Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Evaluation of Implicit VS. Explicit Method Grammar
Teaching to Sudanese Undergraduate Students

تقييم الطريقة الضمنية الاستقرائية مقابل الصريحة المباشرة لتدريس
القواعد النحوية للطلبة السودانيين بالجامعات

Thesis in Fulfillment of the Requirement for the Degree

of Ph.D in (Applied linguistic)

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Dedication

This theses   is dedicated to the soul of my parents and my extended   families .

Acknowledgement

Abstract
(English Version)

The basic purpose of this study is to investigate   the effectiveness of using the implicit focus - on- form task - based learning in teaching grammar to Sudanese EFL college   students. This is done by comparing the performance of   the subjects taught according to this method to that of subjects   who   are taught with the use of   the explicit method . The general writing post – test is allocated   60 points and it is used to   assess the following components :

content, organization,   vocabulary ,   grammar , punctuation   and spelling. The oral tests are evaluated by two raters . The researcher and the teacher of the speaking skill. The reliability of the oral   tests   are calculated by measuring cronbach alpha whereas validity is obtained by calculating R^2 for the five oral sub- parts . Correlation coefficient between the rating of the two raters is examined . These oral tests are as follow; 1- The oral test of the selected examination 2- Three oral tests of the three short tests . 3- The oral test of the general test.

In order to analyze the collected data, the researcher uses common descriptive statistical   procedures such as means and standard deviations. The reliability of the tests are assessed by using 1- Cronbach alpha Analysis of variance (ANOVA), 2- Two – factors Repeated   Measures Analysis of variance (RMANOVA) , 3- t - test and 4- Scheffe's test , 5- Pearson Product Moment Correlation .

The significance level is set at $p < 0.05$. The subjects of the study   are first year college learners   studying English as a foreign language at the faculty of Education   at   Gadaref University. The study has two groups: one control whereas the other is the experimental group.

Results of the study reveal that a statistically significant difference is existed at($p < 0.05$) between the groups of the study on the tests of

writing, speaking and grammar in favor of the experimental group. The results also show that the task - based learning methods fares well with structures of different levels of difficulty. It also works well with students of all levels of proficiency. The findings of the study do not support the disadvantage claimed for the task - based learning method that students might establish a superiority of meaning to that of form. Based on the above results, this study recommends that the implicit task – based learning method as a substitute to the explicit method for teaching grammar to Sudanese EFL college learners .

Abstract
(Arabic Version)
مستخلص البحث

لقد كان هدف هذه الدراسة اختبار مدى فعالية الطريقة الضمنية القائمة على فرض أفعال ضمناً عند تدريس مادة النحو للطلبة السودانيين الذين يدرسون اللغة الانجليزية بوصفها لغة أجنبية .

وذلك عن طريق عقد موازنة بين أداء المجموعة التجريبية التي طبقت عليها الطريقة الجديدة و أداء المجموعة الضابطة المطبق عليها الطريقة الصريحة المتبعة حالياُ في تدريس مادة النحو في الجامعات السودانية.وعند تدريس   المجموعة التجريبية أستخدم الباحث إطار(Willis) ضمن نظرية Fotos' implicit focus - on –form task قام الباحث بعقد امتحانا عاماً بعد تدريس القواعد النحوية كأداة لجمع نتائج المجموعتين قبل الشروع في تحليلها هذا في مجال الامتحانات المكتوبة . أما في مجال الامتحانات الشفوية فقد قام الباحث بمساعدة معلم المحادثة بجمع المعلومات عن طريق عقد الامتحانات الشفوية . وقد تم تصميم عشر امتحانات شفوية لجمع هذه المعلومات. وبعد جمع المعلومات الكافية من المجموعتين اللتين تم تدريسهما مادة النحو بطريقتين مختلفتين هما الطريقة الضمنية و الطريقة الصريحة قام.الباحث بتحليل النتائج بالطريقة الوصفية الإحصائية الأكثر شيوعاً المشتملة على المتوسطات والانحراف المعياري وهي على النحو التالي:

1-Cronbach alpha 2- T- test 3- Scheffe test 3- ANOVA

4- RMANOVA 5- Pearson Product Moment Correlation test

وقد استعملت هذه المقاييس الإحصائية للتأكد من أي فروقا ذات دلالة إحصائية بين المجموعتين والتأكد من مصادر هذه الفروقات. وتكون مجتمع الدراسة   من جميع طلاب الصف الأول بكلية التربية بجامعة القضارف   الذين يدرسون اللغة الانجليزية بوصفها لغة أجنبية .

هذا و قد أظهرت نتائج هذه الدراسة فروقاُ ذات دلالة إحصائية في كل من الكتابة و المحادثة والنحو لصالح الطريقة الضمنية . كما أظهرت أيضاُ أن الطريقة المقترحة مناسبة لجميع الأشكال النحوية باختلاف درجة صعوبتها , وهي أيضاُ مناسبة لجميع مستويات الطلاب .

و في ضوء **هذه** النتائج يوصي الباحث بالاستفادة من الطريقة الضمنية في تدريس مادة النحو للطلبة و الطالبات السودانيين الذين يتعلمون اللغة الإنجليزية بوصفها لغة أجنبية كبديل للطريقة الصريحة المتبعة حاليا في كليات التربية بالجامعات السودانية.

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Definition of Terms:

Explicit method : Where rule explanation precedes or follows exercises . Thus the grammar content is a primary focus.

Implicit method : Where students are not aware of the grammatical rule in isolation but rather acquire it from a meaningful context .

Task: is an activity where the focus is on the output rather than the structure used to express that outcome .

Task – based learning method : Where students use " Language forms they wish to convey what they mean, in order to fulfill, as well as they can, the task goals." (Willis, 1996; p. 24)

Implicit focus - on - form task: Where students are obliged to use the foreign Language to complete the task such as solving grammar problems

Explicit focus - on - form task: Involves using grammar form itself to complete the task such as solving grammar problems .

EFL : Stands for English as a foreign language where students are exposed to language mainly in the classroom with little or no use of the foreign language outside it .

List of Appendixes

Chapter   One

Introduction

Chapter One

Introduction

1.1. Background:

A commonly held opinion towards English is its essentiality as a second and / or foreign language all over the world. In countries like India and Philippines, English is the second Language used side by side with the mother tongue ; while in many other countries is taught as a required school subject in intermediate and secondary schools and also as a foreign language in English departments in various institutions of higher education. However, it is usually taught with minimal exposure and opportunities to use it outside the classroom . Nowadays , learning English is a must for having a good career and improving one's employment . In addition, learning English is beneficial for tourism and commerce purposes as well . Accessing up - to - date information cannot be done without a good command of English .

Most programs of English as a second or foreign language all over the world advocate the importance of grammar . Grammar is taught to learners of English either explicitly by devoting hours to explain its rules , or implicitly by utilizing it in reading comprehension , writing, speaking and listening . The role of grammar in foreign language teaching and learning has been subject of a debate among researchers in the area of second / foreign language teaching and learning .(McLaughlin, 1978; Krashen, 1978).

During the last two decades different methods and approaches have been proposed in attempt to answer the question : What is the optimal way of teaching grammar to learners of English as a foreign language? Two methods have been proposed the explicit, and task – based Learning methods .

Many researchers believe that grammar should be taught explicitly. The explicit method views grammar as an important subject in language instruction and suggests that learners should receive sufficient presentation of the grammatical rule , which is usually followed by or preceded by drills related to the explained grammatical rule . This method has been adopted differently by various approaches . The grammar - translation approach in teaching a second / foreign language, for instance , is concerned with the conscious awareness of grammatical terminology . Hence, a typical lesson plan constructed according to this approach begins with a presentation of a grammatical rule, followed by an extensive drilling , and then memorization of lists of vocabulary items .

Moreover the audio - lingual approach which applies the techniques of the explicit method has its theoretical roots in behaviorist psychology and structural theory of linguistics . This approach views learning as mechanical process that depends on habit formation .

A foreign language learner is affected by habits associated with his mother tongue ; therefore, new habits needed for the learning of the new language must be formed through stimuli and responses (Lado, 1964) . According to this approach , the second / foreign language learner should be aware of grammatical rules that could be called on for the sake of communication . Other linguistics , such as krashen and Terrel (1983) , claimed that the explicit grammar instruction does not lead to increase in foreign language proficiency and proposed a " natural approach " for teaching a second / foreign Language that lays down the basic ground for the implicit method in instruction . The proponents of the " natural approach"

claims that " the acquisition of the basics of a language (grammar) is best accomplished in context where the learner is focused on understanding or expressing an idea --in the new language" (Dulay et al, 1982 p.34) . The natural approach has advocated a dichotomy between

the act of learning and the act of acquisition . Language learning is " a conscious knowledge" while language acquisition is an " unconscious knowledge." (Krashen and Rerrel, 1983) .

A third commonly held , middle ground position, that comes in the middle of the explicit / implicit continuum , advocates that both grammar (explicit method) and communication (implicit method) should be utilized together for the sake of increasing proficiency in the foreign language . Proponents of this position have proposed different approaches to achieve this goal such as " focus on form and focus of forms" (Long, 1988, 1991); " input processing " Consciousness raising " (Rutherford, 1987; Schmidt, 1990, 1993) " (Van Pattern and " task - based teaching " (Prabhu, 19871989; Long and Crookes, 1991).

1.2. **Statement of the problem:**

A primary goal of teaching English as a foreign language in any EFL program is to increase students' proficiency in the

foreign language and enable them to use the four skills of English with proper grammar . Though most of the students usually pass the grammar courses , but they usually fail in utilizing and positively transfer their knowledge of English grammatical rules and instructions while engaging in speaking or writing tasks .

With the importance of grammar as a subject and the inability of students to effectively utilize their knowledge of English grammar in mind ,this study attempts to bridge the gap between comprehension

and production (Clark and Hecht, 1983) by examining methods of teaching grammar to EFL learners , namely the explicit method and the task based learning method . This will be done in order to find out which method is more promising, and which one if used would enable EFL college learners to positively transfer their knowledge of English grammar while engaging in speaking or writing activities in the foreign language.

1.3.   **Purpose of the study:**

The   present study aims at empirically comparing the achievement of students on grammar, writing and speaking tests when taught grammar according to the explicit method with the task - based learning

method in foreign language instruction , using Fotos ' implicit focus - on –form task   with Willis ' framework. Moreover, this   study seeks to investigate the validity of the proposed implicit focus - on - form task for teaching   a sample of English tenses , namely the present progressive tense, the present perfect progressive tense and the present progressive passive to Sudanese College students learning English as a foreign language . It will focus on two productive skills ; writing and speaking in addition to grammar knowledge .   The reason behind this choice is that writing and speaking skills are found to be the two main sources of weakness with 90% for communication and 87% for writing (Al- Saleh , 2000).

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1.4. Qustions   of the study :

The present study aims at answering the following questions:

1. Is   the new proposed   task - based learning method more with effective with Sudanese EFL college learners than the traditional explicit method in improving students'   grammar, writing and speaking skills?

2. Does the effect of either   method vary according to the grammatical structure being taught .

3. Does the level of proficiency of   the students   affect   their performance with the use of either method?

4.   Is   the   proposed   task based teaching model which incorporates . Fotos'   implicit focus - on form   task with Willis framework valid as   measured by increasing   students' mastery of writing, speaking and grammar knowledge?

1.5   Hypotheses of the study:

The assumptions raised by   the researcher are as follows:

1- The new proposed task – based learning method is more effective with the Sudanese EFL college students than the explicit traditional method in improving the students' grammar, writing and speaking skills.

2- The implicit focus – on form teaching   model fares well with structures of different levels of difficulty.3- The implicit focus on – form teaching   instruction works well with students of all levels of proficiency.

4- Task based -learning method which incorporates Fotos' implicit focus -   on form task with Willis frame work is going to be valid in   increasing   the   students   mastery   of grammar , writing   and speaking knowledge

1.6. Significance of the study:

The significance of this study stems from the following points

1 It attempts to bridge the gap between comprehension and production.

2. To the best of my knowledge , it is the first empirical study that attempts `to compare the explicit method to the task – based learning method in foreign language instruction using Fotos' implicit focus-on form task approach within Willis framework.

3 . It is the first empirical study that proposes the task based teaching` method as an alternative to the explicit method of teaching grammar in colleges of education at the English Department in Sudan .

4- Its `findings will hopefully guide EFL grammar teachers to select the best method for teaching EFL grammar which will enable students to use the knowledge they gain in grammar classes while dealing with the various skills of English .5- Its findings might be of significance to college curriculum designers in Sudan .

1. 7. Methodology:

Concerning the methodology in this theses the researcher will use the common descriptive statistical procedures such as the means and the standard deviation for analyzing the collected data. As for collecting data of the research the researcher will use the following collecting tools; population, Sample, pilot study, questionnaire, entrance examination, three short post. As for measuring the reliability of the study the researcher will use following statistical inferential procedures; 1-Cronbach alpha 2- T- test 3- Scheffe test 3- ANOVA.

4- RMANOVA 5- Pearson Product Moment Correlation test. The validity of the tests will be obtained by calculating R^2 for the average correlation between the item and its total.

1.8. <u>limits of the study:</u>

This   study is limited to the following :

Sudanese   college   students in   their first year at the faculty of Education   at Gedarif   University, they   are the   subjects   of the study .Tenses   that are going   to be examined   are the   present progressive tense, the   present   progressive passive and the present perfect progressive tense . The   rationale   behind such a choice is that the present progressive represents   a simple tense to Sudanese learners of EFL, the present progressive passive represents a tense of average difficulty, and   the   present perfect progressive   is deemed as a representative of difficult English tenses that foreign   learners find it difficult .(Al Fallay,1999a) .The   study   is also limited   to examine the   subjects' achievement in   speaking , writing   and grammar knowledge .

   Finally , it is true to say that the fundamental elements of the problem are clearly stated . For example the statement of the problem is well determined and light is shed on clearly. The purpose of the study is clearly shown.   The questions and hypotheses are clearly formulated for verification. The significance of the study is clearly explained. The limits of the study is obviously restricted and adjusted .

Chapter   Two

Literature   Review

Chapter   Two:
Literature Review

2.0 Introduction

In   this   part   selected   literature that has   a bearing on teaching Methodologies will be reviewed as   a prelude to establish a framework and focusing on the value of this study .The literature review will be divided into three sections : studies that support the explicit method , studies that support implicit method , and studies that call for middle ground in explicit / implicit controversy . Each section will be divided into two subdivisions : theoretical and empirical studies .

2-1   proponents of   an Explicit Method of Grammar

Scot   (1987) defined   explicit teaching method as   "a   method of presentation during which students hear the rules of a given grammatical structure and then see written examples ", whereas " implicit teaching " is defined as a " method of presentation during which students hear a grammatical structure repeated frequently in meaningful context while not being focused on the   fact   that they are hearing any particular grammar structure (p. 19-20) . Proponents of the explicit method all agreed on the importance of grammar in teaching English as a foreign\ second language, but the neither agreed on a certain approach . For example grammar   translation approach , audio-lingual   approach   or cognitive approach   are on order of   presentation (deductive vs inductive) . The audio- lingual approach prefers an inductive way of presentation where rules are given or formed inductively by students after drilling . The cognitive approach , however follows a deductive . explaining rules then sentences .

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2-1-1   Theoretical   Studies:

Politzer   (1965) agreed   with Fries   and   emphasized that   foreign language learner should learn rules only as   " summary of behavior ". The student induces the rule after observing drills . Thus he is for induction in teaching grammar to foreign language . learners . Politzer's proposal of 1972 , in which he believed that rules should be presented first and then followed by drills to demonstrate understanding of rules, showed his complete support for a cognitive deductive method .

According to Hammerly (1975) , Politzer's view of drills that follow rules is invalid because " the purpose of exercises should not be the demonstration of understanding of rules but the internalization of rules to the point where they become subconscious linguistic behavior that can be exercised at will , (p 17) . Hammerly proposed a middle ground in dealing with controversies in second language teaching . He , out of experience , stated that the deductive approach could be used to teach concepts lacking in the native language while an inductive

approach makes learning more interesting and better retained .

Fischer (1979) criticized Hammerly (1975) for not specifying which grammatical items should be taught deductively or inductively . He stated that the deductive- inductive controversy is unsettled because there are no fixed procedures and proposed a " learning transfer principle " which states that an inductive approach is more preferred with structures that are simpler than the native language . A deductive approach is recommended for different and more complex structures than those of the native language . Unlikely Hammerly , he provided examples of grammatical items that can be taught inductively and those that can be taught deductively to American students learning French .The cognitive approach claims that the audio- linguist   " account has proven to be

at best incomplete explanation of second language acquisition" (Lightbownand Spada, (1993: p. 25) . This approach views grammar instruction as "internal representation that regulate and guide performance" (Mc Laughlin , 1987: p. 133)

Carroll (1964) was for following a deductive presentation in grammar instruction ,i .e presenting rules then drills (cognitive approach) . He maintained that an inductive presentation is not suited to slow learners or for teaching complex structures .

Ausubel (1963) believed that a deductive presentation is more compatible with the cognitive ability of adults while an inductive one is better when used with children .

According to him, language acquisition process could be speeded up by following a deductive way of presentation with adult learners (1974) . The term " advance organizers " that had been introduced by Ausubel (1963 , 1968) to describe the grammatical rules presented deductively was used later on by Terrell (1991) to refer to explicit grammar

instruction .Paulston (1970) viewed an explicit behaviorist approach for teaching the English verbs . He suggested that practice should start as mechanical , meaningful and then as communicative . Students would mechanically practice the structure by repeating it after the teacher to reach the meaningful level, students would be asked to respond to questions that have answer . Students then would master the communicative level when student asks different questions using the structure .The importance of teaching grammatical rules to EFL learners was realized by Macnamar(1973) . In later stages , those rules would subconsciously guide them when using the language .

According to Macnamara, language learning progresses from conscious rules to automatic use. He was not a proponent of the cognitive approach ; but he rather questioned the heavy reliance . On deductive

instruction in teaching a foreign language . McLaughlin (1978) supported teaching grammar explicitly and opposed dichotomy drawn by Krashen (1976) between learning and acquisition . According to him, language acquisition proceeds from " controlled processes ' to " automatic processing " . In the controlled processes ,students focus on the structure being learned . when this structure becomes familiar , those processes become automatic ones .

The importance of explicit grammar instruction was also suggested by Knop (1980) . She recognized its importance in comprehension regardless of the order of presentation . She devised specific technique for teaching grammar explicitly. The grammar structure is embedded in general statement , followed by elicitation of rule .The rule is then practiced and finally student comprehension is assessed .

Rivers (1981) proposed an explicit method for foreign language teaching . The explicit method manipulated by the teacher in" the skill getting ' level ' and used in ' the skill using " level by learners . She believed that teaching grammar should proceed from an intensive practice of a structure to an autonomous expression . Rules were given to the students when the structure was automatic. Their function was only to describe what had already been learned rather than guide speech . Pit Corder (1988) viewed language learning as an inductive process that should be controlled by deductive grammatical explanations given at the right time and which suit the learner's need. He called for joining both approaches to fulfill all the needs .

2 . 1 . 2 . Empirical Studies :

Scherer and Wertheimer's empirical study (1964) could be considered " the last word in a carefully controlled experiment in comparative teaching method "(Seliger, 1975: -p. 3).

The study emphasized the importance of audio-lingual method in language teaching and claims its superiority over the grammar – translation method because the audio- lingual method elicits the target grammatical rules rather than explaining them deductively . Thus the study associated the audio- lingual method with induction and the cognitive method with deduction .Politzer (1968) modified his attitude towards the induction deduction controversy. The results of presentation Chastain and Woerdehoff (1968) compared the audio- lingual habit theory to the cognitive code – learning theory in teaching Spanish at the college level . The material in the audio- lingual group was presented inductively, while there was a deductive explanation in the cognitive code –learning approach . Results showed no significance difference in comprehension or speaking .However, there was a significant difference in the reading and writing abilities in favor of the cognitive group . They claimed a superiority of a deductive presentation over an inductive one . But there was no statistical evidence to support their claim . Chastain and Woerdehoff's study has been criticized for defining " an inductive approach as habit formation devoid of cognitive learning" Shaffer 1989 : p. 65) .Chastain (1969) statistically demonstrated that cognitive instruction is suitable for good students while an audio- lingual one is preferred for weak ones . In (1970, 1976), Chastain recognized the importance of providing " different types of learning material and learning situations for different types of learners " (1976: P. 92) and refuted his early association of deductive presentation with cognitive .

Sjoberg and Tropez' study of 1969 conducted on Swedish students revealed that deduction did not develop long term skills in students because they tended to apply the rule without understanding . Students in the inductive group could retain the rule because they discovered

it on their own .Tucker et al . (1969) compared the explicit method to implicit one when teaching students French gender . In this study , the explicit method was defined as telling the students the underlining pattern . Students in the implicit group were not told what the pattern was but they were rather asked to induce the rule on their own . Results showed the superiority of the explicit group because there was a focus on the structure being taught The study equated the explicit with deduction and the implicit method with induction .Von Elek and Oskarsson (1973) compared the explicit method to the implicit one . In the explicit group, students were aware of the structure being taught and the exercises were more complex than those used with the implicit group .on the other hand, students in the implicit group were unaware of the new structure . Students taught in the explicit method were asked to look for the new structure in the given examples without any overt explanation of the rule. in the implicit method students were required to hear a dialogue where the new structure was embedded .The dialogue was followed by drills to form the automatic responses in the structure being taught .Von Elek et al , concluded that both groups improved but the explicit group improved a bit more on all four – language skills . In this study, the term explicit was used to describe deduction and the term implicit was used to describe induction . According to Shaffer (1989), Von Elek and Oskarsson's study really compared the audio- lingual approach to cognitive approach rather than the explicit method to the implicit method. Seliger (1975) described an experimental study which compared an inductive method with a modified deductive method in teaching English syntax to adult learners of English as a foreign language . Seliger concluded that " In the case of adult learners , deduction would seem to be a natural learning strategy and a method which seek to exploit this would present language generalization or rules

deductively and not as summaries of behavior" (p. 10) . This result is in harmony with Wolfe's (1967) view point that a deductive approach is more effective for the adult learners . Of a foreign language while a child can better learn a foreign language inductively .Wertz (1977) used an inductive approach to teach Russian to freshmen college students .He claimed that his inductive approach was different from both the audio-lingual method which Involves memorization and automatic response and from the traditional grammar one which neglects meaningful conversation . His inductive approach incorporated exercises which enabled students to induce grammatical rules on their own through guessing . Furthermore, it was different from the inductive approach used by Seliger (1975), Von Elek and Oskarsson (1973) and Chastain and Woerdehoff (1968) in the sense that Wertz used it within a cognitive learning framework while the others used it in equation with audio- lingual method . His study was criticized for being inconclusive because there was no control group. (Shaffer, 1989) . Scott's study , which compared explicit and implicit teaching strategy , had been conducted on adults learning French as a second language . Its results showed " that students who are taught grammar explicitly perform better overall than those who have been taught the same grammar content implicitly (1987 : p.43) .Shaffer (1989) compared inductive and deductive presentations of grammatical forms that were different from those in the native language . Results showed no significant difference between the two presentations . He concluded that " the trend was in favor of an inductive approach for students of all ability levels learning grammar commonly considered to be difficult " (p. 137) Shaffer (1989) compared agreed with Fischer (1979) and suggested a compromise and that grammar could be presented deductively and inductively. He stressed the importance of " learning grammar in the context of communicative

situations" (p. 400) . Although these scholars did not agree on the order of presentation (deductive vs inductive) or on the approach (audio- lingual vs cognitive), they clearly support explicit grammar instruction . In both ways of presentation and approaches, we find rule explanation and practice .

2 . 2 . <u>Proponents of an Implicit Method of Grammar</u>
2.2.1 <u>Theoretical Studies :</u>

The opposing attitude to explicit instruction was led by Dully , Burt, and Krashen (1982)and , at one point, Terrel (1977). Dulay and Burt's studies investigated the acquisition of morphemes in English . They recommended an autonomous learning . They believed that a conscious focus on form (explicit method) was useless and that it hindered the learning process .Krashen (1982) proposed a natural approach which excludes rule presentation and minimizes the role of grammar in second language acquisition . According to the " Natural approach "

grammatical rules should be rather acquired in communication than by providing explicit explanation . Krashen and Terrer(1983) developed a theory of adults second language acquisition called the " Monitor Theory "His " Monitor Theory " is composed of five hypotheses .The acquisition – Learning Hypothesis . This hypothesis states that learning a language means " knowing about' the formal structure of the language ; i . e . explicit knowledge of rules . This type of knowledge is conscious. On the other hand, language acquisition takes place when engage in real interaction i . e . implicit knowledge .This type of knowledge is unconscious . It claims that formal teaching does not make acquisition easier but it rather hinders the process . The main proposal here is the implementation of acquisition in classroom as an alternative to language learning .ii) The natural order hypothesis .This hypothesis states that

there is a predictable order of acquiring grammatical rules ; certain rules are acquired in an early stage while others are acquired late but this varies from one person to another .

iii) the monitor hypothesis explicit knowledge of rules is limited to monitoring the output of the acquired system . Thus the acquired system is responsible for fluency. This monitor is more used with writing than speaking where the learner's attention is focus on content . (Krashen, 1981) . vi) The input hypothesis. Meaningful input is a main tool for language acquisition . There is a priority for listening and reading skills over speaking and writing , fluency is a resultant of a meaningful input . Structure can be acquired through context (Krashen1985).v). The affective filter hypothesis" affect '" means motivation and emotional state . The input will be available to learner if his affective filter is down – when he is comfortable and motivated . when this filter is up , the input will not be obtainable .When McLaughlin (1978) opposed Krashen 's dichotomy of learning and acquisition, Krashen, (1978) admitted that conscious knowledge (learning) may often precede unconscious knowledge (acquisition) but emphasized that explicit knowledge (learning)" in fact may not even help " (p. 157) . Terrell (1977) proposed a " natural approach " which approves Krashen's distinction between learning and acquisition . He agreed with Krashen in seeing comprehension as the central means to language acquisition . There is an emphasis on content rather than on form . Only written work can be corrected and learners are not forced to speak in early stage of learning . According to his natural approach , communication means that he becomes capable of understanding the native speaker in a real communicative situation .Terrell (1980) proposed a " natural approach " for teaching verb forms and tense functioning Spanish . His natural approach assumes a " primary

importance given to communication and only secondary importance given to correct form" (p. 135) .He also suggested a manipulation of this approach in teaching the structures of other foreign languages . Terrell (1986) redefined the two terms " acquisition and learning " in terms of what he called binding / access framework .The goal of this reexamination was to avoid problems that researcher faces when applying Krashen's acquisition learning hypothesis . Binding was defined as the mental process which associate meaning with form . Access referred to " the production of an appropriate form to express a specific meaning in an utterance " (p. 215) .Unlike Krashen , Terrell proposed framework dealt with acquisition of both grammar and lexicon . Secondly, it related comprehension and production . Thirdly, the redefinition was not based on conscious – subconscious distinction . He stated that knowing about the target language grammar might help acquisition but teachers should not rely heavily on it . To my knowledge, none of those proposed implicit approaches has been tested empirically to prove their validity.

2 .2 . 2 . Empirical Studies :

Dulay and Burt studies of 1972, 1973,1974, concentrated on how children learning English in the United States acquire morphemes without formal instruction . Their empirical studies supported the notion that natural situations can provide the child with the useful in put .

Teachers were criticized for focusing on form . According to Dulay and Burt's study (1973),focus on form should be banished because it made language classes more artificial than natural. They pointed out that children should be left on their own to pick up syntax .On these empirical studies, Krashen based his argument and used it as evidence to support his Monitor Theory "

2.3. Proponents of a Middle Ground for the Explicit / Implicit Controversy

Recently , the goal of teaching grammar has been to achieve equal mastery in all four- language Skills : speaking, listening , reading and writing . Yet many scholars and linguists admitted that" the role of grammar in the second language classroom is still unsettled . " (Mitchell and Redmond, 1993: p. 19) . The reason behind this controversy is that neither the proponents nor the opponents of the explicit / implicit method approved their notion in a conclusive empirical research .This position made linguists realize the fact that communicative lessons which neglect grammar cannot develop language accuracy (Williams, 1995) and that " to teach grammar without understanding how it functions in communication is a waste of every one's time but not to teach it may jeopardize the whole endeavor. (Garrett, 1986: p. 134).

2.3.1. Theoretical Studies :

Bialystok (1978) developed a theoretical model to investigate the process involved in second language learning . The model consisted of three levels - input , knowledge , and output .Input is " the language experienced by the language learner in classroom, books ` and personal contacts " (Bialystok, 1979: p. 257) ; knowledge refers to the information the learner has about the learned language ; out – put is the spoken language . explicit and implicit linguistic knowledge represents information at the knowledge level . Conscious Knowledge of rules is an explicit knowledge while the automatic use of these rules is an implicit one . Bialystok was proponent of the " interface hypothesis " , which states that " knowledge derived from formal study can be utilized in every day conversation if not sooner, then later . "(Ellis , 1984:

p.138) Garret (1986) believed that due to the failure of the proponents and opponents of explicit grammar presentation to prove their notion empirically , attention now is drawn to the role grammar can play in facilitating communicative ability. He viewed grammar as processing rules which link meaning and form . This notion has been empirically tested by Van Patten . (1993) . Ommagio (1986) was against teaching communication without explicit grammar instruction because this may not lead to language evolvement . He explained in details the explicit grammar instruction methodology which emphasized the importance of communication while not neglecting grammatical accuracy . She believed that students need to practice the linguistic structure before moving to creative communication . Ellis (1988) preferred " a free practice ", where the student's attention is focused on communication to " focused practice " where there is emphasis on a grammatical structure . His integrative view has participated in setting the explicit / implicit controversy . He stated that both input and output are needed in the second language learning since input leads to output .The view that grammar instruction is important in raising learners' conscious awareness of particular grammatical feature became dominant . The consciousness raising was seen as an essential process for language acquisition (Mc Laughlin, 1987; Rutherford, 1987; Schmidt, 1990) .

Ellis (1990) argued that formal instruction is a type of consciousness raising activity to increase the learner's awareness of grammatical structures . This grammar instruction was proposed by Fotos and Ellis (1991) to develop a theoretical framework for a task based approach to the study of grammar . It was called a grammar consciousness- raising task where the task content was grammatical problem .Terrell's study of 1991 was considered a changing point in explicit / implicit controversy he suggested three ways in which explicit grammar instruction might be

helpful in teaching a foreign language : (1) As an " advance organizer " (a term used by Ausubel in 1968) to help the student understand the input .The advance organizers are information about the target language forms and structures presented deductively ; (2) Meaning – form focuser to relate form to meaning when studying complex morphology and (3) as a monitor or " editor" to improve learners' speech . But he over emphasized the fact that grammar does not have a dominant role in acquisition process . As he himself stated , his hypothesis need to be approved empirically but no empirical study has been conducted to prove the validity of this proposal . Patten (1991, 1993) , Higgs and Clifford (1982) , and Higgs (1991) also seem to suggest a middle ground for the explicit / implicit controversy . Van Patten (1993) recognized the importance of grammar instruction in language learning but not in early stage . He observed the role of grammar as processing rules which link meaning to form . Higgs stated that language proficiency cannot be achieved from explicit grammar presentation alone ; language exposure is an important aid .Renate Schulz (1991) was not against teaching grammar to foreign language learner ,but he emphasized that "grammar should not play the main role but a supportive role only"(p 24).Thus, he recommended three pillars of classroom instruction: meaningful input, interaction(or " output " as suggested by Swin 1985) and motivation .Input is the grammatical structure in different contexts' ; interaction is the type of practice provided in and outside classroom and motivation is the students' awareness of the importance of what they are hearing . Tschirner (1992) provided teachers with communicative – based activities . These activities were divided into input activities and output activities .Whereas input activities present grammatical structures, output activities recycle them for the sake of developing students' communicative abilities .He stated that knowledge of form greatly speeds

learning if " it is directly derived from actual spoken and written texts and when it is directly applied to actual communicative events by the learners.."(p.517) Mitchell and Redmond (1993) called for the integration of grammar and communication through the use of contextualized activities . These activities gave equal emphasis to form and meaning in order to increase students creativity. He stated that " it is not grammar or communication but rather grammar and communication that must be taught and practiced in order to produce proficient language users " (p. 19) . But no empirical study has been conducted to prove the validity of this proposal . In recent years , there has been a call to move in language teaching towards task- based learning (TBL) approaches . Tasks are defined as " activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome " (Willis), (1996: p.23) Variety of tasks can be generated from one topic . For example , the topic " school " can give rise to tasks like teachers , subjects , building , holidays and so on . Each task has a specific goal that has to be fulfilled, i . e . understanding and expressing meaning to complete the task . The outcome of a task like " teachers " would be the information about your best or worst teacher .While performing tasks, student's attention is drawn to meaning and communication rather than to linguistic structure .It has been claimed that task – based learning has advantages and disadvantages . One of these disadvantages is that learners might establish a superiority of meaning over that of the form which leads to fluent but inaccurate language (Foster , 1999) . The advantage of this approach is that it utilizes the learner's will is , 1990) Paul Seed house (1999) confirmed that " the surprising thing about studies of task-based Learning is the lack of evidence in the form of lesson transcript to confirm those benefits which corporate which are claimed for the tasks "

, (p . 149) The challenge in this term would be by evolving tasks which corporate stress on meaning with a stress on form and help teachers touse this approach foreign language teaching . (Foster, 1999) Skehan (1996) claimed to have equalized the evolvement of fluency and that of accuracy by proposing a theoretical framework for the task- based approach . But no reliable empirical study has come out to show the validity of this framework Willis (1996) gave the teacher " a clear, practical and flexible framework for making tasks central to their courses " (Tomlinson , 1998: p. 257) proposed framework is claimed to meetall the four main conditions of language acquisition exposure , use of language, motivation and instruction . He listed the three phases of his framework : the pre- task phase , the task cycle phaseand the language focus phase : In the pre – task phase the teacher introduces the topic and the task to the students and explains to them the task instructions . The task cycle phase is composed of task, planning and report . Students discuss the task orally in the task component . In the planning component they prepare to tell the class how they did the task and what was the outcome was . In the report component some groups are selected to report the task to the class. Language focus is composed of analysis where activities are used to focus students' attention on meaning , use , and structures .In the practice component students practice the analysis activities. He also mentioned six types of task: listening, ordering , and storing , comparing, problem solving , sharing personal experiences and creative tasks . Listening involves brainstorming where learners find out information through books or other people to complete a list .Ordering and storing involve sequencing, ranking , categorizing, classifying items. Comparing involves matching, and finding similarities and difference. problem solving involves arguing a case to solve a problem. Similarities and differences. Sharing personal experiences tasks

involve letting students talk about their own experiences . Creative tasks involved researchers and projects . Fotos (1998) described two task types : implicit focus on form and explicit focus on form tasks through communicative activities . The task which uses an implicit focus on form is designed to encourage students to use the language to do the task orally or in writing . On the other hand, explicit focus on form task is comprised of the foreign grammar form itself . She claimed that these two types could be adopted for EFL settings and large classes and that " it can provide an acceptable rational for   including communicative language use within traditional grammar – based instruction " (p . 301) . The proposed explicit and implicit focus on form tasks are associated by grammar explanation before and evaluative drills after.

2 . 3 .2 . Empirical   Studies :

Bialystok (1979) provided evidence for the validity of his dichotomy between   explicit knowledge   and implicit knowledge   (p. 18) . His subjects were required to give responses to different levels of details and under different time duration . The subjects who were given longer time and required to respond in detail consulted explicit knowledge . Implicit knowledge was consulted when subjects were given shorter time and required to respond shortly . Identifying correct sentences required referral to implicit knowledge ; while incorrect   ones were identified by explicit knowledge . Thus we may conclude that Bialystok believes in compromising the two sources of knowledge for the sake of improving students' spoken communicative performance .

Bialystok empirical study of 1979 has been conducted to investigate the different use of explicit and implicit knowledge in judging language accuracy . Its   result showed that a learner consulted implicit knowledge to intuitively   discover a grammatical error   while explicit knowledge

provided detailed information about the type of error . He conducted that " concentration on only the formal   aspects of the language ignores the use of the learners' great intuitive resource" (p.101)

Light own and Spade's study of 1990 showed that communicative classrooms which had focus on form and corrective feed back out performed communicative   classroom in the use of some of the grammatical forms . Light own and   Ranta   (1991) compared the performance of   a communicative class which received   formal instruction and corrective feedback and that of uninstructed controlled group . The communicative group showed improvement in accuracy .

The   study   pointed out that   focus on form   instruction   enhances language learning and raises consciousness . Doughty (1991) conducted an empirical study which compared gains in the use of relative clause. One group received an explicit rule explanation together with a text, and another group received meaning focused treatment with the grammatical structure highlighted . Results showed a superiority in the performance of the first group which received a formal and communicative exposure alone . She suggested   that this model can improve knowledge of grammar features as well as communicative ability Scott and Randall's (1992) experiment aimed at demonstrating that explicit grammar rule presentation is necessary in   the proficiency – oriented classroom . Results showed that some grammatical rules can be learnt autonomously , where as other grammatical structures required an explicit grammar instruction. Van   Patten (1993) elaborated   on Garrett's notion of grammar and proved its validity Empirically . He conducted an empirical study on students learning Spanish to examine the result o f explicit instruction had a significant effect on language acquisition . He criticized explicit grammar presentation which provides explanation plus " output practice " but acknowledged that " an absence of comprehensible input is

consistent with non successful first and second acquisition   language. Fotos empirical study of 1993   aimed at investigating the difference between the teacher –fronted grammar lesson and the grammar problem – solving tasks treatment in noticing the target structure in communication on one hand and a control group which had no grammar consciousness – raising activity on the other hand .The results revealed that the two grammar consciousness raising treatment performed equally in noticing the grammatical   structure in compared to the control group. communicative input Fotos (1994)   conducted an empirical study to investigate the validity of   his recommended grammar consciousness - raising task (it was later called explicit focus – on form task in 1998 as a substitute to teacher fronted grammar instruction . This type of tasks provides learners with a grammar problem (as the task content) and requires them to solve it . The advantages proposed for this method is the integration of formal instruction with communication . Secondly , it develops   grammatical   knowledge   while   the   students   are communicating . The study revealed increased in grammar knowledge in favor of the group that was given a grammar consciousness raising task . Robinson   (1996) concluded an empirical study to test the validity of the fundamentally similarity hypothesis which states that explicit and implicit instructions are fundamentally similar . Its results showed that both explicit and implicit instruction are consistent with simple as well as complex structures since both conditions involved awareness of the level of input .

2.3.3 Summary:

The middle `ground suggested for the explicit / implicit controversy was based on the fact that those who advocated purely formal pedagogy –

such as Fries , 1995 ; Hammerly, 1975; Scott, 1987and Shaffer, 1989, are purely communicative, pedagogy- such as Krashen 1981-1982; Krashen and Terrell 1983 neglected the interface (Fotos , 1993) which exists between these two types of knowledge , namely explicit knowledge and implicit knowledge (Bialystok , 1978). At present a widely held assumption is that communication and formal instruction are two fundamental components of any successful foreign language / between the grammatical knowledge (explicit knowledge) and the ability to use this knowledge in communication (implicit knowledge) remains unclear (Fotos, 1993) . The use of tasks has-been proposed to expose learners to communication (Long and Porter , 1985) while formal instruction is considered a type of consciousness raising activity (Ellis, 1990) which may facilitate the communication ability (Garrett, 1986) . Various frameworks and types of tasks were proposed for the task – based teaching method (Skehan, 1996) Willis , 1996), yet no complete empirical study has come out to show their validity. Even Fotos empirical study of 1994 which compared the explicit method with the implicit focus- on form task was not a complete study within a clearly defined frame work .Furthermore, difference in proficiency between the two groups has been " defined as gain in grammatical knowledge "(p .334) . Thus , other language skills such as speaking or writing were not investigated .It is obvious from the foreseeing review of literature that no previous empirical study , to my knowledge, has proposed a new task-based teaching model which incorporates Fotos implicit focus – on – form task with Willis' framework . To the best of my knowledge . the validity of Fotos' imp-licit focus- on – form task and Willis' frame work has not been empirically tested .The literature review has also shown that no previous study has proposed to use this new models as substitute to the explicit method used with the Sudanese college students .

Chapter   Three

Research Methodology

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Research Methodology

3.1 .<u>Introduction</u>

From the previous review of literature , we came to know that some linguists and researchers were involved in the explicit – implicit controversy . Neither the proponents nor the opponents of either method supported their notion by a solid empirical study . When linguists realized that there should be a middle ground for this controversy , they suggested different approaches These approaches link [communication with grammar . Linguists have also suggested different types of tasks that incorporate a stress on meaning with stress on form , this study had come out to show the validity of these suggested framework . In the absence of empirically tested framework , the present study proposes a task based learning model. Which incorporates Fotos' implicit focus – on form task with Willis' theoretical framework. Different theoretical frame work have been proposed ; but no reliable empirical study had been conducted empirically so far . The validity of this model will be empirically tested in addition to answering the following questions .1- Is the new proposed task based learning method more effective with the Sudanese EFl college learners than traditional explicit method in improving students' writing , grammar and speaking kills .2- Does the effect of either method vary according to the grammatical structure being taught .3- Does the level of proficiency of the students affect their performance with the use of either method .4- Is the proposed task based learning model which incorporates Fotos' implicit focus - on form task with Willis' framework valid as measured by increasing students mastery of writing, speaking and grammar knowledge ?

3.2. <u>Methodology</u>

Concerning the methodology in this theses the researcher will use the common descriptive statistical procedures such as the means and the standard deviation for analyzing the collected data. As for collecting the data of the research the researcher will use the following collecting tools; population, Sample, pilot study, questionnaire, entrance examination, three short post. As for measuring the reliability of the study the researcher the will use following statistical inferential procedures; 1-Cronbach alpha 2- T- test 3- Scheffe test 3- ANOVA 4- RMANOVA 5- Pearson Product Moment Correlation test. The validity of the tests will be obtained by calculating R^2 for the average correlation the item and its total.

3.2.1 population :

The population of this study consisted of all first year Sudanese college students learning English as a foreign language in the English department . They had studied English for at least six years before they enrolled in these departments. When a student enrolls, he usually studies English grammar three hours a week for two academic years (first and second year) .

3.2.2 . Subjects :

The subjects of this study consisted of the first year college students enrolled In the English Department at the faculty of Education at Gedaref university . There were 50 students when the study was conducted . They came from public or private high secondary schools of Gedaref state enrolled in the English Department at the faculty of Education in university of Gedaref .

These students have to sit for entrance examination and according to their scores , they are either rejected or admitted to the English

department. Those who score 60 points or above out of 100 points are usually admitted to the department. They are usually assigned randomly to different sections (section A and section B) . These students study linguistic and literary courses. The common teaching method used in grammar classes is mostly oriented toward a deductive explicit method , where a grammatical rule is presented or thoroughly explained followed by written exercises . For a student to pass a coursed , he has to score at least 60 points out of 100Points . however, if he fails a course or more , he has to restudy this course in the next year. In this study , section A was randomly assigned to the control group while section B was assigned to the experimental group . some of the students were excluded from the sample of this study .they were excluded because they had studied intermediate and high secondary in an English speaking country , two of them reported that their mothers were native speakers of English , and seven students had failed in grammar in the final examination last year . They were excluded because they were previously exposed to the explicit method .These pieces of information were obtained by a questionnaire that was distributed at the end of the second week of the first semester, of the academic year (2012 --- 2013) . This gave sample of (60 students 30 in each group, the controlled group and the experimental group .Both groups were taught the grammar course by the teacher . Students' proficiency in English was rated according to strong , average or weak based on their scores on the entrance examination and oral pre- test administered by the researcher . The subjects of this study were not aware that they were participating in this study to motivate them to take it seriously and perform their best on grammar, writing and oral tests administered by the researcher . They were told that the tests administered to them (pre- test , oral test and the general post test)

would be graded . All the –first year students sat for the tests, papers of the excluded students were not counted .

3 .3 . English Grammatical Structures Used in the Study :

Three English grammatical structures were chosen for their level of difficulty : the present progressive tense as a simple   structure , the present perfect progressive tense as a difficult structure (Al Fallay, 1999a)   and the present progressive passive as structure of average level of difficulty . These grammatical structures were taught to both control and experimental group but using different methods , namely the explicit and the implicit focus - on form tasked – based teaching . These three structures satisfied both demands which were set up to answer the study's questions : (1) that the grammatical structures varied in level   of difficulty and (2)   that the grammatical structures lend themselves to concise verbalization as a language rule

3 . 4 . Materials:

Since   the aim of this experimental study was to   compare the traditional explicit method of teaching grammar to the new proposed task-based learning method and test the validity of Willis ' framework and Fotos' implicit task , three types of materials were used

These materials were divided into three sections : data collection with five sub- sections , data analysis with two sub- sections and instruction   with two sub- sections .

3 . 4 . 1 . Materials for Data Collection :

3. 4. 1. 1 :   Pilot Study :

A pilot study was conducted   in order to investigate the validity of Willis' frame work and   Fotos' implicit focus - on – form task type .

The materials and procedure of the task based learning instruction that would be used in the main study were also be tested in the pilot study . It was conducted one week after the beginning of the first semester . The pilot study's subjects were divided into two groups , one taught the present perfect progressive tense explicitly (control group) and the other was taught the same tense under the task -- based learning method following Willis ' framework and using Fotos' implicit focus- on - form task type (experimented group) . As in the main study, validity and effectiveness were measured by a post – test administered immediately after both methods .

The post - test measured students ' development in writing , speaking and grammatical knowledge . When data was analyzed , holistic rating for oral and written tests were excluded from main study since it did not give a focused evaluation of the post written and oral tests.

3. 4. 1. 2 . A questionnaire:

The subjects filled out a questionnaire in the second week of classes regarding their past experience with English .

3 .4. 1 . 3 . Entrance Examination and the Oral Pre – test :

They are used as a pre – test to measure the two groups' proficiency in English , ensure group's equality with reference to that proficiency, and rate students' ability to weak , average and strong . the examination consisted of five sections: listening comprehension, grammar, vocabulary, reading comprehension and translation. All the examination's items were constructed according to the multiple choice techniques and they were graded out of a hundred . The passing grade was 60 out of a hundred . Since the entrance examination did not assess the speaking skill and the aim of the study was to compare the achievement of two groups on tests of speaking beside writing and

grammar . Researcher conducted an oral pre – test to support the judgments based on the entrance examination . Subjects were given pictures and were asked to talk about them . Their speech was tape recorded . The language laboratory was used to test all subjects at same time . Two raters , the researcher and the instructor of the speaking course , listened to these tapes and rated them according to the following five criteria (Hughes , 1989): accent, grammar, vocabulary, fluency and comprehensibility, with five points allocated to each criterion. Students who scored between 60 and 70 points were rated weak students, those who scored between 70 and 90 points were rated as average students and those who scored between 90 and 100 points were considered strong students .

3. 4. 1. 4. post Test:

Three short post- tests constructed by the researcher were administered three weeks after completing the presentation of each tense in order to evaluate the performance of the two groups who were taught according to the two different methods . The three posts – tests consisted of three section: a writing section, a grammar section , and an oral section .

The writing section was a multiple – choice cloze test where as the grammar section was a fill – in- the blank format . However, in the case of the present progressive passive the fill - in - the blank format was not appropriate; therefore, subjects were asked to change sentences from active form into passive form. One item in the grammar section was about stating the grammatical rule of the taught structure. The third section of the post tests was conducted orally in the language laboratory subjects were given pictures to describe for each tense as an elicitation procedure. Their speech

was tape recorded and rated by the two raters: the researcher their speaking course instructor.

3.4. 1. 5. The General Post Test:

Subjects were given a general post – test which included items that covered and to assess the overall achievement of the subjects . This general post – test had the same components namely, grammar, writing and speaking) and the same procedure of the three taught grammatical structures four weeks after the completion of the instruction. The goals of this test were of twofold : to test the long term retention was followed. The MC cloze test format was not used in the writing section of the general post - test . Students were asked to respond to three given prompts to assess their writing ability . Unlike the grammar section in the general tests number of items given in this grammar section was thirty item geared to assess the three taught tenses. In the oral test, pictures were given to respond to.

3. 4. 2.   Material for Data Analysis:

3. 4 . 2. 1.   Oral Rating Sheet.

It consisted of five criteria; and five points were allocated to each criterion The criteria were accent, grammar, vocabulary, fluency, and comprehensibility. An oral assessment sheet based on Hughes' scale (1989) was used with the general writing post - test and it was based on Al Fallacy's scale.

3. 4. 2. 2. Writing Rating sheet

It is a writing assessment sheet , it consisted of six criteria: content, organization , vocabulary, grammar , punctuation and spelling. This writing sheet was used with the general writing post- test and it was based on Al Filly's scale .

3. 4. 3. Material for Instruction :

3. 4. 3. 1. Material of control Group :

The instructional material used with   the control group was extracted from the text book : Understanding   and Using English Grammar (1989) by betty , S . Azar and Understanding   and Using English Grammar : Work book (1992) by Betty , S . Azar and Donald , A . Azar .

3. 4. 3. 2. Materials   of Experimental Group :

The instructional   material used with the experimental group was constructed by the researcher according to Willis's framework . Pictures used in   instruction   were   taken from different sources such as a communicative Grammar :Interactions One (1996) by Elaine Kirn and Darcy Jack ; 1 : A Content – Based Grammar by Patricia K . Werner and Mosaic two : A content – Based Grammar (1996) by Patricia K . Werner and John P . Nelson .**:**

3. 5. . Instructional   Procedure :

3. 5.1. . Explicit   instruction :

This   method was followed with the control group . For the first ten minutes of three consecutive   class periods , students in the control group heard a rule explanation   of the grammar structure being taught . The grammatical rule was written on the board and explanations were repeated twice . The remaining time of each of the three periods , roughly 40 minutes for each of the three periods , was devoted to doing exercises . the three grammatical structures used in this study were taught to the control group in the same previous explicit method .

3. 5. 2. Implicit Task - Based Learning (TBL) Instruction:

The experimental group received an implicit task – based learning instruction . The task - based learning method was characterized by giving the subjects written and oral tasks or activities where the foreign language was used to do these tasks . The taught grammatical structure was practiced implicitly through doing the tasks but the focus was not on the structure but rather on the language used . This type of tasks used in the instruction was called implicit focus - on form task by Fotos since the task content was not the taught structure and because students receive a grammatical explanation before and after it . The researcher made an advance preparation and designed his own tasks such as finding pictures and topics that are related to the taught grammatical structure . For the first ten minutes of the three consecutive class periods , subjects in the experimental group received a rule explanation of the taught structure . The steps of instruction followed Willis's Task – Based Learning framework . The basic phases that were followed with the experimental group are as follow :

A - The pre- task phase :

In this phase , students were asked to get into groups and one student was selected to be the chairperson whose job was to run the group and make sure that everyone else got equal chances to talk . The researcher used group work to control the large class and to give students more chance to practice speaking . Group were of mixed level so that weaker students could benefit from good students and good students improved their command of the foreign language through discussing , paraphrasing and explaining .

It was explained to subjects that task doing was a chance to practice the foreign language in the privacy of their small group no matter how weak their language was before having to talk in real life . Students were asked to keep the same group division whenever they had a grammar lecture in order to save time .

The second step was to introduce and clarify the topic to the students . Students were helped to recall words and phrases that would be useful in doing , writing or speaking tasks . words and phrases were written on the board. The reason for this if one student got stuck , he would be asked to refer to the words on the board . A set of pictures related to the topic was used . different language activities were given to students in order to expose them to language and make task doing interesting . for example , the instructor asked the students to classify words and phrases in different ways, identify words that did not fit in sets of related words written by the instructor and match phrases to pictures . In this activity a set of pictures was needed to match the mixed up phrases to the pictures . The third step in the pre - task phase was to give students task instructions such as what the task involved , its goals and what outcome was expected or required. At the beginning of the experiment, more time was spent in this phase but after that subjects became familiar with task doing.

B . The task – cycle phase:

The first step in this phase was that students discussed the task orally among themselves to decide the content while the teacher monitored them and commented briefly on the task .The second step consisted of students planning their reports . They were told that someone from each group would report their findings to the

class to motivate them to take it seriously. A weak or shy student was asked to be the writer and the strong student was assigned to the role of the "dictionary person". The instructor went around and commented on good points. When most groups had finished, the students were asked to start reporting in turn. Each group was asked to produce two different reports: an oral and a written reports. If time was not enough to listen to all of them, other groups who had not reported were asked if they had something different to add. Errors were pointed out and corrected by the students themselves. Time was given to summing up. At the end, language feedback was provided by giving examples of good expressions.

C. Language focus phase:

In this phase students analyzed texts and set of examples. The language analysis focused on meaning, use of words and language structures used during the cycle. The sets of used examples were typical of natural language. The texts and sets of examples analyzed were selected to serve the taught tense. In other words, an explicit language instruction was added to this phase.

3. 6. Testing Procedures:

Instruments used to measure results of experiments were three post tests and one general post test. The researcher followed one system in grading the three post tests. One point was allocated for each correct response in writing and grammar sections. When measuring speaking ability, a 25 point - scale was used (Huges, 1989); 5 points were allocated for each sub- part. The writing general post test was scored by using a 60 - point scale: 15 points allocated for content, 9 points for organization 6 points for vocabulary, 12 points for

grammar, 9 points for punctuation and 9 points for spelling (Al- Fallay, 2000) . The scoring system of the general post grammar and oral tests was like that of the post test .

3. 6. 1`. Present progressive post Test :

After teaching the two groups the present progressive tense according to the two different methods, students were given a post - test three weeks after the completion of instruction. Both groups sat for the same test and at the same time. This tense consisted of two parts , part one was a written test and part two was an oral test . Part one was in turn subdivided into three subparts . The first subpart of part one tested subjects' writing skill . The test was multiple choice cloze test (Al fallay, 1999b). A text was adopted from A Communicative Grammar Interaction One (1996: 41) ElainKirn and Darcy Jack . The text was then turned into a twenty item MC cloze test using the rational deletion method , where only items of interest were deleted. The following components were tested grammar, vocabulary, mechanics , unity and organization. three alternatives were given and subjects were asked to choose the one that best fit . The grammar component was devoted to test the subjects' command of the present progressive tense . The vocabulary component consisted of items that gave three lexical items from among which they had to select a suitable one . Mechanics was assessed by giving subjects items to test their ability in spelling and punctuation. In the unity and organization components cohesion concept was tested . Cohesion is defined as the use of specific language signals, such as reference , in order to tie parts of text (Atari, 1998)

The grammar sub- part of part one was a fill- in the blank test. It consisted of twenty sentences where subjects were required to choose the appropriate tense of the verbs in parentheses. The tense that should be used was the present progressive with the exception of one verb because it was non progressive verb . The sentences used in this sub – part were extracted with some modification to serve the purpose of the test from Betty , S, Azar (1989) Understanding and Using English Grammar but they were not previously presented to any of the two groups . The third sub- part of part one tested the subjects' ability to state the present progressive grammatical rule .Part II of the post – test was to be completed in the language laboratory . The two groups sat for the test at the same time. They were not allowed to mingle because the same material was used with both of them. Pictures were used to elicit the present progressive tense. They were given the following instruction: Describe what people are doing in the pictures? Their speech was taped recorded. They were given seven minutes to complete this task .

3. 6. 2. Present perfect progressive post test:

The present perfect progressive post test had the same as the present progressive test division and format, but the focus here was of course, on testing the students' ability to use the present perfect progressive in speaking, writing and their grammatical knowledge . The first sub - part of part 1 also consisted of twenty items to assess the subjects' writing ability. The text was adopted from A communicative Grammar Interaction one (1996 - 206 – 7) by Elaine Kirn and Darcy Jack. The second sub – part of part 1 was to test their accuracy in using the present perfect progressive

The third sub- part required the subjects to state the present perfect progressive grammatical rule. Part II was also administered in the language laboratory following the same procedure. Pictures were used to elicit the present perfect progressive. Subjects were given the following instructions: Why persons in those pictures look tired or exhausted ? Their speech was also taped recoded (See appendix F)

3. 6 . 3. Present progressive passive post test :

This post - test was devoted to examine the subjects' ability to use the present progressive passive in writing and speaking (See appendix G) . The text used in the writing section was adopted from Mosaic I: A Content - Based Grammar (1990 : 157) by Patricia K. Werner . It had the same previous division and the same number of items . The only difference was in the grammar section where subjects were asked to change active sentences into passive ones. In the oral part, subjects were asked to respond to the question" Describe what is being done with things given in the pictures ?

3. 6 . 4 . General Post Test:

A general post - test covering the three grammatical structures was administered four weeks after the completion of the study . This general test was constructed by the researcher to assess writing skill, speaking skill and command of grammar (See Appendix H) It had the same division as that of the post - tests. In the writing section , subjects were asked to write three paragraphs on different three topics. Holistic rating was not used . The analytic approach was utilized where the following components were evaluated: content , organization , The analytic approach was utilized where the following components were evaluated: content, organization,

vocabulary, grammar , punctuation , and spelling . The total score was 60 points . Content was allocated 25% of the total score, 15% for organization , 10% for vocabulary, 20% for grammar, 15% for punctuation and 15% for spelling . (All Fallay, 2000)

In the grammar section, multiple choice format was used . Subjects were asked to answer thirty items : ten items were devoted to assessing the students' command of the present progressive tense , ten items were devoted to assess their command of the present perfect progressive tense and ten items to assess their knowledge of the progressive passive . The oral section of the general test was conducted in the language laboratory . Subjects were tested on the three tenses . Their speech was tape recorded and rated by the same two raters according to the previously mentioned oral rating scale.

3. 7. Statistical Procedures:

The statistical procedures used in the present study are selected because of their appropriateness for the collected data. Common descriptive statistical procedures will be used. For example means and standard deviation will be reported . In addition , the reliability of the entrance examination , the general post test and posts tests will be assessed by using Cronbach Alpha (a). Inferential statistics will also be utilized . Analysis of variance (ANOVA), two factors Repeated - Measures Analysis of Variance (RMA NOVA) and t-test statistics will be utilized to detect any significant difference s that might be found between the control and experimental groups. Scheffe's test will also be used to investigate the source of the observed difference. Moreover Pearson Product Moment correlation will be run to measure the consistency between the two raters.

Statistical tests will be two - tailed and the significance level will be set at $p < 0.05$. The following chapter will report the results of the study. This chapter will discuss the difference between the two groups in the post tests and the general post test. The relation between subjects' ability and the used methods will also be detected. The chapter will also deal with the relation between structure and method.

Finally, and as a summary to research methodology, it is clear to say that the tools of data collection are used purposefully for their appropriateness for the collected data. For example I the population of the study is discussed .Then, the sample of the study is described . The grammatical structures and materials used in this study are presented . Instructional procedures , testing procedures and statistical procedures are discussed too.

Chapter Four

Data analysis, Results and Discussion

Chapter Four

Data analysis, Results and Discussion

4 .0 Introduction:

The main purpose of this study is to compare two methods of teaching grammar to Sudanese college learners of English as a foreign language . This chapter presents analysis of the study's data and also sheds light on its findings . It is divided into five sections . The first section is concerned with the analysis of the pre – testing data . Then, the subjects' scores on tests of grammar, writing and speaking that focused on the different English tenses taught to subjects will be discussed . The third section is devoted to the analysis of the general post – test data . The fourth and fifth sections are concerned with detecting any relationship between method and student's ability or method and structure .

4. 1. <u>Pre - testing Data</u>

The   aim of   pre- testing was to ensure groups'   equality with reference to their levels in English proficiency . The study's pre – testing data came from two sources: the entrance selection exam and the oral test constructed by the researcher .

4. 1. 1.   <u>The Selection   Examination:</u>

to assess certain component of the English language and / or certain students' ability in a related field, namely listening comprehension, grammar, vocabulary, reading comprehension and   translation. It consists of five items in the listening This examination consists of five sections, each designed comprehension section, twenty items in the grammar section, fifteen items in the vocabulary section, five items in the reading comprehension section and five items in the

translation section . The selection examination is held to select students who desire to join the English department.

Reliability was calculated by measuring cronbach Alpha (&) index for each sub – test . The validity of each sub – test (listening, grammar --- etc) was obtained by calculating (R^2) between a sub- test (listening for example) and the total of the selection examination after excluding part- whole overlapping effect, R^2 is usually calculated as an average correlation between an item and its total . However, in this research it was calculated as an average inter - item correlation which usually gives lower but more accurate values.

Table (1) : Reliability and validity indices of the subjects scores on the selection examination .

Index	Listening comprehension	Vocabulary	Reading comprehension	translation	Grammar	Total
Cronbach	.7400	.5334	.5611	.7847	.6486	.6801
R^2	.853	.893	.837	.856	.899	.874s

After examining the reliability and validity of the selection exam, the performance of the control group and the experimental groups' subjects was investigated .

Table (2): gives descriptive statistics of subjects scores on the selection examination .

Group	Control group		Experimental Group		
Sub part	Mean	SD	Mean	SD	
Listening	14.800	4.060	13.600	4.258	
Grammar	19.540	4. 175	21.763	4,121	
Vocabulary	7.560	2.643	7.491	2.471	
Reading	17.200	3.452	16.436	3.414	
Translation	13.800	1.485	14.018	1.638	
Totals	72.900s	8.527s	73.309	9.288	

As the table shows, it is obvious that the control and the experimental groups performed differently. Hence, it was a must to

investigate the statistical significance of the observed difference . This was done by using an unpaired t- test (independent sample t- test). Table (3) gives these pieces of information .

Table (3) : t – test values for the differences between the means of the control and experimental subjects' scores on the selection examination

Sub - part	df	T	p
Listening comprehension	103	1.4723	.1435
Grammar	103	.9465	.3461
Vocabulary	103	.1384	.8902
Reading comprehension	103	1.1386	.2575
Translation	103	.7125	.4778
Total	103	.1514	.8799

Table (3) indicates that the observed differences were statistically no significant .However, another statistical analysis was also employed to further ensure that the observed differences between the means of the two groups were statistically no significant. Table (4) gives F value of the analysis of variance to test the statistical significance of the differences between the means of the control and experimental groups on the selection examination .

Table (4) : Analysis of Variance (ANOVA) for the difference between the means of subjects' scores on the selection examination

Source	df	Sum of squares	Mean squares	F	P
Between groups	1	37.7140	37.7140	2. 1740	.1435
Within group	103	1787. 2000	17 .3510		
Total	104	1824. 9140			

Table (4) shows that there was no statistically significance difference between the means of the two groups subjects' scores on

the selection examination (p =1435). In other words, the two groups were found to be almost equal in their English proficiency as measured by the selection examination .

4.1.2.Oral pre – test:

The oral pre – test was constructed by the researcher. For the sake of consistency, the test was rated by two raters : an instructor who is experienced in teaching and rating speaking and the researcher. Raters allocated five points for each sub – part These sub – parts were pronunciation, grammar, vocabulary, fluency and comprehensibility . Cronbach Alpha (&) was used to show internal consistency of the rating of each rater. The external consistency between the two raters was measured by running Pearson Product – Moment Correlation. The validity of each sub – part was obtained by calculating (R^2) between a sub – part (pronunciation , for example) and the total of the oral test. These pieces of information are given in table (5).

Table (5): Reliability and validity indices of the subjects' scores on the oral pre –test

Sub – parts	Cronbach& Rater 1	Cronbach& Rater 2	Inter- raters Correlations	R^2
pronunciation	.8128	.7658	.951	.905
Grammar	.8801	.7886	1.000	1.000
Vocabulary	.8257	.8617	.789	.622
Fluency	.7957	.8150	.801	.641.
Comprehensibility	.8731	.8493	.840	.706
Total	.8868	.8272	.960	.922

As the table shows, the Cronbach indices were high which indicate an internal consistency and that the test was reliable. The inter-correlation indices were also high which reflect an external consistency between the two raters. After the above investigation was completed, the means of the control and experimental groups as

reported by the first rater were utilized. These pieces of information are shown in table (6) .

Table (6) oral pre- test reported by the first rater.

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	comprehensibility	totals
group	C	2.500	2.020	2.740	2.740	3.120	13.120
	E	2.400	1.673	2.073	2.345	2.618	11.109s ss

C = Control group . E = Experimental group

The table shows that there seemed to be a difference between the means of the subjects' scores in each group on the oral pre- test reported by the first rater. In order to compare the performance of each group subjects on a certain component (control on pronunciation vs experimental on pronunciation for example) a two - factor Repeated Measures Analysis of Variance was conducted . See table (7)

Table (7) : Two – factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between the

Subjects' scores on items of the oral pre -test

Source	df	Sum of Squares	Mean Squares	F	P
Group (A)	1	21.182	21.182	5.068	.0265
Subjects W.groups	103	430.525	4.180		
Treatment	4	57.116	14.279	29.428	.0001
AB	4	4.573	1.143	2.356	.0531
B X Subjects W .groups	412	199.911	.485		

The table indicates that there was a statistically significant difference (p = (.0265) between the performance of the two groups on the real oral pre – test in favor of the control group . A Scheffe post – hoc comparison statistic was used in order to know the source of the significant difference . Scheffe test revealed that all five sub –

parts F values of the oral pre – test were no significant, except the sub- part of vocabulary which was significant at $p = < .05$, in favor of the control group . Table (8) gives F – value for the difference between the two groups on the vocabulary component.

Table (8): Scheffe post hoc comparison statistic for the difference between the subjects means on the vocabulary components of the oral pre- test.

Group	Mean	SD	SE	Scheffe F
Control	2.740	1.121	.159	11.624*s
Experimental	2.073	.879	.119	

*Significant at $p < .05$ SE = Standard Error.

Means of Subjects scores on the oral pre – test as reported by the second rater were also calculated . See Table (9)

Table (9) : Means of the subjects' scores on the oral pre – test as reported by the second rater

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	comprehensibility	totals
group	C	2.340	2.020	2.940	2.700	3.020	13.020
	E	2.382	1.673	2.236	2.345	2.891	11.527

C = Control group .   E = Experimental group

Table (9) indicates that there was a difference in performance between the two groups on the oral pre – test. To ensure the statistical significance of the observed difference between the two groups, a Two – factor Repeated Measures Analysis of Variance was employed. This information is given in table (10)

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Table (10): Two – factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between

the subjects' scores on items of the oral pre - test .

Source	df	Sum of Squares	Mean Squares	F	P
Group (A)	1	11.672	11.672	3.461	.0657
Subjects W .groups	103	347.338	3.372		
Treatment	4	68.610	17.152	29.450	.0001
AB	4	8.228	2.057	3.532s	.0075
B X Subjects W .groups	412	239.962	.582		

The difference between the means of the subjects ' scores on oral pre- test was not statistically significant (p = .0657) . Since the F value was not significant at $p < .05$, no further investigation was carried out . It is obvious from the previous analysis and discussion that the control group and the experimental group are of almost equal level in their proficiency in English as a foreign language. With this in mind , it seems safe after the analysis of the pre- testing data to go ahead and analyze and examine the study's data . This is going to be carried out in the following section.

4 .2 . The Study   Data:

Three tenses were used in the study, namely the present progressive tense (as an easy structure), the present perfect progressive tense (as a difficult structure) and the present progressive passive (as a structure of an average level of difficulty). The two groups were tested on these three tenses. The tests consisted of three main sub – tests devoted to assess the subjects' abilities on the skills of writing, speaking, and

grammar . As part of the grammar sub – test, subjects were also asked to state the relevant grammatical rule .

4 .2 . 1 . <u>Present Progressive Tense:</u>

4. 2 . 1 . 1 . <u>The writing   Test</u>

The   first step in this analysis was to obtain the reliability and validity indices of the present progressive writing test. Reliability was calculated by using Cronbach& statistic ; whereas validity was measured by calculating R^2 between the writing section and its total . Reliability and validity indices are displayed in Table (11).

Table (11) : Reliability and validity indices of the subjects' scores on the present progressive writing test

Test	Cronbach&	R^2
Present progressive Writing	.6651	.831

After obtaining reliability and validity indices , subjects' means and standard deviations on the writing test are calculated , See Table (12).

Table (12) Means and standard deviations (SD) of the subjects 'scores   on the present progressive writing test

Test	Control group		Experimental Group	
Present progressive writing	Mean	SD	Mean	SD
	8.880	2.050	13.000	2.373

Table (12) shows that the mean of the experimental group (13.00) was higher than that of   the control group (8.880) . To investigate whether this difference was statistically significant, an independent – sample t – test was employed as Table (13) shows.

Table (13): t - test value for the difference between the means of the control and experimental groups was statistically significant atp = .0001, in favor of the experimental group .

Source	df	Sum of Squares	Mean Squares	F	P
Group (A)	1	27.251	27.251	21.294	.0001
Subjects W .groups	103	131.818	1.280		
Treatment	19	31.303	1.648	8.680	.0001
AB	19	12.133	.639	3.364	.0001
B X Subjects W .groups	1957	371.464	.190		

To further ensure this statistical significance, a Two -factor Repeated Measures Analysis of Variance (RMANOVA) was used as shown in Table (14) .

Table (14) : Two – factor Repeated Measures Analysis of variance (RMANOVA) for difference between subjects scores on items of the Present Progressive writing test .

Source	df	Sum of Squares	Mean Squares	F	P
Group (A)	1	27.251	27.251	21.294	.0001
Subjects W .groups	103	131.818	1.280		
Treatment	19	31.303	1.648	8.680	.0001
AB	19	12.133	.639	3.364	.0001
B X Subjects W .groups	1957	371.464	.190		

The observed difference between the means of the two groups was statistically significant (p = .0001). This means that the experimental group who was taught grammar according to the task – based learning method outperformed the control group on the present progressive writing test. it seems that subjects in the experimental group positively transferred the gain in grammar to other domain language,

4.2. 1. 2. Present Progressive Grammar test:

The reliability of the grammar Sub – test was obtained by using Cronbach& Statistic; whereas the validity was measured by calculating

R^2 between the grammar sub – part and the total test . These pieces of information are given in Table (15).

Table (15): Reliability and validity indices of the subjects' scores on the present progressive grammar test

Test	Cronbach&	R^2
Present Progressive Grammar	.8731	.895

The two means and standard deviations of the control and experimental groups' scores on the grammar sub- test were also calculated .See table (16)

Table (16): Means and standard deviations (SD) of the subjects' scores on the present progressive grammar test

Test	Control group		Experimental Group	
Present progressive Grammar	Mean	SD	Mean	SD
	11.021	5.615	15.582	4.496

As the table shows, the mean of the experimental group (15.582) was higher than that of the control group (11. 021) . To investigate whether this difference was statistically significant, an independent – sample t – test was employed as table (17) shows .

Table (17): t – test value for the difference between the means of the control and experimental subjects on the present progressive grammar test

Group	df	t	p
Control vs experimental	103	4.6145	.0001

Table (17) shows that the difference between the control and experimental groups' means was found to be statistically significant at P = .0001, in favor of the experimental group .

Table (18) A Two – factor Repeated Measures Analysis of variance was used to further ensure the presence of this statistical significance difference with reference to individual test's items of the present progressive grammar test .

Source	df	Sum of Squares	Mean Squares	F	P
Group (A)	1	21.852	21.852	88.109	.0001
Subjects W .groups	102	25.297	.248		
Treatment	19	162.928	8.575	61.280	.0001
AB	19	33.631	1.770	12.649	.0001
B X Subjects W .groups	1938	271.191	.140		

The above table ensures the statistically significant difference in performance at p = .0001, in favor of the experimental group.

The subjects were also asked to explicitly state the rule of the present progressive tense . This was done in order to investigate whether the subjects were capable of not only using the presented grammatical rule but also stating it . Table (19) gives the means and standard deviations of subjects' scores on the question of stating the present progressive rule.

Table (19) : Means and standard deviations (SD) of the subjects' scores on the question of stating the

present progressive grammatical rule.

Source	Control Group		Experimental Group	
	Mean	SD	Mean	SD.
Stating the rule	.580	.499	.764	.429

Table (19) indicates that there is a difference between the means score of the two groups in favor of the experimental group. To ensure whether this observed difference was statistically significant, an independent sample t - test was used as Table (20) display

Table (20): t – test value for the difference between the means of the control and experimental subjects' scores on the question of stating the present progressive rule

Group	df	T	p
Control vs experimental	103	2.0285	.0451

As the table shows, the ability of the subjects in the experimental group to explicitly state the rule of the present progressive tense was higher than that of the control. One of the advantages claimed for using the explicit method in teaching is that students according to the explicit method are capable of explicitly stating the grammatical rule. The statistically significant difference at p = .0451 seems to indicate that subjects in the experimental group outperformed those in the control group with reference to the ability in stating the rule.

As conclusion, it appears that subjects who were taught grammar according to a task – based learning method gained more information in grammar than those who were taught it according to the explicit method .

4. 2. 1. 3 . <u>Present progressive Oral test:</u>

The first step in this analysis was to examine the reliability and validity of this part of the instrument, namely the present progressive oral test. The reliability was calculated by using Cronbach&, and Validity was estimated by using R^2 which is the square root of the correlation coefficients between a sub – part and the test total . In addition, the internal consistency between the two raters was also investigated . Pearson Product - Moment Correlation coefficient (r) were calculated between the first rater rating of the pronunciation sub – part, for example , and the second rater rating of the same subpart . Table (21) gives these pieces of information .

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Table (21) : Reliability and validity indices of the subjects' scores and inter- raters correlations on the sub –parts of the present progressive oral test .

Sub – parts	Cronbach& Rater 1	Cronbach& Rater 2	Inter- raters Correlations	R^2
pronunciation	.8315	.8615	.675	.586
Grammar	.7928	.8219	.930	.865
Vocabulary	.8211	.8812	.758	.574
Fluency	.7976	.7859	.757	.574
Comprehensibility	.8732	.8362	.841	.707
Total	.8818	.8625	.953	.908

Table (21) indicates that R^2 values of the first and second raters rating were very high which may imply the validity of each sub – part of the oral test was very high . Cronbach Alpha (&) indices for the rating of the two raters were also high . The table also shows that there were high correlations between the rating of the two raters on the present progressive oral test, especially between their ratings on the grammar sub – part (r = .930) .

After ensuring the reliability and validity of this part of the instrument, subjects' scores means as reported by the first rater were calculated as shown in Table (22)

Table (22): Means of the subjects' scores on the present progressive oral test .

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	comprehensibility	Totals
group	C	2.340	2.020	2.940	2.700	3.020	13.020
	E	2.382	1.673	2.236	2.345	2.891	11.527

C = Control . E = Experimental

The results showed that the two groups performed differently on the present progressive test rated by the first rater. The total mean of the experimental (20.873) was higher than that of the control

group (13. 400) . An independent - sample t – test was utilized in order to investigate whether the observed difference between the totals of the two groups was statistically significant at p = .0001, in favor of the experimental group. This indicates that the performance of the experimental group was better than that of the control group In order to test whether the observed differences between the two groups on the individual components of the test were statistically significant, Two - factor Repeated Measures Analysis of Variance was used as Table (23) shows .

Table (23): Two – factor Repeated Measures (RMANOVA) for the difference between Subjects' scores on items of the present progressive oral test.

Source	Df	Sum of Squares	Mean Squares	F	P
Group (A)	1	341.822	341.822	100.951	.0001
Subjects W .groups	103	348.760	3.386		
Treatment	4	72.240	18.060	24.462	.0001
AB	4	22.380	5.595	7.578	.0001
B X Subjects W .groups	412	304.180	.738		

F - value obtained from the Two - factor Repeated Measures Analysis of variance ensured the presence of a statistically significant difference at p = .0001, in favor of the experimental group . In other words, the subjects in the experimental group outperformed those in the control group on the present progressive oral test .

In order to investigate the source of this statistically significant difference, Scheffe post – hoc comparison statistic is carried out . See Table (24) .

Table (24) : Scheffe post – hoc comparison statistic for the source of the difference between the subjects' means on the present progressive oral test

Sub –part	Control group		Experimental group		Scheffe F
	SD	SE	SD	SE	
Pronunciation	1.058	.150	.890	120	
Grammar	1.878	.266	1.372	.185	
Vocabulary	.889	.126	1.017	.137	
Fluency	1.010	.143	.951	.128	
Comprehensibility	1.092	.155	.729	.098	

*Significant at $p < 0.05$. SE = Standard Error.

The differences between the means of the two groups subjects on the five sub- parts of the present progressive oral test as reported by the first rater were found to be significant at $p < .05$.

Table (25): Means of the subjects' scores on the present progressive oral test .

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	comprehensibility	Totals
group	C	3.440	1.400	2.360	2.900	3.180	13.280
	E	4.236	4.127	3.818	4.036	4.655	20.873

C = Control . E =Experimental

As the table shows, the experimental group's means were higher than these of the control. Total means of the experimental group was 20.873 whereas the total means of the control group are 13.280. To investigate whether the observed difference between the total means of the two groups on the present progressive oral test as rated by the second rater was statistically significant, an independent sample t - test was used . The t – value was - 10.042 and $p = .0001$,

in favor of the experimental group. Such result is in harmony with that of the scores reported by the first rater.

To investigate the statistical significance of the observed difference between the individual components of the test, Two – factor Repeated Measures Analysis of Variance was utilized Table (26) .

Table (26) : Two – factor Repeated Measures (RMANAOVA) for the difference between subjects' scores on items of the present progressive oral test .

Source	Df	Sum of Squares	Mean Squares	F	P
Group (A)	1	301.974	301.974	100.841	.0001
Subjects W .groups	103	308.438	2.995		
Treatment	4	95.840	23.960	35.273	.0001
AB	4	55.896	13.974	20.572	.0001
B X Subjects W .groups	412	279.864	.679		

The above table indicates that there was a statistically significant difference in performance between the two groups in favor of the experimental group at p = .0001.

Since the F value was significant at p < .05 a Scheffe post – hoc comparison statistic was used . See Table (27)

Table (27): Scheffe post – hoc comparison statistic for the source of the difference between the subjects' means on the present progressive oral test .

Sub –part	Control group		Experimental group		Scheffe F
	SD	SE	SD	SE	
Pronunciation	1.058	.172	.1215	120	17413*
Grammar	1.878	.230	1.629	.185	97.351*
Vocabulary	.889	.151	1.064	.137	52.287*
Fluency	1.010	.149	1.055	.128	34.009*
Comprehensibility	1.093	.133	.941	.098	81.672*

*Significant at p < 0.05 . SE = Standard Error.

F - values obtained from Scheffe test showed a statistically significant difference at $p < .05$, in favor of the experimental group on the present progressive oral test as rated by the second rater . This may indicate that the performance of the experimental group was better than that of the control group on that test .

Present perfect progressive Tense:

4. 2. 2. 1 Present perfect progressive writing Test:

Reliability of the writing test was calculated by measuring Cronbach Alpha (&) . Its validity was measured by calculating R^2 Reliability and validity indices are given in table (28)

Table (28): Reliability and validity indices of the subjects' scores on the present perfect progressive writing test.

Test	Cronbach&	R^2
Present perfect Progressive writing test	.5836	.635

The next step in the analysis was to obtain the means and standard deviation of the control and experimental groups on that test as Table (29) shows.

Table (29): Means and standard deviations (SD) of the Subjects' scores on the present perfect progressive writing test

Test	Control group		Experimental Group	
	Mean	SD	Mean	SD
Present perfect progressive writing test	13.600	2.710	15.873	2.479

Table (29) demonstrates that there is a difference between the two groups on the present perfect progressive writing test in favor of the experimental group with their mean equaling 15. 873. A t – test was used to examine the statistical significance of this difference as Table (30) shows:

Table (30): t – test value for the difference between the means of the control and experimental subjects' scores on the present perfect progressive writing test .

Group	Df	T	P
Control vs experimental	103	4.4879	.0001

In Table (30): t - test value indicates that the difference between the two groups was statistically significant, at level p = .0001, in favor of the experimental group on the writing test.

In order to further ensure the above result, Two – factor Repeated Measures Analysis of Variance (RMANOVA) was run on data as the following table shows.

Table (31): Two – factor Repeated Measures (RMANOVA) for the difference between the subjects' scores on individual items of the present perfect progressive writing test

Source	Df	Sum of Squares	Mean Squares	F	P
Group (A)	1	6.764	6.764	20.133	.0001
Subjects W .groups	103	34.605	.336		
Treatment (B)	19	35.834	1.886	11.731	.0001
AB	19	12.682	.667	4.152	.0001
B X Subjects W .groups	1957	431.635	.161		

The Two - factor Repeated Measures Analysis of Variance (RMANOVA) showed that the difference in means between the control and experimental groups on the present perfect progressive writing test when its items were treated individually was statistically significant at p = .0001, in favor of the experimental group .Thus , the experimental group which a task – based learning instruction outperformed the control group on the present perfect progressive writing test which received an explicit instruction .

4.2.2.2 Present perfect Progressive Grammar Test:

The reliability of the grammar test was examined by using Cronbach& statistic. Validity of this test was obtained by calculating R^2. These pieces of information are in Table (32)

Table: (32) Reliability and validity indices of the subjects' scores on the present perfect progressive grammar test

Test	Cronbach&	R^2
Present perfect Progressive grammar test	.8861	.852

The means and standard deviations of both groups' scores on the grammar test were also calculated . See Table (33)

Table (33): Means and standard deviations (SD) of the subjects' scores on the present perfect progressive grammar test

	Control group		Experimental Group	
Present perfect progressive grammar test	Mean	SD	Mean	SD
	12.560	3.797	18.273	3.374

As Table (33) shows, the mean of the experimental group was higher than that of the control one . To investigate the statistical significance of this difference, an independent - sample

t - test was employed as Table (34) displays.

Table (34): t – test value for the difference between the means of the control and experimental subjects' scores on the present perfect progressive grammar test

Group	Df	T	P
Control vs experimental	103	8.1629	.0001

Table (34) demonstrates that there was a statistically significant difference between the means of the two groups at p =.0001, in favor of the experimental group. To further investigate the significance of the observed difference when the twenty items of the

grammar test were taken individually, Two - factor Repeated Measures Analysis of Variance was utilized as Table (35) presents .

Table (35): Two – factor Repeated Measures (RMANOVA) for the difference between the Subjects' scores on items of the present perfect progressive grammar test.

Source	dfs	Sum of Squares	Mean Squares	F	P
Group (A)	1	42.737	42.737	66.633	.0001
Subjects W .groups	103	66.061	.641		
Treatment (B)	19	18.843	.992	8.628	.0001
AB	19	10.564	.556	4.837	.0001
B X Subjects W .groups	1957	224.942	.115		

The above table ensures the statistically significant difference in performance between the two groups at p = .0001, in favor of the experimental group .

Table (36) The ability to state the present perfect progressive

Source	Control Group		Experimental Group	
	Mean	SD	Mean	SD
Stating the present perfect progressive grammar rule	.880	.328	1.000	.0001

grammatical rule was also examined as shows :

There was a difference between the means of the control (.880) and experimental (1.000) groups ; therefore, a t – test was employed to investigate its statistical significance difference. See Table (**36)**

Table (37): t – test value for the difference between the means of the control and experimental subjects' scores on the present perfect progressive grammatical rule .

Group	df	T	P
Control vs experimental	103	2.7120	.0078

Table (37) shows that the difference exited between the means of the two groups was significant at p = .0078, in favor of the experimental group .The above displayed results show that the experimental group which received a task - based learning instruction outperformed the control group which received an explicit grammar instruction on the grammar test.

4.2.2.3. Present Perfect Progressive Oral Test:

Reliability of the present perfect progressive oral test was calculated by measuring Cronbach Alpha (&) . The validity was also obtained by calculating (R^2) between a subpart (grammar for example) and the total of the oral test after excluding part whole overlapping effect . In addition, the internal consistency between the two raters was also investigated . Pearson Product – Moment Correlation coefficients (r) were calculated between the first rater rating of the pronunciation sub – part and the second rater rating of the same sub – part . Table (38) gives these pieces of information .

Table (38): Reliability and validity indices of the sub - parts of the present perfect progressive oral test

Sub – parts	Cronbach& Rater 1	Cronbach& Rater 2	Inter- raters Correlations	R^2
Pronunciation	.7213	.8312	.651	.423
Grammar	.8931	.9012	.994	,988
Vocabulary	.7915	.8627	.726	.527
Fluency	.8213	.8531	.719	.517
Comprehensibility	.8442	.9105	.916	.839
Total	.8973	.8558	.963	.927

As the table shows Cronbach& and R^2 indices were found to be high . The (r) values indicate a high correlation between the two raters of the present perfect progressive oral test especially on sub – parts of grammar (r = .994) and comprehensibility (r = .916)

After ensuring the reliability and validity of the test , subjects' scores means as reported by the first rater were calculated as given in table (39) .

Table (39): Means of the subjects scores on the present perfect progressive oral test as reported by the first rater .

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	comprehensibility	totals
group	C	3.120	0.180	2.560	2.740	1.880	10.480
	E	4.309	4.564	4.200	4.673	4.582	22.327

C = Control group . E = Experimental group

As the table shows the means of the two groups' scores were different. The experimental group's subjects obtained higher total mean than subjects in the control group . To test the statistical significance of the difference between the two groups' total mean, an independent - sample t – test was used . The obtained value was t = 18.930 with a p = .0001.

The biggest difference between the subjects ' scores based on sub – parts was found in the grammar sub – part with the mean of .180 for the control group and 4.564 for the experimental group .

To test the significance of the observed differences , Two - factor Repeated Measures Analysis of Variance is utilized as Table (40) shows .

Table (40): Two – factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between the subjects' scores on individual items of the present perfect progressive oral test.

Source	dfs	Sum of Squares	Mean Squares	F	P
Group (A)	1	735.208	735.208	358.353	.0001
Subjects W .groups	103	211.318	2.052		
Treatment (B)	4	114.107	28.527	52.439	.0001
AB	4	164.568	41.142	75.629	.0001
B X Subjects W .groups	412	224.126	.544		

The above Two – factor Repeated Measures Analysis of Variance shows a statistically significant difference between the control and experimental groups at p =.0001, in favor of the experimental group. Thus, subjects in the two groups performed differently on the present perfect progressive oral test as rated by the first rater. To investigate the source of this difference, Scheffe post – hoc test was employed . Results of the test are given in Table (41)

Table (41) : Scheffe post – hoc comparison statistic for the difference between the subjects' means on the present perfect progressive oral.

Sub –part	Control group		Experimental group		Scheffe F
	SD	SE	SD	SE	
Pronunciation	1.062	.150	.742	.100	44.860*
Grammar	.660	.093	1.151	.155	557.956*
Vocabulary	.812	.115	.931	.126	91.703*
Fluency	1.275	.180	.695	.094	95.308*
Comprehensibility	.872	.123	.809	,109	271.011*

*Significance at p < .05. SE = Standard Error .

All F - values of the five oral test sub – parts were found to be high especially the grammar sub – part (F = 557.956) .

The performance of subjects on the present perfect progressive oral test as rated by the second rater was also measured by calculating their scores' mean. See Table (42) .

Table (42): Means of the subjects' scores on the present perfect progressive oral test .

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	comprehensibility	totals
group	C	3.120	0.180	2.560	2.740	1.880	10.480
	E	4.309	4.564	4.200	4.673	4.582	22.327

C = Control group . E = Experimental group

Table (42) reveals that the two groups performed differently on the present perfect progressive oral test as rated by the second rater
Subjects in the experimental group outperformed those in the control group especially in the grammar sub – part . To investigate the statistical significance of the difference between the two groups' total mean, unpaired t- test was used, which gave a t = 15.651 which was significant at p = .0001, in favor of the experimental group . In order to test whether the observed difference between the groups' means on the test sub parts were statistically significant, Two – factor Repeated Measures Analysis of variance is run as Table (43) displays.

Table (43) : Two - factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between the items of the present perfect progressive oral test .

Source	df	Sum of Squares	Mean Squares	F	P
Group (A)	1	548.864	548.864	244.959	.0001
Subjects W .groups	103	230.785	2.241		
Treatment (B)	4	28.088	7.022	14.993	.0001
AB	4	256.556	64.139	136.949	.0001
B X Subjects W .groups	412	192.956	.468		

Table (43) shows that the observed difference between the two groups was statistically significant at p = .0001, in favor of the experimental group . Subjects in the experimental group performed better on the present perfect progressive oral test than the control group's subjects . The significance was at p < .05 level ; therefore Scheffe post - hoc comparison statistic was carried out . See Table

Table (44): Scheffe Post – hoc comparison statistic for the source of the difference between the subjects' means on the sub – parts of the present perfect progressive oral test as reported by the second rater.

Sub –part	Control group		Experimental group		Scheffe F
	SD	SE	SD	SE	
Pronunciation	.815	.115	.762	.103	17.177*
Grammar	.618	.870	1.168	.158	556.663*
Vocabulary	.857	.121	1.026	.138	33.412*
Fluency	.901	.127	.829	.112	52.158*
Comprehensibility	.640	.091	1.197	,161	238.948*

*Significance at p < .05. SE = Standard Error .

F values for the oral five sub – parts were significant at p < .05, in favor the experimental group . The grammar sub – part had the highest F value (F value =556.663) . Thus, the statistically significant difference did not come from one source but it came from the five sub – parts of oral test .

4.2.3. Present Progressive passive :

4.2.3.1. Present Progressive Passive Writing Test:

Cronbach Alpha (&) was used to obtain reliability while Validity was obtained by calculating R^2 between the writing section items and their total. These pieces of information are given in Table 4) .

Table (45) : Reliability and Validity indices of the subjects' scores on the present progressive passive writing test

Test	Cronbach&	R^2
Present Progressive passive writing test	.4989	.498

The means and standard deviations of both groups' scores were then Calculated. See Table (46) .

Table (46) : Means and standard deviation (SD) of the subjects' scores on the present progressive passive writing test

Test	Control group		Experimental Group	
	Mean	SD	Mean	SD
Present progressive passive writing test	11.960	2.390	14.018	2.635

By considering Table (46), it is observed that the experimental group had a higher mean (14.018) on the present progressive passive writing test . Independent sample t – test was run on the data to investigate the significance of the difference . The results of the analysis are reported in Table (47).

Table (47): t – test value for the difference between the means of the Control and experimental subjects' score son the present progressive passive writing test

Group	df	T	P
Control vs experimental	103	4.1772	.0001

The t - value in Table (47) indicates that there was a statistically significant difference between the means of the two groups (p = .0001) in favor of the experimental group. In other words, the experimental group subjects' writing   skill seems to be better than that of the of the control group. To   further ensure this obtained result, a Two - factor Repeated Measures Analysis of Variance was utilized as shown in Table (48).

Table (48): Two – factor Repeated measures Analysis of Variance (RMANOVA) for the difference between the subjects' scores on individual items of the present progressive passive writing test

Source	dfs	Sum of Squares	Mean Squares	F	P
Group (A)	1	5.547	5.547	17.447	.0001
Subjects W .groups	103	32.745	.318		
Treatment (B)	19	73.742	3.881	21.171	.0001
AB	19	5.740	.302	1.648	.0001
B X Subjects W .groups	1957	358.768	.183		

The above analysis depicts that the difference found between the two groups was statistically significant at $p = 0001$, in favor of the experimental group on the writing test .

4.2.3.2. <u>Present Progressive passive Grammar Test :</u>

Cronbach alpha (&) was used to measure the reliability of this test . The index of its validity was obtained by calculating R^2 between the grammar test items and their total . Reliability and Validity indices are given in Table (49) .

Table (49) : Reliability and validity indices of the subjects' scores on the present progressive passive grammar test

Test	Cronbach&	R^2
Present Progressive passive grammar test	.4989	.498

Table (49) shows that the test seems to be reliable since the Cronbach& index was found very high (.9783) . It also appears to be valid with R^2 index equals .762 .

After ensuring the validity and reliability of the Subjects' scores on the present progressive passive grammar test, the performance of the two groups was compared . See Table (50)

Table (50) : Means and standard deviation (SD of the subjects' scores on the present progressive passive grammar test.

Test	Control group		Experimental Group	
Present progressive writing	Mean	SD	Mean	SD
	8.880	2.050	13.000	2.373

As the table reflects , the experimental group's subjects performed better on the grammar test , with a mean of 17.872, than the control group's subjects who had a mean of 10.560. To test the statistical significance of this difference , a t – test Table (51) Shows.

Table (51) : t – test value for the difference between the means of the control and experimental subjects' scores on the present progressive passive grammar test .

Group	df	T	P
Control vs experimental	103	5.8299	.0001

The result in Table (51) indicates that there was a statistically significant difference between the means of the two groups on the grammar test at $p = .0001$, in favor of the experimental group. Subjects in the experimental group outperformed subjects in the control group on the present progressive passive grammar test. This result had been further ensured by using a Two - factor Repeated Measures Analysis of Variance which deals with the grammar test's items individually as reported in the following table

Table (52) : Two – factor Repeated Measures Analysis of Variance (RMAOVA) for the difference between subjects' scores on individual items of the present progressive passive grammar test

Source	dfs	Sum of Squares	Mean Squares	F	P
Group (A)	1	70.028	70.028	33.988	.0001
Subjects W .groups	103	212.221	2,060		
Treatment (B)	19	25.685	1.352	23.332	.0001
AB	19	2.475	.130	2.249	.0001
B X Subjects W .groups	1957	113.389	.058		

Table (52) confirms that the difference in performance between the two groups on the present progressive passive grammar test was statistically significant at p = .0001, in favor of the experimental group . As for the subjects response to the question of stating the present progressive passive rule, their means and standard deviation (SD) were calculated as table (53) shows .

Table (53) : Means and standard deviation (SD) of the subjects' scores on the question of stating the present progressive passive rule.

Source	Control Group		Experimental Group	
	Mean	SD	Mean	SD
Stating the present progressive passive rule	.380	.490	.945	.229

Table (53) shows a difference between the mean scores of the two groups in favor of the experimental group. The experimental groups' subjects obtained a very high mean (.945) as compared to that of the control group (.380) . Independent sample t – test was employed to investigate the statistical significance of this difference between the two mean . The t - test value for this difference is reported in Table (54) .

Table (54): t – test value for the difference between the means of the control and experimental subjects' scores on the question of stating the present progressive passive grammatical rule

Group	df	T	P
Control vs. experimental	103	7.6819	.0001

Table (54) shows that a statistically significant difference existed between the two groups in stating the grammatical rule at p = .0001, in favor of the experimental group.

4. 2. 3. 3 . <u>Present Progressive Passive Oral Test :</u>

Reliability was calculated by measuring Cronbach (&) whereas validity was obtained by calculating R^2 for the five oral sub- parts . Correlation coefficients between the rating of the two raters were examined . These pieces of information are given in (55)**.**

Table (55): Reliability and validity indices of the subjects' scores and the inter – raters correlations on the

sub- parts of the present progressive passive oral test .

Sub – parts	Cronbach& Rater 1	Cronbach& Rater 2	Inter- raters Correlations	R^2
Pronunciation	.8639	.8731	.828	.685
Grammar	.8226	.8771	.975	,951
Vocabulary	.8935	.9134	.940	.883
Fluency	.7905	.8125	.792	.628
Comprehensibility	.9019	.8963	.929	.863
Total	.9199	.8959	.972	.945

Cronbach& indices of the two raters show that this test is reliable. The total R^2 value indicates a high validity . Grammar sub – part, with R^2 of .945, had the highest indices. The above table also indicates high correlations between the rating of the first and second raters on the present progressive passive oral test.

Subjects' scores means as reported by the first rater were calculated as displayed in Table (56) .

Table (56): Means of the subjects' scores on the present progressive passive oral test .

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	Comprehensibility	totals
Group	C	3.180	0.620	0.660	2.720	1.560	8.740
	E	4.219	4.891	3.345	4.655	4.436	21.618

C = Control group .   E = Experimental group

The table shows that the experimental group's subjects had higher means than those of the control group on the present progressive passive oral test . Grammar , vocabulary and comprehensibility sub – parts got the highest means . The difference between the two total means was examined by an unpaired t - test which gave a t = 17.086 which was significant at p = .0001. This may indicate that the overall performance of the experimental group was better than that of the control group .To test the significance of the observed difference between the performance of the two groups on the various sub – parts of the present progressive passive oral test . A Two - factor Repeated Measures Analysis of Variance was used . See Table (57) .

Table (57) : Two - factor Repeated Measures Analysis of Variance (RMAOVA) for the difference between items of present progressive passive oral test .

Source	dfs	Sum of Squares	Mean Squares	F	P
Group (A)	1	868.725	868.725	29.918	.0001
Subjects W .groups	103	306.520	.2.976		
Treatment (B)	4	206.541	51.635	91.954	.0001
AB	4	144.909	36.227	64.515	.0001
B X Subjects W .groups	412	231.351	.562		

As the table shows the differences observed were significant at p = .0001, in favor of the experimental group on the various sub – parts of the present progressive passive oral test.

To investigate the source of the significant difference , Scheffe post – hoc test was carried out . These pieces of information are given in Table (58)

Table (58): Scheffe post - hoc comparison statistic for source of the difference between the subjects' means of the present progressive passive oral test .

Sub –part	Control group		Experimental group		Scheffe F
	SD	SE	SD	SE	
Pronunciation	1.173	.166	.762	.103	33.722*
Grammar	1.383	.196	.416	.056	477.151*
Vocabulary	.848	.120	1.336	.180	147.766*
Fluency	1.229	.174	.644	.087	104.601*
Comprehensibility	1.146	.162	.898	,121	206.947*

*Significance at $p < .05$. SE = Standard Error .

Scheffe post – hoc test comparison statistic revealed that all the five sub - parts were sources of the statistically significant difference observed . The highest source of significance was found in the grammar sub – part with the F - value of 477.151.

Subjects' scores means on the present progressive passive oral test as reported by the second rater were calculated as Table displays .

Table (59): Means of the subjects' scores on the present progressive passive oral test as reported by second rater

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	Comprehensibility	totals
Group	C	3.180	0.620	0.660	2.720	1.560	8.740
	E	4.219	4.891	3.345	4.655	4.436	21.618

C = Control group . E = Experimental group

The above table reveals that the performance of the experimental group on the present progressive passive oral test was better than that of the control group as rated by the second rater . The highest difference in means was found in the grammar and vocabulary sub-

parts . The experimental group's mean was .560. In addition , the experimental group's mean on the vocabulary sub – part was 2. 673, whereas the control group had the mean of .420. To test the statistical significance of the difference between the two group's total means , an independent sample t – test was utilized . It gave a t = 14.580, which was statistically significant at p = .0001. This indicates that the overall performance of the experimental group was better than that of the control group .To investigate whether the observed differences on the various sub – parts of the oral test was statistically significant , a Two - factor Repeated Measures Analysis of Variance was performed See Table (60) .

Table (60): Two – factor repeated Measures Analysis of Variance (RMAOVA) for the difference between individual items of the present progressive passive oral test .

Source	d f	Sum of Squares	Mean Squares	F	P
Group (A)	1	586.535	586.335	212.575	.0001
Subjects W .groups	103	284.196	2.759		
Treatment (B)	4	146.046	36.511	71.098	.0001
AB	4	150.776	37.694	73.400	.0001
B X Subjects W .groups	412	211.578	.514		

The Two – factor Repeated Measures Analysis of Variance presented in the above table confirms that the previous observed difference was statistically significant at p < .05 in favor of the experimental group .Scheffe post – hoc test was employed to investigate source of the statistical difference Scheffe post – hoc test comparison statistic revealed that all the sub parts of oral test were sources of the observed significant difference at p < .05 level of significance . The highest source of significance was found in the grammar sub –

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part with the (F = 330.273) then the comprehensibility sub – part (F = 197.445) followed by the vocabulary sub – part (F = 110.145)

4 .3 . <u>General Post Test :</u>

The general posttest aims at testing whether subjects could appropriately use the three tenses (namely the present progressive, the present perfect progressive , and the present progressive passive) in dealing with language skills which may indicate long term gain. The performance of the control and experimental groups was compared on tests of writing, grammar , and speaking.

4. 3. 1. <u>Writing section of General Post Test:</u>

The reliability and validity of the test were calculated . Reliability was obtained by using Cronbach& , whereas validity was measured calculating R^2 . These pieces of information are given in Table (61)

Table (61): Reliability and validity indices of subjects' score son the writing section of the general post – test

Section	Cronbach	R^2
The writing general post test	.9996	.995

The above table shows a very high reliability and validity indices of the writing post – test .

The next step was to calculate the means and standard deviations of the control and experimental groups in order to find out any difference in the performance as the following table shows .

Table (62) : Means and standard deviations (SD) of the Subjects' scores on the writing section of the general post – test

Sub –part	Control Group		Experimental Group	
	Mean	SD	Mean	SD
Content	7.340	3.566	13.127	3.139
Organization	4.860	2.365	8.309	1.585
Vocabulary	4.160	1.489	5.800	.620
Grammar	3.620	2.871	9.618	3.058
Punctuation	4.620	2.372	8.344	1.092
Spelling	4.440	2.224	7.782	1.641
Total	29.040	12.575	52.982	9.409

It is clear from Table (62) that the two groups performed differently on the writing section of the general post – test . The highest difference was found in the content and grammar sub – parts followed by the sub –parts of organization and punctuation then spelling sub - part and finally vocabulary sub –part. The above table also revealed a very high difference between the total means of the two groups in favor of the experimental group . The difference was 23.942 points . The difference between the control and experimental groups' means on the writing section of the general post – test was examined from three different angles .

1. A t - test is used to investigate the difference between totals of the two groups (sum of 18 items) as the following table shows .

Table (63) : t - test values for the differences between the means of the control and experimental subjects' scores on the writing section of the general posttest .

Sub – part	df	t	p
Content	103	8.8432	.0001
Organization	103	8.8497	.0001
Vocabulary	103	7.4846	.0001
Grammar	103	10.3344	.0001
Punctuation	103	10.4860	.0001
Spelling	103	8.8150	.0001
Total	103	11.1094s	.0001

The results in Table (63) indicates that the differences observed on various sub –parts of the writing section of the post - test were

statistically significant at p = .0001, in favor of the experimental group. The test values showed that the highest difference was in grammar and punctuation sub –parts, followed by the sub –parts of content and organization then the spelling sub –part and finally the vocabulary sub – part .

2- ANOVA was utilized to test the differences between the two groups' means on each sub –part : (namely ; content, organization , vocabulary, grammar, punctuation, and spelling) . Content sub – part refers to items numbered 1, 2 , 3; organization sub – part refers items numbered 4, 5, 6; vocabulary sub – part refers to items numbered 7, 8, 9; grammar sub – part refers to items numbered 13, 14 , 15; and spelling refers to items numbered 16 , 17 , 18 .

Table (64) gives F values of the Analysis of Variance for the difference between the sub – parts means of the control and experimental groups.

Table (64): Analysis of Variance (ANOVA) for the difference between the sub - part means of the subjects' score son the writing section of the general post – test

Sub – part	df	t	p
Content	103	78.203	.0001
Organization	103	78.317	.0001
Vocabulary	103	56.019	.0001
Grammar	103	106.800	.0001
Punctuation	103	110.048	.0001
Spelling	103	77.705	.0001
Total	103	123.419	.0001

As the table above shows, the observed differences were found to be statistically significant at p =.0001, in favor of the experimental group. 3. A Two - factor Repeated Measures Analysis of Variance (RMANOVA) where all 18 items were taken and the interaction between group (A) and treatment (B) is

checked as the following table shows :

Table (65) :Two - factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between the subjects' scores on individual items of the writing section of the general post – test

Source	dfs	Sum of Squares	Mean Squares	F	P
Group (A)	1	784.866	784.866	123.497	.0001
Subjects W .groups	102	648.243	6.355		
Treatment (B)	17	714.985	42.058	79.341	.0001
AB	17	126.055	7.415	13.988	.0001
B X Subjects W .groups	1734	919.182	.530		

The table indicates that the difference observed between means of the two groups' subjects on the writing section of the general post – test was statistically significant at p =.0001, in favor of the experimental group. The previous analyses of the differences between the control and experimental groups subjects' means on the writing section of the general post – test revealed that the experimental group outperformed the control group in writing . As a conclusion , We may say that subjects who had been taught grammar according to the task – based learning method performed better on writing skills than those who had been taught grammar explicitly.

4.3.2. <u>Grammar Section of the Gearal Post – Test :</u>

The reliability of the grammar section of the general post – test was examined by employing Cronbach Alpha (&), whereas validity was investigated by calculating R^2 as shown in the next table. (66)

Table (66) : Reliability and validity indices of the subjects' scores on the grammar section of the general post –test

Section	Cronbach&	R^2
Grammar section of the general post – test	.9999	.999

Table (67) indicates a very high reliability and validity indices of subjects' scores on the grammar section of the general post – test Cronbach& was found to be .9999 while R^2 was .999.

The performance of the control and experimental groups' subjects was also investigated .

Table (67) gives descriptive statistics of subjects ' scores on the grammar section of the general post - test.

Section	Control group		Experimental Group	
	Mean	SD	Mean	SD
The grammar section of the general post - test	22.780	5.496	25.491	3.948

As the table shows , the means of both groups were found to be different. The experimental groups' subjects performed better than those of the control group.

Independent sample t - test was used to test whether this observed difference was of statistical significance . This information is reported in the following table .68.

Table (68): t – test value for the difference between the means of the control and experimental subjects scores on the grammar section of the general post – test

Group	df	T	P
Control vs. experimental	103	2.922	.0042

Table (69) shows a statistically significant difference at p = .0042, in favor of the experimental group. In addition, a Two – factor Repeated Measures Analysis of Variance was used in order to investigate the significance of the difference between the individual items of the grammar section . See Table (69) .

Table (69) : Two - factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between the subjects' scores on individual items of the grammar section of the general post – test

Source	d f	Sum of Squares	Mean Squares	F	P
Group (A)	1	4.217	4.217	7.790	.0063
Subjects W .groups	102	55.223	.541		
Treatment (B)	29	51.702	1.783	14.832	.0001
AB	29	6.122	.211	1.756	.0075
B X Subjects W .groups	2958	355.543	.120		

As Table (69) indicates , the difference observed between the two groups was statistically significant. The p value was .0063, in favor of the experimental group. The interaction between group (A) and treatment (B) was also significant at p = .0075, in favor of the experimental group .

4. 3. 3. Oral Section of the General Post – Test:

Reliability of this test was obtained by measuring Cronbach (&) for the scores reported by the two raters . Validity was examined by calculating R^2 for the subjects ' scores on the five sub - parts . The correlation coefficients of subjects' scores reported by the two raters were investigated . These pieces of information are given in Table (70) .

Table (70) Reliability and validity indices of the subjects' scores and inter- raters correlation on the sub- parts of the oral section of the general post – test

Sub – parts	Cronbach& Rater 1	Cronbach& Rater 2	Inter- raters Correlations	R^2
Pronunciation	.9114	.8815	.957	.916
Grammar	.9013	.8929	.993	,985
Vocabulary	.8727	.9005	.947	.897
Fluency	.8358	.8136	.857	.735
Comprehensibility	.7993	.8642	.883	.780
Total	.9224	.9176	.976	.953

Table (71) shows that the oral section of the general post - test was of acceptable validity and reliability since R^2 and Cronbach&

indices were found to be relatively high . The correlation coefficients between the ratings of the two raters were high .

The means of subjects' scores as reported by the first rater were calculated to investigate whether there was any difference in the performance between the two groups . See Table (71) .

Table (71): Means of the subjects' scores on the oral section of the general post - test as reported by the first rater

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	Comprehensibility	Totals
Group	C	3.100	1.940	1.660	2.540	1.600	10.840
	E	4.291	3.909	3.600	4.491	4.018	20.309

C = Control group . E = Experimental group

As the table shows, the two groups performed differently on the oral section of the general post – test. The experimental group outperformed the control group . To examine whether the observed difference between the two groups' total means was statistically significant, an independent - sample t- test was used . Obtained t was 13.031 which was statistically significant at $p = .0001$. This may mean that the difference in performance between the experimental and the control group was statistically significant in favor of the experimental group.

In order to further examine if there was statistically significant difference between the two groups on the sub –parts , a Two - factor Repeated Measures Analysis of Variance was carried out. See Table (72) .

Table (72) ; Two - factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between the subjects' scores on individual items of the oral section of the general post – test as reported by the first rater

Source	d f	Sum of Squares	Mean Squares	F	P
Group (A)	1	469.667	469.667	169.803	.0001
Subjects W .groups	103	284.893	2.766		
Treatment (B)	4	87.684	21.921	42.226	.0001
AB	4	20.431	5.108	9.839	.0001
B X Subjects W .groups	412	213.885	.519		

The Two - factor Repeated Measures Analysis of Variance shows that the difference was statistically significant at p = .0001, in favor of the experimental group. In other words , the experimental group performed better than the control group on both the overall oral general test and the various sub – parts of the oral general test. In order to depict the source of the statistically significant differences Scheffe post - hoc comparison test was used The results of this test are reported in Table (73)

(73) : Scheffe post - hoc comparison statistic for source of the difference between the subjects' means on the sub – parts of the oral section of general post – test.

Sub –part	Control group		Experimental group		Scheffe F
	SD	SE	SD	SE	
Pronunciation	1.111	.157	.737	.099	42.584*
Grammar	1.077	.152	.866	.117	107.425*
Vocabulary	.982	.139	1.082	.146	91.947*
Fluency	1.147	.162	.920	.124	93.199*
Comprehensibility	.969	.137	.913	,123	173.382*

*Significance at p < .05. SE = Standard Error .

As the table shows , all the differences on the five sub - parts of the oral post - test were significant at p < .05. The highest source

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of significance was found in comprehensibility sub – part with the F value of 173.382, followed by grammar (F = 107.425), Vocabulary (F = 91.947) and finally pronunciation (F = 42.584). Subjects ' scores means as reported by the second rater were also calculated as Table (74) shows.

Table (74) : Means of the subjects' scores on the oral section of the general post -test as reported by the second rater

Sub-part		Pronunciation	Grammar	Vocabulary	Fluency	Comprehensibility	Totals
Group	C	3.060	1.940	1.860	2.580	1.640	11.080
	E	4.236	3.855	3.618	4.036	3.964	19.709

C = Control group . E = Experimental group

Table (74) indicates that the means of the experimental group's subjects were higher than those of the control group's subjects . The highest difference was found in the grammar sub – part with the mean of 3.855 for the experimental compared to the mean of 1.940 for the control group .

An independent - sample t - test was used to investigate the statistical significance of the difference between the two groups total means . The t - value obtained was 11.380, and the difference was statistically significant at p = .0001, in favor of the experimental group To examine the statistical significance of the difference on the sub – parts level, a Two - factor Repeated Measures Analysis of Variance was employed . See Table (75)

Table (75) : Two - factor Repeated Measures Analysis of Variance (RMANOVA) for the difference between the subjects' scores on individual items of the oral section of the general post – test .

Source	d f	Sum of Squares	Mean Squares	F	P
Group (A)	1	390.035	390.035	129.507	.0001
Subjects W .groups	103	310.205	3.012		
Treatment (B)	4	60.316	15.079	29.478	.0001
AB	4	20.129	5.032	9.837	.0001
B X Subjects W .groups	412	210.755	.512		

As the table displays , the differences in performance between the two groups on the sub –parts of the oral general post – test were statistically significant at p = .0001, in favor of the experimental group .

The next step was to examine the source of that significant difference by using Scheffe post- hoc comparison (76)

Table (76): Scheffe post - hoc comparison statistic for source of the difference between the subjects' means on the sub – parts of the oral section of general post -- test

Sub –part	Control group		Experimental group		Scheffe F
	SD	SE	SD	SE	
Pronunciation	1.077	.152	.719	.097	44.049*
Grammar	1.077	.152	.891	.120	99.222*
Vocabulary	1.161	.164	1.009	.136	68.915*
Fluency	1.126	.159	.961	.130	51.037*
Comprehensibility	.1083	.153	.922	,124	140.798*

*Significance at p < .05. SE = Standard Error .

Table (76) demonstrates that all sub – parts of the oral section of the general post - test were sources of the statistically significant difference at p < .05, in favor of the experimental group . The highest source of significance was found in comprehension

(F = 140.798), then grammar (F = 99.222), followed by vocabulary (F = 68.915) , fluency (F = 51.037) and finally pronunciation (F = 44.049)

4 . 4 Method Results related to the relationship between Students' ability and structure.

Another point of interest in this research was to investigate whether there was a significant relationship between the students' ability , when categorized according to their level of proficiency in the foreign language , and the instruction method . Students' ability was labeled as strong , average or weak based on their scores on the pre – testing instruments . Then, the scores they obtained on the tests of writing , grammar, and speaking based on the three different tenses were summed . This sum was added to the scores a subject had on the writing grammar , and speaking general post - tests . The new total was called the grand total . See Table (77) for the grand totals of subjects in the two learning conditions.

Table (77): Means of the subjects' grand total scores according to their ability and the teaching method utilized

Ability	Method	N	Mean
Strong	Explicit	11	318.4546
Strong	T.B. L.	7	402.2857
Average	Explicit	20	211.8000
Average	T.B.L	21	380.4762
Weak	Explicit	19	202.7368
Weak	T.B. L	27	332.0741

T.B. L = Task based learning method

As the Table shows, there were differences between the means of the grand total scores of the subjects who were assigned to either method condition . It is clear that the means of the subjects who were assigned to -+*the explicit method condition , regardless of

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their proficiency level , were lower than those who were assigned to the task - based learning method condition .

In order to investigate the statistical significance of the observed difference , t – test was utilized . See Table (78)

Table (78): t – test values for the differences between the means of the subjects' grand total scores in the two group methods .

Ability	df	t	p
Strong	16	4.8771	.0001
Average	39	18.2270	0001
Weak	44	11.4490	0001

The above table indicates that the differences in mean scores was statistically significant at p = .0001. The t – value points out that the average students in the experimental group did better as showed by their grand total (present progressive, present perfect progressive, present progressive passive and general post – test) when the task-based learning was used than the average students in the explicit group, followed by the weak students then the strong students. Thus the average and weak students benefited the most from using the task based learning method . The task - based learning method fared also well with strong students as the comparison of the performance of the strong students in both groups revealed . The amount of the statistical significance difference observed in the case of strong students was slightly low compared to the cases of the other two levels of ability (average and weak) .

4.5. Results related to the relationship between structure and method .

The last point of interest in this research was to investigate which method would fare well in teaching various structures when categorized according to their levels of difficulty .

The scores of subjects on the various sub – tests of the three grammatical structures were summed . For example , the control group's scores on the tests of grammar, writing, and speaking and their ability to correctly state the grammatical rule of the present progressive tense were summed . The same procedure was repeated with the experimental group's scores . The same was repeated with the two other grammatical structures, namely the present perfect progressive and the present progressive passive . Going back to the point of interest of this part, it seems that the analysis is twofold: to compare the performance of the control and experimental group's subjects on the three grammatical structures and to compare the performance of each groups' subjects on the tests of the three grammatical structures .

The first part in depicting the relationship between structure and method was to compare the performance of the control group to that of the experimental group's subjects on the three grammatical structures . This is given in Table (79) below.

Table (79) : Means and standard deviations (SD) of the subjects' scores on tests of the three grammatical structures

Group	Grammatical structures					
	Present progressive (easy structure)		Present perfect progressive (difficult structure)		Present progressive passive (average structure)	
	Mean	SD	Mean	SD	Mean	SD
Control	79.680	22.034	83.840	15.439	70.680	27.138
Experimental1	120.782	18.894	133.982	14.752	126.862	17.671

Based on values of each structure, subjects learning with a task - based learning method had higher means on the tests of all the three structures than those received an explicit instruction. The control group's subjects obtained high scores when the structure tested is of a difficult level (present perfect progressive), followed by the easy

structure (present progressive) then the average structure (present progressive passive) , respectively . Subjects in the experimental group obtained high scores when the structure under consideration was difficult (present perfect progressive), followed by when the structure was of an average difficulty (present progressive passive) then when the structure was easy (present progressive) .

With observed differences between the means of the two groups on the tests of the various grammatical structures , an independent sample t – test was utilized to investigate whether these differences were statistically significant . These pieces of information are given in Table (80) .

Table (80) : t- test values for the difference between the means of the control and experimental subjects' scores on the three grammatical structures

Dependent variable	df	t	p
Present progressive	103	10.2869	**.**0001
Present perfect progressive	103	17.0133	0001
Present progressive passive	103	12.6813	0001

It is obvious that the means of the experimental group were significantly higher than the means of the control group on three grammatical structures at p = .0001. The highest difference was found when the structure was difficult (present perfect progressive),Followed by the structure of an average difficulty (present progressive passive) and then when the structure was easy (present progressive). These results may add support to previous ones regarding the superiority of the subjects' performance in experimental group.

The second part in depicting the relationship between structure and method was to compare the performance of each group against itself . In order to do with in - group comparison (control

group subjects on the present progressive passive vs. control group subjects on the present perfect progressive , experimental group subjects on present progressive vs. experimental group subjects on present perfect progressive) a Two - factor Repeated Measures Analysis of Variance was conducted . The first factor was the method (explicit vs. task - based learning) and the second factor was the grammatical structure (present progressive , present perfect progressive and present progressive passive) the dependent variable was the scores the students of both groups had on the total of tests assessing performance in the three grammatical structures . These pieces of information are given in Table (81).

Table (81): Two - factor Repeated Measures Analysis of Variance (RMANOVA) for the relationship between structure and method

Source	d f	Sum of Squares	Mean Squares	F	P
Group (A)	1	189818.47	189818.47	491.049	.0001
Subjects .groups	103	83678.812	812.416		
Treatment (B)	2	6284.198	3142.099	8.128	.0004
AB	2	3027.969	1513.985	3.917	.0209
B X Subjects W .groups	206	35767.377	.173.628		

As the table shows there was a statistically significant difference between the performance of the control and experimental groups. This difference indicates that using the two methods would yield different results.

The difference was statistically significant at p = .0001, in favor of the task – based learning method. There was also a treatment effect where there was a statistically significant difference in subjects performance on the tests of the three grammatical structures .

There was also an interaction (A x B) effect which means that there was a statistically significant difference within each group. In other words , there was a statistically significant difference in the performance of the control groups' subjects on the tests of the present progressive tense and the present perfect progressive ; the present progressive and the present progressive passive; the present perfect progressive and the present progressive passive . The performance of the experimental group's subjects on the tests of the present progressive and the present perfect progressive ; the present progressive ; and the present progressive passive ; the present perfect progressive and the present progressive passive is also found to be of statistically significant difference . In order to detect the source of the observed statistically significant differences , Scheffe post - hoc comparison statistics was conducted as Table (82) shows

Table (82) : Scheffe post – hoc comparison statistic for the Interaction of structure and method

Group	Treatment	{1 }	{2 }	{3 }	{ 4 }	{ 5 }	{ 6}
C	P.P {1 }						
C	P .perfect .p{ 2}	.9521					
C	P.P Passive{3}	.3897	.0503				
E	P.P {4 }						
E	P.perfect .p{ 5}				.0320		
E	P.P Passive{6}				.7228	.6123	

C = Control group   E = experimental group .

When the control group's means on the test of present progressive and present perfect progressive were compared the difference was found to be non-significant with a p value of .9521. The difference between scores on the present progressive tests and the present progressive passive tests was also non - significant , p = .3897. The differences between the means of the control group on

the tests of the present progressive passive and the present perfect progressive was statistically significant at p = .0503.

We may conclude at this point and according to the results of the above statistical analysis that since the difference between the easy structure and the difficult structure was not significant, explicit teaching method does not seem to work well with difficult structures as it does with easy and average structures.

Comparison of the experimental group's means revealed that the difference between the easy and difficult structures was significant at p = .0319, in favor of the difficult structure . This might indicate that the task - based learning method fares well with the difficult structures (for example, present perfect progressive) .However, there was no statistically significant difference between the experimental group subjects on the tests of the present progressive and the present progressive passive since they are not that distinct in their difficulty levels . There was also no statistically significant difference between the performance of the experimental group subjects on the tests of the present perfect progressive and the present progressive passive.

Finally, it is true to say that the data analysis reveals that a statistically significant difference existed at (p < 0.05) between the two groups of the study on the tests of writing, speaking and grammar. The statistically significant difference observed is in favor of the experimental group which is taught grammar under the task - based teaching condition . The data analysis of the study support other studies reported in the literature, such as light own and Spada (1990), Doughty (1991), Fotos (1993 - 1994), which reveal that new methods which integrated form and communication are more effective than the explicit method which emphasizes form at the expense of communication .

Chapter Five

Conclusion , Summary, Recommendations and

Suggestions for Further Studies

Chapter Five

Conclusion , Summary, Recommendations and Suggestions for Further Studies

This chapter provides a summary of the present study and states its findings. It also gives answers to the four questions posed by the study . Implications for grammar teaching   and suggestions for further research will   also be discussed in this chapter.

5.1.   Summary:

The   basic purpose   of this study   was   to investigate   the effectiveness   of using the   implicit focus – on form task - based learning   method in teaching grammar to Sudanese EFL college students . This   was done by comparing the performance of the subjects taught according to this method   to the performance of subjects who were taught with the use of the explicit method .

The study was designed to trace students' achievements' in tests of speaking, writing and grammar.   The   two   groups were taught three English grammatical   structures that varied in their level of difficulty , namely the present progressive as an easy structure, the present perfect progressive as a difficult structure and the   present progressive passive as a structure of average level of difficulty.

The   grammatical   structures   were   taught   under   two   different teaching conditions: the explicit condition   and   the task based learning condition using Fotos'   implicit focus - on form task and within Willis ' framework. The relationship between the method on one hand, the structure and the students' ability on the other hand was   also   investigated . Tests   assessing   the   writing   skill   were designed according to the   MC Cloze test validated by Al Fallay (1999b) . The general writing post – test was allocated 60 points and

it was used to assess the following components : content, organization, vocabulary, grammar, punctuation and spelling . The grammar tests were graded by allocating one point to each correct answer . The oral tests were evaluated by two instructors . One was an experienced EFL conversation teacher and the other is researcher.

5.2. Discussion of the Results:

Research evidence revealed that a statistically significant difference existed ($p < 0.05$) between the two groups of the study on the tests of writing, speaking and grammar. The statistically significant difference observed was in favor of the experimental group which was taught grammar under the task - based teaching condition . The findings of the study support other studies reported in the literature, such as light own and Spada (1990), Doughty (1991), Fotos (1993 - 1994), which reveal that new methods which integrated form and communication are more effective than the explicit method which emphasizes form at the expense of communication . A possible reason for the superior performance of the experimental group is that students who are taught grammar under a task - based teaching condition were capable of positively transferring their knowledge to other testing situation . This, however , was not available to those in the explicit group . It seems that the students in the experimental group benefited from the advantages of using the proposed method .

The most important advantage of the proposed method is that it might have bridged the gap between comprehension and production (Clark and Hecht, 1983) . This gap is due to the fact that the explicit method stresses the form and neglects the communicative aspect. The proposed implicit focus – on - form task based

teaching method which integrates form and communication raises the students' consciousness by giving them formal instruction through the use of the focus - on – form task.. In addition, students are usually given the opportunity to interact in the foreign language through doing oral tasks. Thus, formal instruction facilitates the communicative ability (Schmidt and Frota 1986, Fotos 1994). However, subjects taught according to the explicit method receive only formal instruction without any exposure to communication. Another advantage of the proposed task - based teaching method is that the focus on the form is designed to satisfy Ellis' (1990) theory that formal instruction makes students aware of particular features of the foreign language . This advantage was claimed for the explicit method over the implicit method but results of the present study showed that the subjects in the task - based group outperformed the subjects in the explicit group in the knowledge of the foreign language grammar in general and in their ability to correctly state the rule . Subjects in the experimental could state the rule and construct sentences on their own too. Thus the disadvantage claimed for using the task based teaching method , i. e., a learner might focus more on the meaning and neglects the form which leads to fluent but in accurate out - put (Foster, 1999) , is avoided by using the focus on -form task .Another advantage of the proposed method is revealed by the superior performance of the experimental group in the oral tests . The conversational ability of the task - based learning group's subjects has developed due to the use of the tasks and group works which expose learners to conversational input and help learners to improve their own output (Long and Porter, 1985). The results of this study support the advantage

claimed for using the task based teaching method, i.e. it utilizes the learner's creativity (Willis, 1990). The use of Fotos' implicit focus on form task did not limit the tasks content, unlike the explicit focus on form task which has the grammar structure as the task content . (See Fotos 1993 and 1994) .

Tasks produce opportunities for two kinds of interactions: within group and among groups . The inferior performance of the explicit method group's subjects in the oral tests might be due to the lack of conversational aspect in the explicit instruction This result that the explicit group did not perform significantly well on the oral tests is similar to that obtained by Scott's (1987) study .

A third advantage of using task - based learning method that is revealed by this study and which is lacking in the explicit method instruction is that of improving the students' writing skill.

Doing written tasks in class helped the experimental group's subjects to sharpen their writing skills and gain new writing skills which reflected in their responses to the writing tests .

Results also revealed another advantage for the use of the implicit focus – on form task – based learning method. The experimental group's teaching method fares well with difficult, average and easy structures. Weak and average students of the experimental group benefited the most from the implicit focus - on form task – based teaching method . Strong students in the control group benefited the most from the explicit method compared to the gain of weak and average students in the same group.

Finally, the results of this study showed that the implicit focus - on form task - based learning method proved to be appropriate

for teaching grammar to college learners of English as a foreign language.

Concerning the first assumption it is true to say that the new task – based learning method is more effective than traditional explicit method in improving students' grammar , writing and speaking skills , this is revealed by the superior performance of the experimental group compared to the interior performance of the control group . Concerning the second and the third assumptions , the results reveal that the new task - based method fares well with structures of different levels of difficulty . It also works well with students of all levels of proficiency . For the fourth assumption the results reveal that the new proposed method which incorporate Fotos implicit focus - on form task with Willis frame work is valid as measured in increasing the students mastery in writing , speaking and grammar knowledge .

5 . 3. Answers to Research Questions

Research questions raised in this study are based on a comparison between two methods of teaching grammar to Sudanese EFL college learners . From the results of the present study .

Answer to Research Question 1 :

Is the new proposed task based learning method more effective with Sudanese EFL college learners than the traditional explicit method in improving students' grammar , writing and speaking skills? To answer this research question, t – test , ANOVA, Two - factor RMANOVA and Scheffe test are utilized . As for the writing skill, the results obtained from t – test and RMANOVA indicated that the task- based teaching method is more effective in term of improving students' ability in writing since the difference found was statistically significant in favor of the

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experimental group. Concerning mastery of English grammar, both t – test, ANOVA's results determined that the task based learning group's subjects achieved better information in grammar than those in the explicit group. According to the results of both the Two - factor RMANOVA and Scheffe post - hoc comparison test there is a statistically significant difference between the two methods concerning communicative ability. The experimental group's subject obtained a significantly higher mean score on the oral tests as rated by the two raters than the control group's subjects .

Thus the answer to question 1 seems to be positive regarding the superior performance of the task based learning group in writing, speaking and grammar knowledge .

Answer to Research Question 2:

Does the effect of either method vary according to the grammatical structure being taught?

As far as the task based learning method is concerned , the results of the t – test, Two – factor RMANOVA and Scheffe's post - hoc showed that this method works very well with the structures of all levels of difficulty, especially difficult ones.

Answer to Research question 3:

Does the level of proficiency of the students affects their performance with the use of either method?

The results of the present study seem to provide a negative answer to the above question as far as the experimental group is concerned

The results of the t – test revealed that the task - based teaching method fares well with the three levels of students' proficiency in as measured by increasing writing , speaking and grammar knowledge? As mentioned before , the implicit focus on form task provided a consciousness raising for the students . Willis'

framework helps in the foreign language especially average and weak students. Concerning the explicit group , results seem to provide a positive answer. Strong students benefited the most from the explicit method compared to the gain of average and weak students.

Answer to Research Question 4:

Is the proposed task based teaching model which incorporates Fotos' implicit focus - on form task, with Willis framework, valid smoothing the instructional procedure followed with the experimental group since it gives the researcher " a clear , practical and flexible framework " (Tomlinson, 1998:p. 257) The superior performance of the experimental group seems to confirm the validity of the proposed task based teaching model .

5.4. <u>Recommendations of the Study:</u>

Based on the results obtained from this study, the following recommendations could be proposed:

1. Sudanese ministry of higher Education could try the proposed task- based teaching method for teaching grammar to Sudanese EFL college learner to substitute the current explicit traditional method .

2. College curriculum designers in democratic republic of Sudan may take into consideration the task - based teaching

method Whenever they intend to design curriculum for EFL course.

3. This study recommends integrating grammar course with phonetic course for two reasons. The first one is to obtain longer time for teaching grammar under the task – based teaching condition. The second reason is that grammar and phonetics almost deal with similar topics such as the pronunciation of certain sound , nouns and verbs.

4. EFL grammar teachers should implement the implicit focus – on form task - based method in teaching grammar because the results of this study suggested its superiority over the explicit method in enabling students to use the knowledge they gain in grammar classes while dealing with the other skills of English.

5. Grammar teachers should try to make the grammar course more interesting by implementing task – based teaching method in grammar instruction.

6. Teachers should select from the various types of tasks thrones that suit the grammatical structure being taught .

7. The language laboratory could used in teaching grammar using the task - based teaching method to train students doing tasks.

8. In Literary and speaking courses teachers should participate in making grammar an important part of their course.

9. The ministry of education should further check the validity of the proposed method in teaching English as a foreign language to students in the intermediate and high school.

5.5. <u>Suggestion for further studies :</u>

1. Details of this experimental study could be changed in order to conduct a further study such as using different grammatical structures .The present study has focused on the present progressive , the present perfect progressive, and the present progressive passive .

2. Before adopting a strictly explicit or task – based teaching Methodology, further experimental research is needed to determine the effectiveness of both methodologies in the classroom setting .

3. An empirical study could conducted to test the effect of this method on other language skills such as listening and reading comprehension.

4. A further study could compare Fotos' implicit focus – form task with the explicit focus - on form task in teaching different structures.

5. This experimental could be undertaken using second year students as a sample in order to trace any difference in performance between students of the first and second years.

6. Further research could help to investigate closely the effect of the task - based teaching method on weak students by teaching them different grammatical structures under explicit and task

based teaching methods.

7. Further research could be carried out using additional samples from other districts of Sudan.

8. The psychological aspects of the task - based learning method could be investigated in an empirical study.

9. The validity of the proposed method could be retested in teaching vocabulary and essay writing.

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.

Appendices

Students'   Questionnaire

A questionnaire

Name: ---

Section: ---

Is your mother a native speaker of English?

Yes   No   ☐   ☐

Have you ever studied or lived in an English speaking country?

Yes   ☐   **No**   ☐

Are you a doublers?

Yes   ☐   No   ☐

Appendix (1)

Figure（1）

Oral   Pre - Test   (1)
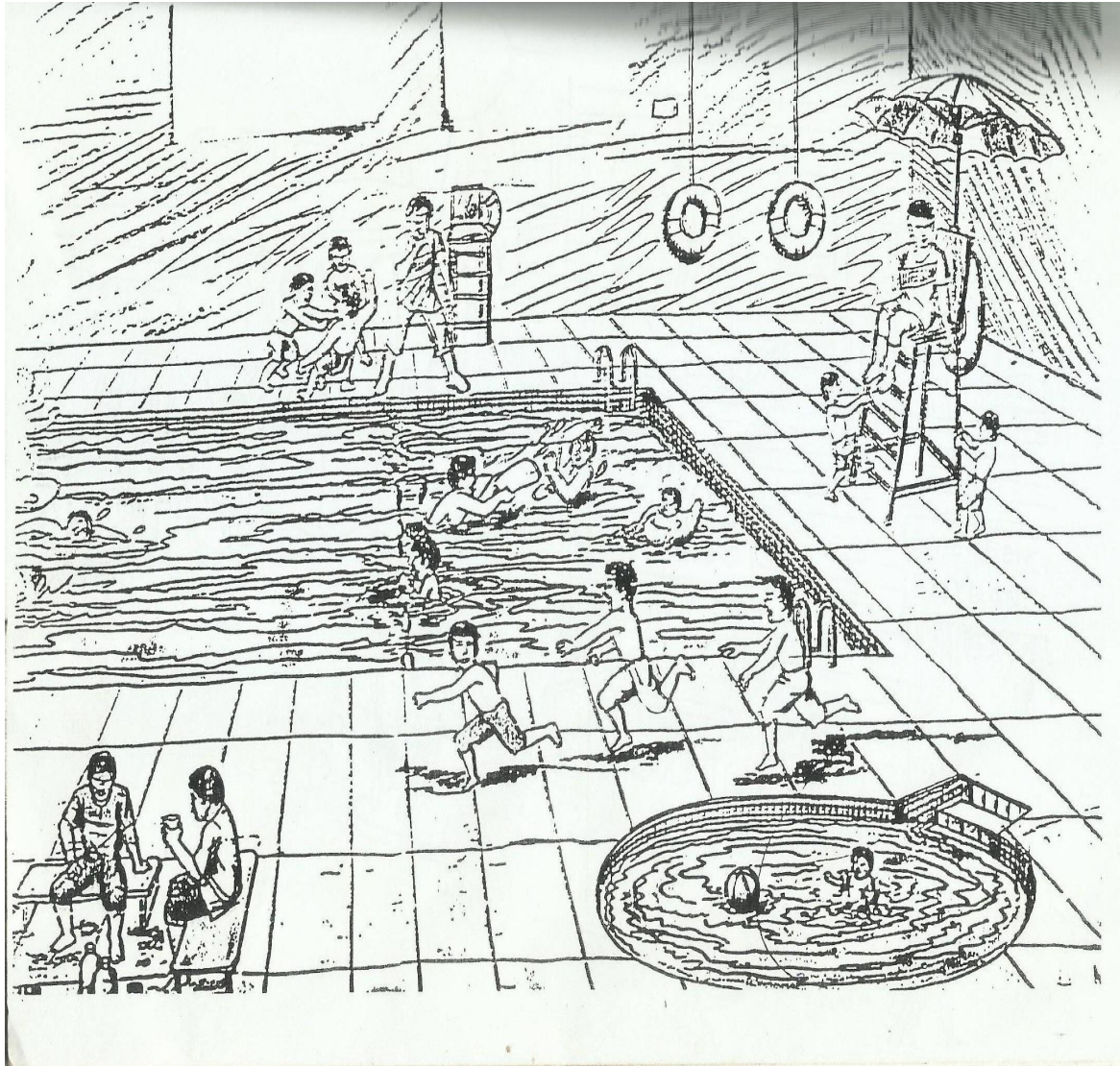
Figure（2）

Oral　Pre - Test （2）
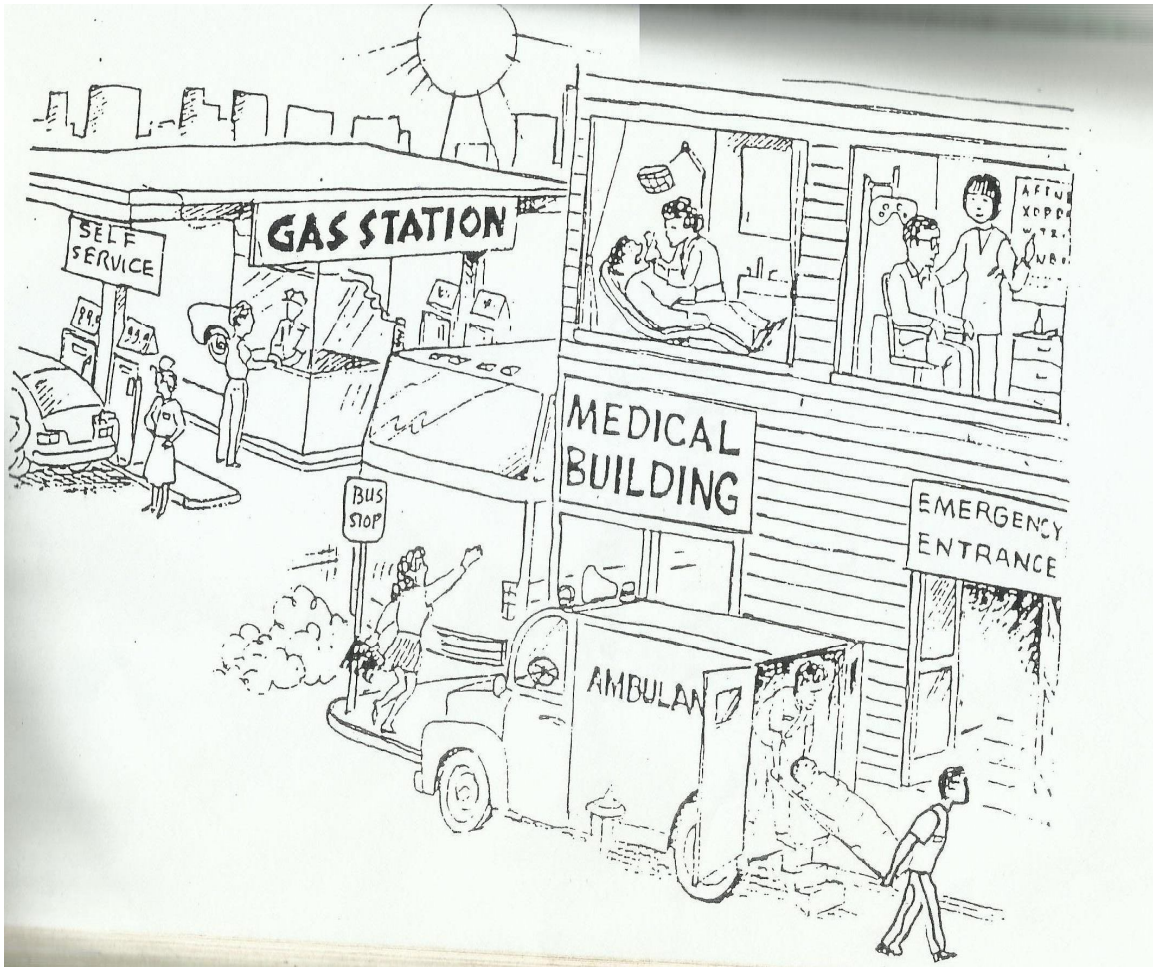
Appendix (2)

Oral   Rating   Sheet

Rater: ------------------------------ Group --------------------------

Students' No	Pronunciation 5	Grammar 5	Vocabulary 5	Fluency 5	Comprehensibility 5

Appendix (3)

Writing   Rating   Sheet

Group: --

Students' No	Content 15	Organization 9	Vocabulary 6	Grammar 12	Punctuation 9	Spelling 9

Appendix   (4)

The   Present   Progressive   Test
The   Writing   Section

Directions: from the   three given alternatives, choose   the one which you

think best fits the context by shading the letter you choose in the included answer sheet .

Example: Susan [{a} are , (b) am, (c) is] talking on the phone right now.

(c) is   the   answer, so   in the answering sheet the letter (c) of the

corresponding   question number should be blackened .

Paul : Ah - Choo! Ah - Choo!

Anita: Paul!   [(1) – (a) what, (b) who, (c) why] are you sneezing? Are you getting [(2) - (a) sick, (b) ill(c) cold]?

Paul : Maybe : The water [(3) - (a) on , (b) of, (c)] in]the river is really cold .

Anita : You are [(4) - (a) shavering , (b) shevering, (c)

Shivering! Why [(5) – (a) not wearing , (b) are

not wearing, (b) are not wear , (c) are not you

wearing]

[(6) - (a) an,   (b) a, (c) the] shirt and pants?

Paul : You're right ,   I am, [(7) – (a) frozen , (b) freezing,(c) freeze]

Anita : where's [(8) – (a) mine, (b) me , (9) – (a)swimming , (b) floating, (c) running]

[(10) - (a) down, (b) in, (c) into] the river . Ow!

(He hits his back)

Anita   : What's   the matter?

Paul : I [(11) - (a) am thinking, (b) am feeling,(c) think]
there is something biting me

Anita : let me see . Oh Paul! There are mosquitoes [(12)
(a) on (b) over (c) all over] your back!

Paul : Anita , look! The [(13) - (a) hikers, (b) travellers ,(c)
climbers] are coming back.

Anita: Where? I don't see them.

Paul : They are walking down the [(14) – (a) path, (b)trail, (c)
track]

Anita : Oh, yeah. Now I [(15) - (a) am seeing , (b) saw ,(c)
see] them [(16) – (a) and , (b) so (c) but]
they are not walking they are running.

Why [(17) - (a) they are , (b) are they, (c)
going so fast?

Paul : I don't know .

Anita : There is something [(18) – (a) moving before ,(b)
move behind , (c) moving behind them.

What is it ? Is (19) (a) that, (b) this (c) these]
a deer?

Paul: No, it is a bear! They are running [20) – (a)way, (b)
away, (c) far] from a bear .

Answer   Writing   Section

Name   : --

No   : --

Section   : --

1. (a) (b) (c)   15. (a) (b) (c)

2. (a) (b) (c)   16. (a) (b) (c)

3. (a) (b) (c)   17. (a) (b) (c)

4   (a) (b) (c)   18. (a) (b) (c)

5. (a) (b) (c)   19. (a) (b) (c)

6   (a) (b) (c)   20. (a) (b) (c)

7. (a) (b) (c)

8. (a) (b) (c)

9. (a) (b) (c)

10. (a) (b) (c)

11. (a) (b) (c)

12. ⓐ ⓑ ⓒ

13. ⓐ ⓑ ⓒ

<u>14.</u> ⓐ ⓑ ⓒ

The Grammar Section present progressive

1 - May I speak to Dr. Paine , please .' I'm sorry, he (see) --------------- a patient at the moment .

2- ' I once saw a turtle that had wings'

' stop kidding , I (not, believe)

3 - He (always, leave) ----------------------- his dirty dish on thetable for me! Who does think I am?

4- Juan! What's the matter with your hand? (bled) ------------

5- Kareem (tape) --------------------- the professor's lecture right now

6- Look at Alice! She (bite) --------------------- her finger nails .She must be nervous .

7 –Look! Is not that Nora who (wave) -------------------- at us .

8 - Susan (take) ------------------ the bus to the work right now.

9 - This morning it (rain) --------------------------------

10- I can see Janet from my window. She (stand) --------------------------- at the corner of the 5th and Pine .

11 - It is raining now. Ali (hold) --------------- his umbrella over his head .

12 - Susie's mother is shouting at her because she (taste)- ------ the cake.

13 - Mike (take) -------------------- three classes this semester .

14 - Janice to her friend: what (write, you) --------------------in your note book?

15 - Hanan really makes me angry because she (interrupt Always) ---------------------------- me when I study .

16 – Please do not interrupt me, I (think) ------------------about this exercise .

17 - This morning Alya (drink) ----------------milk instead of coffee.

18 - Now, I'm in class . Amal and Asma ----------- (whisper) to each other.

19 - I can't answer the phone because I (have) ----------------------------------- my breakfast .

20 - My kids (have) ------------------ fun right now . I wouldlike to join them.

How is The Present Progressive Formed?

Write Your Answer Below ?

The Oral   Section (1)

Figure (3)

The Oral Section (2)

Figure(4)

The Oral   Section (3)

The Writing Section Present progressive

A group of friends are in a noisy restaurant .

Carlos: Nicolae [1- (a) . (b) ; (c) ,] I'm glad we havethis chance to talk . What [2- (a) has you beendoing , (b) have you done ( ) have you been doing]all semester?

Sally : I don't think he [3- (a) heered , (b) heared , (c) Heard] you .

Carlos: (shouting) Nicolae! It's great to see you again !What has been happening [4- (a) from , (b) to (c)with] you?

Nicolae: (Shouting) I've been studying [5 – (a) in, (b) at,(c) on] the library a lot this semester .

I'm [6 – (a) usually, (b) still (c) seldom] working on my thesis Carlos : How [7 – (a) far (b) much (c) long] have you been doing it ?

Nicolae : What? I can't hear you.

Sally : The [8 - (a) brand , (b) band, (c) bind] has been playing a long time , hasn't it ?

When are [9 – (a) they, (b) them , (c) you] going to take a [10 - (a) brake , (b) break, (c) breek] ?

Deen : What did you say ? Is something going [11 - (a) tobroke, (b) to breaks (c) to break] ? I didn't hear you .

1 [12 – (a) has been listening (b) have listened (c) have been listening] to the band .

Carlos : (Shouting) Nicolae , how long have you been writing thesis so far?

Nicolae : Writing? Oh, I've been [(a) written, (b) wrote, (c) for years .

In fact [14 - (a) : (b) ; (c) , I've been working [15- (a) on, (b) have , for , (c) to] a new book since last since last month .

Dean : What did you say? Do you [16- (a) possess, (b) , have , (c) , own] a job ? Where [(a) you have been working, (b) has you been working , (c) have you been working] ?

Nicole: No, I ------------

Carlos: We 've been waiting for service for over a half - hour, haven't [18- (a) us, (b) we, (c) I] ? What has the waiter been doing all evening ?

Sally : What ? What have I been doing ? [19- (a) Well, (b) well, (c) WELL,] I've been -------

Carlos: No, I said --------- The waiter hasn't been [20 - (a) giving, (b) paying (c) receiving] attention to us .

Dean : I'm sorry, I can't hear you .

Answer   Sheet

Name : --

No   : ---

Section : --

1. (a) (b) (c)

2. (a) (b) (c)

3. (a) (b) (c)

4. (a) (b) (c)

5. (a) (b) (c)

6. (a) (b) (c)

7. (a) (b) (c)

8. (a) (b) (c)

9. (a) (b) (c)

10. (a) (b) (c)

11. (a) (b) (c)

15. (a) (b) (c)

16. (a) (b) (c)

17. (a) (b) (c)

18. (a) (b) (c)

19. (a) (b) (c)

20. (a) (b) (c)

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12. ⓐ   ⓑ   ⓒ

13. ⓐ   ⓑ   ⓒ

<u>14.</u> ⓐ   ⓑ   ⓒ

The Grammar Section

A Directions: Complete the sentences with the appropriate tense of the verbs in parentheses :

1. Hassan (smoke) ----------------- --- constantly for hours . He must be thinking about something.

2. Ruba (read) ----------------- this book since morning , when is she going to put it down ?

3. Rawan (watch) ------------ television all evening, but she does not seem to be tired yet .

4- My kids (use) -------------------------- the computer

5- I (wait) ------------------ an hour for the train but it's still not arrived .

6 - We (wait) ------------ to hear about the latest news since 5.A.M.

7- You look exhausted what (do) ------------- since morning?

8- She (babysit) --------------------- for extra money she really needs a vacation .

9- My roommate (worry) -------------about that test all day.

10- Hanan (plan) ---------------- this party for the last two weeks

11. She (work) ------------------------- full – time and going to school this week . She's completely stressed out .

12. My relational ship with my boss (go) ----------------- great this year.

13. Why (not, eat) ---------------- this delicious food all evening?

14 . I (have) ---------------------------stomach trouble for 2 hours

15. I (think) ------------------- about this activity for the last 10 minutes.

16. She (fee) ---------------- sick since this morning.

17. Randa (study) ------------------------ English since the beginning of year .

18. Rahaf (cook) -------------------- for hours. She is going have visitors .

19 . I guess you (wonder) ----------------- what has been happening since last year .

20. I look tired because I (sleep, not) --------------- enough for two nights .

B. How is the present perfect progressive formed ?
   Write your answer below ?

The Oral Section （4）

Figure (5)
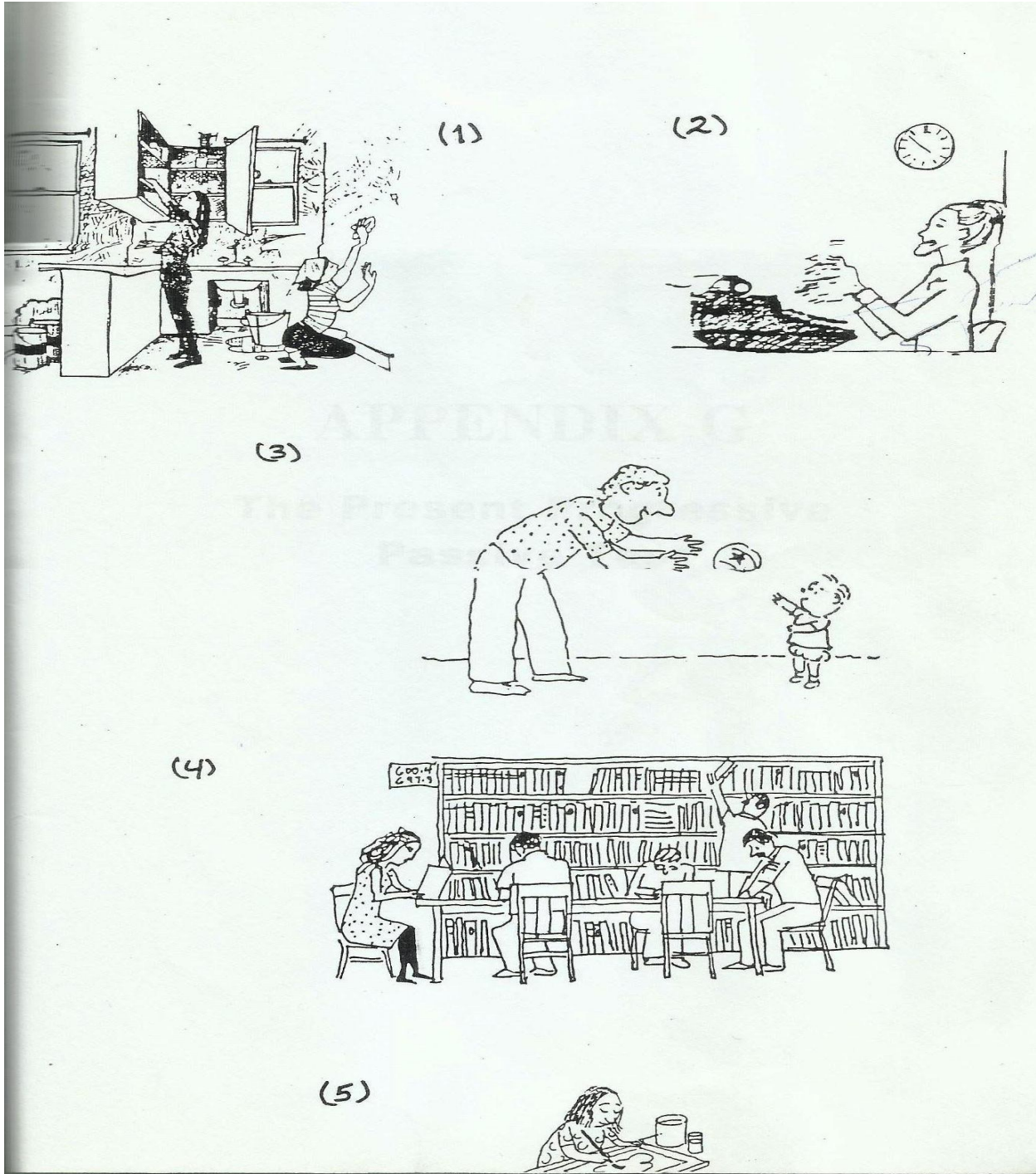
Appendix（5）

The Present Progressive Passive Writing Section

Directions**:** From the three given alternatives , choose the one which you think best fits the context by shading the letter you choose in the included answer sheet.

Example**:** Susan [(a) are (b) am (c) is] talking on the phone right now. (c) is the answer, so in the answering sheet the letter (c) of the corresponding question number should be blackened .

[1 - (a) at, (b) in , (c) on] 1944, [2- (a) a, (b) an , (c) the] first general purpose computer was put [3- (a) of, (b) to, (c) into] operation . This first computer was (4 – (a) electromechanical (b) electromechanically (c) electro mechanic] [5- (a) : (b) (c);] It was very slow and very large . [6- (a) Moreover, (b) However, (c) In fact,] all early computers were so large that [7- (a) several , (b) many, (c) much] floors of a building were needed to house [8 – (a) it, (b) they, (c) them] . By the end of the 1950 , computers [9 - (a) were being designed , (b) designed , (c) are being designed] to use transistors . Transistors . Transistors made them smaller, [10- (a) expensive , (b) less expensive, (c) expensive] , more powerful , and more [11- (a) reliable (b) dependable (c) unreliable]. Today, these [12 – (a) is (b) were (c) are] know as second generation computers . Third - generation computer s used ' chips " to store the memory of the computers,, [13- (a) but (b) and , (c) so] it wasn't until the silicon chip was devised

that computers became truly small and [14- (a) expensive , (b) afford, (c) affordable] . computers with silicon chips are known as [15- (a) four , (b) forth (c) fourth] - generation computers . Today, all [16 - (a) aspects, (b) sides, (c) inspects] of our lives [7 - (a) is being affect, (b) are affected, (c) are being affected] by computers . Our cells are being directed by computers , our cars are being designed [18 – (a) by , (b) with , (c) to] computers , our mail is being stored by computers , our bank , [19 - (a) change , (b) count, (c) balance] is being calculated

by computers , and our children are being [20 – (a) teach, (b) taught, (C) teacher] by computers

Answer   Sheet

Name   : ---

No   : ---

Section   : ---

1. (a) (b) (c)   15. (a) (b) (c)

2. (a) (b) (c)   16. (a) (b) (c)

3. (a) (b) (c)   17. (a) (b) (c)

4. (a) (b) (c)   18. (a) (b) (c)

5. (a) (b) (c)   19. (a) (b) (c)

6 (a) (b) (c)   20. (a) (b) (c)

7. (a) (b) (c)

8. (a) (b) (c)

9. (a) (b) (c)

10. (a) (b) (c)

11. (a) (b) (c)

12. (a) (b) (c)

13. (a) (b) (c)

14. (a) (b) (c)

The Grammar Section present progressive passive tense

1.2.   Today computers are addressing envelopes .

3- 4 .   Computers are filling prescriptions .

----

5. 6.   Today computers are sorting mail.

----

7. 8.   Computers are calculating bank balances .

9.10 . Computers are teaching children.

11. 12. Today computers are affecting all aspects of our lives .

13. 14. Today computers are designing cars .

15- 16. Computers are figuring taxes .

17 . 18 . Today Computers are typing letters .

----

19 . 20 . Today Computers are directing our phonically.

B. How is the present progressive passive formed?

The   Oral   Section (5)

Figure (6)
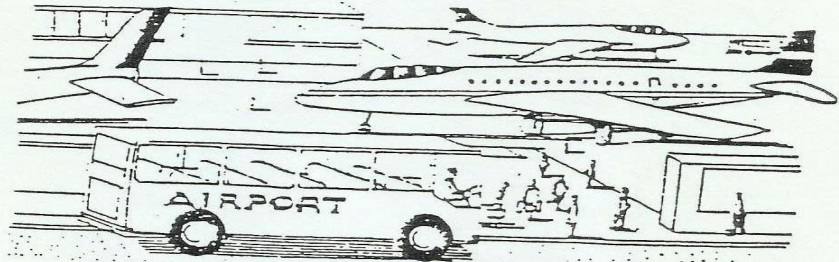
1- radio 2 – climate control   3 – engines
4 – oxygen equipements 5 – food
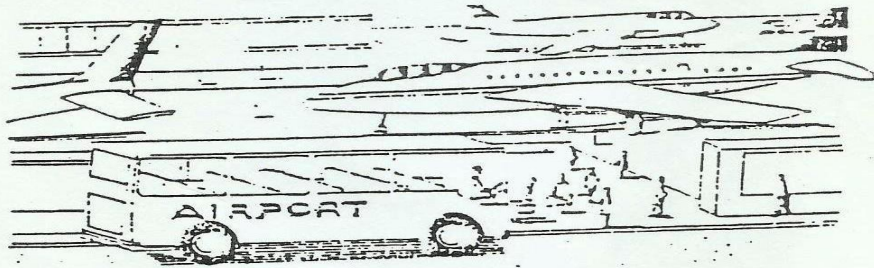
1- food 2- control panel 3- computers
4- radar 5- doors

Appendix（6）

The   General   Post Test The   Writing   Section

Name: --

No: --

Section : ---

1. Write a paragraph to describe   what five of your classmates are doing right now:

----

11.   You   look   tired . What have you been doing since morning?

Write   one paragraph .

----

111.   You are   looking   through   the window watching your kids getting inside   the car . Describe   things that are being   done right now. Write one paragraph .

The Grammar Section General post Test

Directions: Choose the correct answer and blacken it in the answer sheet:

1. May I borrow your umbrella because it ----------------- outside.
a) is being rained   b) is raining   c) has been raining
2- I --------------------------------- English for two years.
a) have been studied b) is studying   c) have been studying
3. At this moment, the ticket -------------------------------------
a) is being printed   b) is printing   c) has been printing
4. I can't answer the phone because I ------------------my hands .
5. The engineer ---------------------------------- my car now .
a) was washing b) am washing   c) have been washing .
6.   My maid looks exhausted because she -----------------------
for the last 20 minutes .
a) has swept the floor b) has been sweeping c) is being
swept.
7.   Look! Hanan ------------------------------- for the bus.
a) is running   b) has been running   c) was running
8.   The pharmacist --------------------- my prescription .
a) is being filled   b) is filling   c) has been filling
9.   Mail ---
a) is being stored b) is storing c) have been storing .
10 .   Be quiet! My baby -------------------------- in his room .
a) sleeps   b) has been sleeping   c) is sleeping
11.   We ------------------------------ to hear about the hijacked
plane since morning.
a) have been waiting   b) are waiting   c) waited
12.   Rice -------------------------------------- in this field .
a) has been growing   b) is being grown   c) is grow
13.   I -------------------------------------- a lot this semester.
a)   have been studying   b) studied   c) study
14.   That man who is standing in the corner --------- of food.
a) thinks   b) is thinking   c) has been thinking
15.   Ow! There are mosquitoes ------------------------- me.
a) is being bitten b) are being bitten   c) biting
16.   At this moment , food -------------------------------------
a) is being loaded   b) is loading   c) has been loaded.
17.   The teacher should take a break because she -----------
a) is b) has been   c) has
18.   Today, all aspects of our lives -----------by computer.

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a) are being affected b) are affecting c) has been affected

19.   Please don't interrupt me because I ---------------
to   concentrate .

a) have been trying   b) am trying   c) am being tired

20.   The patient ------------------- in the waiting room
since 7 o'clock .

a) has been waiting   b) is waiting   c) waited

21.   Letters -------------------------------- by the secretary .

a) is typing   b) are being typed   c) has been typing

22.   That bank teller is sleeping on the corner   because he
-- money for 5 hours .

a) is counting b) is being counted c) has been counting

23.   I can see Amal   and Asma from here . They ------------
------- to each other.

a) are whispering   b) are being whispered   c) whispered

24.   This research --------------------------- by Ahmad right now.

a) has been writing   b) is writing   c) is being written

25.   Alya   looks pale because she --------------------------- her
papers for the last 5 days.

a) has been writing   b) is writing   c) is being written

26.   Bank balances ---

a) are being calculated b) are calculating c) calculate

27.   Ow! I cut my finger. It ----------------------------

a) has being bleeding b) is bleeding c) is being bleeded

28.   My maid looks tired because she -----------------------------
the dresses for 3 straight hours .

29.   My daughter is that one who ---------------------------------
a black dress.

a) is wearing   b) has been wearing c) wore

30   Now, seat belts ---

a) are fastened b) have been fastened c) is being
fastened

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Answer   Sheet

Name   : ---

No   : ---

Section   : ---

-

1.	(a)	(b)	(c)	16.	(a)	(b)	(c)
2.	(a)	(b)	(c)	17.	(a)	(b)	(c)
3.	(a)	(b)	(c)	18	(a)	(b)	(c)
4 .	(a)	(b)	(c)	19.	(a)	(b)	(c)
5.	(a)	(b)	(c)	20.	(a)	(b)	(c)
6	(a)	(b)	(c)	21.	(a)	(b)	(c)
7.	(a)	(b)	(c)	22.	(a)	(b)	(c)
8.	(a)	(b)	(c)	23.	(a)	(b)	(c)
9.	(a)	(b)	(c)	24.	(a)	(b)	(c)
10.	(a)	(b)	(c)	25.	(a)	(b)	(c)

11. (a) (b) (c)   26. (a) (b) (c)

12 (a) (b) (c)   27 (a) (b) (c)

13. (a) (b) (c)   28 (a) (b) (c)

14. (a) (b) (c)   29 (a) (b) (c)

15 (a) (b) (c)   30. (a) (b) (c)

.

The   Oral   Section (6)

The Oral   Section (7)

3.

4.

Figure (8)
The Oral   Section (8)

Imagine that you are buying an airplane ticket. Look at the following diagram, which shows the process. Form complete sentences from the following cues to explain the step-by-step process.
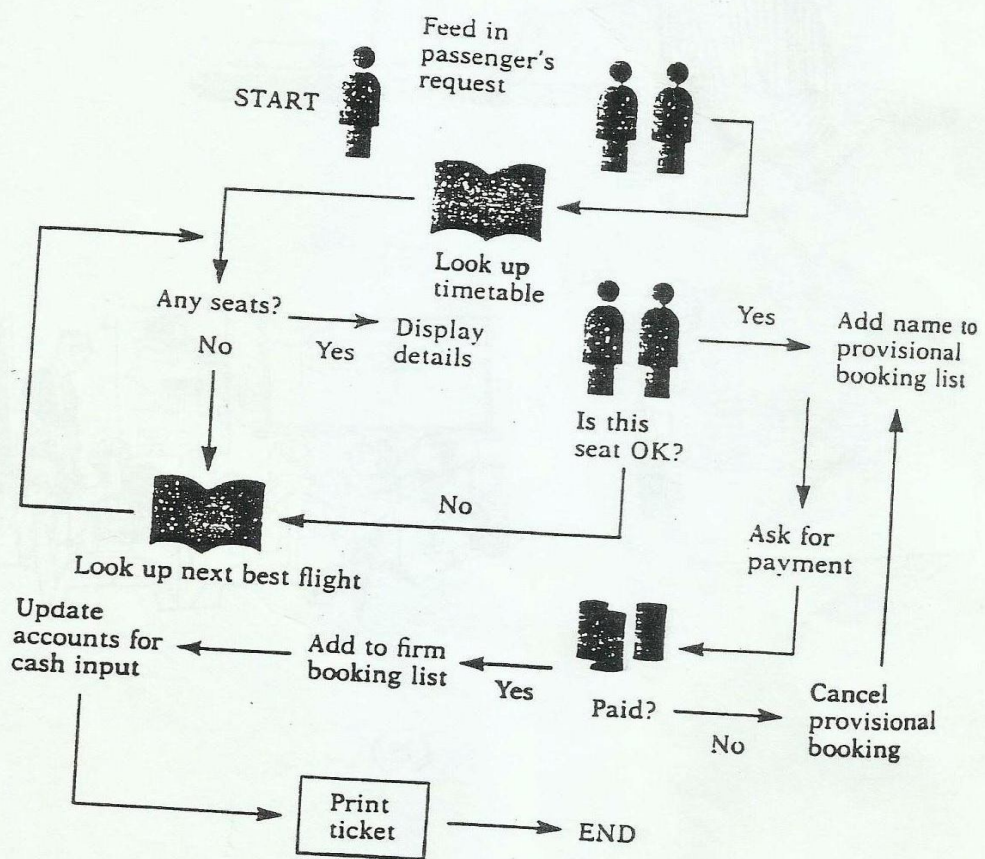

Feed in
passenger's
request

START

Look up
timetable

Any seats?

No   Yes

Display
details

Is this
seat OK?

Yes

Add name to
provisional
booking list

No

Look up next best flight

Ask for
payment

Update
accounts for
cash input

Add to firm
booking list

Yes

Paid?

No

Cancel
provisional
booking

Print
ticket

END

Figure（9）
The Oral   Section（9）