

A COMPARATIVE STUDY OF THE GRAMMAR-IN-CONTEXT APPROACH
AND THE GRAMMAR TRANSLATION APPROACH
IN TENSE USAGE OF THAI EFL STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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The purposes of this study were to compare the English achievement between students who learn grammar via the grammar-in-context approach with those who learn grammar via the grammar translation approach and to study the overall progress of the students' development in terms of tense usage. The participants of the study were 59 Business English major students who were in their first year at Rambhai Barni Rajabhat University. The participants were divided into two groups: experimental and control. Both groups were given a 10-week course of instruction. The experimental group was taught by the grammar-in-context approach while the control group was by the grammar translation approach. The instruments of the study were lesson plans designed according to the approaches, writing assessments, a pre-test and a post-test. Data collected from the pre-tests and post-tests undertaken by both groups of students were compared and analysed and the mean scores and the standard deviations determined; the mean scores were then subjected to a *t*-test for independent samples. The study found that there were statistical differences in the mean scores of the pre-test and the post-tests in both the control and experimental groups. It was also found that post-test results attained by the students being taught by the grammar-in-context approach was higher than the post-test results attained by the students in the control group.

การเปรียบเทียบความสามารถด้านการใช้กาล โดยวิธีการสอนไวยากรณ์แบบใช้บริบทกับการสอน
ไวยากรณ์แบบแปล สำหรับผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ



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การวิจัยครั้งนี้มีจุดประสงค์เพื่อ (1) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ
ระหว่างนักเรียนที่เรียนภาษาอังกฤษโดยการสอนไวยากรณ์โดยใช้บริบทกับนักเรียนที่เรียน
ภาษาอังกฤษโดยการสอนไวยากรณ์แบบแปล (2) ศึกษาพัฒนาการด้านการใช้ไวยากรณ์ของ
นักเรียนกลุ่มตัวอย่างของการวิจัยครั้งนี้คือนักศึกษาระดับปริญญาตรี สาขาภาษาอังกฤษ ชั้นปีที่ 1
มหาวิทยาลัยราชภัฏรำไพพรรณี จำนวน 59 คน โดยแบ่งกลุ่มตัวอย่างออกเป็นสองกลุ่ม ทั้งสอง
กลุ่มได้รับการสอนเป็นเวลา 10 สัปดาห์ กลุ่มทดลองได้รับการสอนไวยากรณ์โดยใช้บริบท ในขณะที่
ที่กลุ่มควบคุมได้รับการสอนไวยากรณ์แบบแปล เครื่องมือที่ใช้ในการศึกษาวิจัย ได้แก่ แบบทดสอบ
ก่อนเรียนและหลังเรียน แผนการจัดการเรียนรู้ตามวัตถุประสงค์ และเกณฑ์การประเมินงานเขียน
คะแนนที่ได้รับจากแบบทดสอบก่อนเรียนและหลังเรียนของทั้งสองกลุ่มตัวอย่าง นำมาเปรียบเทียบ
และวิเคราะห์หาค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่า t-test

ผลการวิจัยพบว่า นักเรียนที่ได้รับการสอนโดยวิธีการสอนไวยากรณ์แบบใช้บริบท มี
พัฒนาการการใช้ไวยากรณ์ในเรื่องกาล อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นอกจากนี้เมื่อนำผล
คะแนนของนักเรียนที่ได้รับการสอนโดยวิธีการสอนไวยากรณ์แบบใช้บริบท และนักเรียนที่ได้รับการ
สอนโดยวิธีการสอนไวยากรณ์แบบแปลมาเปรียบเทียบกัน พบว่านักเรียนที่ได้รับการสอนโดย
วิธีการสอนไวยากรณ์แบบใช้บริบทมีคะแนนเฉลี่ยสูงกว่านักเรียนที่ได้รับการสอนโดยวิธีการสอน
ไวยากรณ์แบบแปล

The Thesis titled
“A Comparative Study of the Grammar-in-Context Approach
and the Grammar Translation Approach in Tense Usage of Thai EFL Students”
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CHAPTER I

INTRODUCTION

Background

English has been considered to be the international language for use. It is used for international communication throughout the world in trade, politics, business, education, tourism, foreign affairs and so on. Additionally, English is usually a requirement for employment and tertiary education.

Thai is the official language of Thailand, but English is widely considered to be the most important foreign language, as evidenced by the fact that it is taught in all educational institutions from kindergarten to university. Thai students study English as a Foreign Language (EFL), which is different from English as a Second Language (ESL), which involves learning and communicating English in the same language environment as the nature language (Gass & Selinker, 2001).

Many theorists, however, claim that English education in Thailand places too much emphasis on grammar. It is essential for Thai students to study grammar, as it is fundamental to learning English. If students have no understanding of grammar, they are unable to form sentences which are required to communicate effectively and they would also fail to understand sentences correctly (Anugkakul, 1982; Rachiwong, 2004; Suppasetsee, 1998).

Additionally, Thongsila (1984) states that successful language learners comprehend and apply the grammatical structure of English effectively for communicative purposes. There are many reasons why grammar should be the focus of EFL teaching and learning. Firstly, grammar is widely considered to be the foundation of all language knowledge (Weaver, 1996). In other words, grammatical

knowledge is vital to understanding any language. The study of grammar involves learning the words, phrases, and clauses that are embedded into sentences.

Furthermore, tenses are also a crucial aspect of studying grammar. As a result, English tenses are taught at all levels in Thailand (Bennui, 2008). Students can use their knowledge of grammar to read, speak and write effectively. As the importance of grammar is widely recognised, one can see that it is one of the most highly stressed aspects of learning a foreign language.

In Thailand, one of the approaches used to teach grammar is called the Grammar Translation Approach. This approach introduces the idea of presenting students with short grammar rules and word lists, and then translation exercises in which they have to make use of the same rules and words (Harmer, 2007). Richards and Rodgers (2001) claim that it is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the English language. The main techniques used in this method are substitution drills, blank-filling exercises, dialogues, and games of various kinds.

The Grammar Translation Approach provides many advantages for English language teaching. Thornbury (1999) presents several of these in that first of all, it gets straight to the point, and therefore can be time-saving. Secondly, this approach acknowledges the role of cognitive processes in language acquisition. Thirdly, it allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare in advance.

Brown (1994) also argues in favour of the Grammar Translation Approach. This approach makes it easier to construct communicative abilities and also leads

successful students to a reading literacy in a second language. Similarly, Ungwattanakul (1994) writes that this approach is suitable for larger groups of students, especially adults or intelligent younger students, and can increase the ability of the students to acquire new vocabulary or comprehend reading passages.

A number of studies, however, have summarised the problems with the Grammar Translation Approach. Harmer (2007) argues that it stops students from getting the kind of natural language input that will help them acquire language, and fails to give them opportunities to activate their language knowledge. Jin-fang and Qing-xue (2007) also criticise this approach because it often creates frustration for students since it requires them to memorise endless lists of grammar rules and vocabulary which they may never use. While the limitations of practice techniques never emancipate learners from the dominance of the first language, others maintain that this method pays little attention to the communicative competence of the students. These are some of the reasons that EFL/ESL students study English through the Grammar Translation Approach. They may not have sufficient metalanguage or may not be able to understand the concepts involved (Thornbury, 1999).

Sa-ngiamwibool (2005) claims that language learning in a traditional classroom setting can be compared to a jigsaw puzzle, giving students only one piece at a time. The result of this is that students can only memorise structures and therefore cannot communicate in real-life situations. A better method is to give the students the whole picture or context. Moreover, when presenting grammar out of context, students are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use (Nunan, 1998).

Most educators today, however, agree that students must eventually learn how to use the language forms they have learned in authentic communication situations. This goal can best be achieved if the forms of language are presented and practiced in communicative contexts, where the focus is on meaning and there is primary content (Hadley, 1993). In addition, as Nunan (1998) explains, teachers can help students see that effective communication involves achieving harmony between grammatical items and the context of discourse. The dominance of communicative language teaching has led to one crucial aspect of language pedagogy, namely the context in which pedagogy takes place (Bax, 2003). The grammar-in-context and communicative language teaching approaches have overlapping aspects. Weaver (1996) asserts that the grammar-in-context approach focuses on not teaching grammar in isolation and has rational and practical ideas for language teaching. This approach emphasises communicative ability over accuracy and also helps the students to communicate.

The grammar-in-context approach has many benefits for English language teachers. Sa-ngiamwibool (2005) presents the advantages of the grammar-in-context approach. Firstly, this approach allows the students to perceive both the forms and functions of a target grammar in a particular context. Secondly, it enables students to identify the different forms and functions of a target grammar in various contexts, understanding the relationships between grammar and context, and how the forms and functions of grammar change, depending on context. Thirdly, it helps the students become more conscious or aware of the relationships between grammar and context when they are in communicative situations. Finally, this approach develops language learning in a more communicative way and enhances genuine communication.

Nunan (1998) suggests the further advantages of the grammar-in-context approach. It gives students opportunities to explore grammar in context and to see how and why language forms exist to express different communicative meanings. Therefore, learning and practicing language in meaningful contexts is more appealing to both students and teachers than learning isolated bits of language through extensive memorisation and drilling (Hadley, 1993).

The instructional techniques that allow learners to explore grammar through context, however, have something in common with the technique of the inductive approach, which has the following disadvantages for English language learners. Firstly, the time and energy spent working out the rules may mislead students into believing that grammatical rules are the objective of language learning, rather than a means of language learning. Secondly, students may use the wrong rule, or their version of the rule may be either too broad or too narrow in terms of application. Finally, the time taken to work out rules may take time away from more productive communicative practice (Thornbury, 1999).

One of the difficulties of teaching and learning English in Thailand is the environment inside and outside of school, including the larger community and their individual homes, does not encourage students to practice their communicative English skills (Punthumasen, 2007). Furthermore, the students have little opportunities to practice English in daily life.

Thai students lack competency in English writing skills and their use of verb tenses. The Thai language has neither verb inflections nor auxiliaries to convey time concepts (Baker, 2002; Tawilapakul, 2001). One of the common errors in English structures is "*I work hard at this university last semester but I do not work hard this*

semester,” not “*I worked hard at this university last semester but I have not worked hard this semester.*” These are some of the reasons why most Thai students do not have a high level of English competency despite learning English for many years in basic education as well as at the university level (Punthumasen, 2007).

English language instruction in Thailand is achieved by the application of teaching methodologies. The researcher, therefore, has assumed that one of the two approaches, the grammar-in-context approach and the grammar translation approach, can have beneficial results for students learning English. As a result, the researcher has aimed to study the learning outcomes and the application of the grammar-in-context approach and the grammar translation approach.

Purposes of the Study

1. To compare English achievement of the students who learn grammar via grammar-in-context approach with those who learn grammar via grammar translation approach.
2. To study overall progress of the students in tense usage

Research Questions

This study addressed the following research questions:

1. Are there any differences between the pretest and posttest results of the students who learn grammar by the grammar-in-context approach and the grammar translation approach?
2. How do the students who learn English language in the two approaches develop their understanding about the tenses?

Significance of the Study

The findings obtained from this study offered English grammar approach used by the university students. Thus, the research results could be used as guidelines for appropriate lesson plans for future EFL students of studying tense usage, development students' abilities in terms of tense usage. Furthermore, the language teachers are informed about the common errors in the grammar class so they can design practical materials to enhance basic grammar of the students. If the experience of grammar-in-context learning transferred positively to the students, implementation of the grammar-in-context approach should be encouraged in the classroom.

Scope of the Study

Population and Participants.

The population of this study included 137 first-year students at Rambhai Barni Rajabhat University who signed up for the course *Forms and Usage in Modern English I* in the 2011 academic year. The participants were comprised of 59 Business English students who enrolled in the same course in the second semester of the 2011 academic year. These samples were based on purposive sampling. The study was conducted for 10 weeks at 1 unit per week, and each unit lasted 100 minutes.

Variables.

Independent variables included two approaches used to the teaching of grammar: the Grammar-in- Context approach and the Grammar Translation approach.

Dependent variables were the Business English major students' achievement in tense usage.

Definition of Terms

Grammar-in-Context Approach refers to the teaching of grammar and context in a meaningful situation in the teaching of English (Sa-Ngiamwibool, 2005). The model used in this study consists of three stages: 1) Exploration, 2) Explanation, and 3) Expression (Sysoyev, 1999).

Grammar Translation Approach refers to the traditional academic style of teaching which has always placed a heavy emphasis on the explanation of grammar as a teaching and learning technique. The model used in this study consists of three steps: 1) Presentation, 2) Practice, and 3) Production.

Grammatical Errors refer to the errors resulting from the inability of the students to conform to the grammatical rules of standard written English. This study focuses on one specific aspect of grammar, tenses. There are six tenses examined in this study: the simple present, the present progressive, the simple past, the past progressive, the present perfect tenses and the future simple tenses.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of six parts. The first part is concerned with the theoretical aspects of second language acquisition. The second part deals with the problems Thai students have in using tenses. The third part is concerned with the way in which English grammar is taught in Thailand. The fourth part deals with the grammar-in-context approach and the fifth part with tense usage. The sixth part examines related studies.

Second Language Acquisition

Second language acquisition is a key concept that enables teachers of a second or foreign language to better understand the language learning process. It can also help teachers to plan their teaching stages, including teaching grammar, as well as providing a better understanding of the nature of the language learning. The following part provides definitions of both second language acquisition and the way in which language is learnt.

Ellis (1997) defines “second language acquisition” as the way in which people learn a language, other than their mother tongue, both inside and outside of the classroom. Mitchell and Myles (1998) defined “second language learning” as language learning at any level, provided that second language learning takes place sometime later than first language acquisition.

Similarly, Brown (1994) described second language acquisition as a subset of a general learning process involving cognitive variations, interwoven with second

culture learning, language interference, the creation of new linguistic systems, and the learning of discourse and communicative functions of language. Gass and Selinker (2001) define second language acquisition as the process of learning another language after already learning their native language. Nunan (1991) explained that the rules of the first language are different than those of the second language. Errors that reflect first language interference occur when learners misuse the rules of the second language. The first language interferes with the second language when learners apply the rules of their native language to their second language.

According to these definitions, second language acquisition is a learning process that is not just influenced by their first language, but also the cultural aspects of the second language. Nunan argued that errors occur when learners use their second language because of the rules of the language. In many English grammar classrooms, Thai teachers teach English subjects in Thai. They use Thai rather than English as the main language in their English classes, as well as a focus on grammatical structure and tenses, which are all taught in Thai. Therefore, Thai teachers have problems teaching verb tenses because they are related to time phrases, time markers, aspect markers, and other types of verbs. Thai students may also have difficulty in understanding the concepts of time and tenses.

Thai Students and the Problems with Tense Usage

As previously mentioned, Thai students have problems using tenses because of the different structures of the Thai and English languages. According to Abdulsata (2000) and Pornvarin (2007), most student errors were related to the use of verb

tenses. Furthermore, Aimchoo (2010) reflects that graduate students made the most errors in the area of verb tenses.

Errors in the tense usage.

Burt and Kiparsky (1972) divided grammatical errors into two groups, global errors and local errors. Global errors involve verb tenses, verb forms, conditional sentences, the passive voice, dependent clauses, sentence structure, word order and connecting words. Local errors include subject-verb agreement, the use of articles, singular and plural nouns, word choice, word forms and prepositions. Ellis (1997) further explains that global errors violate the overall structure of a sentence. Therefore the construct of the sentence itself, and its message, become flawed. On the other hand, local errors only affect a single constituent of a sentence, and are, perhaps, less likely to create any broader processing problems.

Similarly, Lane and Lange (1993) divided common fifteen ESL errors into two parts: nine global errors and six local errors. Global errors usually affect more than just a small part of a sentence; they also affect a reader's comprehension of a writer's ideas. Local errors usually affect a small part of a sentence, but do not affect the reader's overall understanding of it.

In other words, learners in the second or foreign language classroom experience problems due to the differences between two languages. The grammatical structures of both the first and second languages also affect learning language acquisition. In this study, the researcher defined the ability of students to use tenses in terms of subject-verb agreement and verb forms

Teaching English Grammar in Thailand

The grammar translation approach is still popular in Thailand and in many EFL classrooms some students prefer the teacher-centered method which consists of the intensive study and memorization of grammar rules and vocabulary (Sapargul & Sartor, 2010).

The grammar translation approach.

Larsen-Freeman (1986) claimed that the purpose of teaching language through the translation approach was to help students to read and appreciate foreign language literature. Larsen-Freeman (2000) also stated that the grammar translation approach has two principal characteristics. The first characteristic involves the important goal of enabling students to translate a given language into a second language. If students can translate from one language to another, they are considered successful language learners. The second characteristic is the development of the reading and writing abilities of students. Little attention, however, is paid to listening and speaking, and almost no attention is given to pronunciation. Similarly, Hadley (1986) explained that the primary purpose of the grammar translation approach is to enable students to explore the depths of great literature while helping them understand their native language better through translation and an extensive analysis of the grammar of the target language.

The grammar translation approach had a profound influence on language teaching methodology, and to this day it remains the standard methodology for language teaching in educational institutions (Brown, 1994). Furthermore, it is possible to find native language equivalents for all target language words. It is also

important for students to learn about the form of the target language. Moreover, a deductive application of an explicit grammar rule is a useful language acquisition.

In conclusion, the key feature of the grammar translation method is to focus on the rules by first explaining the rules and then translating them into the native language. These teaching steps are characteristic of the grammar translation approach.

The advantages of the grammar translation approach.

Traditional grammar is important, if only because its terminology is widely known and because its appeal to meaning is often vital in determining the precise function of a grammatical unit.

(Maxwell & Meiser, 1997)

Some theorists and researchers believe that it is considered appropriate for translators to not know how to speak or pronounce the target language (Sapargul & Sartor, 2010). Thornbury (1999) also argues in favour of the grammar translation approach because it gets straight to the point and can be considered a time-saving technique. Many rules can be simply and quickly explained, rather than elicited from examples. This allows more time for actual practice and application of knowledge. It also respects the intelligence and maturity of adult students, and acknowledges the role of the cognitive processes in language acquisition. Krashen (1982) states that the grammar translation lesson begins with an explanation of a given rule, often in the first language of the students. This is followed by exercises, which are intended to help students practice the rule consciously. In addition, Larsen-Freeman (2000) claims that the study of English grammar will help students become more familiar with the grammar of their native language and that this new familiarity will allow them to improve their speaking and writing skills in their native language.

Like Krashen, Brown (1994) contends that the grammar translation tests are easy to construct and can be objectively scored. As many standardised foreign languages tests still do not attempt to tap into communicative abilities, students have little motivation to go beyond grammar analogies, translations, and rote exercises. This may also lead successful students to improve their reading skills in their second language.

The grammar translation teaching process.

Krashen (1982) states that the process of teaching grammar translation usually consists of four activities. The first step is the explanation of a grammatical rule, presented with example sentences. The second step is the presentation of vocabulary in the same grammatical form. Then a reading selection is provided, wherein the grammatical rules and vocabulary terms are emphasised. Later, exercises will be assigned to allow students to apply their knowledge of the grammar and vocabulary used in the lesson. These exercises are focused on the conscious control of structure and include translation in both directions, from first language (L1) acquisition to second language (L2) acquisition and second language (L2) acquisition to first language (L1) acquisition.

Like Krashen, Thornbury (1999) claims that a grammar translation lesson starts with an explanation (usually in the learner's mother tongue) of a grammar point. The practice activities that follow which involve translating sentences into and out of the target language.

Nunan (1991) argues that the traditional language classroom was a place where learners received systematic instruction in the grammar, vocabulary and pronunciation of the language, and were provided with opportunities to practice the new features of

the language as they were introduced. The methodology training focused on the most effective ways for teachers to present and provide practice in the use of the grammar of the target language.

Harmer (2007) explains that the grammar translation approach introduces the idea of presenting students with short grammar rules and word lists, and giving them translation exercises in which have to make use of the same rules and words.

Similarly, Danesi (2003) claims that the grammar translation approach is taught in a straightforward way: teachers first present a grammar rule, after which they assign oral and written translation tasks to students in order for their ability to apply grammatical rules to be assessed.

Richards (2006) describes that the grammar translation approaches were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. Students are presented with grammar rules and then given opportunities to practice using them.

In this study, the researcher applied Richards model which covers the three steps: 1) Presentation, 2) Practice, and 3) Production.

The Grammar-in-Context Approach

This section will present a definition of the grammar-in-context approach and explain how the teaching steps are connected to the students' learning, as well as how the students are able to understand the language through the grammar-in-context approach. This approach has been defined in many ways. Singh (1985) explained teaching grammar-in-context as follows:

.....Exploring grammar teaching as a methodological strategy, he seems to emphasize not only a knowledge of the structures of the language, but also the appropriate use in various situations... but sees language as a combination of form and meaning.

(Singh, 1985: 296-297)

Nunan (1998) adds to the definition of the grammar-in-context approach, claiming that this model provides opportunities for learners to explore grammatical structures in context. Similarly, Sa-ngiamwibool (2005) explains that the grammar-in-context approach aims to enhance communicative ability in an authentic situation, providing the students with an opportunity to explore the relationship between grammar and context at the level of discourse. Unlike the grammar translation approach, the grammar-in-context approach allows students to learn both the rules and usage of English grammar.

The Grammar-in-Context Models.

There are many types of foreign language teaching materials which are based on a linear model of language acquisition. Nunan (1998) proposes an organic approach in a 5-step model that involves both form and meaning and employs it through the following tasks. The first step of language teaching is viewed as a set of choices. The second step is to provide alternative grammatical realisations, in order to enable students to identify different meanings and recognise that it is their responsibility to decide exactly what they wished to convey. The third step is to provide opportunities for learners to explore grammatical and discursal relationships in authentic data. The purpose of authentic language is to show how grammatical forms operate in the 'real world', rather than in the examples used in textbooks. This also allows learners to encounter target language items.

The fourth step is to teach language in ways that make relationship between form and function transparent. This principle can be activated through the creation of pedagogical tasks in which learners structure and restructure their own understanding of the form and function of relationships through inductive and deductive tasks. The focus on form and function encourages learners to become active explorers of the target language. It also encourages students to bring samples of the target language into class and work together to formulate their own hypotheses about language structures and functions. Classrooms where the principles of active exploration have been activated will be characterised by an inductive approach to learning in which learners are given access to data and provided with structured opportunities to work out rules, principles, and applications for themselves.

The last step encourages learners to explore relationships between grammar and discourse. This principle helps learners to explore the functioning of grammar in context, and assists them in deploying their developing grammatical competence in the creation of coherent discourse. Sa-ngiamwibool (2005) defines “grammar in context” as a model, wherein acquired learners should not learn grammar in an isolated, step-by-step fashion because this learning approach ignores the relationship of the form, meaning, and the use of grammar.

The model consists of 4 components: 1) exploring grammar in context, 2) noticing its clue or clues, 3) discovering its form and function, and 4) choice making. In the first step, exploration, students perceive both the forms and functions of a target grammar point in a form of a dialogue, a reading passage, or a short story. This opportunity to explore helps students to recognise the different forms and functions of a target grammar point in various contexts, understand the relationships between

grammar and context, and the form and function of grammatical change in different contexts.

The next logical step after an exploration of grammar within context is to notice the clue or clues of a target grammar point. This involves repeatedly drawing the attention of the students to a specific target grammar point. The ability to noticing the clue or clues surrounding the target grammar point is a necessary pre-condition for learning the grammar of another language, or in acquiring the language itself, as it helps the students become aware of the relationships between grammar and context. The ability to consciously notice the clue or clues of grammar in context leads to a subtle understanding of the relationships between grammar and context.

The third step is discovering, a step which allows students to have an opportunity to actively work out these relationships by themselves. This helps develop language learning in a more sophisticated way and enhances genuine communication. Finally, by discovering the relationships between grammar and context by themselves, the students also learn to use their understanding to make their own choices regarding the relationships between grammar and context in each context, and apply their understanding of other contexts on their own. The theoretical model of the Grammar-in-Context approach is as follows.

Sysoyev (1999) presented the following method to teach grammar-in-context. This method consists of three major stages 1) Exploration, 2) Explanation, and 3) Expression or EEE. The exploration stage provides opportunities, which allows students to perceive both the form and function of the target language in a particular context. Students are given sentences illustrating a certain grammatical rule and are asked to find the pattern, with the help of the teacher, to formulate the rule. The

explanation stage leads the teacher or the students to summarise what has been previously discovered, and now focuses on the form. The expression stage provides students with the opportunity to practice the production of meaningful utterances in communicative and interactive tasks.

In conclusion, the learners are given chances to explore the target language in commercial texts. Subsequently, the students are encouraged to focus on the form and the production of language, as well as the opportunity to practice the language, in order to complete the final step. The researcher applied Sysoyev model which covered 3 steps of teaching grammar: explanation, explanation, and expression as it is suitable for Thai learners of English.

Tense Usage

Tense plays a crucial role in learning English language of EFL students. There are three times and three aspects expressed in English grammar, the times are past, present and future and the aspects are the simple, continuous, and perfect forms. There are twelve tenses in use.

Brudhiprabha (1968) explains that the Simple Present tense is used to express general statements of fact, customary actions, everyday activity and habitual actions. It normally uses adverbs of frequency to express how often we do the activities such as *always, often, sometimes, usually, seldom, on Saturdays, rarely, never, every day,* etc.

Affirmatives

I **get** up at 8 o'clock every morning.

She **gets** up at 8 o'clock every morning

For the negative and the question, sentences must use the verb to do to make sentences.

Negatives

I **don't get** up at 8 o'clock every morning.

She **doesn't get** up at 8 o'clock every morning.

Questions

Do you **get** up at 8 o'clock every morning?

Does she **get** up at 8 o'clock every morning?

Suksaeresup (2011) explains that the Present Continuous tense is used to describe an action in progress at the moment. The time expressions used for this tense are “*at the moment*” and “*now*”. The Present continuous tense is formed by adding the progressive morpheme –ing to the main verb. The subject must agree with its auxiliary ‘be’. If the subject is singular, ‘is’ is used. If the subject is plural, ‘are’ is used.

Affirmatives

I'm **working** today.

You're **working** today.

Negatives

You **aren't coming** this evening.

He **isn't coming** this evening.

Questions

Is he **working** this afternoon?

Are we **studying** this afternoon?

Brudhiprabha (1968) explains that the Present Perfect tense is used to describe an action, which began in the past, continued up to the present time and may continue in future. The time expressions used for this tense are *since* and *for*. To explain that an action or event occurred at some time in the past we use “already”, but if the exact time is not specified, “yet” is used. The Present Perfect tense is made up of the auxiliary ‘have’, plus the past participle form of the main verb.

Affirmatives

They **have lived** here for two years.

I’ve **worn** glasses since 1995.

Negatives

I **haven’t written** three letters this morning.

Jan **hasn’t written** a number of books.

Questions

Have you studied?

Has he washed the car yet?

Azar (1992) explains that the Present Perfect Continuous tense is usually a connection with the present or now. There are basically two uses for the present perfect continuous tense. The first is to talk about an action that started in the past and has recently stopped. The second is to talk about an action that started in the past and is continuing now. This is often used with “for” or “since”.

Affirmatives

He **has been painting** the house for 5 hours. He's still painting it.

I **have been working** as a fireman since 1973. I still work as a fireman.

Negatives

I **have not been** studying.

Susan **hasn't been** reading since 5 o'clock.

Questions

Have you been following their discussions?

Has it been raining heavily all night?

Brudhiprabha (1968) explains that the Simple Past tense is used to indicate that a customary action, habitual action, or event took place at a specific time in the past. The following time expressions are often used in the Past Simple tense: *last* is used when speaking about the previous week, month or year, *yesterday* is used when speaking about the previous day, and *ago* refers to weeks, months or years before. The Past Simple tense in regular English verbs is formed by adding the past tense morphemes –d or –ed to the stem, but quite a large number of verbs can be classified as irregular.

Affirmatives

I **went** to college 3 years ago.

I **slept** well last night.

Negatives

You **didn't drink** milk last night.

He **did not take** his children to the zoo last week.

Questions

Did you **go** to school yesterday?

Did Jane **see** Susan two days ago?

Suksaeresup (2011) explains the Past Continuous tense is used to describe an action in progress at a specific time in the past. The time expressions often used in the Past Continuous tense include *while* and *as*. The Past Continuous tense is formed by adding the progressive morpheme *-ing* to the main verb. The subject must also agree with its auxiliary verb 'be'. If the subject is singular, 'was' is used. If the subject is plural, 'were' is used.

Affirmatives

At 3 p.m., I **was having** lunch.

They **were talking** about her when she walked into the room.

Negatives

He asked me why I **wasn't having** dinner at the hotel.

We **weren't playing** football when the earthquake began.

Questions

Was she **cooking** dinner when you called her?

Were you **painting** your house yesterday at 5 p.m.?

Suksaeresup (2011) explains that the Past Perfect tense is used to refer to a non-continuous action in the past, which was already completed by the time another action in the past took place. This tense is used to emphasise that one action in the past

happened before another action in the past. The time expressions often used in the Past Perfect tense include *already, by the time, ever, never, before, after, and when*.

Affirmatives

I **had finished** my homework before I went playing football.

John **had** never **been** to London before we went there last year.

Negatives

I **had not seen** this movie before we went to the cinema yesterday to see it.

If he **hadn't made** the mistake, he would be happy now.

Questions

Had she **eaten** dinner before she went to the cinema?

Had they **drunk** all their water before they got to Memphis?

Azar (1992) explains that the Past Perfect Continuous tense is used to refer to a continuous, ongoing action in the past which was already completed by the time another action in the past took place and is used to talk about actions or situations in progress before other actions or situations and to express actions or situations in progress before other actions or situations.

Affirmatives

The boys **had been quarreling** for half an hour when we arrived home.

I **had been dating** Angelina for 3 years before we got married.

Negatives

If it **hadn't been raining**, we would have played football.

Mary **hadn't been waiting** for longer than 10 minutes.

Questions

For how many hours **had** Fred **been painting** the house when the ladder fell?

How long **had** the player **been playing** before he scored?

Brudhiprabha (1968) explains that the Simple Future tense is used to make predictions, offers, requests or promises. Some of the time expressions used with this tense are *soon, tomorrow, later, the next day, next week, next month, next year, tonight, in the future, etc.* The Future Simple tense is made up of the auxiliary 'will' and the infinitive form of the main verb.

Affirmatives

John **will keep** dropping his towel on the floor after a bath.

I **will visit** my grandma at hospital.

Negatives

I **won't take** any heavy equipment with me.

I'm sorry I **won't be** able to help you with your English today.

Questions

Will Mark be able to do the shopping before 10 a.m.?

Will there be plenty of people in church?

Azar (1992) explains that the Future Continuous tense is used to indicate when one is in the middle of doing something at a specified time in the future, discussing future actions in progress, making guesses about something in the present or future or forming polite questions about something or somebody. Some of the time expressions

used with the future continuous: *while, when, at + specific time, this time, next week, month or year*. The Future Perfect tense appears in two forms: the "will" form and the "going to" form which can be used interchangeably.

Affirmatives

She'll be having a bath when I get home.

I'll be watching TV when my mother arrives.

Negatives

John **won't be sleeping** now.

We **won't be having** supper tomorrow before 8 o'clock.

Questions

Will Mark be playing football at 6 p.m.?

Will you be using the screwdriver?

Azar (1992) explains that the Perfect Future tense is used to talk about actions that will be finished at some point in the future. We also use this tense to express situations that will last for a specified period of time at a definite moment in the future. The last use is to express certainty that an action has been completed. Some of the time expressions used with the Future Perfect tense include *by, by the time, before, by tomorrow, next month, until* and *till*.

Affirmatives

I **will have retired** by the end of this year.

I read 40 pages a day. If I keep up the pace, I **will have read** the book by Tuesday.

Negatives

They **won't have graduated** from Cambridge by July 2009.

My uncle **won't have retired** by the end of the year.

Questions

Will they have graduated from Cambridge by July 2009?

Will I have retired by the end of the year?

Azar (1992) explains that the Future Perfect Continuous (Present Perfect Continuous?) tense is used to express situations that will last for a specified period of time at a definite moment in the future. We also use this tense to express certainty about the cause of some future situations. The time expressions that are commonly used with the Future Perfect Continuous (Present Perfect Continuous?) include *by tomorrow / 8 o'clock, this year / month / week, next year / month / week*.

Affirmatives

By the time we get home we will have been driving for 6 hours.

By the summer Mike **will have been trying** to find a new job for five months.

Negatives

She **won't have been writing** the book for four months by the end of October.

When the unmanned space vehicle lands on Mars, it **won't have been traveling** for five months at a speed of 2000 miles per hour.

Questions

Will he **have been writing** the composition for a month by the end of February?

Will his body **have been functioning** with a baboon heart for fifteen hours when the patient wakes up tomorrow?

In this study, the researcher studied six tenses out of the general twelve supported by the course syllabus, which describes the six essential basic tenses for fundamental English courses at Rambhai Barni Rajabhat University which are considered suitable for freshmen. They are: 1) the Simple Past, 2) the Simple Present, 3) the Present Continuous, 4) the Past Continuous, 5) the Simple Future, and 6) the Present Perfect tenses.

Related Research

The following part is concerned with relevant studies regarding tense usage among EFL students, the teaching of English grammar in Thailand and EFL settings, the problems of teaching the grammar translation approach, and studies related to the grammar-in-context approach.

Tense usage among EFL students.

Cakir (2011) examined the problems encountered when teaching tenses to language students at the university level in Turkey. Some of the more problematic and confusing tenses were the Past Simple and Present Perfect tenses, the Present Continuous and Present Simple tenses, and the Past Continuous tense. The methods for teaching grammar throughout this study were obtained from the written exams of

the learners. The most frequent errors have been listed and analysed in detail. The findings reveal that the reasons for these errors mostly originate from mother tongue interference and an inadequate linguistic background.

Jansom (2008) investigated the effects of different error treatments – overt correction and self-correction – on the English tense usage of Thai undergraduate students. An analysis of both treatments was applied through the Computer-Assisted Language Learning (CALL) system. The study was conducted with 219 first-year undergraduate students of Huachiew Chalermprakiet University. At the beginning of the study, all subjects were pre-tested using the *English Tense Usage* test. The three tenses that showed the highest percentage of correct use were the Simple Present, Present Continuous, and Past Continuous tenses, while the tenses that were observed to be the most difficult for students to apply correctly were the Present Perfect and Past Perfect tenses.

Arakkitsakul (2008) studied an error analysis of the present perfect tense with 60 freshman students at North Bangkok College in the 2008 academic year, and included three main fields: Political Science, Information Technology, and Business English, with the specific aim of investigating the knowledge of the commonly used Present Perfect tense, and to find out the sources of the errors in the use of this tense. The aspects of grammar that were investigated in this research study were the use of adverbs of time in the present perfect tense, the use of regular and irregular verbs, subject and verb agreement, the distinction between the Present Perfect and the Past Simple tenses, as well as the Present Perfect tense as it is used in translation and communication. The results of this study have shown that an understanding of the use of adverbs of time in the Present Perfect tense was at a moderate level. The subjects

were able to correctly identify and apply the past participle verb in the Present Perfect tense, both with regular and irregular verbs, at a moderate level.

Tawilapakul (2001) examined how the use of time markers in the Thai language impacted the use of English tenses by Thai university students. The most commonly found student errors were those related to the use of English tenses. The subjects of this research were 75 first-year students studying in the Southeast Asian Studies program. The students were assigned to translate 8 sentences, 4 with time markers [TM] and 4 without time markers [TM], as well as a short passage from Thai to English, within one hour. The results of the study show that the use of time markers in the Thai language mostly resulted in a negative transfer in the use of English tenses by Thai students.

The teaching of English grammar in Thailand.

Sa-ngiamwibool (2005) claimed that Thai students are mostly taught to learn each grammatical form step-by-step and in a set order, always moving from one step to the next. Students are not able to advance to the next stage if they cannot display the ability to use the form they are learning accurately.

Accord to the findings of Punthumasen (2007), most Thai teachers still perceive an emphasis on grammar and rote-learning as suitable approaches to teaching English in Thailand. They focus on reading and writing skills, as opposed to listening and speaking skills. They seldom set up engaging activities that would encourage their students to enjoy the process of learning English.

Thep-Ackrapong (2005) described that the method of grammar translation begin with the grammar presentation in the students' native language. The four language skills are not integrated, but separately used only writing and reading skills.

Chavangklang (2008) said that Thai teachers of English may teach in Thai, employing a variation of the grammar translation approach, to teach English language. This approach has the primary objective of translating reading texts in a foreign language into the native language on the basic assumption that the students cannot understand the foreign language directly; hence, they must translate it first.

Similarly, Khuvasanond (2010) stated that in order to study language in Thailand, students are taught to repeat words spoken by their teachers and memorise the spelling and meaning of the words, which are considered passive learning strategies. This technique is referred to as the grammar translation approach

Like Chavangklang, Tamrackitkun (2010) claimed that the majority of class time is devoted to learning about the language, such as grammar and reading through translation. Students are taught in a traditional way. They approach their reading assignments by putting all their effort and concentration into the passages they read. They carefully read the passage word by word. When reading and encountering an unfamiliar word, they stop reading and look up the meaning of the word in a dictionary.

In summary, students in grammar translation class learned English first through the rules, then through controlled practice activities and were provided with explanations of English grammar in their native language.

Studies related on teaching grammar.

This following part shows related studies which are relevant to the principle of form and meaning suitable for designing the lesson of grammar-in-context. These research studies helped support the ideas of teaching structures and implementing communicative situations.

Ozsevik (2010) examined the impact of ESL vs. EFL contexts of the implementation of Communicative Language Teaching (CLT) methodology. A mixed method research design was used for this research. The participants of this study were 61 Turkish English language teachers at the primary and secondary levels. The main modes of data collection consisted of an online questionnaire with semi-structured and informal interviews. The results show that Turkish EFL teachers, whilst aware of the achievements, encounter many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself. The results suggest that despite showing a keen interest in change and being eager to identify with CLT, Turkish teachers are not particularly optimistic about the complete adoption of CLT, and thus feel that only by overcoming their difficulties with these four sources, and by establishing more favorable conditions for the implementation of CLT, can teachers truly benefit from CLT in their English classrooms.

Kongsom (2009) investigated the effects of teaching communication strategies to Thai learners of English in Thailand. The participants included 62 fourth-year students majoring in Engineering at King Mongkut's University of Technology North Bangkok. All of the students were given a 12-week strategy-based instructional course in communication, while 12 students were asked to complete four speaking tasks and retrospective protocols. This data was collected via a self-report strategy questionnaire, an attitudinal questionnaire, transcription data of four different speaking tasks, and retrospective protocols. The results from the self-report strategy questionnaire and the speaking tasks show that the explicit teaching of communication strategies raised the awareness of the students. Finally, the positive outcomes of the

teaching of some of the specific communication strategies are supported by the findings of an attitudinal questionnaire on the strategy instruction. The findings suggest that the students found the communicative strategy instruction constructive. They also indicated that they had positive feelings and attitudes towards the communication strategy instruction.

Yiping (2009) studied the effects of the Grammar Translation Method and the Communicative Language Teaching Grammar Instruction on EFL university students in Taiwan. The quantitative and a qualitative approach were used in this study. The intact groups of participants were randomly assigned to two different grammar instruction approaches. In addition, the experimental group of students received a survey in order to obtain their perceptions of Communicative Grammar Teaching (CGT). The quantitative findings showed that CGT was an effective method of grammar instruction for EFL university students in Taiwan, especially on prototypical (non-productive) rules. The qualitative findings indicate that the students had positive perceptions of CGT overall. The students in the experimental group believed that their communication ability was improved and realised that English was a tool for communication. In addition, they noted that English grammar learning could be communicative and functional, not just memorisation. Therefore, CGT was the most beneficial approach to learning English grammar.

Kato (2007) investigated the effect of Communicative Language Teaching on adult Japanese learners. The goal of Communicative Language Teaching is to enable learners to communicate in the target language, as compared with the Grammar Translation Method, in which the goal is to be able to translate from one language to another. The findings of this study reveal that Communicative Language Teaching

motivated them to learn English and enhanced their levels of achievement. Previously, Japanese adult learners were unable to acquire a command of English in real-world situations. Learning English through the Communicative Teaching method, however, has enabled them to speak and listen to English in real-life situations.

Sa-ngiamwibool (2005) examined the effects of the different methods of instruction on performance, measured by an experimental pre-test and post-test designed for third-year students. There were three groups: two experimental groups and one control group. Experimental group 1 received the Grammar-in-Context tasks with task directions to search for a specific grammar rule. Experimental group 2 received the Grammar-in-Context tasks without task directions to search for a specific grammar rule. The control group received the traditional teaching instructions. The research finding revealed that, the post-test scores of the Grammar-in-Context group with task directions to search for a grammar rule were slightly greater than those of the Grammar-in-Context group that did not receive task directions to search for a grammar rule, but significantly greater than those of the traditional group.

Choolikorn *et al.* (2004) determined which teaching approaches between Communicative approach and the Grammar Translation method provides better leaning development by conducting an actual experiment among two groups of 1st year vocational students simultaneously conducted and taught by the two different approaches respectively under the common topic of Simple Present Tenses Comparison of post achievement examination. The results revealed that 1st year vocational students (N=20) who were taught by the Communicative approach achieved significantly higher post-test scores on the achievement test of simple present tense usage than 1st year vocational students (N=20) who were taught by the

Grammar Translation method. It was concluded that the Communicative approach provided significantly higher achievement in simple present tense usage than the Grammar Translation Method did.

Yoon (2004) applied the theories and practices of Communicative Language Teaching in the EFL curriculum in Korea. Based on recent research on second and foreign language learning, CLT has been widely accepted as an effective way of teaching ESL/EFL contexts. This study, in an effort to present a concrete picture of how CLT is implemented and utilised in an EFL context, discusses which specific CLT approaches provide the theoretical basis for the recent reformation of the national English curricula in Korea, and how the curriculum content is based on theory and actualised. The results show that the notional-functional approach, initially seen as different from the grammatical syllabus, turned out to be very similar in practice. Therefore, in order to apply CLT, curriculum developers should consider the more essential features of communication rather than simply replacing grammar with functions in syllabus design. The broader contexts should be presented at the level of discourse, and the interaction or negotiation procedures among speakers should also be taken into account.

Rao (2001) studied the effectiveness of communicative and non-communicative activities on 30 Chinese university students. Through the use of multi-methods and qualitative research procedures, the researcher discovered that the perceptions of these students sometimes surprised their teachers, and that the students' perceived difficulties, caused by communicative language teaching, were based on the fundamental differences between Western and Asian educational theory and practice. The results suggest that in order to update English teaching methods, EFL countries

like China need to modernise, rather than westernise, English teaching; that is, to combine the “new” with the “old” in order to align the communicative approach with traditional teaching structures. It is apparent from the study that by reconciling communicative activities with non-communicative activities in English classrooms, this alone cannot help students in non-English speaking countries gain the full benefits of CLT.

According to the mentioned studied, the researcher have noticed some good techniques which can be applied in the grammar class of more communicative activities and more opportunities for the students to explore and explain about the grammar with more confidence. Therefore, the researcher selected grammar-in-context techniques to use as supplementary activities and conducted the research to see how appropriate those approaches can improve the students’ learning outcomes.

CHAPTER III

METHODOLOGY

This chapter presents a detailed description of the methodology of the research. It describes and explains the population, the participants, the research instruments, the research procedure, the data collection, and the data analysis respectively.

Population

The population of this study included 137 first-year English major students at Rambhai Barni Rajabhat University who signed up for 2021501 (Forms and Usage in Modern English I) in the second semester of the 2011 academic year. These students were from both the Faculty of Education and Faculty of Humanities and Social Sciences.

Participants

The participants in this research were fifty-nine Business English students who enrolled in Forms and Usage in Modern English I in the second semester of the 2011 academic year. The participants were selected through purposive sampling and the researcher taught them in two classes. One of the classes was designed as the control group, and the other the experimental group. The thirty-one participants in the experimental group studied in the grammar-in-context approach, and the twenty-eight subjects in the control group studied in the grammar translation approach.

Research Instruments

There were three research instruments used in this study.

The Pre and Post-test.

A test designed to be a pre-test and post-test was constructed. The guidelines for designing the test were the course syllabus and contents related to the course. The test was adapted from the exercises in Betty Schramper Azar's *English Grammar* (2006). The focus of the test on six tenses, simple present, present progressive, simple past, past progressive, present perfect and the future simple.

The reliability and validity check of this test followed these steps. First, the test was evaluated by three specialists, and an Item-Objective Congruency (IOC) score was calculated. The contents of the test were then adjusted according to their advice. Next the test was tried out with 78 first-year English Education students in the first semester of the 2011 academic year. These students were not members of the sample group. Finally, the test was checked for its reliability.

The test was revised again before the final version was completed. The test consisted of two parts: forty multiple-choice items, and one writing topic. All the participants were given this proficiency test. The forty multiple-choice items tested the students' general knowledge of the six tenses.

The writing test tested the students' ability to apply their knowledge of the six tenses. In this section, the students were required to write the topic 'How My Life Has Changed Since I became a Secondary School Student' (See Appendix A).

Lesson plans.

Two sets of lesson plans were prepared in this study, one for the experimental group and the other for the control group.

2.1 The lesson plans for the experimental group applied the grammar-in-context approach, focusing on English tenses, specifically the six tenses. The texts that were used in the lesson plans were adapted from *Essential Reading 1, 2, and 3*. There were ten separate lessons, and one lesson plan was taught approximately in one week. These lesson plans consisted of three teaching stages: exploration, explanation, and expression (See Appendix B).

Step 1: In the exploration step, lead in activities were used to introduce topics and reading passages. The students then read paragraphs and the students focused on the use of the six tenses in the texts.

Step 2: In the explanation step, the teacher and students analyzed the forms and the usage of the major tenses in the text. This analysis was conducted in small groups or by the entire class.

Step 3: In the expression step, the students applied their knowledge of the forms and usage of the tenses through written work.

Every two weeks, the participants were assigned to write a paragraph. They wrote five paragraphs altogether to practice using the tenses. The topics of their writing, one for each paragraph, were the following:

- We just can't stop
- Today's technology
- Accessories of life
- Goals
- Future plans

2.2 The control group was taught using the grammar translation approach, focusing on English tenses, specifically the six tenses. The texts used in these lesson

plans were adapted from *Essential Reading 1, 2, and 3*. The exercises were adapted from the *Kasetsart University Fundamental English I* textbook. These lesson plans consisted of three steps: presentation, practice and production (See Appendix C)

Step 1: In the presentation step, a new grammar structure was presented, often by means of a conversation or a short text. The teacher explained the new structure and checked the students' comprehension of the conversation or the short text.

Step 2: In the practice step, the students practiced using the new structure through drills or substitution exercises.

Step 3: In the production step, the students practiced using the new structure in different contexts, often using their own contents or information, in order to develop fluency in the new structures.

Every two weeks, the participants were assigned to write a paragraph to practice their use of the six tenses.

- Daily activities
- Yesterday activities
- What are they doing now?
- What were you doing when the police came?
- Future plans

The grammar-in-context and grammar translation lesson plans were both evaluated and rated by three English Education specialists, who used item objective congruence (IOC) as a method of assessment.

Writing assessment.

An instrument was constructed for assessing the students' ability to use the six tenses in their writing. This instrument writing was adapted from Ann Raimes' *Grammar Troublespots* (1959) which identified the two main factors to consider when using tenses, appropriateness and consistency. The appropriateness factor revealed how the students chose verb tenses to express time relationships in their written work. The area of subject-verb agreement in the rubric of this research also indicated how appropriately the students used subjects in relation to verbs in their written work. The consistency factor is also important according to Raimes (1959). If correct forms of verb tenses are used consistently by students, it means they have good knowledge about tenses. In this study, the written paragraphs were marked according to the following criteria: subject-verb agreement, meaning, and form of verb. The criteria were suggested by the three English Education specialists, who assessed the reliability of the study. See this instrument (rubric) in Appendix D.

In this study, errors of subject-verb agreement referred to the disagreement or mismatch between the subject and the verb, as in "We was watching TV" and "I comes from."

Other errors revealed that the students did not choose the right verbs when they wrote about the topic assigned to them. For example: the students wanted to say that they completed their secondary school. The right verb which the native speakers normally use is "I graduated from a secondary school." Because of the limitation of language they acquire, they wrote "I stopped secondary school." which somehow tell that they did not further their study.

The wrong verb form errors consisted of either the incorrect use of the form of the verb after the auxiliary verb or without an auxiliary verb. “I will graduated in four years” and “I living in Chanthaburi now” are examples of these types of wrong verb form errors.

Research Procedure

The research procedures used in this study included data collection and data analysis.

Data collection.

The design of this research was a two-group, pre-test and post-test experimental design. The duration of the entire experiment was 10 weeks. The data from this study consisted of the scores from the pre-test and the post-test taken by both groups of students, which were then compared in the analysis. The data collection was achieved through the following steps:

1. In the first week, all fifty-nine participants were informed about the course syllabus. They were then given the pre-test. The pre-test consisted of forty multiple choice questions, and one writing topic. The scores of each of the participants were then collected. The purpose of this was to assess and rank their knowledge of the six tenses.
2. From the second week, the researcher taught both groups as planned.
3. The control group spent fifty minutes following the course syllabus.

Afterwards, the tenses were taught using the three steps of the grammar translation approach: presentation, practice and production.

4. Conversely, the experimental group spent fifty minutes following the course syllabus. The students then practiced applying the tenses using the grammar-in-context approach. The teaching steps consisted of three stages: exploration, explanation, and expression.

5. In week 11, both groups were given the post-test. The scores were then collected. The purpose of this was to investigate if the students had made any progress in using the six tenses.

Data analysis.

Descriptive statistics were applied to determine the mean and the standard deviation of the pre-test and post-test scores. The difference between the mean scores of the pre- and post-test undertaken by the students in the experimental and control groups was calculated using an independent *t*-test. The results of the *t*-test indicated the effectiveness of improving the students' ability of tense usage.

In terms of overall writing quality, the pre-test and the post-test were analysed separately and assessed on a 20 point scheme. The scores from the multiple choice questions were not included. The scores of the writing test were analysed in tables in order to determine if there were any differences in the quality of the work that was produced before and after the study, via the two approaches. The fifty-nine student compositions were assigned to two qualified raters, who were also English teachers. For each error, 0.5 marks were deducted from the total. The scores provided by the raters were calculated to find their coefficient and the reliability of the raters was assessed using the Pearson Product Moment Correlation. The individual scores provided by Rater 1 and Rater 2 were then calculated for means. Comparisons were then made between the two sets of marks from the two groups in terms of the

grammar-in-context and the grammar translation approaches. Additionally, a comparison of the marks from the pre-test and the post-test was also carried out, both within and between the groups.

The data were displayed, analysed and interpreted in order to produce findings related to the development of tense usage in this study. The analysis and interpretation of this factor was compared qualitatively on the pre-test and post-test writing scores.



CHAPTER IV

FINDINGS

This chapter examines and analyses the data collected during this study to determine the efficiency and progress in students' ability to learn grammar through a grammar-in-context approach or a grammar translation approach. The results revealed that there was a marked difference in the learning proficiency between the control and the experimental groups. Data from this research are presented as follows.

The research objectives were to compare the English achievement of students who learn grammar via the grammar-in-context approach with those who learn grammar via the grammar translation approach and to study the overall progress of the students' development in terms of tense usage. The research question was tested through the use of a proficiency test.

The following section presents the findings for Research Questions 1 and 2:

(1) Are there any differences between the pre-test and post-test results of the students who learn grammar by a grammar-in-context approach and grammar translation approach? (2) How do the students who learn English language in the two approaches develop their understanding about the use of tense?

To answer these research questions, first-year students were scored on their ability to use tense appropriately in a pre-test and then in a post-test, the mean scores from each test were calculated using descriptive statistics (*i.e.* mean and the standard deviation), and then mean scores of the pre-test and post-test participants were compared using an independent *t*-test. The analysis of the independent *t*-test calculated on the mean scores of the pre-test and the post-test showed that there was a

statistically significant difference between the mean scores. Table 1 summarizes the overall means of the pre-test and post-test scores and the significance between them.

Table 1 A comparison of the mean scores of the pre-test and post-test participants in the control group.

	n	Pre-test		Post-test		t	p-value
		(M)	SD	(M)	SD		
Grammar test	28	6.96	2.74	9.21	3.28	-5.320	0.000*

* Significant at the .05 level ($p < .05$)

The findings in Table 1 reveal that the mean scores on the post-test were higher than those in the pre-test. The mean scores on the pre-test and post-test were ($M = 6.96$) and ($M = 9.21$) respectively. The t -score was -5.320, indicating a statistically significant difference at a level of .05 between the two tests. The results of the independent t -test demonstrate that there was a significant improvement in the students' ability in the use of grammar after instruction.

Table 2 A comparison of the mean scores of the pre-test and post-test of the participants in the experimental group.

	n	Pre-test (M)	SD	Post-test (M)	SD	t	p-value
Grammar test	31	10.82	1.09	12.82	1.91	-6.447	0.000*

* Significant at the .05 level ($p < .05$)

The finding in Table 2 reveal that the mean scores on the post-test were higher than those in the pre-test. The mean scores on the pre-test and post-test were ($M=10.82$) and ($M=12.82$) respectively. The t value was -6.447, indicating a statistically significantly different at the .05 level. The results of this independent t -test also demonstrate that there was a significant improvement in the students' performance in the grammar test after instruction.

Table 3 A comparison of the mean scores of the pre-test of the students in the control and experimental groups.

	n	Pre-test (M)	SD	n	Pre-test (M)	SD	t	p-value
Grammar test	28	6.96	2.74	31	10.82	1.09	-7.621	0.000*

* Significant at the .05 level ($p < .05$)

Table 3 shows the different mean scores obtained from the students taking the pre-test in the control and experimental groups. When the mean scores of the control

group ($M= 6.96$) and that of the experimental group ($M=10.82$), are compared, it is evident that the mean scores of the experimental group are higher. The t-test value was determined to be -7.621 , indicating a significant difference at the .05 level.

Table 4 A comparison of the mean scores of the students in the control and experimental groups having taken the post-test.

	n	Post-test (M)	SD	n	Post-test (M)	SD	t	p-value
Grammar test	28	9.21	3.28	31	12.82	1.91	-5.574	0.000*

* Significant at the .05 level ($p<.05$)

Table 4 shows that when the different mean scores of the control group ($M= 9.21$) and that of the experimental group ($M=12.82$), are compared, it is evident that the mean score for the experimental group is higher. The t-test score was -5.574 , suggesting a significant difference at the .05 level between them. The mean score of the students in the experimental group, however, were higher than those in the control group, indicating that the post-test of the experimental group has improved their ability to use grammar more than that it has for the students in the control group.

Table 5 A comparison of the mean scores of the students in the control group taking the pre-test and post-test to assess their ability to use grammar appropriately.

	n	Pre-test (M)	SD	Post-test (M)	SD	t	p-value
Writing test	28	16.70	1.52	17.48	1.24	-4.014	0.000*

* Significant at the .05 level ($p < .05$)

The findings in Table 5 reveal that the mean scores on the post-test were higher than those in the pre-test. The mean scores from the pre-test and post-test were ($M = 16.70$) and ($M = 17.48$) respectively. The t-test value was -4.014, pointing to a statistically significant difference at the .05 level between the two tests. The finding of this test demonstrates that there was a significant improvement in the students' performance in the writing test after instruction.

Table 6: A comparison of the mean scores of the students in the experimental group taking the pre-test and post-test to assess their ability to use grammar appropriately.

	n	Pre-test (M)	S.D.	Post-test (M)	S.D.	t	p-value
Writing test	31	17.45	1.02	18.25	0.84	-4.640	0.000*

* Significant at the 0.05 level ($p < 0.05$)

The findings in Table 6 reveal that the mean scores on the post-test were higher than those in the pre-test. The mean scores on the pre-test and post-test were ($M= 17.45$) and ($M=18.25$) respectively. The t-test score was -4.640 , confirming a significant difference at the $.05$ level and that there was a significant improvement in the students' performance in the writing test after instruction.

Table 7 A comparison of the mean scores of the students performance in the pre-test of the control (C) and experimental (E) groups.

	n	Pre-test (C) (M)	SD	n	Pre-test (E) (M)	SD	t	p-value
Writing test	28	16.70	1.52	31	17.45	1.02	2.263	.032*

* Significant at the $.05$ level ($p<.05$)

Table 7 shows the different mean scores of the pretest obtained from the control and experimental groups. When the mean scores of the control group ($M= 16.70$) and that of the experimental group ($M=17.45$), are compared, it is evident that the mean scores of the experimental group are higher. A t-test to compare the two produced a test score of -2.263 , indicating a significant difference at the $.05$ level.

Table 8 A comparison of the mean scores of the students in the control (C) and experimental (E) groups in their performance in the post-test.

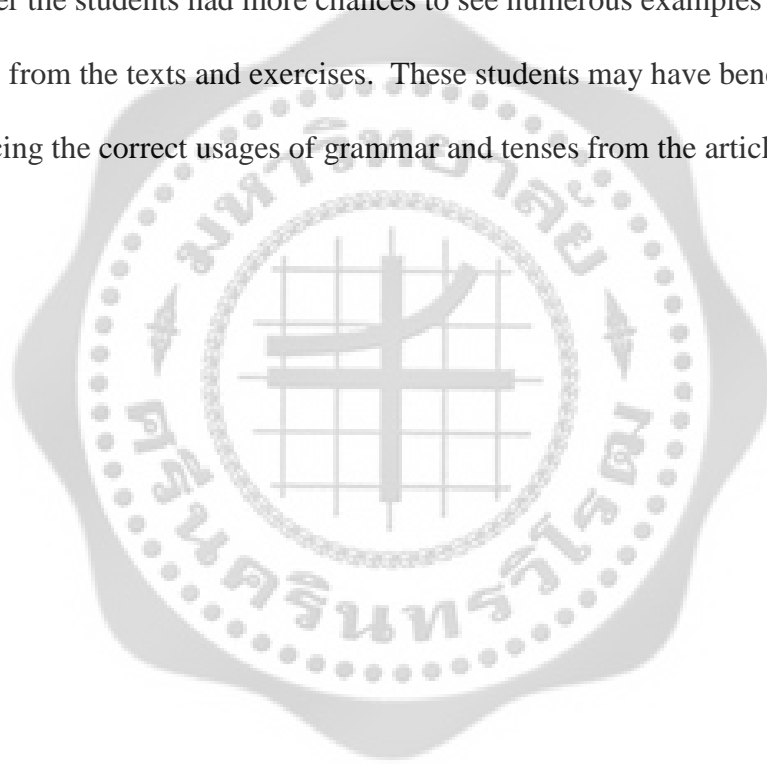
	n	Post-test (C) <i>(M)</i>	<i>SD</i>	n	Post-test (E) <i>(M)</i>	<i>SD</i>	t	p-value
Writing test	28	17.48	1.24	31	18.25	0.84	-2.583	0.016*

* Significant at the .05 level ($p < .05$)

Table 8 shows the different mean scores for the control group ($M= 17.48$) and the experimental group ($M=18.25$). When these are compared, it is evident that the mean score result for the experimental group is higher. A subsequent t-test gave a value of -2.583, indicating a significant difference at the level of .05. The scores of the experimental group, however, were higher than those of the control group, indicating that the students in the experimental group taking the post-test had improved more than the students in the control group taking the same test.

In summary, this study has looked at both the quantitative and qualitative results. Quantitatively, it discusses the results of the pre-test and post-test, whilst qualitatively, it describes the results taken from students' written paragraphs. Where the qualitative findings are concerned, the findings of the research were based on a comparison of the mean scores from the students in both the experimental and the control groups taking the pre-test and the post-test. Analysis of the results indicates that there was a statistically significant difference in performance, which was shown in the high scores that were obtained. This demonstrates an improved development in the use of grammar when taught by the grammar-in-context approach. In terms of the

qualitative findings, the students in both the experimental and control groups were assigned to write paragraphs before and after the lesson. Students in the experimental group showed an improvement in their knowledge of grammar after they were taught by the grammar-in-context approach. These students, remarkably, gained confidence in their written compositions. When the writing scores of the experimental group were analyzed, the researcher found that the participants had a lower number of other errors after the students had more chances to see numerous examples of grammatical sentences from the texts and exercises. These students may have benefited from experiencing the correct usages of grammar and tenses from the articles that they were given.



CHAPTER V

CONCLUSION AND DISCUSSION

This chapter investigates the level of English language attained by Thai university students who learnt English via two different approaches, a grammar-in-context approach and a grammar translation approach. This study also focused on the overall progress of the students in their correct usage of tense. The results of the study are discussed in accordance with each objective. At the end of the chapter a number of suggestions and recommendations for further research are made, and the limitations of the study are discussed.

Summary of the research

The purposes of the study were to compare English achievement of the students who learnt grammar via grammar-in-context approach against those who learnt grammar via grammar translation approach and to study overall progress of the students in tense usage. The participants selected for this study were first-year students identified by using a purpose sampling procedure. Fifty-nine students were selected and then randomly allocated to one of two groups. The thirty-one participants in the experimental group were taught English using the grammar-in-context approach. The remaining twenty-eight participants in the control group were taught English using the grammar translation approach. The experiment was carried out over a period of 10 weeks. The instruments used in this study were: (1) a pre-test of forty multiple choice questions, and a writing test, (2) a post-test of forty multiple choice questions, and a writing test, and, (3) a twenty lesson plan based on the two

approaches. Descriptive statistics were applied to determine the mean and standard deviation of the pre-test and the post-test scores and then the scores from the descriptive, narrative and comparison scores of the students in both groups were analysed using SPSS for Windows. The difference in the mean scores of students taking both the pre-test and post-test in the experimental and control groups were calculated using independent *t*-tests. The results generated from this analysis in relation to the two principle objectives of this study are discussed below.

In summary, the study found that there were statistical differences in the performance of students between the pre-test and post-test exercise in both the control and experimental groups. The highest mean score was from the group of students in the post-test exercise who were taught by the grammar-in-context approach.

Discussion

According to Tables 1 and 5 in chapter4, the findings show that the students in the control group attained a significantly higher score after receiving grammar translation instruction. The overall mean scores of the students in the control group before and after instruction were significantly different at the .05 level. Additionally, the study found that the overall mean score of the students in the experimental group were significantly higher after they had received instruction using the grammar-in-context approach. Moreover, this study compared the two approaches, *i.e.* the grammar translation approach versus the grammar-in-context approach, to determine to what extent each approach improved the students' ability to use tense correctly. Statistical analysis of the mean scores found that there was a significant difference at the .05 level between the two groups.

The study found that the mean score of the students in the control group improved after receiving instruction. This study corresponds to the findings of Choolikorn *et al.* (2004) and Yiping (2009). Choolikorn *et al.* (2004) demonstrated that that students' ability to use the present simple tense developed after they taught using the grammar translation approach. Similarly, Yiping (2009) found that when students were taught using the grammar translation approach, their mean scores improved significantly. There are a number of reasons to explain why the students in the control group showed a significant development. This development can be attributed to three factors. First, the grammar translation lessons were started by presenting the grammatical rules. According to Larsen-Freeman (1986) and Hadley (1986), presenting and explaining the rules of each tense in a learner's native language may help them become more familiar with the rules of grammar and to help them consciously practice the rule. For the control group, this was consistent with the earlier study of Choolikorn *et al.* (2004), whose activity started with presenting the rules on a board and then having the students copy them. The students then practiced the present simple tense through repeated use, through drills, and through memorisation of the grammatical rules. Second, the grammar translation approach enabled students to practice a variety of exercises, such as blank-filling exercises, substitution drills, and through dialogue. The benefit the students received from this approach was that they could get straight to the point. This can be explained by again referring to Choolikorn *et al.* (2004) whose study was similar to the current work in that their grammar translation teaching process emphasised the use of textbooks. Students practiced English grammar by doing exercises given in their textbooks. They

found that the students in the control group improved in their ability to use the present tense after having received instruction using the grammar translation approach.

Finally, the students in the control group practiced writing paragraphs of text, every two weeks as set by the course syllabus. Doing this type of assignment probably helped the students to improve their writing skills. Consequentially, this may have led to improvements in their tense usage abilities and thus resulted in a significant difference within group.

Tables 2 and 6 also display that the students in the experimental group had a mean score that was significantly higher after they had received instruction using the grammar-in-context approach.

To begin with, the first step that is taken in the grammar-in-context approach is to encourage students to learn the major six tenses. This teaching step facilitated the students' learning of tenses by giving students opportunities to discover tenses and sentence patterns in the text by themselves. These findings were consistent with the study of Sa-ngiamwibool (2005), who found that that the students' mean scores before and after instruction were significantly different. In addition, Sa-ngiamwibool (2005) indicated that exploring grammar in context allows the students to perceive both forms and functions of a target grammar in a particular context. An opportunity to explore helps the students to see different forms and functions of a target grammar in various contexts, and to understand the relationships between grammar and context, and how the forms and functions of grammar change in different contexts. According to Nunan (1998), learners were given opportunities to develop their own understandings of the grammatical principles of English by progressively structuring and restructuring the language through inductive learning experiences which encouraged them to explore

the functioning of grammar in context. Secondly, students had opportunities to analyse the forms and the usage of the major tenses in the text. By using an explanation step, this helped the students to become conscious or aware of the relationships between the examples and the explicit rules. This connection helps students to build on what they already have discovered. For example, instruction on ‘notice the use of verbs’, and ‘how to use’, helped the students to discover the rules of each tense. This was consistent with the study of Sysoyev (1999), who said that this step helped students in that they felt safer when they knew the rules and had a reference source to go back when they had a confusing situation or when they were revising.

In addition, the students in the experimental group practiced writing a paragraph of text every two weeks as required by the course syllabus. This assignment probably helped them to improve their writing skills. Consequently, this may have led to an improvement in their tense usage abilities and thus resulted in a significant difference within group between the two assessments.

However, Tables 4 and 8 show the significant difference in grammar and tense usage may be explained as follows. According to Thornbury (1999), learners who discover the rules for themselves are more likely to fit them into their existing mental structures than by learning rules they have been presented with. This in turn will make the rules more meaningful and memorable. The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.

The overall progress of students in tense usage.

The error analysis aimed at studying and comparing the ability of the students in the control group to write paragraphs of text and their improvements in language abilities. The participants were able to reduce errors in 8 out of 18 areas (*i.e.* 44.44%). The highest number of “reduced errors” were 1) other errors in the present continuous tense, followed by, 2) other errors in the present simple tense, and, 3) subject-verb agreement in the present simple tense. The results revealed that the learners had no confidence in writing and creating longer sentences. Students may be aware of their test points. There were, however, increased errors in two out of 18 areas (*i.e.* 11.11%). The errors made were, 1) with the subject-verb agreement in the future simple tense, and, 2) wrong forms of the present continuous verb tense. Areas where the wrong forms of the present simple and present perfect verb tenses had been used, however, were not reduced (*i.e.* 44.44 %). The results showed that the students could not properly use the future simple tense and the present perfect tense in this paragraph topic. The results showed that the most frequently used tense in the written paragraphs were the present simple tense and the past simple tense (see Appendix E).

When the frequency rates of the tense errors that were made by the students in the paragraphs they wrote in the pre-test and the post-test were compared, it was found that the students in the experimental group showed a remarkable improvement in their compositions. Most of the students were able to reduce the number of errors they made in 11 of the 18 areas. The highest number of reduced errors were in subject-verb agreement in the use of the past continuous tense. Further errors were reduced in , 1) subject-verb agreement when using the past simple tense, 2) other errors in the use of the present perfect, and, 3) in the wrong forms of verbs being used

in the past continuous. There were, however, increased errors in 5 of the 18 areas (*i.e.* 27.77%) that were assessed. The highest number of errors that were made was in the future simple tense area with other errors being used. Other areas of errors were, 1) in the use of unclear meanings in the area of the present simple tense, 2) the wrong forms of verbs being used in the past continuous tense, and, 3) subject-verb agreement in the future simple tense. There were, however, no reductions in the error rate in the subject-verb agreement of present continuous tense (5.55% in both the pre- and post-tests). When the number of errors was analysed, it was found that the experimental group tended not to use the past continuous tense, the present perfect tense, and the future simple tense in their written paragraphs (see Appendix F). The findings are consistent with those of Jansom (2008), who found that the tenses that were observed to be the most difficult for students to apply correctly were the present perfect and the past perfect.

Limitations of the Study

There was a limitation in this study because it focused on six tenses and did not touch on other points of grammar and content. As a result, most students corrected only those errors that were identified by their teacher.

In the researcher's opinions, free writing involves the use of different tenses and the whole range of grammar points that each individual can freely express what he or she wants to convey. Therefore, the length and the content of topics should not be limited so that an individual can employ his ability to express his flow of thought and language.

Recommendations for Further Studies

The recommendations for further research are suggested as follows:

In grammar translation class, the research should be studied on reading because it will help students read the English texts and understand the vocabulary's meanings. From the result, it is suggested that students benefit by reading passages, speaking dialogue, and by having conversations which include numerous basic sentence patterns and by having model sentences containing the target grammar structures, as references, should be included in their lessons. The grammar rules should not be taught alone, and, the written exercises should not be the only activity after the lessons. For instance, in the present simple tense lesson, the teacher could provide the students with reading material that includes numerous examples using the present simple tense. The reading topics and the contents of the reading passages should be related to the present simple tense theme as well.

In grammar-in-context class, the research should be studied on speaking and listening skills. The students are supposed to answer numerous comprehension questions in English in order to show their understanding based on the reading passages. The questions are all in the forms of the target grammar structures. For example, the teacher asks, "Where did he / she go?" The students then answer with sentences containing specific grammar rules. They can apply the rules to different questions and experience the model sentences in the reading passages.



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APPENDICES



APPENDIX A
Pre-test and Post-test



Rambhai Barni Rajabhat University
Faculty of Humanities and Social Sciences
Forms and Usage in Modern English 1

1 hour

20 points

Choose the correct answer.

Part A: Multiple choices

1. Paul milk although it is very useful for his health.

a. was not drinking	b. rarely drinks
c. has not drunk	d. drank
2. “Is Mandy watching TV?”
 “No. She her homework right now.”

a. does	b. is doing
c. did	d. has been doing
3. When I was young, I with my grandparents in Rayong.

a. was living	b. lived
c. had lived	d. have lived
4. The children were still sleeping when the mother the house.

a. left	b. leaves
c. has left	d. was leaving
5. My uncle in Canada since 1990.

a. has lived	b. lives
c. lived	d. was living

6. Nicky, please don't interrupt me. I.....to Grandma on the phone. Go play with your trucks so we can finish our conversation.
- a. talk b. have talked c. am talking d. have been talking
7. Sarah gets angry easily. She.....a bad temper ever since she was a child.
- a. has b. will have c. had d. has had
8. The phone rang, so I it up and "Hello".
- a. picked.....had said c. was picking.....said
b. picked.....said d. was picking.....had said
9. In every culture, people.....jewelry since prehistoric times.
- a. wear b. wore c. have worn d. had worn
10. It..... when I left the house this morning, so I brought my umbrella.
- a. rained b. had rained c. is raining d. was raining
11. "Where were you at 10.00 last night?"
"At 10.00? I at Peter's home"
- a. was b. have been c. had been d. am
12. ".....today, or have they already arrived?"
- a. Have they come c. Will they have come
b. Did they come d. Are they coming
13. There's milk all over the kitchen floor because my wife..... the jug.
- a. has broken b. breaks c. was breaking d. broke
14. Now, whenever Sarah starts to lose her temper, she..... a deep breath and..... to ten.
- a. takes.....counts c. took.....counted
b. has taken.....counted d. is talking counting
15. On Sundays I usually go fishing or.....my shopping at Sunday market.
- a. am doing b. do c. will do d. have done
16. "Has John finished his work yet?"
"Yes, he..... about half an hour ago."
- a. has finished b. has been finished c. finished d. had finished

B. When I first (arrive)27..... in this city and (start)28..... going to school here, I (know) ...29...no one. I was lonely and felt that I (have, not) ...30.... a friend in the world.

One day while I (watch)31..... TV alone in my room, I (feel)32..... sorry for myself, a woman I had met in one of my classes (knock)33..... on my door and (ask)34..... me if I wanted to accompany her to the student center. That was the beginning of my friendship with Lisa King.

Now we (see)35..... each other every day and usually (spend)36..... time talking on the phone, too. Later this week we (borrow)37..... her brother's car. We then (go)38..... to visit her aunt in the country. Next week we (take).....39..... a bus to Fall City. We (go)40..... to a football game. I'm really enjoying our friendship.

- | | | | |
|---------------------|---------------|-----------------|------------------|
| 27. a. arrive | b. arrived | c. have arrived | d. was arriving |
| 28. a. started | b. start | c. was starting | d. have started |
| 29. a. have known | b. know | c. knew | d. will know |
| 30. a. didn't have | b. won't have | c. don't have | d. haven't had |
| 31. a. watched | b. will watch | c. watch | d. was watching |
| 32. a. felt | b. feel | c. will feel | d. have felt |
| 33. a. was knocking | b. knock | c. knocked | d. has knocked |
| 34. a. asked | b. was asking | c. has asked | d. will ask |
| 35. a. are seeing | b. saw | c. will see | d. see |
| 36. a. spent | b. will spend | c. spend | d. are spending |
| 37. a. will borrow | b. borrow | c. borrowed | d. are borrowing |
| 38. a. go | b. went | c. will go | d. are going |
| 39. a. will take | b. take | c. took | d. are taking |
| 40. a. went | b. go | c. are going | d. will go |



APPENDIX B

Grammar-in-Context Lesson Plan

Grammar-in-Context Approach

Lesson Plan 1: Addicted

Class Time : 100 minutes

Learning Outcomes : Using everyday English to focus on the present simple Course : Forms and Usage in Modern English I

Concept/content	Learning Objectives	Learning Activities	Teaching Materials / Media / Learning Resources	Evaluation	Note
The present simple is used for talking about something that a particular person does regularly or habitually	Students are able to write correct form of verbs in the present simple (positive/ negative sentences and wh questions)	<p>Warm-up</p> <ol style="list-style-type: none"> Tell students to look at words of daily activities and guess the meaning of the verbs. <ul style="list-style-type: none"> get up go to bed have breakfast have lunch start class finish class brush my teeth watch TV Write time expressions on the board. <ul style="list-style-type: none"> - in the morning - at night - in the evening - in the afternoon Ask students to match verbs with phrases. 			

Concept / content	Learning Objectives	Learning Activities	Teaching Materials / Media / Learning Resources	Evaluation	Note
		<p>1. Exploration</p> <p>1.1 Tell students to read the article “Addicted”</p> <p>1.2 Ask students some questions to check their reading comprehension.</p> <ul style="list-style-type: none"> - What did Jenny love to do when she was young? - What does Jenny love to do after finishing school? - What does Tracy love to do every day? - How many cans of soda does she drink? - What does Tracy always have in her handbag? <p>1.3 Ask students to explore verbs that end with s , es .</p> <p>1.4 Distribute to each student a worksheet showing the Simple Present Tense Table.</p> <p>1.5 Ask students to look through the article again but this time they have to identify the verb forms of simple present, adverbs of frequency and time expressions used in each paragraph .</p>	Worksheet	Students ' answers	

Concept/content	Learning Objectives	Learning Activities	Teaching Materials / Media / Learning Resources	Evaluation	Note									
		<table border="1" data-bbox="656 488 1503 791"> <thead> <tr> <th colspan="3" data-bbox="656 488 1503 528">The Simple Present Tense Worksheet</th> </tr> <tr> <th data-bbox="656 531 936 676">Verb forms of Simple Present Tense</th> <th data-bbox="940 531 1227 676">Adverbs of frequency</th> <th data-bbox="1232 531 1503 676">Time expressions</th> </tr> </thead> <tbody> <tr> <td data-bbox="656 679 936 791">.....</td> <td data-bbox="940 679 1227 791">.....</td> <td data-bbox="1232 679 1503 791">.....</td> </tr> </tbody> </table> <p data-bbox="656 850 1547 938">1.6 Have students put the correct verbs , adverbs and time expression into the right categories in the table worksheet.</p> <p data-bbox="656 962 1547 1050">1.7 Ask students “What do you always love to do?” “What can’t you stop doing?”</p> <p data-bbox="656 1074 1547 1161">1.8 Students work in pairs, taking turns to ask and answer these two questions.</p> <p data-bbox="656 1185 864 1217">2. Explanation</p> <p data-bbox="656 1241 1451 1273">2.1 Help students summarize what was previously discovered.</p> <p data-bbox="656 1297 1485 1385">2.2 Have students read the text again and ask them the following questions.</p>	The Simple Present Tense Worksheet			Verb forms of Simple Present Tense	Adverbs of frequency	Time expressions		<p data-bbox="1910 459 2040 531">Students ' answers</p> <p data-bbox="1910 1185 2040 1257">Students ' answers</p>	
The Simple Present Tense Worksheet														
Verb forms of Simple Present Tense	Adverbs of frequency	Time expressions												
.....												

Concept/content	Learning Objectives	Learning Activities	Teaching Materials / Media / Learning Resources	Evaluation	Note
		<p>2.3 Have students notice and explain the use of verbs ending with s, es / Subject Plural.</p> <p>2.4 Ask students to explain the simple present tense ; how to use , when to use.</p> <p>2.5 Help students summarize the usage of the present simple tense</p> <p>2.6 Have students do the exercises (mixed tenses).</p> <p>2.7 Help students check their answers.</p> <p>3. Expression</p> <p>3.1 Students write a paragraph telling how they spend their money. Try to use as many adverbs of frequency as they can.</p> <p>3.2 Students work in group and share their paragraphs.</p>		Students ' paragraphs	



APPENDIX C
Grammar Translation Lesson Plan

Grammar Translation Approach

Lesson Plan 1: Addicted

Class Time : 100 minutes

Learning Outcomes : Using everyday English to focus on the present simple Course : Forms and Usage in Modern English I

Concept/content	Learning Objectives	Learning Activities	Teaching Materials / Media / Learning Resources	Evaluation	Note
The present simple is used for talking about something that a particular person does regularly or habitually	Students are able to write correct form of verbs in the present simple (positive/negative sentences and wh questions)	<p>Warm-up</p> <ol style="list-style-type: none"> Tell students to look at words of daily activities and look up for Thai meanings from the dictionary. <ul style="list-style-type: none"> get up go to bed have breakfast have lunch start class finish class brush my teeth watch TV Write time expressions on the board. <ul style="list-style-type: none"> - in the morning - at night - in the evening - in the afternoon Ask students to match verbs with phrases. Check answers with the class. Drill these phrases with the class 		Students' matching	

Concept/content	Learning Objectives	Learning Activities	Teaching Materials / Media / Learning Resources	Evaluation	Note
		<p>1. Presentation</p> <p>1.1 Write the pattern of Simple Present Tense on the board</p> <p style="padding-left: 40px;">does is</p> <p>“Singular Subject + Verbs (s, es)”</p> <p style="padding-left: 40px;">has do are</p> <p>“Plural Subject + Verbs (No s, es)”</p> <p style="padding-left: 40px;">have</p> <p>“Subjects + do not + verb (inf)”</p> <p style="padding-left: 40px;">does not + verb (inf 1).</p> <p>1.2 Explain grammar rules in Thai.</p> <p>2. Practice</p> <p>2. 1 Pass out copies of the article “Addicted.”</p> <p>2. 2 Have students read the passage silently.</p> <p>2. 3 Ask students to explain the passage in Thai.</p> <p>2. 4. Student work individually, to find the verbs showing the usage of simple present tense in</p>	<p>The Article “Addicted”</p>	<p>Students’ work</p>	

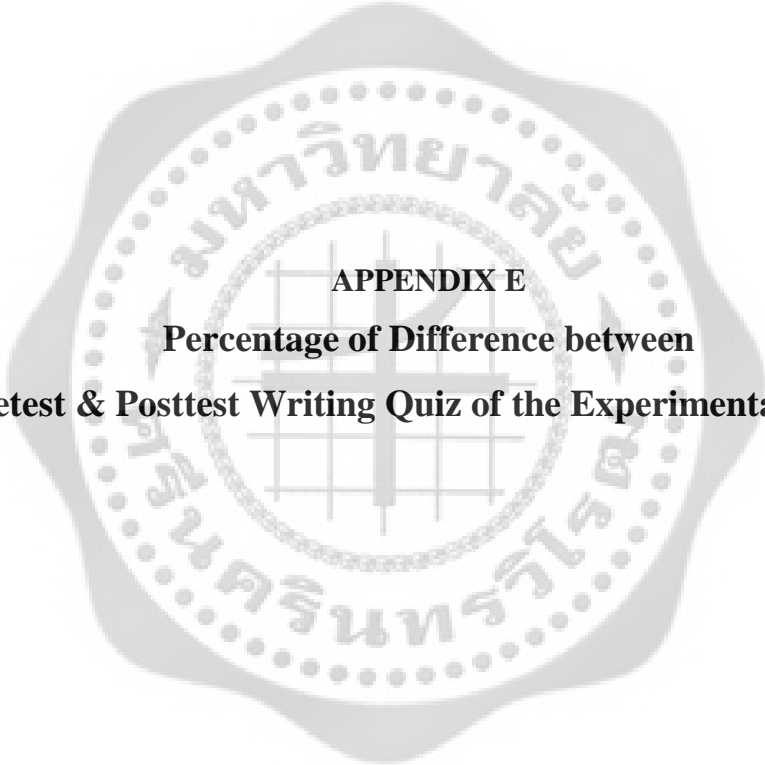
Concept/content	Learning Objectives	Learning Activities	Teaching Materials / Media / Learning Resources	Evaluation	Note
		<p>“Addicted” and write them in the blanks.</p> <p>2. 5 Chose five students randomly to write the sentences with the verbs that they can find from the passage.</p> <p>2.6 Help them check their answers.</p> <p>2.7 Ask students to do the present simple tense exercise</p> <p>2.8 Help students check the answers.</p> <p>3. Production</p> <p>3.1 Ask students to write down a paragraph using the simple present tense pattern telling about their family members and their own daily activities.</p> <p>3.2 Have students work in groups and share their paragraph telling their groups about their own daily activities.</p>		<p>Student's work</p> <p>Students ' paragraphs</p>	



APPENDIX D
Writing Assessment

Writing Assessment

Tenses/ Types of Errors	Numbers of Errors
1. Present Simple Tense	
1.1 Subject-Verb agreement	
1.2 Other errors	
1.3 Wrong form of verb	
2. Present Continuous Tense	
2.1 Subject-Verb agreement	
2.2 Other errors	
2.3 Wrong form of verb	
3. Past Simple Tense	
3.1 Subject-Verb agreement	
3.2 Other errors	
3.3 Wrong form of verb	
4. Present Perfect Tense	
4.1 Subject-Verb agreement	
4.2 Other errors	
4.3 Wrong form of verb	
5. Past Continuous Tense	
5.1 Subject-Verb agreement	
5.2 Other errors	
5.3 Wrong form of verb	
6. Future Simple Tense	
6.1 Subject-Verb agreement	
6.2 Other errors	
6.3 Wrong form of verb	

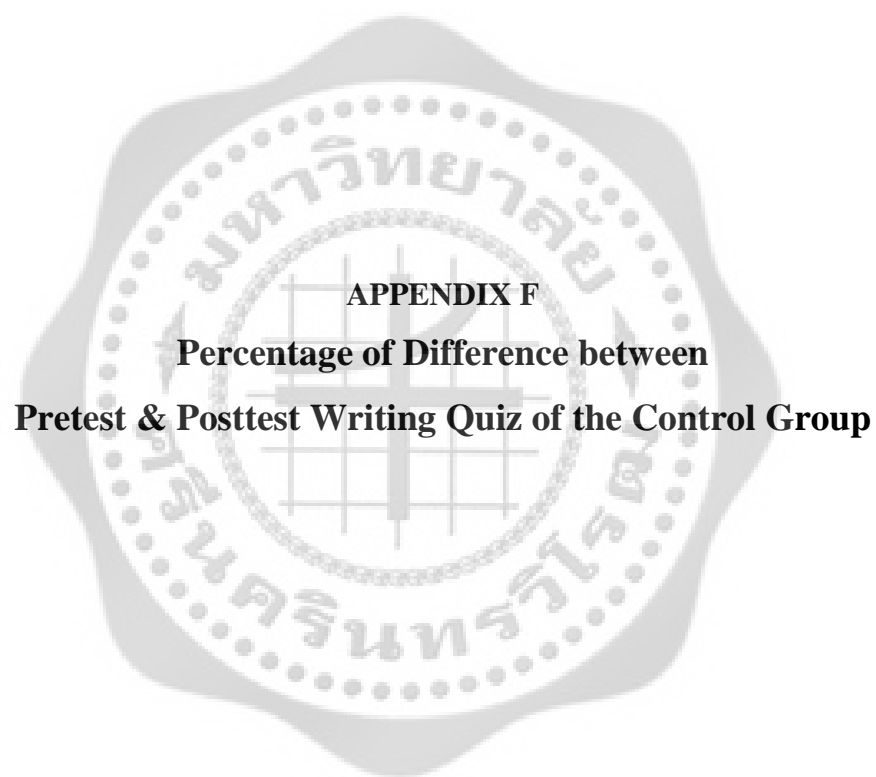


APPENDIX E
Percentage of Difference between
Pretest & Posttest Writing Quiz of the Experimental Group

A Comparison of Frequent Tense Usage Errors of the Pretest and the Posttest Writing

Quiz of the Experimental Group

Tenses/ Types of Errors	No. of Errors			Percentage
	pretest	posttest	Results of comparison	
1. Present Simple Tense				
1.1 Subject-Verb agreement	11	9	Reduced (2)	18.18
1.2 Other errors	5	20	Increased (15)	300
1.3 Wrong form	84	57	Reduced (27)	32.14
2. Present Continuous Tense				
2.1 Subject-Verb agreement	0	0	0	0
2.2 Other errors	1	1	0	100
2.3 Wrong form	25	13	Reduced (12)	48
3. Past Simple Tense				
3.1 Subject-Verb agreement	7	2	Reduced (5)	71.42
3.2 Other errors	8	7	Reduced(1)	12.50
3.3 Wrong form	61	49	Reduced (12)	19.67
4. Present Perfect Tense				
4.1 Subject-Verb agreement	2	5	Increased (3)	150
4.2 Other errors	3	2	Reduced (1)	50
4.3 Wrong form	8	5	Reduced (3)	37.50
5. Past Continuous Tense				
5.1 Subject-Verb agreement	1	0	Reduced (1)	100
5.2 Other errors	0	1	Increased (1)	100
5.3 Wrong form	16	8	Reduced (8)	50.00
6. Future Simple Tense				
6.1 Subject-Verb agreement	0	1	Increased (1)	100
6.2 Other errors	1	5	Increased (4)	400
6.3 Wrong form	5	4	Reduced (1)	20



APPENDIX F

**Percentage of Difference between
Pretest & Posttest Writing Quiz of the Control Group**

A Comparison of Frequent Tense Usage Errors of the Pretest and the Posttest Writing

Quiz of the Control Group

Tenses/ Types of Errors	No. of Errors			Percentage
	pretest	posttest	Results of comparison	
1. Present Simple Tense				
1.1 Subject-Verb agreement	16	5	Reduce (11)	68.75
1.2 Other errors	11	3	Reduce (8)	72.72
1.3 Wrong form	61	61	0	0
2. Present Continuous Tense				
2.1 Subject-Verb agreement	0	0	0	0
2.2 Other errors	21	4	Reduce (17)	80.95
2.3 Wrong form	23	10	Reduce (13)	56.52
3. Past Simple Tense				
3.1 Subject-Verb agreement	0	0	0	0
3.2 Other errors	3	1	Reduce (2)	66.66
3.3 Wrong form	107	46	Reduce (61)	57.00
4. Present Perfect Tense				
4.1 Subject-Verb agreement	0	0	0	0
4.2 Other errors	0	0	0	0
4.3 Wrong form	9	9	0	0
5. Past Continuous Tense				
5.1 Subject-Verb agreement	2	1	Reduce (1)	50.00
5.2 Other errors	1	1	0	0
5.3 Wrong form	7	10	Increase (3)	42.85
6. Future Simple Tense				
6.1 Subject-Verb agreement	0	2	Increase (2)	200
6.2 Other errors	2	2	0	0
6.3 Wrong form	3	1	Reduce (2)	66.66



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