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**İNGİLİZCE'DE EDİLGEN YAPILARDA
'BY PHRASE' TAMLAYICISININ
KURALSIZ-İLETİŞİMSEL YAKLAŞIMLA
ÖĞRETİLMESİ**

**USE OF UNFOCUSED
COMMUNICATION TASKS
IN TEACHING OF GRAMMAR:
WITH A PARTICULAR REFERENCE
TO 'BY PHRASE'
IN PASSIVE CONSTRUCTIONS**

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(Yüksek Lisans Tezi)
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Anadolu Üniversitesi
Eskişehir

**ANADOLU UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES**

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Anadolu Üniversitesi
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**To my family,
teachers,
students
and friends**

ÖZET

Bu çalışma, İngilizce öğrenen Türk öğrencilerin, İngiliz Dili Grameri'nde sıklıkla rastlanan belirli dilbilgisi kurallarını işlevsel olarak kullanabilme sorununa çözüm önerileri getirmeye yönelik bir uygulamadır.

Bu amaçla seçilen dilbilgisi kuralı edilgen yapılarda eylemin kimin tarafından yapıldığını belirten 'by phrase' tamlayıcısının kullanımınıdır. Çünkü, Türk öğrenciler bu tamlayıcıyı gereğinden fazla kullanma eğiliminde olup her türlü edilgen yapıda 'by phrase' tamlayıcısını kullanma yoluna gitmektedirler. Bu da, mekanik dilbilgisi kuralı ötesinde işlevsel bir sorun olarak ortaya çıkmaktadır.

Bu çalışma, deneysel bir çalışma olup Anadolu Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı hazırlık sınıflarında eğitim gören toplam 57 öğrenci uygulamaya katılmıştır. Bu öğrencilerden 29'u Kontrol Grubu'nda, diğer 28'i ise Deney Grubu'da yer almıştır. Her iki gruba da 4 haftalık bir eğitim verilmiş ve haftada 5 saat olmak üzere toplam 20 saatlik uygulama gerçekleştirilmiştir. Seçilen dilbilgisi kuralında uygulama öncesi ve uygulama sonrası öğrenci başarı durumu aynı testin kullanıldığı ön-test ve son-test ile olarak ölçülmüştür.

Deney Grubu öğrencileri İletişimsel Yaklaşım çerçevesinde uygulamaya tabi tutulmuşlardır. Deney Grubu'nda dilbilgisi kurallarına değinilmeden iletişime yönelik gramer aktiviteleri ve alıştırmalar (Unfocused Communication Tasks) kullanılmıştır. Öğrencilere edilgen yapılarda 'by phrase' tamlayıcısının kullanımından hiç söz edilmemiştir.

Kontrol Grubu öğrencilerine ise İletişimsel Yaklaşım çerçevesinde, dilbilgisi kurallarının öncelikli olarak vurgulandığı sınıf içi gramer aktiviteleri ve alıştırmaları (Focused Communication Tasks) verilmiştir. Öğrencilere edilgen yapılarda 'by phrase' tamlayıcısının kuralları önceden öğretilmiş ve sınıf içi aktiviteler ve alıştırmalar bu kuralları ön plana çıkartacak şekilde düzenlenmiştir. Ancak bu aktivite ve alıştırmalar yapısal özelliklerin yanısıra bu yapıların iletişimsel ve işlevsel kullanımını da vurgulamaktadır.

Araştırma sonunda Deney ve Kontrol Grupları arasında önemli bir fark ortaya çıkmamıştır. Diğer bir deyişle, edilgen yapılarda 'by phrase' tamlayıcısının işlevsel olarak kullanımında gramer kurallarının verilmediği iletişimsel aktivitelere tabi tutulan öğrencilerin, bu kuralın ön plana çıkarıldığı aktivitelerle öğrenim gören öğrenciler kadar başarılı olduğu gözlenmiştir.

ABSTRACT

This study mainly investigates a better way of teaching a particular grammar point so as the EFL learners can use these grammar rules appropriately and communicatively.

For this purpose, 'by phrase in passive constructions' was chosen as the grammar point to be taught, because the use of 'by phrase' in passive constructions has been observed as a problematic notion for most of the Turkish EFL learners, and there is a tendency to overuse this complement in all passive statements. This is more than a structural problem.

This study was applied at Anadolu University Education Faculty English Language Teaching Department. Totally 57 students from preparatory classes participated in this study. 29 of the students formed the Control Group and there were 28 students in the Experimental Group. Both Groups received 20-hour instruction for four weeks_ 5 hours each week. At the beginning of the study, students were given a pre-test to determine their knowledge of 'by phrase' in the passive. The same test was used as the post-test at the end of the study.

The learners in the Experimental Group were assigned Unfocused Communication Tasks through which they are expected not to focus on the rule of the use of 'by phrase' in passive constructions. The only aim was to complete the tasks successfully.

On the other hand, the students in the Control Group were assigned Focused Communication Tasks through which learners were introduced explicit grammar instructions. These tasks were designed so as to focus on the use of 'by phrase' in passive constructions. The students were explained how 'by phrase' is used in different contexts, and they were asked to apply this learnt rule into different types of communicative activities. The students were not only given the rule but also the communicative function of that particular rule.

At the end of the study it was found that there was no significant difference between the Control Group and the Experimental Group. In other words, the students who were not given and explained the rule were successful as well as the ones who were told the use of that grammar item.

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CHAPTER I

INTRODUCTION

1.1 Background

For many years, the definition of the term *grammar* has been a vital problem and educators have been discussing what *grammar* means and if we have to teach grammar and include it in the curriculum independently.

For many language teachers, grammar can be defined as structural knowledge that can be measured in discrete tests measuring specific and separate things. Rutherford (1987; cited in Bourke, 1989:20) states that language learning consists of accumulated entities, and this is well supported by the vast majority of foreign language (FL) learning environment (classrooms) and course-books.

If we have to teach grammar, how much grammar should be taught? How should it be introduced? These questions have been under discussion, and throughout the history of language teaching, many approaches have tried to define grammar, and they have treated grammar and teaching of grammar in different ways.

Many researchers agree that for years, language learning has been regarded as learning grammatical notions; students want grammar instruction only through sets of rules, because many students perceive the language classroom as an occasion for a teacher's guidance through a text-book or for

a future examination on their own mastery of text-book (Deckert, 1987; Blanton, 1992). It is observed that uniformity in course content and assessment have restricted teacher's innovation and students' creativity, and it is claimed that students are bound to official text-books in all formal study.

In fact, students are not aware of the fact that the classroom should be a place where the language is used, and not essentially a place to learn right answers, recite book learning, or specify pages to be covered on some future exams; that is why some students believe that they are not learning grammar when a teacher brings a newspaper article into the classroom and hesitate if they have a grammar course or a reading session. For this reason, as Deckert (1987:18) states, there is a need for reorientation, and the students should be aware of the fact that, when bringing a newspaper article into the classroom, teacher may aim at teaching how new language rules being taught are used in original texts, and how they work in authentic written texts.

Meanwhile, teaching of grammar has been still discussed. Traditional approaches and communicative attempts (in opposition to traditional ones) have treated teaching of grammar in different ways. Traditional grammar teaching has attempted to focus on linguistic matter ignoring language use and its functions. In opposition to traditional approaches, contemporary approaches and/or communicative attempts in teaching of grammar have emphasized the

importance of language functions over language forms and presentation of new language within context.

The Communicative Approach is one of these attempts that emphasize the language use and functions. It suggests using language in context through communicative activities (e.g. games, role-plays etc.) which are expected to facilitate language learning. Students, through such activities, may well learn language form, meaning and function. Teachers can introduce new language item through dialogs, reading texts in which new language items are contextualized; or the teacher can prepare a text himself/herself in which the new language point is used; or s/he can revise a newspaper article taking out unrelated notions just accepting the parts which present only the new linguistic item_ this is what Widdowson (1979:162) calls as "corruption of authenticity". However, some other researchers believe that such revisions are needed because students can get frustrated when they confront with an original newspaper article and cannot recognize the new language item among the other language items some of which have already been learned and some of which have not been learned yet (Ellis, 1993).

It is also known that Communicative Approach has been put under discussion and many teachers, as Whitley (1993:137) notes, have begun to question its effectiveness. While traditional ways of language teaching are discarded, distrust to Communicative Language Teaching (CLT) has led many language teachers to traditional patterns in language

teaching. So, Ellis (1993:5) can't help asking this question: "Is grammar making a come back?" Actually, this question means if the grammar is making a come back in the manner of traditional patterns (Whitley,1993:137-39; Ellis, 1993:5-8). So it is rather important to seek for the reasons for such a betrayal. As Deckert (1987:19) notes, the reason can be the incapability of applying learnt items to more specific language even though the learners are given basic language functions.

Similarly, Statman (1980:25) states that Foreign Language (FL) learners, especially the ones who are taught by Communicative Approach, can produce grammatically correct sentences, especially in classroom situations and they can learn how to order a meal in a British restaurant, how to write a letter to a friend, how to describe a day on a picnic and so on. In time, students can easily understand English or American short stories. When they go further, the learners might feel these are not enough. Since especially advanced level students have higher expectancy in language learning, they would like to read more professional texts and they possibly realise that their previous reading habits are artificial and slow; because, when they try to read such texts (e.g. newspaper articles/authentic texts) they easily get frustrated seeing that those texts have complex sentence structures.

Another dimension in teaching of grammar is the design of language tasks. What kind of language tasks should

be used? This question has been a great concern for many theorists. When we refer to the methodological history, language tasks are separated into two main groups: 1) Linguistic Tasks, and 2) Communication Tasks. Linguistic Tasks were rather famous when traditional language teaching approaches (e.g. Grammar Translation Method) existed- and they are still appreciated and widely used by many teachers in many language teaching settings. These tasks generally take the sentence as medium. The main purpose in language teaching is to present linguistic structures with a growing emphasis on linguistic rules. Such tasks are supposed to provide learners with grammatical accuracy in language.

When the Linguistic Tasks were found inadequate in language development, language task designers grasped the importance of communication in the second language. When Communicative Language Teaching has gained reputation, people have begun to focus on communicative side of language teaching/learning, because language was something more than linguistic features.

As a result, many language teachers have begun to support *Communicative Language Tasks/Communication Tasks*. But recently, Communication Tasks have received different views. As Nobuyoshi and Ellis (1993:204) states, one view has supported the use of *Focused Communication Tasks* in which linguistic matters are put forward. These tasks can be defined as the tasks that focus on grammatical pattern through communicative activities (see section 1.4).

Use of *Focused Communication Tasks* has possibly caused the feeling “grammar is making a come back”. However, *Focused Communication Tasks* do not seem to mean “grammar is making a come back in a traditional manner”, because such tasks do not treat language as only linguistic features (Ellis, 1993:7); on the contrary, they heavily emphasize the importance of meaning, but they do not totally ignore grammatical rules and/or explicit knowledge of linguistic features. What differs *Focused Communication Tasks* from *Linguistic Tasks* is the presentation of language in context, using authentic materials, and focus on meaning besides explicit knowledge of a particular grammatical rule.

As mentioned above, the general expectation in many language teaching/learning situations is to have grammatical knowledge at the end and it is believed that it is possible through teaching grammar rules explicitly through communicative activities. Nevertheless, some other methodologists believe that it is also possible to teach language forms without any focus on forms while performing learning tasks (Nobuyoshi and Ellis, 1993). These tasks are called *Unfocused Communication Tasks* in which meaning is important rather than linguistic features. These tasks are the ones that do not talk about grammar rules at any stage of the lesson (see section 1.4). *Unfocused Communication Tasks* do not focus on language forms, therefore, language tasks “should not attempt to actually control what grammar items at any particular stage of language development are used”

(Ellis, 1993:5). So, the learners do not have any explicit grammar knowledge. They use the language just to accomplish what the task offers them to do.

To sum up, both *Focused Communication Tasks* and *Unfocused Communication Tasks* emphasize communicative needs, but what differs *Focused Communication Tasks* from *Unfocused Communication Tasks* is that the prior includes explicit grammatical knowledge, the latter does not require any explicit and/or conscious linguistic knowledge in teaching of grammar.

1.2 Problem

The problem to be investigated in this study is “whether the students are required to focus on the grammatical rule in order that they can have grammatical competence or they do not need to be focused on grammatical rule explicitly”. In other words, “is it necessary to give the grammar rules with a certain awareness; or is it enough to accomplish a communicative task without creating a linguistic awareness?”.

So, this study tries to answer this question: “Is there a significant difference between the performances of the students in the use of a particular grammatical item taught using *Focused Communication Task* or *Unfocused Communication Tasks*?”

1.3 Aim and Scope

The purpose of the study is to see the differences between the performance of the students who are taught by *Focused Communication Tasks* and the ones who are taught by *Unfocused Communication Tasks*, in the use of *by phrase* in the passive.

In this study, the use of *by phrase* (by agent) in the passive was chosen as a particular grammar point to be taught. The reasons can be explained as follows;

1) As Rossner and Shepherd (1989) state, use of *by phrase* is very problematic for many language learners,

2) use of *by phrase* in passive constructions does not have only grammatical rules but functional rules, and it is mostly difficult to sort out clear cut rules in the use of *by phrase* in the passive. Therefore it can be appropriate for the design of *Unfocused Communication Tasks*, and

3) passive constructions are heavily used in daily language and newspapers.

1.4 Definitions

Communication Tasks: Tasks in which “the focus of the student is on communicating an idea or opinion to someone rather than on the language forms themselves” (Dulay, Burt and Krashen, 1982; cited in Gün, 1991:3).

¹The definition given for “Communication Tasks” covers all characteristics of communicative grammar activities without any clear distinction between *Focused Communication Tasks* and *Unfocused Communication Tasks*.

Focused Communication Tasks: This term is used to refer to the tasks in which the students are required to pay *more* attention to meaning rather than the form. However, such tasks are expected to result in a particular linguistic feature: “Focused Communication Tasks offer the teacher a means of teaching a particular grammar item communicatively and provides a means of encouraging learners to produce that linguistic feature [it should be comprehensible output] grammatically correct. ...[However], such communication tasks do not totally discard linguistic focus, and they focus on language form through communicative classroom activities” (Nobuyoshi and Ellis, 1993:204-206). So, these tasks may use explicit knowledge of grammatical use.

Unfocused Communication Tasks: This type of tasks are the tasks which “do not give a particular prominence to any *particular* linguistic feature within the task even the new linguistic item is being taught... The language used to perform the task is natural and determined by the content of the task” (Nobuyoshi and Ellis, 1993:204). These tasks do not require the learners to focus on a certain structural item and students may use that item if they feel it is necessary to perform the task. Students never make use of explicit knowledge of new linguistic item while performing the task; and the teacher never leads the students to reasoning of the rule.

CHAPTER II

REVIEW OF LITERATURE

2.1 Overview of the Chapter

Teaching of Grammar has been concerned for many years by the vast majority of language teachers and researchers. As Ellis (1993) states, some have emphasized the importance of teaching of grammar while the others have claimed that grammar teaching should not have an independent place in the syllabus. This discussion seems to continue in the following years; but the fact is that, in many countries as well as Turkey, grammar courses take place in the syllabuses.

If teaching of grammar is inevitable, how should it be taught? Should it be taught through *Linguistic Tasks* in which the focus is only the structural rules? Or, can we teach it through *Communicative Tasks* which emphasize the importance of using language for communication?

This chapter will mainly review the basic ideas on teaching of grammar, materials that are used in teaching of grammar (authentic materials), and language learning tasks (communication tasks).

2.2 Introducing New Language Structure

Necessity of teaching grammar point has been discussed throughout the history of language teaching.

Some researchers (Lightbown and Spada, 1990; Harron and Tomasello, 1992; Long, 1992; Rutherford, 1988; and Sharwood and Smith, 1988) believe that teaching of grammatical structures can be beneficial to students (cited in Adair-Hauck, Donato and Cumo, 1994:90). They claim that teaching of a particular grammar item can raise learner's consciousness and the learner can see the similarities and the differences between his/her mother tongue and the language s/he is learning. Widdowson (1992) explains the need for presenting grammar points as follows:

“Grammar can be said to have a regulative function in use, but this an essential function... You cannot learn a language without learning its grammar. But it has to be learnt in its regulative function...” (Widdowson, 1992:334).

According to Harmer (1991) and Ellis (1993), in presenting new structures, we have two choices: 1) We can either use grammar activities that require learners to produce sentences exemplifying the grammatical feature, or 2) we can prepare activities which help learners to understand a particular grammatical feature, how it works and what it consists of. The prior requires the learners to engage in

mechanical properties of language, especially in sentence level in which the meaning is generally ignored. Learners, then, will learn the grammar rule and apply this newly learnt rule to similar examples. The latter emphasizes that the learners are not only introduced with the new language item but also they are going to be given a chance to use this linguistic item for their communicative purposes. These two choices lead us to two models in teaching of grammar. These are *Product-Focused Grammar Teaching* and *Process-Focused Grammar Teaching* (cited in Bourke, 1989:22).

2.2.1 Product-Focused Grammar Teaching

The first model, Product-focused grammar teaching, can be observed in traditional methods such as Grammar Translation Method. As Ellis (1993:3-4) states, traditional approaches in language teaching considers language consisting of grammatical structures and they should be primarily taught. Its objective is to help the learner generate instances of correct usage, most of the time at the sentence level. It concentrates on the mechanical side of language learning (Bourke, 1989:22-23).

Rybowksi (1986:24) note that such a model deals with explicit grammar- giving structural rules clearly, and there is exposure to basic structures.

Bourke (1989) claims that this model, to some extent, has some advantages in learning grammar. Similarly, Rybowksi (1986) believes that such an exposure, under some

conditions, may have advantages in language learning. First, as the teacher knows what students have learnt, assessment is easier for the teacher; in addition to this, through this model, students may discover that it is possible to express themselves using learnt patterns; they will, in time, elaborate sentences in speech. It is also believed that students actually speak the language repeating the structures produced by the teacher, reconstructing them, filling them out with new verbs and finally choosing structures to express themselves.

However, it is observed that linguistic rules can be easily learnt but no one can guarantee that they will be used appropriately if these rules are considered separately. Many learners complain that they cannot use the language effectively even though they have learned its rules well, because they are possibly taught language in a way that the meaning and the functions of the language are never taught. So this model seems to have more disadvantages than its advantages. Widdowson (1978) states that product-focused grammar teaching shields the learner from actual language use (cited in Bourke, 1989:22). Moreover, as Rybowski (1986) explains, after intensive language drills (linguistic drills), students may become absorbed in the drill and forget what they are actually saying. It may easily become an abstract notion far from everyday life situations. Students may fail to use new language item in natural and meaningful settings, and language may become artificial. Bourke

(1989:21) adds that focussing on atomistic (separate) units of language prevents learners from perceiving real use of language. It is also believed that learning of a second language cannot be equated with the progressive mastery of a limited and carefully sequenced set of syntactic patterns, and language learning is not a combination of separated units added consecutively.

In addition, it is also observed that putting students through a series of grammatical chains does not develop linguistic competence. Language development is not only a mastery of structural rules; there are some other non-linguistic criteria such as semantic and discursal factors. As Bourke (1989:21) states, product-focused grammar teaching seems insufficient in those criteria. Similarly, Deckert (1987:19) believes that in schools which focus on such a traditional pattern of foreign language learning, classroom drills and activities seldom simulate ordinary use of language; language norms are manipulated unnaturally, rules about the language are confused with the language itself. He adds that, in the process of language learning, "foreign language fails to attain its true character as a system for conveying meaning".

In order to overcome those problems stated above, Widdowson (1978) suggests a new way of grammar teaching, *Process-Focused Grammar Teaching*.

2.2.2 Process-Focused Grammar Teaching

Process-Focused Grammar Teaching is sort of a problem driven model, because, as Bourke (1989:22) declares, we have a lot of problems to be solved in real life.

This model deals with instances of language use not just the samples of the language system, the direction is from discourse to structure. It is believed that linguistic system can be discovered by experiencing authentic language texts such as newspaper articles, tv commercials, songs and so on. Many researchers (Bourke, 1989; Harmer, 1991; Kumaravadivelu, 1993 and Whitley, 1994) believe that language development is achieved through observation of language use in natural settings. Language, in addition, is a living organism changing over time, and this change is well observed in upto date publications, communication devices and so on.

Since many theorists criticized traditional approaches in language teaching, which heavily rely on exposure to basic rules, they attempted to seek for the ways to teach language for communication. After 1980s, educators have emphasized the necessity of communication in language learning. Researchers (Deckert, 1987; Bourke, 1989; Widdowson, 1992; Ellis, 1993) have tried to find out the ways to promote communication in language learning/teaching and teach grammar communicatively. It can be said that process-focused grammar teaching is the product of the necessity of

communicative grammar teaching.

Process-focused grammar teaching was a new way of teaching not only the rules of the language but also the meaning and the functions of the language. It became popular because it concentrated on communication which had been ignored by the traditional models. So, theorists and educators began to consider teaching of grammar, which is taught to be inevitable in language learning, within a communicative frame.

Considering the basic principles of process-focused grammar teaching, it is possible to say that there are similarities with the Communicative Approach (CLT) in teaching of grammar. Like process-focused grammar teaching, CLT considers grammar teaching as the attempt to present learners clear information about the language system and enable the learners to use linguistic patterns for communicative purposes and in real situations.

Nunan (1989) believes that since the language is a dynamic resource for the creation of meaning, we need to distinguish between knowing various grammatical rules and being able to use these rules effectively and appropriately when communicating.

In language, communicating ideas is vital; the students should be provided with meaningful communication while learning the target language and its grammar. They should be given opportunity to meet their communicative needs while using language. Communication should be placed in the

classroom just like the way it takes place outside. Briefly, students should communicate while learning language, and these are possible in a *Communicative Classroom*. Kumaravadivelu explains communicative classroom as follows:

“...a communicative classroom seeks to promote interpretation, expression and negotiation of meaning. This means learners ought to be active, not just reactive in class. They should be encouraged to ask for information, seek clarification, express an opinion agree/disagree with peers and teachers... they should be guided to go beyond memorized patterns and monitored repetitions in order to initiate and participate in meaningful interaction...” (Kumaravadivelu, 1993:12).

As he states above, students should be introduced language functions as well as language rules, and the rules should be corporated with language meaning which is taught to provide meaningful interaction.

If communicating ideas is so vital and more important than the language patterns, what is the place of grammar (or what should it be) in a communicative classroom?

It is obvious that how grammar is viewed is one of the topics being discussed by a wide range of applicants. Many theorists have been seeking the place of grammar in language

teaching, and the discussion seems to continue.

It is well known that teaching of grammar rules is not totally ignored. Gün (1991) discusses this as follows:

“The place of explicit grammar knowledge [conscious knowledge of the grammar rule] in a communicative syllabus is a matter which is still under discussion. Most research results agree that language learning is mostly subconscious (i.e. implicit), but it does not mean that conscious, or explicit, rule learning is something to be ignored. Conscious rules serve an important function as acquisition facilitators...”
(p. 1).

Therefore, research in Second Language Acquisition (SLA) has shown that teaching of grammar point is not necessary for communicative competence; but as much research has also indicated, teaching of grammatical item facilitates language learning. However, there is not significant research in Foreign Language Learning (FLL) environment showing the effect of teaching of particular grammar point explicitly. But it is also believed that, whatever the language environment is, teaching of grammar rules is necessary and grammar rules can serve as a facilitator. How, then, should grammar rules be introduced in communicative frame?

It can be said that the first element of teaching new grammar point is to present new language item in *context*.

The term context, as Harmer (1991) states, is related to how language item is used in particular situations. Many researchers such as Nunan (1989), Ellis (1992) and Whitley (1994), state that one of the reasons why traditional models failed is that they did not give prominence to contextual language teaching and attempted to teach language through disconnected sentences through which language rules were taught to be introduced correctly. Nunan (1989) and Harmer (1991) state that context provides background knowledge for a lot of language use so that the students can use the information not only for the repetition of model sentences but also for making their own sentences (Harmer calls this "immediate creativity").

Students' world (i.e. physical surrounding such as classroom and school, and student experiences) and outside world (i.e. stories, movies, pictures, newspapers etc.) can provide context in language learning. It can also be claimed that such contexts are real and students are given a chance to use language in such contexts for real and communicative purposes.

The context in which the learners are introduced new language item can be given through a vast use of materials. Selection of the materials are also important for giving clear information about language. So, the second dimension in teaching of grammar is *authenticity* and use of *authentic*

materials in a communicative classroom.

Actually, authentic materials are not easily accepted in many language learning situations. Statman (1980) and Hedge (1991) indicate that many EFL learners suffer realising that many written texts have different structures for a single function of language, and they are far from their linguistic knowledge. That is to say, students may have difficulty in detecting the new language item, distinguishing known and unknown patterns and recognizing different functions of the same linguistic pattern in an authentic text

Many authentic written texts are supposed to be frustrating as they have more complex structures than the simulated or simplified ones, or the one prepared for language teaching purposes. Romera (1993) states that using such written texts as they are may discourage learners and the learners may loath reading. Similarly, Harrison (1980) states that a text can be difficult if it is very complex in structure because it puts too great load on short term memory and information processing capacity. Furthermore, it can also be difficult for the learners since they will not be able to find necessary clues to allow them to reconstruct the intended message quickly and correctly (cited in Hedge, 1991:10).

However, as Widdowson (1980:164) states, since our aim is to enable the learner to produce and process actual language use, then, we should expose our students to

authentic language data. This view represents an understandable reaction against the contrived language data which is a feature of many textbooks and which is simply cited to demonstrate how the rules of the language system can be manifested in sentence structure. Having been affected by this view, recent teaching materials reflect the position of Communicative Language Teaching proponents, who are no longer concerned with sentence as the basic unit of language; so, as Ahellal (1990) indicates, there is a growing need and interest in language as a whole- language as units of discourse.

Halliday and Hassan (1976; cited in Ahellal, 1990:38) state that materials designers have to take into account not only the structures to be used but also what makes a text a "text": cohesion, coherence and texture. In addition to structural level, semantic and cultural level are emerged in authentic materials. These notions show that such materials reflect what naturally takes place outside the classroom.

Similarly, Wilkins (1983:98) says, "...there is nothing better than the unexploited...exposure that is the actual states of affairs..." So, Wilkins supports the idea of *unedited authentic* samples of language rather than *constructed* materials:

"The teaching of languages at advanced levels might [be concerned] with the detailed study of texts...which were not written with the needs of

language [learning] in mind. [Such texts] bring the pupil into contact with a range of linguistic forms which is not provided by the more controlled content of the early years of learning.” (Wilkins, 1983:98).

As a result, it is possible to say that it is better to use unedited (not simplified) authentic texts in order that students can see the actual use of grammar rules together with other language items. However, using adapted authentic texts is not too bad if they are professionally prepared by the teacher (Harmer, 1991; Widdowson, 1993).

Although selection of materials is important, it is not enough for presenting new language item. It is also important how authentic materials will be utilized. How are we going to relate such material to our communicative purposes? How do the communicative applications utilize authentic materials in teaching of grammar? What kind of language tasks should be used in teaching of grammar? So, the other dimension in teaching of grammar is *language learning task*.

The term language task was traditionally used to refer to traditional grammar exercises; but many researchers, especially Nunan (1989), state that such exercises cannot be called *tasks* because they are believed not to form a unity to have a frame of language learning task. For this reason, this research utilizes the term *task* within communicative frame, and within this study *Communication Tasks* will be

considered.

Richards, Platt and Weber (1986:289) defines the term *language task* as “an activity or action which is carried out as the result of processing or understanding language (cited in Nunan, 1989:6). In addition, Nunan states that tasks can be defined in terms of what the learner will do in the classroom.

Another definition given by Breen (1987:23) is that the term task is “a wide range of work plans which have the overall purpose of facilitating language learning, from the simplest types to the more complex types of activities such as group problem solving or simulations and decision making” (cited in Nunan, 1989:10-12).

Before telling what communication tasks are, we have to define what *communication* is and its place in language teaching. Savignon (1987; cited in Nunan, 1989) explains the term *communication* as follows:

“Communication is first and foremost a negotiation of meaning between speaker and hearer, author and reader...[this is well] obvious in the case of many spontaneous interpersonal transactions in which we participate daily” (p.17).

Thus, it is possible to define *Communication Tasks* as the tasks “that involve the learner in comprehending, manipulating producing or interacting in the target language

while their attention is principally focused on meaning rather than form” (Nunan, 1989:10 cited in Nobuyoshi and Ellis, 1993:203). They contrast with other traditional language exercises which require learners to pay more attention to specific linguistic features such as phonology, lexicon, morphology and syntax. As Whitley (1994) announces, language is for communication, a negotiation of meaning. So, many traditional approaches are supposed to be meaningless when a teacher analyzes decontextualized sentences, because they mostly focus on sentence structure rather than meaning and language function.

In the light of this, Nobuyoshi and Ellis (1993:204) report the basic characteristics of *Communication Tasks* in teaching of grammar as follows: 1) *Communication Tasks* serve communicative purposes not just a linguistic goal, 2) they focus on the message but not the linguistic code alone, 3) *Communication Tasks* include information-gap or opinion-gap, 4) there is an opportunity to use language when performing tasks, and 5) the participants have a chance to choose the resources (both verbal and non-verbal) required for performing tasks.

Nunan’s characterization of *Communication Tasks* is not different from that of Nobuyoshi and Ellis. He just adds these two characteristics: 1) *Communication Tasks* have a sense of completeness, being able to stand alone as a communicative act in its own right, and 2) *Communication*

Tasks help learners develop skills they will need for carrying out real-world communicative tasks beyond the classroom (Nunan, 1989:10;38).

As Brumfit (1984; cited in Nunan, 1989:61-63) states, *Communication Tasks* help the learners develop their communicative abilities. Another important point is that “communication tasks” contribute to linguistic development, and as Ellis (1993) indicates they help learners to develop linguistic awareness on their own. That is to say, *Communication Tasks* enable learners to discover new linguistic form during the course of communicating, and they also increase their control on already acquired forms.

It can be said that communication tasks should be just like the ones that the learner really needs to perform outside the classroom, and this is well achieved through a *bold emphasis* on needs and interests analysis.

To sum up, teaching of grammar requires 1) presenting grammar rules in *Context*, 2) using *authentic materials* (written or aural) in which new language item is contextualized, and 3) using *Communication Tasks* through which learners can use new language item for communicative purposes.

On the other hand teaching of grammar has met new counter ideas in the level of Communication Tasks. Many theorists and researchers have tried to answer this question: “Is it necessary to focus on new language item while serving

communicative purposes, or can students learn to use particular item without a particular focus on the grammar point in communicative activities?” In other words, is it possible to use *Unfocused Communication Tasks* through which the learners do not engage in conscious knowledge of grammar rules but develop it naturally through natural communication tasks? Or, are Focused Communication Tasks, which require learners to focus on new language rule to discover how it is used in particular contexts, useful in grammar learning?

So, recent years have welcomed another revolution in teaching of grammar, and Communication Tasks were divided into two main types, as Nobuyoshi and Ellis (1993) classify: 1) *Focused Communication Tasks*, and 2) *Unfocused Communication Tasks*.

Focused task means that the focus is on the grammatical item; the term *Unfocused* means there is no focus on the linguistic item; However, there is still focus in such tasks, but on the meaning.

2.3 Focused Communication Tasks

Nobuyoshi and Ellis (1993) defines *Focused Communication Tasks* as follows:

“...[Focused Communication Tasks] result in some linguistic feature...not in a way that causes the learner to pay more attention to form than to

meaning... Focused Communication Tasks...offer the teacher a means of teaching grammar communicatively...provide a means of encouraging learners to produce output that is comprehensible, and grammatically correct” (p.204-6).

It has been claimed that in teaching of grammar one way is to produce a grammatical focus in the context of communicative activities. So the teacher provides information-gap or opinion-gap activities, but they mostly focus on a grammatical point. However, they do not ignore meaning; they would not be different from *Linguistic Tasks* if they ignored meaning and function of the language item. It can be said that this is the certain line between the *Linguistic Tasks* and *Focused Tasks*.

Ellis (1993) states that it is possible to design an activity hoping that learners will produce a certain feature, but the reality is that, if they do treat it as a piece of genuine communication, there is a very good chance that they will not use the grammatical feature that you have intended them to do so. Here, Ellis means that you can devise communicative activities that make the use of a feature more useful and natural and that feature essential. So, Ellis believes that we have to find another way in which we can give a grammatical focus to communicative activities. One way he suggests to overcome this problem is to “use requests for clarification

when the learner fails to use a particular linguistic feature correctly” (p.6-7). A request for clarification is used when there is mis- or non-understanding, or when the teacher wants to warn the learner if s/he makes a grammatical mistake.

Rutherford (1987) notes that a linguistic focus should be in corporation into task design as in the form of grammatical consciousness raising activities. So, when the teacher asks for clarification when a grammatical mistake is made, this strategy is expected to raise students’ consciousness (cited in Nunan, 1989:38).

As Loschky and Bley-Vromen (1990) state, in communicative task that is fully focused, the grammar item is essential; its use is required by the task. Learners have to make use of knowledge of that grammatical item (cited in Nobuyoshi and Ellis, 1993:205).

Focused Communication Activities in the frame of *Focused Communication Tasks* are taught to provide a focus through the way in which the task is performed. It is a sort of trick on the learners since they think that they are performing an information gap activity; actually they are; but there is negotiation, requesting clarification when a linguistic error is made. Unless the students treat it “it is on purpose”, it becomes a piece of communication.

In this sense, Ellis draws attention to comprehensible output. Research has shown that pushing learners to make

their output more comprehensible, we can provide the learners with improving the accuracy in the tasks they perform grammatical structures; and comprehensible output heavily depends on comprehensible input. It is claimed that we need to design tasks which will provide learners with comprehensible input so that they can acquire new linguistic features (Ellis; 1993:7-8; Nobuyoshi and Ellis, 1993:204-206).

As Nunan (1989:63) states, goal of these tasks is to improve *Linguistic Awareness*. Their aim is to develop some understanding of the systematic nature of language, focusing on a particular language item; but, they also combine this type of goal with *Communicative Goal*.

Focused Language Tasks seem to require communication activities to concern: 1) accuracy, 2) monitoring, 3) reference rules, 4) possibly explicit knowledge, and 5) problem solving and evidence of skill getting (Brumfit, 1984:51; cited in Nunan, 1989:63). Actually, *Focused Communication Tasks* do not discard *fluency*, but they are supposed to support *fluency* through mastery in *accuracy*.

Another point is that, in Focused Communication Tasks, much of the control is on the teacher, especially when the intended pattern is not used and/or there is a grammatical mistake.

Nunan (1989) proclaims that recent years have experienced a growing pain in classroom applications in teaching of grammar, and it is widely accepted to use classroom tasks that require learners to focus on form. So, it can be said that *Focused Communication Tasks*, which focus on form in the context as well as meaning, was the product of such understanding; because some theorists deeply believe that grammar is essential resource in using language communicatively. This idea was well supported by Littlewood (1981). He believes that the learner should develop a high degree linguistic competence so that s/he can reach to the point where he can use this competence spontaneously and flexibly in order to express his/her intended message (cited in Nunan, 1989:13).

It is claimed that linguistic items can be understood as part of a communicative system; so, linguistic knowledge should be integrated with communicative needs, and learners must be aware of the social meaning of language forms that s/he is using.

It is obvious that many researchers have been arguing where the focus should be on: on the linguistic pattern, or on the meaning as well as linguistic form, or only on the meaning without particular concern with the linguistic feature.

Widdowson (1993) contributes to the discussion with a different dimension. When he discusses where the focus

should take place, he asks what we mean by *meaning*: is the semantic or the meaning of linguistic forms what we should consider? If it is needed to focus on the meaning of the linguistic form, there may be a need for knowledge of the grammar rule, which is the basic principle of *Focused Communication Tasks*. If the focus is only on the meaning, there may be no need to seek for the grammar rule as *Unfocused Communication Tasks* require.

2.4 Unfocused Communication Tasks

Nobuyoshi and Ellis (1993) explain *Unfocused Communication Tasks* as follows:

“...no effort is made in the design or the execution of a task to give prominence to any particular linguistic feature. The language used to perform the task is ‘natural’ and ...determined by the content of the task... there is nothing in the task that requires the participants to attend or use specific linguistic features.” (p.204).

The learners assigned *Unfocused Communication Tasks* treat the tasks as a means of using language in the classroom, to express their feelings and ideas and meet their communicative needs. Learners will use the new language item (e.g. grammar point) when they feel they need to use. In this sense, the teacher does not focus on a single linguistic item treating language as a *whole* to express feelings.

So, in performing a language task, students will feel free to use any piece of language as they feel (including new linguistic item) and they are not requested for clarification when they do not use a specific language item that they are expected to do so, and when they do not use a specific language item correctly. Students are asked for clarification only when there is a communication breakdown

It can be said that main goal of *Unfocused Communication Tasks* is to improve communicative ability in second language, with no particular reference to a particular linguistic item; Nobuyoshi and Ellis (1993) state that “ it is extremely difficult to talk about a focus on a specific linguistic feature while at the same time maintaining *communicativeness*” (p.209). They claim that, if the learners are not led to internalize the new language item to acquire this specific rule, such tasks cannot be beneficial as one expects. So, Nunan (1989:49) believes that the tasks should be designed so as to establish and maintain interpersonal relations, but the tasks should not ask the learners to focus on a specific linguistic feature in order not to spoil communicativeness.

Unfocused Communication Tasks seem to require language activities to concern: 1) fluency, 2) expression rules, 3) reliance on implicit knowledge, 4) automatic performance, 5) self-monitoring, and 6) problem solving strategies.

Unlike *Focused Communication Tasks*, in *Unfocused Communication Tasks*, learners are the controllers of their language use and performance, and they should not be controlled to use or produce certain linguistic forms. Ellis explains this as follows:

“Krashen and Prabhu were against the idea that in the language learning process should attempt to actually control what grammar items should be focused at any particular stage in [language] development...” (Ellis, 1993:5).

Prabhu (1987) states that it is not necessary to design practice activities which focus on individual linguistic components as a preliminary engagement in *Communication Tasks- Meaning-Focused Tasks* (cited in Nunan, 1989:38). In addition, Nunan (1989) explains his thoughts about the focus on grammar point as follows:

“...for some time after the rise of CLT, the status of grammar in the curriculum was rather uncertain. Some linguists maintained that it was not necessary to teach grammar, that the ability to use a second language (knowing ‘how’) would develop automatically if the learner were required to focus on meaning in the process of using language to communicate...” (p.13).

Similarly, Widdowson (1993) believes that *Focused Communication Tasks* do not seem to ignore the meaning and

language functions, but since the focus is primarily on the form, which is essential, there is a possibility to consider the meaning of the linguistic form but not the meaning of the language as a whole and the message that is expected to be conveyed. So, it means that pragmatic meaning is ignored through such tasks (p. 334). What he means is that meaning is not only of linguistic meaning but of the content, situation, culture and so on.

This view possibly implies that the task should not lead the students to the meaning of the linguistic forms but the pragmatic meaning. Language learning process should offer opportunities for meaningful communication in the classroom, and grammar will be learnt naturally and automatically without any particular reference to explicit knowledge of it in the process.

In addition, *Unfocused Communication Tasks* provide students with *Uncontrolled Practice*, because they are free to choose the language as they like. As Norrish (1983) notes, much recent research (in Second Language Learning situations) has indicated that language learners find easier to use the language they are learning if it is practised in uncontrolled situations, where the learner is more concerned with achieving something through language than with getting the answer right.

To sum up, *Unfocused Communication Tasks* seem to release learners from mechanic use of language with limited

prompts. Learners do not have to perform the task for the sake of new language rule. They are expected to perform the task to learn about the outside world; for example, they may be interested in movie world and eager to learn “Who was given the best actress Academy Award in 1994”, but not interested in if we have to use *by phrase* in this statement.

2.5 Explicit Learning versus Implicit Learning and Focused Communication Tasks versus Unfocused Communication Tasks

As Widdowson (1992) notes, *explicitness* and *implicitness* in teaching of grammar has been discussed for one and a half decades. As he states, some researchers (Higgs and Clifford, 1982; Walz, 1989) believe that the term *explicitness* is of traditional methods in language teaching, and *implicit* language learning is a basic notion of Communicative Approach. So, as they state, the term *explicitness* in language teaching can hardly be attached to any communicative applications.

However, the term *explicit language learning* or *explicit grammar teaching* has a different dimension when the communication tasks are divided into two main types- *Focused Communication Tasks* and *Unfocused Communication Tasks*- In this sense, it can be said that the meaning of explicitness changes a little bit in meaning. Explicitness, in *Focused Communication Tasks*, does not

mean studying language rules identified by the teacher. In other words, the teacher himself does not give the rules through disconnected sentences. Teacher, then, can design tasks in which the learners can form their own *explicit grammar* using them in real situations. Therefore, teacher helps the students to discover the rule of the new language item on their own.

This far, it can be said that such a way of grammar teaching sounds like *implicit grammar teaching*. Yet, it can be said that implicit grammar teaching changes its direction in meaning. In terms of *Unfocused Communication Tasks*, implicitness means teaching no rules at no stages of the lesson. In these types of tasks, as Ellis (1993) points, neither the teacher nor the students talk about the new language item in the classroom. Everything is conducted to perform a task in the classroom without a particular concern with a certain grammar point. Mostly, learners are not aware of the fact that they are learning a new linguistic item but they are learning language. Moreover, students are not expected to use this new item alone in the task.

2.6 Conclusion

Teaching grammar communicatively is not a new attempt in language teaching. Many theorists and researchers accept the fact that grammar can be effectively taught through *Communication Tasks*, and such tasks present

language item in context available in authentic language data.

Thus, there is no need to seek the effectiveness of *Communication Tasks* over *Traditional Grammar Exercises*, because much research results (Nunan, 1989; Ellis, 1993; Nobuyoshi and Ellis, 1993) have indicated that *Communication Tasks* are more effective than traditional models in acquiring particular grammar points. It is also observed that much of the research on the effect of *Communication Tasks* in linguistic development has been carried out in SLA (Second Language Acquisition) and SLL (Second Language Learning).

It is also needed to state that the effect of *Communication Tasks* have been searched in a broader sense, and such tasks mainly have held the basic principles of *Focused Communication Tasks*; because, *Communication Tasks*, just like *Focused Communication Tasks* require learners to learn grammar point for communication but grammar rule is emphasized too. Research results have shown that *Communication Tasks* (as general term for all types of communicative tasks) are effective in development of grammatical features. These results may seem to show that *Focused Communication Tasks* are effective in learning grammar point communicatively; yet, it is difficult to say that same results indicate the effectiveness of *Focused Communication Tasks* over *Unfocused Communication Tasks*. Of course there are studies, less in number, in the

literature comparing these two types. For example, Nobuyoshi and Ellis (1993) found that *Focused Communication Tasks* were effective in the use of past forms of the verbs. In this study, students were led to use correct form of the verb in the past tense by teacher's request for clarification through conversation sessions. Results showed that, after the study, subjects performed well in using the correct form of the verbs in the past tense while speaking, unlike the ones who were never interrupted (as one of the basic principles *Unfocused Communication Tasks*) when they made a grammatical mistake.

As White (1987) states, research has also shown that the certain types of grammatical items cannot be easily acquired through *Unfocused Communication Tasks* (cited in Nobuyoshi and Ellis, 1993:209). Thus, it is possible to say that *Focused Communication Tasks* can be effective in learning *some* certain grammar rules. Moreover, Ellis (1993) states that rule difficulty can affect the selection of task types (either Focused or Unfocused); in other words, some certain grammar rules can be acquired through *Focused Communication Tasks* while the others may well be developed through *Unfocused Communication Tasks*.

It should also be stated that there is not a significant study showing the effect of *Focused Communication Tasks* over *Unfocused Communication Tasks* and vice versa, in FLL (Foreign Language Learning); many of the studies have

been conducted in ESL and SLA situations. That is why, it is supposed to be interesting to compare the effectiveness of both *Focused Communication Tasks* and *Unfocused Communication Tasks* in teaching of particular grammar point in *FLL* situations, as this study utilizes.

CHAPTER III

METHODOLOGY

3.1 Subjects

The subjects chosen for the purpose of this study are Turkish speaking students who are studying English as a foreign language. Totally 57 students participated in this study and the subjects were chosen among the preparatory class students at Anadolu University, Faculty of Education, English Teacher Training Department. All subjects were at intermediate level. Their level was determined by a placement test that they had been given at the beginning of 1994-95 academic year. According to the results of placement test, the students had been placed to preparatory classes because their grades were lower than 70 out of hundred. The students formed their regular classes. The subjects were divided into two groups, *Control Group* and the *Experimental Group*.

Control Group consisted of 29 students, and in this study they were taught the use of “by phrase” in the Passive by *Focused Communication Tasks*.

Experimental Group consisted of 28 students, and they were assigned *Unfocused Communication Tasks* through which they were not expected to focus on linguistic item.

3.2 Materials

The materials to be used in both groups are authentic texts. As authentic texts, newspaper articles were used in teaching of “by phrase” in “Passive Voice”, because newspapers heavily use passive constructions since they mostly talk about the “events” or “recievers” rather than the “doer” (Romera,1989).

Using newspaper texts in teaching of grammar is not a new attempt, yet it is rather rare. This study utilized newspaper articles in the proces of designing Focused and Unfocused Communication Tasks in teaching of *by phrase*, because newspaper texts are considered more appropriate and useful in teaching of some certain grammatical items such as reported speech, passive constructions etc (Beaumont, 1986; Troy, 1986; Romera, 1989; and Keohane, 1993). They also believe that newspapers are also useful in terms of language style. As Troy (1986:25) states, as an authentic source of target language, newspapers include a great variety of styles, subject matter, range of vocabulary and interest. So, the learners themselves can have a possibility to read what they like.

3.3 Tasks Used in the Control Group and the Experimental Group

In this study, the subjects in the *Control Group* were taught by *Focused Communication Tasks* and the subjects in the *Experimental Group* were assigned *Unfocused*

Communication Tasks.

As it is already mentioned, *Focused Communication Tasks*, in teaching of grammar, are the workplans with the purpose of facilitating language learning serving communicative purposes, but these tasks make use of conscious knowledge of grammar rule within communicative frame through activities such as information-gap, problem solving, simulations and decision making.

Unfocused Communication Tasks, in teaching of grammar, are the workplans with the purpose of facilitating language learning serving communicative purposes, but unlike *Focused Communication Tasks*, these tasks do not attempt to focus on particular grammar point but the meaning of language as a whole within communicative frame through activities such as information-gap, problem solving, simulations and decision making.

It is considerably difficult to find tasks called *Focused Communication Tasks* and *Unfocused Communication Tasks* in the literature for teaching a particular grammatical item. So, in this study, the tasks were designed by the researcher on the principles of *Focused Communication Tasks* and *Unfocused Communication Tasks*.

In the process of task design for both groups, the content (subject matter to be taught), materials, activities, goals, student needs and interests were considered, as Shavelson and Stern proposes (cited in Nunan, 1989:47).

As Table I illustrates, both types of tasks include six components. In other words, whatever the type is, a

communication task includes input, goal, activity, teacher and student role, and setting. What is different from one type to another one is how they treat each component of the tasks.

Table 1 also illustrates that *Focused Communication Tasks* and *Unfocused Communication Tasks* show similarities and differences in terms of task components. For example, This study utilizes same “input” (Authentic Materials, Newspaper Texts). In both communication task types, setting is also same (Individual works, pair and group works, and whole class works). Teacher and student roles have similarity in two types. In both the teacher is a guide; but this guidance is for getting the grammatical clues in *Focused Communication Tasks* unlike *Unfocused Communication Tasks* in which the teacher just helps the learners get the meaning of context.

Looking at Table 1 it is possible to say that the main difference seems on the “goal” of the tasks. The “goal” of the *Focused Communication Tasks* is to get the meaning of the grammatical item using the knowledge of the grammar point to perform the task. However, *Unfocused Communication Tasks* aims to get the meaning of input without any particular concern to the grammar point. Yet, both types emphasize exchanging ideas and personal information. Since the goals are different in general, the types of the activities and application of the tasks show differences. Although both types can make use of some activity types, they may differ in application. While the activities in *Focused Communication*

Tasks require learners to make use of grammatical knowledge, *Unfocused Communication Tasks* do not employ activities through which the learners are led to use particular grammar point to perform the task.

TABLE 1. Components of Focused Communication Tasks and Unfocused Communication Tasks

COMPONENTS	FOCUSED COMMUNICATION TASKS	UNFOCUSED COMMUNICATION TASKS
1. Input:	Authentic Materials (Newspaper Texts)	Authentic Materials (Newspaper Texts)
2. Goal:	Getting the meaning of the grammatical item, using grammatical knowledge to perform the task, and exchanging personal information through new pattern	Getting the meaning and the message of the text to perform the task, and exchanging personal information
3. Activities:	Activities require learners to focus on grammar point ("by phrase")	Activities require learners to focus on meaning and the message
4. Teacher Role:	A guide who help the learners discover their own explicit grammar	A guide who help the learners get the meaning and the message of the language as a whole
5. Student Role:	Co-operators of the teacher and their friends	Co-operators of the teacher and their friends
6. Setting:	Individual works, pair and group works, whole class works	Individual works, pair and group works, whole class works

In the light of these, the tasks for both groups were designed considering those distinctions of the task components stated above.

Thus, the tasks for the Experimental Group were designed on the principle that “it is not necessary to design practice activities which focus on individual linguistic components” (Prabhu, 1987; cited in Nunan, 1989:38). So, it can be said that the tasks used in the Experimental Group are “Meaning-Focused Tasks”.

Within the frame of the task, the subjects in the Experimental Group were asked to read newspaper texts to get the main idea and the messages of the texts. Actually, the texts included various use of passive constructions and “by phrase”, yet the students did not have to focus on them and they were to regard new language item as a part of written texts in order to reach the whole idea.

As a result, tasks to be applied in the Experimental Group were designed to integrate language skills (i.e. reading the frame, speaking on the topic, writing a text related to the original text etc.). So, the tasks were used to have the correct message and meaning of the texts.

It should be stated that some of the tasks can be used in different ways. Actually, as Ellis (1993) states, what makes a task a *focused* task or an *unfocused* task is its application in the classroom. For example, pair-work can be designed as a *Focused Communication Task* or an *Unfocused Communication Task*. If the pair work leads the

3.3.1 Completion Tasks

This type of task was used in *both groups* in different ways.

Control Group students were expected to get the meaning of the grammatical item correctly using the required grammar item appropriately, and this activity required the learners to focus on the use of “by phrase” while performing the task. The teacher, in the mean time, was a guide who tried to help the students to discover their own explicit grammar, as a co-operator of the learners.

Based on these principles stated above, subjects in the Control Group were given newspaper text in which “by phrases” were missing. They were asked to complete the text appropriately using “by phrase” where necessary. They were also given a list of “by phrases” some of which could be filled in the blanks. The elements to be used in the text were scrambled in the list of options. The students were expected to use “by phrases” appropriately where necessary in a contextual frame. This is far from traditional gap filling exercises which make use of disconnected sentences lacking contextual clues (cf. Appendix A/1).

On the other hand, same task was applied to the subjects in the *Experimental Group*. In this group, the aim of the task was to get the meaning and the message of the authentic newspaper text to perform the task without a certain awareness of the expected grammar item. While the students tried to perform the task, the teacher was a guide

who helped the learners get the correct meaning and the message of the language as a whole. So, the students in the Experimental Group were given two different short newspaper texts in which some information was missing. They were also given a set of options to fill in the blanks in the texts. Using these elements, they were asked to complete the texts appropriately. The elements to be used in two text were scrambled in the list of options. Options (and also missing information) included not only “by phrases” but also the other information such as names, places, dates etc. The thing that the learners were expected to do was to use appropriate option in the proper blank in order to get the meaning and message correctly (cf. Appendix A/2).

3.3.2 Omitting Redundant Information

This type of Communication Tasks was used in *both groups* in this study.

In this task, students in the *Control Group* were given a newspaper text but not the original one. The teacher made extra use of “by phrase” in the passive statements. Then the students were asked to omit “by phrase(s)” that they felt redundant in the text. Doing this, the learners were expected to write a similar text to original text in terms of the use of “by phrase” (cf. Appendix B/1).

Doing this, the students were expected to get the meaning and the function of “by phrase” correctly, and the teacher tried to make them aware of the appropriate use of

that grammar item.

The subjects in the *Experimental Group* were also assigned Omitting Redundant Information task. An original newspaper text was changed and some items in the text were overused. The students were asked to omit redundant information or use different items to avoid repetition. Redundant information, unlike the task that was used in the Control Group, included not only the overused “by phrases” but also some other language items (i.e. repetition of personal pronouns, name of places etc.). The students were told that this text was not fluent and some parts should have been omitted. Omitting and/or using different item to avoid repetition, the students were able write a similar text to the original one giving the same meaning and the same message neither less nor redundant (cf. Appendix B/2).

The aim of this task in the Experimental Group was to present the target language as a whole without any focus on specific grammar point, and the students were definitely expected to perform the task successfully but not concentrate on a single grammar item, use of “by phrase” only.

3.3.3 Consciousness Raising Tasks

This task was only used in the *Control Group*

In order to help the learners discover the language rule on their own, in this task “discovery techniques” were used. The purpose was to help the students gain consciousness on their own through “Consciousness Raising

(C-R) Tasks” (cf. Appendix C). Thus, the learners followed these steps:

1) Reading the frame: In this stage, students were asked to read the text given. At first, they were expected to understand the text as a whole, at least to get the message of the text correctly (the direction is from discourse to structure). Then, they were asked to try to recognize the new language item that they studied on and how it was used in the text. To do this, students worked in fours. Then the students were asked to underline passive constructions in the texts, and circle the passive statements,

i) in which “by phrase” was used, and

ii) in which “by phrase” was not used

2) Forming a Current Hypothesis: After identifying the new language item in the text, each group tried to form a current hypothesis on the use of that language item, for each use of “by phrase” in passive construction.

3) Testing the Hypothesis: In the last stage, hypotheses of the students were tested and revised, if necessary. This was done as a class work. Each group wrote their examples and their hypotheses on the board, and all class evaluated each hypothesis. Meanwhile, the teacher helped them in testing and directed them to verbalize their hypotheses. Finally, students set their rules on the use of “by phrase” in the passive constructions. Therefore, students created their own rules through the examples from the text which they themselves chose. This can also be regarded as a problem task since the students were given a problem by the teacher, and the

students tried to solve the problem.

As Ülsever (1992) states, "Consciousness Raising Activities" are especially used in the presentation stage of the lesson; but such activities can also be used in the practice stage of the lesson (p.291). This study utilized this task in the presentation stage of the lesson.

3.3.4 Transformation Tasks

This type of Communication Tasks was only used in the *Control Group*, because the students were led to the use of "by phrase" in newly written text.

In this type of task, a model pattern is given as a stimulus item, and the students are asked to change it into the desired pattern. In fact, this type of activity is a traditional one; but in this study, unlike traditional applications which require learners to change a sentence into desired pattern, students worked on contextual information but not on the disconnected sentences (Appendix D).

In this study, students were given an original newspaper text in which the language is in active form. They were asked to convert the statements into passive, if possible, and use "by phrase" where necessary. In order to use "by phrase" in their passive statements they have to focus on the explicit rule of the use of that linguistic item. The students also had to consider the context in which they were using "by phrase" in the passive; so, they made preference in the use of either passive with "by phrase" or without "by phrase"

according to the context (cf. Appendix 4).

3.3.5 Problem Solving Tasks

Such tasks offer students a problem and require them to find solutions for the problem. These tasks may require students to work in pairs.

This type was only used in the *Control Group* in this study. The subjects were asked to work in pairs. Each student was given a set of newspaper headlines in the active form that are different from his/her partner's. First, partners were asked to work individually and use and rewrite their newspaper headlines in the passive and use by phrase if possible and necessary. Then, again working individually, they were asked to write their rules on the use of "by phrase" for each headline. In the next step, they were told to gather their examples under the specific rules of the use of "by phrase" (when do we use "by phrase", when do not we use, and why?). After both partners worked on their own parts, they were asked to compare their rules and examples under these rules. They were told to find out the newspaper headlines in which "by phrase" is used or not used for the same reason. Finally, partners working together re-organized their final rules and the final examples under these final rules (cf. Appendix E).

It can be said that the students were given a chance to practice the rules about the use of "by phrase" that they had newly learned (or discovered) through context. So, discovery

techniques were used in this task because the students had to create their rules in their parts to reach the general rules on the use of “by phrase” in the Passive.

3.3.6 Student Prepared Grammar Exercises

This task was only applied in the *Control Group*.

In this type, students were asked to work in group of four people, and each group was given a different short newspaper text (cf. Appendix F).

Students were asked to go through their texts. Since the students were introduced on the topic, the students were expected to produce their own exercises on the use of “by phrase” in the Passive and set their own exam. For example, one of the groups deleted “by phrases” in the text and set their gap-filling exercises. It was a sort of “Completion Task” (cf. “Completion Task”, section 3.3.1). Another group transformed their text into active form and wanted the other groups to convert that text into passive form and use “by phrase” where necessary. Another group overused “by phrases” in their text and asked the other groups to omit redundant “by phrases”. Since similar tasks had already been performed and introduced by the teacher in the previous sessions, students could prepare such exercises. The teacher also helped them to choose their exercise types.

After the groups prepared their exercises, each group, one by one, introduced their exercise in front. The other groups tried to fulfill the tasks of the group and the answers

for the exercises were checked by the members of group introducing the exercises. Meanwhile, the teacher kept his role as an observer and did not intervene unless the students needed help. The teacher, in this task, was an observer and advisor, because everything was conducted by the students. The teacher helped the learners decide their exercise type. He checked students' exercise, while they are studying in groups, and helped them revise their exercises if something was wrong or unclear.

This task was adapted from Romera (1989). He believes that this task is valuable in clarifying the grammatical item especially for slower students. He also states that it is valuable in motivating students to read newspapers. Results of his study indicate that students are eager to read their texts because they are given a chance to set their own exercises and test the other students just like teachers. In addition, Romera points out that grammar exercises produced by the students may help them to feel that what they do is valued (p.33).

3.3.7 Explicit Questions

This task was only used in the *Experimental Group*. The students were given explicit comprehension questions related to the text at the beginning. As mentioned before, such questions do not attempt to test or develop comprehension skill. (cf. Appendix G).

Actually, this kind of an exercise is not a single activity to be worked out separately. Such an activity can precede the true-false questions activity, because it can be said that the students are led to the general message of the text.

In this study, such explicit comprehension questions did not include only the items requiring the students give answers in passive with "by phrase" or without "by phrase" but also various answers clarifying the meaning of the text. The questions requiring the students give answers in passive with "by phrase" or without "by phrase" were hidden among the other questions, and the students were expected to learn the use of "by phrase" unconsciously. When their answers were incorrect in meaning according to the text, the teacher helped the the students correct their mistake to get the meaning correctly. In addition, the students were not forced to give passive answers even though they were expected to do so unless it spoilt the meaning, because the purpose was to get the message and communicate the ideas without any particular concern with the particular grammar item-"by phrase" in this study.

It was also observed in the classroom that such questions could serve as a warm up activity and be a bridge to the next step of the lesson.

3.3.8 True-False Questions

This type of task was only used in the *Experimental Group*. The students were given an original newspaper text. After they read the text, they were given a set of statements and asked to tick if the statements were true or false. They were also asked to justify their answers. Since the aim was not to check their comprehension, the statements were formed using the explicit information in the text. That means, there were nothing putting learners into trouble in understanding the statements. The statements were either in active or passive with “by phrase” or without “by phrase”. The students were expected to focus on the meaning of the statements and the text. They were never told to find out if “by phrase” was used or was not used appropriately although some of the statements included appropriate or inappropriate use of “by phrase”. The only thing that they were expected to do was to decide if the statement was correct or incorrect in meaning according to the message of the text. They were never allowed to talk about the rule through the task (cf. Appendix H).

3.3.9 Information-Gap Tasks

Information-gap is a kind of activity/task through which the learners generally work in pairs and share their personal information with their partners and try to get the missing information. This type of task was designed on the principles of *Unfocused Communication Tasks* for the

Experimental Group.

While sharing their information, learners in the Experimental Group did not have to focus on their knowledge of the use of “by phrase”. For example, in this study, both students in the pairs were given a different set of newspaper headlines some of which needed completion. In order to complete the statements, the students asked for help from their partners because their partners had the missing information to complete the statements. Each partner read their statements one by one and asked for help to complete his statements if necessary. The other partner, going over his/her list, tried to find out the appropriate complementary element, where necessary. Both partners did the same to complete their own newspaper headlines. To do this the students just focused on the meaning of the newspaper headline but not the use of “by phrase”. In addition, it can be said that students’ experience and background knowledge could help them to complete the statement without a particular concern with the grammatical item (cf. Appendix I).

3.3.10 Drawing Inferences

This task was only applied in the *Experimental Group*. Students were given an original newspaper text. After they read the text, they were asked some explicit questions. Then they were given a set of statements and asked to circle the statements that could be logically inferred from the text. Yet the aim was not to check their comprehension

ability. The statements, either in active or passive with “by phrase” or without “by phrase”, were formed to lead the students to the meaning and the message of the text or not to give the correct message of the text (cf. Appendix J).

3.3.11 Writing a Newspaper Report Using Prompts

This task was only used in the *Experimental Group* in the production stage (cf. Appendix K).

The task consisted of three stages. In the first stage, the students were given the headline of an original newspaper text on the board. For a couple of minutes, they were asked to work in pairs and try to guess what might have happened in the text. Then, the students orally stated their predictions. While they were telling their predictions, the teacher wrote prompts related to the predictions of the students. To help the students for their predictions, the teacher asked some questions (i.e. “Where might have he been killed? Who might have killed him? When? etc.). The teacher tried to get as many predictions as possible. Finally, the students had a list of prompts that they created themselves. Then, the students were asked to work in fours and write a newspaper report using those prompts as a final step in the first stage of the task.

In the second stage of the task, the students were given some prompts from the original newspaper text in which passive voice was heavily used. Prompts generally included the event and the position of the receiver. This time students

were asked to write a new newspaper report using those prompts. They were never asked or warned to use passive voice in their text. The student worked in fours and created their own text.

In the third stage of the task, an individual was asked to read their report aloud in the classroom. Finally, the original text was delivered, and the students were asked to compare their two texts with the original one and see how much successful they were to write similar reports to the original one. It can be said that the original text helped the students to see their problems not only with “by phrase” but also with the general problems with the language.

3.5.12 Text-Based Communicative Tasks

While working on different texts, the students in the *Experimental Group* were also taught by Text-Based Communicative Tasks.

During this task designed in the frame of Dictogloss Method (Wajnryb, 1988:35-38), an original newspaper text was used and the text included passive constructions and “by phrases”; but, the students were not given the original text at the beginning of the task. The teacher introduced the topic. The students elicited the topic to get familiar to the content of the text. As brainstorming activities, students tried to use their background knowledge and experience on the topic. Meanwhile, the lexicon was introduced, if necessary; and the learners were introduced necessary vocabulary items not to

cause problems in lexicon.

The process based on taking some brief notes during the reading of a newspaper text. There were two reading sessions. In the first reading, the students were asked to listen to what the teacher read. In the second reading session, they were asked to try to write some words and phrases while listening to the text. Students were not expected to write everything that they heard. They were warned not to jot-down complete sentences but try to catch familiar words, phrases, especially the content words.

By the way, the teacher did not make any change in the speed of reading between the first and the second session. Both readings were at normal speed.

After the second listening session, students were asked to work in small groups and try to reconstruct the text. While constructing their text, the aim was not to reach the original text, nor did the students have to use same grammatical items that the original text include. As it was mentioned, the original covered the particular linguistic item, "by phrases" in the Passive, in certain amount; but, students were not forced to use new grammatical item in their newly created text. They were expected to use it naturally in their new text if they felt to do so. If their new text gave the ideas and meaning of the original text, or if the newly written text did not corrupt the meaning, any linguistic expression was accepted. If an active statement written by the students was appropriate meaning of passive statement in the

text, it may well support the fact that the learner understood the idea in the text.

After the reconstruction stage, the texts produced by the students were analyzed as a whole class activity. Various options were discussed for their meaning; finally, students were given the original text, and they were asked to compare their own text to the original one in meaning. It was upto the students to analyze where and how passive constructions and “by phrases” were used in the original text and how much they achieved accuracy, if they felt to do so. For the teacher, writing a text similar to the original one in meaning and content was enough to perform the task (cf. Appendix L).

This task was applied in the production stage.

It should also be stated that, as Nunan (1989) explains, none of the tasks can be considered separately. One type of task supports and completes the following task in the teaching process. So, the tasks mentioned above can be used together.

In fact, it is possible to add many more tasks and activities to the lists. The teacher can determine the types of the tasks according to the aims of the lesson, needs and interests of the students, size of the classroom, facilities of the school etc. These tasks mentioned above can also be modified according to those criteria.

3.4 Procedure

The subjects were given a pre-test (cf. Appendix N) at the beginning of the research in order to determine their

proficiency level in use of *by phrase* in “the Passive”. The subjects in both groups are not unfamiliar to the “Passive Voice”, they have already learned basic principles of passive constructions. Pre-test was used to see how much they are competent in the use of *by phrase*.

In the study, the students in the Experimental Group and the Control Group were given a number of newspaper articles to introduce the use of *by phrase* in “the Passive”. Each text was used as it was and there was no simplification and/or revision of the texts.

The newspaper articles were chosen after a questionnaire (cf. Appendix M) in order to determine students’ general interests. The questionnaire was given to both groups at the beginning of the research. The texts to be used in the classroom were gathered according to the results of the questionnaire. The most popular five topics (politics, health, sports, people and life, and magazine) were determined through the questionnaire, and it helped the selection of the newspaper texts to be used in teaching of *by phrase*. Thus, the students in both groups had a chance to study texts that they were interested in.

Basic principles in the procedure for the Control Group were determined as follows:

- i) the texts were used to control the amount of structure (single grammatical item, *by phrase* was considered)
- ii) When the students were introduced various texts from the very beginning of the instruction by the teacher, the

teacher helped the students focus on a certain grammatical point- *by phrase* in “the Passive” in the presentation stage, and they were assigned *Focused Communication Tasks*.

iii) While performing the tasks, students were expected to use that grammatical point accurately and appropriately. If the students did not use focused item in the tasks or make errors in using that linguistic item, the teacher would request for clarification to make the students focus on necessary grammatical item that they were learning. So, the tasks required the learners get the rule explicitly and consciously, but through communicative activities (see section 3.3).

On the other hand, basic principles for the Experimental Group were determined as follows:

i) The texts were used to help the students to perform the tasks related to the text without emphasis on the new language item, and the students were assigned *Unfocussed Communication Tasks* through which they can use the language in freer situations.

ii) The students were not asked to focus on explicit rules of the linguistic item, and they were expected to learn it unconsciously through more natural tasks.

iii) Even though the purpose was to learn a grammatical point, students did not have to use that item consciously. They had to use it if the content of the tasks required them to do so.

iv) If the students did not use expected language item while performing the tasks, the teacher did not make them

use believing that it interrupts fluency in communication. So, the students were expected to use the language without paying attention to new language item, and they were not requested for clarification when they did not use that grammatical item or make a grammatical error.

v) The new linguistic item was not treated separately from the other items in the texts, and the texts were treated as a whole using different items at the same time.

The study was conducted for three weeks, and both groups were taught totally for 15 hours (5 hours a week). First 5 hours (first week) included presentation of the new language item, and the rest were used for practice and production stages.

At the end of the study, the subjects in both groups were given the same test as a post-test to observe their performance in the use of "by phrase" in the Passive after the study was applied.

3.5 Data

The subjects in both groups were given a test which consisted of four parts This test was given both as a pre-test and post-test (cf. Appendix N), and data were collected from the results of the pre-test and the post-test.

The test given at the beginning of the study and at the end included 45 items. The test required that the percentage of the items in which *by phrase* must have been used was close to the percentage of the items in which *by phrase* was

not necessary.

As stated above, the test consisted of four parts: A fill in the blanks test, paragraph writing, writing a newspaper text, and writing newspaper headlines. The students were given 90 minutes to answer the whole test.

1. Fill in the Blanks Test: In this part, the subjects were given 10 sentences, but these sentences were not isolated. They were also given an original newspaper text, and the sentences were formed to summarize the original text but some of them were incomplete. In order to complete the ones which need completion, students were given 15 options and asked to choose the appropriate element to complete if necessary. The options consisted of a variety of “by phrases”.

2. Paragraph Writing Test: In this test, the subjects were given 16 different sentences on a certain topic. The students were asked to write a paragraph using these disconnected statements, and in their paragraph, they were also asked to consider that in some sentences only the events were important (in which the students were expected to use the passive without “by phrase”) and in the others the doer was important as well as the event (in which the students were expected to use the passive with “by phrase”).

3. Writing a Newspaper Text: In this test, the subjects were given a text about an accident. But the text was not appropriate in the manner of newspaper report, because in some statements only the action and/or the receiver were important while in the others the doer was important as well

as the action and the receiver.

4. Writing Newspaper Headlines: This part consisted of 6 different situations. For each situation, the students were asked to write a newspaper headline in which they were expected to use the passive. Some of the situations required to use only passive statements without “by phrase” (in which only the event was important), and the others needed the passive with an appropriate “by phrase”.

Thus, the subjects were given 45 items, and for each item the thing to be considered is to use or not to use “by phrase” in their passive constructions. The errors in the use of tenses, grammatical mistakes in the passive were not considered in the evaluation stage. Students were not graded for their success in writing a well formed paragraph. They were just evaluated how much competent they were in the use of “by phrase” with in the context.

3.6 Data Analysis

Fill in the blanks part included ten blanks, the correct answers were counted and each correct answer was given 3 points out of a hundred. In the paragraph writing part, there were 16 items to be used in the paragraph. According to the use (or not use) “by phrase” in the items, correct items were given 2 points for their each correct answers in this part.

In the third part, writing a newspaper text, there was to be 13 items in the passive, and each correct answers in terms of using (or not using) “by phrase”. was given 2 points

In the last part, writing newspaper headlines, there were 6 items in which the passive should have been used (either with “by phrase” or without “by phrase”), and each correct answer was given 2 points.

The Pre-test and the Post-test were graded separately in the same manner. Then, in the analysis stage, the results of “t-test for independent samples” was used to measure the differences between the Control Group and the Experimental Group. Then, “analysis of co-variance” was used because the results of t-test showed that there was a significant difference between the Control Group and the Experimental Group in the pre-test. Finally, “t-test for paired samples” was used to measure both groups’ development (the difference between the pre-test and the post-test for both groups) (see Analysis of Results, Chapter IV).

CHAPTER IV

ANALYSIS OF RESULTS

This study sought which type of Communication Tasks-Focused or Unfocused- was more effective. To do this, subjects in both groups were given a pre-test to determine their knowledge of *by phrase* in the passive, and the same test was given after the study as a post-test.

The data were analyzed in two ways: First by calculating the percentages of the correct and incorrect answers of both groups in the pre-test and post-test; then, t-test was used to measure the differences between the groups.

Scoring of both tests was made out of hundred (cf. section, 3.6). Each correct use of passive with *by phrase* and *without by phrase* was given points, but the cases such as “no answers and unexpected active use” for both groups in both tests were regarded as incorrect answers.

Figure 1 indicates that the subjects in the Experimental Group preferred to use *by phrase* (65%) in the passive statements in the pre-test more than the test required (47%). Similarly, subjects in the Control Group preferred to use *by phrase* in the pre-test more than the test required. In the Control Group, the percentage of the use of *by phrase* in the pre-test was 73%.

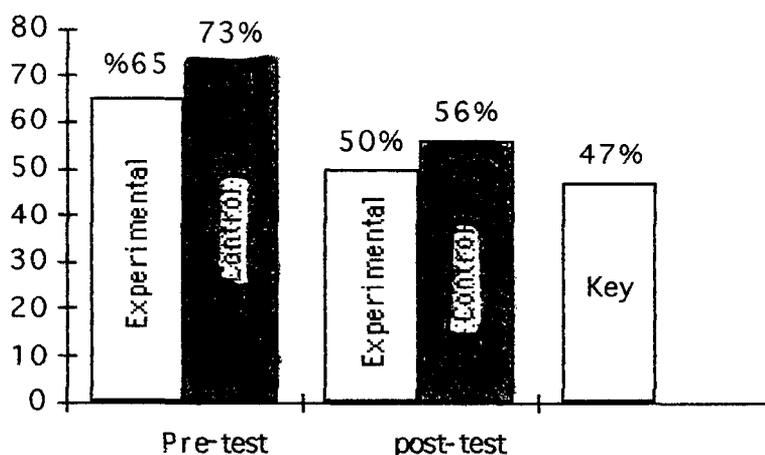


Figure 1. Percentages of the use of *by phrase* in both groups in the pre-test and post-test, and the percentage of the use of *by phrase* required in the test

As Philips (1989) and Rossner and Shepherd (1989) state, one of the problems for learners in the use of passive is the tendency to overuse *by phrase*. Learners generally tend to use *by phrase* nearly in all passive constructions. This indicates that they do not know when and how to use *by phrase* in passive constructions (cf. section 1.3).

As percentages in Figure 1 indicate, it is possible to say that the subjects in both groups tended to overuse *by phrase* before the study was applied.

On the contrary, both groups decreased the use of *by phrase* in the post-test.

As a result, as Figure 1 shows, the percentage of the use of *by phrase* dropped from 65% to 50% in the Experimental

Group, after the study was applied. It can be said that this is a positive change, because the percentage of the use of *by phrase* in the post-test (50%) was closer to the percentage required in the test (47%). Similarly, the subjects in the Control Group decreased the use of *by phrase* after the study (73% before the study, and 56% after the study).

Meanwhile, Figure 2 shows the percentages of the use of passive *without by phrase* in the pre-test and the post-test, for both groups. It also shows the percentage of the use of passive *without by phrase* required in the test.

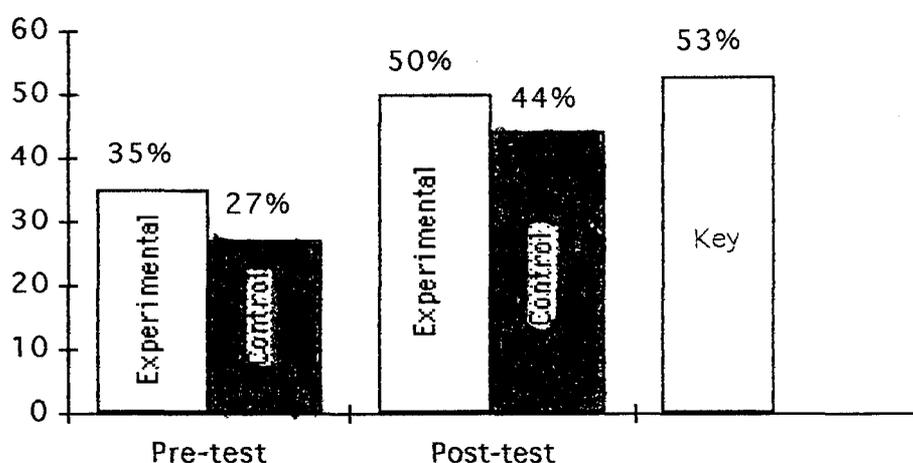


Figure 2. Percentages of the use of passive *without by phrase* in both groups in the pre-test and post-test, and the percentage of the use of passive *without by phrase* required in the test

Since the subjects in the Experimental Group tended to overuse *by phrase* in the pre-test, the percentage of the passive *without by phrase* (35%) was lower than the percentage of the use of passive *without by phrase* required in the test (53%). Similarly, subjects in the Control Group

used passive *without by phrase* (27%) less than the test required.

Normally, since the tendency to overuse *by phrase* in the passive statements decreased after the study, use of passive *without by phrase* increased in both groups. The percentage of the use of passive *without by phrase* was 50% in the Experimental group and 44% for the Control Group in the post-test. As it is observed in Figure 2, subjects were closer to the use of passive *without by phrase* required in the test.

To sum up, it can be said that both groups decreased the tendency to overuse *by phrase* in the passive after the study.

Figure 3 below shows the percentages of the correct answers of both groups in the pre-test and the post-test.

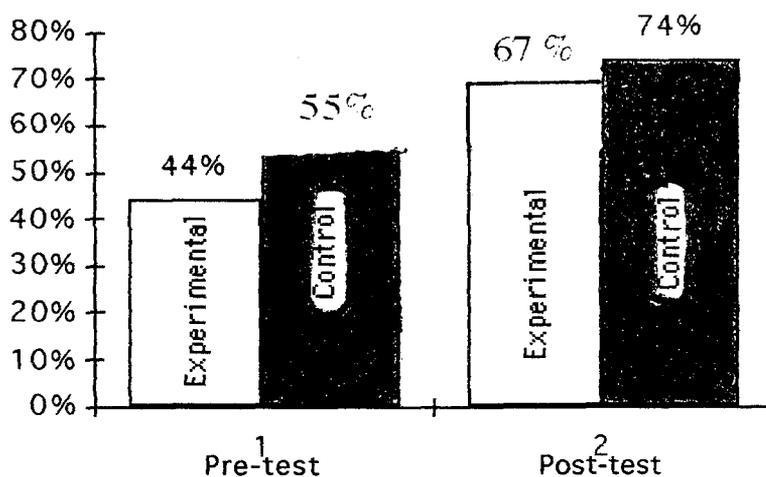


Figure 3. Percentages of total *correct answers* of Experimental Group and the Control Group in the pre-test and the post-test

As Figure 3 illustrates, the percentage of the correct answers in the Experimental Group was 44% before the study, and it was 55% in the Control Group. Actually, there

seems to be a difference between the groups in the percentages of correct answers in the pre-test.

Figure 3 also indicates that the percentages of the correct answers increased after the study. It increased to 67% in the Experimental Group and 74% in the Control Group. Subjects in the Experimental Group showed a 23% increase in the percentage of correct answers while it was 19% for the Control Group. Subjects in the Experimental Group showed 4% more increase in the correct answers than the subjects in the Control Group.

4.1 Pre-Test Results

In order to see if there is a significant difference between the pre-test results of the *Experimental Group (Group 1)* and the *Control Group (Group 2)*, the pre-test results of both groups were tested by *t-test for independent samples*. The calculations are shown in Table 2.

TABLE 2

The Results of t-test for Independent Samples Showing the Differences Between the Experimental Group and the Control Group in the Pre-test

GROUPS	MEAN SCORE	MEAN DIFFERENCE
GROUP 1 (N= 28)	41.3929	8.2968
GROUP 2 (N= 29)	49.6897	

($t = -2.59$; $p \leq -1.96$)

In the *Experimental Group* there were 28 subjects and the mean of the test scores in the pre-test was calculated as 41.3929. On the other hand, the mean in the *Control Group* was 49.6897 for 29 subjects. The difference between the means of the groups was 8.2968. In other words, the mean in the *Control Group* was higher than the mean of the test scores of the subjects in the *Experimental Group*.

It is also obvious in Table 2 that at the 0.05 significance level, there is a significant difference between the *Experimental Group* and the *Control Group* in the results of the test given before the study was applied ($t=-2.59$; $p \leq -1.96$). It means that the groups' performance in the use of "by phrase" was different before the study.

4.2 Post-Test Results

In order to see if there is a significant difference between the post-test results of the *Experimental Group (Group 1)* and the *Control Group (Group 2)*, post-test results of both groups were tested by *t-test for independent samples*.

TABLE 3

The Results of t-test for Independent Samples
Showing the Differences Between the Experimental Group
and the Control Group in the Post-test

GROUPS	MEAN SCORE	MEAN DIFFERENCE
GROUP 1 (N= 28)	68.0357	1.3436
GROUP 2 (N= 29)	69.3793	

($t = -0.58$; $p \leq -1.96$)

The mean in the *Experimental Group* was calculated as 68.0357 and it was 69.3793 in the *Control Group* in the post-test. The difference of the means was 1.3436 in the post-test. In other words, the mean in the *Control Group* was higher than the mean in the *Experimental Group*, but the mean difference does not seem significant as the mean difference in the pre-test, which was calculated as 8.2968.

As Table 3 illustrates, at the 0.05 significance level, there is not a significant difference between the performances of the *Experimental Group* and the *Control Group* in the test given after the study was applied ($t=-0.58$; $p\leq 1.96$). This means that both groups showed a similar performance after the application.

4.3 Comparison of Pre-Test and Post-Test Results for Experimental and Control Groups

As mentioned earlier, there was a significant difference between the pre-test results of the *Experimental Group* and the *Control Group*. So, t-test results were not reliable for the study. Therefore, *Analysis of Co-variance* is needed to show the effect of the pre-test results, which was caused by the difference in the pre-test, on the post-test results for both *Experimental* and *Control Groups*. This test was used to adapt the pre-test results in order to overcome the effect of the difference between the results of the *Experimental* and *Control Groups* in the pre-test.

Through co-variance test, regression values were calculated to see the effect of the difference between the groups in the pre-test. The results of the co-variance test were not found significant ($p=0.342 > 0.05$). In other words, the pre-test results were not found to be effective on the post-test results of the groups. That is to say, the difference between the groups in the pre-test is not effective on the post-test results, even though it was a significant difference

in the pre-test results of the groups.

Thus, it is possible to say that there was not a significant difference between the *Control Group* and the *Experimental Group* after the application. In other words, analysis of co-variance indicated that there was not a significant difference in the effectiveness of *Focused Communication Tasks* and *Unfocused Communication Tasks*.

As it is observed, there is not a significant difference in the development of new linguistic item-use of *by phrase*, between the groups participated in the study. Furthermore, within group differences, to determine whether the *Unfocused* and *Focused Communication Tasks* helped the learners develop their grammatical competence in the use of *by phrase*, are calculated.

4.4 t-test for Paired Samples Between the Pre-Test and Post-Test in the Experimental Group

To achieve the above aim, *Experimental Group* was handled within itself. The *Experimental Group's* pre-test and post-test results were compared and t-value for dependent samples was calculated. Table 4 gives these results:

TABLE 4
t-test for Paired Samples in the Experimental Group

GROUP 1 (N= 28)	MEAN SCORE	MEAN DIFFERENCE
PRE-TEST	41.3929	26.6429
POST-TEST	68.0357	

($t = 10.95$; $p \leq 2.048$)

As seen in Table 4, mean score in the pre-test was calculated as 41.3929 while it was 68.0357 in the post test. It is also observed that the subjects in the *Experimental Group* increased their scores by 26.6429. This result was found significant at the 0.05 significance level ($t=10.95$; $p \leq 2.048$).

Therefore, it can be said that the subjects in the *Experimental Group* taught by *Unfocused Communication Tasks* showed a considerable development in the use of *by phrase*.

4.5 t-test for Paired Samples Between the Pre-Test and Post-Test in the Control Group

Considering the *Control Group* within itself, the results of the pre-test and the post-test obtained from the subjects of *Control Group* were compared and t-value for dependent samples was calculated. Table 5 gives these results:

TABLE 5
t-test for Paired Samples in the Control Group

GROUP 2 (N= 29)	MEAN SCORE	MEAN DIFFERENCE
PRE-TEST	49.6897	19.6896
POST-TEST	69.3793	

($t = 7.08$; $p \leq 2.048$)

As seen in Table 5, mean score in the pre-test was calculated as 49.6897 and it was 68.0357 in the post test. It is also observed that the subjects in the *Control Group* increased their scores by 19.6896. This result was found significant at the 0.05 significance level ($t=7.08$; $p \leq 2.048$).

Therefore, it can be said that the subjects in the *Control Group* taught by *Focused Communication Tasks* showed a considerable development in the use of *by phrase*.

As a result, it was observed that both groups showed a significant difference between the pre-test and the post-test in the correct answers; but there was not a significant difference between the groups in the pre-test and the post-test, as the percentages indicate. This was also valid by the results of analysis of co-variance and of t-test for paired samples.

4.6 Discussion of the Results

Aiming at questioning the effectiveness of Communication Tasks types, this study sought if there was a significant difference between the *Focus Communication Tasks* and *Unfocused Communication Tasks* in terms of teaching grammar effectively and efficiently.

The percentages of the use of *by phrase* in the passive appropriately showed that the subjects in both groups tended to overuse *by phrase* in the passive before the study. After the study, both groups similarly and considerably were better in the use of *by phrase* and their tendency to overuse *by phrase* decreased.

Figure 3 also indicated that the learners in both groups showed a considerable increase in the percentage of correct answers after the study and a significant decrease in the percentage of incorrect answers; This is also supported within group calculations. So, the results showed that both groups benefitted from the types of exercises given to them (Focused Communication Tasks for the Control Group and Unfocused Communication Tasks for the Experimental Group).

The results of t-test for independent samples and covariance test showed that there is not a significant difference between the performances of 2 groups of students both in the pre-test and post-test.

When compared to the studies done in the field of grammar teaching through Communication Tasks, these

results show quite differences. For example, Nobuyoshi and Ellis (1993) found that *Focused Communication Tasks* were more effective than *Unfocused Communication Tasks* in the teaching of past forms of the verbs. As mentioned before, this study found that it is difficult to say one type of Communication Tasks are more effective than the other.

The first reason for such a difference can be the language learning environment. Nobuyoshi and Ellis' study was conducted in SLA (Second Language Acquisition) situation while this study was carried out in EFL (English as a Foreign Language) environment. Even though the students in Nobuyoshi and Ellis' study were not assigned Unfocused Communication Tasks in the classroom, it can be said that the learners had a chance to confront with real life situations where the grammatical points are not considered priorily outside the classroom. In other words, real life, in SLA situations, offers the learners *Unfocused Tasks*. Thus, it is obvious that in SLA situations *Focused Tasks* in the classroom can be considered as a support to *Unfocused Tasks* provided by real life situations outside the classroom because no one specifically attempts to focus on grammar point when communicating.

However, EFL learners do not have such a chance, and so they may also need *Unfocused Tasks* in the classroom in order to facilitate language learning more naturally and meaningfully. Yet, they may also need *Focused Communication Tasks* as a support of *Unfocused*

Communication Tasks.

The other reason can be the subject matter to be taught. Nobuyoshi and Ellis' study aimed at teaching past forms of the verbs. It can be said that past forms of the verbs may be more straightforward and easier for the students whereas the use of by phrase in the passive isn't that obvious. As White (1987) explains, research has shown that the certain types of grammatical items cannot be easily acquired through *Focused Communication Tasks* (cited in Nobuyoshi and Ellis, 1993:209). Thus, it is possible to say that, since this study utilized use of by phrase in the passive and it was limited to the use of by phrase, the results of this study can not be generalized to all grammatical points in English language.

To sum up, the data obtained from this study indicated that grammar teaching can utilize both types of Communication Tasks at least for teaching of "by phrase". Results also showed that both types of Communication Tasks types may provide the learner with the communicative function of language. However *Unfocused Communiucation Tasks* may lead the learners to a *more natural* language learning since the learner is not confronted with the rules of language overtly (Ellis, 1993).

CHAPTER V

CONCLUSIONS

The studies on the effectiveness of Communicative Tasks (Nobuyoshi and Ellis, 1993) have shown that learners taught these tasks have better improvement than the learners taught using traditional grammar exercises. This has been a great concern for the researchers for the last decade. Yet, the effectiveness of the Communication Tasks has rarely been investigated. Moreover, there is not a considerable number of studies in the literature, comparing the task types which are considered to be communicative.

Therefore, this study aimed at questioning the effectiveness of one task type, (Unfocused Communication Tasks) over another one (Focused Communication Tasks). The study conducted with the preparatory class students attending the English Language Teacher Training Department sought the effect of *Focused Communication Tasks* and *Unfocused Communication Tasks* in teaching of by phrase in the passive. The subjects in the *Experimental Group* were assigned *Unfocused Communication Tasks* through which they were never expected to use new language item consciously but use the language to perform a task as they wanted. On the other hand, the subjects in the *Control Group* were given *Focused Communication Tasks* in which

they were expected to use the new language item accurately for their communicative purposes.

The results showed that there was not a significant difference between the learners who were taught by *Unfocused Communication Tasks* and the ones who were taught by *Focused Communication Tasks* in the use of *by phrase* in the “Passive”.

The results also indicated that the subjects in both groups were successful in the use of particular grammatical item after the study was applied.

Before the study, the question was if there was a significant difference between the performance of the students in the use of a particular grammar point taught using *Focused* or *Unfocused Tasks* (see section 1.2). It can be said that for this particular grammar item (ie. *by phrase*) it is not possible to consider the *Unfocused Communication Tasks* to be more effective but both types of Communication Tasks seemed to be effective in learning the particular grammar point, “*by phrase*”.

So to conclude, this study supports the benefit of using Communication Activities in teaching of a certain grammar point.

5.1 Suggestions for Further Research

As mentioned earlier in the Discussion of the Results (cf. section 4.6.), this study showed that there was no

difference in the effectiveness between the *Focused Communication Tasks* and the *Unfocused Communication Tasks*.

Since this study was limited to a single grammatical item in English; so, the results can not be generalized to all grammatical rules in English. So it is impossible to generalize the results to all grammar points in the English language. So, this type of studies can be conducted for other linguistic items before any definite conclusions can be arrived at.

It should also be stated that there is not a significant study showing the effect of *Focused Communication Tasks* over *Unfocused Communication Tasks* and vice versa, in FLL (Foreign Language Learning); many of the studies have been conducted in ESL and SLA situations. For this reason, this study should be conducted in some other EFL situations. In addition to this, this research was conducted with the learners at Intermediate Level. Results could be different with other students at different language level.

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APPENDICES

APPENDIX A/1: COMPLETION TASKS: A TASK USED IN THE CONTROL GROUP

You are given a newspaper text in which some information is missing. You are required to fill in the blanks using "by phrase" information, where necessary in the text. You are also given a list of items to be used in some of the blanks, right after the text.

KILLER THOMAS GRASSO EXECUTED IN OKLAHOMA

Oklahoma-Thomas Grasso, 32, was executed early on Monday in Mc Alester, Okla., for killing an elderly widow on Christmas Eve, 1990. Grasso waived his right to appeal and said he would rather die than spend life in prison. It was reported that Grasso was pronounced dead at 12:22 a.m. at the Oklahoma State Penitentiary. He was allowed to call his family It was also reported that his last meal consisted of a cheeseburger, canned spaghetti, a strawberry milkshake and pumpkin pie. However, this execution was protested outside the prison gates. State Capitol was also surrounded

(Adapted from Turkish Daily News, 1995, p.7)

Items

- by the prison officials
- by a smaller group of protestors
- by lethal injection
- by 25 death penalty opponents.

APPENDIX A/2: COMPLETION TASKS: A TASK USED IN
THE EXPERIMENTAL GROUP
SAMPLE 1

Read the texts below and fill in the blanks:

Instruction:

There are two texts below. Some information is missing in the texts. Fill in the blanks using the following elements:

- at the Ari studios
- by Nuray Oğuz
- in one and half months
- a prize of TL 200 million
- a role in the movie
- by the song "Sev" (Love)
- in Dublin
- by the composer Melih Kibar
- by Talat Bulut
- at the 40th Eurovision Song Contest
- to produce a movie
- by the pop singer Arzu Ece
- by the Turkish Radio and Television Corporation's (TRT) pop music band
- by some people
- by the Turhan Yükseler Orchester

Text 1:

Plans are being made -----
about the life of the Turkish Tarzan, Manisa Tarzan, who is considered -----
----- to be the father of environmentalists, the Anatolia news agency reported. Ahmet Bedevi, a.k.a. Manisa Tarzan, was born in 1899 and died in 1963 and spent most of his life alone in a forest in Manisa. The producer of the movie is Cengiz Erkan, the director is Orhan Oğuz and the scenario was written -----
----- . Tarzan will be played -----
----- . Oğuz said that the Turkish singer Muazzez Ersoy has been offered -----
----- . Production will start in October and will be completed -----

Text 2:

Turkey will be represented -----
---- to be held ----- on May 13 -
----- written -----and sung ----- . The musical team responsible for the winning song was given ----- at the contest held ----- in Ankara to decide on Turkey's Eurovision entry, whereas the other competing artists recieved TL 75 million. The performers of all 10 songs were accompanied ----- as well as the 49 musicians conducted -----
----- .

(Text 1: Adapted from Turkish Daily News, 1993, p.2)

(Text 2: Adapted from Turkish Daily News, 1995, p.5)

APPENDIX A/2: COMPLETION TASKS: A TASK USED IN
THE EXPERIMENTAL GROUP
SAMPLE 2

A - Read the text below:

Film days are over for the capital

Zeynep Erdim
Turkish Daily News

ANKARA- After ten hectic days for cinema lovers, the Seventh International Ankara Film Festival is over. Despite a general feeling that this year's selection of movies didn't match the standards of previous years, the movie theaters were packed for most of the films.

Tickets for Yilmaz Güney's films were sold out during the first two days of the festival. Despite huge demand, the special showings organized on behalf of the "Güney Foundation", were not repeated.

Before the Rain, a story about love and death, which is the first feature film of the young Macedonian director Milcho

Manchevski, and also one of the Oscar nominated foreign films of this year, attracted most attention in the festival. Although the tickets were sold out hours before the show, there were many people prepared to watch it from the aisles. *Eat Drink Man Woman*, by Ang Lee, also nominated for an Oscar this year, was also much admired by the Ankara audience. The rich Oriental dinner scene were memorable, particularly for people who hadn't eaten.

Apart from new films, Ankara audiences had the opportunity to see old and classic examples of fine cinema. The works of Italian director Ettore Scola, Indian director Satyajit Ray and French actor Yves Montand were highlighted during the festi-

val. Awards for the National Feature Films Competition were made on Saturday. The results were surprising and the jury had trouble in reaching an agreement — most decisions resulted from a majority vote.

The winners were as follows:

Best Film: *Bir Aşk Uğruna For the Sake of Love* by Tunca Yönder

Jury's Special Award: *Karanlık Sular, Serpent's Tale* by Kutluğ Ataman

Best Director: Yusuf Kurçenli by

Çözülmeler Disintegration

Best Actress: Nurseli İdiz in *Çözülmeler Disintegration*

Best Actor: Talat Bulut in *Manisa*

Tarzani Tarzan of Manisa

Best Supporting Actress: Derya Alabora in *Yengeç Sepeti The Lobster Pot*

Best Supporting Actor: Tunca Yönder in *Çözülmeler Disintegration*

Best screenplay: Yusuf Kurçenli by *Çözülmeler Disintegration*

Best director of photography: Ertuğ

Şenkay by *Buluşma December*

Best artistic director: Gürel Yontan by *Bir Aşk Uğruna For the Sake of Love*

Best credit sequence: *Couldn't be found*

Best music: Cahit Berkay in *Is Work*

Best montage: Sedat Karadeniz

by *Yengeç Sepeti The Lobster Pot*

New actor with most potential: Deniz

Atamtürk in *Gece, Melek ve Bizim*

Cocuklar The Night, the Angel and the Buddies

New screenplay writer with most potential: Handan İpekçi by *Babam Askerde Dad is in the Army*



The best film of 1995, *Bir Aşk Uğruna/For the Sake of Love* by Tunca Yönder

(Turkish Daily News, 1995, p.3)

Best lighting:

Aydın Yürteri in *Buluşma December*

New director with most potential: Handan İpekçi by *Babam Askerde Dad is in the Army*

New actress with most potential:

• No award

B- Answer the following questions:

1. How long did the festival last?
2. Who packed the movie theatres for most of the movies?
3. Which movies were appreciated by Ankara audiences most?
4. Who was “Eat Drink Man Woman” directed by?
5. How many awards were given to “For the Sake of Love”?
6. How many awards were taken by “The Lobster Pot”?

C. If you feel that the meaning is not complete in the following statements, complete them using the information given in the text:

1. The ceremony for the Awards was held -----

2. Yılmaz Güney’s films were on -----

3. Nurseli İdiz was awarded -----
4. The tickets for the festival were sold out days before the start -----
5. The results of the jury for the awards were surprising -----

6. Best screenplay award went -----
7. Sedat Karadeniz won the best montage award with “The Lobster Pot”
8. Music of the “Work”, which won the best music award, was composed -----
9. Best film award was given to “For the Sake of Love” -----

10. Ankara audiences were given-----
11. 7th International Ankara Film Festival-----

12. None of the movies was awarded-----
13. The festival was appreciated -----
14. Best actor award was taken -----
15. Handan İpekçi was the best -----
16. Best supporting actor award was given-----

APPENDIX B/1: OMITTING REDUNDANT INFORMATION: A TASK USED IN THE CONTROL GROUP

you are an editor for Turkish Daily News. One of your newspaper reporters tells you that he has written on an Italian school in Istanbul. You are going to publish it in your paper to introduce this Italian school to your readers; but you realize that the text has problems with the language used. The newspaper reporter has used "by phrase" in the text a lot. In other words, some of the by phrases are redundant, and you think that they must be omitted. Now check the reporter's text below and omit by phrases that are not necessary and appropriate (First underline by phrases).



ISTANBUL- The Italian Labour Society in Istanbul, inspired by the fiery Italian patriot Giuseppe Garibaldi, was founded by Italians in 1863 to support many Italian skilled workers in Istanbul, promote Italian culture and tradition and keep nurture the Italian language in the city.

Society also ran a Sunday night school, dedicated by the school management to teaching Italian, arithmetic, geometry and history. That planted seeds for what today is a school dedicated by them to multicultural education serving 491 students.

The society worked hard to make the Italian government aware of the needs for Italian schools abroad, and in 1885 permission was granted by the Italian government for the opening of a royal primary and secondary school in Istanbul.

and the first Italian State school was opened for Italians.

Increasing numbers of Turkish students started attending the school, and as of 1920 a regular preparatory class for Turkish and foreign students from non-Italian backgrounds was opened by school management.

Currently there are 47 teachers for the student body, 26 are Italian state teachers and 21 Turkish teachers. An Italian headmaster is in charge, with the help of the Turkish assistant director.

The students are prepared by the school for a certificate, enabling them to take either Italian or Turkish university exams.

The building is owned by the Italian government, and is equipped with a modern language laboratory, physics and science laboratories, a library and theatre, by the school directorship.

(Turkish Daily News, 1995, p.6)

APPENDIX B/2: OMITTING REDUNDANT INFORMATION: A TASK USED IN THE EXPERIMENTAL GROUP

Instruction: You are an editor working for Turkish Daily News. One of your reporters have just returned from Diyarbakır and wanted to report what happened at weekend. He writes a newspaper report about the militants caught, but you are not pleased with the language he uses in his report. You have realised that the report has a lot of redundant information and repetitions, and there must be some changes to prevent repetition. You want to revise before publishing it. Here is the report that you are going to revise:

33 PKK militants were caught

Diyarbakır- Four militants of the outlawed Kurdistan Party (PKK) were killed by the security forces in Bingöl's rural areas. Four militants were surrendered in Bingöl's rural areas by the security forces, and four militants were killed by the soldiers after two-our face-to-face fight. With four militants, 3 Russian made guns and hundreds of projectiles were captured by the security forces. It was claimed by the people that 3 Russian made guns and the projectiles were sold by the Russian Weapon Merchants. "It is not the first time," the head of the operation in the area says, "that Russian Weapon Merchants sell Russian made weapons to different terrorist groups in strategic areas. Different terrorist groups can easily and illegally buy cheap weapons from Russian Weapon Merchants". Meanwhile, in separate operations, two militants of the outlawed Kurdistan Worker's Party were caught in Mardin and twelve PKK militants were caught in Tunceli by the security forces. Meanwhile, in Adana, 16 alleged PKK militants were arrested by the police, and police raided five safe houses. In Iğdır, five PKK militants were arrested by the police. Security forces have been continuing the operations in the area.

(Adapted From Turkish Daily News, 1993, p.3)

APPENDIX C: CONSCIOUSNESS RAISING TASKS: A TASK USED IN THE CONTROL GROUP

Read the following text and first underline the passive constructions then state the reason why the author has used or not "bsy phrases" in the passive constructions.

Series of murders of women in Italy causes soul-searching

Anatolia/Associated Press

ROME- A fisherman found the latest victim in a canal in Lodi, near Milan. The body was in a black garbage bag, tape binding her hands and feet and wrapped around her face.

On Saturday the ANSA news agency identified her as Maria Concetta Romano, 19, an unemployed waitress who lived just outside the city with her mother. She had a wound from a sharp object on the nape of her neck and had been strangled, the reports said. Her body was found Friday.

It would have been another sordid murder on the crime pages of the newspapers, except that Romano was the 11th woman found murdered in little more than a month.

The series of unrelated slayings across Italy has dominated headlines and provoked soul-searching about violence that many associate more with the big cities of the United States. The killings also have captured the headlines away from the 19-month "Tangentopoli" (Kickback City) scandal that has shaken up the political system.

"In a time when Italy is at a difficult crossroads, the black shadow of this summer raises pain and new anxieties," commentator Umberto La Rocca wrote in Saturday's *Il*

Messaggero, a Rome daily. "Are we becoming an ever more violent country?"

The murders also stand out in a nation that averages fewer than 2,000 a year among a population of 57 million, and where statistics show crime is on the decline.

A previous wave of violence last year claimed the lives of six homosexuals in and around Rome over six months.

The victims this time have ranged in age from 18 to 59. Some have been stabbed, one was killed by a spear gun, another seemingly smothered by sand on a beach, one strangled by a nylon stocking. A mother and daughter were found perhaps burned to death in their car. They were students, office workers, a doctor. There are suspects in at least four cases: an unfaithful husband, a burglar and the boyfriends of two victims. What the victims have in common are their sex and the season of their deaths: the hottest weeks of summer.

Some criminologists and psychologists struggling to explain the spasm of violence blame the weather.

"The heat and humidity ... create difficulties in controlling impulses," said Francesco Bruno, a criminologist at the University of Rome.

(Turkish Daily News, 1993, p.4)

APPENDIX D: TRANSFORMATION TASKS: A TASK USED IN THE CONTROL GROUP

Read the following text and convert the text into passive; use by phrase in your passive statements where you feel necessary:

Computer models explain brain's short term memory

Reuters

WASHINGTON- Research using computer models has revealed how the brain manages up to seven separate short-term memories at a time, scientists said on Thursday.

"People like to think of the brain as processing a multitude of information simultaneously along parallel channels but it now appears that short-term memories are stored via a serial process," said Brandeis University biologist John Lisman.

In research appearing on Friday in the journal *Science*, Lisman and his colleagues studied brain waves and computer models of short-term memory — memory that lasts about 20 seconds.

Scientists have long known that short-term memory requires nerve cells to be fired continually in the brain.

But experts had thought that neurons kept signalling to other neurons to keep the cells firing. This might involve several different spots in the brain.

But Lisman found that the data is all in one place, with one subsection activated at a time. He likened it to timesharing a file folder.

For instance, if the data is a seven-digit phone number, the neurons would fire and the first digit would go into the "folder" for perhaps 30 milliseconds.

That digit would then undergo "afterdepolarization," (ADP) - a biochemical process that basically serves as a holding area for the bit of memory. It would move out of the "file folder" and make way for the second digit in the phone number. "ADP can kind of hold the short-term memory until all the others are processed," Lisman said in a telephone interview. The whole process would be repeated over and over again, for the lifespan of the short-term memory.

"Short-term lasts about 20 seconds. If you tried to remember something, and were not allowed to rehearse it or repeat it over and over in your mind ... you'll forget in about 20 seconds," Lisman said.

(Turkish Daily News, 1995, p.6)

APPENDIX E: PROBLEM SOLVING: A TASK USED IN THE CONTROL GROUP

Work in pairs, do not look at your partners paper

STUDENT A

Instruction:

Step 1: There are 16 newspaper headlines. All of them are in active form. You are going to work in pairs. Each of you will be given 8 of the 16 headlines. In this step, each partner is going to write his/her newspaper headlines in passive form and use *by phrase* where necessary and appropriate. Then you will state the reason why you have used and not used *by phrase* in newly written headlines. Finally, you will group these statements according to the basic rules of the use of *by phrase* in the passive. All these in this step will be done individually; so, do not look at your partner's paper.

Step 2: After finishing your individual work, you will compare your groups of statements with your partner's. In this comparison step, working with your partner, you will try to re-group 16 newspaper headlines in passive under certain rules of the use of *by phrase*. In other words, you will match the passive statements in which *by phrase* is used and not used for the same reason. Here are your newspaper headlines:

1. Active: Russia is circling Turkey

Passive: _____

2. Active: Lebanon: Hariri's message to Ankara: We will prevent terrorist activities

Passive: _____

3. Active: Tailand celebrates king's birthday

Passive: _____

4. Active: Green tea may protect against heart disease

Passive: _____

5. Active: Serbs attacked strategic Muslim town in Bosnia

Passive: _____

6. Active: Newcastle held Manchester United at home

Passive: _____

7. Active: Movie celebrates its 100th anniversary

Passive: _____

8. Active: Police found kidnapped 12-year-old girl dead in California

Passive: _____

Circle and Explain:

1. a) By phrase is used, because _____

b) By phrase is not used because _____

1. a) By phrase is used, because _____

b) By phrase is not used because _____

1. a) By phrase is used, because _____

b) By phrase is not used because _____

1. a) By phrase is used, because _____

b) By phrase is not used because _____

1. a) By phrase is used, because _____

b) By phrase is not used because _____

1. a) By phrase is used, because _____

b) By phrase is not used because _____

1. a) By phrase is used, because _____

b) By phrase is not used because _____

1. a) By phrase is used, because _____

b) By phrase is not used because _____

Rule 1: _____

My and my partner's sentences: Number: _____

Rule 2: _____

My and my partner's sentences: Number: _____

Rule 3: _____

My and my partner's sentences: Number: _____

Rule 4: _____

My and my partner's sentences: Number: _____

Rule x: _____

My and my partner's sentences: Number: _____

STUDENT B

Instruction:

Step 1: There are 16 newspaper headlines. All of them are in active form. You are going to work in pairs. Each of you will be given 8 of the 16 headlines. In this step, each partner is going to write his/her newspaper headlines in passive form and use *by phrase* where necessary and appropriate. Then you will state the reason why you have used and not used *by phrase* in newly written headlines. Finally, you will group these statements according to the basic rules of the use of *by phrase* in the passive. All these in this step will be done individually; so, do not look at your partner's paper.

Step 2: After finishing your individual work, you will compare your groups of statements with your partner's. In this comparison step, working with your partner, you will try to re-group 16 newspaper headlines in passive under certain rules of the use of *by phrase*. In other words, you will match the passive statements in which *by phrase* is used and not used for the same reason. Here are your newspaper headlines:

- 1.Active: Israeli gunners shell Lebanon
Passive: _____
- 2.Active: Computer models explain brain's short term memory
Passive: _____
- 3.Active: Egypt hangs three Muslim militants
Passive: _____
- 4.Active: Scientists use light to treat mouth cancer
Passive: _____
- 5.Active: Snow-mobile carsh killed 5-year old girl
Passive: _____
- 6.Active: Nerve gas runs over Tokyo subways
Passive: _____
- 7.Active: Tropical storms leave 13.000 homeless
Passive: _____
- 8.Active: Security forces caught 33 PKK militants
Passive: _____

Circle and Explain:

1. a) By phrase is used, because _____

- b) By phrase is not used because _____

1. a) By phrase is used, because _____

- b) By phrase is not used because _____

1. a) By phrase is used, because _____

- b) By phrase is not used because _____

1. a) By phrase is used, because _____

- b) By phrase is not used because _____

1. a) By phrase is used, because _____

- b) By phrase is not used because _____

1. a) By phrase is used, because _____

- b) By phrase is not used because _____

1. a) By phrase is used, because _____

- b) By phrase is not used because _____

Rule 1: _____
My and my partner's sentences: Number: _____

Rule 2: _____
My and my partner's sentences: Number: _____

Rule 3: _____
My and my partner's sentences: Number: _____

Rule 4: _____
My and my partner's sentences: Number: _____

Rule x: _____
My and my partner's sentences: Number: _____

APPENDIX F: STUDENT PREPARED GRAMMAR EXERCISES: A TASK USED IN THE CONTROL GROUP

Each group will be given different texts. Read the texts and prepare exercises on the use of by phrase in passive constructions.

TEXT 1

Notorious gangster Ronnie Kray dies

Reuters

LONDON- Ronnie Kray, who ran a violent criminal empire in London with his twin brother Reggie in the 1960s, died on Friday in a secure hospital at the age of 61.

Kray was sentenced to life in jail in 1969 with his brother Reggie for murder and subsequently diagnosed as a paranoid schizophrenic.

He was diabetic and a chain-smoker with a history of heart disease. The cause of death was not yet known but was suspected to have been a heart attack.

Despite their reputation for ruthless violence, the Krays became part of the "Swinging Sixties" in London, appearing in public with stars like Judy Garland and being photographed in their sharp suits by society photographer David Bailey. A picture of Ronnie Kray sitting on a settee with Lord Boothby, a former Cabinet minister, rocked the British Establishment, igniting rumors of a homosexual liaison. Kray, known as "The Colonel" when the twins were the untouchables of the London underworld, was taken to hospital on Wednesday after collapsing twice at Broadmoor, a top-security mental hospital. "Technically Mr Kray died in custody, so I assume there will be a post-mortem and an inquest, but it is too early to say at this stage," a police spokesman said.

TEXT 2

Galatasaray's unexpected fall

Fans can't explain cause of the tumble from the sublime to the ridiculous

By Udo Steven Bassey

Turkish Daily News

ANKARA- Galatasaray, arguably Turkey's most successful name in European soccer, has now become the whipping boy of the domestic League, a laughing stock and an object of ridicule by critics. Injuries, bad luck and an inexplicable apathy has left Galatasaray a shadow of the juggernaut that won the last two consecutive League championships, 10 overall in the League's 37-year-old history.

Galatasaray, which represented Turkey in the European Champions' League in the last two seasons, used to be dreaded at home and highly respected in Europe but recently this Istanbul soccer powerhouse has become unrecognizable. The team has lost four of its last five League matches and has virtually bid goodbye to this season's League title race — with eight weeks still to go.

The bad omens started in this season's second half opener when Galatasaray was beaten 3-1 in Ankara by Gençlerbirliği. Thereafter, Galatasaray rediscovered the knack of winning, though without really playing well, and won every match, until the 24th week when it was beaten 1-0 at home by a 10-man Samsunspor.

The following week, Galatasaray defied the odds and showed some signs of resurrection as it beat leader Beşiktaş 3-2 at the latter's İnönü Stadium in Istanbul.

(Text 1: Turkish Daily News, 1995, p.3)

(Text 2: Turkish Daily News, 1995, p.8)

TEXT 3

British war heroine Odette dies

Reuters
LONDON- Odette Hallowes, one of Britain's most famous military heroines, has died quietly at home after a life of intrigue, gallantry and torture in which she came to epitomize allied resistance to fascism.

Odette died on Monday at the age of 82 but family members requested that her death be kept quiet until after a private funeral, which was held this week on the outskirts of London. Immortalized in film as the very model of female courage, Odette worked as an agent alongside the French Resistance during World War Two, although her actual value was later challenged.

She was tortured by the Gestapo after being captured in 1943, but never buckled. The Gestapo seared her back with a red-hot poker and pulled out all her toe-nails, but French-born Odette refused to name two other British agents.

In 1946 she became the first woman to be awarded the George Cross, Britain's highest civilian medal for gallantry, and a year later she married the man who had been her commanding officer in France, Peter Churchill.

TEXT 4

Little benefit in low-tar cigarettes

WASHINGTON- Low-tar, low-nicotine cigarettes offer little or no health benefit over brands with higher levels of those two chemicals, according to a new study made public by the American Lung Association. "Millions of smokers have been duped into thinking the brands they use are less hazardous," said ALA president Dr. Alfred Munzer. "(Ads) touting low tar and nicotine yields are deceptive and ought to be banned," he said in a statement. "Low-yield brands give smokers a false sense of security when the only safe option is quitting." The University of New Mexico School of Medicine study analyzed saliva and breath samples from 300 smokers for carbon dioxide and cotinine, a by-product of nicotine. The study found that carbon dioxide and cotinine levels were "barely distinguishable" between smokers puffing on low-tar, low-nicotine brands and those smoking higher-yielding brands. The official tar and nicotine levels used in tobacco advertising are determined for each brand by the Federal Trade Commission, using machines that burn cigarettes in a laboratory and analyze the smoke they give off. A recent poll found that most Americans believe low-tar, low-nicotine brands to be safer, less addictive and healthier.

(Text 3: Turkish Daily News, 1995, p.3)

(Text 4: Turkish Daily News, 1993, p.9)

APPENDIX G: EXPLICIT QUESTIONS: A TASK USED IN THE EXPERIMENTAL GROUP

A - Read the text below:

Egypt sentences four extremists to death

■ *Eight acquitted and 20 given jail terms ranging from two to 25 years*

Anatolia/Associated Press

CAIRO, Egypt - A military court has sentenced four men to death for murdering and robbing Christian jewelers to finance the Islamic extremist campaign against Egypt's secular government.

Eight were acquitted and 20 were given prison terms ranging from two to 25 years.

The men were arrested in a government crackdown on extremists, who began a violent campaign last year to install

strict Islamic rule. At least 190 people have died in extremist attacks or in battles between them and police.

Also, police investigating the attempted assassination of Interior Minister Hassan el-Alfy discovered a bomb factory in a Cairo apartment rented by a man killed in the explosion aimed at el-Alfy's car, police sources said. Police found two bombs, along with TNT and bomb-making gear, the sources said. The man was believed to be a member of the Vanguard of Conquest, the group accused of staging last Wednesday's attack, which killed four and wounded 15, including el-Alfy, whose ministry is leading the crackdown on extremists. The defendants

sentenced were accused of belonging to the al-Shawkeen extremist movement, named for Muslim radical Shawki el-Sheik who was killed by police in 1990.

One of those sentenced to die was Ramadan Mustafa Mohammed Hassan, 28, believed to be the movement's leader.

Military courts have sentenced 22 other defendants to death since President Hosni Mubarak started sending cases of extremists to these courts in October to speed up the trials. Fourteen of the defendants have been hanged. One man convicted by a civilian court also was hanged.

Human rights activists have criticized use of military courts since the defen-

dants are civilians and have no appeal but a plea to Mubarak for clemency. The death sentences usually have been carried out within two weeks.

New criticism of the military courts arose last week when a civilian judge acquitted 24 suspected extremists of murder charges, complaining that torture was used to force confessions. Four of the 32 defendants whose verdicts and sentences were announced were tried in absentia, including one of the men sentenced to death. Hassan is in jail.

At the opening of their trial in June, the defendants chanted, "We have a cause -- to bring down the secular leader." But they all pleaded innocent to the

charges of robbery and murder, and some said they had been tortured in prison.

The defendants were charged with 12 crimes between 1990 and this year, including four murders. Journalists working for foreign news agencies were barred from the courtroom at the Red Mountain military barracks in Cairo. A military intelligence officer told reporters this was because their coverage would be damaging to Egypt's image abroad.

Meanwhile, six Muslim extremists accused of killing 12 Christians went on trial in a civilian court in the southern city of Assiut. They also are charged with possessing illegal weapons and trying to overthrow the government.

(Turkish Daily News, 1993, p.4)

B- Answer the following questions:

1. Who were four extremists sentenced by?
2. Who gave the extremists prison terms ranging from two to 25
3. Who arrested those man?
4. Who was the house rented by?
5. Who killed the man?
6. Who believed the man to be a member of Vanguards of Conquest?
7. Who believed that the man belonged to the al-Shawkeen extremists movement?
8. Who killed Shawki el-Sheik?
9. By whom were the the other 22 defendents sentenced to death?
10. Who was the man convicted by a civilian court hanged by?
11. Who charged 24 suspected extremists with different murder cases?
12. Who charged the defendents with 12 crimes between 1990 and 1993.

APPENDIX H: TRUE/FALSE QUESTIONS: A TASK USED IN THE EXPERIMENTAL GROUP

A. Read the following text:

Four more tourists abducted in East

- **PKK wants direct contact with the related governments for the release of the hostages**
- **Swiss government believes diplomatic tension with Turkey will not hamper search for abducted tourists**

Compiled by TDN from dispatches
ANKARA- Four more foreign tourists were abducted by secessionist Kurdistan Workers' Party (PKK) militants on August 19 near Dogubeyazit town in eastern Turkey, increasing the number of tourists held by the PKK to seven, PKK sources revealed over the weekend.

The pro-PKK Kurd-Ha news agency based in Dusseldorf, Germany, announced that two of the tourists were Italian and two were Swedish. But a spokesman for the Swiss government confirmed later on Saturday that three of their nationals were missing, along with one Italian:

It caused confusion in several European capitals when the victims were identified as two Italians and two Swedes, although all four had Italian surnames.

"I can confirm that three Swiss have been kidnapped," said Swiss Foreign Ministry spokesman Franz Egle, adding that one Italian had also been abducted.

Switzerland said on Sunday it did not believe the current diplomatic tensions with Ankara would hamper efforts to recover three of its nationals abducted by PKK militants.

"They are two different affairs, and we are sure the Turkish government will be very cooperative in helping us to get back those kidnapped," Egle said.

The latest twist in the two countries' relations came four days before a Swiss deadline for Turkey to lift the diplomatic immunity of its ambassador to Switzerland (see related story page 3).

Egle named the missing Swiss as Nico Pianta (born 1968) and his wife Anna (born 1971), and Giuseppe Rezzenico (born 1958). Anna Pianta, who has dual Italian/Swiss citizenship, and her husband are from the town of Yesserte, Egle said. Giuseppe Rezzenico is from nearby Sorengo.

Italy's ANSA news agency said

(Turkish Daily News, 1994, p.6)

B. Read the following statements and tick in the boxes:

STATEMENTS	Completely TRUE	Completely FALSE	No information
1. Victims were identified by European capitals as two Italians and two Swedes			
2. Several people in European capitals were confused by the victims			
3. Victims were identified by Kurd-ha news agency as two Italians and two Swedes			
4. Egle claims that one Italian had also been kidnapped by PKK			
5. PKK sources state that PKK has held seven victims so far			
6. Switzerland believes that the efforts to recover three Swiss would not be hampered (stopped) by Turkey			
7. It is commonly believed that efforts to recover three Swiss would not be hampered by diplomatic tension			
8. It can be said that nowadays relations between Turkey and Switzerland have been damaged.			
9. It can be said that relations between Turkey and Switzerland have been damaged by PKK.			
10. Kurd-ha news agency was allowed to have been founded by Germany			
11. Kurd-ha news agency was allowed to have been founded in Germany			
12. Abdullah Öcalan founded Kurd-ha news agency in Germany.			
13. PKK founded Kurd-ha news agency in Germany.			
14. Kurd-ha was founded in Germany			
15. PKK news agency Kurd-ha was founded by German PKK supporters			

APPENDIX I: INFORMATION-GAP TASKS: A TASK USED IN THE EXPERIMENTAL GROUP

Work in pairs and do the following
STUDENT A

COLUMN 1.

Here are your statements some of which are complete and some which are not. You are the first to complete your incomplete statements. Your partner has choices to complete your statements. To complete your statements, read them one by one and ask your friend to help you. Your partner is going to try to find you the most appropriate element in his/her list. (Do not forget that some of your statements are already complete)

Statements:

1. Heart disease can be protected

2. Brain's short term memory is explained

3. Muslim town was attacked

4. South Lebanon was shelled

5. 5 year -old girl was killed

6. PM Çiller and İnönü were divided

7. Lebanon: Hariri's message to Ankara:
Terrorist activities will be prevented as Beirut takes control

8. Cantona was nabbed for drunken driving

9. Light is used to treat mouth cancer

COLUMN 2.

Here are the complementary elements for your partner's statements. After you have completed your statements through his/her help, you will help your friend to complete his/her statements, if necessary, with appropriate element in this list for each of his statements. S/he is going to read his/her statement one by one, and you will try to figure out the most appropriate and meaningful element for each statement of him/her. Here are the choices:

- ___ by security forces
- ___ in Oklahoma
- ___ by Russia
- ___ by French AIDS test
- ___ in Egypt
- ___ by Newcastle
- ___ (No Addition)
- ___ (No Addition)
- ___ (No Addition)

P.S. 1. Be sure that statements should be meaningfully completed

2. Complementary elements do not have to come at the end of the statements. They may come in the middle of the statements

STUDENT B

COLUMN 1.

Here are your statements some of which are complete and some which are not. Likewise, your friend has his/her own statements. Both of you are expected to complete the incomplete statements. Your friend is going to complete his/her statements first, and you will help him/her as it is explained in Column 2. After your friend has completed his/her part, you will start to read your statements one by one and ask your partner for help to complete your own statements. Your partner has choices to complete your statements. Your partner is going to try to find you the most appropriate element in his/her list. (Do not forget that some of your statements are already complete)

Statements:

1. Turkey is being circled _____
2. Has Apo been caught _____
3. Rare strain of HIV is not picked up

4. Three Muslim militants were hanged

5. Brazil's world cup fate to be decided on Sunday _____
6. Manchester United was held at home

7. Killer Thomas Grosso was executed

8. 33 PKK militants were caught

9. France: three Muslim girls were banned for wearing headscarves

COLUMN 2.

Here are the complementary elements for your partner's statements. Before completing your statements through his/her help, you will help your friend to complete his/her statements, if necessary, with appropriate element in this list for each of his/her statements. S/he is going to read his/her statement one by one, and you will try to figure out the most appropriate and meaningful element for each statement of him/her. Here are the choices:

- ___ in snow-mobile crash
- ___ on the role of press in ISKI scandal
- ___ by green tea
- ___ by Serbs
- ___ with computer models
- ___ by Israeli gunners
- ___ (No Addition)
- ___ (No Addition)
- ___ (No Addition)

P.S. 1. Be sure that statements should be meaningfully completed

2. Complementary elements do not have to come at the end of the statements. They may come in the middle of the statements

APPENDIX J: DRAWING INFERENCES: A TASK USED IN THE EXPERIMENTAL GROUP

A- Work in pairs and try to rephrase the headline: what else would you write as a newspaper headline if you were the reporter of the news? Be sure that you are expected to give necessary information that your readers require to know, neither redundant nor incomplete.

B- Now, read the text and do the following:

Man convicted for abusing his pet dog

Reuters

HOUSTON- A man convicted of cruelty to animals after his dog was found virtually starved has been sentenced to a weekend in jail on a diet of bread and water.

Harris County Judge Michael Peters said he ordered defendant Jimmy Hall to serve the jail term this weekend because "I wanted him to go through a similar kind of situation that he put (his dog) through."

A jury convicted Hall, 34, a laborer from Baytown, Texas, just east of

Houston, whose German shepherd named Butch was seized by authorities in September in a severely malnourished condition.

Prosecutors alleged the dog had lost about 40 pounds (18 kg) and had been deprived of adequate food, water and shelter.

Peters said he also sentenced Hall to two years probation, during which he cannot own a pet, and ordered him to provide 100 hours of community service to the Baytown Society for Prevention of Cruelty to Animals.

(Turkish Daily News, 1995, p.9)

B. Answer the following questions according to the text:

1. Who convicted the man for abusing for his pet dog?
2. How will the man be punished?
3. Who will punish him?
4. By whom was the dog was found ill treated?
5. Who realized that the dog lost weight?
6. Who established the Baytown Society for the Prevention of Cruelty Animals?

C-State if the following are true (T) or false (F) and justify your answers in your own words using the information given in the text:

1.-----The Police sentenced the man to a weekend in jail because of cruelty to his dog.

Justification:-----

2.-----The man will be punished just like the way he treated his dog.

Justification:-----

3.-----The jury was found starving to death.

Justification:-----

4.-----The dog.was found starving to death.

Justification:-----

5.-----The dog.was found by the jury.

Justification:-----

6.-----Jimmy Hall was ordered to serve the jail term by the judge

Justification:-----

7.-----Jimmy Hall was ordered by Baytown Society for Prevention of Cruelty to Animals to work for 100 hours.

Justification:-----

8.-----Jimmy Hall's dog was badly treated by the people.

Justification:-----

9.-----Jimmy Hall will not be allowed to have a pet anymore.

Justification:-----

D- Circle the statements that can be logically inferred from the text:

- 1.The dog was found by the police.
- 2.It is not the first time that Jimmy Hall treated his dog in a bad manner
- 3.Jimmy Hall does not like pet animals.
- 4.Jimmy Hall was disappointed when being sentenced to a weekend in jail.
- 5.Jimmy Hall was disappointed by his dog.
- 6.The judge was pleased to sentence Jimmy Hall to a weekend in jail.
- 7.The judge's decision possibly did not please Baytown Society.

APPENDIX K: WRITING A NEWSPAPER REPORT USING PROMPTS: A TASK USED IN THE EXPERIMENTAL GROUP

Here is the title of the newspaper report in a newspaper:

Japanese exchange student dies from shooting wound

a) Now, please work in pairs and try to picture the scene according to the title; just in two minutes.

b) What might be the key words in the text; tell me some words that you imagine (after the list created by the students, students will write text using those key words)

c) Now, here are the key words that you are expected to use to write your second newspaper report.

Key Words

- San Francisco*
- California Street*
- Masakazu Kuriyama*
- 25 years old*
- unknown assailants*
- shot in the head twice*
- taken to the hospital alive*
- dies in the hospital*
- put in life support system*
- nursing supervisor Sherrill Harris reports*
- no consciousness any more*
- Parent decision: "Turn off the life support system; no use of it"*

THE ORIGINAL TEXT

**Japanese exchange student
dies from shooting wound**

SAN FRANCISCO- A Japanese exchange student shot in the head and left to die on a California street died in hospital early Sunday after his parents decided to turn off a life support system, a hospital spokeswoman said. Masakazu Kuriyama, 25, never recovered consciousness after being shot twice in the head by unknown assailants, said nursing supervisor Sherrill Harris at the hospital in Walnut Creek, California.

(Turkish Daily News, 1993, p.4)

APPENDIX L: TEXT-BASED COMMUNICATION TASKS: A TASK USED IN THE EXPERIMENTAL GROUP

A. I am going to read you a short text. It's a newspaper report about an accident. Before reading it, let's talk about the title.

SNOWMOBILE CRASH KILLS 5-YEAR-OLD GIRL

B. Now, I am going to read the text at normal speed. While I'm reading it, you are going to try to take some notes, especially the key words. But you mustn't jot-down whole sentences but the prompts. (Teacher reads the text)

Snowmobile crash kills 5-year-old girl

A 5-year-old girl was killed and two teenagers were injured Friday when the snowmobile they were riding on crashed into farm equipment in the township of El Paso, Wis.

Patricia Ann Buell of Murrieta, Calif., was pronounced dead at 10:47 p.m. after being flown to St. Paul-Ramsey Medical Center. She had suffered head and chest injuries, the Pierce County Sheriff's Department said.

(Star Tribune, 1994, p.2)

Angela Rose Buell, 15, also of Murrieta, was also taken to the medical center, the Sheriff's Department said. The third passenger, Marsha Christi Smeby, 13, of Des Moines, was taken to St. John's Hospital in Red Wing, Minn.

The Sheriff's Department had no information on the extent of their injuries.

C. Now work in groups, using your prompts try to reconstruct the newspaper report.

D. Let's see how much consistent your text is and compare yours to the original one.

APPENDIX M: A QUESTIONNAIRE DETERMINING THE TOPICS IN NEWSPAPERS THAT THE STUDENTS ARE INTERESTED IN

QUESTIONNAIRE

SINIF:

YAŞ:

CİNSİYET:

YÖNERGE: Gazete okurken makale seçiminde hangi konu başlıkları daha çok ilginizi çekiyor. Size aşağıda gazetelerde yeralan konu başlıkları verilmiştir. En çok ilginizi çeken konu başlığı için yanına 1 rakamını yazarak diğer konu başlıkları için de ilgi derecenize göre rakamlar veriniz:

- | | |
|--------------------------------|----------------------|
| • POLİTİKA | • KÖŞE YAZILARI |
| • SAĞLIK | • İLAN-REKLAM |
| • BİLİM | • SPOR |
| • YAŞAM-HABER | • PSİKOLOJİ |
| • SANAT-KÜLTÜR | • BELGESEL-DİZİ YAZI |
| • EKONOMİ | • MAGAZİN AKTÜEL |
| • DİĞERLERİ (BELİRTİNİZ) | |

APPENDIX N: THE PRE-TEST AND THE POST-TEST

NAME: _____

SECTION: _____

DATE: _____

Part A

Instruction: The following text has been taken from the "Turkish Daily News". There are 10 sentences that summarize the text, and you are given a list of phrases. First, read the original text below, choose the most appropriate phrases, and use in the sentences. in which you feel necessary.

Jealous husband mutilates

wife: A jealous Chinese husband who mutilated his wife's face and sexual organs in fits of rage has been arrested, the Jiefang Daily said in a rare report on wife abuse in China. Tang Jingchen turned violent after he became convinced his wife was having love affairs, the Shanghai newspaper reported. His wife suffered years of maltreatment until he finally sliced her sexual organs with a knife in August this year. Tang locked her bleeding in the house for an entire night before a policeman was alerted, the paper said. Earlier, Tang carved the Chinese character for "king" in her forehead, saying she was the "king of infidelity." Wife abuse was traditionally regarded as a family affair in China, but recent years courts have begun prosecuting offenders as

criminals. Tang is expected to go on trial in the city of Danyang near Shanghai in eastern China.

(Turkish Daily News)

Sentences:

1. A Chinese woman's face and sexual organs were damaged

2. The man who abused his wife has been arrested

3. The incident was reported -----

4. Arrested man, Tang Jinchun, believed that he was deceived

5. Her sexual organs were cut -----

6. She was locked ----- bleeding in the house.

7. Afterwards, a policeman was alerted -----

8. In China, wife abuse was traditionally regarded as a family affair -----

9. Recently, men who abuse their wives have been tried as other criminals -----

10. Tang is going to be tried ----- in the city of Danyang.

Choices: by people by the court

with a knife

by the Chinese

by her husband

by the police

by China

by her husband

by a knife

by the report

by someone by Jiefang Daily

by his wife having love affairs

by the judge

Part B

Instruction: Your brother is in high school. His English teacher gives him an assignment. He is given some statements of ideas. He is asked to write a paragraph using these ideas. He has to write it as a “Newspaper report”. In some of the statements, only the events are important and the doer is not important; but in some, the doer is important as well as the events. While writing his report your brother has to consider this, but he is in trouble doing it. As a future English teacher you can help your poor brother to form his newspaper report. Here are the statements of ideas:

- __ for centuries, people used oil sparingly
- __ for thousands of years people believed oil was a nuisance
- __ in fact, people either ignored or avoided oil
- __ people used oil for many purposes in the past
- __ for example, the ancient Egyptians used oil to embalm their dead
- __ in addition, the Romans employed oil as a weapon
- __ the Romans used oil to start fires- for instance, on enemies
- __ as a result, the Romans burned many enemy ships
- __ before the 1900’s people often threw oil away
- __ then someone invented the internal combustion engine
- __ soon people refined oil specifically for gasoline
- __ today, specialized geologists find oil
- __ first geologists locate the oil fields
- __ next they drill wells
- __ then sophisticated equipment brings the oil to the surface
- __ finally technicians convert the oil into gasoline

Part C

Instruction: Ray, the newspaper reporter, is standing in a phone booth on the corner of University of Michigan and Evans St. He is reporting the accident that has just occurred. But the editor is not happy with the way he is giving details. He told Ray that he should be careful with the structure on writing the news. He must take into consideration that in some of the statements, only the doer is important. In some, only the events are important; and in some, the doer and the event are important at the same time. Ray cannot decide to express them. Why don't you help him? Now read his report on the phone:

“A speeding car has just hit a student riding a bicycle. The girl was crossing the street. A large crowd is surrounding the car and the student. A very tall police officer is inspecting the injured student. A short police officer is ordering the crowd to move back. I am certain that this officer will call an ambulance on his car radio now. I know that the officers are going to question the driver of the car. I can see that the driver is extremely nervous. The officers have asked a few people if they would testify in court. The ambulance will be here in a minute. I can hear its siren. The ambulance driver will probably give the student oxygen and cover her with a blanket. Now the man who hit the student is getting into the police car. The short officer is locking the driver's car doors. They are undoubtedly going to take him to the police station. The state legislature should pass stricter laws to punish careless drivers. We must eliminate reckless driving”.

Part D

Instruction: Read the situations below and answer the question in each situation:

Situation 1: A car owner contacts the police about theft of his car. His stolen car is important in his mind and is mentioned first. The thief is not relevant to what the owner wants to express at this stage. How would the car owner express this situation to the police?

Statement:

Situation 2: There is an article in the newspaper about Kennedy's death. An unknown person killed Kennedy; Kennedy's death is the focus of the article but, everybody is worried about the killer. If you were the news reporter, what would you write as a headline for the article?

Statement:

Situation 3: Academy Awards are very important for the movie world. In 1994, Best Picture Oscar went to "Forrest Gump". The director was R. Zemeckis. It is not important who gave it. The picture is the focus, and the director is important as well as the picture. Write an effective headline for your weekly magazine on "Movies" page.

Statement:

Situation 4: Galatasaray has an unexpected fall these days. In the last three league actions in Istanbul, the guest teams defeated G.S. The final defeat was from Antalyaspor. As a supporter of G.S. you are very sad and angry, but you have to prepare an article on this. in the newspaper you work for; you feel that it is not important who defeated G.S. this

time. The fact is that a team defeated G.S. at home again. the event is important but not the doer. What would be your headline?

Statement:

Situation 5: The security forces in Bingöl's rural areas caught 33 PKK militants. The number of the militants caught is the focus. It is also important who caught them. You are the head of the security forces in Bingöl and you are informing the newspaper reporters about this event. How would you tell this event to the newspaper reporters?

Statement:

Situation 6: One your friends wants to attend a foreign language course, but he cannot which language to choose. He is going to take either an Italian or a Japanese or an English language course. You advise him to take English. But you have to persuade him showing your reason. Your reason is that people nearly in 70 countries in the world speak English. English language is emphasized here; how would you say it?

Statement:

APPENDIX O: DISTRIBUTION OF SCORES

Subject	Experimental Group		Control Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	37	79	48	65
2	55	68	49	78
3	35	75	53	66
4	34	61	40	66
5	43	73	47	76
6	57	66	50	62
7	51	74	55	60
8	51	71	30	73
9	33	68	65	67
10	34	62	50	70
11	22	51	57	81
12	30	65	72	82
13	22	71	60	74
14	36	62	43	76
15	22	71	75	73
16	59	82	29	75
17	44	68	57	58
18	40	64	63	74
19	29	39	57	45
20	39	61	42	77
21	59	79	45	65
22	55	72	30	66
23	62	60	62	71
24	58	64	39	74
25	47	72	46	51
26	31	75	41	71
27	37	80	37	71
28	37	72	39	79
29			60	66