Effectiveness of Inductive Approach to Grammar Learning for Writing Course: A Case Study of 2nd Year English Major Students, Suratthani Rajabhat University

Prisna Putthasupa

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of Arts Degree in Teaching English as an International Language

Prince of Songkla University

2010

Thesis Title	Effectiveness of Inductive Approach to Grammar Learning for Writing Course: A Case Study of 2nd Year English Major Students, Suratthani Rajabhat University
Author	Miss Prisna Putthasupa
Major Program	Teaching English as an International Language

Major Advisor:

.....

(Asst. Prof. Dr. Premin Karavi)

Examining Committee:

.....Chairperson

(Dr. Kemtong Sinwongsuwat)

.....

(Asst. Prof. Dr. Premin Karavi)

.....

(Dr. Pittayatorn Kaewkong)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language

.....

(Assoc. Prof. Dr. Krerkchai Thongnoo)

Dean of Graduate School

ชื่อวิทยานิพนธ์	ประสิทธิผลของวิธีการสอนแบบอุปนัยต่อการเรียนไวยากรณ์ในรายวิชาการเขียน: กรณีศึกษาในกลุ่มของนักศึกษาวิชาเอกภาษาอังกฤษชั้นปีที่2 มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
ผู้เขียน	นางสาวปริศนา พุทธสุภะ
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2552

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) สำรวจข้อผิดพลาดทางด้านไวยากรณ์ในงานเขียนของนักศึกษาสาขาภาษาอังกฤษชั้นปีที่ 2 มหาวิทยาลัยราชภัฏสุราษฎร์ธานี 2) ศึกษาว่าวิธีการสอนแบบอุปนัยสามารถปรับปรุงข้อผิดพลาดทางด้านไวยากรณ์ของนักศึกษาในรายวิชาการเขียนมหาวิทยาลัยราชภัฏสุราษฎร์ธานีได้หรือไม่ และ 3) สำรวจทัศนคติของนักศึกษาที่มีต่อวิธีสอนแบบอุปนัยในการเรียนหลักไวยากรณ์และการเขียน

กลุ่มตัวอย่างเป็นนักศึกษาจำนวน 80 คน ซึ่งเรียนสาขาภาษาอังกฤษ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี งานวิจัยนี้ได้ถูกจัดทำในภาคเรียนที่ 1 ปีการศึกษา 2552 ในรายวิชา 2003209 รูปแบบการเขียนอนุเฉท ผู้วิจัยเลือกกลุ่มตัวอย่างที่มีระดับของผลสัมฤทธิ์ทางด้านภาษาอังกฤษเท่าเทียมกัน กลุ่มตัวอย่างถูกแบ่งออกเป็น 2 กลุ่ม คือ กลุ่มทดลองกับกลุ่มควบคุม ทั้งสองกลุ่มเรียนหลักไวยากรณ์เหมือนกัน 17 บทเรียน กลุ่มทดลองเรียนหลักไวยากรณ์โดยใช้วิธีสอนแบบอุปนัย ส่วนกลุ่มควบคุมเรียนหลักไวยากรณ์โดยใช้กิจกรรมอื่นที่ไม่ใช่วิธีสอนแบบอุปนัย เครื่องมือที่ใช้เก็บข้อมูลในการวิจัยประกอบด้วย แบบทดสอบปรนัย จำนวน 100 ข้อ แบบทดสอบการเขียน บทเรียนที่ออกแบบโดยใช้วิธีสอนแบบอุปนัย และแบบสอบถามเกี่ยวกับทัศนคติต่อการเรียนหลักไวยากรณ์โดยใช้วิธีสอนแบบอุปนัยของกลุ่มทดลอง

สรุปผลการวิจัยได้ดังนี้1) ประเด็นข้อผิดทางด้านไวยากรณ์ที่พบในงานเขียนของนักศึกษาทั้งสองกลุ่มมีทั้งหมด 25 ประเด็น ข้อผิดพลาดที่พบบ่อย คือ คำกริยา การใช้กาล การแทรกแซงโดยภาษาที่หนึ่ง การใช้คำสรรพนาม และการใช้คำนาม 2) ผลสัมฤทธิ์ด้านหลักไวยากรณ์ของกลุ่มตัวอย่างทั้งสองมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ นักศึกษาที่เรียนหลักไวยากรณ์โดยใช้วิธีสอนแบบอุปนัยมีผลสัมฤทธิ์ดีกว่านักศึกษาที่เรียนหลักไวยากรณ์โดยใช้กิจกรรมอื่น ผลที่ได้นี้สนับสนุนสมมติฐานว่าวิธีสอนแบบอุปนัยสามารถเพิ่มผลสัมฤทธิ์ในกระบวนการเรียนไวยากรณ์ภาษาอังกฤษในงานเขียน3) นักศึกษาที่เรียนหลักไวยากรณ์ในวิชาการเขียนโดยใช้วิธีสอนแบบอุปนัยมีทัศนคติในเชิงบวก

Thesis Title	Effectiveness of Inductive Approach to Grammar Learning for Writing Course: A Case Study of 2nd Year English Major Students, Suratthani Rajabhat University
Author	Miss Prisna Putthasupa
Major Program	Teaching English as an International Language
Academic Year	2009

ABSTRACT

The purposes of this research were 1) to investigate grammatical errors in the texts written by 2nd-year English major students at Suratthani Rajabhat University 2) to study whether the use of the Inductive Approach can improve students' grammatical errors in the writing course at Suratthani Rajabhat University and 3) to investigate the students' attitudes towards the inductive approach to learning grammar and writing.

The subjects of this study were 80 second-year students majoring in English, the faculty of Education at Suratthani Rajabhat University, Suratthani Province. This research was conducted in the 1st semester of the academic year 2009 in the writing course, 2003209 Formal Paragraph Writing. The subjects were selected based on their level of achievement in English skills and were put into the experimental group and the control group. The experimental group was taught 17 grammatical items using the inductive approach, while the control group was taught the same items with a regular approach. The research instruments were used in this study: grammatical pre-test consisting of 100 multiple choice items, writing test, lesson plans the inductive approach, a post test for both groups and a questionnaire eliciting students' attitudes towards learning grammar through the inductive approach.

The findings of the study were as follows: 1) It was also found that there were totally 25 types of grammatical errors. Five types of errors frequently produced by the students ranking from sentence to word levels were verbs, tenses, first language interference, the use of pronouns, and the use of nouns.2) The Inductive Approach positively affected the teaching of grammar in the writing course. The

mean scores of the post test in the experimental and control groups were significantly different at the 0.01 level. This indicates that the students who were trained through the inductive approach had significantly higher learning rate than did the students who were taught with the common lessons through the regular lectures. After the treatment, there were differences in frequencies of error occurrences between both groups, that is, both experimental and control groups did significantly better in the post tests than in their pre-tests. This showed that the inductive approach, through the writing classes, could improve learners' grammatical errors. 3) The students had positive attitudes towards learning English grammar through an inductive approach.

ACKNOWLEDGEMENTS

At the time of completion of this thesis, it would not have been complete without the encouragement and support from a great number of people. I would like to express my sincere gratitude and appreciation to many individuals who have assisted me in the completion of my study.

First, my deepest gratitude and greatest appreciation is to my supervisor, Asst. Prof. Dr. Premin Karavi, for his considerable patience, kindly providing me with invaluable suggestions, constructive feedback, diligent supervision and guidance. Without his help, I could never have completed my thesis. I would also like to thank Dr. Pittayatorn Kaewkong, to my examining committee, for his valuable time and comments.

Also, I am grateful to the reader and committee member, Dr. Kemtong Sinwongsuwat, who has kindly provided helpful feedback. My grateful appreciation goes to her for her editorial help and constructive comment.

In addition, I would like to express my special thanks to all the instructors in the Master of Arts Program in Teaching English as an International Language, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus. I also appreciate the friendship and assistance I received from the Master of Arts students in this program.

Moreover, I would like to extend my appreciation to the 2nd year English Major students in the first semester of the academic year 2009 at Suratthani Rajabhat University, who served as the research subjects and participated in piloting tests. This research would not have been possible without their participation and cooperation.

Last, but not least, my special thanks go to my beloved parents, my husband, and my friends who continuously provided moral support, and warm encouragement during the years until I completed my M.A. study.

Prisna Putthasupa

CONTENTS

	Page
ABSTRACT (THAI)…….....	iii
ABSTRACT (ENGLISH)…….....	iv
ACKNOWLEDGEMENTS……...	vi
CONTENTS…….....	vii
LIST OF TABLES…….	x
LIST OF FIGURES ……..	xi
CHAPTER	
1. INTRODUCTION…….	1
1.1 Rationale of the Study ……..	1
1.2 Purposes of the Study ……	6
1.3 Research Questions……	7
1.4 Expected Results ……...	7
1.5 Scope and Limitations of the Study ……..	7
1.6 Definitions of Terms …….	8
2. REVIEW OF RELATED LITERATURE AND RESEARCH …….	9
2.1 Inductive Approach……	9
2.1.1 Definition of Inductive Approach ……..	10
2.1.2 Advantages and Disadvantages of Inductive Approach….	11
2.1.3 Inductive Approach in Language Teaching ……...	13
2.1.4 Inductive Approach in Teaching Writing ……..	14
2.1.5 Comparison of Inductive Approach and Deductive Approach……..	19
2.2 Teaching Grammar ……...	21
2.2.1 What is Grammar? …….	21
2.2.2 The Role of Syntax in Writing …….	22
2.2.3 Teaching Grammar in Writing……	23
2.3 Error analysis ……	24
2.3.1 Definition of Errors…….	25
2.3.2 Significance of Errors ……	25

CONTENTS (Continued)

	Page
2.3.3 Types of Errors ……..	26
2.3.4 Theoretical Issues Related to Errors ……..	27
2.3.4.1 Interlanguage ……..	27
2.3.4.2 Fossilization ……	28
2.3.4.3 Subject-Prominent Language ……..	29
2.3.4.4 Serial Verb Construction……..	31
2.3.4.5 Thai Syntactic Features……	32
2.3.5 Error Analysis Movement ……..	33
2.4 Related Studies ……..	33
2.4.1 Studies on Error Analysis……...	33
2.4.2 Studies on Inductive Approach……...	35
3. RESEARCH METHODOLOGY ……	39
3.1 Purposes ……..	39
3.2 Research Questions …….	39
3.3 Hypotheses ……...	40
3.4 Subjects …….	40
3.5 Instruments ……..	40
3.5.1 Pre-test ……..….	41
3.5.2 Inductive Approach Treatment...……...…….	42
3.5.3 Post test …….	43
3.5.4 Questionnaire on Attitudes towards Learning English through an Inductive Approach ……	43
3.6 Data Collection ……...…….	44
3.7 Data Analysis …….…….….	44
4. FINDINGS AND DISCUSSION ……..	47
4.1 Grammatical Errors in Written texts……..	47
4.1.1 Target Grammatical Errors…….….	47
4.1.2 Non-Target Grammatical Errors……..…	49

CONTENTS (Continued)

	Page
4.1.3 Illustration of Grammatical Errors in Writing tests……	50
4.1.3.1Target Grammar……..	50
4.1.3.2 Non-Target Grammar……..	62
4.2 Effects of the Inductive Approach Received from the Writing Test	68
4.2.1 Grammatical Errors in Writing Pre-test……..…	69
4.2.2 Grammatical Errors in Writing Post test…….	70
4.3 Effects of Inductive Approach Received from the Grammar Test…	71
4.3.1Comparisons of grammatical knowledge in the pre-tests of the two groups…….	71
4.3.2 Comparisons between Pre-test and Post test Scores of the two groups……...	72
4.3.3 Comparisons of Post test Scores of the two groups……..	73
4.4 Students' Attitudes towards Inductive Approach ……	74
5. SUMMARY, IMPLICATIONS AND RECOMMENDATIONS……...…	80
5.1 Summary of the Study …….	80
5.2 Summary of the Findings ……	82
5.3 Implications of the Study ……...…….…….....	83
5.4 Recommendations for Further Studies ……...……..	85
REFERENCES …….	87
APPENDIX	
A. GRAMMAR TEST ……..…….	93
B. WRITING TEST ……..…….	106
C. LESSON PLANS……..…….....	111
D. QUESTIONNAIRE IN BOTH THAI AND ENGLISH ….……..	152
E. TEACHING SCHEDULE…….....……	166
F. ERROR CODES ……..….	171
G. WORKING CARD…….....	173
H. EXAMPLES OF WRITING TEST …….....	175

CONTENTS (Continued)

VITAE …… 183

LIST OF TABLES

Table		Page
4.1	Target Grammatical Errors found in Pre-test and Post-test Written Texts……	48
4.2	Non-Target Grammatical Errors found in the Pre-test and the Post test written texts……	49
4.3	Frequencies of All Grammatical Errors of Experimental and Control Groups from Pre-test and Post-test writing……	68
4.4	Comparisons of Grammatical Knowledge scores in the pre-test between two the groups……..	71
4.5	Comparisons between Pre-test and Post test Scores of the Two Groups…	72
4.6	Comparison of Post test Scores of Two Groups……..	74
4.7	Attitudes towards Learning English grammar in the Level of Strongly Agree……	75
4.8	Attitudes towards Learning English grammar in the Level of Agree……	76
4.9	Attitudes towards Learning English grammar in the Level of Neutral……..	78

LIST OF FIGURES

Figure **Page**

4.1 Subjects' Pre-test and Posttest Mean Scores…….…….. 73

CHAPTER 1

INTRODUCTION

1.1 Rationale of the Study

The Basic Education Curriculum B.E. 2544 (Education, 2001) recognizes English as an international language used as the medium of communication by world. With the great value of English, the changes in the National Education Act, (Education, 2001) and the challenges of new information technology, the Ministry of Education has made English one of compulsory subjects starting from level 1 in primary education. It is divided into four levels, namely: Level 1 (Preparation Level), Level 2 (Beginning Level) in primary education, Level 3 (Expanding Level) in lower secondary education and Level 4 (Expanding Level) in upper secondary education. The four main goals to be covered in the English curriculum are; 1) language for communication, 2) language and culture, 3) language and other subjects, and 4) language and its relationships with the world's communities. Moreover, at the university level as part of general education all students are required to study at least 12 credits, in 4 courses covering general English and English for specific purposes.

The role of English in Thailand is important as in many other developing countries. New technology and the Internet have resulted in a major transformation in terms of business, education, science, and technological progress, all of which demand high proficiency in English. With the economic downturn in Thailand a few years ago, a large number of Thai companies have embraced international cooperation regional and English is used as the means to communicate, negotiate and execute transactions by participants who are not native speakers of English. However, Thailand has always been a country with one official language, Thai. Thai people are proud that they have never been colonized. Another reason for having been a country with one language is the concept of national stability. There

have been proposals to make Thailand a country with two languages, Thai and English, but this has never materialized due to the above mentioned reasons.

Thai Students were taught English, especially in grammar since elementary school. Not only conversation was not in a particularly English teaching but also speaking learnt when they were 18 years. Wiriyachitra (2000) pointed out that English can be at most the first foreign language that students must study in schools. Thais' level of English proficiency is low in comparison with many countries in Asia such as Malaysia, Philippines, and Singapore. Researchers on the topics of needs and wants of English in workplaces have also suggested that the English curriculum in Thai universities cannot meet the demands for English used in the workplace. The skills used most at this level are listening and speaking which are not the focus skills in the Thai tertiary education English curriculum.

It can be said that up to now English language teaching in Thailand has not prepared Thais for the changing world. Thailand will lag behind in the competitive world of business, education, science and technology if the teaching and learning of English is not improved. Attapan (2002) mentioned that in Thailand, English language is taught mainly by Thai native teachers apparently through the Thai language as the medium of instruction. The lessons are limited to grammatical points and comprehension reading which require heavy explanations in the native language. Pongsiriwet (2001) also stated that one main purpose was to help the students pass the examination. The focus was on language learning not on language acquisition. Moreover, many language teachers had been used to the traditional style of language teaching since the time they themselves were school students and found it too difficult to change. Hence, they often taught in the same way as they were taught. That is, by teaching grammar, a teacher explained rules of the language and tried to make learners understand and memorize them. After that the exercise on the rules were drilled in chorus, using some kinds of substitution tables. Most of the exercises were written and the dialogues from the texts used in school were mainly aimed at familiarizing students with grammatical rules rather than improving their linguistic performance.

After several years of study, many students knew English without being able to use it, even in expressing their own intentions. Due to the fact that the

students only study English to pass examinations, they were not well-motivated and are deprived of the opportunities to practice English in real life situations. Puntakerngamorn (1999) shared the idea that students were not able to communicate effectively in English due to numerous factors. For instance, aside from this sad reality, learners are not well-motivated. They focus on how difficult it is to learn a second language since they do not have the interest that will help them overcome the challenges relative to learning the language. The only reason for most of the learners to attend an English class is that it is a compulsory subject in the school's curriculum. Lightbown and Spada (1999) stated that teachers have no influence over a learner's intrinsic motivation for learning a second language. Learners come into our classrooms from different backgrounds and life experiences, all of which have contributed to their attitudes towards and motivation to learn the target language. The principal way that the teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated, to engage in activities which are appropriate to their age, interests and cultural backgrounds, and, most importantly, where students can experience success.

Dulay et al., (1982) and Gorbet (1979) stated that in the process of acquiring English as a second language or foreign language, learners inevitably make errors. It seems that making errors is normal in the learning process. One cannot learn without it. In this sense, it is seen as an integral part of learning. Over the last three decades there has been a wide research interest in the analysis of errors committed by learners learning English as a second language (ESL) or English as a foreign language (EFL). Dulay & Burt (1974), El-Sayed, (1982) Ghadessy (1980) and Yang (1994) suggest errors are inevitable in second language learning and learners' errors should be identified, categorized, and analyzed in order to investigate the causes of errors and find out the ways to reduce them.

Definitely, Ellis (1985) revealed that communication ability is the prime target of language teaching; however, language structures cannot also be abandoned from language instruction. Comparably, language structures can be considered as parts of human body which technically enable the body to be able to move. They are bones, muscles, and veins, while, on the other hand, communication is comparable to how we move our bodies - walking, running, or dancing. Hence,

without one of those cooperative elements, it is impossible that one can move perfectly.

Likewise, communications in the target language and production of own sentences, covering both spoken and written languages, are also impracticable without accurate and efficient understanding of language structures, which play a part in enhancing students' creation of new sentences. Consequently, the attention of the proposed study is placed toward enlargement of students' English language writing, via the improvement of their understandings about how the language works.

In addition, Pongsiriwet (2001) stated that learning writing in English is not a simple task, particularly to non-native learners. ESL/EFL learners have put a lot of time and effort into acquiring the language and learning to write. In their attempt to master writing skills, learners inevitably make errors. One of the major difficulties with writing in English lies in the grammar of the language, which has been found to be a major source of writing errors. ESL/EFL learners have committed various types of grammatical errors in their written products. Since grammatical accuracy is an essential feature of standard written English, it will be valuable to ESL/EFL teachers to be familiar with types of errors learners actually make in order to help improve learners' grammatical accuracy in writing. Huges (1982) mentioned that the assessment of ESL/EFL writing not only concerns itself with grammatical accuracy but also discourse organization. It is, therefore, significant for ESL/EFL teachers to ensure that learners exhibit successful performance at both grammatical and discourse levels. And in order to assist the learners in improving the quality of his/her writing and achieving more proficiency as ESL/EFL writers, teachers should be provided with insights into various features which contribute to quality writing and this needs to take into account in assessing student writing.

Nowadays, there are two basically ways in which a learner achieves understanding of structure rules or grammar; deductive and inductive approaches. The deductive approach is a traditional style in which the grammar rule is presented and the learner engages with it through the study and manipulation of examples. It is much less constructivist and is based on the idea that a highly structure of content creates optimal learning for students. A teacher introduces the students to grammatical rules and structures in English by means of multiple media - textbooks,

class-notes, lectures and via other possible means. Thereafter, the teacher initiates the students into the usage and practice of the presented rules through controlled activities. This speeds up the learning process and finally the student is allowed to engage in wide-ranging activities, bringing in other English language elements. The deductive approach also has some quite significant disadvantages that cannot be disregarded. The most important one is lack of students' involvement and struggle for understanding, which may result in the lesson being teacher-centered and not demanding in terms of creativity and imagination. Teacher's incompetence may deteriorate the situation further; if he is unable to state the rule explicitly, back it up with relevant examples and adjust the use of metalanguage to the needs of his students, and then even the simplest grammar instruction can become ambiguous, and breed confusion and discouragement.

In an Inductive Approach, on the other hand, is an experimental approach that lies at the opposite end of the spectrum. It is an approach, whereby the language rule is deduced or inferred by means of a controlled discovery. *The teacher provides the students with the means t*o discover the rule - presenting the fundamentals as language examples rather than grammatical structures and rules. It is left to the students to understand the usage of the grammatical structure in the context of the language paradigms presented and thereby arrive at the rule. It creates an understanding of the use of a grammatical structure with the help of apposite examples. The students uncover the rule via continued practice of the structures presented through examples.Its major advantage is the fact that it encourages mental effort and forces students to rely on their intelligence and the ability to analyze and make connections between particular samples of speech. Knowledge obtained through the subconscious process of identification and incorporation of the presented grammatical rules into ones language system is characterized by greater permanence and can be put into practice without conscious and time-consuming examination of the context from the grammatical point of view. But here, too, much depends on the teacher. Choosing examples that will guide students to the desired conclusions is an awfully demanding and risky task. Not being able to delineate the path leading to a particular grammatical point with appropriate instances, the teacher puts on the line

the whole lesson. Moreover, inductive method may take a lot of valuable time that could be devoted to practice and production.

Due to the advantages of the inductive approach, problems in teaching and learning grammar stated earlier could be solved. Thus, the present study is designed to address issues concerning grammatical aspects of English writing. It attempts to find out whether an Inductive Approach improves students' paragraph writing accuracy, and investigates grammatical errors in students' English writing. In addition, the researcher further to study students' attitudes. Wright (1987) proposed that students' attitudes play an important role in studying English, particularly writing skills. Some students may think that writing is very difficult, however, some may not. In teaching writing skills, the teachers should know students' attitudes in order to manage the lessons effectively.

1.2 Purposes of the study

This study investigates grammatical types and frequent errors which occur in four types of writing (narration, exposition, description, and argumentation) written by second year English Major Students at Suratthani Rajabhat University through the inductive approach. The main purposes are to:

1. investigate types of grammatical errors in the texts written by 2nd year English major students at Suratthani Rajabhat University.
2. study whether the use of the Inductive Approach can improve students' grammatical errors in the writing course at Suratthani Rajabhat University.
3. To investigate the students' attitudes towards learning grammar through the Inductive Approach.

1.3 Research Questions

Three research questions were formulated to accomplish the purposes addressed above.

1. Which types of grammatical errors are there in the texts written by 2nd year English major students at Suratthani Rajabhat University?
2. Will the use of Inductive Approach improve students' grammatical errors in the writing course at Suratthani Rajabhat University?
3. Will the students' attitudes towards learning grammar through the Inductive Approach be positive or negative, and at which levels are they?

1.4 Expected results

It was expected that the inductive approach would improve their grammar accuracy. In addition, information presented in this study may be useful for ESL/EFL teachers in the following areas planning writing courses, determining instructional priorities, devising effective lessons and learning activities, developing teaching materials, and improving teaching methods and techniques. Particularly for teachers of ESL/EFL writing, the results of the study may assist these them in determining what grammatical and discourse aspects should be of immediate concern and thus be the focus of a writing course.

1.5 Scope and limitation of the study

This study aimed to find out grammatical errors found in the written paragraph, and to examine whether second year English major students in the Faculty of Education, Suratthani Rajabhat University, who studied in the course "Formal Paragraph Writing" through the inductive approach would improve their English writing accuracy,

This study, however, might have some of the following limitations. Firstly, the study was mainly classroom-based because it investigated a specific group

of 80 second year English major students currently studying in the Faculty of Education, Suratthani Rajabhat University, Suratthani Province. As a result, the outcomes may not be readily generalized to all students who are studying at the same education level in other universities. Secondly, English lessons taught in this study were limited to the content as indicated by the course "Formal and Paragraph Writing", following the university syllabus of the first semester in the 2009 academic year. The course covered 5 units of 1) introduction to the paragraph, 2) sharpening your thinking skills, 3) composing a paragraph, 4) paragraph strategies, and 5) paragraph practice. Finally, experiment time was limited by constraint as imposed by the university's schedule. The study was taken three hours a week, or 15 periods of 150 minutes each.

1.6 Definition of Terms

In this study, 4 important terms are used, which are defined as follows:

1. Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language.

2. Inductive approach is a learning process used in teaching grammar in writing class in the research, according to the approach learners were not taught grammatical or other types of rules directly but were allowed to discover or induce rules from their experience of using the language.

3. Effect is an expectation of the results from teaching grammar in writing class through an inductive approach.

4. Attitude is the opinions and feelings that the learners usually have about teaching grammar by using the inductive approach.

CHEAPTER 2

REVIEW OF LITERATURE AND RELATED RESEARCH

This chapter contains two major sections. The first section reviews related literature. Earlier, an inductive approach was mentioned, including teaching writing and teaching grammar in writing. The role of syntax in writing and error analysis were briefly reviewed to establish relevant theoretical background. In the later parts, related researches on teaching by using the inductive approach and also analysis of errors in writing are reviewed.

2.1 The Inductive Approach

There are several approaches employing in language learning and teaching. Currently, EFL/ESL teachers are encouraged to explore what works and what does not work in a certain ELT context since no single approach or method is best suited for all teaching contexts. An Inductive Approach is a specific strategy which aims to move the student towards achieving the objective and to learn a foreign language.

Felder and Henriques (1995) stated that an inductive approach comes from inductive reasoning, stating that a reasoning progression precedes from particulars, such as observations, measurements, or data to generalities, for example, rules, laws, concepts or theories. In short, when we use induction, we observe a number of specific instances, and from them, infer a general principle or concept.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starts with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. Eisenstein (cited in Long & Richards, 1987) maintains that the inductive approach tries to utilize the very strong reward

value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their own instruction.

2.1.1 Definition of Inductive Approach

The Inductive Approach is a useful technique used in teaching grammar. It starts with specific examples, followed by practice, and ends a lesson by general rule conclusion. Definition of Inductive Approach is presented follow.

Richard, Platt and Platt (1997) defined an inductive approach as an approach to language teaching in which learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.

Brown (2000) defined an inductive approach as the storing of a number of specific instances and inducing a general law or rule or conclusion that governs or subsumes the specific instances.

Krashen (2002) stated that according to this approach, learners learn the system of language, for example, grammar or sentence rules, in the same way as children acquire their first or second language. In this regard, meaningful interaction in the target language or natural communication is more important than the form of the language.

Goner, Phillips, and Walters (1995) mentioned that the inductive approach is an effective approach used in teaching language, which represents a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context. To summarize, the students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples.

To summarize, the inductive approach is one technique used in language teaching and learning, in which grammatical rules are taught indirectly. The students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples.

2.1.2 Advantages and disadvantages of the Inductive Approach

The Inductive Approach is developed to promote the students' success in learning new grammatical structures and functions. This approach has its advantages and disadvantages in presentation of English grammar rules.

Rivers & Temperley (1978) stated that with this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rule from the examples of its use and continued practice. Thus, the students practice and apply the use of the grammatical structure. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher. Rivers & Temperley (1978) concluded the advantages and disadvantages of the inductive approach as follows. Firstly, learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance. Secondly, learners' greater degree of cognitive depth is "exploited". Thirdly, the learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated. Fourthly the approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge. Finally**,** if the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.

Winter (1989) also summarized advantages of the inductive approach as follows. First, the inductive approach moves the focus away from the teacher as the giver of knowledge to the learners as discoverers of it. It encourages learner autonomy. If learners can find out rules for themselves then they are making significant steps towards being independent. The teacher can take this further by letting learners decide what aspect of the language in a text they want to analyze. This reflects the acquisition process where children learn by being in contact with the language and using it, then finding rules and applying them to new contexts. Thus, the teachers are able to respond better to the needs of their learners. For example, the teacher can clearly see and address problems with understanding of a certain rule or item of lexis as learners go through the process of identifying and analyzing it.

Second, the inductive approach naturally encourages more communication, as learners need to discuss language together. Teachers can support and encourage new learning styles and strategies. For example, this kind of approach is good to develop reflective learning and learning in groups, and encourages the strategy of using the English around the students to find rules and examples. The rules and structures students discover are often more valid, relevant and authentic as they can be drawn from real use of English. Lastly, the teachers can exploit authentic material from a wide range of sources to present a target language which stimulates and motivates many learners.

Goner, Philips, and Walters (1995) clarified that the advantages of an inductive approach are that students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency. The inductive approach also promotes increased student participation and practice of the target language in the classroom, in meaningful contexts. The use of the inductive approach has been noted for its success in EFL/ESL classrooms world-wide.

However, there are several advantages of the inductive approach. Goner, Philips, and Walters (1995) stated that it is sometimes difficult for students who expect a more traditional style of teaching to induce the language rules from context. Understanding advantages of this approach may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students. Rivers & Temperley (1978) additionally gave some disadvantages of the inductive approach as follows. Firstly, the approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule. Secondly, the concepts given implicitly may lead the learners to have the wrong concepts of the rule taught. Thirdly, the approach can place emphasis on teachers in planning a lesson. Fourthly, it encourages the teacher to design data or materials taught carefully and systematically. Finally, the approach may frustrate the learners in their personal learning style, or because of their past learning experience would prefer simply to be told the rule.

2.1.3 Inductive Approach in Language Teaching

Learning inductively is among the communicative approaches that encourage students to communicate fluently. For example, teachers who are using the inductive method take more time to perceive that a grammatical point it is not useful for their purpose. Coulter (1983) stated that to acquire a language means to pick it up gradually, gaining the ability to communicate with it without necessarily being able to articulate the rules. Individuals absorb what they can from the abundant and continuous input that bombards them. They cannot grasp all they hear, but each day increases their ability to understand, retain, and use in conversation what they have taken in. Throughout the process they gain in their ability to transfer strategies, make assumptions about the new language system, formulate and test rules, and either keep or abandon them. They continue this process until they fossilize, which they may do as soon as they feel they have learned what they need to in order to communicate in the language. Rivers & Temperley (1978) proposed that this method involves the translation of literary texts followed by explanation in the students' native language of rules of grammar. A later approach is the *direct method,* in which classes are taught entirely in the target language; grammar is taught inferentially and plays a secondary role to oral communication. Allen & Corder (1975) claimed that this approach, which was in vogue in many countries throughout the nineteenth century, is almost purely inductive. The third approach is the *audio-oral method,* according to which language is a set of habits with vocabulary being of secondary concern. In this method, which was influenced by behavioral psychology and structural linguistics, students learn by repeating structural patterns and eventually automatize the structures, aided by positive reinforcement provided by the teacher. Winter (1989) also claimed that the inductive approach in language teaching is compared to the Audio-Lingual Method where learning is defined as habit formation. Students learned by rote of numerous examples of a structure until the use of that structure became automatic. They were not consciously aware of what structures there were learning unless at the end of the lesson the teacher gave them the appropriate rule to describe what they had already supposedly learned.

To conclude, an inductive learning is the process of discovering general principles from facts. In a language classroom, an 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. It involves discovery techniques. It seeks in some ways to duplicate the acquisition process. It often exploits authentic material. It has learners at the centre of the lesson and the focus is on usage rather than rules.

2.1.4 Inductive Approach in Teaching Writing

The most important factor in teaching writing is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The Inductive Approach stresses on the both quantity and quality of students' writing. This helps students to produce their own sentences following the examples and then they could recover the grammar rules by themselves.

Dekeyser (1995), Hammerly (1975), Fischer (1979), Nagata (1997) and Shaffer (1989) stated that the topic of teaching grammatical rules using an inductive approach has drawn much attention and generated much controversy over the past few decades. Hammerly (1979) claimed that the researchers point out that learners benefit from an inductive approach in which they discover and formulate the underlying grammatical rules in their writing by themselves. This cognitive depth leads to longer and better retention of knowledge. The process of discovering could also be more interesting. Fischer (1979) suggested that target grammatical rules that are easier and simpler than native language rules should be taught inductively. Moreover, an inductive approach emphasizes teachers' guidance to help students formulate grammar rules from given model sentences and texts. Teachers ask students questions to help induce or prompt the target rules in order to write complete sentences. Thus, with some help from teachers, students can discover the rules on

their own. Further, Paradowski, Michał B. (2007) states that the inductive approach is student centered and allows learners to become deeply involved in the language they are writing and offers a potential for reflection. In the process of learning to write (learning-and-doing) they feel more important, are less passive, and do not get bored so easily during the lesson.

Therefore, the inductive technique can render great service to teachers who have problems with keeping their students disciplined, concentrated and occupied, as it partly obviates these problems. Knowing that they can work out the rules from examples by themselves greatly increases learners' motivation, makes them attentive, more actively involved in—and confident and enthusiastic about—the learning process rather than simply passive recipients, and at the same time contributes to its effectiveness. Writing a paragraph in the proposed framework affords opportunities for cognitive development, a sense of success, achievement, and progress, which all learners need in order to preserve motivation. In addition, the inductive method has the obvious advantage that what the learners discover themselves, they are more likely to remember; a principle expressed in the words of Blaise Pascal (1623-62): "*People are generally better persuaded by the reasons which they themselves have discovered than by those which have come into the minds of others.*" Brudnik *et al*. (2000) note that students generally remember approximately 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say, and 90% of what they *do* by themselves. Moreover, the inductive technique also enables learners to interact in the target language while learning about it.

Learners can improve their writing when they are aware of what they are doing, how they are doing it, and what possibilities are available to them. Once students' attention is drawn to expressing meaning in a particular way and they are sensitized to the possibilities, they will be able to acquire the necessary grammar of the language in an easier manner. Discovery techniques can make grammar lessons enjoyable. Furthermore, owing to the application of such an approach, the learners are encouraged to analyze the language and discover rules for themselves even outside of the classroom.

Working with language data, Thornbury (1999) asserted that students become more attentive to the target language in general. Inductive learning develops the capacity to discern patterns and regularities in naturally occurring input, hence being good preparation for independent study. A language course should prepare students to become effective and independent language learners. “Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy” and further self-directed learning. The inductive approach is particularly attuned to learners who like pattern-recognition and problem-solving challenges. Discovery learning raises language awareness in the learners and contributes to their better understanding of grammar. In addition, when a difficult grammar area is to be presented or when the teacher is short of time, the inductive approach is more suitable. It is direct, gets straight to the point, and can therefore be very time-saving and efficient. “Many rules – especially rules of form – can be more simply and quickly explained than elicited from examples. The inductive method may leave the student at a loss and cause frustration when the learner is not sure whether he or she has taken the right path of thought, if he or she is correct in his/her findings and conclusions about the new structures he or she is discovering. It may be difficult to discover form-function relationships without explicit cues; learners feel more secure knowing that their hypotheses about grammar will be carefully monitored during a controlled practice stage. Moreover, the inductive approach also places heavy demands on teachers planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation or the rule, whilst also ensuring intelligibility of the data.

Thornbury (1999) clarified how the inductive approach will be adapted in teaching writing and used step by step as an example stated below.

Stage 1 Pre-Writing Exercises

Prewriting exercises are vital components to the success of a writing program. The initial exercise will provide the students a chance to begin writing. This initial exercise is saved and used as a device to diagnose class and individual deficiencies. During the first week of university, students will be asked to write a

short paragraph about themselves entitled “A Very Special Person: Me.” The paragraph will include personal data such as name, address, age, and place of birth. They can include hobbies, likes, pet peeves, and future plans. The students who complete it will receive a passing grade. The students will read the papers to the class. The paper will be put in their folders.

Stage 2 Providing Structure

After assigning the first exercise, the second assignment, dealing with the same topic, will be assigned. The students will be exposed to basic grammatical and rhetorical patterns. The teacher will distribute to the class copies of “framed paragraph” entitled “A Very Special Person: Me.” The subject matter for the “composition” evolves from the student’s most vital resource, himself. The teacher will prepare an overhead transparency of the ditto so the teacher can guide the students to each “slot.” Students simply fill in each “slot” with a grammatically acceptable bit of information. The students should be comfortable with the activity as the responses required will be included in the previous assignment.

Upon completion of the “framed paragraph” students transfer the “paragraph” to their own papers. At this point, the teacher will stress the guidelines outlined earlier. The teacher will use models of paragraphs from texts, magazines, newspapers, or any other resources to give the students a prototype to imitate. The teacher will show them what a paragraph looks 1ike. While the students are transferring the information, the teacher will check each individual’s progress. The teacher should be sure the students have comprehended each step.

The next phase of the process requires the student to read his “paragraph” aloud. This will give the student a feel for the composition as a unified body. As the vocabulary provided is simple, and the open-ended sentences have been completed by the student with his own vocabulary.

Stage 3 Pre-planning and Structure

Pre-planning and structure is the emphasis of this method. The students will continue to use "plan sheets," to plan before they write. By avoiding grammatical jargon and textbook lessons dealing with paragraphs, the student will write paragraphs, and later longer compositions, utilizing what he already knows about the syntax of his language. It is essential that all assignments deal with single paragraph development.

For purposes of organization, the "plan sheets" which students will use, will be classified into the four basic types of prose: argumentation, exposition, description, and narration. It is the ultimate goal of the program to prepare the student to write longer compositions containing elements of each type.

The steps for completion of each "plan sheet" are relatively simple. Each student will follow the plan methodically and systematically as he plans his paragraph. A "brain storming" technique permits the student to think, to discover inconsistencies in his argument, and to edit. The "plan sheets" will also force students to scrutinize spelling problems. Even the poorest spellers know when they're guessing. Space will be provided on the plan sheet to correct spelling before it appears in the first draft. In the event a student does misspell a word, he will be informed of it by merely indicating to him that such a problem exists. The teacher will not tell which words, only the number of errors. The teacher will allow the student to use the dictionary.

As proficiency increases, the teacher will allow the student to experiment with better and more effective vocabulary. The teacher will direct the student to the *Thesaurus* and allow them to expand his vocabulary. As their proficiency and mastery of the basic pattern structures increase, the teacher will introduce new transitions until the students have a wide selection from which to choose.

Revision is another emphasis in the method. The students will continuously revise each paragraph. Before the revision, a new skill can be introduced, or focus put on an individual problem appearing in the initial draft by the teacher. When the students revise, they can remedy their individual problems.

Grading student writing will be done by the teacher who will also present their problems. When students have indicated mastery of a type of writing, they will move to others. The format of the plan sheet will be the same, but with more emphasis on the student's originality. Depending on the nature of the class or individual student, some types of writing may be repeated as often as necessary. The teacher should be sure to assign meaningful topics which will adapt easily to the objectives. The students continue the sequence throughout: planning, transferal, oral reading, expansion, skill lesson, revision, oral reading, and final draft.

To conclude, teaching writing using the Inductive Approach is an effective technique to retaining both writing skills and sentence structures. The students acquire new information of grammar rules from pre-writing exercises, providing structure and pre-planning and structure stages. These three stages show how the Inductive Approach process starts with specific examples, follows by practice, and ends a lesson by general rule conclusion.

2.1.5 Comparison of Inductive Approach and Deductive Approach

In Teaching English to Students of Other Languages (TESOL), there are two main theoretical approaches which contrastively work for the presentation of new English grammar structures or functions to ESL/EFL students. That is, an inductive approach and a deductive approach. The comparisons of both approaches are discussed below.

Inductive Approach represents general principles from facts. It 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. It involves discovery techniques. It seeks in some ways to duplicate the acquisition process. It often exploits authentic material. It has learners at the centre of the lesson and the focus is on usage rather than rules. The advantages of the inductive approach are that students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency. The

inductive approach also promotes increased student participation and practice of the target language in the classroom, in meaningful contexts.

Rivers and Temperley (1978) stated that contrastively, the Deductive Approach represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the students first. Deductive methods involve beginning with a general concept or given rule and move on to a more specific conclusion. Thus, the students learn the rule and apply it only after they have been introduced to the rule. For example, if the structure to be presented is present perfect, the teacher would begin the lesson by saying, "Today we are going to learn how to use the present perfect structure". Then, the rules of the present perfect structure would be outlined and the students would complete exercises, in a number of ways, to practice using the structure. Goner, Phillips, and Walters (1995) claimed that in this approach, the teacher is the center of the class and is responsible for all of the presentation and explanation of the new material. The deductive approach can be effective with students of a higher level, who already know the basic structures of the language, or with students who are accustomed to a very traditional style of learning and expect grammatical presentations. The deductive approach however, is less suitable for lower level language students, for presenting grammatical structures that are complex in both form and meaning, and for classrooms that contain younger learners

In both approaches, however, Rivers and Temperley (1978) mentioned that the students practice and apply the use of the grammatical structure, yet, there are advantages and disadvantages to each in the EFL/ESL classroom. Goner, Phillips, and Walters (1995) stated that induction is usually described as moving from the specific to the general, while deduction begins with the general and ends with the specific. Arguments based on laws, rules and accepted principles are generally used for deductive reasoning. Observations tend to be used for inductive arguments. Understanding the disadvantages and advantages of both approaches may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students.

2.2 Teaching Grammar

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non prestige forms.

2.2.1 What is Grammar?

In linguistics, grammar is the set of structural rules that govern the composition of sentences, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.

According to Richard, Platt and Platt (1993), grammar is defined as description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language.

Yule (2006) defined grammar as the process of describing the structure of phrases and sentences in such a way that all grammatical sequences and ruling out all the ungrammatical sequences are accounted for in a language.

Brown (2001) defined grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence. The component of words such as prefixes, suffixes, roots, verb and noun endings are indeed a part of grammar. Technically, grammar refers to sentence level rules only.

It is clear that grammar is the analysis of the structure of phrases and sentences. Without the knowledge and ability to use words and structures, the learners can not communicate either in spoken or written language accurately.

2.2.2 The Role of Syntax in Writing

In the process of learning English as a foreign or second language, the writing skill seems to be the most difficult one to be taught. It's also difficult for students to write a paragraph or compositions without any knowledge of syntax. The word 'syntax' comes originally from Greek and literally means 'a putting together or arrangement. George Yule (2006) defined syntax as a study of sentence structures which concentrates on the structure and ordering of components within a sentence. It attempts to produce accurate sentences.

2.2.2.1 Definition of Syntax

Syntax is also defined as the study of how words combine to form sentences and the rules which govern the formation of sentences. In Transformational Generative Grammar (TG), the syntactic component is one of the three main parts of grammar. This component contains the rules for forming syntactic structures and rules for changing these structures (Longman Dictionary of Language Teaching & Applied Linguistics, 1997: 370).

Chomsky (1991, cited in Fromkin V. and Rodman R., 1994) defined syntax as the sentence pattern of language in which the grammar of the language determines the properties of each of the sentences of the language. The language is the set of sentences that are described by the grammar, which generates the sentences and describes their structural description. When we speak of a linguist's grammar as "generative grammar", we mean only that it is sufficiently explicit to determine how sentences of the language are in fact characterized by the grammar. Chomsky (1994) also proposed aspects of syntax for linguistic theory and the way in which linguistic theories are evaluated with the concept of strict subcategorization, and the need to differentiate different levels of syntactic representation, which he referred to as deep structure and surface structure.

Fromkin V. and Rodman R. (1994) defined syntax as the ability to put words together to form phrases and sentences that express our thoughts. The part of the grammar represents a speakers' knowledge of the structure of phrases and

sentences. The grammars of all language include rules of syntax which reflect speakers' knowledge of these facts. In English, every sentence is a sequence of words, but not every sequence of words is a sentence. Sequence of words that conform to the rules of syntax are said to be well formed or grammatical and those which violate the syntactic rules are therefore ill formed and ungrammatical. Thus, sentences are not simply random strings of words but they conform to specific patterns determined by the syntactic rules of language. Fromkin V. and Rodman R. (1994) also mention that the ability to make grammatical judgment does not depend on having heard the sentence before, but it depends on speakers' syntactic knowledge which will tell them that it is grammatical. Moreover, unconscious knowledge of the syntactic rules of grammar permits speakers to make grammatical judgment. In addition, it is also the syntactic rules which permit speakers to produce and understand an unlimited number of sentences never produced or heard before. Thus, the syntactic rules in a grammar must at least account for: 1) the grammaticality of sentences, 2) word order, 3) structural ambiguity, 4) the meaning relations between words in a sentence, 5) the similarity of meaning of sentences with different structures, and 6) speakers' creative ability to produce and understand any of an infinites set of possible sentences.

Furthermore, syntax describes a theory of grammar which must provide a complete characterization of what speakers implicitly know about a sentence structure, syntactic categories, phrase structure rules, and the lexicon of their own language.

2.2.3 Teaching Grammar in Writing

In teaching writing, a teacher can not ignore grammar. This is because all constituents in sentences need to be formed based on grammatical rules. The purpose of teaching grammar is that to introduce and present new language, to practice and revise language that students have met before, and to integrate language and skills. Presenting, practicing and production are stages in teaching grammar. In a writing class, Brown (2001) mentioned that the use of grammar and terminology must be approached with care. Grammar should be presented inductively so learners benefit

from an inductive approach. The learners can practice various language forms. The learners, however, are left to discover rules and generalize on their own.

Brown (2001) proposed some techniques for teaching grammar as follows. Firstly, charts and graphs are useful devices for practicing patterns, clarifying grammatical relationships, and even for understanding sociolinguistic and discourse constraints. Secondly, maps and drawings are practical and simple visual aids in a classroom. They can also serve to illustrate certain grammatical structures.

Frodesen (2001, cited in Celec-Murcia, 2001) mentioned that in second language writing, a teacher should begin by deciding what kind of grammar focus is appropriate and relevant for students' need in the writing class. In selecting grammar points, the writing teacher should consider the proficiency levels of students and course objectives. The level of difficulty should not be far beyond the learners' developmental stage; for example, students struggling to produce well-formed relative clauses with subject relative pronouns would have difficulty with a lesson on object pronoun relative clauses. This is not to say that new structures should never be introduced, but rather that the students' readiness to give attention to them should be evident. As for grammar point relating to the writing course objectives, such focus is necessary if grammar is to be subordinated to communicative goals.

To sum up, selecting grammar points and materials to teach in writing class, teachers should emphasize several points as follow. First, the grammar features should be appropriate for students' developmental stages. Second, the grammatical features should reflect students' writing needs for the course or for future writing. Moreover, the lesson should generally be kept brief, especially for advanced writers. Last, productive tasks should follow text analysis so that writers or learners have opportunities to practice the explicit knowledge gained from noticing features in written texts and so that teachers are able to asses to some degree what students have learned from the analysis tasks.

2.3 Error analysis

Error analysis is a term used in analyzing deviations from native speakers in the learner's speech as well as written performance. The Error Analysis

approach holds that the learner's errors provide significant information concerning how a L2 is learned and the 12 state of the learner's knowledge. The learner's errors, therefore, should be identified, categorized, and analyzed in order to find out the causes of errors and the ways to reduce errors.

2.3.1 Definitions of Errors

Dulay et al. (1982) defined errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance

According to Corder (1981), a distinction is made between non-systematic and systematic errors. Nonsystematic errors are also referred to as errors of performance or mistakes, and are accidental, random performance errors due to memory lapses, physical or psychological states such as fatigue or inattention. A native speaker also makes such mistakes due to memory failure or a slip of the tongue.

James (1998) is also a writer who has attempted to make the distinction between mistakes and errors. In accordance with Corder (1981), mistakes can be corrected if they are pointed out to the learner. Errors, in 15 contrasts, cannot be self-corrected until further relevant learning is provided. The learner, thus, needs implicit or explicit input from the teacher in order to correct his or her errors.

2.3.2 Significance of Errors

Corder (1981) stated that the learner's errors are significant in three ways. The first way, to the teacher, they tell him or her how far toward the goal the learner has progressed and what remains to be learned. The second way, to the researcher, they provide the evidence of how language is learned or acquired and what strategies the learner employs in language learning. The last way, to the learner himself, they can be regarded as a device the learner uses to learn a language. It is a way the learner employs to test the hypothesis about the nature of language.

Dulay et al. (1982) also see the significance of the learner's errors. They view that studying the learner's errors serves two main purposes. First, it

provides important information from which inferences about the language learning process can be made. Second, it indicates which part of the target language is most problematic to the learner and which types of errors affect the learner's ability to communicate effectively.

2.3.3 Types of Errors

Dulay et al. (1982) claimed that in error analysis distinction is made between two types of errors—developmental or intralingual errors and interlingual errors. The first type is developmental or intralingual errors. Developmental errors are "errors similar to those made by children learning the target language as their first language" These types of errors reflect the learner's competence at a particular time and indicate the general characteristics of language acquisition rather than reflecting the learner's incompetence to distinguish between the two languages.

Richards (1974) studied errors produced by speakers of a variety of first languages and found that errors of this type are frequent across the learners' language backgrounds. They reflect the general characteristics of rule learning such as overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

Richards, Dulay & Burt (1974) also found that a large number of errors were developmental errors. Later researchers such as Ghadessy (1980) and Ngara (1983) also supported the claim that developmental errors were a prime source of errors in second language acquisition.

The second type is interlingual errors which are errors "similar in structure to a semantically equivalent phrase or sentence in the learner's native language". Dulay et al. (1982) mentioned that these errors result from "interference" or "transfer" from the mother tongue; therefore, they reflect the native language structure.

Several studies in error analysis such as El-Sayed (1982), Karma (1981), Politzer & Ramirez (1973) found that interlingual errors accounted for the majority of second language learners' errors.

2.3.4 Theoretical Issues Related to Error

A number of studies have looked into the sequence of making errors by learners. Theoretical issues related to errors are reviewed as follow.

2.3.4.1 Interlanguage

The term “interlanguage” is defined as the linguistic system the learner produces in the process of learning another language. Selinker (1972) pointed out that since the utterances produced by a language learner are not identical to those produced by a native speaker of the target language who attempts to express the same meaning as the learner, it could be hypothesized that there must be a separate linguistic system governing the language performance of the learner in the process of learning the target language. This linguistic system is what he called “interlanguage.”

Following Selinker, Corder (1978) called this linguistic system “the language learner language.” He stated that “because of the learner attempting to communicate one and the same set of messages produces utterances which, while similar to those of other language learners, are different from those of the native speaker of the target language, child or adult, dialect or standard speaker, that the concept of interlanguage is justified”

Corder (1981) proposed that the term “interlanguage” or “language-learner language,” thus, suggests the learner’s language is systematic and rule-governed. It is the mixed or intermediate system showing systematic features of both the first language and the target language. From the point of view of interlanguage, it is assumed that errors produced by the language learner are not random. The systematic nature of the learner’s interlanguage indicates that the learner’s version of the target language must be based on systematic knowledge. That is to say, the learner “must possess a more or less well-defined personal grammar to base his utterances on”. In this light, the learner’s performance is viewed as being as ruled-governed as the native speaker’s. The interlanguage, then, can be considered a form of language in its own right and differences between the interlanguage and related target language cannot be regarded as errors.

2.3.4.2 Fossilization

Fossilization is one of the observable phenomena of interlanguage. Selinker (1972) mentioned that fossilization is a mechanism by which linguistic features, rules, and subsystems of the learner's native language tend to be kept in the interlanguage relative to a particular target language, language, regardless of the age of the learner or amount of instruction and practice he or she receives in the target language In the interlanguage of Thai speakers, for example, English consonant /r/ is often pronounced as /l/ and /z/ as /s/. Some features of the Thai tone system are also fossilized in the interlanguage.

According to Selinker (1972), fossilizable structures tend to persist in the learner's performance. Even though occasionally, they seem to disappear, they cannot be permanently eradicated. They will reappear at times when the learner encounters new and difficult linguistic features or when he or she has high anxiety or excitement. Even when the learner is extremely relaxed, it could also occur. Fossilization is not limited only to the phonetic level. Fossilizable items, rules, and subsystems are also observable at grammatical/syntactic level.

Selinker (1972) found that in the interlanguage of Indians, the 'that complement' or *v that* construction seems to be fossilized for all verbs that require sentential complements. Even after Indian speakers of English have learned the correct form, the use of 'that complement' for all sentential complements still reappears from time to time in their interlanguage. As fossiliztion is one of the major phenomena in second language acquisition, it is essential for ESL/EFL teachers to take this phenomenon into consideration. Selinker & Lamendella (1980) proposed that this issue should be considered by the teacher from his or her experience with the learner's performance to determine linguistic aspects or features that tend to persist in the learner's speech or writing even after a lot of input and practice.

2.3.4.3 Subject-Prominent Language

Subject-prominent language is defined as a language in which grammatical subjects are readily identifiable and play an important role in the syntactic organization of sentences. The majority of the world's languages, including English, are subject-prominent; this property is sometimes regarded as typologically important. English is a *subject-prominent* language. Its sentences are normally composed of a subject, a verb and frequently an object.

According to Li and Thompson study (1976), there are four basic types of languages: 1) languages that are subject-prominent, 2) languages that are topic-prominent; 3) languages that are both subject-prominent and topic-prominent, and 4) languages that are neither subject-prominent nor topic-prominent. In subject-prominent (Sp) languages, the structure of sentences favors a description in which the grammatical relation *subject-predicate* plays a major role, in topic-prominent (Tp) languages, the basic structure of sentences favors a description in which the grammatical relation *topic-comment* plays a major role. In type 3 languages, there are two equally important distinct sentence constructions, the subject-predicate construction and the topic-comment construction; in type 4 languages, the subject and the topic have merged and are no longer distinguishable in all sentence types. In order to clarify the subject-predicate construction and the topic-comment construction, it may two types of English sentences as examples:

Subject	**Predicate**
John	hit Mary

Topic	**Comment**
As for education,	John prefers Bertrand Russell's ideas.

In Sp languages, the basic sentence structure is similar to 1, whereas in Tp languages, the basic sentence structure is similar to 2. However, this is not to say that in Tp languages, one cannot identify subjects, or that Sp languages do not have

topics. In fact, all the languages Charles and Sandra have investigated have the topic-comment construction, and although not all languages have the subject-predicate construction, there appear to be ways of identifying subjects in most Tp languages.

Their typological claim will simply be that some languages can be more insightfully described by taking the concept of topic to be basic, while others can be more insightfully described by taking the notion of subject as basic. This is due to the fact that many structural phenomena of a language can be explained on the basis of whether the basic structure of its sentences is analyzed as subject-predicate or topic-comment. According to a number of criteria which Li and Thompson have outlined below, the four types language typology were illustrated as: 1) subject-prominent languages include Indo-European, Niger-Congo, Finno-Ugric, Simitic, Dyirbal (Australian), Indonesian, and Malagasy, 2) topic-prominent languages include Chinese and Lisu (Lolo-Burmese), 3) subject-prominent and topic-prominent languages include Japanese and Korean, and 4) neither subject-prominent languages include Tagalog and Illocano.

It is obvious that the above guideline touch on only a very small number of languages in the world. This is partly due to the fact that in order to establish topic-prominence, a careful investigation of the syntactic structures of a language is necessary. Since the tradition in linguistic studies emphasizes the subject as the basic, universal grammatical relation, grammarians tend to assume that sentences of a language are naturally structured in terms of subject, object, and verb. In general, it is not considered that the basic structure of a sentence could be described in terms of topic and comment. There are exceptions. For example, Schachter and Otanes (1972) stated that the Tagalog basic sentence structure should not be described in terms of the notion subject. Another example is E. Hope (1974) who has described a remarkable Tp language, Lisu, a Lolo-Burmese language.

In general, it is often difficult to determine the typology of a language in terms of subject-prominence and topic-prominence on the basis of reference grammars since many such grammars are biased toward the subject-predicate analysis. Modern generative linguistics does not represent any advance in this particular area. The assumption remains that the basic sentence structure should be universally described in terms of subject, verb, and object. Surprisingly, in this study,

the researcher found that there were no subjects in many sentences of the subject groups though English and Thai are similar in terms of subject-prominent language.

2.3.4.4 Serial Verb Construction

It is noticeable that Thai students who produce English sentences composing of set of verbs often put one verb before others without taking care of grammar. This may be because of the interference of their mother tongue. The researcher then investigated the concept of serial verb construction, in order to conceptualize the Thai linguistics verbal string and be able to explain the English ungrammatical verb phrase of Thai students.

A serial verb construction is a string of verbs or verb phrases within a single clause. It is a sequence of verbs which acts together as one. Each describes what can be conceptualized as a single event. Thepkanjana (2002) stated that they are mono clausal; their intonational properties are those of a mono verbal clause; they generally have just one tense, aspect, mood, and polarity value; and they are an important tool in cognitive packaging of events. Serial verb constructions consist of two verbs (or verb phrases) that occur in sequence without an intervening conjunction (subordinating or coordinating) between the verbs.

Traditionally, the term serial verb construction refers to a sequence of verbs or verb phrases in a sentence in which there is no intervening conjunction. The English expression *go eat*, for example, might be considered as a kind of serial verb construction since there is no infinitive or other morphosyntactic marker present to indicate a coordinating or subordinating relationship between the two verbs *go* and *eat*. English is traditionally termed as a non-serial language; however, this does not suggest that in English there is no serial verb construction (SVC). Thai is classified as a serial language. According to the results obtained from the study of Tepkanjana (2008), serial verb construction is a type of construction in which two or more verbs (verb phrases) are put in juxtaposition without any linker.

2.3.4.5 Thai Syntactic Features

Thepkanjana (2002) explained that on a most fundamental level Thai grammar is very simple, especially when compared with English or other more complicated European languages. For example, verbs do not inflect in Thai - each lexical unit always stays the same. There is no declination in Thai grammar, no plural forms of nouns and no conjugation of verbs either. Additionally, no distinctive verb forms are being used in order to signalize distinctive time levels (past tense, present, future). Whereas in English the verb "to have", depending on the speaker, time level, is modified each time (I have, she has, they had) the equivalent Thai verb *mee* = "to have" always stays *mee*, no matter what context. There is no morphological distinction between classes of words such as nouns, verbs, adjectives or adverbs. Instead of different categories certain combinations of words define the current usage of a word. Basic Thai syntax is also incredibly simple; every sentence is structured by an "S-P-O" pattern: Subject - Predicate – Object. Thai sentences are similar to English sentences in the sense that they are beginning with subject, and followed with verb, and object. The differences occur with adjectives and adverbs. For example, in English, adjectives are placed before words they modify, but in Thai they are placed after words. In fact, according to Thai linguists, complete affirmative single sentences without embedded sentence have only 11 patterns as follow.

1. * S → n
2. S → n n.
3. S → vp.
4. S → vp objd
5. S → subj vp objd
6. S → objd subj vp
7. S → subj vp.
8. S → vp objd obji
9. S → subj vp objd obji
10. S → obji subj vp obid
11. S → objd subj vp obji

* S-sentence, subj-subject, n-noun, vp-verb phrasal, objd-object direct, obji-object indirect

Let's take an attention at the last three patterns on the right hand side. All of them have the same non-terminal symbols, but the only difference is that they stand in different places. That's, in Thai non-terminal symbols are, although limitedly, movable in the sentence.

2.3.5 Error Analysis Movement

The failure of contrastive analysis to make appropriate predictions concerning the problematic areas in second language learning rise to error analysis movement in the early 1960's. Dulay et al. (1982) inserted that error analysis (EA) stemmed from the attempt to provide an alternative to the CA approach to errors. EA was a movement with a rich source of explanation to account for errors unexplained by CA since it has taken a variety of the learner's errors into consideration Since CA lost its popularity in 1960's, EA has grasped the interest of ESL teachers and researchers. It became an alternative to CA and has continuously made significant contribution to theoretical issues in applied linguistics and second language acquisition.

2.4 Related Studies

There are two sections of related studies in this research; related studies on errors analysis, and related studies on Inductive Approach.

2.4.1 Studies on Error Analysis

Among researchers in the field of second language acquisition, there is a wide interest in analyzing errors made by second language learners to discover types of frequent errors and trace possible causes.

Politzer & Ramirez (1973), for example, investigated errors in the spoken English of Mexican-American children who attended a monolingual school and those who attended a bilingual school. The results showed that the children in the bilingual school did not differ significantly from those in the monolingual school with

regard to the frequency of errors they made in their speech. The children made errors both at morphological and syntactic levels. The morphological errors were categorized into articles; possessive-s, third person singular-s, past tense and past participle tense morphemes, whereas at syntactic level there were three majors' categories of errors: noun phrase, verb phrase, and word order. In the study, the researchers also traced the causes of errors and concluded that the causes of errors seemed to include interference from Spanish, the improper application of Standard English rules, and the influence of nonstandard English dialects.

Dulay & Burt (1974) conducted a study to determine the causes of syntactic errors children made in learning English as a second language. Unlike the study by Politzer and Ramirez, the errors were classified into three categories: (1) developmental errors—errors that are similar to L1 acquisition errors; (2) interference errors—errors that reflect mother tongue structure; and (3) unique errors—errors that are neither developmental nor interference. They found that developmental cognitive strategies accounted for the most of the errors the children made; that is, the children tended to make errors that were similar to their first language acquisition errors.

Scott & Tucker (1974) studied errors Arabic-speaking students made in their speech and writing. The errors were classified into fourteen types: verbs, prepositions, articles, relative clauses, sentential complements, repetition of subject or object, nouns, pronouns, surrogate subjects, word order, quantifiers, adverbs, adjectives, and genitive constructions. From their findings, verbs, prepositions, and articles were major sources of errors. The errors were explained in terms of performance mistakes, mother-tongue interference, or false intralanguage analogy. Karma (1981) also conducted a study to investigate errors made by Arab students. Different from Scott and Tucker's study, his study focused on errors in the use of English definite and indefinite articles. The results suggested that the use of English articles was a serious source of difficulty to Arab students. Indefinite articles 'a/an' were the source of the greatest number of errors followed by no article and definite article 'the,' respectively. The researcher also attempted to explain causes of errors. He supported what Politzer and Ramirez previously found in that a great number of errors were caused by the first language interference. However, he also pointed out

other factors that might play important roles such as wrong learning strategies, overgeneralization, and inadequate teaching.

Ghadessy (1980) examined errors made by Iranian university freshmen in their written compositions. The most frequent types of errors he found were tenses, articles, prepositions, word order, morphology, syntax, and lexis, most of which were similar to previously reported studies. According to Ghadessy, these errors occurred as a result of overgeneralization, analogy, incomplete application of rules, and false hypothesis based on limited knowledge of the target language.

El-Sayed (1982) investigated the frequent syntactic errors in compositions written by Saudi students. The errors were categorized into verbs and verbals, articles, pronouns, nouns, adjectives, and prepositions. Verbs and verbals were found to be the major source of errors. His findings also supported the claim that mother tongue interference was the prime cause of student errors.

Yang (1994), in an attempt to investigate writing errors made by ESL learners, found that her subjects committed four types of errors: grammar, spelling, lexicon, and punctuation. Grammatical errors were found to be the most serious errors; spelling came second, then punctuation, and finally lexical errors. According to Yang, the causes of errors may be traced to interference from the subjects' mother tongue, overgeneralization, and incomplete application of rules.

Based on the preceding research reports, it can be seen that researchers have investigated errors at different levels—morphological, syntactic, and lexical—and came up with different types of frequent errors. All of the studies, however, deal with grammatical errors. Apparently, these types of errors are found to be problematic to ESL/EFL learners and should not be ignored in second language instruction.

2.4.2 Studies on Inductive Approach

There are studies and research which were conducted relating to the effect of teaching grammar in Writing Class through Inductive Approach and errors analysis as following;

Jia-Yuan Shih (2008) conducted the research to explore the effect of inductive approach in contrast to conventional deductive approach in teaching English

relative clauses. Students' proficiency, gender, task complexity were also examined. Two intact classes of 70 eighth graders were randomly assigned to an inductive group or deductive group. A test was administered right after the respective grammar instruction. Some important results were produced as follows: (a) there was no significant difference between inductive and deductive groups; inductive approach and deductive approach had equivalent effects in English grammar instruction, (b) significant proficiency-by-treatment interaction was found; high-achievers, in particular, benefited more from the deductive approach than from the inductive one, (c) neither gender-by-treatment nor task complexity-by-treatment interaction was found; gender and task complexity did not effect the effectiveness of inductive and deductive instructions, and (d) high-achievers significantly outperformed their mid- or low-ability counterparts in inductive approach.

Sun, Yu-Chih and Wang Li-Yuch (2007) studied the relative effectiveness of inductive and deductive approaches to learning collocations by using a concordancer. The relationship between cognitive approaches and levels of collocation difficulty was also examined. 81 second-year students from a senior high school in Taiwan participated in the study. The results showed that the inductive group improved significantly better than the deductive group in the performance of collocation learning and easy collocations seem to be more suitable in the concordancer learning setting.

Tipa Thep-Ackrapong (2006) conducted the research about overall patterns of errors found in Thai EFL students' writing products in order to give an explanatory account of errors made by Thai learners of English. The results showed that, in errors analyses, there were two major sources produced by Thai student writers. They were, first at the rhetorical level, the Thai rhetorical pattern and the authority of the text was a major influences to cause Thai students to write incoherently. Second, at the sentential level, the Thai sentential concept, which is extremely different from the English one, may influence the Thai students to make grammatical errors.

Supalak Na-ngam (2005) investigated grammatical errors in written assignments made by 30 first-year students who had English Entrance Examination scores between 37-74 and who were attending an FE I course in the first semester of

the academic year 2004 at Prince of Songkla University, Hat Yai Campus. The findings showed that grammatical errors made by the students were classified into 23 types ranging from sentence to word levels. Errors occurring most frequently were errors in incomplete sentences, nouns, agreement, spelling, tenses, and articles. The study also found that the possible major cause of errors in written work was mother tongue interference. Some errors might have been due to the students' inadequacy of knowledge, incomplete application of rules, false concept hypostasized, ignorance of certain rules, and avoidance strategy including the students' carelessness.

Barry Lush (2002) studied Thai students' writing errors in order to determine any common errors, discover why these errors were being made and suggest possible ways to correct them. Fifteen Thai university students were involved in the study, and a total of 30 essays were analyzed over a 16 week term. The study found that the grammatical errors in essay writing mostly fell into five main categories: misuse of definite and indefinite articles, singular and plural nouns, incorrect tense used, subject-verb agreement, and the use of prepositions.

However, it was also found that most of these errors were self-corrected once highlighted in one-to-one feedback sessions. Contrastive grammar analysis revealed that the students appeared to be using their knowledge of Thai grammar to write English essays, thereby causing these common errors. The study also found that one-to-one student feedback can help overcome these common errors in student writing.

Chutima Srichai (2002) found out the types and frequency of global and local errors in written works of 59 first year Business Administration students who took FE II in the second semester of the academic year 2000 at Prince of Songkla University, Hat Yai Campus. Two types of data analysis were conducted: analysis of types and frequency of global and local errors in syntax, lexicon, morphology, and orthography, and analysis of comprehensibility of students' written works. The results were shown that all students' written works were errors of lexicon and syntax respectively. The students misused verbs and nouns and this was analyzed based on global lexical errors. They also misused and omitted prepositions of place/position, wrote incomplete sentences, and made errors in word order/word position all analyzed based on global syntactic errors. Local syntactic errors frequently found were the

misuse and omission of determiners, misuse of simple past and past continuous, repetition of nouns in place of using subject or object pronouns, misuse of prepositions of place/position and prepositions of direction/motion, and omission of prepositions as an adverbial particle of verbs. Local lexical errors frequently found were the misuse of verbs.

CHAPTER 3

RESEARCH METHODOLOGY

This research was designed to examine the effect of the inductive approach on students' grammar knowledge in the writing course of 2nd year English major students at Suratthani Rajabhat University. This chapter describes the design and procedures of the study. It is divided into six sections: purposes, research questions, hypotheses, subjects, instruments, and methodology.

3.1 Purposes

The main purposes of this research were:

1. to investigate types in grammatical errors in the texts written by 2nd year English major students at Suratthani Rajabhat University
2. to study whether the use of the inductive approach can improve students' grammatical errors in the writing course of 2nd year English major students at Suratthani Rajabhat University
3. to investigate students' attitudes towards the inductive approach in learning grammar and writing

3.2 Research Questions

This study aims to answer the three research questions:

1. Which types of grammatical errors are there in the texts written by 2nd English major students at Suratthani Rajabhat University?
2. Will the use of inductive approach improve students' grammatical errors in the writing course at Suratthani Rajabhat University?
3. Will the students' attitudes towards learning grammar through the inductive approach be positive or negative, and to which levels are they?

3.3. Hypotheses

This study is expected to assume three hypotheses:

1. There would be some morphological and syntactic errors in the texts written by 2nd year English major students at Suratthani Rajabhat University.
2. The use of the Inductive Approach will improve students' grammatical errors in the writing course at Suratthani Rajabhat University.
3. More than 60% of students are appreciated with the Inductive Approach.

3.4 Subjects

The subjects of this study were the total second year students majoring in English, faculty of Education at Suratthani Rajabhat University, Suratthani Province in the academic year 2009. There are 80 of them. The research was conducted in the writing course named Formal Paragraph Writing. The subjects were put into 2 groups of 40 students each: the experimental group and the control group. The experimental group was intensively taught through the inductive approach while the control group given by a regular lecture.

3.5 Instruments

This section describes the research instruments of this study. There were 4 sets of instruments used in this research; 1) a pre-test, 2) Inductive Approach treatment, 3) a post-test, and 4) a questionnaire on attitudes towards learning English grammar through an Inductive Approach.

3.5.1 Pre-Test

The pre-test was in 2 parts; the grammar test and the writing test. These two parts of the test were described below.

The first part of the pre-test is the grammar test. The grammatical test was a proficiency test. The test was constructed by the researcher under supervision of specialists. The grammar test consists of 100 items of 4 multiple choices each covering of 17 types of frequent grammatical errors. These 17 types of grammatical errors were selected from the subjects' writings in previous courses. To scope the grammatical points for the pre-test, the researcher investigated eight commercial books in the pre-intermediate level; namely, *1) Matters*, 2) *Workout*, 3) *Language in use, 4) Grammar Spectrum 2 English rules and practice, 5) Life Lines*, *6) Headway*, *7) Inside out*, and *8) New Interchange 2*. It was found that there were a total of twenty-nine grammatical points in these books. The researcher chose 17 grammatical items which were the same as those was having been investigated as the subjects' poor English performances. The test was reviewed and revised, and finally proofread by an English native speaker. Ninety minutes were allocated for students to complete the test. The test scores were interpreted and collected in order to compare with the English grammar knowledge of the post-test (see appendix A).

The second part of the pre-test was the writing test. This part was composed of 2 compositions. The subjects were asked to write 2 compositions: the first one with the title "My family", emphasizing present tense, and the other was under the title "My experience", focusing on past tense. The scores in these two writing tests, however, were based on the collection of grammatical errors (see appendix B).

These two parts of the pre-test were administered on the experimental and control groups in the 1^{st} – 2^{nd} weeks. The grammar test was done in the 1^{st} week followed by the writing test in the 2^{nd} week. The two subject groups were assigned to write passages of at least 150 words each; ninety minutes were allotted for each passage.

The grammar test was piloted at Suratthani Rajabhat University with 34 second year students who were not involved in the main study. The time allotment for the test was 90 minutes. The mean score of the grammar test was 42.11, the standard deviation (S.D.) was 7.50, and reliability (R^{tt}) was 0.57 respectively.

To make sure that the writing test was effective, it was also piloted at Suratthani Rajabhat University with the same 34 second year students who did the grammar pre-test. Each writing tests took 90 minutes. To analyze the writing test, the grammatical errors found in the written tasks of two topics were tallied. The most frequent of grammatical errors made by 34 students were 1) the use of tenses, 2) articles, 3) verbs, 4) nouns, 5) pronouns, 6) adverbs, 7) comparison, 8) voice, 9) conjunctions, 10) modal verbs, 11) the use of prepositions, and 12) incomplete sentences. The findings could then confirm the effects of the writing test.

3.5.2 Inductive Approach Treatment

The lesson plans based on the inductive approach were designed only for the experimental group. These lesson plans aimed to ensure that the teacher was aware of the teaching procedures of the Inductive Approach. In the presentation stage, the researcher not only gave several examples of phrases or sentences, but she also asked a sequence of questions until the students became aware of the grammatical rules. In the practice stage, students were provided with quality exercises, so that they were able to realize constituents of sentence structures. Being aware of grammar by acquiring from examples was more important than memorizing. In the production stage, students were encouraged to summarize grammatical rules and apply those rules in their writing (see appendix C). Since class participation was in a learning process, teachers had to find a way to motivate students to participate more frequently in class. The Inductive Approach treatment started from the third week and lasted until the thirteenth week of the course. The students took the seventh week off for a mid-term test. The main experimental group was taken over a period of 8 weeks: with 150 minutes each.

The students participating in the study were not informed about the writing task in advance. They were given ninety minutes to write each topic after the teaching

following each lesson plan. The researcher did not help the students with their writing task, neither questions were answered concerning grammatical accuracy, nor any suggestions or give guidance were made regarding the content and organization of the paragraph. When the time was up, the students handed in their writing to the researcher. Afterwards, all the collected passages were photocopied for data analysis and the students were given the feedback in the following period before the beginning of new activities.

3.5.3 Post-test

The pre-test was used as the post-test, aiming to examine English grammar knowledge of both subject groups after the experiment. The grammar post test was administered in the 12th week followed by the writing test in the 13th week.

The scores from the post test were compared with those of the pre-test in order to investigate their proficiency after learning English grammar in the writing course though the Inductive Approach.

3.5.4 Questionnaire on Attitudes towards Learning English through the Inductive Approach

A questionnaire constructed by the researcher was administered to the experimental group after they had received the Inductive Approach treatment and the posttest. The aim of the questionnaire was to investigate the students' attitudes towards the use of the Inductive Approach in learning English in the writing course. The questionnaire consists of two parts: 1) personal information of respondents, and 2) 22 items on a five point rating scale (Likert-type). The content of the questionnaire is to elicit the respondents' attitudes towards learning English through an Inductive Approach. The open ended questions eliciting respondents' opinions and recommendations are also included (see Appendix D). To statement on the questionnaire indicate levels of attitudes ranging from 5 (Strongly agree), 4 (agree), 3 (Neutral), 2 (Disagree), to 1 (Strongly disagree), as shown below.

Ranges of the Total Mean Value (X)	Interpretation of Agreement
4.21 – 5.00	Strongly agree
3.41 – 4.20	Agree
2.61 – 3.40	Neutral
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly disagree

3.6 Data Collection

The data was collected during the first semester of the academic year 2009 from July to September. The data collecting procedure was divided into three steps: the pre-test, the post-test, and the questionnaire. The steps of data collection were described as follows. In the first week of the semester, the grammar test used as a pre-test was administered to both experimental and control groups to investigate the subjects' prior knowledge of 17 types of grammatical studies. In the second week, the subjects took the writing test and points of grammatical errors found in the writing test were collected. The following 8 weeks were used to teach grammar and writing using the Inductive Approach. After the 8 weeks of the treatment, the post-test was administered to both groups. Finally the questionnaire on students' attitudes towards learning English through an Inductive Approach was only administered to the experimental group in the 13th week. (see Appendix E).

3.7 Data Analysis

In this study, there were two main variables.

1. The independent variable

There were 2 teaching procedures. The first one used an inductive approach for the experimental group. The Inductive Approach treatment consisted of 8 designed lesson plans taught during the first semester of the 2009 academic year which was totally eight weeks.

2. The dependant variables

2.1 There were scores on the post-test of the grammar test of the experimental group and the control group.

2.2 Mean scores on a rating scale obtained from each item in the questionnaire on learning English through an Inductive Approach and opinions and recommendations on learning English using inductive learning were given to the experimental group.

The data in this study were respectively analyzed to answer each research question using the following methods.

Question 1: Which issues of grammatical errors are there in the texts written by 2nd year English major students at Suratthani Rajabhat University?

The data of students' grammatical errors obtained in the study was from the writing test. Each student was required to produce four pieces of writing in the pre-test and the post test. Thus, each group produced 80 pieces of writing. The teacher collected the writing tests and gave them to the researcher.

To answer the first research question, all of the writing test essays were examined and marked sentence by sentence to identify and collect grammatical errors. Error count with classification was used as a measure of grammatical errors. To begin with, all grammatical errors found in the students' paragraphs were identified based on grammatical rules of Standard English and were also adopted as types of grammatical error analysis guidelines (see Appendix F). The procedure of analysis guidelines was developed on the basis of the researcher's teaching experience in marking written assignments and the findings of grammatical errors reported in previous studies. It consisted of two steps of grammatical error analysis guidelines described as follows.

Step 1: Marking; the assessment of grammatical accuracy was done by the researcher. Each paragraph was examined sentence by sentence. All grammatical errors were circled and labeled and copied onto working cards

Step 2: Classifying Errors: the grammar errors in the working cards

were classified into categories based on the guideline in Na-Gnam's study and other previous studies. Working cards were consisted of an error code, a student number, a student group, paragraph topic and sample sentences containing those errors. (see Appendix G).

After error classification, the quantitative analysis was done firstly by counting the occurrence of each error type, and then the percentage of each error type was calculated for the total number of errors. The most frequent types of errors were identified based on their frequency of occurrence, and sample sentences containing those errors were given. The grammatical errors frequency found in the pre and post tests were counted and compared to see the differences before and after the treatment.

Question 2: Will the use of the Inductive Approach improve students' grammatical errors in writing course Suratthani Rajabhat University?

To answer the second research question, the means scores on the pre- and post-test of the grammar test of both groups were compared using a t-test. Statistics were computed using the SPSS (Statistic Package for the Social Sciences) program. The frequencies of the errors from the writing pre-test and post-test were counted and described in percentage analyzed. Then the frequencies of the occurrence of each error type were compared before and after the treatment were compared.

Question 3: Will the students' attitudes towards learning grammar through the Inductive Approach be positive or negative, and of which level are they?

To answer the third research question, the experimental group's responses to the questionnaire were calculated for means, using an SPSS program. The ranges of the mean scores for each level were used for interpreting the level of agreement.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. First, the findings on the English grammatical knowledge of the two groups of students learning under two different teaching methods will be presented. Second, the findings on the issues of grammatical errors found in the texts written by 2nd year English major students, an experimental group, will be presented. Then, the findings on students' attitudes towards learning grammar through an Inductive Approach in the experimental group will be discussed.

4.1 Grammatical Errors in Written texts

The first section of this chapter answers the first question asking which types of grammatical errors there are in the texts written by 2nd year English major students at Suratthani Rajabhat University (see Appendix H).

4.1.1 Target Grammatical Errors

To answer the first question asking which types of grammatical errors there are in the texts written by 2nd year English major students at Suratthani Rajabhat University, the researcher had marked the writing texts from the pre-test and the post-test and collected and categorized them. After analysis, it was found that there were 25 types of grammatical errors produced by the students ranging from sentence to word level. These twenty-five issues were divided into two groups; 1) target grammar: Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Articles, Gerunds, Tenses, Word order, Modals or auxiliaries, Voice, There-be, Infinitives, If clauses and Possessives, and 2) non-target grammar: incomplete sentences, errors in phrasal verbs, relative clauses, subject prominent language, run-on

sentences, errors in comparison, errors in subject and verb agreement, and first language interference.

The findings showed that there were 17 types of target grammatical errors produced by the students, which related to the target grammar in the Basic English course that most of the students did not go fully through the objectives in this course, and the grammar selection investigated from eight commercial books at the pre-intermediate level. Target grammatical errors are shown in table 1

Table 4.1 Target Grammatical Errors found in Pre-test and Post-test Written Texts

Types of Errors	Target Grammatical Errors	
	Frequency	Percentage
1. Verbs	835	28.28
2. Tenses and Aspect	492	16.66
3. Pronouns	365	12.36
4. Nouns	342	11.58
5. Articles	244	8.26
6. Prepositions	210	7.11
7. Gerunds	152	5.15
8. Phrasal verbs	81	2.74
9. Infinitives	52	1.21
10. Relative clauses	50	1.69
11. Adjectives	30	1.02
12. Modal/Auxiliary	28	0.95
13. There-be	26	0.88
14. Comparison	18	0.61
15. Voices	14	0.47
16. If clauses	8	0.27
17. Adverbs	6	0.20
TOTAL	**2953**	**100**

The results presented in table 4.1 indicate that 17 types of target grammatical errors were produced by the students ranging from sentence to word levels. Most five types of errors frequently found were verbs (28.28%), tenses and aspect (16.66%), the use of pronouns (12.36%), the use of nouns (11.58%), and the use of articles (8.26%)

4.1.2 Non-Target Grammatical Errors

The students produced not only errors as shown in table 4.1, but they also produced ungrammatical strings, which were not the target grammars. These non-target grammatical errors are shown in table 4.2

Table 4.2 Non-Target Grammatical Errors found in the Pre-test and the Post test written texts

Types of Errors	Non Target Grammatical Errors	
	Frequency	Percent
1.Thai serial verb construction interference	436	33.03
2. Possessive ('s)	277	20.94
3. Subject-verb Agreement	164	12.42
4. Word order	162	12.27
5. Subject prominent language	138	10.45
6. Conjunctions	78	5.90
7. Fragment	44	3.33
8. Run-on sentences	21	1.59
TOTAL	**1320**	**100**

The findings show that there were eight types of non target grammatical errors found in students' writings. Eight issues of errors were those concerning sentence structures interfered by Thai serial verb construction interference (33.03%), the use of possessive ('s) (20.94%), agreements (12.42%), word orders (12.27%), subject prominent language (10.45%), the use of conjunctions (5.90%), fragment (3.33%), and run-on sentences (1.59%). As seen in the data presented in table 2, the first language interference was occurred in the highest number. This is possibly because students ignored the correct English sentence structures which must include the subjects. They wrote the sentences based on Thai sentence structures. The use of the possessive was also high in errors. Errors in the use of possessives found were the omission of apostrophe s ('s), the omission of possessive adjectives, and the misuse of possessive adjectives. Errors in agreements mostly found were subject-verb agreement. Errors in word orders, most errors were adjective noun order, verb adverb order, and the order of two nouns. Errors in subject prominent language found were

the omission of the subjective. Errors in conjunctions found were the misuse and the omission of the words. In addition, incomplete and run-on sentences were also found in the students' writing.

4.1.3 Illustration of Grammatical Errors in Writing tests

According to writing test marking, it was found that there were 25 interesting types of grammatical errors found in this study. In this section, the grammatical errors will be presented from the highest to the lowest frequencies. They are divided into two groups; the target grammar, the grammar chosen to be taught in the research treatment processes; and the non-target grammar, grammar which was the set of errors found in the students' writing, but not taught.

4.1.3.1 Target Grammar

There were 17 types of target grammar items taught in this research. These include errors in verbs, tenses, the use of pronouns ,the use of nouns, the use of articles, prepositions, gerunds, phrasal verbs , infinitives, relative clauses, adjectives, modal verbs, there-be, comparisons, voices, if clauses and the use of adverbs. The examples of grammatical errors in this section will be shown by first giving an odd number of ungrammatical sentences accompanying grammatical forms in the even number. Examples of errors are presented and discussed as follows.

1. Errors in Verbs

Errors in the use of verbs were the highest. Most errors were the incorrect use of copular verb *to be*, unnecessary insertion of verb to be, and the misuse of other verbs. The following are examples of errors in the use of verbs:

1.**She <u>is</u> long and red hair.*

2.She has long, red hair.

3.**My father <u>works</u> business individually*.

4.My father does the business individually.

5.*My *father is play football*.

6.My father plays football.

Errors shown in the first sentence of each pair were misuses of the *verb "to be*" for *the verb "to have*". These were frequently found in students' writings. One possible explanation of these errors is that students were confused *be* with *have*. As for the error in sentence 3, it is the misuse of verbs caused by the students' confusion of word having close proximity in meaning. In the error shown in sentence 5, verb "to be" is not necessary. This is similar to the previous study by Chen (2007). She studied Chinese students' writing. It was found that verb "to be" was put in the sentences unnecessarily.

2. Errors in Tenses and Aspect

The percentage of errors in tenses was quite high. Most errors were simple present tense confused with other tenses, simple past tense with other tenses and substitution of the wrong form of verbs in the past tense.

The following are examples of errors in the use of tenses:

7.**She is going to the market every morning*.

8.She goes to the market every morning.

9.**My sister has lived here 3 years ago*.

10. My sister lived here 3 years ago.

11. **I eaten special food*.

12. I ate special food.

13. * I *will go* to Bangkok last month.

14. I went to Bangkok last month.

In sentence 9, the students misuse the present form of the verb with "to be going to". In sentence 11, the students replaced the past simple with the present

perfect form. They also replaced the infinitive verb with the past participle non-finite verb in Sentence 11. In Sentence 13, the students did not change a verb form even there was an adverb of time. This type of error seems to result from the fact that verbs in the Thai language are not inflected for tenses and no morphemes are required to make distinctions between the present or past forms of the verb. The students, therefore, tended to use the unmarked base form of the verb when the past form was needed. They had no sense of showing time of action through inflection.

3. Errors in Pronouns

Errors in the use of pronouns were also found high frequency of occurrence in students writing in this study. Most errors found were the misuse of object pronouns, subject pronouns, and omission of object pronouns.

The following examples illustrate errors in the use of pronouns:

15. **Him is five years old.*
16. He is five years old.

17. **There are three pieces of luggage. Shall I take it to your room*
18. There are three pieces of luggage. Shall I take them to your room?

19. **A teacher is teaching and assigning homework for our.*
20. A teacher is teaching and assigning homework to us.

In the sentence 15 the error was misuse of subject pronouns. The object pronoun was used as the subject. In sentence 17, the use of singular pronoun in place of the plural one was the error. In sentence 19, the error was the replacement of the object pronoun after the preposition with possessive adjective. This happened possibly because in English the subject and object forms of the pronoun are distinguished, whereas in Thai the same form of the pronoun is used, regardless of whether it functions as subject or object.

4. Errors in Nouns

Errors in the use of nouns were found to be high. Most errors found were the misuse of the singular for the plural nouns, the misuse of the plural for the singular nouns, and using adjectives instead of nouns. Examples of errors in the use of nouns are as follow:

21. **I have two cousin and two daughter.*
22. I have two cousins and two daughters.

23. **My favorite food is curries.*
24. My favorite food is curry.

25. **She has long and black hairs.*
26. She has long, black hair.

As shown in sentence 21, students omitted the plural morphemes. As errors in sentences 23 and 25, students did not acquire the knowledge on forms of mass nouns. The sentences 21, 23 and 25 showed that Thai and English differ in realizing the plural concept of nouns. While English make a morphological distinction between singular and plural nouns, which of the Thai language does not. For the plural morpheme –s needs to be added to a noun in English to indicate the plural meaning. Smyth (1987) claimed that Thai, in contrast, employs numerical descriptions or 'pluralising words' to indicate the plural meanings This difference probably leads to student errors in using the singular form of an English noun where a plural is needed.

5. Errors in Articles

As for errors in the use of articles, the percentage was quite high. Errors found were the omission of *a, an*, the misuse of *a, an* for *the*, and the omission of *the*. Examples of errors in articles were as follow:

27. **We have dinner on a beach.*
28. We have dinner on the beach.

29. *An oldest brother's name is Wirat.*
30. The oldest brother's name is Wirat.

31. **He is student at Banphatthana School.*
32. He is a student at Banphatthana School.

In the sentence 27, students could not distinguish between the roles of "a" and "the". The misuse of "an" for "the" in the sentence 29 showed that students did not realize that the superlative form is the specific form and must be preceded by the definite article "the". An error in sentence 31 indicated that students ignored the article and they did not get enough training in using the article. From sentence 27 and 29, it can be seen that both indefinite and definite articles (a, an, and the) were problematic for the students. It is very common for Thai students to have difficulty with articles. This is because the article system does not exist in Thai. Native Thai students neglected to use articles. Sentence 31 is a case in which students omitted *'a'* before a singular noun. This indicates that students might have been preoccupied by the syntactic rules of their native language.

6. Errors in prepositions

Errors in prepositions found were the misuse of prepositions of place, of time, and the omission of prepositions of time. The following are examples of such errors:

33. **He is working on the morning.*
34. He is working in the morning.

35. **I was born <u>in</u> 18th September 1990.*

36. I was born on 18th September 1990.

37. **There were different kinds of food <u>after</u> Koh Samui.*

38. There were different kinds of food in Koh Samui.

The wrong use of prepositions in sentence 33, 35, and 37 can be attributed to the students' inadequate learning. Students didn't master knowledge in the use of "in" following by "the morning" to indicate periods of times of day, and "on" indicates date. It appears that the student needs more instances of the proper use of prepositions and exercises to overcome the difficulty of use of prepositions as in the examples shown above. They also used a direct translation from Thai to English to generate sentences.

7. Errors in gerunds

Errors in gerunds found were the misuse of infinitives for gerunds, and the misuse of gerunds for infinitives. Errors in infinitives also found the substitution of infinitives without 'to' for the infinitives with 'to', and to + gerund.

Errors in infinitives found were misuse of the infinitive without to for infinitive with to and misuse of infinitives with to for infinitive without to.

Examples of errors in gerunds and infinitives are as follows:

39. **You can use English for <u>communicate</u> with foreigners.*

40. You can use English for communicating with foreigners.

41. **I bought some souvenirs in order to <u>gave</u> my parents.*

42. I bought some souvenirs in order to give my parents.

Example sentence 39 indicates that the students did not master the knowledge of preposition plus gerund. Sentence 41 indicates that the students did not have any knowledge of the base form of infinitive with to.

8. Errors in phrasal verbs

Errors in the use of phrasal verbs were found in the misuse of an adverb and a preposition combined with a verb. Examples of errors in phrasal verbs are as follows:

43. **My father always takes out his shoes near the door.*
44. My father always takes off his shoes near the door.

45. **I want to polish my English*
46. I want to polish up my English.

From the examples above, the causes of errors might be the case of the student encountering a word with a similar meaning. The major factor of lexical errors was from the inability to put the right word in the right place. Students' limited vocabulary knowledge may also show up as a misunderstanding of the exact meaning of such words.

9. Error in infinitives

Errors in infinitives found were the misuse of infinitive without to for infinitive with to and misuse of infinitives with to for infinitive without to. Examples of errors in infinitives are as follows:

47. **I want see my father play football.*
48. I want to see my father playing football.

49. **I help my father clean a car.*
50. I help my father to clean.

51. **I can't afford go out.*

52. I can't afford to go out.

The errors in sentence 47 indicates that the students did not have the knowledge of the individual common verb "want" (want + to + base form). In sentences 49, 51 they are indicated that the students did not realize that verb forms placed after individual verbs needed the infinitive with to. Some English verbs must be followed by infinitive with to.

10. Errors in relative clauses

As for errors in relative clauses, the percentage of errors was quite high. Examples of errors in relative clauses are as follows:

53. **We went to the beach <u>where</u> is near my aunt's house*

54. We went to the beach that is near my aunt's house.

55. **I stay with my uncle <u>which</u> takes care of me in Suratthani.*

56. I stay with my uncle who takes care of me in Suratthani.

The examples above indicate that students have limited knowledge of "relative clauses". The students were confused between the use of a relative adverb and a relative pronoun "where and which". In the sentence 53, the students did not realize that "where" can not represent a person.

11. Errors in adjectives

Errors in adjectives found were the use of other parts of speech in place of adjectives. Examples of errors in relative clauses were as follow:

57. ** A bird sings <u>beautiful</u>.*

58. A bird sings beautifully.

59. **Riding a motorbike is danger.*

60. Riding a motorbike is dangerous.

Sentences 57 and 59 reveal that the students were confused between forms and meanings of adverbs and adjectives. The students were had confused between the use of "well" as an adverb form and the use of "good" as an adjective form as illustrated in sentence 57. As shown in sentence 59, they also selected wrong words obtaining similar meanings without considering the parts of speech. This indicates that the students lack affixation and word class knowledge. They were confused in using them in spite of the lack of word class realization.

12. Errors in modal or auxiliaries

Errors in the use of modals or auxiliaries were frequently found when the students produced negative sentences. They also changed forms of verbs placed after modals in their writing. The following are examples of errors in modal verbs.

61. **He not smoke*.

62. He doesn't smoke.

63. **I not* like *China food.*

64. I don't like Chinese food.

Sentences 61 and 63 reveal that the students omitted auxiliary verbs "does /do" in negative sentences. This may be a result from Thai syntactic features differ from those of English.

13. Errors in there-be

Errors in there-be were found to have a high frequency of occurrence. This may be because of native language interference that appears to be a possible cause of errors. Examples of errors in *there-be* are as follow:

65. *<u>There has</u> *many foreigners and beautiful views*.*
66. There are many foreigners and beautiful view.

67. *<u>There has</u> *many hotels and resorts*.*
68. There are many hotels and resorts.

69. *<u>There</u> *also* <u>have</u> *beautiful flowers.*
70. There also are beautiful flowers.

Sentences 65, 67, and 69 indicate that the students were confused between the use of the expression "there b*e*" whose meaning is "to have" with the meaning of the verb "to have" itself. They are obvious examples in the misuse of verbs caused by the students' confusion of form and meaning.

14. Errors in Comparison

Errors in comparison found were mostly the wrong forms of comparative adjectives in comparisons as shown in sentences 71, 73, and 75.

71. * *He is <u>the smartest</u> of the two brothers.*
72. He is the smarter of the two brothers.

73. **Solomon was <u>the most wisest</u> person on earth.*
74. Solomon was the wisest person on earth.

75. **He is more cleverer than his brother.*

76. He is cleverer than his brother.

As seen in the examples above, errors in comparisons may be caused by the insufficient practice of adjective comparisons. They were caused by hypercorrection which is extreme care in writing, especially in an attempt to write in an educated manner.

15. Errors in voices

Errors in voices found were the wrong forms of verbs and past participles in the passive voice. Examples of errors in voice are as follows:

77. **My home is locate in Suratthani.*

78. My home is located in Suratthani

79. **The bridge use to cross from the city to the park.*

80. The bridge is used to cross from the city to the park

81. *English be use around the world.

82. English is used around the world.

From sentence 77, it can be noticed that the students did not take care of past participle forms of verbs after the verb “to be”. An error in sentence 79 indicates that the students did not realize the ability of the subject to perform the action of the verbs used and they also ignored the verb “to be”. The students used the non-finite form as the finite one in sentence 81; here he/she used the base form in the finite-verb position.

16. Errors in if clauses

In if clauses, the study revealed that wrong forms of verbs in consequence clauses frequently occur as shown in the following examples:

83. **If you spoke English, you will go abroad.*
84. If you spoke English, you would go abroad.

85. **If I stayed at home last Saturday, I will watch TV.*
86. If I had stayed at home last Saturday, I would have watched TV.

Errors occurring in *if clause*s shown that the students didn't master how to generate the clauses in a condition as shown in sentences 83 and 85. He/she just follow his/her thought in Thai. Again, this kind of error resulted from Thai syntactic features. In Thai, there are no any changes of '*ja* referring to *will*' in every tenses.

17. Error in adverbs

Errors in the use of adverbs found were the misuse of other parts of speech in place of the adverb.

87. **I studied English very happy.*
88. I studied English happily.

89. **Mr. Paul teaches English funny.*
90. Mr. Paul teaches English funnily.

91. **My mother always cooks noodles very good.*
92. My mother always cooks noodles very well.

In sentences 87, 89, and 91, the students used an adjective to modify a verb. The incorrect use of the adverb of manner can be attributed to the absence of distinction between adjective and adverb of manner in the first language. The words modified are different but they are identical in form.

4.1.3.2 Non-Target Grammar

It was found that the students not only produced errors amongst target grammars taught in the experiment, but they also showed other types of grammatical errors. There were eight types of non-target grammatical errors found in students' writing, beside the grammatical issues planned for the teaching in the course. These additional eight types of errors were, errors in sentence structures interfered by the first language, errors in possessives, errors in subject-verb agreement, errors in word order, errors in terms of subject prominent language, and errors in conjunctions. In addition, fragment sentences were also found in the students' writing.

18. Errors in Thai serial verb construction interference

With regard to the causes of grammatical errors found in this study, it seems that interference from Thai may be one possible factor of these errors. Since Thai and English differ in various aspects regarding linguistic properties, these differences might result in negative transfer, leading to errors in the second language. The following are errors in sentence structures interfered by Thai serial verb construction.

93. **My father work is a gardener.*
94. My father is a gardener.

95. **I sick often sometimes sleep in the hospital.*
96. I am often sick. I sometimes go to hospital.

97. *I like see my father play football.*
98. I like to see my father playing football.

As shown in sentence 93, the student did not know the function and meaning of morphemes "-er" after the noun and he neglected the possessive form ('s). Sentence 95 shows that the student used an adjective as a verb for the subject. Sentence 97 reveals that the student built the sentence in parallel with Thai structure,

while violating English syntax. This is possibly because students use their Thai syntax competence to form an English sentence or they wrote the English sentences based on Thai sentence structures.

19. Errors in Possessives ('s)

Errors in possessives found were the omission of *'s*, the omission of the possessive adjective, and the misuse of possessive adjectives. Examples are shown as follows:

99. **My brother name is Taratea.*
100. My brother's name is Tarateap.

101. **My father work is a gardener.*
102. My father's a gardener.

As shown in sentences 99 and 101, the possessive (*'s)* was neglected due to the fact that English differs from Thai. There are no forms of possessive (*'s)* to show the possession of subjects in sentences. Thus, the students did nor either produce possessive (*'s)* in Thai, nor did they in English.

20. Errors in Subject-Verb Agreement

The fact that subject-verb agreement caused the greatest difficulty for the students may be due to the lack of agreement between subject and verb in Thai. The students were accustomed to using the same form of verb across subjects, so they tended to commit a large number of errors regarding subject and verb agreement:

103. **My parents is important for me.*
104. My parents are important to me.

105. **He like football.*
106. He likes football.

107. My brother *don't smoke*.
108. My brother doesn't smoke.

Sentence 103 showed that the student did not do any subject-verb agreement of the verb "to be" with a plural subject. In sentence 105 and 107, singular third person subjects must be followed by the present form of the verb plus –s or –es. As a result, the examples above indicate that the failure to use the verb form which agrees with the subject in number. This may be due to the non-existence of a verb pluralization rule in the first language. To paraphrase in their first language, the same verb form is used whether the subject is singular or plural.

21. Errors in Word order

As for errors in word order, there were two groups of errors; 1) Noun Phrase structures and 2) Sequences of Adjectives. Examples of these errors are shown as follow in 109, 111, and 113:

109. **She has black curly hair.*
110. She has curly black hair.

111. **He must hard work everyday.*
112. He must work hard everyday.

113. **I like fish cat very much.*
114. I like cat fish very much.

These errors in word order made unclear meaning of the sentences. In sentence 109, the students produced errors because they lack knowledge of sequences of adjectives. Adjectives simplifying qualities must be followed by adjectives simplifying colors and nouns. It seemed that the students used the patterns of their native language. In sentence 111, the error was the misplacement of a noun and an adjective. The students often placed an adjective after a noun in a noun phrase. This

possibly can be explained that the students just connected words together when they produced sentences only. Then, the error arose from direct translation from the native language to English. In sentence 113, the students misconstructed compound nouns. They did not realize the fact that in English the noun modifier is placed in front of the nouns modified, except for prepositional phrases.

22. Error in Subject prominent language

Most errors found in this study were errors in subject prominent language. Students omitted subjects in their sentences. The following examples illustrate errors in omission of subjects of verbs.

115. **I am walking and biking on Patong beach till have dinner.*
116. I am walking and biking on Patong beach till I have dinner.

117. **I choose to study English because want to speak with foreigners.*
118. I choose to study English because I want to speak with foreigners.

119. **I get up at 5. 30 a.m. and open the shop at 7 o'clock, then prepare the equipment to show mobiles on shelves.*
120. I get up at 5. 30 a.m. and open the shop at 7 o'clock. Then I prepare the equipment to show mobiles on shelves.

The missing subjects in the sentence 115, 117, and 119 show that subjects were omitted in the dependent clauses of the complex sentences. One possible explanation for this type of error might be that the students have not yet mastered the use of main and subordinate clauses, which were considered complicated grammatical aspects. On the one hand, these errors may result from first language interference. Surprisingly, in this study, the researcher found that there were no subjects in many sentences of the subject groups though English and Thai are similar

in terms of subject-prominent language. This is because repetitions of subjects are not needed there is only one common subject in compound and complex sentences in Thai. It was noticed that subject prominent language seems to pose difficulty for the students. Most omitted a subject in their sentences. As a result, their sentences were not complete and not understandable.

23. Errors in Conjunctions

As for errors in conjunctions, it was found that the major cause of errors produced by the students may be the misuse and the omission of conjunctions.

121. **I like playing volleyball <u>and</u> I don't like playing basketball.*
122. I like playing volleyball but I don't like playing basketball.

123. **I didn't go school.* It rained heavily.
124. I didn't go to school because it rained heavily.

In sentences 121, the student just used the conjunctions to join 2 clauses while were considering their meanings. The correct conjunction is "but" not "and" because the meaning of the clauses are contrasted. From sentence 123, the students lacked knowledge of compound sentence structures, and ignored conjunction.

24. Errors in fragment

Incomplete sentences were also found in the students' writing. It was found that the students made the highest number of errors in 'and clauses' and 'because clauses'. The following examples illustrate errors in incomplete sentences.

125. **I went to a waterfall. <u>And fed fish in the temple</u>.*
126. I went to a waterfall and fed fish in the temple.

127. **I like Pattaya very much. Because it was a beautiful beach.*
128. I like Pattaya very much because it has a beautiful beach.

129. **Many people Phuket Chinese.*
130. Many people in Phuket are Chinese.

These three examples are errors in incomplete sentences in that the students began the sentences with *'and'* and *'because'* which did not complete the sentences with the main clauses. In Sentence 125 and 127, the students put sentences into fragments with misuse of conjunction. Sentence 129 showed that the student made sentences without verbs. This reflects an inadequate ability to form compound and complex sentences. As shown in example 3, the prepositions '*in*' and the verb '*are*' were omitted which resulted in an incomplete sentence. This also indicates that the students did not focus on English sentence structures. They just followed their own native language, Thai. The students should be able to form new sentences depending on phrase structure rules, which helped them produce complete sentences. Without this, a large number of incomplete sentences will occur frequently as shown in examples above.

25. Errors in run-on sentences

Run-on sentences were frequently found in the students' tasks. The following examples illustrate these errors.

131. **The girls played basketball the boys played tennis.*
132. The girls played basketball. The boys played tennis.

133. **Titanic is my favorite movie I love eating popcorn.*
134. Titanic is my favorite movie. I love eating popcorn.

As shown in Sentence 131 and 133, the students wrote 2 clauses without any linkers or conjunctions. This error was also predictable from the

difference between Thai and English. The errors in run-ons can be assumed because the students did not use coordinating conjunctions *and* and a *full stop*. It is plausible to argue that it might result from a Thai writing connection.

4.2 Effects of the Inductive Approach Received from the Writing Test

To reach the goal of the second purpose, both the pre-test and the post-test of the writing tests were marked. In marking the writing test, the researcher collected the error points from students' writing texts. The scores received from these writing tests were all on the grammatical error points written by both groups of subjects.

To compare the grammatical error issues produced by the subjects in the experimental and control groups, errors from the pre-test and post-test writing were also analyzed and collected to compare the differences of their frequencies. Table 4.4 shows the comparison between the issues of grammatical errors of both experimental and control groups in the pre-tests and the post-test.

Table 4.3 Frequencies of All Grammatical Errors of Experimental and Control Groups from Pre-test and Post-test writing

Types of Errors	Experimental Group		Control Group	
	Pre-test	Post test	Pre-test	Post test
1. Nouns	162	88	180	138
2. Pronouns	179	82	186	154
3. Verbs	416	174	419	216
4. Adverbs	32	0	38	2
5. Adjectives	14	14	16	9
6. Prepositions	109	66	101	88
7. Conjunctions	42	28	36	24
8. Articles	132	95	112	77
9. Gerunds	72	56	80	68
10. Tenses and Aspect	224	102	268	156
11. Word order	87	49	75	45
12. Modal or auxiliaries	13	8	15	9
13. Voice	6	4	8	5

Types of Errors	Experimental Group		Control Group	
	Pre-test	Post test	Pre-test	Post test
14. There-be	12	5	14	11
15. Infinitives	25	11	27	20
16. If clause	5	1	3	0
17. Possessive ('s)	135	78	142	80
18. fragment	21	2	23	2
19. Phrasal verb	36	16	45	33
20. Relative clause	24	13	26	26
23. Comparison	8	0	10	0
24. Agreement	76	34	88	88
25. Thai serial verb construction interference	220	131	216	150
TOTAL	**2132**	**1071**	**2205**	**1476**

As shown in table 4.4, there were 25 types error produced by the students in both the experimental and the control groups. In fact, in the course Formal Paragraph Writing course, only 17 types of the target grammar were taught. They were No. 1 to 17: Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Articles, Gerunds, Tenses and Aspect, Word order, Modal or auxiliaries, Voice, There-be, Infinitives, If clause and Possessive ('s). However, it was found that there 8 more grammatical errors found in the writing. These will be called the non-target grammar in this research. They are No.18 to 25 in table 4.3 above. Those errors include, fragment errors in phrasal verbs, relative clauses, subject prominent language, run-on sentences, errors in comparison, errors in subject and verb agreement, and Thai serial verb construction interference.

4.2.1 Grammatical Errors in Writing Pre-test

According to the data in table 4.3, the subjects had considerably produced approximately same length passages. In practice, the number of words the students had to write was limited in the test to 150 words. It was found that twenty-five types of grammatical errors were made by the experimental group slightly different from those of the control group. The type of grammatical errors with the highest frequency made by the students in the experimental and the control group were errors in the use of verbs (416 and 419 respectively). This was followed by

errors in the use of tense and aspect (224, 226), Thai serial verb construction interference (220, 216), the use of pronouns (197, 186) and the use of nouns (162, 180). In comparison, the frequencies of total errors of both groups were not much different. The experimental group got 2132 errors, while the control group got 2205 errors. It can be concluded that there was no obvious difference in grammar knowledge between the two groups before the inductive approach treatment.

4.2.2 Grammatical Errors in Writing Post test

However, assuming that with the same instruction for pre-test and post-test writing, the comparison of the scores in the post-test showed the different results seen in table 4.4, that is, it was found that the number of errors made by in the experimental group was lower than those made by the control group. That was errors in the use of verbs (174 and 216 by the experimental and control groups respectively). This was followed by errors in the use of tense (102, 156), Thai serial verb construction interference (131, 150), the use of pronouns (82, 154) and the use of nouns (88, 138). The frequency of grammatical error issues of the experimental group was 1071, while that of the control group was 1476. This indicates that the students who learned English grammar through the Inductive Approach had the lower rate of grammatical errors than did the students who learned from the same lessons through the non-inductive approach. Although there were no obvious differences between the two groups in the pre-test in the first phase, this proved that the difference in the post-test would be sufficient to establish the effect of the inductive approach used.

4.3 Effects of Inductive Approach Received from the Grammar Test

4.3.1 Comparisons of grammatical knowledge in the pre-tests of the two Groups

The second section of this chapter answers the second question as to whether the use of the inductive approach can improved the writing grammatical errors of the students in Formal Paragraph Writing course. The researcher constructed the pre-test which was of 2 parts. The first part was the grammar test. It was built into 100 items of 4 multiple choices under 17 grammatical types. Ninety minutes were allocated to students to complete the test. The test results were interpreted and collected to compare the English grammar knowledge of the students in both the experimental and the control groups, together with the post-tests of each group and the opposite groups. The second part was the writing test. The subjects were asked to write the 2 compositions: the first one was entitled "My family", focusing on the present phase of time, and the other was entitled "My experience", focusing on past events. Errors found in the writing pre-test were counted to compare with those in the writing post test.

The scores on grammar in the pre-test of both the experimental and control groups were first compared using the paired sample t-test to determine whether there was any significant difference in the English grammar knowledge of the subjects in each group. Table 4.4 shows the difference of grammatical knowledge of both groups before the inductive approach treatment.

Table 4.4 Comparisons of Grammatical Knowledge scores in the pre-test between two the groups.

Subject Group	Mean (Total = 100)	S.D	T-values	Two-tailed test
Experimental	42.12	8.11	.156	.877
Controlled	41.82	7.93		N=40

** Significant at 0.01 level

With respect to the data presented in table 4.1, the pre-test mean score of the experimental group was 42.12 and that of the control group was 41.82. Even the mean score of the experimental group was slightly higher than that of the control group, this difference was not statistically significant ($p>0.05$). The pre-test scores of the experimental and the control groups were not significantly different at 0.01 level. This indicates that before the experiment, students in both groups were not operating at different levels of English grammar knowledge.

4.3.2 Comparisons between Pre-test and Post test Scores of the two Groups

To study the differences in grammar knowledge of the experimental and the control groups, their pre-test and post test scores were compared. The comparison of the pre-test and the post test scores shows an increase in students' English grammar knowledge in both groups. Table 4.5 shows differences in the mean scores and the T-scores of both groups between the pre-test and the post test.

Table 4.5 Comparisons between Pre-test and Post test Scores of the Two Groups

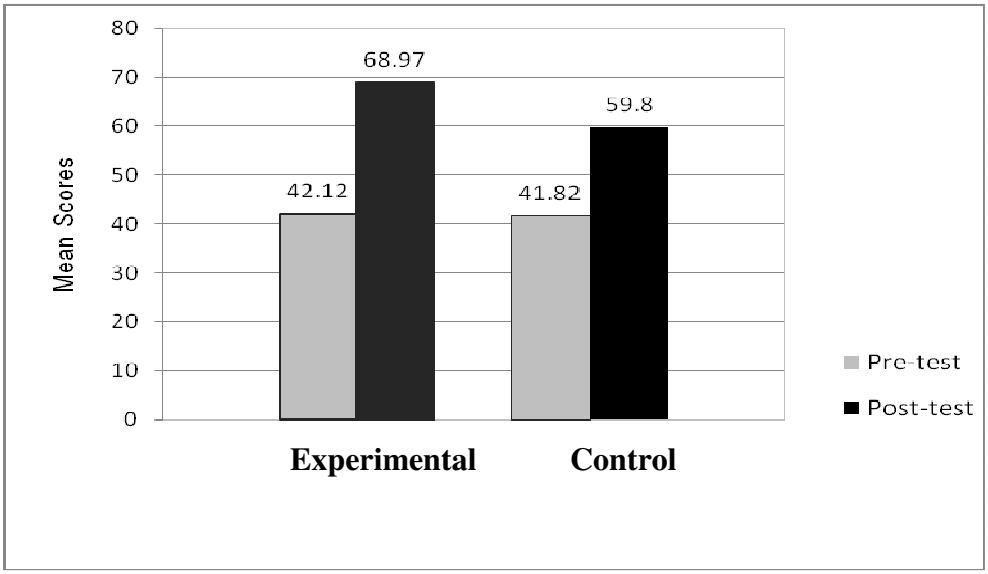
Groups	Test	Mean (F=100)	S.D.	T-values	Two-tailed test
Experimental	Pre-test	42.12	8.11	-22.50	**.00
	Post test	68.97	11.64		N= 40
Controlled	Pre-test	41.82	7.93	-11.73	**.00
	Post test	59.80	11.46		N= 40

** Significant at 0.01 level

The data in table 4.5 show the significant difference between the pre-test and the post test mean scores of both groups. The experimental group gained scores of 42.12 in the pre-test and 68.97 in the post-test. The control group gained scores of 41.42 in the pre-test and 59.80 in the post-test. It was obvious that both the experimental and control groups performed significantly better in the post-tests than

in the pre-tests. The pre-test and the post test mean scores of both groups show that although they learned grammatical items through different teaching approaches (the Inductive Approach and the regular lecture), showed the significantly different grammar knowledge at 0.01 level. The comparison of the means scores of the pre-test and the post test of the experimental group and control group is clearly shown in Figure 4.1

Figure 4.1: Subjects' Pre-tests and Post tests Mean Scores



After the treatment, it was visible that the subjects in both two groups greatly improved their knowledge of grammar. However, the experimental group did significantly better than the control group. The inductive approach can greatly improve learners' grammatical errors.

4.3.3 Comparisons of Post test Scores of the two groups

To answer the question as to whether the Inductive Approach can improve learners' grammatical errors, it was found that the scores on the post tests of the experimental group and the control group were significantly different as shown in table 4.6 below.

Table 4.6 Comparison of Post test Scores of Two Groups

Subject Group	Mean (Total=100)	S.D	T-values	Two-tailed test
Experimental	68.97	11.64	3.49	**.000
Control	59.80	11.46		N= 40

** Significant at 0.01 level

Based on the information in table 4.3, the mean score of the experimental group (68.97) was higher than that of the control group (59.80).The post test mean scores of the experimental and the control groups were significantly different at the 0.01 level. This indicates that the students who learned grammars through the Inductive Approach really had much more knowledge and proficiency of English in their knowledge than did the students who were taught under the common method through the regular lecture.

4.4 Students' Attitudes towards Inductive Approach

The third research question of this study put forward for investigation was whether or not the students' attitudes towards learning English grammar in writing course through an Inductive Approach, and of which level they were.

A questionnaire constructed by the researcher was administered to the experimental group after they had passed the Inductive Approach treatment and post-test. The aim of the questionnaire was to investigate the students' attitudes towards the use of an Inductive Approach in learning English, especially in the writing course. The questionnaire consisted of two parts; 1) personal information of respondents, and 2) twenty-two items on a five point rating scale (Likert-type) of respondents' attitudes towards learning English through an Inductive Approach, including open ended questions asking about respondents' opinions and recommendations. Reponses to the questionnaire indicated levels of attitudes ranging from 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), to 1 (strongly disagree).

In order to answer the third research purpose, the average scores of each response to the questionnaire were calculated to determined students' attitudes towards learning English grammar through an Inductive Approach.

According to data gained from the questionnaire, the results show that the attitudes toward all responses to 22 attitudinal items of the students learning English grammar in writing course through an Inductive Approach were positive (x = 4.08) in the level of agreement. The students, however, strongly agreed 5 items as shown in Table 4.7.

Table 4.7 Attitudes towards Learning English grammar in the Level of Strongly Agree

No	Statement	Mean
1.	The teacher's questions encourage me to be enthusiastic to pay more attention to the lessons.	4.87
2.	I like it when the teacher gave sequences of questions until I was able to aware of grammatical rules and conclude those rules taught by the teacher.	4.77
3.	I was satisfies with a teacher's teaching process, which were started up from difficult one to easier one, so I was not confused about the lessons.	4.70
4.	I like it when the teacher gives examples of phrases or sentences which are easy to understand. They motivated me to realize grammatical rules in these practical examples.	4.65
5.	I like it when the teacher's identify correction which had been done after my classmate and I learnt and conclude the rules, so we are able to gain grammatical rules correctly.	4.65

The findings in Table 4.7 show that students possessed high positive attitudes towards learning English grammar through an Inductive Approach. The

students strongly agreed that teacher's questions, examples of phrases or sentences, and teaching process encourage them to be enthusiastic to pay more attention to the lessons. These helped them to understand the lessons clearly.

Table 4.8 shows students' attitudes toward learning English grammar though the Inductive Approach in the level of agree as follow.

Table 4.8 Attitudes towards Learning English grammar in the Level of Agree

No	Statement	Mean
1.	I think I have enough in class participation given by a teacher satisfied me in studying 2003209 Formal Paragraph Writing	4.17
2.	I was satisfied when I have opportunities to participate in classroom activities because this makes me think and be able to apply grammatical rules for paragraph writing well.	4.12
3.	An opportunity to read parallel phrases or sentences given by a teacher satisfied me a lot because I could acquire and learned the similarities of those examples.	4.07
4.	I was satisfied with summarizing grammatical rules by myself, which is a new technique in learning process.	4.07
5.	I like the teacher's techniques which makes me get the habit of summarizing the grammar rules whenever being stimulated.	4.02

No	Statement	Mean
6.	My participation in learning process given by a teacher satisfied me while studying in 2003209 Formal Paragraph Writing	4.00
7.	I like a teacher asking classmates and me to sum up the grammatical rules in class individually.	3.97
8.	A teacher's guiding grammatical errors without any correction satisfied me in order that I had to correct them and conclude those grammatical rules by myself.	3.97
9.	Assigning to work in pair satisfied me because I was more enthusiastic and confident.	3.97
10.	I like summarizing grammatical rules from sentence examples by myself.	3.90
11.	I like a teacher giving feedback of grammatical errors in phrases or sentences in class in order that I am able to apply those grammatical rules and find a corrected answer by myself.	3.90
12.	I like a teacher providing me and classmates texts taken from newspaper, magazines, and short stories in order to summary grammatical rules found in those texts.	3.87
13.	I like a teacher providing me and my classmates some texts from newspaper, magazines, or short stories to do exercises in order that we can find sentence structures which have been studied in the class.	3.82

No	Statement	Mean
14.	From activities in this class, I realize that understanding the constituents of sentence structures is more important than memorizing.	3.77
15.	I like it when the teacher's 2-5 examples of phrases or shows sentences to us be able to notice their similarity of parallel structures in those examples.	3.72
16.	Working in group satisfied me because I was more enthusiastic and confident.	3.62

From Table 4.8, the students in the experimental group agreed that activities, class participation and working in pairs or groups assisted them to master the grammatical knowledge. Practicing frequently with authentic materials helped them to imply the grammar rules correctly. The teacher's feed back also was really helpful to clarify them understanding the errors and mistakes.

Last, but not least, Table 4.9 shows the students' attitudes in the level of neutral as illustrated below.

Table 4.9 Attitudes towards Learning English grammar in the Level of Neutral

No	Statement	Mean
1.	I like it when the teacher giving my classmates' grammatical errors in phrases or sentences in class in order that I am able to apply those grammatical rules and find a corrected answer by myself.	3.32

A few students moderately liked the teacher giving their classmates' grammatical errors in phrases or sentences in class. They moderately agreed that giving grammatical errors in phrases or sentences in class helped them to be able to apply grammatical rules and find a corrected answer by themselves.

To sum up, the mean scores of the students' attitudes towards learning English grammar through an Inductive Approach ranged from 3.32 to 4.87 which falls into the levels of agree and strongly agree. The average mean score of these 22 items was 4.08 which falls into the level of agree. The findings showed that the students, who learned English grammar in the writing course, namely Formal Paragraph Writing, had positive attitudes towards learning English grammar through an Inductive Approach. Teaching and learning English grammar through an Inductive Approach was considered satisfactory in the students' opinions. Due to the students' responses, an Inductive Approach created positive attitudes towards learning English.

In conclusion, the findings showed that it was also found that still there were totally 25 issues of grammatical errors which were frequently produced by the students ranking from sentence to word levels. These issues of errors were about verbs, tenses, first language interference, the use of pronouns, the use of nouns, possessives, the use of articles, prepositions, agreement of subjects and verbs, word order, gerunds , subject prominent language, phrasal verbs, conjunctions, infinitives, relative clauses, incomplete sentences, adjectives, modals, there-be, run-on sentences, comparisons, voices, if clauses and the use of adverbs. The Inductive approach positively affected the teaching of grammar in the writing course. The mean scores of the post test in the experimental and control groups were significantly different at the 0.01 level. This indicates that the students who were trained through the Inductive Approach had a significantly higher rate of knowledge than did the students who were taught through common lessons through the regular lectures. After the treatment, still there were differences on frequencies of error occurrences between both groups, that is, both experimental and control groups did obviously better in the post tests than in their pre-tests. This showed that the inductive approach, through the writing classes, could improve learners' grammatical errors. In addition, learning English grammar through an Inductive Approach had a positive effect on student's English grammar knowledge and their attitudes towards English language learning.

CHAPTER 5

SUMMARY OF THE STUDY, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, implications and recommendations for further studies. To this end, the finding discussed in the previous chapter will be reviewed, and will then be summarized in order of research questions; to investigate issues in grammatical errors in the texts written by these 2nd year English major students at Suratthani Rajabhat University, then to study whether the use of the Inductive Approach can improve students' grammatical errors in the writing course at Suratthani Rajabhat University will be summarized and lastly their attitudes towards Inductive Approach. Implications to be drawn from the study will be presented, and finally, recommendations for further study will be offered.

5.1 Summary of the Study

The study can be summarized as follow: Firstly, this research aimed to investigate issues in grammatical errors in the texts written by these 2nd year English major students at Suratthani Rajabhat University, 2) to study whether the use of the Inductive approach would improve students' grammatical errors in the writing course at Suratthani Rajabhat University, and 3) to find out what students' attitudes towards learning grammar through an Inductive Approach are. The subjects of this study were 80 second year students majoring in English, faculty of Education at Suratthani Rajabhat University, Suratthani Province in academic year 2009. The research was conducted in the writing course named Formal Paragraph Writing. The subjects were put into 2 groups: the experimental group and the control group. Each group comprised 40 students.

The research instruments of in this study were the pre-test for both groups, the Inductive Approach treatment designed as 17 lesson plans for the experimental groups and the post test for both groups. The pre-test were of 2 parts, the first part was the grammar test. It was built as the 100 items of 4 multiple choices under 17 grammatical issues. The second part was the writing test in which the subjects were asked to write the 2 compositions: one was emphasized on the present of time, while the other was about the past events. The pre-tests were administered on the experimental and control groups in 1st – 2nd weeks: the grammatical test was in the 1st week followed by the writing in the 2nd week. The two subject groups were assigned to write paragraphs of one hundred and fifty words each within ninety minutes on the same two topics. The grammatical test was designed as proficiency test so the scores from this test were English proficiency scores. The scores in the writing test, however, were the collection of errors. The Inductive Approach treatment was included in teaching materials of the courses constructed by the researcher. Although the same materials were taught to the both groups, only the experimental group was trained with the Inductive Approach. The pre-test paper was again used as the post test at the end of the semester for both group to see the differences between the pre-test and the post test of each group and between the post tests of two groups.

Finally, to investigate issues in grammatical errors in the texts written by 2nd year English major students at Suratthani Rajabhat University, the writing test, as the pre-test and the post-test, of the experimental and control groups were marked to find out the issues of grammatical errors. The errors were counted to compare the differences of their frequencies, the percentage before and after the experiment**.** to determine the effectiveness of learning English grammar through an Inductive Approach, the mean scores of the grammar test, in terms of the pre-test and the post-test of the experimental and control groups, were compared using the paired sample t-test to determine whether there was any significant difference in the English grammar knowledge of the subjects in each group before and after the experiment. Statistics were computed using SPSS (Statistic Package for the Social Sciences) program. The responses of the questionnaire were averaged to determined students' attitudes towards learning grammar through an Inductive Approach.

5.2 Summary of the Findings

Three main findings can be concluded from this study based on the research questions. The 1st question asked which issues of grammatical errors there were in the texts written by 2nd English major students at Suratthani Rajabhat University. The results revealed that there were totally 25 issues of grammatical errors which were frequently produced by the students ranking from sentence to word levels. These issues of errors were about verbs, tenses, the first language interference, the use of pronouns, the use of nouns, possessives, the use of articles, prepositions, agreement of subject and verbs, word order, gerund , subject prominent language, phrasal verbs, conjunctions, infinitives, relative clauses, incomplete sentences, adjectives, modals, there-be, run-on sentences, comparison, voices, if clauses and the use of adverbs.

The 2nd question asked whether the use of Inductive Approach would improve students' grammar knowledge in the writing course. Based on the results from data collection, it was found that the students who learned grammars through the Inductive Approach really had much more significant differences in their knowledge than did the students who were taught with common lessons through the regular lecture. The experimental group gained the scores of 42.12 in the pre-test and 68.97 in the post-test. The control group gained the scores of 41.42 in the pre-test and 59.80 in the post-test. The results from paired sample t-tests confirmed that students' English grammar was significantly improved after the Inductive Approach ($p < .001$). After the treatment, there were differences on frequencies of error occurrences between both groups. It was found that the number of errors in the experimental group was lower than that of the control group. The frequency of grammatical error issues of the experimental group was 1071, while that of the control group was 1476. The experimental group did significantly better in the post tests than the control group. This showed that the Inductive Approach, through the writing classes, could improve learners' grammatical errors.

The 3rd question aimed to find out to find out what students' attitudes towards learning grammar through an Inductive Approach are. From the findings, students possessed high positive attitudes towards learning English grammar through

an Inductive Approach (x = 4.08). Teaching and learning English grammar through an Inductive Approach was considered satisfactory in the students' opinions. Due to the students' responses, an Inductive Approach created positive attitudes towards learning English. Most students liked the teacher giving examples of phrases or sentences, which were easy to understand. These examples motivated them to realize grammatical rules in these practical examples. The students also liked sequences of questions given by the teacher, which helped them aware of grammatical rules and conclude those rules by themselves. The teacher's questions encouraged them to be enthusiastic to pay more attention to the lessons. The students satisfied the teacher's identify correction after learning and concluding the rules, which helped them to gain grammatical rules correctly. They also admired the teacher's teaching process starting up from difficult one to easier one which helped them understand the lessons clearly.

According to the three hypotheses of the study, it was predicted that 1) the use of Inductive Approach will improve students' grammatical errors in Formal Paragraph Writing course, 2) there would be some issues of grammatical errors found in the texts written by 2nd English major students at Suratthani Rajabhat University, and 3) more than 60% of students are appreciated with the Inductive Approach. Clearly, actual data from the experiment were accepted the hypothesis number 1, 2, and 3.

5.3 Implications of the Study

On the basis of the findings, the following implications for language learning and teaching can be suggested.

First of all, the study found that the Inductive Approach positively affected the teaching of grammar in the writing course. Teachers should therefore use this approach to reinforce English grammar learning in classes. This can be done by employing the Inductive Approach into a lesson plan design. Teachers should be aware of each stage of teaching procedures, which emphasize on the student-centered. In the presentation stage, teachers should not only give several examples of phrases or sentences, but they also should also ask sequence of questions until the students are able to aware of grammatical rules by themselves. In the practice stage, teachers

should provide students quality exercises, so that, they are able to realize that acquiring constituents of sentence structures is more important than memorizing. In the production stage, students should be encouraged to summarize grammatical rules and apply those rules correctly. Since class participation is in learning process, teachers should find way to motivate students to participate more frequently in class. Materials and exercises also play an important role in teaching procedures. Teachers should start a lesson up from easier linguistic unit to the more difficult ones. If these suggestions are put into practice, the Inductive Approach can be very effective in improving students' grammar knowledge. Further, the lesson plans should be prepared before the semester starts. Teacher can work on this as a team and the plans may be check by the Head of the English unit before the practice. Peer observations may also be helpful to see if a teacher follows the curriculum. Besides, this suggests that if teachers have not had adequate training on theory and practice teaching methodology. Seminars or training programs are urgently needed and the school administrators should realize this problem and encourage their teachers to attend seminars or training programs.

Second, it should be noted that the students in this study have still produced errors of English grammar such as verbs, tenses, the first language interference, the use of pronouns, the use of nouns, possessives, the use of articles, prepositions, agreement of subject and verbs, word order, gerund , subject prominent language, phrasal verbs, conjunctions, infinitives, relative clauses, incomplete sentences, adjectives, modals, there-be, run-on sentences, comparison, voices, if clauses and the use of adverbs. These kinds of errors are English parts of speech. They are constituents of sentence structures. Gaining knowledge of elements of sentence structures is extremely helpful to generate sentences accuracy. To eliminate errors occurring in students' writing, teachers should encourage students to learn from their errors and should motivate them to overcome their weakness. Further, knowing the major causes of students' errors should prompt teachers to prevent the occurrence of error. Some explanation can be given to students so as to lead students to understanding the causes of errors. Designing a lesson to avoid making errors in grammar should draw attention to; a clear and interesting context, a purpose for the grammar in communication, showing the grammar pattern clearly, frequently, and

naturally in context, keeping meaning and communication in focus (not just form), lessons move from comprehension to production, and requiring learner to communicate using the new grammar.

Finally, the fact that the students in this study had high positive attitudes towards learning English grammar through the Inductive Approach is a good sign for EFL teachers because their positive attitudes can facilitate their language learning and enhance their chance of success. If teachers are aware that their students have positive attitudes towards English, they can find ways to maintain their positive attitudes. Teachers can make students develop positive attitude toward English by providing interesting and fun activities. Some famous speakers may be invited to give a talk on the importance of learning English. This will be help students see the important of learning English and they will pay more attention in their learning.

5.4 Recommendations for Further Studies

Based on the results of the study, some recommendations further studies in this area might be proposed.

1. This study was conducted with the 2nd year English major students, with only one teacher. To confirm the results of the study, the research should be replicated with more at different education level with more EFL teachers, and over a longer period of time.

2. This study dealt only with the Inductive Approach affecting the students' English grammar knowledge with similar English proficiency levels, further study should investigate the effectiveness of learning English grammar through the Inductive Approach with students with different English proficiency levels in order to find out whether or not the Inductive Approach has influence on students' grammar knowledge levels.

3. This study dealt only with the Inductive Approach affecting the students' English grammar knowledge, it would be interesting to compare the learning effectiveness of students being taught both inductively and deductively with those being taught by either method alone.

4. It would be worth examining if there are subject variables, such as learners' preferred learning styles, motivation, or intelligence aptitude, which may impact on the effectiveness of one way over another.

5. Due to limited access to university subjects, the current study was conducted within a semester. It could be recommended that future research conduct a longitudinal study to track student success over a longer period.

REFERENCES

Allen, J.P.B., & Corder, S.P. (1975). *Papers in Applied Linguistics.* II. London:Oxford University Press.

Attapan, K. (2002). *"The Effects of Using Games on the Enhancement of Grammatical Competence of M.4 Students in Science Program at Nawaminthrachuthit Taksin School, Songkhla."* M.A Thesis in Applied Linguistics, Prince of Songkhla University.

Basic Education Curriculum B.E. 2544. (2001). *Contents and Standards of Learning for a Foreign Language. Bangkok:* The Ministry of Education.

Brown, H.D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Englewood Cliffs: Prentice Hall Regents.

Chen, C. (2007). *"Past and Present Tense and Temporal Interpretation in English Narrative Texts by Third Year Law Students of Southwest University of Political Science and Law at Chongqing City Province, Chaina."* M.A Thesis in Applied Linguistics, Prince of Songkhla University.

Chomsky, N. (1975). *Reflections on Language*, Pantheon, New York.

_____. (1991 a). *Lectures on Binding and Government*, Foris Publications, Dordrecht.

_____. (1994 b). *"Principles and Parameters in Syntactic Theory"*, in N. Hornstein and D. Lightfoot, eds., Explanation in Linguistics.

Corder, S. P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.

Corder, S. P. (1978). *Language-learner language*. in J. C. Richards (Ed.), *Understanding second and foreign language learning* (pp.71-92). Rowley: Newbury House.

Coulter, S.P. (1983). *Second Language Learning: Contrastive Analysis, Error Analysis, and Related Aspects.* Ann Arbor: University of Michigan Press.

DeKeyser, R. (1995). *Learning second language grammar rules*: *An experiment with a miniature linguistic system. Studies in Second Language Acquisition,* Cambridge: Cambridge University Press.

Dulay, H. C., & Burt, M. K. (1974). Errors and strategies in child second language acquisition. *TESOL Quarterly, 8*, (pp. 129-136).

Dulay, H. C., Burt, M. K., & Krashen, S. (1982). *Language two*. Oxford: Oxford University Press.

Ellis, R. (1990). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

El-Sayed, A. M. (1982). *An investigation into the syntactic errors of Saudi freshmen's English compositions.* Ph. D. dissertation. Indiana University of Pennsylvania.

Felder, R., & Henriques, E. (1995). Learning and teaching styles in foreign and second language education. *Foreign Language Annals 28*(1), (pp. 21-31).

Fischer, A. R. (1979). The inductive-deductive controversy revised. *Modern Language Journal, 63*(3), (pp. 98-105).

Frodesen, J. (2001). Grammar in writing. In M. Celce-Murcia (Ed.*), Teaching English as a second or foreign language*, (3rd ed). (pp. 233-248). Boston: Heinle & Heinle.

Fromkin, V. and Rodman, R. (1994). *An Introduction to Language*. (2nd ed). Oxford University Press.

Ghadessy, M. (1980). Implications of error analysis for second/foreign language acquisition. *IRAL, 18*, (pp.93-101).

Goner, Phillips, and Walters. (1995). *Teaching Practice Handbook: Structures: Grammar and Function.* Heinemann, (pp. 129-138).

Gorbet, F. (1979). 'To err is human': Error analysis and child language acquisition. *ELT Journal*, *34*, (pp. 22-28).

Hammerly, H. (1975). The Deduction/Induction Controversy. *Modern Language Journal. 59* (1) (pp.15-18).

Hope, E. (1987). *Exemplar-Based Knowledge Acquisition*. London: Academic Press.

Hughes, A., & Lascaratou, C. (1982). Competing criteria for error gravity. *ELT Journal, 36*/3, (pp. 175-182).

James, C. (1998). *Errors in language learning and use: Exploring error analysis.* NewYork: Addison Wesley Longman.

Jia-Yuan, S. (2008). *Effects of Inductive and Deductive Approaches in Grammar Instruction for Junior High School Students of Differing English Proficiency.*

Kharma, N. (1981). Analysis of errors committed by Arab university students in the use of English definite/indefinite articles. *IRAL, 19*, (pp. 333-345).

Krashen, S. (2002). Second language acquisition and second language learning (1st Internet ed). Retrieved January 11, 2006, available at http://www.sdkrashen.com/SL_Acquisition_and_Learning/

Li, C., & Thompson, S. (1976). *Subject and topic: A new typology of language. Subject and Topic.* New York: Academic Press.

Lightbown, P.M., and Spada, N. (1999). *How Languages are Learned.* 2nd ed. Oxford: Oxford University Press.

Lush, B. (2002). "Writing Errors: A Study of Thai Students' Writing Errors." *THAI TESOL BULLETIN. 15*(1), (pp. 75-82).

May, R. C. (1977). *The Grammar of Quantification*. MIT PhD Dissertation. (Supervised by Noam Chomsky, this dissertation introduced the idea of "logical form".)

Nagata, N. (1997). An experimental comparison of deductive and inductive feedback generated by a simple parser. *System, 25*(4), (pp. 515-534).

Na-ngam, S. (2005). *"Common Grammatical Errors in Foundation English I Written Assignments of Prince of Songkhla University Students with High and Low English Entrance Examination Scores."* M.A Thesis in Applied Linguistics, Prince of Songkhla University. (Unpublished)

Ngara, E. A. (1983). Non-contrastive errors in African English: Types and significance. *IRAL, 21,* (pp. 35-45).

Paradowski, M. B. (2007). *Exploring the L_1/L_2 Interface. A Study of Polish Advanced EFL Learners*. Institute of English Studies, University of Warsaw, (pp.110–14).

Politzer, R., and Ramirez, A. (1973). *An error analysis in the spoken English of Mexican pupils in a bilingual school and a monolingual school.* Language Learning, 23, (pp. 39-62).

Pongsiriwet, C. (2001). *"Relationships among Grammatical Accuracy, Discourse Features, and the Quality of Second Language Writing: The Cause of Thai EFL Learners." Doctor* of Education in Curriculum and Instruction, Department of Educational Theory and Practice. West Virginia University.

Puntakerngamorn, P. (1999). *"English language education in secondary schools in Thailand : a Thai cultural perspective."* M.A Thesis in (Eng Studies)-Dept of English Language & Literature, Nova Southeastern University.

Richards, J. C. (1974). *A non-contrastive approach to error analysis. In J. C. Richards (Ed.), Error analysis: Perspectives on second language acquisition* (pp. 172-188). London: Longman.

Richards, J. C. (1993). *Longman Dictionary of LANGUAGE TEACHING AND APPLIED LINGUISTICS*. Singapore: Longman Group UK Limited.

Richard, J. C., Platt, J., & Platt, H. (Eds). (1993). *Longman dictionary of language teaching and applied linguistics*. England: Longman.

Rivers, W. M., & Temperley, M. S., (1978) *A Practical Guide to the Teaching of English as a Second or Foreign Language*. Oxford: Oxford University Press,

Scott, M. S., & Tucker, G. R. (1974). *Error analysis and English-language strategies of Arab students. Language Learning,* 24, 69-97.

Selinker, L., & Lamendella, J. T. (1980). Fossilization in interlanguage learning. In K.Croft (Ed.), *Reading on English as a second language* (pp. 132-143). Boston: Little, Brown.

Shaffe, C. (1989). "A Comparison of Inductive and Deductive Approaches to Traching Foreign Language." Available at: http://www.jstor.org/stable/32687

Smyth, T. J. (1987). *Error Analysis in EFL Classroom. Teaching English as to Speakers of Other Languages*. Inc. Available at http://www.jstor.org/pss/3586012

Srichai, C. (2002). *"Analysis of Errors in Written Work by First Year Business Administration Students at Prince of Songkhla University, Hat Yai Campus."* M.A Thesis in Applied Linguistics, Prince of Songkhla University. (Unpublished)

Thep-Ackrapong, T. (2005). *Teaching English in Thailand*: An *Uphill Battle*. มนุษยศาสตร์ปริทรรศน์ คณะมนุษยศาสตร์: กรุงเทพมหานคร: มหาวิทยาลัยศรีนครินทร์วิโรจน์.

Thepkanjana, K. (2002). *"Grammaticalization of directional verbs into success marker in Thai,"* The 38th Annual Meeting of the Chicago Linguistics Society (CLS 38). University of Chicago, Chicago. April 25-27, 2002.

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

Winter, R. (1989).*A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages,* Constance Shaffer ,*The Modern Language Journal*, Vol. 73, No. 4 , pp. 395-403 (article consists of 9 pages) Published by: Blackwell Publishing on behalf of the National Federation of Modern Language Teachers Associations available at http://www.jstor.org/stable/326874

Wiriyachitra, A. (2000). English Language Teaching and Learning in Thailand in this Decade. *Thai TESOL Focus, 15* (1), (pp. 4-9).

Wright, T. (1987). *Role of Teacher & Learners*. Oxford University Press.

Yang, W. (1994). *Error analysis in ESL writing. M.A. dissertation.* California State University.

Yu-Chih, S. & Li-Yuch, W. (2008). *Concordancers in the EFL Classroom: Cognitive Approaches and Collocation Difficulty.* National Chao-Tung University, Taiwan.

Yule, G. (2006). *The Study of Language*. New York: Cambridge University Press.

APPENDIX A

Grammar Test

Name……
Student Number……
Section: .....

Suratthani Rajabhat University

แบบทดสอบ Grammar รายวิชา รูปแบบการเขียนอนุเฉท (รหัสวิชา 2003209)

สอบวันที่ 1 มิถุนายน 2552 เวลา 8.30 -10.00 น. เวลา 1.30 ชั่วโมง

จำนวน 100 ข้อ คะแนนเต็ม 100 คะแนน

Direction : In each item, Choose the best answer. Put the letter a, b, c or d in your answer sheet. (100 marks)

1. Both you and your sister have lovely _____.
   a. tooth
   b. the tooth
   c. teeth
   d. the teeth
2. A: Can I feed those geese?
   B: It's OK to feed _____.
   a. it
   b. her
   c. him
   d. them
3. I ____ English since I was young.
   a. study
   b. studied
   c. have studied
   d. are studying
4. _____ Chow Praya River is in Thailand.
   a. A
   b. An
   c. The
   d. no article needed
5. I have two rulers. I can lend ___one.
   a. it
   b. he
   c. she
   d. you
6. The earth _____ round the sun.
   a. move
   b. moves
   c. moved
   d. moving
7. This cupboard is _____ of all the furniture in this room.
   a. as expensive as
   b. more expensive than
   c. the most expensive
   d. so expensive that
8. Saint John Church is _____ Boston Road.
   a. in
   b. on
   c. at
   d. to

9. Phillip _____ at this moment.
   a. ski
   b. skis
   c. is skiing
   d. are skiing
10. That baby always____ last month.
   a. cry
   b. crying
   c. cried
   d. cries
11. I __ to Chiengmai five times so far.
   a . go
   b. goes
   c. went
   d . have been
12. The family they've known lives in the ____ at the corner.
   a. white beautiful house
   b. beautiful old house
   c. house white old
   d. house old white
13. _____ two geese in the river now.
   a. Have
   b. Has
   c. There is
   d. There are
14. My sons_____ their homework.
   a. make
   b. do
   c. bake
   d. work
15. These are your flowers. I bought them for_____ birthday.
   a. you
   b. your
   c. yours
   d. yourself
16. Jill always ____ red roses, but yesterday she bought white roses.
   a. buy
   b. buys
   c. is buying
   d. will buy
17. The birds began to sing ____dawn.
   a. to
   b. by
   c. in
   d. at
18. I can paint this wall_____.
   a. fastly
   b. fasten
   c. fastness
   d . fast
19. She ____in the garden at this moment.
   a. work
   b. works
   c. is working
   d. are working

20. A: ___ you ever___ to Hong Kong?
    B: Yes, many times.
    a. Have, been
    b. Does, go
    c. Has, gone
    d. Do, go
21. If he ___ the bell, the dog will rush to him.
    a. rings
    b. rang
    c. had rung
    d. would have rung
22. I'm sure you will succeed in _____ soon.
    a. worked
    b. work
    c. working
    d. to work
23. When I was twelve years old, I _____ good music lessons.
    a. have
    b. will have
    c. am having
    d. had
24. Which sentence is grammatically correct?
    a. Where discourage Thomas?
    b. Who discourages Thomas?
    c. Whose does discourage Thomas?
    d. When does discourage Thomas?
25. This is ____ necklace that I own.
    a. the most expensive
    b. as expensive as
    c. more expensive
    d. so expensive as
26. England is in ____ Europe.
    a. a
    b. an
    c. the
    d. no article needed
27. My family is always in Phuket ____ the summer.
    a. among
    b. between
    c. during
    d. along
28. ____me to the party next Sunday?
    a. Were you taking
    b. Did you take
    c. Have you taken
    d. Will you take
29. As I _____, I saw a beautiful woman.
    a. shop
    b. am shopping
    c. was shopping
    d. were shopping

30. He _____ here since he was ten years old.
    a. lived
    b. had lived
    c. has lived
    d. has been living

31. This is the school____ I used to study.
    a. where
    b. which
    c. why
    d. who

32. The dog ___ whenever it sees a stranger.
    a. bark
    b. barks
    c. barked
    d. is barking

33. It is our rule that you _____ use a pencil to write on a check because someone may change the amount of money that you have written on it.
    a. should not
    b. ought to
    c. may not
    d. must not

34. A: What ____ those women ____ ?
    B: They are sewing.
    a. do, do
    b. will, do
    c. are, doing
    d. did, doing

35. _____ air in this room is not good.
    a. A
    b. An
    c. The
    d. no article needed

36. Listen! The teacher____the answer.
    a. explained
    b. has explained
    c. explain
    d. is explaining

37. When I was young, I ____ ride a horse.
    a. ought to
    b. may
    c. could
    d. must

38. He ___ me the tape that I asked for.
    a. gives
    b. has just given
    c. give
    d. had just given

39. Peter can't come to the phone now because he _____ a bath.
    a. taking
    b. is taking
    c. will take
    d. take

40. _____ a cup of coffee on the table.
    a. There is
    b. There are
    c. Has
    d. Have

41. Tim is seriously ill. He _____ see a doctor before it is too late.
    a. may
    b. can
    c. must
    d. might

42. Sam, with his friends, ____ at this moment.
    a. skate
    b. skates
    c. is skating
    d. are skating

43. A : Is your mother still awake?
    B : No, she ___ a few minutes ago.
    a. sleep
    b. is sleeping
    c. has slept
    d. went to bed

44. Julia _____ a delicious cake every evening.
    a. does
    b. works
    c. cooks
    d. makes

45. ____ gold is a valuable metal.
    a. A
    b. An
    c. The
    d. no article needed

46. Alan prepared an experiment_____ than Jim.
    a. more carefully
    b. the most carefully
    c. as carefully
    d. so carefully

47. He ____ here from 1967 to 1980.
    a. lived
    b. has lived
    c. lives
    d. is living

48. The student _____ lost his bag is waiting in the office.
    a. what
    b. whose
    c. who
    d. which

49. If Paul____ to the party with Ann, I would go with him.
    a. won't go
    b. didn't go
    c. hadn't gone
    d. wouldn't go

50. I wanted to know the truth, so I searched it _____ .

a. myself

b. mine

c. my

d. me

51. You should give up _____.

a. smoke

b. smoking

c. to smoking

d. to smoke

52. The project _____ next week.

a. will be finished

b. will finish

c. would finish

d. will be finish

53. Wanee is unhappy because she _____ find her diamond ring.

a. can't

b. shouldn't

c. mustn't

d. doesn't have to

54. He _____ his brother very well.

a. looks on

b. looks by

c. looks at

d. looks after

55. It's now 8 o'clock. I _____ Tony at the railway station in two hours. I promised to see him at 10 o'clock.

a. meet

b. met

c. will meet

d. am meeting

56. Which sentence is grammatically correct?

a. Betty is cleverest than Bill.

b. Bob is happier than Alex.

c. Betty is clever than Bill.

d. Bob is happiest than Alex.

57. ____ girl whom you saw yesterday is my sister.

a. A

b. An

c. The

d. no article needed

58. Bob speaks English _____.

a. clearly

b. clear

c. clearness

d. clearance

59. Please sit _____ that armchair.

a. at

b. in

c. on

d. to

60. I love music, poetry and _____ art.

a. a

b. an

c. the

d. no article needed

61. He _____ to the market with his mother when he was young.
    a. goes
    b. had gone
    c. went
    d. is going

62. What _____ Mark _____ at this time last month?
    a. is, doing
    b. are, doing
    c. was, doing
    d. were, doing

63) I ____ my old friends to the party next week.
    a. invited
    b. was inviting
    c. have inviting
    d. am going to invite

64) My children _____ milk every morning.
    a. drink
    b. eat
    c. cook
    d. bake

65) _____ four people in my family.
    a. Have
    b. Has
    c. There is
    d. There are

66) There is somebody standing _____ the door.
    a. along
    b. in
    c. at
    d. to

67. Have you finished ___ your homework?
    a. doing
    b. do
    c. did
    d. to have done

68. Please wait here; my boss _____ in ten minutes.
    a. return
    b. has returned
    c. will return
    d. return

69. I can't remember _____ John told me about the accident.
    a. where
    b. what
    c. which
    d. who

70. They helped me _____ my homework.
    a. did
    b. doing
    c. done
    d. do

71. If she told the truth, they _____ her.
    a. forgive
    b. would forgive
    c. have forgive
    d. were forgiving
72. I have read the book _____ you lent me.
    a. whom
    b. who
    c. that
    d. whose
73. My father_____ his car.
    a. rides
    b. drives
    c. runs
    d. goes
74. The school _____ in 1980.
    a. establishes
    b. is established
    c. was established
    d. establishing
75. Sue and I ____ a cake at 3 p m. yesterday.
    a. bake
    b. baked
    c. was baking
    d. were baking
76. Which sentence is correct?
    a. A blouse is making my mother.
    b. My mother making a blouse.
    c. My mother is being made by a blouse.
    d. A blouse is made by my mother.
77. I _____ a bath late yesterday.
    a. take
    b. taking
    c. took
    d. has taken
78. We have to _____ our best clothes for the party.
    a. put down
    b. put out
    c. put on
    d. put up
79. Mark isn't_____ his brother
    a. as polite as
    b. more polite
    c. so polite as
    d. the most polite
80. A: Where did you get this silver tray?
    B: It ___ to me by my children.
    a. was given
    b. was giving
    c. given
    d. gave
81. His brothers ____ their horses today.
    a. drive
    b. ride
    c. walk

d. run

82. We mustn't fail _____ our promise.
a. keeping
b. keep
c. kept
d. to keep

83. They found _____ in the middle of the jungle at night.
a. itself
b. themselves
c. herself
d . himself

84. That lady bought _____ flowers
a. two big red
b. two red big
c. big red two
d. red big two

85. You_____read the instructions carefully to understand them in order to do them correctly, or you will fail the exam.
a. can
b. may
c. might
d. have to

86. Whenever he has some money, he ___it with his brother.
a. shares
b. shared
c. sharing
d. to share

87. My favorite actor _____ by the top journalist in the most popular variety show last night.
a. is interviewing
b. interviewed
c. was interviewed
d. interviewing

88. Don't _____ your coat, it's cold outside.
a. take on
b. take out
c. take off
d. take down

89. Susan pronounces English vowels_____.
a. bad
b. good
c. well
d. goodness

90. She poured some ____ into the bowl.
a water drinking cold
b. clean drinking water
c. drinking clean water
d. water clean drinking

91.They forced us _____their invitation.
a. to accept
b. accepting
c. accept
d. accepted

92. There are too many _____ in the bowl.

a. fish

b. fished

c. fishing

d. fished

93. He is a German soldier with a _____ when he speaks English.

a. foreign strong accent

b. strong foreign accent

c. accent foreign strong

d. accent strong foreign

94. The house ____ they live needs repairing.

a. where

b. which

c. whose

d. what

95. My coffee isn't sweet, please put___sugar.

a. few

b. a little

c. a few

d. no

96. The teacher began by _____ the meaning of difficult words.

a. explaining

b. explain

c. to explain

d. explained

97.My father _____ while I was swimming.

a. was running

b. runs

c. ran

d. is running

98. _____ run after many sheep in the field.

a. The wolf

b. The wolfs

c. The wolves

d. The wolfes

99.Two boys said _____ the same thing.

a. exact

b. exactness

c. exactly

d. never

100. He let me _____ his car.

a. drove

b. to drive

c. drive

d. driving

Answer sheet (For researcher)

Name_____Studentnumber_____Section_____

Item	a	b	c	d	GI	Item	a	b	c	d	GI
1					1	51					8
2					2	52					9
3					9	53					10
4					5	54					15
5					2	55					9
6					9	56					17
7					17	57					7
8					6	58					4
9					9	59					6
10					9	60					7
11					9	61					9
12					5	62					9
13					12	63					9
14					3	64					3
15					2	65					12
16					11	66					6
17					6	67					8
18					4	68					9
19					9	69					16
20					9	70					13
21					14	71					14
22					8	72					16
23					9	73					3
24					9	74					11
25					17	75					9
26					7	76					11

Item	a	b	c	d	GI	Item	a	b	c	d	GI
27					**6**	**77**					**9**
28					**9**	**78**					**15**
29					**1**	**79**					**17**
30					**9**	**80**					**9**
31					**16**	**81**					**3**
32					**9**	**82**					**13**
33					**10**	**83**					**2**
34					**9**	**84**					**5**
35					**7**	**85**					**10**
36					**9**	**86**					**9**
37					**10**	**87**					**9**
38					**9**	**88**					**15**
39					**9**	**89**					**4**
40					**12**	**90**					**5**
41					**10**	**91**					**13**
42					**13**	**92**					**1**
43					**9**	**93**					**5**
44					**3**	**94**					**16**
45					**7**	**95**					**1**
46					**17**	**96**					**8**
47					**9**	**97**					**9**
48					**16**	**98**					**1**
49					**14**	**99**					**4**
50					**2**	**100**					**13**

GT =Grammatical Types (total 17)

1) Nouns 2) Pronouns 3) Verbs 4) Adverbs 5) Adjectives 6) Prepositions

7) Articles 8) Gerund 9) Tenses 10) Modals 11) Voices 12) There-be

13) Infinitives 14) Conditional 15) Phrasal verbs 16) Relatives 17) Comparison

APPENDIX B

Writing Test

Writing Test

Name: _____Student Number: _____ Section: _____

Test 1

Instructions: Write a paragraph about your family. Use your own information to describe your family under the title **"My Family"**. Include **the Present Perfect, the Present Continuous, the Future Simple, and the Modals**. Your paragraph should not be less than 350-400 words.

My Family

(Thank you for your cooperation)

Writing Test

Name: _____Student Number: _____ Section: _____

Test 2

Instructions: Write a paragraph about your experiences in the past, such as your holidays, your life in high schools or an impressive memory. Use your own information to describe it under the title **"My Experiences".** Include **the Past Continuous, the Past Simple, the Conditional, the Passive voices, and the Relative clauses**. Your paragraph should not be less than 350-400 words.

My Experiences

(Thank you for your cooperation)

APPENDIX C

Lesson Plans

Lesson Plan 1

Unit 1

Introduction to the Paragraph

Content : Identifying the characteristics of a paragraph

Writing topic: My home and my family

Grammar : The Simple Present Tense

Allotted time : 150 minutes

---

1. Objective

Writing	Grammar
Students must be able to: 1. distinguish between a list and a paragraph. 2. identify the characteristics of a paragraph. 3. write a paragraph appropriately by using present simple in at least 10 sentences.	Students must be able to: 1. distinguish between verbs of singular and plural subjects. 2. make correct sentences with the simple present tense. 3. explain how to use the simple present tense.

2. Materials

1. Samples of sentences with verbs in the simple present tense (see appendix 1)
2. Exercise: simple present tense (see appendix 2)
3. Samples of lists and paragraphs (see appendix3A)
4. Samples of paragraphs (see appendix 3B)
5. Handout of formatting paragraph (see appendix 4)
6. Sample of paragraph under topic “A future businessman” (see appendix 5)
7. Writing Task (see appendix 6)

3. Procedure

Steps / Time	Activities
Stage 1: **(50 mins)**	**Presentation** **1.Grammar** 1. Samples of simple present tense (see appendix 1) are distributed to the students. 2. The teacher has students read the subjects and the verbs in each sentence and has them underline the subjects and the verbs. After that the teacher asks them some questions based on their underlining. ***Questions*** — ***Possible Answer*** - Is the subject in the sentences singular or plural? — - Both: Singular and Plural 3. The teacher has students repeat the subjects and the verbs forms one by one and asks the students to check their friends' answers to see if each is correct or not. If their answers are not correct, the teacher will ask other students to find out the correct ones. 4. The teacher has students answer some questions which relate to the simple present and conclude the rules. ***Questions*** — ***Possible Answer*** 1. Look at the verbs in the sentences. Are they in the same verb forms? — - No. 2. What are the differences? — - Some of them have final -s , some don't. 3. What makes them different? — - The subjects make them different. 4. How are they different? Explain — - The singular subjects take the verb forms with the final – s or es and

	the plural subjects take the verb forms without the final s or – es. 5 All answers are written on the board. Some mistakes are corrected by the students. 6 The teacher distributes the handout (see appendix 2) to the students. Let them work in groups of five to write the simple present sentences. 7 The teacher calls the students group by group to present their simple present sentences. 8 The teacher has the students explain the simple present forms and also the samples of sentences from each type. 9 All samples are written on the board. While the teacher asks some questions to help and guide about tense look like. Some mistakes are discussed and corrected by the students. The use of the Simple Present ***Questions*** ***Possible answer*** 1. Is it fact or habit? - It is fact and habit. 2. Which tense do you use? - I use simple present. 3. What do sentence structures look like? - Subject + V.1 4. What verb forms do you use? - The singular subjects take the verb forms with the final – s or – es and the plural subjects take the verb forms without the final s or – es.

<table>
<tr>
<td>Stage 2:
(50 mins)</td>
<td>
Practice
2.Identifying a list and a paragraph
1. Samples of lists (see appendix 3A) and paragraphs (see appendix 3B) are provided to students in case that they can compare 2 different writing formats.
2. The teacher has students compare the lists and the paragraphs and then they distinguish the differences between lists and paragraphs.
3. The teacher posts questions to the students to elicit the differences between document
Questions Possible Answer
- What is the format difference of document 3A and 3B? - Document A is a list (A list such as names or addresses is set if them which all belong to a particular category, written down one below the other)
- Document B is a paragraph (It is a unit of organization of written language, which serves to indicate how the main ideas in a written text are grouped. They group sentences which belong together, generally, those which deal with the same topic usually deal with a single event, description, idea, etc…
4. The teacher has the students explain the differences between the lists and the paragraph one by one to reach the conclusion.
Example of paragraph
5. The sample of a formatting paragraph and paragraph written on
</td>
</tr>
</table>

	the topic "My businessman" (see appendix 4-5) is given to students. 6. The teacher has the students read and discuss to examine the text. 7. The teacher has the students work in pairs to underline simple present tense from the text. 8. The teacher calls some pairs to present their simple present sentences in front of the class and also has them write sentences down on the board. Then the teacher encourages the students to underline subjects and verbs in the sentences. **Working on paragraph meaning** 9. The teacher has the students examine and read the text and has them answer some questions individually, for example, ***Questions*** ***Possible answer*** 1. What is your classmate's name? - Roberto Sanchez 2. Where does he come from? - Puerto Rico 3. How old is he? - Twenty-one years old 4. What is his favorite sport? - Baseball 5. What does he want to be in the future? - A businessman 10. The teacher gives students a topic "My home and my family" to write and asks some questions in order to guide them in their paragraph writing. ***Questions*** ***Possible answer*** 1. What is a paragraph? - It is a group of related Statement that a writer develop about a subject. The first states the specific point, or idea of the topic. The rest of the sentences in the paragraph support that point. 11. The teacher has students brainstorm their ideas, while the

	teacher is writing their ideas on the board. 12. The details on the board are grouped in categories, while unrelated ideas are crossed out. 13. The teacher gives students a worksheet to write down their paragraph following the ideas discussed in the class within 30 minutes (see appendix 6)
Stage 3: **(50 mins)**	**Production** 1. After finishing writing, the students are asked to consider their work again. 2. The teacher asks students about the tense that they used to write under this topic and asks them about it. ***Question*** — ***Possible answer*** - If they write about the fact, which tense do they use? — - Simple Present Tense. 3. A teacher shows the example of a paragraph written in the simple present tense for reinforcement and students notice that how the paragraph and present simple look. They should focus on the verb used. 4. Students check their writing again and compare their work with their friends' examples. 5. While students are checking their writing, the teacher walks around to supervise them. Students are allowed to use dictionaries while checking the errors. 6. The teacher and students come to conclusions on writing a paragraph. **Possible conclusion**: Writing topic "My home and my family" Grammar "Simple present tense" 7. Students check their work again. They can modify their writing by using the conclusion and their understanding. 8. Students hand in their writing within the session.

4. Evaluation

1. Observe students' participation in class
2. Observe students' sentences in class
3. Check students' writing and classify their mistakes and errors by judging the error points and have students look for the correct form.

Appendix 1 (Lesson Plan)

Samples of sentences with verbs in the simple present tense

Affirmative sentences

1. The train leaves at 8 AM.
2. She forgets her purse.
3. I live in Suratthani.
4. The children play football every afternoon.
5. Chai studies hard.

Negative sentences

1. The train doesn't leave at 8 AM.
2. She doesn't forget her purse.
3. I don't live in Suratthani.
4. The children don't play football every afternoon.
5. Chai doesn't study hard.

Yes-No Questions

1. Do you speak English?
2. Does he play tennis?
3. Does Nid walk to school every day?

Wh-question

1. When does the train usually leave?
2. What time do you get up?
3. Where does she live?

Appendix 2 (Lesson Plan)

Exercise: simple present tense

Direction: Make sentences and questions in simple present tense. Use the subjects and verbs given.

Affirmative Sentences

1. She / go ……
2. They / sleep ……..
3. The children / swim …….
4. Betty / study ……
5. Her brother / watch ……...

Negative Sentences (do not, does not)

1. He / run ……
2. We / listen ……
3. Peter / carry ……..
4. His father / fly ……..
5. Tom and Tim / drink ……

Question : Yes – No questions

1. They / sit ……..
2. Alex / get up ……
3. Sarah / ride ……..
4. John / cry …….
5. The teacher / write ……...

Question : Wh-question

1. We / drive ……...
2. They / work ……
3. My mother / buy …….
4. You / come …….
5. Bob and Tony / wear ……..

Appendix 3 A (Lesson Plan)

Samples of lists

Document A: The Lists

Example 1: The Top 10 actors in 2009

1. Will Smith
2. Johnny Depp
3. Brad Pitt
4. Tom Hanks
5. George Clooney
6. Will Ferrell
7. Reese Witherspoon
8. Nicolas Cage
9. Leonardo DiCaprio
10. Russell Crowe

Example 2: My daily routine

- get up
- brush my teeth
- take a shower
- get dressed
- have breakfast
- go to school
- have lunch
- do homework
- watch TV.
- have dinner
- go to bed

Appendix 3 B (Lesson Plan)

Document B: Samples of paragraphs

Example: 1

My family is not a typical, American family. My parents are kind. I have three older sisters, one of which is in a college when I was born. Even though my family has four, adult women in it, my parents only have three grandchildren. In these ways, my family is unique.

Example: 2

I live in a flat with my family. It has two bedrooms and a living room. We have a garden and we have some flowers there. Every day I arrive home at five o'clock and I have lunch. Then I do my homework and go to bed. I have a computer but now it doesn't work. I have a brother and a sister and I think I am very lucky to live with them. Sometimes our relatives visit us. Our flat becomes very crowded sometimes but I like it.

Appendix 4 (Lesson Plan)

Handout: Formatting paragraph

Title

……

Main Idea……

……..

……..

……..

……..

……..

……..

……..

……..

……..

……..

Support……

……

……

……

……

……

……

……

……

……

Conclusion……

……..

……..

Appendix 5 (Lesson Plan)

Sample of paragraph under the topic "A future businessman"

I would like to introduce you my classmate Roberto Sanchez. He is from the beautiful island of Puerto Rico in the Caribbean Sea. Roberto is twenty-one years old. He was born in San Juan, the capital city. His native language is Spanish. He studied English in elementary school and in high school, too. Robert comes from a large family. He has three older brothers and two younger sisters. He likes to play the electric bass. He and some friends are in a small band. Sometimes they play on Saturday nights at the Fantasia Club on Fourth Street in down town San Jose. Baseball is his favorite sport. During September next year, he will begin to study business and computer science at a university. After graduation, he wants to work for a large tech company such as Intel or IBM.

Appendix 6 (Lesson Plan)

Writing Task

Write a paragraph of at least 250 words on the topic "My home and my family". Use the present simple tense.

My home and my family

……

……..

……..

……..

……..

……..

……..

……..

……..

……...……

……...……

……...……

……...……

……...……

……...……

……...……

……...……

……...……

……...……

……...……

……...……

Lesson Plan 2

Unit 2

Sharpening Your Thinking

Content : Finding ideas to write about

Writing topic: My close friend

Grammar : Adjectives describing appearances and personalities

Allotted time : 150 minutes

---

1. Objective

Writing	Grammar
Students must be able to: 1. explain what they have learned from the previous lessons about paragraph writing. 2. point out the ideas that the writer combined together to come up with a paragraph. 3. state the reasons why they should find ideas to write about before making a paragraph. 4. apply what they have learned in the previous and current lessons on writing a paragraph entitled "My close friend."	Students must be able to: 1. point out the sequences of adjectives and identify the words they modify. 2. give other examples of adjectives describing appearances and personalities. 3. make sentences using appropriate adjectives describing appearances and personalities.

2. Materials

1. Sample of paragraph entitled "My father" (see appendix 1)
2. Exercise: adjectives (see appendix 2)
3. Exercise: group work (see appendix 3)
4. Writing Task (see appendix 4)

3. Procedure

<table>
<tr><th>Steps
Time</th><th>Activities</th></tr>
<tr><td>Stage 1:
(50 mins)</td><td>
Presentation
1.Grammar
1 Samples of paragraph entitled “My father” (see appendix 1) are distributed to the students.
2 The teacher has students read the paragraph and circle the nouns and the pronouns. After that the teacher asks them to underline the words that describe each of them.
3. The teacher has students read the nouns and the pronouns together with their modifiers. Afterwards, the teacher asks them some questions like:
<table>
<tr><th>Questions</th><th>Possible Answer</th></tr>
<tr><td>What do we call the words that describe nouns and pronouns?</td><td>- They are called “adjectives”.</td></tr>
</table>
4. The teacher has students repeat the nouns and the pronouns together with their modifiers word by word and asks them to check their friends’ answers to see if each is correct or not. If their answers are not correct, the teacher asks other students to find out the correct answers until the get correct ones.
5. Samples of adjectival sentences are distributed to the students and the teacher has them notice their positions.
6. The teacher has students answer some questions from the samples.
<table>
<tr><th>Questions</th><th>Possible Answer</th></tr>
<tr><td>1. What are the adjective orders?</td><td>- They are the adjectives which are in the correct positions in the sentences</td></tr>
<tr><td>2. Can you tell me the adjective orders which are in the sentences?</td><td>- Yes, I can. Quality or characteristic + size, shape, or</td></tr>
</table>
</td></tr>
</table>

	age + colour + nationality + material + noun 3. Can you give me the examples? - I have a *beautiful white* house. - My father buys an *expensive American* car. - Suda is an *intelligent young Thai* lady. etc… 7. The teacher has students describe the appearances and personalities of some of their classmates. Then they can enumerate other adjectives modifying appearances and personalities. They should include the words which are being described. ***Example:*** 1. She is a *beautiful* girl. 2. He is a *handsome Thai* man. 3. She has *long curly black* hair. 4. He has *beautiful black* eyes. 5. They are *responsible* men. 6. They are *tall* women. 8. All sentences are written on the board. Some mistakes are corrected by the students. 9. The teacher has students locate the adjective by giving the question ***Questions*** ***Possible Answer*** Where do we put adjective? - They are in front of nouns. 10. The teacher has students conclude the NP—structure. ***Questions*** ***Possible Answer*** What is the NP—structure? - It is adj + adj + noun. 11. The teacher distributes the exercise (see appendix 2) to the students, and gets them to work in group of five to write a sentence for each picture using adjectives modifying appearances and personalities appropriately. 12. The teacher calls the students group by group to present their sentences in front of the class.

<table>
<tr><td></td><td>13. The teacher selects the sentences which are properly constructed and presents them in the class for reinforcement. The teacher commends the students for their good work and point out some of the common mistakes made. The mistakes are discussed and corrected by the students with the guidance of the teacher.</td></tr>
<tr><td>Stage 2:
(50 mins)</td><td>Practice
2. Writing
Finding ideas to write about
1. The students read the sample paragraph once more. To reinforce what they have learned in the previous and current lessons, the teacher asks some questions.

<table><tr><th>Questions</th><th>Possible Answer</th></tr><tr><td>1. What is the difference between a list and a paragraph?</td><td>- A list is a set of related items such as names or addresses written one after the other while a paragraph is a group of sentences which belong to the same main idea.</td></tr><tr><td>2. What tenses are used in this paragraph?</td><td>- Simple present tense</td></tr><tr><td>3. Why is simple tense used?</td><td>- It is used when we write about facts or habits.</td></tr><tr><td>4. What else do you notice from the paragraph?</td><td>- There are many adjectives describing appearances and personalities.</td></tr></table></td></tr>
</table>

The ideas in the paragraph

2. The teacher asks some questions that lead the students to point out the ideas that the writer combined together to come up with a descriptive paragraph.

Questions	**Possible Answer**
1. Describe the appearance of the father in the paragraph.	- The father is tall. He has brown eyes and a fair complexion.
2. What can you say about his personality?	- The father is responsible. He is kind.

3. The teacher asks some questions in order to make the students be more aware of what they are doing and helps them come up with some conclusion.

Questions	**Possible Answer**
1. What do you call the specific notions that you read from a paragraph?	- They are called main Ideas.
2. What do we do first before writing a paragraph?	- We shall set the main ideas to write about.
3. Why?	It gives the paragraph unity. .

4. The teacher has students work in groups of five and gives the topic entitled “My close friend” (see appendix 3) and they brainstorm ideas by listing everything they know about the topic. Let their ideas flow freely. When the list is complete, they should organize it by finding qualities and organizing ideas that are related to each other and putting them to support the main idea.

5. The teacher has students write their paragraph in groups of five based on the ideas they have organized in their group (see appendix 4). The teacher also reminds them to apply what they have learned about paragraph writing.

<table>
<tr><td>Stage 3:
(50 mins)</td><td>
Production
1.After finishing writing, the students are asked to examine their work again.
2.The teacher asks students about the part of speech that they used in their writing.
<table>
<tr><td>Question</td><td>Possible answer</td></tr>
<tr><td>1. In describing the appearances and personality of your close friend, what part of speech did you use?</td><td>- We used “adjectives.”</td></tr>
<tr><td>2. What is an adjective?</td><td>- An adjective is a word that modifies or describes nouns or pronouns.</td></tr>
</table>
3. The students are asked to compare their work with the sample paragraph given by the teacher.
4. While the teacher walks around to supervise them, the students check their work, focusing on the adjectives and on the specific ideas they organized to write their paragraph. They can use dictionaries while correcting errors.
5. With the guidance of the teacher, the students formulate the conclusion, giving the questions:
<table>
<tr><td>Question</td><td>Possible answer</td></tr>
<tr><td>1. What should you do before writing a paragraph?</td><td>- I should find the main ideas to write about.</td></tr>
<tr><td>2. What strategy can we use to find ideas to write about?</td><td>- We can use brainstorming.</td></tr>
<tr><td>3. What does brainstorming do for you?</td><td>- It makes me like writing, brainstorming sharpens our thinking.</td></tr>
<tr><td>4. What important word class do you use in writing a paragraph in this class?</td><td>- I use “adjectives” to describe appearances and personalities and I put them in front of nouns.</td></tr>
</table>
</td></tr>
</table>

	6. The students consider their paragraph again and make necessary applying what they have learned. 7. The paragraphs are submitted before the end of the session.

4. Evaluation

1. Observe students' participation in class
2. Observe students' sentences in class
3. Check students' writing and classify their mistakes and errors by judging the error points and have students look for the correct form.

Appendix 1 (Lesson plan)

Sample of paragraph under the topic "My father"

My Father

My father is tall and good- looking. He has a pointed nose, brown eyes and fair skin complexion. My mother proudly says that, at the age of forty-six years, he is more handsome than the present days. He works as a full-time Science instructor at a private university. His students like him because, according to them, he is smart and intelligent. And besides, they always say that he is kind and compassionate. His colleagues always tell me and my mother that he is a good friend and a responsible teacher who always thinks about the welfare of his students. However, we know that nobody is perfect. He could make mistakes now and then because he is just a human being like all of us. He cares deeply about me and my family. That is the reason why I am very proud of my father and I love him very much.

Appendix 2 (Lesson plan)

Exercise: adjectives

Direction: Work in groups of five and write a sentence under the picture by using adjectives appropriately modifying appearances and personalities.

1. ……..

2. ……..

3. ……..

4. ……..

5. ……

6. ……

Appendix 3 (Lesson plan)

Direction: Work in a group of five and brainstorm your ideas by listing everything which relates to the topic.

My close friend

……
……
……
……
……
……
……
……
……
……
……
……
……
……
……
……
……
……
……
……
……
……

Appendix 4 (Lesson plan)

Writing Task

Write a paragraph of at least 250 words under the topic "My close friend". Use adjectives to modify nouns to describe appearances and personalities appropriately.

My close friend

……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..

Lesson Plan 3

Unit 4

Paragraph Writing Strategies

Content : Paragraph Writing Strategies
Writing topic : The View Out of the Window
Grammar : Prepositions of Place and Transitional Words
Allotted time : 150 minutes

---

1. Objective

Writing	Grammar
Students must be able to: 1. state their own ideas on how to write a paragraph. 2. explain the different steps in the PLEASE strategy. 3. improve their writing skills by following the PLEASE paragraph writing strategy. 4. write a paragraph using appropriate preposition indicating places and transitional words.	Students must be able to: 1. identify the preposition indicating places in a given paragraph 2. give other examples of preposition indicating places and use them in sentences 3. use preposition indicating places and participate actively in the follow-up activity (What's wrong with this picture?) 4. point out the transitional words used in the paragraph. 5. enumerate other transitional words they know 6. cite the difference between preposition indicating places and transitional words.

2. Materials

1. Sample of paragraph using prepositions of place and transitional words entitled ”House On The Hill” (see appendix 1)
2. Exercise: preposition indicating places (see appendix 2)
3. Transitional words (see appendix 3)
4. Sample of transitional words (see appendix 4)
5. Exercise: transitional words (see appendix 5)
6. Exercise: group work and the PLEASE strategy (see appendix 6)
7. Writing Task (see appendix 7)

3. Procedure

Steps / Time	Activities
Stage 1: **(50 mins)**	**Presentation** **1.Grammar** 1. The teacher distributes samples of the paragraph entitled “House On The Hill” (see appendix 1) to students. 2. The teacher has students read the paragraph and identifies the nouns and the pronouns. 3. The teacher asks some students to identify the nouns and the pronouns and also write them down on the board. 4. Based on the position of nouns, the teacher has students answer the question.

	Questions ***Possible Answer*** Where are prepositions? - They are in front of the nouns. 5. The teacher asks students to point out the words that show the relationship between the nouns or the pronouns and some other words in the sentence. They come before nouns or pronouns. The words are also written on the board. 6. The teacher asks students some questions in order to familiarize them with preposition indicating places. ***Questions*** ***Possible Answer*** 1. What do you call the words before the nouns or pronouns that show the relationship between them and other words in the sentence? - They are called "prepositions." 2. What do you call the prepositions referring to positions? - They are called preposition indicating places. 7. The teacher has students give other examples of prepositions they know and use them in sentences. The teacher also writes down on the board and discusses with the students which one is correct. If some sentences are not correct, they must correct them and explain their reasons for doing so. 8. The teacher has students work in groups of five to complete and make the sentences by using the preposition indicating places from the picture (see appendix 2) and also present their sentences in front of the class.

Transitional Words

1. The teacher has students read the paragraph entitled "House on the Hill" (see appendix 1) and also asks them to circle the words that show the relationships between and among the sentences in the paragraph.

2 The teacher asks some students to tell their words that show the relationship between and among the sentences in the paragraph and write them down on the board.

3. The teacher has students read the handout of transitional words (see appendix 3) and samples of transitional words and expression (see appendix 4) and get them to discuss with their friends the sentences on the board based on the handout.

4. To give additional information, the teacher tells them that those words are also used to make the transfer of ideas. The teacher asks them some questions.

Questions	***Possible Answer***
1. What do you call the words that show the relationships between or among the sentences in the paragraph?	- They are called "transitional words."
2. Where are transitional words?	- They are between clauses or sentences.
3. Where are the prepositions?	- They are in front of nouns in sentences.

5. The students are given the chance to cite other examples of transitional words that they know.

6. The teacher has students work in pairs to do the exercise (see appendix 5) and asks them to present their work in front of the class.

Stage 2: **(50 mins)**	**Practice** **2. Writing** **Paragraph writing strategies** 1. The teacher motivates the students by emphasizing that if they want to do things properly, they should follow specific steps. The students work in groups of five. They freely express their opinions through consultation, make a decision on what steps to follow in writing a paragraph in their group (see appendix 6). They are, of course, supervised by the teacher. 2. Each group presents their work in front of the class and discusses it with their friends and teacher. The teacher writes on the board some steps which are similar to the steps in the PLEASE strategy. 3. The teacher distributes the handout of the PLEASE strategy to the students (see appendix 7) and lets them read the steps and match them with similar steps they come up with. This is done to make them understand each step easily. If there is something new for them, they have to paraphrase or explain it with the help of the teacher. They are allowed to use the dictionary if such a case arises. 4.After they have understood the steps in the PLEASE strategy, the teacher gives them papers on which to write their paragraph following the aforementioned paragraph writing strategy on the topic "The View Out of the Window"(see appendix 8). They apply what they have learned about prepositions of place and transitional words.
Stage 3: **(50 mins)**	**Production** 1. After they have finished writing, the students review their work. Each student checks his/her work comparing it with the sample paragraph given by the teacher (see appendix 1). 2. While the activity is going on, the teacher walks around to supervise the students. They are allowed to use dictionaries and other resources. 3. The students formulate the conclusions about the use of prepositions

	of place and transitional words and about following the PLEASE strategy in writing a paragraph. **Possible conclusions** Writing : There are steps to be followed to be able to make a paragraph properly and easily. Grammar : Prepositions are words that show relationships between the nouns or pronouns and some other words in the sentence. They normally come before the nouns and pronouns. When they refer to positions, they are called prepositions of place. Transitional words show the relationships between or among the sentences in the paragraph. They are also used to transfer ideas. 4. The students check their work again. They can make necessary changes by using the conclusions. They are also allowed to use dictionaries. 5. The students are asked to hand in their work before the end of the session.

4. Evaluation

1. Observe students' participation in class
2. Observe students' sentences in class
3. Check students' writing and classify their mistakes and errors by judging the error points and have students look for the correct form.

Appendix 1 (Lesson plan)

Sample of paragraph on the topic "House on the Hill**"**

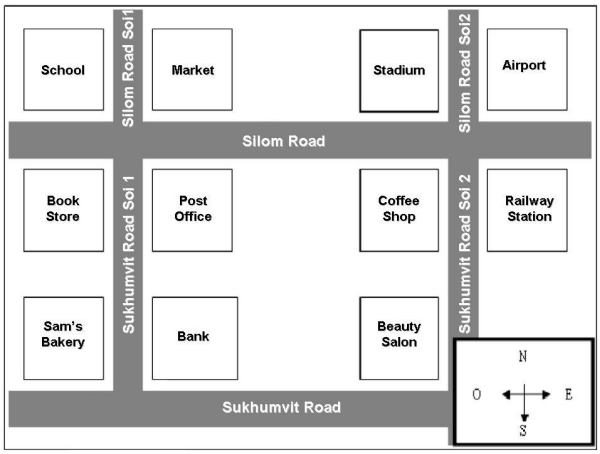
House on the Hill

I think I have found my dream house. There are many reasons why I like it very much. First of all, it is built on top of a hill. Second, there is a crystal stream flowing a few meters away from the house. Third, you will hear the singing of birds on the branches of the trees in the backyard. Fourth, there is a swimming pool at the front of the house. Small kids will obviously enjoy swimming in a pool of clean water. However, I prefer sleeping inside the small bamboo cottage located near the pool. You can also rest under the big trees. In addition, the running water and the cool wind blowing all around the place will surely put you into a deep sleep. Fifth, there is a spacious living room inside the house, a big kitchen near the backdoor and two big bedrooms on the second floor. Finally, the house is fully furnished. The only problem is that I just saw that house in my dream last night. As a result, I don't know where this house is. Anyway, I really love this house on the hill.

Appendix 2 (Lesson plan)

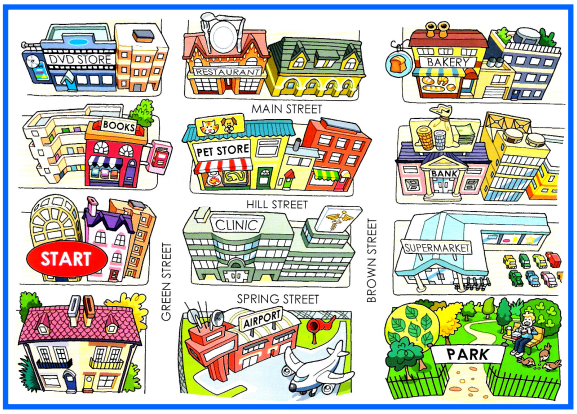
Exercise: prepositions indicating places

Direction: Complete the sentences with prepositions



1. The school is…….. Silom Road.
2. The airport is…….. the railway Station.
3. The bank is…….. the beauty salon.
4. Sam's bakery is…….. the book store.
5. The coffee shop is ……. the beauty salon.

Direction: Make 5-10 sentences with prepositions of place



……

……

……

……

Appendix 3 (Lesson plan)

Transitional words

Here are lists of some useful transitional words

1. Connectors to add more information

……..and……

both……...and……

2. Connectors to show a contrast or alternative

……but……..

Although……

Though……..

3. Connectors to show sequence of time

……..after……

……..before…….

……..as……

…….till……

4. Connectors or adverbs to show a result or conclusion

……...because……..

……since…….

5. Transitional words to add more information

In addition, ……

6. Transitional words to show a sequence of events

First, ……. Second, ……. Firstly,…….. Secondly,……..

Then,…….. Now,……. Next,…… After that……

7. Transitional words to summarize a point

Therefore,…… In summary,…… Thus,……

As a result,…….. Consequently,…… Accordingly,…….

To conclude,…… In brief,……. To summarize,…….

Appendix 4 (Lesson plan)

Samples of transitional words and expression

1. My computer is very helpful to me nowadays. Mostly, I use it to type out the report the reports of my study, and it is undoubtedly much easier than if I have to write by hand. Moreover, computer-type papers look neat and clean; the correction of mistakes is easy. The second application is the use of the internet. At present, I explore web sites for new knowledge and any kind of entertainment. I am getting more and more knowledge about the world now. Lastly, with an e-mail address, I use the computer to chat with friends, domestic and foreign. I'd die if I had to live without the computer.

2. The cartoonist Somchai Katanyutanond, better known as Chai Ratchawat of the Thai Rath newspaper, has been awarded this year's Sriburapa Award. This is because he has dedicated himself for more than two decades to producing a cartoon series called Pu Yai Ma Kab Tung Ma Mem. For many years, his cartoons, though having only a limited audience, have been considered good for mankind because they reveal injustice in society. Therefore, he deserves the award.

3. Some pictures of my childhood in the forest are still bright in my imagination, though it is almost thirty years since I left the land. We, my cousins, and I, had our houses in the middle of a clearing, to the west of which there was a dense forest range. Our houses faced south, overlooking a big corn field where we played hide-and-seek when the corn plants had ears. On same chilly nights, we made a fire under the big Ormosia tree, broiled corn and sat around talking about the adventurous hunting of the day. Happy day! Now another thing that I remember clearly is the snaking track between the houses and the corn field. On rainy days, we went out dancing naked to take a shower. Certainly, my days at that time were full of joy and happiness.

Appendix 5 (Lesson plan)

Direction: Work in group of five and fill in each blank below with an appropriate transitional word or expression from the box. Each may be used more than once.

Therefore	**as a result**	**accordingly**
moreover	**however**	**on the other hand**
On the contrary	**this is to say**	**meanwhile**
in the meantime	**in other words**	**the first place**

1. The young athlete has been practicing for almost a year. He ,…….., is not very sure if he will get the gold medal.

2. The young athlete knows that he will compete with several world-famous runners. ……, he knows he must be dedicated to practicing if he wants to be the winner.

3. Generally, it is good to watch television. ……, watching television can make you feel relaxed after work. There are a lot of entertaining programm on television, especially in the evening.

4. There are so many exceptions in the use of the articles a, an, and the. …….., it is only through constant reading and writing that one can master their use.

5. The construction of the Pak Moon Dam has proved not only useless to the old inhabitants of the Dam's site but also harmful to some local species of fish. …….., it has caused many problems that, in the long run, have ended up being controversial.

6. Miss Sudsiri is neither hot-tempered nor black-hearted. ……, she is calm and tender-hearted.

7. After I graduated from SRU, I went on for a master's degree in electrical engineering……, most of my classmates found jobs with good salaries.

8. When the preparation of all the ingredients is finished, you put a pot with enough water in it onto the stove. Wait for the water to boil. ……, you set the table and wash the soup bowls.

9. Please keep in mind that in this company, honesty is the best policy. …….., honesty is a qualification that every worker here needs to have in order to succeed both in work and in getting a better income.

10. Petanque has several advantages for a sportsman, …….., it enhances his concentration, because to succeed in the sport he must be very careful in calculating distances and in throwing stone balls.

Appendix 6 (Lesson plan)

Direction: Work in group of five to express your opinions about consultations, make a decision on what steps to follow in writing a paragraph in your group.

……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..

THE **PLEASE** STRATEGY

(Look at the first letter of the first word in the following items; P+L+ E +A +S+E)

1. **P**ick a topic.
2. **L**ist your ideas about the topic.
3. **E**valuate your list
4. **A**ctivate the paragraph with a topic sentence.
5. **S**upply supporting sentences.
6. **E**nd with a concluding sentence and evaluate your work.

Appendix 7 (Lesson plan)

Writing Task

Write a paragraph of at least 250 words on the topic "The view out of the window". Use prepositions indicating places and transitional markers.

The view out of the window

……...
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..
……..

APPENDIX D

Questionnaire in Both Thai and English

แบบสอบถามทัศนคติของผู้เรียนเกี่ยวกับกลวิธีการสอนแบบอุปนัย

แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความคิดเห็นเกี่ยวกับการจัดกิจกรรมการสอนวิธีเขียนด้วยกลวิธีการสอนแบบอุปนัย (Inductive approach) **ในรายวิชา 2003209 รูปแบบการเขียนอนุเฉท (Formal Paragraph Writing)** ของนักศึกษาชั้นปีที่ 2 มหาวิทยาลัยราชภัฏสุราษฎร์ธานี ประจำภาคเรียนที่ 1 ปีการศึกษา 2552 คำตอบของท่านจะไม่ส่งผลด้านลบกับการเรียนของท่านแต่อย่างใด และผู้วิจัยจะนำเสนอผลเป็นภาพรวม ผลของการวิจัยนี้จะเป็นประโยชน์สำหรับการนำไปปรับปรุงการสอนวิธีเขียนเรียงความภาษาอังกฤษในระดับปริญญาตรีต่อไป

<u>คำชี้แจง</u> **แบบสอบถามฉบับนี้แบ่งออกเป็น 2 ตอน ดังนี้**

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

ตอนที่ 2 กระบวนการการจัดการเรียนการสอนแบบอุปนัย (Inductive approach)

<u>ตอนที่ 1</u> **ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม**

คำชี้แจง กรุณากรอกข้อความในช่องว่างและทำเครื่องหมาย (✓) หน้าข้อความตามความเป็นจริงเกี่ยวกับตัวท่าน

1. ชื่อ_____ นามสกุล_____
2. เพศ ☐ ชาย อายุ _____ ปี
   ☐ หญิง อายุ _____ปี
3. วิชาเอก _____ ชั้นปี _____ คณะ_____
4. เรียนรายวิชา2003209 รูปแบบการเขียนอนุเฉท (Formal Paragraph Writing)
   ในกลุ่ม ☐ 5184 ☐ 5185
5. นับถึงปัจจุบัน ข้าพเจ้าได้เรียนภาษาอังกฤษเป็นเวลา _____ ปี

<u>ตอนที่ 2</u> **การจัดการเรียนรู้และวิธีการสอนแบบอุปนัย (Inductive approach)**

คำชี้แจง กรุณาทำเครื่องหมาย (✓) ในช่องว่างที่ตรงกับระดับความพึงพอใจของท่านในประเด็นต่อไปนี้

ค่าระดับความพึงพอใจของตัวเลข

(5 = พึงพอใจมากที่สุด, 4 = พึงพอใจมาก, 3 = พึงพอใจปานกลาง, 2 = พึงพอใจน้อย, 1=พึงพอใจน้อยที่สุด)

ข้อ	ประเด็น	ระดับความพึงพอใจ				
		5	4	3	2	1
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1	ข้าพเจ้าชอบการ**ยกตัวอย่างวลีหรือประโยคที่ง่ายต่อการทำความเข้าใจ**ซึ่งเป็นตัวกระตุ้นให้ข้าพเจ้าเห็นกฎไวยากรณ์ที่ปรากฏในตัวอย่างเหล่านั้นมากยิ่งขึ้น					
2	ข้าพเจ้าพอใจที่**ครูยกตัวอย่างวลีหรือประโยค**จำนวน **2-5 ประโยค**เพื่อให้ข้าพเจ้าและเพื่อนๆ สามารถสังเกตประเด็นที่เหมือนกันของโครงสร้างประโยคเหล่านั้น					

ข้อ	ประเด็น	ระดับความพึงพอใจ				
		5	4	3	2	1
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3	ข้าพเจ้าพอใจที่ครูให้ข้าพเจ้า**อ่านวลีหรือประโยคที่มีโครงสร้างเดียวกัน**หลายประโยคเพราะ ทำให้ข้าพเจ้าเกิดการเรียนรู้และเห็นความเหมือนของประโยคเหล่านั้น					
4	ข้าพเจ้าพอใจที่ครูผู้สอนได้สนทนาซักถามด้วย**คำถามที่ต่อเนื่องกันหลาย ๆ คำถาม**จนทำให้ข้าพเจ้าสามารถเห็นประเด็นและสรุปกฎไวยากรณ์ได้					
5	คำถามของครูผู้สอนช่วยกระตุ้นให้ข้าพเจ้า**เกิดความกระตือรือร้น**ในการเรียนมากขึ้น					
6	ข้าพเจ้าพอใจที่ครูผู้สอน**นำตัวอย่างวลีหรือประโยคที่ผิดไวยากรณ์ของเพื่อน**มาแสดงทำให้ข้าพเจ้านำกฎที่เรียนมาแล้วมาประยุกต์หาคำตอบที่ถูกต้องได้					
7	ข้าพเจ้าพอใจในการ**ยกตัวอย่างวลีหรือประโยคที่ผิดไวยากรณ์ของครูผู้สอน**ซึ่งทำให้ข้าพเจ้านำกฎไวยากรณ์ที่เรียนมาแล้วมาประยุกต์ใช้หาคำตอบที่ถูกต้องได้					
8	ข้าพเจ้าชอบที่ครูผู้สอนนำ**บทความจากหนังสือพิมพ์ นิตยสาร และเรื่องสั้น**มาให้ข้าพเจ้าและเพื่อนๆ สรุปกฎไวยากรณ์					
9	ข้าพเจ้าชอบที่ครูผู้สอนนำ**บทความจากหนังสือพิมพ์ นิตยสาร และเรื่องสั้น**มาให้ข้าพเจ้าและเพื่อน ๆ ฝึกทำแบบฝึกหัดเพื่อหาประโยคที่มีกฎไวยากรณ์ที่ได้เรียนไปแล้ว					

ข้อ	ประเด็น	ระดับความพึงพอใจ				
		5	4	3	2	1
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
10	ข้าพเจ้าพอใจที่ครูผู้สอนมอบหมายให้**ทำงานเป็นคู่**ซึ่งทำให้ข้าพเจ้ามีความกระตือรือร้นและกล้าแสดงออกมากขึ้น					
11	ข้าพเจ้าพอใจที่ครูผู้สอนมอบหมายให้**ทำงานเป็นกลุ่ม**ทำให้ข้าพเจ้ามีความกระตือรือร้นและกล้าแสดงออกมากขึ้น					
12	ข้าพเจ้าพอใจกับการมีส่วนร่วมในกิจกรรมในชั้นเรียนเพราะช่วยให้ข้าพเจ้ามีโอกาสฝึกคิดและ**ประยุกต์ใช้ภาษาเพื่อนำมาเขียนเรียงความภาษาอังกฤษได้**เป็นอย่างดี					
13	ข้าพเจ้าพอใจที่ครูชี้แนะ**จุดที่ผิดไวยากรณ์โดยไม่เฉลยคำตอบ**ซึ่งทำให้ข้าพเจ้าต้องสรุปกฎไวยากรณ์กับเพื่อนๆ ด้วยตัวเอง					
14	ข้าพเจ้าพอใจที่**ครูสรุปคำตอบที่ถูกต้องอย่างชัดเจนเสมอหลังการสรุปของข้าพเจ้าหรือเพื่อนของข้าพเจ้า**ซึ่งทำให้ข้าพเจ้าทราบว่าคำตอบที่ถูกต้องคืออะไร					
15	ข้าพเจ้าพอใจกับการสอนของครูซึ่งทำให้ข้าพเจ้า**รู้จักสรุปกฎไวยากรณ์จนเกิดเป็นความเคยชิน**ทำให้ข้าพเจ้ามักสรุปสิ่งที่เรียนอยู่เสมอ					
16	ข้าพเจ้าชอบที่ครูผู้สอนเรียกให้ข้าพเจ้าหรือเพื่อน**สรุปกฎเป็นรายบุคคล**ในชั้นเรียน					
17	ข้าพเจ้าพอใจที่สามารถ**สรุปกฎไวยากรณ์จากตัวอย่างประโยคได้ด้วยตนเอง**					

ข้อ	ประเด็น	ระดับความพึงพอใจ				
		5	4	3	2	1
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
18	ข้าพเจ้าตระหนักว่าการ**เข้าใจองค์ประกอบของโครงสร้างประโยค**(Structures) ของภาษาจากการพยายามช่วยกันสรุปนั้นสำคัญกว่าการท่องจำ					
19	ข้าพเจ้าพอใจกับขั้นตอนการจัดกิจกรรมของครูผู้สอนที่เป็นไป**ตามลำดับยาก-ง่าย**และไม่ทำให้สับสน					
20	ข้าพเจ้าพอใจใน**การสรุปกฎไวยากรณ์ด้วยตัวเอง**ซึ่งเป็นวิธีการใหม่					
21	ข้าพเจ้าพอใจที่ครูผู้สอน**เปิดโอกาสให้ข้าพเจ้ามีส่วนร่วมในชั้นเรียนอย่างเพียงพอ**ในรายวิชา 2003209 รูปแบบการเขียนอนุเฉท (Formal Paragraph Writing)					
22	ข้าพเจ้าพอใจที่ครูผู้สอน**ให้เวลาในการมีส่วนร่วมในกิจกรรมการเรียนการสอนอย่างเพียงพอ**ในรายวิชา 2003209 รูปแบบการเขียนอนุเฉท (Formal Paragraph Writing)					

ความคิดเห็นและข้อเสนอแนะ

โปรดแสดงความคิดเห็นและข้อเสนอแนะเกี่ยวกับกระบวนการเรียนการสอนใน **รายวิชา 2003209 รูปแบบการเขียนอนุเฉท** เป็นข้อ ๆ (ท่านสามารถแสดงความคิดเห็นทั้งในด้านบวกและด้านลบ)

ด้านบวก

1. _____

2. _____

3. _____

4. _____

5. _____

ด้านลบ

1. _____

2. _____

3. _____

4. _____

5. _____

ขอขอบคุณมา ณ โอกาสนี้

(นางสาวปริศนา พุทธสุภะ)
นักศึกษาปริญญาโท
สาขาการสอนภาษาอังกฤษเป็นภาษานานาชาติ คณะศิลปศาสตร์
มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่

Questionnaire on Attitudes towards Learning English Grammar through an Inductive Approach

---

This questionnaire aims to investigate students' attitudes towards writing activities through an inductive approach in the course 2003209 **Formal Paragraph Writing,** for second year students in Suratthani Rajabhat University, Suratthani, in the first semester of the academic year 2009. Your answer will be kept confidential and will not affect your grades at school. The information will be used to form the overall views.

In addition, the research results obtained will be useful for improving the teaching of English paragraph writing for students in Higher Education.

Instructions: The questionnaire consists of 2 sections:

Section I: Personal background

Section II: Students' attitudes towards learning process through an Inductive approach

Section I Personal background

Direction: Please fill out the blanks and mark (✓) in front of the statement which is the most relevant to you.

1. Name_____ Last Name_____
2. Gender ☐ Male Age _____ years old
   ☐ Female Age _____ years old
3. Major: _____ Year: _____ Faculty: _____
4. I'm studying 2003209 **Formal Paragraph writing** in
   ☐ section 5184 ☐ section 5185
5. I have studied English for _____ years

Section II: Students' attitudes towards learning process through an Inductive Approach

Directions: Please mark (✓) in the box which is the most relevant to your opinion.

Level of agreement

5 = strongly agree 4 = agree 3 = neutral
2 = disagree 1 = strongly disagree

No.	statement	Level of Agreement				
		5	4	3	2	1
		Strongly agree	agree	neutral	disagree	Strongly disagree
1	I like it when the teacher gives examples of phrases or sentences which are easy to understand. They motivated me to understand grammatical rules in these practical examples.					
2	I like it when the teacher's 2-5 examples of phrases or sentences shown to help us be able to notice their similarity of parallel structures in those examples.					

No.	**Statement**	**Level of Agreement**				
		5	4	3	2	1
		Strongly agree	agree	neutral	disagree	Strongly disagree
3	An opportunity to read parallel phrases or sentences given by a teacher satisfied me a lot because I could acquire and learn the similarities in those examples.					
4	I like it when the teacher gave sequences of questions until I was able to become aware of grammatical rules and conclude those rules taught by the teacher.					
5	The teacher's questions encourage me to be enthusiastic and to pay more attention to the lessons.					
6	I like it when the teacher gave us grammatical errors in phrases or sentences in class in order that I learn to apply those grammatical rules and find the correct answer by myself.					
7	I like it when the teacher gave feedback of grammatical errors in phrases or sentences in class in order that I am able to apply those grammatical rules and find a correct answer by myself.					

No.	Statement	Level of Agreement				
		5	4	3	2	1
		Strongly agree	agree	neutral	disagree	Strongly disagree
8	I like it when the teacher provided me and my classmates' texts taken from newspapers, magazines, and short stories in order to summarize grammatical rules found in those texts.					
9	I like it when the teacher provided me and my classmates some texts from newspapers, magazines, or short stories to do exercises in order that we find sentence structures which have been studied in the class.					
10	Assigning to work in pairs satisfied me because it made me enthusiastic and confident.					
11	Working in groups satisfied me because I was more enthusiastic and confident.					
12	I was satisfied when I had opportunities to participate in classroom activities because this made me think and better able to apply grammatical rules for paragraph writing.					

No.	Statement	Level of Agreement				
		5	4	3	2	1
		Strongly agree	agree	neutral	disagree	Strongly disagree
13	The teacher's guiding grammatical errors without any correction satisfied me because I had to correct them and conclude those grammatical rules by myself.					
14	I like it when the teacher identified corrections which had been done after my classmate and I learnt and concluded the rules, so we were able to understand grammatical rules correctly.					
15	I like the teacher's techniques which makes me get the habit of summarizing the grammar rules whenever being stimulated.					
16	I like it when the teacher asked classmates and me to sum up the grammatical rules in class individually.					
17	I like to summarize grammatical rules from sentence examples by myself.					
18	From activities in this class, I realize that understanding the constituents of sentence structures is more important than memorizing.					

No.	Statement	Level of Agreement				
		5	4	3	2	1
		Strongly agree	agree	neutral	disagree	Strongly disagree
19	I was satisfied with the teacher's teaching process, which started from easy to difficult, so I was not confused about the lessons.					
20	I was satisfied with summarizing grammatical rules by myself, which is a new technique in the learning process.					
21	I think that my friends and I were given enough chances to share our opinions while studying in course 2003209 Formal Paragraph Writing					
22	I think that my friends and I were given enough time to share our opinions while studying in course 2003209 Formal Paragraph Writing					

Commendation and Suggestion

Please express your own opinions and give your suggestions for teaching and learning process in 2003209 Formal Paragraph Writing (you can give both your positive and/or negative opinions towards the learning process in class)

Positive

1._____

2._____

3._____

4._____

5._____

Negative

1._____

2._____

3._____

4._____

5._____

Thank you for you cooperation

Prisna Putthasupa

Researcher

Graduate Student

Teaching English as an International Language, Faculty of Liberal Arts

Prince of Songkla University

APPENDIX E

Teaching Schedule Used in the Experiment

Teaching Schedule Used in the Experiment

Week	Procedures	Theory	Activity	Grammatical Points	Topics of Writing	Output Passage length
1 29th June-3rd July	The pre-test	-	The students are added to do the pre-test. - grammatical test - writing test		My life	Free writing under title control, at least 300-400 words
2 6th July-10th July	The pre-test	-	The students are added to do the pre-test. - writing test		My Experiences	Free writing under title control, at least 300-400 words
3 6th July-10th July	Inductive Approach	Introduction to the paragraph - List or paragraph	Reviewing of grammatical points and studying the characteristics of a list and a paragraph	The present simple tense, verbs	My home and my family	writing under control title and guides, at least 250 – 300 words

Week	Procedures	Theory	Activity	Grammatical Points	Topics of Writing	Output Passage length
4 27th July-31st July	Inductive Approach	Composing a paragraph - Ways and support techniques	Learning ways to write the main idea, the topic sentence, relevant ideas, and the location of the ideas in a paragraph	articles, nouns, relative clauses, conjunction	My province	writing under control title and guides, at least 250 - 300 words
5 3rd Aug-7th Aug	**Mid –Term Exam**					
6 10th Aug-14th Aug	Inductive Approach	Paragraph strategies - Unity, coherence, continuity	Practicing writing a paragraph focusing on one idea, having a distinct unity	adjective describing appearance and personality	My close-friend	writing under control title and guides, at least 250 - 300 words
7 17th Aug-21st Aug	Inductive Approach	Paragraph practice - Practice of paragraph writing	Practicing real writing to write a paragraph that explain how something happens	comparison, word order, there-be, phrasal verbs	A country in my dream	writing under control title and guides, at least 250 - 300 words

Week	Procedures	Theory	Activity	Grammatical Points	Topics of Writing	Output Passage length
8 24th Aug-28th Aug	Inductive Approach	Paragraph strategies -Transitional words and writing expressions	Learning about expressions used in writing a paragraph	Tenses; present simple tense, present perfect tense, future simple tense, adverbs	What do you think about English? Is it important?	writing under control title and guides, at least 250 - 300 words
9 31st Aug-4th Sep	Inductive Approach	Paragraph practice - Practice of paragraph writing	Practicing real writing to write a paragraph constructing	Pronouns, if clause, modal verbs	What do you think about chatting on the internet?	writing under control title and guides, at least 250 - 300 words
10 7th Sep-11th Sep	Inductive Approach	Paragraph strategies -Transitional words and writing expressions	Discussing transitional words used in writing paragraphs Learn about the expressions used in writing a paragraph	present continuous tense, preposition indicating places, conjunctions	The view out of the window	writing under control title and guides, at least 250 - 300 words

Week	Procedures	Theory	Activity	Grammatical Points	Topics of Writing	Output Passage length
11 14th Sep-18th Sep	Inductive Approach	Reviewing all the element of paragraph	Practicing real writing to write a paragraph that tells past action	Tenses; present perfect tense, past simple tense, voices, gerund, infinitive	Telling about one of the most exciting experiences	writing under control title and guides, at least 250 - 300 words
12 21st Sep-25th Sep	**Post test**					
13 28th Sep-1st Oct	**Post test**					

APPENDIX F

Error Codes

Types of Grammatical Error

Code	Issues of Grammatical Error
G1	Verbs
G2	Tenses
G3	Pronouns
G4	Nouns
G5	Articles
G6	Prepositions
G7	Gerunds
G8	Phrasal verb
G9	Infinitives
G10	Relative clause
G11	Adjectives
G12	Modal/Auxiliary
G13	There-be
G14	Comparison
G15	Voice
G16	If clause
G17	Adverbs
G18	Thai serial verb construction interference
G19	Possessive (’s)
G20	Agreement
G21	Word order
G22	Subject prominent language
G23	Conjunctions
G24	Fragment
G25	Run-on sentences

APPENDIX G

Working Card

Example of Working card

Group: ☐ **experimental** **Subject No. _____ Grammar Code: _____**
☐ **control**

Title: ☐ **my family**
☐ **my experience**

Error: _____

_____

Grammatical Form: _____

_____

Group: ☐ **experimental** **Subject No. _____ Grammar Code: _____**
☐ **control**

Title: ☐ **my family**
☐ **my experience**

Error: _____

_____

Grammatical Form: _____

_____

APPENDIX H

Examples of Writing Test

Writing Test

Name: Jutatip Rachaprajun Student Number: 5170510010214 Section: 5184.071

Test 1

Instructions: Write a paragraph about your family. Use your own information to describe your family under the title **"My Family"**. Include **the Present Perfect, the Present Continuous, the Future Simple, and the Modals**. Your paragraph should not be less than 350-400 words.

My Family

There are four people in my family. Myself name is Jutatip Rachaprajin. I'm 19 year old. I am a playful. I 'm a big eyes. I am a short. I'm a straight hair. I'm a face round. and I 'm a nose flat. I'm freetime a cooking and listen music etc. My father name is Arun Rachaprajun. He is 50 year old. He is a policeman. He is short and black hair. He is a face round. He is like work. He don't smoke He is a nose flat. He is a small eyes. He is a figure medium. He is a medium. He is a thin lips. He is a broad shoulders. He is a very kind etc. My mother name is Rewadee Rachaprajun. She is 44 year old. She is a gardenner. She is very kind. She is like work. She is long and red hair. She is face round. She is medium. She is nose small and small eyes. She is like green colour and wear clothes of modern. She is mother very good for me very much. I loves my father and mother very much. My father freetime a reading newpaper and watching TV. and listening music. My sister name is Atitaya Rachaprajun. She is 21 year old. She is small eyes. She is figure well. She is long and red hair. She is nose flat. She is thin lips. She is a medium and she is sister very good for me. She is

like red colour. And my sister freetime a reading book listening music, watch TV. and cooking. Activites in my family on holiday every on Sunday we are tour to follow province again. We ore feel happiness very much. I loves my family very much. everyone is a happy in family on holiday and I'm warm is my family. And in family everyone give concerned with me everyday well.

(Thank you for your cooperation)

Writing Test

Name: Maimunah Mod-adam **Student Number:** 5107052100101 **Section:** 5185.092

Test 2

Instructions: Write a paragraph about your experiences in the past, such as your holidays, your life in high schools or your impressive memory. Use your own information to describe it under the title **"My Experiences".** Include **the Past Continuous, the Past Simple, the Conditional, the Passive voices, and the Relative clauses**. Your paragraph should not be less than 350-400 word.

My Experiences

My experiences had a lot of things but one experience that I can't forget it. Last year, I go to Malaysia to study English because I thought that nowadays English language was important in the world and I loved to travel around the world. So when I had opportunity I would get it. My father and my mother were so kind I am give opportunity by my parents.

My first day of Malaysia was both good and bad Many of the good things were I travelled interesting places such as Negara mosque, Putrajaya mosque, Genting Highlands, Shopping complexes and Batu (cave). They were so beautiful tourists attraction for travellers to look at architecture. I liked the weather in Malaysia because it wasn't hot and cold but I didn't like the rainy weather. I lived at Rugayyah hotel I liked Rugayyah hotel because my roommate was very friendly and generous. Someone was Malaysia and some one from Thailand same me. When I into my classroom. I met and got new friends I happyed so much because new friends come from many place or

different country. I liked my classroom that whose friends were friendly and explain what I didn't understand the meaning. Futhermore, my lecturers were good and I like them very much. Sure, I won't forget my lecturer. Malay food was also both good and bad. such as the good things were red chicken and many foods. One of the bad thing was Malay food have so much oils. It was so bad. During my first months in Malaysia, I had a lot of trouble understanding people. This was a surprise but it didn't problem for me. This was because of my pronunciation. My biggest pronunciation problems were with the "v" sound and the "l" sound. For example, when I said the word vote, it sounded like bote. And when I said the word late. it sounded like rate. but it didn't problem because I study now.

Finally, however that I was a short time in Malaysia. but I was happy so much and I got many experiences for improve myself. I liked Malaysia very much because Malaysia's muslim city if I have opportunity go back to Malaysia I feel so happy and then I hope I got opportunity go back to Malaysia. About English language I will try study and I hope to get a good work.

"Thanks... Teacher"

(Thank you for your cooperation)

Writing Test

Name: Preyapat Nudang **Student Number:** 5107054001942 **Section:** 5167.071

Test 1

Instructions: Write a paragraph about your family. Use your own information to describe your family under the title **"My Family"**. Include **the Present Perfect, the Present Continuous, the Future Simple, and the Modals**. Your paragraph should not be less than 350-400 words.

My Family

My family have 4 person. The first person is my father. His name is Sombun Nudang His nickname is Aod. He is 49 years old. My father work at school at Nakronsri-tamarat. He is a teaches. He like eat banana but he dislike mashroom. He always go to beach with my mother, my sister and me. His hobby is play football with his friends. My father is friendly and I think he is handsome for me. The second person her is my mother Her name is Jitsawai Jaisamoot. Her nick name is Aim. She is 52 years old. She is Goverment official at Satun province. She like cooking but she don't like sing a song. She usually go to shopping with my father one by one. My mother is very beautiful and very friendly with every body. The next person is my sister, she is beautiful and she have white skin. My sister name is Dooddoung-deund Jaisamoot, nick name is AG. She is 25 years old. She is a student at Ramkamhang University She like sing a song at karaokae box with me and she like go to shopping very much. The future she want to be a teacher.

same same my father, she don't like warms When her meet it she will jump and cry. She is friendly. The last person of my family is me, My name is Preyapat Nudang My nick name is Aom, I'm 21 years old. I'm a student at Surattani Rajabhat University at second years on English Programe. I like listen to music and like sing a song but dislike play sport. I like smile to every body; I'm friendly. I like talk with my friend.

For me, I think my family is every thing for me. It is my life, it is my haert, it is my body but I don't have some person of family I'm Unhappy. Now I have father, mother, sister. I am so happy. I Love my family.

Preyapat Nudang
I.D 5107054001042
Group 5167. 071

(Thank you for your cooperation)

Writing Test

Name: Mr. Chirawat **Student Number:** 2003209 **Section:** _____

Test 2

Instructions: Write a paragraph about your experiences in the past, such as your holidays, your life in high schools or your impressive memory. Use your own information to describe it under the title **"My Experiences".** Include **the Past Continuous, the Past Simple, the Conditional, the Passive voices, and the Relative clauses**. Your paragraph should not be less than 350-400 word.

My Experiences

I had many experiences. This was one of my good experience on 6-8 October 2009. I and my friend went to camping party at Nai-Plao beach in Khanom. We lived in camp on beach, but someone lived in bungalow. In the afternoon on the first day. I played football with my friend, and the evening. I and my girlfriend were a cooker for a big meal party. We drank and play a game all night. We were happy together. In the afternoon on the second day after we went to painting the school already. We swam in the sea, and played football together. My girlfriend walked on the beach with her friend, and she photographed her friend. We cook the meal for dinner party. We played games, sang a song, and played the guitar. We were very happy in that time, but after party we cleaned up. We played the card, and drank. On the third day we painted the school again untill finished our work. We had lunch, and came back home. I love everyone in my camping party. We were happy when we were together.

So, the caping party was a good experience in my life.

VITAE

Name Miss Prisna Putthasupa

Student ID 5111121096

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Education in English	Yala Rajabhat University	1999
Master of Arts in Teaching English as An International Language	Prince of Songkla University	2010

Work-Position and Address

Year	Position	Address
2008-now	Head of English Department	English Department, Suwanwong School, Hat Yai, Songkhla, Thailand