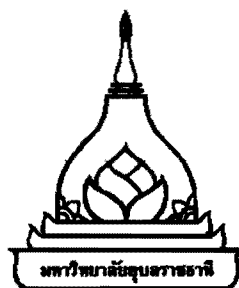




**YOUNG LEARNERS' INDUCTIVE GRAMMAR LEARNING:
A CASE OF PRATOMSUKSA 5 STUDENTS**

CHUTIMA ARJ-IN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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THESIS APPROVAL
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FACULTY OF LIBERAL ARTS

TITLE YOUNG LEARNERS' INDUCTIVE GRAMMAR LEARNING:
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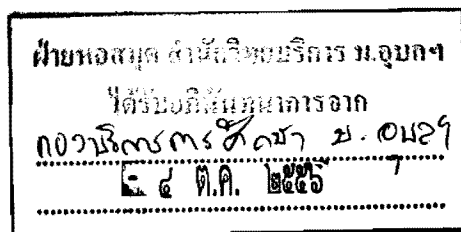
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การเรียนรู้แบบอุปนัย

จุดประสงค์ของการศึกษาในครั้งนี้คือ ตรวจสอบประสิทธิผลด้านการเรียนรู้ไวยากรณ์แบบอุปนัยของเด็กโดยใช้วิธีการสอนไวยากรณ์ภาษาอังกฤษจากบริบททางภาษาที่มีคำสั่งช่วยเพื่อค้นหากฎและสำรวจทัศนคติของนักเรียนต่อการสอนโดยใช้วิธีดังกล่าว กลุ่มประชากรตัวอย่างที่ใช้ในการศึกษานี้ได้แก่นักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านขอนแก่น สำนักงานเขตพื้นที่การศึกษาประถมศึกษาศรีสะเกษ เขต 3 จำนวน 8 คนที่กำลังเรียนภาษาอังกฤษในภาคเรียนที่ 2 ปีการศึกษา 2554 ไวยากรณ์ที่ใช้ในการศึกษานี้ได้แก่ ไวยากรณ์เรื่อง This และ These ที่ทำหน้าที่อย่างสรรพนามและคำนำหน้านาม เครื่องมือที่ใช้ในการเก็บข้อมูลในครั้งนี้ประกอบด้วยแบบทดสอบก่อนและหลังเรียน และแบบสอบถามทัศนคติของนักเรียน มีการนำคะแนนการทดสอบก่อนเรียนและหลังเรียนมาวิเคราะห์เพื่อหาค่าความแตกต่างทางสถิติโดยใช้ สถิติ T-Test และใช้ค่าเฉลี่ย และร้อยละในการวิเคราะห์ข้อมูลจากแบบสอบถาม จากผลของการศึกษาแสดงให้เห็นว่าวิธีการสอนไวยากรณ์ภาษาอังกฤษโดยใช้บริบททางภาษาที่มีคำสั่งช่วยเพื่อค้นหากฎเป็นวิธีการที่มีประสิทธิภาพ โดยเฉพาะเมื่อใช้ในการสอน This และ These ที่ทำหน้าที่อย่างสรรพนาม ผลคะแนนทดสอบหลังเรียนของนักเรียนดีขึ้นกว่าการทดสอบก่อนเรียนอย่างมีนัยสำคัญที่ค่า $P < 0.05$ ผลจากการสำรวจทัศนคติของนักเรียน พบว่านักเรียนมีทัศนคติที่ดีต่อวิธีการสอนดังกล่าว

ABSTRACT

TITLE : YOUNG LEARNERS' INDUCTIVE GRAMMAR LEARNING:
A CASE OF PRATOMSUKSA 5 STUDENTS
BY : CHUTIMA ARJ-IN
DEGREE : MASTER OF ARTS
MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE
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KEYWORDS : GRAMMAR IN CONTEXT / YOUNG LEARNERS /
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INDUCTIVE LEARNING

The purposes of this study were to investigate young learners' achievement of learning English grammar inductively through the grammar in context method with task directions to search for rules and their attitudes toward this teaching method. The subjects of this study were eight Pratomsuksa 5 students of Baan Khon Tae School in Sisaket Educational Service Area Primary Office 3, studying English in the second semester of academic year 2011. The investigated grammar points were this and these as pronouns and determiners. Pre-test and post-tests and an attitude questionnaire were used to collect the data. The pre-test and post-tests data were analyzed by using t-test. The mean score and percentage of the mean score were used to analyze the data from the survey. The results of this study indicated that the grammar in context with task directions to search for rules was an effective grammar teaching method, especially the use of This and These as pronouns. The score of the post-test was significantly higher than that of the pre-test at $P < 0.05$. The questionnaire results showed that the learners had positive attitude toward the method.

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CHAPTER 1

INTRODUCTION

This chapter introduces the rationale, purposes of the study, research questions, hypothesis, expected outcomes, significance of the study, scope of the study, and definitions of key terms.

1.1 Rationale

At present, learning English is essential for our daily life because it serves as an important tool for communication, education, knowledge seeking, and understanding of cultures and visions of the world community (The Basic Education Core Curriculum B.E. 2551). Throughout Thailand, the high proficiency in English is demanded (Wiriyachitra, 2001). Children are increasingly being introduced to English from very early on in their schooling. The learners have to learn all the language skills -- listening, speaking, reading and writing. Also, knowing grammar is one of the most important backgrounds for learners' further skill practice.

Learners of English as a foreign /second language (EFL/ESL) are often confused about English grammar and it has always been one of the most difficult and least understood for them. Most learners, including Thai learners (Rittichai, 2006) felt bored with grammar lessons because they did not understand their relevance to real life contexts and they were often puzzled and confused (Widdowson, 1990). It was found that although teachers spend a lot of time teaching grammar, learners never seem to apply all of the grammar that they have learned in communicative use. In addition, EFL students just simply never seem to acquire some aspects of grammar (Allen, 2004; Willis, 2003). Many research studies have shown that learners who received high scores on the grammatical part during the test could not speak or write well in English. Ellis (1991), for example, pointed out that many learners have knowledge of the language, but they have few or no ideas of how to use this knowledge in meaningful communication. Larsen-Freeman (2003) named this

learners' situation as 'an inert knowledge problem'—the problem that learners were taught grammar as a set of rules, and they could apply the rules to exercises successfully during the lesson, but they do not seem to be able to activate their knowledge of the rules when they are communicating during another part of the lesson or in another context.

As a result, many EFL/ESL learners, especially young learners, experience difficulties producing the foreign language spontaneously (Pinter, 2006). This suggests a need to expose learners to more communicative activities. Some researchers such as Larsen-Freeman (1991, 2003), Nunan (1998) and Weaver (1996) found that teaching grammar in context is an educational practice which helps learners to find the relationship between grammar learning and real language use. Sa-ngiamwibool (2005) states that to acquire another language, learners should not learn grammar in the isolated fashion because this learning method ignores the relationship of the form, meaning and use of grammar. They must learn it in context instead. Thus, the emphasis of teaching grammar should be on providing suitable contexts to make the learners realize the communicative value of grammar in the very achievement of meaning. As mentioned by the B.E. 2551 basic education core curriculum, one of the qualities of grade six graduates requires that learners be able to use English to communicate meanings in various contexts. This shows that language use in context is focused.

For young language learners, grammar teaching and learning are usually considered not relevant to their level because their characteristics and needs are unique. Cameron (2001), Harmer (2001), Nedomová (2007) and Pinter (2006) pointed out that young learners understand meaningful messages but may not be able to analyze language yet. They would do an activity even when they do not quite understand why or how because they want to please the teacher. They enjoy fantasy, imagination and movement. They often seem to become less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them acquire a more native-like accent. However, young learners still have a lower level of awareness about themselves as language learners as well as about the process of learning and have limited reading and writing skills even in their first language. They will lose interest more quickly and are less able to keep themselves motivated on

tasks they find difficult. Thus, one of the challenges faced in EFL classes for children consists of finding different ways of approaching the teaching of grammar and discovering how these learners can be motivated to use the grammar point in class. Teachers need to find ways to help children participate in activities that engage their imagination and that create opportunities for real communication in English so that they have a chance to use what they are learning.

It has been claimed that children pay more attention to meaning than to form, picking up on visual and other physical clues, and applying knowledge from previous situations in order to understand what is happening, rather than concentrating on the words used (Moon, 2005). Shin (2006) suggested that the ways to teach language to young learners is using stories and contexts familiar to students. There are many ways to provide context to teach grammar to young learners such as using games, poems, songs, and stories (Cameron, 2003 ; Pinter, 2006 ; Thornbury, 1999). Thornbury (1999) stated that young learners could not learn grammar explicitly. They should be presented with the new language by offering a language-rich and highly engaging means of experiencing the language.

As teaching grammar in context can enable learners to see the relationship between grammar learning and language use in a spontaneous communicative situation, it is interesting for teachers to use it in their lessons. Like other researchers, Sa-ngiamwibool (2005), who had developed a Grammar-in-Context model for EFL adult learners, suggested that an effective way to teach grammar in context is to do it inductively, which means to use activities and tasks which can draw learners' attention to noticing essential grammatical features. She found that the Grammar-in-Context method with task directions to search for a rule could promote the learners' noticing and understanding of the target grammar more effectively than other methods. It is interesting if this would be true for young learners.

This study aimed to examine whether teaching grammar in context with task directions to search for grammar rules can help young learners learn the target language. The study also aimed to discover what learners would feel about this teaching method. The tasks used in this study were adapted from the grammar in context method with task directions to search for a rule developed by Sa-ngiamwibool (2005).

1.2 Purpose of the Study

The purpose of the study was to investigate young learners' achievement of learning English grammar inductively through the grammar in context method with task directions to search for rules developed by Sa-ngiamwibool (2005) and their attitudes toward this teaching method. It was expected that the results of the study would answer whether or not grammar in context method with task directions to search for rules helps young learners learn English grammar, and whether the learners would appreciate it.

1.3 Research Questions

The two research questions of this study are:

1.3.1 Can the grammar in context method with task directions to search for rules promote young learners' noticing and understanding of grammar rules?

1.3.2 What are the attitudes of young learners toward this teaching method?

1.4 Hypothesis

It was hypothesized that the grammar in context method with task directions to search for rules can help young learners to learn and use correct grammar and enjoy English learning.

1.5 Expected Outcomes

This research expected to prove whether the grammar in context method with task directions to search for rules is an effective way to help young learners learn grammar. This research also expected to find out if teaching grammar inductively through context can promote learners' positive attitudes towards grammar learning.

1.6 Significance of the Study

This research can prove if inductively learning grammar in context helps young learners learn and use grammatical English and enjoy learning English

grammar. It may suggest an effective way to help young learners learn and realize the communicative value of grammar. Moreover, this research may also suggest a way to promote learners' positive attitudes towards grammar learning.

1.7 Scope of the Study

This study investigated the achievement of young learners, who in this research were Pratomsuksa 5 students of Baan Khon Tae School of Sisaket Educational Service Area Primary Office 3, studying English in the second semester of academic year 2011, after they learnt English grammar through the grammar in context method with task directions to search for rules. The grammar points which were taught are *This* and *These*. The study also investigated students' attitudes toward this grammar in context method by using a questionnaire.

1.8 Definitions of Key Terms

The following are the terms used in the study.

Grammar in context in this study refers to the teaching of language structures by using the input beyond word level developed by Sa-ngiamwibool (2005) to help the learners realize the relationship between the grammar and real language use.

Learners' attitudes in this study means feelings (likes or dislikes) of Pratomsuksa 5 students of Baan Khon Tae School of Sisaket Educational Service Area Primary Office 3 toward the teaching of English grammar in context.

Young learners, as proposed by Pinter (2006), are those who are studying in primary school and whose ages are from 5 to 11 or even 14. In this research they were Prathomsuksa 5 (Grade 5) students of Baan Khon Tae School, whose ages were 10 to 11.

CHAPTER 2

LITERATURE REVIEW

The review of the related literature is divided into seven parts. The first part concerns *This* and *These*; the second is about noticing hypothesis; the third discusses inductive teaching and learning; the fourth is about grammar teaching through context for young learners; the fifth discusses the grammar in context method with task directions to search for rules; the sixth is about motivation and attitude; and the last explores previous studies.

2.1 *This* and *These*

This and *These* are demonstratives, which are words whose role is to locate a referent in relation to a speaker and an addressee (Loberger and Shoup, 2001). *This* and *These* are used to talk about people and things which are close to the speaker (Swan, 1995). Celce-Murcia and Larsen-Freeman (1999) pointed out that *This* and *These* have a sense of nearness which could be spatial (I like *this* car better than that one over there.), temporal (I like *this* movie better than that concert last night.), psychological (I like *this* candidate, which is why I didn't vote for that one), or simply sequential (*This* dress is less attractive than that one). *This* and *These* can also refer to situations and experiences which are going on or just about to start *such as* "*I thought this is why I've traveled thousands of miles*". *This* and *These*, sometimes, are used to show acceptance or interest such as

A: You know, people conveniently forget the things they say.

B: Well, this is it.

In academic prose, they are used to mark immediate textual reference (Biber, Conrad, Finegan, Johansson and Leech, 1999). They could give the referent more emphasis. *This* and *These* can be used in two ways: as determiners and pronouns. *This* is used with singular as well as uncountable nouns, while *These* are used with

plural nouns, such as *This boy*, *This milk*, *These pens*, *This is a book*, and *These are books*. In teaching *This* and *These*, Celce-Murcia and Larsen-Freeman (1999) suggested that students should be introduced to the agreement required between them and the number of the noun that follows them.

How to use *This* and *These*, which are focused in this study is shown in Table 1 below.

Table 1 Forms, Meaning, and Uses of *This* and *These*

	Form	Meaning	Use
1	<i>This + is + a singular noun or a mass noun</i>	Introduce someone or something near the speaker that the speaker is going to talk about.	Demonstrative Pronoun
2	<i>These + are + a plural noun</i>	Introduce people or things near the speaker that the speaker is going to talk about.	Demonstrative Pronoun
3	<i>This + a singular noun or a mass noun</i>	Refer to someone or something near the speaker.	Demonstrative Determiner
4	<i>These + a plural noun</i>	Refer to people or things near the speaker.	Demonstrative Determiner

2.2 Noticing Hypothesis

Noticing is a component of consciousness. Consciousness, theoretically equal to awareness, consists of three levels: perceiving, noticing, and understanding. Schmidt (1993) explained that perceiving is the first stage as well as the gateway of to learning. It is generally accepted that consciously perceiving leads to noticing. Noticing is the second level of learning. It is the ability to make sense of what one consciously perceives. Noticing is needed for understanding another language. Understanding is the final level of consciousness leaning, which is a mental activity, starting from perceiving, preceding to noticing, and ending up with thinking.

Noticing hypothesis or consciousness-raising is a deliberate attempt to raise learners’ awareness of the formal features of the language. This implies that learning

is a result of direct manipulation of the learners' mental state. Schmidt (1993, 2001) introduced the term noticing which was later renamed as input enhancement.

Significantly, much of SLA (Second Language Acquisition) research has centered on consciousness-raising practices as opposed to grammar production activities. Several studies have been supportive of the Noticing Hypothesis. Fotos (1993), for example, pointed out that learners are more likely to notice target structures in consciousness-raising tasks than when not directed in any way toward the target, and that learning outcomes in consciousness-raising tasks where students figure out the rules are as least as effective as students' being given the rules. Allen (2005) claimed that noticing plays a key role in grammar acquisition. In the simplest terms, people learn about the things that they attend to and do not learn much about the things they do not attend to (Schmidt, 2010). Leow (1997, 2000) found that the learners who exhibited a higher level of awareness learned the most. Mackey (2006) also found that learners who exhibited more noticing developed more than those who exhibited less noticing.

2.3 Inductive Teaching and Learning

The inductive teaching approach represents a style of teaching where the grammatical structures or rules are presented to the students in a real language context. The fundamental of inductive approach, according to Zhou (2008), has four steps: 1) give students a set of English language data about an area of English grammar; 2) ask students to generalize a grammatical rule from the set of data; 3) ask students to test the grammatical rule against new English language data; and 4) ask students to revise the grammatical rule to accommodate the new data.

Inductive teaching (also called discovery teaching or inquiry teaching) is based on the claim that knowledge is built primarily from a learner's experiences and interactions with phenomena. The teacher's role is to create the opportunities and the context in which students can successfully make the appropriate generalizations of the grammar rules, and to guide students as necessary (Goner, Phillips, and Walters, 1995). Inductive teaching has close ties with the instructional method called the

“learning cycle,” where phenomena are explored before concepts are named (Brigham, 2005).

The effectiveness of inductive approach is debated among professionals in the field of second and foreign language teaching and learning (Larsen-Freeman, 2003). Some researchers argued that the approach is beneficial for students. Nunan (2005), for example, stated that discovering rules by students themselves is advantageous as those rules are more likely to fit their existing mental structures, making them more meaningful, memorable and serviceable. This approach can also help students enhance learning autonomy and self-reliance, encourage learners’ activeness in the learning process, and promote students’ pattern-recognition and problem solving abilities because students are more attentive and more motivated to work things out for themselves. They can get the opportunity for extra language practice. Their mental effort involved also ensures a greater degree of cognitive depth which, again, ensures greater memorability (Erlam, 2003; Mohamed, 2004; Prince & Felder, 2006 ; Putthasupa, 2010 ; Ramsden, 2003 and Zhou, 2008).

However, even though the inductive teaching approach has many advantages, it also has some limitation (Larsen-Freeman, 2003; Prince & Felder, 2006 ; Shaffer, 1989; Thornbury, 2001). The inductive approach is rather time consuming. When the time and energy spent in working out rules, it may mislead students into believing that rules are the objective of language learning, rather than a means. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice. Moreover, students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application. Additionally, the approach can also place the great demands on teachers in prepare the lessons since they need to select and organize the data carefully so as to guide students to an accurate formulation of the rule, while also ensuring the data is intelligible. Nevertheless carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation. The inductive approach, moreover, frustrates students who, by dint of their personal learning style or their past learning experience or both, would prefer simply to be told the rule.

2.4 Teaching Grammar through Context to Young Learners

Young learners, according to Pinter (2006), are students who are studying in primary school and whose ages are from 5 to 11 or even 14. To be successful in teaching grammar to this group of learners, teachers should not only know how to teach them but also understand their characteristics. Brown (2000), Pinter (2006) and Surassawadee (1999) said that young learners are curious, active, but have a short span interest. They lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult (Cameron, 2001 ; Harmer, 2001 ; Nedomová, 2007 ; Pinter, 2006). Peck (2001) claimed that children will only commit themselves to a task if they find it meaningful on their own terms. Young learners have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet. Moon (2005) pointed out that children pay more attention to meaning than to form, picking up on visual and other physical clues, and applying knowledge from previous situations in order to understand what is happening, rather than concentrating on the words used. They want to please the teacher rather than their peer group, thus would do an activity even when they do not quite understand why or how. They often seem to become less embarrassed than adults at talking in a new language. They enjoy fantasy, imagination and movement. However, they have lower level of awareness about themselves as language learners as well as about process of learning. To successfully teach young learners a foreign language, teachers, therefore, need to take these characteristics into consideration as well.

Many educators —such as Cameron (2001), Nedomová (2007), Pinter (2006) and Thornbury (1999) — pointed out that teaching grammar to young learners requires an extensive knowledge of a great number of issues such as teaching techniques, the difficulty of contents, and learners' requirements, etc. Moreover, teaching methods should be easy to understand and varied enough. Teachers, for example, should teach vocabulary and grammar in combination to be certain that learners understand the meaning of the word and grammar. The practice parts should provide a lot of meaningful, recycling, and guiding activities. Teachers also should express meaning through context as much as they can to provide the learners an

opportunity to use grammar and relate grammar instruction to real life situations. There are many studies on child language acquisition —such as Pinker (1995, 1999), Lightbown & Spada (2006) — found that children acquired language through abstracting a set of grammatical rules from a certain amount of language data. This set of grammatical rules specifies how sentences are built out of clauses, how clauses are built out of phrases, how phrases are built out of words, and how words are built out of morphemes, etc.

Larsen-Freeman (2003) suggested that the meaningful contexts provided for young learners are important for them to have knowledge of the target forms, meanings and functions. Many educators and researchers —such as Celce-Murcia (1991), Larsen-Freeman (2003), Nunan (1998), Thornbury (1999), Ur (2000), Weaver (1996) and Zhen (2008) — pointed out that grammatical concepts are too difficult to explain and understand through simple strategies of practice and repetition. The ways of traditional grammar teaching which neglect context can make grammar learning become meaningless and pointless. Students may lack the ability to communicate effectively. Therefore, presenting and practicing grammar points in context are effective ways to facilitate the acquisition of the target language. Anderson (2006) also supported that context is the parts of a sentence, paragraph or discourse, etc. immediately surrounding a specified word or passage that determine its exact meaning.

To teach grammar in context, Celce-Murcia (1991), Larsen-Freeman (2003), Nunan (1998), Ur (2000) and Weaver (1996) suggested that the following can be applied:

(1) The language should be taught in the way that helps learners see that alternative grammatical meanings exist so that they can use the correct form and structure for what they wish to convey to make different kinds of meaning.

(2) Learners should be provided with opportunities to explore grammatical and discoursal relationships in authentic data because authentic language can represent how grammatical forms operate in the real world and allows learners to encounter target language items.

(3) Form/function relationships should be taught in ways that make them clear to understand. To do this, teachers can create pedagogical tasks in which

learners can structure and restructure their own understanding of form/function relationships through the tasks.

(4) Learners should be encouraged to become active explorers of language such as being asked to bring samples of language into class, and work together to formulate their own hypotheses about language structures and functions.

(5) Learners should be encouraged to explore relationships between grammar and discourse. The teacher has to design tasks that show learners that the grammar and discourses are related so that it will help learners to explore the function of grammar and improve their grammatical competence. These tasks will enable learners to create coherent discourse.

(6) Grammatical syllabus should be flexible. Teachers can start with the grammar point found in the material such as in a reading passage to help learners process the reading passage and enhance their ability to monitor their subsequent performance.

(7) A minimum of terminology should be used when grammar is explained so that the meaning will be easy to understand.

(8) Grammar should be planned to be taught in horizontal ways, which means to repeatedly integrate in the teaching procedure –be it presentation, practice, production, or its more modern, inverted counterpart—across a period of time.

(9) Teachers should follow up on mini-lessons with students who exhibit both the need and readiness.

Grammar in context is considered important and teachers should be aware of it. Only memorizing rules is not enough for language use. As Larsen-Freeman (2003) pointed out, language should be viewed as a dynamic system. Teachers should provide a beneficial learning context to show learners how to use language in authentic situations and help them learn to use language for meaningful purposes. Sa-ngiamwiboon (2005) pointed out that drawing the students' attention to noticing essential grammatical features in context is important because when learners are able to see the relationship of the grammatical features, they can better communicate in a spontaneous communicative situation. The ways to do these are providing exercises to train learners to explore grammatical structures in context. The exercises should be designed to provide opportunities for learners to explore grammatical structures in

context since these will allow learners to see the systematic relationships that exist between form, meaning, and use.

2.5 Grammar in Context Method with Task Directions to Search for Rules

This method was developed by Sa-ngiamwibool (2005). She explained that grammar in context starts from allowing learners to explore grammar in context which enables the learners to perceive both forms and functions of a target grammar in various contexts, understand the relationships between grammar and context, and see how forms and functions of grammar change in different contexts. Following exploring grammar in context is noticing the clue or clues of a target grammar which leads to a subtle understanding of the relationships between grammar and context. After that, learners will be able to draw rules of grammar. This helps develop language learning in a more sophisticated way and enhance a real communication. Finally, learners will be able to choose or apply what they have learned in use (Sa-ngiamwibool, 2005).

The grammar in context model with directions to search for rules of the target grammar gives clues directing to the target grammar and information of the target grammar. In the lesson, the learners have to follow these four steps:

- (1) Learners explore the target grammar in a word, phrase or sentence in the given tasks with information for self-study.
- (2) Learners notice the clue or clues to the target grammar.
- (3) Learners discover its form and function.
- (4) Learners choose or apply the discovery in a new context.

To follow steps (a) to (b), teachers have to provide tasks that provide learners second language data in some form and require them to perform some operation on or with it. The tasks also have to support learners to find an explicit understanding of some linguistic properties of the target language. Ellis (1997) and Shak and Gardner (2008) pointed out that learners should be engaged in the process of ‘noticing the gap.’ That is, learners notice the differences between the language they produce the target language and make distinctions in meaning and use between related forms. In this process, learners are required to attend to meaning and to notice the

form and function of the grammatical structures in use. Learners then interpret the meaning of the text(s), leading to the restructuring of their mental grammar. These tasks make learners able to comparing what they newly know to what they have known.

In the final step, learners have to extend the use of grammatical structures to achieve communicative clarity and appropriacy. In Output Hypothesis of Swain (1995), these tasks, which aim at enabling learners to produce language, attempt to move learners' language from a stage of lexical-dependent to a stage that learners can use grammar elaborately in their output. Thus, learners not only have to produce grammatically correct texts, but also be able to use appropriate language in the given context. In this respect, when the learners produce the target language, they may be 'pushed' to notice the form, meaning and use of certain linguistic features. In order to do choice-making or apply the discovery in a new context, Bourke (2008) pointed out that learners have to think and ask themselves questions such as:

"Shall I use the active or passive?"

"Shall I use any narrative tenses, and if so, which one, and why?"

"Shall I use coordination or subordination?"

An example of doing tasks/activities which encourage learners to achieve the fourth step is that the teacher teaches the target grammar, gives series of pictures to learners, and then asks them to write a sentence or sentences matching the pictures. The teacher may provide sentences for learners if they are beginners who can read but have low writing proficiency.

Larsen-Freeman (2003) pointed out that grammar lessons are no longer about knowing language systems (declarative knowledge), but about knowing how to use language (procedural knowledge).

2.6 Motivation and Attitude in Language Learning

Motivation is generally defined by many scholars (such as Ellis, 1997 and Holt, 2001) as an inner state of need or desire that activates an individual to do something that will satisfy that need or desire. For the case of L2 learning, Norris-Holt (2001) defines motivation as the learners' orientation with regard to the goal of learning a second language. Ellis (1997) defines it as attitude and affective states that influence the degree of effort that learners make to learn a second language. Thus, motivation is crucial in second language learning. When learners are motivated to perform academic tasks, they will learn. Nikolov (1999) found that young learners are intrinsically motivated, which means that they want to learn because they enjoy the process of learning English for its own sake, such as they have positive attitudes to English and learning context. When children get older, about the ages of 11 to 12, the motivation will move to the extrinsic factors such as the future goals with English. Motivation is, therefore, a key to students' learning (Pinter, 2006).

Dörnyei (2001) suggested that there are four components of motivating teaching –providing motivating learning conditions, using motivating techniques, offering stimulating activities, and turning evaluation and feedback into positive experiences. To clarify these four components, Dörnyei explained that at first, teachers have to create a pleasant and supportive classroom environment in order to set motivating learning conditions. Second, teachers have to show learners values and positive attitudes to learning, use materials that are relevant for the learners, and establish expectations of success. Next, teachers have to offer stimulating activities and foster self-esteem, self-confidence, and co-operation among learners. Finally, teachers have to avoid giving negative feedback together with using a pressure test in evaluation so that learners would have positive attitudes toward learning. Motivation may be influenced by various external factors, including education level, teachers, parents, peers, and classroom, which can enhance or lower children's motivation (Matsuzaki, 2006). Nevertheless, it is possible to enhance children's motivation by creating an appropriate environment and using proper teaching methods and materials.

Attitude is one important factor of learning and teaching. It is a complex mental state involving beliefs, feeling, values and dispositions to act in certain ways.

Zimbardo (1999) states that attitude might change depending on the knowledge received. The change of attitude can also lead to different behaviors. People, therefore, behave according to their attitude which can be expressed differently through their performance. In other words, they tend to gravitate to what they like; on the contrary, they keep away from what they do not like. In teaching and learning, attitudes toward both pedagogy and content can be related to students' success within the classroom.

2.7 Previous studies

A number of researchers have investigated the use of context to teach English grammar inductively and found different results. Most of the research studies were conducted to find ways to help adult learners to develop English grammar proficiency. Only some studies — such as Rittichai (2007) and Shak and Gardner (2008) — investigate and found that this method could help primary students in learning English grammar.

Rittichai (2007) studied the use of songs as a supplemental tool to provide context for English grammar learning of 70 grad six students at demonstration school in Uttaradit. The research instruments included a pre- and post-test, grammar lessons, English songs, and a questionnaire. The data was analyzed by arithmetic mean, standard deviation and t-test. The result showed that songs could help students improve their English grammar proficiency and they were satisfied with the song technique at a high level.

Shak and Gardner (2008) used context with four different focus-on-form tasks for primary 5 English classes in Brunei Darussalam in order to teach grammar and investigate students' attitude. The four focus-on-form tasks were consciousness-raising, dictogloss, grammar interpretation, and grammaring. An attitude questionnaire and group interviews were used to find students' attitude. The findings showed that while there was a general trend of positive attitudes among children towards focus-on-form tasks, variations in task preference existed, particularly with respect to three main sources of influence: cognitive demands, production demands, and pair/group work opportunities. The researchers suggested that this research has

implications for both the implementation of focus-on-form instruction at primary school level, and the manipulation of task features to suit learners at this level.

The studies which found to use of context to teach English grammar to adult learners such as Bao and Sun (2010), Jia-Yuan (2008), Kuder (2009), Morelli (2003), Putthasupa (2010) and Sa-ngiamwibool (2005).

Bao and Sun (2010) studied about English grammatical problems of Chinese undergraduate students which aimed to find out the attitudes of students and teachers towards grammar, students' and teachers' practice in grammar learning and teaching, and their attitudes towards the grammatical knowledge in textbooks. The participants of this research included 10 English teachers and 30 undergraduate students in mainland China. The instruments were questionnaires and a writing task. The questionnaires for this research comprised a questionnaire for students and one for English teachers. According to a research on, the paper reports some conclusions and implications on grammar teaching in classroom. One important point found from the results showed that if presented and explained implicitly in certain contexts of language use, grammatical rules help students to understand and use the target language better.

Sa-ngiamwibool (2005) conducted a study to develop a Grammar-In context Model (GIC MODEL) for 238 students from various faculties of Krirk University who enrolled in GE 2201 (English 3) by providing the learners opportunities to learn grammar in various contexts. The participants were divided into three groups: two experimental groups and one control group, and used different tasks and ways of teaching -- Grammar-in-Context tasks with task directions to search for a rule, Grammar in Context tasks without task directions, and the traditional teaching instructions. The results revealed that the Grammar-in-Context method with task directions to search for a rule was the best way to promote the learners' noticing and understanding of the target grammar, compared with the others two methods.

Moreover, it was found that Inductive Approach was more effective in helping learners to formulate grammar rules and supporting their understanding in grammar uses (Kuder, 2009 and Putthasupa, 2010).

Kuder (2009) examined the outcome of a deductive versus an inductive lesson teaching direct object pronouns in Spanish to 44 college-aged participants in

two separate intermediate classes. The two groups of students were exposed to the opposing methods of instruction, and then evaluated on their level of acquisition of the grammar structure in question using identical assessment measures. Feedback was solicited from the students following the lesson. The results of the study indicate that there was a slightly higher level of achievement as well as a higher level of satisfaction in the group exposed to the inductive lesson in comparison to the group exposed to the deductive lesson.

Putthasupa (2010) studied about Effects of Inductive Approach on Teaching Grammar in the Writing Course. The purposes of this research were to study whether the use of the inductive approach can improve students' grammatical errors in the writing course at Suratthani Rajabhat University and to investigate issues in grammatical errors in the texts written by these 2nd year English major students at Suratthani Rajabhat University. The subjects of this study were 80 second year students majoring in English, faculty of Education at Suratthani Rajabhat University. This research was conducted in the 1st semester of academic year 2009 in the writing course, 182573 Formal Paragraph Writing. Three research instruments were used in this study: the pre-test consisting of 100 items of multiple choices grammar test and the writing test for both group ; the inductive approach treatment designed in forms of lesson plans for the experimental group; and the post test for both groups. The findings showed that the inductive approach positively affected the teaching of grammar in the writing course.

Most of the above research studies found that the method help learners in learning English grammar, however, Jia-Yuan (2008) and Morelli (2003) differently found.

Jia-Yuan (2008), for example, conducted the research to explore the effect of inductive approach in contrast to conventional deductive approach in teaching English relative clauses. Students' English proficiency, gender, and task complexity were also examined. Two intact classes of 70 eighth graders were randomly assigned to an inductive group or a deductive group. A test was administered right after the respective grammar instruction. Some important results found that there was no significant difference between inductive and deductive groups; inductive approach and deductive approach had equivalent effects in English grammar instruction.

Morelli (2003) conducted research about ninth graders' attitudes toward different approaches to grammar instruction of a school in a suburban area north of New York City. This study was conducted to determine which particular style of grammar instruction (traditional grammar instruction or the implementation of contextualized grammar instruction) ninth-grade English students perceived as contributing to their success in grammar acquisition. The results showed that the students perceived themselves as having a better attitude about the instruction of grammar in context, while performing slightly better after having experienced the traditional grammar instruction.

Most of these previous studies have shown that using context and inductive teaching approach in grammar teaching has a positive effect on the second language grammatical proficiency and learners seem to like it. However, most of research studies were conducted with the adult learners; there are few research studies which investigated young learners. This research aimed to investigate the achievement of learning English grammar inductively through the use of context with task directions to search for a rule by Sa-ngiamwibool (2005). The learners' attitude toward this teaching technique was also investigated. It was expected that the results of the study would answer whether or not inductive grammar teaching through context helps young students (Pratomsuksa 5) learn English grammar and whether or not they enjoy the learning process.

In order to explain how the study was conducted, the description of methodology will be demonstrated in the next chapter.

CHAPTER 3

METHODOLOGY

In this chapter, the subjects, the duration of the study, the instruments used in the research, the procedures, and the data analysis are described.

3.1 Subjects

The subjects were eight Prathomsuksa 5 students at Baan Khon Tae School of Sisaket Educational Service Area Primary Office 3, studying English in the second semester of academic year 2011. Of these, three were boys and five were girls. Their ages ranged between 10 to 11 years old. The students started learning English when they were in Pratomsuksa 1. They had learned about the concepts of singular and plural nouns, verbs and present simple tense.

3.2 Duration of the Study

The study was conducted during the second semester of academic year 2011. It took six periods of regular class time. Each period lasted 50 minutes and there were two periods each week. The first period was for the pre-test, the following four periods were for the experiment, and the last period was for the post-test, which was the same as the pre-test.

3.3 Instruments

The instruments used in this study were a pre-test and post test, grammar-in-context tasks and a questionnaire as described below:

3.3.1 Pre- and Post-tests

The same test was used as the Pre- and Post-tests. The purpose of the pre-test was to discover the learners' knowledge of *this* and *these* which functions as demonstrative pronouns and determiners. The post-test was to determine the effectiveness of the treatment. The tests were designed to measure the learners'

knowledge of *this* and *these* forms, meanings and uses as shown in Table 1 in Chapter 2. The tests consisted of 12 items which were divided into two parts. There were six items for each part. The first part tested *this* and *these* as demonstrative pronouns of three items each. The second part was a passage with six gaps, three for *this* and three for *these*. This part tested *this* and *these* as determiners. The learners were required to fill in the gaps to complete the sentences or a passage in the test. (See the test in Appendix A.)

3.3.2 Grammar in Context Tasks and Activities

Grammar in context with task directions to search for rules adapted from Sa-ngiamwibool (2005) focusing on *This and These* as demonstrative pronouns and determiners was used. The activities followed the four lesson plans discussed in section 4 below. Flash cards, picture cards and task sheets were also used. (See Appendix B).

3.3.3 The Questionnaire

The questionnaire used in this study was to investigate the participants' opinions towards teaching and learning grammar in context. It was developed by the researcher, based on the good and bad points of this teaching method discussed in the relevant previous studies. It was written in Thai to prevent misunderstanding or misinterpretation. The questionnaire consisted of two sections: the first section was designed to obtain the learners background information: their age, gender, and favorite subject. The second section was designed to investigate the learners' attitude toward grammar teaching using the investigated grammar in context method. The questionnaire consisted of 18 items. There were 14 items (items 1-14) for the good points of the method, and the others four items (items 15-18) were the weak points of the method, each of which was also in the form of a four-point rating scale (4 = strongly agree, 3 = agree, 2 = disagree and 1 = strongly disagree). (See Appendix C).

3.4 Research Procedure

In this research, the focus of the teaching moved away from the teachers covering grammar to the learners discovering grammar by encouraging learners to notice the clue or clues of the target grammar which led to a subtle understanding of the relationships between grammar and context. Learners were first exposed to the new language in a comprehensible context by being provided with pictures or situations so that they were able to understand the functions and meanings of *this* and *these* as demonstrative pronouns and determiners, following the steps proposed by Sa-ngiamwibool (2005). Only then their attentions were turned to examining the grammatical forms that had been used to convey those meanings. The discussion of grammar was explicit, but it was the learners who did most of the discussing or working out of rules, with guidance from the teacher.

The procedures of the experiment concerning the pre-test, treatment, post-test, and students' attitude survey are described below:

3.4.1 Pre-testing

The students were required to take the pre-test in the first period by doing a fill-in-the-gap test with 12 items as discussed in section 3.3.1.

3.4.2 Treatment

The grammar in context with task directions to search for rules and activities following the four lesson plans were used as the treatment. The researcher applied the steps proposed by Sa-ngiamwibool (2005) as discussed in section 2.2, of Chapter 2 to the teaching of "*This*" and "*These*" as demonstrated below:

Table 2 Teaching Plans

Periods	Activities/ Contents	Objectives	Teacher	Learners	Lesson Plan	Materials
1			<ul style="list-style-type: none">Teacher gave the pre-test to the learners.	<ul style="list-style-type: none">Learners did the pre-test.	-	Pre-test
2	<ul style="list-style-type: none">The meaning and use of <i>This</i> and <i>These</i> in relation to noun types	<ul style="list-style-type: none">Learners know the meanings, forms and functions of <i>this</i> and <i>these</i>.Learners can match the words <i>this</i> and <i>these</i> to the pictures which show their meaning.	<ul style="list-style-type: none">Teacher showed pictures to present the meaning of <i>this</i> and <i>these</i>.Teacher engaged learners in the process of noticing by making salient distinctions in meaning and use between <i>this</i> and <i>these</i>. That is, <i>this</i> and <i>these</i> refer to a thing or things near the speaker. <i>This</i> is used with singular and mass nouns while <i>these</i> is used with plural nouns.	<ul style="list-style-type: none">Learners participated with the teacher and class.Learners attended to meaning and noticed the forms and functions of <i>this</i> and <i>these</i>.Learners interpreted the meaning of the text(s), leading to the restructuring of their mental grammar.	1	<ul style="list-style-type: none">Picture cards 1- 4Task sheets 1 and 2

Table 2 Teaching Plans (Continued)

Periods	Activities/ Contents	Objectives	Teacher	Learners	Lesson Plan	Materials
			<ul style="list-style-type: none">• Teacher had students do the task sheets			
3	<ul style="list-style-type: none">• <i>This</i> and <i>These</i> as demonstrative pronouns	<ul style="list-style-type: none">• Learners can use <i>this</i> as a demonstrative pronoun to introduce someone or something that they are going to talk about.• Learners can use <i>these</i> as a demonstrative pronoun to introduce people or things that they are going to talk about.	<ul style="list-style-type: none">• Teacher provided activities and tasks to present <i>this</i> and <i>these</i> which function as demonstrative pronouns.	<ul style="list-style-type: none">• Learners participated with the teacher and class.• Learners attended to meaning and notice the form and function of the target grammar.	2	<ul style="list-style-type: none">• Flash cards• Picture cards 5-15• Task sheets 3 and 4

Table 2 Teaching Plans (Continued)

Periods	Activities/ Contents	Objectives	Teacher	Learners	Lesson Plan	Materials
4	• <i>This</i> and <i>These</i> as determiners	<ul style="list-style-type: none">• Learners can use <i>this</i> as a determiner of someone or something near them.• Learners can use <i>these</i> as a determiner of people or things that are near them.	• Teacher provided activities and tasks to present <i>this</i> and <i>these</i> functioning as determiners.	<ul style="list-style-type: none">• Learners participated with the teacher and class.• Learners attended to meaning and notice the form and function of the target grammar.	3	<ul style="list-style-type: none">• Flash cards• Picture cards 16-17• Task sheets 5 and 6
5	• <i>This</i> and <i>These</i> as demonstrative pronouns and determiners	• Learners can make decisions as to which grammatical devices are most appropriate to express their intended meaning.	• Teacher provided activities and tasks to trigger ‘noticing’ in learners to present the concepts of <i>this</i> and <i>these</i> which required learners to make decisions	• Learners participated with the teacher and class. Then, they used the production phase to reflect on their own linguistic inadequacies.	4	<ul style="list-style-type: none">• Flash cards• Picture cards 18• Task sheets 7 and 8

Table 2 Teaching Plans (Continued)

Periods	Activities/ Contents	Objectives	Teacher	Learners	Lesson Plan	Materials
			as to which grammatical devices were most appropriate to express their intended meaning.			
6		Post-test	• Teacher gave the post test to the students.	• Learners did the post-test.	-	Post-test

3.4.3 Post-testing

The post-test was given to the subjects in the sixth period, after the treatment. The subjects did the post-test which was the same as the pre-test.

3.4.4 Students’ Attitude Survey

After the class experiment was conducted, the survey of learners’ attitude toward English grammar teaching in context was continued. The survey was a questionnaire to find the learners’ attitude. This survey was divided into two parts. Part one was students’ background information. Part two was students’ attitude toward grammar in context with task directions to search for rules which contain with 18 items. Item 1 to item 14 were the good points of the method. Item 15 to item 18 were the weak points of the method. The learners were required to decide how much they agreed with each statement about the method and completed the four-scaled questionnaire by checking in the column provided. The four scales were: 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. The students were also asked to freely answer the open-ended questions about the teaching method and activities in

class. To avoid the learners' misunderstanding, this process was in Thai, and the teacher was present to help explain if the students did not understand any point in the questionnaire. (See Questionnaire in Appendix C).

3.5 Data Collection

The data collected from the subjects was divided into two parts. Part one was the data from the pre- and post-tests. Part two was from the survey.

The pre- and the post tests were marked by the teacher who gave the treatment. Each correct item was worth one mark. Incorrect item resulted in zero, which included incorrect spelling.

The data from the survey revealed the students' attitude toward English grammar teaching in context.

3.6 Data Analysis

The scores of the pre- and the post-tests were compared and analyzed by using t-test to determine the effectiveness of the teaching method.

The data from the survey was analyzed by considering the mean of the sum of the scores the students gave to each question in answering the questionnaire. The means were also calculated in percentages.

CHAPTER 4

RESULTS

In this chapter, the data collected using the methods described in the chapter 3 was analyzed. The results of this study answered the following research questions:

- 1) Can young learners learn grammar from context with task directions to search for rules?
- 2) What are the attitudes of young learners toward the teaching technique of English grammar through context with task directions to search for rules?

4.1 Can Young Learners Learn Grammar from Context with Task Directions to Search for Rules?

To answer this question, the subject’s scores of the pre- and the post-tests were compared and analyzed by using t-test to determine the effectiveness of the teaching method. The results of the study were shown in Table 3 below.

Table 3 Comparison of Learners’ Pre-test and Post-test Scores

Student	Pre-test (12)	Post-test (12)	Gain
1	1	9	8
2	5	12	7
3	4	11	7
4	3	9	6
5	3	8	5
6	1	11	10
7	4	11	7
8	10	11	1
Total	31	82	51
Mean score	3.88	10.25	6.38
Percentage	32.29	85.42	53.17
SD	2.615		
t	6.895		
p	0.000**		

**Significantly different (p<0.05)

As shown in Table 3, the percentage of the learners’ pre-test was low (32.29% or 3.88 out of 12). After learning through the teaching method of grammar in context with task directions to search for rules, the percentage of the learners’ post-test was much higher (85.42% or 10.25 out of 12). The percentage of the gained scores after the instruction was 53.17 % (6.38 out of 12). The difference between the mean scores of the pre- and post-test is statistically different at $p= 0.00$. The learners’ English grammar proficiency seemed to improve. It can be concluded that the grammar in context lessons appeared to help young students learn grammar. Learning English grammar by using this method can indeed help young learner to improve their English grammar proficiency.

Table 4 Learners’ Pre-test and Post-test Scores: Comparison of *This* and *These* as Pronouns and Determiners

Grammar	Number of students	Number of items	\bar{x} of pre-test (%)	\bar{x} of post-test (%)	SD	\bar{x} of gain (%)	t	p
Pronouns	8	6	1.13 (18.83)	5.50 (91.87)	1.92	4.38 (73.00)	6.44	0.000 **
Determiners	8	6	2.75 (43.83)	4.75 (79.17)	1.19	2.00 (33.33)	4.733	0.002 **

Table 4 shows the results of *this* and *these* functioning as a pronoun and a determiner, which are the focus of this study. The results show that the percentages of the gained score means of pronouns and determiners are different. There are different degrees of significant levels. For pronouns, the significant level is 0.000, but the significant level of determiners is 0.002. This means that the technique seemed to help the students learn grammar quite differently. The students seemed to learn *this* and *these* as pronouns better.

If we look at the pre-test scores, the results also show that the students were able to use *this* and *these* as determiners to some extent before the treatment and they

could use the forms even more correctly after learning by using the grammar in context with task directions to search for rules method.

Table 5 Learners’ Pre-test and Post-test Scores: Comparison of each Function

Grammar		Number of students	Number of items	\bar{x} of pre-test (%)	\bar{x} of post-test (%)	SD	\bar{x} of gain (%)	t	p
Pronouns	<i>This</i>	8	3	0.75 (25.00)	2.50 (83.33)	1.04	1.75 (58.33)	4.78	0.002**
	<i>These</i>	8	3	0.38 (12.87)	3.00 (100)	1.06	2.63 (87.67)	7.00	0.000**
Determiners	<i>This</i>	8	3	1.50 (50.00)	2.25 (75.00)	0.71	0.75 (25.00)	3.00	0.020**
	<i>These</i>	8	3	1.25 (41.67)	2.50 (83.33)	1.28	1.25 (41.67)	2.76	0.028**

**Significantly different (p<0.05)

Table 5 shows the results of all functions which were focused in this study. From this table, the results show that the percentages of the post-test score mean of each function is different from that of the pre-test. The differences are significant at $p < 0.05$. This means that the investigated method helped these young learners learn the target grammar points. And if we look at the percentages of the gained scores, we can see that the students learned how to use *these* as a pronoun the best, followed by *this* as a pronoun. They learned *this* as a determiner the least. The method seemed to help the students learn different forms and functions quite differently.

4.2 What are the Attitudes of Young Learners toward the Teaching Technique of English Grammar through Context with Task Directions to Search for Rules?

To answer this question, the information from the questionnaire was analyzed. The percentages and means of the scores the students gave to each question were calculated. The result is shown in Table 6.

Table 6 The Percentages, Mean and Standard Deviation of the Questionnaire Scores

Questions	N=8				\overline{X}	SD	%
	4	3	2	1			
	%	%	%	%			
<u>Good points of the method</u>							
1. It is the way that can represent many patterns of language use.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
2. It helps learners to know which pattern is appropriate for each situation.	4 50.00	4 50.00	0 0.00	0 0.00	3.50	0.53	87.50
3. It helps learners use language to communicate in a proper meaning.	2 25.00	6 75.00	0 0.00	0 0.00	3.25	0.46	81.25
4. It encourages learners to notice grammar from context.	3 37.50	5 62.50	0 0.00	0 0.00	3.38	0.52	84.50
5. It helps learners to notice the relationship between function meaning and the use of language.	1 12.50	7 87.50	0 0.00	0 0.00	3.13	0.35	78.25
6. It helps learners to realize that in different contexts or situations, the function used is different.	1 12.50	7 87.50	0 0.00	0 0.00	3.13	0.35	78.25
7. It helps learners to remember the rules and use of language.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
8. It encourages learners to do the discussion with friends.	5 62.50	2 25.00	0 0.00	1 12.50	3.38	1.06	84.50
9. It helps learners learn grammar more quickly.	4 50.00	4 50.00	0 0.00	0 0.00	3.50	0.53	87.50
10. It helps learners to know the way of using grammar in real situations.	1 12.50	7 87.50	0 0.00	0 0.00	3.13	0.35	78.25
11. It is an interesting method.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
12. It helps students feel confident when using English in communication.	3 37.50	4 50.00	1 12.50	0 0.00	3.25	0.71	81.25

Table 6 The percentages, mean and standard deviation of the Questionnaire scores
(Continued)

Questions	N=8				\overline{X}	SD	%
	4	3	2	1			
	%	%	%	%			
<u>Good points of the method</u>							
13. It helps students do the exercises correctly.	3 37.50	4 50.00	1 12.50	0 0.00	3.25	0.71	81.25
14. Students feel proud because they get knowledge by themselves.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
\overline{X} of the student's attitude (N=8)	3.36	4.43	0.14	0.07	3.39		84.68
% of the student's attitude	42.00	55.38	1.75	0.88			
<u>Weak points of the method</u>							
15. Students spend longer time than usual to understand the lesson point because students have to notice and think themselves.	2 25.00	6 75.00	0 0.00	0 0.00	3.25	0.46	81.25
16. It is suitable for only clever students.	0 0.00	6 75.00	1 12.50	1 12.50	2.63	0.74	65.75
17. Students can learn less language content.	0 0.00	3 37.50	0 0.00	5 62.50	1.75	1.04	43.75
18. Learning grammar from rules is better than and this teaching method.	4 50.00	4 50.00	0 0.00	0 0.00	3.50	0.53	87.50
\overline{X} of the student's attitude	1.50	4.75	0.25	1.50	2.78		69.50
% of the student's attitude	18.75	59.38	3.13	18.75			

Note: 4 = strongly agree
 3 = agree
 2 = disagree
 1 = strongly disagree

According to the data in Table 6, the overall results of the questionnaire show that the students' attitudes toward Grammar in context with task directions to search for rules method was at a high level ($\overline{x} = 3.39$). They agreed and strongly agreed with the good points claimed of the method.

As a whole, most of the students agreed with the good points (42.00% of strongly agree and 55.38% of agree). They particularly agreed ($\bar{x} = 3.63$) that the method was the way that can represent many patterns of language use, helped learners remember the rules and use of language, was an interesting method, and helped them feel proud because they gained knowledge by themselves.

There were very few students who disagreed (1.75 %) and strongly disagree (0.88 %) with the good points of the method. These students thought that the method did not encourage learners to do the discussion with friends, nor did it help students feel confident when using English in communication. One student also thought the method did not quite help students do the exercises correctly.

When the weak points of the method were considered, it was found that most learners seemed to agree that they needed to spend longer time than usual to understand the lesson point since they had to notice and think by themselves, and they preferred learning grammar from rules, i.e. they agreed that learning grammar from rules was better (item 18). Many students also thought that this method was suitable for only clever students (item 16). However, it was found that a lot of students (62.50%) did not agree with item 17 (Students can learn less language content than learning through the traditional teaching method.) That is, they thought they could learn the language through this method.

CHAPTER 5

DISCUSSION

In this chapter, the findings presented in the previous chapter will be discussed. Pedagogical implications will also be explained.

5.1 The Effectiveness of the Grammar in Context with Task Directions to Search for Rules

The findings shown in the previous chapter revealed that grammar in context seemed to help the young learn English grammar. The subjects' knowledge of the target grammar significantly improved through the use of grammar in context tasks. This is in line with Celce-Murcia (1991), Larsen-Freeman (2003), Nunan (1998), Sa-ngiamwibool (2005), Thornbury (1999), Ur (2000), Weaver (1996) and Zhen (2008), who all claimed that presenting and practicing grammar points in context are effective ways to facilitate the acquisition of the target language.

In this study, the students could learn *this* and *these* functioning as a pronoun and a determiner well, especially *this* and *these* as pronouns. This result suggested that drawing the students' attention to noticing essential grammatical features enable learners to see the relationship of the grammatical features and how they are used in context and they will be able to apply them in their language uses. In this study, the teacher showed pictures along with relevant uses of *this* and *these* in context or sentences to present the meaning of *this* and *these* and engaged them in the process of noticing that the meanings and uses of *this* and *these* are different. The learners were encouraged to attend to meaning and notice the forms and functions of *this* and *these* in each context to identify the differences of *this* and *these*. At the last step, the students also interpreted the meaning of the text(s) in which *this* and *these* were used, leading to the restructuring of their mental grammar. The teacher then provided activities and tasks in context which required the learners to make decisions

as to which grammatical devices were most appropriate to express their intended meaning in each particular context.

The findings seemed to support Allen (2005) who claimed that noticing plays a key role in grammar acquisition. In teaching, it is important to encourage students to notice since noticing or consciousness-raising is a deliberate attempt to raise learners' awareness of the formal features of the language, which leads to acquisition. This implies that learning is a result of direct manipulation of the learners' mental state (Fotos, 1993 ; Leow, 1997, 2000 ; Mackey, 2006 ; Schmidt, 1993, 2001, 2010). The finding of this study also appeared to support the idea behind the inductive approach which says that when students actively involve themselves in the learning process and formulate grammatical rules by themselves, check, test and revise these rules, rather than memorizing them without understanding why, could develop and enhance students' English grammar competence and skills (Brigham, 2005 ; Goner, Phillips, and Walters, 1995 ; Nunan, 2005 ; Putthasupa, 2010 ; Zhou, 2008).

However, when each function (*This* and *These* as pronouns and *This* and *These* as determiners) is considered, the results show that the teaching method could help learners understand the concept of each function at different degrees. That is, they could learn *This* and *These* as pronouns better than *This* and *These* as determiners. If we consider the functions of *This* and *These*, we see that their function as determiners seems more complex than as pronouns. They cannot be used alone as a noun phrase; they need to be used with a noun of different forms, i.e. singular or plural. While in the case of *This* and *These* as pronouns, students simply need to realize about singularity or plurality of nouns that they want to introduce; they do not need to think about what form of the noun to use. However, in the case of determiners, they not only have to find the referred nouns, but also decide what noun form (singular or plural) should be used with each determiner. This may have made *This* and *These* as determiners more difficult to acquire.

Nevertheless, when this method was used in this grammar course, the findings showed that it could help the learners learn every target grammar point. This is in the line with the findings of many studies (e.g. Bao and Sun, 2010; Sa-ngiamwibool, 2005 and Shak and Gardner, 2008) which suggested that teaching grammar through context helped learners to improve their grammatical proficiency.

As a whole, the findings appear to support the claim that teaching grammar in context can enable learners to see the relationship between grammar learning and language use in a communicative situation and effectively use it to communicate. It may be useful for teachers to use it in their lesson. As Sa-ngiamwibool (2005) and many researchers suggested, an effective way to teach grammar in context is to use activities and tasks which can draw learners' attention to noticing essential grammatical features. Similar to this study, the learners could learn functions of *this* and *these* after they were provided tasks with directions to search for rules. In the learning processes, the learners were encouraged to notice the clues to the target grammar points and discover their forms and functions then apply the discovery in a new context. It is thus reasonable to state that grammar in context tasks had a significant influence upon the improvement of the young learners' English grammar in this study. Nevertheless, whether it is better than other methods would need further investigation. Morelli (2003), for example, found that this method could help, but it was as effective as other methods.

5.2 Learners' Attitudes toward the Teaching Technique of English Grammar through Context

The findings regarding the learners' attitudes towards the teaching technique of English grammar through context as shown in the previous chapter indicated that most of the learners had positive attitudes toward grammar in context teaching technique. That is, they seemed to agree that the method is good for many reasons. It thus seems reasonable to state that the learners were satisfied with the teaching technique of English grammar through context.

Dörnyei (2001) suggested that there are four components of motivating teaching: motivating learning conditions, motivating techniques, stimulating activities, and turning evaluating and feedback into positive experiences. These four elements have been combined in grammar in context with task directions to search for rules. In this study, the learners were provided with tasks that helped them learn the functions and forms of *this* and *these* and required them to perform some operations on or with it. They could explore the target grammar in the given tasks. There were a lot of meaningful, recycling and guidance in attending to language forms and functions.

The learners were active participants in the tasks in which they had an opportunity to use grammar and relate grammar instruction to real life situations. They also were encouraged to become active explorers of language. That means they had to notice the clues to *this* and *these*, discover their forms and functions and apply the discovery in a new context. The ways to do these were providing exercises to train the learners to explore grammatical structures in context.

The findings support the studies by Morelli (2003) and Shak and Gardner (2008) which showed that learners were satisfied with the teaching grammar through context method. The method is different from the traditional way of grammar teaching, in which the teacher teaches rules and has learners remember them. This way of teaching brings learners boredom in learning (Rittichai, 2006).

Several scholars —Nikolov (1999), Pinter (2006), and Spaulding (1992) — pointed out that when learners are motivated to perform academic tasks, they will learn. This is supported by the findings of this study, which showed that most learners had positive attitudes toward the method and they significantly improved after the treatment. During the experiment, the researcher observed that the learners actively participated in the activities, and provided their post-test scores were much higher than those of the pre-test. Learning English grammar through this method seems to motivate young learners to learn English grammar.

It is, however, interesting to find that even though the participants of this study agreed that this grammar in context teaching method is good for many reasons, all of them agreed that learning grammar from rules is better. This may suggest that they were used to the traditional way of teaching, and did not like change, even when they saw the good points of the new method. They might have thought that this method might waste more time than usual to understand the lessons as they had to notice and think themselves. Moreover, the students might have the feeling of being uncertain about the rules that they formed by themselves. They might have thought that their teacher might be unhappy if they had the wrong answer, which they did not want to happen. This point is relevant to young learners' characteristics discussed in chapter 2 that they wanted to please their teacher (Cameron, 2001 ; Harmer, 2001 ; Nedomová, 2007 ; Pinter, 2006). Thus, they might prefer the teacher to tell them rules

and they apply them in exercises. This is maybe why most students thought/agreed that this teaching method was good for only clever students.

Nevertheless, the findings of this study seem to show that overall the learners could find the advantages of the lesson. They had positive attitude toward this teaching method although they were not fully familiar with it. All of them still thought that learning through rules given by the teacher was better despite their seeing many good points of this teaching method.

5.3 Pedagogical Implications

According to the results of the study, teaching grammar inductively through context is proven effective in helping young learners learn English grammar. Most learners thought it is an interesting method. It is recommended that the teachers of English grammar apply this technique to help young learners to learn grammar. In doing so, the teachers may also use games or other interesting activities such as story-telling, jigsaw reading, songs, poems etc. in order to avoid boredom and promote motivation. Moreover, the teachers should provide familiar words and situation containing the target grammar form and function to help learners learn better.

The stages of teaching and learning grammar inductively through context tasks are suggested as follows: First, the teacher provides useful context containing the target grammar to make learners see the relationship between form, function and meaning. In this stage, the grammar interpretation tasks which provide learners with data in some form and require them to notice its functions should be used. Next, after the learners can notice and understand the use of the target grammar, teachers should encourage learners to review their knowledge by using grammaring tasks, which is the way to extend the use of grammatical structures to achieve communicative clarity and appropriacy. Doing this will help learners improve their grammatical skill and have a positive attitude toward learning grammar because there are a lot of meaningful, recycling of activities, and guidance in attending to language forms. Finally, the learners will be active participants in a task in which they have an opportunity to use grammar and relate grammar instruction to real life situations. They will also be encouraged to become active explorers of language.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion of the study and recommendations for further study.

6.1 Conclusion

The purposes of the study were to investigate young learners' achievement of learning English grammar inductively through the grammar in context method with task directions to search for rules developed by Sa-ngamwibool (2005) and their attitudes toward this teaching method. It was expected that the results of the study would answer whether or not the grammar in context method with task directions to search for rules would help young learners learn English grammar, and whether the learners would like it. The subjects of this study were Pratomsuksa 5 students of Baan Khon Tae School in Sisaket Educational Service Area Primary Office 3, studying English in the second semester of academic year 2011. The investigated grammar points were *this* and *these* as pronouns and determiners. Pre- and post-tests and an attitude questionnaire were used to collect the data. The results of the study showed that the grammar in context with task directions to search for rules was an effective grammar teaching method, especially the use of *this* and *these* as pronouns. The learners also had positive attitude toward it.

6.2 Limitations of the Study

This study has some limitations. First, the number of the subjects in the study may be too small to make the results generalizable (The small number of subjects was due to the fact that Baan Khontae School is a small school with only eight students in Pratomsuksa 5). Second, the grammar points investigated were limited. Third, the post-test was taken a period after the treatment had finished; therefore, the long term effect of the teaching method could not be claimed. Lastly,

there was no follow-up interview with the students to check if their opinions were consistent with what they had expressed in the questionnaire.

6.3 Recommendations of Further Studies

Based on the limitations mentioned in the previous section, further study should be conducted with a greater number of students to make the study results more generalizable. Moreover, other grammar points and long-term retention should be investigated to see the method's effectiveness. The interview should also be used to find students' opinions and attitudes toward the method. This would help strengthen the claims of the study. In addition, comparing this teaching method with others may be helpful in finding good ways to teach grammar.

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APPENDICES

APPENDIX A
PRE- AND POST-TEST

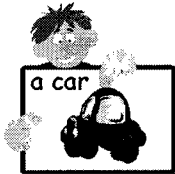
Pre- and Post-test

Part 1: This and These as Demonstrative Pronouns

1-6 Look at the pictures and choose the provided words to put in each blank.
(ข้อ 1-6 ดูภาพแล้วเลือกคำที่กำหนดให้เติมลงในช่องว่างให้ถูกต้อง)

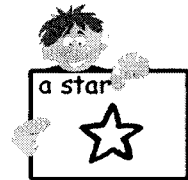
This These is are

1.



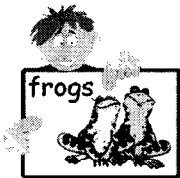
..... a car.

2.



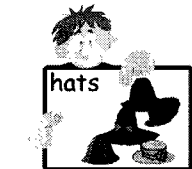
..... a star.

3.



..... frogs.

4.



..... hats.

5.



..... Tom's dog.

6.



..... Ann's books.

7-12 Look at the pictures then correctly put This or These in each blank to correct the answer. (ข้อ 7-12 ดูภาพแล้วเลือก This หรือ These ให้เติมลงในช่องว่างให้ถูกต้อง)



The picture sited from <http://www.student-weekly.com/151110/educate2.html>

In Thailand, the full moon day of November is the Loy Krathongs day,
(7)
day is the time to pay respect to the river goddess, *Mae Kong Ka*. goddess
(8)
lives in the river.

Loy Krathong is a well known festival. festival is important for Thai
(9)
people.

In the picture, there are many boys and girls. boys and girls hold
(10)
Kratongs. Kratongs have flowers. flowers have many colors.
(11) (12)

APPENDIX B
LESSON PLANS

Lesson Plan 1

Subject: English **Level:** Pratomsuksa 5
Topic: The meaning of “*This*” and “*These*” **Time:** 50 minutes
Date:

.....
Learning Goals: The learners know the meanings, forms and functions of “this” and “these”.

The learners can match the word *This* and *These* to the pictures which show their meaning.

New vocabulary: *This, These*

New structures:

- *This* has a singular meaning.
- *These* has plural meaning.

Recycled vocabulary: -

Recycled structures: -

Materials: Picture cards No.1-4, Flash cards, Task sheets 1 and 2

Warm-up:

- Teacher asks students to think of something singular or plural which may be people or things. How can they express them in English? What are the differences between the two?
- Play a matching game.
 - Teacher has students equally divide themselves into two groups.
 - Teacher lets the 2 groups look at the pictures and vocabulary cards and then let them match the words and pictures.
 - In 2 minutes the group that finishes first and does the best will be the winner.

Procedure:

- Teacher shows two pictures of a person pointing to a thing which is close to him/her and there is a sentence below each picture. The first picture has only one thing. The second picture has more than one thing.
- Teacher reads the sentence and the students have to listen and notice.

- Teacher shows the pictures of a person pointing to something or things close to him/her and there is a sentence below each picture.
- Teacher reads the sentence to the students or lets students read and notice.
- Teacher checks students' understanding, explain or translate unfamiliar vocabulary.
- Teacher divides students into two groups and gives them some picture cards with a sentence. Teacher lets students brain storming about the differences between "*This*" and "*These*" and present in front of the class. (The presentation may be in Thai)

Wrap-up:

- Teacher gives task sheets to the students then lets students do the exercises.

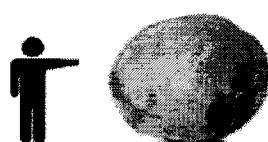
Assessment:

- Class observation
- Exercise

Picture cards

55

(No.1)



This

(No.2)

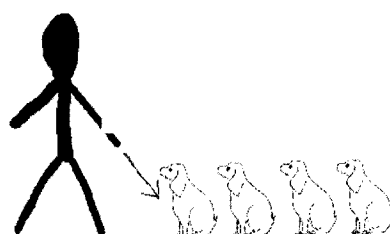


These

(No.3)



(No.4)

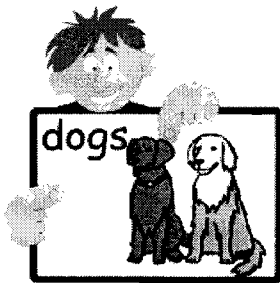
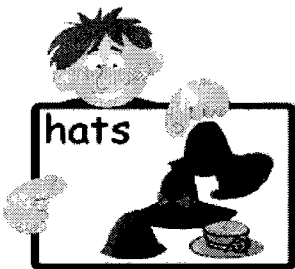
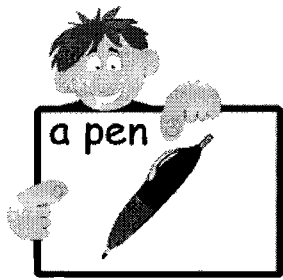
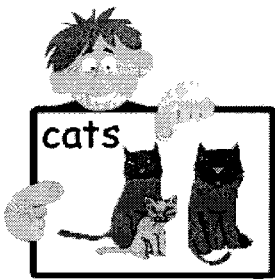
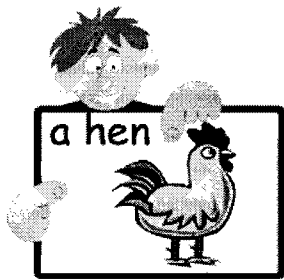


Task sheet 1

Match the word *This* and *These* to the pictures which show its meaning. (โยง *This* และ *These* กับภาพที่แสดงความหมายของแต่ละคำ)

This

These

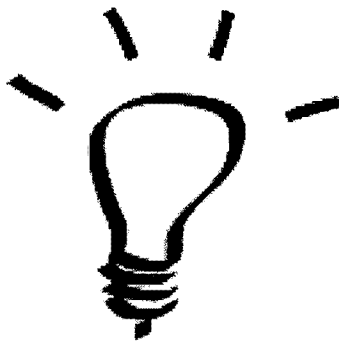


Name No.

Task sheet 2

Work in group (ทำงานเป็นกลุ่ม)
What are the differences between “This” and “These” ?
(อะไรคือข้อแตกต่างระหว่าง “This” และ “These” ?)

This	These
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



Name	No.
Name	No.
Name	No.

Topic: “*This*” and “*These*” as demonstrative pronoun **Time:** 50 minutes

Date:

Learning Goals: The learners can

- Use ***This*** as a demonstrative pronoun to introduce someone or something that they are going to talk about.
- Use ***These*** as a demonstrative pronoun to introduce people or things that they are going to talk about.

New vocabulary: Favorite, Player, Prime Minister, Singer, Son, Star

New structures:

- ***This*** + is + a singular noun.
- ***These*** + are + a plural noun.

Recycled vocabulary: Hello, Hi.

Recycled structures: Hello/Hi, my name is

Materials: Flash cards, Picture cards No.5-15, and Task Sheet 3 and 4

Warm-up:

- Teacher asks students to introduce themselves to the class.
- After learners finish introduce, teacher point to the learner and say

This is or *These are*

- Teacher asks students to think of the situation when they want to introduce someone or something then asks them how they can do that in English?

Procedure:

- Teacher has students sit in a semi-circle.
- Teacher shows pictures and flash cards to the students then introduce them about the pictures.
- Teacher has to always check students’ understanding together with stopping to explain or translate unfamiliar vocabulary. The frequent examples of the grammar points will be inserted into the story which gives to the pictures.
- Teacher gives the pictures of two different forms which show the way “*This*” and “*These*” are used. Teacher then lets students work in pair to underline the grammar point or sentences which make the two tasks different.

- Teacher lets students do the task sheets.

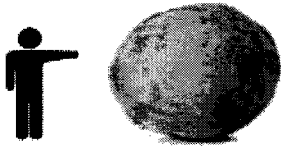
Wrap-up:

- Teacher asks the whole class to discuss in order to draw the conclusions that “***This***” is used to introduce someone or something that the speaker is going to talk about. While, “***These***” is used to introduce people or things that the speaker is going to talk.

Assessment:

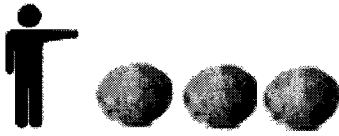
- Class observation
- Exercise

(No.5)

A stick figure stands on the left, pointing its right arm towards a single, large, dark, oval-shaped coconut on the right.

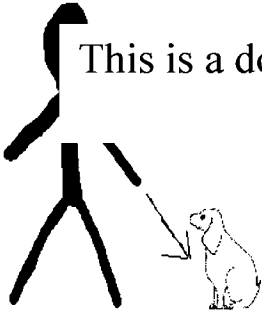
This is a coconut.

(No.6)

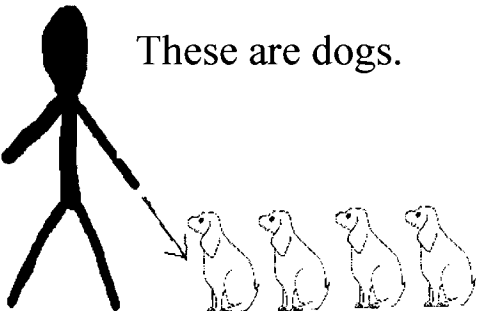
A stick figure stands on the left, pointing its right arm towards three dark, oval-shaped coconuts arranged in a horizontal row on the right.

These are three coconuts.

(No.7)

A stick figure stands on the left, pointing its right arm towards a single, small, light-colored dog sitting on the right.

This is a dog.

A stick figure stands on the left, pointing its right arm towards four small, light-colored dogs sitting in a horizontal row on the right.

These are dogs.

(No.8)



This is her son. His name is Alex.

(No.9)



These are her bags.

(No.10)



This is Sonram Teppitak. He is a T.V. star.

(No.11)



This is Lalita Panyopad. She is a T.V. star.

(No.12)



*This is Thai Prime Minister.
Her name is Yingluk Chinnawat.*

(No.13)



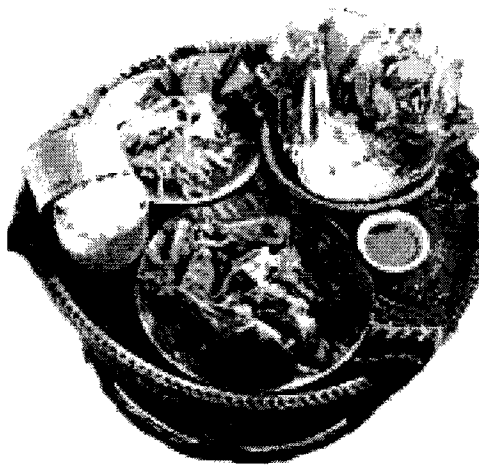
These are singers in Thailand.

(No.14)



These are Thai football players.

(No.15)



These are Thai favorite dishes.

Task sheet 3

Match the pictures with the sentences. (จับคู่ภาพและประโยค)

1.

☐

This is my dog.

2.

☐

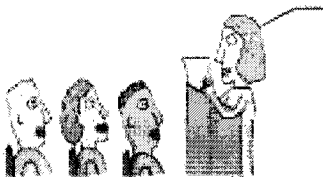
These are my books.

3.

☐

These are my students.

4.

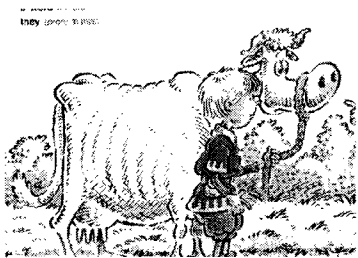
☐

This is my favorite book.

Name No.

Task sheet 4

Work in group (ทำงานเป็นกลุ่ม)
Consider the pictures and sentences, what are the differences between the use of
“This” and “These” ? (พิจารณาภาพและประโยคที่กำหนดให้ แล้วบอกว่าอะไรคือข้อแตกต่าง
ระหว่างการใช้ “This” และ “These” ?)

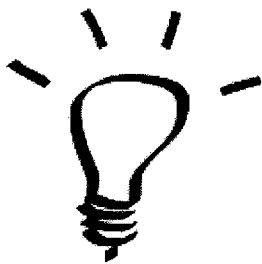


This is a cow.



These are beans.

This	These
.....
.....
.....
.....
.....



Name	No.
Name	No.

Subject: English

Level: Pratomsuksa 5

Topic: “This” and “These” as determiners

Time: 50 minutes

Date:

.....

Learning Goals: The learners can

- Use “This” as a determiner that refers to someone or something near them.
- Use “These” as a determiner referring to people or things that are near them.

New vocabulary: Cartoon, Character, Dimension, Famous, Future, Gadget, Japanese, Lazy, Pocket, Sent, Unlucky, Useful, Weak, Asia, Cheer, Country, National, People, Select, Southeast, Team, Thais

New structures:

- This + a singular noun
- These + plural noun

Recycled vocabulary: Favorite, Player, Prime minister, Singer, Son, Star

Recycled structures:

- This + is + a singular noun.
- These + are + a plural noun.

Materials: Picture cards with the story No. 16 and 17 and Task Sheet 5 and 6

Warm-up:

- Teacher gives learners a script of a conversation between men with the target structures highlighted.
- Teacher reads the conversation and lets them listen.
- Teacher asks learners about the highlighted parts and lets them listen to the conversation again and do the discussion

Procedure:

- Teacher uses a large visual aid to show the pictures of cartoon characters with a story about them. The frequent examples of the grammar points will be inserted into the story.

.....

- Teacher always checks learners’ understanding together with stopping to explain or translate unfamiliar vocabulary.
- Teacher divides learners into two groups and then gives them a task sheet whose pictures and passage are the same as those earlier presented in front of the class and lets learners point out that the determiner “*This and These*” are used to refer to which noun in the story.
- Teacher gives learners a task sheet which contains a picture of Thai football players then asks students some questions such as

Teacher: “Who are these people?”

Students:

Teacher: “How many people are there in this picture?”

Students:

- Teacher tells learners about the situation which is about the new reporter reporting about Thai national football players. Teacher explains that the reporter is standing in front of the visual aid and while she/he is reporting the new, she/he points to the picture too. Teacher acts as the reporter, and then gives students a task sheet which contains a picture and story of Thai football players and read to them or lets them read it themselves.
- Teacher always checks learners’ understanding together with stopping to explain or translate unfamiliar vocabulary.
- Teacher lets learners do a task sheet.

Wrap-up:

- Teacher and learners discuss about the lesson that have learnt to check their grammatical understanding of form, meaning and use.

Assessment:

- Class observation
- Exercise

Situation: Tom and John are friends. They meet each other at the hospital. After the greeting, John introduces Tom his father.

.....

John: Tom, do you know this man who is standing by my side?.

Tom: Oh... sorry John. I don't know him at all.

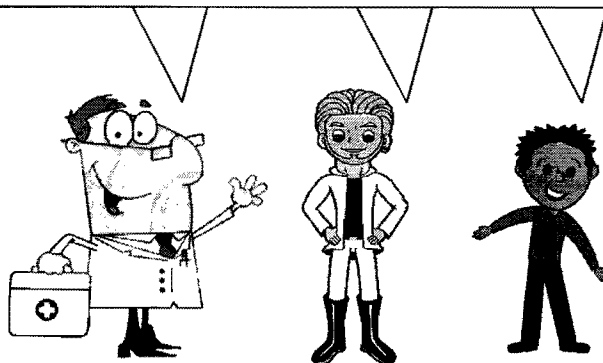
John: This man is my father. He is a doctor.

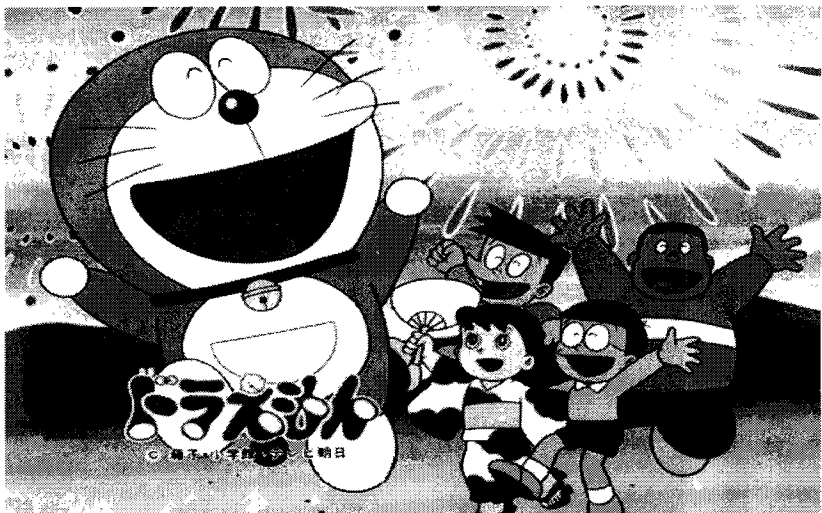
Tom: Oh...really, Nice to meet you father. My name is Tom

John's father: Hi, I'm Jim.

Tom: Oh...what are in these bags, Jim?

Jim: In these bags are medicines for my patients.





Sited from http://modernine.mcot.net/cartoon/content_view.php?id=327&t=4

This character is Doraemon. Doraemon is a Japanese₁ cartoon character₂. ***This character*** is very famous₃.

Doraemon is sent₄ from the future₅ to help Nobita. This boy is so unlucky₆, weak₇ and lazy₈.

Doraemon has a four-dimensional₉ pocket₁₀. ***This pocket*** is filled with useful₁₁ gadgets₁₂. ***These gadgets*** are used to help Nobita.

Adapted from Doraemon by Eri Izawa, sited from http://www.ex.org/4.8/35-manga_doraemon.html

1. Japanese	ชาวญี่ปุ่น	7. weak	อ่อนแอ
2. character	ตัวละคร	8. lazy	ขี้เกียจ
3. famous	มีชื่อเสียง	9. dimensional	มิติ
4. sent	ส่ง	10. pocket	กระเป๋า
5. future	อนาคต	11. useful	มีประโยชน์
6. unlucky	โชคร้าย	12. gadget	เครื่องมือชิ้นเล็กๆ

Task sheet 5

Read and **then** put the correct answer by choosing the providing words into each blank. (ดูภาพแล้วเลือกคำที่กำหนดให้เติมลงในช่องว่างให้ถูกต้อง)

This These is are

(1)



Doraemon is a cartoon character.
..... character famous.

(2)



Nobita is a boy who is Doraemon's friend. boy so unlucky, weak and lazy.

(3)



Doraemon's pocket is filled with useful gadgets. gadgets used to help Nobita.

Name	No.
------------	----------

The Thai national football players



Sited from <http://sport.mthai.com/football-thai/61406.html>

These football players₁are Thai national football players. These players are selected₂ from many Thai football teams₃. **In the Palembang Games 2011** or 26th Sea Games in Indonesia, these players **have to play** with many teams. These teams are from each country₄ in Southeast₅ Asia₆. **All Thai people₇ cheer₈ our Thai₉ football players.**

1. player	ผู้เล่น	7. people	ประชาชน
2. select	เลือก	8. cheer	เชียร์
3. team	ทีม	9. Thais	ชาวไทย
4. country	ประเทศ		
5. Southeast	ตะวันออกเฉียงใต้		
6. Asia	ทวีปเอเชีย		

Task sheet 6

A: Choose the picture which matches the sentence. (เลือกภาพที่เหมาะสมกับประโยค)

(1)

These players are Thai national players.



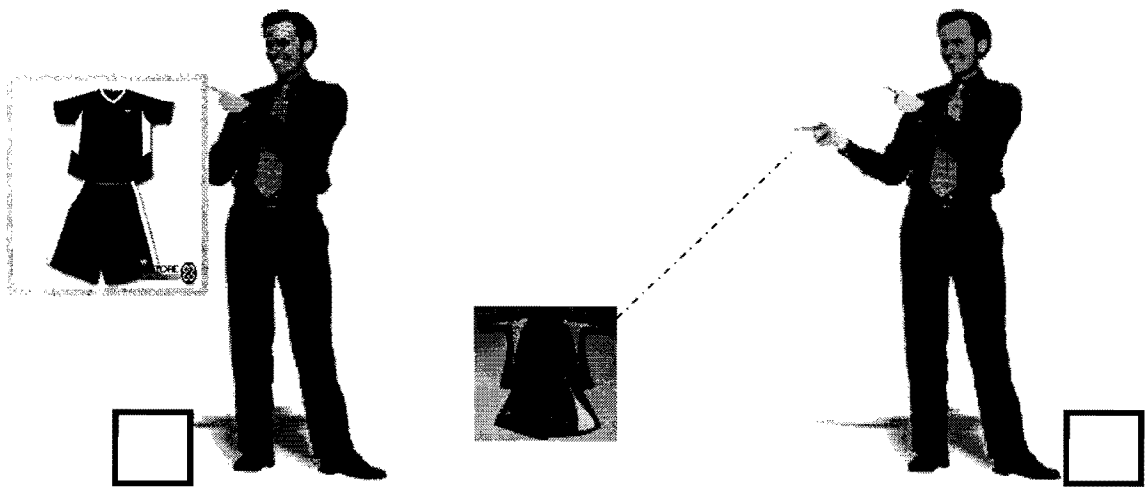
(2)

This shoe is mine.



(3)

These shirt and shorts are a football suit.



NameNo.

Lesson Plan 4

Subject: English **Level:** Pratomsuksa 5
Topic: “This” and “These” as demonstrative pronouns and determiners
Date: **Time:** 50 minutes
.....

Learning Goals: The learners can

- make decisions as to which grammatical devices are most appropriate to express their intended meaning.

New vocabulary: Daughter, Joker, Wife, Woman

New Structures: -

Recycled vocabulary: Activity, Aim, Annual, Beauty, Begin, Colorful, Contest, During, Entertainment, Festival, Folk, Foreigner, God, Held (Hold), Interesting, Northeastern, Place, Plea, Plenty, Procession, Province, Rainfall, Rainy, Rocket, Season, Tourist, Visit, Year

Recycled structures:

- *This* + is + a singular noun.
- *These* + are + a plural noun.
- *This* + a singular noun.
- *These* + a plural noun.

Materials: Flash cards, Picture cards18 and Task Sheet 7, 8

Warm-up:

- Teacher asks learners about the ways of using “This” and “These”.
- Teacher divides learners into two groups and lets them play a game.
 - Teacher gives learners pictures with different versions and asks learners in each group to find the differences.
 - The fastest with correct points will be the winner.
- Teacher asks learners to discussion about the way of playing this game.

The teacher draws conclusion that the importance to achieve the game is noticing. In learning learners have also use noticing to generalize knowledge.

Procedure:

- Teacher divides learners into two groups.
- Teacher shows students a series of pictures and key verbs, and some sentences described the pictures.
- Teacher asks students to order sentence which match to the picture.
- Teacher asks students in each group to tell their friends the story orally then write it down.
- Teacher lets students to finish Task Sheet 6 and 7.

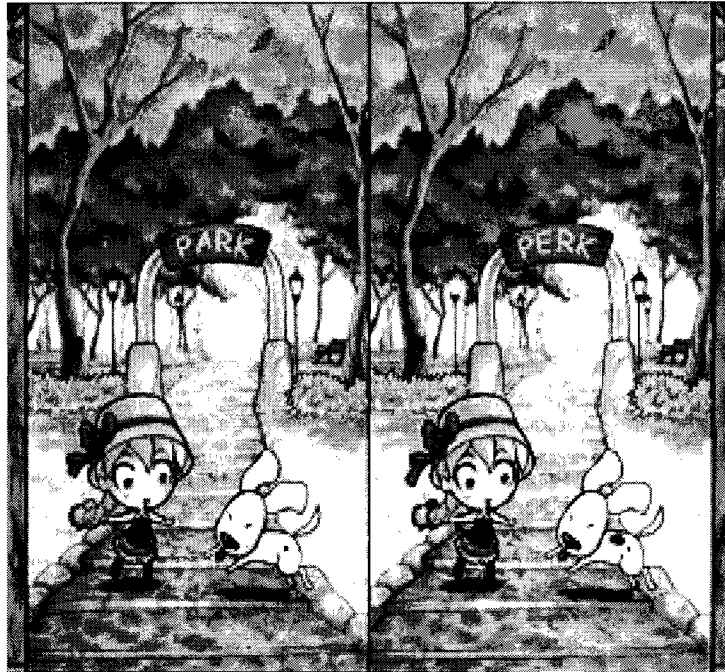
Wrap-up:

- Teacher and the whole class do the discussion about “This” and “These” which is used in each situation in order to draw a conclusion.

Assessment:

- Class observation
- Exercise

Look and find the differences. (ดูและหาข้อแตกต่าง)



<http://www.google.co.th/imgres?imgurl=http://igametlc.files.wordpress.com>

Thai Festival



This is the Rocket₁ Festival₂ or *Ngan Bun Bangfai*. This festival is in the northeastern₃ of Thailand. The most famous Rocket Festival is in Yasothon province₄. In each year₅ during₆ this festival, many tourists₇ come to visit₈ Yasothon. These tourists are from many places₉.

Ngan Bun Bangfai is held₁₁ at the beginning₁₂ of the rainy season₁₃. This festival is very interesting₁₄ because there are many activities₁₅. These activities are, such as, a colorful₁₆ rocket procession₁₇, a rocket contest₁₈, a beauty₁₉ contest and folk₂₀ entertainments₂₁ etc.

However, the aim₂₂ of this festival is an annual₂₃ plea₂₄ to god₂₅ for plenty₂₆ of rainfall₂₇.

(Adapted from Dararai story sited from

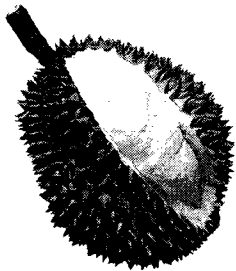
http://www.thaiwaysmagazine.com/thai_article/2404_thai_tradition_festivals/thai_tradition_festivals_.html)

1. Rocket	จรวด	10. foreigner	ชาวต่างชาติ	19. beauty	ความงาม
2. Festival	ประเพณี, เทศกาล	11. held	จัดขึ้น	20. folk	พื้นบ้าน
3. northeastern	ภาคตะวันออกเฉียงเหนือ	12. begin	เริ่มต้น	21. entertainments	ความบันเทิง
4. province	จังหวัด	13. season	ฤดู	22. aim	วัตถุประสงค์
5. year	ปี	14. interesting	น่าสนใจ	23. annual	ประจำปี
6. during	ระหว่าง	15. activities	กิจกรรม	24. plea	ขอภัย
7. tourists	นักท่องเที่ยว	16. colorful	สีสัน	25. god	เทพเจ้า
8. visit	เยี่ยมชม	17. processions	ขบวนแห่	26. plenty	ความอุดมสมบูรณ์
9. places	สถานที่	18. contest	ประกวด	27. rainfall	ปริมาณฝนที่ตกลงมา

Task Sheet 7

Choose the following sentences to write in the proper picture. (เลือกประโยคที่กำหนดให้ แล้วเขียนลงในภาพที่เหมาะสม)

- These foods are very delicious.
- This is a fruit.
- This fruit is in Thailand.
- These are Thai foods.
- We loves these foods.
- This fruit is Durian.



<http://www.google.co.th/imgres?imgurl=http://www.chanforchan.com>

.....


.....

.....

.....

.....

.....



<http://www.google.co.th/imgres?imgurl=http://img.kapook.com>

.....

.....

.....

.....

.....

.....

NameNo.


.....

NameNo.

☞ Look at these series choose the provided sentence which match to the picture and write it into the blank. (ดูภาพแล้วเลือกประโยคที่กำหนดให้และเหมาะสมกับภาพที่สุด)


- a. This woman is Mum’s wife.
- b. This is Mum Jog Mog.
- c. These are Mum’s son and daughter.
- d. This man is a very famous joker star in Thailand

(1)




.....

(2)



.....


(3)



.....

Her name is Endoo Wongtonglao.

(4)



.....

Mum loves them very much.

APPENDIX C
QUESTIONNAIRE



**แบบสอบถามวัดเจตคติของนักเรียนที่มีต่อการสอนไวยากรณ์ภาษาอังกฤษโดยใช้บริบททางภาษา
คำชี้แจง**

1) การตอบแบบวัดของนักเรียนครั้งนี้ เพื่อนำไปใช้ในการศึกษาวิจัยเรื่อง “เจตคติของนักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านขอนแก่น สำนักงานเขตพื้นที่การศึกษาประถมศึกษาศรีสะเกษ เขต 3 ต่อการสอนไวยากรณ์เรื่อง This และ These โดยใช้วิธีการสอนที่มีบริบททางภาษา โดยมีจุดมุ่งหมายเพื่อศึกษาว่าการใช้บริบททางภาษาสามารถส่งผลให้นักเรียนประสบความสำเร็จด้านการเรียนไวยากรณ์ภาษาอังกฤษ และช่วยส่งเสริมเจตคติที่ดีต่อการเรียนไวยากรณ์ภาษาอังกฤษ

2) แบบวัดฉบับนี้มีทั้งหมด 2 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามด้านข้อมูลทั่วไป

ตอนที่ 2 แบบสอบถามด้านเจตคติของนักเรียน

3) ให้นักเรียนอ่านข้อความแต่ละข้อพิจารณาเลือกตอบคำถาม โดยทำเครื่องหมาย / ลงในช่องระดับความคิดเห็นทางขวามือเพียงช่องเดียว ซึ่งมี 4 ระดับ ตามความรู้สึกที่เป็นจริงของนักเรียน แต่ละข้อไม่มีคำตอบ ถูก หรือ ผิด

ตัวอย่าง

ความคิดเห็นของนักเรียน	ระดับความคิดเห็น			
	มากที่สุด	มาก	น้อย	น้อยที่สุด
0. ฉันรู้สึกดีใจทุกครั้งที่ได้เรียนภาษาอังกฤษ		✓		
00.ฉันคิดว่าภาษาอังกฤษมีความสำคัญต่อการดำเนินชีวิต	✓			

ระดับคะแนน

มากที่สุด	4
มาก	3
น้อย	2
น้อยที่สุด	1

4) ขอให้นักเรียนตอบแบบวัดให้ครบทุกข้อ หากเว้นไว้เพียงข้อใดข้อหนึ่งจะทำให้แบบสอบถามทั้งฉบับไม่สมบูรณ์ และนำข้อมูลไปใช้ไม่ได้

5) ข้อมูลที่นักเรียนตอบแบบวัดนี้ จะถือเป็นความลับ และผู้วิจัยจะนำเสนอผลในภาพรวม ไม่มีผลกระทบใด ๆ ต่อนักเรียนไม่ว่าทางตรงหรือทางอ้อม

ตอนที่ 1 ข้อมูลทั่วไป

- เพศ ☐ ชาย ☐ หญิง
- วิชาที่นักเรียนชอบมากที่สุด
- ☐ ภาษาไทย ☐ คณิตศาสตร์ ☐ วิทยาศาสตร์
- ☐ สังคม ☐ สุขศึกษาพลศึกษา ☐ ศิลปะ
- ☐ การงานอาชีพและเทคโนโลยี ☐ ภาษาอังกฤษ

ตอนที่ 2 แบบสอบถามด้านเจตคติของนักเรียนต่อการเรียนไวยากรณ์ภาษาอังกฤษโดยใช้
บริบททางภาษา นักเรียนรู้สึกว่าการเรียนไวยากรณ์ภาษาอังกฤษจากบริบท.....

ความคิดเห็นของนักเรียน	ระดับความคิดเห็น			
	มากที่สุด	มาก	น้อย	น้อยที่สุด
ด้านประโยชน์				
1.เป็นกิจกรรมที่ทำให้เห็นโครงสร้างการใช้ภาษาที่หลากหลาย				
2. ทำให้รู้จักเลือกโครงสร้างภาษาที่เหมาะสมกับสถานการณ์				
3. ทำให้การใช้ภาษาสื่อความหมายได้ถูกต้องมากขึ้น				
4. ช่วยให้รู้จักสังเกตการใช้ไวยากรณ์จากบริบท				
5. ให้เห็นความเชื่อมโยงระหว่างโครงสร้างทางภาษา ความหมาย และ การใช้ไวยากรณ์				
6. ทำให้รู้ว่าในบริบทหรือสถานการณ์ที่ต่างกันวิธีการใช้ไวยากรณ์แตกต่างกัน				
7. ทำให้จำกฎและการใช้ได้มากขึ้น				
8. ทำให้ได้แลกเปลี่ยนความคิดกับเพื่อนๆ				
9. ช่วยให้เรียนรู้หลักการใช้ภาษาได้อย่างรวดเร็ว				
10. สามารถนำไวยากรณ์ไปใช้ได้จริง				
ด้านแรงจูงใจ				
11. เป็นวิธีการที่น่าสนใจ ทำให้ไม่เบื่อ ไม่ได้แค่นั่งฟังและจำกฎ				
12. มีความมั่นใจเมื่อใช้ภาษาอังกฤษในการสื่อสาร				
13. ทำแบบฝึกหัดได้ถูกต้องมากขึ้น				

ความคิดเห็นของนักเรียน	ระดับความคิดเห็น			
	มากที่สุด	มาก	น้อย	น้อยที่สุด
14.ทำให้รู้สึกภาคภูมิใจเพราะความรู้ได้มาจากการคิดและสังเกตเอง				
15. ต้องใช้เวลานานกว่าเพราะต้องสังเกต และคิด				
16. เหมาะสำหรับคนที่เก่งภาษาอังกฤษเท่านั้น				
17. เรียนรู้เนื้อหาได้น้อยกว่าเดิม				
18. เรียนไวยากรณ์ภาษาอังกฤษจากกฎเป็นวิธีที่ดีอยู่แล้ว				

ขอขอบคุณที่ให้ความร่วมมือ



Questionnaire of students’ attitude toward grammar in context teaching method

Explanation

- 1. The answering of this questionnaire will be used in the study of young learner attitudes on two grammars in context tasks. The purposes of the study are to investigate young students’ achievement of learning English grammar through context and their attitudes toward using grammar in context tasks. It is expected that the results of the study would answer whether or not context helps young students learn English grammar, and whether the learners would be appreciated on it.
- 2. This questionnaire has 2 parts
 - Part 1 Students’ background information
 - Part 2 Students’ attitude
- 3. Students read each item, consider and answer the question by ticking (/) in the appropriate degree which there are 4 degree. In each item, there is no right or wrong answer.

Example

students’ attitude	Degree of reference			
	strongly agree	agree	disagree	strongly disagree
0. I feel good every time that I learn English.		✓		
00. I think English is important for everyday life.	✓			

Scored of Degree

strongly agree	4
agree	3
disagree	2
strongly disagree	1

- 4. Students should answer every item if it is omitted the questionnaire will be uncompleted which made the information can not use.
- 5. The answer of this questionnaire will be the secret. The researcher will present in a whole which will not affect the students.

Part 1 Students’ background information

Sex ☐ Male ☐ Female

Subjects which you like the most

☐ Thai Language

☐ Mathematic

☐ Science

☐ Social

☐ P.E.

☐ Art

☐ Life skills

☐ English

Part 2 Students’ attitude toward grammar in context teaching method

Students’ attitude	Degree of reference			
	strongly agree	agree	disagree	strongly disagree
<u>Good points of the method</u>				
1. It is the way that can represent many patterns of language use.				
2. It helps learners to know which pattern is appropriate for each situation.				
3. It helps learners use language to communicate in a proper meaning.				
4. It encourages learners to notice grammar from context.				
5. It helps learners to notice the relationship between function meaning and the use of language.				
6. It helps learners to realize that in different contexts or situations, the function used is different.				
7. It helps learners to remember the rules and use of language.				
8. It encourages learners to do the discussion with friends.				
9. It helps learners learn grammar more quickly.				
10. It helps learners to know the way of using grammar in real situations.				
11. It is an interesting method.				
12. It helps students feel confident when using English in communication.				
13. It helps students do the exercises correctly.				
14. Students feel proud because they get knowledge by themselves.				

Students' attitude	Degree of reference			
	strongly agree	agree	disagree	strongly disagree
<u>Weak points of the method</u>				
15. Students spend longer time than usual to understand the lesson point because students have to notice and think themselves.				
16. It is suitable for only clever students.				
17. Students can learn less language content.				
18. Learning grammar from rules is better than and the traditional teaching instructions				

Thank you for your kind cooperation

VITAE

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