AN EXPERIMENT

on

CODE-FOCUSSED INSTRUCTION

in

THE LANGUAGE LAB

by

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A Monograph Submitted to the
Department of Education in Second Languages,
McGill University, in Partial Fulfillment of the Requirements
for the Degree of Master of Education
(Teaching of English as a Second Language)

Montreal, Canada
August , 1991

ABSTRACT

This monograph presents the results of a study designed to investigate the effects of an instructional focus on particular grammatical features of English within the framework of a communicative approach to second language teaching. Recent research has shown that particular attention to code may have an effect on the second language learner's attainment of certain L2 grammatical elements which otherwise would not have been fully mastered.

Most studies have involved the use of corrective feedback and focus on code within the confines of the second language classroom and have tended to ignore the use of the language laboratory as a possible tool for the attainment of grammatical mastery. In this experiment, the language laboratory was the sole out-of-classroom aid which was used to help the students practice specific grammatical items that they had previously failed to master according to data from a three-task pre-test.

Post-test results revealed a considerable improvement for the experimental (i.e. form-focussed instructional) group over a comparison group who had received the same communicatively-based classroom instruction, but no form-focussed teaching in the language laboratory. The results suggest that form-focussed instruction via the language lab (or any other instructional technique) can enhance the attainment of previously unmastered grammatical forms.

ACKNOWLEDGEMENTS

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BACKGROUND

Form-focussed Instruction

As is commonly known, the communicative approach to second and foreign language instruction has taken the forefront in recent years as a popular way of providing effective second language (L2) instruction (Stern, 1983). Through this approach, students have been shown to attain high levels of fluency and appear to be quite capable of functioning in everyday situations of L2 communication. One important linguistic component often lacking, however, which has been observed by both second language instructors and researchers in a variety of L2 communicative teaching contexts, has been grammatical accuracy (See for example, Lightbown & Spada, 1990; Hammerly, 1987; Harley, 1989; Swain 1989; Spada, 1990).

Recent research in the provision of form-focussed instruction and corrective feedback has provided evidence that a focus on code and explicit correction can help L2 learners achieve a higher level of accuracy while they are still continuing to learn the L2 within a communicative framework. This work has led some second language researchers and instructors to assume that some form of grammatical instruction and/or corrective feedback should be incorporated into L2 teaching which is largely communicative in nature. Some have suggested that this grammatical component should pay particular attention to specific L2 aquisition difficulties for particular mother-tongue populations (White, 1990). Others have suggested that form-focussed instruction might be useful to move learners more quickly along the "natural" developmental continuum in second language acquisition (Pienemann, 1985, 1989). Such

instruction could possibly aid the L2 learner to better grasp and maintain correct use of grammatical elements which frequently prevent L2 learners from fully attaining target language fluency.

In Canada within the past ten years, second language researchers have been striving to investigate whether a focus on "code" does make a difference. Studies with L2 learners in French immersion[1] and intensive ESL programs[2] have been the focus of this research. The findings of this research indicate that grammatical accuracy and development can be improved when an emphasis is placed on various problem areas of the target language grammar. While some of this research has found a positive effect for instruction only in the short term and on written tasks, other studies have found effects in both the short and long-term on written and oral tasks. Some of this research is described below.

One study carried out by Harley (1989) concentrated on the use of verbs (i.e.:"l'imparfait" and "le passé composé") in French by 319 English speaking grade 6 early total immersion (French L2) students in the Metropolitan Toronto area. Special classroom materials were prepared to teach the forms and functions of "l'imparfait" and "le passé composé" and they were taught to a group of experimental students during an eight week period. A control group was included in the study as well. Results from

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[1] In French immersion programs, the learners' second language is used as the language of instruction and means of communication for all or most of the day depending upon when they started the program. Early immersion students receive all their subject-matter imstruction in the L2 and then gradually as they progress to higher grades receive more instruction in their L1 until finally they receive 50% of their instruction in their L1.

[2] In intensive ESL programs, students receive a 5 month period of predominately L2 non-subject-area instruction via communicative activities.

post-tests revealed that there were immediate benefits to the students who were exposed to the experimental treatment, however, in the long term, they did not do significantly better than the control students on the delayed post-tests. Based on these results, the researcher hypothesized that a more lasting effect might have been achieved with the possible use of age-adapted material at earlier grades in the early immersion context. Others have suggested that the form-focussed instruction was not sufficiently explicit to contribute to long-term changes in the learners' interlanguage competence.

An adaptation of the Harley study was undertaken by Day and Shapson (1990) with grade 7 early immersion students in which the conditional tense was the focus of the research. Classroom materials were prepared which favoured cooperative learning, productive output and conscious awareness of language use. The results from the study showed greater improvement in the use of the conditional tense by the experimental students and this improvement was found to be long-lasting according to the results of a delayed post-test. The findings of this study, differing from those of the Harley study, may be due to differences in either: subjects' ages, materials developed for the study, amount and intensity of instruction or the learning procedures used.

In a large scale study with grade 5 French speaking students learning English in intensive programs in the Montreal area, researchers studied the use of form-focussed instruction accompanied with correction (i.e.: negative feedback) to investigate whether this would enhance English adverb placement and question formation (White et al, in press;

Lightbown, Spada & Ranta, 1991). Results showed greater mastery on both linguistic structures (adverb placement & question formation) on the part of the experimental students. Furthermore the advantages for students who received the experimental form-focussed instruction were seen in some instances on both orla and written tasks on short and long-term testing. There was also evidence in the study on question formation that learners' receiving form-focussed instruction and corrective feedback improved both in terms of accuracy and developmental progression.

In a recent study using the computer as the mode of form-focussed self-access L2 instruction, Doughty (in press) conducted an empirical study to determine whether second language instruction makes a difference in the acquisition of English relativization. Results from her research showed that attention to form, either through detailed analysis of structure or highlighting of target language structures in context, promoted acquisition of interlanguage grammar. Unfortunately, data from delayed post-tests were not collected since the subjects who had participated in the pre and post tests of the study were unavailable after the original experiment took place.

Doughty's study showed that form-focussed instruction, via the computer as a tool for self-instructional learning, can help in attaining mastery of linguistic elements which are problematic for L2 learners. Although modern day technology can be of use to the L2 instructor as seen in Doughty's study, less state-of-the-art teaching aids can also provide the teacher with valuable assistance. The language laboratory is one such aid which can still be of particular use to the L2 instructor and it is this well-

known technology which will be used in the study described in this monograph. Before presenting the study, however, a brief historical background to the language lab will be provided, followed by some up-to-date information concerning the use of the language lab in L2 instruction and learning.

The Language Laboratory

With the introduction of structuralism some thirty-five years ago, greater importance was given to the mastery of both the productive and receptive skills. As soon as the first language laboratories were installed in the late fifties and early 60's, many modern language teachers rushed their students into them, thinking that their "savior of saviors" had finally arrived. No longer would non-native speaking L2 teachers have the burden of providing imperfect target language models to their students since it was believed that the lab could now take care of all conversation practice. Although teachers' hopes were high, the language lab did not have much of a chance at getting a sure footing as a modern language teaching technique. One of the difficulties wa that language teachers were intimidated by the lab; the complicated console panels and hardware proved somewhat of a puzzel to most non-technologically-minded teachers. Lab software presented another drawback for teachers - good lab materials were few and far between. Students too had their problems. They could not make use of the lab effectively since they were frequently not prepared for their period in the lab. Lab periods often had little or nothing to do with what previously took place in the classroom. When the students were prepared, they had no control over their student-recorders and therefore often

became easily frustrated with lab drills that seemed to go on until eternity. Consequently lab periods became times for day-dreaming or even dismantling the booth!

With such problems it is with no surprise that the establishment of the lab as a vital component in second language teaching soon became questionable or even forgotten. Who or what was to blame? Neither modern technology nor language teaching could be blamed, or could they ?

Studies began to appear harsely criticizing the use of the language lab in teaching foreign languages (Keating Report, 1963).   In most instances it was found that foreign language students did no better than others who did not make use of the lab. Surprisingly these findings did not hinder some modern language teachers from continuing to use the lab since it apparently did no harm. Others abandonned the lab or used it as a place to administer important written tests since most labs were equipped with isolated booths which discouraged cheating. The role of the language lab had surely taken a new course.

The blame for the failure of the language lab to do what it had been believed to be able to do lies not on the equipment itself but on the fact that foreign language curriculum planners and teachers were simply not ready for this new technology. In recent years, researchers who have regained interest in the language lab have begun publishing articles and handbooks which strive to re-establish the lab as a viable tool in modern language teaching. Valette (1987) writes of Sittler's "audio-immersion-lab" where modern language students listen to a variety of recorded target

language material (interviews, songs, news reports etc.) in the hopes of receiving "comprehensible-input" (Krashen, 1985). This new role for the lab appears to be working since the students who used the "audio-immersion-lab" scored higher on post-tests than did others who had not used the lab at all. An interesting project reported in Lightbown (1990) also offers support for this. In this experimental program for francophone students learning ESL in New Brunswick, the instruction is provided through a wide-range of listening and reading materials in a self-access format. During their course, students spend considerable time simply listening to stories, dialogues etc. through earphones in a "simulated language lab situation". Results have shown that this leads not only to higher levels of listening comprehension but also oral production.

In Philip Ely's handbook Bring the Lab Back to Life (1984), various new language laboratory activities are presented which encourage L2 students to communicate among themselves while in the lab; something quite different from the past student-recorder relationship which existed in labs full of students sitting alone in their booths. Ely also suggests the use of open-ended drills and dialogues so as to call upon the students' creativity in the target language. The lab does not have to be the "chanting temple" that it once used to be.

Other research (Courchêne, 1984) shows that the language lab can also be quite useful when working with multi-level groups. For example all the students in a multi-level class can be given the same listening material, but those at different levels of fluency do different tasks with the recorded

media. In this way the teacher need not prepare several different programs, but can simply ask students to do different things with them.

Allar (1985) has succeeded in incorporating the language lab with students at the advanced level. Students are given audio-cassette assignments which they can listen to in the language lab or have the cassettes copied so that they can listen to them at home. For each assignment the instructor provides focussed questions which are presented in progressive difficulty starting from simple yes-no questions and continuing to open-ended questions which allow the students to be more creative. Then, during the next class following the completion of the audio-cassette assignment the instructor leads a discussion based on the assignment where the focussed-questions are reviewed in detail. Results from several group-discussions reveal a greater sense of confidence in the target language on the part of the students since they have had the time before the class discussions to prepare their audio-cassette assignments at their own speed.

In addition to the recent pedagogical research on the use of the language lab, modern audio-visual technology has made the language lab of today a much more flexible aid for promoting oral/aural communication skills. Many of today's labs have the possibility of allowing learners to work together in pairs or even in small groups. Present-day language labs very rarely confine learners to small booths; now lab-recorders are often installed in tables or cubes which are shared with other students. For the individual learner this indeed makes for a feeling of

community when using the lab where real-life interaction has become a vital characteristic of lab activities today.

Language teachers too are more "at home" in the lab of the nineties which are considered to be "user friendly" and require less training on the part of the language teacher than did former labs. One must also remember that today's language teachers, being surrounded at home by video-taperecorders, micro-wave ovens and personal computers, are far more "in-tune" with modern technology that were their predecessors.

Despite the apparent ease and flexibility in using today's language labs, numerous language teachers have yet to be convinced of the lab's usefulness. Indelible memories of disastrous lab periods still lurk in many teachers' minds. More studies and data concerning language lab use in L2 teaching need to be forthcoming before greater numbers of language teachers will get back on the "language lab band-wagon".

One crucial area of work that needs to be accomplished in order for teachers to respond more positively in using the language lab is the creation of appropriate, effective and up-to-date software for language lab instructional purposes. Rivers (1990) warns curriculum planners and teachers to be on the look-out for poorly designed software which is quickly being prepared for the new computer-based language laboratories. Unfortunately, as Rivers acknowledges, foreign language teachers are not always present as collaborators with computer programmers in the preparation of foreign language teaching and learning software. Far too often we see "old style" teaching methods in "new age" teaching technology.

It is up to us as modern language specialists to "weed-out" the good from the bad before any new software finds its way into our classrooms and labs.

As indicated above one of the ways in which the language lab could be used in L2 instruction is to allow students to practice particular aspects of code that are problematic. Such lab practice can become an important component of a program in which students learn the L2 in class within a communicative framework. The study in this monograph, designed to incorporate the use of the language lab in a program which used a communicative approach in the classroom will be presented in the next section.

PURPOSE OF STUDY

The purpose of the present study is to explore whether an instructional focus on form (i.e.: verbs in the present continuous and simple past tenses and prepositions) enhances the learning of these structures by a group of adult English second language students. This focus on code took place during a thirty minute language laboratory period per week while the remaining two and half hours of their weekly three-hour class was be used to learn the target language using a textbook based on the communicative approach, **SPECTRUM II** (Costinett, Sandra, and Donald R.H. Byrd, 1983).

DESIGN OF STUDY

The Subjects

The study included two groups of adult allophone[3] students who were classified as "false beginners" in English, according to their listening comprehension and speaking ability. Students' ages ranged from 20 to 44 years of age. The students had previously studied English in their respective countries, but all admitted that they had learned very little when it came to listening and speaking skills in the target language. They hoped that at the end of the course they would feel more at ease in English and be able to speak with English speaking Montrealers without feeling inadequate .

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[3] Allophones is a term used in Quebec to refer to immigrants who have neither French nor English as their L1.

The students were highly motivated to improve their proficiency in English since most hoped one day to receive better positions at work where English would be an asset, or to travel across Canada and the United States without experiencing any language barrier. The students also reported that if they succeeded in passing this beginner level course that they would definitely continue studying English at the next level given in the fall session.

Both the experimental and comparison groups in this study had more female students than male: a ratio of approximately 60% female students. Most of the women worked as secretaries and receptionists while a few were involved in factory related work. A large percentage of the male students (65 %) were not employed since they were taking other college courses. Those that did work occupied jobs which they considered to be temporary.

The students reported having minimal contact with English outside the classroom. Some said that they had experienced a few short conversations with English speaking customers at work, while others stated that from time to time they tried to watch English television or movies, especially those which provided a great deal of visual contextual information. For the most part English was still a foreign language for them in that they very seldom had to listen to or speak it.

The experimental and comparison groups of students expressed their views on the ESL course in a pre- and post-course evaluation administered by the college. All students appreciated the

relationship they had with the instructor and the other students. Some students said they would have liked more time in the language lab while others stated that they would have preferred more emphasis on writing the target language. A few students said that more classroom interaction would have been beneficial. Finally, both the experimental and comparison students said that they were quite happy with the course and would easily recommend it to a member of their families or one of their friends.

The Instructor

Both the experimental and comparison groups were taught by the same instructor, a native English speaking male from the maritime provinces. His experience in teaching second languages at the adult level was quite extensive, having taught both English and French as second languages for more than fifteen years. His initial formal university training in teaching second languages focussed on the audio-lingual approach to language teaching, however, for the past ten years he has been teaching within a communicative approach.

In-class Materials

The textbook used with the experimental and comparison students was **Spectrum** II, (Costinett, S. and R.H. Byrd, 1983), a program based on the communicative approach. Language functions which are presented in a graded manner and used in contexts which emulate real-life situations, are later practiced in listening activities, workbook exercises and role-play

activities. The principal aim of **Spectrum** II is to prepare students for every-day L2 situations in which they would have to communicate with native and non-native speakers of the target language.

During the period of the study, the students in both groups covered **Spectrum** II, units 1-10 inclusive. (See Appendix A, page 36, for the grammatical forms and functions taught during the study.)

The activities used in class stemmed from the **Spectrum** II program and involved extensive role-play activities which resembled the situations presented in the units of the book. These activities involved numerous themes such as : in the department store, at the doctor's office and at the restaurant, to name a few. These role-play activities required the use of language functions which are extensively covered in the **Spectrum** II textbook and workbook. (see Appendix A, page 36, for a complete list of these language functions). **Spectrum** II also focussed on verb and preposition use, especially in the varied workbook exercises of the "fill-in" type involving discourse used in "true-to-life" situations.

Language Laboratory Activities

The content and types of activities covered in the language laboratory were different for the experimental and comparison groups in this study. The comparison group listened to and repeated the **Spectrum** II introduction dialogues found at the beginning of each unit. Students also did the **Spectrum** II workbook listening activities as well as the pronunciation sections from the **Spectrum** II textbook.

The experimental students did the **Spectrum II** activities in class with the instructor who used a cassette recorder when necessary. The repetition of the introductory dialogues was disregarded, however all the other cassette listening exercises were completed in class together as a group.

During their language lab periods, the experimental students did drills and exercises which were prepared beforehand by their instructor. The laboratory exercises were of several types: repetition of sentences with highlighted forms, question-answer drills based on visual cues, question-answer drills based on written cues, open-ended dialogues, open-ended questions, telephone simulations, story-retell activities, listening fill-in-the-blank exercises, focussed listening with multiple choice answer exercises, and find the error exercises. (See Appendix C, page 43, for beginner lab exercises.) These activities were pre-recorded before the lab period and the content on the master cassette was re-recorded on the students' individual cassette recorders. The voices on the master tape were those of the instructor and an English speaking female college student and the recording was of a high quality.

Procedure

During the first six week period, both groups had identical classroom instruction and laboratory periods. After six weeks of classroom instruction the experimental and comparison students were administered a pre-test which consisted of three tasks. A post-test using the same three tasks

was administered after completion of an eight week period during which the experimental group received special focus on code via lab exercises and drills.

Description of Test Tasks

The first task involves describing (in the present continuous tense) what the students see going on in a series of line drawings. (See Appendix B, page 40, Bob and Ted story). The students are told to imagine that they are detectives observing Bob (a potential crime victim) and Ted (the suspect) from across the street, and they are talking to another detective on a walkie-talkie about what Bob and Ted are doing. The reason for relaying this information to their co-detective is that once a crime is committed, the other detective can quickly enter the apartment building and apprehend the criminal. While the students are describing the scenario, the teacher records the students' descriptions by putting all the students' individual recorders in the "record" mode.

The second task can be described as more or less the Little Red Riding Hood story. A big wolf waits in a dark forest for a little girl to come along. A little girl, on her way to her grandmother's house, meets the wolf and tells him where she is going. Shortly after receiving this information, the wolf disappears and goes to the grandmother's house, only to get dressed in her clothes, jump in her bed and pretend to be the little girl's grandmother. The little girl arrives and realizes that the thing in the bed is not her beloved grandmother but the deadly wolf. On coming to this

realization, the little girl quickly takes out a gun and shoots and kills the wolf.

The wolf story is presented in written form to the students and the instructor reads the story to them twice as they follow the text. The version received by the students is written in the past tense. (See Appendix B, page 41.) After the story is read twice, the students are told to put the written version aside, away from view, and retell the story in their own words using the past tense. While the students tell their version of the story, the teacher puts their individual recorders in the "record" position.

The third task is a much more "true-to-life" task in that it involves the planning of a trip. The instructor plays the role of a travel agent while the students are asked to book an airline ticket for Halifax. (See Appendix B, page 42, for teacher's tapescript.) Before doing this task, the students were told that they would not need to rent a car while staying in Halifax and that they would be paying cash for their tickets which they would pick up at the airport. The Planning a Trip situation was recorded in the lab in the same manner as the other test tasks.

Eash task was conducted in the language laboratory with all the students in the lab at the same time. The comparison students were tested in the fall session of studies while the experimental students were tested during the winter session.[4] Together, the three test tasks took approximately thirty minutes to perform in the lab. Both the experimental

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[4] It is important to emphasize that the comparison students tested in the fall received the same type of classroom instruction with the textbook (Spectrum II) as did the the experimental students during the winter session.

and comparison groups participated in similar in-class activities, therefore both groups were familiar with these types of tasks.

RESULTS

In order to trace the ESL development of the subjects over the eight weeks of the study, the pre- and post-test recorded material for each student was transcribed and analyzed. The results of these analyses are presented in the following six tables for both the experimental and comparison groups.

The first analysis focussed on the overall accuracy of present continuous tense use in tasks 1 and 3. This analysis was undertaken by calculating the number of correctly formed present continuous tenses (with both auxiliary + "ing") produced in obligatory contexts by each student on the two tasks. Table 1 shows the percentage results of correctly used present continuous verb use for tasks 1 and 3. In task 1 the comparison group made no apparent progress from pre to post tests (55%) while the experimental went from 41% on the pre-tests to 88% on the post-tests, an improvement of 47%. The percentage results for task 3 are even more striking for the experimental group; from 25% on the pre-test, going up to 76% on the post-test, an improvement of 51%. The comparison group also improved in their present continuous tense use on task 3, going from 10% on the pre-test to 25% on the post-test, an improvement of 15%. However, when compared to the 51% improvement in the post-test scores of the experimental group, this improvement for the comparison group is relatively small. The vast improvement of present continuous use by the experimental group can be attributed to the special form-focussed practice that was given during their language lab periods.

TABLE 1   Present Continuous use in Tasks 1 and 3
(Score percentages)

Task 1	Comparison	Experimental
Pre-test scores	55%	41%
Post-test scores	55%	88%
Difference	0%	47%

Task 3	Comparison	Experimental
Pre-test scores	10%	25%
Post-test scores	25%	76%
Difference	15%	51%

Tables 2 and 3 present a more detailed breakdown of present continuous tense use for each group on tasks 1 and 3. This breakdown includes the overall accuracy percentages calculated with the obligatory context methodology (as in Table 1) as well as an analysis of the use of the auxiliary and the "ing" separately. The following categories were used in this analysis and the results for each are presented in Table 2 for task 1 and Table 3 for task 3: 1) number of obligatory contexts in which the present continuous would normally be used; 2) the number of instances in which the present continuous was correctly used; 3) the total percentage of correctly used present continuous tense; 4) the number of times that the

TABLE 2   **Present Continuous use in Task 1**

	PRE-TESTS		POST-TESTS	
	Comparison	Experimental	Comparison	Experimental
# Obligatory Contexts	139	176	126	176
# Auxiliary + "ing" Correctly Used	76	73	69	155
Percentage Correctly Used (aux.+ "ing")	55%	41%	55%	88%
# Aux. used (-"ing")	8	9	14	3
# "ing" ending Used (- aux.)	47	60	19	16

auxiliary "be" without using the "ing" ending on the main verb; 5) the number of times that the student used the "ing" form without the auxiliary.

As indicated in Table 2 , the use of "ing" (- auxiliary) was greater than the use of the auxiliary verb (- "ing") on both the pre and post tests (i.e. 47-8, 60-9, 19-14, 16-3) for the experimental and comparison groups. This is consistent with previous research on morpheme acquisition (Lightbown, Spada, Wallace, 1978) in which subjects have been found to use the "ing" without the auxiliary in contexts requiring present continuous tense use (as well as contexts not requiring it). One explanation for the use

and overuse of "ing" without an auxiliary has been that "ing" is more salient than the auxiliary in the input.

The use of "ing" as seen in Table 2 differs slightly in the pre-test scores (comparison: 47, experimental: 60) while the post-test scores reveal a decrease for the comparison group (from 47 on the pre-tests to 19 in the post-tests) which shows a considerable decrease of use. The experimental group also used the "ing"(- aux.) less in the post-tests than in the pre-tests (from 60 on the pre-tests to16 on the post-test).

According to the pre-test scores, both groups used the auxiliary verb (without "ing") at about the same rate (comparison: 8, experimental 9), however, in looking at the post-test scores the experimental group used the auxiliary (- "ing") less than the comparison group (comparison: 14, experimental: 3). This represents a 66% decrease. The comparison group, on the other hand, increased their use of the auxiliary (without "ing") (pre-test: 8, post-test: 14).

Table 3 reveals similar results, but to a lesser degree since the number of obligatory contexts for present continuous use in task 3 is considerably less than that for task 1. With respect to the use of "ing" (without the auxiliary), there appears to be a decrease in use of this form in the comparison group's post-test results for task 3 (pre-test: 7 , post-test: 4). The experimental group seems to have made a similar decrease in their use of "ing" without aux (pre-test: 9 , post-test:4). Another decrease is apparent in the use of the auxiliary without "ing". The experimental group went from 9 on the pre-tests to 4 on the post-tests

TABLE 3 **Present Continuous use in Task 3**

	PRE-TESTS		POST-TESTS	
	Comparison	Experimental	Comparison	Experimental
# Obligatory Contexts	20	32	16	33
# Auxiliary + "ing" Correctly Used	2	8	4	25
Percentage Correctly Used (aux.+ "ing")	10%	25%	25%	76%
# Aux. used (- "ing")	1	4	0	1
# "ing" ending Used (- aux.)	7	9	4	4

TABLE 4 **Simple Past tense use in Task 2**

	PRE-TESTS		POST-TESTS	
	Comparison	Experimental	Comparison	Experimental
# Obligatory Contexts	107	128	129	170
# Correctly Used	23	27	57	130
Percentage Correctly Used	21%	21%	44%	76%
Differences			23%	55%

while the comparison group used the auxiliary without "ing" only once on the pre-tests and not all on the post-tests.

Another linguistic feature examined in this study was the use of the simple past tense which was elicited in task 2. Table 4 presents the results of simple past tense use according to the following categories: 1) obligatory contexts where the simple past tense was required; 2) the number of times the simple past tense was correctly used; and 3) the total percentage of correct simple past tense use.

Table 4 indicates that both the comparison and experimental groups improved with respect to simple past tense use. The comparison group went from 21% accuracy on the pre-test to 44% on the post-test, an increase of 23%, while the experimental went from 21% to 76%, an improvement of 55%.

The final linguistic feature analyzed in the speech of the learners was preposition use, more precisely the locative prepositions "in", "on", "to", and "at". The pre- and post-test results are presented in Tables 5 and 6. The results presented in Table 5 indicate a combination of the findings of tasks 1, 2 and 3. The following categories were used in analyzing the data for for preposition use: 1) obligatory contexts in which a specific preposition was required; 2) number of times a preposition was used correctly; 3) the percentage of correct preposition use; and 4) the difference between pre- and post-test percentages.

TABLE 5   Total Preposition Use in Tasks 1, 2 and 3 (combined)

	PRE-TESTS		POST-TESTS	
	Comparison	Experimental	Comparison	Experimental
# Obligatory Contexts	198	265	217	266
# Correct Prepositions Used	134	158	145	231
Percentage Correctly Used	68%	60%	67%	87%
Difference (increase or decrease)			-1%	+27%

The pre-test results in Table 5 show that the comparison group was more accurate (68%) in their use of prepositions than was the experimental group (60%). This situation did not last, however, since on the post-test the comparison group's total percentage of correct preposition use decreased 1% while the experimental group increased by27%, (from 60% in the pre-test to 87% in the post-test).

Table 6 presents a more detailed analysis of the results regarding preposition use in tasks 1,2 and 3. The following categories were used to analyse the data in tasks 1,2 and 3 separately: 1) obligatory contexts in whcih a preposition was required; 2) the number of times a preposition was used correctly; 3) the percentage of correct preposition use: 4) the number

TABLE 6 **Preposition Use in Tasks 1, 2 and 3**

	PRE-TESTS						POST-TESTS					
	Comparison			Experimental			Comparison			Experimental		
TASKS	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
# Obligatory Contexts	97	56	45	126	84	55	96	69	52	117	99	50
# Correct Prepositions Used	69	41	24	72	58	28	60	50	35	105	82	44
Percentage Correctly Used	71%	73%	53%	57%	69%	51%	63%	72%	67%	90%	83%	88%
Difference							-8%	-1%	+14%	+33%	+14%	+37%
# Incorrect Prepositions Used	21	13	9	21	18	7	34	15	3	11	7	2
No Preposition Used	7	1	12	35	6	20	2	4	14	0	10	4
Preposition Over-use	5	6	1	4	17	1	1	4	0	9	5	1

of times a preposition was used incorrectly; 5) the number of times when
no preposition was used; and 6) the number of times prepositions were
overused.

The pre-test results in Table 6 reveal in more detail the comparison group's accuracy in the use of prepositions on all three tasks as compared to the experimental group (Task 1: 71%-57%; Task 2: 73%-69%; Task 3: 53%-51%). The post-test results show a decrease for the comparison group on one of the tasks (Task 1: 71% to 63%) but not on the others while the experimental group increased their use of prepositions on all tasks from pre- to post and in most cases quite considerably (Task 1: 57% to 90% and Task 3: 51% to 88%).

Table 6 also indicates that scores show a decrease in post-test percentages in some instances. This is apparent in the post-test percentages for task 1 for the comparison group (pre-test, task 1: 71%; post-test, task 1: 63%). This decrease could be as a result of the lack of focus on prepositions in the comparison group's language laboratory period. However, this does not explain the increase on other tasks (i.e. task 3 for this group). Another feature presented in this table, is the category "preposition over-use". Task results show that this occured in both groups especially with the experimental group. For example, in examining the pre- and post-test data concerning "over-use" we see that the comparison group decreased in the "over-use" category (task 1: 5-1, task 2: 6-4, task 3:1-0) while the experimental group showed a slight increase for task 1 from 4 on the pre-test to 9 on the post-test. An explanation for this over-use of prepositions in task 1 could be possibly that since they were more "tuned in" to prepositions as a result of their focussed lab activities, they may have used prepositions more than usual. Again, this explanation does not hold for the learners' performance on the other tasks however.

DISCUSSION and CONCLUSION

The preceeding results offer some support for the hypothesis that an instructional focus on specific L2 linguistic features can make a difference in learning outcomes. In re-examining tables 1 to 5, we see that in all instances the experimental group which had received a focus on code in the language lab, made far more progress than did the comparison group.

It is also important to note, however, that the comparison group made some progress as well. Even without code focussed lab periods, the comparison group's L2 output improved in many cases which supports the belief that instruction, even though it may be implicit can also make a difference in learning outcomes. Nevertheless, the results of this study suggest that learners in the comparison group would probably have made more progress had they received the same special focus on code as did the experimental group.

Although an instructional focus on linguistic problem areas in the L2 can increase their correct use, this study has also provided some evidence that L2 linguistic elements may also be increased as a result of instruction as was witnessed in the overuse of prepositions in tasks 1-3. The experimental students may have become so focussed on preposition use through their practice in the language lab, that they often tended to use prepositions even when they were not necessary. Although the experimental group's overuse of prepositions did decrease from pre-test to post-test, they used and overused prepositions more than the comparison group. The lasting effect of this phenomenon could be further verified by

conducting delayed post-testing in order to measure the length of time that such overuse behavior continues in the learners' L2 output as they reconstruct their rules of grammar in interlanguage development.

Another feature which continued to cause the experimental group some difficulty is the use of the present continuous tense, that is, the "ing" used without the auxiliary verb. As mentioned previously, the "ing" tends to be more salient in the input for L2 learners, therefore ways should be sought to increase the learners' awareness of the auxiliary verb. The form-focus conducted in this study may not have given enough emphasis on the existence and use of the auxiliary verb "be", therefore more auxiliary verb focussed exercises might be used in future pedagogical experiments.

In referring to the experimental group's post-test scores for all three test-tasks, it is apparent that full mastery of the locative prepositions, the simple past tense as well as the present continuous tense, has still not been attained. Possibly a more complete mastery of the linguistic elements under study could have been achieved had the study been prolonged. Nevertheless, the problem remains of deciding how long a time period for the form-focussed instruction would be most beneficial so that full mastery can be reached. Further studies need to be conducted to discover if the length of time for a focus on form (concerning the three linguistic areas of English in this study) with adult beginner ESL learners does in fact make a difference in learning outcomes.

Related to the above, the question as to how long the effects of form-focussed instruction last and become part of the learners' internal grammar

remains unanswered. As with several studies which have investigated the evolution of L2 learning in an instructional setting, no delayed post-tests were administered to the subjects in the present study, thus preventing us from knowing whether the effects of instruction lead to permanent changes in the learners' underlying system. Since the subjects of the present study were adult education students who regularly changed programs and colleges, it was unfortunately not possible to follow the students over more than one semester of the study. Further studies need to be conducted with subjects enrolled in full-time/long-term programs so that a complete language learning profile can be constructed with the use of delayed post-tests. Only under those conditions could any validity be given to the ultimate benefits of instruction in L2 learning.

The form-focussed teaching carried out in this study was made possible through the use of the language laboratory which appears to have great potential for providing this type of instruction. The use of a variety of lab exercises (both structured and open-ended) permitted the instructor to give the learners the focus on form which was intended to enhance the learners' acquisition of three linguistic areas in English. Hopefully, the present study has revealed the usefulness of the lab for such work and will encourage L2 teachers to perhaps reconsider integrating the use of the language lab into their teaching.

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Appendix A

Spectrum II

UNIT	FUNCTIONS	FORMS
1	Meet someone formally. Introduce yourself. Talk about housework. Ask where someone lives. Talk about sports.	Simple present: affirmative and negative statements, yes-no questions and short answers,and information questions. Prepositions in, on, at, around,across, across from, next to, andnear.
2	Talk about health problems. Ask how someone feels. Talk about frequency. Give advice on a health problem. Talk about abilities. Ask for advice.	Frequency adverbs. Can and should: affirmative and negative statements, yes-no questions and short answers, and information questions.
3	Say where something is. Talk about problems with a phone call. Telephone someone. Tell someone to hurry.	Present continuous: affirmative and negative statements, yes-no questions and short answers, and information questions.
4	Offer assistance. Talk about size. Talk about fit. Give an opinion. Ask about price. Ask about hours.	Past tense of "be": information questions, affirmative and negative statements, yes-no questions and short answers. Sence verbs: look, seem. feel, and sound. Too vs. not enough.
5	Give instructions. Say where to get something. Invite someone informally. Remind someone to do something. Talk about the weather.	Future with "going to": affirmative and negative statements, yes-no and information questions. Negative imperatives.

UNIT	FUNCTIONS	FORMS
6	Order food. Talk about possession. Ask for something. Ask for help informally.	Count and mass nouns with "a", "some", "any", "a few", "A little", and "a lot of". Possessive adjective: "whose". Possessive pronouns.
7	Talk about plans. Say what you need. Talk about quantity. Request something. Talk about units of weight. Offer assistance.	"How much" vs. "how many". "There's no" and "there are no". Indefinite pronouns. Partitives.
8	REVIEW	REVIEW
9	Talk about moods. Talk about feelings. Make a suggestion. Give an opinion.	Past tense regular verbs: affirmative and negative statements. "When", "before" and "after".
10	Tell somone what's wrong. Tell somone what happened. Report an emergency. Talk about past activities.	Past tense irregular verbs: affirmative and negative statements. Past tense: yes-no questions and short answers.

Appendix B

Task # 1.
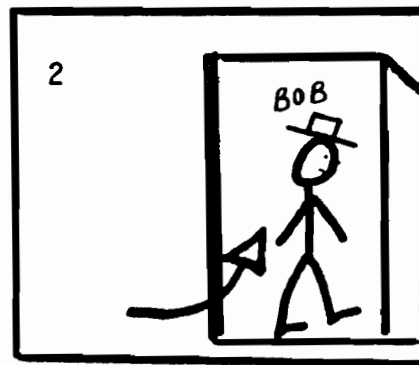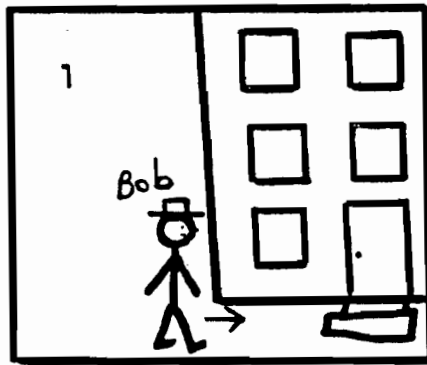
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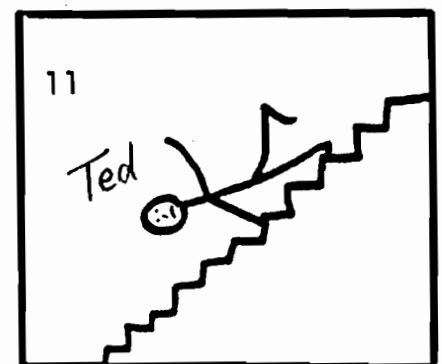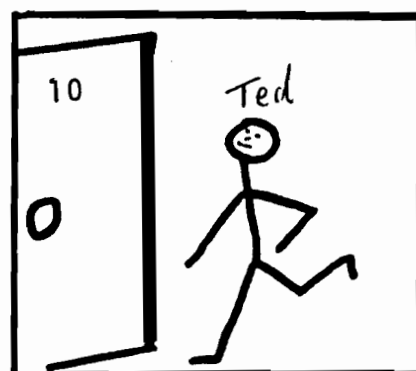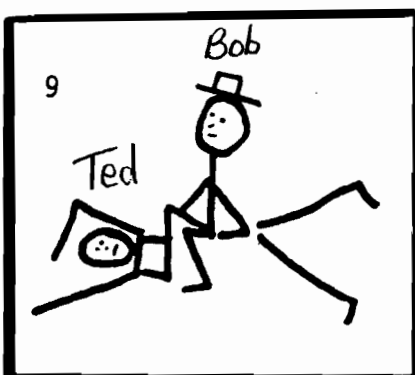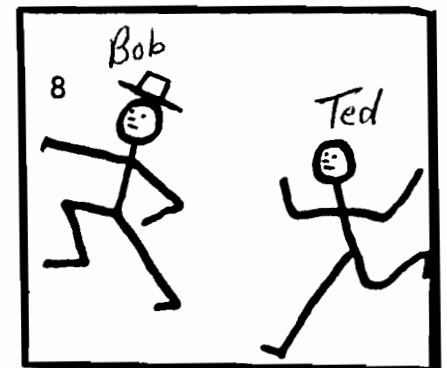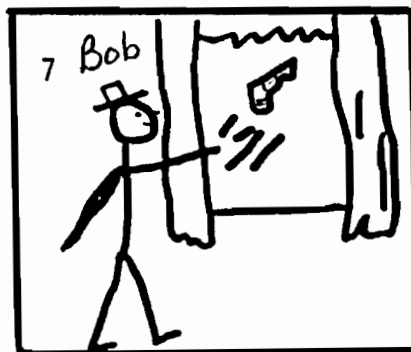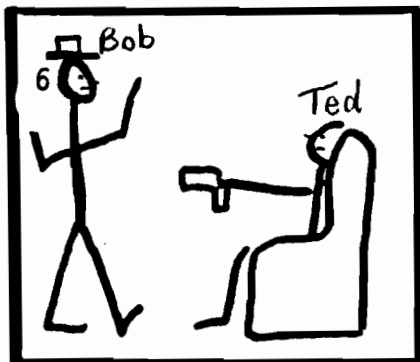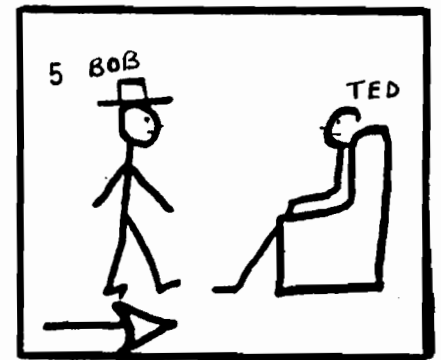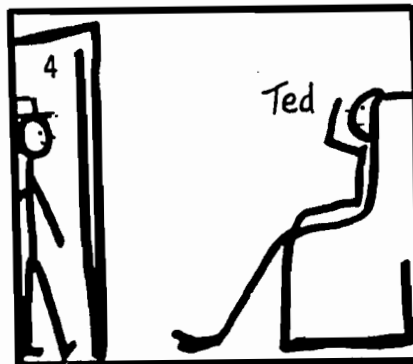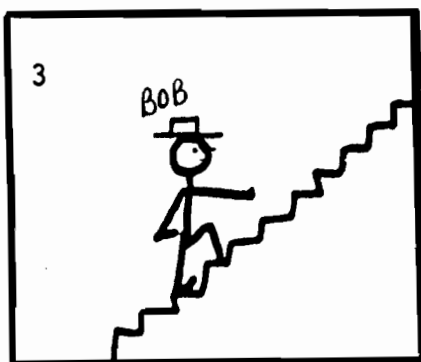
(Valette, 1972)

Task # 2

THE BIG BAD WOLF STORY

One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Eventually a little girl with a basket of food did come along and the wolf found out from her where she was going and disappeared into the forest. After a long walk the little girl arrived at her grandmother's house, opened the door, and saw someone in her grandmother's bed wearing her grandmother's clothes. She soon realized that it was the wolf ! Luckily, little girls nowadays are better prepared than they used to be, so she took out her pistlol and shot the wolf dead.

(Adapted from a story by James Thurder)

T - teacher
S - student   "Making a flight reservation"

_____

T - Good evening. Air Canada. Can I help you ?

S - ...

T - Where do you want to go ?

S - ...

T - Yes. What date would you be leaving ?

S - ...

T - Fine, and do you want a return ticket ?

S - ...

T - For what date ?

S - ...

T - O.K. Just a minute please. I'll check the booking on
    the computer. No problem, the reservation is confirmed.
    Now, would you like to rent a car during your stay ?

S - ...

T - Fine. Are you paying cash or with a credit card ?

S - ...

T - The total price is $349.50 for a return ticket.
    Now, can I have your name please ?

S - ...

T - And your address please ?

S - ...

T - What is your telephone number at home ?

S - ...

T - Are you going to pick up the ticket at the airport or do
    you want to receive it in the mail ?

S - ...

T - Fine. Thank you for calling Air Canada .
    Have a nice trip!

S - ...

J.C. Hatfield

Appendix C

BEGINNER ESL

LANGUAGE LABORATORY

EXERCISES

John Charles Hatfield

Cégep de Saint-Laurent

Ville Saint-Laurent

1991

LAB EXERCISES

Exercise 1 Dialogue: "On the telephone"   (Present Continuous)

A: Hello.
B: Hello, Is _____ there ?
A: Speaking.
B: Hi, this is John. How's life ?
A: Not too bad.
B: What are you doing ? Are you busy ?
A: Oh, I'm _____.
B: Let's go to _____.
A: O.K. Where should I meet you ?
B: At my place in 20 minutes, O.K. ?
A: Fine. I'll be there.
B: Great I See you soon I
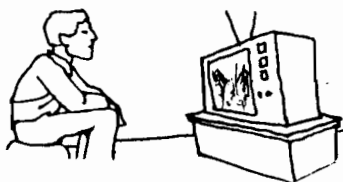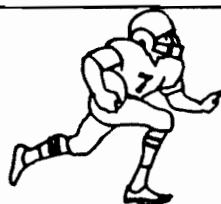
ACTIONS

PLACES

Exercise 2   Conversations   (Present Continuous + Prepositions)

#1   A : Where is Mary ?
       B: She is _____ the _____.
                    (prep.)   (place)
       A: What is she doing ?
       B: She is _____.
                         (action)

#2   A: Where is Bob ?
       B: He is _____ the _____.
                    (prep.)   (place)
       A: What is he doing ?
       B: He is _____.
                         (action)

#3   A: Where are the children ?
       B: They are _____ the _____.
                       (prep.)   (place)
       A: What are they doing ?
       B: They are _____.
                          (action)

PLACES   ACTIONS
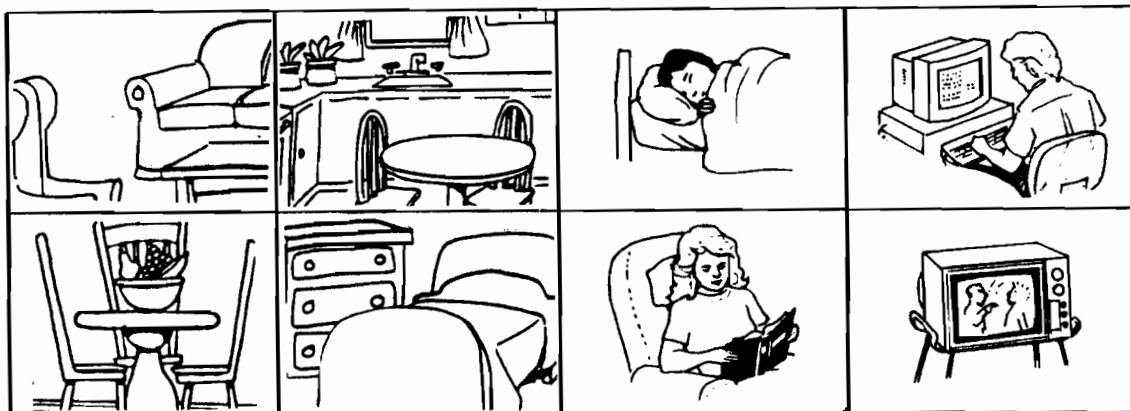
Exercise 3

Listen to the sentences and check the **prepositions** you hear.

	ON	**IN**	**TO**	**AT**
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐
9.	☐	☐	☐	☐
10.	☐	☐	☐	☐

Exercise 4

Listen to the tape and write the **prepositions** you hear.

1. Father told me _____ put the car _____ the garage.
2. Is he going _____ the market with Mary ?
3. The wolf waited _____ the dark forest .
4. She is walking _____school with her friends.
5. Can I go _____ the school dance with Brenda ?
6. I am going _____ meet you _____ the restaurant.
7. I saw the vampire movie _____ television.
8. The children are playing _____ the yard.
9. Sally is pointing the water pistol _____ Jim.
10. Peggy likes eating _____ restaurants.

Now, listen to **exercise 4** and repeat each sentence.

Exercise 5   Answer the questions using the **present continuous**
tense. The pictures can help you to answer.

1. What are you playing ?   I'm ...

2. What is he eating?   He's...

3. What are they watching ?   They're...

4. What is she holding ?   She's...

5. What are they making ?   They're...

6. What are you reading ?   I'm...

7. What is he throwing ?   He's...

8. What are they painting?   They're...
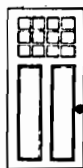
9. What are you listening to ?   I'm...

10. What is he drinking ?   He's...

Exercise 6 Listen to the following sentences on the cassette and check the **prepositions** you hear.

	ON	IN	TO	AT
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐
9.	☐	☐	☐	☐
10.	☐	☐	☐	☐

Exercise 7 Answer the following questions. (Simple Past tense)

1. What did Joe see on television last night ?
   He _____ a football game.
2. What did Mary eat for supper yesterday ?
   She _____ some chicken.
3. What did you carry to your grandmother's house ?
   I _____ a basket of food.
4. What did Susie leave in the kitchen ?
   She _____ two chocolate cakes.
5. What did the teacher ask the students ?
   She _____ the students some questions.
6. What did the man shoot ?
   He _____ a lion.
7. What did Brenda wait for last night ?
   She _____ for a plane.
8. What did you see at the movies yesterday ?
   I _____ a French film.

Exercise 8 Listen to the following sentences and check whether they are in the **present** or **past** tense.

	PRESENT	PAST
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐
5.	☐	☐
6.	☐	☐
7.	☐	☐
8.	☐	☐
9.	☐	☐
10.	☐	☐

Exercise 9   Repeat the following sentences .   (Simple Past Tense)

1. She **waited** for the train at the station.

2. He **ate** all the vegetables on his plate.

3. They **asked** the teacher many questions.

4. We **opened** the door very slowly.

5. He **shot** the burgler with his revolver.

6. The ghost **disappeared** at midnight.

7. The driver **took out** his permit for the policeman.

8. We **watched** the movie for three hours.

9. She **carried** the boxes downstairs.

10. David **walked** four miles yesterday morning.

Exercise 10. Look at Jim's agenda from last week and answer the questions. Use the **Simple Past tense**.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2:00 PM	7:00PM	6:00 PM	4:00 PM	10:00 AM	2:00 PM	11:00 AM
watch a baseball game	go to a movie	eat with Mary	meet Bob at gym	open new account at bank	ask boss for a raise	clean the garage

1.   What did Jim do on Sunday at 2 o'clock ?
        He _____ a baseball game.

2.   What did Jim do on Monday at 7 o'clock in the evening ?
        He _____ to a movie.

3.   What did Jim do on Tuesday at 6 o'clock ?
        He _____ with Mary at a restaurant.

4.   What did Jim on Wednesday afternoon at 4 o'clock ?
        He _____ Bob at the gym.

5.   What did Jim do on Thursday morning at 10 o'clock ?
        He _____ a new account at the bank.

6.   What did Jim do at 2 o'clock on Friday afternoon ?
        He _____ his boss for a raise.

7.   What did Jim do Saturday morning at 11 o'clock ?
        He _____ the garage.

Exercise 11. Answer **"No"** to the following questions.

1. Is Mary washing the dishes ?

    No, she's ----- the floor.

2. Are the children playing outisde ?

    No, they're ----- upstairs.

3. Are you speaking Spanish ?

    No, I'm ----- French.

4. Is Jim watching a hockey game ?

    No, he's ----- a football game.

5. Are you going to Ottawa tomorrow ?

    No, I'm ----- to Toronto tomorrow.

6. Is Susie walking to school ?

    No, she's ----- to the library.

7. Are you coming with Bob ?

    No, I.'m ----- with Bill.

8. Is Joanne writing a letter ?

    No, she's ----- a poem.

9. Are you carrying my umbrella ?

    No, I'm ----- your coat.

10. Is Jack throwing a football ?

    No, he's ----- a volleyball.

Exercise 12.   Answer the following questions.

1. Where are you going ?   (to school)
    I'm ...

2. Where is Bob going ?   (home)
    He's ...

3. Where are the boys going ? (upstairs)
    They're...

4. Where is Mary going ?   (to her grandmother's house)
    She's...

5. Where is the dog going ?   (downstairs)
    It's ...

6. Where are the children going ? (into the building)
    They're...

7. Where are you going ?   (into Jim's apartment)
    I'm...

8. Where are the students going ? (to the cafeteria)
    They're...

Exercise 13. Listen to the sentences and check the prepositions you hear.

	ON	IN	TO	AT
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐
9.	☐	☐	☐	☐
10.	☐	☐	☐	☐

Exercise 14. Repeat the following sentences. Pay special attention to the correct pronunciation of the **verbs. (Simple Past)**

1. He **realized** the little girl **was** really his sister.

2. They **opened** the presents quickly.

3. She **asked** the teacher to speak more slowly.

4. I **went** to Ottawa for the weekend.

5. They **saw** an English film at the movies on Saturday,

6. Mr. Smith **shot** two deer while hunting.

7. Susie **walked** three miles in the country yesterday.

8. I **killed** the big bug with a rock.

9. We **visited** our grandmother at the hospital.

10. The new students **told** the teacher their names.

11. The children **disappeared** as soon as the bell **rang.**

12. Bob and Harry **watched** the hockey game all afternoon.

13. Jack **brought** his walkman to school this morning.

14. I **opened** the door when I **heard** the cat outside.

15. The visitors **arrived** before supper at 4 o'clock.

16. Joanne **played** the piano all morning.

17. The secretary **typed** the letters for her boss.

18. I **answered** the phone for my mother.

19. My cat Alice **disappeared** last week.

20. Sally **listened to** her cassettes in her bedroom.

Exercise 15   Listen to the following dialogues and check whether the sentences are in the "Present" or "Past" tense.

	PRESENT	PAST
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐
5.	☐	☐
6.	☐	☐
7.	☐	☐
8.	☐	☐
9.	☐	☐
10.	☐	☐

Exercise 16.   Answer the following questions.   **(Present Continuous)**

1. What are you going to do after school?   (visit my sister)

   I'm ...

2. Are you eating steak?   (chicken)

   No, I'm ...

3. Is Joe throwing a frisbee?   (football)

   No, he's ...

4. Where are you going?   (downstairs)

   I'm ...

5. What is Tim doing?   (running after the dog)

   He's ...

6. Is the policeman pointing the gun at the manager?   (robber)

   No, he's ...

Exercise 17. Answer "No" to the following questions and use the cues in parentheses to construct answers.

1. Did the visitors arrive at 6 o'clock?   (10 o'clock)
   No, they ...

2. Did you wait for Mary?   (Susie)
   No, I ...

3. Did Jack shoot a bear?   (deer)
   No, he ...

4. Did the children walk in the park?   (forest)
   No, they ...

5. Did Susie ask six questions?   (four)
   No, she ...

6. Did Jerry disappear in January?   (March)
   No, he ...

7. Did you tell George the answer?   (Jack)
   No, I ...

8. Did the boys wait for the train?   (bus)
   No, they ...

9. Did Mary open the window?   (door)
   No, she ...

10. Did Helen recognize the man?   (woman)
    No, she ...

11. Did Harry take out a knife?   (pistol)
    No, he ...

12. Did you walk in the garden?   (forest)
    No, I ...

Exercise 18.   Listen to the following sentences and write
the **prepositions** you hear.

1.   The boy walked .... the forest.

2.   I like talking .... my grandmother.

3.   The television is .... the table.

4.   The children ran .... their mother.

5.   Susie listened .... the radio.

6.   His birthday is .... June.

7.   I"ll meet you .... the restaurant.

8.   I leave for London .... June 21st.

9.   Sandra is coming today .... 8 o'clock.

10. We'll pick up the package .... two days .... the post office.

Exercise 19.   Repeat the following sentences.   **(VERB FOCUS)**

1.   Help me quick! **I'm falling** downstairs !

2.   **I waited** for the bus and then **I walked** home.

3.   **We are going** to Ottawa for the weekend.

4.   **Mary and Bill disappeared** after the party.

5.   **The teacher asked** Jim some questions.

6.   **He opened** the door and **shot** the robber.

7.   **Henry walked** four miles yesterday.

8.   **He told** the little boy to go home.

9.   **The children are running** after the dog.

10. **The old lady is sitting** in the rocking chair.

Exercise 20. Answer the following questions. (**Open-Ended Questions**)

1. Did you have a nice weekend?

2. What did you do on Saturday afternoon?

3. Did you cook supper on Saturday evening?

4. Did you work on Sunday?

5. What did you do Sunday evening?

6. What time did you go to bed Sunday evening?

7. Did you eat breakfast Monday morning?

8. Did you go to work after breakfast?

Exercise 21. Call up St. **Hubert's Bar-B-Q** and order two chicken legs with french fries, two medium cokes and two pieces of sugar pie. Give your name, telephone number and address. Charge the meal to your Master Card.

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<>>

Exercise 22   Listen and **check** the best responses.

a) □ Yes, this way please.
   □ Yes, please.

b) □ No, I don't
   □ Yes, I'll have tea, please.

c) □ I'd like steak, please.
   □ Yes, I would.

d) □ I'll have a cup of coffee.
   □ Thousand Island, please.

e) □ Carrots, please.
   □ Yes, I will.

f) □ Yes, I'd like some water.
   □ No, I don't think so.

g) □ Thanks, I'd love to.
   □ I'm glad you enjoyed it.

h) □ Bye! See you soon.
   □ You're welcome.

Exercise 23   **Answer** the following questions. **(Open-ended** questions)

1. What did you eat for breakfast this morning ?

2. Did you watch T.V. last night ?

3. What are you going to do after class ?

4. Do you like classical music ?

5. What's John doing ?

6. What did you do yesterday afternoon ?

Exercise 24   Listen to the following sentences and
                  check the prepositions you hear.

	ON	IN	TO	AT
1.	□	□	□	□
2.	□	□	□	□
3.	□	□	□	□
4.	□	□	□	□
5.	□	□	□	□
6.	□	□	□	□
7.	□	□	□	□
8.	□	□	□	□
9.	□	□	□	□
10.	□	□	□	□

Exercise 25 Answer the following questions. (Present Continuous)
Use the pictures to make your answers.

Example: #1. Is Mary drinking beer ?
No, she's drinking coffee.

Exercise 26 You heard about a new Italian restaurant called Tony's.
You call the restaurant to make a reservation for two.

Exercise 27   Answer the following questions.   (Simple Past Tense)
Use the words in parentheses in your answers.

1. What did Mary eat ?   **(...two hamburgers)**

2. What happened to the ghost ?   **(...disappeared)**

3. How long did Joanne wait ?   **(... for three hours)**

4. Who did the policeman shoot ?   **(...the criminal)**

5. What did Mary tell you ?   **(...to go home)**

6. Where was the little girl ?   **(...in the forest)**

7. Who did the woman recognize ? **(...the robber)**

8. When did Tommy go to bed ?   **(...at eight o'clock)**

9. Where did you meet Bob ?   **(...in a restaurant)**

10. What did you see in Toronto ?   **(... the CN Tower)**

Exercise 28   Listen to the following sentences
and **check** PRESENT ou PAST.

	PRESENT	PAST
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐
5.	☐	☐
6.	☐	☐
7.	☐	☐
8.	☐	☐
9.	☐	☐
10.	☐	☐

Exercise 29 Listen to the following sentences and **write** the missing verbs. Use the verbs from the **WORD BANK** below.

1. Harry _____ sick yesterday.

2. The lady _____ the criminal.

3. Bonnie _____ to work this morning.

4. The children _____ for the bus at the corner.

5. Mrs. Smith _____ her daughter at the mall.

6. The students _____ the teacher some questions.

7. Mr. MacDonald _____ the burglar in the leg.

8. Dawn _____ her costume for the party.

9. The ghost _____ at midnight.

10. The little boy _____ the policeman his name.

WORD BANK

told	walked	waited	was	disappeared
shot	asked	put on	met	recognized

Exercise 30 Now, **listen to** and **repeat** each sentence in Exercise 29.

Exercise 31 Answer the following questions   **(Open-ended)**
using the simple past tense.

      1. What did you do yesterday morning ?
      2. What did you eat for lunch today ?
      3. When did you go to bed last night ?
      4. Did you see a movie during the weekend ?
      5. Did you read a newspaper today ?

Exercise 32 Listen to the following story twice,
then **retell the story in your own words.**

Once there was a very bad shepherd boy. He often fell asleep while he was watching his sheep. He told lies too. The people in the village said: "That boy is going to be in trouble some day."

One day when he was feeling bored, the boy decided to play a joke on the villagers. He ran down the hill and shouted "wolf! wolf! Help come quickly!" All the villagers took their guns and ran to help him. But there was no wolf. "He heard you and ran away," the boy said. When everyone left, he started to laugh.

Three weeks later, the boy was feeling bored again, and he decided to play the same trick a second time. "Wolf! Wolf!" he shouted. "Help! Come quickly Wolf!" Most of the villagers ran to help him again. This time the boy laughed at them. "Ha, ha, there was no wolf," he said. "What a good joke!" The villagers were very angry. "Lies are not jokes," they said.

Two days later the boy woke up suddenly. He saw a big dark animal coming to his sheep. It took a sheep. "Wolf!" the boy screamed. "Wolf! Help! Come quickly. Wolf!" But no one came to help him. The boy screamed again. The wolf heard the boy scream and licked his lips. "I like sheep," said the wolf, "but I like shepherd boys even better!"

When the shepherd boy didn't come that night, some of the villagers went to look for him, but they never found him.

THE END

Exercise 33   Answer the following questions.
                   Use the pictures to help you.

Example: Did Anita wait for a train yesterday ?
         No, she waited for a bus.

Exercise 34   Listen to the following sentences
                   and check PRESENT or PAST.

	PRESENT	PAST
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐
5.	☐	☐
6.	☐	☐
7.	☐	☐
8.	☐	☐
9.	☐	☐
10.	☐	☐

Exercise 35   **Call up** your METRO supermarket and order
the groceries on the **following list** and have
the groceries delivered around 3:30 p.m.

1. two pounds of ground beef (very lean)
2. one dozen apples (Delicious)
3. two liters of milk (2%)
4. 6 rolls of toilet paper (White Swan)
5. one ten pound bag of potatoes
6. one green pepper
7. one small can of tuna
8. two loaves of whole wheat bread
9. one small jar of peanut butter (Kraft)
10. one dozen large eggs

Exercise 36   Listen to the following sentences
and **check** the prepositions you hear.

	ON	IN	TO	AT
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐
9.	☐	☐	☐	☐
10.	☐	☐	☐	☐

Exercise 37   Answer the following questions using the
information given in parentheses.

1. What did Mary eat for dinner?   (steak and rice)
2. When did Jim arrive in Montreal? (at 10 o'clock)
3. Who shot the robber in the leg?   (the policeman)
4. What disappeared at midnight?   (the ghost)
5. Who waited for the children?   (the teacher)
6. What did Susie open?   (the window)

Exercise 38

Listen to the following sentences and
write the missing **verbs**.

1. Brenda _____ out the garbage.
2. Are you _____ to work today ?
3. He _____ on the bed.
4. The teacher _____ the school.
5. Judy and Brian _____ on the ice.
6. The money _____ after the robbery.
7. I _____ for Jack all morning.
8. The old lady _____ her husband.
9. Michael _____ the boys to go home.
10. Jennifer and Ted _____ their costumes.

Exercise 39

Now **listen to** and **repeat** the sentences in Exercise 38.

Exercise 40

Listen to the following sentences and
circle the errors made by the speakers.

1. Bob is washing the dog in the basement.

2. We're going to eat in a restaurant this evening.

3. My two sisters are studying music in university.

4. Mrs. Smith cleaned the living room after dinner.

5. The children waited for their friends in the yard.

6. Kelly and Tom are playing tennis at Mary's house.

7. I'd like two hamburgers, a small coke and fries please.

8. Excuse me. Where are the washrooms please?

9. He's watching the children play outside.

10. Katherine disappeared after the party.