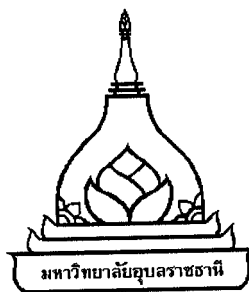


**TEACHING ARTICLES BY USING THE CONCEPTS OF GENERIC
AND ASSUMED SHARED AND NON-SHARED KNOWLEDGE OF
THE REFERENT: A CASE STUDY OF MATTHAYOMSUKSA SIX
STUDENTS AT THUNGSRIUDOM SCHOOL**

ANUCHIT CHANTHOP

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
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THESIS APPROVAL
UBON RAJATHANEE UNIVERSITY
MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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STUDENTS AT THUNGSRIUDOM SCHOOL

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(Mr. Anuchit Chanthop)

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บทคัดย่อ

- ชื่อเรื่อง : การสอน Articles โดยใช้แนวคิด Generic and Assumed Shared and Non – shared Knowledge of the Referent: กรณีศึกษานักเรียน
ชั้นมัธยมศึกษาปีที่ 6 โรงเรียนทุ่งศรีอุดม จังหวัดอุบลราชธานี
- โดย : อนุชิต จันทป
- ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต
- สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
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- ศัพท์สำคัญ : คำบอกหมวดหมู่ กลุ่ม หรือทั่วไป คำที่เข้าใจตรงกันระหว่างคู่สนทนา
คำที่เข้าใจไม่ตรงกันระหว่างคู่สนทนา

การศึกษาค้นคว้าครั้งนี้มีจุดประสงค์เพื่อศึกษาว่า การสอน Articles โดยใช้แนวคิด Generic and Assumed Shared and Non – shared Knowledge of the Referent จะสามารถช่วยให้ผู้เรียนสามารถใช้ Articles ได้อย่างถูกต้องมากขึ้นหรือไม่ ตัวอย่างประชากรที่ใช้ในการศึกษาค้นคว้านี้คือนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 2 ห้องเรียนของโรงเรียนทุ่งศรีอุดม จังหวัดอุบลราชธานี ที่เรียนวิชาภาษาอังกฤษพื้นฐาน ภาคเรียนที่ 2 ปีการศึกษา 2549 จำนวน 45 คน โดยแบ่งเป็นสามกลุ่มตามระดับความสามารถด้านภาษาอังกฤษ ได้แก่ กลุ่มเก่ง กลุ่มปานกลางและกลุ่มอ่อน กลุ่มละ 15 คน เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบทดสอบวัดความสามารถในการใช้ Articles ซึ่งใช้ทดสอบก่อนและหลังเรียนและการสอนและฝึกในชั้นเรียน

ผลการศึกษาพบว่า การสอน Articles โดยใช้แนวคิด Generic and Assumed Shared and Non – shared Knowledge of the Referent ช่วยให้ผู้เรียนสามารถใช้ Articles ได้อย่างถูกต้องมากขึ้นทั้งสามกลุ่ม โดยได้ค่าเฉลี่ยคะแนนจากแนวคิด Assumed shared knowledge of the referent สูงกว่าแนวคิด Generic และ Assumed Non – shared knowledge of the referent และรูปแบบการสอนโดยภาพรวมสามารถใช้ได้กับนักเรียนกลุ่มเก่งและกลุ่มปานกลางได้ดีกว่ากลุ่มอ่อน (ค่านัยสำคัญทางสถิติที่ 0.05)

ABSTRACT

TITLE : TEACHING ARTICLES BY USING THE CONCEPTS OF
GENERIC AND ASSUMED SHARED AND NON – SHARED
KNOWLEDGE OF THE REFERENT: A CASE STUDY OF
MATTHAYOMSUKSA SIX STUDENTS AT THUNGSRIUDOM
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KEYWORDS : GENERIC / SHARED KNOWLEDGE OF THE REFERENT /
NON-SHARED KNOWLEDGE OF THE REFERENT

This study was to investigate whether teaching articles by using the concepts of Generic and Assumed Shared and Non-shared Knowledge of the Referent would increase the students' ability in using the articles more correctly. The subjects of the study were 45 Matthayomsuksa 6 students from two classrooms who took Basic English (E43102) in the Second Semester of the Academic Year 2006 from Thungsriudom School, Thungsriudom District, Ubon Ratchathani Province. The subjects were divided into three groups: high, medium and low levels of English Proficiency. The instruments of the study were a proficiency test used as the pre – and post – tests and in-class instructions and practices.

The results of the study revealed that teaching articles by using the concepts of Generic and Assumed Shared and Non-shared Knowledge of the Referent enabled students to use the articles more correctly. The students better gained the concept of Assumed shared knowledge of the referent than the concepts of Generic and Assumed Non – shared knowledge of the referent. The overall teaching also worked better for the high and medium groups than the low one ($P = 0.05$).

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CHAPTER 1

INTRODUCTION

English articles are one grammar aspect that many EFL students have difficulties using appropriately. Many languages all over the world, such as Thai, Japanese, Chinese, Persian and many others, do not have articles like English. EFL teachers are concerned about this skill of their students. As a result, many researchers (e.g., Berry, 1991; Brown, 1973, 2001; Celce-Murcia & Larsen Freeman, 1983; Covitt, 1976; Dulay and Burt, 1974a; Hultforrs, 1986; Lado, 1957; Master, 1987, 1990, 1995, 1997; Pica, 1983; Standwell, 1997; Yoon, 1993) have conducted studies to investigate the use of English articles by EFL learners and come up with some findings that might help identify problems and solutions.

There are at least three reasons why teaching the English articles is necessary. First, the articles are frequent in English. Second, wrong use of articles in English may affect communication (Berry, 1991). And third, many non-native speakers of English are concerned about their accuracy with article usage.

In a survey on teaching problems of ESL teachers working in the Los Angeles area (Covitt, 1976), the teachers reported that article usage was their number one teaching problem. Some languages like most Slavic languages and most African languages do not have articles while some languages do have articles or article-like morphemes such as French, Spanish, Persian and the Semitic languages, but these morphemes are used differently from the English articles. For example, many of these article- using languages mark the generic use of an abstract noun with their equivalent of the definite article. For example, instead of saying “Beauty is truth” as a poet said, we might say “The beauty is the truth.” Also, some of these languages can indicate definiteness or indefiniteness with a suffix or morpheme following the noun as opposed to the consistent pre-nominal position of the articles in English.

According to Celce-Murcia & Larsen Freeman (1983), the English articles, which are parts of reference and determination, are “the”, “a/an” and the use of no article at all. And in this paper, the researcher will focus on these.

English articles may be complicated for Thai students for several reasons. The first may be that there is no article system in the Thai language. This leads Thai students to confront difficulties of learning the articles because the first language system (L1) and the second language system (L2) are not the same (Gass & Larry, 1994). This can cause problems in the language learning process (Lado, 1957). The second cause of these problems may be that the teachers cannot explain the clear – cut usage of the articles to students. The third one may be that there are too many confusing terms and rules of articles presented in both Thai and English grammar books.

These make it difficult for both teachers and learners to remember and use the articles appropriately. A researcher believes that these too many terms and rules of articles lead to the difficulty in article teaching and learning. It is not only difficult for students to use the articles correctly but also for teachers to try to understand and make the students understand the same and correct thing.

Unlike others, however, Seubsunk (1996) has proposed interesting concepts of article usage. She claims that there are, in fact, only two main rules of article usage: generic and assumed shared or non-shared knowledge of the referent between the speaker and the hearer. The concepts may be applied to all article types, (a/an, the, and zero) and they are easy to learn. Teaching only these two rules, the researcher’s belief, may help improve the researcher’s students’ ability in using the articles, because they are short, clear and practical.

This research will investigate if these concepts of article usage would really work with low, medium and high English proficient students.

1.1 Research Questions

1.1.1 Can the concepts of generic and assumed shared and non – shared knowledge of the referent help all groups of low, medium and high English proficient students use the articles correctly?

1.1.2 How differently do the concepts of generic and assumed shared and non – shared knowledge of the referent work for low, medium and high English proficient students?

1.2 Hypotheses

1.2.1 The concepts of generic and assumed shared and non - shared knowledge of the referent can help all groups of students use the articles correctly.

1.2.2 The concepts of generic and assumed shared and non – shared knowledge of the referent work equally well for all groups of students.

1.3 Research Objectives

1.3.1 To find out whether or not the concepts of generic and assumed shared and non - shared knowledge of the referent work for all groups of students in acquiring the articles

1.3.2 To find out whether or not the concepts of generic and assumed shared and non - shared knowledge of the referent work equally well for the low, medium and high English proficiency students in acquiring the English articles

1.4 Significance of the study

1.4.1 The students may have a better technique to use the articles.

1.4.2 The students may be able to use the articles more correctly and more systematically than before.

1.4.3 The students can reduce their misunderstanding and confusion about too many terms and rules of article usage and have fewer mistakes in using them.

1.4.4 The teachers may have a better way to teach the articles.

1.5 Terminological Definitions

Articles are the definite article (**the**), the indefinite the article (**a, an**) and the use of **no articles (-)**.

Generic is a noun that refers to a group member or the whole groups or things in general

The assumed shared knowledge of the referent means the entity that is assumed **to be known or understood** by both the speaker and the hearer.

The assumed non – shared knowledge of the referent means the entity that is assumed **not to be known or understood** by either the speaker or the hearer or both.

Low English proficiency students mean the students with the GPA 0.00-1.50 of English courses from the past 4 semesters.

Medium English proficiency students mean the students with the GPA 1.51-2.50 of English courses from the past 4 semesters.

High English proficiency students mean the students with the GPA 2.51-4.00 of English courses from the past 4 semesters.

CHAPTER 2

LITERATURE REVIEW

In this unit, some problems about article acquisition will be mentioned.

2.1 What makes article acquisition difficult for EFL learners?

There are various factors that make article learning problematic for EFL/ESL learners.

2.1.1 The perception of appropriateness of using the articles

For EFL students it may be very difficult, as a speaker, to determine if an article to be used is mutually identifiable or familiar to the listener in each situation. The speaker tends to choose the article they “feel” the most appropriate to the situation depending on the perception of article usage from the rules presented in available textbooks. For example, the speaker tends to use “a” with the first mention of a singular countable noun beginning with a consonant sound, “an” with the first mention of a singular countable noun beginning with a vowel sound and use “the” with the second mention. The numbers of errors of using articles made by non-native speakers, however, are significantly high and most native speakers cannot give clear explanation of how to perceive and to use the articles appropriately (Celce-Murcia & Larsen Freeman, 1983; Hultforrs, 1986; Master, 1995; Pica, 1983; Standwell, 1997).

2.1.2 The influence of the mother tongue (L1 transfer)

According to the Language Transfer Theory, it is easy to learn the target language if it is the same as the mother tongue ($L1 = L2$). Obviously, the English articles (a, an, the and the zero article) appear to be acquired differently depending on whether or not they occur in the learners’ first language (Brown, 2001; Burton, 1976; Lado, 1957; Master, 1995).

2.1.3 The confusion of count/non-count nouns

There were inter-language variations in the use of the indefinite and zero articles. That is, non-native speakers may have different perceptions from native speakers of what determines countability and that may affect their use of the indefinite (a, an) vs. zero article in particular contexts (Yoon, 1993). For example, the word **suitcase** is a countable noun while the word **luggage**, which is semantically similar to the word suitcase, is an uncountable noun. Therefore, non – native speakers may use a luggage or luggages in their inter-language stage of acquisition.

We can see that the process of understanding articles is very difficult especially for the EFL students. Based on the studies mentioned above we may conclude that articles are difficult to acquire. The acquisition depends on many factors. In addition, as discussed earlier, there is no textbook or grammar book that provides the best method of perceiving and using the articles. Most of them provide too many rules and confusing terms of article usage, which can make the students confused and don't know how to use the articles appropriately. The most important thing at this point is that we should look for the best way to reduce the students' errors of using the articles. The short and clear rules of using the articles should be presented instead of the too many and confusing rules. As I have mentioned, in Thai, unlike English, there is no article system at all ($L1 \neq L2$). This can lead to the problematic usage of the articles.

In addition, we can clearly say that even though there are several relevant studies about the articles, there is no better study, to my knowledge, showing how to teach the articles. Most of them provide us with information about the problems found in the use of the article without providing solutions to those problems. The researcher would like, at this point, to test a simplified and interesting assumption of the article usage by Seubsunk, which claims that there are two main rules of the article usage: generic and shared/non-shared knowledge of the referent.

2.2 What has been proposed about English article usage?

The historical development of articles in English is similar to that of most other languages with article systems: **the** is derived from the demonstrative signaling distances (i.e. that) while **a**, **an** are derived from the numeral one. The latter derivation helps explain why **an** occurs before a word with an initial vowel sound, i.e., the **n** in **an** and **one** are historically related (Celce-Murcia & Larsen - Freeman, 1983).

Though just “a, an, the and zero” appear to be easy to learn, the article system is extremely complicated and most native speakers cannot tell why a particular article is used (Master, 1987; 1990). Look at these examples:

- (1) A German is prim. (Generic) = concrete and colloquial way of expressing a generality
- (2) Germans are prim. (Generic) = slightly less formal that more often occurs in speech than in written language
- (3) The German is prim. (Generic) = formal usage to describe generically classes of human (minimally adapted from Celce-Murcia & Larsen - Freeman, 1983).

There are slight differences between these various forms, which share the same meanings. For EFL students the slight differences can be very difficult to understand and that makes articles difficult to use because they do not know which article is the most appropriate for each situation. Even native speakers do not know why each article is used at each point in each situation. They use their own instinct to judge and choose the appropriate article (in their point of view) to use in each situation.

Both structural and transformational grammarians have been largely unsuccessful with regard to teaching article usage (Celce-Murcia & Larsen Freeman, 1983). One reason for this is that the school of grammar focuses on teaching the sentence level and for article usage-to a great extent-we depend on the discourse context to determine noun referents (Celce-Murcia & Larsen Freeman, 1983).

What we can extract from the work of these grammarians, however, is some useful information about the classification of nouns. We know that all English nouns can be classified as either common nouns (e.g. a boy, a country, a planet) or proper nouns (e.g. Bob Robertson, Denmark, Saturn). In addition, all common nouns can be classified as mass (e.g., water, clothing, luggage) or count (a beverage, a shirt,

a suitcase) and only count nouns can have singular and/or plural forms. Furthermore, this mass/count distinction accounts for systematic differences in article usage.

Even though both the proper/common and the count/mass distinctions seem to overlap in certain cases, these distinctions are useful and necessary for the mastery of the English article system.

Available grammar books try to present many rules of article usage, which can bring about difficulties in using articles appropriately. The rules presented in those textbooks are, for example:

2.2.1 The usage of “A, An”

2.2.1.1 **A** is put in front of the word beginning with a consonant sound and **An** is put in front of the word beginning with a vowel sound (Jenpanas et al, 1994; Kanchanaphan et al, 1994; Krungkaew et al, 1994; Murphy, 1997; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003) Examples are:

a professor	a lawyer	a fresh egg	a student	a ripe orange
a dog	a uniona little boy		a hotel	etc.
an hour	an heir	an honest girl		an umbrella
an ugly man	an apple	an elephant		etc.

2.2.1.2 **A** is used with Mr./Miss/Mrs. + surname to show that the speaker does not know that person or that person is strange in the eyes of the speaker (Kunprasert, 1997; Tiewwatanakul, 2003), for example:

A Mr. John has called to see you.

A Mrs. Allen will come to see you tomorrow.

2.2.1.3 **A/An** is used to refer to the whole group (Teng-am-nuay et al, 1994), for example:

A tiger is a fierce animal. A palm tree is usually tall.

2.2.1.4 **A/An** is used with the first mentioned noun (Teng-am-nuay et al, 1994), for example: Once there was an old man who lived in a hut near a forest.

2.2.1.5 **A/An** is used to refer to career or nationality (Teng-am-nuay et al, 1994), for example:

He is **an engineer**.

She is **a doctor**.

He is **an American**.

She is **a Thai**.

2.2.2 The use of “The”

2.2.2.1 **The** is used when there is only one thing in the world including the names of the sea, the ocean, the river, the island, the hill (except the name of the mountain), the name of the country that has ‘united, union, or republic’ (Murphy, 1997; Teng-am-nuay et al, 1994; Tiewratanakul, 2003), for example:

What is the longest river in the world?

The earth goes round the sun and the moon goes round the earth.

I am going away at the end of this month.

Paris is the capital of France.

The Republic of Columbia.

The Kingdom of Thailand.

The Nile River flows into the Mediterranean Sea.

The Himalaya Mountains are an extension of the Pamir Knot.

Look at the Fiji Island in the Pacific Ocean.

2.2.2.2 **The** is used with the noun that is known between the speaker and the hearer (Azar, B., 1999; Jenpanas et al, 1994; Teng-am-nuay et al, 1994), for example:

He wants the cake on the plate. (the cake on the plate on the table)

Mother is cooking in the kitchen. (the kitchen of this house)

Take the chair away. (the chair in this room)

Put it on the table. (this table)

Bob is in the garden. (the garden of this house)

Please pass me the salt. (the salt on the table)

The Royal Family went to Hua – Hin.

2.2.2.3 **The** is used with the second - mentioned noun (Alexander, L.G., 1997; Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewratanakul, 2003), for example:

Once there was a **queen**. She had a **son**. **The queen and the prince** lived a very happy life.

I see some boys and girls. **The boys** are playing football and **the girls** are playing volleyball.

I have a **pen** and a **pencil**. **The pencil** is broken.

2.2.2.4 **The** is used with adjectives which are used like nouns to classify the types of people (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewratanakul, 2003), for example:

the old	the young	the sick	the blind
the poor	the rich	the Japanese	the dead
the valiant	etc.		

2.2.2.5 **The** is used with the name of the language that contains the word 'language' (Tiewratanakul, 2003), for example:

The Spanish language is easy to study.

Jane can speak **the Chinese language** very well.

2.2.2.6 **The** is used with the Empire or Dynasty (Tiewratanakul, 2003), for example: the Ottoman Empire the Ming Dynasty The British Commonwealth of Nations

2.2.2.7 **The** is used with the desert, canal, forest, gulf (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewratanakul, 2003), for example:

the Suez Canal, the Sahara Desert, the Black Forest,
the Gulf of Bengal, the Persian Gulf

2.2.2.8 **The** is used with geographical positions (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewratanakul, 2003), for example:

the South, the Middle West, the Orient, the Near East

2.2.2.9 **The** is used with time, seasons and places (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewratanakul, 2003), for example:

in the morning/afternoon/evening, at the beginning of the spring
in the middle, at the back, in the front etc.

2.2.2.10 **The** is used with daily newspapers (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003), for example:

The Bangkok Post, The Nation

2.2.2.11 **The** is used with museums, libraries, hotels, institutions, clubs, banks, ships, committees, doctrines, theatres, and charters (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003), for example:

the Metropolitan Museum, the Library of Congress, the United Nations Charter, the Rotary Club, the Monroe Doctrine, the Foreign Relation Committee, The Scala, The Siam, The Oriental Hotel, The Regent Hotel, The Royal Bangkok Sports Club, The Bank of England, The Titanic, The Queen Mary etc.

2.2.2.12 **The** is used with bridges, tunnels and towers (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003), for example:

the Brooklyn Bridge, the Hudson Tunnel, the Eifel Tower

2.2.3 Omission of the articles or zero articles

2.2.3.1 With plural common nouns without specific referents (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003), for example:

She puts **flowers** in the vase.

Women like beautiful clothes.

2.2.3.2 With uncountable nouns without specific referents (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003), for example:

1) Material nouns such as oil, soil, water, iron, butter, sugar, soap, sand, etc.: **Water** is composed of hydrogen and oxygen.

2) Abstract nouns such as cleverness, wisdom, life, honesty, etc.: What is **life**?

2.2.3.3 With names of subjects in general such as chemistry, history, music, etc.: We are learning **English**.

2.2.3.4 With sports or entertainment such as tennis, golf, dancing, singing, etc.: They like to play **golf**. Are they enjoying **dancing**?

2.2.3.5 With meals such as breakfast, lunch, dinner, supper (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003), for example:

We have **breakfast** at 7 o'clock.

2.2.3.6 With seasons such as spring, summer, winter, etc. (Jenpanas et al, 1994; Teng-am-nuay et al, 1994; Tiewwatanakul, 2003), for example:

I like **spring** more than **summer**.

As we can see, there are so many rules of articles presented in available textbooks. Sometimes, we do not know when to use what article. According to article usage, we have to consider the discourse context (i.e., how familiar the speaker/writer is (and thinks the listener/reader is) with the noun(s) being mentioned). Brown (1973) tries to present a good way of visualizing the interaction of the speaker and the listener with regard to the article usage of non-generic common nouns in English:

		Speaker (Writer)	
		Specific referent	Nonspecific referent
Listener (Reader)	Specific referent	Definite: Can I have the car?	Indefinite: I heard you once wrote an article on X.
	Nonspecific referent	Indefinite: I saw a funny- looking dog today.	Indefinite: We did not know that John bought a car.

Thus, as Brown's matrix indicates, the definite article "**the**" is used only when the noun discussed has a specific referent (from the speaker's point of view) for both the speaker/writer and the listener/reader. The speaker must assess the listener's background in order to decide which article to use (Hawkins, 1978).

Theoretically, according to Brown's matrix, it seems easier for learners to learn and use articles appropriately because there are not many rules. The forthcoming problem is that the learners are confused about the words specific/ nonspecific, definite/indefinite. For example, 'the' which is the so – called definite article may be used in a non - definite context of generic. Also, the specific/non- specific and

concept in the sentence “I saw a funny looking dog” may be confusing. The listener knows that there was a specific dog that the speaker saw, but the listener just did not know which one. So, why is this non – specific?

Although there are many research studies and available English grammar books presenting various ways of teaching articles, we can see, at this point, that there are still problems for learners in learning the English articles. For example, there are too many rules in using articles and too many confusing vocabulary items and concepts of using them as mentioned above.

2.3 The Assumption of the Shared Knowledge of the Referent

In order to reduce these problems of learning English articles, Seubsunk (1996) has presented the concepts of generic and assumed shared and non-shared knowledge of the referent to help learners avoid too many rules, confusing vocabulary items and confusing concepts of articles. It is more economical. That is, the rule is more economical than the other rules.

To help learners have more understanding and clearer concept about the article usage, Seubsunk (1996) has simplified the words and proposed the concepts of the article usage as in the table below:

		Speaker (Writer)	
		Known	Unknown
Listener (Reader)	Known	The: Can I have the car?	A, An, Ø: I heard you once wrote an article on X.
	Unknown	A, An, Ø: I saw a funny-looking dog today.	A, An, Ø: We did not know that John bought a car.

Although the rule is similar to Brown’s, but, instead of using the words “**specific/non – specific**,” Seubsunk uses clearer words “**known/unknown**.” Plus, she completely ignores the words “**definite, indefinite**” because they do not convey any

clearer pictures. That is, the definite article 'the' is not always definite as discussed earlier.

The proposed rule of the article usage of Seubsunk ignores those confusing words and their relationships. It says only that there are two main uses of the articles: generic and shared/non-shared knowledge of the referent. And the rules are in order. That is, we need to check first if the noun being mentioned is generic. If yes, the generic rule applies; if not, we then move on to the concepts of shared/non-shared knowledge of the referent.

The generic referent refers to a class of objects or things, rather than to a particular member of a class. Generic is used with two cases: (1) When we talk about every member of noun class/ group, e.g., the dog and dogs = all dogs in the world. (2) When nouns are classified into a member of a group, e.g., a teacher as in the sentence "We know that our father is a teacher". In this situation the speaker and the hearer know the father, who is a teacher, but the article "a" is used because the father is grouped as a member of "teachers" not "doctors" or anything else.

In the second usage, we could combine many rules of article usage into only one rule- that is **the shared or not shared knowledge of the referent between the speaker and the hearer**. If the mentioned noun is mutually known between the speaker and the hearer (shared knowledge of the referent), "**the**" is always used. If not, either **a**, **an**, or \emptyset is used depending on the noun type. **A** is used in front of a singular noun which begins with a consonant sound, **an** is used in front of a singular noun which begins with a vowel sound, and \emptyset is used in front of a noun that is plural or non- count. These rules may be used with many instances and are easy to remember when compared to others' rules of using the articles. We can check whether or not the conversants/ interlocutors share the knowledge of the referent by asking the question: "Which noun(s)?" If they can answer: "That/Those noun(s)", then we know that the knowledge of the referent is shared between the speaker and the hearer and the article "the" is needed in front of that/those noun(s). But if they are asked by the same question and they answer "I don't know" instead of the above answer, then it implies that they do not share the knowledge of the referent and the article a/an or zero is needed, depending on the type of the noun(s) as discussed earlier. This rule can account for those many rules presented in present textbooks.

For example, the rule that says ~~A/A~~ **An** is used with the first mentioned noun or **A** is used with **Mr./Miss/Mrs. + surname** to show that the speaker does not know that person or that person is strange in the eyes of the speaker can be replaced by assumed non – shared knowledge of the referent. And the rule that says **The** is used with the second - mentioned noun or **The** is used when there is only one thing in the world including the names of the sea, the ocean, the river, the island, the hill can be replaced by assumed shared knowledge of the referent.

The researcher is interested in these rules of using the articles. Thus, the researcher has designed this research to investigate whether or not Seubsunk's only two rules really work for low, medium, and high English proficiency students.

2.4 Thai Background

In Thai, unlike English, there is no article system at all. We use repetition of a noun to show the relation of the old and new information or we, sometimes, use demonstrative determiners – this, that, these, those - to specify nouns. For example;

(chan sue rot yon mai mua wa:n)

ฉัน ซื้อ รถยนต์ ใหม่ เมื่อ วาน = I bought **a new car** yesterday

I buy car new yesterday

(rot yon thi: chan sue ma: mi: si: dæŋ)

รถยนต์ ที่ ฉัน ซื้อ มา มี สี แดง = **The car** I bought is red.

Car that I buy have color red

(chan dai yai ma: yu: thi: ba:n lan mai læw)

ฉัน ได้ ย้าย มา อยู่ ที่ บ้าน หลัง ใหม่ แล้ว = I have moved into **a new**

house.

I moved live at house new already

(ba:n lan ni: p): chan sue hai)

บ้าน หลัง นี้ พ่อ ฉัน ซื้อ ให้ = My father bought me **the house.**

House this father my buy give

etc.

At this point, we may clearly see that article usage is problematic for learners due to many factors. So, if the proposed rules in present textbooks are still confusing, the learners will be confused in using the articles correctly as well. The purpose of this study is to test whether the rules of article usage proposed by Seubsunk work or not.

CHAPTER 3

METHODOLOGY

3.1 Subjects

The subjects of this study were 45 Matthayomsuksa six students, divided into three English proficiency groups: high, medium, and low with 15 students in each group. They were 3 males and 42 females and were all native Thai speakers aged between 17–19. All the subjects attended the Basic English Course during the second semester of the academic year 2006 at Thungsriudom School. The subjects were selected by using the cluster technique of sampling the subjects (Heaton, J.B., 1990, 1995) and divided into the 3 groups according to the mean of the Grade Point Average (GPA) of the English language courses in the past 4 semesters. The low English proficiency group had 0.00-1.50; the medium group had 1.51-2.50 and the high group had 2.51- 4.00.

The subjects had general background knowledge of the articles. That is, they had learned about noun types: count and mass, common and proper, singular and plural. They also knew about the article usage in general; for example, **a** is used before a singular-count noun that begins with a consonant sound; **an** is used before a singular-count noun that begins with a vowel sound; **the** is used before both singular and plural, count and non-count or mass nouns that begin with both consonant and vowel sounds and **zero article (-)** is used before plural-count and non-count or mass nouns.

3.2 Research tools and Procedures

3.2.1 Pretest: The test (paragraph level) includes 60 blank filling items in paragraphs, 20 items for each type: generic, shared- and non- shared knowledge of the referent. The students were asked to fill in the blank with the appropriate article and state the reason why such the article was chosen for each blank in order to make sure

that they understand the article usage. The articles used to fill in the blanks were “a (18 items), an (5 items), the (20 items), and zero (-) (17 items).” The test was administered one day before the teaching. The test was piloted with other groups of students. (See Appendix A: The test.)

3.2.2 Experimental Treatment: Prior to the training, the researcher clearly and explicitly explained the teaching procedure by telling all the students including the subjects who didn’t know they took part in the experiment about what would be done during the teaching, step by step from the pre- test until the post – test and how would this teaching and learning process would help them learn the articles. The generic and assumed shared and non – shared knowledge of the referent assumptions were used to teach the three groups. In the beginning of the teaching, the teacher recalled the students’ background knowledge of the articles. During the teaching, the teacher let the students discuss the given topic: what articles are and how to use them correctly. The teacher also reminded the students to consult their handouts and the teacher at anytime they needed. To practice all the article usage, the exercises were chosen depending on the topic from a variety of sources and presumed interests of the subjects. Each concept was taught by the deductive teaching technique from rules, examples, exercises and free practice. After the teaching, the answers with explanation were given to the subject. The practice was 2 weeks long. (See Appendix B: Teaching Plan.)

3.2.3 Posttest: The posttest, which was given right after the teaching, was the same as the pretest.

3.3 Time Duration

3.3.1 Three periods (one for generic and the other two for shared and non – shared knowledge of the referent) of 60 minutes were spent on teaching and 2 periods of 60 minutes were spent on testing (1 for the pre-test and the another for the posttest) during the second semester of the academic year 2006.

3.4 Scoring & Analysis

3.4.1 The following scoring criteria were used when marking the test:

3.4.1.1 If the subjects supplied the **correct article with the correct reason**, they got 1 point. Otherwise, they got 0.

3.4.1.2 If the subjects supplied an **incorrect article with either the correct or incorrect reason** in the blanks, they got 0 point.

3.4.1.3 If the subjects supplied the **correct article with the wrong reason**, they got 0.

3.4.2 The scores of both pretest and posttest were statistically compared within and across the subject groups by using the SPSS program to find out the differences. The Central Tendencies of each group were found out – **Mode** (most – frequent score), **Median** (middle position of score range) and **Mean** (average score)

The pre- and post-test scores comparison helped answer Research Question 1 – Can the concepts of generic and assumed shared and non – shared knowledge of the referent help all groups of low, medium and high English proficient students use articles correctly?

The comparisons of the three groups' gained scores helped answer Research Question 2 - How differently do the concepts of generic and assumed shared and non – shared knowledge of the referent work for low, medium and high English proficient students?

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter presents the findings and discussions of the study.

4.1 Results

To find out whether the students had any progress in using articles correctly and systematically after learning the concepts of generic and assumed shared and non-shared knowledge of the referent, the pre-and post-tests were given to the students. The scores obtained from the two tests were shown in Table 4.1 below.

Table 4.1 The students' pre- and post-tests scores

No.	Pre-Test (out of 60)	Post-Test (out of 60)	Gains (out of 60)
Sum	315	1,159	844
Median	7	31	21
Mode	7	32	25
Mean	7.00	25.76	18.76
SD	3.357	10.421	9.686
P			***0.000

Table 4.1 indicates that the scores of the post-test are higher than those of the pre- test. There is a significant difference at $P = 0.05$ between the mean scores of the pre-test and post-test of the subjects in the research. The teaching helped the subjects learn how to use the articles more correctly.

The results of each English proficiency group: high, medium, and low, are shown in the tables below.

For the group of high level of English proficiency, the result is as follows:

Table 4.2 The pre– and post–tests scores of the high proficiency group

No.	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
Sum	116	499	383
Median	7	34	27
Mode	6,8	33,34	28
Mean	7.73	33.27	25.53
SD	4.464	5.092	5.975
P			***0.000

Table 4.2 indicates that there is a significant difference between the mean scores of the pre– and post–tests of the subjects in the group of high level of English proficiency at $P = 0.05$. The teaching helped this group of students use the articles more correctly.

For the group of medium level of English proficiency, the result is as follows:

Table 4.3 The pre– and post–tests scores of the medium proficiency group

No.	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
Sum	111	449	338
Median	7	31	25
Mode	5,7	31,32	25
Mean	7.40	29.93	22.53
SD	2.613	4.543	4.454
P			***0.000

Table 4.3 indicates that there is a significant difference between the mean scores of the pre– and post–tests of the subjects in the group of medium level of English proficiency at $P = 0.05$. The teaching also helped this group of students learn the articles better.

For the group of low level of English proficiency, the result is as follows:

Table 4.4 The pre– and post–tests scores of the low proficiency group

No.	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
Sum	88	211	123
Median	6	11	5
Mode	4,7	9	2,5
Mean	5.87	14.07	8.20
SD	2.560	8.319	7.447
P			*0.001

Table 4.4 indicates that there is a significant difference between the mean scores of the pre– and post–tests of the subjects in the group of low level of English proficiency at $P = 0.05$. Like the other groups, the teaching also helped improve article knowledge of these students.

When we look at the scores of each concept of article usage, we see the following results.

For the gained scores of the generic use of the high group, the result is as follows:

Table 4.5 The gained scores of the generic use of the high group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	31	139	108
Mean	2.07	9.27	7.20
SD	1.335	1.710	2.111
P			*** 0.000

Table 4.5 indicates that there is a significant difference between the gained scores of the generic use on the pre– and post–tests of the subjects in the group of high level of English proficiency at $P = 0.05$. This means that the teaching helped improve the article knowledge concerning generic of this group of students.

For the gained scores of the assumed shared knowledge of the referent of the high group, the result is as follows:

Table 4.6 The gained scores of the assumed shared knowledge of the referent of the high group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	50	210	160
Mean	3.33	14.00	10.67
SD	2.059	2.268	2.498
P			*** 0.000

Table 4.6 indicates that there is a significant difference between the gained scores of the assumed shared knowledge of the referent on the pre– and post–tests of the subjects in the group of high level of English proficiency at $P = 0.05$. This means that the teaching also helped improve the knowledge of this group of students.

For the gained scores of the assumed non - shared knowledge of the referent of the high group, the result is as follows:

Table 4.7 The gained scores of the assumed non - shared knowledge of the referent of the high group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	35	150	115
Mean	2.33	10.00	7.67
SD	1.718	2.563	2.582
P			*** 0.000

Table 4.7 indicates that there is a significant difference between the gained scores of the assumed non - shared knowledge of the referent of the pre- and post- tests of the subjects in the group of high level of English proficiency at $P = 0.05$. This tells us that the teaching helped improve this knowledge of this group of students.

For the comparison of the means of gained scores of each category of the high group, we find the following result:

Table 4.8 The comparison of gained mean scores of each concept of the high group

Groups	Generic and Shared		Generic and Non - shared		Shared and Non - shared	
Gain	108	160	108	115	160	115
Mean	7.20	10.67	7.20	7.67	10.67	7.67
SD	2.111	2.498	2.111	2.582	2.498	2.582
P	***0.000		0.344		***0.000	

Table 4.8 indicates that there is a significant difference between the gained scores of the generic and shared knowledge of the referent and between the shared- and non-shared knowledge of the referent. But there is no significant difference between generic and non-shared knowledge of the referent. This shows that the subjects better learned the concept of shared knowledge of the referent than the non-shared knowledge of the referent and generic at $P = 0.05$, while they could learn the concepts of generic and non-shared knowledge of the referent equally well.

As for the medium group, the gained scores of the generic use are as follows:

Table 4.9 The gained scores of the generic use of the medium group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	30	120	90
Mean	2.00	8.00	6.00
SD	.926	1.890	1.852
P			*** 0.000

Table 4.9 indicates that there is a significant difference between the gained scores of the generic use on the pre–and post–tests of the subjects in the group of medium level of English proficiency at $P = 0.05$. This shows that the teaching helped improve the knowledge of this group of students.

For the gained scores of the assumed shared knowledge of the referent of the medium group, the result is as follows:

Table 4.10 The gained scores of the assumed shared knowledge of the referent of the medium group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	50	183	133
Mean	3.33	12.20	8.87
SD	1.589	1.897	1.995
P			*** 0.000

Table 4.10 indicates that there is a significant difference between the gained scores of the assumed shared knowledge of the referent on the pre– and post–tests of the subjects in the group of medium level of English proficiency at $P = 0.05$. This shows that the teaching helped this group of students acquire this knowledge.

For the gained scores of the assumed non-shared knowledge of the referent of the medium group, the result is as follows:

Table 4.11 The gained scores of the assumed non - shared knowledge of the referent of the medium group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	31	146	115
Mean	2.07	9.73	7.67
SD	1.163	1.870	1.676
P			*** 0.000

Table 4.11 indicates that there is a significant difference between the gained scores of the assumed non-shared knowledge of the referent of the pre- and post-tests of the subjects in the group of medium level of English proficiency at $P = 0.05$. This shows that the teaching also worked best for this knowledge acquisition of this group of students.

For the comparison of the means of gained scores of each category of the medium group, we find the following result

Table 4.12 The comparison of gained mean scores of each concept of the medium group

Groups	Generic and Shared		Generic and Non - shared		Shared and Non - shared	
Gain	90	133	90	115	133	115
Mean	6.00	8.87	6.00	7.67	8.87	7.67
SD	1.852	1.995	1.852	1.676	1.995	1.676
P	***0.000		*0.001		*0.021	

Table 4.12 indicates that there is a significant difference between the gained scores of all categories. This shows that the subjects of this group could learn the concept of shared knowledge of the referent the best. And they understood the concept of non-shared knowledge of the referent better than generic at $P = 0.05$.

When we look at the scores of generic use of the low group, we find the following:

Table 4.13 The gained scores of the generic use of the low group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	23	50	27
Mean	1.53	3.33	1.80
SD	.834	1.589	1.474
P			*** 0.000

Table 4.13 indicates that there is a significant difference between the gained scores of the generic use on the pre– and post–tests of the subjects in the group of low level of English proficiency at $P = 0.05$. This shows that the teaching also worked best for this knowledge acquisition of this group of students.

For the gained scores of the assumed shared knowledge of the referent of this group, the result is as follows:

Table 4.14 The gained scores of the assumed shared knowledge of the referent of the low group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	36	95	59
Mean	2.40	6.33	3.93
SD	1.298	4.012	3.615
P			* 0.001

Table 4.14 indicates that there is a significant difference between the gained scores of the assumed shared knowledge of the referent on the pre– and post–tests of the subjects in the group of low level of English proficiency at $P = 0.05$. This shows that the teaching also worked well for this knowledge acquisition of this group of students.

For the gained scores of the assumed non-shared knowledge of the referent of the group, the result is as follows:

Table 4.15 The gained scores of the assumed non - shared knowledge of the referent of the low group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
Sum	29	66	37
Mean	1.93	4.40	2.47
SD	0.961	3.043	2.774
P			*0.004

Table 4.15 indicates that there is a significant difference between the gained scores of the assumed non–shared knowledge on the referent of the pre– and post–tests of the subjects in the group of low level of English proficiency at $P = 0.05$. This shows that the teaching also worked well for this knowledge acquisition of this group of students.

For the comparison of the means of gained scores of each category of the low group, we find the following result:

Table 4.16 The comparison of gained mean scores of each concept of the low group

Groups	Generic and Shared		Generic and Non - shared		Shared and Non - shared	
Gain	27	59	27	37	59	37
Mean	1.80	3.93	1.80	2.47	3.93	2.47
SD	1.474	3.615	1.474	2.774	3.615	2.774
P	*0.005		0.223		*0.005	

Table 4.16 indicates that there is a significant difference between the gained scores of generic and shared knowledge of the referent and between shared– and non–shared knowledge of the referent. But there is no significant difference between generic and non-shared knowledge of the referent. This, like that of the high proficiency student group, shows that the subjects of the low proficiency group better

understood the concept of shared knowledge of the referent than generic and non – shared knowledge of the referent at $P = 0.05$.

To find out whether all the groups made any progress in using articles correctly equally well after learning the concepts of generic and assumed shared and non–shared knowledge of the referent, the gained scores of the groups were compared as shown in the tables below.

Table 4.17 The overall comparison of the mean of gained scores of the three groups

Groups	High and Medium		High and Low		Medium and Low	
Gain	383	338	383	123	338	123
Mean	25.53	22.53	25.53	8.20	22.53	8.20
SD	5.97	4.454	5.97	7.447	4.454	7.447
P	0.173		***0.000		***0.000	

Table 4.17 indicates that there is a significant difference between the means of gained scores of the high and low and the medium and low groups of the subjects. But there is no significant difference between the means of gained scores of the high and the medium groups of the subjects. This means the teaching works best for the high and medium groups. The learners of the two groups better gain the knowledge than the low English proficiency group.

When we compare each concept gains, we find the following results. For the comparison of the mean of gained scores of the generic use of all groups, the result is as follows:

Table 4.18 The comparison of the mean of gained scores of the generic use of all groups

Groups	High and Medium		High and Low		Medium and Low	
Gain	108	90	108	27	90	27
Mean	7.20	6.00	7.20	1.80	6.00	1.80
SD	2.111	1.852	2.111	1.474	1.852	1.474
P	0.092		***0.000		***0.000	

Table 4.18 indicates that there is a significant difference between the gained scores of the high and low and the medium and low groups of English proficiency. This shows that the teaching worked equally well for the high and medium groups. The two groups better gained the concept than the low group.

For the comparison of the means of gained scores of the assumed shared knowledge of the referent of all groups the result is as follows:

Table 4.19 The comparison of the means of gained scores of the assumed shared knowledge of the referent of all groups

Groups	High and Medium		High and Low		Medium and Low	
Gain	160	133	160	59	133	59
Mean	10.67	8.87	10.67	3.93	8.87	3.93
SD	2.498	1.995	2.498	3.615	1.995	3.615
P	*0.036		***0.000		***0.000	

Table 4.19 indicates that there is a significant difference between the gained scores of the three groups of English proficiency. This shows that the teaching worked best for the high.

For the comparison of the means of gained scores of the assumed non-shared knowledge of the referent of all groups, we find the following result:

Table 4.20 The comparison of the means of gained scores of the assumed non - shared knowledge of the referent of all groups

Groups	High and Medium		High and Low		Medium and Low	
Gain	115	115	115	37	115	37
Mean	7.67	7.67	7.67	2.47	7.67	2.47
SD	2.582	1.676	2.582	2.774	1.676	2.774
P	1.000		*0.001		***0.000	

Table 4.20 indicates that there is a significant difference between the gained scores of the high and low and the medium and low groups of English proficiency. Like the others, this shows that the teaching better helped the high and medium groups acquire this concept.

Based on the data presented in the tables so far, we see that the teaching helped all groups of students learn all concepts of article usage.

4.2 Discussions

Recall that there are two research questions in this study. The first one is: Can the concepts of generic and assumed shared and non–shared knowledge of the referent help all groups of low, medium and high English proficiency students use articles correctly?

The overall data revealed that after the subjects had been taught how to use the articles by using the concepts of generic and assumed shared and non–shared knowledge of the referent, the overall and each group’s mean scores of the post–test were significantly higher than those of the pre–test. This indicates that teaching articles by using the concepts of generic and assumed shared and non – shared knowledge of the referent enables students to develop their English article usage ability.

Moreover, when we look at each concept, we can also find that the teaching helped all groups of students learn how to correctly use all concepts of the articles. But if we compare the gained scores of each concept, we see that the subjects understood each concept at different degrees. That is, for the high group, they

understood the concept of shared knowledge of the referent better, while their understanding of the concepts of generic and non-shared knowledge of the referent was not different. For the medium group, the subjects understood the concept of shared knowledge of the referent the best and they better understood the concept of non-shared knowledge of the referent than the concept of generic. And similar to the high group, the low group better understood the concept of shared knowledge of the referent and they understood the concepts of non-shared knowledge of the referent and generic equally well.

Even though the teaching seemed to work well for these students and if we look at the raw scores of the students in this study, we will see that they are still low. As we know, using articles correctly is very difficult, and must take time to master. This research was carried out within only 5 hours, which might not be long enough to help students gain great improvement. Besides, many students also had poor English background knowledge of the articles and were low motivated to learn grammar.

The article system is extremely complicated, though appearing easy to learn, and most native speakers cannot tell why a particular article is used (Master, 1987, 1990; Nunan. D., 1991; Thomas, M., 1989). The teaching method used in this study can help students get better understanding of how to correctly use the articles because the students learn how to use the articles in an easier way and with fewer terms and rules, which reduces confusion and promotes good understanding and memory.

Teaching articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent is effective and can be employed to enhance English skills of students of all proficiency groups. As we know, however, articles are frequent in English and the wrong use of articles may affect communication (Berry, 1991; Richards, J. C., 1992; Spratt, 2004). This research can help solve this problem for non – native speakers of English. They will use articles correctly.

As mentioned earlier in Chapter 2, both structural and transformational grammarians have been not so successful in teaching article usage (Celce-Murcia & Larsen Freeman, 1983; Huges, A., 1993). And a reason for this is that the teaching is at the sentence level, while, in fact, article usage depends largely on the discourse context. Instead of teaching only the sentence level, this research mainly focuses on

the discourse level, which reflects real – life communication and enables the students to determine noun referents more easily and more correctly.

The second research question is: How differently do the concepts of generic and assumed shared and non–shared knowledge of the referent work for low, medium and high English proficiency students?

From Tables 4.2–4.4 in the result section, we can see that the means of gained scores of the post–test of all groups: are higher than those of the pre–test. This means that the teaching worked well for all groups. This may be because there are fewer rules than before and they were easy to understand or remember because no confusing words used.

When we look at the gained mean score comparisons of each concept of each group (Tables 4.8, 4.12 and 4.16), we find that, for all groups of learners, there is a significant difference between the generic and shared knowledge of the referent and between shared and non–shared knowledge of the referent. But for the concepts of generic and non–shared knowledge of the referent, there is no significant difference in the high and low groups, while there is a significant difference in the medium group. This means that all the subjects learned the concept of assumed shared knowledge of the referent the best. The medium group also learned the concepts of non–shared knowledge of the referent better than the concept of generic, while the two concepts were learned equally well by the high and low groups.

These may be because the students may not be able to determine whether an NP is shared/known or non–shared/unknown. They may not quite get the concepts of non – shared knowledge of the referent and generic, or they may not be able to distinguish between their slightly differences (generic and the assumption of non–shared knowledge of the referent are somewhat overlapping). Also, they may not know which noun is count or mass. The concepts may still be too complicated for the students, especially the low proficiency ones. Moreover, the exercises have more shared and non–shared knowledge of the referent items than the generic ones and the test items contain many repeated nouns, which can be a clue of shared knowledge of the referent. This may affect the higher scores of the concept of shared knowledge of the referent than the generic and non – shared knowledge one.

Moreover, when the means of the gained scores of each group are compared, as shown in Table 4.17, we find that there is a significant difference between the means of the gained scores of the high and low and the medium and low groups. But there is no significant difference between the means of the gained scores of the high and the medium groups of the subjects. That is, the low group gained less than the other two groups in all concepts. This indicates that teaching articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent better helps high and medium students to develop their English article usage ability than it does for low level learners. This may be because the high and medium proficiency groups are usually better learners. They are more motivated and more attentive in class. They can also learn more quickly. Moreover, the goal or intention for learning English that affects the motivation and attention in learning and the ability of each group of the subjects learning are varied. That is the high and medium groups have specific goals or intentions for learning English for their further education or career while the low group may have no clear goals or intention. So, the high and medium groups try many ways of learning English and those bring about their higher ability in learning than the low one.

4.3 Implications of the study

It is obvious that the results of the present study showed a facilitating effect on using the English articles for non-native speakers of English. The students were found to be significantly better at using the articles after being taught the concepts of generic and assumed shared and non-shared knowledge of the referent although the concepts do not work equally well with all groups: high, medium and low. Based on the findings of the present study, various implications can be drawn, with respect to the practicality of the concepts of generic and assumed shared and non-shared knowledge of the referent.

4.3.1 The findings showed that teaching articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent could help all groups of students to use articles more correctly. It is suggested that this way of teaching should be included in the English classroom. Teachers should avoid many

and confusing terms or rules and should inform students of the importance and the benefits of using English articles correctly and teach the concepts by providing them with the short and clear concepts of teaching articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent in order that students can finally use them automatically in their individual learning processes.

4.3.2 When the concepts are taught, more time should be spent on the concepts of generic and non-shared knowledge of the referent. Students should have a lot of time to practice. The concepts should be repeatedly taught to the students and let them review and practice regularly until they can effectively use them, especially those with low English proficiency. Moreover, students should be encouraged to discuss and share their own ideas with one another about the article usage. During the discussion, the teacher should help the students with some unexpected problems such as the meaning of unfamiliar words, the examples to support the concepts, etc.

4.3.3 As the students are non-native speakers of English, from the researcher's observation during the study, in order to enable them to understand the concepts clearly, the first language should be used initially and during the teaching processes in order to make the students better understand especially the meanings of vocabulary. The teacher may recall and relate the students' background knowledge by using their mother tongue if necessary.

In conclusion, teaching articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent has been shown to enhance students' English article usage ability. Therefore, they should be taken into consideration in improving the English article usage ability of the students.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion of the study. Additionally, limitations of the study and recommendations for further studies are provided.

5.1 Conclusion

The purposes of this study were to prove whether or not the concepts of generic and assumed shared and non-shared knowledge of the referent help all groups of students in acquiring articles and whether or not the concepts would work equally well for the low, medium and high English proficiency students in acquiring the English articles. This study was conducted with Matthayomsuksa six students at Thungsriudom School. The subjects of this study were 45 Matthayomsuksa six students divided into three groups: high, medium and low, with 15 students in each group. They were 3 males and 42 females and were all native Thai speakers aged between 17 to 19 years old. All the subjects attended the Basic English Course during the first semester of the academic year 2006.

The research data were analyzed in order to answer the two research questions of the study: 1) Can the concepts of generic and assumed shared and non – shared knowledge of the referent help all groups of low, medium and high English proficiency students use articles correctly? 2) How differently do the concepts of generic and assumed shared and non-shared knowledge of the referent work for low, medium and high English proficiency students?

The data from the study showed that teaching articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent enables the students to develop their English article usage ability. The teaching works better for the high and medium groups and it helps the learning of the concept of shared knowledge of the referent the most.

Although the three subject groups who were taught to use articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent did not gain equal benefits, the ability of using articles by relying on these concepts of all the students increased after the concepts were taught.

This means that teaching articles by using the concepts of generic and assumed shared and non-shared knowledge of the referent is effective and can be employed to promote students' English article usage ability.

5.2 Limitations of the study

Although the results are positive, this study may have some limitations which include training time and nature.

5.2.1 For the training time, this study was conducted within only five times (one period of sixty minutes was used for the pre-test, three periods were used for teaching and the last one for the post-test), which is rather short. When we look at the scores of the students after they were taught the concepts, we see that they are still low. Using the articles appropriately is a language skill which takes time to master, especially when the learners' L1 has different systems to convey the ideas.

5.2.2 The nature of the training itself may be somewhat problematic. Quite little time and few practices were given to some concepts, especially the concept of generic.

5.3 Recommendations for further study

The following are suggestions for further research.

5.3.1 Future study should extend the training time in order to make sure that the students have enough exposure to the target grammar point and acquire the knowledge.

5.3.2 Future study should provide equal practices of all concepts.

5.3.3 Future study should be conducted with different groups of students to see whether this teaching method is advantageous for other groups of students as well.

5.3.4 Other specific variables which may affect the development of the English article usage ability, including interest and motivation, should be investigated to see to what extent they influence the results.

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APPENDICES

APPENDIX A
THE TEST PAPER

The Test Paper

Directions: For each item on the left column, put X in each box under the most appropriate article usage: **A, An, The,** or - and then, put / in each box under 1, 2, or 3 to give the reason to support your idea on the right column.

The given reasons to support your idea are:

1. Generic, 2. Shared knowledge of the referent, 3. Non – shared knowledge of the referent
-

Passage 1

I am(1) student at(2) local school in this province. I get on(3) bus to school every day. My father is(4) teacher and my mother is(5) accountant. I have(6) small house. In my house,(7) living room is near(8) hall.(9) kitchen is near(10) dining room. My brother is(11) honest man. He works in(12) troop. For me, I want to be(13) officer. I like my house very much. Although,(14) house is small but it is warm and I have(15) happy family.

Passage 2

Directions: For each item on the left column, put X in each box under the most appropriate article usage: **A, An, The,** or - and then, put / in each box under 1, 2, or 3 to give the reason to support your idea on the right column.

The given reasons to support your idea are:

1. Generic, 2. Shared knowledge of the referent, 3. Non – shared knowledge of the referent
-

Everyone accepts that(16) mobile phones are important for us nowadays. If you have(17) mobile phone, you can easily talk with(18) friend who lives very far from you. You can use(19) phone to save(20) information:(21) people's names or(22) phone numbers are often found.(23) phone can also be used to send and receive(24) short messages. After sending or reading(25) messages, you can also save or delete them. Moreover, you can use(26) phone to calculate or even take(27) photograph on it.(28) phone can do more things than you think. No one can give(29) appropriate reasons to support his/her opinion that(30) mobile phones are useless.

Passage 3

Directions: For each item on the left column, put X in each box under the most appropriate article usage: **A, An, The**, or **-** and then, put / in each box under **1, 2**, or **3** to give the reason to support your idea on the right column.

The given reasons to support your idea are:

1. Generic, 2. Shared knowledge of the referent, 3. Non – shared knowledge of the referent

.....(31) young girl is always(32) volunteer of(33) group to present(34) homework.(35) girl feels confident when she comes in front of(36) classroom.(37) girl begins to present: "Good morning everybody, today I'll talk about(38) friendship.(39) people believe that(40) friendship is beyond(41) frontiers. So, when(42) problems happen, they can be solved easily and peacefully."(43) girl continues her presentation until her friends understand. At last,(44) girl asks(45) questions to check her friends' understanding.

Passage 4

Directions: For each item on the left column, put X in each box under the most appropriate article usage: **A, An, The,** or **-** and then, put / in each box under **1, 2,** or **3** to give the reason to support your idea on the right column.

The given reasons to support your idea are:

1. Generic, 2. Shared knowledge of the referent, 3. Non – shared knowledge of the referent
-

This man is(46) taxi driver.(47) people may not believe that he has to work more than 20 hours daily. “.....(48) passengers are happy and friendly,” says(49) man.

Today begins well.(50) old lady, who is(51) bank clerk, wants to go to(52) supermarket. It’s(53) long ride.(54) woman pays(55) fare. She gives(56) man(57) big tip.

However, it is unlucky.(58) man has(59) accident and he cannot service(60) people since then.

APPENDIX B
THE LESSON PLAN

Teaching Plan

Course Title: English

Course Number: Eng 43102

Topic: Articles

Time: 300 Minutes

Concept: Using articles correctly leads to the higher level of English Proficiency of the students.

Learning/Terminal Objective(s):

1. The students are able to use articles correctly in the appropriate contexts.

Specific/Behavioral Objectives:

1. The students are able to tell the concept of the “generic, shared and non - shared knowledge of the referent”.
2. The students are able to distinguish between the definite and indefinite articles.
3. The students are able to discuss and induce the rules of using the articles.
4. The students are able to fill in the blanks with the correct articles focusing on writing by using the concepts of generic, and assumed shared and non - shared knowledge of the referent.

Content: The Handouts and worksheet of the articles.

Vocabulary: definite, indefinite, shared knowledge, referent, specific, generic, assumption

Grammatical Rules: The articles usage

As: “A/An” is an indefinite article.

“The” is a definite article.

“A/An” is used with singular nouns.

“The” is used with non-count /count singular and plural nouns, etc.

Period/Time	Specific Objectives	Instructional Activities	Instructional Materials	Learning Evaluation
1. (60 mins)		Pre – test		
2. (60 mins)		<ol style="list-style-type: none"> 1. Teacher (T) asks the students (Ss) about their background knowledge of articles. 2. Lets Ss answer the questions. 3. T asks Ss about how to use a, an, the, and zero article. 4. Lets Ss answer the questions. 5. T concludes the use of a, an, the, and zero article based on Ss understanding. 6. T provides the worksheet about the articles (Part I) to Ss and lets them read and think about the use of articles. 	<ol style="list-style-type: none"> 1. The worksheet of the articles (Part I) 	<ol style="list-style-type: none"> 1. Observe the Ss' participation. 2. Check the Ss' exercise
3. (60 mins)	1.	<ol style="list-style-type: none"> 1. T asks Ss' understanding about the use of each article in the given text. 2. Lets Ss discuss and express their ideas about the use of each article from the given text. 3. Lets Ss try to set rules of article usage from the text. 4. T concludes the Ss' rules and presents a new rule of article usage to them. 	<ol style="list-style-type: none"> 1. The worksheet of the articles (Part I) 	<ol style="list-style-type: none"> 1. Observe the Ss' discussion 2. Observe the Ss' participation

Period/Time	Specific Objectives	Instructional Activities	Instructional Materials	Learning Evaluation
4. (60 mins)	<p>2.</p> <p>3.</p>	<p>5. Lets Ss analyze and discuss the rule of assumed shared/non-shared knowledge of the referent and tell the concept of assumed shared/non-shared knowledge of the referent.</p> <p>6. Lets Ss find out the differences between definite and indefinite articles.</p> <p>1. Lets the Ss review the rule of article usage by using the assumption of shared/non-shared knowledge of the referent. 10. Lets the Ss do the exercises (Part II and III).</p> <p>2. Check the errors found in the exercises, discuss and correct them together.</p> <p>3. Lets Ss work in groups of 5 discussing and writing a paragraph about their interesting places and change their paper with other groups to check the article usage.</p> <p>4. Lets Ss conclude the concept of assumed shared/non-shared knowledge of the referent again.</p> <p>5. T gives feedback and concludes the lesson.</p>	<p>1. The concept of assumed shared/non-shared knowledge of the referent</p> <p>2. The worksheets: parts II and III</p>	<p>1. Check the Ss' exercises</p>

Period/Time	Specific Objectives	Instructional Activities	Instructional Materials	Learning Evaluation
5. (60 mins)	4.	1. The posttest	1. The Test Paper	1. The scores of the test

Exercises: Articles usage

Part I: A

Directions: Read the following text, find out every article and then underline them and tell how to use each article.

One afternoon when I was coming home from school, I saw an accident. It was a cold day and there weren't many people around. I was on my motorbike and I stopped at a traffic light. There was an old lady in a small yellow car in front of me, waiting for the light to change. The light went green and the car moved off slowly. Suddenly I heard a loud crash. A lorry coming out from the other street hit the car. Luckily no one was hurt. The drivers got out and the lorry driver started shouting terribly at the poor lady. "You should look where you are going and you shouldn't jump the light", he shouted.

At first I was terrified and I thought, "That was nearly me". Then, I saw that the lady cried so I parked my motorbike and went to help her. When the police came, I told them exactly what had happened.

I felt like super-woman that day!

Part I: B

Directions: Fill in each blank with the most appropriate articles: a, an, the, (-)zero

- I. A: This house is very nice. Has it got(1) garden?
 B: Yes, it has. By the way, it's a beautiful day. Let's sit in(2) garden?
 A: I like living in this house but it is a pity that(3) garden is so small.
- II. A: Can you recommend(4) good restaurant?
 B: What about(5) cafeteria we had first met at university?
- III A: My father has just bought(6) new car.....(7) gear system is automatic with 4WD.
 B: What about(8) steering wheel system?
 A: It is(9) power steering wheel with(10) air bag included.

Part II.

Exercises: The Assumption of Shared knowledge of the Referent

Directions: Fill in the blanks with the appropriate articles:

a, an, the, and – (zero)

- A. This morning I bought.....(1) newspapers and.....(2) magazines.
(3) newspapers are in my bag but I don't know where I put(4) magazines.
- B. I saw(5) accident this morning.(6) car crashed into(7) tree.(8) driver of(9) car wasn't hurt but(10) car was badly damaged.
- C. My friend lives in(11) old house in(12) small village. There is(13) beautiful garden behind(14) house. I would like to have(15) garden like that.

Part III: A

Directions: Fill in each blank with the most appropriate article: a, an, the, or zero (-)

Papaya Salad

(Note: Papaya Salad is an uncountable noun)

There was.....(1) poor but good little boy who lived with his mother, who was(2)housekeeper, and they no longer had anything to eat. So,(3) child went into.....(4) forest. He immediately saw(5) gigantic tiger fighting with(6) big lion. Suddenly,.....(7) tiger and(8) lion stopped fighting and glanced at(9) young man.(10) boy was very frightened of(11) animals. So, he changed(12) direction and went deeper and deeper into(13) forest, and there.....(14) aged woman who was aware of(15) sorrow met him, and presented him.....(16) little pot, which when he said "Cook, little pot, cook," would cook.....(17) good, papaya salad; and when he said, "Stop little pot," it ceased to cook.(18) boy took(19) pot home to(20) mother, and now they were freed from.....(21) poverty and hunger, and were able to eat.....(22) papaya salad as often as they chose.

Once when.....(23) little boy had gone out,(24) mother said, "Cook, little pot, cook." And it did cook and she ate till she was satisfied, and then she wanted.....(25) pot to stop cooking, but did not know(26) words. So it went on cooking and(27) papaya salad rose over(28) edge, and still it cooked on until.....(29) kitchen and(30) whole house were full, and then.....(31) next house, and then.....(32) whole street, just as if it wanted to satisfy(33) hunger of(34) whole world. It was sad, but no one knew how to stop it.

At last when only.....(35) single house remained,(36) child came home and(37) mother told(38) boy what had happened.(39) boy just said, "Stop, little pot," and it stopped and gave up cooking, and whosoever wished to return to(40) town had to eat his way back.

Part III: B

Directions: Fill in each blank with the most appropriate article: **a, an, the, or zero (-)** and give the reason in the blank provided under each item why you choose that article.

The given reason to support your idea:

A. Generic, B. Shared knowledge of the referent, C. Non – shared knowledge of the referent

Passage 1

.....(1) young girl volunteers with (Reason)	.....(2) organization to build (Reason)
.....(3) houses for (Reason)	(4) families who can't afford them (Reason)
.....(5) girl gets on (Reason)	.....(6) bus to work. So, she arrives quite late (Reason)
.....(7) girl is very excited with her co – workers, who are: (Reason)	.....(8) carpenters, (Reason)
.....(9) lawyers, (Reason)	.....(10) businesspeople (Reason)
.....(11) teachers, (Reason)	and .....(12) janitors (Reason)
.....(13) girl an (Reason)	.....(14) volunteers know exactly what to do (Reason)

<p>.(15) girl works happily with them.</p> <p>.....</p> <p>(Reason)</p>	
--	--

Passage 2

There is ....(1) fisherman on his boat with his son, who is	
.....	
(Reason)	
.....(2) diver	.....(3) big dolphin is near
.....
(Reason)	(Reason)
.....(4) boat. Both of them love	.....(5) dolphins because they are friendly to
.....
(Reason)	(Reason)
.....(6) people.	"It is hot," says .....(7) boy.
.....
(Reason)	(Reason)
"Let's go for .....(8) swim."	"You go ahead," says his father "although I'm
.....	.....(9) fisherman,
.....
(Reason)	(Reason)
I'm not .....(10) very good swimmer."	.....(11) boy swims happily. Suddenly,
.....
(Reason)	(Reason)
.....(12) big shark comes to attack him	. ....(13) boy screams loudly and comes back
.....
(Reason)	(Reason)

on .....(14) boat.	There is.....(15) injury on his back.
..... (Reason)	..... (Reason)

The answer key

Part I: A

Directions: Read the following text, find out every article and then underline them and tell how to use each article.

One afternoon when I was coming home from school, I saw an accident. It was a cold day and there weren't many people around. I was on my motorbike and I stopped at a traffic light. There was an old lady in a small yellow car in front of me, waiting for the light to change. The light went green and the car moved off slowly. Suddenly I heard a loud crash. A lorry coming out from the other street hit the car. Luckily no one was hurt. The drivers got out and the lorry driver started shouting terribly at the poor lady. "You should look where you are going and you shouldn't jump the light", he shouted.

At first I was terrified and I thought, "That was 'nearly me". Then, I saw that the lady cried so I parked my motorbike and went to help her. When the police came, I told them exactly what had happened.

I felt like super-woman that day!

Key: "A" precedes a word beginning with a consonant sound.

"An" precedes a word beginning with a vowel sound.

"The" can both precede a word beginning with either consonant or vowel sounds.

Part I: B

Directions: Fill in each blank with the most appropriate articles: a, an, the, (-)zero

- I.** A: This house is very nice. Has it got(1) garden?
 B: Yes, it has. By the way, it's a beautiful day. Let's sit in
(2) garden?
 A: I like living in this house but it is a pity that(3) garden is so small.
- II.** A: Can you recommend(4) good restaurant?
 B: What about(5) cafeteria we had first met at university?
- III.** A: My father has just bought(6) new car.
(7) gear system is automatic with 4WD.
 B: What about(8) steering wheel system?
 A: It is(9) power steering wheel with(10)
 air bag included.

Key: 1. a (Gen), 2. the (Sh), 3. the (Sh), 4. a (Non), 5. the (Sh),
 6. a (Non), 7. the (Sh), 8. the (Sh), 9. a (Gen), 10. an (Gen)

The answer key

Part II.

Exercises: The Assumption of Shared knowledge of the Referent

Directions: Fill in the blanks with the appropriate articles:

a, an, the, and – (zero)

- A. This morning I bought.....(1) newspapers and(2) magazines.
(3) newspapers are in my bag but I don't know where I put(4)
 magazines.
- B. I saw(5) accident this morning.(6) car crashed into(7)
 tree.(8) driver of(9) car wasn't hurt but(10) car was
 badly damaged.
- C. My friend lives in(11) old house in(12) small village. There
 is(13) beautiful garden behind(14) house. I would like to
 have(15) garden like that.

Key: 1. – (Non), 2. – (Non), 3. The (Sh), 4. the (Sh), 5. an (Non), 6. A (Non), 7. a
 (Non), 8. The (Sh), 9. the (Sh), 10. the (Sh), 11. an (Non), 12. a (Non), 13. a
 (Gen), 14. the (Sh), 15. a (Non)

The Answer Key

Part III: A

Answers	Reasons
1. a	non shared knowledge of the referent
2. a	generic
3. the	shared knowledge of the referent
4. a	non shared knowledge of the referent
5. a	non shared knowledge of the referent
6. a	non shared knowledge of the referent
7. the	shared knowledge of the referent
8. the	shared knowledge of the referent
9. the	shared knowledge of the referent
10. The	shared knowledge of the referent
11. the	shared knowledge of the referent
12. the	shared knowledge of the referent
13. the	shared knowledge of the referent
14. an	non shared knowledge of the referent
15. the	shared knowledge of the referent
16. a	non shared knowledge of the referent
17. -	generic
18. The	shared knowledge of the referent
19. the	shared knowledge of the referent
20. the	shared knowledge of the referent
21. the	shared knowledge of the referent
22. -	generic
23. the	shared knowledge of the referent
24. the	shared knowledge of the referent
25. the	shared knowledge of the referent
26. the	shared knowledge of the referent
27. the	shared knowledge of the referent
28. the	shared knowledge of the referent

- 29. the shared knowledge of the referent
- 30. the shared knowledge of the referent
- 31. the shared knowledge of the referent
- 32. the shared knowledge of the referent
- 33. the shared knowledge of the referent
- 34. the shared knowledge of the referent
- 35. a non shared knowledge of the referent
- 36. the shared knowledge of the referent
- 37. the shared knowledge of the referent
- 38. the shared knowledge of the referent
- 39. The shared knowledge of the referent
- 40. the shared knowledge of the referent

Part III: B

Directions: Fill in each blank with the most appropriate article: **a, an, the,** or **zero (-)** and give the reason in the blank provided under each item why you choose that article.

The given reason to support your idea:

A. Generic, **B.** Shared knowledge of the referent, **C.** Non – shared knowledge of the referent

Passage 1

.....(1) young girl volunteers with C (Reason)	.....(2) organization to build C (Reason)
.....(3) houses for C (Reason)	(4) families who can't afford them C (Reason)
.....(5) girl gets on B (Reason)	.....(6) bus to work. So, she arrives quite late C (Reason)

.....(7) girl is very excited with her co – workers, who are: B (Reason)	.....(8) carpenters, A (Reason)
.....(9) lawyers, A (Reason)	.....(10) businesspeople A (Reason)
.....(11) teachers, A (Reason)	and .....(12) janitors A (Reason)
.(13) girl an B (Reason)	.....(14) volunteers know exactly what to do B (Reason)
.(15) girl works happily with them. B (Reason)	

Passage 2

There is .....(1) fisherman on his boat with his son, who is	
C (Reason)	
.....(2) diver	.....(3) big dolphin is near
A (Reason)	C (Reason)
.....(4) boat. Both of them love	.....(5) dolphins because they are friendly to
B (Reason)	A (Reason)

<p>.....(6) people.</p> <p>A</p> <p>(Reason)</p>	<p>"It is hot," says .....(7) boy.</p> <p>B</p> <p>(Reason)</p>
<p>"Let's go for .....(8) swim."</p> <p>C</p> <p>(Reason)</p>	<p>"You go ahead," says his father "although I'm .....(9) fisherman,</p> <p>A</p> <p>(Reason)</p>
<p>I'm not .....(10) very good swimmer."</p> <p>A</p> <p>(Reason)</p>	<p>.....(11) boy swims happily. Suddenly,</p> <p>B</p> <p>(Reason)</p>
<p>.....(12) big shark comes to attack him</p> <p>C</p> <p>(Reason)</p>	<p>.(13) boy screams loudly and comes back</p> <p>B</p> <p>(Reason)</p>
<p>on .....(14) boat.</p> <p>B</p> <p>(Reason)</p>	<p>There is.....(15) injury on his back.</p> <p>C</p> <p>(Reason)</p>

APPENDIX C
THE TABLES OF THE SCORES

Tables of the scores

Table 4.1 The students' pre- and post-tests scores

Students	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
High English Proficiency Students			
1	17	40	23
2	17	32	15
3	10	34	24
4	10	37	27
5	8	36	28
6	8	37	29
7	8	33	25
8	7	17	10
9	6	31	25
10	6	34	28
11	6	33	27
12	5	33	28
13	4	36	32
14	2	32	30
15	2	34	32
Medium English Proficiency Students			
16	12	28	16
17	11	32	21
18	10	35	25
19	10	32	22
20	9	26	17
21	9	36	27
22	7	32	25
23	7	35	28

Students	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
24	7	28	21
25	6	31	25
26	5	20	15
27	5	22	17
28	5	31	26
29	4	31	27
30	4	30	26
Low English Proficiency Students			
31	11	16	5
32	9	11	2
33	8	29	21
34	8	9	1
35	7	14	7
36	7	27	20
37	7	16	9
38	6	23	17
39	5	25	20
40	4	5	1
41	4	6	2
42	4	9	5
Low English Proficiency Students			
43	3	8	5
44	3	9	6
45	2	4	2

Table 4.2 The pre- and post-tests scores of the high proficiency group

No	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
1	17	40	23
2	17	32	15
3	10	34	24
4	10	37	27
5	8	36	28
6	8	37	29
7	8	33	25
8	7	17	10
9	6	31	25
10	6	34	28
11	6	33	27
12	5	33	28
13	4	36	32
14	2	32	30
15	2	34	32

Table 4.3 The pre- and post-tests scores of the medium proficiency Group

No	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
16	12	28	16
17	11	32	21
18	10	35	25
19	10	32	22
20	9	26	17
21	9	36	27
22	7	32	25
23	7	35	28

No	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
24	7	28	21
25	6	31	25
26	5	20	15
27	5	22	17
28	5	31	26
29	4	31	27
30	4	30	26

Table 4.4 The pre– and post–tests scores of the low proficiency group

No	Pre – Test (out of 60)	Post – Test (out of 60)	Gains (out of 60)
31	11	16	5
32	9	11	2
33	8	29	21
34	8	9	1
35	7	14	7
36	7	27	20
37	7	16	9
38	6	23	17
39	5	25	20
40	4	5	1
41	4	6	2
42	4	9	5
43	3	8	5
44	3	9	6
45	2	4	2

Table 4.5 The scores of the generic use of the high group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	3	8	5
2.	5	8	3
3.	2	10	8
4.	4	10	6
5.	2	11	9
6.	3	12	9
7.	2	10	8
8.	1	5	4
9.	3	8	5
10.	2	9	7
11.	1	9	8
12.	1	10	9
13.	1	11	10
14.	0	8	8
15.	1	10	9

Table 4.6 The gained scores of the assumed shared knowledge of the referent of the high group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	8	17	9
2.	6	14	8
3.	6	16	10
4.	3	16	13
5.	4	13	9
6.	3	15	12
7.	3	14	11
8.	4	8	4
9.	2	16	14
10.	1	14	13
11.	4	16	12
12.	2	12	10
13.	2	14	12
14.	1	13	12
15.	1	12	11

Table 4.7 The gained scores of the assumed non - shared knowledge of the referent of the high group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	6	15	9
2.	6	10	4
3.	2	8	6
4.	3	11	8
5.	2	12	10
6.	2	10	8
7.	3	9	6
8.	2	4	2
9.	1	7	6
10.	3	11	8
11.	1	8	7
12.	2	11	9
13.	1	11	10
14.	1	11	10
15.	0	12	12

Table 4.9 The gained scores of the generic use of the medium group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	3	8	5
2.	4	10	6
3.	2	9	7
4.	1	7	6
5.	3	8	5
6.	2	10	8
7.	1	10	9
8.	2	8	6
9.	2	6	4
10.	3	9	6
11.	1	4	3
12.	2	5	3
13.	2	9	7
14.	1	10	9
15.	1	7	6

Table 4.10 The gained scores of the assumed shared knowledge of the referent of the medium group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	5	10	5
2.	6	14	8
3.	5	14	9
4.	4	13	9
5.	4	10	6
6.	5	15	10
7.	4	12	8
8.	3	14	11
9.	4	14	10
10.	2	11	9
11.	2	9	7
12.	2	10	8
13.	1	13	12
14.	2	11	9
15.	1	13	12

Table 4.11 The gained scores of the assumed non - shared knowledge of the referent of the medium group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	4	10	6
2.	1	8	7
3.	3	12	9
4.	5	12	7
5.	2	8	6
6.	2	11	9
7.	2	10	8
8.	2	13	11
9.	1	8	7
10.	1	11	10
11.	2	7	5
12.	1	7	6
13.	2	9	7
14.	1	10	9
15.	2	10	8

Table 4.13 The gained scores of the generic use of the low group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	3	5	2
2.	2	3	1
3.	1	5	4
4.	2	3	1
5.	1	3	2
6.	3	5	2
7.	2	4	2
8.	1	5	4
9.	1	6	5
10.	1	1	0
11.	2	2	0
12.	1	2	1
13.	1	2	1
14.	2	3	1
15.	0	1	1

Table 4.14 The gained scores of the assumed shared knowledge of the referent of the low group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	5	7	2
2.	4	4	0
3.	4	13	9
4.	3	3	0
5.	3	8	5
6.	2	12	10
7.	3	7	4
8.	3	11	8
9.	2	12	10
10.	1	2	1
11.	1	2	1
12.	2	5	3
13.	1	3	2
14.	1	4	3
15.	1	2	1

Table 4.15 The gained scores of the assumed non - shared knowledge of the referent of the low group

No.	Pre – test (out of 20)	Post – test (out of 20)	Gains (out of 20)
1.	3	4	1
2.	3	4	1
3.	3	11	8
4.	3	3	0
5.	3	3	0
6.	2	10	8
7.	2	5	3
8.	2	7	5
9.	2	7	5
10.	2	2	0
11.	1	2	1
12.	1	2	1
13.	1	3	2
14.	0	2	2
15.	1	1	0

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