DEVELOPING A GRAMMAR-IN-CONTEXT MODEL FOR EFL ADULT LEARNERS

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in English Language Studies

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การพัฒนารูปแบบการเรียนไวยากรณ์ในบริบท
สำหรับผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

นางสาว อัมพร เสงี่ยมวิบูล

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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Suranaree University of Technology has approved this dissertation submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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วัตถุประสงค์

การพัฒนาโมเดลการเรียนไวยากรณ์ในบริบทสำหรับผู้เรียนวัยผู้ใหญ่ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ มีวัตถุประสงค์เพื่อ (1) เพื่อศึกษาว่าการเรียนไวยากรณ์ในระดับประโยคด้วยวิธีการที่แตกต่างกัน จะส่งผลต่อการสังเกตและการเข้าใจของผู้เรียนแตกต่างกันหรือไม่ และ (2) เพื่อศึกษาว่าการเรียนไวยากรณ์ในระดับข้อความด้วยวิธีการที่แตกต่างกัน จะส่งผลต่อการสังเกตและการเข้าใจของผู้เรียนแตกต่างกันหรือไม่

วิธีวิจัย

การวิจัยเรื่องนี้ใช้การวิจัยเชิงทดลองแบบการทดสอบก่อนและหลัง กลุ่มตัวอย่างในการวิจัยครั้งนี้คือนักศึกษาชั้นปีที่ 3 คณะบริหารธุรกิจ คณะศิลปศาสตร์ คณะนิเทศศาสตร์ และคณะนิติศาสตร์ จำนวน 238 คน โดยแบ่งเป็น 3 กลุ่มคือ กลุ่มทดลอง 2 กลุ่ม และกลุ่มควบคุม 1 กลุ่ม กลุ่มทดลองกลุ่มที่ 1 จำนวน 82 ใช้วิธีการเรียนไวยากรณ์จากบริบททางภาษาโดยมีคำสั่งช่วยในการหาข้อสรุปหลักการใช้ไวยากรณ์ กลุ่มทดลองกลุ่มที่ 2 จำนวน 76 ใช้วิธีการเรียนไวยากรณ์จากบริบททางภาษาโดยไม่มีคำสั่งช่วยในการหาข้อสรุปหลักการใช้ไวยากรณ์ และกลุ่มที่ 3 หรือ กลุ่มควบคุม จำนวน 80 คนใช้การเรียนแบบขนบนิยม การทดลองแบ่งออกเป็น 2 ระยะ คือ ระยะแรกเป็นการทดลองในระดับประโยค เป็นระยะเวลา 7 สัปดาห์ ระยะหลังเป็นการทดลองในระดับข้อความ เป็นระยะเวลา 8 สัปดาห์ สถิติที่ใช้ในการพรรณนาข้อมูลคือ mean และ standard deviation ส่วนสถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ANCOVA โดยใช้การทดสอบนัยสำคัญทางสถิติที่ระดับ .05

ข้อค้นพบ

ผลการทดลอง พบว่า ในระดับประโยค คะแนนการทดสอบหลังของทั้งสามกลุ่มไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ ในระดับข้อความ คะแนนการทดสอบหลังของทั้งสามกลุ่มแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยคะแนนการทดสอบหลังของกลุ่มที่ใช้วิธีการเรียนไวยากรณ์จากบริบททางภาษาโดยมีคำสั่งช่วยในการหาข้อสรุปหลักการใช้ไวยากรณ์มีค่าคะแนนสูงกว่าคะแนนการทดสอบหลังของกลุ่มที่ใช้วิธีการเรียนไวยากรณ์จากบริบททางภาษาโดยไม่มีคำสั่ง

ช่วยในการหาข้อสรุปหลักการใช้ไวยากรณ์เพียงเล็กน้อย แต่คะแนนการทดสอบหลังของกลุ่มที่ใช้วิธีการเรียนไวยากรณ์จากบริบททางภาษาโดยมีคำสั่งช่วยในการหาข้อสรุปหลักการใช้ไวยากรณ์มีค่าคะแนนสูงกว่าคะแนนการทดสอบหลังของกลุ่มที่ใช้การเรียนแบบขนบนิยมมาก ซึ่งแสดงให้เห็นว่าการเรียนไวยากรณ์จากบริบททางภาษา โดยมีคำสั่งช่วยในการหาข้อสรุปหลักการใช้ไวยากรณ์ช่วยให้ผู้เรียนสังเกตและเข้าใจบทเรียนได้อย่างมีประสิทธิภาพกว่าการเรียนไวยากรณ์จากบริบททางภาษาโดยไม่มีคำสั่งช่วยในการหาข้อสรุปหลักการใช้ไวยากรณ์และการเรียนแบบขนบและวิธีการเรียนดังกล่าวเหมาะสมกับการเรียนในระดับข้อความ

สาขาวิชาภาษาอังกฤษ ลายมือชื่อนักศึกษา _____

ปีการศึกษา 2548 ลายมือชื่ออาจารย์ที่ปรึกษา _____

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม _____

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม _____

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GRAMMAR-IN-CONTEXT/ CONSCIOUSNESS-RAISING

Purposes of the Study

The purposes of this study were to empirically examine (1) whether or not the different learning methods had different effects on EFL adult learners' noticing and understanding of the target grammar at the linguistic level and (2) whether or not the different learning methods had different effects on EFL adult learners' noticing and understanding of the target grammar at the discourse level.

Procedures

This study employed a pretest and post-test experimental design. The subjects in this study were 238 third-year students from various faculties: Business Administration, Liberal Arts, Communications Arts, and Law. They fell into three groups: two experimental groups and one control group. The 82 subjects in the experimental group 1 received the Grammar-in-Context tasks with task directions to search for a rule. The 76 subjects in the experimental group 2 received the Grammar-in-Context tasks without task directions to search for a rule. The 80 subjects in the control group received the traditional teaching instructions. The experiment fell into two phases. The linguistic phase lasted 7 weeks while the discourse phase lasted 8 weeks. The descriptive statistics used for describing the data were mean and standard deviation and the statistical analysis was ANCOVA. The significance level of .05

was applied for all testing points.

Findings

The results revealed that there were no significant differences among the three groups at the linguistic level. There were significant differences among the three groups at the discourse level at the significance level of .05. The post-test scores of the Grammar-in-Context group with task directions to search for a rule were slightly greater than those of the Grammar-in-Context group without task directions to search for a rule but significantly greater than those of the traditional group. This suggested that the Grammar-in-Context method with task directions to search for a rule could promote the learners' noticing and understanding of the target grammar more effectively than the the Grammar-in-Context method without task directions to search for a rule and the traditional method and that it was more appropriate for learning at the discourse level.

School of English

Academic Year 2005

Student's Signature _____

Advisor's Signature _____

Co-Advisor's Signature _____

Co-Advisor's Signature _____

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Amporn Sa-ngiamwibool

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CHAPTER I

INTRODUCTION

1.1 Rationale for the Study

The rationale for this study is mainly attributable to the incompatibility of a traditional English grammar teaching approach with the acquisition of another language. As Nunan (1998: 101) states,

> From a grammatical perspective, many foreign language programmes and teaching materials are based on a linear model of language acquisition. This model operates on the premise that learners acquire one target language item at a time, in a sequential, step-by-step fashion. However, such a model is inconsistent with what is observed as learners go about the process of acquiring another language.

This empirical study is therefore an attempt to search for a more compatible approach, which also better promotes communicative language learning and development.

The contents of this rationale for the study fall into four parts: (1) failure to acquire another language in a traditional classroom; (2) the Grammar-in-Context model (or the GIC model); (3) the GIC model and task-based learning; and (4) noticing and the GIC model in task-based learning. Below is a summary of each part. The first part, or failure to acquire another language in a traditional classroom, shall look at how students learn another language in a traditional Second Language Acquisition (SLA) or English as a foreign language and, by this approach, how they

fail to acquire the target language in terms of communication. The second part which presents the GIC model, a model on which this research study is based, shall discuss this approach contrasted to a traditional one and how this new approach will be able to help students acquire another language in terms of communication. The third part shall discuss why task-based learning, an approach which aims at communicative ability rather than language accuracy, goes best with this model and how the model, when presented through task-based learning, helps the students to be able to communicate. The last one deals with the role of noticing in enhancing the GIC model through task-based learning. This part shall illustrate how noticing practically enhances the GIC model through task-based learning and look at evidence which supports the role of noticing in SLA.

1.1.1 Failure to Acquire Another Language in a Traditional Classroom

In a traditional classroom where a deductive teaching method predominates, students are mostly taught to learn each form step by step and in order, always moving from one to another and they cannot move on to another if they cannot use the one they are learning accurately. To illustrate this, in learning the English parts of speech, when Thai students begin with one part such as noun, they need to learn how to use it accurately before moving to another part of speech such as pronoun, verb, adjective, adverb, preposition or conjunction. Learning another language by this method may enable the students to learn the target item (temporarily) but does not enable them to acquire language of the target item. Language is a subtle, complex process, containing various forms which are related according to their functions and vary with reference to the linguistic context and the purpose of communication. As a

result, simply learning each item step by step and separately is insufficient and being able to use each form accurately will never enable learners to acquire the target language. Metaphorically, learning another language in a traditional classroom is like doing a jigsaw. The task for the students is to put thousands of pieces in their right orders. This task is dreadfully discouraging, because it takes a lot of time to finish (if lucky enough to finish). Instead of seeing only one piece at a time, the students should be given the whole picture or context. In other words, they should have an opportunity to see all things at the same time as those things are interrelated in order to communicate according to the linguistic and discourse context. Hence, learning grammar of another language does not always mean acquiring the language, as grammar is only one of the four components of communicative competence, consisting of grammatical competence, discourse competence, socio-linguistic competence, and strategic competence. Simply learning grammatical competence is not sufficient for acquiring the language at all.

What then will help students acquire another language? Isolated grammar does not communicate but will be able to do so when it is presented in context. This clearly indicates that grammar is closely related to the context in which it appears. This relationship between grammar and context accounts for the success or failure of communication.

1.1.2 A Grammar-in-Context Model

To acquire another language and be able to communicate effectively, students of another language should not learn grammar in the step-by-step, isolated fashion because the learning method ignores the relationship of the form, meaning, and use of grammar. They must learn it in context instead. Nearly all-grammatical

rules (with a handful of exceptions) are not context-free. By looking at grammar with reference to the context, it is highly likely that students will succeed in acquiring the language.

The key to success thus depends on the opportunities which students are given to see a particular grammar in different contexts, which convey different communicative meanings. As different contexts contain different forms, meanings, and uses of grammar, they enable the students to get close to a genuine communicative situation beyond the classroom. Thus, the GIC model proposed in this study aims at providing the students the opportunities to learn grammar in various contexts. The model consists of four components: (1) exploring grammar in context, (2) noticing its clue or clues, (3) discovering its form and function, and (4) choice making. All these components are closely related and necessary for learning another language.

The model begins with exploring grammar in context. Exploring allows the students to perceive both forms and functions of a target grammar in a particular context. An opportunity to explore helps the students see different forms and functions of a target grammar in various contexts, understand the relationships between grammar and context, and how forms and functions of grammar change in different contexts. Following exploring grammar in context is noticing the clue or clues of a target grammar. Noticing means repeatedly drawing the students' attention specifically to the target grammar. Noticing the clue or clues surrounding the target grammar is a necessary condition for learning the grammar of another language or acquiring the language itself as it helps the students be conscious or aware of the relationships between grammar and context. Consciously noticing the clue or clues

of a grammar in context leads to a subtle understanding of the relationships between grammar and context. Discovering the grammar in context gives the students opportunity to actively work out the relationships by themselves. This helps develop language learning in a more sophisticated way and enhance a genuine communication. Lastly, by discovering the relationships between grammar and context by themselves, the students additionally learn to use their understanding in making their own choices the relationships between grammar and context in each context and apply the understanding for other contexts on their own.

This model, by encouraging the students to work on their own and helping them develop skills they need for practicing and using language beyond the classroom, is designed for class use with an instructor but it can also be used for self-study when there is an instructor or when a student works alone outside a classroom. The ultimate goal of this model is thus to enhance learner autonomy in order to learn more inductively, to notice more and be more aware of the uses of language in contexts, to be more independent and be able to work out on their own, and to develop the skills they need beyond the classroom. Coupled with the opportunity to explore grammatical structures in context, the students also need to learn to use the language for communication, which often gives the students the opportunity to see grammar in relation to form, function, meaning and use (rather than learning to internalize through exercises concerned with grammatical transformation, which often presents grammar out of context and has students focus on the grammatical aspects of the language). To enable them to see the relationship and be able to communicate in a spontaneous communicative situation, the exercises to train them to explore grammatical structures

in context need to be made with the purpose of communication. An effective way to activate such learning is through a task-based language teaching method (TBLT).

1.1.3 The GIC Model in Task-Based Learning

The traditional method which has the students focus on the grammatical transformation has been replaced by the Communicative Language Teaching (CLT), a method which allows students to practice using English for communication, not having students learn only the grammatical aspects of the language. Although CLT is a good method, it is not sufficient to draw the students' attention to notice essential grammatical features. TBLT is the method chosen for this study.

To emphasize communication, the contents of tasks should be drawn from various contexts such as advertising, newspapers, popular journalism, letters, debates and discussion, literary texts, speeches, and small talks in offices, restaurants, hotels, and street conversation. These various contexts are what the students will have to do in the future. Together with the variety of the contexts, avoiding error correction is another characteristics of TBLT. As it focuses on communication rather than accuracy of the use of grammar, the students' grammar error correction will be made in case the communication is not comprehensible. To emphasize communicating in a genuine situation, there are not any explicit grammar explanations, and group work which provides more opportunity for communicative practice (and therefore improves the communicative skills of the students) is chosen for the GIC model.

The main characteristics of TBLT - various contents of task-based learning - may fit the students needs, learning style and interests, while allowing them to practice developing communicative competence. However, without any explicit

grammar explanation, the students may encounter some difficulties in learning another language.

It is therefore necessary that they learn some learning strategies which help them improve their communicative competence and attain the goal ultimately. Perception is not sufficient for them to focus on target grammar in context. Noticing- drawing the students' attention to focus on the target grammatical features- is needed.

1.1.4 Noticing and the GIC Model in Task-Based Learning

Most studies in the Second Language Acquisition (SLA) field, which measured noticing, have shown that if the students have noticed, they should be able to report any explicit knowledge of the target language features. Noticing plays a role in language learning for three levels: perceiving, noticing, and understanding. Each level varies in degrees of acquisition.

Perceiving is the state of seeing new information. Perceiving is not always learning. If the students are conscious of what they are learning, perceiving is learning. If the students are unconscious of what they are learning, perceiving is not learning. Therefore, perception is not sufficient, though necessary, for language acquisition.

Noticing is the state of being conscious of new information and being able to give the sense of the perceived information. While perceiving may be or may not be learning, noticing is always learning. Noticing is therefore necessary for learning as a gateway to a higher level, understanding. Understanding, following noticing, is the state of being able to relate new information to other things and assess its significance. Understanding cannot occur without noticing and consciousness.

In an attempt to notice new information of another language, learning, which starts from perception, goes on through noticing, and ends up with understanding, and is a stepping stone to learning to communicate.

By incorporating noticing with task-based learning, the GIC model, by providing the students the opportunity to explore the target grammar in given context guided by the clue or clues for noticing information essential for discovering the relationship between the form and the context, is an effective strategy device for learning to communicate in a genuine communication environment.

Although there are numerous studies in general grammatical learning strategies at the linguistic level and whether strategy training can enhance grammatical learning, insufficient empirical research has been done to investigate grammar in context at the discourse level and even fewer studies have examined grammar in context incorporating TBLT and noticing. This study was, therefore, undertaken to investigate both learning at linguistic level and at discourse level under the topic "Developing a Grammar-in-Context Model (GIC Model) for Adult Learners."

1.2 Purposes of the Study

The purposes of this study were to:

1.2.1 Examine whether or not the different teaching/learning methods have different effects on adult learners' noticing and understanding of the target grammar at the linguistic level

1.2.2. Examine whether or not the effects of different teaching/learning

methods have different effects on adult learners' noticing and understanding of the target grammar at the discourse level

1.3 Research Questions

Two main research questions of this study were:

1.3.1 Research Question 1

Do the different types of teaching/learning methods as manipulated by (a) the presence or absence of the GIC tasks, (b) task directions to search for a rule or rules, (c) time constraint, (d) cognitive load, and (e) task difficulty have different effects on adult learners' noticing and understanding of the target grammar at the linguistic level?

1.3.2 Research Question 2

Do the different types of teaching/learning methods as manipulated by (a) the presence or absence of the GIC tasks, (b) task directions to search for a rule or rules, (c) time constraint, (d) cognitive load, and (e) task difficulty have different effects on adult learners' noticing and understanding of the target grammar at the discourse level?

1.4 Research Hypotheses

There were ten hypotheses formulated in this study. Hypotheses 1, 2, 3, 4, and 5 were set out to answer Research Question 1 whereas hypotheses 6, 7, 8, 9, and 10 were set out to answer Research Question 2.

1.4.1 Hypothesis 1: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who received the GIC tasks

either with or without task directions to search for a rule or rules were significantly greater than the posttest mean scores of those who did not.

1.4.2 Hypothesis 2: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who received the GIC tasks with task directions to search for a rule or rules significantly were greater than the post-test mean scores of those who did not.

1.4.3 Hypothesis 3: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who experienced no time constraint were significantly greater than the post-test mean scores of those who did.

1.4.4 Hypothesis 4: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who experienced no cognitive load were significantly greater than the post-test mean scores of those who did.

1.4.5 Hypothesis 5: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who experienced task difficulty were significantly greater than the post-test scores of those who did not.

1.4.6 Hypothesis 6: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who received the GIC tasks either with or without task directions to search for a rule or rules were significantly greater than the post-test mean scores of those who did not.

1.4.7 Hypothesis 7: The post-test mean scores on noticing and

understanding of the target grammar at the discourse level of the learners who received the GIC tasks with task directions to search for a rule or rules were greater than the post-test mean scores of those who did not.

1.4.8 Hypothesis 8: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who experienced no time constraint were significantly greater than the post-test mean scores of those who did.

1.4.9 Hypothesis 9: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who experienced no cognitive load were significantly greater than the post-test mean scores of those who did.

1.4.10 Hypothesis 10: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who experienced task difficulty were significantly greater than the post-test scores of those who did not.

1.5 Scope of the Study

The scope of this study was as follows.

1.5.1 The population of this study were the students who enrolled English University in the first semester in the academic year 2004.

1.5.2 The main concern of this study focused on the effects of the GIC model either with or without task directions to search for a rule or rules on the learners' noticing and understanding of the target grammar at two levels: the linguistic level and the discourse level. It also included the effects of time constraints, cognitive (over) load, and task difficulty on noticing and understanding at the two levels.

1.5.3 The target grammar in this study consisted of these sixteen points:

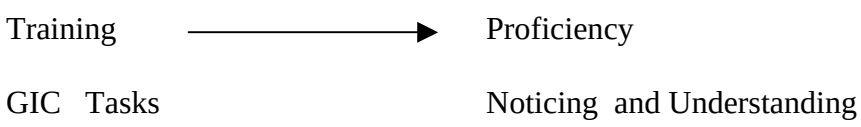
noun, pronoun, article, verb, adjective, adverb, preposition, conjunction, subject-verb agreement, infinitive/gerund, word order, parallel construction, adjective clause, adverb clause, comparative, and superlative.

1.6 Model of the Study

Below is the theoretical model of this study.(See the discussion of this model in Chapter 5.)

Exploring > Noticing > Discovering > Choice-Making or Applying

1.7 Research Framework



1.8 Limitations of the Study

1.8.1 The findings were limited to the subjects with a profile similar to those participating in this study.

1.8.2 The findings were limited to the target grammar with the rules identical with to those tested in this study

1.8.3 The findings were limited to the situational context with a profile similar to this study.

1.9 Definition

The following were the important terms defined for this study.

1.9.1 Grammar-in-Context Model (GIC Model) proposed in this study refers to the model which, aiming at enhancing the ability to communicate in a genuine situation, provides an opportunity to explore the relationship between grammar and the context at the discourse level in various contexts. The model consists of four components: (1) exploring grammar in context, (2) noticing its clue or clues, (3) discovering its form and function, and (4) choice-making.

1.9.1 Task-Based Language Teaching (TBLT), in an operational term, refers to the task which aims to train the students how to process information they perceive in the task.

1.9.2 Noticing refers to the ability to identify the clues of the target grammar

1.9.3 Understanding refers to the ability to discover the relationship between the target grammar and context and the ability to apply it to other contexts.

1.9.4 Context refers to the 'linguistic context' or the surrounding language. *Grammar in context* in this study refers to the language which surrounds the target grammar, helping the students to pay particular attention to the relationship between the grammar and context.

1.9.5 Development refers to the real-time cognitive or language processing abilities affected by the TBLT task. *Development* is synonymous for 'acquisition,' or proficiency that the learner successfully achieves.

1.9.6 The target grammar refers to the grammar that the students attempt to learn. There are sixteen points: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction, adjective clause, adverb clause, comparative,

superlative, word order, parallel structure, gerund and infinitive, and subject-verb agreement.

1.9.8 The linguistic level refers to the presentation of the target grammar in a single sentence.

1.9.10 The discourse level refers to the presentation of the target grammar in several relating sentences on a particular subject.

Summary

Chapter One provides an overview of the present research study, which aims to empirically investigate the effectiveness of the GIC model, a model proposed by this study as a more practical model for EFL adults learners than a traditional one. The contents cover the rationale for the study, purposes of the study, research questions, research hypotheses, scope of the study, model of the study, research framework, limitations of the study, definition of key terms, and implications of the study. The next chapter discusses related literature review centering around theory and research studies of noticing.

CHAPTER II

LITERATURE REVIEW

Introduction

As this study examined the effects of the GIC model on EFL adult learners' noticing and understanding of the target grammar at linguistic level and at discourse level, the contents of the literature review centered around the theory of noticing which was the theoretical framework of this study, prior research study, and the models of noticing.

The concepts of each part were as follows. The theory of noticing is concerned with definitions noticing and other relating terms, components of noticing, the role of noticing in SLA, and the levels of understanding. Then, prior studies mainly discussed the debate of noticing in SLA, the debate on the amount of noticing, variety in noticing measurement, and research study on noticing, on which this investigation was based. The last part is concerned the models of how noticing processes information. There were (1) the model of memory operation, (2) the model of memory systems and language, (3) information processing model, (4) memory and noticing model, (5) Schmidt's model, and (6) Van Patten's model respectively.

2.1 Definition of Noticing

Noticing or *consciousness-raising* is a deliberate attempts to raise learners' awareness of the formal features of the language. This implies that learning is a result of direct manipulation of the learners' mental state. Schmidt (1991, 1993) introduced the term noticing which was later renamed as *input enhancement*. Noticing, which had

been limited to direct manipulation of learners' mental state as it had been first defined, was then expanded the meaning of noticing to the external manipulation of the input. *Noticing* was also termed as *focal awareness* by Atkinson and Shiffrin, *episodic awareness* by Allport, *perceived input* by Gass, and *input processing* by Van Patten. Whatever it was termed, these theorists agreed that noticing played an important role in SLA.

2.2 Noticing and SLA

Noticing is a component of consciousness, a term which is rather ambiguous as it has many senses. Consciousness, theoretically equal to awareness, consists of three levels: perceiving, noticing, and understanding.

2.2.1 Level 1: Perceiving

Perceiving is seeing which can be conscious or unconscious. Consciously perceiving is learning while unconsciously perceiving is not. Perceiving is not always learning but is the gateway to learning. In SLA theory, there is no agreement on the issue of whether perceiving is learning or not. One side claims that perceiving is learning whereas the other claims it is not. This debate is a result of the nature of perception itself. Those who argue for it consider perceiving, either consciously or unconsciously, to be learning. On the other hand, those who argue against it believe that only conscious perception can lead to learning. This issue is still debatable in SLA theory as there is no empirical evidence to support the arguments, either for or against it. However, it is generally accepted that noticing which leads to understanding new information cannot occur without perceiving. The position of this study is that unconscious perception is learning but that perception, though necessary, is not sufficient. To learn another language, noticing is needed.

2.2.2 Level 2: Noticing

Noticing, resulting from consciously perceiving, is the ability to make sense of what one perceives. Noticing is thus different from perceiving to some degree. To illustrate this, while one is listening to another language, one understands what the speaker is saying but may loose sense of the speaker's style and use of language. This is the state of perceiving new information. On the other hand, if the listener can get both the content or contents and other features conveyed through what one listened to, this is the state of perceiving as well as noticing. Being able to notice is thus being able to make sense of the new information one consciously perceived. Noticing is needed for understanding another language.

2.2.3 Level 3: Understanding

Noticing leads to understanding, the state which, after noticing new information, one thinks about it. Thinking may be about assessing the significance of the noticed information, or just comparing and/or contrasting it to the information stored in one's memory bank. Understanding is therefore a mental activity, starting from perceiving, proceeding to noticing and ending up with thinking. The process proceeding from one to another leads to learning, understanding and, ultimately, insight. Understanding is thus needed for learning.

As noticing plays important role in SLA, there are numerous studies on this issue. However, there is no agreement on noticing. Different views on the amount of noticing and noticing measurement are the main focuses in this study.

2.3 Prior Research Study

2.3.1 Debate on the Amount of Noticing

Schmidt (1993: 209) claims that "what must be attended to and noticed is not just the input in a global sense but whatever features of the input are relevant for the target system" and proposes that "noticing is the necessary and sufficient condition for the input to intake for learning" (Schmidt, 1994: 17) This proposition is known as the Noticing Hypothesis. Noticing, according to Schmidt (1993), needs the learners' focal attention and consciousness. Thus, attending to and noticing specific aspects of the target language is the first thing in learning those aspects.

Tomlin and Villa (1994: 192-193) claim that "detection is the process by which particular example are registered in memory and therefore could be made accessible to whatever the key processes are for learning, such as hypothesis formation and testing." This claim conflicts with Schmidt's (1994) Noticing Hypothesis. Detection, according to Tomlin and Villa, needs the learners' attention in order to make accessible the key information of what they are learning but detection does not necessarily need consciousness. There are some attempts to reconcile these different views.

Robinson (1995) proposes that noticing can be defined as detection plus rehearsal in short-term memory. Rehearsal, according to Robinson, is a result of the processing (simple maintenance rehearsal of instances of input in memory) and conceptually driven processing (elaborative rehearsal and the activation of schemata from long-term memory). This present study is based on this reconciled position. As perceiving can be either conscious or unconscious, conscious perception only is noticing and understanding. Consciousness is therefore needed for learning. Without it, noticing or paying attention to new information cannot take place.

Coupled with consciousness, detection is also needed for learning. In detecting, the learners use information in their memory to gain access to the key of whatever they are detecting. If the learners, while detecting, consciously notice or pay attention to what they are learning, such learning is likely to be more effective. As a result, the present study requires the students to consciously pay attention to what they are learning in order to notice the relationship between the target grammar and context. While noticing, they need to incorporate detection to learning. The different views concerning the amount of consciousness sufficient for language learning may result from how consciousness is measured. There are various measures used in consciousness-raising research, all of which are subject to criticism.

2.3.2 Research on Noticing

The present study focuses on noticing theory, communicative competence in spontaneous situation, and TBLT task. The research study to be taken into consideration centers around information processing research in SLA, which consists of three main areas: the processing of input, the influence of noticing on speech production, and the task difficulty. These areas are discussed respectively.

VanPatten (1990) investigated the effects of comprehension tasks on listening comprehension. A control group, without any tasks, listened to the text in a normal way whereas an experimental group, with given tasks, listened for a lexical item, morphological marker, or the definite article. All subjects were required to reproduce the information extracted from a listening comprehension text after the text was presented. The research findings revealed that, in the texts where processing resources are limited and meanings are more important than form, tasks which interfere least with processing would produce higher comprehension scores than tasks

with interference which focus on form. This research indicated that information processing ability had an effect on what is feasible to extract from input under real-time processing conditions.

VanPatten and Cadierno (1993) examined the effects of two different approaches to instruction on performance measured by a comprehension test and a production test. One approach, the traditional group, was a conventional form of rule-oriented instruction and emphasized output practice while the other approach, the experimental group, taught strategies for the processing of the input. The study focused on word order aspects of the acquisition of Spanish by English L1 speakers (such as subject-verb-object and verb-subject-object). The research findings revealed that, when measured by a comprehension test, the two treatment groups outperformed the control group and the experimental group outperformed the traditional one, and that, when measured by a production test, the two treatment groups outperformed the control group again. However, there was no significant difference between the experimental group and the traditional one. Their research indicated that developing input-processing skills is a feasible pedagogic strategy, and that input processing can be directed towards form.

In a related study, Doughty (1991) compared three instructed groups, an experimental rule-oriented group, an experimental meaning-oriented group, and a control group. All groups were given instruction in the formation of relative clauses, with the focus of the instruction being the indirect object relative clause. The research findings revealed that the meaning-oriented group learnt as much about the structure concerned as the experimental rule-oriented group, with both groups outperforming a control group, and that there was better comprehension on the part of the meaning-oriented group. Their research indicated that implicit learning can be comprehension

driven.

Similarly, Fotos and Ellis (1991) and Fotos (1993) developed Schmidt's (1990) ideas on noticing and consciousness raising (tasks which draw attention to a particular form, but giving no explicit information). The basic research design in the experimental group was to provide learners with consciousness-raising tasks targeted at a particular structure such as adverb placement, indirect object, and relative clause. Such an instructional phase was followed one week later by an activity designed to reveal whether learners were exposed to the relevant structures in input. In addition, the research design contained a grammar lesson condition, as well as a control group.

There was very little difference between the traditionally instructed group and those students who had been exposed to the consciousness-raising activities as far as the noticing measure was concerned, suggesting that traditional form-oriented instruction is not the only way in which noticing can be triggered and made more likely. In addition, there was no difference between the traditional and consciousness-raising groups as regards proficiency gains. Fotos also reports that gains in performance were maintained in a test administered two weeks after the noticing activity, a gain which Ellis (1994) attributes to the engagement in the noticing activity.

These studies investigated the effects of planning on speech production. Ellis (1987) investigated the effect on performance of engagement planned versus unplanned discourse. He looked at the performance of learners on three related tasks, focusing on the use of different forms of the past tense. In Task 1, learners had to write a story from a picture series. In Task 2, the same learners had to speak a story to a new set of pictures that had already been written about. In Task 3,

learners had to speak a story to a new set of pictures. Ellis proposed that the three tasks provided learners with progressively less planning time. He was interested in the performance of the learners on three forms of the past tense, which was produced with reasonable frequency, given the way the study was conducted. Three forms were the regular past, the irregular past, and the copula. The results demonstrated that average accuracy of performance across all three past tense morphemes declined as a function of less planning time being available.

Ellis' study has been extended on a longitudinal basis by Underwood (1990). Underwood used the same basic experimental design as Ellis but, in addition, he obtained data at two points in time, at the beginning and end of a 100-hour course of intensive instruction at the low intermediate proficiency level, where the students concerned were instructed in the use of the past tense. Underwood discovered that the 'gain score' matrix, reflecting change after 100 hours of instruction, actually showed some decrements in performance, and these, too involved an interaction between task and morphemes. The regular past showed improvement on all three tasks. However, although the regular past tense improved in accuracy level on Task 1, it decreased on Task 2 and Task 3. The implication is that task conditions can affect the balance between syntactic and lexical processing, but that there is a longitudinal learning dimension to add in to the equation.

Similar conclusions have been drawn by Bygate (1988) and Dechert (1983). Bygate found that in oral tasks language learners tended to use units of expression which functioned as 'wholes'. The greater the processing difficulty that a task involved, the more likely it was that learners would use such units, since they seemed to 'buy the learners processing time', during which further utterances could be composed. Similarly, Dechert discussed the use of what he calls 'islands of

reliability' in ongoing processing-formulaic language which functions, in mid-utterance, to allow the speaker to plan more creative language.

The next study to cover is that of Crookes (1989). like Ellis, Crooks was interested in the issue of planning time, but from a slightly different perspective. Using information-gap tasks, he investigated the effect of giving learners ten minutes planning time, and compared the performance of the two groups of learners, planners and non- planners, on a wide range of measures. Interestingly, there was no significant difference between the two groups on accuracy measures. On the other hand, there was no evidence that the planners used more ambitious forms of language. They used more complex sentences, and drew upon a wider variety of lexis. It seemed that the planners in Crookes's (1989) study had channeled planning time not into achieving greater degrees of accuracy, but instead into making the task itself more complex, by taking more risks. In Ellis's (1987) case, a conservative strategy seemed to prevail, with the more controlled setting (the basic storyline given to the learners, with their problem being that of expressing the storyline) causing the effects of planning time to increase accuracy.

Crookes (1989) proposes that the Ellis study suffers from the confounding of modality with planning, in that Task 1 and 2 were written, while Task 3 was oral. He suggested that, as a result of this, one cannot be sure that the changes in accuracy are due to modality or to planning time. This, though, does not really account for the essentially linear relationship that Ellis reports across all three tasks. In Crookes' case, the time available seemed to enable learners to use language closer to the 'cutting edge' of their language development, but at the cost of no greater accuracy being achievable. In these cases, a risk-taking strategy seems to have been employed which led learners to experiment, and not to rely on 'safe' forms. One can

speculate as a result (a) that the consequences of a limited-capacity attentional system are apparent again, only this time the limited attention is directed to complexity, not accuracy, and (b) that different pedagogic goals can be associated with different methods of organizing language work in class.

Foster and Skehan (1996) also explored the effects of planning time on task performance. Their study investigated two main factors: task design and processing conditions. Foster and Skehan used three tasks: a personal information exchange task, a narration, and a decision-making task. All tasks were done by three groups of subjects. Group 1 had no planning time. Group 2 was given ten minutes unguided planning time. Group 3 was given ten minutes guided planning time, and guidance as to how they might use this time, with suggestions as to how language might be planned, and also suggestions as to how to develop ideas relevant to completing each of the tasks. The findings suggest an effect of planning. This situation is complicated, however, when one considers the finding for accuracy. Recall that one of the things that separated the Ellis and Crookes studies was the findings on accuracy. For Ellis there was an effect for this area, while for Crookes this was not the case. In addition, recall that Foster and Skehan (1996) study is much closer in design to that of Crookes. These results are complex. There is a clear effect for planning, since with one slight exception (narrative, detailed planning) the two planned conditions consistently produce more accurate performance. In this respect these results conflict with Crookes and agree with Ellis. What is striking is that, in contrast with the results from the complexity measures, the highest level of accuracy shown here is for the undetailed planning condition. In other words, the consistently most accurate performance is when there is time to plan, but no guidance to show how to use that time. What seems to be happening is that simply having time leads learners

to plan the language they will use, and as a result their accuracy improves. When there is guidance as to how to use planning time, with some of that guidance suggesting a focus on the content of the messages which will be expressed, the consequence seems to be that accuracy suffers. It is as though there are limited processing capacities available here and a choice has to be made as to what to prioritize. Results consistent with this interpretation are reported by Mehnert (1998). Within one study, she researched the effects of three different planning phases (one minute, five minutes, and ten minutes) as well as a no-planning condition. She used two narrative tasks, one more structure than the other, with intermediate level learners of German in a university context. She measured task performance in terms of fluency, complexity, and accuracy. The first measure, percentage of task time that was silence, shows progressive reduction as a function of greater planning time, but the significant effect contrasts the no planning condition (zero minutes) with the three other conditions (one, five, and ten minute planning time respectively). The accuracy results (where accuracy is measured as the proportion of errors per 100 words) show a similar result for significant difference found between the one, five, and ten-minute conditions. A contrasting pattern is found with the complexity measure, with no significant difference between the zero, one, and five-minute conditions, but with all of these significantly different from the ten-minute condition. The results suggest that, when faced with limited attentional resources for speech production, and when second language speakers are given planning time, they channel this resource initially to accuracy and fluency, and only later towards attempting more complex interpretations of tasks. In retrospect, it may be fortunate that previous researchers did, indeed, take ten minutes as the operationalization of planning time. The findings, in any case, are strongly suggestive of the need to explore exactly what happens

during different planning periods, since it is clear that complex interrelationships between different language characteristics come into play.

In a related study, Skehan and Foster (1997), developing this processing theme, probed whether it is possible to influence the way attention is allocated during task completion. Following Willis and Willis (1988) and Skehan (1992), they reasoned that the knowledge, on the part of task participants, that they would have to engage in subsequent public performance of the same task in front of other students and the researcher would have an impact on the priorities that learners set themselves during task performance. In other words, whereas during tasks with no subsequent activities it is likely that all attentional resources will be allocated simply to task completion, awareness of a subsequent performance will highlight the need for greater accuracy even during the actual task. Consequently, Skehan and Foster (1997) used a two-by-two research design in which two planning conditions (no planning versus (undetailed) planning) were related to two post-task conditions (no post-task versus public post-task).

Confirming the results of the earlier study, there was a clear effect with the planning group outperforming the non-planners on accuracy measures. The results for the post-task were more complicated, however, since there was an interaction between planning and post-task conditions. Having to do a post-task did not lead to greater accuracy with the planners, but it did not lead to greater accuracy for the non-planners, suggesting that there are alternative means for achieving the same goal: devoting attention to accuracy. Either approach seems to work effectively, but it appears that there are no advantages in having two rather than just one influence for focusing on accuracy, claiming that post-task activities can have some effect on accuracy, and regarding how attentional/ intentional priorities are allocated, it is too

early to evaluate the result. The effect shown is rather weak, being neither additive nor general since the effect was found only for a decision-making task, and not on narrative and personal tasks. In addition, it may be, as Skehan and Foster (1997) argue, that the operationalization used to engineer a focus on accuracy, a general post-task activity, was not strong enough. Other options may need to be explored through further research before effective conclusions can be drawn.

Swain and Lapki (1997) explored methods of giving learners tasks which drew them into (a)more syntactic processing, and (b) colllaborative attentional focusing and construction of knowledge. Drawing upon the roles for output presented earlier, and supplementing them with (1) output as a device to cause learners to 'notice the gap', to realize where their interlanguage system is inadequate, and (2) output as a catalyst for metalinguistic analysis, Swain explored the utility of the dictogloss technique (Wajnryb, 1991), where students work in pairs to engineer discussion between students which can enhance and focus attention. Through qualitative analysis of transcript data, she was able to show that: (1) output caused a mismatch to emerge between the language which was known and that which was needed; (2) the need to express meaning pushed learners to examine syntax as a means of achieving meaning; (3) restructuring, a change in the underlying interlanguage system, occurred as the mismatch between current knowledge and required knowledge was resolved; and (4) the key to successful restructuring was the co-construction that followed from collaborative consciousness raising and pooling of analytic capacities and previous knowledge.

In the context of a dictogloss that focused on present tense verb endings in French, Kowal and Swain (1994) report an example of two L1 English students who were troubled by the phrase they had transcribed as 'nous tracasse'

(which they assumed initially to be a misrepresentation on their part of ‘nous tracassons’). Collaboratively, they were able to puzzle their way to the realization that ‘nous’ was actually transcribed correctly. In this way, they were able to develop a more detailed model of word order and verb agreement in French sentences.

For VanPatten (1996) there is a crucial contrast between comprehension-based and processing-based approaches to input. The former (for example, Krashen, 1985) is dominated by the need to extract meaning, and may, as a result, not lead to any focus on form, since it is ongoing comprehension that takes priority. The latter is more concerned with the control of attention during comprehension, and the way different clues can be focused on, for example through the development of and effective use of listening strategies (Clark and Clark, 1977) such as exploiting the presence of past tenses and time adverbs to build propositions (with some focus on form) when language is used for past-time reference.

VanPatten argues that the processing approach is compatible with some clear pedagogic goals. It suggests the usefulness of training language learners in effective processing, to make them more able to notice relevant cues in the input so that form-meaning links are more likely to be attended to.

Candlin (1987) proposed a set of criteria by which tasks might be selected and graded. First, cognitive load should be taken into consideration. This concerns the general complexity of the content of the task, including the naturalness of the order it may be required to follow and also the number of participants or elements. Next, communicative stress is important. More stressful tasks are seen as those which involve pressure which comes from the interlocutor, either because he or she is a native speaker or because of superior knowledge or proficiency. Then, particularity and generalizability are necessary. This concerns the clarity of the goal

of the task, as well as the norms of interpretation. Code complexity and interpretative density are essential. The former concerns the complexity of the linguistic code itself, while the latter is concerned with the complexity of the operations which need to be carried out on such a code. The last criteria is process continuity. This derives from the familiarity of the task type as well as the learners' capacity to relate the task to tasks they are familiar with. Several other researchers have offered interesting characterizations of tasks. Prabhu (1987), in the Bangalore Project, attempted to develop a viable alternative language teaching methodology for use in difficult circumstances. The focus of the work was on task outcome, not form.

Prabhu approached this problem by using a pre-task, whose purpose was to present and demonstrate the task, assess its difficulty for the learners in question, adapt the main task if necessary, and, very importantly, 'let the language relevant to the task to come into play' (Prabhu, 1984: 276). Subsequently, the task proper would be transacted by students, with task outcome being the major goal that preoccupied the learners. Focus on error and on feedback would be explicitly avoided, and it was intended that language learning would be incidental to the transaction of the task itself. As a result of experience in observing which tasks were most successful in generating useful language as well as being interesting to students, Prabhu recommended reasoning-gap tasks above all, in preference to opinion-gap and information-gap tasks. A typical task would be to plan a complicated itinerary of a rail journey across India, armed with a railway timetables, or to complete a 'whodunit' story. Tasks were selected initially on the basis of such general criteria, and then, through classroom-based evaluation of the degree of success, they would be rescued, adapted, or discarded.

On a more empirical basis, Berwick (1993) used multivariate statistical

techniques in an attempt to uncover underlying dimensions of tasks. Drawing upon previous research (Berwick, 1988) and a wider literature on analyzing educational activities (Cummins, 1984; Moha, 1986), he proposed two dimensions as underlying tasks. The first concerns task goals, with contrasting educational and social poles at either end of the dimension. Educational goals have clear didactic function, while social goals require the use of language simply because of the activity in which participants are engaged. The second dimension is based on task processes, with extremes of experiential and expository tasks. Experientially oriented tasks seem to be more concrete in nature on more abstract information which may be the basis for generalizations and decontextualized language use (Cummins, 1984). Unlike Pica *et al*. (1993) and Duff (1986) who have clear ideas as to desirable bundles of task qualities, Berwick (1993) is more concerned to explore different types of language associated with tasks which contain different combinations of qualities.

In his previous research Berwick (1988) suggested that experiential-social tasks produced more confirmation checks and inferential questions, while educational expository tasks generated more definitions and lexical uncertainty. There is value either way. Berwick (1993) operationalized the contrasts by means of a task using 'Lego' toy building bricks (completed under two conditions: pair facing apart, and pair facing together); a pedagogic task which required instructions to be given about text location in the word processor of a laptop computer (again done under two conditions, with or without the computer present); and a discussion task. The computer task had didactic goals (and expository versus experiential processes, depending on the two conditions). The 'Lego' task had social goals (and contrasting processes, as with the computer task). The discussion task was seen to be social in goal orientation, and intermediate between expository and experiential for processes.

Berwick used a large number of dependent measures to assess whether the tasks would pattern empirically in the way he predicted following the above dimensions. In fact, the results were not supportive of the original predictions. A factor analysis yielded three-factor solution, with the second factor providing some support for the expository-experiential dimension, and the third factor being consistent with the didactic-social dimension. But the main finding was that the first factor brought together, rather unhelpfully in terms of the initial hypotheses, the discussion and the 'facing-apart' 'Lego' task. Berwick interprets this factor in terms of foregrounding of information, though the logic of this interpretation is not entirely clear. What is more relevant is the relative importance of the three factors. The first factor extracted is clearly of dominating importance, suggesting that to consider all three factors, as Berwick did, led to the over-interpretation of the data matrix. As a result, one cannot really take the results as supportive of the existence of the dimensions involved, though they remain interesting in themselves. It may be necessary to break them down into smaller sub-components to make progress in understanding them more fully.

A series of data-based studies which influenced the scheme proposed in Skehan (1992) is reported by Brown *et al*. (1984). They investigated various task design features in an attempt to establish task difficulty on an empirical basis. From a number of studies which examined the effects on task difficulty of different types and different types and different quantities of information, they proposed the following matrix. The matrix proposes two dimensions which influence task difficulty. The easiest tasks on the first dimension, information type, are static tasks, in which the information does not change during the course of the activity. The examples given are diagramming and giving instructions about how to lay out a pegboard.

In each case, visual information is involved, the task is essentially a

one-way information-gap task, and the ‘transmitter’ simply has to explain how material is disposed in space. More difficult than this are dynamic tasks, in which elements change during the course of the task. In a car crash, for instance, there is a narrative element, since not only has visual information to be communicated, but it is also necessary to indicate the sequence of events, as well as the nature of the causality involved. Finally, the most difficult information type of all is considered to be the abstracted task, since this contains decontextualized elements which have to be manipulated and expressed. The given example is that of expressing opinions. If the first dimension is concerned with the nature of the information underlying each task, the other dimension concerns the scale of the task and how the interrelationships between the elements contributes separately to task difficulty. This suggests that different sorts of relationships may lead to different degrees of difficulty.

Research reported by Foster and Skehan (1996) develops these findings. Tasks based on personal, more remote information was involved. Pica et al. (1993) start from the assumption that acquisition takes place as a function of the learner engaging in interaction. This leads to the need to express meanings which may stretch interlanguage. It may also require learners to negotiate meaning (Long 1989), an activity presumed to be particularly helpful in bringing about language change.

Collectively, all these research studies focus on how noticing enhances communicative competence via input such as instruction and task. Then, on what model are these studies based? Many recent studies have been based on these models: (1) the model of memory operation, (2) the model of memory systems and language, (3) information processing model, (4) memory and noticing model , (5) Schmidt’s model, and (6) Van Patten’s model.These models are discussed respectively.

2.4 Noticing Models

2.4.1 The Model of Memory Operation

Atkinson and Schiffrin (1968) proposes a model of memory operation.

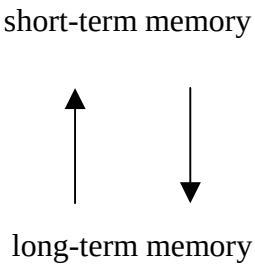


Figure 2.1: The model of memory operation

2.4.2 The Model of Memory Systems and Language

Gathercole and Baddeley (1994) proposes a model of memory system and language.

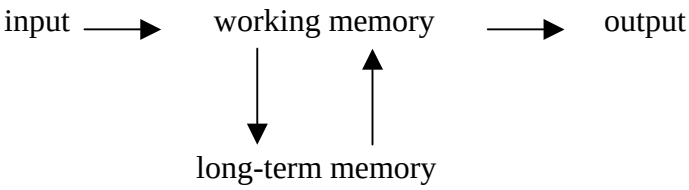


Figure 2.2: The model of memory systems and language

2.4.3 Schmidt's Model

Schmidt (1990) proposes a model demonstrating what factors influence noticing and how noticing influences learning.

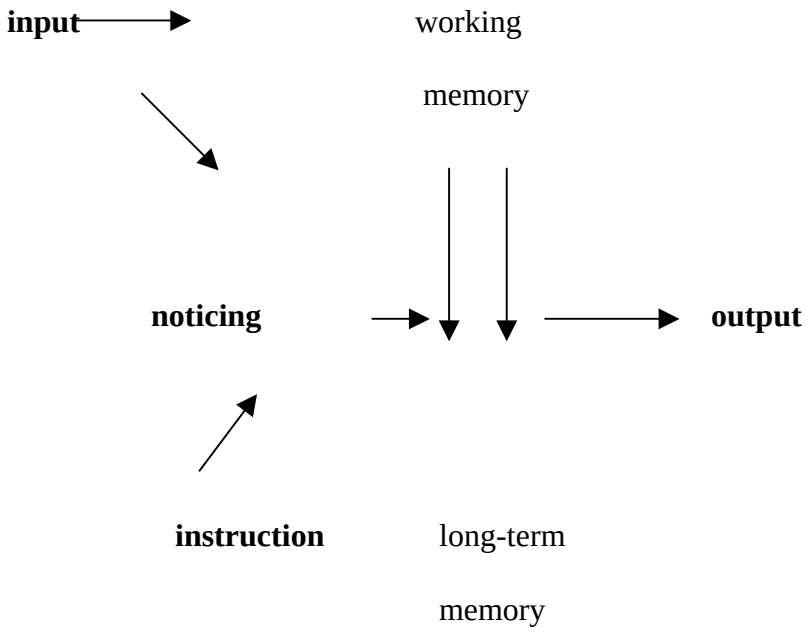


Figure 2.3: Schmidt's model

2.4.4 Van Patten's Model

Van Patten (1996), like Schmidt, proposes the simple model of input processing showing how input processing influences learning but proceeds further to how it goes on developing learning to higher levels.

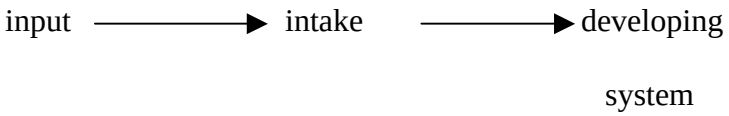


Figure 2.4: Van Patten's model

2.4.5 The GIC Model

As Schmidt does not consider language learning as an ongoing process, his model overlooks a developing system which leads, if developing effectively, to output. Unlike Schmidt, Van Patten sees the significance of a developing system. His model, however, does not explicitly mention *noticing*, which he calls *input*

processing, and how it influences intake. The present study thus proposes a new model which is called a Grammar –in- Context Model (GIC Model), which gives importance to both developing process and noticing. The proposed GIC Model, which will fully discussed in Chapter 6, processes as follows.

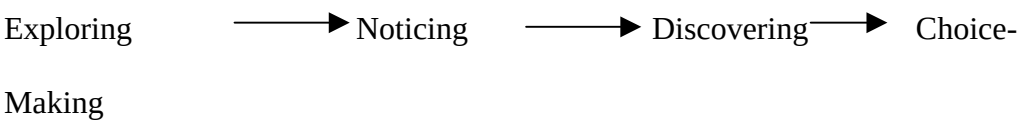


Figure 2.5: The GIC model

Conclusion

This study was purposefully set out to examine whether or not this GIC Model would have effects on L2 learning. In order to clearly determine the effects of this model on learning, the examination therefore studied both at the linguistic and discourse levels. The comparison of these two levels was the point that all prior research study had ignored. This present study considered it as the key to L2 acquisition as mentioned earlier in the rationale for the study.

However, this present study did not overlook the factors suggested by prior studies that might have great effects on L2 acquisition. The factors consisted of (a) directions to search for a rule or rules, (b) time constraints, (c) cognitive load, and (d) task difficulty. All these factors would be put into the research design as shown in the next chapter.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The main purpose of this study was to empirically examine the effects of the GIC model on EFL adult learners' noticing and understanding of the target grammar. As there were investigations at two levels, the linguistic level and the discourse level, the research methodology designed to serve the purpose of the study was therefore divided into two phases: phase 1 for the linguistic level and phase 2 for the discourse level. The details of research methodology in each phase were as follows.

3.1 Phase 1: The Linguistic Level

3.1.1 Design of the Study

A pretest and post-test experimental design with two experimental groups and one control group was used in this study to collect data on sixteen grammatical testing points. (A complete set of the research design is presented in Appendix 1.) The three groups are listed below.

Group 1: An experimental group received (a) the GIC Model tasks, (b) tasks directions to search for a rule or rules , (c) time constraints, and (d) cognitive load.

Group 2: An experimental group received all factors as Group 1, except the tasks directions to search for a rule or rules.

Group 3: A control group received neither the GIC Model tasks nor tasks

directions to search for a rule or rules and suffered neither from time constraints nor cognitive load.

3.1.2 Population and Subjects

3.1.2.1 Population

The population was 238 students who enrolled GE 2201(English 3) in the first semester in 2004 at Krirk University. They were from five faculties: Business Administration, Arts, Communication Arts, Law, and Economics.

3.1.2.2 Subjects

The subjects comprised 238 students who were the population in this study. As mentioned above that the students were from various faculties, and they registered in one of the three sections based on their available time. Because of this, the subject selection could not be manipulated. The subject selection in this study could, however, be considered as a form of simple random sampling since (1) they were from different faculties and different majors, (2) each group comprised the students from all five faculties, and (3) there were students of all grades in each group. The group division was based on simple random sampling. The results of a draw were that the experimental group 1 was Section 1, the experimental group 2 was Section 3 and the control group was Section 2. Therefore, it could be assumed that the subject selection was based on simple random sampling.

The numbers of the subjects in the experimental group 1, the experimental group 2, and the control group were 82, 76, and 80 respectively. These numbers reduced in some weeks since the minority who were from the southern

region of Thailand needed to go home for religious purposes. The experimental group 1 received the GIC tasks, task directions to search for a rule or rules of the target grammar, and information on the target grammar. The subjects were assigned to complete each task in 5 minutes. The group was facilitated by the researcher. The experimental group 2 was different from the experimental group 1 in that it did not receive task directions to search for a rule or rules of the target grammar. The control group, however, received none of the treatments and requirements that the two experimental groups were given. The subjects were taught by their normal class instructor who had twenty years of teaching experience in teaching a grammar course, understood the purpose of this study well, and was trained by the researcher.

Each group received the treatments twice a week for four weeks or 8 times altogether, 5 minutes at a time or 40 minutes altogether for the experimental groups. There were no time constraints for the control group. After four weeks, all groups were given review lessons by the researcher in order to gap the differences between the groups facilitated by the researcher and the group taught by the instructor. Therefore, it could be assumed that the differences among the groups were reduced.

3.1.3 Variables

The variables in this study fell into three groups: independent, covariate, and dependent.

3.1.3.1 Independent Variables

The independent variables in this study fell into two training

conditions: the GIC model tasks either with or without tasks directions to search for a rule or rules. The former referred to the way in which the target grammar was presented with the clue or clues that accounted for the target grammar. The latter referred to the way in which the target grammar was presented without the clue or clues to the target grammar.

3.1.3.2 Covariates

Covariates in this study were pretest scores at the linguistic level.

3.1.3.3 Dependent Variables

Dependent variables were post-test scores at the linguistic level.

3.1.4 Instruments

There were several elicitation instruments employed in this study, consisting of: GIC tasks with directions to search for the rules of the target grammar, GIC tasks without directions to search for the rules of the target grammar, instruction, pretests, and post-tests. The details of each instrument were as follows.

3.1.4.1 The GIC Tasks with Directions to Search for a Rule or Rules of the Target Grammar

The GIC model with directions to search for a rule or rules of the target grammar, constructed for one experimental group, gave clues directing to the target grammar and information of the target grammar. Each target grammar was presented in word, phrase, or a single sentence. (A sample of the tasks was presented in Appendix 2).

3.1.4.2 The GIC Tasks without Directions to Search for a Rule or Rules of the Target Grammar

The GIC model tasks without directions to search for a rule or rules of the target grammar constructed for the other experimental group were almost exactly the same as the GIC model tasks with directions to search for the rule of the target grammar, except there were no clues directing to the target. (A sample of the tasks was presented in Appendix 3).

3.1.4. 3 Instruction

Instruction constructed for the only control group consisted of an explanation of the target grammar. There were neither tasks nor directions to search for a rule. (A sample of the tasks was presented in Appendix 4).

3.1.4.4 Pretests

Pretests designed for measuring the subjects' noticing and understanding of the target grammar before training was constructed in parallel with the post-tests in order to measure each grammatical point separately in a single sentence. (A set of the pretests was presented in Appendix 5).

3.1.4.5 Post-tests

Post-tests measured the subjects' noticing and understanding of the target grammar. The tests, given after the GIC model tasks, were constructed in parallel with the pretests. (A set of the tasks is presented in Appendix 6).

3.1.5 Reliability and Validity

The reliability and validity check of this present study followed these steps. First, for content validity check, the instruments which had been constructed based on the purposes of research study were sent to five judges who were academically

qualified and have been teaching grammar to EFL adult learners for five years. The contents were then adjusted to their advice. Next, these instruments were tried out with thirty students who were the subjects of this study. Finally, the instruments were tested by Cronbach's Alpha Coefficiency for reliability check. The result was 0.786, which was slightly higher than the moderate reliability (0.750).

3.1.6 Data Collection and Procedures

3.1.6.1 Data Collection

As this study employed pretest and post-test experimental design, the data collection fell into three steps: pretest, task/instruction, and post-test.

3.1.6.2 Procedures

The procedures, lasting seven weeks, were divided into two stages: operation and review. In the operational stage, lasting four weeks, each group followed three-step procedures, consisting of pretest, task/instruction, and post-test. However, there were some differences in details of tasks/instruction. The subjects of the experimental group 1 or the GIC model group with task directions to search for a rule or rules were first given a pretest. Then, in the task circle, they followed these four steps: (1) exploring the target grammar in a word, phrase or sentence in the given tasks with information for self-study, (2) noticing the clue or clues to the target grammar, (3) discovering its form and function, and (4) choice-making or applying the discovery in a new context. After the task, they were given a post-test, which was constructed in parallel with the pretest. Like the subjects of the experimental group 1, those of the experimental group 2 or the GIC model group without task directions to search for a rule or rules were first given a pretest. As this group was not assigned task directions to search for a rule or rules, there were three steps to follow in the task

circle: (1) exploring the target grammar in a word, phrase or sentence in the given tasks with information for self-study, (2) noticing the clue or clues to the target grammar, which were either underlined or asking a particular question in order to draw the subjects' attention specifically to the target grammar, and (3) choice-making or applying the discovery in a new context. After the task, they were given a post-test, which was constructed in parallel with the pretest. The only control group received a pretest, then instruction by their instructor, and lastly a post-test. The instruction was taught in a traditional way.

Having completed the operational stage, all the three groups then went to the review stage, lasting three weeks. This stage was assigned in order to bridge the gap between the experimental groups which were facilitated by the researcher and the control group which was taught by the normal class instructor. With this review, it was therefore assumed that there were no differences among the three groups.

3.1.7 Data Analysis

The data analysis fell into two parts: scoring procedure and statistical analysis. Below are the details of scoring procedure and statistical analysis.

3.1.7.1 Scoring Procedure

In order to assess noticing and understanding, counts of pretest and post-test scores on recognition of the clue to the target grammar were compared. 1 point was given every time when the subjects could give both the correct form and the report of the rule or rules of the target grammar and 0 if they could not.

3.1.7.2 Statistical Analysis

In order to answer Research Question 1, mean and standard deviation were used for describing the data and an ANCOVA analysis performed on the data in order to compare the differences among the groups.

3.2 Phase 2: The Discourse Level

3.2.1 Design of the Study

This phase also employed the pretest and post-test experimental design with two experimental groups and one control like Phase 1. The three groups were exactly the same as the previous phase.

3.2.2 Population and Subjects

3.2.2.1 Population

The population was the same group as Phase 1, consisting of 82 in the experimental group 1, 76 in the experimental group 2, and 80 in the control group or 238 students altogether.

3.2.2.2 Subjects

The subjects, drawn from those of the first phase and based on purposive sampling, comprised 40 students in each group or 120 altogether. As mentioned there were 238 subjects in Phase 1. This reduction was a result of five reasons. First, after mid-term examination, some students who failed the exam had to withdraw. Second, the students' absence in Phase 1 was more than 3 times, which comprised 2 training points at a time or 6 points altogether. The high numbers of absence (6 out of 16 training points) disqualified the absentees. Third, they were selected based on the scores they obtained in Phase 1. Those who got lower than 5 (out of 15 points) were excluded. Fourth, successful language training/research should

be conducted with smaller numbers of subjects. Therefore, the limited number of 40 students in each group should be acceptable. Lastly, the behavioral, experimental research could be conducted with a small sample size (approximately at least 30 subjects). For all these reasons, the purposive sampling was best suited for subject selection in this phase. The two experimental groups in Phase 2 received the treatments and requirements like those in Phase 1, except for a few differences. First, the tasks were presented in discourse, not in a single sentence. Next, the two experiment groups were not assigned a time limit. Lastly, they received no instruction.

3.2.3 Variables

The variables in this study fell into three groups: independent, covariate, and dependent.

3.2.3.1 Independent Variables

The independent variables for the two experimental groups in this study fell into two training conditions: the GIC tasks with or without task directions to search for a rule or rules. The former referred to the way in which the target grammar was presented with the clue or clues directing to the target grammar. The latter referred to the way in which the target grammar was presented without the clue or clues directing to the target grammar.

3.2.3.2 Covariates

Covariates in this study were pretest scores at the discourse level.

3.2.3.3 Dependent Variables

Dependent variables were post-test scores at the discourse level.

3.2.4 Instruments

There were several elicitation instruments employed in this study, consisting of the sets of the instruments similar to those used in phase 1: the GIC tasks, pretests, and post-tests. The difference was that each target grammar in phase 2 was presented in several related sentences or text, which displayed the target grammar in various contexts. (A sample of the tasks was presented in Appendix 7).

3.2.5 Reliability and Validity

The reliability and validity check of this phase followed the same steps as the previous phase. First, for content validity check, the instruments which had been constructed based on the purposes of research study were sent to five judges who were academically qualified and have been teaching grammar for ten years. The contents were then adjusted according to their advice. Next, these instruments were tried out with thirty other students who were the subjects of this study. Finally, the instruments were tested by Cronbach's Alpha Coefficiecy for reliability check. The result was 0.798, which was higher than the moderate reliability (0.750).

3.2.6 Data Collection and Procedures

3.2.6.1 Data Collection

Phase 2, lasting eight weeks, was conducted a week after the completion of phase 1. This continuity was set to determine whether or not the two experimental groups could apply what they had acquired in Phase 1 on a more

complex level. Therefore in phase 2 they were given no information of the target grammar as they had been given in Phase 1. Each group followed the same steps as in Phase 1. The differences were that the two experimental groups were given no time limit in the completion of pretest, task, and post-test procedures but the control group was given a time limit instead.

3.2.6.2 Procedures

The procedures were exactly as Phase 1.

3.2.7 Data Analysis

The scoring procedure and data analysis of this phase was exactly the same as that of Phase 1.

Conclusion

This chapter showed the details of research methodology of this study, which included all main features of the two phases of this research study such as research design, population and subjects of the study, design, variables (independent, dependent, and covariate), instruments (tasks, instructions, pretest, and post-test), data collection and procedures, reliability and validity, and data analysis (scoring procedure and statistical analysis).

CHAPTER IV

DATA ANALYSIS

Introduction

The contents of this chapter present the results of the data analysis, hypothesis testing, and discussion. As this study set out to determine the effects of the GIC model at two levels- the linguistic level and the discourse level- the data analysis thus falls into two main groups, each of which consisted of descriptive statistics and an ANCOVA analysis. Following the presentation of the results of data analysis are hypothesis testing and discussion of the results.

4.1 The Results of Data Analysis

The contents in this part include (1) the means and standard deviation at the linguistic level, (2) the ANCOVA analysis at the linguistic level, (3) the means and standard deviation at discourse level, and (4) the ANCOVA analysis at discourse level. All parts are presented respectively.

4.1.1 Descriptive Statistics at the Linguistic Level

A mean and standard deviation were used for describing the data in order to provide an overview for an ANCOVA analysis. The pretest and post-test mean scores and standard deviation of the three groups were shown as follows.

Table 4.1: Descriptive Statistics at Linguistic Level

Testing Point	n.	Mean	Std. Deviation	n.	Mean	Std. Deviation	n.	Mean	Std. Deviation
Noun									
-Pretest	82	.6207	.4895	76	.6825	4692	80	.7119	.4568
-Post-test	82	.4655	.5032	76	.4921	.5040	80	.4915	.5042
Pronoun									
-Pretest	82	.4655	.5032	76	.5882	.4958	80	.5932	.4954
-Post-test	82	.4828	.5041	76	.4559	.5018	80	.4915	.5042
Article									
-Pretest	58	.5172	.5041	63	.3810	.4895	59	.6780	.4713
-Post-test	58	.4483	.5017	63	.5079	.5040	59	.3729	.4877
Verb									
-Pretest	82	.6379	.4848	76	.5238	.5034	80	.5593	.5007
-Post-test	82	.4483	.5017	76	.4921	.5040	80	.3729	.4877
Gerund/ Infinitive									
-Pretest	58	.5517	.5017	63	.4762	.5034	59	.4746	.5036
-Post-test	58	.5172	.5041	63	.4127	.4963	59	.3729	.4877
Adjective									
-Pretest	82	.5862	.4968	76	.5079	.5040	80	.6102	.4919
-Post-test	82	.5517	.5017	76	.4444	.5009	80	.5085	.5042
Adverb									
-Pretest	58	.5345	.5032	63	.5714	.4988	59	.6780	.4713
-Post-test	58	.4138	.4968	63	.5079	.5040	59	.4576	.5025
Preposition									
-Pretest	82	.5172	.5041	76	.4603	.5024	80	.6102	.4919
-Post-test	82	.4310	.4995	76	.3492	4805	80	.5254	.5036
Conjunction									
-Pretest	58	.4828	.5041	63	.5397	.5024	59	.6949	.4644
-Post-test	58	.5517	.5017	63	.5238	.5034	59	.5593	.5007
Adj. Clause									
-Pretest	58	.5172	.5041	63	.6349	.4853	59	.6102	.4919
-Post-test	58	.3966	.4935	63	.3968	.4932	59	.4237	.4984
Adv. Clause									
-Pretest	82	.5000	.5044	76	.4762	.5034	80	.6949	.4644
-Post-test	82	.5345	.5032	76	.3492	.4805	80	.4746	.5036
Parallel Structure									
-Pretest	58	.5517	.5017	63	.6349	.4853	59	.6102	.4919
-Post-test	58	.5690	.4995	63	.5714	.4988	59	.5593	.5007
Word Order									
-Pretest	58	.6034	.4935	63	.5397	.5024	59	.6780	.4713
-Post-test	58	.4483	.5017	63	.4286	.4988	59	.3390	.4774
Comparative/ Superlative									

-Pretest									
-Post-test	58	.5172	.5041	63	.5238	.5034	59	.7627	.4291
Subject-Verb	58	.4483	.5017	63	.4921	.5040	59	.6102	.4919
Agreement									
-Pretest									
-Post-test	59	.5172	.5041	63	.4444	.5009	59	.5932	.4954
	59	.4483	.5017	63	.3968	.4932	59	.2881	.4568

The pretest mean scores on noun were ranked from the highest to the lowest as follows: the traditional teaching group(0.7119), the GIC group without task directions to search for a rule or rules(0.6825), and the GIC group with task directions to search for a rule or rules (0.6207) respectively. However, the post-test mean scores on noun were the GIC group without task directions to search for a rule or rules (0.4921), the traditional teaching group(0.4915), and the GIC group with task directions to search for a rule or rules(0.4655) respectively.

The pretest mean scores on pronoun were the traditional teaching group (0.5932), the GIC group without task directions to search for a rule or rules (0.5882), and the GIC group with task directions to search for a rule or rules (0.4655) respectively. However, the post-test mean scores on pronoun were the traditional teaching group (0.4915), the GIC group with task directions to search for a rule or rules (0.4828), and the GIC group without task directions to search for a rule or rules (0.4559) respectively.

The pretest mean scores on article were the traditional teaching group (0.6780), the GIC group with task directions to search for a rule or rules (0.5172), and the GIC group without task directions to search for a rule or rules (0.3810) respectively. However, the post-test mean scores on article were the GIC group without task directions to search for a rule or rules (0.5079), the GIC group with task directions to search for a rule or rules (0.4483), and the traditional teaching group (0.3729) respectively. The pretest mean

scores on verb were the GIC group with task directions to search for a rule or rules (0.6379), the GIC group without task directions to search for a rule or rules (0.5593), and the traditional teaching group (0.5238) respectively. However, the post-test mean scores on verb were the GIC group without task directions to search for a rule or rules (0.4921), the GIC group with task directions to search for a rule or rules (0.4483), and the traditional teaching group (0.3729) respectively.

The pretest mean scores on gerund and infinitive were the GIC group with task directions to search for a rule or rules (0.5517), the GIC group without task directions to search for a rule or rules (0.4762), and the traditional teaching group (0.4746) respectively. Similarly, the post-test mean scores on gerund and infinitive were the GIC group with task directions to search for a rule or rules (0.5172), the GIC group without task directions to search for a rule or rules (0.4127), and the traditional teaching group (0.3729) respectively.

The pretest mean scores on adjective ranking were the traditional teaching group (0.6102), the GIC group with task directions to search for a rule or rules (0.5862), and the GIC group without task directions to search for a rule or rules (0.5079) respectively. However, the post-test mean scores on adjective were the GIC group with task directions to search for a rule or rules (0.5517), the traditional teaching group (0.5085), and the GIC group without task directions to search for a rule or rules (0.5079) respectively.

The pretest mean scores on adverb were the traditional teaching group (0.6780), the GIC group without task directions to search for a rule or rules (0.5714), and the GIC group with task directions to search for a rule or rules (0.5345) respectively. The post-test mean scores on adverb were the GIC group without task directions to search for a rule or rules (0.5079), the traditional teaching group (0.4576), and the GIC group without task

directions to search for a rule or rules (0.4138) respectively.

The pretest mean scores on preposition were the traditional teaching group (.6102), the GIC group with task directions to search for a rule or rules (.5172), and the GIC group without task directions to search for a rule or rules (.4603) respectively. Similarly, the post-test mean scores on preposition were the traditional teaching group (0.5254), the GIC group with task directions to search for a rule or rules (0.4310), and the GIC group without task directions to search for a rule or rules (0.3492) respectively.

The pretest mean scores on conjunction were the traditional teaching group (0.6949), the GIC group without task directions to search for a rule or rules (0.5397), and the GIC group with task directions to search for a rule or rules (0.4828) respectively. The post-test mean scores on conjunction were the traditional teaching group (0.5593), the GIC group with task directions to search for a rule or rules (0.5517), and the GIC group without task directions to search for a rule or rules (0.5238) respectively.

The pretest mean scores on adjective clause were the GIC group without task directions to search for a rule or rules (0.6349), the traditional teaching group (0.6102), and the GIC group without task directions to search for a rule or rules (0.5172) respectively. The post-test mean scores on adjective clause were the traditional teaching group (0.4237), the GIC group without task directions to search for a rule (0.3968), and the GIC group with task directions to search for a rule or rules (0.3966) respectively.

The pretest mean scores on adverb clause were the traditional teaching group (0.6949), the GIC group without task directions to search for a rule or rules (0.5000), and the GIC group with task directions to search for a rule or rules (0.4762) respectively. The post-test mean scores on adverb clause were the GIC group with task directions to search for a rule or rules (0.5345), the traditional teaching group (0.4746), and the GIC group

without task directions to search for a rule or rules (0.3492) respectively.

The pretest mean scores on parallel structure were the GIC group without task directions to search for a rule or rules (0.6349), the traditional teaching group (0.6102), and the GIC group without task directions to search for a rule or rules (0.5517) respectively. The post-test mean scores on parallel structure were the GIC group without task directions to search for a rule or rules (0.5714), the GIC group with task directions to search for a rule or rules (0.5590), and the traditional teaching group (0.5593) respectively.

The pretest mean scores on word order were the traditional teaching group (0.6780), the GIC group with task directions to search for a rule or rules (0.6034), and the GIC group without task directions to search for a rule or rules (0.5394) respectively. The post-test mean scores on word order were the GIC group with task directions to search for a rule or rules (0.4483), the GIC group without task directions to search for a rule or rules (0.4286) the traditional teaching group (0.3968) respectively.

The above-mentioned overview of pretest and post-test mean scores and standard deviation gave a general background of the data collected. However, this was not sufficient for drawing a conclusion to the study. Further statistical analysis was needed in order to determine whether or not the overview was consistent with the results of the statistical analysis. ANCOVA analyses of the data at linguistic level are presented below.

4.1.2 ANCOVA Analyses at the Linguistic Level

An ANCOVA was used for data analysis of post-test scores on all testing points. An alpha .05 was used for all analyses. Below is a summary of the data analysis.

(A complete set is presented in Appendix H).

Table 4.2: ANCOVA Analyses at the Linguistic Level

The Target Grammar	Sig.
1. Noun	.948
2. Pronoun	.569
3. Article	.132
4. Verb	.073
5. Gerund and Infinitive	.296
6. Adjective	.330
7. Adverb	.947
8. Preposition	.820
9. Conjunction	.442
10. Adjective Clause	.457
11. Adverb Clause	.053
12. Parallel Structure	.906
13. Word Order	.088
14. Comparative and Superlative	.184
15. Subjective-Verb Agreement	.209

The results of the data analyses of the three methods revealed that there were no significant main effects on post-test scores on all fifteen items: noun (p= 0.948), pronoun (p=0.569), article (p= 0.132), verb and auxiliary verb (p=0 .073), gerund and infinitive (p= 0.296), adjective (p= 0.330), adverb (p= 0.947), preposition (p= 0.820), conjunction

(p= 0.442), adjective clause (p= 0.457), adverb clause (p= 0.053), parallel structure (p= 0.906), word order for the three methods at the significance level of .05 (p= 0.088), on comparative and superlative (p = 0.184), and subject-verb agreement (p= 0.209).

An ANCOVA analysis performed on post-test scores of all grammatical points at linguistic level revealed no significant differences for all three methods. It was therefore needed to study further at discourse level in order to see whether the results would be consistent or not. The results of analysis at discourse level were as follows.

4.1.3 Descriptive Statistics at the Discourse Level

Like the linguistic level, a mean and standard deviation were also used for data description at the discourse level. Below is a summary of the data analysis.

Table 4.3: Descriptive Statistics at the Discourse Level

	The GIC Model 1			The GIC Model 2			The Control Group		
Testing Point	n.	Mean	Std. Deviation	n.	Mean	Std. Deviation	n.	Mean	Std. Deviation
Noun									
-Pretest	40	4.4250	.9578	40	4.5500	1.1536	40	4.4500	1.0115
-Post-test	40	8.1750	1.2788	40	7.7000	1.3996	40	3.8000	.8829
Pronoun									
-Pretest	40	3.0000	1.2810	40	2.7375	1.5157	40	2.7000	1.4178
-Post-test	40	5.5250	1.6792	40	4.4375	2.1159	40	3.2500	1.6602
Article									
-Pretest	40	2.6750	1.1633	40	2.5250	1.0124	40	2.0500	1.0610
-Post-test	40	6.2000	1.0178	40	5.4750	.9868	40	3.7000	.8829
Verb/ auxiliary verb									
-Pretest	40	2.1500	.7696	40	2.4000	1.2362	40	2.6000	1.0328
-Post-test	40	5.5500	1.0115	40	4.5250	.7506	40	3.8500	.7355
Gerund/ Infinitive									
-Pretest	40	2.8250	1.1742	40	2.3250	1.0225	40	2.1500	.7696
-Post-test	40	4.8250	.9306	40	4.2000	.8533	40	1.3750	1.0786
Adjective									
-Pretest	40	2.4250	.7121	40	2.5500	.6775	40	3.0000	1.2810
-Post-test	40	3.5500	.7143	40	2.7500	.7071	40	5.5250	1.6792

Adverb									
-Pretest	40	1.9000	1.0328	40	2.0000	.8165	40	2.1000	.7442
-Post-test	40	3.4500	1.1972	40	3.4750	.8767	40	2.8250	1.1297
Preposition									
-Pretest	40	6.4250	.8738	40	4.7250	1.0124	40	4.6000	1.0077
-Post-test	40	10.1750	.9306	40	9.5500	1.3950	40	7.0000	1.5191
Conjunction									
-Pretest	40	3.1000	.3359	40	3.0000	1.3397	40	3.1500	1.3691
-Post-test	40	7.0000	8.0575	40	4.7500	1.5484	40	3.4750	1.1980
Adj. Clause									
-Pretest	40	2.2500	.9541	40	2.0750	.7299	40	2.1250	.9111
-Post-test	40	5.5000	.8473	40	4.1000	.6718	40	3.7000	. 7910
Adv. Clause									
-Pretest	40	5.0000	1.0115	40	5.2000	.9115	40	4.5500	1.0365
-Post-test	40	9.6250	.8829	40	7.7750	1.5104	40	4.0000	1.0377
Parallel Structure									
-Pretest	40	4.4250	.9578	40	4.5500	1.1536	40	4.4500	1.0115
-Post-test	40	8.1750	1.2788	40	7.7000	1.3996	40	3.8000	.8829
Word Order									
-Pretest	40	1.3750	.7048	40	1.6250	.5401	40	2.2000	.6869
-Post-test	40	4.0000	.7161	40	2.8500	.8930	40	2.7250	.7841
Comparative/ Superlative									
-Pretest	40	2.0000	1.0377	40	3.1000	.7089	40	2.3500	1.1220
-Post-test	40	5.4000	.9282	40	4.5500	.7828	40	3.7750	.8002
Subject-Verb Agreement									
-Pretest	40	4.3750	.9789	40	4.6500	1.1220	40	4.4500	1.0115
-Post-test	40	9.6250	1.0546	40	7.7750	1.5104	40	4.0000	1.0377

The pretest mean scores on noun were the GIC group without task directions to search for a rule or rules (4.5500), the traditional teaching group (4.4500), and the GIC group with task directions to search for a rule or rules (4.4250) respectively. The post-test mean scores on noun were the GIC group with task directions to search for a rule or rules (8.1750), the GIC group without task directions to search for a rule or rules (7.7000), and the traditional teaching group (3.8000) respectively.

The pretest mean scores on pronoun were the GIC group with task directions

to search for a rule or rules (3.0000), the GIC group without task directions to search for a rule or rules (2.7375), and the traditional teaching group (2.7000) respectively. Similarly, the post-test mean scores on pronoun were the GIC group with task directions to search for a rule or rules (5.5250), the GIC group without task directions to search for a rule or rules (4.4375), and the traditional teaching group (3.2500) respectively.

The pretest mean scores on article were the GIC group with task directions to search for a rule or rules (2.6750), the GIC group without task directions to search for a rule or rules (2.5250), and the traditional teaching group (2.0500) respectively. Similarly, the post-test mean scores on pronoun were the GIC group with task directions to search for a rule or rules (6.2000), the GIC group without task directions to search for a rule or rules (5.4750), and the traditional teaching group (3.7000) respectively.

The pretest mean scores on verb and auxiliary verb were the traditional teaching group (2.6000), the GIC group without task directions to search for a rule or rules (2.4000), and the GIC group with task directions to search for a rule or rules (2.1500) respectively. Similarly, the post-test mean scores on verb and auxiliary verb were the GIC group with task directions to search for a rule or rules (5.5500), the GIC group without task directions to search for a rule or rules (4.5250), and the traditional teaching group (3.8500) respectively.

The pretest mean scores on gerund and infinitive were the GIC group with task directions to search for a rule or rules (2.8250), the GIC group without task directions to search for a rule or rules(2.3250), and the traditional teaching group (2.1500) respectively. Similarly, the post-test mean scores on gerund and infinitive were the GIC group with task directions to search for a rule or rules (4.8250), the GIC group without task directions to search for a rule or rules (4.2000), and the traditional teaching

group (1.3750) respectively.

The pretest mean scores on adjective were the traditional teaching group (3.0000), the GIC group without task directions to search for a rule or rules (2.5500), and the GIC group with task directions to search for a rule or rules(2.4250) respectively. Similarly, the pretest mean scores on adjective were the traditional teaching group (5.5250), the GIC group with task directions to search for a rule or rules (3.5500), and the GIC group without task directions to search for a rule or rules (2.7500) respectively.

The pretest mean scores on adverb were the traditional teaching group (2.1000), the GIC group without task directions to search for a rule or rules (2.0000), and the GIC group with task directions to search for a rule or rules(1.9000) respectively. The post-test mean scores on adverb were the GIC group with task directions to search for a rule or rules (3.4750), the GIC group without task directions to search for a rule or rules(3.4500), and the traditional teaching group(2.8250) respectively.

The pretest mean scores on preposition were the GIC group with task directions to search for a rule or rules (6.4250), and the GIC group without task directions to search for a rule or rules (4.7250), and the traditional teaching group (4.6000) respectively. Similarly, the post-test mean scores on preposition were the GIC group with task directions to search for a rule or rules (10.1750), the GIC group without task directions to search for a rule or rules (9.5500), and the traditional teaching group (7.0000) respectively.

The pretest mean scores on conjunction were the traditional teaching group (3.1500), the GIC group with task directions to search for a rule or rules (3.1000), and the GIC group without task directions to search for a rule or rules (3.0000) respectively. The post-test mean scores on conjunction were the GIC group with task directions to search

for a rule or rules (7.0000), the GIC group without task directions to search for a rule or rules (4.7500), and the traditional teaching group (3.4750) respectively.

The pretest mean scores on adjective clause were the GIC group with task directions to search for a rule or rules (2.2500), the traditional teaching group (2.1250), and the GIC group without task directions to search for a rule or rules (2.0750) respectively. The post-test mean scores on adjective clause were the GIC group with task directions to search for a rule or rules (5.5000), the GIC group without task directions to search for a rule or rules (4.1000), and the traditional teaching group (3.7000) respectively.

The pretest mean scores on adverb clause were the GIC group without task directions to search for a rule or rules (5.2000), the GIC group with task directions to search for a rule or rules (5.0000), and the traditional teaching group (4.5500) respectively. The post-test mean scores on adverb clause were the GIC group with task directions to search for a rule or rules (9.6250), the GIC group without task directions to search for a rule or rules (7.7750), and the traditional teaching group (4.0000) respectively.

The pretest mean scores on parallel structure were the GIC group without task directions to search for a rule or rules (4.5500), the traditional teaching group (4.4500), and the GIC group with task directions to search for a rule or rules (4.4250) respectively. The post-test mean scores on parallel structure were the GIC group with task directions to search for a rule or rules (8.1750), the GIC group without task directions to search for a rule or rules(7.7000), and the traditional teaching group (3.8000) respectively.

The pretest mean scores on word order were the traditional teaching group (2.2000), the GIC Model group without task directions to search for a rule or rules

(1.6250), and the GIC Model group with task directions to search for a rule or rules (1.3750) respectively. The post-test mean scores on word order were the GIC Model group with task directions to search for a rule or rules (4.0000), the GIC Model group without task directions to search for a rule or rules(2.8500), and the traditional teaching group (2.7250) respectively.

The pretest mean scores on comparative and superlative were the GIC Model group without task directions to search for a rule or rules (3.1000), the traditional teaching group (2.3500), and the GIC Model group with task directions to search for a rule or rules (2.0000) respectively. The post-test mean scores on comparative and superlative were the GIC Model group with task directions to search for a rule or rules (54.000), the GIC Model group without task directions to search for a rule or rules (4.5500), and the traditional teaching group (3.7750) respectively.

The pretest mean scores on subject-verb agreement were the GIC Model group without task directions to search for a rule or rules (4.6500), the traditional teaching group (4.4500), and the GIC Model group with task directions to search for a rule or rules (4.3750) respectively. The post-test mean scores on subject-verb agreement were the GIC Model group with task directions to search for a rule or rules (9.6250), the GIC Model group without task directions to search for a rule or rules (7.7750), and the traditional teaching group (4.0000) respectively.

The above-mentioned overview of pretest and post-test mean scores and standard deviations provided a general background of the data collected. However, it needed further statistical analysis in order to see whether or not the overview was consistent with the results of the statistical analysis. ANCOVA analyses of the data at discourse level were as follows.

4.1.4 ANCOVA Analysis at the Discourse Level

Below are summaries of ANCOVA analyses at the discourse level and further comparison. (A complete set is presented in Appendix I).

Table 4.4: Summary of ANCOVA Analyses at the Discourse Level

Training Points	Sig.
1. Noun	.000
1.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.356
1.2 Comparison between the Grammar-in-Context group1 and the control group	.000
1.3 Comparison between the Grammar-in-Context group2 and the control group	.000
2. Pronoun	.000
2.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.002
2.2 Comparison between the Grammar-in-Context group1 and the control group	.000
2.3 Comparison between the Grammar-in-Context group2 and the control group	.000
3. Article	.000
3.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.000
3.2 Comparison between the Grammar-in-Context group1 and the control group	.000
3.3 Comparison between the Grammar-in-Context group2 and the control group	.000

4. Verb	.000
4.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.024
4.2 Comparison between the Grammar-in-Context group1 and the control group	.000
4.3 Comparison between the Grammar-in-Context group2 and the control group	.000
5. Infinitive and Gerund	.000
5.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.035
5.2 Comparison between the Grammar-in-Context group1 and the control group	.000
5.3 Comparison between the Grammar-in-Context group2 and the control group	.000
6. Adjective and Adverb	.007
6.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.990
6.2 Comparison between the Grammar-in-Context group1 and the control group	.001
6.3 Comparison between the Grammar-in-Context group2 and the control group	.006
7. Preposition	.005
7.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.090
7.2 Comparison between the Grammar-in-Context group1 and the control group	.008
7.3 Comparison between the Grammar-in-Context group2 and the control group	.000

8. Conjunction	.000
8.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.000
8.2 Comparison between the Grammar-in-Context group1 and the control group	.000
8.3 Comparison between the Grammar-in-Context group2 and the control group	.016
9. Adjective Clause and Adverb Clause	.000
9.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.000
9.2 Comparison between the Grammar-in-Context group1 and the control group	.000
9.3 Comparison between the Grammar-in-Context group2 and the control group	.000
10. Parallel Structure	.000
10.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.000
10.2 Comparison between the Grammar-in-Context group1 and the control group	.000
10.3Comparison between the Grammar-in-Context group2 and the control group	.178
11 Word Order	.000
11.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.000
11.2 Comparison between the Grammar-in-Context group1 and the control group	.000
11.3 Comparison between the Grammar-in-Context group2 and the control group	.000

12 Comparative and Superlative	.000
12.1 Comparison between the Grammar-in-Context group1 and the Grammar-in-Context group2	.000
12.2Comparison between the Grammar-in-Context group1 and the control group	.000
12.3 Comparison between the Grammar-in-Context group2 and the control group	.000

An ANCOVA was used for data analysis of post-test scores on all testing points of the three groups. An alpha .05 was used for all grammatical points.

The result revealed these findings. For noun, there were significant main effects on post-test scores (p=0.000), which meant there was at least one pair of methods that had significant main effects on the post-test scores. Therefore, further analysis was needed in order to find out which pair or pairs of methods had significant main effects on the post-test scores. The comparison between the GIC group 1 and the GIC group 2 showed that there were no significant differences on the post-test mean scores of the two groups (p=0.356). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p=0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p=0.000).

For pronoun, there were significant main effects on post-test scores (p=0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores of the two groups (p= 0.002). The comparison between the GIC group 1 and the traditional teaching

group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000).

For article, the result showed that there were significant main effects on post-test scores (p= 0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores of the two groups (p=0.000). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000).

For verb and auxiliary verb, the result showed that there were significant main effects on post-test scores (p= 0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores of the two groups (p= 0.024). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000).

For gerund and infinitive, the result showed that there were significant main effects post-test scores (p= 0.000). For further analysis, the comparison between the GIC group1 and the GIC group 2 showed that there was significant differences on the post-test mean scores of the two groups (p= 0.035). The comparison between the GIC group 1 and

the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores of the two groups (p= 0.000).

For adjective and adverb, the result showed that there were significant main effects on post-test scores (p= 0.007). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were no significant differences on the post-test mean scores (p= 0.990). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.011). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.006).

For preposition, the result showed that there were significant main effects post-test scores (p= 0.005). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were no significant differences on the post-test mean scores (p= 0.090). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.008). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.000).

For conjunction, the result showed that there were significant main effects on post-test scores (p= 0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores (p= 0.000). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p=

0.000). The comparison between the GIC group 2 showed that there were significant differences on the post-test mean scores (p= 0.016).

For adjective clause and adverb clause, the result showed that there were significant main effects on post-test scores (p= 0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores (p= 0.000). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.000).

For parallel structure, the result showed that there were significant main effects on post-test scores (p= 0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores (p= 0.000). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were no significant differences on the post-test mean scores (p= 0.178).

For word order, the result showed that there were significant main effects on post-test scores (p= 0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores (p= 0.000). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p= 0.000).

For comparative and superlative, The result showed that there were significant main effects on post-test scores (p = 0.000). For further analysis, the comparison between the GIC group 1 and the GIC group 2 showed that there were significant differences on the post-test mean scores (p=0.000). The comparison between the GIC group 1 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p=0.000). The comparison between the GIC group 2 and the traditional teaching group showed that there were significant differences on the post-test mean scores (p=0.000).

4.2 Hypothesis Testing

4.2.1 Research Questions 1: Do the different types of exposure to input as manipulated by the presence or absence of the GIC tasks, (b) task directions to search for a rule or rules, (c) time constraint, (d) cognitive load, and (e) task difficulty have different effects on the noticing and understanding of the target grammar by L2 adult learners at the linguistic level? This research question, which was conducted in phase 1, concerned hypotheses 1, 2, 3, 4, and 5.

4.2.1.1 Hypothesis 1: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who received the GIC tasks were significantly greater than the post-test mean scores of those who did not.

The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who received the GIC tasks were greater than the post-test mean scores of those who did not on some grammatical points. On the other hand, the post-test mean scores on noticing and understanding of the target

grammar at the linguistic level of the learners who did not receive the GIC tasks were greater than the post-test mean scores of those who did on other grammatical points.

When an ANCOVA analysis was performed on the data, there were no significant differences among the three groups on any grammatical points. As a result, the different types of exposure to input as manipulated by the presence or absence of the GIC tasks did not have different effects on the noticing and understanding of the target grammar at the linguistic level.

4.2.1.2 Hypothesis 2: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who received the GIC tasks with task directions to search for a rule or rules were significantly greater than the post-test mean scores of those who did not.

The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who received the GIC tasks with task directions to search for a rule or rules were greater than the posttest mean scores of those who did not on some grammatical points. On the other hand, the post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who did not receive the GIC tasks without task directions to search for a rule or rules were greater than the post-test mean scores of those who did on other grammatical points. In brief, the GIC tasks with and without task directions to search for a rule or rules had effects either way.

4.2.1.3 Hypothesis 3: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who experienced no time constraint were significantly greater than the post-test mean scores of those who did.

The post-test mean scores on noticing and understanding of the target

grammar at the linguistic level of the traditional teaching group who experienced no time constraint in the completion of each task were greater than the post-test mean scores of the GIC groups either with or without task directions to search for a rule or rules who suffered from time constraint since they were given 5 minutes to complete the assigned tasks. Therefore, time constraint had effects on noticing and understanding since the post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who experienced no time constraint were significantly greater than the post-test mean scores of those who did.

When an ANCOVA analysis was performed on the data, there were no significant differences among the three groups on any grammatical points. As a result, the different types of exposure to input as manipulated by time constraint had no different effects on noticing and understanding of the target grammar at the linguistic level.

4.2.1.4 Hypothesis 4: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who experienced no cognitive load were significantly greater than the post-test mean scores of those who did.

The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the traditional teaching group who experienced no cognitive load in the completion of each task were greater than the post-test mean scores of the GIC groups either with or without task directions to search for a rule or rules who experienced it since they were given explanation of the target grammar in all tasks.

Studying the explanation of the target grammar in each task caused pressure and cognitive overload to the learners and had some effects on memory, noticing, and understanding since the post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners in the

traditional teaching group who experienced no cognitive load were greater than the post-test mean scores of the two experimental groups who did.

When an ANCOVA analysis was performed on the data, there were no significant differences among the three groups on any grammatical points. This revealed that the different types of exposure to input as manipulated by cognitive load might have no different effects on noticing and understanding of the target grammar at the linguistic level.

4.2.1.5 Hypothesis 5: The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who experienced task difficulty were significantly greater than the post-test scores of those who did not.

The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the traditional teaching group who were assigned no tasks, just listened to their instructor's explanation and thus experienced no task difficulty were greater than the post-test mean scores of the GIC groups either with or without task directions to search for a rule or rules who suffered from it since they were given tasks with explanation of the target grammar and studied all mostly by themselves.

Task difficulty assigned to in each task also caused pressure and cognitive overload to the learners. It affected the learners' noticing and understanding, since the post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners in the control group, which was given no tasks and thus experienced no trouble, were greater than the post-test mean scores of in the GIC groups either with or without task directions to search for a rule or rules, which were given GIC tasks and asked to solve problems which might cause some trouble and confusion which affected learning.

Similarly, when an ANCOVA analysis was performed on the data, there were no significant differences among the three groups on any grammatical points. This indicated that the different types of exposure to input as manipulated by task difficulty might have no different effects on noticing and understanding of the target grammar at the linguistic level by adult learners.

4.2.2 Research Questions 2: Do the different types of exposure to input as manipulated by the presence or absence of the GIC tasks, (b) task directions to search for a rule or rules, (c) time constraint, (d) cognitive load, and (e) task difficulty have different effects on the noticing and understanding of the target grammar by L2 adult learners at the discourse level? This research question, which was conducted in phase 2, concerned the following five hypotheses: hypotheses 6, 7, 8, 9, and 10.

4.2.2.1 Hypothesis 6: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who received the GIC tasks either with or without task directions to search for a rule or rules were significantly greater than the post-test mean scores of those who did not.

The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who received the GIC tasks were greater than the post-test mean scores of those who did not on some grammatical points. On the other hand, the post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who did not receive the GIC tasks were greater than the posttest mean scores of those who did on other grammatical points.

When an ANCOVA analysis was performed on the data, there were significant differences among the three groups on some grammatical points. As a result, the different types of exposure to input as manipulated by the presence or absence of the

GIC tasks had different effects on the noticing and understanding of the target grammar at the discourse level.

4.2.2.2 Hypothesis 7: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who received the GIC tasks with task directions to search for a rule or rules were greater than the post-test mean scores of those who did not.

The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who received the GIC tasks with task directions to search for a rule or rules were significantly greater than the post-test mean scores of those who did not on some grammatical points. On the other hand, the post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the learners who did not receive the GIC tasks without task directions to search for a rule or rules were greater than the post-test mean scores of those who did on other grammatical points. In brief, the GIC tasks with and without task directions to search for a rule or rules had effects either way.

4.2.2.3 Hypothesis 8: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who experienced no time constraint were significantly greater than the post-test mean scores of those who did.

The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the GIC groups either with or without task directions to search for a rule or rules who experienced no time constraint in the completion of each task were significantly greater than the post-test mean scores of the traditional teaching group who experienced time constraint in the completion of each task and thus suffered from time constraint since they were given 5 minutes to complete the assigned tasks.

Hence, time constraint had effects on noticing and understanding since the post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who experienced no time constraint were significantly greater than the post-test mean scores of those who suffered from it.

When an ANCOVA analysis was performed on the data, there were significant differences among the three groups on all grammatical points. As a result, the different types of exposure to input as manipulated by time constraint had different effects on noticing and understanding of the target grammar at the discourse level.

4.2.2.4 Hypothesis 9: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who experienced no cognitive load were significantly greater than the post-test mean scores of those who did.

The post-test mean scores on noticing and understanding of the target grammar at the linguistic level of the GIC groups either with or without task directions to search for a rule or rules which experienced no cognitive load in the completion of each task were greater than the post-test mean scores of the traditional teaching group which experienced it since they were given explanation of the target grammar in all tasks which caused cognitive load.

When an ANCOVA analysis was performed on the data, there were significant differences among the three groups on all grammatical points. This revealed that the different types of exposure to input as manipulated by cognitive load might have different effects on noticing and understanding of the target grammar at the discourse level.

4.2.2.5 Hypothesis 10: The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the learners who

experienced task difficulty were significantly greater than the post-test scores of those who did not.

The post-test mean scores on noticing and understanding of the target grammar at the discourse level of the GIC groups either with or without task directions to search for a rule or rules which were given tasks with numerous examples in various contexts were greater than the those of the traditional teaching group or control group which was assigned no tasks and thus experienced no task difficulty which required the learners to study on their own.

Task difficulty assigned to the tasks caused no pressure and cognitive overload to the learners as the tasks required practice in various communicative situations, not cognitive load. It therefore encouraged more noticing and understanding of the target grammar. Interestingly, the post-test mean scores of the GIC group with task directions to search for a rule or rules were greater than the group without them.

Similarly, when an ANCOVA analysis was performed on the data, there were significant differences among the three groups on almost all grammatical points. This indicated that the different types of exposure to input as manipulated by task difficulty might have different effects on noticing and understanding of the target grammar at the discourse level.

4.3 Discussion of Data Analysis

The results from the hypothesis testing lend support to or contrast with the findings of prior research studies of three main areas: the processing of input, the influence of noticing on speech production, and the task difficulty. These areas are discussed

respectively.

For the processing of input, the results of the present study are also similar to that of Alanen (1995), who discovered that learning was enhanced by the presence of formal instruction with explicit rule presentation, which had a significantly stronger impact on learning than textual enhancement alone.

They are also similar to that of VanPatten (1990) in that information processing ability had an effect on what was feasible to extract from input under real-time processing conditions. Likewise, in another study, VanPatten and Cadierno (1993) found that the experimental groups outperformed the traditional one, when measured by a production test and by a comprehension test.

Similarly, the results of this study are similar to those of Doughty (1991) who found that the two experimental groups, either meaning-oriented or rule-oriented, outperformed the control group, when measured by a structure test and by a comprehension test. Of the two experimental groups, the meaning-oriented group outperformed the rule-oriented one, when measured by a comprehension test, indicating that implicit learning can be comprehension driven.

However, the results of this present study differed from those of Doughty's. There was no meaning-oriented group in the present study, which focused on explicit learning, consisting of the rule-oriented groups only, either with or without directions to search for a rule or rules. While Doughty found that implicit learning promoted comprehension learning, this present study discovered that explicit learning enhanced structure learning.

Differing from Fotos and Ellis (1991) and Fotos (1993), this study found that there was very little difference between the traditionally instructed group and those

students who had been exposed to the consciousness-raising activities (tasks which draw attention to a particular form, but giving no explicit information), suggesting that traditional form-oriented instruction is not the only way in which noticing can be triggered and made more likely.

Similarly, Robinson's investigation did not find a significant contrast between the instructed and the rule-search conditions; in other words, the difference in improvement from the pretest to the post-test between the group with instruction but without the rule-search conditions and the group with the rule-search conditions but without instruction was not statistically significant.

The finding of Robinson differs from that of the present study since the difference between the two experimental groups with the rule-search conditions but without instruction and the traditionally instructed group with instruction but without the rule-search conditions were statistically significant.

Interestingly, the two groups in Robinson's study was not significant in either ways, suggesting that instruction or rule-search condition alone is not sufficient. This contrasts with the present study, which found that both instruction and rule-search conditions are necessary.

For the influence on speech production, the present study was similar to Underwood's study which discovered that the regular past showed improvement on all three tasks. However, it decreased on Task 2 and Task 3, implying that task conditions can affect the balance between syntactic and lexical processing.

The results of the present study at the linguistic level also found that there was a decrease on the post-tests, which decreased more on the experimental group with task conditions. The implication of the present study therefore supported that of Underwood's

study in that task conditions can affect the balance between syntactic and lexical processing.

The present study did not agree with these studies. Crookes' (1989) study found that the group with planning time made the task more complex and thus did not achieve greater accuracy. The present study did not agree with Foster and Skehan (1996) in that the planning conditions all generated scores significantly different from one another, with the strength of the effect of planning being greater for the narrative and decision-making tasks than for the personal task.

The results of this present study were consistent with that of Mehnert (1998) in that there was a significant difference between the one, five, and ten minute conditions. A contrasting pattern was found with the complexity measure, with no significant difference between the zero, one, and five minute conditions, but with all of these significantly different from the ten minute condition.

The results suggested that, when faced with limited attentional resources for speech production, when second language speakers are given planning time, they channel this resource initially to accuracy and fluency, and only later towards attempting more complex interpretations of tasks. In retrospect, it may be fortunate that previous researchers did, indeed, take ten minutes as the operationalization of planning time.

The present study confirmed the results of the earlier study by Skehan and Foster (1997) in that there was a clear effect with the planning group outperforming the non-planners on accuracy measures. The results for the post-task were more complicated, however, since there was an interaction between planning and post-task conditions. Having to do a post-task led to greater accuracy with the planners but it did not lead to greater accuracy for the non-planners, suggesting that there are alternative means for

achieving the same goal: devoting attention to accuracy.

Similarly, Swain and Lapki were able to show that: (1) output caused a mismatch to emerge between the language which was known and that which was needed; (2) the need to express meaning pushed learners to examine syntax as a means of achieving meaning; (3) restructuring, a change in the underlying interlanguage system, occurred as the mismatch between current knowledge and required knowledge was resolved; and (4) the key to successful restructuring was the co-construction that followed from collaborative consciousness raising and pooling of analytic capacities and previous knowledge.

This confirmed VanPatten (1996) who found that the processing approach is compatible with some clear pedagogic goals. The present study therefore also suggests that it is useful to train language learners in effective processing, making them more able to notice relevant cues in the input so that form-meaning links are more likely to be attended to.

For task-based instruction and task difficulty, this study confirmed Candlin (1987) in discovered that: (1) cognitive load should be taken into consideration; (2) communicative stress is important; (3) particularity and generalizability (concerning the clarity of the goal of the task) are necessary; (4) code complexity (the complexity of the linguistic code itself) and interpretative density (complexity of the operations which need to be carried out on such a code) are essential; and (5) process continuity (which derives from the familiarity of the task type as well as the learners' capacity to relate the task to tasks they are familiar with) is important.

This present study also confirmed Prabhu (1987), in that: (1) the focus of the work on task outcome, not form, leads to achievement; (2) the relevance between the

task and language is essential, implying that adapting the main tasks is necessary; and (3) tasks which were most successful in generating useful language as well as being interesting to students are reasoning-gap tasks, opinion-gap, and information-gap tasks.

On a more empirical basis, this present study agrees with Berwick (1993) that achievement concerns task goals, task processes, and the types of language. However, the present study found that the importance of the three factors is relative, implying that (1) one cannot really take the results as supportive of the existence of the dimensions involved, although they remain interesting in themselves; (2) it may be necessary to break them down into smaller sub-components to make progress in understanding them more fully; and (3)the scale of the task and the interrelationships between the elements contributes separately to task difficulty, suggesting that different sorts of relationship may lead to different degrees of difficulty. To conclude, this present study investigation, which sought to test the effectiveness of a pedagogical intervention in promoting L2 acquisition through consciousness-raising, found some obvious implications which are worth mentioning.

The results of this study lend empirical support to the arguments previously mentioned and for providing comprehensible input (e.g., Krashen, 1985, 1989, 1993; Lee & Vanpatten, 2003; Sharwood Smith, 1986) and also for promoting comprehended input (e.g., Coady, 1993 1997; Gass, 1997; Haynes & Baker, 1993) in instructed L2 environments. The greater the level of consciousness-raising, the greater the chances of successful learning of grammar in context. Thus, practitioners need to design activities with tasks that promote consciousness-raising of the clues necessary for successful learning of grammar in context at the micro and macro levels (for examples see Bernhardt, 1991; Lee & VanPatten, 2003; Swaffar et al., 1991).

Conclusion

This chapter provided the data analyses, which included the data analyses at the linguistic level and at the discourse level, hypothesis testing, and discussion of the results of data analysis. In the next chapter, the GIC model, the effectiveness of which model this research study attempted to examine, shall be taken into consideration to consolidate its pedagogical workability in terms of implementation before concluding the research study.

CHAPTER V

THE GRAMMAR-IN-CONTEXT MODEL

Introduction

This chapter focuses on the GIC model in detail. It begins with how the theory of consciousness-raising, on which the GIC model is based, is converted into the model of this study. Next, it goes to how the model processes new information and how the intake of the information becomes acquisition. It then displays how the model is practically implemented. Lastly, the examples of how the sixteen target grammatical points tested in this study were implemented shall be displayed.

5.1 From Theory to Practice

As mentioned in Chapter 2,the theory of consciousness-raising comprises three components: perceiving, noticing, and understanding. These components are closely related to process new information.

The theory was then converted into the GIC model in this way. Perceiving (or the state of seeing new information) becomes exploring (or the state of which allows the students to perceive both forms and functions of a target in a particular context).

Noticing (or the state of being conscious of new information and being able to give the sense of the perceived information) in this model functions similarly as the state of repeatedly drawing the learners' attention specifically to the target grammar. It helps

the learners be conscious or aware of the relationships between grammar and context.

Understanding (or the state of being able to relate new information to other things and assess its significance in the theory of consciousness-raising) refers, in the GIC model, to rule-discovering and choice-making. Rule-discovering is understanding of the relationships between the target grammar and its context and being able to draw out the rule of target grammar whereas choice-making means applying the rule which the learners actively discovered to other contexts on their own.

To be more concrete, the components above can be presented in the form of the model below.

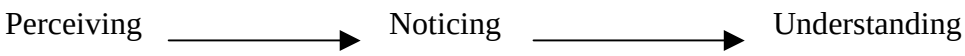


Figure 5.1: Components of theory of consciousness-raising

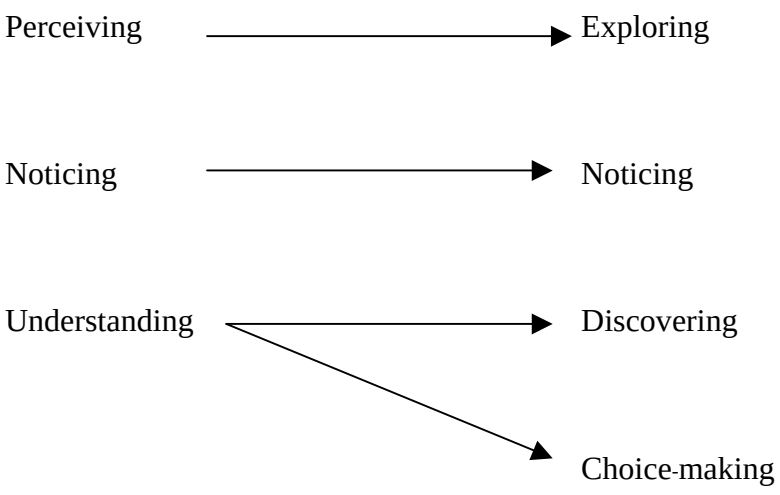


Figure 5.2: From theory of consciousness-raising to the GIC model

The next part shall discusses how the model processes the information.

5.1 The Information Processing of the GIC Model

Figure 5.3: The GIC model

The model begins with exploring grammar in context. **Exploring** allows the learners to perceive both forms and functions of a target grammar in a particular context. An opportunity to explore the context helps the students perceive different forms and functions of a target grammar in various contexts and understand the relationships between grammar and context and see how forms and functions of grammar change in different contexts.

Following exploring grammar in context is **noticing** the clue or clues of a target grammar. Noticing means repeatedly drawing the students' attention specifically to the target grammar. Noticing the clue or clues surrounding the target grammar is a necessary condition for learning the grammar of another language or acquiring the language itself as it helps the students to be conscious or aware of the relationships between grammar and context.

Consciously noticing the clue or clues of a grammar in context leads to a subtle understanding of the relationships between grammar and context. **Discovering** the grammar in context gives the students opportunity to actively work out the relationships by themselves. This helps develop language learning in a more sophisticated way and enhance a genuine communication.

Lastly, it ends up with **choice-making**. By discovering the relationships between grammar and context by themselves, the students additionally learn to use their understanding in making their own choices regarding the relationships between

grammar and context in each context and apply the understanding for other contexts on their own.

For practitioners who are interested in this model and may want to know how the GIC model will be executed, the last part displays the implementation of the model.

5.2 The Implementation of the GIC Model

The discussion below presents how to implement the GIC model in order to manipulate the learners' attention. The implementation falls into three phases: pre-task phase, task phase, and post-task phase. Below are the three phases in detail.

The pre-task phase concerns what is done before the task is attempted. The means used in this model is introducing the target grammar. Following the pre-task is the task which deals with what needs or need to be done during task completion, consisting of exploring, noticing, discovering, and choice-making. Closing the implementation is the post-task phase - or what is to be done after the task. In order to consolidate what the learners actively worked out and discovered on their own, they should be able to report the rule of the target grammar as they understand. This study therefore chooses reflection as the activity for the closing phase. To be more concrete, the three phases can be presented below.

Pre-task

Introduction to the target grammar

Task cycle

Exploring

Noticing

Discovering

Choice-making

Post-task

Reflection

The next part presents how to implement the Grammar-in –Context task with task directions to search for a rule or rules. The details which accompanied the implementation are given below.

5.4 Implementing the Target Grammar

Some examples of how to implement the target grammar. (More samples are presented in Appendix 10).

5.4.1. Noun

Below are the objectives and implementation of GIC tasks.

Objectives

In the end, the learner should be able to:

1. discover the rules of singular and plural nouns
2. apply the rules they discovered to other contexts

Directions: Follow the four steps below. You have 5 minutes to work on your own, in pair, or in group and consult your instructor. You can make notes while doing the task.

5.4.1.1 Pre-task: Introducing the Target Grammar

The instructor may introduce the target grammar (singular and plural nouns) with easy questions/conversations about the students. For example:

Instructor: How many brothers or sisters do you have?

Student 1: I have one sister and two brothers.

Then, the students ask other students the same or similar questions or conversations. For example:

Student 1: How many cats and dogs do you have?

Student 2: I have one cat and four dogs.

5.4.1.2 Task Cycle

Exploring

Look at A and B.

A.	B.
a student	students
a friend	friends
a story	stories

a chance	chances
an election	elections

Noticing

Now notice the bold letters.

A.	B.	
a student	many	students
a friend	many	friends
a story	many	stories
a chance	many	chances
an election	many	elections

Discovering the Rule or Rules

What are the differences between A and B? Which column is singular? Which column is plural? Why?

_____

_____

Choice-Making or Applying

Apply the rule or rules you've discovered. Which one is correct? Why?

1. a. An employees wear their badges while at work.

b. Many employees wear their badges while at work.

2. a. Sarah bought a new collections of poems.

b. Sarah bought a new collection of poems.

3. a. The city was full of a gangsters, a gamblers, and a sailors.

b. The city was full of gangsters, gamblers, and sailors.

5.4.1.3. Post-Task: Reflection

Explain to your friend the rules of singular and plural nouns.

5.4.2 Pronoun

Objectives

In the end, the learner should be able to:

1. discover the rules of possessive adjective and possessive pronouns
2. apply the rules they discovered to other contexts

Directions: Follow the four steps below. You have 5 minutes to work on your own, in pair, or in group and consult your instructor. You can make notes while doing the task.

5.4.2.1 Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (possessive adjective and possessive pronoun) with easy questions/conversations about the students. For example:

Instructor: Whose story is the funniest?

Student 1: I think her story is.

Then, the student asks other students the same or similar questions /conversations. For example:

Student 1: Do you think her story is the funniest?

Student 2: No, I think his is.

Student 3: I think theirs is.

5.4.2.2 Task cycle

Exploring

Look at A and B.

A.	B.
my friend	a friend of mine
your friend	a friend of yours
his friend	a friend of his
her friend	a friend of hers
our friend	a friend of ours
their friend	a friend of theirs

Noticing

Notice the **bold letters.**

A.	B.
my friend	a friend of **mine**
your friend	a friend of **yours**
his friend	a friend of **his**
her friend	a friend of **hers**
our friend	a friend of **ours**
their friend	a friend of **theirs**

Discovering the Rule or Rules

What are the differences between A and B? Why?

_____

_____

Choice-Making or Applying

Apply what you've discovered. Which one is correct? Why?

1. a. The girl lost her parents in a tragic accident last year.

b. The girl lost hers parents in a tragic accident last year.

2. a. When was your latest book published?

b. When was yours latest book published?

5.4.3 Article

Objectives

In the end, the learner should be able to:

1. discover the rules of a, an, the
2. apply the rules they discovered to other contexts

Directions: Follow the four steps below. You have 5 minutes to work on your own, in pair, or in group and consult your instructor. You can make notes while doing the task.

5.4.3.1 Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (a, an, the) with easy questions/conversations about the students. For example:

Instructor: What does your father do?

Student 1: He is a doctor.

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: What does your mother do?

Student 2: She is an artist. What do your parents do?

Student 1: My father is a doctor and my mother is a teacher.

5.4.3.2 Task cycle

Exploring

Look at A, B, and C.

Set 1

a. a civil engineer

b. an engineer

c. the engineer who is fond of music

Set 2

a. a fan

b. an electric fan

c. the fan that was repaired by my son

Set 3

a. a work

b. an excellent work

c. the work which excels others

Set 4

a. a story

b. an amazing story

c. the story that amazed everyone

Noticing

Look at the **bold letters.**

Set 1

a. a civil engineer

b. an engineer

c. the engineer **who is fond of music**

Set 2

a. a fan

b. an electric fan

c. the fan **that was bought by my son**

Set 3

a. a work

b. an excellent work

c. the work **which excels others**

Set 4

a. a story

b. an amazing story

c. the story **that amazed everyone**

Discovering the Rule or Rules

What are the differences between A and B? Why?

_____

_____

What is the difference between B and C? Why?

_____

_____

What is the difference between A and C? Why?

_____

_____

Choice-Making or Applying

Applying what you've discovered. Which one is correct? Why?

1. a. Everyone should take part in a challenge to save the Earth!

   b. Everyone should take part in the challenge to save the Earth!

2. a. Would you mind making a picture a little smaller?

b. Would you mind making the picture a little smaller?

3. a. The baggage inspector made me unpack the bag that I had spent the whole night packing.

b. The baggage inspector made me unpack a bag that I had spent the whole night packing.

Conclusion

This chapter displays how the theory of consciousness-raising was processed to make it workable for language acquisition. The contents deal with the transformation from theory into practice or from theory of consciousness-raising to the GIC model, how the model processes, and how the model can be implemented. The next and last chapter is the conclusion of the research study.

CHAPTER VI

RESEARCH SUMMARY, FINDINGS, AND RECOMMENDATIONS

Introduction

To conclude the research study report, this chapter shall first look back to the first five chapters, which covered the introduction of research study, the review of related literature, the research methodology, the data analysis, and the GIC model. Following the retrospect is the discussion of research findings of the present study. Finally, it concludes with recommendations for the implementation of the GIC model and future study.

6.1 Research Summary

In retrospect, the rationale for the present research study was drawn from the fact that the traditional teaching/learning method which aims at grammar accuracy is not compatible with communicative purpose. This study therefore proposes a model which is more practical to enhance a more effective use of grammar for communication.

The model proposed in this study was the GIC model, which possesses some characteristics which are different from the traditional method. While the traditional one is teacher-centered and promotes grammar accuracy, the GIC model is learner-centered and enhances communicative competence by providing the learners opportunity to learn grammar in various contexts used in everyday English. The model is therefore proposed to replace the traditional one.

To verify the proposed model, it was indispensable to conduct a research. The main purpose of this study was therefore to empirically examine the effectiveness of the GIC model in order to find out whether or not the model helps EFL adult learners acquire the target grammar.

The specific purposes of this study were to empirically examine: (1) whether or not the different teaching/learning methods had different effects on EFL adult learners' noticing and understanding of the target grammar at the linguistic level and (2) whether or not the different teaching/learning methods had different effects on EFL adult learners' noticing and understanding of the target grammar at the discourse level.

The two research questions were: (1) Do the different teaching/learning methods have different effects on EFL adult learners' noticing and understanding of the target grammar at the linguistic level? and (2) Do the different teaching/learning methods have different effects on EFL adult learners' noticing and understanding of the target grammar at the discourse level?

As the target grammar (which consisted of noun, pronoun, verb, adjective, adverb, article, preposition, conjunction, parallel structure, word order, adjective clause, adverb clause, subject-verb agreement, infinitive and gerund, comparative, and superlative) were examined at two levels, the research study fell into two phases: at the linguistic and the discourse levels.

In Phase 1 or the linguistic phase, the population was 238 students who enrolled GE 3304 (English 3). This phase studied the population, using a pretest and post-test experimental design with two experimental groups or the Grammar-in-Context groups

either with or without task direction to search for a rule and one control group or the traditional teaching. This phase lasted seven weeks.

In Phase 2 or the discourse phase, the population was the same as Phase 1 but the subjects were 120 students as the rest did not meet the requirements. There were three groups, with two experimental and one control as the previous phase. This phase lasted eight weeks.

The two phases shared these features: instruments (tasks, instructions, pretests, and post-tests); variables (teaching/learning methods as independent, post-test scores as dependent, and pretest scores as covariate); data collection (pretest, task, and post-test for the experimental groups and pretest, instruction, and post-test for the control group); and data analyses (mean, standard deviation, and ANCOVA). Having completed the data analyses, the research findings are presented below.

6. 2 Research Findings

The purposes of this study were to: (1) examine whether or not the different teaching/learning methods have different effects on adult learners' noticing and understanding of the target grammar at the linguistic level and (2) examine whether or not the effects of different teaching/learning methods have different effects on adult learners' noticing and understanding of the target grammar at the discourse level. The research findings were presented regarding to the purposes of the study.

6.2.1 The Effects on Noticing and Understanding at the Linguistic Level

Regarding the first purpose, the findings of data analysis at the linguistic

level revealed that there were no significant differences among the three groups, which meant that the GIC groups either with or without task directions to search for a rule showed no greater significant improvement than the traditional teaching method group. This indicated that the different types of exposure to input as manipulated by (a) the presence or absence of the GIC tasks, (b) task directions to search for a rule or rules, (c) time constraint, (d) cognitive load, and (e) task difficulty had no different effects on the noticing and understanding of the target grammar by L2 adult learners at the linguistic level.

In general, the findings of data analysis at the linguistic level indicated no effects on noticing and understanding of the target grammar by L2 adult learners since the learners in all the three groups showed no improvement in their post-test scores. In addition, the learners in the traditional group showed the greatest improvement from pretest to post-test for nearly all grammatical points. The success of this group was mainly due to the lack of time constraint and cognitive load.

6.2.2 The Effects on Noticing and Understanding at the Discourse Level

Regarding the second purpose, the findings of data analysis at the discourse level revealed that there were significant differences among the three groups, which meant that the GIC groups either with or without task directions to search for a rule showed greater significant improvement than the traditional teaching method group. This indicated that the different types of exposure to input as manipulated by the presence or absence of the GIC tasks, (b) task directions to search for a rule or rules, (c) time constraint, (d) cognitive load, and (e) task difficulty had

different effects on the noticing and understanding of the target grammar by L2 adult learners at the discourse level.

In general, the findings of data analysis at the discourse level indicated strong effects on noticing and understanding of the target grammar by L2 adult learners since the learners in the two GIC groups significantly improved their posttest scores whereas improvements in the traditional teaching group were not significant. In detail, the learners in the GIC group with task directions to search for a rule showed greater improvement than those in the GIC group without task directions to search for a rule and the traditional teaching group. In addition, the learners in the GIC group with task directions to search for a rule showed the greatest improvement from pretest to post-test for nearly all grammatical points, except adjective.

All these suggested that the success of the learners in the GIC group with task directions to search for a rule was due to an increased awareness or attention from the repeated presentation of the target grammar in various contexts, task directions to search for a rule or rules, and the lack of time constraint and cognitive load. In brief, the findings of the data analyses in this present study confirmed that the GIC model enhanced the learners' noticing and understanding of the target grammar under this study. It is therefore reasonable to conclude that raising the learners' consciousness could enhance the acquisition of the target grammar and noticing, or drawing the learners' attention specifically and repeatedly to the target grammar, at the discourse level, could enhance acquisition effectively. This present study, which successfully tested the effectiveness of the GIC model in promoting L2 acquisition through consciousness-raising, also found some recommendations which are worth mentioning.

6.3 Recommendations

Recommendations deal with implications and limitations for pedagogy and future study.

6.3.1 Implications

The most important implication of this present study is that the findings lend support to the GIC model, which is proposed as a model for L2 acquisition of the target grammar by adult learners. This study successfully demonstrated that the GIC model allowed the learners to explore the target grammar in various contexts, notice it, inductively discover its rule or rules, and make a decision in applying the rule or rules in other contexts. This proposed model truly enables the learners to acquire L2, communicate in a genuine, spontaneous communication, and independently learn to develop the communicative ability on their own.

Apart from the main implication mentioned above, there are other implications which are beneficial both to practice and SLA study. The implications fall into two parts: methodological and theoretical. These two parts are closely related. To be more concrete, this part shall first present the methodological implications and then discuss the theoretical implications, which focuses on how the findings of this present study lend support to or differ from the prior studies.

Methodologically, practitioners need to consider these issues. Different types of exposures to input have different effects on L2 acquisition of the target grammar at different levels. The findings of this present study implied that, at the discourse level, the GIC model tasks, either with or without task directions to search for a rule or rules of the target grammar under this study, generated greater effects on L2 acquisition by adult learners than a traditionally instructed method. At the linguistic level, the latter

outperformed the former vice versa. Therefore, the types of exposure should be presented in relation to the level of the language.

The most effective type of exposure concerned task-based learning for some reasons. It is the approach which aims at communicative ability in a spontaneous situation rather than language accuracy, which is the main feature of a traditionally instructed approach. Also, task-based learning is just a piece of work which is not time-consuming and does not require cognitive load. In addition, since the target of task-based learning aims at spontaneous communication, the learners need to practice in real situations to allow the learners to produce the target language on their own.

In order to help the learners to be able to communicate in a genuine communication environment, another point that should be considered important for constructing a task is the language presented in the task. It should be the language that common people do in everyday life, at school, at work, at play, and in between. What's more, coupled with the language of the task, the practitioners should consider the importance of the contents of task. The contents should be drawn from various contexts such as street conversation, small talks (in classroom, restaurant, office, and party), media, and business correspondences. The various contexts enable the learners to get closer to a genuine communicative situation beyond the classroom.

Together with the contents of the tasks, the characteristics of effective tasks should be able to draw the learners' attention to the target language. Presenting the target alone and without drawing the learners' attention to the target language may not lead them to success. Only perceiving the target is not always learning since the learners may not consciously perceive it. Therefore, it is necessary to construct the

task which can help them notice, or consciously perceive, the target language and understand, or be able to relate the target language they learn in new contexts.

As noticing, or the state of perceiving the target language consciously, is a necessary condition of acquiring another language, what should also be considered important is how to draw attention to the language and content of the task successfully. The input should contain the task directions to search for a rule or rules of the target language. To search for the rule or rules and enable the learners to apply the acquired target language in different contexts on their own, the task should enable them to discover the rule or rules on their own. The task direction should not simply tell the rule or rules but ask them to draw the rule or rules from the relationship between the target language and the context. By actively discovering the rule or rules by themselves, it is likely that they will understand the target language and be able to apply the understanding for other contexts on their own.

Together with this inductive approach which requires the learners to actively participate in L2 acquisition by drawing their attention to the target language with task direction to search for a rule or rules, the task should also fit the learners' needs and learning style. The gains on post-test scores of the GIC tasks either with or without the task directions to search for a rule or rules were significantly greater than those of the traditionally instructed group resulted from many factors. One of the factors was the fact that the tasks specifically draw the learners' attention to the target with the clues to the target grammar, which help reduce task difficulty.

In order to draw the learners' attention fully to the target language, gap-filling and error identification were used for drawing their attention specifically to the target language. Together with gap-filling and error identification, the task which requires

the learners' rational thinking ability can be a more effective tool to consciousness-raising since being able to give the reason or reasons to the target grammar confirms noticing and understanding.

However, another way to deal with task difficulty is that the task should present the target language explicitly and with context. The explicit presentation of the target language will enable the learners to easily notice and clearly understand the target language. Coupled with the explicit presentation, the contexts surrounding the target language is another factor that can enhance L2 acquisition. The contexts can enhance more when they are presented with explicit clue or clues to the target language.

Another factor that can cause unfavorable effects on L2 acquisition is time constraint. The findings of this present research study confirm those of prior studies suggesting that time has effects on L2 acquisition. To illustrate, the reduction from the pretest to post-test scores of the GIC model task either with or without task directions to search for a rule or rules at the linguistic level mainly resulted from time constraint since, at the discourse level, the two experimental groups did not suffer from time limit but outperformed the traditionally instructed group. Therefore, time has great effects on L2 acquisition.

Also, cognitive load can influence L2 acquisition. Cognitive overload as well as time constraint accounted for the decreased post-test scores of the experiment groups at the linguistic level since, at the discourse level, the two experimental groups were allowed to complete the tasks without such pressures as cognitive load and time constraint. Without such pressures, the groups outperformed the control group greatly.

Last but not least, what should be taken into consideration when practitioners construct the GIC tasks, including other types of tasks, is that different methods have different effects on different grammatical points and that choosing the right method on the right point is the key to success. Interestingly, the findings of the present study revealed this as follows.

Of the grammatical points presented at the discourse level, there were four points (pronoun, conjunction, adverb clause, and parallel structure) that revealed gains on the post-test. In detail, the GIC group with task direction to search for the rules performed best on gerund and infinitive, adjective, adverb clause, word order, comparative, and subject-verb agreement since the post-test mean scores of this group were higher than the other groups.

On the other hand, the GIC group without task direction to search for the rules performed best on article, verb and auxiliary verb, adverb, and parallel structure since the post-test mean scores of this group is higher than the other groups. The traditionally instructed group performed best on noun, pronoun, preposition, conjunction, and adjective clause since the posttest mean scores of this group were higher than the experimental groups.

6.3.2 Limitations and Future Inquiry

The findings of this research study were limited at least to these three issues. First, they were limited to the subjects with a profile similar to those who participated in this study. Different learners have different learning styles, which have effects on L2 acquisition more or less. The study on the subjects with different learning styles may result in different findings.

Next, they were limited to the target grammar under this study, consisting of noun, pronoun, verb, adjective, adverb, preposition, conjunction, adjective clause, adverb clause, parallel structure, word order, subject-verb agreement, comparative, and superlative. The findings were limited to the rule or rules identical with the ones tested in this present study. Different target grammar and different rules may result in different findings.

Finally, they were limited to the situational context with a profile similar to the context of this study. Different situational contexts influence L2 learning. The contexts which provide the learners opportunity to practice L2 outside the classroom will certainly result in a more fruitful acquisition. The contexts which provide the learners opportunity to practice L2 independently and produce it spontaneously in genuine communicative situation will certainly result in a more productive learning, which finally leads to autonomous learning.

For future inquiry, although the present study was able to demonstrated how the GIC tasks successfully enhance L2 acquisition of the target grammar at the discourse level, there was not adequate evidence to prove L2 enhancement at the linguistic level. A future study may replicate this present study in order to find out whether or not the findings of the future study agree with those of the present study.

The limitations mentioned above should also be proved. The future inquiry should replicate the present study with (1) different subjects, (2) the same target grammar with different rules, (3) different target grammar with different rules, and (4) various situational contexts in order to verify whether or not the proposed GIC model generates similar findings.

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APPENDIX A

Experimental Research Design and Data Collection

Phase 1

Week 1	(1)	noun, pronoun
	(2)	article, verb
Week 2	(1)	adjective, adverb
	(2)	word order, parallel structure
Week 3	(1)	adjective clause, adverb clause
	(2)	comparative, superlative
Week 4	(1)	preposition, conjunction
	(2)	subject-verb agreement, infinitive and gerund
Week 5		Review (1): Text 1-8
Week 6		Review (2): Text 9-16
Week 7		Review (3): Text 17-24

Phase 2

Week 8	(1)	Pretest-Post-test 1
	(2)	Pretest-Post-test 2
Week 9	(1)	Pretest-Post-test 3
	(2)	Pretest-Post-test 4

Week 10	(1)	Pretest-Post-test 5
	(2)	Pretest-Post-test 6
Week 11	(1)	Pretest-Post-test 7
	(2)	Pretest-Post-test 8
Week 12	(1)	Pretest-Post-test 9
	(2)	Pretest-Post-test 10
Week 13	(1)	Pretest-Post-test 11
	(2)	Pretest-Post-test 12
Week 14	(1)	Pretest-Post-test 13
	(2)	Pretest-Post-test 14
Week 15	(1)	Pretest-Post-test 15

APPENDIX B

The Grammar Consciousness-Raising Tasks at the Linguistic Level for Group 1

The directions for each grammatical point was as follows.

Directions: Follow the four steps below. You have 5 minutes to work on your own. Your instructor won't teach you but will facilitate you.

Noun (Singular and Plural Nouns)

1.1 Exploring

Look at A and B.

A.	**B.**
a student	students
a friend	friends
a story	stories
a chance	chances
an election	elections

1.2 Noticing the Rule or Rules

Now notice the **bold letters.**

A.	**B.**
a student	many student**s**
a friend	many friend**s**
a story	many stor**ies**
a chance	many chance**s**

an election many election**s**

1.3 Discovering the Rule or Rules

What are the differences between A and B? Why?

_____

_____

What is the difference between **an election** and **other words in A**?

_____

1.4 Choice-Making or Applying

Apply the rule or rules you've discovered. Which one is correct? Why?

1. a. An employees wear their badges while at work.

   b. Many employees wear their badges while at work.

2. a. Sarah bought a new collections of poems.

   b. Sarah bought a new collection of poems.

3. a. The city was full of a gangsters, a gamblers, and a sailors.

   b. The city was full of gangsters, gamblers, and sailors.

APPENDIX C

The Grammar Consciousness-Raising Tasks at the Linguistic Level for Group 2

The directions for each grammatical point was as follows.

Directions: Follow the four steps below. You have 5 minutes to work on your own.

Your instructor won't teach you but will facilitate you.

Noun (Singular and Plural Nouns)

1.1 Exploring

Look at A and B.

A.	**B.**
a student	students
a friend	friends
a story	stories
a chance	chances
an election	elections

1.2 Noticing Your instructor won't teach you but will facilitate you.

Look at the **bold letters.**

A.	**B.**
a student	many student**s**
a friend	many friend**s**
a story	many stor**ies**
a chance	many chance**s**

an election many election**s**

1.3 Choice-Making or Applying

Apply what you notice. Which one is correct? Why?

1. a. An employees wear their badges while at work.

   b. Many employees wear their badges while at work.

2. a. Sarah bought a new collections of poems.

   b. Sarah bought a new collection of poems.

3. a. The city was full of a gangsters, a gamblers, and a sailors.

   b. The city was full of gangsters, gamblers, and sailors.

APPENDIX D

Group 3 (The Traditionally Instructed Group)

Directions: Follow the three steps below. In the second step, your instructor will teach you as usual. You have no time limit.

Step 1: Pretest

Choose the correct sentence. Why is it correct?

a. How many sport-utility vehicle did Toyota recall?

b. How many sport-utility vehicles did Toyota recall?

Step 2: Instruction

Listen to your instructor.

a + singular nouns: a student, a friend, a story, a chance

an + singular nouns beginning with a, e, i, o u: an election

many + plural nouns, usually ending with s: students, friends, a stories, chances

Step 3: **Post-test**

Choose the correct sentence. Why is it correct?

a. How many worker has Toyota laid off this year?

b. How many workers has Toyota laid off this year?

APPENDIX E

Pretest

Choose the correct sentence. Why is it correct?

Noun

a. How many sport-utility vehicle did Toyota recall?

b. How many sport-utility vehicles did Toyota recall?

Pronoun

a. Mary bought her boyfriend a tie for his birthday.

b. Mary bought hers boyfriend a tie for his birthday.

Article

a. That is an artist who won this award.

b. That is the artist who won this award.

Verb

a. Liza has one daughter and two sons.

b. Liza is having one daughter and two sons.

Adjective

a. She complained about the terrible weather.

b. She complained about the weather terrible.

Adverb

a. He can speak Chinese fluently.

b. He can speak Chinese fluent.

Preposition

a. The contract will be signed in July 1.

b. The contract will be signed on July 1.

Conjunction

a. She is sexy, slim, and slender.

b. She is sexy, slim, but slender.

Subject-Verb Agreement

a. Is there a division what the children do and what the adults do in your family?

b. Are there a division what the children do and what the adults do in your family?

Infinitive and Gerund

a. I hate to iron.

b. I hate ironing.

Word Order

a. It was a morning dark and cold.

b. It was a dark, cold morning.

Parallel Structure

a. She dances beautiful but slowly.

b. She dances beautifully but slowly.

Adjective Clause

a. That's the boy who dog ran away.

b. That's the boy whose dog ran away.

Adverb Clause

a. She works in Paris when she lives now.

b. She works in Paris where she lives now.

Comparative

a. His story is funny than mine.

b. His story is funnier than mine.

Superlative

a. Do you think women are generally happier than men in your country?

b. Do you think women are generally the happiest than men in your country?

APPENDIX F

Post-test

Choose the correct sentence. Why is it correct?

Noun

a. How many worker has Toyota laid off this year?

b. How many workers has Toyota laid off this year?

Pronoun

a. Where are their children?

b. Where are theirs children?

Article

a. A car that was made in Germany is more expensive than a car that was made in Japan.

b. The car that was made in Germany is more expensive than a car that was made in Japan.

Verb

a. She asks you if you like chocolate.

b. She is asking you if you like chocolate.

Adjective

a. The story he told was strange.

b. The story he told strange was.

Adverb

a. He hit the man violently.

b. He hit the man violently.

Preposition

a. I was born on May 1.

b. I was born in May 1.

Conjunction

a. She is shy and reserved.

b. She is shy but reserved.

Subject-Verb Agreement

a. The difference in meaning between these two sentences is that one means quantity whereas the other concerns quality.

b. The difference in meaning between these two sentences are that one means quantity whereas the other concerns quality.

Infinitive and Gerund

a. Dennis promised doing his work more carefully.

b. Dennis promised to do his work more carefully.

Word Order

a. My room favorite is our living room.

b. My favorite room is our living room.

Parallel Structure

a. She keeps talking about her life, her talent, her artistic ability, and her ambitious.

b. She keeps talking about her life, her talent, her artistic ability, and her ambition.

Adjective Clause

a. She likes the man which is considerate and generous.

b. She likes the man who is considerate and generous.

Adverb Clause

a. Helen travels for her job, but where it's her own holiday, she stays at home.

b. Helen travels for her job, but when it's her own holiday, she stays at home.

Comparative

a. Jane is friendlier than her sister.

b. Jane is more friendlier than her sister.

Superlative

a. The happiest person in Thailand today is a professional, single woman between

the ages of 35 and 50.

b. The happiest person in Thailand today is a professional, single woman between

the ages of 35 and 50.

APPENDIX G

GIC Tasks

1. Business

has, and , help, the, your, who is qualified in tax law, an, Our

Good evening. You have reached _____ accounting **firm** of Smith and Howell. The office _____ **been closed** since 5 p.m. If you require ____ **accountant** to look over_____ income tax **form**, come by the office between 1 p.m. and 3 p.m., **Mondays _____ Fridays**. _____ **specialist** ,_____, will be **happy to** _____ you. Thank you for calling.

2. Ads

that isn't expensive, your, exploring, and, camp, Have, a, at, activities, who, fishing, an

_____ you ever **dreamed** of ___ **exciting** summer vacation _____? **Come** to us at Happy Holiday Camp ____ **enjoy** yourselves for only forty dollars ___ **day** per person.

For **those** _____ enjoy **swimming, sailing**, and _____, we prepare the equipment for all **these** _____ for you. And you can **go** _____ in the mountains surrounding **our** _____.

So don't delay! Book _____ exciting summer **vacation** ____ Happy Holiday **Camp** now!

3. Letter-Limited Credit

inform, difficult, more, that, accept, additional, fully, which, is

June 15, 2004

Mr. Joseph A. Adams

Adams Retail, Inc.

Lincoln Road

Miami Beach, FL 33564

Subject: Credit Terms

Dear Mr. Adams:

We need **to** _____ you that Marshall Industries, Inc., **cannot** _____ your **request** _____ adjust our credit terms by extending your 30 days to 60 days on future order of our product. The present 30 days is far _____ generous than **that** which we offer to most other clients. I ____ **appreciate** the current financial **climate** in _____ we both operate ____ **harsh**, but in no way whatsoever can Marshall Industries, Inc., fund you through this _____ **period** by granting an _____ 30 **days** of credit.

Yours truly

Arthur A. Howell

Treasurer

Marshall Industries

4. Letter – We Apologize

their, good, is, quality, are

This is a letter from a photocopier manufacturer to a business customer apologizing for a new machine breaking down and for a failure in _____after-sales **service.** The **reasons** for the problems _____ explained and the action taken to solve them stated. **Reference** ___ made to **the** _____ of the product and the company's wish to provide _____ **service**.

5. Board Room

delighted, 're, which, my, get, have, the, continuing

A: Our sales **are** _____to rise. I predict we'll double forecast. Finance must **be** _____.

B: We're not. We predict profits will be down as much as 30% this year.

A: That's not ____**fault.** I run ___ sales **force.** It's the manufacturing **costs** _____ have soared. Lay the blame for falling profits on production.

B: Sales **expenses** ____ soared, too. **You**___ spending 50 cents to earn each dollar. We'll be losing money soon if you **don't** ____ your expenses under control.

6. Board Room

briefly, confrontational , always, but, what, resourceful, recently

A: I'm glad I caught you. I wanted to **ask** _____ you thought of Antonie Hacchette. I really think he's our man to take over as line manager in the Brussels plant.

B: Well, to tell you the truth, I only **met** him _____, and I wasn't impressed. In my opinion, he seems to have a very _____ **attitude.**

C: That surprises me. I'**ve** _____ **found** him very **constructive** and _____.

D: I'm **not** so sure, ___ perhaps I caught him on a bad day.

E: Maybe…he**'s** _____ **been** under a lot of pressure.

7. Office

A: I'm not saying Alex is unreliable, Mike; I'm saying I don't like his attitude.

B: You can't mean that! He's so enthusiastic.

C: "Aggressive" is the term I'd use; and he's angling for promotion, trying to show he's the best.

D: I couldn't agree more, but what's wrong with that?

E: It's getting in the way of his work and undermining the morale of the rest of the team.

F: Well, maybe you have a point. Let me have a word with him first, OK?

8. Office

seeing, take, the, when, on, staying

A: I really **look forward to** _____ your new offices in Oxford. By the way, how do you get there from London? I**'m** _____ at the Hyde Park Hotel.

B: You **can** _____ the train. It's about 30 minutes.

A: You mean ___**Underground,** right?

A: Yes, that's right. **Phone** us _____ you get to the station and we'll pick you up.

B: Sound easy enough. So I'll see you _____ **the 5th**.

9. Hotel Lobby

where, what , refundable, offer, just

A: Can I help you, sir?

B: Yes. I wonder if you could tell me _____ **I could hire a portable computer**?

A: We have laptop PCs here, sir. You can rent one for $ 30 a day, plus a $ 200 _____**deposit**.

B: Can you tell me ____ **software is installed**?

A: We **can** _____ you most of the leading word processing.

B: That sounds good. Can I see one first?

A: Yes, of course. **I'll ___ bring** one to the desk.

10. Announcements-Overtime

lately, to sign, new, safe, expenses

Colleagues! Have you been **working** overtime a lot _____ ? Are you confused about the new work contracts you are **required** _____? Do you think you qualify for a raise or promotion? Our firm's **bright**, ____ accountant can help you. If you keep track of your working **hours and** _____, she can help you save income tax, too! Make appointment to see her, and spend time talking with you. Remember: your future **is** ___ with us!

11. Backyard Picnic

be, doing, sorry, good

A: Oh, I'**m** ____I'm late.

B: Oh, that's all right.

A: But I **promised to** ___ on time today.

B: Really. It doesn't matter. I've been having a ___**time**.

A: Oh? What have you **been** ___?

B: Just talking with Jane

12. Street

in, famous, an, happily, house

A: You're such ___ **optimist,** Rick! What do you think you'll be doing ___ **2020**?

B: Oh, I think I'll be a ___ **singer.** And I'll have a big ___. And, let's see, I'll be _____**married.** And I'll have one child. What about you?

13. Office

look, heavy, and, straight

A: Hello?

B: Hello. Is Jesse Stein there?

A: Jesse Stein? I don't know. What **does** he ___ like?

B: Well, he's **tall** and ___, and he has **long**, ____ hair.

A: **Tall ___ heavy** with long straight hair. Does he have glasses?

B: Yes.

A: I see.

14. Backyard Picnic

babysit, at, go, stay

A: Oh, no! It's three o'clock. I **have to** ____.

B: What? Why so early?

A: I'm **supposed to** _____for my brother ___ **four o'clock**.

B: **Can't** you ____ until at least four?

A: No, really. I can't. I'm supposed to be home at 3:45.

B: Well, OK. See you later.

15. Memo

was, which, do, know, which, planning, assignment, popular

To: Sam Jenkins

From: Alice Reilly

Date: July 5

Re: Hobbies Feature

Every year "Free Time Magazine" features a variety of **hobbies** ____have never been heard of before. Last year's most original **hobby** ___ underwater sculpture. This year we're doing something different, Sam. I'**d like** you **to** ___story on traditional **hobbies** like jogging and model airplanes, ___ have become fads lately. Find out what hobbies **are** ____ again. Join a club and **get to** ___ the members. Maybe you could try a handicraft or even a chess club. I'**m** ___ a meeting in two weeks to discuss your findings. I'm sure you'll enjoy **this** _____! See you February 12th.

16. Street

ride, saw, careful

A: Look out for that little boy!

B: **I** ___him.

A: Are you **allowed to** ___ your bike on the sidewalk?

B: Of course. I do it all the time.

A: You mustn't ride so fast! You could hurt someone.

B: It's OK. I'**m** very ___.

17. Library

Turning, loud, studying, at, the

A: Would you **mind** _____down the music, George? It's very ____.

B: OK. Is this better?

A: Yeah…thanks. I don't **like** _____in libraries.

B: I don't either.

A: We could do to ___ **cafeteria**. It's usually quiet ___ this **time**.

B: That's a good idea!

18. Restaurant

order, eating, your, talking

A: Will you **let** me ___dessert, Dad?

B: Of course, if you finish ___**dish**.

A: I'm surprised that you'**re** _____ so much, Jane. Aren't you on a diet?

B: Would you **mind** not ____about my diet, Joe?

A: OK, Jane.

19. Gym

lost, games, remember, have

A: Do you remember who ___last week?

B: ____ you **forgotten** already?

A: Yes. I have forgotten, actually.

B: I beat you **six** ___to one.

A: Are you sure? I don't remember losing so many games.

B: Maybe you'**ll** ____ after I beat you again this week!

20. Office

thinking, quitting, sorry, gossip, leave

A: **Are** you _____ of quitting?

B: Why do you ask?

A: I heard someone say that you're **planning to** _____.

B: They were wrong. Well, I'm thinking **of** _____, myself!

A: You're kidding! I'**m** very ____ to hear that.

B: Don't be. I hate this place!

A: Yes. There's too **much** ____.

21. Office

upset, nervous, speech

A: What's going, Andy? You **look** very ___.

B: I'm not. I'**m** ____ when I have to give **a** ___.

A: Uh-huh. I see.

22. Office

told, introduce, pleasure, checking

A: Dan, **let** me ____ Paul. He's your new assistant.

B: Betsy, you shouldn't have hired someone **without** ____with me first.

A: Have you forgotten, Dan? I ___ you **last week**.

B: Oh, that's right! It's **a** ___ to meet you, Paul.

23. Street

hear, love, best, getting

A: Jane and I **are** ____divorced.

B: You're kidding! I'm very sorry **to** ___ that.

A: Don't be. We've both decide that we **don't** ___ each other anymore.

B: Well, as long as you both feel the same way, I suppose divorce is **the** ____ thing.

24. Street

bad, unhappy, best

A: Hi, sally

B: Oh, hi, Ben.

A: You look ____. What's the matter?

B: I just found out that **my ___ friend** is moving to Australia.

A: Oh, that'**s** too ___. I'm sorry to hear that.

25. Letter

Dear Timmy,

Hello from Phuket! I'm enjoy my vacation a lot. But yesterday morning I see an accident. It happened near a school. The motorcycle doesn't stop at the traffic light, and he hit a girl. She was serious injured, and her mother was OK. Don't worry. I'm care. I always took a bus.

I have to going. Write!

Sue

26. Letter

Dear Timmy,

Hello from Trang! John and I were in our new home. It wasn't big, but there is a beautifully garden with flowers, grass, but trees. There were birds and squirrels too. Our newly neighbors are friend. He have two children, the boy and a girl. They are awful naughty, but I like it a lot. Write soon. We miss you!

Joel

27. Conversation

sorry , really, back , office, today, Certainly, him, speak, in, Mr. Walker

A: Good morning. Henry Walker's _____.

B: Hello. I'd like to _____ to Mr. Walker, please.

A: I'm _____. Mr. Walker is ___ Khon Kaen _____. Can I help you?

B: Well, I'd _____ prefer to speak to _____.

A: _____. He'll be _____ tomorrow.

B: Fine. I'll call ____ later.

28. Conversation

Afternoon, fax, office, sorry, to, all week, right away, Ms. Blake, Sure, here

A: Could you give this to _____? It's very important.

B: I'm _____. Ms. Blake 's at the Silom _____ today.

A: Oh, I see. Well, will she be _____this _____?

B: No. She's going _____ be there _____.

A: Then could you _____it to her?

B: _____. I'll send it _____.

29. Answering Machine-Sales

magazines, our, for, biggest, number

Hi, there! This is Chuck Wood calling from "Working People Magazine." We have something good for you today: our _____ sale of the year! The price of _____ magazine was $2.50 each. Now it's only $10 for ten _____. That's $1 each. Call now! The _____ is 555-9663. Remember: "Working People Magazine" works _____ you!

30.

restaurant, food, it, good, to

Yo, Dave! It's Raja. I hope you are OK today. Hosam and I went to a great _____ yesterday. The food is as _____ as Mommy's _____. I ate steak again. I know; I always eat steak. But ____ was delicious. We're going again tomorrow. Can you come, too? I have _____ go now. Call me tonight. Bye.

31.

arrive, called, taking, gave, get

Hi, Dad! It's Ellen. I _____ last night, but I didn't _____ an answer. Where were you? Aunt Mini and Uncle Joe are _____ me to the airport now. The plane leaves at 3:00 p.m. I _____ at 5:00 p.m. Please be there. They _____me lots present for everyone and I need help with my luggage. See you soon.

32.

stay, calling, remember, call, met

Hello, Mr. Daniels? This is Tom Crown. We _____ a month ago at the meeting at Holiday Hotel. You _____me, don't you? I'm _____ because I need a new job. I work hard, I always _____late, and I can help in many different departments. I have lots of office experience. Please _____ me at 555-5873. Thank you. Goodbye.

33.

race, game, started, championship, famous

Good evening. This is Jack Hill, and here is today's sports! First, baseball. Toronto is in first place. Sam Wilson says that his team is going to win the _____ this year. But he says that every year. In soccer, Bill Brown had the best _____ of his career. The Tour de France bicycle _____ started yesterday in Paris at 3 o'clock. Last year, Jacques Chardin won for France. Can he do it again? I don't know… In California, the Children's Olympics _____ yesterday. Good luck to all the 600boys and girls. And, finally, tennis. Tonight is the big tennis game between rock star Maxi and the _____ actor, Pater Anson. This is Jack Hill, and that was the sports.

34.

happening, windy, hurricane, special, station

Jack: And now for a _____ weather report: Here's our weather reporter, Clive Wong. Clive, what's _____ out there?

Clive: Jack, it's very _____. There was a storm here just a few hours ago.

Jack: Clive, how bad was it?

Clive: Oh, this was worse that last year's storm, Jack. The wind was one hundred miles an hour.

Jack: One hundred miles an hour! That wasn't a storm; that was a hurricane.

Clive: That's right, Jack, and we don't usually have hurricanes here. I'm talking to Sue O'Neil right now. Sue lives across from our _____. How was it, Sue?

Sue: Bad, very bad. The wind broke our TV antenna. There was water everywhere in our house. We didn't have lights for two hours. We're OK now, but that was a bad _____.

Clive: Good luck, Sue, and back to you, Jack.

Jack: Thank you, Clive. That was Clive Wong from our weather team.

35.

largest, question, difficult, song, believe

Jack: And that was Cindy, with her newest _____, "You Love Me Too, Don't You?" And now, it's time to play the game, "Answer the Question." Yesterday, Jim from Washington D.C. asked me a _____, but I knew the answer. Sorry, Jim. Today we have Barbara from Virginia. Barbara, are you ready?

Barbara: Yes I am, Jack.

Barbara: Yes I am, Jack.

Jack: Is your question _____? Remember: if I know the answer you don't win.

Barbara: My question is very difficult. I want to win. Here is my question: What is the third _____ ocean in the world?

Jack: Oh, on. Barbara, I didn't know the answer. You win!

Barbara: I can't _____ it. I won $5,000. Wow! The answer is the Indian Ocean.

Jack: Congratulations, Barbara. Enjoy your money.

36. Radio-Interview

Sandra: Welcome to "Meet the People." I'm Sandra Waters. My guest today **was** Larry Patel. Larry is an inventor. **He** newest invention **are** the "whistling wallet." Good evening, Larry.

Larry: Good evening, Sandra.

Sandra: Larry, what is a "**whistle** wallet"?

Larry: Well, it's a special wallet **in** a small battery inside. If you sing near it, the wallet whistles. People often **lost** their wallets in their homes. Now they **could** easily find them.

Sandra: do you need to sing a special song?

Larry: Any song is OK.

Sandra: Oh, great! It's easier to sing than to look all over the house. Where can I **bought** the wallet?

Larry: Well, I still have to work on it. I gave wallets to some of my friends. Now two of them are angry at **I**. They went to rock concert, and their wallets made noise all the time. The people around **they** were very angry.

37. Radio-Drama

Helen: Hello.

Bogie: Helen? It's **I**.

Helen: Bogie, why are you **call** me now? You usually call me in the afternoon.

Bogie: I have to **telling** you something, Helen. Something important.

Helen: What is it?

Bogie: Daisy is here.

Helen: She's here? **To** Washington, D.C.?

Bogie: Yes, and she's looking for you.

Helen: Oh, no! Not again.

Bogie: **Didn't** worry, Helen. She can't hurt you. You know that.

Helen: Oh, no! : She **was** here! She'**re** coming into my office!

Daisy: Hi, little sister.

Helen: You **are** terrible to me last year. You took my money, you **take** my home… What do you want now?

Daisy: This time I want Bogie, **yours** boyfriend!

Helen: No! Not Bogie. Never.

38. Radio-Music

"You're as beautiful as a flower. And the **guy sweetest**, that's true. I love you and need you, honey, and you love me too. I love you and need you, honey, and you love me too, don't you? Don't you?"

That was Cindy, a new singer. Her first CD is called "A Weekend in the Country," and it's terrific! She sings about everything. For example, **is one song** about an old cook at a **restaurant cheap** in Alabama. Every day, he arrives at work at 5 a.m. and goes home

alone at midnight. But, he's a good man. Another song is about a lonely, **housewife bored** and her broken washing machine. But one day, she wins ten thousand dollars in the lottery. Cindy has a **voice beautiful**, and she wrote all the music and words for this CD. "A Weekend in the Country" tells us that people are good, and life can be happy. And that's it for today from the "Hollywood Hour."

39. Radio-Ads

Are you new to the city? Do you need an apartment? Do you like **neighborhoods safe** and quiet streets? Come to Georgetown Rental, the best apartment agency in Washington, D.C. We **waiting are** for you! Talk to Jim, Maggie, or Bob. We are open from 9 a.m. to 9 p.m. We have many different one-bedroom and two-bedroom apartments. We have **houses small**. We also have three large homes with two-car garages. Remember the game: Georgetown Rental. Don't forget: Georgetown Rental for happy homes, safe apartments, and **streets quiet**.

40. Radio-Call in

Announcer: This is Don Phillips of WNDC, in northwest Washington, D.C. We're talking **to** the new machine factory in our neighboring state, Virginia. What do you think about it? Call us at 555-4949. Here's our first caller. Hello. What's your name?

George: I'm George Anderson. And I live here **at** Virginia. I lost my job last year and I didn't work **in** six months after that. Now I have a job at the new factory. I'm happy that the factory is so close to my house and I don't have to drive to work.

Announcer: Thank you, George. I hear the telephone again. Hello. What's your name?

Betty: My name is Betty Jones. That factory is **at** my house. My neighbors and I are very angry. We don't want a factory in this neighborhood. This was a quiet place. Now

the neighborhood is much noisier and there is a lot of traffic. Also, a lot of smoke comes **to** that building. Now tell me, is that healthy for our children?

41. Radio-Food

Announcer: Welcome to "Sheila's Kitchen." Today's program is **in** salads. Good morning, Sheila.

Sheila: Hello, Mike. And good morning **for** all our listeners. When I was young, we ate green salads—lettuce or cucumbers- with some salt and a little lemon juice. My mother served the salad **for** meat, chicken, and fish. But today, salads can be your meal. Salads are healthy summer foods. And for dessert, some people like a fresh fruit salad. And now, a few words about Durelle plates and dishes. You can cook **with** them, bake in them, and freeze food in them, too. Buy Durelle products and enjoy them in the kitchen and on your table. They are strong enough **to** cooking. They are pretty enough for guests. Now let's return to our salads.

42. TV-Help

Phil: **Can/Could** you give me direction? I **don't/didn't** know which street I'm in. But I **stand/'m standing** in front of a gift shop and a video shop. Uh-huh. Yes. Trenton Street to Leeds Road. And Right, up Leeds Road. Then, a men's shop next to the cinema. Then what? Left? OK. Left at the men's shop? Wait a minute, I **didn't got/haven't got** a pen?

Teenager: Have you got a cigarette?

Phil: Cigarette? No. No, I don't smoke. Sorry.

Teenager: Well, I **don't write/didn't write**, so I haven't got a pen. Sorry.

43. TV-Restaurant

Nick: Ladies, your Coke and your coffee.

Amy: **Do/Did** you have any sweetener?

Nick: Sure. Here's some.

Katie: How **are/were** the hamburgers here? They're not very good? Hmm. How about some pizza?

Nick: I'm sorry, we **don't have/haven't had** any pizza. But our lasagna is excellent.

Katie: Ok. Sure.

Amy: I **'ve like/'d like** a salad, please.

Nick: Ok. Which one?

Amy: Are there any tomatoes in the house salad?

Nick: Yes, there **is/are**.

Amy: Let me see. No, bring me the salad.

Nick: How about some chili with that?

Amy: No, only the salad.

44. TV-Breakfast

Tom: Morning.

Diana: Morning. **Are/Will** you going to the office or the factory today?

Tom: I usually **go/went** to the factory on Tuesday, but I **have/'ve had** some big meetings at the office. I **don't have/'m not have** time to go to Brooklyn. How's this tie? It's OK, isn't it?

Diana: It's fine, dear. By the way, what's the time?

Tom: I **don't/didn't** know; I don't have my watch on. About seven, maybe.

Diana: Uh-oh, I'm late.

Tom: You're beautiful!

45. TV-Search

Michael: Karen, what **are/will** you doing?

Karen: I'm looking for the script. Michael, this **is/was** impossible. Your room is a mess! I **don't know/haven't known** where to look.

Michael: It was on the desk. May be it's there.

Karen: The desk. Right. I **get/'ve got** your script. Here is your script.

Michael: Thanks. Where was it?

Karen: It was on the desk. Well, some of the pages were on the desk, some **are/were** on the chair, and some were on the floor, under the desk.

46. Radio-News

Jim (announcer): Firemen **work** hard this morning to put out the **terribly** fire at the Holiday Hotel in Washington, DC. The fire **starts** at 6:00 a.m. in the kitchen of the famous hotel. Our **report**, Jane Ashley, **was** at the hotel now. Jane?

Jane: Good evening, Jim. I'm **stand** in front of the Holiday Hotel. Most of the quests were in their rooms **where** the fire started. The **firemans** worked very hard, **and** they did not save a building. "We're just **happiness** that everybody is OK," said Dan Kramer, the hotel receptionist. What started the fire? Did the firemen come as soon as the manager called? Right now, there **is** no answers. Now back to you, Jim.

47. Food Around the World

Before people had known how to **farmimg** the land and control the environment about 10,000 years ago, they **eat** all that they found around them. The kinds of food

that today's people eat are different **but** depend on the area in **where** they live. For example, people **on** the south of China eat rice **and** those in the north prefer noodles.

The Scandinavians and the Portuguese eat **many** fish. But the people **which** live away from the sea eat much meat. There are hundreds of different **kind** of sausages for the people **at** Germany and Poland to enjoy.

The courses are **difference**, too. The people in North America, Australia, and Europe **eats** two or more courses to every meal and they use knives and **fork**. But the Chinese has only one meal **but** they use chopsticks. While the people in India and the Middle East eat with **theirs** fingers and use **a bread** to pick up the food.

Today it is easy **to carrying** food from one place to **an** other and people can **ate** any thing, any where, and at any time. This **makes** food a big business.

48. New Orleans

musicians, center, jazz, city, talented

New Orleans, located on the banks of the Mississippi River, is the second largest city in Louisiana, USA. It is a very cosmopolitan ____ **where** immigrants from many countries moved to and a busy port and tourist ____ **where** people from all over the world enjoy seeing its famous Mardi Gras carnival. More importantly, the city is famous for _____**which** is a mixture of blues, dance, songs, and hymns. The music was introduced by black ____ **who** lived in the late 19th century. The ____**who** made the city famous for jazz were Louis Armstrong and Jelly Roll Morton.

49. Vienna

Vienna Phiharmonic, musicians, capital, city, center

Vienna, located on the banks of the River Danube, the capital of Austria and the gateway between east and west Europe. It is a popular tourist _____ **where** becomes famous for its music, theatre, museums, and parks. In the past, it was the center of the Holy Roman Empire, an important center for art and learning. It was the _____ **where** one of the oldest universities in Europe stands and famous psychiatrist Sigmund Freud lived.

Famous _____ **who** lived there were Haydn, Mozart, Beethoven, Brahms, Schubert, and the Strauss family. The _____ **where** has been world famous for music for many centuries is now well-known for orchestra, its State Opera House, and the _____, **which** has been one of the world's most famous orchestras for many years.

50. Sky-Diver

Clem Quinn became interested in **fly** when he was five. He learned to fly with a golf umbrella. But he was a taxi driver when **grew he** up. Twenty years ago, he did a parachute jump and learned that driving is **the most** dangerous than diving. Then he turned to jumping and **was** now a full-time **teach** of sky-diving. **Him** loves it a lot and thinks it is **more safer** than football. He is very **happily** when he **flying** so he will never **stopped** flying.

51. Racing Driver

Sue Glass was not interested in **drive** when she was young because she had a car accident. But she worked for a car company when **grew she** up. Six years ago, Julian Swayland, a racing **drive**, helped her to overcome her fear and she is **the most** interested in it than before. Then she attended a special car racing and did **good than** men. **Her** loved it because it was exciting. But it is very **dangerously**. She got nervous

and **feels** sick before the race so she **stops** it a year ago and is **go** to open a driving school next week.

52. A Train Journey

die, save , life, hard- working, impress

An aunt told her bored children a story. " There was a very beautiful girl who was _____ and well-behaved. One day she fell into a lake. People in the village ran to _____ her because she was so good that they couldn't let her _____." The aunt thought her story would _____ her listeners but it was boring to them because we ran to save people who fell into water to save their _____ no matter how good or bad they were.

APPENDIX H

ANCOVA Analyses at the Linguistic Level

Table 1: ANCOVA Analysis on Noun

Dependent Variable: NOUN POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.702	3	.234	.941	.421
Intercept	24.726	1	24.726	99.428	.000
NOUNPRETEST	.684	1	.684	2.751	.099
METHOD	2.636E-02	2	1.318E-02	.053	.948
Error	58.193	234	.249		
Total	107.000	238			
Corrected Total	58.895	237			

a. R Squared = .027(Adjusted R Squared = -.001)

Table 2: ANCOVA Analysis on Pronoun

Dependent Variable: PRONOUN POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.614	3	.205	.814	.487
Intercept	14.429	1	14.429	57.403	.000
PRETEST	.339	1	.339	1.350	.246
METHOD	.284	2	.142	.564	.569
Error	58.819	234	.251		
Total	115.000	238			
Corrected Total	59.433	237			

b. R Squared = .010 (Adjusted R Squared = -.002)

Table 3: ANCOVA Analysis on Article

Dependent Variable: ARTICLE POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.035	3	.345	1.406	.243
Intercept	17.688	1	17.688	72.118	.000
PRETEST	8.816E-02	1	8.816E-02	.359	.550
METHOD	1.004	2	.502	2.048	.132
Error	43.165	176	.245		
Total	78.000	180			
Corrected Total	44.200	179			

c. R Squared = .023 (Adjusted R Squared = .007)

Table 4: ANCOVA Analysis on Verb and Auxiliary Verb

Dependent Variable: VERB and AUXILIARY VERB POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.894	3	.631	2.565	.055
Intercept	30.297	1	30.297	123.106	.000
PRETEST	.744	1	.744	3.022	.083
METHOD	1.305	2	.653	2.652	.073
Error	57.589	234	.246		
Total	117.000	238			
Corrected Total	59.483	237			

d. R Squared = .032 (Adjusted R Squared = .019)

Table 5: ANCOVA Analysis on Gerund and Infinitive

Dependent Variable: GERUND and INFINITIVE POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.805	3	.268	1.088	.356
Intercept	14.683	1	14.683	59.550	.000
PRETEST	.154	1	.154	.625	.430
METHOD	.605	2	.302	1.227	.296
Error	43.395	176	.247		
Total	78.000	180			
Corrected Total	44.200	179			

e. R Squared = .018 (Adjusted R Squared = .001)

Table 6: ANCOVA Analysis on Adjective

Dependent Variable: ADJECTIVE POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.918	3	.306	1.243	.295
Intercept	17.845	1	17.845	72.450	.000
PRETEST	.419	1	.419	1.701	.193
METHOD	.549	2	.274	1.114	.330
Error	57.636	234	.246		
Total	104.000	238			
Corrected Total	58.555	237			

f. R Squared = .016 (Adjusted R Squared = .003)

Table 7: ANCOVA Analysis on Adverb

Dependent Variable: ADVERB POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.396	3	.132	.540	.656
Intercept	9.109	1	9.109	37.286	.000
PRETEST	.367	1	.367	1.501	.222
METHOD	2.644E-02	2	1.322E-02	.054	.947
Error	42.999	176	.244		
Total	73.000	180			
Corrected Total	43.394	179			

g. R Squared = .009 (Adjusted R Squared = -.008)

Table 8: ANCOVA Analysis on Preposition

Dependent Variable: PREPOSITION POSTT-TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.925	3	.308	1.261	.289
Intercept	22.560	1	22.560	92.268	.000
PRETEST	.750	1	.750	3.066	.081
METHOD	9.697E-02	2	4.848E-02	.198	.820
Error	57.214	234	.245		
Total	137.000	238			
Corrected Total	58.139	237			

h. R Squared = .016 (Adjusted R Squared = .003)

Table 9: ANCOVA Analysis on Conjunction

Dependent Variable: CONJUNCTION POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.401	3	.134	.548	.650
Intercept	11.380	1	11.380	46.585	.000
PRETEST	7.605E-04	1	7.605E-04	.003	.956
METHOD	.400	2	.200	.820	.442
Error	42.993	176	.244		
Total	73.000	180			
Corrected Total	43.394	179			

i. R Squared = .009 (Adjusted R Squared = -.008)

Table 10: ANCOVA Analysis on Adjective Clause

Dependent Variable: ADJECTIVE CLAUSEPOSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.600	3	.200	.793	.499
Intercept	22.910	1	22.910	90.815	.000
PRETEST	.246	1	.246	.976	.325
METHOD	.396	2	.198	.786	.457
Error	44.400	176	.252		
Total	90.000	180			
Corrected Total	45.000	179			

j. R Squared = .013 (Adjusted R Squared = -.003)

Table 11: ANCOVA Analysis on Adverb Clause

Dependent Variable: ADVERB CLAUSE POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.702	3	.975	4.034	.008
Intercept	24.726	1	20.039	82.891	.000
PRETEST	.684	1	1.248	5.164	.041
METHOD	2.636E-02	2	.922	3.814	.053
Error	58.193	234	.242		
Total	107.000	238			
Corrected Total	58.895	237			

k. R Squared = .049 (Adjusted R Squared = .037)

Table 12: ANCOVA Analysis on Parallel Structure

Dependent Variable: PARALLEL STRUCTURE POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.617E-02	3	2.539E-02	.100	.960
Intercept	23.751	1	23.751	93.792	.000
PRETEST	3.321E-02	1	3.321E-02	.131	.718
METHOD	4.980E-02	2	2.490E-02	.098	.906
Error	44.568	176	.253		
Total	98.000	180			
Corrected Total	44.644	179			

l. R Squared = .002 (Adjusted R Squared = -.015)

Table 13: ANCOVA Analysis on Word Order

Dependent Variable: WORD ORDER POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.414	3	.805	3.646	.014
Intercept	7.333	1	7.333	33.238	.000
PRETEST	.239	1	.239	1.083	.300
METHOD	2.206	2	1.103	4.998	.088
Error	38.831	176	.221		
Total	64.000	180			
Corrected Total	41.244	179			

m. R Squared = .059 (Adjusted R Squared = .042)

Table 14: ANCOVA Analysis on Comparative and Superlative

Dependent Variable: COMPARATIVE & SUPERATIVE POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.857	3	.286	1.141	.334
Intercept	19.768	1	19.768	78.907	.000
PRETEST	3.202E-02	1	3.202E-02	.128	.721
METHOD	.856	2	.428	1.709	.184
Error	44.093	176	.251		
Total	93.000	180			
Corrected Total	44.950	179			

n. R Squared = .019(Adjusted R Squared = .002)

Table 15: ANCOVA Analysis on Subject-Verb Agreement

Dependent Variable: SUBJECT-VERB AGREEMENT POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.846	3	.282	1.197	.312
Intercept	13.551	1	13.551	57.520	.000
PRETEST	6.105E-02	1	6.105E-02	.259	.611
METHOD	.745	2	.373	1.581	.209
Error	41.465	176	.236		
Total	68.000	180			
Corrected Total	42.311	179			

o. R Squared = .020 (Adjusted R Squared = .003)

APPENDIX I

ANCOVA Analyses at the Discourse Level

Table 1: ANCOVA Analysis on Noun

Dependent Variable: NOUN POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	300.312	3	100.430	59.683	.000
Intercept	158.873	1	158.873	94.563	.000
NOUNPRETEST	155.962	1	155.962	92.831	.000
METHOD	127.397	2	63.698	37.914	.000
Error	194.888	116	1.680		
Total	3260.000	120			
Corrected Total	495.200	119			

R Squared = .606 (Adjusted R Squared = .596)

Table 2: A Post-test Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	105.541	2	52.771	29.443	.000
Intercept	172.477	1	172.477	96.231	.000
PRETEST	105.341	1	105.341	58.774	.000
METHOD	1.544	1	1.544	.862	.356
Error	138.009	77	1.729		
Total	2730.000	80			
Corrected Total	243.550	79			

R Squared = .433 (Adjusted R Squared = .419)

Table 3: A Post-test Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	165.563	2	82.782	41.011	.000
Intercept	90.321	1	90.321	44.747	.000
PRETEST	62.051	1	62.051	30.741	.000
METHOD	85.199	1	85.199	42.209	.000
Error	155.424	77	2.018		
Total	1861.000	80			
Corrected Total	320.988	79			

R Squared = .516 (Adjusted R Squared = .503)

Table 4: A Post-test Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	262.234	2	131.117	110.396	.000
Intercept	70.860	1	70.860	59.661	.000
PRETEST	149.422	1	149.422	125.807	.000
METHOD	106.372	1	106.372	89.561	.000
Error	91.453	77	1.188		
Total	1929.000	80			
Corrected Total	353.687	79			

R Squared = .741(Adjusted R Squared = .735)

Table 5: ANCOVA Analysis on Pronoun

Dependent Variable: PRONOUN POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	139.949	3	46.650	53.485	.000
Intercept	406.266	1	406.266	465.792	.000
PRONOUNPRETEST	7.599	1	7.599	8.713	.004
METHOD	110.169	2	55.085	63.156	.000
Error	101.176	116	.872		
Total	3393.000	120			
Corrected Total	241.125	119			

R Squared = .580 (Adjusted R Squared = .570)

Table 6: A Post-test Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	20.625	2	10.312	11.632	.000
Intercept	290.341	1	290.341	327.502	.000
PRETEST	10.112	1	10.112	11.406	.001
METHOD	9.081	1	9.081	10.243	.002
Error	68.263	77	.887		
Total	2815.000	80			
Corrected Total	88.887	79			

R Squared = .232 (Adjusted R Squared = .212)

Table 7: A Post-test Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	131.569	2	65.748	78.862	.000
Intercept	267.456	1	267.456	320.636	.000
PRETEST	6.596	1	6.569	7.875	.006
METHOD	101.071	1	101.071	121.164	.000
Error	64.231	77	.834		
Total	2156.000	80			
Corrected Total	195.800	79			

R Squared = .672 (Adjusted R Squared = .663)

Table 8: A Post-test Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	63.899	2	31.950	36.453	.000
Intercept	252.947	1	252.947	288.598	.000
PRETEST	.887	1	.887	1.012	.318
METHOD	56.550	1	56.550	64.520	.000
Error	67.488	77	.876		
Total	1815.000	80			
Corrected Total	131.388	79			

R Squared = .486 (Adjusted R Squared = .473)

Table 9: ANCOVA Analysis on Article

Dependent Variable: ARTICLE POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	58.739	3	19.580	27.413	.000
Intercept	388.006	1	386.006	540.438	.000
ARTICLEPRETEST	.122	1	.122	.171	.680
METHOD	57.706	2	28.853	40.396	.000
Error	82.853	116	.714		
Total	2727.000	120			
Corrected Total	141.592	119			

R Squared = .415 (Adjusted R Squared = .400)

Table 10: A Post-test Comparison between Group 1 and Group 2

Dependent Variable: ARTICLE POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	22.058	2	11.029	13.961	.000
Intercept	304.520	1	304.520	385.474	.000
ARTICLEPRETEST	1.046	1	1.046	1.324	.253
METHOD	21.851	1	21.851	27.659	.000
Error	60.829	77	.790		
Total	2113.000	80			
Corrected Total	82.887	79			

R Squared = .266 (Adjusted R Squared = .247)

Table 11: A Post-test Comparison between Group 1 and Group 3

Dependent Variable: ARTICLE POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	57.801	2	28.901	36.482	.000
Intercept	220.569	1	220.569	278.430	.000
ARTICLEPRETEST	1.391E-03	1	1.391E-03	.002	.967
METHOD	54.529	1	54.529	68.833	.000
Error	60.999	77	.792		
Total	1886.000	80			
Corrected Total	118.800	79			

R Squared = .487 (Adjusted R Squared = .473)

Table 12: A Post-test Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.145	2	4.572	8.179	.001
Intercept	241.177	1	241.177	431.444	.000
PRETEST	3202E-02	1	3202E-02	.057	.811
METHOD	8.946	1	8.946	16.004	.000
Error	43.043	77	.559		
Total	1455.000	80			
Corrected Total	52.188	79			

R Squared = .175 (Adjusted R Squared = .154)

Table 13: ANCOVA Analysis on Verb and Auxiliary Verb

Dependent Variable: VERB and AUXILIARY POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	289.839	3	96.613	127.314	.000
Intercept	104.461	1	104.461	137.655	.000
PRETEST	19.522	1	19.522	25.726	.000
METHOD	226.669	2	113.335	149.349	.000
Error	88.028	116	.759		
Total	1820.000	120			
Corrected Total	377.867	119			

R Squared = .767 (Adjusted R Squared = .761)

Table 14: A Post-test Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	33.388	2	16.694	35.122	.000
Intercept	121.866	1	121.866	256.389	.000
PRETEST	25.576	1	25.576	53.808	.000
METHOD	2.530	1	2.530	5.323	.024
Error	36.599	77	.475		
Total	1699.000	80			
Corrected Total	69.988	79			

R Squared = .477 (Adjusted R Squared = .463)

Table 15: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	245.874	2	122.937		.000
Intercept	57.206	1	57.206	132.717	.000
PRETEST	7.824	1	7.824	61.757	.005
METHOD	187.084	1	187.084	8.446	.000
Error	71.326	77	.926	201.967	
Total	1086.000	80			
Corrected Total	317.200	79			

R Squared = .775 (Adjusted R Squared = .769)

Table 16: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	167.293	2	83.647	97.449	.000
Intercept	44.527	1	44.527	51.874	.000
PRETEST	7.681	1	7.681	8.948	.004
METHOD	151.377	1	151.377	176.355	.000
Error	66.094	77	.858		
Total	855.000	80			
Corrected Total	233.387	79			

R Squared = .717(Adjusted R Squared = .709)

Table 17: ANCOVA Analysis on Gerund and Infinitive

Dependent Variable: GERUND & INFINITIVE POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23.186	3	7.729	17.203	.000
Intercept	128.518	1	128.518	286.068	.000
PRETEST	.786	1	.786	1.750	.188
METHOD	22.130	2	11.065	24.629	.000
Error	52.114	116	.449		
Total	1422.000	120			
Corrected Total	75.300	119			

R Squared = .308 (Adjusted R Squared = .290)

Table 18: A Post-test Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.331	2	1.165	2.816	.066
Intercept	124.705	1	124.705	301.300	.000
PRETEST	1.531	1	1.531	3.698	.058
METHOD	1.917	1	1.917	4.632	.035
Error	31.869	77	.414		
Total	1100.000	80			
Corrected Total	34.200	79			

R Squared = .068 (Adjusted R Squared = .044)

Table 19: A Post-test Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	21.906	2	10.953	27.124	.000
Intercept	84.943	1	84.943	210.350	.000
PRETEST	1.906	1	1.906	4.720	.033
METHOD	20.276	1	20.276	50.210	.000
Error	31.094	77	.404		
Total	898.000	80			
Corrected Total	53.000	79			

R Squared = .413 (Adjusted R Squared = .398)

Table 20: A Post-test Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13.193	2	6.597	13.022	.000
Intercept	65.569	1	65.569	129.435	.000
PRETEST	.393	1	.393	.777	.381
METHOD	12.293	1	12.293	24.266	.000
Error	39.007	77	.507		
Total	846.000	80			
Corrected Total	52.200	79			

R Squared = .253 (Adjusted R Squared = .233)

Table 21: ANCOVA Analysis on Adjective and Adverb

Dependent Variable: ADJECTIVE and ADVERB POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	14.283	3	4.761	4.177	.008
Intercept	153.565	1	153.565	134.730	.000
PRETEST	3.433	1	3.433	3.012	.085
METHOD	11.783	2	5.892	5.169	.007
Error	132.217	116	1.140		
Total	1414.000	120			
Corrected Total	146.500	119			

R Squared = .097 (Adjusted R Squared = .074)

Table 22: A Post-test Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.241	2	2.620	2.502	.089
Intercept	124.037	1	124.037	118.428	.000
PRETEST	50228	1	5.228	4.992	.028
METHOD	1.575E-04	1	1.575E-04	.000	.990
Error	80.647	77	1.047		
Total	1045.000	80			
Corrected Total	1045.000	79			

R Squared = .061 (Adjusted R Squared = .037)

Table 23: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12.120	2	6.060	4.603	.013
Intercept	90.249	1	90.249	68.554	.000
PRETEST	4.308	1	4.308	3.272	.074
METHOD	9.058	1	9.058	6.880	.011
Error	101.367	77	1.316		
Total	901.000	80			
Corrected Total	113.488	79			

R Squared = .107 (Adjusted R Squared = .084)

Table 24: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: PREPOSITION POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	259.412	3	86.471	3.747	.013
Intercept	403.098	1	403.098	17.468	.000
PREPOSITIONPRETEST	4.562	1	4.562	.198	.657
METHOD	255.398	2	127.699	5.534	.005
Error	2676.913	116	23.077		
Total	6027.000	120			
Corrected Total	2936.325	119			

am. R Squared = .096(Adjusted R Squared = .072)

Table 25: ANCOVA Analysis on Preposition

Dependent Variable: PREPOSITION POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	259.412	3	86.471	3.747	.013
Intercept	403.098	1	403.098	17.468	.000
PREPOSITIONPRETEST	4.562	1	4.562	.198	.657
METHOD	255.398	2	127.699	5.534	.005
Error	2676.913	116	23.077		
Total	6027.000	120			
Corrected Total	2936.325	119			

R Squared = .088 (Adjusted R Squared = .065)

Table 26: A Posttest Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	102.461	2	51.230	1.503	.229
Intercept	394.999	1	394.999	11.590	.001
PRETEST	1.211	1	1.211	.036	.851
METHOD	100.270	1	100.270	2.942	.090
Error	2624.289	77	34.082		
Total	5488.000	80			
Corrected Total	2726.750	79			

R Squared = .038 (Adjusted R Squared = .013)

Table 27: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	249.061	2	124.531	3.706	.029
Intercept	364.480	1	364.480	10.847	.001
PRETEST	.549	1	.549	.016	.899
METHOD	247.989	1	247.989	7.380	.008
Error	2587.426	77	33.603		
Total	5031.000	80			
Corrected Total	2836.487	79			

R Squared = .088 (Adjusted R Squared = .064)

Table 28: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	56.142	2	28.071	17.176	.000
Intercept	104.311	1	104.311	63.824	.000
PRETEST	23.630	1	23.630	14.458	.000
METHOD	35.584	1	35.584	21.772	.000
Error	125.845	77	1.634		
Total	1535.000	80			
Corrected Total	181.988	79			

R Squared = .308 (Adjusted R Squared = .291)

Table 29: ANCOVA Analysis on Conjunction

Dependent Variable: CONJUNCTION POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	71.521	3	23.840	39.538	.000
Intercept	317.217	1	317.217	526.084	.000
PRETEST	5.460E-02	1	5.460E-02	.091	.764
METHOD	70.768	2	35.384	58.682	.000
Error	69.645	116	.603		
Total	2500.000	120			
Corrected Total	141.467	119			

R Squared = .506 (Adjusted R Squared = .493)

Table 30: A Posttest Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	39.394	2	19.697	33.402	.000
Intercept	253.909	1	253.909	430.577	.000
PRETEST	.194	1	.194	.328	.568
METHOD	39.349	1	39.349	66.727	.000
Error	45.406	77	.590		
Total	1928.000	80			
Corrected Total	84.800	79			

R Squared = .465 (Adjusted R Squared = .451)

Table 31: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	64.980	2	32.490	47.908	.000
Intercept	242.591	1	242.591	357.712	.000
PRETEST	.180	1	.180	.266	.607
METHOD	64.042	1	64.042	94.433	.000
Error	52.220	77	.678		
Total	1810.000	80			
Corrected Total	117.200	79			

R Squared = .554 (Adjusted R Squared = .543)

Table 32: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.532	2	1.766	3.263	.044
Intercept	146.043	1	146.043	269.879	.000
PRETEST	.332	1	.332	.613	.436
METHOD	3.260	1	3.260	6.025	.016
Error	41.668	77	.541		
Total	1262.000	80			
Corrected Total	45.200	79			

R Squared = .078 (Adjusted R Squared = .054)

Table 33: ANCOVA Analysis on Adjective Clause and Adverb Clause

Dependent Variable: ADJECTIVE CLAUSE & ADVEB CLAUSE POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	657.792	3	219.264	146.113	.000
Intercept	231.137	1	231.137	154.025	.000
ADJ.CLAUSE PRETEST	.275	1	.275	.183	.669
METHOD	623.227	2	311.613	207.653	.000
Error	174.075	116	1.501		
Total	6938.000	120			
Corrected Total	831.867	119			

R Squared = .791 (Adjusted R Squared = .785)

Table 34: A Posttest Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	69.207	2	34.603	20.248	.000
Intercept	200.370	1	200.370	117.244	.000
PRETEST	.757	1	.757	.443	.508
METHOD	69.205	1	69.205	40.949	.000
Error	131.593	77	1.709		
Total	6256.000	80			
Corrected Total	200.800	79			

R Squared = .345(Adjusted R Squared = .328)

Table 35: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	632.990	2	316.495	286.044	.000
Intercept	163.686	1	163.686	147.938	.000
PRETEST	.178	1	.178	.161	.689
METHOD	601.230	1	601.230	543.384	.000
Error	85.197	77	1.106		
Total	4431.000	80			
Corrected Total	718.188	79			

R Squared = .881 (Adjusted R Squared = .878)

Table 36: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	136.727	2	68.363	33.060	.000
Intercept	167.833	1	167.833	81.164	.000
PRETEST	6.677	1	6.677	3.229	.076
METHOD	125.889	1	125.889	60.879	.000
Error	159.223	77	2.068		
Total	5774.000	80			
Corrected Total	295.950	79			

R Squared = .462(Adjusted R Squared = .448)

Table 37: ANCOVA Analysis on Parallel Structure

Dependent Variable: PARALLEL STRUCTURE POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	40.803	3	13.601	21.381	.000
Intercept	122.020	1	122.020	191.821	.000
PARALLELPRETEST	1.286	1	1.286	2.022	.158
METHOD	38.942	2	19.471	30.609	.000
Error	73.789	116	.636		
Total	1337.000	120			
Corrected Total	114.592	119			

R Squared = .356 (Adjusted R Squared = .339)

Table 38: A Posttest Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	26.907	2	13.454	20.456	.000
Intercept	122.691	1	122.691	186.547	.000
PRETEST	.457	1	.457	.695	.407
METHOD	26.782	1	26.782	40.721	.000
Error	50.643	77	.658		
Total	1016.000	80			
Corrected Total	77.550	79			

R Squared = .347 (Adjusted R Squared = .330)

Table 39: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	32.979	2	16.490	29.183	.000
Intercept	103.100	1	103.100	182.465	.000
PRETEST	.467	1	.467	.826	.366
METHOD	27.463	1	27.463	48.603	.000
Error	43.508	77	.565		
Total	981.000	80			
Corrected Total	76.487	79			

aa. R Squared = .431 (Adjusted R Squared = .416)

Table 40: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.435	2	1.218	1.771	.177
Intercept	38.303	1	38.303	55.698	.000
PRETEST	2.123	1	2.123	3.087	.083
METHOD	1.270	1	1.270	1.846	.178
Error	52.952	77	.688		
Total	677.000	80			
Corrected Total	55.388	79			

R Squared = .044 (Adjusted R Squared = .019)

Table 41: ANCOVA Analysis on Word Order

Dependent Variable: WORD ORDER POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	53.170	3	17.723	25.025	.000
Intercept	308.035	1	308.035	434.933	.000
WORD ORDER PRETEST	.320	1	.320	.452	.503
METHOD	52.873	2	26.437	37.328	.000
Error	82.155	116	.708		
Total	2647.000	120			
Corrected Total	135.325	119			

R Squared = .393(Adjusted R Squared = .377)

Table 42: A Posttest Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	14.824	2	7.412	9.991	.000
Intercept	193.232	1	193.232	260.458	.000
PRETEST	.374	1	.374	.504	.480
METHOD	12.572	1	12.572	16.946	.000
Error	57.126	77	.742		
Total	2052.000	80			
Corrected Total	71.950	79			

R Squared = .206 (Adjusted R Squared = .185)

Table 43: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	53.104	2	26.552	35.078	.000
Intercept	309.372	1	309.372	408.717	.000
PRETEST	.291	1	.291	.385	.537
METHOD	52.689	1	52.689	69.609	.000
Error	58.284	77	.757		
Total	1795.000	80			
Corrected Total	111.387	79			

R Squared = .477 (Adjusted R Squared = .463)

Table 44: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12.068	2	6.034	9.517	.000
Intercept	138.393	1	138.393	218.278	.000
PRETEST	5.535E-02	1	5.535E-02	.087	.768
METHOD	9.763	1	9.763	15.398	.000
Error	48.820	77	.634		
Total	1447.000	80			
Corrected Total	60.887	79			

R Squared = .198 (Adjusted R Squared = .177)

Table 45: ANCOVA Analysis on Comparative and Superlative

Dependent Variable: COMPARATIVE & SUPERATIVE POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	657.675	3	219.225	145.989	.000
Intercept	289.566	1	289.566	192.831	.000
PRETEST	.158	1	.158	.106	.746
METHOD	675.640	2	328.820	218.972	.000
Error	174.192	116	1.502		
Total	6938.000	120			
Corrected Total	831.867	119			

R Squared = .791 (Adjusted R Squared = .785)

Table 46: A Posttest Comparison between Group 1 and Group 2

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	68.687	2	34.343	20.016	.000
Intercept	322.027	1	322.027	187.688	.000
PRETEST	.237	1	.237	.138	.711
METHOD	66.231	2	66.231	38.602	.000
Error	132.113	77	1.716		
Total	6255.000	80			
Corrected Total	200.800	79			

R Squared = .342(Adjusted R Squared = .325)

Table 47: A Posttest Comparison between Group 1 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	634.273	2	317.137	291.006	.000
Intercept	145.625	1	145.625	133.626	.000
PRETEST	1.461	1	1.461	1.341	.251
METHOD	634.212	1	634.212	581.956	.000
Error	83.914	77	1.090		
Total	4413.000	80			
Corrected Total	718.188	79			

R Squared = .883(Adjusted R Squared = .880)

Table 48: A Posttest Comparison between Group 2 and Group 3

Dependent Variable: POSTTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	285.104	2	142.552	83.864	.000
Intercept	134.503	1	134.503	79.129	.000
PRETEST	9.126E-02	1	9.126E-02	.054	.817
METHOD	218.516	1	281.516	165.618	.000
Error	130.884	77	1.700		
Total	3189.000	80			
Corrected Total	415.988	79			

R Squared = .685(Adjusted R Squared = .677)

APPENDIX J

4. Verb

Objectives

In the end, the learner should be able to:

1. discover the rules of present simple tense, present continuous tense, past simple tense, and present perfect tense
2. apply the rules they discovered to other contexts

Directions: Follow the four steps below. You have 5 minutes to work on your own, in pair, or in group and consult your instructor. You can make notes while doing the task.

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (present simple tense, present continuous tense, past simple tense, and present perfect tense) with easy questions/conversations about the students. For example:

Instructor: Where did you go yesterday?

Student 1: I was at home.

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Where are you going?

Student 2: To my aunt's. I haven't seen you recently, where have you been?

2. Task cycle

1. Exploring

Look at these two sentences.

Set 1

A	B
I live in Thailand	I'm living with my brothers and sisters.
She feels happy.	She's not feeling happy today.

Set 2

A	B
He studied English II last term.	He has studied English since 1990.
They worked for a bank in Australia.	They have worked for a bank since she finished school.

2. Noticing

Notice the bold letter or letters.

Set 1

A	B
I **live** in Thailand	I'**m living** with my brothers and sisters.
She **feels** happy.	She'**s** not **feeling** happy today.

Set 2

A	B
He **studied** English II last term.	He **has studied** English since 1990.
They **worked** for a bank in Australia.	They **have worked** for a bank since she finished school.

3. Discovering the Rule or Rules

What is the difference in meaning between a and b? Why?

Set 1 _____

Set 2 _____

4. Choice-Making or Applying

Apply the rule or rules you've noticed. Which one is correct? Why?

1. a. Jane thinks opera is interesting.

   b. Jane is thinking opera is interesting.

2. a. Jane speaks three languages.

   b. Jane is speaking three languages.

3. a. Jane usually wears a hat.

   b. Jane is usually wearing a hat.

4. a. Don't take the newspaper away. I read it

   b. Don't take the newspaper away. I'm reading it.

5. Adjective

Objectives

In the end, the learner should be able to:

1. discover the rules of the differences between adjective and adverb and the positions of adjective
2. apply the rules they discovered to other contexts

Directions: Follow the four steps below. You have 5 minutes to work on your own, in pair, or in group and consult your instructor. You can make notes while doing the task.

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (adjective) with easy questions/conversations about the students. For example:

Instructor: What's your sister like?

Student 1: She's friendly and kind.

Then, the student asks other students the same or similar questions/conversations.

For example:

Student 1: What's your brother like?

Student 2: He's easy-going and patient.

We complained about the uncomfortable beds.	The beds are uncomfortable.
We' re writing about a famous actor.	The actor is famous.

1. Noticing

Notice the **bold** letter or letters.

A	B
We're talking about our **new** products.	The products are **new**.
We complained about the **uncomfortable** beds.	The beds are **uncomfortable**.
We' re writing about a **famous** actor.	The actor is **famous**.

2. Discovering the Rule or Rules

What is the difference between a and b? Why?

_____

_____

3. **Choice-Making or Applying**

Apply what you've discovered. Which one is correct? Why?

1. a. We're reliable people.

   b. We're people reliable.

2. a. We watched a film interesting last night.

   b. We watched an interesting film last night.

6. Adverb

Objectives

In the end, the learner should be able to:

1. discover the rules of the differences between adjective and adverb and the positions of adverb
2. apply the rules they discovered to other contexts

Directions: Follow the four steps below. You have 5 minutes to work on your own, in pair, or in group and consult your instructor. You can make notes while doing the task.

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (adverb) with easy questions/conversations about the students. For example:

Instructor: How does your mother drive?

Student 1: She drives slowly and carefully.

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: How does your brother drive?

Students 2: He drives fast and carelessly. How do you drive?

Student 1: Fast but carefully

2. Task cycle

1. Exploring

Look at these two sentences.

A B

He drives carefully.	He is a careful driver.
He drives carelessly.	He is a careless driver.
He speaks English fluently.	He speaks fluent English.
He speaks English poorly.	He speaks poor English.

2. Noticing

Look at the **bold** letter or letters.

A	B
He drives **carefully**.	He is a **careful** driver.
He drives **carelessly.**	He is a **careless** driver.
He speaks English **fluently**.	He speaks **fluent** English.
He speaks English **poorly.**	He speaks **poor** English.

3. Discovering

What is the difference between a and b? Why?

_____

_____

4. Choice-Making or Applying

Apply what you've discovered. Which one is correct? Why?

1. a. He works seriously.
   b. He works serious.
2. a. He works lazy.
   b. He works lazily.

7. Preposition

Objectives

In the end, the learner should be able to:

1. discover the rules of preposition
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (preposition) with easy questions/conversations about the students. For example:

Instructor: What time do you usually get up?

Student 1: At five.

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: What time do you usually go to bed?

Student 2: After midnight

2. Task cycle

1. Exploring

Look at the two sentences in each set.

Set 1

She was born in June.

She left London in 1998.

Set 2

She usually starts work at 11.00.

He always gets up at 6.00.

Set 3

She was born on June 10.

She met him on her birthday.

2. Noticing

Notice the bold letter or letters.

Set 1

She was born **in June**.

She left London **in 1998.**

Set 2

She usually starts work **at 11.00**.

He always gets up **at 6.00**.

Set 3

She was born **on June 10**.

She met him **on her birthday**.

3. Discovering

What is the rule or rules of each set?

_____

_____

_____

4. Choice-Making or Applying

Apply what you've discovered. Which one is correct? Why?

1. a. I left New York on 2000.

   b. I left New York in 2000.

2. a. They usually go out at Fridays.

   b. They usually go out on Fridays.

8. Conjunction

Objectives

In the end, the learner should be able to:

1. discover the rules of conjunction
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (conjunction) with easy questions/conversations about the students. For example:

Instructor: What do you want to be, single or married?

Student 1: Single.

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: What do you want to be, single or married?

Student 2: Married.

Student 1: Why?

Student 2: Because I want to have children.

2. Task cycle

1. Exploring

Look at these sentences.

Sentence 1: She is easy-going, sociable, and talkative.

Sentence 2: She is easy-going, sociable, but sensitive.

Sentence 3: She is easy-going or ambitious.

Sentence 4: She is easy-going because she is always patient and optimistic.

Sentence 5: She is always patient and optimistic so she is easy-going.

2. Noticing

Look at the **bold** letter or letters.

Sentence 1: She is easy-going, sociable, **and** talkative.

Sentence 2: She is easy-going, sociable, **but** sensitive.

Sentence 3: She is easy-going **or** hard to please.

Sentence 4: She is easy-going **because** she is always patient and optimistic.

Sentence 5: She is always patient and optimistic **so** she is easy-going.

3. Discovering

What are the rules of each sentence?

Sentence1_____

Sentence2_____

Sentence3_____

Sentence4_____

Sentence5_____

4. Choice-Making or Applying

Apply what you've discovered. Which one is correct? Why?

1. a. He didn't come because he was sick.

   b. He didn't come so he was sick.

2. a. Do you want to go home or go out?

   b. Do you want to go home but go out?

3. a. We met at John or Jane's wedding.

   b. We met at John and Jane's wedding.

9. Subject-Verb Agreement

Objectives

In the end, the learner should be able to:

1. discover the rules of subject-verb agreement
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (subject-verb agreement) with easy questions/conversations about the students. For example:

Instructor: Do you say what is or what are your brother's favorite dish?

Student 1: What is.

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Do you say how many people is there or are there in this room?

Student 2: Are there

2. Task cycle

1. Exploring

Look at these sentences.

One of the five largest factories is located in our community.

The person we can always go to if we have problems is Uncle Joe.

There are about three hundred species of birds in this country.

2. Noticing

Look at the **bold** subjects and verbs.

One of the five largest factories **is** located in our community.

The **person** we can always go to if we have problems **is** Uncle Joe.

There **are** about three hundred s**pecies** of birds in this country.

The **prisoners** of conscience anywhere in the world **are** the people who are in prison because of their color, religion, and belief.

3. Discovering

What are the rule or rules of subject-verb agreement you've drawn from the examples above? Why?

_____

_____

4. Choice-Making or Applying

Apply what you've discovered. Which one is correct? Why?

1. Drought and famine have come to Thailand again this year.

2. Jeff's love of God and music is compared matched only his love of good books.

10. Infinitive and Gerund

Objectives

In the end, the learner should be able to:

1. discover the rules of infinitive and gerund
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (infinitive and gerund) with easy questions/conversations about the students. For example:

Instructor: What do you like doing in your free time?

Student 1: I go swimming.

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: What would you like to do now?

Student 2: I'd like to listen to the music.

2. Task cycle

1. Exploring

Look at these verb patterns.

A. Verbs + -ing

Adore/ Can't stand/ Don't mind/ Enjoy/Finish/ Look forward to + doing

B. Verbs + to + infinitive

Agree/ Choose/ Decide/ Expect/ Forget/ Help/ Hope/ Learn/ Manage + to do

Need/ Offer/ Promise/ Refuse/ Seem/ Want/ Would like

C. Verbs + someone + to + infinitive

Ask/ Advise/ Allow/ Beg/ Encourage/ Expect/ Help/ Invite + someone + to do

Need/ Order/ Remind/ Tell/ Want/ Warn/ Would like

D. Verbs + someone + infinitive (no to)

Make/ Let/ Help + someone + to do

2. **Noticing**

Notice the **bold** word or words.

A. Verbs + -ing

Adore/ Can't stand/ Don't mind/ Enjoy/Finish/ Look forward to + **doing**

B. Verbs + to + infinitive

Agree/ Choose/ Decide/ Expect/ Forget/ Help/ Hope/ Learn/ Manage + **to do**

Need/ Offer/ Promise/ Refuse/ Seem/ Want/ Would like

C. Verbs + someone + to + infinitive

Ask/ Advise/ Allow/ Beg/ Encourage/ Expect/ Help/ Invite + someone + **to do**

Need/ Order/ Remind/ Tell/ Want/ Warn/ Would like

D. Verbs + someone + infinitive (no to)

Make/ Let/ Help + someone + **do**

3. Discovering

What is the rule of a, b, c, and d? Why?

_____

_____

_____

_____

4. Choice-Making or Applying

Apply what you've discovered. Which one is correct? Why?

1. a. The teacher told us to do our homework.

   b. The teacher told us doing our homework.

2. a. Mom wanted her to do the cooking.

   b. Mom wanted her doing the cooking.

3. a. Joe enjoys to swim in the evening.

   b. Joe enjoys swimming in the evening.

4. a. I don't mind to work on holidays.

   b. I don't mind working on holidays.

11. **Word Order**

Objectives

In the end, the learner should be able to:

1. discover the rules of word order
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (word order) with easy

questions/conversations about the students. For example:

Instructor: Do you say I'm a good student or I'm a student good?

Student 1: A good student

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Do you say I slowly walk or walk slowly?

Student 2: Walk slowly

2. Task cycle

1. Exploring

Look at these sentences.

Set A

A	B
It is a useful strategy.	The strategy is useful.
It is a useless strategy.	The strategy is useless.

Set B

A	B
He is a careful driver.	He drives his new car carefully.
He is a careless driver.	He drives his new car carelessly.

Set C

A	B
He is always late.	He always come late.
He is never late.	He never comes late.

2. Noticing

Notice the **bold** words.

Set A

A	B
It is a **useful** strategy.	The strategy is **useful**.
It is a **useless** strategy.	The strategy is **useless**.

Set B

A	B
He is a **careful** driver.	He drives his new car **carefully**.
He is a **careless** driver.	He drives his new car **carelessly**.

Set C

A	B
He is **always** late.	He **always** come late.
He is **never** late.	He **never** comes late.

3. Discovering

What is the difference between a and b in each set? Why?

_____

_____

_____

4. Choice-Making or Applying

Apply the rule or rules you've discovered. Which one is correct? Why?

1. a. Chinese tourists try deliciously lots of dishes.

   b. Chinese tourists try lots of new dishes deliciously.

2. a. British pubs are often the best places to eat cheaply in Britain.

b. British pubs are often the best places to eat in Britain cheaply.

3. a. Some students come usually late.

b. Some students usually come late.

12. Parallel Structure

Objectives

In the end, the learner should be able to:

1. discover the rules of parallel structure of noun, verb, adjective, and adverb
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (parallel structure) with easy questions/conversations about the students. For example:

Instructor: Do you say she is pretty, sociable, and reliable or reliably?

Student 1: Reliable

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Do you say he sings beautifully and sweet or sweetly?

Student 2: Sweetly

2. Task cycle

1. Exploring

Look at these sentences.

Sentence 1: He is dark, tall, and handsome.

Sentence 2: He usually plays football, goes swimming, and does yoga.

Sentence 3: He is tiring both physically and emotionally.

Sentence 4: He is a driver, postman, shopkeeper, and cook.

2. **Noticing** Look at the bold words.

Sentence 1: He is **dark, tall,** and **handsome.**

Sentence 2: He usually **plays** football, **goes** swimming, and **does** yoga.

Sentence 3: He is tiring both **physically** and **emotionally**.

Sentence 4: He is a **driver, postman, shopkeeper**, and **cook.**

3. Discovering the Rule or Rules

What are the rules of each sentence? Why?

_____

_____

_____

_____

4. Choice-Making

Correct the underlined words.

1. He is reliable, optimistic, and <u>generously</u>.
2. She works patiently but <u>cheerful</u>.
3. She was born in Sweden, <u>starts</u> school there , and then moved to Paris.
4. She studied history, <u>literary</u>, and music.

13. Adjective Clause

Objectives

In the end, the learner should be able to:

1. discover the rules of adjective clause
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (adjective clause) with easy questions/conversations about the students. For example:

Instructor: Do you say the man who or which is talking to the guard is my father?

Student 1: Who

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Do you say the place which or where you live?

Student 2: Where

14. Adverb Clause

Objectives

In the end, the learner should be able to:

1. discover the rules of adverb clause
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (adverb clause) with easy

questions/conversations about the students. For example:

Instructor: Do you say the accident took place where or when you drove home?

Student 1: When

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Do you say the accident happened where or when you were young?

Student 2: When

2. Task cycle

1. Exploring

Look at these two sentences.

a. She first met her husband when she studied in London.

b. London was the city where she first met her husband.

c. This is the room where she likes most.

d. She works in London where she lives now.

2. Noticing

Notice the bold word or words.

a. She first **met** her husband **when** she studied in London.

b. This is **where** she **lives** and **works**.

c. The event **occurred when** she worked in Africa.

3. Discovering

What is the difference between when and where?

_____

_____

4. Choice-Making or Applying

Apply the rules you've discovered. Which one is correct? Why?

1. I lived in Toronto for two years, where/when I was working for Ford.
2. I picked up some Japanese where/when I was working in Tokyo.

15. Comparative

Objectives

In the end, the learner should be able to:

1. discover the rules of comparative
2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (comparative) with easy questions/conversations about the students. For example:

Instructor: Who is mentally stronger, Ann or Jane?

Student 1: Jane

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Who is prettier, Ann or Jane?

Student 2: Ann

2. Task cycle

1. Exploring

Look at these pairs of sentences.

Set 1

A	B
This computer is cheap.	This computer is cheaper
This shirt is small.	This shirt is smaller than that one.

Set 2

A	B
This computer is expensive.	That one is more expensive than this one.
She is intelligent.	Her sister is more intelligent than she is.

Set 3

A	B
This story is good.	That one is better.
The news is bad.	That one is worse.

2. Noticing

Notice the **bold** word or words.

Set 1

A	B
This computer is cheap.	This computer is **cheaper**
This shirt is small.	This shirt is **smaller than** that one.

Set 2

A	B
This computer is expensive.	That one is **more expensive than** this one.
She is intelligent.	Her sister is **more intelligent than** she is.

Set 3

A	B

This story is good. That one is **better than** this one.

This news is bad. That one is **worse than** this one.

3. Discovering the Rule or Rules

What is the difference in meaning between a and b? Why?

_____

_____

_____

4. Choice-Making or Applying

Apply the rule or rules you've discovered. Which one is correct? Why?

1. a. Today is hot than yesterday.

   b. Today is hotter than yesterday.

2. a. He is gentle than his older brother.

   b. He is more gentle than his older brother.

3. a. Living in the country is more happier than city life.

   b. Living in the country is happier than city life.

16. Superlative

Objectives

In the end, the learner should be able to:

1. discover the rules of superlative

2. apply the rules they discovered to other contexts

1. Pre-task: Introducing the target grammar

The instructor may introduce the target grammar (superlative) with easy questions/conversations about the students. For example:

Instructor: Who is the biggest in this class?

Student 1: Jack

Then, the student asks other students the same or similar questions/conversations. For example:

Student 1: Who is the prettiest?

Student 2: Ni-na

2. Task cycle

1. Exploring

Look at A and B.

A	B
Joe is young.	Joe is the youngest in his family.
John is light.	Joe is the lightest in his family.
English is useful.	English is the most useful language.

2. Noticing

Notice the **bold** word or words.

A	B
Joe is younger.	Joe is **the youngest** in his family.
John is lighter.	Joe is **the lightest** in his family.

English is more useful. English is **the most useful** language.

3. Discovering

What is the difference in meaning between a and b? Why?

_____

_____

4. Choice-Making

Apply what you've discovered. Which one is correct? Why?

1. What's **the best** thing that ever happened to you?

2. Of all my friends, I like John **the most**.

2. What is **the quickest** way to reach your home?

CURRICULUM VITAE

Amporn Sa-ngiamwibool was born on May 15, 1968. She received a B.A. (the second class honour) in English from Silpakorn University in 1989, a M.A. in Comparative Literature from Chulalongkorn University in 1995, a M.A. in Mass Communication Research from Thammasart University in 1997.

She has been teaching at Krirk University since 1989. She was the Head of research center and textbooks, the Director of Academic Affairs, and the Assistant Secretary of the University Council.