



The Effect of the Task-Based Approach on EFL University Students' Achievement in Grammar

By

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ABSTRACT

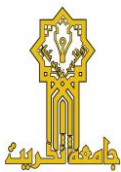
The present research aims at investigating the effect of the Task-Based Approach on the achievement of third-year students of English in grammar especially the passive voice. In order to achieve the aims of the research, a number of hypotheses were posed.

The population of the study consists of the third grade students of the Department of English (College of Education for Human Sciences/University of Tikrit) during the academic year 2014-2015. The sample of this study consisted of 80 students distributed into two equal groups, i. e. experimental and control group. Each consisted at 20 mal and 20 female students. The experimental group was taught the passive voice by using the TBA, while the control group was taught by using the traditional methods . After achievement co-equivalence between them , an achievement test has been applied on the two groups. Results show the superiority of the experimental group over the control group and the males group over the females group in its achievement in English grammar.

أثر الاسلوب "المبني على المهام" في تحصيل طلبة اللغة الانكليزية الجامعيين
في القواعد
ملخص البحث

يهدف البحث الحالي الى معرفة اثر الاسلوب المبني على المهام في تحصيل طلبة اللغة الانكليزية الجامعيين في القواعد وخصوصا المبني للمجهول.

تألف مجتمع البحث من طلاب المرحلة الثالثة في قسم اللغة الانكليزية كلية التربية للعلوم الانسانية /جامعة تكريت) للعام الدراسي 2014-2015. اشتملت عينة البحث 80 طالب وتم توزيعهم على مجموعتين متساويتين (مجموعة



تجريبية ومجموعة ضابطه). كل مجموعة تضمنت 20 طالب (ذكر) و20 طالب (انثى). تم تدريس المجموعة التجريبية وفقا للمنهج المستند للمهام ، بينما تم تدريس المجموعة الضابطة وفقا للطريقة التقليدية لمدة عشرة اسابيع. وبعد التكافؤ بين المجموعتين قام الباحث بأعداد اختبار تحصيلي وبعد تطبيق التجربة تم تطبيق الاختبار على المجموعتين التجريبية والضابطة وعند تحليل النتائج باستخدام الاختبار التائي اظهرت النتائج تفوق المجموعة التجريبية على الضابطة وكذلك تفوق الذكور على الاناث في التحصيل في قواعد اللغة الانكليزية.

Section One : Introduction

1.1 Statement of the Problem

Language is a means by which human beings communicate with each other. Language learning is a hard work. Effort is required at every moment and must be maintained over a long period of time (Andrew, 1984: 6).

The need for communication is the most important motive that encourages people to learn a foreign language. It puts them under pressure to learn effectively. Purpura (2004:4) states that nowadays, most language teachers want their students to learn the language for some communicative purposes. Grammar should be viewed as an indispensable resource for effective communication and not as an object of study in itself. Therefore, we need to achieve a better fit between grammar and communication. This require looking at grammar from a new perspective which is different from the traditional one. That is to say, grammar should not be considered as a set of meaningless and decontextualized structures which should be explained by teachers and memorized by learners. Instead the relationship between the grammar forms we use and the meaning we want to express should be the essence of our concern. Following the traditional way of teaching grammar prevents learners from seeing the systematic relationship between “form”, “meaning”, and “use”. In this respect, Shehadeh(2005:14) mentions that except for highly gifted and motivated learners, most of the learners who are working within a



structure-based approach fail to attain a useable level of fluency in the foreign language even after years of instruction. De Carrico and Larsen-Freeman(2002:4) view grammar from a communicative perspective by indicating that grammar is not merely a collection of forms, but it rather involves morphosyntax, semantics and pragmatics, i.e. form, meaning, and use. They stress the importance of the learners' achievement of form accuracy, but they also need to use the structures meaningfully and appropriately.

On this basis of this view, the present study is conducted so as to check whether it is possible to teach certain grammatical structures, like passive voice, through the use of communicative tasks.

1.2 Value of the study

The value of the current study could be stated as follows:

1. It hoped to be useful for teachers of grammar as it expands their knowledge about the use of Task-Based Approach (henceforth TBA) in teaching grammar ;using tasks to teach grammar gives them the chance to help learners bring their grammar into action through meaningful negotiation.
2. It is hoped that the findings of this study will encourage teachers of grammar to use TBA as it enables them to improve learners' fluency and accuracy.
3. It may hopefully be useful for university students in general and students of English in particular as it presents a new way of learning grammar which provides them with the needed opportunities to learn how to use the grammatical structures when they communicate.



4. It is hoped to attract the attention of curriculum designers to the importance of the TBA in teaching grammar as it excels the structure-based approaches in helping learners to apply what they learned in class to the challenge of communicating in real-life situations

1.3 Aims of the Study

This study aims at:

1. Investigating experimentally the effect of using the TBA on the achievement of the English as a foreign language students in English passive voice.
2. Finding out whether there are any significant differences between the achievement of male and female achievement in English passive voice.

1.4 Hypotheses of the Study

The aims of this study are supposed to be achieved through verifying the following hypotheses:

1. There is no significant difference between the achievement of the experimental group and that of the control group in English passive voice.
2. There is no significant difference between the achievement of male students and that of the female students in English passive voice.

1.5 Limits of the Study

This study is limited to male and female EFL third-year students at the College of Education for Human



Sciences, University of Tikrit who are studying the students' textbook "A University Grammar of English", during the academic year 2014-2015.

1.6 Definitions of Basic Terms

1. Effect

- It is the "treatment or the effect of an experimental factor under controlled condition on the control variable" (Good, 1973:195).
- It refers to "a change that is caused in a person or thing by another person or thing" (Collins, 1987: 451).
- The effect of the use of language means the treatment of the meaning of the test in practice (Fulcher, 2010:277)
- The operational definition

Effect means the positive change of results that students can make in grammar, after they have been subjected to specific circumstances which is "Task- Based Approach".

2. Task-Based Approach

- An approach based on the use of the tasks as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2001:223).
- An approach of language learning that involves doing a familiar task by using the target language (Buyukkarci, 2009:314).
- The operational definition

It refers to the activities and tasks used by the researcher for teaching English grammar to university students.

3. Achievement



- Knowledge attained or skills developed in the school subjects, usually designed by test scores or by marks assigned by teachers or by both(Good, 1973:7).
- It means something done successfully with efforts and skill (Oxford, 1990:8).
- The mastery of what has been learnt, what has been taught or what is in the syllabus, textbook, materials, etc (Davies, 1992:2).
- The operational definition

It refers to the knowledge mastered by the intended students in English grammar after being involved into meaningful communicative tasks.

4. Grammar

- It refers to” the phrases and sentences that are structurally analyzed” (Yule, 1989:243).
- It is the “description of linguistic systems; rules that account for linguistic performance” (Brown, 2001 :382).
- It is the “description of language structure and the way in which words or phrases are joined together to form sentences in language .”The meaning and functions these sentences have in the overall system of language are taken into account “ (Richards and Schmidt, 2010:251-252).
- The operational definition

English grammar includes the structure of words, phrases, clauses, and sentences.

Section Two: Theoretical Background



The study of grammar has long had an important role in the history of second and foreign language teaching. Learning another language meant knowing the grammatical structures of that language and citing prescriptions of its use. Studying grammar was not just an essential feature of language learning, but sufficient to acquire another language (Purpura, 2004: 1). However, Takashima and Sugiura (2006:59) state that in the last few decades, language teaching methods witnessed a great shift from the traditional grammar-oriented methods to more communicative-oriented methods. This shift can be attributed to the fact that the findings of theoretical and empirical research stress the importance of incorporating communicative perspectives into language teaching.

2.1 Task- Based Approach

Task-based language teaching (henceforth TBLT) is an approach which proposes the use of tasks as a central component in the language classroom as it provides a better context for activating learner acquisition processes and promoting second language learning (Shehadeh, 2005:16).

Larsen-Freeman and Anderson (2011:155) indicate that TBA aims at providing learners with natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work-to-understand each other and to express their own meanings. Lin (2009:6) states that TBA has attracted more attention in the field of foreign language teaching. Since the 1980s, it has been a learner-centred approach, which considers language as a communicative tool. It aims at providing learners with opportunities to learn language through learning activities which engage them in an



authentic, practical and functional use of language for meaningful purposes. Concerning the role of tasks in language learning, Richards and Rodgers(2001: 223) mention that engaging learners in task work provides a better context for the activation of learning processes than form-focused activities and ultimately provides better opportunities for language learning to take place.

2.2 Principles of Task-Based Language Teaching

Task-based language is considered as a logical development of communicative language teaching. It draws on several principles that form part of communicative language teaching movement from the 1980s like the importance of real communication for language learning and the role of meaningful language in supporting the learning process.

Nunan (2004:1) and Larsen Freeman and Anderson(2011:154-155) outline the principles of TBLT, as follows:

1. a need-based approach to content selection.
2. an emphasis on learning to communicate through interaction in the target language.
3. introducing authentic texts into the learning situation.
4. providing opportunities for learning, focusing not only on language but also on the learning process itself.
5. enhancing the learners' own personal experience as an important element contributing to classroom learning.
6. linking classroom language learning with language use outside the classroom.
7. classroom activities have a noticeable purpose and a clear outcome in which learners work to provide the language necessary to complete the task.



8. the teacher subconsciously uses whatever language necessary to make the students comprehend the current step, which is a natural strategy that proficient speakers use when interacting with less proficient speakers inside or outside the classroom.
9. the teacher supplies the students with the correct target form of what they say.
10. students receive feedback on their level of success in completing the task, which engages the students in authentic language and provides opportunities to develop their comprehension and speaking skills.
11. students have input into the design and the way they carry out the task, which gives them more opportunity for authentic meaningful interaction.
12. a public presentation encourages students to work on accuracy and organization, as well as meaning.

2.3 Techniques of Task-Based Language Teaching

Prabhu (1987 cited in Larsen- Freeman and Anderson, 2011: 158-159) identified three types of tasks, all of which were represented in the lesson we have just observed:

1. Information-gap Task

An information-gap activity in TBLT involves the exchange of information among participants in order to complete a task. In the TBLT lesson, students had to exchange information within their groups in order to complete the schedule.

2. Opinion-gap Task

An opinion –gap task requires that students express their personal preferences, feelings, or attitudes in order to complete the task. For instance, students might be given a social problem, such as high unemployment, and be asked to come up with a series of possible solutions.



3. Reasoning-gap Task

A reasoning-gap activity requires that students derive some new information by inferring it from information they have already been given, for example, students might be given a railroad schedule and asked to work out the best route to get from one particular city to another, or they might be asked to solve a riddle.

According to Ellis (2009 cited in Larsen-Freeman and Anderson , 2011:159), TBLT tasks can be unfocused or focused:

1. Unfocused Tasks

They are tasks designed to provide learners with opportunities for communicating generally.

2. Focused Tasks

They are tasks designed to provide opportunities for communicating using some specific linguistic items, typically a grammar structure.

2.4 Features of Task-Based Language Teaching

Brown (2001:242) indicates that although we can find a number of interpretations in the literature on what exactly a task is, all of them emphasize the centrality of the task itself in a language course and the importance of organizing a course around the communicative tasks that learners need to engage in outside the classroom.

The most common properties of pedagogical task are that it:

1. poses some kind of challenge, relevant to the learners for whom it is intended , which needs to be met through the use and/or processing of the target language and which gives a purpose for engaging in that language use/processing,



2. engages aspects of language use and language processing with the overall purpose of promoting language development,
3. has some kinds of outcome/ goal/ objective as an end point,
4. has some kinds of information/ data/ content material as a starting point, and
5. requires some kinds of action to be taken on the initial data via a process of thought/ transformation/ manipulation as a meant of reaching those outcomes.

2.5 The Roles of Learners and Teachers in TBLT

Richards and Rodgers(2001: 235-236) identify the possible roles of learner and teacher in TBA as follows:

2.5.1 Learners Role

1. Group participant: The students complete many tasks in pairs or small groups. Pair or group work may require some adaptation for those who are more accustomed to whole-class activities and/or individual work.
2. Monitor: In TBA, tasks are used as a means of making the learning easier. Classroom activities should be planned in order that students have the chance to observe how language is used in communication.
3. Risk-taker and innovator: Many tasks will require learner to create and interpret messages for which they lack full linguistic resources and prior experience. In fact this said to be the point of such tasks.



2.5.2 Teacher Roles

1. Selector and sequencer of tasks: The teacher has an effective role in selecting and creating tasks and then shaping these tasks in keeping with learners' needs, interests, and language skill levels.
2. Preparing learners for tasks: Some training for pre-task is important for learners. These training activities may contain topic introduction, describing task instructions, helping students learn or recall useful words and phrases to make the task completion easy, and providing partial display of the task process.
3. Consciousness-raising. The teacher uses a mixture of form-focusing techniques, which include attention-focusing pre-task activities, studying the given text, guided exposure to parallel task, and use of highlight materials.

2.6 Place of Grammar in TBA

It is worth mentioning that the place of grammar instruction within TBLT is a controversial issue. Nunan (2004:93) points out that some theorists adopt a strong interpretation, saying that communicative interaction using the language is sufficient for language acquisition and that a focus on form is unnecessary. On this basis, Shehadeh (2005:16) indicates that at the beginning, TBLT emphasized fluency in communication at the expense of other language aspects like accuracy. It was thought that the ability to use second language would develop automatically. Then , it was



found out that students must be encouraged to focus on various points of grammar to achieve a good level of accuracy. Long and Norris (2000, cited in Branden, 2006 :9) consider focusing on form in TBLT one of the key features of this approach. They state that Task-based language teaching is an attempt to harness the benefits of a focus on meaning via adoption of an analytic syllabus, while simultaneously, through use of focus on form, to deal with its known shortcomings where grammatical accuracy is considered.

Another issue in TBLT is represented by the requirement of a particular grammatical structure in order to complete a task successfully, or whether it is possible to complete it successfully by using whatever linguistic means available (Nunan, 2004:93).

According to Lochsky and Bley-Vorman (1993: 140), task-essentialness requires a high degree of control by the task designer and his control is usually easier to achieve in comprehension tasks than in production tasks, i.e. while there may be many structures available for a learner to communicate a piece of information in production tasks, in comprehension tasks, a specific form can be targeted and used. In comprehension tasks, designers enjoy a greater degree of control over the input, context, goals and activities of the task, so the learners' structural accuracy can much more easily be made essential to communicative success in this type of tasks. On the other hand, Willis and Willis (2001: 173-174) reject the notion of focused tasks as they think that one feature of task-based learning is that learners are free to use any form they can to achieve the outcomes, i.e. language forms are not prescribed in advance.



Section Three: Procedures

3.1 The Experimental Design

Selecting an appropriate design for a research work is one of the most important decisions that researcher should make(Van Delan, 1979:232).

Experimental design is the blueprint of the procedure that enables the researchers to test the hypotheses by reaching valid conclusion about relationships between independent and dependent variables(Best, 1981: 68). The researcher adopted the experimental design known as co-equivalent group, due to its appropriateness for the aims of the research.

In the current research, the experimental group was taught grammar(passive voice) by TBA and the control group was taught according to the traditional method, i. e. the structural method as shown in table(1).

Table (1)

The Experimental Design

Group	Independent Variable	Dependent Variable
Experimental	Task-Based Approach	Achievement test in
Control	The Traditional Method	English Passive Voice

3.2 Population and Sample of the Study

Population comprises all the subjects under study(Bluman, 2007: 797). The population of the present study included all the third-year students in the Department of English (College of Education fir Human Sciences/ University of Tikrit) for second term of the academic year



2014-2015. The total number of students was 84 (44 females and 40 males). The researcher excluded four females, and after excluding those females the number of students becomes 80 which considered as a sample of this study. The sample divided into two groups, the experimental and control group, both of them consisted of 40 student, each group contains 20 male and 20 female students, as shown in table (2)

Table(2)
The Sample of the Study

Group	Male	Female	Total
Experimental	20	20	40
Control	20	20	40
Total	40	40	80

3.3 Equivalence of the Groups

After choosing the sample of two groups and before implementing the experiment, the researcher made an equivalence depending upon certain information provided by the students or taken from other resources. This included:

1. Students' Age

The researcher used T-test for two independent samples to find out the differences between the groups in the variable of age measured by months at the beginning of the academic year 2015. No statistically significant difference was found at (0.05) level of significance where the computed t-value was (0.950) which was less than the tabulated t-value which was (1.98) with (78) degree of freedom as shown in table (3)



Table (3)
T-test Results of Students' Age

Group	No.	Mean	S.D	T-Value		Significant level at 0.05
				Computed	Tabulated	
Experimental	40	257.215	15.255	0.950	1.98	No Significant Difference
Control	40	255.175	11.315			

2. Students' Grades in English Grammar The researcher obtained the first course grades for each student in two groups. The results of the T-test for the two independent samples indicate that there is no statistically significant difference between the two groups, since the computed t-value (0.611) was lower than the tabulated value (1.98) at 0.05, the level of significance under (78) the degree of freedom as shown in table (4)

Table (4)
T-test Results of Students' Grades in English Grammar
(Passive Voice)

Group	No.	Mean	S.D	T-Value		Significant level at 0.05
				Computed	Tabulated	
Experimental	40	68.250	13.970	0.611	1.98	No Significant Difference
Control	40	65.511	21.775			

3. Parents' Educational Background:

a. Fathers' Educational Background



The researcher used T-test for two independent samples to measure the level of fathers' background between two groups. No statistically significant difference was found between two groups, since the computed t-value was (0.950) which was lower than the tabulated t-value which was (1.98) under (78) degree of freedom as shown in table (5)

Table (5)
T-test Results of Fathers' Educational Background

Group	No.	Mean	S.D	T-Value		Significant level at 0.05
				Computed	Tabulated	
Experimental	40	11.955	3.950	0.950	1.98	No Significant Difference
Control	40	13.110	3.555			

b. Mothers' Educational Background

The researcher used T-test for two independent samples to measure the level of mothers' background between two groups. No statistically significant difference was found between two groups at (0.05) level of significant where the computed t-value was (1.855) which was less than the tabulated t-value which was (1.98) under (78) degree of freedom, as shown in table(6)

Table (6)
T-test Results of Mothers' Educational Background

Group	No.	Mean	S.D	T-Value		Significant level at 0.05
				Computed	Tabulated	
Experimental	40	11.750	3.950	1.855	1.98	No



Control	40	9.790	4.053			Significant Difference
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3.4 Lesson Planning

“Lesson plan help the English Language teachers think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a record of what has been taught”(Richards, 1998: 103). To achieve the aims of the study the researcher prepared a lesson plan for teaching pupils according to two methods of teaching i.e. TBA for the experimental group and traditional method (without using the TBA) for the control group. The two plans were presented to a group of experts specialized in education and methodology. The experts accepted the plans and put forward some notes that have been considered by the researcher.

3.5 Instrument of the Study

The researcher has constructed an achievement test in passive voice. The test consists of three questions. The first is a multiple-choice question , which is used to measure the students’ ability to recognize the correct grammatical structures of the passive voice which they learned during the experiment period. The second question is a transformation question which is used to find out the students’ ability to construct correct passive and active sentences. The last question is a completion one which requires the students to complete the sentences by inserting the correct form of the verbs provided’ The most important point here is to assess the students’ ability to recognize and use the English passive and active voice structures they have previously learned (See Appendix 1)



3.6 Validity and Reliability of the Test

Validity is the degree to which the test actually measures what is intended to measure (Brown,1981:212). In the present study, the researcher has used face validity. Hence, the final form of the test of this research was given to a group of experts to check its face validity. The experts approved the items of the test and put forward some suggestions to improve them. Then, the reliability of the constructed test have statistically been obtained. After conducting the test, a scoring scheme was made by giving one score for correct answer and zero for the wrong answer. The researcher then accounts the total grade of each pupil through collecting the grades of each correct answer.

Section Four

Analysis of Data, Discussion of the Results, Conclusion and Recommendations

4.1. Analysis of Data and Discussion of the Results

To verify the hypotheses of the research, the researcher calculated the means scores, and standard derivation for both groups in their achievement in English grammar and applied T-test for two independent samples.

1. Testing the First Hypothesis

As shown in table (7), it is clear that the calculated t-value is (7.516) which is higher than the tabulated t-value which reads (1.98) at (0.05) level of significance and under



(78) degree of freedom. This means that there is a statistically significant difference between the two groups and in favour of the experimental group due to the independent variable TBA. Therefore, the first hypothesis is rejected. This proves the contribution of the TBA to the progress achieved by the EG students in comparison to the control group students.

Table (7)
T-test Results of Two Groups in
Achievement Test

Group	No.	Mean	S.D	T-Value		Significant level at 0.05
				Computed	Tabulated	
Experimental	40	9.600	2.296	7.516	1.98	A statistically Significant Difference in favour of EG
Control	40	5.575	2.489			

2. Testing the Two Hypothesis

It is clear from table (8) that the calculated t-value is (2.100) which is more than the tabulated t-value which reads (2.00) at (0.05) level of significance under (38) degree of freedom. This means that there is a statistically significant difference between the means of two groups (males and females) in favour of the males group. Thus, the second hypothesis is rejected.



Table (8)
T-test Results of Male and Female Group in
Experimental Group

Group	N o.	Mean	S.D	T-Value		Significant level at 0.05
				Comput ed	Tabulat ed	
Experi mental	20	10.3 00	2.53 6	2.100	2.00	A statistically Significant Difference in favour of Males Group
Contr ol	20	5.89 0	1.83 2			

4.2 Conclusions:

In the light of the results obtained, the following conclusions can be drawn:

1. The experimental group performed significantly better in the passive voice achievement test than the control group due to the application of the TBA in teaching the subject.
2. The experimental group students found the experience interesting and educationally beneficial since they were given the chance to communicate and to bring the rules into action through carefully-designed tasks which developed their communicative competence and grammatical knowledge.
3. Using daily-life situations and authentic materials had a great effect on the experimental group participants, since



such materials usually break the routine of using boring exercises which concentrate on language form only.

4. The males' achievement improved more than the females when classroom practice was organized in case of TBA.

4.3 Recommendations:

On the basis of the findings, a number of recommendations may be given:

1. As a result of the findings that show a remarkable progress in the students' achievement in grammar, teachers are recommended to apply the principles and procedures of the TBA in the classroom.
2. So as to help students to use English in real-life communication, teachers need to emphasize the importance of communicative teaching of grammar which integrates meaning and use with form. This encourages students to interact and this will develop their communicative competence.
3. Teachers have to choose authentic topics of tasks that suit the students' level of proficiency and arouse their interest.
4. The teacher should encourage his/her students to express themselves freely by creating a friendly atmosphere in the classroom in order to reduce the effect of some problems of the students such as shying.
5. Syllabus designers need to revise their syllabi according to the principles of the TBA. Moreover, they should take into consideration the students' needs and interests when preparing grammar tasks.



Appendix 1

To the Jury Members

Dear Sir/Madam.

The researcher intends to conduct an experimental research entitled “ The Effect of the Task- Based Approach on EFL University Student’s Achievement in Grammar”. To achieve the requirements of the research , an achievement test to measure 3rd students’ achievement in English passive voice prepared to both the experimental and the control group at the end of the experiment . The test is divided into two parts : recognition and production. The recognition part consists of one question, with five “multiple choice“ items, and the production part consists of “transformation” and “completion question”. As a specialist in the field of Linguistics or ELT Methodology, you are kindly requested to check the items of the test to see whether they are suitable to the level of the involved students. Your comments or modifications will be highly appreciated.

Thank you in advance for your assistance and cooperation.

The Researcher

Q.1 Tick the right passive form in each of the following:

1. They postponed all matches because of hooliganism.
A. All matches had been postponed because of hooliganism.



- B. All matches have been postponed because of hooliganism.
C. All matches were postponed because of hooliganism.
D. All matches are postponed because of hooliganism.

2. Somebody was hearing our conversation.

- A. Our conversation was heard.
B. Our conversation will be heard.
C. Our conversation is heard.
D. Our conversation was being heard.

3. They have changed the place of the conference.

- A. The place of conference has been changed.
B. The place of conference was changed.
C. The place of conference will be changed.
D. The place of conference is changed.

4. We can pass this exam.

- A. This exam is passed.
B. This exam has been passed.
C. This exam can be passed.
D. This exam was passed.

5. Someone had attacked and robbed me in the street.

- A. I had been attacked and robbed in the street.
B. I am attacked and robbed in the street.
C. I was attacked and robbed in the street.
D. I will be attacked and robbed in the street.

Q.2 If the sentence is passive, change it into active, and vice versa.

1. The hothead driver killed three children .



2. The picnic had to be postponed because of rain.
3. The bill includes service.
4. He is seen by someone.
5. Aids should be arrived to the displaced.

Q.3 Complete each sentence with the correct form of the verb chosen from the following list.

See, change, curry, accuse, make, wake

1. The bird at sky was very high and couldn't -----from far away.
2. I told the hotel receptionist that I wanted -----up at 7 am.
3. The injured player could not walk and had to -----.
4. I was ----- of stealing money.
5. The date of the meeting has -----.

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