

T. R.  
GAZIANTEP UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES TEACHING  
ENGLISH LANGUAGE TEACHING PROGRAM

# The Effect of the Use of Dictogloss Technique on the Acquisition of Passive Voice

Master of Arts Thesis

AYŞE AYLIN POLAT

Gaziantep  
July, 2019

T. R.  
GAZIANTEP UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES TEACHING  
ENGLISH LANGUAGE TEACHING PROGRAM

# **The Effect of the Use of Dictogloss Technique on the Acquisition of Passive Voice**

**Master of Arts Thesis**

AYŞE AYLİN POLAT


Supervisor: Assoc. Prof. Dr. Mehmet BARDAKÇI

Gaziantep  
July, 2019

## APPROVAL OF THE JURY

**Student** : Ayşe Aylin POLAT  
**University** : Gaziantep University  
**Graduate School** : Graduate School of Educational Sciences  
**Department** : Department of Foreign Languages Teaching English Language Teaching Program  
**Thesis Title** : The Effect of the Use of Dictogloss Technique on the Acquisition of Passive Voice  
**Thesis Date** : 24.07.2019

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

  
Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU  
**Head of Department**

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

  
Assoc. Prof. Dr. Mehmet BARDAKÇI  
**Supervisor**

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Art.




### Examining Committee Members

Assoc. Prof. Dr. Mehmet BARDAKÇI

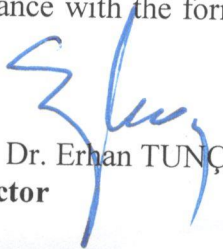
Assist. Prof. Dr. Emrah CİNKARA

Assist. Prof. Dr. Ceyhun YÜKSELİR

**Signature**

  
.....  
  
.....  
  
.....

It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

  
Assist. Prof. Dr. Erhan TUNÇ  
**Director**

## RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature:



Name: Ayşe Aylin POLAT

Student ID Number: 201621589

Date: 20.06.2019

*To my beloved family and the love of my life*



## ACKNOWLEDGEMENTS

I would first like to thank my thesis advisor Assoc. Prof. Dr. Mehmet Bardakçı of the Faculty of Education at Gaziantep University. The door to Assoc. Prof. Dr. Bardakçı office was always open whenever I ran into trouble or had a question about my research. He consistently allowed this thesis to be my own work but steered me in the right the direction whenever he thought I needed it.

Besides my advisor, I would like to thank the rest of my thesis committee, Assoc. Prof. Dr. Emrah Cinkara, Asst. Prof. Dr. Ceyhun Yükselir and Asst. Prof. Dr. Mehmet Kılıç, for their encouragement, insightful comments, and questions. I would like to thank my precious students who were the participants of this research.

I must express my very profound gratitude to my parents Elmas Polat and Sinan Polat, my sister Ebru Özcan and my brother Adem Polat and to my husband Ahmet Akyüz for providing me with endless support and continuous encouragement throughout my years of study as well as supporting me spiritually throughout my life. This accomplishment would not have been possible without them. My sincere thanks also go to my friends Esmâ Özbaş for her patience and support, Güzde Artan for her help and tolerance for my endless questions and Nermin Kirezli for her company almost every day through the process of researching and writing this thesis. I would be grateful forever for their love and support.

Thank you.

Ayşe Aylin POLAT

## ÖZET

### Not Al-Yaz Tekniğinin Kullanımının Edilgen Yapı Edinimi Üzerindeki Etkisi

Polat, Ayşe Aylin  
Yüksek Lisans, İngiliz Dili Eğitimi  
Tez Danışmanı: Doç. Dr. Mehmet Bardakçı  
Temmuz-2019, 111 sayfa

Ortak dil olarak kullanılan İngilizce günümüzde hem özel hem kamu sektörü dahil olmak üzere çeşitli iş alanlarında yer edinmek için bir gereklilik haline gelmiştir. Bu nedenle İngilizce edinimi alanında çalışmalar hız kazanmıştır. Çoğunluğu İngilizceyi yabancı dil olarak öğrenenler üzerine yoğunlaşan çalışmalar, dil öğreniminin farklı yönlerini araştırmaktadır. Bu çalışma alanda yapılan önceki çalışmalara dayanarak not al-yaz (dictogloss) tekniğinin edilgen yapı öğretimindeki etkisini araştırmıştır.

İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin, ana dilleri ve yabancı dilleri arasındaki sözdizimsel farklılıklardan dolayı zorluk yaşayacakları öngörülen dilbilgisi yapılarından birisi edilgen çatı yapısıdır. Bu araştırma edilgen çatı ediniminde not al-yaz tekniğinin ve klasik öğretme metodunun arasındaki farkı araştırmaktadır. Ayrıca iş birliğinin not al-yaz tekniği üzerindeki etkileri araştırılmıştır. Bu amaçla klasik metotlarla öğretilen bir kontrol grup ve not al-yaz aktivitesini bireysel ve iş birliği içinde tamamlayan iki deneysel grup katılımcı olarak belirlenmiştir. Çalışmaya 59 fen lisesi öğrencisi katılmıştır. Yarı-deneysel ön-test son-test araştırma dizaynı kullanılmıştır. Yapılan analizler sonucunda kontrol grubu anlama testinde deneysel gruplardan anlamlı bir şekilde daha iyi sonuçlar göstermiştir. Fakat üretim testinde gruplar arasında bir farklılık bulunmadığı görülmüştür. Ayrıca deneysel gruplar arasında da anlamlı bir fark gözlemlenmemiştir. Sonuç olarak not al-yaz tekniğinin edilgen yapı öğrenimi üzerinde olumlu bir etkiye sahip olmadığı bulunmuştur. Bununla birlikte, metin yeniden yapılandırma aktivitesi sırasında bireysel çalışma ve iş birliği içinde çalışma arasında anlamlı bir fark bulunmadığı ortaya konulmuştur.

**Anahtar Kelimeler:** Not al-yaz tekniği; metni yeniden yapılandırma aktivitesi, yapıya odaklanma; işbirlikçi çıktı odaklı yazma aktivitesi

## ABSTRACT

### **The Effect of the Use of Dictogloss Technique on the Acquisition of Passive Voice**

Polat, Ayşe Aylin

MA Thesis, English Language Teaching Program

Supervisor: Assoc. Prof. Dr. Mehmet Bardakçı

July-2019, 111 pages

English, which is used as a lingua franca, has become a necessity to gain a seat in various fields of business including both private and public sectors. Thus, the studies in English language teaching have gained popularity and increased noticeably. These studies, majority of which have been conducted on EFL learners, investigate different aspects of language teaching. Based on the extensive studies previously conducted in the field, this study investigated the effects of dictogloss technique on teaching passivity.

Passive voice is one of the language structures that is expected to cause difficulties for Turkish EFL learners due to the syntactic differences between their native language and foreign language. This study investigated the difference between the effects of dictogloss task and classical language teaching method on the acquisition of passivity. Moreover, the effects of collaboration during dictogloss task acquisition were examined. The participants were grouped into a control group instructed with classical teaching method and two experimental groups that worked individually and collaboratively during dictogloss tasks. The participants were 59 high school students. A quasi-experimental pre-test post-test research design was used for this research. According to the results of the analysis, the control group outperformed the experimental groups in the comprehension test. However, a statistically significant difference among the groups was not found in the production test. Furthermore, there was not a significant difference between the experimental groups. In conclusion, it was found out that dictogloss tasks did not have a facilitative effect on learning passive voice in English. In the meantime, it was revealed that there was not a significant difference between individual and collaborative work during the reconstruction task.

**Keywords:** Dictogloss technique; reconstruction task; focus on form; collaborative output-based writing tasks



## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>APPROVAL OF THE JURY .....</b>       | <b>i</b>   |
| <b>RESEARCH ETHICS DECLARATION.....</b> | <b>ii</b>  |
| <b>DEDICATION .....</b>                 | <b>iii</b> |
| <b>ACKNOWLEDGEMENTS .....</b>           | <b>iv</b>  |
| <b>ÖZET .....</b>                       | <b>v</b>   |
| <b>ABSTRACT.....</b>                    | <b>vi</b>  |
| <b>TABLE OF CONTENTS .....</b>          | <b>vii</b> |
| <b>LIST OF TABLES .....</b>             | <b>x</b>   |
| <b>LIST OF APPENDICES .....</b>         | <b>xi</b>  |
| <b>LIST OF ABBREVIATIONS.....</b>       | <b>xii</b> |

## CHAPTER I

### INTRODUCTION

|                                      |   |
|--------------------------------------|---|
| 1.1. Statement of the Problem .....  | 1 |
| 1.2. Aim of the Study .....          | 2 |
| 1.3. Significance of the Study ..... | 3 |
| 1.4. Assumptions .....               | 5 |
| 1.5. Limitations .....               | 5 |
| 1.6. Definitions .....               | 6 |

## CHAPTER II

### LITERATURE REVIEW

|   |    |
|---|----|
| 2.1. Introduction.....                  | 7  |
| 2.2. Form Focused Instruction.....      | 9  |
| 2.2.1. Focus on Forms.....              | 10 |
| 2.2.2. Focus on Meaning.....            | 11 |
| 2.2.3. Focus on Form .....              | 12 |
| 2.2.3.1.Incidental Focus on Form .....  | 15 |
| 2.2.3.2.Planned Focus on Form .....     | 17 |
| 2.3. Input Hypothesis .....             | 17 |
| 2.4. Output Hypothesis .....            | 19 |
| 2.4.1. Noticing Hypothesis .....        | 21 |
| 2.4.1.1. Metalanguage.....              | 24 |
| 2.4.2. Collaborative Output Tasks ..... | 25 |

|   |    |
|---|----|
| 2.4.3. Dictogloss Task.....                 | 29 |
| 2.4.3.1.Previous Studies and Findings ..... | 35 |

### **CHAPTER III METHODOLOGY**

|                                      |    |
|--------------------------------------|----|
| 3.1. Introduction .....              | 41 |
| 3.2. Research Design .....           | 41 |
| 3.3. Sampling and Participants ..... | 42 |
| 3.4. Instruments .....               | 43 |
| 3.4.1. Passive Voice Test.....       | 43 |
| 3.4.2. Interview Protocol .....      | 44 |
| 3.5. Procedure and Treatment .....   | 45 |
| 3.6. Data Analysis .....             | 49 |

### **CHAPTER IV FINDINGS**

|  |    |
|--|----|
| 4.1. Introduction .....  | 50 |
| 4.2. Data Presentation and Analysis .....  | 50 |
| 4.2.1. Analysis of Pre-test Scores .....   | 51 |
| 4.2.2. Comparison of the Experimental Groups' Post-test Scores.....              | 52 |
| 4.2.3. Comparison of the Experimental and Control Groups' Post-test Scores ..... | 54 |
| 4.2.4. Comparison of Post-test Scores in terms of Gender .....                   | 57 |
| 4.3. Evaluation of the Findings of Statistical Analysis .....                    | 57 |
| 4.4. Evaluation of Findings of Focus Group Interviews.....                       | 58 |

### **CHAPTER V DISCUSSIONS**

|                                      |    |
|--------------------------------------|----|
| 5.1. Summary of the Study .....      | 61 |
| 5.2. Discussion of the Findings..... | 62 |

### **CHAPTER VI CONCLUSION AND RECOMMENDATIONS**

|                                     |    |
|-------------------------------------|----|
| 6.1. Pedagogical implications ..... | 66 |
|-------------------------------------|----|

|  |     |
|--|-----|
| 6.2. Implications for Further Research .....   | 68  |
| 6.3. Conclusion .....  | 69  |
| <b>REFERENCES</b> .....  | 71  |
| <b>APPENDICES</b> .....  | 79  |
| Appendix I. Treatment Package of the Dictogloss Task Groups .....                    | 79  |
| Appendix II. The permission Document for Research .....                              | 80  |
| Appendix III. Parental Consent Form for the Students' Participation in the Research. | 81  |
| Appendix IV. The pre-test and the Post-test .....                                    | 83  |
| Appendix V. Samples from the Reconstructed Texts of the Dictogloss Task Groups ...   | 85  |
| <b>VITAE</b> .....   | .87 |



## LIST OF TABLES

|  |    |
|--|----|
| Table 1. Types of Form-Focused Instruction.....                                  | 15 |
| Table 2. Stages of Dictogloss and Procedures.....                                | 30 |
| Table 3. Gender distribution across groups.....                                  | 43 |
| Table 4. Study design.....   | 47 |
| Table 5. Normality test results of the pre-test scores.....                      | 51 |
| Table 6. One-way ANOVA analysis of the pre-test scores .....                     | 52 |
| Table 7. Paired samples t-test results of the comprehension test .....           | 52 |
| Table 8. Paired samples t-test results of the production test .....              | 53 |
| Table 9. One-way ANOVA results for the post-test scores of three groups .....    | 55 |
| Table 10. One-way ANOVA analysis of the comprehension part of the post-test..... | 55 |
| Table 11. One-way ANOVA analysis of the production part of the post-test.....    | 56 |
| Table 12. Independent samples t-test analysis for the effect of gender.....      | 57 |
| Table 13. The findings of focus group interview .....                            | 59 |

**LIST OF APPENDICES**

|  |    |
|--|----|
| Appendix I. Treatment Package of the Dictogloss Task Groups .....                        | 79 |
| Appendix II. The Permission Document for Research .....                                  | 80 |
| Appendix III. Parental Consent Form for the Students' Participation in the Research..... | 81 |
| Appendix III. The pre-test and the Post-test .....                                       | 83 |
| Appendix IV. Samples from the Reconstructed Texts of the Dictogloss Task Groups.....     | 85 |



**LIST OF ABBREVIATIONS**

|               |                                 |
|---------------|---------------------------------|
| <b>CLT:</b>   | Communicative language teaching |
| <b>DG:</b>    | Dictogloss                      |
| <b>FFI:</b>   | Form focused instruction        |
| <b>FNP:</b>   | The first noun principle        |
| <b>FonF:</b>  | Focus on form                   |
| <b>FonFs:</b> | Focus on forms                  |
| <b>LREs:</b>  | Language related episodes       |
| <b>L1:</b>    | Native language                 |
| <b>L2:</b>    | Second language                 |
| <b>PI:</b>    | Processing instruction          |
| <b>PPP:</b>   | Present practice produce        |
| <b>TI:</b>    | Traditional instruction         |

## CHAPTER 1

### INTRODUCTION

#### 1.1 Statement of the Problem

Language learning has been seen from a variety of perspectives and numerous methods and techniques have been put forward and investigated for the aim of reaching a better way to teach a language. There exist manifold issues to deal with during teaching based on target group. Should language be considered as an object or as a medium of interaction in teaching other school subjects? (Long, 1998). Should grammar be taught explicitly or implicitly? Are linguistic forms learned through a conscious process or should they be embedded in materials used for language skills? Many questions are waiting to be answered as a consensus has not been reached by researchers yet.

Output is regarded as a way to monitor language learners' interlanguage and it gained a great importance after French immersion programs. French immersion students who were instructed in content-based classrooms where the target language was used as a medium of communication performed native-like fluency but inaccuracy in their language production after several years of instruction (Swain, 1998). This result proved that only comprehensible input, which was supported by Krashen (1980), is not sufficient to come up with native-like production. Swain (1998) pointed out that output promotes learners to observe what they are capable of and what they need to express the things they mean. When output tasks are applied collaboratively, learners have a chance to obtain feedback from different sources such as their teacher, peers or group members and their own reflection. Feedback is crucial to develop a successful interlanguage (Brown, 2002). Interlanguage improvement is claimed to occur through language use in

a meaningful context and in a process similar to natural language acquisition (Skehan & Foster, 1997). Thus, classroom activities should be arranged to meet this need.

In Turkey, classroom setting for EFL learners are mostly traditional instruction-based and form is introduced out of context before it is practiced in meaning-focused activities (Korucu, 2010). However, this instruction restricts students' output production chance due to high frequency of teacher talk (Tajeddin & Jabbarpoor, 2013). Limited amount of free production activities and the nature of these activities prevent language learners from observing what they are capable of producing and notice the gap between the target forms and their interlanguage. Focus on form is teacher-initiated based on pre-determined syllabuses which are arranged frequently for the purpose of teaching a grammatical form. However, Ellis, Basturkmen and Loewen (2001) stated that focus on form is much more successful when it is student-initiated.

This research aims to observe the effect of dictogloss task on learning passive voice in English. Besides, the effect of collaborative and individual work in application of this task has been investigated.

## **1.2 Aim of the Study**

Learning grammar of a foreign language inevitably causes some problems for second language learners. Especially for those who are learning a foreign language in a non-native context experience difficulty in automatization of grammar rules. This problem may stem from inauthentic use of language in classrooms where learners have already shared the same native language. In other words, when learners have an easily accessed way of communication, they tend to make preference for this means instead of a language in which they cannot express themselves clearly and confidently. Therefore, development of competence in using grammar in a meaningful context requires attention in foreign language classrooms.

How to teach passive voice structure is focused on in this research because syntactic differences between native and foreign languages of learners can result in difficulty. The First Noun Principle (FNP) poses a problem for Turkish L1 speakers who often hear SOV, OV and OVS word orders in their native language while English, their foreign language, has SVO sentence form which is frequently rigid. Therefore, teaching passivity needs to be focused on. L1 Turkish learners of English



can be anticipated to have query in learning passive structures. The intervention of learning a grammatical structure can be input-based, like in input-processing, or output-based (Uludağ & VanPatten, 2012). In input-based interventions, materials and activities that learners come across are modified so as to discourage them from applying FNP. However, in this research, as a grammatical intervention in teaching passivity in English, one of the output-based techniques was chosen to be applied.

Additionally, this study investigates the effects of collaborative and individual task completion. The results have been compared in that whether collaborative re-construction task provides statistically significant difference over individual re-construction writing.

The following research questions were formulated in this research:

1. Are there any statistically significant differences between the effects of the dictogloss technique and traditional teaching method in teaching passive voice in English?
2. Does working collaboratively on reconstruction task provide advantage over working individually in terms of comprehension and production skills in passive voice?

The following hypotheses were formed based on these research questions:

1. Dictogloss technique is hypothesized to result in better understanding of passivity than traditional method of teaching.
2. The collaborative dictogloss group are expected to perform better than the individual dictogloss group and the control group in both comprehension and production test in passive voice.

### **1.3 Significance of the Study**

This study provides an insight on effects of the Dictogloss Technique on teaching passive voice in English. Experimental studies on L2 teaching in Turkey are limited to commonly used techniques and methods. The Dictogloss Technique has not gained much importance in language teaching classrooms and studies. Traditional methods and techniques prevail in teaching grammar in Turkey. The focus of this research can give a different point of view in diversifying classroom activities without threatening teachers' established beliefs and teaching habits.

Additionally, the interaction between language learners has been probed and its effects on learning have been scrutinized in the scope of this study. As suggested by Kowal (1994), interaction with a peer may be considered more comfortable than with a teacher by many language learners. They may take advantage of the comfort provided by their friends instead of a higher proficient language user. They also have a chance to express themselves better and clearer as their interlocutor is expected to develop empathy towards their incorrect use of language.

This study is aimed to investigate dictogloss technique which is one of the output-based instruction techniques. The grammatical structure and the technique were determined in reference to Qin's study (2008). The tests of this study were adapted from her research material in regard to the remarks by VanPatten, Inclezan, Salazar and Farley (2009) and Uludağ and VanPatten (2012). They criticized Qin's research in terms of variables and materials. They pointed out that some uncontrolled variables might have affected the findings of Qin's research because Qin applied a replication of a study by Vanpatten and Cadierno (1993) on a different grammatical structure and did not come up with similar results (Qin, 2008). The uncontrolled variables were claimed to have include lexical semantics, existence of some clues in tests (i.e. the agent can only be one of the two choices because one is animal and the other is human being) and the use of commonly-known texts that can provide background knowledge. That's why VanPatten and Uludağ decided to replicate her study. They have found out that process instruction group was more successful than the dictogloss group in their performance of the post-test, which contradicted the findings of Qin. This study was conducted on the effects of the same output-based instruction technique as in Qin (2008) and Uludağ and VanPatten (2012) while excluding input-processing method.

There are many researches on comparing effects of output-based instructions in SLA (e.g. Qin, 2008; Uludağ & VanPatten, 2012; VanPatten et. al., 2009; Farley & Aslan, 2012). Passive voice and other grammatical structures have been focused with Turkish EFL learners (e.g. Uludağ & VanPatten, 2012). However, the studies tended to be conducted on college students and mostly high proficient learners (e.g. Qin, 2008; Kim, 2008; Nabei, 1996). This study has importance in terms of its participant groups which consist of high school students with low proficiency level. Besides, the effects of collaboration with low proficient students in reconstruction tasks need to be

investigated and this research is intended to contribute to this aspect of SLA research findings.

#### **1.4 Assumptions**

- Initially, it was assumed that the difference between the proficiency levels of students did not affect the results of this study as the students were not classified based on their English proficiency level.
- Secondly, the ethnical background of learners and their native language were assumed to have no effect on their test results.
- Finally, the number of students in each group was assumed to be appropriate for the application of dictogloss technique.

#### **1.5 Limitations**

- In SLA field, there exist many techniques and methods to teach grammar. The dictogloss technique constitutes a very limited part of the output-based tasks. Also, the participant groups of this study do not include learners with exactly the same proficiency level and the number of participants does not present a comprehensive result for L2 English learners.
- Although the dictogloss technique can be applied to many aspects of teaching including vocabulary, writing and listening skills, this study focused on only grammatical aspect of language. The effects of the aforementioned technique on different skills or on different grammatical structures can be the focus of another research. Additionally, this study can be applied to a larger and more homogenous group of language learners.
- Additionally, this study is restricted to high school level because the researcher is teaching high school students. The results may show difference with students attending different levels of educational institution as well as with lower or higher proficient learners.
- The experimental group students who worked collaboratively on the task were encouraged to use L2. However, they preferred to use L1 for most of the time as they felt more comfortable and confident in Turkish while discussing on a cognitively challenging issue.

## 1.6 Definitions

**Dictogloss Task:** The term refers to an output-based task in which students are required to listen to a text and take down keywords so as to use these words in the reconstruction stage for forming the original text (Wajnryb, 1990).

**Form:** Although form is used to referred to grammatical aspect of language in general, in this study this term is preferred “to include phonological, lexical, grammatical, and pragma linguistic aspects of language” (Ellis, 2001, p.2).

**Focus on Form:** The term “focus on form” is intended to refer to focus on form in a meaningful context rather than any instruction prioritizing grammatical features of language (Long, 1998).

**Interlanguage:** It is the separate linguistic system in which language learners produce distinctive language in target language (Selinker, 1972).

**Task:** The term is used to refer to classroom activities promoting the use of a grammatical structure in a meaningful context and for the sake of task completion.

**Target Language:** The term is referred to the second language that is being learned by the language learner as in general consideration of the term (Selinker, 1972).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

L2 researches are valuable sources when they are applied to contribute to language teaching environment and resulted in viable solutions to problems related to methodology, curriculum and strategies for teachers. The present study investigated one of the aspects of methodology to evaluate the effectiveness of dictogloss technique. This chapter will present information about the concepts and approaches which are relevant to the dictogloss technique.

Dictogloss is a task-based procedure. Task-based teaching has increasingly gained importance in second language teaching field. Skehan (1998) elaborately defined task as an activity that is expected to have the criteria that “meaning is primary, there is a goal which needs to be worked towards, the activity is outcome-evaluated and there is a real-world relationship” (p.268). Thus, it is a mistake to name every activity other than those with elaborate grammar explanations applied in classroom as a task. Skehan (1998) formulated the frames of content of a task in this way. Task is also defined as activities dealing with grammar with focus on form rather than as a constituent of structured syllabus (Long, 1998). He elaborates on task-based teaching as content-based language lessons whose focus is determined regarding needs of learners, their age, language competence and these factors will be determiners for certain principles to be followed in language teaching rather than the factors generalized as a result of empirical research findings obtained from a comprehensive and distinct learner groups. Nunan (2006) defined a task as the blend of understanding, generating and communicating in target language while the placement of grammar occurs in a meaningful context. On the other hand, Willis and Willis (2001 in Nunan, 2006) differentiate tasks from grammar activities in terms of tasks’ requirement of numerous language structures’ use. A recent definition is provided by Ellis (2018) as

a workplan instead of basing the term on the process because the process is not predictable.

Skehan (1998) outlined the constituent of task into three subcategories which are code complexity, cognitive complexity and communicative stress. Code complexity refers to intricacy a task includes. Cognitive complexity involves both focus demanding areas during task completion and the ability to complete task with present knowledge without requirement of demand. Communicative stress involves stress stemming from completing a task in an allocated time period, the way of completion of task (writing or speaking), the participant number communicated during task, task significance and the control of speaker over task. These categories are determined as worth to be aware of inasmuch as a task should be challenging and difficult at an optimum level and thus motivating for learners. Task requirements and characteristics are of great importance. Skehan and Foster (1997) point out that a task with clearly structured information can contribute to fluency and a task appropriately arranged can cause accuracy. When learners encounter familiar information in a task, the task also will be able to generate fluency and accuracy. Additionally, they revealed that background knowledge of learners affects their performance during task as expected. Long (1989) stated that closed tasks and two-way information gap tasks are highly useful in encouraging interaction between learners (in Skehan & Foster, 1997).

The results of French immersion programs caused great changes in perspectives for teaching grammar in classrooms. Immersion classrooms include content-based teaching and the instructions in classrooms were given in French by grade 3 when instruction in English was available to some extent (Swain, 1998). She points out that the techniques and methods adopted in immersion classes consist of eclectic combination of learner-centered and communicative teaching techniques and methods, which also involve grammar lessons instructed apart from content lessons after the students achieved intermediate language proficiency. Although French immersion students were provided with sufficient and comprehensible input in the target language in content-based learning environment, they came up with non-native language production in speaking and writing as opposed to their highly enhanced listening and reading skills from the very early ages. These outcomes brought about discussion on how to integrate grammar instruction into language lessons. Besides, these results revealed that language learners could not acquire native-like grammatical competence without any or little grammar instructions and they did not thoroughly

benefit from implicit exposition to grammatical information (Swain, 1998). When grammar is focused as a separate subject of schedule and isolated from the context in these immersion classes, learners could not display target-like structural performance. In addition, the importance of output was emphasized because apparently provision of only rich input and teacher-initiated output consisting of limited number of words would not be sufficient to conclude in linguistic accuracy and fluency. Learners require encountering a chance to notice the missing information to form a grammatically correct and meaningful language through output-based procedures.

## **2.2 Form Focused Instruction**

How to focus on form is a challenging issue for teachers of English as a foreign language (Storch, 1998). The place of grammar in language classroom leads some conflicts as learners are fond of grammar as they regard language and impediment in their ways as grammar and teachers are more interested in improving learners' communicative skills (Wajnryb, 1990). So to say, the problems stemming from the difference between teacher and learners' perceptions of needs and methodology determined based on these needs are two issues to be resolved for abstaining from disappointment (Wajnryb, 1990). She suggested that dictogloss is a solution to these problems due to its appearance like grammar activities and the underlying function as a communicative practice.

Traditional instruction is widely observable in language classrooms. VanPatten and Cadierno (1993 in VanPatten et al., 2009) described traditional instruction (TI) as an approach in which different production tasks are conducted to lead students through internalization of grammar rules. Even though it is known that grammatical structures can be acquired without instruction, wholly meaning-focused environment cannot result in achievement of a high level of linguistic competence. (Ellis, Basturkmen, & Loewen, 2002). Krashen's differentiation of acquisition and learning (1982) brought about a debate on form-instruction (in VanPatten et al., 2009). Krashen stated differences between these two terms in that acquisition which is "the creation of an implicit linguistic system" cannot be interrupted with instruction on form whereas form instruction can have an impact on learning, which is "the creation of an explicit linguistic system" (VanPatten et al., 2009, p.558). Theory and practice may not match when it comes to language classrooms consisting of distinct students

from different L1 backgrounds and with different abilities and interests. Classrooms are contexts where numerous variables have the force of rendering language teaching efficient or useless in relation to teachers' language teaching beliefs, chosen materials and aim of learning a language.

In the initial stages of teacher training programs, language teachers are instructed on how to teach form and draw learners' attention to target form (Ellis et al., 2002). Thus, it is not mistaken to state that teaching form occupies an important position in language teaching. Form focused instruction (FFI) is described as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" (Ellis, 2001, p.1). It is an umbrella term for traditional activities including structured activities and communicative activities focusing on interaction. Early studies on the topic endeavored to find a better way to teach language, namely implicitly or explicitly (Ellis, 2001). Unfortunately, these studies could not display that one method was superior to the other. He stated that later studies, which compared the effects of presence or absence of FFI, emphasized L2 acquisition in a natural way as L1 is acquired. According to Ellis (2001), these studies proved that FFI could contribute to naturally occurring acquisition rather than changing the processes included in natural acquisition.

### **2.2.1 Focus on Forms**

Focus on forms (FonFs) instruction deals with teaching of distinctive parts of language, especially grammar, one by one, related practices involving materials aimed to be used in EFL classrooms and exclusion of communicative language use to a great extent (Long, 1998). This type of instruction covers a preselected linguistic structure which is intensively focused for the purpose of learning the target form rather than using it in communication failure (Ellis, 2001). He explains that explicit FonFs includes deductive and inductive ways of presentation of grammatical rules while implicit FonFs involves absence of awareness and a purpose of leading students towards acquiring the target rule via memorization of instances. He also mentions structured input under FonFs term as it prioritizes form over meaning and includes repeated focus on predetermined linguistic forms.

PPP (present, practice, produce) instruction model is a good example of FonFs (Ellis et al.2002). Initially target grammatical structure is presented explicitly



and rules of language are explained. At the second stage, learners are provided with controlled exercises of grammatical focus and are anticipated to internalize rules. Lastly, students are provided with a chance of free production. Classes are centered on a grammatical focus and content-free atmosphere.

It is inevitable for an approach to have some drawbacks especially if there are continuous improvements and changes in the field. Long (1998) enlisted these drawbacks as absence of needs analysis and neglect of individual differences, simplified language input, expectation of separate items' learning in an accumulative nature based on developmental stages of behaviorism, anticipation that learners will learn when teacher simply teaches, demotivating and unattractive lessons and being itself a handicap in its way of achieving aims. Terrell and Krashen (1983) pointed out that grammar-based syllabus ignores the readiness of learners to learn a structure and there is a lack of opportunity to review what have been learned as when a student fails to learn a structure, she has to wait for a year to revise it. In addition, teaching a grammar form with content-free activities may prevent learners' integration of the target forms in a meaningful context.

### **2.2.2 Focus on Meaning**

Focus on meaning (FoM) instruction was brought out as a reaction to some failures of focus on forms instruction. This type of instruction was modelled on natural language acquisition, developmental stages learners go through while learning their L1 in an incidental and implicit way (Long, 1998). He stated that in L1 acquisition, speakers are not exposed to any structural syllabuses, a planned error correction, explicit explanation of grammatical rules, which are acquired implicitly by induction and this way of acquisition was thought to be as a model for L2 acquisition as well. According to the natural approach (Terrell & Krashen, 1983), basic communication involves two main components which are grammar and vocabulary and the latter is obviously more necessary. So, they claimed that a lesson focusing on communication goals through meaningful input is likely to result in more acquisition than a lesson based on grammar structures.

Gass and Selinker (2008) claimed that only meaning focused instruction cannot lead to understanding of syntax. Also, Long (1998) stated some problems of focus on meaning instruction as lack of needs analysis, ignoring the differences

between L1 and L2 learners in terms of motivation and innate-abilities demonstrating dissimilarity in relation to age, drawbacks of subtle grammatical examples in input that do not result in noticing and differences between L1 and L2 obstructing learning without negative evidence. Therefore, it is worthwhile to mention that “comprehensible L2 input is necessary, but not sufficient” (Long, 1998, p.40).

In 1980s, Krashen (1981, in Ellis, 2001) pointed out that only comprehensible input could result in grammar learning and this is an unconscious process which could not be contributed to by error correction or grammar teaching. However, some studies were conducted to demonstrate the contributions of FFI on learning of grammar structures which could not be acquired as a result of comprehensible input in a natural language learning environment. The French immersion programs resulted in significant results about the benefits and drawbacks of focus on meaning instruction. In these studies, the participants accomplished frequent and confident French language use while they were far behind the expected accuracy of language structure in their speech (Swain, 1998). Ellis (2001) stated that “teachability hypothesis of Pienemann proposed that instruction can promote language acquisition only when the interlanguage is close to the point where the structure to be taught is acquired in a natural setting” (p.7). Thus, instruction can be considered influential in leading improvement in interlanguage of learners in respect to their readiness to acquire the target language component.

### **2.2.3 Focus on Form**

Long (1991) combined the aforementioned instructions’ strengths rather than suggesting a rival approach to language teaching (in Ellis, 2001). He stated that focus on form is basically attention to form in a meaning-focused or communicative lesson and incidental attention to form when needed for the sake of communication and it is stated to be a feature of communicative language teaching (CLT) (Basturkmen, Leowen and Ellis, 2004). This third option adopts basically communicative language classes in which learners are additionally required to notice linguistic features of language based on their developmental stages instead of abstract and predetermined grammatical explanations. In another word, language is frequently a means of communication and systematically an object when necessary. Spada (1997) used the term “form focused instruction” in a slightly different way from Long’s description.

While Skehan and Foster (1997) states that Long's reference to FFI is based almost always on meaning-focused classes where form is paid attention when necessary while in Skehan's use of FFI, language focus can be "either spontaneous or predetermined" (p.73). Skehan (1998) stated that researchers and teachers share the same point of view in terms of the priority of meaning and necessity to focus on form to lead changes in interlanguage. Focus on form instruction embeds impromptu form-focused classroom activities in a meaningful context (Long, 1998). Additionally, Campillo (2006) pointed out that focus on form in a context where language is used as a means of communication may affect the development of fluency and accuracy. Dictogloss tasks are considered as an effective way of encouraging learners to focus on form (Swain & Lapkin, 2013).

Focusing on form provides utmost benefits in a meaning-focused context (Long, 1996 in Ellis, 2001). According to Long's Interaction Hypothesis, when learners have difficulty in making understand of a form, they pay attention to form in terms of the clues provided by context. The need of achieving meaning expression or understanding leads students to notice the gap between input and their own interlanguage. Pushed output is learners' effort to use language in an authentic environment where they actively participate and reformulate problematic utterances (Farley & Aslan, 2012).

Researchers have investigated ways to focus on form in a meaningful context (Swain, 1998; Swain & Lapkin, 2013). When it comes to communication tasks, most researchers tend to study on Language Related Episodes (LREs) (Nabei, 1996; Kowal & Swain, 1994). LREs are defined as parts of discussion on language between learners (Kowal & Swain, 1994). LREs are categorized as meaning-based episodes which focus on semantics, grammatical episodes which include morphological and morphosyntactic discussions and orthographic episodes which are related to writing styles such as punctuation or spelling.

Focus on form in content-based instruction represents a big challenge as some research displayed that immersion programs resulted in native-like comprehension of language while learners came up with inaccurate language production (Leeser, 2004). Long (1998) describes focus on form as a third option for the dichotomy of focus on meaning and focus on forms and elaborates that "L2 as an object, including grammar,

but within an otherwise communicative classroom” (p. 35). Incidental grammar learning during focus on meaning instruction is observed to occur in different age groups. However, only focus on meaning is proved to be inadequate for a native-like competence and some improvements can be achieved by drawing attention to grammatical structures in some occasions (Long, 1998). The study of Montgomery and Eisenstein (1985) provided some evidence for the benefits of both focus on meaning and grammatical instruction. Their finding supported the view that focus on meaning which was reinforced with grammatical instruction contributed to language learners to a high degree when compared to only focus on form instruction excluding communicative use of language. “A focus-on-form within contexts of meaningful communication” concluded in better results when compared to form-focused instruction excluding communicative aspect of a language and meaning-oriented instruction completely excluding form-focused instruction (Lightbrown & Spada, 1990). They stated that it is crucial to provide grammar and accuracy-based instruction to prevent fossilization of inaccurate use of language as a result of communicative language teaching (CLT). Fossilization is described as erroneous structures or rules existing in an L2 speaker’s interlanguage in no relation to age or L2 instruction (Selinker, 1972). These faulty uses of language are expressed to be inclined to resurface in production even after considerable amount of time especially when anxiety increases or speaker is distracted (Selinker, 1972). Thus, it is quite significant to take necessary precautions and actions to impede fossilization in learners’ interlanguage.

Spada (1997) studied intertwined questions on form focused instruction by examining and linking research findings. The analysis of studies displayed advantages of classroom instruction in L2 learners’ learning. She elaborated on the type of form focused and their effectiveness, which showed that some forms were contributed in explicit form focusing with young learners while adult learners appeared to benefit from less explicit explanations. Additionally, it is indicated that when the targeted structure is slightly beyond learners’ current level of competency, form focused instruction is useful. Another significant result coming from analysis of previous studies is that only positive evidence can be considerably beneficial for language learning and when it is accompanied by form focused instruction in some structures, more learning is observed.

Form focused instruction can be applied in an incidental or planned way. Table 1 shows some differences between these two applications and focus on forms instruction.

Table 1

*Types of Form-Focused Instruction (Ellis et al., 2002, p.420)*

| Type of FFI              | Syllabus   | Primary Focus | Distribution |
|--------------------------|------------|---------------|--------------|
| Focus-on-forms           | Structural | Form          | Intensive    |
| Planned focus-on-form    | Task-based | Meaning       | Intensive    |
| Incidental focus-on-form | Task-based | Meaning       | Extensive    |

As indicated in Table 1, syllabus design, primary focus of tasks and distribution of forms differ in respect to instruction. Planned focus on form includes activities that aim to encourage a specific and so a pre-determined grammatical feature in a meaning-based lesson while incidental focus on form instruction focuses on meaning and some forms that arise during meaning-focused activities (Ellis et al, 2002).

### 2.2.3.1 Incidental Focus on Form

In incidental focus on form, some linguistic features arise during communicative activities in a natural and random way (Ellis, 2001). When a need for correction of mistaken language production of learners arouses, teacher, in general, provides some sorts of response which can be categorized as reformulation, elicitation “which can occur through clarification requests, repetition and direct requests” and recast (Loewen, 2005). Thus, it is not wrong to state that incidental FonF results from teacher-initiated or student-initiated feedback attempts. Ellis et al. (2002) explained that multiple grammatical forms can be examined briefly when necessary rather than allocate certain time periods for pre-determined grammatical structure. Doughty (2001) claimed that incidental FonF promote learners to connect form, meaning and use of language (Loewen, 2005). Skehan (1998) proposed that in incidental FonF prevent some forms that are not noticed in meaning-based classes from being ignored with provision of a moment out of meaning focus. Schmidt (2010) supported that

incidental learning is achievable and exemplified this possibility with vocabulary learning occurring as a by-product of reading for pleasure.

Ellis et al. (2002) stated that incidental FonF is advantageous in that a chance to cover various structures is offered in one lesson, but a short period of time can be allocated to each form that are focused during lessons and the limited amount of time may not assure their acquisition. Although planned FonF has been studied in terms of different aspects, there exist fewer studies on incidental FonF because of the possibility of determining gains in the former easily through pre-test post-test design whereas it is unlikely in incidental FonF due to randomness of target items (Loewen, 2005). The researcher clarified that tailor-made tests can be used for assessment although learners' knowledge on target form cannot be determined.

Basturkmen, Loewen and Ellis (2004) studied three teachers' beliefs and practice on incidental FonF, and consistency between them by comparing the data obtained from self-reports and observation. The participants indicated unfavorable remarks about student-initiated incidental focus on form episodes (FFE) because this might interrupt the flow of communicative task. They also demonstrated different preferences in terms of focus of FFEs raised during tasks (e.g. one of them preferred to emphasize grammatical structures while the others focused on pronunciation or semantic units). The findings presented consistency of teachers' beliefs and practice about FFEs.

Loewen (2005) investigated the effect on incidental FonF on language learning through tailor-made tests with 118 university students. The findings supported that incidental FonF is effective on learning grammatical forms, especially when integrated with writing activities. Incidental FonF aims noticing to some extent in a context where some factors like saliency of aimed linguistic form have an impact on noticing of those forms (Loewen, 2005). The researcher concluded that the results of the individualized test showed remembrance of learners' target structures that arouse during instruction. The participants could remember and produce accurate forms to 50% in the immediate test. It was concluded that pronunciation is unlikely to improve with incidental intervention especially when it is not intervened in the first turn.

### **2.2.3.2 Planned Focus on Form**

Planned focus on form includes learners' encountering a prechosen linguistic form repeatedly and based on a plan and dealing with "enriched input which consists of abundant instances of target structure in a communicative context" (Ellis, 2001, p.20). Williams (1999) determined a broad content of planned focus on form lesson as inclusion of plans to draw attention to structure, positive and negative evidence for the target form, metalinguistic information on grammar. The aim of lesson can be achieved with the help of input flood, in which learners are frequently exposed to target structure through materials such as stories or games and input enhancement where target structure is enhanced with focused form which is highlighted or written in different colors or type font or simply in bold. Another way is provision of focused communication tasks that differ from general communicative tasks in that the former requires acquisition of target structure as a requisite of task completion. A communicative task with a focus on meaning, such as a same-or-different task in which learners compare pairs of pictures, aims to elicit target grammatical structure in planned FonF instruction (Ellis et al., 2002). This type of instruction was found to be effective in also oral accuracy of learners in that repeated exposure to a target structure resulted in profound language processing (Rahimpour, Salimi & Farokhi 2012).

Ellis et al. (2002) claimed that although two instruction types are similar, planned FonF instruction is different from FonFs specifically in that the former requires use of target grammatical structure in a meaning-focused environment rather than in isolation, and language learners, who are not aware of their learning a certain grammatical form, are expected to behave as language users. The researchers also claimed that planned FonF is beneficial inasmuch as repeated use of a specific form during communication is provided and the instruction is supported to result in acquisition in related research findings. However, there is a fine line between planned FonF and FonFs and over focusing on a single form may be time consuming.

## **2.3 Input Hypothesis**

Input hypothesis supports that language is learned through language acquisition device within a subconscious process including attention paid to meaning instead of form (Krashen, 1989). The chance of being exposed to rich comprehensible input is expected to result in more acquisition. Krashen (1989) stated that conscious

learning of linguistic structures is another way of developing knowledge of language but this is considered as a limited way due to inclusion of deliberative mental process.

Processing instruction (PI) has its underpinnings in input processing theory (Tharamanit & Kanprachar, 2017). The target of PI is provision of necessary intervention in incorrectly processed input by language learners (Uludağ & VanPatten, 2012). In PI activities, learners are not required to produce more than words or short structures irrelevant to target grammatical forms (VanPatten et al., 2009). The researchers defined the aim of PI as mending inaccurately comprehended and processed information in input because “better processing ought to lead to better acquisition” (VanPatten et al., 2009, p.558). Additionally, in task-based language teaching, input-based tasks are considered as required for beginner level language learners because comprehensible input is useful for them to begin to learn a foreign language (Ellis, 2017). Besides, input-based classes are helpful for a transmission from traditional methods to task-based instruction especially in large classroom size (Ellis, 2017).

Three main stages of PI are giving explicit information by connecting form and meaning, giving information about input processing strategy where comprehension of rules are maintained with mechanical problems and providing structured input activities that encourage learners to form a connection of form and meaning by prioritizing form to make understand of expressed meaning (VanPatten, 2002).

VanPatten (2002) introduced some principles in application of input processing model. Initially, language learners prioritize meaning over language structures when they encounter input. Thus, they focus on words' meaning rather than non-meaningful linguistic structures. The communicative value (VanPatten, 1985) of a linguistic form comes to forefront since “the intake for acquisition is dependent upon the degree to which form has communicative value” (Farley & Aslan, 2012, p.121). Vanpatten et al (2009) indicated that input processing bases on some factors, one of which is the First Noun Principle (FNP). This principle has been found to be problem causing in terms of learning passivity in a foreign language which differs from native language of learners. For instance, although Turkish has SOV word order for most of the time, different word orders are grammatically and pragmatically welcomed.



Therefore, L1 Turkish learners of English can be expected to have query in learning passive structures. In input-based intervention, materials are modified to discourage learners from following the FNP. Suggested by VanPatten et al (2009), one of the ways of achieving this is the use of input-based referential activities in which students are required to select the correct picture according to the given active and passive sentences. Another way of pushing students away from non-optimal structures is the use of affective activities. These include expression of learners' opinions about the real world and their answers are not to be scored as true or false.

White (1987) pointed out that there are a number of problems with input hypothesis. These include overemphasizing simplified input, ignoring that comprehensible input cannot always result in changes in grammar knowledge of learners and the insufficiency of comprehensible input in leading learners to comprehend how to correct inaccurate language use. The input hypothesis is criticized due to the existences of ambiguity of  $i+1$  concept in addition to acquisition process. Lui (2015) pointed out that identifying a language learners' next level of competence would not be easily and accurately accomplished because of the vagueness of the concept. Additionally, the researcher revealed that the existence of comprehensible input may lead to but does not guarantee acquisition.

## **2.4 Output Hypothesis**

Output is considered to be a way of observing language learners' learning process (Farley & Aslan, 2012). Swain (1985) altered traditional perspective on output with the concept of comprehensible output. The role of output shifted from being only form-focused towards fluency- and accuracy-focused by this change. This is a shift "from mechanical to meaningful" (Farley & Aslan, 2012, p.123); "the shift from an explicit focus on language itself (i.e., grammar, phonology, and vocabulary) to an emphasis on the expression and comprehension of meaning through language" (Lightbrown & Spada, 1990, p.430). The researchers emphasized the underlying reason for this shift as the contribution of instruction taking place in a natural atmosphere to communication abilities in L2.

Swain (1998) described three functions of output as the noticing function, the hypothesis-testing function and the metalinguistic function. The three functions of

output can be explained successively as promoting “noticing the gap”, testing new language and changing interlanguage, and using language to reflect on language.

Students’ realization of the difference between what they aim to express and what they are capable of producing has the utmost importance, which is described by ‘noticing gap’ (Swain, 1998). When language learners come across a communicative problem or a problem in expressing the intended meaning, their problem-solving process leads them to combine their present knowledge and production of a new form (Swain & Lapkin, 1995). The researchers pointed out that creation of a new form different from what one has in his/her interlanguage, though it is not target-like, shows that learner can realize inaccurate part of his/her output and compensate for it with the knowledge in interlanguage. They indicated that after noticing the absence of necessary knowledge of language, learners have the opportunity to fill the gap with the help of group members or come up with a solution in group in the case of collaborative tasks. While Krashen’s focus on rich and comprehensible input had a great influence in second language teaching researches, the role of output gained attention with the immersion classes of Swain (Swain, 1998). Swain’s findings proved that only input-rich classroom environment could not result in grammatical accuracy and learners needed to be served activities requiring language output. However, Output-based instruction was observed to cause more effective results in language improvement than input-based instruction (Rassaei, 2012).

After noticing a problem in their output, learners are inclined to modify their output and “move from the semantic processing prevalent in comprehension to the syntactic processing needed for production” (Swain & Lapkin, 1995, p.375). Production may result in analysis of current knowledge in their interlanguage. Learners change their output in connection with conversational problems they experience. When learners are provided with a chance to work with their peers, they are expected to collaborate by reflecting on their language use during negotiation of meaning.

Gass and Selinker (2008) stated that output has some potential advantages. They pointed out that output provides a chance to apply existing knowledge of language. Additionally, they emphasize embodiment of newly introduced structures into meaningful and interactive production process instead of improving the ability to

use them in meaning-free context. In addition, structured output is defined as a kind of form-focused activity (Lee & VanPatten, 2003 in Farley & Aslan, 2012). Structured output and output differ in that the former includes exchange of newly acquired knowledge and use of a form in the cause of meaning expression.

The mentioned significance of input and output cannot indicate underestimation of either of them. The nature of linguistic forms alters required type of training. While input-based approach considers input to be sufficient and output to be only reflection of what learners have in their interlanguage, output-based approach supports the idea that output is as significant as input and output has some functions leading learning other than reflect existence knowledge of language (Rassaei, 2012).

#### **2.4.1. Noticing Hypothesis**

Language learning is confined to psychological explanations to be scrutinized and comprehended. There are distinctive positions to be held in reference to psychological perspectives when it comes to noticing in language teaching process. Behaviorists effectively disagree consciousness which is considered as an aspect that cannot be investigated scientifically (Schmidt, 1990). After behaviorism lost popularity in language learning, cognitive psychology became more prominent and the idea of learning without awareness was regarded as impossible to happen (Brewer, 1974 in Schmidt, 1990).

Although Krashen supports the idea that the process of acquisition is unconscious, the noticing hypothesis claims a contradictory approach to L2 learning (Ellis, 2001). "It is possible to learn without instruction, but that does not mean that the learning takes place without awareness (self-instruction) at the point of learning" (Schmidt, 2010, p.276). Language learning requires noticing so as to provide necessary context for learners to transfer input encountered in learning atmosphere into intake "that is the part of input that the learner notices" (Schmidt, 1990, p.139). The researcher noted that paying attention plays a crucial role in language acquisition especially for adult learners taught grammatical structures. Noticing is described as "a conscious attention to input" (Schmidt, 1990). Izumi (2002) clarified that input enhancement and output of learners are two ways of drawing language learners' attention. While the former is an external intervention to teaching a target structure,

raising attention through output is an internal process in which learners are required to realize the problematic structures.

Gass and Selinker (2008) also claimed that output is helpful for language learners to realize flawed pieces of language use. Being output-based tasks, dictogloss tasks enhance students' attention via making target structure more outstanding in texts and the nature of the task requires an optimal level of demand for noticing (Kuiken & Vedder, 2002). This is to guide learners to realize the existing knowledge and the required information to achieve task completion.

Noticing is used to refer to slightly or totally different event of language learning process. While Gass (1988) refers noticing as a conscious process in which frequent and salient forms are causes of noticing by language learners, Schmidt and Frota (1986) uses the term for indicating the realization of both form itself and its distinction from learner's interlanguage (in Swain, 1998). Another perspective for noticing is proposed by Doughty and Williams (Swain, 1988). They defined noticing process as a duration in which one notices the "hole in one's interlanguage" (p. 66). The realization of a hole in their interlanguage may lead learners to notice the gap and even fill this gap with accurate knowledge. As indicated by Wajnryb (1990), every modification made in interlanguage means a step towards the target language.

Schmidt (2010) reported the findings of two fundamental researches in his article. These elaborate studies prove essential hypothesis on noticing and second language acquisition and worth to mention in this part. The first study was applied on Japanese L2 English learners whose inaccuracy in even basic grammatical structures could only be explained by shortage of attention to form. The researcher indicated that especially adult foreign language learners have been incapable of making complete use of implicit teaching strategies and they are in need of attention to form to achieve accuracy in production. The second case is the investigation of the researcher's his own foreign language learning process which involved classroom instruction as well as communication with native speakers of the language, Portuguese. Statistically studying of his data, the researcher pointed out that frequent communicative input was more significant when compared to structural focus of classroom and also the findings contributed to the Noticing Hypothesis in that the researcher did not acquire some structures till they were noticed and turned into intake.

Attention is inevitably emphasized in explaining second language acquisition. The issue is not about if absence of attention results in any learning, but rather the issue is if more learning can be achieved with more attention (Bears 1988 in Schmidt 2010). Attention is paid to specific language components such as meaning and spelling for vocabulary learning, phonetics for accent adoption, sentence order for syntactic improvement, morphemes' meaning and use for morphological development if there are any specific aims of linguistic forms to focus on (Schmidt, 2010).

Schmidt (2010) stated that to acquire abstract grammatical rules, one may not be required to be aware of them, which is supported by native speakers' unawareness about these rules. As native speakers of one or more languages, every language user experiences the situation in which they intuitively and confidently know a specific structure to be accurate but unable to explain the underlying reasons for accuracy.

Storch (1998) carried out a research on the effects of four tasks, which are ranged from more structured (multiple choice) to more productive (short composition) about to what extent attention was paid to grammatical forms and how it occurs with undergraduate and graduate students from different educational backgrounds and same L1 background with intermediate to advanced proficiency levels. The findings affirm that the more structured a task is, the more focus on linguistic features of language is paid in learners LREs. Participants were observed to pay close attention to grammatical accuracy in multiple choice and text reconstruction tasks while they put effort into content rather than accuracy in short composition task.

Another term that needs clarification for the sake of explaining the Noticing Hypothesis is understanding. Schmidt (1990) differentiated noticing and understanding in that the latter refers to a more comprehensive way of awareness involving more than a specific language example and generalizing the noticed form. Leow's study (1997 in Schmidt 2010) demonstrated that learners who understand the target linguistic structures perform highest, learners noticing the given examples follow them and learners not engaging in any noticing result in no learning. However, "noticing is necessary for SLA and understanding is facilitative but not required" (Schmidt, 2010, p.275). How to increase noticing is another question need to be answered to some extent because noticing does not always lead to learning.

Enhancement, for example, is found to cause more noticing, but surprisingly not more learning (Izumi, 2002).

Learners' noticing of a problem in their output may result in necessary modification in interlanguage with the help of reflection on what they produce. Collaborative work can result in required opportunity to increase metatalk for fixing the noticed problems.

#### **2.4.1.1. Metalanguage**

Swain (1999) indicates that production of output functions as an opportunity to engage in metatalk. By this way, learners can make reference to their existing knowledge and expand the borders of it with the help of their interlocutor's background and feedback. Metatalk gives teachers a chance to observe the processes that their learners go through while applying the internalized rules and connecting meaning and grammatical structures. Also, the interaction between learners contributes to improvement of problem-solving techniques related to language problems which are utilized when they have difficulty in expressing meaning. The combination of conscious emphasis on form during formation of meaning surely encourage learners to pay more attention to language as opposed to being inactive receivers of language.

Swain (1998) suggested that:

... metatalk ... may well serve the function of deepening the students' awareness of forms and rules, and the relationship of the forms and rules to the meaning they are trying to express; it may also serve the function of helping students to understand the relationship between meaning, forms, and function in a highly context-sensitive situation" (p. 69).

However, it is also acknowledged that not all group work or opportunity to talk during a task do not result in learning (Malmqvist, 2005). Stratman and Hamp-Lyons (1994) conducted a research on "think aloud" which means individual metatalk and its effects on grammar competence and they found out that individual metatalk resulted in higher accuracy in some grammatical structures such as pronouns but not in morphosyntactic elements (Storch, 1999). Their study shows that metatalk does not practically always contribute to grammatical improvement of learners. Storch (1999) suggested that discussion of intricate linguistic rules may even end in internalization of inaccurate deductions while reflection on less complex grammatical structures is more

likely to result in improvement of grammatical accuracy. Additionally, the findings of Storch's study (1999) revealed that metatalk and collaborative work enhanced learners' grammatical competence but they failed to assist learners in realization of correct word-level language use.

Dictogloss tasks are reconstruction tasks that allow learners for self-reflection on their output. These tasks encourage language learners to create metatalk and make use of their metalanguage which reflects their interlanguage although it is open to question whether metatalk contribute to language learning or not (Swain, 1998). Kowal and Swain (1994) hypothesized that teacher's metatalk as a model in introduction of dictogloss tasks may hearten learners to focus on target form. Storch (1998) found out that the metatalk aroused in the reconstruction task rendered this type of task as the most successful way of drawing attention to form among three other tasks which are multiple choice, cloze and short composition. Metatalk assists language acquisition via dictogloss tasks in which meaning is frequently comes before form and negotiation over meaning or form is expected to occur when task is applied collaboratively (Rashtchi & Khosroabadi, 2009).

#### **2.4.2. Collaborative Output Tasks**

The advantages of cooperative learning came to be known before 1970s (Jacobs & Hannah, 2004 in Malmqvist, 2005). Collaborative output tasks are an influential way to increase interaction between language learners in addition to being useful tools to promote output production. These tasks are defined as "activities that are designed to push learners to produce output accurately and also consciously reflect on, negotiate, and discuss the grammatical accuracy of their language use" (Nassaji & Fotos, 2011, p.103). The theoretical bases of these tasks are presented as the output hypothesis (Swain, 1985) and the sociocultural theory (Nassaji & Fotos, 2011). There are various collaborative output tasks and some examples will be presented in this chapter.

Nassaji and Fotos (2011) described some collaborative output tasks in their book. One task that has gained attention in SLA studies is dictogloss which is a task-based process leading student to reconstruct a text by using their notes that are taken down while teacher reads the original text (Wajnryb, 1990). The reconstruction procedure can be accomplished collaboratively to enhance metatalk and noticing in

this way. Dictogloss can be used for a variety of purposes including enhancing grammar learning, improving writing and listening skills, building up vocabulary and/or contributing to pragmatics. (For detailed information, see Section 2.4.3). Another example is reconstruction cloze tasks in which students are provided with a text missing the target forms and they are required to complete the missing information after listening to their teacher's reading the original text by using their notes. Another output task that can be completed collaboratively is text-editing task. In this procedure, firstly teacher reads a text for the purpose of comprehension. Then, students are provided with the text including some erroneous use of the target structures which are required to be corrected by them in the next step. Another way of leading learners to produce output collaboratively is jigsaw task. In this task, students have complementary pieces of information that is necessary to complete the task and they are expected to exchange the information they hold with their pair or group members.

The effects of collaboration as a facilitator factor for language acquisition have been investigated by different researchers (Leeser, 2004; Yule & Macdonald, 1990; Storch, 1999). Communicative activities creating a learning environment are regarded as the most pertinent to language teaching and the tasks requiring exchange of information are thought as the most useful ones (Pica, 1997). However, if the learners' aim is not transfer of a message but correctly application of a form, tasks do not seem to foster communicative dialogue among learners (Pica, 1997). Interaction between learners during the process of completing a task collaboratively is proved to be very influential in terms of noticing the necessary but missing lexical, grammatical and syntactic knowledge as well as developing on their interlanguage with the help of pair or group members in these studies. Leeser (2004) stated that working in dyads or small groups paves the way for negotiation of meaning and form in an influential way. In addition to engaging more in negotiation of meaning when studying in groups, language learners feel more relaxed and come up with a great amount of comprehensible input facilitating L2 learning (Storch, 1999). Learners may feel more confident and comfortable while using a foreign language with their peers as opposed to an interaction with their teachers (Kowal, 1994). When students complete a task collaboratively, they spend twice more time than working individually as well as greater number of revisions before putting output into its final form, which leads



students to spend more time by engaging in discussion related to language focus. Storch (1999) also claims that learners have a chance to obtain both “individual acoustic feedback” and peer feedback in collaborative tasks (p.371).

The language focus of interaction in dyads or groups centers on lexical or syntactic exchange of information while grammatical aspect of language is inclined to be ignored (Pica, 1997). To encourage language learners to pay attention to target linguistic items, Kowal and Swain (1994) have suggested that collaborative written output tasks can be beneficial in a meaningful context. Students may increase their grammatical accuracy by requiring to direct metatalk towards a more form-focused way because of their insufficient knowledge of producing the intended language. However, Swain (1998) proposed that the negotiation over linguistic structures may result in internalization of faulty grammatical judgements made in group discussions (in Storch, 1999).

Another aspect to be taken into consideration is the proficiency level of group member(s). As Leiser (2004) pointed out, more proficient users make more use of text reconstruction activity to focus on form whereas less proficient learners make more effort to understand the text meaning and they ignore the target linguistic structures most of the time, if any. So to say, if learners are in a suitable level of proficiency to understand meaning of material, they tend to pay more attention for grammatical forms because they do not need to struggle for comprehension of meaning and expression of message in reconstruction, which provides time and effort to focus on form.

According to a study conducted by Yule and Macdonald (1990), the roles of pairs significantly affect outcome of interaction and interactive process. In their study, the dominance of the higher proficient pair resulted in lack of interactive cooperation while the higher proficient learners’ undertaking a nondominant role encourages interactive cooperation and solution of conflicts encountered in task completion. In groups where the pair in lower proficiency was sender and the one in higher proficiency was receiver, a higher amount of interaction occurred because the latter needed both listening and speaking to clarify directions given by the former. The roles of pairs are regarded as a significant aspect of collaborative tasks because “the more negotiation there is in L2 interaction, the more L2 acquisition there will be (Long,

1983 in Yule & Macdonald, 1990, p.540). Besides, the nature of tasks has a great importance in terms of quality and amount of interaction. Problem-solving tasks necessitating information exchange to achieve task requirements foster negotiation between pairs (Duff, 1986 in Yule & Macdonald, 1990).

Kowal (2004) proposed that the use of target language could be promoted in discussion for the purpose of expressing the message with accurate grammatical structures. She investigated the effect of interaction between learners in the completion of a collaborative task, namely dictogloss, and the effect of this interaction was evaluated in respect to production of the correct forms in an 8<sup>th</sup> grade French immersion class. Forming self-selected pairs which is regarded as the most efficient way to encourage sharing knowledge and completing a task, was applied during the implementation of dictogloss tasks for the age-group in focus. Heterogeneous grouping is favored in reference to Vygotsky's zone of proximal development in which more proficient learners are regarded as assistants for less proficient learner. However, if the difference between learners' proficiency is too much, the interaction in L2 may result in dominance of the more proficient student and the balance may not be provided for an effective co-constructive conversation. During this conversation, students are to decide on accurate grammatical, morphological, syntactic, lexical and pragmatic structures to use (Swain, 1999). In Malmqvist's (2005) research, the groups were determined based on their proficiency level, gender and characteristic features (i.e. more or less analytical). This method was chosen so that the groups would be heterogeneous and so as to observe whether learners would make use of the advantages of this grouping method. This method of grouping is supposed to be the most influential way of grouping by Malmqvist (2005).

Supporting working with classmates resulted in better performances than working alone, Storch (1999) reported that in dyads of higher proficient learners and lower proficient learners, higher member shows a dominant role which results in little effort to negotiate while lower-lower dyads adopted different roles and were observed to negotiate over meaning and solve conflicts. The proficiency of dyad members causes differences in amount of LREs as well. In Leeser's study (2004), it has been concluded that more proficient learners performed more LREs than less proficient learners.

Malmqvist (2005) found out that collaboratively reconstructed texts were longer, more elaborate and more complex in terms of syntax than the texts reconstructed individually. Also, their research pointed out that less proficient learners could be encouraged to focus on form as well as meaning and vocabulary, as opposed to their tendency to focus on the latter.

Collaborative language building is found to promote L2 learning and individual L2 use (Swain, 2000). So to say, benefits of collaboration can be observed in individual language process of learners. Also use of L1 has been a study focus as a facilitator to initiate interaction. Swain (2000) claimed that learners should be allowed to use their L1 in classrooms but use of L1 should not get ahead of the main purpose of language lessons. If L1 can be used in an appropriate proportion in language classes, it serves as a vehicle to encourage dialogue on linguistic forms and vocabulary, promotes motivation and forms a positive context to accomplish tasks (Swain & Lapkin, 2000). Anton and DiCamilla (1998) displayed psychological aspect of L1 use in a context of collaborative L2 writing tasks (in Swain & Lapkin, 2000). Additionally, in Villamil and de Guerrero (1996 in Swain & Lapkin, 2000) pointed out that L1 use promotes a positive atmosphere for completion of a collaborative task, understanding text and maintaining interaction.

### **2.4.3. Dictogloss Task**

Dictogloss can be described as a task in which learners are required to listen to a text and take notes so as to reconstruct the original text individually or collaboratively (Wajnryb, 1990). “Dictogloss is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis” (Wajnryb, 1990, p.6). The task is seen as an effective technique in promoting discussion on both meaning and the way of expressing it (Kowal & Swain, 1994). Dictogloss is useful in promoting negotiation over meaning and form because “close-ended information exchanges such as jigsaw and dictogloss tasks in which learners must pool together their resources to reconstruct a scene or passage” (Leeser, 2004, p.56). It was observed to be an advantageous tool to lead learners to refer and build up on their existing knowledge of grammar so that they could make understand of new structures. Learners hypothesize some rules and functions of language and make necessary changes during task by processing their hypotheses to adjust newly

encountered data (Wajnryb, 1990). The output hypothesis is supported when learners' awareness of gap in their interlanguage during the hypothesizing and processing procedure is considered. Also, dictogloss was observed to be a useful tool to lead learners to refer their existing knowledge of grammar in addition to providing peer feedback which can be utilized for transmission from comprehension to production. Wajnryb (1990) indicated that dictogloss requires active involvement of learners, which provides them with a chance to realize the distance between what they know and what they need to know to transfer required meaning. Although dictogloss tasks are considered as output-based tasks, VanPatten et al. (2009) claimed DG as a mixture of input and output-based in nature in that these tasks lead learners to produce output as well as processing input. VanPatten et al. are not the only researchers regarding dictogloss as the blend of input and output based. Smith (2012) supports the same claim in that the material that is listened is the input and the writing part is evaluated as both input and output of the communicative task. It is stated that all four skills are included in dictogloss tasks while the foremost area is grammar (Smith, 2012). Vasiljevic (2010) claimed that grammar is the main focus of dictogloss tasks while listening or some skills such as note-taking are considered as byproducts of the procedure.

Wajnryb (1990) defined the implementation of dictogloss basically into 4 stages. Table 2 demonstrates these stages and procedures. These steps are called preparation, dictation, reconstruction and analysis and correction.

Table2

*Stages of Dictogloss and Procedures*

| Stages of dictogloss    | Procedure  |
|-------------------------|--|
| Preparation             | Introduction to text topic<br>Vocabulary                               |
| Dictation               | Instructor's reading text twice (in general)<br>Learners' taking notes |
| Reconstruction          | Learners' reconstruction of text by using their notes                  |
| Analysis and Correction | Comparison of reconstructed and original text<br>Feedback (optional)   |

In preparation stage, students are engaged in discussions and vocabulary warm-up activities to get familiar with the text topic. Preparing students for vocabulary activates students' background knowledge and schemata relevant to the text topic as well as facilitate to form semantic links existing in the provided input (Vasiljevic, 2010). Students will surely feel more interested if they are familiar with and personally engaged in the upcoming topic (Wajnryb, 1990). In dictation stage, teacher reads the original text twice. When teacher reads the text for the first time, students just listen and try to comprehend message expressed in text. During teacher's second reading, students take some notes so as to reconstruct the text at the next stage. Reader's pace should be as close as possible to normal speaking with short pauses between sentences, which is elaborated as "a brisk count to five under one's breath" (Wajnryb, 1990, p.8). Reconstruction stage is the time when students reformulate a text as close to the original text as possible by using their notes. Students can work individually or collaboratively in this stage. If students are asked to cooperate to reconstruct the text, they are promoted to interact with their group members, which are supposed to result in many benefits in many studies (e.g. Kowal & Swain; 1994; Jacobs & Small, 2003). Teacher can encourage timid students to be a part of pair or group discussion in addition to observing students' nature of interaction and missing information that can be supplied after task completion (Vasiljevic, 2010). Reconstructed texts should not be anticipated to be exactly the same with the original one and correct message given in similar sentences will be sufficient. The last stage provides learners with a context in which they can learn their shortcomings by comparing their reconstructed text and original text. Original text can be copied and distributed as well as be reflected on board. The last stage is highly significant since learners are anticipated to 'notice the gap' between what they know and what need to know. That's how they build on their existing knowledge of language. As post-task activities, Vasiljevic (2010) proposed that expansion of text topic in which learners share their related experiences or general knowledge can be useful in addition to error analysis.

Although Wajnryb (1990) suggested that though dictogloss was primarily intended to be used for developing grammatical aspect of language, dictogloss tasks form a context for negotiation of meaning. Dictogloss instruction is defined as the integration of grammar into collaborative tasks through reconstruction of a dictated text (Tharamonit & Kanprachor, 2017). The stages followed during dictogloss tasks

are important for language learning process. Internalization of syntactic structures can be accomplished through realization of the connection between meaning, form and function. Awareness of language works as a facilitator in second language acquisition.

This technique is beneficial in many aspects such as establishing an atmosphere for negotiation of meaning (Swain & Kowal, 1994), cooperating for completion of a task (Jacobs & Small, 2003), providing a chance of benefiting from peer feedback (Bani Younis & Bataineh, 2016) and peer learning and teaching (Vasiljevic, 2010). In other words, the benefits are not confined to improvement in grammar knowledge. Smith (2012) found out that dictogloss tasks contribute to verbal communication and writing competence, reflection on language structures, enhancing writing skill to form meaning. The dictogloss process is suggested to be useful for also teachers in that it allows teachers to monitor students' thinking skills rather than just evaluating product and find out needs of students related to language improvement (Smith, 2012). The researcher also indicated that dictogloss motivates learners to overcome hesitation to use L2 for the sake of task completion, engages learners with different learning styles and comes in useful for learners at different levels of language competence. The classroom atmosphere should be encouraging to use L2 since language learners tend to use L1 in task completion, The findings of Swain and Kowal (1994) also supported the role of dictogloss tasks for bringing students attention to form and function. Nabei (1996) focused on the reconstruction stage of dictogloss tasks and discussion focus during interaction between learners while formulating dictogloss text in collaboration. The results pointed out that LREs during the dictogloss tasks focused mostly on various grammar structures. Also, meaning-based episodes were frequently applied so as to provide the meaning presented in the original text. Vasiljevic (2010) claimed that learners' speaking time is much higher than teacher-initiated classrooms in addition to reduction in anxiety because students are expected to speak up in front of a limited number of people rather than the whole class and they present their groups' common idea rather than their individual opinions. Additionally, learners tend to use their limited time efficiently to accomplish reconstruction in which they make use of communication strategies such as turn-taking effectively (Vasiljevic, 2010).

There exist some findings demonstrating exact opposite about dictogloss tasks' focus. According to Rashtchi and Khosroabadi (2009), meaning comes before

form in dictogloss tasks and the priority of meaning over form can be overcome by encouraging learners to pay attention to form via text enhancement methods when a specific grammatical structure is aimed to be acquired. During the reconstruction phase, learners can be required to use the correct grammatical structures because some findings displayed that learners are inclined to ignore grammatical features and focus mostly on lexical forms in dictogloss activities (Nabei, 1996; Qin, 2008; Rashtchi & Khosroabadi, 2009).

Inevitably, there are some drawbacks of the dictogloss technique. If a specific language structure such as prepositions is not included in notes of both of pairs or all of group members, learners prefer excluding that part from their reconstructed text (Nabei, 1996). Thus, focus on some structures may be eliminated from LREs and collaboratively reconstructed text. Unless pairs attain to a clear understanding of a language form, they tend to ignore it in their interaction as they do not have the original text aurally or visually during reconstruction stage. Additionally, Swain and Lapkin (2000) stated that dictogloss tasks require more L1 use for completing task and making understand of text when compared to jigsaw task. In dictogloss activities, learners are to understand text so as to reconstruct text with accurate lexical choice and grammatical structures. In addition to the requirements of this task, learners' competence in L2 affects amount of L1 use in dictogloss tasks in that those with lower proficiency makes use of L1 more frequently. Pica (1997) claims that although dictogloss tasks are influential in promoting group discussion and attention to a specific linguistic focus, information exchange cannot be ensured.

Feedback is essential to accomplish language learning and provide learners with a chance to learn from their mistakes or errors (Vasiljevic, 2010). Unless feedback is provided, students' language learning of target form cannot be assured (Rassaei, 2012). Learners may not realize inaccurate use of language in their output or their output may be seen as error-free. Thus, provision of feedback on learners' reconstructed text encourages learners to learn (Nabei, 1996). Also, as Kowal and Swain (1994) observed, learners may not be aware of all problematic linguistic structures although they make use of their pair's or group members' background knowledge. When to provide feedback is also a challenging aspect of teaching a language. Tomasello and Herron (1988, 1989 reported in Lightbrown & Spada, 1990) made a group of students aware of possible problematic language uses in reference to

their L1 and corrected another group of students' errors only when the students came up with the faulty structures in a focus-on-form program. The outcome of their study revealed that the latter group outperformed the group previously warned about the potential errors in the post-tests. The time and effort allocated in classroom to correction of encountered errors can be referred as worthwhile in terms of grammatical improvement.

Dictogloss procedure provides a context for negotiation as well as an opportunity to engage in input, output and feedback. Use of different sources such as course books or dictionary contributes to peer feedback and enriches negotiation of meaning and form. Analysis stage also provides further feedback from teacher. The dictogloss technique was found to result in positive perspective for learners (Rashtchi & Khosroabadi, 2009).

Although Wajnryb (1990) clearly portrayed the stages of dictogloss procedure, a number of studies have showed that these stages differ with respect to learners' proficiency level, instructor's preferences and class settings. For the preparation stage, several activities can be used to activate learners' background knowledge. Vocabulary activities, classroom discussions and mind maps are some examples of these activities. The dictation stage can be accomplished with a taped text or simply teacher's reading a text. If materials are chosen from an authentic piece of language use, original listening record can be used based on the proficiency level of learners. Additionally, a native speaker can be recorded while reading the text. The number of repetitions is also important as listening twice may not be sufficient to take notes for some learners. In the reconstruction stage, student can be asked to work individually, in pairs or as a group work. Lastly, in the analysis stage, one of the reconstructed texts can be determined randomly and reflected with an overhead projector if available or each text can be examined in class with the provision of feedback. As in this study, students can be provided with the original text and asked to explain the differences between their text and the original one. In another way of analyzing output, students can be asked to exchange their reconstructed texts to compare with the original text. So, peer feedback can be included in the process. In some studies (e.g. Nabei, 1996) analysis and correction stage can be excluded because of time constraints and students can be given the original text to make comparison. Some differences can be observed in the written material as well. Text enhancement



can be facilitative for drawing attention to the target form after completing the task. Highlighting, underlining, italicizing and bolding are some ways that can be applied to make some structures more prominent.

#### **2.4.3.1. Previous Studies and Findings**

The findings of researches conducted on dictogloss put forward incompatible ideas about its effects on teaching grammatical forms (Tharamanit & Kanprachar, 2017). Various researches applied on DG, PI and TI concluded in different outcomes in respect to their effectiveness on teaching different grammatical structures, enhancing writing ability or enriching vocabulary knowledge. This section will demonstrate some examples of these studies and their results and include a possible explanation for this variety.

The effectiveness of dictogloss task has been evaluated through different types of tests for the aim of teaching linguistic forms. Some of the studies put forward the absence of difference between DG and PI groups. As an example, Qin (2008) investigated the effects of DG and PI on acquisition of passive voice in English with beginner level Chinese EFL learners at 7<sup>th</sup> grade. Only present and past passive structures were aimed in this study because of low proficiency of learners. Before instruction, the students were supplied with explicit explanation to encourage them to avoid the First Noun Principle. The findings demonstrated that both groups performed similar levels of success with retaining knowledge for at least one month. Different grammatical components of language were also investigated. VanPatten et al. (2009) applied a study on the effects of PI and DG tasks on object pronouns and word order with Spanish L2 learners. This widescale research conducted on 8 classes of sophomore university students grouped as PI group, DG group and control group. In three different task categories, which are interpretation, sentence-level production and reconstruction tasks, the great emphasis can be focused on the first one. In interpretation task, PI group performed a statistically significant gains over the other groups although three groups made some gains. In sentence-level production task, all groups were found to make some gains, but PI group maintained their gains in the delayed post-test while the other groups made some gains but could not maintain their gain. However, there were no statistically significant difference between groups in tests. In reconstruction task, PI and DG groups performed higher than the control

group though the difference was not significant, and all groups lost their gains in the delayed post-test. So, the test results were in support of PI in teaching object pronouns and word order in Spanish while DG group was observed to show gains though not attained for a long time.

Some findings reported that PI is more advantageous than DG in teaching grammatical structures although DG provides some benefits. A study investigating the effectiveness of PI over DG was applied by Uludağ and VanPatten (2012). The researchers conducted a replication study on the effects of PI and DG tasks on passivity learning in Turkey. The participant group consisted of pre-intermediate university students who were taught in service English program and they were not familiar with the focused grammatical structure. They conducted a test including sentence-level interpretation and production as well as discourse-level production tasks. The findings revealed that PI group was more advantageous than DG group in sentence-level interpretation tasks. Although both experimental groups made progress not only in sentence-level production task but also discourse-level production tasks, any statistically significant difference was not found between them. It should be noted that PI groups performed on reconstruction tasks as well as DG group though the former group was not exposed to this activity in training sessions contrary to DG group. So to say, PI is indicated to be more advantageous than DG when it comes to passive voice teaching. In another study, the effect of TI was investigated in addition to DG and PI. Tharamanit and Kanprachar's (2017) study was intended to investigate the effectiveness of PI, DG and TI on learning the English past simple passive structure with Thai university students. The findings pointed out that all groups made gains after instructions on English past simple passive structures. In production tasks, PI and TI groups were found to be more successful than DG group. In interpretation tasks, TI group outperformed both PI and DG groups in not only immediate post-test but also delayed post-test. In both tasks, all of the instruction groups retained their ability over time. The inefficiency of DG was explained by the researchers in terms of non-existence of explicit grammar instruction, structured input activities, mechanical and meaningful drills as well as the application of DG without modelling and lack of practice for the new technique. The effect of dictogloss was also compared with the effect of another reconstruction task. Korucu (2010) conducted a study on the effects of dictogloss and text-reconstruction tasks with 20 high school language students. The

data were collected through LREs produced during task completion. The findings demonstrated that collaboration facilitates learners to pay attention to a structure and reflect on their output. Even though students centered on different aspects of language during LREs, the primary focus was on grammatical features. Both output-based tasks were found to be effective in drawing attention on form. The rate of negotiated LREs were observed to be higher than those in dictogloss task.

The use of dictogloss technique is not restricted to grammatical aspect of language teaching. Bani Younis and Bataineh (2016) applied a research investigating the effects of DG tasks on not only students' writing performance but also on teachers' written competence. They implemented a mixed research including both quantitative and qualitative methods. Both teachers and students remarked that DG resulted in improvement in their performances and was highly effective. The instructors emphasized that DG tasks provided collaboration and interaction among learners and that is how they could make use of peer feedback (also in Pica, 1997). Additionally, DG tasks were evaluated as ideal for interesting follow-up activities that aroused learners' interest and enhanced their communicative abilities. Bani Yaunis and Bataineh (2016) stated that "dictogloss was found to promote engaged, active learning as learners worked to reconstruct text and negotiate meaning, both individually and collaboratively, often unconsciously overcoming their reluctance to speak and interact (even when they resort to L1)" (p.59).

Swain (1998) investigated dictogloss and metatalk from a different perspective. The research was conducted in two French immersion classes consisting of 48 students of 8 grade who were instructed in French immersion classrooms since kindergarten. The tasks applied during the study were 3 dictogloss tasks highlighting different grammatical points. What renders this research prominent is the provision of metatalk modelling by teacher. The teacher modelled metatalk during the practice session held to introduce dictogloss tasks to learners. In the metalinguistic group, the instructor provided metalinguistic terminology and relevant grammatical rules while the students were exposed to a metatalk modelling without metalinguistic explanations in the comparison group. Additionally, the teacher explicitly explained grammatical rules so as to raise attention and eliminate ignorance of the related linguistic features in focus in preparation stage. The findings demonstrated that modelling metatalk prior to the application of dictogloss task drew the learners' attention to grammatical focus

of texts and additionally, the metalinguistic group's accurate answers in the post-test was observed to be related to their LREs (Korucu, 2010). Another research integrating modelled metatalk for the reconstruction stage was conducted by Gallego (2014). The participant group consisted of learners of Spanish at university level. In this study, the students took a survey about the dictogloss activity and metatalk during task completion after the dictogloss procedure. The findings revealed that the group with higher level of competence expressed that they benefitted from the task whereas the lower level competent group stated that they evaluated the task hardly effective. So, contrary to Swain (1998), Gallego (2014) revealed that the provision of modelled metatalk did not result in any significant difference between the groups, which was suggested to be stemmed from the difference between their proficiency level.

The effects of collaboration between students during dictogloss process were investigated as well. In the research of Kuiken and Vedder (2002), the effectiveness of interaction while dictogloss texts were being reconstructed by Dutch high school students to learn passivity was investigated. All passive forms including one auxiliary (e.g. was arranged), two auxiliaries (e.g. had been stolen) and three auxiliaries (e.g. may have been presented) were contained in the materials and tests. Their study focused on noticing and interaction. A pre-test, an immediate post-test and a delayed post-test were applied to observe immediate effect and retention of the dictogloss technique in teaching passive form in English. Although any positive effects were not observed in terms of interaction during completion of dictogloss activities in the qualitative analysis, the quantitative analysis of the transcribed dialogues of learners during task completion displayed that interaction during tasks provided positive remarks with respect to realization of the target grammatical structure. Basterrechea, Mayo and Leaser (2014) studied on the effectiveness of collaboration during completion of two dictogloss tasks. The research was conducted in a Content and Language Integrated Learning classroom with senior secondary school students whose proficiency level was B1 in English. The dictogloss texts were prepared for the history lesson and the target grammar structures were determined as the simple present and past tenses. After individually and collaboratively completing a dictogloss task, the participants took a questionnaire on their reflections about the procedure. Their study results revealed that dictogloss task encourages students' pay attention to grammatical forms although their findings did not support that collaboration led to more

improvement in learners' performance. As opposed to the aforementioned studies reporting that collaboration during dictogloss task did not provide any significant gains, a study conducted by Tajeddin and Jabbarpoor (2013) brought about a different result. Inversion in English sentences was taught through dictogloss task to two groups of university students which completed tasks individually or collaboratively. The tests involved fill in the blanks questions completed by 60 students with lower level proficiency in English. After a series of measurement of the participant group's learning, they found out that collaborative dictogloss group performed rather higher scores in the immediate and delayed post-tests than individual dictogloss group.

Some explanations for the variation in findings of DG task can be presented regarding diverse components of language classrooms. The application procedure of DG may show differences in respect to researcher of study, participant groups' age, proficiency level, background knowledge and ability to learn a language, the nature of focused grammatical structure or language aspect and focus on only test results instead of motivation. Researchers may demonstrate differences in their attitudes in classroom and implementation of a technique. The differences in results may also be attributed to target students. The dynamic of each group of students is considerably different and this may result in inefficiency of an activity which provides many benefits with another group of students. Their age groups may not be appropriate for the determined technique. To explain, DG may not work with younger learners as they would not be enthusiastic about taking notes and rewriting a paragraph or it may result in a pointless lesson with uninteresting choice of texts according to learners. So to say, the material should be engaging for a fruitful lesson with regard to target group's background and interests. A group of learners may need to be exposed to explicit instruction to learn a grammatical structure whereas another group takes advantage of implicitly presented information. This situation may stem from earlier language learning experience of learners. If they work with teachers adopting traditional presentation of information, learners may have difficulty in reaching the expected understanding level without explicit explanation of information. Another reason can be explained by the nature of focused ability. If there is a great difference between L1 and L2 grammar rules or word orders, learners may find it challenging to realize the difference in an implicit way and on their own. In this case, teachers may be in need of pointing the difference out very clearly and use some controlled activities which are not included in DG

process. The motivational aspect of language teaching needs to be taken into consideration when reaching a conclusion about the effectiveness of a technique. Enhancing motivation can result in longer retention of information. Additionally, language learners' general attitude towards learning a foreign language is affected by motivation increasing activities. All in all, motivation proposes another significant aspect that should be drawn attention.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter gives detailed information about the methodologic stages followed in this research. The section includes the research design of the study, the sampling method that was used to determine the participants. The Instruments section describes the materials and tests which were selected, prepared and adapted in accordance with the focused grammatical structure and the technique investigated in the scope of this research. The Procedure and the Treatment sections give detailed information about the stages followed during pre-test, experimental process and post-test. Finally, the Data Analysis section elaborates on the statistical analysis of the obtained data.

#### **3.2 Research Design**

A mixed methods research design was applied for this study. A pre-test and a post-test were conducted for the control and experimental groups to collect the quantitative data. After the treatment sessions, a focus group interview was implemented with the students in the experimental groups to obtain the qualitative data.

Mixed methods research refers to research design consisting of a combination of quantitative and qualitative research (Dörnyei, 2011). It is an advantageous way to carry out a research because it eliminates the weaknesses of both research types,

increases validity of research project, provides an analysis from different levels (Dörnyei, 2011).

In quantitative research design, the researcher determines variables which are related to hypotheses (Brannen, 1992). The formulated hypotheses are considered as correct or not, based on the effectiveness of the treatment (Chaudron, 2000). The instruments of a quantitative research are predetermined and inflexible throughout the procedure. This research design is defined as enumerative, which indicates that its main aim is to explore the number of people sharing a certain feature existing in the target population (Brannen, 1992). Some characteristics of quantitative research design are generalizability of the findings and economical nature of this research design in terms of many aspects. These reasons underlie why it is commonly preferred by Turkish ELT researchers, as in this research (Yağız, Aydın & Akdemir, 2016). In qualitative research design, the nature of research is emergent because the analysis is based on people's ideas with open-ended questions. The research design deepens understanding of research topic by questioning underlying reasons in a flexible atmosphere (Dörnyei, 2011).

### **3.3 Sampling and Participants**

Convenience sampling method was used to recruit the participants of this study. Collins, Onwuegbuzie and Jiao (2006) describe convenience sampling as “choosing settings, groups and/or individuals that are conveniently available and willing to participate in the study” (p. 85). In the present research design, convenient sampling was preferred because the researcher selected her students whom she had been teaching for 7 months and aimed to be involved in the experimental stage so as to take all factors into consideration. The research was conducted in Gaziantep Abdulkadir Konukoğlu Science High School where there were 5 classes of 11<sup>th</sup> graders. Three classes were determined as the sample group since they were taught by the researcher in addition to being conveniently available and willing to participate in the research. Table 3 demonstrates the participant numbers and gender distribution across groups.



Table 3

*Gender distribution across groups*

| Gender | Control group | Experimental group<br>(Individual) | Experimental group<br>(Collaborative) |
|--------|---------------|------------------------------------|---------------------------------------|
| Female | 12            | 9                                  | 13                                    |
| Male   | 8             | 11                                 | 6                                     |
| Total  | 20            | 20                                 | 19                                    |

As shown in Table 3, the sample of the present research consisted of 59 high school students at 11<sup>th</sup> grade. The participants included 34 female and 25 male students aged between 17-18. The control group consisted of 20 students (12 female and 8 male students) while the experimental groups consisted of 20 (9 female and 11 male students) and 19 students (13 female and 6 male students) respectively. The students who did not take the pre-test or the post-test and those who did not attend at least two experimental sessions were excluded from the data analysis.

A pilot study was implemented to determine reliability of the test which is one of the instruments in this research. The pilot study was carried out with 11<sup>th</sup> graders of a state high school who were exclusively included in this part of the study. The participants of the pilot study consisted of 18 students (11 female and 7 male students). These students were recruited as they had been already taught passive voice by their teacher before the test was applied. The data obtained from these students was only used to determine the reliability of the passive voice test.

### **3.4 Instruments**

The instruments included a passive voice test which was used as the pre-test and the post-test and interview questions used in the focus group interview. Detailed information about the instruments is presented in the following part.

#### **3.4.1 Passive Voice Test**

The passive voice test includes two sections consisting of comprehension and production parts (see Appendix I). The comprehension part includes 21 items aiming to assess students' understanding of the target grammar structure while the production

part is composed of 8 items in which the test takers are supposed to produce accurate use of language focus.

The passive voice test was adapted from Qin's study (2008) so as to provide compatibility between the test and the materials. The content of the materials used in the experimental sessions was facts about Turkey which included information about historical tourist destinations while the original passive voice test was mostly about animals and stories. Additionally, the review of Uludağ and VanPatten (2012) on Qin's passive voice test were taken into consideration during adaptation. The passive voice test was criticized because the doer and recipient of the sentences were obvious. The items in the test were revised and intended to be suitable for this research.

Qin (2008) stated that Cronbach's alpha values of the comprehension part was .74 and that of the production part .60 for the immediate post-test which was slightly modified for being used as the pre-test and delayed post-test in her research. After adaptation of the test and the pilot study, the items of the comprehension part that adversely affect reliability of the test were excluded and the number of items was reduced from 24 to 21. Additionally, the production part items were increased from 5 to 8 items for a better assessment of production skill because the last part including rewriting the given story was omitted for the sake of the test's reliability. Cronbach's alpha values for comprehension and production parts were .81 and .84 respectively. The duration for the pre-test was 30 minutes and the participants could complete the test in the given time.

### **3.4.2 Interview Protocol**

Along with the statistical analysis, an interview session was held after the experimental session were performed. Randomly chosen from the experimental groups, eight students were asked to reflect on their experiences with the dictogloss tasks. The interview was held in Turkish as it is the native language of the students and they preferred speaking in Turkish to express their ideas in a clearer way. The interview questions were;

1. What kinds of words did you pay attention to in the dictation stage?
2. In which part did you face difficulties? For instance, in sentence formation, grammar structures or understanding words?

3. For the collaborative group: Was it helpful to work with your friend in reconstructing the text? What was the content of your interaction with your friend?
4. For the individual group: Was it effective to reconstruct the text individually? If you had worked with one of your friends, would it have been easier to complete the task?
5. What do you think of the task that we used in our lessons?

The individual and collaborative dictogloss groups were interviewed separately. Each group were audio recorded for 20 minutes in which they discussed the interview questions. The researcher only asked the questions and made necessary explanations so as not to lead the discussion in a certain way.

### **3.5 Procedure and Treatment**

Upon the approval of the research proposal, the test and materials were designed in the light of the literature review and current curriculum. Necessary applications for the research permission were made to the school administration and Ministry of National Education (MoNE). The procedure for the following six weeks was planned with regard to the curriculum content that was supposed to be covered when the permission had arrived (see Appendix II). The students were informed about the research procedure and the parental consent forms for the students' participation in the research were filled out (see Appendix III).

The research was applied in a foreign language classroom setting. The coursebook, *Silver Lining* (Akdağ, Baydar Ertopcu, Uyanık Bektaş, Umur Özadalı & Kaya, 2018), supplied by MoNE was used for regular 4 hours of English lessons in the 2018-2019 academic year. The unit theme was "Facts about Turkey" which gave information about historical sites in Turkey and their history. The grammar focus was determined as passive voice. The grammatical focus has been determined according to the current curriculum adopted for the target students and the difficulty experienced by Turkish EFL learners because of the difference between their L1 and L2. These differences can be explained in terms of two aspects. Firstly, passive morpheme "-I" used in Turkish has three phonological variants which are [-n], [-In] and [-II] (Uludağ & VanPatten, 2012) while the form of passive sentences in English does not have any phonological variants. Secondly, the word orders in both active and passive sentences in Turkish are highly flexible although the standard word order is accepted as SOV.

However, English is a language which is consistent in terms of word order, namely SVO. Neither control group nor experimental groups were provided explicit instruction on passive voice. Implicitly drawn attention to the target linguistic structure was expected to be sufficient for the students to realize the form and its function. Attention was raised by implicit feedback on their erroneous production and translation of some problematic sentences into Turkish.

In both control and experimental groups, the lessons were planned in relation to the curriculum predetermined in the beginning of the academic year. The materials were composed of the ones in the coursebook, *Silver Lining*, and the texts used in the control group were the same as the dictogloss texts adapted from the same resource for the experimental groups. 7<sup>th</sup> unit of the coursebook included materials for teaching passive voice which were to be covered in four weeks according to the curriculum. The content of the classes was the same for all groups and only difference between the control and experimental groups materials was the length of the texts and additional reading, listening and vocabulary activities instructed in the control group. In the experimental groups, a practice session was applied prior to the treatment sessions to familiarize the students with the dictogloss task procedures. The dictogloss text used in the practice session focused on the simple past tense. In the practice session, the students' questions on grammatical points and unknown vocabulary items were answered by the teacher. In experimental sessions, the students' questions during the task were not answered and they did not get any feedback during or after the task completion by the teacher. They were not exposed to any time constraints, though they completed all the tasks before the class dismissed. The application stage of the research lasted 4 weeks in which one dictogloss task was implemented on a weekly basis. Both experimental groups were instructed with the same dictogloss texts. The experimental groups differed from each other in that the first experimental group worked individually in all stages of dictogloss task while the second group collaborated in self-selected dyads in the reconstruction stage. Their reconstructed texts with the students' notes at the back of the paper about the differences between their reconstructed text and the original one were collected to be analyzed. The aim of collecting their output was to find out the problems that they could not sort out in their metatalk. Also, it contributed to the interview questions used after the treatment for a discussion session for the experimental groups. This session was held to reveal

learners' impressions about dictogloss tasks and obtain information about their experiences on their working individually or collaboratively.

This study was completed in 6 weeks in which one class hour was allocated for the treatment session and tests. This duration included the application of the pre-test and post-test as well as the treatment. The detailed information about the procedure is presented in Table 4.

Table4

*Study design*

| Weeks                | Sessions               | Groups        | Tasks      |
|----------------------|------------------------|---------------|------------|
| 1 <sup>st</sup> week | Training session       | Group 1       | Speaking   |
|                      |                        | Group 2 and 3 | Dictogloss |
| 2 <sup>nd</sup> week | Pre-test               | Group 1       | Pre-test   |
|                      |                        |               | Listening  |
|                      | Experimental session 1 | Group 2 and 3 | Pre-test   |
|                      |                        |               | Dictogloss |
| 3 <sup>rd</sup> week | Experimental session 2 | Group 1       | Reading    |
|                      |                        | Group 2 and 3 | Dictogloss |
| 4 <sup>th</sup> week | Experimental session 3 | Group 1       | Listening  |
|                      |                        | Group 2 and 3 | Dictogloss |
| 5 <sup>th</sup> week | Experimental session 4 | Group 1       | Reading    |
|                      |                        | Group 2 and 3 | Dictogloss |
| 6 <sup>th</sup> week | Post-test              | Group 1       | Post-test  |
|                      |                        | Group 2 and 3 | Post-test  |

As indicated in Table 4, before the experimental procedure, a practice session was carried out to familiarize the participants with the process. In this session, the necessary information about the research that would be conducted, and the process of this research were shared with the students. Additionally, a dictogloss task was applied in the experimental groups since they had not experienced this type of task in the previous lessons. In the first week of the procedure, the pre-test was applied to both the control and the experimental groups so as to assess their existing knowledge on passive voice in English.

The order of historical sites taught during this study differed in the control and the experimental groups. In the second week of the experiment, the control group was instructed a listening activity about Ephesus and the lesson was mostly vocabulary focused. In the experimental groups, the content of the lesson was Göbeklitepe which was introduced with a PowerPoint slide. The slide included attention-raising questions and a mini-class discussion was held prior to dictogloss task to activate related vocabulary background and draw attention to the content. After discussion, the text was read three times by the teacher, one for listening and comprehending the gist of the text and twice for taking notes. The number of reading in the dictation stage differed from those mentioned in the literature review because the students were not capable of taking adequate notes to reconstruct the passage after listening it once. Therefore, the teacher decided to read the texts one more time so as not to demotivate the learners and provide a chance to complete the task for all students in class. It is worth pointing out that the dictation procedure was repeated three times for all dictogloss tasks in both groups.

In the third week, the control group was taught about Göbeklitepe and Cappadocia in addition to Ephesus. Mainly focusing on vocabulary, the lesson was planned to be a reading lesson. As a post-reading activity, Pictionary was played to consolidate the newly learned vocabulary. The experimental group completed a dictogloss task about Cappadocia. A presentation had been prepared to enhance motivation and encourage the students to share their experiences. Some words relevant to this place, such as fairy chimneys, were introduced and some words that were expected to be unknown were highlighted.

In the fourth week, after revision of the information provided in the previous lesson, the control group was instructed a listening activity about The Maiden's Tower, The Trojan Horse and Mount Chimaera. A PowerPoint slide was used to introduce the monuments and draw attention. Additionally, the students were motivated by an online quiz, Kahoot, about the given world knowledge. The focus of lesson was on listening ability and vocabulary knowledge. The experimental group was provided a presentation about Ephesus and interesting facts about this historical site. After the mini discussion, dictogloss task was applied. The procedure followed during the previous tasks was repeated.

In the fifth week, the control group was supplied information about new monuments in Turkey which are Cumalıkızık, Mount Nemrut, Hattusha, Divriği Mosque and Hospital, Ephesus and Göreme Open-Air Museum. Additional information about the Lycian Way was provided within the covered reading passages. After completion of reading activities, the students were attended to a vocabulary quiz on the aforementioned website. In the experimental group, the lesson content was the Maiden's Tower and a myth and historical facts about this monument. Mini class discussion was initiated with questions reflected on smartboard. The discussion was followed by dictation and reconstruction stages.

In the sixth and last week of the experiment when the treatment had been finalized, all groups completed the post-test. One lesson hour was allocated for the post-test and all participants could complete the test in the given time period. Additionally, a focus group interview was performed with eight students from the experimental groups.

### **3.6 Data Analysis**

The source of data for this research is the results of pre-test and post-test applied to three groups of students. The data obtained from both pre-test and post-test were analyzed by the SPSS 23 software. Statistical comparison of groups and of pre- and post-test results were performed with the software. The detailed information about data analysis and findings will be presented in the following chapter.

## CHAPTER IV

### FINDINGS

#### 4.1 Introduction

The aim of the research is to investigate the effects of dictogloss tasks on learning passive voice in English. Moreover, the study investigated whether individual or collaborative work of students affects learning the target grammar structure in dictogloss task.

#### 4.2 Data Presentation and Analysis

The data obtained from 59 participants' pre-test and post-test results were analyzed for comparison of the students' existing knowledge of passive voice and the improvement of each group after instruction. 34 of the participants were female and 25 of the participants were male in this study. The gender distribution across groups differs and the gender distribution was not intervened as the main focus of the research is not related to the effect of gender despite of a comparison based on gender were presented.

The pre-test scores statistically analyzed to determine whether the data set is convenient to be analyzed through parametric statistical analysis methods. Table 5 shows the normality test results for the pre-test.



Table5

*Normality test results of the pre-test scores*

|                   |  | Tests of Normality              |    |       |              |    |      |
|-------------------|--|---------------------------------|----|-------|--------------|----|------|
| Groups            |  | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                   |  | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Pre-test<br>Score | Control group                            | .145                            | 20 | .200* | .934         | 20 | .182 |
|                   | Experimental<br>group (individual)       | .102                            | 20 | .200* | .964         | 20 | .621 |
|                   | Experimental<br>group<br>(collaborative) | .160                            | 19 | .200* | .941         | 19 | .270 |

When the number of samples is over 25, Kolmogorov-Smirnov test is recommended for the normality test (Burdenski, 2000). In a normally distributed data set, significance value of Kolmogorov-Smirnov test is expected to be higher than .05 (Büyüköztürk, 2016). As shown in the Table 5, p values of all groups obtained from the normality test of the pre-test scores are higher than .05 significance value. The statistical comparison of the pre-test scores demonstrated that the groups were normally distributed and statistical analysis can be used to compare test scores. Therefore, independent and paired t-test analysis and ANOVA analysis were used to compare test results in this research.

#### **4.2.2 Analysis of the Pre-test Scores**

Initially, it was hypothesized that the participant groups did not have information about form and function of passive voice in English. One-way ANOVA analysis was performed to assess this hypothesis as there are data obtained from three groups which are a control and two experimental groups. This analysis is also helpful in stating whether there was any statistically significant difference between the groups before the treatment. Table 6 presents the results for one-way ANOVA of the pre-test scores.

Table6

*One-way ANOVA analysis of the pre-test scores*

| <b>Source</b>  | <b>df</b> | <b>SS</b> | <b>MS</b> | <b>F</b> | <b>p</b> |
|----------------|-----------|-----------|-----------|----------|----------|
| Between Groups | 2         | 46.486    | 23.243    | .818     | .447     |
| Within Groups  | 56        | 1591.921  | 28.427    |          |          |
| Total          | 58        | 1638.407  |           |          |          |

When there is a significant difference between groups, the significance value is below .05 and as shown in Table 6, the analysis showed that the significance value for this analysis is .447 which is highly above the value showing significance [F(2,56)=0.82, p=0.447). One-way ANOVA analysis of the pre-test scores demonstrated that there was not any statically significant difference among the groups before the treatment was applied.

#### **4.2.3 Comparison of the Groups' Pre-test and Post-test Scores**

The test used as the pre-test and the post-test consists of two sections which are comprehension and production parts. The data obtained from the groups were analyzed in terms of comprehension and production skills separately. As mentioned in the previous parts of this chapter, the groups achieved some gains, especially in the production test, after the treatment. Several paired samples t-test analysis was performed to determine whether the gains of the students had any statistical significance or not. The comparison of comprehension test results obtained from the students' pre-test and post-test are shown in Table 7.

Table7

*Paired samples t-test results of the comprehension test*

|               | <b>Group</b> | <b>N</b> | <b>M</b> | <b>SD</b> | <b>df</b> | <b>t</b> | <b>p</b> |
|---------------|--------------|----------|----------|-----------|-----------|----------|----------|
| Control Group | Pretest      | 20       | 14.95    | 3.53      | 19        | -1.729   | .100     |
|               | Posttest     | 20       | 16.05    | 3.35      |           |          |          |

|  |          |    |       |      |    |       |      |
|--|----------|----|-------|------|----|-------|------|
| Experimental<br>Group<br>(Individual)    | Pretest  | 20 | 13.40 | 2.52 | 19 | .603  | .554 |
|  | Posttest | 20 | 13.10 | 2.83 |    |       |      |
| Experimental<br>Group<br>(Collaborative) | Pretest  | 19 | 14.42 | 3.59 | 18 | -.325 | .749 |
|  | Posttest | 19 | 14.58 | 2.99 |    |       |      |

According to Table 7, the control group's means were 14.95 in the pre-test while their post-test mean was 16.05, which demonstrated an increase attributable to the treatment. The collaborative dictogloss group showed a slight improvement when its pre-test and post-test scores, which are 14.42 and 14.58 consecutively, were compared. However, the individual dictogloss group mean slightly decreased from 13.40 to 13.10, which was below the expectations. When the pre-test and post-test results are compared, only noticeable difference among three groups is in the comprehension test results of the control group. The results of a number of paired samples t-test analysis showed that the control and experimental groups did not demonstrate any statistically significant difference between the pre-test and post-test scores of three groups ( $p > .05$ ). The analysis referred to inefficiency of the treatment applied to the groups in promoting comprehension skill. The instructions did not include explicit explanation of the target grammar structure for all groups. The results obtained from these analyses allows us to exhibit that implicit instruction on the target grammar form did not work in these groups to improve comprehension skill.

The pre-test and post-test results of the production test were compared through paired samples t-test analysis. Table 8 presents the results of paired samples t-test analysis of the production test.

Table8

*Paired samples t-test results of the production test*

|               | <b>Groups</b> | <b>N</b> | <b>M</b> | <b>SD</b> | <b>df</b> | <b>t</b> | <b>p</b> |
|---------------|---------------|----------|----------|-----------|-----------|----------|----------|
| Control Group | Pretest       | 20       | 9.10     | 3.55      | 19        | -1.077   | .295     |

|                                    |          |    |       |      |    |        |      |
|------------------------------------|----------|----|-------|------|----|--------|------|
|                                    | Posttest | 20 | 9.95  | 3.82 |    |        |      |
| Experimental Group (Individual)    | Pretest  | 20 | 8.95  | 2.91 | 19 | -1.341 | .196 |
|                                    | Posttest | 20 | 9.75  | 2.24 |    |        |      |
| Experimental Group (Collaborative) | Pretest  | 19 | 9.95  | 2.32 | 18 | -.216  | .831 |
|                                    | Posttest | 19 | 10.11 | 2.90 |    |        |      |

---

As indicated in Table 8, The difference between scores measured before and after the treatment indicated that although they achieved some gains after the treatment, there is not statistically significant difference in the students' improvement in production of passive voice form ( $p > .05$ ). These results concluded that implicit way of raising attention through a classic teaching method and dictogloss technique did not lead to significant improvement in production of the target grammar form.

#### 4.2.4 Comparisons of the Control and Experimental Groups' Post-test Scores

The second hypothesis of this study is that there will be statistically significant difference between the experimental groups' post-test scores because of the difference in the treatment applied to the groups. Although some gains were expected as a result of the treatment for both groups, the experimental group which was asked to work in pairs was expected to perform better than the other experimental group working individually in the text reconstruction stage.

In the light of the previous research findings, the collaborative experimental group was expected to outperform the other groups because this group benefitted from both an output-based task and collaboration during task completion.

One-way ANOVA analysis has been applied to determine whether there is a significant difference between the post-test scores of the control group and the experimental groups. According to Levene's Test, the variances are equal ( $p = .586$ ). The results of one-way ANOVA can be seen in Table 9.

Table9

*One-way ANOVA results for the post-test scores of three groups*

| Source         | df | SS       | MS     | F     | p    |
|----------------|----|----------|--------|-------|------|
| Between Groups | 2  | 103.107  | 51.553 | 2.057 | .137 |
| Within Groups  | 56 | 1403.605 | 25.064 |       |      |
| Total          | 58 | 1506.712 |        |       |      |

According to Table 9, one-way ANOVA analysis showed that there is not any statistically significant difference between the control and experimental groups in the post-test scores [ $F(2,56)=2.05$ ,  $p=0.137$ ]. This result indicates that the treatment did not result in higher performance in students' learning of the target grammatical structure. The second hypothesis of this study was formed as "Collaborative work results in better understanding of passivity as opposed to individual work". So, the second hypothesis is invalidated by this result. Hence, it can be suggested that working individually or collaboratively do not have an impact on students' learning of the target structure during the dictogloss procedure.

After comparing total post-test scores, it was questioned whether the comprehension and production tests resulted in any significant differences when they were analyzed separately. Firstly, the comprehension test scores were compared through one-way ANOVA analysis. The significance value of homogeneity test shows that the variances are equal ( $p=.584$ ). Table 10 shows ANOVA results for comprehension test scores.

Table10

*One-way ANOVA analysis of the comprehension part of the post-test*

|                | df | SS      | MS     | F     | p     | Post-hoc |
|----------------|----|---------|--------|-------|-------|----------|
| Between Groups | 2  | 87.025  | 43.513 | 4.638 | .014* | 1 > 2    |
| Within Groups  | 56 | 525.382 | 9.382  |       |       |          |
| Total          | 58 | 612.407 |        |       |       |          |

*Note.* Significant at the  $p<.05$  level

The control groups' mean is 16.05 while individual working dictogloss group's mean is 13.10 and the mean of collaborative dictogloss group is 14.58. According to one-way ANOVA results of comprehension test scores in the post-test,

the difference between the mean scores is statistically significant [ $F(2,56)=4.64$ ,  $p=0.014$ ].

To statistically determine which groups' comparison causes this result, Scheffe post hoc test was applied. Scheffe post hoc test was preferred in this analysis because "...with the Scheffe procedure, the researcher is guaranteed that if the ANOVA suggested a difference between groups then at least one of the Scheffe comparisons will be significant at the same level" (Ruxton & Beauchamp, 2008, p.691). Additionally, Scheffe post hoc test allows the comparison of more than 2 sample groups which also differ in size and it is proposed to be more conservative than other post hoc tests (Ruxton & Beauchamp, 2008).

According to Scheffe Post Hoc results, the comparison of the control group and the individual dictogloss group concluded in difference in the learners' comprehension ability after the treatment ( $p<.05$ ). The findings showed that the control group performed better than the dictogloss groups in the comprehension part of the post-test. However, there is not any significant difference between the experimental groups.

Secondly, the production test results from the post-test were compared statistically. Levene's test demonstrated that the variances are equal ( $p>.334$ ). Table 11 shows ANOVA results of the production part scores.

Table 11

*One-way ANOVA analysis of the production part of the post-test*

|                | df | SS      | MS    | F    | p    |
|----------------|----|---------|-------|------|------|
| Between Groups | 2  | 1.239   | .620  | .066 | .936 |
| Within Groups  | 56 | 524.489 | 9.366 |      |      |
| Total          | 58 | 525.729 |       |      |      |

As can be seen from Table 11, no significant difference was found among three groups in terms of their production scores in the post-test [ $F(2,56)=0.07$ ,  $p=0.936$ ]. Although a statistically significant difference was observed in the comprehension test, the production test results were similar to the results of the total score analysis.

#### 4.2.5 Comparisons of Pre-test and Post-test Scores in terms of Gender

The participants include 34 female and 25 male students. The comparison of the students' pre-test and post-test scores in terms of gender has been performed to determine whether there are any effects of gender on learning a linguistic structure. An independent samples t-test analysis has been used to find out the effect of gender on the pre-test and post-test results of the students. The analysis results are presented below in table 12.

Table 12

*Independent samples t-test analysis for the effect of gender*

|           | Groups | N  | M     | SD   | df | t    | p    |
|-----------|--------|----|-------|------|----|------|------|
| Pre-test  | Male   | 25 | 23.68 | 5.26 | 57 | .127 | .902 |
|           | Female | 34 | 23.50 | 5.43 |    |      |      |
| Post-test | Male   | 25 | 24.80 | 5.06 | 57 | .352 | .990 |
|           | Female | 34 | 24.32 | 5.20 |    |      |      |

As shown in Table 12, the independent t-test demonstrated that the gender does not have an effect on learning of the target grammatical structure in the pre-test scores and the post-test scores. The t-test results show that the mean scores of male students ( $M=24.80$ ,  $SD=5.06$ ) did not statistically significantly different from the mean scores of female students ( $M=24.32$ ,  $SD=5.20$ ) in the post-test ( $t(57) = 0.352$ ,  $p > .05$ ).

#### 4.3 Evaluation of Findings of Statistical Analysis

Research Question 1: Are there any statistically significant differences between the effects of the dictogloss technique and traditional teaching method in teaching passive voice in English?

The mean score of the control group in the post-test was 26.05 and individual dictogloss group's mean was 22.85 while the collaborative dictogloss group was found to be 24.68. The difference between groups' scores were not found to be statistically significant as a result of one-way ANOVA. The mean scores showed that dictogloss

groups underperformed by the control group contrary to our expectation. Therefore, the dictogloss technique was not observed to be more effective than traditional teaching method in teaching passive voice.

Research Question 2: Does working collaboratively on reconstruction task provide advantage over working individually in terms of comprehension and production skills in passive voice?

Although the mean score of the collaborative dictogloss group is slightly higher than the individual dictogloss group, the comparison of the post-test scores of two experimental groups revealed that there was not a statistically significant difference between these groups. Thus, collaboration did not result in better learning of passive voice in English when compared to individually completed dictogloss task.

After the comparison of post-test scores of all groups, comprehension and production test results were compared separately so as to see whether there was any statistically significant effect of dictogloss technique and traditional teaching method on these skills. As a result of one-way ANOVA results, the control group was found to be more advantageous in terms of comprehension ability after the treatment. However, as indicated earlier in the findings chapter, a statistically significant difference was not found in the production test.

In addition to these research questions, there is another point that the study shed light on. The effect of gender on language learning was also examined in this study. The comparison of female and male students' scores in pre-test and post-test was performed and it was revealed that gender does not cause difference in learning passive voice in this sample group.

#### **4.4 Evaluation of Findings of Focus Group Interview**

In addition to data obtained from statistical analyses, the interview session was useful to observe the participants' thoughts and impressions about dictogloss technique. Table 13 summarized the findings of interview session.



Table 13

*The Findings of Focus Group Interview*

| <b>Individual Dictogloss Group</b>          | <b>Collaborative Dictogloss Group</b>   |
|---|---|
| Easy to make decisions on their own         | Compensation for missing information<br><br>The proficiency level of their pair |
| No need to interact and speak in English    | More comfortable, interaction with a peer                                       |
| Positive remarks                            |   |
| Entertaining, attention catching, different |   |
| Attention to vocabulary and spelling        |   |

As demonstrated in Table 13, all students participating in the interview session expressed positive remarks on dictogloss technique. They thought the task was entertaining and attention catching in addition to contributing their world knowledge with the information included in the texts. The students in the individual dictogloss group stated that they were contented to work alone because working in pairs could make it difficult to make decisions and a pair could harden the task completion. However, the students from the collaborative dictogloss group were of the opinion that the efficiency of collaborative work would depend on their pairs. When the proficiency level of their pair was below their competence, pair work did not contribute to their knowledge of language. Overall impression on collaborative work was positive because they stated that their pairs compensated for the parts they could not understand and note down in the dictation stage. As pointed out by Kowal and Swain (1994), the students explained that they felt more comfortable in communicating with their friends rather than their teacher as the anxiety level was lower in interaction with their pairs. Another important point inferred from the interview was that dictogloss procedure was not sufficient in promoting noticing of the

target form without any explicit explanations. the task was useful in drawing attention on vocabulary while grammatical features were not paid adequate attention without explicit explanation.



## CHAPTER V

### DISCUSSIONS

#### 5.1 Summary of the Study

The present research investigated the hypothesis that the dictogloss technique is more beneficial than traditional teaching methods in teaching passivity.

Additionally, collaborative reconstruction task is hypothesized to be more effective than individually reconstructed task. Data were obtained from a pre-test and post-test design and an interview session. The research was conducted on a control group and two experimental groups. The results of the pre-test and post-test scores were analyzed across groups by using SPSS 23 statistical analysis software program to determine the effect of the treatment in total scores as well as the comprehension and production parts of the test separately. The findings of the interview session were explained and the extracts from the audio records were used to demonstrate general perspective on the dictogloss technique.

The first research question investigated whether the dictogloss task caused more learning than classic teaching methods, which is referred to procedure including reading or listening lessons. Although some gains were observed after the treatment, there was not any statistically significant difference between the pre-test and post-test results of the groups. The first hypothesis was rejected for the reason that the difference between pre-test and post-test results of the groups did not prove any superiority of one treatment over the other.

The second research question examined whether collaborative working in dictogloss task results in higher scores than individually completion of the task in terms of learning passive voice in comprehension and production skills. The pre-test

and post-test scores of the experimental groups were compared and any statistically significant differences were not found between these groups. According to the statistical analysis results obtained from the comparison of test scores in comprehension and production parts, the control group improved in comprehension after the treatment more than the individual DG group did while there was not a statistically significant difference between the DG groups or between the control and the collaborative DG group. Besides, the production scores of these groups did not demonstrate any significant difference before or after the treatment. Therefore, the second hypothesis was rejected.

Although the statistical analysis did not prove any significant effect of dictogloss technique in teaching passive voice, the participants in the interview session took a bright view of the technique. The dictogloss task was evaluated as interesting and attention-catching.

## **5.2 Discussion of the Findings**

The dictogloss technique is based on the noticing hypothesis (Schmidt, 1990) and the output hypothesis (Swain, 1998). Noticing, in a broad sense, referred to “the process through which the input becomes intake” and it is suggested that “if noticed, it becomes intake” (Schmidt, 1990, p.140-141). Therefore, noticing is essential to second language acquisition theories. The output hypothesis suggests that output leads learners to notice the gap in their interlanguage (Swain & Lapkin, 1995). They can form and test hypotheses to overcome this gap through this process. As a valuable aspect of the output hypothesis, it is suggested that input is necessary but not sufficient to learn a language (Swain & Lapkin, 1995). In addition to this aspect of the dictogloss task, collaborative learning, which is suggested to increase learners’ motivation and noticing in a meaningful context by Swain and Kowal (1994), was investigated in this research. Based on this information, this study investigated the effects of an output-based task on learning passivity in addition to the effects of collaboration on learning grammar. The findings of this research were expected to be in line with the aforementioned hypotheses and the output-based task collaboratively completed was anticipated to be more influential in learning grammar when compared to individually completed task and traditional teaching instruction. However, the results were contradictory to the expectations for the study. The facilitative effect of the output-based task and collaboration during task completion were not observed. On the contrary, the control group outperformed both of the experimental groups in

comprehension test. It was observed that the students focused on their lexical and orthographic mistakes rather than grammatical mistakes related to the form of passive voice when the reconstructed texts and the students' reflection on their own writing were examined. In some reflections, the students did not even realize that their use of passive voice was grammatically inaccurate. In some reflections that demonstrated noticing of inaccuracy in the target form production, the corrections by the students mostly included incorrect use of past participle form of verbs (e.g. was build). This finding showed that learners pay attention to lexical and orthographical aspect of language rather than grammatical features during dictogloss tasks.

The findings are compatible with a number of studies conducted on the effects of dictogloss task on teaching grammar (Tharamanit & Kanprachar, 2017; Mayo, 2002; Uludağ & VanPatten, 2012). Tharamanit and Kanprachar (2017) stated that TI instruction significantly contributed to the learning of the past simple passive forms in comprehension test whereas there was not significant improvement in the dictogloss group. The findings of their study are in line with the production test scores of this study as well in that the dictogloss group did not achieve any significant improvement in producing passive forms after the treatment. Similar findings were observed in the study of Uludağ and VanPatten (2012). They stated that dictogloss task was not so effective as processing instruction in enhancing production skill. Mayo (2002) investigated LREs produced during dictogloss task and found out that dictogloss task was not efficient to lead learners generate LREs about both grammar and vocabulary. The implicit nature of dictogloss task, absence of explicit grammar instruction and corrective feedback can be claimed to prevent learners from noticing the target grammar form. This is because implicit instruction requires longer time and more observation after the treatment (Gass & Selinker, 2008). The results for the effects of collaboration during dictogloss task indicated similar findings with some studies. The study results are compatible with Kuiken and Vedder's study (2002) which was conducted on the effectiveness of collaboration in DG task aiming grammar teaching. The treatment resulted in a slight increase in test scores for both dictogloss groups which differed from each other in collaboration and individual work during the reconstruction stage. It was found out that interaction did not lead higher scores in the post-test and more frequency in the use of passive forms in the reconstructed texts. However, the qualitative analysis showed that interaction triggered noticing the target form without the production of any metalinguistic explanations for

the correct form. Basterrechea, Mayo and Leaser (2014) also supported that collaboration during dictogloss activity did not promote more learning of the target grammatical structure when compared to an individual dictogloss group.

On the other hand, the findings are contradictory to some studies applied on the dictogloss technique. Dictogloss tasks were proved to be effective in grammar learning and resulted in statistically significant results obtained from pre-test and post-test performances (Qin, 2008; Bani Younis & Bataineh, 2016; Korucu, 2010). Some of these studies analyzed LREs produced during task completion and found out that dictogloss encouraged learners to negotiate over meaning and formed accurate language structures as a result of resolved LREs (Kowal and Swain, 1994; Storch, 1998). The task was proved to be facilitative in increasing writing performance as a result of interaction and collaboration between students (Bani Younis & Bataineh, 2016). Additionally, Korucu (2010) found out that dictogloss task is influential in terms of promoting collaborative dialogue and fostering production of meaningful and correct language. The research revealed contradictory findings to some studies on the effects of collaborative work. A study conducted by Tajeddin and Jabbarpoor (2013) concluded that collaborative work is more effective in dictogloss tasks to promote learning of inversion structure in English. Additionally, Kim (2008) found that collaboration during DG task contributed to vocabulary learning in a statistically significant way in the examination of LREs and the vocabulary test applied as a post-test. The researcher attributed the higher scores of the collaborative group to correctly resolved LREs occurring with a pair as individually working students mostly left lexical LREs unresolved.

The findings obtained from the interview session revealed that dictogloss technique was considered as an attention-catching and different activity. Additionally, the task was regarded as effective in terms of improving sentence formation. However, dictogloss task was not effective in raising attention to the target grammatical form in the way it was applied for this research. The interview findings did not reveal any salient preferences for individual and collaborative work during task completion. Each group was contented with the way they completed the tasks.

The present study contributed to the existing research findings related to an output-based reconstruction task and collaboration during task completion. However, the available studies on the analysis of collaborative work's effectiveness on learning grammatical structures in reconstruction tasks are confined to a small number of

studies and further research and observation are required to obtain consistent results (Kim, 2008).



## CHAPTER VI

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Pedagogical Implications

This research intended to discover whether dictogloss task is effective in promoting the students to learn passive form by raising attention to grammatical structure and encouraging learners to notice their existing grammatical knowledge and formulate and test hypothesis for absent information in their interlanguage. Additionally, this study investigated whether collaboration contributes to grammar learning by enhancing metatalk and leading learners to seek a solution for problematic structures in cooperation. Based on the statistical analyses and the interview held after the experimental sessions, a number of pedagogical implications can be proposed.

Grammar is a challenging aspect of learning a foreign language in a limited input providing environment. Exposed to the language mostly after the critical period and in a classroom environment, Turkish EFL learners have difficulty in acquisition and use of grammatical forms in a meaningful context. The problem may stem from inauthentic materials and artificial language use in classroom where almost all students share the same L1 background and do not necessitate to communicate in L2. Therefore, teaching form becomes more and more problematic as students have only four lesson hours to be exposed to language in high schools. Noticing is significant for language learners to acquire a linguistic form in this limited time and disadvantageous environment. It was investigated if dictogloss task increase noticing and raise awareness while teaching grammar. However, dictogloss technique was not observed to be effective in leading learners' attention to the target linguistic forms in reference to the test results and interview findings in this research. Although this technique alone



may not be sufficient to teach a grammatical form, it may be used to diversify materials and classroom activities. In the scope of this research, dictogloss could not significantly contribute to the students' learning of passive voice. Dictogloss task may have been overused in teaching a single grammar point because this research was implemented as an MA thesis. However, it can be more efficient with some modifications in procedure such as providing corrective feedback in the analysis stage and explicit instruction on the target form in the preparation stage as well as using the task less frequently for different purposes rather than for a single grammatical structure.

Another implication that can be suggested based on the research findings is that collaboration during dictogloss task may not be sufficient to lead learners to notice and produce metatalk. From another perspective, it may cause noticing to some extent but students may need some explanations to make full understanding of target grammar form. Since this study focused on the students' performance in comprehension and production skills, noticing occurred during the task was not analyzed. The only resource to evaluate the degree of noticing can be the reflections from the interview. The evaluation of the interview revealed that the dictogloss tasks were not effective in increasing noticing of the target form. A number of studies found out that collaboration can contribute to language learning. However, teachers should be careful about pairs' proficiency level and possible roles to be attained during cooperation. As indicated earlier in literature review, there should not be much difference between pairs' proficiency levels. Additionally, a pair work performed by a dominant and a timid student are confined to result in task completion only by the dominant student. Also, the students should be willing to work with their pairs, which has a great impact on group dynamics. So, the facilitative effect of collaboration can be affected by several factors which should be taken into consideration.

The instructions used in this study consisted of implicit way of teaching form. Although the materials included frequent use of the target feature, learners may not raise required attention without teacher's emphasis on the form and feedback for erroneous use of it when necessary. Therefore, text enhancement methods for reconstruction tasks may be required to lead learners to notice the target form since as indicated by previous studies, students tend to ignore grammatical form during these tasks. These methods include bolding, underlining, highlighting or italicizing the target forms so as to make them more salient and facilitate noticing. All in all,

although a teacher determines some aim and make plans for students, “they may not learn what the teacher intends but they learn what they are able to learn” (Korucu, 2010, p.91).

## **6.2 Implications for Further Research**

This research can be improved with some alterations in procedure. These include the provision of a model metatalk (see Swain, 1998), involvement of explicit explanation of the target grammatical form (see Tharamanit & Kanprachar, 2017; Swain, 1998) and corrective feedback.

A metatalk sample modelled during the introductory session for dictogloss task can lead learners to reach a better comprehension of task expectations. The effectiveness of a model metatalk in dictogloss task was studied in an experimental research (Swain, 1998). The findings of this study revealed that providing a model talk while introducing the task caused more noticing of the target structure. When students know what to do for task completion, they will surely benefit more and perform better during task.

Explicit grammar instruction is useful for lower level proficient learners though output-based tasks such as dictogloss can be used to teach grammar (Rashtchi & Khosroabadi, 2009). To achieve utmost learning of grammar, the combination of dictogloss task and explicit instruction on grammar can be more beneficial than expecting students’ noticing the target form on their own. As stated by Ellis (2017), learners cannot acquire all grammatical structures through task-based teaching and especially “non-salient and complex features” may not be acquired even through focus on form (p.522). So to say, inclusion of some explanations and enhancement techniques may result in better performance.

The use of corrective feedback may result in different findings because language learners may need some help to comprehend what they produce and what they are expected to produce. Therefore, the analysis stage can include provision of feedback on a randomly chosen reconstructed text. Also, the effects of different corrective feedback types can be investigated in dictogloss task.

This study investigated only the effect of dictogloss task on teaching grammatical form in Turkish EFL learners at 11<sup>th</sup> grade. Thus, the findings are limited to a small sample group with similar proficiency level. Further research with learners at different proficiency levels and students from different age groups can be beneficial in investigation of dictogloss task. Additionally, other output-based tasks or forms can

be included in a research conducted with Turkish EFL learners. Dictogloss tasks can be used for teaching a variety of language components such as vocabulary, writing skill and even listening ability as well as teaching pragmatics, cultural information or speech acts.

Finally, a pre-test post-test design has been used for this research to evaluate the effects of dictogloss task and communication during the task. The students LREs may be investigated in another study by recording pair-talk during the completion of the task.

### **6.3 Conclusion**

The study aimed to find out the effects of dictogloss task on learning grammatical form of Turkish EFL learners of 11<sup>th</sup> graders in Abdulkadir Konukoğlu Science High School. The findings pointed out that the students benefitted more from classic teaching methods rather than dictogloss task in comprehension while both instructions did not result in any significant difference in production skill. Additionally, it has been found that collaborative and individual work during dictogloss task equally effective in teaching the target grammar feature.

Some limitations of this research should be taken into consideration. Firstly, the number of participants is relatively small because the researcher conducted the research on the classes that she was teaching to have ultimate control over the application procedure. Secondly, explicit instruction was not provided with any groups. The students were expected to notice the passive form and function without any explanation and enhancement of the form. The only source that the students could make use of was the input presented in the materials. Additionally, the control group and the experimental groups were exposed to the same number of target items as the control group's material included longer reading and listening texts with extra comprehension activities causing repeated exposure to passive form. DG groups could have improved better if explicit grammatical explanation had been provided. Gallego (2010) stated that dictogloss task were effective when accompanied with explicit explanation (in Tharamanit & Kanprachar, 2017). The tasks were completed in self-selected pairs in the collaborative DG group, which resulted in different group dynamics. However, it was suggested that lower proficient learners can benefit from an advanced student's language knowledge during interaction (Storch, 2002). When two lower proficient learners study collaboratively, they may overlook inaccurate

language use or accept an incorrect form. As suggested by Lim and Jacobs (2001), the students who have been taught English in a teacher-fronted class where traditional teaching methods are adopted mostly may have some doubts about their peers' ability to contribute their learning. Instruction on how to collaborate is required before requiring learners to work in collaboration because they are accustomed to work individually and regard their teacher as a source of information rather than their classmates.

Although the statistical analysis did not indicate any significant effects of dictogloss tasks on teaching passive voice, it may be proposed as an entertaining activity that can enliven language classroom atmosphere. The students indicated positive remarks on the procedure since the task provided a lively and competitive atmosphere. The students in the dictogloss groups stated that they enjoyed the activity as it was different from the previous tasks and the task encouraged them to accomplish a target. Although function of a task is important, "learners have wants as well as needs that good language teaching should go beyond addressing purely functional needs" (Ellis, 2017, p.509).

## REFERENCES

- Akdağ, E., Baydar Ertopcu, F., Uyanık Bektaş, K., Umur Özadalı, S., & Kaya, T. (2018). Facts about Turkey. In *Silver Lining* (pp. 85-96). Milli Eğitim Bakanlığı Yayınları.
- Bani Younis, R., & Bataineh, R. (2016). To dictogloss or not to dictogloss: Potential effects on Jordanian EFL learners' written performance. *Apples: Journal of Applied Language Studies*, 10(2), 45-62.
- Basterrechea, M., Mayo, M. D. P. G., & Leeser, M. J. (2014). Pushed output and noticing in a dictogloss: task implementation in the CLIL classroom. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (22), 7-22.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied linguistics*, 25(2), 243-272.
- Brannen, J. (1992). *Mixing Methods: Qualitative and Quantitative Research*. Brookfield, USA: Avebury, 3-17.
- Brown, D. (2002). English Language Teaching in the "Post-Method" Era Toward Better Diagnosis, Treatment, and Assessment. In Richards, J. C., & Renandya, W. A. (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 9-18). Cambridge university press.
- Burdenski Jr, T. K. (2000). Evaluating Univariate, Bivariate, and Multivariate Normality Using Graphical Procedures, 1-16.
- Büyüköztürk, Ş. (2016). Sosyal bilimler için veri analizi el kitabı. Pegem Atıf İndeksi, 001-214.
- Campillo, P. S. (2006). Focus on form tasks and the provision of corrective feedback. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, (11), 123-138.
- Collins, K. M., Onwuegbuzie, A. J., & Jiao, Q. G. (2006). Prevalence of mixed-

- methods sampling designs in social science research. *Evaluation & Research in Education*, 19(2), 83-101.
- Chaudron, C. (2000). Contrasting approaches to classroom research: Qualitative and quantitative analysis of language use and learning. *University of Hawai'i Second Language Studies Paper 19 (1)*, 1-56.
- Del Pilar García Mayo, M. (2002). The effectiveness of two form-focused tasks in advanced EFL pedagogy. *International Journal of Applied Linguistics*, 12(2), 156-175.
- Dörnyei, Z. (2011). Qualitative, quantitative and mixed methods research. In *Research Methods in Applied Linguistics* (pp. 24-47). New York: Oxford University Press.
- Ellis, R. (2001). Introduction: Investigating form-focused instruction. *Language learning*, 51, 1-46.
- Ellis, R. (2017). Position paper: Moving task-based language teaching forward. *Language Teaching*, 50(4), 507-526.
- Ellis, R. (2018). *Reflections on task-based language teaching*. *Multilingual Matters*, 20-38.
- Ellis, R., Basturkmen, H., & Loewen, S. (2001). Learner uptake in communicative ESL lessons. *Language learning*, 51(2), 281-318.
- Ellis, R., Basturkmen, H., & Loewen, S. (2002). Doing focus-on-form. *System*, 30(4), 419-432.
- Farley, A., & Aslan, E. (2012). The relative effects of processing instruction and meaning-based output instruction on L2 acquisition of the English subjunctive. *ELT Research Journal*, 1(1), 120-141.
- Gallego, M. (2010). Focus on Form through a Dictogloss Task: Exploring Its Effects on the Acquisition of the Spanish Present Subjunctive in Complement Clauses. *ProQuest LLC*.
- Gallego, M. (2014). Second language learners' reflections on the effectiveness of

- dictogloss: A multi-sectional, multi-level analysis. *Studies in Second Language Learning and Teaching*, 1, 33-50. doi:10.14746/ssl.2014.4.1.3
- Gass, S. M., & Selinker, L. (2008). Looking at Interlanguage Processing. In *Second language acquisition: An introductory course* (pp. 2019-255). New York: Routledge.
- Gribbons, B & Herman, J (1997). True and quasi-experimental designs. *Practical Assessment, Research & Evaluation*, 5(14).
- Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis: An experimental study on ESL relativization. *Studies in second language acquisition*, 24(4), 541-577.
- Jacobs, G., & Small, J. (2003). Combining dictogloss and cooperative learning to promote language learning. *The reading matrix*, 3(1).
- Kim, Y. (2008). The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *The Modern Language Journal*, 92(1), 114-130.
- Korucu, D. (2010). *Incidental Focus on Form and Two Different Types of Reconstruction Tasks* (Unpublished master's thesis). Eskişehir / Anadolu University.
- Kowal, M., & Swain, M. (1994). Using collaborative language production tasks to promote students' language awareness. *Language awareness*, 3(2), 73-93.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal*, 73(4), 440-464.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*, 73(4), 440-464.
- Kuiken, F. & Vedder, I. (2002). The effect of interaction in acquiring the grammar of a second language. *International Journal of Educational Research*, 37, 343-358.
- Leeser, M. J. (2004). Learner proficiency and focus on form during collaborative dialogue. *Language Teaching Research*, 8(1), 55-81.

- Lightbown, P. M., & Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching: Effects on second language learning. *Studies in second language acquisition*, 12(4), 429-448.
- Lim, W. L., & Jacobs, G. M. (2001). An Analysis of Students' Dyadic Interaction on a Dictogloss Task. 1-21.
- Liu, D. (2015). A critical review of Krashen's input hypothesis: Three major arguments. *Journal of Education and Human Development*, 4(4), 139-146.
- Loewen, S. (2005). Incidental focus on form and second language learning. *Studies in second language acquisition*, 27(3), 361-386.
- Long, M. H. (1991). Focus on Form: A Design Feature in Language Teaching Methodology. In *Foreign Language Teaching in Cross-Cultural Perspectives* (pp. 39-52). Amsterdam and Philadelphia: John Benjamins.
- Long, M. H. (1998). Focus on form Theory, research, and practice Michael H. Long Peter Robinson. *Focus on form in classroom second language acquisition*, 15, 15-41.
- Long, M. H. (2000). Focus on form in task-based language teaching. In Richards D. Lambert & Elana Shohamy (eds.), *Language policy and pedagogy: Essays in honor of A. Ronald Walton*, 179-192. Amsterdam/Philadelphia: John Benjamins.
- Malmqvist, A. (2005). How does group discussion in reconstruction tasks affect written language output?. *Language Awareness*, 14(2-3), 128-141.
- Medgyes, P. (2017). The (ir) relevance of academic research for the language teacher. *Elt Journal*, 71(4), 491-498.
- Montgomery, C., & Eisenstein, M. (1985). Real reality revisited: An experimental communicative course in ESL. *TESOL quarterly*, 19(2), 317-334.
- Nabei, T. (1996). Dictogloss: Is It an Effective Language Learning Task?. *Working Papers in Educational Linguistics*, 12(1), 59-74.
- Nassaji, H., & Fotos, S. S. (2011). Focus on Grammar through Collaborative Output



Tasks. *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context* (pp. 103-118). Routledge.

Nunan, D. (2006). Task-based language teaching in the Asia context: Defining 'task'. *Asian EFL journal*, 8(3), 12-18

Pica, T. (1997). Second language teaching and research relationships: A North American view. *Language Teaching Research*, 1(1), 48-72.

Qin, J. (2008). The effect of processing instruction and dictogloss tasks on acquisition of the English passive voice. *Language Teaching Research*, 12(1), 61-82.

Rahimpour, M., Salimi, A., & Farrokhi, F. (2012). The effect of planned vs. unplanned form-focused strategies on L2 learners' accuracy in oral task performance. *Education Research Journal*, 2(7), 247-252.

Rashtchi, M., & Khosroabadi, P. (2009). The comparative effect of explicit focus on form and dictogloss task on learning English tenses. *JELS 1(1)*, 101-114.

Rassaei, E. (2012). The Effects of Input-Based and Output-Based Instruction on L2 Development. *Tesl-Ej*, 16(3).

Ruxton, G. D., & Beauchamp, G. (2008). Time for some a priori thinking about post hoc testing. *Behavioral ecology*, 19(3), 690-693.

Schmidt, R. W. (1990). The role of consciousness in second language learning1. *Applied linguistics*, 11(2), 129-158.

Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T. Suthiwan, & I. Walker, *Proceedings of Clasic 2010*, Singapore, December 2-4 (pp. 721-737). Singapore: National University of Singapore, Centre for Language Studies.

Selinker, L. (1972). Interlanguage. *IRAL-International Review of Applied Linguistics in Language Teaching*, 10(1-4), 209-232.

Selinker, L., & Gass, S. M. (2008). *Second language acquisition*. Lawrence Erlbaum Ass.

- Shuttleworth, M. (2008). *Quasi-Experimental Design*. Retrieved [Mar 07, 2019] from Explorable.com: <https://explorable.com/quasi-experimental-design>
- Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268-286.
- Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign language performance. *Language teaching research*, 1(3), 185-211.
- Smith, K. M. (2012). Dictogloss: A multi-skill task for accuracy in writing through cooperative learning. *Teachers Helping Teachers*, 69, 69-80.
- Spada, N. (1997). Form-focused instruction and second language acquisition: A review of classroom and laboratory research. *Language teaching*, 30(2), 73-87.
- Storch, N. (1998). Comparing second language learners' attention to form across tasks. *Language Awareness*, 7(4), 176-191.
- Storch, N. (1999). Are two heads better than one? Pair work and grammatical accuracy. *System*, 27(3), 363-374.
- Storch, N. (2002). Patterns of Interaction in ESL Pair Work. *Language Learning*, 52(1), 119-158.
- Swain, M. (1998) Focus on form through conscious reflection. In C. Doughty and J. Williams (eds) *Focus on Form in Classroom Second Language Acquisition* (pp. 64–75). Cambridge: Cambridge University Press.
- Swain, M. (1999). Integrating language and content teaching through collaborative tasks. *Canadian Modern Language Review*, 58(1), 44-63.
- Swain, M., & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied linguistics*, 16(3), 371-391.
- Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language teaching research*, 4(3), 251-274.
- Swain, M., & Lapkin, S. (2013). Focus on form through collaborative dialogue:

- Exploring task effects. In *Researching pedagogic tasks* (pp. 109-128). Routledge.
- Tajeddin, Z., & Jabbarpoor, S. (2013). Individual and collaborative output tasks: Effects on the acquisition of English inversion structures. *Research in Applied Linguistics*, 4(2), 16-32.
- Terrell, T., & Krashen, S. (1983). Getting Started with the Natural Approach. *Natural approach: Language in the classroom* (63-86). Oxford: Alemany Press.
- Tharamanit, A., & Kanprachar, N. (2017). Effects of Processing Instruction and Dictogloss on the Acquisition of the English Passive Voice among Thai University Students. *NIDA Journal of Language and Communication*, 22(30), 15-37.
- Uludag, O., & VanPatten, B. (2012). The comparative effects of processing instruction and dictogloss on the acquisition of the English passive by speakers of Turkish. *International Review of Applied Linguistics in Language Teaching*, 50(3), 189-212.
- VanPatten, B. (2002). Processing instruction: An update. *Language Learning* 52 (4). 755-803.
- VanPatten, B., Inclezan, D., Salazar, H., & Farley, A. P. (2009). Processing instruction and dictogloss: A study on object pronouns and word order in Spanish. *Foreign Language Annals*, 42(3), 557-575.
- Vasiljevic, Z. (2010). Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners. *English Language Teaching*, 3(1), 41-52.
- Wajnryb, R. (1990). Grammar dictation. Oxford: Oxford University Press.
- White, L. (1987). Against comprehensible input: the input hypothesis and the development of second-language competence. *Applied linguistics*, 8(2), 95-110.
- Williams, J. (1999). Learner-generated attention to form. *Language Learning*, 49 (4), 583-625.
- Yağız, O., Aydın, B., & Akdemir, A. S. (2016). ELT research in Turkey: A content

analysis of selected features of published articles. *Journal of Language and Linguistic Studies*, 12(2), 117-134.

Yule, G., & Macdonald, D. (1990). Resolving referential conflicts in L2 interaction: The effect of proficiency and interactive role. *Language learning*, 40(4), 539-556.



## APPENDICES

### Appendix I. Treatment Package of the Dictogloss Task Groups

#### 1. Dictogloss Text for the first experimental session

Last year I visited Göbepli Tepe in Şanlıurfa. This extraordinary site was discovered by a shepherd. The symbols and animal figures show that it used to be a temple.

#### 2. Dictogloss Text for the second experimental session

Cappadocia is one of the unique places I have ever been to. The interesting landscape was formed by volcanic erosion. It was a fascinating experience to see the underground cities and the fairy chimneys. The fairy chimneys were formed by wind.

#### 3. Dictogloss Text for the third experimental session

Welcome to the fantastic tour of Ephesus. First, we'll see the Temple of Hadrian. It was built in honor of the Roman Emperor Hadrian. Next, we'll see the Public Latrines. I mean, the ancient public toilets. They were built in the Roman style; all together in one room, side by side, for a chat with friends.

#### 4. Dictogloss Text for the fourth experimental session

According to the myth, an emperor had a very beautiful daughter. One day, fortune tellers told him that his daughter would be killed by a poisonous snake at the age of 18. So, he decided to put her in a tower. It was built on a small island. However, her fate was sealed. The princess was killed by a snake coming from a basket of delicious fruit on her 18th birthday.

## Appendix II. The permission Document for Research



T.C.  
ŞEHİTKAMİL KAYMAKAMLIĞI  
İlçe Milli Eğitim Müdürlüğü

Sayı : 49644679-800-E.8373214  
Konu: Araştırma İzin Talebi  
( Ayşe Aylin POLAT)

26.04.2019

ABDULKADİR KONUKOĞLU FEN LİSESİ MÜDÜRLÜĞÜNE  
ŞEHİTKAMİL

Gaziantep Üniversitesi Eğitim Bilimleri Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Ayşe Aylin POLAT'ın " Dictogloss Tekniğinin Kullanımının Edilgen Yapı Edinimi Üzerindeki Etkisi: İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerle Yarı Deneysel Bir Araştırma " konulu araştırma çalışma isteği kapsamında, Okulunuzda öğrenim gören öğrencilere yönelik araştırma çalışma isteği, ekli yazıda belirtilmektedir.

Bu kapsamda; Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Ayşe Aylin POLAT'ın anket çalışma isteğiyle ilgili Valilik Makamının 11.04.2019 tarih ve 7421193 sayılı onay yazımız ekinde gönderilmiş olup, gereğinin yazı doğrultusunda yapılması hususunda;

Bilgilerinize rica ederim.

Cüneyit ÇULCU  
Müdür a.  
Şube Müdürü

EKLER:

- 1-Valilik Oluru (1 Sayfa)  
2-Yazı ve ekileri (13 Sayfa)

ADRES: Yaprak Mah.Sinler Sk.No:18/A ( Münif Paşa I.Ö.Ok. Bitişiği) Şehitkamil/GAZİANTEP  
Ayrıntılı bilgi için irtibat: Şube Müdürü: Cüneyit ÇULCU  
Strateji Geliştirme-2 Bölüm Şefi: Hüseyin ŞİKOĞLU

### **Appendix III. The Parental Consent Form for the Students' Participation in the Research**

Sayın Veliler, Sevgili Anne-Babalar,

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Bölümü yüksek lisans öğrencisi olarak Yüksek Lisans Tezi kapsamında “Dictogloss Tekniğinin Kullanımının Edilgen Yapı Edinimi Üzerindeki Etkisi: İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerle Yarı-deneysel Bir Araştırma” başlıklı bir çalışma yürütmekteyim. Araştırma kapsamında öğrencilerin belirlenen tekniğin hedef yapı üzerinde etkisini incelemekteyim. Bu amaçla çocuklarınızın deneysel bir sürece katkıda bulunmasında ihtiyaç duymaktayım.

Katılmasına izin verdiğiniz takdirde çocuğunuz bu sürece ders saatleri içinde dahil edilecektir. Yapılacak olan çalışmanın öğrencimiz üzerinde psikolojik ve akademik anlamda olumsuz bir etkiye sahip olmadığından emin olabilirsiniz. Öğrencimizin verileri kesinlikle gizli tutulacak ve sadece bu bilimsel araştırma kapsamında kullanılacaktır. Bu formu imzaladıktan sonra öğrencimiz katılımcılıktan ayrılma hakkına sahiptir. Araştırmanın sonuçları talep edildiği takdirde okul ve siz velilerle paylaşılacaktır.

Çocuğunuzun bu çalışmaya katılımını onaylayarak İngilizce dilinin öğretimi alanında etkileyici olan faktörlerin belirlenmesinde önemli bir katkıda bulunmuş olacaksınız. Araştırmaya dair sorularınızı aşağıda belirttiğim telefon numarasını ve e-posta adresini kullanarak bana yöneltebilirsiniz.

Saygılarımla,

İngilizce Öğretmeni: Ayşe Aylin POLAT

Tel: 0554 693 3772

e-posta: ayseaylinpolat@gmail.com

Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun gelenin altına imzanızı atarak belirtiniz ve bu formu çocuğunuzla okula geri gönderiniz.

A) Bu arařtırmaya tamamen gönüllü olarak çocuęum .....’nın da katılımcı olmasına izin veriyorum  izin vermiyorum

B) Çocuęumun çalışmayı istedięi zaman yarıda kesip bırakabileceęimi biliyorum ve verdięi bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.  Kabul etmiyorum

Baba Adı-Soyadı..... Anne Adı-Soyadı.....

İmza ..... İmza .....





## Appendix IV. The pre-test and the post-test

### I. Underline the doer of the action of the following sentences.

1. Mike helped Mary with her homework by solving the problems.
2. A woman was stopped by a policeman on the street.
3. The police caught the robbers after ten hours.
4. A test will be taken by students at the end of the year.

### II. Underline the recipient of the action of the following sentences.

1. The boy caught his dog by the window.
2. The teacher was told by his students about their families.
3. The houses can be damaged by the earthquake.
4. Barney gave a great present to Robin for Mothers' Day.
5. İstanbul is visited by many people every year.

### III. Choose a correct answer that responds to the following dialogues appropriately.

1. Who cleans the room? ( )  
 A. The room cleans by Bob.  
 B. The room is cleaned by Bob.
  
2. What did the villager discover?  
 A. The villager discovered a head of a statue.  
 B. The villager was discovered a head of a statue.
  
3. How long will the journey take?  
 A. The journey will take about a week.  
 B. The journey will be taken about a week.

### IV. Choose a sentence that fits the contexts provided.

1. A cow is hungry and wants to eat an apple in the tree. Then, \_\_\_\_\_. And the apple falls to the ground.  
 a) The cow hits the apple.                      b) The cow is hit by the apple.
  
2. A cat hurts a dog. The dog is mad. Then \_\_\_\_\_. The cat says, 'That hurts!'  
 a) The cat bites the dog.                      b) The cat is bitten by the dog
  
3. It was Rachel's birthday. There was a great party for Rachel and Ross was invited for the party. \_\_\_\_\_. She got really excited when she opened the gift.  
 a) She gave a great necklace by Ross.      b) She was given a great necklace by Ross.
  
4. Leonardo Di Caprio is a talented actor. His movies have been watched by millions of people across the world. In 2016, \_\_\_\_\_. He made a great speech in the ceremony.  
 a) He awarded Oscar prize for his movie *The Revenant*.

b) He was awarded Oscar prize for his movie *The Revenant*.

**V. Translate the following English sentences into Turkish.**

1. The guided city tour is organized by our professional company.
2. Casey gave a gift to a teacher, but the gift was broken.
3. The castle can be seen from 15 miles away.
4. The travelers usually share their opinions on this website.
5. The museum has been visited by millions of tourists since it was opened in 1945.

**VI. Based on the contexts, fill in blanks with the verbs provided in an appropriate voice.**

1. A monkey climbs up onto a tree and sees a bird's nest. The monkey wants to get the nest. The bird is mad. Then, the bird \_\_\_\_\_ (bite) the monkey. And the monkey has to run away.
2. A cat steps on a dog's tail unintentionally. The dog feels pain and is mad. Then, the cat \_\_\_\_\_ (kick) by the dog. The cat says, 'That hurts!'
3. Şirince is a beautiful village. It \_\_\_\_\_ (surround) by olive and peach gardens. It's only 8 miles away from Selçuk, İzmir. Only about 700 people \_\_\_\_\_ (live) in this small village but it \_\_\_\_\_ (visit) by thousands of tourists especially at the weekends. In the past, the name of the village was Çirkince –*an ugly place*- but it \_\_\_\_\_ (change) to Şirince –*a charming place*- in 1926 by the governor of İzmir. If you're looking for an extraordinary spot, you can \_\_\_\_\_ (visit) Nesin Mathematics Village. It is only 1 km away from Şirince. It's a peaceful and fascinating place. Hundreds of students \_\_\_\_\_ (accommodate) for all levels of mathematical activities in summers.

## Appendix V. Samples from the reconstructed texts of the Dictogloss Task Groups

### 1. An example from the First Dictogloss Task

#### a. Individual Dictogloss Task Group

“Last year I visited Göbekli Tepe in Şanlıurfa. Gbeklitepe find by a shepherd. Göbeklitepe has got animal figür and extra ordinary sembol.”

#### b. Collaborative Dictogloss Task Group

“Last year I visited Göbekli Tepe. This extraordinary was discovered by a shepherd. The simples and animal figures show that is use to be temple.”

### 2. An example from the Second Dictogloss Task

#### a. Individual Dictogloss Task Group

“Capadocia is one of the unit place. The interesting lentscape volcanic erosion. ... seen underground city and fairy chimneys.”

#### b. Collaborative Dictogloss Task Group

“Capadocia is one of the unite places. I have ever been to. The interesting landscape was formed by volcanic erosion. It was a fascinating experience to see the underground cities. And the fairy chimnes. The fairy chimnes was formed by win.”

### 3. An example from the Third Dictogloss Task

#### a. Individual Dictogloss Task Group

“Welcome to do fantastic tour of Ephesus first we will see the temple of ... it was build in anir of Had... Roman next we will see public larines I win the ... public toilets. They were build all together in one room in the ... for a chat with friends.”

#### b. Collaborative Dictogloss Task Group

“Welcome to the fantastic tour of Ephesus. First we’ll see the temple of Hedrian. It was for an honour of the Roman imparor Hadrian. Now, we will see the public latrance. I mean the ancient public toilets. It was build roman style. All the together In one room side by side for a chat with friends.”

### 4. An example from the Fourth Dictogloss Task

#### a. Individual Dictogloss Task Group

“According to the mith. An apprione had a very beautiful daughter. One they fortune tellers told him that his daughter would be killed by a poisonous snake at the age of eighteen. So he disnighed to put hours in a hair. It was built on a small

ayned. However, her teid was sell. The prases was killed by a snake coming from a basket of delicious fruit on her eighteen birthday.”

b. **Collaborative Dictogloss Task Group**

“An emperor had a very beautiful daughter. One day fortune tellers talk him that his daughter will be killed by a poisonous sneak at the age of 18. So he decided to put her in a tower it was built on a small island. However her fate was seal. The prenses was killed by a sneak coming from a basket delicious food on her 18<sup>th</sup> birthday.”



**VITAE**

Ayşe Aylin POLAT

Department of English Language Teaching

Master's Thesis

## Personal Information

Place of birth: Gaziantep

Date of birth: 28.07.1993

Gender: Female

## Education

|             |  |
|-------------|--|
| 2016 - 2019 | <b>M.A.</b> Gaziantep University, Department of Foreign Languages Education, Gaziantep, Turkey |
| 2011 – 2015 | <b>B.A.</b> Boğaziçi University, Department of Foreign Languages Education, İstanbul, Turkey   |

## Work Experience

|                |   |
|----------------|---|
| 2018 - ..... : | Abdulkadir Konukoğlu Science High School, Gaziantep, Turkey |
| 2015 – 2018 :  | Akkent Anatolian High School, Gaziantep, Turkey             |