Effect of Pedagogical Tasks and PPP Instruction on L2 Vocabulary Learning: A Case of EFL Learners

Ali Roohani [*]
Assistant Professor, Shahrekord University, Shahrekord, Iran
&
Zeinab Saba
MA in TEFL, Islamic Azad University, Najafabad Branch, Iran

Abstract
Vocabulary learning is one of main components of L2 teaching. However, there is no consensus on the best method of teaching/learning vocabulary. Recently, some researchers (e.g. Kim, 2008; Keating, 2008) have emphasized the task-based instruction in contrast with the traditional method of Presentation, Practice and Production (PPP). This study investigates the comparative effect of pedagogical tasks (PTs) and PPP instruction on L2 vocabulary learning among Iranian EFL learners. To this end, 72 intermediate EFL learners in the Jahad-e-Daneshgahi Language Centre in Shahrekord participated in the study. They were randomly divided into 2 groups: one group received PPP instruction and the other group received task-based instruction. The participants in the task group were further assigned into 2 PT groups: one of them received "listen-and-do" and the other one received "complete-the-chart" task instructions. To collect data, an L2 vocabulary test consisting of 30 multiple-choice items was used as pre-tests and post-tests. The results of covariate analyses on the vocabulary test scores in a pre-test post-test design showed that the two types of PTs had a significant positive effect on the vocabulary mean scores, suggesting that such tasks were more effective than PPP instruction in vocabulary learning/teaching. However, the treatment effect between the two types of PTs was not significantly different. Finally, pedagogical implications are presented.

Keywords: Pedagogical Tasks; PPP Instruction; Vocabulary Learning

[*] *E-mail address:* roohani.ali@gmail.com
Corresponding address: Department of English Language and Literature, Shahrekord University, Shahrekord, Iran

Introduction

As Schmitt (2008) states, learning vocabulary is an essential part of mastering a second language (L2). L2 learners need a large number of words to successfully use an L2 since, in Scrivener's (2009, p. 228) terms, "vocabulary is a powerful carrier of meaning." However, there is no consensus over the best means of vocabulary learning/teaching. In line with new developments in language teaching methodology, some researchers (e.g., De La Fuente, 2006; Keating, 2008) argue that incorporating vocabulary in classroom activities can increase engagement in ways which can facilitate vocabulary learning/teaching. Thus, there should be a move from dealing with words in isolation towards a focus on contextualized activities, which can introduce new L2 forms, increase the chances for restructuring, raise awareness of the structure of L2, and make learners conscious of certain aspects of L2 that may need to be reactivated. This may be one reason why Task-Based Language Teaching (TBLT), as a development of Communicative Language Teaching (CLT), has recently become important. Tasks in TBLT are defined as activities "influenced by learner choice, and susceptible to learner reinterpretation, which requires learners to use language, with an emphasis on meaning, to attain an objective" (Bygate, Skehan, & Swain, 2001, p. 11). As Ellis (2003) states, tasks can serve a dual purpose: to activate processes leading to L2 learning and to investigate those processes leading to learning. In the task-based approach to language learning, L2 learners can meet new vocabulary in different types of tasks. However, Ellis (2003) classifies them as pedagogical tasks (PTs) and real-life ones. Real-life tasks are designed according to needs analysis and are used in real-world situations, but PTs are designed to "elicit communicative language use in the classroom" (p. 341). They set demands to promote learning and, unlike real-life activities, "do not necessarily bear any resemblance to real-world tasks" (p. 341). According to Gardner and Miller (1996), PTs offer useful tools for L2 skills (i.e. reading, writing, listening, and speaking), and linguistic knowledge (i.e. vocabulary and grammar).

Another common procedure in language teaching, as Ellis (2003, p. 348) points out, involves the instructional sequence of "Present, controlled Practice and free Production", known as PPP instruction. In this traditional procedure, as Scrivener (2009) states, Presentation refers to the ways of introducing new L2 to learners; Practice involves the stages in which L2 learners try to use the L2 themselves; and finally, in the Production stage, L2 learners should answer different kinds of exercises. For some (e.g., Batstone, 1994), the PPP procedure is legitimate since it

provides structure and guidelines for a successful lesson in terms of presenting an L2 and showing how it is used in a context; for others (e.g., Willis, 1996), it is not justifiable since a typical PPP lesson cannot effectively lead to acquisition. Rather, it gives learners a false sense of second language acquisition (SLA). It seems that there is no agreement on the effectiveness of this procedure for promoting language skills and knowledge (see Doe, 2007; Hart, 2006).

Taken together, learning vocabulary is particularly important for EFL (English as a foreign language) learners who frequently have an impoverished lexicon despite years of formal study. As Nation (2001) states, L2 learners are typically conscious of the extent to which limitations in their vocabulary knowledge affect their communication skills because lexical items carry the basic information they wish to comprehend and express. Despite disagreement on the best approach to vocabulary teaching, there is a growing consensus among L2 researchers that vocabulary knowledge should be considered as a multidimensional process. In light of this view, both PTs and PPP instruction might lead to linguistic knowledge including vocabulary knowledge, which is one key to success in L2 learning. Nonetheless, several researchers (e.g., Crookes & Long, 1991; Gass & Crookes, 1993; Nunan, 1989; Keating, 2008; Kim, 2008) have called for a move away from more traditional methods with a focus on memorization and repetition towards task-based approaches to instruction. Accordingly, this study is designed to investigate the comparative effect of PTs as well as PPP instruction on vocabulary learning, which is so important for Iranian EFL learners to develop their language proficiency.

Review of Literature

As Critchley (1998, p. 15) states, a review of the literature on learning vocabulary suggests "theoretical positions ranging from highly cognitive approaches that stress the memorization of decontextualized lists, to highly naturalistic approaches that stress implicit, contextualized learning." Advocates of memorization of decontextualized lists (e.g., Meara, 1995) claim that providing lists of words is a useful method in which L2 learners can learn so many words in a short time. In contrast, the opponents of such approaches (e.g., Scrivener, 2009) claim that providing long lists of words and their translation seems to be problematic for the memory and it does not guarantee that remembering will take place. Recently, the theoretical position that focuses on the context use to learn vocabulary and the extent to which L2 learners develop specific strategies for vocabulary learning

have gained importance. Two methods of providing context use for vocabulary learning are PPP instruction and Task-Based Instruction (TBI).

According to Willis and Willis (1996), PPP procedure provides Presentation (i.e. introduction of a new item in context), Practice (i.e. controlled practice of the item), and Production (i.e. a freer practice stage). In the Presentation stage, as Hart (2006) describes, correct pronunciation and intonation patterns of new words are demonstrated and worked on. L2 teachers highlight spelling and any irregularities with the new language; they focus on accuracy while correcting learners. In this stage, new words are introduced through lists and their translations. In the Practice stage**,** the repetition and memorization of words take place. L2 teachers model the repetitions and correct learners when mistakes occur. L2 learners use forms that include new words of the list. Finally, in the Production stage, the activity is modelled by some exercises or simple instructions, and L2 learners are encouraged to use old and new language.

The basic theoretical framework of PPP relates to structuralism, which focused greatly on forms and to some extent on the oral approach, which was one of the trends of L2 teaching from the 1930s to the 1960s. According to Ellis (2003), the implicit assumption of PPP is that it is possible to lead L2 learners from controlled to automatic use of new L2 features through means of text-manipulation exercises that structure the L2 for L2 learners followed by text-creation exercises in which L2 learners are less monitored and can structure the L2 for themselves. In PPP instruction, as De La Fuente (2006) points out, L2 learners explicitly learn the forms and meanings of L2 lexical items, practise them with repetitions, and finally become more accurate when using them in different kinds of exercises. Unfortunately, a review of the literature reveals a lack of empirical studies exploring the effectiveness of this method of instruction with regard to L2 vocabulary learning.

Another method of providing context use for vocabulary learning is making use of tasks, including PTs, which might offer a useful tool for promoting lexical knowledge. Nunan (1989) states that PTs, designed to elicit communicative language use, have a psycholinguistic basis in SLA theory, but do not necessarily reflect real-world tasks. However, as De La Fuente (2002) states, there are a variety of PTs which might lead to different degrees of L2 learners' receptive and productive vocabulary learning, two of which are "complete-the-chart" and

"listen-and-do" tasks. According to Willis (1996), in the "complete-the-chart" tasks, L2 learners are exposed to the input that may be a text or picture, and the outcome is a completed chart. In the "listen-and-do" tasks, L2 learners are asked to listen to verbal input and the outcome is a completed list.

Nagata, Aline, and Ellis (1999) reported a study in which they used "listen-and-do" tasks with Japanese learners of English. They examined the relationship between measures of language aptitude and measure of comprehension and vocabulary learning. They concluded that differences in the participants' inductive ability to identify the functions of grammatical forms, their ability to memorize the meaning of words in an unknown language, and their ability to associate phonological and graphological forms were all significantly related to how well the participants understood the task directions in the study.

De La Fuente (2002) states that the type of task is not so important as the degree of learners' involvement in the task. In support of the importance of task type, De La Fuente (2006) reported a study about PTs in which he explored the effects of three vocabulary lessons (i.e. one traditional and two task-based) on the learning of basic meanings, forms, and morphological aspects of Spanish words. The data analysis performed on the data suggested that the type of pedagogical approach had no effects on immediate retrieval of Spanish word forms, but it had a significant effect on long-term retrieval of Spanish word forms. In particular, task-based lessons seemed to be more effective than the traditional PPP lesson. Also, the task-based lesson with an explicit focus-on-form component was found to be more effective than the task-based lesson that did not incorporate this component in promoting the learning of morphological aspects of words. In the same line, Keating (2008) investigated task effectiveness and L2 vocabulary learning. Seventy-nine beginning learners of Spanish completed one of three vocabulary tasks: reading comprehension, reading comprehension along with L2 word suppliance, and sentence writing. In this study, the participants displayed a better word retention in the sentence writing task than other types.

Nonetheless, Kim (2008) disagrees with De La Fuente (2002) who concludes that the task type is more important than the degree of learners' involvement in the task. Kim carried out a study which consisted of two experiments. Both experiments investigated the involvement load hypothesis in second language vocabulary learning. To find out the effectiveness of three vocabulary learning

tasks with different levels of involvement, the first experiment explored the comparative performance of 64 adult second language learners of English from several countries at two different proficiency levels. The second experiment examined whether the two tasks, assumed to represent the same degree of task-induced involvement, would lead to the same initial learning and retention of L2 words by 20 adult second language learners of English at two different levels of proficiency. The findings of the first experiment indicated that a higher level of learner involvement during the task increased more effective initial vocabulary learning as well as a better retention of new words. The results of the second experiment showed that different tasks would lead to similar degrees of initial vocabulary learning as well as retention of new words when they enjoyed the same involvement load.

Given the above issues on the effect of types of tasks on lexical knowledge and the scarcity of empirical studies on the effectiveness of PTs and PPP instruction on vocabulary learning, this study was designed to compare the effect of using PTs and PPP instruction on L2 vocabulary learning. Additionally, it was intended to investigate the comparative effect of two types of PTs (i.e. "listen-and-do" and "complete-the-chart") in English as a foreign language (EFL) context in Iran.

Research Questions and Hypotheses

There might be a close relationship between types of activities that L2 learners perform and the process of vocabulary learning (Schmitt, 2008). The use of tasks and PPP procedures can be two methods of instruction providing context for L2 vocabulary learning. In light of these views, the main purpose of this research was to investigate the effect of PTs and PPP procedure on vocabulary learning in an EFL context in Iran. Another purpose of this study was to investigate whether or not the type of PTs would make a significant difference in vocabulary learning among Iranian EFL learners. Therefore, the following research questions were posed:

1. Is using PTs more effective than the PPP instruction in developing L2 vocabulary learning?
2. Does the type of PTs ("complete-the-chart" and "listen-and-do") make a significant difference in L2 vocabulary learning?

Given the aforementioned questions, the following null hypotheses were addressed:

> H_{01}: Using PTs is not significantly different from the PPP instruction in improving L2 learners' vocabulary mean scores.
> H_{02}: The type of PTs ("complete-the-chart" and "listen-and-do") makes no significant difference in L2 learners' vocabulary mean scores.

Methodology

Participants

The participants of this study consisted of 72 female intermediate EFL learners, selected nonrandomly from a larger sample of 107 EFL learners in the Jahad-e-Daneshgahi Language Centre in Shahrekord. The sample had already taken a placement test developed by the experienced EFL teachers in the language centre. This test had been administered to them before the registration in the English courses. The participants had already been placed in an intermediate English course according to test scores in the placement test. All the participants of the study were native speakers of Farsi, with an average age of 18, who would be studying English in that language centre for more than four months.

Instrumentation

In this study, two instruments were employed for data collection: the Oxford Proficiency Test (OPT), including 70 multiple-choice items (20 listening, 20 reading, and 30 grammar items), and an L2 Vocabulary Test (LVT) including 30 multiple-choice vocabulary test items. The LVT was syllabus-based and was used to assess the lexical competence of the words included in the PTs and PPP instruction courses of this study. Meanwhile, the vocabulary items were selected from the *New Interchange: English for international communication* (Richards, Hull & Proctor, 2005) and its video book (Richards, 2005), as well as the *Oxford Picture Dictionary* (Shapiro, 2003). These sources were selected for two reasons. First, as Richards et al. (2005) have pointed out, the *New Interchange (Book 2)*, which is topic-based, would be good for adult intermediate-level learners of English. Second, the *Oxford Picture Dictionary* and *New Interchange Video Book 2* included the words, together with colour pictures, related to the topics such as food and camping used in the PTs of the present study. As to the validity of the test, the LVT enjoyed the content validity since it had good coverage of the PTs and PPP instruction courses. Besides, the reliability of this test, as measured by

Cronbach alpha coefficient on the pre-test scores with a sample of 72 participants, was .70, which is commensurate with the requirements for reliable scoring by Larson-Hall (2010, p. 171) and Hatch and Lazaraton (1991, p. 441).

Procedure

The LVT was developed by the researchers of the present study, followed by an examination of the content specification of PTs and PPP instruction courses, considered as the treatments in this study. To check the content of the test, improve the quality of test items and alleviate problems, the test was critically reviewed by three test writers, considered as experts in the field of test development. The test was then piloted on 10 EFL learners, similar to the participants of the main trial, in order to elicit their feedback concerning the appropriacy of the items and timing as well as the clarity of the words and instructions. The results of the pilot study were found to be positive.

To collect the data, the multiple-choice proficiency test (i.e. the OPT) was, first, administered to 107 EFL learners in the language centre, and 72 intermediate EFL learners whose scores were between one standard deviation above and below the group mean were selected as the participants in the main trail of the study. Second, the participants were randomly assigned to two groups: those who would receive PT instructions, and those who would receive PPP instructions. Furthermore, the PT group (n = 36) was randomly divided into two groups: One received "listen-and-do" (n = 18), and the other received "complete-the-chart" (n = 18) task instructions (see Appendix A and B). Finally, pre-test post-test design was employed, and the LVT was administered to all three groups as pre-tests and post-tests before and after the treatments of the study.

Following Ellis (2003), this study used three phases in conducting the PTs for a six-week semester. In the "pre-task" stage of "listen-and-do" tasks, the participants listened to dialogues (e.g., dialogues about food) and performed activities like ordering a meal and expressing likes and dislikes, requesting information about ingredients and names of foods and drinks, and so on. In the "during-task" stage, they did role-plays and exchanged some questions related to the words and topics in the tasks. Finally, in the "post-task" stage, every participant reported the completed lists of the L2 words. In the "pre-task" stage of "complete-the-chart" tasks, texts such as brochures, associated with the pictures given in the activity, as well as lists of words were given to the participants. In the "during-task" stage,

they read the brochures and discussed the topics, such as camping and food, with other classmates. Finally, in the "post-task" stage, they classified new L2 words into different categories and completed charts. In sum, the L2 instructor in the PTs groups had a chance to hold a discussion on the topic of the lesson or the problematic L2 areas where the participants needed some help.

In the PPP group, the PPP stages were followed (see Appendix C). First, the L2 instructor introduced new vocabulary through lists of words and their translations. When required, she focused on the morphological issues, clarifying or writing on the board the necessary forms such as the plural forms of words or their correct modifiers. Second, the participants repeated the words and memorized them. The instructor modelled the repetitions and corrected them when mistakes occurred. The participants also used sentences in which the new words were inserted. Next, every participant practiced the sentences with a classmate and asked some modelled questions to produce the correct forms of words. Third, the above activity was modelled by further exercises where the participants were asked to use old and new language and do fill-in-the-blank or matching-item exercises on the topics such as food or camping. In sum, the presentation of new words, repetitions, and the production of L2 words were the main features of the PPP instruction. Meanwhile, the same language instructor carried out the instruction to avoid bias, which would negatively affect the internal validity of the study.

Results

Table 1 reports the descriptive statistics of the PT and PPP groups of the study before and after the treatments of the study. As Table 1 displays, the highest mean score (M = 26.17) was observed in the PT group in the post-test, indicating a better performance by this group after the PTs (i.e. the treatment) was used. Also, the comparison of mean scores between the PT and PPP groups before and after the treatments shows that the mean scores of both groups changed much more after the treatments of the study were conducted. However, the standard deviations of the scores in both groups did not change greatly before and after the treatments, indicating no significant change in the dispersion of the scores in both groups.

Table 1
Descriptive Statistics of the PT and PPP Groups

Group	n	Pre-test M	Pre-test SD	Post-test M	Post-test SD
PPP	36	21.53	3.18	23.50	3.26
PT	36	22.17	3.34	26.17	3.28

Before running the covariate analyses to address the research questions of this study, it was important to make sure that the groups had normal distribution and were homogeneous. Table 2 reports the results of the Levene's and Kolmogorov-Smirnov's tests of equality of variance and normality. As the Table displays, the significance value for both PT and PPP groups in the Levene's test was $p = .081$, which was not significant at 0.05. Therefore, the assumption of the equality of variance could not be rejected. In other words, the PT and PPP groups enjoyed acceptable normal distribution. The equality of variance of the dependent variable (i.e. all the post-test scores in the study**)** was also investigated through the significance value of Kolmogorov-Smirnov for the PT and PPP groups with all the 72 participants of the study. As Table 2 displays, the significant value of this test was $p = .439$, which was not significant at 0.05. Therefore, the post-test scores had acceptable equality of variance. The equality of variance of dependent variable further supported the abovementioned result on the normality of PT and PPP groups. Besides, the significance values of the Levene's and Kolmogorov-Smirnov's tests for both PT groups (i.e. "listen-and-do" and "complete-the-chart") were not found to be significant ($p = .687$ and $p = .343$, respectively), indicating the normality of both PTs groups.

Table 2
Tests of Equality of Variance and Normality

Test	Variable/Group	F	df	Sig.
Levene	PT & PPP	3.13	70	.081
Levene	Listen-and-do & Complete-the-chart	.017	34	.687
Kolmogorov-Smirnov	PT & PPP	-	70	.439
Kolmogorov-Smirnov	Listen-and-do & Complete-the-chart	-	36	. 343

To examine the first null hypothesis stating that using PTs is not significantly different from the PPP instruction in improving L2 learners' vocabulary mean scores, a covariate analysis was conducted. The post-test scores, obtained from PT and PPP groups, were considered as the dependent variable, and the type of treatment (i.e. using either the PTs or PPP) was considered as the independent variable in the covariate analysis. The error was originally set at 0.05 when comparing the groups. Meanwhile, this covariate method of analysis is the similar to analysis of variance (ANOVA) in that the covariate is also included in the analysis as the means of checking for it, but it is slightly more complicated than ANOVA. As Larsen-Hall (2010) states, it is used when a researcher wants to statistically check some variable or covary the preexisting differences.

Table 3
The Analysis of Covariance on the Post-test Scores for the Effect of the Treatment

Source/Variable	Mean Square	df	F	Sig.
Intercept	177.10	1	28.12	.000
Pre-test	310.76	1	49.33	.000
Treatment (Method)	30.383	1	4.82	.031
Treatment by Pre-test	17.13	1	2.79	.051
Error	6.30	68		

According to Table 3, the type of treatment (i.e. the method of instruction) was found to be significant, F (1, 68) = 4.82, p = .031(*p < .05). In other words, there was a significant difference between the effects of using the PTs and PPP instruction on the post-test vocabulary scores. The above result indicates that the PT and PPP groups differed significantly after the treatments of the study were conducted. Meanwhile, the significance value of the interaction between the type of treatment and the pre-test scores was not found to be significant, F (1, 68) = 2.79.45, p = .051. Therefore, the PT and PPP groups did not differ significantly in terms of vocabulary scores before conducting the treatments of the study. The above finding on the interaction between the type of treatment and the pre-test scores put the researchers in a stronger position to make claims about the effect of the treatment on the post-test vocabulary scores.

To examine the second null hypothesis stating that the type of PTs (i.e. "complete-the-chart" and "listen-and-do") makes no significant difference in L2 learners' vocabulary mean scores, another covariate analysis was conducted. The post-test scores, obtained from both PT groups, were considered as the dependent

variable, and the type of PTs was considered as the independent variable in the analysis. As mentioned before, the covariate procedure was used since, as Hatch and Farhady (1996) have pointed out, it was more likely to conclude that any significant differences between groups could not be due to differences before conducting treatments.

Table 4
The Analysis of Covariance on the Post-test Scores for the Effect of the Treatment

Source/Variable	**Mean Square**	**df**	**F**	**Sig.**
Intercept	184.27	1	22.50	.000
Pre-test	86.27	1	10.53	.003
Treatment (Task Type)	12.49	1	1.53	.226
Treatment by Pre-test	9.65	1	1.18	.286
Error	8.19	32		

As Table 4 displays, the *F* value for the treatment (i.e. the type of task) was not found to be significant, F (1, 32) = 1.53, p = .226. In other words, there was not a significant difference between the effects of the two types of PTs on the vocabulary scores after conducting the treatments of the study. Meanwhile, the significance value of the interaction between the treatment and the pre-test scores was not found to be significant, F (1, 32) = 1.18, p = .286. Therefore, the PT groups (i.e. "complete-the-chart" and "listen-and-do") did not differ significantly in terms of vocabulary scores before conducting the treatments of the study. The above finding on the interaction between the type of treatment and the pre-test scores further supports the statistical analysis on the effect of the two types of PTs on the post-test vocabulary scores.

Discussion

Learning new vocabulary is one of the most important issues for L2 learners. However, as Schmitt (2000) states, learning vocabulary is a complex and multidimensional issue. The purpose of vocabulary learning should include, in McCarthy and O'Dell's (1994) terms, both remembering words and the ability to use them automatically in a wide range of language contexts when the need arises. Because L2 learners need a large number of new words, the use of different types of activities and procedures might increase their motivation to learn them better. Different teaching methods with varying degrees of focus on memorization, repetition of words, the use of dictionary, translation, and contextualization of words have been suggested. Among the various methods concerned with vocabulary teaching/learning, PPP and TBI instructions have attracted some researchers' attention (e.g., De La Fuente, 2006; Ellis, 2003; Keating, 2008; Kim, 2008). The main concern of this present research is to demonstrate whether the use of PTs, aiming at eliciting communicative language use in the classroom, is more effective in developing L2 vocabulary learning than PPP, which is commonly used as a basis for classroom activities.

According to the results reported in Table 3, the first null hypothesis of this study is rejected because there was a significant difference between the two methods of instruction (i.e. PPP and PT) in improving vocabulary mean scores. Since the mean scores of PT group in the post-test is much higher, as observed in Table 1, it can be argued that PTs were more effective in teaching L2 new words. It is assumed that PTs provided more opportunities and input for negotiation of meaning through collaboration among the EFL learners, enhanced motivation for learning new L2 words, provided contexts through discussions in the "post-task" stage for reinforcement of vocabulary learning process, and perhaps raised consciousness during the task performance. From the linguistic and psychological point of view, the PTs of this study possibly created more meaningful contexts for the participants through the use of pictures. As Beheydt (1987, p. 63) suggests, when words are embedded in meaningful contexts, "the meanings of words are more easily semanticized," hence leading to great lexical development. In the PPP group, the EFL learners did not have many opportunities to negotiate and manipulate input or output. The practice and production stages just allowed them to produce the target words only in a very restricted manner while the opportunities for the productive use of words were greater in the TBI.

The results of this study support the findings obtained by De La Fuente (2006), who carried out a study on the effects of tasks and PPP instruction on the learning of basic meanings, forms, and morphological aspects of Spanish words in three vocabulary lessons (i.e. one traditional and two task-based). He reported that using tasks was more effective on the long-term vocabulary learning process in the classroom than giving PPP instruction. We can hypothesize that even though immediate retrieval of new words was not hampered in the practice and production stages in the PPP group, probably delayed or long-term retrieval of target words was. The reason is that the exercises in the PPP group did not stimulate the appropriate processes very much to bring the EFL learners to the level of producing the words freely. Despite the above issues about the effectiveness of using PTs, we should be a little cautious about the degree of effectiveness of TBI because the *p*-value for the treatment variable, as observed in Table 3, was 0.031, which was not very much below the level of significance. When further analysis was done to see how big the difference between vocabulary mean scores from the PT and PPP groups was, the partial eta squared (i.e. effect size) was found to be 0.14, which was a pretty large effect according to the guidelines given by Pallant (2001, p. 175) and Larson-Hall (2010, p. 119). That is, about 14% of variance in the post-test vocabulary scores was explained by the method of instruction. Given the sample size of the study, it was large enough to take the difference between the PT and PPP groups into account. However, we should avoid making wild claims about the significant role of PTs in L2 vocabulary learning.

According to the results reported in Table 4, the second null hypothesis of this study is not rejected since the *p*-value for the type of task variable was 0.226, indicating no significant difference between the "listen-and-do" and "complete-the-chart" tasks in this study. Thus, it can be assumed that both types of tasks created chances for the vocabulary knowledge building and both were effective, given the participants' age, interest, and level of proficiency. Both PTs provided the participants with opportunities to negotiate the target words and push them to link meaning and form. The above result indicates that the type of task might not be of much concern to L2 teachers, compared with the degree of involvement in tasks. As Kim (2008) argues, when different tasks have the same involvement load, they result in similar degrees of vocabulary learning and retention of new vocabulary. Nonetheless, a definite conclusion should await further research because the types of tasks chosen in this study were understood as nonreciprocal. In such types of tasks, according to Ellis (2003), learners just read or listen to a text in the second

stage of task performance with no or little interactional modified input. If one of the tasks were reciprocal where interaction was a central point during the task performance, the result might be somehow different.

Taken together, the above issues imply that the TBLT lessons can provide more opportunities for negotiation of meaning for EFL learners. Through such lessons, as Skehan (1996) argues, L2 teachers confront the need to engage naturalistic learning processes, and at the same time to allow the pedagogic process to be managed in a systematic manner. Through such tasks as "complete-the-chart" and "listen-and-do," implemented in this study, less proficient L2 learners can develop strategies to better develop knowledge of language components, particularly vocabulary. Thus, L2 teachers and syllabus designers should pay more attention to the task-based approach in establishing more meaning-form connections through opportunities for production of vocabulary during negotiation.

Conclusion

As vocabulary knowledge plays an important role in L2 teaching/learning, activities that facilitate vocabulary learning have gained importance. In light of this view, using tasks, compared with the PPP method of instruction, has recently been highlighted. Therefore, any research on the comparative effects of PTs and PPP instruction on L2 vocabulary, including the one reported here, can lead to important practical insights for both EFL teachers and learners. The findings obtained from the tests of significance in this study have indicated that PTs are more effective than PPP procedure in improving EFL learners' performance on vocabulary tests, possibly due to there being more opportunities for negotiation of meaning and output production as well as long-term retrieval of target words. However, the type of PTs, as narrowly defined in terms of "listen-and-do" and "complete-the-chart" tasks in the present study, might not be so important. Perhaps involvement load in the tasks, which Kim (2008) emphasizes, and design or structure of tasks, along with a more practical classification of task types (e.g., reciprocal vs. nonreciprocal), can be more significant predictors of success in L2 vocabulary learning/teaching. At the very least, the findings of this study imply that TBI is an effective method in teaching/learning L2 vocabulary, and using PTs presents a promising approach to both research and pedagogical perspectives.

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Appendix A
Complete-the-Chart Tasks

(Task 1A: Food Exhibition)
Directions: ***Welcome to the Food Exhibition. There is some information about food around the world. Please first read the following information. Then, complete the menu. The items are provided below:***

Bratwurst	Cabbage	Caesar Salad
Cheeseburger	Hot Dog	Pao Chicken (Kung)
Pasta	Pizza	Pork Szechwan
Potato Salad	Sour Soup	Chicken Soup
Fries	Hot Dog	Golash
Hamburgers…	……..	……..

There are main dishes in this exhibition. If you like Chinese food, you can choose pork Szechwan, Pao chicken (Kung). Besides, Italian style foods are pasta and pizza. Don't forget about German goulash and bratwurst. There is a section where you can find fast foods, such as hamburger, cheeseburger, hot dog, and fries. Moreover, there are special soups like chicken soup and sour soup. There is a special place for salads. You can see cabbage salad, Caesar salad, chicken salad, and German potato salad with different ingredients. Thank you for your attendance in the Food Exhibition.

Now complete the menu below:

No	Main Dishes	Soups	Salads

(Task 2A: Camping Centre)

<u>Directions:</u> Welcome to the Information Centre of Camping. There are important guidelines about going camping. Please first read the following information. Then, complete the menu. The items are provided below:

Backpack	Camp Site	Cassette Player

Cassette Tape	Climbing	Credit Card
Eggs	Fishing	Fruit
Guitar	Sleeping Bag	Snack
Tent	Van	Water
Backpack	Camp Site	Cassette Player
.....	……	…….

What you need is camping equipment for your trip. First, you should have a van to go to the campsite. Second, you should have a tent that is made of the best materials. Third, you need a backpack and a sleeping bag. Don't forget about your credit card. Besides, there should be different types of foods and drinks during the trip. Snack is one of the best. Fourth, you should have some fruits, eggs, and water. Finally, there are things like a guitar, a cassette player and tapes to help you have a good time there. Enjoy the rest of your trip by fishing and climbing!

Now complete the menu below:

No	Camping Equipment	Food & Drink	Things to Enjoy

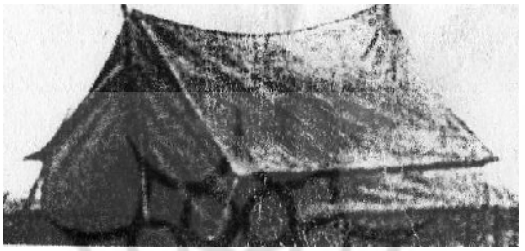
Appendix B
Listen-and-Do Tasks

Task 1B: Restaurants

Directions: ***Please listen to the conversation and list the food items that you can find in the restaurant.***

……..
……..

Task 2B: Camping



Directions: ***Please listen to the conversation and list the items that you need for camping.***

…….
…….

Appendix C
PPP Instruction

Exercise 1C: Food

Presentation

Bratwurst	×	×	×
Cabbage Salad			×
Caesar Salad			×
Cheeseburger			×
Chicken Soup			
Fries			
Goulash	×	×	×
Hamburger			

Hot Dog	×
Pao Chicken	× × ×
Pasta	
Pizza	×
Pork Szechwan	× ×
Potato Salad	× ×
Sour Soup	×× × ×
……..	……

Practice

Activity # 1: ***Repeat the words.***

Activity # 2: ***Use 5 sentences that include 5 of the words given in Exercise 1C.***

Model Examples:

1. I have pizza.
2. I have a hot dog.
3. I have sour soup.
4. I have pasta.
5. I have potato salad.

Activity # 3: ***Practice with a classmate. Ask 5 questions that include 5 of the words learned today. Then, your classmate will ask you 5 questions, too.***

Model Examples:

1. A: Which one of them is a main dish?
   B: The pasta is a main dish.
2. A: Which one of them is a salad?
   B: The potato salad is a salad.
3. A: Which one is a kind of soup?
   B: The chicken soup is a kind of soup.

Production

Directions: Please fill in the blanks with one of the choices below.

cheeseburger	pizza	sour soup	hamburger

pork Szechwan	goulash	bratwurst	……..…

1. I suggest you to try …… in this Italian style restaurant.
2. The main dish with meat and vegetable in this restaurant is German ……. .
3. He prefers sauce with his meat food, so he orders ……. .
4. She likes a lot of cheese in his ……. .
5. Chinese like to eat hot food like …… in this place.
6. I prefer vinegar in my appetizer. In fact, I like ……. .
7. She doesn't like vegetable salad. She likes ……. .
8. Her parents order special ……. with pop.

Directions: ***Please match each of the following sentences with the corresponding item on the left.***

9. It is not a vegetable salad.	a) pasta
10. It is a kind of Italian food.	b) fries
11. It is used as a vegetable salad.	c) hot dog
12. It is made of potatoes.	d) pao chicken
13. It is a kind of fast food.	e) chicken salad
14. It has just one kind of vegetable.	f) Caesar salad
15. It is a kind of Chinese food.	g) cabbage salad
16. ….	h)….

Exercise 2C: Camping

Presentation

Backpack			×	
Campsite			×××	
Cassette Player			×	
Cassette Tape			×	
Climbing		×		×
Credit Card			×	
Scrambled eggs	××		××	
Fishing				

Fruit	
Guitar	
Sleeping Bag	×
Snack	××××××
Tent	
Van	××××
Mineral water	×
……	…..…

Practice

Activity # 1: ***Repeat the words.***

Activity # 2: ***Use 5 sentences that include 5 of the words given in Exercise 2.***

Model Examples:

1. I have a backpack.
2. I have a credit card.
3. I have a guitar.
4. I have a van.
5. I have a sleeping bag

Activity # 3: ***Practice with a classmate. Ask 5 questions that include 5 of the words learned today. Then, your classmate will ask you 5 questions, too.***

Model Examples:

1. A: Which one of them is a piece of camping equipment?
   B: A tent is a piece of camping equipment.
2. A: Which one of them is a kind of food?
   B: Snack is a kind of food.
3. A: Which one of them is an activity?
   B: Fishing is an activity.
4. …

Production

Directions: Please fill in the blanks with one of the choices below.

cassette player	water	guitar	climbing
sleeping bags	fishing	eggs	……

1. There are some scrambled …… in the refrigerator.
2. She plays the …… on Sundays.
3. This is a recordable …… near the desk.
4. The teams go …… once in a month.
5. All the members in the camp should use the …… at night.
6. We order orange juice, ……., and lemonade.
7. These restaurants serve fresh …… with their meal.
8. We enjoy …… near the river.

Directions: ***Please match each of the following sentences with the corresponding item on the left.***

1. It s a kind of bag.	a) camp site
2. It is a piece of camping equipment.	b) van
3. It is a fast food.	c) cassette tape
4. It is a place for camping.	d) backpack
5. It is a kind of car.	e) credit card
6. It is used in the cassette player.	f) tent
7. It is used for taking money.	g) snack