A STUDY ON THE IMPACT OF AUTHENTIC MATERIALS ON EFL STUDENTS' ACHIEVEMENT, RETENTION AND OPINIONS REGARDING TWO GRAMMAR UNITS AT HIGH SCHOOL LEVEL

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ABSTRACT

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ON EFL STUDENTS' ACHIEVEMENT, RETENTION AND OPINIONS

REGARDING TWO GRAMMAR UNITS

AT HIGH SCHOOL LEVEL

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The purpose of the study was to investigate the impact of authentic materials on the development of grammar knowledge, retention and opinions of ninth grade students as an English language learner, in comparison with traditional materials and textbooks or coursebooks. To compare experimental and control groups in terms of achievement, retention and perceptions about the implementation units, a pretest-posttest control group design was carried out. For the purpose of this study, two authentic material-based grammar units were designed and developed and implemented to experimental group students. Three instruments; tests, opinionnaires and unit feedback forms were used. Seventeen (15 and two) teachers and 54 students at TED Ankara College Foundation High School participated in the study. As for the

data analysis, the quantifiable data in the pre, post and retention tests were analysed by using descriptive and inferential statistical analysis. To indicate the differences between the experimental and control groups in consideration with achievement and retention, independent samples t-test was conducted. Additionally, opinionnaires and unit feedback forms were analysed to obtain information about the students' and teachers' opinions about grammar teaching in general and according to the treatment. The results indicated that most of the students were more successful in developing and retaining grammar knowledge while using authentic materials in class.

Key Words: Authentic Material, Traditional Material, English Language Education, Grammar Teaching

ÖZ

OTANTİK MATERYALLERIN İNGİLİZCEYİ YABANCI DİL OLARAK

ÖĞRENEN LİSE DÜZEYİNDEKİ ÖĞRENCİLERİN

İKİ DİLBİLGİSİ KONUSUNDAKİ

BAŞARI, HATIRLAMA VE GÖRÜŞLERİ ÜZERİNDEKİ ETKİSİ

Demircan, Hacer

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Bu çalışmanın amacı, otantik materyallerin İngilizceyi yabancı dil olarak öğrenen 9. sınıf öğrencilerinin dilbilgisi gelişimi, hatırlamaları ve dilbilgisi öğretimi ile ilgili görüşleri üzerindeki etkisini, ders kitabı gibi klasik gramer öğretim materyalleriyle karşılaştırmalı olarak araştırmaktır. Deney ve kontrol gruplarını, başarı, hatırlama ve görüşleri açısından karşılaştırabilmek için öntest-sontest kontrol grup modeli kullanılmıştır. Çalışmanın amacı doğrultusunda iki otantik materyale dayalı dilbilgisi ünitesi hazırlanmış ve deney grubuna uygulanmıştır. Üç araç; test, anket ve ünite dönüt formu, kullanılmıştır. Çalışmaya TED Ankara Koleji Vakfı Özel

Lisesi'ndeki 17 öğretmen (15 ve iki) ve 54 öğrenci katılmıştır. Veri analizinde, öntest, sontest ve hatırlama testinden elde edilen sonuçlar betimsel ve çıkarımsal istatistik hesaplamalarla analiz edilmiştir. Deney ve kontrol grupları arasındaki farkı başarı ve hatırlama açısından göstermek için bağımsız örneklemler t-testi kullanılmıştır. Ayrıca, öğrencilerin ve öğretmenlerin dilbilgisi öğretimiyle ilgili genel olarak ve uygulamaya dayalı görüşlerini almak için anket ve ünite dönüt formları analiz edilmiştir. Sonuçlar, otantik materyal ile dilbilgisi öğrenen öğrencilerin dilbilgisi konularının öğrenilmesinde ve konuların hatırlanmasında daha başarılı olduklarını göstermiştir.

Anahtar Kelimeler: Otantik Materyal, Klasik Materyal, İngiliz Dili Eğitimi, Dilbilgisi Öğretimi

To the Memory of My Friend,
Serpil Altay

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INTRODUCTION

This is a study on the influence of authentic materials in comparison with traditional materials on learning English grammar. This chapter starts with the background information about the study. It is followed by some brief information about the English courses offered at TED Ankara College Foundation Schools. Then, the purpose of the study involving the research questions is explained. Finally, the significance of the study and the definition of terms are defined.

1.1 Background to the Study

Language is a very dynamic and lively part of human life through which communication is established. Communication is performed in many languages. For many years, English has become the language many people concern. Thus, learning English as a foreign language has also become one of the major desires of people in the world. There is a great demand to learn English as a foreign language as it is the same in Turkey. For example, there are several schools, universities and institutions in Turkey, which work on developing foreign language curriculum by considering the needs and demands of their learners on the basis of modern approaches and methods. Ministry of National Education (MONE) has developed new regulations on

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foreign language education and with the establishment of the eight-year compulsory education in 1997, students are offered compulsory English courses from the fourth grade to the ninth grade. Since it is very important to know English as a foreign language, it is also essential that schools should find the best ways of teaching English to meet the learners' needs in foreign language use. However, foreign language education is problematic in Turkey. According to Demircan (1990) there are many arguments about foreign language education. Some educationalists oppose the fact that foreign language teaching should be a main matter of education since they believe teaching English, German or any other foreign language hinders the achievement in Turkish language. On the other hand, some educationalists favor a good and organized language education in Turkish schools because it is important for individual and professional development, general knowledge improvement and Turkey's place in OECD and Europe (Demircan, 1990).

In the 2003 report of "Çağdaş Yaşamı Destekleme Derneği", it was stated that every individual should be able to speak a foreign language when the conditions and the efforts of being a member country of European Union are considered. However, it was stated in the report of "Çağdaş Yaşamı Destekleme Derneği" that the current situation shows that most of the people cannot acquire another language properly after they graduate from the high school. Only the ones who graduate from Anotolian and private high schools can speak a foreign language fluently. According to the report, students have three or four-hour language classes a week at normal state primary and high schools in Turkey, which is not sufficient to speak a foreign language. Also, at these state schools, the number of English teachers is not enough and most of the teachers do not have enough ability and knowledge to teach a foreign

language. The teachers also do not have many opportunities to develop themselves as a teacher and to follow the developments in ELT in the world.

The report suggested that the language class hours at schools should be increased to six or eight hours a week. They also suggested that the methods which the other countries use to teach a foreign language should be considered, analysed and adapted to the foreign language education in Turkey. As Merkies and Tuin stated in a comparative study (1987), in The Netherlands students receive language education from the fourth grade of the primary school to the twelfth grade of the high school. They also start to learn another foreign language at the sixth or seventh grade. The other courses like Mathematics, Sciences are offered in their native language. Apart from this, they are exposed to foreign language materials outside the class. For instance, the English and American TV programs are rarely translated into their native language, Dutch. Most of the reading books like classics are also published in English. Thus, the Dutch people from an early age are exposed to foreign language inside and outside the classroom. Thus, language teaching should be considered as a whole with its many components in its native or authentic uses.

Language consists of many components. Listening, speaking, writing and reading describe the natural process of learning a language. However, learning a foreign language does not follow this process. In fact, learners are first exposed to a series of structures, "grammar" of the language rather than its listening, speaking, writing and reading contexts and materials. Language learning starts with its grammar. Thus, grammar is the main component in language learning (Borg, 1999; Ur, 1996; Rivers, 1982; Halliday, 1994).

As argued by Akar and Eney (1999), while some teachers consider grammar as the formal presentation of grammar, some others regard it as the practice of

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common grammatical patterns. In either of the cases, learners might fail to use the language appropriately or effectively. Besides, there is another view, which is based on enabling learners to use the language in real or realistic situations just like the native speakers do to communicate. In consideration with this view, it can be said that two basic elements of grammar, form and function, should be integrated in natural contexts.

Therefore, the focus of this study is on developing grammar knowledge with authentic materials as this component provides learners with the other skills of a language. For this aim, schools use EFL coursebooks and grammar books, which list and explain all grammatical rules of English one by one and in an order, aim to directly introduce them to learners and also provide many exercises for the learners to practise the structures. The textbooks are appreciated and used by many teachers, because as Ur (1996) states, they provide a clear framework of the subjects with its objectives and syllabus; activities, tasks and exercises, interesting and entertaining materials; are practical and convenient; provide useful support and guidance to the teacher and give autonomy to the learners. On the other hand, they should not be strictly followed since they are inadequate in many cases; routine and dull; may destroy teachers' creativity and initiative; may prevent students' searching skills; may not address students' needs, interests, levels and learning styles and may not exemplify the natural uses of the language clearly.

Since textbooks were found insufficient in many ways in presenting the language, a new concept, "authentic materials" has been established. Nunan (1998) argues that the outside world should be reflected through the materials and this authenticity ought to be related to the source of the materials, student activities and tasks. In other words, these materials should include the language and its

sociocultural context in which the language is used together. According to Nunan (1988), the concept of authenticity has led to many debates since it was first introduced. He defines authentic materials as "those which have been produced for purposes other than to teach language" (p. 99). He exemplifies them as video clips, radio and newspapers, signs, maps and charts, photographs and pictures, timetable and schedules.

Widdowson (1979) focuses on the necessity of the authenticity of language data. Authentic experience of language and communicative competence should form the grounds for English learning, which allow the learners to produce and process actual language use. Widdowson argues that textbooks can only present artificial language data, which has been collected and placed for demonstration purposes and to emphasise the "usage" rather than its "use".

What happens in the classroom and what happens outside should be related to each other in English language teaching by the use of resources as argued by Nunan (1988). These resources should only be obtained from the community itself and transformed as the authentic classroom materials.

Wohl and Klein-Wohl (cited in Sharan, 1999) discuss the Whole Language Approach and Cooperative Learning Methods in their article. They claim that establishing "natural learning setting" is really important in effective language learning, which will make it more authentic and more efficient. Real-life and functional material should be involved in language teaching so that students' curiosity and natural desires to learn the language will be encouraged.

Thus, it can be claimed that the learners will reach more efficient mastery in English grammar by the means of the authentic materials' integration into the language teaching. It can also be stated that students will be more interested in a

class with authentic materials and more motivated and eager to learn since they are new, genuine and not ordinary or boring.

However, there is not much evidence whether the authentic materials bring about better learning outcomes in grammar achievement and retention compared to the textbook materials and whether this can be related to the students' motivation and eagerness. Then, it is essential to search more whether students have a better and more effective language mastery while dealing with authentic texts.

1.2 English Teaching at TED Ankara College Foundation Schools

TED Ankara College Foundation Schools, situated in Ankara, are composed of pre-primary school, eight-year primary school and three-year high school. Students start to learn English at the first grade. They are taught the structures and patterns, the rules of English language with the contributions of reading and writing classes.

They are supposed to have completed all the grammar subjects of English by the ninth grade. The achievement level of the students are upper intermediate/pre-advanced at the beginning of the ninth grade (see Appendix V) and the aim of the English Language and Literature course is to improve the students' English knowledge at the level of FCE (First Certificate in English) exam. Therefore, students know the language itself when they come to the high school so that they deal with some literal pieces of English and American Literature at ninth, tenth and eleventh grades. They are also made to revise the grammar of English and learn the most advanced structures at the high school.

"Passive voice" and "reported speech" which are the treatment subjects of the present study are taught to the students at sixth and seventh grades in a step-by-step

process. They learn some uses of them at a time, and then practise it; they master the basic uses of the structures and then the advanced forms till the end of the eighth grade. As stated before, students are supposed to know these structures well, however, they forget its rules and uses or there are some weak students who do not understand the form and its use in a context so that it is really necessary to teach or revise all at the ninth grade as the teachers of English at TED Ankara College Foundation High School all agreed. The English course offered at ninth grade is eight hours a week which is divided into three parts as literature, grammar and composition (see Appendix A) and they are all taught by one regular teacher.

1.3 Purpose of the Study

The purpose of the study is to investigate how authentic materials influence the development of grammar knowledge of ninth grade students as a foreign language learner, in comparison with traditional materials and textbooks or coursebooks. This study will investigate the effect of authentic materials on student achievement and retention in English grammar. Students' motivation will also be questioned; whether the use of authentic materials in grammar teaching will increase motivation or not. More specifically, this study aims at answering the following research questions.

1. Is there a significant difference between experimental (exposed to authentic materials) and control (exposed to traditional textbook materials) groups in the achievement test scores at the end of the experiment?

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2. Is there a significant difference between experimental and control groups in grammar knowledge retention scores five weeks (the first unit) and three weeks (the second unit) after the experiment?

3. What are teachers' ($n = 15$) opinions about the effective ways of teaching grammar?

4. What are students' ($n = 54$) perceptions and expectations as regards with English grammar teaching and learning?

5. What are students' (experimental group, $n = 24$) opinions about the authentic materials at the end of the experiment?

6. What is the experimental group teacher's opinion about the implementation of the units?

1.4 Significance of the Study

This study aims to contribute to the literature on material development in EFL intermediate classes. It focuses on teaching grammar with the use of various authentic materials and tasks and self-developed activities and its influence on learner achievement and improvement of grammar.

Moreover, it is believed that this study can present a framework for grammar teaching in EFL classes. The findings might help the teachers design and develop their new programs and curricula in grammar teaching in order that they will be able to provide the best achievement in students' acquisition of the language and also the highest motivation of their students in grammar classes.

The result of the study might have significant contributions to the grammar lessons offered at TED Ankara College Foundation High School and other schools.

The study may also lead to research on other skills or learning areas like reading, speaking, listening, writing, vocabulary, pronunciation, spelling apart from grammar.

1.5 Definition of Terms

Traditional Materials: Any kind of material (reading, listening, speaking or writing) prepared, designed, adapted or modified to teach a particular grammar point or improve any language skill.

Authentic Materials: The texts or any material which are used by the native speakers of a language in daily life. They are used as they are; without being changed or adapted for teaching purposes. They are not specifically prepared for teaching.

Grammar teaching: Teaching the syntax (rules and structures) of a language.

Achievement: Success that is reached after learning a subject.

Retention: Ability to remember the subjects or the knowledge that have been learned.

CHAPTER 2

REVIEW OF LITERATURE

In this section a review of literature in theory and practice on authentic material and grammar teaching in high school level upper-intermediate EFL classroom is provided. First, the concept of grammar and grammar teaching and the approaches and its methods are introduced. Second, authentic materials and their use and effect in EFL classroom are described. Next, the effect of motivation on language learning and authentic materials' role in this is discussed. Following this, the studies related to the subject conducted are explained and finally, the review of available research is provided.

2.1 Grammar

The essential part of language, grammar has been defined and discussed in various ways by the linguists.

Borg (1999) states that in ELT, grammar is a domain, which has never been described clearly. It is defined by Borg as "an ill-defined domain" so that its instruction is also a serious problem for the teachers of English. It is really difficult to determine firm guidelines for the methodology of grammar.

Ur (1996) defines grammar as "the way words are put together to make correct sentences". The correct combination of the words, however, does not form the whole grammar. He also adds that meaning is also important; this correct unity of the words should have a meaning.

Another linguist, Rivers (1982), also supports this view and claims that a language can never be understood or used properly without a clearly-described set of rules, or syntax. He describes language as "a rule-governed behaviour" as used by Sal Saporta (cited in Rivers, 1982) in applied linguistics.

Halliday (1994) describes a language as a semantic system for making meanings. Semantics do not refer only to the meaning of words; it also refers to an entire system of meanings, which is conveyed by grammar and vocabulary.

Derewianka (2001) explains that grammar concerns a particular component of the language system that its native speakers use in communication. Derewianka also lists how different linguistic schools define grammar. A traditional grammar defines grammar as "the parts of speech" with a set of guidelines indicating how they are combined, what makes them correct or incorrect. As explained further, a structural linguist explains it as the total of sentence patterns in which the words are arranged. A philosophical or cognitive linguist defines it as "our knowledge of the structures from birth" and finally a functional linguist describes grammar as "a basis in achieving communicative purposes in particular contexts". Derewianka concludes the discussion with the most suitable definition of grammar, which is "the dimension of the language system that is concerned with words and how they can be combined in various ways" (p. 241).

As summarized by Johnson (1981), Wilkons suggested that grammar consists of two categories: "semantico-grammatical" and "communicative function". While

the semantico-grammar is defined with the concepts of everyday speech like frequency, duration, location and quantity, communicative function is described with broader terms, which refer to its uses like requesting information, expressing disapproval, greeting and inviting. In other words, Wilkons' proposal includes the combination of semantico-grammatical and functional categories, which makes the "notions" or "notional syllabus".

2.2 Background to the Approaches in Grammar and Grammar Teaching

Especially in the twentieth century English has become the language of the world. Since the world turned out to be an English language-dominant world, the interest in the modern languages has declined (White, 1988).

Earlier studies in the teaching of foreign languages show that grammar teaching has always been a debatable subject. Whether or not grammar should be taught or how it should be taught has still been discussed by the linguists. The interest in the English language has also evolved with the development in English Language Teaching (ELT) and forced the scholars and linguists to come up with new ideas; with some new grammatical paradigms.

Derewianka (2001) lists the grammatical paradigms as "traditional grammar", "structural grammar", "transformational generative grammar" and "functional grammar" as regards with their significant impact on language teaching over the years while Harsh (1982) in his article introduces three approaches of grammar teaching as "traditional grammar", "descriptive linguistics" and "generative grammar".

Traditional grammar as stated in Derewianka refers to many grammars that are primarily concerned with languages as a set of rules. The school grammar was

considered to be the traditional grammar in the nineteenth and early twentieth centuries. Similarly, Harsh (1982) defines traditional grammar as the one which has been used by most of the teachers of English for the past 200 years and is the set of grammatical rules and explanations with its many variations and modifications.

Language scholars long ago formulated the rules for the correct English. As Petrovitz (1997) points out, the textbooks of this traditional approach are also traditional in which one can find the detailed explanation of the rules and a series of independent grammatical sentences as examples to highlight any particular grammatical point.

As another view, Nunan (1998) debates about "the strictly linear approach" to language learning. Linear approach suggests that the learners should acquire one grammatical point at a time and master it properly and then the other grammatical items and their mastery will be acquired in a step-by-step progress.

Traditional or classical approach is mostly associated with the Grammar Translation Method which is based on the study of literature and culture related with the broad humane understanding of life. Written production is much more important in this approach and method so that the language is regarded as an object to be studied rather than as a tool to be used. (Harsh, 1982)

According to traditional grammarians, a sentence in English should be explained as below: (Derewianka, 2001; p. 246)

"Police searched the neighbourhood for several hours."

Word	Part of Speech
Police	*Noun*; third person, plural, nominative, simple, common gender, common
searched	*Verb*; third person, plural, simple, past tense, finite, active
the	*Article*; definite
neighbourhood	*Noun*; third person, singular, accusative, compound, neuter gender, common
for	*Preposition*
several	*Adjective*; numerative (cardinal)
hours	*Noun*; third person, plural, accusative, simple, neuter gender, common

Figure 2.1 Traditional Grammar

Moreover, traditional methods let students identify the basic parts of the sentence, learn a set of simple rules to be generalized, enable students and teachers to work with the textbooks (Derewianka, 2001). However, it might not reveal the realities of English language, the rules it defines are not flexible and modernized, it ignores the varieties in English and is dependent on the form rather than function and meaning; and also allows the analysis at the level of the sentence rather than a paragraph and as stated by Harsh (1982), traditional grammarians followed the rules of old languages like Latin and Greek and they failed to give a clear description of the language based on its actual use.

To summarize, the benefits of traditional grammar are that students can have a common terminology and rules of the language and identify the basic parts of the sentence by following even a simple textbook. On the other hand, it does not accept English as a dynamic, changing language, instead it is based on standard forms, not on function and meaning (Derewianka, 2001).

Second approach is descriptive linguistics or structural grammar. Harsh (1982) explains descriptive grammar as the collection of formal patterns which are organized in itself to suggest larger meanings. According to the supporters of this

view, there are four basic devices to convey meaning: "(1) word form, (2) function words, (3) word order, and (4) intonation patterns" (Harsh, 1982, p. 5). Different from the traditional approach, they focused on spoken language and accepted that speech is the essential living part of a language.

Structuralists or descriptive grammarians are more concerned with patterns of language which are being used by the natives of the language; it is based on observing, recording and describing what happens when people employ the language in their daily life (Derewianka, 2001).

Oral language is much more important in descriptive grammar and it is concerned with the combinations of words and the authentic use of it. However, it presents the ideal forms of language and does not integrate the parts of a language like syntax and intonation.

Instead of defining language in parts of speech like it is in the traditional grammar, it defines it in some general categories like form words (nouns, verbs, adjectives, etc.) and function words (prepositions, auxiliary verb forms, noun determiners); however, they clearly define various levels of English like standard and substandard; formal, colloquial, literary and slang (Harsh, 1982).

In other words, it is a discipline considering grammar as a set of formal patterns involving larger word patterns and meanings (Harsh, 1982).

A structuralist would explain the grammar in an English sentence as shown below: (Derewianka, 2001; p. 252)
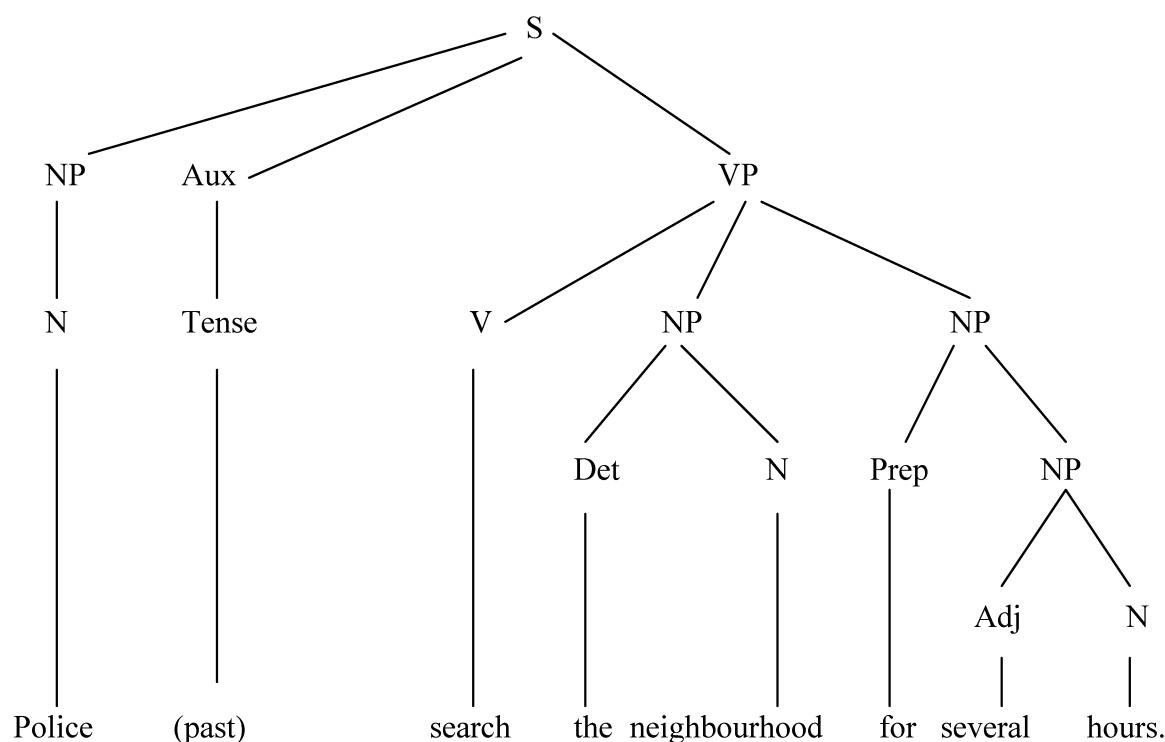
Figure 2.2 Structural Grammar

As for the generative grammar approach, it is in favour of not only existing English sentences but also all possible English sentences and the way native speakers of English formulate or "generate" sentences (Harsh, 1982).

Chomsky, (cited in Derewianka, 2001) claimed that structural or descriptive grammar was only concerned with the surface level of a language; it failed to explain the relationship between structures. It did not associate the sets of rules or grammatical sentences with a deep structure and a language should be perceived as an "innate mental phenomenon" (Derewianka, 2001). Harsh explains Chomsky's proposal as that an infinite number of sentences are generated by native speakers as

well the simplest sentences of traditional grammar approach. Finally, Harsh points out that the useful parts of each approach as a combination should be applied into grammar teaching process.

Transformational generative grammarians analyse the sentences as below: (Derewianka, 2001; p. 253)

Active voice

1	2	3	4	5	6
X	NP	Aux	V	NP	Y
Ø	police	past tense	search	the neighbour-hood	for several hours

In transforming to passive voice:

1	5	3	4	(by 2)	6
X	NP	Aux	V	(NP)	Y
Ø	the neighbour-hood	past tense	search	by police	for several hours

Figure 2.3 Transformational Generative Grammar

Therefore, transformational generative grammar is useful because it suggests relating mind and grammar in order to go beyond the surface structure, emphasises universal features of the language, shows clearly how structures and sentences are transformed to other meaningful units. Nevertheless, it is not always useful since it focuses on the ideal competence of the language and only the forms; ignores the function and does not consider cultural and social differences as significant in language use and operates at the sentence level without taking context of use into account.

The main feature of the transformational generative grammar was speaker's competence, which was not described specifically. Thus, it was defined as communicative competence in 1980's and made more specific as linguistic, sociolinguistic, discourse and strategic competence (Derewianka, 2001). After these debates, the functional grammar has evolved and was developed by the linguists like Halliday. Halliday (1994) introduced the grammar which is distinctively functional in the interpretation of texts, of the system and of the elements of linguistic structures. How the language is used in a context, how it is said or written shaped the language itself so that the focus should be on its natural use. Meaning is the other important factor in a language. Meaning is defined by Halliday as the "ideational" or reflective, the "interpersonal" or active and also as "textual". These are named as the metafunctions of the language. According to him, in using a language one should understand the environment and experience the world (ideational) by creating imaginative worlds, scientific and concrete worlds, and should also act on the others in maintaining different roles (teacher, students, parent, etc) and relationships (hostility, love, affection, etc) (interpersonal), finally should create coherent spoken and written texts (textual). In dealing with any particular piece of language, these metafunctions are used in an order as figured in the table below:

	Police	searched	the neighbourhood	for several hours
Ideational	Participant (actor)	Process (material)	Participant (goal)	Circumstance (temporal)
Interpersonal	Subject	Finite		
Textual	Theme	Rheme		

Figure 2.4 Functional Grammar

This view also focuses on the relationship between grammar and context and the functional grammar emphasises semantics more than the syntax which is based on the realization or encoding of the wording as meaning and the natural grammar is the other way of naming Halliday's functional grammar.

As commented by Derewianka (2001), Halliday's functional grammar model (metafunctions) help foreign language students and teachers a lot all around the world because the purpose in grammar teaching and learning is not to correct the errors in grammar or syntax but develop students' ability to use language effectively and properly in many different situations.

Thus, functional grammar is significant in the sense that it helps to achieve real-life purposes, is not dependent on idealised rules but on its use; it works in the text level rather than the sentence level; it emphasises production but in spoken and written language and provides a perfect relation of function, meaning and grammar, however, its drawbacks are very few. For example, it is difficult to control the language itself because functions and notions can create exceptional examples of English grammar.

As stated by Derewianka (2001), no model of grammar noted earlier is certainly better than the other; therefore, it is more reasonable to use the one which is more suitable to the needs of a group of students. One approach can be followed, a combination of the approaches can also be applicable in the grammar class. An eclectic approach will be the most appropriate one. In focusing on purpose and lexicogrammatical features, functional grammar can be used; in explaining the transformational structure and syntax, transformational generative grammar; in simplifying the use of a particular grammar subject, structural methods and finally to

clarify the rules of a particular structure, traditional grammar can be used (Derewianka, 2001).

Cosgrave (1982) comments on "pattern practice" of traditional approach by stating that grammar does not need any longer to be learned by the memorization of the rules and repetition of them by oral practice on particular independent patterns. He also points out that students learn and perform the rules appropriately in the classroom, they grasp every detail of how to form the sentences, but they have a great difficulty in mastering these patterns when encountering a real-life situation. Hence, the efficacy of this approach is questioned. This wide gap between the achievement in the classroom and in the authentic contexts and communication should lead the teachers or linguists to review the grammar teaching methods. Cosgrave (1982) also claims that the classroom should be based on "habituation practice" and "communication practice". Students first should learn the patterns in controlled exercises and then have the ability to use them in conversations, which will bring out the real progress in grammar.

The grammar practice exercises like repetition, manipulation and transformation give the learners opportunities of formal mastery of the language, but they do not become proficient learners since they are not enabled to discover the structures in context; instead, they are frequently exposed to the isolated sentences as argued in Nunan (1998). Based on this assumption, Nunan (1998) claims that learners should have the chance to see the relationships of form, meaning and use and this can only be done by the introduction of the genuine communication outside the classroom so that students will identify the context and purpose of the communication.

Similarly, Walter Petrovitz (1997) believes that traditional methods and activities lack the "context" concept, which is a drawback for grammar teaching. Cues and transformation exercises which do not include context are the most common exercise types in practising grammar. For example;

1. a. The chancellor constantly (receive) suggestions for simplifying the tax system. These on occasion (be) quite sensible. (Graver 1986: 77)

   b. John and I went for a walk. I had difficulty keeping up with him because he (walk) so fast. (Murphy 1994: 33)

If learners are asked to elicit the answers by 'cueing' as in 1(a) and 1(b), they get the impression that tense usage is a system of rules depending on lexical or syntactic measures. Thus, they do not take the semantic considerations into account. Due to the fact that the students are exposed to isolated sentences having been taken out of context, they believe that the structures they provided are always correct. Students might give the correct answers, but this does not prove that they have mastered tense usage perfectly.

It is essential that communicative value of grammatical points should be made clear to learners (Nunan, 1998). Teachers of English should not only describe the grammatical form but also show how to use them communicatively. Nunan developed some strategies which are called as "organic approach":

- Teaching language as a set of choices

- Providing opportunities for learners to explore grammatical and discoursal relationships in authentic data.

- Teaching language in ways that make form / function relationships transparent

- Encouraging learners to become active explorers of language

-         Encouraging learners to explore relationships between grammar and discourse   (Nunan, 1998, p. 104)

2.3 Use of Authentic Materials in Language Teaching

Most of the textbooks or coursebooks which have been used in language classrooms as the main sources of content are perceived as traditional language materials. The grammatical points are clearly presented and described and followed by various activities and exercises in such books. All the materials and activities serve a pre-planned goal so that texts are simplified, exercises are adapted, which mostly seem boring to learners.

Prodromou (2002) reviews the debates on textbook use, its uses and drawbacks in his article. He lists the advantages and disadvantages of textbooks as the following points:

Advantages of using a textbook

- textbooks provide a built-in language syllabus in systematic way;

- they provide a plan of work for the teacher;

- for the students they provide a clear programme of study;

- they present a common core of language which learners in different contexts may share;

- they facilitate revision; students and teacher can go back at any time throughout the year and review material;

- they are accompanied by enriching components;

- they save time for busy teachers;

- they are mobile -you can take them with you to read on the bus;

- they are compact -can be easily stacked, stored and carried;

- they are collated within a book binding: the sheets don't fall out and get lost;

- the materials, usually, look professional.

Disadvantages of using a textbook

- they may not be relevant to the needs and culture of a particular group of learners;

- they often ride roughshod over the heterogeneity we find in most classrooms;

- they include texts and exercises which may be too long or too difficult;

- they include texts and exercises which may be too short or too easy;

- they quickly go out of date;

- they are often based on topics that are not interesting or relevant to your students;

- textbook activities may presuppose equipment which you don't have;

- they often lack humour;

- many textbooks can be repetitive and therefore boring

- they cannot do all the work of making acquisition happen in the classroom

- they present a sanitized, elitist, middle-class view of reality;

- they avoid controversial topics;

- they militate against spontaneity in the classroom;

- they undermine the freedom of choice of learners and teachers.

(Prodromou, 2002; p. 26-27)

Glisan and Drescher (1993) investigated if textbook grammar reflects the way native speakers of the language use grammatical structures in their speech. They found out that most of the textbooks explain explicit grammar rules which are also followed by activities and exercises. However, they also stated that several researchers proved that the textbooks might also abandon the traditional elements in grammar descriptions; they, instead, include some other types of information and descriptions which will help students understand the topics in a fast and enjoyable way. As they stated based on the recent research, the explicit grammar rules should not be the key factor in second language teaching. Grammar might become meaningful if it is explained in real contexts and natural discourse and if it is taught for communicative purposes. Therefore, a good textbook should establish a link between form and function and clearly involve the forms and situations of the native speaker speech (Glisan and Drescher, 1993).

For investigating this, they conducted a study. They, first, examined the grammatical structures and their frequency in oral samples of Spanish used by the native speaker and then they compared these findings with the sentences or structures used in six Spanish textbooks. In the end, they concluded that textbook grammar often does not match with spoken authentic language; the grammar rules and explanations given in textbooks are far from being related to the reality of authentic speech. Thus, they suggested that textbook writers should consider the authentic discourse in contextualizing grammar they teach. If the real language is the basis for grammar teaching, authentic language should be the source for this.

Nunan (1998) points out that the grammar used in textbooks are often out of context so that it becomes impossible for the learners to see the systematic relationships between form, meaning and use.

Authentic materials make students familiar with 'real' English and they are also supposed to motivate students according to Morton (1999). English as used by its native speakers should be the concern of a textbook.

Baddock (1981) states that learners find genuine material or realia more motivating and interesting since they know that one day they will use their surviving English in the foreign culture. Thus, most linguists agree that in language teaching the use of authentic materials is quite useful to the learning process.

"Authentic material" can be defined as "written or spoken language which has been produced for native speakers, rather than for foreign learners of a language" (Haines, 1995, p. 60) or as Little and Singleton (cited in Guariento and Morley, 2001, p. 347) describe, as "the text which was created to fulfil some social purpose in the language community in which it was produced". Newspaper articles, tourist information leaflets, radio programmes, real life conversations, poems, songs are typical examples to authentic materials.

While since the late 1970's authentic texts have been regarded as being superior to simplified textbook materials, there have still been some arguments about their use and effectiveness. Haines (1995) lists the positive views and opposing arguments about authentic materials. They are useful materials since:

1. They are written or spoken in real English.

2. They do not patronise foreign learners.

3. They are themselves attractive to learners.

4. They help students to develop useful reading and listening strategies.

5. They can be presented at different levels.

On the other hand,

1. They are too difficult for lower level students.

2. They might be too long.

3. Some of them might be irrelevant to students.

4. They might break the rules taught by teachers.

5. They might be very soon out of date.   (Haines, 1995, p. 62)

Widdowson (1980) explains that authenticity is not only related to the material or language itself; it is also a function of the interaction between the reader and the text. Authentic data is defined by Widdowson as "the language user's own experience of language in contexts of use" (p. 163).

It is also argued by Nunan (1988) that there are other types of authenticity rather than the materials like advertisements, newspaper extracts, and casual conversation used in a given teaching activity. Candlin and Edelhoff's (1982) suggestion of four types of authenticity; "authenticity of goal, environment, text and task" are discussed in Nunan (1988). He also mentions another type of authenticity; "learner authenticity". It is explained as "the realisation and acceptance of a given text, task, materials or activities by the learner of the authenticity". Firstly, they should be recognised by the learners and secondly, they should be engaged in them through their interests, background knowledge and experience so that they will be involved in a genuine communication.

Wong, Kwok and Choi (1995) also assume that authentic materials are rich sources for planning and organizing teaching and learning activities. Furthermore, they state that authentic materials are quite helpful in enhancing students' experience in learning grammar and using them in daily conversation, making them understand the real world of English and follow a strategy in learning English. They also define the authentic materials as the genuine language communicated in the real world, which was not designed for the teaching and learning of English. They are effective

because they are also genuine in time, location and people; in other words, they are about current events in the real world and it is really easy for the students to relate the events to their own experience, what they know, which is familiar to them. To investigate the impact of authentic materials, they conducted a study in which students were exposed to an authentic text, which aimed at making students think and discuss the contemporary events. Authentic materials were accepted as the most suitable means of showing the real use of English for communication rather than ready-made teaching materials. The core of the lesson in the implementation was the input (authentic material), the teacher and the students. Communicative tasks were also included in the lesson. As a result of the activity, it was seen that authentic materials are the good sources of bridging the classroom to the outside world.

McLean (1981) states that the artificiality of the language used in textbook dialogues will not satisfy the teachers and students so that authentic English speech should be encouraged.

Guariento and Morley (2001) consider the use of authentic materials as one of the ways of increasing students' motivation for learning. Students will be aware that they are learning and using the real language in relation to the others.

Melvin and Stout (1987) comment on authentic materials by stating that it makes students interact with the language as it is used in the culture to meet the communicative needs. By authentic texts, students do not need to show their knowledge of grammar, but to communicate what they want to mean and to experience the culture of the language.

Roberts (2003) suggests using the breaking news in the classroom in his article. By the help of using this authentic piece of material, grammar can be

presented in its natural flow and the teacher will not need to preset the language forms.

Gorman's (2003) proposal is using context-rich grammar in the classroom so that the students and teacher will not commit to the rules. Students will reach reasonable conclusions about the use of language.

Tajino and Pemberton (2003) support the use of newspapers because they are the sources of authentic and subject-specific materials. Newspaper texts are authentic since they are related to the real life and present the practical implication; and also students might select the articles according to their interests and needs, which will help them to be motivated and willing to learn the topic and language. They can be used as a linguistic object through which the language and content will be learned together.

Abbott (2001) claims that language learners can be excited, moved, and soothed by musical activities and songs as authentic materials. Music is believed to increase retention. Also, since song lyrics are often repetitive, they might help learners develop their language skills due to the fact that they are exposed to the forms, syntax, lexical items, segmentals and suprasegmentals in an enjoyable and interesting way. Songs can be used as very meaningful contexts for teaching forms and functions. For example, repetitive songs present a context and can be employed as grammar practice activities.

Barfield (2001), in his article, explained his observations about his reading class, which was partly based on authentic materials like newspapers and English art-design books. He concluded that the students might read more slowly with the authentic texts but are "reading them"; they become more self-organizing and self-motivated readers by the help of authentic texts.

Chavez (1998) also investigated the effect of authenticity factors on contribution to language learning and anxiety/enjoyment and tried to find out their level of difficulty and authenticity. One hundred and ninety university level learners of German participated in her study. Findings showed that learners viewed authentic materials as essential to language learning and found them enjoyable. Many students found great advantages in dealing with authentic situations and materials.

Lee (1995) conducted a study to make the distinction between text and learner authenticity. Since it is essential for effective authenticity, a set of principlesare suggested to make textually authentic materials learner authentic. These principles are summarized as (p. 326):

- an integrated skills approach is necessary to create real-life communicative situations.

- contexts should be provided to practise the skills in a natural, meaningful and relevant way.

- the context and nature of the task should develop the language ability.

- the task content should be related to authentic materials selected.

- course objectives, the skills to be practised and learners' perspectives should be considered while preparing various activities.

Lee applied the findings of the study in a three-week supplementary English programme in Hong Kong. At the end of the implementation, students' responses to the materials and activities were evaluated and all the students thought that the tasks were interesting and useful, which proved materials and tasks were learner authentic.

Another study was conducted by Borg (1999) for the purpose of teacher development (TD). In the study, theories of different teachers in grammar teaching were illustrated throughout a classroom research. Teachers were interviewed and asked some questions about their own teaching strategies. They were made to discover their own techniques of grammar teaching in terms of the materials they used and the opportunities the students are provided to use the grammar they have learned.

Altan (1995) argues that if cultural elements of learners' native countries are integrated into ELT materials, the learners psychologically will be more ready for the learning situation. Culture of the native country is really important in language learning; one cannot learn foreign language properly without its culture. Altan (1995) also comments on the modern coursebooks that it is possible to find many speech acts and functions which will neither be encountered nor be listened or read in real life. They are totally imaginary situations. For this reason, he said, there is a tendency to use authentic materials.

Another study in Turkey was done by Akar (1999). In the study, impact of authentic materials compared with the traditional materials on students' motivation and reading skills development in upper-intermediate EFL classrooms was investigated. Lessons which were designed with authentic texts and activities were taught to EFL learners and it was seen through the results of all the questionnaires, interviews and observations that students liked the authentic materials and they were motivated by them.

All these studies and research on the use of authentic materials indicate that grammar teaching methods and activities are being questioned. Traditional materials and methods seem to lose its respect in grammar teaching.

2.4 Effect of Motivation on Language Learning

McDonough (1981) has claimed that most of the language teachers would agree that one of the most important factors influencing students' success or failure in learning is motivation.

In Spaulding (1992), two types of motivation are described. The first one is that individuals are motivated by an external outcome, which is extrinsic motivation. The extrinsic motivation strategies aim to evoke students to participate in classroom activities because these activities will bring them valued rewards (Brophy, 1998). For example, a student who studies on a project hard because he needs a 5 in order to join the dance group is extrinsically motivated. Extrinsically motivated students study hard because they think that their accomplishment is a means to some other desired ends (Spaulding, 1992). In contrast to extrinsic motivation, intrinsic motivation exists when someone works because of an inner desire to complete the activity successfully. As Brophy (1998) stated, they engage in these activities willingly without considering the extrinsic incentives and individuals tend to have intrinsic motivation when they feel both competent and self-determined. It was also stated that intrinsic motivational approaches to teaching are preferable to extrinsic approaches.

Brophy (1998) also suggests some strategies for effective motivation of students: "(1) Make yourself and your classroom attractive to students, (2) focus their attention on individual and collaborative learning goals and help them to achieve these goals, (3) teach things that are worth learning, in ways that help students to appreciate their value" (p. 22).

Wiesen (2001) focused also on importance of student motivation while dealing with content-based unit study in an EAP program. In the study, it was proved

that content-based materials or authentic materials expand students' language competencies in a multiskill communicative framework. It was also stated that successful language learning is dependent on student motivation and student motivational and informational needs can be met by authentic content-based texts.

Another study on motivation and authentic materials was conducted by Peacock (1997). In this study, two beginning level EFL classes participated and both used authentic and traditional materials alternately. Peacock's emphasis was many writers' claims about the fact that authentic materials motivate learners because they are intrinsically more interesting and stimulating than traditional materials. Interestingly, findings showed that learners did not find the authentic materials more interesting. Learners were more motivated by authentic materials, but this is not because they were more interesting. Students even found the artificial materials more interesting. Therefore, it can be concluded that as authentic materials increase student interest, they can also reduce the interest. At that point, it can be said that proper choice of the materials is necessary.

2.5 Summary

In the literature review, an overview of grammar, grammar teaching and the relation of authentic text use to grammar is explained, which sets the foundation for the present study.

Many grammar teaching approaches like traditional, structural, transformational generative, and functional have been introduced in ELT world. In terms of teaching grammar, two main features are emphasised; rules (syntax) and function or meaning. None of these approaches could find a moderate way of integrating the rules and meaning although the concept of authenticity has been the

concern of many linguists and scholars. Authentic texts have mostly been used in reading classes to increase motivation and also in speaking and writing classes to initiate the discussions in particular topics. Its use in grammar teaching has also been considered to be significant; however, there is not sufficient evidence to prove its impact on EFL students' grammar achievement.

Literature presented in the review shows evidence that authentic text use in English grammar teaching has generally been effective on language learning. Nevertheless, there are some limitations and drawbacks in employing it with EFL learners in grammar lessons.

As a result, this review of literature provides a theoretical background for the study, which will be the ground for the rationale of the study and the research questions. It is expected that the results will contribute to the theory and practice as regards with the authentic material use in grammar teaching and its impact on students' achievement, retention and motivation.

CHAPTER 3

METHOD

This chapter presents the overall design of the study and includes the research questions, hypotheses, subjects of the study, variables of the study, data collection instruments, data collection procedures, data analysis procedures and limitations of the study.

3.1 Overall Design of the Study

This study aims at investigating how authentic materials influence the development of grammar knowledge of ninth grade students as foreign language learners, in comparison with traditional materials which mostly consist of course and grammar books.

To compare experimental and control groups in terms of achievement and retention in two grammar units and perceptions about the implementation units, a pretest-posttest control group design was used. As Krathwohl (1998) stated, the strongest chains of reasoning can be carried out through the experimental design. Experimentation is the most effective way of proving cause-and-effect relationships. Jurs (1998) indicated that revealing the relation between independent samples should be realized by selecting a random sample from the population and then randomly

dividing the subjects in the sample into as an experimental group to which the treatment is implemented and a non experimental or control group to which no treatment is given.

For the purpose of this study, two authentic material-based grammar units were designed and developed. At the beginning of the semester, opinionnaires were given to the students of both experimental and control groups ($n = 54$) and teachers ($n = 15$).

At the beginning of each unit, an achievement test was given as a pretest to both the experimental and control groups.

As the treatment, the experimental group was taught by the authentic materials while the control group was taught by the help of the textbook. Two units of English grammar were covered -passive voice and reported speech- in both groups.

At the end of each unit, an achievement test as a posttest was implemented to the students of both groups. The experimental group also filled a unit feedback form for each unit. The teacher of the experimental group also responded to a unit feedback form after each unit.

Five weeks (First unit) and three weeks (Second Unit) after the posttest implementation, the achievement tests were given again to both groups as retention tests. Just after the retention tests, the teacher of the experimental group filled in unit feedback forms.

The following table (3.1) shows the steps and instruments of the implementation. The process defined below was conducted two times for two different units of grammar; "passive voice" and "reported speech".

Table 3.1 Overall Plan of the Implementation for One Unit

Subjects	Pretest	Treatment	Posttest	Retention Test
Control Group (*n*=30)	Achievement Test Opinionnaire*	Traditional textbook material-based instruction	Achievement test	Achievement test
Experimental Group (*n*=24)	Achievement test Opinionnaire*	Authentic material-based instruction	Achievement test Unit feedback form	Achievement test
Teachers (*n*=17)	Opinionnaire* (*n*=15)	Experimental & Control group teachers' (*n*=2) implementation	Unit feedback form (Experimental group teacher)	Unit feedback form (Experimental group teacher)

* These were administered only once at the beginning of the whole implementation, not after each unit.

The scores of the pretests of two groups were expected to be the same since the average of students' scores at the prep-class exemption exam for the experimental group was 62.3 while the average for the control group was 61.8 over 100. However, the scores of the posttests of two groups were expected to be different and the data collected from these two groups were compared by independent samples t-test in SPSS at the end of the study.

3.2 Research Questions

The aim of this study was to find out how authentic material use influences the development of grammar knowledge of ninth grade students. More specifically, this study was designed to answer the following research questions.

1. Is there a significant difference between experimental (exposed to authentic materials) and control (exposed to traditional textbook materials) groups in the achievement test scores at the end of the experiment?

2. Is there a significant difference between experimental and control groups in grammar knowledge retention scores five weeks (the first unit) and three weeks (the second unit) after the experiment?

3. What are teachers' ($n = 15$) opinions about the effective ways of teaching grammar?

4. What are the students' ($n = 54$) perceptions and expectations as regards with English Grammar Teaching and Learning?

5. What are students' (experimental group, $n = 24$) opinions about the authentic materials at the end of the experiment?

6. What is the experimental group teacher's opinion about the implementation of the units?

3.3 Hypotheses

Hypotheses of the study based on the research questions are listed below:

1. There is no significant difference between experimental (authentic material-based course) and control (textbook-based course) groups in achievement at the end of the experiment.

2. There is no significant difference between experimental and control groups in knowledge retention five and three weeks after the experiment.

3.4 Description of the Variables of the Study

There are three types of variables in the study: (i) control variables, (ii)

dependent variables, (iii) independent variables. The variables are listed below (Table 3.2):

Control Variables:

1. Students' pretest scores

Dependent Variables:

1. Students' posttest scores

2. Students' retention test scores

Independent Variables:

1. Treatment (Authentic text-based teaching or traditional textbook material-based teaching)

Table 3.2 Variables of the Study

Control Variables	Independent Variables	Dependent Variables
Pretest scores	Authentic material-based grammar instruction	Posttest scores
	or	
	Traditional textbook-based grammar instruction	Retention test scores

3.5 Subjects of the Study

The number of the students attending the ninth grade classes at TED Ankara College Foundation High School in 2003-2004 academic year was about 200. Fifty four of the total number of students participated in the study. The English teachers teaching at TED Ankara College Foundation High School were also the participants in this study.

The ninth grade students at the school had taken prep-exemption exam assessing English language knowledge before having started high school. The students were not assigned to the classes according to these scores, but the success rate of the classes in this exam determined the selection of the participating classes. In other words, two classes, which had the similar average grades, were included in this study.

One of these classes was considered as the experimental group. The class which the researcher would teach was assigned as the experimental group because the researcher had developed the implementation materials and activities.

There were 24 students including 11 boys and 13 girls in the experimental group and the other class was chosen as the control group which included 12 boys and 18 girls, in total 30 students (Table 3.3). The average grade for the experimental group in the prep-exemption exam was 62.3 and for the control group it was 61.8. Totally 54 students participated in this study.

The teacher of the experimental group was the researcher and the control group had their own English teacher.

Based on the teachers' experience and observations in English classes at TED Ankara College Foundation High School and the researcher's conversations with the students, it was learned that most of the students at the ninth grade level showed a negative attitude towards learning grammar since they have been learning English grammar for almost nine years and the students believed that they were all competent in English grammar and they also stated that they did not need to learn grammar any more. However, they were not capable enough in using English grammar in practical and real-life situations.

Table 3.3 Subjects of the Study

Gender	Control Group	Experimental Group
Male	12	11
Female	18	13
Total	30	24

3.6 Data Collection Instruments

In this study, data collection was conducted before and after the implementation of the materials and activities. Three instruments were used: Tests, opinionnaires and unit feedback forms.

There were three parallel tests for each lesson given to both groups. A pretest was given to both of the groups before any teaching was conducted. By giving this pretest, the researcher wanted to find out how similar these groups to each other in English language competence were and also to compare its scores to the posttest scores which were given after the implementation.

A parallel test which was defined as posttest was also given to both groups to provide quantitative data about their achievement after the teachers taught particular grammar subjects with authentic and textbook materials.

The last test, namely the retention test, was given five/three weeks after the implementations. The purpose of giving this test to the students of both groups was to get information about how well they retained what they had learned of the grammar subjects.

Two different opinionnaires and two sets of unit feedback forms were administered to different groups. The first opinionnaire was for 15 teachers of the English Department and the aim of designing this instrument was to provide

information about the teachers' views on grammar lessons. Another opinionnaire was built for the students of control and experimental groups and aimed to detect students' opinions and perceptions towards grammar learning process. The third instrument, which was a unit feedback form, was administered only to the experimental group students. It was prepared so as to get the students' views about the authentic text-based grammar teaching they were exposed to in learning particular grammar subjects. Another unit feedback form was filled in by the experimental group's English teacher in order to obtain information about her experience in teaching of grammar subjects through authentic texts in the experimental group.

Each of the data collection instruments is described in detail below.

3.6.1 Tests

Three parallel forms of pre, post and retention tests were prepared by the researcher to obtain information about the achievement of the students in grammar subjects. In order to construct these tests, first, a table of specifications was prepared based on content analysis (see Appendix G and K). Test items were selected from a variety of grammar books and also constructed by the researcher. The total score for each test was 50 points. Therefore, the minimum score which can be got was 0 while the maximum score was 50. To score the papers, the researcher prepared an answer key for each test and these answer keys were checked and modified by the two English teachers. The researcher scored the test papers of both experimental and control groups by following the answer keys (see Appendix O). Preparation of the tests and the items the tests included (Tables 3.4 and 3.5) are described below.

3.6.1.1 Pretests

Before the implementation of each lesson, the students of both groups received a pretest measuring their prior knowledge about each grammar subject; "passive voice" and "reported speech". The pretest for the first unit included six parts involving different types of questions like identification of the passive structures in a text, error correction, completion, rewriting sentences by changing their forms and writing a paragraph by using the new grammatical structures (see Appendix H). The scores obtained from the pretests were used to compare the achievement level of the experimental and control groups. As for the pretest of the second unit, it included three parts of the questions of error correction and rewriting the texts by using the direct and indirect speech statements (see Appendix L).

3.6.1.2 Posttests

The test including the same grammar points was given to all the subjects after the implementation of each unit. Posttests were prepared in parallel to the pretests although they did not include exactly the same parts and items. The common point between the pretests and posttests was the content and the objectives of the lessons. The posttest for the first unit included four parts of rewriting, error identification, text analysis, transforming into other forms and completion (see Appendix I). The posttest for the second unit also included similar items to the pretest except for the error correction. This posttest included two parts of rewriting (see Appendix M).

3.6.1.3 Retention Tests

Retention tests which were almost like the pretests and posttests were also

given to the subjects after some time (five and three weeks) the lessons were applied in the classes. The retention test for the first grammar subject was given five weeks after the subject was taught, however, the retention test for the second grammar topic was received by the students three weeks after it was done in the class. The aim of this test was to see the similarities and differences in the retention of the grammar subjects by the students of both groups. The retention test for the first unit (see Appendix J) included five parts; the questions of error identification, completion, rewriting and writing a paragraph. The retention test (see Appendix N) for the second unit included three parts of error correction and rewriting.

Table 3.4 The Items in the "Passive Voice" Tests

Parts	Pretest	Posttest	Retention Test
A	Identification	Turning to passive	Error identification
B	Error identification	Error identification	Completion
C	Completion	Identification and turning to active	Identification and turning to active
D	Turning to passive	Completion	Turning to passive
E	Turning to active	-	Writing a paragraph
F	Writing a paragraph	-	-

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Table 3.5 The Items in the "Reported Speech" Tests

Parts	Pretest	Posttest	Retention Test
A	Error correction	Turning direct speech sentences into a text	Error correction
B	Turning a text into a dialogue	Turning a text into a dialogue	Turning indirect speech sentences into a dialogue
C	Turning direct speech sentences into indirect speech	-	Turning direct speech sentences into indirect speech

3.6.1.4 Piloting

Pre and posttests were piloted in one of the 10th grade classes at the school where the whole implementation was conducted at the beginning of the semester. First, pretest for the first unit was given and students were asked to complete the test in 40 minutes. One week later, the posttest of the first unit was distributed and students were asked to complete the test in 25 minutes. One month later, the pretest and posttest for the second unit were taken successively by the pilot group students. 22 students to whom the tests were given had already learned the related grammar subjects the previous year. These tests were piloted in order to find out the questions, which needed revision or clear explanation. Since these tests were prepared by the researcher herself and never used before, it was necessary to pilot them. After the pilot study, some questions in the test which were confusing for the students were clarified with a new wording.

The data obtained were analysed in the SPSS (Statistical Program for Social Sciences). The means and reliability, the distributions of the item scores in histograms were calculated. With regard to the reliability of pre and posttests for

piloting, the Cronbach alpha value was .79 and .91 for the tests of the first unit and .87 and .89 for the second unit pre and posttests respectively, which indicated that they were reliable to conduct. However, the researcher needed to make some changes in the test by considering the pilot group's reactions to the questions during its implementation with the guidance of two experts working as English teachers at TED Ankara College Foundation High School. Some instructions of the sections in the tests were found unclear by the students so that they were modified and reworded in the way the students would understand without having any difficulty. Additionally, a few items which were found ambiguous by the students were replaced with the better ones.

3.6.2 Opinionnaires

3.6.2.1 The Opinionnaire for the Teachers of the English Department

The opinionnaire, which was administered to 15 English teachers offering various English courses to different level of students at TED Ankara College Foundation High School, was developed as an open-ended instrument by the researcher. This instrument was modified by the supervision of an expert before it was given to the subjects in the school where the study was implemented. Since the time was not sufficient in the semester, the piloting for the reliability analysis of the opinionnaire could not be conducted; yet, the results of this opinionnaire did not aim to accept or reject any hypothesis in the study.

Opinionnaire consisted of four questions. Generally, the opinionnaire aimed to collect data on the teachers' perceptions and expectations as regards the English grammar teaching and learning.

The first question aimed to find out how the teachers teach grammar, which methods and techniques, and activities they use to teach grammar to their students. The second question was about how the students react to the methods and activities they use in grammar teaching. The next question dealt with if the activities and methods they use are appealing and motivating for their students. Finally, the last question aimed at detecting if they have ever used authentic materials like articles, news stories, poems, songs in their grammar lessons and if they have used, how they taught grammar subjects by using them and how the students' reactions were to the use of this kind of materials in their grammar classes. The answers of the questions were written in the spaces provided on the opinionnaire (see Appendix P).

3.6.2.2 Student Opinionnaire

This instrument was a five-point scale instrument and was designed by the researcher and modified by an expert. Since the time was not sufficient to pilot the opinionnaire, the reliability of the opinionnaire was calculated after it was conducted to the treatment group. According to the reliability analysis, Cronbach's reliability alpha was found as .81.

There are 13 statements and five degrees from strongly agree (5) to strongly disagree (1) in this opinionnaire (see Appendix Q). It was completed by 54 subjects of both groups.

The purpose of giving this opinionnaire was to get data on the students' perceptions and expectations regarding the English teaching and learning process and to find out their views about the use of authentic texts in grammar classes. Items one, two and three aimed to detect if they like reading newspapers and magazines, watching TV programs and movies, listening to songs in English. The fourth item

was about the effects of reading, watching and listening in English on their future academic success. Items five and seven aimed to find out if they think they can learn English language and the way native speakers acquire the language by dealing with the texts in English. Item six aimed to get their views about learning real-life English compared to the rule-based English in grammar or coursebooks. Items eight and 12 detected if the students have a difficulty in understanding the main idea in the texts and the language or grammatical structures used in them. Item nine and 10 questioned if they have a chance of practising the grammatical rules and using the language fluently by the help of these authentic texts. Whether the real use and function of the grammatical structures can easily be grasped in this kind of texts was the concern of item 11 and finally, item 13 aimed to find out the strategies they use in order to understand the meaning and language in authentic texts.

3.6.3 Unit Feedback Forms

3.6.3.1 Unit Feedback Form for the Experimental Group

This instrument (see Appendix R and S) was designed in line with the implementations of the materials. It was given only to the students of the experimental group. The aim of this unit feedback form was to obtain necessary data on the students' feelings and thoughts about what they did in each grammar lesson. Students were asked to fill in this form after the implementation of "passive voice" activities and also after the implementation of "reported speech" activities. Items were basically the same for each implementation; however, the articles, songs, news stories they had to respond to were different.

The unit feedback form was composed of three sections. The items in the first

section (A) with a five-point scale from strongly agree (5) to strongly disagree (1) aimed to obtain views about the use of particular articles taken from a newspaper, a popular song lyric in learning "passive voice" and news stories in learning "reported speech". The items one, two, three and eight dealt with if the students liked reading or listening to the text, the topic of the text and if they found it interesting and if these texts made them eager to learn grammar. Items four and five aimed to find out if they were discouraged by the difficult grammar in the texts or if it was easy to understand. Items six, seven, nine and 10 aimed to detect if the use of these texts helped them improve their grammar knowledge and understand the real-life function of the language.

Section B consisted of two open-ended questions related to the activities they liked the most and the least while learning grammar subjects. Finally, the last section (C) was composed of one open-ended question requesting their comments about the grammar lessons with authentic texts in general like how much they learned, how much they were interested.

3.6.3.2 Unit Feedback Form for the Teacher of the Experimental Group
3.6.3.2.1   Just After the Implementation of the Materials in Each Unit

This unit feedback form was prepared by the researcher and some modifications were made by expert supervision. It consisted of four sections from A to D and was filled by the teacher of the experimental group after the application of the lessons (see Appendix T). The teacher answered the questions based on her observations during the teaching sessions.

The first section included eight open-ended questions which were related to

the flow of the lessons. Specifically, they aimed at finding out if the students liked the authentic texts and activities, and participated in the activities effectively; if they were eager and interested; if they could understand the grammar subjects well and recognize the function of them in a context and finally if they had any difficulty in dealing with the texts.

The following section detected if the objectives of the lessons were achieved successfully; namely, if the students could explore grammatical and discoursal relationships in the texts and relate the grammatical rules to their meanings and its natural use.

The next section consisted of seven items on a five-point scale. The items were related to the students' reactions to the materials and activities used in the teaching sessions. The last section was an open-ended question aiming to obtain information about students' mood and the general flow of the sessions.

3.6.3.2.2   At the End of All the Sessions

This instrument (see Appendix U) was filled in by the teacher of the experimental group at the end of all the teaching sessions. It aimed to find out teacher's views about the retention of the grammar subjects by the students. Form consisted of four open-ended questions about the effect of the use of authentic materials on students' motivation, eagerness, achievement and retention. It also questioned if there was any increase in students' interest in grammar and any development in students' grammar knowledge and retention at the end of the semester. One of the items also aimed to find out if there was any drawback of teaching English grammar by the use of authentic materials.

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3.7 Data Collection Procedures

As explained before, a pretest-posttest control group design was conducted for this study.

First, the opinionnaires were administered to both the experimental and control groups before the implementation to obtain information about their perceptions of grammar teaching methods and what they think about one of the alternative ways of grammar learning, authentic materials.

Second, 15 teachers of the English Department received an opinionnaire and noted their views about the ways and methods of grammar teaching.

To understand the difference between the use of authentic materials and textbook materials, two grammar subjects were chosen among the topics in the syllabus of ninth grade English Language and Literature course. The reason of choosing two grammar units for this study was to obtain reliable and consistent results; the implementation of only one unit would not provide sufficient data for the research questions of this study. Furthermore, the reason for choosing the grammar subjects of "active and passive voice" and "direct and indirect speech" was the fact that these two grammar subjects have a vital place in English grammar. These grammar subjects were frequently used in a variety of contexts by the native speakers of the English language and also the probability of making mistakes for the EFL learners in these grammar subjects is higher when compared to the other grammar subjects of English grammar. EFL learners have serious problems and many difficulties in these grammar subjects as experienced by most of the English teachers at TED Ankara College Foundation High School. Another reason for choosing these particular grammar subjects was that it is really easy to find many examples to their use in the authentic or native speaker language. For instance, the texts including

passive voice structures can be found in any kind of formal writing in a newspaper, magazine, journal and reported speech structures can be found in daily conversational language.

Thus, the first phase of the implementation aimed at teaching "passive voice" while the second phase aimed at teaching "reported speech".

3.7.1 The Implementation of the First Unit (Active and Passive Voice)

Students of both groups had a pretest on "active and passive voice" including error correction, rewrite, completion and paragraph writing type of questions. The pretests were marked according to the answer key.

A detailed lesson plan for the experimental group was prepared based on passive voice before the implementation started (see Appendix A and B). The authentic reading and listening texts which included various passive voice structures were selected for the lesson. A variety of activities and exercises were prepared based on the selected authentic texts.

"Passive voice" lessons were applied in the first month of the whole implementation procedure to both groups and lasted eight class hours. While the experimental group was learning "passive voice" by an authentic lesson, the control group was following the explanations and exercises in the coursebook "Grammar and Vocabulary for First Certificate" written by Luke Prodromou (see Appendix C). This textbook included the descriptions, information, lists and charts about the grammar subjects and this rule-presentation part was followed by different types of exercises like rewrite, key word transformation, cloze, matching, fill in the blanks. It also included short reading texts, which were adapted, in the practice section, but not in the presentation part.

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Just after the teaching sessions, the students of both groups took the posttest. The students of the experimental group filled in the unit feedback form and the teacher of the experimental group also filled in the unit feedback form to explain what was observed during the implementation of authentic material-based lesson.

Five weeks after the students received the posttest, they received another test, which was retention test. During five-week time students were not taught any grammar subject. They studied only some literal pieces which were not related to the grammar of English.

3.7.2   The Implementation of the Second Unit (Direct and Indirect Speech)

As it was in the first phase of the implementation (passive voice), also in this phase a pretest was administered on "reported speech" to both groups.

A similar lesson plan was also prepared for the experimental group, this time for teaching reported speech. The most suitable authentic texts were chosen from the magazines and newspapers and various activities and exercises were designed by the researcher (see Appendix D and E). The teacher of the control group did not need to make a different lesson plan other than the lesson design in the coursebook; she followed the coursebook activities while teaching reported speech (see Appendix F). Teaching of reported speech lasted seven class hours for two groups.

Students of both groups received a posttest just after the teaching procedure. The teacher of the experimental group recorded her observations during the implementation of the lessons with the guidance of the items in the unit feedback form. Students of the experimental group were also administered a unit feedback form so that the researcher obtained useful information about their views. Three weeks after having the posttest, students received a retention test.

3.8 Data Analysis Procedures

Data analysis was carried out based on the research questions stated earlier in the study. The quantifiable data in the pre, post and retention tests were analysed by using descriptive and inferential statistical analysis. To indicate the differences between the experimental and control groups in consideration with achievement and retention, independent samples t-test was conducted. Posttests and retention tests of experimental and control groups were compared through independent samples t-test. The standardized significance level was used as $\alpha < .05$ for the independent samples t-test findings.

With regard to students' opinions and perceptions, the results were analysed through descriptive statistics. They were listed in tables. The experimental group's teacher's points of view provided insight for reaching a conclusion about the impact of the authentic materials in a grammar class. Moreover, the open-ended items were transcribed into meaningful wholes.

3.9 Limitations of the Study

There are some certain limitations relevant to this study. The findings obtained from this study are limited to the data received from 71 participants – 54 students and 17 (two teachers who participated in the experiment and 15 teachers who filled in the opinionnaire) teachers at TED Ankara College Foundation High School. Since sample size is limited to 54 ninth grade students and 17 teachers, it might not reflect the whole population.

As another limitation, each student might have different learning styles as the teachers might have different teaching styles which might also affect the achievement and motivation of the students.

Students of the control group who were taught by the traditional textbook material might be interested in the authentic texts more than the students of the experimental group who were taught through authentic materials. In other words, some participants in the experimental group might have disliked taking a part in the experimental study which was based on only authentic material use.

The participants were asked to give sincere opinions in the instruments, however, the reliability and validity of the study is limited to the honesty of the participants' responses to the instruments. This might also be considered as a limitation for this study.

Another limitation is related to the reliability of the opinionnaires which were administered to the students and teachers. Since there was not sufficient time to pilot the opinionnaires, reliability of them can be questioned. Yet, the results of these opinionnaires do not aim to prove any hypothesis related to the study. They just aim to obtain some information about the views of the teachers and students and also to provide some background to the study.

The teacher impact on the results of the study might be another limitation for this study. The researcher is the teacher of the experimental group, which might bring about biases. The researcher also marks the tests of both groups, which can be a bias for the reliability of the study.

As another limitation student interaction might have led to exchange of ideas and learned materials that might have influenced retention scores. However, the teachers of both groups had already explained the students that these tests were given to them not as a part of the yearly syllabus, but for an academic study.

CHAPTER 4

RESULTS

The purpose of this study was to find out how the use of authentic materials impacts the learning in teaching two grammar subjects; how it influences students' achievement, retention and opinions in grammar learning.

This chapter includes the results related to the research questions of the study. The results were obtained by some data collection procedures based on quantitative and qualitative research methods. In line with the research questions, first the findings of the pre and posttests were explained; next, the results of the retention tests were illustrated. Finally, the descriptive findings obtained from the opinionnaires and unit feedback forms that revealed the teachers' and students' opinions about the grammar teaching and learning and the treatments of the study were presented.

4.1 Achievement in Both Groups at the End of the Experiment

Before comparing the two groups, an analysis was done to find out if there was any significant difference between the two groups at the beginning of the study. Findings based on the pretests, prior to the implementations, showed that there was no significant mean difference in pretest scores between the experimental and control

groups. The statistical finding for the first unit (passive voice) was [*t* (51.79) = -.072, *ρ* = .94] at the significance level of .05, with a mean score of 24.54 for the experimental group and 24.73 for the control group. For the second unit (reported speech), the mean score for the experimental group was found as 30.16 and for the control group as 31.26 [*t* (44.6) = -.48, *ρ* = .63] at the significance level of .05. These test results showed that the difference of pretest means was not significant; both the experimental and control groups were regarded as similar in their knowledge about the particular grammar subjects (passive voice and reported speech) prior to the implementation. Tables 4.1 and 4.2 reveal the scores the students of both groups obtained in the pretests of both units.

Table 4.1
Comparison of Pretest Scores of Experimental and Control Groups for the First Unit (Passive Voice)

Group	*n*	*M*	*SD*	*t-*	*df*	*ρ*
Experimental	24	24.54	8.94			
				- .072	51.79	.94
Control	30	24.73	10.55			

Table 4.2
Comparison of Pretest Scores of Experimental and Control Groups for the Second Unit (Reported Speech)

Group	*n*	*M*	*SD*	*t-*	*df*	*ρ*
Experimental	24	30.16	8.97			
				- .48	44.6	.63
Control	30	31.26	7.45			

As for the results obtained based on the first research question ["Is there a significant difference between experimental (exposed to authentic materials) and

control (exposed to traditional textbook materials) groups in the achievement tests at the end of the experiment?"], descriptive statistics in the posttest results illustrated that the experimental group that was subjected to authentic material use in learning "passive voice" and "reported speech" had a higher level of achievement compared to the control group that received the use of textbook materials in learning these grammar subjects. An independent samples t-test was used to understand whether the difference in achievement was significant. While the findings for the posttest of the implementation of the first unit showed a significant difference between the experimental ($M = 37.25$) and control groups ($M = 32.20$) [t (50.46) = 2.36, p = .022], the findings of the posttest of the second unit did not reveal a significant difference between the experimental ($M = 38.75$) and the control groups ($M = 35.33$) [t (37.63) = 1.60, p = .11]. The tables 4.3 and 4.4 report the data analysis results obtained from the posttest data.

Table 4.3
Comparison of Posttest Scores of Experimental and Control Groups for the First Unit (Passive Voice)

Group	n	M	SD	t-	df	p
Experimental	24	37.25	7.62			
				2.36	50.46	.022*
Control	30	32.20	8.04			

Note: * shows a significant difference at $p < .05$.

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Table 4.4
Comparison of Posttest Scores of Experimental and Control Groups for the Second
Unit (Reported Speech)

Group	*n*	*M*	*SD*	*t-*	*df*	*p*
Experimental	24	38.75	9.05			
				1.60	37.63	.11
Control	30	35.33	5.85			

Since students of both experimental and control groups knew the grammar subjects at the beginning of the experiment (relatively high pretest mean scores especially for the second unit where the means were 30.16 and 31.26 out of 50), comparing the gain scores between the pretest and posttest scores of each group would be more meaningful. As shown in Table 4.5 , the gain scores between the pretests and posttests for the first and second units respectively for the experimental group were 12.71 and 8.58 while the gain scores for the control group were 7.47 and 4.06, which revealed a significant difference at the significance level $\alpha < .05$ [t (51.21) = 4.18, p = .000; t (31.44) = 2.56, p = .016]. Hence, the difference between the gain scores for both units was significant, in favor of the experimental group, and hypothesis one was rejected.

Table 4.5
Comparison of the Gain Scores of Both Units

Unit	Group	*n*	*M*	*SD*	*t-*	*df*	*p*
1	**Experimental**	24	12.71	3.8			
					4.18	51.21	.000*
	Control	30	7.47	5.41			
2	**Experimental**	24	8.58	7.95			
					2.56	31.44	.016*
	Control	30	4.06	3.82			

Note: *shows a significant difference at $p < .05$

4.2 Retention in Both Groups After the Experiment

The next analysis was based on the retention test results in line with the second research question of the study ["Is there a significant difference between experimental and control groups in grammar knowledge retention five weeks (the first unit) and three weeks (the second unit) after the experiment?"].

The retention test scores revealed a significant difference in descriptive statistics for both units. The mean scores of the groups were different in favour of the experimental group in both treatments. It was found as $M = 39.16$ for the experimental group while it was $M = 31.73$ for the control group after the first unit results were obtained. For the second unit they were found as $M = 35.16$ for the experimental group and $M = 33.96$ for the control group (Tables 4.6 and 4.7).

When the data was compared by an independent samples t-test, the findings revealed a significant difference for the first unit [t (51.91) = 3.04, p = .004]. However, it did not reveal a significant difference when the results of the second unit were considered [t (42.95) = .47, p = .63].

Before the analysis, no significant difference was expected between the experimental and control groups' retention test scores. As a result of this analysis, Hypothesis two (There is no significant difference between experimental and control groups in knowledge retention five and three weeks after the experiment) was rejected for the first unit while it was accepted for the second unit.

Table 4.6
Comparison of Retention Test Scores of Experimental and Control Groups for the First Unit (Passive Voice)

Group	n	M	SD	t-	df	p
Experimental	24	39.16	7.78			
				3.04	51.91	.004*
Control	30	31.73	10.17			

Note: * shows a significant difference at ρ < .05.

Table 4.7
Comparison of Retention Test Scores of Experimental and Control Groups for the Second Unit (Reported Speech)

Group	n	M	SD	t-	df	p
Experimental	24	35.16	10.07			
				.47	42.95	.63
Control	30	33.96	7.89			

4.3 Retention in Each Group

When the posttest scores of the groups were compared to their retention test scores, it was seen that they are not significant. The mean scores the experimental group students got from the posttest for the first unit was 37.25 and for the second unit 38.75 while the retention test mean scores were 39.16 (for the first unit) and 35.16 (for the second unit) [t (23) = -1.92, ρ = .067; t (23) = 1.558, ρ = .133]. There was an increase in their scores from 37.25 to 39.16 for the first unit whereas there was a decrease from 38.75 to 35.16 for the second unit.

As for the results of the control group, it was seen that the mean scores of the control group students for the first unit post test was 32.20 and for the second unit posttest was 35.33 and the mean scores for the retention tests were 31.73 for the first unit and 33.97 for the second unit [t (29) = .339, ρ = .737; t (29) = 1.133, ρ = .267].

Different from the experimental group students, control group students had a decrease in both retention tests (Table 4.8).

Table 4.8
Paired Samples Test Results for the Post and Retention Tests

Group	Test	*M*	*SD*	*t-*	*df*	*p*
Experimental	Post 1	37.25				
			4.89	-.1.92	23	.067
	Retention 1	39.16				
	Post 2	38.75				
			11.27	1.558	23	.133
	Retention 2	35.16				
Control	Post 1	32.2				
			7.53	.339	29	.737
	Retention 1	31.73				
	Post 2	35.33				
			6.61	1.133	29	.267
	Retention 2	33.97				

4.4 Interpretation of the Test Results

The comparison of the mean scores of the pretests of both experimental and control groups showed that they had similar levels of achievement in the grammar subjects before the implementation of each of the lessons.

After the implementation, however, the posttest scores of the two groups showed significant differences. The students in the experimental group scored higher than those in the control group. The comparison of these scores revealed that the students who studied passive voice through authentic material-based activities were more successful than those who studied the subject through textbook activities. When the gain scores were considered a significant difference was found in

achievement of the experimental and control groups both for the first and second units.

The results of the retention tests like the posttest scores also showed that those who studied grammar through authentic materials were more successful in the grammar subjects in the long-run in comparison with the students who studied them through textbook materials. As it was also observed in the posttest results, the retention test results showed a significance in the end of the first unit while it did not reveal a significant difference at the end of the second unit.

4.5 Opinions and Perceptions of the Teachers and Students on Grammar Teaching and Authentic Material Use

The last four analyses were based on the data gathered by different opinionnaires and unit feedback forms which aimed at answering the research questions three, four, five and six which were "What are teachers' opinions about the effective ways of teaching grammar?"; "What are students' (experimental group) opinions about the authentic materials at the end of the experiment?", "What are the students' perceptions and expectations as regards with English Grammar Teaching and Learning?" and "What is the experimental group teacher's opinion about the implementation of the units?"

4.5.1 Teachers' Opinions about the Effective Ways of Teaching Grammar

This opinionnaire aimed at finding out what the teachers of English department at TED Ankara College Foundation High School do in their classes to teach grammar, what kind of activities they carry out and if they ever use authentic materials and if their students are familiar to authentic materials in grammar lessons.

The first item questioned how they teach grammar and which methods and techniques they use while teaching grammar. Twenty percent ($n = 3$) of the teachers claimed that since the students are supposed to have learned English grammar before coming to high school, they preferred using an eclectic approach, which seems to be the best and the most suitable one. They also mentioned it is better to go from known to unknown in teaching English grammar, which helps students understand better. Twenty six point seven percent ($n = 4$) of the participant teachers expressed that they apply grammar structures to everyday situations and prefer doing role-plays which will help the students use the rules of English grammar in natural contexts. Thirty three point three percent ($n = 5$) of the teachers told that they use specific situations related to a particular language point in presentation stage; they also mentioned that they mostly avoid giving rules directly, but if it is very necessary to focus on the rule itself, then they do it. They mostly preferred teaching a grammar point through a text, reading passage or by using a real-life situation. Similarly, one teacher explained that s/he introduces a grammar subject with the use of real-life situations or materials and by expliciting students' personal examples on the subject. Two teachers (13.3%) mentioned they use cloze, fill in the blanks, dialogues, rewriting sentences exercises to practise a grammar point or some oral and written practice activities.

The second question was about the teacher's observation about how the students' opinion of the methods and activities they use to teach grammar was. One of the teachers (6.7%) explained that it depends on the students' mood and the proximity of the next exam. He also added that dialogues and peer practice activities work really well and students like the variety of activities the most. Forty percent ($n = 6$) of the teachers told students are generally enthusiastic about the activities they have in class and if the examples are real and relevant to their life, they really like

them. Similarly, 33.3% ($n = 5$) of the teachers expressed that different activities take students' attention and affect their motivation positively. Twenty percent ($n = 3$) of the teachers said that students' reaction to the activities they presented was really positive and students started to take part in the activities with high motivation. The teachers also listed the types of the activities students like the most. The students enjoy the activities which are based on real-life situations and the contextual exercises in which what they have learned will be used. For example, they like writing a paragraph or a dialogue by using passives, causatives, gerunds and infinitives.

The third item was related to what kind of activities was more appealing to their students in grammar teaching. The activities the teachers suggested were error identification ($n = 4$), correction ($n = 1$), matching ($n = 1$), text-based activities ($n = 4$), authentic material-based exercises (brochures, newspaper articles) ($n = 3$), communicative student-centered ones ($n = 5$), games and songs ($n = 3$).

The last item aimed at finding out if they have ever tried authentic texts in their grammar classes and what the students' reaction was like. Most of the teachers (86.7%, $n = 13$) used authentic materials at least once in teaching vocabulary, grammar, figures of speech such as metaphor, simile, types of writing and in the introduction of any kind of topic. The students really liked authentic material-based activities since they were interesting, up-to-date, natural, effective, real, related to contemporary world and helping in creativity as stated by the teachers.

4.5.2 Students' Perceptions and Expectations as Regards with English Grammar Teaching and Learning

The purpose of this opinionnaire which was responded by the students of both experimental and control groups aimed at collecting data on students' perceptions and expectations as regards with the English grammar teaching and learning.

This opinionnaire was administered to the students before the implementation of the materials started. It consisted of 13 items. The results of the opinionnaire are presented in the table 4.9 for the experimental and control groups.

Table 4.9
Experimental (*n* = 24) and Control (*n* = 30) Group Students' Opinions about English Grammar Teaching and Learning

ITEMS	SA (5) %		A (4) %		N (3) %		D (2) %		SD (1) %		*M*	
	C	E	C	E	C	E	C	E	C	E	C	E
1. I like reading newspapers or magazines in English.	3	13	53	33	27	42	17	8	0	4	3.42	3.63
2. I like watching TV programs and films in English.	44	45	53	42	3	13	0	0	0	0	4.41	4.32
3. I like listening to songs in English.	71	67	13	17	3	8	13	4	0	4	4.42	4.39
4. I think being able to read, watch or listen in English will help me achieve the future academic success.	57	54	30	25	13	17	0	4	0	0	4.44	4.29

Table 4.9

Experimental (*n* = 24) and Control (*n* = 30) Group Students' Opinions about English Grammar Teaching and Learning (continued)

	SA		A		N		D		SD		Mean	
	E	C	E	C	E	C	E	C	E	C	E	C
5. I think being able to understand texts, conversations and lyrics in English makes me feel I have learned the language.	**50**	54	**47**	29	3	13	0	4	0	0	4.47	4.33
6. I think the materials including real-life English are more interesting than the ones in traditional books (course-book or grammar book) used in class.	**50**	67	**34**	20	13	13	3	0	0	0	4.31	4.54
7. While dealing with the texts including written, oral and visual real-life English, I feel that I can understand the way the native speakers (foreigners) use the language.	**10**	25	**50**	46	37	25	3	4	0	0	3.67	3.92
8. While reading or listening to the texts including real-life English, I have no difficulty in getting the main idea.	**17**	46	**37**	29	37	8	9	13	0	4	3.62	4.00
9. While reading or listening to the texts including real-life English, I have a chance to practise many grammatical rules I have learned.	7	8	17	17	**37**	17	**30**	46	**9**	**12**	2.83	2.63
10. With real-life English materials, I have a chance to learn many different uses of language which help me acquire the language fluently and accurately.	**30**	54	**44**	29	23	17	3	0	0	0	3.66	4.37
11. I think real use and function of grammatical structures can only be understood in the authentic texts.	3	**25**	20	17	**40**	38	**24**	12	**13**	8	2.76	3.39
12. While dealing with the authentic texts, difficult language might sometimes discourage me.	**23**	21	**27**	33	37	25	13	21	0	0	3.6	3.54
13. When dealing with any kind of reading or listening texts published in English in class, I would like to understand the whole text by analysing/ examining/considering each grammar structure and vocabulary item used in them.	3	12	**44**	17	**34**	21	13	29	7	**21**	3.26	2.70

SA: Strongly Agree   A: Agree   N: Neutral   D: Disagree   SD: Strongly Disagree
C: Control Group   E: Experimental Group

The results showed that 46% of the experimental group students thought that they like reading newspapers or magazines in English; however, 42% of the experimental group students were neutral; they did not give a clear opinion about it. Almost three-fifths (56%) of the control group students told they like reading newspapers or magazines in English while the majority of them (97%) found watching TV programs or films in English enjoyable. Also most of the experimental group students (87%) strongly agreed or agreed that they like watching TV programs and films in English.

More than four-fifths of the experimental group students (84%) told that they also like listening to songs in English. Similarly, 84% of the control group students strongly agreed and agreed that they like listening to songs in English.

Seventy nine percent of the experimental group students believed that being able to read, watch or listen in English will help them achieve the future academic success while 17% of the students were not very sure about this. The results also showed that 83% of the experimental group students would feel they have learned the language because they could understand this kind of texts, conversations and lyrics in English. Similarly, 87% of the control group students believed that being able to read, write or listen in English will help them achieve the future academic success and 97% of them agreed that they feel they have learned the language if they can understand texts, conversations and lyrics in English.

For the sixth item, 84% of the control group students agreed that the materials including real-life English are more interesting than the textbook materials as 87% of the experimental group students told that they thought that the materials including real-life English are more interesting than the ones in traditional books usually used in classes.

Seventy one percent of the experimental group students strongly agreed or agreed that while dealing with the texts written, oral and visual real-life English, they feel that they can understand the way the native speakers use the language whereas more than one-fifths of the students were unsure about it. While 60% of the control group students thought that they feel that they can understand the way native speakers use the language with the help of the authentic texts, 37% of them were neutral.

For the eighth item which was about having difficulty in understanding these texts, 75% of the experimental group students told that they do not have any difficulty while 17% strongly disagreed or disagreed about having no difficulty. As for the control group students' opinion about the eighth item, 54% of the students told that they do not have any difficulty in understanding the general points in authentic texts; however, 37% of them did not reveal a clear opinion about it.

For the ninth item, students gave diversifying responses; yet, 58% of the experimental group students told that they disagreed that they have a chance to practise many grammatical rules they have learned while reading or listening to the texts including real-life English. Thirty nine percent of the control group students also disagreed with the ninth item and 37% were undecided. This showed that students believe there is not much link between what they learn in grammar and the way it is used in the natural contexts. Thus, it is seen that students do not read or listen to such texts because they want to practise the language structures. Getting the general idea from the texts, understanding them is much more important. Only 25% of the experimental group students agreed that they deal with such texts for practising purposes.

Eighty three percent of the experimental group students agreed that they have a chance to learn many different uses of language, which help them acquire the language fluently and accurately. Similarly, 74% of the control group students thought that they have a chance to learn many different uses of language with authentic materials.

Only two-fifths (42%) of the experimental group students thought that the real use and function of grammatical structures can only be understood in the authentic texts while two-fifths (38%) did not have a clear opinion about it and one-fifths (20%) disagreed. Many students (37%) in the control group disagreed that the real use and function of grammatical structures can only be understood in the authentic texts and 40% of them did not give a clear opinion about this.

More than half of the experimental group students (54%) told that difficult language might sometimes discourage them while dealing with the authentic texts whereas one-fifths (21%) disagreed and more than one-fifths (25%) could not reach a clear judgement about it. In the same way, half of the control group students (50%) thought that they can be discouraged by the difficult language in the authentic texts and 37% of them were neutral about this point.

Fifty percent of the experimental group students strongly disagreed or disagreed that they would like to understand the whole text by analysing, considering or examining each grammar structure and vocabulary item used in them when dealing with any kind of authentic texts while 29% of them agreed. Similarly, 47% of the students in the control group agreed that they try to understand the whole text by analysing, examining and considering each grammar structure and vocabulary item while 34% were undecided. This might depend on what kind of a learner they are.

To sum up, most of the students in both experimental and control groups found authentic materials more interesting and useful in speaking or writing in English accurately. Their opinion was quite positive; however, some of them believed they will have difficulty in dealing with them. Yet, majority of them could recognise its advantages in achieving mastery in English. Moreover, it was found out that especially the students of the control group really liked the authentic materials more than the textbook materials which do not include any genuine language. They also knew the importance of understanding authentic texts in the acquisition of a language. On the other hand, they could not find a parallelism between the grammar rules they learn in the class and the grammar used in daily language.

4.5.3 Students' Opinions about the Authentic Materials at the End of the Experiment

This form was answered by the students of the experimental group just after each unit. The aim was to obtain data about their views about authentic materials they studied in their grammar classes.

This form consisted of three parts. The first part was related to the specific reading or listening materials (authentic) they studied and it aimed at getting their views about these texts. The second part of both forms was about which activity they liked the most and the least while learning passive voice and reported speech. The third part looked for students' additional views about the sessions they had.

Table 4.10
Experimental Group's Views about "'Innocent' Jackson ready to face the music"

ITEMS	SA 5 %	A 4 %	N 3 %	D 2 %	SD 1 %	*M*
1. I liked reading the text.	4	4	21	**33**	**38**	2.03
2. I liked the topic of the text.	21	8	12	**21**	**38**	2.53
3. It was interesting to read the text.	8	13	21	**8**	**50**	2.21
4. Grammar used in the text was easy to understand.	13	17	**33**	**29**	**8**	2.98
5. I sometimes felt discouraged by the difficult language of the text.	4	33	21	**29**	**13**	2.86
6. The text helped me understand the use of some grammatical structures.	12	21	**38**	17	12	3.04
7. The text helped me understand the way native speakers use the language.	21	8	29	**21**	**21**	2.87
8. I was eager to learn grammar by the help of this text.	4	25	29	**25**	**17**	2.74
9. The text helped me understand how to use "passive voice" in any context.	**33**	**33**	8	8	18	3.55
10. This text contributed to the improvement of my grammar knowledge.	8	25	25	**17**	**25**	2.74

Eight percent of the students told that they liked reading the text "Innocent Jackson ready to face the music" while 71% of them clearly explained their dislike about it. 59% of the students did not like its topic, either. Only 21% thought that it was interesting to read while 58% explained it was not very interesting. 37% thought that the language in it was not very easy and 42% of them also told they felt discouraged by its difficult language. However, 33% of the students thought that this text helped them understand the use of some grammatical structures while 38% of them did not reveal a clear opinion by choosing the "neutral" box. Forty two percent of them disagreed or strongly disagreed that this text helped them understand the way native speakers use the language. For the eighth item (I was eager to learn grammar by the help of this text), students gave different answers. Forty two percent of them disagreed about this point and they told that they were not very willing to learn passive voice with this text. However, 66% of them agreed to the text's usefulness in

learning "passive voice", they agreed that this text helped them understand how to use passive voice in any context. On the other hand, 42% of them told that they believed this text did not contribute to their grammar knowledge (Table 4.10).

Students' reaction towards this text was generally negative. This might be due to the fact that the topic was not very interesting and the very difficult language used in the text affected their motivation negatively.

Table 4.11
Experimental Group's Views about **the Song Lyrics "The Book of My Life"**

ITEMS	SA (5) %	A (4) %	N (3) %	D (2) %	SD (1) %	*M*
1. I liked listening to the song.	**38**	**38**	8	8	8	3.9
2. I liked the topic of the lyrics of the song.	**25**	**34**	17	13	13	3.51
3. It was interesting to listen to the song.	**50**	**17**	17	8	8	3.93
4. Grammar used in the lyrics was easy to understand.	**39**	**21**	21	17	4	3.8
5. I sometimes felt discouraged by the difficult language in the lyrics.	0	25	21	**25**	**29**	2.42
6. The lyrics helped me understand the use of some grammatical structures.	**21**	**29**	25	17	8	3.38
7. The lyrics helped me understand the way native speakers use the language.	21	0	**63**	8	8	3.18
8. I was eager to learn grammar by the help of the lyrics.	0	33	**50**	0	17	2.99
9. The lyrics helped me understand how to use "passive voice" in any context.	**21**	**21**	39	4	17	3.31
10. The lyrics contributed to the improvement of my grammar knowledge.	**8**	**13**	54	17	8	2.96

The second authentic text in unit one about which the students gave their opinions was the song "The Book of My Life". The results (Table 4.11) showed that majority of the students (76%) really liked listening to the song; however, only 59% found the topic of the song likeable. Sixty seven percent of them explained that it was really interesting to listen to this song. Sixty percent of the students found the language of the lyrics quite easy and 54% told that they did not feel discouraged by

its language. Half of the students (50%) agreed and strongly agreed that the lyrics helped them understand the use of some grammatical structures; however, 63% of the students were undecided about the seventh item which was "The lyrics helped me understand the way native speakers use the language". Only 33% agreed that they were willing to learn grammar by the help of the lyrics while half of them (50%) were neutral about this. However, 42% agreed that the lyrics helped them understand how to use "passive voice" in every context. Fifty four percent of the students were neutral about the lyrics' contribution to the improvement of their grammar knowledge.

As for part B, which aimed at finding out the activity they liked the most and the least, students gave some diversifying answers. Yet, majority of them ($n = 18$, 75%) liked listening to the song a lot because they thought it was enjoyable, interesting and relaxing. Some ($n = 5$, 20.8%) told that melody and the repetitions in the song made them remember how to use passive voice structures. Some ($n = 13$, 54.2%) thought the song was a different activity and more stimulating compared to the ordinary exercises in the grammar books. Some ($n = 11$, 45.8%) believed that they learned how to use passive voice through the song and it was a good chance to practise passive voice structures by the help of the song lyrics. Nevertheless, some students ($n = 6$, 25%) told they found the song very boring, thus they were not very interested in it.

The least enjoyable activity as stated by most of the students ($n = 15$, 63%) was the one which was about the text "Innocent Jackson ready to face the music". This was because they found it very boring, long and difficult. Some ($n = 9$, 38%) told that the topic was not very interesting and they did not enjoy reading about someone who they do not like very much. However, a few students ($n = 8$, 33.3%)

explained that they really liked the text and the activities related to it since they were happy about learning a popular singer's life and the news about him. Some ($n = 6$, 25%) also added that it was a really good text to present the passive voice structures and really helpful to teach its use to them. Since they had already learned a lot about passive voice during their English classes so far, it was useful to practise the structures through the texts.

Part C aimed at exploring students' views about the lesson. Majority of them ($n = 15$, 63%) believed that it was effective because they had a chance to learn more about the use of passive structures compared to the way they learned through before and it really helped them develop their knowledge about passive voice. However, some students ($n = 6$, 25%) expressed their feelings about the grammar and they told they are not interested in learning English grammar at all, especially the passive voice. Some ($n = 5$, 20.8%) openly explained they were not very eager to learn and very bored of English grammar.

As for the results of the students opinionnaire (Table 4.12) which was given after the second unit (Reported Speech), it showed that half of the students (50%) strongly agreed or agreed that they liked reading the text "Cruise and Cruz go separate ways"; however, 46% disagreed. Forty two percent of them told that they liked the topic of the text and 37% told it was interesting to read the text. Eighty four percent of the students found the grammar used in the text easy and 58% strongly disagreed and disagreed that they sometimes felt discouraged by the difficult language used in the text. Thirty four percent of the students believed that this text helped them understand the use of some grammatical structures while 45% of them were undecided. Fourty two percent of the students agreed that the text helped them

understand the way native speakers use the language. However, 33% of the students mentioned they were not willing to learn grammar by the help of this text. Yet, 59% of the students told that this text helped them understand how to use the reported speech in any context. For the last item, students gave differing answers; one-thirds (33%) of the students agreed that the text contributed to the improvement of their grammar knowledge whereas one-thirds (34%) were neutral and one-thirds (33%) disagreed about this point.

Table 4.12
Experimental Group's Views about "**Cruise and Cruz go separate ways**"

ITEMS	SA (5) %	A (4) %	N (3) %	D (2) %	SD (1) %	*M*
1. I liked reading the text.	**8**	**42**	4	33	13	2.99
2. I liked the topic of the text.	**13**	**29**	25	20	13	3.09
3. It was interesting to read the text.	**8**	**29**	29	21	13	2.98
4. Grammar used in the text was easy to understand.	**38**	**46**	0	8	8	3.98
5. I sometimes felt discouraged by the difficult language of the text.	8	13	21	**25**	**33**	2.38
6. The text helped me understand the use of some grammatical structures.	**17**	**17**	**45**	13	8	3.14
7. The text helped me understand the way native speakers use the language.	**13**	**29**	**33**	17	8	3.22
8. I was eager to learn grammar by the help of this text.	8	21	**38**	**29**	**4**	3
9. The text helped me understand how to use "reported speech" in any context.	**17**	**42**	25	8	8	3.53
10. This text contributed to the improvement of my grammar knowledge.	8	25	**34**	29	4	3.04

As for students' opinions about the second activity "short news reports", 41% of the students told that they liked reading them and their topics while 41% disagreed about this. Thirty seven percent of the students found the activity based on these texts interesting. Sixty three percent of the students agreed that the grammar in the news reports were easy and 67% told they were not discouraged by its language. 33% of

the students mentioned that it helped them understand the use of some grammatical structures and 25% of them told they could understand the way native speakers use the language by this way while 50% were neutral. Forty one percent of the students told these texts did not make them eager to learn the grammar; however, 46% thought the texts helped them understand how to use reported speech in the context and 34% believed in the positive contribution of these texts to the improvement of their grammar knowledge. The results are presented in Table 4.13.

Table 4.13
Experimental Group's Views about the **News Reports**

ITEMS	SA (5) %	A (4) %	N (3) %	D (2) %	SD (1) %	*M*
1. I liked reading the texts.	8	33	21	17	21	2.9
2. I liked the topics of the texts.	4	37	17	21	21	2.82
3. It was interesting to read the texts.	8	29	21	21	21	2.47
4. Grammar used in the texts was easy to understand.	21	42	21	12	4	3.64
5. I sometimes felt discouraged by the difficult language in the texts.	4	17	12	42	25	2.33
6. The texts helped me understand the use of some grammatical structures.	4	29	42	17	8	3.04
7. The texts helped me understand the way native speakers use the language.	4	21	50	17	8	2.96
8. I was eager to learn grammar by the help of the texts.	18	8	33	33	8	2.95
9. The texts helped me understand how to use "reported speech" in any context.	13	33	33	13	8	3.3
10. The texts contributed to the improvement of my grammar knowledge.	13	21	37	25	4	3.09

Furthermore, in part B students told they liked the activities (writing a dialogue) based on the text "Cruise and Cruz go separate ways" very much since it was a news report about popular people's private life, which was quite interesting and enjoyable. Some students (*n* = 8, 33.3%) told that they disliked the grammar

subject reported speech, but liked practising it through an interesting text. They also found it useful in learning reported speech structures. Another activity they liked was the one based on the short news reports about the singer Aretha Franklin and a football player because they were including daily use of the language. They also found the cartoons very interesting and told it was easy to learn through them. The most boring activity, according to them, was transforming direct speech into indirect speech by using the long interview extract "A Martyr or a Murderer?"

4.5.4 Experimental Group Teacher's Opinion about the Implementation of the Units

4.5.4.1 Post Implementation

The teacher of the experimental group explained her views about the flow of the lessons by answering the questions in four different sections in the unit feedback form.

The first section consisted of eight open-ended questions. The first question is about whether the students liked the texts and lyrics. She answered she thought the students liked them and found them interesting; however, they found them different, which also brought about some curiosity on students' part. More specifically, they found the text about Michael Jackson boring and difficult; song lyrics really interesting and stimulating; the text about Tom Cruise and Penelope Cruz highly interesting and small pieces of news reports as short and easy.

The second item asked if the students liked the activities. The researcher expressed that they mostly liked the activities, but they were really surprised and curious because the activities were really different from what they were already used to.

The third and fourth questions tried to find out if the students answered the questions she asked during the class and if they seemed eager to participate in the classes. The teacher told that the students were really willing to take part in the activities because they really liked them and their expectations from the class were really different. They felt more self-confident and developed a positive opinion about their own abilities. They saw that they could understand these natural contexts in English. However, some students did not want to take part in the activities because they found it difficult and felt discouraged.

The fifth item aimed at finding out if the students could easily understand the use and function of the grammar subject. The teacher answered they sometimes had difficulty in selecting the structures (passive and reported speech) in the texts; some structures were really complicated. However, they could combine the use and meaning of the sentences after thinking over them and by the teacher's guidance. In some texts, they had difficulty in understanding some vocabulary items, which hindered their understanding.

The sixth item tried to find out if the students could reach general conclusions about the use and meaning of the particular structures. The teacher answered that she thought students did well after the analysis of all the structures. The seventh item was about if the students were ever confused because of some exceptional uses of the structures. The teacher mentioned that they were sometimes confused with the exceptional uses and complicated structures, which included advanced grammatical pieces like inversions, reductions and relative clause combinations.

The eighth item questioned if everything was clear to the students about the use of the grammatical structures in the end. The teacher said that they could

understand all in the end but they needed to analyse very carefully and practise all the structures by the teacher's help.

The second section, as seen below, included three items about the teacher's observations related to the objectives of the lesson during the implementation of the activities.

1. _____ exploring grammatical and discoursal relationships in the text.

2. _____ practising grammatical structures in a natural, meaningful and relevant way.

3. _____ creating real-life communicative situations by using the language learned.

The teacher answered that the students could explore the grammatical and discoursal relationships in the text and practise grammatical structures in a natural, meaningful and relevant way, yet they had difficulty in creating real-life communicative situations by using the language learned. The reason for this might be the fact that they need more practice to master the use of structures in more communicative contexts.

The third section included a five-point scale from "Not at all (1)" to "At high degree (5)" with seven questions. The teacher answered that the students were at high degree involved in the learning task and their concentration was fairly high. Most of the students found the materials interesting and the materials used were not at all appropriate for the students' level; in some texts students had difficulties in understanding the particular structures and vocabulary items. The teacher stated that the activities students dealt with increased their motivation; these interesting texts and different tasks arouse curiosity and made them somewhat eager to learn. For the sixth item (After doing the tasks, the students could understand the use and function

of the grammar subject.), the teacher chose for the third box in the scale; because some weak students had difficulty in finding a link between the structures' use and meaning. Finally, the teacher commented that to some extent the students could use the language as it has been used in the text.

The fourth section aimed at obtaining the teacher's general views about the sessions. She commented that students' mood was quite positive towards the activities. The materials and activities were not boring; they were really interesting, different and stimulating. They were really happy with a variety of activities and exercises. This made them eagerly participate in the activities and learn the grammar structures. The topics of the texts and the types of the texts were sufficient to take their attention. They really liked analysing the texts which were about the lives of the popular singers, actors or actresses. Another point which grasped their attention was the fact that the content was up-to-date and about the contemporary world. The use of song as an authentic piece of material was the most favourite one and really increased their interest and motivation. Cartoons used in teaching reported speech were also found very interesting by them.

4.5.4.2 Post-post Implementation

This course feedback form was responded after students received the retention tests. It consisted of four open-ended questions. The first item tried to find out if the method of using authentic texts was more appealing than the method of using textbooks in grammar teaching. The teacher answered that it was much more interesting and appealing because the students had already been very bored of grammar subjects since they have been learning it for almost nine years. Therefore,

they liked a challenging grammar rather than an ordinary and simple one. Dealing with these authentic materials was really a good challenge for them.

The second and third items questioned if the teacher observed any development in students' interest and also in their grammar knowledge and retention. The teacher told that they were really interested in challenging authentic materials and it increased their motivation for learning grammar. Moreover, the teacher observed a great amount of increase in their grammar knowledge and retention. These interesting, up-to-date texts helped them associate the abstract grammar rules with meaningful contexts and daily uses of it. Therefore, retention increased with the help of these materials.

The fourth item questioned the possible disadvantages of authentic texts in grammar teaching apart from its advantages. The teacher answered that the challenge the authentic materials bring about might sometimes force students too much; it might be difficult to understand its structure in a complicated daily use of English, especially for the weak students. Language and vocabulary used in the texts are sometimes discouraging and too challenging. To prevent this, more interesting and less complicated texts which are suitable to the age of the target group and their interest areas should be searched beforehand. For example, the texts used were mostly about the popular singers and actors/actresses which were more appealing to the girls than to the boys. The boys would really be eager to analyse the texts which are about the sports and sportsmen especially the football and the footballers.

4.6 Summary of Findings

Learners' exposition to authentic material activities in grammar class was found to be relatively effective in the achievement of the grammar subjects, in

retention and in increasing interest and motivation. Overall, the learners had positive opinions about authentic material use, however, when they had difficulty in understanding texts and found texts boring and complicated, they had more negative opinions towards the use of authentic materials.

The results of the tests showed that the students who had authentic material-based instruction were relatively better at achieving the grammar subjects compared to the other group of the students who were taught by the guidance of the textbook. Retention of the grammar subjects was also better in the experimental group as seen in the retention test scores.

A detailed summary of the study is given in Table 4.14. In the table, the research questions, data sources, data collection methods, data analysis methods and findings can be observed.

Table 4.14
Summary of the Research Findings

Research Question	Data Sources	Data Collection	Data Analysis	Findings
Achievement	Experimental & Control Groups	Pretest & Posttest	Independent Samples t-test	A significant difference between the experimental and control groups' gain scores in both units. No difference in the pretest scores.
Retention	Experimental & Control Groups	Posttest & Retention Test	Independent Samples t-test	A significant difference between the experimental and control group retention test scores for the first unit. No significant difference for the second unit
Opinions Motivation	Experimental Group	Unit Feedback Forms	Analysis	Motivating and enjoyable; however, sometimes difficult, boring and discouraging
	Teacher of the Experimental Group	Unit Feedback Forms	Analysis	

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This final chapter presents the discussion of the study in line with the research questions, implications for practice and for further research.

5.1 Discussion

The aim of the present study was to find out the impact of the authentic material use on students' achievement and retention of the grammar subjects and also on their opinions for learning grammar.

The results indicated that most of the students were more successful in developing grammar knowledge while using authentic materials in class. The results obtained from gain scores analyses also supported that experimental group students were better in achievement of the grammar subjects. Similarly, Akar (1999) proved a great influence of authentic material use on political science students' development in reading skills. As Halliday (1994) stated, the way the language is used in a context, it is said or written makes the language; therefore, the focus will be on its natural acquisition. In line with the aim of the present study, through an authentic text, the language learner can be aware of its ideational, interpersonal and textual function.

The findings obtained through the retention tests that measured the difference between two groups' retention of grammar knowledge indicated that there was a significant mean difference between both groups in favor of the experimental group. It was seen that the students of the experimental group showed a significant difference in remembering the grammar subject "passive voice" from the control group. Although this difference was much more apparent for the first unit, it also showed a fairly significant distinction between the two groups in the second unit when the mean scores of the groups were considered. Yet, when the retention test scores were considered, it was seen that the results of the study are in line with what Derewianka (2001) argued. She said that metafunctions of a language help the foreign language learners use the language properly and effectively in different situations without letting them consider the possible errors in grammar or syntax. In the research Abbott (2001) conducted, it was found that since the song lyrics as the authentic materials are often repetitive and exciting, students might develop their language skills and retention of the grammar subjects because they are exposed to the forms, syntax, lexical items in an enjoyable way.

Therefore, the results suggested that the use of authentic material activities contribute to students' grammar knowledge and achievement positively as well as to their retention of the grammar subjects.

Data obtained through the opinionnaires received by both the teachers and the students of both experimental and control groups gave some valuable information about the background of the language and grammar instruction at TED Ankara College Foundation High School; teachers' and students' opinions about the methods and activities used in the classes in teaching grammar. It was seen that English teachers were in search of the most suitable method in teaching grammar and as it

was explained by Derewianka (2001) the grammar teaching was moving from traditional and structural grammar to transformational generative and functional grammar. English teachers are trying to emphasize the functions and meanings of a language without ignoring their use and rules as well.

The data obtained through the teacher opinionnaire showed that teachers of English at TED Ankara College Foundation High School use various methods, activities and materials in teaching grammar. They tend to teach or revise English grammar subjects with the supplementary materials in addition to the textbook. To make grammar instruction more enjoyable and more natural, they use real-life examples in class and motivate the students by encouraging them in the way of taking part in the communicative activities. This information showed that students had also been familiar to a lively and motivating grammar though they were mostly asked to follow the textbook strictly through its explanations and exercises, which caused a total boredom in grammar instruction as observed during the grammar teaching processes in the classes. Cosgrave (1982) in his study commented that grammar should not be based on the memorization of the rules and their repetitions; instead, communication practice should be emphasized. As Nunan (1988) pointed out in the literature, the grammar in the textbooks are often without a context; thus, it is almost impossible for the language learners to recognize the systematic relationships between form, meaning and function, which makes grammar learning boring. Nunan (1988) also was in favor of a communicative approach in language teaching. According to him, teachers should not only describe grammatical forms but use them and let the students use them communicatively. A language teacher should give the opportunities for learners to explore grammatical and discoursal

relationships in authentic data and teach language in ways that form-function relationships are apparent.

Data obtained through the student opinionnaire indicated that students were really eager to learn English grammar in natural contexts such as TV programs, films, songs, newspaper articles, news reports. They believed that by such an instruction, they will develop their English grammar and the other language skills, which will lead them to have the fluent acquisition of the language closer to the native speaker fluency and a more successful academic life and future. Their opinion towards the use of authentic materials were mostly positive and they believed they will be new, different and motivating for them; however, it was seen that some students developed negative opinions towards such texts because they thought they will have serious problems in dealing with the language presented in them and this will decrease their self-confidence in achieving the effective use of the language. Another significant point about the findings based on this opinionnaire was that some students seemed more willing to be exposed to authentic language materials in their classes when compared to the rest. As the tasks and activities became more authentic and meaningful, some students thought it would be more interesting and useful whereas some thought that it would be more difficult and discouraging. Similarly, Haines (1995) discussed the possible advantages and disadvantages of authentic materials. He listed the advantages as that they are written or spoken in real English, they do not patronise the foreign learners, they are attractive to learners, they help students develop useful reading and listening strategies and he also described the disadvantages as that they might be difficult for lower level students, might be too long, irrelevant to some students, might break the rules taught by the teachers and they might be very soon out of date.

Another finding obtained through the experimental group unit feedback form showed that students were generally interested in the authentic material-based language and developed curiosity towards them due to the fact that they are new and different, which they are not used to especially in grammar instruction. However, they found some texts boring and difficult and when they could not deal with them effectively they got anxious, which sometimes caused the class to become less motivating. As Derewianka (2001) stated, it is sometimes difficult to control the language since functional language approach emphazises production and does not depend on idealised rules, but this might bring about some problems to the language learner as seen in the results of the present study. Functions of the language can create exceptional examples of English grammar, which can mislead and demotivate the students. Yet, the challenge, difference, variety, authenticity the materials presented in each implementation in the study contributed to the general flow of the lesson by letting students feel more relaxed, free and self-confident and participate more in the activities, interact with the teacher and the peers more and in a better way. As stated in the literature, authentic materials make students familiar with "real" English and they are also supposed to motivate students (Morton, 1999; Guariento and Morley, 2001). Widdowson (1980) explained another point, which is in line with what is found in the present study. As argued by him, authenticity is not only related to the material or language itself; it is also a function of the interaction between the reader and the text. Another research suggested that "learner authenticity" should also be considered. It is explained that first, the materials should be recognised by the learners and second, they should be engaged in them through their interests, background knowledge and experience so that they will be involved in a genuine communication (Nunan, 1988). Additionally, some students explained the

use of authentic materials as the daily presentation of the language as seen in the data obtained by the opinionnaire. As Wong, Kwok and Choi (1995) stated in the literature, they are effective teaching materials since they are genuine in time, location and people; namely, they are about current events in the real world and it is really easy for the students to relate the events to their own experience. As also stated by Melvin and Stout (1987), authentic language lets students interact with the language as it is used in its culture. As students mentioned in the unit feedback forms, the authenticity gave them a chance to communicate what they wanted to express.

The findings obtained through the experimental group teacher unit feedback form are also in line with the results got through the experimental group students' unit feedback forms. The teacher of the experimental group similarly stated that the use of the authentic materials changed the atmosphere in the class from boredom and silence to strong interaction, participation and motivation. The use of authentic materials was also found motivating in Akar's (1999) study on reading skill development. Peacock (1997) also showed that learners might be more motivated by authentic materials, but this might not be because they are more interesting. He stated that as the authentic materials increase the students' interest, they might also reduce it. Therefore, the proper choice of the materials is necessary. In this study, some texts and topics were not found interesting by the students and also some students had difficulty in understanding the texts, which caused lack of enthusiasm and interest.

In sum, the results revealed that the authentic reading or listening materials were found effective in the students' grammar achievement and retention. Also, their positive impact on students' opinions about grammar instruction is invaluable,

though they might be considered as difficult in language and sometimes discouraging and boring by some students.

5.2 Implications

5.2.1 Implications for Practice

Implications for improving grammar instruction in English courses are presented in this part. The study showed that using authentic materials in grammar teaching may be an effective method for increasing the success of the students. Yet, the most suitable authentic texts for the students should be chosen. Students' interest areas and needs should primarily be considered. If the students do not like the subjects of the texts, then it will be impossible to make them eager to learn by them. For example, the texts should not be too easy or too difficult or too long. It should be appropriate to their achievement levels. Gender differences should also be regarded while selecting the texts. Male and female students have different interest areas as girls like music, movies and people who are popular while boys like the sports or the computer. Therefore, the texts which will be used in classes should be chosen in consideration with the learners' interests and needs.

Authentic material tasks should be combined with communicative activities for a better teaching. Since the aim is the possible closest acquisition of the language to a native speaker acquisition, the activities designed in a language classroom should be related to real-life and include some communicative initiators in, which can be achieved by the integration of authentic materials with communicative activities. Therefore, students will get the chance to use the language in communicative situations which s/he is likely to experience in native speaker country.

It is also suggested that learner autonomy should overweigh the teacher autonomy in an authentic material-based class. When the students are allowed to take part in the classes by themselves or by interacting with the other students very often and much, they will become more efficient speakers of the language because the language is an instrument to express yourself to the others. Therefore, this should also be done in the target language and the students should be encouraged in the way of becoming better users of the language.

Another suggestion is about the time spent in an authentic language-based class. To be able to make every point very clear while analysing the text, sufficient time should be used to give every student a chance to comment and ask. There might be some exceptional and complicated structures in the text which need to be explained. Also the communicative and interactive activities require more time.

Authentic material-based grammar class should also be combined with reading skills and vocabulary instruction. Authentic texts are good sources for the integrated skills activities. Based on a text, a variety of activities and tasks can be designed in integration with each other, which aim to develop students' language skills –listening, speaking, reading and writing- and some additional areas like pronunciation, punctuation and vocabulary.

5.2.2 Implications for Further Research

The results obtained from this study and the conclusions drawn lead to further studies.

It is suggested that the impact of the use of authentic materials on the

development of the other skills like reading, speaking, writing, listening and the other language parts like vocabulary and pronunciation be searched by an experimental study.

This study or the similar ones should also be conducted at other schools, especially at the state schools. The private schools like TED Ankara College Foundation High School are known to be the best at language education; they are supposed to follow the developments in ELT. However, state schools have serious problems in language education; they really need to find the solutions of improving language education; therefore, a similar research should also be conducted at state schools. Thus, they will find out some methods and have some opinions about how to better language education.

A study might be carried out in some other courses offered at TED Ankara College Foundation High Schools. There are some elective courses offered to the students like "Conversation, Public Speaking, Remedial English, TOEFL". A study on the use of authentic materials might also be carried out in the courses noted above. For example, "Conversation" and "Public speaking" are the courses aiming at improving students' speaking skills, while "Remedial English" aims to help students in the improvement of their grammar knowledge. "TOEFL" as a course is designed to prepare students for the TOEFL exam. In "Conversation" and "Public Speaking", students might easily be motivated through the authentic texts and they can be encouraged to participate in communicative activities in which they will speak and express themselves in English. Thus, a study which is examining authentic materials' impact on the development of speaking skills can be done. In "Remedial English" course, students who take it are usually weak in the use of English; they lack self-confidence. Thus, the relation between authentic material use and self-confidence can

be searched in "Remedial English" course. Authentic materials as a rich source of different texts can also be quite useful in teaching TOEFL course and its effects on TOEFL exam success can be looked for.

Furthermore, a need to do research on the teacher impact emerged. The researcher was the teacher of the experimental group and also the scorer of the tests of the two groups, which might be a bias to the reliability and validity of the research. In a further study, the researcher might be assigned as the teacher of the control group or the researcher might only be an observer rather than directly participating in the study.

Since the present study is based on a pretest-posttest control group design (experimental study), the impact of authentic materials on students' achievement and motivation can be searched through another design or method like a qualitative study so that the factors affecting the success and motivation can be analysed deeply.

The present study was implemented in two months, which was not sufficient to get necessary data for the purpose of the study. During the implementations, the teachers also had to follow the subjects in the syllabus decided at the beginning of the academic year. Thus, another study can be conducted with a carefully planned timeline and a more flexible curriculum.

A further study can be carried out to increase the reliability and validity of the instruments (tests, opinionnaires) in the study. Additionally, attitude tests or motivation scales which measure the impact of the learning activities and tasks need to be developed. This kind of tests or scales help the teacher to build new perspectives about their own and students' choices.

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APPENDICES

APPENDIX A

UNIT PLAN 1 (EXPERIMENTAL GROUP)

Name of the course: English

Grade level: Upper - 9th grade

Number of the students: 24

Name of the instructor: Hacer Demircan

Name of the unit: Passive Voice

Duration: 8 class hours- one week

Specific Learning Outcomes of the Unit: After the unit, students will:

1. identify the active and passive structures in a text. (knowledge)

2. identify the grammatical mistakes in the passive voice sentences. (knowledge)

3. rewrite a paragraph/sentence by changing the active voice structures into the passive voice. (comprehension)

4. rewrite a paragraph/sentence by changing the passive voice structures into the active voice. (comprehension)

5. convert the shortened passive sentences (as used in real-life English) into the full sentences. (comprehension)

6. use the rules of the passive voice in the new, practical situations. (application)

7. write a new well-organized paragraph by using the passive structures in a meaningful way. (synthesis)

Teaching and Learning Activities: A number of activities are provided for the students. By means of a variety of activities, the specific learning outcomes of the unit are aimed to be achieved.

LESSON 1

- Students will identify the active and passive structures in a text.

Warm-up: The pictures of some celebrities (singers, actors, politicians, etc) from all around the world are shown to the students, then they are encouraged to say what they know about these famous people's lives and what the breaking news about these popular people are, what they have heard/read about them recently from the TV, newspapers or magazines.

After warm-up, the teacher tells the students that she has a news story about Michael Jackson. Teacher points to the picture on the newspaper article, lets them look at it and asks their views about his life.

While they tell what they know about him, teacher writes some sentences summarizing what they have told about him on the board. Teacher pays attention to use passive structures in the notes on the board.

After having many pasive voice statements about Michael Jackson in hand, teacher distributes the article to them and wants them to go over the text by reading it silently (Tasks 1 and 2). Teacher also asks them to underline the structures in the text similar to the ones on the board, in which "what happens" is more important than"who does it". Since they have already learned what the passive voice is, they will probably mention the name of the structure. They will have understood that they are asked to underline the passive sentences in the news story.

LESSON 2

- Students will identify the active and passive structures in a text.

After the students underline the passive structures in the text (the number of which is around 15), teacher asks them to read the passive sentences one by one. Then teacher reads the text aloud and asks them to follow (The unknown vocabulary list is also distributed to the students). After reading, they answer the comprehension and true-false questions which are on the handout (Task 3).

LESSON 3

- Students will identify the active and passive structures in a text.

After the reading session in the previous lesson and being sure that all the students have got the general meaning from the text, (Task 4) teacher distributes a chart about how to form passive patterns from active patterns in the beginning of the lesson 3. Teacher reminds them of going over all the passive structures in the text while they are filling in the chart to provide the rules of passive voice. Teacher also tries to elicit from the students that "be" or "get" and past participle are used to form passive structures.

LESSON 4

- Students will rewrite a paragraph/sentence by changing the active voice structures into the passive voice.

- Students will rewrite a paragraph/sentence by changing the passive voice structures into the active voice.

Teacher distributes the handout which includes 10 sentences taken from the authentic text. Students are asked to identify these sentences by finding the subject and the real performer of the action mentioned in the statement (Tasks 5 and 6). They are also asked to turn each passive sentence to the active form by also including its real performer. Additionally, they are asked to turn two active sentences from the text into passive sentences.

LESSON 5

- Students will identify the active and passive structures in a text.

In the fifth lesson students listen to Sting's song "The Book of My Life" (Task 7). They fill in the blanks with the missing words (missing words are in passive form) while listening. They tell their answers and teacher writes the sentences with missing words down the board.

Subsequently, teacher makes the students talk about the reasons why many passive verbs might be used in the lyrics of this song. Teacher also turns back to the text about Michael Jackson and asks the reasons for using passive sentences in particular situations in the text.

LESSON 6

- Students will identify the grammatical mistakes in the passive voice sentences.

- Students will convert the shortened passive sentences (as used in real-life English) into the full sentences.

The teacher summarizes the rules of forming passive sentences and some details about its use like the use of "by" with an agent and use of passive only with transitive verbs. Teacher also briefs the uses of passive sentences in real contexts, why native speakers prefer using it in their conversations, speeches and scientific and journalistic writings.

To show the students its communicative use, teacher provides some examples from the newspapers, magazines (Exercise A). Teacher points to the headlines and provides them with some complete sentences, which are incorrect transformations to passive voice; therefore, teacher asks them to find the mistakes in these incorrect complete headlines and wants them to correct the sentences.

LESSON 7

- Students will identify the active and passive structures in a text.

Teacher distributes some short sample texts from the newspapers, issues, etc. (Exercise B) and asks them to underline the passive structures in them and also makes them discuss the purposes of using the passive in a particular situation in the text.

LESSON 8

- Students will use the rules of the passive voice in the new, practical situations.

- Students will write a new well-organized paragraph by using the passive structures in a meaningful way.

As the last activity (Exercise C), the students are asked to write a paragraph which will include five examples of passive voice. Teacher gives them two headlines from the newspapers and wants them to create a story, a piece of news based on the headline.

The lesson is ended with a general look at the major points and teacher makes sure that all the students have understood them.

Finally, some exercises are given as homework.

Instructional Materials: Authentic texts (a newspaper article and a song), handouts, worksheets, pictures, charts, blackboard, cassette player.

Suggested Assessment Strategies: All the question-answer sessions both orally and written can be counted as assessment techniques in the lesson. All the comprehension and true-false questions based on the authentic texts, communicative exercises based on active and passive voice and some mechanical exercises are also used as the instruments of the assessment.

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PASSIVE AND ACTIVE VOICE ACTIVITIES FOR THE EXPERIMENTAL

GROUP

THE ARTICLE " 'INNOCENT' JACKSON READY TO FACE THE MUSIC"
&
THE SONG LYRIC "THE BOOK OF MY LIFE"

1. Go over the given text and underline the sentences in which WHAT HAPPENS is more important than WHO DOES IT.

2. Read the given article. It is about the accusations made to the popular singer Michael Jackson about child molestation.

Vocabulary:

molestation: attacking somebody, especially a child, sexually.

allegation: a public statement that is made without giving proof, accusing somebody of doing something wrong or illegal.

enforcement: the act of making sure that people obey a particular law or rule.

to raid: (of police) to visit a person or place without warning to look for criminals, illegal goods, drugs, etc.

ranch: a large farm

to turn in: to take somebody to the police because they have committed a crime.

bail: money that somebody agrees to pay if a person accused of a crime does not appear at the trial.

surrender: an act of admitting that you have been defeated and want to stop fighting.

humiliation: making somebody feel ashamed or stupid and lose the respect of other pople.

perpetrator: a person who commits a crime or does something that is wrong or evil.

to hustle into: to force somebody to make a decision before they are ready or sure.

lewd: referring to sex in a rude and offensive way.

lascivious: feeling or showing strong sexual desire.

consent: permission to do something, especially given by somebody in authority.

to hint: to suggest something in an indirect way.

resolute: having or showing great determination.

unequivocal: expressing your opinion or intention very clearly and firmly.

to confront: (of problems) to appear and need to be dealt with by somebody.

combative: ready and willing to fight or argue.

to condemn: to express very strong disapproval of somebody/something, usually for moral reasons.

proceedings: an event or series of actions.

levity: behaviour that shows a lack of respect for something serious and that treats in an amusing way.

scurrilous: very rude and insulting and intended to damage somebody's reputation.

unfounded: not based on reason or fact.

to halt: to stop; to make somebody/something to stop.

shaky: feeling weak because of illness, emotion or old age

'Innocent' Jackson ready to face the music

"The Guardian", Friday November 21 2003

Singer flies back to California as his lawyers insist he will fight child molestation allegations in court

Duncan Campbell
in Los Angeles

Michael Jackson agreed yesterday to hand himself over to law enforcement officers in Santa Barbara on charges of child molestation. Through his lawyers, the singer continued to protest his innocence and claimed that he had every intention of fighting the allegations in court.

Jackson had not been seen since about 70 officers from the Santa Barbara county sheriff's department first raided his Neverland ranch on Tuesday. He had been working in Las Vegas on a planned television special which was due to be shown next week on CBS but which has now been declared "inappropriate" and postponed indefinitely.

Although Jackson left the country following similar allegations in 1993, on this occasion law enforcement officers were confident he would turn himself in and comply with requirements to hand over his passport and post $3m (£1.7m) bail. His private plane left a Las Vegas area airport yesterday morning to bring him back to California after

his lawyers had assured the authorities of their client's cooperation.

Negotiations between Jackson's lawyers and the authorities went on for more than a day to decide how the surrender would be accomplished. Jackson wanted to avoid the humiliation of appearing in handcuffs doing the "perp walk" (when an alleged perpetrator is hustled into a police station in handcuffs for the benefit of waiting television cameras and reporters).

Yesterday it was agreed that a pooled television feed would be arranged along with a pooled photograph, rather than a massive media free-for-all.

The media's interest in the story was demonstrated by the fact that television crews were looking for Jackson not only at the airports in Las Vegas and Santa Barbara but also at the sheriff's office in Santa Maria,

Links

michaeljackson.com
Michael Jackson: official site
www.countyofsb.org/da
Santa Barbara district attorney
guardian.co.uk/usa

another place in the county where people wanted by the police are allowed to surrender.

Jackson is accused of "lewd and lascivious conduct" with a child under 14.

It was suggested yesterday that the alleged victim is a 13-year-old boy whose parents know Jackson and who has stayed often at the Neverland ranch with his parents' knowledge and consent.

Jackson's team were yesterday reported to be hinting that the mother of the boy had played a major part in pursuing the allegations.

The singer has already hired the defence attorney Mark Geragos, who last year unsuccessfully defended actress Winona Ryder on shoplifting charges in Beverly Hills.

Mr Geragos, who is currently involved in a high-profile murder case, said yesterday that Jackson would answer the charges in court.

"He is absolutely resolute that he is going to fight this," said Mr Geragos. "He is unequivocal about that. I have made arrangements with the sheriff and the district attorney for Mr Jackson to come back and confront these

charges," Mr Geragos is known for his combative style. In the Ryder case, he hired private detectives to investigate the main defence witnesses.

Jackson's legal team yesterday condemned the manner in which the Santa Barbara district attorney, Tom Sneddon, conducted the press conference on Wednesday at which the charges were announced. Mr Sneddon joked with reporters at the proceedings.

"We are disturbed by the levity of the environment surrounding the announcement of these very serious charges," said Jackson in a statement. The statement also attacked the allegations as "scurrilous and totally unfounded".

The district attorney is appealing for anyone else with allegations against the singer to come forward. Although the charges are described as multiple they relate only to one person.

The charges will halt Jackson's career for the time being. Although the case in 1993 affected his career, he has sold 10m CDs since then and re-established himself as a recording artist.

His financial situation remains shaky. The earlier investigation led to the cancellation of a world tour and, Jackson later claimed, to his reliance on painkillers.

Michael Jackson in Las Vegas, from where he was yesterday heading back to California Photograph: Chris Pittam/Splash News

3. Comprehension

Comprehension Questions

1. Why do you think the word "innocent" in the title of the news report is written in quotation marks?

2. How did the Santa Barbara county sheriff's department act based on the allegations against Michael Jackson on Tuesday?

3. Why was the TV programme on CBS postponed?

4. What is Michael Jackson expected to do after the allegations?

5. What does Michael Jackson want to avoid about this difficult situation?

6. How is media's reaction to the allegations to Michael Jackson?

7. What is Mr. Jackson exactly accused of?

8. Who is Mark Geragos?

9. According to Mr. Geragos what actions will be taken by Mr. Jackson following the allegations?

10. How will Jackson's life and career be affected by these charges?

True-False Questions

_____ 1. This is the first time Michael Jackson has been accused of child molestation.

_____ 2. Media is so much interested in the charges about Michael Jackson.

_____ 3. It is the victim's father who started the accusations against Michael Jackson.

_____ 4. Michael Jackson is very willing to prove his innocence.

_____ 5. Michael Jackson thinks all these accusations are very insulting and unfair.

4. Fill in the CHART:

Passive sentences are formed with the verbs <u>be</u> (am, is, are, was, were, be, been, being) or <u>get</u> (get, gets, got, getting) and <u>a past participle</u>.

Tense	Active	Passive
Present Simple	do / does	
Past Simple	did	
Present perfect	has /have done	
Past perfect	had done	
Modals	can/could/should/etc.	
Future Simple	will	
Be going to	am / is /are going to do	
Present continuous	am / is /are doing	
Past continuous	was /were doing	
Future perfect	will have done	

5. a. In the following sentences from the text, the author uses the passive voice. In each case, explain why he might have done so.

b. Try changing the words into the active voice to help you understand possible differences in meaning.

Sentences in context:	Subject of the statement: Performer (not revealed in the text):	Rewrite the sentence by mentioning its performer:
1. Jackson had not been seen since about 70 officers from the Santa Barbara county sheriff's department first raided his Neverland ranch on Tuesday.		
2. He had not been working in Las Vegas on a planned TV special which was due to be shown next week on CBS but which has now been declared "inappropriate" and postponed indefinitely.		

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3. Negotiations between Jackson's lawyers and the authorities went on for more than a day to decide how the surrender would be accomplished.		
4. ... (when an alleged perpetrator is hustled into a police station in handcuffs for the benefit of waiting TV cameras and reporters).		
5. Yesterday it was agreed that a pooled television feed would be arranged along with a pooled photograph, rather than a massive media free-for-all.		
6. Jackson's team were yesterday reported to be hinting that the mother of the boy had played a major part in pursuing the allegations.		
7. The media's interest in the story was demonstrated by the fact that TV crews were looking for Jackson not only at the airports in Las Vegas and Santa Barbara but also at the sheriff's office in Santa Maria, another place in the country where people wanted by the police are allowed to surrender.		
8. Mr Gregos is known for his combative style.		
9. "We are disturbed by the levity of the environment surrounding the announcement of these very serious charges", said Jackson in a statement.		
10. Although the charges are described as multiple they relate only to one person.		

6. Rewrite the following statements taken from the text. You should not mention the performer in your own statement.

Sentences in the context:	The performer of the action (subject) – the thing or person affected by the action (object)	Your own statement that doesnt reveal the performer:
1. The singer has already hired the defence attorney Mark Geragos, who last year unsuccesfully defended actress Winona Ryder on shoplifting charges in Beverly Hills.		
2. The charges will halt Jackson's career for the time being.		

7. Listen to Sting's song "The Book Of My Life" and fill the missing words in the blanks.

The Book Of My Life

Let me watch by the fire and remember my days
And it may be a trick of the firelight
But the flickering pages that trouble my sight
Is a book I'm afraid to write

It's the book of my days, it's the book of my life
And it's cut like a fruit on the blade of a knife
And it's all there to see as the section reveals
There's some sorrow in every life

If it reads like a puzzle, a wandering maze
Then I won't understand 'til the end of my days
I'm still (1) _____ to remember,
Remember the words of my life

There are promises (2) _____ and promises (3) _____
Angry words that were (4) _____, when I should have wept
There's a chapter of secrets, and words to confess
If I lose everything that I possess
There's a chapter on loss and a ghost who won't die
There's a chapter on love where the ink's never dry
There are sentences (5) _____ in a prison I built out of lies.

Though the pages are (6) _____
I can't see where they lead
For the end is a mystery no-one can read
In the book of my life

There's a chapter on fathers a chapter on sons
There are pages of conflicts that nobody won
And the battles you lost and your bitter defeat,
There's a page where we fail to meet

There are tales of good fortune that couldn't (7) _____ planned
There's a chapter on god that I don't understand
There's a promise of Heaven and Hell but I'm (8) _____ if I see

Though the pages are (9) _____
I can't see where they lead
For the end is a mystery no-one can read
In the book of my life

Now the daylight's returning
And if one sentence is true
All these pages are burning
And all that's (10) _____ is you
Though the pages are (11) _____
I can't see where they lead
For the end is a mystery no-one can read
In the book of my life

Structure in passive voice:

In the passive, the object of an active verb becomes the subject of the passive verb.

The subject of an active verb might follow "by" in a passive sentence. The noun that follows "by" is called the agent.

Only the transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as "happen, sleep, come, seem") in the passive.

Uses of passive sentences:

1. The passive is most frequently used when it is not known or not important to know who performs an action. We are more interested in the action itself, who or what is affected by the action or what the result of it is.

> * The by-phrase is included only if it is important to know who performs an action.

2. Sometimes even when the speaker knows who performs an action, s/he chooses to use the passive with the by-phrase because s/he wants to focus attention on the subject of a sentence.

3. It is also used in formal contexts mentioning the facts, truths such as reports, process descriptions, official announcements, scientific texts, etc.

least number of passives per number of words	conversation	fiction	journalistic writing	scientific writing	highest number of passives per number of words

4. It is also used with report words like think, suggest, believe, agree, report, etc.

POST ACTIVITIES

A. The following headlines taken from the newspapers <u>are not written in the correct tense of the passive voice</u>. **Correct** the tense mistake in each statement.

1.

Environmental factors also studied

2.

Two Navarro players killed in crash

3.

Ford's divorce from screenwriter finalized

4.

Eighth rape allegation at Colorado reported

5.

Brazilian rainforest being cleared for planting as world demand rockets

1. Environmental factors will also be studied.

2. Two Navarro players have been killed in the crash.

3. Ford's divorce from screenwriter can be finalized.

4. Eight rape allegation at Colorado is reported.

5. Brazilian rainforest was being cleared for planting as world demand rockets.

B. The following short texts were taken from the newspapers:

    a. Read each text carefully and underline the passive structures and then explain why the passive sentences are preferred rather than the active sentences.

    b. Turn the active sentences in the texts **"Dutch railway hit by bomb threat"**, **"Sting rewarded for charitable works"** and **"Aretha released from Detroit hospital"** into passive sentences.

Sinise Starts Drive for Iraqi Children

KANSAS CITY, Mo. - Gary Sinise was alarmed by what he saw at an Iraqi school while on a trip to visit U.S. troops: School supplies were so scarce that several children were sharing a single pencil and notepad.

So he started a school supply drive at his children's California school — an effort that's grown to include nonprofit groups, FedEx Corp. and Laura Hillenbrand, author of "Seabiscuit — An American Legend."
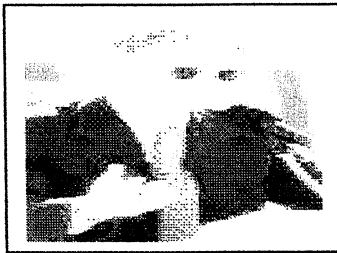
"This is a nonpartisan, nonpolitical issue," said Sinise, whose films include "Forrest Gump" and "Apollo 13." He was in Kansas City on Thursday to kick off Operation Iraqi Children, to send school supplies and Arabic translations of "Seabiscuit" to Iraq.

"Whether you are for the war or against the war, that's not the point here," he said. "The point is that we are there and we are going to be there. This effort has to be successful, and a big part of that effort is building these relationships and nurturing these children who are in desperate need, who have nothing and have been left to fend for themselves." With a FedEx plane behind him, Sinise encouraged schools, churches, scouting groups and other organizations to become involved in the effort to help Iraqi children.

"They've been taught for so long that Americans aren't very good folks," Sinise said. "And we know that we are a generous bunch of people here."

Sting rewarded for charitable works

Sting acknowledged feeling a little out of sorts as he was honored as person of the year Friday in Los Angeles by the Recording Academy's MusiCares foundation. "I'm actually feeling an emotion I'm not very well known for — humility," the Grammy winner joked. He was honored for his charitable works, including his efforts to protect human rights and the rain forests.

Aretha released from Detroit hospital

Aretha Franklin celebrated her 62nd birthday at home Thursday after being released from Detroit's Sinai-Grace Hospital. She was treated for "superficial capillary bleeding," her doctor told the Associated Press. The skin rash is believed to have been caused by a virus or allergic reaction to antibiotics.

Eminem's ex-wife ordered back to jail

Eminem's ex-wife, Kimberly Mathers, was back behind bars after Macomb County, Mich., authorities said she dropped out of a court-ordered drug treatment program. Mathers, 28, was released from jail March 1 to attend the program after being convicted of using cocaine while on probation.

Dutch railway hit by bomb threat

Dutch police evacuated hundreds of passengers from Amsterdam's central train station because of a bomb threat. Traffic was stopped at railway stations in at least three other cities. The station in Amsterdam was reopened more than an hour after passengers were hustled outside, while a search continued at a station in Roosendaal, about 80 miles south of Amsterdam. A police spokesman would say only that the bomb report was "a false alarm."

▶ Greek police evacuated a train on the route between Athens and the Greek-Bulgarian border following a bomb alert. Police later said it appeared to have been a false alarm.

Experts say Thai AIDS trial doomed to fail

A $119 million federally funded experiment in which an AIDS vaccine is being tested on 16,000 volunteers in Thailand is doomed to fail and should never have been started, 22 leading HIV researchers charge in the journal *Science*. The scientists say the Thai volunteers are receiving a crude cocktail made of two antiquated AIDS vaccines, each of which failed previous human tests.

C. Write your own news story in about 80 words including **5 passive sentences** on one of the following headlines from the newspaper.

a. **1971 prison escapee recaptured in Texas**

b. **Blood sample from Di's driver questioned**

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Texts used:
"Sinise Starts Drive for Iraqi Children", www.yahoo.com
"Experts say Thai AIDS trial doomed to fail", USA Today-Sports and Life, January 20, 2004.
"Sting rewarded for charitable works", USA Today, February 9, 2004.
"Dutch railway hit by bomb threat", USA Today, March 26-28, 2004.
"Eminem's ex-wife ordered back to jail", USA Today, March 26-28, 2004.
"Aretha released from Detroit hospital", USA Today, March 26-28, 2004.
"1971 prison escapee recaptured in Texas", March 19-21, 2004.
"Blood sample from Di's driver questioned",. January 12, 2004.

UNIT PLAN 1 (CONTROL GROUP)

Name of the course: English

Grade level: Upper - 9th grade

Number of the students: 30

Name of the instructor: Birgül Öztekin

Name of the unit: Passive Voice

Duration: 8 class hours- one week

Specific Learning Outcomes of the Unit: After the unit, students will:

1. identify the active and passive structures in a text. (knowledge)

2. identify the grammatical mistakes in the passive voice sentences. (knowledge)

3. rewrite a paragraph/sentence by changing the active voice structures into the passive voice. (comprehension)

4. rewrite a paragraph/sentence by changing the passive voice structures into the active voice. (comprehension)

5. convert the shortened passive sentences (as used in real-life English) into the full sentences. (comprehension)

6. use the rules of the passive voice in the new, practical situations. (application)

7. write a new well-organized paragraph by using the passive structures in a meaningful way. (synthesis)

Teaching and Learning Activities:

LESSON 1-2

The teacher starts the lesson by writing many sentences in the passive form down the board, each of which is an example to a different tense or modal. The teacher asks the students to have a look at the examples on the board and lets them discover the rule in forming passive voice structures. Students elicit the rules and the teacher writes the rule down the board. Each structure is examined carefully on the examples.

LESSON 3-4

After the introduction of the grammatical point, the teacher follows the explanations and information about the passive voice in the book (Unit 5a). The teacher makes the students examine the sample sentences in the book; students compare and contrast the active and passive structures. They also find out why passive structures are used in English grammar by examining these examples.

LESSON 5-6

Following this session, students do the exercises in the book.

LESSON 7-8

Finally, the teacher distributes some exercises to them. Some worksheets are done in the class and some as homework at home.

Instructional Materials: Grammar book ("Grammar and Vocabulary for First Certificate" by Luke Prodromou), worksheets (exercises), blackboard.

Suggested Assessment Strategies: All the question-answer sessions both orally and written can be counted as assessment techniques in the lesson. Some mechanical exercises are also used as the instruments of the assessment.

APPENDIX D

UNIT PLAN 2 (EXPERIMENTAL GROUP)

Name of the course: English

Grade level: Upper - 9th grade

Number of the students: 24

Name of the instructor: Hacer Demircan

Name of the unit: Direct-Indirect/Reported Speech

Duration: 7 class hours- one week

Specific Learning Outcomes of the Unit: After the unit, students will:

1. identify the grammatical mistakes in the reported speech sentences. (knowledge)

2. rewrite the incorrect sentences in the correct reported speech form. (comprehension)

3. identify the reported speech sentences in a context. (knowledge)

4. rewrite a paragraph as a dialogue by changing the reported speech statements into direct speech statements. (comprehension)

5. rewrite a dialogue / conversation as a paragraph by changing the direct speech statements to indirect speech statements. (comprehension)

Teaching and Learning Activities: A number of activities are provided for the students. By means of a variety of activities, the specific learning outcomes of the unit are aimed to be achieved.

LESSON 1 (Warm-up)

Students are distributed a text, "Cruise, Cruz go separate ways" with 5 gaps in it. They are asked to read the text once and then fill in the gaps with the most appropriate sentences given below. (Exercise A)

After this introduction, students are asked to read it aloud and at the end of reading session, true-false questions are answered by the students. (Exercise B)

LESSON 2 (Presentation of the grammatical rules)

The teacher writes the rules and transformations on the board in a chart by Using the examples from the news report. Students are asked to write the information in the chart on their notebooks.

LESSON 3

- Students will rewrite a dialogue / conversation as a paragraph by changing the direct speech statements to indirect speech statements.

Teacher distributes cartoons to the students and asks them to report what the people in the cartoons said to their classmates by considering the rules and transformations.

LESSON 4

- Students will rewrite a paragraph as a dialogue by changing the reported speech statements into direct speech statements.

- Students will identify the grammatical mistakes in the reported speech sentences.

- Students will rewrite the incorrect sentences in the correct reported speech form.

Following this, students are asked to work in pairs while changing the text into a dialogue between the publicists and the actor/actress and the journalists. The

students are supposed to act as if they are the journalists. Teacher writes an example starting sentence for the dialogue to guide the students (Exercise C). After they have finished writing they read their dialogues, and the students try to find the incorrect sentences in the dialogues their peers wrote. These incorrect reported speech sentences are written on the board and corrected by the class.

LESSON 5

- Students will identify the reported speech sentences in a context.

- Students will rewrite a paragraph as a dialogue by changing the reported speech statements into direct speech statements.

- Students will rewrite a dialogue / conversation as a paragraph by changing the direct speech statements to indirect speech statements.

Exercise D asks the students to read two short news reports given on their sheet. The news reports are about the jazz singer Aretha Franklin and sportsman Jonny Wilkinson. Students are asked to circle the direct speech sentences and underline the indirect speech sentences. After this, they are asked to return the direct speech statements into indirect and the indirect to the direct. They are given 10 minutes to complete this task; then, they volunteer to write their answers on the board one by one.

LESSON 6-7

- Students will rewrite a dialogue / conversation as a paragraph by changing the direct speech statements to indirect speech statements.

Next, teacher distributes an interview extract taken from "Newsweek" magazine and divides the class into two. One half of the class is assigned to turn the direct speech statements into direct speech in one half of the extract and the other half is asked to change the rest into indirect speech.

APPENDIX E

REPORTED SPEECH ACTIVITIES FOR THE EXPERIMENTAL GROUP

Cruise, Cruz go separate ways

Mon Mar 29, 7:00 AM ET
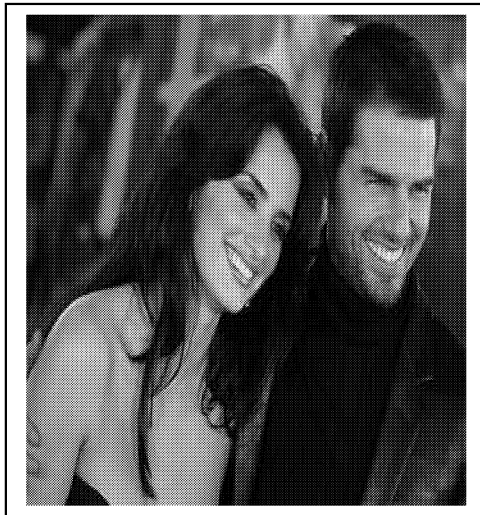
By Casar G. Soriano, USA TODAY

From their names alone - Cruise and Cruz - they seemed made for each other.

But Tom Cruise and Penelope Cruz have become the latest high-profile Hollywood couple to call it quits.
Lee Anne Devette, Cruise's sister and his new publicist said **(1)** -

_____

_____. She made the announcement to *"People "* magazine late last week.

Devette said **(2)** _____

_____. *People* said **(3)** _____

_____ - Cruz is in Morocco filming the action movie *Sahara*; Cruise has begun pre-production on *Mission: Impossible 3*-.

Tabloid reports, however, blamed his devotion to the Church of Scientology.
Cruz's publicist, Robert Garlock, said **(4)** _____

_____. Cruz "is not a Scientologist, but she has taken courses and she has found them beneficial," Garlock told *People*. He also said **(5)** _____.

Cruise and Cruz met in 2000 on the set of *Vanilla Sky*. They began dating in July 2001, five months after Cruise's 10-year marriage to Nicole Kidman collapsed.

Rumors of relationship trouble began swirling in January when Cruise showed up at the Golden Globes awards without Cruz, who was in Spain with her ailing father.

Cruise ended another long time relationship this month - with Pat Kingsley, his publicist of 14 years. She was replaced by Cruise's sister Devette, who has worked as a publicist on his films.

A. Read the text above and fill in the gaps (**1-5**) with the most appropriate sentences (**a-e**) below.

a. Cruise's religion had nothing to do with the split

b. the split had been amicable and the couple remained good friends

c. no third person had been involved in the break up

d. Cruise, 41 and Cruz, 29 had ended their three year relationship in January

e. the couple's busy schedules were partly to blame

B. True-False Questions: Write **T** or **F** in the space provided.

1. _____ The couple have just ended their relationship.

2. _____ Their hard work might have caused them to break up.

3. _____ Tom Cruise is a scientologist.

4. _____ The real reason of the split is the third person.

5. _____ Pat Kingsley is Tom Cruise's new publicist.

C. Imagine that you are the reporter of *"People"* magazine. You, as a reporter, will attend the press conference in which the publicists of Cruise and Cruz will announce the couple's break up. **Write a dialogue** between you and the publicists, based on the news report *"Cruise, Cruz go separate ways"*. You should also add some questions to the dialogue.

D. Read the following texts from magazines. **Circle** the direct speech sentences and **underline** the indirect speech sentences. Then change the direct speech sentences into the indirect and the indirect to the direct.

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Aretha had reaction to antibiotics

Aretha Franklin remained hospitalized after having an allergic reaction to antibiotics. She was admitted to Detroit's Sinai-Grace Hospital after her blood platelet count dropped, her doctor, Claud Young, told local TV. Franklin had said she was not feeling good after returning from a concert tour Saturday. "She is really doing well," Young said. "It's nothing that's lasting, as far as we can tell at this time." In a statement released by her publicist, Franklin said, "I am resting comfortably and responding very well."

By Eileen Blass, USA TODAY

Franklin: Singer turns 62 today.

Wilkinson ruled out

England's World Cup winning fly-half, Jonny Wilkinson, is to undergo an operation to repair nerve damage in his right shoulder and will be missing from the entire Six Nations Championship, if not longer. Wilkinson's club Newcastle announced that the 24-year-old would go under the knife this week and would be out for six to eight weeks.

E. AN INTERVIEW: "A MARTYR, OR A MURDERER?"

(*"Newsweek"*, February 23, 2004)

Glossary

martyr: person who dies or suffers for his/her beliefs.

to recruit: new member of a society, especially the army.

to ensnare: to trap to catch animals and birds.

excerpt: piece taken from a book, film, etc.

to pinpoint: to describe the exact nature or cause of something

lounge: comfortable sitting room

to undergo: to experience (especially something unpleasant)

The interview (on page 3) was made with Thauria Hamur by the the *Newsweek* journalist Joanna Chen. Thauria Hamur is a 26-year-old Palestinian who volunteered to carry out a suicide bombing attack in Jerusalem. In the interview, Chen asked questions to her and she answered them.

Report this conversation to your classmates.

A Martyr, or a Murderer?

THAURIA HAMUR, A 26-YEAR-OLD PALESTINIAN woman living in the West Bank, was recruited by Fatah's military wing to carry out a suicide bombing in the heart of Jerusalem. Shortly before her mission in May 2002, Hamur was captured by the Israeli authorities. Whatever one thinks of her plan, understanding the motivation of Hamur and others like her is crucial to untangling the vicious web of hatred, hurt and revenge that continues to ensnare the Middle East. NEWSWEEK's Joanna Chen spoke to Hamur at Neve Tirzah Prison in central Israel, where she is serving out a six-year sentence as a security prisoner. Excerpts:

CHEN: Can you pinpoint the moment you decided to volunteer for the mission?
HAMUR: I can give you many examples of the killing of [Palestinian] children for no reason. My own cousin was killed in the lounge of our house near Jenin by Israeli soldiers. The Israelis invaded my homeland and decided they weren't going to be merciful, and they massacred my people. So I decided not to feel sorry or to be merciful with their people.

Men are promised they'll become martyrs in paradise. As a woman, what were you promised?
According to the Qur'an, God promised the martyrs a reward of 70 virgins, and those who die a martyr's death will be kept alive and sustained by God. Women martyrs are promised they will become the purest and most beautiful form of angel at the highest level possible in heaven.

Did you think that by succeeding in your mission you would bring honor to your family?
This is something that would bring honor to my family and to everyone. The simple fact that I am a security prisoner is something very honorable to my family.

What training did you undergo?
Basically it's a belt with explosives. I didn't need a lot of training. The training took place in an apartment in Nablus. They taught me to strap it around my body, but because it was too large they put it in a backpack that I was supposed to carry. They used a connecting button that they put on my right hip for me to push. I was to do this only when I could see a lot of people gathered together in a crowd and I had managed to get into the crowd. Then I was to push the button and explode myself. It was very easy training. It was only half an hour.

So your entire training to go and blow yourself up only took half an hour?
The training itself doesn't demand much. As a martyr, you mostly need strength of will and character. The moment I made the

> **'I decided to go and blow myself up in the evening hours, when people were going back home from work and there would be a big crowd'**

decision to take the belt and use it, I was already prepared. Of course, I had to know where the target was, and I needed someone to take me there because I'm a woman and couldn't go alone.

Where were you sent to?
Actually, I selected the target, which was in south Jerusalem. It was a pizza restaurant, but I can't remember the name of the place. I decided to go and blow myself up in the evening hours, when people were going back home from work and there would be a big crowd of people around the target area.

Especially families with children at that time of day?
I don't target women and children in particular. I'm not responsible for targeting a group or any person in particular. I just do it as it is. [The Israelis] didn't care about killing children and women.

It must have been a pretty powerful feeling to have that belt strapped around you.
Of course it's an unusual feeling. I was so thrilled to have this opportunity. I had waited so anxiously for this moment, to get to that moment, then to reach my target, to reach my prey. As a Palestinian woman, I knew I was going to satisfy and cure for a while the hearts of many Palestinians, many people, who had suffered, and I wasn't at all afraid of doing this.

Did you tell anyone what you were about to do?
Of course not. I would never uncover this secret. It would have ruined everything, and my family wouldn't have let me out of the house.

Maybe you've passed the point of no return.
My future doesn't stop here. I intend to build up a different future for myself.

If you could, would you go into that crowd today and blow yourself up?
The way I see it is that the Jews weren't merciful with my nation, with my people. They kill young children before even the elderly. They don't think, they don't look to see if that person, that boy, was carrying a gun. What could a child be carrying except a biscuit? I don't have anything against Israeli children, but I know there is a possibility that this Israeli child will grow up and come to kill my son or my neighbor's son. Therefore, I think he should be dead now.

UNIT PLAN 2 (CONTROL GROUP)

Name of the course: English

Grade level: Upper - 9th grade

Number of the students: 30

Name of the instructor: Birgül Öztekin

Name of the unit: Direct-Indirect/Reported Speech

Duration: 7 class hours- one week

Specific Learning Outcomes of the Unit: After the unit, students will:

1. identify the grammatical mistakes in the reported speech sentences. (knowledge)

2. rewrite the incorrect sentences in the correct reported speech form. (comprehension)

3. identify the reported speech sentences in a context. (knowledge)

4. rewrite a paragraph as a dialogue by changing the reported speech statements into direct speech statements. (comprehension)

5. rewrite a dialogue / conversation as a paragraph by changing the direct speech statements to indirect speech statements. (comprehension)

Teaching and Learning Activities:

LESSON 1

Students are asked to complete the entry test in their grammar books in 20 minutes. Then, the questions are answered and some explanations are made by the teacher. Teacher explains when and why reported speech is used.

LESSON 2

In the next lesson, unit 8a was studied. Some reporting verbs and their uses are introduced, punctuation in reported speech is explained, how to quote people's thoughts is shown. Following this, reporting statements, questions, suggestions, commands and offers are introduced.

LESSON 3

The charts showing the rules of the changes in time and tenses in the book are explained.

LESSON 4

Practice exercises in the book are done with the students.

LESSON 5

The next unit (8b) aims to give detailed information about reporting the questions (wh- and yes/no questions) and the teacher explains them by following the grammar book explanations.

LESSON 6-7

Practice exercises on reporting questions are first done by the students then they discuss the answers with the teacher.

APPENDIX G

TABLE OF SPECIFICATIONS

(UNIT 1)

OBJECTIVES → TOPICS ↓	TESTS	identify the active and passive structures in a text	identify the grammatical mistakes in the passive voice sentences	rewrite a paragraph by changing the active voice structures into the passive voice	rewrite a paragraph by changing the passive voice structures into the active voice	convert the shortened passive sentences (as used in real-life English) into the full sentences	use the rules of the passive voice in the new, practical situations	write a new well-organized paragraph by using the passive structures in a meaningful way
Active/passive structures in a text	Pretest	✓						
	Posttest	✓						
	Ret. test	✓						
Rules of forming correct passive sentences be+V3	Pretest	✓	✓	✓	✓	✓		
	Posttest	✓	✓	✓	✓	✓		
	Ret. test	✓	✓	✓	✓	✓		
Differences between active&passive voice structures	Pretest	✓	✓	✓	✓			
	Posttest	✓	✓	✓	✓			
	Ret. test	✓						
Real-life use of passive structures	Pretest					✓	✓	✓
	Posttest					✓	✓	✓
	Ret. test					✓	✓	✓
Active and passive structures in a context	Pretest							
	Posttest							
	Ret. test						✓	✓

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TED Ankara College Foundation High School
2003-2004 Academic Year Second Term
Pretest on Active and Passive Voice

Name:
Number:
General Directions: There are **6 parts** from **A** to **F** in this test. Please read the directions for each part carefully.
Time: 35 minutes   **Score:** _____ / 50 pts

PART A. Read the excerpt from the radio mystery show "Phantasma". Underline all the passive constructions with **be** or **get**. (4x2=8 pts)

"Midnight. Earlier the city <u>was blanketed</u> by a nearly impenetrable mist, the perfect environment for a crime to be committed. Now the streets are getting pelted by violent raindrops. No one is about. On the sixty-seventh floor of a massive office building, the door to an executive suite of offices lies ajar. Inside, the main room is dimly lit. An hour ago a perfect crime has been committed. Phantasma knows all! Ha ha ha ha ha ha ha ha!"

Vocabulary
perpetrator: a person who commits a crime.
impenetrable: that cannot be passed or seen through.
to pelt: to fall very heavily
ajar: open

PART B. There are some mistakes in the following sentences. Rewrite each sentence in the correct form in the space provided. (3x2=6 pts)

1. I born in Tehran in 1950.

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2. The song was sang several times by the choir.

   ....

3. You think there are no more mysteries, that all mysteries are be solved in time.

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PART C. Rewrite the following newspaper headlines as complete sentences in the correct tense. (5x2=10 pts)

1.

Environmental factors also studied

2. If drug use found among athletes, federation will act

3.

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| Brazilian rainforest being cleared for
| planting as world demand rockets

4.
Farthest known
galaxy discovered

5.
Eight killed in Jerusalem attack

1. ....

2. ....

3. ....

4. ....

5. ....

PART D. Rewrite the following text in the **passive**. (5x2=10 pts)

Mr Owen Gibbon has discovered a valuable oil painting in the attic of his house in Rochester. George Stubbs, the famous animal artist, painted the work in 1760. Mr Gibbon's great grandfather bought the picture in the 1890's, but after his death the family stored it away in the attic. Art historians are examining the painting, and have valued it at $500,000.

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PART E. Rewrite the following text in the **active**. (4x2=8 pts)

The seas surrounding Britain have been polluted by oil spills over the past ten years. Oil is spilled by the tanker onto the coast and many forms of wildlife are harmed by this. Environmentalists say that a lot of volunteers are needed if the damage is to be minimised.

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PART F. Write a paragraph of six to eight sentences on one of the following topics. In your paragraph, include at least **4 sentences** containing verbs in the **passive voice**. (4x2=8 pts)

- An accident or natural disaster that you have witnessed or heard about

- An unsolved mystery that you are aware of

- An unusual or mysterious experience you have had

TED Ankara College Foundation High School
2003-2004 Academic Year Second Term
Posttest on Active and Passive Voice

Name:
Number:

General Directions: There are **4 parts** from **A** to **D** in this test. Please read the directions for each part carefully.
Time: 30 minutes   **Score:** _____ / 50 pts

___

PART A. Rewrite the following text in the passive. (6x2=12 pts)

The Winter Production Company has finally released the film which the public has been waiting for for so long: *The Hawk*. The Winter Company was originally going to release the film in August but they decided to wait until October, as they know that fewer people go to the cinema in the summer. Richard Able directed *The Hawk* and critics are encouraging people to see it. Cinemas report that British audiences have bought a lot of tickets and that they are sure The Hawk will be a success.

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PART B. Find and circle the word which should not be in the sentence. (8x2=16 pts)

1. He was been knighted for his service to the country.

2. The bankrobbers were been arrested at the airport yesterday.

3. The pictures they were donated to the gallery by the Queen.

4. He was been stopped at customs.

5. The symphony was being written by Sibelius.

6. The goods will have be shipped to you tomorrow.

7. Those faxes have to be had sent today.

8. Jo was been given a beautiful necklace in last night's explosion.

PART C. Read the text below and underline all the passive constructions. Then change them into active sentences. (6x2=12 pts)

Man arrested in Calif. highway shootings

A suspect was arrested in Santa Barbara, Calif., after at least three cars on Highway 101 were hit by gunfire over two days. Authorities were trying to determine whether a weapon found when Keith Tomlinson, 36, was arrested matched the shots fired, the California Highway Patrol spokesman said. Tomlinson was booked for investigation of attempted murder, assault with a deadly weapon and shooting at a vehicle in connection with shootings Wednesday. At least two vehicles were hit Tuesday. Authorities were investigating those shootings when they heard gunshots Wednesday and closed 15 miles of the highway.

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

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PART D. Rewrite the following newspaper headlines as complete sentences.
(5x2=10 pts)

1. DEMONSTRATIONS AGAINST POLL TAX HELD LAST SUNDAY

2. ALL-DAY STRIKE TO BE HELD BY ELECTRICITY WORKERS

3. MISSING PAINTING NOT YET RECOVERED

4. CHILD RESCUED FROM QUICKSAND YESTERDAY

5. 1,000,000$ BEING RAISED FOR HOMELESS IN L.A.

1. ....

2. ....

3. ....

4. ....

5. ....

TED Ankara College Foundation High School
2003-2004 Academic Year Second Term
Retention test on Active and Passive Voice

Name:
Number:
Class:
General Directions: There are **5 parts** from **A** to **E** in this test. Please read the directions for each part carefully.

Time: 35 minutes   **Score:** _____ / 50 pts

_____

A. Circle the word which should not be in the sentence. (5x2=10 pts)

1. All the silverware was disappeared without trace.

2. The film star is expected that to give a press conference this afternoon.

3. We should have be informed about the situation.

4. The scientists were being had celebrated because of their success.

5. Big Ben is thought about to have been named after Sir Benjamin Hall.

B. Rewrite the following newspaper headlines as complete sentences in the correct tense. (5x2=10 pts)

1. If drug use found among the footballers, the federation will act

2. A new medicine for cancer just found by the Russian scientists

3. Smoking to be banned in pubs, restaurants in Norway

4. İstanbul hit by a terrorist act yesterday

5. Food and necessary materials being sent to the poorer regions

1. ....

2. ....

3. ....

4. ....

5. ....

C. Rewrite the following text in the **active**. (6x2=12 pts)

A valuable oil painting has been discovered by Mr Owen Gibbon in the attic of his house in Rochester. The work was painted by George Stubbs, the famous animal artist, in 1760. The picture was bought by Mr Gibbon's great grandfather in the 1890's, but after his death it was stored away in the attic by the family. The painting is being examined by art historians, and it has been valued at $500,000.

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D. Rewrite the following text in the **passive**. (5x2=10 pts)

Over the past ten years oil spills have polluted the seas surrounding Britain. The tankers spill oil onto the coast and this harms many forms of wildlife. Environmentalists say that they need a lot of volunteers if they are to minimise the damage. In future, the government has promised that it will prosecute the owners of any tankers that pollute the North Sea in this way.

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E. Look at the headline, then write a short report using <u>4 passive sentences</u> about the event. (4x2=8 pts)

Yet again we experienced an earthquake last night.

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APPENDIX K

TABLE OF SPECIFICATIONS

(UNIT 2)

OBJECTIVES → / TOPICS ↓	TESTS	Identify the grammatical mistakes in the reported speech statements	Rewrite the incorrect sentences in the correct reported speech form	Identify the reported speech sentences in a context	Rewrite a reported speech text by changing it into a dialogue	Rewrite direct speech sentences as reported speech sentences
Rules of forming correct reported speech sentences	Pretest	✓	✓			✓
	Posttest					✓
	Retention test					✓
Differences between direct and indirect speech structures	Pretest	✓	✓		✓	✓
	Posttest	✓	✓		✓	✓
	Retention test	✓	✓		✓	✓
Direct and indirect speech structures in a context	Pretest			✓	✓	✓
	Posttest			✓	✓	✓
	Retention test			✓	✓	✓
Real-life use of reported speech structures	Pretest			✓	✓	✓
	Posttest			✓	✓	✓
	Retention test					✓

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TED Ankara College Foundation High School
2003-2004 Academic Year Second Term
Pretest on Reported Speech

Name:
Number:
Class:

General Directions: There are **3 parts** from **A** to **C** in this test. Please read the directions for each part carefully.

Time: 25 minutes   **Score:** _____ / 50 pts

A. There are some mistakes in the following sentences. Rewrite each sentence in the correct form in the space provided. (10x2=20 pts)

1. I asked Merve what is the homework assignment.

   ....

2. *John: I'm happy to be here.*
   John (elsewhere): I said that I was happy to be here.

   ....

3. My aunt told me that she has to go to Minneapolis last year.

   ....

4. *Mr Greenfield: I have to see Jamieson today.*
   (Several days later): Mr Greenfield insisted that he had to see Jamieson today.

   ....

5. Marjorie exclaimed how expensive houses these days.

   ....

6. He asked am I going.

   ....

7. Can you tell me where is the bus stop?

   ....

8. I wonder if or not I should go there.

   ....

9. I don't believe he would come.

   ....

10. Maria told me close the door.

    ....

B. Read this part of a newspaper report and then rewrite it as a dialogue with the words as they were actually spoken. (10x2=20 pts)

The man told the court that he had never gone back on his word to anyone in his life, and that once he had agreed to take part in the robbery, he had to go through with it. When asked by the magistrate what he had been doing since the robbery, he said that he had gone to London and that he had been staying with friends. When asked further who these "friends" were, he told the court that he didnt want to say. He said that he knew he had done wrong and he added that he wouldn't make the same mistake again.

The man: ....

....

The magistrate: ....

The man: ....

....

The magistrate: ....

The man: ....

....

C. A group of Europeans went on a ten-day visit to New York. It was the first time they had been there. They were interviewed during their stay. Report what each person said about New York. (5x2=10 pts)

1. "It's a perfect choice of holiday for anyone who likes bright lights and lots to do"   (Maria Pei from Italy)
....
....
2. "It's not as expensive as I imagined. You can live here quite cheaply if you know the right places to go. Yesterday I had an excellent meal for 5 dollars."
                                                              (Nico Iannopolos from Greece)

....
....
3. "I have never seen such a beautiful city in my life."
                                                              (Bruce Matock from Bristol, England)

....

APPENDIX M

TED Ankara College Foundation High School
2003-2004 Academic Year Second Term
Posttest on Reported Speech

Name:
Number:
Class:

General Directions: There are **2 parts** (A, B) in this test. Please read the directions for each part carefully.
Time: 20 minutes   **Score:** _____ / 50 pts

_____

A. Turn the following dialogue into Reported Speech. (14x2=28 pts)

John: "I feel really awful today, Mum."

Mum: "Why, what's the matter?"

John: "I have a dreadful headache and I feel a bit dizzy now."

Mum: "Oh, dear, that sounds quite serious."

John: "I wonder what's wrong with me. I've been feeling like this for a few days. I know for sure I also won't be feeling well tomorrow"

Mum: "Maybe you should go and see a doctor."

John: "Yes, I think so."

Mum: "I'll make you an appointment. And perhaps you should take the day off school."

John: "But Mum, I can't take the day off school just for a headache. I'm having a test today."

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B. Turn the following text into a conversation. Please also mind the punctuation. (11x2=22 pts)

The ballerina claimed she couldn't perform that evening. The manager insisted that she should perform and reminded her that she had signed a contract two months before. Then he threatened not to pay her if he didnt dance. The ballerina exclaimed that this was a disgraceful way to treat a star and she reminded him how famous she was. Then she warned him that she might never dance for the company again. The manager apologised for losing temper, suggested that they should be reasonable about the matter then and begged her not to let the public down. Then he politely asked her why she couldn't perform and she explained that she had twisted her ankle.

The ballerina: I can't perform this evening.

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TED Ankara College Foundation High School
2003-2004 Academic Year Second Term
Retention Test on Reported Speech

Name:
Number:
Class:
General Directions: There are **3 parts** from **A** to **C** in this test. Please read the directions for each part carefully.
Time: 25 minutes   **Score:** _____ / 50 pts

_____

A. There are some mistakes in the following sentences. Rewrite each sentence in the correct form in the space provided. (10x2=20 pts)

1. I asked Adam who is the most hard-working student in class.
   ....

2. My mum told me tidy my room.
   ....

3. I don't think my boyfriend would come to the party.
   ....

4. I want to know if or not I have to take this exam.
   ....

5. Could you please tell me how can I go to the train station?
   ....

6. My teacher asked am I studying hard for the exam.
   ....

7. The nurse exclaimed how rude some patients.
   ....

8. *Mr Brown: I have to have some blood tests today.*
   (One day later): Mr Brown insisted that he had to have some blood tests today.
   ....

9. My father said me that he must go to Orlando last year.
   ....

10. *Christina: I am going to be here tomorrow.*
    Christina (the same place, a day later): I told that I was going to be there tomorrow.
    ....

B. Rewrite the following text as a dialogue with the words as they were actually spoken. (10x2=20 pts)

The policewoman wanted to know if the man had any information which would help the police. The witness claimed that he had seen three men run out of the bank the day before and they were getting into a red van which had been parked nearby. He insisted that one of the men had been carrying a large suitcase and that man had been shouting to the other two. The policewoman then asked the witness to describe the three men, but he admitted that he had not been able to get a good look at them. The policewoman suggested that he come to the police station to look at some photographs of possible suspects then. The man told he would be happy to help them and promised that he would do whatever he could.

The policewoman: ....

The witness: ....

....

....

The policewoman: ....

The witness: ....

The policewoman: ....

The witness: ....

C. Turn the following sentences into Reported Speech by using <u>the most appropriate reporting verb</u>. (5x2=10 pts)

1. "Is janet still having a party next Saturday?" she asked me.
   ....

2. "Please don't talk, " he said to me.
   ....

3. "I hope you are feeling better now," Britney said to Agatha.
   ....

4. "I am the best player of all," Beckham told the reporters.
   ....

5. "I never touched the vase and didn't break it!" told Robbie.
   ....

APPENDIX O

ANSWER KEYS

UNIT 1 PRETEST

PART A. (4x2=8 pts)

1. be committed

2. are getting pelted

3. is dimly lit

4. has been committed

PART B. (3x2=6 pts)

1. I was born in Tehran in 1950

2. The song was sung several times by the choir.

3. You think there are no more mysteries, that all mysteries are/have been solved in time.

PART C. (5x2=10 pts)

1. Environmental factors were also studied.

2. If drug use is found among athletes, federation will act.

3. Brzilian raifoest is being cleared for planting as world demand rockets.

4. Farthest known galaxy was/has been discovered.

5. Eight were killed in Jerusalem attack.

PART D. (5x2=10 pts)

A valuable oil painting <u>has been discovered</u> in the attic of his house by Mr Owen Gibbon. The work <u>was painted</u> by the famous animal artist, George Stubbs in 1760. The picture <u>was bought</u> by Mr Gibbon's great grandfather in the 1890's, but

after his death it <u>was stored away</u> in the attic by the family. The painting <u>is being</u> <u>examined</u> by art historians, and it <u>has been valued</u> at $500,000.

PART E. (4x2=8 pts)

Over the past ten years oil spills have polluted the seas surrounding Britain. The tanker spills oil onto the coast and this harms many forms of wildlife. Environmentalists say that they need a lot of volunteers if they are to minimise the damage.

PART F. (4x2=8 pts)

A paragraph related to one of the topics given will be written and it has to include 5 passive voice statements, each of which is 2 points and 1 point is for the general meaning of the paragraph.

UNIT 1 POSTTEST

PART A. (6x2=12 pts)

The film which the public has been waiting for so long: The Hawk <u>has finally</u> <u>been released</u> by the Winter Production Company. The film <u>was originally going to</u> <u>be released</u> in August by the company but they decided to wait until October, as it <u>is</u> <u>known</u> that fewer people go to the cinema in summer. The Hawk <u>was directed</u> by Richard Able and people <u>are being encouraged</u> to see it. Cinemas report that a lot of tickets <u>have been bought</u> by British audiences and that they are sure The Hawk will be a success.

PART B. (8x2=16 pts)

1. been

2. been

3. they

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4. been

5. being

6. have

7. had

8. been

PART C. (6x2=12 pts)

Was arrested- were hit-found- was arrested- was booked for- were hit

1. The <u>police arrested a suspect</u> in Santa Barbara, Calif., after <u>gunfire hit</u> at least three cars on Highway 101 over two days.

2. Authorities were trying to determine whether <u>a weapon they found</u> when <u>they arrested Keith Tomlinson</u>, 36, matched the shots fired, ...

3. The police <u>booked for</u> investigation of attempted murder, assault with a deadly weapon and shooting at a vehicle in connection with shootings Wednesday to Tomlinson.

4. <u>Gunfire hit at least two vehicles</u> Tuesday.

PART D. (5x2=10 pts)

1. Demonstrations against poll tax <u>were</u> held last Sunday.

2. All-day strike <u>will/is going</u> to be held by electricity workers

3. Missing painting <u>has</u> not yet <u>been</u> recovered.

4. Child <u>was</u> rescued from quicksand yesterday.

5. 1,000,000$ <u>is</u> being raised for homeless ın L.A.

UNIT 1 RETENTION TEST

PART A. (5x2=10 pts)

1. was

2. that

3. have

4. had

5. about

PART B. (5x2=10 pts)

1. If drug use <u>is</u> found among the footballers, the federation will act.

2. A new medicine for cancer <u>has</u> just <u>been</u> found by the Russian scientists.

3. Smoking <u>will/is going to be/is to</u> banned in pubs, restaurants in Norway.

4. İstanbul <u>was</u> hit by a terrorist act yesterday.

5. Food and necessary materials <u>are</u> being sent to the poorer regions.

PART C. (6x2=12 pts)

Mr Owen Gibbon has discovered a valuable oil painting in the attic of his house in Rochester. George Stubbs, the famous animal artist, painted the work in 1760. Mr Gibbon's great grandfather bought the picture in the 1890's, but after his death the family stored it away in the attic. Art historians are examining the painting, and have valued it at $500,000.

PART D. (5x2=10 pts)

The seas surrounding Britain have been polluted by oil spills over the past ten years. Oil is spilled by the tanker onto the coast and many forms of wildlife are harmed by this. Environmentalists say that a lot of volunteers are needed if the damage is to be minimised. In future, the government has promised that the owners of any tankers that pollute the North Sea in this way will be prosecuted.

PART E. (4x2=8 pts)

UNIT 2 PRETEST

PART A. (10x2=20 pts)

1. I asked Merve what the homework assignment is/was.

2. I said that I was happy to be there.

3. My aunt told me that she had to go to Minneapolis teh previous year.

4. Mr Grenfield insisted that he had to see Jamieon today.

5. Marjorie exclaimed how expensive houses are/were these days.

6. He asked if I was/am going.

7. Can you tell me where the bus stop is?

8. I wonder whether or not I should go there/ if I should go there (or not).

9. I don't believe he will come/ I didn't believe he would come.

10. Maria told me to close the door.

PART B. (10x2=20 pts)

The man: I have never gone back on my word to anyone in my life and once I have agreed to take part in the robbery, I have to go through with it.

The Magistrate: What have you been doing since the robbery?

The man: I went to London and I was staying with friends.

The Magistrate: Who are those friends?

The man: I don't want to say. I know I did wrong and I will not make the same mistake again.

PART C. (5x2=10 pts)

- Maria Pei told that it was a perfect choie of holiday for anyone who likes/liked bright lights and lots to do.

- Nico Iannopolos told that it was not as expensive as he had imagind. He also added that you could live there quite cheaply if you knew the right places to

go and also said that the day before he had had an excellent meal for 5 dollars.

- Bruce told that he had never seen such a beautiful city in his life.

UNIT 2 POSTTEST

PART A. (14x2=28 pts)

John told his mum that he felt really awful that day, his mother wanted to learn what the matter was. Then John answered that he had a dreadful headache and felt a bit dizzy then. His moher reacted that that sounded quite serious. John expressed that he wondered what was wrong with him and he added he had been feeling like that for a few days and he knew for sure he also wouldnt be feeling well the next day. Then his mother advised him that he should go and see a doctor. John agreed and his moher told she would make an appointment and she said that he perhaps should take the day off school. John reacted that he could not take the dy off school just for a headache because he was having a test that day.

PART B. (11x2=22 pts)

The ballerina: I can't perform this evening.

The man: You should perform; you signed a contract two months ago. If you don't dance, I won't pay you.

The ballerina: This is a disgraceful way to treat a star and you know how famous I am. I may never dance for the comany again.

The man: I am sorry for losing temper. Why don't we be reasonable about the matter then? Please don't let the public down. Tell me why you can't perform.

The ballerina: I have twisted my ankle.

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UNIT 2 RETENTION TEST

PART A. (10x2=20 pts)

1. I asked Adam who the most hard-working student in class is/was.

2. My mum told me to tidy my room.

3. I don't think my boyfriend will come to the party.

4. I want to know whether or not I have to take this exam.

5. Could you please tell me how I can go to the train station?

6. My teacher asked if I am studying hard for the exam.

7. The nurse exclaimed how rude some patients are/were.

8. Mr Brown insisted that he had to have some blood tests that day.

9. My father said to me that he had to go to Orlando the previous year.

10. I told that I was going to be here the next day.

PART B. (10x2=20 pts)

The policewoman: Do you have any information which will help the police?

The witness: I saw three men run out of the bank yesterday and they were getting into a red van which was parked nearby. One of the men was carrying a large suitcase and this man was shouting to the other two.

The policewoman: Please, describe the three men/ Can you describe the three men?

The witness: I was not able to get a good look at them.

The policewoman: Why don't you go/come to the police station to look at some photographs of possible suspects now?

The witness: I will be happy to help you. I will do whatever I can.

PART C. (5x2=10 pts)

1. She wanted to know if Janet was still having a party next Saturday/the following Saturday.

2. He ordered me not to talk.

3. Britney told her she hoped she was feeling better then.

4. Beckham boasted that he was/is the best player of all.

5. Robbie denied that he had touched the vase and had broken it.

APPENDIX P

OPINIONNAIRE FOR THE TEACHERS (of the English Department)

The aim of the following opinionnaire is to collect data on your perceptions and expectations as regards the English grammar teaching and learning. It is absolutely essential that you reflect your real opinions. Thank you for participating in the study.

1. How do you teach grammar? Which methods and techniques or what kind of activities do you use while teaching grammar?
   ....
   ....
   ....
   ....
   ....

2. How is the students' attitude towards the methods / activities you use to teach grammar?
   ....
   ....
   ....
   ....
   ....

3. In your opinion, what kind of activities / methods are more appealing to your students in grammar teaching?
   ....
   ....
   ....
   ....
   ....

4. Have you ever used authentic materials (articles, news stories from the newspapers or magazines, poems, songs, etc.) in your grammar classes?

   a. If yes, how?
   ....
   ....
   ....
   ....
   ....

   b. How was students' reaction to these authentic texts in grammar classes?
   ....
   ....
   ....
   ....

APPENDIX Q

STUDENT OPINIONNAIRE

The aim of the present opinionnaire is to collect data on your perceptions and expectations as regards the English grammar teaching and learning. It is absolutely essential that you reflect your real opinions. Thank you for participating in the study.

Please choose one degree **from 5 to 1** and tick the appropriate box for the following statements.

5. **Strongly agree**
4. **Agree**
3. **Neutral**
2. **Disagree**
1. **Strongly disagree**

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I like reading newspapers or magazines in English.					
2. I like watching TV programs and films in English.					
3. I like listening to songs in English.					
4. I think being able to read, watch or listen in English will help me achieve the future academic success.					
5. I think being able to understand texts, conversations and lyrics in English makes me feel I have learned the language.					
6. I think the materials including real-life English are more interesting than the ones in traditional books (course-book or grammar book) used in class.					
7. While dealing with the texts including written, oral and visual real-life English, I feel that I can understand the way the native speakers (foreigners) use the language.					
8. While reading or listening to the texts including real-life English, I have no difficulty in getting the main idea.					
9. While reading or listening to the texts including real-life English, I have a chance to practise many grammatical rules I have learned.					
10. With real-life English materials, I have a chance to learn many different uses of language which help me acquire the language fluently and accurately.					
11. I think real use and function of grammatical structures can only be understood in the authentic texts.					
12. While dealing with the authentic texts, difficult language might sometimes discourage me.					
13. When dealing with any kind of reading or listening texts published in English in class, I would like to understand the whole text by analysing/ examining/considering each grammar structure and vocabulary item used in them.					

APPENDIX R

STUDENT UNIT (1) FEEDBACK FORM

The aim of the present unit feedback form is to collect data on your feelings and thoughts about what you did in the grammar class on "passive voice". It is absolutely essential that you reflect your real opinions. Thank you for participating in the study.

A. Please choose one degree **from 5 to 1** and tick the appropriate box for the following statements.

5. **Strongly agree**
4. **Agree**
3. **Neutral**
2. **Disagree**
1. **Strongly disagree**

a. Please give your opinions on the following statements by considering the text **" 'Innocent' Jackson ready to face the music"** that you did in your grammar lesson.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I liked reading the text.					
2. I liked the topic of the text.					
3. It was interesting to read the text.					
4. Grammar used in the text was easy to understand.					
5. I sometimes felt discouraged by the difficult language of the text.					
6. The text helped me understand the use of some grammatical structures.					
7. The text helped me understand the way native speakers use the language.					
8. I was eager to learn grammar by the help of this text.					
9. The text helped me understand how to use "passive voice" in any context.					
10. This text contributed to the improvement of my grammar knowledge.					

b. Please give your opinions on the following statements by considering the lyrics of

Sting's song **"The Book of My Life"** that you did in your grammar lesson.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I liked listening to the song.					
2. I liked the topic of the lyrics of the song.					
3. It was interesting to listen to the song.					
4. Grammar used in the lyrics was easy to understand.					
5. I sometimes felt discouraged by the difficult language in the lyrics.					
6. The lyrics helped me understand the use of some grammatical structures.					
7. The lyrics helped me understand the way native speakers use the language.					
8. I was eager to learn grammar by the help of the lyrics.					
9. The lyrics helped me understand how to use "passive voice" in any context.					
10.The lyrics contributed to the improvement of my grammar knowledge.					

B. Please write your sincere opinion about the following points in the space provided.

Which activity did you like the most while learning "passive voice"? Why?

....
....
....
....

Which activity did you like the least while learning "passive voice" ? Why?

....
....
....
....

C. Please give further comments of the reading and grammar session if possible. (How much have you learned?, What is your level of interest?, etc)

....
....
....
....
....

APPENDIX S

STUDENT UNIT (2) FEEDBACK FORM

The aim of the present unit fedback form is to collect data on your feelings and thoughts about what you did in the grammar class on "passive voice". It is absolutely essential that you reflect your real opinions. Thank you for participating in the study.

A. Please choose one degree **from 5 to 1** and tick the appropriate box for the following statements.

        5. **Strongly agree**
        5. **Agree**
        4. **Neutral**
        3. **Disagree**
        1. **Strongly disagree**

a. Please give your opinions on the following statements by considering the text **" Cruise and Cruz go separate ways"** that you did in your grammar lesson.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I liked reading the text.					
2. I liked the topic of the text.					
3. It was interesting to read the text.					
4. Grammar used in the text was easy to understand.					
5. I sometimes felt discouraged by the difficult language of the text.					
6. The text helped me understand the use of some grammatical structures.					
7. The text helped me understand the way native speakers use the language.					
8. I was eager to learn grammar by the help of this text.					
9. The text helped me understand how to use "reported speech" in any context.					
10. This text contributed to the improvement of my grammar knowledge.					

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b. Please give your opinions on the following statements by considering **the news reports** from the newspapers that you did in your grammar lesson.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I liked reading the texts.					
2. I liked the topics of the texts.					
3. It was interesting to read the texts.					
4. Grammar used in the texts was easy to understand.					
5. I sometimes felt discouraged by the difficult language in the texts.					
6. The texts helped me understand the use of some grammatical structures.					
7. The texts helped me understand the way native speakers use the language.					
8. I was eager to learn grammar by the help of the texts.					
9. The texts helped me understand how to use "reported speech" in any context.					
10. The texts contributed to the improvement of my grammar knowledge.					

B. Please write your sincere opinion about the following points in the space provided.

Which activity did you like the most while learning "reported speech"? Why?
....
....
....
....

Which activity did you like the least while learning "reported speech" ? Why?
....
....
....
....

C. Please give further comments of the reading and grammar session if possible. (How much have you learned?, What is your level of interest?, etc)
....
....
....
....
....

APPENDIX T

UNIT FEEDBACK FORM 1
FOR THE TEACHER OF THE EXPERIMENTAL GROUP

Topic of the text(s):
Grammar subject:

A. Please answer the questions below after the application of the materials and tasks in your grammar class.

1. Did the students like the text and lyrics?
   ....
2. Did they like the activities?
   ....
3. Did they try to answer the questions you asked?
   ....
4. Were they eager to participate in the discussions?
   ....
5. Could they easily understand the use and function of the particular grammar subject?
   ....
6. Could they reach a general conclusion about the use and function of the grammar subject? Could they generalize its use by considering many examples in the text?
   ....
7. Was there any exceptional example to the use of the grammar subject? If there was, were students confused?
   ....
8. Was everything clear to the students about what they were supposed to do with the
   text?
   ....

B. Mark the following objective(s) which you think was/were achieved by the students during the implementation of the activities.

1. _____ exploring grammatical and discoursal relationships in the text.

2. _____ practising grammatical structures in a natural, meaningful and relevant way.
3. _____ creating real-life communicative situations by using the language learned.

C. Please tick the most suitable one (in the box) according to what you observed during the implementation.

	Not at all				At high degree
	1	2	3	4	5
1. The students were involved in the learning task.					
2. The students' concentration on the task was high.					
3. The students found the materials interesting.					
4. The materials used were appropriate for the students' level.					
5. The tasks the students dealt with increased their motivation to learn grammar.					
6. After doing the tasks, the students could understand the use and function of the grammar subject.					
7. At the end of the lessons, the students could use the language as it has been used in the text.					

D. Please add other comments about the overall class session. (Students' mood, a special occasion during the flow of the session, etc.)

....
....
....
....
....

APPENDIX U

UNIT FEEDBACK FORM 2
FOR THE TEACHER OF THE EXPERIMENTAL GROUP

1. Do you think this method (of using authentic texts) is more appealing to students than the traditional method (of using text-book) in grammar teaching? Why? Why not?

....

....

....

....

2. Have you observed any development in students' interest in grammar after they were taught by authentic texts?

....

....

....

....

3. Have you observed any considerable development in students' grammar knowledge and grammar retention at the end of the semester?

....

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....

....

4. According to you, what might be the disadvantages of using authentic texts in grammar teaching by considering the whole teaching procedure?

....

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....

APPENDIX V

BACKGROUND TO TED ANKARA COLLEGE FOUNDATION SCHOOLS

TED Ankara College Foundation was established in 1928 with the encouragement and support of the greatest Turkish leader Mustafa Kemal Atatürk.

The foundation is run by the Board of Directors, General Director and two Assistant General Directors, one in charge of Education and the other, Administration. The schools are administered by TED Ankara College Foundation and called "Private Schools of the Turkish Education Association Ankara College Foundation" (TED Ankara Koleji Vakfı Özel Okulları).

The institution is formed of two sections: The Primary School (Years 1 to 8) and the High School (Years 9 to 11). The medium of teaching is English. The English program starts in the third year through songs, poems, games. On course of time, students learn grammar, reading, writing and speaking. Starting with the sixth grade, English program becomes more intensive and pupils study English (12 hours a week), Maths (4 hours a week) and Science (4 hours a week) in English language.

During this period, students are offered the opportunity to learn another foreign language –French or German- depending on their own choice. Having completed their Primary Education, students are required to take English, Math, Physics, Chemistry, Biology classes in English language. With the beginning of tenth grade they are asked to decide on a major field of study –Maths and Science, Maths and Turkish, Social Sciences, Foreign Languages depending on their talents and interests.

DESCRIPTIONS OF THE ENGLISH COURSES AT PRIMARY SCHOOL

GRADES 1-8

Grade : 1st Grade

Course : English Early Beginner

Aim : The aim is to enable the students to listen and understand some stories and communicate in English at Early Beginner level with very basic vocabulary and enjoy learning English through stories and active involvement in class.

Duration : One academic year (2 semesters)

Frequency : 5 hours a week

Grade : 2nd Grade

Course : English Beginner

Aim : The aim is to enable the students to listen and understand stories and follow instructions in English; communicate in English at Beginners Level with very limited vocabulary and structure; to enjoy in learning English through stories by actively taking part in classroom activities and role plays.

Duration : One academic year (2 semesters)

Frequency : 5 hours a week

Grade : 3rd Grade

Course : English Elementary

Aim : The students will be able to read, write, listen and speak in English at an Elementary Level, to gain confidence when interacting with native speakers and enjoy using the target language to communicate.

Duration : One academic year (2 semesters)

Frequency : 8 (structural based) + 4 (story based)= 12 hours a week

Grade   : 4th Grade

Course   : Upper Elementary

Aim   : The aim is to enable the students to communicate in English at an Upper Elementary level orally or in writing; to understand and use simple sentences with limited simple vocabulary; recognise and understand compound sentences.

Duration   : One academic year (2 semesters)

Frequency : 8 (structural based) + 4 (story based)= 12 hours a week

Grade   : 5th Grade

Course   : Pre – Intermediate English

Aim   : The aim is to enable the students to become self reliant, life long learners with a joy of learning who can read, write, listen, speak and respond appropriately at a Pre - Intermediate level with limited grammar and basic vocabulary

Duration   : One academic year (2 semesters)

Frequency : 8 (structural based) + 4 (skills based) = 12 hours a week

Grade   : 6th Grade

Course   : Intermediate English

Aim   : The aim of the English PROGRAMME at Primary School level 6 is to enable students to listen, speak, read and write at Intermediate Level; to develop the skills of guessing meaning from context; to write meaningful short texts or parts of a whole text about their own experiences and knowledge of the world with varied vocabulary and compound structures.

Duration   : One academic year (2 semesters)

Frequency : 11 hours per week

Grade   : 7th Grade

Course   : English Upper Intermediate

Aim   : The aim of the English course at grade 7 is to enable students to develop specific skills of listening, speaking, reading and writing with the respect of different styles and forms at an Upper Intermediate level so that they can be successful communicators in various aspects of written and spoken English.

Duration   : One academic year (2 semesters)

Frequency   : 9 hours per week

Grade   : 8th Grade

Course   : English Pre - Advanced

Aim   : The aim is to enable the students to communicate effectively at Pre-Advanced level both orally and in writing with their foreign counterparts, to continue with their education in high schools in Turkey or abroad and follow English medium instructions.

Duration   : One academic year (2 semesters)

Frequency   : 9 hours per week (6 hours + 3 hours)

DESCRIPTIONS OF THE ENGLISH COURSES AT HIGH SCHOOL

ENGLISH PREP, GRADES 9-11

Grade   : Lycee Preparatory

Course   : English Language and Literature

Level   : Upper Intermediate

Aim   : To help students acquire the necessary English knowledge and learning skills in order to follow the 9th grade program effectively and to develop effective written and spoken English skills, learn about different cultures through authentic and literary texts and materials, and transform language learning process into a fun experience.

Duration   : One academic year (2 semesters)

Frequency   : 20 hrs/week (approximately 650 hrs. a year)

Grade   : Lycee 1
Course   : English Language and Literature
Level   : Lower Advanced
Aim   : The general aim of the ninth grade English Course is to enable
                 students to continue building a foundation of skills through the study
                 of literary pieces and authentic materials, and to communicate
                 effectively both orally and in writing at a lower advanced level with
                 their foreign counterparts and native English speakers in real
                 situations, to feel the joy and responsibility for their own learning, and
                 to become independent lifelong learners.
Duration   : One academic year (2 semesters)
Frequency   : 8 hrs/week (Approximately 280 hrs. a year)

Grade   : Lycee 1
Course   : Elective English – Conversation
Level   : Lower Advanced
Aim   : To reinforce language learning skills of students at post intermediate
                 level through enhancing a speaking environment in which a variety of
                 different topics can be discussed through efficient use of the target
                 language skills.
Duration   : One academic year (2 semesters)
Frequency   : 2 hrs/week (Approximately 70 hrs. a year)

Grade   : Lycee 1
Course   : Elective English – Public Speaking
Level   : Lower Advanced
Aim   : To help higher level students to be able to speak in public freely,
                 focusing on the audience, subject matter, posture, etc. and to prepare
                 candidates for Model United Nations (MUN).
Duration   : One academic year (2 semesters)
Frequency   : 2 hrs/week (Approximately 70 hrs. a year)

Grade   : Lycee 2

Course   : English Language and Literature

Level   : Advanced

Aim   : To enable students to continue improving their communication skills at an advanced level both orally and in writing with foreigners and native English speakers in real situations by exposing them to advanced literary pieces and authentic materials in order to apply and improve their existing skills and knowledge, and thus help them enjoy learning in order to become independent, lifelong learners with increased awareness of other cultures.

Duration   : One academic year (2 semesters)

Frequency   : 4 hrs/week (Approximately 140 hrs a year)

Grade   : Lycee 2

Course   : Elective English – Reading

Level   : Advanced

Aim   : To provide students with a comfortable reading atmosphere in which students read, think and comment on a wide range of reading texts.

Duration   : One academic year (2 semesters)

Frequency   : 2 hrs/week (Approximately 70 hrs. a year)

Grade   : Lycee 3

Course   : English Language and Literature

Aim   : To enable students to consolidate and practise their language and study skills using more advanced pieces of literature and authentic materials; help them become independent lifelong learners who are able to communicate effectively in English, both orally and in writing, with other speakers of English in real situations; go on with their further education in universities, both in Turkey and abroad.

Duration   : One academic year (2 semesters)

Frequency   : 4 hrs/week (Approximately 140 hrs. a year)

Grade   : Lycee 3 (11th Grade)

Course   : Elective English – TOEFL

Level   : Upper Advanced

Aim   : To help 11th grade students who wish to go to English-medium universities develop their test (TOEFL) skills. To pass the University Language Preparatory Year Examption exams and develop skills to enable them pass the TOEFL examinations.

Duration   : One academic year (2 semesters)

Frequency   : 2 hrs/week (Approximately 70 hrs a year)

Grade   : Lycee 3

Course   : Elective English – Drama

Level   : Upper advanced

Aim   : To introduce the works of world wide theatre texts from the playwrights and world literature in English to students that have already acquired advanced language skills, and have these students learn, comment and/or act out the plays.

Duration   : One academic year (2 semesters)

Frequency   : 2 hrs/week (Approximately 70 hrs. a year)