

**GRAMER DERS KİTABI ÜZERİNE YANSIMALAR: ÖĞRENCİLERİN SESLERİNE
KULAK VERMEK**

**REFLECTIONS ON GRAMMAR
COURSE BOOK: LISTENING TO
STUDENTS' VOICES**

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Yansıtmanın öğrenme süreci üzerinde önemli bir rolü vardır ve dil sınıflarında yansıtmanın rolü giderek ilgi çekmektedir. Yansıtma bize öğrencilerin ne düşündüğünü, hissettiğini ve neye ihtiyaç duyduğunu görmemiz açısından bir şans verir. Dahası, yansıtma öğrencilerin seslerini duymamıza yardımcı olur.

Bu çalışma öğrencilerin gramer ders kitabı hakkında neler düşündüklerini araştırmak için desenlenmiştir. Aynı zamanda, bu çalışma yansıtmanın öğrencilerin gramer dersindeki başarıları üzerinde bir etkisi olup olmadığını da bulmayı amaçlamıştır. Bu amaçla, Anadolu Üniversitesi, Yabancı Diller Yüksek Okulunda öğrenim görmekte olan 61 Lower-Intermediate seviye öğrenci üzerinde deneysel bir çalışma yapılmıştır. Denekler iki gruba ayrılmıştır; bir deney grubu ve bir kontrol grubu. Deney grubuna her ünite bitiminde gramer ders kitabı hakkındaki fikirlerini soran yönlendirilmiş yansıtma anketleri uygulanmıştır. Anketlerin tamamlanmasından sonra, deney grubundan kura ile seçilen öğrenciler, yansıtmanın etkilerini bulmak ve yansıtma hakkındaki görüşlerini almak için görüşmeye alınmışlardır. Bu görüşme aynı zamanda, öğrencilerin ders kitabı hakkındaki görüşlerini almayı da hedeflemektedir. Anket ve görüşme verilerini analiz etmek amacıyla sabit karşılaştırma yöntemi

uygulanmıştır. Deney ve kontrol grupları arasında bir fark olup olmadığını ortaya çıkarmak için T-testleri ve MANOVA kullanılmıştır.

Elde edilen verilerin istatistiksel çözümlenmesi sonucunda, öğrencilerin genel olarak kitap hakkında olumlu görüşlere sahip olduğu görülmüştür. Çalışma sonuçları, öğrencilerin verdikleri dönütlerin öğrenmeleri üzerinde anlamlı bir fark yaratmadığını ortaya çıkarmıştır.

ABSTRACT

Reflection has an important role on learning process and there is an increasing amount of interest in the role of reflection in the language classroom. Reflection gives us a chance to see what students think, feel and need. Therefore, reflection helps us to listen to the voices of the students.

This study aimed at investigating what students think about the grammar course-book. This study also aimed at finding whether reflection makes any difference in students' achievement in the grammar course. For this purpose, an empirical study was conducted with 61 Lower-Intermediate level Preparatory School students who were enrolled at Anadolu University, School of Foreign Languages. Subjects were divided into two groups, an experimental group and a control group. The experimental group was given reflective journals which asked them to reflect on the grammar course book after each unit was completed. Following the completion of the journals, 10 randomly selected students from the experimental group were interviewed in order to find out the effects of the reflection on the students and to elicit their thoughts about reflection. This interview also aimed at eliciting students' feelings about the course book in general. Constant comparison method was used to analyze the guided reflective journals and interview. T-tests and MANOVA were used to find out if there was a significant difference between the control and experimental groups.

After the statistical analysis of the gathered data, it was seen that the students, generally, have positive views about the course-book. The results of the study revealed that the feedback the students provided did not make any meaningful difference in their achievement.

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TABLE OF CONTENTS

	<u>Page</u>
ÖZ	ii
ABSTRACT	iv
JÜRİ VE ENSTİTÜ ONAYI	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
ÖZGEÇMİŞ	xi
LIST OF TABLES	xii

CHAPTER I

INTRODUCTION

1.1. Introduction	1
1.2. What is Reflection?	3
1.2.1. Critical Reflection	5
1.3. Why is Reflection Important?	6
1.4. Types of Reflection	9
1.5. Reflection Tools	10
1.6. Statement of the Problem.....	12
1.7. The Aim and the Significance of the Study	13

1.8. Statement of the Research questions	14
1.9. Scope of the Study.....	14
1.10. Terminology	15

CHAPTER II

REVIEW OF LITERATURE

2.1. Research outside the Field of Education	16
2.2. Research in the Field of Education	17
2.2.1. Research in the Language Field	24

CHAPTER III

METHODOLOGY

3.1. Subjects	28
3.2. Instruments	29
3.2.1. The Pre/Post-Test	30
3.2.2. Structured Journals	30
3.2.3. Guided Interview	31
3.3. Data Collection Procedure	31
3.4. Data Analysis Procedures	32
3.4.1. Pre/Post-Test	32

3.4.2. Structured Journals.....	33
3.4.3. Interviews	35

CHAPTER IV

RESULTS AND DISCUSSION

4.1 General Overview	36
4.2 Structured Journals.....	37
4.2.1. Grammar in Context	39
4.2.2 Grammar Presentation.....	40
4.2.3 Activities.....	41
4.2.4 Skills and Pronunciation.....	42
4.2.5 Unit Structures.....	45
4.3 Pre/Post-Tests.....	46
4.4 Discussion.....	51

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

5.1. Summary.....	61
5.2 Conclusions Based on the Analysis of the Results.....	64

5.3 Implications.....	65
5.4 Suggestions for Further Research.....	67
REFERENCES.....	69

APPENDICES

Appendix A1:	Pre/Post-Test for Simple Past Tense.....	78
Appendix A2:	Pre/Post-Test for Future Tense.....	81
Appendix B1:	Sample Structured Journal Simple Past Tense 1.....	84
Appendix B2:	Sample Structured Journal Simple Past Tense 2.....	86
Appendix B3:	Sample Structured Journal Used To 1.....	88
Appendix B4:	Sample Structured Journal Used To 2.....	90
Appendix B5:	Sample Structured Journal Past Progressive and Simple Past Tense 1.....	92
Appendix B6:	Sample Structured Journal Past Progressive and Simple Past Tense 2.....	94
Appendix B7:	Sample Structured Journal Future Tense 1.....	96
Appendix B8:	Sample Structured Journal Future Tense 2.....	98
Appendix B9:	Sample Structured Journal Future Time Clauses 1	100
Appendix B10:	Sample Structured Journal Future Time Clauses 2.....	102
Appendix C1:	Sample Transcription of Student Interviews1.....	104
Appendix C2:	Sample Transcription of Student Interviews 2.....	105
Appendix D:	Sample Unit- Simple Past Tense.....	106

LIST OF TABLES

	Page
Table 3.1. Pre-Test Results of Experimental and Control Groups.....	29
Table 4.1. Distribution of Communication Units According to Five Main Categories..	38
Table 4.2 Responses related to Grammar in Context	39
Table 4.3 Responses related to Grammar Presentation.....	40
Table 4.4 Responses related to Activities in the course-book.....	42
Table 4.5.1 Responses related to Skills (Reading).....	43
Table 4.5.2 Responses related to Skills (Listening).....	43
Table 4.5.3 Responses related to Skills (Speaking).....	44
Table 4.5.4 Responses related to Skills (Writing).....	44
Table 4.5.5 Responses related to Skills (Pronunciation).....	45
Table 4.6 Responses related to Unit Structures.....	46
Table 4.7 Independent Samples t-test for Experimental Group.....	47
Table 4.8 Independent Samples t-test for Control Group.....	47
Table 4.9 Independent Samples t-test results of Experimental and Control Groups on Post-Tests	48
Table 4.10 A Multi Variate Analysis of Variance of Difference Scores according to Between-Subjects Effects for Simple Past Tense	48
Table 4.11 A Multi Variate Analysis of Variance of Difference Scores according to Between-Subjects Effects for Future Tense	49
Table 4.12 A multi variate Analysis of Variance of Difference Scores according to Between-Subjects Effects.....	49
Table 4.13 Responses related to effect of reflection on students' achievement	50

CHAPTER I

INTRODUCTION

1.1 Introduction

Reflective teaching/learning is one of the current trends in today's teaching/learning environment. As Marchant (2001) states, "there is an increasing amount of interest in the role of reflection in the classroom" (p. 487). Similarly, Pee, Woodman, Davenport (2002) point out that reflection has gained an increasing value in learning and professional practice in recent years. In order to better understand why reflection has been an area of interest, first the underlying view that affects reflection should be taken into consideration.

Reflective practice has been influenced by different pedagogical and philosophical theories; however, the theory that influenced reflective practice deeply is "constructivism" (Cunningham Florez, 2001). As Kilpatrick Hart, Najee-ullah, and Mitche (1997) suggest constructivist view supposes that learning is an active process of trying to make sense of new experiences. If the new information can be integrated to the existing knowledge, then the new information can be a part of our thinking, in other words learning occurs. Moreover, according to the constructivist view, simply transmitting the information and expecting understanding and/or learning to occur is a utopia. Thus, learning requires learners to be actively involved in the learning process.

According to Valli (1997), reflection is a way that triggers this active involvement of the learners to become reflective thinkers. He suggests that reflective thinkers are critical of the ideas that occur to them. They weigh competing claims in their search for evidence which will help them resolve their doubts and perplexity. Furthermore, a reflective thinker

gives careful consideration to important matters, and is open to advice and opinions. Thorpe (2000) defines a reflective thinker as someone who thinks deeply about things, seeing their implications and values they embody. Similarly, Al Arishi (1994) claims that a reflective thinker is the one who weighs all the considerations in problem, then after extensive reflection carefully reaches at a solution. Moreover, Fisher & Somerton (2000: 394) identify the qualifications that a reflective thinker requires:

- “1. *self-awareness*: the capacity to analyze one’s thinking and feeling, how the situation impacted on you and vice-versa;
2. *description*: the ability to recognize and recollect accurately salient events and features and render a comprehensive account of this. This would include significant background factors, the events as they unfolded and what you were thinking and feeling at the time;
3. *critical analysis*: the ability to get to grips with what was going on. What knowledge were you using in the situation at the time? Why? It involves the ability to make connections between what you know and the situation you are thinking about. It also involves questioning one’s assumptions, using one’s imagination and exploring alternatives. It may also lead you to seek further knowledge through reading and/or consultation;
4. *synthesis*: integrating what one has learned from this situation with what one knew before;
5. *evaluation*: the ability to consider what value there is in this new knowledge.”

The idea of reflective thinking has also insights in education. Although the concept of reflective thinking has gained importance in the field of education, as Al Arishi (1994) claims most of the activities do not require reflective thinking because they expect learners to respond automatically to the given situation. Furthermore, such activities result in “interaction just for the sake of interaction” underestimating the learners’ need to generalize and synthesize an interpersonal situation before responding. According to him, in order to avoid such automatic interaction in the classroom, reflective thinking should be triggered.

To let the students gain reflective thinking and be reflective learners, first of all, students should be given opportunity to reflect on their learning. Wong, Kember, Chung and Yan, (1995) point out that reflection on learning is a very important part of education, as it encourages students to integrate theory with practice, and turn every experience into a

new learning experience. Moreover, reflection doesn't only help students to be reflective learners, but also, as Brookfield (2002) pinpoints, gives the teacher a chance to see himself from the learners' eyes. Such a chance is important because teachers cannot always know what his/her students think and feel about the course, materials and actions done in the classroom. With the help of students' reflection the teacher has a chance to discover whether learners interpret the actions in the classroom as teacher expects them to do or they interpret the actions and the subject matter as they intend to (Brookfield, 2002).

Reflection, according to Pee et.al. (2002), is still a poorly understood concept; it means different things to different people in different contexts. In order to better understand the role and importance of reflection in education, first of all, the term reflection should be made clear.

1.2 What is Reflection?

Reflection, in its simplest definition, is "consideration of or meditation upon past knowledge or experience; thought." (Webster's Comprehensive Dictionary, 1996, p. 1059). According to Thorpe (2000), reflection is the mind's conversation with itself. Moreover, Dewey (1933, cited in Valli, 1997) defines reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p.68). That means reflection is looking back to see whether the thoughts are fully grounded with logic, and if there are implications to draw. To expand this view, Stein (2000) proposes that reflection is a process where people find out the underlying assumptions of their actions, draw

conclusions about those actions' historical and cultural origins, try to find the meaning of the assumptions, and create alternative ways of acting on similar situations.

Moreover, Wong et.al. (1995) see reflection as an important human activity where they link their past experiences with present experience to reach at new understandings and appreciations. Similarly, Lowe and Kerr (1998) describe reflection as a form of response of the learner to the experience, which helps learner to create and clarify meaning to change his conceptual perspective. Furthermore, Gamble, Davey and Chan (1999) claim that reflection is a process in which an experience is taken into consideration while it is happening or after it has happened, then drawing conclusions from the experience to create meaning. According to Valli (1997), although reflection has spontaneous aspects, it is also a conscious and systematic mode of thought.

In the field of education reflection is defined by many researchers. Cowan (1998) suggests that people reflect, in educational sense, when they need to analyze or evaluate what they had experienced as personal experiences, and they try to reach at generalizations using that analysis. They do it because they believe that doing so; they become more skillful and informed than they were in the past. Also Cunningham-Florez (2001) claims that reflective practitioners move forward in cycle where they think about what they did, what went good, and what went wrong, with the help of reflection they understand their own actions..

By looking at the origin of the word "reflection", which is derived from Latin *reflectere*, meaning to bend back, Valli (1997) defines reflection as "contemplating" and "deliberative thinking" in education. So, he believes that reflective learning is learning with thought and judgment. According to Baldwin (2000), the ability to make judgments is a very important part of reflection and the learning process. Also as Silcock (1994)

states such judgments require a cognitive process that helps to translate one sort of experience (e.g. academic) into another (e.g. practical).

Moreover, as Stein (2000) puts forward reflection can be a developmental process which has different levels of attainment, and is affected by the learner's cognitive ability and willingness to take part in the process. Similarly, Grant & Dornant (2001) suggest that reflection takes place after an event, it is a process of thought, and it leads to a new interpretation of the experience. The event which accelerates the process of reflective learning is usually an incident in learner's life, and the tool of reflection can be the facts of the situation, the emotional reactions it creates, or the learner's ability. Also, effective learners are viewed as having high level of reflection about their life experiences, and awareness of their own learning.

1.2.1 Critical Reflection

Recently, a great deal of emphasis has been given to the topic of reflection and to development of reflective practice. However, reflection is not necessarily critical (Brookfield, 1995; Ecclestone, 1996 cited in Imel, 1998). According to Cranton (1996) critical reflection requires moving beyond the acquisition of new knowledge and understanding, into questioning of existing assumptions, values and perspectives. Dewey (1993, cited in Leung and Kember, 2003) also made a distinction between critical reflection and less considered reflection. He used the term critical reflection to refer to deeper, more thoughtful and more profound reflection. He argued that a person who was not sufficiently critical might reach an unorganized conclusion without examining all the possibilities. Therefore, critical reflection is considered as a higher level of reflective

thinking that involves learners' becoming aware of why they perceive, think, feel or act as they do.

Similarly, Yost, Sentner and Forlenza-Bailey (2000) state that critical reflection is the highest level of reflectivity. This involves reflection on the assumptions underlying a decision or act. According to Yost et.al. (2000) critical reflection requires thinking and problem solving.

Critical reflection adds an extra dimension to reflection by resulting in a change to personal beliefs (Leung and Kember, 2003). Critical reflection, therefore, requires recognition that many of our actions are governed by a set of beliefs and values. Moreover, Richards (1990, cited in Farrell, 2001) defines critical reflection as:

... an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making, and as a source for planning and action (p. 5).

1.3 Why is Reflection Important?

Since reflection is a tool for learning, it has many benefits for the learner. Grant & Dornant (2001) state:

“By reflecting on events in day-to-day practice and identifying areas of difficulty or gaps in knowledge, the learner identifies his/her learning needs. This leads on to identifying the best way to address those needs, perhaps by reading from an appropriate source, attending a lecture, talking things over with an expert colleague, acquiring new skills, or reflecting further on the issue during subsequent experience” (p. 2).

With the help of reflection learners can find out about their weaknesses and start to search for ways to strengthen their learning ability. According to Bain, Ballantyne, Packer and Mills (1997) the act of reflection results in an improved ability to carry out an act of

reflection, a changed belief, an attitude or value, or an altered emotional state or trade. Also, Wong et.al. (1995) claim that reflection can help learners develop new perspectives or changes in behavior. Moreover, Ovens (2000) pinpoints that reflecting on their actions, students start to become autonomous, and by reflecting more they can be fully autonomous learners. Furthermore, students' reflections can help teachers to validate the levels of the students' learning and to help them take the responsibility for their own educational growth. By looking above it can be said that reflective learning helps students to improve their reflective thinking during learning and to apply newly acquired knowledge to complex situations in their daily life.

Gamble et.al. (1997) claim that helping learners to experience and reflect on the actions taken in the classroom help them move from routine classroom teaching environment to active learning environment.

Ekx & Willmann (2000) suggest that student reflections not only help teachers to know more about their students, but also provide authentic results. Furthermore, as Wong et.al. (1995) claim, to have more knowledge about the students and their learning, the link between the learning experience and the reflective activity should be strengthened.

Similarly, Robles (1998) emphasizes the importance of reflection by claiming that fostering our students' awareness of the learning process can only be done through the students' own reflection on how they learn and what they need to do in any given moment. According to Robles (1998), when a student stops for a while to reflect on his learning up to that moment, several things happen:

- Reflection provides an active role to the students in the learning process because students are often active when they participate in the activities but

passive in terms of their learning. Learning to monitor themselves helps them to become active in all senses.

- Reflection makes students become responsible for their own learning process. Thus, the responsibility shifts from the teacher to the students “*the exam was difficult*” becomes “*have I studied enough?*”
- Reflection leads to an increase in students’ autonomy. When they start thinking about how they learn, they acquire control, and this leads to independence.
- Reflection transforms failure into feedback. Mistakes become a source of information both in terms of language and in terms of what to do to learn better next time.
- Reflection plays a key role for encouraging students adopt supporting attitudes and beliefs in their learning and the language. It moves students from “*I was wrong*” to “*next time I have to review grammar more thoroughly*”. Reflection also leads our students away from negative beliefs about themselves.
- Reflection helps students overcome obstacles in the path to learning and opens a new way to walk alone. Very often students don’t know what to do when they fail because they are not aware of their learning processes.

With all these above in mind, Labrie, Brdarevic and Russell (2000) cite that with the help of reflection students become more aware of what they are doing, and they start to question the actions, and then they start to move from being a student to being a learner.

1.4 Types of Reflection

There are three models of reflection: reflection-in-action; reflection-on-action and reflection-for-action (Farrell, 1998). These models give us a chance to see when reflection takes place. Specifically, “reflection-in-action”, means reflecting on a surprising, puzzling or confusing situation, which is not clear or unique, during that situation happens (Smith, 1999). It is part of the processing of an effective practitioner while actually acting (Moon, 2001). While reflecting-in-action, as Smith (1999) adds, the learner carries out an experiment to understand the situation and to make a change in it. In this type of reflection learner doesn't follow established ideas or techniques because every situation is unique in itself.

On the other hand, if the learner thinks on the situation later on then it is called “reflection-on-action”. It is the reviewing that occurs after an event (Moon, 2001). Smith (1999) claims that reflection-on-action is systematic, because the learner can write up recordings or talk about the things with a supervisor after the situation happened. Doing so, this gives the learner a chance to explore why he acted as he did in a specific situation, thus, he can question his actions and generate some ideas about what to do in a similar situation.

As the third type of reflection, Farrell (1998) states that “reflection-for-action” is the desired outcome of the previously mentioned two; “reflection-in action” and “reflection-on-action”. In other words, reflection-for-action means to use the information gathered by the first two types as a guide for future planning and action.

By implication, reflection-in, on and for-action help learners gain self-awareness of what is going on about their learning, but first of all, to help learners reflect on some specific actions in the classroom, reflection tools should also be taken into consideration.

1.5 Reflection Tools

Given the importance attached to the development of reflective skills, it is not surprising that a range of learning tools for this purpose has emerged in the literature. Fisher and Somerton (2000) pinpoint that the use of the reflection tools encourages students to develop their ability to use theory in practice. With the help of reflecting-on their actions, students are able to describe their practice, explain it, and critique it to identify new learning. Fisher and Somerton (2000) suggest five tools for reflection:

1. reflective diaries/learning logs,
2. writing practice essays and practice self-evaluations,
3. hypothesis exercises and/or case vignettes-i.e. using newly presenting or constructed case situations for the student to develop an hypothesis as to what s/he thinks is going on,
4. directly observed practice audio/or video tapes,
5. case-based enquiry learning groups, role play simulation. (p. 399).

According to Field (1997) other reflection methods include: controlled experiments, where an experimental group is compared to a control group which has not had the treatment; case studies, in which the progress of a target student or students is followed; surveys, questionnaires, interviews, and introspection, where a learner describes the experience of undertaking a task in L2.

Among these various tools available to educators, diaries, journals, questionnaires and interviews are popular means of reflection (Stein, 2000; Matsumoto, 1996; Haigh, 2001).

Learner diaries: According to Matsumoto (1996) diaries are claimed to provide private, personal activities and raise the learners' consciousness of their own learning process effectively. Also, he claims that diary-keeping activities are perceived as effective in promoting purely personal, concentrated contemplation of the diarists' own learning experience. However, apart from its advantages, Stein (2000) proposes that there is also objection to diary keeping as "learners may be unable or unwilling to confront or seek disconfirming information about themselves or implicitly held knowledge" (p. 2). Similarly, Mackintosh (1998) suggests that diary writers may feel reluctant to express thoughts that others may read. Grant & Dornant (2001) also suggest that learning diaries include descriptions of experience itself, rather than the learning that flows from experience.

Journals: Haigh (2001) pinpoints that learning journals make students self-conscious of the development of their learning and encourage the learners to reflect on what is being learned and how. Similarly Wong et.al. (1995) find student journals an effective way of reflection as they assess students' accomplishment of learning. Moreover, as Langer (2002) pinpoints student journals can help students develop and experience critical reflection. Also, experiencing and developing critical reflection assist students in conceptualizing abstract concepts and relating them to practice. However, the limitations of diary keeping are also valid for journals. Also, Bain et.al (1997) pinpoints that one of the main weaknesses of journal keeping is its essentially solitary nature.

There are three types of learning journals which are used very often (Langer, 2002). According to Langer (2002) the first type of the journals is "unstructured journal" which allows students to create their own format and write freely on any content, but this type is not easy to compare with other students' formats. The second type is "dialogue journals"

where the teacher or the researcher guides and gives formal instruction to students on reflection. This type helps learners to be aware of what they are doing and why. The third type is “structured journals” which guides students to reflect on a topic and helps teachers or the researchers to compare the results and gain feedback.

Questionnaires/interviews: Matsumoto (1996) finds questionnaires/interviews useful as they help learners be aware of ways of learning, beliefs, attitudes and perceptions of their own. He also claims that questionnaires/interviews are effective and beneficial to the learner, and they serve as a means of self reflection in the learning process. Furthermore, Richards and Lockhart (1994) indicate that a questionnaire administered to the class which asks questions like how useful they find activities, what they think they learned from them is a useful way of triggering reflection in the classroom.

However, these reflection tools which are found to encourage students’ reflections in the classroom should be used together in order to gain better results. Since each one has some limitations as well as advantages, combining these tools and asking learners to reflect on their learning through different ways will help to minimize the limitations of the tools and gain a deeper understanding of students’ perceptions.

1.6 Statement of the Problem

Learning what students think and feel in a language classroom is important to create an effective learning atmosphere. However, some of the time we hear teachers complaining that the students are not eager to do the activities and get bored in the classroom.

For many years, it has been observed by the teachers that students are not fond of the course book used in the grammar course in the School of Foreign Languages at Anadolu University. This may have various reasons. In order to learn what they think about the current grammar course book can have implications for grammar teachers to be able to create an effective learning environment.

1.7 The Aim and Significance of the Study

The main purpose of this study is to see what the students think about the grammar book they study. This study will be conducted in order to get information about their feelings to shape the course to fit their needs. In other words, this study aims to find the students' expectations and perceptions of the grammar course book.

Secondary aim of the study is to find out whether reflection makes any difference in students' achievement of the instructed subjects. As Labrie et.al. (2000) point out reflection helps learners to become aware of their actions and to take the responsibility of their achievement, therefore, reflection is also supposed to help them achieve the grammar items given to them more efficiently.

Since the primary aim of the study is to find out students' thoughts and feelings about the course book, this study may have insights in the curriculum development by seeing the grammar from the eyes of the learners, the grammar course may be designed to bridge the gap between what students think and want and what the curriculum aims. Therefore, to elicit what their students really think and expect from the grammar book, Anadolu University School of Foreign Languages Department may expand this study to learn what Preparatory School students really think, feel and need in the grammar course.

Furthermore, since reflection is claimed to foster students' awareness and helps them to take the responsibility of their achievement, this study may be expanded to lead students reflect on their learning process in the other courses to become autonomous learners who are responsible for their own learning.

1.8 Statement of the Research Questions

Based on the assumptions about the role and the benefits of reflection in learning this study aims to answer the following research questions:

1. What do students think about the grammar course book?
2. Does reflection make any difference in students' achievement in the grammar course?

1.9 Scope of the Study

In this study, students were asked to reflect on the grammar course-book they use. The course book is "Focus on Grammar" (Fuchs, Bonner and Westhaimer, 2000) which is designed to give grammar in meaningful contexts, and which covers all the skills. In order to lead students reflect on the book, they were given 5 structured Journals which cover specific points dealt in the book. Moreover, the last question in the journals asked students whether they benefited from the journals, and considering the points in the journals 10 students were interviewed. Also, to find out whether reflection made any difference on students' achievement in the grammar course, pre/post-tests which were designed for

Simple Past Tense and Future Tense were administered to experimental and control groups.

1.10 Terminology

Constructivism: As Smith (1999) suggests, it is the theory claiming that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so.

Reflection: Wright (2003) states that reflection is a specialized way of thinking about an experience or incident, about making sense of and understanding the 'here and now' but this involves using past experience and learning with a view to this helping at some future date. Thus, reflection involves looking back as well as looking forward.

Reflective Learning: Reflecting on what someone learned to gain awareness about himself as a learner, his learning process and what is going on around him, it is learning through reflection (Labrie et.al, 2000).

Reflection-in-action: Dealing with on-the spot professional problems as they occur. Thinking can be recalled and then shared later (Farrell, 1998, 10).

Reflection-on-action: Recalling one's learning after the class (Farrell, 1998, 10).

Reflection-for-action: Proactive thinking in order to guide future action (Farrell, 1998, 10).

Constant Comparative Method: Using relevant data bits and communication units drawn out from the raw data to form categories (Dye et.al., 2000).

CHAPTER II

REVIEW OF LITERATURE

The role of reflection in education has gained a growing interest in recent years (Marchant, 2001, Pee et.al, 2002). The idea of reflection, in one form or another, has been a recurring and persistent theme in the field of education. In fact, some theorists say that reflection is central to learning (Murphy, 1998, Paris & Ayres, 1994). Research on the role of reflection in learning is conducted both outside the field of education and in the field of education, Boud and Walker (1998) suggest that reflection and reflective practice has been the subject of many studies in teaching and nursing, and all these studies have certain implications for classroom learning. Therefore, studies both outside and inside the field of education should be reviewed in order to better understand the notion of reflection.

2.1 Research outside the Field of Education

Outside the field of education, especially in nursing the concept of reflective learning has been widely adopted. As Wong et.al. (1995) emphasize reflective learning is of particular relevance to the educational professionals in nursing.

In an empirical study by Wong et.al. (1995) the reflective journals submitted by the nursing students were analyzed in order to assess the level of student reflection. In the study, the reflective journals of the students were subjected to content analysis and the findings of the study suggested that student writing was used as evidence for the presence

or absence of reflective thinking. However, Wong et.al. (1995) also claim that there is a lack of empirical research in reflective learning and need to be done on this issue.

In the field of nursing, another valuable study was conducted by Lowe & Kerr (1998). The purpose of the study was to see whether learning had been achieved in students who were exposed to reflective learning strategies as opposed to those students following the conventional pathway. A hypothesis was formulated stating “that those students who were taught by reflective methods would score more highly when tested than the control group exposed to the conventional system in place that time”. The subjects were separated into two; a reflective group (group 1) comprising of 34 students and a control group (group 2) comprising of 26 students.

At the end of the second biological sciences module, students were given a specially designed test to lead them reflect on their knowledge of biological health science applied to clinical practice. The results of this study showed that the effect of reflection on educational outcomes cannot be underestimated.

As a consequence, the studies conducted outside the field of education show that reflective learning is of crucial importance, and to understand the role and importance of reflection in students learning, awareness of what they learn, the studies conducted in the field of education should be taken into consideration.

2.2 Research in the Field of Education

Studies conducted in the field of education comprise many aspects of reflective practice and emphasizes the role of reflection, and what reflection contributes to students' learning.

Gamble et.al. (1999) conducted a study which explores students' experience of reflection in learning and the context in which this occurs. It also aims to enhance understanding the role of reflection in learning through students' experience and establish empirical findings to support the theoretical constructs, which define reflection in learning.

For these aims, students from first and second year of the master of Occupational Theory, which is a graduate professional entry course, participated in the study. This qualitative study used a research approach consistent with exploration of the lived world experiences, events and relations, in this case, of students' experiences of learning and reflection in learning.

Data is collected in three stages. The first stage involved collecting students' written responses to an open-ended question, the use of three different student essays completed by the participants and students' reflective journals. In the second stage, group discussions conducted with two separate groups of students were audio-taped. In the third stage, 10 students were interviewed and these interviews were audio-taped. Data collected throughout the study were analyzed using the constant-comparative method.

The results of the study showed the importance of reflective process as a tool for learning. This can be seen in the statement of a student participated in the study:

“Reflection has provided me with an opportunity to explore some of my learning experiences in greater detail. It has highlighted to me that there are so many things to learn. This reflective process has further encouraged me to reevaluate my own opinion and also question those held by others.” (p. 6).

The study conducted by Gamble et.al. (1999) emphasized the value of reflection as a tool for students' learning and provided new insights into student experiences of reflection in learning.

In another study in the field of education, Haigh (2001) discusses the use of reflective student journals to promote student learning, self-awareness and cultural understanding in geography. The study attempts to show that journal writing can be used to encourage students to think deeply, reflect and build personal skills in physical Geography. It also addresses the value of learning journals to instructors' attempts to introduce, evaluate and monitor the conceptual development of students through a new curriculum.

44 Geography students participated in the study. Data collection started in the first session of the module and completed journals collected in during the last session. The task was introduced by the instructor stressing that students should write their journal as a personal subjective exploration of the development of their understanding of Gaia theory in Geography.

Results were assessed under three headings; 'journals: a useful tool for teachers', 'a useful tool for learning', and 'are they worth the investment of time and energy?' With the help of reflective journals teachers got information about their students' feelings and thoughts because students wrote about their worries, their understanding of the subject matter, their problems, etc. so they were useful for teachers. Second, they were useful tools for reflective learning because students realized what was being done and struggled to resolve the issues by themselves, so in terms of gaining self-awareness and responsibility, they were useful tools. Third, because students were promoted by the journals to gain self-assessment of their learning, and a degree of introspection, they were worth the investment done on them.

As a consequence, results of the study showed that keeping learner journals is a way that encourages the learner to reflect on what is being learned, and makes students conscious of the development of their learning.

In a case study, Goodman et.al. (1997) investigated the role of a learning companion that is a peer, in encouraging student reflection. According to Goodman et.al. (1997) classroom learning improves significantly when a student participates in learning activities with a small group of peers. Based upon this idea, Goodman et.al. (1997) claimed that a learning companion both encourages the students to learn cooperatively, and to reflect on and articulate his past actions, and to discuss his future intentions and their consequences.

The primary aim of this study was to supply a stimulated peer as a partner (learning companion) for the student in learning and problem solving through reflection. The learning companion used in this study was a computer named "LUCY" which acted like a real human being in the way it answered all the student's questions and led him to reflect on his experiences. It also provided motivation for the student through positive reinforcement. The student could ask LUCY most of the same questions he could to tutor.

The results of this study showed that a learning companion, that is a computer in the study, encouraged student to reflect on what he was learning and by this way helped learner to gain awareness.

In another study by Yeo et.al. (2003) the aim was to lead students reflect on their feelings about SMARF (Self-Monitoring and Reflection Form), and their thoughts about online and paper based forms. The study was conducted on 41 first-year students at Curtin University of Technology. According to Yeo et.al. (2003) skills as setting goals, monitoring learning and reflection are not innate and they require opportunity to develop. In order to give students this opportunity a survey questionnaire consisting of nine statements to respond using Likert scale, namely from 1-strongly agree to 5- strongly disagree was administered to the students.

The survey was conducted three times a semester, every five weeks, and the percentages for each question were calculated to find out the results. Almost half of the students (46%) believed that the process of completing SMARF had been beneficial to do and a third (33%) believed it had not been beneficial. Of the students who thought it was beneficial, most (70%) agreed that it had made them more aware of their role in learning and that it had helped them to focus on what they need to do to improve their learning. The results of the study showed that most of the students felt the self-monitoring process was beneficial. Yeo et.al. (2003) also suggested that in order to lead students reflect more on their learning and gain self-directed learning skills, SMARF would be expanded and more research would be conducted.

Thorpe (2000) in his study on reflective learning and distance learning tried to show how distance learning could be reflective learning, if the design of courses was oriented to support the learning process of students, and if assessment was incorporated reflection as an important criterion for success. Participants of the study were Open University students taking a course named "T293" and a total of 278 students participated in the study.

The course was designed to emphasize the process of the student's own learning. Reflective activities were linked with the assessment process and the importance of the role of tutors in feeding back and responding to the content of student reflection was emphasized.

Evidence from this Open University course experience showed that many students found the requirement to reflect surprising initially, and something that did not come easily as part for the assignment exchange. This was so even where courses, as in the course mentioned here, explained the reasons for the strategy that it provided considerable support to students in meeting the requirements.

In Thorpe's (2000) study, some students were more profoundly affected by the emphasis on reflection in the course discussed, but the majority expressed personal outcomes in the area of new awareness of and approaches to their own learning. Depending on the results of this study, Thorpe (2000) suggests that learners will need to be convinced that reflection on learning is legitimated by the course as a whole, leading positive outcomes personally as well as in course content terms.

In another study on reflective learning Bourner et.al. (2000) claim that Statements of Relevance (SOR) is a process for facilitating reflective learning. According to Bourner et.al. (2000) as reflection is the key to turning experience into learning, SOR aims at leading students reflect on their learning by developing a habit of asking 'what did I learn from that experience that I can use in the future in other contexts?'. The Statements of Relevance (SOR) suggested by Bourner et.al. (2000) offer a means by which individuals can undertake structured, in-depth reflection on how their personal and professional development has been affected by participation in a learning event which refers to any part of a course with one or more intended learning outcomes.

The SOR included statements like 'what did learn, the relevance of what I learned at this lesson: to my research project, to myself; this part of the lesson was not relevant of my learning because...' and etc.

As a consequence, according to Bourner et.al. (2000) SOR provides practice for the development of the skills of reflection and permits the monitoring of students' progresses. That's why, SOR is claimed to facilitate the learning process by allowing students reflect on what they learned and it contributes to the growing awareness of the value of reflection in learning encouraging students to take the ownership of their learning, developing the skills of reflection and raising the value of learning events.

One other researcher who studied reflection is Dunlap (1998). The purpose of his study was to provide students with real-life, community based experiences related to the content offered in the class. In this study, Dunlap (1998) chose service-learning students who were taking Child Development Course as subjects. The data were collected using reflection journals and course group discussions. These techniques were applied in 5 stages. First, a list of Journal Reflection Questions was provided. Second, journals were collected periodically for responses and suggestions regarding students' issues and concerns. Third, three to four in class discussion sessions, which were held once per month during the semester, were provided. Fourth, students were encouraged to consult with the researcher and professional staff of the campus office of Volunteers for Community Service, when they feel the need. Fifth, and the last, students were told that they could send their journals via e-mail at any time. As a result of this study, Dunlap (1998) suggests that students become better equipped for adjustment in service learning settings and in making connections to course content when they receive supportive opportunities for critical reflections. Critically reflecting in journals and during class allows students to express emotions and experiences and to realize that much of what they experience is a normal part of the service learning process.

Consequently, these studies conducted in the field of education emphasize the role and importance of reflection in the learning process, and show us the ways to promote reflection in students' learning.

2.2.1 Research in the Language field

Apart from all the studies mentioned above in the field of education, there are also studies done in the language field which aim at gathering information about what students think and feel, raising students' awareness, and fostering reflection.

Ekmekci & Hergüner (1997) in their study aimed at getting students reflect on all the components of preparatory program along with the course assessment at YADIM at Çukurova University. The material used in Ekmekci & Hergüner's (1997) study was a questionnaire consisting of 92 questions in two sections. The first section included 12 questions in two subsections (A and B) prepared by the administration. In subsection A, there were 4 open-ended questions about YADIM in general. Subsection B consisted of 8 questions both closed and open-ended questions related to curricular and extra curricular activities.

Section 2, on the other hand, consisted of 80 questions prepared by the administrative and academic groups, and was related to the coursework, specific teaching areas (Listening, Speaking, reading, etc.), materials, the library, students' affairs, administration, and Self Access Center.

The analysis of the data revealed that the students' positive and negative criticisms were related to extra curricular activities, rather than the curriculum. The extra curricular activities have been held by four teams; SAT (Self-Access Team), WE CARE, LIT (Library Improvement Team), and GRECO (Green Committee). The results showed that these teams should make some improvements in order for students to have more benefit.

Related to the results, the teams started to work on some improvements in their areas to serve better. Also, the analysis of the questionnaires showed that such reflection

activities help students be aware of what is going on around them to improve their learning through having the responsibility with the help of the teams.

In another study Gunn (2000) introduced a classroom activity designed to help raise English Language learning students' awareness of the through analysis of student-led oral transactions with native speakers of English. The aim was to give students the opportunity to reflect on and analyze their oral performances both individually and with their teacher in order to help raise their awareness of the various kinds of errors that they made.

For the study Gunn (2000) chose four pre-teen and teenage intermediate level English as a Second Language (ESL) students at the International School of the eastern Seaboard in Thailand as the subjects of this study. Activities that help students become more aware of all aspects of the English Language in awareness raising interactions were used.

Gunn (2000) reports that the study gave students the opportunity to use their language outside the classroom with native speakers of the target language. The results of this study showed that this students' reflection on their learning helped them to gain awareness of their learning process. Also, RITE was found to provide a variety of opportunities for students to gain a greater awareness of the English Language, through both individual reflection and collaborative work with the teacher. This activity offered the students an appropriate social interaction to help raise their awareness.

Matsumoto (1996) in his study aimed at helping L2 learners reflect on their classroom learning by investigating the perceptions of 108 Japanese learners of English of retrospective self-reporting which was induced to the use of three verbal-report techniques: diary-keeping, questionnaire and interviews. The study also aimed at finding whether

students perceive the three types of retrospective self-reporting tasks helpful to their language learning and if so, in what ways this retrospection was an aid to their L2 learning.

The results of this study had important implications. Diary-keeping, questionnaires and interviews were found to be effective ways of raising students' awareness of their own learning processes. The findings of this study also suggested that reflection through diary-keeping, questionnaires and interviews helped learners to capture the leadership of their L2 learning processes to become autonomous learners.

Another study was conducted by Langer (2002). The purpose of this study was to report on the use of learning journals as vehicles for encouraging critical reflection. Qualitative research focused on whether journals proved to be an effective teaching tool in adult learning. Langer's (2002) study aimed to understand the immediate and extended impact of journals as a learning tool for working with adult students, and for promoting critical reflection.

Deriving from this purpose, 25 students at Columbia University were chosen as the subjects of the study. Following a dialogue journal writing, 10 students were selected for the interview in order to gain an understanding of student perceptions of the journal-writing and of the extended effects of learning journals on students.

The results of this study suggested that although student perception of the learning journal can affect the objective of developing reflective thinking, student journal is a way to develop critical thinking.

In another study, Leung and Kember (2003) examined the association between students' approaches to learning and stages of reflective thinking. They defined approaches to learning as deep approach and surface approach. They stated that a student who adopted a deep approach was interested in the academic task and derived enjoyment from carrying

it out, integrated aspects or parts of task, making it meaningful to own experience and seeing relationship between this whole and previous knowledge. On the other hand, a student who adopted a surface approach saw the aspects or parts of the task as discrete and unrelated either to each other or to other tasks and relied on memorization to reproduce the surface aspects of the task (Leung&Kember 2003).

The aim of this study was to see whether a deep approach to learning was related to reflection and critical reflection and whether a surface approach would be associated with non-reflective forms of thinking. In order to find whether there was such a relationship, they used The Revised Study Process Questionnaire, which was developed by Biggs et.al., (2001) and reflection Questionnaire which was developed by Kember et.al. (2000).

The results of Leung & Kember's (2003) study suggested that there is a close relationship between approaches to learning and stages of reflective thinking. According to the results of this study, deep approach to learning was associated with critical reflection whereas surface approach to learning was associated with non-reflective thinking. By deriving from these results, they suggested that students should be led to develop deep approach to learning in order to be critical about their learning and understanding as critical reflection involves the students' awareness of why they perceive, think, feel and act as they do.

As a conclusion, the results of the studies have shown that reflective practice is found to foster student learning by helping students to gain awareness of their actions, and to express their thoughts and emotions about their own learning and learning environment. Moreover, reflection can be used as a tool for guiding learners to become self-directed autonomous learners.

CHAPTER III

METHODOLOGY

3.1. Subjects

The study was conducted at Anadolu University, School of Foreign languages in the first term of academic year 2003-2004. In school of Foreign Languages, students are placed according to their scores from the Michigan Placement Test they take at the beginning of the academic year. All of the subjects were from Lower-Intermediate Level (according to Michigan placement test a Lower-Intermediate level student is the one who gets between 30 and 46 from this test). 61 Turkish students participated in the study.

Since the aim of this study is to find out what students think about the Grammar Course-book, Focus on Grammar (Fuchs, Bonner and Westhaimer, 2000), and whether reflection makes any difference in students' achievement in Grammar course, the study was conducted in the Grammar courses students take. At the time of the study, students have completed three weeks of Grammar course. The Grammar course the students take consists of eight hours of grammar teaching a week, and the study comprised three weeks of grammar course.

In order to find out whether reflection makes any difference in students' achievement, there were a control group (31 students) and an experimental group (30 students). A total of 4 (2 from control group and 2 from experimental group) students were excluded from the study because of not attending classes regularly during the data collection.

At the time of the study, students had the same knowledge about the target structures which are: Simple Past Tense and Future Tense. Table 3.1 presents the results of T-Test on the Pre-Test results of the two groups on Simple Past Tense and Future Tense.

Table 3.1 Pre-Test Results of Experimental and Control groups

		X	s.d	S:E	T	p
Simple Past Tense	Experimental Group	68,21	3,85	4,20	0,917	,363
	Control Group	72,06				
Future Tense	Experimental Group	58,32	0,32	4,54	0,071	,944
	Control Group	58,00				

According to Table 3.1, there was no statistically significant difference in Simple Past Tense between the Experimental group and the Control group ($t = 0,917, p > .05$). as for the Future Tense, there was no statistically significant difference between both groups ($t = 0,071, p > .05$). The t-values on both pre-tests, considering the probability level, revealed that both experimental and control groups had almost the same proficiency level on both Simple Past Tense and Future Tense.

3.2. Instruments

Three instruments were used in this study. They are:

- a) The Pre/Post tests
- b) Structured Journals
- c) Guided Interview

3.2.1. The Pre/Post Test

Two Pre/Post tests (see Appendix A1, A2) were applied to the students in the control and experimental groups in order to find out whether reflection makes any difference in students' achievement in two groups. There were two different parts covering 5 units dealt in the study. First part was "Past Tense" (units 3, 4, 5) and the second part was "Future Tense" (units 6, 7) (see Appendix J for a sample unit). Pre/post Test for "Past Tense" consists of 45 grammar questions, and test for "Future Tense" consists of 33 grammar questions. Pre/Post-Test questions were taken from Focus on Grammar Teachers' Book (Lynn, 1994) because the questions provided in the teachers' book cover all the aspects studied in the course. The content in the parts were as follows:

- Simple Past Tense; Used to; Past Progressive Tense (units 3, 4, 5)
- Future; Future Time Clauses (units 6, 7)

3.2.2. Structured Journals

Since the primary aim of the study is to find out what students think about the Grammar course-book, five structured Journals (see Appendix B1, B2, B3, B4, B5, B6, B7, B8, B9 and B10 for questions and sample student answers) were used in this study. These journals aim to find what students think about the way the course-book deals with the subjects, and what they think they learned. The journals were administered to the students after each unit was covered.

Based on the way the book presents the units the journals used in this study has 6 open-ended questions which aimed at leading students reflect upon the course-book and

units. Therefore, there were open-ended questions in the structured journals and all the questions were in Turkish in order to let the students feel free in their answers and to get reliable feedback.

3.2.3 Guided Interview

In order to find out the effects of the reflection on the students, to elicit their thoughts about reflection, and to support the data gathered from the journals, 30% (10) students from the experimental group were interviewed. The students who were interviewed were chosen by drawing names from an envelope. 6 open-ended questions that guided them to uncover their feelings and thoughts about reflection, and the course-book were asked to each student and the interviews were conducted by the researcher. All of the interviews were in Turkish in order to let the students express themselves and their thoughts freely. The interviews were tape recorded for analysis (see Appendix C1, C2 for the interview questions and sample transcriptions)

3.3. Data Collection procedure

The study lasted for 3 weeks comprising 24 hours of Grammar course. Data was collected starting from the third week of the first term. Both control groups and experimental groups were given the first pre-tests before the actual study started on Past Tense in order to determine whether the subjects had the same level of proficiency. The opinion questionnaire was administered only to the experimental group in order to lead

students reflect on what they think they learned, and elicit their thoughts and feelings about the course-book.

After Past Tense was covered, post-test about Past Tense was given to both groups, then, pre/test about Future Tense was given at the end of the second week. After completing the units of Future Tense both groups were given the post-test about Future Tense. After the study has finished, the interviews with the 10 students, who were chosen from the experimental group, were held at the appropriate times both for the researcher and the students.

3.4. Data Analysis Procedures

3.4.1. Pre/Post-Tests

Since one of the aims of this study was to find out whether students' reflection makes any difference in their achievement, pre/post-test results were analyzed according to this aim.

First independent samples t-test was applied to both groups' pre-test results of Simple Past Tense and Future Tense to see if there was a difference between them at the beginning of the study. If any significant difference occurred between the groups then another group would be tested.

As a second step, after the study has finished, independent samples t-tests were applied to post-test results of both groups for both structures to see whether the study had made any difference on groups.

As a third and the last step, the following analysis was done:

1. Pre and post- test results of the experimental group were compared using paired samples t-test to see the achievement of the students in this group.
2. Pre and post- test results of the control group were compared using paired samples t-test to see the achievement of the students in this group.
3. The two different structures were analyzed using MANOVA.
4. MANOVA test was applied to pre-post test scores considering both groups' results from pre/post-tests.

After all these analyses have done, the results were presented through tables, and then they were discussed in detail.

Independent samples t-tests were applied to pre/post-tests because this test is used to compare two groups which were given different treatments. Moreover paired-samples t-tests were also used to analyze the results of pre and post-tests of each group separately. Paired-samples t-tests are used to make the in-group data analysis. Also, to see the effects of the pre/post-tests, MANOVA (Multi Variate ANOVA) was applied, because there were two groups and two pre/post-tests on two structures.

3.4.2. Structured Journals

For the results of the structured journals which were handed after each unit was completed, and the interviews, “**Constant Comparative Method**” was used. This method allows the use of relevant data to form categories, instead of using a set category (Dye et.al., 2000). According to Lincoln & Guba (cited in Jenny & Dooley, 2000),

“The first rule of the constant comparative method is that while coding an incident for a category, compare it with the previous incidents in the same and different groups coded in the same category. This constant comparison of the incidents very soon starts to generate theoretical properties of the category....Thus the process of constant comparison stimulates thought that leads to both descriptive and explanatory categories” (p.2).

In this study, Constant Comparative Method was used to form descriptive categories from the gathered data. For this purpose, first of all, the 30% of the data was analyzed by two different raters separately to test the inter-rater reliability, which was found 94%, using the following formula, suggested by Tawny&Gast (1984):

$$\frac{\text{The number of agreements}}{\text{The number of agreements + disagreements}} \times 100$$

Then, raters reviewed each journal to come to a consensus. To have the categories, all the data was divided into communication units. A communication unit is defined as “a unit being a separate expression about a thought or behavior” (Langer & Applebee, cited in Aydın and Bahçe, 2001: 5). Then, the related communication units were grouped. After that, these groups were given names which were decided with the co-rater to form the response types.

3.4.3. Interviews

The interviews were audio-taped and transcribed. Then, the transcribed data were analyzed again with different raters using the “**Constant Comparative Method**”. This time the inter-rater reliability, which was calculated using the same formula, explained above was found 95%. The communication units gathered from interviews were grouped under responses, and then the frequencies and the percentages of the communication units were found. The responses related to first four interview questions were used to support the data collected by structured journals, and the rest, one question, was used to support the results taken from the Pre/Post-Tests.

CHAPTER IV

RESULTS

4.1. General Overview

The primary aim of this study is to find out what students think about the course-book through reflection. As reflection is claimed to foster learning (Haigh, 2001), another aim of this study is to find out whether students' reflections make any difference in their achievement. In order to reach these aims the following research questions were asked:

1. What do students think about the grammar course book?
2. Does reflection make any difference in students' achievement of the target structures?

In order to answer the first research question stated above, structured journals which comprise questions about five units (Simple Past Tense, Used To, Simple Past and Past Progressive, Future Tense, and Future Time Clauses) of the book were administered to the students. The data collected through the structured journals were analyzed according to Constant Comparative Method (Glasser & Strauss, 1967, cited in Dooley & Murphrey, 2000; Dye et al, 2000; Barksdale-Ladd et al 2001; Lockhart & Ng, 1995; Zepeda & Mayers, 2002).

To answer the second research question, Pre/Post-Test results were analyzed quantitatively using independent samples T-Tests, paired samples T-Tests and MANOVA. The last questions of the structured journals, which ask whether these reflections make any

difference in students' achievement from their own perspective, were also analyzed qualitatively by using Constant Comparative Method. In addition to these, interviews with 10 randomly selected students, which address both of the research questions, were also analyzed according to Constant Comparative Method.

4.2. Structured Journals

The data obtained from the structured journals were analyzed under five main categories. These categories as presented in the course book are: Grammar in Context, Grammar Presentation, Activity Types, Unit Structures, and Skills.

Firstly, "Grammar in context" part refers to the texts which are given at the beginning of each unit. Different uses of the target structure are given in these texts, and students are asked to notice on the uses of the target structure and explain them in their own sentences. Secondly, the term "Grammar Presentation" is used for the tables which show all the uses of the target structure and the "Notes" part which has explanations and examples of the structure. Third, "Activity types" is used for the different activities the book uses in practicing the structures such as sentence completion; fill in the blanks, etc.. Next, "Unit Structures" is used to determine students' thoughts about the organization some structures that are "Used to" and "Future time clauses", which are given separately although they could be given under Past Tense, or Future Tense. Since the course book covers all the skills, Reading, Listening, Speaking and Writing, "Skills" part is included for identifying what students reflect on the usage of these skills in teaching grammar. A sample unit is added to give the readers a better idea of how they are organized in Appendix D.

In order to answer the first research question, first of all, student journals were divided into communication units. A total number of 1084 communication units were found in the structured journals. After the determination of the communication units, these units were compared and contrasted with each other and similar responses were brought together. After that, these responses were brought under five main categories, which were determined according to the course book. Table 4.1 shows the total numbers of the communication units of each category.

Table4.1. Distribution of Communication Units According to Five Main Categories

	Simple Past tense	Used To	Simple Past and Past progressive	Future Tense	Future Time Clauses	N*	%
Grammar in Context	40	88	50	38	-	216	20
Grammar Presentation	48	32	49	54	45	228	21
Activities	59	50	47	33	61	250	23
Skills and Pronunciation	69	36	77	32	32	246	23
Unit Structures	-	47	41	-	56	144	13
TOTAL	216	253	264	157	194	1084	100

* Total number of the communication units

Distribution of the communication units according to five main categories is stated in Table 4.1. These categories present five main parts of the book on which the students expressed their thoughts. The categories are: Grammar in Context (20%), Grammar Presentation (21%), Activities (23%), Skills and Pronunciation (23%), and Unit Structures (13%).

In addition to the journals, responses gathered from the interviews were used to support responses gathered from the journals. The following part will include journal and interview results identified from the data for each category.

4.2.1 Grammar in context

Grammar in context includes texts given at the beginning of each unit to show the students the use and form of the target structure in a meaningful context. In the structured journals and interviews, students were asked whether they were aware of the function of the grammar in context and they were asked to express what they thought about it. Six types of responses from journals and three types of responses in the interviews were identified about the grammar in context part. The distribution of these responses is as follows:

Table 4.2 Responses related to Grammar in Context (texts given at the beginning of each unit)

<i>Journals</i>	<i>N*</i>	<i>%</i>
Use and form in Context	92	43
Enjoyable	44	20
Unclear Contexts	37	17
Reminding	24	11
Motivating	19	9
TOTAL	216	100

* Total number of the communication units

According to the distribution of the responses, it can be seen in Table 4.2 that students think grammar in context part shows use and form of the target structure in context (43%). Students think presenting grammar in context is enjoyable (20%) and it helps them to remind the target structure (11%). They state that presentation of grammar in

context motivates them to the lesson (9%) as well. However, responses also showed that some students think that contexts in this part are not clear (17%).

As for the interviews, similar responses have been observed. The students think that this part shows use and form of the target structure in context (48%), it helps them to become motivated (38%), and it is also helpful in learning new vocabulary (14%).

4.2.2 Grammar presentation

Another main category is Grammar Presentation. Grammar presentation includes tables, which show different forms of the target structure, and notes in which there are examples and explanations about the target structure. In the structured journals and interviews, students were asked to express their thoughts about the grammar presentation. Seven types of responses from the communication units in the students' journals, and four types of responses from the communication units in the interviews about grammar presentation were identified. The distribution of these responses is shown on Table 4.3:

Table 4.3 Responses related to Grammar Presentation

Journals	N*	%
Enough explanations	70	30
Reinforcing	45	20
All forms together	32	14
Effectiveness of tables	30	13
Easy to understand and remember	21	9
Need for more examples	18	8
Tables lead to memorization	6	3
Need for visuals	6	3
TOTAL	228	100

* Total number of the communication units

Student responses revealed that they think there are enough explanations in the grammar presentation part (30%) and it is beneficial to reinforce the structure (20%). In the

course-book there are two parts; tables and notes in the grammar presentation. When we look at students' thoughts about tables part, the responses showed that students can see all forms of the grammar structure together in the tables (14%), and they think tables are more effective than texts (13%). Responses also revealed that some students think tables lead to memorization (3%).

As for the notes part, student responses showed that explanations are easy to understand and remember for students (9%). On the other hand, some of the students think visuals should be used along with explanations (3%). Moreover, some students indicate that there should be more examples along with the explanations about the target structures (8%).

As for the interviews, four types of responses, which are in parallel with the responses in the journals, were identified. Students' responses show that tables help them to see all forms together in the presentation part (43%), and explanations and examples in the notes part foster learning of the target structures (43%). On the other hand, students think they need more examples on the use of the target structure (14%).

4.2.3 Activities

The grammar course book offers a variety of activities. These are fill in the blanks, sentence completion, scrambled sentences, multiple choice questions, etc. in the structured journals and interviews students were asked to express what they think about these activities. In this category, four types of responses from the communication units in the journals and three types of responses from the communication units in the interviews were identified. Table 4.4 shows the distribution of these responses related to activities:

Table 4.4 Responses related to Activities in the course-book

<i>Journals</i>	<i>N*</i>	<i>%</i>
Helpful for practice	151	61
Helpful for vocabulary	27	11
Confusing	56	22
Prepare for the exams	16	6
TOTAL	250	100

* Total number of the communication units

According to student responses shown in Table 4.4, these activities help them to practice the target structure (61%). Student responses also reveal that activities in the course book are helpful in learning new vocabulary (11%) and students think these activities prepare them for the exams (6%). Other than these positive feelings about activities in the journals, some students think activities are confusing (22%) for them.

Similar thoughts can also be determined in the interviews. Most of the responses (74%) show that activities were helpful in understanding the structure. On the other hand, some responses show that activities are not challenging enough (11%) and they are confusing (16%).

4.2.4 Skills and Pronunciation

The grammar course-book integrates all four skills (reading, listening, speaking and writing). Moreover, it also presents some activities related to pronunciation which students responded on in their journals.

In the structured journals, students were asked to express their thoughts about the presentation of each skill. The following part presents the student responses about each skill separately. Table 4.5.1 shows the responses related to reading.

Table 4.5.1 Responses related to Skills (Reading)

<i>Journals</i>	<i>N*</i>	<i>%</i>
Importance of topics	35	45
Need for more reading texts	30	39
Helpful for vocabulary	12	16
TOTAL	77	100

* Total number of the communication units

From the journals, three types of responses appeared about reading. Table 4.5.1 shows that students think topics are important in reading (46%); also reading helps them to learn new vocabulary (16%). Moreover, some students think that there should be more reading texts in grammar (39%).

Another response type related to skills is listening. In listening, four types of responses appeared from the students' journals. Table 4.5.2 below shows these responses:

Table 4.5.2 Responses related to Skills (Listening)

<i>Journals</i>	<i>N*</i>	<i>%</i>
Necessary	28	41
Not necessary	19	28
Helps with the use	12	17
Helps pronunciation	10	14
TOTAL	69	100

* Total number of the communication units

As it can be seen from Table 4.5.2, some of the responses showed that listening is necessary in grammar (41%). According to the responses of the students, having listening skill in grammar helps with the use of the structure (17%) and it also helps students with pronunciation (14%). On the other hand, some students did not favor listening and stated that listening is not necessary in grammar (28%).

As for the speaking, two types of responses appeared from the student responses in journals. These two types of responses are shown on table 4.5.3:

Table 4.5.3 Responses related to Skills (Speaking)

<i>Journals</i>	<i>N*</i>	<i>%</i>
Lack of vocabulary	23	64
Problems in expression	13	36
TOTAL	36	100

* Total number of the communication units

The grammar course-book includes speaking activities which students do in pairs or groups. As shown in Table 4.5.3, according to student responses in the journals, they prefer using both English and Turkish in speaking activities because of lack of their vocabulary (64%), and they have difficulty in expressing themselves in English in the classroom (36%).

For writing two types of responses were identified in the journals. These two types of responses, shown on table 4.5.4, are related to writing skill in the grammar course-book.

Table 4.5.4 Responses related to Skills (Writing)

<i>Journals</i>	<i>N*</i>	<i>%</i>
Helps with the use	24	75
Not necessary	8	25
TOTAL	32	100

* Total number of the communication units

According to the responses drawn out from the journals, some students think that writing in the grammar course helps them to use the target structure effectively (75%). On the other hand, some students think that writing is not needed in grammar course because there is a separate writing course where they can practice the structures they learned (25%).

As for pronunciation, students responded in three different types. Although pronunciation is not a separate skill, there are responses from students' journals about pronunciation. These responses related to pronunciation are shown on Table 4.5.5:

Table 4.5.5 Responses related to Pronunciation

<i>Journals</i>	<i>N*</i>	<i>%</i>
Necessary	15	47
Important for language development	9	28
Not necessary	8	25
TOTAL	32	100

* Total number of the communication units

As it is shown in Table 4.5.5, according to student responses in the journals, while some students think pronunciation is necessary in grammar course (47%), and also it is important for their language development (28%), some students stated that they have a separate speaking/listening course where they can practice pronunciation (25%), therefore, pronunciation is not necessary in grammar.

Since the course-book deals with the skills in different parts of the unit, this part aims to find out what students think about the integration of each skill into the grammar course-book. According to the results of the interviews, some students think that all skills should be given together in the grammar course (60%). However, 20% of the student responses stated that only listening should be included in grammar, responses which state only reading or only speaking should be included in the grammar course share 10% of the total responses each.

4.2.5 Unit Structures

The last category from students' journals is unit structures. By unit structures we mean the presentation of the related structures like "simple past tense" and "past continuous tense". In the course-book, for example, Past Progressive is presented with Simple Past Tense as a separate unit whereas related structures, Future Tense and Future Time Clauses are presented as separate units. Students were asked in the journals whether

these related structures should be given together or separately, and three types of responses were identified from the journals. The distribution of the responses related to unit structures is shown on Table 4.6 below:

Table 4.6 Responses related to Unit Structures

<i>Journals</i>	<i>N*</i>	<i>%</i>
Separately	74	52
Comparatively to see the difference	35	24
Comparatively to prevent confusion	35	24
TOTAL	144	100

* Total number of the communication units

As it is shown in Table 4.6, according to some responses, related structures should be given separately (51%), whereas according to some other responses, related structures should be given comparatively to see the differences in the target structures (24%). Moreover, 24% of the students think that giving related structures comparatively prevents confusion.

Apart from these responses determined from students' journals and interviews, in order to answer the second research question, which asks whether this reflection process made any difference in students' achievement, pre/post-test results were statistically analyzed.

4.3 Pre/Post-Tests

The second aim of this study was to find out whether reflection makes any difference in students' achievement. To reach this aim, students were given pre/post-tests on Simple Past Tense and Future Tense. In analyzing the scores of the students in given tests, two different analysis techniques were used: Independent Samples T-tests, Paired samples t-tests and MANOVA. Pre-test results of experimental and control groups did not show any

significant difference between groups in both Simple Past Tense ($t = 0,917$, $p > .05$) and Future Tense ($t = 0,071$, $p > .05$) (see section 3).

The results of paired samples t-tests for experimental group were given on Table 4.7:

Table 4.7 Paired samples t-test for Experimental Group

		X	s.d	S:E	t	P
Simple Past Tense	Pre-Test	68,21	15,64	4,40	3,550	,001
	Post-Test	83,85				
Future Tense	Pre-Test	58,32	20,03	4,48	4,463	,000
	Post-Test	78,35				

According to Table 4.7, In Simple Past Tense the experimental group had a significant difference between the pre-test and the post-test ($t = 3,550$, $p < .05$). When the Future Tense is considered, a significant difference was found between the pre-test results and the post-test results of the experimental group again ($t = 4,463$, $p < .05$).

The same procedure was also applied to the results of the control group. Table 4.8 shows the results of the control group:

Table 4.8 Paired samples t-test for Control Group

		X	s.d	S:E	t	P
Simple Past Tense	Pre-Test	72,0690	11,5172	3,5245	3,268	,002
	Post-Test	83,5862				
Future Tense	Pre-Test	56,7586	17,0000	3,9057	4,353	,000
	Post-Test	73,7586				

Table 4.8 shows that there is a significant difference between pre-test and post-test results of the control group in Simple Past Tense ($t = 3,268$, $p < .05$). Moreover, Future

Tense pre-test and post-test results of the control group show a statistically significant difference ($t = 4,353, p < ,05$).

The results of the independent samples t-test for post-tests are shown on table 4.9:

Table 4.9 Independent Samples t-test results of Experimental and Control Groups on Post-Tests

		X	s.d	S:E	T	P
Simple Past Tense	Experimental Group	83,85	0,85	3,61	0,237	,814
	Control Group	84,71				
Future Tense	Experimental Group	78,35	3,21	3,49	0,921	,361
	Control Group	75,14				

As for the post-test results of the experimental and control groups, Table 4.9 states that both groups have almost equal results in post-test of Simple past tense, namely, no significant difference can be observed ($t = 0,237, p > ,05$). When the post-test results of Future Tense are taken into consideration, again no significant difference can be observed between both groups ($t = 0,921, p > ,05$). in other words, there is not a significant difference between both groups on both structures.

After t-tests, MANOVA was applied for both structures separately to see whether any difference occurred between the groups in each structure. Table 4.10 shows the results of MANOVA for Simple Past Tense:

Table 4.10 A Multi Variate Analysis of Variance of Difference Scores according to Between-Subject effects for Simple Past Tense

Source	SS	d.f	MS	F	P
Group	91,480	1	91,480	0,408	0,300
Error	24890,275	111	224,237		
Total	24981,754	112			

As shown on Table 4.10 Group results show no significant difference for both groups in Simple Past Tense considering the pre/post test results ($F = 0,408$, $d.f = 1$, $P > .05$). Furthermore, the same MANOVA test was applied to the results of both groups from Pre/post tests about Future Tense, and the results are given on Table 4.11:

Table 4.11 A Multi Variate Analysis of Variance of Difference Scores according to Between-Subject Effects for Future Tense

Source	SS	d.f	MS	F	P
Group	270,396	1	270,396	1,084	0,300
Error	27686,797	111	249,431		
Total	27956,792	112			

According to Table 4.11, there is again not a significant difference in group results for Future Tense. ($F = 1,084$, $s.d = 1$, $p > .05$).

Above results show that there is not a significant difference in in-group results when pre/post test were considered, again the results are the same between the groups at the end of the study, also the results for both groups in MANOVA test for Simple Past Tense and Future Tense showed no difference for group results. To see whether this study made any difference in students' achievement, all four variances –two pre and two post tests- should be taken into consideration together. The results for groups and Pre-post test results gathered throughout this study were analyzed using MANOVA test, and shown on Table 4.12:

Table 4.12 A multi variate Analysis of Variance of Difference Scores according to Between-Subjects Effects

Source	SS	d.f	MS	F	P
Group-Pre/Post	182,645	1	182,645	0,767	0,382
Error	53081,430	223	238,033		
Total	53264,075	224			

In Table 4.12, both groups and all pre-post test results were considered for analyses. The results of the analyses showed that there is not a significant difference when all variances were considered together ($F = 0,767$, $s.d = 1$, $p > .05$).

The results stated above clearly shows that no significant difference occurred between the groups after the study according to independent samples t-test and MANOVA. To understand why the study did not make any difference in students' achievement, the results of journals and interviews might also be taken into consideration. Table 4.13 states the responses gathered through structured journals and interviews about the efficiency of reflection:

Table 4.13 Responses related to effect of reflection on students' achievement

Journals	N*	%
Not beneficial	87	48
Revision and reinforcement	69	38
Expressions of thoughts about the book	13	7
Awareness	12	7
TOTAL	181	100

* Total number of the communication units

Some student responses show that reflecting on the book was not beneficial for their achievement (48%), but it helped them for revision and reinforcement (38%) and helped to express thoughts about the book (7%). Furthermore, student responses reveal that these journals helped to gain awareness (7%).

The interviews also show similar results. The responses indicate that filling the journals in helped some students in revision and reinforcement (75%). On the other hand, some responses show that these journals did not make any difference in their achievement of the target structures (25%).

structure. This helps us to adapt to the course and the structure, and comprehend the structure more easily.

However, these contexts should be made more clear to the students. Therefore, it can be assumed that although grammar in context part helps students to identify and remember the target structure as well as motivate them to learn the structure, these contexts may be clarified by taking students' attention to see these structures in context which shows the form, use and meaning of the target structure. In addition to this, since these contexts contain some unknown vocabulary items, in order to make contexts more clear there the teaching of the unfamiliar vocabulary might be given importance.

Nunan (1998) suggests that the grammar instruction will be more effective in classrooms where learners are exposed to authentic samples of language and had an opportunity to see grammar in a natural context. Then, students might be helped to see the grammar in context part not as an ordinary reading passage but as the language presented in its natural context. As presenting language in context allows learners to see the natural language, and as it is more effective than presenting every rule by means of general explanation followed by an exercise consisting of a series of decontextualized sentences (Petrovitz, 1997), students might be aware of the effectiveness of grammar in context.

In the course-book, grammar in context is followed by the grammar presentation part which includes tables about different forms of the target structure and explanatory notes which give information about the certain uses of the target structure. One of the students commented on grammar presentation as:

In my opinion, it was beneficial for me to see grammar presentation in tables after grammar in context part, where we could see the use of the structure, because it helped me to comprehend the structure after I saw how it is used.

It can be assumed that when students are given a chance to see the structure in a context before it is presented to them, it may help them grasp and reinforce the form and the use of the target structure easily.

An important aspect of the grammar presentation part is that all forms of the target structure are given in tables rather than formulas (e.g. S+V+O, etc.). Therefore, we may assume that these tables are effective sources for learners to easily remember various forms of the target structure. However, journals also reveal that some students think these tables lead to memorization. This might be because they feel themselves required to memorize the given forms in the tables. To overcome this, students might be acknowledged about the function of the tables and reminded that these are not for memorization but for seeing all forms together.

In addition to this, some student responses show that tables are more effective than texts. The text here means the one used in the grammar in context part. This might be because students are not accustomed to see the use, meaning and form of the structure in a context before presentation, or because they don't know the function of these tables. Students might be informed that grammar in context part is not the presentation of the target structure but rather, it helps to see the language in a context taken from the real-life situations that they can come across in daily life when they read a magazine article, a poem or listen to a conversation.

After the tables where all forms of the target structure is given, explanations about the usage of the target structure is given in the notes part in the book. This study revealed that students find notes part effective and helpful for learning the target structures.

These might be because the explanations are to the point and helps them clarify the usage. However, some responses also show that there should be more examples about the usage of the target structure along with the explanation. One of the students said:

Explanations in notes part are not enough. It should have been better if there were examples which were more challenging and helpful in questioning the structure.

Interviews also revealed that more examples are needed. In order to help students access more examples about different usages of the target structure, extra materials that include different examples can be brought to the students.

Need for visuals were evident from the structured journals. Visuals here mean charts, drawings and pictures that show how the target structure is used. One of the students stated his ideas about the use of visuals as: *I think notes part was beneficial but I would prefer if there were pictures in the examples that help to comprehend the structure easily.*

As Canning-Wilson (2001) suggests visuals are effective materials in helping learners comprehend the target structure more easily. Therefore, notes part can be enriched by using visual aids.

As for the activities, student responses show that while doing the activities students also learn new vocabulary items and these activities are also beneficial for preparing students for the exams they will take. These positive thoughts of students are also in parallel with the interviews in the way that students think these activities help understanding the structure. One of the students expressed his thoughts about activities as:

I think activities are ... good in general. I grasped the...the structure totally. Since there are different activity...activity types, they are also not boring. Also they help to practice both use and form.

We may assume that students are able to see how the target structure is used and formed which helps them to comprehend the target structure easily without getting bored.

There are also negative thoughts about the activities. Journals revealed that students also think these activities are confusing. It may be because they don't understand the functions of the activities, instructions and may be because they are not accustomed to different activity types. One of the students said:

Some activities were confusing. For example, sentence completion and scrambled sentences were so confusing that I did not want to do them. I think I didn't miss anything for not doing them.

To overcome this confusion, students may be informed about for what purpose they are doing these activities and instructions may be made more clear by giving extra explanations. Moreover, they might be informed about what they would gain at the end of the activity and how it would be useful for them. Different from the journals, the interviews revealed that some students find the activities not challenging enough. This might be because some students need extra activities which are more challenging. The students who want more activities might be supported by extra activities which they can do outside the class.

The course-book used in the grammar course includes all skills that are reading, listening, speaking and writing. This course book gives importance to the mastery of all skills and it is a course-book which integrates these four skills into the grammar.

As for Reading, there are various types of reading texts in the course-book like magazine articles, poems, and dialogues. According to student responses in the journals, topics are important. We may assume that students like the topics which are interesting and up-to-date. Since this course-book includes reading topics which may take the attention of

university students, students might be motivated to read the passages more easily. Furthermore, the responses indicate that students find reading helpful for learning vocabulary. Since reading texts are one of the most useful ways of teaching vocabulary, before reading passages teaching of active vocabulary items may be given importance and students might be taught how to guess meaning from the context as a strategy. In addition to these, students stated that there should be more reading passages in grammar. In order not to distract the curriculum, students who want extra reading in the target structure might be provided with extensive reading materials that they can read outside the class.

The grammar book also contains listening activities. It is obvious in this study that students are generally fond of listening activities and they think it is beneficial for them to hear target structures in natural speech. Some students stated that listening is helpful for pronunciation. Since FL students have difficulties in pronunciation, listening may be a helpful way to hear the pronunciation of the words from native speakers. However, some students think listening is not necessary in grammar. This may be because there is a separate listening/speaking course. As listening helps with the language development, these students might be informed that listening in the grammar course can help them use the language in an efficient way.

As for speaking, the book contains communicative and pair/group work activities. Since one of the difficulties of FL students is that they don't speak in English while they are doing pair/group work, students were asked to write whether they use English or Turkish in communicative activities. This study revealed that students generally use both English and Turkish in communicative activities, and they do this because of lack of vocabulary. To overcome this, the vocabulary items which they will likely to use in a certain communicative activity (e.g. for ordering food) can be taught. Language

preparation is also important in communicative activities therefore, students might be made familiar with the language they are going to use moreover; teachers may carefully prepare them to speak with each other. Students might be encouraged to use the target language while speaking, although they make grammatical mistakes as communication is more important than the correct use of the target structure in speaking. Students might also be informed that accuracy develops throughout time with the practice of the language and they can be encouraged to express themselves in English as much as they can.

At the end of each unit, there is a writing part. Some students think that writing helps them to use the target structure effectively whereas some others think it is not necessary in grammar. Since ability to write in English is an important part of language learning the more the writing is practiced the more it develops, and since writing is a productive skill, the writing activities at the end of the units might be given as homework then checked by the teacher or the peers to see whether the target structure is used accurately.

Although pronunciation is not a skill but a language area, there are responses about pronunciation in the students' journals. This may be because students perceive pronunciation as an important issue in grammar. Ability to pronounce the words accurately is necessary for speaking the language efficiently; therefore, teachers might give importance to pronunciation. As the role of pronunciation should not be underestimated in language learning (Thanasoulas, 2003) first of all, teachers might study pronunciation themselves then they can help learners pronounce the words accurately. Journals show that students are aware of the importance of pronunciation as speaking and writing is not enough for using the language accurately but accurate pronunciation is also needed for using language more effectively. On the other hand, some students think that there is a separate speaking/listening course in which they can practice pronunciation. As accurate

pronunciation is also important in the checking of the grammar activities, these students might be helped to gain awareness of the accurate pronunciation in order speak effectively.

Consequently, since this grammar course-book gives emphasis on all skills, one of the students expressed his opinions about Skills in general as:

... I, for example, am not someone who is able to speak a lot in Speaking. In other words ... I'm shy. But of course to understand Grammar, in other words, tenses and how to speak, they are beneficial. They are a whole and in Grammar I can see them together.

The last main category is unit structures. In the grammar book the structures which refer to past the Simple Past tense (unit 3) and used to (unit 4) were given as separate units whereas Past Progressive Tense (unit 5) is given together with Simple Past Tense as a separate unit. As for the Future, there are two separate units in the book: Future Tense (unit 6) and Future Time Clauses (unit 7). Some students think that related structures should be given separately. It may be because these students are not aware why some structures are given separately whereas the others were given together. On the other hand, some students think that related structures should be given together to see the difference or to prevent confusion. This may be because students feel they can see the differences between the structures easily when they see both structures together. One of the students who was asked to write about why Past Progressive Tense is given with comparative to Simple Past Tense in a separate unit (Unit 3), said:

Giving them together is more reasonable. If they were separate, they could be confusing. To be able to identify them, it is more reasonable to give them together. Learning them at the same time is advantageous in order to compare the structures.

As a result of our findings from the structured learning journals, reflection helped the teacher to see the course-book from the eyes of the learners which is similar to

Brookfield's (2002) suggestion that reflection gives the teacher a chance to see himself from the eyes of the learners. This chance of seeing the course book from students' perspectives would be helpful to use the course book more effectively to teach the target structures. Moreover, reflection can also help us create a student centered atmosphere when students see that their thoughts and feelings are taken into consideration. Then, they would become eager to participate in the lesson.

As reflection is found to be a helpful tool for promoting students' learning (Haigh, 2001; Matsumoto, 1996), second aim of this study was to find out whether reflection through structured journals makes any difference in students' achievement of the target structures. The results of the study show that, reflection did not make any significant difference in students' achievement of both Simple Past Tense and Future Tense. It shows that engaging in reflective practice through structured reflective journals did not help learners achieve the target structures more effectively. Our results did not conform to Haigh (2001), and Matsumoto (1996) who found that reflection provokes learning.

When we take students' responses in the learning journals and interviews (see Table 4.13) into consideration, we see that although reflection is not beneficial to achieve the target structures, it helped them to revise and reinforce the target structures. Moreover, students think that engaging in reflection helped them become aware of what they do and why. This finding conforms to Leung and Kember's (2003) opinion stating that reflection provides learners gain awareness of their actions. Our finding also conforms to the recent literature which suggests that reflection guides learners to become aware of what they experience (Lowe and Kerr, 1998; Haigh, 2001; Thorpe, 2000; Bourner et.al., 2000; Gunn, 2000; Matsumoto, 1996).

Students' responses also show that reflection helps them to express their thoughts about the book. This conforms to Dunlap's (1998) and Moon's (1999) ideas which emphasize that reflection is a helpful tool for eliciting students' thoughts and emotions in order to arrange effective learning environment.

As a result of all our findings, students are generally satisfied with the course-book used in the grammar course. With respect to their responses, some arrangements may be made in order to meet their expectations and needs mentioned in the learning journals. When we consider our second aim, it can be said that reflection did not help learners to achieve the target structures more effectively. However, it helped them not only to gain awareness of their actions but also helped them to express their thoughts about the course book.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

5.1. Summary

In recent years, reflective practice where learners are engaged in reflecting on their achievement, performance and learning environment has gained tremendous interest in both first and second language learning and teaching. Although many research have been conducted in reflective teaching area, the number of the research in learners' reflective practices are limited.

A research on learners' reflective practice can help teachers see the learning process and what goes on inside the language classroom from learners' perspective and it can also contribute to the arrangement of effective learning environment with respect to the learners' thoughts. In addition to this, reflection can help teachers elicit learners' thoughts about the materials used in the courses as well as their thoughts and feelings about their own learning.

Course book is one of the important materials used in the language courses. Most of the time teachers use the course book as the only teaching material in the language class. If learners have negative feelings and prejudices toward the course book it becomes very hard to do effective teaching. Therefore, learning what students think about the course book and whether they are aware for what purpose they are doing the activities in the course book can help teachers select an appropriate course book and arrange the activities according to the needs and expectations of the learners.

One way of leading learners to reflect upon the course book is having them keep learning journals in which learners write what they think about the course book. However, there is not a published study on having learners reflect on the course book used in the language course and there is a need for research on this issue in order to arrange effective learning environment with respect to students' expectations.

In this study, the idea of leading students reflect on the course book was taken as a starting point and the primary aim was to investigate what students think and feel about the various aspects of the course book used in the grammar course. Secondary aim was to find out whether this reflection made any difference in their achievement in the grammar course. For these purposes 57 lower intermediate level student in the School of Foreign Languages in Anadolu University were taken as the subjects of this study. 29 of them were in the control group and 28 of them were in the experimental group. A pre-test for Simple Past Tense and a pre-test for Future Tense were used to determine whether the students in the experimental and control group had the same level of knowledge about the mentioned target structures. Results of the t-tests did not show any significant difference between the control and the experimental groups, therefore, the study was conducted with these groups.

During the study, the experimental group wrote structured learning journals which consist of questions that helped them to reflect on the course book after each grammar unit was completed. These journals also helped them to interrogate for what purposes they are doing the activities in this course book. At the end of each learning journal, they were asked to write whether answering the questions in the journal made any difference in their achievement of the target structure that the unit covers. Ten randomly selected students were then interviewed. These students were asked to express their thoughts and feelings about the course book and the reflection they were engaged in. Students in the control

group were neither exposed to write structured learning journals nor asked to participate in the interviews. Both experimental and the control group were given post-tests, which cover the target structures about the past and the future tense, in order to see whether reflection made any difference in their achievement of these target structures, at the end of the units.

After the collection of the structured journals from 28 students in the experimental group, they were analyzed according to the Constant Comparative Method to determine the communication units in these journals. These communication units were then contrasted and compared to bring similar responses together and categorized under five main categories. These five main categories are: grammar in context, grammar presentation, activities, skills and the unit structure.

Interviews were transcribed, and analyzed according to the Constant Comparative Method. The same analysis procedure in the structured journals was followed to determine the types of responses derived from the communication units. These responses were then brought under five main categories which are mentioned above. The pre/post tests of both control and experimental group were analyzed by using t- test and MANOVA to see whether reflection made any difference in students' achievement.

This study revealed what students thought about grammar used in context, grammar presentation, activities in the course book, skills integrated in grammar, unit structures and the reflection they were engaged in. The results of this study indicate that reflection did not make any difference in their achievement of the target structures. However, it helped students develop a critical look towards the course book used in the grammar course as well as helping them to reinforce and revise the target structures. Furthermore, the analyses of the structured journals and interviews showed that reflection helped students question the purposes of what they did while they are doing the activities in the course book.

5.2 Conclusions Based on the Analysis of the Results

This study aimed to find out what students think and feel about the grammar course book through reflection and whether this reflection made any difference in their achievement of the target structures in the grammar course.

What do students think about the grammar course book?

As a result of the analysis of the students' responses in the structured learning journals, we may assume that students are generally fond of the course book used in the grammar course. Students think that grammar in context helps them to see the use and form of the target structure but for learners' to understand the texts in this part there may be given emphasis on teaching of the vocabulary items that are unfamiliar to them in the texts. For the grammar presentation, students might be exposed to more examples about the target structures with the help of visual aids. Activities are generally found beneficial for the students to comprehend the target structures, but to prevent confusion instructions might be made more clear for them to understand. Moreover, students might be informed about the aim of the activity types they are not familiar with. As for skills, the book integrates all of them and students generally agreed that all skills should be included in the grammar course. Asking students whether they know why some structures are given separate or together, we tried to guide them to develop a critical look towards the course book.

Does reflection make any difference in students' achievement in the target structures?

The results of this study show that reflection did not make any difference in students' achievement of the target structures. Both pre/post test results and students' responses in the structured journals and the interviews indicated that engaging in reflection did not make any significant difference in students' achievement. However, the results of the analyses of the learning journals and interviews indicate that reflection helped students to examine the course book critically and interrogate the purposes of what they did. Reflecting on the course book also helped them to make a revision of what they did. Students' responses revealed that reflection was beneficial for them to reinforce the target structures and it enabled them to determine the differences and similarities between certain structures.

According to the results of the study, it is obvious that reflective practice can help learners develop critical thinking and gain critical awareness about why they do certain activities.

5.3 Implications

Although we have a small sample size in this study, leading learners reflect on the grammar course-book has certain implications for teachers and course developers. First of all, as reflection gives the teacher a chance to learn what students think and feel about the course-book, it can help teachers to see the course-book from the learners' perspectives.

Then, teachers can make arrangements about the course book in order to create a more effective learning environment.

Sometimes we can hear teachers complain that students often do not want to do the activities and are not fond of the course-book. In this situation, first of all a teacher should learn why his students are feeling in that way. Guiding learners engage in reflection can help the teacher produce solutions to overcome such problems. Similarly, course developers can select and develop appropriate teaching materials with respect to students' expectations and needs by leading them to reflect on the materials. Moreover, the materials used in the classroom may be revised and developed into effective learning materials as it is the learner who benefits from them. Therefore, if we are to expect our learners become effective learners, then we should not underestimate their feelings and thoughts. Furthermore, as the classroom cannot be thought without the students, giving attention to what they think can help the teacher communicate with them more easily by taking their feelings and thoughts into consideration.

Another implication is that, reflection helps students become aware of what they do and why as "it is helpful tool for learners to become aware of their experiences and purposes underlying their actions" (Brookfield, 2002).

Another major implication is that through reflection it is possible to design an atmosphere where students would feel themselves valuable as their thoughts and feelings are taken into consideration by the teacher. As reflection is found to be a beneficial way of eliciting students' thoughts and feelings, then it can become a first step in the way to create learner-centered classrooms.

Another more far-reaching implication is that, reflection can be considered as the crawling stage in the way to become autonomous learners. However, learners cannot

become autonomous all of a sudden. They should be guided and helped to take the responsibility of their own learning. As Matsumoto (1996) suggests reflection through diary-keeping, questionnaires and interviews can help learners to capture the leadership of their L2 learning processes to become autonomous learners. Therefore, having learners engage in reflection can serve as a basis for them to become fully autonomous. If reflection is made an ordinary element of the curriculum, then students would gradually follow the way up to autonomy.

As a conclusion, in order to let students benefit from the reflective practice, teachers should encourage them to express their thoughts and feelings. Moreover, students should be led to understand the value of reflection as it is also a tool for getting aware of what they do and why.

5.4 Suggestions for Further Research

Results of this study indicate a number of areas that need further investigation. First of all, as this study was conducted on Lower-Intermediate students, there need to be made other studies on other levels as well.

Moreover, this study was limited to learn about the students' feelings and thoughts about the grammar course, so such a study may be conducted on other skills (courses). That is the materials developers may consider the results of this study and they can apply such a study in other courses.

Furthermore, as this study covered two different grammar structures, and the results were generated, other studies might be held on other structures. This expanded study may help teachers to see what students think about the course-book they are using.

Another suggestion for further research is that, since the students were not trained about reflection in this study, other studies can be conducted by giving training the students and then testing them to see if there occurs any difference in their achievement.

Additionally, since this study was done to learn about students' feelings and thoughts about the Grammar Course-book they are using, other studies can be done on the course itself, or the technique used in the classroom.

The last suggestion for further studies is such reflective journals and other reflective data collection techniques may be made a part of the curriculum on the way to develop the curriculum to meet the needs of students, teachers and the school they are used at.

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APPENDIX A-1

Name:.....

Class:.....

Part A. The story below is from Jack's diary from the last week. Complete his diary by using the past forms of the verbs in order to learn what happened last week in Jack's life. (25x2=50)

16 Sept, 2002

Thursday

The day (begin) terribly. My alarm didn't go off and I (leave) the house with only 1 hour to spare before the plane (to be) due to take off. Luckily there..... (to be) very little traffic and I (arrive) at the airport with 30 minutes to spare. I (check) in at the gate and (go) for a coffee. Just as I (sit) down , the announcer(call) my flight. I (drink) my coffee quickly, too quickly in fact as I (spill) some on my shirt. I (follow) the sign to the departure gate and (go) through passport control. I..... (sit) down in the departure lounge. It (to be) full of teenagers, obviously a school trip. They were making a terrible noise. And then I (hear) that terrible announcement, the one you don't want to hear. There (to be) a problem with the engine. I (look) around for a place to get another coffee. I (see) a drinks machine so I (go) over to get some. I (put) in my money and (press) the button for black coffee. When I (pick) up the cup, it (contain) only water. At that moment, the hostess (announce) that the plane was delayed because of bad weather.

Part B. Combine the pairs of sentences use the Simple Past Tense or The Past Progressive form of he verbs. (9x2=18)

1. I sat in English class.

The earthquake struck.

_____ when _____

2. The earth moved.

The lights went out.

When _____

3. The electricity went out.

We reviewed the simple past tense.

_____ while _____

4. We sat in the dark.

My heart beat very fast.

While _____

5. We went outside.

The earth stopped moving.

_____ when _____

6. We stood in the yard.

The school principal came out.

While _____

7. Many parents arrived.

Principal spoke to the students.

_____ while _____

8. I felt released.

I saw my father.

When _____

9. My father and I drove home.

We saw the damage from the earthquake.

_____ while _____

Part C. Write the underlined information in a different way, using a form of used to.

(6x2=12)

1. In the nineteenth century, most women didn't go to school.

2. Before trains and cars, people didn't travel very much for pleasure.

3. Before television, people told stories and played games in the evening.

4. Ahmet played basketball last year and the year before, but he doesn't play anymore.

5. Ali wrote articles for the school newspaper when he was a first year student, but he doesn't have time this year.

6. In the past, we never worried about time, but now we always feel in a hurry.

Part D. Write Five (5) of your past habits that you no longer have. (5x4=20)

1. _____
2. _____
3. _____
4. _____
5. _____

Thank you for your participation!!!

APPENDIX A-2

Name:.....

Class:.....

Part A. Circle the most appropriate form to complete each sentence. (10x3=30)

1. A: What are we going to do/will we do today? It's too cold to go outside.
B: Let's play cards.
2. A: Do you have any plans for this weekend?
B: Yes, we do. We are going to go/we will go camping.
3. A: I feel strange. I think I'm going to be/I will be sick.
B: I'll pull over and stop the car.
4. A: What do we need for dinner?
B: We need some chopped meat. I'm going to make/I will make spaghetti sauce tonight.
5. A: Martina and I are studying/study for the test everyday next week.
B: That's a great idea.
6. A: What time does the sun rise tomorrow morning?
B: Tomorrow the sun rises/is rising at 5: 10.
7. A: Do you have any predictions about next year's election?
B: I think Brown is winning/will win.
8. A: There is a time-management seminar next week.
B: Really? I think I'm going to go/I'll go. I missed the last one.
9. A: Do you have any plans for the fall?
B: Yes. Didn't I tell you? I'm going/I'll go to Mexico for a semester.
10. A: I didn't understand the grammar we did today.
B: Don't worry. Soon You will understand/you are understanding it.

Part B. Complete the sentences with the correct form of the verbs in parentheses. Use "will" where necessary. (10x4=40)

1. I _____ (fix) that leaky faucet when I _____ (get) home tonight.
2. Ron _____ (not leave) here until you _____ (call).
3. When Hasan _____ (receive) the contract, he _____ (send) you a copy.

4. We _____ (send) a repair person as soon as someone _____ (be) available.
5. I _____ (listen) to your tape while I _____ (drive) to work tomorrow.
6. Jack _____ (feel) better after he _____ (take) a nap.
7. The nurse is going to weigh you. After she _____ (weigh) you, she _____ (take) your blood pressure.
8. By the time you _____ (finish) this course, your grammar _____ (be) excellent!
9. Bill _____ (not come) until he _____ (finish) his English homework.
10. When we _____ (see) the neighbors tonight, we _____ (tell) them the news.

Part C. Complete the advertisement below using the correct form of the verbs in parentheses. (9x2=18)

Shadybrook Retirement Village

What _____ you _____ (do) when you _____ (retire)? Where _____ you _____ (go) when you finally _____ (have) all that free time?

By the time you _____ (turn) 65, you probably _____ (want) to make some major life changes. Here at *Shadybrook Retirement Village*, you _____ (enjoy) swimming, tennis, golf, and much more. Come and see for yourself. After you _____ (visit) us, you _____ (not want) to leave!

Part D. Think about your dream house of the future. Write 4 sentences describing your dream house. (4x3=12 Pts.)

1.

2.

3.

4.

APPENDIX B-1

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:17.....

Ünite 3: Simple Past Tense

1. "Simple Past Tense" yapısının kitapta öncelikle bir parça içinde verilmesinin sizce sebebi nedir? Verilen okuma parçasının konuyu daha iyi anlamanızda bir etkisi oldu mu? Nasıl?

Bu kalıbın cümle yapısı içerisinde nasıl kullanıldığının daha iyi kavranması için parça içerisinde verildiğini düşünüyorum. Verilen okuma parçası konuyu daha iyi anlamamıza yardımcı olabiliyor. Çoğu zaman; çünkü ya ilginç bir konu veya ilgi alanımıza girebilecek bir konu veriliyor bu da derse ve konuya adapte olmamızı ve dolayısıyla konuyu kavramamıza yardımcı oluyor.

2. İşlenen "Simple Past Tense" yapısının sayfa 20-21'deki gibi tablolar halinde verilerek işlenmesi sizce gerekli mi? Bu tablolar sizin daha iyi anlamanıza yardımcı oldu mu? Bu yapı daha başka nasıl verilebilirdi?

Her ne kadar ezbercilik gibi görünse de faydası göz ardı edilemez. Kalıpları bir anda hatırlamamız açısından gerekli olduğunu düşünüyorum. En güzel yöntem budur heralde; çünkü okuma başka bir yöntem gelmiyor.

3. Konu anlatımında 3 tane okuma parçası olması sizce yararlı mı? Size göre bu parçaların sayısı artırılmalı mı, azaltılmalı mı?

Bence bu kadarı yeterli. Verilen parçalar çok kolaydan daha doğru gidiyor. Daha önceden temeli olan biri için yeterli olduğunu düşünüyorum.

4. Sayfa 24'te yer alan boşluk doldurma aktivitelerinin ne gibi bir faydası olduğunu düşünüyorsunuz? Bu tür alıştırmaları sever misiniz?

- Pasif ...
- aktif ...
- ...
Düzensiz fiillerin ikinci hallerini hatırlamamıza yardımcı olur. Öğrenmemize yardımcı oluyor. Bu tür alıştırmaları severim.

5. Sayfa 27'deki "Listening" aktivitesinin gramer yapısını öğrenmeniz için gerekli olduğunu düşünüyor musunuz? Önceki okul hayatınızda (İlkokul, Ortaokul, Lise) gramer derslerinde bu tür dinleme aktiviteleri kullandınız mı? Bu sizin için tamamen yeni bir şey mi?

- Kapsamlı ...
- ...
- ...
Lisede bu tür çalışmalar yapıyorduk, yeni bir şey değil. Gramerden çok dinlediğimizi anlamamız yani pratik olma açısından önemli olduğunu düşünüyorum.

6. Yukarıdaki soruları cevaplamak "Simple Past Tense" yapısını öğrenmenize bir katkı sağladı mı? Nasıl?

- ...
En azından tekrar yapmayı sağladı bu da bu yapıyı öğrenmeye katkı sağladı

APPENDIX B-2

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:17.....

Ünite 3: Simple Past Tense

1. "Simple Past Tense" yapısının kitapta öncelikle bir parça içinde verilmesinin sizce sebebi nedir? Verilen okuma parçasının konuyu daha iyi anlamanızda bir etkisi oldu mu? Nasıl?

OWS
2. Sınıf
Kontext istemiş olabilirler. Böylece simple past hangi durumlarda nasıl kullanılıyor görmüş olduk bence. Her ünitenin sonunda var zaten böyle oluy bence çok iyi oluyor, konuyu daha iyi öğreniyoruz.

2. İşlenen "Simple Past Tense" yapısının sayfa 20-21'deki gibi tablolar halinde verilerek işlenmesi sizce gerekli mi? Bu tablolar sizin daha iyi anlamanıza yardımcı oldu mu?

Bu yapı daha başka nasıl verilebilirdi?

OWS
2. Sınıf
Tablo her zaman daha iyi, kolayca görülebilir her şey, bakınca insan hemen hatırlıyor. Bence tablo olması iyi başka türlü olmaz. Kafam karışıyor.

3. Konu anlatımında 3 tane okuma parçası olması sizce yararlı mı? Size göre bu parçaların sayısı artırılmalı mı, azaltılmalı mı?

OWS
2. Sınıf
Bence 3 tane okuma parçası yeterli. Tam dozunda yani çok fazla sıkıcı olabilir. Okuma parçaları bence yeterli.

4. Sayfa 24'te yer alan boşluk doldurma aktivitelerinin ne gibi bir faydası olduğunu düşünüyorsunuz? Bu tür alıştırmaları sever misiniz?

like
rejici
ice
ps
daly
to
Evet severim. Simple Past için öğrenim için büyük faydasına olan hataları öğrenmek için iyi oluyor o yüzden bu alıştırmalar konuyu daha iyi anlamamı sağlıyor.

5. Sayfa 27'deki "Listening" aktivitesinin gramer yapısını öğrenmeniz için gerekli olduğunu düşünüyor musunuz? Önceki okul hayatınızda (İlkokul, Ortaokul, Lise) gramer derslerinde bu tür dinleme aktiviteleri kullandınız mı? Bu sizin için tamamen yeni bir şey mi?

high school
ceşney
o
of the
tuşları
Lise de vardı ama biz çok nadir yapardık. Yapıları duyabilmemiz için gerekli birer o da önemli çünkü.

6. Yukarıdaki soruları cevaplamak "Simple Past Tense" yapısını öğrenmenize bir katkı sağladı mı? Nasıl?

o.
rejij
eterij
kroba
er
topped
aio
thine
Hayır! Ama tekrar yapmış oldu, Simple Past, daha iyi öğrendim. Drop d'endim bazı şeyleri en azından.

APPENDIX B-3

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:

.....

Ünite 4: Used To

1. "Used To" yapısının kitapta öncelikle "FAQ about Jeans" parçası içinde verilmesi hoşunuza gitti mi? Bu okuma parçasının "Used to" yapısının kullanımını anlamanıza bir faydası oldu mu? Nasıl?

Evet, hoşuma gitti. Parça "used to" yapısını anlamamda yardımcı oldu çünkü parçanın ortasında "used to" yapısını nasıl ve nerelerde kullandığını öğrendim.

2. İşlenen "Used To" yapısı sizce neden ayrı bir ünite olarak verilmekte? "Simple Past Tense" yapısı ile birlikte verilse daha mı iyi olurdu?

Simple Past Tense yapısıyla aynı okuma gelmede ayrı bir ünite olarak verilmesi daha iyi çünkü farklı bir yapıya sahip.

3. "Focused Practice" kısmında parça içerisinde gramer yapılarını bulmak size yapının nerelerde kullanılacağı ile ilgili bir fikir verdi mi?

Evet, yapının nerelerde kullanıldığı hakkında fikir verdi.

4. Sayfa 33'te yer alan resimler hakkındaki boşlukları doldurma aktivitesinin ne gibi bir faydası olduğunu düşünüyorsunuz? Bu tür alıştırmaları sever misiniz?

Resimlere bakarak boşluk doldurmak çok faydalıdır. Çünkü bu tür alıştırmalar konuyu pekiştirir. Bu tür alıştırmaları severim.

5. Sayfa 35'teki "Then and Now" aktivitesini yaparken partnerinizle İngilizce konuştunuz mu? Türkçe kullandığınız zamanlar oldu mu? Neden?

İngilizce konuştum. Türkçe kelime kullanmaması için özen gösterdim.

6. Yukarıdaki soruları cevaplamak "Used To" yapısını öğrenmenize bir katkı sağladı mı?

Tezrar niteliğinde oldu.

APPENDIX B-4

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:15.....

Ünite 4: Used To

1. "Used To" yapısının kitapta öncelikle "FAQ about Jeans" parçası içinde verilmesi hoşunuza gitti mi? Bu okuma parçasının "Used to" yapısının kullanımını anlamanıza bir faydası oldu mu? Nasıl?

2. İşlenen "Used To" yapısı sizce neden ayrı bir ünite olarak verilmekte? "Simple Past Tense" yapısı ile birlikte verilse daha mı iyi olurdu?

3. "Focused Practice" kısmında parça içerisinde gramer yapılarını bulmak size yapının nerelerde kullanılacağı ile ilgili bir fikir verdi mi?

4. Sayfa 33'te yer alan resimler hakkındaki boşlukları doldurma aktivitesinin ne gibi bir faydası olduğunu düşünüyorsunuz? Bu tür alıştırmaları sever misiniz?

prefer
with practice

Resimli aktiviteleri her zaman daha çok tercih ederim. Bence böyle aktiviteler öğrenmeyi kolaylaştırır ve daha hızlı öğrenmeye yardımcı olur. Sayfa 33'teki alıştırmaya bence konuyu kavramamı kolaylaştırdı.

of
reels
helped
with practice

5. Sayfa 35'teki "Then and Now" aktivitesini yaparken partnerinizle İngilizce konuştunuz mu? Türkçe kullandığınız zamanlar oldu mu? Neden?

th Türkç
i English

Hayır, sadece Türkçe konuştuk. Çünkü konuyu kavramam için Türkçe kullanmam gerekiyordu. Partnerimle konuşurken Türkçe kullanmam gerekiyordu. Çünkü konuyu kavramam için Türkçe kullanmam gerekiyordu. Partnerimle konuşurken Türkçe kullanmam gerekiyordu. Çünkü konuyu kavramam için Türkçe kullanmam gerekiyordu.

with express
En çok
most of the time

6. Yukarıdaki soruları cevaplamak "Used To" yapısını öğrenmenize bir katkı sağladı mı?

Hayır, ama bir hatırlatma oldu. İyi de oldu.

of
remind me

APPENDIX B-5

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:

Ünite 3: Past Progressive and Simple Past Tense

1. "Simple Past Tense ve Past Progressive" yapılarının bir parça içerisinde değil de bir dialog içerisinde verilmesi hoşunuza gitti mi? Bu diyalog sayesinde bu yapıları birbirinden

Dialog e-
be-
nelka-
e the
ilfence
dars
text: co-
bo-
they or
doted
T. or
con be
afusing sepeately
elped to
ee differas

ayrıt edebildiniz mi?

Bence diyalog olması daha iyi oldu. Simple past ve past progressive yapıları bir arada verildiği için ayırtmayı kolaylaştırdı. Aynı şekilde diyalog sayesinde her zaman karşılaştığımız durumları daha iyi anlayabiliyoruz. Ayrıca diyalog sayesinde her zaman karşılaştığımız durumları daha iyi anlayabiliyoruz.

2. Sizce "Past Progressive" yapısı neden tek başına değil de "Simple Past Tense" ile birlikte işlendi? "Past Progressive" yapısı tek başına verilse daha mı iyi olurdu?

Birbirleriyle yakın yapıları olduğu için birlikte verildiğini düşünüyorum. Aynı olsalardı birbirine karışabilirlerdi. İkisi bir arada olduğu için farklarını anlayabildik. Kesinlikle tek başına verilmemeli bence.

3. Sayfa 41'deki "Discover the Grammar" aktivitesinin daha önceki ünitelerdeki "Discover the Grammar" aktivitelerinden ayıran nedir? Bu ünitelerin daha yararlı olduğunu düşünüyor musunuz? Neden?

more
cefiar
helped
to identify
difficult

Daha önce o yapıların altını çiziyorduk ama bu ünitelerde iki yapı karıştırdığımız için hangisi o duruma uyuyorsa onu seçmemiz gerekti. Yani bence daha yararlı oldu. Böylece iki yapının farkını anlayıp anlamadığımızı daha net görmüş olduk.

4. Sayfa 42 ve 43' teki "A traffic Accident", "Answer carefully" ve "Blizzard" aktivitelerini yaparken hangi yapıyı kullanmanız gerektiğine karar vermekte zorlandınız mı? Neden?

Bazı yerlerde zorlandığım oldu tabii. Demekki yapıyı tam olarak oturtamamışım, herhalde ondan kaynaklandı. Birdetrağ kazasıyla ilgili aktivite biraz karıştı, o yüzden dikkatim pek veremedim.

5. "Listening" aktivitesinin önceki ünitelerdeki "Listening" aktivitelerinden farklı olarak resimlerle verilmesi sizce daha mı iyiydi? Doğru resmi seçebilmek için işlenen yapılar arasındaki farkı bilmeniz önemliydi?

Evet, hangi alıştırmaya olursa olsun, resimli olması her zaman daha iyi. Bu alıştırmada doğru resim seçebilmek için kesirle yapılar arasındaki farkı bilmek kesinlikle önemliydi.

6. Yukarıdaki soruları cevaplamak "Simple Past Tense" ve "Past Progressive Tense" yapılarını öğrenmenize bir katkı sağladı mı? Nasıl?

Öğrenmeme değil ama daha iyi kavramama yardımcı olduğnu söyleyebilirim. Valla hocam bu iş benim hoşuma gitti. 991 şası dönüp göz atmış oldum.

APPENDIX B-6

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:

.....

Ünite 3: Past Progressive and Simple Past Tense

1. "Simple Past Tense ve Past Progressive" yapılarının bir parça içerisinde değil de bir dialog içerisinde verilmesi hoşunuza gitti mi? Bu diyalog sayesinde bu yapıları birbirinden ayırt edebildiniz mi?

Tabiki, parca gibi sıkıcı olmadı. Hemen hemen hepsini ayırt ettim.

- Not b...
- ...

2. Sizce "Past Progressive" yapısı neden tek başına değil de "Simple Past Tense" ile birlikte işlendi? "Past Progressive" yapısı tek başına verilse daha mı iyi olurdu?

Çünkü bu iki zaman birbiriyile bağlantılıydı. Yani zamanları çakıştığı için birlikte işlenmesi uygundu. Kesinlikle ayrı ayrı işlenmemesi gerekir.

3. Sayfa 41'deki "Discover the Grammar" aktivitesinin daha önceki ünitelerdeki "Discover the Grammar" aktivitelerinden ayıran nedir? Bu ünitedekinin daha yararlı olduğunu düşünüyor musunuz? Neden?

Hatırlatma işlevi olabilir. Daha yararlı olabilir. Çünkü sınav sorularına yakınlık kazanmamızı sağlıyor bu tür sorular. Alışkanlık kazanmak için iyiydi.

- ...

4. Sayfa 42 ve 43' teki "A traffic Accident", "Answer carefully" ve "Blizzard" aktivitelerini yaparken hangi yapıyı kullanmanız gerektiğine karar vermekte zorlandınız mı? Neden?

Zorlanmadım ama bu aktivitenin resimleri biraz sağma ve karışık gibi geldi bana :)

5. "Listening" aktivitesinin önceki ünitelerdeki "Listening" aktivitelerinden farklı olarak resimlerle verilmesi sizce daha mı iyiydi? Doğru resmi seçebilmek için işlenen yapılar arasındaki farkı bilmeniz önemlimiydi?

Farkı bilmek önemli tabii ama, diğerleri daha iyiydi.

- yes

- other same better

6. Yukarıdaki soruları cevaplamak "Simple Past Tense" ve "Past Progressive Tense" yapılarını öğrenmenize bir katkı sağladı mı? Nasıl?

Hayır! ...

- NO

APPENDIX B-7

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf: 17

Ünite 3: Future Tense

1. Sayfa 46'daki okuma parçasında "Future Tense" ile ilgili yapıların farklarını kolaylıkla ayırt edebildiniz mi? Nasıl?

Hepsi farklı yerlerde kullanılmışlardı o yüzden yardımcı oldu ayırt etme, parça içinde hepsini görünce daha kolay oldu benim için, hatırlamış oldum.

2. Sayfa 49 ve 50' deki "Notes" kısmında verilen açıklamalar sizce yeterli mi? Verilen örnekler Gelecek Zaman için kullanılan yapıları ve bunların farklarını anlamanız için yeterli oldu mu? Daha farklı olabilir miydi? Nasıl?

Açıklamalar kısa ve net, bence yeterli. Kafa karıştırıyor. Ama örnekler bence daha çok olmalı, onun etkisi oluyor. Ne kadar çok örnek görsük o kadar iyi oluyoruz. Future içinde bir süre zaman kullanıldığı için belki resimli olan örnekler olabilir. Olmasa bile daha çok örnek görsük bile olur.

3. Sayfa 50'de yer alan "Pronunciation Note" kısmı sizce gerekli mi? Gramer dersinde telaffuza önem verilmesi gerektiğini düşünüyor musunuz?

Benim telaffuzda çok sorun var, bir türlü yapamıyorum. O yüzden bence olmalı, gramerde de geçiyor çünkü.

4. Sayfa 52, 53 ve 54' deki alıştırmalarda gelecek zaman için kullanılan yapıların her birisinin ayrı alıştırmalarla çalışılması hoşunuza gitti mi? Bu yapıların hepsini kapsayan alıştırmalar olsa daha mı iyi olurdu? Neden?

Bunlar iyiydi de. biraz karşılaştırmalı alıştırmaya daha çok olmalıydı.

o zaman farklı karayabilliyordu. O yüzden bu ünitede geçen
daha çok bütün yapıları karşılaştırmalı alıştırmaya bağlayarak farklarını
görmenize için

5. Yukarıdaki soruları cevaplamak "Future Tense" yapısını daha iyi öğrenmenize bir katkı sağladı mı? Nasıl bir katkı sağladı?

Evet biraz sağladı. ne yapmıştı diye bakarken iyi oldu.

APPENDIX B-8

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:

.....

Ünite 3: Future Tense

1. Sayfa 46'daki okuma parçasında "Future Tense" ile ilgili yapıların farklarını kolaylıkla ayırt edebildiniz mi? Nasıl?

Evet. Hem daha önceden biliyor olmam hem de koyu renkle basılmış olması, ayırt edebilmeme yardımcı oldu.

- yes
- written in bold

2. Sayfa 49 ve 50' deki "Notes" kısmında verilen açıklamalar sizce yeterli mi? Verilen örnekler Gelecek Zaman için kullanılan yapıları ve bunların farklarını anlamanız için yeterli oldu mu? Daha farklı olabilir miydi? Nasıl?

Yeterli değil daha fazla ve daha aeldirici anlatılmamış daha iyi sorgulamamızı sağlayacak örnekler olsaydı daha iyi olurdu.

3. Sayfa 50'de yer alan "Pronunciation Note" kısmı sizce gerekli mi? Gramer dersinde telaffuza önem verilmesi gerektiğini düşünüyor musunuz?

Evet gerekli bir şey öğrendiğimizde zaman ve her yönüyle öğrenmemiz gerekli.

- necessary

- should cover all the aspects of lang.

4. Sayfa 52, 53 ve 54' deki alıştırmalarda gelecek zaman için kullanılan yapıların her birisinin ayrı alıştırmalarla çalışılması hoşunuza gitti mi? Bu yapıların hepsini kapsayan alıştırmalar olsa daha mı iyi olurdu? Neden?

Evet hepsini kapsayan alıştırmalarda kendinizi daha iyi öğrenebilirsiniz.
- should be mixed exercise

5. Yukarıdaki soruları cevaplamak "Future Tense" yapısını daha iyi öğrenmenize bir katkı sağladı mı? Nasıl bir katkı sağladı?

Sağlamadı.

-no

APPENDIX B-9

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf:

.....

Ünite 3: Future Time Clauses

1. "Future Time Clauses" konusunun bir önceki üniteadaki "Future Tense" ile birlikte değil de, ayrı bir ünite olarak verilmesi sizce faydalı mı? Neden?

Handwritten: Faydalı çünkü diğer konularla birlikte işlenmesi durumunda karıştırılabiliyordu. İlk önce birinin sağlam öğrenilmesi daha güzel.

2. Bu ünite de işlenen yapıların anlatımı hoşunuza gitti mi? Verilen örnekler konuyu anlamanız için yeterli miydi?

Handwritten: Yapıların anlatımı hoşuma gitti. Örnekler yeterliydi.

3. Sayfa 61'deki çoktan seçmeli alıştırma hoşunuza gitti mi? Neden?

Handwritten: Evet çünkü yapıların kullanımını anlamak bu alıştırmayla daha kolay.

Handwritten: to understand the use of it is easier

4. Sizce Gramer dersinde "Writing" aktivitesi olmalı mı? Neden? bu tür aktiviteler size faydalı oluyor mu?

Evet çünkü alıştırmada zaman kavramlarını belirtmek gerekiyordu.

- yes
- necessary to show the time exp.

5. Yukarıdaki soruları cevaplamak "Future Time Clauses" yapısını daha iyi öğrenmenize bir katkı sağladı mı? Nasıl bir katkı sağladı?

- No
hayır bir katkı sağlamadı.

APPENDIX B-10

Sevgili Öğrenci:

Aşağıdaki sorular gramer dersinde kullanılan kitap hakkındaki düşüncelerinizi öğrenmek için hazırlanmıştır. Bu sorulara vereceğiniz içten cevaplar ders kitabının daha etkin bir şekilde kullanılması için yol gösterecektir. Sorulara vermiş olduğunuz cevaplar kesinlikle ders notunuzu etkilemeyecektir. Lütfen soruların içerdiği konular hakkında bütün düşüncelerinizi yazınız.

Vakit ayırdığınız için teşekkürler.

Sınıf: LÖV-11/17

Ünite 3: Future Time Clauses

1. "Future Time Clauses" konusunun bir önceki ünitedeki "Future Tense" ile birlikte değil de, ayrı bir ünite olarak verilmesi sizce faydalı mı? Neden?

Evet. Çünkü ikisi bir birine karıştırılabilir birlikte verilirse, ayrı ayrı olunca farklı noktaları görebiliriz.

2. Bu ünite de işlenen yapıların anlatımı hoşunuza gitti mi? Verilen örnekler konuyu anlamanız için yeterli miydi?

Tablolar değil de notlar kısmı güzeldi. Bunu konuyu çok güzel anlatıyordu. Örnekler biraz daha çok olsa iyi olur.

3. Sayfa 61'deki çoktan seçmeli alıştırmaya hoşunuza gitti mi? Neden?

Evet gitti. Çok tan seçmeli alıştırmalar iyi oluyor onları yaparak sinavda da hazırlanmış oluyor böylece.

4. Sizce Gramer dersinde "Writing" aktivitesi olmalı mı? Neden? bu tür aktiviteler size faydalı oluyor mu?

olmalı, çünkü bütün öğrendiklerimizi kendimiz kulla-
nıyor, bir de writing dersine de hazırlıyoruz.

5. Yukarıdaki soruları cevaplamak "Future Time Clauses" yapısını daha iyi öğrenmenize bir katkı sağladı mı? Nasıl bir katkı sağladı?

Öğrenmeye katkı sağladı, ama öğrendiklerimi
pekiştirdim. Kitabı açıp bakınca ne görmüştük
diye düşünüyorum. Tekrar etmiş oluyorum böylece.

APPENDIX C-1

Guided Interview Transcriptions.

Student 1

- T:** Merhaba, hoş geldin. Öncelikle (.) ee, sana birkaç soru sorucam (.) biliyorsun.
- S1:** Evet, hocam.
- T:** Tamam, o zaman (.) ilk sorumu soruyorum (.) Her ünite başında okuma parçalarının kullanılması (.) konuyu öğrenmeni nasıl etkiledi, sence?
- S1:** Konular sıkıcı olmadığı sürece (.) ee, benim ilgimi çektiği sürece ben o konularla ilgileniyorum, iyi oluyo . ama bazı konuları sevmiyorum, o zaman pek bi farkı olmuyor . ama (.) o okuma parçaları içinde yeni konuyla ilgili şeyler oluyo onları görmüş oluyorum, (.) ilgimi çekiyorsa konu iyi oluyo, parça içinde görüyorum.
- T:** Peki, anladım. Sonrasında konular tablolarla özetleniyor (.) bunlar konuyu anlamana yardımcı oldu mu?
- S1:** Tablolar birazcık bence ezbere yöneltiyo, (.) o yüzden o tabloları pek sevmiyorum.
- T:** Anlıyorum, o tablolardan sonra notlar kısmı vardı.
- S1:** Evet (.)
- T:** Herşeyin açıklandığı (.) onları faydalı buldun mu?
- S1:** Onlar bence güzel (.) yani ipuçları onlar, istisnalar mutlaka var yabancı dilde (..)
- T:** hıhı (..)
- S1:** o istisnalarsız olmuyo. Sınavlarda sorular o istisnalardan daha çok geliyo (.) o yüzden yani (..) bence onlar daha faydalı.
- T:** Peki, gramer öğrenirken, diğer becerilerin de (.) okuma, yazma, dinleme, konuşma gibi, dersin içine katılması sence faydalı mı?
- S1:** zaten, gramer bi yerde (.) Speaking'in, Reading'in, Writing'in bence oluşumu gibi (.) o daha temeli, yani gramer daha temelde olması gereken oluyo (.) yani gramer olmadan yazamazsın zaten, konuşamazsın. İççe olduğu için gramer dersinde onlar olmak zorunda zaten, (.) olmaz değil.
- T:** hmm. Anladım. (.) kitaptaki alıştırmalar türlerini sevdi mi? (.) yani, çoktan seçmeli, boşluk doldurma, cümle birleştirme (..)
- S1:** Yaa (.) bana şimdi zor gelmedi onlar, pek seviyenin üstünde olmadığı için (.) eğleniyorum ama arada birkaç (.) mesela şeyde olmuştu galiba (.) 'while' da olmuştu, while'da vardı. Yapamadığım bir alıştırma olmuştu onda sıkılmıştım ama genel olarak eğlenceli (.) güzel bence.
- T:** Güzel, anladım. Son bi soru (.) Bu anketleri doldurman konuyu daha iyi öğrenmeni sağladı mı?
- S1:** Öğrenmemi değil tabi (.) öğrenmek, şey (.) kendi çalışmanla ilgili, öğrenmişim ama pekiştirdim daha doğrusu.
- T:** Öğrenmende değil ama pekiştirmende yardımcı oldu (..)
- S1:** Evet, çünkü kitabı açıp tekrar ediyorum, bunu da yapmıştık, onu da yapmıştık falan diye düşündüm yani (.) tekrar gibi oldu, daha iyi kafama oturdu (..)
- T:** Tamam, çok teşekkür ederim, görüşmek üzere(..)

APPENDIX C-2

Guided Interview Transcriptions.

Student 2


- T: Merhaba, hoş geldin.
- S2: Hoş bulduk Sağolun.
- T: Hazırsan, sana bir kaç soru sorucam (.) Hazır mısın?
- S2: Hazırım, hocam (.)
- T: Kullandığımız kitabı tanıyorsun artık.
- S2: Evet (..)
- T: Her ünitenin başında bir okuma parçası var (.) bu okuma parçaları konuyu öğrenmeni nasıl etkiledi sence?
- S2: Yaa (..) neyi, nerde kullanacağımı daha net görüyorum (.) o açıdan çok güzel (.) yani parçaların içinde geçiyo, ya (.) o yapılar (.) görüyorum o iyi, kelimeyi ya da herhangi bi zamanın ne şekilde kullanıldığı (.) o açıdan (..) faydalı.
- T: hı hı (.)
- S2: Bi de konular böyle ilgi çekici konular olunca (.) iyi oldu.
- T: Konuların sonra Tablolarla özetlenmesi anlamana yardımcı oldu mu?
- S2: ee (..) bu nasıl kullanılıyo diye sorduğumda yani (..) dönüp bakacağım ilk şey onlar yani anlaşılır ve bir arada olması iyi tablolarda.
- T: Peki, notlar kısmındaki açıklamalar yararlı mıydı?
- S2: Yararlı (.) yani açıkçasını söyleyeyim (.) yani takıldığım şeyler olunca oraya bakıyorum (.) örnekler falan da var ya (.) orası baya iyi oluyo yani.
- T: Tamam (.) peki gramer öğrenirken diğer becerilerin de, yani okuma, dinleme, yazma, konuşma gibi, bu dersin içine katılması sence yararlı mı?
- S2: Evet (.)Çünkü (.) şey ben mesela speaking’de çok fazla konuşabilen birisi yani (..) daha çekingenim. Ama tabii ki gramer yani zamanları ve daha iyi nasıl konuşacağımı anlamam açısından iyi yani (.) hepsi zaten bir bütün (.) gramerde hepsi bir arada oluyo böylece.
- T: Kitaptaki alıştırmaları türlerini sevdi mi? Yani çoktan seçmeli, boşluk doldurma, cümle birleştirme, (..)
- S2: Ya (..) gramer dersleri güzel geçiyo (.) yani alıştırmalardan sıkılmıyorum, eğlenceli, böyle çeşitli olunca daha iyi oluyo, ben eğleniyorum.
- T: son bir soru daha (.) size verdiğim bu anketleri doldurman konuları öğrenmene bir katkı sağladı mı ?
- S2: konuyu öğrenmeye değil de (.) tekrar etmeye üstünde düşünmeye yararlı oldu çünkü ben pek fazla tekrar etmiyorum (.) bu niye böyle üstünde düşünmüyorum yani (..) onun için oturduğum zaman başına yeniden bakmış oldum (.) tekrar ettim (..)
- T: Çok teşekkür ederim, sonra görüşürüz.
- S2: Görüşürüz hocam (.) kolay gelsin.

SIMPLE PAST TENSE



GRAMMAR IN CONTEXT

BEFORE YOU READ Look at the picture and the text next to it. What did Matsuo Basho do? How long did he live?

 Read this excerpt from a biography of Japanese poet Matsuo Basho.

The old pond;
the frog.
Plop!

As for that flower
By the road—
My horse ate it!

First day of spring—
I keep thinking about
the end of autumn.



Matsuo Basho, 1644–1694

Matsuo Basho wrote more than 1,000 three-line poems called “haiku.” He chose topics from nature, daily life, and human emotions. He became one of Japan’s most famous poets, and his work established haiku as an important art form.

Matsuo Basho was born near Kyoto in 1644. He did not want to become a samurai (warrior) like his father. Instead, he moved to Edo (present-day

Tokyo) and studied poetry. By 1681, he had many students and admirers.

Basho, however, was restless. Starting in 1684, he traveled on foot and on horseback all over Japan. Sometimes his friends joined him and they wrote poetry together. Travel was difficult in the seventeenth century, and Basho often got sick. He died in 1694, during a journey to Osaka. At that time he had 2,000 students.

GRAMMAR PRESENTATION

SIMPLE PAST TENSE: *BE*

AFFIRMATIVE STATEMENTS			NEGATIVE STATEMENTS		
SUBJECT	<i>BE</i>		SUBJECT	<i>BE NOT</i>	
I	was		I	wasn't	
You	were		You	weren't	
He She It	was	famous.	He She It	wasn't	famous.
We You They	were		We You They	weren't	

YES / NO QUESTIONS			SHORT ANSWERS			SHORT ANSWERS		
<i>BE</i>	SUBJECT		AFFIRMATIVE			NEGATIVE		
Was	I			you	were.		you	weren't.
Were	you			I	was.		I	wasn't.
Was	he she it	famous?	Yes,	he she it	was.	No,	he she it	wasn't.
Were	we you they			you we they	were.		you we they	weren't.

WH- QUESTIONS			
WH- WORD	<i>BE</i>	SUBJECT	
Where When Why	was	I	famous?
	were	you	
	was	he she it	
	were	we you they	

SIMPLE PAST TENSE: REGULAR AND IRREGULAR VERBS

AFFIRMATIVE STATEMENTS			NEGATIVE STATEMENTS		
SUBJECT	VERB		SUBJECT	DID NOT	BASE FORM OF VERB
I You He She It We You They	moved traveled	to Japan.	I You He She It We You They	didn't	move travel
	came* left*	in 1684.			come leave

*Come (came) and leave (left) are irregular verbs.
See Appendix 1 on page A-1 for a list of irregular verbs.

YES / NO QUESTIONS				SHORT ANSWERS		SHORT ANSWERS		
DID	SUBJECT	BASE FORM OF VERB		AFFIRMATIVE		NEGATIVE		
Did	I you he she it we you they	move travel	to Japan?	Yes,	you I he she it you we they	did.	No,	you I he she it you we they
		come leave	in 1684?		didn't.			

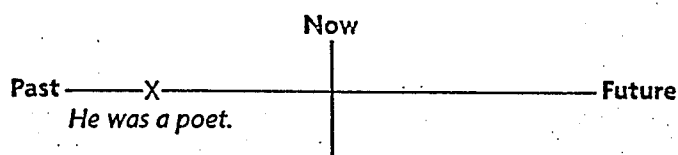
WH- QUESTIONS

WH- WORD	DID	SUBJECT	BASE FORM OF VERB	
When Why	did	I you he she it we you they	move travel	to Japan?
			come? leave?	

NOTES

EXAMPLES

1. Use the **simple past tense** to talk about actions, states, or situations that are now **finished**.



- Basho **lived** in the seventeenth century.
- He **was** a poet.
- He **wrote** *haiku*.
- He **didn't stay** in one place.
- **Where did he travel?**

2. You can use the simple past tense with **time expressions** that refer to the past. Some examples of past time expressions are *last week*, *by 1681*, *in the seventeenth century*, *300 years ago*.

- **By 1681**, he had many students.
- He lived **in the seventeenth century**.
- He died more than **300 years**

3. REMEMBER: the simple past tense of **regular verbs** is formed by adding **-d** or **-ed**.

BASE FORM		SIMPLE PAST
live	→	lived
join	→	joined
travel	→	traveled
want	→	wanted

- ▶ **BE CAREFUL!** There are often spelling changes when you add **-d** or **-ed** to the verb.

study	→	studied
hop	→	hopped
prefer	→	preferred

REFERENCE NOTE

For **spelling rules** for the simple past tense of regular verbs, see Appendix 17 on page A-7.

For **pronunciation rules** for the simple past tense of regular verbs, see Appendix 23 on page A-10.

4. Many common English verbs are **irregular**. Their past tense is not formed by adding **-d** or **-ed**.

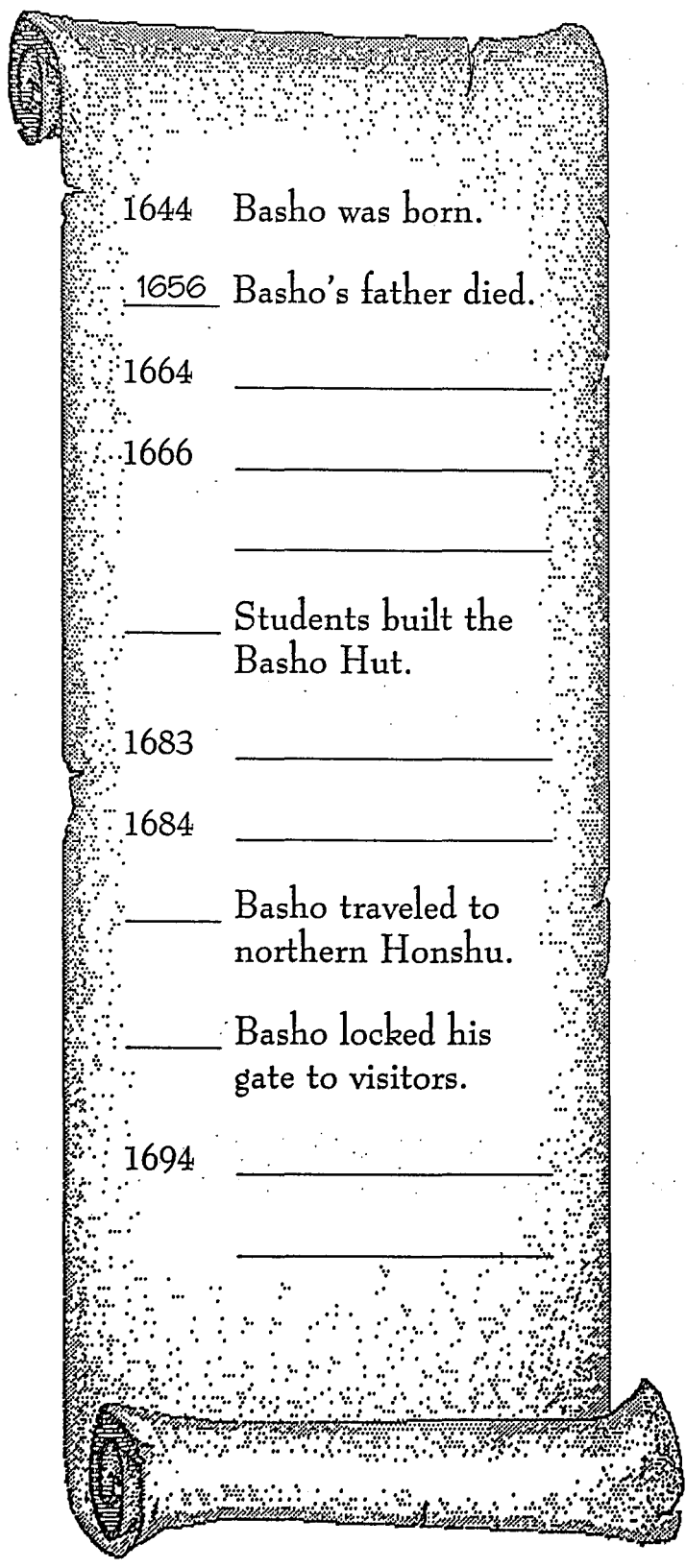
(See Appendix 1, page A-1, for a list of irregular verbs.)

BASE FORM		SIMPLE PAST
be	→	was / were
build	→	built
choose	→	chose
have	→	had
get	→	got
go	→	went

FOCUSED PRACTICE

1 DISCOVER THE GRAMMAR

Read more about Basho. Underline all the verbs in the past tense. Then complete the time line on the left.



As a son of a samurai, Basho grew up in the household of Todo Yoshitada, a young lord. After his father's death in 1656, Basho stayed on in the Yoshitada household. He and Todo wrote poetry together, and in 1664 they published some poems. Two years later, Todo died suddenly. Basho left the area.

Basho moved around for several years. In the 1670s, he went to Edo and stayed there. He found friendship and success once again. Basho judged poetry contests, published his own poetry, and taught students. His students built him a home outside the city in 1681. They planted a banana tree (a *basho*) in front and called his home Basho Hut. That is how the poet got his nickname: *Basho*.

In spite of this success, Basho became unhappy. He often wrote about loneliness. His mother died in 1683, and he began his travels a year later. His trip to the northern part of Honshu in 1689 was difficult, but his travel diary about this journey, *Narrow Road to the Deep North*, became one of Japan's greatest works of literature.

As a famous poet, Basho had many visitors—too many, in fact. In 1693 he locked his gate for a month, stayed alone, and wrote. The following year he took his final journey, to Osaka. He died there among his friends.

2

ANOTHER POET

Grammar Notes 1-4

Complete this biography of another poet. Use the simple past tense form of the verbs in the boxes.

address appear be become happen lead leave ~~lie~~ receive wear write write

Emily Dickinson, one of the most popular American poets,

lived ^{1.} from 1830 to 1886. She _____ ^{2.} about love, nature, and time. These _____ ^{3.} her favorite themes.

Dickinson _____ ^{4.} an unusual life. After just one year of college, she _____ ^{5.} a recluse—she almost never _____ ^{6.} her house in Amherst, Massachusetts. At home, she _____ ^{7. (negative)} visitors, and she only _____ ^{8.} white.

In addition to her poetry, Dickinson _____ ^{9.} many letters. Other people always _____ ^{10.} the envelopes for her. During her lifetime only seven of her 1,700 poems _____ ^{11.} in print—and this _____ ^{12.} without her knowledge or permission.



Now complete these lines from a poem by Emily Dickinson. Use the simple past tense form of the verbs in the box.

bite

~~come~~

drink

eat

hop

see

A bird _____ ^{13.} came down the walk:
He did not know I _____ ^{14.} _____;
He _____ ^{15.} _____ an angle-worm in halves
And _____ ^{16.} _____ the fellow raw.
And then he _____ ^{17.} _____ a dew
From a convenient grass,
And then _____ ^{18.} _____ sidewise to the wall
To let a beetle pass.





TWO POETS

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Read about Basho. Ask questions about Dickinson. Write **yes / no** questions about the underlined verbs. Write **wh-** questions about other underlined words. Then answer the questions with information from Exercise 2.

1. Basho was a poet.

A: Was Dickinson a poet?

B: Yes, she was.

2. He was born in 1644.

A: When was Dickinson born?

B: She was born in 1830.

3. He became famous during his lifetime.

A: _____

B: _____

4. Basho received many visitors.

A: _____

B: _____

5. He traveled a lot.

A: _____

B: _____

6. Basho wrote more than 1,000 poems.

A: _____

B: _____

7. He wrote about nature.

A: _____

B: _____

8. He died in 1694.

A: _____

B: _____

4 ANA CASTILLO

Grammar Notes 1-4

Read the article about a modern writer.

Ana Castillo is a modern poet, novelist, short story writer, and teacher. She was born in Chicago in 1953, and she lived there for thirty-two years. *Otro Canto*, her first book of poetry, appeared in 1977. In her work, she uses humor and a lively mixture of Spanish and English (Spanglish). She got her special writer's "voice" in a neighborhood with many different ethnic groups. She also thanks her father. "He had an outgoing and easy personality, and this . . . sense of humor. I got a lot from him. . . ."



Castillo attended high school, college, and graduate school in Chicago. In the 1970s, she taught English as a Second Language and Mexican history. She received a Ph.D. in American studies from Bremen University in Germany in 1992.

Read the statements. Write **That's right** or **That's wrong**. Correct the wrong statements.

1. Ana Castillo was born in Mexico City.

That's wrong. She wasn't born in Mexico City. She was born in Chicago.

2. She lived in Chicago until 1977.

3. Her father was very shy.

4. She grew up among people of different cultures.


5. Castillo got most of her education in Chicago.

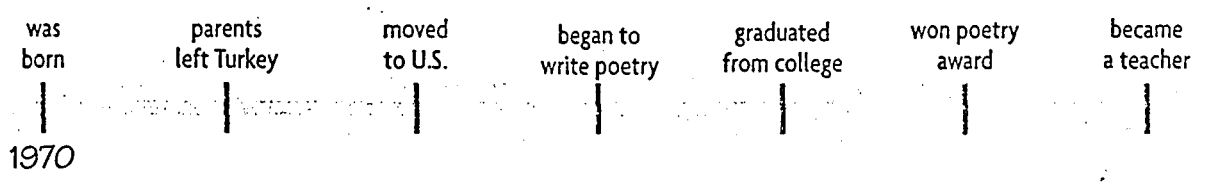
6. She taught Spanish in the 1970s.

7. She went to France for her Ph.D.

COMMUNICATION PRACTICE

5 LISTENING

 Listen to part of an interview with a poet. Listen again, and write the years on the time line.



6 INFORMATION GAP: COMPLETE THE BIOGRAPHY

Work in pairs (A and B). Student B, turn to page 29 and follow the instructions there. Student A, read the short biography below. Ask your partner questions to complete the missing information. Answer your partner's questions.

EXAMPLE:

A: Where was Vladimir born?

B: He was born in Kiev.

When was he born?

A: He was born on May 6, 1975.



Vladimir Liapunov was born on May 6, 1975, in _____ Kiev _____. His mother was a _____, and his father made shoes. At home they spoke _____. In 1993 Vlad and his family moved to _____. At first Vlad felt _____. Then he got a part-time job as a _____. He worked in a Russian restaurant. He met _____ at work, and they got married

in 1995. They had a baby in 1997. _____ ago Vlad enrolled at the community college. His goal is to own his own restaurant someday.

When you are finished, compare biographies. Are they the same?

7 DIFFERENT LIVES

Work in pairs. Reread the information about Matsuo Basho (see pages 19 and 23) and Emily Dickinson (see page 24). In what ways were the two poets similar? How were they different? With your partner, write as many ideas as you can. Compare your ideas with your classmates.

EXAMPLES:

A: Both Basho and Dickinson were poets.

B: Basho lived in the seventeenth century. Dickinson lived in the nineteenth century.

8 HAIKU FOR YOU

Work in pairs. Write a three-line haiku poem. Make an observation about nature. Try to use the simple past tense. Share your poem with your classmates.

EXAMPLE:

Early spring petals

Fell on rain-wet ground—

A hint of autumn?

9 RHYMING PAIRS

In poetry the last word of a line sometimes rhymes with the last word of another line. For example, look at these first two lines of a famous poem by Joyce Kilmer. In these lines, see rhymes with tree.

I think that I shall never see

A poem lovely as a tree.

Work with a partner. Write down as many past-tense verbs as you can that rhyme with the verbs in the box.

sent

bought

drew

kept

spoke

EXAMPLE:

Sent rhymes with bent, lent, meant, spent, and went.

Compare your lists with those of another pair of students. Who has the most rhyming pairs? Now try to write two lines that rhyme. Use one of the rhyming pairs from the lists you made with your partner. Share your rhymes with your class.

10 WRITING

Write a short autobiography. Do not put your name on it. Your teacher will collect all the papers, mix them up, and redistribute them to the class. Read the autobiography your teacher gives you. Then ask your classmates questions to try to find its writer.

EXAMPLES:

Did you come here in 1990?

OR

When did you come here?

INFORMATION GAP FOR STUDENTS

Student B, read the short biography below. Answer your partner's questions. Ask your partner questions to complete the missing information.

EXAMPLE:

A: Where was Vladimir born?

B: He was born in Kiev.

When was he born?

A: He was born on May 6, 1975.

Vladimir Liapunov was born on May 6, 1975,

in Kiev. His mother was a dressmaker, and his father made
_____ . At home they spoke Russian.

In _____ Vlad and his family moved to
Boston. At first Vlad felt lonely. Then he got a part-time job as a
cook. He worked in a _____. He met Elena
at work, and they got married in _____.

They had a baby in _____. A month ago Vlad

_____ . His goal is to own his own restaurant someday.

When you are finished, compare biographies. Are they the same?

