

Does pair work facilitate grammar learning? Text editing and dictogloss tasks in a vocational-technical school

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0. ABSTRACT

In recent years, there has been an increasing interest among language teachers and researchers in pair work and its effect on language learning. Recent evidence suggests that students can benefit from working in pairs or small groups in many ways. However, previous studies have not treated the impact of pair work and its effect on grammar learning in much detail. The present study sets off to examine grammar learning among 34 vocational-technical school ESL learners of intermediate and pre-intermediate level performing dictogloss and text editing tasks in pairs. Two commonly used structures, Present Simple Passive and Time Clauses, in the vocational-technical English context were examined. All students did a pre-test in order to test their previous knowledge on these forms; and after the treatment, experimental tasks were performed. Students were divided into two groups. Each group had a different version of dictogloss and text editing task. Students were recorded while conducting experimental tasks and after analyzing their LREs (Language Related Episodes) a tailor-made post-test was created. The findings showed that pair work had a positive effect on grammatical accuracy. Text editing task was proven to be more effective among low-proficiency students. It generated more form-focused LREs and created more language learning opportunities and, therefore, it was more conducive to learning.

Key words: collaboration, pair work, grammar, L2, LREs, dictogloss, text editing, vocational training

1. INTRODUCTION

English in Vocational training in the majority parts of Spain is not a compulsory subject, and is taught only in certain types of studies (European Commission, 2012). However, in Navarre English is included into the curriculum of higher Vocational training (RESOLUCIÓN 749/2012). The curriculum, among different other objectives, requires Vocational students not only to know basic vocabulary, grammar rules, be able to express themselves and engage in simple conversations, understand and write short texts, but also to develop socio-professional skills, such as identification of the norms, protocols and basic habits that govern socio-professional relations of the countries where the clients come from and to be able to work in pairs and groups, and in multidisciplinary environments (DECRETO FORAL 206/2011).

Still, the duration of the English course is 60 hours; and it might be difficult to achieve all the goals of the curriculum in this short period of time. Consequently, teachers have to quest for efficient ways in order to have the best use of their sessions.

In addition, secondary education students, including the ones of Vocational training, in various educational systems in Europe perceive speaking and writing skills, as the most difficult of the four skills (First European Survey on Language Competences, 2012). These two skills are productive ones and while writing similar linguistic processes occur as while speaking. Learning occurs as the output is pushed, therefore, through meta-linguistic reflections and making form-meaning connections learning takes place (Manchón, 2011).

Taking this into account we might assume that practicing tasks which include speaking and writing might be the most useful and could help students improve their writing and speaking skills and also focus their attention on the grammar. One of the ways to create opportunities for students to speak, write and pay attention to the form is to promote collaborative writing tasks in the classroom (Storch, 2013).

Collaboration has been proven as successful tool in L2 learning (Azkarai & García Mayo, 2014; Shehadeh, 2011; Storch, 1999) and one of the reasons is that it gives students opportunity to speak and write at the same time creating authentic communication opportunities and also drawing students' attention to form (Azkarai & García Mayo, 2016). However, it is not enough to simply pair students in order to promote learning because certain conditions, such as a shared goal and sense of contribution, have to be met (Belegizadeh, 2009). Collaborative writing activities meet these conditions and can increase language learning opportunities. Wigglesworth and Storch (2012) argue that these activities can enhance learning through joint scaffolding and discussion. Through these discussions students can identify their gaps in their own knowledge, focus their attention to certain forms and hypothesize about language. These hypotheses or deliberations about language have been operationalized as Language Related Episodes (LREs), which according to Leeser (2004) are proven to positively affect L2 development.

An additional reason to boost pair work and collaboration in English classrooms in Secondary Schools and even more in Vocational Training is that it is a useful exercise as students are expected to know how to work in a team once they enter into the workforce (Wigglesworth & Storch, 2012). While writing collaboratively students are provided with the experience needed to work and write together, therefore, it prepares them for the future, as many professionals have to work or even write together some of the time (Storch, 2013).

Collaborative writing has many advantages; however, it is not clear if all collaborative writing activities are of the same efficiency. As time is limited in foreign language classrooms, it is important to know which task (Azkarai & García Mayo, 2016), in this case, which collaborative task is more effective and appropriate for the L2 classroom (see also Leeser, 2004).

When establishing the effectiveness of collaborative tasks, the notion of authorship or ownership, as referred to by Storch (2013), is considered paramount. She distinguishes between collaborative and cooperative tasks on the basis of whether a co-constructed final text exists or not. She claims that “[...] the product of the collaborative writing process is the jointly produced and shared text, a text that cannot easily be reduced to the separate input of individuals (p. 15). [...] Whereas cooperation involves the division of labor between individuals in order to complete a task, collaboration involves individuals in a coordinated effort to complete a task together (p. 16.)”. In fact, she relates distinct rates of success for cooperation and collaborative tasks.

Therefore, in this study two tasks, a collaborative writing task, dictogloss and a cooperative text editing task, were chosen in order to prove their effectiveness on grammar learning, also to see whether students engaged in language related deliberations which have been claimed to be conducive of learning and have been operationalized as Language Related Episodes (LREs) and, finally, to determine if language is being acquired while carrying out these tasks.

2. LITERATURE REVIEW

The use of pair work in the second language classroom is supported by socio-cultural theoretical perspectives. Vygotsky's theory on collaboration and interrelationships explains human cognitive development as a result of social interaction between individuals, as learners construct knowledge in collaboration with other individuals (Vygotsky, 1978). It was suggested that learning happens when this interaction takes place between an expert (teacher) and a novice (student), then new knowledge is constructed. Such assistance when new knowledge is built on the previous knowledge is referred to as *scaffolding*. However, some research in the field of L2 showed that *scaffolding* can occur not only when the interaction happens between teacher and student but also when peers when they work together in small groups or pairs (Shehadeh, 2011; Storch, 2007).

The interaction in pairs or small groups creates opportunities to produce language, and while exchanging ideas students produce output and notice their own mistakes (Swain & Lapkin, 1995). According to her *Output Theory* (Swain & Lapkin, 1995) external (e.g. clarification request) feedback pushes learners to modify their output, and in the absence of feedback sometimes encountering problems when producing L2 is enough to notice gaps and promote development. The study concluded that communication in pairs forced the learners into thinking about the form of their linguistic output. In line with the *Output Theory* and Vygotsky's sociocultural theory, Wigglesworth and Storch (2012) describe collaboration as a social activity which intensifies learning through joint scaffolding and discussion. This process draws learners' attention to their own knowledge gaps, forces them to hypothesize about the L2 and discuss different aspects of it while developing a common product.

Storch (2013) defines collaboration as sharing of labor (co-labor) and states that collaborative writing, in its broadest sense, means the co-authoring of a text by two or more writers (p.15). The aim of this collaboration is not only to produce a common text but also to reach insights about the language, learn new vocabulary and improve the knowledge and usage of grammatical structures (Storch, 2013). However, following Storch's definition of collaboration (2013) tasks which focus on form, such as text editing or cloze, should not be considered as collaborative writing tasks because learners instead of producing a joint text have to edit an already written text in order to make it meaningful and accurate. Storch (2013) calls such tasks grammar exercises and states that text editing is not a collaborative writing task, but a cooperative editing task.

In order to draw attention to particular language forms different types of language-focused writing tasks like cloze exercise, a dictogloss, a text editing, a text reconstruction, a short composition and others are employed. Particularly relevant to us are dictogloss and task editing, as these are the tasks that will be used in the current study. The dictogloss, which was developed by Wajnryb (1990), has been considered as the most effective language-focused collaborative writing task (Basterrechea & García Mayo, 2013). Basterrechea and García Mayo investigated students following regular English as a Foreign Language (EFL) course and students in Content and Language Integrated Learning (CLIL) course carrying out dictogloss task. The results showed that dictogloss task generated grammatical and lexical LREs and drew students' attention to form, which was 3rd person singular and supported the Output Hypothesis. However, CLIL students generated more LREs than EFL students. They concluded that the greater exposure to the target language might have enhanced peer communication.

In line with the study of Basterrechea and García Mayo, the effectiveness of dictogloss and two other form-focused tasks: jigsaw and text reconstruction was investigated and proven in a low-proficiency class by Alegria de la Colina and García Mayo (2007). Their findings revealed that all these three tasks were effective as the percentage of correctly solved LREs was high. Nevertheless, dictogloss was the task which generated the least LREs, and it focused students' attention mostly on spelling and connectors. However, Leiser (2004), have remarked that dictogloss might not be very effective task for low proficiency students. Low level learners tend to focus on meaning rather than on form, and the aurality of the task might increase students' difficulties to understand the meaning of the passage therefore, only more advanced students might

benefit from this task. Furthermore, it is not clear if the students will pay their attention to the form while carrying out dictogloss task (Storch, 2013). The research of Kuiken and Vedder (2002) exemplifies this statement. They investigated the passive forms in the dictogloss task; the findings showed that the learners did not concentrate on the passive structures as it had been intended.

Another type of tasks, as it was distinguished by Storch (2013) cooperative and not collaborative, which already have a written stimulus, such as the text editing task has been claimed to be a more structured and also effective form-focused task (Azkarai & García Mayo, 2014). It might be considered as more structured because text editing gives students explicit instructions about what to focus on. When students are given more detailed instructions they concentrate more on particular matter that is required by task instruction (McDonough, De Vleeschauwer, & Crawford, 2018). Ganji and Ketabi (2015) investigated two cooperative tasks which contain explicit instruction; cloze and text editing tasks in an Iranian EFL classroom. The findings indicated that text editing task generated more form-focused LREs. According to them text editing task is proven to be effective task and should be commonly used as form-focused task in various level classrooms. Similarly, Storch (2007) examined foreign students conducting text editing task individually and in pairs. Her study showed that students working in pairs did not reach greater accuracy and this was attributed to small number of items included in the task and small tokens of some features. However, after analyzing students' LREs it was noticed that many LREs were resolved correctly and students created a lot of opportunities to reflect about language use.

There has been some research that set off to examine dictogloss and editing tasks and the LREs generated. Azkarai and García Mayo (2016) investigated 44 Spanish-Basque bilingual students during speaking and writing (dictogloss and text editing) and only speaking tasks (picture placement and picture differences). Most of them had a lower intermediate English level (26), followed by upper intermediate (12) and elementary (6). Students generated a lot of LREs, but significantly more LREs were produced in speaking and writing tasks, and more in text editing than in dictogloss. What is more, more form-focused LREs were produced in text editing task, which is attributed to the fact that discussing language issues is one of the requirements of the editing task. However, there were more target-like LREs resolved in dictogloss, which would contradict the findings of Kuiken and Vedder (2002), showing that students do pay attention to forms targeted by researchers. Azkarai and García Mayo (2016) concluded that text editing and picture

placement tasks drew learners' attention more to the form than their modality counterparts, they explain the results by stating that these tasks are more structured. Text editing task is considered more structured than dictogloss because it offers a written stimulus, therefore it should draw more attention to the form, whereas, the stimulus in dictogloss is only aural (Azkarai & García Mayo, 2016).

As dictogloss and text editing tasks are considered to be effective tasks when drawing students' attention to form, the intention of this research is to contrast them and to test which one is more effective with lower-proficiency students. One of the motives is that these tasks have not been treated together in much detail. Furthermore, Alegría de la Colina and García Mayo (2007) stated that further research is needed with tailor-made post-tests in order to confirm that the knowledge was constructed during the collaboration. Similarly, Wigglesworth and Storch (2012) arrived to the conclusion that collaborative writing activities clearly promote noticing, but what is unclear is "[...] the extent to which they actually learn from these interactions" (p. 372). Basterrechea and García Mayo (2013) calls for more studies which investigate students' attention to form and, furthermore, use post-tests to measure the impact of LRE's on learners' development and to establish whether the acquired knowledge persists over time. It can be noticed that task modality and occurring LREs should be investigated in more detail in order to decide which task is more effective for grammar learning. Moreover, very little research has tried to ascertain which task examined dictogloss or editing, is more conducive of learning using tailor-made post-tests.

Tailor-made post-test can be significant evidence showing that students' deliberations over language is a source of L2 learning, while the doubt of the collaborative dialogue can be traced back from the doubt to the result in the tailor-made post-test (Swain & Watanabe, 2013).

Considering what was mentioned above, collaborative work should be one of the ways of teaching grammar in a regular classroom, which is still often rejected by traditional teachers. Grammar is one of the most difficult aspects of the foreign language, therefore, grammar and the ways of teaching it more effectively should get more attention by language teachers and researchers. There is not compelling evidence yet that can be used to convincingly determine the effectiveness of collaborative form-based tasks as a pedagogical tool for low-proficiency EFL learners.

3. METHODOLOGY

3.1. Research questions and hypotheses

Based on the literature reviewed before, these are the research questions entertained:

1. Does pair work facilitate grammar learning?
2. Which task is more effective when learning grammar among low-proficiency learners? The editing or dictogloss task?
3. Do students engage in discussions about language operationalized as LREs? What type of LREs do the students produce? Which of the two task-types generates more LREs? Are they able to solve correctly those episodes?
4. Which of these two tasks is more conducive of learning?

Hypothesis 1: Pair work provides learners with many opportunities to focus on form (Storch, 2013) and also to notice their grammatical strengths and weaknesses (Azkarai & García Mayo, 2015). Therefore, these tasks should facilitate grammar learning as learners will engage in form-focused discussion when confronted with linguistic difficulties.

Hypothesis 2: The dictogloss task might be too complicated for low-proficiency students (Leeser, 2004), as they might concentrate more on the meaning rather than grammar. As the text editing task is more structured (Azkarai & García Mayo, 2014), students will pay attention to the form more in the text editing task. Text editing task offers a written stimulus, therefore it should draw more attention to the form, whereas, the stimulus in dictogloss is aural (Azkarai & García Mayo, 2016), therefore, it might be difficult for students to concentrate on listening for the meaning, remembering it and focusing on the form.

Hypothesis 3: Both tasks should generate a good deal of LREs (Basterrechea & García Mayo, 2013; Ganji and Ketabi, 2015; Leeser, 2004; Storch, 2007). However, based on the study of Azkarai and García Mayo (2016) the text editing task should produce more LREs than dictogloss. Following the same study, it is expected that form focused LREs will be significantly more common in the text editing task.

Hypothesis 4: As the dictogloss task requires students to submit a final written text, students have to produce it and this creates more learning opportunities, whereas, the text editing task only requires students to reach a solution by interacting orally (Azkarai & García Mayo, 2014). Considering this and following Storch (2013), the ownership of the text should make the dictogloss task more conducive of learning than the text editing task.

3.2. Participants

This study was conducted in a vocational technical school, Virgen del Camino, in Pamplona, Spain. 34 higher education vocational students participated in this research (33 male students and 1 female) all of them older than 18 years old. Students were minoring in Industrial Mechatronics and Electrotechnical and Automated Systems. 30 of them have Spanish and 4 Basque as their mother tongue.

Students were given a background questionnaire that included questions about their previous and current English experience ([Appendix I](#)). Their responses revealed that their contact with English was not remarkable. In particular, the results showed that students had started learning English at different ages but the average onset age was 6 years old. Most students reported to have very little contact with English outside the classroom; only 5 of them had ever studied another subject in a L2, less than half of the students have attended English courses outside school when they still were in secondary school, 11 students (32.35%) had visited an English-speaking country on holiday, all of them during the last 5 years, the average visit lasted from 1 to 2 weeks. As for their outside exposure to English, 9 (26.47%) students claimed that they watched movies or TV series, only 3 (8.82%) of them read books 2 and 25 (73.53%) listened to music in English. Although the contact with English was not remarkable, most of them (30/34, 88.24%) considered English important for their future and over half of them, 20 students (58.82%), would like to work abroad in the future.

Students were also asked to complete an English placement test (see [Placement test below](#)). The test showed that most of them had a pre-intermediate level (17, 50%, students), followed by an intermediate level (14, 41.18%), and that only 3 (8.82%) had an elementary English level. The results from the test were used to form parallel-level dyads following the idea that similar proficiency learners are more likely to form collaborative relationships (Kowal & Swain, 1994).

At the outset of the study students were randomly assigned to one of the groups. A Chi-square test used revealed that Group A and B were comparable as for their proficiency levels (elementary: $\chi^2=3,000$, $p=0.223$; pre-intermediate: $\chi^2=10,807$, $\chi^2=0.213$; intermediate: $\chi^2=9,333$; $p=0.230$) and their pre-test results obtained parallel ($\chi^2 = 14,064$, $p = 0.297$). In this study students from group A are identified as A1, A2, A3, etc. and the ones from group B as B1, B2, etc.

For these students English is a compulsory subject and they receive two weekly English sessions (1 hour each). Students are not taught a lot of grammar while vocabulary and content are more important. Students are supposed to know basic grammar rules (DECRETO FORAL 206/2011), and in these classes grammar should be revised and not taught from scratch. Some basic forms such as Present Simple Passive, Time Clauses, Question formation, Predictions will, may, might and etc. are required by the Curriculum of Navarre for Professional Training (DECRETO FORAL 206/2011).

Oxford English for Careers, Technology 1 (Glendinning, 2007) is used in the classroom. The level of this book according to Common European Framework of Reference for Languages is A2-B1. It has 15 short chapters which include various topics related to Technology (Appropriate technology, Studying technology, Manufacturing, etc.). Each unit covers the 4 skills. The book claims that with this book students will learn the English they need to do the job, they will practice language in real work situations and will learn specialist vocabulary.

To complement this book, the teacher created a web site for her students. Taking into account that the English classroom has computers and that students have varied levels and they work at different paces, this is an efficient solution which makes classes very dynamic where everybody can participate and manage their own work sometimes individually and sometimes in pairs. The website has various sections which include practice of the 4 skills. In the classroom all the four skills are developed. On the website, students often have various writing, speaking, listening or reading tasks created as classroom activities.

3.3. Instruments

Six different instruments were employed in this research. In order to get more information about students' level: an English placement test developed by the teacher was used. The test focused on grammar and vocabulary, reading and writing. Furthermore, to obtain more information about students' backgrounds, a background questionnaire was used (see [Appendix I](#)). In order to check their previous knowledge of the Present Simple Passive and Time Clauses a pre-test was administered (see [Appendix II](#)). Later four experimental tasks were conducted (see [Appendix III](#)):

1. An editing task which covers Time clauses,
2. A dictogloss task which targets Time Clauses,
3. An editing task which deals with Present Simple Passive,
4. A dictogloss task which elicits Present Simple Passive.

After that recordings of the dialogues were analyzed and LREs were identified and transcribed verbatim, later a tailor-made post-test (see [Appendix IV](#)), which included, among others, the forms mentioned and resolved by students in the experimental tasks was created to check if the information was retained and students learnt from their LREs.

3.3.1. Placement test

The placement test used in this study had been provided by the English teacher of the school. The test was designed by Lynda Edwards for *Oxford Solutions* and first published by Oxford University Press in 2007. This placement test (Edwards, 2007) is intended to help teachers place their students in the appropriate levels; Elementary, Pre-Intermediate or Intermediate.

The test contains firstly, 50 multiple choice questions which assess students' knowledge of key grammar and vocabulary from elementary to intermediate levels; secondly, a reading text with 10 graded comprehension questions; finally, an optional writing task that assesses students' ability to produce the language.

As was explained earlier on, the results were used to form parallel-level dyads for the experimental tasks.

3.3.2. Background questionnaire

The background questionnaire (see [Appendix I](#)) was administered in order to get more information about students' contact with English in the past (any English speaking countries they had visited, exchange programs they had taken part in, etc.), present (if they attended any English course apart from classes, if they watched movies, read books, listened to music in English, etc.) and the future (whether they think that English will be important for their future, etc.).

3.3.3. Pre-test

The pre-test (see [Appendix II](#)) was designed to check their previous knowledge of Time Clauses and the Passive Voice - the two grammatical structures under study and to then compare the results with those of a post-test. The test includes 26 sentences. It consists of 9 sentences, which include Time Clauses (4 correct and 5 incorrect), 9 sentences with Passive Voice (4 correct and 5 incorrect) and 8 filler sentences (3 correct and 5 incorrect). Sentences with Time Clauses target the form of the verb which follows the time expressions when, before, after and as. Passive Voice sentences include mistakes of past participle, the form of the verb *to be* and omission of one or another. Fillers are used in order to distract learners from the experimental forms. Filler sentences include article errors, agreement errors and others. Students had to decide whether the sentence is correct or incorrect. If the sentence was correct, students were to write if they based their answer on a rule or a feeling. If it was incorrect, students had to write their correction of the sentence.

The following instances include incorrect and correct examples of passive voice (Examples 1-2), time clauses (Example 3-4) and fillers (Examples 5-6) respectively:

Example 1:

Many cars makes in Japan.

Correct → Did you use a rule or feel? _____

Incorrect → correction: _____

Example 2:

Tesla is known as one of the best car companies.

Correct → Did you use a rule or feel? _____

Incorrect → correction: _____

Example 3:

When technology and productivity will increase, it means that the society is more efficient in creating.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

Example 4:

When the wind turns the pump blades, the piston moves up and down.

Correct → Did you use a rule or feel? _____

Incorrect → correction: _____

Example 5:

I want to buy a electric car.

Correct → Did you use a rule or feel? _____

Incorrect → correction: _____

Example 6:

Computers were less powerful in the past.

Correct → Did you use a rule or feel? _____

Incorrect → correction: _____

3.3.4. Experimental tasks

There were four experimental tasks: two of them targeted time clauses and two of them the passive voice. The texts covered topics students had recently studied in the classroom such as materials and transport (see [Appendix III](#)). Two versions from each topic were created: one for the dictogloss task and another one for the text editing task. The dictogloss passage dealing with Passive Voice includes 9 passive structures: 5 Plural Affirmative, 1 negative, 2 Singular Passives and 1 question. Dictogloss passage including Present Simple and Time Clauses has 9 structures of interest: 6 structures of Time Clauses (2 When, 1 after, 1 before and 2 as) and 3 verbs with third person singular. Attention was paid to the form of third person singular because it was commonly, incorrectly targeted by language learners.

Both passages of text editing include 9 mistakes. Passive voice text editing passage (Group B) includes 9 mistakes of passive structures and 3 others (articles preposition). Present Simple and Time Clauses text editing passage (Group A) contains 9 mistakes of the form of the verb after time clauses and two others (article, verb form after *enjoy*).

3.3.5. Recordings

Students were recorded with a program called *Audacity* in their classroom as students had access to computers. It is worth mentioning that out of 17 pairs only, 8 recordings, total duration of 112:55 minutes were valid for the investigation. There are different reasons for this. The first reason is reluctance to be recorded, some of the students did not want to be recorded and as a result, they did not record themselves while doing the activities. The second reason is misunderstanding of the instructions. Although they were given instructions of the procedure multiple times, some dyads did not start recording at the beginning of their discussion, they recorded only the end of it, several pairs just read the final text they created. And the third reason is technical problems, some of the recordings have audio interference, therefore, it is impossible to understand the conversations. The rest of the conversations were listened to and LREs were transcribed.

3.3.6. Tailor – made post-test

The tailor-made post-test (see [Appendix IV](#)) was created after listening to students' recordings and after transcribing the LREs. The most common form-based, correctly or incorrectly solved, LREs were included in the post-test. There were not enough lexis-based LREs and also the nature of the test did not allow checking if lexis had been acquired.

The post-test has the same structure as the pre-test, but it is shorter. It includes 12 sentences, 14 sentences less than the pre-test because students did not produce so many LREs as they were expected and also due to time restrictions. The pre-test took some students the whole session and they found 26 sentences to be too much. As this time it was impossible to dedicate the whole session for the post-test, it was shortened to 12 sentences with the most common doubts students had over grammar while carrying out the experimental tasks. They include:

1. The form of the verb following *when* (1)
2. Verb form after *before* and *after* (2)
3. The article *the* (1)
4. Verb form after the verb *to love* (3)
5. The verb form in present simple *third person singular* (3)
6. The verb form after *as* (1)
7. Past Participle of the verb *to make* (2)
8. Verb form after noun with *every* (4)
9. Passive form of the verb *construct* (2)
10. Concordance of the verb *to be* in the passive voice. (4)

The post-test contains 12 sentences; 4 of them deal with Passive Voice (2 correct, 2 incorrect), 4 contain time clauses (2 correct, 2 incorrect) and 4 are filler sentences (2 correct, 2 incorrect) targeting articles, words following *love*, and *every*. Students had to base their decisions in the same manner as in the pre-test. If student decided that the sentence was correct, students were to write if they based their answer on a rule or a feeling. If it was incorrect, students had to write their correction of the sentence.

3.4. Procedure

The study took place over 6 weeks in 7 sessions. Figure 1. summarizes the procedure:

Figure 1. The procedure

Session 1	Background Questionnaire		12 th March
Session 2	Pre-test		16 th March
Session 3	Revision of Present Simple Passive Voice and Time Clauses		19 th March
Session 4	Revision of Present Simple Passive Voice and Time Clauses		23 rd March
Session 5	GROUP A, Experimental Tasks	GROUP B, Experimental Tasks	
	Time Clauses - Editing	Present Simple Passive - Editing	
	Present Simple Passive- Dictogloss	Time Clauses – Dictogloss 13 th April	
Session 6	Tailor – Made Post-test		20 th April

In the first session a background questionnaire was given to establish their English learning profile and to see whether there were students who had significant exposure to English outside class. In the second one the pre-test was conducted individually to control for their knowledge of time clauses and passives and make sure that they had not acquired them already. In the third and fourth sessions students revised Present Simple Passive Voice and Time Clauses. Students were expected to have some previous knowledge about these two forms but they still face major difficulties when forming them. In the third session, groups of 3 were formed and each student was responsible for the explanation of the usage of one time clause (when, as, before and after). After explaining it to each other they solved two grammar exercises, where they had to insert the correct time clause. Then students carried out an inductive grammar task on passive voice where they had to create a rule for Present

Simple Passive voice. In the fourth session they watched a video about How Lego is made (How It's Made, 2015 April 13) and described the process using passive voice structures and time clauses.

During the fifth session students performed the experimental tasks in pairs.

GROUP A (n= 8 pairs) did:

- 1) An editing task which targets the Time Clauses,
- 2) A dictogloss task which aims at Present Simple Passive.

GROUP B, (n= 8 pairs) did:

- 1) An editing task which deals with Time Clauses,
- 2) A dictogloss task in Present Simple Tense,

Both activities were carried out in the same session but in different sessions for the two groups. The pairs were assigned according to the results of the pre-test. However, some students were not paired as intended, because on the day when experimental tasks were carried out some students did not attend class. As in the case of A7 and A8, when two students of intermediate and elementary levels were paired.

Each pair sat at the end of each long row of tables, two pairs in the row, so there was space between them and pairs did not interrupt each other. In every group students had 40 minutes to complete both tasks, we started with dictogloss because the text had to be read to everybody by the teacher. Although the research concentrated on the acquisition of passives and time clauses in English, the L2 learners were not aware of this fact. The only instruction they received during the dictogloss task was that they had to reconstruct the original text read out to them by the teacher. The text was read twice at a normal speed, the first time students were not allowed to take notes, the second time they were.

Once the text was read twice students started reconstructing it, it took them, on average, 20-25 minutes to carry out the dictogloss task. After that students moved on to text editing task and it took them less time, around 15 minutes. While students were doing these tasks, they were asked to record their negotiations. The researcher used the recordings to extract the LREs generated which will conform the base for the final task, the tailor-made post-test. Total recording time of Group A was 55:26 min. and 57:29 min for Group B. After listening to the recordings and based on the LREs students generated, a post-test was created and it was done individually during the seventh session, a week after they completed the experimental tasks.

3.5. Data coding and analysis

3.5.1 Data coding and analysis of pre-tests, experimental tasks and post-test

In the individual pre-tests, the texts of experimental tasks and individual post-tests correctly solved grammar forms of interest were counted. The pre-test, experimental tasks and post-test had different number of targeted grammar forms, therefore, the percentage of correct answers was calculated, and only correct sentences of interest (passives and time clauses) were summed.

Texts of experimental tasks were analyzed for grammatical accuracy. In dictogloss and editing task, all decisions made were scored following Storch (2007) as either correct/acceptable or incorrect/unacceptable and a total score for correct/acceptable decisions out of all decisions made was counted.

After analyzing the LREs and identifying the doubts that learners had tailor-made post-test was created. Not only the forms of target were included, doubts over verb form after love, like were also included, because these doubts repeated twice and it was of interest if this grammatical form was resolved correctly in the post-test.

Now, the doubts were traced back to the learner pair and their post-test results were checked if the acquisition had taken place. There were total of 12 form-focused correctly resolved doubts. 1 was generated in the dictogloss tasks and 10 occurred while carrying out the text editing tasks.

3.5.2 Data coding and analysis of LREs

Transcriptions of students' discussions were analyzed and LREs were identified following Swain and Lapkin's definition (1998). They were identified as any segment where learners spoke about a language problem they encountered. The identified LREs were classified as form-focused, lexis-focused, and mechanical LRE.

a) Form-focused LRE

In the study, any segment in the collaborative discourse of the peers dealing with grammatical accuracy such as form and tense of the verb, the articles, prepositions, linking devices and word order fall in the category of Form-based LRE.

Example 7: B7: When he is at home he see programs on TV.
B8: He watch.
B7: That's right, he watch.
B8: No, it is he watches.
B7: Ok.

b) Lexis-focused LRE

Those segments of the collaborative discourse which were dealing with word choice, word's meaning, or alternative ways of expressing an idea were categorized as Lexis-based LREs.

Example 8: A1: She says that US houses are eco-friendly.
A2: What does it mean eco-friendly? It is like...mmm...
A1: Friendly with the environment.

c) Mechanical LRE

LREs dealing with spelling and punctuation were categorized as Mechanical LREs. The following LREs exemplify Mechanical LRE:

Example 9: A5: Nowadays is written with w or b?
A6: W

All LREs were also grouped according to their result; correctly resolved, incorrectly resolved and unresolved.

d) Correctly resolved

These include instances where students encounter a linguistic difficulty but through collaboration they reach the correct solution.

Example 10: A2: *Sees, no va s?* [There is an s, isn't there?]
A1: *No, creo que no. No estoy seguro* [No, I don't think so. I am not sure]
A2: But it is the third person.

A1: But it is not in present. Because about the cars he see. Because if it was present simple, it would be with an S. But it is not.

A2: I think that it is Present Simple, the third person. Look, he talks, he sees.

A1: Ok, let's write an s.

e) An incorrectly solved LRE

When students reach a solution that is ungrammatical.

Example 11: B2: Many eco-friendly houses construct?

B1: Are Construct.

B2: Ok. You're right

f) Unresolved LREs

Any of the doubts that were ignored and not resolved were identified as unresolved LREs.

Example 12: B5: Energy is save, it's wrong. We have to conjugate.

B6: No.

B5: And the planet is protect or protected?

B6: It is ok, continue.

While listening to recording it is clear that B6 is not paying much attention to the doubts of B5. Although B6 says yes, he does not consider his partner's proposal and wants to complete the task ignoring any difficulties the dyad has.

4. RESULTS

The following section presents the main findings of the study according to the 4 research questions entertained.

4.1. Research question one

Data of three instruments pre-test, experimental tasks and post-test were analyzed to explore whether pair work mediates grammar learning. The overall results obtained from the analysis of these three instruments are presented in [Table 1](#).

Table 1. Overall results of the pre-test, experimental tasks and the post-test

	<i>Pre-test</i>			<i>Experimental tasks</i>			<i>Post-test</i>		
	Passive	Time C.	Total	Passive	Time C.	Total	Passive	Time C.	Total
Correctly solved	144	137	281	56	82	138	103	102	205
Total	288	288	576	144	144	288	128	128	256
Percentage	50.00	47.57	48.78	38.89	56.94	47.9	80.47	79.69	80.08

In the pre-test there were a total of 576 relevant contexts and students provided the required form in 48.78% of the contexts, 281. Out of the 288 obligatory contexts for each form, passive and time clauses, students responded correctly to approximately half of them, 50% (144) for passive voice forms and 47.57% (137) for time forms. The results obtained revealed that students had problems with the forms included as shown by the high proportion of wrongly supplied forms, so their choice as a focus of our training is well justified. No significant increase in accuracy was detected in the experimental tasks. Learners scored slightly higher results than in the pre-test, when dealing with time clauses, 82 out of 144 were solved correctly (56.94%), while the numbers for the passive dropped slightly (38.89%). The totals of the result of both instruments are almost identical: 48.78% in the pre-test and 47.92% in the experimental tasks. The benefits of collaboration, thus, cannot be attested when these two tasks are compared.

Numbers notably increased in the post-test results, after one week. Both grammatical forms were provided correctly with greater frequency: 80.47% for passive forms and 79.69 % for time clauses. The total of both forms was about 30% higher (80.08%) than in the pre-test and in the experimental tasks.

Comparing the results of pre-test, experimental tasks and the post-test of Group A (see [Appendix V](#)) it can be seen that 12 (75%) students out of 16 got higher result in the post-test considering both grammatical structures. In Group B the result is the same 12 (75%) out of 16 students reached the highest percentage of grammatical forms.

These results of pre-test and experimental tasks suggest that although pair work did not yield benefits in the experimental task, it might have led to better understanding of the form and higher results in the post-test.

4.2. Research question two

The second research question aimed to analyze which task is more effective in a low-proficiency class. Results obtained by the two groups solving correctly the grammar forms for the two tasks are included in table below:

Table 2. Correctly solved grammar forms in both tasks by dyad (D) and group (GA vs GB)

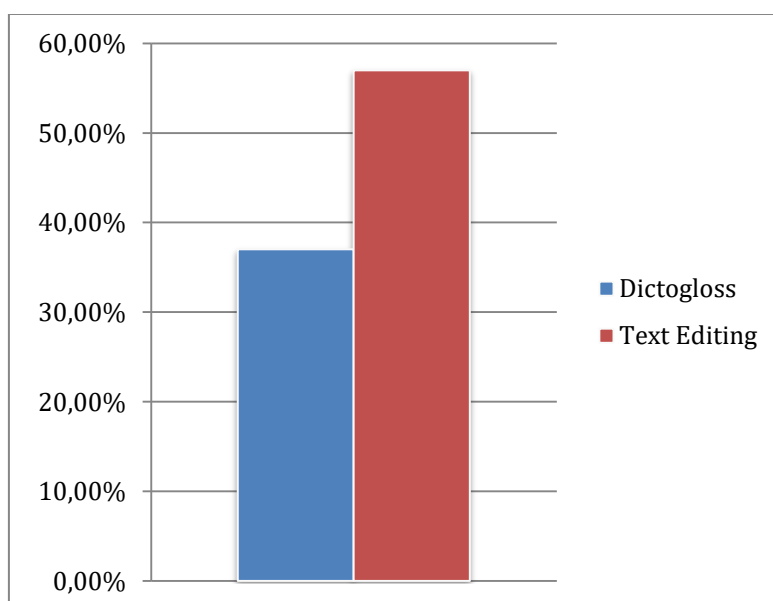
PASSIVE		TIME CLAUSES	
DICTOGLOSS-GA	EDITING-GB	EDITING-GA	DICTOGLOSS-GB
4/9	7/9	7/9	8/9
0/9	9/9	0/9	8/9
1/9	5/9	4/9	1/9
5/9	7/9	3/9	8/9
4/9	1/9	7/9	2/9
2/9	7/9	4/9	3/9
2/9	6/9	4/9	2/9
3/9	6/9	5/9	3/9
TOTAL: 21/72	TOTAL: 48/72	TOTAL: 34/72	TOTAL: 35/72
29.17%	66.67%	47.22%	48.61%

The results reveal a different behavior for the passive in the dictogloss and editing tasks. In the dictogloss task 21 passive forms were correctly included out of 72 (29.16%), while the text editing task generated 48 correct forms (66.67%). That shows that the same text got two times more correct grammar solutions in the text editing task. The results were compared using a non-parametric Mann-Whitney test for unrelated samples and the difference turned out to be statistically significant ($z=-2.643$; $p=0.008$), which indicates that students provided significantly more correct passive forms in the editing task than in the dictogloss one.

The results for the time clauses did not yield notable differences ($z=-0.212$; $p=0.832$). In fact both tasks generated similar proportion of correct time forms: 48.61% in the dictogloss and 47.22% in the text.

When both forms were aggregated and analyzed by task, there were more identified and correctly solved forms in the text editing task (57%) than in dictogloss task (37%) irrespectively of particular grammar form (Passives or Time Clauses) (See [Figure 2](#)). The non-parametric Wilconson test used for comparing the tasks revealed significant differences between the two ($z=-2.631$; $p=0.009$) which indicates that students provided more correct forms overall in editing tasks than in dictogloss tasks.

Figure 2. Percentage of identified and correctly solved grammar structures.



These results show that students focused more on form in the text editing; at least when dealing with passive voice, in the text of time clauses no significant difference was observed. However, looking into the percentage of the correctly targeted forms, students were exactly 20% more accurate in the text editing task.

4.3. Research question three

The third research question dealt with the LREs generated by the 8 pairs that were recorded. The following tables (Table 3 and Table 4) show detailed results of the dyads in dictogloss tasks.

Table 3. Groups A and B LREs in Dictogloss task by dyad (D)

	GROUP A					GROUP B					Total
	D 1	D 2	D 3	D 4	Total	D1	D 2	D3	D 4	Total	
<i>Form</i>	0	0	0	0	0	0	2	0	0	2	2
<i>Lexis</i>	5	2	1	0	8	0	0	0	0	0	8
<i>Mechanical</i>	0	1	0	0	1	0	0	0	0	0	1
<i>Total</i>	5	3	1	0	9	0	2	0	0	2	11

Table 4. Resolution of LREs in Dictogloss task by dyad (D)

	GROUP A					GROUP B					Total
	D1	D2	D3	D4	Total	D1	D2	D3	D4	Total	
<i>Correctly solved</i>											
<i>Form</i>	5	0	0	0	5	0	2	0	0	2	7
<i>Lexis</i>	0	2	0	0	2	0	0	0	0	0	2
<i>Mechanical</i>	0	1	0	0	1	0	0	0	0	0	1
<i>Total</i>	5	3	0	0	8	0	2	0	0	2	10
<i>Incorrectly solved</i>											
<i>Form</i>	0	0	0	0	0	0	0	0	0	0	0
<i>Lexis</i>	0	0	1	0	0	0	0	0	0	0	1
<i>Mechanical</i>	0	0	0	0	0	0	0	0	0	0	0
<i>Total</i>	0	0	1	0	1	0	0	0	0	0	1

The analysis of number of LREs according to the dyads in the dictogloss task showed that this task generated few LREs: 11. In fact, Group B engaged only in two language discussions. Most of the LREs were lexis based and more than half of them (5) were generated by the same dyad. Only 2 form-based LREs were produced during this task, and they were produced by a single dyad.

Table 5. Groups A and B LREs in Text editing task by dyad (D).

	GROUP A					GROUP B					Total
	D 1	D 2	D 3	D 4	Total	D1	D 2	D3	D 4	Total	
<i>Form</i>	4	5	2	0	11	4	6	4	5	19	30
<i>Lexis</i>	1	1	0	0	2	0	1	2	1	4	6
<i>Mechanical</i>	0	0	0	0	0	0	0	0	0	0	0
Total	5	6	2	0	13	4	7	6	6	23	36

Table 6. Resolution of LREs in Text editing task by dyad (D)

	GROUP A					GROUP B					Total
	D1	D2	D3	D4	Total	D1	D2	D3	D4	Total	
Correctly solved											
<i>Form</i>	4	3	2	0	9	4	5	2	3	14	23
<i>Lexis</i>	0	1	0	0	1	0	0	1	0	1	2
<i>Mechanical</i>	0	0	0	0	0	0	0	0	0	0	0
Total	4	4	2	0	10	4	5	3	3	15	25
Incorrectly solved											
<i>Form</i>	0	2	0	0	2	0	1	0	2	3	5
<i>Lexis</i>	1	0	0	0	1	0	1	1	0	2	3
<i>Mechanical</i>	0	0	0	0	0	0	0	0	0	0	0
Total	1	2	0	0	3	0	2	1	2	5	8
Unsolved											
<i>Form</i>	0	0	0	0	0	0	0	1	0	1	1
<i>Lexis</i>	0	0	0	0	0	0	0	1	1	2	2
<i>Mechanical</i>	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	2	1	3	3

In the text editing task ([Table 5](#) and [Table 6](#)) there was total of 36 LREs generated, majority of them 25 (69.44%) were solved correctly. There were significantly more form-focused LREs (30) than in the dictogloss. There were 6 lexis-focused LREs and no mechanical LREs. The Chi square test run revealed that text editing did generate significantly more form-focused episodes than the dictogloss ($\chi^2 = 10,500$; $p=0.033$), although there were no differences for the other types of episodes (lexis $\chi^2 = 3,300$, $p=0,348$ and mechanics $\chi^2 = 1,067$; $p=0.302$).

While 4 dyads did not generate any LREs in the dictogloss task, only one did not produce any in the Editing task. In the dictogloss, students tried to reconstruct the texts, they mainly focused on the meaning they wanted to convey. They did not attempt to replicate the types of structures heard in the text but tried to communicate the same message. Students frequently just compared their notes and wrote down a joint text, it did not generate any reflections of the passive forms or of time clauses. Following are two examples of two dyads from Group A and B, respectively.

Example 16:

A3: Started to talk about love travel around the world. She say every country have special character [...]

A4: *Sí, algo diferente que lo caracteriza* [Yes, something different that characterizes it].

A3: Started from Africa, Europa, USA and Oceonia *creo que no* [I think not].

A4: No, US, Africa, Europa and this is all.

[...]

A3: *Sólo entendí que al final* [I only understood that at the end] energy power protected.

A4: Yes.

A3: *Escríbe tú* [you write]. *Pon* [write]. She love travel around the world.

A4: She love travel...

A3: around the world.

Example 17:

B5: *Luego habla que en su calle no sabe porque los coche se paran en la calle, los coches deberían ser* [Later she says that she does not know why cars stop in her street, cars should be]...

B6: Expensive with a lot of things.

B5: *Luego dice que los coches deberían ser buenos para el environment* [Later she says that cars should be good for the environment].

B6: Yes, environment.

B5: *Osea, que no son buenos y cuestan mucho dinero* [I mean, that they are not good and cost a lot of money].

B6: *Y cuándo tenga dinero se comprará un coche rápido* [And when she has enough money she will buy a fast car].

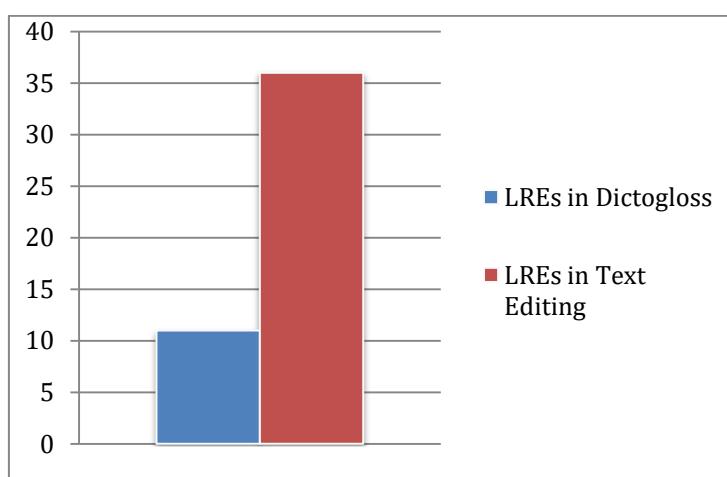
B5: *Y que ahora mejor una bicicleta porque es más barato* [And that now a bicycle is better because it is cheaper].

B6: *Eso* [That's it].

Both of the dyads continue comparing the notes together and later write down a joint production without questioning any grammar, vocabulary, spelling or punctuation.

[Figure 3](#) summarizes the number of LREs by task.

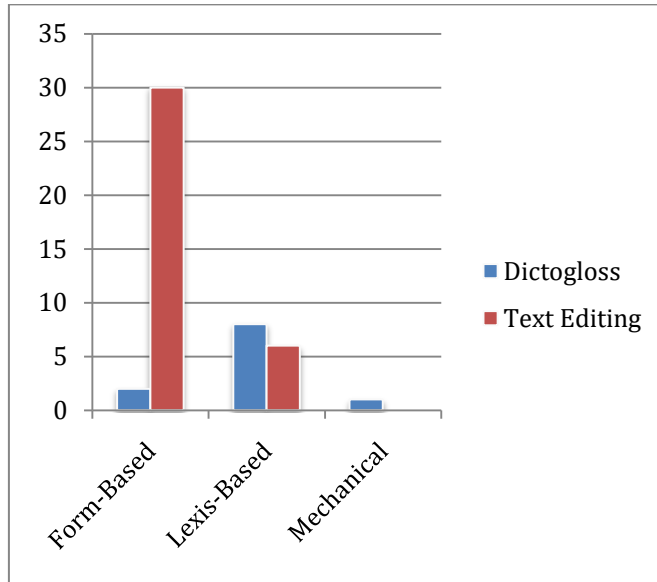
Figure 3. Number of LREs by task



Students did engage in discussions over grammar and vocabulary, and produced 47 LREs in total; 11 in the dictogloss task and 36 in the text editing task.

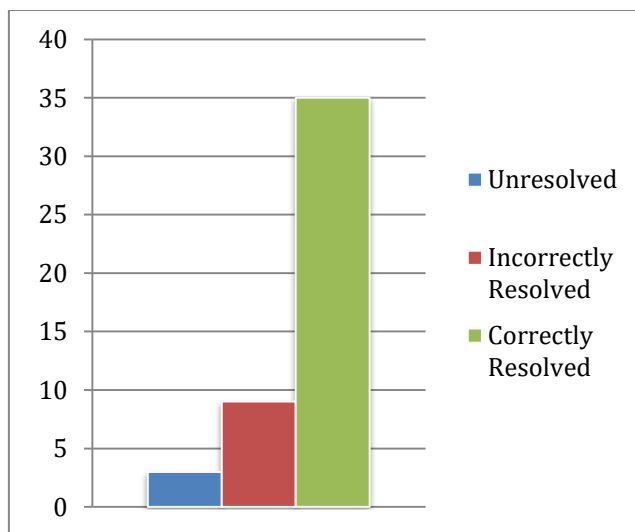
Students mostly produced form-based LREs while carrying out text editing task (30 out of 32), but slightly more lexis-based LREs were produced during dictogloss task (8 out of 14), students produced very few mechanical LREs, only one in the dictogloss task. [Figure 4](#) features the number and type of LREs generated by task.

Figure 4. Types of LREs according to the task



Most of the LREs were solved correctly (35 out of 47, 74.47%), 9 LREs were resolved incorrectly (15.15%) and 3 were ignored and unresolved (6.38%) (See [Figure 5](#)).

Figure 5. LREs according to outcome in both tasks



The following examples illustrate the types of unresolved (Example 13), incorrectly (Example 14) and correctly (Example 15) solved LREs:

Example 13: B9: To last? *Yo creo que está mal* [I think it's incorrect].

B10: To last for generations.

B9: What does it mean? *Perder* [lose], no?

B10: *Eso sería* [it would be] lost.

B9: To last... ok, I don't know. Let's continue

Example 14: A2: Sports is singular? (Talking about *sports car*)

A1: Or sport is singular, or sport cars. Because or the plural is wrong or he wanted to say not plural. It has to be sport. Sport car.

A2: Ok, I think so, too.

Example 15: A8: The cars he sees.

A7: Hmmm, sounds strange. The cars he see better.

A8: It is third person singular, it has to have s.

A7: You're right, ok.

Overall, the analysis of LREs indicates that low-proficiency students focused on form and engaged in conversations over grammar. However, the text editing task seemed to generate more form-focused LREs than dictogloss. In dictogloss task there were slightly more lexis-focused LREs, but a fact worth mentioning is that almost all of them were generated by one dyad.

4.4. Research question four

The fourth research question aimed to answer which task is more conducive of learning. Results are summarized in the [Table 7](#).

Table 7. Students' doubts in experimental tasks and the outcome in the post-test

<i>Dyad</i>	<i>Dictogloss</i>	<i>Text</i>		<i>Post test</i>
		<i>Editing</i>	<i>Form</i>	
A1, A2		X	When + Present	Both correct
A1, A2		X	Love + ing	A1 Correct, A2 incorrect
B7, B8	X		Like + ing	Both correct
A5, A6		X	Verb after <i>after</i>	A5 incorrect, A6 correct
A7, A8		X	Verb after <i>before</i>	A7 Incorrect, A8 Correct
A7, A8		X	Enjoy + ing	Both correct
B7, B8		X	Past Participle of <i>make</i>	Both correct
B11, B12		X	Past Participle of <i>make</i>	Both correct
B7, B8		X	Past Participle of <i>construct</i>	Both correct
B11, B12		X	Past Participle of <i>construct</i>	Both correct
B1, B2		X	Verb <i>to be</i> in passive voice	Both correct
B5, B6		X	Verb <i>to be</i> in passive voice	Both correct
B7, B8		X	Verb <i>to be</i> in passive voice	Both correct

Almost of all the doubts, except for 1, were generated in the text editing task. Overall, students generated 2 form focused LREs while conducting dictogloss task. One form was used in the tailor-made post-test (*like+ing*) because it had been repeated in other LREs, too. Another form that was tackled in the dictogloss was *should*. It was not

considered of high importance because other students did not have doubts over this form and, therefore, it was not included in the test.

Only 3 incorrectly solved forms in the post-test of 3 different students were found. The doubts and the outcomes in the post-test are exemplified in the following examples.

The form of the verb following when:

Example 14: *Extract from the text editing task.*

A2: When I will have. It is not correct.

A1: If I have. Should be a conditional or when I have.

In the post-test both of them correct the sentence *When you will finish the task [...]* into *When you finish [...]*.

Love followed by verb is in *-ing* form:

Example 18: *Extract from the text editing*

A2: I love looking, is it correct?

A1: I love looking... I like looking. Yes it is correct. Love plus *-ing*.

A2: Ok.

Example 19: *Extract from dictogloss*

B7: Like ride a bike? Is it correct?

B8: Riding a bike, because when you use enjoy, love, like, you have to use the *-ing* form.

B7: Ok.

In the post-test B7 does not correct an incorrect sentence *I love watch science programs* and B8 does. It seems that his peer's explanation might not have been enough for him to incorporate it into his interlanguage. A2 and A1 produced the correct *-ing* form in the post-test.

Verb form after before and after:

Example 20: *Extract from the text editing task*

A5: After watch. No it's incorrect, after watching them.

A6: Yes, *-ing* after *after*.

Example 21: *Extract from the text editing task*

A7: Before do it, I will enjoy ride a bike. It's wrong. Before doing it?

A8: Yes, and I will enjoy riding a bike. Both verbs we have to write with –
ing.

In the post-test A6 answers correctly both sentences with after and *before*, *before going* and *after creating*. However, A5 writes correctly the sentence with after, but leaves the sentence *before go*, as correct. A8 corrects both sentences with before and after correctly, but A7 does not correct the sentence with *before + verb*. He accepts *before go* as a correct form. In the post-test both write correctly the verb form after *love*. *Love watch* they correct into *love watching*.

Past Participle of the verb to make:

Example 22: *Extract from the text editing task*

B11: You can see that they is make of...

B12: Are made.

B11: Are made, no?

B12: Are make or made?

B11: Are made, I would say are made. Maked no, they are made.

B12: They are made, that's it.

Example 23: *Extract from the text editing task*

B7: They are made. Make or made?

B8: They are make. They are made, it is like past. It's passive.

B7: Yes.

In the post-test all of them corrected the sentence *This robot is maked* and wrote *is made*.

Past Participle of the verb construct:

Example 24: *Extract from the text editing task*

B11: Nowadays many eco-friendly houses are construct.

B12: Are constructed. Passive voice.

B11: Yes, the same as are made.

Example 25: *Extract from the text editing task*

B7: Nowadays many eco-friendly houses construct. Are construct.

B8: Are constructed.

B7: *Eso es* [That's right]

In the post-test all students provide the correct answer for these forms.

Concordance of the verb *to be* in the passive voice:

Example 26: *Extract from the text editing task*

B5: In Africa homes built.

B6: Continue.

B5: Here it's incorrect.

B6: Homes is built. Homes or houses are built?

B5: It is plural.

B6: Are built.

Example 27: *Extract from the text editing task*

B7: In Africa homes built from local mud and brick. Eh, I don't understand.

B8: *En Africa las casas están hechas. Pero esto está mal, tiene que ser pasiva* [In Africa houses are built. But it is incorrect, it has to be the passive voice]. Houses are built or homes are, is built?

B7: Are built.

Example 28: *Extract from the text editing task*

B2:....that is make. It is are make?

B1: What do you want to say? That they...

B2: Is made.

B1: Are made

B2: They are made of wood.

In the post-test all 6 student correct the sentence that mirrors the agreement difficulties they faced with the copula *be* form of the passive form. They modified *Skyscrapers is built in crowded cities* into *Skyscrapers are built* in the post-test.

This analysis showed that 25 times out of 28, the correctly resolved LREs on grammar in the experimental tasks were also correctly resolved in the post-test. This might

indicate that learners' attention was drawn to form, after noticing and discussing. Nevertheless, there were three incorrectly solved cases in the post-test. Even though a classmate explained the rule ([Example 19](#)), it was not enough for the learner and he made a mistake in the post-test. Other two incorrectly written forms dealt with *before* and *after* ([Example 20](#) and [Example 21](#)). Although both learners initiated the conversation about this doubt and received correct information from their peers, they did not write correctly this form the post-test.

Overall, the majority of students did acquire knowledge after carrying out both experimental tasks as the percentage of correctly solved sentences in tailor-made post-test was high, 89.28% of the cases were solved correctly.

5. DISCUSSION

The first goal of this study was to determine if pair work facilitated grammar learning. Following other studies (Azkarai & García Mayo, 2014; Shehadeh, 2011; Storch, 1999) it was expected that pair work would draw learners' attention to form and create language learning opportunities which would lead to a greater provision of grammar forms (Passive voice and Time Clauses). After analyzing the results of the pre-test and experimental tasks, it was noticed that there was no significant difference between total results of pre-test (48.78%) and experimental tasks (47.92%). In fact, the results were comparable and thus, it was concluded that pair work seemed not to be beneficial for the grammatical forms under study.

However, greater accuracy was observed in the individual post-test results carried out a week after even though students had not been exposed to the forms during the week. The total of both grammatical forms increased about 30% (80.08%). This suggests that students did notice their grammatical weaknesses while conducting tasks such as dictogloss and text editing in pairs (Azkarai & García Mayo, 2015). After noticing and discussing grammar forms in the writing tasks students did improve their results, this might show that writing tasks in pairs led students to deeper understanding of grammar and noticing. Nevertheless, in order to examine if this new knowledge persisted over time, a delayed post-test could have been administered. Further studies on the current topic which include delayed post-tests are therefore recommended.

The second question in this research sought to determine which of the writing tasks is more effective among low-proficiency learners. Comparing results by the form type, Passive or Time Clauses, it was noticed that there were about 30% more correctly solved Passive forms in the text editing task. However, comparing results of Time clauses in both tasks there was no significant difference.

Nevertheless, after aggregating both forms, the text editing task was proven to be more effective. In the text editing task more grammar forms were targeted and correctly used by all the dyads (57% in the text editing and 37 % in the dictogloss). These results lead us to the assumption that the characteristics of text editing tasks might help them to focus their attention on form. This could be explained by the statement by Azkarai and García Mayo (2016) and Alegría de la Colina and García Mayo (2007) that text editing is more structured, therefore, more grammar forms are targeted. Furthermore, in line with Azkarai and García Mayo (2016) the aurality of dictogloss might not have been sufficient scaffold for lower-proficiency students to notice all specific grammatical aspects as they were lacking language skills to conduct this task better.

As a result, we could say that the structure of text editing task allows students to concentrate only on the text and its grammar, differently from the dictogloss where they have to remember the text, reconstruct it and write it down.

Although the text editing task was more beneficial for the majority of students, we could not say that the dictogloss task was not fruitful at all. Looking at our results we can see that learners paid their attention to target forms and 37% of both forms were correctly used in dictogloss task. Students were able to carry it out, and it is worth mentioning that learners had not done this task before and they did not know which grammar forms were targeted. Therefore, we consider that some low-proficiency students benefited from the dictogloss tasks. This would contradict the statements of Kuiken and Vedder (2002) and Leeser (2004) that dictogloss might not be very effective task for low proficiency students.

As a future research strand, it would be of high interest to investigate if similar results would have been scored if the dictogloss task had been modeled in a way that students had been asked to pay attention to the grammar forms as current investigations suggest that task design might have a direct impact on task results (McDonough, De Vleeschauwer, & Crawford, 2018).

The third research question targeted the number and types of LREs generated by students. Despite their low-proficiency, students did reflect on grammar and lexis, generated LREs and were able to solve them. In line with the findings by Storch (2007)

and Ganji and Ketabi (2015) text editing task generated many LREs. Text editing generated more LREs as students clearly reflected on grammar, whereas, during the dictogloss task students were focused on meaning and vocabulary not questioning grammar. The difference of incidence of LREs is in line with the study of Azkarai and García Mayo (2016) where the text editing task generated more LREs than the dictogloss. Furthermore, significantly more (30 out of 32) form-focused LREs were produced in the text editing task. In both tasks 14 lexis-focused LREs were generated, 8 in the dictogloss and 6 in the text editing task. This might indicate that dictogloss draws learners' attention more to the meaning rather than grammar. Differently from the findings of Alegría de la Colina and García Mayo (2007) students did not pay attention to spelling (1 LRE) or punctuation (0 LREs) while carrying out the dictogloss task. Most of the dyads compared the notes together and later wrote down a joint production without questioning any grammar, vocabulary, spelling or punctuation. The punctuation and spelling was simply added by the scribe.

Therefore, it seems that editing creates more opportunities for learning and LREs, as results of research question four show. Contrary to what was defended by Storch (2013) ownership did not play an important role, at least for grammar learning, but might be for lexis (as illustrated by high amounts of lexis-focused LREs). It might be possible that ownership is not a significant element in form-focused tasks. However, to justify this statement, more studies contrasting collaborative and cooperative tasks are needed.

The fact that there were no explicit instructions could have made students ignore grammar. This might have also happened because all students were not familiar with the mechanic of dictoglosses and were not used to working in pairs like this. One of the limitations of this study could be that the tasks were not piloted before carrying out the experiment. Furthermore, to measure the effects of dictogloss more analytic ratings with a rubric could have been used, because there might be extended benefits of pair work that we are missing in such a narrow quantitative analysis.

The same texts in the dictogloss did not draw students' attention to the form the same way as the text editing did. Therefore, most of the doubts came from the text-editing task and the outcome of learning was later measured with the tailor-made post-test where most of the students (25 out of 28) acquired new knowledge after solving the occurred doubts. Further studies that analyze more subjects and their interactions in different, not only male-dominated settings would be recommended.

6. CONCLUSION

The motivation of this study was to prove different effective ways of teaching grammar. As classroom time is very valuable but limited teachers have to know which tasks are the most appropriate and efficient for their students, therefore, two form-focused tasks, text editing and dictogloss, were investigated.

The present study adds to the growing body of research that investigates the effect of pair work on grammar learning when conducting form-focused tasks as there has not been enough research investigating efficiency of different form-focused tasks. In this research pair work was attributed to higher accuracy in the post-test and text editing task was identified as a more efficient task among low-proficiency learners. Students targeted more grammar forms in this task, and slightly more lexis-focused LREs in the dictogloss task. As the text editing task generated more LREs it created more language learning opportunities and after measuring generated doubts by tailor-made post-test, results showed that knowledge was constructed. The ownership of the text was not proven to play an important role in this study. The research showed that students do not necessary need to work collaboratively when learning grammar, cooperation yielded even better results.

Collaborative work has showed students that grammar learning can be a right activity to do in pairs. Although students did not reach higher accuracy in the experimental tasks, they led them to better understanding of the forms as demonstrated by the remarkably higher provision in the post-test. This effect on individual results is significant because students are almost always evaluated individually in our educational system. As pair work might not yield better accuracy while conducting tasks, it was proven to draw their attention to grammar and lead to better understanding in the future.

Vocational school students could benefit from pair work in many different ways. They could improve not only listening, reading, writing, speaking skills, but also they practiced how to work in teams, which is important as they are going to enter the work force soon. These collaborative tasks created opportunities for developing various aspects of grammar and inter-personal relationships and they should be promoted in L2 classrooms. Combining text editing and dictogloss tasks might be good idea to

complement learning process as all the skills are targeted: writing, speaking, listening and reading.

However, this study has several limitations. Firstly, the experimental tasks and even more importantly the dictogloss task had not been piloted before conducting them. As students were unfamiliar with the task it might have caused them extra difficulties. In future studies, it would be highly recommended to pilot the task in order to see the long-run effects. A second limitation is that only a small number of pairs was examined for their LREs. Conversations of only 8 pairs could have been analyzed and, therefore, a defined need for further studies investigating higher number of LREs is suggested. Finally, in order to prove that acquisition of grammatical forms has taken place and avoid any priming-effect, a delayed post-test could have been administered, however, it was not possible due to time restrictions. Further research might explore this.

Notwithstanding these limitations, the study suggests that pair work can contribute to grammar learning and it is an effective tool among low-proficiency learners. In the case of the latter, text editing was proven to be more effective and more conducive of learning. Considering these positive results this study recommends looking deeper into different form-focused tasks. Discovering which tasks are more appropriate for learners would lead to greater and more efficient L2 learning.

The implications of these findings for L2 classrooms are that teachers should encourage their students to work in pairs on form-focused tasks as it provides them with many language learning opportunities and as this study has shown that they lead them to greater grammatical accuracy. Furthermore, these tasks should be brought into classrooms where students do not have enough hours of contact with the L2. Writing tasks that include a communicative part make students develop both language skills at the same time and make them reflect on their own knowledge (Azkarai & García Mayo, 2016). We should reject the assumption that students learn incorrect grammar forms from their peers, as it has been seen that the majority of doubts were solved correctly. Through pair work students can benefit from each other's knowledge and while having the same aim construct socio-professional skills.

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APPENDIX I: Background questionnaire

PLEASE, ANSWER THE FOLLOWING QUESTIONS:

1. When did you start learning English? *¿Cuándo empezaste estudiar inglés?*

When I was years old. (Cuándo tenía..... años).

2. Apart from English, have you been taught any other subject in English?

¿Aparte de inglés estudiaste alguna otra asignatura en inglés?

Yes (*sí*) No (*no*)

Which one(s)? *¿Cuál(es)?*

3. Do you attend or have you ever attended English classes outside school? *¿Asistes o alguna vez has asistido clases de inglés fuera del colegio/instituto?*

Yes (*sí*) Never (*nunca*)

4. When? (specify the year) *¿Cuándo? (especifica el año)*

5. How many hours per week? *¿Cuántas horas semanales?*

6. Have you ever been to an English speaking country? *¿Has estado alguna vez en alguno de los países angloparlantes?*

Yes (*sí*) No (*no*)

(If you answered **no**, go to question number 13. *Si has respondido no sigue con la pregunta 13*).

7. When? *¿Cuándo?*

8. For how long? *¿Cuánto tiempo?*

9. Did you go on holidays? *¿Fuiste de vacaciones?*

Yes (*sí*) No (*no*)

10. Did you stay with a host family? *¿Viviste con una familia de acogida?*

Yes (*sí*) No (*no*)

11. Did you attend English classes? *¿Fuiste a clases de inglés?*

Yes (*sí*) No (*no*)

12. If you did, how many hours a day? *Si lo hiciste ¿cuántas horas diarias?*

13. Do you regularly watch series or films in English? *¿Sueles ver películas o series en Inglés?*

Yes (*sí*) No (*no*)

14. Do you often listen to English music? *¿Sueles escuchar la música en inglés?*

Yes (*sí*) No (*no*)

15. Do you read books in English at home? *¿Sueles leer libros en inglés?*

Yes (*sí*) No (*no*)

16. Do you think that to know English is important for your future career? *¿Crees que saber el inglés es importante para tu futuro?*

Yes (*sí*) No (*no*)

17. Would you like to work abroad in the future? *¿Te gustaría trabajar en el extranjero en el futuro?*

Yes (*sí*) No (*no*)

18. Do you like working in pairs in the English classroom? *¿Te gusta trabajar en parejas en la clase de inglés?*

Yes (*sí*) No (*no*)

19. Why? *¿Por qué?*

20. Do you think that it is important to know English grammar well? *¿Crees que es importante saber bien la gramática del inglés?*

Yes (*sí*) No (*no*)

21. When you do English in class do you pay attention to grammar? *¿Cuándo estás en la clase de inglés prestas atención a la gramática?*

Yes (*sí*) No (*no*)

22. Which is the best way to learn grammar for you? *¿Cuál es el mejor modo de aprender gramática para ti?*

When teacher explains it (*Cuándo el profesor lo explica*)

When you read about it and do exercises individually (*Cuándo lees sobre la gramática y haces ejercicios individualmente*)

When you work with your classmate and you both discuss it and do exercises (*Cuándo trabajas con un compañero de clase y lo comentáis y hacéis ejercicios juntos*)

Other. *Otros.*

Adapted from Ardaiz (2014), Ibarrola (2017) and Villarreal (2011)

APPENDIX II: Pre-test

Name:..... Surname:.....

Group:.....

PRE-TEST: CORRECT OR INCORRECT

- Read the sentence carefully and decide if it is *correct* or *incorrect*.
- If you decide that the sentence is *correct*, write if you use a grammar rule or you rely on a feeling.
- If you think that the sentence is *incorrect*, write your correction.

EXAMPLE PAGE

01 As you walk, the electric shoe charges batteries.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

02 How we can make a prototype?

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

03 The ingredients is mixed.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

04 The wheels are made of aluminium alloy.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

<p>1. The safety standard numbers are write on the back.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>2. I'm studying to be a engineer.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>3. After visit Africa, the inventor developed his clockwork radio.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>4. Is steel made from iron and carbon?</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>5. Have you finish the prototype?</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>6. I want to buy a electric car.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>7. Before you press the accelerator, the car speeds up.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>8. Computers were less powerful in the past.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>9. Lifestraw used in the developing countries.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>

10. I know a lot of about different inventions after study about Appropriate Technology.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

11. Printing paper is produced from wood and recovered paper.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

12. I'll lock the workshop door before I leave.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

13. When technology and productivity will increase, it means that the society is more efficient in creating.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

14. I'm buying a Tesla next week.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

15. Tesla is known as one of the best car companies.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

16. When the wind turns the pump blades, the piston moves up and down.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

17. Many cars makes in Japan.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

18. Water boil at 100 °C.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

19. Computers are more fast today.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

20. The wheel starts to move when you turn the handle.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

21. How is plastic melt?

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

22. The screws aren't pushed back by the ram.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

23. Before you operate the machine, you must read the manual.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

24. Lego is a line of plastic construction toys that manufactured by The Lego Group.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

25. After I will finish my studies, I want to work in a factory.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

26. The car of the future might be electric.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

APPENDIX III: Experimental tasks

Dictogloss tasks

GROUP A Preset Simple Passive Voice

I love looking at houses when I travel. Every country has its own special designs. For example, frequently in Africa homes are built from local mud and brick, while in Europe you can see that they are made of concrete and stone. In the US they are made of wood as they are not expected to last for generations.

Nowadays many eco-friendly houses are constructed. This way energy is saved and the planet is protected. It is funny how many features of old houses are copied. What is your house made of?

GROUP B Present Simple and Time Clauses (When, as, before, after)

Are you into cars? My brother is crazy about them. When he is at home, he watches car programs on TV. After watching them, he knows the name, engine size and top speed of every car. As we walk together in the street, he talks non-stop about the cars he sees.

My brother also says that a car should be powerful and fast. I get angry as I listen to him. I think that cars have to be good for the environment. When I have a lot of money, I will buy a hybrid sports car. Before doing it, I will enjoy riding a bike.

Editing tasks

Instructions: Read the following text. Work with your partner to insert the missing words and make whatever changes necessary to produce a meaningful and grammatically correct text. Explain why you make those changes.

GROUP B Passive Voice

ORIGINAL TEXT

I love looking at houses when I travel. Every country has its own special designs. For example, frequently in Africa homes are built from local mud and brick, while in Europe you can see that they are made of concrete and stone. In the US they are made of wood as they are not expected to last for generations.

Nowadays many eco-friendly houses are constructed. This way energy is saved and the planet is protected. It is funny how many features of old houses are copied. What is your house made of?

MODIFIED

I love looking houses when I travel. Every country have its own special designs. For example, frequently in Africa homes built from local mud and brick, while in Europe you can see that they is make of concrete and stone. In US they are maked of wood as they is not expect to last for generations.

Nowadays many eco-friendly houses construct. This way energy is save and the planet is protect. It is funny how many features of old houses is copy. What your house made of?

GROUP A Present Simple and Time Clauses

ORIGINAL TEXT:

Are you into cars? My brother is crazy about them. When he is at home, he watches car programs on TV. After watching them, he knows the name, engine size and top speed of every car. As we walk together in the street, he talks non-stop about the cars he sees.

My brother also says that a car should be powerful and fast. I get angry as I listen to him. I think that cars have to be good for the environment. When I have a lot of money, I will buy a hybrid sports car. Before doing it, I will enjoy riding a bike.

MODIFIED TEXT:

Are you into cars? My brother is crazy about them. When he is at home, he watch car programs on TV. After watch them, he know the name, engine size and top speed of every car. As we walking together in the street, he talk non-stop about the cars he see.

My brother also say that a car should be powerful and fast. I get angry as listen to him. I think that cars have to be good for environment. When I will have a lot of money, I will buy a hybrid sports car. Before do it, I will enjoy ride a bike.

APPENDIX IV: Tailor-made post-test

<p>1. When you will finish the task, leave the classroom.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>2. This manual is written by an expert.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>3. I like the hybrid cars.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>4. As I pedal, the bicycle moves forward.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>5. She works whenever she wants.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>6. Skyscrapers is built in crowded cities.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>7. I love watch science programs on TV.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>8. This robot is maked in Japan.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>
<p>9. Before go to play football, I usually meet my classmates.</p> <p>Correct → Did you use a <i>rule</i> or <i>feel</i>? _____</p> <p>Incorrect → correction: _____</p>

10. Every city has different system of public transportation.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

11. This building is constructed illegally.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

12. After creating this invention, I became famous.

Correct → Did you use a *rule* or *feel*? _____

Incorrect → correction: _____

APPENDIX V: Individual and pair results of pre-test, experimental tasks and post-test

Table 7. Results of the Group A by test or task

	Pre-Test			Experimental tasks		Post-test		
	Passives (9)	Time Clauses (9)	Total (18)	Dictogloss (Passives) (9)	Text Editing (Time Clauses) (9)	Passives (4)	Time Clauses (4)	Total (8)
A1	6 66,6%	7 77,7%	13 72,2%	4 44,4%	7 77,7%	4 100%	4 100%	8 100%
A2	7 77,7%	4 44,4%	11 61,1%			3 75%	3 75%	6 75%
A3	2 22,2%	2 22,2%	4 22,2%	0 0%	0 0%	3 75%	2 50%	5 62,5%
A4	3 33,3%	4 44,4%	7 38,8%			0 0%	2 50%	2 25%
A5	5 55,5%	4 44,4%	9 50%	1 11,1%	4 44,4%	2 50%	3 75%	5 62%
A6	4 44,4%	6 66,6%	10 55,5%			3 75%	3 75%	6 75%
A7	1 11,1%	3 33,3%	4 22,2%	5 55,5%	3 33,3%	2 50%	2 50%	4 50%
A8	8 88,8%	6 66,6%	14 77,7%			4 100%	3 75%	7 87%
A9	7 77,7%	4 44,4%	11 61,1%	4 44,4%	7 77,7%	4 100%	4 100%	8 100%
A10	9 100%	5 55,5%	14 77,7%			4 100%	4 100%	8 100%
A11	4 44,4%	4 44,4%	8 44,4%	2 22,2%	4 44,4%	2 50%	2 50%	4 50%
A12	6 66,6%	2 22,2%	8 44,4%			3 75%	2 50%	5 62%
A13	4 44,4%	5 55,5%	9 50%	2 22,2%	4 44,4%	4 100%	4 100%	8 100%
A14	4 44,4%	4 44,4%	8 44,4%			2 50%	2 50%	4 50%
A15	3 33,3%	5 55,5%	8 44,4%	3 33,3%	5 55,5%	3 75%	3 75%	6 75%
A16	5 55,5%	4 44,4%	9 50%			3 75%	4 100%	7 87,5%

Table 8. Results of the Group B by test or task

	Pre-Test			Experimental tasks		Post-test		
	Passives (9)	Time Clauses (9)	Total (18)	Dictogloss (Time Clauses) (9)	Text Editing (Passives) (9)	Passives (4)	Time Clauses (4)	Total (8)
B1	6 66,6%	6 66,6%	12 66,6%	8 88,8%	7 77,7%	4 100%	4 100%	8 100%
B2	4 44,4%	3 33,3%	7 38,8%			3 75%	4 100%	7 87,5%
B3	7 77,7%	8 88,8%	15 83,3%	8 88,8%	9 100%	4 100%	4 100%	8 100%
B4	3 33,3%	5 55,5%	8 44,4%			3 75%	4 100%	7 87,5%
B5	6 66,6%	4 44,4%	10 55,5%	1 11,1%	5 55,5%	4 100%	4 100%	8 100%
B6	5 55,5%	5 55,5%	10 55,5%			4 100%	4 100%	8 100%
B7	5 55,5%	4 44,4%	9 50%	8 88,8%	7 77,7%	4 100%	4 100%	8 100%
B8	5 55,5%	3 33,3%	8 50%			4 100%	4 100%	8 100%
B9	3 33,3%	3 33,3%	6 33,3%	2 22,2%	1 11,1%	2 50%	2 50%	4 50%
B10	2 22,2%	3 33,3%	5 27,7%			2 50%	2 50%	4 50%
B11	5 55,5%	5 55,5%	10 55,5%	3 33,3%	7 77,7%	4 100%	4 100%	8 100%
B12	5 55,5%	5 55,5%	10 55,5%			4 100%	4 100%	8 100%
B13	2 22,2%	2 22,2%	4 22,2%	2 22,2%	6 66,6%	4 100%	2 50%	6 75%
B14	2 22,2%	3 33,3%	5 27,7%			4 100%	2 50%	6 75%
B15	3 33,3%	4 44,4%	7 38,8%	3 33,3%	6 66,6%	4 100%	4 100%	8 100%
B16	3 33,3%	5 55,5%	8 44,4%			3 75%	3 75%	6 75%