Effects of Using Concordances on EFL Learners' Ability to Self-Correct Grammatical Errors

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ชื่อวิทยานิพนธ์	ประสิทธิผลของการใช้คอนคอร์แดนซ์ในการแก้ไขข้อผิดพลาดทางด้านไวยากรณ์ด้วยตนเองของผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ
ผู้เขียน	นางสาวอัสมา ทรรศนะมีลาภ
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บทคัดย่อ

ปัญหาอย่างหนึ่งที่พบในการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ คือ ข้อบกพร่องของการป้อนข้อมูลย้อนกลับ ซึ่งส่งผลให้ขาดตัวอย่างทางด้านภาษาที่มีคุณภาพ เพื่อให้ผู้เรียนได้เรียนรู้ คอมพิวเตอร์คลังข้อมูลภาษา และโปรแกรมคอนคอร์แดนซ์ เป็นเทคโนโลยีทางการศึกษาที่สามารถแสดงข้อมูลตัวอย่างของการใช้ภาษาที่ถูกต้องและชัดเจนจำนวนมาก ได้ถูกนำมาใช้ในวงการการศึกษาอย่างกว้างขวาง และได้รับการทดลองแล้วว่าเป็นเครื่องมือที่ใช้ได้ผลกับผู้เรียนที่มีความสามารถด้านภาษาอังกฤษในระดับสูง เนื่องจากผู้เรียนมีความรู้ด้านภาษาเพียงพอในการสังเกตตัวอย่าง งานวิจัยครั้งนี้มีจุดประสงค์ในการศึกษาผลกระทบของการใช้โปรแกรมคอนคอร์แดนซ์ ในการแก้ไขงานด้วยตนเองของผู้เรียนที่มีความรู้ด้านภาษาอังกฤษในระดับต่ำ โดยมีหัวข้อวิจัย 4 ข้อดังต่อไปนี้ 1).ผู้เรียนมีความสามารถในการใช้คอนคอร์แดนซ์ในการแก้ไขความผิดทางด้านไวยากรณ์ของตนเอง และสามารถจดจำไวยากรณ์เหล่านั้นได้มากน้อยเพียงไร 2).ไวยากรณ์ประเภทใดที่ผู้เรียนสามารถแก้ไขและจดจำได้มากที่สุดและประเภทใดแก้ไขและจดจำได้น้อยที่สุด 3). ผู้เรียนสามารถถอดกฎไวยากรณ์และสามารถนำกฎที่ได้ไปแก้ไขงานตัวเองได้มากน้อยเพียงไร และ 4). ผู้เรียนมีใช้กระบวนการเรียนรู้ ใดในการสรุปกฎจากคอนคอร์แดนซ์ และปัญหาที่พบขณะทำงานรวมถึงทัศนคติที่มีต่อการใช้คอนคอร์แดนซ์

งานวิจัยครั้งนี้เป็นงานวิจัยกึ่งการทดลอง โดยกลุ่มทดลองคือ นักเรียนไทยระดับมัธยมศึกษาปีที่ 5 จำนวน 37 คน ในการทดลองเป็นเวลา 18 สัปดาห์ เครื่องมือที่ใช้เก็บข้อมูลประกอบด้วย แบบฝึกแก้ไขข้อผิดพลาดทางไวยากรณ์จำนวนสามชิ้นงาน แบบทดสอบหลังการเรียน แบบทดสอบวัดความคงทน แบบจดบันทึกจาการสังเกตการณ์ของครู และการสัมภาษณ์แบบกระตุ้นความจำ ในช่วงก่อนการทดลองนักเรียนกลุ่มตัวอย่างจะต้องแต่งเรื่องจากภาพที่ให้ และผู้วิจัยจะทำการตรวจงานเขียนนั้นเพื่อหาข้อผิดพลาดด้านไวยากรณ์ในระดับคำที่พบบ่อยที่สุด 5 ลำดับ และนำไวยากรณ์ที่ได้มาสร้างแบบฝึกแก้ไขข้อผิดพลาดและแบบทดสอบความคงทน ในช่วง

การทดลองนักเรียนกลุ่มตัวอย่างจะได้รับการฝึกให้ใช้โปรแกรม และการถอดกฎจากคอนคอร์แดนซ์เพื่อนำไปแก้ไขข้อผิดพลาดทางด้านไวยากรณ์ ผลลัพธ์ที่ได้ถูกนำมาประมวลผลทั้งในเชิงคุณภาพ และเชิงปริมาณโดยมีผลดังนี้

1. นักเรียนมีความสามารถในการแก้ไขข้อผิดพลาดในแบบฝึกทั้งสามชิ้นได้ดี โดยมีค่าเฉลี่ยที่ 79.82 เปอร์เซ็นต์ ความสามารถในการแก้ไขข้อผิดพลาดของตนเองมีค่าเฉลี่ยอยู่ที่ 64.34 เปอร์เซ็นต์ ค่าเฉลี่ยความทรงจำในเรื่องกฎไวยากรณ์หกสัปดาห์หลังการทดลองอยู่ที่ 54.32 เปอร์เซ็นต์

2. ความผิดประเภทนาม คำนำหน้านาม และการใช้ประธานและกริยาที่สอดคล้องกัน เป็นความผิดที่แก้ไขได้มากที่สุด เปลี่ยนแปลงลำดับไปตามแบบฝึกแก้ไขข้อผิดพลาด แบบทดสอบหลังเรียน และแบบทดสอบความทรงจำ ส่วนความผิดประเภทกริยาและบุพบท เป็นความผิดที่นักเรียนกลุ่มทดลองสามารถแก้ไขได้น้อยที่สุด ทั้งในแบบฝึกหัด แบบทดสอบหลังการเรียนและแบบทดสอบวัดความคงทน

3. ภาพรวมของผลการทดลองแสดงให้เห็นว่าความสามารถในการสร้างกฎไวยากรณ์ต่ำกว่าความสามารถในการนำกฎไปใช้

4. ข้อมูลจาการสัมภาษณ์และการสังเกตการณ์พบว่า นักเรียนโดยส่วนใหญ่ยังไม่สามารถใช้โปรแกรมคอนคอร์แดนซ์ในการเรียนรู้ด้วยตนเองได้ เนื่องด้วยมีความสามารถทางภาษาอังกฤษในระดับต่ำ ดังนั้นนักเรียนจึงต้องถามแนวทางและวิธีการใช้จากเพื่อนและครู ซึ่งทำให้เกิดปัญหาเนื่องจากการขาดการฝึกฝนการใช้เครื่องมือ อย่างไรก็ตามผลจากการสัมภาษณ์พบว่านักเรียนส่วนใหญ่ชอบวิธีการใช้คอนคอร์แดนซ์แต่ต้องมีการแนะนำจากครู

ผลจากการทดลองแสดงให้เห็นว่าในการใช้คอนคอร์แดนซ์กับผู้เรียนที่มีความสามารถด้านภาษาอังกฤษในระดับต่ำ ผู้สอนจำเป็นจะต้องมีการดัดแปลงโดยควบคุมจำนวนของคอนคอร์แดนซ์ที่มีโครงสร้างประโยคที่ง่ายไม่ซับซ้อน และใช้รูปแบบการฝึกในลักษณะการพิมพ์ นอกจากนี้ในการเตรียมความพร้อมของผู้เรียนก่อนใช้คอนคอร์แดนซ์นั้น ผู้สอนจะต้องเตรียมความพร้อมทางด้านวิธีการใช้และเตรียมความพร้อมด้านจิตใจให้ผู้เรียนมีความรู้สึกว่าสามารถรับผิดชอบงานของตนเองได้ และบอกประโยชน์ที่ผู้เรียนจะได้รับจากการเรียนรู้ด้วยตนเอง

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ABSTRACT

One of the problems found with EFL instruction is poor feedback, as this results in a lack of quality language examples for learners to experience. Computer corpora and concordances are education technologies which can provide a large, clear number of language examples for learners to observe. By and large, the employment of computer corpora and concordances has been proven effective for advanced EFL learners because they possess sufficient linguistic ability to work with large numbers of examples. However, this study aimed at investigating the effects of using concordances on the self-correction ability of low-proficiency EFL learners. Four research questions were posed: 1) To what extent are lower-intermediate EFL learners able to self-correct and retain grammatical patterns after using concordances?, 2) Which grammatical errors are corrected and retained most accurately, and which least accurately?, 3) Can learners induce rules and apply induced patterns in error-correction?, and 4) What are the general strategies used by EFL learners and what are their attitudes towards using concordances for error-correction?

The researcher adopted a quasi-experimental design for the study, which was carried out with thirty-seven Thai grade 11 EFL learners over a period of 18 weeks. The instruments used included three grammatical error-correction tasks, a post-test, a retention test, teacher's observation notes, and stimulated recall interviews. Prior to the experiment, the learners were asked to compose a story, prompted by a series of pictures. Then, the five most common types of errors were selected at the word level for the learners to correct, and were used to design the error-correction tasks and the

retention test. During the experiment, learners were trained to operate the concordancer, deal with concordances, induce patterns, and self-correct their writing.

The main findings from the paired sample T-tests and other qualitative analyses that the researcher conducted are summarized as follows:

1. Learners performed well on the three ongoing tasks during the training period, getting an average score of 79.82%. On the post-test, they self-corrected their work with an average score of 64.34%, and their average score for a retention test on grammatical rules taken six weeks later was 54.32%.

2. The grammar categories of nouns, articles, and subject-verb agreement were the most successfully corrected in the tasks, the post-test, and the retention test. Errors on verbs and prepositions were the grammatical types that were corrected least successfully over all data collection instruments.

3. The overall data showed that the learners' ability to induce grammatical patterns was lower than their ability to apply them to error correcting in all tasks and the post-test.

4. The data from the interviews and the researcher's observation revealed that the learners exhibited a certain degree of independence because a longer period of time is required to become totally independent. As a result, most of them preferred using concordances, they nevertheless needed some guidance from their peers and the teacher.

The results of this study indicated that when designing concordance tasks for learners with a low level of language proficiency, teachers should encourage them by controlling the amount of language inputs and present concordance lines to learner with simple language structures in the form of printouts. After they are familiar with the learning process, learners should be trained to deal with the functions of the concordancer. Importantly, during the training, teachers should give sufficient practices in order to expose them to as many larger inputs as possible to overcome the problems. Furthermore, preparing learners psychologically would be worthwhile by telling them the advantages of independent learning and that everyone has the ability to take responsibility for their own learning.

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Thirdly, my grateful appreciation also goes to Asst. Prof. Dr. Waraporn Sripetpun and Dr. Worarat Whanchit, both members of my examining committee, for

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I would like to express admiration of my two heroines: Mrs. Tanomchit Sangcharoon and Mrs. Hasanah Binma-ung, who both gave me hope and strength to fight through all problems in my life. I would also like to thank all the instructors and staff members in the MA Program, who helped and supported me to continue in the academic program.

At the beginning of my journey, when I was trying to familiarize myself with concordances, I worked very hard with one of my friends who was also interested in conducting research on concordances. She and I helped each other in our studies on how to use concordancers and how to give feedback to learners. We shared everything that we discovered and learned with each other. Thus, this thesis was completed because of her devotion. Hence, I would like to formally thank my thesis coworker, Ms. Nittaya Saowanit, and hope that one day I can read her interesting project.

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CHAPTER 1

INTRODUCTION

This study aimed to investigate the effects of using concordances on low proficiency EFL learners and their self-correction ability. This chapter presents the research rationale, objectives of the study, research questions, definition of key terms in the study, significance of the study, and scope and limitations of the study, respectively.

1.1 Rationale for the Study

In learning a language, student errors are unavoidable, both in speaking and writing (Makino, 1993; Hendrickson, 1980). This is due to two main causes: first language (L1) interference and a lack of sufficient exposure to the target language (Liou et al., 1992). English as a foreign language (EFL) learners already have a deep knowledge of their mother tongue, so when they want to express their ideas in English, which is far less salient for them, confusions arise between the dominant language and the less salient language (Harmer, 2001). In other words, students make errors as a result of negative influences from their first language. The second reason for making errors is the learning environment. Due to a lack of input from native speakers and opportunities to use English, learners rarely have time to practice the language, which is a very important process in language learning.

Although errors are inevitable in speaking and writing, it should be noted that they are a significant factor in language learning (Makino, 1993; Teo, 1986; Hendrickson, 1980) and errors can help learners to acquire the target language. Making errors is a natural process in learning a language. Harmer (2001) posits that errors are part of learners' interlanguage, the type of a language between the native and target language which learners have learned at a particular stage of their language development. Moreover, learner errors play an important role in both language

teaching and learning. In teaching, learner errors can inform teachers how far students have progressed towards their goals (Corder, 1983). Based on the kinds of errors which students make, teachers can decide what language points should be taught. For learners, error-making is a tool which they can use to learn the language and better explore it (Chen, 2007).

However, those errors occurring in learners' writing tasks may have the detrimental effects for language learners. That is, the errors become the habit and they are not easy to correct, thus being called fossilized errors. In order to prevent fossilized errors, teachers should find effective ways to work with the errors. For the writing teacher, responding to student errors is one of the most difficult tasks (Makino, 1993). One way of dealing with errors is by giving feedback to learners, and there are a number of ways to give feedback on writing, depending on the kind of writing task and the way the teacher wishes to provide the feedback (Harmer, 2001). Traditionally, there are two main ways to provide feedback: directly and indirectly.

Concerning direct feedback, teachers deal with errors by giving the correct form of language to students. When learners receive their work, they need only to transcribe the teacher's corrections into their final drafts (Ferris, 2001). The learners are not involved in the correction process and do not have any active role in correcting their own errors. Consequently, many learners still make the same errors again and again even after receiving feedback from their teachers because they are not given a chance to explore the language by themselves.

The alternative technique, which involves the learners more fully in the correction process, is called indirect feedback. For this technique, the errors are pointed out by the teachers and the students themselves then correct the errors based on a system of error codes. Such a correction process can help learners learn the language because they can discover the rules themselves and this results in increased language performance. According to Lalande (1982), most theorists and researchers prefer indirect feedback than direct feedback because it helps promote language learning more than direct feedback. However, some students may find it difficult to correct their own work because they have insufficient linguistic knowledge.

Therefore, the question of how to effectively give feedback to learners is still unresolved (Ferris, 2004; Lee, 2004; Paulus, 1999; Lee, 1997).

Concerning Thai EFL teachers, both types of feedback are used to reduce learner errors, but the teachers, nevertheless, have limited success in helping learners to acquire English. In relation to direct feedback, which is the most preferred method of Thai learners (Bennui, 2008; Kaoropthai, 2007; Onodera, 2004; Wichaya, 2003), when teachers give correct answers directly to students, most of them pay little attention to the feedback. Mostly, they do not gain any new linguistic knowledge because they only transfer the teachers' corrections to the revised drafts. With indirect feedback, most Thai teachers give only symbols that indicate the errors, which learners must correct by themselves. Many students cannot correct their work on their own because they do not understand the symbols, which mean they cannot use the feedback to self-correct their written work.

As a result, errors produced by Thai EFL learners are usually repetitive, which may result in them being fossilized in the learners' minds in the future. Moreover, the traditional feedback method employed by Thai teachers may cause the students to ignore the given feedback because they think that error correction is exclusively the teachers' role (Maneekhao, 2001). One effective way to help students learn more from teachers' feedback is to involve students in the correction process as much as possible, i.e., by adopting self-correction techniques. According to Todd (2001), self-correction can promote students' life-long learning because they discover rules by themselves.

Generally, self-correction refers to a technique which allows learners to correct their own errors, which were marked by teachers (Hong, 2004). To achieve effective self-correction ability, it is important to note that before leaving learners to correct their own writing by themselves, especially those who are not familiar with the self-correction technique, teachers should train the learners on how to correct errors in order to prevent them from being frustrated by the error-correction task (Kavaliauskienė, 2003). One way to do this is to design an exercise for learners to practice correcting given errors by themselves. After this, learners will be less likely to be overwhelmed by error correction tasks when they self-correct their own writing.

Regarding Thai EFL learners, errors found in their writing concern grammatical mistakes rather than writing styles or development of ideas (Udomyamokkul, 2004). Moreover, some types of grammatical errors may lead to misunderstanding of what the students have written. Consequently, teachers' feedback on the grammar is necessary and it also prevents fossilized errors (Ferris, 2004). Two approaches which have been used to teach grammar are the deductive approach and the inductive approach. The deductive approach in teaching language starts by first giving learners' rules to learn, followed by examples. Students then can practice using those rules. Conversely, the inductive approach starts with examples and the learners are asked to discover the underlying rules. Regarding the benefits of the deductive and inductive approaches, some researchers believe that because the deductive method is teacher-led (Fischer, 1979), learners might not accurately apply the rules they learn when they use the language on their own. This could be because they may not completely understand concepts in the target language. Moreover, the deductive approach emphasizes the rules more than their meanings, and learners thus take a passive role in the learning process (Shaffer, 1985).

The inductive approach, on the other hand, is more learner-centered. Because the learners discover the rules themselves, they form a better understanding of the grammatical rules that they have induced from the sentences or texts (Brown, 1990). The cognitive depth required by this exercise leads to longer and better retention of the knowledge. The process of learning may also be more interesting for learners because it involves discovery (Fischer, 1979), they feel more important, they are less passive, and they do not become bored so easily during the lesson. Therefore, the inductive technique can greatly increase learners' motivation, make them more attentive and more actively involved in the learning process, rather than being passive recipients.

Regarding the numerous benefits of the inductive approach, it becomes an umbrella term that encompasses a range of instructional methods, including problem based learning, project-based learning, and discovery learning. These methods have many features in common, besides the fact that they all qualify as inductive. They are

all learner-centered, that is, the students take greater responsibility for their own learning more than in the traditional teacher-based deductive approach. They are all supported by research findings saying that students learn by fitting new knowledge into existing cognitive structures (Prince & Felder, 2006). Inductive methods can all be characterized as constructivist methods in that they build on the widely accepted principle that students construct their own versions of knowledge rather than simply absorbing versions presented by their teachers.

The concepts of learner autonomy, self-directed learning, self-access systems and independent learning have been increased in popularity in ELT over the last 40 years (Benson, 2001). All of these concepts are based on a belief that learners are able to make independent decisions in learning and they have freedom from external constraints. Hence, the successful autonomous learners should have the ability to engage the work independently, to use appropriate learning strategies, both inside and outside the classroom. Moreover, the knowledge that they gain from learning should help them to reach the goal of learning, which is the ability to use the language in real life situations. In addition, the materials used in learning should support them to acquire the target language which is the natural language. One component of autonomous learning in ELT is using authentic materials in learning.

Authentic materials are considered important tools in English language learning which can help learners to use the language in the real situations effectively (Sinclair, 1991). That is, learners can reach the goal of learning to use language naturally. Normally, there are many sources providing the authentic materials for EFL learners to learn such as audio, visual and printed materials. Recently, there has been a popular source which involves the numerous of authentic materials, that is the Internet. Nowadays there has been an increasing preference for computer technology which serves as authentic sources and a supplementary tool for language teachers. Also, learners themselves can use the computer technology to study the authentic materials independently, which can promote autonomous learning.

In the last twenty years, the connection between foreign language education and computer technology has grown stronger than was previously the case (Matsumura & Hann, 2004). In the globalized world, people are forced to constantly

update and upgrade their knowledge using computer technology (Chia, 2007). This situation has led to an important approach in education: autonomy in learning. Many education systems throughout the world are now focusing on the learners and their learning processes. Nowadays, the use of Internet based resources has emerged as a new trend in language learning, allowing learners to learn a lot of information outside of class by themselves. For this reason, it is necessary to prepare students to become autonomous learners. One of the new resources available on the Internet for foreign language learning and teaching in the classroom is an on-line corpus.

Corpus is a vast and organized set of authentic texts of different kinds stored and processed mainly on computers. These texts can be from written sources such as books, magazines, junk mail, letters, advertisements, business documents, literature, academic papers, emails and Internet pages. Corpus can also come from spoken language texts. These involve recordings of real talk that have been transcribed word-for-word. Types of spoken language that can be found in a corpus include everyday conversations, phone calls, university classes, television and radio programs, voice mails, speeches, and parliamentary debates. To work with these electronic databases, a search engine called concordancer is used to search for the corpora outputs. The results from concordancer search are called concordances.

A concordance is an alphabetical list of the occurrences of a key word or phrase in context, drawn from a text corpus and showing every contextual occurrence of the word or phrase. Over the past couple of decades, computer corpora and concordances have become one of the most promising modes in computer-assisted language learning, and a great number of corpus-based studies have become well-known in the field of applied linguistics and language teaching (Boulton, 2008; Lewis, 2000; Cobb, 1999; Turnbull & Burston, 1998; Somogyi, 1996; Flowerdew, 1996).

Basically, concordances present the words frequency lists in which may assist a student's study of grammar, vocabulary, and discourse, and help the student to acquire large amounts of language inductively. Johns (1991) termed this process, "Data-Driven Learning" (DDL), a learning process in which students are assisted by

authentic language information delivered to them by a search engine in the form of concordance lines. DDL changes the traditional roles played by teachers and students in the classroom in that the teacher is no longer a central character, but a facilitator, a guide, and a supervisor. In turn, the students become more active, autonomous, and responsible, since they take on the role of researchers, capable of asking themselves questions, analyzing data, and drawing conclusions from the language data presented in the concordance lines.

Due to this wide range of applications, to date there have been several studies exploring approaches to integrating concordances into language learning and teaching (Sun, 2003). By providing authentic examples of language and showing the frequency of use of words, concordances can help users obtain many benefits. For example, teachers can present the lists of concordances as examples of real-language use to students, and learners can observe the way the language is authentically used in different contexts in order to check the meaning, the usage, or the form of the language item, as well as word collocations (Levy, 1990).

Additionally, some studies were conducted on the efficacy of using in-class concordancing in error analysis and in feedback for EFL language teaching (Boulton, 2008; Gaskell & Cobb, 2004; Sripicharn, 2003; Todd, 2001).When a teacher identifies errors in students' writings, students can analyze their errors and then use a concordancer to correct the errors by themselves. In other words, teachers' feedback, in conjunction with materials derived from a concordancer, can greatly assist inductive learning. Students can discover rules from the concordances which can enhance their language awareness. Learners can use Internet based resources to become autonomous in language learning and can play an active role in the actual correction process, which can help to foster their life-long learning ability.

The results from several studies showed that concordances are appropriate with only the advanced learners who have sufficient prior linguistic knowledge (Conrad, 2005; Ma, 1993) but the results from the study conducted by Boulton (2008) showed the incongruent results. He found that his learners at lower levels of language ability could also cope with concordances very well and gained significant benefits from using concordances. In particular, his learners performed better with this

approach than they did when consulting dictionary or learning through traditional teaching methods. Hence, it is worthwhile to investigate further whether low proficient learners would gain benefits from using concordances.

As mentioned above, grammatical errors seem to be a serious problem for Thai EFL learners and concordances have been found to be one effective solution for this problem. Hence, the present study attempted to investigate the effects of using concordances on the self-correction ability of low proficiency EFL learners with low proficiency and on their long-term retention of grammatical knowledge. The grammatical structures which were corrected the most often and the least often, as well as the ones which were retained the most and least accurately, were also examined in this study. The other objectives of this study were to report and identify the processes, general trends, and patterns of strategies used by Thai EFL learners, and to better determine how both teachers and students can use concordances most effectively.

1.2 Objectives of the Study

The objectives of this study are summarized as follows:

1. To investigate learners' ability to self-correct grammatical errors and retain that knowledge by using concordances.
2. To examine which types of grammatical errors are corrected, and retained, the most often and least often.
3. To investigate learners' ability to induce and apply grammar rules for error-correction.
4. To explore the processes, general trends, and patterns of strategies used by Thai EFL learners, as well as their attitudes towards the new materials, based on the use of a concordancer.

1.3 Research Questions

1. To what extent are low proficiency EFL learners able to self-correct grammatical errors and retain required grammatical rules after using concordances?

2. Which grammatical errors are corrected and retained most accurately, and which least accurately?

3. Can learners induce rules and apply induced patterns in error-correction?

4. What are the general strategies used by EFL learners and what are their attitudes towards using concordances for error-correction?

1.4 Definition of Terms

1. Corpus (the plural is **corpora)**: A collection or *body* of texts in electronic form, or an authentic electronic database of language, that is available via the Internet or software.

2. A concordancer: A search engine for searching a corpus or corpora. The free online concordancer, www.lextutor.ca, was used in this study.

3. Concordances: The results from a concordancer search, which are presented in lines of text illustrating the search word.

4. Error-correction tasks: Three tasks designed by the researcher containing underlined grammatical errors in order to train learners to use concordances for error correction. Learners were given the tasks to practice correction before correcting their own work.

5. Self-correction: A process in which the learners used concordances to correct grammatical errors in their own written work after the researcher had underlined their errors.

6. Learning processes: subjects' strategies in operating the concordancer and concordance lines to acquire the grammatical rules.

1.5 Significance of the Study

It is expected that, as a result of this study, more information on the issue of teaching grammar inductively will be obtained. The findings can be applied to Thai EFL pedagogical efforts to re-evaluate the way English teachers give feedback on grammatical errors to learners. Furthermore, teachers can adapt the use of concordances as materials to help them in teaching, especially for learners at low levels of proficiency. Last but not least, learners themselves may be encouraged to practice and develop their self-correction abilities, a significant goal of language learning. Moreover, they can use a concordancer as an aid to become an autonomous learner in their future studies.

1.6 Framework of the Study

The conceptual framework of the study was based on the pedagogical principle of data driven learning with the aids of concordances as they provide grammatical contexts for learners to induce grammatical rules or patterns. The learners were assigned to correct their grammatical errors identified by the teacher. They then consulted concordances to correct the errors. In doing this, the concept of constructivism was applied because the learners constructed their own knowledge of grammatical rules, through the frequency of language exposure from concordances.

1.7 Scope and Limitations of the Study

1. As the subjects in this study were at a low proficiency level, and as this was the first time they had used concordances, only grammatical errors at the word level were examined.

2. Regarding the process of error-correction, the learners corrected the errors in a language laboratory during one period of 50 minutes. Therefore, only the five most common types of grammatical errors were used in this study.

3. As the research instrument was the learners' written work which could not be controlled the over types of words, styles of writing so corpora could not be limited to only any one corpus. The learners could use any corpus that they could find the words matched with their word used in the written work.

4. The study was limited to low profiicency ability Thai EFL learners in grade 11 in a high school in Hat Yai, Songkhla where the situation and context might differ from those with other age groups, proficiency levels, and locations.

5. With only 37 learners, the subjects of the study did not constitute a large group of students. Therefore, the findings were only suggestive rather than conclusive.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the literature related to the study is reviewed in order to obtain a theoretical framework for implementing the concordances in self-correction. The review is divided into four main areas: the significance of self-correction, the inductive approach in learning grammar, theoretical concepts of constructivism, computer technology to promote autonomous language learning, the terminological issues about corpus, concordancer and concordances, concepts of data-driven learning methods, and research on using concordances for error-correction.

2.1 The significance of self-correction

Learning a foreign language is a gradual process, and while learners are acquiring a language, errors are to be expected in all stages of learning (Harmer, 2001). Errors will not disappear simply because they have been made through a learners' misconception of linguistic knowledge (which can happen due to interference from one's mother tongue or due to developmental reasons), for they are part of students' interlanguage (Hendrickson, 1978). Language learners need guidance to help them acquire the correct aspects of language so that they will learn properly. However, Lalande (1982) pointed out that language acquisition does not happen unless the learner is relaxed and enthusiastic about learning. One problem found with EFL learners is that they try to avoid making errors because they have a negative opinion of errors (Lee, 2004; Leki, 1991). This fear of making errors prevents learners from being receptive and responsive. In order to overcome this fear, it is essential to create a friendly and relaxed atmosphere in language classrooms, and apply up to date techniques for language acquisition that suit and involve individual learners.

Another aspect of overcoming fear of producing errors is the way errors are treated by teachers. The majority of EFL teachers assume an active role in error

rectification, while learners prefer being passive and relying on teachers to point out their mistakes (Lee, 2004; Ferris 2004; Ferris, 2001). In the long run, this approach is neither efficient nor efficacious, particularly in treating the so-called fossilized errors (Ancker, 2000). Thus, the errors keep recurring in learners' language production. In fact, errors are often a sign of learning and they should be viewed positively. Teachers have to recognize the well-known fact that learning styles vary from person to person and all language learning is based on continual exposure, hypothesizing and the testing and reinforcing of the underlying ideas behind a hypothesis. (Bartram & Walton, 1991)

For decades, a range of approaches to error correction in language teaching and learning have been used. According to Skinner (1957), uncorrected errors lead to fossilisation and therefore it is necessary for teachers to immediately correct errors to prevent learners' errors from being fossilized. Moreover, the technique of error-correction chosen should provide an opportunity for learners to develop their cognitive skills with step-by-step learning. To date, recent trends in English language teaching have emphasized the role of learners; that is, the role of teachers should be decreased whereas the learners' role should be maximized (Chen, 2007; Shih, 2007; Wu, 2003; Ying & Xu, 2001). Moreover, Ferris (1995) maintained that teachers cannot be with learners all the time, so it is necessary to train them in correcting their own errors. Similarly, Allwright and Bailey (1991) postulated that the goal of second language learning is for learners to be able to correct their own errors. As a result, self-correction can be viewed as a crucial part of language learning.

Basically, the process of self-correction starts from a teachers' indirect feedback, usually in the form of indicating learners' errors with marked symbols. This indication can be performed either by underlining, circling or coding them (T for a wrong tense, SP for a wrong spelling, WO for a wrong word order, etc.). Learners will hopefully discover the correct patterns and correct their errors by themselves (Lee, 2004; Harmer, 2001). With this process, learners can raise their awareness of the language and achieve autonomous learning, from which they can gain a lot of benefits (Ferris, 1995). Moreover, self-correction can promote life-long learning, which is the main goal in language education.

In the first step of this technique, learners must be given practice in error-correction of using the designed error-correction tasks. Without this training, learners might be overwhelmed or frustrated by task intricacy. Learners' ability to notice errors without teacher aid represents a positive leap forward to achieving conscious cognition. Hence, it is to note that in the self-correction process, not only the learners play on important role in correction; the teachers must support learners in language acquisition by providing the location of errors for learners and encourage them to correct their errors by themselves (Maneekhao, 2001). As a result, learners can use the information from the teachers in discovering new knowledge to reduce their errors and develop their long term learning. Moreover, at the end of a self-correction activity, teacher feedback is crucial and must be performed in a certain way to have a long-term positive effect on the students' ability to monitor their own performance (Bartram & Walton, 1991).

There have been several studies conducted to investigate the effects of using self-correction for learners, such as the study by Hall (1991). He investigated whether self-correction on form helped learners to improve their language skills. His subjects were 40 ESL students at Brigham Young University who were divided into two groups, with 20 in each group. The subjects were required to compose 10 essays in order for the researcher to investigate the progress of the learners' performance in each group. In the experimental group, the subjects received feedback in the form of underlined errors, and then were expected to self-correct their own work. The subjects in the control group received the direct feedback where the researcher gave the correct answers to them. The findings illustrated that the number of errors in the experimental group decreased. Moreover, the number of errors found in the post-test (essay 10) of the experimental group was significantly less than the number found in the pre-test (essay 1) for the experimental group. Hall found that the learners' self-correction efforts helped them to learn the correct form of language so their language skills improved. However, his study did not examine long-term accuracy.

These findings were in agreement with those from a study by Onodera (2007). The purpose of her study was to examine the effectiveness of the self-correction feedback process on students' grammatical accuracy in their writing. It also aimed to investigate

the reduction of the repetition of the same mistakes. The subjects in her study were 27 Thai undergraduate English minors. The subjects were divided into two groups: the control group (11 students) and the experimental group (16 students). In order to compare the progress of both groups, the subjects were required to write 4 essays. The self-correction feedback process consisted of three steps: teacher feedback, self-correction, and revision. This process was tested on the experimental group while the control group received direct correction as error feedback. The findings indicated that the self-correction feedback process helped students improve the grammatical accuracy of their writing significantly. Moreover, the self-correction process prevented students from repeating the same type of errors. In addition, all students in the experimental group stated that the feedback process would probably help them to write correctly in their future writings, although most of them preferred direct teacher correction when they had to rewrite essays.

Another interesting issue among the researchers was learners' preferences regarding the process of self-correction. One of the studies by Stapa (2003), who conducted research on Iranian learners' perceptions of self-correction and peer-correction, revealed that most learners preferred to use the method of self-correction more than the method of peer-correction. The findings from his questionnaire illustrated that majority (64%) of the subjects were against peer-correction. As far as self-correction was concerned, the majority of the learners reported that the method of self-correction helped them to remember the rules more than the method of peer-correction.

These findings were incongruent with findings by Lee (2004). She conducted research to focus on L2 writing teachers' perceptions and practices, as well as students' beliefs and attitudes regarding error feedback in secondary writing classroom in Hong Kong. The data were gathered from three main sources: a teacher survey comprising a questionnaire and follow-up interviews, a teacher error-correction task, and a student survey made up of a questionnaire and follow-up interviews. The results revealed that both teachers and students preferred comprehensive error feedback, that the teachers used a limited range of error feedback strategies, and that only about half of the teacher corrections of student errors were accurate. The study also showed that the students were reliant on teachers in error

correction, and that the teachers were not very aware of the long-term significance of error feedback. Lee asserted that it is very important for EFL teachers to change their students' beliefs by giving students the opportunity to take responsibility in correcting their own works. Moreover, teachers should use reliable references to help them correctly the learners' errors. This can prevent the negative effects of incorrect teacher corrections.

In 2003, Chandler conducted research to examine the long-term learning of 16 undergraduate students, and their preferences regarding self-correction. She compared four types of feedback: direct correction, underlining with description, description only, and underlining only. She found that both direct correction and simple underlining for self-correction were more effective for reducing long-term errors than describing the type of error to the students. She also noted that direct correction worked best for helping the students produce accurate revisions. There was no significant difference found between direct correction and underlining of errors. The survey results indicated that students preferred direct correction because it was considered the fastest and easiest way for them to revise their grammatical errors. However, students felt that they learned more from self-correction when the errors were underlined. Although both Chandler's study and Lee's study made distinctions between different types of errors, neither addressed the effect of feedback on the specific types of errors.

The findings of Chandler's study were in agreement with the study conducted by Makino (1993), who examined the most effective way of giving grammatical feedback for self-correction purposes to 72 advanced learners. He conducted an experiment on three types of feedback situations, when no feedback was provided, when the grammatical errors were marked and when the location of errors were underlined. No explanation on errors was given. The learners in his study were divided into three groups and received these three types of feedback on their written works. After receiving the feedback, the learners had to self-correct their own work by using each type of feedback. The findings showed that the subjects could successfully self-correct their work only when they received the underlined feedback. Based on this result, he suggested two benefits to self-correction. First, learners'

awareness of grammar may be increased when the learners have an opportunity to review their own errors. Second, this method may enable learners to utilize their own linguistic competence because they can use their target language knowledge in correcting their own errors.

A recent study by Liu (2008) investigated the ability of 12 university ESL students to self-edit their writing using two feedback situations: direct correction with the correct form provided by the teacher, and indirect correction only indicating that an error exists. The students were randomly divided into one control and one experimental group. Data were collected from two drafts of their first essay and the first draft of their second essay. The results showed that both types of feedback helped students self-edit their texts. Although direct feedback reduced students' errors in the text for which it was given, it did not improve students' accuracy in different papers. Indirect feedback helped the students reduce morphological errors more than semantic errors. The survey results showed that students had a strong preference for the underlining with description method for self-correction. Overall results implied that providing corrective feedback on students' writing is not an efficient way to improve students' accuracy in writing. Some techniques which provide the opportunity for students to learn and construct their own knowledge are necessary for those students' to improve their language skills.

To sum up, even though the results from several studies indicated that most of students preferred direct feedback from their teachers, self-correction is necessary for teachers to use to push them to reach the goal of life-long learning. The self-correction technique is an effective way to foster students' motivation for self-development and provide the opportunity for them to learn by constructing their own knowledge, leading to life-long learning. Moreover, using self-correction techniques with students can also help to raise their grammatical awareness and increase their grammatical accuracy. Furthermore, the findings from the aforementioned studies indicated that giving indirect feedback by underlying errors was an effective way for students to self-correct their work. That is, students could use the underlined errors to discover the correct patterns by themselves. However, the materials or the tools that learners consult should provide correct, clear, and sufficient information for learners

to independently acquire the linguistic knowledge necessary to construct their own knowledge. One effective method for learning grammar involves students observing grammatical rules from given examples and then generalizing rules by themselves. This is the inductive method.

2.2 Inductive Approach in Teaching Grammatical Rules

The accepted teaching paradigms in second language teaching, such as the direct method, the audio-lingual method, and the communicative language teaching method, have contributed multiple grammar-teaching approaches to the body of knowledge that ESL, EFL, and EIL teachers draw from. Among these approaches, the Grammar-Translation Method emphasizes deduction in the learning process. On the other hand, the representative of the inductive approach is the Direct Method (Wang, 2002; Todd, 2001). The Grammar-Translation method is a method in which the rules are first given to learners and then the teachers provide exercises for them to complete as the production step. This is completely opposite to the Direct Method, in which a number of examples are presented to the students, who must then discover the rules by themselves. Thus, the grammar is learnt inductively through the observation of the given examples.

These two approaches were both controversial throughout the nineteenth and twentieth centuries (Shih, 2008; Takimoto, 2005; Xia, 2005; Erlam, 2003; Wang, 2002; Nagata, 1997). However, currently the inductive approach seems to be more accepted among researchers as an effective approach to teach language, as it represents a more modern style of teaching in which new grammatical structures or rules are presented to students in a real language context (Prince & Felder, 2006; Xia, 2005; Takimoto; 2005; Wang, 2002; Nagata, 1997). This approach encourages the students to develop their own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly so that the learners are encouraged to conclude what the rules are. Students can obtain a lot of benefits from this learning method. Under the inductive method, students are more active in the learning process, rather than simply being passive recipients. If they are

trained to be familiar with rule discovery; it could enhance their learning autonomy and self-reliance (Prince & Felder, 2006).

The inductive method can be particularly effective with low level learners. It allows such students to focus on use, not on complex rules and terminology. The teachers can exploit authentic materials from a wide range of sources to present the target language (Thornbury, 1999). The rules and structures students discover are often more valid, relevant, and authentic than those used in the deductive approach, as they are drawn from authentic use of English. The action of discovery helps learners to remember because the acquisition process allows the students to connect with the language, then construct rules and apply them to new contexts (Wang, 2002).

There have been numerous studies which illustrated the effectiveness of the inductive approach, such as a study by Herron & Tomasello (1992). They examined the effects of inductive and deductive approaches in the teaching of beginning level French grammatical rules. Twenty-six American college students were the subjects who received the treatment. They learned 10 French grammatical rules via the two approaches—five through inductive teaching and five through deductive teaching. In the inductive instruction, learners had to divine the grammatical rules from the contextualized oral drills given. In the deductive instruction, the teachers started by explained the rules; after that the learners used the new patterns in the oral drills. Then, a fill-in-the-blank post-test was immediately given to all learners, and a week later, a delayed post-test was administered to evaluate the subjects' retention. The results from inductive instruction were superior to the deductive results on both the immediate test and the delayed test. The inductive method helped the learners to memorize the grammatical rules better than the deductive method did.

Shih (2008) also conducted the research to explore the effects of the inductive approach, in contrast to the conventional deductive approach, on the teaching of English relative clauses. Student proficiency, and gender, and task complexity, were also examined. Two intact classes of 70 eighth graders were randomly assigned to an inductive or deductive group. A test was administered right after the respective grammar instruction. The important results were as follows: there was no significant difference between the inductive and deductive groups, the inductive approach and

deductive approach resulted in equivalent results in English grammar learning, and significant proficiency-by-treatment interaction was found. That is, high achievers, in particular, benefited more from the inductive approach than from the deductive one. Furthermore, the results showed that gender and task complexity did not affect the effectiveness of either the inductive and deductive instruction. The findings demonstrated that the inductive approach was as effective as the conventional deductive approach in teaching English grammar. They further showed that grammatical learning via rote memory was not always helpful. In contrast, the inductive approach was found to create a more meaningful learning context through the self-discovery of rules that it involves. Thinking promotes learner autonomy and brings about deeper learning.

Similarly, Wang (2002) studied the effectiveness of the inductive approach and deductive approach on the learning of collocations by using a concordancer. She also investigated other factors influencing the learning outcomes such as language proficiency, aptitude, and the difficulties of the grammar patterns used. The subjects consisted of 81 second-year students from a senior high school in Taiwan who were divided into two groups: the inductive group and the deductive group. Both the groups were taught how to use concordances for error-correction, but using the respective approaches. The subjects in the inductive group had to search for concordances and then formulate the rules and apply the rules in error-correction. The subjects in the deductive group were required to consult the rules provided and then use these rules for error-correction. The results illustrated that the inductive group improved was better than the deductive group in their performance in collocation learning. Regarding the difficulty of patterns, it was found that the inductive group performed significantly better with easy collocation patterns while there was no significant differences between the inductive and deductive groups with the difficult patterns. The results demonstrated that using concordancer to teach grammatical collocation patterns can enhance the effectiveness of the learning outcomes.

To conclude, inductive learning is the process of discovering general principles from information. In a language classroom, the inductive approach involves getting learners to discover rules and how they are applied by looking at examples.

The role of the teacher is to provide the language the learners need to discover the rules, to guide them in discovery if necessary, and then to provide more opportunities to practice. The inductive approach is often thought of as a more modern way of teaching than the deductive approach, as the inductive approach involves discovery techniques during the acquisition process. Moreover, it often exploits authentic material in which the focus is on usage rather than rules. The biggest advantage of this method is that inductive activity supports students in constructing their own knowledge to apply in their own contexts, which is the foundation of constructivism theory.

2.3 Theoretical Concepts of Constructivism

The constructivist model of teaching and learning, based primarily on cognitive psychology, has become a major component of education since the 1980s (Escandon, 2002). The basic constructivist concept in learning lies in the fact that learners discover or construct their own knowledge from the learning process. The basic assumptions of constructivism are that learners build up their new knowledge using knowledge they already know and their processes of learning are active rather than passive (Fang, 2009; O'Dwyer, 2006; Driscoll, 2000).

The development of constructivism in learning originated in the work of two early 20th century educational psychologists who tried to explain how knowledge is acquired and what happens inside the human brain (Cholewinski, 2009, para. 1). Primarily, the constructivist paradigm is made up of two major foundation; cognitive constructivism (Burner, 1996 & Piaget, 1973, cited in Ryder, 2010) and social constructivism (Vygotsky, 1978 & Dewey, 1916, cited in Cholewinski, 2009). These constructivist principles are based on the similar concepts in that learners could learn actively and construct new knowledge from their prior knowledge. Piaget (1973, cited in Ryder, 2010) maintained that humans cannot immediately understand and employ given information, but they have to construct their own knowledge through their own experiences. In other words, their own experiences help them to form schemata or mental models in their heads. That is, when people receive new information, they then

modify the knowledge they already know to include the new information into their existing knowledge. The new knowledge will be combined into the existing mental structure if it makes sense to the previous structure. In contrast, if the knowledge is very different from the structure, it will not be combined into the structure. People may not be able to acquire new information if they do not understand or they are forced to do so (Piaget, 2001).

Following Piaget's theory of learning, many researchers have been successfully integrating his cognitive constructivism concept into the education. One of them is Bruner (1996, cited in Ryder, 2010) who has tried to connect the development of cognitive theory to classroom learning. His idea has influenced educational studies and practice since its development in the early 1960s (Cholewinski, 2009, para. 6). One of his most well-known dictums is that teachers should give the opportunity for learners to discover knowledge by themselves (Williams & Burden, 1997). He further suggested that the topics used in teaching should relate learners' understanding in a meaningful way to a coherent knowledge of the world. In other words, teachers should encourage learners to become active in the learning process by using authentic materials.

Regarding social constructivism, Vygotsky (1962, cited in Llano, 1993), emphasized the social context of learning; he believed in the importance of the socio-cultural context in which learning takes place and how the context has an impact on what is learned. The interaction with people, including other learners and teachers, is the basic principle of social constructivism. He suggested that constructivist theory be incorporated into the curriculum, and advocate that teachers create environments in which children can construct their own understandings. Constructivist activities can foster critical thinking and create active and motivated students who will be autonomous and inquisitive thinkers.

Much like Vygotsky, the American psychologist and philosopher, Dewey (1916, cited in Cholewinsski, 2009) postulated that successful learning processes are based on active experience in which the experiences of the environment affect the learners' processes in learning. As for using social constructivism in the classroom, he recommended adapting the problem-solving method to many subject areas to

encourage learners' cognitive development. Dewey further suggested that selected problems should be derived from learners' problems or interests in order to be easily grasped by learners and help them in learning.

To sum up, cognitive constructivism adopted in education refers to the active process of learning in which learners use their own experience to integrate with the new information in order to discover new knowledge. Moreover, to motivate learners, materials used in teaching should be authentic so as to encourage learners motivation in learning. Regarding the social constructivist concept in learning, social interaction plays a fundamental role in learners' development of cognition which is limited to their ZPD. Moreover, problem solving strategies should be used with learners and the chosen problems should be from learners' real life problems in order to help them in learning. Table 2.3 concludes the aforementioned two theories.

Table 2.3: Summary matrix of constructivist theories (Cholewinski, 2009, para.4)

Concepts	**Cognitive Constructivism**	**Social Constructivism**
Principle Theorists	Piaget, Bruner	Vygotsky, Dewey
Concept of Knowledge	• Knowledge is actively constructed by individuals through a series of internal intellectual stages or steps.	• Knowledge is a product of social interaction (authentic tasks in meaningful, realistic settings).
Concept of Learning	• Learning is an ongoing effort to adapt to the environment through assimilation and accommodation. • Emphasis on identifying prerequisite relationships of content.	• Understandings are created by 'assembling' knowledge from diverse sources appropriate to the problem at hand. • Learners build personal, situation-specific interpretations of the world based on experiences and interactions, with the potential for development limited to the ZPD.
Instructional Strategies	• Links to prior knowledge • Explanations, demonstrations, examples • Schema Theory • Outlining & Concept Mapping • Generative Learning • Repetition • Interactivity • Corrective feedback	• Modeling • Problem-based learning • Scaffolding • Coaching • Collaborative learning

According to Biggs (1996), to use constructivist instructions in the classroom, teachers should follow variations of the following principles for effective instruction:

1. Content and experiences which are familiar to the students should be given to the students at the beginning of the study so that they can make connections with their existing knowledge structures. New material should use authentic language presented in the context of its intended real-world applications and its relationship to other areas of knowledge, rather than be taught separately and out of context.

2. Material should be presented suitably and should match with the level of the students, in accordance with Vygotsky's terminology. That is, students should not be forced outside their zones of proximal development, which are the regions between what they are capable of doing independently and what they have the potential to do under adult guidance or in collaboration with more capable peers. They should also be directed to continually revisit critical concepts, improving their cognitive models with each visit.

3. Instruction should provide opportunities for students to take responsibility for their own learning in order to practice becoming independent learners. The goal should be to wean the students away from dependence on instructors as primary sources of required information, as this will help them to become self- learners.

In using constructivism in the classroom, it is important to note that the instructions used should take the level of the students into account and use the step-by-step method of learning, in which students start with tasks that they are familiar with and then build their knowledge by themselves. Moreover, providing activities for students to work in small groups can also support the students in constructing their own knowledge.

Based on the effect principles for instructions so far reviewed, the researcher used both principles of cognitive constructivism and social constructivism in the present study to focus on providing an opportunity for the learners to construct their own knowledge by observing authentic information. Then, they were expected to use their own knowledge to correct the grammatical rules, which were the real problems found in their writing. The level of grammatical rules employed was not overly

complicated, given the level of the learners. The learners were trained to use the tools before they were allowed to use them individually.

In summary, it is very important to note that constructivism is not a particular pedagogical method. In fact, constructivism is a theory in which learners construct new understandings by combining what they already know and the new knowledge. It can not describe how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. Moreover, in this theory, learners are active rather than passive in that they take responsibility in their own learning. However, constructivism is often associated with one of pedagogical approaches that promote active learning, or learning by doing. In these, students play an active role and take charge of their own learning, which is called autonomous learning.

2.4 Computer technology to promote autonomous language learning

In this century, computer technology has played an important role in language learning and teaching (Matsumura & Hann, 2004). Given the rapid changes occurring in this globalised world, most people have developed their technological skills in order to stay up to date (Chia, 2007). In language education, computer technology is viewed as a modern tool which can provide valuable language knowledge to learners. This phenomenon has lead to a new trend in language learning: autonomous learning.

Given its enormous value in long-term learning and self-study, autonomous language learning is accepted among ESL, EFL, and EIL teachers to promote the student learning process. Autonomy in language learning is the process under which learners acquire language knowledge by themselves. According to Sinclair (2000), the process of autonomy learning involves a willingness on the part of the learners to take responsibility for their own learning, both inside and outside the classroom. Furthermore, according to Benson (2007), autonomy is the capacity to take control over one’s own learning, and is beneficial to learning in the long-term. It can be assumed that autonomy is one goal of education. However, to promote autonomy in learning, teachers should attempt to foster autonomy in-day-to-day classroom

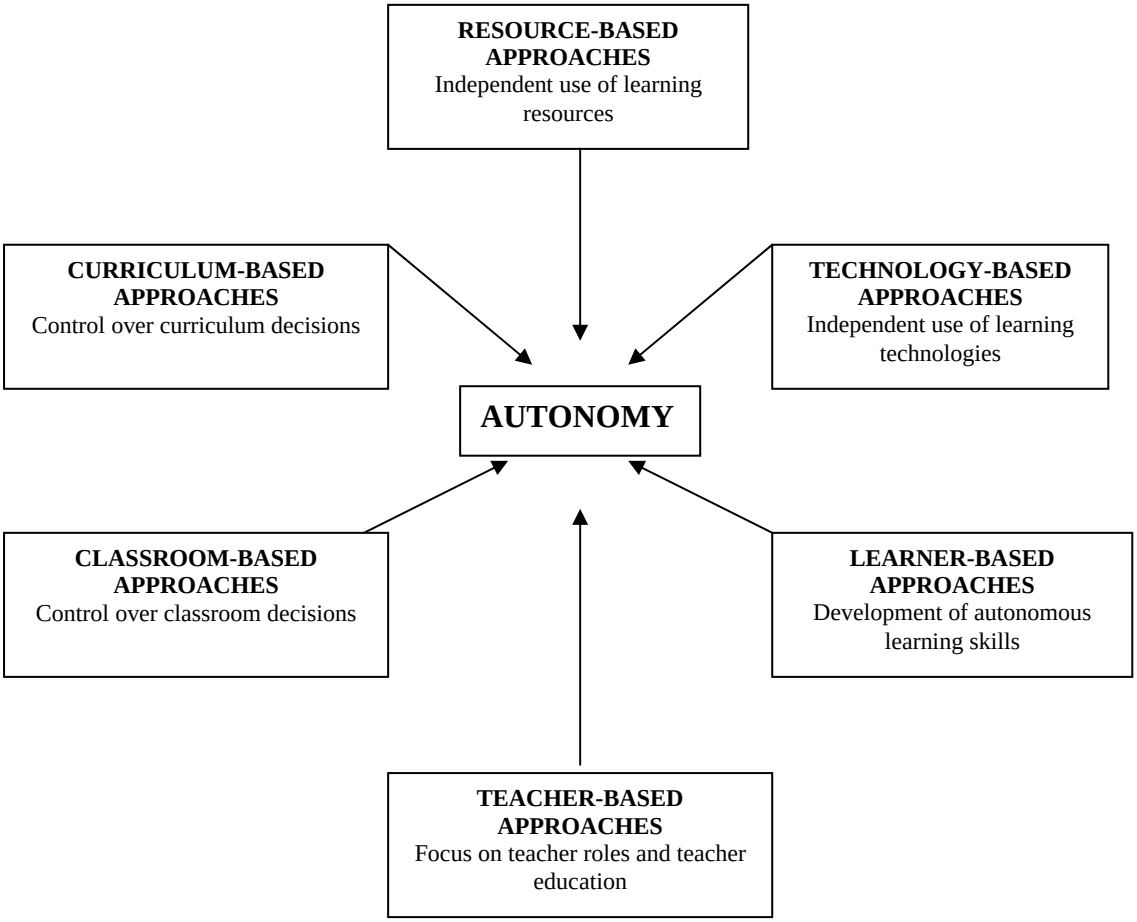
practices in order to support learners to reach the goal of autonomous learning (Jarvis, 2002).

According to Benson (2001) proposes six approaches to encourage learners to reach this goal: resource-based, technology-based, learner-based, classroom-based, curriculum-based, and teacher-based approaches.

1. Resource-based approaches: The focus is on learners' independent interaction with learning resources. The approaches offer learners the opportunity to develop their skills through the processes of experimentation and discovery
2. Technology-based approaches: The development of autonomy through the use of technologies to access resources.
3. Learner-based approaches: the approaches with the emphasis on the direct production of behavioural and psychological changes in learners.
4. Classroom-based approaches: the approaches which emphasize learner control over the planning and evaluation of learning in the classroom.
5. Curriculum-based approaches: the approaches in which learners can control the curriculum.
6. Teacher-based approaches: the focus is on the role of the teacher and the teacher's education in the practice of fostering autonomy among learners.

Figure 1 shows how the six approaches should be employed in order to encourage learners' autonomy.

Figure 1: Autonomy in language learning and related areas of practice (Benson, 2001)



Benson (2001) further suggests that, in practice, the approaches are often combined but this depends on how teachers use these methods in their teaching. In some cases, teachers may use only one approach to develop learners' autonomy. In this study, the concept of learner autonomy was encouraged through the use of technology-based approaches because the learners had the opportunity to develop their autonomous learning by using new learning technology.

According to Motteram (1997), technologies have a long association with education. Many technologies are used in ESL, EFL, and EIL classrooms such as audio tapes, video tapes, and CD-ROMs. Recently, computer and the Internet have played important roles in language learning. Learners can use the Internet as a source for learning, as it can enhance their language achievement by providing authentic

information to learn from (Chia, 2007). Authentic materials are very important tools which are useful for transferring real language knowledge to learners. In this decade, using the authentic materials in ELT is accepted among ESL, EFL, and EIL teachers because authentic texts draw language learners into the communicative world of the target language community and because the development of autonomy entails interaction between language learning and language use. Moreover, language learners can learn independently via Internet resources and the knowledge derived from this self-study can help them to become the lifelong learners, which is the main goal of language learning (Jarvis, 2004).

Currently, there are a number of experimental technology-based learning projects underway which incorporate learner-produced video, e-mail language advising, informational CD-ROMs, computer-enhanced interactive videos and computer simulations (Motteram, 1997). Recently, one interesting tool has become particularly popular among researchers and teachers. This tool is called a concordancer, it provides numerous benefits for learners which help them learn and acquire knowledge inductively and become independent in language learning.

2.5. Corpus, Concordancer, and Concordances

Within the last 10 years, there has been an increasing frequency of the use of corpora in language education (Lewis, 2000; Turnbull & Burston, 1998; Tribble, 1997; Somogyi, 1996; Flowerdew, 1993; Stevens, 1991). At the earlier stage of its arrival in ELT, corpora were used to adapt and develop the syllabi, curricula, and materials for the target language classes. Later, many teachers used them as linguistic resources to develop their knowledge and adapted the information to serve as authentic input in their classes. Lately, corpora have been used not only for the preparation stage of teaching, but also as a source for students' language learning (Supatranont, 2005). Learners can use corpora to access authentic materials and self-discover language points. This learning approach is called Data-Driven Learning (DDL). In it, learners' individually use the raw data which shows the frequency of words to observe a linguistic point of the language, such as word, phrase, meaning or

grammatical rule (Sripicharn, 2003). The knowledge received from the concordances is driven by the data contained in the corpora.

To use this authentic information in ELT, the corpus, concordancer and concordances must be used together. The corpus is the database, the concordancer is the program for searching for words and phrases to be learnt, and the concordances are the lists of the particular words and phrases in the context.

2.5.1 A Corpus

A corpus (corpora for plural), is a collection of real language use, both spoken and written, by native speakers. According to Yoon & Hirvela (2004), written corpora may be from newspapers, business letters, books, magazines, etc…. Spoken corpora can be from any formal or informal conversations, radio, movies, etc. Corpora can be based on simple and brief texts on a narrow topic or can run into the millions of words. They may consist of whole texts or collections of whole texts, or they may consist of continuous text samples taken from whole texts, or even collections of citations. Users can access corpora via the Internet or with software (Supatranont, 2005). Corpora can be composed of unformatted text made up of individual words. Alternatively, they can be tagged by grammatical function or other functions. Simple searches can be done to count the frequency of different words and structures.

There are many corpora available, and these have been designed from a variety of text types. People can use free online corpora or can buy commercial corpora software. Each corpus is a different size, depending on the texts compiled and its purposes. Normally, each corpus is designed to be as big as possible to contain the most data (Supatranont, 2005). Although a large number of corpora are available at present, some users do not obtain the corpora that serve their specific needs. To help serve the particular purposes, the researchers, material developers, teachers, or even students may need to compile their own corpora. Before compiling a corpus, they should clearly set the objectives of the study and take particular considerations to assure the quality of the corpus. The quality of the representativeness of the entries in

relation to the target language as well as the size of the corpus should be utmost importance (Leech 1991).

Normally, most corpora are intentionally designed to be as large as possible, although in some cases, the most important criterion is not the size. For specific purpose-constructed corpora in language learning, it is not always necessary for the corpora to be as big as the general purpose ones. In such specific corpora, a large size is less important because the sufficiency of the corpus depends on its objective application. Teachers and learners have rather different objectives from professional linguists, so in some cases a small corpus with less systematic analyses may still be adequate (Coniam, 1997; Hong, 1995). Using an enormous corpus may be too large for practicing students to use. According to Hadley (2001) small specialized corpora are useful for drawing attention to specific uses of words or phrases which occur repeatedly in particular contexts. However, only larger and more general corpora have the ability to illustrate how language is used in a broader, less specialized context and in particular how it is used by speakers of varying linguistic knowledge and ability. Nevertheless, Hadley suggests that analyzing language derived from a small specialized corpora can generally allow learners and teachers to understand the context in which a particular word or phrase is used within a broader linguistic background and many researchers agree that small corpora are adequate for most needs providing there are enough occurrences of the language of interest in the corpora to provide sufficient concordance lines featuring it. Aston (2001) recommends the use of relatively small, specialized corpora for language learning, ranging from 2,000 to 1,000,000 running words. Some of these involve corpora of newspaper articles, transcribed speeches, academic writings, and classified advertisements.

Corpora are available, but to use them, users have to use a concordancer as a search engine to find information on the word or phrase they are concerned about. After this search, the concordance lists will display the results from the word search.

2.5.2 A Concordancer and Concordances

The program which offers the searching and analyzing of corpora is called a concordancer, and the output it provides is the concordances themselves (Stevens, 1995). Users enter a target word or phrase to get information on how it is used in speech and writing. Occurrences of the target word or phrase in speech and writing are then displayed on the computer screen. The concordances can be viewed in several formats, the most popular being the Keyword in Context (KWIC) format. In this format, the keyword of the word search occurs in context in the middle of the concordance lines. Moreover, the frequency of the words to the right and left of the keyword is also displayed.

Figure 2: The Lextutor Concordancer when Searching for the Word "avoid"

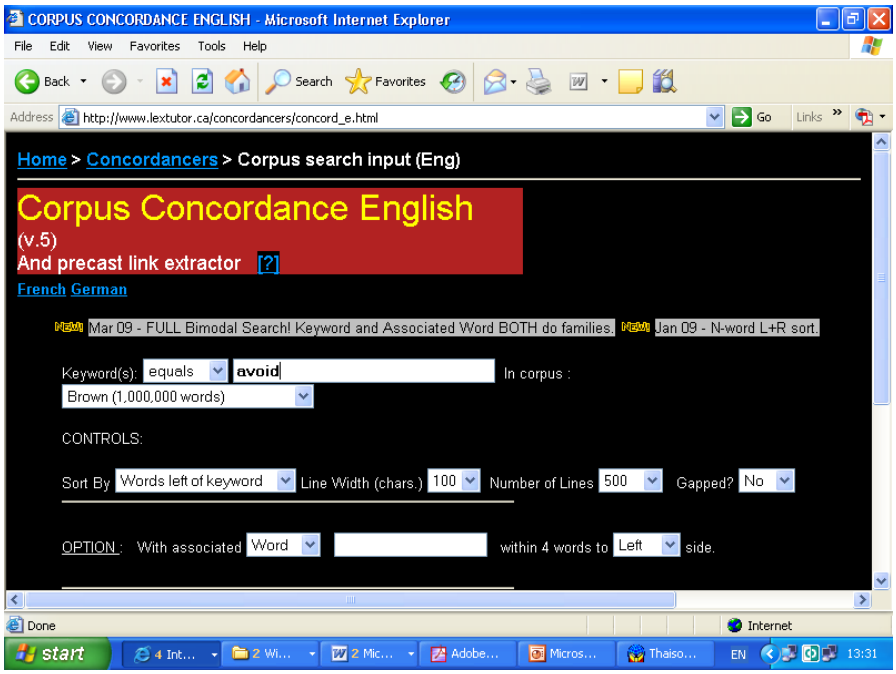


Figure 3: KWIC concordances for “avoid”

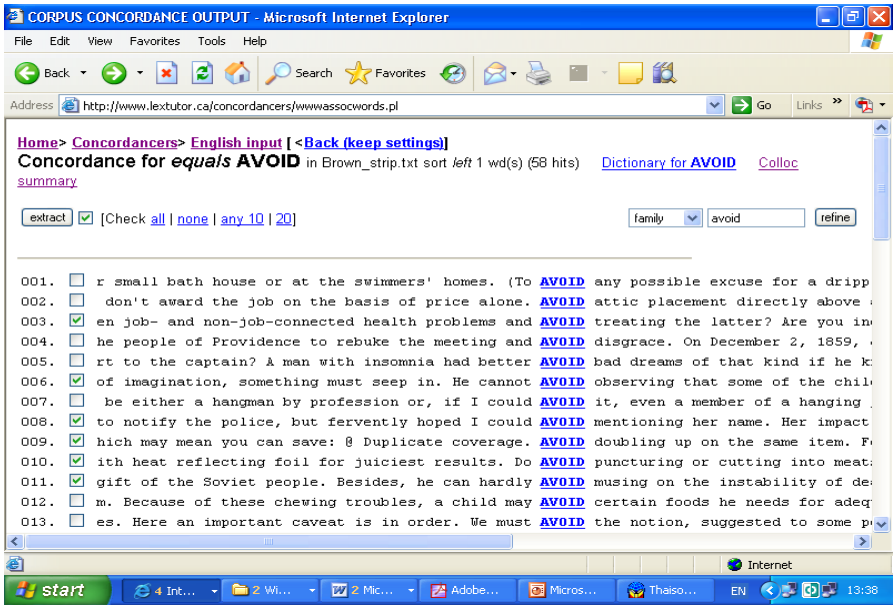


Figure 4: The Right Collocation of the Word “avoid”

Right collocates for 'avoid'							
A	2	and	1	any	1	anything	1
As	1	bad	1	binding	1	cracking	1
Disgrace	1	disruption	1	eye	1	Falling	1
Fine	1	headaches	1	it	3	mentioning	1
Musing	1	nicked	1	observing	1	passing	1
Puncturing	1	suspicion	1	the	10	These	2
This	1	those	1	too	1	treating	1
Where	1						

There are numerous advantages to using concordances in English language teaching and learning. Sinclair (1991) emphasizes three main advantages of using concordances: to discover collocations, semantics, and pragmatics. Therefore, in the classroom, a teacher can adopt the use of concordances as authentic materials to aid in teaching grammatical rules. Concordances can also enable learners in their autonomous learning efforts. For example, with a large number of examples of word use in context, learners can find the answers to their questions by themselves. Furthermore, they can learn how to spell the word, and how to use the word in context. They can also observe the collocations and induce the grammatical rules (Cobb, 1997). Consequently, there has been the increasing popularity of corpora and concordance use in English language teaching.

There are four main reasons why the corpora and concordances are used for language learners (O'Sullivan & Chamber, 2006). Firstly, corpora and concordances are acceptable tools in constructivist methodology because they allow learners to interact with a huge number of authentic, sorted language examples. This has caused a shift from the learner as a passive recipient of language forms to an active and creative language user who works with concordances in an effort to construct his or her own knowledge of the target language (Murphy, 2000; Skrinda, 2004).

Secondly, as O'Sullivan & Chamber (2006) pointed out, corpus consultation is well suited to methods emphasizing process-oriented instruction in which inductive learning is used. Learners can use corpora and concordances as resources and instruments to construct their own knowledge by inducing rules or patterns from concordance outputs while developing their cognitive and metacognitive processes. Thirdly, corpora and concordances support the development of learner autonomy by giving learners the opportunity to gain control over the learning process as they independently discover the forms and patterns of language. In this way, concordances are linked to discovery learning (Robinson, 1994) and improved language awareness among students (Wichmann, 1995).

Finally, corpora contain authentic language and constitute an important source of actual examples of grammar, and language information found in dictionaries and course book compilations. It is currently believed that learners must study real

instances of language (Sinclair, 1991); therefore, corpora are an excellent tool for English language learning.

In addition to other alternative teaching paradigms, there is a growing interest in using inductive learning by involving corpora and concordances in language teaching (Todd, 2001). Wang (2001) further points out that by observing multiple examples of language use, students can inductively learn both the grammatical patterns involved and the real use of language in context. In language teaching involving concordances, the output shown by a concordancer can be used to help students learn inductively, as this tool presents a large number of examples to the learners and helps them to induce patterns. Thus, concordances can help learners to raise their self-awareness independently. In other words, the students can learn without the teachers by using the output data. This is called “Data Driven Learning” (DDL).

2.5.3 Data Driven Learning: A Learning Approach

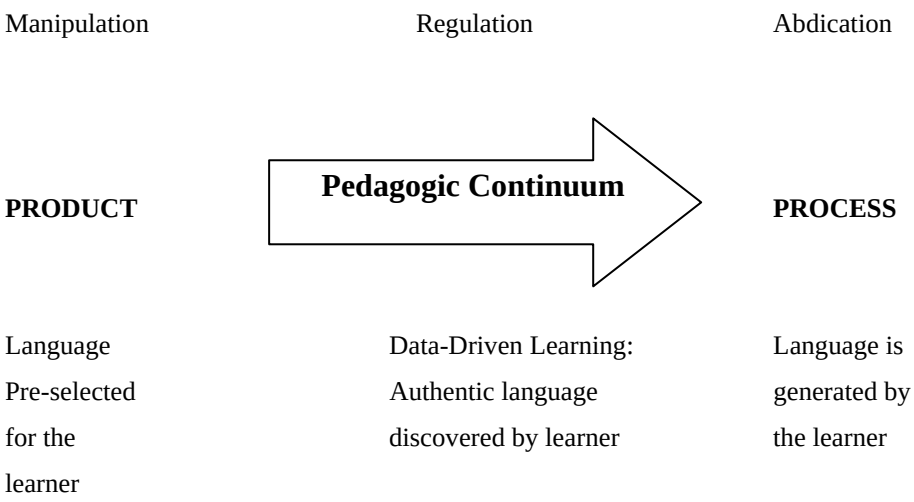
With the introduction of Computer Assisted Language Leaning (CALL), including computerized corpora, new trends have developed regarding the teaching of grammatical rules. One of these trends is called the concordance-based method. In this method, students have to analyze language by studying structures and patterns contained in digital databases (O’ Keefee, McCarthy, & Carter, 2007). Students can use a concordancer to search for a target word or phrase in the large bodies of texts, corpora. Then, the outputs, called concordances, are presented for them. This is a list of concordance lines which contain the search word or phrase in each sentence, called the Key Word In Context (KWIC). In this format, students can observe the words to the left and the right of the key word in order to inductively induce grammatical patterns. From this process, students can also identify collocations, words that are most often used together, from the key word in the samples sentences (Koosha & Jafarpour, 2004).

Johns (1991) termed the innovative approach of using concordance materials to inductively discover rules “Data Driven Learning.” According to Sripicharn (2000),

DDL refers to the methodological framework of the approach, whereas classroom concordancing refers to the practical aspect of the approach. Thus, these two terms are used interchangeably in his study. Similarly, in this paper, these terms are mostly used interchangeably. In DDL approach, language learners are the research workers whose learning process is aided by access to authentic linguistic data (Koosha & Jafarpour, 2004; Sripicharn, 2002). According to O'Keefee, McCarthy, & Carter (2007), the DDL approach refers to the inductive process of learning involving students' ability to observe patterns in the target language and to construct and use that language. Furthermore, Chamber & Kelly (2002) point out that the pedagogical context of DDL involves the constructivist theories of learning, the communicative approach to language teaching, and the developments within the area of learner autonomy. These indicate that DDL helps learners to learn independently, which is the goal of life-long learning.

In the same vein, Hadley (2002) claims that DDL is the pedagogic continuum from product to process in teaching grammar. Product approaches refer to approaches in which grammatical rules are carefully presented as specific aspects of the language to students, whereas process approaches encourage creativity and self-discovery by students as they experiment with a language. Under the DDL approach, which involves the advantages of the product approach, specific aspects of language are presented to students by multiple exposures within context. At the same time, DDL involves the process approach, as it promotes creativity and self-discovery in learning (Koosha & Jafarpour, 2004). Thus, the DDL approach contains the strengths of both the product and process approaches when it comes to teaching grammar successfully.

Figure 5: A Pedagogic Continuum from Product to Process Grammar Learning Through DDL, by Hadley (2002)



Moreover, in the view of grammar learning, the DDL approach suggests that the process of grammar learning should primarily involve consciousness-raising activities, rather than the teaching of grammatical rules. According to Macedo (1999), consciousness raising (CR) is a deliberate attempt to draw the learners' attention specifically to the formal properties of the target language. Thus, DDL learners are not considered as the recipients of knowledge, but rather as researchers studying the regularity of a language. They use the method of "research-then-theory" in studying grammar. The language learners start with a question, and then come to their conclusions after analyzing concordance outputs (Tribble & Jones, 1990). The roles of the teachers change from being instructors to being guides and assistants to help the learners research the knowledge and raise their own consciousness of grammatical patterns. Thus, the students can use their prior knowledge together with the newly presented data to construct the grammatical patterns by themselves. This is currently a popular approach in ELT.

Although the DDL approach offers a huge set of advantages, careful consideration must be taken before using it with students. Lewis (2000) indicates that students may feel bombarded if presented with a large number of instances. Hence, teachers, who play important roles, should first teach them how to induce patterns

from concordances, and should use small corpora in the beginning. This is a good way to familiarize learners with the vast raw data that is available. The other caution in using DDL regards the age when learners should first begin learning autonomously. According to Johns (1991), most of the use of corpora in the English language teaching classroom involved students at the university level because they had sufficient English background knowledge to work with concordances independently. However, there have been several studies conducted on this topic involving students in secondary schools, and the results indicated that some secondary students, especially high-proficiency students, successfully used concordances in leaning (Conrad, 2005). Furthermore, the findings from many research studies have shown that most high-proficiency students were successful in using concordances (Yoon & Hirvelar, 2004; Sun, 2003; Wang, 2002; Stevens, 1995). The results indicated that concordances are more appropriate for students at a high-proficiency level than for those at a low-proficiency level. However, a recent study by Boulton (2008) showed that low proficiency students could be successful in using concordances in their learning. Thus, the ability of low-proficiency students to use concordances is one interesting issue which should be investigated further.

2.5.4 Preparing Learners to Deal with Concordances

Concerning the use of concordances in the ELT classroom, students have to be given a tutorial lesson on how to deal with concordances before using them (Turnbull & Burston, 1998; Stevens, 1995). According to Turnbull & Burston (1998), this pre-training on using concordances is necessary for students before allowing them to work with concordances independently. They suggested that the training on using concordances should include the following processes:

1. The objective of the concordance work should be explained to the students.
2. Teachers should demonstrate how to work with a concordancer using a keyword search.

3. Teachers should give learners suggestions on how to select appropriate concordances which provide the data necessary for investigation of particular aspects of language usage.
4. Suggestions on how to induce underlying patterns and rules from concordances and how to apply those rules in context should be given to students.
5. Teachers should provide tasks for students to practice dealing with concordances.

In this study, before the subjects were allowed to work with the concordances independently, they were trained in how to deal with the functions of the concordancer and use the concordance outputs for self-correction. The tutorial lessons followed Turnbull & Burston's (1998) step-by-step recommendations. According to Starfield (2004), when training students to deal with concordances, teachers should use both paper-based and computer-based materials in their lessons. Utilizing paper-based concordance handouts is a good technique for training students, especially those who are not comfortable with computers (Johns, 1994). This training can help them to prepare themselves before having to deal with concordances independently. Moreover, it is convenient for teachers who have to teach a large group of students. These handouts are easy to provide to even a large number of students in a class (Cobb, 1999). However, this paper-based approach is primarily teacher-led. Computer-based concordance learning techniques, on the other hand, are more learner-centered. Students can access more data and try to use different strategies by themselves in order to find appropriate methods to become successful users.

2.5.5 Using Concordances and Data-Driven Learning in Error-Correction

Due to the aforementioned benefits of using concordances in language learning and teaching, concordances should definitely be used in the process of student self-correction. That is, when teachers give indirect feedback to learners by pointing out the location of their grammar errors, the concordance lists can serve as a source for learners to discover correct patterns. Moreover, the teachers can adapt the

concordances to serve as feedback for students in both inductive and deductive ways. In the inductive feedback method, learners have to discover underlying patterns from the lists of concordances, while in the deductive feedback method, learners can use the concordances to serve as real-world examples of the rules given by the teachers. Then, learners under both methods must correct their own errors.

Nagata (1997) conducted experimental research to investigate the effect of using inductive and deductive feedback produced by BANZAI, a computer parser. Thirty American college students were randomly assigned into two groups (the inductive feedback group and the deductive feedback group) to learn four Japanese particles. For deductive learners, rule-based feedback was provided, whereas the inductive group received feedback in the form of examples. A fill-in-the-blank post-test was administered two days after the instruction. A retention test was given three weeks and five days later. The results showed that the deductive group performed better on both the post-test and the retention test. The complexity of Japanese particles may be the reason why the students in the deductive group significantly outperformed their peers in the inductive group. As mentioned before, the deductive method was considered suitable for teaching difficult grammar.

Wang (2001) conducted experimental research on inductive and deductive methods of teaching collocations via the use of concordances. Eighty-one high school students in Taiwan were recruited in this study, divided about equally between the deductive and inductive groups. In the inductive group, learners were asked to search for sentences containing the target collocation in the concordancer. Then, they had to induce the underlying grammatical rules by using the concordances. The deductive learners were given the collocation patterns first and then worked on the same exercise. The results indicated that the inductive group significantly outperformed the deductive group. As for the difficulty level of the collocation patterns in this study, it was found that the inductive group could more easily learn the simple patterns, while the deductive group was more successful in learning the complex patterns. Hence, the conclusion was that induction is a more appropriate method for teaching simple grammatical patterns.

Todd (2001) conducted self-correction research via the use of inductive learning. Twenty-five postgraduate Thai students served as the subjects of the study. After receiving indirect feedback from the teachers, these learners were asked to use the FAST search to find ten examples for each of the two error words. Then, they wrote out the induced pattern and corrected their own work. The results indicated that there was a strong correlation between the ability to induce patterns and the ability to self-correct. The number of parts of speech that individual words belong to seems to be one factor that affects the ability of learners to induce grammatical rules.

Gaskell & Cobb (2004) conducted a study to investigate the ability of lower-intermediate L2 writers to use concordances to self-correct their own writing. The subjects of the study were twenty adult Chinese EFL learners. They had to correct ten categories of errors in their ten essays by inducing the rules from concordances. The results showed that the majority of the subjects could correct their own errors when these errors were linked to concordances provided by the researchers at the initial stage. However, later on, when they had to search for concordances on their own to correct their errors, they were less successful. The participants did feel that their English writing skills had improved, though. However, it was found that there was no decrease in the number of their errors. The researchers thought that this was probably because the subjects produced long and complicated sentences with many errors, so this made it hard for them to correct their own errors independently.

Furthermore, Sun (2003) conducted a case study research project to explore the strategies and learning processes that learners used when working with concordances. The subjects consisted of three advanced Taiwanese EFL college students. A web-based concordancer was used to assist the participants while they worked on a proofreading activity and attempted to correct their own errors. Think-aloud protocol was used to collect their data. The results showed that the subjects were successful in using concordances. Moreover, the findings indicated that the following four factors influenced the students' learning process and the strategies these employed: prior knowledge, cognitive skills, teacher intervention, and concordancer skills.

Yoon and Hirvela (2004) also conducted a study to discover how intermediate and advanced ESL students deal with concordances and how these students feel about using them in L2 writing. The study showed that, overall, the students thought that concordances were useful for the development of their L2 writing skills and that they gained more confidence in their L2 writing. Most of the subjects used cognitive skills in working with concordances, and most reported no problems while working with them.

The results of the aforementioned studies led to this experimental study being conceived and conducted. This study sought to investigate the effects of using concordances on the self-correction ability of low proficiency Thai EFL learners. In this study, the grammatical errors which were corrected and retained the most often and the least often by the students were examined, as was the learners' ability to induce patterns and apply rules. The processes and strategies that the low proficiency learners employed, and their attitudes towards using concordances, were also explored. The next chapter presents the research methodology and the design of the materials used to promote the use of concordances for self-correction.

CHAPTER 3

RESEARCH METHODOLOGY

This study investigated the effects of using concordances on low proficiency Thai EFL learners in grade 11 at a high school in Hat Yai, Songkhla, with particular attention paid to their self-correction ability. This chapter describes the research methodology of the study. The chapter begins with details on the subjects, the research instruments, and the data collection instruments. Finally, the procedures of data collection and data analysis are presented.

3.1 Subjects of the Study

For the purpose of convenience, one class of 37 Thai EFL students studying in grade 11 at a private high school in southern Thailand, called Thidanukhro School, was chosen to participate in this study. All participants were females, and had studied English for an average of eleven years. Generally, their English proficiency was in the low proficiency level, as reflected by their mean English score (59.32%) from their Fundamental English course in semester 2, 2008. It can be said that all of the students had sufficient computer literacy; most of them used the Internet for e-mailing, chatting online, or consulting online dictionaries. Although they were familiar with using the Internet, none of them knew about language corpora and concordances.

3.2 Instruments

Both research instruments and data collection instruments were used to obtain information for this study.

3.2.1 Research Instruments

To carry out the study, the subjects took the course “English Foundation 3,” for four periods per week—three periods with their regular English teacher and one period with the researcher. The research instruments employed in this study were the learners’ written work, the lesson plans, and the online concordancer.

3.2.1.1 A Picture Prompt Writing Exercise (Appendix A)

In this study, the subjects were given a picture prompt-writing exercise, in which they had to write a story based on a picture. The researcher and her supervisor chose a picture prompt from “Composition through Pictures” by Heaton (1966), with consideration for the difficulty of vocabulary that the learners would use, the length of the stories they would write, and the variety and types of grammatical patterns they would use to compose their stories.

Before using the picture prompts with the learners in the main study, a pilot study was conducted with a group of twenty grade 11 EFL learners with similar language proficiency at another high school in Hat Yai. The main purpose of the pilot study was to determine the suitability of the selected series of picture prompts regarding the content and time allocated for writing. The test time was 50 minutes. The students were allowed to use dictionaries, grammar books, or ask their friends while writing. The results of the pilot study showed that the students were able to compose stories from the pictures within the time allotted to them. Consequently, this picture prompt exercise was used in the main study and the time for it was kept at 50 minutes.

There were six pictures in the prompt series and each picture was built up around one particular theme. The key words and difficult words were also provided in the list to prevent the problem of dealing with unknown words. After the learners composed the story, all 37 pieces of the learners’ written work were checked by three experienced EFL teachers. Then, only grammatical errors at the word level were considered. The errors were classified into each category of grammar based on Na-ngam (2005) taxonomy (Appendix B), which included useful sub-types of misuse,

omission, wrong form, and unnecessary insertion of English structure. Thus, the identified errors consisted of 12 main grammatical types at the word level. Then, some types of grammatical errors were chosen for future exercises, based on the frequency of their misusage and their ease of serving as search items on the concordancer. The following table shows the types of grammatical errors found in the learners' written work in this study.

Table 3.2.1.1: The Errors Found in the Learners' Written Work

No.	Types of Grammatical Errors	Number of Errors
1	Articles	134
2	Verbs	99
3	Subject-verb agreement	87
4	Prepositions	70
5	Nouns	50
6	Spelling	29
7	Infinitive/Gerund	21
8	There is/ There are	18
9	Pronouns	17
10	Word order	10
11	Capital letters	9
12	Adjectives/ adverbs	6

Table 3.2.1.1 shows the most frequent types of errors that were identified, based on their frequencies of occurrence. The five most common types of grammatical errors involved articles, verbs, subject-verb agreement, prepositions, and nouns, respectively. All five of these types of grammatical errors could be identified using concordances. Thus, in this study, only these five types of grammatical errors were presented to the students and used for searching for concordances.

3.2.1.2 Lesson plans (Appendix C)

The overall lesson plan was divided into four lessons, which were planned to be taught over seven periods. However, during the training period, the researcher found that the learners still had problems in using the concordancer and reading concordances. Thus, the training in this study was extended to 12 periods of 50 minutes each. The lesson plans were justified topic-by-topic, as follows.

Lesson 1: Revision of Parts of Speech (1 period)

The first lesson in this study was a revision of the parts of speech. The researcher reviewed the parts of speech in English with the students. The objective of this lesson was to ensure that the learners had sufficient background knowledge to identify each part of speech. The focus of the teaching in this lesson was on getting the learners to understand that some words can function as more than one part of speech. The researcher provided exercises in which the learners had to identify the parts of speech of each underlined word in the given sentences. This was to help them recognize the parts of speech in the English language and their functions in sentences. Moreover, the activity also familiarized the learners with inducing grammatical rules.

Lesson 2: How to Use the Concordancer (3 periods)

The aim of lesson two was to introduce the concordancer, which was named "The Compleat Lexical Tutor," to the learners. They learned about the concept of a concordancer and the benefits that they could obtain from using a concordancer, such as learning grammar and collocations, verifying a word's spelling, and understanding how a word is used in a sentence. Then, they learned how to operate the functions of the concordancer and use the program to search for concordances for the target words. Learners were given handouts on the procedures of how to work with the concordancer, how to search for single words and groups of words (associated words), and how to extract the concordance lines. The researcher demonstrated the processes of working with the functions of the concordancer. Learners then tried to work with the concordancer on their computers by following the researcher's step-by-step

instructions. After they learned to work with the program's functions, they were given exercises to practice using the concordancer.

Lesson 3: How to Induce Grammatical Rules from Concordances (3 periods)

The next important step of training was for the students to learn how to induce rules from the concordance. The concordance printouts were used as exercises for learners to practice inducing grammar rules by using parts-of-speech knowledge in the process of pattern induction. Firstly, the researcher explained how to induce the grammatical rules, which involved observing how the target words were used in the lines and looking at the words before and after the target word in each line. Secondly, learners practiced inducing rules from the given concordance exercise handouts. Then, learners, together with the researcher, worked with the concordancer by using the word search from the given exercises to search for the concordances. From the exercises, the learners could practice inducing rules from the varieties of concordance lines that they found. Thus, in this lesson, learners were taught how to solve problems which they might face in the self-correction process.

Lesson 4: Using concordances for error-correction (5 periods)

The last lesson in training the learners to deal with concordances was on practicing using concordances for error-correction. This lesson aimed to train the learners to use concordances for error-correction before applying this process to self-correction. In this process, the learners were given exercises to practice. Each exercise consisted of five common grammatical errors which were underlined by the researcher. The learners had to use the underlined words to search for concordance lines and then induce the rules necessary to correct the errors. During the first step, the learners, together with the researcher, searched for concordances and chose the best lines to induce rules for error-correction. Then, the learners used the concordancer independently for error-correction. During this practice, the researcher observed the problems and difficulties which the learners faced, and helped them when they asked any questions.

Table 3.2.1.2: Summary of Lesson Plans and Purposes

Lessons	Purposes
- **Lesson 1**: Revision of parts of speech	To review the parts of speech in the English language, and their functions.
- **Lesson 2**: Getting to know the concordancer & receiving instruction on how to use the concordancer	To teach and demonstrate to learners how to use the concordancer and how to select the concordance lines to learn grammatical rules.
- **Lesson 3**: How to induce grammatical rules from concordances	To practice using the concordancer and to teach learners how to induce grammatical rules from the search results.
- **Lesson 4**: Using concordances for error-correction	To teach learners how to induce rules from concordances to correct errors in the given sentences.

3.2.1.3 The Concordancer

A concordancer is a program used to search for concordance lines. In fact, there are many concordancers, both as stand-alone software and on the Internet, but in this study, "The Compleat Lexical Tutor" online concordancer was used as the instrument for searching for concordances. The learners accessed "The Compleat Lexical Tutor" on the Internet, http://www.lextutor.ca/concordancers/concord_e.html. The Lextutor concordancer was designed by Tom Cobb, University du Québec à Montréal, Canada. This concordancer is user-friendly and suitable for beginners who have no experience with this type of program. It has the basic functions of a general concordancer in that it shows word frequency lists, searches for words and collocations, sorts outputs, displays *KWIC* concordances, displays source texts, and manipulates outputs.

This concordancer contains 22 corpora for users to search, including Brown Corpus (The Brown University Standard Corpus of Present-Day American English), BNC (British National Corpus), and The Call of the Wild Corpus by Niall Ó Domhnaill. Each corpus is a different size and was colleted from different text types. Text extracts in each corpus come from written sources, such as books, magazines,

junk mail, letters, advertisements, business documents, literature, academic papers, emails, and Internet pages. Some corpora include spoken language texts. These involve recordings of real speaking that have been transcribed word-for-word. Types of speech situations in each corpus include everyday conversations, phone calls, university lectures, television and radio programs, voice mails, speeches, and parliamentary debates.

Table 3.2.1.3: Available Corpora in "The Compleat Lexical Tutor"

No.	Corpora	Size	Language and Design
1.	**Brown**	1million words	mostly American print sources, books, newspapers, magazines
2.	**BNC Written**	over 1 million words	from the British National Corpus, books, newspapers, magazines
3.	**BNC Spoken**	nearly 1 million words	from the British National Corpus, but from speech sources in text form
4.	**All of the above**	about 4 million words	from the three sources above
5.	**Brown + BNC Written**	2+ million words,	British and American print sources
6.	**NEW 1k Graded Corpus**	530,000 words	from British graded readers that use only the 1000 most common words.
7.	**NEW 2k Graded Corpus**	920,000 words	from British graded readers that use only the 2000 most common words.
8.	**BNC Law**	over 2 million words	taken from legal writing
9.	**BNC Medicine**	1.4 million words	taken from medical writing, mostly journals
10.	**2000 list corpus**	240,000 words	from writings that stay within the 2000 most common
11.	**Univ. Word List**	550,000 words	from readers that focus on the University Word List
12.	**TV Corpus Marlise**:		transcripts from television shows, collected by Marlise Horst

No.	Corpora	Size	Language and Design
13.	**Focus on Vocabulary**	82,300 words	from the "Focus on Vocabulary" series
14.	**Call of the Wild**	with 24,000 words	the Jack London novel
15.	**Learner (Student)**	150,000 words	taken from a corpus of student writing.
16.	**Learner (Teacher)**	61,000 words	from material written by teachers for learners
17.	**JPU Learner**	300,000 words	from English essays and research papers by Hungarian
18.	**Sheridan Book 1**	108,000 words	from the first novel in a series
19.	**Sheridan Book 2**	128,000 words	from the second novel in a series
20.	**Sheridan Book 3**	147,000 words	from the third novel in a series

There are four main reasons why this concordancer was selected for this study. Firstly, it is a free online program and easy to manage. Secondly, it provides the original extract and full context of key words or phrases with a simple click of the mouse. Most importantly as in the experimental process, the learners had to present the examples from their concordance searches, this concordancer made it easy for the learners to extract concordance lines by ticking the little box in front of each line. This produces a page with the chosen line. The last advantage was that this concordancer provided a link to the Cambridge Online Dictionary. According to Cobb (1999), who designed the Lextutor concordancer, the Cambridge Online Dictionary is provided for students to consult when they want to check parts of speech, meanings, or word spellings. It is a very important tool when students work with the concordancer independently. According to Johns (2000) and Sinclair (1999), working with concordances makes learners truly autonomous and responsible for their own learning, so the materials provided should facilitate learners in learning independently. Thus, in this study, when learners had any problems in dealing with concordances, they could consult the dictionary by themselves.

Figure 6: The Compleat Lexical Tutor Concordancer

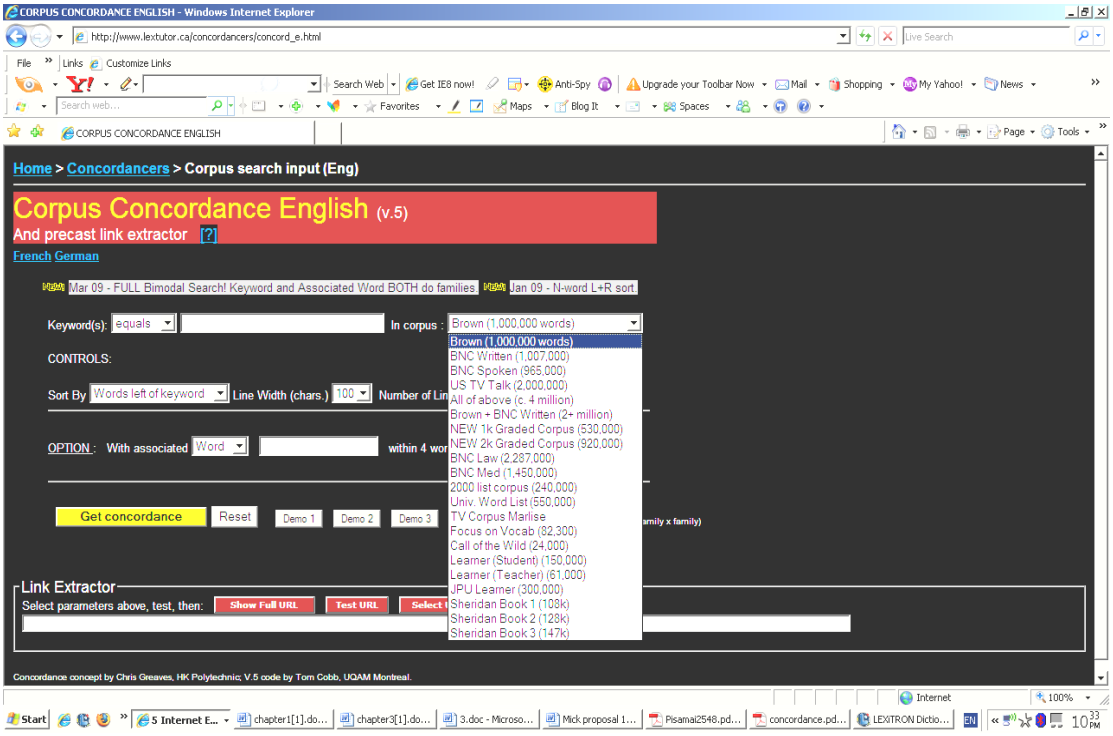


Figure 7: The Box to Extract the Chosen Concordance Lines

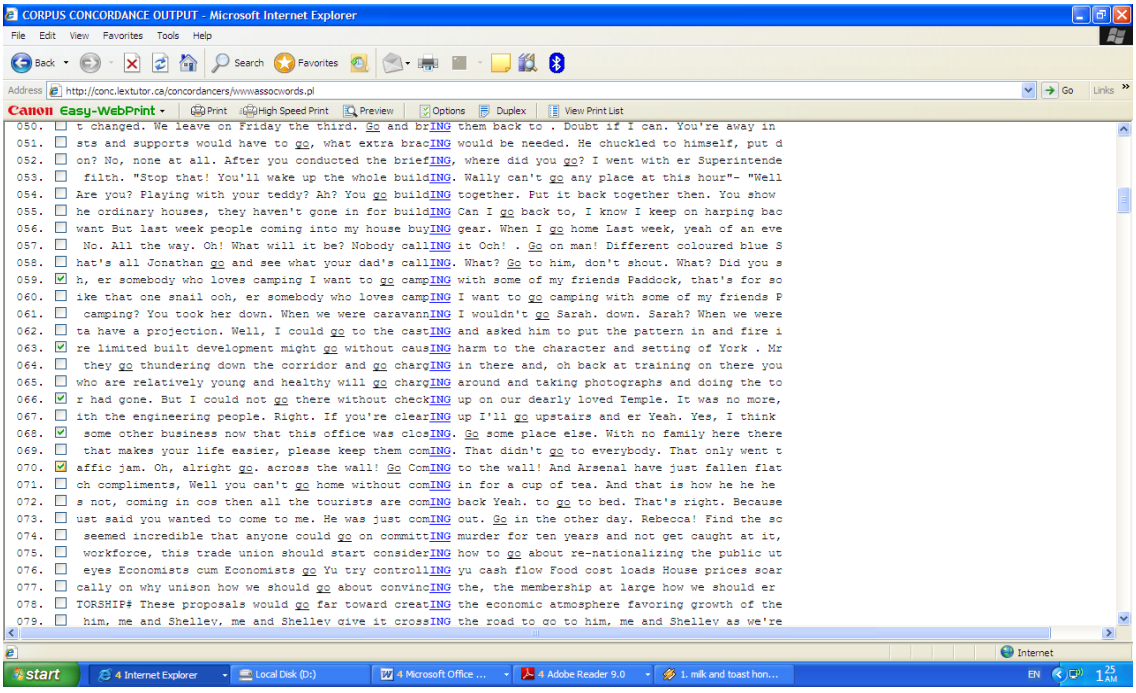
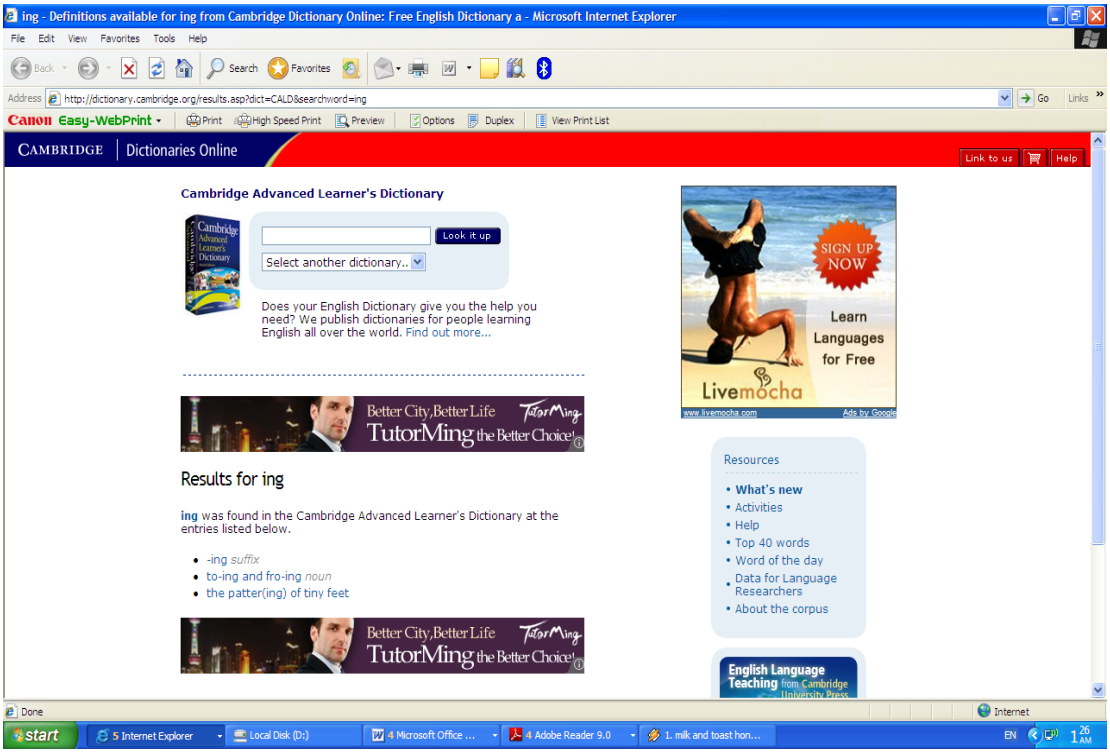


Figure 8: The Link to Cambridge Online Dictionary



3.2.2 Data Collection instruments

In this study, five data collection instruments—the learners' error-correction tasks, the self-correction test, the error-correction test, the teacher observations, and the stimulated recall interviews—were used to gather data. Each of them is explained below.

3.2.2.1 The Three Ongoing Tasks of Error-Correction (Appendix D-F)

These tasks were used to train the learners on how to use concordances for error-correction. All of the students corrected the same errors; this meant that all learners worked with grammatical rules of the same level of difficulty. The three tasks of error correction were designed by the researcher and were examined by the three

experienced EFL experts. Each task contained a total of five common types of grammatical errors: errors involving articles, verbs, subject-verb agreement, prepositions, and nouns. Learners had to work with the concordance lines to discover the correct grammatical rules, which they then applied to the error-correction tasks.

3.2.2.2 Self-Correction Test (Appendix G)

The test of self-correction involved the learners' writing, based on the picture prompts given on the first day. The researcher had underlined the five most common types of grammatical errors in the learners' written work without any grammar rules or codes. Each learner's number of errors in the test varied depending on their writing, with an average of 11.89 errors per learner. In this study, the learners' self-correction was used as the post-test. The purpose of the test was to measure the learners' ability to use concordances for self-correction independently after they were trained in how to work with concordances for error-correction. Also, the grammatical structures which were most and least successfully corrected were investigated.

3.2.2.3 Error-Correction Test (Appendix H)

The error-correction test was designed and used as a retention test in order to investigate which grammatical rules the learners could retain most accurately and least accurately. The test was written by the researcher. It was a story composed by the researcher, which was similar in context to the stories on the post-test and on the ongoing tasks. It contained ten errors: three verb errors, two noun errors, two errors on articles, two errors on prepositions, and one on subject-verb agreement. All of the errors were underlined, and the students had to correct the errors without using concordances, dictionaries or any other books. The test was approved by three English teachers.

3.2.2.4 Teacher's Observation Notes

The teacher's observation notes were aimed at recording the learners' processes and attitudes while working with the concordances during the error-correction tasks. The overall observation included detailed notes and an observation

checklist form used by the teacher. The key observation points included learners' feelings, their participation, their ability to work with the concordancer and concordance lines, and their difficulties and problems. The duration of the observation was fours weeks, which was the time that the students worked with the three ongoing tasks and the post-test.

3.2.2.5 The Stimulated Recall Interviews

The stimulated recall interviews were conducted to obtain in-depth information on how the learners work with the concordancer and concordances. A group of questions was set up as the interview framework and these questions were examined by the experts. The interviews were aimed at eliciting learners' information in the following areas: computer concordancing skills used, self-observed concordance skills, reflection on learners' prior knowledge, and attitudes and opinions. The interviews were conducted in Thai in order to obtain as much information as possible without any language barriers. The sessions took approximately 10-20 minutes per interviewee. The 15 guideline questions used are presented as follows.

Guideline Questions for the stimulated recall interviews

1. How did you correct the errors in your writing tasks?
2. Why did/didn't you use the concordances to correct the errors?
3. How did you use the concordances to correct the errors?
4. When you read the concordances, which parts did you look at first?
5. Did you work with the concordances by yourself?
6. Which corpora did you use most? Why?
7. Did you have any problems when using the concordances? If yes, what were they?
8. Do you think concordances are useful for your English learning? Why?
9. Do you think working with the concordances helps you to induce the rules more easily than usual? Why?

10. How did you make decisions in choosing the concordance lines to use to induce the rules and correct the errors?
11. When there were a lot of concordances lines that appeared on the screen after you searched for a word, what did you do?
12. Suppose that we are going to correct this sentence. *"It was first time for him to visit the zoo."* Could you please tell me how to use concordances to correct it?
13. Did you use concordances for other purposes? If yes, how did you use them?
14. Will you continue using concordances in your studies? If yes, how will you use them?
15. Do you have any comments or suggestions about using the concordances?

3.3 Data Collection Procedure

The study was carried out over 18 weeks with one class of students at a secondary school in Hat Yai, Songkhla, Thailand. The researcher conducted the treatment and taught the subjects herself. Each week, the learners studied with the researcher one day, for one period of 50 minutes. The overall research procedure consisted of the following three phases: (1) the introductory phase, (2) the experimental process, and (3) the post-experimental process.

(1) Introductory Phase

At the beginning of the study, the subjects were told that all the results of the tests would not affect their grades at school. Next, they were given the picture prompt writing task and they were asked to compose the story in one period (50 minutes). During the period, they could consult the dictionary or ask their friends for help. Then, the researcher checked their written work in order to obtain their five most common grammatical errors. In the second week, the study began with a tutorial for the learners on how to use the concordancer and they received practice in working with concordances. The learners were trained 12 periods of 50 minutes each using the following sequence: (1) parts of speech review, (2) how to use the concordancer, (3)

instruction on how to induce grammatical rules from concordances, and (4) instruction on how to use concordances for error-correction. The tutorial was conducted over 12 weeks (weeks 2-13).

(2) The Experimental Process

(2.1) Administering three ongoing tasks of error-correction

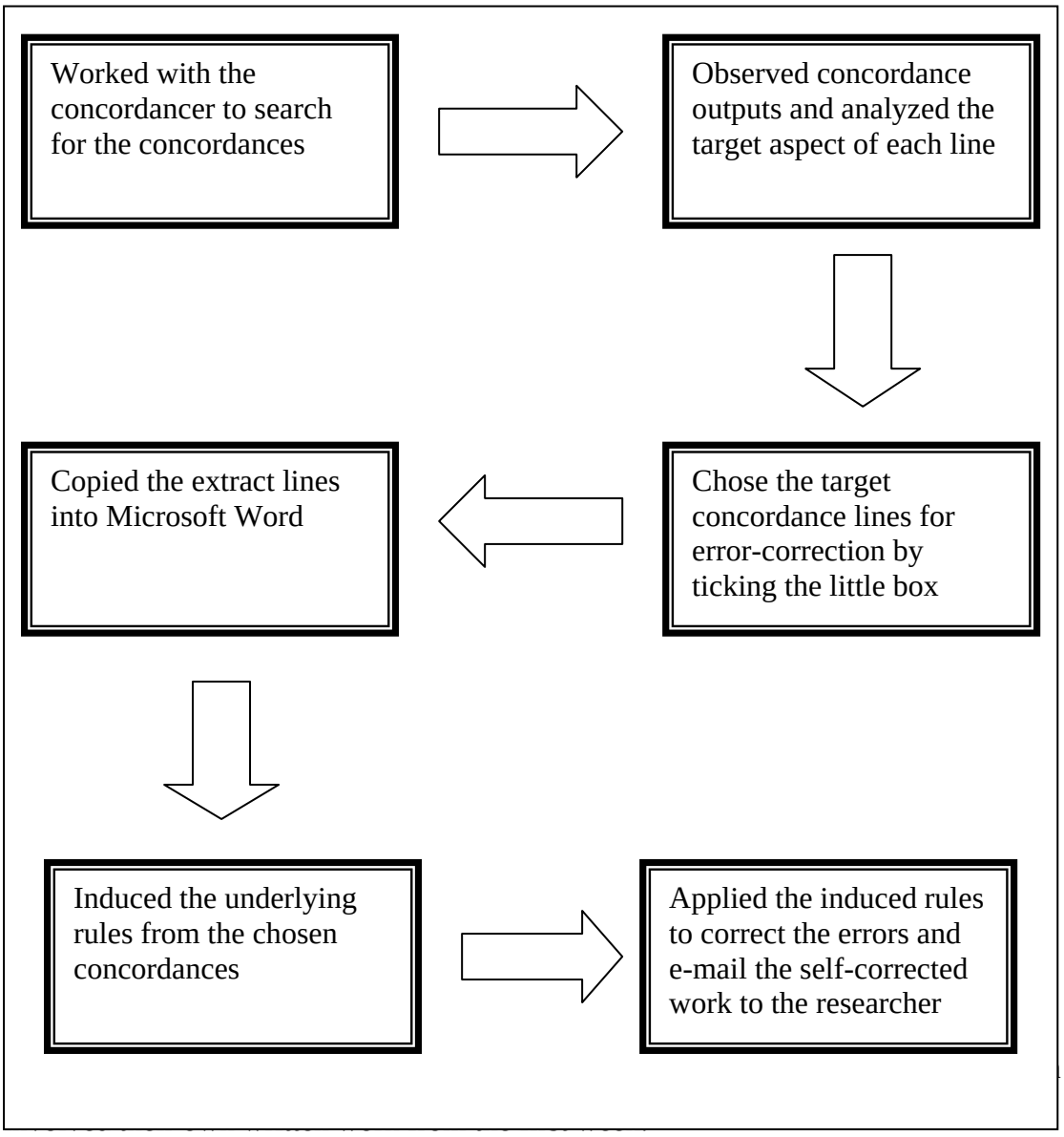
During weeks 14-16, the learners were given three ongoing tasks of error-correction. Learners were required to use the underlined word errors to search for the overall grammatical rules, and induce the patterns by using concordances. They were asked to correct the errors using the induced rules from the concordance lines. Then, they had to send the e-mail of their tasks to the researcher. The researcher observed the learning process and took notes while they worked with the concordancer and concordances between weeks 14-16.

Figure 9: The Example of the Three Tasks of Error-Correction

Task 1

Last summer my sister and I went to the park together. (1.) In early morning we prepared some food for the picnic. Our mother helped us to make some sandwiches for our lunch. We put the sandwiches and the flask into the picnic basket. Our mother told us the directions to the park. We left home and said goodbye to our mother. The park is not (2.) far to our house so we decided to walk there. When we reached the park, we tried to find the place to sit. There are many trees in the park so we decided to sit in the shade under the trees. The air in the park is fresh and there are (3.) many beautiful flower which we had never seen before. While (4.)we was watching the flowers, we heard some noise. It was a kitten. We looked for the kitten and found that it was in a tree. My sister and I climbed up the tree to take it down. (5.) The kitten hungry because it cried loudly. My sister and I gave it some sandwiches. The kitten ate quickly. We looked at the kitten and felt very happy that we could help it. We thought that when we went back home, we would tell our mother. She would be happy too.

Figure 10: The Processes of Error-Correction in the Ongoing Tasks



(2.2) Administering the post-test for self-correction

The post-test was administered immediately after the treatment, and took place in week 17. On the post-test, the learners had to correct their own work individually by using concordances within one period of 50 minutes. They had to follow the same

steps as shown in Figure 3.4.2. During this week, the researcher also took notes while the learners worked with the concordancer and concordances.

(3) The Post-Experimental Process

(3.1) Conducting the stimulated recall interviews

One week after the completion of the experiment, the researcher carried out the stimulated recall interviews with each student. Principally, questions used during the interviews were from the guided questions, as shown in 3.3.4, although some extra questions arose when the researcher observed the learners while they were working with the concordancer and concordances. The time spent on the interviews with each subject depended on their performance during their error-correction and self-correction, but came out to approximately 10-20 minutes for each participant. The interviews were administered using a one-on-one format so the learners could express their ideas freely without fear of being compared with others.

(3.2) Administering the retention-test

The retention test was administered six weeks after the interview sessions. Six weeks was considered appropriate because the researcher wanted to ensure that enough time had elapsed since the students had started practicing. The learners were required to use their retained grammatical rules to correct ten items of five categories of grammar within one period of 50 minutes.

Table 3.3: Summary of the Data Collection Procedure

Data Collection	Time (50 minutes/period)	Instruments
1. Introductory Phase - Writing a story	Week 1	The picture prompt writing
- Lesson 1: Revision of parts of speech	Week 2 (1 period)	Lesson plan and teaching materials
- Lesson 2: Get to know concordancer & Instruction on how to use concordancer	Weeks 3-5 (3 periods)	Lesson plan and teaching materials
- Lesson 3: How to induce grammatical rules from concordances	Weeks 6-8 (3 periods)	Lesson plan and teaching materials
- Lesson 4: Using concordances for error-correction	Weeks 9-13 (5 periods)	Lesson plan and teaching materials
2. The experimental process - error-correction	Weeks 14-16	Three ongoing tasks of error-correction
- Post-test (self-correction of their own work)	Weeks 17	Learners' written work
- Teacher's observation	Weeks 14-17	Teacher's observation notes
3. The post-experimental process - The interviews	Week 18	Guided Questions for the semi-structured interviews
- The retention test	Six weeks after weeks 18	Error-correction test containing 5 types of errors

3.4 Data Analysis and Statistical Procedures

To appropriately answer the research questions, the following statistical techniques were used in analyzing the data from this study:

3.4.1 Scoring

In order to investigate whether the learners could use concordances for self-correction, the data on the extracted concordances, pattern induction, and rule application were used to analyze the error-correction tasks and the post-test, and the

correction rules from the retention test were analyzed. The approaches used in the analysis are described below.

1. Pattern induction was checked in order to examine whether each induced pattern matched the chosen concordances. If the pattern was from at least one line of the chosen concordances, the learner received one point for inducing the correct rule. If it did not match any line, the learner received zero points.

2. The rule application for error-correction was analyzed by the researcher to investigate whether the learners could use the rules to correct the errors in their writing. If the learner could correct the underlined error, the learner received one point for the ability to apply the rules for error correction. If the learner applied correctly induced rules to correct an underlined error, but the self-corrected word was incorrect, he or she received zero points for his or her ability to apply the rules.

3. For the ability of self-correction, if the learner could correct an underlined error, he or she received one point for the ability of error-correction.

All self-corrected words were checked by three experienced teachers who were English native-speakers, in order to ensure reliability.

3.4.2 Data Analysis Procedures

To answer all research questions, the data obtained from the error-correction tasks, the post-test, and the retention test were calculated using the SPSS/PC (Statistical Package for the Social Sciences/Personal Computer) program. The data obtained from the interviews were analyzed qualitatively by categorizing and quantifying it using frequencies and percentages to analyze the strategies the subjects employed for error-correction by using concordances.

Research Question 1: To what extent are low proficiency EFL learners able to self-correct grammatical errors and retain required grammatical rules after using concordances?

In order to answer Research Question I, the error-correction tasks, the post-test, and the retention test were all scored. One point was allotted for a corrected sentence and zero points for an incorrect sentence. Percentages and mean scores on the post-test and the retention-test were calculated to identify learner gains in grammatical rules. A paired sample t-test was utilized in order to determine significant differences between the mean scores on the post and retention tests.

Research Question 2: Which grammatical errors are corrected and retained most accurately, and which least accurately?

The corrected errors were classified into five categories: nouns, verbs, articles, prepositions, and subject-verb agreement. Percentages and mean scores on the post-test and the retention-test were calculated to identify the errors corrected and retained the most and least accurately. A paired sample t-test was utilized in order to determine significant differences between the mean scores on the post and retention tests for each grammatical rule category.

Research Question 3: Can learners induce rules and apply induced patterns in error-correction?

In order to answer Research Question 3, the pattern induction and the rules application from the error-correction tasks and the post-test were scored. One point was given for induced patterns which matched the chosen concordance lines. One point was also given for correct rule application. The results were classified into five types of grammatical errors.

Research Question 4: What are the general strategies used by EFL learners and what are their attitudes towards using concordances for error-correction?

The data obtained from the stimulated recall interviews and the teacher's observation notes were analyzed qualitatively by categorizing and quantifying the data using frequencies and percentages to provide support for answering Research Question 4. The data were analyzed to determine the most frequent strategies employed by learners when working with the concordancer and concordances. The data on learners' problems and difficulties, and the data on learners' preferences for using concordances, were also analyzed.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the data derived from the results of the study in order to answer the research questions addressed in Chapter 1. Principally, the focal point for data presentation and interpretation is the degree of success in using on-line concordances for error-correction, the strategies used and the attitudes toward using concordances. The main findings were divided into the following sections for reporting purposes:

4.1 Learners' ability to self-correct grammatical errors and retain the knowledge
4.2 Types of grammatical errors that were successfully corrected most and least accurately, and retention of the grammar principles
4.3 Learners' ability to induce and apply grammar rules for error-correction
4.4 Learners' strategies and attitudes towards using concordances
4.5 Conclusions and discussion

4.1 Learners' Ability to Self-Correct Grammatical Errors and Retain the Knowledge

To answer the first research question as to how effectively can low proficiency learners could self correct and retain the grammatical rules after using concordances, the researcher analyzed the mean scores and the percentages of the number of grammatical errors that were corrected in the three ongoing tasks, and the post-test. The degree of students' retention of the grammatical rules after six weeks was also analyzed. The results of the learners' self correcting ability are presented below:

Table 4.1.1: Number of Errors Corrected by Learners in the Three Ongoing Tasks

No. of students	Tasks	No. of grammatical errors	No. of errors successfully corrected ($\bar{X}$)	Percentage of errors successfully corrected
N=37	Task 1	5	4	80%
	Task 2	5	4.027	80.54%
	Task 3	5	3.95	78.92%
	Total	**15**	**11.97**	**79.82%**

As shown in Table 4.1.1, it was found that the overall percentage of the grammatical errors corrected was 79.82%. In Task 1, 80% of the grammatical errors were corrected, whereas 80.54% were corrected in Task 2 and 78.92% were corrected in Task 3. These indicated that the learners had the ability to work with concordances independently to carry out the correcting errors tasks designed by the researcher.

Table 4.1.2: Number of Errors Corrected and Mean Difference between the Post-Test and the Retention Test

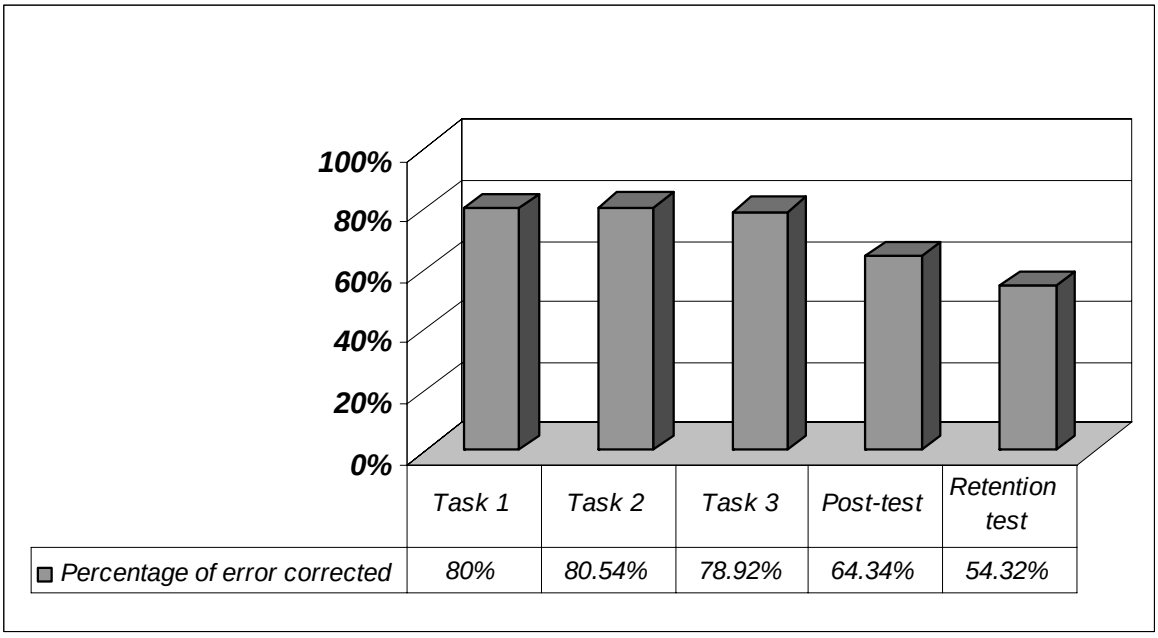
Test	No. of grammatical errors	Mean ($\bar{X}$)	SD	Mean Difference	t	Sig. (2-tailed)
Post-test	11.89**	64.34	20.65	10.01	2.021	.05**
Retention test	10	54.32	18.79			

* The number of errors in the self-corrections of each student was different depending on their writing.
** Significant at 0.05 level.

With respect to the data in Table 4.1.2, it was found that, on average, the mean score of the errors corrected in the post-test was 64.34%, whereas 54.32% of all target grammatical patterns were retained six weeks later. According to the data in the table, the difference between the means of errors corrected in the post-test and the retention test was 2.021.When the two sets of scores were compared, it was found that they

were significantly different (t=2.021, p< 0.05). The results indicate that after six weeks of learning by using concordances, the learners could retain only a half of all grammatical rules.

Figure 11: Overall Error-Correction Ability



With respect to the findings of the first research question, which examined the EFL learners' self-correction ability after using concordances, the data demonstrated that the learners could perform better in the ongoing tasks than the post-test and the retention test. During the training period, it was seen that about eighty percent of the grammatical errors were successfully corrected. About sixty four percent of all learners' grammatical errors were successfully corrected in the post-test. The findings thus indicated that the learners' ability in self-correction decreased. In addition, about fifty-four percent of grammatical errors were corrected successfully without using the concordances six weeks after the post-test. That is, the students retained significantly fewer correct grammatical patterns six weeks after the post-test. Therefore, it shows a trend in the loss of grammatical knowledge.

4.2 Types of grammatical errors that were successfully corrected most and least accurately, and retention of the grammar principles

In order to answer the second research question, the types of grammatical rules which were successfully corrected and retained the most and the least accurately, were looked at and percentages of each type of error that could be corrected from the three tasks, the post-test, and retention test were analyzed. The numbers of each type of grammatical error that could be corrected from the post-test and retention test were then compared using paired-sample t-tests to determine the differences between the learners' ability in self-correction and in retention. The results are presented as follows:

Table 4.2.1: Types of Grammatical Errors Successfully Corrected Most and Least Accurately in Tasks 1-3

Types of errors	No. of errors	No. of errors successfully corrected	Percentage%
Subject-verb agreement			
Task 1	37	36	97.30
Task 2	37	35	94.59
Task 3	37	37	**100**
Total	**111**	**108**	**97.30**
Articles			
Task 1	37	37	**100**
Task 2	37	28	75.68
Task 3	37	33	89.19
Total	**111**	**98**	**88.29**
Nouns			
Task 1	37	32	86.49
Task 2	37	35	**94.59**
Task 3	37	24	64.86
Total	**111**	**91**	**81.98**
Prepositions			
Task 1	37	17	**45.95**
Task 2	37	33	89.19
Task 3	37	27	72.97
Total	**111**	**77**	**69.37**
Verbs			
Task 1	37	26	70.27
Task 2	37	18	**48.65**
Task 3	37	25	67.57
Total	**111**	**69**	**62.16**

The data shown in Table 4.2.1 demonstrates the types grammatical errors corrected most and least accurately in Tasks 1-3. Subject-verb agreement was the type of error corrected the most often (97.30%), followed by articles (88.29%) and nouns (81.98%) respectively. Verbs had the least correction rate, at 62.16%, and only 69.37% of sentences focusing on prepositions were corrected.

Table 4.2.2: Types of Grammatical Successfully Corrected Most and Least Accurately and Mean Differences between the Post-Test and the Retention Test

Types of errors	Post-test		Retention test		Mean	t	Sig.
	Mean	SD	Mean	SD	Difference		(2-tailed)
Nouns	83.11	35.38	87.84	21.74	**4.73**	.721	.48
Articles	**84.16**	25.03	72.97	32.48	**11.19**	1.451	.16
Subject-verb agreement	78.87	33.51	**91.89**	27.67	**13.02**	1.787	.08
Prep	**47.07**	41.86	**29.73**	34.28	**17.34**	1.955	.06
Verb	**48.29**	40.23	**23.42**	30.29	**24.86**	3.054	.00**
Total	64.34	20.65	54.32	18.79	**10.01**	2.021	.05*

** Significant at 0.01 level.

* Significant at 0.05 level.

As seen in the Table 4.2.2, the findings show that the top three types of grammatical errors successfully corrected the most accurately in the post-test and the retention test were the types of subject-verb agreement, articles, and nouns. The articles category was the most successfully corrected grammatical error (84.16%) on the post-test whereas subject-verb agreement was the grammatical error corrected the most, at 91.89%, on the retention test. However, the results from both the post-test and retention test show that prepositions and verbs remained problematic for learners to correct. Learners corrected verb errors with only 48.29% of the time, and prepositions only 47.07% of the time, on the post-test. On the retention test, verbs were the least corrected error, at 23.42%, and prepositions were at 29.73%.

Turning now to the most and the least common grammatical types that the learners could retain, the mean differences for each type of grammar in the post-test and the retention test were compared. The findings show that nouns were the grammatical structure most commonly retained six weeks after the treatment ($t = 0.721$), whereas verbs were the least commonly retained in this study. The results from the t-test also confirmed that there was a statistically significant difference between the post-test and retention test for verbs ($t= 3.054$, $p< .001$).

In sum, the findings of the second research question investigating the most and least successfully corrected grammatical structures showed that subject-verb agreement, nouns and articles in number that were successfully corrected the most in this study, while prepositions and verbs were the least often corrected. In addition, nouns were the grammatical structure best retained six weeks after the treatment, whereas verbs were the least retained.

4.3 Learners' Ability to Induce Grammatical Rules and Apply Induced Rules for Error-Correction

During the correction process, learners had to select the best concordance lines in order to induce the rules, which they then used in their self correction. The research was done to investigate the learners' ability in inducing patterns from the selected concordances and their ability in applying these patterns to their own writing. The percentages of correctly induced patterns and the percentages of successfully corrected errors from the induced patterns of each task, and on the post-test, are presented below:

Table 4.3.1: Ability in Inducing Patterns and Applying Them to Perform Error-Correction in Tasks 1-3

Type of Error	No. of items	Ability to induce patterns		Ability in applying the induced patterns	
		No. of correctly induced patterns	%	No. of errors corrected	%
Subject-verb agreement					
Task 1	37	33	89.19	36	97.30
Task 2	37	36	97.30	35	94.59
Task 3	37	36	97.30	37	100
Total	**111**	**105**	**94.59**	**108**	**97.30**
Articles					
Task 1	37	37	100	37	100
Task 2	37	28	75.68	28	75.68
Task 3	37	36	97.30	33	89.19
Total	**111**	**101**	**90.99**	**98**	**88.29**
Nouns					
Task 1	37	30	81.08	32	86.49
Task 2	37	33	89.19	35	94.59
Task 3	37	21	56.76	24	64.86
Total	**111**	**84**	**75.68**	**91**	**81.98**
Prepositions					
Task 1	37	16	43.24	17	45.95
Task 2	37	33	89.19	33	89.19
Task 3	37	27	72.97	27	72.97
Total	**111**	**76**	**68.47**	**77**	**69.37**
Verbs					
Task 1	37	26	70.27	26	70.27
Task 2	37	17	45.95	18	48.65
Task 3	37	23	62.16	25	67.57
Total	**111**	**66**	**59.46**	**69**	**62.16**
Total	**481**	**432**	**89.81**	**443**	**92.10**

As presented in Table 4.3.1, on average of 89.81% of all grammatical types were successfully induced, whereas the overall percentage of successfully applied the induced rules for error-correction was higher, at a rate of 92.10%. Regarding the grammatical category of subject-verb agreement, the patterns in Tasks 1-3 were successfully induced 94.59%, on average. The percentage of number of errors corrected was higher, at a rate of 97.30%. Article errors were corrected using induced

patterns 90.99%, while the percentage of successful correction using induced patterns decreased to the rate of 88.29%. Interestingly, for nouns, 75.68% of the patterns were correctly induced, but the percentage of the number of errors successfully corrected was higher, at the rate of 81.98%. The influential factors for this will be discussed in section 4.5.5.3 Furthermore, the percentage of correctly induced patterns and the application of rules using prepositions was also low. The percentage of the patterns with verbs was correctly applied in self-correction at a rate of only 59.46%.

Table 4.3.2: Ability in Inducing Patterns and Applying Them for Self-Correction in the Post-Test

Types of Errors	No. of items	Ability to induce patterns		Ability to apply the induced patterns	
		No. of correctly induced patterns	%	No. of errors successfully corrected	%
Articles	134	114	85.07	114	85.07
Nouns	50	41	82.00	41	82.00
Subject-verb agreement	87	67	**77.01**	71	**81.61**
Prepositions	70	37	52.86	36	51.43
Verbs	99	52	52.53	52	52.53
Total	440	311	**70.68**	314	**71.36**

As seen in Table 4.3.2, the overall results from the post-test showed that the percentage of correctly induced patterns and the percentage of successful use of the induced rules for self-correction of articles and nouns were at the same rate (85.07% for articles and 82% for nouns). However, for subject-verb agreement, only 77.01% of them were induced correctly, but the percentage for using the induced patterns for self-correction was higher, at a rate of 81.61%. Regarding prepositions, 52.86% of the patterns were induced correctly but self-correction usage was lower, at a rate of 51.43%. Finally, for the patterns of verb errors, the percentage that were induced

correctly and the percentage of correct use of the induced rules were the same (52.53%).

To summarize the findings on learners' ability to induce and apply grammatical rules in self-correction using concordances, regarding the overall results of the ongoing tasks and the post-test, the percentage of the ability to induce correct patterns from the chosen concordances was lower than that for rules application. For the three tasks of error-correction, learners induced the grammatical patterns at the rate of 89.81%, and applied the rules in error-correction at the higher rate 92.10%. When they did the post-test, in which they self-corrected their own writing, they induced the grammatical patterns correctly 70.68% of the time. They applied the grammatical rules for self-correction at 71.36%. This suggests that their ability with error-correction was not the same as their ability to induce rules from concordances in other words they ability to correct the grammatical errors was not from inducing the rules from concordances.

4.4 Learners' strategies and attitudes towards using concordances

The learners' processes and their attitudes in using concordances were also explored in this study in order to answer the research question asking what the learners' processes and their preference towards using concordances were. The data from the teacher's observation notes and the stimulated recall interviews were analyzed in order to gain information on how the learners work with the concordancer and concordances. Furthermore, problems and difficulties were also investigated as well as their attitudes towards using the concordances for error-correction.

4.4.1 Learners' Strategies in Working with the Concordancer

The data obtained from the stimulated recall interviews revealed the learners' strategies in working with the concordancer to use the corpora to assist their learning. The results are shown in Table 4.4.1 below.

Table 4.4.1: Learners' Strategies in Working with the Concordancer

Type	Strategies in working with the concordancer	No. of respondents	Percentage (%)
1	**Learners' strategies in choosing search words**		
	1.1 Using prior grammar knowledge to guess the correct answer and then checking with the concordancer	26	**70**
	1.2 Using the underlined words and then checking with the concordancer	7	19
	1.3 Relying on their intuition based on their linguistic background and then searching the concordancer	4	11
2	**The corpora used**		
	2.1 Brown+BNC Written+BNC Spoken (3 million words)	30	**81**
	2.2 Brown (1 million words)	6	16
	2.3 Others (less than 1 million words)	1	3
3	**Reasons for choosing the corpora**		
	3.1 Many examples and ease of searching the concordances	27	**72**
	3.2 The first corpus from the list	5	14
	3.3 Few examples	5	14

Concerning learners' strategies in choosing search words, the results in Table 4.4.1 show that most of the subjects (70%) used their prior grammatical knowledge to guess the correct rules before using the underlined words to search the concordance lines which matched the grammatical rules. Only 11% (4 students) used their intuition to guess the correct rules before searching the concordance lines. Regarding the corpora the learners preferred, about 81% reported that they always used the Brown+BNC Written+BNC Spoken (3 million words) which is the largest corpora in the Lextutor concordancer. Quite a large number of respondents (72%) reported that they chose the corpora which provided large numbers of examples for them to observe. Only 14% of the participants reported that they chose the first corpus in the concordancer (the Brown corpus) for convenience reason.

4.4.2 Learners' Strategies in Dealing with Concordance Lines

To further explore the learners' strategies in dealing with concordance lines, the data from the teacher's observation notes and the stimulated recall interviews were used to analyze the processes and strategies used. Table 4.4.2 shows the learners' strategies in dealing with the concordance output.

Table 4.4.2: Learners' Strategies in Dealing with the Concordance Lines

Type	Strategies in dealing with concordance lines	No. of respondents	Percentage (%)
1	**Learners' strategies when working with large amounts of concordance lines**		
	1.1 Asking their peers or teacher for guidance	14	**38**
	1.2 Ignoring the concordances and asking friends for the answers	11	30
	1.3 Looking only at relevant information	7	19
	1.4 Searching a smaller corpus	5	13
2	**Learners' strategies in observing the concordances**		
	2.1 Looking at only the key words and observing the context to the left and right of them	25	**68**
	2.2 Reading only the short, easy lines	5	13
	2.3 Reading all the lines word-by-word	4	11
	2.4 Reading the full sentences	3	8
3	**Learners' strategies in choosing the concordance lines**		
	3.1 Choosing the lines that matched the rules in their minds	14	**38**
	3.2 Choosing the most frequent lines	7	18
	3.3 Choosing only the lines that facilitated pattern Induction	6	16
	3.4 Choosing the lines that had similar contexts to their Sentences	5	14
	3.5 Choosing the first five lines	5	14

The data from the observation of the learners' strategies in working with large amounts of concordance lines, reveal that most of the learners in this study were still not independent concordance users. It can be seen that 68% of learners asked their peers or teacher how to cope with the concordances or copied the induced rules from their peers. Concerning the learners' strategies in the step-by-step observation of the concordance lines, when the concordance lines were presented on the screen, about 68% observed the text to the right and left of the keywords. With regard to the learners' strategies in choosing concordance lines, 38% chose lines which matched the rules that they had thought of before searching the concordancer. It was found that instead of observing the concordance lines and induced the patterns accordingly. While only 14% selected lines that had a similar context to their tasks, another 14% reported that they chose the first five lines of the concordance outcomes which did not contain the words to be corrected.

4.4.3 Learners' Problems When Working with the Concordancer and Concordances

Even though the learners were trained to use the concordancer and concordances, the results from the stimulated recall interviews revealed that most of the learners still experienced some problems during the process of working with the concordances. Table 4.4.3 shows the problems and difficulties the learners in this study experienced.

Table 4.4.3: Problems and Difficulties Encountered during the Process of Working with the Concordancer and Concordances

Type	Problems and difficulties encountered during the process of working with the concordancer and concordances	No. of respondents	Percentage (%)
1	**Problems and difficulties in dealing with the functions of the concordancer**		
	1.1 Forgetting to change the function of the concordancer to search to the left, the right or both sides of the key word	28	**76**
	1.2 Forgetting to choose the corpus	23	**62**
	1.3 No problems	2	5
2	**Problems and difficulties in dealing with the concordance lines**		
	2.1 Not being able to find the concordance lines from the word search	32	**86**
	2.2 Not knowing how to choose appropriate concordance lines from the list	20	54
	2.3 Not knowing how to induce the rules from the concordance lines	17	46

Note: The learners could answer more than one problem.

As shown in Table 4.4.3, the majority of the learners (76%) reported that the most difficult problem in dealing with the functions of the concordancer was forgetting to change the function of the concordancer to search to the left, the right, or both sides of the key word. About 62% of learners forgot to choose the corpus, thus causing them to return to the main page, where they again had to choose the corpus. This might be the results from lack of practice. As shown in the aforementioned, they always asked their peers and the teacher when working with concordancer. Regarding the problems and difficulties in dealing with the concordance lines, it was interesting that 86% of the learners reported their main problem as being unable to find the

concordance lines from the word search. They used words search only one time so they could not get the target concordance lines.

4.4.4 Learners' Opinions on the Usefulness of Working with the Concordances

More findings on learners' opinions in terms of the usefulness of the concordances in studying English were collected. The responses from the stimulated recall interviews were transcribed and grouped for the positive and negative responses concerning how they used concordances. The results are shown in Table 4.4.4.

Table 4.4.4: Learners' Opinions on the Usefulness of Concordance

Type	Learners' opinions on the usefulness of concordances and their preferences on using them	No. of respondents	Percentage (%)
	Positive reaction		
	1. Concordances helped, but only with teacher's guidance	20	**54**
	2. Concordances provided a lot of examples, thus making it easy to remember	9	24
	3. Concordances helped them recall the grammatical rules they had learnt in class	7	19
	4. Concordances helped them learn grammar inductively	5	13
	5. Discovering the rules by themselves helped them remember the rules	3	8
	Negative reaction		
	1. Not useful. Preferred teacher	14	**38**
	2. Did not like using the concordances. Selecting the concordance lines was difficult	7	19
	3. Did not like using the concordances. Inducing patterns was difficult	5	14
	4. Not useful. Concordances confused them	4	11

Note: The learners could answer more than one point.

As is apparent in Table 4.4.4, there was a positive reaction from the learners on the usefulness of concordances. Interestingly, half the learners believed that the concordances were useful for them in their English study. About 54% of learners reported that concordances helped them, but only with a teacher's guidance, during the learning process. This indicates that the learners could not work with the concordancer and concordances independently.

Regarding the negative aspect of learners' opinions on using concordances, 38% of the learners revealed that they preferred the traditional way of learning with the teacher more than relying on their ability to use concordances. Nineteen percent of the respondents reported that they did not like using the concordances because selecting the concordance lines was difficult for them, whereas 14% of them did not like to use the concordances because inducing patterns was difficult for them. The data confirmed that the learners did not like to self-correct their own writing with the aids of concordances.

4.5. Conclusions and Discussion on the Findings

4.5.1 Factors Affecting Learners' Ability in Self-Correction

In short, concerning the ability of the subjects in self-correction, the findings showed that they successfully corrected errors during the training period. On the post-test, about sixty-four percent of all the learners' grammatical errors were successfully corrected. In addition, about fifty percent of grammatical errors were successfully corrected successfully without using the concordances on the retention test. That is, the learners retained significantly fewer correct grammatical patterns six weeks after the post-test.

The findings thus indicate that there were five factors influenced the learners' ability in error-correction: 1) the complexity of errors in the learners' work, 2). The variety and the complexity of concordance outputs, 3) the unfamiliarity with the self-correction method, 4) the final factor of the impending final examinations, and 5) the learners' motivation.

Regarding the first factor, the complexity of the errors in the learners' written work, that is, the errors in the three ongoing tasks, which were designed by the researcher, were easy and not complicated, unlike their own errors. Thus, the average percentage for the learners' ability in error-correction in the tasks was higher than they did in the post-test. This finding was in agreement with the study conducted by Gaskell & Cobb (2004), in which it was found that the subjects could perform better in the first three weeks of practice periods because the researchers provided the

concordance links for learners to consult and there was only one place of the errors in the sentence. Moreover, those chosen errors were easy to consult with the provided links. Therefore, the subjects in their study could use the concordances for error-correction effectively in the first three weeks of the training period. While the errors in the last three weeks were complex and difficult to search for the concordances only in one time, the subjects could not use concordances to correct the errors.

In this study, the researcher designed the three tasks of error-correction by including one type of grammatical errors in one sentence, so there were five places with errors for the learners to correct. The errors in the tasks were designed with consideration that the learners could use some underlined errors in the word search to obtain helpful concordance lines easily on the first search. Moreover, most of the concordances in this type of search were clear to the learners, so it was easy for them to induce the rules and apply them for self-correction. While the errors in their own work were complicated, they needed to use their prior grammatical knowledge in working with concordances. The following examples show the errors in the designed tasks of this study, which could be corrected after searching for the concordances on the first search. Furthermore, the obtained concordances were clear and easy for the learners to observe.

In Examples 1 and 2, when the learners searched for concordances by using only the keyword *'in'* or the keyword *'early'*, they obtained a large amount of clear concordance rules showing that *'In + article(the) + early morning/ Eearly +in+ article(the).'* This is shown below.

Example 1

Error Sentence: In early morning we prepared some food for the picnic.

001. ge is so closely identified with the first action **IN** the early morning of June 3, 1861, and with sub
002. wheels, built up from the floor. Every few days, **IN** the early morning, as the work progressed, twen
004. est to go on horseback, and I think you should go **IN** the early morning or late afternoon. Sunset beh
006. Olive Gibbs is probably chugging along the road, **IN** the early morning in her tiny camping van. T
007. to keep on the visual qui vive . We enter Venice **IN** the early morning and the light does a graceful

Example 2

Error Sentence: In early morning we prepared some food for the picnic.

001. as the day it ended. ## THE FREIGHT CAR WAS COLD, **EARLY** in the morning. He was pressed
002. this is my rock, you can use it sometimes. I come **EARLY** in the morning". "So do I. See you aroun
003. ould be open, even late at night or erm you know, **EARLY** in the morning if necessary, people could
004. her. They arrived at the airport in the morning. **EARLY** in the evening Karen drove to her house. Sh
005. late, it's true, but you don't have to get up so **EARLY** in the morning. ๗ M: And another thing, you
006. ars Restaurant . Do I look tired? Yeah not get up **EARLY** in the morning? I'm not getting up early t
007. out it? ๗ L: Well, most of all, I like getting up **EARLY** in the morning. [laugh] If I live to be 80,
008. vies, still gives its students a chance to get up **EARLY** in the morning and drive along back roads , a

Rule(s) induced by learners: In + article(the) + early morning/ Early +in+article(the)

Learners' correction: In the early morning / Early in the morning, we prepared some food for the picnic.

In Example 3 below, the learners searched with the keyword *'we'* to get samples of the concordances of *'we+were'* in which they could apply the rules to correct the following sentence: *'While we was watching the flowers, we heard some noise.'*

Example 3

Error Sentence: While we was watching the flowers, we heard some noise.

724. Laren girl and I sitting alone in the hotel cafe. **WE** were talking and I heard myself say "It must h
728. amiliar with the expression". The apartment where **WE** were talking that afternoon in March faced o
801. bought her some fruit pastilles again just while **WE** were waiting for the train but funnily enough,
804. the previous night's flight from St. Petersburg. **WE** were waiting to board a 315-foot-long Swiss-ma
807. Well they're doing them all now, for service Now, **WE** were washing you know washing the caravan
808. ou doing today Chris? Dunno yet. Should have said **WE** were watching football today Mm mm. And
809. we're gonna have that million. Who were it boxing **WE** were watching other night when they were
810. spent er a year and a half there and all the time **WE** were watching this house being built because I
818. all the same and hence erm that'd be the the kit **WE** were wearing there Thank you. And then lastly,

Rule(s) induced by learners: We+were+v. ing
Learners' correction: While **we were** watching the flowers, we heard some noise.

On the contrary, as mentioned earlier, the errors in the learners' written work were more complicated. In many instances, there were more than one error in one sentences; this caused confusion for the learners to self-correct. They might have had no idea how to correct the errors because they did not know the scope or area of the errors. Then, they tried to guess the aspect of the correct rules by looking at the other

words in the sentence, which also were incorrect. When they used the word search from the underlined errors or the rules that they thought, they could not get any concordances from the misused word search. This problem also occurred in the study by Maneekhao (2001), in which the subjects made errors in more than one place in a sentence. For this reason, the subjects in her study had low success in using concordances in self-correction. The following are samples of some learners' errors in the present study which contained more than one error per sentence.

Example 4

We hungry so we will going to home and telling their mother. (Student 12)
V. V. Prep. V.

….because tree gave shade for them. (Student 5)
Art. Art. Prep.

…and I am take flask to picnic-basket too. (Student 16)
V. Art. Prep. Art.

Example 5 presents one of the subjects' processes for using concordances to correct the errors in her writing. Errors occurred in more than one place in her sentence. The sentence was "*We hungry so we will going to home and telling their mother*" At first when she received feedback, she searched with the words *"we"* and *"hungry."* Thus, she obtained the following concordance lines:

Example 5 (Student 12)

Error Sentence: We hungry so we will going to home and telling their mother.

001. meal they had to eat because they were hungry and **WE** couldn't understand why I had got thi
002. now it was just some meal they had to eat because **WE** were hungry and they couldn't unders
003. the gang are like candy bars when you're hungry: **WE** may ease your hunger temporarily, bu
004. of bacon, hanging from the smoke-stained rafters. **WE** wouldn't go hungry, not yet. And the

When she saw these concordance lines, she thought that there must be a helping verb before the word *"hungry."* She noticed that she had used the future tense in her sentence (*…we will going to home and…),* so she used *"will"* as the helping verb and tried to correct this part of the error, as shown below.

Rule(s) induced by learners: We+helping verb+hungry
Learners' correction: We will hungry so we will going to home and telling

She had no ideas why the second error, *"will going,"* was incorrect. Then she noticed that the subject of the sentence was *"we"* which she decided should be changed to *"shall."* Thus, she searched the concordancer by using the word *"we"* associated with the word *"shall."*

Example 6

Error Sentence: We hungry so we **will going** to home and telling their mother.

001. her body. "Farewell, Joan de Warenne," he said. "**WE** shall meet again, never fear." "Farewell, my lo
002. , come across quickly, said a woman in a Trabbi. "**WE** shall celebrate through the night. I have to be
003. . "Now put your feet up, me hearties," he cried, "**WE** shall need all our strength this evening." "Don
004. hange into a proper, organised, political force. "**WE** shall have to prove able to provide professiona
005. like Peter's clawing up to F sharp on the phrase "**WE** shall be free" while the chorus chants relentle
006. qualms about putting them in this quality field. "**WE** shall know whether they sink or swim by putting
007. s Berlin message two weeks ago when he declared: "**WE** shall always be prepared to discuss internation
008. tions. President Kennedy was right when he said, "**WE** shall never negotiate out mime has been flui

Rule(s) induced by learners: We+shall
Learners' correction: We will hungry so we **shall going** to home and telling their

For the error in the phrases *"to home,"* she searched for the word *"to"* associated with *"home"* and obtained the following example.

Example 7

Error Sentence: We hungry so we will going **to home** and telling their mother.

009. mondsey. Autumn went, and winter came. I was able **TO** go home for Christmas with my new friends. My f
010. s he is still too weak. Doctors say he'll be able **TO** go home in a few weeks' time. ٩ HEADLINE: MOTOR
012. , have great promises to make when they are about **TO** go home, but drinking is their sickness. You've
020. eration is finished the officers are then allowed **TO** go home, that's the end of their shift because
086. and horrible, but I also knew that I wasn't going **TO** go home that weekend; I'd find an excuse. It wa
095. d, stuck the hose up her jumper, believe, she had **TO** go home. She, she weren't going partying till s
098. h the fellow that kept crying for "Get Happy" had **TO** go home unhappy, about that item anyway. She wa
108. jokes! Bite Dad really hard then maybe we'll have **TO** go home! Bed of Noses A beautiful girl went int

She knew that she had already used the word *"going"* in the sentence, and if she wrote *"we shall going to go home,"* she knew that it would be incorrect. Thus, she changed the word search by searching for *"going"* associated with *"to."* She obtained the following concordances:

Example 8

Error Sentence: We hungry so we will going **to home** and telling their mother.

002. eroded as far as I can see. And erm I think we'll be **GOING** back to the kind of erm conditions that t
003. keeping them at all? is the number to dial. We'll be **GOING** to the telephone lines in a moment or two
004. s, and the freedom to travel, I told them I would be **GOING** to the Kehl bridge the next morning in or

Thus, she induced the rules *"going+to+ article (the)"* and corrected the error, *"we shall going to the home."* For the underlined error *"telling,"* she thought that there was something wrong between the *"and"* and the *"telling,"* so she used the word *"and"* associated with *"telling"* to search for concordance lines. She obtained the lines below:

Example 9

Error Sentence: We hungry so we will going to home and **telling** their mother.

010. had at least a high-school education), and she is **TELLING** a story she has mentally rehearsed some ti

018. Yeah, but that's , mine had some And now they're **TELLING** you, you got the video aren't they? And th

019. . And I opened the door and let him in and he was **TELLING** me I've been here half an hour trying to g

020. fferent sizes. she says the hum, and then she was **TELLING** us when she brought the tape back the othe

021. finding this as well. And she came in and she was **TELLING** us all about it, and another woman who was

022. ling Stephen, my boyfriend, about that, and I was **TELLING** him the question and he said Yeah. that. O

023. o be the manager of Tettron didn't he? And he was **TELLING** them you know what a a good club it could

028. id. She's doing very well isn't she? Oh and you'd **TELLING** everybody up and down that Jackie's had he

Rule(s) induced by learners: and+subject+helping verb+verb

Learners' correction: We will hungry so we shall going to the home and **we shall telling** their mother.

Moreover, some types of errors produced by the learners did not permit the students to use the underlined words to search for concordance outputs directly. This is because when they chose the word to search for concordance lines, the concordance outputs contained the word searched but they did not give the expected words. The learners had to try searching several words in order to get the concordances by using

the words occurring before or after the misused word. In fact, the learners in the present study were already trained during the training periods but they gave up immediately after the first attempt. This problem was also found in the study conducted by Jaihow (2005) and Maneekhao (2001). The following sample clearly shows the types of errors in this study for which the learners had to do a word search more than one time in order to get the concordances.

When the learners used the word search for the underlined errors, *"under"* associated with *"shade,"* they obtained only one concordance line, as shown below.

Example 10

Error Sentence: They sat under shade. (Student 8, 15)

Concordance from the word(s) search: *under+shade*

001. k in his chair again, dragging it round so he was **UNDER** the shade too "Shame Ferg isn't superstitio

Thus, the learners could not correct this grammatical rule because they used only the underlined errors as the word search. To correct the sentence, they had to use the word search with a word found in front of the underlined error. That is, the word *'sat'* associated with *'shade'*. The learners then found only one line of concordances, shown in Example 11 below.

Example 11

Concordance from the word(s) search: *sat+shade*

001. harles suspiciously as they sat in the well-house **SHADE** watching the girls congregate in front of t

The learners then were expected to search in another way, that is, search with only the keyword *'shade'*. This would give them samples of the preposition *'in'* before the word search, as shown in Example 12 below.

Example 12

Concordance from the word(s) search: *shade*

031. me to a clearing where a small hut stood. In the **SHADE** of a palm tree in front of the squalid dwell

032. erge suit, sat in a chair out on the lawn, in the **SHADE** of a tree smoking a cigarette and waiting.

039. many years drowsed on an August afternoon in the **SHADE** of the curbside trees and silence was a wei

044. st Brazil, and it's already ninety degrees in the **SHADE** Oh. What am I supposed to do? Yeah. I see

051. foliage, lime green when young or growing in the **SHADE** red in full sun and at the approach of autu

054. s -- Soft Mocha and Soft Charcoal. We have 100 in **SHADE** Soft Charcoal worth £1.95 write to. 1

From all the above concordances, the learners were expected to induce the rule of *'in+the+shade'* and apply the rule to correct the error of *'They sat under shade.'* as follows:

Correction: They sat **in the shade**.

The second factor which might influence the learners' self-correction ability is the variety of concordance outputs, which required learners to use a deep level of analysis to successfully self-correct. For some concordances, the learners had to use their prior knowledge to analyze and construct the grammatical rules for self-correction (Jaroongknongdach, 2007; Jaihow, 2005; Sun, 2003; Maneekhao, 2001). These types of concordances, involving prepositions and verbs were a serious problem in the students' self-correction efforts in this study, due to their limited knowledge. Most students could not recognize and identify how to use the

concordance lines in their error-correction. Thus, in this case, the concordance outputs did not help them in the process of self-correction.

The following examples illustrate the variety and complexity of concordance lines from which the learners had to use their prior grammatical knowledge to identify information from the concordance outputs and construct their own knowledge for self-correction. The grammatical error in this example was, *"The park is not far to our house."* The learners were expected to correct the preposition from *"to"* to *"from."* When the learners used the keyword *"far"* search for concordances, they had to observe the variety of concordance outputs, as shown below, to induce the rule. The learners had to use their own knowledge to analyze which preposition could make the meaning of the sentence complete. Example 13 shows one of the subjects' work who had the problem in errors correction because she did not know how to choose the concordance lines. She chose the first line and then induced the rule.

Example 13 (Student 15)

Error Sentence: The park is not far to our house.

The presented concordance lines from the word search: *far*

017. ☑ want to trade off on account of Harmony being so **FAR** along, Dan explained. "Jackson recruited hi
018. ☑ had found that other school districts were not as **FAR** along in their planning as this district "Los
019. ☑ e replied. "Not that it matters to me, being this **FAR** along. Rod gave her a warm pat on the shoulde
314. ☑ ighly speculative and the capacities involved are **FAR** beyond those foreseen for food-preservation f
444. ☑ halamic cortical discharge. Although we are still **FAR** from a complete understanding of these pr
446. ☑ usician is non-intellectual and non-verbal; he is **FAR** from being a literary hero yet is a creative
458. ☑ on of French and Italian exchange controls -- are **FAR** from clear and the preparatory work not done
493. ☑ at the subjects I enjoy doing most of all are not **FAR** from my home my garden, conservatory, figure
920. ☑ each so the tourists would not have to travel too **FAR** to eat Unfortunately the cafes might not make
926. ☑ ut there remained one mysterious, unexplored gap, **FAR** to the north Nearly twenty-five years befor

Rule(s) induced by learners: far+along

Learners' correction: The park is not **far along** our house**.**

In Example 14, the learners were expected to correct the preposition errors in the sentence, *'The mother prepares sandwiches for us <u>at in kitchen</u>."* There was a variety of concordance outputs containing the word *"kitchen."* The learners had to use their prior knowledge to choose the appropriate preposition which made the meaning of sentence complete, that is, the preposition *"in."* However, student 19 could not analyze the rules from concordances. She saw the prepositions *"in"* and *"at"* in the concordances. She thought that she could use both of these two prepositions in the sentence. She saw that there is *"the"* in every line so she decided to add the word *"the"* in the sentence. This is shown below.

Example 14 (Student 19)

Error Sentence: The mother prepares sandwiches for us at in kitchen.

019. loaded drinks to Burton and then returned to the **KITCHEN** to get weaker drinks for himself. For a
020. my place in the kitchen and wait. Sitting in the **KITCHEN** I recalled every word Mrs. Salter said th
021. Nobody came until Chief Moore". I drummed on the **KITCHEN** table with my pencil. "Mrs. Buck
023. page of the Santa Luisa Register, resting on the **KITCHEN** bar. KIDNAPER SPURNS RANSOM;
025. She had invited him in for coffee. It was in the **KITCHEN**, as she was watching the kettle, waiting f
027. the dishes by gathering them all together in the **KITCHEN** sink. They looked so formidable, howev
028. They begged Grandma to let them put a bed in the **KITCHEN** for her, but Grandma said she was g
038. ans is rubbing him with snow. He's got him in the **KITCHEN**". "Pedersen"? "No, Pa. It's the Pederse
045. e kept telling himself this as he went out to the **KITCHEN** to make a drink. Only then did he decide
046. e room, and then they went across the hall to the **KITCHEN**. She was intimidated by the stove. He f
049. es and coffee I had to go back to my place in the **KITCHEN** and wait. Sitting in the kitchen I recalle
050. floor bedroom floor. Her husband was lying on the **KITCHEN** floor, police said. The younger son t
061. n, as Maude might have said it. She paused at the **KITCHEN** door, caught her breath, told herself fi
065. ng. When she came back Eugenia was sitting at the **KITCHEN** table with a pencil and envelope jotti
074. part of all, simply sit at the plank table in the **KITCHEN** with a bottle of wine and the newspapers,

Rule(s) induced by learners: at+in+the

Learners' correction: The mother prepare sandwiches for us **at in the kitchen.**

In Example 15, the type of error regarded verbs: *"Last month, Peter and Julia are walk to the park."* When the learners conducted a word search for *'are'* associated with *"walk,"* they could not get any concordances. Thus, they had to search two times by using the word *"are."* The results presented that *"are, is followed by verb-ing."* This is a form of the continuous tense. The word search for "*walk"* also provided a variety of concordances. Hence, the learners had to use their prior knowledge to analyze the concordances. They had to consider the tense used in their own sentence that is, past simple tense. They should notice the adverb of time *"Last month"* which they should change the verb into past form. To correct this grammatical error, the learners have used the past tense so that there would be only one verb in the sentence-walked, without "are." However, even though student 28 could search the concordance lines, she could not analyze and identify each line to construct her grammatical rule. As shown below.

Example 15 (Student 4)

Error Sentence: Last month Peter and Julia are walk to the park.

019. cture at the same time that the Japanese are adopt**ING** Western utility patterns. At this Women's Uni

024. en the roadways and interchanges are raised, allow**ING** for cross access at many points and providin

025. it becomes clear that the Germans are simply allow**ING** the letters to blow away in the wind. Awkw

052. cast acrylic and the newer extruded sheets are be**ING** used by sign manufacturers, with extruded no

125. ho act as controllers for retail giants are beginn**ING** to discover. When all has been said, however,

129. s, Mays and Mantle, the perfect players, are behav**ING** as though they're going to pass those previou

154. ead various guesses on how many Americans are camp**ING**. The number depends on who is talking

141. o repeat. "I'm eating more", he would say. Or: "I **WALK** around the house a lot". "Perhaps you shou

142. o. I just try and close my eyes to it Yeah. and I **WALK** indoors. But ooh Marg, it makes puts years

143. us, I get on the bus at the end of Care Street, I **WALK** right along Care Street, right up Dawsons Str

146. said well you mean are you? No problem mate I'll **WALK** now, are you sure he say? I said yes, I've

147. nd your dad saying alright James it's enough I'll **WALK** back I don't know how long you'll be in ther

155. here than I've got downstairs! He laughed! I just **WALK** over things I Mm. tread over things Well o

156. n't want to talk about it, she won't, she'll just **WALK** out the room. Yeah. You see, the trouble with

Rule(s) induced by learners: are+walking

Learners' correction: Last month Peter and Julia **are walking** to the park.

The third influential factor was that the subjects were unfamiliar with the method of self-correction which was also found in the study by Lee (2004). She conducted the research to ascertain how error correction was perceived and carried out by the writing teachers in Hong Kong secondary classrooms and how it was perceived by the EFL learners. The findings showed that both the teachers and the learners in her study thought that error-correction was the teachers' task. She suggested that if teachers do not change their thoughts on teachers' and learners' roles in error-correction and do not practice giving self-correction feedback to students, it will be difficult to change students' beliefs.

Similarly in the Thai context, many students still believe that error-correction is not their responsibility (Bennui, 2008; Onodera, 2007; Kaoropthai, 2007; Onodera, 2004; Wichaya, 2003; Maneekhao, 2001). This may be a result from their experience in language learning, in which the teachers give the correct answer after checking their work. In this study, this was the learners' first time doing self-correction, so they might have been unfamiliar with the methods. Moreover, most of them thought that error-correction was not their role. They expected to receive correction from their teachers, so they did not see the value of learning how to self-correct. From the results of the interview, the researcher found that some of the learners still believed that error-correction was the teachers' task, so they considered it unnecessary to pay attention to the process of self-correction. Two respondents reported the following:

Student 13

"Normally, when I submitted the written work, the teacher corrected my errors by giving the right answer for me. I thought the concordances were useful but no need for me to use them".

Student 18

"*From my experience, error-correction was the teacher's task. If the students correct by themselves, it may take the time during the process of correction and sometimes the errors were too difficult for*

the students to correct. That's why the teacher should correct the students' errors."

The next factor was an external one, in that they were worried about the final examination. This affected the learners during the correction process of their own writing. These findings were congruent with the study by Gaskell & Cobb (2004). In their study, the ability of the subjects when using the concordances for self-correction independently was lower after the first four weeks of the study than it was during that time. The drop in the ability of the students in that study, especially during the last two weeks, may have been related to the students' concerns over impending final examinations.

In the current study, the learners were given their written work for self-correction two weeks before their final examination. During that period, they had many quizzes for other subjects. As a result, they were not attentive to do the self-correction because they were anxious about the quizzes, as reported by three respondents below:

Student 4

"…another problem was last week (the week for self-correction) I worried about the science quiz (20 points) after your period. I hurried to finish the self-correction work in order to review the science formula before the quiz. "

Student 19

"I knew that I did the bad job in self-correction my work. The reason was that I had the Science quiz which was worth 20 points. If I failed, it may have caused the big problem with my GPA and I may have had trouble on the entrance examination."

Student 27

"I did not concentrate on the self-correction work much because I had the quizzes everyday. I went to bed late every night to prepare for the quizzes so I felt sleepy at this afternoon."

The last influential factor affecting the learners' ability in self-correction in this study was their motivation to construct their own knowledge. As the subjects were in Grade 11, their main goal for learning was to pass the university entrance examinations. Therefore, they did not have much motivation to learn other things beyond the knowledge necessary for the university entrance examinations. This finding is consistent with that of Nomnian (2002). From the interview results, it was discovered that many of the learners learned English, as well as other subjects, just because they wanted to pass the entrance examinations. They did not pay attention to the extra activities which were not related to the entrance examinations even though those activities were meant to promote their long-term learning. They liked the spoon-feeding way of teaching (Nomnian, 2002) Most of them asked the researcher the question, *"Can concordances help me to pass the entrance exams?"* They also asked the researcher to tutor them in order to help them to succeed in the entrance examinations. The following are some reports from the subjects:

Student 25

"*I think the concordances were useful, but they are not necessary for me now. My goal in learning, along with my friends, is to gain entrance to a university. What we need now is a test or an extra tuition class to help us pass the entrance examination."*

Student 33

"I liked using concordances, and I wanted to use them outside the class by myself, but I had no time. I had to go to the tutoring schools everyday from 5:00 p.m. – 9:00 p.m. At the weekend, my tutor class goes from 9:00 a.m. until 8:00 p.m. Moreover, in my free time, I set

my schedule to read for the entrance examinations so I do not have time to use concordances"

According to Nomnian (2002), it is difficult to teach students to be able to construct knowledge by themselves if the students are familiar with spoon-feeding way of learning and if their learning destination is only on university entrance examinations. Moreover, he asserted that one of the problems in the Thai educational system, which has long been discussed, is the tutoring schools. The students are tutored to learn in a spoon-fed way without regard to developing critical thinking skills, and they, themselves, believe that this is not useful to do.

4.5.2. Factors Affecting the Learners' Ability to Correct Certain Grammatical Patterns

It was found from the study that subject-verb agreement, nouns, and articles were corrected the most successfully in the three ongoing tasks, the post-test, and the retention test, while prepositions and verbs were the least successfully corrected in all the data collection instruments. In addition, nouns were the grammatical structure best retained six weeks after the treatment, whereas verbs were the least well retained.

It can be argued that in this study, L1 interference and learners' overgeneralization of grammatical rules seemed to be influential factors affecting the learners' error-correction in the error categories of prepositions and verbs.

Regarding the factors affecting the learners' ability in self-correction of verbs and prepositions, the inference of L1 seemed to be the main cause of this problem, and this was found in several other studies with EFL learners (Koosha & Jafarpour, 2004; Kubota, 2001). In this present study, verb and preposition errors were difficult because of L1 (Thai) interference. According to Ubol (1979), the functions and usage of English prepositions are difficult areas for Thai EFL learners of all backgrounds. This finding is also consistent with that of Lush (2002), who found that most of Thai students' preposition errors were from using their knowledge of Thai grammar when

writing English essays. This could be a valid explanation why prepositions were the least corrected error in this study.

Overgeneralization of grammatical rules was another cause of errors in the subjects' written work. According to Richards (1974), overgeneralization means that the learner creates a deviant structure based on his own experience of other structures in the target language. Most of the learners' errors were probably due to the influence of Thai prepositions and overgeneralization of known English patterns. The following examples illustrate errors which involved L1 interference and overgeneralization of prepositions.

Examples 16

Errors	Reconstruction	Problems
On one day, they went to…	One day, they went to….	Overgeneralization of the rule about "on" with days of the week
On last Sunday	On Sunday	Overgeneralization of the rule about "on" with days of the week
they go back to home	they go back home…	L1 interference (literal translation from Thai) (พวกเขากลับไปถึงบ้าน)
we sit under the shade of the tree	we sit in the shade of the tree	L1 interference (literal translation from Thai) (นั่งใต้ร่มไม้)
we should sit at that tree	we should sit under that tree	L1 interference (literal translation from Thai) (นั่งที่ต้นไม้นั่น)
they sit at under shade	they sit in the shade	L1 interference (literal translation from Thai) (นั่งใต้ที่ร่ม)

the tree gave shade for them	the tree gave shade to them	L1 interference (literal translation from Thai) (ต้นไม้ให้ร่มเงาแก่พวกเขา)

For the category of verb errors, the learners also made an overgeneralization of the structure in English by adding the verb 'to be' before the infinitive verbs. Moreover, some of them resorted to using literal translation from L1 (Thai) to L2 (English), so the errors found in this case were also from mother tongue interference (Bennui, 2008). The following examples show the verb errors from the learners in this study:

Examples 17

No.	Errors	Reconstruction	Reasons
1.1	they are go to the park	they go to the park	Overgeneralization of verb 'to be'
1.2	they are come back home	they come back home	Overgeneralization of verb 'to be'
1.3	their dog is eat	their dog eats…	Overgeneralization of verb 'to be'
2.1	we want tell the mother	We want to tell our mother	L1 interference (purposive Thai serial verb construction) (พวกเขาต้องการบอกแม่)
2.2	they walk up go on the mountain	They climb a mountain	L1 interference (directional of Thai serial verb construction) (พวกเขาเดินขึ้นไปบนเขา)
2.3	it jumps out go from basket	it jumps out of the basket	L1 interference (directional of Thai serial verb construction) (มันกระโดดออกไปจากตะกร้า)
3.1	they sad	they are sad	L1 interference (use adjectives for verbs)
3.2	they very angry	they are very angry	L1 interference

			(use adjectives for verbs)
3.3	they hungry	they are hungry	L1 interference (use adjectives for verbs)

As shown in Example 17, the problem found with Thai students and their verb errors is overgeneralization (Ubol, 1979). In this study, the overgeneralization of verbs caused errors to arise. As shown in 1.1-1.3 from the above example, the learners added the verb to be before infinitive verbs because they thought of the structure in which there is the verb 'to be' in a sentence. They misused the application of their knowledge of the verb to be.

As shown in Example 17, the most troublesome area of verbs was the Thai serial verb structure. According to Sutthichatchawanwong (2006), in Thai, when lexical verbs are serialized in a construction, the whole series of verbs can convey semantic notions. One type of serial verb construction, called a purposive verb pattern, refers to constructions in which the second verb signifies the goal or purpose of the action expressed by the initial verb. From 2.1 in the above example, the verb errors were from the Thai serial verb construction; '*want tell'*. The initial verb was '*want'* which is the modality verb that expresses the feeling of the agent, *we*. The second verb is *'tell'*, which contributes the purpose of the movement of the agent. The learners made this type of verb error by using Thai serial verb construction, so they constructed the verbs *'want tell'* in the sentence.

In examples 2.2 and 2.3, the verb errors involved Thai directional serial verbs in which the meanings were related to motion and direction. When the verbs are serialized, the second verb changes the first verb in terms of path, direction of motion, or action. Moreover, one type of L1 interference is the incorrect selection of other parts of speech for verbs (Ubol, 1979). As shown in examples 3.1-3.3, the learners mistook the adjectives *"sad," "angry,"* and *"hungry"* as verbs. This was due to Thai sentence construction, i.e, these adjectives were in the position of verbs.

4.5.3. Factors Affecting Pattern Induction and Application of Rules

It was consistently found from all relevant data that the learners' ability to induce rules was lower than that to apply the induced rules in error-correction, in terms of average percentage scores. As seen in the overall findings of the error-correction tasks, the learners' ability in patterns induction was 89.81%, but when they applied the rules for error correction, their ability rose to 92.10%. This was similar with the learners' ability in the post-test, in which the percentage of their ability in pattern induction was 70.68% while the percentage for their application of the rules for self-correction was 71.36%. The results of this study were incongruent with the results found by Todd (2001). The findings in his study demonstrated that his subjects were successful in self-correction if they could induce the valid patterns from concordance lines. The reason might be that his subjects did not have any problems in searching for concordances from the word search. In Todd's study the subjects used FAST Search http://www.alltheweb.com as their unlimited corpus to search for 10 examples of the word search instead of using lextutor.ca which was used in the current study. In the lextutor concordancer, there are 22 corpora which designed in the format of KWIC and each corpus limits the number of words. Consequently, the learners could not find the some target words. Then, they ignored using concordancer to search for concordance lines and copied their friends' patterns or wrote the rules that they thought correct after the chosen concordances lines and e-mailed to the researcher. For concordance lines selection, they just chose any presented lines from the list. Two respondents reported the following:

Student 10

"I thought of the rules that I expected to use for error correction and used that rules as concordancer word search. I could not get the concordance lines which matched with the rules in my mind so I chose five lines of the presented concordance list and wrote the rules that I thought. I did not observe from the chosen concordances. "

Student 2

"The reason that I copied from my friend was that I could not search for concordances. I asked my friend the word that she used to search in concordancer, and then I used that word to search for concordance lines. I did not know how to choose the lines so I chose the first five lines of the list and copied the patterns induction from my friend. "

The following examples show that the learners' pattern induced incorrect rules but they could use the rules that they wrote to apply for error-correction. The data from teacher' observation showed that student 16 had no idea how to correct the error "The park is not far to our house." She decided to choose the first eight lines of concordances and then copied the pattern induction from her friends.

Examples 18 (Student 16)

Error Sentences: The park is not far to our house.

001. that need special gynecological treatment. It is **FAR** better to have such conditions treated in adva
002. thing is certain, however, and that is that he is **FAR** more slavish to the detailed accents, phrasing
003. uppets could be changed without disharmony, it is **FAR** more fun to create shades in the gay spirit of
004. f its intent, Utopian communism is far too naive, **FAR** too crude, to suit any modern socialist or com
005. Pasadena from the hoi-polloi. Mother even went so **FAR** as to trump up for me matrimonial o
006. shire, Vermont, Rhode Island, and Connecticut, so **FAR** as relates to the sale of Patent rights and th
007. some- Anzilotti is the principle example- went so **FAR** as to say that all international law could be
008. stir the public from its lethargy, Steele goes so **FAR** as to list Catholic atrocities of the sort to

Learners' Induced Rule(s): far+from (not to)

Correction: The park is not **far from** our house.

Example 19 illustrates the work by student 6. She has already known the correct rules to change the sentence *"I hope if my parents has time, we can go back there."* but she searched the concordances by using the keyword *"has"* associated with *"time."* When she obtained the concordances, she did not find the lines that contained the phrase *"my parents have time."* She decided to choose the lines that indicated the rule *"Singular third person subject+has."* However, when she induced the rule, she wrote the rules that she thought in her mind *"Plural subject+have."* As shown below.

Example 19 (Student 6)

Error Sentence: I hope if my parents has time, we can go back there.

003. ddya gonna do with all those muscles (of which he **HAS** none at the time)"? After all, a guy's gotta h
004. mming pool in it- didn't you notice it? But if he **HAS** time to go swimming, he had time to be with
005. thstanding, it is no doubt safe to assume that he **HAS** spent time schooling himself in Southern histo
006. districts, is hungry for the spoils of office. It **HAS** been a long time since he has seen any campaig
011. school education), and she is telling a story she **HAS** mentally rehearsed some time before. Then she
004. h a problem. Very thoughful of others. She always **HAS** time for you - never 'too busy right now'.
026. school education), and she is telling a story she **HAS** mentally rehearsed some time before. Then she
027. she knows what she's doing, it's just whether she **HAS** the time to do it, she would liked it if we ha

Learners' Induced Rule(s): Plural Subject+verb to have

Correction: I hope if **my parents has time**, we can go back there.

Moreover, another factor that affected the learners' ability in pattern induction of this study was the overgeneralization of their prior grammatical knowledge. The data from the interviews show that the main reason that made the learners employed the incorrect rules to search for the concordances was the insertion of another grammar knowledge. They thought of the rules by using their prior grammatical knowledge then used the rules to search for concordances. Some learners could get the concordance lines from the incorrect rules. Some could not get the lines so they wrote the incorrect rules after the chosen concordances. The following parts were the data from the stimulated recall interview and the examples of the incorrect induced patterns which the problem was from the overgeneralization of other grammatical rules.

Example 20 shows the work by student 23 in which she incorrectly used her prior grammatical knowledge to correct the error. She used the knowledge of tense to construct the rule by herself. As shown below.

Student 23

"There was the verb to be 'were' and the verb which follows the verb to be should add-ing. It was past continuous tense so I chose the concordance lines which contained the verb 'were' plus verb-ing."

Example 20 (Student 23)

Error Sentence: We <u>were returned</u> to the car and went back home**.**

003. hat in making their government the people <u>were</u> act**ING** through their states, whereas the Preamble o

029. Bari by complete surprise and now they <u>were</u> batter**ING** her, attacking with deadly skill. They had ru

199. and pleasing conversation in French, we <u>were</u> gett**ING** nowhere. We had nearly decided that all the

278. d I visited your country last spring, you <u>were</u> liv**ING** and working close to the places we saw and the

354. lant himself in reality. It was late, we <u>were</u> play**ING** kissing games, and Jessica and I <u>were</u> called o

402. an had already crossed the Equator. They <u>were</u> sail**ING** round the Cape of Good Hope; the weather h

417. ints of pain along her thighs. They <u>were</u> all shout**ING** at her as if she <u>were</u> the embodiment of the ev

457. zed the utter futility of the idea. They <u>were</u> star**ING** at him in the same blank and menacing way that

458. and sadness and guilty relief. But they <u>were</u> start**ING** a new life. And they had almost everything the

488. ehension and disappointment. So there we <u>were</u> talk**ING** around and about it. The English lady said

Learners' Induced Rule(s): were+v.ing (past continuous)

Correction: We <u>were returning</u> to the car and went back home**.**

Example 21 below illustrates the work of students 18, who used her prior grammatical knowledge of active-passive voice to incorrectly construct the rule in order to correct the sentence. However, the self-corrected sentence was correct. As shown below.

Student 18

> "*I could remember that when verb to be is followed by verb ended with-ed. It was called 'passive voice' but in this sentence I think it was not the passive form because the subject did the verb 'return'. To*

change the passive form to be the active form, we cut the verb to be out so in this sentence we cut verb to be 'were' out."

Example 21 (Student 18)

Error Sentence: We <u>were returned</u> to the car and went back home**.**

001. e troop and the regiment. Maneuvers over, the 7th **RETURNED** to garrison duty in Tokyo, Captain

002. . I managed to do this by the time the great A.B. **RETURNED** to the place where he last had seen th

003. ouse and Alex to go to the main post office. Alex **RETURNED** to the hotel, rather weary and with n

004. because he left the house before the murders and **RETURNED** after them. Fleet asked the same que

005. his overcoat. He left the rest of his things and **RETURNED** to the lobby. He set Roberts' suitcase ne

006. jug, placed the chamber pot beside her feet, and **RETURNED** to her place at the front of the wagon

007. yards. He went into the Army in March, 1957, and **RETURNED** two years later. But he was schola

Learners' Induced Rule(s): Subject+V.3 (active voice)

Correction: We **returned** to the car and went back home**.**

Regarding the problem from the insufficient of parts of speech knowledge, even though the researcher reviewed the parts of speech and concordancer provides the Cambridge on-line dictionary for them to check the parts of speech, this problem still occurred in the study. The results were in agreement with the studies conducted by Jaroongkhongdach (2007), Jaihow (2005), Maneekhao, (2001), in that lacking parts of speech knowledge leads students to wrong pattern induction. Examples 22-23 below illustrate the incorrect grammatical patterns generated by the learners in this study. In example 22, student 16 could correct the underlined error *"many thing"* by

observing the concordance outputs and added *"s"* after "thing". However, the rule she generated was wrong because she thought of *"thing"* as a verb.

Example 22 (Student 16)

Error Sentence: I love this trip because I could do many thing together as a family.

008. knew the boy well. He was eleven and we had done **MANY** things together. He was a beautiful boy,
011. Well, what can I do"? Believe me! There are many, **MANY** things to do. Find out what you like to d
012. tary phrases. Her name was L'Turu and she told me **MANY** things. For an anthropologist, loquaciou
013. rea meet your needs in comparison to other sites. **MANY** things need to be checked: #SIZE AND
015. ease get that in your reports. It accounts for so **MANY** things. Both Red McIver and Handley Walke
017. . "Not the least bit", Arlene snapped. One of the **MANY** things that was so nice about her was that
018. lly seeking the causes of and the reasons for the **MANY** things that make the world go 'round would
020. o. Here again it was vacation time and there were **MANY** things I could not see, but I was able to vis

Learners' Induced Rule(s): Many+plural verb

Correction: I love this trip because I could do **many things** together as a family

In example 23, the underlined error was *"I hope if my parents has time…."* Student 22 induced the rule wrongly in that "parents" functioned as a verb instead of a plural noun. Therefore, the rule she induced was *"Plural verb+have."*

Example 23 (Student 22)

Error sentence: "I hope if my parents has time…."

002. l see Foxy when I get back in the evening because **PARENTS** have gotta come back for the parents' meet

011. he job. Nursery and Child-Minding Facilities Many **PARENTS** have no-one who can care for their young c

013. t their inspiration from the attitude of "modern" **PARENTS** they have observed. From necessity, they a

014. gh date of admission is not yet determined. Negro **PARENTS** have filed application for admission of ad

017. child doesn't enjoy physical contact with others. **PARENTS** have to find other ways of comforting him.

018. at. And not always, you know, it's not always the **PARENTS** who have who have erm either bruised the c

Learners' Induced Rule(s): Plural verb+have

Correction: "I hope if my **parents have** time…."

From the analysis, it was found that mistaking verbs as nouns, and vice versa, is a common phenomenon. This might be due to the fact that the learners memorized the rule in relation to the addition of "s" at the end of a word. That is, a plural noun is indicated by "s," and in the present simple tense with a singular, third person subject, the verb of a sentence is also marked with an "s." For students who have no notion of noun or verb, it is likely they would add "s" with confusion as illustrated above. Although the researcher provided thirteen hours of grammar revision, parts of speech was reviewed for only one hour because the researcher did not anticipate this as a big problem for the subjects in this study.

Conversely, regarding the learners' ability to apply the rules in self-correction, the findings from the study showed that most of the learners could apply the rules which did not involve pattern induction appropriately with other words in their own writing. The results were contrary to the findings of the study by Jaihow (2005), who

discovered that his subjects were more successful in pattern induction than in rule application in their writing. The reason why the subjects in the current study were better at applying rules might be that they were familiar with the method of using given rules to construct sentences. This is called deductive method. Sun (2003) also discovered that the subjects in his study were familiar with the deductive method. He reasoned that most EFL learners have learned grammatical rules deductively. They thought about the rules they were taught first and then constructed a sentence according to the rules they knew.

4.5.4. Factors Affecting Learners' Strategies to Use Concordances

It can be drawn from the findings that the strategies the subjects used most often is basing their guess on their prior grammar knowledge to correct their own writing instead of using the underlined words to search the concordance lines. They always used the Brown+BNC Written+BNC Spoken (3 million words) which are the largest corpora of the Lextutor concordancer. Regarding the difficulty and the problem in dealing with concordances, the majority of the learners forgot to change the function of the concordancer to search to the left, the right, or both sides of the key word. Interestingly enough, in dealing with the concordance lines, the learners could not always find the target words from the word searched. However, half of the learners believed that the concordances were useful for them in their English study but only with a teacher's guidance during the learning process. Some of the learners even preferred the traditional way of learning with the teacher than using concordances.

The results of this study were incongruent with those of the studies conducted by Sun (2003). In his study, the subjects were advanced EFL learners. They tried to use word search skills many times in order to discover the concordances, and they then observed the concordance lines by using cognitive skills. These skills include identifying the different structures of each line, and analyzing the parts of speech.

As for being autonomous learners, the results of this study were incongruent with the results of the study by Yoon & Hirvela (2004), who discovered that the

participants in their study preferred using concordances independently without guidance and without any serious problems.

The conclusions that can be drawn from this study as to what affected the learners' strategies cover four factors: language proficiency, corpora size and corpora selection, unfamiliarity with inductive learning method, and motivation. Firstly, concerning language proficiency, the fact that the students used their prior grammatical knowledge which may not be correct to initially define the rules they thought were correct, and then verify those rules from the concordance outputs in accordance with the anticipated rules, may be due to their deductive learning approach. The students explained how they initially dealt with concordance texts in the following quotes:

Student 7

"Firstly, I looked at the errors and tried to think of the correct grammatical rules. Then, I searched for the concordance lines which matched these rules."

Student 26

"I thought of the rules and then checked them with the concordancer."

The second factor, corpora selection and corpora size, was found to affect the process of dealing with the concordances. According to Tribble and Jones (1990), a corpus of 50,000 words should be very useful for classroom purposes. Working with large corpora may make the students feel overwhelmed, and as a result, the many irrelevant concordance outputs make analysis difficult and frustrating. However, if the number of concordance lines is too few, learners can became confused, as reported by Student 33:

Student 33

"My big problem was when I chose a big corpora, it was difficult for me to search the large amounts of concordance lines. When searching small corpora thought, there were only two or three examples, which did not help me enough to induce the patterns."

The learners'comments support Gavioli's (2001) suggestion that the processes of observation and generalization can pose many difficulties to learners because concordances do not provide enough information. Thus causes complexity in a particular analysis, and EFL learners cannot rely on their intuition to guide and back up their observations and to suggest and reinforce explanatory generalizations.

The third factor is the unfamiliarity with inductive strategies. This seemed to be one reason why the students struggled when exploring the grammatical rules (Turnbull & Burston, 1998). Data from the teacher's observation revealed that at the beginning of the training periods, the learners' capacity to deal with the concordances was quite low. The reason might be that they were not familiar with a large amount of information presented in concordance lines. After they were trained to better work with the large outputs, their performance developed gradually. However, at the end of the experiment, they had to cope with the concordances output by themselves in order to correct the errors presented in the three tasks. It was found that most of them lacked confidence in working with the information alone. Student 9 reported the following:

Student 9

"Obtaining a lot of examples confused me and it was thus hard to induce the rules by myself. I preferred teacher's explanation in class than using the concordances."

According to Sun (2003), for EFL learners who have learnt English grammar through deductive teaching methods, it is more difficult for them to alter to inductive learning methods. Thus, extensive guidance in using inductive learning strategies is recommended for the future. Teachers should give learners both methodological and psychological preparation by training them to learn independently step-by-step in

order to prevent them from being overwhelmed by large amount of information. Moreover, teachers should tell learners the benefits of learning inductively and stimulate them so that they have the ability to take responsibility to learn independently. In addition, timely training and guidance from teachers is important for learners.

The last factor, motivation, was identified from the teacher's observation notes. The students were motivated only when they felt a sense of achievement in dealing with the concordances. When they saw no chance of development, they soon lost interest in working with the concordances, as reported by two respondents below.

Student 12

"I liked the initial stage when the teacher guided me on how to use the concordancer and induce the rules from the given concordances. It was easy to deal with the concordances then, but when I used them by myself, I found that it was too difficult and I didn't want to use them."

Student 32

"I think it was boring when I could not discover the grammatical rules by myself. I think that the teacher should specify the searched words for the concordancer and choose the concordance lines for us. I think then it would be more interesting and easier to learn the grammatical rules."

According Hadley (2001) and Aston (2001), learning motivation cannot be fostered without a teacher's intervention, as exposure to a vast number of authentic texts without a well-prepared structure of learning may cause confusion and discouragement. Thus, it is important for a teacher to choose and organize texts in such a way that they are manageable for students. The amount of language input should be controlled and the inputs which might pose problems for the students should be screened out. In many cases, these authentic texts might have to be slightly

modified and only short concordances with simple language structures might have to be presented to the students so they can practice dealing with the corpus information (Sripicharn, 2003; Aston, 2001).

This chapter presented the findings of low proficiency learners' ability on self-correction by using concordances. The results indicated that there were both internal and external factors affecting learners in using concordances for self-correction. The implications arising from this study will be discussed in the next chapter.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

In this chapter, a summary of the study is provided first. Then, the implications and recommendations based on the findings in the previous chapter are presented. With respect to the empirical research, suggestions on the application of the method for low-proficiency learners and recommendations for further studies are proposed.

5.1 Summary of Research Findings

The primary goal of the study was to investigate the effects of using concordances on the ability to self-correct grammatical errors of low proficiency EFL learners and on their long-term retention of grammatical knowledge. In particular, the grammatical structures which were corrected the most often and least often, as well as the ones which were retained the most and least often, were given special focus in this study. In addition, the learning processes, general trends, and patterns of strategies used by Thai EFL learners were explored. The present study was aimed at providing insights into the use of concordances for error-correction, as well as providing suggestions on how teachers can use concordances with low-proficiency learners most effectively.

The conceptual framework of the study was based on the pedagogical principle that knowledge can be constructed by learners, not just supplied by teachers. In this study, the learners had to construct the grammatical rules from the shown concordances by themselves; they then applied the rules in self-correction. Regarding teaching/learning methods, the Data Driven Learning, DDL approach is partially amenable for self-discovery efforts by students. By studying the target words in the concordances, the students were expected to inductively learn the grammatical rules.

This current study also promoted autonomy in language learning because the learners took responsibility to work independently in their self-correction activities.

This study was conducted with 37 EFL students studying in grade 11 at a private high school in southern Thailand. The five most common errors in the learners' written task from the picture prompts were chosen to be the target errors for correction. The learners were trained to deal with the concordancer and concordances for error-correction. Three tasks of error-correction were designed for ongoing assessments, whereas the post-test and the retention test were designed for assessing the overall learning effects of the training the students' ability with self-correction and retention. The other instruments were the teacher's observation notes and the stimulated recall interviews, and were used at the end of the study to investigate the students' learning processes and attitudes towards the concordance-based method.

The main research findings can be summarized as follows:

5.1.1 After training the learners to use concordances for error-correction for twelve weeks, the learners' ability in self-correcting their own work decreased (64.32%) from their skill level during the training period (79.82%). The complexity of the learners' own errors was the main factor that caused the learners' results in self-correction to decrease from their performance during the training. Moreover, a variety of concordances also influenced the learners' ability in self-correction. Regarding the findings from the retention test, there was a significant difference between their ability in self-correction on the post-test (64.32%) and their ability in error-correction without using concordances, as measured by the retention test (54.32%). That is, there was a significant loss of grammatical knowledge six weeks after they used the concordances for grammatical-error correction. The learners' motivation concerning the process of self-correction was the main factor influencing their learning. They believed that it was the teachers' task and these activities could not help them to reach their learning goals, so they did not pay enough attention during the experiment. Thus, they were not very successful in using concordances in self-correction.

5.1.2 From the study, it was found that subject-verb agreement, nouns and articles were the categories of grammatical rules which were corrected and retained the most often, while verb and preposition errors were corrected and retained the least

often. Three main influential factors affecting the learners' ability in correction each type of grammatical rules are 1). the complexity of types of errors, 2). L1 interference, and 3). the variety of concordances.

5.1.3 It was also found that the learners' pattern induction ability was lower than their rule application ability. During the training period with the three ongoing tasks, the percentage of correctly induced patterns was 89.81%, whereas that of correctly applied rules was 92.10%. In the post-test, the percentage of correctly induced patterns was 70.68% while the percentage for rule application was 71.36%. There were two main influential factors for the learners' ability in pattern induction. Firstly, some learners could not find the expected concordances from the word search, they chose any irrelevant lines from the presented concordances and copied the correct patterns induction answers from their friends or they wrote the rules that they already had in their minds from the beginning. Thus, their pattern induction answers did not always match with the chosen concordance lines. However, when they had to use the induced patterns they copied from friends to correct the errors, they were usually successful. This might be a result of their familiarity with the deductive learning method. Secondly, they had insufficient knowledge about the parts of speech, so their pattern induction was often erroneous. However, when they corrected the errors, they could imitate their sentence from the chosen concordances.

5.1.4 Regarding strategies used when dealing with concordancer**,** most of the learners thought of the rules first and employed those rules as the word search terms for finding concordances. The result was usually that they could not find any concordances because the rules that they had guessed were actually incorrect. As for strategies used when dealing with concordances, most of learners asked for guidance from their peers and teacher while some copied their friends' answers. Concerning concordance selection, most students chose the concordances lines that best allowed them to induce the rules. When they could not find the expected concordances, they merely chose the first five lines of concordances even though the word searched did not appear in the concordances and wrote the rules that they had previously thought, which showed no connection between the rules and the chosen concordance lines.

Concerning the corpora size, most of the subjects chose the biggest corpora, thinking that they would retrieve the most examples of concordances. On the contrary, they were overwhelmed by the large amounts of concordance lines.

The most common problem found when dealing with concordancer was forgetting to change the functions and forgetting to choose the corpus due to the lack of practice. The problems when dealing with concordances regarded the difficulties of searching for concordance lines and not be able to select the concordance lines for error-correction.

With reference to students' opinions on the usefulness of concordances, half of the learners reported that the concordances were useful, but that they needed some guidance while using the concordances. They thought that the concordances provided a lot of examples which made it easy for them to remember rules. However, some students preferred the traditional way that a teacher teaches in classes. Some learners reported that concordances were difficult for them to use. The influential factors affecting the learners in dealing with concordances were both internal (prior grammatical knowledge and their motivation) and external (the complexity of the errors, concordances, L1 interference, and the unfamiliarity with inductive learning).

5.2 Pedagogical Implications

Since this study was carried out with a group of only 37 low-proficiency EFL learners, it is difficult to generalize or draw the conclusion that using concordances in self-correction for all low-proficiency Thai EFL students would provide identical results. The results of the current study may provide some useful information for English classroom teaching, and also for the design of tasks that use concordances as a potential alternative method of teaching grammatical rules to low-proficiency EFL learners. However, if it is to be used effectively and successfully in the classroom, the following pedagogical implications need to be taken into account:

5.2.1 As shown, the students' success with working with concordances in the three ongoing tasks designed for error-correction was high. The findings indicate that when using concordances with low proficiency learners, it is important for a teacher

to choose and organize texts in such a way that they are manageable for students. That is, the amount of language input should be controlled and the inputs which might pose problems for the students should be screened out. In many cases, these authentic texts might have to be slightly modified and only short concordances with simple language structures might have to be presented to the students This technique can also support the learners' motivation in using concordances for their learning. When they achieve success in using concordances, they will be more motivated to continue learning. In addition, these tasks can help learners to be successful in using concordances in their learning.

5.2.2 Working with concordances independently may cause learners to be overwhelmed by the large amounts of information. Therefore, in using concordances with low-proficiency learners, especially with Thai learners who are familiar with deductive learning style, teachers should adapt the use of concordances by discussing with them rather than purely promote autonomous learning. This method can prevent the learners from being bombarded by numerous concordance lines. Teachers should still guide and monitor to support learners in the classroom.

Moreover, working with concordances only during class time is not enough for learners to become independent users. Learners need to practice using concordances as much as possible. Teachers should consider this point and provide them additional opportunities to work with concordances by giving them tasks for self-study outside the classroom. It is to be noted that at this stage, learners must be confident and experienced in working with concordances independently.

5.2.3 Training learners to deal with concordances is a very important step in teaching. Teachers should give students extensive training before allowing them to work by themselves. In the training, teachers should use preplanned concordance printouts, which is more effective than simply bombarding learners with a large amount of information from an online concordancer. This paper printouts technique would also help avoid the technical problems that can occur during training, thus increasing the amount of time learners spend effectively working with the corpus. The concordances chosen should contain possible linguistic problems, as well as obvious language patterns to be induced.

5.2.4 The findings from the interviews showed that the learners thought that concordances were useful for them, but that they needed some guidance. Hence, more time for training learners to deal with concordances using the printouts is required in order to make them ready to work with concordances independently before allowing them to work with on-line concordancer. In the beginning, when working with the computer-based concordances, the teacher should observe learners closely in order to guide them on how to deal with the problems and difficulties that they may face during their work with the concordancer. This can help learners to become independent users.

5.2.5 Another way to help learners deal with computer-based concordances effectively is to provide pair work activities because the learners can learn from their friends during the process of working with concordances, especially in large classes.

5.2.6 To overcome the problem concerning the unfamiliarity with the inductive approach, teachers should not only provide methodological training, but psychological preparation for learners by explaining to the learners the benefits of learning inductively and stimulating them to take responsibility to learn independently.

5.2.7 One problem found in the study was that the learners could not find the concordances from the word search. The reason might be that they searched using the incorrect grammatical rules. However, another reason might be due to misused grammatical collocations. As concordances are the best tool for learning collocations, teachers should design lessons to teach grammatical collocations in the classroom. Such lessons can help learners to produce more varieties of collocations in their writing so that their language will be more natural and more easily understood.

5.3 Recommendations for Further Research

The following suggestions for further research aim to develop a thorough understanding of concordance-based learning and to produce new findings. Hence, some recommendations for further studies are made.

5.3.1 It would be beneficial if a subsequence study conducted using a control group which receives traditional instruction in grammatical rules and one experimental group, which is exposed to the concordances-based method of teaching.

5.3.2 The data from the interviews indicated that when the learners had problems with grammatical rules, they always consulted either dictionaries or grammar books. In this study, only concordances were allowed to be used as a tool in error-correction. In further studies, it is suggested that a comparison of the effects between students using dictionaries, grammar books, and concordances for error-correction be done.

5.3.3 In this study, the learners' errors were only underlined; no code was given. This might be one factor affecting their ability in self-correction. In a future study, it is suggested that coded feedback be provided to the low-proficiency learners. Codes might have different effects on learners' abilities to correct grammatical errors. That is, coding might be more beneficial to low proficient learners. The coded feedback should be a code for error types, such as N. (nouns), V. (verbs), A. (articles), and ADJ. (adjective). This technique may guide learners to use their prior knowledge appropriately. It would also be interesting to investigate the effects of the use of error symbol indication with two groups of participants in an experimental study. The groups could receive different feedback before beginning to use concordances for error correction.

5.3.4 In this study, the level of the difficulty of errors was a major factor affecting the learners' ability in error-correction. Future research should utilize errors of differing difficulty levels to see how this factor affects students' self-correction ability.

5.3.5 Only the inductive method of learning was considered in this study. It would be interesting for a future study to compare the effects of using concordances inductively and deductively. An experimental study between two groups of learners receiving different methods of instruction, (one group involved in inductive learning and one group in deductive learning) should be used to investigate which method is most suitable for Thai EFL learners. Moreover, a retention test should be administered in order to examine which method best promotes long-term learning.

5.3.6 In this study, concordances were used for self-correction. It would be interesting to investigate the effects of using concordances for L2 writing. The types of grammatical errors or word collocations that learners consult concordances for the most should be explored as well, and the reasons why they want to check those grammatical rules or word collocations should be clarified. Hence, the real causes of the errors will be revealed to the researcher by the learners. Moreover, learners' ability with pattern induction and rule application in their writing should be also investigated as well as the problems and difficulties that learners face should be recorded in order to find solutions for problems using concordances that EFL learners have when writing.

5.3.7 In this study only five types of grammatical rules were involved in the concordance exercises. A future study should employ concordances to aid the learning of other grammatical rules and collocations. No more than five error categories should be used, and these should be chosen based on the results from an analysis of the students' writing. Consideration of errors from multiple drafts enables the researcher to distinguish errors from mistakes. Hence, the target errors will be the errors that are a real problem for learners.

5.3.8 The paper- based concordance exercises were suggested to benefit the low-proficiency learners, it would be interesting to investigate the effects on long-term learning that both using paper-based methods and computer-based methods offer. Further research should employ an experimental study to investigate the effects of using paper-based concordances and computer based concordances by means of a retention test after the experimental process.

5.3.9 In this study, the instruments used to collect data on the learners' strategies for dealing with concordances were the teachers' observation notes and the stimulated recall interviews. These two instruments might not have been enough to explore what the learners truly thought while working with concordances. In a future study, thinking aloud protocol should be used as another instrument in order to gain more information on the learners' strategies while working with concordances.

5.3.10 The final suggestion concerns the target group of the study. This research aimed to investigate the effects of using concordances on the self-correction

ability of low-proficient EFL subjects. It is suggested that such research be conducted with advanced learners. Moreover, to avoid the negative impact caused by differing difficulty levels of grammatical rules, only editing tasks should be given to learners. That is, learners should edit their errors by themselves without feedback from the teacher, and they should then use concordances for error-correction.

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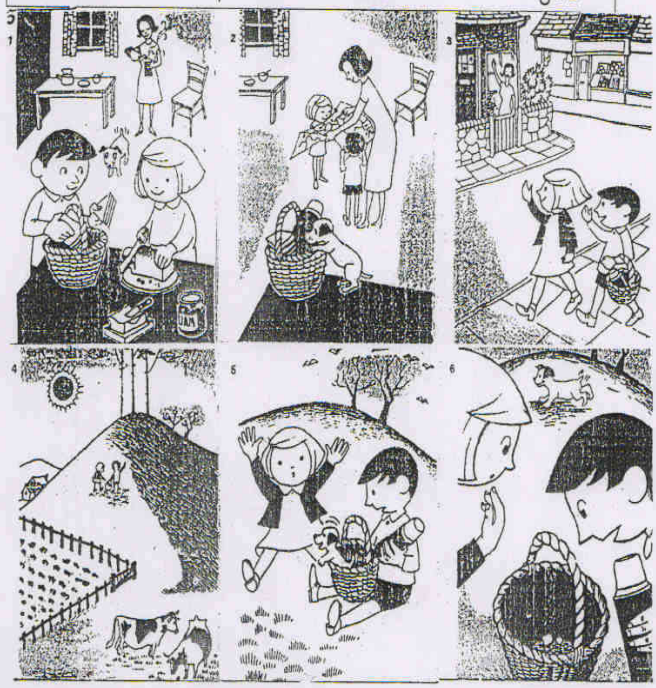
APPENDICES

APPENDIX A

Pictures Prompt-Writing Exercise for Post-Test

Look at the picture. Write sentences for each picture to make a short story by using the words in the box.

kitchen	picnic	picnic-basket	flask
sandwich	map	shade	gate



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APPENDIX B

The Analysis Framework of
Types of Grammatical Errors (Na-ngam , 2005)

The Analysis Framework

of

Types of Grammatical Errors by Na-ngam (2005)

1. Articles

1.1 Indefinite articles (a,an)

1.1.1 Misuse of ‘the’ for ‘a/an’

1.1.2 Misuse of ‘a’ for ‘an’/’an’ for ‘a’

1.1.3 Omission

1.1.4 Unnecessary insertion

1.2 Definite article

1.2.1 Misuse of ‘a/an’ for ‘the’

1.2.2 Omission

1.2.3 Unnecessary insertion

2. Verbs

2.1 Misuse of the non-finite finite forms of the verbs

2.2 Misuse of other parts of speech for verbs

2.3 Misuse of ‘verb + ing’ for ‘verb + ed’

2.4 Misuse of expressions containing ‘go’

2.5 Unnecessary insertion of verbs

2.6 Unnecessary insertion of ‘V. to be’

3. Agreement

3.1 Subject-verb agreement

3.2 Determiner-noun agreement

4. Prepositions

4.1 Misuse/omission of prepositions

5. Nouns

5.1 Misuse of other parts of speech for nouns

5.2 Misuse of singular for plural nouns

5.3 Misuse of plural for singular nouns

5.4 Unnecessary insertion of plural markers

5.5 Unnecessary insertion of nouns

6. Spelling

- 6.1 Doubling final consonant
- 6.2 Final –e
- 6.3 The suffix –ful
- 6.4 ie and ei
- 6.5 word ending in y
- 6.6 Hyphens
- 6.7 Full stops with abbreviations

7. Infinitives/Gerunds

- 7.1 Misuse of infinitives for gerunds
- 7.2 Infinitives with ‘to’
  - 7.2.1 To+simple past tense
  - 7.2.2 To+gerunds
  - 7.2.3 To+verb+s/es
  - 7.2.4 Misuse of infinitives without ‘to’ for infinitives with ‘to’

8. There-be

- 8.1 Misuse of ‘It has’ for ‘There-be’
- 8.2 Misuse of ‘has/have/had’ for ‘there-be’

9. Pronouns

- 9.1 Subject pronouns
  - 9.1.1 Misuse
  - 9.1.2 Unnecessary insertion
- 9.2 Object pronouns
  - 9.2.1 Misuse
  - 9.2.2 Unnecessary insertion
- 9.3 Relative pronouns
  - 9.3.1 Misuse
  - 9.3.2 Unnecessary insertion

10. Word order

- 10.1 Order of two nouns
- 10.2 Order of two verbs
- 10.3 Order of adverb and adjective
- 10.4 Order of adverb and verb
- 10.5 Order of adjective and noun
- 10.6 Order of embedded questions

11. Capitalization

- 11.1 Uncapitalization for the beginning of a sentence
- 11.2 Uncapitalization for proper nouns
- 11.3 Capitalization after phrases and clauses
- 11.4 Random capitalization

12. Adjectives/adverbs

- 12.1 Misuse of other parts of speech for adjectives/adverbs
- 12.2 Unnecessary insertion of adjectives

APPENDIX C

Sample of Lesson Plans and Handouts

Lesson 1: Revision of Parts of Speech

Duration: 50 minutes

Goals:

1. To provide an opportunity for students to review essential grammar in order to use in working with the concordances.
2. To practice students in inducing the rules from the sentences.

Objectives: Students will be able to:

1. summarize the functions of each part of speech.
2. identify and label the various parts of speech including nouns, verbs, pronouns, adjectives, adverbs, prepositions, and articles in the given sentences.

Materials: Computer**,** white board **and** work sheet activity

Procedure:

1. Teacher tells the objectives of the lesson.

2. Ask the following questions in order to elicit the students' background of the parts of speech.

How many parts of speech are there in English?

(Show the following list of words on the white board)

Can you tell me what the parts of speech of these words are?

house	**beautiful**	**however**	**Jack**	**always**	**they**
go	**an**	**on**	**old**	**myself**	**happily**
strong	**eat**	**but**	**want**	**and**	**must**

3. Teacher summarizes what parts of speech are and let the students do the exercise 1, 2 in pairs.

4. Check the answer and do the exercise 3,4 in order to lead the students to review the function and notice how words with different parts of speech can occur in sentences.

5. Teacher asks the whole class what are the functions of each part of speech by writing the answers on the whiteboard.
6. Teacher summarizes the functions and how the each part of speech occurs in the sentence.
7. Let the students do the exercise 5 to identify the parts of speech of the given sentences.
8. The teacher checks the answers with the whole class and gives more explanation if learners have the problems.
9. Let the students practice more in exercise 6 in this activity learners will induce the rules from the phrases in order to make them familiarize how to induce the patterns from the keyword.
10. Teacher summarizes the entire lesson and asks if they have any problems.

Lesson 1: Revision of Parts of Speech

Exercise 1: Match the word with its part of speech

1. The	preposition
2. Hungry	conjunction
3. At	adjective
4. Student	verb
5. He	adverb
6. Easily	article
7. Walk	pronoun
8. Because	noun
9. Choose	adjective
10. Strong	verb

Exercise 2: For each underlined word in the following sentences, identify and then write the part of speech.

_____1. He came by bus.

_____2. Bob and Dan are friends.

_____3. The lazy dog sat on the rug.

_____4. They go to school everyday.

_____5. I always do my homework.

_____6. My sister is a doctor.

_____7. It is under the table.

_____8. Yesterday, Susan called her mother.

_____9. The man is tall.

_____10. The dog quickly ate all of the cake.

Exercise 3: From the given part of speech in the parentheses. Underline the indicated word within the sentence.

1. Jason went to the concert last night. (Noun)
2. I taught Jim to drive a car. (Verb)
3. He is an unhappy man. (Adjective)
4. I saw myself in the mirror. (Pronoun)
5. The shop refused to accept a cheque. (Verb)
6. It is a difficult word to say. (Adjective)
7. Paula *or* Jeannine can go with you tonight. (Conjunction)
8. May I sit between you two? (Preposition)
9. The musicians play marching songs. (Noun)
10. The boys *and* girls worked at the fair. (Conjunction)
11. The police officer ran fast. (Adverb)
12. Mike arrived late. (Adverb)
13. She put her bag next to her. (Pronoun)
14. Reggie fell by the stairs. (Preposition)
15. I would like to help you, *but* I will be busy tonight. (Conjunction)
16. She has blonde hair. (Noun)
17. We looked at each other and started to laugh. (Pronoun)
18. Remember to take your hat when you go out. (Verb)
19. He is taller than me. (Adjective)
20. My sister answered the question loudly. (Adverb)

Exercise 4: The following words can be more than one part of speech identify what is the part of speech of each underlined word?

_____1. My work is easy.

_____2. I work in London.

_____3. I think I can do it.

_____4. Don't open that can of beans.

_____5. I took a book with me to read on the train.

_____6. I've booked you on the 10 o'clock flight.

_____7. Let's go for a walk.

_____8. He walked slowly away from her.

_____9. On January 3 the company will present its plans to the bank.

_____ 10. I gave her a very special present for her birthday.

_____11. Ronny caught three huge fish this afternoon.

_____12. Let's go fishing this weekend.

_____13. She watched the kids playing in the yard.

_____14. She kept looking anxiously at her watch.

_____15. Let's go for a drive.

_____16. I drove to work this morning.

_____17. They live in New York.

_____18. The band will be giving a live concert performance next week.

_____19. I don't feel very well.

_____20. The kids all behaved well.

_____21. Check your car before you drive to make sure that your lights are working.

_____22. She has light blue eyes

_____23. You should keep a record of your expenses.

_____24. Tell me when the tape starts recording.

_____25. It is important to develop good study skills.

_____26. It is important to develop good study skills.

_____27. This would be a good place for a picnic.

_____28. He placed his hand on her shoulder.

_____29. The room has a comfortable feel to it.

_____30. How are you feeling today?

_____31. I didn't get it because it cost too much.

_____32. We did not even make enough money to cover the cost of the food.

_____33. The child was shaking with fear. Noun.

_____34. She feared to tell him the truth. Verb

Lesson 2: How to Use the Concordancer

Duration: 150 minutes (3 periods)

Goals:

1. To introduce the concordancer as the useful aid in language learning
2. To explain the benefit from using the concordancer
3. To teach the students how to work with the concordance

Objectives: Students will be able to:

1. understand the concept of concordancer
2. perceive the advantages of using concordancer in learning
3. know the functions of Compleat Lexical Tutor Concordancer
4. search the words from the concordancer

Materials: Computer**,** white board, work sheet activity and online concordancer http://www.lextutor.ca/concordancers/concord_e.html

Procedure:

1. Review the previous lesson by asking the students about the parts of speech.
2. Write down the word *'However'* on the whiteboard and ask the students that what is the part of speech of this word? How is it occurred in the sentence?
3. Ask the students that if they don't know how to use the word what do they do? How can they find the example used of the word?
4. The teacher tells the students that one way to check the numerous of real example is from using concordancer.
5. Let the students look at the handout and explain them the meaning of the concepts in using the concordancer; corpus, corpora, concordancer/ concordancing program and concordances.
6. The teacher together with the students access the Compleat Lexical Tutor Concordancer and the teacher explain how to use it.

7. The students follow the teacher instruction step by step and also look at the given guideline on how to use concordancer handout.
8. Tell the students to type the word ‘however’ and get the concordance lines.
9. Ask them what we can get from the concordances.
10. The teacher shows the ways to learn the grammatical rules from the concordances.
11. The teacher presents how to see the whole sentence of the keyword.
12. The teacher give the further explanation how to search the word with occur together (with associated) and present the students how to work with them.
13. Summarize the lesson and let the students practice working with the concordances with the teacher by using the sentences from exercise 1.4.
14. During the practice using the concordancer, teacher tries to elicit students to choose the keyword and the associated word from the exercises.
15. Teacher walks around the class to check whether students can use the concordancer and help the students if they can’t use the concordancer.

Lesson 2: How to Use the Concordancer

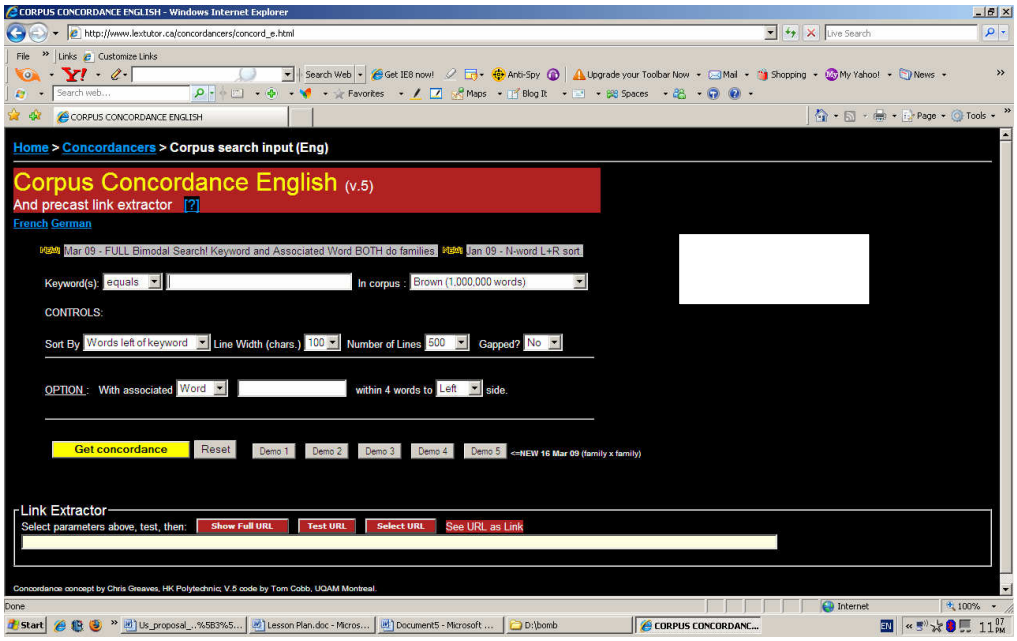
The Compleat Lexical Tutor Concordancer

A concordancer (or concordancing program) is a computer program that is used to search for a list of words or phrases which is called **concordances.** The data of the concordance lines are drawn from **a corpus** (corpora for plural). A corpus is the collection of real language use both of speaking and written from native speaker. There are many corpora which you can select to search for the concordances such as Brown corpus, BNC written corpus, BNC spoken corpus, etc.

The Compleat Lexical Tutor Concordancer is another concordancer to use for searching the concordances. It is a free online concordancing program available via the Internet.

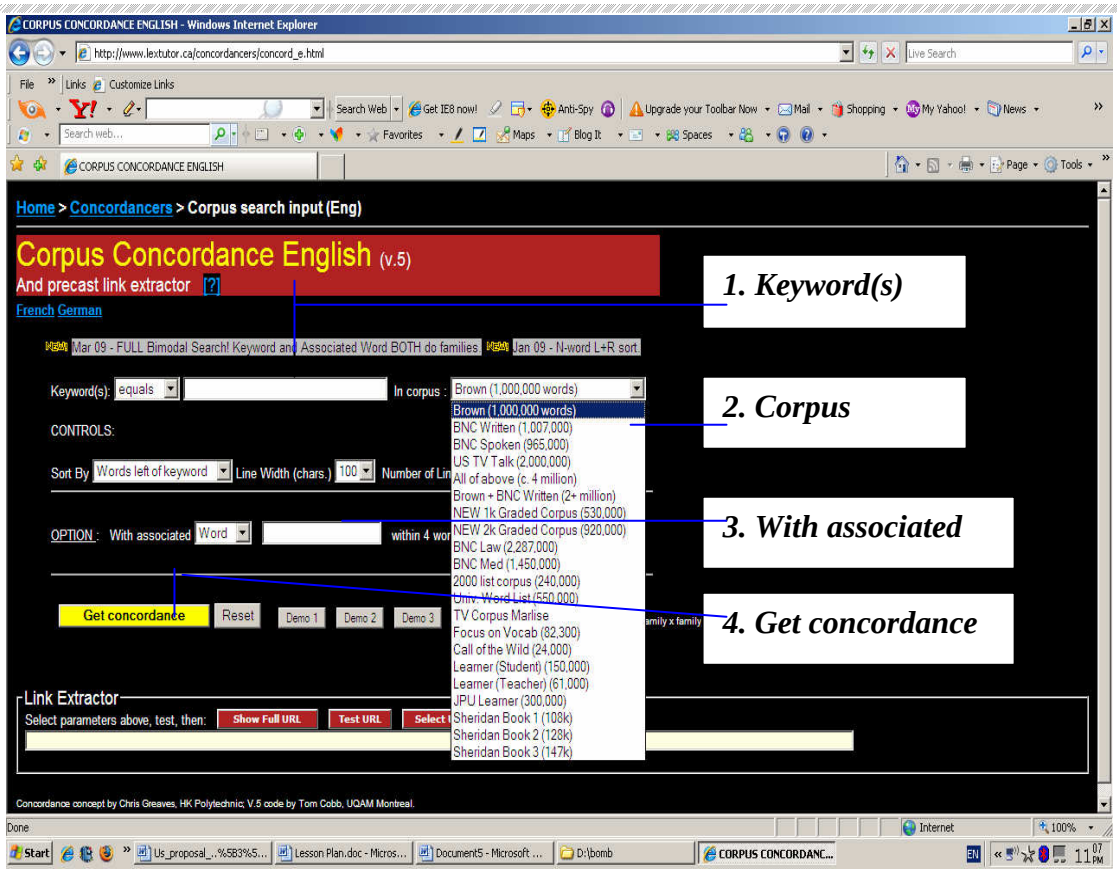
Guideline on how to use the Compleat Lexical Tutor Concordancer

1. Log on the Compleat Lexical Tutor Concordancer at http://www.lextutor.ca/concordancers/concord_e.html and you will see the web page as follows.



2. Type in a word to search for the list of concordances in the **keyword(s)** box (see box 1) on the Web page.

3. Select a corpus from the corpus list (see box 2). However, there is no corpus which can provide the concordance lines of every word that you want to search. You may have to try more than one corpus for each word search in order to find out the information that you need.



4. If you want to check the word which occur with your keyword, you can type the word in **With associated** (see box3).

5. Press the **Get concordance** button (see box 4) to start the search.

6. Now type the word …….and practice searching from the different corpora.

7. To learn grammar from the concordance lines, you can notice how the word search occurs in the contexts or observing from the word or phrase at the left side and the right side of the key word to induce the rules.

Look at the examples of the concordance lines below and see how to learn grammatical rules.

****Note** to extract each line of concordances, you have to check the part of speech of the word you want to search and the key word of the concordances in order to find out the right results to learn.**

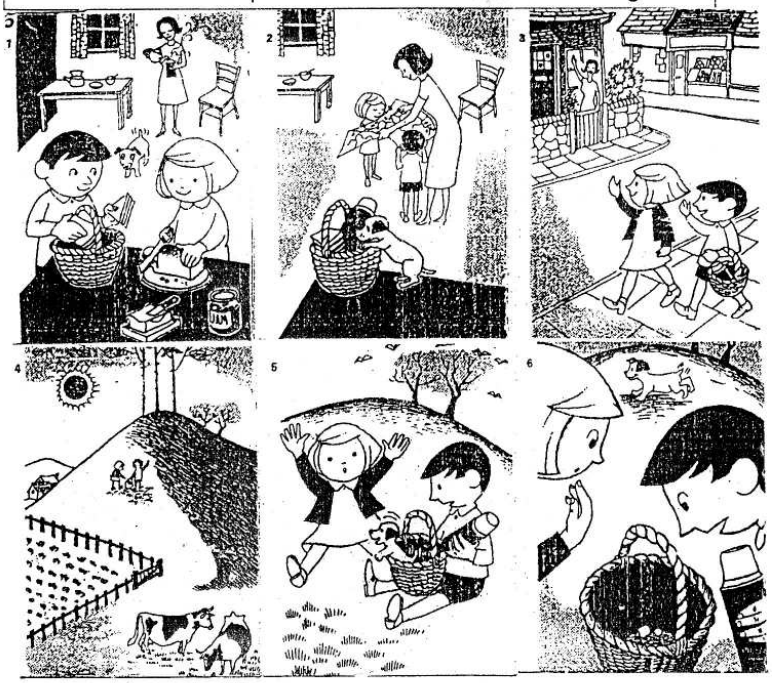
Exercise 2.1 Practice searching the keyword and associated words from the sentences in Exercise 1.4

APPENDIX D

Samples of Learners' Self-Correction in the Post-Test

S 3 Look at the picture. Write sentences for each picture to make a short story by using the words in the box.

kitchen	picnic	picnic-basket	flask
sandwich	map	shade	gate



On One day, In kitchen has mother, Sun and Sam. Sun is older sister. Today Sun and Sam will going to picnic. Sun were preparing breads and Sam were preparing sandwichs for picnic. Their mother was pour tea from the pot into the flask. Mother showed the map and told they how go to the field. When preparation for picnic was ready, they went to the field. White they was walking, their mother was in front of the gate and blew hand for them. When they reached the field, they sat at shade under the trees. Sam opened the picnic-basket. They found their dog in the picnic-basket and their sandwichs and breads hadn't in the picnic-basket.

S 3

007. power, such as the Lebanese Forces militia. On a ONE-day visit from Washington, where he now reside
008. cation Officer erm namely Keith er to see if er a ONE day seminar or a one day school or whatever yo
009. e will be available and, and very willing to do a ONE day seminar of that nature basically on why un
010. ght, hearing tests and going on from that er er a ONE day assessment in the actual use of firearms t
011. mely Keith er to see if er a one day seminar or a ONE day school or whatever you'd like to call it,
012. mobile from New York, for example, you can take a ONE or two-day tour to Annapolis, Maryland to see
013. rs and we asked for time off for a seminar, for a ONE day seminar. And which we, we weren't granted
014. ts of the free union actually got together held a ONE day seminar or training course whatever termin

1. On one day.1.

Rules: Art.(a)+One day

Correction: A one day.

001. bought a Then a, don't seem to have heard of in a KITCHEN. Mm. And we bought this extra and then wen
017. capacity and depend on the old coal range in the KITCHEN, which had never been removed when the n
018. for when YOU need it. ₰ ₰ BEN AND SAM ARE IN THE KITCHEN PREPARING A MEAL FOR THEIR GIRL-
019. it Daddy! Ah! Here are, Daddy take it out in the KITCHEN. Ha! No? No. Oops! Ooh God! You sat on him
020. know how long, long it'll last when I was in the KITCHEN you said I'll put this on but I don't know
021. my place in the kitchen and wait. Sitting in the KITCHEN I recalled every word Mrs. Salter said tha
022. my toothbrush, and tooth and wash my face in the KITCHEN sink. How are you getting home? in there a
024. She had invited him in for coffee. It was in the KITCHEN, as she was watching the kettle, waiting f
025. the dishes by gathering them all together in the KITCHEN sink. They looked so formidable, however,
026. They begged Grandma to let them put a bed in the KITCHEN for her, but Grandma said she was getting
027. they've got their door to the living room in the KITCHEN, that's what makes a lot of difference don
028. you. Get me a glass of water while you're in the KITCHEN. Let the water run . If you go in the army
030. . What about in the home? What's different in the KITCHEN? ₰ J: Well, I save as much as I can, I don
033. an jerked his head toward the front door. "In the KITCHEN", he said. Leaning his Winchester against
034. ans is rubbing him with snow. He's got him in the KITCHEN". "Pedersen"? "No, Pa. It's the Pedersen k
035. ant to! Mummy's See? dropped a drawing pin in the KITCHEN so keep your eyes open for it. Tee-hee! Co
036. as the low ceilings everywhere, especially in the KITCHEN. ₰ L: Yes, but think how expensive it is t

2. In kitchen has mother, Sun and Sam. 1.

Rules: In+Artitive(the)+N (place)

Correction: In the kitchen has mother, Sun and Sam.

003. rved me from the pestilence!" "And you will go?" "GO -- go where?" asked Joan, well aware of Anne's

007. e from the pestilence!" "And you will go?" "Go -- GO where?" asked Joan, well aware of Anne's meanin

022. e spur bit, and the power wood bit. All will do a GOod job if sharp, but the twist drills don't cut

024. -eighth of the overall curtain length will give a GOod proportion, but this will depend upon individ

030. ll file it is also likely that users will enter a GOod many words which are correct but which the sy

032. ot a wind-up, but if it is his friends will get a GOod ticking off!" However, an angry Mr Gray said:

043. vy one. Three inches of porous material will do a GOod job of keeping weeds down and the soil moist

187. first continue reading. Company surveys will not GO through data prep but D P approval is critical

188. fe. And perhaps an observer of the vases will not GO too far in deducing that the outlook of their m

190. me time humans will meet animals. Humans will not GO crazy." "I think I understand," I said. "People

195. ium for brilliant product planning will obviously GO up geometrically". The executive paid tribute t

236. aged to survive the fire, three Britons will soon GO on trial for conspiracy to murder the federal a

237. time. Yeah, but if you score a goal it will still GO into extra time. Yes. They both score a goal no

313. racters in here int there? Yeah What time will we GO to Eve's tomorrow? If we left She said Elizabet

323. don't. If it's something like that erm, all will GO back and check that erm the researcher in as a

324. having a think. I reckon most of your books will GO in that bookcase. Which would mean you could yo

325. his side of the family, the wife's property will GO to her side of the family, which doesn't matter

326. late. I think we've decided we, we will, we will GO to the cinema and probably see J F K, er and ju

327. liquidators' solicitor Margaret Cole. "This will GO straight into the fund for the benefit of the p

328. medal for bravery at one of his levees. "He will GO far she said of this brave Australian boy. He e

329. not -- how could you? I dare say you never will. GO and play with your dolls!" Twelve Events moved

330. preserved me from the pestilence!" "And you will GO?" "Go -- go where?" asked Joan, well aware of A

331. receive awards. The writers' Gold Tee Award will GO to John McAuliffe of Plainfield, N. J., and Pal

332. wedding. However, Mr. Parichy and his bride will GO to Vero Beach on their wedding trip, and will s

333. . You will sit alone in your prison cell. It will GO on waiting for you until the day you enter it.

334. a little bit further on the network. So I, I will GO back to the developer and see if they will be p

3.Today Sun and Sam will going to picnic. 2.

Rules: Subject+will+V1

Correction: Today Sun and Sam will go to picnic.

001. f circularity. The discoid shapes of sun and moon WERE also felt to indicate the shape of celestial

002. predominant deity. The natural aspects of the sun WERE therefore personified in the various forms an

003. lue sea below. Far away, in the bright sun, there WERE the long white beaches of the island of Haiti

004. by the side of the road, the sun was shining, we WERE a bit merry, sang a few songs - you know, lif

005. nd off about, everything under the er the sun. We WERE saying about John, we was talking about John

4. Sun were preparing 2.

Rules: S(เอกพจน์)+was+Ving

Correction: Sun was preparing.

001. en work, such as fixing a salad, preparing garlic BREAD, or making a marinade sauce, ahead of time.

5. Sun ware preparing breads2.

Rules: Sun + was+ Ving + bread

Correction: Sun was preparing bread.

001. sitting in my bedroom cos I didn't, Sam and Fern WEREn't there innit? I was in the bedroom on my ow

002. Alison? Not very many. Someone in my hairdressers WERE talking about it. Sam's cousin, Debbie went o

6. Sam were preparing sandwichs.2.

Rules: Sam + was + Ving+N

Correction: Sam was preparing sandwichs.

042. formulations, for such applications as cores for SANDWICH-type structural panels foamed-in-place i

043. Repeat at the other end but leave the cords free. SANDWICH the top of the lining between the two lay

044. liqueur. Spread the filling on the other cake and SANDWICH the two together For the topping, melt t

045. lovely Tuna, I love tuna fish Can you have a tuna SANDWICH there love if you can get hold of one th

046. morning. Good morning, Doug Well, it's a bit of a SANDWICH this weekend isn't it really? It is . We

047. day? Yes, we do, we do. Well, this is very much a SANDWICH three days because we've got today and S

048. the water. ฆ We were given a rather stale old ham SANDWICH to eat after a few minutes but no tea to

049. r! Doctor! My little boy has just rammed a cheese SANDWICH up my nose! So why is he crying He wants

050. t cut in half? What cut in half so you can make a SANDWICH Yeah there you go, that's good innit? Mu

051. d there! The best you could expect was a doorstep SANDWICH! Yeah! Do you remember that Except my

052. came in the kitchen and asked for a peanut butter SANDWICH "You know we don't keep peanut butter in

6. Sam were preparing sandwichs.2.

Rules: Sam+was+preparing+Art(a)+sandwich(es).

Correction: Sam was preparing a sandwiches.

001. pa you should turn round and ta Yeah, but it was POURing all over the forecourt You should have to

002. r. The liquid looks very like human blood and was POURed at night on to the fields When Hathor arri

003. w it wasn't pouring just out the tap, it was also POURing from the Yeah pipe in the place! I don't

004. nder the coffee pot and when the brew was heated, POURed himself a cup and went up to the chartroom

7. Their mother was pour tea from the pot into the flask.3.

Rules: Their mother + was + Ving+N

Correction: . Their mother was pouring tea from the pot into the flask.

001. ay it's hard to beat in flavor as well as ease of PREPARation To make the picnic frank come close t

8. when preparation for picnic 4.

Rules: where+ preparation + prep.(to)+N

Correction: Where preparation to picnic.

002. didn't sell you", he said miserably. "They knew I WAS a good sharecrop farmer back in Carolina but

003. they. One risk was that if they didn't act there WAS a gunman on the loose desperate, he's after a

004. nddad's honeysuckle? Mhm. They erm, they er there WAS a lamb nibbling that yesterday and hes taken

005. ngs that he had forgotten what they were like. He WAS a learned and brilliant man one of the best j

006. percent of the occasions that they felt, I think, WAS a little daunting There is still lots of good

007. Friday afternoons ago, in what they could be sure WAS a moment of maximum public inattention Treasu

008. ederal Constitution. They recognized that slavery WAS a moral issue and not merely an economic inter

009. evements among the Virginia belles: "They thout I WAS a saint I told them some sweet lies and they

010. ey moved away shortly after they were married. He WAS a salesman for something or other and must hav

017. st night and, they're not away and they've erm he WAS able to tell me that it was exactly a hundred

018. de er and I think they're actually questions. One WAS about ex from Mrs about extending the scope of

9. While they was walking5.

Rules: while+they+were+Vimg

Correction: While they were walkig.

019. n on the wall and the lamp would come over on the SHADE down and completely change, do you rememb

020. y'll move around that rock all day, following the SHADE During the hottest part of the day, of cour

021. the juice of a lemon, for instance, will make the SHADE even more brilliant a strong cup of coffee

042. m "Bacciflava" because the berries are a cheerful SHADE of yellow The yellow variegation found in t

043. m to use temporarily because in trying to get the SHADE off his the old one there, he, he snapped t

044. st Brazil, and it's already ninety degrees in the SHADE Oh. What am I supposed to do? Yeah. I see

046. really sunny position, for they are intolerant of SHADE or turbulent water Fig 12 Planting waterlil

047. all have a go at growing this most distinctive of SHADE-loving perennials Do remember that it is su

048. ented by a climbing rose in a suitably harmonious SHADE Perennials like linarias bring a subdued co

051. foliage, lime green when young or growing in the SHADE red in full sun and at the approach of autu

076. rticular colour each shade. Was the inside of the SHADE white or did it did the light glow through

079. that and it came over, and like that and then the SHADE would be like that and then you could swing

10. They sat at shade unter the trees.6.

Rules: They+ sat+Art(the)+shade

Correction: They sat the shade.

001. play and office workers can eat their lunch-break SANDWICHes' explained Mr Shuzimo. ¶ How will peop

11. Their sandwichs and breads hadn't in the picnic-basket.

Rules: Their+sandwich(es)+and+N

Correction: Their sandwiches and breads hadn't in the picnic-basket

001. at him: "Quick! Get the knives and forks and some BREAD and a few plates and take them next door! !

002. gar bowl with their sugar in it, and the plate of BREAD and butter and that Eugene could return the

003. cy for your lunch? Food. Bit of bread and butter. BREAD and butter Drop of bread and dripping. Oy o

004. ck at us. "Good gracious, corned beef, cheese and BREAD and butter they were lucky. "They didn't th

005. how you do that? Do what? Eat erm fruit, and the BREAD and butter together I can't bear that bear

006. it of bread and butter. Bread and butter? Drop of BREAD and dripping Oy oi oi. Oh your mum and dad

007. he wanted chips, pie, curry, loads of scraps and BREAD and everything and he eat every bit of it up

008. m and serve salads and your baked beans and brown BREAD and Grandma could dress like a gypsy and

009. all the traditional trimmings of sowbelly and cornBREAD and mint juleps continue to live- but only

010. there was just the one meal a day and a piece of BREAD and that was your lot But er after a while,

011. then set to work (or play), dipping and wrapping BREAD and the other ingredients in the hot cheese

012. t as we do as he commanded. That in and under the BREAD and wine as Calvin put it, set apart from c

016. ing inks, paints, adhesives, molten plastics, and BREAD dough for the elasticity is related to thos

036. ex bridge is one thousand and thirty feet and its BREADth thirty-four I have already mentioned that

037. the cheese, tomatoes, lettuce and cucumber on the BREAD to make a picture 3 Eat your sandwich! Inven

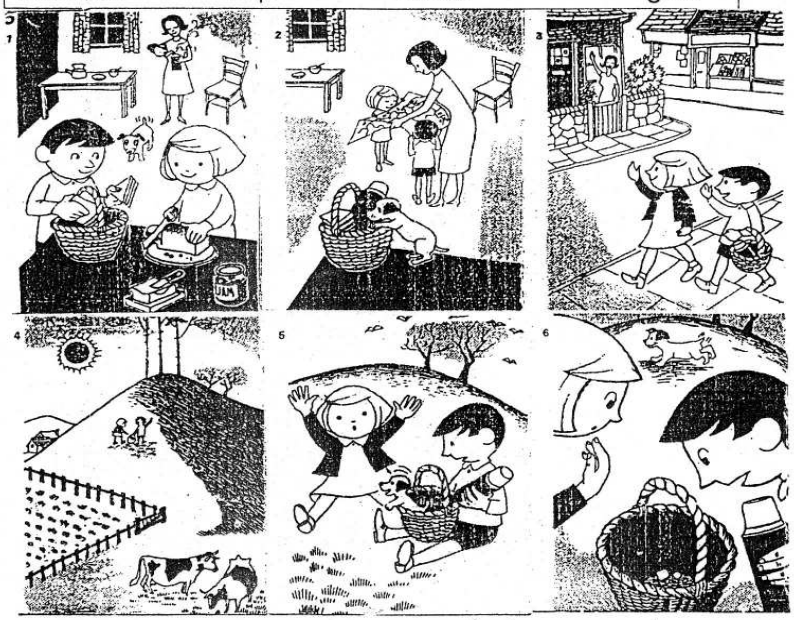
11.Their sandwichs and breads hadn't in the picnic-basket.

Rules: Their+ sandwich(es)+and+some+bread+hadn't +in+N

Correction: Their sandwiches and some bread hadn't in the picnic-basket.

12 Look at the picture. Write sentences for each picture to make a short story by using the words in the box.

kitchen	picnic	picnic-basket	flask
sandwich	map	shade	gate



On last week I and my brother go to park. He tell their mother to make sandwishs for we. We and their mother make sandwishs for we. And She is tell the direction to go, dog jump into basket. We say goodbye and walk to park. The park has many trees, two cows and good air. We sit and talk. Suddenly, we surprised because see dog. No food because it already eats. We hungry so we will going to home and telling their mother.

001. game but insists he'll be ready for Oklahoma .... **LAST** week , when Royal was informed that three Long

002. short order. In other areas, Congressional action **LAST** week included: @ The Senate (by voice vote) a

024. theus from the rock by the U.S. Cavalry was given **LAST** week in the warehouse of the Albany Leather C

025. edence over all other legislation on Capitol Hill **LAST** week was the military strength of the nation.

030. hools was defeated by district voters in January. **LAST** week the board, by a 4 to 3 vote, decided to

032. n, will in time reach Pittsburgh and Minneapolis. **LAST** week it opened at the J. B. Speed Museum in L

036. night-
coach Flight 54 took off at 11:30 one night **LAST** week, there was no r eason to think it would t

1. On last week

Rule: Last+week (no on)

Correction: Last week

310. ing and er my grandmother she was renting the the **PARK** Fron t they called it in , Plas , in where the

311. is model, some major differences may be seen. The **PARK** is a n estate of older high-class housing, rig

312. ll --
by an Employment Training team. Work on the **PARK** is being co-ordinated by Simon Mockford, on b

313. mehow, somewhere. Take the kids for a ride in the **PARK** on t heir bikes, or to the zoo. Saturday after

314. n remember seeing a man sweeping the paths in the **PARK** in G allanach with a broom like that, when I w

315. nd, as a matter of fact, Nicolas had slept in the **PARK** only part of one night, when he discovered th

316. nning, this stayed just in the air. "We go to the **PARK** with this nice lady", one of them said. "We h

317. pically, once a site is given an imprint from the **PARK** Serv ice, it receives a visitors center and Fe

318. pital was that opposite the park, like, is it the **PARK** or s omething? Yeah, there is a park. No, we o

319. r special excursion rates, including seats at the **PARK**, jus t as the trolley and ferry companies had

320. re bright, Nights are dark. We play seesaw In the **PARK**. Loo k at me And my friend Freckleface The oth

321. rman's trail, or include scenic strips within the **PARK** unit

322. ☑ s and picnics and dominoes with Uncle Fred in the PARK with his old cronies. I became a demon domino

323. ☑ silo or barn-
as the first settlers saw them. The PARK Service makes an impressive ecological and st

324. ☑ ss was three million barrels a week. In 1936, the PARK Roya l Brewery in north-east London was opened

325. ☑ stood up and strolled across the road towards the PARK. Jus t then, a car came round the corner and f

326. ☑ t was the Coronation. The school had to go to the PARK with stiff paper flags. Then I had to write a

327. ☑ te possible to reach the gates at the rear of the PARK. But it was not the new road that Miss Danzig

328. ☑ the ungiving sidewalk, shits behind bushes in the PARK, sel dom weeps, sleeps bandaged against the co

329. ☑ those two. What? Had a fight over a stick! In the PARK? I m ean a stick about this long! You know rea

2. go to park
Rule: go+to+article (the)+park (noun)
Correction: go to the park.

001. ☑ ve in frankfurter buns or as a meat dish. Makes 8 SANDWICHE S or 4 servings. _PRETEND HAM_ Make criss

002. ☑ and relying upon vending machines or prepackaged SANDWICHE S for the second- and third-shift operati

003. ☑ er and produce filets of smoked bass or sturgeon, SANDWICHE S, pickled eggs, and a rum sangaree to be

004. ☑ ach other and not to me. And after I brought them SANDWICHE S and coffee I had to go back to my place

3. sandwishs
Rule: sandwich+es (สะกดผิด)
Correction: sandwiches

no He tell their mother

001. t have had at least a high-
school education), and **SHE IS** telling a story she has mentally rehear
sed

002. and told me of my Uncle's indisposition. Even as **SHE** was t
elling me about it I became aware of a gi

003. un like a fawn, black hair falling over his eyes. **SHE** was t
elling herself that this might just be he

005. igh-
school education), and she is telling a story **SHE** has mentally rehear
sed some time before. Then

006. lped him change his mind. "I'm not advising you", **SHE** said.
"I'm telling you. That fire's too big. L

4. she is tell
Rule: She+is+tell+ing (present con)
Correction: she is telling

5. dog jump into (หาไม่เจอค่ะ)
Rule: dog+verb s,es
Correction: dog jumps into

001. , a coffee pot and a stew pot; maybe a skillet, a **BASKET** of
essentials like salt, pepper, plates, fo

002. lendora was despairingly picking chickens. "Get a **BASKET**",
Sarah told her. "We'll go to the storehou

003. of the party of "forty-
niners", and was to hold a **BASKET**. One sees Costaggini's rendering of
the sam

012. out at the garden. "Winston", she said, "get the **BASKET** fo
r the breakables". Winston had the big st

013. again stopped and again removed one hand from the **BASKET**. H
e could not make out, but he knew that ag

014. e out", she added sharply. Winston laid it in the **BASKET**. "
Mr. Jack sets store by that". "Really, Wi

015. ell of whisky was strong and distinct. He put the **BASKET** do
wn distastefully, muttering softly and th

016. ok the stack of mail and tossed it into the waste **BASKET**. "
Don't bother. Every letter answers itself

017. of of the U.N. There, Begley lit a fire in a wire **BASKET**, a
nd Bang-Jensen dropped four sealed envelo

6. basket
Rule: article (a, the)+noun (basket)
Correction: a/the basket

388. he couch. We haven't slept together since we started. I jus t can't take any chances on getting her p

390. of fitting is not too important. However, we started with t he first row of bars and worked our way b

391. ortion. Having completed our camera work, we started our cl imb. I suppose the same emotion holds, if

410. She retreated by leaving the room when we suggested that o ur meeting might well terminate right the

411. did not affect the choice of the Judge. We suggested this C lass in the horse world and it was accept

416. al, Scientific, and Cultural Organization. We talked after I hailed his Jeep marked with the U. N. f

417. iled eggs and hot garlic bread. As we ate, we talked. Her n ame was Suzanne, and mine Stephen. We sat

434. ther word. I sensed no stranger in her. We undressed and ma de love with the comfortable acceptance I

437. saw or a cutting disk in a hand power tool. We used the la tter equipped with a carborundum disk abo

441. ibility of our having "outlived most of what we used to reg ard as the program of our national purpos

444. ss with me so they wouldn't feel lonely, and we used to han g a sign on the door of the Brush-off rea

454. eet in Doc Abel's office". "Let's see it". We walked up Mai n Street to this big white house, then ar

455. looked at me, and clucked with her tongue. We walked down t he cool hall silently. From behind us cam

456. ore a brown knit sports shirt with no tie. We walked down t he Rue de L'Arcade, thence along beside t

7. we surprised (ถูกแล้วค่ะ)

Rule: we + V. ed (surprised) (past simple บอกเหตุการณ์ในอดีต)

Correction: we surprised

001. meal they had to eat because they were hungry and **WE** couldn 't understand why I had got thi

002. now it was just some meal they had to eat because **WE** were h ungry and they couldn't unders

003. the gang are like candy bars when you're hungry: **WE** may ea se your hunger temporarily, bu

004. of bacon, hanging from the smoke-
stained rafters. **WE** wouldn't go hungry, not yet. And the

8. we hungry

Rule: We+helping verb+hungry (บอกเหตุการณ์ในอนาคต)

correction: We will hungry

ถูก

001. her body. "Farewell, Joan de Warenne," he said. "**WE** shall meet again, never fear." "Farewell, my lo

002. , come across quickly, said a woman in a Trabbi. "**WE** shall celebrate through the night. I have to be

003. . "Now put your feet up, me hearties," he cried, "**WE** shall need all our strength this evening." "Don

004. hange into a proper, organised, political force. "**WE** shall have to prove able to provide professiona

005. like Peter's clawing up to F sharp on the phrase "**WE** shall be free" while the chorus chants relentle

006. qualms about putting them in this quality field. "**WE** shall know whether they sink or swim by putting

007. s Berlin message two weeks ago when he declared: "**WE** shall always be prepared to discuss internation

008. tions. President Kennedy was right when he said, "**WE** shall never negotiate out mime has been flui

9.we will going

Rule: We+shall

correction: we shall

ถูก

002. eroded as far as I can see. And erm I think we'll be **GOING** back to the kind of erm conditions that t

003. keeping them at all? is the number to dial. We'll be **GOING** to the telephone lines in a moment or two

004. s, and the freedom to travel, I told them I would be **GOING** to the Kehl bridge the next morning in or

10. going to home

Rule: going+to+ article (the)"

Correction: going to go home

010. had at least a high-
school education), and she is **TELLING** a story she has mentally rehear
sed some ti

018. Yeah, but that's , mine had some And now they're **TELLING** y
ou, you got the video aren't they? And th

019. . And I opened the door and let him in and he was **TELLING** m
e I've been here half an hour trying to g

020. fferent sizes. she says the hum, and then she was **TELLING** u
s when she brought the tape back the othe

021. finding this as well. And she came in and she was **TELLING** u
s all about it, and another woman who was

022. ling Stephen, my boyfriend, about that, and I was **TELLING** h
im the question and he said Yeah. that. O

023. o be the manager of Tettron didn't he? And he was **TELLING** t
hem you know what a a good club it could

028. id. She's doing very well isn't she? Oh and you'd **TELLING** e
verybody up and down that Jackie's had he

11. and telling

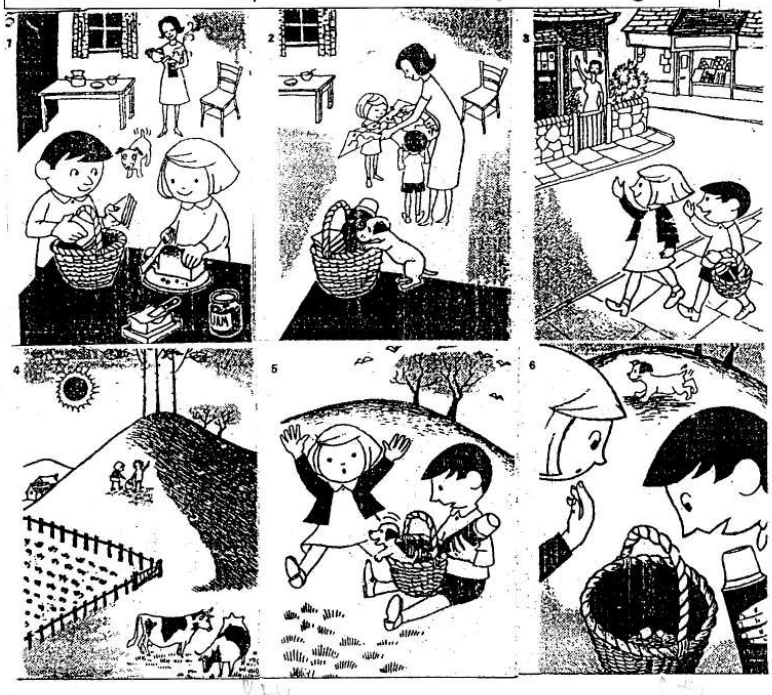
Rule: and+subject+helping verb+verb

Correction: and we shall telling

S 33

Look at the picture. Write sentences for each picture to make a short story by using the words in the box.

kitchen	picnic	picnic-basket	flask
sandwich	map	shade	gate



In Friday Susan and her family is in the kitchen. She make many sandwich and brother take it in the basket. Her mother pour a tea in the flask. When everything for the picnic finish. Her mother tells her about the way on the map while Susan's dog seeing the sandwich. They say goodbye for their mother at the gate and walk to the park. When they arrive the park. They walk to the shade and sit under the shade. They open the picnic-basket and they very surprise when the sandwiches are eatten by Susan's dog.

S 33

040. ees and the local National Leaguers yesterday. On FRIDAY, Roger Maris, the Yankee outfielder and win

041. ity Young Republicans Thursday night in Salem. On FRIDAY he will go to Portland for the swearing in

043. s Da Fonta Wild Life Sanctuary in Marin county on FRIDAY officially became the property of the Natio

044. tion is far more pervasive. Parents will drive on FRIDAY night to pick up their daughters after a so

045. veled on it in his Sun-Times column. We opened on FRIDAY and closed the following Monday. Out of the

1.In Friday 1

Rules: prep.(on)+Friday ✓

Correction: On Friday. ✓

003. **f, where |g is the interfacial tension and **f AND **f are the two radii of curvature. This formu

004. **f is the shear force along the shear plane; **f AND **f are the thrust forces acting against coati

005. differentiable complex-valued functions, then **f AND V are complex vector spaces, and **f may be an

007. transformed into tangents to C'. Moreover, if **f AND **f are two planes intersecting in a line l, t

008. Under this assumption the space group must be **f AND the following are the positions of the atoms i

2.Susan and her family is 1

Rules: N+and+N+are ✗ ✓

Correction: Susan and her family are ✓ ✓

002. .. There was a letter to write to her mother, and SHE tried to make its tone cheerful. She promised

003. ceded to be the prettiest of the Szold girls- and SHE did make a pretty picture sitting in the grape

005. eeker's death. Her estate had grown considerably. SHE wanted to make a more equitable distribution o

006. out of their countries and put them on the farms. SHE set out to make sure that no Jewish child anyp

008. t we don't think she creates them. We don't think SHE can make her child defective, emotionally dist

3.She make 1

Rules: She + helping V. + make ✓ ✗

Correction: She does make ✓ ✗

012. ney's An Apologie for Poetrie, published in 1595. MANY students of literature know that classical de

017. addressed to the coroner, makes one wonder about MANY things: "God forgive me for everything. I can

024. ith the present much larger iron structure. After MANY years and many interruptions he was able to f

026. Attack can come from almost any direction against MANY locations. Logically, then, the first princip

049. er. The suit against the union was successful and MANY workers lost their homes to pay off the judgm

4.many sandwich 1

Rules: many + N พหูพจน์

Correction: many sandwiches

034. ation. He smiled. It was barely possible that his BROTHER was right. He could tell they were approac

044. nd ever had been. Mike stopped to cherish all his BROTHER selves, the many threes-fulfilled on Mars,

079. the house, Breed's going to"- "Your trigger-happy BROTHER isn't in the house. About now he's probabl

5.brother take 2

Rules: brother + v(s/es)

Correction: brother takes

071. ic school, her parents were doing quite well. Her MOTHER was a good manager and established a millin

091. tending Wellesley college in Wellesley, Mass. Her MOTHER is the former Miss Stella Hayward. Mr. Wall

107. the fact that this story of a boy's love for his MOTHER does not offend, while the incestuous love

124. in he was falling, falling! "Stevie! Stevie"! His MOTHER was nudging him, but he was still falling.

140. pending tragedy. For this love of the boy for his MOTHER is a hopeless and forbidden love, doomed by

6.Her mother pour 2

Rules: Her mother + v(s/es)

Correction: Her mother pours

013. ground an axe of self-esteem. Offer her a cup of TEA and she would say, "Why, these cups look just

014. , and Krishna- are an altogether different cup of TEA. They hail from Travancore, a state in the sub

018. they had fallen, to be made into perfume or rose-TEA to drink; the peonies, whose tight sticky buds

031. ng like a cock to wake his men. His breakfast was TEA; his dinner fell anywhere from nine to noon; h

7.a tea 2

Rules: quantity word + tea ✓ ✓

Correction: a cup of tea ✓ X

002. he first plays with a new toy. He wants me to do EVERYTHING for him. "You don't believe that autist

006. large slice of Texas and who wanted to have on it EVERYTHING that was necessary for a completely ple

008. ond Chandler's Philip Marlowe. In a society where EVERYTHING is for sale, Marlowe is the only man wh

8.everything for the picnic finish. 3

Rules: everything + v + for + the picnic finish

Correction: everything is for the picnic finish

080. chfork whistled over Curt's head. By now Curt was SEEING clearly again. He stepped inside Jess's gua

081. elf scarcely glanced at the treasures that he was SEEING together for the last time. In fact he seem

082. ertaining his English friends, all of whom he was SEEING when he was not showing Blackman the sights

083. hrugged noncommittally. "I might". And now he was SEEING her. He'd just admitted it to me. I huddled

084. not seeing the face of that vile creature. He was SEEING, somehow, the face of a young boy, the b

9. seeing 4

Rules: v.to be + seeing

Correction: is seeing

004. osed against the afternoon sun. "I stopped to say **GOO DBYE**, Mrs. Lattimer, and to tell you how sorry

10. say goodbye for their mother 4

Rules: goodbye + N

Correction: say goodbye their mother

001. of the city police narcotics unit", Sokol said, "**THE Y** were told they would have to get to know cert

005. ered when the Japanese attacked at Pearl Harbor. "**THE Y** are determined", Montgomery writes, "not to b

006. f Albany said no, and he didn't mince any words. "**THE Y** are just asking too much", he said. We can't

009. saffron robes, filed through the cafeteria line. "**THE Y** aren't supposed to look at women, you know",

014. IRIE NATIONAL PARK# Thousands of buffalo ("bison" **THE Y** will never be to the man on the street) grazi

015. and see what they could do for him. Well, sir ... **THE Y** did real great! For in almost less time than

11. they very surprise 6

Rules: they + v

Correction: they are very surprise

APPENDIX D

Three Ongoing Tasks for Error-Correction

Task 1 and Samples of the Learners' Error-Correction

Task 1

Last summer my sister and I went to the park together. (1.) In early morning we prepared some food for the picnic. Our mother helped us to make some sandwiches for our lunch. We put the sandwiches and the flask into the picnic basket. Our mother told us the directions to the park. We left home and said goodbye to our mother. The park is not (2.) far to our house so we decided to walk there. When we reached the park, we tried to find the place to sit. There are many trees in the park so we decided to sit in the shade under the trees. The air in the park is fresh and there are (3.) many beautiful flower which we had never seen before. While (4.)we was watching the flowers, we heard some noise. It was a kitten. We looked for the kitten and found that it was in a tree. My sister and I climbed up the tree to take it down. (5.) The kitten hungry because it cried loudly. My sister and I gave it some sandwiches. The kitten ate quickly. We looked at the kitten and felt very happy that we could help it. We thought that when we went back home, we would tell our mother. She would be happy too.

S 30 **Task 1**

008. , built up from the floor. Every few days, in the **EARLY MORNING**, as the work progressed, twenty men

009. Gibbs is probably chugging along the road, in the **EARLY MORNING** in her tiny camping van. The travel

010. go on horseback, and I think you should go in the **EARLY MORNING** or late afternoon. Sunset behind the

013. o closely identified with the first action in the **EARLY MORNING** of June 3, 1861, and with subsequent

014. p on the visual qui vive . We enter Venice in the **EARLY MORNING** and the light does a graceful palais

1. In early morning we prepared some food for the picnic.

Rule: preposition+ the + noun

Correction: In the early morning we prepared some food for the picnic

074. on of French and Italian exchange controls -- are **FAR** from clear and the preparatory work not done.

075. on of French and Italian exchange controls -- are **FAR** from clear and the preparatory work not done.

077. r are taken into account, success and failure are **FAR** from clear cut. In addition, such measures are

288. on is our new Junior Mr. Canada- Henri de Courcy. **FAR** from discouraging Henri, his parents urge him

303. y to give the big Parliamentary occasion its due. **FAR** from hearing onlyhalf-an-hour from Michael Hes

2. The park is not far to our house.

Rule: far + from

Correction: The park is not far from our house.

049. er. The suit against the union was successful and **MANY** work ers lost their homes to pay off the judgm

053. f newspaper, a book of matches and a wrinkled and **MANY**- times folded piece of tin foil with holes in

055. fications of candidates. Some faculty members and **MANY** admi nistrators oppose faculty review groups b

066. ontented with his lot. He has a glorious wife and **MANY** chil dren. When he needs money to buy somethin

082. e more foreign firms coming to the U.S. There are **MANY** plac es where we can use their vigor and new i

3. There are many beautiful flower.

Rule: many + plural noun

S.30-

Correction: There are many beautiful flowers.

383. offering tea and pleasing conversation in French, **WE** were g
etting nowhere. We had nearly decided tha

581. ough the mud-sweat-and-
tears construction period, **WE** were each solaced by the vision of earl
y mornin

585. th the divinities present and our souls in place, **WE** were w
ished health, happiness, and power. Then,

773. Lao the key factor is the villager himself. Then **WE** were o
ff again. We did it for three days. But o

925. "We have just returned from Roswell, N.M., where **WE** were d
efeated, 34 to 9", the young man noted. "

4. While we was watching the flowers, we heard some noise.

Rule: we + were

Correction: While we were watching the flowers, we heard some noise

021. I felt like a snack. Are you hungry"? "Sure, I'm **HUNGRY**"! "Come on, ther
e's some cold chicken and w

022. to bed and I was starving and Gordon says oh I'm **HUNGRY** I,
so I went out straight down the stairs,

026. litician, especially in the country districts, is **HUNGRY** for the spoils of offi
ce. It has been a lon

053. last night's melancholy. My head was clear. I was **HUNGRY** as
a wolf, and my body felt lean and vital.

055. t where I could watch the exit and realized I was **HUNGRY**. I
sat there with the faint odor of charcoal

5. The kitten hungry because it cried loudly.

Rule: was + hungry (adj.)

Correction: The kitten was hungry because it cried loudly

Task 1

S 16

Copy

1 **In eary morning** we prepared some food for the picnic.

008. staff is secret but was estimated at about 20,000 IN the ea rly 1980s. The final decision on their fa

009. heir numbers seem to have grown from around 5,000 IN the ea rly seventeenth century to about20,000 a

026. se destined for the export market) also ran ahead IN the ea rly months, but was curtailed after the u

027. mportant day for her. They arrived at the airport IN the mo rning. Early in the evening Karen drove t

028. posits with the national savings bank). Although, IN the ea rly 1980s, the government made a successf

Rule: In + article + Early + Morning

Correction:In the early morning we prepared some food for the picnic.

2.The park is not **far to our house**

009. that need special gynecological treatment. It is FAR bette r to have such conditions treated in adva

010. thing is certain, however, and that is that he is FAR more slavish to the detailed accents, phrasing

011. uppets could be changed without disharmony, it is FAR more fun to create shades in the gay spirit of

029. Pasadena from the hoi-
polloi. Mother even went so FAR as to trump up for me matrimonial opp ortunitie

032. stir the public from its lethargy, Steele goes so FAR as to list Catholic atrocities of the sort to

Rule:far+from ไม่ใช่to

Correction:The park is not far from our house.

3.There are **many beautiful flower**.

Rule:many+plural verb

Correction:There are many beautiful flowers.

010. veyard were smaller than she remembered them (how MANY thin gs had lessened while she was gone away)

011. ing between the eleventh and twelfth years. _10._ MANY stud ies indicate that elementary-school child

S 16

019. n willing to give their lives". #NEW POINT ADDED# **MANY** chan
ges involved minor editing and clarificat

036. to run a short spur to his plant these days, and **MANY** busi
nesses can live without the railroad. And

037. , Dr. Juan Bosch, as having saved "many lives and **MANY** trou
bles in the near future". Mr. Balaguer's

4.While **we was watching** the flowers,we heard some noise.

180. tive roles of Women. Comment. "They were shocked. **WE** were l
ooking at summaries of the agency's proje

273. lf. "Most of our Sabras think it's horrible. When **WE** were f
ighting, a few of our orthodox people wer

282. amiliar with the expression". The apartment where **WE** were t
alking that afternoon in March faced onto

289. . The way he just took my hair in one hand, while **WE** were s
tanding looking up at that God-awful wind

290. ch. They never troubled themselves about us while **WE** were p
laying, because the fence formed such a d

Rule:ประธานพหูพจน์ใช้were
Correction:While we were watching the flowers,we heard some noise.

5.**The kitten hungry** because it cried loudly.

019. `I felt like a snack. Are you hungry"? "Sure, I'm **HUNGRY**"!
"Come on, there's some cold chicken and w

020. t?" "No, it hasn't," my father shouted, " and I'm **HUNGRY**."
The King left the kitchen and began to lo

041. last night's melancholy. My head was clear. I was **HUNGRY** as
a wolf, and my body felt lean and vital.

042. t I said"! she snapped at him. "I only said I was **HUNGRY**. W
e haven't had anything to eat all day". J

043. t where I could watch the exit and realized I was **HUNGRY**. I
sat there with the faint odor of charcoal

Rule:ประโยคหลังเป็นpast ด้านหน้าก็ต้องเป็นด้วยpast
Correction:The kitten was hungry because it cried loudly.

6

Task 1

S 6.

Exercise1

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Rule:many+plural verb

Correction:There are many beautiful flowers.

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S6

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Rule:ประโยคหลังเป็นpast ด้านหน้าก็ต้องเป็นด้วยpast

Correction:The kitten was hungry because it cried loudly.

APPENDIX F

Three Ongoing Tasks for Error-Correction
Task 2 and Samples of the Learners' Error-Correction

Task 2

Last weekend my family and I (1.) went to countryside to have a picnic. We took some apples and fried chicken for our lunch. We left (2.) on the morning. After about half and hour, we came to a nice place. It was near a river with some large trees beside it. We parked the car under the trees and took some photos. We saw a lot of beautiful birds and some small animals. We took a good number of pictures then we felt hungry. We thought that it was time for lunch so we had our lunch under the trees. Then, we went for a walk. We could hear the birds and the water running. We thought that there was a water fall close by so we continued to walk until we found a small one. We went for a swim and took photos. After playing for about an hour, we (3.) were returned to the car and went back home. I love this trip because I could do (4.) many thing together as a family. I hoped that if (5.) my parents has time, we will go there again.

2

Task 2

018. awake?" He was very frightened now. He got up and **WENT** to the bathroom to wash his face. He looked i

025. llows." He made sure they were both tucked in and **WENT** to the door. Th e night-light glowed softly on

026. minutes my father was very angry. He stood up and **WENT** to the kitchen. "Where is the cook?" he shout

1. I went to countryside to have a picnic.
Rule : went + to + article + noun
Correction : .I went to the countryside to have a picnic.

046. after travelling all night, alighted at seven in **THE** morning of May 5 at Montreuil's lodgings in So

047. He looked at his clock - it was seven o'clock in **THE** morning. He thought, " I was dreaming again. B

055. and did not really fancy the tea I was brought in **THE** morning. I had b een taught not to cry till I w

057. at night on to the fields. When Hathor arrived in **THE** morning to conti nue her killing, she was compl

2. We left on the morning.
Rule : In + the morning
Correction : We left in the morning.

027. across the River Rhine, but the following year he **RETURNED** and attacke d Italy. He died soon after th

044. d I cried for him. Suddenly I heard a noise and I **RETURNED** to Frankens tein. You will not believe wha

089. er's path, but he was gone. After a few hours, we **RETURNED**. People sea rched around the lake, but the

3. We were returned to the car and went back home.
Rule : Subject + V.3
Correction : We returned to the car and went back home.

002. do not believe in things like that. But I can do **MANY** things that you do not understand. I will hel

006. m and Marketing Unit.) OUT AND ABOUT There are so **MANY** things to see a nd do in a short stay. A rich

007. uld trust adults? Even mum and dad? There were so **MANY** things I didn't really understand about people

4. We did many thing together as a family.
Rule : Many + Plural Noun
Correction : We did many things together as a family.

2. [illegible] (4)

003. ☑ t school until I was eleven, although my adoptive **PARENTS** were Protest ants. Later it was closed down

048. ☑ owth in the number of these schools, because many **PARENTS** have felt th at governments have not been p

049. ☑ the new loan and the debt on their old mortgage. **PARENTS** with an exis ting mortgage are eligible, so

5. I hope if my parents has time, we can go back there.
Rule : Plural Noun + Have
Correction : I hope if my parents have time, we can go back there.

Task 2

24

Copy

002. there was no hurry, no hurry at all. Wilson again **WENT** downtown to a different banker, an intelligen

003. ped up to pull hen and case out of view, and Alex **WENT** to the door. He opened it a crack and in doin

033. ither was seated on the jury. Then, when the case **WENT** to the jury, the judge excused one of the jur

052. hier and more attractive girl than when she first **WENT** to the orthodontist. How long will this take?

062. He rose from his chair. He had to cough then; he **WENT** to the window and choked there with the fresh

1.I went to countryside to have a picnic.

Rule : S + went + to + article + countryside

Correction : I went to the countryside to have a picnic.

039. every Tuesday and Thursday from ten to twelve in **THE** morning. It was an awkward hour, but I didn't

040. existence. I lived to see an envelope of hers in **THE** morning mail and to lock myself in my room in

041. recovered and opened the store as usual at 10 in **THE** morning. I felt that he looked at me coldly an

042. the finish, running almost as strongly now as in **THE** morning. She took refuge on a tongue of land e

052. d to do, Henrietta advised him to rise at five in **THE** morning as she and Papa did. One thing Papa ha

2.We left on the morning.

Rule : In + the + morning

Correction : We left in the morning.

004. d it to a box on the floor behind the counter. He **RETURNED** the menu to its place between catchup bot

005. orth Carolina because Thomas Wolfe went there. He **RETURNED** to New York to work for The New Yorker, t

006. s alibi was not as solid as it seemed. He said he **RETURNED** from the visit to his niece on the 11:20

3. We were returned to the car and went back home.

Rule : Subject + V.3 (active voice เท่านั้น)

Correction : we returned to the car and went back home.

008. knew the boy well. He was eleven and we had done **MANY** things tog ether. He was a beautiful boy, real

011. Well, what can I do"? Believe me! There are many, **MANY** things to do. Find out what you like to do mo

012. tary phrases. Her name was L'Turu and she told me **MANY** things. Fo r an anthropologist, loquacious old

013. rea meet your needs in comparison to other sites. **MANY** things nee d to be checked: #SIZE AND SHAPE# -

015. ease get that in your reports. It accounts for so **MANY** things. Bo th Red McIver and Handley Walker li

4.We did many thing together as a family.

Rule : Many + Plural Noun

Correction : We did many things together as a family.

006. mming pool in it-
didn't you notice it? But if he **HAS** time to go swimming, he had time to be with us

007. thstanding, it is no doubt safe to assume that he **HAS** spent time schooling himself in Southern histo

008. districts, is hungry for the spoils of office. It **HAS** been a long time since he has seen any campaig

009. owing city is usually high in price, higher if it **HAS** subdivision possibilities. Part-time farmers g

013. school education), and she is telling a story she **HAS** mentally re hearsed some time before. Then she

5.I hope if my parents has time, we can go back there.

Rule : Plural Noun + Have + Time

Correction : I hope if my parents have time, we can go back there.

Task 2

Exercise 2

002. ☐ there was no hurry, no hurry at all. Wilson again **WENT** downtown t o a different banker, an intelligen

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3. We were returned to the car and went back home.

Rule : Subject + Verb 3 (active voice เคาะ)

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012. tary phrases. Her name was L'Turu and she told me **MANY** things. Fo r an anthropologist, loquacious old

013. rea meet your needs in comparison to other sites. **MANY** things nee d to be checked: #SIZE AND SHAPE# -

015. ease get that in your reports. It accounts for so **MANY** things. Bo th Red McIver and Handley Walker li

4.We did many thing together as a family.

Rule : Many + Plural Noun

Correction : We did many things together as a family.

006. mming pool in it-
didn't you notice it? But if he **HAS** time to go swimming, he had time to be with us

007. thstanding, it is no doubt safe to assume that he **HAS** spent time schooling himself in Southern histo

008. districts, is hungry for the spoils of office. It **HAS** been a long time since he has seen any campaig

009. owing city is usually high in price, higher if it **HAS** subdivision possibilities. Part-time farmers g

013. school education), and she is telling a story she **HAS** mentally re hearsed some time before. Then she

5.I hope if my parents has time, we can go back there.

Rule : Plural Noun + Have + Time

Correction : I hope if my parents have time, we can go back there.

APPENDIX G

Three Ongoing Tasks for Error-Correction
Task 3 and Samples of the Learners' Error-Correction

Task 3

(1) Mick and Jane loves to visit the zoo very much. Last Sunday Mick and Jane went to the zoo with their parents. Their mother cooked a chocolate cake and put it in the picnic basket with a flask of tea. They (2) left from their home in the morning and arrived the zoo in time for lunch. They sat in the shade under the trees and ate their lunch there. After lunch they went for a walk (3) around zoo to see the animal. There are (4.) many animal, such as snakes, lions, tigers and birds. Mick admired the lions and Jane like the peacocks best. When they had seen all the animals, they took photos of the beautiful flowers in the gardens. Mick and Jane both enjoyed their visit to the zoo very much and tomorrow when (5.) they are go to school, they always tell their friends about their happy trip.

Task 3

001. ounded and almost unbearable my fantasies became. **THEY** caused my love for Jessica to become warmer a

002. s. Some women get a real thrill out of housework. **THEY** love to dust, scru b, polish, wax floors, move

003. ng" period that she and Herb met and decided that **THEY** were in love. They were married at a lavish c

004. bridge the distance between themselves and those **THEY** love; they instinc tively struggle to keep ope

005. ded Mamma, jolly, generous, and pretty, with whom **THEY** all fell in love, just as Papa had first fall

1. Mick and Jane loves to visit the zoo very much.

Rule: Plural noun + V.inf

Correction: Mick and Jane love to visit the zoo very much.

001. was forty miles away in Kingston. The day Alfred **LEFT** his home and Fleis chmanns he gave up the conv

003. and Stowey was, as things go, a fortunate man. He **LEFT** his home the day a fter New Year's wearing a m

004. njured today when a bomb tore his car apart as he **LEFT** home for work. Bat talion Chief Stanton M. Gla

005. pt. 18. On that date, according to Gregorio, Huff **LEFT** his home and took a room in the New Lawrence

006. e earrings at $85. The Kochaneks told police they **LEFT** home at 8 a.m. and returned about 5:45 p.m.

2. They left from their home in the morning.

Rule: Subject + left + Noun

Correction: They left their home in the morning.

071. , or just like being with the boys. So she fishes **AROUND** in the c upboard and hauls out a chocolate c

076. sires. Our own freedom, and the future of freedom **AROUND** the worl d, depend, in a very real sense, on

140. ou find out if they are Geely and Harris, come on **AROUND** to the l ounge where I'll be waiting". Shayn

173. "The way you were careful"? he snorted. "Running **AROUND** in the m oonlight almost naked and slugging

3. They went for a walk around zoo to see the animals.

Rule: around + the
Correction: They went for a walk around the zoo to see the animals.

001. se; the Rees undoubtedly would try to cut down as **MANY** of t
he animals as possible. Wildly bucking ho

002. Beskydy range are covered by woods, inhabited by **MANY** wild
animals, such as red deer and lynxes. Bi

003. eir deaths. It is impossible to say precisely how **MANY** anim
als Healey has killed in her 38 years. Sh

004. ls in the whole universe. How did this happen? In **MANY** ways
, animals can do things better than we ca

026. wers on builder-
dealer relations. Not so long ago **MANY** builders were finding they cou
ld cut their co

4. There were many animal.

Rule: many + noun พหูพจน์
Correction: There were many animals.

090. ven. It's much more complex than that. Generally, **THEY** go t
o school with a girl named Gloriana, who

126. oblem. They either walked or were driven. #@# Now **THEY** go t
o a high school that is two miles away. O

138. he circle. When they get back to their own places **THEY** go t
o the middle and pick up a"pearl" and go

166. . น G: Yes, it is. And another difference is that **THEY** go to
school on Saturday too, so they attend

228. ities will be climaxed in the spring of 1962 when **THEY** go t
o Europe. In the past, the men and women

5. When they are go to the school they will tell their friends.

Rule: subject + verb
Correction: When they go to the school they will tell their friends.

Task 3

25

009. s. Some women get a real thrill out of housework. **THEY** love to dust, scrub, polish, wax floors, move

010. ounds awful bigheaded, they are prettier than me. **THEY** love themselves. Oh yeah I know what you mean

011. ything for them you and me isn't on at the moment **THEY** love Rosie and Jim, but that's on a Monday oh

013. g fire where everybody must put on something that **THEY** love and watch it burn. Then there's the danc

015. oy it. Yes. The birds do you see. Mm. Don't they, **THEY** love it! That's right. Wish we'd got another

1. Mick and Jane loves to visit the zoo very much.

Rule: subject พหูพจน์ + verb s/es

Correction: Mick and Jane love to visit the zoo very much.

189. food?" "But, Sir," the cook replied, "your dinner **LEFT** the kitchen fifteen minutes ago. Hasn't it ar

192. live the King," they said. At one o'clock Edward **LEFT** the room to telephone Wallis. "My father is d

219. o and her father, Leonato, followed by the Friar, **LEFT** the stage. A voice on the loudspeaker system

239. actually with Payne when he was shot, or who had **LEFT** the party within not more than five minutes (

276. o wash the windows. This was long after Morse had **LEFT** the house. Morse's knowledge of what Mrs. Bor

2. They left from their home in the morning.

Rule: left from + the + noun

Correction: They left from the home in the morning.

017. heir episodic marauding and colonizing activities **AROUND** th e fort of Albazin. The Russians were push

019. tion which is supported by innovative advertising **AROUND** th e world. "The Man with the Guinness" camp

126. him instant contact with more than seventy bases **AROUND** th e world and with every SAC aircraft. He n

168. rther east, Russian campaigns against the Buryats **AROUND** th e southern end of Lake Baikal went on fro

200. that in the next few generations 160,000 children **AROUND** th e world would be born with gross physical

185. hey could see on the numerous scoreboards spotted **AROUND** the cour se that Rosburg, who ended with a 7

228. t even wash his hands for supper, and he wandered **AROUND** the yard in a pair of sweaty old corduroys.

3. They went for a walk around zoo to see the animals.

Rule: Around + Article + Place

Correction: They went for a walk around the zoo to see the animals.

150. tis". I had always thought of that lovable man as **MANY** years older than m yself, although he was perh

151. urgh a year ago; 2. The desire to give Broglio as **MANY** starts as possible ; 3. The Redbirds' disheart

154. taken, as always in such cases, of public men at **MANY** levels. One knows better, now, who has bone a

157. rchanges are raised, allowing for cross access at **MANY** points and providi ng parking areas below the

158. ty of approach, but it also shows him touching at **MANY** points the stream of literary development bac

4. There were many animal.

Rule: many + of + Plural noun

Correction: There were many of the animals.

152. uous. So if under our present system 25,000 votes **GO** to Alphonse and 15,0 00 to Belinda and 10,000 to

153. ead; I'm thoroughly convinced of it --
Now can we **GO** to bed? 3 Summer Villanelle You know exactly wh

154. lm over pink and yellow and pale creamy stone. We **GO** on a Vaporetto to vi ew the studio where I might

155. 's monthly wage of 1,500 lei. "So when we can, we **GO** to the factories. Th e factories, in turn, are o

175. f you did more good than bad during your life you **GO** straight to Heaven, an arrangement which at lea

5. When they are go to school they will tell their friends.

Rule: Subject + go + to Correction: when they go to school they will tell their friends.

Task 3

004. e school because we have no time to be bored, and WE love all the club activities'. ꝑ P: How very in

006. w that we have passed from death to life, because WE love the brethren. He who does not love abides

011. amilies, We love our country We love your climate WE love our bombs We made your bombs. Overstandin

012. bombers With young families, We love our country WE love your climate We love our bombs We made yo

013. ere singing and calling his name:"Edward, Edward, WE love Edward!" they shouted. "Long live the King

014. -guided bombs, Young bombers With young families, WE love our country We love your climate We love o

019. of him. /1, St. John 2:29. _IF WE ARE BORN OF GOD WE LOVE GOD._ Everyone who loves is born of God

020. ows God. /1, St. John 4:7. _IF WE ARE BORN OF GOD WE LOVE THE BRETHREN._ We know that we hav

027. Everyone wants to talk to him. We're inquisitive, WE love his accent and his country. An American th

1. Mick and Jane loves to visit the zoo very much.

Rule: Plural Subject + verb plural

Correction: Mick and Jane love to visit the zoo very much.

007. a labor dispute existed, and that the workers had LEFT their jobs, which were then vacant because of

008. all the men out that night who, like himself, had LEFT their protective ridge and- fear working at t

011. ne? Erm situation where you have somebody who has LEFT their job. Wasn't clear at the time what the

012. nly issue in a labor dispute, and no workers have LEFT their jobs because of the dispute, we may con

026. ht was abandoned by a terrified Italian crew, who LEFT their light to shine for nine minutes like an

2. They left from their home in the morning.

Rule: left + Possessive Adjective + Noun

Correction: They left their home in the morning.

002. eople call them crocodiles." JOKES NOT TO TELL AT THE ZOO No, even the hyenas won't laugh at these

003. nd then didn't know what to do, and the people at THE ZOO haven't got any vulture chicks to show for

004. rning into a sheep! How do you feel? BAAA-AAD! AT THE ZOO The zoo's always a good place for a few la

005. s the little rascal been up to?" "When we were at THE ZOO," said the Headmaster, gravely, " Adrian w

001. e do. They've got a big vulture from Tanganika at THE ZOO he re, with a wife for him, too, very rare

3. They went for a walk around zoo to see the animals.

Rule: Prepositions + Articles + Noun

Correction: They went for a walk at the zoo to see the animals.

004. eir deaths. It is impossible to say precisely how MANY animals Healey has killed in her 38 years. Sh

4. There were many animal.

Rule: many + plural noun

Correction: There were many animals.

009. illings. By Mike Reid in Lima TWO police officers ARE to go to jail for their part in the massacre o

018. aith on the understanding that when the varieties ARE to go into U K official trials, the position o

5. When they are go to school they will tell their friends.

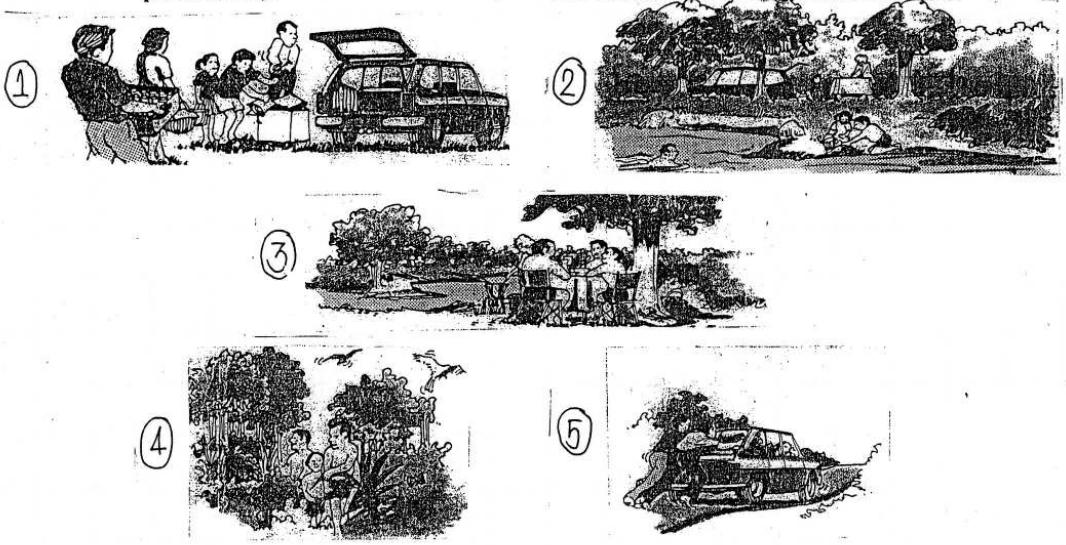
Rule: Subject + Verb + Verb – inf with to

Correction: When they are to go to school they will tell their friends.

APPENDIX H

Retention Test and Samples of the Learners' Error-Correction

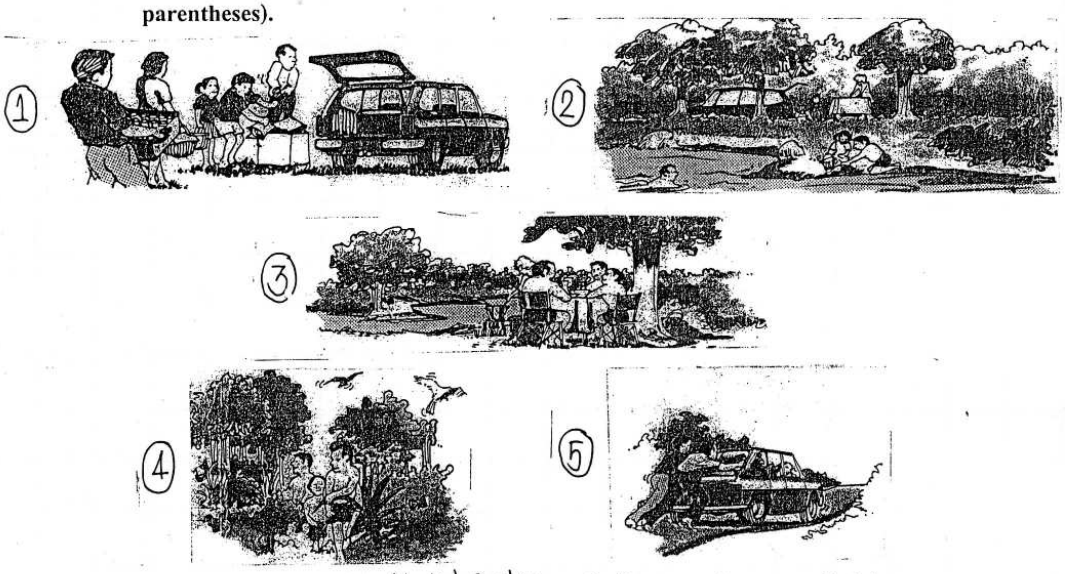
The following paragraph contains the grammatical errors by underlining. Correct the underlined words with appropriate grammatical form. Please write down your answer followed by the number (marked in the parentheses).



On last Sunday (1) ..... my family went to the countryside to have picnic (2)..... We made some sandwiches to take with us for lunch. We left quite early before there was too much traffic. After about two hour (3)..... we came to a nice place. It was near river, (4) .....with some large trees beside it, so we parked the car under the trees and went for a swim. It was a very hot day and the water were (5) .....very refreshing. After having a swim we had eat lunch (6) .....at the cool shade (7) ....._under the trees. Then we went for a walk. We saw many beautiful bird and butterfly (8) ..... After walking for about an hour we returned to the car. When we tried to start the car we couldn't get the car to start. We decided to push it. Then we got the car to start again. We arrived got (9).....home safely on that day. I hope if we go there again we will be check (10) .....our car before leaving home.

10

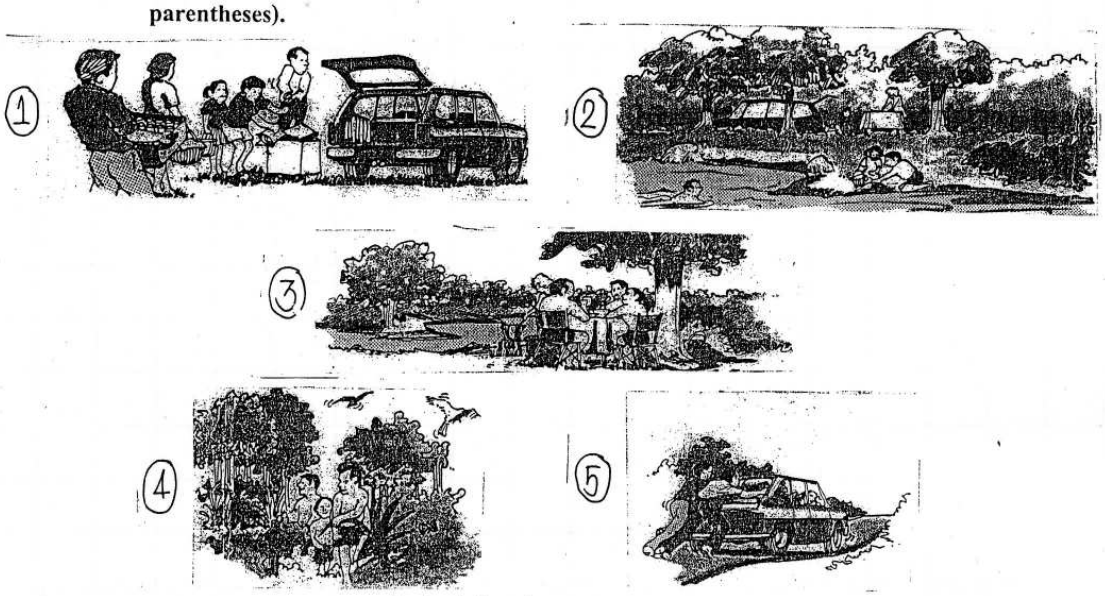
The following paragraph contains the grammatical errors by underlining. Correct the underlined words with appropriate grammatical form. Please write down your answer followed by the number (marked in the parentheses).



On last Sunday (1) ..At..last..Sunday.. my family went to the countryside to have picnic (2)..had..picnic..... We made some sandwiches to take with us for lunch. We left quite early before there was too much traffic. After about two hour (3).....two hours..... we came to a nice place. It was near river, (4) at near river.....with some large trees beside it, so we parked the car under the trees and went for a swim. It was a very hot day and the water were (5) ...water.....were.....very refreshing. After having a swim we had eat lunch (6) ..have eaten lunch...at the cool shade (7) ..in..the...cool shade....under the trees. Then we went for a walk. We saw many beautiful bird and butterfly (8) many bird and butterfly are beautiful After walking for about an hour we returned to the car. When we tried to start the car we couldn't get the car to start. We decided to push it. Then we got the car to start again. We arrived got (9)..have got to arrived..home safely on that day. I hope if we go there again we will be check (10) ...will be checked.....our car before leaving home.

23

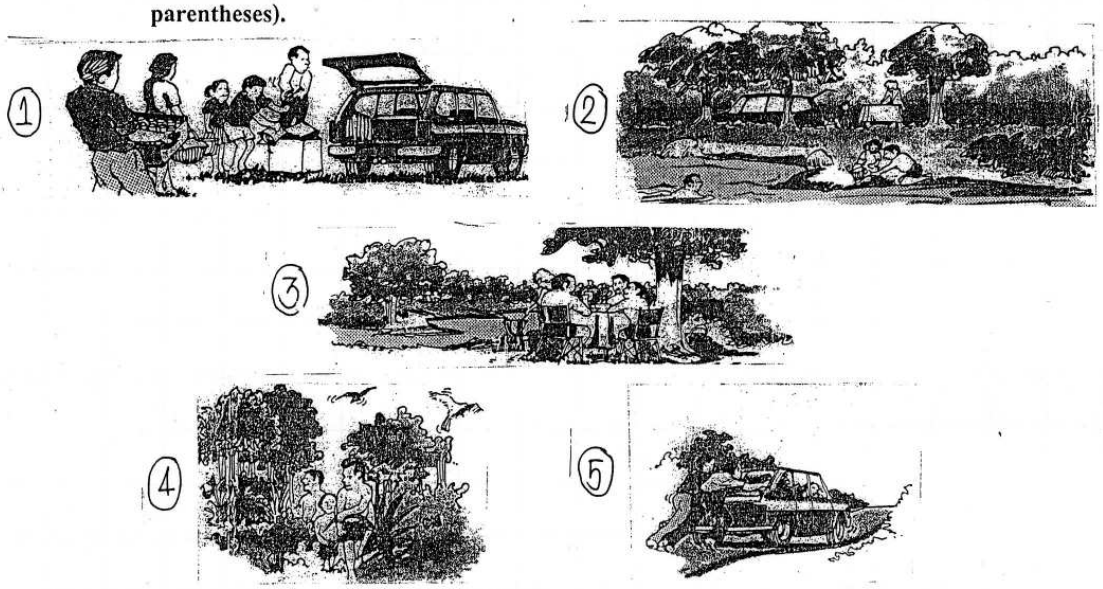
The following paragraph contains the grammatical errors by underlining. Correct the underlined words with appropriate grammatical form. Please write down your answer followed by the number (marked in the parentheses).



On last Sunday (1) .In..last Sun day.. my family went to the countryside to have picnic (2)....had..picnic..... We made some sandwiches to take with us for lunch. We left quite early before there was too much traffic. After about two hour (3)....two..hours..... we came to a nice place. It was near river, (4) .near....a..river.....with some large trees beside it, so we parked the car under the trees and went for a swim. It was a very hot day and the water were (5) ...the..water...was....very refreshing. After having a swim we had eat lunch (6) .had..eat...for..lunch...at the cool shade (7) .at cool the shade....under the trees. Then we went for a walk. We saw many beautiful bird and butterfly (8) .a lot of..beautiful..bird..and.. After walking for about an hour we returned to the car. butterfly When we tried to start the car we couldn't get the car to start. We decided to push it. Then we got the car to start again. We arrived got (9)....arrived....to....home safely on that day. I hope if we go there again we will be check (10) .....check.....our car before leaving home.

29

The following paragraph contains the grammatical errors by underlining. Correct the underlined words with appropriate grammatical form. Please write down your answer followed by the number (marked in the parentheses).



On last Sunday (1) On the last Sunday my family went to the countryside to have picnic (2) picnic We made some sandwiches to take with us for lunch. We left quite early before there was too much traffic. After about two hour (3) two hours we came to a nice place. It was near river, (4) river near with some large trees beside it, so we parked the car under the trees and went for a swim. It was a very hot day and the water were (5) the water was very refreshing. After having a swim we had eat lunch (6) had eaten lunch at the cool shade (7) at cool shade under the trees. Then we went for a walk. We saw many beautiful bird and butterfly (8) beautiful many bird and butterfly. After walking for about an hour we returned to the car. When we tried to start the car we couldn't get the car to start. We decided to push it. Then we got the car to start again. We arrived got (9) have arrived get home safely on that day. I hope if we go there again we will be check (10) will check our car before leaving home.

APPENDIX I

Raw Score Obtained from the Main Study

Raw Score Obtained from the Main Study

N=37	Task 1	Task 2	Task 3	Post-test	Retention-test
	%	%	%	%	%
1	100	80	80	62.5	60
2	80	80	100	100	40
3	60	60	60	61.53846	80
4	80	100	80	41.66667	80
5	100	100	100	84.61538	60
6	100	80	100	64.28571	40
7	100	100	100	66.66667	40
8	60	80	80	94.44444	50
9	100	80	80	57.14286	80
10	60	60	60	80	20
11	100	80	80	72.72727	50
12	40	80	60	38.46154	30
13	60	80	80	50	30
14	100	80	80	80	50
15	100	60	60	71.42857	80
16	100	60	100	75	40
17	80	100	80	81.81818	60
18	60	80	80	66.66667	50
19	60	80	80	45.45455	90
20	60	80	80	90	50
21	60	60	60	77.77778	60
22	100	100	80	75	60
23	80	80	60	84.61538	30
24	60	80	80	75	40
25	100	100	80	58.33333	60
26	100	40	80	92.30769	50
27	100	100	100	44.44444	90
28	60	80	60	55.55556	40
29	100	100	60	78.57143	30
30	100	80	100	80	50
31	80	80	100	60	50
32	100	80	60	36.36364	40
33	40	80	80	72.72727	60
34	60	60	60	50	60
35	60	80	60	60	50
36	100	100	100	93.33333	100
37	60	80	80	62.5	60
$\bar{X}$	80	80.54	78.92	64.34	54.32

VITAE

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List of Publication and Proceedings

Tasanameelarp, A., & Laohawiriyanon, C. (2010). Strategies employed by EFL learners to learn grammar through concordances: A closer look [Abstract]. *Proceedings of the 2nd International Conference on Humanities and Social Sciences,* Thailand: Prince of Songkla University (p.53).