5	50	5	63	10	100	11	69
7	1	10	0	0	1	13	0	0	3	19
8	2	20	1	10	-	-	-	-	2	13
9	9	90	7	70	7	87.5	9	90	10	63
10	2	20	10	100	6	75	5	50	14	87.5
11	0	0	0	0	3	38	0	0	0	0
12	1	10	1	10	0	0	0	0	-	-
13	4	40	6	60	8	100	5	5	15	94
14	10	100	6	60	7	87.5	10	100	-	-
HNTT*	10		10		8		10		16	

\*Highest number of turns taken

#### 4.4.2 Student Participation in Communication-based Lessons

In the communication-based lessons the students were asked to work in groups or pairs to fulfil tasks. It was observed that those students whose participation was low during the structure-based lessons contributed to group discussions in order to express their opinions and to persuade their group members in the communicative lessons. For instance, in a single lesson student number 8 (shown in table 4.6) took turns 3 times. Moreover, in the same lesson, student number 7 took one turn just after the role-play and said that she wanted to participate in the next role-play. Student number 12 did not contribute to the lesson at all. And student number 11 had already dropped out. During the following four classes these students' participation increased in group discussions. Moreover, they contributed to class discussions and supported the group spokesmen with their ideas. The teacher observed that they all seemed to enjoy what they did. The students who had high participation during the structure-based lessons seemed to participate at an equally high level. However, it was hard to determine a difference in their rate of participation because they were active during both lessons.

#### 4.4.3 Teacher's Introspection on Student Behavior in Structure-based Lessons

All the structure-based lessons followed the same teaching pattern. The data was analyzed by stages. The stages were: Introduction stage, controlled practice stage and guided practice stage.

The teacher asked warm-up questions in all the five classes in the introduction stage. She could not get any answers at first but later some of the students responded. It was observed that during the introduction stage the warm-up questions, which were relatively personal, motivated the students very much. However, only those students who had high participation percentage tended to answer those type of questions.

During the controlled practice stage which followed the dialogs read or listened to, students practiced the language items using certain mechanical drills. During this practice period they worked in pairs to fill in the blanks in a dialog. When they were asked to practice drills or read out loud the dialogs that were distributed, a few, whose participation percentage was high, tended to volunteer.

This stage was followed by the guided practice stage in which they practiced meaningful drills. For instance, they chose a topic from among the topics they were given and practiced the structures they had just learned orally or written. They were asked not

to refer back to the examples unless they needed. In this stage there were both student-student interaction and teacher-student interaction. In this stage the teacher observed that only the students who had high participation did not need to refer to examples they had. The others tended to use the examples to produce new utterances and still made mistakes. However, these students tended to correct their mistakes when they realized that they made a mistake. When they made mistakes, they felt uncomfortable whereas the students who had high participation percentage did not.

During both practice stages the teacher corrected student errors. It was observed that the students were embarrassed when they made mistakes. When the teacher directed questions individually to each of the students, they made mistakes although they had examples to refer back to. When the teacher asked questions without pointing to the students, only some of them volunteered to answer. When they worked in pairs they felt more confident and as pairs they volunteered to practice the drills more. In addition, they felt more confident as they kept on doing exercises.

When the lessons ended and the teacher asked them whether they enjoyed the lesson and whether they found the structures and drill practice useful, they said they did. They said they needed to memorize



them. They said they comprehended the dialogs fully and understood how to use various functions and where and when to use them. When they were asked whether they wanted to act out the dialogs without the text, 3 out of 14 said yes.

#### 4.4.4 Teacher's Introspection on the Student Behavior in Communication-based Lessons

In the communication-based lessons the students were provided with activities in which they had a task to complete. To complete this task they had to exchange ideas and communicate with one another. The teacher presented the topic and formed groups. Then she left them alone to work with each other. She helped them when they asked her help.

It was observed that all the students enjoyed the tasks very much. Since they were asked to focus on the content not on language, they switched back to Turkish whenever they felt that they could not express their feelings or ideas in English. The teacher walked around the class from group to group and listened to their discussions. When she left a group on its own, the students tended to speak Turkish. However, when they had to persuade the other group members, they used English. They were highly motivated when they competed with each other or when they had the chance to work co-operatively. They were motivated during competition activities to such

an extent that they did not want the teacher to participate in their discussions. Moreover, some of the students asked some unknown words to their friends not to the teacher. When the lesson ended, they said that they needed more time for their discussions. They added that they did not notice how fast time passed by.

After the lesson, the teacher asked them whether they enjoyed the lesson, they said they did very much. They said this was a new experience for them. They noticed that when they could not find the appropriate words and phrases they needed to use, they immediately switched back to Turkish. This helped them realize the linguistic areas they had to focus on. After the lesson the teacher distributed handouts which included functions they could use in different contexts. They said when they went back home with their friends, they gave these handouts to their friends and played the games which took hours to finish.

#### 4.5 Analysis of Student Journals

Students, who took the practice courses, kept journals in which they were asked to reflect on their own learning experiences. The data was categorized by type of comment. They mentioned when and why they wanted to participate in discussions, which activities they enjoyed, when they felt nervous and when they felt comfortable the most.

The extroverted/introverted students were identified by their amount of participation and by the comments they made in their journals. The introverted students tended to remain silent while their friends were speaking. They said that they were "introverted" because they blushed while speaking, they felt uncomfortable when they felt that they could not remember the structures and when they felt that they would make mistakes. These students preferred listening to their friends to speaking in the structure-based course while they were observed to discuss with their friends in their groups in the communicative course.

#### 4.5.1 Structure-based Lessons

Regarding participation in discussions, all the students found the topics very interesting although some of them wanted to work on more current issues such as problems of the university students and daily news. Almost all of the students found it very useful to answer questions which were asked during the introduction stage. They said these questions made them think before the subject was introduced. They liked the way every student had a chance to speak. But those students who tended to answer the teacher's questions thought that some of their friends should have spoken more to share their ideas with them. They

believed that they learned and practiced many new words and structures and functions.

All the students agreed that since the practice class was a small one, they enjoyed all the lessons. They liked the way they found an opportunity to practice their pronunciation especially after they heard native speakers speaking in dialogs. They found the exercises and the drills very useful. One student underlined that although the structures were not very difficult to learn, she learned all the structures but she had to write them down. The introverted students thought that dialogs and drill practice helped them overcome their difficulty of speaking in class. All the students liked the way they practiced daily English used in different contexts.

The introverted students said that they did not participate on purpose because they knew that they were introverted. They said, although with difficulty, they could answer the questions asked by the teacher. One of the students said she could "gather her courage" to speak only when she was asked to read the dialogs and she added that even this was an improvement for her. She suggested that the teacher give them more dialogs to practice. One of the introverted students said that since she enjoyed the lessons, she believed that the structures they learned would have long-lasting effects on her.

Most of the students complained in their journals about the fact that until that time they did not have any chance to practice English and this prevented them from answering the teacher's questions. These students did not want to speak because they said they always tried to monitor their speech in order not to make any mistakes. Some students thought that they would never be able to cope with the difficulties that arose during the learning process. Therefore, they said they needed to be encouraged by the teacher. They said that during their high school education they lacked self-confidence and they thought that these practice courses would provide them with the chance to regain their self-confidence.

Other students said that during these lessons while they were practicing certain structures, they found an opportunity to use some previously learned structures. Some of the students wanted the teacher to correct their mistakes. They also knew that speaking in class would help improve their language. One of the students said that he did not want to work on a written assignment. Instead, he said that he would rather speak and discuss with his friends. However, the structure-based lessons did not let them discuss and communicate.

The students liked listening to dialogs. One of the students said that when she decided to volunteer to take these practice courses, she did not want to

learn more about grammar but she wanted to be able to practice more. Therefore, she wanted the teacher to provide them with more opportunities to speak in class. Furthermore, they found it very useful to get handouts on which functions and structures are used in different contexts were written. One of the students compared these lessons with those which were normally taught and said that during these practice courses they did not learn grammar traditionally because they worked in a very friendly atmosphere.

Students thought that when they were asked to drill linguistic structures without referring to examples, they felt very nervous and uncomfortable. But when they had examples to look back to or when they felt that they memorized the structures, they felt much better. Moreover, they said that they enjoyed most when they were asked to write dialogs using prompts because they said they wanted to write funny dialogs. This amused them. Moreover, they thought that they benefited more from the lessons and felt comfortable since they did not need to prepare for an exam. This reduced their anxiety level and thus they benefited more.

#### 4.5.2 Communication-based Lessons

Although most of the students repeated what they said for the structure-based course all of them made new comments that they did not make for the structure-

based course. For instance, they emphasized that the topics selected by the teacher helped increase their amount of participation and they added that they noticed some improvement in their participation. They liked group practice very much. They said that discussing in groups and then discussing among groups helped them produce new ideas. They realized the active roles played by every member of the groups. They emphasized that this might help since this way those who did not want to speak in class were very much encouraged to share their ideas with the others.

Therefore, they said, they found the lessons in which they could co-operate to compete very enjoyable and useful. They also added that group work made them realize their mistakes. Some of the students said that these lessons were the best ones they have had since they derived the utmost pleasure out of them. However, when they were asked to work on a composition in groups, they said they did not enjoy it as much as they did the activities in which discussions and games took place. They found the process-writing activities very useful but not enjoyable. The students liked hearing a song and working on that song afterwards. Although they liked group work, some students noticed that some of their friends tended to dominate and speak more in class. One of the students said that although she did not like group work, she enjoyed those that took place in the practice courses. She

said she had the opportunity to see her weak points in language. They all liked role-plays. Some of them wanted to take part in a play that would be directed by the teacher. They liked the way they acted out short plays which required no preparation beforehand. They said that this kind of improvisation had advantages and disadvantages. Although they enjoyed this, they needed some more time to think in order not to make mistakes while speaking.

One of the students said that although she felt very nervous at the beginning of the classes, she felt more and more comfortable as time passed since there was a friendly atmosphere in the classroom. She added that speaking practice helped her a lot and although she knew that she made mistakes while speaking, she did not feel uncomfortable any more. They all agreed that they could learn more easily if they played games. One of the students said that they felt more comfortable and tended to participate more in the communication-based lessons while they were more reserved in the grammar-based lessons. She said that when the teacher focused on grammar, they monitored more and tried not to make mistakes.

In the two statements that the students made, which are not related to the categories of analysis, one student said that they used to speak only what was in the texts they were given in the grammar-based lessons while they started to think and speak



creatively in the communication-based lessons. Another student said that she liked these lessons because she learned how to dream in English through games; she started to think in English, she said. One student said that in order for them to learn a foreign language, a teacher should combine communication activities with grammar rules.

They thought that the teacher acted like a friend but not like an authority so they thought that this increased their participation. One of the most introverted students said that she found herself the most active in the last lesson due to group work.

#### 4.6 Discussion of Results

While discussing the results, the findings were grouped for each approach according to the four variables, namely motivation, interaction, participation in class discussions and communication. To observe motivation, checklists, questionnaires and teacher and student journals were used, to observe interaction, classroom participation and communication, teacher's anecdotal notes were used. (For analysis, see section 3.6)

##### 4.6.1 The Structural Approach

**Motivation:** The students were motivated when they had opportunities for active response, that is when the teacher gave all of them time to think and

answer the questions she asked. Moreover, they liked and needed immediate feedback. In addition, they were motivated when they realized that they would deal with an interesting and up-to-date topics. Besides, they liked the way the teacher activated their background knowledge and schema. Above all, when the students interacted with their friends, felt comfortable and confident, they were motivated.

Interaction: The students had the opportunity to interact with each other during the controlled and guided practice stages and with the teacher when she asked questions. The teacher/researcher observed that when they were in the controlled practice stage, they felt nervous while doing mechanical drills although they interacted with their peers. When they were in the guided practice stage, they felt relatively comfortable. Although they interacted with each other during these stages, the main factor that affected their psychology was that mechanical drills required automaticity and when they felt that they were not qualified to do the drills, they felt nervous. But when they had choices during the guided practice stage, they felt much better because they knew that they could choose one or the other. In this stage sometimes the peers were observed to help one another.

Participation: During the structure-based lessons, the students were not provided with topics of discussion. So, they did not participate in class

discussions. However, they answered teacher questions. During the teacher-question stage, students varied in terms of talk. Some students wanted to answer the questions, and some did not want to talk at all.

They interacted with their peers when the teacher wanted them to work in pairs to rewrite the dialogs or read out loud the dialogs using prompts. Therefore, all the students talked in class since each was asked to drill the structures in this way.

Communication: The structure-based lessons did not include game-like features and task completion that required communication. Instead, these lessons provided opportunities for the students to practice various linguistic structures and functions through drills. Therefore, they did not have to communicate with each other nor did they try.

#### 4.6.2 The Communicative Approach

Motivation: The students were fond of active response and immediate feedback. Besides, they liked game-like features and task-completion activities. In addition, they liked the way the communicative activities presented them with fantasy elements that engaged the students' emotions. Moreover, they were motivated when they both interacted and communicated with each other. They could participate in class discussions and they liked this very much. In other

words, they liked to express their ideas and feelings and to try to persuade others that their ideas were the best ones. When the teacher activated their background knowledge and schema, they were highly motivated. Since the teacher chose topics of interest, they were motivated in the communicative lessons. Above all, they were highly motivated when they worked in groups or in pairs to compete with the others.

Interaction: In the communication-based lessons, the students interacted with one another and with the teacher. They interacted with each other because they had a purpose and a task to complete. They interacted with the teacher because they needed clues to complete the tasks.

Participation: In the communicative lessons the teacher presented a topic for discussion. Therefore, the students could participate in class discussions to agree or disagree, and to persuade each other. Extroverted students had the chance to participate in class discussions and discussions that took place among groups while introverted students spoke with their friends within their groups. However, sometimes they participated in discussions that took place among groups.

Communication: The communicative lessons provided the students with pair-work and group-work. In other words, the communicative activities gave them

opportunities to work co-operatively to compete with their peers. Therefore, they communicated with one another to complete various tasks. They had a chance to express their emotions, ideas and beliefs in different ways since they had linguistic choices at their disposal.

#### 4.7 Conclusions

The data analysis showed that students enjoyed the communicative lessons more than they did the structure-based lessons. Checklist results and student responses to the questionnaires are strong evidences that the students enjoyed the communicative lessons in which they found more opportunity to interact with each other, participate in class discussions. They felt comfortable and confident during the discussions, used English more easily to express themselves and found peer interaction and group work useful. These findings are further supported by the teacher's introspective notes and the students' journals. The students wanted to work in co-operation to compete with others in a friendly atmosphere where they could use language free from any authoritative pressure. Although they knew that they needed to study grammar, they wanted to practice language through games. They liked the topics that led to discussions. They wanted to master the language to communicate in meaningful situations.

They did not want to monitor their speech whenever they spoke, and they felt that this was realized and they felt most confident and comfortable when they focused on the task not on the linguistic structures.

## CHAPTER 5

### CONCLUSIONS

#### 5.1 Introduction

##### 5.1.1 Review of the Study

The aim of this study was to study the difference between a function-based Structural Approach and a function-based Communicative Approach on student motivation, participation, interaction, and communication in an EFL classroom. It was hypothesized that EFL learners are motivated more when they learn language in a meaningful context through interaction and communication than when they learn linguistic structures through drills and practice.

This study was conducted at Ankara University in the Departments of American Culture and Literature and English Language and Literature. Fourteen students in the upper intermediate classes in these Departments volunteered for this study. During the research, structure-based and communication-based courses were taught by the teacher/researcher over a period of ten weeks. The structure-based course focused on teaching and practicing functions and related structures of English through drills and exercises while the communication-based course focused on teaching and practicing language in order to carry out functions in meaningful contexts. During the research, anecdotal notes were taken by the teacher/researcher, students

kept journals in which they reflected on their own learning experience, checklists were designed and used to identify student behavior which reflected their motivation and questionnaires were designed to observe student motivation. Student journals and anecdotal notes were used to assess classroom participation and peer interaction as well as communication in the classroom.

#### 5.1.2 Conclusions

Motivation: The analysis of the checklists showed that the students had many opportunities to respond actively in both type of courses. They got immediate feedback from the teacher equally in both types of courses. However, there were gamelike and task-based activities only in the communication-based courses. Moreover, although both types of courses provided peer-interaction, they worked in groups for communicative purposes in the communication-based courses. In these courses, the students found the activities more interesting, motivating and creative. Thus they were motivated more in the communication-based courses. Larsen-Freeman (1986) stresses the importance of motivation in the communicative approach and states that students will be motivated when they feel that they have a reason to use the language.

The analysis of the questionnaires confirmed that the students enjoyed communication-based lessons more



than they enjoyed structure-based lessons. However, in the communication-based lessons some students felt tense and nervous during the speaking activities while in the structure-based activities none of the students felt like this.

The analysis of the teacher journals showed that the students were motivated to the greatest extent when they were provided with activities in which they were given a purpose to use their language. In other words, they became motivated, participated and enjoyed the lessons more when they worked in co-operation to compete with the groups in class. They received this chance only in the communicative lessons.

The analysis of the student journals showed that they enjoyed the topics in both courses equally. They were happy to have a chance to practice English. They found a friendly atmosphere in which they could talk with their friends. Furthermore, they liked the way their teacher encouraged them to speak. Although they stated that, especially in the structure-based lessons, they needed teacher correction, they did not want to monitor their speech in the communicative lessons. In addition, they said that when they focused on the structures, they did not want to speak as much as they did in the communicative lessons. In these lessons they started to build self-confidence and this motivated them a lot.

Participation: The analysis of the questionnaires showed that in both lessons the students wanted to participate in class discussions. However, in the communication-based lessons they felt more comfortable and confident during class discussions. The students felt that the teacher used their interests as a starting point in the communication-based course and they wanted to participate in discussions more than they did in the structure-based course. In the communication-based lessons they could use the structures and functions they learned more easily; the students were observed to be less tense, more confident, and less monitoring in the communicative lessons. Therefore, they participated in class discussions more in the communication-based lessons. According to Finocchiaro and Brumfit (1983), it is assumed that "motivation will spring from an interest in what is being communicated by the language" (p. 93). During the communicative lessons, students interacted with each other in pair or group work. And content, function or meaning are thought to maintain interest of the students so that they become motivated and get involved in the effective learning process.

Interaction: In both courses the students interacted with each other. However, the communicative activities gave them more opportunity to interact with their friends. Moreover, in the

communicative activities they interacted with each other to complete a task. The results of the questionnaires, teacher and student journals showed that they liked peer interaction involving tasks because they felt comfortable and confident. They liked the way they supported their friends with their ideas, corrected written assignments of their friends and were corrected in return. This co-operation gave them not only pleasure but reduced their levels of anxiety. According to Larsen-Freeman (1986), students will feel secure when the teacher lets them "share their ideas and their opinions on a regular basis" (p. 133).

Communication: The analysis of the questionnaires, teacher and student journals showed that students found communication in the language classroom useful and thought that language learning can be fun. They communicated in the communicative lessons but not in the structure-based lessons. Since they enjoyed communication with their friends and with the teacher, their participation percentage was high; their language production was high and they were motivated to the greatest degree. According to Larsen-Freeman (1986), in the communicative approach, the teacher is a facilitator, the initiator of the activities. Students interact with each other more than they interact with their teacher. So, the teacher is "a co-communicator, but more often he

establishes situations that prompt communication between and among the students" (p. 133). And according to the findings in this study, the students enjoyed student-student interaction and communication very much.

## 5.2 Assessment of the Study

Observations, checklists, questionnaires and student/teacher journals made the teacher/researcher evaluate the study from different perspectives. In order to assure more reliable and more objective results in action research, certain points should be taken into consideration.

First of all, in order to be able to make more reliable conclusions, and avoid researcher expectancy, another researcher should help the teacher/researcher collect data. For example, the second researcher should keep his own checklists and journals and the teacher/researcher should keep hers. Then these two should be compared. This offers an opportunity to confirm the observations made and to identify areas or behaviors for further observation. In addition, more groups of students should participate in the study. There is a chance that more differences and variations in behavior will be observed. The more situations that can be observed, the more valid the conclusions.

Second, just because the students in this study found the games and communication activities

interesting and were motivated to participate does not mean they find them valuable (for learning the language, for their future careers, for passing tests, etc.) or that their learning is increased. Further research would need to be done, comparing attitudes, behaviors, and learning outcomes.

Finally, the results collected by the researcher, who was also the teacher, are her subjective analyses and the conclusions drawn can only be applied to the specific instructional situation, i.e., practice sessions with volunteer students. The same approaches should be studied in actual instructional situations found in Turkish Universities in order to generalize to teaching EFL throughout Turkey.

### 5.3 Pedagogical Implications

From the conclusions drawn from this study, pedagogical recommendations can be made. EFL students need to learn language in a meaningful context. They need to know various functions of language, how, when and where they are used. They need to know how to distinguish between formal and informal language. They enjoy most when they use their language to interact/communicate with each other in a real-life situation. Moreover, they feel that they need to learn the grammar of the language. But they do not want to learn grammar rules in their abstract forms. Instead, they want to play language games whose focus

is on content not on linguistic forms. In other words, they want to combine grammar with communicative activities.

Based on the results drawn from the study, teaching grammar without context is not advisable. Students enjoy studying language in meaningful contexts through communicative activities. When they enjoy the language learning process, then they became motivated and, thus, they learn better. Furthermore, they need a friendly and relaxing atmosphere working with a teacher who does not operate as the sole authority but as a guide, a friend in the classroom, so that they can work in a relaxed atmosphere.

#### 5.4 My Experience as a Teacher/Researcher

In this study, I was the teacher and the researcher who observed and evaluated the teaching and learning process in the classroom. In other words, while teaching I followed different data collection procedures in order to know my students' needs better and to know and evaluate myself as a teacher. My students functioned as a mirror that reflected my failure and success at the same time. Their reflections combined with mine to form a solid basis for my future teaching. Furthermore, I learned how to develop my own theories of language teaching. I realized that we as human beings tend to develop habits in the routine of our lives. Similarly, we

tend to develop language habits so that we can use language automatically, in a cognitively undemanding but contextualized situations. However, when we impose linguistic structures on our students so that they memorize them and develop language habits, we fail. This happens mainly because we develop various habits only when we want to and when we feel ready. In other terms, we need time to develop habits. In order for our students to reach a level of proficiency and performance, I believe that we need to create meaningful contexts where they will feel the need to use their foreign language to complete meaningful tasks. Therefore, they will get accustomed to the language through "meaningful" practice that will definitely lead to the effective automatic language production.

In short, I learned how to evaluate myself and my teaching, to improve my teaching, to get to know my students better, to reduce their levels of anxiety so that they could make the most of their conditions, to motivate them and to make them feel that language learning is fun.

## BIBLIOGRAPHY

- Allwright, D. (1983). Classroom-centered research on language teaching and learning: A brief historical overview. *TESOL Quarterly*, 17, 191-204.
- Berns, M. (1990). Why language teaching needs the sociolinguist? *The Canadian Modern Language Review*, 46, 339-353.
- Burton, F. R. (1986). Research currents: A teacher's conception of the action research process. *Language arts*, 63, 718-723.
- Carpenter, C. & Hunter, J. (1981). Functional exercises: Improving overall coherence in ESL writing. *TESOL Quarterly*, 15, 425-434.
- Case, D. & Wilson, K. (1986). *Off-stage! Sketches from the English teaching theatre*. London: Heinemann Educational Books.
- Coffey, M. P. (1983). *Fitting in*. New Jersey: Prentice Hall, Inc.
- Day, E. M., & Shapson, S. M. (1991). Integrating formal and functional approaches to language teaching in French immersion: An experimental study. *Language Learning*, 41, 25-58.
- Dobson, J. M. (1979). The notional syllabus: Theory and practice. A Forum Anthology: Selected Articles from the English Teaching Forum 1979-1983. Washington, D.C.:United States Information Agency.
- Doughty, C., & Pica, T. (1986). "Information gap" tasks: Do they facilitate second language acquisition? *TESOL Quarterly*, 20, 305-325.
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. New York: Oxford University Press.
- Ervin-Tripp, S. M. (1969). Sociolinguistic rules of address. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics* (pp. 225-241). Oxford: Penguin Modern Linguistics Readings.
- Findley, C.A., & Nathan, L. A. (1980). Functional language objectives in a competency based ESL curriculum. *TESOL Quarterly*, 14, 221-229.



- Finocchiaro, M. (1974). *English as a second language*. New York: Regents Publishing Company, Inc.
- Finocchiaro, M. (1979). The functional-notional syllabus: Promise, problems, practices. A Forum Anthology: Selected Articles from the English Teaching Forum 1979-1983. Washington, D.C.:United States Information Agency.
- Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. New York: Oxford University Press.
- Gaies, S. J. (1983). The investigation of language classroom process. *TESOL Quarterly*, 17, 205-217.
- Gardner, R., & Lambert, W. (1959). Motivational variables in second language learning. *Canadian Journal of Psychology*, 13, 266-272, (ctd. in Strong, 1984).
- Geddes, M., & Sturtridge, G. (1982). *Reading links*. London: Heinemann Educational Books.
- Hammerly, H. (1985). *An integrated theory of language teaching: And its practical consequences*. N. Burnaby, B.C. Canada: Second Language Publications.
- Hymes, D. H. (1971). On communicative competence. In J. B. Pride and J. Holmes (Eds), *Sociolinguistics* (pp. 269-293). Oxford: Penguin Modern Linguistics Readings.
- Jones, L., & von Baeyer, C. (1983). *Functions of American English*. Cambridge: Cambridge University Press.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Long, M. (1981). Questions in foreigner talk discourse. *Language Learning*, 31, 135-158. (ctd. in Doughty and Pica, 1986)
- Lukmani, Y. (1972). Motivation to learn and language proficiency. *Language Learning*, 22, 261-273. (ctd. in Strong, 1984)
- Malamah-Thomas, A. (1988). *Classroom interaction*. New York: Oxford University Press.

- Matreyek, W. (1983). *Functions*. New York: Pergamon Press.
- Molinsky, S. J. & Bliss, B. (1986). *Express Ways*. New Jersey: Prentice Hall.
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25, 279-295.
- Ober, R., Bentley, E., & Miller, E. (1971). *Systematic observation of teaching*. New Jersey: Prentice Hall, Inc.
- Paulston, C. B. (1974). Linguistic and communicative competence. *TESOL Quarterly*, 8, 347-362.
- Richards, R. J. & Nunan, D. (1990). *Second language teaching education*. Cambridge: Cambridge University Press.
- Rivers, W.M. (1988). *Communicating naturally in a second language: Theory and practice in language teaching*. Cambridge: Cambridge University Press.
- Sato, C. (1981). Ethnic styles in classroom discourse. In M. Hines and W. Rutherford (Eds.), *On TESOL '81* (pp. 241-249). Washington D.C.: TESOL.
- Schinke, L. (1981). English foreigner talk in content classrooms. Unpublished doctoral dissertation, Northwestern University. (ctd. in Gaies, 1983)
- Seliger, H. W. (1977). Does practice make perfect? A study of interaction patterns and L2 competence. *Language Learning*, 27, 263-78. (ctd. in Gaies, 1983)
- Sparks-Langer, G. M. & Colton, A. B. (1991). Synthesis of research on teachers' reflective thinking. *Educational Leadership*, 48(6), 37-45.
- Steinberg, J. (1983). *Games language people play*. Ontario, Canada: Dominie Press Ltd.
- Strong, M. (1984). Integrative motivation: Cause or result of successful second language acquisition? *Language Learning*, 34(3), 1-14.
- Wilkins, D. A. (1973). Grammatical, situational and notional syllabuses. *ELT Documents*, 73/6. London: British Council. (ctd. in Dobson)

- Wilkins, D. A. (1976). *Notional syllabuses*. Oxford: Oxford University Press. (ctd. in Rivers, 1988)
- Wilson, S. (1977). The use of ethnographic techniques in educational research. *Review of Educational Research*, 47, 245-265.
- Yorkey, R. (1981). Reply requested. London: Addison-Wesley Publishing Company.

## APPENDIX A

## DIALOG AND ACTIVITIES

Offering to do something, asking for permission,  
giving reasons

- Oh Anne, that was a wonderful dinner. That's the best meal I've had in a long time.
- Oh thank you! Thank you very much.
- Can I give you a hand with the dishes?
- Don't bother. I'll do them myself later. Hey, would you like me to fix some coffee?
- Thanks a lot. I'd love some. Would you mind if I smoke?
- Why, not at all. Here, let me get you an ashtray.
- Thanks very much... Oh Anne, I didn't realize you were such a good cook.
- Actually, I've only just learned how, you know. It's because I've been taking these courses.
- Why, I can't cook at all, can't even boil an egg.
- No kidding. Well, you know, if you want to, you could take a couple of classes over at Sheridan College and learn how to do it too.
- Thanks a lot, but... I'm pretty busy these days.
- [Anne laughs]
- Oh, I just remembered. I wonder if I could possibly use your phone.
- Oo, I'm sorry, but it isn't working; it's out of order. Is it really important?
- Well, you see, I've to call my foreman about tomorrow's work schedule. Excuse me, would you, would you mind if I just went out for a few minutes? I'll give him a call from the phone booth on the corner.
- Not at all. As long as you know your way back.
- OK. I'll be right back.

## LIST OF FUNCTIONS

Offering to do something

Let me get it for you.

Can I help you with that?

How about me getting it for you?

Would you like me to get it for you?

If you want, I could get it for you.

Any point in my getting it for you?

You might accept such offers with answers like:

Thanks a lot./Oh, would you? Thanks./That's nice of you. Thanks.

Or refuse them by saying:

No, don't bother, I can do it myself./No, it's all right. I can manage./Thanks a lot, but I'm OK.

Sometimes you have to do more than just offer to do something-you may have to ask for permission to make sure you are allowed to do it. The expression to use depends on:

a. The type of task you want to do and the trouble you may have getting permission to do it.

b. Who you are and who you are talking to-the roles you are playing.

Here are some useful ways of asking for permission. The expressions get more and more polite as you go down the list:

I'm going to...	OK if I...?
I thought I'd...	Anybody mind if I ...?
I'd like to...	Do you mind if I...?
Is it all right if I...?	Would it be OK if I...?
Would you mind if I...?	I wonder if I could possibly...?
I hope you don't mind, but would it be possible for me to...?	

When you ask people for permission, they are likely to ask you WHY? Here are some useful ways of explaining your reasons:

Well, you see...  
 The reason is...  
 It's sort of complicated, but you see...  
 ... and that's why I'd like to...  
 ... and that's my reason for asking if I can...  
 Well, the thing is...  
 It's because...

#### EXERCISE:

1. Make a list of five things you would like to do but that you have to get your teacher's permission for. Ask for permission to do them. But watch out, your teacher may ask you why!
2. Your friend is bored, sick, lonely, thirsty, depressed, out of shape, hungry and overworked. Talk to her/him and make some offers to help with his/her problems.

# Can I Do Anything to Help?



- A. Excuse me. Are you okay?<sup>(1)</sup>  
 B. Well, uh . . . I'm not sure.  
 A. What happened?  
 B. I was knocked down by someone on roller skates.  
 A. Oh, no! Can I do anything to help?<sup>(2)</sup>  
 B. Huh?<sup>(3)</sup>  
 A. Can I help? Should I call an ambulance?<sup>(4)</sup>  
 B. No, that's okay. I think I'll be all right.  
 A. Well, here. Let me<sup>(5)</sup> help you up.  
 B. Thanks. You're very kind.<sup>(6)</sup>  
 A. Don't mention it.<sup>(7)</sup>

- (1) okay  
 all right  
 (2) Can I do anything to help?  
 Is there anything I can do  
 to help?  
 Can I help?  
 (3) Huh?  
 What?  
 (4) call/get an ambulance  
 call/get a doctor  
 call/get the police  
 (5) Let me  
 Allow me to  
 I'll  
 (6) You're very kind/nice.  
 That's (very) kind/nice  
 of you.  
 (7) Don't mention it.  
 You're welcome.  
 Glad to be of help.  
 No problem.



1. I was just mugged.



2. I think I sprained my ankle.



3. I was just hit by a car.



4. I fell off my bicycle.



5. I must have fainted.



Now present your own conversations.

## Do You Want Me to Wash the Dishes?

(1) Do you want me to \_\_\_\_?  
 Would you like me to \_\_\_\_?  
 I'll \_\_\_\_, if you'd like.  
 I'll/I'd be happy/glad to \_\_\_\_, if you'd like.

(2) Don't worry about it.  
 That's okay/all right.

(3) No, really!  
 Listen!  
 (Oh,) come on!

(4) for a change  
 for once

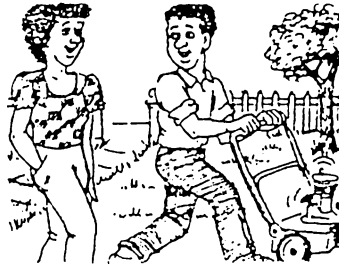
(5) I appreciate it/that.  
 I'd appreciate it/that.  
 It's nice/kind of you to offer.  
 That's (very) nice/kind of you.  
 That would be nice.



- A. Do you want me to<sup>(1)</sup> wash the dishes?  
 B. No. Don't worry about it.<sup>(2)</sup> I don't mind washing the dishes.
- A. No, really!<sup>(3)</sup> You're always the one who washes the dishes. Let me, for a change.<sup>(4)</sup>  
 B. Okay. Thanks. I appreciate it.<sup>(5)</sup>



1. water the plants



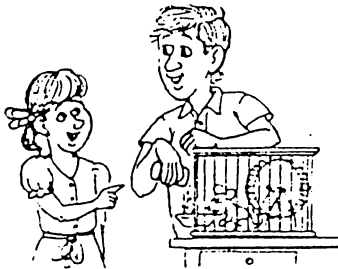
2. mow the lawn



3. take out the garbage



4. defrost the refrigerator

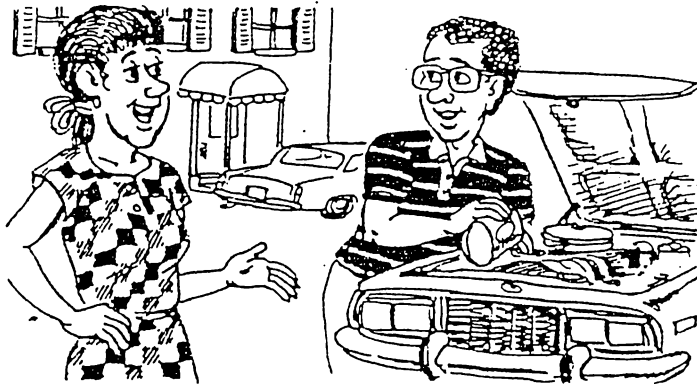


5. feed the hamster



Now present your own conversations.

### Want Any Help?



- A. I see you're changing the oil.
- B. Yes. It hasn't been changed in a long time.
- A. Want any help?<sup>(1)</sup>
- B. Sure. If you don't mind.<sup>(2)</sup>
- A. No, not at all. I'd be happy to give you a hand.<sup>(3)</sup>
- B. Thanks. I appreciate it.

- (1) (Do you) want any help?  
(Do you) need any help?  
(Do you) want a hand?  
(Do you) need a hand?  
Can I help?  
Can I give you a hand?

- (2) If you don't mind.  
If you wouldn't mind.  
If it's no trouble.

- (3) I'd be happy/glad to give you a hand.  
I'd be happy/glad to lend a hand.  
I'd be happy/glad to help.



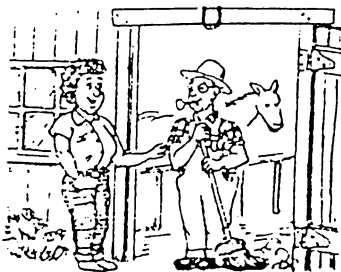
1. clean the garage



2. wash the windows



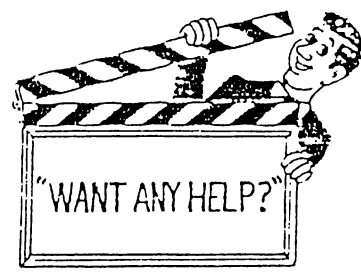
3. paint the fence



4. sweep out the barn



5. shampoo Rover



Now present your own conversations.



## APPENDIX B

SAMPLE LESSON PLAN FOR THE FUNCTION-BASED STRUCTURAL  
APPROACH

Objective: Students will be able to use certain functions, such as, offering to do something, asking for permission, giving reasons.

Instructional Procedure:

Step I: Introduction:

a. Generate interest: The teacher asks the students how they would act if they met a person who had just made an accident. She wants to elicit certain phrases they may use while offering help.

b. The teacher introduces the topic: Today we are going to learn how to offer to do something, ask for permission, and give reasons for refusing to do something.

Step II:

1. Students are given a dialog (see Appendix A) and asked to read the dialog. Then they are asked to read out the dialog in pairs.

2. Students are asked to underline the functions that were introduced in the introduction stage.

3. Students are asked to read the explanations and the list of functions given in the handout.

Step III:

1. The teacher has them practice each function by completing the prompts.

2. The teacher distributes a set of handouts (see handout A1, A2, and A3) in which the students are asked to practice drills.

a. The students read the dialog.

b. The students re-read the dialog in pairs while changing the bold-written phrases with the phrases given in the box. c. The students create the same dialog, using the pictures.

#### Step IV:

1. **Guided Practice:** The students are asked to list five things they would like to do but that they have to get the teacher's permission to do them. They are warned that the teacher may ask "why".

2. The teacher assigns homework: Their friend is bored, sick, lonely thirsty, depressed, out of shape, hungry and overworked. They should talk to her/him and make some offers to help with her/his problems. They should write a paragraph in which they will use the functions they have just learned.

#### Step V: Closure

Students are asked to describe what they have learnt during the class. What is the use of learning different ways to express the same thing?

APPENDIX C  
SAMPLE LESSON PLAN FOR THE FUNCTION-BASED  
COMMUNICATIVE APPROACH

**Objective:** Students will be able to express their opinions, start an argument, support their argument, take part in a conversation/discussion.

**Instructional Procedure:**

**Step I: Introduction:**

a. Generate interest: The teacher asks the students whether they like science-fiction stories. They talk about science-fiction films and stories for a couple of minutes.

b. The teacher introduces the topic: Today you will work in groups to discuss a topic. After a nuclear war, the Earth is destroyed and all life is going to perish in two days due to radiation. However, there are 15 survivors.

A spaceship from another planet lands and offers help. But there is a problem. There are seats for only 6 people in the spaceship.

You are the members of the committee who will decide which of the survivors go to be rescued.

Don't forget that you should choose 6 people who could start a new life on a planet where there is no life. This planet is very much like Earth. Think of a list of criteria which you would use in your decision.

After having decided on the people who will go, try to persuade the members of the other groups that your choice is the best one.

**Step II:**

Students are distributed a handout (see handout C1) in which the list of the 15 survivors is written.

**Step III:**

1. Students discuss in groups.
2. Students discuss among groups to persuade the members of the other groups.
3. The teacher helps them build up the lists on the blackboard.

**Step IV: Closure**

The teacher wants them to evaluate the lesson. She wants to know whether they like the activity or not.

When the lesson is over, the teacher distributes another handout (see handout C2) in which various functions that can be used in different contexts to argue for and against a particular topic were written.

## HANDOUT C1

## RESCUE

After a nuclear war, the Earth is destroyed and all life is going to perish in two days due to radiation. However, there are 15 survivors.

A spaceship from another planet lands and offers help. But there is a problem. There are seats for only 6 people in the spaceship.

You are the members of the committee who will decide which of the survivors go to be rescued.

Do not forget that you should choose 6 people who could start a new life on a planet where there is no life. This planet is very much like Earth. Think of a list of criteria which you would use in your decision.

Below is a list of the 15 survivors:

1. pregnant woman (35, not educated, married to the farmer)
2. university student (20, art student, male)
3. a woman (25, chemist, infertile)
4. policeman (27, with a gun)
5. politician (55, male, retired colonel)
6. a child (9, the daughter of the pregnant woman)
7. priest (45)
8. a famous athlete (29, well-educated, good health, black, male)
9. college student (15, female, basketball player)
10. a doctor (surgeon, 35, infertile male)
11. a farmer (38, male, not well-educated)
12. an economist (30, female, fertile, atheist)
13. a scientist (geologist, 60, male, Japanese)
14. Brooke Shields (25, actress, pretty/stupid young lady)
15. a teacher (40, female, knows 3 languages, knows maths, geography, history)

## HANDOUT C2

## Giving Opinions, agreeing and disagreeing

## Giving Opinions (Informal)

If you ask me...  
You know what I think? I think that...  
The point is...  
Wouldn't you say that...?  
Don't you agree that...?  
As I see it...

## (Formal)

I'd like to point out that...

## Agreement

Exactly.  
I couldn't agree more.  
That's just what I was thinking.  
You know, that's exactly what I think.  
That's a good point.

## Disagreement

Yes, that's quite true, but...  
I'm not sure if I agree...  
Well, you have a point there, but...  
Maybe, but don't you think that...

## (Informal)

Are you kidding?  
Don't make me laugh!  
Come off it!

## APPENDIX D

## CHECKLIST FOR MOTIVATIONAL ELEMENTS

## A. Motivational Analysis of the Tasks and Activities

- 1. Opportunities for active response
- 2. Immediate feedback to students' responses
- 3. Gamelike features that make the tasks more like a recreational activity than a typical academic activity
- 4. Task completion involves creating a finished product for display or use
- 5. The task involves fantasy or simulation elements that engage the students' emotions or allow them to experience events vicariously
- 6. The task provides opportunities for students to interact with their peers

## B. Teacher's Attempts to Stimulate Students' Motivation to Learn

- 1. The teacher makes the task interesting.
- 2. The teacher creates curiosity or suspense.
- 3. The teacher makes abstract content more personal, concrete, or familiar
- 4. The teacher induces students to generate their own motivation to learn
- 5. The teacher states learning objectives or provides advance organizers
- 6. The teacher provides opportunities for students to respond and get feedback
- 7. The teacher models task-related thinking and problem solving (thinks out loud when working through examples)
- 8. The teacher engages the students' interest quickly and efficiently
- 9. The teacher chose a topic appropriate to the students' needs
- 10. The teacher builds up the students' motivation and purpose during the introduction
- 11. The teacher keeps the motivation of the students at a high level by using their interests as a starting point.

----- 12. The teacher uses group work in many phases of the lessons she teaches to keep them exchange ideas/information.

Richards, R.J. & Nunan, D. (1990). **Second language teacher education.** Cambridge: Cambridge University Press.



## APPENDIX E

## QUESTIONNAIRE FOR STUDENTS

A) INSTRUCTIONS: Indicate how the statements below apply to you by marking whether each statement is ALWAYS true, OFTEN true, true HALF OF THE TIME, OCCASIONALLY true, or NEVER true. Circle the number under the appropriate word(s).

	ALWAYS	OFTEN	HALF OF THE TIME	OCCASI- ONALLY	NEVER
1. I enjoyed the lessons.	1	2	3	4	5
2. I wanted to participate in class discussions more than I usually do.	1	2	3	4	5
3. The activities gave me the opportunity to interact with my friends.	1	2	3	4	5
4. I felt comfortable and confident during class discussions.	1	2	3	4	5
5. The functions we learned helped improve my English. So I used English more easily to express my views and feelings.	1	2	3	4	5
6. I felt tense and nervous while participating in group discussions.	1	2	3	4	5
7. The teacher used our interests as a starting point. So I wanted to participate in discussions to express my feelings.	1	2	3	4	5
8. I felt the teacher should have given me more opportunities to speak with my friends in class discussions.	1	2	3	4	5
9. I found peer interaction useful and enjoyed it.	1	2	3	4	5

B) INSTRUCTIONS: Please list five things that you found very useful during the classes so that you could participate in class discussions and you enjoyed the lesson.

C) INSTRUCTIONS: Please list five things that you did not find useful during the teaching period and prevented you from participating in class discussions and enjoying the lesson.