

Teaching Grammar Through Social Networks and its Effect on Students' Writing Accuracy

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Abstract

This study was an attempt to consider the effect of using Telegram application for EFL (English as a Foreign Language) learners' writing accuracy and learning grammar points. Twenty intermediate EFL learners were selected from the vacant language learners in a language institute to participate in this study. The students who achieved the required score on a language proficiency test (the Oxford Placement Test, OPT) were selected as the participants. Pre-test were given before the treatment sessions to control the participants' grammar knowledge and writing accuracy at the beginning of the research. During a term which has sixteen-session course, the teacher presented the instruction on grammar and accuracy in writing to the participants by instant messaging, using above application. At the end of semester, they were given the post-test. Achieved data were analyzed through Paired Samples t-tests to compare the means of the pre-test and the post-test of the learners. It has discovered that writing accuracy of the participant had improved by receiving instruction of grammar points through social network (Telegram App). There was a significant difference in the means of the participants on the pretest and posttest. They performed more effectively on the posttest, which can be attributed to instruction through social networking. The results of the study can be beneficial for language teachers, materials developers and students.

Keywords

CALL, Grammar, Social networking, Telegram app, Writing accuracy.

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Introduction

Technology, in the form of social networks (SNs), has been integrated with communication to challenge the way individuals mix one another (Richardson & Hessey, 2009). Learning colleges have the ability to connect with students through social media networks. These channels can be used to communicate campus news, make announcements and provide students with useful information. This builds engagement between the College and students which help tackle many student issues through the group interactions. E-learning or learning via internet is a by-product of these technologies, which had a pronounced influence on education and as a result language learning. Until recently, SLA studies have not considered learners as social beings (Norton & Toohey, 2003; Palfreyman, 2003). A weighty body of literature has advanced regarding learners individually, concentrating on the strategies they use to acquire language both inside and outside the classroom, with less attention to the context of their learning (Dickinson, 1992; O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Ehrman, 1995; Wenden, 1991).

The concept of social computing has invigorated an interest in peer learning and partnership, concepts that have a longer history within the domain of Computer Supported Collaborative Learning (CSCL). Building a brand through the social networks can help students build a portfolio for their career. The platforms can be used to start sharing work while a student is still in the learning space. This is beneficial to the launch of a student's career it demonstrates the learning process has developed through their social media. IT and globalization revolution claim that learners change not merely the intellectual skills but also the communicative skills to join in this changed societal texture where English as a global language and SNs and mobile applications, among others are in employment by individuals and small groups around the world. Each of these technological inventions brings with it a necessity to master not only the technology but also the novel cultural codes, which it produces. English seems to be mixed in this inventory of basic skills and its role and position in the curriculum is not only that of a 'foreign language'.

Online Learning, Distance Learning and E-Learning are three types of learning environments in addition to formal education due to the new communication technologies. The difference between them is that online learning appears to be linked to the learners through the social media on the Internet, whereas E-learning includes both electronic media used on the campus and off the campus. The content of such educational tools are purposefully fashioned as instructional media, and in many cases, evaluation is required to achieve the course mission. Supposing that purpose is not for education exactly from the start, then how can we imagine learners optimize the use of for example mobile apps as a learning tool? It was supported by Roblyer, McDaniel, Webb, Herman, and Witty (2010) that learners and instructors do not use online instruments (e.g. Facebook) for educational purposes. However, the present study seeks to investigate how such online instruments may help intermediate learners learn English grammar and improve their writing accuracy.

Further investigation is needed due to the following two considerations. First, few studies have been conducted in Iranian context to investigate the effect of mobile applications on learners' performance in learning grammar. Learners in different regions may have different characteristics. More specifically, learners should be taken into consideration for mobile assisted learning. Mobile learning is considered as a major means for informal learning and continuing education; however, it has failed to draw attention of practitioners and researchers (Chen, Yuan, & Zhang, 2010). Mobile phones can act as a facilitating tool for autonomous learning. Second, a preliminary investigation of learners' experience and performance is necessary for future large-scale mobile learning pedagogical application. As an emerging pedagogical application of modern technology, mobile assisted language learning is still facing uncertainties.

In the Iranian educational context where mobile technology is in a rapid growth phase, learners have begun adopting this technology as a technological tool for their daily need to communicate. However, "widespread acceptance and use of new communication technologies" by the Iranian educational community "does not necessarily point to

effectiveness or value in the educational context” (Levy & Kennedy, 2005). The adoption of mobiles as a teaching tool will be a function of “its strengths and limitations both as a technology and as a pedagogical tool, and the social and cultural conditions that surround its use” (ibid). Dias (as cited in Levy & Kennedy, 2005) believes that while some users might perceive any use of mobiles for education as unwanted intrusion in their private space, other specific groups of users might welcome it. These indicate the significance of conducting research on various aspects of a proposed mobile learning module among Iranian learners. The following research question was proposed to investigate the effect of social networking on Iranian intermediate EFL learners’ grammar accuracy.

RQ: Does Telegram channel have any significant effect on EFL learners' writing accuracy?

Literature Review

Social media is often seen as the key driver of communications and marketing. A growing number of schools and teachers are utilizing social media in the classroom to further engage students in the learning process. To promote the knowledge bases of CALL (Computer Assisted Language Learning), it is necessary to reveal the historical background of CALL which ages about half a century. There are several classifications of CALL, each having special views toward CALL typology, phases of CALL and approaches to CALL (Delcloque, 2000; Hardisty & Windeatt, 1989; Jones & Fortescue, 1987; Jung 2005 & Bax 2003; Levy, 1997; Warschauer, 1996; Warschauer & Healey 1998; Warschauer 2000).

Technology and its effect on learning has been long matter of debates. Burston (2006) and Mustafa (2001) claimed that there is not enough evidence to prove the efficacy of technology use in learning. On the contrary, many other researchers (Alessi & Trollip, 2001; Dexter, 2002) argued against such statements and supported the use of technology in developing learning processes. But evidently the accelerating pace of technology integration supports its magnificent role in educational context.

In a typology presented by Kinshuk (2003) and his colleagues, the following properties of mobile devices were presented: a) portability: such devices can be taken to different places due to small size and weight; b) social interactivity: exchanging data and collaboration with other learners is possible through mobile devices; c) context sensitivity: the data on the mobile devices can be gathered and responded uniquely to the current location and time; d) connectivity: mobile devices can be connected to other devices, data collection devices, or a common network by creating a shared network and e) individuality: activities platform can be customized for individual learner.

To have a technology supported learning, m-learning (Mobile Learning) has attracted the attention of second language learning and teaching (Sharples, Taylor & Vavoula, 2005). As Sharples, and Vavoula (2005) stated, the opportunities for learning outside of the classroom and using personal sources for learning are provided through m-learning. Although many students prefer to be in traditional classroom to learn a second language, m-learning has advantages that can be substituted for formal traditional education. For instance, every day activities, sources, and context related to m-learning could be injected into the traditional classrooms to provide m-learning environment (Sharples, 2002).

To check the improvement of students' speaking skills in English, Gromik (2012) conducted a case study in Japan and used cell phone video recordings. In this study, nine participants ranged from 19 to 20 years of age produced a 30- second video in target language through using their cell phones. The results of pretest and posttest revealed the promotion of students' speaking abilities through a cell phone video project, which took 14 weeks. Moreover, students had positive attitudes toward using their cell phones as tools to talk in English, so cell phone video recording was seen as a useful activity not only to improve students writing and reading but also to develop students speaking skills.

In another study, Hsu (2013) used a cross-cultural analysis to investigate the users' perception of MALL. Forty-five international

students participated in this study in which cross cultural analyses were conducted. Three constructs including technological affordance, applicability, and constructivism of MALL were provided in such analyses. Forty five participants were divided into three groups, using a mobile phone with Android operation system to perform certain tasks. Applying a questionnaire, Kruskal-Wallis ANOVA, and Dunnett 3d multiple comparison, the researcher found out there were significant differences based on the mentioned constructs among participants who had different cultural backgrounds.

In an attempt to investigate the Internet sources, Osuna and Meskill (1998) came up with the results that learners who used the Internet sources had positive attitudes toward the use of web for learning and getting familiar with west culture. Such sources were also integrated into the students' foreign language curriculum.

In a study, Ducate and Lomicka (2008) discovered that reading blogs increased students' self-confidence in writing; moreover, it was along with creativity in writing their assignment. Also they commented that blogging were enjoyable activity, because more flexibility was seen in such an activity, and creativity which resulted from blogging help students to improve their blogging capabilities. Many studies carried out to examine the feedback from the Internet forum. Some of feedback from chatting with native speakers on the Internet found as valuable, and it had implication for peer communication too (Ware & O'Dowd, 2008).

Jamieson and Chapelle (2010) carried out a study in order to evaluate computer-assisted language learning (CALL) materials. Through using a survey and case studies, the researchers found out that there was a good internal consistency among the CALL materials. Moreover, CALL materials could offer new methods based on second language learning (ibid). Lan, Sung, and Chang (2007) used tablet PCs to develop mobile peer assisted language learning. In this study, students read a passage to their classmates through using Skype in their tablets, and their peers assessed their pronunciation and highlighted their errors using mobile. Over a short period of time, it was clear that such a strategy could facilitate peer communication and

collaboration to enable students to correct their errors in reading aloud programs.

Method

Participants

The participants of the present study were 20 Iranian male and female EFL learners in a language institute in Tehran, Iran. All of the participants were Persian native speakers in the age range of 16 to 22 years old. The participants were the EFL learners who were selected from the available intermediate EFL learners in the institute. The students who got the band score of OPT (i.e., from 30 to 45) were considered as the intermediate learners and participated in this study.

Instruments

In order to meet the criteria of the present research according to the research questions, two instruments were used. The Oxford Placement Test (OPT), which determined the subjects' proficiency level, was used in order to have homogeneous and intermediate level students. For the present study, only the first part of the Oxford Placement Test (OPT) containing 40 questions was used. The test helped the researcher to make sure if all of the subjects were intermediate level of proficiency. The test was developed by Oxford University Press in 2001, after consultation with many teachers to assess the subject's knowledge of the key language as well as their receptive and productive skills. The second instrument was a teacher-made grammar test as the pretest and posttest to measure the subjects' grammar knowledge. To ensure the validity of the teacher-made grammar test and estimate its internal consistency, the researcher administered the test to some other students at the same level and measured the internal consistency, by implementing Spear Brown Formula and made necessary corrections if needed to prepare an error free test for the research.

In order to ensure stronger reliability of the pre and post-tests, the researcher measured Cronbach Alpha. The reliability indices reported for the instruments are presented in the Table 1. According to the

results, the instruments used in this study had acceptable reliabilities. Regarding validity of the teacher-made tests in the present study, two experts in TEFL confirmed the face and content validity of the test items.

Table1. Cronbach's Alpha Reliability of the Pretest and Posttest

	Pretest	Posttest
Cronbach's Alpha	0.74	0.79

Procedure

First, the participants were selected based on their scores on the OPT (Oxford Placement Test). Then the pretest was administered among the participants. Then during a course of nearly one academic term (16 sessions, each about 60-75 minutes) on a regular basis, the grammatical notions were taught by the researcher to the learners. The participants received the instruction in the cyberspace. That is, the teacher instructed the grammar points on Telegram group social networking. After the instruction and online practice, a picture was uploaded by the researcher. The members were required to write on a prompt related to the picture in about 100 to 150 words (as a meaningful paragraph) within 15 minutes and post it on the groups as images of hand-written texts or typed ones. Finally the posttest was given to the participants. And the data were analyzed through SPSS software and Paired Samples t-test to answer the research question.

Results and Discussion

The collected data were analyzed to answer the proposed research question. The descriptive statistics of the results is provided in table 2. It displays the information about the mean score, standard deviation and minimum and maximum scores.

Table 2. Descriptive Statistics for pretest and posttest results

Tests	N	M	SD	Min	Max
Pre-test	20	7	3.41	5	13
Post-test	20	13	4.19	6	14

The results show that the mean score of the participants had a significant increase in the post-test in comparison with the pre-test.

However, statistical analysis was required to show if the increase was statistically significant or not. A paired t-test was performed on the pretest and posttest scores. Table 3 represents the results of the analysis.

Table 3. Paired Samples Test performed on the results

	Paired Differences					t	df	P (2-tailed)
	M	SD	SEM	95% Confidence Interval of the Difference				
				Lower	Upper			
Post-Test Pre-Test	6.31	1.27	.33	5.55	7.33	19.88	19	.000

The results in the table indicate that there was a significant difference between the pre-test and the post-test of the participants [$t(19) = 19.881, P < 0.05$]. The results show that telegram instruction has a positive effect on the development of writing accuracy among the EFL learners.

The research question asked whether the instant messaging application (Telegram) improves the Iranians intermediate EFL learners' writing accuracy. The aim of this study was to find out the effectiveness of telegram on the EFL learners' writing accuracy. To answer this research question, the results obtained from the pre-test and the post-test of the participants was compared. The results showed that the mean of the students on the post-test was higher than that of the pre-test stage. In other words, the performance of the participants was improved in terms of writing accuracy. Thus, the null hypothesis of this study was rejected and Telegram was shown to have a significant effect on improving the EFL learners' writing accuracy. This can be concluded that using Telegram application (generally SNs) in teaching writing accuracy in Iranian setting was effective. Additionally, using the instant messaging application was interesting for the language learners. As well, the low price of using social networks and their few limitations comparing traditional method of learning, could be other reason for its effectiveness. Two main benefits of using social media in an online classroom would be the sense of community that fosters among students, and the ability for students and professors to share information with each other.

Engaging students outside of school will increase achievement, attendance rates, graduation rates and students will find their learning much more relevant and meaningful.

Findings are in line with Cavus and Ibrahim (2009), who investigated m-Learning and conducted an experiment in using Short Message Service (SMS) to support learning new English language words and reported significant relationship between m-learning and improving writing accuracy. Thornton and Houser (2005), who examined using mobile phones in English education in Japan and reported the significant relationship between M-learning and improving grammar and writing skill of language learners' findings are much with this studies achievements. The results of this research confirm the findings of Osuna and Meskill (1998). They did a research in the field of study and came up with the results that learners who used the Internet sources had positive attitudes toward the use of web for learning and getting familiar with west culture. Likewise, Lan, Sung, and Chang (2007) used tablet PCs to develop mobile peer assisted language learning. In this study, students read a passage to their classmates through using Skype in their tablets, and their peers assessed their pronunciation and highlighted their errors using mobile. Over a short period of time, it was clear that such a strategy could facilitate peer communication and collaboration to enable students to correct their errors in reading aloud programs. Social media has a natural collaborative element. Students critique and comment on each other's assignments, work in teams to create content and can easily access each other, and the teacher with questions. Song (2008) explored the role of SMS in English as Second Language (ESL) vocabulary learning for mobile audiences. The research findings showed significant improvements in the learner performance and in their attitudes towards using SMS in their vocabulary learning. Many schools use SNs to communicate with students and parents, and students use social media to plan events. In class, teachers routinely ask students to power up their cellphones to respond to classroom polls and quizzes.

However, the findings are in contrast with Hayati, Jalilifar, and

Mashhadi (2013), who analyzed using SMS to teach English idioms to EFL students and reported significant relationship of applying M-learning but they did not examine exactly the same variables of the present study and only reported the efficiency of applying SMS. Similar to the previous research, Dansieh (2011) sought to examine the transformative impact of SMS text messaging on student written communication skills. The finding indicated that although mobile phones are handy ICTs for harnessing and disseminating information, they could have their dark side too: the SMS text messaging function could heighten the tendency among students to adopt non-standard uses and contracted forms of English words in their classwork, examinations and research reports especially in an academic environment where English is the L2 of most students. Finally, in contrast to the results of this question, Lu (2008) investigated the effectiveness of vocabulary learning via mobile phone and an insignificant relationship between the variables was reported at the end of the study.

Pedagogical implications and suggestions for further research

Writing skill as stated earlier is very significant for EFL/ESL learners in the process of second /foreign language learning. However, in order to do that, educators and academics must learn the tools/Skills required to do flip teaching using readily available social media tools effectively. The two perspectives, when not aligned, can create very different experiences for both academics and students. Therefore, Iranian EFL teachers should pay special attention to this vital skill in their teaching and develop their learners' ability in writing. Additionally, teachers should act selectively in addressing the language learning problems to meet the needs of language learners in the best way. Therefore, mobile learning is an efficient choice to improve writing accuracy of EFL learners.

This survey indicated that social media could enhance learner's learning experience. The evidence points towards the need for further training research for both the students and trainers.

On the basis of the purpose of the present study, it is suggested that

teachers who teach English within EFL setting should employ telegram instructions as an effective choice to improve writing accuracy of the language learners. Also, to reduce grammatical problems and improve writing accuracy among EFL learners it is suggested to the curriculum developers and material producers to apply telegram instructions.

The following questions are suggested to be pursued in future studies and investigations:

1. What behavioral factors influence the writing accuracy of EFL learners who apply M-learning?
2. What social factors influence the writing accuracy of EFL learners who apply M-learning?
3. What personality factors influence the writing accuracy of EFL learners who apply M-learning?

Some other practical suggestions in the light of our findings are presented which are put forth as follows:

- a) The findings of the current study underline the need for further research concerning the effect of social networking on EFL learners' writing ability. Further research may conduct on other language skills.
- b) Because this study conducted on 20 Iranian intermediate EFL learners, so its results cannot be generalized to all language learners at different levels in various educational contexts. Hence, future research could focus on learners at different levels. In addition, further research may investigate larger sample sizes because the results would be more generalizable.
- c) The future researchers may investigate the effect of telegram instant messaging application strategy on learners' speaking, reading and listening skills or various grammatical patterns.

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Appendixes

Appendix A: Oxford Quick Placement Test.

Part 1

Where can you see these notices?

For **questions 1 to 5**, mark one letter A, B or C on your Answer Sheet.

1.	Please leave your room key at Reception	A. in a shop B. in a hotel C. in a taxi
2.	Foreign money changed here	A. in a library B. in a bank C. in a police station
3.	AFTERNOON SHOW BEGINS AT 2PM	A. outside a theatre B. outside a supermarket C. outside a restaurant
4.	CLOSED FOR HOLIDAYS Lessons start again on the 8th January	A. at a travel agent's B. at a music school C. at a restaurant
5.	A. at a cinema B. in a hotel C. on a camp-site	

Questions 6 – 10

- In this section you must choose the word which best fits each space in the text below.
- For questions 6 to 10, mark one letter A, B or C on your Answer Sheet.

Scotland

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the North Sea on the east. Some people (6) Scotland speak a different language called Gaelic.

There are (7) five million people in Scotland, and Edinburgh is (8) most famous city.

Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are a lot of sheep. A long time ago, there (9) many forests, but now there are only a (10) Scotland is only a small country, but it is quite beautiful.

6.	A. on	B. in	C. at
7.	A. about	B. between	C. among
8.	A. his	B. your	C. its
9.	A. is	B. were	C. was
10.	A. few	B. little	C. lot

Questions 11 – 20

For questions 11 to 20, mark one letter A, B, C or D on your Answer Sheet.

Alice Guy Blaché

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst working for the Gaumont Film Company in the late 1890s. This was a period of great change in the cinema and Alice was the first to use many new inventions, (11) sound and color.

In 1907 Alice (12) to New York where she started her own film company. She was (13) successful, but, when Hollywood became the centre of the film world, the best days of the independent New York film companies were (14) When Alice died in 1968, hardly anybody (15) her name.

11.	A. bringing	B. including	C. containing	D. supporting
12.	A. moved	B. ran	C. entered	D. transported
13.	A. next	B. once	C. immediately	D. recently
14.	A. after	B. down	C. behind	D. over
15.	A. remembered	B. realized	C. reminded	D. repeated

UFOs – do they exist?

UFO is short for 'unidentified flying object'. UFOs are popularly known as flying saucers, (16)that is often the (17)they are reported to be. The (18) "flying saucers" were seen in 1947 by an American pilot, but experts who studied his claim decided it had been a trick of the light.

Even people experienced at watching the sky, (19)as pilots, report seeing UFOs. In 1978 a pilot reported a collection of UFOs off the coast of New Zealand. A television (20)went up with the pilot and filmed the UFOs. Scientists studying this phenomenon later discovered that in this case they were simply lights on boats out fishing.

16.	A. because	B. therefore	C. although	D. so
17.	A. look	B. shape	C. size	D. type
18.	A. last	B. next	C. first	D. oldest
19.	A. like	B. that	C. so	D. such
20.	A. cameraman	B. director	C. actor	D. announcer

Questions 21 – 40

- In this section you must choose the word or phrase which best completes each sentence.
 - For questions 21 to 40, mark one letter A, B, C or D on your Answer Sheet.
21. The teacher encouraged her studentsto an English pen-friend.
- | | |
|-----------------|-------------|
| A. should write | C. wrote |
| B. write | D. to write |
22. They spent a lot of timeat the pictures in the museum.
- | | |
|----------------|---------------|
| A. looking | C. to look |
| B. for looking | D. to looking |

23. Shirley enjoys science lessons, but all her experiments seem towrong.
A. turn C. end
B. come D. go
24.from Michael, all the group arrived on time.
A. Except C. Besides
B. Other D. Apart
25. Sheher neighbor's children for the broken window.
A. accused C. blamed
B. complained D. denied
26. As I had missed the history lesson, my friend wentthe homework with me.
A. by C. over
B. after D. on
27. Whether she's a good actress or not is a of opinion.
A. matter C. point
B. subject D. case
28. The decorated roof of the ancient palace wasup by four thin columns.
A. built C. held
B. carried D. supported
29. Would ityou if we came on Thursday?
A. agree C. like
B. suit D. fit
30. This formbe handed in until the end of the week.
A. doesn't need C. needn't
B. doesn't have D. hasn't got
31. If you make a mistake when you are writing, just it out with your pen.
A. cross C. do
B. clear D. wipe
32. Although our opinions on many things....., we're good friends.
A. differ C. disagree
B. oppose D. divide
33. This product must be eatentwo days of purchase.
A. by C. within
B. before D. under
34. The newspaper report containedimportant information.
A. many C. an
B. another D. a lot of
35. Have you consideredto London?
A. move C. to be moving
B. to move D. moving

36. It can be a good idea for people who lead an active life to increase theirof vitamins.
 A. upturn C. upkeep
 B. input D. intake
37. I thought there was a of jealousy in his reaction to my good fortune.
 A. piece C. shadow
 B. part D. touch
38. Why didn't you that you were feeling ill?
 A. advice C. remark
 B. mention D. tell
39. James was not sure exactly where his best interests
 A. stood C. lay
 B. rested D. centered
40. He's still gettingthe shock of losing his job.
 A. across C. over
 B. by D. through

Part 2

Do not start this part unless told to do so by your test supervisor.

Questions 41 – 50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions 41 to 50, mark one letter A, B, C or D on your Answer Sheet.

The tallest buildings – SKYSCRAPERS

Nowadays, skyscrapers can be found in most major cities of the world. A building which was many (41) high was first called a skyscraper in the United States at the end of the 19th century, and New York has perhaps the (42) Sky's crapes of them all, the Empire State Building. The (43) beneath the streets of New York is rock, (44) enough to take the heaviest load without sinking, and is therefore well-suited to bearing the (45) of tall buildings.

- | | | | |
|-------------------|--------------|---------------|---------------|
| 41. A. stages | B. steps | C. stories | D. levels |
| 42. A. first-rate | B. top-class | C. well-built | D. best-known |
| 43. A. dirt | B. field | C. ground | D. soil |
| 44. A. hard | B. stiff | C. forceful | D. powerful |
| 45. A. weight | B. height | C. size | D. scale |

SCRABBLE

Scrabble is the world's most popular word game. For its origins, we have to go back to the 1930s in the USA, when Alfred Butts, an architect, found himself out of (46)

..... He decided that there was a (47) for a board game based on words and (48) to design one. Eventually he made a (49) from it, in spite of the fact that his original (50) was only three cents a game.

46.	A. earning	B. work	C. income	D. job
47.	A. market	B. purchase	C. commerce	D. sale
48.	A. took up	B. set out	C. made for	D. got round
49.	A. wealth	B. fund	C. cash	D. fortune
50.	A. receipt	B. benefit	C. profit	D. allowance

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
 - For questions 51 to 60, mark one letter A, B, C or D on your Answer Sheet.
51. Roger's manager to make him stay late if he hadn't finished the work.
- | | |
|-------------|---------------|
| A. insisted | C. threatened |
| B. warned | D. announced |
52. By the time he has finished his week's work, John has hardly energy left for the weekend.
- | | |
|---------|---------|
| A. any | C. no |
| B. much | D. same |
53. As the gameto a close, disappointed spectators started to leave.
- | | |
|-----------|---------------|
| A. led | C. approached |
| B. neared | D. drew |
54. I don't rememberthe front door when I left home this morning.
- | | |
|------------|-------------------|
| A. to lock | C. locked |
| B. locking | D. to have locked |
55. Ito other people borrowing my books: they always forget to return them.
- | | |
|-------------|------------|
| A. disagree | C. dislike |
| B. avoid | D. object |
56. Andrew's attempts to get into the swimming team have notwith much success.
- | | |
|---------------|-----------|
| A. associated | C. joined |
| B. concluded | D. met |
57. Although Harry had obviously read the newspaper article carefully, he didn't seem to have..... the main point.
- | | |
|-------------|------------|
| A. grasped | C. clasped |
| B. clutched | D. gripped |
58. A lot of the views put forward in the documentary were open to
- | | |
|------------|-------------|
| A. enquiry | C. question |
| B. query | D. wonder |

59. The new collegefor the needs of students with a variety of learning backgrounds.
A. deals
B. supplies
C. furnishes
D. caters
60. I find the times of English meals very strange – I'm not used dinner at 6pm.
A. to have
B. to having
C. having
D. has

Appendix B: The Pretest

Questions 1-15

In this part complete the questions with required tense and then answer the questions in your own way

1. What's one thing that you..... (love) since you were a child?
.....
2. What is one activity that you.....(achieve) in the past?
.....
3. What is one activity that you.....(achieve) in the future?
.....
4. What's one thing that you..... (love) forever?
.....
5. What is one thing or activity that you(be) interested in for a long time?
.....
6. What.....(be) having for dinner tonight?
.....
7. What.....(be) thinking about doing this weekend?
.....
8.you think that you are a smart person? Why or why not?
.....
9. Describe a time when you.....(be) in hot water in your last holiday
.....
10. Whenthe last time when youlying? and why?
.....
11.daydreaming when the accident happened?
.....
12. What obstacles(do) you face during the school year? Which(do)you overcome?
.....
13. Do you know someone who(have) inspired your classmates?
.....

14. What is something that you(think) you would have done by the age that you are now?
.....

15. What person(make) the most difference in your life? why?
.....

Appendix C: The Post Test

Questions 1-15

In this part complete the questions with required tense and then answer the questions in your own way

1. Describe a time when you.....(be) in hot water in your last holiday
.....

2. Whenthe last time when youlying? and why?
.....

3.daydreaming when the accident happened?
.....

4. What obstacles(do) you face during the school year? Which(do)you overcome?
.....

5. Do you know someone who(have) inspired your classmates?
.....

6. What is something that you(think) you would have done by the age that you are now?
.....

7. What person(make) the most difference in your life? why?
.....

8. What's one thing that you..... (love) since you were a child?
.....

9. What is one activity that you.....(achieve) in the past?
.....

10. What is one activity that you.....(achieve) in the future?
.....

11. What's one thing that you..... (love) forever?
.....

12. What is one thing or activity that you(be) interested in for a long time?
.....

13. What.....(be) having for dinner tonight?
.....

14. What.....(be) thinking about doing this weekend?
.....

15.you think that you are a smart person? Why or why not?
.....