



FIGURE 4.8 A diagram of a pretest-posttest control-group design

It is important to note that this design is prone to the *interactive effect* of the pretest and the experimental treatment. That is, the posttest scores might have increased because of the fact that the participants had taken the same test before in the pretesting stage. It is therefore strongly recommended that two parallel test forms be used. A *Solomon three-group design* aims to address the problems associated with having the same test for the pretest and posttest. In the Solomon three-group design, a treatment group that does not take a pretest is added (Solomon 1949).

As with the posttest-only control-group design, this design can be extended to include more than two treatment groups and more than one posttest (e.g. a delayed posttest). The pretest-posttest control-group design can control rival hypotheses that result from *history* (e.g. a specific event happening during the course of the experiment) and *maturation* (e.g. people growing older and thinking differently on account of it) effects. This is because the changes would occur to both the experiment and control groups in equal measure.

Takimoto (2008) examined the effects of deductive and inductive teaching approaches on the learning of pragmatic competence. The researcher randomly assigned participants into one of the four groups (i.e. three treatment groups [one receiving deductive instruction ($N = 15$), a second receiving inductive instruction with problem-solving task ($N = 15$), and a third receiving inductive instruction with structured input tasks ($N = 15$)], and one control group ($N = 15$) that did not receive any of the three treatments). Each teaching session (which occurred bi-weekly for two weeks) lasted 40 minutes and during the session, the instructor, who was

Experimental Research Methods In Language Learning

Aek Phakiti

R Barnett



Experimental Research Methods In Language Learning Aek Phakiti:

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