# PROCESSING INSTRUCTION THROUGH STRUCTURED INPUT ACTIVITIES AND OUTPUT PRACTICE ACTIVITIES: A STUDY ON CAUSATIVE INSRUCTION

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YAPILANDIRILMIŞ GİRDİ ALIŞTIRMALARI VE ÜRETİM ALIŞTIRMALARI
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Bu çalışma ettirgen çatıyı 3 farklı gurupta, sadece yapılandırılmış girdi alıştırmaları, yapılandırılmış girdi alıştırmaları+ üretim alıştırmaları ve ileri seviye "Focus on Grammar"da bulunan alıştırmaları kullanarak öğrenen öğrencilerin kısa dönem ve uzun dönem başarılarını karşılaştırmak amacıyla yapılmıştır. Bu çalışmaya Eskişehir Anadolu Üniversitesi Yabancı Diller Yüksek Okulunun hazırlık sınıfı öğrencilerinden 3 gurupta öğrenim gören 54 öğrenci katılmıştır. Bu öğrencilere 3 farklı öğretim paketi ve bir ön sınav, ve iki art sınav verilmiştir. Sınav 3 bölümden oluşmuştur: 10 soruluk üretim bölümü, 10 soruluk çoktan seçmeli tanıma bölümü, ve yazma bölümü. Öğrenime başlamadan önce öğrencilere ön test verilmiş, ön testin uygulanmasından 2 gün sonra öğretime başlanmıştır. Her grupta 45 dakikalık 3 ders saati boyunca uygulama yapılmıştır. Uygulamadan hemen sonra öğrencilere bir art sınav uygulanmış ve 5 hafta sonra da aynı art sınav tekrar verilmiştir. Öğrencilerin ön test ve iki art test sınavlarının sonuçlarının gruplar arası karşılaştırmaları tek yönlü varyans analizi kullanılarak incelenmiş ve aşağıdaki sonuçlar elde edilmiştir:

    **a.**    Kısa dönemde, yapılandırılmış girdi alıştırmalarının ders kitabı Focus on Grammar'daki alıştırmalardan tanıma yeteneğini geliştirme açısından daha etkili olduğu bulunmuştur. Üretim yeteneğinin geliştirilmesi açısından, guruplar arasında, kısa dönemde ve uzun dönemde bir fark görülmediği sonucu elde edilmiştir. Ayrıca guruplar arasındaki tanıma yeteneği açısından kısa vadede gözlemlenen farkın uzun vadede kaybolduğu görülmüştür fakat yapılandırılmış girdi

alıştırmaları gurubu diğer guruptan biraz daha yüksek bir başarı göstermiştir.

**b.**    Hem kısa dönemde hem de uzun dönemde, yapılandırılmış girdi alıştırmaları + üretim alıştırmaları üretim ve tanıma yeteneklerinin geliştirilmesi açısından ders kitabı Focus on Grammar'daki alıştırmalardan önemli derecede daha etkili olmuştur.

**c.**    Üretim yeteneğinin geliştirilmesi açısından, yapılandırılmış girdi alıştırmaları + üretim alıştırmaları sadece yapılandırılmış girdi alıştırmalarından kısa dönemde daha etkilidir fakat bu fark uzun vadede yok olmaktadır. Bu iki gurup arasında testin diğer bölümlerinde uzun yada kısa vadede büyük bir fark görülmemiştir, fakat yapılandırılmış girdi alıştırmaları + üretim alıştırmaları gurubu testin üretim ve tanıma bölümlerinde sadece yapılandırılmış girdi alıştırmaları gurubundan biraz daha iyi bir performans göstermiştir.

**d.**    Testin yazma bölümünde, guruplar arasında, ne ilk ne de ikinci art sınavda bir fark görülmemekle birlikte, ettirgen çatıyı yapılandırılmış girdi alıştırmaları ve yapılandırılmış girdi alıştırmaları + üretim alıştırmaları tekniği ile öğrenen öğrencilerin yazdıkları paragraflarda öğrendikleri ettirgen çatı oluşturan fiillerin kullanımında çeşitlilik gösterirken, yapıyı ders kitabındaki alıştırmaları yaparak öğrenen guruptaki öğrenciler sadece yönergede verilen fiili kullanma eğiliminde olmuştur.

**ABSTRACT**

This study was conducted to compare the short term and long term gains of Turkish students who received structured input activities (experimental group A) a combination of structured input activities and output practice activities (experimental group B) and the activities in their textbook *Focus on Grammar,* High Intermediate Level (control group) to learn English causatives. For this study, 3 classes of 54 students at the School of Foreign Languages at Anadolu University participated. Three different instructional packets and a pre test, post-test and delayed tests were administrated. The test consisted of three parts: controlled production part, recognition part and free production part. Two days after the pre-test, the students in each group studied the English causatives for three 45-minute class periods. Then, they were administrated the post test immediately after the treatments and a delayed test 5 weeks later. The pre-test post-test and delayed test scores of students were compared between groups through one-way ANOVA.

As a result of this study, the following results were obtained:

**a.** In terms of short-term effects, structured input activities are significantly more effective than the activities in the textbook, *Focus on Grammar* in developing recognition skill. There is no significant difference between them in the development of production skill in both short and long term. In addition, the difference observed in the recognition skill in the short term disappeared in the long term. However, the results of the group who received structured input activities was a little higher.

**b.** In terms of both short term and long term effects, structured input activities + output practice activities is more effective than the activities in the textbook, *Focus on Grammar,* in the development of production and recognition skills.

**c.** In terms of the development of production skill, receiving structured input activities +output practice activities is more effective than receiving only structured input activities in the short term but this difference between them disappears in time. Delayed test scores show that there is not a significant difference between these two treatments in terms of the development of production, recognition and free production skills. However, the group who

received structured input activities +output practice activities scored slightly higher than the group who received structured input activities only.

**d.** In terms of free production, the advantage that structured input activities and structured input activities + output practice activities provide is that the students who learned the causative structure through these treatments used a variety of causative verbs (make, have, get, let, help) in their paragraphs, instead of using the verb given in the instruction.

**JÜRI VE ENSTITÜ ONAYI**

## ACKNOWLEDGEMENTS

# TABLE OF CONTENTS

## LIST OF TABLES

**LIST OF FIGURES**

# CHAPTER I
# INTRODUCTION

Grammar instruction has been in and out of language methodologies for years starting from grammar oriented foreign language teaching, which gives the central position to the explicit knowledge of the target language, to communicative approach, which aims at the implicit knowledge of L2.

In 1950s, the language teaching was firmly grounded in the structural linguistics and the teaching of grammar was the most important part of foreign language teaching. The structures to be taught were being sequenced on the basis of contrastive analysis between the target language and the native language of the students. The goal of language teaching was to develop new language habits in the students and the main goal was error-free utterances. Learning a language was perceived as rule learning and rule application. The targeted grammatical structures were those of the "standard" language so little thought was given to what the actual standard was. There was little use of creative language use so the students were unable to use the language in real communication (Gass & Bardovi-Harling, 2002).

Seeing that grammar oriented foreign language teaching doesn't work in communication, the communicative approach was developed. According to the communicative approach, communication is the goal of second or foreign language instruction and as Celce-Murcia (1991) stated … "the syllabus of a language should not be organised around grammar but around subject matter, tasks/projects, or semantic notions and/or pragmatic functions" (p.461-462). Implicit knowledge, which enables learners to understand and produce novel sentences, should be aimed at. Implicit knowledge develops through the use of language in communication as the learner receives meaningful messages and uses the language to communicate what he means, so the learner gains the ability to use the language "without conscious effort" (Ellis, 1993). However, the communicative approach would fail to produce learners who were grammatically accurate since it focused on just the communicative competence and downplayed the linguistic competence in performance (Ellis, 1997; Salomone, 1998) The research supporting this fact indicated that when classroom second language learning is entirely meaning focused, some linguistic features do not ultimately develop to targetlike levels (Harley, 1992; Harley & Swain, 1984; Vingola & Wesche, 1991, cited in Doughty & Williams, 2003) As complementary to meaning

focused applications, attention to form gained importance in a way to combine the form and meaning. Findings of classroom research have begun to indicate that attempts to teach grammar embedded in primarily communicative activities can be effective in overcoming classroom limitations on second language acquisition. For example, the studies which investigate the effects of instruction on the negotiation of meaning suggest a positive influence for attention to form in interlanguage development (Doughty, 1991). On the basis of these studies a claim has been made that focus on form within the communicative framework may be necessary to push learners beyond communicatively effective language toward target like second language ability. Such a focus can speed up the natural acquisition process.

As a result it is suggested that second language teaching which is primarily meaning focused could be improved with some degree of attention to form. These claims led to form-focused instruction, which is considered to be any pedagogical attempt which is used to draw learners' attention to language form implicitly or explicitly. The fundamental assumption of form-focused instruction is that meaning and use must be evident to the learner at the time that attention is drawn to linguistic features needed to get the meaning across (Doughty & Williams, 2003).

### 1.1. Background of the Study

Studies in second language acquisition are carried out to investigate how form-focussed instruction contributes to language learning. The results of these studies can be interpreted both from language learning perspective and teaching perspective. In line with these interpretations Ellis (1998) suggests four macro options in grammar instruction. Ellis uses the term "option" to refer to "teaching strategies". These macro options are structured input, explicit instruction, output practice and negative feedback. Following VanPatten (1993), Ellis (1998) defined "structured input" as a kind of instruction where attempts are made to manipulate oral or written texts in such a way that learners are made to notice specific features of the target form. In explicit instruction, attempts are made to develop learners' explicit understanding of L2 rules to help them learn about a linguistic feature. Output practice creates opportunities for learners to practice producing a specific structure and finally negative feedback consists of showing learners when they fail to produce a structure correctly. These macro options involve micro-options, for example, structured input

can require students to demonstrate their understanding by matching sentences to pictures or by responding to commands through actions (Ellis, 1998).

Structured input, as suggested by VanPatten, is part of a technique used in the processing instruction. "Processing instruction" is an approach to grammar instruction, which aims to improve the qualities of the input so that the amount of input that becomes intake will increase. This is achieved by giving learners the opportunity to process grammatical forms in the input and make form-meaning connections (Van Patten, 1996: 55). Learners process input as they attempt to comprehend the message in it and use the input to make form-meaning connections. While doing so, they filter the input which is modified in a new entity called intake.

The most important characteristics of processing instruction are that it uses a particular type of input to push the learners away from the non-optional strategies such as "first-noun strategy" in some structures like causatives. Second characteristic of processing instruction is that, during instructional phase, learners never produce the target form. This does not obviate the role of output since production may be useful for the development of fluency and accuracy as well as other aspects of language development (Van Patten, 1995). However, during processing instruction, learners' job is to process the sentences and interpret them correctly while also attending to form, so, processing instruction has 3 basic components:

1. Learners are given information about a linguistic form or structure.

2. Learners are informed about a particular input processing strategy that may negatively affect their picking up the form during comprehension.

3. Learners are pushed to process the form or structure during activities with structured input: The term "input" is used because learners don't "produce" but they actively process the input. The term structured is used because the input is purposefully "prepared" and "manipulated" to highlight the particular grammatical features (Seedhouse, 1997). In input processing input is manipulated in such a way that learners become dependent on form and structure to get meaning (Van Patten, 2002).

In VanPatten (2002b), it is stated that in processing instruction, the role of output in language development is ignored. While his framework for processing instruction can help us understand how language is internalised and how instruction

can intervene during internalisation, it does not explain how that competence is accessed to make output. Perhaps output-based approaches to form that are not traditional (i.e., that exclude mechanical work and nonmeaningful practice) might be as effective as processing instruction or at least better than traditional instruction.

As it is suggested in the work above and others (Swain, 1985, cited in Izumi & Bigelow, 2000) not only receiving meaningful input but also producing output can stimulate acquisition. That is, the learner can often comprehend a message without much syntactic analysis of the input but production forces the learner to pay attention to the forms with which intended meaning is expressed. In this process, learners recognise problems in their interlanguage and output promotes learners to do something about those problems. During an output practice learners tend to seek out relevant input with more focused attention, search for alternative ways of expressing the given intention and stretch their IL capacity, formulate and test a hypothesis and modify it after receiving feedback.

Moreover, if output promotes attention to form, this attention most probably promotes attention to meaning as well, as the learner initiates production with the intention of conveying a message, which contrasts with production with no intention of meaning. When the learners come across a problem while trying to convey a message, they notice these problems and in this way, they notice the gap between their IL and the target language model It is important to point out that Output Hypothesis does not negate the importance of input or input comprehension. The intention is to complement and reinforce, rather than replace input-based approaches to language acquisition so that learners will go beyond what is minimally required for overall comprehension of a message (Izumi & Bigelow, 2000). Input provides the data, processing instruction makes (certain) data available for acquisition, other internal mechanisms accommodate data into the system and output helps learners become communicators and again, may help them become better input processors (Van Patten, 2002).

As it is stated above, input processing can be supported by output processing activities so that better results in learning can be achieved but the studies combining the input and output based approaches to grammar instruction are rare as stated in Izumi (2002). So this study aims at comparing the effects of the application of structured input activities only, with the combination of structured input activities

and output practices. In addition, these applications will be compared to a control group who is using a book which is considered to be combining both input and output activities but having some problems with these activities.

## 1.2. Statement of the Problem

In the institute this research is carried out within the framework of implementation of the innovative techniques in language teaching programs, the research on grammar teaching as well as other language areas and skills have been held for a period of time. (Karacaer, 2003; Eş, 2003; Gönen, 2003; Uysal, 2003; Mutlu, 2000).

Since this study is within the area of grammar, the ones that are related to grammar teaching will be mentioned henceforth. The main problem that motivated the studies and research related to grammar lessons was the less proficiency gains of the students than expected in grammar lessons. Students had both accuracy and fluency problems in their oral and written production. That is, the students had problems in establishing form, meaning and function relations. One of these studies is Karacaer's (2003) study, which compared the roles of traditional grammar instruction and processing instruction on learning English causatives. As a result of this study, processing instruction was suggested as an effective option in grammar instruction. Based on this study and others and the problems mentioned above, the book used in grammar lessons was changed and 'Focus on Grammar' (1995,2000) series began to be used in grammar lessons because it was accepted as a good example of joining input practices with output practices. This book first presents the grammar focus of the unit in a natural context. The target structures are highlighted through input enhancement, which is "an external attention-drawing technique, in which the perceptual salience of the target form is increased via combinations of various formatting techniques such as bolding, capitalizing or underlying" (Smith, 1993), for students to notice them. The practices involve both input activities, which require students to recognize either the form of the structure or its meaning without having to produce any language, and output practices in which they produce the target structure to convey a meaning. The book integrates reading, listening, speaking and writing.

However, using this book for a certain period of time, it was noticed that the input and output practices could not provide enough guidance as also Rod Ellis

indicated in his article entitled "Teaching and Research: Options in Grammar Teaching" In this article (2002), which is based on the methodological analysis of six different grammar books, Focus on Grammar series was found to include grammar discovery tasks yet they were not found to provide enough guidance to the students so students were considered to have difficulty in processing the target structures:

> Only two of the books, Jones (1992) [*Communicative Grammar Practice*] and Shoenberg (1994) [*Focus on Grammar*] provide any opportunity for students to discover how grammar point works for themselves. In fact, even these two books provide very few grammar discovery tasks and the actual tasks themselves are very restricted, offering little guidance to the student and there is a noticeable inadequacy of receptive practice activities. Also rather rare are data options... so students have little opportunity to practice processing these structures in oral or written texts without some form of additional production activity. (p.160)

As mentioned above, the problems of students related to oral and written language production continued. They had difficulty in using the structures they learned in their written and oral production. This problem could be due to the activities in the book, which are designed to foster input processing and output processing but does not provide enough guidance for students to notice and understand the form and use of the structures within meaningful context as Ellis stated. This study is designed to find out whether the students would perform better if they are given both input and output activities that are prepared as processing instruction and output based approaches suggest, which provide more guidance to the students to process the structures.

The target structure chosen for the study is causatives. This structure is problematic for Turkish students because in Turkish the meaning conveyed through causative structure in English is conveyed with a suffix "-DIr". That is, the meaning "to make somebody do something" is expressed as "birine birşey yap*tır*mak." in Turkish. Another reason why this structure is problematic is that students use the first-noun strategy, which is a default strategy that assigns the role of subject to the first noun (phrase) they see in a sentence, to understand the doer of the action in a sentence. However, in this structure, the first noun in the sentence is not the subject of the sentence and this makes the comprehension and production of this structure

difficult. These ideas mentioned above were supported with the test results as well. This structure was found to be problematic in the tests designed by Karacaer (2003) and students still had problems with this structure although traditional approach is not applied any more and a new book is chosen. The exams given after the change also showed that the structure chosen for this study is still problematic for the students. The examination papers of 97 students at high-intermediate level were examined. All the structures in English were tested in that examination and conditionals, gerund and infinitives, adjective clauses and the causative structure were found to be the most problematic structures in that test. The number of students who answered all the questions testing the causatives correctly was 26. 53 out of 97 students could answer none of these questions correctly and 18 of the students could answer only one or two of these questions correctly.

### 1.3. Purpose of the Study

This study aims to examine the effects of three types of activities: the practices in the textbook, structured input activities and the combination of structured input activities and output practices in the learning of English causatives by Turkish learners. This study also aims to examine if the effects of these activities are retained over time. The structured input activities and output practices in this study are the revised form of the practices in the textbook according to the principles of structured input and structured output activities. If structured input activities and/or the combination of structured input activities and output practices are found to be more effective than the practices in the textbook, this will lead us to conclude that the input and output practices in the textbook need revision based on the principles of structured input and structured output activities.

For the purposes stated above, three groups were formed as it is seen in Figure 1.1.

| Control | Experimental A | Experimental B |
|---|---|---|
| Inductive explicit teaching | Inductive explicit teaching | Inductive explicit teaching |
| Structured input activities+ Output practice<br><br>(Activities of the textbook) | Structured input activities<br><br><br>(Revised form of the exercises in the textbook to fit the principles of input processing) | Structured input activities+ Output practice<br><br>(Revised form of the exercises in the textbook to fit the principles of input processing and output practices) |

**Figure 1.1. Treatments of the groups**

**1.4. Research Questions**

As the study aims to compare the effects of practices in the textbook with structured input activities and a combination of structured input activities + output practices, the following questions were asked:

1. Do the learners who receive structured input activities outperform those who receive the practices in the textbook?

2. Do the learners who receive structured input activities+ output practices outperform those who receive the practices in the textbook?

3. Do the learners who receive structured input activities outperform those who receive structured input activities+ output practices?

4. Which of these practices (the practices in the textbook, structured input activities and structured input activities+ output practices) has more retainable effects on learning the target structure than others?

**1.5. Significance of the Study**

This study is significant in two ways. Firstly, as Izumi (2002) states that students should be provided with extended opportunities to produce output and receive relevant input to ensure maximum benefit from the output–input treatment. However, there are a few studies on how output may be combined with other input based approaches to grammar instruction to promote greater learning. In addition, these studies which investigate the effects of a combination of instructional techniques are on the combination of input enhancement and output practices (Izumi, 1999, 2002; Izumi & Bigelow, 2000). There is not any study which combines processing instruction and output practice. This study is significant in the way that it

seems to be the only study which combines processing instruction and output practices.

Secondly, the findings of this study can inform the grammar teachers at the institution in preparing supplementary material for the grammar course to result in a higher level of grammatical competence. This study may help them see the points of the textbook that needs support and revision and may provide them a guideline to prepare supplementary material to compensate these missing points.

**1.6. Scope of the Study**

a)  54  university preparation school students participated in this study.

 b) The target structure taught in this study is the causative structure but the passive causative structure is not the scope of this study. In addition to the causative verbs "make, have and get" the verbs "let and help" were included in the study as well because these five verbs are also the content of Unit 10 in the *Focus on Grammar*, which is used by the control group during the treatment. In *Focus on Grammar*, it is stated "make, have, and get are causative verbs. In this unit they are grouped together with *let* and *help* because all five verbs are considered to be  related in meaning and structure by the textbook writer."

c) In this study, there are three groups: First one is a control group, who receives the activities in the textbook, second one is an experimental group who receives only processing instruction and the third one is the other experimental group who receives a combination of processing instruction + output.

d) The retention effects of treatments in this study are examined over five weeks.

**1.7. Definition of Terms**

**Form:** Form refers to surface features as language including verbal and nominal morphology (i.e. inflections and functional items such as prepositions, articles, pronouns) In other words; the form refers to the grammar of the target language. In this study, form is used with this latter meaning of it. (Van Patten, 1996).

**First-noun strategy:** Learners process a default strategy that assigns the role of subject to the first noun (phrase) they see in a sentence. This is called first-noun strategy.

**Input:** It's language data that the learner is exposed to, that is, the learner's experience of the target language in all its various manifestations.(Sharwood Smith, 1993:166).

**Intake:** 'That part of input that has actually been processed…and turned to knowledge of some kind' (Corder, 1967, cited in Carroll, 1999).

**Output practices:** They are the activities which give students the opportunity to produce the target structure. The devices eliciting production of the target structure range on a continuum from highly controlled text-manipulation exercises (e.g., a substitution drill) to much freer text-creation tasks, in which learners are guided into producing their own sentences using the target structure (Ellis,1998). The output practices in this study were prepared based on the guideline suggested by VanPatten (1993) for "structured output" activities, where there is a clear focus on conveying meaning but where the output is structured by the task at hand. They require students to produce sentences using the target structure in meaningful contexts; they are not mechanical activities that ask for production.

**Processing strategy:** Unconscious strategies that learners use to map meaning onto input sentences such as assigning agency to a noun in a sentence or determining plurality versus non-plurality of a noun. These studies are psycholinguistic in nature and are not synonymous with the concept "learning strategies" (Van Patten, 1996).

**Processing instruction:** Processing instruction consists of activities which offer the opportunity to interpret the form-meaning relationship correctly without any practice in producing the target form or structure. This is accomplished by providing learners with meaningful input that contains many instances of the same grammatical form-meaning relationships (Van Patten, 1996).

**Structured input activities:** "Structured activities are those in which learners hear or see a grammatical feature in the input and must use it to process the utterance for meaning"(VanPatten, 2002b). The term "input" is used because learners don't "produce" but they actively process the input. The term structured is used because the input is purposefully "prepared" and "manipulated" to highlight the particular grammatical features (Seedhouse, 1997). In structured input activities input is manipulated in such a way that learners become dependent on form or structure to get the meaning (Van Patten, 2002).

## CHAPTER II
## LITERATURE REVIEW

### 2.1. Instructional Options in Second Language Grammar Instruction

Research on second language acquisition over the past two decades has investigated the effectiveness of various instructional treatments. According to Long (1991b,1997; Long & Robinson, 1998) these treatments can be grouped under three headings: The ones that require learners to focus on meaning only, or the ones that require to focus on form only or the ones that focus on an integration of both meaning and forms. According to Long, instruction that is based on focus on meaning suggests that exposure to rich input and meaningful use of the L2 can lead to incidental acquisition of L2 system. Instruction that expects learners to focus on forms assumes that the target L2 forms can and need to be taught one by one in sequence according to their linguistic complexity. Finally, instruction that makes learners focus on both forms and meaning makes brief, reactive interventions that, in the context of meaningful communication, draw learner's attention to formal properties of a linguistic feature which causes problem on that occasion.

Spada (1997) proposes the term form-focused instruction to refer to a wider range of instruction type that agree with theories of the role of consciousness and attention in L2 learning. (Schmidt, 1993,1997; Sharwood Smith, 1993). Interventions in form-focused instruction foster learners' shift of attention to particular forms within meaningful context. They may do so with a predetermined syllabus which is integrated into the otherwise content-based and meaning oriented syllabus of the L2 classrooms.

Taking an intermediate position, Doughty & Williams (1998b) suggest a definitional criteria for focus on form: a) the learner engagement with meaning occur before attention to the linguistic code, possibly by showing that a particular form is essential, at least for the completion of a task, b) an analysis of the learner needs triggers the instructional treatment whether that analysis occurs reactively or proactively, c) learners' focal attention is drawn to form briefly and overtly.

These models shape the core dimensions of instructional treatments. Well known examples of these instructional treatments are implicit-inductive grammar teaching, consciousness raising activities and dictogloss (all rule based instructional types); recast, enhanced output through provision of clarification requests, garden path models and metalinguistic feedback (all feedback-based instructional types);

input flood, input enhancement (input-based instructional types); input processing (input and practice based instructional type); and output practice (output and practice based instructional type) (Norris&Ortega, 2000). The present study focuses on processing instruction, which is an input based instruction and output practice.

## 2.2. Input Based Approaches to Grammar Instruction

It's possible to distinguish two broad types of input based approaches to teaching grammar. In the first, "enriched input" (Smith,1993) provides learners with input flood which includes examples of the target structure in the context of meaning focussed activities. In other words, 'this instructional approach caters to incidental acquisition and what Long (1991) refers to as "focus on form."' In the second, in what has become known as "processing instruction", (Van Patten, 1996) learners are to pay attention to specially designed input to learn a specific target structure. In this kind of approach, 'learners engage in intentional learning and cater to a "focus on forms."' C. Doughty and J. Williams (2003) also state that "the processing instruction is close to, if not over, the form-forms limit because of the level of explicit expression of formal features that precede input processing." (pg. 240)It is close to focus on form as well in the sense that meaning and use are evident to the learner at the time that attention is drawn to the linguistic apparatus needed to get the meaning across. Input based approaches to grammar instruction don't require learners to produce the target structure (R. Ellis, 1999)

### 2.2.1. Theoretical Background of Input Based Grammar Instruction

The studies on input based grammar instruction are based on some theories. These are Universal Grammar and Information Processing theories.

#### 2.2.1.1. Universal Grammar

Universal grammar (UG) is an innate knowledge source which consists of a set of abstract principles about language and information on the possible syntactic variations (parameters) that language can follow. Principles dictate particular aspects of syntax while parameters allow for a narrow range of options for a given syntactic rule. When language learners learn a language, they have to discover these parameters in a particular language. To be able to do this, they need input; that is UG interacts with input data (Van Patten,1996). The function of input data in language

acquisition is to help to fix one of the possible settings (White, 1989; cited in VanPatten, 1996).

The following is an example for parameter setting. A general principle of language is that it permits co-reference by means of some form of reflexive. In the following sentence in English,

The actress blamed herself.

"herself" refers to "the actress". That is, the subject and "herself" are co-referential. However, reflexives vary cross-linguistically. In the case of English, the reflexive can only co-refer to a subject within the same clause. This is called "local binding". "Long-distance binding" where the reflexive co-refers to a subject in another sentence is not permitted, so in the sentence,

Emily knew the actress blamed herself.

the reflexive refers to "actress" not to "Emily". However, in other languages like Japanese, long-distance binding is permitted, so the Japanese version of this sentence is ambiguous. What the Japanese learners of L2 English should do is to learn that reflexives in English permit only local binding; they have to reset the parameters. To be able to do this, Japanese learners of English need to come across input data which exemplify the usage of reflexives (VanPatten, 1996).

### 2.2.1.2. Information-processing Theories

According to the Information-processing Theories, language learning proceeds like other kinds of learning. General cognitive mechanisms process information in the input to arrive at a mental representation of the target language. This knowledge can be accessed via other cognitive mechanisms such as attention and noticing to produce and to comprehend utterances in the target language.

According to the noticing Hypothesis (Schmidt, 1990, 1993, 1994, 1995, 1997 and Schmidt and Frota 1986) learners need to notice linguistic features in the input for intake to occur. If noticing is necessary to learn a language form, then the question is *how* noticing takes place. What controls what is noticed? Is conscious effort necessary? To answer the question what controls what is noticed Ericson and Simon (1984), Kahneman (1973), Kilhstram (1984) (cited in Schmidt, 1990) suggest that task demands are a powerful determinant of what is noticed and provide one of the basic arguments that what is learned is what is noticed. They support the conclusion that the information sent to the memory is essentially the information that must be noticed in order to carry out a task. It really does not matter if someone

intends to learn or not, what matters is how the task forces the material to be processed (cited in Schmidt, 1990). Tasks used in input based grammar instruction help learners process the target features in the input.

To answer the question if conscious effort necessary or not, Schmidt (1990) suggests that " that the learner intends to learn" doesn't mean that s/he will learn or lack of intention doesn't mean that the learner will not turn the input into intake. If the learner has a limited capacity, he may not notice the features in the input even if he intends to or the learner may learn as "unintended by-product of communicative interaction." Of course, such learning might still involve noticing, as it's difficult to discriminate conscious and unconscious knowledge.

According to the information processing theory, learners use some strategies to process input but some of these strategies may help while the others may hinder the acquisition process. Input-based instruction tries to show learners which learning strategies work and which do not work.

According to the information-processing theory, human beings have limited processing capacity. Attention is selective; permitting learners to store only selected information. In the context of language acquisition, VanPatten (1996) suggests that especially beginner learners can't pay attention to form and meaning at the same time. Because of this, at the beginning stages, the learner will probably pay attention to the main words in a message and will not be able to notice the grammatical morphemes. He states that simply bringing a form to someone's attention is not sufficient for it to be processed. For acquisition to take place, the intake must continually provide the developing system with examples of the correct form-meaning connections that are the results of input processing. The ultimate scope of instruction is not only raising conscious awareness about a grammatical form but "to make the learner appreciate the communicative function of a particular form and consequently enrich the learner's intake" (Benati, 2001, p.99).

To be able to understand the function of input based grammar instruction, the nature of attention should be examined in detail.

### 2.2.1.2.1. Attention

Input plays a crucial role in driving learner's acquisition of an L2. Current SLA research however, goes beyond; claiming that input should be comprehensible, (Krashen, 1985) which is considered necessary but insufficient (Ellis, 1994; Larsen-Freeman & Long, 1991). SLA research tires to obtain a more precise understanding

of how learners process, or interact with input to develop their interlanguage (IL) competence. Given that not all the input learners are exposed to is processed as intake for learning, current research in cognitive psychology and SLA has examined the role of attention in mediating input and learning. "People learn about the things they attend to and do not learn much about the things they don't attend to" (Schmidt 2001, p.30).

Attention is what allows speakers to become aware of a mismatch or gap between what they can produce and what they need to produce and what they produced and what target language speakers produce (R. Ellis, 1994, a Gass, 1988, 1997; Schmidt & Prota, 1986; Swain 1993, 1995, 1998; cited in Schmidt, 2001). Encoding knowledge into memory is an obligatory consequence of attention at the time of retrieval (Robinson, 2001).

In spite of the general agreement on the importance of attention, disagreement exists on the amount and type of attention needed for learning, that is, the quantity and the quality of attention necessary for learning. The basic hypothesis is that the more attention to the form, the better its chance of acquisition.

In cognitive psychology literature, it is claimed that learners go through a series of processing stages during the learning process. The preliminary stages are concerned with the superficial features such as physical aspects of the stimuli whereas the later stages are more concerned with matching the input against the already stored knowledge base. Craik and Lockhart (1972) referred to this notion of a series of processing stages "as 'depth of processing', where depth is defined in terms of the relative degree of semantic and cognitive analysis and elaboration done on the input stimuli with deeper levels of analysis leading to a more elaborate, longer lasting and stronger traces' (cited in Izumi, 2002, p. 569).

Maintaining information at one level of processing by practicing it repeatedly or by sustaining continued attention to certain aspects of the stimulus will not, by itself, lead to improved retention if a shift to deeper levels of analysis does not occur. In other words, if attention takes place at a shallow level without shifting to deeper and more elaborate processing levels, it does not lead to improved retention. Large amount of attention to a certain form is not directly related to learning of the new associative connections in the input stimuli. It does not matter how much attention is devoted to the form if the quality of attention does not change to involve deeper and more elaborate processing (Izumi, 2002).

"the depth at which primary memory operates will depend both upon the usefulness to the subject of continuing to process at that level and also upon the amenability of the material to deeper processing….There are at least three sources of the failure of processing to reach this [deep] level: *the nature of the material, limited available processing capacity and task demands...*Manipulations that influence processing at a structural level should have transitory, but no long-term effects…Long-term recall should be facilitated by manipulations which induce deeper or more elaborate processing. (pp. 679-680, cited in Izumi, 2002, p.569)

In the present study, what varied between groups was the task demands along with input and output processing.

Theoretical issues dealing with attention are organised around the basic assumptions that attention is *limited*, it is *selective* and attention in action *controls access to awareness and learning.*

The classic view in psychology is that *limited capacity* is the primary characteristic of attention and this view has been accepted by many researchers (Mc. Lawghlin et al. 1983; VanPatten, 1994; cited in Schmidt, 2001).

Robinson (2001, 2003) argues different task demands stimulate different types of further cognitive processing. He argues that complex tasks are more attention demanding than simpler tasks and performing two tasks simultaneously is often more demanding than performing one task alone and varying these attentional demands may affect the accuracy, fluency and complexity of learner speech (cited in Doughty&M.H.Long 2003).

Much SLA research within the information processing framework assumes attention to be limited and so accuracy, fluency and complexity may compete for resource allocation during L2 task production (Skekon, 1998) or "form" and "function" compete for getting attentional resources during input processing (Van Patten, 1996).

As attention is limited, auditory and visual information must be channelled and specific stimuli must be sequentially *selected* early, via a filtering operation for further processing (Broadbent, 1958, 1971; cited in Doughty and Long 2003). Selection is the functional consequence of limited attentional capacity and it is made on the basis of a partial analysis of specific features of the input. Input is detected and stored in the sensory register, and then it is selected" from the stimulus. But selection is at the same time "a response to control processes such as attention allocation policy, scheduling and switching between current task demands and

strategy monitoring. Selection of linguistic input is therefore just one aspect of action control, guided by the supervisory attentional system, and execute control mechanisms" (Doughty and Long, 2003, p. 635).

### 2.3. Input Processing

From a psycholinguistic perspective, we note that language learners may not process what they hear or see. Input does not simply enter the brain as the learner is exposed to it; if it did so, then, acquisition would be instantaneous. What is clear is that, learners filter input; that is, they have internal processors that act on the input and only part of input is placed into the developing system at any given time. The part of input that is processed is called intake. What learners do to input during comprehension; that is, how intake is derived is called input processing (Van Patten, 1996).

As input does not simply enter the brain as the learner is exposed to it, what is needed to make the derivation of intake from input easy is grammar instruction. There are studies which show the beneficial effects of grammar instruction (e.g., Briere, 1978; Chihara & Oller, 1978; Bialystok, 1979; Pica, 1983; Billmeyer, 1990; cited in Shresta, 1998; Ellis, 1990). According to VanPatten (1996), grammar instruction is beneficial because it makes certain grammatical forms more salient in the input. This view of him contrasts Stephen Krashen' (1985) *input hypothesis* according to which L2 acquisition starts when a learner understands input which includes the grammar structures that is I+1 (input that is a little beyond the learner's state of interlanguage). Input in Krashen's hypothesis is natural, not manipulated. Learners attend and respond to it in some way and they do not need grammar instruction to process the features in the input (Ellis, 1997).

Contrasting Krashen's (1985) view that comprehensible and meaningful input should be free from grammar instruction, VanPatten (1993) suggests the following model of second language acquisition:

**Figure 2. 1**

**A Model of Second Language Acquisition and Use**

**Input $\rightarrow$ intake $\rightarrow$ developing system $\rightarrow$ output**

$\qquad\quad$ **I** $\qquad\qquad\qquad$ **II** $\qquad\qquad\qquad\qquad$ **III**

**I. Input Processing**

**II. Accommodation and restructuring**

**III. Monitoring, access, retrieval, speech accommodation**

In the first set of processes, input processing, the input becomes intake. Input is 'potentially processible language data which are made available to the language learner', and intake is 'that part of input that has actually been processed…and turned to knowledge of some kind' (Sharwood Smith, 1993:167, cited in). It contains the linguistic "data" that are made available for acquisition, but intake is not necessarily what is in the input or it may show only a little resemblance to the second language structure and form.

The second set of processes, accommodation and restructuring are those that help learners to include the intake into the developing system. As internalisation of intake is not just the accumulation of information into the developing system, the intake must fit in somewhere in the interlanguage of the learner. The data may not fit in at all or may not be internalised by the system; that is, they may not accommodate in the long-term store (Van Patten, 1993).

The third set of processes, monitoring access, retrieval, speech accommodation, involves the use of developing system to create output (Van Patten, 1993). When learners have the chance to clarify something that has been said or when they modify their speech for a particular interlocutor or monitor their speech to be understood, they give more time to themselves to process input, which may help them both to comprehend and to acquire the new second language form (Ellis, 1997).

As it is seen in the model of grammar instruction below, input-based instruction intervenes with the first set of process, input processing.

**Figure 2.2**

**The Model of Input Based Grammar Instruction**

Input $\rightarrow$ intake $\rightarrow$ developing system $\rightarrow$ output
$\uparrow$
processing mechanism
$\uparrow$
focussed practice
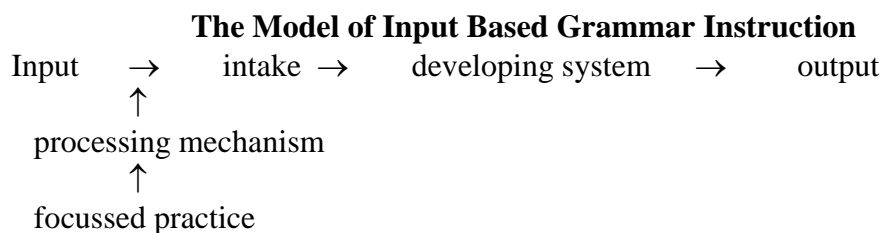
### 2.3.1. The Principles of Input Processing

Input processing is concerned with how learners derive intake from input. It attempts to explain how learners get form from input and how they parse sentences during comprehension when their primary attention is on meaning. Input Processing explains the process of the derivation of intake from input during comprehension and

how learners assign grammatical (subject and object) and semantic roles to the nouns through a set of principles.

**Principle 1:** When the learners are asked to get meaning from input, words (content lexical items) are searched first for meaning.

P1 (a)    Learners process content words in the input before anything else.

P1 (b)    Learners prefer processing lexical items to grammatical items (e.g., morphological markings) for semantic information. For example, they process the words "yesterday, last year.. etc" before they process the past tense regular ending "-ed", because they prefer processing more meaningful morphology before less or non-meaningful morphology. "Yesterday" is more meaningful than "-ed" for learners.

P1 (c)    Learners prefer processing "more meaningful" morphology before "less" or "nonmeaningful morphology.

**Principle 2.** For learners to process form which is not meaningful, they must be able to process informational or communicative content at no (or little) cost to attention.

**Principle 3:** Learners process a default strategy that assigns the role of subject to the first noun (phrase) they see in a sentence. This is called first-noun strategy.

P3 (a)    This strategy may be overridden by lexical semantics and event probabilities. P3 (b)    Learners adopt other processing strategies for grammatical role assignment only after other cues (e.g.: case marking, acoustic stress) enter into their developing system.

**Principle 4:** Learners process elements in the initial position first then comes the final position and the elements in the medial position are processesed the last (Van Patten, 2002).

## 2.4. Basic Characteristics of Processing Instruction

As a result of these findings, Van Patten developed an approach to grammar instruction called "processing instruction. VanPatten claims that the first step in the internalization of language is the processing of input. Learners must somehow map meaning onto form or form onto meaning during comprehension. However, that the learner "comprehends" an utterance does not mean that a complete form meaning mapping has occurred. Processing instruction aims to change the way input is perceived and processed by language learners.

Given the emphasis on the learner's input, the type of practice provided by the processing instruction approach consist of activities which offer the opportunity

to interpret the form-meaning relationship correctly without any practice in producing the target form or structure. This is accomplished by providing learners with meaningful input that contains many instances of the same grammatical form-meaning relationships (Van Patten,1996).

Van Patten's (1996) view of instruction also represents a step forward compared to Scharwood-Smith's position (1993) according to which a way of providing formal instruction is to make some forms more salient so that they come to learners' attention. He states that simply bringing a form to someone's attention is not sufficient for it to be processed. For acquisition to take place, the intake must continually provide the developing system with examples of the correct form-meaning connections that are the results of input processing. The ultimate scope of processing instruction is not only raising conscious awareness about a grammatical form but "to make the learner appreciate the communicative function of a particular form and consequently enrich the learner's intake" (Benati, 2001, p.99).

The most important characteristic of input processing is that it uses a particular type of input to push the learners away from the non-optional strategies. "Using the constructs of attention, effort and capacity from cognitive psychology along with the way in which grammatical forms encode referential meaning", he constructed a set of principles (described in 2.3.1. Principles of Input Processing). Using this model of input processing, VanPatten makes predictions about the nature of the internalization of intake and thus he can account for the difficulties in establishing the stages of intake. For example, in P1b, it is suggested that learners may not process verb endings (e.g., past tense ending "-ed") if the sentence contains lexical information (e.g., yesterday, last year, etc.). Using the idea of input processing as a starting point, VanPatten claims that grammar instruction may be more useful; that is, a richer intake may result, if it attempts to effect input processing in his learning model (VanPatten, 2002b).

Second characteristic of processing instruction is that, during instructional phase, learners never produce the target form. This does not obviate the role of output since production may be useful for the development of fluency and accuracy as well as other aspects of language development (Van Patten, 1995). However, during processing instruction, learners' job is to process the sentences and interpret them correctly while also attending to form, so, processing instruction has 3 basic components:

1. Learners are given information about a linguistic form or structure.

2. Learners are informed about a particular input processing strategy that may negatively affect their picking up the form during comprehension.

3. Learners are pushed to process the form or structure during activities called "structured input": "Structured activities are those in which learners hear or see a grammatical feature in the input and must use it to process the utterance for meaning"(VanPatten, 2002b).The term "input" is used because learners don't "produce" but they actively process the input. The term structured is used because the input is purposefully "prepared" and "manipulated" to highlight the particular grammatical features (Seedhouse, 1997). In structured input activities input is manipulated in such a way that learners become dependent on form and structure to get meaning (Van Patten, 2002).

An example to these features of processing instruction can be given in the following activity. Students are asked the doer of the action in sentences containing the causative verbs:

"Chris made Jane clean the house."

a)  Chris cleaned the house.

b)  Jane cleaned the house.

Learners tend to choose the first option relying on P3, the first noun strategy. They tend to assign the role of subject to the noun at the beginning of the sentence. The role of processing instruction is to push the learners away from this strategy by helping them to adopt a new strategy the target structure involves. Learners are instructed about the role of causative verbs (make, get, have) so they can understand the role of the person at the beginning of the sentence and who the doer of the action is. In addition, as there is no clue about the social status of "Chris" and "Jane" the learner has to focus on form and notice the function of the causative verb "make" to answer this question.

VanPatten and Cadierno (1993) developed some guidelines on which to base the instruction.

*1. Teach only one thing at a time.* Break up the rules into smaller bits and pieces.

*2. Keep meaning in focus.* The learner should attend to each utterance for a message that it contains. The learner shouldn't be able to complete any activity without understanding the content of each utterance.

*3. Learners must "do something" with the input.* Learners must check boxes, complete surveys, indicate true-false, provide one-word responses, choose the answer from a list of alternatives, and so on. That is, the learner must be actively involved in processing the input.

*4. Use both oral and written input.* Taking the individual differences into consideration, a combination of oral and written structured input provides for the widest net possible in directing learners' attention.

*5. Move from sentences to connected discourse.* By starting with the sentences, learners have a better opportunity to perceive and process the grammatical item that is in focus. Connected items should be avoided if the aim is to develop listening skills, but in terms of grammar acquisition, it should come later in a lesson.

*6. Keep the psycholinguistic processing mechanisms in mind.* This guideline serves to ensure that learners' focal attention during processing is directed toward the relevant grammatical items and not elsewhere in the sentence. For example, if one is teaching person-number endings, it does little good to have each input sentence contain an explicit subject noun phrase since the learner is more likely to attend to this for person number information than the verb ending.

Processing instruction includes activities that are effective in nature not to lose sight of the very important tenets of communicative language teaching, which is focus on the learner. Such activities ask for an opinion, a personal response, tap the students' own world, and so on. However these activities should come following the referentially oriented activities, which ask for immediate concrete answer. For these activities, there is only one right or wrong answer and they allow for the instructor to ascertain whether the students are actually focusing on the relevant grammatical items in the input before being led into affectively oriented activities.

In conclusion, what is important to point out in processing instruction is that the learner is not asked to produce the target grammatical item; all activities involve the processing of the grammatical item in the input and there is no mechanical stage in which practice occurs without a focus on meaning (VanPatten, 1993).

### 2.4.1. What differentiates Processing Instruction from other Input Based Instruction?

What differentiates processing instruction with respect to other treatments that have input orientation is that processing instruction first identifies a potentially problematic processing strategy and provides activities that push learners away from that strategy. In other words, PI determines not only what is a problematic form or a structure but also why it is a problem. No other instructional treatment does it.

In addition, the aim of processing instruction is in line with claims of those researchers who assert that acquisition is a failure-driven process (e.g. Carrol, 1999, cited in Van Patten, 2002). That is, for acquisition to take place the learner should notice the gap between his/her IL and the target form and they must seek alternative procedures for successful interpretation. When these new procedures are successful, they replace the procedures that do not exist. Processing instruction is designed to cause failure in interpretation at the beginning stages of activities so that the processors can begin to "readjust".

Processing instruction is a type of input intervention unlike others because it uses positive evidence in the form of meaning-based utterances to which learners respond. In short, processing instruction does not manipulate the processors; it manipulates the input data so that processors can do what is necessary for change to take place. In this way it is different from the "garden path" technique, which is failure driven via output practice that involves leading learners to hypotheses about the target structure (Van Patten, 2002).

### 2.5. The Role of Output in Acquisition

The view that output practice is an important part of language acquisition and is necessary for the explicitly learned knowledge to become automatic has a central part of "traditional" foreign language teaching methodology (eg. Chastain, 1971; Paulstan & Bruder, 1976; Rivers & Temperly, 1978; cited in DeKeyser & Sokalski, 1996). In more recent years, the role of output practice has been discussed a lot. Some researchers argue that output practice may be useful because "learners need to develop their abilities in accessing the developing system for fluent and accurate production (VanPatten & Cadierno, 1993a, p. 239) but production has no role in developing that system itself. Some others take an intermediate point of view. R. Ellis, for example, agrees with VanPatten & Cadierno, 1993a, 1993b, in the sense that form-focussed output practice may be useful for the formulaic knowledge, for

pronunciation and for the development of the "fully proceduralized" knowledge (R.Ellis, 1993, p. 109). However R. Ellis (1994) also agrees with Swain & Lapkin (1995) in the sense that a learner's communicative output contributes to the acquisition of implicit knowledge by pushing the learner to conform the target language norms and by providing "auto-input". Still others support the view that production practice plays an important role in the acquisition process by focusing on the noticing function of production in acquisition.

According to the Output Hypothesis, under some circumstances output stimulates language acquisition by forcing learners to process language syntactically. The learner can often comprehend a message without much syntactic analysis of the input but production forces the learner to pay attention to the forms with which intended meaning is expressed. In this process, learners recognise problems in their IL and output promotes learners to do something about those problems. Learners tend to seek out relevant input with more focused attention, search for alternative ways of expressing the given intention and stretch their IL capacity, formulate and test a hypothesis and modify it after receiving feedback. It is important to point out that Output Hypothesis does not negate the importance of input or input comprehension. The intention is to complement and reinforce, rather than replace, input-based approaches to language acquisition so that learners will go beyond what is minimally required for overall comprehension of a message (Izumi & Bigelow, 2000).

Swain (1995) argues that

> "in producing the target language (vocally or subvocally) learners may notice a gap between what they want to say and what they can say, leading them to recognise that they don't know, or know only partially. In other words, under some circumstances, the activity of producing the target language may prompt second language learners to consciously recognise some of their linguistic problems: it may bring to attention something they need to discover about L2 (p. 125-126).

This function of output relates directly to Schmidt's (1994) noticing hypothesis. According to this hypothesis, output facilitates noticing of problems in IL and the relevant features in the input. This noticing may help acquisition. Moreover, if output promotes attention to form this intention most probably promotes attention to meaning as well, as the learner initiates production with the intention of conveying a message (which contrasts to e.g. production with no intention of meaning during mechanical drills). When the learner comes across a problem while trying to convey a message, they notice these problems; in this way they notice the gap between their

IL and target language model. In conclusion, it wouldn't be inappropriate to say that this function of output is consistent with pedagogical proposals, such as focus on form, that emphasise the integration of focus on form and focus on meaning (Izumi & Bigelow, 2000).

In VanPatten (2002b) it is stated that in processing instruction, the role of output in language development is ignored. VanPatten's framework can help us understand how language is internalized and how instruction can intervene during internalization, but it does not explain how that competence is accessed to make output. The research on processing instruction is limited in that perhaps other output-based approaches to form that are not traditional (i.e., that exclude mechanical work and nonmeaningful practice) might be as effective as processing instruction or at least better than traditional instruction. To illustrate, Farley (2001a; cited in VanPatten, 2002a) made a study comparing processing instruction with a meaning-based output instruction. He found out that both types of treatments led to significant improvement with no difference between two. This result may be because of the output and meaningful nature of instruction or the students' interaction to create meaningful output, which creates input for each other in a very focused way.

To develop fluency and to increase accuracy, learners should have an opportunity to use the language to express messages. In this context, the use of drills is not what is intended, but rather the output equivalence of processing instruction. This might be referred to as "structured output" where the focus is on conveying meaning (VanPatten, 1993).The same guideline for the structured input activities can be used for the structured output activities, with changes necessary for a focus on output (VanPatten, 1993):

*1. Teach only one thing at a time.* Break up the rules into smaller bits and pieces.

*2. Keep meaning in focus.* Utterances created by the learner should contain propositional messages that they want to convey.

*3. Someone must "respond" to the learner's output.* The content of the learner's utterance must be the focus of some reaction from the instructor or from other students.

*4. Use both oral and written output.* Students should both speak and write.

*5. Move from sentences to connected discourse.* Students should move from writing isolated sentences to connected sentences.

To sum up, both input and output oriented approaches to language instruction promote noticing. What differentiates between these two is that in input oriented approaches, attention is induced by external means while in output oriented approaches to focus on form, attention is raised internally through production process as the learner notices the gap in his interlanguage though the comparison between the interlanguage and target language forms (Doughty, 2001; Nelson, 1987; Saxton, 1997a, 1997b, cited in Izumi, 2002).

## 2.5. Studies on Input Processing vs. Output-Based Grammar Instruction

Here are some studies, which involve experimental comparisons of input based and production based instruction. These studies show that the learners who receive input based instruction outperform the learners who receive traditional production based instruction.

In VanPatten and Cadierno's (1993) study, their instruction involved two focus on form options-explicit explanation with processing practice. The question here is whether the advantage found for the processing groups in these studies were due to the explicit explanation, the processing practice or a combination of the two. The fist group received a grammatical explanation together with processing practice, the second group received just explicit instruction and the third group received just the processing practice. The focus was object pronoun placement in Spanish. On the comprehension test, both groups one and three performed better than group two, but there was no difference between group one and group three. On the production test, group one but not group three performed better than group two, but the difference between groups one and group three was not statistically significant. They concluded that significant improvement on the interpretation test is due to the presence of structured input activities and not to explicit information. However, it should be noted that explicit instruction did lead to better performance on both tests and also that the tests used in the study didn't include a measure of communicative performance.

To investigate whether the advantage found for the processing groups in these studies was due to the explicit explanation, the processing practice or a combination of two Van Patten& Oikkennon, (1996) replicated VanPatten and Cadierno's (1993) study. Fourth semester high school students were taught object pronoun placement in Spanish. There were three experimental groups: the first group received a grammar explanation with processing instruction, the second group received just explicit

instruction and the third group received just processing practice. On the comprehension test, both the first and the third group performed better than second group but there was no difference between group one and three. On the production test, group one but not group theree performed better than group two but the difference between group one and 3 was not statistically significant. As a result, they concluded that significant improvement on interpretation test is because of the structured input activities and not of explicit explanation and that on the production test the effects of explicit information are negligible.

Cadierno (1995) replicated VanPatten and Cadierno (1993) using the Spanish past tense as the target structure. He compared processing instruction group, traditional group and a control group. He measured the results via an interpretation test, and a production test. The results showed that the on the interpretation test, the processing instruction group improved significantly but the other two groups did not. In the production test, the processing instruction and traditional groups both improved significantly but they were not different from each other. The control group did not improve.

Tanaka (1996) compared the effects of input processing and production practice in short term and long term memory. He investigated the acquisition of English relative clauses by Japanese high school students. In this study, both groups again received explicit instruction followed by processing or production practice. An aural comprehension test and a written production test were administered five days later and again two moths later. On both the immediate and the late comprehension test, the processing group out performed the production group. In fact, the production group showed hardly any improvement on post-test scores. On the production test, both groups showed significant gains with the production group obtaining significantly higher scores than the processing group on the immediate post-test but not on the delayed post test. This suggests that processing practice with explicit instruction resulted in durable learning that was available for use in both comprehension and production tasks. In contrast, production process (with explicit information) resulted in learning that was available for use only in production and that weakened markedly over time.

De Keyser & Sokalski (1996) conducted a study with first year university students for the acquisition of Spanish object clitic pronouns and conditional forms. They found that input practice worked better than production practice for improving

production skills. Both types of instruction resulted in gains in accuracy but production practice led to more frequent use of the target structure on a free production task.

Slaberry (1997) conducted a study with thirty three third-semester university students studying Spanish to compare input processing and output processing. The results show that both input and production groups improved on the comprehension test with the production practice group performing as well as the structured input group. No difference was found in the production test.

Collentine, J. (1998) compared processing instruction and output-oriented instruction. The target structure was Spanish subjunctive in adjective clauses including indefinite antecedents. He had students in PI group match subjunctive and indicate sentences to correct situations or pictures as well as having them respond to sentences containing either subjunctive or indicative verb phrases. The students in the output group completed fill-in the blanks exercises in which learners had to construct sentences to describe something and select the subjunctive or indicative as they formulated their sentences. Both experimental groups improved significantly within themselves after treatment but there was no difference between the 2 experimental groups. Thus, PI was not superior to the output-oriented instruction.

In a study Benati (2001) compared processing instruction and traditional instruction and a control group using the Italian future tense. The test he used in the study consisted of an interpretation task and two-part production task. On the interpretation task, both the processing instruction group and the traditional instruction group improved significantly and the control group improved somewhat. However, the gains of the processing instruction group were significantly greater compared with those of the traditional instruction group. On the two production tasks, both of the groups improved equally, but the control group didn't improve at all.

Farley (2001a) compared the effects of processing instruction with "meaning-based output" (MOI) instruction. The target structure was Spanish subjunctive. The processing instruction group only interpreted sentences via structured input activities. In the MOI group, subjects created subordinate clauses using subjunctive or indicative forms based on the main clause they heard or read. Both of the groups has two days of instruction on the Spanish subjunctive with noun clauses and expressions of doubt and negation. The tests consisted of an

interpretation test based on the processing instruction materials and a production test based on the MOI materials. His results showed that processing instruction and MOI groups improved significantly on both the interpretation and the production tests, with no difference between them.

Farley (2001b) used the same design, procedure and target structure as the 2001a study. The results of the second study, however, were a bit different. Although both groups improved on the interpretation task in the second study, only the processing instruction group maintained its performance on a delayed task.

Karacaer (2003) conducted a study comparing processing instruction and the traditional instruction in learning of English causatives by Turkish learners. There were three groups in the study: processing instruction group, traditional instruction group and a control group with no instruction. The test consisted of interpretation and production tasks. The analysis of interpretation and production data indicated that both treatments resulted in an improvement on the learners. The effects of processing instruction and traditional instruction were retained over time in the interpretation task but not in the production task. However, the drop in the traditional instruction group's scores was greater than the drop in the processing instruction group's scores.

## 2.6. Studies on the Combination of Input Based and Output Based Approaches to Grammar Instruction

To investigate how output may be combined with other focus-on forms techniques to promote greater learning, Izumi et al. (1999) made a study on the noticing function of output. In his study, he compared 2 groups of ESL student in regard to their learning of post hypothetical conditional in English. One (experimental) Group produced written output and then was presented with relevant input in the form of short reading passage. The control group was exposed to the same input for comprehension only. In phase 1, the experimental group reconstructed the text that they were presented. In phase 2, the same learners wrote an essay on a given topic and then were shown a model essay. The control group was exposed to the same input but instead of reconstructing the text or writing an essay, they answered comprehension questions. Three major finding of this study are, first, both groups showed increased noticing of the target structure measured by learners' underlining as they read. Secondly, the experimental group was better at the uptake of the target form in their production following immediately the exposure to input,

and third, the experimental group made significant gains on the production test after phase 2. These results present support to the noticing function of output.

In another study, Izumi (2002) compared 4 experimental groups and a control group. The experimental groups differed in terms of output requirements, and exposure to input. Group one was required to produce output and was exposed to regular unenhanced input; $2^{nd}$ group was required to produce output and received enhanced input, $3^{rd}$ group received unenhanced input without output and the $4^{th}$ one received enhanced input without output requirement. The control group received only pre and posttests. The results showed that those engaged in output-input activities outperformed those exposed to the same input for the purpose of comprehension only. In addition, those who received visual input enhancement failed to show measurable gains in learning. No support was found for the hypothesis that the effect of input enhancement was comparable to that of output.

To examine the noticing function of output practice and to see if the output-input activities result in improved production of the target form, Uzumi and Bigelow (2000) compared two groups. Before completing a) essay writing tasks and b) text reconstruction tasks, two groups received the same input which contains the past hypothetical conditional in English. One group was given opportunities for production while the other engaged in comprehension-based activities. Although the results indicated no unique effects of output, extended opportunities to produce output and receive relevant input were found to be crucial in improving learners' use of the grammatical structure.

# CHAPTER III
# METHODOLOGY

## 3.1. Subjects

The study was conducted at Anadolu University School of Foreign Languages in the spring semester of the academic year 2003-2004. The students who participated in this study were intermediate level students who were studying English for 26 hours a week. They were placed at the intermediate level according to the results of the Michigan Placement Test conducted by the administration at the beginning of the spring term.

Three intermediate level classes which the researcher was teaching grammar six hours a week were randomly assigned as the control group and the experimental groups A and B. In each group there were 26 students but only 18 students' tests were analysed for the study because some of the students didn't take part in either the pre-test, post-test or delayed test. The groups received different treatments during the practice stage.

## 3.2.1 Target Structure: Structure to be taught and tested

The target structure in this study is the causative structure. As it is stated in the Introduction part, this structure is problematic for Turkish students because in Turkish the meaning conveyed through causative structure in English is conveyed with a suffix "-DIr" and students tend to use the first-noun strategy, which is a default strategy that assigns the role of subject to the first noun (phrase) they see in a sentence, to understand the doer of the action in a sentence. However, in this structure, the first noun in the sentence is not the subject of the sentence and this makes the comprehension and production of this structure difficult. These ideas mentioned above were supported with the test results as well. This structure was found to be one of the problematic structures for Turkish learners of English (Karacaer, 2003). In addition to this, before this research was carried out, exam papers of 97 students at high-intermediate level were examined. In this exam where different structures in English were tested only 26 students out of 97 answered all the questions on causatives correctly and 53 of the students could answer none of the causative questions correctly.

In this study, not only the causative verbs "make, have, get" but also the verbs "let and help" were also included because these verbs are the content of Unit 10 in the *Focus on Grammar*, which is used by the control group during the treatment. As the aim of this study is to compare the effects of the practices in the textbook with structured input activities and output practice activities, these two verbs were included in the study. As it is stated in Focus on Grammar (2000, pg.139) "let and help" were grouped together with the causative verbs because these five verbs are related in meaning and structure, that is, in all of these patterns, the first noun is the person who causes somebody else to do the action. The meaning difference between the causative verbs "make, have and get" was out of concern in this study. They were grouped together with the same meaning against the verbs "let" and "help".

### 3.2.2 Materials used during treatment

The materials used for this study can be grouped under two main headings: the material used during the presentation stage and the activities used in the practice stages in each group.

As the difference between the groups occurred in the practice stage, the activities used in each group were different. The control group received the practices in Focus on Grammar, Experimental group A received structured input activities, which were the revised form of the practices in the textbook according to the principles of input processing and Experimental group B received structured input activities+ output practice activities, which were again the revised form of the practices in the textbook according to the principles of input processing and output practices.

### 3.2.2.1. The material used during the presentation stage

In the book, *Focus on Grammar*, the target structure was presented in an article on "two teaching styles". This text explains what a student-centred and a teacher-centred teacher makes, lets or helps students do in the classroom (Appendix A). The target structure in this text is highlighted through input enhancement which is "an external attention-drawing technique, in which the perceptual salience of the target form is increased via combinations of various formatting techniques such as bolding, capitalizing or underlying" (Smith, 1993).

### 3.2.2.2. Activities applied in the Control Group

This group was given the activities in the textbook. The textbook divides the practices in two main groups: focussed practice and communication practice and these practices include both input and output activities. (For the practices in the textbook, see the Appendix B) The activities in the focussed practice provide practice for all uses of the target structure.

**C1 (Control Group activity 1).** As it is stated in the textbook, each Focused Practice section begins with a Discover The Grammar activity.

> " Here students are expected to recognise either the form of the structure
> or its meaning without having to produce any language. This activity
> raises awareness of the structures as it builds confidence." (pg. xi)

The aim of the "Discover the Grammar" exercise in this unit is to make students find the doer of the action in each sentence. For example;

Mr. Goldberg had us translate a short story.

a. Mr. Goldberg translated a short story for us.

b. We translated a short story.

As the doer of the action is not at the beginning of the sentence in the causative structure, the aim of this activity is to pull learners away from the default strategy that they assign the role of subject to the first noun they encounter in a sentence.

**C2.** Following the "Discover the Grammar" activity, controlled but still contextualized practices come. In this second practice students choose the correct underlined verb and choose the person in authority.

Example:

"I didn't want to work overtime this week, but "she" made / let me work late because some of my co-workers were sick."

As a result of completing this activity students are expected to understand that this structure is used in the situations when there is a status difference between the doer of the action and the person who tells the other to do something, such as a boss and a worker.

**C3.** Third practice is an output practice. In this practice, students read short conversations that take place in a class. Students are asked to complete the summary sentences using the correct form of the verb given.

Example:

"Pablo: Ms. Allen, do I have to rewrite this composition?

Ms. Allen: Only if you want to.

Summary: She _____ his composition."
                  (make / rewrite)

In this exercise, students have to decide whether to use affirmative or negative form of the verbs. The first subject of the sentence is given so they know who the second subject –the doer of the action – is and both of the verbs (make/ rewrite) to be used in the answer are given. After deciding on negative or affirmative form, they complete the sentence as in the example.

**C4.** The forth exercise is an editing exercise. Students correct six mistakes in the use of *make, get, have, let* and *help*.

**C5.** After focussed practice, the "communication practice" part comes. The fifth exercise is a listening exercise. Students listen to a student who is talking to his teacher about a writing assignment. Students listen and write T or F next to each statement, each of which contains the target form. The main focus of this exercise is the meaning of the target structure. It helps students to combine the form and the function of the target form.

**C6.** Sixth exercise is again a meaning-focussed one. Students complete a survey about their textbook and compare their answers with their friends. Students don't produce the target structure. This activity is affective in nature and "it taps the learners' own world as they make some kind of personal response to the stimulus that the activity involves." Like the previous activity, it helps students to combine the form and the function of the target form.

**C7.** Like the previous two exercises, in the seventh one, again meaning is kept in focus and students produce output. Students talk about bringing up teenagers and express their opinions about what parents should *make, let* or *help* teacher do. It helps students combine the form and the function of the target structure as well.

### 3.2.2.3. Activities applied in Experimental Group A

Experimental group A performed only structured input activities of processing instruction. (For the structured input activities of the experimental group A, see Appendix B) These exercises are very similar in form to the activities in the textbook

but they are revised to fit the basic characteristics of structured input activities, because some of the activities in the book, which are designed as input activities, do not help the learner to process the structure and some of them are output production activities.

Here the activities in the book will be discussed and how they were adopted will be explained.

**Ex.A I(Experimental Group A activity I).** Experimental group A's first structured input activity is the revised form of C1 in the textbook. This activity (Discover the Grammar) in the textbook is problematic in two ways according to the basic characteristics of input processing suggested by Van Patten (2002a). Firstly, when we examine the "Discover the Grammar" activities on page 146 in the textbook, it can be observed that, these activities can be answered with the help of lexical items. However, "in structured input activities, input is manipulated in such a way that learners become dependent on structure to get meaning." (VanPatten, 2002 p.765) That is, students shouldn't be able to get meaning using their world knowledge or with the help of lexical items. As a general tendency, when learners are asked to get meaning from input, words (content lexical items) are searched first for meaning. If meaning of a sentence can be understood with the help of the words, learners do not pay attention to the form. In the "Discover the Grammar" activities in the textbook, lexical items give clues for the answer. That is, students know that this structure is used especially between the people who are at different social status. They also know that a person with Mr. or Mrs. title is a teacher and the task is writing a short story. They can guess that not the teacher but "we" wrote the story depending on their world knowledge. For example, it would be harder for them to find the doer of the action if there were just the names, which give no clues about the social status of the people. In this way, they would have to depend on only form to get the meaning.

Secondly, according to Van Patten, input processing activities are designed to cause failure in interpretation at the beginning stages of activities so that the processors can begin to "readjust". He also gives an example with the French causative structure. He suggests that the causative structures with "faire" should be mixed with "non-causative" "faire". In this way learners are pushed to listen to or read

every sentence and not apply to strategy that judges all sentences to be causative just because that is the grammar point they are learning (VanPatten 2000 p.765). In the "Discover the Grammar" activity, there is no non-causative "make, have or get" besides the causative "make, have or get" but there are both causative and non-causative sentences in the revised form of this exercise.

To overcome the first problem, in the revised form of this activity, students have to attend to form to get the semantic information because they cannot guess who the doer of the action is, depending on the lexical items because no clue about the social status of the people is given in the sentences.

Example:

"Jane had Mary translate a short story."

  a. Jane translated the story.

  b. Mary translated the story.

Students have to notice "had" to find the doer. It is possible that the learners will assign the role of agent to "Jane" depending on the first noun strategy.. In that case, the processors can do what is needed to accommodate the new knowledge that "had" is a causative verb and the doer of the action comes after that verb.

To overcome the second problem, in the revised form of this activity both causative and non-causative verbs were included in the exercise.

Example:

Sunny made Jane a big sandwich.

Supposing that "make" is a causative verb in this sentence, they tend to say that Jane made the sandwich. Such examples increase their level of attention and help students to discriminate causative and non-causative *make, have* and *get*. They need to attend to each sentence rather than employing an automatic strategy that the second noun is the doer of the action.

To be sure that students undergo all these processes, at the beginning of this exercise, additional instructions were written. In these instructions, students were asked to underline the job done and circle the doer of the action, identify the function of the person at the beginning of each sentence and then choose the sentence that best describes the situation.

After the students finish this exercise, they answer the questions like "where do we write the doer of the action, which form of the verb do we use after the doer of the action". These questions act as glue that unifies the features of the target form together during the activity. That is, it helps learners to allocate their attentional resources over the relationships among related form elements. Learners need to not only pay attention to the doer of the action (as it is the case in the text book) but also to focus *how* the subject, the causative verb, object and the verb in the target form are related to one another. As Izumi states "attending to the individual items, no matter how intensely they do so, will not by itself lead to the acquisition of the target form unless these items are grasped in relation to other related items in the same sentence (Izumi, 2002, p. 571)."

**Ex.A II.** This exercise is the revised form of C2 in the textbook. This exercise is problematic because as Van Patten (1993) claims learners' attention during processing should be directed towards the relevant grammar items, not elsewhere in the sentence. In this activity in the textbook, "choosing the correct verb" task is overshadowed by "matching each situation with the person in authority" task. In experimental group A's activities, an instruction which asks students to underline the word or words that help them to find out which "*verb*" to use is added. In this way, "finding out the correct verb" task is not overshadowed by "finding the person in authority" task.

**Ex.A III.** This exercise is similar to exercise C3 in the textbook. In the textbook, students produce output and they don't have to decide which verb (*make, have, get, let, help*) to use. Students in Experimental group A read dialogues as in exercise **C3** in the textbook but instead of writing a summary of it, they chose the option which describes the situation best because in structured input activities students do not produce output. For example:

Jill: I am fed up with these drugs. I don't want to use them any more.

Doctor: If you give up using these drugs, the treatment will have no use. You don't want to suffer from this illness again, do you?

Jill: No, I can't risk my health. I'll go on using the drugs.

a. The doctor let Jill go on using the drugs.

b. The doctor helped Jill go on using the drugs.

c. The doctor got Jill to go on using the drugs.

This exercise has two aims. The first is to help students discriminate the meaning difference between causative verbs, let and help (the meaning difference between *make, ha*ve and *get* is out of concern in this study because there are no activities which were designed to discriminate the meaning difference between "make, have and get" in the textbook so they are grouped together with the same meaning against *let* and *help)*. Second aim of this exercise is to discriminate the situations where the target structure is necessary and where not necessary.

Example:

Example: Kate: I will turn on the lights, it is getting dark.

Bob: Good idea.

a) Kate had Bob turn on the lights.

b) Bob had Kate turn on the lights.

c) Kate wanted to turn on the lights.

**Ex.A IV.** This exercise in the experimental group A is the same as the Listening exercise in the textbook (C5) as it combines the form and meaning of the target structure very well.

**Ex.A V.** This exercise is similar to exercise C7 in the textbook but exercise 7 in the control group requires students to produce output so it is changed to make it an input practice. Students talk about what their parents make, let or help them do in exercise C7, but in experimental group A, students do not produce output, but just choose the appropriate option that expresses the treatment of their parents towards them.

**Ex.A VI.** This exercise is the revised form of C6 in the textbook. In C6, which is a structured input activity, students are required to complete a survey about their perception of their textbook. However, this exercise does not help students compare the idea of '*doing something on your own*' and '*making someone do something for you.'* but Ex.A VI does. As the internalisation of intake is not just the accumulation of information into the developing system, the intake must fit in somewhere in the interlanguage of the learner (VanPatten, 1993). The students have the concept of "doing something on their own" in their interlanguage. If they have a chance to see the situations of "doing something on your own" and "making someone do it"

together as in this exercise, it will be easier for them to process this new knowledge in their developing system. The following exercise is an example of the revised form of this exercise.

When I want to move;

    a. I have a locksmith change all the locks.

    b. I change all the locks myself.

C4 in the textbook, "Editing the mistakes in a composition", is excluded in the experimental group A because it employs negative evidence but processing instruction uses only positive evidence in the form of meaning-based utterances to which learners respond (VanPatten, 2002a). Input processing doesn't manipulate processors, it manipulates input data so that processors can do whatever it is they need to do to change (VanPatten, 2002, p.766). Instead of this exercise, in experimental group A, the number of input activities was expanded to make the number of questions in the control group and experimental group A equal.

### 3.2.2.4. Activities Applied in Experimental Group B

Experimental group B performed structured input activities of input processing plus output practice activities. (Appendix B) This group shares half of the activities with experimental group A. Ex.A I, II, III and V are used in the Experimental group B as well as the structured input activities. The other half of the exercises are different from the Experimental group A's activities only in the sense that they give students a chance to produce output. The activities that require output are different from the output activities in the textbook as well:

In **Ex.B IV(Experimental group B activity IV)** students in experimental group B are asked to read dialogues and write the summary of it using the target structure:

Daniel: Could you please turn on the lights? It's getting dark.

Jenny: OK! I will.

Summary: (let / have) _____ the lights.

To do this exercise, students have to choose one of the verbs given and after choosing the verb "have" they find out the job done (turning on the lights) and then decide if "Jenny has Daniel" or "Daniel has Jenny" turn on the lights. Students have to find out all these features of the target form in order to do these activities. Unlike

the production exercise C3 in the textbook, the subject, the causative verb and the second verb are not provided. As lots of clues are provided for the answer in exercise C3 in the textbook, the possibility of making mistakes is very low for students. However, output practices must also help acquisition because it helps students notice the gap between what they want to say and what they say, leading them to see what they don't know or know partially (Swain, 1995).

**Ex.B VI** This exercise in experimental group B is similar to exercise Ex.A VI in experimental group A but in exercise Ex.B VI students produce output. They write what their parents make, help, let don't make, help or let them do while in exercise Ex.A VI, they choose the appropriate option that describes the treatment of their parents towards them. Students in the control group do the same task with the students in experimental group B but in experimental group B, they produce written output while in the control group they talk about how the treatments of parents towards teenagers should be.

**Ex.B VII** This exercise in experimental group B is similar to exercise Ex.A VII in experimental group A. Exercise Ex.A VII is an input practice but exercise Ex.B VII is an output practice. Students in experimental group B take notes on the 'to do' list. They complete a "to do" list by writing if they will do the jobs on the list by themselves or make somebody else do them instead of themselves. In the control group, there are not any exercises which help students compare the idea of "doing something on your own" and "making someone else do it".

### 3.2.3 Testing Instruments

The test consists of three parts; production part, multiple choice recognition part and paragraph writing part. The purpose of having these three different parts is to find out in which sub-skill or skills (production, recognition or freer production) each treatment is especially good at.

In the production part of the test, students read short dialogues and write the summary of it using the target structure choosing one of the verbs given. Example:
Julie: How much do you pay Mary for cleaning?
Chris: I pay her 10 pounds a week. She comes once a week and cleans the rooms.
Summary: (have/ let) _____ the rooms once a week

In the multiple-choice recognition part, students read short dialogues and chose the option that best describes the situation. Example:

Alice: The tap in the kitchen is leaking again.

Bryan: I'll call the plumber.

Alice: OK.

a. Bryan will have the plumber repair the tap.

b. Alice will have Bryan repair the tap.

c. Bryan will repair the tap.

In the writing part, students write a short paragraph of at least 5 sentences using the causative structure for the given situation. (For the test, see Appendix C)

### 3.2.3.1. Content Validity

To find out if the test was testing what it intends to test, nine native speakers were reached on the Internet. They were asked to:

1. Answer all the questions in the test.

2. Comment on the language of the test.

3. Comment if the test is testing causatives appropriately.

Five native speakers commented on the test and the test was revised taking their comments into consideration. These native speakers are academicians who are studying curriculum development in ELT in Turkey. They all agreed that the test is testing what it aims to test so it can be said that the test has content validity.

### 3.2.3.2. Pilot Test

After the modifications suggested by the native speakers, the final version of the test was piloted before it was conducted for the study. The students to whom the test was given were intermediate students studying at Anadolu University, School of Foreign Languages. The group consisted of 19 students. Item analysis of each question in the test was made and as a result of this analysis, the very easy or very difficult questions were excluded or revised. After this pilot test, the final version of the test was agreed to be used for this study.

### 3.2.3.3. Test Reliability

Reliability is an essential characteristic of a good test because if a test does not measure reliably, then one could not count on the scores resulting from that test.

Technically, reliability shows the extent to which test scores are free from errors of measurement (Brown, 1996). To find the reliability of the whole test, the Spearman-Brown Prophecy Formula was applied and the result was 0. 893. If the result is above 0.70, that means that the test is reliable. As the score is 0. 893, that means that the test is reliable.

### 3.2.4. Procedure

The students in all the groups were given the pre-test before the application. Then the treatment started and lasted four hours. The new structure was presented in the same way to all groups. The difference occurred in the practice stage. In the control group, students received the practices in their textbook, *Focus on Grammar.* In experimental group A, students received structured input activities of processing instruction and experimental group B received a combination of structured input activities and output practice activities.

### 3.2.4.1 Presentation Stage

The target structure was presented through inductive explicit instruction. First, students read and listened to a text on two teaching styles. In this text, the causative structure was highlighted through input enhancement Students listened to and read the text twice and answered comprehension questions, which were given by the researcher before they started to read the text. The answers that included causatives were used as sample sentences to explain the meaning and form of causatives successively.

Example:

Dan has the students use a textbook.

Sandra lets students choose their material.

He makes students stop several times while he explains a topic.

Students help each other edit their work.

Dan gets students to find the answer in the book.

Using these example sentences, the teacher tried to clarify the meaning by asking questions similar to the ones given in the example below.

Example:

T: Who uses a textbook in the first sentence? Dan or the students?

Ss: The students.

T: What is the function of Dan in this sentence?

Ss: He tells students to use that book.

T: What about the next one? Who chooses the material?

Ss: The students

T: What is the function of Sandra?

Ss: She gives permission.

She also warned students that they are used to seeing the doer of the action at the beginning of the sentence but in this structure, it is not the case. The doer of the action comes after the causative verbs. The researcher told students not to misinterpret these sentences because of the word order, asking and underlining the doer of the action in each sentence.

Following the analysis of the meaning the target structure conveys, the researcher focused on the *form* of the structure. In this step, the researcher asked the job done in each sentence.

Example:

Dan has the students find the answer.

T: In this sentence what do the students do?

Ss: They find the answer.

While answering these questions, researcher circled the second verb in each sentence and asked which form of the verb is used with the causative verbs. The researcher also reminded students that the causative verbs, but not the action verb, can be used in any form.

### 3.2.4.2. Practice Stage

The difference in the treatment occurred in the practice stage. This stage took about 90 minutes in each group. In the control group students received the practices in their textbooks *Focus on Grammar*. In experimental group A students received structured input activities of processing instruction and experimental group B received a combination of structured input activities and output practice activities.

### 3.2.4.3. Application of the Tests

Pre-test was given before the application to see what the students know about the target structure. To test the short term and long term effects of the treatments post

test and delayed test were conducted after the application. Post-test was conducted immediately after the treatment to find out the short term effect of the treatment. Finally, five weeks after the treatment, the delayed-test was conducted to find out long-term effect of the treatment.

| Control | Experimental A | Experimental B |
|---|---|---|
| Inductive explicit teaching | Inductive explicit teaching | Inductive explicit teaching |
| Structured input activities + output practice activities<br><br>(Exercises of the textbook) | Structured input activities<br><br>(Manipulated form of the exercises in the textbook to fit the principles of input processing) | Structured input activities + output practice activities<br><br>(Manipulated form of the exercises in the textbook to fit the principles of IP and output practices) |

Figure 3.1. Treatments of the groups.

## 3.3. Data Analysis

In order to obtain quantitative data needed for the analysis, each part of the test was scored differently considering the task demands of each part.

In scoring the production part, five points was assigned for each answer. Each component of a correct answer had 1 point. That is,

Julie: How much do you pay Mary for cleaning?

Chris: I pay her 10 pounds a week. She comes once a week and cleans the rooms.

Summary: (have / let) _____ the rooms once a week.

The expected answer is: <u>Chris</u>   <u>has</u>   <u>Mary</u>   <u>clean</u> the rooms once a week.
                        Subj. / verb/  obj./   base form
                          1      2      1        1

Students got one point for writing the subject to the correct place and one point for writing the object to correct place. One point was given for choosing the correct verb given in the parenthesis (have) and one point for the subject-verb agreement of this verb (using "has" rather than "have") and finally, one point for the place and the correct form of the second verb. The 'base form' of the verb is used with the verbs "make, have and let"; 'to infinitive form' of the verb is used with the verb "get" and 'both the base form or to infinitive form' are possible with the verb "help" for the second verb.

If the answers were not meaningful or if they had no meaning relation with dialogues given, they got 0. There were 10 questions in the production part, so if the students answered all the questions correctly, they got 50 from this part.

In scoring the multiple choice recognition part, 2,5 points were given for each correct answer. If the students couldn't find the correct option, they got 0 for that question. As there were 10 questions in this part, the students who answered all the questions correctly in this part got 25.

For the writing part, students were asked to write a paragraph of at least five sentences using the causative structure for the given situation. The reason for asking students to write at least five sentences is that, the same test was conducted to the İÖLP (İngilizce Öğretmenliği Lisans Programı)1st year students and they wrote paragraphs using approximately 7 sentences using the causative structure. As the English level of the participants in this study was lower than the İÖLP students, they were asked to write a paragraph using at least 5 sentences with the causative structure. The same criterion for the production part of the test was used in this part, assigning 5 points for each sentence. Students who wrote a paragraph using 5 sentences with the target structure got 25. Only the grammar structure of the paragraph was evaluated and the other components of a paragraph writing such as organization, cohesive links, etc. were not included in the evaluation.

| Parts | Item no | Score of the correct answer | Total score |
|---|---|---|---|
| Production Test (PT) | 10 | 5 | 50 |
| Recognition Test (RT) | 10 | 2,5 | 25 |
| Writing Task (W) | 5 | 5 | 25 |
| Complete test | 25 | Total score | 100 |

Figure 3.1. The distribution of scores for each part of the test.

To analyse the data obtained from the pre, post and delayed tests, these tests were considered as a whole with 100 as the maximum point That is, for each group, 3 test scores were obtained.

1. Scores of control group's pre, post and delayed tests.

2. Scores of Experimental group A's pre, post and delayed tests.

3. Scores of Experimental group B's pre, post and delayed tests.

As these data didn't give information about each group's scores from different sub-skills, each part of the tests were also calculated separately. The aim of

calculating this detailed data is to find out the effect of each treatment on different sub-skills such as production and recognition.

As a result of these calculations, the following data were obtained.

1. Scores of control group from PT, RT and W in the pre-test.

2. Scores of control group from PT, RT and W in the post-test.

3. Scores of control group from PT, RT and W in the delayed-test.

4. Scores of Experimental group A's from PT, RT and W in the pre-test.

5. Scores of Experimental group A's from PT, RT and W in the post-test.

6. Scores of Experimental group A's from PT, RT and W in the delayed-test.

7. Scores of Experimental group B's from PT, RT and W in the pre-test.

8. Scores of Experimental group B's from PT, RT and W in the post-test.

9. Scores of Experimental group B's from PT, RT and W in the delayed-test.

To make a comparison between each treatment, between groups comparison was conducted among the groups' mean scores of pre-test, post-test and delayed tests both for the complete test and for each part of the test separately. To do this, one-way Analysis of variance (one-way ANOVA) was used. If there was a significant difference, pos hoc Tukey followed the one-way ANOVA to see between which groups there was a significant difference.

**CHAPTER IV**
**DATA ANALYSIS**

## 4.1. Data Presentation and Analysis

This study was conducted to answer the following questions:

**1**.Do the learners who receive structured input activities outperform those who receive the practices in the textbook?

**2**.Do the learners who receive structured input activities+ output practices outperform those who receive the practices in the textbook?

**3**.Do the learners who receive structured input activities only outperform those who receive structured input activities+ output practices?

**4**.Which of these practices (the practices in the textbook, structured input activities and structured input activities+ output practices) has more retainable effects on learning the target structure than others?

To compare the effects of the treatments, pre-test, post-test and delayed test scores of all groups were analysed through one-way analysis of variance (one-way ANOVA). This analysis was used because there was one dependent variable (the scores of the subjects) and three independent variables, three different treatments/groups. If a significant difference was found as a result of one-way ANOVA, pos hoc Tukey test was conducted to see between which groups there was a significant difference.

### 4.1.1. Between Groups Comparisons for the Pre-test Scores

To be sure that all the subjects had equivalent prior knowledge before the treatment, their pre test scores were compared through one-way ANOVA. Table 4.1 displays the results of one-way ANOVA for all the groups' pre test scores from the complete test. (P<,05)

**Table 4.1**

Results of one-way ANOVA for all groups' complete pre test scores.

| Groups | Number of students | Mean scores | P |
|---|---|---|---|
| Control group | 18 | 25 | |
| Experimental Group A | 18 | 24,9 | ,686 |
| Experimental groups B | 18 | 23,3 | |

**(Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.)

As it is seen in the table, control group's mean score is 25, experimental group A's mean score is 24,9 and experimental group B's mean score is 23,3. There is not a significant difference between the complete pre test scores of the groups (F=,379 P=,686).

When the groups' pre test scores from each part of the test were compared (Table 4.2), it was observed that the subjects were almost equal in terms of production, recognition and writing scores of the test prior to the treatments.

a)  In the production test, control group's mean score is 13, experimental group A's mean score is 12 and experimental group B's mean score is 13,3 so there is no significant difference between the scores (F=2,626 P=,082).

b)  In the recognition test, control group's mean score is 11,9, experimental group A's mean score is 11,9 and experimental group B's mean score is 10,4. As it is seen, there is not a significant difference between the scores (F=2,261 P=,080).

**c)**  In the writing task, control group, experimental group A and experimental group B's mean scores are 0 so there is not a significant difference between the scores (F= ,762 P=,441).

**Table 4.2**

Results of one-way ANOVA for all groups' pre test scores from each part of the test.

| | Groups | Number of Students | Mean scores | P |
|---|---|---|---|---|
| Production | Control group | 18 | 13 | ,082 |
| | Experimental Group A | 18 | 12 | |
| | Experimental groups B | 18 | 13,3 | |
| Recognition | Control group | 18 | 11,9 | ,080 |
| | Experimental Group A | 18 | 11,9 | |
| | Experimental groups B | 18 | 10,4 | |
| Writing | Control group | 18 | 0 | ,441 |
| | Experimental Group A | 18 | 0 | |
| | Experimental groups B | 18 | 0 | |

**(Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.)

As the tables 4.1 and 4.2 indicate, the groups do not differ statistically between each other so the improvement of subjects on the target form can be attributed to the treatments.

### 4.1.2. Between – Groups Comparisons for the Post Test Scores

To see if there is a difference between the effects of each treatment, each group's post-test scores were compared through one-way ANOVA for both the complete test scores and for all parts of the test separately. This was followed by post hoc Tukey test analysis to see which group or groups caused the difference. The results are presented in the following tables (4.3-4.6).

Results of one-way ANOVA for all groups' complete post-test scores are given in table (4.3). As it is displayed in this table, there is a significant difference between the complete post-test results of the groups (P=,000). Control group's mean score is 76,7, experimental group A's mean score is 88,5 and experimental group B's mean score is 91,8. As the table demonstrates, effects of three treatments on learning the target form are significantly different from each other.

**Table 4.3**

Results of one–way ANOVA for all groups' complete Post Test scores.

| Groups | Number of students | Mean scores | P |
|---|---|---|---|
| Control group | 18 | 76,7 | |
| Experimental Group A | 18 | 88,5 | ,000* |
| Experimental groups B | 18 | 91,8 | |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.) (* indicates ≤ ,05)

To see which group or groups caused the difference on the whole test, post hoc Tukey test was conducted. When the post hoc Tukey test analysis was examined, it was observed that there is a significant difference (P=,001) between the scores of the control group (76,7) and the experimental group A (88,5). There is also a significant difference (P=,000) between the scores of control group (76,7) and experimental group B (91,8). However, the difference between experimental groups A (88,5) and B (91,8) is not significant (P=,52). This indicates that structured input activities +output practice activities and structured input activities only are more effective than the practices in the textbook *Focus on Grammar*

**Table 4.4**

Results of Tukey for all groups post test scores

| Groups | Number of Students | Scores | P |
|---|---|---|---|
| Control gr. | 18 | 76,7 | ,001* |
| Experimental gr. A | 18 | 88,5 | |
| Control gr. | 18 | 76,7 | ,000* |
| Experimental gr. B | 18 | 91,8 | |
| Experimental gr. A | 18 | 88,5 | ,526 |
| Experimental gr. B | 18 | 91,8 | |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.) (* indicates ≤ ,05)

In other words, table 4.4 indicates that the subjects who received structured input activities and a combination of structured input activities and output practice activities showed improvement on the production and comprehension of the target

form more than the subjects who received the practices in the textbook *Focus on Grammar*. However, it seems that structured input activities group and structured input activities + output practice activities groups improved equally, which indicates that output practice activities seem not to provide extra benefit to the learning process of subjects in experimental group B.

To see in which skill the groups improved significantly, the parts of the post-tests were compared through one way ANOVA.

a) In the production test, control group's mean score is 41,6, experimental group A's mean score is 42,9 and experimental group B's mean score is 47,8. As it is seen, there is a significant difference between the scores of the groups (F= 5,939 P=,005).

b) In the recognition test, control group's mean score is 17,9, experimental group A's mean score is 23,1 and experimental group B's mean score is 23,3. There is a significant difference between the scores of the groups in the recognition part of the test as well (F= 16,652 P=,000).

c) In the writing task, control group's mean score is 17, experimental group A's mean score is 19,8 and experimental group B's mean score is 20,8. As it is displayed in the table, there is not a significant difference between the scores of the groups (F= 1,674 P=,198).

**Table 4.5**
Results of one way ANOVA for all groups post test scores from each part of the test

|  | **Tests** | **Mean scores** | **P** |
|---|---|---|---|
| Production | Control gr. | 41,6 | ,005* |
|  | Experimental gr. A | 42,9 |  |
|  | Experimental gr. B | 47,8 |  |
| Recognition | Control gr. | 17,9 | ,000* |
|  | Experimental gr. A | 23,1 |  |
|  | Experimental gr. B | 23,3 |  |
| Writing | Control gr. | 17 | ,198 |
|  | Experimental gr. A | 19,8 |  |
|  | Experimental gr. B | 20,8 |  |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.) (* indicates $\leq$ ,05)

To see which group or groups caused the difference in different parts of the test, post hoc Tukey test was conducted.

a) As it is displayed in table 4.6, in the production part, control group's mean score is 41,6, experimental group A's mean score is 42,9 and experimental group B's mean score is 47,8. There is no significant difference between the scores of control group and experimental group A (P=,777). However there is a significant difference (P=,005) between the scores of control group and experimental group B. Finally, there is a significant difference (P=,033) between the scores of experimental group A and Experimental Group B. That is, structured input activities + output practice activities group was the best in the production part of the test.

b) In the Recognition part, there was a significant difference (P=,000) between control group (17,9) and experimental group A (23,1).There was a significant difference (P=,000) between control group (17,9) and experimental group B (23,3) as well. However, there was not a significant difference (P=,991) between the scores of experimental groups A (23,1) and B (23,3). In the recognition part of the test, structured input activities group and structured input activities + output practice activities groups scored almost the same.

c) In the writing part of the exam, there was not a significant difference (P=, 392) between the control group (17) and experimental group A (19,8). The difference (P=,194) between control group (17) and experimental group B (20,8) was not significant either. Finally, there was not significant difference (P=,899) between the scores of experimental groups A (19,8) and B (20,8).

**Table 4.6**

Results of tukey test for each part of the Control, Experimental A and Experimental B'
post test scores.

| | | Test scores | P | | | | Test scores | P |
|---|---|---|---|---|---|---|---|---|
| Production | Control gr. | 41,6 | ,778 | Recog. | Control gr. | | 17,9 | ,000* |
| | Exp. gr. A | 42,9 | | | Exp. gr. A | | 23,1 | |
| | Control gr. | 41,6 | ,005* | | Control gr. | | 17,9 | ,000* |
| | Exp. gr. B | 47,8 | | | Exp. gr. B | | 23,3 | |
| | Exp. gr. A | 42,9 | ,033* | | Exp. gr. A | | 23,1 | ,991 |
| | Exp. gr. B | 47,8 | | | Exp. gr. B | | 23,3 | |
| Writing | Control gr. | 17 | ,392 | | | | | |
| | Exp. gr. A | 19,8 | | | | | | |
| | Control gr. | 17 | ,194 | | | | | |
| | Exp. gr. B | 20,8 | | | | | | |
| | Exp. gr. A | 19,8 | ,899 | | | | | |
| | Exp. gr. B | 20,8 | | | | | | |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured
input activities group; **Exp. Group B**: Structured input activities + output practice
activities group.) (* indicates ≤ ,05)

### 4.1.3 Between – Groups Comparison for the Delayed Test

The same procedure was followed to compare the scores of delayed tests of each
group to see the long-term effects of the treatments

As it is indicated in table 4.7, control group's mean score is 74,9, experimental
group A's mean score is 83,2 and experimental group B's mean score is 90,7. There is
a significant difference between the groups in terms of the complete delayed test
scores (F= 5,539 P=,050).

**Table 4.7**

Results of one-way ANOVA for all groups' complete delayed test scores.

| Groups | Number of students | Mean scores | P |
|---|---|---|---|
| Control group | 18 | 74,9 | |
| Experimental Group A | 18 | 83,2 | ,050* |
| Experimental groups B | 18 | 90,7 | |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.) (* indicates ≤ ,05)

Table.4.8 demonstrates the results of Tukey for all groups' complete delayed test scores. When the post hoc Tukey test analysis was examined, it was observed that there is a significant difference (P=,048) only between the scores of the control group (74,9) and the experimental group B (90,7). There is no significant difference (P=,399) between the scores of control group (74,9) and experimental group A (83,2). The difference between experimental groups A (83,2) and B (90,7) is not significant either (P=,503). This indicates that structured input activities +output practice activities had more durable effects than the practices in the text book *Focus on Grammar* or structured input activities only.

**Table 4. 8**

Results of Tukey for all groups' complete delayed test scores.

| Groups | Number of Students | Scores | P |
|---|---|---|---|
| Control gr. | 18 | 74,9 | ,399 |
| Experimental gr. A | 18 | 83,2 | |
| Control gr. | 18 | 74,9 | ,048* |
| Experimental gr. B | 18 | 90,7 | |
| Experimental gr. A | 18 | 83,2 | ,503 |
| Experimental gr. B | 18 | 90,7 | |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.) (* indicates ≤ ,05)

Following the comparison of the complete test scores, the same data were compared for each part of the test.

**Table 4.9**

Results of one way ANOVA for all groups' delayed test scores for each part of the test.

|  | Tests | Mean scores | P |
|---|---|---|---|
| Production | Control gr. | 42,2 | ,003* |
|  | Experimental gr. A | 44,9 | |
|  | Experimental gr. B | 47,5 | |
| Recognition | Control gr. | 19,3 | ,005* |
|  | Experimental gr. A | 21,6 | |
|  | Experimental gr. B | 23,4 | |
| Writing | Control gr. | 16,3 | ,729 |
|  | Experimental gr. A | 18,7 | |
|  | Experimental gr. B | 19,7 | |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.) (* indicates ≤ ,05)

Table 4.9 displays the results of one-way ANOVA for all groups' delayed test scores for each part of the test.

a)   As it is seen in the table, in the production part of the test control group's mean score is 42,2, experimental group A's mean score is 44,9 and experimental group B's mean score is 47,5. There is a significant difference between the groups in the production part of the test (F=6,456 P=,003).

b)   In the recognition part of the test, control group's mean score is 19,3, experimental group A's mean score is 21,6 and experimental group B's mean score is 23,4. There is a significant difference between the groups in the recognition part of the test as well (F= 5,959 P=,005).

c)   However, there is no significant difference between the groups in the writing part (F=,319 P=,729). Control group's mean score is 16,3,

experimental group A's mean score is 18,7 and experimental group B's mean score is 19,7.

The following table (Table 4.10) demonstrates results of Tukey test for all groups delayed test scores from each part of the test.

a) In the production part of the test, the only significant difference (P=,002) is between the mean scores of the control group (42,2) and experimental group B(47,5). The difference between control group (42,2) and experimental group A (44,9) is not significant (P=,163). Between the experimental group A (44,9) and B (47,5) there is not a significant difference either (P=,201).

b) In the recognition part of the test, again the only significant difference (P=,003) is between the mean scores of the control group (19,3) and experimental group B(23,4). The difference between control group (19,3) and experimental group A (21,6) is not significant (P=,140). Between the experimental group A (21,6) and B (23,4) there is not a significant difference either (P=,294).

c) In the writing part of the test, no significant difference was found between the groups. The difference between the mean scores of the control group (16,3) and experimental group A (18,7) is not significant (P= ,825). The difference between control group (16,3) and experimental group B (19,7) is not significant (P=,984) and between the experimental group A (18,7) and B (19,7) there is not a significant difference either (P=,729).

As it is seen, the only difference is between the control group and the experimental group B in the production and recognition parts of the test. There is no significant difference between the scores of the control group and experimental group A or between the scores of the experimental groups A and B in the production and recognition parts of the test. No significant difference was observed between the groups in the writing part.

**Table 4.10**

Results of Tukey test for all groups delayed test scores from each part of the test.

|  |  | Test scores | P |  |  | Test scores | P |
|---|---|---|---|---|---|---|---|
| Production | Control gr. | 42,2 | ,163 | Recog. | Control gr. | 19,3 | ,140 |
| | Exp. gr. A | 44,9 | | | Exp. gr. A | 21,6 | |
| | Control gr. | 42,2 | ,002* | | Control gr. | 19,3 | ,003* |
| | Exp. gr. B | 47,5 | | | Exp. gr. B | 23,4 | |
| | Exp. gr. A | 44,9 | ,201 | | Exp. gr. A | 21,6 | ,294 |
| | Exp. gr. B | 47,5 | | | Exp. gr. B | 23,4 | |
| Writing | Control gr. | 16,3 | ,825 | | | | |
| | Exp. gr. A | 18,7 | | | | | |
| | Control gr. | 16,3 | ,984 | | | | |
| | Exp. gr. B | 19,7 | | | | | |
| | Exp. gr. A | 18,7 | ,729 | | | | |
| | Exp. gr. B | 19,7 | | | | | |

(**Control group**: The group who used the textbook; **Exp. Group A**: Structured input activities group; **Exp. Group B**: Structured input activities + output practice activities group.) (* indicates ≤ ,05)

These results indicate that structured input activities + output practice activities has more durable effects than the practices in the text book, *Focus on Grammar* but the long term effects of structured input activities and the combination of structured input activities and output practice activities were the same.

### 4.2. Discussion of the Results

To answer the questions which of these treatment(s) is more effective in learning the English causatives, between groups comparisons were made for the control group, experimental group A and experimental group B's both complete test scores and their scores from each part of the test. In this part, the research questions will be discussed successively, including both the production and recognition parts of the test. The discussion of the writing part, which is considered to be free production, will be left to the end of the discussion because it needs a further analysis.

First question was if the learners who received structured input activities only outperformed those who received the practices in their textbook *Focus on Grammar.* Between groups comparisons of complete post test scores of the control group and the experimental group A revealed that there was a significant difference between the scores of these two groups. Experimental group A scored significantly higher than the control group. (Table 4.4) This shows that the students who received structured input activities scored significantly higher than the students who received the practices in the textbook *Focus on Grammar*.

When the scores from each part of the test of the control group and the experimental group A were compared, it was observed that the experimental group A scored significantly higher than the control group in the recognition part of the test. That means the input activities used in experimental group A were more effective than the ones in the book in the short term. This may also indicate that the activities in the book which are thought to be structured input activities need to be revised to increase the noticing function of these activities. When the production part of the test is compared no significant difference was found but the mean score of the students in experimental group A was slightly higher than the mean score of the students in the control group. Students in the experimental group A did not do any activities that require the production of the target structure during the treatment but their mean score in the production and writing parts of the test was slightly higher than the mean score of the students in the control group, who had both input and output activities in their textbook. These results show that although the students in experimental group A do not produce any output structured input activities are as effective as or even more effective than the activities in the book which also give students the opportunity to produce output.

Question 2 was if the learners who received structured input activities + output practice activities outperformed those who received the practices in the textbook, *Focus on Grammar.* Between groups comparisons of the complete post test scores of the control group and the experimental group B revealed that the subjects in the experimental group B displayed a significantly higher achievement than did the control group in the post-test (Table 4.4). The reason for this may be that the practices in the textbook cannot offer enough guidance for students to process the structures they learned although they include both receptive and productive activities so the practices in the experimental group B were revised to compensate these

shortcomings of the textbook. As a result, the subjects in the experimental group B had significantly higher gains than did the students in the control group after the treatment.

The comparison of the scores from each part of the test also showed that the subjects in the experimental group B, who received the revised form of both the input and output activities in the book, improved significantly higher than did the control group in the production and recognition parts of the test. Receiving the revised form of both input and output activities resulted in a better performance in both production and comprehension skills. As a result, it may be argued that not only the input activities but also output practices in the textbook need to be revised. Output practices in the book need to be made more challenging so that students can pay more attention to the form while answering the questions and notice the gap in their interlanguage.

Third question was if the learners who received structured input activities outperformed those who received structured input activities + output practice activities. The between groups comparison of the complete post test scores of Experimental group A and Experimental group B revealed that there was no significant difference between the scores of the subjects in the experimental groups A and B (Table 4.4). Looking at these results, it can be stated that structured input activities and structured input activities + output practice activities groups improved almost equally. However, when the mean scores of the groups are compared, it is observed that there is a slight difference. The mean score of experimental group B is slightly higher than the mean score of experimental group A.

However, when the subjects' scores from each part of the test were compared, it was observed that experimental group B performed significantly higher than the experimental group A in the production part of the test. These two groups performed equally in the recognition and writing parts of the test (Table 4.6). These findings reveal that receiving a combination of structured input activities and output practice activities is more effective than receiving only structured input activities in the development of production skill but the effects of these two treatments are not different from each other in the development of recognition. To sum up, the subjects who received structured input activities + output practice activities *produced* the target structure more accurately than the students who received only structured input activities so it may be argued that output – based activities have a place in foreign

language classroom and should follow instruction that focuses on input. That is, explicit instruction should involve a move from an input to an output based approach. In this way, first changes in the developing system can be made and then learners can be given opportunities for developing productive abilities. Thus, VanPatten (2002) states input provides the data, structured input activities makes (certain) data available for acquisition, other internal mechanisms accommodate data into the system and output helps learners become communicators and again, may help them become better input processors.

The last research question was which of these treatment or treatments resulted in more durable success on learning the target form. To answer this question, again between groups comparisons were used. Between groups comparisons of the complete delayed test scores of one-way ANOVA revealed that there was a significant difference between the scores of the delayed test of the groups. (Table 4.7) The post hoc Tukey test analysis showed that the subjects of the experimental group B showed a significantly higher achievement than did the control group in the delayed test. That is, the subjects who received structured input activities + output practice activities scored significantly higher than the subjects who received the practices in their textbook. On the other hand, the scores of the control group and the experimental group A and experimental group A and experimental group B were not significantly different. That is, neither the students who received the practices in their textbook and the students who received structured input activities nor the students who received structured input activities only and students who received the combination of structured input activities and output practice activities showed significant difference in the delayed test. (Table 4.8) This may indicate that experimental group B showed a little more improvement than the control group and experimental group A.

One-way ANOVA analysis of the delayed test scores for each part of the test revealed that the scores of the groups were significantly different in the production and recognition parts of the test but there was no significant difference in the writing part. (Table 4.9) The post hoc Tukey test analysis revealed that the only significant difference was between the control group and the experimental group B but not between other groups. These results indicate that the practices in the textbook, *Focus on Grammar* didn't have as durable effects as the structured input activities +output practice activities. Another point is that although the subjects who received

structured input activities +output practice activities scored significantly higher than the structured input activities group in the production part of the post test, that difference disappeared in the delayed test. There was no significant difference between the scores of the two experimental groups in any part of the test after five weeks. Seeing that the only significant difference was between the control group and experimental group B, it might be argued that both input and output activities in the textbook need to be revised and that revision results in much better performance in production and comprehension skills than do the activities in the textbook.

So far, we discussed the results of the recognition and production parts of the test. We suspended the discussion of the writing part, which can be considered as free production. There was no significant difference between the groups' scores from the writing part of neither the post-test nor the delayed test. This result may be due to the scoring system of this part because the students were given point for every correct use of the target structure. The students could achieve the correct form by just using a single causative and producing similar sentences. Although their mean scores from the writing part of the test were not different, the groups performed differently in the writing part. The students in the experimental groups A and B used a variety of the causative verbs while the students in the control group tended to use the same causative verb again and again. % 66,6 of the students in the experimental group A (12 students) and %64,2 of the students in the experimental group B (13 students) used at least four of the causative verbs (four of the verbs "make, have, get, let or help") in their paragraphs while only % 44,4 of the students in the control group (8 students) could use that variety of the causative verbs. In the control group, %38,8 of the students (7 students) used the verb "get", which was given by the researcher in the writing part of the test at the beginning part of the paragraph. The number of the students who used only the verb "get" in their paragraph was four in the experimental group A and two in the experimental group B.

In the light of the findings from the literature, we see that the findings of this study show parallels with the findings of some studies (Tanaka, 1996; DeKeyser & Sokalski, 1996; Slaberry, 1997; Colentine, 1998; Farley 2001a). When these studies were examined, it was observed that the groups who received input activities outperformed the group who received output activities (Tanaka, 1996; DeKeyser & Sokalski, 1996). On the other hand, the results of Slaberry, (1997); Colentine, (1998); Farley (2001a)'s studies show that there were no difference between the

effects of the input activities and output activities. However, in the present study, output activities were found to be a little more effective than the input activities when they are used together with input activities. The difference was significant in terms of the development of the production skill in the short term. These results may indicate that, when used together, input activities, which offer the opportunity to interpret the form-meaning relationship correctly without any practice in producing the target form, (Van Patten, 1996) and the output activities, which stimulate language acquisition by forcing learners to process language syntactically, are more effective than the input activities or output activities alone.

When we compare the results of this study with the results of the studies which compare the effects of input activities only and input + output activities (Izumi et al, 1999; Izumi, 2002; Izumi & Bigelow, 2000), it is found out that the results of this study show parallels with the above studies.

In Izumi et al's (1999) study the experimental group produced written output and then was presented with relevant input in the form of short reading passages. The comparison group was exposed to the same input for comprehension only. The experimental group outperformed the comparison group in immediate production test as in this study (Izumi, 99) but these two groups were equal in terms of recognition skill. Like in Izumi's study, in the present study, the groups differed only in the immediate production test and they scored almost the same in the recognition part of the test.

In another study, Izumi (2002) compared 4 experimental groups and a control group. The experimental groups differed in terms of output requirements, and exposure to input. Group one was required to produce output and was exposed to regular unenhanced input; 2nd group was required to produce output and received enhanced input, 3rd group received enhanced input without output and the 4th one received enhanced input without output requirement. The control group received only pre and post-tests. The results showed that those engaged in output-input activities outperformed those who were exposed to the same input for the purpose of comprehension only. This result is parallel with the findings of the present study as well. In the present study, the group who received both input and output activities performed better in the immediate test than the group who received only input activities.

To examine the noticing function of output practice and to see if the output-input activities result in improved production of the target form, Uzumi and Bigelow (2000) compared two groups. One group was given opportunities for production while the other engaged in comprehension-based activities. Although the results indicated no unique effects of output, extended opportunities to produce output and receiving relevant input were found to be crucial in improving learners' use of the grammatical structure.

In conclusion, like in the present study, the studies above which compare the effects of input activities and input + output activities show that receiving input activities and input + output activities have similar effects on the development of grammatical competence of the target form. The only difference between these two may take place only in the development of production skill in the short term. Receiving only input activities were found to be not enough and extended opportunities to produce output and receiving relevant input were found to be crucial in improving learners' use of the grammatical structure.

**CHAPTER V**
**CONCLUSION**
**5.1. Summary of the Study**

This study was conducted to compare the short term and long term gains of Turkish students who received structured input activities (experimental group A) a combination of structured input activities and output practice activities (experimental group B) and the activities in their textbook *Focus on Grammar,* High Intermediate Level (control group) to learn English causatives. For this study, 3 classes of 54 students at the School of Foreign Languages at Anadolu University participated. Three different instructional packets and a pre test, post-test and delayed tests were administrated. The test consisted of three parts: production part, recognition part and writing part. Two days after the pre-test, the students in each group studied the English causatives for three 45-minute class periods. Then, they were administrated the post test immediately after the treatments and a delayed test 5 weeks later. The pre-test post-test and delayed test scores of students were compared between groups through one-way ANOVA.

As a result of this study, the following results were obtained:

**a.** In terms of short-term effects, structured input activities are significantly more effective than the activities in the textbook, *Focus on Grammar* in developing recognition skill. There is no significant difference between them in the development of production skill in both short and long term. In addition, the difference observed in the recognition skill in the short term disappeared in the long term. However, the results of the group who received structured input activities was higher than the one's for the control group.

**b.** In terms of both short term and long term effects, structured input activities + output practice activities is more effective than the activities in the textbook, *Focus on Grammar,* in the development of both production and recognition skills.

**c.** In terms of the development of production skill, receiving structured input activities +output practice activities is more effective than receiving only structured input activities in the short term but this difference between them disappears in time. Delayed test scores show that there is not a significant difference between these two treatments in terms of the development of production, recognition and free production skills. However, the group who

received structured input activities +output practice activities scored slightly higher than the group who received structured input activities only.

**d.** In terms of free production, the advantage that structured input activities and structured input activities + output practice activities provide is that the students who learned the causative structure through these treatments use a variety of causative verbs (make, have, get, let, help) in their paragraphs, instead of using the same verb again and again.

### 5.2. Pedagogical Implications

The instructional options suggested in the present study are structured input activities and meaningful output practice activities.

Although in the textbook *Focus on Grammar* it seems that how grammatical structures are internalised is taken into consideration by the developers of this textbook, it was found out that structured input activities prepared by the researcher are more effective than the activities in the textbook, *Focus on Grammar* in the development of recognition skill. This finding suggests that considering the principles of input processing and the characteristics of structured input activities, the input activities in the textbook should be revised so that they can result in better uptake of the target form. In addition, in the teachers' manual, the function of such activities and how to use them should be explained. As VanPatten (2002) suggests, although materials and instructors consider *what* to teach, there is less regard for *how* to teach.

Another result obtained in the present study is that in terms of both short term and long term effects, structured input activities + output practice activities (Exp. gr. B) is more effective than the activities in the textbook, *Focus on Grammar,* in the development of production and recognition skills. Receiving the revised form of both input and output activities resulted in a better performance in the students in both production and recognition skills when compared to the effects of the activities in the textbook. This may indicate that the revision both on input and output activities led to better results than receiving only the revised form of the structured input activities. As a result, it may be argued that receiving the revised form of only input activities is not so sufficient to develop production and comprehension skills but students need to receive the revised form of both the input and the output practice activities. According to Gass (1997) and Swain (1998) output plays a role as a focussing device

that draws learners' attention to something in the input as mismatches are noted. Output activities in the textbook give so many clues about the answer that they hardly help learners to notice these mismatches between what they can produce and what the native speakers produce. To increase the noticing function of the output practice activities in the textbook, they should be made more demanding so that learners use more attentional sources to be able to answer the questions.

A general finding of this study can be that in terms of the development of production skill, receiving structured input activities +output practice activities is more effective than receiving only structured input activities in the short term. This difference between them seems to continue but does not lead to a statistically significant difference. Mean score of experimental group B is still higher than the mean score of experimental group A. In terms of the development of recognition and free production skills, structured input activities +output practice activities resulted in a slightly better performance in both short term and long term. In Van Patten &Cadierno (1993), it is expressed that learners need to get output practice so that their abilities in accessing their developing system for fluent production can be developed. In other words, output – based activities have a place in foreign language classroom and should follow instruction that focuses on input. That is, explicit instruction should involve a move from an input to an output based approach. In this way, first changes in the developing system can be made and then learners can be given opportunities for developing productive abilities. Input provides the data, structured input activities makes (certain) data available for acquisition, other internal mechanisms accommodate data into the system and output helps learners become communicators and again, may help them become better input processors (Van Patten, 2002). What matters in language classroom is to have a combination of input and output based approaches that lead to activities more than meaning based in the classical sense. That is, the type of practice that will be used in the classroom should consist of activities which offer the opportunity to interpret the form-meaning relationship correctly without any practice in producing the target form (Van Patten, 1996) and after these types of activities the output activities which stimulate language acquisition by forcing learners to process language syntactically should come. The learner can often comprehend a message without much syntactic analysis of the input but production forces the learner to pay attention to the forms with which

intended meaning is expressed. In this process, learners recognise problems in their IL and output promotes learners to do something about those problems. Learners tend to seek out relevant input with more focused attention, search for alternative ways of expressing the given intention and stretch their IL capacity, formulate and test a hypothesis and modify it after receiving feedback.

To conclude, output-based approaches should complement and reinforce, rather than replace, input-based approaches to language acquisition so that learners will go beyond what is minimally required for overall comprehension of a message (Izumi & Bigelow, 2000).

In the light of these findings, material developers and instructors should consider how the learners process input and identify potentially problematic processing strategies that may mislead them and provide activities that push learners away from those strategies. After changing the developing system can the learners be given opportunities for developing productive abilities.

### 5.3. Suggestions for Further Research

This study indicated that structured input activities and a combination of structured input activities and output practice activities were effective in the learning of the active causative structure. To test the effectiveness of the meaningful output practice alone, a study can be conducted to compare the effects of structured input activities, output practice activities and structured input activities + output practice activities.

In this study, a combination of one input–based approach, processing instruction, and an output-based approach, output practice was examined. Further investigation into the effectiveness of different combinations of input and output-based instructional techniques would also be useful, as suggested in Izumi (2002) and Van Patten (2002).

This study was on the causative structure and this structure was problematic because students employ first noun strategy to recognize the meaning conveyed through this structure. Other studies can be conducted to test the effectiveness of processing instruction on learning other grammar points for which students employ other strategies which may mislead them in the recognition of the meaning to see if processing instruction is effective in the instruction of all the structures in English. .

Causative structure is not a frequently used structure and it is avoidable, that is, the meaning conveyed through this structure can be expressed in other ways without using this structure as well. Other studies can be conducted to test the effectiveness of processing instruction and output practice activities on learning other grammar points which are frequently used and unavoidable.

The number of subjects in this study was not so large (18 students in each group). Another study can be conducted with a larger size of subjects.

The delayed test was given five weeks after the treatment. The test can be administrated again to test the longer-term effects of the treatments.

In this study, the subjects were adult learners. The effectiveness of processing instruction and output practice on subjects at different age groups can be tested to decide if age affects the effectiveness of those treatments.

Some learners may need to "produce" to learn while others may not. Such individual differences between the students may affect the results. The correlation between such individual differences and the results can be examined as well.

The groups were compared in terms of their proficiency gains but it was observed by the researcher that while doing the structured input activities and output practice activities, the interaction between students increased a lot. The quality and quantity of interaction during treatments can be compared as well.

By giving students a particular task that requires the use of the active causative structure, their use of the target structure in other lessons, like writing or speaking, can be compared as well.

UNIT

# 10

# MAKE, HAVE, LET, HELP, AND GET

## GRAMMAR IN CONTEXT

**BEFORE YOU READ**   Look at the pictures of two classrooms. Talk about some of the differences between them.

*Read part of an article on teaching.*

EDUCATIONAL TRENDS

## Two Teaching Styles

All teachers want to **help *their students* learn**. There are, however, different teaching approaches. Teachers who use a "student-centered" approach **let *students* choose** the tasks they perform and sometimes even the material they learn. Teachers who use a "teacher-centered" approach plan what to teach and how to teach it, usually with an assigned textbook.

Dan Quintana, a writing teacher at Dudley Community College, follows a teacher-centered approach. If you walk into his class at 8:05 A.M., you will see his students sitting quietly at their desks facing the blackboard. Dan is easy to spot—he's standing in the front taking attendance. Right after the bell rings, he **has *everyone* turn** to page 51 of their textbook, an introduction to paragraph development. He **gets *students* to read** passages aloud from the book, and he **makes** *them* **stop** several times while he explains a point. After this presentation, he **gets *students* to answer** questions. One student can't answer, so he **has *her* go back** and find the answer in the textbook. At the end of the class, he assigns an essay topic and announces a test for the following Wednesday. He will correct both the homework and test, and both grades will count toward the students' final grades.

## Two Teaching Styles (continued)



If most of your learning has been teacher-centered, you will be surprised when you walk down the hall to visit Sandra Jacobson's writing class. For one thing, Sandra usually **has *her students* work** in groups or pairs, and often they are all talking at once. For another, it's hard to find the teacher, since Sandra is usually sitting with one of the groups.

The classroom reflects Sandra's student-centered approach. She doesn't assign writing topics. Instead, she **has *her students* keep** journals, and she **gets *them* to select** their own topics from interests they express in their journal writing. She doesn't correct students' papers, either. Instead, she **has *her students* help *each other* edit** their work. As writing problems emerge, she does mini-lessons and holds individual conferences. At the end of the semester, Sandra evaluates a portfolio of each student's writing. She **lets *her students* choose** which essays to put into their portfolios.

Both these teaching approaches have many followers, but it is unclear which approach **makes *students* learn** more effectively. Of course, a totally teacher-centered or student-centered class is rare. Many traditional teachers **have *students* work** in groups. Many student-centered teachers structure their courses with a textbook. Students and situations differ, and there is probably no single correct way that fits everyone everywhere.

**CARMEN DIEGO**

**APPENDIX B**

**INSTRUCTIONAL PACKETS**

**INSTRUCTIONAL PACKET OF CONTROL GROUP**

## FOCUSED PRACTICE

### 1 DISCOVER THE GRAMMAR

*Read each numbered statement. Then choose the sentence (**a** or **b**) that best describes the situation.*

1. My teacher made me rewrite the report.
   a. I wrote the report again.
   b. I didn't write the report again.

2. Ms. Trager let us use our dictionaries during the test.
   a. We were allowed to use our dictionaries.
   b. We had to use our dictionaries.

3. Mr. Goldberg had us translate a short story.
   a. Mr. Goldberg translated a short story for us.
   b. We translated a short story.

4. Paulo helped Meng do her homework.
   a. Paulo did Meng's homework for her.
   b. Both Paulo and Meng worked on her homework.

5. Ms. Bates got the director to arrange a class trip.
   a. Ms. Bates arranged a class trip.
   b. The director arranged a class trip.

6. Professor Washington let us choose our own topic for our term paper.
   a. We chose our own topic.
   b. We didn't choose our own topic.

### 2 WHO'S THE BOSS?

*Students in an English conversation class are talking about their experiences with authority figures. Complete the sentences by circling the correct underlined verbs. Then match each situation with the person in authority.*

| | Situation | Authority Figure |
|---|---|---|
| _g_ | **1.** I didn't really want to work overtime this week, but she made / let me work late because some of my coworkers were sick. | **a.** my teacher |
| _____ | **2.** I forgot to turn on my headlights before I left the parking lot a few nights ago. She made / let me pull over to the side of the road and asked to see my license. | **b.** my doctor |
| _____ | **3.** At first, we didn't really want to write in our journals. He explained that it would help us. Finally, he had / got us to try it. | **c.** my father |

| Situation | Authority Figure |
|---|---|
| _____ **4.** My check was delayed in the mail. I told him what had happened, and he <u>had / let</u> me pay the rent two weeks late. | **d.** a police officer |
| _____ **5.** I needed to get a blood test for my school physical. He <u>got / had</u> me roll up my sleeve and make a fist. | **e.** the judge |
| _____ **6.** We're a big family, and we all have our own chores. While she washed the dishes, she <u>helped / had</u> me dry. My brother swept. | **f.** my landlord |
| _____ **7.** I'm an only child, and when I was young I felt lonely. He <u>let / got</u> me sleep over at my friend's house. | **g.** my boss |
| _____ **8.** I wasn't paying attention, and I hit a parked car. He <u>let / made</u> me tell the court what happened. | **h.** my mother |

**3** **IN CLASS** Grammar Notes 1–3

*Read these short conversations that take place in Ms. Allen's English class. Complete the summary sentences, using the correct form of the verbs in parentheses. Choose between affirmative and negative forms.*

**1.** **PABLO:** Ms. Allen, do I have to rewrite this composition?

**MS. ALLEN:** Only if you want to.

SUMMARY: She ___didn't make him rewrite___ his composition.
(make / rewrite)

**2. MS. ALLEN:** OK, now. Please get into groups of six.

**ANA:** I really prefer working alone.

**MS. ALLEN:** You need to work in a group today.

SUMMARY: She _____ in a group.
(make / work)

**3.** **MASAMI:** Can we use our dictionaries during the test?

**MS. ALLEN:** No. You should be able to guess the meaning of the words from the context.

SUMMARY: She _____ their dictionaries.
(let / use)

**4. MS. ALLEN:** Fernando, could you do me a favor and clean the board before you leave?

**FERNANDO:** Sure.

**MS. ALLEN:** Thank you.

SUMMARY: She _____ the board.
(have / clean)

5.     **YASUKO:** Can I leave the room?

    **MS. ALLEN:** Of course. The key to the ladies' room is hanging next to the door.

    **SUMMARY:** She _____ the room.
                  (let / leave)

6. **MS. ALLEN:** OK. Now repeat after me: "thorn."

    **URI:** "Torn."

    **MS. ALLEN:** Try putting the tip of your tongue between your teeth like this: "th, thorn."

    **URI:** "Thorn."

    **MS. ALLEN:** That's it! Great!

    **SUMMARY:** She _____ an English *th*.
                (get / pronounce)

7.     **HECTOR:** What does *intractable* mean?

    **MS. ALLEN:** Why don't you see if one of your classmates can explain it to you?

    **SUMMARY:** She _____ his classmates for help.
                (have / ask)

8.     **AN-LING:** Do you mind if we record the class?

    **MS. ALLEN:** Not at all. In fact, I think it's an excellent idea.

    **SUMMARY:** She _____ the class.
                (let / record)

9.     **GRETA:** *Bitte, was bedeudet* telecommute? *Ich kann das Wort nicht verstehen.*

    **MS. ALLEN:** In English, please, Greta!

    **GRETA:** Sorry. What does *telecommute* mean?

    **SUMMARY:** She _____ in German.
                (let / speak)

10. **JEAN-PAUL:** Ms. Allen, can you recommend a video in English for us to watch?

    **MS. ALLEN:** Sure. I have a list of recommended ones right here.

    **SUMMARY:** She _____ an appropriate video to rent.
                (help / find)

11.     **TAMARA:** I can't think of anything to write about.

    **MS. ALLEN:** Just pick a topic that interests you. A hobby, perhaps.

    **TAMARA:** Oh! I know. I could write about ice-skating.

    **SUMMARY:** She _____ her own topic.
                (get / choose)

## 4 EDITING

*Read this student's composition. Find and correct six mistakes in the use of*
**make**, **have**, **get**, **let**, *and* **help**. *The first mistake is already corrected.*

Name: _____ Justin Pemberton _____   Class: _____ Writing 101 _____

### All Work and No Play

When I was a teenager, my parents were very strict with me.
They never let me ~~to~~ play until I had finished all my homework.
They even made me helping my brothers and sisters with their
homework before I could have any fun.

On the one hand, I believe their discipline was good for me.
By being so demanding, they certainly got me to learn a lot
more. As a result, I always got good grades in school. But I
wish they had let me to have a little more fun. I was much too
serious. I think parents should help their children learn to enjoy
life. There is plenty of time for adult responsibility later on.

If I become a parent, I hope to find a good balance between
discipline and permissiveness. I would want to have my child
learns responsibility, but also
I would want to let he or she
have fun. I agree with Ben
Franklin, who said that all
work and no play makes
Jack to become a dull boy.
I want to avoid
that mistake.
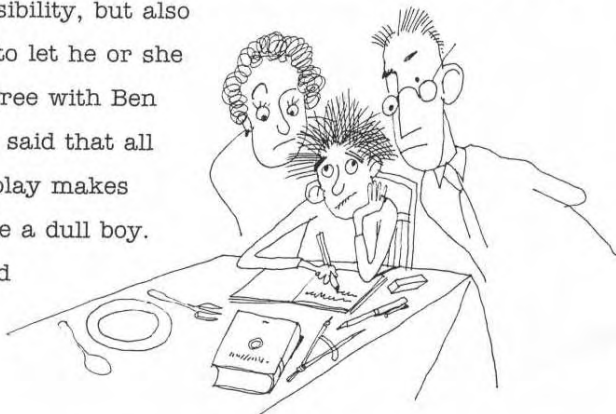
# COMMUNICATION PRACTICE

## 5 LISTENING

*Listen to a student talking to his teacher about a writing assignment. Then listen again and write* **True (T)** *or* **False (F)** *next to each statement.*

___T___ **1.** Ms. Jacobson let Simon choose his own topic.

_____ **2.** She let him change the topic of his essay.

_____ **3.** She got him to talk about his uncle.

_____ **4.** She had him remove some details from his second paragraph.

_____ **5.** She helped him correct a grammar mistake.

_____ **6.** Simon got Ms. Jacobson to correct the gerunds in his essay.

_____ **7.** Ms. Jacobson made Simon look for the gerunds in his essay.

_____ **8.** She let Simon make an appointment for another conference.

## 6 TEXTBOOK SURVEY

*Complete this survey. Then work in small groups. Compare answers. Do you and your classmates have the same perception of your textbook?*
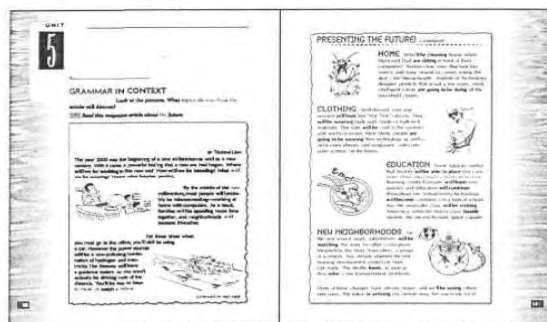


| Does this textbook ... | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|
| **1.** make you think? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **2.** help you learn? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **3.** have you work in pairs and groups? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **4.** get students to speak in class? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **5.** get you to practice outside of class? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **6.** let you find and correct mistakes? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **7.** help you to speak accurately? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **8.** make learning fun? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **9.** let you test your own progress? | ☐ | ☐ | ☐ | ☐ | ☐ |
| **10.** let you choose your own topics for discussion? | ☐ | ☐ | ☐ | ☐ | ☐ |

## 7 BRINGING UP TEENAGERS

*Look at this list. Check the things you think are important to make and let a teenager do. Compare and discuss your list with a partner.*

☐ stay out until midnight on weekends  
☐ stay over at a friend's house  
☐ travel alone to a foreign country  
☐ get a part-time job  
☐ dye his or her hair another color  
☐ smoke  
☐ drink alcohol  

☐ take care of younger children  
☐ learn to drive  
☐ study every day, including weekends  
☐ exercise  
☐ go to the dentist every year  
☐ learn another language  
☐ pay part of the bills  

**EXAMPLE:**

**A:** I think it's important to make your kids come home before midnight—even on weekends.

**B:** I'm not so sure. I think parents should let their children stay out late one night a week. It gives them a sense of responsibility. . . .

**INSTRUCTIONAL PACKET OF EXPERIMENTAL GROUP A**
*MAKE, HAVE, LET, HELP,* AND *GET*

**A. Read each statement.**

**a) Underline the job done and circle the doer of the action.**

**b) Then choose the sentence that best describes the situation.**

**c) What is the function of the person at the beginning of each sentence?**

1.  Jane had Mary translate a short story.

    a) Jane translated the story.

    b) Mary translated the story.

2.  Bob helped Chris do her homework.

    a) Bob did Chris's homework for her.

    b) Both Bob and Chris worked on her homework.

3.  Mary made a cake for Melissa yesterday morning.

    a) Mary made the cake.

    b) Melissa made the cake.

4.  Jill got Tim to arrange a class trip.

    a) Jill arranged a class trip.

    b) Tim arranged a class trip.

5.  Carol let Bob choose his own topic for his term paper.

    a) Carol chose her own topic.

    b) Bob chose his own topic.

6.  Sunny made Jane a big sandwich.

    a) Sunny made the sandwich.

    b) Jane made the sandwich.

    **a) Where do we write the doer of the action in this structure?**

    **b) Which form of the verb do we use after the doer of the action?**

    **c) Which verbs do we use before the doer of the action?**

    **d) Who is the person at the beginning of the sentence?**

**B.**
    **a) Complete the sentences by circling the correct underlined verbs.**
    **b) Underline the word or words that helped you decide which verb to use.**
    **c) Then match each situation with the person in authority.**

**Situation**

1. I didn't really want to work overtime this week, but she made / let me work late because some of my co-workers were sick.

2. I forgot to turn on my headlights before I left the parking lot a few nights ago. She made / let me pull over to the side of the road and asked to see my licence.

3. At first, we didn't really want to write in our journals. He explained that it would help us. Finally, he had / got us to try it.

4. My check was delayed in the mail. I told him what had happened, and he had / let me pay the rent two weeks late.

5. I needed to get a blood test for my school physical. He got / had me roll up my sleeve and make a fist.

6. We're a big family, and we all have our own chores. While she washed the dishes, she helped / had me dry the dishes. My brother swept the floor.

7. I'm an only child, and when I was young I felt lonely. He let / got me sleep over at my friend's house.

8. I wasn't paying attention, and I hit a parked car. He let / made me tell the court what happened.

    **Authority Figure**

| | | | |
|---|---|---|---|
| a) my teacher | b) my doctor | c) my father | d) a police officer |
| e) the judge | f) my landlord | g) my boss | h) my mother |

**C. Read the short conversations and choose the sentence that best describes the situation in the conversations. Underline the word or words that helped you choose the appropriate option.**

1. Ms. Allen: okay now. Please get into groups of six.

    Anna: I really prefer working alone.

    Ms: Allen: You need to work in a group today.

    a) Ms. Allen let Anna work in a group.

    b) Ms. Allen helped Anna work in a group.

    c) Ms. Allen made Anna work in a group.

2.  Masamı: Can we use our dictionaries during the test.

    Ms. Allen: No. You should be able to guess the meaning of the words from the context.

    a) Ms Allen didn't let Masamı use her dictionary.

    b) Ms Allen didn't help Masamı use her dictionary.

    c) Ms Allen didn't have Masamı use her dictionary.

3. Tom: Do you need help with the washing up?

    Michael: No, thanks. I am almost finished.

    a. Tom made Michael wash up the dishes.

    b. Michael made Tom wash up the dishes.

    c. Michael washed the dishes himself.

4.  John: I'm not sure if I need a new shirt or not, I liked it but…

    Jane: Come on, you can't find another shirt with this price. It's very cheap and nice.

    John: I think you are right. You persuaded me. I'll buy it.

    a. Jane got John to buy a new shirt.

    b. John got Jane to buy a new shirt.

    c. Jane bought a new shirt.

5.  Jean Paul: Ms. Allen, Can you recommend a video in English for us to watch?

    Ms. Allen: Sure I have a list of recommended ones right here.

    a) Ms. Allen let Jean Paul find an appropriate video to rent.

    b) Ms. Allen helped Jean Paul find an appropriate video to rent.

    c) Ms. Allen had Jean Paul find an appropriate video to rent.

6.  Kate: I will turn on the lights, it is getting dark.

    Bob: Good idea.

    a) Kate had Bob turn on the lights.

    b) Bob had Kate turn on the lights.

    c) Kate wanted to turn on the lights.

7.  Daniel: Could you please turn on the lights. It is getting dark.

    Jenny: OK. I will.

    a) Daniel let Jenny turn on the lights.

    b) Daniel helped Jenny turn on the lights.

    c) Daniel had Jenny turn on the lights.

8.  Yasuka: Can I leave the room?

    Ms. Allen: Of course. The key to the ladies room is hanging next to the door.

    a) Ms Allen let Yasuka leave the room.

    b) Ms Allen helped Yasuka leave the room.

    c) Ms Allen got Yasuka to leave the room.

9.  Jane: You should try my special dish. It is delicious. I cook it especially for you.

    Mary: Thanks, you are great.

    a) Mary helped Jane make a cake.

    b) Mary had Jane make a cake.

    c) Jane made a cake for Mary.

10. Greta: Do you mind if we record the class?

    Ms. Allen: Not at all. In fact, it is an excellent idea.

    a) Ms. Allen let Greta record the class.

    b) Ms. Allen helped Greta record the class.

    c) Ms. Allen made Greta record the class.

11. Jill: I am fed up with these drugs. I don't want to use them any more.

    Doctor: If you give up using these drugs, the treatment will have no use. You don't want to suffer from this illness again, do you?

    Jill: No, I can't risk my health. I'll go on using the drugs.

    a. The doctor let Jill go on using the drugs.

    b. The doctor helped Jill go on using the drugs.

    c. The doctor got Jill to go on using the drugs.

12. Michael: My computer doesn't work.

    Dave: Would you like me to have a look at it?

    Michael: Thanks, I think I can solve the problem myself.

    a. Michael got Dave to solve the problem with the computer.

    b. Dave got Michael to solve the problem with the computer.

    c. Michael solved the problem with the computer.

13. Michael: Haven't you finished painting yet?

    Jason: I have been painting for 3 hours and I don't think I'll be able to finish it today.

    Michael: Don't worry! If we work together, we can finish it in an hour.

    Jason: Thanks, let's start then.

a) Michael helped Jason paint the walls.

b) Tom helped Jason paint the walls.

c) Michael let Jason paint the walls.

14. Tim: I'll bring you some ice cream. You'll like it.

Carol: Thanks!

a) Carol let Tim bring some ice cream.

b) Carol helped Tim bring some ice cream.

c) Tim wanted to bring some ice cream for Carol.

15 Alex: I forgot to pick up my jacket from the dry cleaner. Can you pick it up tomorrow?

Bob: Of course. The dry cleaner is on my way to work.

a. Alex let Bob pick up his jacket from the dry cleaner.

b. Alex got Bob to pick up his jacket from the dry cleaner.

c. Bob got Alex to pick up his jacket from the dry cleaner

16. Bryan: I can't understand this story.

Carol: Let's read and try to understand it together.

a. Bryan helped Carol understand the story.

b. Carol helped Bryan understand the story.

c. Bryan tried to understand the story himself.

**D. Listening:**

**Listen to a student talking to his teacher about a writing assignment and write True (T) or False (F) next to each statement**.

___ 1. Ms. Jacobson let Simon choose his own topic.

___ 2. She let him change the topic of his essay.

___ 3. She got him to talk about his uncle.

___ 4. She had him remove some details from his second paragraph.

___ 5. Ms. Jacobson had Simon answer some *wh-* questions in his essay.

___ 6. She helped him correct a grammar mistake.

___ 7. Simon got Ms. Jacobson to correct the gerunds in his essay.

___ 8. Ms. Jacobson made Simon look for the gerunds in his essay.

___ 9. Simon had Ms. Jacobson mark all the gerunds in his essay.

___ 10. Jacobson made Simon circle the gerunds in his essay.

___ 11.She let Simon make an appointment for another conference.

**E. Do you think the treatment of parents towards their daughters and sons are different? Choose the appropriate option for you and compare your answer with a classmate from the opposite sex to see if there is a difference or not.**

| My parents | **Never** | **Sometimes** | **Always** |
|---|---|---|---|
| 1. make me study every day. . | **1** | **2** | **3** |
| 2. get me to call them regularly. | **1** | **2** | **3** |
| 3. get me to wash up the dishes. | **1** | **2** | **3** |
| 4. make me clean my room. | **1** | **2** | **3** |
| 5. let me smoke . | **1** | **2** | **3** |
| 6. get me to do shopping for the needs of the family. | **1** | **2** | **3** |
| 7. help me learn another language. | **1** | **2** | **3** |
| 8. let me stay out until midnight. | **1** | **2** | **3** |
| 9. have me decide on important issues in the family. | **1** | **2** | **3** |
| 10. let me stay over at a friend's house. | **1** | **2** | **3** |

**F. Put a tick beside the sentences that are appropriate for you and learn what kind of a person you are..**

When I want to move,

1. I have my friends carry my furniture.
2. I have the porters carry my furniture.
3. I have a cleaner or my friends clean the house.
4. I clean my house myself.
5. I have a locksmith change all the locks.
6. I change the locks myself.
7. I have a building painter or my friends paint the walls.
8. I paint the walls myself.
9. I have a plumber fix the taps.
10. I fix the taps myself.
11. I have an electrician or a friend install all the electrical equipment.
12. I install all the electrical instruments myself.

**A)** If you chose more odd numbers than the even numbers that means you are not used to doing things yourself. You are rich enough to make people do things for you. So you don't need to try to do the things yourself. However, you may not find someone who will help you do everything for you every time so you should try to learn to stand on your own feet. Trust yourself; you can become a talented person if you want. It's all right to make people do things for you but don't exploit your friends.

**B)** If you chose more even numbers than odd ones, that means you are either a very talented person who can stand on his / her own feet easily or you are not rich enough to make people do things for you. You don't like to ask your friends for a favour for you. Don't forget, you are not alone. It's all right to make people do things for you when you need help.

**INSTRUCTIONAL PACKET OF EXPERIMENTAL GROUP B**
*MAKE, HAVE, LET, HELP,* AND *GET*


**A. Read each statement.**

**a) Underline the job done and circle the doer of the action.**

**b) Then choose the sentence that best describes the situation.**

**c) What is the function of the person at the beginning of each sentence.**


1. Jane had Mary translate a short story.

   a) Jane translated the story.

   b) Mary translated the story.

2. Bob helped Chris do her homework.

   a) Bob did Chris's homework for her.

   b) Both Bob and Chris worked on her homework.

3. Mary made a cake for Melissa yesterday morning.

   a) Mary made the cake.

   b) Melissa made the cake.

4. Jill got Tim to arrange a class trip.

   a) Jill arranged a class trip.

   b) Tim arranged a class trip.

5. Carol let Bob choose his own topic for his term paper.

   a) Carol chose her own topic.

   b) Bob chose his own topic.

6. Sunny made Jane a big sandwich.

   a) Sunny made the sandwich.

   b) Jane made the sandwich.


   **a)Where do we write the doer of the action in this structure?**

   **b) Which form of the verb do we use after the doer of the action?**

   **c) Which verbs do we use before the doer of the action?**

   **d) Who is the person at the beginning of the sentence?**

**B.** **Complete the sentences by circling the correct underlined verbs.**
**Underline the word or words that helped you decide which verb to use.**
**Then match each situation with the person in authority.**

**Situation**

1. I didn't really want to work overtime this week, but she made / let me work late

   because some of my co-workers were sick.

2. I forgot to turn on my headlights before I left the parking lot a few nights ago. She

   made / let me pull over to the side of the road and asked to see my licence.

3. At first, we didn't really want to write in our journals. He explained that it would help

   us. Finally, he had / got us to try it.

4. My check was delayed in the mail. I told him what had happened, and he had / let me

   pay the rent two weeks late.

5. I needed to get a blood test for my school physical. He got / had me roll up my sleeve

   and make a fist.

6. We're a big family, and we all have our own chores. While she washed the dishes,

   she helped / had me dry the dishes. My brother swept the floor.

7. I'm an only child, and when I was young I felt lonely. He let / got me sleep over at

   my friend's house.

8. I wasn't paying attention, and I hit a parked car. He let / made me tell the court what

   happened.

   **Authority Figure**

| | | | |
|---|---|---|---|
| a) my teacher | b) my doctor | c) my father | d) a police officer |
| e) the judge | f) my landlord | g) my boss | h) my mother |

**C. Read the short conversations and choose the sentence that best describes the situation in the conversations. Underline the word or words that helped you choose the appropriate option.**

1. Ms. Allen: okay now. Please get into groups of six.

   Anna: I really prefer working alone.

   Ms: Allen: You need to work in a group today.

   a) Ms. Allen let Anna work in a group.

   b) Ms. Allen helped Anna work in a group.

   c) Ms. Allen made Anna work in a group.

2.  Masamı: Can we use our dictionaries during the test.

    Ms. Allen: No. You should be able to guess the meaning of the words from the context.

    a) Ms Allen didn't let Masamı use her dictionary.

    b) Ms Allen didn't help Masamı use her dictionary.

    c) Ms Allen didn't have Masamı use her dictionary.

3. Tom: Do you need help with the washing up?

    Michael: No, thanks. I am almost finished.

    a. Tom made Michael wash up the dishes.

    b. Michael made Tom wash up the dishes.

    c. Michael washed the dishes himself.

4.  John: I'm not sure if I need a new shirt or not, I liked it but…

    Jane: Come on, you can't find another shirt with this price. It's very cheap and nice.

    John: I think you are right. You persuaded me. I'll buy it.

    a. Jane got John to buy a new shirt.

    b. John got Jane to buy a new shirt.

    c. Jane bought a new shirt.

5.  Jean Paul: Ms. Allen, Can you recommend a video in English for us to watch?

    Ms. Allen: Sure I have a list of recommended ones right here.

    a) Ms. Allen let Jean Paul find an appropriate video to rent.

    b) Ms. Allen helped Jean Paul find an appropriate video to rent.

    c) Ms. Allen had Jean Paul find an appropriate video to rent.

6.  Kate: I will turn on the lights, it is getting dark.

    Bob: Good idea.

    a) Kate had Bob turn on the lights.

    b) Bob had Kate turn on the lights.

    c) Kate wanted to turn on the lights.

**D. Write a short summary of the following conversations using the causative form and one of the verbs given. BE CAREFUL! Some of the conversations do not require the causative form. If so, cross out the verbs given and summarize the sentence with a simple sentence.**

1    Daniel: Could you please turn on the lights. It is getting dark.

   Jenny: OK. I will.

   Summary: (let/ have) _____ the lights.

2   Yasuka: Can I leave the room?

   Ms. Allan: Of course. The key to the ladies room is hanging next to the door.

   Summary: (let/ help)_____ the room.

3.      Jane: You should try my special meal. It is delicious. I cook it especially for you.

   Mary: Thanks, you are great.

   Summary: (let/help)_____ a special meal.

4.   Greta: Do you mind if we record the class?

   Ms. Allen: Not at all. In fact, it is an excellent idea.

Summary: (help/ let)_____ the class.

5.    Jill: I am fed up with these drugs. I don't want to use them any more.

   Doctor: If you give up using these drugs, the treatment will have no use. You

   don't want to suffer from this illness again, do you?

   Jill: No, I can't risk my health. I'll use the drugs.

Summary: (get/ let)_____ .the drugs.

6.      Dave: I'll fix your computer. I think I found out how to solve the problem.

   Michael: Are you sure that you can solve the problem?

Summary: (let/ get)_____ the problem with the

computer.

7.      Michael: Haven't you finished painting yet?

   Jason: I have been painting for 3 hours and I don't think I'll be able to finish it

today.

   Michael: Don't worry! If we work together, we can finish it in an hour.

   Jason: Thanks, let's start then.

Summary: (let/ help)_____ the walls.

8.      Tim: I'll bring you some ice cream. You'll like it.

   Carol: Thanks!

Summary: (have/help)_____ some ice cream.

9.    Alex: I forgot to pick up my jacket from the dry cleaner. Could you please pick it up tomorrow?

Bob: Of course. The dry cleaner is on my way to work.

Summary: (have/ let)_____ his jacket from the dry cleaner.

10.    Bryan: I can't understand this story.

Carol: Let's read and try to understand it together.

Summary: (help/ let)_____ the story.

**E. Listening:**

**Listen toe a student talking to his teacher about a writing assignment and write True (T) or False (F) next to each statement.**

___ 1. Ms. Jacobson let Simon choose his own topic.

___ 2. She let him change the topic of his essay.

___ 3. She got him to talk about his uncle.

___ 4. She had him remove some details from his second paragraph.

___ 5. Ms. Jacobson had Simon answer some *wh-* questions in his essay.

___ 6. She helped him correct a grammar mistake.

___ 7. Simon got Ms. Jacobson to correct the gerunds in his essay.

___ 8. Ms. Jacobson made Simon look for the gerunds in his essay.

___ 9. Simon had Ms. Jacobson mark all the gerunds in his essay.

___ 10. Jacobson made Simon circle the gerunds in his essay.

___ 11.She let Simon make an appointment for another conference.


**F. Do you think the treatment of parents towards their daughters and sons are different? Look at the following list and write down what your parents make, help, let don't make, help or let you do. Compare your answer with a classmate from the opposite sex to see if there is a difference or not.**

1.study every day. .

2.call them regularly.

3.wash up the dishes.

4. clean my room.

5. smoke              .

6. do shopping for the needs of the family.

7. learn another language.

8. stay out until midnight.

9. decide on important issues in the family.

10. stay over at a friend's house.

11. dye my hair.

*My parents don't make me study every day because they trust me but they never let me…*

**G.** *Moving a house*

Suppose that you have to move your house. This is the 'to do' list. Can you do all these yourself or do you have somebody do these things. Take notes on the 'to do' list and write you will make whom do these things on the list.

*To do list*

| Carry the furniture | **Things I can't do** | **Things I can do myself** |
|---|---|---|
| Clean the floor | *eg. I'll have porters carry the furniture* | *I'll clean the floor* |
| Clean the windows | | |
| Clean the toilet | | |
| Clean the bathroom | | |
| Change the locks. | | |
| Paint the walls | | |
| Fix the taps. | | |
| Install the electrical instruments | | |
| Dust the furniture | | |
| Decorate the house | | |

**APPENDİX C**

**TEST**

**PART A**

**Write a short summary of the following conversations using the causative form and one of the verbs given. (Be careful with the meaning difference between 'make, have, get, let and help'!)**

*Example*:     Mary: May I leave the class 15 minutes early today? I have an

appointment with the doctor at 11 o'clock.

Mr. Jones: Of course, you can.

Summary: (have/ let) *Mr. Jones let Mary leave* the class early.

1.  Julie: How much do you pay Mary for cleaning?

    Chris: I pay her 10 pounds a week. She comes once a week and cleans the rooms.

    Summary: (have/ let) _____ the rooms once a

    week.

2.  Karl: May I go out, mum?

    Jane: You can but don't be late.

    Karl: Thanks mum. I won't be late.

    Summary: (have/ let) _____ out.


3.  Pete: I can't solve this problem. It is very difficult.

    Daniel: Let's try to solve it together.

    *10 minutes later...*

    Pete: You're great. I wouldn't be able solve it without you.

    Summary: (help / make) _____ the maths

problem.


4.  Julie: May I use your pen? I lost mine.

    Dave: Sure.

    Summary: (help / let) _____ his pen.


5.  Jenny: I can't find my keys.

    Daniel: I saw them on Mary's desk. You must have forgotten them there.

    Jenny: Oh, thanks. It would have taken ages for me to find them with out you.

    Summary: ( let / help) _____ her keys.

6. Student: I don't want to read this story. I don't like reading. What is the use of it?

   Ms. Allen: Reading is very useful for a language learner like you. When you read, you learn a lot of vocabulary and you even practice grammar. Reading is the best way of learning a language. Read it, you will like it.

   Student: OK., I will read it.

   Summary: ( let / get) _____ the story.


7. Tom: Could I open the window? It is very hot in here.

   Jim: Sure.

   Summary: ( let / get) _____ the window.


8. Chris: I'm going out. Would you like anything from the store?

   Carol: Yes, a packet of cigarettes, please.

   Chris: Anything else?

   Carol: Thanks that's all.

   Summary: (have/ let) _____a packet of cigarette.


9. Alice: I have to finish cleaning before 8 pm., but I don't think I will be able to finish it on time.

   Jack: I will do the vacuum cleaning for you. Don't worry. We will finish cleaning on time.

   Alice: Thanks, you are very kind.

   Summary: (help/ let) _____ the house.


10. Jill: Do I have to finish this report today?

    Mr. Jason: Yes, we will need that report in the meeting.

    Jill. OK. I will finish it in half an hour.

    Summary: (make/ let) _____ the report.

**PART B**

**Choose the option that describes the situation in the dialogs.**

1. Alice: The tap in the kitchen is leaking again.

   Bryan: I'll call the plumber.

   Alice: OK.

   a. Bryan will have the plumber repair the tap.

   b. Alice will have Bryan repair the tap.

   c. Bryan will repair the tap.


2. Jill: Can I use your computer? There is something wrong with mine.

   Dave: Of course you can.

   a. Dave let Jill use his computer.

   b. Dave helped Jill use his computer.

   c. Dave used Jill's computer.


3. Mary: Can you recommend a good test book to me? I am getting ready for the final
test.

   Pete: Of course. I have a test book catalogue here. Let's have a look at it and choose
   the most suitable one for you.

   a. Mary helped Pete choose a test book.

   b. Pete helped Mary choose a test book.

   c. Pete let Mary choose a test book.


4. Bob: May I turn down the radio? I am trying to sleep.

   Dave: Oh, sorry. Of course you can.

   a. Bob had Dave turn down the radio.

   b. Dave had Bob turn down the radio.

   c. Bob wanted to turn down the radio.


5. Jason: These bags are very heavy.

   Tom: Give me one of them. I will carry it for you.

   Jason: Thanks. You are very kind.

   a. Jason helped Tom carry his bags.

   b. Tom helped Jason carry his bags.

   c. Jason carried his bags himself.

6. Alice: I will make a cup of coffee for you. You seem very tired.

   Mary: Thanks, it will be relaxing for me.

   a. Alice had Mary make a cup of coffee.

   b. Mary had Alice make a cup of coffee.

   c. Alice wanted to make a cup of coffee for Mary.


7. Mary: I'm hungry. Can you make me a sandwich?

   Bob: Sure.

   a. Mary had Bob make a sandwich.

   b. Bob had Mary make a sandwich.

   c. Mary wanted to make a sandwich.


8. Bob: The car seems very dirty, dad. I'll clean it this afternoon.

   Mr. Sand: Good idea.

   a. Mr. Sand had Bob clean the car.

   b. Bob had Mr. Sand clean the car.

   c. Bob wanted to clean the car.


9. Kate: Do you mind if I turn the volume up? I like this song very much.

   Mary: Sorry but the baby is sleeping. The music might wake him up.

   Kate: OK.

   a. Kate didn't let Mary turn the volume up.

   b. Mary didn't let Kate turn the volume up.

   c. Mary let Kate turn the volume up.


10. Tim: Are you hungry? Dinner is ready.

   Carol: Really? How nice! I am starving.

    Tim: It is a pleasure to cook for you, honey.

   a. Tim had Carol prepare dinner.

   b. Carol had Tim prepare dinner.

   c. Tim prepared dinner for Carol.

**Writing Task**

Suppose that you broke your leg and you can't move without help. You are a student but you can't go to school and you miss a lot of lessons. The midterm week is approaching. You live alone at home. You need someone who will clean and tidy the house, cook meals and wash up the dishes for you. You have friends, parents and enough money to hire someone to help you. You need to have people do things for you and people should help you do thing because you won't be able to survive alone for a month. What will you do? Write a paragraph using at least 5 sentences.

*In this situation, I get my friends…*

**APPENDIX D**

**MICHIGAN PLACAMENT TEST SCORES**

|  | Control Group | Experimental group A | Experimental group B |
|---|---|---|---|
| 1 | 43 | 44 | 60 |
| 2 | 54 | 51 | 43 |
| 3 | 60 | 59 | 45 |
| 4 | 44 | 54 | 53 |
| 5 | 51 | 48 | 44 |
| 6 | 46 | 43 | 58 |
| 7 | 59 | 43 | 63 |
| 8 | 44 | 58 | 43 |
| 9 | 63 | 44 | 45 |
| 10 | 43 | 57 | 59 |
| 11 | 51 | 60 | 44 |
| 12 | 53 | 53 | 55 |
| 13 | 45 | 45 | 46 |
| 14 | 43 | 46 | 57 |
| 15 | 58 | 47 | 43 |
| 16 | 44 | 63 | 49 |
| 17 | 57 | 45 | 51 |
| 18 | 57 | 43 | 54 |

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