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**A CONTRASTIVE ANALYSIS OF TRADITIONAL GRAMMAR  
TRANSLATION METHOD AND COMMUNICATIVE LANGUAGE  
TEACHING IN TEACHING ENGLISH GRAMMAR AND  
VOCABULARY**

**Harun ÇİFTÇİ  
A Master's Thesis**

**Thesis Supervisor  
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**Burdur, 2019**



**T.C.**  
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Tarih

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# **A Contrastive Analysis of Traditional Grammar Translation Method and Communicative Language Teaching in Teaching English Grammar and Vocabulary**

**(A Master's Thesis)**

**Harun ÇİFTÇİ**

## **ABSTRACT**

Although extensive research has been conducted on why and how to teach English language grammar, no other studies exist comparing the effectiveness of teaching English grammar and vocabulary in Traditional Grammar Translation Method (henceforward TGTM) with that of Communicative Language Teaching (henceforward CLT) in a Turkish EFL class. This study was based on a mixed method design to obtain a detailed and comprehensive understanding of whether TGTM or CLT is more effective in teaching English language grammar and vocabulary. Sixty-eight 9<sup>th</sup> grade students attending to Göller Yöresi Anatolian High School in Burdur participated in this study. Their intact classes were then identified as experimental (9-C) and control group (9-A). Prior to the implementation of the study, the participants were not informed about the method and approach that would be implemented in their classes. A pre-test including the grammar topics of the first mid-term was administered to the participants to identify their proficiency level and readiness for the study. After the implementation of the pre-test, five literary texts of different genres were implemented on the basis of TGTM in experimental group (henceforward EG) and on the basis of CLT in control group (henceforward CG). Additionally, during the implementation process of these literary texts, the oral productions of the participants were also recorded and a quiz was conducted to the students after each literary text. As a last step of the implementation process, a post-test containing the same questions with those of pre-test was administered to compare the results of the pre and post-tests of the groups. The results of the pre and post-tests, quizzes and the transcriptions of the sound recordings obtained from the participants during the implementation process of the study were analyzed both quantitatively and qualitatively on the basis of error analysis. The study revealed that, the errors stemming from developmental error category were higher than interference errors not only the participants' written productions but also in their oral productions. However, it was observed that EG, who was taught English grammar on the basis of TGTM made fewer errors than those of CG who was taught on the basis of CLT in developmental error categories and interference error categories in both their written and oral productions. As a result, the quantitative and qualitative findings of the study suggested that TGTM was more practicable and productive than CLT in teaching and learning English grammar teaching and vocabulary.

*Key Words:* CLT, Errors, Grammar, TGTM, Vocabulary.

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**Geleneksel Dilbilgisi Çeviri Yöntemi ile, İletişimsel Dil Öğretimi Yaklaşımının  
İngilizce Dilbilgisi ve Kelime Öğretiminde Karşılaştırılması  
(Yüksek Lisans Tezi)**

**Harun ÇİFTÇİ**

**ÖZ**

İngiliz dili dilbilgisinin niçin ve nasıl öğretileceğine dair kapsamlı araştırmalar yapılmasına rağmen, Dil Yapılarının Çevrilmesinin Geleneksel Yöntemiyle (bundan sonra TGTM) İletişimsel Dil Öğretim Yaklaşımını (bundan sonra CLT) İngilizcenin yabancı dil olarak öğretildiği bir Türk sınıfında karşılaştıran başka bir çalışma bulunmamaktadır. İngilizce’ nin dilbilgisinin öğretiminde TGTM’ in mi yoksa CLT’ nin mi daha etkili olduğuna dair detaylı ve kapsamlı bir anlayış elde etmek için karma metodoloji modeli uygulandı. Bu çalışmaya, Burdur’daki Göller Yöresi Anadolu Lisesi’nde öğrenim görmekte olan altmış sekiz 9.sınıf öğrencisi katıldı. Öğrencilerin bozulmamış (değiştirilmemiş) sınıfları daha sonra deney (9-C) ve kontrol grubu (9-A) olarak tanımlandı. Çalışmanın uygulanmasından önce, katılımcılara sınıflarında uygulanacak olan yöntem ve yaklaşım hakkında bilgi verilmedi. Katılımcıların, yeterlilik seviyelerinin ve çalışmaya hazır olup olmadıklarının belirlenmesi amacıyla ilk dönemin dilbilgisi konularını da içeren bir ön test uygulandı. Ön-testin uygulanmasından sonra, deney grubunda TGTM’ in temelinde kontrol grubunda ise CLT’ nin temelinde beş farklı türden edebi metin uygulandı. Ek olarak, bu edebi metinlerin uygulama sürecinde öğrencilerin sözlü üretimleri de kaydedildi ve her edebi metinden sonra katılımcılara bir sınav uygulandı. Uygulama sürecinin son adımı olarak, grupların ön ve son testlerinin sonuçlarını karşılaştırmak amacıyla ön test ile aynı soruları içeren bir son test uygulandı. Ön ve son testin, sınavların sonuçları ve çalışmanın uygulama sürecinde katılımcılardan elde edilen ses kayıtlarının transkriptleri hata analizine dayanarak hem nicel hem de nitel olarak analiz edildi. Çalışma, gelişimsel hata kategorisinden kaynaklanan hataların sadece katılımcıların yazılı üretimlerinde değil aynı zamanda sözlü üretimlerinde de ana dilin etkisinden kaynaklanan hatalardan daha yüksek olduğunu ortaya koydu. Ancak, TGTM temelli İngilizce ’nin dilbilgisinin öğretildiği deney grubu, hem yazılı üretimlerinde hem de sözlü üretimlerinde gelişimsel hata kategorilerinde ve ana dilin etkisinden kaynaklanan hata kategorilerinde CLT temelli öğretilen kontrol grubundan daha az hata yaptığı gözlemlendi. Sonuç olarak, çalışmanın nicel ve nitel bulguları, İngilizce’ nin dilbilgisi ve kelime öğretimi ve öğreniminde TGTM’ in CLT’ den daha uygulanabilir ve üretken olduğunu gösterdi.

*Anahtar Kelimeler:* CLT, Dilbilgisi, Hatalar, Kelime, TGTM.

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## LIST OF ABBREVIATIONS

**ALM:** Audio Lingual Method

**CA:** Contrastive Analysis

**CLT:** Communicative Language Teaching

**DM:** Direct Method

**EA:** Error Analysis

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**GTM:** Grammar Translation Method

**MoNE:** Ministry of National Education

**MT:** Mother Tongue

**NM:** Natural Method

**RM:** Reform Movement

**SLT:** Situational Language Teaching

**TEOG:** Transition Examination from Primary to Secondary Education

**TGTM:** Traditional Grammar Translation Method

**TL:** Target Language

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, statement of the problem, the purpose of the study, the significance of the study, assumptions and limitations of the study will be presented.

#### **1.1. The Statement of the Problem**

It can be argued that which approach or methodology is better in teaching English Language grammar and vocabulary is one of the most widely investigated concern in the history of English language teaching and learning as a foreign language (Hunt, 2015). Within this framework two methodologies have come into prominence; GTM which calls for an explicit way of grammar teaching and CLT which calls for an implicit way of grammar teaching. However, when considered the historical development of GTM, the use of TGTm was prevalent in teaching and learning of the languages Latin and Greek since there wasn't any systematic linguistic analysis of English and the other European languages (Howatt, 1984). Therefore, there are not any studies which compare these two methodologies; TGTm and CLT in teaching English grammar and vocabulary. With this respect, the researcher of the current study focused on which approach and methodology: TGTm or CLT is better in teaching English grammar and vocabulary.

#### **1.2. The Purpose of the Study**

The main purpose of this study is to identify which methodology, TGTm or CLT, is effective in teaching English grammar and vocabulary. Therefore, this study is designed to investigate which methodology, TGTm or CLT, is effective in teaching English grammar and vocabulary by analyzing the errors of the 9<sup>th</sup> grade EFL learners attending to Göller Yöresi Anatolian High School in the first mid-term of



2017-2018 teaching education and year. With this aim, this study is designed to provide insight into the following research questions:

1. Which is more effective in English grammar teaching; TGTM or CLT?
2. Are there any differences between TGTM and CLT in the teaching and learning of vocabulary, specifically modifiers?
3. Are there any structural differences between written and spoken language produced by the participants who were taught on the basis of TGTM or CLT?

### **1.3. The Significance of the Study**

The question how to teach grammar in language teaching has been under discussion for decades, especially, whether to teach it explicitly or implicitly. Debate over this issue ascended in 1970s, especially with the emergence of communicative based approaches (Ellis, 2006; Zhang, 2009; Debata, 2013; Saaristo, 2015). During this continuum two core ideas came into prominence; deductive and inductive way of teaching grammar. Deductive teaching is a way which centres upon explicit grammar teaching; on the other hand, inductive teaching is a way of implicit grammar teaching without foregrounding the language structures.

Current literature puts forward the advantages and disadvantages of the deductive and inductive approaches. In his study, Widodo (2006, p. 127) identifies the pros and cons of deductive and inductive approaches in two separate tables.

Table 1.

*Advantages and Disadvantages of Deductive Approach to Teaching Grammar*

| Advantages                                                                                                                                                                      | Disadvantages                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.                                                                               | 1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.                                    |
| 2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples                                                            | 2. Younger learners may not be able to understand the concepts or the grammar terminology they encounter                                              |
| 3. A number of direct practice / application examples are immediately given.                                                                                                    | 3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately. |
| 4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition. | 4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).                                                |
| 5. It (conforms with) many learners' expectations about classroom learning, particularly for those who have an analytical style.                                                | 5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rules.                                       |

Widodo (2006, p. 127)

As shown in Table 1, Widodo presents the advantages and disadvantages of deductive approach in teaching English grammar.

Table 2.

*Advantages and Disadvantages of Inductive Approach to Teaching Grammar*

| Advantages                                                                                                                                          | Disadvantages                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.                             | 1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.                                                      |
| 2. Learners' greater degree of cognitive depth is "exploited".                                                                                      | 2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.                                                               |
| 3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.     | 3. The approach can place emphasis on teachers in planning a lesson.                                                                                                |
| 4. The approach involves learners' pattern-recognition and problem-solving abilities in which particular learners are interested in this challenge. | 4. It encourages the teacher to design data or materials taught carefully and systematically.                                                                       |
| 5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.                                | 5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule. |

Widodo (2006, p. 128)

As opposed to the previous table, Table 2 presents the advantages and disadvantages of inductive approach in teaching English grammar. Apart from grammar teaching, in a broader sense, there has also been a significant change in pedagogical ideas in language teaching and learning and this led to a conflict among the practitioners of the methods and approaches in language teaching and learning (Chang, 2011). In this debate, CLT and Grammar Translation Method (henceforward GTM) have been widely analysed due to their contrastive approach on grammar teaching. GTM is known as a method which lays stress on grammatical accuracy and pleads an explicit

grammar teaching, whereas communicative fluency is attributed to CLT which posits an implicit way of grammar teaching.

In a GTM classroom, the students are expected to translate the literary texts in which structures included from simple to complex. Through these translation activities, the grammatical structures of the target language (henceforward TL) should be conceptualized by the students. Grammatical correctness and vocabulary usage in this GTM classroom is a prerequisite for language learners. A general criticism directed to GTM is that memorizing or comprehending grammar rules is not a way of acquiring the TL since it neglects the basic language learning skills (Conti, 2016). Another criticism for GTM stated by methodologists is that it puts a barrier which prevents language learners' interaction as there is no emphasis on oral production in TL.

Along with those who criticize GTM, some scholars proposed that it had contributed a lot to foreign language teaching and learning by maintaining its validity in language learning and teaching practices, especially in EFL classrooms (Xia, 2014). The first one is that it puts fewer burdens on teachers as it is easy to shape classroom objectives and evaluation processes when compared with other methods and approaches (Brown, 2000). When considered from the language learners' perspective, the interaction takes place in the mother tongue (henceforward MT) of the language learners; consequently, they feel less stressed when learning the TL (Chang, 2011).

Starting from 1960s, there has been a shift from a structural view to a communicative view in language teaching and learning contexts. Up to this period, several approaches and methods have been put forward with different perspectives such as Reform Movement, Direct Method, The Oral Approach, Situational Language Teaching and Audio-lingual Method. The main foci of these approaches and methods were the concern of how an effective teaching and learning a language should be implemented. In this implementation process, the debate about whether to teach or not to teach grammar has attracted many researchers' attention. With the emergence of natural approaches in the 1960s, CLT have been recognized as the methodology which promotes communication and interactional skills to convey meaning in the classroom environment (see Richards & Rodgers, 2002).

The teaching procedure of CLT is put into practice in TL via meaningful activities. During these activities explicit grammar teaching is expressly avoided by the teacher. The students are expected to acquire grammatical structures in an implicit way. The ostensible criticism directed to CLT by theorists and teachers has been the violation of grammar teaching which is regarded as an efficient way for maintaining intelligible communication in the classroom environment (Thompson, 1996). Campbell (2004) also stresses that when compared with the ESL learners who have a chance to practice the TL language in their daily lives; EFL learners don't have such an opportunity to practice it outside the classroom as their mother tongue is the language of interaction. However, CLT still keeps its validity as it promotes more authentic and interactive learning tasks with comprehensible input and learners' language output (Koosha & Yakhabi, 2013). Belchamber (2015) claims that CLT helps teachers to motivate their students to focus on fluency rather than form, and support their foreign language learning.

The pending question whether grammar should be taught or not is still a controversial issue for many language learning contexts and within this debate CLT and GTM have been eminently investigated to answer this question. In previous studies, GTM and CLT have been widely discussed with respect to their views on grammar teaching. CLT is based on the belief that grammar should be acquired subconsciously in order to provide fluency during the classroom activities; conversely, GTM is based on the belief that grammar should be acquired consciously in order to provide accuracy during the classroom activities. It is also viewed as the language teaching method emphasising the memorization of the rules and the practice of translation (Broughton, Brumfit, Flavell, Hill & Pincas, 2003). Taking into consideration of these tenets of GTM, recent studies have reflected an analytic approach on teaching grammar and therefore regarded GTM in this way.

Howbeit, as opposed to the current view of GTM and CLT in teaching English, it was traditionally taught by translating it into native languages or vice versa before the introduction of English grammar in a systematic way (Widodo, 2006). Thence, the importance and originality of this study is that it holds the traditional method (TGTM) in teaching English grammar and vocabulary, and compares it with a reputed approach CLT. In addition, no other studies have provided in-depth analysis

on the comparison of TGT and CLT through a qualitative and quantitative perspective in teaching English grammar and vocabulary in a Turkish EFL context.

#### **1.4. Assumptions**

The current study assumes that the participants of this study represent the majority of English language learners attending to high schools in Turkey. Moreover, it is also assumed that the participants of the study took part in the implementation process of the study objectively and on a voluntary basis.

#### **1.5. Limitations**

The quantitative and qualitative data which have been provided here is limited to Turkish EFL students attending to a public high school. The data elicited from 68 9<sup>th</sup> grade students attending to Goller Yöresi Anatolian High School. Thus, the qualitative and quantitative data discussed represent the whole body of Turkish learners to the extent the number of the participants this study covers and contrastive analysis and their results, hence, can be generalized accordingly.

## CHAPTER II

### LITERATURE REVIEW

This chapter includes the literature review of A Brief History of Language Teaching and English, Grammar Translation Method, Reform Movement, Direct Method, Communicative Language Teaching and Previous studies comparing Communicative Language Teaching and Grammar Translation Method.

#### **2.1. A Brief History of Language Teaching and English**

In language teaching history, there have been many theories and methodologies about how to teach and learn languages over centuries. There have also been lots of rapid shifts and changes in these theories due to the various reasons. These reasons vary with respect to the influences and instances in different periods. Prior to emergence of the language studies scientifically, particularly before the 15<sup>th</sup> century, trade and religion were at the forefront of these factors (Howatt, 1984).

Until the 15<sup>th</sup> century, language teaching and learning was initially meant to teaching of Latin and Greek which are accepted as dead languages in our era. Bloomfield (1951) states that before the Romans' embedding Latin on Greek language, they were the ancient Greeks who first studied and thought language as a means of universal and philosophical form not as in its actual form. They also taught Greek for promoting the learners' intellectuality. In the later times, Latin dominated the world as a language of education, commerce, religion and government in the Western world (Richards & Rodgers, 2002).

After the 15<sup>th</sup> century many changes and innovations in the field of language teaching emerged especially in the Western world. This was generally characterized by a shift from the methods that mostly centred upon writing and reading to the methods that focus on the skills listening and speaking. Hence, Latin became a language for the study of bible and academic studies such as medical books and legal

documents (Dobobuto, 2009). In this historical development of language teaching and learning, English language teaching history may be classified or divided into three eras. The first era starts from the 15<sup>th</sup> century, the second era starts from 19<sup>th</sup> century and the last era starts from the beginning of the 20<sup>th</sup> century to the present.

Up to the 15<sup>th</sup> century English language was only a vernacular language and had to wait for three centuries to be taught as a language (English Language Teaching, 2018). After the proclamation of English as the official language by King Henry V and the introduction of printing press in Britain by William Caxton in the 15<sup>th</sup> century, the first texts were started to be prepared to teach English. Initially, these texts were prepared for English and French merchant community to facilitate and accelerate the interaction among them. Although English gained an official importance during this century, the medium of education and aristocratic society was still Latin as it was the only language that had grammar (see Howatt).

The 16<sup>th</sup> and 17<sup>th</sup> centuries witnessed a tremendous refugee exodus from France, Italy and Spain to England. After this immigration, teaching English became a profession with the contribution of immigrants those who started to teach English to non-English speaking Europeans. However, English couldn't have superseded French or Latin, despite the efforts performed by the refugee teachers until 18<sup>th</sup> century. After the introduction of GTM in Germany in the 1780s, learning a foreign language gained importance. This situation also paved the way for some methodological approaches which resulted as a reaction to classic methods in teaching and learning languages (see Howatt).

While 18<sup>th</sup> century was mostly occupied by GTM in the language teaching methodology, the nineteenth century gave rise to reform movements such as The Direct Method (henceforward DM) which flourished in German education system. Howatt and Smith (2014) describe this period as the reform period in which spoken language gained importance as speech was considered the prerequisite for all language activities rather than a mental discipline. Reform movements attracted many European countries as the interaction came into prominence among them. The prominent figure of these reform movements was Maximillian Berlitz who contravened GTM and applied The Direct Method in his schools known as Berlitz Schools.



The results of scientific studies for language learning lead to theoretical foundation of the language learning pedagogy with the title of ‘‘communicative approaches’’ until the 20<sup>th</sup> century and later on (see Richards & Rodgers). Great Britain’s spread as a super power, the US’s participation as a marketplace in the world trade, the progression of applied linguistics and other sciences have made English language teaching and learning an indispensable part of the EFL curricula throughout the world. As a result of these developments, English language has become a lingua franca.

## **2.2. Grammar Translation Method**

Traditional Method, Translation Method, Classic Method or Grammar Translation Method, no matter how it is called, GTM is referred to as one of the most mentioned and disdained methodology in the history of ELT. When considered its advantages, they have always been indispensable tenets for its practitioners; on the other hand, when considered its disadvantages, it has always been regarded as the methodology which violates communicative aspects of language. In order to have a better understanding of the influence of GTM on ELT, it may be favorable to divide the history of it in two parts as; GTM before and after the 18th century (Renandya & Widodo, 2016).

Before the 18<sup>th</sup> century, the history of this method dates back to the teaching of dead languages viz Latin and Greek. Latin and Greek were dominant in the language teaching and learning contexts of European countries for centuries. Teaching and learning these languages were regarded as a matter of prestige for the upper-crust who wished to enhance their mental discipline and intellect. In these teaching contexts, the written forms of these languages were taught via in depth grammatical analysis of classical texts involving translation activities (Vermes, 2010). Although GTM was associated with teaching and learning of Latin since it was the language of religion for the Christian world, the translations of Bible had a great impact on teaching and learning of English with the implementation of this classical method throughout Europe.

No other book, or indeed any piece of culture, seems to have influenced the English language as much as the King James Bible. Its turns of phrase have permeated the

everyday language of English speakers, whether or not they've ever opened a copy. The King James Bible and the English language, counts 257 phrases from the King James Bible in contemporary English idiom. (BBC News, 2011).

In addition to the translations of Bible, the introduction of printing press in the 15<sup>th</sup> century made a great impact on the development of English language which would also accelerate the spread of teaching and learning of it (Baugh & Cable, 2002). During this period, English had a minor role in the Great Britain since French was the official language. However, the merchants and refugees, who aimed to communicate with local people of the country, had an inclination to use English language as a medium of interaction instead of French. The most significant technique in teaching and learning English language for them was the double-manuals in their commercial interactions. In these double-manuals, the written dialogues from daily life interactions were used as the principle materials until 18<sup>th</sup> century (see Howatt).

With respect to modern GTM for Western languages, particularly for English language, had to wait until the 18<sup>th</sup> century in Western Europe to be used as a methodology. The main reason for this delay was that they did not have a complete grammar book which would be used to teach or learn them systematically. Mulgan and Davin (1964) also state that there were three other reasons for this tardiness; the first one is the exiguity of a Standard English which would be taught as a language at schools, the second one is the low literacy rate depending on the first reason and lastly the usage of French language as an official language for a long period of time in England.

The shift from TGMT to GTM in English language teaching and learning starts with the introduction of a new exam system controlled by the universities in England. Howatt (1985) argues that this process established the principles of today's understanding of GTM. Additionally, 18<sup>th</sup> century witnessed tremendous attempts for codification of the English language by reducing the rules and constructing a standard of correct usage of the language (Baugh & Cable 2002). The commercial relations among European nations had also an impact on the expansion of language learning market in this century. This interest led to the publication of language teaching books together with a systematic approach to language teaching. As a result

of these advancements, GTM was first introduced as a method in the language teaching and learning contexts.

The essence of GTM aims to teach and learn a foreign language with the purpose of reading its literature (Freeman, 2000). GTM centers on a detailed analysis of the structure of TL and it is studied within texts by translating from TL into MT or vice versa (Conti, 2016). Within this framework, GTM focuses on the rules in order to understand and read in TL. Hence, no attention is paid to listening and speaking when compared with other methodologies. On the other hand, there is a strong emphasis on vocabulary learning via memorization of the bilingual word lists and dictionaries.

When considered the pros of GTM in a general sense, it is regarded as the simplest way of language teaching since it does not put much burden on teachers and language learners. Especially in most of EFL context, GTM is preferred by EFL teachers since its applicability is effortless as the medium of instruction is in the MT of language learners. Furthermore, it provides an advantage for them who are teaching in crowded classrooms with the learners at different levels. GTM also provides an environment where the language learners feel motivated and confident with TL (Chang, 2011).

The interest in GTM declined and it was vehemently criticized due to its inadequacy in communication skills in which accuracy is prioritized rather than fluency. Nunan (1998) criticizes this by designating the importance of using grammatical structures in context as language learners have an opportunity to explore these structures in context and they are deprived from its form, meaning and use. The mobility that European society acquired over time augmented the communicational desire in language learning. This situation also triggered the inquiry of techniques in spoken language. As a result, GTM fell out of sight, particularly in the contexts which sought an oral perspective in their EFL process, and a new era began under the name of reform movements.

### **2.3. Reform Movement**

The growing need in communication among European countries due to the easy mobility called for new insights in language teaching and learning methodology in the early 19<sup>th</sup> century. This need led to language reformists to focus on speech process and Reform Movement (henceforward RM) in European countries came into prominence (Celce-Mursia, 2001). Thereafter, the discipline of Phonetics was established which would later generate the International Phonetic Alphabet (IPA). The main purpose of designing IPA was to understand and use it in a general concept with the possibility of the transcription of the speech sounds. The reformists were of the opinion that grammar should be taught inductively and a detailed classwork should be based on the pronunciation activities.

The proponents of RM justified that language learning should be based on oral production rather than translating isolated texts from different sources. Reformists also believed that translation impedes spoken language; therefore, there was a strong opposition in translation activities from unrelated texts. RM may be regarded as a period which seeks new approaches in language teaching. Although RM attracted the linguists and let them to cooperate on an international basis, it has been criticised with respect to its inadequacy in providing the needs of the students who were in favour of communicating and negotiating in the TL (Mahboob, 1995). However, the strong emphasis on the usage of TL gave rise to the emergence new trends in language classrooms such as Direct Method which became very popular in the USA.

### **2.4. Direct Method**

With the introduction of reform movements from 1990s on, a general assumption penetrated ESL and EFL contexts in which the idea that learning a second or foreign language could be acquired as in the same way first language is acquired. These assumptions led the emergence natural approaches. According to these approaches, language could be learned only by using the TL as the medium of instruction and maintain communication in TL with the avoidance of MT usage (Stern, 1984). Among them, DM was the most prominent method still practiced under the title of Berlitz Method throughout the world.

DM came into prominence with the premise of a shift from literary language to day-to-day spoken language. Basically, DM posits that language learners should learn to communicate in TL by thinking in TL without appealing to their MT. Therefore, DM inhibits translation and propagates that the meaning should be conveyed directly in TL with the help of demonstration and visual aids and the direct association between the word and its meaning enables the learners to comprehend what is being held in the language learning process (Freeman, 2000). With respect to the techniques used in the classroom, Stern (1991) argues that DM contributed a lot into language learning techniques; such as using a text on the basis of language learning, demonstration of pictures and objects, question and answer technique, dictation, imitation and novel types of grammatical exercises.

DM was unavoidably criticized for its far-fetched classroom practices. According to its practitioners, it is unrealistic in creating an atmosphere to teach a native-like foreign language in the classroom environment since it does not give opportunities to use the TL communicatively in real-life situations outside the classroom environment. Furthermore, it becomes a burdensome situation for the teachers who are not at the level of native or native-like competence in TL since DM calls for illustrative examples, especially for abstract ones. The proponents of DM suggest that adults can also learn a foreign language in such a way they learn their MT. This is also objected since adult learners have already mastered their own MT which may influence their foreign language learning process. Stern (1991) argues that it would be impossible to prevent the misunderstandings while transferring the meaning without the support of translation.

## **2.5. Situational Language Teaching**

Situational Language Teaching (henceforward SLT) known also as Oral Approach may be regarded as a bridge between the structuralist approaches and naturalist ones in language teaching. The proponents of SLT argue that grammatical forms should be introduced within situations in which language learners are expected to use these structures via repetition drills (Larsen-Freeman, 1986). In the implementation process of SLT in classroom environment, language learners are expected to

comprehend the specified structure that is presented in a recycled manner in various situations.

SLT is based on a behavioristic view since language acquisition is assumed as a habit formation. The oral activities in SLT, hence, are as a form of drills in which errors are not tolerated. The practitioners in SLT are to produce native-like forms in their oral activities in which the errors are not tolerated (Richards & Rodgers, 2002). Hereby, SLT may be regarded as a decisive shift from explicit grammar teaching to implicit way which would later give way to CLT in language learning contexts.

## **2.6. Communicative Language Teaching**

The effects of globalization also concerned the language teaching and learning contexts since the interaction among the practitioners increased in the contextualized frameworks. Although SLT fulfilled this mission to some extent, it was questioned as it had predictive language usage on the basis of situational events (Howatt, 1984). Furthermore, the difficulties faced by the students which they encountered some situations, apart from what they had learned via SLT methodology, called for a more comprehensive methodology in language learning contexts (Dendrinos, 1992). In 1970s, most of the linguists and methodologists, hereby were questioning how accurately and fluently produced sentences used in the classroom environment could also be genuinely utilized outside of the classroom (Freeman, 2000).

British linguists such as Candlin, Widdowson and Wilkins also emphasized the importance of functional and communicative aspect of the language in general. The main argument of these linguists and methodologists was the inadequacy of previous methods which mostly centred upon the structure by neglecting the communicative aspects of the language. Therefore, to eliminate this inadequacy, they started to prepare syllabus on the basis of communicative aspects of language. Wilkins (1975) was the prominent figure who described the communicative aspects of language and named his book under the title of 'National Syllabus.' What he proposed was to improve the communicative competence of language learners by giving importance to meaning. The meaning in his syllabus design was divided into two categories; (a) notional categories which include the concepts related to location, time and quantity,

and (b) functional categories which include the concepts related to requests, offers and denials, etc.

In addition to the studies of these linguists and methodologists, a theoretical framework of CLT was also developed with the contribution of Council of Europe at the end of 1970s. Within this framework, the approach known as CLT entered the field of ESL and EFL contexts. Richards & Rodgers (2002) argued that focus on meaning rather than focus on form would be more useful for communicative proficiency and described the principles of CLT as follows:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills
- Learning is a process of creative construction and involves trial and error

As in all other methods and approaches previously presented in language teaching and learning contexts, a number of problems and questions have emerged in the definition and implementation process of CLT. The first question was put forward by Littlewood (2013) on its uncertainty, particularly what CLT really meant for the practitioners. He defined CLT in two different perspectives as communicative perspective on language and communicative perspective on learning. The former deals with what are learnt about the language functions, the latter deals with how language is learnt without explicit instruction as in our natural acquisition of language. Additionally, Howatt (1984) defined CLT in two different ways; strong version of CLT and weak version of CLT. The weak version of CLT centres on the activities which aim to provide opportunities for learners to use their English for communicative purposes. On the other hand, strong version of CLT poses that language is acquired through communication. To be more specific, weak version stresses learning to use language whereas strong version imposes using the language to learn it.

Apart from the problems in its definition, there have also been some problems in the implementation of CLT. Firstly, the problem of its implementation in EFL and ESL

contexts has been the major concern for its practitioners. It is a widely accepted belief that most of the methodologies have been produced within ESL contexts in which language learners have a chance to practice their competencies outside of the classrooms; however, this is not the case for EFL contexts. The only way for practising the target language for language learners in EFL contexts takes place in the classroom. When compared this situation to an ESL context, the pending question is how much effective CLT would be in an EFL context (Alam, 2008). Secondly, the challenges faced by EFL teachers in the implementation process of CLT are another problem voiced by its practitioners. These challenges can be summarized as follows;

- Difficulties with classroom management, especially with large classes, and teachers' resulting fear that they may lose control;
- New organizational skills required by some activities such as pair or group work;
- Students' inadequate language proficiency, which may lead them to use the mother tongue (or only minimal English) rather than trying to 'stretch' their English competence;
- Excessive demands on teachers' own language skills, if they themselves have had limited experience of communicating in English;
- Common conceptions that formal learning must involve item-by-item progression through a syllabus rather than the less observable holistic learning that occur in communication;
- Common conceptions that the teacher's role is to transmit knowledge rather than act as a facilitator of learning and supporter of autonomy;
- The negative 'wash-back' effect of public examinations based on pencil-and-paper tests which focus on discrete items and do not prioritize communication;
- Resistance from students and parents, who fear that important examination results may suffer as a result of the new approach. (See Littlewood).

What makes CLT so popular throughout the world is that its strong emphasis on the active usage of language rather than form. With this respect, CLT poses strong



oppositions against the usages of grammatical structures and forms in an explicit way. Recent research has revealed that there is a suspended question on how to teach grammar in CLT classrooms.

## **2.7. Previous Studies Comparing CLT and GTM**

Grammar teaching has always been a controversial issue in foreign language teaching. Much research has been administered to identify which method or approach is suitable for this case. With the introduction of CLT into language teaching pedagogy, there has been an increasing interest for teaching English communicatively by leaving aside explicit grammar teaching. In this research methodology, GTM and CLT have been the major methodologies that are exoterically investigated by the researchers. Studies conducted on comparing the practicality in teaching English grammar via CLT or GTM reveal that both methodologies have pros and cons in EFL contexts (Asl, 2015).

The studies which assert that GTM is more efficient in teaching grammar than CLT not only investigated on behalf of teachers but also on behalf of language learners. In a recent study stating the pros of GTM as opposed to CLT when implemented by teachers, Uysal and Bardakci (2014) investigated Turkish primary-level English language teachers' beliefs and practice patterns of teaching grammar and the reasons behind these patterns. Their study displayed that teachers on the whole preferred GTM rather than CLT since time constraints, crowded classes and especially for low motivated students. In a study by Kleinsasser and Sato (1999) expressed that many of the ELT teacher in their study did not know how to cope with teaching English grammar as they pursued CLT in their teaching contexts and had difficulties when subject is grammar in their classrooms.

Asl (2015) stresses that although GTM is regarded an outdate methodology, it is still preferred and used in Iranian schools when compared CLT. In another study carried out in Taiwanese Applied Foreign Language Department revealed that GTM was proved to be a suitable and successful teaching approach in English grammar teaching since it met the students' needs (Chang, 2011). Lastly, in a similar study conducted by Gorsuch (1998) introduces a Japanese English language grammar teaching technique named Yakudoku. In this method, grammar teaching is performed

by merely translating Japanese into English, or English into Japanese. This method is similar to TGTM which was held in this study. The results of Gorsuch's study revealed that Yakudoku had advantageous results in teaching English grammar since it provided better results in the university entrance exams.

There are other studies which argue that CLT is more effective than GTM in classroom practices. However, few of them stress that CLT is preferred in teaching English grammar. In a comparative study on the principles of GTM and CLT, it was argued that CLT was far more effective than GTM in students' handling with communicative problems (Abbas & Ali, 2014). Conti (2016) pointed out that CLT was more effective in preparing the students for real-life situations. There are studies which compare GTM and CLT with respect to their feasibility in the classroom environment by administering questionnaires. In their study, Jewad and Verma (2014) compare CLT and GTM in teaching grammar by adapting a questionnaire to sixty primary English teachers. The study revealed that CLT was preferred and more useful than GTM in the classroom environment.

## **2.8. TGTM VS. GTM**

Up to now, no previous study has distinguished TGTM and GTM on the basis of teaching grammar and vocabulary. Concerning the differences between TGTM and GTM, it will be beneficial to approach in two different perspectives to this issue. The first one is their view on grammar teaching and the second one is their argument about translation.

Firstly, in TGTM, there is not an emphasis on explicit grammar teaching; hence, the grammatical topics are not arranged on a linear sequence i.e. from simple to complex. Additionally, the grammatical items in the texts or books that are being taught are not explicitly exemplified with the exercises for the purpose of reinforcing these items. In a TGTM classroom, grammatical items are expected to be inferred and learned by the language learners. For vocabulary teaching and learning, there are not any specified list of vocabulary to teach and learn for each class and there are not also extra activities or exercises included for these intended vocabulary.

In GTM, explicit grammar teaching is the core premise of language teaching process and the grammar topics are arranged from simple to complex in an organized

sequence (Larsen-Freeman, 1986). The grammatical items taught in GTM are explicitly exemplified with the exercises for the purpose of reinforcing these items. In a GTM classroom, grammatical items are expected to be taught by the teacher and learned by the language learners. For vocabulary teaching and learning, there are short vocabulary lists and some practices to reinforce this vocabulary in a GTM classroom (see Richards & Rodgers, 2002).

Secondly, in TGT, translation is the basic premise to teach TL and its grammar. The content that is taught is translated word-by-word from TL to MT of the learners. The whole teaching hour is attributed to this premise. Additionally, the learners are the active participants during the teaching hours. The teacher provides only the correct translated form of the sentences without focusing on the structure of the sentence. However, translation is regarded as an activity in a GTM classroom (see Larsen-Freeman). It is used to consolidate the grammatical items and the vocabulary.

## **2.9. Error Analysis in Language Teaching and Learning Contexts**

Errors are significant to have an understanding for language learning process; hence, they are indispensable part of language teaching and learning contexts (Corder, 1967). When considered errors in this domain, two main approaches have been widely discussed and investigated by the linguists and methodologists. Before the 1960s, Contrastive Analysis (henceforward CA) dominated second language learning contexts which asserted that errors were the result of L1 interference with L2 (Ellis, 2008). According to CA, it is possible to predict these errors with a systematic approach based on the differences between the MT and TL. This process was held in four steps;

- the first one is to decide on the two languages as L1 and L2, and describing them,
- the second step is writing the structures from these descriptions,
- the third step is to make contrasts of the forms, and
- the fourth step is to make predictions through these contrastive elements (Whiteman & Jackson, 1972). However, CA was challenged by EA since CA was questioned by psycholinguists who asserted that many of the errors cannot be

predicted with certainty as they do not stem from interference and do reflect some universal learning strategies of human language (Ellis, 2008). Error analysis came into prominence with the contributions of Corder as a way of studying second language acquisition in the 1960s.

In order to make a definition of an error, a clear distinction between an error and a mistake is significant in EA. According to Corder (1967), errors are systematic deviations since they reveal the underlying knowledge of the learner, while mistakes are characteristically unsystematic and do not have a significant impact on language learning process. Hence, errors may be regarded as competence deviations which result from inadequate knowledge of language structures, while mistakes may be regarded as performance errors which result from limitations, restrictions or other psychological factors (Gupta, 2011). Errors are mainly categorized into two categorizations with respect to their sources: interference errors and developmental errors. Interference errors result from transferring the knowledge of the first language of language learner into second language and developmental errors are the errors which result from the application of the same processes of L1 acquisition while learning a second language (Ellis, 2008).

Ozcan (2012) states that interference errors might also be divided into two sub-categories: interlingual interference which results from the first language interference with the TL, and intra-lingual interference which occurs at different levels of TL language acquisition process resulting from the TL interference with the TL. Developmental errors might also be sub-categorized as the misapplication of rules or features and overgeneralization errors. The first one results from the procession of the same rules or features that have been learnt or being learnt, the latter results from the use of a previously learnt pattern as a model for a new learnt pattern. In order to have a better understanding in the progression of language learning, Corder (1981) proposes that errors should be collected from the language learners' productions and they should be identified and described with an explanatory perspective.

## **CHAPTER III**

### **METHODOLOGY**

This chapter provides an overview of the research design, the procedure used in the study, and description of the participants, data collection instruments, and the data analysis.

#### **3.1. Research Design**

This study is aimed to discover which methodology, TGTM or CLT, is better and more productive in teaching English grammar and vocabulary. Mixed methods and a quasi-experimental research design were designated to collect qualitative and quantitative data within the scope of this study. Mixed methods are designed to integrate both qualitative and quantitative data into a single study (Dörnyei, 2007). Creswell (2007) argues that qualitative research methods include striking points which reflect the participants' expressions; therefore, they call for the researcher's own interpretations. We also included quantitative research method to obtain systematic, rigorous and precise measurement data which are generalizable to other contexts (Dörnyei, 2007). By integrating the salient peculiarities of both qualitative research and quantitative research, it is aimed to have an insight into how the findings of these two approaches be generalized (Creswell, 2007). The reason why this study is also a quasi-experimental one is that the classes are pre-determined by other variables such as the national exam TEOG and school conditions. Hence, this study is also designed as nonrandomized EG and CG pre-test/post-test design containing two intact groups (Leedy & Ormrod, 2015).

#### **3.2. Research Questions**

The research questions of this study are as follows:

- 1- Is TGTM or CLT more effective in English grammar teaching?

- 2- Are there any differences between TGTm and CLT in the teaching and learning of vocabulary, especially modifiers?
- 3- Are there any structural differences between written and spoken language produced by the participants who were taught on the basis of TGTm or CLT?

In order to answer these research questions, the study benefited from mixed method research design that included error analyses of the participants in their written and oral productions.

### **3.3. Participants**

The study was conducted at Göller Yöresi Anatolian High School in Burdur in the first term of 2017-2018 teaching education and year. According to EFL curricula of Ministry of National Education, 9<sup>th</sup> grades at Anatolian High schools in Turkey have 4 English teaching hours in a week (henceforward MoNE). Dörnyei (2007,) stresses that a steadfast sampling can be obtained by finding participants who can specify the intended goal of the study that is investigated. With this respect, the participants in our study were two intact 9<sup>th</sup> grade classes consisting of 34 students in each class. Their total subjects they learned were the same as those contained by the curriculum learned by all 9<sup>th</sup> grades throughout Turkey. The ages of the participants ranged from 14 to 15. The students who study at Göller Yöresi Anatolian High School come from different cities and these cities do not differ a lot although it is a boarding public high school. Accordingly, socio-economic status of the participants do not differ a lot which will affect the implementation of the study. Throughout the study, the classes were named as the ‘Control’ and ‘Experimental’ groups. The class 9 C in which the grammar teaching was implemented via TGTm was named as the experimental group (henceforward EG). And the class 9A in which the English grammar teaching was implemented via CLT was named as the control group (henceforward CG). The gender balance in the groups (EG & CG) was nearly the same.

Table 3.

*Gender of the Students Participating the Study*

| Groups | Gender                 |       |                        |       |                        |    |
|--------|------------------------|-------|------------------------|-------|------------------------|----|
|        | Male                   |       | Female                 |       | Total                  |    |
|        | Number of participants | %     | Number of participants | %     | Number of participants | %  |
| EG     | 10                     | 29.5  | 24                     | 70.5  | 34                     | 50 |
| CG     | 12                     | 35.30 | 22                     | 64.70 | 34                     | 50 |

Table 3 specifically demonstrates that the number of female students is 22 (64.70 %) in CG and 24 (70.5 %) in EG and the number of male students is 12 (35.30 %) in CG and 10 (29.5 %) in EG.

As an important parameter used in identifying the proficiency levels of the participants was the mean values of English exams in Transition Examination from Primary to Secondary Education known as TEOG in Turkey. With the structural reform in 2012, MoNE increased the length of compulsory education from 8 to 12 years and redefined the system into 3 levels (primary, lower and upper secondary) of 4 years each (Compulsory Education for 12 years [4+4+4]) in Turkey (MEB, 2012). In this system, pre-school education in other words kindergarten education (up to 6 years of age) is optional. Primary education (4 years elementary + 4 years secondary, 6-14 years of age) and secondary education (4 years of High School or Vocational High School education, 15-17/18 years of age) are compulsory in Turkey.

Within this education system, TEOG is implemented in each mid-term to place the 8<sup>th</sup> grade students into the schools of Secondary Education, in other words high schools, in Turkey. In this placement, 30% of the mean of the Grade Point Average of the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades and 70% of TEOG scores obtained at the end of the 8<sup>th</sup> grade are taken into account (MEB, 2013). TEOG is held under the control of MoNE consisting of the questions from six fundamental subjects; Turkish, Mathematics, Science and Technology, Turkish History of Revolution and Kemalism, Foreign Language and Religious Culture and Moral Knowledge subjects (Doğan & Demir, 2015). Additionally, each subject consists of 20 multiple-choice questions.

Table 4.

*The Results of English Tests in TEOG*

| Groups | The mean values of English exam in TEOG |    |             |    |       |      |
|--------|-----------------------------------------|----|-------------|----|-------|------|
|        | First TEOG                              |    | Second TEOG |    | Total |      |
|        | m                                       | %  | m           | %  | m     | %    |
| EG     | 18.02                                   | 90 | 19.44       | 97 | 18.7  | 93.5 |
| CG     | 18.41                                   | 92 | 18.79       | 96 | 18.6  | 94   |

With respect to the data presented in Table 4, there is not much difference in the mean values of each group as the entry scores range for Göller Yöresi Anatolian High School is almost the same for every student. The first TEOG results indicate that CG had a slight better success 18.41 (92%) than EG 18.02 (90%). However, the results of the second TEOG were exactly the opposite as EG had the score of 19.44 (97%) which is higher than those of CG 18.79 (96%).

### 3.4. Procedure

As previously stated in the aim of the study and research questions, this study aims to reveal whether TGT or CLT is more effective in English grammar teaching and vocabulary, whether there are differences between TGT and CLT in the teaching of vocabulary, and whether there are any differences between written and spoken language produced by the participants. In order to realize our aim, grammar teaching was implemented via five literary texts in different genres to the EG and CG by the researcher (see Appendices). These literary texts were taught EG on the basis of TGT. In EG, all the literary texts, the questions and their answers provided by the participants were translated into their MT. Furthermore, during this process the feedback was also provided without explicit grammar teaching.

On the other hand, these literary texts were also taught CG on the basis of CLT via oral activities; such as question and answer technique and role play which were all in line with the objectives of MoNE 9<sup>th</sup> Grades Anatolian High School EFL Curriculum. In CG, all the literary texts, the questions and their answers provided by the participants were handled in TL. Explicit grammar teaching was also avoided in



CG and the use of MT was not allowed to the participants. Additionally, the feedback was also provided in TL. During ten weeks, the oral productions of the participants were recorded and these recordings were then transcribed into the word file for both groups.

### 3.5. Data Collection Instruments

Data were collected with respect to written and spoken productions of the participants. Written data were collected from the pre-test, post-test and the quizzes which were applied after each text was analysed. The quiz questions were also checked by two other English Language teachers working at the same school. The questions which were asked to EG and CG were related to the vocabulary and structures they learnt during the teaching hours of the research. Spoken data were collected by recording the oral participation of the participants during the implementation of the identified texts. These sound files were then transcribed into word format and the identified errors were codified into different colours for the purpose of analysing EG and CG on the production level.

**3.5.1. The written data.** The first data collecting tool in this study was used by implementing five different texts. The level of the texts was in parallel with what MoNE defined for the 9<sup>th</sup> grades of the public Anatolian High Schools.

Table 5.

#### *The List of the Literary Texts*

| Weeks | Literary Texts       | Literary Genres       |
|-------|----------------------|-----------------------|
| 1-2   | The Haughty Princess | Folk Tale             |
| 3-4   | The Zipper           | Descriptive Narration |
| 5-6   | King Arthur          | Historical Narration  |
| 7-8   | First Day at School  | Poem                  |
| 9-10  | All My Sons (Act 1)  | Play                  |

As shown in Table 5, they were chosen from different literary genres in order to ensure the reliability and validity of the data obtained from these texts. At the very beginning of implementing the above-mentioned texts, a pre-test was administered to the participants. After each implementation of literary texts, a quiz was administered to the participants for comparing their progress in English grammar and vocabulary (see Appendices). The questions mainly focused on revealing participants' knowledge about the structures and vocabulary identified in the texts. Table 6 illustrates the implementation procedure of the study. Lastly, at the end of the implementation process a post-test was administered to the groups.

Table 6.

*Data Collecting Procedure*

| Weeks | Literary Texts                        | Literary Genres       |
|-------|---------------------------------------|-----------------------|
| 1     | The implementation of pre-Test        |                       |
| 1-2   | The Haughty Princess                  | Folk Tale             |
| 2     | The implementation of the first quiz  |                       |
| 3-4   | King Arthur                           | Historical Narration  |
| 4     | The implementation of the second quiz |                       |
| 5-6   | The Zipper                            | Descriptive Narration |
| 6     | The implementation of the third quiz  |                       |
| 7-8   | First Day at School                   | Poem                  |
| 8     | The implementation of the fourth quiz |                       |
| 9-10  | All My Sons (Act 1)                   | Play                  |
| 10    | The implementation of the fifth quiz  |                       |
| 10    | The implementation of post-test       |                       |

Table 6 presents the implementation process of the study with respect to the weeks pertain to pre-test, post-test, quizzes and each literary texts of the inthe study.

**3.5.2. The spoken data.** The spoken data in this study is the sound recordings obtained from the oral productions of the participants during the teaching hours of the texts in the first mid-term of 2017-2018 teaching year. The spoken data were recorded by the researcher by using a high frequency response sound recorder (Piranha Voice master N Type). The duration of the recordings was 1000 (16, 66 hours) minutes in this study. The data were then transcribed into a word file. For transcriber reliability, 20% of the data was also transcribed by two different English Language Teachers at Göller Yöresi Anatolian High School. In order to capture their real language competence, participants were not allowed to use dictionaries or any other supplementary resources while building written or spoken corpora in corpus linguistics research.

### **3.6. Data Analysis**

In this current study, it was built a written and spoken corpus of learner language with an average of 93.318 words and used this corpus as the resource for the data analysis. The data in this corpus were analysed qualitatively and quantitatively. In the qualitative and quantitative data analysis, the errors made by the participants were analysed which provided insights about how much they learned and progressed in English grammar and vocabulary during the implementation process of this study. With these aims, the errors produced by the participants were classified into their source category in order to have a better understanding for their progress.

The ungrammatical parts of the sentences are typed in italics and in cases of the existence of more than one error in the same sentence, the error type which affects the intelligibility of that sentence is dealt as the error type. The erroneous productions of the participants were also checked by two native speakers of English one of whom is from USA and the other one is from UK. According to our approach to ungrammaticality, the sentences which were identified as ungrammatical were determined in comparison with Standard English. When we piloted these sentences with two native English speakers, they also stated that they are structurally ungrammatical but since they do not break down the communication in CLT, they can be tolerated (e.g. He *taked* the John Wick's car Mustang.). In this example, the native speaker from the USA stated that although the verb of the sentence used in

regular form in simple past tense, it could be tolerated so as not to break down the flow of the communication.

Within this framework, the classification of errors with respect to their source category relies on their underlying reasons rather than their grammatical category

Table 7.

*Categorization of the errors*

|                                              |
|----------------------------------------------|
| A-INTERFERENCE                               |
| A. 1. L1 interference with the TL            |
| 1.1. Syntactic errors                        |
| 1.1.1. Word order                            |
| 1.2. Insertion and deletion                  |
| 1.3. Case marking                            |
| 1.4. Third-person singular                   |
| 1.5. Semantic level                          |
| 1.6. The (Non) use of articles               |
| A.2. TL interference with TL                 |
| B- DEVELOPMENTAL ERRORS                      |
| B.1. The misapplication of rules or features |
| B.2. Overgeneralization                      |

(Ozcan, 2012, p. 2311-2322)

With respect to Table 7, errors made by the learners were divided into two main groups as interference errors (e.g. *We hide and seek played.*) and developmental errors (e.g. *If I was a king, buy a big and beautiful castle.*) in the analysis of the data. Interference errors were grouped as first language interference with the target language and target language interference with target language (e.g. *Days of a day, princes wanted to make magic.*), and first language interference was additionally subtitled as syntactic errors (e.g. *Maybe, because that's good something.*), insertion and deletion errors (e.g. *I want to punish bad peoples.*), case marking errors (e.g. *She wanted to marry with the Whisker.*), third-person singular (e.g. *I would like to have magical powers. Because magical powers is so exciting and beautiful.*), semantic level (e.g. *I was with my main school friends.*) and the (non) use of articles (e.g.

Horse has *a* hair.). Developmental errors were also grouped as the misapplication of rules or features (e.g. He was *exciting*.) and overgeneralization errors (e.g. I *finded* my new games.).

**3.6.1. Qualitative analysis.** In qualitative analysis, data collected from the participants were analysed with an explanatory perspective. The structural features and erroneous parts of the sentences produced by the participants were the primary focus for the interpretation. In this identification and interpretation process, errors were taken into consideration as performance errors and competence errors (Ozcan, 2012). The identified errors were grouped, as previously stated, and interpreted depending on the research questions. In some cases, clarification questions were also asked to the participants in order to consolidate the category of the error.

**3.6.2. Quantitative analysis.** In quantitative analysis, statistics based on the number of the erroneous patterns and sentences were compared between EG and CG. The mean values and standard deviations of pre-test, post-test and quizzes were calculated via IBM SPSS 24.0 Statistics Data Editor program. A pre-test and post-test were implemented to find out whether there was a statistically significant difference in the errors generated by the groups so as to compare the productivity levels of the groups on the basis of sentence grammaticality.

The retrieval process of the vocabulary produced by the participants in this study was compared on the basis of the pre and post-tests and quizzes applied after each literary text. The data obtained from the papers of the groups were analysed with respect to the second research question of the study (Are there differences between TGTm and CLT in the learning of vocabulary specifically modifiers?). The primary focus on this analysis was whether TGTm or CLT was better in learning vocabulary. Firstly, the vocabulary section (Section B) of the pre and post-tests was analysed, then the sections (D) and (E) were analysed to see the participants' productivity level. Secondly, the retrieval process of the vocabulary used in the literary texts were analysed via the sections (A) and the sections involving paragraph writing in each quiz.

## CHAPTER IV

### FINDINGS

This section presents the findings of the qualitative and quantitative data collected from the written and spoken data in this study.

#### 4.1. Qualitative Findings

Qualitative data were analysed in two broad categories of error analysis videlicet, interference and developmental errors. The analysis of qualitative findings was presented in relation to the research questions of the study. The erroneous parts which were under the focus of analysis were typed in *italics*.

**4.1.1. The findings of written data.** The error types that displayed highest frequencies in the pre-tests, post-tests and quizzes of the participants are dealt according to their categories and possible sources causing these errors are discussed. The numbers of the errors and their percentages were also analyzed according to each category.

**4.1.1.1. Interference errors.** In the comparison of the error types of EG and CG, it was observed that interference errors comprised one-third of the total errors. Both groups made totally 739 (20.8%) interference errors and these errors were mainly clustered around the (non) use of articles with a high frequency of 328 (9.2%) errors in EG and 411 (11.6 %) in CG.

The most significant type of these interference errors emerged in the (non) use of definite article *the* in the written data.

Table 8.

*The (Non) Use of Articles*

| EG                                                 | CG                                                           |
|----------------------------------------------------|--------------------------------------------------------------|
| (1) (The) King's palace is very beautiful.         | (3) <i>(The)</i> Princess went to the near <i>to</i> prince. |
| (2) (The) <i>Beggar</i> solved <i>the</i> problem. | (4) <i>(The)</i> Bagger hasn't got money.                    |
|                                                    | (5) <i>(The)</i> Witch was so upset and mad.                 |

In the analysis of quiz papers of the participants, it was observed that the omission of definite article '*the*', which should modify the nominative case of the word, was frequently observed in the samples (1), (2), (3), (4) and (5) exemplified in Table 8. The main reason for this omission may be the fact that Turkish language system does not contain a linguistic element which accounts for definite article *the* explicitly. Additionally, the use of definite article in Turkish language system differs from English language in two ways. Firstly, Turkish language system does not call for definite article *the* when the word *to be* modified by the definitive encoder in "subject position." and the nominative case of a noun refers to a known entity as exemplified in (4) *Dilencinin* parası yoktur. (*The* beggar hasn't got money). However, it takes that modifier when it is in object position "Kapı-yı açar mısın?". This type of errors was mostly observed in the quiz papers of CG, especially with the nouns that were discussed before in the texts produced by the participants.

Secondly, the use of articles was the insertion of '*the*' in previous nouns which are used as the object of the sentence.

Table 9.

*The Use of 'the' as the Accusative Case Marker*

| EG                                                                                                                                                                        | CG                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| (6) I liked <i>the</i> Recep İvedik 4. (Recep İvedik- i sevdim.)                                                                                                          | (8) They are watching <i>the</i> TV. (Onlar televizyon-u izliyorlar.) |
| (7) I hate the school but I love <i>the</i> Mr. Çiftci because he is a wonderful person. (Okuldan nefret ederim ancak Bay Çiftci-y-i seviyorum çünkü o harika bir insan.) |                                                                       |

Table 9 presents the samples of the use of *the* as the accusative case marker. When I asked some clarification questions to the participants, this usage of definite article '*the*' before the nouns that are the objects of a transitive verb as in (6), (7) and (8), they stated that they used definite article *the* as the accusative case marker. This kind of an error, prevalent in the quiz papers of EG, may be an attempt to find an equivalent of the accusative case marker (*the* Mr. Çiftci- Bay Çiftci-y-i) which exists in TL. The sixth example also signifies the same usage of definite article *the* although it was used before the object pronoun *me* which is used to differentiate the accusative case from dative case. As for the errors of (non) use of articles, EG group made 182 (5.2 %) errors while CG made 206 (5.8 %) errors in this category. The difference between the two groups was quantitative rather than qualitative.

The errors stemming from third-person singular agreement usage constitute the second most frequently observed error type. The errors which stemmed from the failure of adding or omitting the third-person singular agreement suffix -s to the verb in The Simple Present Tense sentences were more frequent in CG than in EG.



Table 10.

*Third Person Agreement -s*

| EG                                                                                                                                    | CG                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| (9) He <i>clean</i> the room. (Odayı temiz- <i>ler</i> )                                                                              | (11) I and my mum <i>goes</i> to school.<br>(Ben ve annem okula gider- <i>iz</i> .) |
| (10) Girls <i>likes</i> man but man don't like girl.<br>(Kızlar erkeleri sever- <i>ler</i> ama erkekler kızları sevmez- <i>ler</i> .) | (12) He <i>prepare</i> the cake. (O keki hazır-lar.)                                |
|                                                                                                                                       | (13) It <i>close</i> with button. (O düğme ile kapanır.)                            |
|                                                                                                                                       | (14) The princess <i>have</i> beautiful clothes and zipper.                         |

According to the analysis of the sample (9) in Table 10, Turkish language system does not necessitate third-person singular inflectional morpheme -s attached to the verb used with third-person singular subject pronouns while other subjects impose an extra morpheme to the stem (O temiz-*ler* *clean-aorist*, Ben temiz-*ler-im*, Sen temiz-*ler-sin*, Onlar temiz-*ler-ler*). As opposed to the previous example, the agglutination of third-person singular inflectional morpheme -s to the plural nominative cases as in 'Kızlar sever-*ler*' and 'Erkekler sevmez'-*ler* may be activated due to the participants' compulsion to attach third-person agreement marker -s (Ozcan, 2012).

The participants generally used a singular verb form of *to be* with a plural subject which was also rife in the written data of CG.

Table 11.

*The Use of 'To Be' Verb*

| EG                                                                                  | CG                                                   |
|-------------------------------------------------------------------------------------|------------------------------------------------------|
| (15) There was <i>Ali</i> and <i>Ayşe</i> .                                         | (17) Main characters is mommy, father and childrens. |
| (16) They was <i>Cemil</i> , <i>Zeliha</i> , <i>Cemal</i> and <i>Zeliha's mom</i> . | (18) <i>The children</i> is swimming the sea.        |
|                                                                                     | (19) They are <i>student</i> .                       |

In (15), (16) and (17) in Table 11, the participants may have decided on the singularity of *to be* verb with respect to the first objective nouns following the copula (*mommy*, *Cemil* and *Ali*) in their sentences. Additionally, in the sample (18), the noun *children* may be recognized or conceptualized as a single entity because it is not pluralized adding the English plural marker -s, therefore, they may prefer to use a singular auxiliary verb. The emergence of this usage may also be activated because of the picture, which reflects a child swimming in the river, used in the section (D) of the first quiz.

The usages of *children* presented in the samples (17) and (18) support the assumption that the participants learned this plural noun as a single a word referring to a single entity as in the sample (20) obtained from EG.

(20) She is my *children*. (O benim *çocuğumdur*.)

This case was prevalent in the written data of EG. Of the 189 (5.4 %) errors stemming from the third-person singular agreement, EG made 64 (1.8 %) errors, whereas CG made 125 (3.6 %) errors.

The errors stemming from syntactic category were mainly clustered around phrase structures in TL. While CG made more errors regarding the usage of third-person singular agreement compared with EG, EG made more errors than those of CG in the word order category. In the word order category, EG made 30 (0.9 %) errors but CG

made 18 (0.5 %) errors. Especially, the use of modifiers and articles according to word order in their mother tongue influenced their L2 syntactic order.

(21) Then, tall and *ugly a man* sees her. (Daha sonra uzun ve *çirkin bir adam* onu görür.)

(22) Ali has very *mindful a character*. (Ali çok *düşünceli bir karaktere* sahiptir.)

(23) Zipper is *wonderful a invention*. (Fermuar *harika bir icattır*.)

(24) Oğuz is *rude a character*. (Oğuz *kötü bir karakterdir*.)

As for the samples (21), (22), (23) and (24), the participants preferred to insert the indefinite article *a/an* between the modifiers and the nouns that were modified. The positioning of articles and adjectives in a noun phrase in Turkish language system (*kötü bir karakter*) urged the participants to impose the same word order (*rude a character*) in TL. These syntactic errors in the productions of EG are the result of word by word translations of L1 sentences into L2 or vice versa.

Insertion and deletion errors in interference error category mainly stemmed from adding plural ‘-s’ to an irregular plural noun, adding ‘i’ to an adjective ending in simple past tense marker ‘-ed’ for regular verbs and omission and insertion of a letter from the word.

Table 12.

*Insertion and Deletion Errors in Adjectives Ending in -ed and Irregular Plural Nouns*

| EG                                                             | CG                                                               |
|----------------------------------------------------------------|------------------------------------------------------------------|
| (25) I'm <i>excited</i> (excited) and <i>scaried</i> (scared). | (27) I want to punish bad <i>peoples</i> .                       |
| (26) I was <i>scaried</i> (scared).                            | (28) The neighbourhood <i>womens</i> think that Zeliha is crazy. |
|                                                                | (29) <i>Childrens</i> are very big.                              |

In the samples (27), (28) and (29) in Table 12, as stated in the errors stemming from third-person agreement section, the attachment of plural ‘-s’ to an irregular plural noun may stem from interlingual language proficiency in which the participants were unable to differentiate whether the noun *children*, *women* and *people* are plural or singular. This double-pluralisation of the irregular plural nouns was used with a high frequency by CG compared with EG.

Secondly, adding *-i* to an adjective ending in ‘-ed’ as in the samples (25) and (26) is another type of error produced by the participants. The underlying reason for the emergence of this erroneous inflection of ‘-ied’ to an adjective ending in ‘-ed’ (*excited-excited*) may stem from an analogy due to the suffixation process in the regular forms of the verbs in Simple Past Tenses which end in /y/ preceded by another consonant. Since the Past Simple Tense and past participles of irregular verbs have many different forms that do not adhere to a distinct or predictable pattern contrary to the case in Turkish language, the participants may have difficulty fulfilling the conjugation rules in TL.

The spelling errors stemming from omission and insertion of a letter were also frequently observed in both EG and CG.

Table 13.

*Spelling Errors Stemming from Omission and Insertion of a Letter*

| EG                                                                     | CG                                                                               |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| (30) I would build a <i>wonderfull</i> palace.<br>( <i>wonderful</i> ) | (33) She is <i>celeaning</i> the house.<br>( <i>cleaning</i> )                   |
| (31) He <i>watchs</i> the cinema. ( <i>watches</i> )                   | (34) The King <i>thold</i> this to the princess.<br>( <i>told</i> )              |
| (32) Theatre is <i>funnyer</i> than the cinema.<br>( <i>funnier</i> )  | (35) I am <i>loveing</i> primary school.<br>( <i>loving</i> )                    |
|                                                                        | (36) Because of that I made lots of<br>friends <i>easyly</i> . ( <i>easily</i> ) |
|                                                                        | (37) He is <i>huntring</i> (hunting).                                            |

In sample (30) in Table 13, the participants may have made this error stemming from an analogy whereby the last syllable of the word *wonderful* (/ˈwʌn.də.fʊl/) resembles the word *full* (/fʊl/); therefore the production may stem from the last -l in double -ll. Additionally, the insertion error in the sample (34) might also stem from the same process as the first syllable of *thold* in which orthographic -h inserted resembles the first syllable of irregular verb *thought* (/θɔ:t/). The error exemplified in (31), may have emerged from the inadequate knowledge in the affixation process of the inflectional morphemes -es and -ing to the verb.

The samples (32) and (36) revealed that the participants might not master the formation of comparative adjectives and derivational process of adverbs from adjectives. Especially, they had difficulty in the formation of adverbs which ends in -y and preceded by a consonant. The sample (33) might stem from a spelling error which the participants forget the correct spelling of the verb *clean*. Insertion and deletion errors may also stem from a derivational process processed in the minds of participants. To illustrate, in the sample (37), the participant derived the verb *huntre* by attaching derivational suffix -re to the verb *hunt* which he also dealt in the literary text. Additionally, he also obeyed the rules of affixation process of the inflectional

morpheme *-ing* by omitting *-e* at the end of the verb he derived. Insertion and deletion errors cover (1.5%) of the total errors in the written data of the groups. CG made 33 (0.9%) errors, whereas EG made 22 (0.6%) errors.

Semantic errors made by the participants may stem from various reasons; however, the analysis of the data in this study showed that these errors mainly stemmed from the participants' transferring the semantic content of the words and phrases from their MT into TL (Ozcan, 2012). On the semantic level, the errors stemming from L1 interference with the TL, CG made 32 (0.9 %), and EG made 19 (0.5 %) errors.

Table 14.

*Semantic Errors*

| EG                                                                           | CG                                                                                                              |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| (38) Cemil <i>doesn't matter</i> Zeliha. (Cemil Zeliha'nın umurunda değil.)  | (41) I saw my <i>main school</i> friends. (Anaokulu arkadaşlarımı gördüm.)                                      |
| (39) Cemil <i>is hung up</i> Deliha. (Cemil, Deliha'ya asılır.)              | (42) They <i>happened</i> four children. (Dört çocukları oldu.)                                                 |
| (40) After that, <i>he eared to scream</i> . (Ondan sonra, o çığlığı duydu.) | (43) Queen <i>birth</i> the prince or princess. (Kraliçe prens ve prenses doğurur)                              |
|                                                                              | (44) The alien <i>maked new people</i> to rule them. (Yaratık yönetmek için yeni insanlar yarattı)              |
|                                                                              | (45) Zeliha is crazy, because <i>she is not a girly girl</i> . (Zeliha çılgındır, çünkü kız gibi kız değildir.) |

The examples in Table 14, the words '*matter, happen, main and hang up*' were used correctly in the syntactic order of TL; however, they were used in the same notion as in their MT and they transferred these words into TL as in the same notion in their MT. In the first example (38), The participant tried to emphasize that 'Cemil *doesn't*

*care about Zeliha.*’. For the next sample (42) it was aimed to mean ‘They *had* four children’. The examples in (39), (41) and (43) reflect the same procedure on the semantic level; (41) ‘I saw my friends *who were at the kindergarten.*’, (39) ‘Cemil *philanders* with Deliha.’, and (43) ‘The queen gives birth to prince and princess. In the sample (40), the noun ‘*ear*’ was used as a verb which was intended to mean ‘*duymak*’. This process may also be treated as zero morphology (conversion). Namely, it is a word formation process when an already existing word is assigned to a new word class or syntactic category in the mental lexicon of the participant. The participants constructed syntactically well-formed sentences in English but the intended meanings were conveyed through the use of their Turkish notion. As for the sample (45), the participant used the phrase ‘*girly girl*’ as a direct translation of an idiomatic expression ‘*O kız gibi kız değil.*’ The intended meaning of this sentence can be translated as ‘*She does not behave as other girls do.*’ in the slang language spoken by the youth which can be regarded as the outcome of the common human notion. The native speakers of English expressed that none of the words and structures used in this manner by the participants was intelligible except from the sample (45) which is used in American slang language.

According to the analysis of the data in interference error category, CG had a higher frequency of errors than EG. Especially, the number of the errors in the (non) use of articles third-person singular agreement and semantic level error categories were higher in CG than those of EG. However, in the word order, insertion and deletion error categories EG made more errors than CG. As for the interference errors stemming from target language interference with target language, none of the groups made any errors.

**4.1.1.2. Developmental errors.** Developmental errors may stem from various reasons. Therefore, the categorization of developmental errors was also based on the study of Ozcan (2012), that is, the misapplication of rules or features and overgeneralization. It should be noted that the errors made by the participants may also fall into more than one category; hence, the gravity will be given to the error category which affects the intelligibility of the sentence as previously stated in section 3.4.

Developmental errors, which resemble the errors in L1 acquisition (Dulay & Burt, 1974), cover two-third of the total errors analysed in the written data. In this category of errors, CG had a high frequency with 1568 errors which comprise (80%) of their total errors, and EG made 1230 errors which comprise (78.5%) of their total errors.

The misapplication of rules or features constituted the first type of developmental errors in which the groups had higher frequencies than other developmental error types. In this category, EG made 665 (18.8%) errors but CG made 1148 (32.5%) errors. The errors stemming from the misapplication of rules or features were divided into two categories as the word-basis and sentence-basis errors in this study.

In the first category, the participants misapplied the rules or features on the word-basis. Word-basis errors especially stemmed from the usages of adjectives ending in *-ed* and *-ing*. The participants were mostly confused the use of adjectives ending in ‘*-ed*’ and ‘*-ing*’.

(46) He was *exciting*.

(47) The film was very *exciting* and beautiful.

(48) I am *scaring*.

(49) I think theatre is very *bored*.

(50) Rümeyşa is *exciting* first day at school.

In samples (48) and (50), the process in the usage of the adjectives ‘*scaring*’ and ‘*exciting*’ may differ from the other exemplified sentences (46), (47) and (49) since the participants might also perceive these adjectives as verbs by agglutinating them with Present Continuous Tense marker *-ing*.

In the second category, the participants misapplied the rules or features on the sentence-basis. The errors stemming from the sentence-basis ones mainly stemmed from the misapplication of rules or features in interrogative sentences and conditionals.



Table 15.

*Developmental Errors on Sentence Level*

| EG                                               | CG                                                           |
|--------------------------------------------------|--------------------------------------------------------------|
| (51) Where <i>went to the princess?</i>          | (53) If I was a king, <i>buy a big and beautiful castle.</i> |
| (52) Why <i>the princess went to the market?</i> | (54) If I was a king, would go to the different countries.   |
|                                                  | (55) If I <i>had</i> superpowers, change my life.            |

The underlying reason why EG made more errors than CG in interrogative sentences as exemplified in the samples (51) and (52) in Table 15 may stem from the nonexistence of auxiliary verbs as a separate morpheme in interrogative sentences structure of Turkish language. Furthermore, a word-to-word translation of MT (51) ‘Prenses nereye gitti?’ and (52) ‘Prenses neden pazara gitti?’ shows L1 interference of the interrogative form in the emergence of these structures. The samples (53), (54) and (55) revealed that the existence of nominative case in the conditional clauses was also considered as the subject of the main clause; therefore, this case conducted to the omission of the nominative case of the main clause. Thus, the participants’ notion in their MT was ‘Eğer *ben* bir kral olsaydım, *büyük ve güzel bir kale alırdım.*’ The errors stemming from the misapplication of rules or features in conditional clauses was observed in nine different participants in CG. This error should also be considered as an interference error.

Overgeneralization error category was the second error category in developmental errors. In this category, EG made 565 (36.2 %) errors but CG made 420 (21.2 %) errors. Overgeneralization errors stem from the application of a form into similar constructions where it should not be applied. The inaccurate use of *-ed* Simple Past Tense conjugation marker, the usage of auxiliary *did* to refer to all situations happened in the past and the usage of the singular verb form of to be verb *is* as a Simple Present Tense marker were among the most common errors in the overgeneralization error category.

Table 16.

*Overgeneralization Errors Stemming from ‘-ed’ as the Simple Past Tense Conjugating Marker*

| EG                                               | CG                                                                               |
|--------------------------------------------------|----------------------------------------------------------------------------------|
| (56) I <i>finded</i> my new games.               | (59) I <i>happied</i> first day at school.                                       |
| (57) I <i>did speak</i> and I <i>was relax</i> . | (60) I <i>readed</i> the book.                                                   |
| (58) I <i>did call</i> my mother.                | (61) He <i>taked</i> the John Wick’s car Mustang.                                |
|                                                  | (62) I <i>thinked</i> the school is old.                                         |
|                                                  | (63) I <i>was brushed</i> my teeth and <i>went</i> to school. I was very scared. |

As sampled in Table 16, the application of Simple Past Tense conjugation marker ‘ed’ in irregular verbs was prevalent in the productions of CG when compared with EG. As exemplified in the samples (56), (60), (61) and (62), the lack of irregular verb structure in Turkish language system may be the reason why the participants preferred to apply ‘-ed’ form as a Past Tense marker for also irregular verb forms. In addition to this usage, some adjectives were also inflected as a verb by implementing the same process exemplified in the sample (59). This situation also revealed that the participants were not able to comprehend the use of stative verbs with predicative adjectives which are used after copular verbs. In the sample (63), the usage of copular verb *was* used as the Simple Past Tense marker although the participant conjugated the verbs *brush* and *go* in the correct form.

The use of *is* as a Simple Present Tense marker shows similar process in the productions of the participants.

Table 17.

*Overgeneralization Errors in the Usage of 'is' as the Simple Present Tense Conjugating Marker*

| EG                                     | CG                                   |
|----------------------------------------|--------------------------------------|
| (64) King <i>is rules</i> his country. | (65) Man <i>isn't know</i> swimming. |
|                                        | (66) King <i>is loves</i> his girl.  |

With respect to the samples (64), (65) and (66) in Table 17, the participants perceived that the copular verb *is* as the tense marker of Simple Present Tense. Although the third-person singular agreement suffix *-s* was attached to the verbs in (64) and (66), the participants' usage of copular verb *is* as the Simple Present Tense marker revealed that it was conceptualized as an extra morpheme which should be used with the main verb. However in the sample (65), the participant did not attach *-s* to the verb *know* since the sentence was in negative form. Thus, the participant, as a notion, obeyed the rule of negativity in Simple Present Tense.

The samples illustrated in overgeneralization error category may also be a way of reduction of the learning load and simplification of the structures which are formidable for the participants. The errors stemming from the usages of the auxiliary verb *-is* as the conjugation markers of Simple Present Tense and *-ed* as the conjugation marker of Simple Past Tense were frequently observed in the written data of CG than those of EG.

The data obtained from the pre and post-tests and quizzes administered to the groups were analysed with respect to the total number of the vocabulary and sentences produced by the participants. The data in the sections of pre and post tests were vocabulary (A, B and C), open-ended questions (D) and paragraph writing (E).

In the analysis of the vocabulary sections in pre and post-tests (A, B and C) revealed that revealed that the number of the vocabulary retained by the participants in EG was higher than those of the participants in CG. The section (A), in which the participants were expected to write suitable vocabulary related to articles showed that

EG answered six (60%) and CG answered five questions (35.7%) out of fourteen questions.

The section (B), in which the participants were expected write suitable words taken from the literary texts, revealed that EG answered five (50%) questions while CG answered four questions (40%) out of ten questions. In section (C), in which the participants were expected to write suitable vocabulary related to prepositions showed that EG answered seven (35%) while CG answered six questions (30%) out of twenty questions.

In section D, in which the participants were expected to answer open-ended questions showed that EG was more productive in completing the sentences with the intended vocabulary and expressions. The mean value of the correct words and expressions used correctly in these sentences was 65 (65%) in EG, while it was 55 (55%) in CG.

The section (E) in pre and post-tests, in which the participants were expected to write a paragraph using the correct usages of this targeted vocabulary in context. The paragraphs produced by the participants were analysed with respect to the length, coherence, quality, vocabulary and sentence structures (simple vs. complex) of the paragraphs. According to the analysis of the paragraphs in this section on the basis of the coherence, quality and sentence structures (simple vs. complex), the groups did not show significant differences; however, on the basis of the length of the paragraphs and vocabulary produced by the participants, EG produced longer paragraphs and used more vocabulary than CG. In this section of the pre and post-test the mean value was 11 (55%) in EG, and it was 9 (45%) in CG.

The data obtained from the quizzes administered to the groups were analysed with respect to the total number of the vocabulary and sentences produced by the participants. The data in the sections of quizzes were vocabulary open-ended questions (A) and paragraph writing (B).

In the open-ended questions section (A) of the quizzes, EG was more productive than CG in answering these questions except for the first quiz. The analysis of the first quiz revealed that CG answered four (70%), while EG answered three (50%) questions correctly out of ten. In the second quiz EG answered four (66%) and CG answered three questions (50%) out of six questions. The third and fourth quizzes

revealed similar results as for the groups. Both groups answered four (57 %) out of seven questions in the third quiz, and in the fourth quiz they answered two (50 %) out of four questions. The fifth quiz showed that EG answered three (60 %) and CG answered two (40%) questions out of five questions.

Lastly, the paragraphs produced by the participants in the section (B) of the quizzes were also analysed with respect to the length, coherence, quality, vocabulary and sentence structures (simple vs. complex) of the paragraphs. According to the analysis of the paragraphs in this section, EG produced longer paragraphs and used more vocabulary than CG. The mean value of this section (B) of the quizzes was 13 (65%) in EG, and it was 11 (55%) in CG.

The analysis of the vocabulary usage on the sentence level, in which the participants were expected to write paragraphs with the vocabulary that were handled in the literary texts revealed that the participants had difficulty on the recognition process of nouns.

(67) Zipper is a wonderful *invitation* (instead of *invention*).

(68) Theatre is on the *strange* (instead of *stage*) but cinema is on the screen.

The reason why the participants in CG confused about the words *invitation* (/ˌm.vɪˈteɪ.ʃən/) and *invention* (/ɪnˈven.ʃən/) in sample (67) might stem from the similarity of their phonological and orthographical form. Additionally, they share the same parts of speech in the lexicon of English language. The sample (68) is different from the sample (67) since the words *strange* /streɪndʒ/ and *stage* /steɪdʒ/ are in different word categories. The phonological similarity between the words might also be the reason why participant tended to use *strange* instead of *stage* in this sentence. The deep orthographic and phonologic structure of TL, when compared with the participants' MT, might be the common factor which leads them to confuse these words on the production stage.

According to the analysis of the data in developmental error category, CG had a higher frequency of errors than EG. With respect to the analysis of the data in developmental error category of the written data, the groups made more errors in the misapplication of rules or features error category than overgeneralization error category. The types and their underlying reasons in the emergence of these errors in

the misapplication of rules or features varied in each group. Especially, the groups made errors in the usages of the adjectives which end in *-ed* and *-ing*.

Overgeneralization errors constituted the second error category in developmental error category. Overgeneralization errors revealed that EG made fewer errors than CG in this category. Among overgeneralization errors, it was observed that the participants used *-ed* as the simple past tense marker and *is* as the tense marker of Simple Present Tense with a high frequency. To sum up, developmental errors constituted the highest number of the errors in the written data of this study, and CG made a higher frequency of errors than those of EG.

Apart from the analysis of the interference and developmental errors made by the participants in the written data, the vocabulary retrieved and produced by the groups was also analyzed with a descriptive way. The analysis revealed that EG retrieved and produced more vocabulary than CG. This retrieval and production process of the targeted vocabulary was not only in the form of isolated words but also on the sentence level.

**4.1.2. The findings of spoken data.** The error types that displayed highest frequencies in the transcriptions of the participants' oral productions were also dealt according to the error categories as identified in the section 3.4. and possible sources causing these errors were discussed. The number of the errors and their percentages were interpreted with respect to their categories in each group as well.

With respect to the oral productions of the groups, EG produced 18860 words, while CG produced 2735 words. The total number of the errors in the spoken data was 120 and 49 (4.8%) of these errors were interference errors and 71 (59.2%) of them were developmental errors.

**4.1.2.1. Interference errors.** The groups made totally 48 (40.8%) errors in interference error category, and EG made 10 (32.2%) errors, while CG made 38 (43.9%) errors in this category. The highest number of errors in interference error category made by the participants was the non-use of definite article *the* as was in the written data.

Table 18.

*The Non-Use of Definite Articles*

| EG                                               | CG                                                              |
|--------------------------------------------------|-----------------------------------------------------------------|
| (69) He is <i>a</i> from Irish.                  | (71) <i>(The)</i> Princess was the most beautiful in the world. |
| (70) The character is <i>(the)</i> kitchen-maid. | (72) I see mostly at <i>(the)</i> mosque.                       |

Table 18 presents samples of errors stemming from the non-use of definite articles. The analysis of the written data revealed that the number of the errors stemming from the non-use of definite article *the* was higher in EG when compared with CG. However, this situation was in reverse in the spoken data. CG made 22 (24.8%) errors, whereas EG made 2 (6.45%) errors in the non-use of definite article *the* error category. In the exemplified sample (71) *Prinses dünyanın en güzeliydi* (*The Princess was the most beautiful in the world*), the participant did not use definite article *the* since Turkish language does not call it when the nominative case of a noun refers to a known entity as previously stated in section 4.1.1.1.

The same process may be treated for the samples (70) and (72) in which the accusative cases of the nouns refer to the entities that were already known by the participants. As for the sample in (69), the use of indefinite article *a* preceding the preposition *from* may stem from the direct translation of the sentence from their MT (*O bir İrlandalıdır*). Additionally, this may also stem from the supposition of the participant that the indefinite article *a* modifies a noun phrase as in the sample taken from EG group's transcription 'Patrick Kennedy was *an Irish folklorist*' (Patrick Kennedy *bir İrlandalı halk hikayecisidir*).

Table 19.

*Semantic Errors*

| EG                                                                                                                                                      | CG                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| (73) She might make a good husband. (İyi bir koca yapabilirdi.)                                                                                         | (78) Because if they don't do this she will <i>stay at home</i> . (Eğer o bunu yapmazsa, evde kalacak.) |
| (74) They married and <i>stayed happy forever</i> . (Onlar evlendiler ve sonsuza dek mutlu kaldılar.)                                                   | (79) Person feel like <i>outsider</i> (Kişi kendini <i>yabancı</i> gibi hisseder).                      |
| (75) He <i>asked</i> her to go to the parlour and to have a look at the wedding. (O ondan salona gidip düğüne bir bakışa <i>sahip olmasını</i> istedi.) | (80) ( <i>The</i> ) Princess <i>married with</i> Whiskers. (Prenses Whiskers'la evlendi.)               |
| (76) She <i>had</i> a hard time in the kitchen because of the rude cook. (Kaba şacı yüzünden mutfakta çok zor bir zamana <i>sahipti</i> .)              |                                                                                                         |
| (77) He <i>asked</i> her to mend his clothes. (O ondan elbiselerini tamir etmesini <i>sordu</i> .)                                                      |                                                                                                         |

Turkish translations of the samples were provided in the semantic error category for the purpose revealing the intended meaning and making a comparison between the productions of the groups as sampled in Table 19. Turkish translations of EG were provided from the transcriptions of their oral productions without any change. Turkish translations of CG were done according to the context. As illustrated in the sample (73), the participant used a totally direct translation of a phrase in the slang language of his MT. The intended meaning for the phrase '*make a good husband*' was '*to get married to a good person*'. The same process is valid for the sample (78) in which the phrase '*will stay at home*' was used to mean '*she will not be able to get married*'. Lastly, the phrase in (74) '*stayed happy forever*' was also meant '*lived*'



*happily forever*’ which is generally used as an expression for happy endings of the folk tales in Turkish culture.

The phrases used in the notion of their MT revealed that some idiomatic and vernacular phrases especially those related to the customs of marriage in Turkish culture were handled as the direct translation into TL. The semantic process in (79) reflected not only a direct translation of the word in his MT, but also, he provided a derivation for the word within its semantic scope. The preposition *outside* was translated as *foreign* (yaban) and by deriving it with the derivational suffix *-er*, he produced the *foreigner* (yaban-cı) in TL. The use of preposition ‘*with*’ in (80) reflects a direct transfer due to the fact that the participant had presupposition based on the word combinations in their MT. The translation of the sentence ‘Prenses, Whisker *ile* evlendi.’ called for the use of ‘*with*’ instead of ‘*to*’ when used with the verb ‘*marry*’. The native speakers of English stated that although this usage was acceptable in the spoken language, it should be corrected in written language. On the word basis, the participants’ direct translations of the verbs *ask* and *have* as exemplified in the samples (75), (76) and (77) lead them to produce semantically erroneous translations in EG. Spoken data revealed that the groups made errors on the semantic level in which the words and phrases transferred from the notion of their MT into TL. The semantic level, CG made 3 (3.37%) errors, whereas EG made 5 (16.1%) errors in this category.

In the analysis of the spoken data, the misuse of third-person singular *-s* was the third common error type in interference error category. The errors stemming from the failure of third-person singular *-s* usage was common in the oral productions of CG when compared with EG. EG made 1 error (3.2%) and CG made 13 errors (14.6%) in this category.

Table 20.

*Third Person Agreement -s*

| EG                                                                                   | CG                                                                                                                     |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| (81) The King and the queen <i>is</i> the eleventh person that appeared in the tale. | (82) Merlin and The Lady of the lake <i>has</i> powers!                                                                |
|                                                                                      | (83) Because she <i>want</i> married with Arthur!                                                                      |
|                                                                                      | (84) Why does the King punish her? Because, she <i>want</i> anybody and her father <i>want</i> her to get married him. |

Especially, the use of a singular verb in the sentences containing two nouns as the nominative cases called for the participants a singular verb form in Simple Present Tense as in (81) and (82) as sampled in Table 20. Additionally, the use of verb *want* with singular nominative cases in the data of CG was prevalent without inflecting it with third-person singular -s as in the samples (83) and (84). This case may stem from a misconception in which its usage was conceptualized as a singular verb such as *has*.

EG made 2 (6.45%) errors in the word order category, whereas CG did not make any errors in this category.

(85) One day, King Arthur *rides his horse in the woods* and he sees a beautiful castle. (Bir gün kral Arthur *giderken atıyla ormanda* ve güzel bir kale görür.)

(86) The zipper *is wonderful an invention*. (Fermuar *harika bir icattır*.)

These errors palpably may stem from the interference of syntactic order of their TL into MT as stated in the analysis of written data. In sample (85), the syntactic order in the predicative '*rides his horse in the woods*' was translated to MT as '*giderken atıyla ormanda*' instead of '*atıyla ormanda giderken*' in MT. This revealed that the

syntactic order of TL also affects their syntactic order of MT in translation activities. Furthermore, in the sample (86) the participant followed a word by word translation in the syntactic order of the sentence in TL (*bir harika icattır* instead of *harika bir icattır*). This process resulted in a syntactically erroneous translation of the sentence.

The analysis of the data related to the interference errors of the participants revealed that CG had more errors than those of EG in their oral productions. On the other hand, there were exceptional cases. In the (non) use of articles error category, the groups made more errors than the other error categories in interference errors. In word order, case marking and semantic error categories, the groups made fewer errors. Among these error categories EG made more errors in word order and semantic error categories than those of CG. However, in the (non) use of articles and third-person singular error categories CG made more errors than those of EG. With respect to insertion and deletion and TL language interference with TL error categories, the groups did not make any errors.

**4.1.2.2. Developmental errors.** In spoken data, developmental errors were also grouped as the misapplication of rules or features and overgeneralization. The groups made more misapplication of rules or features errors when compared with overgeneralization errors. In developmental error category, CG made 50 errors which comprised (56.1%) of their total errors while EG made 21 errors which comprised (67.8%) of their total errors. The groups made 52 (43.3%) errors in the former, and in the latter, they made 19 (15.8%) errors in the spoken data.

The number of the errors in the misapplication of rules or features in CG was 38 which comprised (43.1%) of their total number of errors. On the other hand, the number of the errors in overgeneralization error category was 12 which comprised (13.7%) of their total number of errors. As regards to EG, the number of the errors in the misapplication of rules or features error category was 14 which comprised (50%) of their total number of errors. The number of the errors in overgeneralization error category was 7 which comprised (25%) of their total number in developmental error category.

The participants made errors in the usage of the adjectives ending in *-ed* and *-ing* as was in their written productions. This type of errors stemming from the confusion of adjectives ending in *-ed* and *-ing* was prevalent in EG.

Table 21.

*Misapplication of Rules or Features Errors*

| EG                                                                                                                                                 | CG                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| (87) He is very <i>scary</i> and <i>confused</i> . (O çok <i>korkmuş</i> ve <i>kafası karışmış</i> hissediyor.)                                    | (89) This person is <i>scaring</i> and <i>exciting</i> . |
| (88) Character feeling is <i>sad</i> , <i>scare</i> and <i>exciting</i> . (Karakter <i>üzgün</i> , <i>korkmuş</i> ve <i>heyecanlı</i> hissediyor.) | (90) He is <i>scaring</i> , thoughtful and alone.        |

Table 21 presents the samples of misapplication of rules or features errors in the spoken data. The errors stemming from the confusion of the adjectives ending in *-ed* and *-ing* were frequent in the oral productions of EG. These adjectives were mostly predicative adjectives that are used after linking verbs. In sample (87) and (88), the use of *scare* and *exciting* should be conjugated as *scared* and *excited* since the adjectives ending in *-ed* are used to mention how people feel, and the adjectives ending in *-ing* are used to describe things or situations that invoke those feelings. The usage of *scary* by the participants in EG reflects that they might perceive it as a noun as the object of the sentence. However, the usage of the second adjective *confused* was used grammatically correct in their productions.

Additionally, when compared the usage of the adjective ‘*korkunç*’ in the sentences ‘Ben çok *korktum*.’ (I was so *scared*) and ‘Film çok *korkunçtu*.’ (The film was very *scary*.), it might also be perceived as a verb in TL; therefore, it was used as the predicative of the subject and the auxiliary *was* as the Simple Past Tense marker. Strong evidence suggests that this kind of distinction in the usages of the adjectives in English language does not follow the same process as in the Turkish language.

Interestingly, CG did not make any errors stemming from the erroneous usages of predicative adjectives ending in *-ed* and *-ing* as sampled in (89) and (90).

As was in the analysis of the written data, the groups made fewer errors in the overgeneralization error category than in the misapplication of rules or features error category. In the overgeneralization error category CG made 12 errors (13.5%), whereas EG made 7 errors (22.5%). The use of *-is* as the marker of Simple Present Tense were the most common error type in the oral productions of CG.

Table 22.

*Overgeneralization Errors*

| EG                               | CG                                                           |
|----------------------------------|--------------------------------------------------------------|
| (91) He <i>is likes</i> himself. | (92) Merlin <i>is helps</i> Arthur.                          |
|                                  | (93) He <i>is forget</i> the name.                           |
|                                  | (94) It means when bell is ringing school <i>is finish</i> . |

The samples (91), (92), (93) and (94) in Table 22 revealed that the copular *-is* was used as a means of Simple Present Tense marker in the productions of the participants. In the samples (91) and (92), although the third-person singular agreement suffix *-s* were attached to the verbs, the participants' pertinacity in the usage of *is* as the Simple Present Tense marker reflects a strong evidence that it was learned as an auxiliary used with all the main verbs in Simple Present Tense.

The vocabulary retrieval process of the participants was analysed on the basis of oral productions. In the recognition process of the vocabulary which was learned in the literary texts were also expected to be used in the participants' oral productions. Totally 21595 words were analysed in the spoken data. The analysis revealed that EG did not make any errors, whereas CG made only one error in this process.

(95) Because she *don't* like anybody and beggar is her lost *change* (*chance*).

In sample (95), the activation process of *change* (/tʃeɪndʒ/) instead of *chance* (/tʃɑːns/) the initial sound /tʃ/ may have played a significant role on the selection and production of this word in the mental lexicon of the participant.

The analysis of the data in developmental error category revealed that CG made more errors than those of EG. In, the misapplication of rules or features error category, the groups made more errors when compared with overgeneralization error category. However, the types and their underlying reasons in the emergence of these errors in both categories varied in each group. In the learning of vocabulary, it was observed that EG made fewer errors when compared with CG and produced more vocabulary than CG. To sum up, developmental errors constituted the highest number of the errors in the spoken data of this study as was in the written data.

## 4.2. Quantitative Findings

In this section, the findings related to quantitative analysis were presented under the titles of the findings of written and the spoken data. The number and percentages of the error types for each group were compared with respect to the research questions.

**4.2.1. The findings of written data.** In the analysis of the written data, the error types that displayed the highest frequencies in the pre, post-tests and quizzes of the participants were also dealt according to their categories. The findings of pre and post-tests were presented as a sub-title of the findings of written data in the quantitative findings of the study rather than at the beginning of the findings of the study since they contain quantitative data. The number of the errors and their percentages were analysed according to each category in the written productions of the groups.

Table 23.

*The Total Number of Errors Made by the EG and CG in the Written Data*

| Types of errors                          | The mean values and percentages of error types of EG and CG |        |                  |      |
|------------------------------------------|-------------------------------------------------------------|--------|------------------|------|
|                                          | EG                                                          |        | CG               |      |
|                                          | Number of errors                                            | %      | Number of errors | %    |
| A-INTERFERENCE                           | 328                                                         | 21,05  | 411              | 20,7 |
| A. 1. L1 interference with the TL        | 328                                                         | 21, 05 | 411              | 20,7 |
| A.2. TL interference with TL             | 0                                                           | 0      | 0                | 0    |
| B- DEVELOPMENTAL ERRORS                  | 1230                                                        | 78,5   | 1568             | 79,9 |
| B.1. Misapplication of rules or features | 665                                                         | 42,3   | 1148             | 58,7 |
| B.2. Overgeneralization                  | 565                                                         | 36,2   | 420              | 21,2 |
| TOTAL                                    | 1558                                                        | 100    | 1979             | 100  |

Table 23 revealed that EG made fewer errors regarding the percentages of error categories when compared with the findings of CG. The total number of the errors made by EG is 1558 (100%), while CG made 1979 (100%) errors.

Considering the interference errors, most of the errors clustered around L1 interference with TL in which the (non) use of articles and third person singular errors constituted the highest percentages error categories. EG made 182 (11.7%) errors for the (non) use of articles and 64 (4%) errors for third person singular. Contrarily, CG made 206 (10.4%) errors for the (non) use of articles and 125 (6.3%) errors for third person singular error category. When considered syntactic errors, CG made 18 (0.9%) errors in this category, whereas EG had 30 errors with a (1.9%) percentage. EG made 33 (2%) insertion and deletion errors while CG made 22

(1.1%) errors. On the other hand, the errors stemming from semantic level revealed that EG made 19 (1%) errors but CG made 32 (1.6%) errors. Errors which pertain to insertion and deletion category revealed that EG 33 errors (2%) whereas CG made 22 (1.1%) errors. In the category of TL interference with TL, the groups did not make any errors.

Developmental errors constituted the highest number of the errors for the groups. For EG, the number of this error category is 1230 (34.7%) and in CG it is 1558 (79.9%). Misapplication of rules or features constituted 42.3% of their total number with 665 errors in EG, while CG had 1148 (58.7%) errors with in this category. For overgeneralization errors EG made 565 (36.2%) errors whereas CG made 420 (21.2%) errors.

Consequently, the analysis of the written data revealed that the participants' errors were mainly clustered around the developmental errors. The errors in the misapplication of rules or features error category were higher than overgeneralization errors in both groups. EG made more errors than CG in overgeneralization error category, whereas CG made more errors than those of EG in the misapplication of rules or features error category. With respect to the subcategories of interference errors, the (non) use of articles and third person singular errors were among the highest number of errors in L1 interference with TL category. The number of errors in word order and insertion and deletion categories were higher in EG than those of CG. Conversely, the number of errors in third person singular, semantic level and the (non) use of articles error categories were higher in CG than those of EG.

**4.2.1.1. The findings of pre-tests.** Pre-test was administered for two reasons; the first one is to determine the participants' preparedness for teaching materials that would be used in this study and the second reason was to assess their level on the basis of vocabulary usage, sentence structure and productivity in English since TEOG is applied as a multiple-choice examination without assessing their sentence structure productivity.



Table 24.

*The Results of Pre-test*

| Groups | The mean values of pre-test |         |         |       |    |                 | 95% Confidence Interval of the Difference |        |
|--------|-----------------------------|---------|---------|-------|----|-----------------|-------------------------------------------|--------|
|        | n                           | m       | SD      | t     | df | Sig. (2-tailed) | Lower                                     | Upper  |
| EG     | 34                          | 21,4412 | 13,4111 | 8.288 | 33 | ,000            | 16.182                                    | 26.870 |
| CG     | 34                          | 21,5882 | 15,4875 | 8.186 | 33 | ,000            | 16.222                                    | 26.954 |

The participants' mean scores and standard deviations of pre-test were presented in Table 24. With respect to the results, CG left EG (21.4412) behind with a mean value of (21.5882) in the pre-test. Pre-test also showed that there was no significant difference between the EG and CG with respect to t (-, 164) value of the groups. According to the sections of vocabulary, sentence completion and paragraph writing in general, the two groups were considered to be equal with respect to the results.

**4.2.1.2. The findings of quizzes.** The number of the vocabulary in the written data of the groups was analyzed for the purpose of comparing the progress on vocabulary learning in this study.

Table 25.

*The Distribution of the Vocabulary Produced in the Written Data*

| Quiz Number | Number of the Vocabulary |       | Percentages |      |
|-------------|--------------------------|-------|-------------|------|
|             | EG                       | CG    | EG %        | CG % |
| Pre-test    | 3760                     | 3950  | 6.2         | 6.4  |
| 1           | 3991                     | 4279  | 6.5         | 6.9  |
| 2           | 3585                     | 3328  | 5.9         | 5.4  |
| 3           | 5028                     | 4334  | 8.2         | 7    |
| 4           | 5248                     | 4641  | 8.6         | 7.5  |
| 5           | 5361                     | 4006  | 8.8         | 6.5  |
| Post-test   | 5388                     | 4285  | 8.9         | 7    |
| TOTAL       | 32361                    | 28823 | 53.1        | 46.9 |

In Table 25, the results of the pre and post-test and quiz papers were compared on the basis of vocabulary production of the groups. As for the results, EG produced higher number of vocabulary usage with 32361 words (53.1%) when compared with CG with 28823 words (46.9%).

The purpose of implementing quizzes after each literary text is to collect data which would be used in comparing the grammatical progress of the groups. The results of these quizzes of the groups were compared as to whether EG or CG had made any significant progress in learning English grammar.

Table 26.

*The Results of the Quizzes*

| QUIZZES | Grps | n  | m      | SD      | t      | df | Sig. (2-tailed) | 95% Confidence Interval of the Difference |        |
|---------|------|----|--------|---------|--------|----|-----------------|-------------------------------------------|--------|
|         |      |    |        |         |        |    |                 | Lower                                     | Upper  |
| 1       | EG   | 34 | 41.441 | 16.1361 | 14.975 | 33 | ,000            | 35,811                                    | 47.071 |
|         | CG   | 34 | 44.853 | 21.4803 | 12.176 | 33 | ,000            | 37.358                                    | 52.348 |
| 2       | EG   | 34 | 54.206 | 21.0911 | 14.986 | 33 | ,000            | 46.847                                    | 61.565 |
|         | CG   | 34 | 49.912 | 31.5752 | 9.217  | 33 | ,000            | 38.895                                    | 60.929 |
| 3       | EG   | 34 | 59.853 | 23.2289 | 15.024 | 33 | ,000            | 51.748                                    | 67.958 |
|         | CG   | 34 | 56.471 | 24.2002 | 13.606 | 33 | ,000            | 48.027                                    | 64.914 |
| 4       | EG   | 34 | 72.059 | 20.1554 | 20.847 | 33 | ,000            | 65.026                                    | 79.091 |
|         | CG   | 34 | 62.941 | 21.5715 | 17.014 | 33 | ,000            | 55.415                                    | 70,468 |
| 5       | EG   | 34 | 66.176 | 20.0401 | 19.255 | 33 | ,000            | 59.184                                    | 73.169 |
|         | CG   | 34 | 64.706 | 21.2468 | 17.758 | 33 | ,000            | 57.293                                    | 72.119 |

As presented in Table 26, it was observed that both EG and CG increased their mean values when compared with pre-test results while CG' achievement is 44.853, EG rendered a mean value of 41.441 in the analysis of the first quiz. With respect to the second quiz, EG scored (54.206 mean value) higher than CG (49.912 mean value). When compared with the first quiz results, the success of EG showed a significant progress in the second quiz. Considering the third quiz results EG had (3.382) higher mean value than CG. As for the fourth quiz, EG had the highest score when compared with the other quizzes. EG had 9.118 mean value difference when compared with CG. Lastly, the fifth quiz resulted in the same score as in the first quiz. EG (66.176 mean value) had lower score than CG (64.706 mean value) in this quiz.

#### 4.2.1.3. The findings of post-tests.

Table 27.

##### *The Results of Post-test*

| The mean values of pre-test |    |         |         |        |    |                 |                                              |        |
|-----------------------------|----|---------|---------|--------|----|-----------------|----------------------------------------------|--------|
| Groups                      |    |         |         |        |    |                 | 95% Confidence Interval<br>of the Difference |        |
|                             | n  | m       | SD      | t      | df | Sig. (2-tailed) | Lower                                        | Upper  |
| EG                          | 34 | 74.7059 | 11.4111 | 38.174 | 33 | ,000            | 70.724                                       | 78.687 |
| CG                          | 34 | 51.3235 | 15.4875 | 19.323 | 33 | ,000            | 45.920                                       | 56.727 |

With respect to Table 27, the statistical analysis of post-test revealed that EG had a better score than CG. When the results are compared, it is observed that EG rendered a mean value of 74. 7059 while CG' mean value is 51.3235. It can be inferred that EG had better progress in English grammar when compared with CG in the implementation process of the study.

**4.2.2. The findings of spoken data.** In the analysis of the spoken data, the error types that displayed the highest frequencies in the pre, post-tests and quizzes of the participants were also dealt according to their categories. The number of the errors and their percentages were analysed according to each category in the written productions of the groups.

Table 28.

*The Total Number of Errors Made by the EG and CG in the Spoken Data*

| Types of errors                          | The mean values and percentages of error types of EG and CG |      |                  |      |
|------------------------------------------|-------------------------------------------------------------|------|------------------|------|
|                                          | EG                                                          |      | CG               |      |
|                                          | Number of errors                                            | %    | Number of errors | %    |
| A-INTERFERENCE                           | 10                                                          | 32.2 | 38               | 43.9 |
| A. 1. L1 interference with the TL        | 10                                                          | 32.2 | 38               | 43.9 |
| A.2. TL interference with TL             | 0                                                           | 0    | 0                | 0    |
| B- DEVELOPMENTAL ERRORS                  | 21                                                          | 67.8 | 50               | 56.1 |
| B.1. Misapplication of rules or features | 14                                                          | 45.3 | 38               | 42.6 |
| B.2. Overgeneralization                  | 7                                                           | 22.5 | 12               | 13.5 |
| TOTAL                                    | 31                                                          | 100  | 88               | 100  |

According to the analysis of the errors in the transcripts of the groups, the number of their total errors was 119 out of 32134 words as presented in Table 28. When compared with the numbers of errors in the written data, spoken data constituted 3.2% of the total errors made by the groups. Table 30 also reveals that EG made fewer errors regarding the percentages of error categories when compared with the findings of CG in the spoken data. The total number of the errors made by EG is 31, while CG made 89 errors.

Considering the interference errors, most of the errors clustered around L1 interference with TL. In this category the (non) use of articles and third person singular errors constituted the highest percentages error categories as was in the written data. EG made 2 (7%) errors whereas CG made 22 (56.4%) errors in the (non) use of articles error category. On the other hand, in the third person singular

error category, EG made 1 (3.5%) error, but CG made 13 (33.3%) errors in this category.

The errors stemming from semantic level revealed that EG made 2 (7%) errors but CG made 1 (2.5%) errors. EG made 2 (7%) errors but CG did not make any errors in the word order category. As for case marking errors, EG did not make any errors but CG made 1 (1.1%) error in this category. When considered insertion and deletion and TL interference with TL errors none of the groups made any errors in these categories.

Developmental errors constituted the highest percentages and numbers of the errors in the groups as was in the written data. In EG, the number of errors in developmental errors category was 21 (75%) and in CG it was 50 (56.8%). Misapplication of rules or features constituted the highest number than overgeneralization in both groups. EG made 14 (50%), whereas CG made 38 (43.1%) errors in this category. In overgeneralization error category, EG made 7 (25%) whereas CG made 12 (13.7%) errors.

Table 29.

*The Distribution of the Vocabulary Produced in Spoken Data*

| Groups | Number of the Vocabulary | Percentages (%) |
|--------|--------------------------|-----------------|
| EG     | 18860                    | 58.7            |
| CG     | 13274                    | 48.3            |
| TOTAL  | 32134                    | 100             |

The total number of the vocabulary produced by the groups was 32134 (100%) as shown in Table 29. EG produced 18860 (58.7%) words, whereas CG produced 13274 (48.3%) words. In the transcription of the data, only the words produced by the participants were taken into consideration in vocabulary production. A significant difference was observed between TGTM and CLT in the number of the vocabulary since an analytic approach was implemented during the implementation process of

TGTM and the participants dealt with each word in the literary texts. With respect to the analysis of the spoken data, CG made errors on the recognition of nouns.

As a result, the analysis of the spoken data revealed that the participants' errors were mainly clustered around developmental errors rather than around interference errors. The errors in the misapplication of rules or features error category were higher than overgeneralization errors in both groups as was in the written data. CG made more errors than those of EG in these categories. According to the subcategories of interference errors, the (no) use of articles, case marking and third person singular errors were among the highest errors in L1 interference with TL category. On the contrary, the number of the errors in the word order and semantic error categories were higher in EG than those of CG. The groups did not make any errors regarding to insertion and deletion and TL interference with TL error categories. In conclusion, the number of errors made by the groups in the spoken data was higher in CG than EG.

## CHAPTER V

### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

#### 5.1. Conclusion and Discussion

Different approaches and methodologies have come into prominence replacing one another throughout the history of language teaching and learning. In recent years, there has been an increasing amount of literature in ELT which compares and studies these approaches and methodologies in order to reveal their usefulness in ESL and EFL contexts (Rao, 1995; Gorsuch, 2001; Rauco, 2002; Manavalan, 2002; Savignon, 2006; Abdullah, 2013; Asl, 2015; Jewad & Verma, 2014; Griffiths, 2015; Saritha, 2016). Grammar teaching has always been one of the major controversial concerns that have been widely studied in this collation. In some of them it was claimed to be handled as a separate component to provide the accuracy (Khan, 2007; Zhang, 2009; Debata, 2013; Ling, 2015; Kumara, 2016; Mart, 2013), while in the others, it was claimed to be handled in a holistic way to maintain the fluency of the interaction taking place in TL (Kowal and Swain, 1994; R. Ellis, 1997, 2003; Nobuyoshi & Ellis, 1993; Sato & Kleinsasser, 1999; Xiaoju, 2014; Khuong, 2015).

CLT which places primary focus on fluency and GTM which urges accuracy have been the major approaches and methodologies which have always been mentioned and compared in this debate (Kalia, 2017). However, the historic form of GTM in the history of English language teaching and learning, which is identified as TGTM in our study, has never been studied with this respect. Hence, we not only focused on the written productions of the learners but also their oral productions and addressed our research questions to find answers; whether TGTM or CLT more effective in English grammar teaching, whether there are any differences between TGTM and CLT in the learning of vocabulary specifically modifiers, and whether there are any structural differences between written and spoken language produced by the participants who were taught on the basis of TGTM and CLT?



Error analysis is regarded as a very important issue in foreign language learning contexts since it is the first step to identify a successful language learning process. In the introductory section of his book, Richards (1974) states that

While the learner's correct sentences do not necessarily give evidence of the rules, the learner is using or of the hypotheses he is testing, his errors suggest the strategies he employs to work out the rules of the new language and the rules he has developed at given stages of his language development. (p. 1)

Within this framework, the errors made by the participants in their written and oral productions were used as the main pivots in responding the research questions of this study. A language corpus with 93.318 words was built by the researcher in order to have a better insight into participants' language use involving their correct, incorrect and unused structures. All errors made by the groups were regarded as competency errors although there may be other factors as the grounds of errors which cannot be differentiated.

The data obtained from the productions of the participants have also been used to observe their progress since these data fundamentally reflect language learners' underlying competence (Brown, 2000, p. 216). Furthermore, Svartvik (as cited in Ellis, 2008) argues that many of the studies merely focused on the written productions of language learners without giving much attention to their oral productions. Thus, it was aimed to increase the reliability and validity of the findings obtained from the data.

With these aims, this study was implemented in two 9<sup>th</sup> grade classrooms consisting of 68 students. The classes were identified as EG and CG. In particular, EG was taught English grammar in TGTM, while CG was taught in CLT. The participants were observed in 80 lessons which were recorded and transcribed into word format by the researcher as well. These data then tabulated with respect to the error categories. This error corpus and transcriptions of the data were checked by two native speakers of English. Additionally, the quiz papers applied after the implementation of each literary text were also checked by two other EFL teachers working at the same school. The conclusions will be presented by taking research questions into consideration respectively.

### 5.1.1. Is TGTM or CLT more effective in English grammar teaching?

Based on the analysis of the findings, CG had a higher frequency of errors than EG in interference error category. In this category, the number of the errors in the (non) use of articles, third-person singular agreement and semantic level error categories were higher in CG than those of EG. In the (non) use of articles, EG could better process the (non) use of articles than CG since they transferred the knowledge of their MT article system into the article system of TL via translation activities (Ionin et al., 2004). The case is also in line with the third person agreement errors made by the groups in their productions.

Howbeit, in the word order and insertion and deletion error categories EG made more errors than CG. The significant reason why EG made more errors in these categories stem from the fact that the word order of TL influenced their productions. Contrary to our study, Chang (2011) argues that translation impedes the negative transfers such as word of choice, word order and sentence structures from MT into TL or vice versa. As for the interference errors stemming from target language interference with target language, the groups did not make any errors in this category. This may stem from the fact that the participants are not proficient enough to discriminate and process the rules of TL which will help them to interpret the structural similarities and differences between their MT and TL.

The groups made more developmental errors than interference errors. The underlying reason why developmental errors outnumbered interference errors stemmed from the fact that the participants did not have enough practice and knowledge in TL. This case contradicts with the findings of Taylor's (1975) study which states that elementary language learners made more interference errors than developmental errors. In the analysis of the data in developmental error category of the written data, the errors in the misapplication of rules or features error category constituted the first type of errors in which CG made more errors than EG and as for the overgeneralization error category, CG made fewer errors than those of EG in this study.

Based on the analysis of the findings in the oral productions of the participants, the interference errors showed that CG had more errors than those of EG in their oral productions. In the (non) use of articles error category, the groups made more errors

than the other error categories in interference errors. In word order, case marking and semantic error categories, the groups made fewer errors. Among these error categories, EG made more errors in word order and semantic error categories than those of CG. However, in the (non) use of articles and third person singular error categories CG made more errors than those of EG. These findings are line with the findings of Master (1997) who states in his study that since CLT is a meaning focused approach which puts primary focus on meaning and fluency of the communication, the (non) use of articles might be regarded as the components which do not hinder communication. With respect to insertion and deletion and TL language interference with TL error categories, the groups did not make any errors.

As for the analysis of the data in developmental error category in the oral productions of the participants, the results were similar with those of the results of written data; in other words, the groups made more errors in developmental error category than interference error category. To be more specific, in the misapplication of rules or features error category, the groups made more errors when compared with overgeneralization error category. In these sub-categories of developmental error category, CG made more errors than those of EG. Translation, which is a prerequisite of TGTM, was an advantage for the participants in EG in producing more grammatically correct utterances since they relied on the comparison of their MT and TL (Guerra, 2014). This case also helped them to participate more actively during the implementation process of the study.

According to the results of pre-test the groups did not show significant difference at the beginning of the implementation process of the study. However, CG was more successful than EG by achieving a little difference in mean value. When considered the quiz results of the study, EG was more successful than CG in all the quizzes except for the first quiz. Lastly, the post-tests revealed that EG made a significant progress when compared with CG.

In conclusion, the error types are classified and the number of the errors made by the groups was identified with their underlying reasons in order to answer the first research question. Although there are some exceptional situations, EG made fewer errors and obtained better results in the quizzes and post-test in the implementation process of the study. Returning to the first research question posed at the beginning

of the study, it is now possible to state that TGTm was more effective than CLT in English grammar teaching.

**5.1.2. Are there any differences between TGTm and CLT in the teaching and learning of vocabulary, especially modifiers?** Our second question was addressed to answer whether there are any differences between TGTm and CLT in the teaching and learning of vocabulary, specifically modifiers. When compared vocabulary production between the written data and spoken data of the participants, it was observed that there was a significant difference. The participants in both groups produced more vocabulary in their written productions than in their spoken productions. This difference arises from the fact that the participants have the opportunity to control and review their written productions when compared with their oral productions (Krashen & Tarrel, 1983). Therefore, this opportunity provides them to use the intended vocabulary and sentences more carefully and fruitfully in their written productions than oral productions. Within this framework, EG outnumbered CG in the vocabulary production in the written and spoken data.

As previously stated in the section 4.2.2, the oral productions of the groups revealed a significant difference in the number of the vocabulary. EG produced more words when compared with CG since the participants in EG had a chance to monitor their productions via translation. Conversely, the reason why CG produced fewer words might have resulted from the inhibition which the participants' anxiety levels triggered during the speaking activities in implementation process of the study. This case contradicts with the findings of the study implemented by Akhtar (2014) in which it is argued that the CLT helps the students to learn the vocabulary and understand the text when compared with traditional methodologies. Additionally, in his study Al-wossabi (2016) mentions that in a CLT classroom, only a few competent students participate in speaking activities while the others are not voluntary to join these activities.

In the recognition of the vocabulary dealt in the literary pieces, EG was more successful than CG. Especially in the sections which participants were expected to complete the sentences, it was observed that EG was more productive in completing the sentences with the intended vocabulary and expressions. Furthermore, in

paragraph writing section EG produced more syntactically and semantically via the correct usages of these targeted vocabulary in context. This may result from the fact that translations activities during the implementation of the study, particularly in these sections, have a positive impact on the recognition of the intended vocabulary.

Another significant point in vocabulary learning process in this study is that the groups confused some words stemming from the similarity of their phonological and orthographical forms. In this comparison EG made fewer recognition errors than CG. Strong evidence in this process suggests that translation activities, in other words verbatim translations of the words, had a positive impact on the discrimination of phonologically and orthographically similar words on behalf of EG. As a result, the number of the vocabulary retained by the participants in EG was higher than those of CG.

**5.1.3. Are there any structural differences between written and spoken language produced by the participants who were taught on the basis of TGT or CLT?** The most striking difference between the written and spoken languages of the groups was that there was more vocabulary per total in their written language than in their spoken language. Additionally, although there were many erroneous sentences, the participants produced more sentences in their written language than in their spoken language. This case might have stemmed from the fact that they were not under pressure in answering the questions as the case was in the classroom-talking hours. Firstly, what increases this pressure on them in the classroom-talking hours might be the anxiety level resulting from the notion or fear of making errors in these classroom-talking hours.

Another factor which hindered them to be productive in their spoken language might be the anxiety of the peer-mocking. And lastly, their previous language learning in English did not put much emphasis on oral activities since they were prepared for their central exam TEOG, which was based on only testing the learners' text-based performances. These factors are similar to those reported by Liu (2007) who states that the anxiety level, fear of making mistakes and being laughed at and lack of practice and vocabulary are the main reasons which impede

productivity in the spoken languages of learners. Considering these factors, they were more productive in their written language than spoken language.

When the written and spoken languages produced by the groups are compared, CG made more structurally erroneous sentences in both their written and spoken languages than those of EG. The participants in CG, who were taught on the basis of CLT, produced text-independent sentences, while EG, who were taught on the basis of TGT, produced text-dependent sentences based on their translation activities. In the production of these text-dependent sentences, EG had an advantage to analyse and compare the structure of their MT with that of TL. This analysis might provide a positive attitude not only in their written productions but also in their oral productions. In his study, Şevik (2007) argues that the use of MT provides an opportunity for EFL learners at different levels in comprehending the subject and using the positive effects of MT in this way.

Although Duff (as cited in Dagilienė, 2012) argues that translation is a text-dependent activity and it does not involve oral interaction as a communicative activity, the results of this study were in line with the results of the study conducted by Ross (2000) who interprets translation as the most important social skill which enriches communication and transferring the meaning. It was also found that the groups produced structurally correct sentences in their oral productions than those of in their written productions. This may stem from the fact that the participants felt free from anxiety in their written productions when compared with that of their oral productions. Conversely, in the speaking hours, the participants were aware of the fact that their wrong utterances would cause more burdens on them; therefore, they participated in the speaking activities when they felt ready for their correct answers.

In some phrases, such as containing indefinite articles and modifiers, EG produced more erroneous structures when compared with those of CG. In this type of sentences produced by EG, a direct impact of the interference of MT might have played a significant role in their erroneous productions. This case was not analysed in the oral productions of EG since they were ready for their correct answers as previously stated in this section. Another important difference between the written and spoken language of the groups was that they produced more syntactically correct sentences in their spoken language. This case also supports our hypothesis that the

groups were more careful and meticulous before the production stage of their utterances than before the production stage of their written productions. And lastly, the errors made by the participants in the categories of insertion and deletion, semantic level and developmental were higher in their written language than spoken language.

In the comparison of the groups in terms of productivity, both in the written language and in the oral language, EG has produced more structurally correct sentences than CG. The underlying reason for this result stem from the fact that EG could make in-depth analysis in the translation process of the TL and this resulted in making fewer errors than CG. In conclusion, since the fundamental aim is to teach TL in accordance with the Standard English in the education system in Turkey, the results of this study revealed that the participants who were taught on the basis TGTM were more successful than the participants taught in CLT.

## **5.2. Pedagogical Implications**

Traditional approaches in language teaching and learning have been criticized by methodologists and practitioners, since they were regarded as out-dated (Abbas & Ali, 2014; Radhakrishnan, et al., 2017). And they were also disdained for their emphasis on the usage of learners' MT in classroom contexts. Especially in EFL contexts, the use of MT has been regarded as the main obstacle which prevents the flow of interaction and communication during the teaching and learning hours in TL. Therefore, the proponents who argued that fluency should be the basic of teaching and learning of English, also stressed that English grammar should take place in TL in an implicit way (Xiaoju, 1984; Wong & Barrea-Marlys, 2012).

Since 1970s, Turkey has undergone a shift from structuralist view to a communicative view in English language teaching and learning (Kırkgoz, 2007), and thence curriculum developers and syllabus designers have focused on designing curriculum, syllabus and course books on the basis of CLT. However, from the very beginning of its application in Turkish EFL classrooms, its effectiveness has always aroused questions in its practitioners' minds (Ozsevık, 2010).

Within this framework this study was conducted in an EFL context to reveal whether TGTM or CLT is more effective in teaching English grammar and vocabulary and

this study revealed that TGTM was more effective than CLT in teaching English grammar and vocabulary. These results were not only valid in the written productions of the participants but also in their oral productions. Additionally, the participants who were taught on the basis of TGTM were more productive in learning and using the vocabulary in their written and oral productions.

This study gives some practical and theoretical implications for stakeholders, curricula designers as well as learners with regard to the implementation of TGTM in Turkish secondary and high school settings. In order to eliminate the blur whether to teach grammar and vocabulary on the basis of TGTM, this study proposes that TGTM should be inserted in not only EFL curriculum and syllabus design but also in the exam system.

### **5.3. Recommendations**

A longitudinal study can be conducted to make generalizations for the findings of this study. Firstly, this longitudinal study can also be conducted on different levels of classes and EFL learners. Secondly, this longitudinal study will give us a better understanding in the progression of the participants' oral productions when it is implemented for a longer period. And lastly, the interviews and simulated recalls can be done with the language learners and ELT teachers studying at different schools.



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## TÜRKÇE GENİŞLETİLMİŞ ÖZET

### GİRİŞ

#### Problem Durumu

İngilizcenin yabancı dil olarak öğretilmesinde en yaygın olarak araştırılan konulardan bir tanesi İngiliz Dili dilbilgisinin hangi yöntem ya da yaklaşımla daha iyi öğretilbileceği olduğu söylenebilir (Hunt, 2015). Bu bağlamda üzerinde en çok durulan iki öğretim metodu ve yaklaşımı öne çıkmıştır. Bunlardan ilki İngiliz Dili dilbilgisinin açık bir şekilde öğretilmesi üzerine yoğunlaşan Dil Yapılarının Çevrilmesi Yöntemi (GTM) diğeri ise İletişimsel Dil Öğretim Yaklaşımı (CLT) olmuştur.

Ancak, Dil Yapılarının Çevrilmesi Yönteminin tarihsel gelişimine bakacak olursak, Latince ve Yunanca dili haricinde İngiliz Dili ve diğer Avrupa dillerinin dilbilgisinin henüz dilbilimsel olarak analiz edilip kitaplaştırılmasından önce bu dillerin öğretiminde yaygın olarak Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi (TGTM) kullanılmıştır (Howatt, 1984). Dolayısıyla, Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi ile İletişimsel Dil Öğretim Yaklaşımını İngiliz Dili dilbilgisinin öğretiminde karşılaştıran herhangi bir çalışma yapılmamıştır. Buna ek olarak bu iki yöntem ve yaklaşımını kelime öğretiminde de kıyaslayan herhangi bir çalışma bulunmamaktadır.

#### Problem Cümlesi

Bu çalışmanın problemini, “İngiliz Dili dilbilgisinin öğretiminde Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi mi yoksa İletişimsel Dil Öğretim Yaklaşımı mı daha etkilidir?” sorusu oluşturmaktadır. Çalışmanın bir diğer problemi ise “Belirlenen kelimelerin öğrenilmesinde yine Dil Yapılarının Çevrilmesinin Geleneksel Yönteminin mi yoksa İletişimsel Dil Öğretim Yaklaşımı mı daha etkilidir?” sorusu oluşturmaktadır.

### **Alt Problemler**

Bahsedilen hedefleri gerçekleştirmek amacıyla, bu çalışmanın alt problemleri aşağıda belirtilmiştir.

1. İngiliz Dili dilbilgisinin öğretiminde Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi mi yoksa İletişimsel Dil Öğretim Yaklaşımı mı daha etkilidir?
2. Niteleyiciler gibi kelimelerin öğretiminde Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi ile İletişimsel Dil Öğretim Yaklaşımı arasında herhangi bir fark var mıdır?
3. Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi ve İletişimsel Dil Öğretim Yaklaşımı temelinde öğrenim gören katılımcıların üretmiş oldukları yazılı ve sözlü dilleri arasında yapısal farklılıklar var mıdır?

### **Araştırmanın Amacı**

Bu araştırmanın amacı 2017-2018 eğitim öğretim yılının birinci döneminde Göller Yöresi Anadolu Lisesinde öğrenim görmekte olan İngilizceyi yabancı dil olarak öğrenen 9. sınıf öğrencilerinin uygulama sürecinde yapmış oldukları hatalar analiz edilerek İngiliz dili dilbilgisi ve kelime öğretiminde Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi mi yoksa İletişimsel Dil Öğretim Yaklaşımı mı daha etkili olduğunu belirlemektir.

### **Araştırmanın Önemi**

Bu çalışmanın önemi geleneksel bir dil öğretim yöntemi olan; Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi, ile son zamanlarda yabancı dil öğretiminde birçok ülkenin müfredatında yer alarak tanınmış olan İletişimsel Dil Öğretim Yaklaşımının İngiliz dili ve kelime öğretiminde ilk defa bir Türk yabancı dil öğretimi bağlamında kıyaslamış olmasıdır.

## YÖNTEM

### Araştırmanın Yöntemi

Bu çalışma, İngilizce dilbilgisi ve kelime öğretiminde TGTM mi yoksa CLT' nin mi daha iyi ve daha üretken olduğunu ortaya çıkarmayı amaçlamaktadır. Dolayısıyla bu kapsamında nitel ve nicel veri toplamak için karma yöntem ve yarı deneysel araştırma yöntemleri kullanılmıştır (Dörnyei, 2007). Nitel araştırmanın ve nicel araştırmanın göze çarpan özelliklerini bütünleştirerek, bu iki yaklaşımın bulgularının nasıl genelleştirilebileceği hakkında bir fikir edinilmesi amaçlanmaktadır (Creswell, 2007). Bu çalışma aynı zamanda yarı deneysel bir çalışmadır, çünkü deney ve kontrol gruplarını içeren sınıflar TEOG sınavı ve okul koşulları gibi diğer değişkenler tarafından önceden belirlenmiş olmalarıdır. Bu nedenle, bu çalışma iki bozulmamış grup içeren rasgele olmayan deney ve kontrol gruplarının ön test / son testler uygulanarak yürütülen bir çalışmadır (Leedy ve Ormrod, 2015).

### Çalışma Grubu

Bu çalışmaya Burdur merkezinde bulunan Göller Yöresi Anadolu Lisesinde 9. Sınıfa devam etmekte olan 68 öğrenci katılmıştır ve bu öğrencilerin kırk altısı kız (% 67,6), yirmi ikisi (% 32,3) de erkek öğrencilerden oluşmuştur. Katılımcıların TEOG sınavının İngilizce bölümünden elde etmiş oldukları net ortalamaları ve Göller Yöresi Anadolu Lisesini kazanan öğrencilerin elde etmiş oldukları genel yüzdelik dilim eşit olduğu için bulunmuş oldukları sınıflara dokunulmadan Deney grubu (9C) ve Kontrol grubu (9A) olarak adlandırılmıştır. Deney grubunda Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi ile Kontrol grubunda ise İletişimsel Dil Öğretim Yaklaşımı ile önceden belirlenen edebi metinler doğrultusunda İngiliz Dili öğretimi gerçekleştirilmiştir.

### Veri Toplama Araçları

Araştırmada kullanılacak olan veriler katılımcıların sözselsel ve yazınsal üretimlerinden elde edilmiştir. Edebi metinlerin sınıf ortamında işlenmesi esnasında katılımcıların sesleri kaydedilmiş ve daha sonra bu kayıtlar transkript edilerek sözselsel veriler elde edilmiştir. Yazınsal üretimleri de her edebi metinden sonra yapılmış olan sınavlardan

ve çalışmanın başında ve sonunda uygulanan ön test/son testlerden elde edilmiştir. Elde edilen veriler hem nicel olarak hem de nitel olarak analiz edilmiştir. Nitel ve nicel veri analizinde, katılımcıların yaptıkları sözsel ve yazınsal hatalar hata analizi yoluyla analiz edilmiştir.

Nitel verilerin analizi katılımcıların sözsel ve yazınsal üretimlerinde yapmış oldukları hatalar açıklayıcı bir biçimde analiz edilerek hangi hata türünde hangi grup ne tür hata yapmıştır, nedenleriyle birlikte açıklanmıştır. Nicel verilerin analizinde ise IBM SPSS 24.0 Statistics Data Editor program kullanılarak analiz edilmiştir. Nicel verilerin analizinde edebi metinlerden sonra uygulanan sınavların, ön-test/son-testlerin sonuçlarının ve katılımcıların sözsel ve yazınsal üretimlerinde yapmış oldukları toplam hataların ortalama değerleri ve standart sapmaları hesaplanmıştır.

## **BULGULAR**

Bu araştırmanın nitel analiz bulguları her iki araştırma grubunda da hem sözsel hem de yazınsal üretimlerinde gelişimsel hata kategorisinden kaynaklanan hataların ana dilin etkisinden kaynaklanan hatalardan daha fazla olduğu görülmüştür. Ancak yapılan hataların nedenleri farklılık gösterse de nitel analiz bulguları deney grubunun kontrol grubuna göre daha az hata yaparak daha kurallı cümleler kurduğunu göstermiştir. Bu durumun sadece grupların yazınsal değil sözsel üretimlerinde de görülmüştür. Bununla birlikte her iki grubun hem sözsel hem de yazınsal üretimlerinden elde edilen bulgular göre deney grubunun kontrol grubuna göre uygulanan metinlerde geçen kelimeleri daha iyi anımsadığını göstermiştir.

Araştırmanın nicel bulguları ise kontrol grubunda her iki hata kategorisindeki hataların hem yazınsal hem de sözsel üretimlerinde deney grubundan daha fazla olduğunu göstermiştir. Araştırmanın sözsel, yazınsal, ön-test, uygulanan sınavların ve son-test sonucunda elde edilen nicel bulguları neticesinde ön-test sonuçlarının ortalama değerleri gruplar arasında anlamlı bir fark göstermese de, kontrol grubunun (M=21,59) deney grubundan (M=21,44) daha yüksek olduğunu göstermiştir. Her edebi metnin uygulanmasından sonra uygulanan sınavların ortalama değerlerinin sonucunun deney grubunun (M=58,747) kontrol grubundan (M=55,776) fazla olduğunu göstermiştir. Çalışmanın sonucunda uygulanan son-testin sonucu ise deney grubunun (M=74,71) kontrol grubundan yüksek olduğunu

göstermiştir. Son olarak çalışmanın nicel bulguları deney grubu ile kontrol grubunun yazınsal (DG= 18860, KG= 28823) ve sözsel (DG=18860, KG= 13274) üretimlerindeki üretmiş oldukları kelime sayıları karşılaştırıldığında deney grubunun hem sözsel hem de yazınsal üretimlerinde daha fazla kelime ürettikleri göstermiştir.

### **SONUÇ, TARTIŞMA VE ÖNERİLER**

Bu araştırmada elde edilen sonuçlar Dil Yapılarının Çevrilmesinin Geleneksel Yönteminin İngiliz Dili dilbilgisinin ve kelime öğretiminde İletişimsel Dil Öğretim Yaklaşımından daha etkili olduğunu ortaya çıkarmıştır. Dolayısıyla elde edilen sonuçlar Dil Yapılarının Çevrilmesinin Geleneksel Yöntemine benzer nitelikteki yöntem ve yaklaşımlarla yapılan çalışmalarla benzer sonuçlar ortaya çıkarmıştır (Thomas, 1992; Gorsuch, 1998; Vermes; 2010).

Bu araştırmanın sonunda elde edilen nicel verilere göre Dil Yapılarının Çevrilmesinin Geleneksel Yöntemi ile öğretim yapılan deney grubunun İletişimsel Dil Öğretim Yaklaşımı ile öğretim yapılan kontrol grubundan hem yazınsal üretimlerinde hem de sözsel üretimlerinde belirlenen süre zarfında öğretilen derslerde daha az hata yaparak İngiliz Dili dilbilgisinin öğretiminde daha başarılı olduğunu göstermiştir. Ayrıca grupların yazınsal ve sözsel verilerinin analizinde deney grubunun kontrol grubuna nazaran derslerde öğretilen edebi metinlerdeki kelimeleri daha iyi hatırlayıp yazınsal ve sözsel üretimlerinde daha fazla kullandıkları gözlemlenmiştir.

Çalışmanın nitel verilerinden elde edilen bulgular sonucunda çalışmanın uygulanmasına geçilmeden önce yapılan ön-testte kontrol grubunun deney grubuna göre daha başarılı olduğu görülmüştür. Ancak çalışmanın sonunda uygulanan son-testte ise deney grubunun kontrol grubuna nazaran daha başarılı olduğu görülmüştür. Bununla birlikte her uygulanan her edebi metinden sonra yapılan sınavlarda birinci sınav haricindeki tüm sınavlarda deney grubunun daha başarılı olduğu görülmüştür.

Son olarak deney ve kontrol grubunun sözsel ve yazınsal üretimlerindeki kullandıkları kelime sayıları karşılaştırıldığında elde edilen veriler deney grubunun daha üretken olduğunu göstermiştir. Bu araştırmada elde edilen sonuçlar Dil Yapılarının Çevrilmesinin Geleneksel Yönteminin bir yabancı dil olarak İngilizcenin dilbilgisinin öğretiminde ve hedeflenen kelimelerin öğreniminde İletişimsel Dil

Öğretim Yaklaşımına nazaran daha verimli olduğunu göstermiştir. Dolayısıyla bu çalışmada elde edilen sonuçlar Dil Yapılarının Çevrilmesinin Geleneksel Yönteminin daha uzun bir süreçte ve farklı seviyelerdeki sınıf ortamlarında detaylı olarak incelenmesi açısından önemli sayılabilir.





## **APPENDICES**



## APPENDIX-1

### GÖLLER YÖRESİ ANADOLU LİSESİ MÜDÜRLÜĞÜNE

#### BURDUR

Okulunuz ..... sınıfı ..... no'lu öğrencisi  
 ..... velisiyim. 2017-2018 eğitim-öğretim yılı 1. Dönemin'de İngilizce dersinde uygulanacak olan ‘‘A Contrastive Analysis of Traditional Grammar Translation Method and Communicative Language Teaching in Teaching Grammar’’ (Yabancı Dil Olarak İngilizcenin Dilbilgisinin Öğretilmesinde Dil Yapılarının Çevirilmesinin Geleneksel Yöntemiyle, İletişimsel Dil Öğretim Yaklaşımının Karşılaştırılması) konulu çalışma uygulanacaktır. Bu çalışmada kullanılacak verinin elde edilmesi için yapılacak olan ses kaydı çalışmasını kabul ediyorum.

Bilgilerinize arz ederim.

Velinin:

..... /..... /2017

ADI-SOYADI:

ADRESİ:

TEL:

## APPENDIX-2



T.C.  
BURDUR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 39958266-604.01.01-E.15112157  
Konu : Araştırma İzni (Harun ÇİFTÇİ)

27.09.2017

## GÖLLER YÖRESİ ANADOLU LİSESİ MÜDÜRLÜĞÜNE

Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Harun ÇİFTÇİ'nin "Yabancı Dil Olarak İngilizcenin Dilbilgisinin Öğretilmesinde Dil Yapılarının Çevrilmesi Yöntemiyle İletişimseldil Öğretim Yaklaşımının Karşılaştırılması" konulu araştırmasına esas olmak üzere okulunuz 9. Sınıflarda okutulan İngilizce derslerinde ses kaydı ile görüşme yaparak veri toplamak ve araştırma sonucunda kurumdaki İngilizce öğretmenlerine araştırma soruları yönelmek istemesi ile ilgili Valilik Makamının 26/09/2017 tarihli ve 15010850 sayılı izin olur örneği ilişikte gönderilmiştir.

Yukarıda adı geçen uygulamanın Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 sayılı Genelgesi doğrultusunda eğitim öğretimi aksatmayacak şekilde yapılmasını rica ederim.

Hüseyin ÇETİNKAYA  
Müdür a.  
Millî Eğitim Müdür Yardımcısı

EK:  
Olur (1 Sayfa)

Burdur Valiliği İl Millî Eğitim Müdürlüğü  
Sekereverler Mh.Topraklık Cad.No:3  
15100 BURDUR

Ayrıntılı bilgi: N.BOZDEMİR VHKİ  
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## APPENDIX-3

# UNIT 20 Folk Tales

Folk tales (or folktales) are literary works an oral tradition. These stories are passed down from one generation to another. Different kinds of folktales are fairy tales, tall tales, trickster tales, myths, and legends.

The Haughty Princess is an Irish folktale by Patrick Kennedy.



Read and listen to the folk tale below.

## The \*Haughty Princess

Patrick Kennedy



There was once a king in a country. His daughter was the most beautiful in the world and she was so proud of this, so she didn't like anybody. One day, the King invited all the kings, princes, lords and dukes from all over the world to his palace. He wanted the Princess to choose a man to get married to. At the ball, every guest stood in a line and greeted the Princess one by one.

A fat prince came and greeted the Princess, but she said "I won't marry you, Barrell!". Then a tall and thin prince greeted her, but she said "I won't marry you, Ramrod!". A lord with a white-face came

greeting the Princess, but she refused him saying "I won't marry you, Pale Death!" and this went on for some time. Finally, a handsome king greeted her. The Princess couldn't find anything wrong with this handsome king, but she saw a curling hair under his chin and said, "I won't marry you, Whisker!".

At the end of the night, all guests returned home and the King was very angry with his daughter. He told her, "You will get married to the first beggar who comes to the palace." A beggar came to the palace the next morning and the King married the Princess to the beggar. Then the King gave them some money and told them not to come back again. They left together to go to the beggar's house.

On their way home, they walked through a forest. The Princess asked, "Whose forest is this?". The beggar replied, "It belongs to the king you called Whisker". The meadows, fields and the city all belonged to Whisker. The Princess said, "I was a fool. He might make a good husband."

They came to a poor cabin and there was no fire or food at home. Her husband asked her to light a fire, set the table, cook and clean up the place. She did them all. Her husband taught her how to



## APPENDIX-4

make baskets, but she couldn't because her fingers hurt and she began to cry. He asked her to mend his clothes, but she couldn't because her finger bled because of the needle and she cried again. Then he sent her to the market to sell pottery. She sold all the pottery because of her beauty. The next day the horse of a drunk hunter broke all her pottery into pieces. She cried after this accident. This time, her husband wanted her to work as a kitchen-maid in the palace. She had a hard time in the kitchen because of the rude cook. Sometimes she went home with food in her pockets.

A week later, the King Whisker was going to get married, so the kitchen was very busy. No one knew the name of the bride. The cook filled her pockets with meat and pudding without her knowing. He asked her to go to the parlour and to have a look at the wedding. She came near the door to look at the parlour, but King Whisker saw her. He wanted her to dance with him and took her to the parlour to dance. After a few seconds of dancing, the meat

**\*haughty: proud and unfriendly**

and pudding fell out of her pockets. She felt so bad and cried. Then she ran away, but the king caught her and asked "Don't you know me, darling?" "I am both King Whisker, your beggar husband and the drunk huntsman." The Whisker King and her father planned this together. They wanted her not to be proud anymore, so they taught her a lesson. The Princess was surprised to hear that and began to cry on her husband's shoulder. Then they dressed her and King Whisker and the Princess got married in front of the King and the Queen and a lot of guests.

*Patrick Kennedy*

Patrick Kennedy was an Irish folklorist. He collected and wrote many Irish folktales.

**A. Match the vocabulary with the pictures below.**

|           |                    |           |             |                  |
|-----------|--------------------|-----------|-------------|------------------|
| 1. proud  | 3. stand in a line | 5. barrel | 7. whiskers | 9. cabin         |
| 2. invite | 4. greet           | 6. ramrod | 8. beggar   | 10. light a fire |

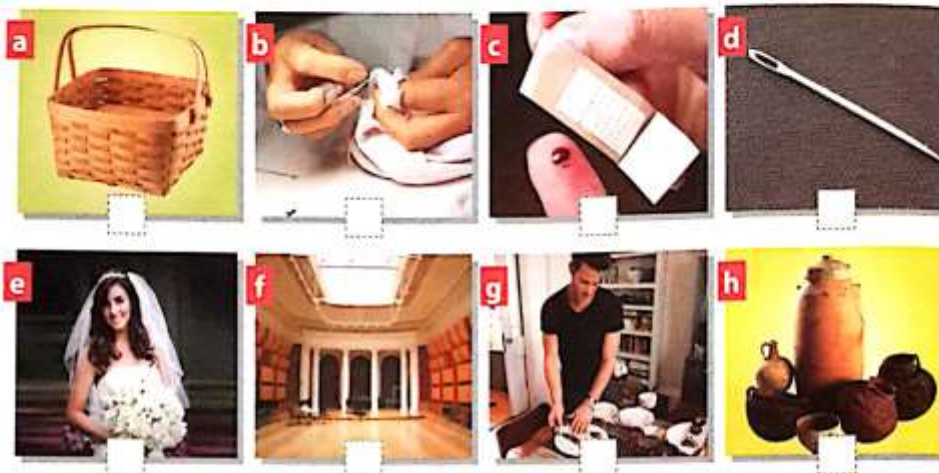


## APPENDIX-5

## UNIT 20

B. Match the vocabulary in the box to the pictures below.

|                  |                 |            |            |
|------------------|-----------------|------------|------------|
| 1. set the table | 3. mend clothes | 5. needle  | 7. bride   |
| 2. basket        | 4. bleed        | 6. pottery | 8. parlour |



C. Match underlined characters and their roles in the tale to the pictures below.





## APPENDIX-6

## UNIT 20

- D. Put the characters and their roles above in the correct order according to their appearance in the tale. You may use one of the characters more than once.

**Order**



- E. Answer the questions according to the folk tale.

1. What did the princess like about herself?  
.....
2. Why didn't the princess get married at the beginning of the story?  
.....
3. Why did the princess marry the beggar?  
.....
4. What did the Princess have to do as a housewife?  
.....
5. Was the princess a skillful person? Why/Why not?  
.....  
.....
6. What surprise did the beggar have for the Princess at the end of the story?  
.....  
.....
7. Why did the beggar and the king make this plan together?  
.....  
.....
8. What happened at the end of the story?  
.....  
.....

- F. What do these words refer to in the text?

1. her (par.3) : .....
2. They (par.3): .....
3. her (par.5) : .....
4. he (par.5) : .....
5. They (par.6): .....

## APPENDIX-7

*Unit 1: Inventions and Inventors*

4

**The Zipper****LESSON****1****Pre-reading Questions**

1. Are you wearing a zipper?
2. What do you do when you break your zipper?
3. Do you have clothing without zippers? How does it close?

## APPENDIX-8

## Lesson 1: The Zipper



5

## 1



## The Zipper

The **zipper** is a wonderful invention. How did people ever live without zippers? They are very common, so we forget that they are wonderful. They are very strong, but they open and close very easily. They come in many colors and sizes.

In the 1890s, people in the United States wore high shoes with a long **row** of buttons. Women's clothes often had rows of buttons too. People wanted an easier way to put on and take off clothes.

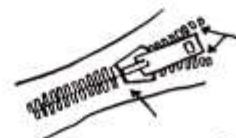
line

Whitcomb L. Judson invented the zipper in 1893. He was an engineer in Chicago. He called the zipper a **slide fastener**. However, it didn't stay closed very well. This was **embarrassing**, and people didn't buy many of them. Then Dr. Gideon Sundback from Sweden solved this problem.

A zipper has three parts: 1. There are **dozens** of metal or plastic **hooks** (called *teeth*) in two rows. 2. These are fastened to two **strips** of cloth. The cloth strips are **flexible**. They **bend** easily. 3. A fastener slides along and fastens the hoods together. When it slides the other way, it takes the hooks **apart**.

a dozen = 12

Dr. Sundback put the hooks on the strips of cloth. The cloth holds all the hooks in place. They don't come apart very easily. This solved the problem of the first zippers.



zipper



## APPENDIX-9

6



Unit 1: Inventions and Inventors

**A Vocabulary**

Put the right word in the blanks. The sentences are from the text.

|        |              |          |        |
|--------|--------------|----------|--------|
| zipper | embarrassing | hooks    | dozens |
| sizes  | fastener     | flexible | slide  |
| bend   | apart        | strips   | row    |

1. In the 1890s, people in the United States wore high shoes with a long \_\_\_\_\_ of buttons.
2. There are \_\_\_\_\_ of metal or plastic \_\_\_\_\_ (called *teeth*) in two rows.
3. The \_\_\_\_\_ is a wonderful invention.
4. The cloth strips are \_\_\_\_\_.
5. He called the zipper a \_\_\_\_\_.
6. When it slides the other way, it takes the hooks \_\_\_\_\_.
7. This was \_\_\_\_\_ and people didn't buy many of them.
8. They \_\_\_\_\_ easily.
9. These are fastened to two \_\_\_\_\_ of cloth.

**B Vocabulary (new context)**

Put the right word in the blanks.

|             |        |           |         |
|-------------|--------|-----------|---------|
| embarrassed | strips | flexible  | zippers |
| hooks       | rows   | fasteners | bend    |
| apart       | dozen  | slide     | size    |

1. Icy roads are dangerous because cars \_\_\_\_\_ on them.
2. Pam cut a piece of paper into \_\_\_\_\_.
3. Sometimes your face gets red when you feel \_\_\_\_\_.
4. A pencil is not \_\_\_\_\_. Paper is.
5. People catch fish with \_\_\_\_\_.
6. Hooks, buttons, and zippers are all \_\_\_\_\_.
7. American supermarkets sell eggs by the \_\_\_\_\_.
8. Tony and George had an apartment together, but now they live \_\_\_\_\_.
9. Students sit in a circle in some classes. They sit in \_\_\_\_\_ in others.
10. You \_\_\_\_\_ your knees when you sit down.
11. Most pants and jackets have \_\_\_\_\_.

## APPENDIX-10

*Lesson 1: The Zipper*

7

**C Vocabulary Review**

Put the right word in the blanks.

|        |         |             |         |
|--------|---------|-------------|---------|
| leaves | axe     | froze       | spirits |
| map    | shells  | might       | history |
| canoe  | Current | over        | death   |
| navy   | jungle  | independent | shoot   |

1. Mary's father was in the \_\_\_\_\_ for twenty years.
2. Did you ever cut wood with an \_\_\_\_\_ ?
3. What time does the meeting begin, and when will it be \_\_\_\_\_?
4. Carl put water in the freezer part of the refrigerator. It \_\_\_\_\_.
5. Giraffes live in grasslands. Some tigers live in the \_\_\_\_\_.
6. Carlos had to go back to his country because of a \_\_\_\_\_ in his family.
7. Most trees have hundreds of \_\_\_\_\_.
8. The Labrador \_\_\_\_\_ brings cold water from eastern Canada to the east coast of the United States.
9. Students usually have to memorize dates when they study \_\_\_\_\_.
10. Ann and Paula took a long \_\_\_\_\_ trip on a quiet river during their vacation.
11. Tom is very \_\_\_\_\_. He likes to think and do things for himself.
12. Soldiers have to learn to \_\_\_\_\_ guns.

**D Comprehension**

Put a circle around the letter of the best answer.

1. Zippers open and close by \_\_\_\_\_.  
a. shooting      b. sliding      c. bending      d. choosing
2. The hooks are \_\_\_\_\_.  
a. plastic      b. metal      c. cloth      d. a and b
3. Mr. Judson was an \_\_\_\_\_.  
a. engineer      b. inventor      c. American      d. a, b, and c
4. Mr. Judson didn't sell many zippers because \_\_\_\_\_.  
a. it was hard to open and close them  
b. people liked rows of buttons  
c. they came open very easily  
d. they had cloth strips

## APPENDIX-11

8



Unit 1: Inventions and Inventors

5. Dr. Sundback was \_\_\_\_\_.  
 a. a Swede      b. from Chicago      c. an American      d. b and c
6. A zipper has two \_\_\_\_\_ of cloth.  
 a. rows      b. fasteners      c. strips      d. buttons
7. \_\_\_\_\_ are flexible.  
 a. The hooks      c. The fasteners  
 b. The rows of buttons      b. The strips of cloth
8. Dr. Sundback \_\_\_\_\_.  
 a. invented the zipper      c. invented the button hook  
 b. made the zipper better      b. invented the slide fastener

**E Questions**

The asterisk (\*) means you have to think of the answer. You cannot find it in the text.

1. Why do we forget that zippers are wonderful?
2. Are zippers strong?
3. What kind of shoes did Americans wear in the 1890s?
4. Who invented the zipper? When did he invent it?
- \*5. Why is *slide fastener* a good name for a zipper?
6. Why were the first zippers embarrassing?
7. What country was Dr. Sundback from?
8. Describe a zipper. How does it work?
9. What part of the zipper is flexible?
10. What did Dr. Sundback do to make zippers better?
- \*11. What is a newer kind of fastener than the zipper?

**F Main Idea**

Which is the main idea of this chapter? Choose one.

1. A zipper has hooks, cloth strips, and a slide fastener.
2. People didn't like the first zippers.
3. Mr. Judson and Dr. Sundback gave us a wonderful invention, the zipper.



## APPENDIX-12

**Section 4** **KING ARTHUR AND THE KNIGHTS OF THE ROUND TABLE**

**1. BEFORE READING**

A) Do you like reading stories about heroes and heroines? What is your favourite story?

B) Have you heard about King Arthur before? Write what you know and what you want to know about him below. After reading the text, check if you could find answers to your questions in the text.

| WHAT I KNOW ABOUT KING ARTHUR | WHAT I WANT TO KNOW ABOUT HIM |
|-------------------------------|-------------------------------|
|                               |                               |

**KING ARTHUR AND THE KNIGHTS OF THE ROUND TABLE**

The illustration shows a large, multi-towered castle with a river flowing past its base. In the foreground, there is a jousting arena where several knights on horseback are competing. The scene is set in a lush, green landscape with trees and a clear sky.



## APPENDIX-13



**U**ther, the High-King of Britain fell in **love** with the Lady Igraine. King Uther married Igraine and they had a son named Arthur. This was a very dangerous time and attacks by Saxons happened a lot. So King Uther gave his baby son to his wizard, Merlin, for safety. Merlin sent Arthur away to be raised in the countryside by Sir Ector. He grew up with his foster brother, Kay. He never knew who his real parents were.

When King Uther died, no-one knew he had a son, so there was lots of arguing about who should be High-King of Britain. Suddenly a mysterious stone magically appeared in the churchyard of St. Paul's Cathedral in London. There was a huge sword stuck in the stone. There was a message on it. It said that whoever pulled the sword from the stone was the rightful High-King of Britain. Lots of the local kings tried to pull the sword out, but none of them could do that. Years later, Arthur had grown into a fifteen year old boy. It was time for his elder foster-brother, Kay, to go to his first tournament (where knights practiced fighting). So the family went to London. Arthur got into **trouble** because he had forgotten Kay's sword. So he went off to look for one. He found the sword in the stone and pulled it out easily. Arthur gave the sword to Kay. Kay noticed the message and everyone wanted to know who had pulled the sword from the stone. At first, no-one believed that Arthur had done it. But he repeated what he had done. Everyone was amazed.

Arthur was crowned King. However, 11 of the local kings would not agree to him being the High-King. They started a **rebellion** (a war against



the proper ruler). Merlin the Wizard helped King Arthur to rule Britain. He took him to a magical lake. Merlin's friend, the 'Lady of the Lake' lived there beneath the water. She gave Arthur a magic sword called 'Excalibur'. Excalibur was kept in a magic scabbard. If you used Excalibur in a fight, you would always defeat your **opponent**. If you had the scabbard, you would always be protected from being hurt yourself. Arthur led a big army against the 11 rebel kings. There were many battles, but Arthur had Excalibur, so he won. The kings agreed that Arthur should be High-King.

Arthur set up his Royal palace at Camelot. When Arthur was a bit older, he married a princess named Guinevere. She was the daughter of King Leodegrance of Cameliard. As a wedding present, her father gave them a huge round table. All the knights in the country wanted to be soldiers for King Arthur. The bravest of them were allowed to sit at the round table. They were known as the 'Knights of the Round Table'. Because it was round, the positions of all the seats were equal. No-one could say they were more important because they sat at the end. The Saxons were still attacking the British. Arthur and the Knights of the Round Table **fought** against the Saxons in many battles. They finally defeated them at the Battle of Mount Badon. Everyone was happy and felt very safe again. The Knights of the Round Table had lots of **adventures**. Some rescued princesses. Some fought dragons or bad knights.

## APPENDIX-14

## CHAPTER 2

**READING TIP**

**King Arthur and the Knights of the Round Table** is a popular legend in Britain. A legend is a traditional historical tale which has been on from generation to generation. Legends are regarded as true by the public, but they contain a mixture of facts and fiction. They generally include heroic characters, magical events and fantastic places. They have important cultural meaning and symbolism. The legend of King Arthur is fictional, but historians say that some aspects of it depend on historical facts.

**2. AFTER READING**

Answer the questions below according to the text.

1. Why did King Uther give his baby son to Merlin?  
.....
2. Did Arthur know King Uther was his father?  
.....
3. Where did the mysterious stone appear?  
.....
4. How old was Arthur when he pulled the magical sword out the stone?  
.....
5. Who noticed the message on the sword?  
.....
6. How many local knights were against Arthur's being the High-King?  
.....
7. What was the name of the sword that the Lady of the Lake gave Arthur?  
.....
8. What was special about the scabbard?  
.....
9. Who did King Arthur marry?  
.....
10. Why did everyone feel equal when they sat at the Round Table?  
.....



## APPENDIX-15

## CHAPTER 2

## 3. VOCABULARY DEVELOPMENT

A) Complete the table according to the words written in bold in the text. You may use a dictionary for this task.

| Word      | Part of Speech | Definition                                                     | Collocation                                      |
|-----------|----------------|----------------------------------------------------------------|--------------------------------------------------|
| love      | (n.)           |                                                                | To ..... in love                                 |
| trouble   | .....          | Problem or difficulty                                          | To get ..... trouble                             |
| rebellion | .....          | An attempt to change the government or the leader of a country | To ..... a rebelling against someone / something |
| opponent  | (n.)           | .....                                                          | To ..... an opponent                             |
| fight     | (v.)           | To take part in a war or battle                                | To fight ..... an enemy                          |
| adventure | (n.)           | An exciting experience                                         | To ..... an adventure                            |

B) Complete the sentences with the correct forms of the words in the table.

1. She became the leader of the party when she defeated all her political .....
2. The police was looking after him because he got into ..... again.
3. It was a wonderful holiday. I had a lot of ..... with my friends.
4. My grandfather said he was 18 when he fell in ..... with my grandmother.
5. Did you know that King Arthur ..... against the Saxons for years?
6. When his enemies started ..... a against him, the young prince asked his people for help.

## 4. FOLLOW-UP

Think about a popular legend from your culture and compare it with the Legend of King Arthur. Note down the similarities and differences below.

| Similarities | Differences |
|--------------|-------------|
|              |             |

## APPENDIX-16

**First Day at School by Roger McGough**

A millionbillionwillion miles from home  
Waiting for the bell to go. (To go where?)  
Why are they all so big, other children?  
So noisy? So much at home they  
Must have been born in uniform,  
Lived all their lives in playgrounds,  
Spent the years inventing games  
That don't let me in. Games  
that are rough,  
that swallow you up.

And the railings.  
All around, the railings.  
Are they to keep out wolves and monsters?  
Things that carry off and eat children?  
Things you don't take sweets from?  
Perhaps they're to stop us getting out  
Running away from the lessins. Lessin.  
What does a lessin look like?  
Sounds small and slimy.  
They keep them in the glassrooms.  
Whole rooms made out of glass. Imagine.

I wish I could remember my name  
Mummy said it would come in useful.  
Like wellies. When there's puddles.  
Yellowwellies. I wish she was here.  
I think my name is sewn on somewhere.  
Perhaps the teacher will read it for me.  
Tea-cher. The one who makes the tea.



## APPENDIX-17

### First day at school, by Roger McGough

#### 1. Individually, answer the following questions. Make notes.

a) What do you remember about your first day at school? And about primary school?

b) What do you miss from primary school?

c) Do you have any relatives who are going to school for the first time this year? How do they feel about it?

d) What things might be worrying for a child going to school for the first time? Think of three.

#### 2. Next, compare your answers with your partner. Use the expressions in the box.

What about you? In my opinion, ...  
 What do you think? I believe...  
 Do you agree?  
 Yes, I agree with you, but...  
 No, I don't agree.

#### 3. Now listen to the first stanza of the poem and answer the following questions.

- a) Who is speaking?
- b) How old is the person speaking?
- c) How is this person feeling? Write three adjectives to describe it.

#### 4. Read the whole poem again and answer the following questions.

- a) Find three verses that illustrate how the kid is really feeling.

## APPENDIX-18

**b)** In the poem, two words are misspelled on purpose to indicate that it's kids' talk. Can you find them?

**c)** What is a synonym of *go in the bell goes*? Why does the kid ask "go where"?

**d)** In the last stanza, why can't the kid remember his name?

**5. Next, analyse the poem in terms of its form.**

**a)** How many stanzas has it got?

**b)** How many verses has it got?

**c)** What words are repeated in the poem?

What is this rhetorical figure called?

**d)** What rhyme scheme has it got?

**6. Word work: find the underlined words from the poem which correspond to the following definitions.**

**a)** rubber or plastic boots that don't let water in □

\_\_\_\_\_

**b)** to destroy something completely, or to make it disappear (metaphoric) □

\_\_\_\_\_

**c)** small pools of water, especially on a road after rain □ \_\_\_\_\_

**d)** past participle of a verb which means *to make or repair clothes using a needle and thread* □ \_\_\_\_\_

**e)** a fence made of narrow posts supporting an upper bar □ \_\_\_\_\_

## APPENDIX-19

f) covered with a thick wet unpleasant substance □ \_\_\_\_\_

g) difficult and with a lot of problems □ \_\_\_\_\_

h) to prevent someone or something from entering a place □ \_\_\_\_\_

i) to allow someone to participate in something □ \_\_\_\_\_

j) expression which means *to be handy (=useful) in a particular situation* □ \_\_\_\_\_

### 7. Summarise the poem by completing these sentences.

We have read a poem by Roger McGough in class today.

It's entitled *First Day at School* and it talks about ...

In the first stanza, the kid ...

In the second, ...

Finally, in the third one ...

Personally, I find this poem ... because ...

## APPENDIX-20



# All My Sons

Arthur Miller

## APPENDIX-21

ALL MY SONS

a play in three acts

by Arthur Miller

Characters:

Joe Keller (Keller)

Kate Keller (Mother)

Chris Keller

Ann Deever

George Deever

Dr. Jim Bayliss (Jim)

Sue Bayliss

Frank Lubey

Lydia Lubey

Bert

Act One

The back yard of the Keller home in the outskirts of an American town. August of our era.

The stage is hedged on right and left by tall, closely planted poplars which lend the yard a secluded atmosphere. Upstage is filled with the back of the house and its open, unroofed porch which extends into the yard some six feet. The house is two stories high and has seven rooms. It would have cost perhaps fifteen thousand in the early twenties when it was built. Now it is nicely painted, looks tight

## APPENDIX-22

BURDUR GÖLLER YÖRESİ ANATOLIAN HIGH SCHOOL 2017-2018 TEACHING YEAR  
PRE/POST-TEST OF CONTROL AND EXPERIMENTAL GROUPS

|          |         |       |
|----------|---------|-------|
| NAME:    | CLASS:  | DATE: |
| SURNAME: | NUMBER: | MARK: |

## QUESTIONS

## A- Fill in the blanks with suitable words. (2,5 X 14 = 35)



## \* A rainy day

It was such (1) \_\_\_\_\_ rainy day. (2) \_\_\_\_\_ old woman was hurrying home when she saw \_\_\_\_\_ little girl with two umbrellas. (3) \_\_\_\_\_ first umbrella was right for (4) \_\_\_\_\_ child, but (5) \_\_\_\_\_ second one was too big. 'For whom is this big umbrella, young lady?' (6) \_\_\_\_\_ woman asked (7) \_\_\_\_\_ girl. 'It's (8) \_\_\_\_\_ present from (9) \_\_\_\_\_ best friend', answered (10) \_\_\_\_\_ girl. 'And who is your best friend?' wondered (11) \_\_\_\_\_ woman. 'I don't know, these words are written on (12) \_\_\_\_\_ handle of (13) \_\_\_\_\_ umbrella', explained (14) \_\_\_\_\_ girl.

## B- Fill in the blanks with the verbs in the box. (1 X 10 = 10)

add • dry • introduce • invent • mix • not make • not need • produce • use (x2)

Paper (1) \_\_\_\_\_ from wood. The fibers of wood from trees (2) \_\_\_\_\_ with water until the mixture becomes a soft wet pulp, which (3) \_\_\_\_\_. This method of paper-making (4) \_\_\_\_\_ in the 2nd century BC in China. However, early writing material (5) \_\_\_\_\_ (always) from wood. In fact, the word paper comes from papyrus plants which (6) \_\_\_\_\_ by the Egyptians to make a form of paper in 3,000 B.C. When machines for paper making (7) \_\_\_\_\_ in the 19th century, paper became easy to afford. Today, one of the problems with the huge production of paper is that a chemical called chlorine (8) \_\_\_\_\_ to make the paper white. Recycling is important, because chlorine (9) \_\_\_\_\_ and less energy (10) \_\_\_\_\_ for recycled paper.



## C- Fill in the blanks with suitable prepositions. (1 X 20 = 20)

My father's name is Jack. He is a math teacher (1) \_\_\_\_\_ an elementary school. (2) \_\_\_\_\_ the mornings he usually gets up (3) \_\_\_\_\_ 6.30 and gets (4) \_\_\_\_\_ the bus. But this is only (5) \_\_\_\_\_ weekdays, because (7) \_\_\_\_\_ the weekend he gets up later. (8) \_\_\_\_\_ Tuesdays and Thursdays he has lunch (9) \_\_\_\_\_ the school (10) \_\_\_\_\_ 12.30, because he has lessons both (11) \_\_\_\_\_ the morning and (12) \_\_\_\_\_ the afternoon. The other days he finishes work (13) \_\_\_\_\_ midday, so he comes home for lunch. He sometimes corrects exercises (14) \_\_\_\_\_ home (15) \_\_\_\_\_ the evenings after dinner.



## APPENDIX-24

BURDUR GÖLLER YÖRESİ ANATOLIAN HIGH SCHOOL 2017-2018 TEACHING YEAR 1<sup>st</sup>  
QUIZ OF 9<sup>th</sup> GRADES

|          |         |                           |
|----------|---------|---------------------------|
| NAME:    | CLASS:  | DATE: October, 23th, 2017 |
| SURNAME: | NUMBER: | MARK:                     |

## QUESTIONS

A- Answer the following questions. (2 X 10 = 20 points)

- 1- How do you become a king or a queen?
- 2- What does a kitchen-maid do?
- 3- How does a horse work?
- 4- Why does a horse work?
- 5- If you were a king, what would you do?
- 6- How does a horse differ from a donkey?
- 7- When does a prince become a king?
- 8- Why do beggars need help?
- 9- When do you become haughty?
- 10- Where do hunters go for hunting?

B- Can you describe the event happening in the picture below? (20 points)

*(Aesop's Fables by Arthur Rackham)*

C- What are the people doing in the pictures? (4 X 5 = 20 points)



1- \_\_\_\_\_



2- \_\_\_\_\_



3- \_\_\_\_\_



4- \_\_\_\_\_



## APPENDIX-25

BURDUR GÖLLER YÖRESİ ANATOLIAN HIGH SCHOOL 2017-2018 TEACHING YEAR 1<sup>st</sup>  
QUIZ OF 9<sup>th</sup> GRADES

D- Ask the questions of the phrases which are underlined. (4 X 5 =20 points)

1- The princess will get married to the first beggar who comes to the palace.2- Her husband asked her to light a fire, set the table, cook and clean up the place.3- A fat prince came and greeted the Princess.4- The beggar sent the princess to the market to sell pottery.5- The beggar sent the princess to the market to sell pottery.

E- Fill in the blanks with suitable words from the box. (2 X 10 = 20 points)

|             |                          |              |          |                |
|-------------|--------------------------|--------------|----------|----------------|
| loud<br>the | beautiful<br>was sitting | could<br>her | saw<br>a | sweet<br>under |
|-------------|--------------------------|--------------|----------|----------------|



## The Fox and the Crow

A crow \_\_\_\_\_ on a branch of a tree with \_\_\_\_\_ piece of cheese in her beak when a Fox \_\_\_\_\_ her. And he set his wits to work to discover some way of getting \_\_\_\_\_ cheese. Coming and standing \_\_\_\_\_ the tree he looked up and said 'What a \_\_\_\_\_ bird I see above me! Her beauty is without equal. The colour of \_\_\_\_\_ feathers are awesome. If only her voice is as \_\_\_\_\_ as her looks are fair, she should without doubt be Queen of the Birds.' The Crow felt haughty and just to show that she \_\_\_\_\_ sing she gave a \_\_\_\_\_ caw 'gaaaaaaaagggg'. Down came the cheese, of course, and the Fox, took it up, said, 'You have a voice, madam, I see: what you want is wits.'

(Aesop's Fables by Arthur Rackham)

TEACHER: Harun ÇİFTÇİ

GOOD LUCK ☺☺☺☺☺☺







## APPENDIX-29

**BURDUR GÖLLER YÖRESİ ANATOLIAN HIGH SCHOOL 2017-2018 TEACHING YEAR 5<sup>th</sup> QUIZ OF 9<sup>th</sup> GRADES**

|          |         |                       |
|----------|---------|-----------------------|
| NAME:    | CLASS:  | DATE: Jan, 11th, 2018 |
| SURNAME: | NUMBER: | MARK:                 |

## QUESTIONS

**A- Answer the following questions (5 X 10 = 50 points).**

**1) Have you ever been to the theatre or the cinema?**

a) If yes, what was the name of the film or play?

**b) Who were the main characters?**

c) Do you like it or not? Why?

**2) What is the difference between the theatre and the cinema?**

**B- Write a short summary of the film or theatre you have seen recently at least with 100 words. (50 points)**

[illegible]

**TEACHER:** Harun ÇİFTÇİ

GOOD LUCK 🍀🍀🍀🍀🍀🍀

## CURRICULUM VITAE

### Personal Information

Name-Surname: Harun ÇİFTÇİ

Place and date of birth: Dinar, 1978

### Educational Background

Bachelor Degree: Hatay Mustafa Kemal University Education Faculty Department of Foreign Language Education Division of English Language Teaching

Master of Arts Degree: Burdur Mehmet Akif Ersoy University Institute of Educational Sciences Department of Foreign Language Education Division of English Language Teaching

Languages: Northwest Caucasian Language (Adyghe), English and French

### Publications

#### *Journal Article:*

Çiftci, H. (2017). The Views and Suggestions of ELT Prospective Teachers on Interview for Teacher Selection and Recruitment System in Turkey. *Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, (5)7, 30-39.

### Teaching Experience

Teaching: Anamur İlköğretim Okulu (2001-2005)

Doktor Sadık Ahmet İlköğretim Okulu (2005-2006)

Hasan Paşa Mesleki Mesleki ve Teknik Anadolu Lisesi (2006-2010)

Öğretmen Mukadder Akaydın Anadolu Lisesi (2010-2012)

Çorum Bilim ve Sanat Merkezi (2008-2012)

Burdur Anadolu Öğretmen Lisesi (2012-2014)

Burdur Bilim ve Sanat Merkezi (2012-2016)

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