The Effectiveness of Consciousness-Raising Tasks in Teaching and Learning Phrases and Clauses of L2 Learners at Tertiary Level

Peangduen Panarook[*]

Research Article

Abstract

Keywords

This study aimed to investigate the effectiveness of *Consciousness-Raising* (CR) tasks in teaching and learning phrases and clauses of L2 learners at tertiary level. The concept of CR refers to the method of teaching grammar-phrases and clauses, which helps students to gain knowledge of specific grammatical features through language data provided and then formulate the grammatical rules by themselves. The participants consisted of two groups of forty-five students who enrolled in a fundamental English structure course. They were divided into two groups according to their section of enrollment. One group of forty-five students was a control group which was taught by the Grammar-Translation Method (GTM). Another group of forty-five students was an experimental group which was taught by CR tasks based on the three techniques of *Reconstruction*, *Classification*, and *Identification*. Both groups were taught by the researcher. A pre-test, a quiz, and a post-test were used to collect data. After the treatment, students in both groups were given a questionnaire adapted from the Attitude/Motivation Test Battery (AMTB) developed by Gardner (1985a) to find out their attitude towards learning phrases and clauses, motivational intensity in terms of affective reactions and work done for classroom assignments, and impression about the phrases and clauses class. The results showed CR tasks had a significant effect in learning phrases and clauses. And also, by answering the questionnaire, students in the experimental group had positive attitude, high motivational intensity, and good impression towards CR tasks. It was hoped that the findings of this study would be useful to teachers of English, especially those who teach English grammar, to find the most suitable ways to teach grammar to Thai students in their classes.

[*] Lecturer, Department of Foreign Languages, Faculty of Humanities, Kasetsart University, e-mail: peangduen.p@ku.ac.th

ประสิทธิภาพของกิจกรรมการกระตุ้นการตระหนักรู้ ในการเรียนและการสอนวลีและอนุประโยคของผู้เรียนภาษาที่ 2 ในระดับอุดมศึกษา

เพียงเดือน พรรณรุกข์*

บทความวิจัย
บทคัดย่อ
คำสำคัญ

คำสำคัญ

กิจกรรมการกระตุ้น
การตระหนักรู้;
การสอนไวยากรณ์;
การสอนภาษาอังกฤษ

งานวิจัยนี้มุ่งศึกษาประสิทธิภาพของกิจกรรมการกระตุ้นการตระหนักรู้ (Consciousness-Raising) หรือที่เรียกสั้นๆ ว่า CR ในการเรียนและการสอนวลีและอนุประโยคของผู้เรียนภาษาที่ 2 ในระดับอุดมศึกษา กิจกรรมการกระตุ้นการตระหนักรู้เป็นวิธีการที่ผู้สอนกระตุ้นการตระหนักรู้และดึงความสนใจของผู้เรียนสู่ตัวไวยากรณ์เป้าหมาย โดยใช้วิธีการทำให้ไวยากรณ์เป้าหมายในบริบทมีความเด่นชัดหรือมีความชัดเจนมากขึ้น เพื่อให้ผู้เรียนสามารถสังเกตเองได้ กลุ่มตัวอย่างในงานวิจัยคือ ผู้เรียนระดับปริญญาตรีที่ลงทะเบียนเรียนในรายวิชาโครงสร้างภาษาอังกฤษเบื้องต้นจำนวน 90 คน โดยแบ่งเป็น 2 กลุ่มตามหมู่เรียนที่ผู้เรียนลงทะเบียนเรียน กลุ่ม 1 คือ กลุ่มควบคุม มีผู้เรียนจำนวน 45 คน ใช้วิธีการสอนแบบไวยากรณ์และแปล (Grammar-Translation Method) และกลุ่ม 2 คือ กลุ่มทดลอง มีผู้เรียนจำนวน 45 คน ใช้วิธีการสอนแบบกิจกรรมการกระตุ้นการตระหนักรู้ (Consciousness-Raising) โดยใช้รูปแบบ การเปลี่ยนโครงสร้าง (reconstruction) การจำแนกหมวดหมู่ (classification) และการระบุชนิด (identification) เครื่องมือที่ใช้ในการเก็บข้อมูล ได้แก่ แบบทดสอบก่อนและหลังเรียน แบบทดสอบย่อย และแบบสอบถามที่ปรับใช้จากแบบสอบถามของ Gardner's Attitude/ Motivation Test Battery (AMTB) (1985a) โดยมุ่งศึกษาระดับทัศนคติต่อการเรียนวลีและอนุประโยค ระดับความเข้มของแรงจูงใจเกี่ยวกับการตอบสนองต่อการเรียนวลีและอนุประโยคและการทำงานในชั้นเรียน และระดับความประทับใจต่อชั้นเรียนวลีและอนุประโยค ผลการวิจัยพบว่ากิจกรรมการกระตุ้นการตระหนักรู้ช่วยในการเรียนรู้วลีและอนุประโยค และผู้เรียนมีทัศนคติ แรงจูงใจ และความประทับใจที่ดีต่อกิจกรรมการกระตุ้นการตระหนักรู้ ผู้วิจัยหวังว่าผลการวิจัยนี้จะเป็นประโยชน์สำหรับผู้สอนภาษาอังกฤษในการหาวิธีที่เหมาะสมในการสอนภาษาอังกฤษแก่นักเรียนชาวไทยโดยเฉพาะอย่างยิ่งการสอนไวยากรณ์

* อาจารย์ประจำภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยเกษตรศาสตร์ ติดต่อได้ที่: peangduen.p@ku.ac.th

1. Introduction

Phrases and clauses are always included in most English grammar textbooks as they are considered two important components of English grammar. Phrases and clauses, when added to a sentence, make a sentence more complicated which can be a problem for EFL learners because a lack of knowledge of complicated sentence structure has an impact on students' sentence comprehension. So, it is important to have good knowledge of different types of phrases and clauses.

Learning phrases and clauses has always been a big challenge for Thai students. As indicated by Thep-Ackrapong (2005), relative clause and participial phrase were two of problematic grammar points for Thai students. Moreover, Sojisirikul and Vasuvat (2014) found that the majority of students in their study did not know how to use the noun clause. They also did not know the exact functions of present participle phrase and adjective clause. The study conducted by Chalauisaeng (2015) revealed that students had difficulties in identifying and interpreting subordinate clauses, either noun, adjective or adverb clauses both in forms of completed or deleted types.

In terms of teaching English grammar, teachers have tried their best to use what they thought to be an effective method to teach grammar. In Thailand, the way to teach grammar to Thai students has undergone great changes during recent decades, but it is undeniable that the most popular method to teach grammar in Thailand has been the Grammar-Translation Method (GTM). Basically, for this method, the teacher explains a rule explicitly in the native language and then students practice with activities (Thornbury, 1999, p. 29). Although this method is considered an 'old-fashioned' method and has been replaced by other methods, it still has some advantages, especially for most English classrooms in Thailand which usually have a large number of students, so this method can be suitable because, according to Thornbury (1999), it doesn't consume so much time (p. 30).

In past years, the researcher has also used the GTM in teaching phrases and clauses to students at the tertiary level. Although the GTM can help the students to use grammar rules correctly when doing exercises, they do not understand the meaning and the use of the grammar they have learnt (Iskandar & Heriyawati, 2015). In addition, from the researcher's experience, while studying, a significant number of students were overwhelmed with many worksheets and having to memorize a plethora of rules, so they focused only on passing examinations. Many students looked tired and bored in class. Thus, the researcher wanted to try another appropriate method to teach phrases and clauses.

Therefore, in this study, *consciousness-raising* (CR) tasks were implemented in one of the Fundamental English Structure classrooms with forty-five students at the tertiary level in Kasetsart University, while another group of forty-five students was taught with the GTM. The concept of CR refers to the method to teach grammar-phrases and clauses, in this study-which helps students to gain knowledge of specific grammatical features through language data provided and then formulate the grammatical rules

by themselves. According to Ellis (2002), the aim of this kind of grammar teaching is not to require learners to produce a structure correctly but simply to help them to 'know about it'. For CR tasks processes, first, students were provided with a set of sentences in which the target grammar structure was highlighted to encourage them to notice and think about it. Then students were asked to perform certain tasks by using three techniques, which, in this study, were *Reconstruction*, *Classification*, and *Identification*. Noticing, in step 1, and the outcome of tasks, in step 2, could increase awareness of language which would indirectly contribute to language acquisition. After that, students drew their own conclusions about how the language works, and their conclusion were confirmed by the teacher. Finally, extra assignments were given to students to practice both in class and as homework (Bankier, 2009; Schmidt, 1990; Willis and Willis, 1996).

To conclude, CR tasks help students notice something about the language that they might not notice on their own. Thus, CR tasks in grammar teaching is to make students aware of rules of grammar, which, in this study, were phrases and clauses, from the data provided by the teacher. According to Crivos and Luchini (2012), a grammar CR task implemented in the classroom should be noticeable to help raise students' awareness. Students are also required to think about and describe a grammatical feature by discussing it with other students. Moreover, while the teacher is the source of knowledge in the GTM, the CR task is highly student-centred and the teacher is only a facilitator who provides students opportunities to grasp the language rules by themselves.

Therefore, the researcher believed that the CR method would be an appropriate method in teaching phrases and clauses because it could help students be aware of forms and functions of target phrases and clauses, and they could come up with the rules by themselves after doing the tasks. The CR tasks also allowed cooperative learning and encouraged students to discuss grammatical rules with their classmates. Some studies using this method to teach grammar such as tenses, subject-verb agreement, the verb 'be', and infinitive and gerund have been conducted in countries such as Malaysia, Indonesia, and Iran. The results showed that this method of teaching was quite effective. Thus, the researcher would like to investigate the extent of the effectiveness of CR tasks in teaching students to learn about phrases and clauses at tertiary level at Kasetsart University.

It is notable that gerund phrases, present participial phrases, adjective clauses, and noun clauses were focused on in this study. These phrases and clauses were chosen in this study because, according to the researcher's experience in teaching these phrases and clauses for many years, first, it was difficult for students to differentiate between gerund phrases and present participial phrases in sentences since both start with words ending in -ing. Next, for adjective clauses, relative pronouns functioning as a subject and an object of the adjective clause were always confusing to students, and this could affect the structure of adjective clauses (relative pronoun + verb, or relative pronoun + subject + verb). Finally, noun clauses were also challenging since they have lots of functions in sentences, and after listening to the rules for quite a while, students seemed to lose attention and give up listening. Thus, the researcher wanted to find a way to cope with these problems by implementing CR tasks in teaching them.

227

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

Moreover, as using CR tasks was a new way in teaching phrases and clauses to students, the researcher would like to find out students' attitude and motivation towards learning phrases and clauses through this method and their overall impression about this class. However, the attitude, motivation and impression of the students who studied through GMT should not be ignored. Therefore, after the treatment, a survey of students' attitude towards learning phrases and clauses, motivational intensity, and overall impression of the class was conducted in both classes by using a questionnaire adapted from the Attitude/Motivation Test Battery (AMTB). It was developed by Gardner and was reported to have good reliability and validity (Gardner, 1985b). Gardner created several versions of the Attitude/Motivation Test Battery which varied from form to form depending on the purpose for which it was intended. The original revised version questionnaire for international students studying English contained 104 items and was characterized into (1) Attitudes toward English-speaking people, (2) Interest in foreign languages, (3) Impressions about English course, (4) Attitude towards learning English, (5) Integrative orientation, (6) Instrumental orientation, (7) English use anxiety, (8) Parental encouragement, (9) Motivational intensity, (10) Desire to learn English, and (11) Impressions about English teacher (Gardner, 2004). However, the adapted questionnaire used in this study only focused on the following: 1) attitudes towards learning phrases and clauses through GTM and CR tasks, 2) motivational intensity in terms of affective reactions towards learning phrases and clauses and work done for classroom assignments, and 3) overall impression about the phrases and clauses class.

The research questions are:

1. To what extent does implementing *consciousness-raising* (CR) tasks in teaching and learning phrases and clauses have an impact on students' performance on sentence comprehension?

2. What are students' attitudes towards learning phrases and clauses through GTM, their motivational intensity, and their overall impression of this class?

3. What are students' attitudes towards learning phrases and clauses through the CR method, their motivational intensity, and their overall impression of this class?

2. Literature review

2.1 Phrases and clauses

According to Richards and Schmidt (2002, pp. 74-75), a phrase is "a group of words which form a grammatical unit. A phrase does not contain a finite verb and does not have a subject predicate structure." On the other hand, a clause is "a group of words which form a grammatical unit and which contain a subject and a finite verb. A clause forms a sentence or part of a sentence and often functions as a noun, adjective, or adverb."

2.1.1 Present participial phrase and gerund phrase

A participial phrase functions as an adjective (Sanford, 1979; Gehring, 2014; and Nordquist, 2017, as cited in Al-Momani, 2019). For example:

- The girl *working in the library* is my daughter.
  - A participial phrase *working in the library* functions as an adjective which modifies 'girl'.
- Students *planning to study abroad* will have to take an English test.
  - A participial phrase *planning to study abroad* functions as an adjective which modifies 'students'.

A gerund phrase can function as the subject, direct object, or complement of the sentence (Liu, 2014), For example:

- *Eating too much* can make you ill.
  - A gerund phrase *eating too much* functions as a subject.
- John enjoys *playing sports*.
  - A gerund phrase *playing sports* functions as a direct object.
- My favourite activity at the weekends is *sleeping until noon*.
  - A gerund phrase *sleeping until noon* functions as a complement.

It can be seen from the above examples that both present participial phrase and gerund phrase have the same form. Both phrases start with the –ing form of verb. This can be one of the most confusing parts. Many English learners can face difficulties in distinguishing the difference between both phrases which are usually found in a sentence and paragraph.

2.1.2 Adjective Clause

According to Adulavidhaya (2009), an adjective clause is a subordinate clause used as an adjective which modifies a noun or pronoun. It begins with a relative pronoun such as who, whom, which, that, whose, when, where, or why. Adjective clauses can be classified in terms of their relative pronouns. Based on this classification, there are three functions of adjective clauses.

First, the relative pronouns may function as the subject of the clause.

- The driver *who drove me to the hotel* was friendly.
- Did you see the news about the earthquake *that occurred yesterday*?

Second, the relative pronouns may function as the object of the clause.

- I just read the book *which you gave me*.
- The movie *that we watched last night* was boring.

Last but not least, the relative pronouns may function as the object of the preposition.

- The country *in which I was born* is Thailand.

- The picture *at which she is looking* is beautiful.

However, in this study, only the first two functions of adjective clause were focused because they are frequently used in English textbooks and other English resources that students might have to read to enhance their knowledge. In terms of writing, the confusion of these two functions of adjective clause can affect the structure of adjective clauses when they make a sentence.

2.1.3 Noun clause

Azar (2002) stated that a noun clause is used as a subject or an object of a sentence. Noun clauses can begin with a question word, whether or if, and that. Adulavidhaya (2009) noted that noun clauses have three common functions.

First, a noun clause functions as a subject of a sentence.

- *What she said* was interesting.

- *Where Mike went* is a secret.

Second, a noun clause functions as an object of a sentence.

- We believe *that the project will be successful*.

- Lisa said *that she was too young to get married*.

Last but not least, a noun clause functions as an adjective complement.

- I'm happy *that you enjoy the meal*.

- We're surprised *that they have become good friends*.

In addition, Tambunsaribu (2019) and Zulyanputri & Mahdi (2020) mentioned that a noun clause can also function as a complement.

- The thing I like about him is *that he has a good manner*.

- The problem is *that how we can tell him*.

The functions of noun clauses are difficult to students as noted by Sojisirikul and Vasuvat (2014) as they did not know how to use the noun clause.

Therefore, because of the mentioned problems, the researcher would like to implement the CR tasks in teaching the above phrases and clauses.

2.2 The Grammar-Translation Method (GTM) and Consciousness-Raising tasks (CR)

Richards and Schmidt (2002, p. 231) defined the grammar-translation method as "a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities." A typical lesson consists of the presentation of a grammatical rule, a study of lists of vocabulary, and a translation exercise. Some characteristics of GTM pointed out by Celce-Murcia (2001) are that classes are taught in the native language of the students with little use of the target language, focus is on grammatical parsing, and a typical exercise is to translate sentences from the target language into the native language. Moreover, the principles of the GTM which were summed up by Larsen-Freeman and Anderson (2011) are 1) the ability to communicate in the target language is not a goal of language instruction, 2) the primary skills to be developed are reading and writing with little attention to speaking and listening, and almost none to pronunciation, 3) students being able to learn about the grammar or form of the target language is important, 4) deductive application of an explicit grammar rule is a useful pedagogical technique, and 5) it is very important that students get the correct answer, so the teacher is the authority in the classroom.

Although the GTM has been considered old, out-of-date, and boring by many EFL teachers, it is undeniable that it has played an important role in grammar teaching in Thailand for decades, and it is still used in many EFL classrooms. It is generally because this method provides some advantages for English language teaching and learning. According to Thornbury (1999, p. 30), this method can get straight to the point, and can therefore be time-saving. Second, it confirms many students' expectations about classroom learning, especially for those students who have an analytical learning style. Lastly, it allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance. Khan and Mansoor (2016) studied the effectiveness of the GTM in learning English and found that students can satisfactorily understand the meaning of abstract words and complicated sentences. In addition, it is easier for teachers who are not fluent in speaking English to use this method. Moreover, Tassev (2018) pointed out that the GTM is useful for building grammar skills, enhancing vocabulary development as well as improving translation skills.

In Robinson's study, it showed that whether this method is useful depends on students' characteristics. Explicit explanation was especially beneficial to students with good memory as they were able to make use of a rule provided (Robinson, 1995, as cited in Svalberg, 2007). However, Robinson also found out that learning was more likely to occur when learners could explain the rules by themselves rather than when it had been provided as part of the instruction. From this point of view, it can be said that grammar teaching has recently changed from being teachers' tasks in teaching grammar to learners' tasks in learning it. And one of the popular methods in teaching grammar is the *Consciousness-Raising* (CR) method. It is considered an alternative technique which has been widely used instead of GTM for many years.

231

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

The term *Consciousness-Raising* (CR), has been described by some scholars. Schmidt (1990) stated that consciousness is often considered synonymous with awareness which is divided to three level. The first level is *perception* which is not necessarily conscious, and "subliminal perception is possible." The second level is *noticing* or focal awareness. The third level is *understanding*. It involves analyzing something after we notice it, and then comparing it to what we have noticed on other occasions. Schmidt refers to problem solving as an example of this level of consciousness.

Ellis (2002, p. 171) claimed that consciousness-raising facilitates the acquisition of the grammatical knowledge. Ellis also noted that the acquisition of implicit knowledge involves three processes: 1) noticing (the learner becomes conscious of the presence of a linguistic feature in the input, whereas previously she had ignored it), 2) comparing (the learner compares the linguistic feature noticed in the input with her own mental grammar, registering to what extent there is a 'gap' between the input and her grammar), and 3) integrating (the learner integrates a representation of the new linguistic feature into her mental grammar).

However, the term CR was first used by Rutherford and Sharwood-Smith (1985). CR in the acquisition of grammatical structure refers to a "deliberate attempt to draw the learner's attention specifically to the formal properties of the target language". CR is considered as a potential facilitator for the language acquisition. The tasks do not require students to produce the target structure. Instead, the tasks serve the purpose of making students aware of and notice new language. Moreover, Richards and Schmidt (2002, p. 109) defined CR as "in teaching, techniques that encourage learners to pay attention to language form in the belief that an awareness of form will contribute indirectly to language acquisition."

This seems to be in line with Ellis (2002, p. 168) who stated that a consciousness-raising task "involves an attempt to equip the learners with an understanding of a specific grammatical feature – to develop declarative rather than procedural knowledge of it". Ellis also noted that the characteristics of consciousness-raising tasks include 1) isolating a specific feature for focused attention, 2) providing learners with data which illustrate the targeted feature, or supplying learners with an explicit rule which describes or explains the feature, 3) helping learners to use their intellectual effort effectively to understand the target feature, 4) helping learners clarify any misunderstanding of the grammatical structure, and 5) providing learners an opportunity to articulate the grammatical structure rule.

Willis and Willis (1996) indicated that for CR tasks, students are provided with a set of examples from familiar sources to perform tasks by using certain techniques. The outcome of these techniques can demonstrate increased awareness of language. Six main techniques of consciousness-raising tasks are listed here. The first one is *identification*. For this technique, students are asked to search a set of data to identify a particular pattern or usage and the language forms associated with it. Second, *classification* is a technique through which students are required to work with a set of data and sort it according to similarities and differences based on formal or semantic criteria. The third technique is *hypothesis building/checking* through which students are asked to make a generalization about language and check this against more language data. Fourth, the technique called *cross language exploration* encourages students to find

232

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

similarities and differences between patterning in their own language and patterning in English. Next, *reconstruction/deconstruction* is a technique requiring students to manipulate language in ways that reveal underlying patterns. The last technique is *reference training* through which students need to learn to use reference works such as dictionaries or study guides.

Bankier (2009) suggested CR tasks should be used in teaching grammar as 1) CR tasks build implicit and explicit knowledge, 2) CR tasks work for learners with different learning styles and intelligences, 3) CR tasks show grammar in context, 4) CR tasks show authentic language. 5) CR tasks can present a large amount of input, 6) CR tasks encourage cooperative learning, 7) CR tasks are interesting and fun, 8) CR tasks allow students to work without teacher interference, 9) it is easy for learners to prepare their own CR tasks, and 10) skills learnt in CR tasks can be used outside the classroom and applied in any situation.

To conclude, the goal of CR tasks in grammar classroom is not to discuss grammar, but to improve students' grammatical awareness by using certain techniques, so students can have good grammar competence. More importantly, instead of explaining the grammar rules to students, CR tasks can help them notice the grammar rules by themselves. Many teachers nowadays believe that using CR tasks in teaching grammar can enable students to improve knowledge of grammar (Iskandar & Heriyawati, 2015).

Several studies have been conducted to examine the effectiveness of using CR tasks in teaching grammar. The finding showed that CR is effective in helping students make significant progress in their grammatical ability (Fatemipour and Hemmati, 2015; and Yarahmadzehi, Ghalaee and Sani, 2015). Idek, Fong, Sidhu and Hoon (2014) investigated whether the CR techniques, which are Willis and Willis' taxonomy of *classification* and *hypothesis building/ checking*, could promote the learning of the verb "be" in three structures: affirmative, negative, and interrogative. The results of the study from students' pre-test and post-test were compared, and they found that students performed significantly better in the post-test.

2.3 The Attitude/Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (AMTB) was developed to assess learners' non-linguistic aspects such as understanding of other communities, desire to continue studying a language, or interest in learning other languages (Gardner, 1985b). It consisted of a series of Likert-scale items and was originally used to measure the effects of attitudes and motivation of English-speaking Canadian primary and secondary school students who were studying French as a foreign language. However, it has been widely revised to many forms. As it was reported to have good reliability and validity, AMTB has been widely adapted and used for motivation and attitudes questionnaires in various studies regarding attitude and motivation in learning ESL/EFL (Ghazvini and Khajehpoura, 2011; Prayoga and Suryasa, 2020; Sayadian and Lashkarian, 2010; Suryasa, Prayoga and Werdistira, 2017; and Wimolmas, 2013).

3. Research methodology

3.1 Research context

The participants in this study were two groups of forty-five students at tertiary level who took the *Fundamental English Structure* course. Students were divided into two groups according to their section of enrollment. They were second-year, third-year, and fourth-year students from various faculties in Kasetsart University. All of them had passed Foundation English III, which is required for every KU student. One group of forty-five students was a control group while another group of forty-five students was an experimental group. Both groups were taught by the researcher.

The course "*Fundamental English Structure*" was used to conduct this study. The objective of this course is for students to analyze and synthesize not only particular constructions, but also any sentences of the same level of complexity. The textbook used in this course was *Fundamental English Structure* (1st ed.) by Panarook P. (2019). Students in this course studied various phrases and clauses; however, this study mainly focused only on gerund phrases, present participial phrases, adjective clauses, and noun clauses which were taught in the first half of the course. The course duration was forty-five hours in one semester. A teaching period for each task took three hours for both the control and the experimental groups. Students in the experimental group were given separate worksheets for each task of the target phrases and clauses.

3.2 Research treatment

3.2.1 The experimental group

CR tasks were implemented in the experimental group. The CR tasks were designed based on Willis and Willis' taxonomy of *Reconstruction*, *Classification*, and *Identification*. To illustrate how CR tasks were carried out, the four steps of the CR task of *relative pronouns functioning as a subject and object of adjective clause* adapted from Willis and Willis' taxonomy of *Reconstruction*, the CR task of *present participial phrases* and *gerund phrases* adapted from Willis and Willis' taxonomy of *Classification*, and the CR task of *noun clauses* adapted from Willis and Willis' taxonomy of *Identification*, as shown in Figure 1, are given here. The example worksheets for students can be seen in Figures 2, 3, and 4, respectively.

Step 1

Task 1: The target structures, which were adjective clauses in which relative pronouns were functioning as a subject and an object, were highlighted in different colors. By doing this, students could notice the differences of the two structures and functions of the adjective clauses.

Task 2: The target structures, which were present participial phrases and gerund phrases, were underlined and assigned to their own category.

Task 3: The target structures, which were noun clauses functioning differently in each sentence, were underlined.

For the first step of the three tasks, students should be provided with language data illustrating the target features which would encourage them to notice those features of the language (Crivos & Luchini, 2012; Ellis 2002; Willis and Willis, 1996).

Step 2

Task 1: Students were asked to rewrite part of a sentence by using the data from the sentences in step 1. Doing this can help students identify the different functions of relative pronouns. For rewriting part of a sentence, the Willis and Willis' taxonomy of *Reconstruction* was used. Students were required to manipulate language in ways which reveal underlying patterns (Willis and Willis, 1996).

Task 2: Students were asked to complete the sentences to distinguish the differences between two phrases. By contrasting the two phrases, the Willis and Willis' taxonomy of *Classification* was used. According to Willis and Willis (1996), for *Classification*, students are required to work with a set of data and sort it according to similarities and differences based on formal criteria. This seems to be in accordance with what Ellis (2002) pointed out about one of the characteristics of consciousness-raising tasks: there is an attempt to isolate a specific linguistic feature for focused attention.

Task 3: Students were asked to identify functions of noun clauses based on the data from the sentences in step 1. Willis and Willis' taxonomy of *Identification* was used. According to Willis and Willis (1996), for *Identification*, students are asked to search a set of data to identify a particular pattern or usage and the language forms associated with it.

Step 3

For all tasks, students were asked to discuss in groups how the target structure worked in the text. They could share assumptions using Thai language. Group work provided students with opportunities to interact with others and to work collaboratively. Then they shared what they found out with the class. The correctness of the students' conclusions was confirmed by the teacher.

Step 4

For all tasks, students were asked to complete another exercise to check whether they understood what they had found out. In addition, to practice what they had found out, students were also given some exercises to do as homework. According to Ur (1988, as cited in Ellis, 2002), the practice stage consists of a series of exercises which gives the learners an opportunity to use the structure thoroughly.
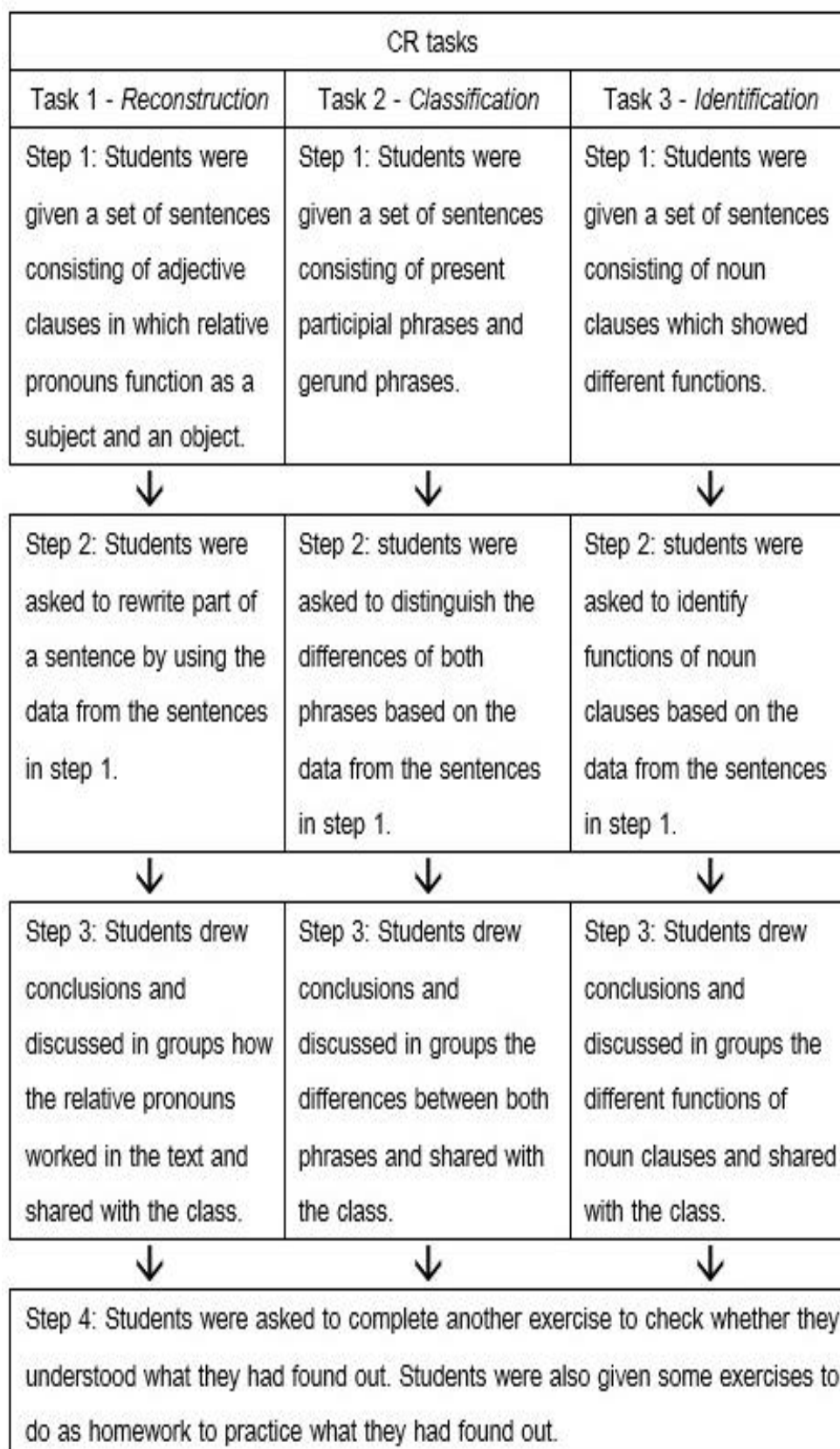
CR tasks		
Task 1 - *Reconstruction*	Task 2 - *Classification*	Task 3 - *Identification*
Step 1: Students were given a set of sentences consisting of adjective clauses in which relative pronouns function as a subject and an object.	Step 1: Students were given a set of sentences consisting of present participial phrases and gerund phrases.	Step 1: Students were given a set of sentences consisting of noun clauses which showed different functions.
↓	↓	↓
Step 2: Students were asked to rewrite part of a sentence by using the data from the sentences in step 1.	Step 2: students were asked to distinguish the differences of both phrases based on the data from the sentences in step 1.	Step 2: students were asked to identify functions of noun clauses based on the data from the sentences in step 1.
↓	↓	↓
Step 3: Students drew conclusions and discussed in groups how the relative pronouns worked in the text and shared with the class.	Step 3: Students drew conclusions and discussed in groups the differences between both phrases and shared with the class.	Step 3: Students drew conclusions and discussed in groups the different functions of noun clauses and shared with the class.
↓	↓	↓
Step 4: Students were asked to complete another exercise to check whether they understood what they had found out. Students were also given some exercises to do as homework to practice what they had found out.		

Figure 1. The four steps of each CR task

236

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

A: Observe the sentences in the table and fill in the blanks using information from the table.

	Adjective clauses			
	Pronoun	Subject	Verb	
1. There is news about the boys	who		are trapped in the cave.	
2. We should take the road	which		bypasses the town.	
3. The theme park	which		was closed last month	will be re-opened soon.
4. She got a high score for her essay	that		was two pages long.	
5. All the 4th year students	who		attended the seminar	were very active.
6. A famous player	(whom)	my son	admires	is sitting next to him.
7. The new plan	(which)	Mr. Kim	announced	seems impossible.
8. The food	(that)	you	brought to the party	was superb.
9. I did not get the fund	(which)	I	asked for	
10. That tall building	(that)	my husband	designed	won 'The Best Design Award'.

*1-5 wh- functioning as the subject of the clause / *6-10 wh- functioning as the object of the clause

*Pronouns in parenthesis can be omitted.

B: Use information from the above sentences to complete the following sentences.

1. _____ are trapped in the cave.	6. My son admires _____.
2. _____ bypasses the town.	7. Mr. Kim announced _____.
3. _____ was closed last month.	8.You brought _____ to the party.
4. _____ was two pages long.	9. I asked for _____.
5. _____ attended the seminar.	10. My husband designed _____.

C: In pairs or in groups, discuss the rules and share with the class.

D: Identify whether the following sentences are correct. If not, correct them.

1. The concert which was held at the Super Arena sold out with 1,000 tickets.

2. People who they joined this virtual show must be his die-hard fans.

3. He bought a small house which it is located in the historic town.

4. My boss whom I really respect is a workaholic.

5. The accident that we saw this morning was unbelievable.

6. The translator who she started working two months ago resigned yesterday.

7. This little poodle which I have raised him since last year is really faithful.

8. My son, who is a teenager, is getting more and more rebellious.

9. The paintings that Mark has in his office are very expensive.

10. My neighbor who he is 80 years old has just come back from a backpacking trip.

Figure 2. The example worksheet of Task 1: Reconstruction

237

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

A: Compare the sentences in these two columns.

A participial phrase	A gerund phrase
1. Moving to a new house, my son is not happy with his bedroom.	1. Moving to a new house can be tiring sometimes.
2. Eating alone in a restaurant, I always take photos of my dishes.	2. I really enjoy eating alone in a restaurant.
3. Travelling on a plane, we should drink a lot of water.	3. Travelling on a plane is quite stressful for me.
4. Women working overtime will be supported by the government.	4. Working overtime is very difficult for parents with young children.
5. The fans throwing bottles onto the field had to leave the stadium.	5. One of the bad behaviours of soccer fans is throwing bottles onto the field.

B: Complete the following sentences using the information from A.

1. Both participial phrases and gerunds phrases start with a _____.

2. A gerund phrase in sentences 1, 3, and 4 can function as a _____ of the sentence.

3. A gerund phrase in sentence 2 can function as a _____ of the sentence.

4. A gerund phrase in sentence 5 can function as a _____ of the sentence.

C: Choose a Participial phrase or a Gerund phrase.

1. A *Participial phrase/Gerund phrase* can be deleted from a sentence. There is still a main clause.

2. A *Participial phrase/Gerund phrase* cannot be deleted from a sentence. If it is deleted, the sentence would not be a complete sentence.

D: In pairs or in groups, discuss the rules and share with the class.

E: Complete the following sentences with an appropriate participial phrase or gerund phrase in the box.

> a. driving under the influence of alcohol   b. hurting other people's feelings
>
> c. travelling without insurance   d. wearing shorts and a blue t-shirt
>
> e. showing a man scolding the airline workers yesterday

1. _____ can lead to harmful situations.

2. The body of an unidentified man _____ was found in the river.

3. A video _____ went viral.

4. _____ is Yoko's typical habit.

5. Mr. Smith is considering _____ as he thinks it's not worth it.

Figure 3. The example worksheet of Task 2: Classification

238

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

A: Observe the sentences below.

1. <u>What you said</u> can hurt many people.	8. We couldn't believe <u>what we saw</u>.
2. I don't know <u>why you are unhappy</u>.	9. <u>What he is doing</u> would make him a millionaire.
3. A woman said <u>that the car hit five people</u>.	10. <u>That she doesn't come</u> does not worry me.
4. It seems <u>that I have made a huge mistake</u>.	11. The difficulty is <u>how we are going to tell her</u>.
5. The problem is <u>that she cannot stop talking</u>.	12. I am positive <u>that I submitted the proposal yesterday</u>.
6. I am glad <u>that you enjoy the meal</u>.	13. Studies have shown <u>that coffee has some benefits</u>.
7. <u>Why he chose to live</u> here surprised me.	14. My boss is confident <u>that the new plan can succeed</u>.
15. My sister isn't sure <u>when she should get married</u>.	

The underlined part in each sentence is a noun clause.

B: complete the following sentences using the information from A.

1. Sentence _____ have a noun clause functioning as a subject of the sentence? (Choose 4 sentences)

2. Sentence _____ have a noun clause functioning as an object of the sentence? (Choose 4 sentences)

3. Sentence _____ have a noun clause functioning as a complement of the sentence? (Choose 3 sentences)

4. Sentence _____ have a noun clause functioning as an adjective complement of the sentence? (Choose 4 sentences)

5. Each noun clause can begin with _____.

6. Complete the structure of a noun clause.

[that / wh-/ whether / if] + [_____] + [_____]

C: In pairs or in groups, discuss the rules and share with the class.

D: Complete the following sentences with an appropriate noun clause in the box.

- that each household must reduce their water usage by 10%
- whether I could speak fluent Chinese
- that everyone must obey the new rules
- that the sauce has always leaked out of a food container
- that getting enough sleep is important for health
- that he didn't pass the test

1. The customers complain _____.

2. The job interviewer asked _____.

3. Experts suggest _____.

4. My boss said _____.

5. The government demands _____.

6. I'm not surprised _____. He never studied.

Figure 4. The example worksheet of Task 3: Identification

3.2.2 The control group

GTM, on the other hand, was taught in the control group. Students were given an in-depth explanation of the rules of the target phrases and clauses with lots of sentences as examples through Thai language. Then students were asked to practice the target structure by doing numerous exercises in the worksheets. This reflects the principle of Larsen-Freeman and Anderson (2011) that students being able to learn about the grammar or form of the target language is important, and deductive application of an explicit grammar rule is a useful pedagogical technique.

The Grammar-Translation Method		
Adjective clauses in which relative pronouns were functioning as a subject and an object	Present participial phrases and gerund phrases.	Noun clauses
Step 1: Students were given an in-depth explanation of the rules of adjective clauses in which relative pronouns function as a subject and an object through Thai language. Some sentences were given as examples.	Step 1: Students were given an in-depth explanation of the different functions of present participial phrases and gerund phrases through Thai language. Some sentences were given as examples.	Step 1: Students were given an in-depth explanation of the different functions of noun clauses through Thai language. Some sentences were given as examples.
↓	↓	↓
Step 2: Students were asked to practice the target structure by doing numerous exercises in the worksheets	Step 2: students were asked to distinguish the target structure. They identified the differences of both phrases.	Step 2: students were asked to identify noun clauses and their function.

Figure 5. The steps of GTM

3.3 Research instruments

1) *The pre-test* was used to collect data from both groups. The test aimed at assessing the students' existing knowledge of phrases and clauses—gerund phrases, present participial phrases, adjective clauses, and noun clauses—used in sentences before learning them. The test, consisting of 20 items with multiple choices, was extracted from a TU-GET Volume 1 book (2013), a TU-GET Volume 2 book (2015), a TOEIC book by Collins (2013), and another TOEIC book from Lougheed (2012). One point was allocated to one item. The items covered all phrases and clauses which were targeted in this study. In order to be establish the content validity of the test, three EFL experts were asked to examine the test, and the Item-Objective Congruence (IOC) was calculated. Then the contents of the test were adjusted according to the experts' advice. The pre-test was given to students of both groups in the first week of the course.

2) *The quiz* of 10 points was given to students of both groups without the students being informed in advance that there was going to be a quiz. The quiz was given right after students studied all phrases and clauses targeted in this study to check whether students could differentiate between types of clauses and phrases. A passage which was taken from a news website was given to students. Five phrases and five clauses in the passage were underlined and students had to identify them. The scores of the quiz of both groups could support the main result of the study. The quiz was not a part of the course assessment. It was only one of the research instruments.

3) *The post-test*, which had the same content as the pre-test, was given to both groups of students after they finished studying all target phrases and clauses, one week after the quiz. Students were not informed in advance that they were going to have a test. The result of the post-test was compared with the result in the pre-test to check to what extent the implementation of CR tasks had an impact on the students. The post-test aimed at assessing the students' knowledge of phrases and clauses—gerunds phrases, present participial phrases, adjective clauses, and noun clauses—used in sentences after learning them. The pre-test and post-test were not a part of the course assessment and were only one of the research instruments. SPSS Version 26.0. Paired t-test was used to compare the means of both pre-test and post-test scores of both groups to determine any difference between the two groups. The Sig. (2-tailed) p-value in the output was used in this study to determine significance at the benchmark level of 0.05. If it is less than 0.05, it indicates that the two groups of students are significantly different. However, if the Sig. (2-tailed) p-value is more than 0.05, it indicates that there is no difference between the two groups of students.

4) *The survey questionnaire* was used to gain data from students in both groups after the treatment—i.e., after the post-test—to find out the degree of three primary concepts: Attitude towards learning phrases and clauses, Motivation intensity, and Impressions about the phrases and clauses class. The questionnaire used in this study was adapted from the Attitude/Motivation Test Battery (AMTB) developed by Gardner (1985a). The questionnaire was composed of two sections. The first section of the

questionnaire was a Likert-type scale. The statements concerned overall attitudes, motivation, and impression about learning phrases and clauses in the GTM and CR classes. The second section of the questionnaire asked students to write their overall opinions towards learning phrases and clauses. In this part, students were able to write the answer in Thai if they wanted to. Before students completed the questionnaire, which was written in English, the researcher explained the statements carefully in Thai to guarantee that the students understood the statements clearly.

4. Findings

4.1 Students' performances from pre-test and post-test

The pre-test consisting of 20 items with multiple choices, 20 points in total, was given to students of both groups before the treatment to analyze the students' performance on sentence comprehension and to find out the homogeneity of both groups.

Table 1

Descriptive statistics of pre-test

GROUP	N	Mean	Std. Deviation	Std. Error Mean
Control	45	10.91	3.423	0.510
Experimental	45	10.13	3.375	0.503

Table 2

Independent Samples Test of the Pre-test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.005	.944	1.085	88	.281	.778	.717
Equal variances not assumed			1.085	87.982	.281	.778	.717

From Table 1, the result of the pre-test between both groups showed that the experimental group had lower mean scores (M = 10.13, SD = 3.375) than the control group (M = 10.91, SD = 3.423). The result of the pre-test was also used to find out whether the two groups were homogenous, as shown in Table 2.

The results from Table 2 showed that the significance (2-tailed) is .281 which means that it is more than the significance level of 0.05. Therefore, the two groups were not significantly different before they were given the treatment. They were homogenous.

After the treatment, in order to answer research question one, which investigated to what extent implementing consciousness-raising tasks in teaching and learning phrases and clauses has an impact on students' performance on sentence comprehension, students in both groups were given the post-test. The results of the post-test are shown below in Tables 3 and 4.

Table 3

Descriptive statistics of post-test

GROUP	N	Mean	Std. Deviation	Std. Error Mean
Control	45	13.69	2.494	0.372
Experimental	45	14.82	2.516	0.372

Table 4

Comparing means of post-test

Levene's Test for Equality of Variances		t-test for Equality of Means					
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	0.036	.849	-2.146	88	.035	-1.133	.528
Equal variances not assumed			-2.146	87.99	.035	-1.133	.528

From Table 3, the result of the post-test between both groups showed that the experimental group had higher mean scores (M = 14.82, SD = 2.516) than those of the control group (M = 13.69, SD = 2.494). When compared with the mean scores of the pre-test from Table 1, it can be clearly seen that implementing consciousness-raising tasks in teaching and learning phrases and clauses has an impact on students' performance on sentence comprehension.

The results from Table 4 showed that the significance (2-tailed) is 0.035 which means that it is lower than the significance level of 0.05. Therefore, the two groups were significantly different after they were given the treatment. It could be said that the students who were taught with consciousness-raising tasks had better achievement in learning phrases and clauses.

To support the main result of the study, the mean scores of the quiz which was given to students in both groups after the treatment were shown in Table 5.

Table 5

Descriptive statistics of the quiz

GROUP	N	Mean	Std. Deviation	Std. Error Mean
Control	45	8.51	1.141	0.170
Experimental	45	9.09	1.505	0.224

Table 6

Comparing means of quiz

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	1.208	.275	-2.053	88	.043	-.578	.281
Equal variances not assumed			-2.053	82.010	.043	-.578	.281

The results from Table 5 showed that the mean scores of the quiz of the experimental group (M = 9.09, SD = 1.505) were higher than the mean scores of the control group (M = 8.51, SD = 1.141). From this, students who were taught with consciousness-raising tasks did better on the quiz. Also, to find out whether there is a significant difference between the two groups regarding their performance, the data, as shown in Table 6, were analyzed.

The results from Table 6 shows that the significance (2-tailed) is 0.043 which means that it is lower than the significance level of 0.05. Therefore, the phrases and clauses performance from the quiz of the two groups was significantly different.

4.2 Students' attitudes towards CR tasks in learning phrases and clauses, motivational intensity, and impressions about phrases and clauses class

In order to answer research questions two and three, a two-part questionnaire was given to students. The first part of the questionnaire included statements concerning three primary concepts: Attitude towards learning phrases and clauses, Motivational intensity in terms of affective reactions towards learning phrases and clauses and work done for classroom assignments, and Impressions about the phrases and clauses class. They were asked to state the extent to which they agreed or disagreed. The results are shown in Tables 7, 8, and 9, respectively.

Table 7

Attitudes towards learning phrases and clauses

Statement	Mean	SD
1. I really enjoy learning phrases and clauses.		
GTM	3.24	1.111
CR	3.69	1.164
2. I love learning phrases and clauses.		
GTM	3.22	1.085
CR	3.62	1.134
3. Phrases and clauses are an important part of grammar.		
GTM	4.02	0.812
CR	4.04	0.952
4. Learning phrases and clauses is not a waste of time.		
GTM	4.00	0.929
CR	4.16	0.852
5. I like spending my time on phrases and clauses rather than other grammar points.		
GTM	3.78	0.974
CR	3.84	1.086

Table 7 clearly shows that, overall, most students from the GTM and CR classes agreed with all statements which could express positive attitude towards learning phrases and clauses. However, when the mean scores of each statement of GTM and CR classes were compared, the mean scores in the GTM class were obviously lower than the mean scores of the CR class.

Table 8

Motivational Intensity

Statement	Mean	SD
1. I am motivated to come to this class.		
GTM	3.58	1.076
CR	3.89	1.071
2. I don't feel bored or tired in class.		
GTM	3.53	1.057
CR	3.60	1.214
3. While in class, I can concentrate well.		
GTM	3.67	1.206
CR	3.87	1.014
4. Doing exercises is useful for me.		
GTM	4.00	0.977
CR	4.04	1.065
5. For tasks or exercises assigned by the teacher, I work very hard and carefully.		
GTM	3.80	0.968
CR	3.73	0.986

According to Table 8, when the mean scores of each statement of the GTM and CR classes were compared, the mean scores in the GTM class in Statements #1, #2, #3, and #4 were lower than the mean scores of the CR class. However, students in the GTM agreed more that they worked very hard and carefully for tasks or exercises assigned by the teacher, as shown in Statement #5 that the mean score was higher in the GTM class than the mean score in the CR class.

Table 9

Impressions about phrases and clauses class

Statement	Mean	SD
1. This class is absorbing.		
GTM	3.64	1.004
CR	3.96	0.878
2. The activities in this class are enjoyable.		
GTM	3.60	1.053
CR	3.87	1.076
3. This class helps me understand complex sentences.		
GTM	4.02	0.839
CR	3.78	0.951
4. This class helps me read English better.		
GTM	3.87	0.919
CR	3.82	0.960
5. This class is my favorite class this semester.		
GTM	3.40	1.176
CR	3.60	1.195

Table 9 shows that students from both classes had a good impression about the phrases and clauses class. However, when comparing the mean scores of both classes, students in the CR class agreed more that this class was absorbing and the activities in this class were enjoyable, as shown in Statements #1 and #2, respectively. However, students in the GTM class agreed more with Statement #3 stating that this class helped them understand complex sentences and with Statement #4 that this class helped them read English better. Students in the CR class agreed more with Statement #5 that this class was their favorite class this semester. In addition, students were free to express their overall opinions about learning phrases and clauses. Table 10 shows some examples of their opinions.

Table 10

Examples of students' overall opinions about learning phrases and clauses

Positive opinions from students in GTM class
1. Phrases and clauses are very difficult, but they are very useful.
2. Understanding phrases and clauses makes me read English better.
3. I like this class. I don't feel too much pressure when studying.
4. I like it when I don't have to present anything in front of the classroom. So, this class is my favorite.
Negative opinions from students in GTM class
1. The teacher sometimes speaks too fast. I can't catch up anything.
2. I am always bored in the class as the lesson is too difficult.
3. I am sleepy in class sometimes.
4. There are too many exercises. I am sometimes lazy to finish all of them.
Positive opinions from students in CR class
1. Unlike previous grammar lessons, the tasks generally make me understand better about phrases and clauses without memorizing too many rules.
2. I feel alert throughout the class. I would have napped a little if I had to listen to the teacher explaining the rules like before all the time.
3. It is a lot easier to understand when discussing with my friends than listening to the teacher all the time.
4. Studying grammar is fun. It had been boring for me before.
Negative opinions from students in CR class
1. I don't like working in pairs and groups. I feel embarrassed if I don't have any opinions.
2. Working in pairs and groups in the classroom in which I don't know anyone personally makes me feel depressed.
3. I am not a talkative person, so I would rather listen to the teacher more than discuss with friends.
4. It is ok if I work in group with my close friends, but I feel scared to work with someone whom I don't know.

5. Discussion

5.1 The effectiveness of consciousness-raising tasks

Regarding the first research question, although the findings showed that students of both the control and experimental groups could do better in the post-test after they were given the treatment as shown in Table 1 and Table 3, learning through the CR tasks was more effective than through the GTM. Students' test scores of both groups were significantly different, as shown in Table 4. The result suggested that CR tasks have the potential to help students improve their knowledge of phrases and clauses without overwhelming them with grammar rules and worksheets. There are some possible factors contributing to this result.

First of all, the CR tasks encouraged students to notice and compare the input, which was example sentences in this study. According to Ellis (2002), the process of noticing and comparing in the tasks contributed to the acquisition of implicit knowledge. Bankier (2009) also mentioned the same thing that when students observed example sentences and concluded the grammar rules by themselves, they could build their own implicit knowledge from making assumptions and seeing examples of forms. Then students could also build their own explicit knowledge from forming rules from the patterns by themselves. This supports the idea of Willis and Willis (1996) who pointed out that the outcome of CR tasks could be increased awareness of language. It was also consistent with what Ellis had observed. That is, what students found out for themselves while solving a grammar problem was better remembered than what they were simply told (Ellis, 2003, as cited in Yarahmadzehi, Ghalaee & Sani, 2015).

In addition, the target phrases and clauses in the example sentences in each task were easily noticed. This is in accordance with what Schmidt (1993) mentioned. He mentioned that consciousness of target language forms as input to the level of noticing is a necessary condition for L2 development.

Another possible factor might be the tasks which had a lot of sentences as examples. All these sentences were taken from online news, articles, or entertainment columns, so they could be fun, motivating, topical, and relate closely to students' interest. This is in accord with what Berardor (2006) said that the Internet was most useful as it was continuously updated and likely to contain topics of interest. Moreover, the grammar points in the sentences were highlighted or underlined, so these examples sentences were noticeable and helpful to the students, and they could facilitate their observation, as stated by Crivos and Luchini (2012).

Last but not least, since CR tasks encouraged cooperative learning, students were active in the class while they were learning a grammar point with their classmates. They did not have to listen to the teacher and memorize excessive grammar rules. Thus, students working without teacher interference might well make students feel more relaxed, which Bankier (2009) identified as one of the factors why CR tasks

248

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

were useful in learning grammar. In addition, Davis (1993) pointed out that the benefit of group discussion in learning achievement, which was done in step three in this study, is that students learn best when they are actively involved in the process. Also, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.

5.2 Students' attitudes towards learning phrases and clauses through the CR and GTM methods, motivational intensity, and overall impression of this class

Regarding the second and third research questions which concern attitudes, motivation and impressions, as seen in Table 7, Table 8, and Table 9, respectively, most students from both classes have positive attitude towards learning phrases and clauses, high motivational intensity in terms of affective reactions and work done for classroom assignments, and good impressions about the phrases and clauses class. However, when comparing GTM and CR classes, it is evident that, overall, students in the CR class have a more positive attitude, higher motivation, and better impressions when compared with students in the GTM class. The main factor could be the prominent characteristic of CR tasks which is encouraging students to work collaboratively by doing various tasks with their peers in order to find grammar rules by themselves. This could prove that this method of teaching has the potential to create a positive attitude of, increase motivation of, and create a good impression on students. First of all, it can be considered that CR tasks were fun and absorbing as students did not have to listen to the teacher explaining too many rules. Students mentioned, as shown in Table 10, that they felt alert throughout the class. They would have napped a little if they had to listen to the teacher explaining the rules like before all the time. They even pointed out that studying grammar was fun. It had been boring before. This could foster a positive attitude and could motivate students to come to class to learn grammar—phrases and clauses in this study—which had always been considered dull and boring by many students, as said by one student. This is in accordance with what Wichadee and Pattanapichet (2018) said, "When students' motivation to learn increases, they are more likely to come to class". This concept is supported by Dörnyei and Ushioda (2011, as cited in Wichadee & Pattanapichet, 2018), who found that motivation is closely related to participation.

Moreover, since the CR tasks encouraged students to work collaboratively, this could be one factor that enhanced students' motivation. Some significant researches have proven that by working collaboratively in small groups, students can increase motivation and improve their attitudes toward learning. Priyantin (2014) noted it is proved that students' attitudes towards language learning can be changed to become positive if teachers apply cooperative learning in class, and therefore, positive attitudes can affect and increase students' motivation. According to Tran (2019), cooperative learning reinforces students' motivation by offering more freedom which is a great motivator for their learning achievement. Moreover, it can enhance students' positive attitude for better learning outcome and knowledge comprehension. This seems to be in line with what the students mentioned, as shown in Table 10, that they liked discussing the lessons with their classmates. They could understand them more easily. They

249

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

pointed out that lessons were a lot easier to understand when discussing with their friends than listening to the teacher all the time.

Despite the fact that, in this study, CR tasks were effective and beneficial, there were also negative comments which should not be ignored. To begin with, some students in the CR class felt uncomfortable to work in groups. They mentioned that they felt embarrassed if they did not have any opinions. They also felt scared and were not confident enough to work with someone whom they did not know. Furthermore, some students preferred working alone or would rather listen to the teacher more than discuss with friends. These can be from the fact that there may be different types of students in a classroom. Students' personalities and their learning styles are also different. And every student's needs should be taken into account, too. Therefore, the way to solve this problem might be that the teacher can combine both GTM and CR tasks, in varying degrees, in the classroom to handle this situation so that certain students would not feel demotivated in learning.

6. Limitations of the study

1) The limitation in this study was that students in the control and experimental group were mixed in terms of their English grammar ability, and there were only a small number of students in each group (45).

2) The results may not be indicative of a wider range of students. Therefore, the study results might not be generalized to all Thai EFL students studying grammar at the tertiary level. However, the results might be beneficial to English grammar teachers to prepare their lessons.

7. Conclusion and recommendations

This study attempts to investigate the effectiveness of consciousness-raising (CR) tasks in teaching phrases and clauses. The findings revealed that students in both the control group (studying through GTM) and the experimental group (studying through CR tasks) showed improvement on phrases and clauses performance; however, students in the experimental group improved to significant levels. Therefore, CR tasks can be a useful pedagogical practice which helps students understand phrases and clauses which are components of long complicated sentences.

Moreover, this method can create positive attitudes in learning phrases and clauses, high motivational intensity in terms of affective reactions and work done for classroom assignments, and good impressions about a phrases and clauses class. Thus, it would be worthwhile for the teachers to apply this method to teach grammar which is always considered boring in the eyes of most students.

250

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

One of the reasons that many students always find grammar boring might be that listening only to a teacher explain grammar and being forced to memorize a long list of rules may be tiresome to students. The result of this study suggests that CR tasks may be efficient and, thus, can be implemented in various grammar lessons when teachers are looking for some alternative methods because from CR tasks, students can learn by themselves with the teacher being only a confirmer or facilitator, become aware of how grammatical features work, and be active in the classroom. Moreover, if the teacher has a well-planned lesson, students will get many benefits from these tasks. However, since students' learning styles vary, as it can be seen from the finding of this study that some students were not comfortable with CR tasks, it is likely that using only one method of teaching for the whole course might not be suitable for some classes. Therefore, the teacher should also investigate to what degree of effectiveness students can respond to the tasks given to them and try to combine different methods for teaching grammar.

8. Recommendation for further study

1) This study investigated the effectiveness of CR tasks in teaching adjective clauses, present participial phrases, gerund phrases, and noun clauses. It is recommended that, in further studies, CR tasks should be implemented in teaching other types of English phrases and clauses such as noun phrase, appositive phrase, past participial phrase, or adverb clause.

2) Only the three techniques - *Reconstruction, Classification*, and *Identification* - were adopted in this study. It is suggested that, in further studies, other techniques of CR which are *hypothesis building/checking, cross language exploration, reference training* should be adopted as well.

References

Adulavidhaya, P. (2009). *Applied English structure* (3rd ed.). Bangkok: Kasetsart University Press.

Al-Momani, M. (2019). A Study on the function of the English participial phrases. *US-China Foreign Language*. *17*(2), 1-6.

Azar, B. Z. (2002). *Understand and using English grammar* (3rd ed.). New York: Pearson Education.

Bankier, J. (2009). *Consciousness-raising activities: What they are and why you should be using them for all levels.* Retrieved August 7, 2020, from http://eslarticle.com/pub/lesson-planning/3301-consciousness-raising-activities-what-they-are-and-why-you-should-be.html.

Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, *6*(2), 60-66.

Celce-Murcia, M. (Ed.) (2001). *Teaching English as a second or foreign Language* (3rd ed.). Boston: USA.

Chalauisaeng, B. (2015). An Analysis of Problems and Behaviors in Identifying Complicated Sentences
in order to Enhance Medical Residents' Reading Comprehension of English Journal Articles.
Journal of Language, Religion and Culture, *4*(2), 192-217.

Crivos, M. B. & Luchini, P. L. (2012). A pedagogical proposal for teaching grammar using consciousness-raising
tasks. *MJAL*, *4*(3), 141-153.

Collins. (2013). *Practice Tests for the TOEIC ® Test*. London: Harper Collins Publishers Limited.

Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass Inc.

Ellis, R. (2002). Grammar Teaching-Practice or Consciousness-Raising?. In J. Richards & W. Renandya (Eds.),
Methodology in Language Teaching: An Anthology of Current Practice (pp. 167-174). Cambridge:
Cambridge University Press.

Fatemipour, H. & Hemmati, S. (2015). Impact of consciousness-raising activities on young English language
learners' grammar performance. *English Language Teaching, 8*(9), 1-10.

Gardner, R. C. (1985a). *The Attitude/Motivation Test Battery: Technical Report (1985).*
Retrieved November 1, 2019, from https://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf.

Gardner, R. C. (1985b). *Social Psychology and Second Language Learning-The Roles of Attitudes
and Motivation*. London: Edward Arnold. Retrieved November 1, 2019, from
https://publish.uwo.ca/~gardner/docs/ SECONDLANGUAGE1985book.pdf.

Gardner, R. C. (2004). Attitude/Motivation Test Battery: International AMTB Research Project.
Retrieved December 5, 2019, from https://publish.uwo.ca/~gardner/docs/ englishamtb.pdf.

Ghazvinia, S. D. & Khajehpoura, M. (2011). Attitudes and motivation in learning English as second language
in high school students. *Procedia Social and Behavioral Sciences*, *15*, 1209-1213.

Idek, S., Fong, L. L., Sidhu, G. K., & Hoon, T. S. (2014). The use of consciousness-raising tasks in promoting
the correct use of the verb "be" among students in vocational colleges. *Theory and Practice in Language
Studies, 4*(9), 1792-1803.

Iskandar, J., & Heriyawati, D. F. (2015). Grammar consciousness-raising activities and their impact on students'
grammatical competence. *Journal of English Education and Linguistics Studies (JEELS)*, *2*(1), 62-77.

Khan, A. B., & Mansoor, H.S. (2016). The effectiveness of grammar translation method in teaching and learning
of English language at intermediate level. *International Journal of Institutional & Industrial Research,
1*(1), 22-25.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching* (3rd ed.). Oxford:
Oxford University Press

Liu, D. (2014). *Describing and explaining grammar and vocabulary in ELT: Key Theories and Effective Practices*.
Oxon: Routledge.

Lougheed, L. (2012). *Longman preparation series for the TOEIC ® test* (5th ed.). Pearson: New York.

Panarook, P. (2019). *Fundamental English Structure*. Bangkok: Kasetsart University Press.

Prayoga, I. G. P. A., & Suryasa, W. (2020). Investigating ESL students' attitude and motivation toward English
learning: The case of national schools in Bali. *Pal Arch's Journal of Archaeology of Egypt / Egyptology*,
17(7), 13090-13097.

Priyantin, T. (2014). Students' attitudes towards cooperative learning in enhancing their motivation to speak.
The 61 TEFLIN International Conference, UNS Solo 2014, 846-849.

252

วารสารมนุษยศาสตร์วิชาการ ปีที่ 29 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2565)
Manutsayasat Wichakan Vol.29 No.2 (July-December 2022)

Richards, J. C., & Schmidt, R. (2002). *Longman: Dictionary of language teaching and applied linguistics*.
    London: Pearson Education Limited.

Rutherford, W., & Sharwood-Smith, M. (1985). Consciousness raising and universal grammar.
    Applied Linguistics, *6*(3), 274-282.

Sayadian, S., & Lashkarian, A. (2010). Investigating attitude and motivation of Iranian University learners toward
    English as a foreign language. *Contemporary Issues in Education Research*, *3*(1), 137-147.

Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied linguistics*, *11*(2),
    129-158.

Schmidt, R. (1993). Awareness and second language acquisition. *Annual review of Applied Linguistics,
    13,* 206-226.

Sojisirikul, P., & Vasuvat, S. (2014). Analysis of sentence structures through translation for a reading task.
    Journal of Studies in the English Language, 9. Retrieved January 5, 2020,
        from https://so04.tci-thaijo.org/index.php/jsel/article/view/25408

Suryasa, W., Prayoga, I. G. P. A., & Werdistira, W. A., (2017). An analysis of students' motivation toward
    English learning as second language among students in Pritchard English Academy (PEACE).
    International Journal of Social Sciences and Humanities (IJSSH), 1(2), 43-50.

Svalberg, A. (2007). Language awareness and language learning. *Language Teaching, 40*, 287-308.

Tambunsaribu, G. (2019). An analysis of noun clause. Retrieved March 12, 2020, from
    https://www.researchgate.net/publication/332874154_An_Analysis_of_Noun_Clause

Tassev, V. V. (2018). A review of the contribution to second language acquisition: a case-study of the grammar
    translation method and the audiolingual method. *Phranakhon Rajabhat Research Journal
    (Humanities and Social Sciences), 14*(2), 425-433.

Thep-Ackrapong, T. (2005). Teaching English in Thailand: An uphill battle. *SWU eJournals System, 27*(1), 51-62.

Thornbury, S. (1999). *How to teach grammar*. Essex: Pearson Education Limited.

Tran, V. D. (2019). Does cooperative learning increase students' motivation in learning?.
    International Journal of Higher Education, *8*(5), 12-20.

TU-GET Volume 1. (2013). Bangkok: Thammasat University Press.

TU-GET Volume 2. (2015). Bangkok: Thammasat University Press.

Wichadee, S., & Pattanapichet, F. (2018). Enhancement of performance and motivation through application of
    digital games in an English language class. *Teaching English with Technology, 18*(1), 77-92.

Willis, D., & Willis, J. (1996). *Consciousness-raising activities*. Retrieved September 9, 2019,
    from http://www.willis-elt.co.uk/articles/.

Wimolmas, R. (2013). *A survey study of motivation in English language learning of first year undergraduate
    students at Sirindhorn International Institute of Technology (SIIT), Thammasat University*.
    Retrieved August 1, 2021, from http://www.litu.tu.ac.th/journal /FLLTCP/Proceeding/904.pdf.

Yarahmadzehi, N., Ghalaee, A. E., & Sani, S. F. K. (2015). The effect of teaching grammar through
    consciousness raising tasks on high school English learners' grammatical proficiency.
    Mediterranean Journal of Social Sciences, *6*(3), 401-413.

Zulyanputri, A. K., & Mahdi, S. (2020). Syntactic function of that-clause as noun clause in stories for rainy days
    novel. *Journal of English Pedagogy and Applied Linguistics, 1*(1), 27-37.