

**ÇALIŞMA TEMELLİ ÖĞRETİMİN ÖĞRENCİLERİN
İNGİLİZCE SIFAT CÜMLELERİNİN
ÖĞRENİMİNDEKİ BAŞARILARINA ETKİSİ**

**THE EFFECTIVENESS OF TASK-BASED
TEACHING ON STUDENTS' LEARNING OF
"ENGLISH RELATIVE CLAUSES"**

Davut Uysal

(Yüksek Lisans Tezi)

Eskişehir 2003

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İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Yard. Doç. Dr. Rıdvan Tunçel**

**Eskişehir
Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü
Eylül 2003**

YÜKSEK LİSANS TEZ ÖZETİ
CALIŞMA TEMELLİ ÖĞRETİMİN ÖĞRENCİLERİN İNGİLİZCE SIFAT
CÜMLELERİNİN ÖĞRENİMİNDEKİ BAŞARILARINA ETKİSİ

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Bu çalışmanın amacı iki değişik öğretim yöntemi olan geleneksel dil öğretimi yöntemi ile çalışma temelli öğretim yöntemini kıyaslayarak hangisinin daha etkili bir yöntem olduğunu bulmaktır. Geleneksel öğretim yönteminin temel amacı dilin belli bir dilbilgisi ögesini yada bu ögenin dildeki fonksiyonunu öğretmektir. Öte yandan çalışma temelli dil öğretimi ise öğrencileri dil bilgisi öğelerini öğrencilerin birbirleriyle iletişim kurarak ve anlama daha çok önem vererek öğretmeyi amaçlamaktadır. Bu çalışma bu iki değişik yöntemi kıyaslayarak İngilizce deki sıfat tümcelerinin öğretiminde hangisinin daha etkili olduğunu belirlemeyi amaçlamaktadır.

Bu çalışmaya seviyeleri orta düzey olan kırk altı yabancı dil öğrencisi katılmıştır. Çalışma Anadolu Üniversitesi, Yabancı Diller Yüksek Okulu'nda gerçekleştirilmiştir. Bir grupta geleneksel dil öğretimi yöntemiyle altı saatlik bir uygulama yapılırken, diğer sınıfta ise çalışma temelli öğretim yine altı saat boyunca uygulanmıştır. Her iki gruba, çalışmadan hemen önce bir ön-test verilmiş, bu test sayesinde öğrencilerin öğretilecek dil öğeleri hakkında ne kadar bilgiye sahip oldukları belirlenmiştir. Yine her iki gruba bir son test verilmiş, böylece öğrencilerin uygulamadan ne kadar bir öğrenme kaydettikleri belirlenmiştir. Bu test sayesinde iki yöntemden hangisinin kısa dönemde daha etkili olduğu belirlenmiştir. Son test ten iki ay sonra aynı test uzun dönemdeki öğrenmeyi ölçmek amacıyla tekrar verilmiş ve bunun yardımıyla uzun vadede bu iki yöntemin etkili olup olmadıkları belirlenmiş, etkiliyse bile hangisinin daha etkili olduğu istatistiksel olarak gösterilmiştir.

Çalışmanın sonuçları istatistiksel olarak, her iki yönteminde kısa dönem öğrenmede etkili olmalarına rağmen, çalışma temelli öğretimin çok daha etkili olduğunu göstermiştir. Uzun dönem öğrenmede ise, her iki yöntemin de etkili olduğu bulunmuş ancak anlamaya dayalı soru tiplerinde çalışma temelli öğretim yönteminin daha etkili olduğu da vurgulanmıştır.

ABSTRACT

This study has aimed to compare two types of teaching: task-based teaching, the purpose of which is to make learners involve in communicative real world tasks so that they can learn the target structures in a meaningful context, and presentation-practice-production, the purpose of which is to teach target grammatical structure or help them realize the functions in the target language. It was the aim of the researcher to find which model, presentation-practice-production or task-based teaching, is more effective in promoting students' learning of the target structures, "relative clauses" in English, which is chosen as target items.

Forty-six intermediate learners of English as a Foreign Language in School of Foreign Languages at Anadolu University took part in the study. Both experimental and control groups were taught for six hours on the target structures. Task-based teaching was used in the experimental group in the teaching of relative clauses and traditional presentation-practice-production paradigm was used in the control group to teach the same structures. Each group was given a pre-test before the treatment to measure the students' knowledge of target structures before the treatment. After the treatment, a post-test was given to measure the learning in the short-term and to be able to talk about any significant difference in the degree of effectiveness between the two types of instruction. The same test was given to both of the groups two months after the treatment to be able to talk about learning in the long-term and to be able to talk about significant difference in the degree of effectiveness between both types of instruction comparing with one another.

The statistical results of the study suggested that task-based teaching was more effective in the learning of the "relative clauses" in the short-term, whereas both types of instruction were effective in the long-term. The long-term learning differed from the short-term. The results of the study suggested that both types of instruction, task-based

and presentation-practice-production, were effective in the long-term; however, task-based teaching was found to be more effective in comprehension-based questions.

JÜRİ VE ENSTİTÜ ONAYI

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	Adı-Soyadı	İmza
Üye (Tez Danışmanı)	:Yrd.Doç.Dr. Rıdvan TUNÇEL	
Üye	: Prof.Dr. İlknur KEÇİK	
Üye	: Doç.Dr. Ümit Deniz TURAN	
Üye	: Yrd.Doç.Dr. Hasan ÇEKİÇ	
Üye	: Yrd.Doç.Dr. İlknur MAVİŞ	

Prof.Dr. İlknur KEÇİK
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürü

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SYMBOLS AND ABBREVIATIONS

TBT : Task-Based Teaching

PPP : Presentation- Practice-Production

CLT : Communicative Language Teaching

RC : Relative Clause

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CHAPTER I

1- INTRODUCTION

1-1 Presentation

In this chapter, the background to this study will be given first. This will be followed by the role of Communicative Language Teaching in language teaching/learning. Later, a presentation-practice-production paradigm, which has been treated as a traditional model for grammar instruction at the School of Foreign Languages where this study was carried out will be explained in detail mentioning its advantages and shortcomings for language teaching. Task-based instruction, which is presented in detail by the researcher as an approach which fundamentally differs from the traditional PPP paradigm, will be covered showing how it differs from PPP. Under the heading of task-based instruction, Willis' TBT framework, which will be the base for this study to build on, a statement of the problem, the aim of the study and finally research questions will be stated.

1-2 Background to the Study

In EFL instruction, grammar pedagogy has played a major role throughout the history of foreign language teaching. As Rutherford (1987) points out, the teaching of grammar has been synonymous with foreign language teaching for 2500 years (Cited

in Celce-Murcia, 1991a). Why then has the teaching of grammar played such a leading role in the history of EFL teaching? The answer is hidden in the definition of knowing a foreign language. In knowing a certain language, a person should “acquire the ability to produce grammatically acceptable sentences in the target language, together with an ability to use these forms correctly as the occasion demands (Dickins&Woods, 1988). From Grammar Translation to the Communicative Approach, there have been many different methods and approaches, some of which directly focus on the form/structure or grammar; and some of which, such as Communicative Approach, do not directly focus on form, but primarily consider functions of language primarily. If we discuss some of these methods in brief to see how they handle with the teaching of grammar in EFL instruction, we see that, as suggested in Larsen-freeman (2000), The Grammar Translation Method (GTM) is used to help students read and appreciate foreign language literature. Thus, through the study of the target language grammar, learners of the languages would have the chance of becoming familiar with the grammar of their L1, and this familiarity would help them speak and write their L1 better. The focus in GTM, as suggested in Celce-Murcia (1991b), was on grammatical parsing i.e. the form and inflections of words. In The Direct Method, the meaning is conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language. On the other hand, The Audio-Lingual Method has a strong theoretical base in linguistics and psychology considering that “the way to acquire the sentence patterns of the target language was through conditioning, helping learners to respond correctly to stimuli through shaping and reinforcement. Thus learners could overcome the habits of their native language and form the new habits required by the target language”. Grammatical structures were sequenced and rules were taught inductively in the Audio-Lingual Method.

Although people learned languages with the help of the Audio-lingual Method, students still had one problem, which was to “readily transfer the habits they had mastered in the classroom to communicative use outside it” (Larsen-Freeman, 2000). Larsen-Freeman stated that the idea that learning a foreign language is a habit formation was seriously challenged in the early 1960s and went on to suggest citing from Noam Chomsky that language acquisition, “could not take place through habit

formation since people create and understand utterances they have never heard before” As mentioned in Larsen-Freeman (2000), Chomsky proposed instead that “speakers have a knowledge of underlying abstract rules, which allow them to understand and create novel utterances.” Thus Chomsky reasoned, “Language must not be considered a product of habit formation, but rather of a rule formation”.

The above mentioned emphasis resulted in the establishment of the Cognitive Approach. In this approach, learners had more responsibilities for their own learning formulating hypotheses to discover the rules of the target language. Errors were seen as signs that learners were testing their hypotheses. In this approach, “grammar must be taught but it can be taught deductively (rules first, practice later) and/or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own)” (Celce-Murcia, 1991b)

As can be seen from some of the methods outlined above, there have been many attempts at teaching grammar inductively and attaching functions to forms, including the latest approaches. One of these approaches is Communicative Language Teaching.

1-2-1 Communicative Language Teaching.

In Communicative Language Teaching (CLT), “learners are given a rich variety of comprehensible input, and teacher-fronted grammar instruction is generally omitted. (Fotos, 1994). CLT views language as an instrument of communication. Those who have applied this approach to their teaching (e.g. Widdowson, 1978; Wilkins, 1976) claim that “communication is the goal of second or foreign language instruction and the syllabus” (Cited in Celce-Murcia, 1991a). Celce-Murcia (1991a) reinforces the role of CLT in EFL teaching suggesting that “foreign language teaching should not just focus on the target grammar but on subject matter, tasks/projects, or semantic notions and/or pragmatic function.” Nunan (1989) agrees with this suggesting that CLT aims at helping learners to, “distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating.”

In CLT, the main purpose is to use the target language communicatively to acquire the language. Krashen (1985) argues that “acquisition only takes place when learners are exposed to roughly tuned input which students are able to comprehend and that learning is limited to a few simple portable rules”. On the other hand, Long (1983) suggests that having learners participate in a variety of tasks which encourage them to negotiate meaning when communication problems arise is considered essential, both to ensure that they obtain sufficient comprehensible input for the acquisition of linguistic competence and to provide the real operating conditions, as suggested by Brumfit (1984), needed to develop the kind of strategic competence which is necessary for the development of fluency (cited in Fotos and Ellis, 1991)

Fotos & Ellis (1991) make it clear claiming that the main purpose of CLT is to “provide opportunities for learners to participate in interaction where their primary goal is to exchange meaning rather than to learn the L2 grammar rules.” They justify their suggestion citing Long’s suggestion (1983) that “the comprehensible input which results from attempts to negotiate communication difficulties helps to make salient grammatical features which are problematic to learners and thus facilitates acquisition.” Swain (1985) complements Long’s interaction hypothesis claiming that, “learners need the opportunity for *pushed output* (i.e. output that is precise, coherent and situationally appropriate) in order to develop advanced levels of grammatical competence.” Krashen (1982:155) also agrees with that stating that, “...those methods that provide more of the input necessary for acquisition, and that ‘put grammar in its place’ are superior to other approaches.” (Cited in Nunan, 1988:82)

To sum up, interaction among learners in the language classroom brings about certain results. Since interaction is supplied through communicative tasks, learners practice the target language through “hands-on” classroom procedures. Learners not only negotiate meaning, but they also creatively acquire the functions of the language. On the other hand, In CLT the language practiced in the classroom may not meet the needs of learners outside the classroom (Larsen-Freeman, 2000 p: 121). Because tasks used in CLT classes are not outcome evaluated, there is no emphasis on grammar, explicit or implicit, there is no goal for learners to achieve at the end of the task and there is no relationship between tasks and the world outside the class. Thus such needs directed people in the field of language teaching to find solutions to tackle the

drawbacks of the CLT mentioned above. Researchers in the field have been trying to find subtle classroom procedures, activities, and techniques to overcome the deficiencies of CLT. Before we start to present Task-based Instruction as an alternative approach to overcome the deficiencies of CLT, we need to be clear about Presentation-Practice-Production Paradigm, which has been a traditional way of teaching at the Institution where this study was carried out.

1-2-2 Views about Presentation-Practice-Production Paradigm.

According to Willis (1996:133) the aim of a PPP lesson, which has been a widely used paradigm in the teaching of grammar, is “to teach a specific language form- a grammatical structure or the realization of a particular function or notion.” A standard PPP class consists of three stages, presentation, practice and production. Generally, in PPP lessons the teacher selects a target or “language item” from a predetermined syllabus and explains it deductively to the students (Evans, 1999). Evans also suggests that the choice of target structure is based on the course book writer’s intuition of what is suitable. At Anadolu University, School of Foreign Languages where this study was carried out, grammar is mostly taught according to the principles of the PPP paradigm which is seen as a traditional way to teach grammar, and grammar course books are studied in classes based on the PPP model. It can also be said that grammar courses are course book based, that is, students are taught following the sequence of the course books, most of which lack communicative activities, the importance of which is presented above or teachers omit these activities to catch up with the pre-determined syllabi because they think that communicative activities are time consuming.

Each of the stages of PPP mentioned above has specific purposes. According to Ellis (1988:21), the purpose of the presentation stage is to “help learners acquire new linguistic knowledge or to restructure knowledge that has been wrongly represented” (Cited in Evans, 1999) It is believed that students’ inter-language will instantly develop as they are introduced to the new language. As Evans suggests, “in subsequent lessons, new language will build on top of what was taught previously” (1999), or as

Skehan (1996:17) says, “There is a belief that learners will learn what is taught in the order in which it is taught”

The practice stage of PP generally consists of two parts; controlled and freer. As Evans states; in controlled practice, students are involved in mechanical production, without thinking about when to use it. In freer practice, students decide how the target is used, the purpose of which is to make students understand the forms of the target language. (1999)

The last stage of PPP is the production stage in which students decide, as Evans states (1999) “if and when to use the structure that has been learned. It is a question of great debate whether this part of the class is communicative, but to the PPP teacher this stage of the lesson should illustrate if the student has learnt the ‘language item’ by using it in a ‘natural’ context or activity”, which is usually neglected at the institution of the researcher, where this study was carried out.

Rivers (1981) stresses the importance of the three stages in conventional presentation, practice, and production sequence suggesting that change will come about through the presentation phase and this will be translated into accuracy and fluency through the succeeding practice and production stages (Cited in Skehan, 1996).

Willis also mentions about a typical PPP lesson in presentation stage as follows:

The teacher begins by presenting an item of language in a context or situation which helps to clarify its meaning. Presentation may consist of pattern sentences given by the teacher, or short dialogues illustrating target items acted out by teachers, read from textbook, heard on tape.

In the practice stage;

Students repeat target items and practice sentences or dialogues, often in chorus and /or in pairs, until they can say them correctly. Activities include pattern practice drills, matching parts of sentences, completing sentences or dialogues and asking and answering questions using pre-specified forms.

In the production stage;

Students are expected to produce in a “free” situation language items they have just learned, together with other previously learnt language. This “free” situation can be a role play, a simulation activity or even a communication task. (1996)

There are also some shortcomings in the PPP paradigm. Willis (1996:135) states that as teachers, we cannot predict and determine what students are going to learn at any stage. Willis also stresses that instruction helps in the long term, but it cannot guarantee when something will be learnt. According to Willis, “rich and varied exposure helps language develop gradually and organically, out of the learners’ own experience. Unfortunately, the PPP cycle restricts the learner’s experience of language by focusing on a single item.” Willis (1996: 47) criticizes PPP suggesting that, “we may go through a lesson with every appearance of success....but the next time the occasion arises to put the form to communicative use they fail to do so.”

Evans (1999) states that learners do not simply acquire the language to which they are exposed but also each student tries to make sense of the foreign language that they are learning by constructing their own theories and hypotheses about how it works. According to Evans, each individual’s inter-language develops at its own pace, and will only “learn” when ready to do so. The above mentioned shortcomings of PPP led those in the field to look for new approaches to meet the identified needs ending up with task-based instruction.

1-2-3 Task-Based Instruction

As Fotos & Ellis (1991) state “a task-based approach to language pedagogy can provide the opportunities for the kind of interaction which has been suggested to promote acquisition,” because, as stated by Nunan (2001), task-based teaching represents a particular realization of communicative language teaching. To be clear about task-based instruction, we need to be clear about what task is as Bygate, Skehan and Swain, (2000) point out, the definition of task is context free and for that reason, alone ran into problems (Cited in Ellis, 2000). Task is defined in “Webster’s New World Dictionary (1995)” as “...a piece of work assigned to or demanded of a person.” As terminology in ELT, Willis (2000) defines task as, “goal-oriented activity with a clear purpose.” In other words, language learning should be based on using the forms of language meaningfully according to the needs of the situation. According to

Willis, doing a task means, “achieving an outcome, creating a final product that can be appreciated by others.”

Breen (1987:23) comes up with a definition which will be the basis for this study suggesting:

.....any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. “Task” is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning- from the simple to brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making. (Cited in Nunan, 1989 p: 6)

On the other hand, Willis (1996) defines tasks as activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. Willis (1996: 26-27) mentions about six types of tasks; listing, ordering, comparing, problem solving, sharing personal experience and creative tasks, defining them as follows;

In ‘*listing tasks*’ students are involved in the processes of brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/groups and fact-finding, in which learners find things out by asking each other or other people and referring to books.

In ‘*ordering and sorting tasks*’, students are involved in four main processes; sequencing items, actions or events in a logical or chronological order, ranking items according to personal values or specified criteria, categorizing items in given groups or grouping them under given headings and classifying items in different ways.

In ‘*comparing tasks*’ students are involved in comparing information of a similar nature but from different sources or versions in order to identify common points. The following processes are involved, matching, finding similarities and finding differences.

‘*Problem solving task*’ demands learners to use their own intellectual and reasoning powers through challenging. The processes and time scale differ depending on the type and complexity of the problem. Puzzles, real life problems, personal experience, completion tasks, guessing games are involved in this type.

'*Sharing personal experience task*' encourage learners to talk freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation.

'*Creative tasks*' involve learners in pairs or groups in some kind of freer creative work. This type of task has more stages compared to some other tasks and involves a combination of all the tasks stated above.

The types of tasks mentioned by Willis above will be the basis for the tasks to be used for the treatment of this study. The expectations from the tasks used in the treatment can be stated as follows; students will be involved in a learning atmosphere negotiating the meaning through the use of meaningful tasks, with a clear purpose to motivate them and to give explicit grammar instruction on the target grammar rules at the end of the tasks, to evaluate students' learning with the outcome of the tasks and to form a link between the class and out of the class. In brief, the tasks of this study will satisfy the following criteria suggested by Skehan;

- **Meaning** is primary
- There is a **goal** which needs to be worked towards
- The activity is **outcome-evaluated**
- There is a **real-world** relationship (1998)

1-2-3-1 Willis's Framework for TBT.

The TBT framework selected in the preparation of the tasks used in this study is the one suggested by Willis (1996). The reason for this preference is that tasks are divided into phases with a flowing order, with each one preparing the ground for the next.

Willis's framework (2000) has three components "pre-task," "task-cycle" and "language focus". According to Willis, the components mentioned above have been carefully designed to create optimum conditions for language acquisition, and provide rich learning opportunities to fit different types of learner.

Components of Willis's TBT Framework

1- PRE-TASK PHASE

1-1 INTRODUCTION TO TOPIC AND TASK

The teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and preparation. Learners may hear a recording of others engaged in a similar task, or read part of a text as a lead into a task.

2- TASK CYCLE

2-1 Task: The students carry out the task, in pairs or in small groups. The teacher monitors from a distance, encouraging all attempts at communication, but not correcting. Since this situation has a private feel, students feel free to experiment. Mistakes do not matter.

2-2 Planning: Students prepare to report to the whole class (orally or in written) on how they completed the task, and on what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.

2-3 Report: Some groups present their reports to the class, or exchange written reports, and compare results. The teacher acts as a chairperson, and then comments on the content of the reports.

Learners may now hear a recording of others engaged in a similar task, and compare how they all did. Alternatively they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

3- LANGUAGE FOCUS

3-1 Analysis: Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books

3-2 Practice: The teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis

Sometime after completing this sequence, learners may benefit from carrying out a similar task with a different partner.

Willis states that for learning conditions;

“Learners get exposure at the pre-task stage, and a chance to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other. The task cycle also gives students opportunities to use whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face).” (1996)

Willis (1996) also offers five important principles, which make TBT different from traditional language teaching, for the implementation of TBT suggesting that;

- 1- There should be exposure to worthwhile and authentic language.

- 2- There should be use of language.
- 3- The task should motivate learners to engage in language use.
- 4- There should be a focus on language at some points in a task cycle
- 5- The focus on language should be more and less prominent at different times

According to Willis, motivation is provided by the need to achieve the goal of the assigned task and to report the outcome back to the class. If students are good at achieving the objectives of the task, their longer term motivation is provided for as well. During the report phase, listening to other groups' products will help each learner to see the existing language gap between/among the learners. She also mentions three conditions which she considers essential for effective language learning: exposure to language, language use and motivation. A good task satisfies all these conditions.

Finch (1999) agrees with Willis's framework suggesting that tasks are better if they include "pre-task" activities, "during task" activities and follow-up (post-task) activities. He explains the importance of these types of activity under three headings:

Pre-task activities are important because they give a chance to "introduce new language, increase the chances that the students' language system will change, mobilize language, recycle language, ease the language processing load and push learners to interpret task in more demanding ways." (Finch, 1999) During task activities are concerned with "the language-learning task, planning) decision-making, agreeing, suggesting), reporting (concluding, making inferences). (Finch, 1999)

Post-task activities give language input and focused tasks in order to help learners to "identify and consolidate the language, classify (structurally and semantically), hypothesize and check, engage in cross-language exploration, search for patterns." (Finch, 1999)

Similarly, Johnson (1992) discussed that the pre-task stage is very beneficial in preventing fossilization as long as language choices and forms are discussed (Cited in Tonkyn, 2003). Shehan and Foster (eg., Foster, 1996) have confirmed that "pre-task preparation boosts language complexity during task performance." (Cited in Tonkyn, 2003). Widdowson confirms Johnson suggesting that, "apart from providing learners with linguistic priming, the demonstration stage (pre-task) also prepares the learners to

engage in a particular kind of problem-solving activity, so it seeks to establish a close relationship between language and reasoning.” (1990).

Cameron (1997) supported Willis’s framework suggesting that pre-task and follow-up (post-task) activities are seen as internal stages of a task, the core activity, which takes place during task activity, and are seen as central to the whole process of language learning and teaching. Cameron also claims that the other task frameworks, like “pre-task, task and post-task stages have the advantage of being applicable to both task as target communicative skill in the world outside the classroom, and task as classroom activity.” Cameron goes on to state:

“...in many cases, lack of precision, in terms of language learning, about the nature and goals of core activities may lead to inadequate support in the preparation stage; minimal pupil preparation in the first stage can result in minimal pupil participation at a later stage, which may then lead to the premature abandoning of the task and switching to a different activity.” (1997).

1-3 The Problem

At the School of Foreign Languages, where this study was carried out, teachers of grammar decide on a course book to use at each level at the beginning of the academic year. They especially want the books to be used at each level to include communicative activities so that students can have a chance to interact in grammar lessons. The PPP paradigm is used for grammar instruction since it is seen as a classical and traditional method for teaching grammar, it is easy to prepare lessons according to the principles of the PPP paradigm, and it is easy to handle in language classes. Sometimes the third P of the PPP paradigm, which stands for the production stage in grammar lessons and which can be allocated for the communicative activities suggested to promote interaction and thus learning, may be ignored or omitted deliberately to catch up with the predetermined grammar syllabus, since using these kinds of activity requires free production of the studied structures communicatively and can consume too much time. When observed and involved in informal talks with colleagues, students often face problems with certain grammatical items, one of which is relative clauses in English.

1-4 Aim of the Study.

The purpose of this study is to find a better way of teaching English relative clauses. To achieve this goal, task-based teaching will be carried out in the teaching of relative clauses, and the effectiveness of TBT, which is presented as an approach with innovative ideas for EFL instruction, will be compared with the effectiveness of the PPP paradigm, which has been used at School of Foreign Language as a traditional way of teaching all grammar structures.

1-5 Research Questions

To reach the purpose of the study, the following research questions are addressed:

- 1- Is TBT (task based teaching) or PPP (presentation-practice-production) more effective in learning English relative clauses in the short-term?
- 2- Is TBT or PPP more effective in learning English Relative clauses in the long-term?

CHAPTER II

2- LITERATURE REVIEW

2-1 Presentation

In this chapter, grammar pedagogy in language teaching will be mentioned first. Next, task-based instruction will be detailed. Under the heading of task-based instruction, grammar tasks and their roles in the promotion of communication, the role of interaction will be mentioned as interaction is an important part of task-based instruction. Then the reason for applying task-based instruction in EFL classes will be made clear. Finally, the types of task will be mentioned. In the following headings, studies carried out in the field relevant to this study will be given, and a brief summary of the studies carried out in the area will be attached to the chapter.

2-2 Grammar Pedagogy

Grammar pedagogy has been a central issue in the history of foreign and second language teaching. As defined by Celce-Murcia (1991), teaching grammar means, “the teaching of morphological inflections, function words, and syntactic word order.” According to Dickins & Woods, “grammar is the means by which we organize our messages in any communicative act.” He justifies this, suggesting that, “people want their messages to be interpreted by the listeners as effectively and as efficiently

as possible.” (1988) So speakers should send signals to guide the listener to a proper interpretation, and to avoid any misunderstanding of the coded message. To code the messages we intend to send, we need to know about the grammar of that particular language.

In traditional methods of teaching grammar, learners are given activities which give learners opportunities to produce sentences containing the target structure. Ellis (1995) suggests that these types of activity have the learners produce the target structure correctly and repeatedly, and help them to learn the target items, but as Ellis accepts, this traditional method faces a number of problems. Ellis explains the problems, suggesting that learners pass a lot of stages on the way to acquiring the ability to produce a target language structure, and that grammar teaching often does not alter this sequence. He also states that asking students to produce the target structure that they are not ready to produce may not work. Second, Krashen (1982) states that, “asking learners to produce grammatical structures they find difficult and then correcting them when they make mistakes may increase their anxiety and result in a psycho affective block to learning anything.” (Cited in Ellis, 1995).

2-3 Task-based Instruction

A task-based approach, as stated by Fotos & Ellis (1991) can provide learners with the kinds of opportunity which have been suggested to promote the language acquisition needed in language learning classes, as Nunan (2001) agreed, suggesting that task-based instruction is a particular realization of communicative language teaching based on interaction for language learning..

Long (1985:89) proposes a definition of “task” suggesting that:

A task is a piece of work undertaken for oneself or for others freely or for some award. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighting a patient , sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between. (Cited in Nunan, 1989 p: 5)

On the other hand, Richards, Plat and Weber (1986:289) come up with a new slightly different definition of a task suggesting that:

An activity or an action which is carried out as the result of processing or understanding language (i.e. as a response. For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred as tasks. Tasks may or may not involve the production of language. As task usually requires the teacher to specify what will be regarded as successful completion of the tasks. The use of a variety of different kinds of tasks in language teaching is said to make the language teaching more communicative.... Since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Cited in Nunan, 1989 p:6)

According to Ellis;

“a task is a work plan; that is, it takes the form of the materials for researching or teaching language. A work plan typically involves the following (1) some input (i.e. information that learners are required to process and use); and (2) some instructions relating to what outcome the learners are supposed to achieve. As Breen (1989) has pointed out, the task-as- workplan is to be distinguished from the task- as- process (i.e. the activity that transpires when particular learners in a particular setting perform the task.” (2000)

Lantolf (1996) defines tasks as; “devices that provide learners with the data they need for learning; the design of a task is seen as potentially determining the kind of language use and opportunities for learning that arise” (Cited in Ellis, 2000:193-220)

Long (1989) proposes four general points regarding the effectiveness of different task types:

- 1- *Two-way tasks* produce more negotiation of meaning than one-way tasks, since the former make the exchange of meaning obligatory.
- 2- *Planned tasks*, where learners prepare their speech or think about what they will say beforehand, encourage more negotiation than unplanned tasks.
- 3- *Closed tasks*, where there is a definite solution or ending, produce more negotiation than open tasks, where there is no clear resolution.
- 4- *Convergent tasks*, where the participants must agree on a solution, promote more negotiation than divergent tasks, where different views are permitted. (Cited in Fotos & Ellis, 1991)

Finch (1999) summarizes a task-based approach in terms of basic principles suggesting that “learners learn what is meaningful to them, learners learn in the ways

that are meaningful to them, learners learn better if they feel in control of what they are learning, learning takes place in a social context through interaction with other people, learning is influenced by the situation in which it occurs” (1999)

2-3-1 Grammar tasks and their roles in the promotion of communication.

Grammar tasks do not function as an end in themselves, but rather as a means towards successful communication (Dickins & Woods, 1988). In other words, grammar tasks provide learners with the opportunity to practice grammar items communicatively. As Dickins & Woods suggested, “a communicative grammar-learning environment should facilitate the comprehension of how grammar works in the conveying and interpretation of meaning.” In traditional grammar pedagogy, in contrast to communicative grammar tasks, “grammar has been presented as a goal rather than as a means for communication.” (1988)

Another alternative approach to grammar teaching is, as suggested by Ellis, (1995), “To design activities that focus learners’ attention on a targeted structure in the input and that enable them to identify and comprehend the meanings of this structure.” According to Ellis (1993), interpretation tasks, which require “input processing for comprehension rather than output processing for production should be replaced traditional production tasks.”(Cited in Ellis, 1995) In other words, attempts to teach grammar should be abandoned and learners should be allowed to develop their inter-languages naturally by engaging in communication in the L2. (Cited in Ellis, 1995)

Brumfit (1984) states that:

“Learners need opportunities to engage in communication based on an exchange of information. Having learners participate in a variety of tasks which encourage them to negotiate meaning when communication problems arise is considered essential, both to ensure that they obtain sufficient comprehensible input for the acquisition of linguistic input (Long, 1983), and to provide the real operating conditions needed to develop the kind of strategic competence which is necessary for the development of fluency (Cited in Fotos & Ellis, 1991)

2-3-2 The Role of Interaction in Language Learning.

As can be concluded from the points mentioned above, and agreed by Long and Porter (1985), group work in the language classroom provides the optimum environment for interaction and for negotiated comprehensible input (Cited in Nunan, 1988:83), and using pair and group work for interaction, which is strongly recommended by task-based instruction should be implemented in language learning classes because, as suggested by Nunan, group work “increases the opportunity for learners to use the language, improves the quality of student talk, allows greater potential for the individualization of instruction, promotes a positive climate and increase student motivation” (1988:83)

Rivers points out the importance of interaction in language learning classes suggesting that:

Through interaction, students can increase their language store as they listen to or read authentic linguistic materials, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language—all they have learned or casually absorbed—in real-life exchanges. Even at an elementary stage, they learn in this way to exploit the elasticity of language. (1987:4-5)

Fotos & Ellis (1991) also suggest that formal instruction and communicative language teaching can be integrated under task-based instruction. As Pica mentions, recent studies provide evidence in support of the need for learners “to be exposed to meaning –focused use of the target language, as opposed to teacher-fronted explanations of the language features.” (Cited in Fotos, 1994), which is conveyed in TBT instruction.

When learners use language interacting with each other, they need to ask and answer questions when certain items of discourse are not understood. Long (1983) describes this type of interaction as *negotiated interaction* (Cited in Fotos, 1994). Long also cites from Pica, Haliday, Lewis, Berduci & Newman (1991) stressing that this type of interaction is important in promoting improved learner comprehension of the target language (Cited in Fotos, 1994). Fotos also cites from Long & Porter (1985); Pica (1987) stating that “the use of tasks and group work has been found to expose

learners to more comprehensible input and requires learners to make more adjustments in their own output.” (1994)

2-3-3- Why Task-based Learning.

Brumfit & Johnson (1994) suggest the use of task since, “communicative process can only develop within “task-oriented teaching-one which provides ‘actual meaning’ by focusing on tasks to be mediated through language, and where success or failure is seen to be judged in terms of whether or not these tasks are performed.” (201). Brumfit&Johnson go on with their claim suggesting that:

The first, most central, and by now most generally accepted implication of the nature of these processes (learning language communicatively) is that they can only really be practiced in a language teaching which is “task-oriented”. ... We also now recognize that past language teaching often failed to practice language to some purpose –somewhat skin to practicing the use of an axe without providing any threes to cut down. It focused attention on “how” without providing a “why”, asking students to produce sentences like “the cat sat on the mat”, not because anyone wished to know where the cat was (nor what was on the mat) but as a way of practicing prepositional phrases using “on”. One way in which “non-instrumental language teaching” (which divorces language from the context and setting it should serve) fails is that it does not develop fluency in the processes involved in language use. We cannot expect listeners to approach interactions in a state of readiness, to learn how to scan for pragmatic information, unless we provide them with a reason for scanning; nor can we expect them to evaluate incoming information against a speaker aim, unless we provide them with speaker aim. Finally we cannot expect them to make appropriate selection from meaning potential unless they have an intention from which to derive meaning.” (199)

Rooney suggests task-based teaching describing its advantages as follows:

- 1- Allows for a needs analysis, thus allowing course content to be matched to identify student needs.
- 2- Is supported by a large body of empirical evidence, thus allowing decisions regarding materials design and methodology to be based on the research findings of the classroom-centered language learning. (This distinguishes it from other syllabus types and methods which have little empirical support).
- 3- Allows evaluation to be based primarily on task-based criteria-referenced testing. Students can now be evaluated on their ability to perform a task according to certain criteria rather than on their ability to successfully complete a discrete-point test.
- 4- Allows for form-focused instruction. There is now considerable evidence (Long,1988), particularly from research studies which have compared

naturalistic L2 learners to instructed L2 learners, that form-focused instruction within a communicative context can be beneficial. (2003)

Littlewood (1992:p.65) mentions about two types of learning; *Skill Learning* and *Natural Learning*. Littlewood states that skill learning is compatible with certain traditional methods of language teaching in which as McLaughlin stated (1987) “the acquisition of complex cognitive skill, such as learning a second language, is thought to involve the gradual accumulation of automatized sub-skills and a constant restructuring of internalized representations as the learner achieves increasing degrees of mastery.” (Cited in Tonkyn, 2003)

Tonkyn (2003) associates the natural learning with the theories of Krashen (e.g., Krashen, 1985) for whom the only source of acquired second language competence is comprehensible input. According to this theory, second language acquisition involves picking up language a little above one’s current level of competence from meaning-focused input. *Interactionist hypothesis* agrees with Krashen’s theory, as cited in Tonkyn (2003), suggesting that “interaction between learners produces negotiation of meaning and thereby comprehensible input and acquisition. Since the realization of interaction hypothesis involves some form of task based learning in which students will learn by interacting with each other.” Littlewood (1992, p: 65) likens the natural learning to task-based instruction suggesting the following model:

(Skill Learning)--- Input from instruction--- (conscious learning) ---“learned items”--- increasing degrees of automaticity

(Natural learning)---Input from communication--- (subconscious) acquisition---“acquired system”--- increasing degrees of correctness. (Cited in Tonkyn, 2003)

Ki suggests a number of potential advantages of task-based approach summarizing as follows:

- A task-based lesson can usually give the learner an active role in participation and creation and hence increase their learning motivation.
- A task-based lesson can provide more opportunities for the students to externalize their thinking through actions
- The practical experience can help learners to appreciate why

certain academic questions are important and provide an experiential substrate for the development of a further academic discourse.

- The task usually requires the creation of some objects as outcome. This can provide a shared focus where students can work together.
- The task will usually generate objects that are also amenable to cross-group evaluation. The students can present their own products and/or evaluate others'. (2003)

Nunan characterizes TBT by the following features:

- 1-An emphasis on learning to communicate through interaction in the target language.
- 2-The introduction of authentic texts into the learning situation.
- 3-The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
- 4-An enhancement of the learner's own personal experiences as important contributory elements to classroom learning.
- 5-An attempt to link classroom language learning with language activation outside the classroom. (1991:279)

2-3-4 Types of Tasks

Willis (1996) puts tasks into two main categories; *open tasks* and *closed tasks*. *Closed tasks* are those which are very structured and have very specific goals. *Open tasks* are those which are loosely structured with a less specific goal.

Long (1989) proposes four different task types regarding their effectiveness:

- *Two-way tasks* produce more negotiation of meaning than one-way tasks, since the former make the exchange of meaning obligatory, whereas the latter do not.
- *Planned tasks*, where learners prepare their speech or think about what they will say beforehand, encourage more negotiation than unplanned tasks.
- *Closed tasks*, where there is a definite solution or ending, produce more negotiation than open tasks, where there is no clear resolution. *Convergent tasks*, where the participants must agree on a solution, promote more negotiation than divergent tasks, where different views are permitted. (Cited in Fotos&Ellis, 1991)

As cited in Nunan (1991), Long (1981) suggests that two-way tasks stimulated significantly more modified interactions than one-way tasks. Similarly Doughty and

Pica (1986) found that “required information-exchange tasks generated significantly more modified interaction than tasks in which the exchange of information was optional.” (Cited in Nunan, 1991)

Fotos and Ellis (1991) went on to suggest, in the light of the studies conducted to measure the effectiveness of group and pair work activities such as Long and Porter (1985), together with the results of the studies, Doughty & Pica (1986; Pica & Doughty, 1985; Porter, 1986; Rulon & Mc Creary, 1986) that learners “produce more in pair/group work, use longer sentences, and do not speak any less grammatically than they do in teacher-fronted classes.” They also suggest one disadvantage of pair/group work suggesting that the input learners get from other learners may be less grammatical than what they obtain from teachers. (Cited in Fotos & Ellis, 1991)

Doughty (1985) and Long (1989) categorize tasks into different types with regard to the holding and conveying of information. Long (1989) found that the greatest and most complex use of the target language resulted when all of the learners are required to exchange information through *information gap tasks*. (Cited in Fotos, 1994)

Nunan (2001) distinguishes between *real-world tasks or target tasks*, both of which are communicative tasks in which we achieve through the use of language in the world outside the classroom and *pedagogical tasks*, which are carried out in the classroom. He also subdivides pedagogical tasks into two as *rehearsal tasks* and *activation tasks*. According to Nunan, a rehearsal task is “a piece of classroom work in which learners rehearse, in class, a communicative act they will carry out outside of the class.” Activation task is “a piece of classroom work involving communicative interaction, but not one in which learners will be rehearsing for some out-of-class communication. Rather they are designed to activate the acquisition process.” Nunan (2001) also mentions other subcategories, *enabling skills*, mastery of language systems grammar, pronunciation, vocabulary and others, which enable learners to take part in communicative tasks; *language exercise*, which is “a piece of classroom work focusing learners on, and involving learners in manipulating some aspect of the linguistic system; *communication activity*, which is “a piece of classroom work involving a focus on a particular linguistic feature, but also involving the genuine exchange of meaning.”

Nobuyoshi & Ellis (1993) draw a distinction between communication tasks with unfocused *communication tasks* and focused *communication tasks*. In *unfocused communication tasks*, “no effort is made to give prominence to any particular linguistic feature” of the target language. In focused *communication tasks* some linguistic features of the target structure is made prominent.

Ellis (1993) talks about three types of tasks; *focused communication tasks*, *grammar consciousness raising tasks* and *interpretation grammar tasks*. In focused communication tasks, teachers provide a “focus through the way in which the task is performed.” In this type of task, learners think that they are performing an information gap activity, but the teacher is deliberately negotiating and requesting clarification when a linguistic error is committed. In grammar consciousness raising tasks, teachers “devise activities which encourage learners with the help of the teacher, to try to discover a particular grammar rule, to learn about a grammar point for themselves.” In other words, teachers design activities which help learners to construct their own explicit grammar. An interpretation grammar activity, which is a listening activity as opposed to a production grammar activity, provides learners with a very structured input. It is structured in the sense that the input requires learners to listen in order to identify the meaning of the sentences containing this particular structure.

Nation (1990) divides task into four types; *experience tasks*, *shared tasks*, *guided tasks*, and *independent tasks*. He suggests that these types of task “deal with the gap which exists between learners’ present knowledge and the demands of the learning task.” According to Nation, experience tasks “try to narrow the gap as much as possible by using or developing learners’ previous experience.” Shared tasks try to have the learners help each other cross the existing gap. Guided tasks try to bridge the existing gap with the help of exercises and focused guidance. Independent tasks encourage learners to rely on their own recourses (p: 51).

Thornbury (1997) classifies tasks into two; *reformulation* and *reconstruction tasks*. Reformulation is a technique which is mostly used in the development of students’ writing skills. Rather than simply correcting a student’s composition, the teacher formulates it, using the content the student has provided. In reconstruction tasks, the starting point for reconstruction activities is the teacher’s text which learners

first read and then reconstruct. The reconstructed draft is available for “matching” with the original.

2-4 Studies carried out in the Field

Sakellaropoulou (2003) conducted a study to demonstrate how goals can be achieved more effectively in English for Academic Purposes (EAP) classes using a task-based methodology rather than following more traditional approaches such as skills-based or content-based ones. The subjects were adults and young adults of 18 years and above. Their language proficiency levels were intermediate. They had been attending a pre-sessional EAP course.

It was found that task-based learning offers a very productive alternative to the traditional PPP models through which many EAP courses had previously failed to communicate. According to the results of the study, TBT was found to encourage learners to experiment with whatever English language they could recall, to try things out without fear of failure and public correction, and to take active control of their own learning, both inside and outside class. The results showed that in brief TBT stimulates a natural desire in learners to improve their language proficiency by challenging them to complete meaningful tasks.

In a case study, Ahmed (2003) discusses the application of the task-based approach in designing a syllabus for an oral communication skills course in an academic setting. A case study based on the actual development of such a course in the intensive English program at IUJ was presented. This course was found to be very successful in achieving its goals: in the program evaluation, it was found that the success could be attributed to the task-based approach, which emphasizes functional use of language.

Mackey (1999) carried out a study to observe the impact of input and interaction on second language development. The question addressed in the study, “can conversational interaction facilitate second language development?” The study employed a pre-test and a post-test design. Thirty-four adult ESL learners of varying L1 backgrounds were divided into four experimental groups and one control group.

They took part in task-based interaction. Active participation in interaction and the developmental level of the learner were considered. The results of the study support claims concerning a link between interaction and grammatical development and highlight the importance of active participation in the interaction.

Another study was conducted by Pica & Young & Doughty (1987) to compare the comprehension of 16 nonnative speakers (NNSs) of English on directions to a task presented by a native speaker (NS) under two input conditions; *pre-modified input* and *interactionally modified input* in which opportunities for interaction with a NS were provided.

It was found that comprehension was best assisted when the content of the directions was repeated and rephrased in interaction; however, reduction in linguistic complexity in the pre-modified input was not significant in affecting NNSs' comprehension. It was concluded that the results of the study support current theoretical claims regarding the role played by the interactional modifications in facilitating second language comprehension. It was also suggested that this study provides guidelines for restructuring interaction in the classrooms to serve learners' needs for comprehensible input.

Long and Porter was involved in a study to measure the value of group work which is strongly suggested in task-based instruction, and came up with the following findings:

- Students receive significantly more individual language practice opportunities in group work.
- Then the range of language functions practiced by individual students is wider in group work than lockstep teaching.
- Students perform at the same level of grammatical accuracy in their SL output in unsupervised group work.
- The frequency of other-correction and completions by students is higher in group work than lockstep teaching and is not significantly different with native speakers and nonnative speaker interlocutors in a small group.
- Students engage in more negotiation for meaning in small groups rather than teacher-fronted, whole class settings.
- Two-way tasks produce significantly more negotiation work than one-way tasks. (1985)

Nakahama & Tyler and Van Lier (2001) reported the results of an investigation concerning how meaning is negotiated in two different types of interaction between

native speakers (NSs) and non-native speakers (NNSs): a relatively conversational and a two-way information-gap task. Three NS-NNS group were recorded as they engaged in these two activities. The result suggests that conversational interaction has the potential to offer substantial learning opportunities. Moreover, the NNS participants stated in interviews that they found the conversational activity to be more challenging than the information-gap activity because they had to pay attention to the entire discourse. This study raises questions over the claims that conversational interactions do not provide learners with as much challenging language practice as do highly structured interactional activities, such as information gap tasks.

Doughty and Pica (1986) reported findings on series of studies carried out to find the effects of task type and participation pattern on language classroom interaction. The results of the study suggest that a task with a requirement for information exchange is crucial to the generation of conversational modification of classroom interaction. This supports the idea that conversational modification is an instrument for second language acquisition. Furthermore, group interaction produces more modification than does the teacher fronted situation, that is, participation patterns as well as task type have an effect on the conversational modification of interaction.

Robinson (2001) arrived at a framework to examine the effects of cognitive complexity of tasks on language production. The results suggest that increasing the cognitive complexity of a direction-giving map task significantly affects speaker information, giver production and hearer-information-receiver interaction.

Mori (2002) examined the sequential development a talk-in-interaction observed in a small group activity in a Japanese language classroom. While the group work was designed to have students engage in a discussion with the native speakers invited to the class, the interaction was rather like a structured interview with successive exchanges of the students' questions and the native speakers' answers. The purpose of the study was to explore the relationship between the task instruction, the students' reaction to the instruction during their pre-task, planning, and the actual development of the talk with the native speakers. The students' planning tended to focus on the content of the discussion. It was found that a more natural and coherent discussion was afforded by the students' production, while the plans contributed to the development of the talk.

Muranoi (2000) examined the impact of interaction enhancement (IE) on the learning of English articles. IE is a treatment that guides learners to focus on form, providing learners with the international modifications, and leads learners to produce more modified output within a problem solving-task. Two different IE treatments were employed; IE plus formal debriefing (IEF), and IE plus meaning-focused debriefing (IEM). The results were compared to another experimental study carried out on 91 Japanese EFL learners. Progress was measured with a pre-test and two post-tests. The findings of the study are that 1- IE had positive effects on the learning of English articles, 2- the IEF treatment had a greater impact than the IEM treatment.

Storch (1998) reported the findings of a study conducted on 30 tertiary ESL learners, at intermediate and advanced levels, engaged in a text construction task. The task required learners to work in groups and reconstruct a text from given content words. The results showed that a text construction task could be used with a range of students by carefully choosing a text, and the function words to be omitted, to suit the proficiency of the learners. Such tasks seem to be particularly appropriate for more advanced learners, pushing them to think beyond the sentence boundary, and to see the text rather than the sentence as a semantic unit.

Fotos (1993) conducted a study to investigate the amount of learner noticing produced by two types of consciousness-raising treatments which were designed for the purpose of developing formal knowledge of problematic grammar structures, teacher-fronted grammar lessons and interactive, problem-solving tasks. The frequency of noticing the target structure in a communicative input, one and two weeks after the treatments were compared with the noticing frequencies of a control group which was not exposed to any type of grammar consciousness activity. The results show that task performance was as effective as formal instruction in the promotion of significant amount of noticing, as compared with the noticing produced by the control group.

Ellis (1995) examined an alternative approach to the teaching of grammar, based on interpreting the received input. Ellis suggested that inter-language development can be influenced by manipulating input than output. Interpretation tasks help learners to attend to specific grammatical features of the target language in the input, for the purpose of understanding the conveyed meaning. In brief, it was found

that interpretation tasks proposed as a highly promising type of tasks out of several method of grammar instruction.

Fotos and Ellis (1991) reported the result of an exploratory study of the communicative, grammar-based task with the Japanese EFL college students. They were determined as intermediate level learners on the basis of Michigan placement test scores. Each group was given a pre-test and a post-test. Two research questions were addressed to the study; whether the task successfully promoted L2 linguistic knowledge of dative alternation, which is a problematic pattern for the learners in English, and whether it produced the kind of negotiated interaction which had been assumed to facilitate L2 acquisition. The results of the study show that the grammar task encouraged communication about grammar and enabled EFL learners to increase their L2 knowledge of a problematic pattern in English.

Fotos (1994) came up with an investigation of three grammar consciousness raising tasks dealing with word order. The subjects of the study were 160 Japanese EFL learners. One class received three teacher-fronted grammar lessons. The second class performed three grammar tasks dealing with the same grammar structure as the first group did. The third group performed three communicative tasks matching to the grammar tasks in terms of length, format, instruction, and task features. The results of the study indicate that the tasks successfully promoted both proficiency gains and L2 negotiated interaction in the participants. It is suggested that grammar consciousness raising tasks can be used to integrate formal instruction within a communicative framework.

Nobuyoshi and Ellis (1993) conducted a study in which they used focused-communication tasks, suggesting that using communication tasks helped learners improve their language knowledge. This study also supports the claim that “pushing” learners to produce more accurate output, by the teacher of the class demanding more clarification, contributes to language acquisition both in the short term and in the long term. Two of the learners in the control group showed significant gains in accuracy, but none of the students did so in the control group. One of the learners showed no gains in both the short term and the long term in the use of the past tense form. To sum up, “pushing” learners to make their output more accurate leads to linguistic development only with some learners, while others do not benefit.

Benati (2001) carried out an experiment investigating the possible effects of two types of form-focused instruction (FFI) based on the acquisition of the Italian future tense. Processing instruction was compared with output based grammar instruction. In the study, the processing instructions involved grammar explanation and comprehension practice. The output based instruction consisted of an explanation of grammar rules followed by written and oral practice. Three tests were used, consisting of an aural interpretation task, a written completion text and an oral limited response production task. The results show that processing instruction has positive effects on the learning of the Italian future tense, and has greater effects on the developing system of beginner L2 learners than the instruction of the output-based type.

Hadley (2000) discussed the criteria of language teaching materials as a result of the analysis of the L2 learning needs of the students at Nagaoka National College of Technology. It was found that a task-based approach to the teaching of English for Science and Technology was helpful in meeting the needs of the students, and provided a framework for the implementation of task-based teaching.

Whittington and Campbell (2003) conducted a study to investigate if task-based learning environments help learners to have a better understanding of their subject areas. Three projects were used in the study, Social Work, Product Design Engineering, and Human Resource Management. The results of the study suggested that the learning environments with an interaction between the staff and students, and interaction with various resources were suggested to be helpful for learners to have a better understanding of some certain subjects.

Öncü (1998) conducted a study to compare the effectiveness of traditional methods of teaching grammar, teacher-fronted grammar instruction with grammar consciousness-raising tasks in the teaching of English modals. The level of the participants was lower-intermediate adult students learning English as a foreign language. The improvement of the students in their post-tests was compared with regards to the use of form, the use of form and meaning, and the use of meaning. The results showed that the group given grammar-consciousness-raising tasks improved better in terms of the use of form, the use of form and meaning, and the use of meaning than with the traditional method of teacher-fronted grammar instruction. It is also

suggested that teacher-fronted grammar instruction is effective in teaching grammar, but grammar-consciousness raising tasks are found to be more effective.

Mor-Mutlu (2001) conducted a study in which she compared the presentation-practice-production paradigm and task-based teaching. The purpose of the study was to find which model for grammar teaching was more effective in students' achievement in learning "present perfect tense and passive voice". Students were given pre-tests before the treatment and post-tests after the treatment. The same pre/post tests were given two months later to monitor the learning of the target structures in the long-term. The results of the study suggest that task-based teaching is more effective in the learning of the "present perfect tense" in the long-term. However, both instruction types were effective in the short term. For the learning of the "passive voice", task-based was found to be more effective in the short-term. However; both instruction types were found to be equally effective in the long-term.

2-4-1 Summary of Studies in the Field

So far we have mentioned many studies comparing the effectiveness of traditional methods of grammar instruction-teacher fronted instruction and task-based instruction. What all of these studies suggest in common is that both teacher-fronted grammar instruction and task-based instruction are effective in the teaching of grammar, but task-based instruction has been found to be more effective in the retention of grammar instruction in the long-term. There are also other studies mentioned above, some of which suggest that students instructed through the TBT syllabus are much better in achieving their goals in learning, some of which suggest that interaction, provided through TBT, facilitates language learning and provides learners much challenging language practice, and some of which suggest that group/pair work, which are strongly recommended by TBT, are very effective in language learning.

CHAPTER III

3- METHODOLOGY

3-1 Subjects

Fifty-one intermediate students in the School of Foreign Languages at Anadolu University participated in this study. All the students were between the ages of 18-24. When the study was carried out, they were studying in the spring terms of the academic year, 2002-2003. In the School of Foreign Languages, students are taught in classes which are made up from students from different educational backgrounds and at different faculties at the University. They are given a placement test at the beginning of the academic year and they are placed into different classes based on the scores obtained in placement test. In the spring term, students' average marks taken from the skills and sub skills determine the criteria for placement into second term levels.

The researcher taught three classes and gave the Michigan Placement test to three of the classes. These were found to be true intermediate students, with few exceptions (see Appendix I). Students who scored between 45 and 59 were considered to be intermediate level learners. After excluding a few of the students since their placement scores were either above 59 or less 45, the control group consisted of 26 students, with the experimental group consisting of 25 students. While determining the control group and the experimental group, the teacher researcher decided on the two groups because their scores in the placement test were closer to one another. Thirteen of the students in the experimental group and fifteen of the students in the

control group were female. They were all native speakers of Turkish, except for one female student from Mongolia. At the time of the study, the students had completed a period of 20 weeks of grammar instruction. One class was chosen as the experimental and the other was chosen as the control group randomly by the researcher.

3-2 Instruments

In this study, two different instruments were used. The first was a diagnostic test (see 3-2-1) and the second was the pre/post/delayed-test (see Appendix H)

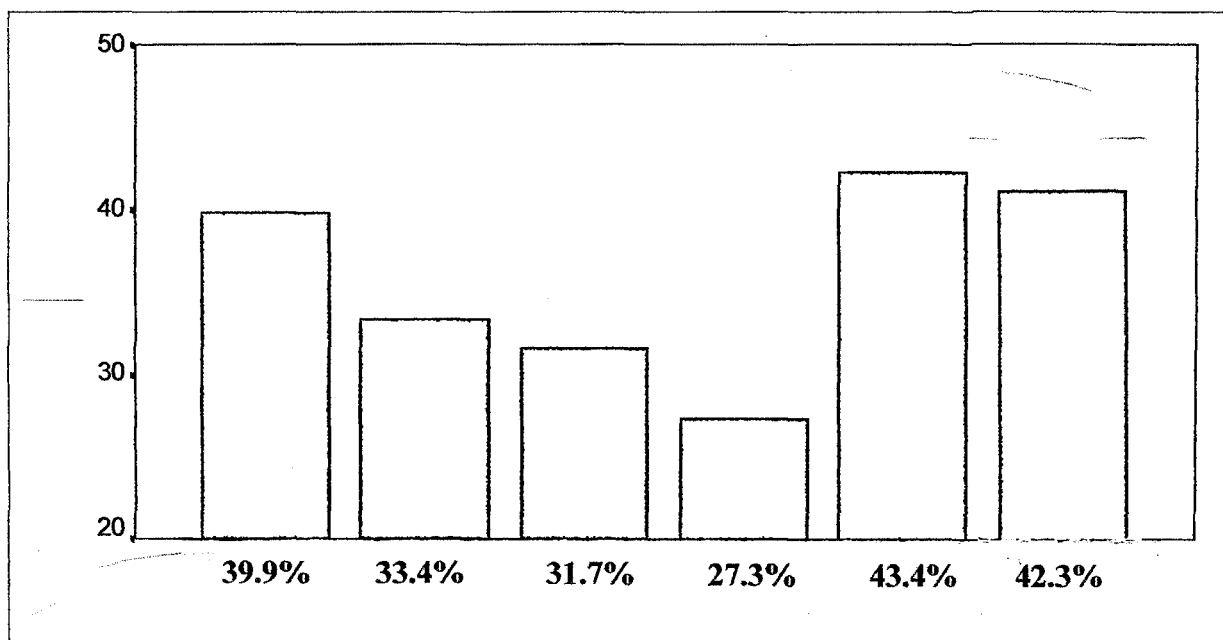
3-2-1 The Diagnostic Test.

In the study, a diagnostic test (see Appendix A) consisting of 35 questions was given to the students, in each of which the students were asked to join two separate sentences using an appropriate relative pronoun or with a reduced form with a comma where necessary. All the questions asked in the diagnostic test were taken from *“Understanding and Using English Grammar”* (second Edition) by Betty Schramper Azar (1989)- Prentice-Hall and *“Understanding and Using English Grammar”-Workbook* (2000-Third Edition) Longman, by Betty Schramper Azar. The purpose of the diagnostic test was to diagnose problematic areas of grammar covering English Relative Clauses, which are the focus in this study and to restrict the study because diagnostic tests are used as Hughes stated (1989), “to identify students’ strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary.” The questions asked in the diagnostic test covered quantity relative clauses, reduced relative clauses, coordinative relative clauses, and possessive relative clauses, relative clauses as object and subject pronouns and prepositional relative clauses. There were 5 questions for each item and 5 additional distracters unrelated to these categories. These distracters were ignored in the evaluation of the study, since they were of no concern to the researcher.

It was found that students had more problems with the use of quantity relative clauses, reduced relative clauses and coordinative relative clauses (see Table 3-1).

Table 3-1 shows the percentage of the learners' success. The percentage of correct answers to the questions in the diagnostic test are as follows: Control group; 42.3% success for possessive relative clauses, 33.4% success for quantity relative clauses, 31.7% for coordinative relative clauses, 27.3% for reduced relative clauses, 43.4% success for relative clauses as object and subject pronoun and 39.9% success for prepositional relative clauses.

Table 3-1 Results of the Diagnostic Test



In the study, the same teacher taught both groups. In the control group presentation-practice-production model, a method which is mainly course-book based and used as the usual model for grammar teaching at the School of Foreign Languages regardless to the items to be taught, was used in the control group. Task-based teaching according to Willis's framework (1996) was carried out in the experimental group.

A pre-test was given to both groups at the beginning of the treatment to measure the knowledge that students in both groups had of the target structures. (See Chapter IV) The pre-test scores of the learners were kept to make comparisons of post-test and delayed-test scores of the learners in addition to determining if both groups had equal knowledge of the target structures at the start of the treatment.

During the treatment, three students in the control group and two students in the experimental group either missed some classes or one of the pre, post or delayed tests. These students were not considered as part of the study in the analysis of the data. Twenty-three students in the experimental group and twenty-three students in the control group participated in the study.

3-2-2 The Pre-test/Post-test/Delayed-test

The pre/post/delayed tests consisted of 59 questions (see Appendix H). The questions used in the pre/post/delayed tests were taken from the following books. *“Grammarway 2”* (1998), *“Grammarway 3”* (1999-Express Publishing) by Jenny Dooley-Virginia Evans, *“Understanding and using English Grammar”- Workbook-third edition* (2000-Longman). The picture description type of questions, the aim of which is to measure students’ comprehension, was prepared by a native speaker to have validity and reliability. The picture description questions were also piloted in a third class to make it valid and reliable.

The questions were designed in four main parts; matching, sentence completion and finding the correct sentence describing the picture, and multiple choices. Although all questions used in the pre/post/delayed test were borrowed from course books, all the questions were checked by a native speaker and by some colleagues of the researcher for the purpose of controlling their validity and reliability before being applied. They were asked to give feedback and comment. The test was revised and rewritten according to the comment of the colleagues.

The purpose of adapting matching kinds of activity and picture description activities was to measure students’ comprehension of the target structures through meaningful activities. As Bygate (1996: 145) states suggesting that “task-based testing may not be reliable if students are not suitably prepared or testing procedures are not similar with the ones used in class” (cited in Mor-Mutlu, 2001).

Nitko stresses using matching exercises suggesting such advantages as:

“A matching exercise can be a space –saving, compact, and objective way to assess a number of important learning targets, such as a student’s ability to identify

associations or relationships between two sets of things. You can also develop matching exercises using pictorial materials to assess the student's abilities' to match words and maps and diagrams". (1996)

Heaton stresses using matching types of activities in testing learning, suggesting that;

"This item is more useful for testing students' sensitivity to appropriacy and their awareness of the functions of language rather than their knowledge of grammar (although grammar clues may prove important in completing this item satisfactorily). To perform the task required, students are simply required to write the letter of the correct response in the space provided. (1988: 49)

The purpose of the sentence completion activity was to test how often learners produced the learned items. It was also important for the researcher to include the types of questions used in traditional grammar instruction and testing, which are sentence completion and multiple choice since they are similar to the kinds of activities employed in normal hours of grammar teaching.

Madsen suggests using sentence completion tests stating that;

"They give the appearance of measuring productive skills because some items permit flexibility and original expression; there is no exposure to incorrect grammatical forms; they provide a sensitive measure of achievement." (1983: 42)

The purpose of adapting multiple choice tests was to see how often learners could recognize incorrect and correct forms of the target structures through critical thinking.

As Nitko states (1996) multiple choice exercises have certain advantages:

- 1- Multiple choice formats can be used to assess a greater variety of learning targets
- 2- Multiple choice items do not require students to write out and elaborate their answers and minimize the opportunity for less knowledgeable students to "bluff" or "dress-up" their answers (Wood, 1977)
- 3- Multiple choice tests focus on reading and thinking. They do not require students to use writing process under examination conditions. You should be aware that "examination writing far from being the honest form of the art; how could it be when nervous individuals have to write against the clock without a real opportunity to draft and work over their ideas (Wood, P:196)
- 4- The distracter that a student chooses may give you insight into difficulties the student is experiencing.

Madsen highlights the advantages of multiple choice tests suggesting:

- 1-It is impossible for students to avoid the grammar point being evaluated
- 2-This is a sensitive measure of achievement (and like other multiple-choice language tests, it allows teachers to diagnose specific problems of students).
- 3- It helps students to see full meaning of words by providing natural context.
Also, it is a good influence on instruction. (1983: 38)

In the pre/post/delayed test, visual aids are used to measure how much the target structures were comprehended by the learners because of similar reasons stated for matching types of activity as Bygate (1996: 145) states suggesting that “task-based testing may not be reliable if students are not suitably prepared or testing procedures are not similar with the ones used in class” (cited in Mor-Muthu, 2001).

Heaton also suggests the following advantage for the use of visual materials to test comprehension, stating that;

“Most of the item types in this section (visual materials) ... are preferable to the discrimination items previously discussed as they involve the testing of grammar and lexis... Pictures, maps, and diagrams can be used effectively for testing such skills, thereby making the testee’s performance less dependent on other skills.” (1198: 71)

3-3 Materials

The materials used during the treatment of the target structures were prepared as lesson plans. Three lesson plans were prepared for the presentation-practice-production (PPP) class, the control group in this study and another three lesson plans were prepared for the TBT group, the experimental group.

3-3-1 Lesson Plans

3-3-1-1 Task-based Lesson Plans

The TBT lesson plans for relative clauses were prepared for six hours as suggested by the Proposal Jury which was held at the start of the research. The TBT

lesson plans were prepared, based on the framework suggested by Willis (1996) because each stage of Willis's framework prepares the ground for the next. (See Chapter 1) The tasks to be used during the treatment were similar to the types of tasks Willis (1996) suggests. The texts used in the pre-task stages for the teaching of quantity and coordinative relative clauses were prepared by a native speaker and they were submitted to another native speaker for checking to have the authenticity, reliability and validity (See TBT lesson plan 1 and 2). The text used for the teaching of reduced relative clauses was taken from "Streetwise by Nolasco, R (1993)

3-3-1-1-1 TBT Lesson Plan 1

Students are asked to think about what they need to know before they decide on a certain destination for their holiday, thinking about the hotels to stay in, transportation, activities to join, and the amount of money to spend, duration, things to take with and etc. Students' preferences about the type of holiday are elicited too. Students' ideas are elicited by the teacher through some stimulating questions. Teacher puts the things into categories listing them on the board for the students. Thus students are made aware about how to prepare for a holiday with the help of ideas elicited from peers.

Then they are announced that the Tour Club of Anadolu University is preparing a list of destinations which people prefer most. Their purpose is to organize tours to most popular destinations among students. Students are kindly asked to carry out a research in groups to determine their friends' preferences. Before they start, they are given a sample text which is about a survey carried out to determine students' preferences in another faculty by the Tour club. Students are told to read the survey and decide whether their preferences match with it. After eliciting students' ideas, they are given a leaflet at the beginning of the activity to fill in the parts in the leaflet in groups. After each group finishes, they are told to post their leaflets to the board for other groups to see. The students in other groups look at each of them and decide to join one of them which best meets their personal preferences. Students form new groups according to the lists on the board, each of these groups makes a report of their

preferences to submit to the Tour Club similarly to the one presented before. Each group presents their reports to the whole class and the destinations which are closer to one another are taken and a final report of the destinations to which tours will be organized is prepared to submit to the Club.

In language focus, students are told to read the sample text in the pre-task, and asked to underline the quantity relative clauses, explaining which one the relative pronoun is and which noun is modified by the relative pronoun. The same procedure is followed for the students' reports. (see Appendix B). The rule for the use of quantity relative clauses is generated, summarizing the quantity expressions which can be used in this form of relative clause.

3-3-1-1-2 TBT Lesson Plan 2.

After eliciting students' interesting experiences about one past holiday, students are given a list of words and asked to group the words which are associated with a good/bad holiday. They are given a few second for the listing. Students work in pairs and prepare a list of key words which summarize one of their interesting holidays using the key words they are provided in the list or adding some other key words they feel comfortable with to do the list. Students' lists are elicited by the teacher, and their lists are compared with one another. Then they are given a text which is about one of the foreigner teacher at School Of Foreign Languages who spent his summer holiday in Mexico. They are asked to read it and list the positive and negative experiences stated in the text, including how the teacher felt after the experience and what effects the experience had on the teacher. Students' comments and findings are discussed. Students are told to form groups of three and to compare the list of keywords prepared in the pre-task and which summarizes their personal holidays. Then as groups, they decide on one that they wish to write about. They prepare a written report telling about their experiences. Te list of keywords becomes a guide for group members who do not know well about the partner's holiday.

When each group finishes, groups change their report and they read each of them aloud for the whole class. In the end, one of the reports is chosen as “the most interesting holiday of the year” and one is chosen as “the worst holiday of the year”.

In language focus, students are told to underline the relative clauses in sample text which was read in the pre-task stage. The relative pronouns are underlined and the ideas modified by the pronoun are stressed by the students. The same procedure is followed for the student reports. The rule for coordinative relative clauses is generated. (See Appendix C)

3-3-1-1-3 TBT Lesson Plan 3

Students are asked to brainstorm about the famous inventions they remember, the invention dates, the functions and benefits that the inventions provide and so on. Students are given some pictures about inventions with some prompts telling about the inventions to stimulate them.

After that, students are asked to read a text about a famous inventor who just cannot stop inventing something. Students are asked read it and answer the questions about the text. Then students work in groups and prepare a list of inventions of the famous inventors, which have important contributions to civilization. They share their inventions with the whole class.

Then each group is told to think of an invention that they found to be very important. They prepare a persuasive report introducing their inventions, including the dates of invention, its functions, and the benefits the invention provided etc. After each group finishes writing their report, they are asked to present their report to the whole class. One of the inventions is chosen as “the most useful invention for human kind”.

In language focus, students focus on the reduced forms in the sample text underlining the –ing and –ed participles used to modify a noun. Then students’ reports are examined to find the reduced forms and teacher explains in which parts it was possible to use reduced forms. The rules for reduced form are generated with the students. They are asked to convert some of the reduced forms in the sample text and in their reports (phrases) into clauses into full-length (see Appendix D)

3-3-1-2 PPP Lesson Plans

PPP lesson plans which were used in the control group were prepared according to PPP paradigm because the teaching of grammar in School of Foreign languages is course-book based and the units of the PPP lesson plans include techniques and activities such as modeling technique, Transformation, Re-write Sentences, sentence writing and sentence combining, which are covered with the help of the PPP paradigm. (See lesson plans for PPP) The lesson plans were prepared for the purpose of teaching “quantity relative clauses, reduced relative clauses, and coordinative relative clauses. The reason for choosing these topics is explained in detail in the introduction part of the study.

3-3-1-2-1 PPP Lesson Plan 1

Teacher writes some sentences about “quantity relative clauses” on the board and underlines the target structures on each sentence. They are told that “whom” is used for human beings, “which” is used for animals or things. The usages of these “who” and “which” are shown on the sample sentences on the board referring to the nouns modified. They are provided with a chart in which there is quantity expressions used in quantity relative clauses. In practice stage, students are given some sentences and they are asked to complete them using quantity relative clauses. When they finish, students sample sentences checked by the teacher. In production stage, students are given enough time and asked to change the second sentences into an adjective clause joining it with the first one. They are asked to read aloud. If any error is committed, they are corrected immediately explaining why. (see Appendix E)

3-3-1-2-2 PPP Lesson Plan 2

Presentation consisted of an explanation of the uses of “coordinative relative clauses” by giving examples in different sentences. In this part, teacher writes some sample sentences with the use of “coordinative relative clauses” on the board. How to form the target structure is explained on each sentence one by one. In the practice stage, students are asked to express the following pairs of sentences as one, using ‘which’. In the production stage, students work in groups and they write sentences for the preceding sentences about themselves and about other people in the group. Then they are asked to combine the pair of sentences, using ‘which’. In the end, sentences are examined by the teacher one by one and each sample sentence is written on the board explaining the structure and referring back to the presentation stage. (see Appendix F)

3-3-1-2-3 PPP Lesson Plan 3

Use of reduced relative clauses is explained in details with the help of some sample sentences on the board. They are provided with a list patterns which can be omitted in relative clauses to have a reduced relative clause. In practice stage, students are asked to combine the given sentences using reduced form, and giving the full form as well. In production stage, students are given some sentences and they are asked to write sentences with reduced relative clauses. Then just opposite of what the have done, they are asked to convert the reduced forms in to clauses. When students finish the activity, their sample sentences are written on the board and the target structures are examined in detail referring back to the presentation stage. (see Appendix G)

3-4 Procedure

Each treatment lasted 6 hours. Both experimental group and control group were taught by the same teacher, the researcher of this study too. Pre-test was given to the

students in usual lesson hours just before the treatment started. They were told that the purpose of the test that they were taking was to find their needs about relative clauses and meet these needs during the teaching of these items in grammar lessons. At the end of the treatment, students in both groups were given post test to measure the learning of the target items after the treatment. The same test was administered to the students in both groups two months later as a delayed test, the purpose of which is to measure the learning of the target structures in the long term.

3-5 Data Analysis

Firstly, only the questions which measure the learning of the target structures (48 in total) were taken into evaluation and the extra distracter questions were not taken into consideration during the evaluation of the data. Each question in pre-post-delayed test was scored by 1 for each correct answer. Data obtained from the pre-test/post-test/delayed test was submitted to statistical analysis for between group and in-group comparison.

Students' success for each question type was also checked statistically. Independent Samples T-tests were used for the comparison of the pre-test, post-test and delayed tests of both groups. Pre-test scores were compared first with the help of t-tests to see if participants in both experimental and control group had equal knowledge of the target structures.

Then students' pre-test means were extracted from the post test-means first and submitted to t-test to measure the learning in the short term. The purpose in comparing the post-tests was to see if any learning took place in both groups to be able to talk about learning just after the treatment. If so, which method is more effective?

Later, the pre-test means of both groups were extracted from the delayed test means and submitted to statistical analysis, t-test, to measure the learning in the long-term and to see which method is more effective in the long-term retention?

Pre-test, post-test and delayed test scores were submitted for statistical analysis for within comparison to see if PPP method was an effective method or not in the learning of the target structures. Two-way ANOVA test was used just because only

one student group was used for comparison and there were more than two to compare (pre-post-delayed). If any significant difference was found, TUKEY technique was used for two way comparison.

The same procedure is carried out for each type of questions. The same procedure followed for the PPP group was carried out for the analysis of the results of the TBT group in the study. The pre/post/delayed test scores were submitted to two-way ANOVA test to be able to discuss about if TBT was an effective method or not in the learning of the target structures. The reason for using two-way ANOVA test was that only one student group was used for comparison and there were more than two to compare (pre-post-delayed). If any significant difference was found, TUKEY technique was used for two-way comparison.

CHAPTER IV

4- ANALYSIS OF THE DATA

As stated earlier, the purpose of this study is to compare the effectiveness of task-based teaching (TBT) and presentation-practice-production paradigm (PPP) in teaching English relative clauses, namely quantity relative clauses, reduced relative clauses and coordinative relative clauses. The participants in the study, both the PPP group and the TBT group were given a pre-test at the beginning of the study for the purpose of determining how much knowledge these learners had of the target structures in relative clauses at the start of the procedure. The same test was given to both groups as a post-test immediately after the treatment to see if the groups' knowledge of the target structures in relative clauses had improved significantly or not. The same test was given to both groups as a delayed test two months later after this to see if the learners had retained knowledge of the target structures in the long-term.

4-1 Between Group Comparison

In this study, students' overall pre-test scores in both groups were submitted for statistical analysis for between group comparisons first. Then students' overall post-test scores were submitted for between group comparisons after extracting pre-test scores from post-test scores. Last, students' overall delayed-test scores were submitted for statistical analysis after extracting pre-test scores from delayed-test scores. For in-

group comparison, two-way ANOVA test results for the general means of both TBT and PPP group are given and the results of the procedure followed to determine the effectiveness of both types of instructions in the learning of all types of questions are attached to the chapter too.

4-1-1 Pre-test Results

The pre-test results of both experimental and control group were analyzed using a t-test for independent samples to see if the two groups had equal knowledge of the target structures at the beginning of the treatment. An independent t-test was also used to analyze the scores of the learners for the question types (Q.T). As can be seen in Table 4-2, the overall mean score of the PPP group was 22.1739, and the overall mean score of the TBT group was 21.8696 with a difference of 0, 3043. The t-test results did not show a significant difference between the two groups ($t=0,316$ $p=0,754$) (see Graph 4-1).

According to the independent sample t-test results, there was no significant difference between the two groups at the beginning of the treatment. In other words, both groups had equal knowledge of the target grammar structure, English RC.

Graph 4-1: Comparison of PPP and TBT Group in terms of their Pre-test Scores

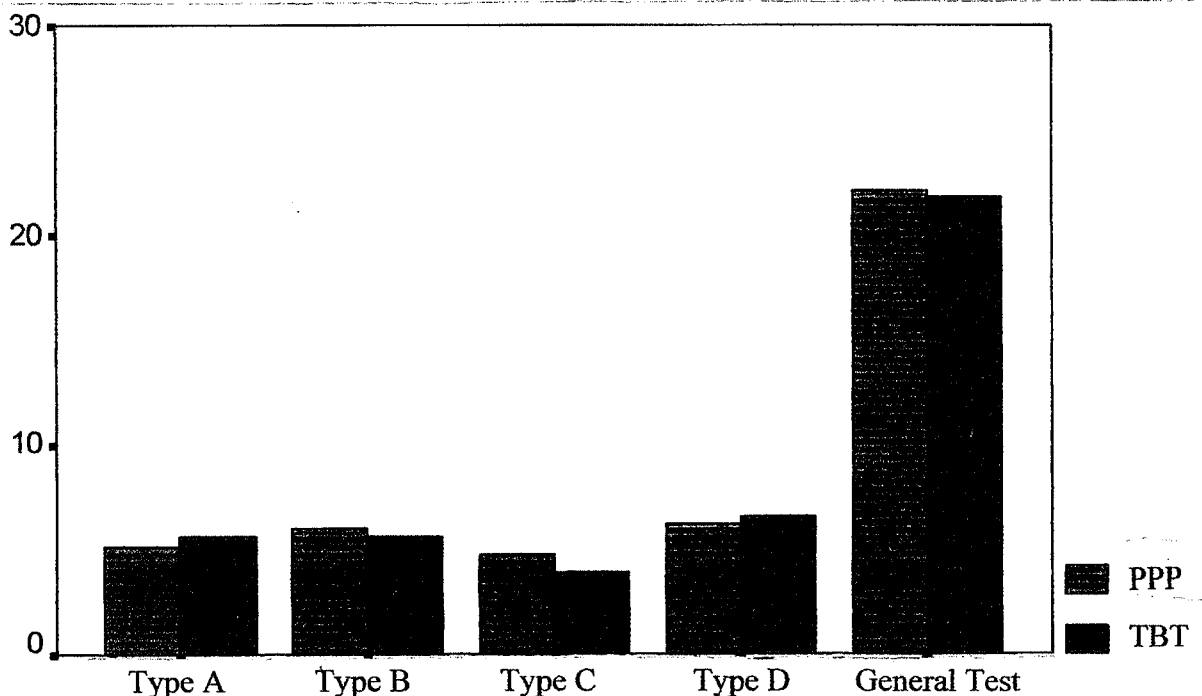


Table 4-2: T-test Results of the Pre-test Means of the PPP and the TBT Group

Q.T	Subjects	N	df	Mean	Std. Error Mean	Mean Difference	p	t
A	PPP	23	44	5,1739	,1622	-,4783	,130	-1,544
	TBT	23		5,6522	,2638			
B	PPP	23	44	6,0000	,2178	,3478	,271	1,115
	TBT	23		5,6522	,2232			
C	PPP	23	44	4,7826	,2081	,8696	,002*	3,272
	TBT	23		3,9130	,1653			
D	PPP	23	44	6,2174	,2511	-,4348	,398	-,854
	TBT	23		6,6522	,4428			
General	PPP	23	44	22,1739	,5284	,3043	,754	,316
	TBT	23		21,8696	,8059			

* The mean difference is significant at the, 05 level.

The pre-test scores of both groups were examined with regards to the types of question. For type A questions, the mean score for the PPP group was 5.1739 and for the TBT group 5.6522, with a difference -0.4783. There was no significant difference in type A questions ($t = -1.544$ $p = 0.130$).

For type B question, the mean score for the PPP group was 6.0000 and for the TBT group 5.6522, with a difference 0.3478. There was no significant difference between the group in type B questions ($t = 1.115$ $p = 0.271$).

For type C questions, the mean score for the PPP group was 4.7826 and for TBT group 3.9130, with a difference 0.8696. There was a significant difference in type C questions. The PPP group had significantly better knowledge of type C questions than did the TBT group ($t = 3.272$ $p = 0.002$).

For type D questions, the mean score for the PPP group was 6.2174 and for the TBT group 6.6522, with a difference -0.4348. There was no significant difference between the two groups ($t = -0.854$ $p = 0.398$).

In summary, the statistical analysis of pre-test scores for types of question suggested that for type A, B and D questions; there was no significant difference between the two groups. These types of questions used were matching, multiple choice

and sentence completion tests. The reason that no significant difference was found may be that students had become accustomed to these types of question in their EFL classes. For type C questions, PPP group performed significantly better than the TBT group, with a mean difference 0.8696. This indicates that students in the PPP had better knowledge of the picture description questions at the beginning of the study. (See Graph 4-1)

4-1-2 Post-test Results

The post-test scores of the PPP group and TBT group were compared as well to see if the groups had statistically improved in the learning of the target structures. The results show that learners in both the TBT group and the PPP group improved their knowledge of relative clauses during the treatment. Table 4-4 summarizes the group statistics of both the TBT group and the PPP group after the pre-test means of each question type and general pre-test means were extracted from the post-test means of both the TBT group and the PPP group.

Graph 4-3: Comparison of PPP and TBT Group in terms of their Post-test Scores

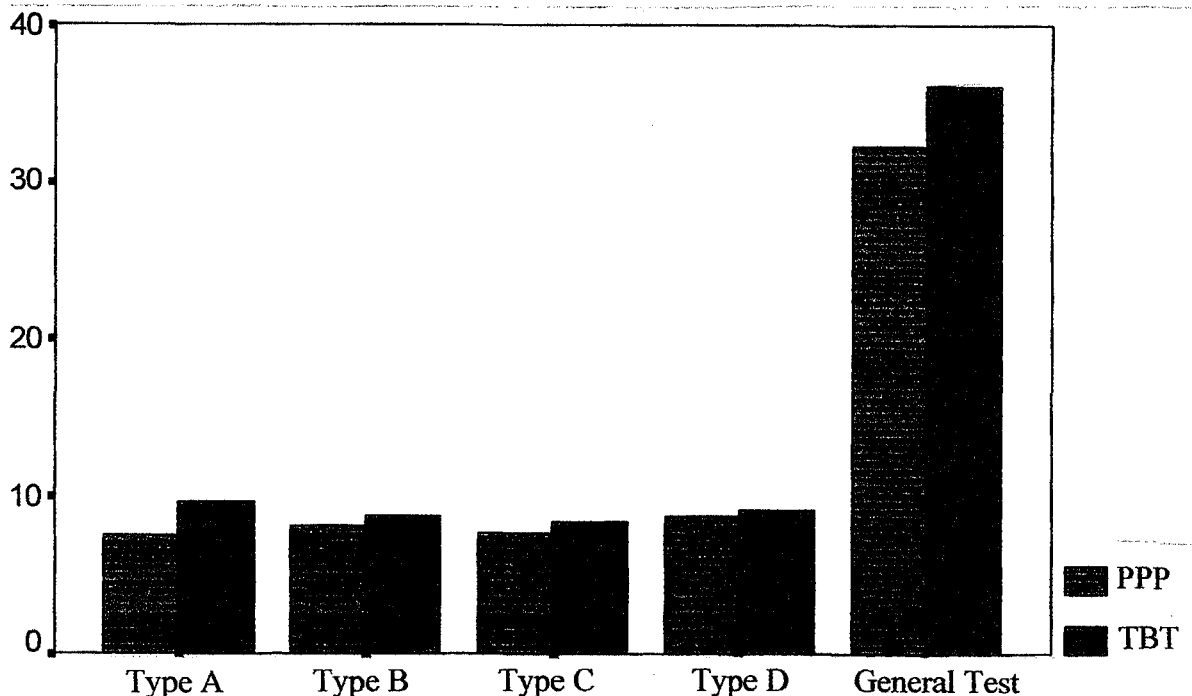


Table 4-4: Independent Samples T-test for Post-test Means Extracted From Pre-test Means

Q.T	Subjects	N	df	Mean	Std. Error Mean	Mean Difference	P	t
A	PPP	23	44	2,3478	,2784	-1,6522	,000*	-4,343
	TBT	23		4,0000	,2592			
B	PPP	23	44	2,2174	,3770	-,9565	,044*	-2,078
	TBT	23		3,1739	,2641			
C	PPP	23	44	2,9130	,2586	-1,5652	,001*	-3,679
	TBT	23		4,4783	,3378			
D	PPP	23	44	2,6087	,4651	,0435	,954	,058
	TBT	23		2,5652	,5892			
Post-test means	PPP	23	44	10,0870	,7027	-4,1304	,000*	-3,788
	TBT	23		14,2174	,8340			

* The mean difference is significant at the, 05 level.

In Table 4-4, independent samples t-test results are given. The general post-test means of the TBT group and the PPP group were compared. The mean difference between both groups was -4.1304. This indicates a significant difference in the learning after the treatment ($p=0.000$).

The mean difference between two groups for the type A questions was -1.6522. That means that the TBT group was significantly more effective in the learning of type A questions when compared with the mean of the PPP ($p=0.000$). The mean difference between the scores of the TBT group and the PPP group in the post-test for type B questions was -0.9565. That means that the TBT group was significantly more effective than the PPP group in the learning of type B questions ($p=0.044$). The mean difference between the scores of the TBT group and the PPP group for type C questions was -1.5652. That means that the TBT group improved significantly more than the PPP group ($p=0.001$). The mean difference between the post-test scores of the PPP group and the TBT group for the type D questions was 0.0435. That means that there was no significant difference between the learning of the type D questions between the TBT group and the PPP group ($p=0.954$).

The statistical analysis carried out indicates that the TBT group was significantly more effective in the learning of English RC in the short term. For type A, B and C questions, sentence matching, sentence completion, and picture description tests; there was significant difference in the learning of the two groups, whereas there was no significant difference for the type D questions with a mean difference, multiple choices. (See Graph 4-3)

4-1-3: Delayed-test Results

The delayed test scores of the students in both groups were compared to see if any learning in the long-term had taken place. Similar to what the researcher did with the analysis of the post test, the researcher compared the delayed-test means of both the TBT group and the PPP group from which the pre-test means were extracted, with one another to discuss retention in the long-term.

Table 4-6 summarizes the group statistics of both the TBT group and the PPP group after the pre-test mean of each question type and the general pre-test mean was extracted from the delayed tests for both the TBT group and the PPP group. The extracted delayed-test mean for the PPP group was 11.0435, and for the TBT group, it was 13.3478, with a difference 2.3043. The results suggest that there was no significant difference between the retained knowledge of the two groups in the long-term. In other words, students in both groups appeared to improve equally in the learning of RCs in the long-term. (see Graph 4-5)

The means for the types of question were also submitted for statistical analysis. Table 4-6 shows the t-test results of the delayed test means extracted from the pre-tests of both the TBT group and the PPP group. The mean difference for type A questions was -0.9565. This indicates that there was no significant difference in the learning of type A questions ($p=0.055$).

The mean difference for type B questions was -0.0435. This indicates that there was no significant difference between the learning of the two groups ($p=0.926$).

The mean difference for type C was -1.3478. This indicates that there was a significant difference between the learning of type C questions for the TBT group and

the PPP group in the long-term ($p=0.004$). The TBT group significantly retained more than the PPP group in type C questions, picture description type. The reason for this may be that this type is based on meaning and comprehension, which form part of task-based instruction.

The mean difference for type D questions was 0.0869. This indicates that there was no significant difference in the learning of type D questions for both the TBT group and the PPP group ($p=0.906$). The mean difference of the general delayed test scores was -2.3043. This indicates that there was no significant difference between the learning of relative clauses for both the TBT group and the PPP group ($p=0.065$).

Graph 4-5: Comparison of PPP and TBT Group in terms of their Delayed-test Scores

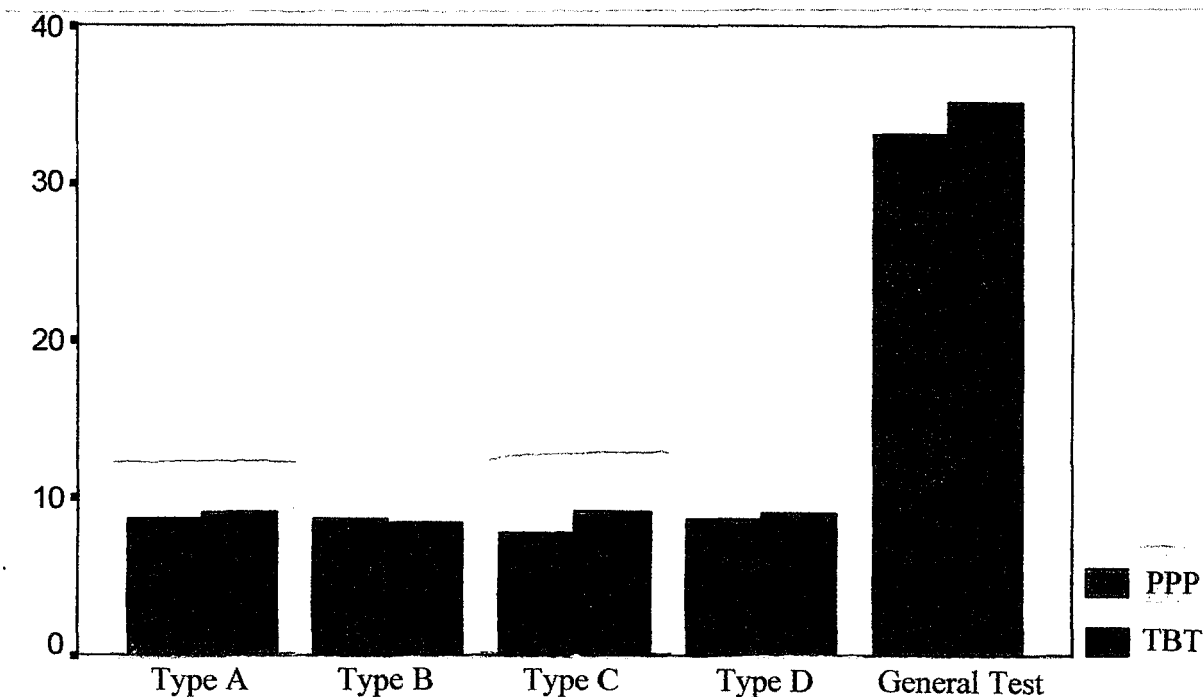


Table 4-6: Independent Samples Test for Delayed-test Means Extracted From Pre-test Means.

Q.T	Subjects	N	d f	Mean	Std. Error Mean	Mean Difference	p	t
A	PPP	23	44	2,5217	,3659	-,9565	,055	-1,968
	TBT	23		3,4783	,3198			
B	PPP	23	44	2,7391	,3094	-,0435	,926	-,094
	TBT	23		2,7826	,3441			
C	PPP	23	44	3,3043	,2911	-1,3478	,004*	-3,001
	TBT	23		4,6522	,3421			
D	PPP	23	44	2,5217	,4571	,0869	,906	,119
	TBT	23		2,4348	,5722			
Delayed-test Means	PPP	23	44	11,0435	,8281	-2,3043	,065	-1,890
	TBT	23		13,3478	,8949			

* The mean difference is significant at the, 05 level.

4-2 In-group Comparisons

The mean scores of pre/post/delayed tests of both TBT and PPP group were submitted to two-way ANOVA for in-group comparison to be able to discuss if TBT/PPP is an effective method in teaching relative clauses. Similarly to what we did with the mean scores of pre/post/delayed tests, the mean scores of pre/post/delayed tests of both groups for types of question were also submitted to two-way ANOVA test to determine if both types of instruction were effective in the learning of four types of questions.

4-2-1 In-group Comparison for the PPP Group.

The pre-test/post-test/delayed-test scores of the PPP group were compared with one another to see if the PPP paradigm was an effective method in the learning of the

target structures. In Table 4-8: the mean of the pre/post/delayed tests show that in general PPP was effective in the learning of the targeted structures. ($p= 0.000$) The result suggested that PPP was an effective method in the teaching of RCs (see Graph 4-7).

Graph 4-7 Comparison of Pre/post/delayed Test for the PPP Group

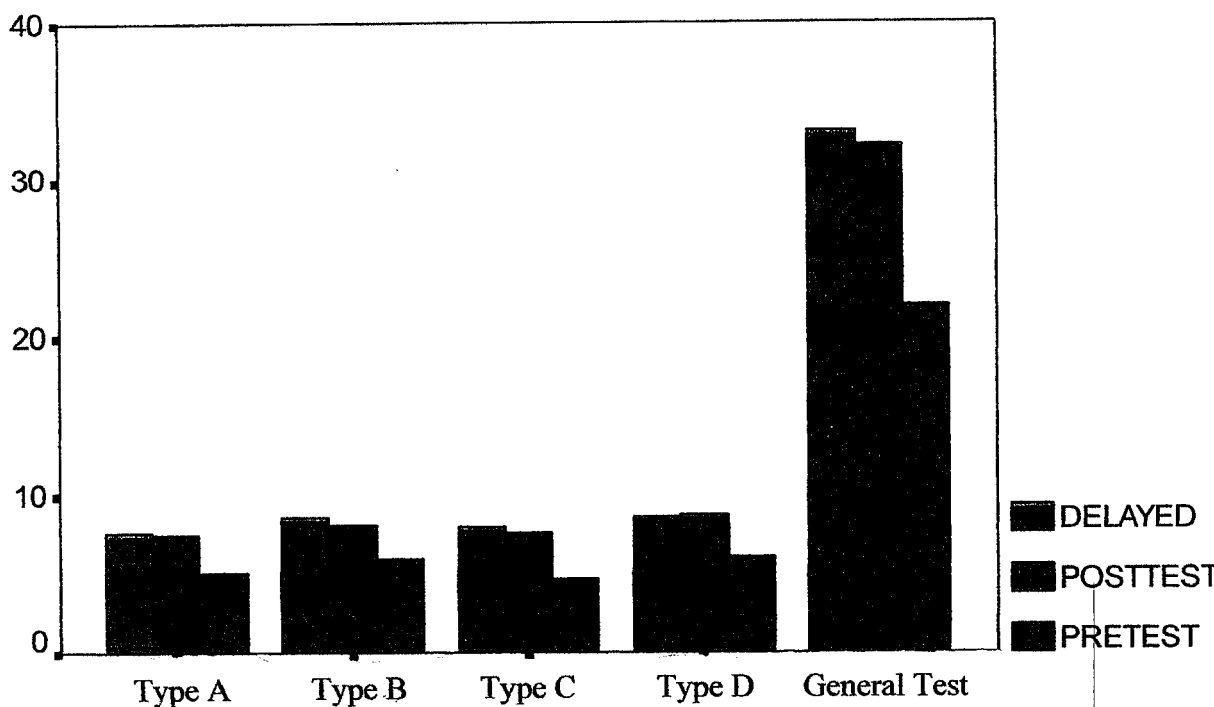


Table 4-8: Two-way ANOVA Results for the PPP Group.

Source	Sum of Squares	df	Mean Square	f	p
Pre/post/delayed	1722,087	2	861,043	139,673	,000*
Subjects	732,406	22	33,291		
Error	271,246	44	6,165		
Total	2725,739	68			

* The mean difference is significant at the, 05 level.

In Table 4-8:

*“Total” is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

*“Group” is obtained by adding the square of the deviation of the group means.

*“Participant” is obtained by adding the square of the deviation of the each participant’s means.

Table 4-9 compares the pre-test with the post test first. The difference between the pre-test and post test was -10.0870. There was significant learning in the post test ($p=0.000$). The pre-test was compared with the delayed-test. The difference between the pre-test and the delayed-test was -11.0435. The difference was statistically significant to be able to say that there was learning in the delayed test (long-term) ($p=0.000$). Then the post-test was compared with the delayed-test to see if any learning took place after the treatment. The difference between the post and the delayed test was -0.9565. There was no significant difference between the post and the delayed test ($p=0.399$).

In summary, the results suggest that learning of the RCs in the short term was significant. The learning in the long-term was also significant. On the other hand, it was found that there was no significant difference between the post-test and delayed-test of the PPP group, which shows that no learning took place after the treatment. In other words, students in the PPP group learned significantly during the PPP instruction, and the amount of learning in the long-term was also significant, with students learning as much as they did in the short-term. There was no significant learning after the treatment was discontinued. That is to say; students were not involved in learning the RCs after the instruction using PPP ended as with self-study (see Table 4-9)

**Table 4-9: Multiple Comparisons of Pre/post/delayed-test Means for the PPP Group.
Tukey HSD**

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-10,0870*	,732	,000	-11,8628	-8,3111
Pre-test	Delayed-test	-11,0435*	,732	,000	-12,8193	-9,2676
Post-test	Delayed-test	-,9565	,732	,399	-2,7324	,8193

* The mean difference is significant at the, 05 level.

Each question type was also analyzed to see if the results differed from type to type. The pre-test/post-test/delayed test means of the groups were compared if the PPP paradigm was effective in the learning of the type A questions. Table 4-10 shows the figures for the group, subject, error and the total figure as explained below in Table 4-10. According to the analysis, the PPP paradigm was significantly effective in the learning of the type A questions ($p=0.000$).

Table 4-10: The Two-way ANOVA Results of the PPP Group for Type A Questions.

Source	Sum of Squares	df	Mean Square	f	p
Subjects	65,159	22	2,962		
Pre/post/delayed	91,246	2	45,623	38,053	,000*
Error	52,754	44	1,199		
Total	209,159	68			

* The mean difference is significant at the, 05 level.

In Table 4-10:

*"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

*"Group" is obtained by adding the square of the deviation of the group means.

*"Participant" is obtained by adding the square of the deviation of the each participant's means.

Table 4-11 compares the pre-test means of the PPP group with the post-test means first. The difference between them was -2.3478. This indicates that PPP was significantly effective in the learning of type A questions in the post-test ($p=0.000$). The delayed test-mean was compared with the pre-test to see if PPP was statistically effective in the learning of type A questions. It was found that PPP was significantly effective in type A questions ($p=0.000$). The post-test was compared with the delayed test to see if any learning took place in the PPP group after the treatment. It was found that the learning in the delayed test was as much as the learning in the post-test ($p=0.853$).

**Table 4-11: Multiple Comparisons of Type A Questions for the PPP Group.
Tukey HSD**

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pres-test	Post-test	-2,3478*	,323	,000	-3,1310	-1,5647
Pre-test	Delayed-test	-2,5217*	,323	,000	-3,3049	-1,7386
Post-test	Delayed-test	-,1739	,323	,853	-,9571	,6092

* The mean difference is significant at the, 05 level.

The mean of the pre-post-delayed test scores of the PPP group was compared to see if PPP was an effective method in the learning of type B questions. Table 4-12 shows the two-way ANOVA results of PPP paradigm for the type B questions. The results suggest that the PPP was significantly effective in the learning of the type B questions ($p=0.000$)

Table 4-12: The Two-way ANOVA Results of the PPP for Type B Questions.

Source	Sum of Squares	df	Mean Square	f	p
Subjects	75,652	22	3,439		
Pre/post/ delayed test	97,304	2	48,652	39,138	,000*
Error	54,696	44	1,243		
Total	227,652	68			

* The mean difference is significant at the, 05 level.

In Table 4-12:

*"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

*"Group" is obtained by adding the square of the deviation of the group means.

*"Participant" is obtained by adding the square of the deviation of the each participant's means.

After this, the pre-test and post-test means were compared if any learning took place after the treatment in the PPP group for the type B questions. Table 4-13 shows the mean scores and the differences of the comparison. The difference between the pre-test and the post-test was -2.2174. It was found that PPP was an effective method in the learning of relative clauses for type B questions in the short-term ($p=0.000$). The pre-test mean was also compared with the delayed test for the PPP group for type B questions. The difference between them was -2.7391. There was a significant improvement in the learning of the PPP group for the type B questions ($p=0.000$). PPP was found to be an effective method in the learning of type B questions. The post test mean of the PPP group was compared with the delayed test to see if any learning took place after the treatment. The difference between the post-test mean and the delayed test mean was -0.5217. It was found that there was no significant improvement after the treatment ($p=0.262$).

Table 4-13: Multiple Comparisons for Type B Questions of the PPP Group. Tukey HSD

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-2,2174*	,329	,000	-3,0148	-1,4199
Pre-test	Delayed-test	-2,7391*	,329	,000	-3,5366	-1,9417
Post-test	Delayed-test	-,5217	,329	,262	-1,3192	,2757

* The mean difference is significant at the, 05 level.

The means of the pre-test/post/delayed test scores of the PPP group were compared if PPP was an effective method in the learning of type C questions. Table 4-14 summarizes the figures for the analysis. It was found that PPP is significantly effective in the learning of type C questions ($p=0.000$).

Table 4-14: The Two-way ANOVA Results of the PPP Group for the Type C Questions.

Source	Sum of Squares	df	Mean Square	f	p
Subjects	61,217	22	2,783		
Pre/post/delayed	149,942	2	74,971	93,207	,000*
Error	35,391	44	,804		
Total	246,551	68			

* The mean difference is significant at the, 05 level.

In Table 4-14:

**"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

**"Group" is obtained by adding the square of the deviation of the group means.

**"Participant" is obtained by adding the square of the deviation of the each participant's means.

The mean of the pre-test of the PPP group for type C questions was compared with the mean of the post test to see if PPP was effective in the learning of the type C questions in short term. Table 4-15 shows the figures for the analysis. The difference

between the pre-test and post-test was -2.9130. This indicates that there was significant improvement in the learning of type C questions ($p=0.000$). The pre-test mean was also compared with the delayed-test mean to see if PPP was effective in the retention of the type C questions. The difference between the means of the pre-test and post-test was -3.3043. This indicates that there was significant improvement in the learning of type C questions. PPP was effective in the learning of the type C questions ($p=0.000$). The mean of the post test of the PPP group was compared with the mean of the delayed test to see if any learning took place after the treatment. The difference between the post-test and delayed test was -0.3913. That means that there was no significant improvement after the post test ($p=0.310$).

Table 4-15: Multiple Comparisons for Type C Questions of the PPP Group. Tukey HSD

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-2,9130*	,264	,000	-3,5545	-2,2716
Pre-test	Delayed-test	-3,3043*	,264	,000	-3,9458	-2,6629
Post-test	Delayed-test	-,3913	,264	,310	-1,0328	,2502

* The mean difference is significant at the, 05 level.

The means of the pre-test, post-test and delayed-test of the PPP group were compared to see if PPP was effective in the learning of the type D questions. The figures for the two-way ANOVA analysis are given in Table 4-16. According to the results of the analysis, PPP was statistically significant in the learning of the type D questions ($p=0.000$).

**Table 4-17: Multiple Comparisons for Type D Questions for the PPP Group.
Tukey HSD**

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-2,6087*	,427	,000	-3,6449	-1,5725
Pre-test	Delayed-test	-2,5217*	,427	,000	-3,5579	-1,4856
Post-test	Delayed-test	8,696E-02	,427	,977	-,9492	1,1231

* The mean difference is significant at the, 05 level.

In summary, the statistical analysis carried out for in-group comparison suggested that PPP was an effective method in the teaching of RCs. Then analysis was conducted for the types of question. It was found that PPP was an effective method in the learning of all types of question. Next, the learning from pre-test to post-test, from pre-test to delayed test, and finally from post-test to delayed test was analyzed. The results suggest that learning of the RCs in the short term was significant. The learning in the long-term was also significant. On the other hand, it was found that there was no significant difference between the post-test and delayed-test of the PPP group, which shows that no learning took place after the treatment. In other words, students in the PPP group learned significantly during the PPP instruction, and the amount of learning in the long-term was also significant, with students learning as much as they did in the short-term. There was no significant learning after the treatment was discontinued. That is to say; students were not involved in learning the RCs after the instruction using PPP ended as with self-study.

4-2-2 In-group Comparison for the TBT Group.

For the purpose of determining if TBT was effective, pre-post-delayed test scores of the TBT group were compared with the help of a two-way ANOVA test within the group. The reason for using two-way ANOVA test was that only one group was used for the comparison, and there are three variables; pre-test, post-test and

delayed-test. The TUKEY technique was used if a significant difference existed to conduct the between comparison.

The mean scores of the pre-test, post-test and delayed test of the TBT group were compared with one another to see if TBT was an effective method in the learning of the target structures. The figures for the comparison are given in Table 4-19. According to the two-way ANOVA test analysis of the scores of the TBT group, it was found that TBT was effective in the learning of the target structures since there was a significant difference between them ($p=0.000$). (See Graph 4-18)

Graph 4-18: Comparison of the Pre/post/delayed Test Scores for the TBT Group.

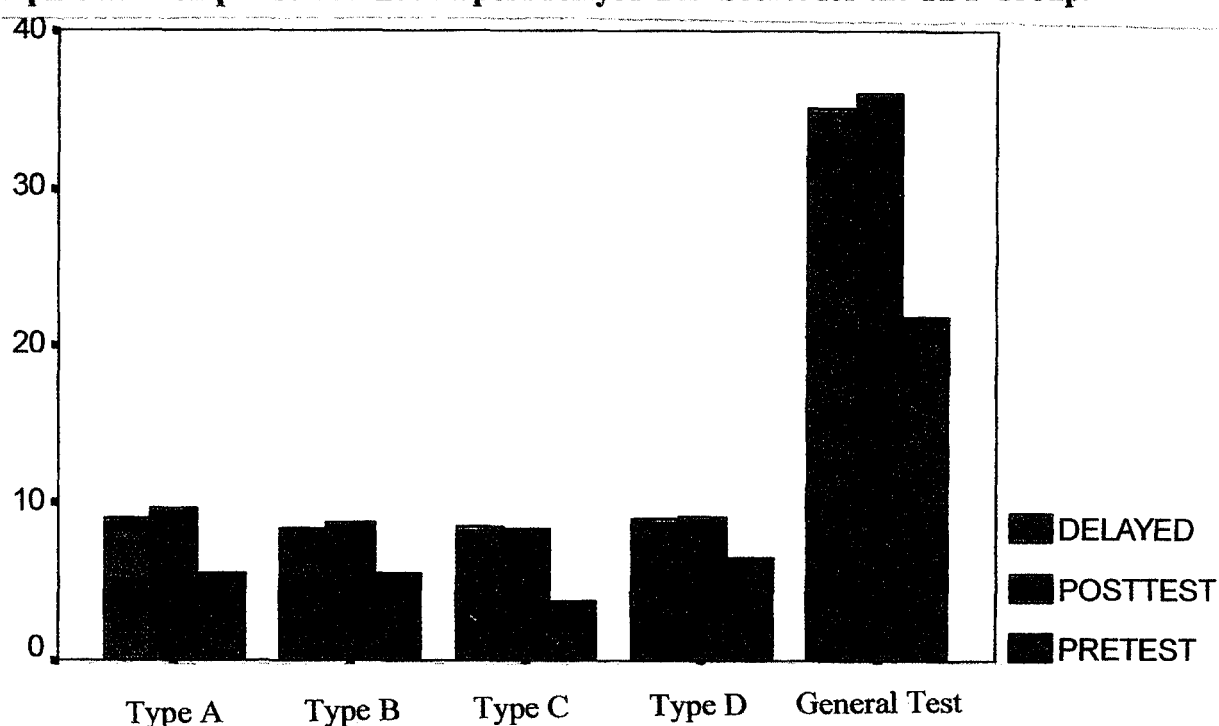


Table 4-19: The Two-way ANOVA Test Results of the Pre-post-delayed-test Means of the TBT Group.

Source	Sum of Squares	df	Mean Square	f	p
Subjects	820,435	22	37,292		
Pre/post/delayed test	2921,420	2	1460,710	234,641	,000*
Error	273,913	44	6,225		
Total	4015,768	68			

* The mean difference is significant at the, 05 level

In Table 4-19:

*"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

*"Group" is obtained by adding the square of the deviation of the group means.

*"Participant" is obtained by adding the square of the deviation of the each participant's means.

The mean of the pre-test and the mean of the post-test of the TBT group were also compared to see if any learning took place after the treatment in the post-test. The figures used in the two-way ANOVA analysis are given in Table 4-20. The mean difference between the pre-test and the post-test was -14.2174. This indicates that there was a statistically significant difference between the learning of the pre-test and post-test ($p=0.000$). The delayed-test mean of the TBT group was also compared with the pre-test to see if any learning took place in the delayed-test. The difference between the mean of the pre-test and post-test was -13.3478. This indicates that there was significant learning in the delayed test when compared with the pre-test. It can be seen that there was significant learning of the target structures in the long-term ($p=0.000$). The mean of the post-test of the TBT group was compared with the mean of the delayed-test to see if any learning took place after the treatment. The difference between the post-test and the delayed-test was 0.8696. This shows that there was no significant learning after the treatment. In other words, the learning of the target items in the delayed-test was as much as the learning in the post-test ($p=0.470$). This shows that students were not involved in a learning condition, apart from the in-class instruction. (See Table 4-20)

Table 4-20: Multiple Comparisons of Pre-post-delayed-test for the TBT Group Tukey HSD

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-14,2174*	,736	,000	-16,0019	-12,4328
Pre-test	Delayed-test	-13,3478*	,736	,000	-15,1324	-11,5633
Post-test	Delayed-test	,8696	,736	,470	-,9150	2,6541

* The mean difference is significant at the, 05 level.

The see if the effectiveness of TBT differs from question type to question type, a two-way ANOVA test was applied for each question type. Table 4-21 summarizes the figures used in the analysis of the data for type A question. According to the results of the analysis, there was a significant difference in the learning of the TBT group for type A question (($p=0.000$)).

Table 4-21: The Two-way ANOVA Test Results of the TBT Group for Type A Question.

Source	Sum of Squares	df	Mean Square	f	p
Subjects	70,551	22	3,207		
Pre/post/ delayed test	217,507	2	108,754	147,269	,000*
Error	32,493	44	,738		
Total	320,551	68			

* The mean difference is significant at the, 05 level.

In Table 4-21:

*"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

*"Group" is obtained by adding the square of the deviation of the group means.

*"Participant" is obtained by adding the square of the deviation of the each participant's means.

The pre-test mean of the TBT group was also compared with the post-test mean to see if any learning took place after the treatment. As can be seen in Table 4-22, the difference between the pre-test mean of the TBT group and the mean of the post-test was -4.000 . This shows that there was significant learning after the treatment ($p=0.000$). The delayed test mean and the pre-test mean of the TBT group were also compared with one another to see if any significant learning took place in the delayed-test. It was found that there was a significant difference in the leaning of the target items in the long-term ($p=0.000$). The post-test mean and the delayed test mean of the TBT group were then compared to see if any learning took place after the treatment of the study. It was found that the amount of learning in the delayed-test was as much as that in the post-test. There was no significant difference between the amount of learning of the two ($p= 0.110$).

**Table 4-22: Multiple Comparisons of Type A Questions for TBT Group.
Tukey HSD**

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-4,0000*	,253	,000	-4,6146	-3,3854
Pre-test	Delayed- test	-3,4783*	,253	,000	-4,0929	-2,8636
Post-test	Delayed- test	,5217	,253	,110	-9,2895E-02	1,1364

* The mean difference is significant at the, 05 level.

The mean scores of the pre/post/delayed-test of the TBT group were also compared to see if TBT was effective or not in the learning of the relative clauses for type B questions. The figures used in this analysis are given in Table 4-23. According to the analysis of the data, it was found that TBT was significantly effective in both the post-test and the delayed test. It can be stated that TBT was an effective method in the learning of the target items ($p= 0.000$).

Table 4-23: The Two-way ANOVA Test Results of the TBT Group for the Type B Questions

Source	Sum of Squares	df	Mean Square	f	p
Subjects	70,609	22	3,209		
Pre/post/ delayed test	137,768	2	68,884	56,583	,000*
Error	53,565	44	1,217		
Total	261,942	68			

* The mean difference is significant at the, 05 level.

In Table 4-23:

*"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

*"Group" is obtained by adding the square of the deviation of the group means.

*"Participant" is obtained by adding the square of the deviation of the each participant's means.

The mean pre-test score of the TBT group was also compared with the post-test mean of the TBT group to see if any learning took place after the treatment in the post-test in type B questions. The mean scores are given in Table 4-24. The difference between the pre-test and the post-test was -3.1739. This shows that there was a significant difference between the pre-test and the post test, which means that the learning between the pre-test and the post-test was significant ($p=0.000$). The delayed test was also compared with the pre-test to see if the learning between the pre-test and the delayed-test was significant. The difference between the two tests was -2.7826. This shows that the learning between the two tests was significant ($p=0.000$). The post-test scores of the TBT group were compared with the delayed test to see if any learning after the post-test took place in the long-term. The difference between the two tests was 0.3913. This shows no statistically significant difference between the post-test and the delayed test ($p=0.458$).

Table 4-24: Multiple Comparisons of Type B Questions for the TBT Group Tukey HSD

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-3,1739*	,325	,000	-3,9631	-2,3848
Pre-test	Delayed-test	-2,7826*	,325	,000	-3,5718	-1,9934
Post-test	Delayed-test	,3913	,325	,458	-,3979	1,1805

* The mean difference is significant at the, 05 level.

The mean scores of the pre-post-delayed tests of the TBT group were also compared with each other to see if TBT was an effective method in learning the type C questions. The figures used in the data analysis are given in Table 4-25. According to

the two-way ANOVA analysis, TBT was found to be an effective method in the learning of the type C questions in the pre-post-delayed test ($p= 0.000$).

Table 4-25: The Two-way ANOVA Test Results of the TBT Group for Type C Questions.

Source	Sum of Squares	df	Mean Square	f	p
Subjects	43,536	22	1,979		
Pre/post/ delayed test	319,913	2	159,957	110,975	,000*
Error	63,420	44	1,441		
Total	426,870	68			

*** The mean difference is significant at the, 05 level.**

In Table 4-25:

**"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

**"Group" is obtained by adding the square of the deviation of the group means.

**"Participant" is obtained by adding the square of the deviation of the each participant's means.

The mean score of the pre-test and the post-test of the TBT group were compared to see if there was a significant difference in the learning of type C questions. Table 4-26 gives the mean scores used in the analysis of the data. The difference between the pre-test mean and the post-test mean of the TBT group for type C questions was -4.4783. This shows that there was a statistically significant difference between the learning in the pre-test and the post-test ($p=0.000$). The mean score of the pre-test was also compared with the delayed test mean to see if any learning in the long-term took place for type C questions. The difference between the two tests was -4.6522. This shows means that there was significant learning in the long-term ($p=0.000$). The mean of the post-test of the TBT group was compared with the delayed-test mean to see if any learning took place after the treatment. The mean difference between the post-test and the delayed test was -0.1739. This indicates that there was no significant difference between the two amounts of learning. In other words, the learning in the post-test was equal to the learning in the delayed-test for the type C questions ($p=0.879$).

**Table 4-26: Multiple Comparisons of Type C Questions for the TBT Group.
Tukey HSD**

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-4,4783*	,354	,000	-5,3370	-3,6196
Pre-test	Delayed- test	-4,6522*	,354	,000	-5,5109	-3,7935
Post-test	Delayed- test	-,1739	,354	,876	-1,0326	,6848

* The mean difference is significant at the, 05 level.

The mean scores of the pre-test/post-test/delayed-tests of the TBT group for type D questions were analyzed with the help of the two-way ANOVA test. The figures used for the analysis are given in Table 4-27. According to the results of the two-way ANOVA test, TBT was an effective paradigm in the learning of the type D questions ($p=0.000$).

**Table 4-27: The Two-way ANOVA Test Results of the Pre-post-delayed-test of
the TBT Group for Type D Questions.**

Source	Sum of Squares	df	Mean Square	f	p
Subjects	157,652	22	7,166		
Pre/post/ delayed test	96,029	2	48,014	17,708	,000*
Error	119,304	44	2,711		
Total	372,986	68			

* The mean difference is significant at the, 05 level.

In Table 4-27:

***"Total" is obtained by adding the squares of the deviation of the means of the pre-test/post-test/delayed test.

***"Group" is obtained by adding the square of the deviation of the group means.

***"Participant" is obtained by adding the square of the deviation of the each participant's means.

The mean of the pre-test scores of the TBT group was compared with the mean of the post-test of the TBT group to see if students' knowledge of the target structure

had improved significantly. As can be seen in Table 4-28, the mean difference between the pre-test and post- test scores of the TBT group was -2.5652. This indicates that there was a significant difference after the treatment. The students' knowledge significantly improved after the treatment ($p=0.000$). The mean of the pre-test of the learners in the TBT group was also compared with the delayed-test results to see if any learning took place in the delayed-test. The mean difference between the two tests was -2.4348. This shows that there was a significant improvement in the learning of the TBT group for type D questions ($p=0.000$). The mean of the post-test of the TBT group was also compared with the mean of the delayed -test to see if any learning took place after the treatment. The mean difference between the two groups was 0.1304. This indicates that there was no significant difference between the two tests, which means that no learning took place after the treatment ($p= 0.961$).

**Table 4-28: Multiple Comparisons of Type D Questions for the TBT Group
Tukey HSD**

		Mean Difference (1-2)	Std. Error	p	95% Confidence Interval	
1	2				Lower Bound	Upper Bound
Pre-test	Post-test	-2,5652*	,486	,000	-3,7430	-1,3875
Pre-test	Delayed- test	-2,4348*	,486	,000	-3,6125	-1,2570
Post-test	Delayed- test	,1304	,486	,961	-1,0473	1,3082

* The mean difference is significant at the, 05 level.

CHAPTER V

5- DISCUSSION AND CONCLUSION

5-1 Summary of the Study

The problem, for which this study aimed to find a solution, was English relative clauses because Turkish EFL learners experience difficulty in learning relative clauses.

The aim of this study was to find a better way to teach relative clauses comparing two different paradigms, task-based approach with innovative ideas for EFL teaching and traditional teacher-fronted technique, presentation-practice-production paradigm. At the start of the study, three intermediate classes that researcher taught, were given Michigan Placement Test. Two classes were chosen for the study since their placement scores were closer to one another, and one of them was assigned to be control group and one of them was assigned to be experimental group randomly.

To limit the study and diagnose the most problematic forms of relative clauses, a diagnostic test was given at the start of the study. This test included equal number of questions about the target structures, reduced relative clauses, quantity relative clauses, coordinative relative clauses, propositional relative clauses, possessive relative clauses and relative clauses as object and subject pronouns. The reason in including these six forms was that they were the ones covered in the syllabus of the grammar courses at School of Foreign Languages, where this study was carried out. In this study, students in the TBT and the PPP group were given pre-tests before the treatment for relative clauses. No significant difference was found between the pre-test results of the two

groups. This indicates that both groups had statistically equal knowledge of the target structure prior to the treatment.

After the six-hour treatment, both groups were given post-tests to monitor any improvement in the two groups. It was found that the TBT group improved more than the PPP group during the treatment, however, the PPP group improved significantly from pre-test to post-test.

To measure the retention of the target structures in the long term, both groups were given delayed-tests two months after the post tests. The results suggest that both methods, TBT and PPP, were equally effective in the learning of relative clauses in the long term.

The major findings of this study suggest that;

1- Both types of instruction, PPP and TBT helped learners to improve their knowledge of relative clauses in both the short-term and the long-term. TBT however, was found to be more effective in the teaching of relative clauses in the short-term.

2- When the types of question are taken into consideration for the post-test, it was found that students in the TBT group were more successful in type A, B and C questions; matching, sentence completion and picture description activities

3- In the delayed test, the students of both groups were found to have improved in the type A, B, C and D questions in the long-term, the matching, sentence completion, picture matching and multiple choice activities, whereas the TBT group performed significantly better in the type C questions in the long-term; the picture description activity.

5-2 Discussion

The purpose of this study was to compare the effectiveness of two different paradigms presentation-practice-production (PPP) and task-based teaching (TBT). The research questions were a) "Is presentation-practice-production effective or task-based teaching more effective in the learning of English relative clauses in the short term? b) Is the presentation-practice-production or the task-based teaching more effective in the learning of English relative causes (RC) in the long term?"

the TBT paradigm is more effective in grammar instruction for problematic L2 rules in the short term, whereas the traditional teacher-fronted instruction was also effective.

Similarly to this study, Mor-Mutlu (2001) conducted a research to compare two types of teaching; task-based teaching, and presentation-practice-production. The purpose of the study was to see which model for grammar teaching was more effective on student achievement in the learning of two grammatical structures, “present perfect tense” and “passive voice”. It was found that both types of instruction were effective in the learning of the target structures in the short-term, but that task-based instruction was significantly more effective in the learning of the “present perfect tense” in the long-term. For the second grammar structure, “passive voice”, TBT was found to be more effective in short-term learning, but both types of instruction were found to be equally effective in the long-term. The findings of Mor-Mutlu for the teaching of “passive voice” are similar to the findings of this study.

Another finding of this study was that the students in both groups were found to have significantly improved in the type A, B, C and D questions in the long-term, the matching, sentence completion, picture matching and multiple choice activities. However, the TBT group performed significantly better in the type C questions in the long-term; the picture description activity.

Better performance of the TBT students in the types of meaning and comprehension-based questions can be related to the idea of Dickins & Woods, who state that “a communicative grammar-learning environment should facilitate the comprehension of how grammar works in the conveying and interpretation of meaning” (1988). It can also be suggested with the help of this study that traditional grammar pedagogy views grammar as a goal for learners rather than as a means of communication, which is what Dickins & Woods claim. (1988)

That students’ long-term learning of the target structures is significantly equal between the groups can be related with that of Mor-Mutlu (2001), one of whose findings suggested that for the teaching of “passive voice”, which was one of the two grammar forms tested through TBT and PPP model, TBT was found to be more effective in short-term learning, but both types of instruction were found to be equally effective in the long-term. The findings of Mor-Mutlu for the teaching of “passive voice” are similar to the findings of this study.

It can also be suggested with this finding of the study, as Ellis (1993, cited in Ellis, 1995)) states, “input processing for comprehension rather than output processing for production should be replaced traditional production tasks”. In other words, we should give up the attempts to teach grammar and should allow the learners to develop their inter-languages naturally by engaging in communication in the L2.

The effectiveness of TBT makes us recall the suggestions of Finch stating that;

- Learners learn better what is meaningful to them.
- Learners learn better if they feel in control of what they are learning.
- Better learning takes place in a social context through interaction with other people.
- Learning is influenced by the situation in which it occurs. (1999)

In this study, it was found that learners learned better in the way which was meaningful to them. It could also be suggested, as Finch does, better learning took place in a social context through which interaction with group members was promoted and facilitated. It can also be suggested here that L2 grammar rules are better retained with the function they convey in different situations.

This study does not mean that we should stop teaching problematic grammar structures with PPP paradigm and have a go for task-based teaching for all types of L2 grammar rules. This study just intends to come up with better, innovative ideas for the teaching of such L2 rules.

5-3 Conclusion

5-3-1 Pedagogical Implications

AS Rutherford (1987) suggests the teaching of grammar has been synonymous with foreign language teaching throughout history, and that grammar and language learning have been treated as an inseparable whole. This study aimed to find a better method for the teaching of certain problematic grammar items, with certain forms of relative clauses being selected representative of these problematic items.

As teachers of English, we may all agree that EFL learners can experience serious problems in the learning of certain structures, whereas they experience few difficulties with some other structures in the target language. The results of this study

suggest that teaching items with which learners experience difficulties can be done in a better way through the use of task-based instruction. This strongly suggests that language learning can be enhanced through group work in which learners have the chance to experience the language through interaction, and through the use of real word tasks, which form a link between the world both inside and outside the classroom, through the promotion of all kinds of interaction, through provision of a purpose to achieve for learners and the sharing of outcomes.

This study does not suggest that the PPP paradigm, which has long been seen as a traditional method of grammar teaching is ineffective. It too is effective in the teaching of problematic grammar patterns, although not as effective as task-based instruction, which was presented as a method that provides innovative ideas for the classroom application of certain structures. It is further suggested that language teachers could allot more time in determining the problematic grammar items in order to anticipate problems in the future learning of these grammar structures. They could also design syllabi and the lesson plans in the light of task-based instruction, including more communicative tasks because of the advantages offered. (see Literature Review for further detail). These strategies would promote interaction among learners, creating a comprehensible input as Krashen (1985) and Long (1983) argued. (Cited in Fotos & Ellis, 1991)

The delayed-test results suggest that in the long-term learning both PPP and TBT are equally effective in the teaching of certain problematic structures, but the difference between both groups' retention of type C questions, picture description questions, is apparent and noteworthy. The TBT group performed significantly better than the PPP group in this part of the study. Comprehension of meaning through the most appropriately used structure is primary for these types of activity. Since meaningful use of the target language is one of the points that task-based instruction addresses, it can be suggested that the number of such questions used in measuring learning in task-based instruction could be increased. The reason for the PPP group's lack of effectiveness compared with the task-based instruction may be that the instruction applied in this group lacked meaningful use of the language. This can be supported by the difference of the improvement of the groups in type C questions from pre-test to post test. The PPP group performed significantly better than the TBT group

in type C questions in the pre-test, which is also comprehension-based. The fact that the TBT group performed equally well in the type C questions in the post-test can support the claim mentioned above. The improvement between the groups in type C questions from pre-test to delayed-test further support this claim.

That students learning in the long-term in type C questions differed from one group to another may be used to draw implications for testing in language teaching, suggesting that the types of question used to test learning in language teaching should be parallel with the type of instruction applied in classes.

This study has implications also for textbook writers, syllabus designers and teachers choosing course books for their EFL learners. Most course books, like *“Understanding and Using English Grammar”*, Betty Schampfer Azar 2000; and *“English Grammar in Use”*, Murphy, 1994, which are commonly used for grammar teaching at the institution where this study was carried out, design their units and practice exercises assuming that all grammar items are learned in the same way and that learners learn the items in the order and in the way they are presented. This is strongly challenged by Skehan (1996:17) who suggests, “There is a belief that learners will learn what is taught in the order in which it is taught.” As Skehan suggests, learners do not always learn the items in the order and the way they are presented.

On the other hand, syllabus designers should anticipate problematic items in advance, and the use of communicative tasks should be applied for these kinds of structure in some units with supplementary tasks being prepared by the teachers to cover the problematic structures in the teaching of grammar.

5-3-2 Conclusion

This study was conducted to compare the effectiveness of the presentation-practice-production paradigm and task-based instruction on the teaching of some forms of relative clauses because relative clauses are problematic structures for Turkish EFL learners. Two groups were selected as subjects. Pre-test, post-test and delayed test design was used to collect data from the participants. In the post test, it was found that both types of instruction were effective in the teaching of relative clauses, whereas

TBT was found to be significantly more effective in the short term. The scores of the groups for types of question were also compared, and it was found that the TBT group was significantly more effective in comprehension-based activities like type C questions. The means of both groups were also compared to measure the effectiveness of both types of instruction in the long-term using of a delayed-test. It was found that both types of instruction helped students to gain equal knowledge of the target structures in the long-term. The fact that the TBT group did significantly better than the PPP group in comprehension-based questions is noteworthy. Implications are suggested in the light of the results obtained in this study.

5-3-3 Suggestions for Further Studies.

This study was conducted on a relatively small number of intermediate level students. Further studies conducted on different levels could be carried out to observe if results differ from level to level.

This study focused on one grammar structure, which was chosen as problematic a structure for reasons stated earlier. Further studies could be conducted focusing on other grammar structures in order that comparisons may be made.

This study did not focus on the amount of interaction generated through the tasks provided. Further studies could be carried out to measure student output to see if interaction promotes as much acquisition as suggested.

APPENDIX A

THE DIAGNOSTIC TEST

Change the second sentence into an adjective clause joining it with the first sentence. Reduce the adjective clauses when it is grammatically possible. Use a comma (,) when you think it is necessary.

1- Last night the orchestra played three symphonies. One of them was Beethoven's Seventh.
.....

2- Jack was fired from his job. That surprised all of his co-workers.
.....

3- The women are getting angry. They are arguing with the man about the delay.
.....

4- I met the woman. Her husband is the president of the cooperation.
.....

5- The man is standing over there. I was telling you about him.
.....

6- The boots are very comfortable. Ann gave them to me.
.....

7- Algebra problems contain letters. They stand for unknown numbers.
.....

8- We are studying sentences. They contain adjective clauses.
.....

9- I have to call the man. I accidentally picked up his umbrella after the meeting.
.....

10- I must thank the people. I got a present from them.
.....

11- Grammar exam was written by our teacher. It was very difficult.
.....

12- The experiment was successful. It was conducted at the University of Chicago.
.....

13- I tried on six pairs of shoes. I liked none of them.
.....

14- Mr. Anderson responded to my letter right away. I appreciated that very much.
.....

15- Kuala Lumpur is a major trade center in Southeast Asia. It is the capital city of Malaysia.
.....

16- There was an accident on Highway 5. That means that I will be late to work this morning.
.....

17- Mr. North teaches a class for students. Their native language is not English.
.....

18- The speech was informative. We listened to it last night.
.....

- 19- The taxi driver was very friendly. He took me to the airport.
.....
- 20- I am looking for an electric can opener. I also can sharpen knives with it
.....
- 21- I live in a dormitory. Its residents come from many countries.
.....
- 22- That is the drawer. I keep my jewelry there.
.....
- 23- We have an antique table. The top of it has jade
inlay.
.....
- 24- The psychologists have made important discoveries. They study the nature of
sleep.
.....
- 25- That is the restaurant. I will meet you there.
.....
- 26- That company currently has five employees. All of them are computer experts.
.....
- 27- I shut the car door on my necktie. That was really stupid of me.
.....
- 28- Monday is the day. I will be back from a tiring journey on that day.
.....
- 29- July is the month. The weather is usually the hottest.
.....
- 30- After the murder many neighbors were taken to the police station. Many of
them were innocent
.....
- 31- The student next to me kept speaking. That bothered me a lot.
.....
- 32- The people were nice. We visited their house.
.....
- 33- Your career should focus on a field. You are genuinely interested in it.
.....
- 34- People avoid traveling by plane. They fear flying.
.....
- 35- The village has around two hundred people. The majority of them are farmers.
.....

APPENDIX B

Task-based Lesson plan 1

Starting point: Holiday plans

Aim Organizing a tour

Pre-task: 1- Students are asked to talk about what they need to know before they decide on a destination for their holiday. They are asked to think about the kind of hotel to stay in, transportation, activities to be joined, how much money to spend, how long to stay, what kind of things to take with them and so on. Students are guided by the teacher with some stimulating questions. Students' ideas are listed on the board for the learners to make them aware of preparation of holiday.

2- Teacher announces that the Tour Club of Anadolu University is preparing a list of destinations which students at Anadolu University prefer most. Their purpose is to organize tours to most popular destinations among students. Before they start, they are given a sample text which is about a survey carried out to determine students' preferences in another faculty by the Tour club. Students are told to read the survey and decide whether their preferences match with the ones mentioned in the text.

This year there are twenty-five club members, **many of whom are able to go on vacation with the tour club.** The majority of them are female. Some of the members want to go to the seaside, and some want to go skiing. None of them want to take part in a historical tour to the northern part of Turkey this year. There are two male students who want to have a-week holiday at the sea side, **both of whom are 21 years old** and they are students at the Education Faculty. Neither of them cares about where they go, as long as they are with some of their female student friends. There are 12 female students who filled in the application form, **three of whom are willing to take part in the organization of the tour.** There are three destinations that applicants preferred most, **one of which is Antalya, the other two are Bodrum and Kuşadası.** There was a lot

of disagreement among the female students, **a few of whom were not happy about the two men joining them.** There are six teachers who want to go skiing at Uludağ, **all of whom teach for the Communication Science Faculty** which is the most active for teacher-related organization activities. The club members, **most of whom are financially stable,** are excited about their trips which have been planned for several months. Through the past ten years there have been twenty planned trips, **many of which have been repeated year after year.**

3- Students' ideas are elicited about to what extent their preferences match with the ones stated in the sample text.

Task-cycle:

People you want to go with:

Sex:

Places to go: (Mountains, seaside, historical sites, etc.)

How to travel : (by car, bus, train, plane, bike, etc.)

What to take: (kinds of clothes, pets, children, etc.)

Where to stay: (Hotel, pension, tent, caravan, bungalow, etc.)

How much to spend: (less than 500 Dollars, 1000-2000 Dollars, no limit etc.)

How long to stay: (weekend, a week, fortnight, a month etc.)

What to do during the stay: (rafting, trekking, bungee jumping, caving, archery, swimming, cycling, and jogging etc.)

1- Students are given the leaflet above and they are asked work in groups of four and to carry out a survey among friends to see what the most popular holiday destinations, mountains, sea sides, historical sides are. Using the leaflet given by the tour club, carry out a survey in your groups and fill in the required parts in the leaflet. They are also told that they can add as many details as they can.

2- After each group has finished their surveys in groups, they post their leaflet on the board. Students choose one of the surveys results which best meets their preferences and they join in that group. Then they get together and prepare a final written report to submit to the Tour Club using the leaflet given by the Tour Club.

Report: Each group presents their reports to the whole class. Teacher takes notes on the board. The tours which have more than ten applicants and the destinations which are closer to one another will be the ones to be submitted to the Tour Club for next year's tour organization.

Language Focus:

Sample sentences are taken from the reports prepared by the groups and from the sample text presented in pre-task stage Students are told to underline the use of quantity expressions used with relative clauses in the sample text and in the reports prepared by the students. The possible sentences which could have been used with quantifying expressions are found from each report and rewritten on the board for the students. The students are asked to generate the rule for quantity

relative clauses. Finally, students are provided with a list of quantity expressions which can be used in quantity relative clauses.

APPENDIX C

Task-based Lesson Plan 2

Starting points: Students' holiday experiences

Aim: Full criticism of one of their holidays

Pre-task: 1- The following list of words is given to the students and they are asked which of the words are associated with a good holiday or bad holiday. They talk about their past holidays and prepare a list of key words which summarize one of their holidays with the help of the words in the list or using their own key words they feel comfortable with to use.

After they have finished listing their key words, they are asked to compare their list with somebody else to see if there are any similarities among the experience.

sunburn	diving	wreck	mugging
swimming	pool	delay	mountain
rain	snow	beach	river
island	sunbathing	sailing	postcard
crowds	thunderstorm	lost property	farewell
speed limit	losing your way	danger	visa
customs	dancing	peace	alcohol
fight	girl/ boyfriend	love	

3- Students are told that the following text is about a foreigner teacher at School of Foreign Languages, who has just come back from a vacation in Mexico. Students are asked to list the positive and

negative experiences stated in the texts, stating how the teacher felt after the experience and what the experience resulted in, stating what the experience caused the teacher to do. Students' comments on the experience of the native speaker are discussed.

“My brother and I vacationed in Mexico last summer. While driving to the mountains to ski, we got stuck in a traffic jam, **which was very annoying**. Then my brother and I decided to walk to the train station, **which took 30 minutes**. When we got there, the train had already left, **which made us very upset for having left our car to take the train**. A few hours later, we were in the Sierra Nevada Mountains. We run into more bad luck when I almost wiped out while skiing, **which caused me to give up trying**. Having given up skiing, we went to a luxurious restaurant to get something for lunch. I realized that I had left my travelers checks in my hotel room, **which was really embarrassing for both of us**. Luckily, one of the customers eating behind us was a friend of ours that we had met at the reception, **which was very lucky**, and he paid the bill. He knew how to ski well. During our stay there, he taught me how to ski with patience.”

Task-cycle: 1- In groups, students choose one of the holidays that the group members had (shared in the pre-task stage) and found very interesting. Then in groups they prepare a report of the holiday including information about the people they met, the places they visited, the interesting events that they experienced at the hotels and the room they stayed at. In brief, they may write anything that they wish to share with friends including the person's comments, feelings, reactions similarly to the ones stated in the sample text. The lists of key words prepared in the pre-task stage will be the guide for other group members.

Report: When they are ready, each group gives their works to one of the other groups, and they read them aloud. In the end, one of the reports is chosen “**the most interesting holiday of the year**” and one

of the reports is chosen **“the worst holiday of the year”** looking at the experiences that the groups shared.

Language Focus: First, students underline the relative clauses in the sample text which was read at the pre-task stage, and the ideas that the relative clauses modify are elicited from the learners. The rule of using a Relative Clause to comment on an entire idea is presented. The same procedure is followed for the reports of the two groups who were awarded with **“the best holiday of the year”** and **“the worst holiday of the year”**. The rule how to use a Relative Clause to comment on an entire idea is generated together with the students.

APPENDIX D

Task-based Lesson Plan 3

- Starting point:** An authentic text about one of the most famous British inventors and students' opinions about inventions.
- Aim:** Finding the most useful invention for civilization
- Pre-task:**
- 1- Teacher elicits from the learners, what kind of inventions they know, the invention dates and the functions, and benefits the inventions provide for human being. Teacher guide them giving pictures of some important inventions with some prompts below the picture.
 - 2- Students read the following text about a famous British inventor, who just cannot stop inventing. Students read the text and answer the following questions.
 - a- What inventions are mentioned in the text?
 - b- What functions does each of them have ? Discuss what contribution does each of them have for civilization.

HE JUST CAN'T STOP INVENTING

Willie Johnson, **one of Britain's most successful inventors**, is the man who invented the Micropacer jogging shoe **recording time and speed over distance**, and the Gogglevox **giving personal television a "big-screen" effect**. Johnson, **adapted by his parents when he was 6**, has no scientific background. He relies on design companies and technical experts **translating his ideas into reality**.

At an international exhibition of inventions recently, Johnson won nine awards. One of his winners was the Swallet, **an electronic wallet sounding alarm** if a thief cuts the cord around the wearer's neck. Johnson's own personal favorite is the tantrum, **a tiny electronic device inside a foam brick**. When you throw the brick at your TV set, the device sends a signal to a gadget in the plug socket **used to turn the electricity off**.

Johnson had a succession of jobs before he became an inventor twenty years ago. "Sometimes I did well, but for each idea **making you money**, you may lose on three or four." He describes inventing a tremendous gamble. It costs

thousands of pounds to patent an invention, and only one in 1.000 patented ideas will actually become a commercial product.

Johnson, whose latest invention is the Wring, a bright plastic ring with a watch that you can change around, believes that his talent lies in taking technological advances and putting them to creative uses that other people have not thought of. Whatever happens, Johnson can't stop inventing. (Nolasco, 1993 p: 110)

Teacher elicits the answers for the given questions from the students referring back to the parts in which the answers are stated. Teacher writes on the board when necessary.

Task-cycle: 1- In groups, students are told to prepare a list of inventions which have very important contribution to human civilization, introducing them in detail, the dates of inventions and the functions of the inventions etc. They are told to describe each invention that they chose giving details as many as they can. Then they share their products with the class.

Task-cycle: 2- After sharing their products with friends, each group agrees on one of the important inventions described by other groups or one of the inventions described by their own group. They choose one of the inventions discussed in class and explain it in detail mentioning about the date of invention, function, benefits and ect. Each group presents their reports to the whole class and the group which best introduces their invention sufficient enough to persuade the others is the winner.

Language Focus:

1- Learners are asked to underline -ing and past participle forms of the verbs after nouns. Teacher makes the learners focus on the reduced forms of adjective clauses in the sample text. He makes them convert each of them into clauses using an appropriate pronoun using relative

pronouns so that students can see how and what types of relative clauses can be omitted. Teacher uses the board when necessary.

2- The same procedure is done for the reports of the groups. Differently from what had been done in the sample text, teacher wants students which sentences could have been used in reduced forms. Students are asked to generate the rule to use reduced forms and the teacher takes notes on the board to highlight. The rules for reduced form are generated. They are provided with a list of patterns which can be omitted in relative clauses to make them phrases.

APPENDIX E

PPP LESSON PLAN 1

Presentation:

Teacher writes some sample sentences about the use of quantity expressions in adjective clauses.

The city has sixteen schools, two of which are junior colleges.

Last night the orchestra played three symphonies, one of which was Beethoven's Seventh.

The village has around 200 people; the majority of whom are farmers. (Azar, 1989)

Teacher elicits the relative clauses with quantity adjectives in the sentences stated above. The reason for using which or whom is explained in the example sentences.

Whom for people

Which for things or animals.

Teacher first elicits the quantity expressions that students know and then writes the following chart in which quantity expressions used for such sentences are given to the students including the ones suggested by students.

Some of	many of	most of	none of	two of	half of
both of	neither of	each of	all of	several of	a few of
little of	a number of	few of	a little of		

Practice:

Complete the sentences. (Azar, 1989)

- 1- All introduced me to his roommates. Both of.....
- 2- The Paulsons own four automobiles, one of
- 3- I have three brothers, all of
- 4- I am taking four courses, one of.....
- 5- I have two roommates, neither of

- 6- This semester I had to buy fifteen books, most of
- 7- The company hired ten new employees, some of.....

Production:

Change the second sentence into an adjective clause joining it with the first sentence.

<http://smccd.net/accounts/sevas/esl/gramcheck/clauses-7.html>

- 1- We have an apple pie in the fridge. We ate half of it.
.....
- 2- I tried several jackets. I liked none of them.
.....
- 3- We found several magazines. You can see a number of them are about cars.
.....
- 4- My neighbor has three daughters. Each of them looks like their mother.
.....
- 5- I applied to two schools. I was accepted to neither of them.
.....
- 6- We attended a lecture on psychology. We understood little of it.
.....
- 7- We rented four videos. None of them was very good.
.....
- 8- The company laid off employees. Several of them found new jobs quickly.
.....
- 9- He enjoys listening to Whitney Houston. All of her albums hit 'number one'.
.....
- 10- I have two cousins. You met both of them.
.....
- 11- California has a lot of visitors each year. Most of them come to see Disneyland.
.....
- 12- Tornados are in Illinois, where I come from. The majority of them are harmless.
.....
- 13- Last night there were tornados in the Midwest. Seventeen people died. Most of them did not pay attention to the tornado warnings.
.....

When students are ready, sample sentences are read aloud for friends and any possible error is corrected by the teacher referring back to the explanations in the presentation stage.

APPENDIX F

PPP LESSON PLAN 2

Presentation:

Teacher explains that “which” can be used to refer back to a whole sentence. Teacher makes the students focus on the following sentences which are about the target item.

The policeman asked me for directions, which confused me a lot.

The restaurant would not accept cheques, which I found rather surprising.

He turned on the television, which I thought rather surprising. (Walker, Elsworth, 2000)

Teacher writes and reads aloud the sentences above and students repeat them after teacher.

Teacher writes more sentences on the board for the students, and explains which one is the relative clause and what it refers to, stating that relative clauses above modify to the ideas stated in the previous sentence. Teacher underlines the relative clauses and circle the ideas modified.

Practice:

Students are asked to express the following pairs of sentences as one, using **which**. (Walker & Elsworth, 2000)

1- I love the countryside. That is why I want to go and live there.

.....

2- They stayed for hours. I was very annoyed about this.

.....

3- He passed all his exams. This surprised us.

.....

4- They forgot about my birthday. This was a bit disappointing.

.....

5- The pilot showed us how to fly the plane. It was extremely interesting.

.....

6- I couldn't get a flight to Malaga. This upset the children.

.....

7- He was rude and aggressive. His behavior made me very upset.

.....

8- They said they could not pay for the car immediately. This made me a bit suspicious.

.....

Production:

Students are told to make up sentences to precede the given sentences. Then they are told to combine the two sentences, using the second sentences as an adjective clause. Students write sentences about themselves or other people they know. (Azar, 1989) & <http://smccd.net/accounts/sevas/esl/gramcheck/clauses-9.html>

1-..... That bothered me a lot.

2-..... That disappointed me.

3-..... That made me nervous.

4-..... That shocked all of us.

5-..... That means he is probably in trouble.

6-..... That was a pleasant surprise.

7-..... That made her very unhappy.

8-..... I appreciated that very much.

9-..... That made it difficult for
me to concentrate

10-..... That bothered me so much that I could not
get to sleep.

11-..... That made us feel more secure.

12-..... That caused us to be very late.

13-..... That was a careless.

14-..... That upset me.

15-..... That made the teacher very happy.

Their sample sentences are taken from each student and written on the board to study on with friends stating that the ideas are modified by the relative clauses.

APPENDIX G

PPP LESSON PLAN 3

Presentation:

Teacher explains how to use reduced forms in English suggesting the following examples.

(Azar, 1989) & <http://www.schoolwriting.com/adjectives.html>

1- We have an apartment which overlooks the park.

We have an apartment overlooking the park

2- The boy who is playing the piano is Ben.

The boy playing the piano is Ben.

3- The conference room which is situated at the end of the hall is closed.

The conference room situated at the end of the hall is closed.

4- The customer who is complaining to the manager is my aunt.

The customer complaining to the manager is my aunt.

5- The water that was left in the cup evaporated.

The water left in the cup evaporated.

6- The fence which surrounds our house is made of wood.

The fence surrounding our house is made of wood.

7- They live in a house that was built in 1890.

They live in a house built in 1890

8- The girl who is sitting next to me is Maria

The girl sitting next to me is Maria.

Students are given the sentences above and they are provided with the rule to use reduced forms in English generating from the sentences above. They are told that the following patterns can be omitted to have a reduced adjective clause.

Which is/are
that is/are
who is/are
who (when followed by a simple present tense)
that (when followed by a simple present tense)
which (when followed by a simple present tense)
Which was/were
that was/were
who was/were

Practice:

Students are asked to combine the following sentences using any reduced form of adjective clauses. (Dooley & Evans, 1999)

1- Be sure to follow the instructions. They are given at the top of the page.

2- The people are getting wet. They are waiting for the bus in the rain.

3- I come from a city. That city is located in the southern part of the country.

4- The scientists are making progress. They are researching the causes of cancer.

5- We have an apartment. It has a large garden for children to play in.

6- The children receive a good education. They attend that school.

7- They live in a house. It was built by a famous architect.

8- The rules need to be reconsidered. These rules allow public access to the field.

Production:

Exercise 1:

Students are asked to change the following adjective clauses to adjective phrases.

<http://www.english-zone.com/grammar/adj-clz-34.html>

1- Dr. Stanton, who is the president of the University, will give a speech at the commencement ceremonies.

2- Did you get the message which concerned the special meeting?

3- The sunlight coming through the window wakes me up early every

4- The conclusion, which is presented in that book, states that most of the American automobiles have some defect.

5- Two-thirds of the people arrested for car theft are under twenty years of age.

6- The photographs which are published in the newspaper were extraordinary.

7- There is almost no end to the problems that are faced by teachers.

8- The experiment which was conducted at the University of Chicago was successful.

9- Tokyo, which is the biggest city of Japan, is a major trade center in the world.

10-The Indians who lived in Peru before the discovery of the New World by Europeans belonged to the Incan culture.

.....

Exercise 2: Change the adjective phrases to adjective clauses.

<http://www.schoolwriting.com/adjectives.html>

1. David Keller, a young poet known for his sensitive interpretations of human relationships, has just published another volume of poems.

.....

2. Corn was one of the agricultural products introduced to the European settlers by the Indians.

.....

3. He read *The Old Man and the Sea*, a novel written by Ernest Hemingway. morning.

.....

4. Mercury, the nearest planet to the sun; is also the smallest of the nine planets orbiting the sun.

.....

5. The pyramids, the monumental tombs of ancient Egyptian pharaohs, were constructed from 3000 to 1800 B.C.

.....

6. The sloth, a slow-moving animal found in the tropical forests of Central and South America, feeds entirely on leaves and fruit.

.....

7- St. Louis, Missouri, known as "The Gateway to the West," traces its history to 1793.

8- Any student not wanting to go on the trip should inform the office.

.....

When students have finished writing the reduced form of the sentences in exercise 1, all answers are checked with the whole class. Then the phrases converted into clauses referring back to the presentation stage are explained in detail by the teacher when students are in trouble in handling the sentences.

APPENDIX H**PRE/POST/DELAYED-TEST**

Name: _____

Sex: _____

Age: _____

Class: _____

PART A

Match the sentences in Column A with the sentences in Column B to create a meaningful sentence

COLUMN A

- 1- There are three students in my class,
- 2- I met Dr. Susan,
- 3- I have been to Bogotá,
- 4- They got stuck in a traffic jam,
- 5- I knew you would be hungry,
- 6- It rained a lot yesterday,
- 7- Dr. Church,
- 8- The information
- 9- She lives in a flat
- 10- I am sharing my room with two mates,
- 11- I never miss a class with Dr. Chang,
- 12- She sent me an invitation card,
- 13- After the riot, over one hundred people were taken to the hospital,
- 14- In my apartment building, there are twenty apartments,

COLUMN B

- a- which is why the river burst into banks.
- b- both of whom are from California.
- c- overlooking the park.
- d- teaching a boring course, religious studies, at the college.
- e- contained in this booklet, was useless.
- f- to whom I was introduced yesterday, teaches a course in Roman history
- g- several of which are unoccupied.
- h- the capital city of Colombia.
- i- whose lectures are always fascinating.
- j- which is how I knew about the party.
- k- Many of whom had been innocent bystanders.
- l- which is why I bought some sandwiches.
- m- all of whom are studying at University.
- n- which made them late for work.

PART B

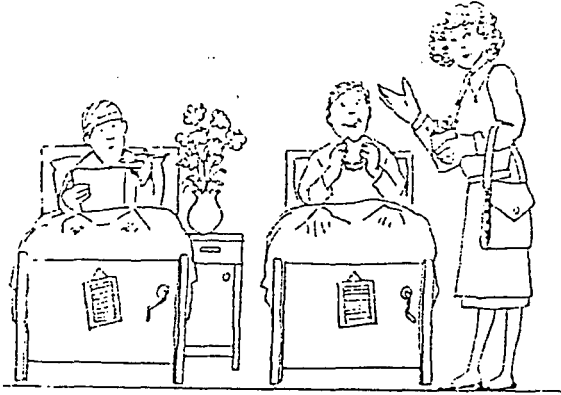
Complete each sentence with two to five words to make them an adjective clause. Use reduced forms of adjective clause when it is grammatically possible. Add a comma (,) where necessary.

- 1- She is afraid of heights. That explains why she has never been on a plane.
She is afraid of heights.....why she has never been on a plane.
- 2- The jewelry belongs to the Royal Family. It was displayed in the exhibition.
The jewelry.....in the exhibition, belongs to the Royal Family.

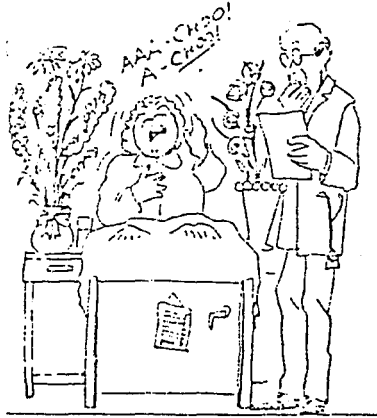
- 3- Jerry is engaged in several business ventures. Only one of them is profitable.
Jerry is engaged in several business ventures.....is profitable.
- 4- This is Erica. Her parents work for Unicef.
This is Erica.....work for Unicef.
- 5- The house is falling down. It is on the corner of the street.
The house..... is falling down.
- 6- Tom is always interrupting me. That makes me mad.
Tom is always interrupting me.....me mad.
- 7- She comes from a small village. It is located at the foot of the mountain.
She comes from a small village.....at the foot of the mountain.
- 8- Thirty people were killed in the ferry accident. Two of them were members of the crew.
Thirty people..... were members of the crew, were killed in the ferry accident
- 9- She had to borrow some money from me. I did not like that.
She had to borrow some money from me.....did not like.
- 10- I have three brothers. Two of them are professional athletes.
I have three brothers.....are professional athletes.
- 11- This is the café we went. We used to go there when we were young.
This is the café.....when we were young.
- 12- The people are all immigrants. They are waiting in the queue.
The people.....in the queue are all immigrants.
- 13- He lent me some money. That was generous of him.
He lent me some money.....was generous of him.
- 14- I received two job offers. I accepted neither of them.
I received two job offers.....I accepted.

PART C

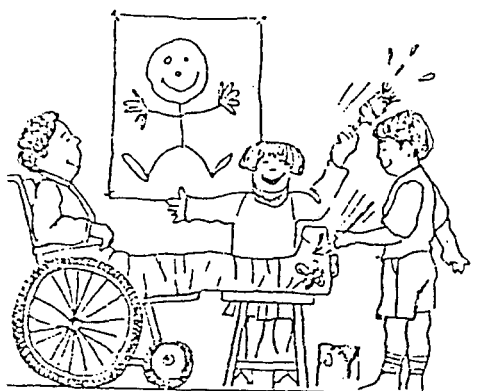
Put a tick () by the sentences which describe the pictures above correctly.



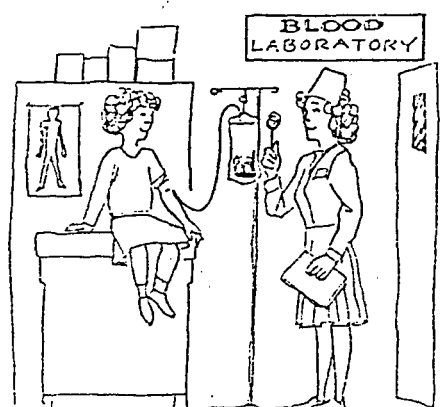
- 1- The woman is talking to the patients, none of whom is sleeping.
- 2- There are two children in the room, whose mothers are with them to baby-sit
- 3- The patient eating a sandwich is also talking to his wife, who has just come for a visit.



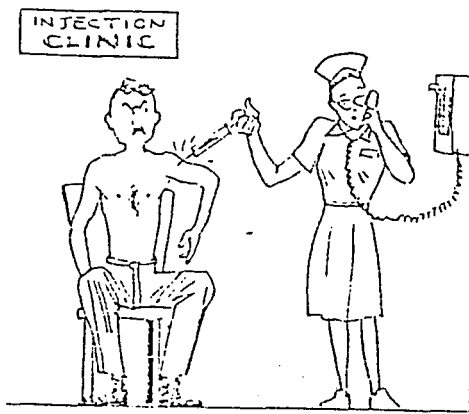
- 4- The ache that the woman was suffering did not stop, which is why the doctor needed to re-examine the reports of the patient.
- 5- The woman, to whom no flowers were sent, seems to be enjoying herself.
- 6- The woman has been suffering for hours, which is why the doctor x-rayed her.



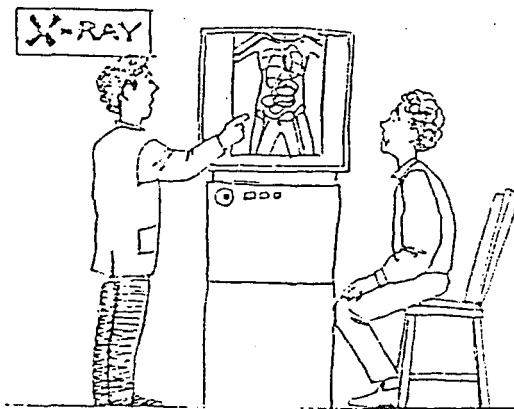
- ___ 7- There are two boys in the picture, both of whom seem to be happy with what they are doing now.
- ___ 8- The man, whose leg has been put into a plaster cast, is talking to the boys painting his leg.
- ___ 9- The boys are painting the injured man's leg, which is not making the man angry.



- ___ 10 -The girl, who will be taking blood during a blood transfusion, sat on the table to listen to the nurse, explaining the procedure.
- ___ 11- One of the doctors in the blood laboratory, whom the nurse is helping, is getting ready to leave for lunch.
- ___ 12- There are two people in the blood laboratory, one of whom is sitting and one of whom is preparing the devices to take blood.



- ___ 13- The nurse started injecting the patients while talking to her boy-friend, which made the patient angry.
- ___ 14- The man whose head has been badly injured picked up the phone to call the doctor.



- ___ 15- The patient shown the picture by the doctor, looked at it very carefully to see what the problem was with him.
- ___ 16- There are some pictures posted on the wall, neither of which is about human skeleton.
- ___ 17- There are two people in the X-ray room, each of whom is inspecting a patient's skeleton in the picture.

PART D

Choose the correct answer.

1- The car was not running,.....

- A- which surprised the mechanic
- B- who surprised the mechanic
- C- that surprised the mechanic.
- D- surprised the mechanic

- 2- The professors..... will need to finish their work by 5:30 p.m.
A- conducted research in the Biology Building.
B- are conducting research in the Biology Building.
C- who conducting research in the Biology Building.
D- conducting research in the Biology Laboratory.
- 3- A- "How is your class this term?"
B- "Good. I have seventeen students, most of speak English very well."
A- who
B- those
C- whom
D- which
- 4-Independent films,....., are now becoming more popular.
A- most of which were once unfamiliar to many audiences.
B- most of them were once unfamiliar to many audiences.
C- most were once unfamiliar to many audiences.
D- most of whom were once unfamiliar to many audiences.
- 5- I have discovered that Mansour is not a talkative person,.....
A- that surprises me.
B- which surprise me.
C- which surprises me.
D- the idea surprises me.
- 6- The student..... is a friend of Tomo.
A- is studying in the library.
B- that is studying in the library.
C- studied in the library.
D- that studying in the library.
- 7- Mr. Johns have three sons,are studying at university.
A- all of whom
B- both of whom
C- two of them
D- some of them
- 8- "Why do you get up at 4:00 a.m.?"
"Because it is the timewithout being interrupted."
A- when I can work on my computer
B- when I can work on my book then
C- when I can work on my book at
D- at when I can work on my book

9- Star Wars,, is considered one of the greatest science fiction movies ever made.

- A- directing by George Lucas
- B- directed by George Lukas
- C- was directed by George Lukas
- D- which directed by George Lukas

10- Florida,the Sunshine State, attracts many tourists every year.

- A- is
- B- known as
- C- is known as
- D- that is known as

11- Moviegoers,, are fond of the Titanic.

- A- many of them love romance and drama.
- B- many of which love romance and drama.
- C- many of whom love romance and drama.
- D- many love romance and drama

12- I read a book about Picasso,

- A- is a Spanish painter
- B- that is a Spanish painter
- C- a Spanish painter
- D- who a Spanish painter is

13- Ann quit her job at the advertising agency,surprised everyone.

- A- which
- B- that
- C- who
- D- that it

14- It is important to date someone you feel comfortable with,

- A- this fact will help you in choosing your future marriage partner.
- B- a fact which will help you in choosing your future marriage partner.
- C- a fact will help you in choosing your future marriage partner.
- D- which will help you in choosing you future marriage partner.

APPENDIX I**Michigan Placement Test Scores of the PPP and the TBT Group.**

	<u>TBT Group</u>	<u>PPP Group</u>
1-	48	59
2-	59	59
3-	47	51
4-	59	48
5-	57	59
6-	49	47
7-	52	53
8-	59	49
9-	45	45
10-	58	52
11-	58	59
12-	54	51
13-	59	57
14-	45	59
15-	46	58
16-	54	45
17-	51	58
18-	46	45
19-	59	58
20-	57	48
21-	45	46
22-	57	49
23-	<u>51</u>	<u>59</u>
Means	52.82	52.78

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