DİLBİLGİSİ ÖĞRENİMİNDE ÇALIŞMA TEMELLİ ÖĞRETİMİN ÖĞRENCİLERİN BAŞARISI ÜZERİNDEKİ ETKİSİ

TASK-BASED TEACHING EFFECTIVENESS ON STUDENTS' ACHIEVEMENT IN LEARNING GRAMMAR

Elif Semanur Mor Mutlu

YÜKSEK LİSANS TEZİ

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YÜKSEK LİSANS TEZ ÖZÜ
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Dil eğitiminde devam eden araştırmaların amacı dil öğretiminde en etkili yaklaşımı bulmaktır. Geleneksel öğretim modeli öğrencilere sadece bir dilbilgisi yapısını ya da dilin bir işlevini öğretmeyi amaçlar. Diğer yandan çalışma temelli öğretim de öğrenciler iletişim kurmaya çalışarak ve anlama önem vererek bir dilbilgisi yapısını öğrenirler. Bu çalışmanın amacı geleneksel öğretim modeli ile çalışma temelli öğretimin karşılaştırılmasıdır. Bu çalışmada dilbilgisinde iki dilbilgisi yapısının öğreniminde öğrencilerin başarısında hangi öğretimin daha etkili olacağı araştırılmıştır.

Çalışmaya Anadolu Üniversitesi Yabancı Diller Okulundan 102 öğrenci katılmıştır. Her bir grup için 20 ders saati süresince iki farklı öğretim modeli ile uygulama yapılmıştır. Öğrencilere uygulama öncesi ve uygulama sonrası her konu için bir test ön-test ve son-test olarak verilmiştir.Her bir uygulamadan iki ay sonra aynı testler final test olarak tekrar verilmiştir.Uygulama sonrası öğrencilerin öğretim modelleri hakkındaki düşüncelerini öğrenmek amacıyla bir anket doldurmaları istenmiştir.

Çalışmanın sonuçlarına göre birinci dilbilgisi yapısında çalışma temelli öğretimin geleneksel yöntemden uzun dönem öğrenimde daha etkili olduğu, kısa dönem öğrenimde her iki öğretimin etkili olduğu, ikinci dilbilgisi konusunda çalışma temelli öğretimin kısa dönemde daha etkili olduğu fakat uzun dönem öğrenimde ise her iki öğretimin başarı sağladığı bulunmuştur.Öğrencilerin anket sonuçlarının değerlendirilmesine göre çalışma temelli öğretime olumlu bir yaklaşıma rağmen az sayıda öğrenci bu tür öğretimin gereksinimlerini tam karşılayamadığını ifade etmişlerdir.Diğer yandan geleneksel öğretim modelini genelde olumlu

değerlendirmedikleri halde, pek çok öğrenci bu tür öğretimin sınavlarda ki başarılarına katkısı olduğu inancı görülmüştür.

ABSTRACT

The ongoing research in language teaching pedagogy has aimed to find the most effective approach in teaching language. Presentation-practice-production paradigm aims only to teach a grammatical structure or help learners realize a function in the language. On the other hand in task-based teaching learners get a grammatical structure when they try to communicate and pay attention to meaning. The present study focussed on comparing two types of teaching: task-based teaching and the traditional presentation-practice-production paradigm. It was intended to find which model for grammar teaching is more effective on students' achievement in learning two grammatical structures ' Present Perfect Tense' and 'Passive Voice'.

102 lower-intermediate learners of English as a foreign language in Foreign Language School at Anadolu University participated in this study. A task-based and a presentation-practice- production group were thought these items for 20 class hours. They were given pre-tests before each treatment and post-tests after the treatments. The same tests were given as long-term retention tests two months later after each treatment. An opinion questionnaire was administered to subjects in order to obtain ideas about the instruction types at the end of the treatments.

Based on the results of the study it was indicated that task-based group gained more achievement in learning first grammatical structure in the long-term, however both instruction types were effective in the shot-term. For the second grammatical structure task-based instruction was found to be more effective in the short-term whereas both instruction types provided success in the long-term. The answers for the opinion questionnaire showed positive opinions about task-based teaching. On the other hand a few of the subjects in task-based group regarded this type of instruction lacking some of their needs. For the traditional paradigm the subjects' tendency was not positive in general, but quite a lot of them mentioned that they benefited from this type of instruction for the exams.

JÜRİ VE ENSTİTÜ ONAYI

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SYMBOLS AND ABBREVIATIONS

TBT : Task-Based Teaching

PPP : Presentation- Practice-Production Paradigm

CLT : Communicative Language Teaching

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1.INTRODUCTION

As it is the knowledge of language which enables people to communicate with each other, we need to describe what knowledge of language is. Fromkin and Rodman (1988: 4) define knowledge of language as " the capacity to produce, to understand, and to interpret certain meanings". Thus, language being a system of human communication has led investigations in language education. To better the art and science of language education, there has been ongoing research in language teaching pedagogy, and much of this research has focused on 'how to teach a second/foreign language'. Different ways of teaching second/foreign language have been proposed. One aspect of language which has received attention has been 'grammar'. A common concern within these different approaches has been when, how, and how much grammar should be taught (Nunan, 1995).

1.1.What is Grammar?

There has been an ongoing debate about grammar and grammar teaching and its role in language teaching. Different views have been proposed. Before discussing these different views on grammar teaching, the question 'What is grammar?' needs to be answered.

According to Ur (1998a: 4), grammar is " the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning". For Fromkin and Rodman (1988: 13), "the grammar of a language is formed by the rules to combine the basic units of meaning to form new sentences" while Dickens and Woods (1988: 629) define grammar as " the means by which we organize our messages in any communicative act". Thus, grammar shows us the way to construct acceptable structures and to produce units which are meaningful in a given language.

How can 'grammar', being an important part of language production and reception capacity be improved in language teaching?

1.2.Views About Grammar Teaching

Though many aspects of grammar teaching have been scrutinized in the field of language research, there are still different views as to whether to teach or not to teach grammar, and if so, how to teach it.

Krashen (1982) and Prabhu (1987) (in Ellis, 1993), and Krashen and Terrell (1983 in Celce-Murcia, 1991) claim that grammar teaching should not be done explicitly. They argue that language learners should focus on meaning rather than form, and that they should learn to use the language semantically because grammar itself is not a facilitator of language acquisition. Canale & Swain (1980), Higgs & Clifford (1982 in Celce-Murcia, 1991) and Dickens & Woods (1988) on the other hand, argue that knowledge of grammar is essential since grammatical competence is viewed as a component of communicative competence.

Williams (1995) points out that through Communicative Language Teaching (CLT), one of the main communicative approaches in which meaning is paramount, learners can progress in communication, but they may not reach a level of accuracy that native speakers have. Fotos & Ellis (1991), Fotos (1994), Williams (1995) argue that the reason for failure in accuracy in CLT classes is the insufficient focus on form. Therefore, some researchers (Fotos & Ellis, 1991; Nobuyoshi & Ellis, 1993) investigated the role of formal instruction in language teaching. The findings in these studies suggest that focus on form may be influential in learners' success on both accuracy and fluency in language education. If formal instruction is a prerequisite for language acquisition, what has been done through the history of language teaching?

Traditionally, although with a difference in how it is performed, grammar teaching has been an essential part of language pedagogy. Recently, however, with the rise of CLT, offering communicative experiences for learners has gained interest and in some interpretations of CLT, grammar teaching has been neglected all together (Ellis, 1997). Findings reported in Ellis (1997), Long (1991), and Williams (1995), however, suggest that formal grammar instruction can have short-term and/or long-term effects on

language acquisition, possibly depending on either type of instruction or target structure.

Grammar teaching has traditionally provided the means for learners to generate sentences with specific structures, or to perceive a particular function or notion (Willis, 1996). Despite the desire to maintain communicative use of the foreign language in the classrooms, within the traditional type of teaching paradigm, for example, as in Presentation-Practice-Production (PPP), linguistic knowledge is emphasized (Long, 1991). It is argued that problems occur within this traditional approach. Learners may not be able to use the structures if they are not ready, or even if they are ready, they may be distressed when teachers correct their mistakes. Furthermore, learners may fail to use the taught structures in the long-term if they have not acquired the structure (Ellis, 1995; Fotos & Ellis, 1991). Willis (1996: 134-135) lists some of the reasons why this type of instruction fails in the long-term.

- Learners do a task or a role-play without using the target form taught.
-They tend to overuse the form and make an unnatural production of language.
-They fail using the form in a later lesson even though they produce the form confidently in class.

Although the controversy continues as to the role of grammar teaching in language classes, researchers such as Skehan (1998b) and Willis (1996) argue that focus on form is necessary while they agree that meaning is a fundamental target. Within some versions of CLT in which grammar instruction is neglected (Ellis, 1997) and just comprehensible input is provided, fossilized errors and/or pidginized interlanguage occur (Seedhouse, 1997). In addition, there is no clear evidence which suggests that learners in communicative classes with no focus on form, perform better than traditional classes. Focusing only on form and accuracy, or only on meaning and fluency, is a disadvantage for learners. Language should be regarded as a whole in teaching, focusing on form, accuracy, meaning, and fluency (Seedhouse, 1997). Celce-Murcia (1991), Willis (1996) and Ur (1998b) argue that grammar is something to be taught as a mechanism so that learners can examine spoken and written language for comprehension and constitution. As a result of such prominence in teaching, learners would acquire language --they will retain both the form and the meaning rather than fail

to use language some time after being taught. One of the teaching models, Task-Based Teaching (TBT) deals with grammar teaching through communicative use of the language. Learners understand and create oral and/or written forms of the language while they work on tasks. Thus, they face the language as a whole. With a focus on form, accuracy, meaning, and fluency, learners are able to retain the language taught in the long-term.

Although, researchers suggest that TBT is more effective, PPP is continued to be used in language teaching as it is the case at Foreign Language School at Anadolu University. Thus, this study aims to probe the effectiveness of two alternatives in teaching grammar: Task-Based Teaching and the traditional model, Presentation-Practice-Production paradigm.

1.2.1.Presentation-Practice-Production Paradigm (PPP)

PPP paradigm, originating from behaviorism, view learning as a conversion of feedback through repetition (Willis, 1996). Rivers (1981, in Skehan, 1996b: 50) states the assumptions of PPP paradigm as follows,

> A conventional presentation, practice, production sequency tacitly assumes that change will come about through the presentation phase, and this will be translated into accuracy and fluency through the succeeding practice and production stages.

In application, based on its paramount belief, PPP paradigm follows a procedure of three stages in teaching. Stages in a PPP paradigm are defined by Richards, Platt & Platt (1992: 349) as,

> Presentation stage: introduction of new items, when their meanings are explained, demonstrated, etc., and other necessary information is given.
> Practice (repetition) stage: new items are practised, either individually or in groups in activities which usually move from controlled to less controlled.
> Production (transfer) stage: students use the new items more freely, with less or little control by the teacher.

In implementation of these stages, Cross (1995) suggests an inductive or deductive way of teaching. In the inductive at the presentation stage with the use of suitable samples illustrating meaning, students are asked to generate the grammatical

form and via comprehensive practice students elicit the rules or teacher points out the rules. In a deductive way, through written examples on board or in text, teacher explains the rules either in mother tongue or in the target language after which oral or written performance of the rules is done. In addition, Cross (1995) states that when there is a difficult grammar point, probably a concept that isn't present in the learners' mother tongue, teaching it deductively is an easy and quick way for teachers. Related to what takes place in a PPP lesson Willis (1996: 134) expresses similar things.

> ...PPP paradigm begins with the presentation and practice of a small sample of language, with the focus on a particular form.... Finally the students are given a chance to produce the new pattern in a 'free' situation.

The stages of a PPP lesson consist of various drills that can be beneficial for learners. The different drill types in a PPP type of instruction are as follows. The first one is 'repetition drills'. In a *repetition* drill after an item is presented, the teacher gives the model clearly but naturally, and then full class, half class, small group, individual repetitions follow modeling. The second one is 'substitution drills'. According to Cross (1995: 43) a substitution drill is "an original frame that can generate useful utterances in a formulaic way, a variant of a repetition drill". There may be several slots where substitutions are possible to make. According to Rivers (1981: 101) "slot-and-filler drills are appropriate so long as no changes in word order are required". In addition, substitution drills direct learners' attention to one problem at a time. The third drill type is 'transformation drills'. In a *transformation* drill, in oral or in written form, learners' attention is focused on accuracy and new structure form. The aim of these types of drills is to change a structure, for example changing affirmative to negative. According to Cross (1995: 45), "when the teacher focuses on a single transformation, use a visual support or a contrasting pattern, the difficulty of the drill will be reduced". Rivers (1981) states that the question-answer practice and directed dialogue are the common samples of transformation drills.

While performing these types of drills, Rivers (1981: 96) summarizes exercises done in the classroom as follows,

- Students may be asked to write out paradigms according to a traditional grammatical description,
- Construct forms due to the grammatical description,
- Transform sentences from singular to plural, from affirmative to negative, from declarative form to interrogative, etc.,
- Students may be asked to combine sentences in specific ways, to add some elements to sentences,
- Fill in blanks with words, which change form according to structural environment,
- Translate involved sentences from the native language to the target language.

Cross argues (1995: 40) that although, especially in large classes, drills allow the class to hear a structure many times and this can help learners internalize it "repetition, transformation and substitution drills can easily become boring, mechanical and even meaningless".

In addition to the stated negative features of drills by Cross above, Rivers (1981: 96-98) explains undesired aspects of traditional exercises as the following.

- Vocabulary used in the exercises varies considerably from item to item. It may favor words with peculiar spellings or irregularities that students readily forgot.
- Items often involve the simultaneous manipulation of grammatical features in complicated interrelationships. This makes a testing rather than a learning activity of each item.
- Items often consist of a mixture of target language and native-language forms, the students being asked to find equivalents for the native language forms to complete the target-language sentences. ...This develops a "translation mentality", which hinders students from seeing interrelationships within the new language that may differ from the interrelationships of discrete parts in the native language.
- The exercises are usually designed to be read, analyzed and then written. Exercises designed for written practice are usually unsuitable for oral practice.
- Exercises usually move rather rapidly from one aspect of a grammatical feature to another, ...they are designed to test whether the student has understand the reasoning behind the grammatical explanation which preceded the exercises.
- There are seldom enough learning exercises which help students to understand aspects of a grammatical rule, from which they can build up a picture of the whole.
- Succeeding units rarely give practice in work of preceding units. Often they fail to reuse grammatical features (or even vocabulary) just studied.

Another aspect of traditional PPP paradigm causing problem for students is 'error correction'. As Krashen (1982, cited in Ellis, 1995) remarks, students' anxiety may increase when their mistakes are corrected. Moreover, asking students to produce target structure that they are not ready to produce may cause them to be anxious. This may be the cause of failure in learning the language (Ellis, 1995).

Despite the undesired consequences arising from drills or exercises of the traditional PPP, Skehan (1996a, 1998a) notes the advantages of PPP which make it a

widely used type of instruction. PPP is comforting for teachers in terms of organizing the lesson, it is a responsible approach in itself with clear goals that can be evaluated, and it underlies the theory that learning is focused on rules.

If it is assumed that PPP is favored because of the stated features, then what role do teachers have in this paradigm? When the roles of teachers considered in PPP paradigm Chastain (1983: 350) states that, "the teacher is the controller of all activities". The other point needs explaining is what students do in this teaching process. Students being passive rather than active in the classroom are told what they are to learn. Teacher gives directions and students follow. Teacher presents a subject and students memorize the presented subject. Students take notes, memorize and try to recall taught facts (Chastain, 1983). It can be concluded that learners have limited roles in PPP paradigm.

In conclusion, PPP paradigm is one of the instruction types offered within the language education trends. The underlying theory, the application procedure, activities in the procedure, desired or undesired aspects, and the roles of learners and teachers mentioned above form the basis of this traditional paradigm.

1.2.2.Task-Based Teaching (TBT)

As an overall approach TBT, taking insights from CLT (Willis, 1996) and an understanding of theoretical and empirical data of psycholinguistics (Williams & Burden, 1997), has an arrangement of syllabus content and instructional processes around tasks (Nunan, 1991a). Nunan (1991a: 279) defines the main characteristics of TBT, which has an emphasis on tasks in teaching, as follows,

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

Application of tasks in teaching procedure contributes to the complementation of

the basic principles of TBT mentioned above. Then how can a 'task' used for providing these principles be described?

In the literature there are various definitions of a task as a concept. According to Richards (1994: 39), "tasks refer to activities that teachers assign to attain particular learning objectives" in a general meaning. Candlin (cited in Crookes & Chaudron, 1991: 54) defines a task as

> One of a set of sequenceable, differentiable and problem posing activities which involve learners in some self-reliant selection among a range variably available cognitive and communicative strategies applied to existing or acquired knowledge in the exploration and attainment of a variety of pre- specified or emergent goals via a range of procedures, desirably independently with other learners in some social milieu.

For Breen (1989: 187) "a simple and brief practice exercise is a task, and so are more complex and comprehensive work plans, which require spontaneous communication of meaning or the solving of problems in learning and communicating". Willis (1996: 23) define 'task' as, "activities where the learner uses the target language for a communicative purpose in order to achieve an outcome". Nunan (1991 b: 10) describes a task as, "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. A task should also have a sense of completeness, being able to stand alone as communicative act in its own right". According to Long (cited in Crookes & Chaudron, 1991: 54), by the term 'task' it is meant "the hundred and one things people do in everyday life, at work, at play, and in between". Basically as Williams and Burden (1997) remark, a task is anything that learners are given to do (or choose to do) in the language classroom to further the process of language learning.

1.2.2.1.Types of Tasks

As for the definition of a task, there are various classifications of a task within literature with respect to some dimensions. These dimensions are stated by Richards, Platt & Platt, (1992: 373) as follows,

- kinds of goals (of learners and teachers)
- procedures (for completing a task)
- order (location of tasks within each other)
- pacing (time)
- product (outcome)
- learning strategy (used for a task)
- assessment (determining success)
- participation (individual, pair, group work)
- resources (materials)

In terms of these dimensions, according to Nunan (1991b), tasks generally consist of some elements which are similar to the dimensions mentioned above. These are task goals, input data (linguistic or otherwise), activities or procedures derived from this input, roles of teachers and learners, and settings. Based on these dimensions there are propositions offered for the categorization of tasks. These categorizations try to achieve the qualities that a task should meet in respect to Skehan's (1998b: 268) criteria as stated below

> Meaning is primary,
> There is a goal which needs to be worked towards,
> The activity is outcome-evaluated,
> There is a real world relationship.

Long and Crookes, (cited in Long, 1990) and Brown (1994) draw a distinction between 'target tasks' and 'pedagogic tasks' with respect to the setting where the task performed. For Long (1990: 35) target tasks are "the things learners will eventually do in English, at school or university, at work, on vacation, briefly, anywhere" and pedagogic tasks are "the problem-solving activities teachers and learners work on in the classroom". Brown (1994: 228) defines target tasks as "students must accomplish beyond the classroom, but more specific and more explicitly related to classroom instruction" and pedagogical tasks as "the nucleus of the classroom activity and ... a series of techniques designed to teach students to perform the target task". Nunan (1991b) describes the tasks as 'real world' and 'pedagogical' tasks. He does not suggest that the classroom is not 'real' but he uses the term 'real world tasks' instead of target tasks.

With a sub-categorization for pedagogical tasks, Long (1990) classifies them with respect to procedures as, "one- way and two - way tasks" and "planned and unplanned

tasks" and "closed and open tasks". In a one-way task, the information is held either by a student or teacher who helps others to complete the task. However in a two-way task more than one person keep the information that must be exchanged for completing the task. Both types are information gap tasks. For Long (1990: 42) planned tasks "provide more complex language and a wider variety of linguistic constructions" whereas unplanned tasks do not. Studies on these types of task have shown that students perform better with more planning time than with less planning time. According to Long (1990:45) an open task is the one "in which there is no predetermined correct solution but instead a wide range of acceptable solutions such as free conversation, a debate, ranking favorite leisure time activities, explaining how something works". By a closed task he means the one "in which the task itself requires a single correct solution or a small, finite set of correct solutions determined beforehand". According to Willis (1996) closed tasks are the ones that are highly structured and have very specific goals. There is only one possible outcome and one way of achieving it. Open tasks are more loosely structured, with a less specific goal, for example, comparing memories of childhood journeys, or exchanging anecdotes on a theme.

Nation (1990: 52) argues that language-learning goals include the learning of

a) language items,
b) the content or ideas of the subject being studied,
c) language skills, and
d) the organization of discourse.

Thus, Nation (1990) argues that a task should require participants to focus on one of these goals if the task is to be effectively completed. To reach one of the goals stated above, Ellis (1995) proposes the term 'cognitive comparison' which can be explained in other words as 'noticing the gap' as reported by Nation (1990: 52) to exist "...between learners' present knowledge and the demands of learning task". From this point of view Nation (1990) classifies tasks into four as follows to deal with this gap.

'Experience tasks' try to narrow the gap, which exists between learner's present knowledge and the demands of the learning task as much as possible by using or developing learner's previous experience. 'Shared tasks' try to get learners to help each other cross the gap by encouraging learners to see each other as a learning resource with

group composition, strip story, and passage reconstruction. 'Guided tasks' try to bridge the gap by providing the support of exercises and focused guidance. Guiding usually narrows the task. For example, guided composition exercises such as picture composition provide the ideas that the learners will write about. The exercises often provide needed vocabulary and structures and determine how the piece of writing will be organized. 'Independent tasks' leave learners to rely on their own resources. Learners can work successfully on independent tasks when they have developed some proficiency in the language and when they have command of helpful strategies. A good independent task is somewhat difficult but learners see that, with effort, they will be able to do it and that they could face a similar situation outside the classroom.

Ellis (1993) suggests the use of 'focused-communication tasks', 'consciousness-raising tasks', and 'interpretation tasks' for specifically teaching grammar. For focused-communication tasks, within the context of communicative activities, teacher asks for negotiation or a request for clarification when there is a linguistic error. In consciousness-raising task, learners are encouraged to deal with a grammar problem interactively. They discover a grammar rule while they are communicating. For the interpretation task, learners listen to the input which consists of a particular grammatical structure and they try to distinguish the meaning of the sentences within the input (Ellis, 1993).

From a different perspective, Thornburry (1997) puts forward two types of tasks, 'reformulation' and 'reconstruction' tasks. The content is provided by the student, the form by the teacher in the reformulation tasks. That is learners first use the language, then the teacher reformulates the usage. On the other hand, the text is provided by the teacher in reconstruction tasks. After reading or listening the provided material, the learners reconstruct it and then compare it with the original one. In both tasks types, comparison of learners' production with that of the teacher's promotes noticing, (Smith, 1981, Rutherford, 1987, McLaughlin, 1987 in Ellis, 1993) which is a crucial step in paying attention to input for making it intake.

Another classification of tasks in terms of some dimensions comes from Willis (1996). Each characteristics of Willis' approach will be explained in the next section since the task-based instruction type used in this study counts on this framework.

1.2.2.2.Willis' Framework for Task-Based Teaching (TBT)

Although Tapia (1998) and Tomlinson (1998) criticize some aspects of task-based teaching (TBT) and the phases of it, both authors agree that the content of Willis' (1996) book as admirable. Task classification and the framework for which the lesson plans of the present study are based on Willis' model with the consideration of criticism by researchers in the field. Sheen (1994) proposes a need for investigation of task-based models and Richards (1994: 37) argues that "...teaching is not static or fixed in time, but is a dynamic, interactional process in which the teacher's method result from the processes of interaction between the teacher, the learners, and the instructional tasks and activities over time" and this argument is parallel to Willis' approach. Another driving point for using this model of task-based approach comes from Skehan (1998b: 278)

> In Willis' approach, it is also important to 'consciousness-raise' and analyze after the task is done, promoting a process of reflection which is meant to combat any tendency on the part of the learners simply to progress through the task without deriving benefit from it.

Willis' model was chosen to see whether this model would result in significant progress and whether it was a productive revolution in comparison to traditional Presentation-Practice-Production (PPP) model (Sheen, 1994).

Firstly, the classification of tasks will be mentioned. Willis (1996: 26-27) points out six types of tasks:

1.'Listing', in which processes of brainstorming and fact-finding are used with an outcome as a complete list, or possibly a draft mind map.

2.'Ordering and sorting tasks', are performed with the processes of sequencing in an order, or ranking items according to personal views or given criteria, categorizing items or classifying items in different ways.

3.'Comparing tasks', involve comparing information of a similar nature but from different sources or versions. The processes involved are, matching, finding similarities, and finding differences.
4.'Problem solving tasks', in which the learners use their intellectual and reasoning powers, such as puzzles, real life problems, personal experience, hypothetical issues, completion tasks, clue words for prediction and guessing games, case studies.
5.'Sharing personal experience', which encourages learners to talk freely about themselves, and share their experiences with others.
6.'Creative tasks' are often called projects and involve pairs or groups of learners in some kind of freer creative work.

Willis (1996) classifies some tasks such as logic problems, ranking tasks and real life problem-solving tasks as tasks which come midway between closed and open tasks (mentioned in 1.2.2.1) since each pair's outcome might be different or there will be alternative ways of reaching it. She also claims that the more specific the goals (closed tasks), the easier it is for students to evaluate their success and the more likely they are to get involved with the task and work independently.

The second characteristics of Willis' approach to task-based teaching is known as 'task cycles' consisting of three phases in the application of tasks a) Pre-task phase, b) Task cycle, c) Language focus (Willis, 1996, Skehan, 1998a, Rooney, 2000). In 'Pre-task phase', learners are required to compare their current knowledge with the task demands by introducing topic and activating topic related words. 'Task-cycle' consists of planning and reporting in which learners attend the task and also have the opportunity to focus on form because they use whatever linguistic resources they possess for achieving task goals. They also have the chance to work with the teacher in planning, which lessens the risk to minimize accuracy to fluency. In the 'language focus phase', the completion of task enables learners to raise their consciousness on the linguistic feature of the task through analyses made by the teacher and through the feedback provided.

Willis (1996) emphasizes that exposure to a rich input of real spoken and written language in use is very important for language learning. Thus, input needs to be carefully chosen. Therefore, quality rather than quantity, learners' familiarity and level should be considered while choosing appropriate input for learners.

For the roles of teachers and learners Willis (1996: 18) states

> In task based learning, communication tasks involve learners in an entirely different mental process as they compose what they want to say, expressing what they think or feel. Tasks remove the teacher domination. Teachers need to find ways to relinquish much of the linguistic control and to motivate students to interact more freely and more often in the target language.

Willis (1996) also suggests that in a task-based learning framework, most of the emphasis is on learners doing things often in pairs or groups, using language to achieve the task outcomes and guided by the teacher. This suggestion is consistent with what Prabhu (1987 in Long & Crookes, 1992: 35) believes, "linguistic structures are acquired subconsciously in meaningful units rather than separately and linearly when the learner's attention is focused on meaning, i.e., task completion, not language."

The model, which constitutes the base for this study, is constructed on Willis' categorization, procedure, suggestions for input data and the aspects for the roles of the teacher and learners explained above.

1.3.Aim of the study

Students having compulsory intensive English classes at Foreign Language School at Anadolu University are taught six different courses including grammar. Thus "grammar" is regarded as a crucial aspect of learning English by both teachers and students. However students start suffering from grammar classes in which full of complex rules and exceptions to these rules are taught and students soon become bored. Teachers try to find various ways to deal with this problem. In this study it was aimed to find out the impact of TBT in teaching grammar, which is identified as important with regard to all skills.

1.4 Research Questions

Based on the purpose of the study the following research questions were asked in the study.

1.Is ' task-based teaching' (TBT) or ' presentation-practice-production paradigm' (PPP) more effective in short-term grammar learning?

2.Is TBT or PPP more effective on students' long-term learning?

3.What are the students' reactions to the type of instructions used in the treatments?

2.REVIEW OF LITERATURE

Grammar teaching to language learners is still a controversial issue (Celce-Murcia, 1991). Celce-Murcia (1991) surveyed the changes in grammar instruction since 1970's and concluded that in both audio-lingual approach and cognitive code approach, grammar instruction is sentence-oriented, although each approach has a different view of how languages are learned. Within audio-lingual approach, language learning is viewed as a habit formation whereas within cognitive code approach, it is viewed as a rule-governed behavior. Views on language learning have changed; comprehension approach proposes that grammar instruction does not facilitate language learning. Within communicative approach, language is viewed as an instrument of communication thus, content-based, meaningful, contextualized and discourse-based instruction has been suggested rather than sentence-based instruction. Within task-based approach, language has been also treated as an instrument of communication, but with a focus on form at the same time.

In recent years, in search of more effective ideas in teaching, many studies have been conducted concerning task-based approach.

There are studies evaluating task-based approach from general learning field. Whittington and Campbell (2000) conducted a study in which task-based learning environments on the Web were investigated to determine whether such environments help students achieve better understanding of their area of studies. The three projects used in this study were on Social Work, Product Design Engineering, and Human Resource Management. The findings showed that learning environments in which there is an interaction between the staff and students, and interaction with various resources, help students to have a better understanding of the particular subjects.

Cameron (1997) argues that the idea of 'task' can be a useful unit in teacher development. Cameron (1997: 351) defines what a task is; "Task can be a unit not only for learning and teaching but also for training". She mentions that observation of classroom tasks can be a starting point for task-based teacher development. Observation

would provide objectives for the teacher trainers so that the trainers would have better understandings of their trainees and trainees would have insights about teaching while being trained.

Anderson (1999) gives a remarkable example for providing a task-based environment for students. He states that The Web Page Task having five sub tasks worked well. Students had basic knowledge on computers and they were introduced to the Internet before the Web Page Task. Then, students in groups worked on getting an E-mail account, getting a web account, file transfers, HTML programming and how to get graphics. This example of task-based teaching presented students a real life task: to complete personal web pages. In addition to doing a real life task, students' motivation for learning English increased when they saw the reasons for using English language.

There are studies investigating the effectiveness of task-based approach in different skills within language teaching. Dyer (1996) used task-based approach in writing instruction with foreign and second language learners. Hillock (1984, 1986, in Dyer, 1996) conducted a study in first language composition instruction. Dyer compares Hillocks' findings in first language composition instruction with second language instruction. Dyer suggests that task-based second language instruction combines process and product composition instruction rather than complete process or production composition instruction in writing. Consequently, this type of teaching may be of real use in writing classes specifically when students generate a list of evaluative criteria, when they are responsible for peer-editing, and when they are given problem-centered writing tasks.

Much research on task-based instruction has been based on the task itself or task types and other variable such as goals, participants, and outcomes in terms of teaching four language skills, grammar or vocabulary.

Nunan (1991a) informs that much of the task-based research has focused on the activities or procedures that learners carry out in relation to the input rather than other variables. In a recent study, he investigated whether different interaction patterns are

stimulated by open or closed tasks. He found that the different task types stimulated interaction patterns in different ways. The findings also indicated that some task types might be more appropriate than the others for learners at particular levels of proficiency. For example, closed tasks provided more interaction than open tasks (at lower-intermediate to intermediate levels in his study) -- a finding similar to that of Long (1981, in Nunan, 1991a).

From a similar point of view, Skehan (1998a: 114-115-118) reviewed task-oriented research on task difficulty, selective task effects, discourse features, processing-based outcomes such as fluency, accuracy, and complexity, and participants in tasks. He summarizes the findings in these research as follows,

> 1.Tasks would presumably go form the easy to the difficult, by moving from familiar to unfamiliar information.
> 2.Tasks are more effective if they contain information distributed amongst the different participants, so that interaction is more likely, and may become of better quality.
> 3.When planning time is available, structured information seems to lead greater accuracy and fluency, and less structured information produce greater complexity.
> 4.Different task goals may be appropriate for different aspects of competence.
> 5.More differentiated outcomes appear to generate more complex language.

Bygate (1996) conducted a study investigating the effects of task repetition --a story-telling task. Although the study was done with a single learner, Bygate's (1996: 145) findings are similar to Skehan's (1998a) observations.

> 1.Learners may learn through repeated experience of the same, or of similar or parallel tasks, and teachers may be able to use task familiarity to help learners' language to develop.
> 2.Task-based testing may not be reliable if students are not suitably prepared or testing procedures are not similar with the ones used in class.
> 3.Task repetition encourage learners improve their formulation.
> 4.Task-repetition foster changes as increased fluency or awareness in use of the language system.

With consideration of Skehan's and Bygate's conclusions, there are a quite amount of research concerning task-based teaching. Foster (1996) conducted a study investigating the effects of language planning time on oral production. Three tasks, personal information exchange task, narrative task and decision-making task were used in the study. The findings suggest that planning time allows learners to devote attention to both form and content and it leads learners to use wider range of vocabulary and syntactic forms, which in turn help them engage in interlanguage restructuring. Foster's

suggestion about the effect of planning time on students' oral production is in accord with Skehan's claim that accuracy, fluency and complexity is greater when there is planning time for the task.

Gass, Mackey, Alvarez and Fernandez (1999) conducted a study on task repetition to explore form/meaning relationship --whether learners could converge from input to intake and finally to output. The study was designed to determine whether there would be greater target like production when focus on meaning is minimized through task repetition and whether learners could carry the language use over to a new context. They found evidence that task repetition led learners to improve their proficiency, to use selected morphosyntax and sophisticated lexical terms. This is in accordance with Bygate's (1996) suggestion that learners are encouraged in their formulation of language when there is task repetition. There was no evidence as to whether learners carried the language use over to a new context.

Seedhouse (1999) states that beyond the trend toward using task-based instruction, the results of many studies do not have concrete evidence as to the benefits of task-based instruction in classroom practice. From the number of studies he surveyed, he concluded that it may be the case some learners do not use the required turn-taking system such as, feedback, clarification, repetition request, which is naturally needed for task accomplishment, and that learners may be disposed to minimal use of linguistic forms. However, in a former study, Seedhouse (1997) has found evidence in supporting reformulation tasks, in which learners' participation was found to be higher when they choose the topic to talk about. In some respect, when Seedhouse's findings are compared with those of Skehan (1998a) and Bygate (1996), it can be said that there are both positive and negative effects of task-based instruction. However, it should also be noted that studies on task-based instruction are being analyzed in terms of different aspects, such as planning time in Foster's study.

Jacobs and Ball (1996) analyzed group activities in ten randomly selected course books. The analyses showed that there are three important aspects that need to be considered in task design. These three aspects are, (1) *positive interdependence*, the

learners' perceptions of coordination of group mates, (2) *individual accountability*, assessing the performance of each group mate for the group's success (in Johnson, Johnson & Smith's terms, 1991 in Jacobs and Ball, 1998:100-101), and (3) *group size*. Such considerations for task performance provide beneficial interaction for promoting learning, which is an emphasized aspect in both general education and language education, between/among students.

The results Long and Porter (1985) survey of a number of studies, together with the results of studies by other researchers (Doughty and Pica, 1986; Pica & Doughty, 1985; Porter, 1986; Rulan & McCreary, 1986 in Fotos & Ellis, 1991: 610) showed that learners produce more in pair/group work, make longer sentences, and do not speak any less grammatically than they do in teacher-fronted lessons. Learners also negotiate meaning more, provided that the task requires information exchange. Their conclusion is similar with that of Skehan's (1998a) on interaction and task information, and with that of Jacobs and Ball's (1996) suggestions for group size.

Swain's (1985 in Lynch, 1997) findings suggest that if there is not a need to produce language more accurately, then learners' competence is limited. Thus, as the findings showed, when communication breaks down through 'negative input', which is the result of comprehension problem; students are forced to pay attention to the means of expression for message conveyance. This leads learners to produce more accurate language. A study conducted by Nobuyoshi and Ellis (1993) also showed similar results.

Nobuyoshi & Ellis (1993) conducted a small-scale study in which students were to ask for clarification in focused-communication tasks. The findings showed that communication tasks, which focus on meaning rather than form, help learners to improve their both communicative skills and linguistic development. The findings also showed that not only immediate improvement of accurate output but also accuracy over time, is achieved by focused-communication tasks --a means of communicative grammar teaching. The findings suggest that one of the three learners did not benefit from these tasks. Nobuyoshi & Ellis (1993: 209) however argue that, "...it does not

really matter if learners remain grammatically incompetent, so long as they are communicatively competent if there has to be a choice of the two". Two of the three learners, however, were able to use self-correction and did not do the same errors over time (even a week later) through the use of focused-communication tasks.

In teaching grammar, comparative studies between traditional instructional model and processing instructional model (a model which focuses on conversion of input to intake and form-meaning connections) show a positive effect of processing instruction. The results of such studies suggest that the processing group understand and produce target structures better than the ones in the traditional group (VanPatten & Cadierno, 1993; Van Patten & Sanz, 1995 cited in Gass, Mackey; Alvarez & Fernandez, 1999). Thus, traditional instruction may not be very effective in teaching some structures. Similarly, other researchers have conducted studies comparing traditional instruction and task-oriented types of teaching.

Fotos (1993) investigated how much learners notice grammatical structures within different types of instruction. Fotos formed three groups differing in terms of the type of instruction received: (1) teacher-fronted instruction (2) instruction consisting of interactive, grammar consciousness-raising task, and (3) instruction containing communicative tasks which are matched in the format, length, and task features but without explicit focus on the grammatical structure. The third group was the control group. In the study, three grammatical structures, adverb placement, indirect object placement, relative clause usage were taught. The results indicated that the two groups, which received exposure to grammatical structures, performed well, but the control group produced no noticing of the structures. Thus, the result of the study showed that the two instruction types focusing on grammar were more effective than an instruction with a focus only on communicative activities, suggesting that formal instruction of some type serves for the benefit of learners. This finding supports the views (discussed in 1.2.) that focus on combination of both accuracy and fluency enables learners to improve more than isolated communicative classes.

Doughty (1991 in Fotos, 1994) investigated the effect of formal instruction. In this study there were also three groups, one receiving formal grammar instruction, the second receiving a meaning-focused instruction, and the third control group, receiving only communicative exposure. The grammar group was given the rules together with the text, the meaning-focused group was given a treatment in which paraphrases and clarifications of the text content were displayed, with target structures visually highlighted and printed in capital letters (Fotos, 1994: 324). The results showed that the two groups, which received explicit grammar instruction, had significant gains in the grammar structure taught –use of relative clause, when compared to the control group. Another result worth mentioning is that meaning-focused group showed a better recall of the content of the text used in the treatment.

In another study, Fotos (1994), focusing on an integration of formal instruction and communicative language use, conducted a study to determine the effectiveness of three grammar consciousness-raising tasks on 'word order'. The other aspect compared was negotiations produced while performing consciousness-raising tasks and communicative tasks which lack grammatical content. The results of suggested that grammar consciousness-raising tasks were more effective in students' proficiency gains of the structures as well as gains in negotiations both in the short-term and long-term (two weeks after the treatment).

Öncü (1998) compared the effectiveness of traditional teacher-fronted grammar instruction with grammar consciousness-raising tasks in teaching some of the modals in English to pre-intermediate level Turkish adult learners, learning English as a foreign language. Proficiency gains of the two groups were compared in terms of use of form, use of form and meaning, and use of meaning. Although both groups improved in the use of the grammatical structures, the group given grammar consciousness-raising tasks showed more significant performance with respect to use of form, use of form and meaning, and use of meaning than the teacher-fronted group. Though, traditional teacher-fronted grammar instruction was effective in teaching grammar, grammar consciousness-raising tasks were suggested to be a more successful alternative.

Fotos & Ellis (1991) conducted a study on dative alternation with Japanese ELT intermediate learners. After a pilot study, they designed a task sheet and task cards based on task approach for the task group and an identical content of information was used in the traditionally taught group. Purpose of the study was to determine whether task promoted second language linguistic knowledge of the grammar point and task produced negotiated interaction facilitate acquisition. They concluded that both task group and traditional grammar group functioned equally well in the short-term, but after two weeks, the task group was less effective in maintaining proficiency than the grammar group.

Benati (2001) investigated the effects of processing instruction, in which learners process grammatical forms in the output and make form-meaning connections (Van-Patten, 1996 in Benati, 2001) and output-based type of instruction on acquiring Italian future tense. His study revealed that the processing instruction group performed better in aural interpretation task compared to both traditional output-based instruction group and the control group, which received no instruction and output-based instruction group did better than the control group. Both groups given instruction did well in oral limited response production task, and written production task. Also there were positive durable effects of instruction for both groups for three weeks for all three tasks. The first finding of the study is similar to the study, in which processing instructional model was argued to assist more than traditional type of instruction (VanPatten & Cadierno, 1993; VanPatten & Sanz, 1995 cited in Gass, Mackey; Alvarez & Fernandez, 1999).

Cantürk (2001) conducted a comparative study with Turkish EFL learners at intermediate level to determine the effectiveness of traditional, production-based instruction in which production tasks were used and input processing (comprehension-based) instruction in which grammar interpretation tasks were used. It was aimed to compare the two types of instruction in terms of 'comprehension' and 'production' at the sentence level in teaching noun clauses. The two instruction types were suggested to provide equal gains in learners' outcomes for production and comprehension of the target structures in the short-term. However, the comprehension-based group scored higher than the production-based group for 'production' in the long-term.

From slightly different perspectives, but with relevance to the present study, findings of relevant studies are surveyed. Findings of studies comparing task-based approach in grammar instruction and a commonly used approach, traditional, teacher-fronted paradigm, suggest that both types of instruction enable students to learn the grammatical structure but task-based approach is more effective in the long-term.

3.METHODOLOGY

3.1. Subjects

102 lower – intermediate students (between the ages 18-21) in Foreign Language School at Anadolu University were the subjects of this study. At the time of the study they were taking compulsory English classes (Fall term of the academic year 2000-2001). Students who come to the Foreign Language School have different foreign language educational backgrounds. All students are required to take a Placement Test at the beginning of the term. Students are then placed in different classes based on their scores on the Placement Test. Students who scored between 31 and 45 out of 100 were placed in the lower- intermediate level.

38 of the subjects were female and 64 were male. They were all native speakers of Turkish. At the time of the study, they had completed a period of 3 weeks, 18 hours of grammar course. The same teacher, researcher of this study, taught them all.

102 students were divided into two groups- Presentation-Practice-Production (PPP) and Task-Based Teaching (TBT) groups. Each group included students from two different sections of the same level. As seen in Tables 3.1-3.4, statistical analysis showed that both sections of each group were similar in terms of their knowledge about both grammatical items- 'Present Perfect Tense' and 'Passive Voice'.

Table 3.1 Pre-test Means For PPP Sections for Tense

	n	mean	mean diff.	SD	t	p
PPP 1	23	12.78	1.40	5.31	0.86	0.747
PPP 2	21	11.38		5.48		

Table 3.2 Pre-test Means For TBT Sections for Tense

	n	mean	mean diff.	SD	t	p
TBT 1	23	12.00	2.80	5.72	1.92	0.290
TBT 2	25	9.20		4.32		

Table 3.3 Pre-test Means For PPP Sections for Passive Voice

	n	mean	mean diff.	SD	t	p
PPP 1	19	11.84	1.24	4.03	0.76	0.455
PPP 2	20	10.60		6.06		

Table 3.4 Pre-test Means For TBT Sections for Passive Voice

	n	mean	mean diff.	SD	t	p
TBT 1	25	12.00	2.70	5.48	1.68	0.100
TBT 2	23	9.30		5.63		

Thus two sections of each group were treated as a whole in both treatments. During the treatment of Present Perfect Tense, 10 out of 102 subjects and during the treatment of Passive Voice 15 out of 102 subjects missed either some classes, or pre/post-test. These students were excluded from the analyses. Thus a total of 92 subjects for 'Tense Treatment' and a total of 87 subjects for 'Passive Voice Treatment' participated in the study.

3.2.Instrument: Pre-test/Post-test/Long-term Retention test

Pre-/post/long-term retention tests for Tense and Passive Voice treatments consisted of 30 questions (see appendices 3 and 6). The following books were taken as model to prepare questions. Oxford Practice Grammar (Eastwood, 1992) and How English Works (Swan & Walter, 1997). Questions were designed in three parts: error-recognition, completion test and matching. It is stated by Heaton (1990:40) that

"although exposure to incorrect forms is argued to be undesirable by some psychologists or teachers, error-recognition type of questions are related to the skills required when students check, edit or proof-read any article, report, paper or essay". Heaton (1990: 43,47) also states that, "a completion test is preferable in testing because we can measure production rather than recognition by this type of questions, and matching is useful for testing students' sensitivity to appropriacy and their awareness of the functions of language". Each part of the pre/post tests includes 10 questions. To obtain content validity of the test, test items were read by two other grammar instructors working at the Foreign Language School to make certain that questions were well phrased and appropriate in difficulty for the level of the subjects.

3.3.Opinion Questionnaire

A questionnaire was administered to the students of both groups after the treatments to determine what students thought about the instruction used to teach the two grammar topics. The questionnaire consisted of 10 questions - yes/no questions, ranking, and open-ended questions (see appendix 7). The questions were prepared in Turkish to enable students to be more comfortable in writing and to be more specific in their answers.

3.4.Materials

Materials used for the treatments were designed as lesson plans for TBT and PPP groups. Plan does not refer to only one class hour (see appendices 1, 2, 3, and 4).

TBT group lesson plans for tense treatment for 12 class-hour and TBT group lesson plans for Passive Voice treatment for 8 class-hour were designed based on the framework suggested by Willis (1996) (see 1.2.2.2). PPP lesson plans were designed according to PPP paradigm. They include techniques and activities such as Modeling technique, a Paradigmatic Chart, Word Order Task, Transformation, Re-write Sentences, Fill-in Exercises, Text-Completion and Sentence Writing (see 1.2.1).

In the present study, tasks/activities used during the treatments were designed for teaching 'the present perfect tense' and 'passive voice'. These topics were chosen randomly from the preset grammar syllabus prepared by the Foreign Language School.

3.4.1.Lesson Plans for Tense Treatment

3.4.1.1.Task-Based Lesson Plans

In *lesson plan 1* (see appendix 1), students read a medical form about a patient. Then the teacher told about her own medical history related to the items in the sample form. Afterwards students were asked to do a listing task in which they generated health related words and phrases. This led them to think about their own medical history. Then students were given a text to read, a medical report of the same patient. Students were then asked to classify the patient's health problems as past, present, and still continuing, using the information they have. Using the information from the medical form and the text, students completed a dialogue between the doctor and the patient. A pair work followed in which students asked and answered about each other's medical histories using similar questions in the dialogue. They tried to find out whether the other member has a medical problem, if s/he does, when it started, and for how long s/he has had it. Then a comparing task was done, in which two pairs compared their medical histories and noted down common or different features. After the comparison, each group wrote a medical report of the four members. With highlighting technique, they focused on the tenses and the use of 'since' and 'for' in the present perfect tense. They were then introduced with the use of the present perfect tense for unfinished actions that still continue.

Lesson plan 2 (see appendix 1), consisted of a matching task which students completed using a worksheet. The worksheet consisted of three parts. In the first part, students were provided with a list of verbs in the past participle form. In the second part, the pictures of famous places, animals and vehicles were shown and the third part contained a list of feeling expressions. Students matched the verb forms, with actions in pictures/feeling expressions. After completing the matching task, students were asked to

do "sharing personal experience" task. Students were then given a conversation and were asked to pay attention to the questions. The aim of this was to learn how to ask about others' personal experiences in the past, using questions in conversation and the worksheet as a model. As a pair-work activity, students asked and answered each other about their past experiences. Each member noted down the info given by the other member to report it to whole class. As a student reported about a classmate's experience, the class was asked to guess about who the person was. Yes/no and wh-question forms were used in the pair-work and these question forms were emphasized on the board by the teacher as a language focus activity. They wrote a class survey after choosing the funniest, saddest, etc. experiences in their class.

Lesson plan 3 (see appendix 1) consisted of a listing task for which students worked in groups of four. They noted down the qualifications necessary for a job in their area of study. Each group was then given a pile of advertisements to match the qualifications they identified with the qualifications asked for in the ads. After doing this pre-task, students were asked to read a sample letter of application in answer to an ad. In the first task cycle, students were asked to choose an ad for which they would like to write a letter of application and then to write the letter stating their qualities and experiences. A problem-solving task followed in which students were to choose a suitable candidate from their group for the ad and to justify the reasons. In the second task cycle, each group interviewed candidates chosen by other groups and tried to confirm the information written in the application letters. Students were then asked to write a note of approval or non-approval of the candidate. Afterwards, in an ordering task, they were asked to rank the three most important qualifications of that person. A randomly chosen letter was written on the board to check if there was a need for correction of the tense use.

In *lesson plan 4* (see appendix 1), the first task was a matching task. Students in pairs described the feelings of people in the given pictures. Then each pair wrote down their guesses about the reasons why the person might feel that way. Each pair then compared their guesses with another pair. After comparing their guesses, students were asked to add to their list other possible events which may have caused the feelings

depicted in each picture. The second task was listening to some exclamations. As students listened to the exclamations, they wrote down the possible events that might have caused the exclamations. Then students in groups of four reported the reasons to the class. As a follow-up task in the memory-challenge game, they were asked to recall items about the picture or exclamation. For the language focus use of just/yet were studied within example sentences.

Lesson plan 5 (see appendix 1) included a task of listing words of news items. Students brainstormed for the kinds of news items. They guessed three kinds of news items they thought they would find in the headlines before reading. The following task was to write a news report of their own class/school. They then designed the first page for their class/school paper and they added two factual errors. A task, which aimed to find differences between the real facts and the errors, followed news page design. By writing about personal events they shared their experiences. The creative task was to design their class-school news report page. Afterwards, the students demonstrated their first pages on the walls of their classroom for a day. During that day students took notes of the words and phrases depending on the kind of news item, such as sports, economics as a lexical study.

Lesson plan 6 (see appendix 1) was mainly a creative task in which students used fact-finding by searching for information about different characters. They were grouped as fans of a personality of their choice. They collected data about the person, which they ordered and sorted the information they wanted to use. The listing task consisted of noting down the items about the character's profession, life style, and past experiences. After reading a sample biography, students were asked to design a poster or do a recording of the life of the character (however no group was able to do the recording). Therefore they only did the first one. Later each group presented its own work. During the presentations, group members asked the class questions to ensure that they were listening; other students asked the group members questions to get more information about the person. As a language focus activity, they noted down the lexical items related to music, cinema, etc.

3.4.1.2.PPP Lesson Plans

In *Presentation 1* (see appendix 2), a modeling technique was used for the presentation of the tense. Teacher asked questions about a picture and wrote example sentences about the picture on the board. Then a repetition drill was done using the given sentences. Affirmative and negative forms of the tense were shown in a paradigmatic chart on the board. The example sentences included regular and irregular verbs. Teacher explained that there are regular and irregular forms of past participle. Afterwards, as a practice activity, students were asked to form sentences using the given prompts. In the production stage, students were told to write sentences about themselves in the present perfect tense.

For *Presentation 2* (see appendix 2), a modeling technique was used to show the yes/no question forms using all subject pronouns. How to form an answer to yes/no questions was explained on the board by sample questions. As a practice activity, students were told to ask and answer in pairs using the given prompts. For production, students were told to ask yes/no questions to three friends in their classroom and to write sentences about them.

In *Presentation 3* (see appendix 2) uses of the tense were elicited by example sentences written on the board. Students were given sample sentences illustrating the use of 'present perfect' tense and its four function. They were told to match the uses and sentences. As a practice activity, they combined two pairs of sentences in a given exercise. Afterwards students were told to write about their own experiences and to explain which use each of their sentences had.

Presentation 4 (see appendix 2), was the explanation of the time expressions used in all forms of the tense. Teacher wrote one sample for each of the time expressions used in 'present perfect tense'. Students were told to combine two sentences or questions using the time expressions and to re-write them by following an example in two practice exercises. In another practice activity, students' were to ask and answer questions as in the example using a list of things to do. For the production, students

were told to make a list of things they have done or haven't done stating the time period.

In *Presentation 5* (see appendix 2), the differences in the use of Simple Past and Present Perfect Tenses was explained. As a practice activity, students were given an interview and were asked to fill in the blanks with the appropriate tense. Then in pairs, they were told to ask and answer using the given prompts. As a third activity students filled in the correct form of the verb in a letter. Students were told to do two more of the same kind of activity in which they put the verbs in the correct form.

3.4.2.Lesson Plans for Passive Voice

3.4.2.1.TBT Lesson Plans

Lesson plan 1 consisted of two pre-tasks in which students were asked to define an object, using descriptive sentences and a process, using pictures (see appendix 4). They were asked to describe an object or a process in relation to their area of study in the task cycle groups of four. As a listing task, they wrote true and untrue explanations of an object or process for which they made up a new name. The aim of the following, problem-solving task, was to find the real word for the description. Each group read their explanation aloud and the others tried to find out what the object or process was. Afterwards each group tried to add some more descriptive sentences for the object or process of other groups' descriptions. In the language analysis activity, students were introduced how passive is formed in the present simple tense.

In *lesson plan 2*, students were told to generate kind of things for tourist attraction (see appendix 4). Afterwards, students were given a text to read in which they matched similar things to the ones they generated. Students were told to perform a creative task of writing a tourism brochure. They listed the features of their chosen place. The sharing task followed in which students were given a photocopied brochure of each group from which they chose the best one. In the language focus part, how to

form passive in all tenses was highlighted through the sample text and the chosen brochure.

Lesson plan 3 consisted of a listing task in which students were told to brainstorm the aspect of a school club (see appendix 4). They generated ideas about what aspects are required for a club. Later, they defined their own club's features in groups. In the creative follow-up task, each group designed a poster of their club. Then they prepared questions to find out about the features of other groups' clubs. After a decision-making process, students decided whether to change their club or not and they were asked to state their reasons. As a language focus activity, the presented posters were checked by the students to decide which form is better, passive or active. Questions in the text cycle were used to make students aware of how passive questions are formed.

In *lesson plan 4,* students were told to think about their school life, focusing on the problematic issues (see appendix 4). As a problem-solving task students worked in groups to offer alternative suggestions for solving the problematic issues. Afterwards, they wrote a report which was designed to be presented to school administration. Each group compared their work with other groups' works. As a follow-up task, they chose the most interesting one.

3.4.2.2.PPP Lesson Plans

In *Presentation 1,* through the modeling technique, students were provided with sample sentences in passive voice using different tenses (see appendix 5). To attract students' attention on passive formation, a repetition drill was done after presenting sample sentences. Using a paradigmatic chart, passive structure in the affirmative, negative, interrogative, each in all tenses, was presented. Then the teacher wrote the rules on the board. For practice activities, students wrote sentences using the given prompts in 'the simple present tense'. Then students in pairs asked and answered questions using the given information in 'the past simple'. The next practice was to

study yes/no questions with the prompts in 'the present perfect passive'. The last activity was to form sentences in 'the past perfect passive'.

Presentation 2 consisted of an explanation of the uses of 'passive voice' by giving an example for each use (see appendix 5). In this part of presentation, active sentences and yes/no questions with plural or singular objects in various tenses were written on the board and how to make them passive sentences was shown with the examples on the board. As practice exercises, both affirmative and negative sentences and yes/no questions written in active voice was presented and students were asked to change them into passive voice.

In *Presentation 3* (see appendix 5) how to make active wh- questions passive was explained on the board by giving examples. Students then wrote passive questions for the given answers in the practice exercises. As a production activity, students wrote questions using the given prompts to ask the class.

Presentation 4 (see appendix 5) consisted of sample sentences (in the active voice) with two objects, which can be changed into passive in two ways. In the practice part, students did an exercise in which they changed active sentences with two objects into passive, using each object in the subject position. In the production part, students were supplied with two exercises including mixed tense statements and questions in active and they changed them into passive. The last type of exercise was a fill-in the blank exercise in which they provided the correct passive tense.

3.5. Procedure

3.5.1. Tense Treatment

The treatment for teaching Present Perfect Tense lasted two weeks, 12 classroom hours. Data collection started at the fourth week of the semester. Both the PPP group and TBT group were taught by the same teacher. Pre-test was given before the treatment started, in the usual class hour. Students were informed that the test was designed to

determine their needs of a chosen grammar point "Present Perfect Tense". After 12 hours of treatment, post-test was given to determine their achievement. The same test was administered two months later as a final test to measure long-term learning.

3.5.2. Passive Voice Treatment

The treatment for teaching Passive Voice lasted two weeks, 8 classroom hours. Data collection started at the tenth week of the semester. Pre-test was administered before the treatment began. Post-test was given after the treatment. Two months after the post-test, students took the test again to determine long-term learning on the grammar item.

3.5.3. Opinion Questionnaire

Students were given the opinion questionnaire after both treatments in their usual class hour. They were asked to answer the questions about the instruction types in terms of content and effectiveness. They were told to answer the questions at home and to bring the questionnaires the next day. They were informed that their responses would have no effect on their course grades.

3.6.Data Analysis

Scores of the pre-test, post-test and long-term retention test of both grammatical items were based on 30 points, 1 point for each correct answer. Data for each grammatical topic were submitted to statistical analysis and within group and between group comparisons were done. For within group comparisons, t-tests were performed to compare pre-test and post-test scores, pre-test and long-term retention test scores, post-test and long-term retention scores within each group to determine the effect of the treatment each group was subjected to. For between group comparisons, t-tests were performed to compare pre-test, post-test and long-term retention test scores of the two groups.

The opinion questionnaire administered at the end of the treatments had three types of questions: Ranking, yes/no, and open-ended questions. For the ranking and yes/no types of questions, the frequency of the answers and the percentages were calculated. For the open-ended questions, the answers were categorized.

4. RESULTS

As stated before, this study aimed to compare the effectiveness of TBT vs. PPP paradigm in teaching 'Present Perfect Tense' and in teaching 'Passive Voice'. The subjects in PPP and TBT groups were given a pre-test to determine their knowledge about the two grammar points prior to the treatment and the same test was given as a post-test to determine whether students' knowledge of these two grammar points increased after the treatment. Pre/post tests were also given after two months of each treatment to determine long-term retention of the two grammar points.

4.1. Present Perfect Tense

4.1.1 Overall

The pre-test results of PPP and TBT groups were analyzed using a t-test for independent samples to determine whether the two groups were similar in terms of their grammatical proficiency before the treatment. As shown in Table 4.1, the mean score of the TBT group was 10.54 and the mean score of the PPP group was 12.11 with a difference of 1.57. t-test results did not show a significant difference between PPP and TBT groups before the treatment (t=1.42, p=0.16). Thus PPP and TBT groups' knowledge of present perfect tense was similar at the beginning of the treatment for this grammar point.

Table 4.1 Pre-test Means for PPP and TBT Groups

	n	mean	mean diff.	SD	t	p
PPP	44	12.11	1.57	5.38	1.42	0.16
TBT	48	10.54		5.19		

Pre-test and post-test results for each group were compared to determine their proficiency gains after the treatment. The results showed that students in both PPP and TBT groups improved their knowledge of the 'Present Perfect Tense'. As seen in Table 4.2, for the PPP group the mean score was 12.11 in the pre-test and 18.64 in the post-test, with a difference of 6.53. The t-test results showed that there was a significant

difference between the pre-test and post-test scores (t=10.52, p=0.000). Thus, PPP group showed a significant improvement in the 'Present Perfect Tense'.

Table 4.2 Pre- and post-test Means for PPP Group

	n	mean	mean diff.	SD	t	p
PPP Pre-test	44	12.11	6.53	5.38	10.52	0.000
PPP Post-test	44	18.64		3.70		

As seen in Table 4.3, the mean score of the TBT group in the pre-test was 10.54.The mean score was 18.77 in the post-test. The difference between pre- and post tests was 8.22.There was a significant difference between the scores of pre-test and post-test based on the t-test results (t=11.10, p=0.000), suggesting that TBT group's knowledge of this grammar point improved significantly.

Table 4.3 Pre- and post-test Means for TBT Group

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	10.54	8.22	5.18	11.10	0.000
TBT Post-test	48	18.77		5.17		

The post-test results of both groups were also tested by t-test for independent samples to determine whether there was a significant difference between post-test results of PPP group and TBT group. Table 4.4 shows the means. The mean of the post-test of TBT group was 18.77 and the mean of PPP was 18.64. The mean difference was 0.13. The results indicate that there was not a significant difference between the two groups (t=0.14, p= 0.89), suggesting that both groups improved equally.

Table 4.4 Post-test Means for PPP and TBT Groups

	n	mean	mean diff.	SD	t	p
PPP	44	18.64	0.13	3.70	0.14	0.89
TBT	48	18.77		5.18		

Pre-test and long-term retention test results for each group were compared to determine their retention after the treatment. The results showed that students in both PPP and TBT groups retained their knowledge of the 'Present Perfect Tense'. As seen in Table 4.5, for the PPP group the mean score was 12.11 in the pre-test and 22.02 in the long-term retention test, with a difference of 9.90. The t-test results showed that there was a significant difference between the pre-test and long-term retention test scores (t=12.37, p=0.000). Thus, PPP group showed a significant retention in the 'Present Perfect Tense'.

Table 4.5 Pre-test and Long-term Retention Test Means for PPP Group

	n	mean	mean diff.	SD	t	p
PPP Pre-test	44	12.11	9.90	5.38	12.37	0.000
PPP Long-term	44	22.02		4.37		

As seen in Table 4.6, for the TBT group the mean score was 10.54 in the pre-test, and 25.50 in the long-term retention test, with a difference of 14.95. The results show that there was a significant difference between the pre-test and long-term retention test scores (t=23.50, p=0.000). Thus, TBT group's retention was significant.

Table 4.6 Pre-test and Long-term Retention Test Means for TBT Group

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	10.54	14.95	1.68	23.50	0.000
TBT Long-term	48	25.50		1.95		

Post-test and long-term retention test results for each group were compared to determine their retention after the treatment. The results showed that students in both PPP and TBT groups retained their knowledge of the 'Present Perfect Tense'. As seen in Table 4.7, the mean score of the PPP group in the post-test was 18.64.The mean score was 22.02 in the long-term retention test, with a difference of 3.38.There was a significant difference between the scores of post-test and long-term retention test based on the t-test results (t=6.34, p=0.000). Thus, PPP group exhibited significant retention.

Table 4.7 Post-test and Long-term Retention Test Means for PPP Group

	n	Mean	mean diff.	SD	t	p
PPP Post-test	44	18.64	3.38	3.70	6.34	0.000
PPP Long-term	44	22.02		4.37		

As seen in Table 4.8, for the TBT group the mean score was 18.77 in the post-test, and 25.50 in the long-term retention test, with a difference of 6.72. The results showed that there was a significant difference between the post-test and long-term retention test scores (t=12.46, p=0.000). Thus, TBT group's retention was significant.

Table 4.8 Post-test and Long-term Retention Test Means for TBT Group

	n	mean	mean diff.	SD	t	p
TBT Post-test	48	18.77	6.72	15.17	12.46	0.000
TBT Long-term	48	25.50		3.52		

The long-term retention test results of both groups were also compared to determine whether there was a significant difference between PPP group and TBT group. Table 4.9 shows the means. The mean score of TBT group was 25.50 and the mean score of PPP was 22.02.The mean difference was 2.48. t-test results indicated a significant difference between two groups (t=4.17, p= 0.000).

Table 4.9 Long-term Retention Test Means for PPP and TBT Groups

	n	mean	mean diff.	SD	t	p
PPP	44	22.02	2.48	3.52	4.17	0.000
TBT	48	25.50		4.37		

The overall mean differences within group comparison indicate that both groups improved significantly after the treatment for 'Present Perfect Tense'. Between group comparison showed that both PPP and TBT groups improved equally as there was no

significant difference between these groups in the post-test. There is, however significant difference in the long-term retention test suggesting that the TBT group retained the grammatical point better than the PPP group.

4.1.2 Test Type

As it was explained in Part 3.2, the test consisted of three parts. To determine whether test type had an effect on the overall results, within and between comparisons for each part was done. Part A of the test included error correction type of questions, Part B consisted of completion type of questions, and Part C was composed of matching type of questions.

Table 4.10 shows t-test result for Part A of the test for TBT and PPP groups. The mean score for PPP was 2.30, and the mean score for TBT was 2.52. There was not a significant difference between groups for part A in the pre-test (t=0.54, p=0.59).

Table 4.10 Pre-test Means for PPP and TBT Groups for Part A

	n	mean	mean diff.	SD	t	p
PPP	44	2.30	0.22	1.96	0.54	0.59
TBT	48	2.52		2.04		

In Table 4.11 the t-test results of part B are shown. The mean was 3.82 for the PPP group and 3.27 for the TBT group. There was no significant difference (t=0.54, p=0.27) between the two groups.

Table 4.11 Pre-test Means for PPP and TBT Groups for Part B

	n	mean	mean diff.	SD	t	p
PPP	44	3.82	0.55	2.32	1.10	0.27
TBT	48	3.27		2.46		

For Part C of the test, t-test results are shown in Table 4.12. The mean score was 6.00 for the PPP group whereas it was 4.75 for the TBT group. There was a significant difference between PPP and TBT groups with a mean difference of 1.25 (t=2.87, p=0.005).

Table 4.12 Pre-test Means for PPP and TBT Groups for Part C

	n	mean	mean diff.	SD	t	p
PPP	44	6.00	1.25	2.13	2.87	0.005
TBT	48	4.75		2.03		

When the means of PPP and TBT for the pre-test are compared, the results showed that the performances of both groups were similar on error-correction (Part A) and completion (Part B). PPP group's performance on matching (Part C) was slightly better (with a 1.25 mean difference) than that of TBT group. To determine whether students' knowledge of present perfect tense increased, and whether the treatment had an effect on their performances on each part of the test, pre- and post-test means for the three parts of the test were compared. Table 4.13 shows the means of the pre- and post-tests of the PPP group for Part A of the test. The mean score for the pre-test was 2.30, and the mean score for the post-test was 4.84, with a 2.54 increase. t-test results showed that the increase is significant suggesting that the PPP group's performance has improved significantly (t=7.05, p=0.000).

Table 4.13 Pre- and post-test Means for PPP Group for Part A

	n	mean	mean diff.	SD	t	P
PPP Pre-test	44	2.30	2.54	1.96	7.05	0.000
PPP Post-test	44	4.84		1.97		

Similarly, PPP group's performance on Part B improved significantly from pre-test to post-test. In the pre-test the mean was 3.81, whereas in the post-test, the mean increased to 6.31. Mean difference was 2.50 as seen in Table 4.14 (t=6.78, p=0.000).

Table 4.14 Pre- and post-test Means for PPP Group for Part B

	n	mean	mean diff.	SD	t	p
PPP Pre-test	44	3.81	2.50	2.31	6.78	0.000
PPP Post-test	44	6.31		2.06		

The mean scores of the pre- and post-test of the PPP group are shown in Table 4.15. As in parts A and B, the performance of PPP group on Part C increased from 6.00 (on the pre-test) to 7.47 (on the post-test). This increase is significant (t=5.30, p=0.000).

Table 4.15 Pre- and post-test Means for PPP Group for Part C

	n	mean	mean diff.	SD	t	p
PPP Pre-test	44	6.00	1.47	2.13	5.30	0.000
PPP Post-test	44	7.47		1.83		

Thus, PPP group's performance on all parts of the test improved significantly from the pre-test to post-test.

To determine whether the same pattern holds for the TBT group, t-tests were performed on the three parts of the test. Table 4.16 shows the results of the pre- and post-test of the TBT group for Part A. The mean for the pre-test was 2.52, and the mean for the post-test was 5.63, with a mean difference of 3.11. The performance of the TBT group improved significantly for Part A (t=9.14, p=0.000).

Table 4.16 Pre- and post-test Means for TBT Group for Part A

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	2.52	3.11	2.04	9.14	0.000
TBT Post-test	48	5.63		1.89		

In Table 4.17 means of the pre-test and post-test for Part B are presented. The mean for the pre-test was 3.27, and the mean for the post-test was 6.04, with a difference of 2.77. This increase was significant (t=7.80, p=0.000).

Table 4.17 Pre- and post-test Means for TBT Group for Part B

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	3.27	2.77	2.45	7.80	0.000
TBT Post-test	48	6.04		2.12		

Table 4.18 presents the results of Part C for the TBT group. As seen in the table, pre-test mean was 4.75 and post-test mean was 7.10, with a mean difference of 2.35. TBT group's performance on Part C increased significantly (t=7.45, p=0.000).

Table 4.18 Pre- and post-test Means for TBT Group for Part C

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	4.75	2.35	2.02	7.45	0.000
TBT Post-test	48	7.10		2.12		

As was the case for the PPP group, TBT group's performance increased significantly in all parts of the test.

To determine whether the improvement of the two groups on each part of the test was similar, the post-test means of PPP and TBT group were compared. In Table 4.19, post-test means of PPP and TBT groups for Part A are shown. The mean was 4.84 for the PPP group, and 5.63 for the TBT group, with a mean difference of 0.79. t-test results showed that there was no significant difference between the two groups suggesting that both groups' performance improved similarly (t=1.94, p=0.056).

Table 4.19 Post-test Means for PPP and TBT Groups for Part A

	n	mean	mean diff.	SD	t	p
PPP	44	4.84	0.79	1.98	1.94	0.056
TBT	48	5.63		1.90		

In Table 4.20 post-test means of PPP and TBT groups for part B are shown. The mean score was 6.32 for the PPP group, and 6.04 for the TBT group. The mean difference was 0.28. There was no significant difference for this part of the test between the two groups (t=0.63, p=0.530).

Table 4.20 Post-test Means for PPP and TBT Groups for Part B

	n	mean	mean diff.	SD	t	p
PPP	44	6.32	0.28	2.07	0.63	0.530
TBT	48	6.04		2.12		

For Part C of the test, t-test results are shown in Table 4.21. There was no significant difference between the two groups. The mean score was 7.48 for the PPP group whereas it was 7.10 for the TBT group, with a difference of 0.38 (t=0.90, p=0.37).

Table 4.21 Post-test Means for PPP and TBT Groups for Part C

	n	mean	mean diff.	SD	t	p
PPP	44	7.48	0.38	1.84	0.90	0.37
TBT	48	7.10		2.13		

In accordance with the overall results, post-test results of PPP and TBT groups showed that there were no significant differences between the two groups in any part of the test.

The claim of task-based teaching approach was that this approach was more effective in long-term retention. The overall results showed that TBT group was significantly better in the long-term retention tests. To determine whether this overall pattern is reflected in each part, the two groups' means of each part of the test were compared.

In Table 4.22 long-term retention test means of PPP and TBT groups for part A are shown. The mean score was 5.30 for the PPP group, and 7.25 for the TBT group, with a difference of 1.95. There was a significant difference between two groups (t=4.57, p=0.000). TBT group's performance was significantly better on the long-term retention test than that of PPP group.

Table 4.22 Long-term Retention Test Means for PPP and TBT Groups for Part A

	n	mean	mean diff.	SD	t	p
PPP	44	5.30	1.95	2.32	4.57	0.000
TBT	48	7.25		1.71		

For Part B of the test, t-test results are shown in Table 4.23. The mean score was 8.05 for the PPP group, and 8.90 for the TBT group, with a difference of 0.85. Although the difference between the two groups is significant (t=2.65, p=0.009), TBT group's performance was slightly better than PPP group's performance.

Table 4.23 Long-term Retention Test Means for PPP and TBT Groups for Part B

	n	mean	mean diff.	SD	t	p
PPP	44	8.05	0.85	1.68	2.65	0.009
TBT	48	8.90		1.36		

In Table 4.24 long-term retention test means of PPP and TBT groups for Part C are shown. The mean score for the PPP group was 8.68 whereas it was 9.35 for the TBT group, with a difference of 0.67. There was no significant difference between the two groups (t=1.66, p=0.100).

Table 4.24 Long-term Retention Test Means for PPP and TBT Groups for Part C

	n	mean	mean diff.	SD	t	p
PPP	44	8.68	0.67	2.13	1.66	0.100
TBT	48	9.35		1.69		

When the means of PPP and TBT for the long-term retention test on each part of the test are compared, TBT group improved significantly better than PPP group in terms of error-recognition (Part A) and completion (Part B). However, both groups improved equally on matching (Part C).

In conclusion, the results for the 'Present Perfect Tense' showed that the two groups were similar at the beginning and improved similarly from the pre-test to post-test, with no significant difference between the two groups. However, TBT group's performance was significantly better in the long-term retention test when compared to PPP group's performance. This suggests that TBT type of instruction was more beneficial in long-term retention of present perfect tense than PPP type of instruction.

4.2 Passive Voice

4.2.1 Overall

The pre-test results of PPP and TBT groups were analyzed using t-test for independent samples to determine whether the two groups were similar in terms of their grammatical proficiency before the treatment. As shown in Table 4.25 the mean score was 11.21 for the PPP group, and 10.71 for the TBT group, with a difference of 0.50. t-test results did not show a significant difference between the PPP and TBT groups before the treatment ($t=0.43$, $p=0.670$). Thus PPP and TBT groups were similar at the beginning of the treatment for this grammar point.

Table 4.25 Pre-test Means for PPP and TBT Groups

	n	mean	mean diff.	SD	t	p
PPP	39	11.21	0.50	5.15	0.43	0.670
TBT	48	10.71		5.66		

Pre-test and post-test results for each group were compared to determine their proficiency gains after the treatment. The results showed that students in both PPP and TBT groups improved their knowledge of the 'Passive Voice'. As seen in the Table 4.26, for the PPP group the mean score was 11.20 in the pre-test and 15.38 in the post-test, with a difference of 4.18. The results showed a significant difference between the pre-test and post-test scores (t=5.83, p=0.000). Thus PPP group's performance on the 'Passive Voice' improved significantly.

Table 4.26 Pre- and post-test Means for PPP Group

	n	mean	mean diff.	SD	t	p
PPP Pre-test	39	11.20	4.18	5.14	5.83	0.000
PPP Post-test	39	15.38		6.04		

As seen in Table 4.27, for the TBT group the mean score was 10.70 in the pre-test, and 18.27 in the post-test, with a difference of 7.56. The results showed that there was a significant difference between the pre-test and post-test scores (t=11.48, p=0.000). Thus, TBT group's improvement was significant.

Table 4.27 Pre-and post-test Means for TBT Group

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	10.70	7.56	5.66	11.48	0.000
TBT Post-test	48	18.27		5.70		

The post-test results of both groups were also compared to determine whether there was a significant difference between the post-test results of both groups. As shown in Table 4.28, the mean score was 15.38 for the PPP group and 18.27 for the TBT group. The results showed that there was a significant difference after the treatment between the two groups (t=2.27, p= 0.026).

Table 4.28 Post-test Means for PPP and TBT Groups

	n	mean	mean diff.	SD	t	p
PPP	39	15.38	2.89	6.05	2.27	0.026
TBT	48	18.27		5.71		

Pre-test and long-term retention test results for each group were compared to determine their retention after the treatment. The results showed that students in both PPP and TBT groups retained their knowledge of the 'Passive Voice'. As seen in the Table 4.29, for the PPP group the mean score was 11.20 in the pre-test and the mean score was 19.15 in the long-term retention test, with a difference of 7.94. The results showed a significant difference between the pre-test and post-test scores (t=12.10, p=0.000). Thus PPP group showed a significant retention of the 'Passive Voice'.

Table 4.29 Pre-test and Long-term Retention Test Means for PPP Group

	n	mean	mean diff.	SD	t	p
PPP Pre-test	39	11.20	7.94	5.14	12.10	0.000
PPP Long-term	39	19.15		3.66		

As seen in Table 4.30, for the TBT group the mean score was 10.70 in the pre-test, and 20.52 in the long-term retention test, with a difference of 9.81. The results showed that there was a significant difference between the pre-test and long-term retention test scores (t=14.99, p=0.000). Thus, TBT group's retention was significant.

Table 4.30 Pre-test and Long-term Retention Test Means for TBT Group

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	10.70	9.81	5.66	14.99	0.000
TBT Long-term	48	20.52		4.35		

Post-test and long-term retention test results for each group were compared to determine their retention after the treatment. The results showed that students in both

PPP and TBT groups retained their knowledge of the 'Passive Voice'. As seen in Table 4.31, for the PPP group the mean score was 15.38 in the post-test, and 19.15 in the long-term retention test, with a difference of 3.76. The results showed that there was a significant difference between the post-test and long-term retention test scores (t=5.66, p=0.000). Thus, PPP group's retention was significant.

Table 4.31 Post-test and Long-term Retention Test Means for PPP Group

	n	mean	mean diff.	SD	t	p
PPP Post-test	39	15.38		6.04		
			3.76		5.66	0.000
PPP Long-term	39	19.15		3.66		

As seen in Table 4.32, for the TBT group the mean score was 18.27 in the post-test, and 20.52 in the long-term retention test, with a difference of 2.25. The results showed that there was a significant difference between the post-test and long-term retention test scores (t=4.66, p=0.000). Thus, TBT group's retention was significant.

Table 4.32 Post-test and Long-term Retention Test Means for TBT Group

	n	mean	mean diff.	SD	t	p
TBT Post-test	48	18.27		5.70		
			2.25		4.66	0.000
TBT Long-term	48	20.52		4.35		

The long-term retention test results of both groups were also compared to determine whether there was a significant difference between the PPP and TBT groups. Table 4.33 shows the means. The mean score of the long-term retention test was 19.15 for the PPP group, and 20.52 for the TBT group. The mean difference was 1.37.The results indicated that there was not a significant difference between two groups' performance on the long-term retention test (t=1.59, p= 0.116).

Table 4.33 Long-term Retention Test Means for PPP and TBT Groups

	n	mean	mean diff.	SD	t	p
PPP	39	19.15	1.37	3.67	1.59	0.116
TBT	48	20.52		4.35		

The overall mean differences within group comparisons indicate that both groups improved significantly after the treatment for Passive Voice. Between group comparisons showed that TBT group improved slightly better than PPP group in the post-test as there was a significant difference between the two groups. However, no significant difference is found in the long-term retention test suggesting that both groups retained the grammatical point equally.

4.2.2 Test Type

As it was explained in Part 3.2, the test consisted of three parts. As was done for the 'Present Perfect Tense', within and between comparisons were done for each part of the test to determine whether test type had an effect on the overall results. t-test results showed no significant difference for Part A between PPP and TBT groups' pre-test scores (t=0.22, p=0.830). As Table 4.34 shows, the mean score was 3.51 for the PPP group, and 3.40 for the TBT group, with a difference of 0.11.

Table 4.34 Pre-test Means for PPP and TBT Groups for Part A

	n	mean	mean diff.	SD	t	p
PPP	39	3.51	0.11	2.43	0.22	0.830
TBT	48	3.40		2.62		

Table 4.35 shows the mean scores for Part B. The mean score for the PPP group was 2.21 whereas it was 2.67 for the TBT group, with a mean difference of 0.46. There was no significant difference between the two groups.

Table 4.35 Pre-test Means for PPP and TBT Groups for Part B

	n	mean	mean diff.	SD	t	p
PPP	39	2.21	0.46	1.63	1.26	0.210
TBT	48	2.67		1.78		

Table 4.36 shows the mean scores of the two groups for Part C. The mean score was 5.49 for the PPP group, and 4.65 for the TBT group. The mean difference was 0.84. The results indicated that there was no significant difference between the two groups (t=1.42, p=0.161).

Table 4.36 Pre-test Means for PPP and TBT Groups for Part C

	n	mean	mean diff.	SD	t	p
PPP	39	5.49	0.84	2.80	1.42	0.161
TBT	48	4.65		2.70		

When the means of the PPP and TBT groups for the pre-test are compared, the results showed that the performances of both groups were similar on error-correction (Part A), completion (Part B), and on matching (Part C).

To determine whether students' knowledge of passive voice increased, and whether the treatment had a significant effect on their performances on each part of the test, pre- and post-test means for the three parts of the test were compared.

Table 4.37 shows the means of the pre- and post-tests of the PPP group for Part A of the test. The mean score for the pre-test was 3.51, the mean for the post-test was 5.72, with a 2.21 increase. t-test results showed that the increase was significant suggesting that the PPP group's performance improved significantly (t=6.58, p=0.000).

Table 4.37 Pre- and post-test Means for PPP Group for Part A

	n	mean	mean diff.	SD	t	P
PPP Pre-test	39	3.51	2.21	2.42	6.58	0.000
PPP Post-test	39	5.72		2.87		

Similarly, PPP group's performance on Part B improved significantly from pre-test to post-test. In the pre-test the mean score was 2.20, whereas in the post-test, the mean increased to 3.66. The mean difference was 1.46 as seen in Table 4.38 (t=4.90, p=0.000).

Table 4.38 Pre- and post-test Means for PPP Group for Part B

	n	mean	mean diff.	SD	t	p
PPP Pre-test	39	2.20	1.46	1.62	4.90	0.000
PPP Post-test	39	3.66		1.97		

The mean score of pre-test and post-test of the PPP group are shown in Table 4.39. The mean score in the pre-test was 5.48, and it was 6.00 in the post-test, with a difference of 0.51. The results did not show a significant difference (t=1.09, p=0.284). Unlike Part A and Part B, PPP group's performance did not improved significantly for Part C of the test.

Table 4.39 Pre- and post-test Means for PPP Group for Part C

	n	mean	mean diff.	SD	t	p
PPP Pre-test	39	5.48	0.51	2.79	1.09	0.284
PPP Post-test	39	6.00		2.67		

PPP group's performance on two parts of the test, Part A and Part B, improved significantly whereas for Part C there was no improvement. To determine TBT group's

performance on each part of the test, t-tests were performed on the three parts separately.

Table 4.40 shows the pre- and post-test results of the TBT group for Part A. The mean for the pre-test was 3.39, and the mean for the post-test was 6.50, with a mean difference of 3.10. The TBT group's performance improved significantly for Part A of the test (t=8.93, p=0.000).

Table 4.40 Pre- and post-test Means for TBT Group for Part A

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	3.39	3.10	2.61	8.93	0.000
TBT Post-test	48	6.50		2.65		

In Table 4.41 means of the pre-test and post-test for Part B are presented. The mean for the pre-test was 2.66, and the mean for the post-test was 5.12, with a difference of 2.45. This increase was significant (t=8.43, p=0.000).

Table 4.41 Pre- and post-test Means for TBT Group for Part B

	n	mean	mean diff.	SD	t	p
TBT Pre-test	48	2.66	2.45	1.77	8.43	0.000
TBT Post-test	48	5.12		2.17		

Table 4.42 presents the results of Part C for the TBT group. As seen in the table, pre-test mean was 4.64, and post-test mean was 6.64, with a difference of 2.00. TBT group's performance increased significantly (t=4.85, p=0.000).

Table 4.42 Pre- and post-test Means for TBT Group for Part C

	n	mean	mean diff.	SD	t	P
TBT Pre-test	48	4.64	2.00	2.70	4.85	0.000
TBT Post-test	48	6.64		2.26		

TBT group's performance increased significantly in all parts of the test. To determine whether the improvement of the two groups on each part of the test was similar, the post-test means of PPP and TBT group were compared.

In Table 4.43, post-test means of PPP and TBT groups for Part A are presented. The mean score for the PPP group was 5.72, and for the TBT group it was 6.50, with a mean difference of 0.78, t-test results showed that there was no significant difference between the two groups (t=1.31,p=0.195).

Table 4.43 Post-test Means for PPP and TBT Groups for Part A

	n	mean	mean diff.	SD	t	p
PPP	39	5.72	0.78	2.87	1.31	0.195
TBT	48	6.50		2.65		

In Table 4.44, the means for PPP and TBT groups' post-test for Part B are shown. The mean score for the PPP group was 3.67, whereas it was 5.13 for the TBT group, with a difference of 1.46. This difference was significant (t=3.27, p=0.002), suggesting that the TBT group's performance was significantly better than that of PPP group.

Table 4.44 Post-test Means for PPP and TBT Groups for Part B

	n	mean	mean diff.	SD	t	p
PPP	39	3.67	1.46	1.98	3.27	0.002
TBT	48	5.13		2.18		

Table 4.45 presents the means of Part C for PPP and TBT groups. The mean score was 6.00 for the PPP group, and 6.65 for the TBT group, with a difference of 0.65. The results showed that there was no significant difference between the two groups (t=1.20, p=0.235).

Table 4.45 Post-test Means for PPP and TBT Groups for Part C

	n	mean	mean diff.	SD	t	p
PPP	39	6.00	0.65	2.68	1.20	0.235
TBT	48	6.65		2.26		

Post-test results of the PPP and TBT groups indicated that there was no significant difference for Part A and Part C of the test between groups. However there was a significant difference for Part B, (completion), between the two groups suggesting that TBT group improved better than PPP group in the post-test. To determine whether there was a difference in the long-term retention test for each part of the test, the two groups' means were compared.

Table 4.46 presents the means of the PPP and TBT groups for Part A of the test. The mean score was 6.10 for the PPP group, and 7.21 for the TBT group, with a difference of 1.11. The results showed that there was a significant difference between the two groups (t=2.47, p=0.016).

Table 4.46 Long-term Retention Test Means for PPP and TBT Groups for Part A

	n	mean	mean diff.	SD	t	p
PPP	39	6.10	1.11	1.96	2.47	0.016
TBT	48	7.21		2.22		

In Table 4.47 the t-test results for Part B of the test are shown. The mean score was 6.15 for the PPP group, and 6.10 for the TBT group, with a mean difference of 0.05. The results did not show a significant difference between the two groups (t=0.14, p=0.891).

Table 4.47 Long-term Retention Test Means for PPP and TBT Groups for Part B

	n	mean	mean diff.	SD	t	p
PPP	39	6.15	0.05	1.81	0.14	0.891
TBT	48	6.10		1.51		

In Table 4.48 the mean scores of PPP and TBT groups for Part C of the test are presented. The mean score was 6.92 for the PPP group and 7.21 for the TBT group, with a mean difference of 0.29. The results showed no significant difference for Part C between the groups (t=0.73, p=0.465).

Table 4.48 Long-term Retention Test Means for PPP and TBT Groups for Part C

	n	mean	mean diff.	SD	t	p
PPP	39	6.92	0.29	1.68	0.73	0.465
TBT	48	7.21		1.95		

When the means of PPP and TBT for the long-term retention test on each part of the test are compared, TBT group improved significantly better than the PPP group in terms of error-recognition (Part A). However, both groups improved equally on completion (Part B) and on matching (Part C) in the long-term retention test, as was the case for overall results.

In conclusion, the results for the 'Passive Voice' showed that two groups were similar at the beginning, and improved from pre-test to post-test. When the two groups' performance is compared; the performance of the TBT group was better than that of PPP group on the post-test and, in Part B of the test, again on the post-test. TBT group's performance was significantly better on Part A in the long-term retention, but not significantly better in overall when compared to PPP group's performance. Thus it can be said that both types of instruction provided equal benefits in this grammar topic.

4.3.Summary of the Results

Before the treatments of 'the present perfect tense' and 'passive voice', there was not a significant difference between the *pre-test* results of the PPP and TBT groups (see Table 4.49). That is, both groups' knowledge of 'the present perfect tense' and 'passive voice' was equal before the treatments.

Table 4.49 Summary of PPP and TBT Groups' Overall Results

	Present Perfect Tense			PassiveVoice		
	PPP(mean)	TBT(mean)		PPP(mean)	TBT(mean)	
Pre-test	12.11	10.54	n.s	11.21	10.71	n.s
Post-test	18.64	18.77	n.s	15.38	18.27	p=0.026
Long-term Retention	22.02	25.50	p=0.000	19.15	20.52	n.s

n.s not significant

Both groups increased their knowledge of the two grammar points during the treatments. The mean difference was 6.53 for the PPP group, and 8.23 for the TBT group on the *post-test* after the treatment of 'present perfect tense'. However, the results were not significant. No group was superior to the other in this grammar item in the post-test. But the TBT group subjects showed a slightly more significant performance than the PPP group subjects for the 'passive voice', with a difference of 2.89 on the *post-test*. The mean difference was 4.17 for the PPP group, and 7.56 for the TBT group on the *post-test* of passive voice treatment. The results show that both groups improved their performance.

For the *long-term retention test*, the t-test results indicated that there was a significant difference between the results for PPP and TBT groups in the 'present perfect tense' treatment. The mean difference was 2.48. However, t-test results indicated that there was not a significant difference between the tests of PPP and TBT subjects in the *long-term retention* test for the 'Passive Voice' treatment. The mean difference was 1.37 (Table 4.49).

As a result, it can be said that PPP and TBT groups showed a considerable improvement in both grammar topics in the short-term and in the long-term. But the TBT

group subjects showed a slightly more significant difference than the PPP group subjects in the grammar topic 'present perfect tense' in the long-term and TBT subjects performed better for 'passive voice' in the short-term. However, both groups performed equally well for 'passive voice' in the long-term.

When the types of questions were taken into account for 'tense' treatment, the results showed a significant difference for Part C, matching type of questions of the test. PPP group did better with a mean difference of 1.25 in the *pre-test* whereas there was no significant difference in terms of question types of the test between groups in the *post-test*. In the *long-term retention test*, there was a significant difference between groups for error correction part and completing items part of the test. TBT group was more successful for part A and B (Table 4.50).

Considering type of questions of the test, there was not a difference between groups in the *pre-test* for 'passive voice' treatment. In the *post-test* TBT group showed slightly more performance on Part B, completing items of the test, with a mean difference of 1.46. In the *long-term retention test*, TBT group did better than PPP group on Part A with a difference of 1.11.

Table 4.50 Summary of PPP and TBT Groups' Test Type Results

	Present Perfect Tense				Passive Voice		
		PPP/mean	TBT/mean		PPP/mean	TBT/mean	
Part A	Pre-test	2.30	2.52	n.s	3.51	3.40	n.s
	Post-test	4.84	5.63	n.s	5.72	6.50	n.s
	Long-term Retention	5.30	7.25	p=0.000	6.10	7.21	p=0.016
Part B	Pre-test	3.82	3.27	n.s	2.21	2.67	n.s
	Post-test	6.32	6.04	n.s	3.67	5.13	p=0.002
	Long-term Retention	8.05	8.90	p=0.009	6.15	6.10	n.s
Part C	Pre-test	6.00	4.75	p=0.005	5.49	4.65	n.s
	Post-test	7.48	7.10	n.s	6.00	6.65	n.s
	Long-term Retention	8.68	9.35	n.s	6.92	7.21	n.s

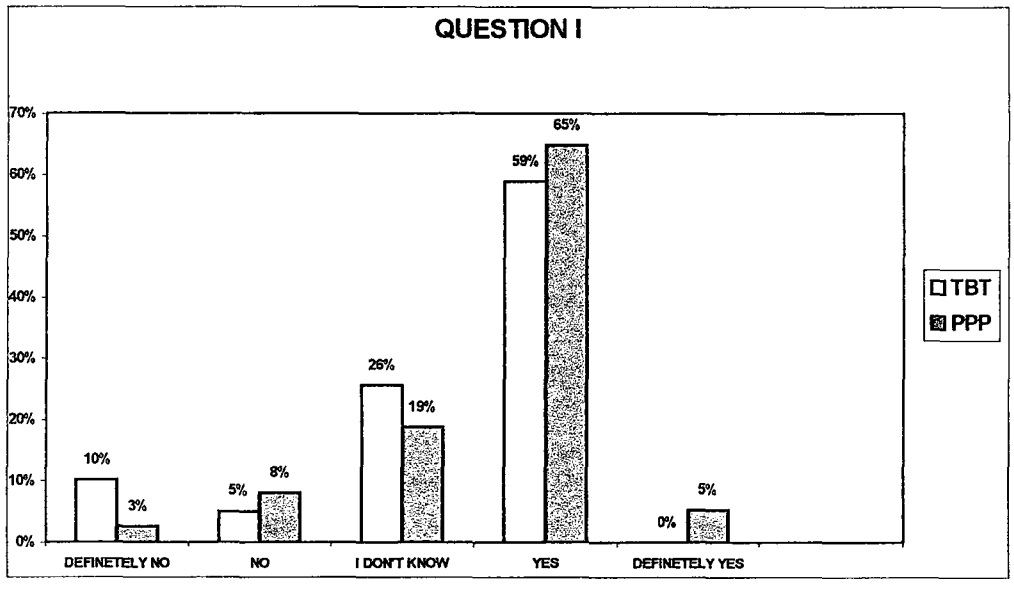
n.s not significant

4.4.Opinion Questionnaire

An opinion questionnaire, prepared on the basis of the both PPP and TBT considerations for instruction, was given to both groups after the treatments. 39 students in TBT group and 37 students in PPP group answered the questions. The answers to the questions were evaluated as follow.

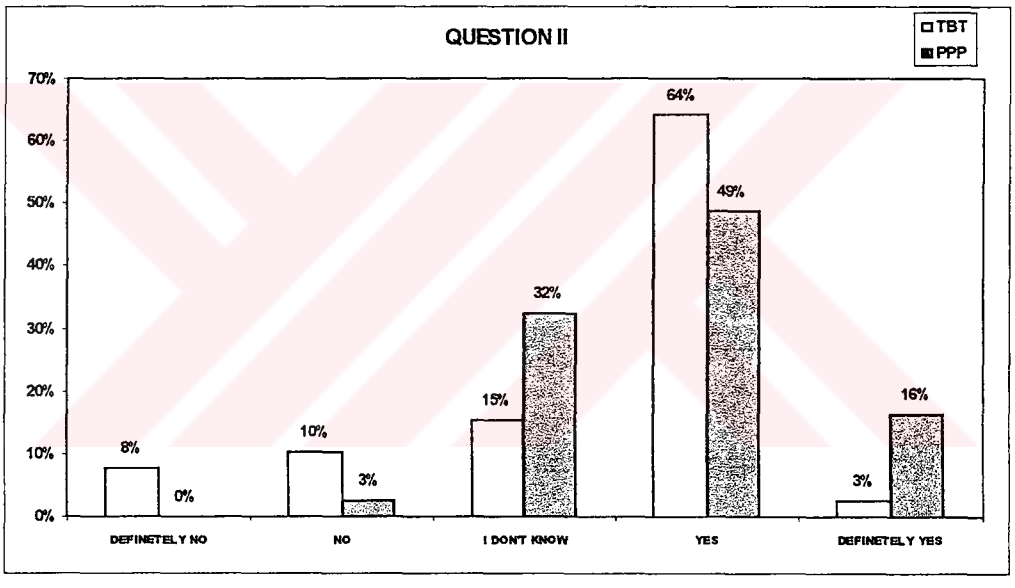
The first question was "Do you believe you have learned the *uses* of the two structures?" As Figure 1 presents, 10 % of the students in TBT group answered the first question as 'definitely no' and 5 % said 'no', 26 % of the students said 'I don't know', 59 % of the students preferred 'yes' and no one chose 'definitely yes'. As for the students in PPP group, 3 % of the students preferred 'definitely no' and 8 % answered as 'no', 19% of the students chose 'I don't know', 65 % students answered as 'yes' and 5 % chose 'definitely yes'. These results suggest that there are slight differences in the choices of the students in TBT and PPP groups. It can be said that more TBT learners believed that they could not grasp uses of the items completely whereas more PPP learners stated that they learned the uses. This may be because of the instruction type they have been exposed to before. TBT students might have thought that since they were not given the uses explicitly, they were not learning.

Figure 1 Percentage of responses to whether students have learned the uses of the two structures. (Question 1)



The second question was "Do you believe you have learned the *rules* of the two structures?" For this question, asking about the rules of the items, as seen in Figure 2, 8 % of the TBT group students answered as 'definitely no' and 10 % said 'no', 15 % of them preferred ' I don't know', 64 % of the students said 'yes', and 3 % of TBT learners said 'yes'. In PPP group no one answered as 'definitely no', only 3 % of the students said 'no', The percent of the learners who did not know whether they have learned or not was 32, 49 % of them said 'yes', and 16 % preferred 'definitely yes'. The results show that both TBT and PPP learners believe they learnt the rules of the items.

Figure 2 Percentage of responses to whether students have learned the rules of the two structures. (Question 2)

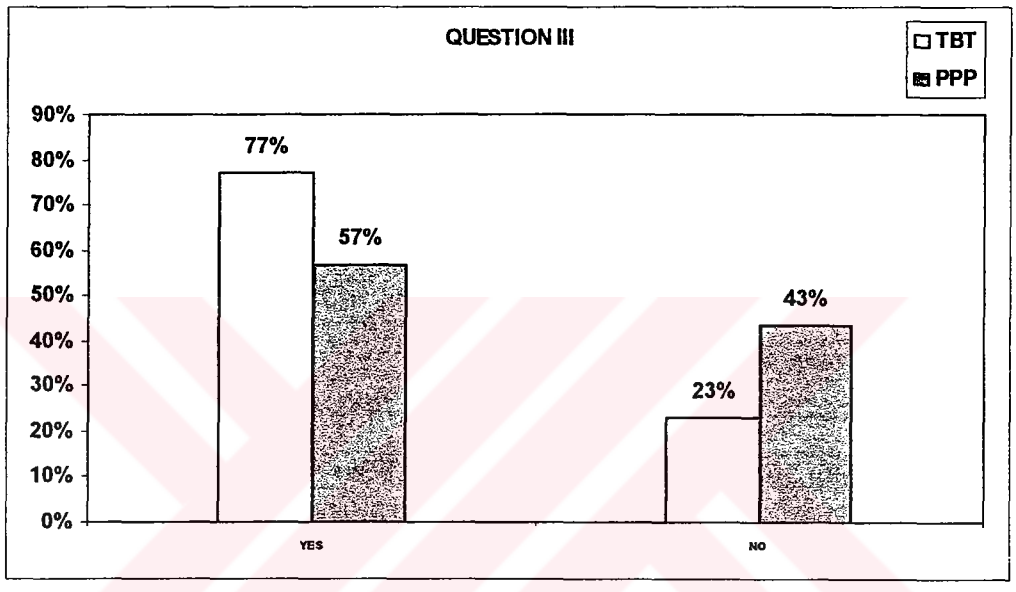


The third question was "Was it effective to focus on the errors to learn the structures?" As seen in Figure 3, 77 % of TBT group learners answered as 'yes', and 23 % of them chose 'no'. As for the PPP group 57 % said 'yes', and 43 % said 'no' for the question three, asking about the role of error correction.

Although, both PPP and TBT types of instruction regard errors to some extent, they deal with errors in different ways. To see the effect of difference in error-correction, this question was also asking for the reason of students' choices: why *yes* and why *no*. Answers were categorized as

18 % of TBT learners said that self-correction provided comprehension. 15 % of them stated that there should be much more teacher correction for the errors and teacher should explain every error. 32 % of PPP learners mentioned that there is no benefit of error- correction and explained that they easily forgot the corrected aspects.

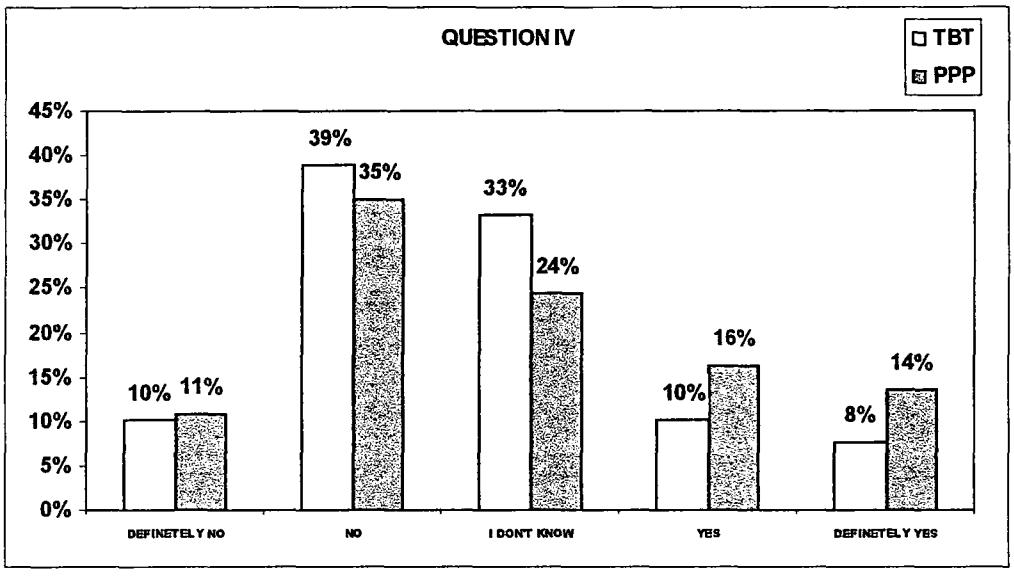
Figure 3 Percentage of responses to whether it was effective to focus on the errors in learning the two structures. (Question 3)



The fourth question was "How beneficial is it to do mechanical exercises in learning the structures?" As Figure 4 reveals, for TBT group 10 % said 'definitely no', 39 % said 'no', 33 % of the learners answered as ' I don't know', 10 % chose 'yes' and 8 % chose 'definitely yes'. For PPP group 11% answered as 'definitely no', 35 % preferred 'no', 24 % of the learners had no idea, and 16 % of them said 'yes' and 14 % chose 'definitely yes'.

Many PPP learners approved of this kind of drills positively. On the other hand, while some TBT learners felt a need for this kind of drills, a few students stated that these kinds of drills were boring since they were nearly similar exercises. PPP learners' approval was that "these kind of drills are beneficial for the exams at school".

Figure 4 Percentage of responses to the benefits of mechanical exercises in learning the two structures. (Question 4)

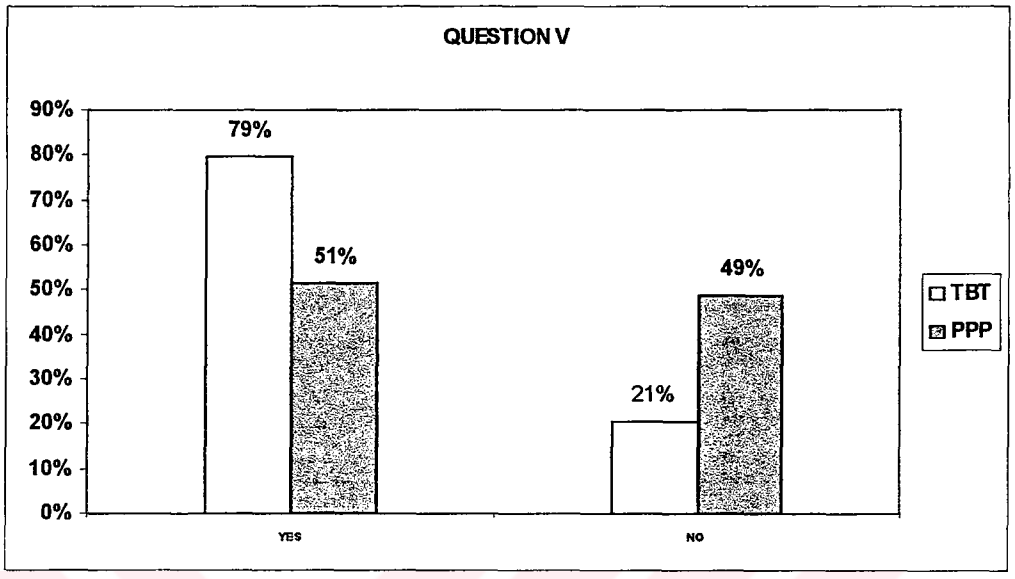


The fifth question was "How much was homework useful in learning the structures?" 79 % of TBT learners' responses were 'yes', and 21 % of their responses were 'no', 51 % of PPP learners chose 'yes', and 49% chose 'no' (Figure 5).

While majority of TBT students thought that homework was beneficial, only about half of the PPP students felt homework helped their learning. PPP learners commented that homework was a repetition of samples done in the classroom. As a matter of fact, 25% suggested that they should not be given homework at all or homework should be on much more interesting topics.

On the other hand, TBT learners regarded homework as related to agenda, interesting, and creative. TBT learners mentioned that by doing homework, they are not only interested in different things, but also they research for various things. PPP group students were against being given homework. But TBT group students mainly enjoyed and regarded homework necessary. Since homework is considered in different ways, the indication was probably aroused from this point.

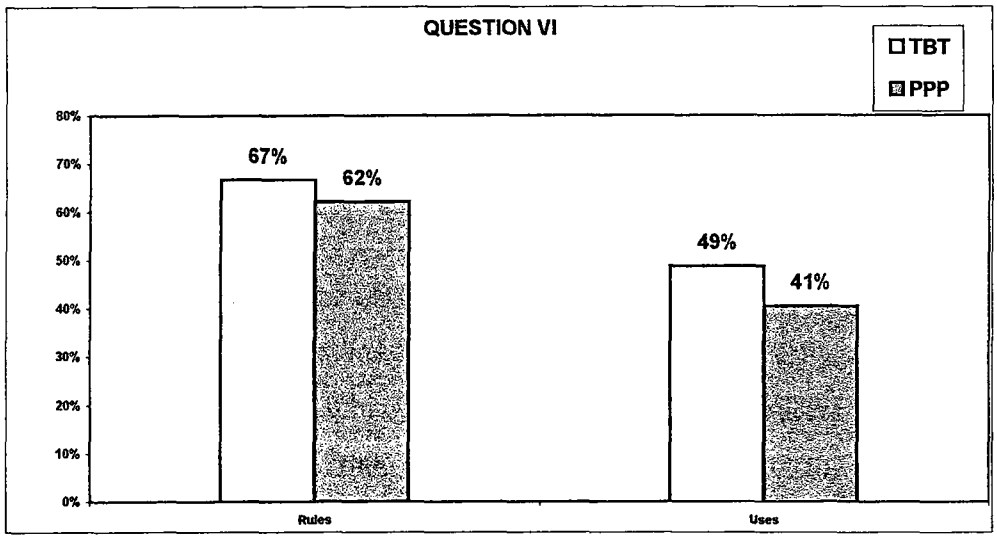
Figure 5 Percentage of responses to the usefulness of homework in learning the two structures. (Question 5)



Question 6 consisted of two parts. The first part of the question was "What did you learn through the given instruction? *Rules*?" Percentage of 'yes' and 'no' responses were similar for both groups as seen in Figure 6. 67 % of TBT students and 62 % of PPP students said 'yes', 33 % of TBT students 38 % of PPP students said 'no'.

The second part of the question was "What did you learn through the given instruction? *Uses*?" 49 % of TBT group students said 'yes' while 51 % of them said 'no'. 41 % of PPP group learners said 'yes', and 59 % of them said 'no' (Figure 6).

Figure 6 Percentages of responses to whether students have learned the rules or the uses of the two structures. (Question 6)

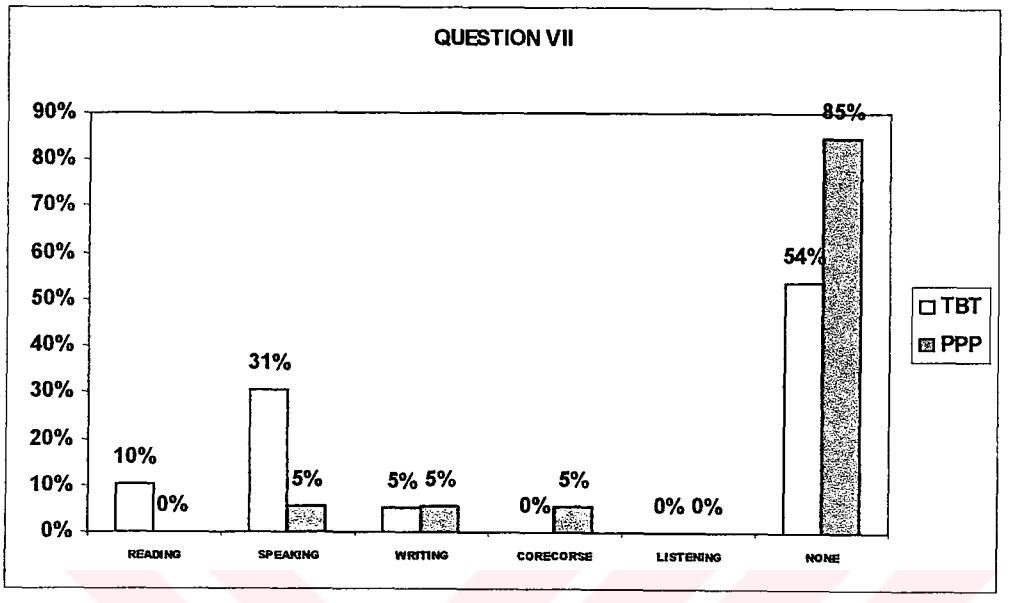


The seventh question was "Was the instruction beneficial for the other skills?" The results are presented in Figure 7. For the TBT group, grammar instruction helped 10 % reading skills, 31 % speaking skills, 5 % writing skills. They felt that the instruction had not helped them in the core course and listening. 54 % of the TBT group said that the instruction had no benefits for any lesson. For the PPP group 5 % felt that the grammar instruction helped them improve their speaking skill, 5 % writing skill, and 5 % core course. The majority of students, 85 %, felt that the instruction had no benefit for any skill.

TBT learners felt that the grammar instruction they have received had a positive effect on their speaking skills. What they got use of through instruction was improvement in vocabulary and expressions as they mentioned in the questionnaire. However, approximately half of the TBT group felt that they got no use of the instruction.

On the other hand only a small number of PPP group felt that they achieved benefits for certain skills, but majority felt that the instruction did not help them in other skills.

Figure 7 Percentage of responses to whether the instruction was helpful for the other skills. (Question 7)

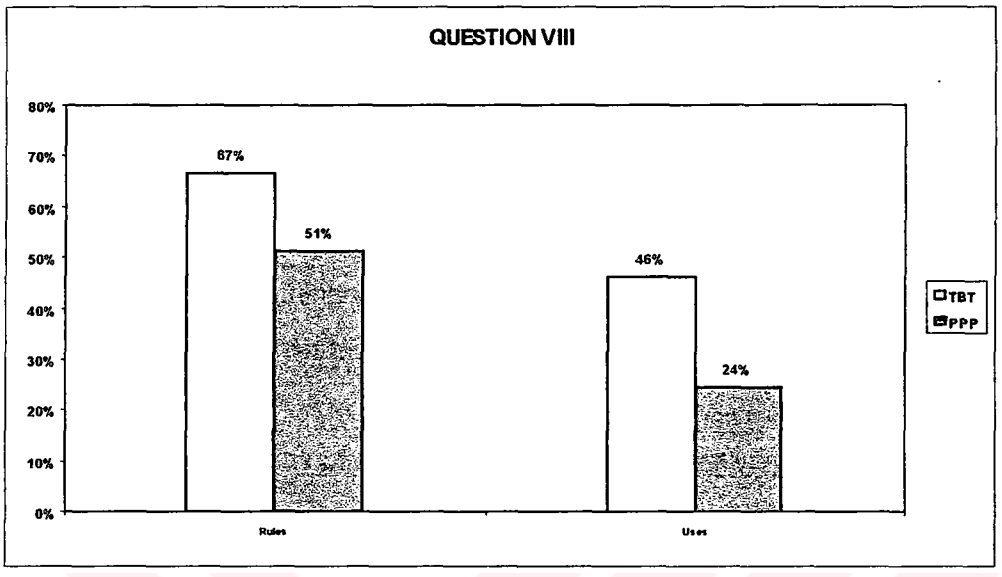


Question 8 also consisted of two parts. The first part of the question was "What do you think about the materials used? Were they helpful in learning the *rules*?" 67 % of the TBT learners said 'yes' while 33 % said 'no'. For the PPP group 51 % said 'yes' and 49 % said 'no' as seen in Figure 8.

The second part of the question eight was "What do you think about the materials used? Were they helpful learning the *uses*?" 46 % of the TBT students preferred 'yes', and 54 % preferred 'no'. On the other hand, 24 % of the PPP students said 'yes', and 76 % said 'no' as seen in Figure 8.

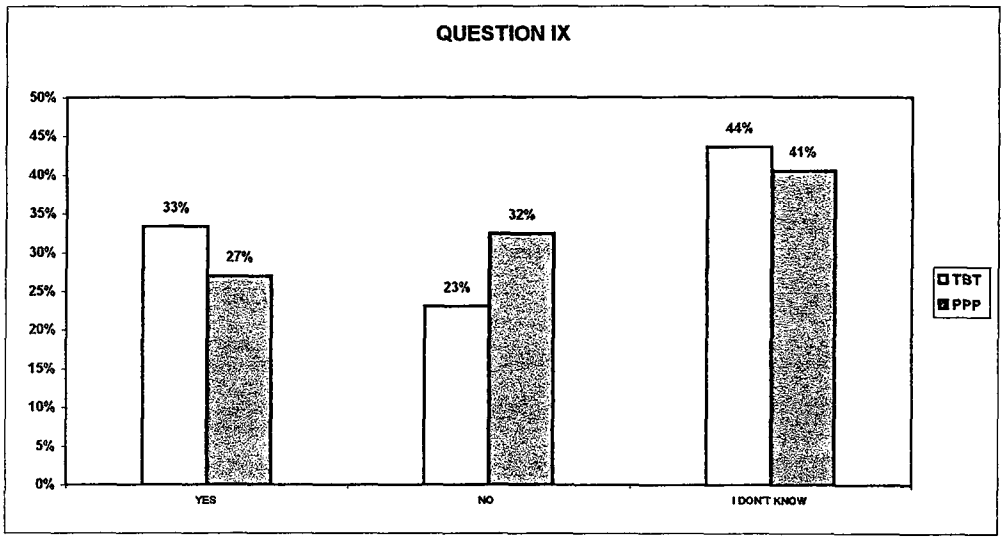
TBT learners were more positive than PPP learners about the materials used. The PPP learners defined the materials as boring, rule-based and complex whereas TBT learners defined the materials as related to the agenda.

Figure 8 Percentage of responses to whether the course materials were helpful in learning the rules or the uses of the two structures. (Question 8)



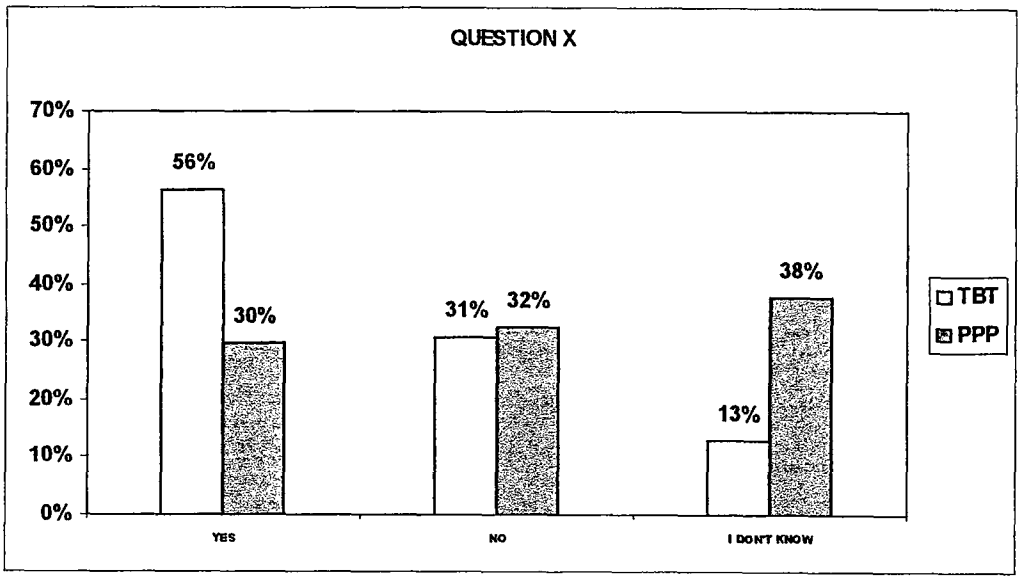
The ninth question was "Have you learned anything useful for real life with the given instruction?" As seen in Figure 9, for the TBT group 33 % said 'yes', 23 % said 'no', and 44 % of the students answered, 'I don't know'. As for the PPP group answers were 27 % 'yes', 32 % 'no', and 41 % ' I don't know'. PPP learners stated that they just grasped the rules; whereas TBT learners stated that the instruction they received helped them improve their speaking, writing and reading skills.

Figure 9 Percentage of responses to whether the given instruction helped students in real life situations. (Question 9)



The tenth question was "Do you think you have learnt well with the instruction type you received?" As seen in Figure 10, TBT learners' answers were 56 % 'yes', 31 % 'no', 13 % ' I don't know'. In contrast, 30 % of PPP students said 'yes', 32 % said 'no', and 38 % were undecided. However, more TBT learners agreed that they learnt the items according to the given answers.

Figure 10 Percentage of responses to whether students feel they have learned the two structures well with the instruction type they received. (Question 10)



The last part of the questionnaire asked the students suggestions for " How can you learn better?". For this comment part both PPP and TBT groups' answers can be categorized based on the ideas mainly for *the material*, *the skills*, and *the way they deal with the materials*.

PPP learners stated that the materials were not interesting, required memorization, and were not related to the agenda. They added that if such kind of materials were not used, grammar classes would be much more interesting. For skills, PPP students mentioned that they needed more speaking practice. They wanted to see the uses of structures through watching and listening to authentic sources such as films, songs. Depending on how materials are dealt with they wished to make logical assumptions while working on the materials and wanted to interact with their friends.

TBT learners stated that visual materials were helpful, and fascinating, and added that they enjoyed the tasks in which they practiced through the materials. About the skills they stated that it was nice to deal with all skills in a grammar class and they learned better when they tried to speak or read or write or listen. For the way the materials dealt with they stated that working in groups was enjoyable and they felt relaxed while working in pairs or groups.

The opinion questionnaire was administered to see students' reactions to the type of instructions they were given. According to the answers, more PPP students believed that they learned the rules and uses of the two structures while some TBT students felt that they did not learn the uses. TBT group students thought that error-correction was beneficial, however, the majority of PPP students felt that error-correction had no benefit. Despite finding mechanical drills boring, PPP students stated that the drills were helpful, especially for the exams. On the other hand, some TBT students commented that they need these kind of drills. The majority of the TBT group regarded homework as helpful whereas fewer PPP students felt that homework helped their improvement. The TBT group felt that the instruction they received had an impact on other skills courses while PPP group mentioned that the instruction had no benefit for any skill. Materials were defined to be interesting by TBT group while they were

defined to be boring by PPP group. Many students in both groups stated that materials helped them in learning the rules, rather than the uses of the two structures. More TBT learners than PPP learners felt that the instruction they received had a positive effect in real life situations. In general, the TBT students felt that the instruction they were given definitely helps them in learning. The PPP students suggested a need of improvement in materials and in the way they work with the materials while the TBT students were satisfied with the instruction they received.

5.DISCUSSION AND CONCLUSION

5.1.Discussions

The aim of this study was to determine whether Presentation-Practice-Production (PPP) paradigm, or Task-Based Teaching (TBT) would be more effective on students' improvement of grammatical structures 'present perfect tense' and 'passive voice' in the short-term and in the long-term. Another aim of the study was to find out the students' opinions about the two types of instruction in teaching grammar.

The overall results of the pre-tests for both structures showed that there was no significant difference between the two groups. Thus, the two groups given, PPP and TBT instruction were similar in terms of their knowledge at the beginning of the two treatments. However, the results based on the types of questions in the test indicated a significant difference. The pre-test results for present perfect tense showed a significant difference (with a 1.25 mean difference) for Part C (matching type of questions) whereas there was not a significant difference for Parts A and B. The reason for this difference may be that students might have been familiar with this type of questions from other courses they were studying. The results were non-significant for any part of the test for *passive voice* treatment suggesting that the two groups had the same amount of knowledge about this structure prior to the treatment.

Both TBT and PPP group subjects improved significantly from the pre-test to the post-test. The pattern was the same when the pre- and long-term retention tests were compared. The results showed that both groups retained their knowledge in the long-term as well. The overall results showed that there was no significant effect of type of instruction after the treatments for *present perfect tense* whereas there was a significant effect of instruction for *passive voice*. The two groups' improvement was similar for tense, but TBT group performed better than the PPP group for passive voice in the short-term. For long-term retention, the results indicated a significant difference between groups for *present perfect tense*. The performance of TBT group in the long-term retention test was significantly better than that of PPP group. For the passive voice,

however, both groups' performance was similar. There was no significant difference between the two groups.

However, the results based on the *type of questions* in the test revealed some interesting findings. The results for Part B of the test for the 'passive voice' showed that TBT group performed better than the PPP group in the completion part of the test with a mean difference of 1.46. Similarly, though with little mean difference, 0.85, TBT group was better in Part B of the test for the 'present perfect tense'. TBT group was more successful in the Part A, error-correction type of questions in the long-term retention test for both structures. Even though students are not familiar with this type of questions in testing, they probably progressed through TBT instruction.

The results of between group comparisons suggest that the instruction types compared in this study were equally beneficial. While there was no significant difference between the performances of TBT and PPP groups in the post-test for present perfect tense, the performance of the TBT group in the long-term retention test was significantly better than that of the PPP group. This is in accordance with the arguments of task-based teaching-grammar topics taught via TBT is retained longer. However, this finding does not hold true for the passive voice. While the performance of the TBT group was significantly better than that of the PP group in the post-test, there was no significant difference between the performances of TBT and PPP groups in the long-term retention test.

Thus, although the results of this study do not conclusively show that TBT instruction was more beneficial than PPP instruction for the two grammatical structures, the responses to the opinion questionnaire suggest that students in the TBT group felt that the grammar instruction they received was more enjoyable, more relevant to the use of language and more applicable in other skills courses.

As students in TBT group were taught the structures through real life tasks, their approach to grammatical structures changed. They stated that they began to perceive grammar as an essential part of a language, a mechanism which enables them to express

themselves orally and written, to comprehend others and to read in that language, rather than a set of rules in grammar books. Students' motivation increased, one of the requirements for enhancing learning in the classroom (Willis, 1996). This is also in accordance with Anderson's (1999) conclusion in which Web Page Task was effective in raising students' motivation. Different from TBT learners, PPP group was able to grasp only the structures, not the uses. They stated that they did not feel that practicing these structures were beneficial. In their general assessment of the instruction type, the results supported this view- more TBT students (56%) considered the instruction given as a good model of teaching whereas fewer students in PPP group (30 %) stated that they learnt well through the given instruction.

Students in TBT group stated that self-correction was helpful for comprehending the structures better whereas students in PPP group felt that they got no use of error-correction. On the other hand, there were some students in TBT group who asked for direct teacher correction and error explanation.

PPP group regarded mechanical exercises as useful for their short-term purposes such as passing an exam rather than acquiring the language taught. On the other hand some TBT students asked for these type of exercises. Because they might have thought that all they learned about the structures need to be given explicitly and the students were probably unaware of the fact that the tasks they did in the TBT form the basis of their knowledge of the structures they had.

Homework was considered as dull and repetitive of similar examples by PPP group and 25% of them wanted not to be given such kind of homework. In contrast, TBT group described homework as enjoyable and stated that they researched for their homework, which recommends that they were motivated. Because the homework given in TBT group mainly created interest in students' to perform different tasks, this supports Ellis' (1993) suggestion that language teachers can increase students' motivation in carrying out various activities. From another point of view students opinions suggest that what motivated them was the topic of the tasks. Seedhouse (1997) also states that learners' participation increases if they choose the topic to talk about in

his study in which reformulation tasks were used. There is evidence from students' opinions that TBT can be suggested to help for other skills whereas PPP offered no benefits in general. According to the given answers among TBT students, 10% for reading, 31 % for speaking, 5% for writing, a total of 46%, and among PPP students 5% for speaking, 5% for writing, 5% for core course, a total of 15% stated usefulness. 54% of TBT group and 85% of PPP group claimed to have no benefit of instruction for other courses. The students in TBT group stated that they began to form more complex sentences in writing and speaking and they became more fluent. These opinions of the students is in accordance with Skehan's (1998a) claim that tasks were stated to be effective by TBT students since the students shared information; that is they interacted and they planned that information, and they had different goals while performing the tasks. According to the answers, the lexical and structural studies in TBT helped them a great deal in reading.

Despite the fact that this study did not aim to evaluate the materials used, students' opinions need to be considered as a valuable insight. Based on the responses in the questionnaire, TBT learners stated that they enjoyed the material, but PPP learners stated that they did not. This suggests similar ideas as for the homework and mechanical drills in PPP group, emphasizing boredom and complexity within them. The ideas reveal for TBT learners that material maintained interest like homework and tasks. Students in TBT group were expected to regard the materials used to be more effective for uses; functional purposes. Students in both groups thought that the materials were useful in teaching both the rules and uses of the structures. All the same, more students in TBT group found the materials effective, 67 % in TBT group whereas 51 % in PPP group.

This study also revealed some other suggestions when compared to the studies mentioned in Chapter 3. Öncü's (1998) study suggested that grammar-consciousness raising tasks provided more significant performance though both types of instruction were effective in the short-term. In addition, in Fotos' (1994) study, grammar-consciousness raising tasks were defined to be more successful type of instruction, which provided students retain improvement in the structures and also in negotiations.

The present study indicated that TBT was more effective in the short-term for 'passive voice'. Moreover, this instruction type was found to maintain more success in the long-term for 'present perfect tense'.

Although processing instruction group did better in aural interpretation task in the short-term in the study of Benati (2001), for all three tasks used in the study, both groups did well in the long-term suggesting that both instruction types; output-based and processing, had durable effects of the structure on the students' success. Based on the results of questions type in the present study, TBT helped the students do better on completion type of questions, which require production, for *passive voice* in the short-term and for *present perfect tense* in the long-term. Besides, when the students' improvement for error-correction type of questions is considered, task-based teaching can be suggested to be more beneficial than PPP.

As a conclusion, the data indicates that task-based teaching is more effective in the long-term for teaching 'present perfect tense' and in the short-term for teaching 'passive voice' in terms of students' overall improvement. However, there is no difference between TBT and PPP types of instruction in terms of improvement for the first structure in the short-term and for the second structure in the long-term.

5.2. Conclusion

The question of how 'grammar' of a language can be presented to language learners has led numerous investigations in language teaching area. Studies on effects of tasks (Anderson, 1999, Dyer, 1995, Foster, 1996, Seedhouse, 1997, Nobuyoshi & Ellis, 1993, Fotos, 1994, Öncü, 1998) have shown that students have a better improvement in language learning through the use of tasks. Though some research findings suggest equal benefits of PPP paradigm compared to other types of instruction (Fotos, 1993, Öncü, 1998, Fotos & Ellis, 1991, Cantürk, 2001), there are also studies indicating PPP paradigm to be less effective (Van Patten & Cadierno, 1993; Van Patten & Sanz, 1995, in Gass, Mackey, Alvarez & Fernandez. 1999). Considering the results of these studies, the aim of this study was to determine whether there were differences in terms of

improvement in the two grammatical structures: 'present perfect tense' and 'passive voice' between PPP group which was exposed to PPP paradigm and TBT group which received instruction in which 'listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, creative' tasks were used based on Willis' framework (see 1.2.2.2). Therefore, to see the effectiveness of two different types of instruction on different grammatical structures, this study aimed to answer the following questions.

Is TBT or PPP more effective in short-term grammar learning?
Is TBT or PPP more effective on students' long-term learning?

Both in short-term and long-term learning of the two grammatical structures, the two instruction types enabled students to improve their knowledge of the two grammar topics taught. However, the results showed a significant difference between the groups in terms of improvement for 'present perfect tense' in the long-term, for 'passive voice' in the short-term, but not in the short-term for the former and in the long-term for the latter grammatical structure. In the case of significant difference, the performance of the TBT group was better. The improvement based on question types of the pre/post/long-term retention test indicated a significant difference between groups in terms of error-correction and completion types of questions. TBT group's improvement was higher for error-correction for the both grammatical structures in the long-term. TBT group's success was also better for completion type of questions for 'present perfect tense' in the long-term and for 'passive voice' in the short-term.

Thus the results suggest that TBT type of instruction provided more improvement in 'present perfect tense' in the long-term and in error-correction type of questions. On the other hand this pattern was only similar in type of question: error-correction for 'passive voice', but not in overall.

What are the students' reactions to the type of instructions used? A questionnaire was administered to find out students' reactions to the two types of instructions. The responses offer some note-worthy suggestions. In terms of students' opinions, task-

based teaching was favored more than the PPP paradigm, but there were learners who preferred traditional activity types because they believed that traditional activity types were more beneficial, mainly for the exams. Context has a great role for some grammatical items more than other items, one of them is tense usage (Petrovitz, 1997). The PPP paradigm offers learners exercises containing non-contextualized sentences after a rule presentation. This kind of instruction does not help learners to master a grammatical item even though they can do well with these exercises. It was shown in this study that TBT offered learners context whereas PPP presented them with non-contextualized activities. Students felt that such activities were boring, complicated and meaningless.

TBT approaches *types of exercises* differently than PPP. In order to compare the effectiveness of TBT and PPP in teaching 'present perfect tense' and teaching 'passive voice', the TBT group were supplied with tasks, which offered them purposeful and enjoyable activities in the classroom. The PPP group was taught the same grammatical structures through traditional type of exercises that were regarded as boring.

From the results of the present study it can be concluded that, based on the grammatical structure, TBT is more effective than PPP on students' achievement. But some students may not react using TBT in grammar classes positively (or they may prefer PPP paradigm). However, when teachers' and learners' roles taken into account in applying task-based approach, through meaningful interaction and negotiation and through decision-making co-operatively, teachers and learners can be responsible to create and promote learning opportunities in class as Kumaravadivelu, (1991) argues.

It is also observed that the learners taught by TBT were enthusiastic and willing as mentioned by the students to the teacher orally. As argued by Willis (1996), students were more confident while doing pair and group work. TBT also enabled students to provide corrective feedback to each other, situations to speak about and cooperative use of language. This was also mentioned by students as the answer for one of the questions in the questionnaire.

5.3. Suggestions for Further Studies

This study was conducted with only two grammatical structures. Therefore, these results cannot be generalized to other grammatical structures. Thus a further study in which different grammatical structures are taught is necessary.

This study was conducted with lower-intermediate students. Further studies with different proficiency level students should be conducted.

Student' performances can be analyzed in terms of linguistic output as the students had been quite creative in using language while doing tasks.

APPENDIX 1

Task-based lesson plan (1)

Aim

To introduce topic of medical history and give class exposure to topic-related talk, to activate and highlight useful words and phrases.

Starting points

A medical form, teacher's personal experiences.

Pre-task

1.Students read the medical form quickly (Larsen-Freeman, 2000a: 197).

Quickly read the following medical form

Medical history
Name: Michael James Harris
Sex: Male
Date of birth: 5/13/56
Marital Status: Single
Height: 5ft 11in
Weight: 185lbs
Serious Illness (es): None
Time in hospital: May 1973. Broke both legs in traffic accident
Smoking: Stopped ten years ago
Eyesight: Wears glasses for reading; started in 1987
Drinking: 1 glass of wine with dinner
Allergies: None
Present problem: Headaches
When problem started: 2 months ago

2.Teacher talks about her own medical history depending on the items in the sample medical form.

3.Students brainstorm on words and phrases as a mind map words about serious illnesses, allergies, smoking, eyesight, drinking, present problem. Bring theme round to 'Think about your own medical history.' Students think about their own health.

4.Students read the doctor's report on Michael Harris (Larsen-Freeman, 2000a: 199).

Report on Michael Harris

Michael Harris spoke with me yesterday about serious headaches. He has had headaches for two months. His previous medical history is good. He hasn't had serious illness. In 1973, he was in the hospital for three weeks, when he broke both legs in a car accident. He doesn't smoke; now; he stopped ten years ago, and he hasn't smoked since that time. He wears glasses when he reads and he has worn them since 1987. He drinks a little wine with dinner every night.

I examined Mr. Harris and did several tests. I asked him to return next week.

5.Students classify the patient's health problems as past, present, and still continuing problems.

6.Students complete the dialogue between the doctor and Mr. Harris (Larsen-Freeman, 2000a: 200).

1. Do you drink? _____?
   Yes, a little. I drink a glass of wine with dinner every night.
2. _____?
   Yes, I do. I wear them when I read.
3. _____?
   I started wearing them in 1987.
4. _____?
   Yes, I've worn them since 1987.
5. _____?
   No, I don't smoke now.
6. _____?
   I stopped ten years ago.
7. _____?
   No, I haven't smoked since then.
8. _____?
   Yes, I have had these headaches for two months.

Task cycle

Task:

Students work with a partner. They ask and answer about each other's medical history based on similar questions which the doctor asked Mr. Harris. Students then come together with another pair to compare their medical histories. They write down the common or different points they have.

Planning:

Each group of four writes their medical histories to tell to the class.

Report:

A few groups read out their medical report. The other students in the class listen to the reports and they note down the things they have in common.

Language Focus

Analysis and Practice:

1.Based on Mr. Harris' report. Students circle the verb form used after 'has'. One group's report of four students is written on board and correction of present, past and present perfect forms in sentences are done by whole class.

2.What kinds of words or phrases follow 'since' and 'for'? This is highlighted from the written reports.

3.The examples of present perfect sentences show that the actions are unfinished and still in progress. Then students are asked to write about other actions, which still continue in their lives.

Task-based lesson plan (2)

Aim

To introduce topic of bad and good experiences.

Starting points

Some postcards of cities in Turkey, pictures of famous places in the world, some animals, vehicles, titles of well-known books, plays, films, a list of feeling expressions. Students were told to collect the above materials in advance. The list and pictures were designed by the teacher as a worksheet before the class hour. In the worksheet there are three parts. A list of verbs in past participle form e.g.: ridden, driven, seen. A list of feeling expressions such as worried, love. A set of pictures consisted of famous places, vehicles, animals.

Pre-task

1. Students in pairs are given a sheet of pictures and a sheet of feeling expressions.

2.Another sheet, which consists of related verbs in past participle form is distributed one per pair.

3.They match the verbs that can be related to each item and add other verbs that they think of which are related to the items.

4.Students read the conversation between Kate and Rose while noticing the questions in the conversation (Higgins, 1983: 16).

Read this conversation

KATE	Rose, have you ever been to Scandinavia? I haven't.
ROSE	Well, I've been to Norway, but I've never been to Denmark or Sweden. And I've never been to Finland.
KATE	Have you been to Oslo?
ROSE	Yes, I spend ten days in Oslo.
KATE	Have you ever been there in the winter?
ROSE	No, we went there in the summer.
KATE	Then I suppose you've never skied in Norway?
ROSE	No, I've skied in Austria and Italy, but nor in Norway. Why are you so interested in skiing in Norway?
KATE	Well, I met a Norwegian last week, and he's asked me to visit his family in Oslo next Christmas, that's why.

Task cycle

Task:

Students in pairs ask and answer about each other's experiences by using the following work sheet (Larsen-Freeman, 2000-b: 235) and the given sheets with pictures and feeling expressions. They learn a few details about the event if it has been experienced, for instance; when, where, with whom... that event occurred.

Work with a partner. Take turns asking each other these questions. Ask at least ten questions. You can use the suggested topics or make up questions of your own.

1. Have you ever . . . (ridden a horse, been in love, seen a flying saucer . . .)
2. How many times have you ...(eaten Chinese food, taken to TOEFL, driven a motorcycle . . .)
3. Name three things you have never done, but would like to do.
4. Name three things you have done that you don't want to do again.

Report:

Students write down in a paper about the experiences of his/her partner's. The papers are collected and distributed randomly so that everyone would not receive his/her own and partner's. A student is chosen and s/he reads the information in the piece of

paper s/he has. At that time the other students try to guess who that person is. Or the class can ask one student having somebody's paper some yes/no and wh- questions. According to the answers that student gives they will find out whose experiences those are. (Students would write their names before papers are distributed.)

Language Focus

Analysis and Practice:

1.Based on students' questions used in pair-work, how to form 'yes/no and wh-questions in present perfect' is emphasized on the board.

Follow-up Task

Students select the saddest, funniest, most memorable, interesting experiences and write them as a class survey.

Task-based lesson plan (3)

Aim

To introduce topics of professions and advertisements.

Starting points

Ads from newspapers, a job application letter and a job interview.

Pre-task

1. Students are grouped according to their departments. They write down a list of the qualities needed for particular jobs related to their area of study i.e. (a director, a journalist, an engineer, a designer, an artist, etc.)

2.Then a pile of ads, which were collected by the teacher in advance, is given to the groups. They match the related qualities of the job in the ads and their lists. Their lists will be used while writing their application letter in task 1.

3.Students in groups examine both the job advertisement "Exciting Opportunity" and the letter received by the company in

answer to the ad. They see the relation of the qualities and the requirements of the ad. Students talk about reasons if the person can get the job or not (Larsen-Freeman, 1983: 134-135).

EXCITING OPPORTUNITY
for the right person. Are you independent and adventurous?
Requirements:
* knowledge of other cultures
* ability to speak at least one foreign language
* flexibility
* must enjoy working with other people and like travel.
Interested?
This difficult but well-paying job.
Write Box 392,giving a short description of your previous experience.

I am writing about the job in today's paper.

I graduated from high school in 1978. I have had experience in many different fields. I have worked as a typist, receptionist, sales assistant and teacher. I have traveled extensively and have learned Spanish, French, and Italian.

In 1979, I went to Europe. First I worked as a tour guide and helped American tourist in Paris, France. After that, I moved in Barcelona, Spain, for three months and taught English conversation to children. In 1985, I returned to the United States, and I was a receptionist at a beauty salon for six months. In 1986, I left the United States again, and for two years I gave sailing lessons on charter yachts in the Caribbean. I finally came home to the United States in 1989 and took a job at City Bookstore.

As you can see, I have worked with a lot of different people, and I have experienced different cultures. In all my jobs, I have enjoyed meeting other people. I believe this experience makes me a good candidate for the job.

Sincerely,

Nancy martin

Do you think Nancy Martin is a good candidate for the job? Why do you think so?

Task cycle 1

Task:

Students on their own write an application letter to the ad which is eliminated due to their area of study.

Planning:

Students join together with the former groups in order to choose the good candidate for the job. Every member of the group reads others' application letter in their group and note down the most important qualities to give their reason of choice.

Report:

Each group announces their candidate for the job to the class by reading the reasons of their choice.

Task cycle 2

Task:

Students in every other group read the ad about the job which an other group members have written an application letter in answer to the ad. They interview the chosen candidate. They try to collect the information, which was written by the candidate in his/her application letter before.

Planning:

Each group writes a note on approval or non-approval of the candidate.

Report:

Each group tells the class either they agree with the chosen candidate or not by ranking the three most reasonable characteristics of that person.

Language Focus

Analysis and Practice:

A randomly chosen application letter is written on the board. If any change is required in the tenses used, students do correction as a whole class. The use of simple past with specific time expressions and use of present perfect showing an unstated time in the past is explained on the chosen letter.

Task-based lesson plan (4)

Aim

To describe events leading up to present situation.

Starting points

A set of people's picture showing them in different moods (Ur, 1998a: 241- 242).

Pre-task

1.Students are given individual copies of the picture set. The students define apparent feelings of the person depicted (worried, surprised...).

Students in pairs answer the questions "What has just happened to make the person feel this way?" or "What hasn't happened yet?" for each picture.

Task cycle 1

Task:

Students join with another pair to see if they have common results for the pictures.

Planning and report:

Students write all the other possibilities that they think have/has just happened or haven't/hasn't happened yet.

Task cycle 2

Task:

Students hear some exclamations. The exclamations selected were tried to be chosen as the ones having similar meanings in Turkish culture (Ur, 1998a:240).

Exclamations

1 Oh	11 Great!	21 Thank you!
2 Ah!	12 Well?	22 No, thank you!
3 Oh good!	13 Sorry!	23 Rubbish!
4 Damn!	14 No!	24 Thank goodness!
5 What on earth?	15 Yes!	25 Touch wood!
6 My God!	16 Yes?	26 Good luck!
7 Oh dear!	17 Hallo!	27 Bad luck!
8 What?	18 Hallo?	28 Congratulations!
9 Stop it!	19 (sigh)	29 Cheers!
10 Ow!	20 Welcome!	30 Goodbye!

As they hear the exclamation, they write down what they think has just happened to make the speaker say each.

Planning and Report:

Students in groups of four write full sentences from their notes to tell the class.

Language Focus

Use of just/yet is explained in the sentences written by the students.

Follow-up Task Students are asked to recall as many words or expressions as possible related to any chosen picture or exclamation as a vocabulary learning activity.

Task-based lesson plan (5)

Aim To introduce news items and give exposure to activate students' knowledge of current news.

Starting points News taken from recent magazines and newspapers.

Pre-task

1.Students are asked to talk about what kind of news items they are interested in.

2.Brainstorm on kinds of news items, (politics, economics, health, sports, education, magazine issues, articles, society, technology, advertisements) and what these items remind them.

3.Students write three kinds of news items that they expect to read and they scan the given headlines. They match the guessed items with the headlines.

Task cycle

Task:

Students in groups of four produce a news report of their own class and school (Including personal events, cultural, educational activities at the university, news of their class teachers, etc.). They add two factual errors.

Planning:

Each group designs a first page of newspaper adding some related drawings or pictures on a piece of cartoon.

Report:

Each group's pages are put on the walls for a day and they try to find out the two factual errors of each other. One day later all the factual errors in news are corrected in class.

Language Focus Students check the use of Present Perfect Tense in the written news pages of other groups.

Follow-up Task For vocabulary improvement the students can note down the recently learnt words or phrases related to items in their notebooks while the pages are on wall.

Task-based lesson plan (6)

Aim To collect information about their favorite characters.

Starting points Biographies of characters from magazines, web pages or people themselves in students' environment.

Pre-task

1.Students are told to make up of groups of three according to their chosen character as a film star, actor, actress, politician, sportsman, sportswoman, singer, a group of singers or a class teacher before a few days (still alive characters).

2.They bring all data they have found and learnt about their character on the date of next class.

3.Students read a sample biography given to them (Soars, 1991: 41).

___*Elizabeth Taylor*___

Elizabeth Taylor was born in England in 1932. She was a very beautiful child, with black hair and violet-blue eyes. In 1939, she and her family moved to America, where filmmakers soon noticed her beauty. She became a child star at the age of nine, and appeared in the films *Lassie* and *National Velvet*. Elizabeth Taylor is one of the few child stars who have continued to be successful as adults. She has made many films in her adult career, including *Cat on a Hot Tin Roof* in 1958 and *Cleopatra* in 1962. Her private life has not been as successful as her career in films. She has been married eight times. Her first marriage, which was when she was eighteen, ended after one year; her third husband, Mike Todd, was killed in air crash; her fifth and sixth marriages were to the same man, Richard Burton, probably the man who she loved the most. She has often been ill with back problems and has had many operations. In 1981, after her second divorce from Burton, she became very depressed and turned to food, alcohol, and drugs for comfort. For the first time in her life her beauty left her and she put on a lot of weight. However, in 1983, she went to stay at the Betty Ford Clinic, where she worked hard to give up her addictions. Today she is a grandmother and she has her film-star looks again.

Task cycle	Task: Students using their data (information and pictures) gather everything that they want to present as for a web page or a magazine program like "Yasemin'in Penceresinden." Planning and report: They design a poster with pictures and written information or if they have the opportunity record their biography so that others can see the poster or listen to their recordings via pictures. After poster or record presentation the presenting groups can ask questions depending on their presented biography or the rest can ask and try to learn more about that character.
Language Focus	Analysis: Lexical items are noted down related to music, cinema, sports, travel, and science.

APPENDIX 2

PPP Lesson Plan (1)

Presentation 1

The teacher asks some general questions about the picture (Dooley & Evans, 1998: 26). Then the teacher introduces the new tense, which is going to be studied. Students listen as the teacher gives example sentences using the picture. Then example sentences are written on the board. Teacher says the sentences and students repeat them after her.

1. Bob and Mary have been on holiday for a week.
2. They've visited a lot of tropical beaches.
3. They've swam in the blue sea.

The teacher writes more sentences on the board and elicits the form of present perfect by the example sentences in the affirmative and points out the 3rd person singular is formed with *has* and the other subjects are formed with *have*

have/has + past participle

She explains the past participle of regular and irregular verbs. On the board she gives an example in affirmative and negative forms with different verbs as a paradigmatic chart.

For example:

I You We They	have (not)	Verb (past participle)

S/he It	has (not)	Verb (past participle)

Practice

Students make sentences in present perfect tense as in the example using given prompts (Dooley & Evans, 1998: 26).

Make sentences using the prompts below as in the example.

1. read /a newspaper /yesterday
   I haven't read a newspaper since yesterday.
2. have / a breakfast/ this morning
3. travel /abroad/ last summer
4. watch / TV/ last night
5. buy /a present /December
6. write / a letter/ Christmas
7. eat /dinner/ at a restaurant / last month

Production

Students write sentences about themselves or other people they know.

1.Make true sentences about yourself or others in the affirmative or negative form in present perfect tense.

PPP Lesson Plan (2)

Presentation 2

The teacher writes examples of yes/no questions in 'present perfect' with short answers.

Has she moved house? No, she hasn't.
Have you called your parents? Yes, I have.

Teacher explains that we form yes/no questions as

Have / Has	+	subject	+	verb (past participle)

Teacher shows that in short answers we use

Yes/No + subject + have/haven't or has/hasn't.

Practice

In pairs students ask and answer as in the example using the prompts. (Dooley & Evans, 1998: 26)

Sam hasn't seen John for a long time. He wants to know what John has done since they last met. In pairs, ask and answer questions using the prompts below as in the example.

Eg: SA: Have you found a new job?

SB: Yes, I have.

buy/ a bigger car	✓
move/ house	×
get/ married	×
finish/ your studies	✓
start/ taking karate lessons	✓

Production

Students ask questions and learn about their friends.

1.Learn as much as you can about your three friends in class using yes/no questions in present perfect tense.

PPP Lesson Plan (3)

Presentation 3

Uses of the present perfect is explained and elicited by example sentences (www.english.to.go.com.). Students are given the sample sentences and the explanation of each use of the tense in four groups. They read the sentences and match them with the explanations.

USE For news and recent events which happened at an unstated time in the past.

Examples Fred Meyers has had excellent profits this quarter.

The class's understanding has increased greatly this semester.

Have they finished the report yet?

USE Recently finished actions for which the results are visible.

Examples The study of irregular verbs has improved test scores.

They have bought a new car.

I've already eaten lunch.

USE For life experience.

Examples She's traveled in many parts of the world.

Have you ever been to France?

They've never seen a mountain.

USE For actions which started in the past and still continuing in the present.

Examples He's lived in San Francisco for ten years.

How long have you worked for this company?

They have studied English for 3 years.

Practice

Students do the following exercise (Fuchs, 2000: 76).

1.Read the pairs of sentences and combine them using appropriate tense.

1.	Carlos became a tennis player in 1959.	He is still a tennis player.
2.	Fei-Mei competed in 1992.	That was the last time she competed.
3.	Min Ho won two awards in 1993.	He won another award in 1994.
4.	Marilyn appeared in a movie in 1989.	She appeared in another movie last year.
5.	Victor saw Marilyn in 1989.	That was the last time he saw her.
6.	Andreas lost two games in February of this year.	He lost another game last week.

Production

As a production activity students write about themselves. Then they choose which use of the tense their sentences have.

1.Write true sentences about yourself. Explain which use of the tense your sentence has.

PPP Lesson Plan (4)

Presentation 4

Time expressions used with the present perfect is explained, in which forms they are used, and where we put them in affirmative, negative and question forms by writing examples on the board.

Practice

Students re- write the given sentences using present perfect and since/for.

1.Rewrite these sentences using the present perfect and *since* or *for* as done in the example.

Does she work for Air Canada? Did she begin to work there six years ago?
Has she worked for Air Canada for six years?

1. Do you like ice cream? Did you like it when you were a child?
2. She sings with the Toronto City Opera. She started singing there three years ago.
3. He is an accountant. He became an accountant in 1985.
4. Our parents enjoy playing tennis. They began playing tennis when we went to college.
5. Grandma doesn't drive anymore. She stopped driving when she turned 85.
6. Are your aunt and uncle in Victoria, British Columbia? Did they go there last week?
7. Nathan plays baseball every day. He started playing two years ago.
8. Their house is a wreck. It was destroyed when Hurricane Andrew struck.

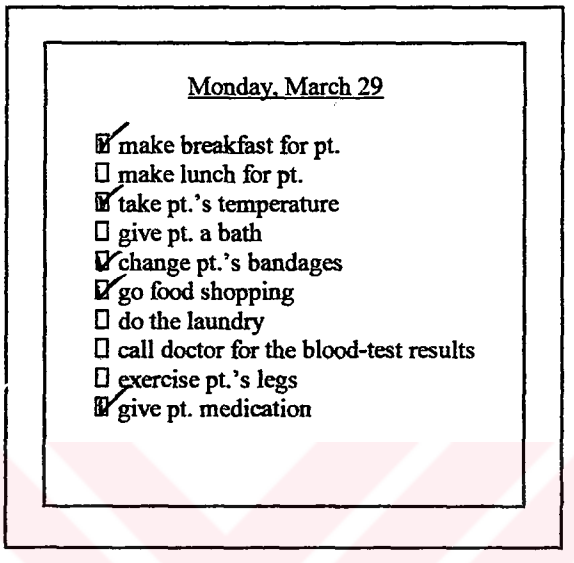
2.Rewrite these sentences using the present perfect and *since* or *for* (Larsen-Freeman, 2000a: 204).

EXAMPLE: Karen wears glasses. She started to wear glasses when she was a child.
Karen has worn glasses since she was a child.

1. He works for the TV station. He started working there eight years ago.
2. They are married. They got married in 1962.
3. She knows how to fix a car. She learned how to do it a long time ago.
4. Tom rides his bike to work. He started to do it when his car broke down.
5. I wanted to go to China several years ago. I still want to go now.
6. My brother stopped smoking when he was in college, and he doesn't smoke now.
7. I was afraid of bats when I was a child and I am afraid of them now.
8. My mother is in France. She went there last week.
9. My sister runs two miles every morning before breakfast. She started to do this when she was 15 years old.
10. They go to Cape Cod every summer. They started to do this 12 years ago.

3.They ask and answer questions using the given list with already/yet

Monica Clarke is a home health aide. Read her list of things to do. She has checked ( ) all the things she's already done. Ask and answer the questions about the words in parentheses ( ). (Fuchs, 2000: 78-79).



1. (breakfast) Has she made breakfast for the patient yet?
   She has already made breakfast for the patient.
2. (lunch) Has she made lunch for the patient yet?
   She hasn't made lunch for the patient yet.
3. (food shopping)_____
4. (medication)_____
5. (doctor)_____
6. (bandages)_____
7. (bath)_____
8. (temperature)_____
9. (laundry)_____
10. (legs)_____

Production

1.Make a list of the things you have done or you haven't done. State a time period such as *since I was born, for ten years, already, yet.*

PPP Lesson Plan (5)

Presentation 5

Teacher elicits the rules for the use of the past simple and the present perfect tense. She writes sample sentences.

past simple : an action which started and finished in the past present perfect: an action, which started in the past and is still continuing in the present

Practice

Students are given the following exercises as practice activities.

1.Students complete the interview between a journalist and a woman about marriage (Fuchs, 2000: 85).

Complete the interview using correct form of the verb.

Interviewer: How long *have* you *been* married?
Woman: Let's see. We _____ (2. get) married in 1993, so _____ (3. be) married for just a few years.
Interviewer: And, when _____ you _____ (4. have) your first child?
Woman: Well, I _____ (5. become) a mother pretty quickly. We _____ (6. have) Stephanie ten months after we _____ (7. be) married.
Interviewer: You say this isn't your first marriage. How long _____ your first marriage _____ (8. last)?
Woman: About two years. We _____ (9. divorce) in 1985.
Interviewer: _____ you _____ (10. have) any kids?
Woman: No, we _____ (11.).
Interviewer: Do you still see your first husband?
Woman: Yes. We _____ (12. remain) friends. In fact, I _____ (13. see) him last week. He and Joe _____ (14. become) friends, too.
Interviewer: _____ he _____ (15. remarry)?
Woman: No, he _____ (16.).
Interviewer: In you opinion, why _____ your first marriage _____ (17. fail)?
Woman: I think that we _____ (18. get) married too young. We _____ (19. not know) each other well enough.
Interviewer: Where _____ you _____ (20. meet) Joe?
Woman: In Atlanta. We _____ (21. be) both students there.

Interviewer: And when _____ you _____ to Los Angeles?
22. (move)

Woman: This year. Los Angeles is the third city we _____in! Joe teaches college, and it's
23. (live)
hard to find a permanent job these days.

2.In pairs students ask and answer questions as in the example using the prompts. (Dooley & Evans, 1998: 29)

Ask and answer as in the example using the prompts.

SA: Have you ever been to the USA?
SB: Yes, I have.
SA: When did you go?
SB: I went in 1996.

1.go/the USA (When)
2.plant/a tree (Where)
3.sing/in a choir (When)
4.save/your money (Why)
5.meet/a politician (Who)
6.travel/by boat (When)

3. Put the verbs in brackets into correct form in the letter (Dooley & Evans, 1998:30).

Dear Margaret,

Thank you very much for your letter which I 1) .....received .... (receive) last week. I 2) ..... (be) really happy to hear from you after all this time.

I've got a lot of news to tell you about myself. I 3) ..... (get) a new job nine months ago. I work as a reporter for our local TV station now. I 4) ..... (have) many interesting experiences so far. When I first 5) ..... (start) work, the manager 6) ..... (ask) me to interview our old school headmaster. He 7) ..... (be) so surprised to see me with a microphone in my hand!

Last month, a fire 8) ..... (break out) in a big factory in the area. I 9) .....(be) the only reporter who 10) ..... (manage) to talk to the owner! That 11) ..... (make) me feel very proud.

As you can see, I enjoy my job very much. I 12) .... (meet) a lot of important people and I 13) ..... (have the opportunity to see lots of new places. I 14) ..... (buy) a new car because my old one 15) ..... (break down) a couple weeks ago.

I have to go now because they 16)..... (just/inform) me that I have to fly by helicopter to Middleford. I have to talk to people whose homes were damaged by the storm which 17) ..... (hit) the area last night. You see, I don't have a moment's rest!

Keep in touch.

Love,
Rosie

4.Put the verbs in the correct form (Dooley & Evans, 1998:30).

1. Mr and Mrs Patel .... *won* ..... (win) two free tickets to Paris in a TV show last week.
2. First, Robert ..... (brush) his teeth, then he ..... (go) to bed.
3. '..... (you/ever/see) a lion?' 'Yes, I saw one when I ..... (go) to Kenya in 1996.'
4. I ..... (not/see) my family for two years.
5. 'Where is John?' 'He ..... (go) fishing for the day with his father.'
6. My sister ..... (not/play) the violin since she was twelve.
7. I ..... (already/see) this film. Let's watch something else.
8. Last week, Fred ..... (fall) off a ladder and ..... (break) his arm.
9. I ..... (never/hear) such a moving song before.
10. Jennifer .....(always/want) to get Harrison Ford's autograph.

5.Complete the conversation using the correct form of the verb (Dooley & Evans,, 1998:30).

A: Hello, Billy. I **1)** *haven't seen* (not see) you for a long time.
B: Yes, I **2)** ..... (be) very busy recently.
A: Really? Tell me what you **3)** ..... (do) since we last **4)** ..... (see) each other.
B: Well, I **5)** ..... (get) my degree last month and then I **6)** ..... (move) house.
A: When **7)** ..... (you/move)?
B: Last week, but I **8)** ..... (not/unpack) everything yet.
A: I **9)** ..... (phone) you on Tuesday but there **10)** ..... (be) no answer.
B: I **11)** ..... (be) busy at my new house then.
A: Never mind, I only **12)** ..... (want) to invite you to a party next week at my house.
B: Great! Thank you.

APPENDIX 3

PRE/POST-and LONG-TERM RETENTION TEST FOR PRESENT PERFECT TENSE

a. Select the underlined word or phrase, which is incorrect if it is correct, write **T** next to the number.

--1-Peter has played tennis for five years when he was at school.

A B C

--2-Just a moment! I didn't think of a good idea yet.

A B C

--3-Prices have gone up. Things were more expensive this month.

A B C

--4-I have phoned the office at eleven. Helen isn't here today, they said.

A B C

--5-He traveled five countries so far. He was in France last month.

A B C

--6-The class's understanding increased greatly this semester.

A B C

--7-How long did you live there before coming here?

A B C

--8-Did you see any good films recently? Yes, I have.

A B C

--9-She was writing three letters this afternoon.

A B C

-10-Philip went to Paris last year. That means he has been to Paris three times.

A B C

b. Complete the following with the correct form of the verb.

1- Jane – When (see) ---------- you last ---------- Lisa?

Tom – Oh, ages ago. I (not see) ---------- her since Christmas.

2- I (lose) ---------- my purse. I can't find it anywhere.

3- Susan – How long (have) ---------- you ---------- that cold.

Charles - For two days. I think, I should go to doctor.

4- Craig - ---------- you ever (be) ---------- to America?

Nicola – Yes I (be) ---------- there twice. I (go) ---------- there with my cousin last summer.

5-Max (visit) ---------- many countries in Asia and Europe since 1990. In 1994 he (go)---------- to Singapore. He (spend) ---------- two months in England last year.

c. Match the letters with the correct ones in column 1.

Column 1	Column 2
1 Did you go out last night?	--A. I've never tried it.
2 Would you like some cake?	--B. but this month they've fallen a little.
3 How many times have you eaten Chinese food.	--C. so it is all right now?
4 Have you heard the news about Cathy?	--D. since she first met him.
5 Richard made mistakes,	--E. Oh, good. Where did you find it?
6 Last month prices went up,	--F. No, thanks. I've already eaten some.
7 Tim has repaired the chair.	--G. but his son has never made one.
8 I've found my ring!	--H. No, what has happened?
9 Emma has loved Tom	-- I. Yes, I've been there once.
10 Have you ever been to Africa?	-- J. Yes. We went to that new restaurant

APPENDIX 4

Task-based lesson plan (1)

Aim

To describe something, someone or a process that is common by using a made-up name.

Starting points

Description of an object in the name of splurgs (Scrivener, 1994:66)

Explanation of the process for developing a film with pictures (Hutchinson, 1992: 101).

Pre-task

1.Students read and guess what splurgs are.

What are *splurgs*?
Some of these sentences are untrue:
There are special *splurgs* to use in the car.
Splurgs are usually made mainly of plastic and metal.
You can often find something made of paper inside them.
Splurgs need electricity to work.
Babies are sometimes frightened by *splurgs*.
Splurgs make a noise when you use them.
Splurgs make a noise when you use them.
People throw away what they find inside
Splurgs usually have long wires.
Splurgs are often used in this school, but not by the students or teachers.
Splurgs feature in a famous spy novel.
Splurgs help to keep a place clean.
You can buy *splurgs* at a newsagent's.
You need at least a day's training before you can use a *splurg*.
Most *splurgs* are about five centimetres long.
Most *splurgs* are red, a few orange or pink, and there is one famous one in the USA that is green.
Splurgs are mainly used by men.

2.Students read the process for film development, and put the pictures in order.

Photographs are taken by the customer.
The film is removed from the camera.
The film is taken to the shop.
The film is put in an envelope.
The customer's name and address are written on the envelope.
All the films are sent to the laboratory.
The film is removed from the cassette.
The film is developed.
The film is checked.
The photographs are printed.
The photographs are sent back to the shop.
The photographs are taken by the customer.

Task-cycle

Task:

In groups students create a new name for something, someone or a process related to their study areas. They use explanations as in the samples given. They write some true or untrue sentences as in the first description.

Report:

Every group reads the others' descriptions and makes their guesses by giving reasons. Students of a group add other explanations to the other groups' descriptions in order that more information can be given about it.

Language Focus

Analysis:

Students circle the verbs used after 'is/are'. The rule how passive is formed in 'simple present tense' is elicited

We make the passive with the verb _____ and the _____ participle.

Practice:

Teacher highlights the sentences with an object or without an object whether they can be written in passive form or not using the sample sentences of the students' descriptions.

Task-based lesson plan (2)

Aim

To introduce topic of writing a tourism brochure.

Starting points

A text about a country.

Pre-task

Students brainstorm on what kind of things may be interesting and important for a country or a city for tourist attraction.

2.Students read about Campinilea. (Larsen-Freeman, 2000b: 316).

Adventurous tourists are beginning to discover Campinilea, and the island is hard at work getting ready to welcome more visitors. A new airport **was built** last year and at the moment, hotels **are being constructed** along the southern beaches. A new road **will be finished** next year so visitors will be able to reach the northern region. Five years ago, very little **was known** about Campinilea; but last year; three books **were written** about the island, and several guidebooks **were published**. At the moment, these books **are being translated** into different languages. English **is taught** in schools so many Campinileans know a little English, but not many other foreign languages **are spoken.**

Tourism has tourism has brought many changes to this small island, and people are afraid that it will have a negative effect on the traditional customs and culture of the people. For example, last month in the capital, several young Campinileans **were arrested** for being drunk in public, and some tourists **were robbed** near the beach. However, if you leave the tourist areas and go up to the mountains, you will find that life is still the same as it was hundreds of years ago. For example, since the sixteenth century, the same tribal dances **have been performed** to celebrate the Campinilean New year, and the same type of food **has been served**. For centuries, visitors have been invited to join Campinileans in the celebration of festivals, and you will find traditional Campinilean hospitality in these regions has not changed at all.

Task cycle

Task:

Students in groups decide about a place for which they want to prepare a tourism brochure.

Based on the features students identified for tourist attraction such as products, natural resources, people and customs, business, tourism, culture, changes and predictions for the future of their chosen place, town, city, etc they write about the features of their place with in groups. They can use simple drawings, pictures cut from magazines, etc.

Report:

Every group gives a photocopied tourism brochure they have written to other groups. The students read every brochure and chose the most beautifully written one.

Language focus

1.Students circle the verbs used after forms of 'to be'. The rule how passive is formed in all tenses is highlighted through the sentences in the sample text.

2.The lexical items related to headings on the features can be listed on their own.

Task-based lesson plan (3)

Aim To introduce topic of school clubs.

Starting points Information given by students who are members of clubs.

Pre-task Students define aspects of the clubs such as history of establishment, application schedule, facilities offered by the club and activities which were/are being/will be done etc.

Task-cycle

Task:

Students decide for a club in which they want to join. Groups designed due to chosen club such as climbing, cartoon, music, cinema, dancing etc. write the aspects of their club in detail.

Then students in each group make a list of questions. They try to use passive form in their questions like the sample ones given.

When was the club established?
What kind of things are required for the membership?
Is any money paid for joining the club?
What activities were/will be organized?

They want to find out about others' clubs. Every student gets information from different clubs. They tell about the features of the clubs they learn from others. When all the information about clubs is gathered in the group, they decide whether to stay in their club or change and join another one. They give acceptable reasons for changing a club or staying their chosen club before. They note down their reasons.

Report:

Each group can design a poster about their group in which they introduce their clubs for the other students at school.

Language Focus 1.Posters on the walls will be read by others and the errors will be corrected by the students themselves. Students decide which one is better, using an active or passive sentence to express the information about the club in the poster.
2.How to form questions in the passive is emphasized through the questions written during task-cycle.

Task-based lesson-plan (4)

Aim To introduce the idea of on alternative school and to activate what kind of things need change at school.

Starting points Students own opinions about the school.

Pre-task Students decide on the aspects which they find problematic at their school, such as teachers, attendance, courses, classrooms, social activities, school canteen, etc. The students, sharing the same ideas form a group.

Task-cycle Task:
Students in groups state and discuss the problematic issues and suggest an alternative for the problematic issue for the next year.
Report:
Each alternative is voted by others in class and then they are written as a report which will be given to the school manager by every group. Among the written reports students are asked to choose the most enjoyable, boring, etc alternatives commended by them.

Language focus Students with their group members check others' report to see whether passive forms are used or not.

APPENDIX 5

PPP Lesson Plan (1)

Presentation 1

1. Tenses of the verb 'to be' are written on the board and after giving samples for each learnt tenses, students do a repetition drill.
2. Students attention is drawn to passive forms and how to form passive is explained. An example for each tense in the affirmative, negative and interrogative forms are written on the board.

Teachers teach English at schools in Turkey. (active sentence) English is taught at schools in Turkey. (passive sentence) is/are + verb (past participle)
English isn't taught at schools in Turkey. is not/are not +verb (past participle)

3. Passive of infinitives;

to be + past participle

and passive of modal verbs

Modal verb + be + past participle

are explained by giving examples.

Practice

Students do the following exercises (Dooley & Evans, 1998: 86-87).

1. Look at the pictures and the prompts and make sentences using the present simple passive.

1 Volkswagen cars are made in Germany.

2.a lot of rice/eat/India

3.snails/eat/France

4.Coca Cola/produce/the USA

5.coffee/grow/Brazil

6.beer/produce/Germany

2. Match the Column A with Column B to make correct sentences using the past simple passive. Then, in pairs, ask and answer questions, as in the example.

e.g. SA: Who was "Oliver twist" written by?
SB: It was written by Charles Dickens.

Column A	Column B
1 'Oliver twist' (write)	a Leonardo da Vinci
2 The 'Mona Lisa' (paint)	b Steven Spielberg
3 The Eiffel Tower (build)	c Alexander the Great
4 'Jurassic park' (direct)	d Charles Dickens
5 'Carmen' (compose)	e Georges Bizet
6 Alexandria (found)	f Gustave Eiffel
7 America (discovered)	g Christopher Columbus
8 The telephone (invent)	h Alexander Graham Bell

3. Mrs Edison is a businesswoman. She was away on a business trip but now she is back. She wants to know what has been done while she was away.
Use the prompts and, in pairs, ask and answer the questions, as in the example.

e.g. SA: *Have they delivered my new desk?*
SB: *No, it hasn't been delivered yet.*
SA: *Have you posted the invitations?*
SB: *Yes, they have already been posted.*

1 they / deliver / my new desk) (No)
2 you / post / the invitations? (Yes)
3 they / repair / the photocopier? (Yes)
4 you / type / last month's reports? (No)
5 you / place / advertisement in the newspaper? (No)
6 you / pay / the bills? (Yes)

4. Emma Doyle has got three children. Yesterday she had to go out. What had been done by the children by the time she got home? **Look at the prompts and make sentences using the past perfect passive, as in the example.**

The beds had been made.
The dishes had not been washed.

a bed / make	e cat / feed
b dishes / wash	f dinner / cook
c plants / water	g rubbish / take out
d carpet / hoover	h windows / clean

PPP Lesson Plan (2)

Presentation 2

1. Use of the passive is explained 'action of the verbs is more important than the person who carries out the action and when agent is not known, when agent is not mentioned or obvious from the context.

2. Changing an active sentence into a passive sentence is shown on the board by giving examples. It is emphasized that only 'transitive' verbs can be turned into passive.

Practice

Following exercises are done. (Dooley & Evans, 1998: 88-89)

1.Rewrite the sentences in the passive.

1.The pop star sang the song.
The song was sung by the pop star.
2.The chef hasn't made dinner.
.....
3.An explorer had found a dinosaur egg.
.....
4.Mrs Gates will look after the baby.
.....
5.They won't take him home after the party.
.....
6.Someone left the front door open.
.....
7.Jenny didn't break the window.
.....
8.Someone is using the computer.
.....
9.His brother taught him to drive.
.....
10.Many people speak English.
.....
11.The doctor had already told him to go on a diet.
.....
12. The author is writing a new book.
.....

2.Turn the following questions into the passive.

1.Do they make bread in this factory?
Is bread made in this factory?
2.Will Susan decorate the bedroom tomorrow?
.....
3.Did they find the ring in the garden?
.....
4.Is Tom drawing the picture?
.....
5.Has Simon sent the invitations yet?
.....
6.Had Paul repaired the door before he left for work?
.....

PPP Lesson Plan (3)

Presentation 3

How to form passive in questions is explained and an activity is done as a practice exercise.

Practice

Write questions in the passive to which the words in bold are the answers, as in the examples (Dooley & Evans, 1998:89).

Write questions in the passive to which the words in bold are the answers, as in the examples.

1. **Captain Cook** discovered Australia.
   Who was Australia discovered by?
2. **A dog** was chasing Paul.
   What was chasing Paul?
3. **Simon** is going to organize the party.
   .....
4. **A bee** stung him.
   .....
5. **Fiona** cooked this delicious turkey.
   .....
6. **An international company** publishes these books.
   .....
7. **A bomb** killed the soldier.
   .....

Production

1. Write questions to ask your friends using the prompts below.

Poems/poets
Songs/singers
Authors/books
Languages/countries
Cars/countries

PPP Lesson Plan (4)

Presentation 4

How to make sentences having two objects is elicited by samples and then students are given the following exercise (Dooley & Evans, 1998: 89).

Practice

Write the sentences in the passive in both ways, as in the example.

1. His father gave Billy a new bicycle.
   a)Billy was given a new bicycle by his father.
   b)A new bicycle was given to Billy by his father.
2. Fred has offered Mary a watch.
   a).....
   b).....
3. Lisa is sending Tim an invitation.
   a).....
   b).....

4. She brought me some oranges.
   a).....
   b).....

5.Sonia is going to lend me some money.
a).....
b).....
6.Jack will soon show me the new car.
a).....
b).....

7.They paid him a lot of money for the job.

a).....

b).....

Production

The following exercises are given to the students so that they can produce passive voice in affirmative, negative, and interrogative forms in mixed tenses (Evans, 1998: 118-119).

1.Change the sentences from the active into the passive. Omit the agent where it can be omitted.

1. Santa Claus will leave your presents in the stoking. ..... *Your presents will be left in the stoking by Santa Claus*..... .
2. Bad organization spoiled their holiday.....
3. Teachers mark hundreds of exam papers every year.....
4. Who wrote Romeo and Juliet?.....
5. You should dry your hair before you go out.....
6. You musn't tell him the truth.....
7. She likes people taking her to the theatre. .....
8. Why didn't they give her the job? .....
9. She told them not to tell anyone.....
10. They should have given us a bonus. .....
11. The doctors will bring him in for an examination. .....
12. Fog has delayed all lights.....
13. She didn't send me any parcels. .....
14. She had cleaned the house before I got there. .....
15. When we arrived at the hotel, they had filled all the rooms.....
16. Why haven't you invited Mary to the party?.....
17. Paula will help you finish your project. .....
18. The mayor is opening the new community center next week. .....
19. We heard her complaining strongly to the manager. .....
20. You can leave your bags at the left-luggage office.....
21. Workmen found some antique vases in the old house. .....
22. The architects have drawn up plans for the new library. .....
23. Who gave him the new car? .....
24. They are going to set the lion free next week. .....
25. What time do you expect him to arrive. .....

2.Change the sentences from the passive into the active.

1. Who was the Mona Lisa painted by? ... *Who painted the Mona Lisa?* .....
2. The old barn has been pulled down. .....
3. The results will be published in July. .....
4. The trip was ruined by bad weather. .....
5. The letter should have been posted last week. .....
6. Who was the money raised by? .....
7. Why hasn't the house been painted yet? .....
8. She was heard shouting. .....
9. How much were you paid? .....

10. His car has been stolen. .....
11. I can't bear being cheated. .....
12. A famous actress will be chosen to advertise the product. .....
13. John was made to do the washing up. .....
14. The ozone layer is gradually being destroyed by pollution. .....
15. A bring-and-buy sale is being held next month. .....
16. Our house was done up by a famous interior decorator. .....
17. The cracks in the wall were caused by the earthquake. .....
18. Thousands of rare birds are killed by hunters every year. .....
19. Her purse was stolen on the bus. .....
20. When will we be told the time of his arrival? .....
21. An ancient village has been uncovered by archaeologists. .....
22. Why hasn't the dishwasher been repaired yet? .....
23. A new drug is being **developed** by scientists. .....
24. A new breed of cow is to be introduced into the country by farmers. .....
25. The furniture will have been removed by noon. .....

3.Fill in the gaps with the correct passive tense of the verbs in brackets (Dooley & Evans, 1998: 87).

1 A: These flowers are great.
B: They ... *were sent* .... (send) to me yesterday by one of my fans.
2 A: Have you ever appeared on TV?
B: Actually, I ..... (recent / ask) to take part in a show.
3 A: When will I have my car?
B: It ..... (deliver) to your house the day after tomorrow.
4 A: So, when did they tell you about the robbery?
B: I ..... (inform) by the police as soon as they found out.
5 A: Why can't we go over the bridge?
B: Because it ..... (repair) at the moment.
6 A: I'm tired.
B: So am I. But these reports must .... (type) before we leave.
7 A: Who looks after your baby when you're at work?
B: Well, he ..... (look after) by my mother.
8 A: Those pictures are beautiful.
B: They ..... (paint) by my father while he was on holiday last summer.
9 A: who does the washing-up in your house?
B: The dishes ..... (wash) by my brother and then they ..... (dry) by my sister.
10 A: Why can't I use your car?
B: Because it ..... (service) at the moment. You can take Mum's car if you want.
11 A: Did you post the letters?
B: No, they ..... (already/post) by the time I came in.
12 A: What will happen to these criminals?
B: They ..... (punish) for their crimes.
13 A: That's a very pretty tablecloth.
B: It ..... (give) to me last year for my birthday.
14 A: Have you moved house yet?
B: Yes. The last boxes ..... (just/move).
15 A: have you heard about Jack?
B: Yes, he ..... (promote) to senior manager.

APPENDIX 6

PRE/POST-and LONG-TERM RETENTION TEST FOR PASSIVE VOICE

A. Correct the mistakes in the following. If it is correct, write TRUE

--- 1. A new job has offered to me.----------

--- 2. When did the radio invented? ----------

--- 3. Novelist Jane Austen lived the first twenty-six years of her life in a village.--------

--- 4. The children were seemed happy when they went to the zoo.----------

--- 5. Both longitude and latitude measure in degrees, minutes and seconds.----------

--- 6.Are the environmental problems being studied by the scientists?----------

--- 7. Their house painted last weekend.----------

--- 8. The building will open by the Queen tomorrow.----------

--- 9. What kind of job can done by the women easily?----------

---10. A new video has bought for the school.----------

B. Complete the following with the correct form of the verb in active or passive.

A News Report

1. Millions of pounds worth of damage _____ (cause) by a storm which passed across the north of England last night. The River Ribble burst its banks after heavy rain. People _____ (rescue) from the floods by firemen, who received numerous calls for help. "Everything possible _____ (do) now to get the situation back to normal" a spokesman said.
2. Nowadays, they_____(invent) new words to describe new objects and concepts.The new Virginia Meyer film is marvellous. It _____ (show) at our local cinema right now.
3. The healthful properties of fibre _____ (known) for years. The meeting _____ (hold) two weeks later in the Conference Hall.
4. Hundreds of people _____(visit) The Washington Monument everyday.
5. The building at the top of the High Street is Bartford Hall. It _____ (build) in 1827 and today it _____ (regard) as the finest Georgian building in the country.

C. Match the numbers with the correct ones.

Column 1

1. Do you know about Kate's new car?
2. Our house was broken into at the weekend.
3. The Prime Minister and his wife are getting divorced.
4. What does this company offer?
5. What are you doing on holiday?
6. Who is that man in the picture?
7. A number of prisoners have been released recently.
8. What are you wearing for the meeting?
9. The gates will be locked at 9:00.
10. Do you know why there was an ambulance in front of our building?

Column 2

---A. Yes, lots of people believe that they'll do this.

---B. Unfortunately, nothing. We are not allowed to leave our jobs

---C. Yes, many people are worried about them

---D. So, we must hurry.

---E. Oh, poor Mr. Watson has been taken to hospital

---F. Yes, hasn't it been stolen?

---G. People moving houses are given help by it.

---H. Oh no! A lot of damage must have been done.

--- I. Don't you know him. he was shot in 1963.

---J. Is this kind of Jacket considered smart?

APPENDIX 7

Sınıf :

Bu dönem gramer dersinde Present Perfect Tense ve Passive Voice konularında almış olduğunuz eğitim sonucunda :

1.Bu yapıların kullanımlarını öğrendiğinize inanıyor musunuz ?

a. Kesinlikle hayır. b. Hayır. c. Kararsızım. d. Öğrendim. e. Kesinlikle öğrendim.

2.Bu yapıların kurallarını öğrendiğinize inanıyor musunuz ?

a. Kesinlikle hayır. b. Hayır. c. Kararsızım. d. Öğrendim. e. Kesinlikle öğrendim.

3.Hataların üzerinde durulması söz konusu yapıyı daha iyi öğrenmenizde etkili oldu mu?

Evet. Çünkü ----------

Hayır. Çünkü ----------

4.Mekanik alıştırmaların gramer konularının öğrenilmesinde ne kadar katkısı olduğunu düşünüyorsunuz ?

a. Çok fazla. b. Oldukça çok. c. Kararsızım. d. Oldukça az. e. Çok az.

Neden:

5.Sizce söz konusu yapıların daha iyi öğrenilmesinde ev ödevinin katkısı olduğunu düşünüyor musunuz? Evet

Hayır

Ne kadar katkısı oldu ? ----------

Ev ödevleri nasıl olsa daha iyi olurdu ? ----------

6.Size verilen eğitimde neler öğrendiniz ?

Yapının kurallarını ---------- Yapının kullanımını ----------

7.Diğer becerilerde bu konularda yapılan eğitimin katkısı oldu mu ?

Beceri Yararları

8.Konu anlatımında kullanılan materyalin ;

Çeşidi nasıldı? ----------

Katkısı oldu mu? Yapının kuralını öğrenmeye :----------

Yapının kullanımını öğrenmeye :----------

9.Bu konularda verilen eğitim ile ,gerçek yaşamda kullanabileceğiniz edinimleriniz oldu mu ? Evet---------- Açıklayınız

Hayır---------- Açıklayınız

10.Uygulanan yöntemle iyi öğrendiğinizi düşünüyor musunuz ?

Evet :

Hayır :

Nasıl bir yöntem uygulanırsa daha iyi öğreneceğinizi düşünüyorsunuz ?

Önerileriniz:

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