

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

**University of Ghardaia**



**Faculty of Letters and Languages**

**Department of English**

*Dissertation submitted to University of Ghardaia for obtaining the Master's degree in  
Didactics*

**Investigating the Effect of Task Based Consciousness Raising  
Activities on EFL Learners' Use of Past Tense: A Case Study of  
First Year Students at the Department of English, University of  
Ouargla**

**Submitted by**

Assam OUAZANI

**Supervised by**

Ms. Siham SARTORIO

**Board of examiners**

01Mr. Mohamed BEN GHAZALA	Chairperson	University of Ghardaia
02Mr. Taher MEKLA	Examiner	University of Ghardaia
03 .Ms. Siham SARTORIO	Supervisor	University of Ghardaia

**Academic year:** 2021/2022



## DEDICATION

---

### *Dedication*

*This work is dedicated to my dear parents.*

# ACKNOWLEDGMENTS

---

## Acknowledgments

I would like to express my appreciation to all the people who provided me with help and support to complete this project.

First and foremost, I am grateful to my supervisor, Ms. Siham Sartorio, for advice, assistance and continuous encouragement throughout this work.

Many thanks are also due to the honored members of the jury: Mr. Mohamed Ben Ghazala and Mr. Taher Mekla for providing this work with valuable comments and useful insights.

My gratitude and thanks are due to all the staff and students at the department of English of the University of Ouargla who participated in this investigation.

Finally, I would like to express my deepest gratitude to my beloved parents, my beloved brothers and sisters, my friends for their sincere love, support and prayers for me.

### **Abstract**

Task-based language teaching (TBLT), also known as task-based instruction (TBI), is an approach to language teaching that attempts to engage language learners in interactive use of authentic language through making them perform communicative tasks. There is a great deal of evidence in literature on the value of using authentic tasks for facilitating and promoting language learning, as tasks could be more motivating, engaging and learner-centered than traditional linguistic exercises. The aim of the present study was to adopt task-based language teaching methodology to teaching grammar through the implementation of consciousness-raising tasks and to examine the effect these tasks might have on EFL students' understanding and use of the past simple, past perfect and past continuous tenses. The participants of the study included thirty freshmen at the English department of the University of Ouargla during the second semester of the academic year 2021-2022. In addition, an interview was administered with teachers of grammar to elicit information about the teaching methodology they adopt and the approach that underlies it. The researcher followed a procedure based on forming two matching groups (the experimental and the control group), assessing the students by means of pre and post tests and analyzing the results. The statistical procedures for data analysis were arithmetic mean, standard deviation, and t-test. The discussion of the results was sustained by the observations the researcher gathered throughout the teaching experiment. The results of the study revealed that there was no significant difference between task-based activities and traditional PPP grammar teaching in promoting the explicit knowledge about the tenses under investigation. Both approaches resulted in enhancing students' ability to use the target tenses. However, task-based activities had a more positive effect in the sense that they helped students in the experimental group to reflect better on their writing and be more accurate and confident in expressing themselves orally.

# CONTENTS

---

## Contents

<b>Dedication</b>	I
<b>Acknowledgments</b>	II
<b>Abstract</b>	III
<b>Contents</b>	IV
<b>List of Tables</b>	V
<b>List of Figures</b>	VI
<b>General Introduction</b>	VII
1. Background to the study	2
2. Purpose of the Study	3
3. Motivations	3
5. Definition of key-terms	4
6. Limitations of the Study	6
7. Structure of the Dissertation	6
<b>Chapter One: Theoretical Background and Research in the field of Grammar Teaching, Consciousness-Raising and Task-Based Learning</b>	
1.1. Introduction	8
1.2. The Importance of Grammar in Language Accuracy Acquisition	8
1.2.1. History of Grammar Instruction	8
1.2.2. Need for Grammar Instruction	9
1.3. Consciousness- Raising and Language Acquisition	11
1.4. Task-based Learning	13
1.4.1TBL Definition	13

# CONTENTS

---

1.4.2 Task-based Framework	14
1.4.3 Characteristics of task- based language teaching	15
1.4.5 Types of Task in Task-Based Learning	16
1.5. Traditional PPP Approach	17
1.6. Conclusion	20
<b>Chapter Two: Data Collection and Analysis</b>	
2.1 Introduction	22
2.2 Research Design	22
2.2.1 The Subjects	24
2.2.2 Data Collection Tools	24
2.2.2.1 Pre and post tests	24
2.2.2.2 Interview	26
2.2.3 Methods of data analysis	26
2.3 Results	28
2.3.1 Teachers' Responses to the interview	28
2.3.2 Pre-test results	31
2.3.3 Post-test Results	32
2.3.4 T-test Results	33
2.4 Conclusion	35
<b>General Conclusion</b>	37
<b>Bibliography</b>	40
<b>Appendices</b>	46
ملخص باللغة العربية	57

## List of Tables

---

### List of Tables

Table 2.1: Description of the Test	25
Table 2.2: Activities Used by Grammar Teachers	29
Table 2.3: Students' Interaction in the Practice Phase	30
Table 2.4 Teachers' Suggestions	30
Table 2.5: Students' Results on the Pre-test	32
Table 2.6: Students' Results on the Post-test	33
Table 2.7: T-test Results	34
Table 2.8: Students' Performance in Post-test Written Production Tasks	36



## LIST OF FIGURES

---

### List of Figures

Figure 1.1: Task-based Learning Framework	14
Figure 1.2: PPP Model	17
Figure 2.1: The Design of the Study	23
Figure 2.2: The Experimental and the Control Groups' Means on the Post- Test	33

# General Introduction

## General Introduction

### 1. Background to the Study

Grammar is one of the most essential parts of language that should be taught to English language learners . It gives not only the formula or structure, but also the basis for the other language skills. Harmer (2001) claimed that grammar is a necessary component in learning English. In the same vein of thought, Savage, Bitterlin and Price (2010) argued that though a skill in itself, grammar can be regarded as a necessary skill that enables competence to develop in areas of listening, speaking, reading and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted.

English language learners find learning English grammar generally a difficult task to learn particularly tenses which represent frequent difficulties to them; since it contains heterogeneous rules and complex exceptions. According to Saricoban and Martin (2000), in order to make the grammar lesson effective, beneficial and interesting, the teacher should use well-developed and fascinating techniques in the classroom. Various methods have been used by linguists and language educators in order to facilitate English language teaching, one of them is Task-Based language teaching (TBLT). Task-based language teaching is generated from communicative approach which implies some interactive and meaningful activities that seek to engage learners in interactional authentic language use by having them perform a series of tasks it helps the learners to develop their current skills and to acquire new linguistic knowledge.

# GENERAL INTRODUCTION

---

## 2. Purpose of the Study

Most EFL Algerian students find that the use of tenses is confusing. They face difficulties in using correct tenses in their sentences when they speak or write in English. This is may be due to the different grammar systems of their mother language and English. English and Arabic descend from completely different language families. While the former is from Germanic family, the latter is from Semitic origin. This ends up in a large gap between their grammars that causes serious issues for learners who assume that English and Arabic grammars area unit are identical (Ghazal, 1995). In this respect, the present study aims to examine the effect that using task-based approach to teach grammar on learners competence in using past tense (simple, perfect, continuous). To this aim, the following research question was set out for the study:

Does the implementation of task-based consciousness-raising activities to teach grammar has any effect on EFL students' understanding and using of past tense?

## 3. Motivations

Three main reasons lie behind the researcher's interest to conduct this research:

First, the impressive theoretical and empirical background in literature which supports the implementation of What is CRT?how do readers know it? to teach grammar to EFL learners. Several empirical studies (Fotos, 1991;Elliss, 1993; Skehan, 1996 ) provide evidence in favour of the use of task-based approach and consciousness –raising in EFL classrooms.

Second, students' difficulties in using tenses; particularly, the past tense which is regarded as the most difficult tense.

## GENERAL INTRODUCTION

---

Third, the researcher's observations regarding the traditional method used to teach grammar at the department of English of the university of Ouargla which needs to be improved. These observations had to be grounded on formal investigation using a research tool. For this purpose, prior the experiment, an interview was designed by the researcher to collect information from grammar teachers about the method of teaching they use in their classrooms.

### **5. Definition of key-terms**

Clarification of terms and concepts discussed in the study is of great importance to avoid any kind of misinterpretation.

#### **Consciousness-raising**

The term has received different interpretations in literature. Sharwood Smith (1981) and Rutherford and Sharwood Smith (1985) stated that formal instruction can take the form of C-R that they define as “ deliberate attempts on the part of teachers (or researchers) to raise learners consciousness of the formal features of the target language with a view to promote the development of their L2 knowledge.” (Sa-ngaimwibool, 2007, p.113). They assume that drawing learners' attention to the target language features and regularities in input facilitates language acquisition.

#### **Task- based learning**

Task- based learning (TBL) is an approach to language teaching in which tasks constitute the main focus of instruction. Harmer (2007) states that TBL is a learning methodology that makes the performance of meaningful tasks central to learning process. It is grounded on the

## GENERAL INTRODUCTION

---

belief that if learners are focused on the completion of a task, they are likely to learn the language as they are focusing on language forms. Instead of a language structure or function to be learned, the learners are presented with a task they have to perform or a problem they have to solve.

### **Grammar**

Jane (2000) defined grammar as a system of classifying and representing the grammatical features of certain language. According to Palmer (1984), the grammar of a language is considered as a gadget that determines the enormous set of well formed sentences and design to each of them one or more structural description. Teaching grammar enables the learner to realize the correct structure of words with the functions and relations in the sentences.

### **Tense**

According to Oxford dictionary, tense is a set of forms taken by a verb to indicate the time, and sometimes also the continuance or completeness of the action in relation to the time of the utterance. In English language, three are main tenses: past, present and future. Each of these tenses can take four main aspects: simple, perfect, continuous (also known as progressive) and perfect continuous. The tense plays a great role in making the sentences grammatically correct both speaking and writing. The learner's capability in learning grammar tenses lies on his/ her level and his/ her understanding. Therefore, teachers have to choose the appropriate approach which provides opportunities for their learners to reach grammatical competence. The current study is concerned with past tense (simple, perfect, continuous). Frank (1972) stated that past tense indicates definite time terminating in the past whether a word time is given or not. Cook and Sutter (1980) as cited in Suryanto (2007) defined past tense as an action or states that usually occur or completed in the past.

# GENERAL INTRODUCTION

---

## **Understanding**

In this study, the term is employed to refer to the development of learners' explicit knowledge as opposed to implicit knowledge of how grammatical structures work in a given language (Ellis, 2003).

## **Use**

The term use is used to refer to the state of being used for a purpose.

## **6. Limitations of the Study**

Findings from such small-scale research cannot be assumed to generalize to other contexts. This is mainly due to the limited number of subjects involved in this study in addition to the short time span during which the teaching procedure took place. Further studies with different materials and larger sample sizes in different contexts are needed to increase the generalization of the findings.

## **7. Structure of the Dissertation**

The dissertation is divided into two parts: theoretical and practical. The first chapter reviews literature related to the teaching of grammar and consciousness-raising and task based concepts. The second chapter provides a through description of the research methodology. Thus, it deals with the source of the data, collecting the data and the ways of processing the data. This chapter concludes with presenting and interpreting the results of the study.

# Chapter one

Theoretical Background  
and Research in the field  
of Grammar Teaching, Consciousness-  
Raising and Task-  
Based Learning



## Chapter One

### Theoretical Background and Research in the field of Grammar

#### Teaching, Consciousness-Raising and Task-Based Learning

##### 1.1 Introduction

This chapter is devoted to the theoretical part of this investigation. Thus, presents some theories and views related to the field of this research and make explicit some concepts found in the related literature.

##### 1.2 The Importance of Grammar in Language Accuracy Acquisition

According to Chomsky (1965), language proficiency is a state of linguistic maturity in which an EL learner has acquired grammatical knowledge which is compatible with the displayed grammatical production of a native language speaker. This knowledge encompasses a grammatical system which consists of rules and principals which govern word order (syntax), word formation (morphology), and pronunciation (phonology), within appropriate pragmatic interactions. Grammar acquisition, then, is the ability of a second language learner to know and use the correct grammatical forms within academic and social interactions in both written and discourse circumstances.

###### 1.2.1 History of Grammar Instruction

Over the past 50 years, professional educators in most Anglophone countries have debated the value of and the possible educational benefits of including grammar instruction in the EL's curricula. In 1966 at the Dartmouth Conference in the USA, a group of educators and educational researchers convened to discuss the importance of teaching grammar in a language arts curriculum. It was voted that formal grammar teaching should be removed from

language arts curriculum, and was deemed a “waste of time” “by those linguists attending the conference (Myhill, 2013). Some educators feel anxious about teaching grammar, view the inclusion of grammar as “reactionary and restrictive” and place less value on the learning of grammar as opposed to teaching other literary aspects of English (Myhill et al., 2013). As noted by Amonette (2001), research completed by Krashen (1982, 1992) supports the “antigrammar” movement in favor of his “comprehensible input” theory. This theory rests on the idea that second language acquisition (SLA) can be attained by solely exposing the learner to authentic communication which is slightly above the student’s current level of proficiency, rather than wasting time on teaching form-focused grammar activities. Krashen also asserts that form-focused grammar instruction is not retained long-term by the learner, even if the student demonstrates an initial positive performance (Krashen,1992).

The grammar debate continues, however, as evidence has shown that a lack of attention to grammar has caused falling standards in language users (Paterson, 2010). Linguists have since argued that grammar is a relevant and useful body of knowledge for ELs to possess (Hudson, 2004). Those researchers opposing Krashen’s theory counter that there are many forms of grammar instruction, and that grammar should be used as a resource which can be used in the comprehension and creation of oral and written discourse, rather than taught in isolation solely as grammatical terms (CelceMuricia, 1991). In addition, proponents of including grammar in an ELs language curriculum state that when grammar is taught in a discourse context rather than at the sentence-level, students’ communicative competence is strengthened as grammar instruction encompasses meaning, social factors, and function (Celce-Murcia & Hiles, 1988). Evidence suggests that grammar taught with an exploratory approach is valuable in increasing student’s ability to correctly apply grammatical knowledge to their own writing creations (Myhill at al., 2013). Consequently, as of 1990, there seems to be an emerging trend to reintroduce grammar in the teaching of English.

### 1.2.2 Need for Grammar Instruction

The trend to reintroduce grammar into the teaching of English, seems to be due to evidence that ELs demonstrate substantial errors in tense, case, grammatical agreement, and other aspects of language structure within formative and summative assessments (McSwan & Pray, 2005). Over the last four years, the dominant trend of fifth grade EL students' high stakes test scores at an urban Title I school in the upper Midwest has continued to decline, with only 13% proficient on the reading portion of the MCA III in 2016 (Minnesota Department of Education, 2017). The question of whether students have been successful in transferring grammatical knowledge from the language classroom to other settings such as life away from school, high stakes tests, or other content classroom assignments seems to be affected by factors such as amount of instructional time, the degree to which learning is meaningful, and the extent to which concepts, rather than facts are learned (Ormrod, 1998 in Amonette, 2001). When grammar "facts" or rather explicit rules are taught separate from a meaningful context, students don't retain the grammatical concepts that teachers are trying to convey. In order for a grammatical concept to be retained, grammar teaching should be taught within a meaningful and appropriate context. It is important for ELs to receive necessary grammar instruction in their English Language Arts classes in order to improve and apply their written language production in various content classes (Padrick, 2014). Teachers agree that all educators, regardless of specific content area, should be prepared to address the writing deficiencies demonstrated by their ELs, and also should be able to communicate successfully with few grammatical errors in their personal and professional interactions (Kelleher, 1996). Additionally, preservice and professional teachers believe that grammar is a necessary component within a language curriculum and agree that universities should offer specific grammar methodology and grammar instruction classes to help them address ELs' writing deficiencies (Kelleher, 1996).

### 1.3 Consciousness- Raising and Language Acquisition

In literature, the term consciousness- raising (C-R) is always associated with arguments for or against the role that formal (conscious) instruction plays in second language acquisition (SLA). The latter has long been a controversial issue among researchers (e.g. Krashen, 1982, 1985; Krashen and Terrel, 1983; Seliger, 1979) who believe that language acquisition is essentially unconscious process, and those (e.g. Ellis, 1990; Long, 1983; Schmidt, 1990,1995; Sharwood Smith,1981; Rutherford and Sharwood Smith, 1985) who think that formal instruction contributes to language acquisition (Ellis,1985).

Krashen (1982, 1985) claimed that it is necessary to make a clear distinction between two types of language knowledge in SLA. The acquired (unconscious) knowledge, “occurs automatically when the learner is engaged in natural communication where the focus is on meaning and where there is comprehensible input.” (Ellis, 1985, p.229). The learned (conscious) knowledge “occurs as a result of formal study where the learner is focused on the formal properties of the L2.” (Ellis,1985, p.229-230).

According to Krashen these two types of knowledge are entirely separate, and learned knowledge has a very limited role to play in SLA in that it can be only used as a monitor of language production when the learner has sufficient time to think about the accuracy of his output. Therefore, he believes that the acquired system should be fostered by exposing the learners to comprehensible input and avoiding formal instruction and the provision of rules.

In contrast to Krashen's view, Ellis (1990) and Long (1983) through reviewing a number of empirical studies concluded that formal instruction has a positive effect on L2 development. Still some questions were raised as to the type of instruction needed for the attainment of communicative goals.

Sharwood Smith (1981) and Rutherford and Sharwood Smith (1985) stated that formal instruction can take the form of C-R that they define as “ deliberate attempts on the part of teachers (or researchers) to raise learners consciousness of the formal features of the target language with a view to promote the development of their L2 knowledge.” (Sa-ngaimwibool, 2007, p.113). They assume that drawing learners' attention to the target language features and regularities in input facilitates language acquisition.

Drawing upon Rutherford and Sharwood Smith's ideas and other psychological theories of language learning, Schmidt (1990) put forth his noticing hypothesis in which he emphasised that noticing, or conscious registration of attended instances of language, is a necessary condition for SLA to occur. Schmidt (2000) claimed that “SLA is largely driven by what learners pay attention to and notice in the target language input and what they understand from it.” (qtd in Carroll, 2006, p. 17). Schmidt (1995) proposed a model of C-R consisting of three levels: perceiving information, noticing and understanding. Perceiving information refers to the opportunity which allows students to perceive both forms and functions of the target language in a particular context. Noticing helps the students to be conscious or aware of the target language forms and their context of use. Understanding refers to grasping the meaning of rules and becoming thoroughly familiar with them. As such, language teachers should provide opportunities for their learners to notice the features of the target language by exposing them to different input (written or spoken) so that they can improve their interlanguage.

## 1.4 Task-based Learning

### 1.4.1 TBL Definition

Task-based language teaching (TBLT) also known as task-based instruction (TBI) is an approach to language teaching based on the use of authentic language to complete meaningful tasks in the target language. The term task has been defined differently by many researchers. Prabhu (1987) described task as “an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process” (p.24).

Nunan (1989) stated that a task is “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form” (p. 10). Willis (1996) stressed that a task is “goal oriented activity in which learners use language to achieve real outcome” (p.53). Ellis (2003), on the other hand, defined a task as a work plan that involves a pragmatic processing of language, using the learners' existing language resources and attention to meaning, and resulting in the completion of an outcome which can be assessed for its communicative function. According to him, a task has four main characteristics:

1. A task involves a primary focus on (pragmatic) meaning.
2. A task has some kind of ‘gap’. (Prabhu (1987) identified the three main types as information gap, reasoning gap, and opinion gap.)
3. The participants choose the linguistic resources needed to complete the task.
4. A task has a clearly defined, non-linguistic outcome.

### 1.4.2 Task-based Framework

Harmer (2007) and Willis (1996) proposed TBL framework consisting of three main steps: pre-task, task cycle and language focus.



**Figure 1.1: Task-based Learning Framework**

(Adapted from Willis 1996, p. 53)

**Pre- task:** in pre-task phase, the teacher introduces the class to the topic and the task activating topic- related words and phrases. The teacher can use pictures, posters, demonstrations and recordings to prepare his learners for the topic.

**Task cycle:** during the task phase, the learners complete the task in pairs or in small groups while the teacher monitors from distance. One of the pairs performs their discussion in front of the class. Then, the teacher helps to correct the completed tasks in oral or written form.

**Language focus:** at this stage, the learners examine and discuss specific features of any listening or reading text which they have looked at for the task, or the teacher may conduct some form of practice of specific language features which the task has provoked.

### 1.4.3 Characteristics of task- based language teaching

Though there is a divergence of views among proponents of task-based language teaching in relation to the core principles of TBLT, Swan ( 2005) highlighted a set of characteristics on which there is a general agreement:

- Instructed language learning should mainly contain naturalistic language use and the activities are related to meaning rather than language.
- Instruction should be learner-centered rather than teacher-centered.
- As totally naturalistic learning does not normally give rise to target-like accuracy, engagement, therefore, is essential to promote the internalization of formal linguistic elements while keeping the perceived benefits of a natural approach.
- This can be best achieved by offering opportunities by focus on the form, which will attract learners' attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication.
- Communicative tasks are particularly suitable devices for this approach.
- More formal pre- or post- task language study may be beneficial. It can make contribution to internalization by leading or maximizing familiarity with formal characteristics during communication.



- Traditional approaches are unproductive and unsuitable; especially, where they require passive formal instruction and practice isolated from communicative work.

### **1.4.5 Types of Task in Task-Based Learning**

Willis (1996) suggested a list of activities that can be implemented with the students in class:

#### 1. Listing and/ or brainstorming

Learners can use lists of people, places, things, actions, reasons, everyday problems, things to do, etc.

#### 2. Ordering and sorting

This can be sequencing, ranking or classifying.

#### 3. Matching

Learners can match captions, texts or recorded extracts to pictures, short notes or headlines to longer texts e.g. news items, etc.

#### 4. Comparing

This involves finding similarities/ differences tasks.

#### 5. Problem solving

Problem solving consists of analyzing real situations, analyzing hypothetical situations, reasoning and decision making. In this type of tasks, the students are asked to find a solution to a problem which then be evaluated.

#### 6. Sharing personal experiences and storytelling.

### 1.5 Traditional PPP Approach

Presentation, practice and production method, or as abbreviated PPP, is a approach to language teaching that involves the introduction of grammatical items or structures explicitly or implicitly with the objective of making the underlying rule understood. The underlying assumption behind this method is that language can be acquired in sequential way. PPP works through the progression of three sequential stages. PPP works through the progression of three sequential stages: presentation, practice and production. Presentation is the beginning or introduction to learning language, and Production is the culmination of the learning process, where a learner has become a "user" of the language as opposed to a "student" of the language. Practice is the process that facilitates progress from the initial stage through to the final one.

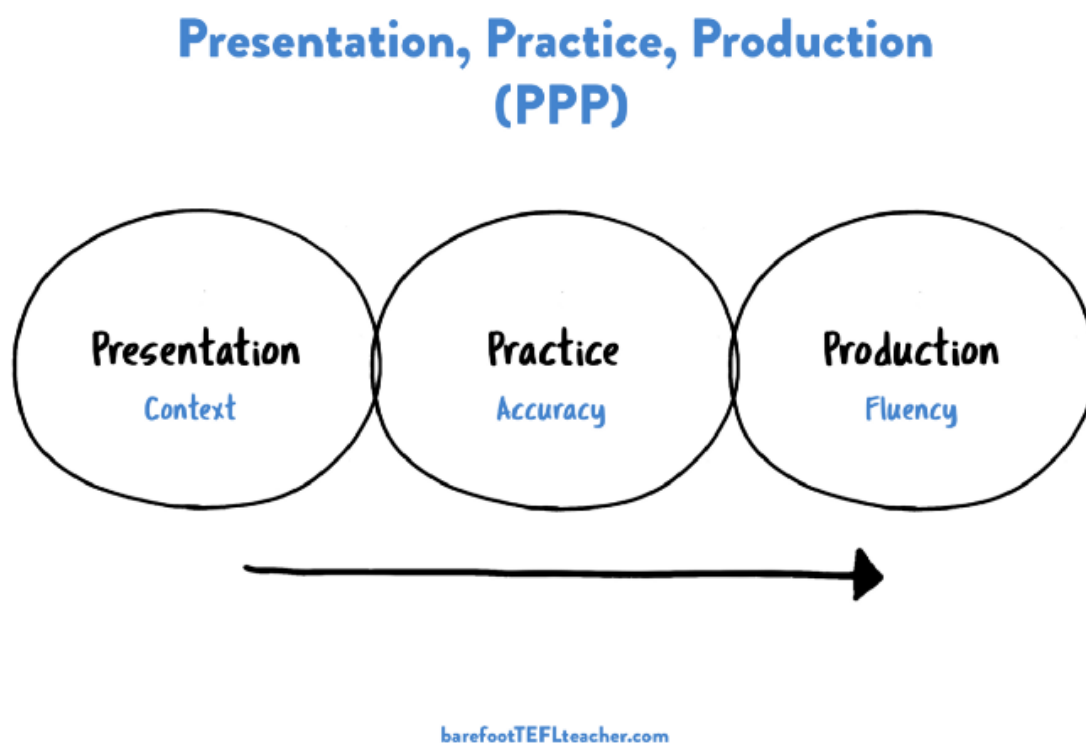


Figure 1.2: PPP Model

(Adapted from Guzman Batres, 2020)

**Presentation:**

It is the first stage and perhaps the most important stage to language learning process as it usually has a profound influence on the stages that follow and can determine whether they are effective or not. This is where the language item is introduced or presented to the learners, giving examples and explaining the rule.

**Practice:**

The learners practice using structures in a controlled way, e.g. making sentences from prompts, asking and answering questions or making a storyline based on a picture. Practice can be oral or written. Correction of mistakes is necessary at this stage as it aims at accuracy.

**Production:**

What about accuracy? The learners Students try to use the structures they have learnt to express themselves freely e.g. to talk or write about their lives and interests or to express opinions or imagine. Like practice, production can be oral or written.

Some learning assumptions behind presentation –practice-production are:

- Students should be introduced to grammar rules and then practice them (a deductive approach).
- Language learning is a skill like any other and should be practiced as such.
- There should be a high level of teacher control slowly handed over to learners as the lesson progresses.
- Language is a series of items that can be learned in sequence.
- The target language should be practiced by removing unnecessary language to help focus.

PPP appears suitable model to teach grammar. The learners in this approach are primarily concerned with a given grammatical form and are gradually led to its internalization through extensive practice. The latter is believed to equip learners with sufficient knowledge and confidence to use the language structures in their oral or written production. However, this assumption received harsh criticism by many researchers. The relationship between teaching and learning is questionable. Learners may be successful in assimilating and producing the targeted language item, but they fail to maintain the same level of mastery once they move to learn another one. Willis (1996) explained that the reason behind the gap between what teachers teach and what learners actually learn lies in the fact that:

The concern for form is achieved by encouraging students to produce language unthinkingly in accordance with stimuli provided by the teacher. There is no real communicative language use. The production stage of the lesson is a further exercise in producing language expected by the teacher rather than using language for communication. (p.44)

Willis (1996) emphasized that:

the most powerful element in the learning process is the learner's intelligence and creativity. If we are to take advantage of these faculties we need to confront learners with language problems which demand an intelligent and creative response. Problem-based activities of this kind, under the name of consciousness-raising activities, are becoming an important part of the thinking of some language teaching theorists and practitioners (...). It is this kind of language work which should be central to a dynamic approach to learning. (p. 49)

Though PPP model is old and has been widely criticized, it is still the most common method used in foreign language teaching.

**1.6 Conclusion**

This chapter attempted to introduce the most significant theories and concepts related to the field of grammar teaching, consciousness-raising and task-based learning. The next chapter deals with research methodology and results.

# Chapter Two

## Data Collection and Analysis

## Chapter Two

### Data Collection and Analysis

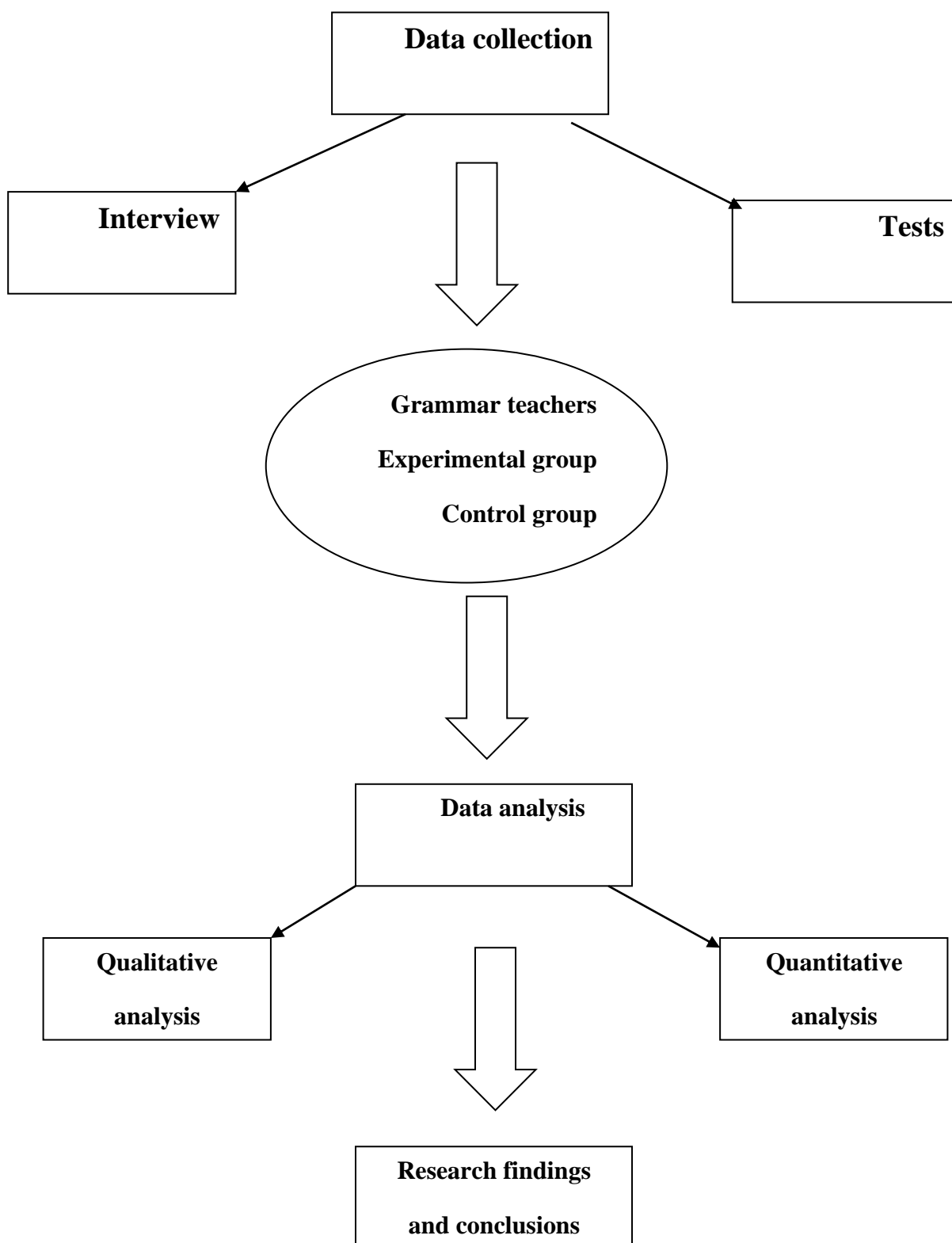
#### 2.1 Introduction

This chapter describes the methodology followed to achieve the objectives of the study. It introduces the subjects of the study, the research tools implemented and the methods of processing the data. Finally, it ends with presenting and interpreting the results of the study.

#### 2.2 Research Design

The study was undertaken during the second semester of the academic year 2021- 2022 with a sample of first year LMD students at the department of English of the University of Ouargla. The aim , as was stated earlier in the introduction to this research, was to examine the effect that CRTs might have on EFL students' understanding and use of past tenses (past simple, past perfect and past continuous). The researcher adopted a quasi- experimental design which involved formulating two groups (the experimental group and the control group) and testing them to compare their results.

In the following sections, the sources of the data, data collection instruments and method applied to data analysis are dealt with in more detail.



**Figure 2.1: The Design of the Study**



### **2.2.1 The Subjects**

Thirty first year students enrolled in the English department at the University of Ouargla to get a bachelor degree in English volunteered to participate in this research. It is necessary to mention in this respect that the subjects were divided from the beginning into experimental and control groups to ease the flow of the experiment. The first group, the experimental group, included 15 students and they were taught the target tenses using CRTs. The second group, the control group, included the same number of students and they received instruction based on PPP model. Two teachers of grammar from the English department also took part in the study. They were invited to an interview designed to illicit information about the method that they use to teach grammar in order to validate the research question.

### **2.2.2 Data Collection Tools**

The researcher made use of two written tests (pre-test and a post-test) in addition to an interview.

#### **2.2.2.1 Pre and post tests**

Tests are often used in experiment researches. Testing is finding out how well something works. In terms of human beings, testing tells what level of knowledge or skill has been acquired. Though test are generally agreed to necessary assessment tools in programme evaluation, a number of researchers highlight their complexity and dangers (Nunan, 1992). According to Nunan (1992), in order to reduce this complexity and heighten the reliability and validity of test results, the researcher needs to take into account two major conditions: to set out a control and a comparing group and to consider students' level of proficiency prior the experiment. Both conditions were considered by the researcher.

Thus, before launching the teaching experiment, a pre-test (see appendix A) was administered to all the subjects in the experimental and control groups. The test aimed at revealing information about the level of students' familiarity with the targeted tenses prior the experiment. After that, the instruction phase took place. It lasted 3 weeks in which the researcher met the students in each group for 1h/ 30m per week. After the instruction phase finished, all the subjects in the control and experimental groups were re-tested ( post-test). The information yielded through these tests was crucial in this research to determine whether the tasks had any effect on EFL students' understanding and use of past tense.

**Table 2.1: Description of the Test**

Section	Scoring	Techniques and items
I	6 pts	<b>Multiple choice task:</b> It required test-takers to choose one item from a list of three options.
II	6pts  3pts	<b>A-Cued gap- filling task</b> It included sentences containing gaps followed by a given verb between brackets that should be conjugated using the appropriate tense.  <b>B- Limited production task</b> It required the students to choose the appropriate time expression and tense to combine two sentences.
III	5 pts	<b>Limited production task</b> It required the students to write short paragraphs using the suggested sentences.

### **2.2.2.2 Interview**

Interview is one of the common research tools used to collect data from individuals to understand a situation or a topic that the researcher is interested in. Moser and Kalton (1971) defined interview as “ a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent” (p. 271). There different types of interviews often differentiated by their level of structure: structured, semi-structured and unstructured.

(i) Structured interview: it includes a set of predetermined questions about particular a topic in a specific order. The respondents often select their answers from a list of options.

(ii) Semi-structured interview: it includes a set of predetermined questions and the respondents answer on their own words.

(iii) Unstructured interview: it includes no predetermined questions or list of options. The interviewer asks a few broad questions to engage the respondent in an open, informal and spontaneous discussion.

In the present study, the researcher employed a semi-structured interview. It included ....open questions (see appendix B). The researcher interviewed two teachers of grammar with the intention to gather information from them about the method that they use to teach grammar and the approach behinds it.

### **2.2.3 Methods of data analysis**

There are several methods and techniques to perform analysis underlying different names. All these various methods for data analysis are largely based on two core areas: qualitative analysis and quantitative analysis. Qualitative analysis includes observations and conclusions

made by the researcher himself while quantitative analysis is the process of presenting and interpreting numerical data which is measured or identified on a numerical scale.

In the present study, the researcher adopted a mixed approach of qualitative and quantitative methods for data analysis. The researcher calculated the means of scores obtained by the experimental and the control groups in the tests and compared them using a statistical t-test. The t-test is an inferential test that determines if the difference between the means of two groups is significant. It allowed us to decide if the difference between the control and experimental groups was the result of the treatment applied to the experimental group and not due to chance. Here is the t-test formula as cited in Hatch and Lazaraton (1991, p.261-262):

$$t_{obs} = \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_e - \bar{X}_c)}$$

$$S(\bar{X}_e - \bar{X}_c) = \sqrt{\frac{S_e^2}{ne} + \frac{S_c^2}{nc}}$$

$$S_e = \sqrt{\frac{\delta (X - \bar{X}_e)^2}{ne - 1}}$$

$$S_c = \sqrt{\frac{\delta (X - \bar{X}_c)^2}{nc - 1}}$$

Where :

: the mean score of the experimental group.  $\bar{X}_e$

$\bar{X}_c$  : the mean score of the control group.

Se: the standard of deviation of the experimental group.

Sc: the standard of deviation of the control group.

ne: the number of subjects of the experimental group.

nc: the number of subjects of the control group.

X: the student's score.

The researcher chose the t-test because it is appropriate to be used with small samples. T-tests are about probability not certainty; therefore, the researcher had to decide on the probability alpha level before carrying out the test. The p level is arbitrary chosen, 0.05 is the most frequently used by researchers. Thus, the researcher set the alpha value at this level which means that 95% the results are not due to chance. As for data obtained through teachers' interviews, teachers' responses were written on separate sheets and were reported for analysis and interpretation.

## **2.3 Results**

### **2.3.1 Teachers' Responses to the interview**

Q1: How long have you been teaching English?

T1: 3 years.

T2: 6 years.

Both teachers had an intermediate teaching experience.

Q2: How long have you been teaching grammar?

T1: 3 years.

T2: 4 years.

One teacher said that he had been teaching grammar for 3 years and the other 4 years.

Q3: Have you done any research on grammar teaching?

T1: No.

T2: No.

None of the teachers had done research on grammar teaching.

Q4: What ways do you use to present the grammatical structures?

T1: I Write some sentences containing the grammatical structures on the board and explain the rule. After that, I use various types of exercises to ensure that the students have understood the lesson.

T2: Well, I give examples containing the grammatical structures and explain the rules. This is followed by a practice phase.

Both teachers prefer to introduce examples containing the target grammatical structures and explain the rules which underlie it.

Q5: What types of activities do you use in your grammar classes?

**Table 2.2: Activities Used by Grammar Teachers**

Activities	Number of responses
a- Filling in gaps	2
b-Spotting and correcting mistakes	1
c-Transformations	2

Teachers responses revealed that both teachers used filling in gaps, transformations and spotting and correcting mistakes. No communicative activities such as role plays, discussions and negotiations were employed by the teachers which means that the traditional PPP approach is still dominant in grammar classes.

Q6: How do your students work on the activities?

**Table 2.3: Students' Interaction in the Practice Phase**

Individually	In pairs	In groups
2	2	1

Both teachers stated that they asked their students to work individually or in pairs. One of the teachers said that she sometimes asked her students to work in groups.

Q7: Are there any suggestions you would like to make with regard to grammar teaching?

**Table 2.4 Teachers' Suggestions**

Teachers	Suggestions
T1	-Practice should be given priority in the grammar lesson.
T2	-Teachers need to use a various types of activities and exercises to check their students understanding. -Grammar should be taught in relation to other subjects: reading, writing, oral, etc.

The teachers had different views regarding the teaching of grammar. Both teachers emphasized the significant role of practice in learning language structures. One of the teachers stressed that grammar should be taught as an integrated skill i.e. in relation to other language skills: reading, writing, listening and speaking.

### 2.3.2 Pre-test results

The students' results on the pre-test are displayed in the following table:

**Table 2.5: Students' Results on the Pre-test**

The Control Group		The Experimental Group	
Students	Scores	Students	Scores
S1	05	S1	06
S2	03	S2	03
S3	4.5	S3	04
S4	02	S4	05
S5	06	S5	03
S6	05	S6	02
S7	03	S7	04.5
S8	05.5	S8	05
S9	04	S9	04
S10	05	S10	03
S11	04	S11	04
S12	03.5	S12	05
S13	02	S13	04
S14	05	S14	04.5
S15	04.5	S15	03
Sum of scores	62	Sum of scores	60
Mean	4.13	Mean	4.00

The results reported in table 2.5 show that both the experimental group and the control group scored very low in the pre-test. The mean scores obtained by the two groups are very close



which implies that there are no pre-existing differences between the two groups prior the experiment.

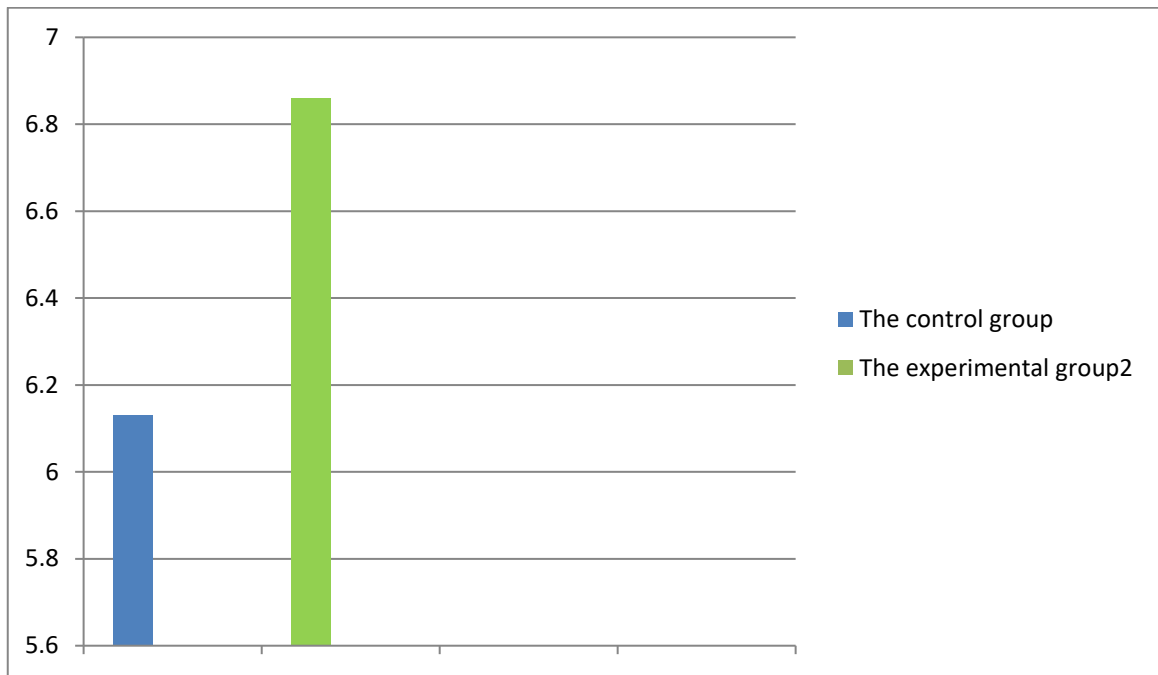
### 2.3.3 Post-test Results

After the treatment applied to the experimental and the control groups, both groups were re-tested. The results obtained are summarized in the next table.

**Table 2.6: Students' Results on the Post-test**

The Control Group		The Experimental Group	
Students	Scores	Students	Scores
S1	06	S1	11
S2	04	S2	06
S3	07	S3	04
S4	04	S4	10
S5	08	S5	05
S6	10	S6	04
S7	03	S7	10
S8	06	S8	09.5
S9	09	S9	04
S10	05	S10	05
S11	04.5	S11	06
S12	05	S12	11
S13	03.5	S13	05.5
S14	10	S14	08
S15	07	S15	04
Sum of scores	92	Sum of scores	103
Mean	6.13	Mean	06.86

The results revealed a partial improvement in the performance of both the experimental and the control groups in the post-test. The mean score obtained by the experimental group was higher than the mean score of the control group. The researcher applied a statistical t-test to the results to determine if the difference between the two groups was significant.



**Figure 2.2: The Experimental and the Control Groups' Means on the Post-test**

### 2.3.4T-test Results

Taking that the number of subjects in experiment is fifteen in each group, the researcher calculated the degree of freedom (df) for the t-test:

$$df = (n_e - 1) + (n_c - 1)$$

$$df = (15 - 1) + (15 - 1)$$

$$df = 28$$

The researcher checked the t-test table (see appendix D) to determine the critical value  $t_{crit}$  needed for the rejection of the null hypothesis. The  $t_{crit}$  of  $df= 28$  at 0.05 level is 2.048 which means that the  $t_{obs}$  needs to meet or exceed 2.048 so that the difference between the two groups was significant.

**Table 2.7: T-test Results**

$\alpha = 0.05,$ $t_{crit} = 2.048$						
Groups	N	Mean	S	t obs	Df	P
C	15	6.13	2.30	0.92	28	S
E	15	6.87	2.74			

**$t_{obs} < t_{crit}$**

As the t-test results show, the  $t_{obs}$  was lower than the  $t_{crit}$  which means that the difference between the mean score of the experimental group and the mean score of the control group was not significant.

Though the t-test revealed that the difference between the control group taught with PPP model and the experimental group with which task-based approach was applied was not significant, the researcher could observe during the teaching phase that task-based activities had a more positive effect in the sense that they helped students in the experimental group to reflect better on their writing and be more accurate and confident in expressing themselves orally. The tasks also raised their interest and motivation in the grammar class.

**Table 2.8: Students' Performance in Post-test Written Production Tasks**

Ranges of scores	The experimental group		The control group	
below 2	3	20%	5	33.3%
2- 4	8	46.7%	9	53.3%
4- 6	3	20%	1	6.7%
above 6	1	6.7%	0	0%

It was noticed that students in the experimental group scored better than those of the control group in the last written production tasks in the post-test. This may encourage teachers of grammar to adopt Task-based method in their classrooms.

## 2.4 Conclusion

Throughout this chapter, the researcher attempted to explain how the research was carried out providing a description about the participants, data collection instruments and methods of data analysis. It concludes with analyzing and interpreting the results gained from various research tools.

# GENERAL CONCLUSION

### General Conclusion

The present investigation considered form-focused instruction at university level. It was carried out with thirty freshmen at the department of English of the University of Ouargla. It had two major objectives: the first was to adopt the task-based approach to teaching grammar through the implementation of consciousness-raising activities, and the second to examine the effect these tasks could have on students' understanding and use of the past tense (simple, perfect, continuous).

The researcher's interest in this study emerged from the important amount of theoretical and empirical literature supporting the role of CR and task-based in language learning and acquisition. It stemmed also from his realization that the teaching of grammar in the English Department of the University of Ouargla is fairly traditional and does not meet the students' expectations and needs. These observations were subsequently supported by the findings of an interview that the researcher designed to collect information about the methodology adopted by teachers to teach grammar.

The researcher conducted an experiment involving two matching groups: an experimental group and a control group. The subjects of the experimental group were taught the target tenses using task-based method. On the other hand, the control group was taught using PPP method. Data from the students were collected by means of two reading tests. A pre-test was administered prior the experiment which aimed at revealing information about the level of students' familiarity with the targeted tenses prior the treatment. A weak performance was maintained by both the experimental and control groups ( $\bar{X}_e= 4.00$ ,  $\bar{X}_c=4.13$ ). However, when the subjects were re-tested after the treatment, test mean score of both groups improved ( $\bar{X}_e= 6.86$ ,  $\bar{X}_c=6.13$ ). A t-test was applied to analyze the difference

between the performances of the two groups. The results of this test revealed that the difference between the two groups was not significant. However, task-based activities had a more positive effect in the sense that they helped students in the experimental group to reflect better on their writing and be more accurate and confident in expressing themselves orally. The researcher also observed that the different tasks aroused the experimental students' interest and motivation. These results yield additional evidence for the effectiveness of task-based method and may encourage teachers to adopt it in their classrooms.

On the basis of these results, the researcher recommends the introduction of inductive CR activities based on the task-based methodology for tasks design as a complement to the other teaching practices. This recommendation entails teaching grammar in subordination with the four language skills and at a discourse-level instead of a sentence-level (teaching isolated structures). Teachers are also advised to encourage discovery learning that challenges the grammar learners, and develops their ongoing active thinking and intelligence. Teachers of grammar ought to try encouraging group and pair work which, if effectively assisted and managed by the teacher, is likely to maximize learners' involvement and efficiency in the grammar classroom.

# Bibliography



# BIBLIOGRAPHY

---

## Bibliography

- Amonette, M.M. (2001). *Beyond the ESL Grammar Classroom: A Descriptive Study of Transfer of Grammatical Instruction*. Retrieved from:  
<https://digital.lib.washington.edu/researchworks/handle/1773/9435>
- Bell, J. (1999). *Doing Your Research Project* (3<sup>rd</sup> ed). England: Oxford University Press.
- Brown, J.D. (1988). *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: Cambridge University Press.
- Carroll, S.E. (2006). Salience Awareness and SLA. In M.G.O'Brien, C. Shea and J. Archibald (eds). *Proceedings of the 8<sup>th</sup> Generative Approaches to 2<sup>nd</sup> Language Acquisition Conference (GASLA)*. Somerville, MA: Cascadilla Proceedings Project, 17-24.
- CelceMuricia, M. (1991). Grammar Pedagogy in Second and Foreign Language Teaching. *TESL Quarterly*, 25, 459-480.
- Celce-Murcia, M., and S. Hills. (1988). *Techniques and Resources in Teaching Grammar*. Oxford: Oxford University Press.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge: Cambridge University Press.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1990). *Instructed Second Language Acquisition*. Oxford: Basil Blackwell.

## BIBLIOGRAPHY

---

- Ellis, R. (1993). *“Second Language Acquisition Research: How does it Help Teachers?.”*  
An Interview with R. Ellis. *ELT Journal*, 41 (7), 3-11.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
- Fotos, S. (1993). Consciousness –Raising and Noticing Through Focus on Form:  
Grammar Task Performance vs. Formal Instruction. *Applied Linguistics*, 14 (4), 385-407.
- Frank, M. (1972). *Modern English: A Practical Reference Guide*. New Jersey: Prentice Hall
- Ghazala, H. (1995). *Translation Problems and Solutions: A Course book for University Students and Tranee Translators*. Malta: ELGA Publications .
- Guzman Batres, A, L. (2020). How to Integrate Grammar PPP in Class. Retrieved from:  
<https://medium.com/@3125482016/june-9th-how-to-integrate-grammar-ppp-a89b9a682aa2>
- Harmer, J. (2007). *How to teach English*. Boston: Pearson Education, Ltd
- Hatch, E & Lazaraton, A. (1991). *The Research Manual: Design and Statistics for Applied Linguistics*. USA: Newbury House Puplishers.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*.  
Oxford: Pergamon Press.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Krashen, S. (1985). *The Input Hypothesis*. London: Longman.

## BIBLIOGRAPHY

---

- Krashen, S.D., and T.D, Terrell. (1983). *The Natural Approach*. London: Prentice Hall
- Long, M.H. (1983). Does Second Language Instruction Makes a Difference?: A Review of Research. *TESOL Quarterly*, 17(3) , 371-379.
  
- McSwan, J & Pray, L (2005). Learning English Bilingually: Age of Onset of Exposure and Rate of Acquisition Among English learners in Bilingual Education Program. *Bilingual Research Journal*, 29 (3), 253-278.
  
- Moser. C.A & Kalton. G. (1971). *Surveys Methods in Social Investigation* (2<sup>nd</sup> ed). London:Heinemann.
  
- Myhill, D , Jones, S , Watson, A & Lines, H. ( 2013). Playful Explicitness with Grammar: A Pedagogy for Writing, *Literacy*, 47 (2), 103-111.
  
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press
  
- Nunan , D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press
  
- Padrick, K.R. (2014). Grammar Instruction in the ESL Composition Classroom: Navigating the difficulties of Integration. Master Thesis, San Diego State University.  
  
Retrieved from:  
  
<https://www.proquest.com/openview/06164013a4f423af8b3a436b91c0118b/1?pq-origsite=gscholar&cbl=18750>

## BIBLIOGRAPHY

---

- Paterson, L. L. (2010). Grammar and the English National Curriculum. *Language and Education*, 24 (6). Retrieved from:  
<https://www.tandfonline.com/doi/abs/10.1080/09500782.2010.495782>
- Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Rutherford, W. (1987). *Second Language Grammar: Learning and Teaching*. London: Longman.
- Rutherford, W., and M. Sharwood Smith. (1985). Consciousness-Raising and Universal Grammar. *Applied Linguistics*, 6 (3) , 274-281.
- Sa-ngaimwibool, A. (2007). Enhancing Structure and Written Expression Among EFL Thai Students Through Consciousness-Raising Instructions. *Journal of NELTA*. 12 (1& 2), 113-128.
- Schmidt, R. W. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11(2), 129-158.
- Schmidt, R. W. (1994). *Implicit Learning and the Cognitive Unconscious: Of Artificial Grammars and SLA*. In R. Ellis. (1994). (ed.), *Implicit and Explicit Learning of Languages* (pp.165-209). London: Academic Press.
- Schmidt, R.W& S. Frota. (1986). Developing Basic Conversational Ability in a Second Language. A Case Study of an Adult Learner of Portuguese. In R. Day (1986) (Ed). *Talking to Learn: Conversation in Second Language Acquisition* (pp. 237-326). Rowley, MA: Newbury House.
- Seliger, W. (1979). On the Nature and Function of Language Rules in Language Teaching . *TESOL Quarterly*, 13, 359-69.
- Sharwood Smith, M. (1981). Consciousness-Raising and Second Language Learners.

## BIBLIOGRAPHY

---

*Applied Linguistics*, 2,159-169.

-Swan, M. ( 2005) .Legislation By Hypothesis : The Case of Task-Based Instruction.

*Applied Linguistics*, 26 (3), 376-401.

-Willis, J. (1996). A Framework for Task-based Learning. Harlow: Longman

<https://www.lexico.com/en/definition/tense>

# APPENDICES

## Appendix A : The Test

### Section One :

#### A) Fill in the blanks with one verb from the list (6pts)

1- I went to Jill's house, but she wasn't there. She .....

- a- had gone    b- went    c- was going

2- I invited Rachel to the party, but she couldn't come. She..... something else.

- a- Has planned    b- planned    c- had planned

3-The plane.....for a couple of hours.

- a- Had been    b- had been flying    c- had flown

4-My mother was born in Poland, but she.....to Toronto in 1949 when she was a teenager.

- a- Moved    b- has moved    c- was moving

5-Karen didn't want to go to the movies because she.....already the film.

- a- Has seen    b- saw    c- had seen

6- When I .....to my country, I was very happy.

- a- Had been    b- have been    c- was

#### B)- Use these verbs to complete the sentences. Choose the past perfect where possible; otherwise, use the past simple. (6pts)

1-He ..... to visit the gallery before I ..... Florence, but it's closed on Sundays. ( to want/ leave)

2-Bill ..... to retire at 60, but they ..... him to stay on for a few more years. (hope/ persuade)

3-She ..... from asthma when she ..... very young. (suffer/ be)

4-Last year, Tom..... very hard to save some money in order to buy a bike. Within six months, he already.....enough money to buy it. (work/ save)

5-“Was Ben at the party when you got there?” “No, he ..... (go) home”.

6-We were driving on the highway when we saw a car the.....(break) down, so we .... (stop) to see if we could help.

## Section Two :

**These things happened in the order given in brackets. Rewrite each pair of sentences to form one sentence. Use these words: by the time- when- after- as soon as. (3 pts)**

1- (most people went home/ I got to the party)

2- (Fred opened the book/ some pages fell out)

3- (Ivan finished reading / he put the light off)

## Section Three :

**Use the following sentences to create short paragraphs. These sentences are in the order in which they happened so (a) happened before (b), (b) before (c), etc. but your paragraphs should begin with the underlined sentences. (5pts)**

1) a-John came back from a vacation a few days ago.

b-I met him the same day.

c- He looked relaxed

2) a-Somebody broke into the office during the night.

b-We arrived at work in the morning.



c-We called the police.

3) a-Jim wrote to Susan many times.

b-She never answered her letters.

c-Yesterday, she got a phone from her.

d-She was very surprised.

### **Appendix B : The Interview**

**Q1:** How long have you been teaching English?

**Q2:** How long have you been teaching grammar?

**Q3:** Have you done any research on grammar teaching?

**Q4:** What ways do you use to present the grammatical structures?

**Q5:** What types of activities do you use in your grammar classes?

**Q6:** How do your students work on the activities?

**Q7:** Are there any suggestions you would like to make with regard to grammar teaching?

## Appendix C :

### Some Samples of the Experimental Group Teaching Activities

Text: A Chance Meeting

From Naylor, H & Haggar, S. (2000). *First Certificate Handbook*. Cambridge: CUP

A. 1. You will listen to an extract from a young woman's diary in which she narrates a story that happened to her a few weeks ago. Which of the following tenses you expect that Sally, the young woman, might have used in her story?

- The present simple
- The present continuous
- The present perfect
- The past simple
- The past continuous
- The past perfect
- The past perfect continuous
- The future forms

#### 2. Work in Groups

- Listen to the story and write all the verbs which occur in the passage.
- Make a list/ lists of these verbs under a given heading.
- Discuss with your peers reasons why you classified the verbs in such a way.

**B. DISCOVERING GRAMMAR IN CONTEXT**

**1. You will read the story you have just listened to.**

**Here are the events of this story that are given as they are accounted for in Sally's diary, which is reported below. Put them into a chronological order.**

**Number them from 1-9**

- a - Sally was walking down the street.
- b - Sally left her coat at home.
- c - Sally thought it was going to be a fine day.
- d - Somebody bumped into Sally quite roughly.
- e - Sally looked at the man and realized that she knew him.
- f - She had last seen him 20 years earlier.
- g - Tony lived around the corner from Sally.
- h - Sally invited him for a coffee and started talking about many things that had happened to them those days.
- i - Tony liked that meeting very much

a	b	C	D	E	F	g	h	i

### Work in groups

**1. Here are events of stories that are not in chronological order. Choose one of the stories and decide with your peers on the order of the events. Try to remember the crucial events of the story and tell it to the class using the tenses that best account for the order of the events you will narrate.**

Example:

-We split the bill between us. We had a lovely day. We went for a lovely walk together beside the lake. The bill came.

1) They managed to swim to a nearby island. Their ship went down in a typhoon. They wanted to attract the attention of the passing ships. They lit a fire on the highest point of the island. They were rescued. A passing rescues liner spotted the smoke.

2) I arrived late for work. I couldn't get the car to start. It was a cold, damp morning. I had to push the car down the hill. I managed to start the engine. I jumped into the car. The car gathered speed.

3) The kidnappers were caught by the police. All ports and airports were being watched. The kidnappers were trying to get out of the country. The hostages were released. The ransom money was paid.

4) Her interest in politics made her decide to stand for parliament. She won the election with a large majority. She gave up politics for good. She lost at the next election.

### C-SEQUENCE OF PAST TENSES IN WRITING

**Rewrite the story you have selected in the previous section and decide how to make it sound more creative. Ask yourself these questions:**

Do I keep the chronological order of the story? Is it better to change this order of events? In both cases, which event should I start with? What tenses can best account for the order of

events I choose? What words can I use to make logical connection between the events of the story?

### Discovering grammar in context

1. Here is the story of John's 'amusing experience'. Read the passage, then listen to your classmate from group 'B' reading another version of this story. Spot as many differences as possible.

#### Card 1

*"Do You Speak English?"*

I had an amusing experience last year. **After** I had left a small village in the south of France, I drove on to the next town. On the way, a young man waved me. I stopped and he asked me for a lift. **As soon as** he had got into the car I said good morning to him in French. And he replied in the same language. Apart from a few words, I don't know any French at all. Neither of us spoke during the journey. I had nearly reached the town, **when** the young man suddenly said very slowly: "Do you speak English?" as I soon learnt, he was English himself.

#### Card2

*"Do You Speak English?"*

1. Here is the story of John's 'amusing experience'. Read the passage, then listen to your classmate from group 'A' reading another version of this story. Spot as many differences as possible.

I had an amusing experience last year. I left a small village in the south of France, then I drove on to the next town. On the way, a young man waved me. I stopped and he asked me for a lift. So he had got into the car I said good morning to him in French and he replied in the same language. Apart from a few words, I don't know any French at all. Neither of us spoke during the journey. I nearly reached the town, when the young man suddenly said very slowly: "do you speak English?" as I soon learnt, he was English himself.

### 2. Now answer the following questions.

a. Find words and phrases in the story that refer to time. What are they? Why are they used in the above passage?

b. Look at the words in the list. Which of these words can substitute the adverbs used in the above passage?

*Already-yet-until-still-bythetime-because-while-since-just-ever-never-as*

c. Rewrite the same sentences using the words in the list whenever possible.

d. Can you rewrite the sentences that contain past time clauses using other tenses?

e. Match the meanings below with the verbs in bold in the above passage:

-The cause of an event or situation that people already know about.

-Recent events that have results in the present time.

-Actions and events that happened before a particular past event.

-Events or actions that happened at a definite time in the past.



## Appendix D: The critical values for t-test

.P	.10	.05	.02	.01	.001
df 1	6.314	12.706	31.821	63.657	636.619
2	2.920	4.303	6.965	9.925	31.598
3	2.353	3.182	4.541	5.841	12.941
4	2.132	2.776	3.747	4.604	8.610
5	2.015	2.571	3.365	4.032	6.859
6	1.943	2.447	3.143	3.707	5.959
7	1.895	2.365	2.998	3.499	5.405
8	1.860	2.306	2.896	3.355	5.041
9	1.833	2.262	2.821	3.250	4.781
10	1.812	2.228	2.764	3.169	4.587
11	1.796	2.201	2.718	3.106	4.437
12	1.782	2.179	2.681	3.055	4.318
13	1.771	2.160	2.650	3.012	4.221
14	1.761	2.145	2.624	2.977	4.140
15	1.753	2.131	2.602	2.947	4.073
16	1.746	2.120	2.583	2.921	4.015
17	1.740	2.110	2.567	2.898	3.965
18	1.734	2.101	2.552	2.878	3.922
19	1.729	2.093	2.539	2.861	3.883
20	1.725	2.086	2.528	2.845	3.850
21	1.721	2.080	2.518	2.831	3.819
22	1.717	2.074	2.508	2.819	3.792
23	1.714	2.069	2.500	2.807	3.767
24	1.711	2.064	2.492	2.797	3.745
25	1.708	2.060	2.485	2.787	3.725
26	1.706	2.056	2.479	2.779	3.707
27	1.703	2.052	2.473	2.771	3.690
<b>28</b>	1.701	<b>2.048</b>	2.467	2.763	3.674
29	1.699	2.045	2.462	2.756	3.659
30	1.697	2.042	2.457	2.750	3.646
40	1.684	2.021	2.423	2.704	3.551
60	1.671	2.000	2.390	2.660	3.460
120	1.658	1.980	2.358	2.617	3.373

(From Hatch and Lazaraton, 1991, p.595)

### ملخص باللغة العربية

هدفت هذه الدراسة إلى اعتماد منهج التدريس بطريقة النشاطات في حصة النحو القواعد عن طريق إثارة وعي الطلبة بالأحكام المتعلقة بالزمن الماضي في اللغة الإنجليزية. شارك في جمع معطيات هذا البحث ثلاثون طالباً من قسم اللغة الإنجليزية بجامعة ورقلة خلال الفصل الدراسي الثاني من العام الدراسي 2021-2022. بالإضافة إلى ذلك ، تم إجراء مقابلة مع معلمي قواعد اللغة لجمع معلومات حول منهجية التدريس التي يعتمدونها والنهج الذي يقوم عليه. اتبع الباحث منهجاً قام على تكوين مجموعتين متطابقتين (المجموعة التجريبية والضابطة) ، وتقييم الطلاب عن طريق الاختبارات وتحليل النتائج. كانت الإجراءات الإحصائية لتحليل البيانات عبارة عن المتوسط الحسابي والانحراف المعياري واختبار t-test. تم دعم مناقشة النتائج من خلال الملاحظات التي جمعها الباحث خلال تجربة التدريس. كشفت نتائج الدراسة أنه لا يوجد لإختلاف واضح بين الطريقة التقليدية PPP و الطريقة القائمة على النشاطات Task-based Learning في تعميق إدراك الطلبة و فهمهم لأزمنة الماضي. أدى كلا المنهجين إلى تعزيز قدرة الطلاب على استخدام الأزمنة المستهدفة. ومع ذلك ، كان للطريقة القائمة على الأنشطة تأثير أكثر إيجابية حيث ساعدت الطلاب في المجموعة التجريبية على إستعمال هذه التراكيب بشكل أفضل في كتابة الجمل و الفقرات وأن يكونوا أكثر دقة وثقة في التعبير عن أنفسهم شفهيًا كما كان لها دور في زيادة إهتمامهم بحصة النحو.