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THE EFFECTS OF TASK-BASED LANGUAGE LEARNING ON GRAMMATICAL AND LEXICAL ACHIEVEMENTS AMONG STUDENT TEACHERS

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ANWAR BIN ZAKARIA

UNIVERSITI PENDIDIKAN SULTAN IDRIS

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DISSERTATION SUBMITTED IN FULFILMENT OF THE DEGREE OF MASTER OF EDUCATION (TESL)

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DECLARATION

I hereby declare that the work in this dissertation is my own except for quotations and summaries which have been duly acknowledged.

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ABSTRACT

The purpose of the study was to investigate the effects of task-based language learning (TBLL) on the grammatical and lexical achievements among student teachers. A series of TBLL lessons were used as the treatment while a series of presentation-practice-production (PPP) lessons were used as the control. The TBLL lessons were conducted using two different types of collaborative tasks namely, the dictogloss task and jigsaw task. The research employs a quasi-experimental with a three-group pre-test post-test design. The samples of the study consist of 63 student teachers from one of the Malaysian teacher education institutes or *Institut Pendidikan Guru Malaysia (IPGM)*. They comprise of two treatment groups and one controlled groups. The instruments of the study consist of pre-test, post-test, questionnaires and interview questions. The data were analysed using descriptive statistics and a one-way ANOVA test in the statistical software for social sciences (SPSS) version 17. Interviews were analysed qualitatively. The findings revealed that both of the treatments groups had achieved significantly higher scores in the grammatical- and lexical-achievements mean scores as compared to the controlled group. In terms of the comparison between the groups exposed to the dictogloss tasks and the jigsaw tasks, the results have shown that descriptively the group exposed to the dictogloss tasks achieved higher grammatical-achievements mean score as compared to the group exposed to the jigsaw tasks. Meanwhile, the group exposed to the jigsaw tasks achieved higher lexical-achievements mean score as compared to the group exposed to dictogloss tasks. In addition, the participants were strongly satisfied with the TBLL lessons in terms of learning grammar, learning lexis and the overall activities in the lessons. The research concluded that the TBLL lessons using collaborative tasks, dictogloss and jigsaw were able to enhance the student teachers' grammatical and lexical achievements relatively to the PPP lessons. In terms of the comparison between the dictogloss task and jigsaw task, the dictogloss task was able to enhance the student teachers' grammatical achievements higher than the jigsaw task. Meanwhile, the jigsaw task was able to enhance the student teachers' lexis higher than the dictogloss task. Furthermore, the majority of the participants have positive perceptions towards the use of TBLL lessons. The research implicates that teacher educators as well as other English as second language (ESL) teaching practitioners should implement the TBLL approach in their context as it has a lot of potential for improving students' English language achievements.

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ABSTRAK

Kajian ini bertujuan untuk mengkaji kesan-kesan pembelajaran secara tugasan atau *task-based language learning (TBLL)* terhadap pencapaian tatabahasa dan kosakata bahasa Inggeris dalam kalangan guru-guru pelatih. Beberapa siri pembelajaran secara tugasan telah digunakan sebagai intervensi, manakala beberapa siri pembelajaran secara tradisional atau *presentation-practice-production (PPP)* telah digunakan sebagai kawalan. Pembelajaran secara tugasan telah dijalankan melalui dua jenis tugasan secara kolaborasi iaitu *dictogloss* dan *jigsaw*. Kajian ini menggunakan rekabentuk eksperimental-kuasi melibatkan ujian pra dan pos untuk tiga kumpulan. Instrumen kajian terdiri daripada ujian pra, ujian pos, soal selidik dan temuduga. Data kajian ini telah dianalisa menggunakan statistik deskriptif dan ujian ANOVA sehala di dalam *statistical software for social sciences* (SPSS) versi 17. Data temuduga telah dianalisa secara kualitatif. Dapatan menunjukkan kedua-dua kumpulan rawatan telah mencapai keputusan yang tinggi secara signifikan dalam purata pencapaian tatabahasa dan purata pencapaian kosa kata berbanding kumpulan kawalan. Perbandingan diantara kumpulan yang didedahkan dengan tugasan *dictogloss* dan *jigsaw* pula menunjukkan bahawa secara deskriptif kumpulan yang telah didedahkan kepada tugasan *dictogloss* telah mencapai pencapaian yang tinggi dalam purata pencapaian ujian tatabahasa berbanding kumpulan yang didedahkan dengan tugasan *jigsaw*. Sebaliknya, kumpulan yang didedahkan kepada tugasan *jigsaw* telah mencapai pencapaian yang tinggi dalam purata pencapaian ujian kosa kata berbanding kumpulan yang didedahkan dengan tugasan *dictogloss*. Peserta kajian juga amat berpuas hati terhadap pembelajaran *TBLL* khususnya dalam pembelajaran tatabahasa dan pembelajaran kosa kata bahasa Inggeris. Kajian ini telah membuat kesimpulan bahawa kaedah pembelajaran secara tugasan melibatkan tugasan kolaboratif *dictogloss* dan *jigsaw* dapat meningkatkan tatabahasa dan kosa kata bahasa Inggeris guru pelatih berbanding kaedah tradisional *PPP*. Perbandingan di antara tugasan *dictogloss* dan *jigsaw* pula menunjukkan tugasan *dictogloss* mampu meningkatkan pencapaian tatabahasa guru-guru pelatih lebih tinggi berbanding tugasan *jigsaw*. Manakala, tugasan *jigsaw* mampu meningkatkan pencapaian kosakata guru pelatih lebih tinggi berbanding tugasan *dictogloss.* Majoriti peserta dalam kajian ini juga mempunyai persepsi yang positif terhadap pembelajaran *TBLL* dalam pembelajaran tatabahasa, pembelajaran kosa kata dan keseluruhan aktiviti dalam pembelajaran tersebut. Kajian ini memberikan implikasi bahawa para pendidik guru termasuklah guru-guru bahasa Inggeris sebagai bahasa kedua seharusnya melaksanakan kaedah pembelajaran *TBLL* dalam bilik darjah mereka kerana kaedah ini berpotensi tinggi untuk meningkatkan pencapaian bahasa Inggeris pelajar.

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LIST OF ABBREVIATIONS

ANOVA	:	Analysis Of Variance.
CDC	:	Curriculum Development Centre
EFL	:	English As a Foreign Language
ELP	:	English Language Proficiency.
EPRD	:	Education Planning and Research Development Unit
ESL	:	English as A Second Language.
IPGM	:	Malaysia Teacher Education Institutes (*Institut Pendidikan Guru Malaysia)*
KPM	:	Ministry Of Education (*Kementerian Pelajaran Malaysia)*
L2	:	Second Language.
MSLQ	:	Motivated Strategies For Leaning Questionnaires
MUET	:	Malaysian University Examination Test
MyUniNet	:	The Malaysian Universities Libraries & National Library Network.
PPISMP	:	Preparation Program for Bachelor Degree in Teachership (*Program Persediaan Ijazah Sarjana Muda Perguruan*)
PPP	:	Presentation-Practice-Production

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SCTM	:	Socio-cultural Theory Of Mind.
SLA	:	Second Language Acquisition.
SPM	:	Certificate Of Malaysian Education *(Sijil Pelajaran Malaysia)*
SPSS	:	Statistical Software For Social Science.
SVA	:	Subject-Verb Agreement.
TBL	:	Task-based Learning.
TBLL	:	Task-based Language Learning.
TBLL-dictogloss	:	Task-based Language Learning Lessons Using Dictogloss task
TBLL-jigsaw	:	Task-based Language Learning Using Jigsaw Task
TBLT	:	Task-based Language Teaching.

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CHAPTER 1

INTRODUCTION

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1.0 Introduction

This chapter explains the background of the study, the statement of the problem, the significance of the study, the objectives of the research, the research questions, the research hypotheses and the operational definitions of the terms used.

1.1 Background Of The Study

According to Larsen Freeman (2000) a study on methods of teaching is invaluable in teacher education. This is because the knowledge of teaching is part of the knowledge

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base for teaching. In addition, according to Carless (2003), teachers are frequently required to implement new teaching method developed by external agents who may or may not be familiar with the teachers' viewpoints or the specific classroom context in which the method is to be implemented. Therefore, a study on method of teaching by taking into consideration teachers perspectives would allow for a deeper understanding on the method.

To date, the methodology of English language teaching has actually evolved throughout the years. Thus, various approaches and methods of English language teaching have been introduced so far. According to Clancy (2004), English language teaching has started with a teaching of grammar rules in late 1700s. It was followed by the incorporation of meaning which includes the communication activities in 1970s. In addition, Skehan (2003) has also mentioned that during the 1970s there were a considerable move by teachers and researchers within language teaching to embrace the communicative approach.

Following such moves, there was a proposal for the use of task-based language learning and teaching in 1980s. To date, the task-based language learning and teaching has gained a lot of attentions by teachers and researchers especially in the field of second language acquisition (SLA). According to Tavakoli and Foster (2008), an enormous growth of interest in task-based language learning and teaching can be seen in the rapidly expansion of authored books and edited collections on task-based language teaching (TBLT) such as Willis, (1996); Bygate, Skehan & Swain, (2001); Ellis, (2003); Nunan,

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(2004); Van den Branden, (2004); Willis & Willis, (2007). Such growth of interest can also be seen in the organization of biannual task-based language teaching (TBLT) conference in 2005, 2007 and 2009 dedicated to furthering studies specifically on task-based learning.

Another important attention on task-based language learning and teaching has been motivated by the second language acquisition (SLA) theory which suggests that language is best learnt through interaction. Through interaction learners engage in exchanging information to resolve linguistic problem faced by each other. This exchange of linguistic information or "the negotiation of meaning" forms the best input for second language (L2) learning (Long, 1981;1983).

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Basically, the task-based learning covers two aspects, language teaching and language learning. This study however focuses on the task-based language learning (TBLL) aspect. TBLL has several important characteristics. Among the characteristics are meaning-oriented, real-world relationship, interactive use of language, learner-centredness, learner-autonomy and collaborative learning (Willis, 1996; Ellis, 2003; Skehan, 2003; Nunan, 2004; Van Den Branden, 2004).

In Malaysia, task-based language learning and teaching has been accepted as the main strategy in the national English language syllabus and curriculum for primary and secondary schools (Zarina, 2005). In addition, a review of the English language national syllabus for primary and secondary school documents (KBSR and KBSM) has shown that

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various tasks have been suggested as the activities to achieve learning outcomes. Moreover, task-based language teaching has also been applied as the main strategy in the English language syllabus in Malaysian teacher education context. This is the context in which this study is primarily concerned on. Such application can be seen in an intensive use of tasks in the English language proficiency course in the teachership degree preparatory programme or *Program Persediaan Ijazah Sarjana Muda Perguruan (PPISMP)*. Table 1.1 below listed the tasks suggested in the PPISMP program at the Malaysian Teacher Education Institute or the *Institut Pendidikan Guru Malaysia (IPGM)* that form the focus of this study.

Table 1.1. The suggested tasks in English Language Proficiency (ELP) course in *Program Persediaan Ijazah Sarjana Muda Perguruan (PPISMP)*

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No.	Semester	Main Learning outcomes	Suggested Tasks
1	Semester 1	I. listen and infer meaning for a variety of purposes. II. Speak with correct pronunciation, enunciation, stress and intonation. III. Develop dictionary skills. IV. Improve learners' grammatical competence V. Build learners' repertoire of English words. VI. Write sentences to form coherent paragraphs.	• Dialogues • Short plays / Drama • Commentaries • Note-taking • Oral presentation • Giving instruction and advice • Spontaneous responses • Word/vocabulary games • Writing journals / logs / diaries / reports.
2	Semester 2	I. listen and infer meaning for a variety of purposes. II. Analyse and evaluate information. III. Express opinions and take part in discussions. IV. Improve learners' grammatical competence V. Acquire reading comprehension skills and critical reading skills. VI. Write sentences to form coherent paragraphs. VII. Write sentences to form coherent paragraphs. VIII. Write summaries	• Simulation • Interactive discussion • Phone conversation • Brainstorming • Commentaries • Text analysis • Make predictions • Make inferences / judgments / decisions. • Writing journals / logs / diaries / reports.

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3	Semester 3	I. listen and infer meaning for a variety of purposes II. Analyse and evaluate information III. Express opinions and take part in discussions IV. Improve grammatical competence V. Write summaries VI. Write sentences to form coherent paragraphs.	• Seminars • Forums • Talks • Interactive discussion • Role-play / simulation • Public speaking • Generalise ideas • Compare and contrast • Interest talks • Make inferences / judgments / decisions. • Writing journals / logs / diaries / reports.

Source: Kementerian Pelajaran Malaysia, (2006)

1.2 The Statement Of The Problem

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Students entering the tertiary level of education are expected to have high English language competence in order to perform in their daily academic activities (Malek, 2000; Naginder, Nor Hayati, and Muhammad Kamarul Kabilan, 2008; Siti Hamin and Mohd Mustafa, 2010). However, research have shown that majority of student teachers in teacher education institutes are still having problems with their English language particularly in the grammatical and lexical attainments. For example, according to Siti Hamin and Mohd Mustafa (2010), the majority of post-graduate student teachers commit errors in writing especially in the subject-verb-agreement (SVA). In addition, according to Tan (2005), feedback from lecturers of the Bachelor of Education in teaching English as a second language (TESL) in overseas link program have showed that some student teachers are quite weak in grammar especially in the SVA. Not only among student

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teachers in teacher education institutes, the grammatical problems have also been found one of the major problems among the majority of Malaysian universities students as found by Surina and Kamaruzaman (2009). Their findings have revealed that the majority of universities students were still having grammatical problems in their writing especially in the SVA despite of several years of learning.

In addition, low lexical attainments are also another major problem among Malaysian students at the tertiary level. This problem may affect their studies negatively. For example, research by Naginder, Nor Hayati and Muhammad Kamarul Kabilan (2008) among university students has revealed that low lexical attainment has been found as one of the major contributors to students' inability to cope with their academic courses. This finding was also supported by various studies conducted at other institutions of higher learning including secondary schools (Syed Aziz Baftim, 2005; Lourdunathan and Menon, 2005; Ramachandran and Abdul Rahim, 2004; Pillai, 2004; Abdullah, 2004; Malek, 2000). Similarly, these problems have also been found among student teachers in the Malaysian teacher education institutes.

Realising such situation, literature reviews have shown that the TBLL approach is effective in improving students' second language (L2) including the grammatical accuracy and language complexity (Skehan and Foster, 1997; Lynch and Maclean, 2000; Wang, 2008; Tavakoli and Foster, 2008; Ellis, 2009). However, there are lacks of evidences to show its effectiveness in the Malaysian teacher education context, the

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context where TBLL has actually been applied as one of the English as second language (ESL) teaching approach as shown in table 1.1.

In addition, a search through the MyUniNet portal (The Malaysian Universities Libraries & National Library Network) dated 6th August 2010 with the strings 'task-based language teaching' and 'task-based language learning' has yielded barely zero result (the MyUniNet portal consists of Malaysian theses and Malaysian repositories collection from all public universities and several private universities). Moreover, a search in the Asian Journal of English as a Foreign Language (Asian EFL Journal) website with the strings 'task-based language learning and teaching' has resulted 17 articles from March 2005 until March 2007, mostly were conducted in the Asian countries. However, none was conducted in the Malaysian context. Therefore, beside tackling the problems in the grammatical and lexical attainments among Malaysian students there is also a need to study the effectiveness of the TBLL among the local students in order to fill the vacuum in this area.

1.3 Rationale Of The Study

The rationale of the study is firstly to search for effective methods which can improve the grammatical and lexical achievements among the local students particularly the student teachers in the Malaysian teacher education institutes or *Institut Pendidikan Guru Malaysia (IPGM).* As mentioned earlier, the grammatical and lexical attainments have

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been found as one of the major problems among student teachers. If this is left without attention it may form a huge barrier for them to cope with their studies. This study is intended to overcome such problems.

Secondly, TBLL have been applied as one of the English language teaching and learning strategy in the Malaysian teacher education context, as revealed in table 1.1. However, as explained earlier there is lack of empirical evidences on its effectiveness. Thus, there is vital need to conduct research on the effectiveness of TBLL approach in order to identify its strengths as well as to further improve its implementation.

Thirdly, research on the TBLL approach among student teachers will also allow teacher educators to identify its strengths and constraints in the particular context. This is because according to Adams and Newton (2009), despite the emerging findings on the success implementation of the TBLL strategy in South East Asia countries it has several constraints which need to be properly addressed. The example of the constraints as mentioned in the research are examination orientation, large class sizes and mix proficiency classes.

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1.4 Objectives Of The Study

The objectives of the study are as follows:

1) To identify the effects of task-based language learning (TBLL) lessons using collaborative tasks, dictogloss and jigsaw in comparison with the presentation-practice-production (PPP) lessons on the grammatical achievements among student teachers.

2) To determine the differences between the effects of TBLL lessons using different types of collaborative tasks (dictogloss tasks and jigsaw) on the grammatical achievements among student teachers.

3) To ascertain the effects of TBLL lessons using collaborative tasks, dictogloss and jigsaw in comparison with PPP lessons on the lexical achievements among student teachers.

4) To find out the differences between the effects of TBLL lessons using different types of collaborative tasks (dictogloss tasks and jigsaw) on the lexical achievements among student teachers.

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5) To discover the perceptions of student teachers participated in this study on the TBLL lessons using collaborative tasks, dictogloss and jigsaw in terms of learning grammar, learning lexis and overall activities in the lessons.

1.5 Research Questions

1) What are the effects of TBLL lessons using collaborative tasks, dictogloss and jigsaw in comparison with the PPP lessons on the grammatical-achievements mean scores among student teachers?

2) Are there significant differences between the effects of TBLL lessons using different types of collaborative task such as dictogloss and jigsaw, on the grammatical-achievements mean scores among student teachers?

3) What are the effects of TBLL lessons using collaborative tasks, dictogloss and jigsaw in comparison with the PPP lessons on the lexical achievements mean scores among student teachers?

4) Are there significant differences between the effects of TBLL lessons using different types of collaborative tasks such as dictogloss and jigsaw on the lexical-achievements mean scores among student teachers?

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5) What are the perceptions of student teachers' participated in this study on the TBLL lessons using collaborative tasks, dictogloss and jigsaw in terms of learning grammar, learning lexis and overall activities in the lessons?

1.6 Research Hypotheses

1) There are no significant differences between the TBLL-dictogloss, the TBLL-jigsaw and the PPP groups in the grammatical-achievements mean scores in the pre-test[1].

2) There are significant differences between the TBLL-dictogloss, the TBLL-jigsaw and the PPP groups in the grammatical-achievements mean scores in the post-test.

3) The TBLL-dictogloss group achieves significantly higher grammatical achievement mean scores in the post test as compared to the TBLL-jigsaw group.

4) There are no significant differences between TBLL-dictogloss, TBLL-jigsaw and PPP groups in the lexical-achievements mean scores in the pre-test.

[1] TBLL-dictogloss group refers to the group which has been exposed to the TBLL lessons using dictogloss tasks. TBLL-jigsaw group refers to the group which has been exposed to the TBLL lessons using jigsaw tasks. Both of the TBLL groups were considered as the treatment groups. The PPP group refers to the group which have been exposed to the PPP lessons. This PPP group was considered as the control group

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5) There are significant differences between the TBLL-dictogloss, the TBLL-jigsaw and the PPP groups in the lexical-achievements mean scores in the post-test.

6) The TBLL-jigsaw group achieves significantly higher lexical-achievement mean scores in the post test as compared to the TBLL-dictogloss group.

1.7 Significance Of The Study

The study is significant to the relevant parties such as student teachers, teacher educators as well as other English language teaching practitioners.

First, student teachers will be able to improve their grammatical and lexical attainments in English language. This is because the research findings have shown that learning grammar and lexis using TBLL approach particularly using collaborative tasks such as dictogloss and jigsaw are effective in promoting the grammatical and lexical achievements among student teachers.

Secondly, teacher educators will be able to get empirical evidences on the effectiveness of TBLL approach on the grammatical and lexical achievements among student teachers. The information will serve as the basis for teacher educators to give

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emphasis on the use of TBLL especially using collaborative tasks such as dictogloss and jigsaw in teaching and learning English as a second language (ESL).

Thirdly, other English language teaching practitioners will also benefit from this study from the practical information on the implementation of the TBLL strategy in the local context. The practical information will serve as the guidelines for the language teaching practitioners to implement in their context. In the TBLL, there are various types of tasks that can be used. This research however focuses on the use of collaborative tasks such as dictogloss and jigsaw.

1.8 Operational Definition Of The Terms

The followings are the operational definitions of terms used in this study.

1) Task-based language learning (TBLL) refers to the method of English language learning that is based on tasks. The study employed communicative tasks which also involve some collaborative works among student teachers. The chosen collaborative tasks are the dictogloss task and jigsaw task.

2) Dictogloss task is a type of communicative and collaborative tasks that requires student teachers to reconstruct a text in pairs after listening to a text being read twice by a lecturer. The procedures of the tasks were as follows. Firstly, the pairs

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had to listen to the text and take notes. Secondly, they had to collaborate with each other in order to reconstruct the text based their notes. They also needed to recall on the use the correct language structures in the text they had listened earlier. The ultimate goal of the dictogloss tasks was to promote the grammar competence.

3) Jigsaw task is a type of communicative and collaborative tasks that requires student teachers to reconstruct a text in pairs from a series of notes distributed equally among the pairs. The task procedures were as follows. Firstly, a series of notes were distributed among the pairs. Each pairs received different types of notes. Secondly, based on the notes the pairs were required to share and collaborate in order to reconstruct a complete text. The ultimate goal of the jigsaw tasks was to promote the lexis competence.

4) TBLL-dictogloss is a term used to refer to one of the treatments in this experimental research. It refers to the TBLL lessons using several dictogloss tasks based on different topics.

5) TBLL-jigsaw is a term used to refer to one of the treatments in this experimental research. It refers to the TBLL lessons using several jigsaw tasks based on different topics.

6) The PPP method refers to the method of ESL learning that is guided by three steps, presentation, practice and production. In this study, the individual writing

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task is used in the production stage. This method of learning is considered as the control method.

7) The grammatical achievements refers to an achievement in the grammar component test particularly on the subject-verb agreement (SVA) topic.

8) The lexical achievements refers to an achievement in vocabulary test particularly involving the vocabulary in the general knowledge theme.

1.9 Summary

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This chapter explains the main introduction of the study including the background of the study followed by the statement of the problem, the objective of the study, the research hypotheses and research questions, the significance of the study and the operational definitions of the terms used. The next chapter presents the literature review of the study.

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CHAPTER 2

LITERATURE REVIEW

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2.0 Introduction

This chapter discusses the theoretical framework of the study and the literature reviews. It is divided into two parts. Part 1 presents the theoretical framework of the study. Part 2 discusses the literature review in detail.

2.1 Part I: The Theoretical Framework

The theoretical framework of this study consists of several elements, namely, the TBLL approach, the socio-cultural theory of mind (SCTM), the collaborative dialogues as well

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as the dictogloss and jigsaw tasks. The connection between these elements is shown in Figure 2.1 which explains the theoretical framework of the study.

TBLL approach is the main subject in this study. Thus, figure 2.1 shows that TBLL forms the central element in the theoretical framework of this study. Studies have revealed that there are two perspectives of research in TBLL tradition, the psycholinguistic and the socio-cultural perspectives. According to Ellis (2000), the psycholinguistic perspectives of the TBLL research focuses on the task conditions such as task complexity and task planning, while the socio-cultural perspectives of the TBLL research focuses on the learners participation such as collaborative dialogue, scaffolding, corrective feedback, private talk and metatalk. This study focuses on the collaborative learning features of the TBLL, thus it falls under the socio-cultural perspectives of the TBLL research.

According to Ellis (2000) and Skehan (2003) TBLL research from the psycholinguistic perspectives have been informed by theories such as Skehan's cognitive theory, Long's interaction hypothesis, Yule's communicative efficiency theory and Krashen's input theory. On the other hand, TBLL research in the socio-cultural perspectives have been informed mainly by the SCTM as proposed by Vygotsky. Therefore, since this research investigates TBLL in the socio-cultural perspectives, the SCTM becomes the main theory that informs this study.

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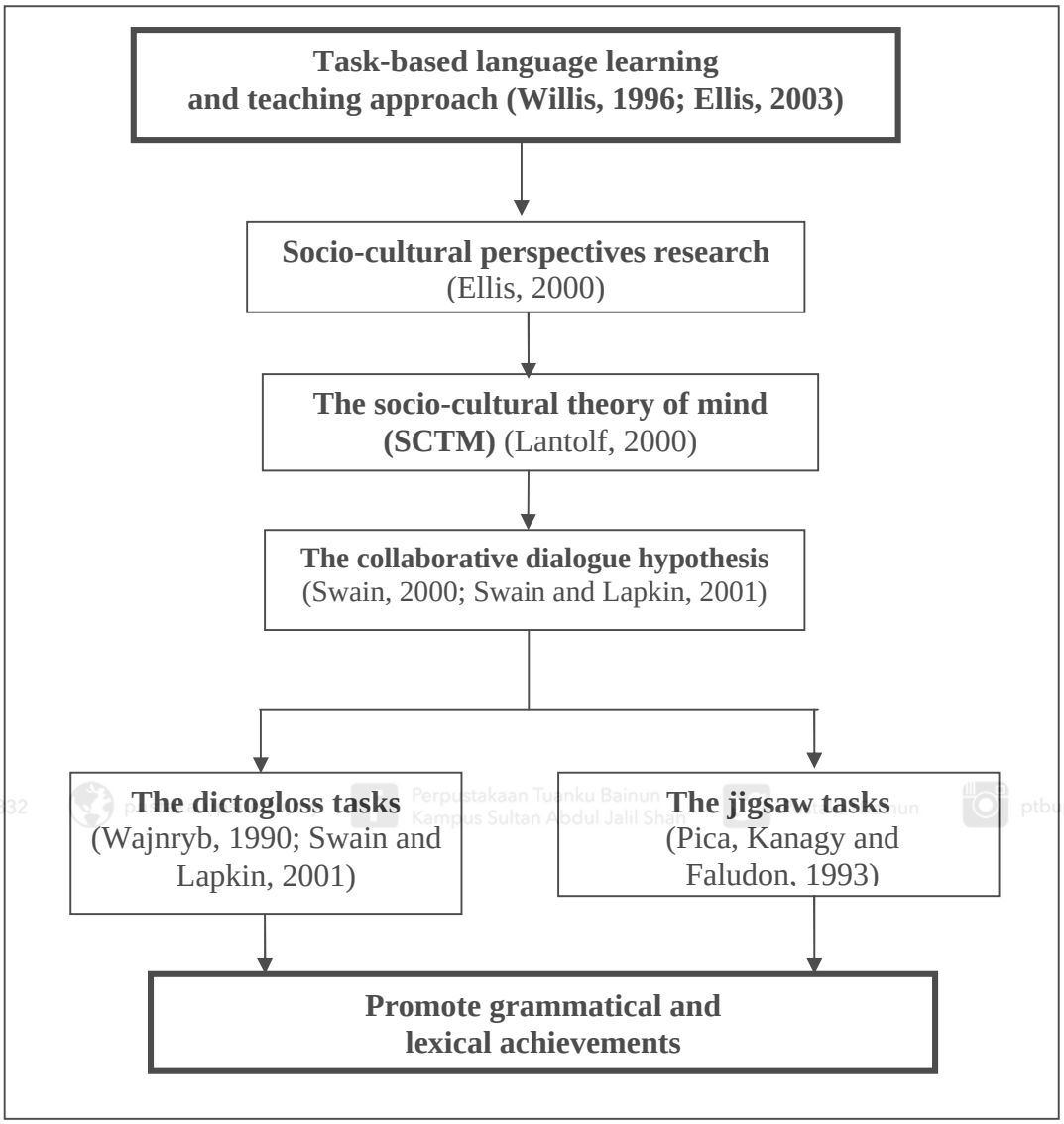


Figure 2.1. The theoretical framework of the study

According to Lantolf (2000), the SCTM has proposed that learning occurs whenever human mind is engaged in a social 'mediation' such as an interaction with experts or peers. Thus, many research inspired by the SCTM have been studied on

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various mediation tools such as corrective feedback, scaffolding, metatalk, private speech, and collaborative dialogue. In these research, such mediation tools have been found as the important sources of language learning particularly in the second language (L2). This study focuses on the collaborative dialogues as the source of mediation tool in L2 learning.

In this respect, research that focuses on the L2 improvement is very suitable to the Malaysian context. This is because the Malaysian national education system recognises English language as the students' L2. Thus, the learning of English language is made compulsory to all students. On top of that, the Malaysia ministry of education (MOE) has really emphasised on the English language achievements among students. Therefore, various measures have been taken in order to improve the English language teaching and learning in schools and in teacher education institutes.

Research on collaborative dialogues have found that the dialoagues among learners were able to promote L2 learning (Swain, 2002). This claimed is based on a micro analysis of collaborative dialogues which have been carried out in her research. The micro analysis is an analysis of the transcribed dialogues among pairs of learners while performing collaborative task. Such micro analysis has revealed that in collaborative dialogues learners' support each other language developments through reformulating, correcting and exchanging knowledge (Swain and Lapkin, 2001; Watanabe, 2004; Kim and McDonough, 2005).

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In a similar vein, research that study the collaborative dialogues in TBLL perspective have found that dictogloss and jigsaw tasks are the types of collaborative tasks that are able to promote grammatical and lexical learning among learners (Swain and Lapkin, 2001, Lesser, 2004; Kim and McDonough, 2008). In addition, Swain and Lapkin (2001) research has found that learners who are exposed to dictogloss tasks score higher grammatical accuracy marks as compared to learners who are exposed to jigsaw task. However, learners exposed to jigsaw task score higher lexical accuracy marks as compared to the learners exposed to dictogloss task. According to them, the possible reason for this is that the dictogloss tasks have fostered learners to focus more on grammar as compared to lexis, whereas the jigsaw tasks have fostered learners to focus more on lexis as compared to grammar. This reason is actually attributed to the features of the dictogloss and jigsaw tasks themselves. Furthermore, Swain and Lapkin (2001) has also emphasised on the importance of teacher's instructions in carrying out the tasks in order to foster the learning. This study employs both of the collaborative tasks that are the dictogloss and jigsaw as the tools to promote the grammatical and lexical achievements among student teachers.

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2.2 Part II: The Literature Reviews

2.3 Introduction

Part II of this covers the discussion on the concept of TBLL approach which includes the definition of TBLL, the TBLL framework and the TBLL research perspectives. In addition, it also presents the theories that inform this study which is the socio-cultural theory of mind (SCTM) and the collaborative dialogues hypothesis.

2.4 Task-Based Language Learning (TBLL)

TBLL is a method of language teaching and learning that uses ‘tasks’ as the important language teaching tools. The ‘tasks’ is different than the ordinary tasks use in ESL classes such as exercises, quizzes, test and grammar drills in the sense that it is a communicative and interactive task in nature. The emphasis of the ‘tasks’ is to convey message rather than to drill on certain language component which is carried out in ordinary tasks such as grammar drills and quizzes. There are several broad types of ‘tasks’ in TBLL, Willis (1996) has listed six types of ‘tasks’ namely, listing, ordering and sorting, comparing, problem solving, sharing personel experience and creative task. However, she further argues that the list of ‘tasks’ types is not exhaustive.

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TBLL has several important features such as interactive, learner-centeredness, learner autonomy, experiential learning and collaborative learning (Nunan, 2004). In other words, learners have an important role to play in TBLL such as they have to participate actively in performing the 'tasks', to collaborate with other learners as well as to focus on the language learning. According to Willis (1996), in TBLL the teachers' role is prone towards being a facilitator whom accommodates task performance and assists in language analysis, rather than a sole input provider.

In terms of the TBLL's syllabus design, according to Nunan (2004) task-based learning adopts an analytical approach in it syllabus design. Syllabus is a statement of what is to be taught (Ellis, 2003). In the analytical types of syllabus such as TBLL, language is taught holistically rather than parts by parts. Learners are to analyse the language and breaks it into parts. The analytical approach is considered as the conventional approach to syllabus design. According to Nunan (2004) the traditional approach to syllabus design is known as the synthetic approach. In this approach, language is divided into parts before presenting it to learners. It has been found that researches in SLA have been supporting this analytical approach to syllabus design. This is because in L2 learning, learners did not acquire one item perfectly at a time, rather they learned numerous items imperfectly.

In addition, according to Nunan (2004) research has shown that among L2 learners, an item that appeared to have been acquired at one point in time seemed to have been 'unlearned' at a subsequent point of time. Thus the L2 learning syllabus that brake

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the language parts by parts such as the synthethic syllabus such as grammar translation method would not be really suitable the L2 learning. He claimed that, the analytic syllabus of L2 learning such as TBLL would be the suitable methods of L2 learning.

In this respect, the Malaysian ministry of education has made a right choice by adopting the task-based learning in the English language teaching and learning in the national primary schools, secondary schools and the teacher education institutes. This is clearly stated in the English language syllabus specification document for primary and secondary English language including the English language syllabus for Malaysian teacher education institutes (Kementerian Pelajaran Malaysia, 2000; Kementerian Pelajaran Malaysia, 2001; Kementerian Pelajaran Malaysia, 2006).

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In terms of the rationale of TBLL, according to Adams and Newton (2009), TBLL has been supported by several SLA theories which suggest that providing opportunities for learners to communicate can promote communication competence effectively. This is because communication allows learners to notice the gap in their linguistic knowledge and upon noticing the gap, they try to fill in the gap by getting support from experts such as teachers or more proficient peers. In addition, according to Nunan (2004), an important conceptual basis for TBLL is the experiential learning. In the experiential learning, learners move from what they already know to the acquisition of new knowledge and skills (Nunan, 2004). Therefore, an active involvement of learners is considered as central in the TBLL approach.

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2.5 The Definition Of 'Task' In TBLL

It is important to review the 'task' definitions in detail in order to further understand the TBLL concept. According to Nunan (2004), to date there are various definitions of 'task' suggested by many researchers and authors. Van Den Branden (2006) has reviewed a number of 'task' definitions from 1985 until 2003 and he claimed that they can differ widely in scope and formulation. However, he insisted on the need to look into those definitions that specify in terms of the goal of the 'task' and the kind of activities the 'task' promotes. According to him, among the various definitions, the definitions by Bygate, Skehan and Swain (2001) and Bachman and Palmer (1996) have successfully specified the goal of the 'task' and the kind of activities the 'task' promotes. Bygate, Skehan and Swain (2001) defined 'task' as an activity that requires learners to use language and the 'task' emphasises on meaning in order to achieve an objective. Bachman and Palmer (1996) defined task as an activity that involves individuals to use language for the purpose of achieving a particular objective in a specified situation.

Nunan (2004) has also reviewed various definitions of 'task'. He has divided those definitions of 'task' into target-task definitions and pedagogical-task definitions. Target-task definition refers to the definitions of task that targeting at the language use the outside classroom, while the pedagogical-task definition refers to the definition of 'task' that targeting at the language use in classroom. The example of target-task definition is given by Long (1985) whom defined 'task' as a piece of work undertaken for oneself or

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for others, freely or for reward. Thus, examples of 'task' include painting a fence, dressing a child, filling out form and buying a pair of shoes. Example of pedagogical-task definition is given by Breen (1987) whom defined 'task' as a range of workplans which have the overall purposes of facilitating language learning. However, Nunan (2004) argued that the target-task definitions are too broad, thus it is important to focus on pedagogical-task definitions in order to keep focus on TBLL.

In addition, according to Nunan (2004), although there are various definitions of pedagogical 'task', they all have emphasised that 'task' in TBLL involves communicative use of language in which the user's attention is focused on 'meaning' or lexis rather than 'form' or grammar. He defines 'task' as 'a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form' (Nunan, 2004:4). He further explains that his definition emphasises on the use of the grammatical knowledge to express meaning as he acknowledges the fact that grammar and meaning are highly interrelated, while other pedagogical 'task' definitions emphasised on meaning rather than the grammatical knowledge.

On the other hand, Ellis (2000) has argued that 'task' in TBLL should be defined as a workplan where it involves some input (relating to the information that learners are required to process and use) and some instruction (relating to what outcome the learners are supposed to achieve). Thus, he defines 'task' in TBLL as "a workplan that requires

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learners to process language pragmatically in order to achieve an outcome which can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms" (Ellis, 2003, p.16).

In a nutshell, according to Ellis (2003) and Skehan (2003), despite of many definitions of 'task' in TBLL, there has been a consensus among TBLL authors and researchers on the principles of 'task'. They have agreed that the principles of the 'task' consist of four main elements. First, 'meaning' is primary, second, the task is goal-oriented, third, it is outcome-evaluated, and fourth, it has real-world relationship. 'Meaning' is primary means that the task concerns on conveying or communicating messages in the task. Goal-oriented means that the task promotes learners to work towards achieving goal. Outcome-evaluated means the task is evaluated in terms of whether the learners achieved the goal or vice versa. Finally, the real-world relationship means that the kind of discourse that arises in the 'task' is intended to be similar with the discourse which arises naturally in daily functions. To further explain this, Ellis (2000) has summarised the definition of 'task' by distinguishing it from an exercise as presented in table 2.5.

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Table 2.5. The differences between 'task' in TBLL and exercises (Ellis, 2000)

	Exercise	Task
Orientation	Linguistic skills viewed as pre-requisite for learning communicative abilities.	Linguistic skills are developed through engaging in communicative activity.
Focus	Linguistic form and semantic meaning ('focus on form').	Propositional content and pragmatic communicative meaning ('focus on meaning').[4]
Goal	Manifestation of code knowledge.	Achievement of a communicative goal.
Outcome-evaluation	Performance evaluated in terms of conformity to the code.	Performance evaluated in terms of whether the communicative goal has been achieved.
Real-world relationship	Internalization of linguistic skills serves as an investment for future use.	There is a direct and obvious relationship between the activity that arises from the task and natural communicative activity.

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2.6 The Task-Based Learning (TBL) Framework

The TBL framework explains the stages that guide the implementation of TBL lesson. According to Ellis (2006) to date there are various frameworks that have been introduced, however, they all have considered the use of task as its principal component and they all have in common three principal stages; pre-task, during task and post-task. These three stages reflect the chronology of a TBL lesson. In addition, Ellis (2006) explains the framework for designing the TBL lesson in table 2.6.

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Based on table 2.6, Ellis (2006) explains that there are three stages in designing the TBL lesson. The first stage is called the pre-task stage. This stage concerns various activities that teachers and students can undertake before they start the task such as whether students are given time to plan the performance of the task or otherwise. The second phase is the during-task stage. This stage focuses around the task itself including task instructions such as whether students are required to perform in a specified time or not. The final phase is the post-task stage. This is the stage that involves procedures for following-up on the task performance.

Table 2.6. Framework for designing task-based lessons (Ellis, 2006)

Phase	Examples of options
A. Pre-task	* Framing the activity (e.g. establishing the outcome of the task) * Planning time * Doing a similar task
B. During task	* Time pressure * Number of participants
C. Post-task	* Learner report * Consciousness-raising * Repeat task

Another TBL framework has been provided by Willis (1996). According to her, TBL has three stages namely the pre-task, the task-cycle and the language focus as shown in figure 2.6. The purpose of pre-task is to introduce the topic and task to learners. Examples of the activities include highlighting useful words and phrases and helping

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students to understand task instructions. The task cycle stage is a stage where learners are required to perform the task including planning to report the task outcome to the class. The language focus stage is a stage where learners analyse the language used in the task outcome with the teacher assistance and then start to practice the newly acquired words, phrases and structures.

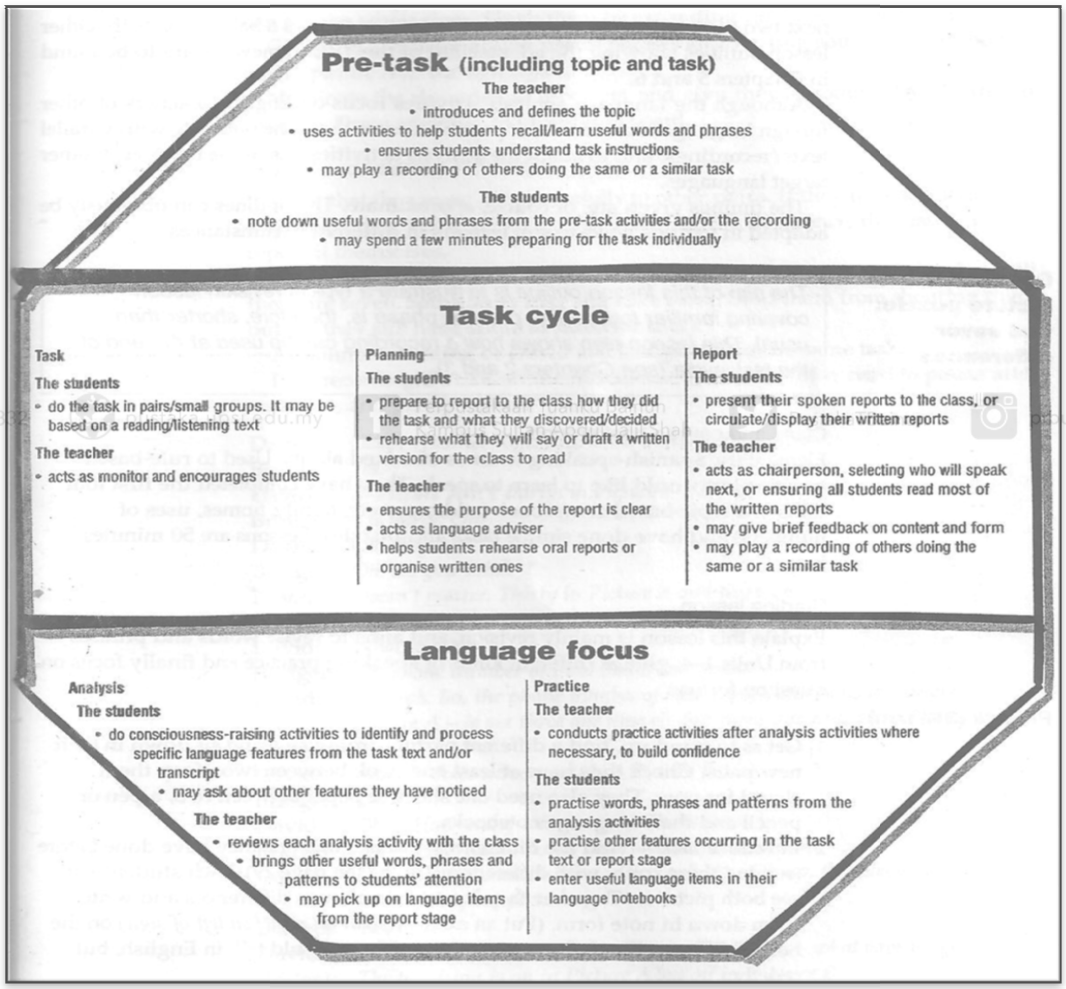


Figure 2.6. The TBL framework (Willis, 1996)

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In extension to the above, Willis (1996) has also explained the differences between the TBL lesson with the presentation-practice-production (PPP) lesson as shown in figure 2.6 (2). In the figure, it can be seen that TBL lesson begins with providing students with holistic experience of language in the task-cycle. In this stage, students carry out communication task using their previous linguistic knowledge. They also present the task outcome in the task cycle. Then, in the language focus stage, teacher helps them to analyse the language used in the task outcome.

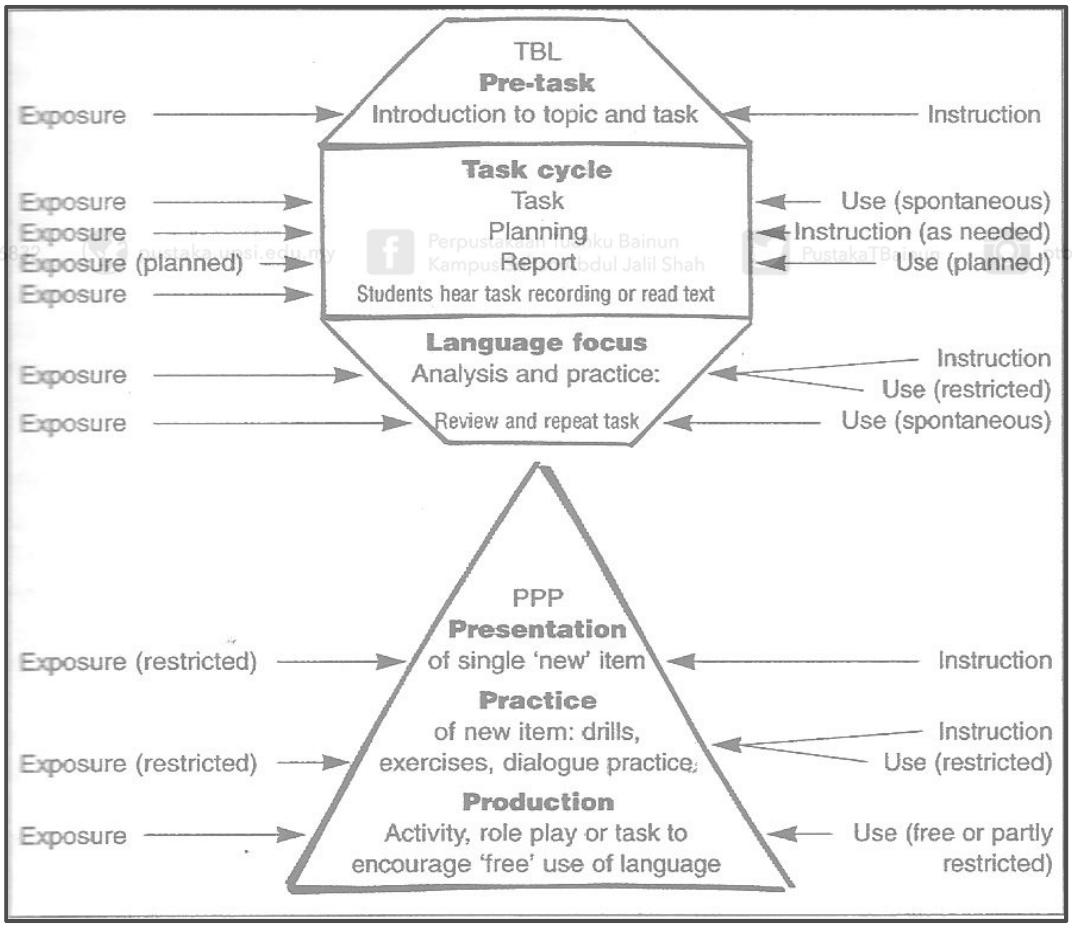


Figure 2.6 (2). The comparison between TBL and PPP lesson (Willis, 1996)

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On the other hand, the PPP lesson begins with providing learners with discrete language items in the first stage which is the presentation stage. In the second stage or the practice stage, teacher uses some activities to enable students to practice the discrete language items. In the third stage or the production stage, learners start to produce the language. In other words, in PPP teacher pre-selects the language to be taught, whereas TBL provides with a whole range of words, lexical phrases and the grammar structures, then learners analyses the language with teacher's assistance. This study involves comparing the effects of both methods of language teaching on grammatical and lexical achievements.

2.7 The Research Perspectives In Task-Based Language Teaching And Learning

According to Ellis (2000) there are two perspectives in the task-based language teaching and learning research namely, the psycholinguistic perspectives and the socio-cultural perspectives. Both account for the different theoretical basis of the task-based learning.

2.7.1 The Psycholinguistic Perspective

The first research perspective is the psycholinguistic perspective. It is also known as the mainstream research perspective in task-based learning. According to Ellis (2000), there are a few language learning theories underpinning psycholinguistics perspectives. The

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first theory is the Long's hypothesis. According to Long (1981), the language learning can arise through the learners' interaction. This is supported by Skehan (2003), according to him "the first major research area to emerge into task-based instruction has been heavily influenced by Michael Long's (1983, 1989) proposals for the role of interaction, generally, and particularly with respect to the negotiation of meaning" (p.3). The second theory is the cognitive theory by Skehan (1996). According to him, the language learning would arise cognitively due to the manipulation of the 'task' conditions and its characteristics. In other words, Skehan (1996) has hypothesised that the reason for learning to occur in task-based learning is because of the properties of the 'task' itself therefore his research has been directed at investigating different types of task conditions and characteristics such as task planning and task types. The third theory is the communicative efficiency theory by Yule (1997). According to Yule (1997) the language learning particularly the communicative effectiveness would arise from the task processes. Therefore, Yule's research has been directed at examining task processes that contribute to communicative effectiveness (Ellis, 2000).

In a nutshell, the psycholinguistic perspective of task-based research suggests that in task-based learning the language learning arises due to the nature of the task itself, such as task types, task complexity, task processes, task planning and task conditions.

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2.7.2 The Socio-Cultural Perspectives

The other research perspective in task-based learning is known as the socio-cultural perspectives. According to Ellis (2000), the socio-cultural perspectives of task-based learning research have been largely inspired by the works of Vygotsky particularly the socio-cultural theory of mind (SCTM). According to Vygotsky (1978), the socio-cultural theory in relation to the L2 learning has basically two claims. First, the learning arises through the learners' co-construction of the task. Thus, the performance depends crucially on the interaction between learners and task rather than the inherent properties of task as proposed by Appel and Lantolf (1994). Second, learning arises through the activity out of the 'task' which serves as the mediation of learning. To this end, research under this hypothesis has been directed at demonstrating how an activity between learners, such as corrective feedback, 'scaffolding' metatalk, private speech and collaborative dialogues, helps learners achieve a successful task outcome (Ellis, 2000). This research focuses on the collaborative dialogues.

Although there are two perspectives of researches, according to Ellis (2000) both of the perspectives should not be seen as contradicting between each other instead both are vitally important in providing the theoretical basis for the task-based learning. The comparison between both perspectives was best described by him as follows:

> Socio-cultural theory, then, offers a very different perspective on tasks. Whereas researchers in the psycholinguistic tradition have emphasised the

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> role of the inherent task properties on performance and acquisition, socio-cultural researchers have focused on how tasks are accomplished by learners and teachers and how the process of accomplishing them might contribute to language acquisition. From a pedagogic perspective, then, the two research traditions need not be seen as incompatible. Rather they mutually inform task-based instruction (Ellis, 2000, p. 210).

2.8 The Socio-Cultural Theory Of Mind (SCTM)

The SCTM was based on the works of Russian psychologist Vygotsky (1978) and Leontiev (1981). The main idea of the SCTM is that learning arises based on the following facts.

First, human cognitive functions, such as problem solving and understanding are a result of mediated mental activities. Such mediation takes place in the form of social interaction and also material interaction. Material interaction occurs when a person uses any material to assist his or her in understanding something or solving problem such as computers or calculators. Social interaction occurs when a person interacts with another person for assistance.

Second, language serves as an important tool in order to accomplish the mediation. For example, in order for a classroom social interaction to occur, a verbal

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interaction using language a medium must take place either between teacher and learners or between learners and their peers.

Third, learning arises in a dialogical and monological discourse. The dialogic discourse serves as an external mediation to learner, while the monologic discourse serves as an internal mediation. Both mediations emerge as the psychological process in the development of higher cognitive functions. Dialogic discourse is known as interpsychological process while the monologic discourse is known as intrapsychological process.

Basically, according to the SCTM theory, there are three steps in the chronology of the learning process, firstly, dialogic discourse on a new skill occurs among learners, secondly, it would be transformed to the monologic discourse within each individual learners where learners themselves analyse the new skill personally, and thirdly, an internalization process occurs when learners are able to perform the newly learnt skills without assistance. For example, in a language classroom learners would firstly interact with teachers and friends dialogically about the language structures. Secondly, after the dialogic interaction, learners would engage in a private speech about the language structures. This occurs monologically within each individual learner. Thirdly, learners would identify the newly learnt language structures that are added to their existing knowledge.

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2.9 Collaborative Dialogues

As mentioned earlier, the SCTM suggests that language learning is dialogically based. Dialogic activity occurs whenever learner gets assistance from a more knowledgeable person such as a teacher or parent. According to Swain (2002), Vygotsky (1978) has argued that what was needed for learning to occur was the presence of more knowledgeable person who would help learner to move from being able to do something only with the help of the expert to being able to do it independently, however, in recent years the idea that peer to peer interaction may also foster learning has been advanced. According to Ellis (2003), studies on dialogic activity between peers have shown that peer to peer interaction can also provide the right level of assistance for language development. In his studies involving dialogic activity between peers, collaborative dialogue has been used as one of the tools by researchers. Other examples of dialogic activities are 'scaffolding', instructional conversation, inner and private speech and language play (Ellis, 2003; Swain, 2007).

The term collaborative dialogues is introduced by Swain (2000). She defines collaborative dialogues as dialogues in which speakers are engaged in problem solving and knowledge building. In collaborative dialogue, learners work together to solve linguistic problem, they also jointly help each other to construct language knowledge. In addition, according to Swain and Deters (2007), the gap of linguistic knowledge exists within each individual learners is filled through the collaborative dialogue through

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activities, such as questioning, proposing possible solutions, disagreeing, repeating, and managing activities and behaviours.

Therefore, the fundamental learning processes of collaborative dialogue involves two processes, firstly, an interaction occurs between peers in a dialogue and secondly, within such interaction learners help each other to fill in their linguistic knowledge gap.

2.10 Collaborative Dialogues And Second Language (L2) Learning

Studies involving collaborative dialogue and L2 learning have shown positive findings. For example, a research by Holunga (1994). In Holunga (1994) which was set up to investigate the effects of verbalisation of metacognitive strategy while performing tasks on the oral accuracy of verb forms in French as a second language. The verbalisation process is actually a form of collaborative dialogue. The metacognitve strategy is the thinking about strategies useful to resolve problem. The metacognitive strategies taught in the study were predicting, planning, monitoring and evaluating. Three groups were compared. The first group was taught with the metacognitive strategy together with the verbalization of the problem-solving strategies as they carried out a communicative task in pairs. The group was named as MV group. The second group was taught with the metacognitive strategies but without the verbalization (M group). The third group was a control group (C group). The group was not taught with metacognitive strategies instead

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learners were taught with traditional language instruction about the same target item that is verb. They were not required to verbalize the problem-solving strategies.

The above research findings have shown that the MV group has obtained higher achievements in the grammar accuracy as compared to the M group and the C group. In comparison with M group, results have shown that the MV group performed significantly better that the M group in terms of the grammar accuracy.

Moreover, research by Storch (2001) and Leeser (2004) have also shown positive effects of collaborative dialogues on students' grammatical and lexical acquisition in English as second language (ESL). For example, a research by Storch (2001) has found that collaboration had increased the overall grammatical accuracy when ESL students completed a series of grammar-focused exercises (a close exercise, a text reconstruction, and a short composition). In addition, Leeser (2004) has found that the use of collaborative task among different proficiency level of students had affected positively on the students' attention on ESL grammar and thus, achieving higher scores in grammatical-accuracy post-test.

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2.11 Collaborative Dialogues, Dictogloss Task, Jigsaw Task, And Grammatical And Lexical Achievements

Research involving collaborative dialogue using dictogloss and jigsaw tasks on grammatical and lexical achievements in French have also revealed positive findings. Ellis (2003) reported a contribution of collaborative dialogue to the grammatical-accuracy achievements in a study by conducted by Kowal and Swain (1994). The study has investigated the effects of collaborative dialogue towards learners' ability to focus on grammar and to use accurate grammatical items in writing. The findings of the research have revealed that learners talked about language grammar during the dialogue and often able to decide accurately on the grammar items to be used in the process of reconstructing a text.

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In addition, the collaborative dialogues through dictogloss and jigsaw task and its effects of grammatical and lexical achievements has also been studied by Swain and Lapkin (2001). In their research, the collaborative dialogue has been investigated using two types of collaborative tasks, namely, dictogloss task and jigsaw task.

The research findings (based on the micro analysis of the language related episodes (LREs) have revealed that the participants in the dictogloss group discusses more on grammatical features while the participants in jigsaw group discusses more the correct lexis to be used. In addition, the analysis of pre- and post-test revealed that the participants in the dictogloss group achieved higher mean scores in the grammar accuracy

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post test as compared to the participants in jigsaw group. Therefore, Swain and Lapkin (2001) has concluded that the dictogloss task is able to promote learners to give attention to grammar and also promote participants to score higher grammatical accuracy, while she also claimed that the jigsaw task promotes learners to focus on lexis based on higher lexical accuracy scores among learners whom exposed to the jigsaw task.

Based on the above findings, This study hypothesises that conducting dictogloss and jigsaw task in the ESL student teachers' classroom would also be able to improve their grammatical and lexical achievements.

2.12 Summary

This chapter discusses the theoretical framework of the study, the literature reviews as well as the related past researches. The following chapter explains the methodology of the study.

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CHAPTER 3

RESEARCH METHODOLOGY

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3.0 Introduction

This chapter explains the research methodology including the research design, the research variables, the sampling process, the instruments, the research procedures, reliability and validity, the data analysis, the pilot test, the ethical considerations and the limitations of the study.

3.1 Research Design

The study uses a quasi-experimental research design where it involves intact groups of student teachers in the Malaysian teacher education institute or *Institut Pendidikan Guru*

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Malaysia (IPGM) as the treatment and control groups. The main reason for using the intact groups as the samples of this research was because the researcher wanted to discover the effects of TBLL lessons in the real situation of the English language proficiency (ELP) courses among student teachers. For information, in IPGM, student teachers undergo the ELP courses according to an intact group. They were group according to their degree options starting from the first semester of the program. Using the intact groups as the samples would lead the researcher to discover the effects of TBLL in their real ELP learning situation.

However, by using the intact groups as the samples researcher had realised that there would be a major threat to the internal validity of the research findings which is in terms of the groups' English proficiency level. This is because different groups may have different proficiency level. In order to control this threat researcher had performed a screen test on the selected groups. A one-way analysis of variance (ANOVA) was used as the screening tool.

The result of the screen test have shown that the differences in the mean scores in the groups' ELP mid-term test were not significant [$F(2,60)=.368$, $p >0.05$]. This has shown that the groups' proficiency levels were at similar level as revealed in the statistics. Therefore, the threats to internal control in terms of the groups' proficiency level were controlled (Refer to appendix J). The details of the screen test are also further explained in 'the background of the samples' section in later part of the chapter.

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In addition to the screen test, a pre test was also carried among selected groups in order to determine their proficiency level in the specific grammatical component which is the Subject-Verb Agreement (SVA) and the specific lexical items (general knowledge theme). Both areas of English language are actually the scope of the research. The pre-test have shown that the selected groups' differences in the mean scores were not significant. These results have also shown that the groups' proficiency levels were at similar level, and not a threat to the internal validity of the research. This pre-test result is explained further in chapter four which is on the findings.

After the selection of the groups, a draw lots method has been used in order to determine which groups would become the experimental or control group. According to Fraenkel and Wallen (2008) and Chua (2006) the draw lots method is frequently used to decide the experimental and control groups in an experimental research. Thus, based on a draw lots in this research two groups were assigned as the treatment groups and one group was assigned as the control group. The treatment groups were known as the TBLL-dictogloss group and TBLL-jigsaw group. The control group was known as the PPP group. The pre test was carried out before the treatment and a post test was carried out after the treatment. As such, although this research is a quasi-experimental research but a real experimental research design known as three-group pretest posttest control group design was actually employed. Figure 2.1 depicts this research design.

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1) TBLL-dictogloss group	O1	XD	O2
2) TBLL-jigsaw group	O1	XJ	O2
3) PPP group	O1	XC	O2

Figure 3.1. The Research Design

In the above figure, O1 represents the pre test. XD represents the TBLL method using dictogloss tasks. XJ represents the TBLL method using jigsaw tasks. XC represents the PPP method. O2 represents the post test.

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3.2 Research Variables

This research has one independent variable and two dependent variables. The independent variable of the research is the language learning approach. It consisted of three levels namely the TBLL lessons using dictogloss tasks (TBLL-dictogloss), the TBLL lessons using jigsaw task (TBLL-jigsaw), and the PPP lessons. Both of the TBLL lessons were considered as the treatments, while the PPP lesson was considered as the control. The dependent variables of this research are the grammatical-achievements mean scores and the lexical-achievements mean scores.

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3.3 The Targeted Population

According to Fraenkel and Wallen (2008), the first task in selecting a sample is to define the population of interest, and such population consists of targeted population and accessible population. Targeted population is the actual population which the researcher could rarely generalise, the population to which a researcher is able to generalise, therefore, is the accessible population (Fraenkel and Wallen, ibid).

The targeted population of this research is the student teachers in the preparatory teachership degree programme or *Program Persediaan Ijazah Sarjana Muda Perguruan (PPISMP)* at a Malaysian teacher education institute or *Institut Pendidikan Guru Malaysia (IPGM)*. The accessible population of the research is all first year PPISMP student teachers in the selected IPGM. Figure 3.3 illustrates the sample identification process in this research.

3.4 The Sample Size and The Sampling Techniques

The samples of the study consist of 63 students from three classes. The sampling technique used in this study is a convenience sampling technique. According to Fraenkel and Wallen (2008) convenience sampling is a sampling technique where researcher uses

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samples that are available conveniently for a study. In this study, the samples were selected from the three groups taught by the lecturer who participated in this study.

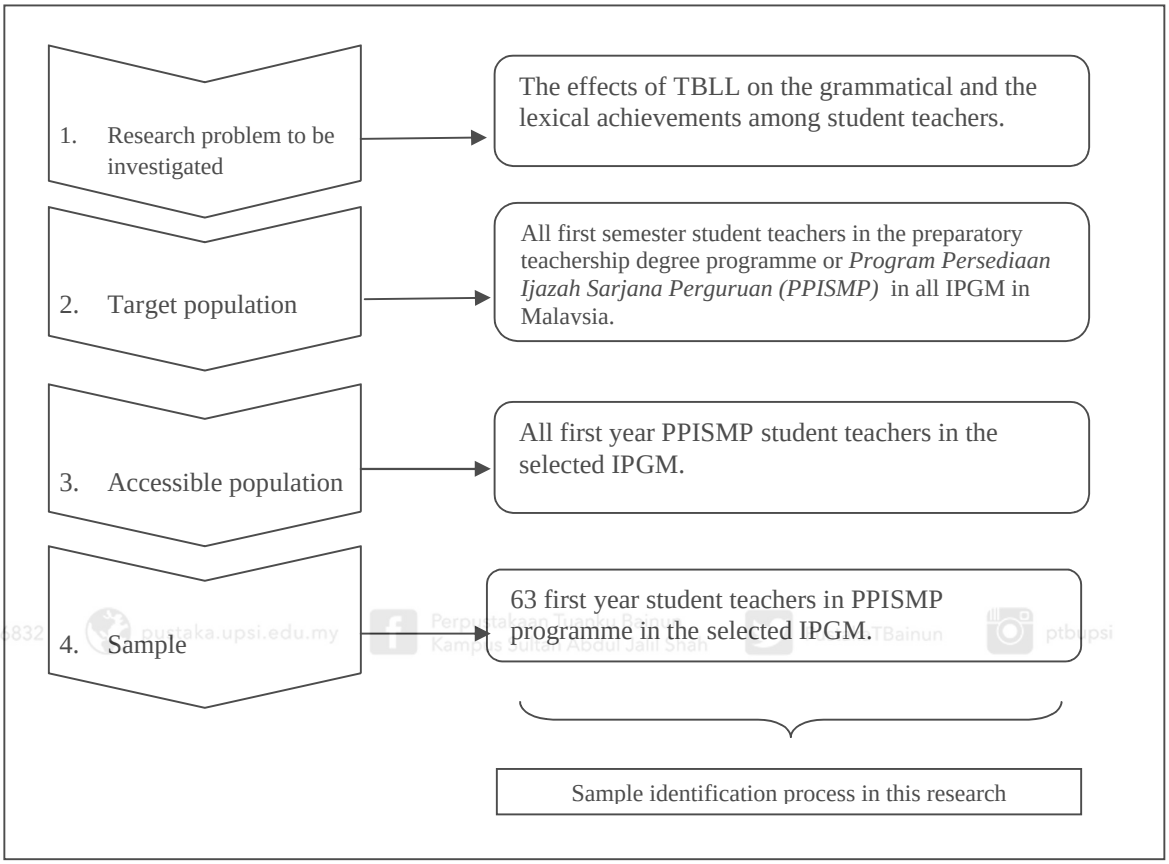


Figure 3.3. The samples identification process of the research

3.4.1 The Background Of The Samples

The samples of this research consist of student teachers whom were all taking the same English language proficiency course which is a compulsory course for all student teachers in the degree preparatory programme. They were all fresh Sijil Pelajaran Malaysia (SPM)

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leavers with at least a credit in English language paper, a compulsory requirement to enter the degree preparatory program in the IPGM. As mentioned earlier, the samples were taken from the intact groups. The groups were undergoing the similar English language proficiency course under the same lecturer.

Despite the differences in the groups, it had been identified that it did not pose a threat to the internal validity of the research findings. This is because the differences in their English proficiency level had been priory found as not significantly different. A screen test using a one-way analysis of variance (ANOVA) at 5% significant level on their mid-term test mean scores of each class had proven this [$F(2,60)=.368$, $p > 0.05$]. The mid-term scores was their latest proficiency level scores (Refer to appendix to J).

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3.4.2 The Demographic Details Of The Samples

The demographic details of the samples were as follows. First, in terms of the gender, there were 26 or 42% male and 37 or 59% female. In the TBLL-dictogloss group the number of male was 9 (42%), a slightly lower than the female which was 12 (58%). In the TBLL-jigsaw group the number of male was also 9 (39%), a slightly lower than female which was 14 (59%). In the PPP group the number of male was 8 (42%) higher than female which was 11 (58%). Second, the samples were all Bumiputra Malays (100%). Third, the samples' age were between 18 to 19 years old. The details composition of gender and ethnic are shown in table 3.4.2.

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In this research, the composition of gender and the ethnics in the selected samples were almost equal in each of the comparison groups. According to Fraenkel and Wallen (2006), to avoid the gender and ethnicity biasness it is important for a researcher to ensure the comparison group has the same gender proportions with the control group.

Table 3.4.2. The distribution of the gender and ethnics of the samples.

Group	Gender		Ethnic			
	Male	Female	Bumiputra	Chinese	Indians	Total
1. Group 1 (TBLL-dictogloss)	9 (42%)	12 (58%)	21 (100%)	0 (0%)	0 (0%)	21
2. Group 2 (TBLL-jigsaw)	9 (39%)	14 (61%)	23 (100%)	0 (0%)	0 (0%)	23
3. Group 3 (PPP)	8 (42%)	11 (58%)	19 (100%)	0 (0%)	0 (0%)	19
Total	26 (41%)	37 (59%)	63 (100%)	0 (0%)	0 (0%)	63

3.4.3 Lecturer Participant

A lecturer of English studies department had agreed to participate in this research. He has experience as an English language teacher and lecturer in various institutions for more than 18 years. In this research, he conducted the experimental lessons which were the TBLL-dictogloss and the TBLL-Jigsaw lessons, and the control lesson which was the PPP lesson.

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The reason for employing the lecturer in this study was because he has a lot of experience in teaching and learning English language particularly to student teachers. This experience ensures that the TBLL and PPP methods would be carried out effectively and unbiased, as already planned in the lesson plans (refer to appendix E). In addition, employing the same lecturer for both methods would ensured that there were no bias in conducting the teaching.

3.5 The Instruments

The instruments used in this study consist of a pre test, a post test, a set of interview questions and a set of questionnaires.

3.5.1 Pre-test

A pre-test had been set to measure the participants' proficiency level particularly in terms of the grammatical and lexical competences before the treatment being carried out. The test consists of two sections (refer to appendix A). Section A consists of 20 questions and section B consists of ten questions. The questions have been adapted from the Malaysian University Examination Test (MUET) model test papers (Sidhu and Loo, 2009) and self

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access learning intermediate module (Kementerian Pelajaran Malaysia, 2006). The sections and its focus are as follows.

- Section A test on grammar components (subject-verb agreement)
- Section B test on lexical items (current issue theme)

3.5.2 Post-test

A post test had been set to measure the participants' performance after they have been exposed to the treatments. It had been prepared that the nature of the post-test was similar to the pre-test in terms of the questions format and the level of difficulty, however, both consist of different questions (refer to appendix B). The test consists of two sections. Section A consists of 20 questions and section B consists of ten questions. The questions had been adapted from the Malaysian University Examination Test (MUET) model test papers (Sidhu and Loo, 2009) and self access learning intermediate module (Kementerian Pelajaran Malaysia, 2006).

3.5.3 Questionnaires

Apart from the pre-test and post-test, a set of questionnaires had also been prepared. The main purpose of this questionnaire was to study the participants' perceptions towards the TBLL lessons. The questionnaire was adapted from a Motivated Strategies for Leaning

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Questionnaires (MSLQ) by Pintrinch, Smith, Garcia and McKeachi (1991). MSLQ consist of three main components, each component consists of several sub-components. The details of the components are as follows.

I. Value components.
    a. Intrinsic goal components
    b. Extrinsic goal components
    c. Task value.

II. Expectancy Components
    a. Control beliefs
    b. Self-efficacy for learning and performance.

III. Affective Components
    a. Test Anxiety.

As mentioned above, the questionnaire used in this research was adapted from the MSLQ questionnaires. However, only two out of six components from the above MSLQ components were relevant to this research. As highlighted above, the components were the task value components and Self-efficacy for learning and performance. Thus, these two components were taken into consideration in setting up the research questionnaires. Similar to the MSLQ questionnaires, this research questionnaire also uses the likert-scale. However, a modification had been made from using the original likert-scale uses five categories, namely strongly disagree (SD), disagree (D), undecided (U), agree (A) and strongly agree (SA) to using four categories namely, strongly disagree (SD), disagree (D),

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agree (A) and strongly agree (SA) as suggested by Cohen, Manion and Morrison (2000) (Refer to appendix C).

3.5.4 Interview Questions

To further clarify the perception of the participated student teachers on the TBLL, a set of interview questions had been prepared. According to Fraenkel and Wallen (2008), the advantages of interview are that the researcher can clarify any questions that are unclear and also can ask the respondents to expand on answers that are particularly important or revealing. In addition, interview also allows the researcher to collect face-to-face responses from selected student teachers. (Refer to appendix D).

3.6 The Research Procedures

The data collection was carried out in a five-week period as shown in figure 3.6. In the first week, the pre-test was administered. Briefing on the TBLL and PPP lessons to the participated lecturer and student teachers was also conducted in this week. From the second week until the fourth week, the TBLL lessons using dictogloss tasks, the TBLL lessons using jigsaw tasks and the PPP lessons were implemented. In the fifth week, the post-test and the questionnaires were administered. The lessons were conducted at the

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participants' lecture rooms during their normal English language proficiency course schedule.

3.7 The Tasks

There were two types of tasks used in the TBLL lessons namely the dictogloss and jigsaw task. These two types of tasks were chosen because of the ability of the tasks in promoting the grammatical and lexical competence. This is suitable based on the rationale of the research which was to find ways to enhance the grammatical and lexical achievements among student teachers. Moreover, the nature of the tasks was communicative. Thus, they have fulfilled the 'task' criteria in the TBLL approach. The dictogloss task was proposed by Wajnryb (1990) and jigsaw task was proposed by Aronson (2000). Both of the tasks had been used by many researchers in the task-based learning research for instance Swain and Lapkin (2001), Leeser (2004) and Kim and McDonough (2008).

The dictogloss and jigsaw tasks used in this research were primarily involving writing tasks which required the participants to work in pairs in order to write the targeted text. In the dictogloss task, participants were required to reconstruct a text in pairs after listening to the text being read twice by a lecturer. On the other hand, in the jigsaw task the participants were required to reconstruct a text in pairs from a series of notes distributed equally among the pairs. Both of the tasks were conducted according the task-

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based learning (TBL) framework proposed by Willis (1996). Meanwhile in control group, an individual writing task has been carried out in a PPP lesson. The comparison of both TBL and PPP frameworks are discussed earlier in chapter two (refer to page 31). Note that the texts used for the writing activities for all groups were made similar so that the differences in the effects of all lessons can be attributed to the differences of the activities. (Refer to appendix E for the whole lesson plans which contain the activities carried out in week one, week two and week three of the research).

3.8 Reliability And Validity

The Cronbach's alpha test was used to check for the reliability of the questionnaires. The reliability of the questionnaires used in this research is 0.845. According to Chua (2006), the value of Cronbach's alpha between 0.65 to 0.95 shows that an instrument is satisfactory. Thus, this shows that the questionnaires used in this research is quite satisfactory. In addition, Chua (2006) has mentioned that the Cronbach's alpha is frequently used by researcher to measure the reliability of research instrument.

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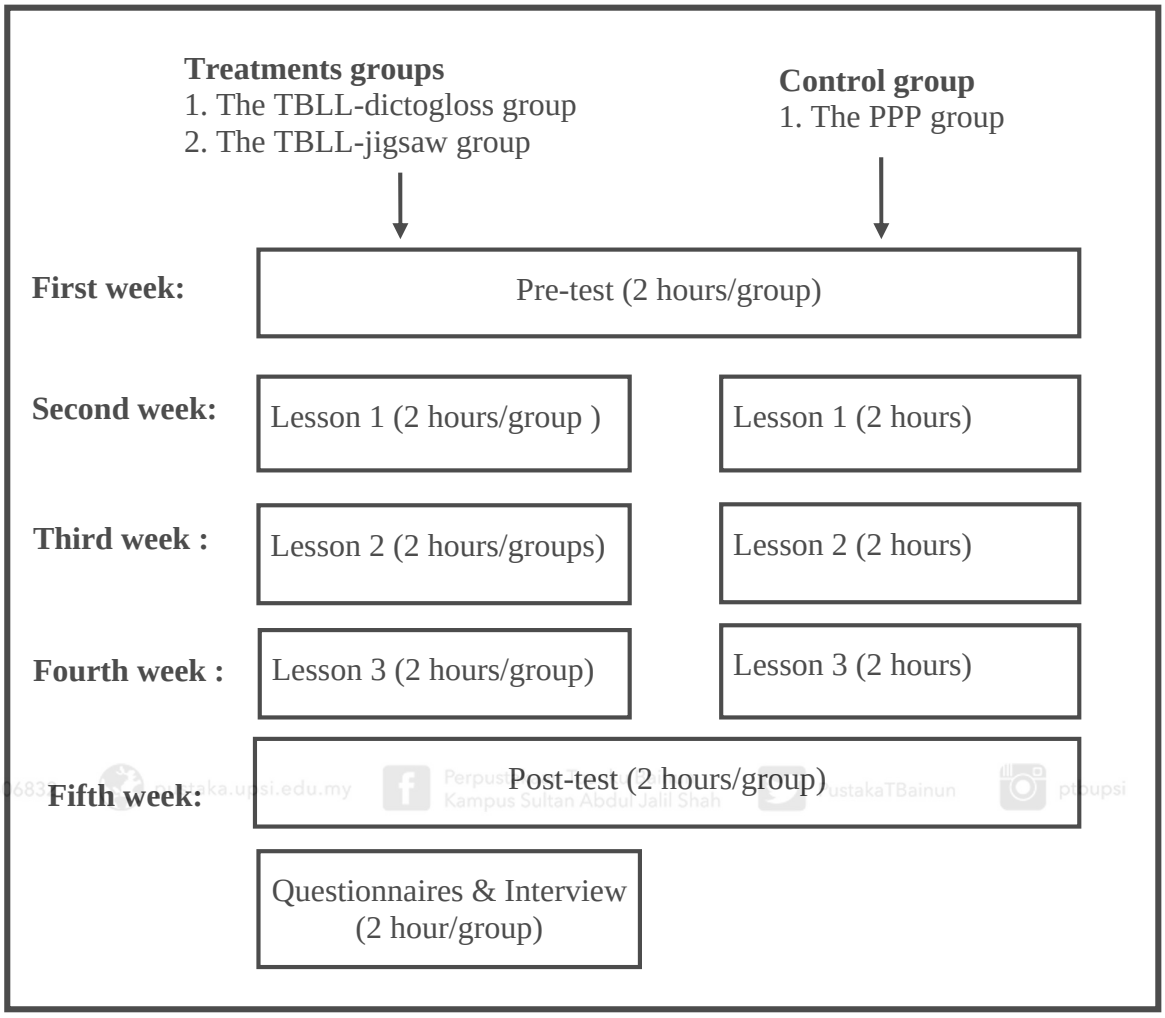


Figure 3.6. The research procedures

Validity refers to appropriateness, correctness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. In this study, opinions from experts were used to check for the validity of pre-test and post-test instruments. The pre and post-test questions were evaluated and validated by a panel of experts consisting of three lecturers of English language of the selected teacher training

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institute. The lecturers are qualified with degree in TESL, more than 15 years of teaching English in schools and Malaysian teacher education institutes and more than 10 years of experience in setting up exam papers for English language examinations in IPG.

3.9 The Data Analysis

The data from the pre-test scores, post-test scores and questionnaires were analysed quantitatively using the statistical package for social science (SPSS) software version 17. On the other hand, the interview responses were analysed qualitatively. Table 3.9 outlines the data analysis techniques that were used in this research.

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As outlined in the table, first, the participants' demographic data were analysed quantitatively using the frequencies analysis tools in the SPSS software. Second, the pre-test scores were analysed using the descriptive statistics and inferential statistics of the SPSS software. Descriptive statistics such as mean was used to check for the descriptive differences in the mean scores between the groups. An inferential statistics of a one-way analysis of variance (ANOVA) test was then used to check for any significant differences statistically. The one-way ANOVA test was used because there were three groups' mean scores to be compared. According to Fraenkel and Wallen (2006), and Chua (2006) the ANOVA test is a statistical test that permits such comparison.

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Third, similar to the pre-test analysis the post-test scores were also analysed using descriptive statistics and inferential statistics. Descriptive statistics such as mean was used to check for the differences in the mean scores between the groups. An inferential statistics of a one-way ANOVA test was used to check for any significant differences statistically. Note that, the ANOVA test was carried out twice. The first test was done to compare the means scores in terms of the grammatical achievements. The second test was done to compare the means scores in terms of the lexical achievements. Post hoc analysis was also carried out to see the differences in the mean scores between the groups.

Fourth, the questionnaires were analysed quantitatively using descriptive statistics of the SPSS software. The statistical tools include mean and percentage. Finally, the interviews sessions were videotaped and transcribed, then they were analysed qualitatively.

Table 3.9. The data analysis techniques

No.	Data	Data analysis techniques
1	The participants' demographic data	Frequencies analysis: Descriptive, Percentages
2	The pre-test scores	Descriptive analysis: Mean Inferential analysis: A one-way ANOVA test Post hoc analysis (Tukey HSD)
3	The post-test scores	Descriptive analysis: Mean Inferential analysis: A one-way ANOVA test Post hoc analysis (Tukey HSD)

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4	The questionnaires responses	Descriptive and frequencies analysis: Mean and Percentages
5	The Interview responses	Qualitative analysis

3.10 Pilot Test

A pilot test was conducted prior to the implementation of the real research. The pilot test involved 21 student teachers from other than the targeted participants. A pre test was given prior to the treatment. In this pilot test, the students were exposed to TBLL lessons using collaborative tasks, dictogloss and jigsaw. A post test and questionnaires were given upon completion of the treatment. The interview sessions were also carried out to randomly selected students.

This pilot test was done based on two objectives. The first objective was to evaluate the TBLL lesson plans including identifying possible weaknesses in the lesson plans, getting feedback on the dictogloss and jigsaw tasks and plan for actions to overcome the weaknesses in the real research. The second objective was to check for the reliability and validity of the planned questionnaire and the interview questions.

Based on observation and feedback from the pilot test, the TBLL lessons plans was modified accordingly in order to overcome spotted weaknesses. The modification actions taken were as follows. First, the duration for the task-cycle stage had been

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extended from 30 minutes to 40 minutes. Thus, allowing more time for students to perform tasks especially to reconstruct the text. Second, the duration for language focus had been extended from 40 minutes to 50 minutes, thus allowing more time for language analysis during student's presentation. Following these measures, the duration for pre-task and closure had been reduced accordingly. Third, an action was taken to provide a task sheet for the students to write on in addition to the mahjong paper. This is because without the task sheets the researcher faced difficulties in collecting evidences for the reconstructed texts. The written mahjong papers were to be pasted in their classrooms for participants' references purposes.

In addition, based on the pilot test the questionnaire was also modified after the pilot test. This is because based on the reliability analysis statistical software for social sciences (SPSS) the reliability value or Cronbach's alpha of the questionnaire was 0.645 which is below satisfactory range (Chua, 2006). In order to increase the Cronbach's alpha of the research items seven and eight of the questionnaires were deleted as suggested in the SPSS's reliability analysis. The analysis had showed that both of the items had low reliability value. After both items had been deleted, the value of the Cronbach's alpha had increased to 0.859. This shows that the questionnaire is quite satisfactory. In terms of the interview questions, questions three and five were also being modified in order to ensure that interviewees could understand the question well.

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3.11 The Ethical Considerations

All of the respondents in this research including the lecturer and the student teachers were well informed about this study. With regards to the control group, after the end of the study they were also exposed to the TBLL lessons using the dictogloss and jigsaw tasks. This was to ensure that they receive the same TBLL exposure similar to the treatment group in the course of their study.

3.12 The limitations of the study

The research has several limitations such as the absence of randomisation process in the sample selection, small number of respondents, limited age, ethnics and location. Thus, the generalisation of the findings was not possible. However, the findings were true to reflect conditions that have similar characteristics within this research conditions. Furthermore, the findings have also provided useful insights on the use of TBLL in the Malaysia setting although it was not the representative of the whole population.

3.13 Summary

This chapter explains the research methodology which includes the research design, the research variables, the sampling processes, the instruments, the pilot test, the reliability

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and validity, the research procedures, the data analysis and the ethical considerations and the limitations of the study. The following chapter discusses the research findings.

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CHAPTER 4

FINDINGS

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4.0 Introduction

This chapter presents the findings from the analysis of the research data based on the research questions and research hypotheses.

4.1 Research Question One: What are the effects of TBLL lessons using collaborative tasks, dictogloss and jigsaw in comparison with the PPP lessons on the grammatical-achievements mean scores?

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From the above research question, there were two hypotheses constructed. The followings are the hypotheses.

4.1.1 Hypothesis One: There are no significant differences between TBLL-dictogloss group, TBLL jigsaw group and PPP group in the grammatical-achievements mean scores in the pre-test.

The findings of the grammatical-achievements mean scores of the groups in the pre-test were as follows. First, the mean score of the TBLL-dictogloss group was 81%. Second, the mean score of the TBLL-jigsaw group was 73%. Third, the mean score of the PPP group was 75%, as shown in table 4.1.1. The results have shown that descriptively there were differences in the mean scores between the groups in the pre-test, in which the TBLL-dictogloss group and PPP group achieved higher mean scores than the TBLL-jigsaw group.

Table 4.1.1. The grammatical-achievements mean scores in the pre-test scores

No.	Group	The mean scores (%)
1	TBLL-dictogloss	81
2	TBLL-jigsaw	73
3	PPP	75

However, when the mean scores were compared using a one-way ANOVA test at 5% significant level. The results have shown that the differences in the mean scores

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between the groups were not significant [F (2,60)= 2.35, p> .05], as shown in table 4.1.1(2). Therefore, the hypothesis one of the research was accepted. This means that the groups' English language proficiency levels especially in the subject-verb agreement (SVA) were statistically equivalent before the treatments.

Table 4.1.1(2). The ANOVA test results on the grammatical-achievements mean scores in the pre-test

Source	Sum of squares	df	Mean square	F	Sig.
Between Groups	827.3	2	413.7	2.35	0.104
Within Groups	10544.1	60	175.7		
Total	11371.4	62			

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4.1.2 Hypothesis Two: There are significant differences between the TBLL-dictogloss group, the TBLL-jigsaw group and the PPP group in the grammatical-achievements mean scores in the post-test.

The findings of the grammatical-achievements mean scores of the groups in the post-test were as follows; the TBLL-dictogloss group's mean score was 93%, the TBLL-jigsaw group's mean score was 88% and the PPP group's mean score was 76%, as shown in table 4.1.2. These results have shown that descriptively both of the TBLL groups' lexical-achievements mean scores were higher than the PPP group's mean score.

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Table 4.1.2. The grammatical-achievements mean scores in the post-test scores

No.	Group	The mean scores (%)
1	TBLL-dictogloss	93
2	TBLL-jigsaw	88
3	PPP	76

When the mean scores were compared using a one-way ANOVA test at 5% significant level. The results have shown that the differences in the mean scores were significant [$F(2,60) = 9.73$, $p < 0.05$], as shown in table 4.1.2 (2).

Table 4.1.2(2). The ANOVA test results on grammatical-achievements mean scores in post-test

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Source	Sum of squares	df	Mean square	F	Sig.
Between Groups	3315.762	2	1657.881	12.99	0.00
Within Groups	7655.666	60	127.5944		
Total	10971.43	62			

In addition, based on a Tukey HSD test in the pos hoc analysis, it was found that there were significant differences between the TBLL-dictogloss group's mean scores and the PPP group's mean scores, and between the TBLL-jigsaw group's mean scores and the PPP group's mean scores, as shown in table 4.1.2 (3) with the asterisk (*) remarks. The differences in the mean scores between the TBLL-dictogloss and the PPP group were

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17.0175 points, while the differences in the mean scores between the TBLL-jigsaw and the PPP group were 12.1625 points as shown in table 4.1.2(3).

Table 4.1.2(3). The Tukey HSD analysis on the grammatical-achievements mean scores between all groups in post-test

Tukey HSD

Dependent Variable	(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Post-test grammatical achievement	TBLT-dictogloss	TBLT-Jigsaw	4.8551	3.77390	0.408	-4.21443	13.92457
		PPP	17.0175	3.95896	0.000	7.50330	26.53178
	TBLT-Jigsaw	TBLT-dictogloss	-4.8551	3.77390	0.408	-13.92457	4.21443
		PPP	12.1625	3.87634	0.007	2.84679	21.47815
	PPP	TBLT-dictogloss	-17.0175*	3.95896	0.000	-26.53178	-7.50330
		TBLT-Jigsaw	-12.1625*	3.87634	0.007	-21.47815	-2.84679

** The mean difference is significant at the .05 level.*

Therefore, the hypothesis two was accepted. This means that the groups' English language proficiency level especially in the SVA has changed after the treatment. The groups which have been exposed with the TBLL method have shown significantly higher performances in terms of the grammatical achievements in the post-test.

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4.2 Research Question Two: Are there significant differences between the effects of TBLL lessons using dictogloss tasks and jigsaw tasks on the grammatical-achievements mean scores among student teachers?

From the above research question, there was one hypothesis constructed as shown in the following.

4.2.1 Hypothesis Three: The TBLL-dictogloss group achieves significantly higher grammatical-achievements mean scores as compared to the TBLL-jigsaw group in the post-test.

As mentioned earlier, the TBLL-dictogloss group's mean score was 93% while the TBLL-jigsaw group's mean score was 88%. These results have indicated that descriptively the TBLL-dictogloss group has achieved higher score as compared to the TBLL-jigsaw group in terms of the grammatical-achievements mean scores in the post-test, in which the TBLL-dictogloss group achieved higher mean score than the TBLL-jigsaw group.

However, when these mean score were compared statistically. The results based the Tukey HSD test in the pos hoc analysis has shown that there were no significant differences between the TBLL-dictogloss and the TBLL-jigsaw groups' mean scores in the grammatical achievements. The differences in the mean scores between the TBLL-

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dictogloss and the TBLL-jigsaw group were 4.8551 points. The Tukey HSD analysis is shown in table 4.1.2 (3).

Therefore, the hypothesis three was not accepted. This means that both TBLL lessons using collaborative tasks, dictogloss and jigsaw did not lead to a great difference in the grammatical-achievements mean scores in the post-test. However, descriptively the TBLL lessons using dictogloss tasks have led to a higher grammatical-achievement mean score as compared to the TBLL lessons using jigsaw tasks.

4.3 Research Questions Three: What are the effects of TBLL lessons using collaborative tasks, dictogloss and jigsaw as compared to the PPP lessons the lexical-achievements mean scores ?

From the above research question, there were two hypotheses constructed. The followings are the hypotheses.

4.3.1 Hypothesis Four: There are no significant differences between TBLL-dictogloss group, TBLL-jigsaw group and PPP group in the lexical-achievements mean scores in the pre-test.

The findings of the lexical-achievements mean scores of the groups in the pre-test were as follows. First, the TBLL-dictogloss group's mean score was 74%, second, the TBLL-

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jigsaw group group's mean score was 78%, and third, the PPP group's mean score was 75%, as shown in table 4.3.1. The results have shown that descriptively there were differences in the mean pre-test scores between the groups.

Table 4.3.1. The lexical-achievements mean scores in the pre-test

No.	Group	The mean scores (%)
1	TBLL-dictogloss	74
2	TBLL-jigsaw	78
3	PPP	75

However, when the mean scores were compared using a one-way ANOVA test at 5% significant level. The results have shown that the differences in the mean scores between the groups were not significant [F (2,60)=.63, p> .05] as shown in table 4.3.1 (2). Therefore, the hypothesis four of the research was accepted. This means that the groups' English language proficiency levels especially relating the vocabulary or lexical items in the general knowledge theme were statistically equivalent before the treatments.

Table 4.3.1(2). The ANOVA test results on lexical-achievements mean scores in the pre-test.

Source	Sum of squares	df	Mean square	F	Sig.
Between Groups	212.5	2	106.3	0.63	0.54
Within Groups	10109.7	60	168.5		
Total	10322.2	62			

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4.3.2 Hypothesis Five: There are significant differences between the TBLL-dictogloss group, the TBLL-jigsaw group and the PPP group in the lexical-achievements mean scores in the post-test.

The findings of the lexical-achievements mean scores of the groups in the post-test were as follows; the TBLL-dictogloss group's mean score was 95% , the TBLL-jigsaw group's mean score was 96% and the PPP group's mean score was 79%, as shown in table 4.3.2. The results have shown that descriptively both of the TBLL groups' lexical-achievements mean scores were higher than the PPP group's mean score.

Table 4.3.2. The lexical-achievements mean scores in the post-test

No.	Group	The mean scores (%)
1	TBLL-dictogloss	95
2	TBLL-jigsaw	96
3	PPP	79

When the mean scores were tested using a one-way ANOVA test at 5% significant level. The ANOVA results have shown that the differences in the mean scores were significant [$F(2,60) = 19.68$, $p < 0.05$], as shown in table 4.3.2 (2).

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Table 4.3.2(2). The ANOVA test results on lexical-achievements mean scores in the post-test

Source	Sum of squares	df	Mean square	F	Sig.
Between Groups	3570.9	2	1785.5	19.68	0.00
Within Groups	5444.2	60	90.7		
Total	9015.1	62			

In addition, based on a Tukey HSD test in a pos hoc analysis it was found that there were significant differences between the TBLL-dictogloss group mean scores and the PPP group mean scores, and between the TBLL-jigsaw group mean scores and the PPP group mean scores, as shown in table 4.3.2 (3) with the asterisk (*) remarks.

Table 4.3.2(3) The Tukey HSD analysis on the lexical-achievement mean scores between all groups in the post-test

Tukey HSD

Dependent Variable	(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Post-test lexical achievement	TBLT-dictogloss	TBLT-Jigsaw	-0.6522	2.87503	0.972	-7.56150	6.25715
		PPP	16.0526	3.01602	0.000	8.80449	23.30077
	TBLT-Jigsaw	TBLT-dictogloss	0.6522	2.87503	0.972	-6.25715	7.56150
		PPP	16.7048	2.95307	0.000	9.60794	23.80167
	PPP	TBLT-dictogloss	-16.0526	3.01602	0.000	-23.30077	-8.80449
		TBLT-Jigsaw	-16.7048	2.95307	0.000	-23.80167	-9.60794

** The mean difference is significant at the .05 level.*

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Therefore, the hypothesis five was accepted. This means that the groups' English language proficiency level especially relating to the vocabulary or lexical items in the general knowledge theme has changed after the treatments. The groups which have been exposed with the TBLL method have shown significantly higher performances in terms of the lexical achievements.

4.4 Research Question Four: Are there significant differences between the effects of TBLL lessons using dictogloss tasks and TBLL lessons using jigsaw tasks on the grammatical-achievements mean scores?

From the above research question, there was one hypothesis constructed as shown in the following.

4.4.1 Hypothesis Six: The TBLL-jigsaw group achieves significantly higher lexical-achievements mean scores as compared to the TBLL-dictogloss group in the post-test.

As mentioned earlier, the TBLL-dictogloss group's lexical-achievements mean score was 95%, while the TBLL-jigsaw group's mean score was 96%. These results have indicated that descriptively the TBLL-jigsaw group has achieved higher mean score as compared to the TBLL-jigsaw group in the post-test.

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However, when these mean score were compared statistically. The Tukey HSD test in the pos hoc analysis has shown that there were no significant differences between TBLL-dictogloss and TBLL-jigsaw group's lexical-achievements mean scores. The Tukey HSD analysis is shown in table 4.3.2 (3) above.

Therefore, the hypothesis six was not accepted. This means that both TBLL lessons using collaborative tasks, dictogloss and jigsaw did not lead to a great difference in terms of the lexical-achievements mean scores in the post-test. However, descriptively the TBLL lessons using jigsaw tasks have led to a higher lexical-achievements mean scores as compared to the TBLL lessons using dictogloss tasks.

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4.5 Research Question Five: What are the perceptions of student teachers participated in this study on the TBLL lessons using collaborative tasks, dictogloss and jigsaw in terms of learning grammar, learning lexis and the overall activities in the lessons ?

The perceptions of student teachers on TBLL were derived from the analysis of questionnaires and interviews. The questionnaires were analysed using the participants' mean scores on three constructs namely, the perceptions on learning grammar, the perceptions on learning lexis and the perceptions on the overall activities in the lessons as shown in table 4.5.1, table 4.5.2 and table 4.5.3.

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The participants' responses were categorised into four categories, namely strongly disagree (SD), disagree (D), agree (A) and strongly agree (SA), each category represented values of one until four accordingly. From the collective values of each item, the mean score were calculated and interpreted into four levels namely, weak, low, medium and high as used by Syed Najmudin, Ab. Halim, Isahak and Mohd Sabri (2009). According to Davies (1971) the value of mean-scores interpretation scales can be calculated by dividing the values of responses after minus one to the number of interpretation levels. As such, the value of the mean-scores scales in this research was 0.75. The mean scores scales and its interpretation levels were shown in table 4.5 below. On the other hand, the interviews responses were analysed qualitatively.

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Table 4.5. The mean scores scales and its interpretation levels

No.	Mean scores scale	Levels
1	1.00 – 1.75	Weak
2	1.76 – 2.51	Low
3	2.52 – 3.27	Medium
4	3.28 – 4.00	High

The findings on the participants' perceptions on TBLL are discussed in terms of the followings, first, the participants' perceptions on learning grammar, second, the participants' perceptions on the learning lexis, third, the participants' perceptions on the overall activities in the lessons.

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4.5.1 The Participants' Perceptions On Learning Grammar Through The TBLL Lessons

Item one, three and five of the questionnaires centred around the participants' perceptions on learning grammar through the TBLL activities (refer to appendix C). In order to get further insights, interviews questions were also formulated on the related items particularly in questions two and four (refer to appendix D). The participants' perceptions on learning grammar were analysed according to groups. This is because the participants were exposed to different types of tasks which were the dictogloss and jigsaw. Analysing the participants' perceptions mean scores according to groups has allowed researcher to study the participants' perceptions on the different tasks.

Firstly, in the TBLL-dictogloss group, it was found that the mean scores for the item one was 3.47, the mean score for item three was 3.33, and the mean score for item five was 3.52 as shown in table 4.5.1. These mean scores were interpreted as high. They indicated that the majority of the participants strongly agreed that the TBLL lessons using dictogloss tasks were suitable and able to help them to learn grammar. In addition, they also strongly agreed that their grammar would improve if they continue learning using these types of lessons.

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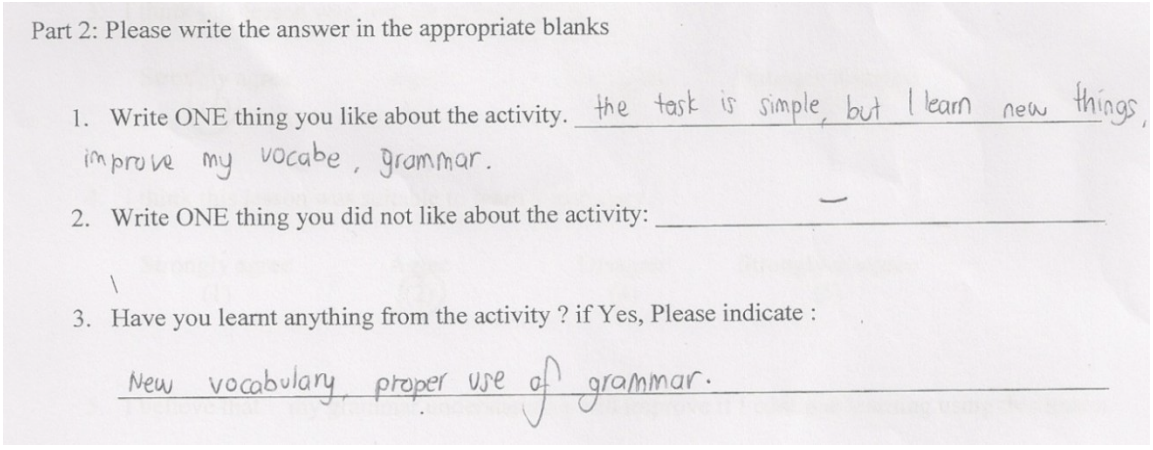
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Table 4.5.1. The mean scores of the participants' perceptions on learning grammar in the TBLL-dictogloss group.

Items	Questions	TBLL-dictogloss (N=21)				
		SD	D	A	SA	M
1	I think the lesson helped me to learn grammar.	0 0%	0 0%	11 52%	10 48%	3.47 (High)
3	I think this lesson was suitable to learn grammar.	0 0%	0 0%	14 67%	7 33%	3.33 (High)
5	I believe that my grammar understanding will improve if I continue learning using this lesson.	0 0%	0 0%	10 48%	11 52%	3.52 (High)

(SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree, M=Mean)

In addition, in the open-ended questions at the end of the questionnaires the participants in this group acknowledged that the activities have helped them to improve their grammar. The following is an example of the extracted from questionnaires 1.



Part 2: Please write the answer in the appropriate blanks

1. Write ONE thing you like about the activity. the task is simple, but I learn new things, improve my vocabe, grammar.
2. Write ONE thing you did not like about the activity: –
3. Have you learnt anything from the activity ? if Yes, Please indicate :

New vocabulary, proper use of grammar.

(Extract from Q1)

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In a similar vein, based on the interviews with two randomly selected participants from the TBLL-dictogloss group, it was found that the participants in this group were very satisfied with the learning grammar especially the SVA through the activities. As a result, the participants have acknowledged that their grammar particularly in the SVA topic has improved throughout the duration of the lessons. In short, both of the interviewees have given positive responses when they were asked to give opinions on the learning grammar through the lessons, as shown in the following excerpts.

> "*For me..I think these types of learning help me to improve in topic subject-verb agreement because I can stretch [sic] my understanding and with the help of teacher I can correct my mistakes*".
>
> **(AN I.1)**

> "*I think our grammar can be increased [sic] by discussions and then the teacher assist*".
>
> **(NBW I.2)**

As a whole, it can be concluded that the majority of the participants in TBLL-dictogloss group have positive perceptions towards the TBLL lessons using dictogloss tasks in terms of learning English language grammar.

Secondly, in the TBLL-jigsaw group, it was found that the mean score for item one was 3.69, mean score for item two was 3.61, and mean score for item six is 3.74 as

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shown in table 4.5.1 (2). Similar to the TBLL-dictogloss group, these mean scores were also interpreted as high. It indicated that the majority of the participants in this group strongly agreed that the TBLL lessons using jigsaw task were also able to help them to learn grammar effectively.

Table 4.5.1(2). The mean scores of the participants' perceptions on the grammatical learning in the TBLL-jigsaw group

Items	Questions	TBLL-jigsaw (N=23)				
		SD	D	A	SA	M
1	I think the lesson helped me to learn grammar.	0 0%	0 0%	7 30 %	16 70%	3.69 (High)
3	I think this lesson was suitable to learn grammar.	0 0%	1 4%	7 30 %	15 66%	3.61 (High)
5	I believe that my grammar understanding will improve if I continue learning using this lesson.	0 0%	0 0%	6 26 %	17 74%	3.74 (High)

(SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree, M=Mean)

From the interviews analysis, it was found that the participants had revealed that the lesson were very useful in improving their grammar. Moreover, they were also very satisfied with learning grammar from the lessons as shown in the followings excerpts.

"I think it's a useful lesson (in improving my grammar)".

(ZH I.3)

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> *"I think the lessons… good and give me…"penambahbaikan" (improvement) in grammar and vocabulary".*
>
> **(NHK I.4)**

As a whole, it can be concluded that the majority of the participants in TBLL-jigsaw group has also revealed their positive perceptions towards the TBLL lessons using jigsaw tasks in terms of learning English language grammar.

4.5.2 The Participants' Perception On The Learning Lexis Through The TBLL Lessons

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Item two, four and six of the questionnaires centred around the participants' perceptions on learning lexis through on the TBLL lessons (refer to appendix C). In order to get further insights, interview questions were also formulated on the related items particularly in questions three and five (refer to appendix D). Similar to the above analysis, the participants' perceptions on learning lexis or vocabulary were also analysed according to groups.

Firstly, in the TBLL-dictogloss group it was found that the mean score for item one was 3.52, the mean score for item two was 3.67, and the mean score for item five was 3.57, as shown in table 4.5.2. These mean scores were considered as high. They indicated

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that the majority of the participants strongly agreed that the TBLL lessons using dictogloss tasks were able to help them to acquire new lexical items effectively. They also strongly agreed that their vocabulary will improve if they continue learning using these types of lessons.

Table 4.5.2. The mean scores of the participants' perceptions on the learning lexis in the TBLL-dictogloss group

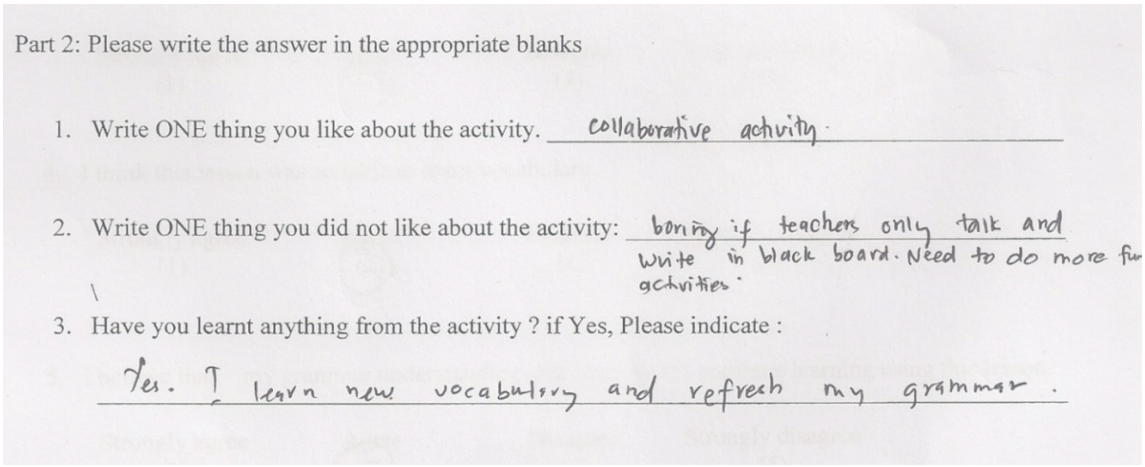
Items	Questions	TBLL-dictogloss (N=21)				
		SD	D	A	SA	M
2	I think the lesson helped me to learn new words.	0 0%	0 0%	10 48%	11 52%	3.52 (High)
4	I think this lesson was suitable to learn vocabulary.	0 0%	0 0%	7 33%	14 67%	3.67 (High)
6	I believe that my vocabulary will improve if I continue learning using this lesson.	0 0%	0 0%	9 43%	12 57%	3.57 (High)

(SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree, M=Mean)

In addition, the open-ended responses by the participants have also echoed the above findings. For example, the participants have highlighted that their vocabulary have improved throughout the lessons as shown in the extract from questionnaires two and three especially in the answer for question three.

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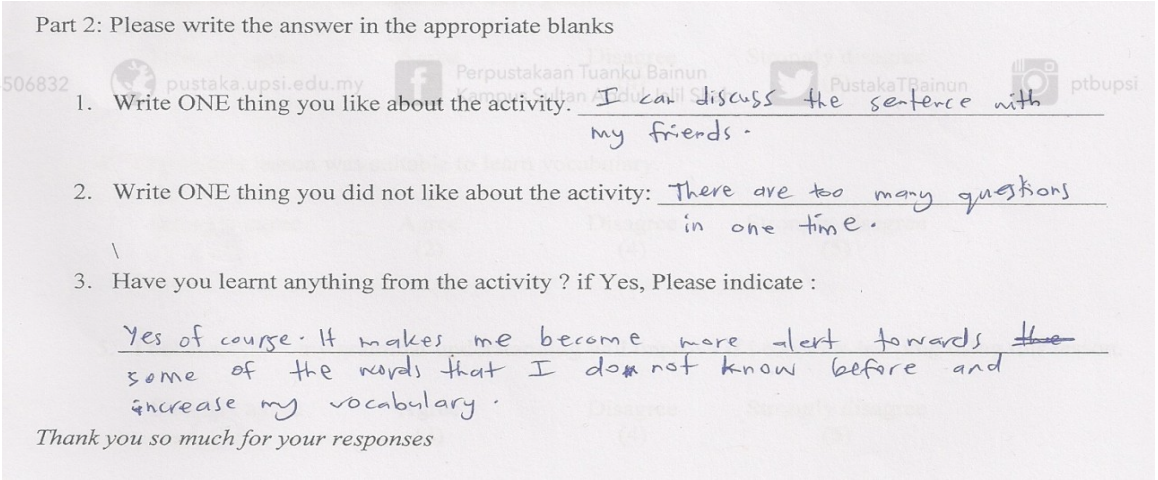


Part 2: Please write the answer in the appropriate blanks

1. Write ONE thing you like about the activity. collaborative activity.
2. Write ONE thing you did not like about the activity: boring if teachers only talk and write in black board. Need to do more fun activities.
3. Have you learnt anything from the activity ? if Yes, Please indicate :

Yes. I learn new vocabulary and refresh my grammar.

(Extract from Q.2)



Part 2: Please write the answer in the appropriate blanks

1. Write ONE thing you like about the activity. I can discuss the sentence with my friends.
2. Write ONE thing you did not like about the activity: There are too many questions in one time.
3. Have you learnt anything from the activity ? if Yes, Please indicate :

Yes of course. It makes me become more alert towards ~~the~~ some of the words that I do not know before and increase my vocabulary.

Thank you so much for your responses

(Extract from Q.3)

In addition, based on the interviews, it was found that the participants have also admitted that the lessons were able to help them to learn new lexical items effectively.

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For example, when they were asked to give opinions on the learning vocabulary through the lessons, their responses were as follows.

> *"I think my vocab [sic] improve because… with the guidance of teacher and also I've used my previous knowledge to answer questions… although some words are simple but maybe for some of us do not know the meaning of that (words)".*
>
> **(AN I.1)**

> "*First we just answer the questions based on ourselves and after the questions (have been) answered the teacher teach the vocabulary (used in the questions)…I think we can increased (improve) our vocabulary".*
>
> **(NBW I.2)**

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As a whole, the findings have revealed that the majority of the participants in TBLL-dictogloss group have positive perceptions towards the TBLL lessons using jigsaw task in terms of learning lexis.

Secondly, in the TBLL-jigsaw group it was found that the mean scores for the item two was 3.48, the mean score for item four was 3.35, and the mean score for item six was 3.39 as shown in table 4.5.2 (2). These mean scores were also interpreted as high. They indicated that the majority of the participants strongly agreed that the lessons that they have undergone were able to help them to acquire new lexical items effectively. Furthermore, they also strongly agreed that their vocabulary will improve if they continue learning using these types of lessons.

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Table 4.5.2(2). The mean scores of the participants' perceptions on learning lexis in the TBLL-dictogloss group

Items	Questions	TBLL-jigsaw (N=23)				
		SD	D	A	SA	M
2	I think the lesson helped me to learn new words.	0 0%	0 0%	12 50%	11 48%	3.48 (High)
4	I think this lesson was suitable to learn vocabulary.	0 0%	0 0%	15 65%	8 35%	3.35 (High)
6	I believe that my vocabulary will improve if I continue learning using this lesson.	0 0%	0 0%	14 61%	9 39%	3.39 (High)

(SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree, M=Mean)

In addition, based on the interviews it was found that the participants have admitted that the lessons were able to help them to learn new lexical items effectively. For example, when they were asked to give opinions on the learning of new words or lexis through the lessons, their responses were as follows.

"The lessons have helped me knowing new words that I did not know".

(ZH I.3)

"The lessons can teach our vocabulary".

(NHK I.4)

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As a whole, the findings have also revealed that the majority of the participants in TBLL-jigsaw group have positive perceptions towards the TBLL lessons using jigsaw task in terms of learning lexis.

4.5.3 The Participants' Perception On The Overall Activities In The TBLL Lessons

Item seven, eight and nine of the questionnaires centred on the participants' perception on the overall activities in the TBLL lessons (refer appendix C). In order to get further insights, interview questions were also formulated on the related items particularly in questions one (refer appendix D). Similar to the above, the participants' perceptions on the overall activities in the lessons were analysed according to groups.

Firstly, in the TBLL-dictogloss group it was found that the mean scores for the item seven was 3.33, the mean score for item eight was 3.52, and the mean score for item nine was 3.71 as shown in table 4.5.3. These mean scores were interpreted as high. They indicated that the majority of the participants have found that the activities in these types of lessons were fun and interesting. The majority of the participants also strongly agreed that teachers/lecturers should implement these types of lessons more often. Furthermore, the majority of them have revealed their high interest on these types of lessons.

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Table 4.5.3. The mean scores of the participants' perceptions on the overall lessons in the TBLL-dictogloss group.

Items	Questions	TBLL-dictogloss (N=21)				
		SD	D	A	SA	M
7	I think the lessons were fun and interesting.	0 0%	0 0%	14 67%	7 33%	3.33 (High)
8	I think teachers/lecturers should carry this type of learning more often.	0 0%	0 0%	10 48%	11 52%	3.52 (High)
9	I like the lessons.	0 0%	0 0%	6 29%	15 71%	3.71 (High)

(SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree, M=Mean)

In addition, based on the interviews it was found that the participants have revealed that the lessons were good and they have enjoyed the lessons so much. These are shown in the following excerpts.

> *"For me…I enjoyed the lesson because I got many things that before this may be I know and don't know".*
>
> **(AN I.1)**

> *"I think the lessons are good especially to teach our vocabulary".*
>
> **(NBW I.2)**

As a whole, the findings revealed that the majority of the participants in the TBLL-dictogloss group have positive perceptions towards the TBLL lessons using

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dictogloss tasks. The participants have also expressed their satisfaction with the overall activities on the lessons based on the positive responses during the interviews.

Secondly, in the TBLL-jigsaw group, it was found that the mean scores for the item seven was 3.52, the mean score for item eight was 3.48, and the mean score for item nine was 3.57, as shown in table 4.5.3 (2). Similar to the TBLL-dictogloss group, these mean scores were interpreted as high. They indicated that the majority of the participants have found that the activities in these types of lessons were fun and interesting. It also indicated that the majority of the participants strongly agreed that teachers/lecturers should implement this type of lessons more often. Furthermore, the majority of them have expressed their interest towards these types of lessons.

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In addition, based on the interviews with two randomly selected participants from the group, it was found that the participants have admitted that the lessons were fun and interesting as shown in the following excerpts.

> *"It's a good kind of process…fun learning…might help me…sharpened [sic] my grammar and also knowing new words that I did not know".*
>
> **(ZH I.3)**

> *"I think the activities…menarik [sic], interesting and fun".* .
>
> **(NHK I.4)**

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As a whole, the findings have also revealed that the majority of the participants in the TBLL-jigsaw group have positive perceptions towards the TBLL lessons. The participants also expressed their satisfaction with the overall activities on the lessons based on the positive responses during the interviews.

Table 4.5.3(2). The mean scores of the participants' perceptions on the overall lessons in the TBLL-jigsaw group.

Items	Questions	TBLL-jigsaw (N=23)				
		SD	D	A	SA	M
7	I think the lessons were fun and interesting.	0 0%	2 9%	7 30%	14 61%	3.52 (High)
8	I think teachers/lecturers should carry this type of learning more often.	0 0%	1 4%	10 44%	12 52%	3.48 (High)
9	I like the lessons.	0 0%	0 8%	10 43.5%	13 57%	3.57 (High)

(SD=Strongly disagree, D=Disagree, A=Agree, SA=Strongly agree, M=Mean)

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4.6 The Summary Of The Findings

The followings are the summary of the findings according to the research questions.

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The first research question was aimed to investigate the effects of the TBLL lessons using collaborative tasks, dictogloss and jigsaw as compared to the PPP lessons on the grammatical-achievements mean scores.

The above findings have revealed that both of the groups which have been exposed to the TBLL lessons either using dictogloss or jigsaw have achieved significantly higher grammatical-achievements mean scores in the post-test as compared to the PPP group. These findings have clearly indicated that the TBLL lessons using collaborative tasks, dictogloss and jigsaw were effective in enhancing the participants' achievements in grammar especially in the SVA.

Basically the second research question was aimed to compare the effects between both types of treatments (TBLL lessons using dictogloss tasks and TBLL lessons using jigsaw tasks) on the grammatical-achievements mean scores.

The comparison between both of the treatment groups which were the TBLL-dictogloss group and the TBLL-jigsaw group has revealed that there were no significant differences between both groups' grammatical-achievements mean scores in the post-test. However, the descriptive comparison has shown that the group exposed to the TBLL using dictogloss tasks has achieved higher grammatical-achievements mean scores. These findings have indicated that relatively the dictogloss tasks enhance the participants' achievements in grammar particularly in the SVA topic higher than the jigsaw tasks. This

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has manifested the goal of the dictogloss task itself, which was to increase the grammar competence as mentioned by its founder Wajnryb, (1990).

In sum, the following figure 4.6.2 shows the comparison of the grammatical-achievements mean scores of all groups in the pre-test and the post-test.

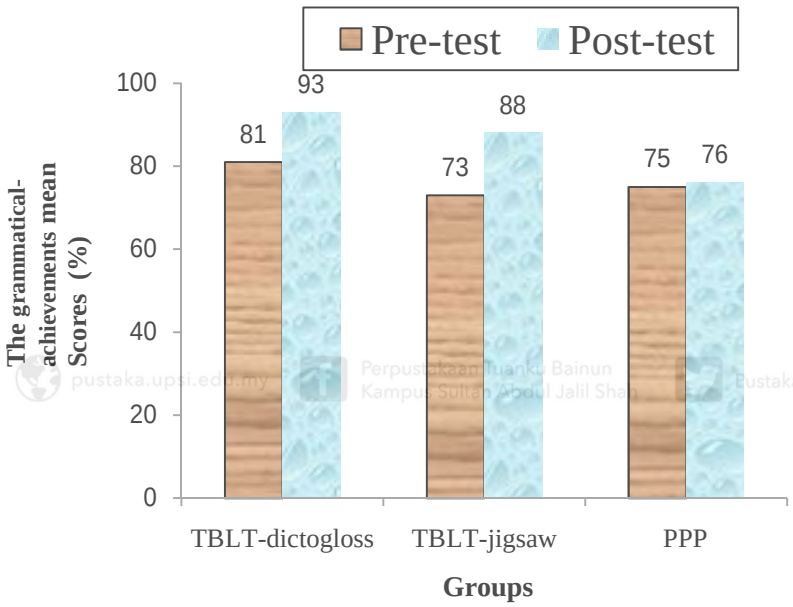


Figure 4.6.2. The grammatical-achievements mean scores in pre-test and post-test

The third research question was aimed to investigate the effects of TBLL lessons using collaborative tasks, dictogloss and jigsaw as compared to the PPP lessons on the lexical-achievements mean scores.

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The above findings have revealed that both the groups which have been exposed to the TBLL lessons either using dictogloss or jigsaw tasks achieved significantly higher lexical-achievements mean scores in the post-test as compared to the PPP group. The findings have clearly indicated that the TBLL lessons using collaborative tasks, dictogloss and jigsaw were effective in enhancing the participants' achievements in vocabulary or lexis relating to the general knowledge theme.

Basically the fourth research question was aimed to compare the effects between both types of treatments (TBLL lessons using dictogloss tasks and TBLL lessons using jigsaw task) on the lexical-achievements mean scores.

The comparison between both of the treatment groups (TBLL-dictogloss group and TBLL-jigsaw group) has revealed that there was no significant differences between both of the groups' lexical-achievements mean scores in the post-test. These findings have indicated that relatively the jigsaw tasks had enhanced the participants' achievements in lexis higher than the dictogloss tasks. This demonstrates the ability of the jigsaw tasks in promoting students attention to the negotiation of 'meaning' or lexis as mentioned by Pica, Kanagy and Faludon, (1993) and Swain and Lapkin, (2001).

In sum, figure 4.6.4 shows the comparison of the lexical-achievements mean scores of all groups in the pre-test and the post-test.

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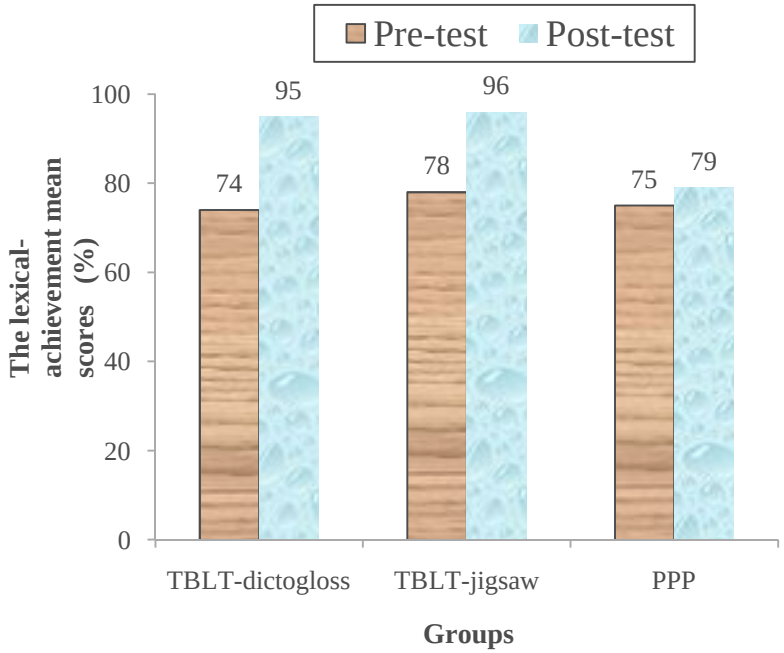


Figure 4.6.4. The lexical-achievements mean scores in pre-test and post-test

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The fifth research question was aimed to investigate the participants' perceptions on the TBLL lessons using collaborative tasks, dictogloss and jigsaw in terms of learning grammar, learning lexis and the overall activities in the lessons.

The findings based on the questionnaires and interviews have revealed the followings. First, the participants in both of the treatment groups (TBLL-dictogloss and TBLL-jigsaw) were strongly satisfied with the lessons in terms of learning grammar as shown in figure 4.6.5. Second, the findings have revealed that the participants in both of the treatment groups were also strongly satisfied with the lessons in terms of learning lexis as shown in figure 4.6.5 (2). Third, the findings have revealed that the participants in

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both of the treatment groups were strongly satisfied with the overall activities in the lessons as shown in figure 4.6.5 (3). In short, the participants in both treatment groups have revealed their positive perceptions towards the TBLL lessons using both of the collaborative tasks, dictogloss and jigsaw in terms of learning grammar, learning lexis and overall activities in the lessons.

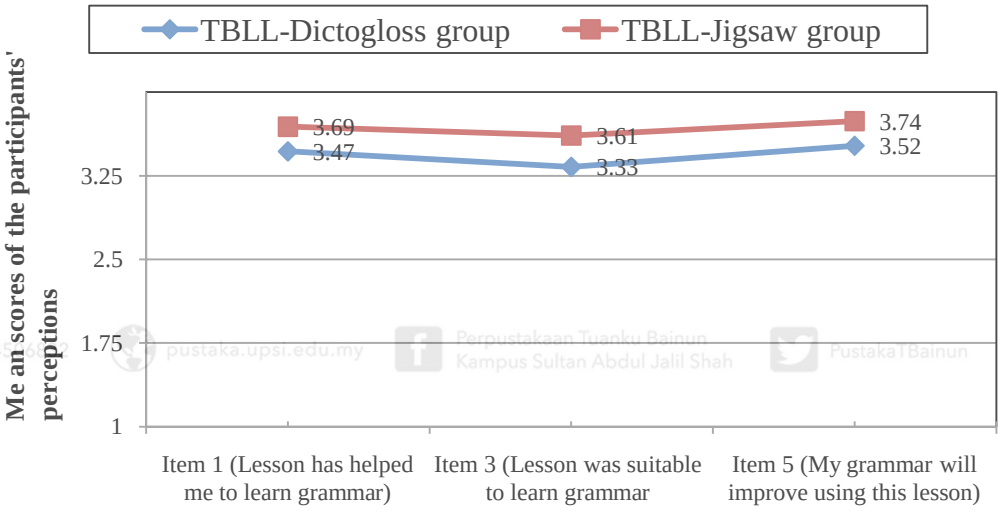


Figure 4.6.5. The mean scores of the participants' perceptions on learning grammar

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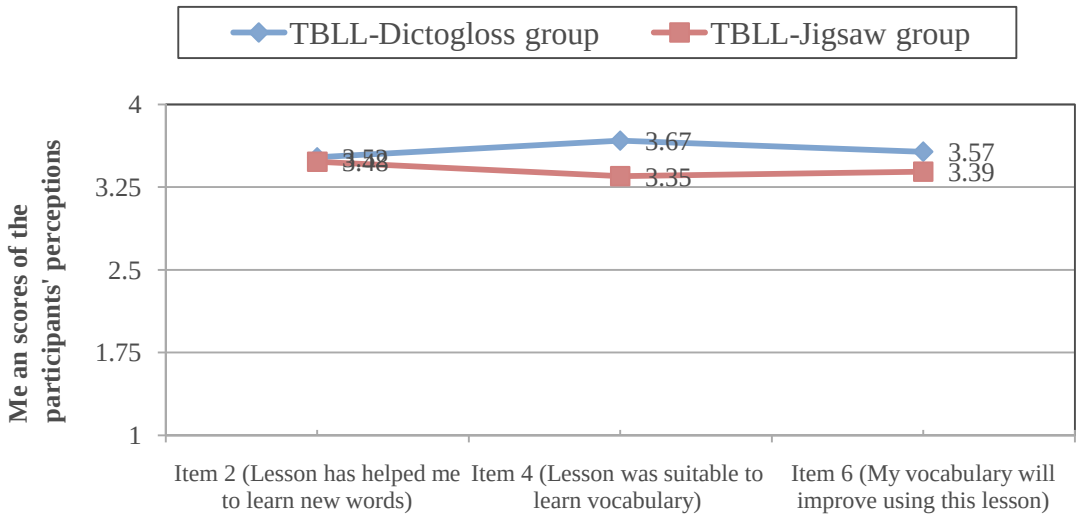


Figure 4.6.5(2). The mean scores of the participants' perceptions on learning lexis.

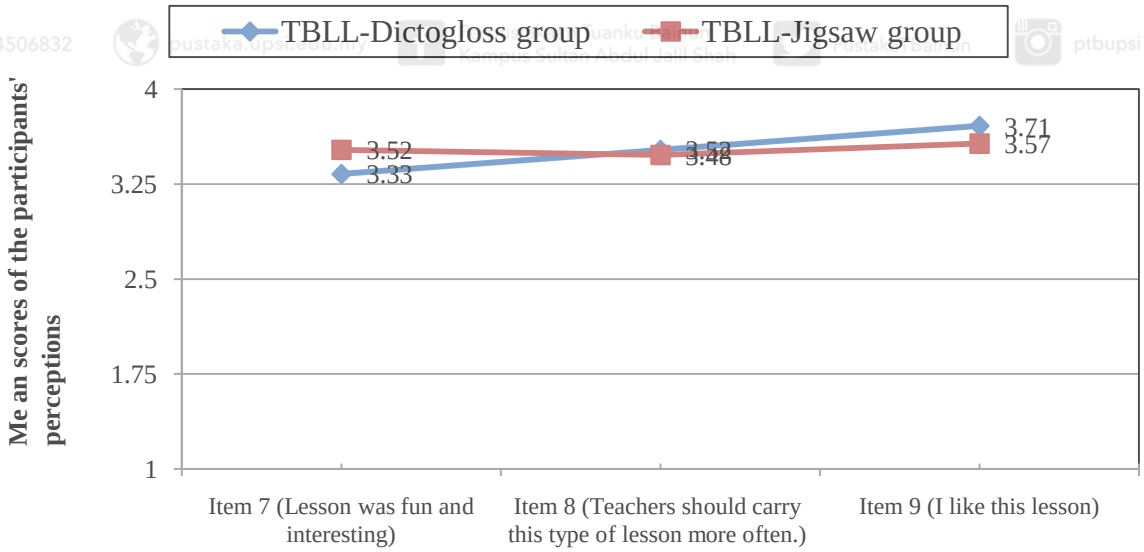


Figure 4.6.5(3). The mean scores of the participants' perceptions on the overall activities in TBLL the lessons

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4.7 Summary

This chapter presents the findings from the analysis of data based on the research questions and hypotheses. It also summarises the findings briefly at the end of the chapter. The next chapter presents the discussions, conclusions and recommendations.

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CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

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5.0 Introduction

This chapter discusses and concludes the research findings in relation to the research questions and objectives. The chapter ends with the pedagogical implications and the recommendations for future research.

5.1 Discussions And Conclusions

The first research question was to find out the effects of TBLL lessons using collaborative tasks, dictogloss and jigsaw on the grammatical-achievements mean scores as compared

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to the PPP lessons. The findings have shown that the both of the groups which have been exposed to the TBLL lessons using collaborative tasks dictogloss and jigsaw have achieved significantly higher grammatical-achievements mean scores as compared to the control group, as shown in Figure 5.1.

These results are similar with the findings of the research by Swain and Lapkin (2001). They have found that collaborative tasks, dictogloss and jigsaw have promoted positive effects on the students' grammatical accuracy test. In addition, this research findings also reflect research carried out by Holunga (1994), Kowal and Swain (1994), Storch (2001), Leeser (2004) and Kim and McDonough (2008). All of these research reported positive effects of collaborative tasks, dictogloss and jigsaw on the acquisition of grammar in L2.

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The results from the above study have indicated that that those collaborative tasks have enabled the participants to collaborate with their partners in the language developments process especially relating to the grammatical rules. This has been identified by Swain (2002) as the peer to peer 'scaffolding'. In addition, in this research it was also found that the language development process did not stop at that point. It was extended to the point where the lecturer has also assisted the participants' language development. This is called as the language focus stage in the TBLL lessons framework proposed by Willis, (1996). This language focus stage occurred after the tasks cycle, in which the lecturer assisted the participants to analyse their sentences in the tasks outcomes presentation. In fact, during the interviews the participants have also revealed

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that this language focus stage has really helped them in understanding the grammatical rules especially the tenses. They also mentioned that the strength of this language focus stage was when the lecturer pinpointed their own mistakes. In short, in this research it was found that through the TBLL approach the grammar development process has occurred twice firstly, during the peer to peer discussions, and secondly, during the lecturer assistance stage.

Therefore, based on the findings of the first research question, the research has concluded that the TBLL lessons using collaborative tasks, dictogloss and jigsaw are able to increase the grammatical-achievements among student teachers.

The second research question was to find out whether there are significant differences between TBLL lesson using dictogloss tasks as compared to the TBLL lesson using jigsaw tasks on the grammatical-achievements mean scores. The findings have shown that the differences in grammatical-achievements mean scores of both types of lessons were not significant. However, descriptively the TBLL-dictogloss group has achieved a higher grammatical-achievement mean score as compared to the TBLL-jigsaw group. This is because in the dictogloss tasks the participants were inclined to recall the tenses used in the text that they had listened in the process of completing the tasks. Thus, the discussions with their partner have centered on the grammatical rules that they had listened such as the present or past tenses and the singular or plural subjects whereas in the jigsaw tasks, the participants had the tendency to discuss with their partners on the

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correct choice of words to be used based on the notes given to them, as compared to the proper tenses to be used.

Therefore, the research has concluded that the TBLL lessons using dictogloss tasks relatively promote higher grammatical achievements than the TBLL lessons using jigsaw tasks. The result has clearly reflected the ultimate goal of the dictogloss task itself, which is to promote the grammar competence (Wajnryb, 1990). The results of of this study were also reflected the findings by Kowal and Swain (1994) and Swain and Lapkin, (2001), as mentioned in the literature review. These studies had found that the dictogloss taks promote the grammatical competence among students.

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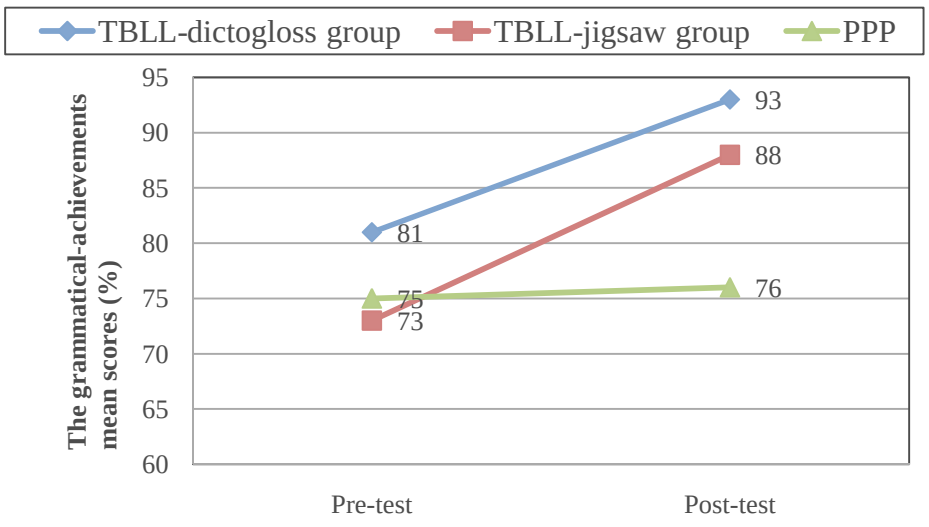


Figure 5.1. The comparison of the grammatical-achievements mean scores in the pre-test and post-test

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The third research question was to find out the effects of TBLL lessons using similar collaborative tasks, dictogloss and jigsaw tasks on the lexical-achievements mean scores as compared to the PPP lessons. The findings have shown that both of the groups which have been exposed to the TBLL lessons using collaborative tasks, dictogloss and jigsaw tasks have achieved significantly higher mean scores in the lexical achievements as compared to the control group as shown in figure 5.1 (2).

These results are similar to the findings by Swain and Lapkin (2001). They have also found that the collaborative tasks such as jigsaw and dictogloss tasks, both promote equal attentions on lexis among learners. In addition, the findings also reflected research by Holunga (1994), Kowal and Swain (1994), Storch (2001), Swain and Lapkin (2001), Leeser (2004) as well as Kim and McDonough (2008). These research reported positive effects of collaborative tasks, dictogloss and jigsaw on the acquisition of lexis in L2.

The above results have indicated that those collaborative tasks have also enabled the participants to collaborate with their partners in the language developments process particularly relating to lexical items. This has been identified by Pica, Kanagy and Faludon (1993) as the learners' negotiation of 'meaning' out of the jigsaw tasks. In addition, it was also found that the lexical items development process did not stop at that point. It extends to the language focus stage. In this language focus stage, the lecturer also highlighted on the correct choices of words to be used in the targeted context, apart from the correct grammatical structures.

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In short, the research has found that through the TBLL approach, the lexis development process has also occurred twice firstly, during the peer to peer discussions, and secondly, during the lecturer assistance stage. This is similar to the grammar development process in TBLL approach as discussed earlier.

Therefore, based on the discussion, the research has made a third conclusion in which the TBLL lessons using collaborative tasks, dictogloss and jigsaw are also able to increase the lexical-achievements among student teachers.

The fourth research question was to find out whether there were significant differences between TBLL lessons using dictogloss tasks and jigsaw tasks on the lexical-achievements mean scores. The findings have shown that the differences in lexical-achievements mean scores from both types of lessons were not significant. However, descriptively the TBLL-jigsaw group has achieved a higher lexical-achievements mean score as compared to the TBLL-dictogloss group. This is because, as mentioned earlier, in the jigsaw tasks the participants had the tendency to discuss on the correct choice of words to be used based on the notes given to them in the process of completing the tasks whereas in the dictogloss tasks, the participants were inclined to recall the tenses used in the text that they had listened. Therefore, it was found that the differences in the participants' attentions have led to the differences in the lexical achievements.

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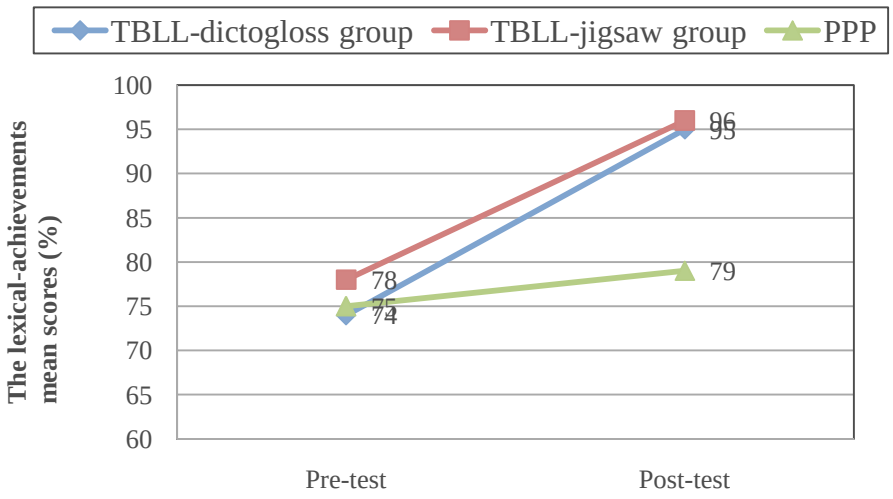


Figure 5.1(2). The comparison of the lexical-achievements mean scores in pre-test and post-test.

As such, the research has concluded that TBLL lessons using jigsaw tasks relatively promote higher lexical achievements as compared to the TBLL lessons using dictogloss tasks. This reflects the ultimate goal of the jigsaw task itself, which is to promote the lexis competence (Pica, Kanagy and Faludon, 1993).

The fifth research question was to find out the perceptions of student teachers on the TBLL lessons using collaborative tasks, dictogloss and jigsaw tasks in terms of learning grammar, learning lexis and overall activities in the lessons. The followings are the findings and conclusions.

First, it was found that that the majority of the participants in TBLL groups highly agreed that the TBLL lessons using collaborative tasks, dictogloss and jigsaw were able

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to help them to improve their grammar and lexis. This was also found by Willis (1996), in which she mentioned that after an experimentation of task-based learning with a number of learners, they have acknowledged that the approach has helped them to improve their L2.

Second, it was found that the participants in both of the TBLL groups highly satisfied with the activities in the TBLL lessons. According to them, the collaborative tasks have given the opportunity to practice the grammar and lexis in their communication with friends. This reflects to the claim made by Willis (1996) that 'there is evidence that learners who are encouraged to communicate are likely to acquire a language faster and more efficiently' (p.14).

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Third, it was found that the participants in both of the TBLL groups felts that the activities were fun, enjoyable and meaningful. This reflects Van Patten (1996) claim that 'tasks' are a motivational way of language learning as they facilitate language use which is considered to be an enjoyable learning process. The findings are also similar to the research by Littlewood (2007) in which he found Asian students like to learn through tasks.

Fourth, besides the fun and enjoyable learning, the participants felt that the TBLL activities were very meaningful. This is because they found that through TBLL they were not only learning the targeted language structures but also able to practice them through

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the communication especially during the completion of tasks. This reflects the assertion made by Willis (1996) in which she mentioned the following.

> Students who have experimented with task-based learning in many parts of the world have reported that they gain confidence in speaking and interacting quite soon after beginning a task-based course, they enjoy the challenge of doing tasks and find many of them fun (p.137).

Fifth, the findings especially from the interviews have also revealed that the participants wanted to do variety of tasks instead of just dictogloss and jigsaw tasks such as words puzzle, games, play and dialogues. According to them, these would enhance the effectiveness of English language learning especially in learning grammar and lexis. This also reflects the assertion by Willis (1996) in which her students feel the needs for various interaction patterns. However, she reminded teachers to be careful in selecting the tasks because carefully chosen tasks make learners participate in a complete interactions and that raises motivation.

Therefore, based on the above findings, finally the research has concluded that the participants in both of the treatment groups have positive perceptions towards the TBLL lessons in terms of learning grammar, learning lexis and overall activities in the lessons. They have also expressed their satisfaction and interest towards the communicative and

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discussion types of activities particularly in improving their grammar and lexis. These are similar to the finding of research by Wan Zumusni, Noriah, Deepak Singh, and Suhaidi (2010) in which they have found that students at the university level prefer group discussion in ESL classroom as a way to reduce their communicative anxiety. On top of that, they also showed higher level of communication apprehension from the group discussion.

Moreover, the research findings have also shown similarities with the research by Zubaidah and Hawa Shamsina (2011) in which they found that the task-based speaking activities have improved the vocabulary and grammar of a group of engineering students whom taking compulsory ESL course. In this research, the improvements in grammar and lexis among the participants can be attributed to the TBLL lessons using the collaborative tasks, dictogloss and jigsaw which is also speaking and discussion based ESL activities.

5.2 Pedagogical Implications

The study has certain pedagogical implications for teacher educators, student teachers as well as for practicing language teachers. The followings are the implications.

Firstly, teacher educators should apply the TBLL strategy in the English language classes because there were empirical evidences to support that applying the learning strategy gives positive effects on student teachers' language learning and acquisition

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particularly in the grammar and lexis. In addition, the experimentation with TBLL strategy has also shown that it gives positive effects to the student teachers' satisfactions in ESL learning.

Secondly, teacher educators should maximise the use of collaborative tasks especially in teaching and learning the ESL grammatical and lexical items. However, teacher should consider a systematic pairing method, for example the pairs may made up of different proficiency level students. This is because effective collaborative works has been attributed to the effective dialogues among the pairs. Based on literature reviews different proficiency level of pairs enhance the grammatical and lexical learning (Lesser, 2004; Kim and McDonough, 2008).

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Thirdly, it is worth for teacher educators to explain on the language learning process and the rationales behind the TBLL at the beginning of the course. This is because TBLL strategy is developed based on the established language learning theories such as the SCTM. Understanding the basic concepts of SCTM will allow students to follow the TBLL strategy easily. In addition, Willis (1996) has also suggested that "with a clear orientation (on TBLL) most learners will soon respond positively"(p. 138).

Fourthly, in addition to the above recommendation teacher educators should also consider explaining the TBLL framework particularly the diagram of the TBLL framework by Willis (1996) and Ellis (2003). This is because students will understand the needs and rationales for each TBLL learning stages. Understanding such needs and

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rationales will help to keep them focus on linguistic knowledge while completing the task. According to Willis (1996) in task-based learning, it is very important for teachers and learners to keep focus on language development rather than solely completing the tasks.

Fifthly, on the part of the students particularly the student teachers, they have to be aware that to ensure the success of TBLL they have to play their active parts in the interaction with their peers. This is because the success of TBLL does not depend on tasks only. However, the students' participations are also vitally important. According to Ellis (2003) learners may not succeed in "developing the kind of L2 proficiency needed to communicate fluently and effectively" unless they participate well in the communicative tasks (p.1).

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Sixthly, for all language teachers in various educational settings they are all invited to have a thorough understanding of the TBLL strategy in order to gain its advantage. The understanding that TBLL is merely the learning based on task is actually insufficient and would not gain extra benefits. Indeed task is a major part of the TBLL strategy. However, the TBLL instructional process (or the procedures of carrying out TBLL) in classroom will also contribute to the major success of the TBLL. Such instructional process of TBLL is explained in the TBLL framework. A good understanding of TBLL framework would allow teachers to carry out TBLL effectively.

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In addition, from the understanding of the TBLL lessons framework the teachers may also improvise the stages based on the need of the students. For example, they may prolonged the language focus stage if they feel that their students benefits most from that stage. According to Wallace (1991), “teachers should be encouraged to become reflective practitioners by reflecting on their profesional experiences” (p.26).

Finally, it is recommended to all English language syllabus and curriculum designers including the policy makers in the curriculum development centre (CDC) and teachers education department (BPG) of the ministry of education to use the TBLL strategy intensively in the teaching and learning of English language curriculum and syllabus in the primary and secondary national schools as well as in the Malaysian teacher education institutes or IPGM. This is because an effective teaching and learning strategy also requires a strong supports from the higher authorities in order to be widely implemented.

5.3 Recommendations For Future Research

The results of this study have provided further evidence that collaborative dialogues within collaborative task performance has led to an effective negotiation of ‘form’ or grammar, and negotiation of ‘meaning’ or lexis. In future research, it is recommended that researchers could transcribe the dialogues that take place among students while they are completing task, in which this research has not done it. By doing this, researchers

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could study the application of the negotiations of grammar and lexis by students. Researcher could also see the patterns or types of negotiations that could contribute to effective acquisition of grammar or lexis. In order to do this, researchers need to do a scrutiny analysis of the students' collaborative dialogues using an analytical discourse tools as suggested by Kumaravadivelu (2004). It is also suggested that future research to carry out different types of collaborative tasks in which this research had no opportunities to carry out.

Furthermore, it is acknowledged that the current study has several limitations such as limited number of participants, age groups, economic status, ethnics, location and the absence of randomisation. Therefore, the following recommendations are given out of the limitations for future research purposes. First, future research should encompass a considerable higher number of participants so that the generalisation of the findings can be made. Second, the replications of the research are also invited particularly targeting at various levels of students' age, social economic status and ethnics. As this would allow researchers and teaching practitioners to see the effects of TBLL in various setting in the local context. Third, this research did not take into account the randomisation process in the sample selection, thus it is suggested that future research to consider such randomisation process especially in the settings where it is permissible and feasible.

Lastly, as this research focuses on the perspective of students, it is recommended that future research to focus on the effects of task-based learning from the perspective of teachers. This is because, this research has found that the participants indicated that

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teacher educator's role especially in the 'tasks' instructions as well as in providing corrective feedbacks are vitally important in the TBLL lessons. According to Ellis (2003) the instructions are an essential part of the 'task' as they specify what are the purpose of the 'task', the outcome and what the participants need to do to reach the outcome. Moreover, according Willis (1996) in task-based learning, apart from the importance of the tasks and students' participations "teachers should always correct the students" (p.7).

5.4 The contribution of the study

This study has contributed mainly in the field of the methodology of teaching and learning of English as second language in the Malaysian teacher education context. However, in general it is also extended to the national education context since task-based language learning has also been applied in the national education context.

Firstly, it strengthens the policy taken by the Malaysian curriculum development centre (CDC) on the adoption of TBLL in the English language syllabus in the national syllabus for English language. Secondly, it provides further evidence on the effectiveness of task-based language learning among local students and thus provides reasons for more training on the application of TBLL to be carried out by the CDC. Thirdly, it enables all English language teachers and researchers to gain more information on the theory and practice of the task-based language learning.

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APPENDICES

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APPENDIX A

PRE-TEST

Name:_____ **Group:** _____

Section A: Grammar

Part 1

Read the passage below.

Mobile phone is an electronic telecommunication device which is also called a cell. Electromagnetic radio waves are sent to the other stations by antennas. Hence, this technology is called cellular network. In this context, mobiles which are used in this technology are called cellular phone.

Mobile phones have become essential. Life is very difficult to manage without them. Mobiles are being used by children, youths and elders alike. They are used in every corner of the world. Even in developing countries where land-line phones are scarce, mobile phones are used widely.

Mobile phones offer many functions to the users. Among them are mobile games, text messaging, video player, online services and breaking news. In Japan, companies send free text messages to their users about an earthquake and also help to trace the disaster victims. Someone who has no access to the land-line can easily use the mobile phones to connect to the modem. Breaking news, whether these are related to cricket, football or bomb blast all over the world can be sent or received.

However, there are some drawbacks of using the mobile phones. Most of these are related to its misuse. Firstly, the usage of mobile phones while driving can cause accidents. Furthermore, unlimited use of mobile phone causes genetic diseases and even cancer to users. Mobile phones also create disturbance during work so it is prohibited in libraries, schools, banks, hospitals and in colleges during class. There is restriction of mobile use in aircrafts too.

(Adapted from Self Access Learning Intermediate Module, Kementerian Pelajaran Malaysia, 2006)

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From the text, identify the subjects and the verbs in each sentence. Then, write the identified subjects and verbs in the table provided below.

	Subject	Verb
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

(10 marks)

Part 2

A. Underline the correct verb so that it agrees with the subject in each of the sentences below.

1. Khairul Fazmin and Safeez Saili (is, are) good football players.
2. The girls (was, were) preparing for the performance this morning.
3. Shanthi (has, have) to sit for the test.
4. I (study, studies) Mathematics as well as Living Skills.
5. Elephants (is, are) mammals.

(10 marks)

B. Match each subject with the other part of the sentence.

1. There	is spying on us.
2. We	has to participate in the group project.
3. Everyone in this class	have finished our assignment since last week.
4. Someone in the neighbourhood	were many students studying in the library last night.
5. He	borrowed the book from me this morning.

(10 marks)

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C. Fill in the blanks with the correct tenses of the verbs in the bracket.

1. The devotees _____(take) off their shoes before they _____(enter) the temple.
2. The old mansion _____(belong) to the old man over there.
3. Ben always _____(go) to the gym with his friends.
4. The Philharmonic concert_____ (start) at 8 pm and_____(end) at midnight.
5. I_____ (do) not_____(worry)if it _____ (rain) because I usually _____ (carry) an umbrella.
6. If the people _____ (plant) more trees, there _____ (will) be no frequent flash floods in their area.
7. The student_____ (raise) his hand in class to answer the question.
8. Hang Jebat _____(live) in Melaka.
9. What would you do if you _____ (are) the boss?
10. Afnan _____ (has) breakfast at the cafe this morning.

(20 marks)

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Section B: Vocabulary

Part 1

A. Read the sentences below. Describe the meaning of the underlined words using your own words.

1. Mobile phones have become essential.
2. Mobile phones offer many functions to the users.
3. In Japan, companies send free text messages to their users about an earthquake and also help to trace the disaster victims.
4. There are some drawbacks of using the mobile phones.
5. Most of the mobiles drawbacks are related to its misuse.

	Word	Meaning
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

(20 marks)

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Part 2

B. Choose the best word from below to fill in the blanks.

diplomacy	**aviation**	**Risk**	**have banned**	**Suffering**
commerce	**aware of**	**passive**	**Rescuers**	**Destruction**
sport	**pop music**	**Space**	**dangers**	**Disaster**

1. Millions of people around the world speak English. It is the world language for _____, _____, _____,_____ and _____.

2. For a long time, people have known about the _____ of smoking. Recently, people have become _____ the _____ of passive smoking. _____ smokers do not smoke but share their air _____ with smokers. As a result, governments _____ smoking in public area.

3. In 2004, there was a tsunami in Acheh. Thousands of people died in the _____. People searched the city for missing relatives and friends. _____ worked without rest for many days. There was a great deal of _____ and enormous _____.

(30 marks)

(Grand Total : 100 marks)

END OF THE QUESTIONS

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APPENDIX B

POST-TEST

Name:_____ **Group:** _____

Section A: Grammar

Part 1

Read the passage below.

Local Bird With No Local Name Found!

There is an interesting little aquatic bird that has no Malay name. According to the villagers the local name of this bird is **Little Grebe** (Tachybaptus ruficollis). The majority of the villagers say it is the chick or the young of the "Belibis" or Whistling Teal (Dendrocynia javanica).

At a distance, the Little Grebe appears like a little duck but on closer examination, it has a pointed bill. The bird is almost tailless. It does not have webbed feet like ducks too. Each toe has an independent leaf-like paddle.

The Little Grebe is mostly seen single or in pairs in former mining pools, especially in the Klang Valley, Paya Indah Wetlands and Batang Berjuntai in Selangor, Malim Nawar and Kinta Valley in Perak. They are also found in shallow artificial lakes like Timah Tasoh in Perlis.

This little aquatic bird is an excellent swimmer and diver. In fact, it dives some 600 to 1,000 times a day in search of food or plant materials for nest-building. It feeds mainly on aquatic insects and larvae, fish and frogs.

The relationships of mature pairs are exemplary as they share all the chores of house-keeping and parental care of the young till they fledge.

Adapted from The New Sunday Times, April 15, 2007

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From the above text, identify the subjects and the verbs in the sentences. Then, write the identified subjects and verbs in the table provided below.

	Subject	Verb
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

(10 marks)

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Part 2

D. Underline the correct verb so that it agrees with the subject in each of the sentences below.

1. "I (has, have) some questions," said Sheilla
2. The Form 3 Wira students (arrives, arrive) very late at the laboratory every morning.
3. Armi, Rashid and Yahya (wear, wears) glasses.
4. Nurul Huda (are, is) not satisfied with her present performance in the class.
5. The competition (is, are) one of the many events organized by the Hobby Club.

(10 marks)

E. Match each subject with the other part of the sentence.

6. My mother	scored the highest mark in last semester test.
7. The teacher	ironed her clothes while watching television
8. Mamat	has taught us how to answer the question
9. No one in this hall	likes to stay in the hostel
10. The National Geographic Channel	showed the biography program on Tun Mahathir last night.

(10 marks)

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F. Fill in the blanks with the correct tenses of the verbs in the bracket.

11. The train _____(depart) from the station at 9 pm and _____(arrive) at Melaka at noon.
12. Too much discussion _____(make) you waste time.
13. Saroja usually _____(arrive) late for work.
14. Mark always _____ (tutor) his classmates in the Science class.
15. I cannot afford the diamond necklace. It _____ (cost) too much.
16. The board of directors _____ (call) off the meeting an hour ago
17. Kamala _____ (lay) a comb on the top of the table a few hours ago.
18. Farah _____ (hang) a picture of her mother on the wall this morning.
19. A few years ago, the government _____ (decide) to introduce a food programme in schools.
20. Last Monday, my father _____ (take) us to the park.

(20 marks)

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Section B: Vocabulary

Part 1

Read the sentences below. describe the meaning of the underlined words using your own words.

1. The Little Grebe appears like a little duck but on closer examination, it has a pointed bill.
2. The bird is almost tailless.
3. The Little Grebe is mostly seen single or in pairs in former mining pools, especially in the Klang Valley, Paya Indah Wetlands and Batang Berjuntai in Selangor, Malim Nawar and Kinta Valley in Perak.
4. This little aquatic bird is an excellent swimmer and diver.
5. In fact, it dives some 600 to 1,000 times a day in search of food or plant materials for nest-building.

	Word	Meaning
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

(20 marks)

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Part 2

C. Choose the best word from below to fill in the blanks.

finance	**International trade**	**risk**	**have banned**	**deal**
foreign exchange	**known**	**smokers**	**city**	**enormous**
share	**international relations**	**space**	**smoking**	**died**

4. Millions of people around the world speak English. It is the world language for _____, _____, _____ and _____.

5. For a long time, people have _____ about the dangers of _____. Recently, people have become aware of the _____ of passive smoking.

   Passive _____do not smoke but _____ their air _____ with smokers. As a result, governments _____ smoking in public area.

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6. In 2004, there was a tsunami in Acheh. Thousands of people_____ in the disaster. People searched the _____ for missing relatives and friends. Rescuers worked without rest for many days. There was a great _____ of suffering and _____ destructions.

(30 marks)

(Grand Total : 100 marks)

END OF THE QUESTIONS

APPENDIX C

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QUESTIONNAIRES

Part 1
Instruction: Circle your group (TBLT-dictogloss / TBLT-jigsaw / PPP)

Part 2
Instruction : Circle the choice after each statement that indicate you opinion

1. I think the lessons have helped me to learn grammar.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

2. I think the lessons have helped me to learn new words.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

3. I think the lessons were suitable to learn grammar.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

4. I think the lessons were suitable to learn vocabulary.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

5. I believe that my grammar will improve if I continue learning using this lesson.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

6. I believe that my vocabulary will improve if I continue learning using this lesson.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

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7. I think the lessons were fun and interesting.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

8. I think teachers should carry this type of lessons more often.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

9. I like the lessons.

Strongly agree	Agree	Disagree	Strongly disagree
(1)	(2)	(4)	(5)

Part 2: Please write the answer in the appropriate blanks

1. Write ONE thing you like about the activity.

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_____

2. Write ONE thing you did not like about the activity:

_____

3. Have you learnt anything from the activity ? if Yes, Please indicate :

_____

Thank you so much for your responses

APPENDIX D

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INTERVIEW QUESTIONS

(To be filled by the interviewer)

Student teacher's name: _____

Group :_____(1/2/3)

Gender :_____ (Male/ Female)

Questions

1. What is your opinion on the overall lessons within the last five weeks?

2. What is your opinion on the grammatical learning through the lessons? Do you think your grammar especially in the subject-verb agreement topic has improved throughout the duration? Why?

3. What is your opinion on the lexical/vocabulary learning through the lessons? Do you think your vocabulary especially in the general knowledge topic has improved throughout the duration? Why?

4. Do you think collaborative tasks such as group discussions and presentations give positive effects to your grammar? Why?

5. Do you think collaborative tasks such as group discussions and presentations give positive effects to your vocabulary? Why?

6. What is your opinion towards the collaborative tasks in English language lessons?

7. Name few weaknesses that you find in the lessons and suggest ways to overcome it.

Thank you so much for your cooperation.

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APPENDIX E

LESSON PLANS

TASK-BASED LANGUAGE LEARNING (TBLL) LESSONS USING COLLABORATIVE TASK, DICTOGLOSS TASK FOR THE EXPERIMENTAL GROUP 1 (TBLL-DICTOGLOSS GROUP)

LESSON 1

Group : TBLL-dictogloss
Week : 1
Topic : World English
Theme : Current issue
Main skill : Writing
Integrated skills : Speaking, Listening, Reading
Duration : 2 hours
Main objectives : At the end of the lesson, student teachers would be able to:
1. Identify subjects and verbs in sentences.
2. Write 5 correct sentences.
3. List down 5 new words related to English language topic.

Language focus : 1) Subject-verb-agreement (SVA) rules
Singular subject goes with singular verb (eg. He has/ She has/ The bird flies/ It is)
Plural subject goes with plural verb (eg. Millions of people speak / Some use/ Others use)

Main values : Appreciation, diligence and co-operation.

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TBLL Lesson Stages	Aims	Language Skills/ Learning Outcomes	Suggested Activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer asks students to guess countries where most people speak English. -Lecturer asks students to guess the number of English speakers around the world. Including English as a second/foreign language speakers . -Student teachers take turns guessing the numbers. -Lecturer reveals that 320 millions of English speakers. -Praise student teachers who answered the nearest figure. -Lecturer raise topics English as international language. -Student teachers are to brainstorm human activities which involve English language (Eg. commerce, international trade, foreign exchange, diplomacy, aviation, sports, computers, science, medication, accounting, management, world music etc.)	To arouse student teachers' interest to the topic.
Pre-task (15 minutes)	To highlight useful words and phrases	Listening: Note-taking	-Lecturer introduces the World English topic -Lecturer writes words on boards and asks student teachers to guess its meaning • Diplomacy (noun) – political relations between governments • Commerce (noun) – trade between countries • Aviation(noun) – connected to planes and flying	To introduce and define the topic.
	To introduce task	Understanding discourse	- Lecturer facilitates discussions on the meaning of above words. - Lecturer explains that they are going to do a dictogloss task. -Lecturer explains dictogloss task procedures. -Student teachers are allowed to ask for clarifications.	Diligence

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Task-cycle (40 minutes)	To facilitate task performance	Listening: Note-taking Paraphrasing Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	-Lecturer divides students into pairs. -Lecturer read out the text: • Millions of people around the world speak English. • Some use it as their first language. • Others use it as their second or third language. • It is the world language for diplomacy, commerce, pop music, aviation, and sport. -Student teachers take notes. -In pairs, student teachers share their notes and reconstruct the text. -Write the texts on mahjong papers.	To manage and organize task performance. Self-reliance Co-operation Appreciation
Language focus & practice (50 minutes)	To identify specific grammar rules from the text. To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Student teacher take turns to present to the class. -Other pairs may ask questions. -Lecturer gives comments at the end of the presentation. -Lecturer highlight the grammatical rules, 1) SVA rules; • Singular subject goes with singular verb o Eg. He has/ She has/ The bird flies/ It is • Plural subject goes with plural verb o Eg. Millions of people speak / Some use/ Others use • Subject-verb-agreement is present simple tenses. 2) The uses of present simple tenses. -Students teachers make corrections for any mistakes. -Among peers, student teachers practices making sentences orally. -Lecturer facilitates student teachers to form sentences.	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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LESSON 2

Group : TBLL-dictogloss
Week : 2
Topic : Health
Theme : Current issue
Main skill : Writing
Integrated skills : Speaking, Listening, Reading
Duration : 2 hours
Main objectives : At the end of the lesson, student teachers would be able to:
I. Identify subjects and verbs in sentences.
II. Write 5 correct sentences.
III. List down 5 new words related the health topic.
Language focus : 1) Subject-verb agreement (SVA) in the present (Simple present perfect)
Eg. He / She/ It – has known, We/I/You (plural) – have known
2) Simple present perfect tense.
3) Past participle (Eg. know – knew – known/ become – became – become)
Main values : Public spiritedness , rationality and co-operation.

TBLL Lesson Stages	Aims	Language Skills/ Learning Outcomes	Suggested Activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer asks student teachers to give views on smoking. -Student teachers take turn giving views. -Lecturer elicit ideas from the student teachers on the negative effects of smoking. -Student teachers are asked to narrow discussion on effects to passive smokers.	To arouse student teachers' interest to the topic. Public spiritedness
Pre-task (15 minutes)	To highlight useful words and phrases To introduce task	Listening: Note-taking Understanding discourse	-Lecturer introduces the 'passive smokers' topic --Lecturer writes words on boards and asks student teachers to guess its meaning • To be aware (verb) – to know about • Risk (noun) – danger • Passive (adj.) – not active • Non-smoker (noun) – A person who does not smoke • To ban (verb) – to prohibit -Lecturer explains that they are going to do a dictogloss task. -Lecturer explains dictogloss task procedures.	To introduce and define the topic.
Task-cycle (40 minutes)	To facilitate task performance	Listening: Note-taking Paraphrasing Writing:	-Lecturer divides students into pairs. -Lecturer reads out the text: • For a long time, people have known about the dangers of smoking. • Recently, they have become aware of the risk of passive smoking. • Passive smokers do not smoke but share their air space with smokers. • As a result, government have banned smoking in public area.	To manage and organize task performance. Self-reliance

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		Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	-Student teachers take notes. -In pairs, student teachers share their notes and reconstruct the text. -Write the texts on mahjong papers.	Co-operation
Language focus & practice (51 minutes)	To identify specific grammar rules from the text. To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Student teacher take turns to present to the class. -Other pairs may ask questions. -Lecturer gives comments at the end of the presentation. -Lecturer highlight grammatical rules 1) SVA rules; • Subject-verb agreement in the present (Simple present perfect) o Eg. He / She/ It – has known o We/I/You (plural) – have known 2) The uses of simple present perfect tense. 3) The use of past participle in perfect tense. (Eg. know – knew – known/ become – became – become) -Students teachers make corrections for any mistakes. -Among peers, student teachers practices making sentences orally. -Lecturer facilitates student teachers to form sentences.	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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LESSON 3

Group : TBLL-dictogloss
Week : 3
Topic : Tsunami
Theme : Current issue
Main skill : Writing
Integrated skills : Speaking, Listening, Reading
Duration : 2 hours
Main objectives : At the end of the lesson, student teachers would be able to:
I. Identify subjects and verbs in sentences.
II. Write 5 grammatically correct sentences.
III. List down 5 new words related to the natural disaster topic.
Language focus : 1) Subject-verb agreement (SVA) in the past (eg. He / She/ It – was/search , We/I/You/They – were/searched)
2) Simple past tense
Main values : Gratitude, humanity and co-operation.

TBLL lesson Stages	Aims	Language skills/ Learning outcomes	Suggested activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer writes 'Acheh 2004' on whiteboard. -Lecturer asks student teachers if any of them still remember what happened at that time. - Student teachers gives responses. -Lecturer elicits student teachers' view on its causes.	To arouse student teachers' interest to the topic. Gratitude
Pre-task (15 minutes)	To highlight useful words and phrases To introduce task	Listening: Note-taking Understanding discourse	-Lecturer introduces the tsunami topic -Lecturer writes words on boards and asks student teachers to guess its meaning • to search for (verb) – to look for. • missing (noun) – absent/ someone whom people are looking for. • rescuer (noun) – a person who tries to save someone in trouble • Suffering (noun) – pain, unhappiness • destruction (noun) – damage/ruin -Lecturer explains that they are going to do dictogloss task. -Lecturer explains the dictogloss task procedures in brief. -Student teachers may ask for clarifications.	To introduce and define the topic. Diligence
Task-cycle	To facilitate	Listening:	-Lecturer divides students into pairs.	To manage and

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(40 minutes)	task performance	Note-taking Paraphrasing Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	-Lecturer read out the text: 1. **In 2004, there was a tsunami in Acheh.** 2. **Thousands of people died in the disaster.** 3. **People searched the city for missing relatives and friends.** 4. **Rescuers worked without rest for many days.** 5. **There was a great deal of suffering and enormous destruction** -Student teachers take notes. -In pairs, student teachers share their notes and reconstruct the text. -Write the texts on mahjong papers.	organize task performance. Self-reliance Co-operation Humanity
Language focus & practice (52 minutes)	To identify specific grammar rules from the text. To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Student teacher take turns to present to the class. -Other pairs may ask questions. -Lecturer gives comments at the end of the presentation. -Lecturer highlights the gramatical rules; 1) SVA rules in the past. • Eg. He /She/It (singular) – was • We/I/You (plural) – were • There (singular) – was 2) The uses of simple past tense -Students teachers make corrections for any mistakes. -Among peers, student teachers practices making sentences orally. -Lecturer facilitates student teachers to form sentences.	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase learners' awareness on the lesson. Rationality

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TASK-BASED LANGUAGE LEARNING (TBLL) LESSON USING COLLABORATIVE TASK, JIGSAW FOR THE EXPERIMENTAL GROUP 2 (TBLL-JIGSAW GROUP)

LESSON 1

Group : TBLL-jigsaw
Week : 1
Topic : World English
Theme : Current issue
Main skill : Writing
Integrated skills : Speaking, Listening, Reading
Duration : 2 hours
Main objectives : At the end of the lesson, student teachers would be able to:
I. Identify subjects and verbs in sentences.
II. Write 5 correct sentences.
III. List down 5 new words related to English language topic.
Language focus : 1) Subject-verb-agreement (SVA) rules
-Singular subject goes with singular verb (eg. He has/ She has/ The bird flies/ It is)
-Plural subject goes with plural verb (eg. Millions of people speak / Some use/ Others use)
Main values : Appreciation, diligence and co-operation.

TBLL Lesson Stages	Aims	Language Skills/ Learning Outcomes	Suggested Activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer asks students to guess countries where most people speak English. -Lecturer asks students to guess the number of English speakers around the world. Including English as a second/foreign language speakers . -Student teachers take turns guessing the numbers. -Lecturer reveals that 320 millions of English speakers. -Praise student teachers who answered the nearest figure. -Lecturer raise topics English as international language. -Student teachers are to brainstorm human activities which involve English language (Eg. commerce, international trade, foreign exchange, diplomacy, aviation, sports, computers, science, medication, accounting, management, world music etc.).	To arouse student teachers' interest to the topic. Appreciation
Pre-task (15 minutes)	To highlight useful words and phrases	Listening: Note-taking	-Lecturer introduces the World English topic - Lecturer writes words on boards and asks student teachers to guess its meaning • Diplomacy (noun) – political relations between governments • Commerce (noun) – trade between countries • Aviation(noun) – connected to planes and flying	To introduce and define the topic.
	To introduce task	Understanding discourse	-Lecturer explains that they are gong to do a jigsaw task. -Lecturer explains jigsaw task procedures. -Student teachers may ask for clarifications.	Diligence

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Task-cycle (40 minutes)	To facilitate task performance	Listening: Note-taking Paraphrasing Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	-Lecturer divides students into pairs. -Lecturer distributes notes to each partner. **6. Millions - people - speak - English.** **7. Some - use –as - first language.** **8. Others - use –as – second - third language.** **9. It - world language – for - diplomacy – commerce - pop music – aviation - sport.** -In pairs, student teachers share the notes and reconstruct the text. -Write the texts on mahjong papers.	To manage and organize task performance. Co-operation
Language focus & practice (53 minutes)	To identify specific grammar rules from the text. To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Student teacher take turns to present to the class. -Other pairs may ask questions. -Lecturer gives comments at the end of the presentation. -Lecturer highlight grammatical rules 1) SVA rules; • Singular subject goes with singular verb o Eg. He has/ She has/ The bird flies/ It is • Plural subject goes with plural verb o Eg. Millions of people speak / Some use/ Others use • Subject-verb-agreement is present simple tenses. 2) The uses of present simple tenses. - Students take useful notes. -Students teachers make correct mistakes. -Among peers, student teachers form sentences orally. -Lecturer facilitates student teachers practicing the SVA rules	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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LESSON 2

Group : TBLL-jigsaw
Week : 2
Topic : Health
Theme : Current issue
Main skill : Writing
Integrated skills : Speaking, Listening, Reading
Duration : 2 hours
Main objectives : At the end of the lesson, student teachers would be able to:
1. Identify subjects and verbs in sentences.
2. Write 5 correct sentences.
3. List down 5 new words related the health topic.

Language focus : 1) Subject-verb agreement (SVA) in the present (Simple present perfect)
Eg. He / She/ It – has known, We/I/You (plural) – have known
2) Simple present perfect tense.
3) Past participle (Eg. know – knew – known/ become – became – become)

Main values : Public spiritedness , rationality and co-operation.

TBLL Lesson Stages	Aims	Language skills/ Learning outcomes	Suggested activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer asks student teachers to give views on smoking. -Student teachers take turn giving views. -Lecturer elicit ideas from the student teachers on the negative effects of smoking. -Student teachers are asked to narrow discussion on effects to passive smokers.	To arouse student teachers' interest to the topic. Public spiritedness
Pre-task (15 minutes)	To highlight useful words and phrases	Listening: Note-taking	-Lecturer introduces the 'passive smokers' topic -Lecturer writes words on boards and asks student teachers to guess its meaning To be aware (verb) – to know about Risk (noun) – danger Passive (adj.) – not active	To introduce and define the topic.
	To introduce task	Understanding discourse	Non-smoker (noun) – A person who does not smoke To ban (verb) – to prohibit -Lecturer explains that they are gong to do a jigsaw task. -Lecturer explains the jigsaw task procedures in brief. -Student teachers may ask for clarifications.	Diligence

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Task-cycle (40 minutes)	To facilitate task performance	Listening: Note-taking Paraphrasing Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	-Lecturer divides students into pairs. - Lecturer distributes notes to each partner **1. For - long time, people - known - dangers of smoking.** **2. Recently, they - become -aware - risk - passive smoking.** **3. Passive smokers - not smoke -share - air space - smokers.** **4. As a result, government – banned - smoking - public area.** -Student teachers take notes. -In pairs, student teachers share their notes and reconstruct the text. -Write the texts on mahjong papers.	To manage and organize task performance. Co-operation
Language focus & practice minutes)	To identify specific grammar rules from the text. To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Student teacher take turns to present to the class. -Other pairs may ask questions. -Lecturer gives comments at the end of the presentation. -Lecturer highlight the grammatical rules, 1) SVA rules; Subject-verb agreement in the present (Simple present perfect) Eg. He / She/ It – has known We/I/You (plural) – have known 2) The uses of simple present perfect tense. 3) The use of past participle in perfect tense. (Eg. know – knew – known/ become – became – become) -Students teachers make corrections for any mistakes. -Among peers, student teachers practices making sentences orally. -Lecturer facilitates student teachers to form sentences.	To analyse the language structures. Courage Respect
CLOSURE (5 MINUTES)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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LESSON 3

Group : TBLL-jigsaw
Week : 3
Topic : Tsunami
Theme : Current issue
Main skill : Writing
Integrated skills : Speaking, Listening, Reading
Duration : 2 hours
Main objectives : At the end of the lesson, student teachers would be able to:
I. Identify subjects and verbs in sentences.
II. Write 5 grammatically correct sentences.
III. List down 5 new words related to the natural disaster topic.
Language focus : 1) Subject-verb agreement (SVA) in the past (eg. He / She/ It – was/search , We/I/You/They – were/searched)
2) Simple past tense
Main values : Gratitude, humanity and co-operation.

TBLL Lesson Stages	Aims	Language skills/ Learning outcomes	Suggested activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer writes 'Acheh 2004' on whiteboard. -Lecturer asks student teachers if any of them still remember what happened at that time. - Student teachers gives responses. -Lecturer elicits student teachers' view on its causes.	To arouse student teachers' interest to the topic. Gratitude
Pre-task (15 minutes)	To highlight useful words and phrases To introduce task	Listening: Note-taking Understanding discourse	-Lecturer introduces the tsunami topic -Lecturer writes words on boards and asks student teachers to guess its meaning • to search for (verb) – to look for. • missing (noun) – absent/ someone whom people are looking for. • rescuer (noun) – a person who tries to save someone in trouble • Suffering (noun) – pain, unhappiness • destruction (noun) – damage/ruin -Lecturer explains that they are going to do a jigsaw task. -Lecturer explain the jigsaw task procedures in brief. -Student teachers may ask for clarifications.	To introduce and define the topic. Diligence
Task-cycle (40 minutes)	To facilitate task performance	Listening: Note-taking Paraphrasing	-Lecturer divides students into pairs. -Lecturer distributes the following notes to each partner. 1. **In 2004, there - a tsunami – Acheh** 2. **Thousands -died - the disaster.** 3. **People - searched – the city - relatives - friends.**	To manage and organize task performance.

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		Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	4. **Rescuers – without - rest - many - days.** 5. **There - a great deal – suffering - enormous destruction** -Student teachers take notes. -In pairs, student teachers share their notes and reconstruct the text. -Write the texts on mahjong papers.	Co-operation
Language focus & practice (54 minutes)	To identify specific grammar rules from the text. To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Student teacher take turns to present to the class. -Other pairs may ask questions. -Lecturer gives comments at the end of the presentation. -Lecturer highlight SVA rules; 2) Subject-verb agreement in the past. • Eg. He /She/It (singular) – was • We/I/You (plural) – were • There (singular) – was 2) Explain the uses of simple past tense -Students teachers make corrections for any mistakes. -Among peers, student teachers practices making sentences orally. -Lecturer facilitates student teachers to form sentences.	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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PRESENTATION-PRACTICE-PRODUCTION (PPP) LESSON
FOR THE CONTROL GROUP (PPP GROUP)

LESSON 1

Group : PPP
Week : 1
Topic : World English.
Theme : Current issue.
Main skill : Writing.
Integrated skills : Speaking, Listening, Reading.
Duration : 2 hours.
Main objectives : At the end of the lesson, student teachers would be able to:
I. Identify subjects and verbs in sentences.
II. Write 5 correct sentences.
III. List down 5 new words related to English language topic.
Language focus : 1) Subject-verb-agreement (SVA) rules
Singular subject goes with singular verb (eg. He has/ She has/ The bird flies/ It is)
Plural subject goes with plural verb (eg. Millions of people speak / Some use/ Others use)
Main values : Appreciation, diligence and co-operation.

PPP Lesson Stages	Aims	Language skills/ Learning outcomes	Suggested activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer asks students to guess countries where most people speak English. -Lecturer asks students to guess the number of English speakers around the world. Including English as a second/foreign language speakers . -Student teachers take turns guessing the numbers. -Lecturer reveals that 320 millions of English speakers. -Praise student teachers who answered the nearest figure. -Lecturer raise topics English as international language. -Student teachers are to brainstorm human activities which involve English language. -Eg. commerce, international trade, foreign exchange, diplomacy, aviation, sports, computers, science, medication, accounting, management, world music etc.	To arouse student teachers' interest to the topic. Appreciation
Presentation (40 minutes)	To present the targeted grammar rules and its uses.	Listening: Note-taking Understanding discourse	- lecturer explains SVA rules; 3) Singular subject goes with singular verb • Eg. He has/ She has/ The bird flies/ It is 4) Plural subject goes with plural verb • Eg. Millions of people speak / Some use/ Others use -Lecturer writes examples of sentences on white board. -Student teachers take notes. -Student teachers may ask for clarifications.	To expose student teachers to the targeted grammar rules and its uses. Diligence

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Practice (25 minutes)	To allow students to practice the grammar rules.	Listening: Note-taking Paraphrasing Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	-Student teachers are to form few sentences applying the SVA rules orally. -Few student teachers writes their sentences on board voluntarily. -Based on the sentences, lecturer discusses on the use of SVA rules.	To drills on targeted grammar rules. Self-reliance
Production (45 minutes)	To To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Lecturer asks students teachers to write a paragraph contains at least 5 sentences on 'English language as a world language' individually. (Notes are supplied to the student teachers as a guide). -Lecturer list down useful words and explain its meaning • Diplomacy (noun) – political relations between governments • Commerce (noun) – trade between countries • Aviation(noun) – connected to planes and flying -Student teachers take time to write -Student teachers voluntarily write their paragraph on the white board. -Lecturer gives comments on the paragraph. -Based on the sentences, lecturer discusses on the use of SVA rules.	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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LESSON 2

Group : PPP
Week : 2
Topic : Health
Theme : Current issue.
Main skill : Writing.
Integrated skills : Speaking, Listening, Reading.
Duration : 2 hours.
Main objectives : At the end of the lesson, student teachers would be able to:

1. Identify subjects and verbs in sentences.
2. Write 5 correct sentences.
3. List down 5 new words related the health topic.

Language focus : 1) Subject-verb agreement (SVA) in the present (Simple present perfect)
Eg. He / She/ It – has known, We/I/You (plural) – have known
2) Simple present perfect tense.
3) Past participle (Eg. know – knew – known/ become – became – become)

Main values : Public spiritedness , rationality and co-operation.

PPP Lesson Stages	Aims	Language skills/ Learning outcomes	Suggested activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer asks student teachers to give views on smoking. -Student teachers take turn giving views. -Lecturer elicit ideas from the student teachers on the negative effects of smoking. -Student teachers are asked to narrow discussion on effects to passive smokers.	To arouse student teachers' interest to the topic. Public spiritedness
Presentation (40 minutes)	To present the targeted grammar rules and its uses.	Listening: Note-taking Understanding discourse	- lecturer explains SVA rules; 1) Subject-verb agreement in the present (Simple present perfect) • Eg. He / She/ It – has known • We/I/You (plural) – have known 2) Explain the uses of simple present perfect tense. 3) Explain the use of past participle in perfect tense. (Eg. know – knew – known/ become – became – become) -Lecturer writes examples of sentences on white board. -Student teachers take notes. -Student teachers may ask for clarifications.	To expose student teachers to the targeted grammar rules and its uses. Diligence

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Practice (25 minutes)	To allow students to practice the grammar rules.	Listening: Note-taking Paraphrasing Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences.	-Student teachers are to form few sentences applying the SVA rules orally. -Few student teachers writes their sentences on board voluntarily. -Based on the sentences, lecturer discusses on the use of SVA rules.	To drills on targeted grammar rules. Self-reliance
Production (46 minutes)	To To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Lecturer asks students teachers to write a paragraph contains at least 5 sentences on 'passive smokers' individually. (Notes are supplied to the student teachers as a guide). -Lecturer list down useful words and explain its meaning • To be aware (verb) – to know about • Risk (noun) – danger • Passive (adj.) – not active • Non-smoker (noun) – A person who does not smoke • To ban (verb) – to prohibit -Student teachers take time to write -Student teachers voluntarily write their paragraph on the white board. -Lecturer gives comments on the paragraph. -Based on the sentences, lecturer discusses on the use of SVA rules.	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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LESSON 3

Group : PPP
Week : 3
Topic : Tsunami.
Theme : Current issue.
Main skill : Writing.
Integrated skills : Speaking, Listening, Reading.
Duration : 2 hours.
Main objectives : At the end of the lesson, student teachers would be able to:
1. Identify subjects and verbs in sentences.
2. Write 5 grammatically correct sentences.
3. List down 5 new words related to the natural disaster topic.

Language focus : 1) Subject-verb agreement (SVA) in the past (eg. He / She/ It – was/search , We/I/You/They – were/searched)
2) Simple past tense
Main values : Gratitude, humanity and co-operation.

PPP Lesson Stages	Aims	Language Skills/ Learning Outcomes	Suggested Activity	Rationale / Values
Set induction (5 minutes)	To introduce topic	Speaking: Elicit ideas Express opinion	-Lecturer writes 'Acheh 2004' on whiteboard. -Lecturer asks student teachers if any of them still remember what happened at that time. - Student teachers gives responses. -Lecturer elicits student teachers' view on its causes.	To arouse student teachers' interest to the topic. Gratitude Humanity
Presentation (40 minutes)	To present the targeted grammar rules and its uses.	Listening: Note-taking Understanding discourse	- lecturer explains SVA rules; Subject-verb agreement in the past. • Eg. He /She/It (singular) – was We/I/You (plural) – were There (singular) – was -Lecturer write examples of sentences on white board. -Student teachers take notes. -Student teachers may ask for clarifications.	To expose student teachers to the targeted grammar rules and its uses. Diligence
Practice (25 minutes)	To allow students to practice the grammar rules.	Listening: Note-taking Paraphrasing Writing: Write sentences. Organise ideas. Apply coherence and cohesion in sentences	-Student teachers are to form few sentences applying the SVA rules orally. -Few student teachers writes their sentences on board voluntarily. -Based on the sentences, lecturer discusses on the use of SVA rules.	To drills on targeted grammar rules. Self-reliance

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Production (47 minutes)	To To identify new words and phrases from the text. To practice words, phrases and grammar rules orally.	Listening: Understanding discourse Note-taking Speaking: Communicating with peers. Elicit information from lecturer and peers.	-Lecturer asks students teachers to write a paragraph contains at least 5 sentences on 'Tsunami in Acheh' individually. (Notes are supplied to the student teachers as a guide). -Lecturer list down useful words and explain its meaning • to search for (verb) – to look for. • missing (noun) – absent/ someone whom people are looking for. • rescuer (noun) – a person who tries to save someone in trouble • Suffering (noun) – pain, unhappiness • destruction (noun) – damage/ruin -Student teachers take time to write -Student teachers voluntarily write their paragraph on the white board. -Lecturer gives comments on the paragraph. -Based on the sentences, lecturer discusses on the use of SVA rules.	To analyse the language structures. Courage Respect
Closure (5 minutes)	To summarise the lesson.	Speaking: Communicating with peers Managing discussion	-Student teachers take turn identify the important messages from the lesson and its relation to their life as future teachers.	To increase awareness on the lesson. Rationality

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APPENDIX F

DICTOGLOSS TASKS
(for lesson 1, 2 and 3)

Instruction for the lecturer :

1. Ask students to be in pairs.
2. Read the text below twice.
3. Ask students to reconstruct the text.
4. Remind the student teachers that they do not have to write exactly the same text. The reconstructed texts are to be evaluated based on correct used of grammar and lexical items.

(Note: Repeat the above instruction in lesson 2 and 3, refer lesson plans for the complete lessons stages)

Dictogloss text for lesson 1 in week 1
(Source: Grammar Dictation, Oxford University Press, 1990)

Topic: World English

1. Millions of people around the world speak English.
2. Some use it as their first language.
3. Others use it as their second or third language.
4. It is the world language for diplomacy, commerce, pop music, aviation, and sport.

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Dictogloss text for lesson 2 in week 2
(Source: Grammar Dictation, Oxford University Press, 1990)

Topic: Passive Smokers

1. For a long time, people have known about the dangers of smoking.
2. Recently, they have become aware of the risk of passive smoking.
3. Passive smokers do not smoke but share their air space with smokers.
4. As a result, government have banned smoking in public area.

Dictogloss text for lesson 3 in week 3
(Source: Grammar Dictation, Oxford University Press, 1990)

Topic: Tsunami 2004

1. In 2004, there was a tsunami in Acheh.
2. Thousands of people died in the disaster.
3. People searched the city for missing relatives and friends.
4. Rescuers worked without rest for many days. There was a great deal of suffering and enormous destruction

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APPENDIX G

JIGSAW TASK
(For Lesson 1 In Week 1)

Topic: World English

Instruction for lecturer: Distribute the following notes to each pair
(Note: Refer lesson plans for the complete lessons stages)

Partner A's Notes

Instruction to partner A:

1. Share below notes with your partner.
2. Reconstruct a paragraph of 5 sentences based on the above topic.
3. Use all the notes as a guide.
4. The reconstructed texts are to be evaluated based on correct used of grammar and lexical items.

Millions - people - speak - English.

Others - use –as – second - third language

Partner B's Notes

Instruction to partner B:

1. Share below notes with your partner.
2. Reconstruct a paragraph of 5 sentences based on the above topic.
3. Use all the notes as a guide.
4. The reconstructed texts are to be evaluated based on correct used of grammar and lexical items.

Some - use –as - first language.

It - world language – for - diplomacy – commerce
- pop music – aviation - sport.

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JIGSAW TASKS
(for lesson 2 in week 2)

Topic: Passive smokers

Instruction for lecturer: Distribute the following notes to each pair
(Note: Refer lesson plans for the complete lessons stages)

Partner A's Notes

Instruction to partner A:

1. Share below notes with your partner
2. Together with your partner, reconstruct a paragraph of 4 sentences based on the above topic.
3. Use all the notes as a guide.
4. The reconstructed texts are to be evaluated based on correct used of grammar and lexical items.

For - long time - people - known - dangers of smoking.

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Passive smokers - not smoke -share - air space - smokers.

Partner B's Notes

Instruction to partner B:

1. Share below notes with your partner
2. Together with your partner, reconstruct a paragraph of 4 sentences based on the above topic.
3. Use all the notes as a guide.
4. The reconstructed texts are to be evaluated based on correct used of grammar and lexical items.

Recently, they - become -aware - risk - passive smoking.

As a result, government – banned - smoking - public area.

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JIGSAW TASK
(for lesson 3 in week 3)

Topic: Tsunami in Acheh

Instruction for lecturer: Distribute the following notes to each pair
(Note: Refer lesson plans for the complete lessons stages)

Partner A's Notes

Instruction to partner A:

1. Share below notes with your partner
2. Together with your partner, reconstruct a paragraph of 4 sentences based on the above topic.
3. Use all the notes as a guide.
4. The reconstructed texts are to be evaluated based on correct used of grammar and lexical items.

In 2004 - there - a tsunami – Acheh

People - searched – the city - relatives - friends.

There - a great deal – suffering - enormous destruction

Partner B's Notes

Instruction to partner B:

1. Share below notes with your partner
2. Together with your partner, reconstruct a paragraph of 4 sentences based on the above topic.
3. Use all the notes as a guide.
4. The reconstructed texts are to be evaluated based on correct used of grammar and lexical items.

Rescuers – without - rest - many - days

There - a great deal – suffering - enormous destruction

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APPENDIX H

TASK SHEETS

Writing Task Sheet for TBLL Lessons using dictogloss task
(Week 1, 2 and 3)

Group : TBLL-dictogloss

Topic : Circle the topic (**World English / Passive Smokers / Tsunami)**

Instruction:

1. Listen to the text being read twice by your lecturer.
2. Write down important points.
3. Share your notes with your partner.
4. In pairs, reconstruct the text in the space below.

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Writing Task Sheet For TBLL Lesson Using Jigsaw Task
(Week 1, 2 and 3)

Group : TBLL-jigsaw group

Topic : Circle the topic (**World English / Passive Smokers / Tsunami)**

Instruction:

1. Write a paragraph of at least 5 sentences on the above topic
2. You and your partner may use the notes gives as a guide.
3. Write the paragraph in the space below.

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Writing Task Sheet For PPP Lesson 1
(Week 1)

Group : PPP

Topic : World English

Instruction:

I. Write a paragraph of at least 5 sentences on the above topic
II. You may use the notes below as a guide.
III. Write the paragraph in the space below.

10. Millions - people - speak - English.

11. Some - use –as - first language.

12. Others - use –as – second - third language.

13. It - world language – for - diplomacy – commerce - pop music – aviation - sport.

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Writing Task Sheet For PPP Lesson 2
(Week 2)

Group : PPP

Topic : Health

Instruction:

I. Write a paragraph of at least 5 sentences on the above topic
II. You may use the notes below as a guide.
III. Write the paragraph in the space below.

1. For - long time, people - known - dangers of smoking.
2. Recently, they - become -aware - risk - passive smoking.
3. Passive smokers - not smoke -share - air space - smokers.
4. As a result, government – banned - smoking - public area.
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Writing Task Sheet For PPP Lesson 3
(Week 3)

Group : PPP

Topic : Tsunami

Instruction:

I. Write a paragraph of at least 5 sentences on the above topic
II. You may use the notes below as a guide.
III. Write the paragraph in the space below.

1. In 2004, there - a tsunami – Acheh
2. Thousands -died - the disaster.
3. People - searched – the city - relatives - friends.
4. Rescuers – without - rest - many - days.
5. There - a great deal – suffering - enormous destruction

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APPENDIX I

THE SAMPLE SIZE CALCULATION

According to Chua (2006) sample size can be determined using three (3) steps, deciding the significant level, estimating the standard deviation for the main variable and deciding the accuracy level. The, formula below is to calculate the research sample size.

$$\text{Sample size} = \left[\frac{(\text{Significant level})\,(\text{Std. deviation})}{\text{Accuracy level}}\right]^2$$

- Significant level = z score when p = .05, which is 1.96,
- Std. deviation = Estimated population std. deviation (based on past scores),
- Accuracy level = The estimated mean around the population mean, for example if a researcher estimated the standard deviation is three (3) then the accuracy level would be 3

In this research, assuming the significant level is at 1.96 (p=.05), the estimated standard deviation based on the targeted population past scores is 12 and the accuracy level is targeted at 3. The estimated sample size calculation will be as follows:

$$\text{Sample size} = \left[\frac{(1.96)(12.0)}{3}\right]^2$$

$$= 61.0$$

$$= 61$$

Based on the above calculation, the samples of the study should consist at least 61. Since this study involves three groups, then each group should consist around 20 students.

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APPENDIX J

THE SCREEN TEST RESULTS
A One-way ANOVA Test on The Mid Term Mean Scores of The Three Groups Pendidikan Agama Islam (PAI), Pendidikan Jasmani (PJ) and Sains (SN)

1. DATA SCREENING

Descriptives

	Groups			Statistic	Std. Error
Scores	PAI TBLT-dictogloss	Mean		75.5238	.52834
		95% Confidence Interval for Mean	Lower Bound	74.4217	
			Upper Bound	76.6259	
		5% Trimmed Mean		75.5741	
		Median		75.0000	
		Variance		5.862	
		Std. Deviation		2.42114	
		Minimum		70.00	
		Maximum		80.00	
		Range		10.00	
		Interquartile Range		3.0000	
		Skewness		.085	.501
		Kurtosis		.436	.972
	PJ TBLT-jigsaw	Mean		75.3158	.43965
		95% Confidence Interval for Mean	Lower Bound	74.3921	
			Upper Bound	76.2395	
		5% Trimmed Mean		75.1842	
		Median		75.0000	
		Variance		3.673	
		Std. Deviation		1.91638	
		Minimum		73.00	
		Maximum		80.00	
		Range		7.00	
		Interquartile Range		.0000	
		Skewness		.977	.524
		Kurtosis		.756	1.014
	SN PPP	Mean		74.9130	.56901
		95% Confidence Interval for Mean	Lower Bound	73.7330	
			Upper Bound	76.0931	
		5% Trimmed Mean		74.9034	
		Median		75.0000	
		Variance		7.447	
		Std. Deviation		2.72885	
		Minimum		70.00	
		Maximum		80.00	
		Range		10.00	
		Interquartile Range		2.0000	
		Skewness		-.062	.481
		Kurtosis		.206	.935

Note: All of the selected groups' mid-term scores data are normally distributed based on the above skewness and kurtosis test.

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Test of Homogeneity of Variances

Scores

Levene Statistic	df1	df2	Sig.
.462	2	60	.632

Note: The population mid-term scores variances are homogen, based on the above test.

2) ONE-WAY ANOVA TEST RESULTS

Descriptives

Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
PAI TBLT-dictoglo	21	75.5238	2.42114	.52834	74.4217	76.6259	70.00	80.00
PJ TBLT-jigsaw	19	75.3158	1.91638	.43965	74.3921	76.2395	73.00	80.00
SN PPP	23	74.9130	2.72885	.56901	73.7330	76.0931	70.00	80.00
Total	63	75.2381	2.38080	.29995	74.6385	75.8377	70.00	80.00

ANOVA

Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.259	2	2.130	.368	.694
Within Groups	347.169	60	5.786		
Total	351.429	62			

Note: The above results have shown that the groups differences in their mid-term mean scores were not significant. Therefore, they are considered equivalent statistically in terms of their English proficiency level prior to the research.

Note:
PAI: Islamic Studies (Pengajian Agama Islam)
SN: Science (Sains)
PJ : Physical Education (Pendidikan Jasmani)

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APPENDIX K

THE RAW SCORES OF THE PRE-TEST AND POST-TEST

The following are the raw scores of the participants in the pre and post-test. The raw scores are presented in two sections, the grammatical achievements and the lexical achievements.

I. TBLL-dictogloss group

There were 21 participants in TBLL-jigsaw group. Their scores are shown in table I. Based on the scores, the grammatical-achievements mean score has increased from 81% in pre-test to 93% in post-test. Meanwhile, the lexical-achievements mean score has increased from 93% in pre-test to 95% in post-test.

Table I. The raw scores of TBLL-dictogloss group in pre-test and post-test

Students Id.	Grammatical Achievements		Lexical achievements	
	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)
D1	90	95	95	95
D2	80	100	75	100
D3	95	100	80	90
D4	85	95	80	85
D5	85	55	65	90
D6	90	90	75	100
D7	80	100	80	90
D8	90	95	60	100
D9	90	100	75	80
D10	80	100	90	95
D11	75	85	90	100
D12	80	100	80	100
D13	90	85	60	100
D14	85	100	70	85
D15	70	80	65	100
D16	80	95	65	100
D17	70	100	65	85
D18	85	90	90	100
D19	75	100	40	100
D20	75	95	85	100
D21	60	100	75	100
Mean	81	93	93	95

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II. TBLL-jigsaw group

There were 23 participants in TBLL-dictogloss group. Their scores are shown in table II. Based on the scores, the grammatical-achievements mean score has increased from 73% in pre-test to 88% in post-test. Meanwhile, the lexical-achievements mean score has increased from 78% in pre-test to 96% in post-test.

I. The raw scores of TBLL-jigsaw group in pre-test and post-test

Students Id.	Grammatical Achievements		Lexical Achievements	
	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)
J1	90	90	55	100
J2	60	95	60	100
J3	90	100	80	100
J4	50	95	80	90
J5	70	80	90	100
J6	90	75	85	90
J7	70	100	55	100
J8	60	90	90	85
J9	65	90	90	85
J10	50	90	85	95
J11	90	90	60	100
J12	50	55	60	100
J13	100	100	85	100
J14	70	90	75	100
J15	70	90	85	100
J16	90	90	80	90
J17	70	90	90	95
J18	70	80	80	90
J19	75	90	85	90
J20	70	85	80	100
J21	75	90	80	100
J22	75	90	90	100
J23	80	90	85	90
Mean	73	88	78	96

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III. PPP group

There were 19 participants in PPP group. Their scores are shown in table 4.1.3. Based on the scores, the grammatical-achievements mean score has increased from 75% in pre-test to 76% in post-test. Meanwhile, the lexical-achievements mean score has increased from 75% in pre-test to 79% in post-test.

Table III. The raw scores of PPP group in pre-test and post-test

Students Id.	Grammatical Achievements		Lexical Achievements	
	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)
C1	80	55	80	80
C2	90	100	100	100
C3	75	55	85	85
C4	85	85	95	95
C5	75	70	75	75
C6	95	100	70	70
C7	85	80	85	85
C8	40	95	100	100
C9	90	100	80	80
C10	70	85	80	80
C11	95	70	85	85
C12	75	65	80	80
C13	65	75	75	75
C14	85	60	50	50
C15	90	50	90	90
C16	75	70	90	90
C17	50	55	50	50
C18	55	90	55	55
C19	50	90	75	75
Mean	75	76	75	79

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APPENDIX L

ANOVA TEST RESULTS ON THE RAW SCORES

A One-way ANOVA test results on the grammatical- and lexical-achievements mean scores of all groups in the pre-test and post-test

1) DATA SCREENING

Descriptive

	Treatment			Statistic	Std. Error
Pre-test grammatical achievement	TBLT-dictogloss	Mean		81.4286	1.86263
		95% Confidence Interval for Mean	Lower Bound	77.5432	
			Upper Bound	85.3139	
		5% Trimmed Mean		81.8519	
		Median		80	
		Variance		72.857	
		Std. Deviation		8.53564	
		Minimum		60	
		Maximum		95	
		Range		35	
		Interquartile Range		15	
		Skewness		-0.694	0.501
		Kurtosis		0.457	0.972
	TBLT-Jigsaw	Mean		73.0435	2.91071
		95% Confidence Interval for Mean	Lower Bound	67.007	
			Upper Bound	79.0799	
		5% Trimmed Mean		72.8986	
		Median		70	
		Variance		194.862	
		Std. Deviation		13.95929	
		Minimum		50	
		Maximum		100	
		Range		50	
		Interquartile Range		25	
		Skewness		0.045	0.481
		Kurtosis		-0.543	0.935

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	PPP	Mean		75	3.74634
		95% Confidence Interval for Mean	Lower Bound	67.1292	
			Upper Bound	82.8708	
		5% Trimmed Mean		75.8333	
		Median		75	
		Variance		266.667	
		Std. Deviation		16.32993	
		Minimum		40	
		Maximum		95	
		Range		55	
		Interquartile Range		25	
		Skewness		-0.77	0.524
		Kurtosis		-0.348	1.014
Pre-test lexical achievement	TBLT-dictogloss	Mean		74.2857	2.83023
		95% Confidence Interval for Mean	Lower Bound	68.382	
			Upper Bound	80.1895	
		5% Trimmed Mean		75	
		Median		75	
		Variance		168.214	
		Std. Deviation		12.96975	
		Minimum		40	
		Maximum		95	
		Range		55	
		Interquartile Range		17.5	
		Skewness		-0.682	0.501
		Kurtosis		0.978	0.972
	TBLT-Jigsaw	Mean		78.4783	2.46386
		95% Confidence Interval for Mean	Lower Bound	73.3685	
			Upper Bound	83.588	
		5% Trimmed Mean		79.1425	
		Median		80	
		Variance		139.625	
		Std. Deviation		11.81628	
		Minimum		55	
		Maximum		90	
		Range		35	
		Interquartile Range		10	

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		Skewness		-1.072	0.481
		Kurtosis		-0.219	0.935
	PPP	Mean		78.9474	3.36778
		95% Confidence Interval for Mean	Lower Bound	71.8719	
			Upper Bound	86.0228	
		5% Trimmed Mean		79.386	
		Median		80	
		Variance		215.497	
		Std. Deviation		14.67982	
		Minimum		50	
		Maximum		100	
		Range		50	
		Interquartile Range		15	
		Skewness		-0.726	0.524
		Kurtosis		0.159	1.014
Post-test grammatical achievement	TBLT-dictogloss	Mean		94.0476	1.78015
		95% Confidence Interval for Mean	Lower Bound	90.3343	
			Upper Bound	97.7609	
		5% Trimmed Mean		95.0265	
		Median		95	
		Variance		66.548	
		Std. Deviation		8.15767	
		Minimum		70	
		Maximum		100	
		Range		30	
		Interquartile Range		10	
		Skewness		-1.647	0.501
		Kurtosis		2.59	0.972
	TBLT-Jigsaw	Mean		89.1304	1.52878
		95% Confidence Interval for Mean	Lower Bound	85.9599	
			Upper Bound	92.3009	
		5% Trimmed Mean		89.5531	
		Median		90	
		Variance		53.755	
		Std. Deviation		7.33178	
		Minimum		70	
		Maximum		100	

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		Range		30	
		Interquartile Range		0	
		Skewness		-0.903	0.481
		Kurtosis		1.345	0.935
	PPP	Mean		76.3158	3.87755
		95% Confidence Interval for Mean	Lower Bound	68.1694	
			Upper Bound	84.4622	
		5% Trimmed Mean		76.462	
		Median		75	
		Variance		285.673	
		Std. Deviation		16.90185	
		Minimum		50	
		Maximum		100	
		Range		50	
		Interquartile Range		30	
		Skewness		-0.012	0.524
		Kurtosis		-1.35	1.014
Post-test lexical achievement	TBLT-dictogloss	Mean		95	1.46385
		95% Confidence Interval for Mean	Lower Bound	91.9465	
			Upper Bound	98.0535	
		5% Trimmed Mean		95.5423	
		Median		100	
		Variance		45	
		Std. Deviation		6.7082	
		Minimum		80	
		Maximum		100	
		Range		20	
		Interquartile Range		10	
		Skewness		-0.961	0.501
		Kurtosis		-0.507	0.972
	TBLT-Jigsaw	Mean		95.6522	1.14659
		95% Confidence Interval for Mean	Lower Bound	93.2743	
			Upper Bound	98.03	
		5% Trimmed Mean		96.0024	
		Median		100	
		Variance		30.237	
		Std. Deviation		5.49883	

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		Minimum		85	
		Maximum		100	
		Range		15	
		Interquartile Range		10	
		Skewness		-0.728	0.481
		Kurtosis		-1.071	0.935
	PPP	Mean		78.9474	3.36778
		95% Confidence Interval for Mean	Lower Bound	71.8719	
			Upper Bound	86.0228	
		5% Trimmed Mean		79.386	
		Median		80	
		Variance		215.497	
		Std. Deviation		14.67982	
		Minimum		50	
		Maximum		100	
		Range		50	
		Interquartile Range		15	
		Skewness		-0.726	0.524
		Kurtosis		0.159	1.014

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Tests of Normality

		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Treatment	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test grammatical achievement	TBLT-dictogloss	.148	21	.200*	.939	21	.210
	TBLT-Jigsaw	.153	23	.175	.931	23	.117
	PPP	.184	19	.089	.911	19	.078
Pre-test lexical achievement	TBLT-dictogloss	.141	21	.200*	.945	21	.277
	TBLT-Jigsaw	.290	23	.000	.799	23	.000
	PPP	.183	19	.092	.914	19	.086
Post-test grammatical achievement	TBLT-dictogloss	.261	21	.001	.761	21	.000
	TBLT-Jigsaw	.330	23	.000	.843	23	.002
	PPP	.119	19	.200*	.927	19	.155
Post-test lexical achievement	TBLT-dictogloss	.343	21	.000	.750	21	.000
	TBLT-Jigsaw	.351	23	.000	.740	23	.000
	PPP	.183	19	.092	.914	19	.086

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Note: Based on the above Skewness and Kurtosis test, and Kolmogorov-Smirnov and Shapiro-Wilk test, all of the groups' raw scores are normally distributed.

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Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre-test grammatical achievement	2.885	2	60	.064
Pre-test lexical achievement	.195	2	60	.823
Post-test grammatical achievement	14.469	2	60	.000
Post-test lexical achievement	6.187	2	60	.004

Note: <u>Only the post-test grammatical and lexical achievements scores variances were not homogen</u>. Others scores were variances were homogen, based on the above test.

2) ONE-WAY ANOVA TEST RESULT

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Pre-test grammatical achievement	TBLT-dictogloss	21	81.4286	8.53564	1.86263	77.5432	85.3139	60.00	95.00
	TBLT-Jigsaw	23	73.0435	13.95929	2.91071	67.0070	79.0799	50.00	100.00
	PPP	19	75.0000	16.32993	3.74634	67.1292	82.8708	40.00	95.00
	Total	63	76.4286	13.54290	1.70625	73.0178	79.8393	40.00	100.00
Pre-test lexical achievement	TBLT-dictogloss	21	74.2857	12.96975	2.83023	68.3820	80.1895	40.00	95.00
	TBLT-Jigsaw	23	78.4783	11.81628	2.46386	73.3685	83.5880	55.00	90.00
	PPP	19	78.9474	14.67982	3.36778	71.8719	86.0228	50.00	100.00
	Total	63	77.2222	13.06861	1.64649	73.9309	80.5135	40.00	100.00
Post-test grammatical achievement	TBLT-dictogloss	21	94.0476	8.15767	1.78015	90.3343	97.7609	70.00	100.00
	TBLT-Jigsaw	23	89.1304	7.33178	1.52878	85.9599	92.3009	70.00	100.00
	PPP	19	76.3158	16.90185	3.87755	68.1694	84.4622	50.00	100.00
	Total	63	86.9048	13.30258	1.67597	83.5546	90.2550	50.00	100.00
Post-test lexical achievement	TBLT-dictogloss	21	95.0000	6.70820	1.46385	91.9465	98.0535	80.00	100.00
	TBLT-Jigsaw	23	95.6522	5.49883	1.14659	93.2743	98.0300	85.00	100.00
	PPP	19	78.9474	14.67982	3.36778	71.8719	86.0228	50.00	100.00
	Total	63	90.3968	12.05838	1.51921	87.3600	93.4337	50.00	100.00

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ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Pre-test grammatical achievement	Between Groups	827.329	2	413.665	2.354	.104
	Within Groups	10544.099	60	175.735		
	Total	11371.429	62			
Pre-test lexical achievement	Between Groups	273.917	2	136.958	.797	.456
	Within Groups	10314.972	60	171.916		
	Total	10588.889	62			
Post-test grammatical achievement	Between Groups	3315.762	2	1657.881	12.993	.000
	Within Groups	7655.666	60	127.594		
	Total	10971.429	62			
Post-test lexical achievement	Between Groups	3570.915	2	1785.457	19.677	.000
	Within Groups	5444.165	60	90.736		
	Total	9015.079	62			

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Pre-test grammatical achievement	TBLT-dictogloss	TBLT-Jigsaw	8.3851	4.00112	.099	-1.2305	18.0007
		PPP	6.4286	4.19733	.284	-3.6585	16.5157
	TBLT-Jigsaw	TBLT-dictogloss	-8.3851	4.00112	.099	-18.0007	1.2305
		PPP	-1.9565	4.10973	.883	-11.8331	7.9200
	PPP	TBLT-dictogloss	-6.4286	4.19733	.284	-16.5157	3.6585
		TBLT-Jigsaw	1.9565	4.10973	.883	-7.9200	11.8331
Pre-test lexical achievement	TBLT-dictogloss	TBLT-Jigsaw	-4.1925	3.95741	.543	-13.7031	5.3180
		PPP	-4.6617	4.15147	.504	-14.6385	5.3152
	TBLT-Jigsaw	TBLT-dictogloss	4.1925	3.95741	.543	-5.3180	13.7031
		PPP	-.4691	4.06483	.993	-10.2378	9.2996
	PPP	TBLT-dictogloss	4.6617	4.15147	.504	-5.3152	14.6385
		TBLT-Jigsaw	.4691	4.06483	.993	-9.2996	10.2378
Post-test grammatical achievement	TBLT-dictogloss	TBLT-Jigsaw	4.9172	3.40933	.326	-3.2762	13.1105
		PPP	17.7318*	3.57651	.000	9.1367	26.3270
	TBLT-Jigsaw	TBLT-dictogloss	-4.9172	3.40933	.326	-13.1105	3.2762
		PPP	12.8146*	3.50187	.002	4.3989	21.2304
	PPP	TBLT-dictogloss	-17.7318*	3.57651	.000	-26.3270	-9.1367
		TBLT-Jigsaw	-12.8146*	3.50187	.002	-21.2304	-4.3989
Post-test lexical achievement	TBLT-dictogloss	TBLT-Jigsaw	-.6522	2.87503	.972	-7.5615	6.2572
		PPP	16.0526*	3.01602	.000	8.8045	23.3008
	TBLT-Jigsaw	TBLT-dictogloss	.6522	2.87503	.972	-6.2572	7.5615
		PPP	16.7048*	2.95307	.000	9.6079	23.8017
	PPP	TBLT-dictogloss	-16.0526*	3.01602	.000	-23.3008	-8.8045
		TBLT-Jigsaw	-16.7048*	2.95307	.000	-23.8017	-9.6079

*. The mean difference is significant at the .05 level.

Note: The analysis of the results is presented in chapter 4.

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APPENDIX M

AN EXAMPLE OF INTERVIEW TRANSCRIPTIONS

(Note: In this interview, a male student teacher from this group has voluntarily agreed to become an interviewee. The interviewee was encouraged to answer in English language, however he is allowed to answer in Malay language if he felt difficult to answer using English language)

Student eacher's Code : AN I.1

Group :1 – TBLL-dictogloss (1/2/3)

Gender :Male (Male/ Female)

Researcher : Thank you for your willingness to become an interviewee.

Student :***You are welcome..***

Researcher :What are your perceptions on the overall lessons within the last three weeks?

Student ***:For me, I enjoy the lesson because I got many things that before this…maybe I know and don't know.***

Researcher: What are your perceptions on the grammatical learning through the lessons? Do you think your grammar especially in the subject-verb agreement (SVA) topic has improved throughout the duration? Why?

Student ***:For [sic] my opinion, the lessons really helped me to learn the SVA because I can refresh with the help of teachers, I can correct my English grammar***

Researcher: What is your opinion on the lexical/vocabulary learning through the lessons? Do you think your vocabulary especially in the general knowledge topic has improved throughout the duration? Why?

Student ***:I think my vocabulary improve [sic] with the guidance from teacher as well from my previous knowledge. Although the words are simple but for some of us, we do not know***

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Researcher :Do you think collaborative tasks such as group discussions and presentations give positive effects to your grammar? Why?

Student ***:Yes, the tasks helped me to improve my grammar because as you know we learn grammar not in order. It's good that we learn the subject-verb-agreement in making sentence. We can match with the correct verb.***

Researcher: Do you think collaborative tasks such as group discussions and presentations influence your vocabulary learning?

Student ***:Yes, but if we can have a longer time than three weeks probably it will be better.***

Researcher: What are your perceptions wards the collaborative tasks in English language lessons?

Student ***: I think it's good, I enjoy the lessons because we can share the ideas and get new ideas from friends. I think minor [sic] (less) students will get bored.***

Researcher :Lastly give your comment on the learning through tasks especially through collaborative tasks?

Student ***:My comment…errs.. I am totally satisfied but some part we can improve like first one, maybe we can change in the pair of the group with the better one. If the groups consist of low level students we cannot get more benefit.***

Researcher :Thank you so much for your cooperation.

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SULTAN IDRIS EDUCATION UNIVERSITY

CONSENT TO VALIDATION OF RESEARCH INSTRUMENT

Research Title : The effects of task-based language teaching (TBLT) on grammatical and lexical achievement among ESL student teachers

Supervisor : Dr Raja Nor Safinas Binti Raja Harun,
Deputy Dean of Institute of Graduate Studies (IPS).
Senior Lecturer in Faculty of Language and Communication.

Researcher : Anwar Bin Zakaria (M20091000780)

Qualification : Master in Education (TESL)

- I have been requested to validate **a pre-test and a post-test instrument** in the above research.
- I understand that this validation is important to the validity of the research outcome.
- I agree to become one of the panel to validate the above instruments.
- I have had opportunity to review the instruments, give comment and ask researcher to change in the above instruments where I felt necessary and show it to me after the amendments had been made.
- I hereby certify that the instrument has fulfilled criteria below.
  - Appropriateness (The instrument is relevant to the purpose of the study)
  - Correctness (The instrument conforms to the fact or truth that this study investigates)
  - Meaningful (The instrument helps researcher to make significant conclusion of the study)
  - Usefulness (The instrument helps researcher to make decisions related to purpose of the study)

Rajah

Panel's signature : .....

Panel's name : RAJA NORITA BT. RAJA SHAMSUDIN

RAJA NORITA BT. RAJA SHAM...
Pensyarah Bahasa Inggeris
Jabatan Bahasa
Maktab Perguruan Tengku Ampuan Afzan
Kuala Lipis, Pahang

Date : 11/10/2010

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PANEL OF EXPERTS EVALUATION FORM

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Researcher : Anwar Bin Zakaria (M20091000780)

Supervisor : Dr. Raja Nor Safinas Binti Raja Harun,
Deputy Dean of Institute of Graduate Studies
Senior lecturer of Faculty of Language and Communication

Instruction: Tick the box that indicate your opinion
(1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree)

No.	PARTICULAR	SCALES			
		1	2	3	4
	The questions in section A are appropriate to measure the grammatical achievement in subject verb agreement (SVA) topic.				✓
	The questions in section B are appropriate to measure the lexical achievement in general knowledge theme.				✓
	The questions are appropriate to level to the student teachers at the degree praparatory program.				✓
	The questions in pre-test and post-test are at the same content.				✓
	The questions in pre-test and post-test are at the same level of difficulty.				✓

Panel signature : .....

Panel name : RAJA NORITA BT. RAJA SHAMSUD
Pensyarah Bahasa Inggeris
Jabatan Bahasa....
Maktab Perguruan Tengku Ampuan Afzan
Kuala Lipis, Pahang

Date : 7/10/2010

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Panel signature : .....

Panel name : NORHYISYAMUDIN B. KAMIL
.....Pensyarah.....
Jabatan Bahasa Inggeris
IPG Tengku Ampuan Afzan
27200 Kuala Lipis, Pahang

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	The questions in pre-test and post-test are at the same content				✓
	The questions in pre-test and post-test are at the same level of difficulty.				✓

Panel signature : .....

Panel name : NORHYISYAMUDIN B. KAMIL
Pensyarah
~~Jabatan Bahasa Inggeris~~
IPG Tengku Ampuan Afzan
17200 Kuala Lipis, Pahang

Date : 4/10/2020

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Panel's signature : .....

Panel's name : MURALITHARAN A/L ANMASI
Pensyarah Bahasa Inggeris
Jabatan Bahasa
Institut Pengurusan Tengku Ampuan Afzan
[illegible] Kuala Lipis Pahang

Date : 8/10/2010

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	The questions in pre-test and post-test are at the same level of difficulty.				✓

Panel signature : .....

Panel name : MURALITHARAN A/L AMMASI
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Jabatan Bahasa
Institut Perguruan Tengku Ampuan Afzan
27200 Kuala Lipis Pahang

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Anwar Bin Zakaria,
IPGM Kampus Tengku Ampuan Afzan,
No. 10, Jln. Pdg. Tengku,
27200 Kuala Lipis,
Pahang.

Di Luluskan
1/11/10
ROSELAN B. AHMAD
Timbalan Pengarah
IPG Tg. Ampuan Afzan
Kuala Lipis

1 November 2010

Pengarah
IPGM Kampus Tengku Ampuan Afzan,
No. 10, Jln. Pdg. Tengku,
27200 Kuala Lipis,
Pahang.

Tuan,

PERMOHONAN MENJALANKAN KAJIAN DI INSTITUT PENDIDIKAN GURU MALAYSIA (IPGM) KAMPUS TENGKU AMPUAN AFZAN, KUALA LIPIS, PAHANG.

Dengan segala hormatnya perkara di atas adalah dirujuk.

2 Saya ingin memohon kebenaran pihak dato' untuk menjalankan kajian sebagai memenuhi syarat pengajian saya di jabatan pendidikan dalam pengajaran bahasa Inggeris sebagai bahasa kedua (TESL) di Universiti Pendidikan Sultan Idris (UPSI). Butiran kajian adalah seperti berikut:

Tajuk Kajian : Kesan pengajaran bahasa berasaskan tugasan terhadap pencapaian tatabahasa dan kosa kata bahasa Inggeris di kalangan guru pelatih
(The effects of task-based language teaching (TBLT) on grammatical and lexical achievement among ESL student teachers)

Penyelidik : Anwar Bin Zakaria (M20091000780)

Penyelia : Dr Raja Nor Safinas Binti Raja Harun,
Timbalan Dekan Institut Pengajian Siswazah (IPS).
Pensyarah kanan Fakulti Bahasa dan Komunikasi, UPSI

3 Selain memenuhi syarat pengajian, kajian ini juga bertujuan meningkatkan pencapaian guru pelatih dalam penguasaan bahasa Inggeris.

Segala kerjasama didahului jutaan terima kasih.

Sekian

(ANWAR BIN ZAKARIA)
Pengajar di Jabatan Bahasa Inggeris
IPGM Kampus Tengku Ampuan Afzan,

KJ BI
sila ambil tindakan

Ketua Jabatan Bahasa Inggeris
Penyelia Kajian (Dr Raja Safinas Binti Raja Harun)

ROSELAN B. AHMAD
Timbalan Pengarah
IPG Tg. Ampuan Afzan
Kuala Lipis
1.11.10

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