

THE UNIVERSITY OF MANITOBA

A COMPARISON OF THE EFFECTIVENESS OF EXPLICIT GRAMMAR
INSTRUCTION AND EXPERIENTIALLY-ORIENTED INSTRUCTION IN
TEACHING THE ENGLISH ARTICLE SYSTEM TO CHINESE ESL STUDENTS

BY

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A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba in
partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

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ABSTRACT

The purpose of this study was to compare the effectiveness of explicit grammar instruction with error correction and experientially-oriented instruction without error correction in teaching the English article system to advanced Chinese ESL students.

A pretest-posttest control group design, involving 24 Cantonese-speaking undergraduate students from Hong Kong, aged 18 to 26 years, was used.

All subjects took a pretest measuring proficiency in article usage. After this, they were assigned to three different groups in a balanced manner.

Group A: Grammar-Correction Treatment Group

Group B: Experiential Treatment Group

Group C: Control Group

The two experimental groups met separately once a week to receive instruction. The control group did not meet to receive any treatment. After five sessions, the three groups took a posttest designed to again measure proficiency in article usage.

On the basis of the findings, the results were as follows.

Explicit grammar instruction with error correction and experientially-oriented instruction without error correction were both significantly effective in teaching the English

article system to Chinese ESL students at the $p=.05$ level within the limitations of the study. In contrast, no significant progress was made by the control group at all on the posttest. Besides, group A did significantly better than group B and group C on the posttest, but group B was not significantly better than group C on the same test.

The findings of this study revealed that these two kinds of instruction are beneficial to ESL students in their written language production as long as the instruction is carefully and systematically planned. Not only do these results concur with those of the studies done by Dole (1984) and Abraham (1985) but they also agree with Johnson's (1982) idea that real communication promotes learning.

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Chapter One

Introduction

Background of the Study

Should grammar be taught in the ESL classroom? Is grammar a stumbling block or a stepping stone for ESL students? These questions have been the subject of much controversy (Krashen, 1982; Larsen-Freeman, 1991). Of course, these questions may not have clear cut answers because they involve a wide range of aspects that need to be looked at individually. For example, how should English grammar be taught in the ESL classroom? Should it be a focus in teaching at all levels?

The present research is designed to add more information about the teaching of grammar in the ESL classroom. The findings of this study are interesting in that they deal with 24 Chinese students whose native language family is totally different from English. For instance, there is no article system or tense-aspect system in the Chinese language as there is in English. This means that, in learning ESL, Chinese students cannot take as much advantage of their native language as those whose native language belongs to the Indo-European language family.

Statement of the Problem

The purpose of this study was to compare the effectiveness of "explicit grammar instruction with error correction" and "experientially-oriented instruction without error correction" in teaching the English article system to advanced ESL students. This was accomplished by comparing the performance on using articles of two experimental groups with that of a control group in their written language production.

The study compared:

- (1) the score obtained by each subject in the grammar-correction treatment group on the pretest with that obtained by the same subject on the posttest.
- (2) the score obtained by each subject in the experiential treatment group on the pretest with that obtained by the same subject on the posttest.
- (3) the score obtained by each subject in the control group on the pretest with that obtained by the same subject on the posttest.
- (4) the scores obtained by the grammar-correction treatment group on the posttest with those obtained by the experiential treatment group on the same test.
- (5) the scores obtained by the grammar-correction treatment group on the posttest with those obtained by the control group on the same test.

- (6) the scores obtained by the experiential treatment group on the posttest with those obtained by the control group on the same test.

Note that the results of the pretest indicated that the three groups were not significantly different from one another with respect to their proficiency in using the English article system.

Significance of the Study

This study is an attempt to provide information to support or refute some of the beliefs about grammar teaching and error correction mentioned in Chapter Two. It may help answer questions such as:

- Is the teaching of grammar beneficial to ESL students in their written language production?
- Can related and consistent explicit error correction change students' language behaviour?
- What are the most effective grammar-teaching techniques in the ESL classroom?

Furthermore, this study may indicate if English article usage can be taught deductively. It may have direct application to the teaching of English grammar aspects, especially those which do not exist in the students' native language. Finally, as this study looked at only one language aspect, the English article system, further research will need to be done in other grammatical points as well as on the teaching strategies that

will facilitate language learning in the ESL classroom.

Summary

This was a pretest-posttest control group design. The purpose of it was to compare the effectiveness of two teaching methodologies in the ESL classroom, the Grammar-Translation Method and the Communicative Approach. Twenty-four Chinese students were in a balanced manner assigned to three different groups after they took a pretest, measuring proficiency in article usage. After 5 sessions of instruction, the posttest was administered to measure students' proficiency in article usage again. Relevant literature is reviewed in Chapter Two. The method of the study is described in Chapter Three. The data are analyzed in Chapter Four. The conclusions are summarized in Chapter Five, where implications for teachers and possibilities for further investigation in the area of grammar teaching are discussed.

Chapter Two

Review of the Literature

The teaching of grammar has been the subject of much controversy. Some researchers (e.g. Hillocks, 1986) argue that grammar teaching is more detrimental than beneficial to students. On the other hand, some researchers (e.g. Abraham, 1985) claim that without appropriate instruction in grammar, students can not reach native speaker accuracy in both writing and speaking. Since both sides have research results to support their views (Smith and Sustakowski 1968; Abraham 1985), more carefully designed research is needed. This section discusses some of the most common beliefs and research findings about the role of grammar teaching and error correction in the ESL classroom.

Advocates of Not Teaching Grammar

Linguists have long recognized that formal grammar provides an inconsistent and inadequate description of how the English language works (Hillocks 1986). Several studies conducted with ESL students examined the effects of teaching traditional school grammar on composition as opposed to the effects of teaching no grammar. White (1965), Gale (1968),

Morgan (1971), Smith and Sustakowski (1968), Kennedy and Larson (1969), Bowden (1979), Sullivan (1969), and Elley et al. (1976), all found no significant differences between these treatments on composition ability except for some gains in syntactic complexity. White (1965) examined the effects of a traditional grammar treatment of parts of speech. Mulcahy (1974) studied the effectiveness of teaching a linguistic grammar. Smith and Sustakowski, who worked with students from 21 schools studying a descriptive grammar, measured their students' sensitivity to phonological, morphological, and syntactic structures. Evaluation in these studies was done with measures of spelling, punctuation, usage, vocabulary, and so forth in the subjects' writing. No significant differences were found.

One of the most striking findings was that of Elley et al. (1976), who found that even after three years of work, the writing of students studying traditional or transformational grammar showed no significant differences in overall quality from that of those studying no grammar at all.

Accordingly, it seems that none of the above studies reviewed for the present investigation provide any support for teaching grammar as a means of improving composition skills. If teachers insist upon instruction in grammar, they cannot defend it as a means of improving the quality and accuracy of writing. It is because perhaps some aspects of grammar are

amenable to direct instruction while others may not be.

In a composition study (Krashen, Butler, Birnbaum, and Robertson, 1978), ESL students were asked to write compositions under two conditions--"free" (students were encouraged to write as much as they could in five minutes) and "edited" (students were encouraged to pay careful attention to grammar and spelling and take as much time as necessary). Given the fact that all the subjects focused primarily on communication in both conditions, the study showed negligible improvement in the edited condition on a number of structures, including the copula, articles, auxiliaries, and irregular past tense. In short, conscious grammar has very limited value in the performance of English as a second language even in a highly monitored situation.

Advocates of No Error Correction

Another core of the criticisms of grammar teaching is error correction. Lightbown (1985) notes that "isolated explicit error correction is usually ineffective in changing language behaviour." Moreover, advocates of communicative teaching argue that explicitly correcting students' errors detracts from language learning, on the grounds that communication, rather than accuracy, is the goal of language teaching, and that the acquisition of language form occurs through a focus on meaning rather than through a focus on form, and that correction produces negative psychological

consequences in the learner (Woods, 1989). Many questions arise. For instance, how do we decide what is an error and what is not? Should we correct things which are grammatically correct but factually or communicatively incorrect? Why do we choose to correct certain aspects of language but leave others uncorrected? All these questions have made the issue more complex and difficult to deal with.

Krashen and Terrell (1983) claim that overt error correction even in the best of circumstances is likely to have a negative effect on students' willingness to try to express themselves. They maintain that direct correction has no effect on second language acquisition. What students need, they insist, is adequate comprehensible input, which will give them the proficiency necessary to turn out accurate and fluent written and spoken language.

Advocates of Teaching Grammar

Having presented some of the critics views of grammar teaching and error correction, let us turn our attention to advocates of grammar teaching and error correction.

First, according to research done by Dole (1984) for the purpose of determining the effectiveness of grammar teaching and error correction in free writing by means of indicating the sources of interlingual errors, the finding was that about 85% of errors found on the pretest by the ESL students were eliminated on the posttest after the treatment, which lasted

two semesters. The researcher focused on five grammar rules in his teaching which he thought could help the subjects write grammatical English without being influenced by their first language usage. Dole decided on these five rules by analyzing the subjects' native language (French). For example, in English an adjective is supposed to be put before the noun that it modifies and not the other way around (a beautiful woman; but not a woman beautiful). The findings of his study showed that these five grammar rules could be taught effectively in a deductive fashion. Explicit grammar teaching and error correction could significantly change students' language behavior in their written language production. The importance of conscious explanations on grammar, he continues, cannot be downgraded in the ESL classroom.

Another study (Abraham, 1985) also supported grammar instruction. The purpose of her study was to discover whether less rule-oriented teaching might prove more beneficial for field-dependent students. In the words of Abraham (1985),

Field independence refers to a consistent mode of approaching the environment in analytical, as opposed to global, terms. It denotes a tendency to articulate figures as discrete from their backgrounds and a facility in differentiating objects from embedding contexts, as opposed to a countertendency to experience events globally in an

undifferentiated fashion. (Abraham, 1985).

A pretest / posttest design was used to compare the effectiveness of two ESL lessons on participle formation for subjects at various points along the field independent/dependent continuum. One lesson, which was intended for field-independent students, was based on a traditional deductive approach; the other, which was intended for field-dependent students, provided no rules but directed attention to many examples of participles in context. A regression analysis showed a significant interaction between field independence and lesson, with field-independent subjects performing better with the deductive lesson and field-dependent subjects better with the example lesson. Examination of individual items on pre- and post-tests provided information that the majority of subjects in both lessons had engaged in step-by-step rule building. The results of this study are consistent with the notion that the teaching of grammar is beneficial to ESL students as long as the instruction is carefully and systematically planned. More importantly, we should consider the fact that deductive methods may be effective for field-independent students while inductive methods may be effective for field-dependent students. These points may have been ignored by those who have argued that grammar is not beneficial to ESL students.

Advocates of Error Correction

Annett (1969) claims that feedback and error correction are essential to students. Let us take tennis as an example. It is intuitively true that a great deal of learning how to serve in tennis comes after any initial guidance the teacher might give, when the learner picks up the ball, serves, and notes the outcome. The sequence of events, in this case, is not **LEARN -> PERFORM**, but **LEARN -> PERFORM -> LEARN** repeating. This sequence implies that feedback used to "plug the holes" during and following performance can potentially contribute to the learning process.

How can errors be eradicated? Annett (1969) points out that to eradicate an error a student will need at least four things. These are:

- (1) The desire or need to eradicate the error.
- (2) An internal representation of what the correct behaviour looks like. The student needs, in other words, the "knowledge" that makes the malformation an error.
- (3) A realization by the student that his/her performance is flawed.
- (4) An opportunity to practice in real conditions.

In order to provide the student with an internal representation of what the authentic language behaviour looks like, Levenston (1987), Cohen (1983) and Allwright et al.

(1984) suggest a technique called "Reformulation". Reformulating language production is different from reconstructing language production in that the former offers information on how a proficient speaker would say or write something while the latter focuses on errors and gives sentences free from gross malformations, but ones which may not remotely resemble sentences a native speaker would produce to express the same content.

Bartlett (1974) highlights the following three points about the realization of flawed performance of the student.

1. It cannot automatically be assumed that the learner will be aware of having made an error. Therefore, some positive action needs to be taken to make him/her aware.
2. Learners need to see for themselves what has gone wrong. The best way is to confront the learner with the mismatch between flawed and model performance.
3. Deductive and inductive explanations are the best ways to give error feedback.

As far as the two opposite views of grammar teaching and error correction are concerned, it is clear that neither side has given convincing answers in response to the questions raised by their counterparts and to the foci of their arguments. Research on the problems discussed is required if the teaching of ESL is to be developed to a new stage.

Additional Comments

In addition to the standpoints held by the advocates mentioned in the above paragraphs, there are some other scholars whose opinions on the issue of grammar teaching and error correction lie somewhere between the two extreme positions.

Eisenstein (1980), for example, points out that no single approach is satisfactory in all teaching situations. Classes should provide various kinds of language learning environments. The teacher, she continues, should take into consideration students' learning strategies and needs before choosing an appropriate teaching methodology for them. Research in educational psychology (Cronbach and Snow, 1977) suggests that there are at least two distinct ways in which people can learn a second language. Some learners have an analytic style and learn best by formulating and testing hypotheses or rules. Other learners have a holistic style and learn best by experiencing relevant data and doing little or no analysis. Young children, for example, tend to be more holistic in their learning style than adults. Hale and Budar (1970) and Dulay and Burt (1973) have found that children learn languages best in a natural environment, through interaction with native speakers. Conscious grammatical explanations have not been shown to have any positive influence on children. In contrast, conscious grammatical

explanations might be important for adult learners. These points must not be ignored in any teaching situation.

As mentioned earlier, when dealing with ESL adult learners, it is suggested that the teacher take into account the culture and previous education experiences of the students. Most of them have been educated in a learning system which is different from that of North Americans. That is to say, they would bring with them a specific idea of how to learn a second language (Eisenstein, 1980).

In Russia, for example, language learning usually involves the conscious statement of grammatical rules (Belyayev, 1964). It is not surprising then that Russian ESL adults experience frustration when confronted with a language learning class in which there are no consciously stated rules (Flynn-Corros)¹. In such a case, conscious grammatical explanations are recommended to some extent.

According to Celce-Murcia (1985), conscious grammatical explanations seem more preferable when students are well-educated adults, learning ESL at an advanced level. Their learning objectives are based on formal or professional written language production. In contrast, when dealing with

¹Flynn-Corros was an ESL teacher at the English Language Institute of Queen's College, New York. She found Russian adult students had difficulty adjusting to English classes which did not provide for consciously stated grammar rules and structure (Belyayev, 1964).

children or pre-literate ESL beginners, whose learning objectives are based on survival communication, focusing on form is probably not beneficial.

In terms of error correction, Celce-Murcia continues, to decide whether it is advisable depends on teachers' correction strategies. Error correction under a strictly-controlled situation by the teacher tends to be less effective. For example, lectures, conscious explanations, and mechanical drills of problematic forms cannot change students' language behavior effectively. On the contrary, peer or self-correction elicited by the teacher is always preferred. For example, carrying out meaningful practice of problematic forms can always bring about satisfactory results.

According to Corder (1973), the function of the ESL teacher is to provide data and examples and where necessary, to offer explanations and descriptions and, more important, verification of the learner's hypotheses about how the target language is formed or functions (i.e. correction). Error correction is not remedial. Like baking powder, it cannot be stirred into the cake after the batter has been poured into pans. Instead, it is essential that it be integrated with teaching and editing processes and play a role in all phases of teaching composition (Frodesen, 1991).

As far as explicit grammatical instruction and error correction are concerned, it is obvious that many ESL

authorities such as Celce-Murcia (1985) have drawn our attention to a somewhat client-centered consideration. Instead of arguing for or against the necessity of grammar teaching and error correction, ESL teachers should seriously consider students' needs and educational experiences in choosing appropriate teaching strategies.

In conclusion, we should pay heed to Titone's remarks on the issue of consciousness raising in the ESL classroom.

The learning of grammar in a second language can be more rapid and easier if it follows acquisition. Grammar learning, especially at a younger age, need not be formal or theoretical, but functional and practical. Certainly, if grammar is to be taught, it cannot be taught the same way to adults as to children.

(Titone, 1969)

His comments seem to be supported by many ESL teachers such as Sharwood Smith (1981), who claims that explicit knowledge may aid acquisition via practice. This account, he continues, does not exclude pure acquisition but it allows for more than what Krashen seems to allow for. There is nevertheless no reason to assume that conscious raising by the teacher and conscious learning by the student cannot be investigated in a systematic way.

The present research attempts to determine the effectiveness of explicit grammar instruction and experientially-oriented instruction in teaching English articles to Chinese-speaking students. Most of them were undergraduate students and learned ESL at an advanced level. This study also attempts to answer some questions raised from the discussion in this chapter. For instance,

- Can conscious grammatical explanations significantly change students' language behavior in their writing?
- Is error correction more detrimental than beneficial to ESL students?
- If grammar is to be taught, what are some of the most effective strategies?

The answers to these questions will be generated from the results of the posttest. Now, let us briefly review some of the literature on the two methodologies to be compared in this study.

Alternative Methodologies

This section discusses some of the major principles, techniques, and rationale of the two methodologies compared in the experiment.

The Grammar-Correction Treatment Group

The Grammar-Translation method was employed in teaching the experimental group A throughout the five sessions of instruction (see Appendix E for lesson plans).

To begin with, this method holds that learning is facilitated through attention to similarities and differences between the target language and the native language (Larsen-Freeman, 1986). Comparisons of forms and meaning between the target and native languages will often be made in the teaching. Besides, deductive application of an explicit grammar rule is a useful pedagogical technique (Larsen-Freeman, 1986). As a result, it is essential that ESL students learn about the form of the target language by memorizing grammar rules and applying them in whatever possible situations. Note that in the learning process, grammar is emphasized. Reading and writing are the primary skills that the students work on. Students should be conscious about the focus of each lesson and know how to apply the knowledge in writing. There is not much attention given to speaking. Most instruction is normally conducted in the students' first language.

There were four main techniques used in teaching the grammar-correction treatment group. First, the teacher provided explicit grammar rules and examples in a deductive and systematic fashion. Exceptions to each rule, if any, were also noted. Once the students understood a rule, they were asked to apply it to some different examples. Second, the teacher explained clearly how the rules govern the use of articles because the method advocates that grammar points

should be committed to memory through concise explanations. Third, in doing the written exercises (see p.26 & appendix C), the subjects could apply their knowledge on target grammar rules. Their memory was then reinforced again. Fourth, the teacher insisted that the students get the correct answers. No faulty language behaviour was allowed to develop during the learning process. It can be seen, then, that the procedures that were used clearly followed the Grammar-Translation method, but it should be noted that most instruction was conducted in English, the students' L2, although this is not customary in grammar-translation teaching.

The Experiential Treatment Group

The Communicative Approach was applied to the teaching in the experiential treatment group (see Appendix F for lesson plans). Let us briefly discuss some of the theories of learning in the light of this approach.

Since the goal of language teaching is to achieve communicative competence (Hymes, 1972), we need activities that involve real communication in which language is used for carrying out meaningful tasks. It is believed that communicatively-oriented activities promote learning (Johnson, 1982). Krashen claims that language learning comes about through using language communicatively, rather than through practising language skills (Krashen, 1982). He also maintains that acquisition is the basic process involved in developing

language proficiency and distinguishes this process from learning (Krashen, 1982). Acquisition refers to the unconscious development of the target language system as a result of using it for real communication. Learning, by contrast, is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. In order for acquirers to progress to the next page in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next page (Krashen and Terrell 1983). Krashen refers to this with the expression " $i + 1$ ", which is meant to denote input that contains structures slightly above the learner's present level.

Based on the theories above, here are some principles and techniques of carrying out the approach in the experiential treatment group. First of all, since language learning is learning to communicate, effective communication was sought and communicative competence was the desired goal. The experimenter saw the target language as a vehicle for communication, not just the object of study. Working with language at the discourse level, the subjects had a choice not only about what to say, but also how to say it. To have true communication take place, information gaps must exist.

Furthermore, the experimenter motivated the subjects to work with the language in pairs or groups by establishing situations for them to express their ideas. It is true that

intrinsic motivation will spring from an interest in what is being communicated by the language.

Besides, errors were tolerated and seen as a natural outcome of the development of communicative competence. Students' success was determined as much by their fluency as it was by their accuracy.

Since the students were encouraged to interact with other people in a meaningful way, they had to learn how to give immediate feedback to the speaker. Working in small groups maximized the amount of communicative practice they received. In so doing, they could develop their abilities in understanding the speaker's intentions.

Moreover, the use of authentic reading materials was considered desirable for students to develop strategies to understand language as it is actually used by native speakers. Therefore, appropriate materials were introduced at the beginning of the instruction, (see p.26 for details). In short, the most essential features in successful communication are information gap, choice, and feedback (Johnson, 1982).

Chapter Three

Method

Introduction

A pretest-posttest control group design was used in this study. The subjects were 24 volunteers from Hong Kong, aged 18 to 26, whose native language was Cantonese, a Chinese dialect. They were undergraduate students in Winnipeg, Canada while the study was being conducted. Since they were all international students, they had to have a TOEFL score of 550 or higher to have been accepted into undergraduate university programs. The similar backgrounds and English proficiency of the subjects may reduce some external threats to the validity of the study.

All the students took the pretest measuring proficiency in article usage in written language production. The number of total errors made by each student on the test became the error score of it. That is, the lower the score, the better the performance. The students were put into three groups in a balanced fashion.

- A: Grammar-correction treatment group
- B: Experiential treatment group
- C: Control group

Error scores obtained by all
the subjects on the pretest Group placement

28	.....	C
31	.....	A
37	.....	B
46	.....	A
46	.....	B
46	.....	C
47	.....	B
50	.....	C
50	.....	A
51	.....	C
52	.....	A
54	.....	B
54	.....	B
54	.....	C
59	.....	A
56	.....	B
60	.....	C
66	.....	A
62	.....	C
62	.....	B
66	.....	A
77	.....	A
98	.....	B
101	.....	C

Note that the difference in number between male and female students in each group was not greater than 1. Besides, the results of the pretest indicated that the three groups were not significantly different from one another with respect to their proficiency in using the English article system. The mean error scores obtained by groups A, B and C on the pretest are 55.9, 56.8, and 56.5, respectively.

KEYS

- A:** A refers to the grammar-correction treatment group that met once a week for 5 weeks to receive the treatment in which grammar instruction and error correction were the focuses.
- B:** B refers to the experiential treatment group that met once a week for 5 weeks to receive the treatment in which reading articles and class discussion were the focuses. There was no grammar instruction or error correction in the treatment.
- C:** C refers to the control group that did not need to meet to receive any treatment at all.
-
- A₁:** the set of scores obtained by the members of group A on the pretest.
- A₂:** the set of scores obtained by the members of group A on the posttest.
- B₁:** the set of scores obtained by the members of group B on the pretest.
- B₂:** the set of scores obtained by the members of group B on the posttest.
- C₁:** the set of scores obtained by the members of group C on the pretest.
- C₂:** the set of scores obtained by the members of group C on the posttest.

HYPOTHESES

1. $A_1 > A_2$: A_2 will obtain a significant decrease in error scores as compared to A_1 .
2. $B_1 > B_2$: B_2 will obtain a significant decrease in error scores as compared to B_1 .
3. $C_1 = C_2$: No significant difference will be obtained between C_1 and C_2 in error scores.
4. $A_2 = B_2$: No significant difference will be obtained between A_2 and B_2 in error scores.
5. $A_2 < C_2$: A_2 will obtain a significant decrease in error scores as compared to C_2 .
6. $B_2 < C_2$: B_2 will obtain a significant decrease in error scores as compared to C_2 .

Instruction MaterialsThe Article System (see Appendix D)

This is a handout designed for group A, the grammar-correction treatment group. Summarized from a number of grammar books such as "A Practical English Grammar (4th edition.)" by Thomson and Martinet (1987), this handout is a collection of grammar rules governing the use of articles. It consists of two main parts: A. Introduction and B. Theoretical Classification and Analysis. In part B, there are four sections: (1) Use of the Definite Article "The"

- (2) Omission of the Definite Article "The"
- (3) Use of the Indefinite Article "A"
- (4) Omission of the Indefinite Article "A"

In each section, there are a number of rules on the use or omission of articles. These rules are presented in a deductive fashion; that is, explanations are followed by examples. Exceptions to the rules, if any, are also given.

Written Exercises I & II (see Appendix C)

These written exercises are designed for group A. Most of them are fill-in-the-blank questions, providing the students with an opportunity to apply their knowledge on article usage. Students were required to fill in the blanks with appropriate articles or an "X" when there is no article required.

Instructional Materials for Group B

These are reading materials, the stimulus for instruction, which were selected for the experiential treatment group. They are composed of five chapters extracted from the book, "Reading In English (2nd edition)", edited by Danielson et al. (1980). The topics of these five chapters are: (1) How to Talk about the World; (2) The Ice Age and the Cauldron; (3) Margaret Mead Answers; (4) How to Tell When Someone Is Saying "No"; (5) The Medical Lessons of History.

These features and short stories were written by twentieth-century American writers, such as Ernest Hemingway and Margaret Mead. Each chapter focuses on the development of cross-cultural perspectives and is divided into two parts: 1. An essay and 2. A look at the ideas. They aim to encourage the reader to give accurate interpretation of and critical

interaction with the ideas of the author. Each essay, therefore, is followed by a number of questions to be discussed.

Teaching Contents

The two experimental groups met separately once a week to receive the treatments. Each session took about one and a half hours. Since the control group needed to take the two tests only, they did not need to meet to receive any instruction. After five sessions, three groups took the posttest at the same time from which conclusions were drawn. Almost all participants in groups A and B also completed a short questionnaire (see Appendix H), which was designed to elicit their opinions about the instruction they had received, the learning materials, and the instructor. Below is a summary of the basic topics on articles covered in the five lesson plans for the grammar-correction treatment group.

Grammar-Correction Treatment Group

Lesson One:

1. Use of the Definite Article "The"

Before things that have specific reference.

(i.e., specifying usage)

e.g. the sun, the moon, ...

Lesson Two:

Before proper nouns, diseases, musical instruments, body parts, superlatives, etc.

e.g. the Atlantic, the flu, the best

Lesson Three:

2. Omission of the Definite Article "The"

Before abstract nouns.

Before names of places / people / pronouns ...

e.g. Beauty is truth.

e.g. Let's go to Polo Park with Peter.

Lesson Four:

3. Use of the Indefinite Article "A/An"

Before countable singular nouns which are not specific for either the speaker or the listener.

Before countable nouns referring to a class of things or people (generic usage)

e.g. A horse is a useful animal.

Lesson Five:

4. Omission of the Indefinite Article "A/An"

Right before plural nouns, uncountable nouns, names of meals, etc.

e.g. I like dogs.

e.g. Chalk is white.

e.g. We have lobsters for dinner.

Basically, the grammar-translation method was employed in this group. Grammar rules were presented and explained deductively. Many examples were given. Students were encouraged to learn these rules by heart and to finish some written exercises in each session. Explicit error correction took place when students committed an error.

Following is a summary of contents covered in the five lesson plans for the experiential treatment group.

Experiential Treatment Group

Lesson One: "How to Talk about the World"

This lesson encouraged the students to share the life style and backgrounds of their families in Hong Kong.

Lesson Two: "The Ice Age and the Cauldron"

This lesson provided information about the problems of pollution and greenhouse effect and invited students to give their opinions on how to solve these problems.

Lesson Three: "Margaret Mead"

The purpose of this lesson was to stimulate the students to discuss the abilities and responsibilities of males and females today.

Lesson Four: "How to Tell When Someone is Saying 'No'"

This lesson aimed to help the students to say "no" in a polite way. Three role plays took place.

Lesson Five: "The Medical Lessons of History"

The objective of this lesson was to encourage the students to share their understanding of the essay and to make comments on the contents.

Generally, the Communicative Approach was applied in this group. That is, the target language was regarded as a vehicle

for communication and not just the object of study. The students were provided with authentic reading materials and encouraged to discuss the contents of them. They talked most of the time in each session. Small group discussion was the main activity throughout the five lessons. The teacher did not correct any grammatical errors but just repeated what was communicatively incorrect.

The experimenter compared all the contents studied by the two groups and found that both of them had exposure to examples of all the article structures tested on the posttest.

Test Instruments

The Pretest (see Appendix A)

There are two sections in the pretest. Section A requires the students to write an essay in about 500 words on the given topic, "Hong Kong". Section B consists of 43 items, covering 105 grammar points, some of which are short paragraphs, and some of which are independent sentences. Students are required to edit these items by inserting, deleting, or changing articles.

For example: "A sun sets in west."

Answer: "The sun sets in the west."

Each raw score (total number of errors in a composition of n words) was converted to an adjusted score (total number of errors the subject might have made on a 500 word composition) calculated on a ratio basis. For example, if a student made five errors in an essay of 250 words, his error

score for Section A would be 10 ($5:250=10:500$). When he made another 50 errors in Section B, his total error score for the whole test would be 60 ($10+50$).

The Posttest (see Appendix B)

The posttest is similar to the pretest in terms of requirement, format, level, and marking scheme. The given topic for Section A is "Canada" while Section B includes 47 items, covering 105 grammar points.

There was no passing grade or maximum error score for either of the tests, since the test score was simply the total number of errors.

These two tests were marked by two Canadian university graduates, who speak English as their first language.

Validity of the Pretest and the Posttest

The content validity of the pretest and posttest was addressed by answering the tests, which covered a wide variety of the areas in which articles can be used. The contents of the tests were based on many grammar books; and a committee of experts in the area of ESL agreed that the test items formed an adequate sample representing the universe of test items on article usage. For example, articles used to modify the following aspects were tested: mass nouns, count nouns, abstract nouns, collective nouns, proper nouns, common nouns, and generic usages.

Furthermore, the two tests also have face validity on the grounds that they, on the face of them, appear to measure

what they claim to measure--proficiency in English article usage.

In addition, the tests are believed to have criterion-related validity. They were piloted with six English-speaking people before the study began. The mean error score of the English-speakers on the pretest was 2 as compared with 56, the mean error score of the same test done by all the subjects in the experimental and control groups. This suggests that the tests can identify students with high proficiency in English article usage.

In terms of construct validity, the two methods tested in this study, the Grammar-Translation method and the Communicative Approach, shared the common goal of helping advanced ESL students to acquire good English grammar in their written language production. These two methods are the constructs in this study based on two different theories.

Given that the objective of the tests was to measure the students' proficiency in English article usage, the construct of "proficiency" was defined such that a lower error score on the test represented a higher proficiency in article usage.

Reliability of the Pretest and the Posttest

First, the pretest and the posttest of the present study were designed to have a high degree of reliability because they consistently measured the same aspects of language behaviour--the subjects' competence in using articles in written language production. Given the fact that these two

tests are very similar in terms of requirement, content, format, and level, they are believed to be equivalent and interchangeable. This was supported by the similarity between the scores on the pre- and post-tests done by the control group. Second, inter-scorer reliability was maintained by using answer keys to section B of the tests. The essays were marked by one of the two Canadian graduates, who speak English as their first language.

The test-retest reliability of the two tests cannot be estimated because each test was administered to the same subjects only once. That is, we cannot estimate their test-retest reliability by correlating the scores obtained on the two testings. Whether they have a stability coefficient or not is still unknown.

Statistical Procedures

There were six kinds of comparison in the experiment. These were:

- (1) $[A_1 - A_2]$ The score obtained by each subject in the grammar-correction treatment group on the pretest was compared with that obtained by the same subject on the posttest.
- (2) $[B_1 - B_2]$ The score obtained by each subject in the experiential treatment group on the pretest was compared with that obtained by the same subject on the posttest.
- (3) $[C_1 - C_2]$ The score obtained by each subject on

the control group on the pretest was compared with that obtained by the same subject on the posttest.

- (4) $[A_2 - B_2]$ The scores obtained by the grammar-correction treatment group on the posttest was compared with those obtained by the experiential treatment group on the same test.
- (5) $[A_2 - C_2]$ The scores obtained by the grammar-correction treatment group on the posttest was compared with those obtained by the control group on the same test.
- (6) $[B_2 - C_2]$ The scores obtained by the experiential treatment group on the posttest was compared with those obtained by the control group on the same test.

Comparison (1) to (3)

To perform the first three types of comparison (1) to (3) above, the Wilcoxon Matched-Pairs Signed-Ranks Test was applied. That is, the score obtained by a subject on the pretest was compared with that obtained by the same subject on the posttest. The reason why the Wilcoxon test was used is that each type of the comparison (1) to (3) employed two related samples and it yielded difference scores which could be ranked in order of absolute magnitude.

Example of the Wilcoxon Matched-Paris Signed-Ranks Test

The following is an example of how this kind of

comparison was performed. Suppose there are 8 subjects in the grammar-correction treatment group.

SUBJECT SET	A_1	A_2	$d=A_1-A_2$	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	83	62	21	7	
2	75	43	32	8	
3	90	75	15	5.5	
4	36	38	-2	-1	1
5	65	50	15	5.5	
6	36	42	-6	-3	3
7	46	36	10	4	
8	75	79	-4	-2	2

$$T = \overline{6}$$

STEP 1: H_0 : There is no difference between A_1 and A_2 .

H_1 : A_1 is greater than A_2 .

This is a one-tailed test.

STEP 2: Let the level of significance $p=.05$ and $n=8$.

(n denotes the number of pairs to be considered.)

STEP 3: We obtain the test statistic by ignoring the sign of the differences for the n pairs of treatments, and we rank the magnitudes from 1 to n . After we do this, we again attach the signs to the resulting ranks and denote the smaller of the sums of the like-signed ranks by T .

STEP 4: The decision rule is: Reject H_0 if $T \leq T_p$, where T_p is a critical value obtained from Table G (see Siegel, 1956. p.254). If we find in Table G that $T \leq T_{0.05}$ with $n=8$ in a one-tailed test, we reject

H_0 ; otherwise we accept H_0 . Here $T_{0.05}=4$.

STEP 5: The test statistic is the sum of the positive signed ranks of the ranks with less frequent sign. That is, $T = 1 + 2 + 3 = 6$.

STEP 6: Compute the test statistic and make the decision. Since $T = 6$, $T_p = 4$, and $T > T_p$, we therefore accept H_0 and conclude that A_2 is not significantly better than A_1 . (The lower the score, the better the performance.)

NOTES: (1) Occasionally the two scores of any pair are equal, $d = 0$. Such pairs are dropped from the analysis. N = the number of matched pairs minus the number of pairs whose $d = 0$. N must be equal to or greater than 8 according to the requirement of the test.

(2) Whenever two or more d 's are of the same size, we assign such tied cases the same rank--the average of the ranks. For instance, three pairs might yield d 's of -4, -4, and +4. Each pair would be assigned the rank of 5, for $(4 + 5 + 6) \div 3 = 5$. then the next d in order would receive the rank of 7, because rank 4, 5, and 6 have already been used. If two pairs had yielded d 's of 2, both would receive the rank of 2.5, and the next largest d would receive the rank of 4.

Comparison (4) to (6)

To perform the comparison (4) to (6), the Kolmogorov-Smirnov Two-Sample test was applied. The reason why this test was chosen is that as compared with the t test, the

Kolmogorov-Smirnov test has high power-efficiency (about 96 per cent) for small samples (Dixon, 1954). Besides, the test seems to be more powerful in all cases than either the χ^2 test or the median test. But it seems that as the sample size increases the power-efficiency would tend to decrease slightly.

The Kolmogorov-Smirnov Two-Sample test can be used as a one-tailed test and a two-tailed test. That is, the one-tailed test is used to decide whether or not the values of the population from which one of the samples was drawn are larger than the values of the population from which the other sample was drawn. In other words, the method is used to test the prediction that the scores of an experimental group will be better than those of the control group. On the other hand, the two-tailed test is sensitive to any kind of difference in the distributions from which the two samples were drawn, such as differences in location (central tendency).

If the two samples have been drawn from the same population distribution, the cumulative distributions of them may be fairly close to each other, despite some random deviations from the population distribution. If the two sample cumulative distributions are significantly different at any point, it is indicated that the samples are from different populations. Accordingly, a large enough deviation between the two sample cumulative distributions is evidence for rejecting H_0 .

Example of the Kolmogorov-Smirnov Two-Sample Test

The following are the five main steps to perform the test. Let us use a hypothetical comparison of a treatment group (A_2) and a control group (C_2) as an example, where both groups contain 15 subjects each.

STEP 1: H_0 : there is no significant difference in the proportion of error scores between A_2 and C_2 .

H_1 : A_2 will obtain a significant decrease in error score as compared to C_2 .

This is a one-tailed test.

STEP 2: Let $p=.05$. $n_1 = n_2 = N$ = the number of subjects in each group = 15.

STEP 3: Table L (see Siegel, 1956. p.278) gives critical values of K_D for $n_1 = n_2$ when n_1 and n_2 are less than 40.

STEP 4: Make a cumulative frequency distribution for each sample, using the same intervals for both distributions. For each interval, we subtract one step function from the other.

For example:

A_2	C_2
20	30
22	38
25	40
30	40
30	45
32	46
35	47
39	50
41	52
41	54
41	59
45	60
51	63
52	64
60	64

Per cent of total errors in the posttest					
	20-25	26-30	31-35	36-40	41-45
$A_2:S_{15}$ (X)	3/15	5/15	7/15	8/15	12/15
$C_2:S_{15}$ (X)	0/15	1/15	1/15	4/15	5/15
Differences	3/15	4/15	6/15	4/15	7/15

(to be continued)

Per cent of total errors in the posttest				
	46-50	51-55	56-60	61-65
$A_2:S_{15}$ (X)	12/15	14/15	15/15	15/15
$C_2:S_{15}$ (X)	8/15	10/15	12/15	15/15
Differences	4/15	4/15	3/15	0

For both A_2 and C_2 , let $S_n(X)$ = the observed cumulative step function, that is, $S_n(X) = K/n$, where K = the number of scores equal to or less than X . For example, for group A_2 , $S_n(35) = S_{15}(35) = 7/15$. Let us denote this function as $S_{n1}(X)$ for group A_2 and $S_{n2}(X)$ for group C_2 . The Kolmogorov-Smirnov two-sample test focuses on

$$D = \text{maximum } [S_{n1}(X) - S_{n2}(X)]$$

for a one-tailed test, and on

$$D = \text{maximum } |S_{n1}(X) - S_{n2}(X)|$$

for a two-tailed test.

STEP 5: Since the largest discrepancy between $S_{n1}(X)$ and $S_{n2}(X)$ is $7/15$, $K_D = 7$, which is the numerator of this largest difference. Reference to Table L (see Siegel, 1956. p.278) reveals that when $N = 15$, a value of $K_D = 7$ is significant at the $p = .05$ level for a one-tailed test. Our decision is to reject H_0 in favour of H_1 . We then conclude that A_2 makes significantly fewer errors than C_2 .

Chapter Four

Results

The primary objective of this study was to determine whether explicit grammar instruction or experientially-oriented instruction is more effective in teaching the English article system to Chinese ESL students.

To achieve this goal, 30 Chinese students were initially assigned to three different groups in a balanced fashion.

Group A: Grammar-Correction Treatment Group

Group B: Experiential Treatment Group

Group C: Control Group

But only 24 of them finished the whole program and took the posttest. Four of the six dropouts said they were too busy to join the program. One student in group B said she did not learn much just by talking to people and decided to drop out after the first lesson. Another one did not give any reason why he withdrew. Therefore, only these 24 subjects counted in the study eventually.

In all, 6 specific research questions were posed. The first three concerned the improvement in proficiency of the three groups over the course of the training period. They were as follows.

- (1) Did group A make significant progress after the treatment?
- (2) Did group B make significant progress after the treatment?
- (3) Did group C make no significant progress on the posttest?

To answer these questions, the following three hypotheses were formulated and tested in the study, using the Wilcoxon Matched-Pairs Signed-Ranks Test (for statistical procedure, see p.33).

Data Analysis

Hypothesis One (For keys of A_1 and A_2 , etc. see p.24)

$A_1 > A_2$: A_2 will obtain a significant decrease in error scores as compared to A_1 .

The results of the pretest (A_1) and the posttest (A_2) done by group A are presented in Table 1.

Table 1
(Group A: Pretest-Posttest Comparison)

SUBJECT SET	A_1	A_2	$d=A_1-A_2$	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	31	20	11	1	
2	46	24	22	3.5	
3	50	31	19	2	
4	52	30	22	3.5	
5	59	29	30	5.5	
6	66	36	30	5.5	
7	66	34	32	7	
8	77	27	50	8	

$$T = 0$$

Based on the decision rule, namely to reject H_0 only if $T \leq T_p$ where T_p is a critical value obtained from Table G (see

Siegel, 1956. p.254), reject H_0 on the grounds that $T=0$ and $T_p=4$. We must conclude that A_2 was significantly better than A_1 . Therefore, a significant decrease in error scores was obtained at the $p=.05$ level.

Hypothesis Two

$B_1 > B_2$: B_2 will obtain a significant decrease in error scores as compared to B_1 .

The results of the pretest (B_1) and the posttest (B_2) done by group B are presented in Table 2.

Table 2
(Group B: Pretest-Posttest Comparison)

SUBJECT SET	B_1	B_2	$d=B_1-B_2$	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	37	33	4	4	
2	46	43	3	3	
3	47	35	12	8	
4	54	56	-2	-2.5	2.5
5	54	49	5	5.5	
6	56	51	5	5.5	
7	62	51	11	7	
8	98	96	2	2.5	

$$T = \overline{2.5}$$

Based on the decision rule, namely to reject H_0 only if $T \leq T_p$ where T_p is a critical value obtained from Table G (see Siegel, 1956. p.254), reject H_0 because $T=2.5$, $T_p=4$, so $T < T_p$. We must conclude that B_2 was significantly better than B_1 . Thus, a significant decrease in error scores was obtained at the $p=.05$ level.

Hypothesis Three

$C_1 = C_2$: No significant difference will be obtained between C_1 and C_2 in error scores.

The results of the pretest (B_1) and the posttest (B_2) done by group C are presented in Table 3.

Table 3
(Group C: Pretest-Posttest Comparison)

SUBJECT SET	C_1	C_2	$d=C_1-C_2$	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	28	29	-1	-1.5	1.5
2	46	55	-9	-5	5
3	50	47	3	3	
4	51	62	-11	-6	6
5	54	37	17	8	
6	60	56	4	4	
7	62	49	13	7	
8	101	100	1	1.5	

$$T = \overline{12.5}$$

Based on the decision rule, namely to reject H_0 only if $T \leq T_p$ where T_p is a critical value obtained from Table G (see Siegel, 1956. p.254), accept H_0 because $T=12.5$, $T_p=4$, so $T > T_p$. We must conclude that C_2 was not significantly better than C_1 . Thus, no significant decrease in error scores was obtained.

A second set of questions posed in the study concerned the relative improvements in performance of the three groups. Those questions were as follows:

- (4) Did group A do significantly better than group B on the posttest?
- (5) Did group A do significantly better than group C on the posttest?
- (6) Did group B do significantly better than group C on the posttest?

To answer these questions, three specific hypotheses were tested as follows, using the Kolmogorov-Smirnov Two-Sample Test (for statistical procedure, see p. 33).

Hypothesis Four

$A_2 = B_2$: No significant difference will be obtained between A_2 and B_2 in error scores.

Table 4 represents the results of the posttest done by group A and group B, respectively.

Table 4
(Groups A & B: Posttest Comparison)

A_2	B_2
20	33
24	35
27	43
29	49
30	51
31	51
34	56
36	96

Per cent of total errors in the posttest					
	18-22	23-27	28-32	33-37	38-42
A ₂ : S ₈ (X)	1/8	3/8	6/8	8/8	8/8
B ₂ : S ₈ (X)	0/0	0/8	0/8	2/8	2/8
Differences	1/8	3/8	6/8	6/8	6/8

(to be continued)

Per cent of total errors in the posttest					
	43-47	48-52	53-57	58-62	
A ₂ : S ₈ (X)	8/8	8/8	8/8	8/8	
B ₂ : S ₈ (X)	3/8	6/8	7/8	7/8	...
Differences	5/8	2/8	1/8	1/8	...

Let $p=.05$. We have $n_1=n_2=8$ =the number of subjects in each group. Since the largest discrepancy between A₂ and B₂ is 6/8, $K_D = 6$, which is the numerator of this largest difference. Reference to Table L (see Siegel, 1956. p.278) reveals that when $N = 8$, a value of $K_D = 6$ was significant at the $p = .05$ level for a two-tailed test. We must therefore reject hypothesis four, and conclude that A₂ made significantly fewer errors than B₂ at the $p=.05$ level.

Hypothesis Five

$A_2 < C_2$: A_2 will obtain a significant decrease in error scores as compared to C_2 .

Table 5 represents the results of the posttest done by group A and group C, respectively.

Table 5

(Groups A & C: Posttest Comparison)

A_2	C_2
20	29
24	37
27	47
29	49
30	55
31	56
34	62
36	100

Per cent of total errors in the posttest					
	18-22	23-27	28-32	33-37	38-42
A_2 : S_8 (X)	1/8	3/8	6/8	8/8	8/8
C_2 : S_8 (X)	0/0	0/8	1/8	2/8	2/8
Differences	1/8	3/8	5/8	6/8	6/8

(to be continued)

Per cent of total errors in the posttest				
	43-47	48-52	53-57	58-62
A_2 : S_8 (X)	8/8	8/8	8/8	8/8
C_2 : S_8 (X)	3/8	4/8	6/8	7/8 ...
Differences	5/8	4/8	2/8	1/8 ...

Let $p=.05$. We have $n_1=n_2=8$ =the number of subjects in each group. Since the largest discrepancy between A_2 and C_2 is $6/8$, $K_D = 6$, which is the numerator of this largest difference. Reference to Table L (see Siegel, 1956. p.278) reveals that when $N = 8$, a value of $K_D = 6$ was significant at the $p = .05$ level for a one-tailed test. We must therefore reject H_0 in favour of hypothesis five, and conclude that A_2 made significantly fewer errors than C_2 at the $p=.05$ level.

Hypothesis Six

$B_2 < C_2$: B_2 will obtain a significant decrease in error scores as compared to C_2 .

Table 6 represents the results of the posttest done by group B and group C, respectively.

Table 6
(Groups B & C: Posttest Comparison)

B_2	C_2
33	29
35	37
43	47
49	49
51	55
51	56
56	62
96	100

Per cent of total errors in the posttest					
	18-22	23-27	28-32	33-37	38-42
B ₂ : S ₈ (X)	0/8	0/8	0/8	2/8	2/8
C ₂ : S ₈ (X)	0/0	0/8	1/8	2/8	2/8
Differences	0/8	0/8	1/8	0/8	0/8

(to be continued)

Per cent of total errors in the posttest					
	43-47	48-52	53-57	58-62	
B ₂ : S ₈ (X)	3/8	6/8	7/8	7/8	...
C ₂ : S ₈ (X)	3/8	4/8	6/8	7/8	...
Differences	0/8	2/8	1/8	0/8	...

Let $p=.05$. We have $n_1=n_2=8$ =the number of subjects in each group. Since the largest discrepancy between B₂ and C₂ is 2/8, $K_D = 2$, which is the numerator of this largest difference. Reference to Table L (see Siegel, 1956. p.278) reveals that when $N = 8$, a value of $K_D = 2$ was not significant. We must therefore reject hypothesis six, and conclude that B₂ did not make significantly fewer errors than C₂.

Similar data analysis is conducted in Appendix G, in which data for the two subsections of the pretest and posttest (composition and paragraph editing) are compared. The reason why this analysis was not included here in Chapter Four is

that additional comparisons increase the likelihood of finding significant differences on the basis of chance and, in effect, lower the alpha level substantially. But the summary of additional comparisons is provided below.

Summary of Additional Comparisons

(For details, see Appendix G.)

For section A alone, the following results were obtained.

Section A (Composition):

$A_1 > A_2$ at $p=.05$; $B_1 > B_2$ at $p=.05$; $C_1 = C_2$;
 $A_2 = B_2$; $A_2 < C_2$ at $p=.05$; $B_2 = C_2$.

For section B alone, the following results were obtained.

Section B (Paragraph Editing):

$A_1 > A_2$ at $p=.05$; $B_1 = B_2$; $C_1 = C_2$;
 $A_2 < B_2$ at $p=.05$; $A_2 < C_2$ at $p=.05$; $B_2 = C_2$.

Chapter Five

Summary, Conclusions, and Implications

The major purpose of this study was to investigate the effectiveness of explicit grammar instruction with error correction as opposed to that of experientially-oriented instruction with no error correction in teaching the English article system to Chinese ESL students. Evaluation of students' knowledge of article usage was based on their written language production.

Summary of Findings of the Whole Test

$A_1 > A_2$ at $p=.05$; $B_1 > B_2$ at $p=.05$; $C_1 = C_2$

$A_2 < B_2$ at $p=.05$; $A_2 < C_2$ at $p=.05$; $B_2 = C_2$

The following hypotheses were formulated and tested.

Hypothesis 1: (For keys of A_1 , A_2 , etc. see p.24)

$A_1 > A_2$: A_2 will obtain a significant decrease in error scores as compared to A_1 .

This hypothesis was accepted.

Hypothesis 2:

$B_1 > B_2$: B_2 will obtain a significant decrease in error scores as compared to B_1 .

This hypothesis was accepted.

Hypothesis 3:

$C_1 = C_2$: No significant difference will be obtained between C_1 and C_2 in error scores.

This hypothesis was accepted.

Hypothesis 4:

$A_2 = B_2$: No significant difference will be obtained between A_2 and B_2 in error scores.

This hypothesis was rejected.

Hypothesis 5:

$A_2 < C_2$: A_2 will obtain a significant decrease in error scores as compared to C_2 .

This hypothesis was accepted.

Hypothesis 6:

$B_2 < C_2$: B_2 will obtain a significant decrease in error scores as compared to C_2 .

This hypothesis was rejected.

According to Table 3 (see p.44), although C_2 was not significantly better than C_1 , C_2 did improve slightly. The mean error score obtained by C_1 is 452 while the mean error score obtained by C_2 is 435. This may account for the fact that although B_2 is significantly better than B_1 , it is not significantly better than C_2 .

One of the possible explanations as to why C_2 did improve on the posttest is that they may have become sensitized to article usage after they took the pretest. The second possible reason might be the fact that they acquired some

knowledge on article usage in their living environments rather than in this program. They just did not have time to acquire enough knowledge to make significant progress on the posttest.

As far as the two sections of the tests are concerned, the findings of this study indicated that the grammar-correction treatment group made significant progress in the sections of composition and paragraph editing both at the $p=.05$ level for a one-tailed test while the experiential treatment group did so only in the section of composition at the $p=.05$ level for a one-tailed test. In contrast, the control group made no significant progress in either of these 2 sections (For details, see p.50 and Appendix G).

In terms of section A, the differences in performance were only found between A_2 and C_2 at the $p=.05$ level for a one-tailed test. For section B, A_2 was significantly better than B_2 and C_2 at the $p=.05$ level for a two-tailed test and at the $p=.05$ level for a one-tailed test, respectively. Besides, no differences in performance were found between B_2 and C_2 in the same section.

Discussion of Findings

The results from the present study indicate that the Grammar-Translation Method is more effective than the Communicative Approach in teaching the English article system to Chinese ESL students in a short-term learning process, where the knowledge acquired is applied to writing tasks. These results concur with those of the study done by Dole

(1984) for the purpose of determining the effectiveness of grammar teaching and error correction in free writing. They also support the findings of Abraham (1985), who suggested that as long as the instruction is carefully and systematically planned, the teaching of grammar is beneficial to ESL students.

Further, the findings of this experiment are also consistent with the notions that it cannot automatically be assumed that the learner will be aware of having made an error; therefore, some positive action needs to be taken to make him/her aware. The best way is to confront the learner by giving him explanations and error feedback (Bartlett, 1974).

This study also provides supportive evidence that learning is facilitated through attention to similarities and differences between the target language and the native language. Deductive application of an explicit grammar rule is a useful pedagogical technique. Related and consistent explicit error correction accompanied by adequate practice opportunities can change students' language behaviour.

In addition, the results of group B, the experientially-oriented group, also agree with Johnson's idea (1982) that real communication promotes learning. Further, they support Krashen's theories (1982) that language learning comes about through using language communicatively and that acquisition is the basic process involved in developing language

proficiency.

In contrast, the results of this study do not corroborate the findings reported by the advocates of not teaching grammar, such as White (1965), Gale (1968), Morgan (1971), and Elley et al.(1976). One possible explanation for the difference in the findings could be the difference in students' attitudes toward learning English grammar. Since all the students who participated in this study were volunteers, they all demonstrated a positive attitude toward learning English grammar in answering a questionnaire (see Appendix H)². They had a desire to eradicate the errors they made and were given many opportunities to practice their previously-learned knowledge during the instruction. These characteristics coincide with Annett's argument (1969) that to eradicate an error, a student will need a desire to eradicate the error, and an opportunity to practise in real conditions.

As for those who took part in the studies done by White (1965), Elley et al. (1976), and so on, they were all students who learned English grammar as a compulsory course. Their motivation in eradicating the errors they made could be somehow different from that of the volunteers in this study.

²As mentioned on p.27 above, almost all the subjects in group A and group B completed a questionnaire after they wrote the posttest. The purpose of this questionnaire was to get students' feedback on the instruction they had received. The information gathered from this questionnaire is summarized below; see pp.60-61.

Besides, error correction does not necessarily have a negative effect on student's performance according to the students' feedback to this study. It depends on the student's learning experience and the teacher's way of giving correction. Considering the fact that Chinese students have constantly been corrected by teachers since they set foot in a classroom, error correction has become a routine procedure to them. Contrarily, Chinese students would find it uncomfortable if error correction did not take place in the classroom. These subtle characteristics of Chinese students do not accord with Krashen and Terrell's (1983) notion that error correction is likely to have a negative effect on student's performance.

In addition, the results obtained contradict Krashen's ideas that language learning does not come about through practising language skills and that direct correction has no effect on second language acquisition (Krashen and Terrell, 1983). The evidence of this study supports the notion that error correction and appropriate instruction in grammar can help ESL students reach native speaker accuracy in writing (Abraham, 1985), especially in a short-term learning process. Nevertheless, further research should be undertaken to shed light upon the results obtained by this study.

Global Errors

This section discusses some grammatical points the students still had difficulty with even after the instruction.

That is, what errors made in the pretest still existed in the posttest?

Groups A & B: Countable and Uncountable Nouns

It seemed that they had difficulty distinguishing between some countable nouns and uncountable nouns. More than half of the students in groups A and B, respectively, considered the following items correct.

- a. to prevent ____ possible repetition of the accident.
- b. He put ____ reading down on the back of ____ envelope.
- c. He was taken prisoner early in ____ war.
- d. It is ____ pleasure to do a business with...

Groups A & B: Specific and Non-Specific Nouns

More than half of the students did not use "the" in the phrases that have a postmodifier or are considered to be specific.

- a. It was burnt in a fire in Mr. Smith's house. (previously mentioned)
- b. I came to a conclusion that ...
(the only conclusion)
- c. ... and a moment he left, I rang the police. (has a postmodifier)
- d. He spent ____ next two years in (specific)

Occasionally, the students took non-specific nouns as specific nouns.

- a. the meter readers usually ...
(meter readers in general)
- b. He said he had had the book.
(mentioned for the first time in the context,
not specific)
- c. He spent two years in the prisoner-of-war camp
in the south. (not specific)

Groups A & B: Set Phrases

It did not seem that the students had familiarity with the use of certain set phrases.

- a. in a surprise
- b. Let's go by a/the car.
- c. He was taken a prisoner.
- d. The apples are sold by a pound.

Group B

The following categories of errors were commonly found in the posttest done by group B. The students in group A did not seem to have difficulty with these errors.

- a. Use "the" before a surname in the plural
form to refer to the whole family.
e.g. Let's go to tea with ____ Smiths.
- b. Use "the" before body parts.
e.g. ____ ears, nose, mouth are parts
of a face.

- c. Use "the" before things that are considered to be unique.

e.g. ____ sun sets in ____ west.

- d. Use "the" before an adjective to refer to all the people with the similar characteristics of the adjective.

e.g. ____ Y/young (referring to young people in general) should learn from their elders.

- e. Use "the" before names of Oceans, chains of mountains, plural forms of countries.

e.g. Here are some pictures of ____ Pacific Ocean, ____ Alps, and ____ Philippines.

- f. Use "the" before a musical instrument associated with the action of playing it.

e.g. I play ____ guitar.

- g. The "four patterns": The Germans, The German, Germans, and A German.

e.g. ____ T/tiger is in danger of extinct.

- h. Use "an" before a vowel sound and "a" before a consonant sound.

e.g. I saw a "X" on your door.
This is an university.

Teaching Suggestions

Since the two methodologies tested in this study have their own strengths, the suggestions for teaching English grammar are a number of eclectic teaching techniques derived from these two methodologies, students' feedback (based on the questionnaire in Appendix H and on informal conversations) and the experimenter's observation of the study.

It is believed that to master a second language, the student needs different kinds of learning strategies. No matter how effective a methodology is, it cannot fulfil all the goals for students with different backgrounds.

First, we need a very specific purpose for each lesson. For example, an intent of lesson one is to teach the use of the definite article "the" in front of objects that are considered to be unique so that the students can apply their knowledge both in speaking and writing.

Second, we must arouse students' interest in certain objects that take the definite article "the" such as the equator, the Alps, the Tropic of Cancer. The teacher can show the students some of pictures of those items and ask questions on their locations or geographical features, and so forth.

Third, we should give a concise grammar rule governing the use of "the" in front of the items. Show the students the pictures again and have them repeat their names with appropriate articles and/or have them make sentences or ask questions of their neighbours, using the names of these items.

The teacher should give error correction only in this stage whenever students' language production is grammatically or communicatively incorrect. It should be corrected immediately so that no faulty language behavior is to be formed in the beginning.

Fourth, real communication is needed, and no error correction should be given in most cases in this stage as it could hinder students' willingness to express themselves freely. The teacher should design some activities in which an information gap exists and students are given opportunities to use their previously-learned knowledge in true communication. For instance, have each student read different information about the Tropic of Cancer and share it in his own words with his classmates in a group of three. It is true that intrinsic motivation will spring from an interest in what is being communicated by the language. Working in small groups can certainly maximize the amount of communicative practice they receive.

Fifth, design some written exercises such as free writing so that students can reinforce their knowledge. Should a student be unable to make significant progress after these five stages, it is suggested that s/he go back to the first stage to start learning again and put more effort in the third stage. Generally, explicit grammar instruction can be the focus of teaching at all levels. With different needs of the students, we should choose appropriate teaching strategies to

help meet their needs.

Threats to Internal Validity

Campbell and Stanley (1963) identified eight different types of influences that may threaten the internal validity of research designs. These eight threats are: History, Maturation, Testing, Instrumentation, Statistical Regression, Selection, Experimental Mortality, and Interactions among Factors.

Since this was a pretest-posttest control group design, a consideration of the eight threats to internal validity demonstrates that they were controlled for the present study.

Threats to External Validity

Campbell and Stanley (1963) also cited another four threats to the external validity of a study. These are: Reactive or Interactive Effect of Testing, Interaction of Selection and the Experimental Variable, Reactive Effects of Experimental Arrangements, and Multiple Treatment Interference.

Since the experimental effect of the present study was observed with a pretested sample, it is possible that groups A and B were sensitized to the treatment by the pretest. Thus, a threat to external validity which is not controlled in this design is the interaction of testing and treatment.

The second threat jeopardizing external validity is the interaction of selection and the treatment. For instance, the treatments in groups A and B may have produced the obtained

results only with a volunteer sample, and the treatments may be differentially effective with other groups of college students.

The third threat to external validity is the threat of reactive arrangements. Considering the fact that the students did volunteer for a special program, the experimental results may be due to their feeling of being specially treated. The extent of this effect cannot be determined in this study; it cannot, however, be discounted.

Finally, it is not necessary to discuss the threat of multiple-treatment interference because only one treatment was involved in each of the two experimental groups.

Limitations of the Study

There were six limitations operating in this study which must be considered when examining the findings.

Population

The present study used a sample of 24 Chinese ESL students who were all undergraduate students. The size, academic background, and English proficiency of the sample may have affected the level of statistical significance found in the results of the investigation. Their language characteristics may also affect the generalizability of the findings. Thus, the findings of the study cannot be generalized beyond these levels. For instance, the grammar-translation method may not be effective in teaching pre-literate students.

Methodologies

The present study compared the effectiveness of two methodologies in teaching a single English grammar aspect in the ESL classroom. Some other methodologies may be more or less effective than them.

Written Language Production

Since all the evaluation on students' knowledge about article usage was done on their written language production only, the findings of this study may not be generalizeable to spoken language production.

Investigator's Bias

As the study was under the direct control of the investigator it may have been unconsciously biased. Factors that can be identified are teacher expertise, treatments assigned to subjects, and teacher-student relationship. This study does not include the isolation of the effects of variables such as these.

Subjects' Attendance

Six subjects withdrew during the course of the study and therefore were deleted from the original sample. This may have caused a certain sampling bias.

Time Limitation

The limited time available for this study may have been insufficient to allow differences to develop fully. More time may allow differences to become more pronounced.

Implications for the Classroom

The following implications appear to be warranted on the basis of the present study and the students' feedback.

It would seem advisable that ESL teachers be made aware of the problems that would arise when an intended grammar point is to be presented to students. The teacher must realize that students' accuracy in mastering a grammar point can be improved through concise and direct instruction. Some instructional implications for teaching English grammar are presented as followed.

First, a teacher's techniques of explaining grammar points are of the most importance throughout the instruction. Explanation must be clear, concise, accurate, well-prepared and easy to understand and remember. Repetition of explanation is often necessary. We cannot take for granted that students will understand and remember everything in detail right after they are exposed to it. Sometimes they just need more time and various inputs to understand an intended item.

Second, a teacher's correction must be constructive and supportive. This is because students' self-confidence plays an important role in the learning process. To correct properly, the teacher should ease students' discomfort when they give an incorrect answer by emphasizing, for example, the importance of error correction.

Third, the teacher should give the students sufficient opportunities to practise their newly-learned knowledge in different fashions. In so doing, not only will the students find the instruction very interesting, but also reinforce their knowledge.

Fourth, review cannot be ignored when a certain amount of explanation is given or when a new section is going to be taught. One of the major responsibilities of the teacher is to help her students organize and remember intended teaching contents. Review functions as a reminder telling the students what they have just learned so that they can "link" their knowledge together.

Fifth, the importance of a harmonious teacher-student relationship cannot be overemphasized. A good working relationship can not only lessen students' stress in learning but also bring a lively atmosphere to the classroom. If the students realize that their difficulties are understood and they are cared for, it is believed that they will put more effort to their studies and make better progress.

Sixth, to build a good relationship with the students, the teacher needs four things. These are: enthusiasm toward her career, close attention to her students' needs and academic performance, friendliness toward her students, and a wholesome outlook on life.

Seventh, it is suggested that the number of students in each class be not greater than 14. As discussed earlier,

students cannot get enough attention from the teacher if the class size is too large. Besides, it is ideal to have students with similar English proficiency work together. Otherwise some will get bored because the teaching content is too easy for them to keep up the interest, while some cannot catch up with others.

Eighth, instructional materials should be comprehensive and systematically designed. Explanation should be clear and accurate. Sufficient exercises and examples of teaching contents are recommended.

Implications for Further Research

The results of this study have provided some information about the teaching of grammar in the ESL classroom. This study has also raised issues which require further investigation. Some of these are:

1. There is a need to compare the effectiveness of the two studied methodologies in teaching English grammar with measures in students' spoken language production.
2. More research should be done investigating other grammatical topics and with students with different language and educational backgrounds.
3. There is a need to validate the results of the present study by comparing the effectiveness of the two investigated methodologies in long-term instruction.
4. More longitudinal research is needed to confirm the findings of the investigation. For example, we can have

the same subjects took the posttest again in a period of six months or longer to see if the results still concur with those of the present study.

Conclusion

Based on the current study, the following conclusions are offered for consideration.

1. Explicit grammar instruction with error correction is effective in teaching Chinese ESL students as long as the instruction is carefully and systematically planned, and students' English proficiency and educational background are taken into account. This conclusion is limited to an application to written language production.
2. Consistent, constructive, and supportive explicit error correction can change students' language behaviour.
3. Articles, an English grammatical structure that does not exist in the students' native language, present many problems when students are using English both in writing and in speaking.
4. Experientially-oriented instruction without error correction seems to increase students' accuracy in article usage, but not as much as the Grammar-Translation method in a short-term learning process.

In the opinion of this researcher, the results generated by this study are promising. Further research on this topic might be useful in furthering our knowledge about grammar teaching beyond the limits assumed in this thesis. For example, the relative importance of explicit instruction and error correction could be investigated. Acquisition of the rules of article usage could be studied in spoken as well as written English. Longitudinal research could be conducted to supplement the short-term research attempted here. There are many other possibilities, but it is hoped that these suggestions will serve to indicate some of the directions that future research might follow.

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Name: _____

THE PRETEST

A. Write an essay on the topic given below. (about 500 words)

"Hong Kong"

B. Correct the following paragraphs by inserting, deleting, or changing articles. The first two are done for you. (Sentences in the brackets below are correct.)

1. There was a knock on the door. I opened it and found small dark man in check overcoat and soft hat. He said he was a employee of gas company and had come to read a meter. But I had suspicion that he wasn't speaking truth because a meter readers usually wear the peaked caps. However, I took him to meter, which is in dark corner under stairs (... the meters are usually in dark corners under stairs.) I asked if he had the flashlight; he said he disliked flashlights and always read meters by light of match. I remarked that if there was the leak in gaspipe there might be explosion while he was reading an meter. He said, "As matter of fact there was explosion in last house I visited; and the Mr. Smith, a owner of house, was burnt in face."

2. Fog was so thick that we couldn't see side of a road. We followed car in front of us and hoped that we were going an right way.
3. I can't remember exact date of storm, but I know it was Sunday because everybody was at the church (no particular chruch referred to). On Monday post didn't come because roads were blocked by fallen trees.
4. Peter thinks that this is quite cheap restaurant.
5. Number hundred and two, house next door to us, is for sale. It's quite nice house with big rooms. Back windows look out on park. I don't know what price owners are asking. But Dry and Rot are a agents. You could give them ring and make them offer.
6. Sun rises in east.
7. Did you see a boy I met?
8. Have you ever read "Alice in Wonderland"?
9. If water supplies run out, man dies. ("man" refers to all people in the world.)

10. (General speaking,) Books fill the leisure time for many people.
11. Brain functions as computer.
12. Do you play piano?
13. (I can't have lunch with you today.) I'm going to bank.
14. I'm going to the Portage Place with Mary, who is from Singapore.
15. I play soccer.
16. (Jimmy really likes his new teacher.) He looks forward to going to the school every morning.
17. (When playing "WHEEL OF FORTUNE") Can I have "M", please?
18. Paul wanted to help Mary with her luggage. He said, "Let me give you hand."
19. Can we find a equator on earth?

20. "Where is my book?" "On desk."
21. I hate pigs.
22. Rich (referring to rich people) are not always the honest.
23. I'm going out with an Smiths (the family). ("Smiths" is the plural form of Smith.)
24. We have pictures of Thames, Titanic and Suex Canal.
25. Plague is now prevailing.
26. Dad is on phone.
27. We are paid by hour.
28. Beauty is truth.
29. Women are expected to like a babies.
30. They see an eye to an eye.
31. Here is one and half pounds.

32. You know what. Paul's car struck an tree yesterday; you can still see mark on tree.
33. Hand over money, please.
34. Panda can be found only in China.
35. He was a man for job.
36. This morning I paid visit to National Gallery and listened to Bach Choir.
37. Do you have headache?
38. Who is cleverest in your class?
39. It seems that you need to burn midnight oil.
40. Life is but dream.
41. Roof (referring to my house's roof) is covered with snow.
42. He is an one-eyed man. ("man" is mentioned for the first time in the context.)
43. Of the speed of the two swimmers, there is slight favour for first.

Name: _____

THE POSTTEST

- A. Write an essay on the topic given below. (about 500 words)
- "Canada"
- B. Correct the following paragraphs by inserting, deleting, or changing articles. The first three are done for you. (Sentences in the brackets below are correct.)
1. Mr. Smith, the owner of the house, was burnt in the face. He was holding the lighted match at time of the explosion. To prevent possible repetition of the accident, I lent him the flashlight. He switched on flashlight, read meter and wrote reading down on back of envelop. I said in a surprise that meter readers usually put readings down in book. He said that he had had the book but that it had been burnt in an fire in Mr. Smith's house. By this time I had come to a conclusion that he wasn't genuine meter reader; and moment he left house I rang a police.
 2. Professor Jones, man who discovered an new drug that everyone is talking about, refused to give press conference. Peter Piper, student in professor's college, asked him why he refused to talk to a press.

3. We're going to tea with Smiths today, aren't we? Shall we take car? We can go by the car if you wash car first. We can't go to Mrs. Smith's in car all covered with mud.
4. He was taken prisoner early in war and spent next two years in prisoner-of-war camp in south.
5. It is pleasure to do a business with such efficient organisation.
6. Day after day passed without a news, and we began to lose hope.
7. One morning she rang her daughter in triumph. "I found burglar under bed last night," she said, "and he was quite young man."
8. Apples are sold by a pound. These are forty pence pound.
9. Sun sets in west.
10. Did you remember place we met.
11. Have you ever read Adventures of Huckleberry Finn.
12. Man is mortal. ("man" refers to all people in the world.)

13. (Generally speaking,) Movies kill most of my time.
14. I went to Tower of London yesterday.
15. Ears, nose, and mouth are parts of a face.
16. I listened to your presentation on radio an other day.
17. By way, do you know his name?
18. (Generally speaking,) Water is essential to the life.
19. Counter (referring to my counter) is coated with dust.
20. I saw "X" on your door.
21. "Do it by the hand."
22. I see moon in sky.
23. "Where is Mom?" "In house."
24. I like a dogs.
25. Young (referring to young people) should learn from their elders.

26. Did you go to visit Joneses (the family) this morning?
("Jones" is the singular form of "Joneses".)
27. On given map, we can find locations of Pacific Ocean,
Alps and Philippines.
28. I caught flu; he had cold.
29. Who is most beautiful in your family?
30. I'm going to Polo Park with John who is from United
States.
31. Do you play tennis?
32. (I can't have breakfast with you on this Sunday coming
up.) I go to the church on foot every Sunday.
33. "How much is this?" "Dollar pound."
34. You know what. My car ran into tree last week; I can
still see mark on car.
35. Pass salt, please.
36. Tiger is in danger of becoming extinct in China.

37. He was a right person for post.
38. Have you ever heard of a Philadelphia Orchestra?
39. Disarmament proposals have been put forward by West.
40. I don't know how to play a guitar.
41. (Did you say you are not coming home for lunch?)
Are you going to store?
42. Pornography (such as X-graded movies) is root of all evil.
43. A girls are expected to be affectionate while boys, gentle.
44. This is a university. ("university" is mentioned for the first time in the context.)
45. Sometimes it is hard to keep promise.
46. You are right, in the way.
47. This is end of test. Thank you very much!

-The End-

APPENDIX C

Written Exercises I

Fill in the blanks with appropriate articles or an "X" when there is no article required.

- 1a. Our windows look out on ____ sea.
- 1b. It is colder in ____ Antarctic Circle than in ____ Arctic Circle.
- 1c. On the map we can find ____ Plough, ____ North Pole, ____ Tropic of Cancer, and ____ Southern Hemisphere.
- 1d. Here are some pictures of ____ Pluto, ____ Venus, ____ Mars, ____ Jupiter, and ____ Saturn.
- 1e. ____ Mercury is the closest planet to ____ sun.

2. One warm morning, ____ man and ____ woman were sitting on ____ park bench. ____ man was about 40 years old. ____ woman looked somewhat younger. On ____ back of ____ bench there was ____ sign, reading "Wet Paint".

- 3a. ____ D/dogs with long legs are mine. (specific)
 ____ D/dogs with long legs run fast. (generic)
- 3b. ____ T/tea without sugar is yours. (____)
 ____ T/tea without sugar is undrinkable. (____)
- 3C. ____ S/sugar made in Jamaica is more expensive. (____)
 ____ S/sugar made from beet is cheaper. (____)

4. Circle the correct answer. ("Elephant" is considered as a class of animals.)
 -The elephant is gigantic. (formal / less formal / informal)
 -Elephants are gigantic. (formal / less formal / informal)
 -An elephant is gigantic. (formal / less formal / informal)

5. More examples about diseases.

the flu	an ache in my arm	(the) cramp	malaria
the stitch	a pain in ...	(the) toothache	smallpox
	a bruise in ...	(the) stomach-ache	cholera
	a scratch in ...	(the) chickenpox	typhoid
	a sprained ...		diphtheria

a broken ...
 a cold
 a fever
 a bilious attack
 a heart attack

impetigo
 tuberculosis
 cancer of the ...
 hepatitis
 diarrhoea
 diabetes
 pneumonia

6a. (Generic)

___ H/health is more important than ___ wealth.
 ___ F/freedom is the right of every man.
 ___ B/beauty is ___ truth.
 He has ___ courage and she has ___ pride.

6b. (Not generic)

___ H/health of the community is of the highest importance.
 She is ___ beauty.
 ___ T/truth is more painful than ___ lie.
 He has ___ courage equalled by few of his contemporaries.
 She has ___ fierce pride.

7a. He took ___ English.

He took ___ English Language.
 He took ___ English literature.
 He took ___ English language and literature.

7b. What is ___ English for "la salle"?

8. She likes lemon in her tea. - Here is a lemon.
 It smells like lime. - I just cut a lime.
 I taste _____ in the salad. - There's a large onion.
 Do you like _____? - I'll buy a roast for dinner.
 Do you usually like dessert? - No, but I'd like _____ now.
 We usually have salad with dinner. - Did you order _____.
 Would you like _____ or _____? - She made me a pie and a cake.
 Would you like (some) _____ or _____? - A green tea for me and a black coffee for her.
 Would you like _____ in your coffee? - This is a rich, heavy cream.
 I smell _____. - Is it a natural gas? Various _____ are escaping.

9. I finally went ____ home.
They all went to ____ bride's home.
10. Get back from ____ school / ____ college / ____ university.
Leave ____ school / ____ hospital.
Be released from ____ prison.
Go to ____ town to buy clothes.
11. I need ____ rest.
I need to take ____ nap.
I don't have ____ membership.
He applied for ____ scholarship of 200 dollars.
The game ended in ____ tie.
There is ____ constant flow from the spring.
There is ____ couple.
This is ____ artistic work and that is ____ poem.
Do you like ____ poetry.
Writing compositions is ____ art.
Grammar is ____ science.
12. The following words are generally considered as uncountable nouns. No "a" or "an" are to be used.
chalk / information / advice / money ("moneys" refers to sums of money) / hair / news / crumbs / homework / work (refers to a task not an artistic work) / machinery / cattle (plural in meaning like "people") / air ("airs" refers to different kinds of air) / water ("waters" refers ^{to} rivers, lakes, etc.) / dust / smoke / fruit ("fruits" are sometimes found referring to various kinds of fruit) / humour / happiness ...

- Translation
13. 我愛小狗 : _____
牛是一種有用的動物 : _____
音樂能陶冶性情 : _____
舞蹈是一門藝術 : _____
電影能調濟生活(enhance) : _____
美國人常顯得很有自信 : _____

Written Exercises II

Fill in the blanks with appropriate articles or an "X" when there is no article required.

- 1a. How much do you know about the planets in _____ solar system? For example, _____ Neptune, _____ Uranus, and _____ Venus. Where can we find _____ Plough?
- 1b. Is it true that humans can only be found on _____ earth?
- 1c. Jesus came to _____ earth to die for us.

2. "Where is Mom?" "In _____ kitchen."
 "Where is my book?" "On _____ desk."

- 3a. _____ German is a good musician. (formal)
 _____ Germans are good musicians. (less formal)
 _____ German is a good musician. (informal)
 _____ Germans are good musicians. (most limited; religious, political)

- 3b. _____ B/books fill leisure time for us. (formal / informal)
 _____ B/book fills leisure time for us. (formal / informal)

- 3c. _____ C/computer is a complex invention. (formal / informal)
 _____ C/computers are a complex invention. (formal / informal)
 _____ C/computer helps a lot today. (formal / informal)
 _____ H/husband should help out with the housework. (informal)

- 3d. I like _____ dogs and _____ horses. (specific / generic)
 _____ H/hunters kill _____ elephants for their ivory. (specific / generic)
 _____ T/tiger is becoming extinct. (specific / generic)
 _____ M/movie fills leisure time for many people. (specific / generic)

- 3e. _____ C/computer is an information processor.
 _____ S/stored program gives _____ computer three advantages.
 Today's _____ computers have vast capabilities for storage and retrieval of data.

4. Let's praise _____ brave and curse _____ wicked.
All the people are welcome--_____ old and _____ young; _____ rich and _____ poor.
5. You're _____ boss tonight.
He is _____ man for the job.
6. Before the names of the following items, *the* should be used in most cases. Please give one example for each.

buildings:_____

newspapers:_____

locations:_____

choirs:_____

organizations:_____

oceans:_____

rivers:_____

gulfs:_____

seas:_____

canals:_____

ships:_____

deserts:_____

valleys:_____

groups of islands:_____

regions:_____

plural names of countries:_____

forests:_____

peninsulas:_____

chains of mountains:_____

- 7a. The sun rises in _____ east.
Bristol is in _____ west of England.
- 7b. -Do you agree that _____ West is stronger in politics than _____ East?
-Many military proposals have been put forward by _____ West.
8. _____ M/mumps is a children's disease.
I've got _____ cold, _____ headache, and _____ flu at the same time.

- 9a. "Do you play _____ guitar?"
 "No, I don't. I play _____ banjo."
- 9b. -Chopin is regarded as poet of _____ Piano.
 -Liszt is wizard of _____ keyboard.
 (exception) "What do you play in the band?"
 "I play trumpet." (referring to the section in the band)
10. A riddle: (thing)
 It is below _____/our eyes and above _____/our mouth. What is it? ()
11. Mom is on _____ phone; Dad is listening to _____ radio; Uncle Ben is watching
 _____ television; I am reading _____ newspaper.
 I got the news on _____ radio not on _____ television.
12. Who ranked _____ highest?
 I like this book _____ best.
 Do you need _____ second chance?
 _____ F/first speaker was excellent, but _____ second was dull.
 _____ B/best speech came first. _____ W/worst came last.
- 13a. I go to _____ school 4 days a week.
 I go to _____ church only on sundays.
 Are you going to _____ market? (to shop)
 I need to go _____ hospital because I am very sick.
 It's time you went to _____ bed.
 He should be put in _____ jail.
 He kills two people last month. Is he behind _____ bar now?
 Paul is at _____ work and Jane is at _____ school.
- 13b. I need to go to _____ hospital to see a friend.
 I want to go to _____ church to apply for a job.
 He has gone to _____ prison as a preacher.

14. at ____ first; in ____ first place; in ____ conclusion;
 at ____ night; in ____ public; it is open to ____ public;
 in ____ future; get into ____ trouble; in ____ front of me;
 in ____ front of the roll (as a member in the roll)
15. Are you coming home for ____ supper?
 What did you have for ____ breakfast?
- 16a. (uncountable)
 I need ____ piece of ____ paper.
 Give me some paper, please.
- 16b. (countable: "paper" refers to a newspaper)
 I want to buy ____ paper.
 What do ____ papers say about it?
- 16c. (countable: "paper" refers to documents or assignments)
 ____ I/important papers were stolen. (specific)
 I'm writing ____ paper on the teaching of English.
- 16d. (idioms)
 We must get the agreement down on ____ paper. (as a written form)
 The plan looks good on ____ paper. (in theory)
 The project is still on ____ paper. (in progress)
 On ____ paper, he was worth nearly \$10,000,000. (untrue)

APPENDIX D

The Article System

A. Introduction

Article usage was the number one teaching problem of ESL teachers in the Los Angeles area (Covitt, 1976). Both structural and transformational grammarians have been largely unsuccessful in explicating article usage. One reason for this is that neither school of analysis goes beyond the sentence level, and in article usage--to a great extent--we depend on the discourse context to determine what is definite and what is indefinite (Celce-Murcia and Larsen-Freeman, 1983). In a word, it is almost impossible to set down all the rules for their use (Messenger, 1980). This chapter, however, attempts to provide information about the classification of the use of articles.

Among the various kinds of article usage, there are two major conceptual uses--Generic usage and Specifying usage. In many cases, articles--*a/an, the* can be used generically and specifically. Compare the following usage:

<1> **Generic usage**
(referring to objects as classes)

The horse is a useful animal.
A horse is a useful animal.
Horses are useful animals.

<2> **Specifying usage**
(referring to objects which are specified)

The horse is mine.

The meanings of the three sentences in case <1> are almost the same. They all emphasize the class "horse" and are not, here, equivalent to, for example, "That horse, standing over there, is a useful animal". The only differences between them would be that the second sentence using the indefinite article emphasizes an individual member of the class while the third one with no article causes the emphasis to fall on all the individual horses (see 1b iv

in this chapter for more details.) In case <2>, "The horse" is specified as a particular one and not as "horses" in general.

Since there is no article or plural form in the Chinese language, Chinese students would easily get confused by the four sentences mentioned above. Being unable to fully understand the differences among them, Chinese students would produce unauthentic sentences such as "*Horse is a useful animal." or "*The horses are useful animals." The former is the most common form in Chinese.

Teaching articles and understanding their usage demand an awareness of the distinction. Although the two major uses have been combined somewhat in the following outline, the difference should be noted.

B. Theoretical Classification and Analysis

<<OUTLINE>>

1. Use of the Definite Article "The"

- a. Before things that have specific reference (i.e., specifying usage)
 - i) Considered to be unique (e.g. the sun, the moon, ...)
 - ii) Mentioned before in the context
 - iii) By the addition of a phrase or other postmodifier (e.g. the girl in the blue jeans)
 - iv) By reason of locality (e.g. Mom's in the kitchen.--the only kitchen in the house)
 - v) Before some artistic works (e.g. the Blue Boy)
- b. Before things that can be classified as a class (i.e., generic meaning)
 - i) A class of animals, things, or people (e.g. The horse is a useful animal.)
 - ii) Before adjectives used nominally (e.g. the poor, the blind ...)
 - iii) Before proper names (e.g. He was the Solomon of our asylum.)
 - iv) The differences between the four patterns (1) "The German", (2) "A German", (3) "The Germans", and (4) "Germans"
- c. Before proper nouns
 - i) Before family names (e.g. the Joneses)
 - ii) Before proper names (e.g. the Times)
 - iii) Before names of oceans and deserts, etc. (e.g. the Atlantic)
 - iv) Before *East/West/South/North* (e.g. the West)
- d. Before names of diseases
- e. Before names of musical instruments
- f. Before names of body parts
- g. Prepositional phrases
 - i) Before mechanical inventions and devices (e.g. on the phone)
 - ii) Before nouns referring to the time of a day (e.g. in the morning)
- h. Before superlatives, *first*, *second*, and *only*
- i. Before some names of locations associated with activities (e.g. go to the bank)
- j. Idioms, set phrases, instructions, etc. (e.g. by the way)

2. Omission of the Definite Article "The"

- a. Before names of places/people/pronouns (e.g. Let's go to Polo Park with Peter.)
- b. Before abstract nouns (e.g. Beauty is truth.)
- c. After nouns in the possessive case. (e.g. the boy's uncle)
- d. Before names of meals / games / academic subjects / *President* (e.g. Let's play chess.)
- e. Before plural nouns referring to the general idea (e.g. Women like babies.)
- f. Before *nature* / mass nouns / names of materials (e.g. I enjoy shovelling snow.--mass noun)
- g. Before *home/church/hospital*, etc.
- h. Before names of some countries (e.g. Sudan, Cameroons)
- i. Before places people are personally familiar with (e.g. Green Park)
- j. Before continents/countries/counties, etc. (e.g. She is from Africa.)
- k. Before titles of some artistic works (e.g. Alice in Wonderland)
- l. Idioms, set phrases, instructions, etc. (e.g. "End of Paper")

3. Use of the Indefinite Article "A"

- a. Before countable singular nouns which are not specific for either the speaker or the listener
- b. Before countable nouns referring to a class of things or people (generic usage)
(e.g. A horse is a useful animal.)
- c. With a noun complement (e.g. He is a doctor.)
- d. Before expression of quantity, numbers, price, speed, ratio, etc. (e.g. a dollar a pound)
- e. Before Mr./Mrs./Ms./Miss + Surname and proper names (e.g. A Mr. Smith called.)
- f. Before proper nouns being used as a common noun (e.g. an aspirin)
- g. Before abstract nouns in generic statements (e.g. A dependence on drugs is increasing.)
- h. Idioms, set phrases, instructions, etc. (e.g. as a matter of fact)

4. Omission of the Indefinite Article "A"

- a. Right before plural nouns (e.g. I like dogs.)
- b. Before uncountable nouns (e.g. Chalk is white.)
- c. Before names of meals (e.g. We have lobsters for dinner.)
- d. Before or after "no" (e.g. No man can do it.)
- e. Idioms, set phrases, instructions, etc. (e.g. We see eye to eye.)

<<CLASSIFICATION AND ANALYSIS>>1. Use of the Definite Article "The"

a. Before things that have specific reference

i) Considered to be unique:

Use *the* before the object or group of objects that is considered to be unique:

e.g. *the sky* *the stars* *the sun* *the moon*
 the earth *the equator* *the sea*

ii) Mentioned before in the context

Use *the* before a noun which has become definite as a result of being mentioned a second time: (or which is specific to both the speaker and the listener.)

e.g. His car struck a tree; you can still see the mark on *the tree*.

iii) By the addition of a phrase or other postmodifier

Use *the* before a noun made definite by the addition of a phrase or clause:

e.g. *the girl* in blue; *the man* with the banner
 the boy that I met; *the place* where I met him

iv) By reason of locality

Use *the* before a noun which by reason of locality can represent only one particular thing:

e.g. Ann is in *the garden*. (the only garden here)
 Please pass *the wine*. (the only wine here)

v) Before artistic works

Use *the* before some titles of artistic works:

e.g. *in the Areopagitica*; *in the Adventures of Huckleberry Finn*

but one would not say "**the Alice in Wonderland*" or "**the Paradise Lost*". "Cut-and-dried" rules in this area are not available. The easier way to master the use of articles is to learn it by heart.

b. Before things that can be classified as a class

i) A class of animals, things, or people (generic meaning)

Use *the* before a singular noun to represent a class of animals, things, or people:

e.g. *The whale* is in danger of becoming extinct.

(referring to all the whales in the world.)

The deep-freeze has made life easier for housewives.

(referring to refrigerators in general.)

The German is a good musician.

(referring to all the Germans in the world.)

The small shopkeeper is finding life increasingly hard.

(referring to all the shopkeepers as a whole.)

But *man*, used to represent the human race, has no article.

e.g. -If oil supplies run out, man may have to fall back on the horse.

-Time and tide wait for no man.

ii) Before adjectives used nominally

Use *the* before an adjective to represent a class of persons:

e.g. *the old* = old people in general

the rich = rich people in general

Sometimes, *the* can be omitted as in the phrase "old and young".

iii) Before proper names

Use *the* before some familiar proper names to represent a class of people who have the same characters: e.g.

He was *the Solomon* of our asylum. (referring to his wisdom)

She was *the Jezebel* of the old ladies' house. (referring to her wicked nature)

Also, *the* can also be used to indicate exclusiveness; it is then equivalent to *the only* or *the best*. e.g. He was *the man* for the job. (He is capable of doing the job.)

- iv) The differences between the four patterns: (1) "The German", (2) "A German", (3) "The Germans", and (4) "Germans".

The pattern *The + singular noun* as in "The German" represents formal usage. It can be used to describe generically classes of humans, animals, plants, complex inventions/devices, and organs of the body. It is not appropriate as a generic pattern for simple inanimate objects. We are not likely to say, "The book fills leisure time for us."

In such an environment, however, either pattern 2 or 4 would be appropriate. "A book fills (or Books fill) leisure time for us. Pattern 1 predominates in informative or technical writing on animals, plants, musical instruments, and complex inventions or devices. Pattern 3, as in "The Germans" is the most limited pattern of the four. It expresses generic facts about human groups that is of a religious, political, national, social, or occupational/professional nature. (But "*The redwoods* must be preserved forever." and "*Save the whales*" are exceptional.) This was not the case in pattern one. Therefore, the following sentences are acceptable as specific but not as generic statements:

- The violins are also called fiddles.
- The roses need water
- The dogs are friendly to humans.

Pattern four, as in "Germans", is a slightly less formal counterpart. It occurs more frequently than pattern 1 in conversation and speech. It can also be used to make generic statements about simple inanimate objects. Pattern 2 is the most concrete and colloquial way of expressing a generality. It is used most appropriately when the context is specific.

e.g. I think *a husband* should help out with the housework.

c. Before proper nouns

i) Before family names

- Use *the* before a plural surname to refer to the whole family.

e.g. the Smiths = the Smith family

the Joneses = the Jones family

- Use *the* before a singular name plus a clause/phrase to distinguish one person from another of the same name.

e.g. "We have two Mr. Whites, which do you want?"

"I want *the Mr. White* who signed this letter."

The Mrs. Bush is coming here today. (referring to the first lady.)

-Letters written to two or more unmarried sisters jointly may be addressed:

The Misses Smith

-Use *the* before titles containing *of* such as *the Duke of York*, and before other titles referring to the rank; for example,

The earl expected ...

The captain ordered ...

ii) Before proper names

Use *the* before proper names such as buildings, ships, choirs, newspapers, organizations, locations when they consist of the pattern *adjective + noun or noun of noun*:

e.g.	<i>the National Gallery</i>	<i>the Tower of London</i>
	<i>the Bach Choir</i>	<i>the Beatles</i>
	<i>the Times</i>	<i>the Philadelphia Orchestra</i>
	<i>the High Street</i>	<i>the East/West End</i>

iii) Before nouns such as oceans and deserts, etc.

Use *the* before names of oceans, seas, rivers, canals, gulfs, ships, deserts, forests, valleys, peninsulas, groups of islands, chains of mountains, plural names of countries, and regions, etc. e.g.

<i>the Atlantic</i>	<i>the Thames</i>
<i>the Suez Canal</i>	<i>the Gulf of Mexico</i>
<i>the Titanic</i>	<i>the Monterey Peninsula</i>
<i>the Sahara</i>	<i>the Philippines</i>
<i>the Crimea,</i>	<i>the Alps</i>

iv) Before *East/West/South/North*

Use *the* before names of directions when they are used as a noun:

e.g.	<i>the West</i>	(geographical or political)
	<i>the East</i>	(as opposed to the West)
	<i>the South</i>	(the southern part of a country)
	<i>the North</i>	(the northern part of a country)

Also, "The sun rises *in the east* and sets *in the west*".

"Geese winter *in the south*".

But, "go east; go west; go north; go south; face east; face west ..."

d. Before names of diseases

Here are four patterns to say names of different diseases. Use *the* in pattern 1; in pattern 3, *the* is optional.

Pattern 1	Pattern 2	Pattern 3	Pattern 4
the + noun	a/an + noun	(the)+noun+pl.	mass noun
the flu	a cold	(the) bends	influenza
the gout	a hernia	(the) mumps	pneumonia
the plague	a headache	(the) measles	

(In British English all the *-ache* compounds in pattern 2 except *headache* can also occur without the indefinite article, e.g. John has earache. Also, some diseases can occur in two different patterns such as *the flu* and *influenza*.) The name of a disease should be learned as a unit. Memorization is very often necessary.

e. Before names of musical instruments

Use *the* before names of musical instruments when they are associated with the action of playing: e.g.

"Do you play *the piano*?"

"No, I don't. I play *the violin*."

This rule applies to the situation in which there is not a specific instrument being referred to.

f. Before names of body parts

Use *the* before names of body parts when they are used in writing of medical or health-related nature referring to organs of the body (without symbolic or idiomatic meaning such as to learn something by ear, by heart ...).

e.g. *the heart* *the liver* *the head*
 the stomach *the ears* *the lungs*
 the kidneys *the teeth* *the hair*

e.g. In the old days, people believed that man thought with *the heart*.

e. Prepositional phrases

i) Before mechanical inventions and devices

Use *the* before mechanical inventions and devices where a preposition is required:

e.g. I am listening to *the radio*.

I learned of the accident *on the radio*.

My mom is *on the phone*.

Note that in British English it is likely to say "*on the television, on the telly, on the tube*" while in American English *on television* is usually preferred.

ii) Before nouns referring to the time of a day and of a year

Use *the* before the following words without referring to a particular one:

e.g. *in the morning* *in the afternoon* *in the evening*

Also, *in the dusk/dark/rain* *in (the) spring/summer/fall/winter*

But at dawn / at noon / at night / at dusk

h. Before superlatives, *first, second*, etc. and *only*

Use *the* before superlatives, *first, second*, etc. used as adjectives or pronouns, and *only*:

e.g. He is *the tallest / the cleverest / the best* in the class.

She is *the most beautiful woman* I've ever met.

Make *the most / the best* of it.

For *the most part*, they are good students.

The first one to get rid all the cards wins.

Sometimes (*the*) is optional:

e.g. I like this movie (*the*) *best / (the) most*.

Those who have (*the*) *most money* are not always the happiest.

I can pay 50 dollars at (*the*) *most*.

Sometimes *the* is omitted:

e.g. *Most people* think as I do about the matter.

I need *a second chance*.

Best of the best.

i. Before some names of locations associated with activities

Use *the* before some names of locations associated with activities:

e.g. I'm going to *the store* / *the doctor* (*the doctor's office*) / *the bank* / *the park* / *the movies* (British: *the cinema*) / *the beach* ...

This does not necessarily refer to a specific store, or bank involved.

Use *the* before the following names of locations when primary purposes of going there are **NOT** involved: e.g. I'm going to *the school*. (to meet a friend, not to attend classes)

I'm going to *the church*. (to apply for a job not to worship)

I'm going to *the market*. (to look for my lost keys not to shop)

I'm going to *the hospital*. (to see a friend, not to ask for medical service)

When primary purposes occur, *the* should be omitted. Details will be found in section 2g in this chapter.

j. Idioms, set phrases and instructions

Some of the idioms, set phrases, instructions, proverbs, etc. require *the* even though there is not a particular thing or person to refer to.

e.g.	<i>in the past,</i>	<i>by the way,</i>
	<i>the English language</i>	<i>We are paid by the hour</i>
	<i>Read between the lines</i>	<i>The ship took the water</i>
	<i>Burn the midnight oil</i>	<i>Keep up with the Joneses</i>
	<i>Let the cat out of the bag</i>	<i>Put the cart before the horse</i>
	<i>April (the) fourth, (the) is optional</i>	

2. Omission of the Definite Article "The"

a. Before names of places/people/pronouns

Do not use *the* before names of places/countries/people/pronouns, etc. even though a particular one is referred to: e.g. I'm going to *Garden City* with *Jones* who is from *England*.

Note: Before the name of a university which does not contain "*of*", **DO NOT** use *the*.

e.g.	Hong Kong University	<i>The University of Hong Kong</i>
	Miami University	<i>The University of Miami</i>
	Michigan State University	<i>The University of Michigan</i>

Exception: The Ohio State University

b. Before abstract nouns

Do not use *the* before abstract nouns except they are used in a particular sense:

e.g. Men fear *death*. I have *confidence* in you. *Beauty* is *truth*.

(Compare: *The death* of the President left his party without a leader.)

c. After nouns in the possessive case.

Do not use *the* after nouns in the possessive case or a possessive adjective:

e.g. the boy's *uncle* = *the uncle* of the boy

It is my blue *book* = *The blue book* is mine.

d. Before names of meals / games / academic subjects / President / Mom, Mother, Dad, Father,...

Do not use *the* before names of these items:

e.g. Eat *lunch/supper/dinner*. Have eggs for *breakfast*. Mary takes *economics*.

He plays *golf*. *President* (referring to the only president) is coming.

Where is *Mom / Mother / Dad / Father* ?

e. Before plural nouns referring to the general idea

Do not use *the* before plural nouns when we are not referring to a particular group of things or people: e.g. *Women* are expected to like *babies*. (i.e. women, babies in general)

Big hotels all over the world are very much the same.

(big hotels in general) (see section 1 b iv in this chapter)

f. Before *Nature*, mass nouns and names of materials

Do not use *the* before nouns which are materials, mass in meaning, or strongly related to *nature*--the spirit of creating and motivating the world of plants and animals:

e.g. -If you interfere with *nature* you will suffer for it. (nature)

-Edward Macdowell is considered "Tone Poet of *Nature*". (nature)

-The roof is covered with *snow*. (mass)

-*Rice* is a staple food. (mass)

-*Paper* is made from leaves. (material)

-*Mercury* is higher in density than *water*. (material)

g. Before *home, church, hospital, etc.*

Do not use *the* before *home, church, market, hospital, prison, court, work, office, sea, town, bed, school, college, university, etc.* when primary purposes of getting to those places are involved. When *home* is preceded or followed by a descriptive word or phrase it is treated like any other nouns. e.g.

<i>Go to bed</i>	(to sleep)	Compare:	
<i>hospital</i>	(as a patient)	<i>Go to the hospital</i>	(as a visitor)
<i>prison</i>	(as a prisoner)	<i>the church</i>	(as a carpenter)
<i>church</i>	(as a worshipper)		
<i>sea</i>	(as a sailor)		
<i>at sea</i>	(as a passenger)	<i>at the sea</i>	(at the seaside)
<i>at work</i>	(as a clerk)	<i>at/in the office</i>	(in a working place)
<i>at home</i>	(at one's home)	<i>at/in the home of the judge</i>	(not in one's home)

e.g. We went to the church to see the stained glass.

He goes to the prison sometimes to give lectures.

(For more details, see 1i in this chapter)

h. Before names of some countries

Unique common forms of geographical names with the article *the* seem to move toward the use of no article. For example, a change in status from colonial territory to independent statehood or nationhood can cause the loss of *the*.

e.g.	<u>Unique Common Noun</u>	<u>Proper Noun</u>
	the Sudan	Sudan
	the Cameroons	Cameroons

i. Before places people are personally familiar with

The tends to drop off in the original names of places which are mentioned frequently:

e.g.	<u>Unique Common Noun</u>	<u>Proper noun</u>
	the green park	Green Park
	the river road	River Road
	the Brookfield zoo	Brookfield Zoo

Note: "*The earth*" as a unique common noun and "*earth*" as a proper noun can exist side by side.

- j. Before continent, continents, countries, counties, etc.

Do not use *the* before the followings:

Continents:	Asia, Africa ...	Countries:	France, Canada ...
States:	California ...	Counties:	Los Angeles County ...
Cities:	Winnipeg, Tokyo ... (except The Hague)		
Lakes:	Lake Michigan (except the Great Lakes)		
Mountains:	Mount Whitney ...	Islands:	Staten Island ...
Points:	Point Dume ...	Bays:	San Francisco Bay...
Caps:	Cape Cod ...	Beaches:	Manhattan Beach ...
Parks:	Douglas Park ...	Squares:	Union Square
Holidays:	Thanksgiving ...	Streets / Roads / Avenues / Boulevards, etc.	(see also 1c iii in this chapter)

- k. Before titles or artistic works

Titles of artistic works are not usually preceded by *the*:

e.g. *Alice in Wonderland* *Paradise Lost*
Milton's Areopagitica

- l. Idioms, set phrases, instructions, etc.

Very often *the* is not required in these forms:

e.g. *"End of Paper"* *We see eye to eye*
Hand in hand *Face to face*
On foot *By hand*
Keep door closed *Can't make head or tail of it*
Empty contents of *envelope* into a medium size saucepan.

3. Use of the Indefinite Article "A/An"

The form "*a*" is used before words beginning with a consonant, or a vowel (a,e,i,o,u,) with a consonant sound while the form "*an*" is used before words beginning with a vowel or with a mute "h":

	<u>First sound of the word</u>		<u>First sound of the word</u>
e.g.	a cat /k/	an apple /æ/	
	a man /m/	an island /ai/	
	a hat /h/	an uncle /N/	
	a university /j/	an hour /aʒ/	
	a European /j/	an L-plate /e/	
	a one-way street /w/	an MP /e/	

- a. Before countable singular nouns which are not specific for either the speaker or the listener
Use *a* before countable singular nouns which are not specific for the speaker or the listener. Usually they are mentioned for the first time in the context and represents no particular person or thing:

e.g. I need *a visa*. They live in *an apartment*.

I saw *a dog* yesterday. (the dog is specific for the speaker but not the listener)

We know there's *a spy* in your cellar. (the spy is specific for the listener only)

I need *a new belt*. (the belt is not specific for both)

- b. Before countable nouns referring to a class of things or people

Use *a* to represent the whole class of objects or people. This form sounds informal.

e.g. *A car* must be insured. = All cars / Any car

A child needs love. = All children / Any child

(see also 1b i or 1b iv in this chapter)

- c. With a noun complement

A is usually used to introduce a person's profession / title / gender / rank / position, etc. or a thing's nature: e.g. He is *a doctor* / *a father* / *a student* / *a man*.

It was *an earthquake*. That is *an apple*.

(In the above examples, the nouns after verbs-to-be are complements of the subjects.)

Note: If there are more than one complement referring to the same subject, *a* does not necessarily occur before all the complements except before the first one.

e.g. He is *a teacher and student*.

- d. Before expressions of quantity, numbers, prices, speeds, ratio, etc.

Use *a* in this case to represent certain among of things which are countable or uncountable.

e.g. <i>a lot of (work, apples)</i>	<i>quite a few</i>
<i>a thousand</i>	<i>a half-holiday</i>
<i>a dollar a metre</i>	<i>sixty kilometres an hour (= 60km/hr)</i>
<i>10 pounds a basket</i>	<i>one and a half kilos (but half a kilo)</i>
<i>four times a day</i>	<i>seven days a week</i>

- e. Before *Mr. / Mrs. / Ms. / Miss + Surname* and proper names

Use *a* before the pattern *Mr. / Mrs. / Ms. / Miss + Surname* or other proper names to imply that the person referred to is a stranger to the speaker:

e.g. *A Mr. Smith* is asking for you on the phone. (He is the fifth one named Smith)

A John talked to me at the party all night. (I didn't know him well.)
(see also 1c i or 2a in this chapter)

- f. Before proper nouns being used as common nouns

Use *a* before proper nouns such as trade names:

	<u>trade names</u>	<u>common nouns of things</u>
e.g.	<i>Aspirin</i>	<i>an aspirin</i> (a tablet of aspirin)
	<i>Kleenex</i>	<i>a kleenex</i> (a paper tissue)
	<i>Jeep</i>	<i>a jeep</i> (an automobile)
	<i>Xerox</i>	<i>a xerox of something</i> (a photocopy)

- g. Before abstract nouns in generic statements

Some abstract nouns that have dual mass/count functions in generic statements can be preceded by *a* when they are concrete and informal in the context.

e.g. *A dependence* (= Dependence) on drugs is increasing.

An increase (= Increase) in input produces dramatic changes in output.

Note that the more concrete and informal the context, the better the countable form with the indefinite article sounds. This rule applies to some other nouns: *retardation, expenditure, decrease, achievement, success, demand, growth, priority*, and so on.

- h. Idioms, set phrases, instructions, etc.

Very often *a* is required in the forms such as idioms, set phrases, instructions, and proverbs, etc.

e.g.	<i>in a way</i>	Compare:
	<i>in a manner</i>	<i>in the way</i>
	<i>as a means of</i>	<i>in the manner</i> (= on the scene)
	<i>as a matter of fact</i>	<i>by means of</i>
		<i>as the matter stands</i>
		<i>in the matter of</i>

e.g. A good artist must have *an eye* for color.

4. Omission of the Indefinite Article "A"

a. Right before plural nouns

No *a* is used before plural nouns with plural meaning:

e.g. I like *dogs*.

Women like *children*.

Compare: There are *a lot of children*.

That is *a means of communication*.
(singular in meaning)

b. Before uncountable nouns

Do not use *a* before uncountable nouns when they refer to mass / materials / abstract things. This includes nouns which occur in a singular form with plural meaning.

e.g. We don't have any problem with *colour*. *Chalk* is white; *coal* is black.

I love *music* and *art*.

He likes *fish* and *fruit*.

We need *furniture* / *information* / *advice* / *luggage* ...

Compare: *An iron* (an appliance)
a coffee (a cup of coffee)

an air (melody)
an aspirin (a tablet of aspirin)

c. Before names of meals

No *a* is necessary before names of meals except when they are preceded by an adjective:

e.g. We have *breakfast* at eight.

I was invited to *dinner*.

Compare: He gave us *a sumptuous dinner*.

I was invited to *a dinner* given to welcome the new ambassador.

(very special meal given to celebrate something or in someone's honour)

d. Before or after *no*, no *a* is required.

Compare:

e.g. He is *no teacher*.

He is *a teacher*.

It makes *no difference*.

It makes *a difference*.

No fly can pass through the screen. *Not a fly* can pass through the screen.

e. Idioms, set phrases, instructions, etc.

Very often *a* is omitted in the forms such as idioms, set phrases, signs, instructions, subtopics, casual conversations, etc.

- e.g. -give *promise of*
 -They see *eye to eye*.
 -The information has *come to hand*.
 -Bring it to *boil*.
 -He is *in bed*.
 -He resigned *in favour of* a better man.

Compare:

- to *make* (or *keep*) *a promise*
 -He has *an eye* for arts.
 -Let's give you *a hand*.
 -Bring it to *a boil*.
 -I have bought *a bed*.
 -Of the speed of the two swimmers,
 there is *a slight favour* for the first.

As mentioned earlier, the English article system is very complicated; hard and fast rules of usage are not always available. The purpose of this chapter was to give more information about the classifications of article usage. In the research, evaluation of the subjects' performances and theoretical explanations of article usage will largely be based on the classifications and rules discussed in this chapter.

APPENDIX E

Lesson Plans for the Grammar-Correction Treatment Group

Lesson One

Class: Grammar-Correction Treatment Group

Length of time: 1½ hours

Materials: Appendices C and D.

Objectives: To learn the following grammar rules and to know how they govern the use of articles under the conditions concerned.

1. Use of the Definite Article "The"

a. Before things that have specific reference
(i.e., specifying usage)

- i) Considered to be unique
(e.g. the sun, the moon, ...)
- ii) Mentioned before in the context
- iii) By the addition of a phrase or other postmodifier
(e.g. the woman in red)
- iv) By reason of locality
(e.g. Mom's in the kitchen,--the only kitchen in the house)
- v) Before some artistic works
(e.g. the Blue Boy)

b. Before things that can be classified as a class (i.e., generic meaning)

- i) A class of animals, things, or people
(e.g. The horse is a useful animal.)
- ii) Before adjectives used nominally
(e.g. the poor, the blind)
- iii) Before proper names
(e.g. He was the Solomon of our
asylum.)
- iv) The differences between the four
patterns (1) "The German", (2) "A
German", (3) "The Germans", and (4)
"Germans"

- Procedure:
- (1) Greet the students and tell them what we are
going to do in the five sessions to come.
 - (2) Provide each subject with a copy of Appendix
D as a handout and Appendix C-W r i t t e n
Exercises I & II.
 - (3) Explain the grammar rules 1a to 1b in t h e
handout (20 min).
 - (4) Write a number of nouns or noun phrases o n
pieces of paper before hand and ask t h e
students to make a sentence out of them or
simply tell them to repeat the nouns with
appropriate articles. (15 min.)

e.g. Given: Alps

Students: The Alps are in Europe.

- (5) Have them finish items #1 to #4 of the written Exercises I (10 min).
- (6) Have them read aloud their answers and ask for explanations (10 min).
e.g. Why did you use "the" before the word "sea" in item #1?
- (7) If necessary, give explanations on errors they made and provide more examples of correct usage.
- (8) Summary: Repeat very briefly all the key points covered in this lesson (5 min.).
- (9) Ask them to read 1c to 1j on pp. 7-11 of the handout at home.

Techniques: -Grammar rules are basically presented deductively.

-In most cases, the Grammar-translation method is employed.

Note that there is a ten-minute break in each session.

Lesson Two

Class: Grammar-Correction Treatment Group

Length of time: 1½ hours

Materials: Appendices C and D.

Objectives: To learn the following grammar rules and to know how they govern the use of articles under the conditions concerned.

1. Use of the Definite Article "The"

c. Before proper nouns

- i) Before family names
(e.g. the Joneses)
- ii) Before proper names
(e.g. the Times)
- iii) Before names of oceans, deserts, etc.
(e.g. the Atlantic)
- iv) Before East/West/South/North
(e.g. the West)

d. Before names of diseases

e. Before names of musical instruments

f. Before names of body parts

g. Prepositional phrases

- i) Before mechanical inventions
and devices (e.g. on the phone)
- ii) Before nouns referring to the time
of a day (e.g. in the morning)

- h. Before superlatives, first, second, etc, and
only
- i. Before some names of locations associated
with activities
(e.g. go to the bank)
- j. Idioms, set phrases, instructions, etc.
(e.g. by the way)

- Procedure:
- (1) Greet the students.
 - (2) Review: Ask them and/or remind them of what
was covered in the last lesson.
(10 min).
 - (3) Tell them what we are going to cover in this
lesson.
 - (4) Explain the grammar rules 1c to 1j in the
handout (20 min).
 - (5) Write a number of nouns or noun phrases on
pieces of paper before hand and ask the
students to make a sentence out of them or
simply tell them to repeat the nouns with
appropriate articles. (15 min.).
 - (6) Have them read item #5 of the Written
Exercises I and finish items #1 to #12 of
the Written Exercises II (15 min).
 - (7) Have them read aloud their answers and ask
for explanations (10 min).

- (8) If necessary, give explanations on errors they made and provide more examples of correct usage.
- (9) Summary: Repeat very briefly all the key points covered in this lesson (5 min.).
- (10) Ask them to read section 2 on pp. 11-14 of the handout.

Lesson Three

Class: Grammar-Correction Treatment Group

Length of time: 1½ hours

Materials: Appendices C and D.

Objectives: To learn the following grammar rules and to know how they govern the use of articles under the conditions concerned.

2. Omission of the Definite Article "The"

- a. Before names of places / people / pronouns
(e.g. Let's go to Polo Park with Peter.)
- b. Before abstract nouns
(e.g. Beauty is truth.)
- c. After nouns in the possessive case
(e.g. the boy's uncle)
- d. Before names of meals / games / academic subjects / President
(e.g. Let's play chess.)
- e. Before plural nouns referring to the general idea (e.g. Women like babies.)
- f. Before **nature** / mass nouns / names of materials
(e.g. I enjoy shovelling snow.)
- g. Before **home** / **church** / **hospital**, etc.
- h. Before names of some countries
(e.g. Sudan, Cameroons)

- i. Before places people are personally familiar with (e.g. Green Park)
- j. Before continents / countries / counties, etc.
(e.g. She is from Africa.)
- k. Before titles of some artistic works
(e.g. Alice in Wonderland)
- l. Idioms, set phrases, instructions, etc.
(e.g. "End of Paper")

- Procedure:
- (1) Greet the students.
 - (2) Review: Ask them and/or remind them of what was covered in the last lesson.
(10 min).
 - (3) Tell them what we are going to cover in this lesson.
 - (4) Explain the grammar rules 2a to 2l in the handout (20 min).
 - (5) Write a number of nouns or noun phrases on pieces of paper before hand and ask the students to make a sentence out of them or simply tell them to repeat the nouns with appropriate articles. (15 min.).
 - (6) Have them finish items #6 to #10 of the Written Exercises I. (10 min).
 - (7) Have them read aloud their answers and ask for explanations (10 min).

- (8) If necessary, give explanations on errors they made and provide more examples of correct usage.
- (9) Summary: Repeat very briefly all the key points covered in this lesson (5 min.).
- (10) Ask them to read section 3 on pp. 14-17 of the handout.

Lesson Four

Class: Grammar-Correction Treatment Group

Length of time: 1½ hours

Materials: Appendices C and D.

Objectives: To learn the following grammar rules and to know how they govern the use of articles under the conditions concerned.

3. Use of the Indefinite Article "A/An"

- a. Before countable singular nouns which are not specific for either the speaker or the listener.
- b. Before countable nouns referring to a class of things or people (generic usage)
(e.g. A horse is a useful animal.)
- c. With a noun complement
(e.g. He is a doctor.)
- d. Before expression of quantity, numbers, price, speed, ratio, etc.
(e.g. a dollar a pound)
- e. Before Mr./Mrs./Ms./Miss + Surname and proper names (e.g. A Mr. Smith called.)
- f. Before proper nouns being used as a common noun (e.g. an aspirin)
- g. Before abstract nouns in generic statements
(e.g. A dependence on drugs is

increasing.)

h. Idioms, set phrases, instructions, etc.

(e.g. as a matter of fact)

- Procedure:
- (1) Greet the students.
 - (2) Review: Ask them and/or remind them of what was covered in the last lesson.
(10 min).
 - (3) Tell them what we are going to cover in this lesson.
 - (4) Explain the grammar rules 3a to 3h in t h e handout (20 min).
 - (5) Write a number of nouns or noun phrases o n pieces of paper before hand and ask t h e students to make a sentence out of them or simply tell them to repeat the nouns with appropriate articles. (15 min.).
 - (6) Have them finish items #13 to #16 of t h e Written Exercises II and #11 of the Written Exercises I. (15 min).
 - (7) Have them read aloud their answers and ask for explanations (10 min).
 - (8) If necessary, give explanations on errors they made and provide more examples of correct usage.
 - (9) Summary: Repeat very briefly all the k e y points covered in this lesson (5 min.).

(10) Ask them to read section 4 on pp. 17-18 of the handout.

Lesson Five

Class: Grammar-Correction Treatment Group

Length of time: 1½ hours

Materials: Appendices C and D.

Objectives: To learn the following grammar rules and to know how they govern the use of articles under the conditions concerned.

4. Omission of the Indefinite Article "A/An"

a. Right before plural nouns

(e.g. I like dogs.)

b. Before uncountable nouns

(e.g. Chalk is white.)

c. Before names of meals

(e.g. We have lobsters for dinner.)

d. Before or after "no"

(e.g. No man can do it.)

e. Idioms, set phrases, instructions, etc.

(e.g. We see eye to eye.)

Procedure: (1) Greet the students.

(2) Review: Ask them and/or remind them of what was covered in the last lesson.

(10 min).

(3) Tell them what we are going to cover in this lesson.

- (4) Explain the grammar rules 4a to 4e in t h e handout (20 min).
- (5) Write a number of nouns or noun phrases o n pieces of paper before hand and ask t h e students to make a sentence out of them or simply tell them to repeat the nouns with appropriate articles. (15 min.).
- (6) Have them read item #12 and finish #13 of the Written Exercises I (15 min).
- (7) Have them read aloud their answers and ask for explanations (10 min).
- (8) If necessary, give explanations on errors they made and provide more examples of correct usage.
- (9) Summary: Repeat very briefly all the key points covered in the past 5 lessons (12 min.).
- (10) Announce the administration of the posttest for the next meeting.
- (11) Ask them, if possible, to write down their comments about the instruction of this course in general.

-End of Lesson Plans for Group A-

APPENDIX F

Lesson Plans for the Experiential-Treatment Group

Lesson One

Class: Experiential Treatment Group

Length of Time: 1½ hours

Materials: Appendix E--Chapter 3 "How to talk about the world" on pp.27-31 extracted from "Reading in English for Students of English as a second language" (2nd Edition) by Danielson, Hayden, Hinze-Pocher and Glicksberg.

Intents: -To understand the first and the last two paragraphs of the essay.
-To be able to discuss the connotations of the word "home".
-To be able to express themselves verbally.
-To be able to write an essay on the topic on p.31 of the handout.

Setting: Sit in a circle. When a person talks, everybody can have eye contact with him/her.

Procedure: (1) Greet the students and tell them what we are going to do in the following 5 sessions.

- (2) Encourage them to share something about their families. e.g. How many brothers and sisters do you have? (10 min)
- (3) Provide each student with a copy of Appendix E as a handout.
- (4) Have them read the first paragraph on p.27 in the handout. (5 min)
- (5) Ask them questions about the meaning of the word "home".
e.g. What does the word "home" mean
(i) to an Englishman, (ii) to a Frenchman, and (iii) to you?
(10 min)
- (6) Put them in groups of three and have them share their ideas about "home". Also encourage them to talk about what kind of "home" they are expecting for their future. (15 min). The teacher circulates among these groups.
- (7) Ask all the students to sit in a circle again and listen to their sharing.
(10 min).
- (8) Take a break for ten minutes.
- (9) Read aloud the last two paragraphs on p.29 in the handout. (5 min).

(Since this is the first session and the subjects do not have a chance to read the whole essay beforehand, only 3 paragraphs are intended to be covered.)

- (10) Ask them if they have any questions about the 2 paragraphs.
- (11) Ask question #6 on p.30 in the handout. (5 min).
- (12) Discuss questions #7 and #8 on pp.30-31. (10 min.).
- (13) Ask them if they have come across any phrases in Chinese which are difficult to translate into English such as "piaomei" or vice versa. (10 min).
- (14) Have the students finish item #10 on p. 31. (If they cannot finish it in class, ask them to finish it at home and bring it back next time.)
- (15) Tell them to read pp.75-80 at home.

Note that meaning rather than grammar points is the focus in all these five lessons. Whenever there are small-group discussions, a student in each group is invited to lead the discussion. Meanwhile, the teacher circulates among them and gives feedback.

Lesson Two

Class: Experiential Treatment Group

Length of Time: 1½ hours

Materials: Appendix E--Chapter 7 "The Ice Age and the Cauldron" on pp.75-80 of the handout.

Intents: -To understand the essay.
 -To be able to discuss the connotations of the terms "pollution" and "greenhouse effect"
 -To be able to express themselves verbally.
 -To be able to write an essay on one of the topics #9, #10, or #11 on pp.79-80 of the handout.

Setting: Sit in a circle.

Procedure: (1) Greet the students.
 (2) Ask: What is "pollution"?
 What is "greenhouse effect"?
 What do you think is the most serious pollution problem in Hong Kong today? in North America?
 What causes pollution?
 (10 min).
 (3) Have them read the first 6 paragraphs of the essay on pp.75-76. (8 min.).
 (4) Put them in groups of three and ask them

to share their answers to #1 and #2 on p.78 (12 min).

(5) Have them read pp.33-43 and work on #4 to #7 on p.78. (15 min.).

(6) Invite them to share their answers.

Ask questions and give feedback.

(10 min.).

(7) Take a break.

(8) Continue to have them work in small groups. Ask them to share their ideas on how to solve some of the pollution problems. Question #9 on p.79 serves as a stimulus (20 min.).

(9) Tell them to sit in a big circle again and listen to their ideas. (10 min.).

(10) Ask them to finish one of the items: #9, #10, or #11 on pp.79-80 at home and bring it back next time.

(11) Tell them to read pp.139-140 at home.

(12) Collect their writings assigned last week. Go over them, give written feedback, and return them to the students next time. Note that no error correction is given. If there is something communicatively incorrect, ask them for a clear explanation.

Lesson Three

Class: Experiential Treatment Group

Length of Time: 1½ hours

Materials: Appendix E--Chapter 10 "Margaret Mead
Answers" on pp.139-144 of the handout.

Intents: -To understand the essay.
-To be able to discuss the connotations of
the words "temperament" and
"personality"
-To be able to express themselves verbally.
-To be able to write an essay on the topic
#8 on p.144 of the handout.

Setting: Sit in a circle.

Procedure: (1) Greet the students.
(2) Ask: How do you distinguish between the
terms "temperament" and "personality"?
(10 min.).
(3) Have the students take turn reading
aloud the whole passage if they did not
read it over at home. Each student
reads a few lines. Highlight all the
key words in the footnotes on pp.139-
140. (10 min.).
(4) Ask them the main ideas of the passage
and give feedback. (8 min.).

- (5) Put them in groups of three and tell them to discuss questions #2, #3 and #4 on pp.141-142. (12 min.).
- (6) Ask the students who are in charge of group discussion to share their answers and encourage others to make comments. (10 min.).
- (7) Take a ten-minute break.
- (8) Continue to have them work in small groups. Ask them, "Who do you think should be more responsible for the jobs listed in question #7 on pp.143-144, why? Encourage them to elaborate on their arguments. (25 min).
- (9) Have them sit in a big circle again and listen to their conclusion. (5 min.).
- (10) Tell them to read pp.149-163, finish #8 on p.144 at home, and bring it back next time.
- (11) Collect their writings assigned last week. Go over them, give written feedback, and return them to the students next time.

Lesson Four

Class: Experiential Treatment Group

Length of Time: 1½ hours

Materials: Appendix E--Chapter 11 "How to Tell When Someone is Saying 'No'" on pp.149-163 of the handout.

Intents: -To understand the essay.
-To be able to say "No" in a polite way.
-To be able to express themselves verbally.
-To be able to write an essay on one of the topics #3, #11 or #12 on pp.161-163 of the handout.

Setting: Sit in a circle.

Procedure: (1) Greet the students.
(2) Ask a number of students
 i) to go to a movie.
 ii) to join you for dinner.
 iii) to listen to some music in your home, etc.
(5 min.).
(3) Have them discuss what are the proper ways to say "No".
 e.g. What would you say to decline an invitation?" (12 min.).

- (4) Invite 4 students to take turn reading aloud suggestions #2 to #5 on pp.152-153. Each student reads one suggestion. (8 min.).
- (5) Put them in groups of three and ask them to work on questions #1, #4, #5, and #7. (20 min.).
- (6) Tell them each group is going to present a role play based on question #10. Ask them to talk about it with their group members during the break. (10 min.).
- (7) Take a 10-minute break.
- (8) Have them prepare the role play. (10 min.).
- (9) Each group presents their role play. Ask for feedback after each presentation. (15 min.).
- (10) Tell them to read pp.199-211, finish one of the items #3, #11, or #12, on pp.161 and 163 at home, and bring it back next time.
- (11) Collect their essays assigned last week. Go over them, give written feedback, and return them next time.

Lesson Five

Class: Experiential Treatment Group

Length of Time: 1½ hours

Materials: Appendix E--Chapter 14 "The Medical Lessons of History" on pp.199-211 of the handout.

Intents: -To understand the essay.
-To be able to talk about the main ideas of the essay.
-To be able to express themselves verbally.
-To be able to write an essay on one of the topics #13 and #14 on p.210 of the handout.

Setting: Sit in a circle.

Procedure: (1) Greet the students.
(2) Ask: What are the main ideas of each section of the essay?
What do you remember about the essay?
(3) Discuss questions #3, #5, #6, and #7.
(25 min.).
(4) Take a ten-minute break.
(5) Put them in groups of three and have them work on questions #1, #2, #10, and #12 on pp.206-210. (20 min.).
(6) Ask them to sit in a big circle again

and listen to their answers. (10 min.).

- (7) Discuss questions #8, #9, and #11 if time allows. (15 min.).
- (8) Tell them to finish one of the questions #13 or #14 on p.210 at home and bring it back next time.
- (9) Collect their essays assigned last week. Go over them, give written feedback, and return them next time.
- (10) Announce the administration of the posttest for the next meeting.
- (11) Ask them, if possible, to write down their comments about the instruction of the past 5 sessions in general.

-End of Lesson Plans for Group B-

APPENDIX G

Another step in the data analysis was to perform similar comparisons of the three groups' performance on each of the two subsections of the pretest and posttest, namely the composition section (section A) and the paragraph editing section (Section B). The reason why this analysis was not included in Chapter 4 is that additional comparisons increase the likelihood of finding significant differences on the basis of chance and, in effect, lower the alpha level substantially.

Additional Comparisons

In terms of section A alone (Composition), both the grammar-correction treatment group and the experientially-oriented treatment group made significant progress in the posttest. In contrast, the control group made no progress in the same test. Here are the three statistical analyses.

Table 7

(Group A: Pretest-Posttest Comparison)
(Section A--Composition)

SUBJECT SET	A ₁	A ₂	d=A ₁ -A ₂	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	5	0	5	7	
2	4	0	4	5.5	
3	7	4	3	4	
4	6	4	2	3	
5	9	8	1	1.5	
6	5	4	1	1.5	
7	11	4	7	8	
8	13	9	4	6.5	

$$T = 0$$

Since $T=0$, $T_p=4$ and $T < T_p$, a significant decrease in error score was obtained in section A at the $p=.05$ level.

Table 8

(Group B: Pretest-Posttest Comparison)
(Section A--Composition)

SUBJECT SET	B ₁	B ₂	d=B ₁ -B ₂	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	5	2	3	5	
2	7	5	2	3.5	
3	13	0	13	7.5	
4	14	13	1	1.5	
5	12	3	9	6	
6	6	7	-1	-1.5	1.5
7	14	12	2	3.5	
8	22	9	13	7.5	

$$T = \overline{1.5}$$

Since $T=1.5$, $T_p=4$ and $T < T_p$, a significant decrease in error score was obtained in section A at the $p=.05$ level for a one-tailed test.

Table 9

(Group C: Pretest-Posttest Comparison)
(Section A--Composition)

SUBJECT SET	C ₁	C ₂	d=C ₁ -C ₂	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	5	7	-2	-3	3
2	7	6	1	1.5	
3	13	12	1	1.5	
4	5	14	-9	-7	7
5	6	3	3	4.5	
6	12	7	5	6	
7	16	13	3	4.5	
8	33	20	13	8	

$$T = \overline{10}$$

Since $T=10$, $T_p=4$ and $T > T_p$, a significant decrease in error score was not obtained in section A.

Table ten reveals the results of the comparison of A_2 and B_2 in section A of the posttest.

Table 10
(Groups A & B: Posttest Comparison)
(Section A--Composition)

A_2	B_2
0	0
0	2
4	3
4	5
4	7
4	9
8	12
9	13

Per cent of total errors in the posttest					
	0-2	3-5	6-8	9-11	12-14
$A_2: S_8 (X)$	2/8	6/8	7/8	8/8	8/8
$B_2: S_8 (X)$	2/0	4/8	5/8	6/8	8/8
Differences	0/8	2/8	2/8	2/8	0

Let $p=.05$. We have $n_1=n_2=8$ =the number of subjects in each group. Since the largest discrepancy between A_2 and B_2 is 2/8, $K_D = 2$, which is the numerator of this largest difference. Reference to Table L (see Siegel, 1956. p.278) reveals that when $N = 8$, a value of $K_D = 2$ was not significant. We then concluded that A_2 did not make significantly fewer errors than B_2 .

Table eleven reveals the results of the comparison of A_2 and C_2 in section A of the posttest.

Table 11
(Groups A & C: Posttest Comparison)
(Section A--Composition)

A_2	C_2
0	3
0	6
4	7
4	7
4	12
4	13
8	14
9	20

Per cent of total errors in the posttest					
	0-2	3-5	6-8	9-11	12-14
$A_2: S_8 (X)$	2/8	6/8	7/8	8/8	8/8
$B_2: S_8 (X)$	0/0	1/8	4/8	4/8	7/8 ...
Differences	2/8	5/8	3/8	4/8	1/8 ...

According to Table L (see Siegel, 1956. p.278), when $N = 8$, a value of $K_D = 5$ was significant. We then concluded that A_2 made significantly fewer errors than C_2 at the $p=.05$ level for a one-tailed test.

Table twelve reveals the results of the comparison of B_2 and C_2 in section A of the posttest.

Table 12
(Groups B & C: Posttest Comparison)
(Section A--Composition)

B_2	C_2
0	3
2	6
3	7
5	7
7	12
9	13
12	14
13	20

	Per cent of total errors in the posttest				
	0-2	3-5	6-8	9-11	12-14
$B_2: S_8 (X)$	2/8	4/8	5/8	6/8	8/8
$C_2: S_8 (X)$	0/0	1/8	4/8	4/8	7/8 ...
Differences	2/8	3/8	1/8	2/8	1/8 ...

According to Table L (see Siegel, 1956. p.278), when $N = 8$, a value of $K_D = 3$ was not significant. We then concluded that B_2 did not make significantly fewer errors than C_2 .

In terms of section B alone (Paragraph Editing), only the grammar-correction treatment group made significant progress in this section. Here is the statistical procedure.

Table 13

(Group A: Pretest-Posttest Comparison)
(Section B--Paragraph Editing)

SUBJECT SET	A ₁	A ₂	d=A ₁ -A ₂	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	26	20	6	1	
2	42	24	18	3	
3	43	27	16	2	
4	46	26	20	4	
5	50	21	29	6.5	
6	61	32	29	6.5	
7	55	30	25	5	
8	64	18	46	8	

$$T = 0$$

Since $T=0$, $T_p=4$, and $T < T_p$, a significant decrease in error score was obtained in section A at the $p=.05$ level.

Table fourteen reveals the results of section B done by group B in the pretest and the posttest.

Table 14
(Group B: Pretest-Posttest Comparison)
(Section B--Paragraph Editing)

SUBJECT SET	B ₁	B ₂	d=B ₁ -B ₂	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	32	31	1	2	
2	39	38	1	2	
3	34	35	-1	-2	2
4	40	43	-3	-4	4
5	42	46	-4	-5	5
6	50	44	6	6	
7	48	39	9	7	
8	76	87	-11	-8	8

$$T = \overline{19}$$

Since $T=19$, $T_p=4$, and $T>T_p$, a significant decrease in error score was not obtained in section A.

Table fifteen reveals the results of section B done by group C in the pretest and the posttest.

Table 15

(Group C: Pretest-Posttest Comparison)
(Section B--Paragraph Editing)

SUBJECT SET	C_1	C_2	$d=C_1-C_2$	SIGNED RANK	RANK WITH LESS FREQUENT SIGN
1	23	22	1	1.5	
2	39	49	-10	-5.5	5.5
3	37	35	2	3.5	
4	46	48	-2	-3.5	3.5
5	48	34	14	8	
6	48	49	-1	-1.5	1.5
7	46	36	10	5.5	
8	68	80	-12	-7	7

$$T = \overline{17.5}$$

Since $T=17.5$, $T_p=4$, and $T>T_p$, a significant decrease in error score was not obtained in section A.

Table sixteen reveals the results of the comparison of A_2 and B_2 in section B of the posttest.

Table 16

(Groups A & B: Posttest Comparison)
(Section B--Paragraph Editing)

A_2	B_2
18	31
20	35
21	38
24	39
26	43
27	44
30	46
32	87

Per cent of total errors in the posttest					
	18-22	23-27	28-32	33-37	38-42
$A_2: S_8 (X)$	3/8	6/8	8/8	8/8	8/8
$B_2: S_8 (X)$	0/0	0/8	1/8	2/8	4/8
Differences	3/8	6/8	7/8	6/8	4/8

According to Table L (see Siegel, 1956. p.278), when $N = 8$, a value of $K_D = 7$ was significant. We then concluded that A_2 made significantly fewer errors than B_2 in section B at the $p=.05$ level for a two-tailed test.

Table seventeen represents the results of the comparison of A_2 and C_2 in section B of the posttest.

Table 17

(Groups A & C: Posttest Comparison)
(Section B--Paragraph Editing)

A_2	C_2
18	22
20	34
21	35
24	36
26	48
27	49
30	49
32	80

Per cent of total errors in the posttest					
	18-22	23-27	28-32	33-37	38-42
$A_2: S_8 (X)$	3/8	6/8	8/8	8/8	8/8
$C_2: S_8 (X)$	1/0	1/8	1/8	4/8	4/8
Differences	2/8	5/8	7/8	2/8	4/8

According to Table L (see Siegel, 1956. p.278), when $N = 8$, a value of $K_D = 7$ was significant. We then concluded that A_2 made significantly fewer errors than C_2 in section B at the $p=.05$ level for a one-tailed test.

Table eighteen indicates the results of the comparison of B_2 and C_2 in section B of the posttest.

Table 18
(Groups B & C: Posttest Comparison)
(Section B--Paragraph Editing)

B_2	C_2				
31	22				
35	34				
38	35				
39	36				
43	48				
44	49				
46	49				
87	80				

Per cent of total errors in the posttest					
	18-22	23-27	28-32	33-37	38-42
$B_2: S_8 (X)$	0/8	0/8	1/8	2/8	4/8
$C_2: S_8 (X)$	1/0	1/8	1/8	4/8	4/8
Differences	1/8	1/8	0/8	2/8	0/8

Per cent of total errors in the posttest				
	43-47	48-52	53-57	58-62
$B_2: S_8 (X)$	7/8	7/8	7/8	7/8 ...
$C_2: S_8 (X)$	4/8	7/8	7/8	7/8 ...
Differences	3/8	0/8	0/8	0/8 ...

According to Table L (see Siegel, 1956. p.278), when $N = 8$, a value of $K_D = 3$ was not significant. We then concluded that B_2 did not make significantly fewer errors than C_2 in section B.

APPENDIX H

QUESTIONNAIRE

Please answer the following questions.

1. What do you think of the lessons and learning activities?
2. What do you think of the learning materials?
3. What do you think of the instructor?
4. What do you think of the size of the class?
5. What do you think of the learning atmosphere?
6. Do you like learning English grammar?
7. If you have a choice, would you like the teacher to correct your grammatical errors during the instruction? Explain.
8. Could you make some suggestions on how to improve the program?