

**THE EFFECTIVENESS OF STORY-TELLING AND
GRAMMATICAL PRACTICE IN IMPROVING THAI
STUDENTS' ABILITY TO USE THE PAST SIMPLE TENSE:
A CASE STUDY OF GRADE 10 STUDENTS
AT SISAKEWITTAYALAI SCHOOL**

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STUDENTS AT SISAKETWITTAYALAI SCHOOL

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Kanjana Manomai

Researcher

บทคัดย่อ

เรื่อง : ประสิทธิภาพของการเล่านิทานและการฝึกเชิงไวยากรณ์ในการเพิ่มความสามารถ
การใช้ Past Simple Tense ของนักเรียนไทย กรณีศึกษานักเรียนชั้นมัธยมศึกษา
ปีที่ 4 โรงเรียนศรีสะเกษวิทยาลัย

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คำสำคัญ : การเล่านิทาน, แบบฝึกหัดไวยากรณ์, การฝึกฝน, Past Simple Tense

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อ ศึกษาประสิทธิภาพของการเล่านิทานและการฝึกเชิงไวยากรณ์
ของนักเรียนชั้นมัธยมศึกษาปีที่ 4 ในการเรียน Past Simple Tense ในภาษาอังกฤษ และศึกษาความ
คิดเห็นของนักเรียนต่อการฝึก Past Simple Tense โดยการเล่านิทานและการทำแบบฝึกหัดเชิง
ไวยากรณ์ กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้าครั้งนี้ คือ นักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนศรีสะเกษ
วิทยาลัย จำนวน 40 คน ที่กำลังศึกษาในภาคการศึกษาที่ 1 ปีการศึกษา 2557 กลุ่มตัวอย่างแบ่งเป็น
2 ห้อง ๆ ละ 20 คน คือ ห้องเรียนที่ใช้การฝึกโดยการเล่านิทาน และห้องเรียนที่ฝึกแบบโดยแบบฝึก
เชิงไวยากรณ์ เครื่องมือที่ใช้ในการศึกษาค้นคว้าครั้งนี้ ได้แก่ เอกสารประกอบการเรียนซึ่งมีตัวอย่างการใช้
Past Simple Tense ซึ่งมีเนื้อเรื่อง 5 เรื่อง พร้อมแบบฝึกหัด (ไวยากรณ์) เรื่อง Past Simple Tense
แบบทดสอบเรื่อง Past Simple Tense ก่อนและหลังการฝึก แบบสอบถาม และการสัมภาษณ์ กลุ่ม
ตัวอย่างทั้ง 2 กลุ่มได้ทำแบบทดสอบก่อนเรียน จากนั้น นักเรียนได้ฝึกตามลักษณะการฝึกที่จัดเตรียม
ไว้ โดยใช้เวลาทั้งหมด 6 ชั่วโมง นักเรียนได้เรียนหลักไวยากรณ์เกี่ยวกับ Past Simple Tense และ
เรียนรู้คำศัพท์ก่อนการฝึกดังกล่าว จากนั้นนักเรียนทำแบบทดสอบหลังการฝึก ตอบแบบสอบถาม และ
ได้รับการสัมภาษณ์การเลือกใช้ Tense กับคำกริยาแต่ละตัวในการทำแบบทดสอบหลังการฝึก สถิติที่
ใช้ในการวิเคราะห์ข้อมูล คือ การทดสอบค่าเฉลี่ยแบบ t-test

ผลการศึกษาปรากฏว่า การฝึกแบบเล่านิทานและการฝึกโดยแบบฝึกเชิงไวยากรณ์มีประสิทธิภาพ
ต่อการเรียนเรื่อง Past Simple Tense ของนักเรียนชั้นมัธยมศึกษาปีที่ 4 และนักเรียนมีความคิดเห็น
เชิงบวกกับวิธีการฝึกดังกล่าว แต่อย่างไรก็ตาม นักเรียนบางคนจากกลุ่มที่ฝึกโดยวิธีเล่านิทานแนะนำ
ว่าควรมีเวลาในการฝึกแบบการเล่านิทานมากกว่านี้

ABSTRACT

TITLE : THE EFFECTIVENESS OF STORY-TELLING AND
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KEYWORDS : STORY-TELLING, GRAMMATICAL EXERCISE, PRACTICE,
PAST SIMPLE TENSE

The purposes of this study were to determine the effects of story-telling practice and grammatical practice on assisting grade 10 students to learn English past simple tense, and to explore the students' opinions toward practicing the past simple tense through story-telling and the grammar exercises. The participants were 40 grade 10 students at Sisaketwittayalai School studying English during the first semester of the 2015 academic year. The students were organized into two classes, each contained students each of 20, one using story-telling activities and the other using grammatical practice. Research instruments consisted of the learning material which included five stories containing sentences in the past simple and worksheets, a pre-test, post-test, questionnaire, and interviews. All the students completed the pre-test, were exposed to six hours of practice through the given practices, were provided with vocabulary and grammatical rules relating to past simple tense before practice, and completed the post-test, satisfaction questionnaire, and an interview about their selection of tense for each verb slot in the post-test. The t-test was used for data analysis.

Findings indicated that the both practices, story-telling and grammatical practices, were equally effective in the grade 10 students to learn past simple tense, and the students had positive opinions of the practices. However, some story-telling students said that more time should have been given for this practice.

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CHAPTER 1

INTRODUCTION

This chapter provides an introduction and background to the study. The background information includes scope of study, definitions of key terms, the study's rationale, purposes, research questions and significance.

1.1 Scope of study

The scope of this research is limited to English past simple tense in affirmative sentences. The study only considers whether the grade 10 students at Sisaketwittayalai School use the grammatical past simple tense. Listening, speaking, reading and writing abilities are not concerned in this research.

1.2 Definitions of Key Terms

The definitions of the key terms in the present study are:

1.2.1 Grammatical practice

Grammatical practice refers to the technique which puts the responsibility for teaching and learning mainly on the explicit instruction in the grammatical rules of the target language. Teachers serve as the source of knowledge while learners serve as passive receivers (Kuzu & Richards, 2008). The language learning is focused on building up a large collection of sentences in past simple tense and grammatical patterns, in this case learning to produce this tense form (affirmative sentences only) accurately in appropriate situations (Richards, 2008).

1.2.2 Story-telling practice

Story-telling is the technique for teaching which conveys the events through words. Students are expected to actively participate in the learning and activity (Weng 2011). In the present study, the language focus is the past simple tense.

1.3 Rationale

In Thailand, English is taught as a foreign language in schools and universities. Students are provided with instructions in grammar, vocabulary, reading, writing, listening and speaking. Some can use the language well but others face problems, being unable to understand text and produce sentences correctly. Grammar is fundamental for teaching and learning language because it supports students' abilities to form sentences correctly (Jones, Myhill & Bailay, 2012). Many researchers investigated Thai students' English grammar competency and found that their proficiency is quite low. The correct use of tense was shown to be especially difficult for them (Tawilapakul, 2001).

Like countless Thai EFL learners, tense has been found to be a problem in grammar for many grade 10 students at Sisaketwittayalai School. The students seem to be confused when they use English tense in communication, remembering the rules for tense use but frequently employing incorrect tense forms when they use those rules in context. This confusion may result from different temporal expressions used in Thai and English. In Thai, verb forms do not represent time, sentences implying tense through time phrases, such as yesterday, today, and tomorrow. In contrast, verbal inflection is used in English and implies tense in the sentences. Hinkel (2004) noted that verb tense errors can be serious when non-native speakers of English try to communicate in different situations.

To tackle the problem, these are proposed techniques for teaching grammar, such as transformational grammar, repetition, drills and sentence parsing. In general, grammatical forms are taught using a traditional technique in which the teacher gives and explains the rules and forms to the students. Then the students are asked to practice grammatical competence through drilling.

Story-telling is another teaching technique which has been widely used in many English as a Foreign Language (EFL)/English as a Second Language (ESL) contexts to facilitate the learning of vocabulary. Story-telling encourages students whose first language is not English (L2) to use and learn the language through interactive activities. Egan (1999, cited in Srihasarn, 2010) indicates that story-telling is a good linguistic approach, allowing L2 learners to share and/or express their personal understandings to others. Moreover, story-telling can motivate students to learn and

create meaningful communication and develop positive attitudes to learning the second language. Wright (2010) assesses that story-telling is an essential technique to support learners' progress in the second language, providing and reinforcing several semantic fields and grammar. The learners are able to learn new vocabulary and grammatical rules through meaningful contexts and develop emotional intelligence. Also, story-telling may help the learners gain insight into meaningful communication, providing strong motivation for second language learning (Dujmovic, 2006). Also, story-telling may be effective to teaching past simple tense. It may motivate the learners to learn the past simple tense without anxiety; the learners may acquire the past simple tense well through story-telling practice.

The research aims to find out the effects of story-telling practice and grammar translation method through grammar exercises (Grammatical practice) and to explore the students' opinions toward the practicing the past simple tense through story-telling activities and grammar exercise.

1.4 Purposes of Study

The main purposes of the study were:

1.4.1 To determine the effects of story-telling practice and grammatical practice on assisting grade 10 students to learn English past simple tense.

1.4.2 To explore the students' opinions toward practicing the past simple tense through story-telling activities and the grammar exercises.

1.5 Research Questions

Based on these purposes of the study, the research questions were:

1.5.1 Do story-telling practice and grammatical practice help grade 10 students to learn English past simple tense?

1.5.2 What are students' opinions toward the story-telling practice and grammatical practice?

1.6 Significance

It is anticipated that the results of this study indicate the grammatical practice and the story-telling practice, are equally beneficial to grade 10 Thai EFL students to learn the past simple tense. However, there is a precaution that the story-telling practice requires more time for students to complete such activities. Furthermore, this practice also requires that students know the words needed for reciting the stories, and more time is often reserved for learning new vocabulary.

CHAPTER 2

LITERATURE REVIEW

This chapter provides background knowledge relevant to the topic of this study. Section 2.1 describes expression of temporality in English and Thai. Section 2.2 explains acquisition of tense morphology and the regular-irregular verb inflection. Section 2.3 provides the explanation of language acquisition and learning methods.

2.1 Expression of Temporality in English and Thai

Expression of temporality has long been a topic for investigation. The discussion of English and Thai difference in expressing temporality is discussed below.

2.1.1 Expression of Temporality in English

In English, verbs are inflected to express the time information or time of a situation, known as grammatical tense. Verb inflection generally shows the use of tense in which verbs are conjugated in different forms to indicate that the event occurs, occurred or will occur (Tawilapakul, 2001). For example,

- | | |
|---------------|-----------------------------------|
| Present tense | (a) He walks to school every day. |
| Past tense | (b) He owed me a lot of money. |
| Future tense | (c) I will be home by 6 p.m. |

(Celce-Murcia and Larsen-Freeman, 1999: 113)

Based on the above three sentences, sentence (a), “*walks*” shows the event in present time. In sentence (b), “*owed*” shows the event in the past time. Finally, “*will be*” in sentence (c) signals that the event is in the future. Thus, the inflection of the verbs places the events in the different times according to when the events occur..

2.1.1.1 English Tense

Tense locates a situation in relation to some other times (speech time), which is a category of temporal deixis (the function or use of deictic words, forms, or expressions) (Klein, 2009). Tense is distinguished to three basic tenses: past, present and future.

Past: The time of situation proceeds the utterance time.

(The situation is before time utterance.)

Present: The time of the situation is more or less simultaneous to the utterance. (The situation is at time utterance.)

Future: The time of situation follows the utterance time.

(The situation is after time utterance.)

The meaning and forms of tense are complex and seem difficult for non-native speakers (Hinkel, 1992). To facilitate the teaching of tense to non-native speakers, tense in the English language system is divided in twelve grammatical tenses, as shown in Table 1 below.

Table 1 The twelve pedagogical English tenses

	Simple	Perfect	Progressive	Perfect Progressive
	-	have +-ed	be + -ing	have + -ed be + - ing
present	write/writes walk/walks	has/have written has/have walked	am/is/are writing am/is/are walking	has/have been writing has/have been walking
past	wrote walked	had written had walked	was/were writing was/were walking	had been writing had been walking
future	will write will walk	will have written will have walked	will be writing will be walking	will have been writing will have been walking

Resource: Celce-Murcia and Larsen-Freman (1999: 110)

This research focuses only on the use of past simple tense by grade 10 students, only the details of past simple tense is described below.

Simple Past Tense

Basically, past simple tense expresses an action which happened or was completed in the past. That is, the time of event is usually before the time of speaking. It describes the events as a whole, with no change or development. Past simple tense also indicates a sense of remoteness (Knowles, 1979 cited in Celce-Murcia & Larsen-Freman, 1999). Examples of past simple tense are presented as follows:

- (1) A definite single completed event/action in the past:

Example: I attended a meeting of the committee last week.

- (2) The event can be remote in time:

Example: The Tornado Blue Jays won the World Series in 1992.

- (3) With states in the past:

Example: He appeared to be a creative genius.

Example: He owed me a lot of money.

Based on the examples above, simple past tense is used when the speaker wants to conceptualize a completed event factually, but the events are indicated in some way (Celce-Murcia & Larsen-Freman, 1999: 114).

Ayoun and Salaberry (2008: 29) cited in Chiravate (2011), illustrated past simple sentences as follows:

- (1) Mark read the entire book.
- (2) She drank wine.
- (3) They played/used to play tennis when they were children.

The verbs 'read', 'drank' and 'played'/'used to play' in these illustrations are in the past tense. The events occurred in the past or were completed in the past. Sentences (a) and (b) indicate the actions were completed in the past; the expression started and finished at specific times in the past. Sentence (c) shows a habit in the past; the sentence refers to an action or habit usually occurred in the past. This action used to happen when they were children.

Moreover, past simple tense is commonly used with time expressions which refer to the past, such as yesterday, last year, ago and in 2006. The use of past time expressions in past simple sentences is illustrated as follows:

- (1) I saw him yesterday.
- (2) Last year, I traveled to Japan.
- (3) Two years ago, she came to Germany.

Shoebottom, 2015: <http://esl.fis.edu/grammar/rules/pastsimp.htm>

2.1.2 Expression of Temporality in Thai

Unlike English, Thai has no verbal inflectional morphology and no auxiliaries to convey the time concept (Tawilapakul, 2001). The events are indicated by a context clue and/or a lexical expression, i.e. time phrases and time markers. Time phrases and time markers can be a signal to indicate past, present and future. Examples of time phrases are yesterday “meuwan”, today “wannii”, tomorrow “prungnii”. Examples of time markers are khoey, khamlang, yuu, laew and ja. These words express different way of viewing the events. First, “khoey” means *experience* which indicates that the situation occurs or a state holds at least once and that experience prevails to the present time. This word indicates the past time (Visonyanggoon, 2000 cited in Chiravate, 2011). Second, “khamlang” conveys the meaning that the event is ongoing and it is a progressive marker like verb-ing in English. Third, “yuu” is considered as imperfective marker and probably placed after verb and also indicated the progressive event (Chiravate, 2011). Fourth, “laew” means *already* which indicates the situation has already finished or happened and completed. Finally, “ja” is equivalent to *will* in English, which refers to the event that will probably happen in the future (Jenks, 2011).

For example, the words which indicate the time of event and imply tense and aspect in English are shown as follow:

- | | | | | | |
|-----|--|----------|-----|---------|-------|
| (a) | Nat | khoey | kin | thurian | |
| | Nat | has | eat | thurian | |
| | Nat has eaten durian. (Perfective) | | | | |
| (b) | Nat | khamlang | kin | thurian | |
| | Nat | - ing | eat | durian | |
| | Nat is eating durian. (Progressive/imperfective) | | | | |
| (c) | Nat | khamlang | kin | thurian | yuu |
| | Nat | - ing | eat | drurian | - ing |
| | Nat is eating durian. (Progressive/imperfective) | | | | |

(d) Nat ca Khaj rot
 Nat will (future) sell car
 Nat will sell car (Future/imperfective)

Visonyanggoon, 2000 cited in Jenks, 2011: 16-18

Therefore, Thai is considered to have no tenses. As Thai is 'tenseless,' it needs time phrases and time markers to indicate times of situations. Obviously, English and Thai are different in terms of expressing time of situations. That is, English shows time of the event through verbal inflection while Thai depends on context clue and lexicon.

Tawilapakul (2001) conducted research on The Use of English Tense by Thai University Students. The participants were 75 first year students who studied in the Southeast Asian Studies program. The participants were divided into three groups; low, middle and high proficiency. The participants were asked to translate from Thai to English eight sentences (four with time markers and four without time markers) and a short passage in one hour. The participants had to use appropriate tenses in the translations. The time markers were also given in the test. Tenses focused on present simple, past perfect progressive and future simple. The results indicated that the learners' English proficiency affected the use of English tenses. The students of high English proficiency got high scores in the test. The learners made errors because of their L1 transfer, over-generalization, ignorance of rule restrictions, incomplete application of rules and false concepts.

Sharmini, Leng, Singaram and Jusoft (2009) investigated second language acquisition of past tense in English by L1 Chinese speakers. The participants were 20 students who were pursuing a Bachelor of Arts in Mandarin at Universiti Putra Malaysia who completed the International English Language Testing System (IELTS). All the students had low proficiency in English. In the first session, the students were asked to fill in the blanks with correct past tense forms. In the second session, the students were asked to read a selection of statements and circle the correct responses. In third session, the students had to change a series of given sentences into simple past tense. Five students were randomly selected for interviews in which they were given ten questions, five involving regular verbs and five involving irregular verbs.

The students were asked to give the correct past tense verb forms for the given verbs. The students had five seconds to answer each question. The findings indicated that the students acquired regular past tenses better than irregular forms. Also, Chinese L1 speakers were not able to acquire English tenses well because their native language lacked the use of tenses and they may have difficulty to differentiating between regular and irregular verbs.

2.2 Acquisition of Tense and Morphology and the Regular-Irregular

The acquisition of past tense morphology has been extensively investigated in language research (Shirai, 2003). There are two aspects of past tense acquisition; regular and irregular. Regular refers to a verb which is added -d or -ed when its form is transformed to past tense and past participle while irregular refers to a verb which does not follow the usual rule for verb forms. It does not have conventional -ed in the past tense and past participle forms, such as /go/went/gone/, /do/did/done/, drive/drove/ driven/ (Pinker, 2011).

There are two theories which relate to past tense acquisition, Dual-system (DS) and Single-system (SS) theories. DS states that regular verb forms are generated by a rule and irregular verb forms are retrieved from memory. Irregular verb forms are retrieved through an associative memory mechanism (Pinker, 1999 cited in Desai, Conant, Waldron & Binder, 2006). In contrast, SS states that regular and irregular are generated through an integrated system. Regular verb forms are processed by phonology and irregular verb forms are generated by semantics (Desai, Conant, Waldron & Binder, 2006).

Desai, Conant, Waldron and Binder (2006) examined the activation patterns related to the generation and reading of regular and irregular past tense forms and investigated how past tense forms are processed (DS or SS). The participants in their research were 25 English native speakers with no history of neurological or hearing problems. The participants were asked to perform two tasks, Gen task and Read task. For the Gen task, they said past tense forms aloud after they saw regular and irregular verb stems visually. For example, the participants were given the instruction 'Please say the past tense following word aloud'. Next, the participants only said correct past tense forms when verb stems appeared. For the Read task, the participants were asked

to read regular and irregular verb forms aloud. PsyScope software was used to record the data. The participants were required to give their responses as fast as possible. One hundred regular and 100 irregular verbs were used in the study; 60 verbs from each group were used for the Gen task and 40 verbs for the Read task.

The findings revealed that 1) Irregular past tense forms required more time to acquire rather than regular verb forms; 2) Regular and irregular past tense forms were activated in the same brain regions when the activation was compared to their reading stems; 3) When regular and irregular past tense generations were contrasted directly, if no areas were more activated for regular, past tense forms were matched on phonological rules 4) Regulars and irregulars were not activated exclusively because inflection of irregulars activated inferior to frontal and parietal regions and anterior insula and basal ganglia were relative to regulars. Also, all of these areas were activated by regular past tense generations when compared to reading; 5) Executive control, decision-making and attention process were activated strongly by irregulars; 6) The left inferior frontal gyrus (IFG) and Broca's area, parts of the brain, were actually activated more through irregulars than regulars inflection when these regions were used for grammatical processes and regular rule applications which compared to DS theory. Probably, there were greater demands on the working memory, attention and potential response inhibition in the case of irregulars. Thus, the result indicated that the set of brain regions activated regular past tense generations. Regardless, the fronto-parietal areas of the brain were activated more strongly by irregular verbs. Also, the result provided dissociation between regular and irregular generation. DS theory which suggested different sub-systems for regular and irregular generations were not supported by this result while SS theory was supported, regular and irregulars being processed through an integrated system. However, the process depended on different components of systems (for example, irregulars were generated by semantics and regulars were activated through phonology).

Moreover, Ullman (2004) suggested that language acquisition depends on a brain system involving declarative and procedural memories. Declarative memory is implicated in language learning, representation and use of knowledge about facts (semantic knowledge) and event (episodic knowledge). Declarative memory relates to medial temporal lobe structures, the hippocampal region and entorhinal cortex (Squire

& Knowlton, 2000; Suzuki & Eichenbaum, 2000; cited in Ullman, 2003) which play several memory functions in declarative memory, such as encoding, long-term memory and retrieval of new memories (Buckner & Wheeler, 2001; Eichenbaum & Cohen, 2001; Squire & Knowlton, 2000 cited in Ullman, 2003). Also, the term declarative memory system refers to the whole system which is involved in learning, representation and use of relevant information (Eichenbaum, 2000 cited in Ullman, 2003). However, procedural memory refers to the system which supports the learning of new knowledge, controls established knowledge, sensori-motor and cognitive systems (habits and skills) and other procedures like riding a bicycle and skills in playing games (Eichenbaum & Cohen, 2001; Mishkin et al., 1984, Schacter & Tulving, 1994; Squire & Knowlton, 2000 cited in Ullman, 2003). Thus, the procedural memory system commonly refers to the learning of knowledge which is provided in itself so the knowledge can be available unconsciously.

Therefore, declarative memory is different from procedural memory. Declarative memory has to be supported by many complex structure and functions with consciousness while procedural memory focuses on quickly and automatically applying rules from the memory without consciousness.

Regarding language learning, declarative memory emphasizes what is commonly memorized as mental lexicon; words (for example, cat has a sound pattern like /kæt/ and refers to the furry pet), irregular morphology (for example, *dig* becomes *dug* for its irregular past-tense form) and syntax (for example, that *devour* requires a direct object) (Ullman, 2013).

On the other hand, procedural memory emphasizes the system which supports implicit learning gradually or sequentially of the knowledge and what is memorized as mental grammar. The knowledge supports the rule which is controlled by sequential and hierarchical combination of complex linguistic representations. Ullman (2013: 137) claims that “the system may be expected to subserve rule-governed knowledge and computations across linguistic domains, including in syntax, morphology (e.g. in regularly inflected forms) and phonology (e.g. in novel word forms, whose phonological elements must somehow be combined according to the phonotactics of the language)”

Based on the above information, declarative and procedural memories are also expected to manage or support or control complex linguistic representations; the process of learning is run by procedural memory while learning and storage are supported by declarative memory. For example, words are memorized as chunks and are generalized associatively through already stored words or representations (Hartshorne & Ullman 2006; Ullman 2004: 2006a: 2013). For grammatical reliance, declarative memory depends on the various effects of learning and processing information, such as frequency of complex form (more exposures result in more storage in chunks) and genetic variability (Prado & Ullman 2009; Ullman 2004, Miranda, & Travers 2008 cited in Ullman, 2013). Ullman (2013: 138) stated that “dysfunction of procedural memory should encourage a reliance on declarative memory. Finally, learning in one system may inhibit learning analogous knowledge in the other, while a dysfunction in one system may enhance the other, potentially facilitating a compensatory role for declarative memory in the use of complex linguistic representations following a dysfunction of the procedural memory system”

The relationship between regular and irregular past tense acquisition seem crucial for language acquisition. It relates to overregularization and recovery (Karmiloff-Smith, 1986 cited in Shirai, 2003). Overregularization refers to the phenomenon which learners try to learn or acquire verb inflection and their acquisition becomes retrieval error. For example, learners are known to make past tense forms of irregular verbs by adding past tense suffix– ed (for example, goed, eated) and later they recover the error forms. Overregularization is treated as the paradigm case of rule learning. However, if learners can internalize a rule, forms such as goed and eated may disappear (Shirai, 2003).

Elsen (2000) claimed that the acquisition of regular and irregular verb forms is related to a U-shaped behavior curve. First, students are able to use regular and irregular verb forms correctly but then errors start to appear in verb inflection forms. Finally, these errors are corrected and the students can supply the correct forms as well. This phenomenon is a retrieval error. Also, Elsen (2000) suggested that connectionists (connectionists or parallel distributed processing refers to the processing of human cognition which proposes an alternative to the symbolic model based on symbols and their manipulation by rules) hold that overregularization

appeared because of quantitative and structural changes of the learners' verb vocabulary. The connectionist presents the model of human information processing which relies on representation. This consists of neuron-like units and connections between them. The processing of information is achieved by parallel activation of these units and the determined pattern appears. Learning in this model refers to changes of representation by changes in the connection between processing units (Plunkett, 1995 cited in Shirai, 2003).

According to DS, irregular items are stored as lexicon and learned associatively or by memorization but regular items are learned by symbolic rules. U-shaped behavior results from interaction between two mechanisms of regular and irregular verbs. All forms are produced correctly because they are stored as the lexicon. The learners discover the suffix rule for regular inflection and apply it to irregular inflection. When the irregular forms are used often, the application of the rule is blocked. The insufficient use of a form reflects the failure of the blocking device. So over-regularization appears and the exception to the rule is recognized.

Marcus, Pinker, Ullman, Hollander, Rosen and Xu (1992) studied overregularization in language acquisition of 83 children. The following criteria had to be met: 1) The children were known to speak standard American English, 2) transcripts were in chart format which was standard for ChiLDES transcripts, CLAN software was used for recording, 3) The preliminary stage to use was not warned by the investigator, 4) The information was available about the participants and circumstances which their speech were recorded, 5) The transcripts consisted of ten irregular past tense forms at least per child (concerning whether they were correct or overregularizations). The researcher corrected the over-regularization by analyzing 11,521 irregular past tense forms of irregular verb utterances from participants' spontaneous speaking. Results indicated the following: 1) Overregularization errors in irregular past tense forms were found to be reliable (median 2.5%), 2) Overregularization indicated at an approximately constant low rate from two year old children into the school-age years which affects most irregular verbs, 3) Confirmation of U-shaped had development quantitatively, 4) Overregularization did not relate to the increase in regular verbs from parental speech, children's speech, or vocabulary. Therefore, a traditional way (like memorization before rule) could not

be replaced by the connectionist alternative as single mechanism (memorization or rule-like behavior performance), 5) Overregularization initially occurred when the children started to mark regular verbs for reliable tense (Yesterday, I walk), 6) Parents often used irregular forms, then overregularization appeared in the children's language, and 7) Verbal forms were protected from overregularization by similar sounds in irregulars but similar-sounding regulars were not affected. Irregular patterns were stored in the associative memory through connectionist properties while regular forms were not. Regarding retrieval in irregular verb forms, the children's memory traces were not strong enough to confirm complete retrieval.

However, Bickerto (1981 cited in Shirai, 2003) presented three stages for the acquisition of regular and irregular past tense forms. The first stage involves children's acquisition of the base forms for all verbs but punctuality is not marked and they supply -ing suffixes. Secondly, children start to mark punctuality and use irregular verbs for marking. Finally, children see regular verb forms, understand that regular past tenses are punctual markers but irregulars are not and start to give -ed suffixes to irregulars. However, Pinker (1984 cited in Shirai, 2003) stated that "Children initially use inflections such as -ing, -sand -ed only on subset of the words that allow those inflections and then gradually expand their usage to more and more verbs (Bloom, LifterandHafitz, 1875; Brown, 1973; Cazden, 1968; Kuczaj, 1977, 1981). They learn inflected irregular form just as easily as regular one at first; overregularization of irregular forms tends to occur at a later stage (Brown, 1973)." However, Housen (2002) claimed that the learners produced base form (e.g. see, play) first and it was unmarked stem form. Then, the learners produced present participle Ving Auxiliary Be (e.g. seeing, playing) and irregular past of Be (i.e. was). However, participle Ving without Be Auxiliary was acquired initially. Next, irregular past (other verbs) was acquired (e.g. had, got). Then, the learners acquired regular past tense Ved (e.g. played, worked) and Future Be Going with verb infinitive (i.e. am going to take). Finally, the learners acquired Perfect Auxiliary Have, Be and verb, but verbs were not in the perfect forms initially (i.e. have see, is fall). The present tense like the third person singular (e.g. goes, comes and does) and Future Will and verb (will make, will see) were also acquired.



2.3 Language Acquisition and Learning Method

It is commonly believed that second language learning involves learning rules of grammar of second language along with vocabulary items and pronunciation. Second language learning is complex process; there are many processes which the learners try to deal with the second language learning (Gass & Selinker, 2008). The learning processes begin when the learners are exposed to the second language until the learners produce what they have learnt. For language processing, noticing, interaction, negotiation and recast are considered to be part of the language learning process. The provided definition and explanation below are probably useful for understanding the language learning process.

2.3.1 Noticing

Language learning is viewed as the acquisition of complex cognitive skills that involves learners noticing language features in the input and then absorbing the language into their long-term memories and producing output (Ellis, 1999 cited in Zhang, 2012). Noticing is a basic sense of awareness which the learners are aware of something. Noticing refers to private experiences which draw the learners' selective attention to linguistic form. It is considered to be one degree of awareness. Schmidt (1990) termed it "focal awareness". Noticing is relative to attention which is the ability to concentrate on something and a requirement for access to awareness. Attention selected stimuli and the selected stimuli were represented in conscious awareness, the ability to experience or feel and executive control system of mind (Baars, 1996; cited in Iwanaka, 2009: 55). Conscious awareness supports learners' knowledge of input as it becomes intake, allowing learning to take place (Schmidt, 1990).

Browsers (1984 cited in Schmidt, 1990) distinguished between information which was perceived and noticed. For example, readers are normally aware of (notice) the content of what is being read rather than syntactic peculiarities of the writer's style such as the setting or environment of the story. However, these competing stimuli are still perceived and paid attention to if required. People with visual impairment provide an example of dissociation between perception and noticing as they are able to distinguish between visual stimuli despite having no awareness of seeing anything. This is because different parts of the brain are responsible for the detection of stimuli and consciousness (Browsers, 1984; cited in Schmidt, 1990). Schmidt (1990) argued

that noticing is necessary for second language learning. Noticing greatly facilitates learning and acquisition. Schmidt (1990; cited in Waziri, 2013) stated “the only linguistic elements in the input that the learners can acquire are those elements that they notice” p. 30. Thus, learners learn nothing without noticing what is received. Furthermore, noticing can be seen as learners’ detection with subjective awareness (a mental act entirely within the mind related or determined by the mind as the subject of experience) and rehearsal (practice) in the short-term memory (Iwanaka, 2009). Rehearsal supports the retention of information in short-term memory by mental repetition. Moreover, rehearsal suggests that learners have to make an effort to memorize what they have noticed and this effort may involve silently repeating a phrase or sentences and/or reading the sentences a few times to commit the linguistic features to the short-term memory (Robinson, 1995; cited in Zhang, 2012). This is why noticing is considered to be a medium between input and the memory system (Zhang, 2012).

Noticing hypothesis (Schmidt, 1990) claimed that learners cannot acquire L2 if they lack awareness of L2 linguistic form in the input. They have to pay attention to and notice the target language (input) provided in class. Thus, input cannot become intake for L2 learning if it is not noticed. Schmidt (1986; cited in Schmidt, 1990) claimed that learners learn and use verbal forms that may not be sufficient for teaching and drilling in class. Also, it may not be enough for language forms to appear in input (what the teachers teach in the class). This means that conscious awareness of the input presented is necessary for learners to be able to use it (the input). Noticing involves the building of inter-language, the learners’ knowledge of the target language which is internalized through receiving input and integrated intake. For example, if the learner is given a sentence such as “I played tennis last Sunday” and noticed that -ed added to the verb refers to an event that happened in the past, this knowledge is called intake. Based on this phenomenon, noticing facilitates input to become intake (Waziri, 2013).

The above report finding showed that noticing has a crucial role in language learning as learners have to notice what they have learnt for it to become understanding. If noticing does not exist, then learning may not occur. Noticing seems an essential key to support the learners to receive the target input (a form of exposure

which the learners access (Ellis, 1985)) and generate its internalization. Thus, the receipt of input results in payment of attention, development of awareness and generation of learning. Thus, teachers must encourage learners to become aware of second language learning; editing or reviewing for support the learners' language developments.

2.3.2 Interaction

Interaction refers to an indication that an utterance has not been entirely understood and learners need to interrupt the flow of conversation to understand what the conversation is about (Gass & Selinker, 2001; cited in Zhang, 2009). It may draw attention to an unknown part of language and learning may take place during the interaction (Gass, 1977). The interaction is accounted for learning through input (exposure language), output (production of language) and feedback (Gass, 2008: 317). Gass (2008) stated that "interaction research takes as its starting point the assumption that language learning is stimulated by communicative pressure and examines the relationship between communication and acquisition and mechanisms (for example, noticing and attention) that mediate between them"

Interaction may have a facilitative effect on L2 acquisition. Ellis (1997; cited in Zhang, 2009) argued that task may have properties to motivate or induce the learners to engage in certain types of language use and mental processing which were beneficial for language acquisition. Particularly, language task may encourage the learners to talk about the linguistic problem which they encounter. This task became communicative task which is deemed to be popular in second language classroom. Consequently, grammar forms may be provided through communicative tasks. Thus, the learners were promoted to attention to target structure while the learners to be stimulated to meaning focused interaction. Long (1980; cited in Gass, 2008) refined the notion of conversational structure. The structure showed the differences between native and non-native speaker (NS/NNS) conversations. Comparisons between interaction structure of NS/NS and NS/NNS conversations showed that the latter had a greater amount of interactional modification than the former. The example of conversation provided the effects of NS and NNS modifications which aim to provide understanding for NNS. This activity may help the NNS to understand the conversations and produce appropriate language in situations. Long (1981, 1983; cited

in Wei, 2012) proposed that conversations facilitated second language acquisition because they made input comprehension and this promoted acquisition. For example, an utterance of “Um?” by NNS indicated difficulty in understanding a conversation. When NS received this signal, NS repeated the relevant part of the conversation to assist NNS’s comprehension. Besides, NNS responded what NN said and corrected their words correctly and appropriately.

Nopashani and Azari (2013) conducted research in the effects of interaction on the acquisition of skills in the use of passive English by Iranian EFL learners. Sixty students were randomly assigned to an experimental group and a control group. Both groups were provided with the same instruments that included a placement test, grammar test and editing task. The placement test was assigned to group the participants into elementary, pre-intermediate and intermediate levels. The grammar test was used for the pre-test and post-test and included 15 multiple choice items involving passive voice. The editing task contained a passage which required the participants to identify mistakes and correct forms. The experimental group edited the text with the help of peers and teacher (interaction) while the control group did the task individually (no interaction). The findings did not reveal that interaction among the participants during the editing task in the experimental group helped the learners in learning more than the control group. However, the treatment helped the participants in the experimental group to better identify the errors in the text. Thus, the treatment impacted to the acquisition of English passive voice.

The interactional approach has a significant influence on pedagogy in second language classrooms. Learners may express their misunderstanding through interaction and teachers know what learners do not understand. Long (1983 cited in Wei, 2012) called modified interaction negotiation.

Interaction results in feedback, an important source of information about success or lack of success for learners. Feedback may be explicit or implicit. Explicit feedback states the problem directly while implicit gives feedback during the course of interaction (Gass & Selinker, 2008).

2.3.3 Negotiation

Negotiation is interactional conversation exchanged between two or more people to allow communication when they have conversation. It occurs when learners experience difficulties in understanding a message (Pica, 1994; cited in Saeedi, 2013). Pica (1988; cited in Gass & Selinker, 2008) defined negotiation as a series of activities conducted by the addresser and/or addressee to make themselves understand and be understood. For example, misunderstandings are dealt with by clarification and confirmation. Foster and Ohta (2005; cited in Srihasarn, 2010) consider negotiation as one of a range of conversational process which facilitates second language acquisition. Learners may have conversations together and try to express meanings in the second language through clarification and refinement. Long (1996; cited in Saeedi, 2013) claimed that negotiation work as the triggers for interactional adjustment by NS or more competent interlocutor, which facilitates acquisition (p. 236).

2.3.4 Grammar and Pedagogical Methods

During the long period of foreign language teaching, it is the recognition of changes in the kind of proficiency that the students need that leads to change in language teaching methods/approaches. All methods/ approaches which are applied for language teaching, e.g. grammar translation method and communicative language teaching approach are considered to be effective for learning grammar (Richards & Rodgers, 1995). Each method/approach plays different role and different teaching attitude for language learning and teaching.

2.3.4.1 Grammar Translation Method

Larsen-Freeman (2000) introduces the grammar translation method to help students to read and appreciate foreign language through the learning of grammar rules and vocabulary of the target language. Grammar translation method is a way of studying a language through detailed analysis of its grammar rules. The students have to apply the knowledge to the task of translating sentences from target language to their native language. The students are taught to translate vocabulary, sentences and passages from one language to another using grammar rules and examples provided by the teacher. If the students can translate from one language to another correctly, they are considered to be successful language learners. First language is allowed to use in the class and the teacher has full authority in the class.

The students are asked to memorize the grammar rules apply them to other examples; morphology and syntax are emphasized in the teaching. Grammar is taught deductively; the presentation and study of grammar rules are practice through translation exercise. The students are asked to study grammar in systematically because grammar is essential in foreign language teaching. Although grammar translation seems to be frustration for the learners, it is required to use it in the class. Also, grammar translation method is still widely used in the situation of understanding literacy texts which is primary focus of foreign language learning.

Advantages

Grammar Translation Method is a traditional method for foreign language learning. The method emphasizes that learning second language will be effective when the learners can learn and memorize its grammatical rule system and translate literature works from target language to the mother tongue. Also, advantages of Grammar Translation Method are as follows (Mondal, 2012).

First, translation from the target language to the mother tongue supports the learners to have a better understanding of the meaning of the words and complex sentences.

Second, systematic grammatical knowledge helps the learners to get clear grammatical concepts and fosters the learners' reading ability and produce grammatical sentences. For example, if the learners understand morphology and syntax, they probably develop their ability in analyzing and solve problem when they see complicated sentences.

Third, extensive reading and memorization can develop the learners to have opportunity to practice their reading and writing skill. For example, the learners probably develop their writing skill through memorizing the structure (Larsen-Freeman, 2000).

Disadvantages

Grammar Translation Method shows the benefits and effectiveness for language learning as presented information. However, there are some disadvantages for Grammar Translation Method (Mondal, 2012).

First, the method emphasizes on reading and writing but lacking of oral expressive ability.

Grammatical rules may not support the students to use the appropriate words in real communication.

Second, the students are emphasized to memorize rules and may tend to translate everything into the mother tongue so, the students probably lack of communication skill. So, memorizing grammar rules and their heavy reliance translating L2 sentences may not motivate the students to communicate in the target language.

2.3.4.2 Previous Studies on Using Grammar Translation Method in Grammar Learning

This section provided the previous studies on grammar practice. Many studies have indicated the effectiveness of the use of grammar practice to foster the students to learn grammar.

Aquel (2013) conducted a study on the effect of grammar translation to grammar learning in EFL learners. The grammar teaching was focused on If-clause condition I, condition II and condition III and negation of If-clause was included.

The participants were 20 grade 10 students from Jordan. The participants were provided to two groups; experimental and control groups; each group was taught in given method on three times per a week. (Each time for 50 minutes within the same week). The study was conducted for one week. Pre-test and post-test and questionnaire were used in the study. The students in both groups were asked to do pre-test.

The experimental group was taught by grammar translation method. The forms of conditional sentences were demonstrated as example. The teacher gave the meaning in every condition and function also explained by the teacher. The students were asked to answer question to show their understanding in If-clause condition. Then, the students were asked to do exercises. For the control group, the students were asked to study form and function in each condition of If-clause and explained the form to their friends. The error was correct by showing the correct form but no explanation.

The students were asked to do post-test after finished the course. The finding indicated that the experimental group showed high score rather than control group. Regarding the suggestion, the control group needed long time to study and more examples for acquiring the concept and function of If-clause. Thus, grammar translation as explicit teaching was effective to the students' grammatical learning.

Chang (2011) conducted research on “A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar”. The purposes of study were 1) to discover whether students in the grammar translation method could make significant progress in grammar learning after they experienced the given teaching method, 2) to investigate whether the students could make more progress in grammar learning than the students in the control group, 3) to find out whether the grammar translation method was more effective in improving students’ learning confidence and motivation than the communicative approach. The participants were 84 students from the Applied Foreign Language Department in Taiwan who had the same English proficiency (the selection was based on achievement in a college admission test). The participants were divided into two groups, experimental and control. The experimental group was taught by the grammar translation method and the control group by the communicative approach. The groups were provided with same material. Grammar lessons were provided three times a week and the study was conducted over 18 weeks. The grammar points focused on were imperatives, passive voice, attributive clause, non-finite verbs and subjective mood.

A pre-test and post-test were used to investigate the students’ grammar development while a questionnaire was used to check the students’ attitudes and reactions to the teaching approaches. After the students were given pre-test, the students were taught four three times per week, each for 50 minutes. The finding indicated that 1) the students in the experimental group made significant progress after receiving grammar lesson by the grammar translation method, 2) the students in the experimental group made more progress in grammar learning than the students in the control group, 3) the grammar translation method was more effective in improving the students’ learning confidence and motivated them to learn grammar.

Wongchaochan (2012) investigated the English achievements of students who learned grammar by the grammar-in-context approach and students who learned by the grammar translation method and also studied the progress of the students’ development in tense usage. The study focused on six tenses, present simple tense, present continuous tense, present perfect tense, past simple tense, past continuous tense and future tense. The participants were 59 first year students from the Business English major at Rambhai Barni Rajabhat University. The students were

divided into experimental and control groups. The experimental group was trained using grammar-in-context while the control group was taught by the grammar translation method which followed three steps, presentation, practice and production. In contrast, the grammar-in-context group used the three steps of exploration, explanation and expression. The study was conducted for 10 weeks (50 minutes per class). A pre-test and post-test and writing assessments were used to evaluate the students' development. The tests consisted of two parts, one of 40 multiple choice items and one a writing topic titled "how my life has changed since I became a secondary school student". The study revealed that there were significant differences between results of the pre-test and post-test in both groups. A comparison of the mean scores of the post-test indicated that the experimental group students achieved a higher score. However, both groups had development in tense usage. The study believed that the grammar-in-context approach and grammar translation method were able to improve students

Juliarta (2013) investigated the effect of the grammar translation method on reading comprehension. The participants were 36 grade 10 students from SMP WidyaSuaraSakawati School in academic year 2013. A pre-test and post-test were used to investigate the students' reading comprehension development and a questionnaire was used to check the students' attitudes. After the pre-test, the students were taught by the grammar translation method. After the completion of the teaching, they completed the post-test and the questionnaire. The findings indicated that the students' reading comprehension skill improved after they were taught through the grammar translation method. The students' mean score in the pre-test was 3.88 but post-test mean score was 5.72. The results of the questionnaire indicated that the students had a positive attitude to the grammar translation method for teaching reading comprehension.

Based on the previous study, the reviews indicated that grammar translation method was still effective to students' learning especially grammatical learning. The process of grammatical teaching probably affects the students to acquire grammar rules better and the study also suggested that grammar translation method were probably appropriate to teach EFL students to learn grammar.

2.3.4.3 Story-telling

There are several types of story-telling such as narrative (e.g. personal expression, myths and folktales and short story), descriptive (e.g. descriptions of a place) and persuasive (e.g. advertisements, compare-contrast, cause-effect and describe-concluded). Story-telling is probably advantage for language acquisition. Story-telling seems to be one of practical and potent technique to stimulate ideas, beliefs, personal experience and life lessons which is used in the classroom and support the learners to learn vocabulary (Dinning, 2004 cited in Srihasarn, 2010). Story-telling is used in many ways for teaching, which depends on teaching's purpose. However, the main principle of story-telling is telling the story to the other (listeners). Regarding creativity and problem solving, the students are asked to tell the story to other students. The students have to create their own words to retell the stories. Then, the students have to deal with presentation skill to retell their own stories for motivating the other to pay attention their stories (Hamilton & Weiss, 2005).

For instructional approach, story-telling is original form of teaching and has potential fostering emotional intelligence and supports the learners to gain insight into human behavior. Also, story-telling encourages the students to learn new vocabulary and language structures (Dajmovic, 2006). Based on the argument of using story-telling in classroom, it is found that story-telling is used in preschool through university students. For example, the teachers use story-telling to lead in listening comprehension activity and promote written comprehension question. The stories are told by the teachers and the students are asked to retell the story (Wilhelm, 1998). Moreover, story-telling can provide students' language more naturally. The students can improve listening comprehension, grammar and practice oral communication (Morgan & Rinvoluciri, 1983 cited in Wilhelm, 1998).

Advantages

Story-telling may develop the students' language skills. Story-telling provides grammar, speaking, pronunciation, listening, vocabulary, reading and literary competences, communicative skills and motivation and imagination. Wright (2010) discusses the benefits of story-telling as below.

First, story-telling can develop grammatical competence for the learners. Story-telling provides grammatical structure to the learners as natural and authentic ways within meaningful context. The learners can receive and absorb the sentence structure through the story. The grammatical structures frequently appear in the story within appropriate context. Thus, the learners can learn how to use appropriate form in each context or situation.

Second, story-telling provides speaking skill. The learners can practice their oral language skill through telling the story. Story-telling encourages the learners to join and share their ideas which they learn from the story through speaking.

Third, story-telling encourages pronunciation development. The learners can imitate the words which they listen from the story. So, the teachers may provide model of pronunciation in the story and ask the learner to imitate follow what they listen.

Fourth, listening skill can practice through story-telling. Story-telling is one of effective technique to improve listening skill. If the learners are provided listening story, they may acquire vocabulary and structure which particular use in the story. Also, the learners may be encouraged to remember the detail in the story. So, this technique may provide the learners in narrative or teller.

Fifth, the learners can acquire new vocabulary through story-telling. So, the learners can gain enormous vocabulary through the story. If the learners are provided sufficient vocabulary, they may choose appropriate words for a specific context.

Sixth, story-telling may motivate and stimulate the learners to learn language. Story-telling can encourage positive attitudes towards language learning. The positive attitude can stimulate the learners to enjoy learning. So, the learners probably learn better if they have a positive attitude toward what they are learning. Moreover, telling a story is away to share one's social experience. The learners can generate their creativity through telling the story.

Disadvantages

Story-telling shows the benefits and effectiveness for language learning as presented information. However, there are some precautions for story-telling technique.

First, story-telling is probably difficult for the learners who have insufficient vocabulary usually keep silent in the big class (Wright 2010).

Second, story-telling which is used as authentic material may be difficult for the learners. The authentic material concludes informal language (e.g. idioms, slangy or casual) which is difficult for the non-native speaker to understand (Philips, 1993; cited in Wright, 2010).

Therefore, the teachers have to aware and avoid these problems. Possibly, the teachers may present story-telling in suitable way and provide some help; providing the meaning in unfamiliar words for the learners (Wright, 2010).

2.3.4.4 Previous Studies on Using Story-telling and Grammar Learning

Many studies indicated the effectiveness of the use of story-telling for learning English and motivating students' English acquisition.

Soleimani and Khamdan (2013) conducted a study the effects of teachers telling short stories on the acquisition of grammatical rules and structures of English as a Foreign Language (EFL) high school students in Iran. The participants were 30 intermediate students randomly chosen from a public high school in Isfahan. The participants were separated into two groups, 15 students in the experimental group and 15 in the control group. The explored grammar point was conditional sentences (type III). The control group was taught traditionally while the experimental group was taught by telling short stories. The study indicated that telling stories had a positive effect on learning grammar, but there was no significant difference between the two groups in terms of the acquisition of grammatical rules and structures.

Chalak and Hajian (2013) investigated the use of story-telling as a creative teaching technique to address pre-intermediate Iranian EFL learners' difficulty in producing the utterance grammatically. The participants were 45 Iranian EFL learners who study in English in Sadra Foreign Language Institution.

The participants were provided to three groups; two groups were experimental group and another one was control group. For the first experimental group, the teacher provided the students with various examples in simple present, past and future tense in real life situation. Explicit explanations of different positive, negative, yes/no and Wh questions by focusing on sentences written were also provided. For the second experimental group, the learners received the teacher's story-telling accompanied by

questions and answers in the tense on the part of teacher and students. For the control group, the inductive and deductive grammatical instructions were provided.

The learners were provided oral questions and answers without having exposure to any kind of story-telling aloud by teacher or students. Pre-test and post-test and interview were used for this research. The interview involved ten questions in three different English main tenses. The result indicated that the second experimental group outperformed the first experimental group. This situation confirmed that story-telling improve the accuracy of pre-intermediate Iranian language learners' oral production. The learners can produce the sentences for speaking correctly.

Tsou (2012) conducted a study on the effect of story-telling on adult English learning. The purpose was to explore the benefits of story-telling for the encouragement of participation in classroom interaction by Taiwanese English learners. The research involved 78 university students and focused on classroom discourse and understanding in the learning context. The researcher investigated story-telling's effect on the nature of classroom discourse, interaction, reading comprehension and story recall. The participants were randomly divided into two groups, one consisting of 38 students who participated in story-telling and 40 students in a control group and both were taught by the same instructor. The study period lasted six weeks and six stories were used. The control group was taught vocabulary and language structure used in the stories, the teacher checked students' comprehension of the story and then provided writing story-recalls and practiced the four language skills with the participants. With the story-telling group, the teacher introduced the topic and activated necessary background knowledge. Next, the teacher asked the students to predict the story content and create story expectations collaboratively. During the story-telling time, the teacher stimulated the students' participation, expressing personal feelings and/or opinions to maintain two-way communication. The findings of the study indicated that story-telling increased students' interaction, facilitated FEL reading and story-recall writing, changed the nature of classroom discourse and provided more scaffolding interaction.

Srihasarn (2010) conducted research on the use of story-telling to facilitate Thai M. 1 students' vocabulary learning at Nayomwittayakarn School. The study investigated the effectiveness of vocabulary learning through story-telling

compared to the conventional method of helping students to learn and retain new vocabulary in context. The participants were 82 M.1 students in two classes, one with 41 students that was taught by the story-telling technique while the other learnt through the traditional method. Four stories were used in the study, each containing between 100 and 164 words. The results indicated that the story-telling technique could improve the students' vocabulary learning. The students were motivated to learn words through story-telling and enjoyed learning. Observations revealed that the students were highly motivated towards learning English through story-telling technique and participated more actively in class to improve their language skills. Further research may be conducted on the use of the story-telling technique to teach grammatical features such as word order, tenses and sentence construction.

Chanphet (2004; cited in Srihasarn, 2010) investigated the promotion of vocabulary learning by the vocabulary reinforcement technique through story-telling of 30 Thai M. 3 students. The study was conducted for 14 periods. The participants were provided with seven Aesop fables and the necessary vocabulary items. With help from the teacher's use of related pictures and word cards, the students were asked to predict the situations in the stories. The teacher told the stories twice. The participants were given incomplete written stories and were asked to finish the stories by using the words they had learnt. Finally, the participants were asked to complete sentences by using vocabulary to fill gaps. The findings revealed significantly higher post-test scores compared to pre-test scores. The study believed that vocabulary reinforcement technique through story-telling effectively supported students' learning of vocabulary.

The finding as these studies indicated that the story-telling technique seemed to be effective in the provision of second language acquisition for students in areas such as vocabulary, grammar and interaction. Moreover, the studies showed that the story-telling technique motivated students to learn a second language and improved their language skills and grammar.

2.3.4.5 Practice and Grammar Learning

The Presentation-Practice-Production (PPP) model is considered to be a technique to encourage students to improve their language acquisition. PPP model refers to a pedagogical strategy in which teachers to teach language to the students

(for example, grammar or vocabulary) (Criado, 2013). Skehan (1998; cited in Sato, 2010) summarized the PPP model as follows.

First, P1 refers to presentation or the presentation stage. The target structure or lexicon items are presented explicitly or implicitly. The purpose is to enable students to understand and internalize the target structure rules. Also, this stage can support development of declarative knowledge.

Second, P2 refers to practice or the practice stage. The practice mainly focuses on the achievement of accuracy under careful control by teachers. The teachers check the students' correct understanding of presented target structure forms in the presentation stage. The students are asked to repeat and practice target structures by pattern practice, drills and answering questions by using specific forms. The activities emphasize accuracy because the accurate structure forms become fluency achievement in production stage (Criado, 2013). Moreover, the practice stage aims to changing declarative knowledge to procedural knowledge. The control is loosened little by little to move the students to the next stage (Sato, 2010).

Third, P3 refers to production or the production stage. The students are provided opportunities to produce the target forms and are required to produce language which they have just learned naturally. Sometimes, the target forms are required to be produced through communicative activities. Criado (2013) claimed that the production stage focuses on increasing students' fluency in linguistic use and the students have to produce linguistic forms correctly and automatically through more creative activities, such as discussion, debates, role-plays and problem-solving activities.

Regarding skill acquisition theory, Erson (1993:1995 cited in Sato, 2010) claimed that second language learning begins as declarative knowledge and becomes procedural knowledge through extensive practice and the knowledge finally becomes automatic. Skill acquisition is divided into three processes, a cognitive, an associative and an autonomous stage. Declarative knowledge is related to the cognitive stage while procedural knowledge is related to the associative stage. Finally, the autonomous stage is parallel with automatizing procedural knowledge. In the cognitive stage, the students learn a set of facts about the skill. In the associative stage, the students have more emphasis on connections between the elements needed for

complete and successful performance. Then, the students explore and eliminate mistakes and change declarative knowledge to procedural knowledge. For the autonomous stage, the students continue their procedural knowledge development and perform better in their skills and practice automatically. Thus, the students learn declarative knowledge and develop it into procedural knowledge through association of the target behavior.

Advantages

First, PPP provides clear and simple structure of the target form, so this factor makes the students understand the expected forms easily.

Second, it is easy to prepare because the materials which are used in the class are ordered from the simplest to the most difficult and the types of activities are from the most controlled to the least controlled.

Third, PPP model provides clear teachers' roles in the class based on providing class lesson (for example, presentation stage, practice stage and production stage) (Skehan, 2003 cited in Maftoon & Sarem, 2012).

Fourth, PPP model encourages the students to concentrate on target language without confusion as the students learn in a logical order.

Disadvantages

First, this strategy relies heavily on the use of decontextualized and meaningless drills because the students have to produce target forms through pattern practice and repetition (Wong & Van Patten 2003 cited in Maftoon & Sarem, 2012)

Second, the students probably have no flexibility as the teachers have rigid control. The students are required to imitate a structure rule without paying attention to inherent complexities of the language (Maftoon & Sarem, 2012).

2.3.4.6 Previous Studies on Practice and Grammar Learning

There are studies to confirm the effectiveness of practice to provide students with grammar learning and to motivate them to acquire grammatical form.

Carless (2009) analyzed the perception of the relative advantages of PPP model (Presentation-Practice-Production) and TBLT model (Task Based-Language Teaching) in a Hong Kong context. Data were collected by interviews. The participants were 12 secondary school teachers from different schools who had teaching experience of between two and 20 years. The interviews lasted 30-45 minutes

per person and focused on strengths and weaknesses of PPP and TBLT and the suitability of these techniques. The results indicated that the teachers preferred PPP to TBLT. PPP provided easier understanding, was more manageable, provided clear teacher instructional roles and was effective in facilitating direct grammar teaching. However, the teachers suggested that TBLT was probably a good strategy for some students.

Khatib and Nikouee (2012) investigated the possibility of declarative knowledge of present perfect structure being automatized and retained within a limited time. This research involved 20 Iranian EFL intermediate students in Tehran who were divided into two groups. Group 1 was taught through explicit instruction – the students got explanations of rules and practice through answering questions on given worksheets. The students were given communicative practice through tasks which followed the PPP model. In contrast, group 2 was given only two stages from the strategy of the PPP model, presentation and practice (PP) model. Results indicated that the students in group 1 were able to automatize their knowledge of present perfect form two days after they received the instruction and were able to retain their knowledge of present perfect form two weeks after receiving explicit instruction; their reaction time and error rate could interpret their achievement. It was found that explicit grammar instruction that included communicative, meaning-based tasks according to the PPP model was effective for automatizing procedural knowledge of grammatical structures rather than instruction which lacked communicative practice.

Moreover, the PPP model for explicit grammar instruction can be effective if students are given guided pre-task planning. The students are drawn and activated to attend to the target feature or structure and supported to present production. Mochizuki and Ortega (2008 cited in Williams, 2013) explored the effectiveness of pre-task planning on guiding students to attend to target features in task-based instruction. The participants in this study were 56 high school EFL Japanese students. The students were divided into three groups, group 1 received pre-task guided planning instruction (guided planning group), group 2 received pre-task unguided planning instruction (unguided planning group) and group 3 was given instruction without planning. All the groups received explicit instruction on relative clauses. The students then completed an oral story-telling task involving the use of

relative clauses. Results indicated that the guided planning group students were more attentive to the target forms and they were able to produce longer oral narratives.

The researcher believed that pre-task planning had a positive effective on the students' performances in activating them to present the production.

This chapter discussed relevant literature and findings from previous studies and the next chapter describes the research methodology used in this study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research method used in the study, including the participants, instruments, data collection and data analysis.

3.1 Participants

The participants were 40 grade 10 students at Sisaketwittayalai School, Sisaket, Thailand. They were studying English during their first semester of the 2015 academic year. The school allocated two classes of students for the study. There were 60 students: 30 students per class but there were only 20 students per class who could take the pre-test covering all verb slots for the past simple tense. So, the selected students were 20 per class. The participants consisted of two classes. One class of 20 students practiced the past simple tense through story-telling activities while the other class of 20 students practiced the target form through grammatical practice (grammar exercises) at sentence level.

3.2 Instruments

3.2.1 Pre-test and post-test

The pre-test and post-test were the same set of test. The test consisted of twelve verb slots in eight sentences which provided as one story. The twelve verbs comprised five regular verbs and seven irregular verbs. The students had to translate the given eight Thai sentences into English and supply grammatically correct form of the past simple tense. Difficult English words were translated to Thai and provided on a separate sheet which students consulted while doing the test.

3.2.2 Questionnaire

The questionnaire, administered after the student participants finished their post-test, comprised two parts. Part 1 consisted of four questionnaire items, asking about their opinions towards the type of practice each group received. To directly obtain the reasons behind their opinions, participants were also requested to provide

the reasons in each questionnaire item. Part 2 was open-ended questions asking the participants to provide further reasons about their given practice (See Appendix B).

3.2.3 Interview

The interview included the questions about the students' tense selection in the test. All students had to explain how they decided to choose tenses and what tense they supplied in the test. The students had to give reasons why they chose the verb forms they supplied in the test.

3.2.4 Five stories

The stories consisted of 100-250 words (See Appendix C). They were narratives, about festivals, including Halloween, Easter, Thanksgiving, Tanabata and Loy Kratong which were excerpted from the internet and simplified before using in the study. These stories had the theme "celebration" and described the history of each celebration. The situations in the stories also involved the past simple tense and provided examples of form and function of verbs in the past simple tense. The stories included past time adverbials which caused the students to notice past tense as well as the regular and irregular past tense forms. The story-telling practice and grammatical practice groups were exposed to the same five stories before they practiced the target form as instructed.

3.3 Data Collection

The study was conducted in first semester of the 2015 academic year. The students were asked to take the pre-test first. Then, they were provided with vocabulary and grammatical rule (past simple tense) explicitly. The students then used the techniques of story-telling practice or grammatical practice, depending on the group's allocated technique. The study was tested four weeks. The students studied the target form two periods per week, 50 minutes in each period. After the instructional periods, the students took the post-test, completed the questionnaire and took an interview about their tense selection in the test.

During practice, the story-telling group was given vocabulary meaning and grammatical rule explanation. Then, the students were asked to retell the stories and practice using the past simple tense. For the grammatical practice group, the teacher gave vocabulary and grammatical explanation to them and asked them to do

grammatical exercises. For example, the students were asked to transform the base form of verbs into the past simple tense as required by the context and produce the sentences. The comparison of teaching method between story-telling practice and grammatical practice groups are shown in Table 3.1 below. The table showed the activities in one period; each period was provided 50 minutes.

Table 3.1 The Comparison of teaching method between story-telling practice group and grammatical practice group

Part	Story-telling practice group	Grammatical practice group
1 (10 minutes)	1. Vocabulary explanation and story translation	1. Vocabulary explanation and story translation
	<p>1.1 The teacher gave the meaning of important words in the story into Thai.</p> <p>1.2 The students were asked to translate the sentences in the story from English to Thai.</p> <p>1.3 The teacher asked comprehension questions for details in the story to check the students' understanding in the story. For example, "What is the story about?" "When did people celebrate the Halloween?"</p>	1.1-1.3 Same as the story-telling practice group

Table 3.1 The comparison of teaching method between story-telling practice group and grammatical practice group (Continued)

Part	Story-telling practice group	Grammatical practice group
2 (10 minutes)	2. Explicit instruction about the past simple tense rules	2. Explicit instruction about the past simple tense rules
	<p>2.1 The teacher explained the rules of the past simple tense and gave the examples of the past simple sentences to demonstrate the structure of the past simple tense, which consists of subject followed by the past tense verb form.</p> <p>2.2 The teacher gave the explanation for regular and irregular verb forms.</p> <p>2.3 The students were asked to notice past time adverbials which signal past tense.</p> <p>2.4 The teacher gave examples of the past simple tense found in the story to the students and randomly asked them some comprehension questions to check their understanding.</p>	2.1-2.4 Same as the story-telling practice group

Table 3.1 The comparison of teaching method between story-telling practice group and grammatical practice group (Continued)

Part	Story-telling practice group	Grammatical practice group
3 (30 minutes)	3. Retelling the story without looking at the text	3. Doing grammar exercise on the past simple tense
	<p>3.1 The students were asked to find a partner and took turn to retell the stories. Basically, they had to tell their partners what they read and their partners had to pay attention to them. During the retelling activity, the teacher observed the students' mistakes. If the students made mistakes, the teacher corrected the mistake immediately. If the students had questions while they were retelling the story, they could ask the teacher and they would receive a grammar explanation.</p> <p>(See lesson plan 1 for story-telling practice group in Appendix E)</p>	<p>3.1 The students were given grammar exercise on the past simple tense. Basically, they were asked to change base form in parentheses with correct verb form. Next, the students were asked to produce grammatical sentences by using the provided vocabulary. (See worksheet 1) If the students had question while they were working on the exercises, they would receive the explanation from the teacher. If the students made the mistakes in their exercises, the mistakes would be corrected by writing the correct form in their worksheet.</p> <p>(See lesson plan 1 for grammatical practice group in Appendix E)</p>

For the past simple tense, the students were emphasized with form and function when the teacher gave explanation and the students finished the practices.

3.4 Data Analysis

Data from the pre-test and the post-test were analyzed by using the t-test. An independent t-test was performed to find out whether the two groups were different in their ability in using the past simple tense. For the data analysis, the students got 1 point if they could supply correct verb form and they made incorrect form i.g 'gived' for 'gave'. Therefore, acceptable forms were the correct tense verb form and incorrect verb form but correct tense. The students would get 0 if they supply incorrect tense verb form although the form was correct e.g. 'is giving' for 'gave'. Thus, incorrect tense verb form was unacceptable form. Data from the questionnaire was analyzed by using percentage to summarize them to find out the students' opinions toward their given practice. The interview was also analyzed by using percentage to summarize for considering the students' response in tense selection.

CHAPTER 4 RESULTS

This section reports the results of the grammar analyses of the pre-test and post-test and questionnaire of the study of the use of past simple tense by two groups of students, a story-telling practice group and a grammatical practice group.

4.1 Statistical Results

The students in both groups; story-telling practice and grammatical practice groups were given different practices. Table 4.1 showed independent t-test results computed on the pre-test scores of both the story-telling practice and grammatical practice groups to determine whether the two groups were different in terms of their ability in using the past simple tense.

Table 4.1 Comparison of the pre-test mean scores between the story-telling practice and grammatical practice groups

Group	N	Mean	SD	t-test for Equality of Means	
				t	Sig. (2-tailed)
Story-telling practice group	20	2.40	2.761	-2.801	.01
Grammatical practice group	20	0.55	1.050	- 2.801	

$P < .05$

Results in Table 4.1 indicated that there was a significant difference in ability between the two groups in their use of the past simple tense ($t = -2.801$, $p < .05$), with the score in story-telling practice group having higher score.

This difference indicated that comparisons of the performance of the students in the two groups were unable to be made based on the use of different teaching techniques. As a result, the study was decided to limit comparisons to the making of within-group analyses. Thus, the pre-test and post-test mean scores of each group were

compared to explore the students' development for using the past simple tense after each treatment. The comparisons are presented in Table 4.2 and 4.3.

Table 4.2 Comparison of group mean scores on the pre-test and post-test of students in the story-telling practice group

	N	Mean	SD	t	Sig. (2-tailed)
Pre-test	20	2.40	2.761	-2.123	.047
Post-test	20	3.45	2.523		

$P < .05$

Results of comparing the pre-test and post-test mean scores for the students in the story-telling practice group indicated that there was a significant difference between the average scores in the pre-test and post-test in regard to their use of the past simple tense ($t = -2.123, p < .05$).

This result suggested that, using the story-telling practice the past simple tense with four weeks during the intervention could increase the students' ability to reach a significant level.

Table 4.3 Comparison of group mean scores on the pre-test and post-test of students in the grammatical practice group

	N	Mean	SD	t	Sig. (2-tailed)
Pre-test	20	0.55	1.050	-2.812	.011
Post-test	20	1.75	1.713		

$p < .05$

Results for the students in the grammatical practice group indicated that there was a significant difference between the average scores in the pre-test and post-test in relation to their use of the past simple tense ($t = -2.812, p < .05$). These results showed a development in the students' ability in using the past simple tense after exposure to grammatical practice.

Next, the performance of the students in both groups are analyzed and summarized in section 4.2. As indicated in chapter 3, the present study focused on the students' ability in selecting the appropriate tense, i.e. the past simple tense in the past-time context and accepted incorrect form that signaled the students' attempt to use the past simple tense, e.g. 'gived' for 'gave'. The details are summarized in Table 4.6.

4.2 The Result of Students' Tense Selection

Section 4.2 presents the results of students' responses regarding tense selection. Their responses were categorized into four types; correct tense and form, correct tense but incorrect form, non-target tense and ill form and base form. The data were analyzed using percentage to summarize the pre-test and post-test scores by the two groups to observe whether there was any improvement in the post-test scores, i.e. their increased ability in using the target tense. The details are showed in Table 4.4 for the story-telling practice group and Table 4.5 for the grammatical practice group.

Table 4.4 Percentages of students in the story-telling practice group who used correct and incorrect tense and verb forms

	Acceptable forms		Unacceptable forms	
	Correct tense and form	Correct tense but incorrect form	Non-target tense	Ill form and base form
Pre-test	23.75%	1.25%	3.12%	71.87%
Post-test	28.75%	0.62%	1.25%	69.37%

In the story-telling group, findings showed that in the pre-test, 23.75 percent of the students used the past simple tense correctly, 1.25 percent used the correct tense but incorrect form, 3.12 percent used non-target tense and 71.87 percent used ill form and base form. In the post-test, 28.75 percent chose correct tense and correct form, 0.60 percent used correct tense but incorrect form, 1.25 percent used non-target tense and 69.37 percent used ill form and base form. After the exposure to the story-telling practice, the number of students who selected the correct tense and supplied the correct form increased by five percent and the number of students who used ill form and base form dropped by 2.5 percent.

Table 4.5 Percentages of students in the grammatical practice group who used correct and incorrect tense and verb form

	Acceptable forms		Unacceptable forms	
	Correct tense and form	Correct tense but incorrect form	Non-target tense	Ill form and base form
Pre-test	4.40%	1.87%	9.35%	84.37%
Post-test	13.75%	1.87%	11.25%	73.12%

Results in Table 4.5 showed that in the pre-test, 4.40 percent of the students in the grammatical practice group chose the correct tense and supplied the correct form of the past simple tense, 1.87 percent used correct tense but incorrect form, 9.35 percent selected non-target tense and 84.37 percent supplied ill form and base form. In the post-test, 13.75 percent chose the correct tense and the correct form, 1.87 percent of students used correct tense but the form was incorrect, 11.25 percent used non-target tense and 73.12 percent used ill form and base form. After their exposure to the grammatical practice, more students (the increase by 9.35%) selected the correct tense and supplied the correct form. Noticeably, the number of students who used ill form and base form dropped dramatically, by 11.25 percent.

4.3 Analysis of the Supplied Verb Forms to Observe the Students' Performance on Tense Selection and Tense Maintenance

There were eight test items and twelve verbs given in the past tense in the post-test. The students' responses were examined regarding the verb forms they supplied and the order of the verbs appeared in the test to find out how they managed to use the past simple tense with regard to tense selection and tense maintenance in the whole context. This set of results is presented in Table 4.6. Also, to find out whether the regularity and irregularity of the verb forms would affect their performance, the analysis was summarized in Table 4.7 to Table 4.10

Table 4.6 The result of students' response in the grammatical practice group who selected the correct tense in the post-test

Sentence number	Sentence	Correct tense and form (percent of students)	Correct tense but incorrect form (percent of students)**
1	In the ancient time, people <u>believed</u> that Santa Claus <u>came</u> to town in the night before Christmas Day. 1.1 believed 1.2 came	believed/came (40%)	0%
2	He <u>gave</u> gift for children.	gave (35%)	gived (10%)
3	Children <u>waited</u> for Santa Claus <u>came</u> to town. 3.1 waited 3.2 came	waited/came (5%)	0%
4	Santa Claus <u>wore</u> red clothes and <u>had</u> white beard. 4.1 wore 4.2 had	wore/had (5%)	0%
5	He <u>drove</u> sleigh and reindeer <u>drew</u> the sleigh. 5.1 drove 5.2 drew	drove/drew (5%)	0%
6	People <u>decorated</u> their Christmas tree with bell and star	decorated (10%)	0%
7	The people also <u>attended</u> activity at the church.	attend (5%)	0%
8	Children <u>made</u> snowman and <u>enjoyed</u> their snowman. 8.1 made 8.2 enjoyed	made/enjoyed (5%)	0%

For the correct tense but incorrect form, the form is referred to the students attempted to supply the past simple form but they could not supply the correct form. Thus, these students were counted in because they could choose the correct tense.

Based on results in Table 4.6, the first few largest percentages of the students who selected the correct tense and form were found in three verb slots in the first two sentences: 45 percent for 'gave', followed by 40 percent for 'believed' and 'came'. Then, the percent sharply dropped to five percent and lower in the next verb slots except 'decorated' in sentence 6. It is obvious that the first three verbs were supplied with the correct tense and verb forms, by approximately half of the students. In other words, the students tended to use the past simple form with solely the first few verbs in this large past time context. Among these three verb slots, two were located in the same sentence where a past time adverbial *In the ancient time* was given and one was in the next sentence.

The result indicated that there were approximately 50 percent of the students who could supply correct tense, but they could not maintain tense continuity within the same time frame. The percentage of correct tense usage was high at the first three verbs in the first two sentences, then started to drop considerably from the fourth sentence and stayed steadily low until the last verb.

The students' responses were also analyzed according to whether they were regular or irregular to find out whether regularity and irregularity affected the students' tense selection. There were eight test items and twelve verb slots given in the past simple tense in the post-test. The details are presented as follows.

Table 4.7 Story-telling practice students' responses for regular verbs

Verb slots	Acceptable form	Unacceptable forms		
	Past simple tense form	Non-target tense	Base form	Other frequently found ill forms for each verb
1	believed (45%)	are believed (10%) have believed (5%)	believe (20%)	are believe (10%)
4	waited (0%)	were waiting (5%) are looking forwards (15%)	wait (60%)	are wait (5%) watchd (5%) waiting (10%)
9	decorated (55%)		decorate (45%)	0%
10	attended (25%)		attend (45%)	attending (20%) are attend (5%) have attend (5%)
12	enjoyed (15%)		enjoy (55%)	enjoying (30%)

Based on Table 4.7, the results indicated that the highest percentage of ill form supplied by the highest percent of students for each verb slot was base form, ranging from 20 percent to 60 percent.

Table 4.8 Story-telling practice students' responses for irregular verbs

Verb slot	Acceptable form	Unacceptable forms		
	Past simple tense form	Non-target tense form	Base form	Other frequently found ill forms for each verb
2	came (55%)	is coming (10%) will come (5%)	come (20%)	will came (5%) have go (5%)
3	gave (60%)	was sent (5%)	give (25%)	has give (10%)
5	wore (5%)		wear (55%)	wearing (25%) is wear (5%) has wear (10%)
6	had (5%)		have (30%) has (65%)	
7	drove (35%)		drive (40%) drives (5%)	has drive (10%) driving (5%) was drive (5%)
8	drew (15%)		draw (35%) rides (5%)	are drag (10%) drawing (35%)
11	made (25%)	are made (5%) were made (5%)	make (35%)	making (30%)

Based on the results concerning incorrect verb forms shown in Table 4.8, the analysis indicated that, regardless whether the verbs were regular or irregular, about half of the students could not supply the correct form of the past simple tense. Results also showed that base form was the ill form used the most by these students, ranging from 20 percent to 65 percent.

Table 4.9 Grammatical practice students' responses for regular verbs

Verb slot	Acceptable form	Unacceptable forms		
	Past simple tense form	Non-target tense form	Based form	Other frequently found ill forms for each verb
1	believed (40%)		believe (45%)	were believe (10%) believet (5%)
4	waited (5%)	are waiting (5%)	wait (65%)	waiting (25%)
9	decorated (10%)		decorate (90%)	0%
10	attended (5%)		attend (60%)	attending (25%) are attend (10%)
12	enjoyed (5%)		enjoy (70%)	enjoying (25%)

Table 4.9 showed that the most frequent ill form supplied by high percent of the students, ranging from 45-90 percent, was base form, followed by base form +*ing* ending e.g. attending and using some form of copula 'be' followed by base form of the verb given in the sentence.

Table 4.10 Grammatical practice students' responses for irregular verbs

Verb slot	Acceptable form	Unacceptable forms		
	Past simple tense form	Non-target tense form	Base form	Other frequently found ill forms for each verb
2	came (40%)	is coming (5%)	come (55%)	0%
3	gave (35%) gived (10%)		give (50%)	gite (5%)
5	wore (5%)		wear (55%)	wearing (20%) is wear (20%)
6	had (5%)	has (25%)	have (70%)	0%
7	drove (5%)		drive (60%)	to drive (10%) driver (15%) driving (10%)
8	drew (5%)		draw (60%)	to draw (10%) to pull (25%)
11	made (5%)		make (70%)	making (25%)

Similar to the results regarding regular verbs, result in Table 4.10 indicated that the most frequent incorrect verb form, the students supplied for irregular verbs was the base form of the given verbs, chosen by high percent of the students, ranging from 50 to 70 percent. The next frequently found ill forms were base form + *ing* ending and to infinitive form.

Based on the results from Table 4.9 and 4.10, students who could not supply the correct past simple tense form tended to use base form instead, regardless whether the verbs were regular or irregular. The next frequently found incorrect verb forms were base form + *ing* ending and the to infinitive form.

4.4 The Results of the Questionnaire

This section presents the results from the questionnaire completed by the story-telling practice group and grammatical practice group. The results were analyzed in percentage.

Table 4.11 The results of questionnaire from story-telling practice group

Items	Details	Level of appreciation				
		Strongly agree	Agree	Neutral	Disagree	Strongly agree
1	You enjoy the lessons when you practice past simple tense through story-telling practice because...	30%	50%	20%	0%	0%
2	You like to practice past simple tense through story-telling practice because...	20%	20%	50%	10%	0%
3	You want to practice past simple tense through story-telling practice next time because ...	45%	25%	20%	0%	10%
4	You think that past simple tense become easier when you practice it through story-telling practice because ...	40%	40%	20%	0%	0%
	Total	33.75%	33.75%	27.50%	2.50%	2.50%

Based on Table 4.11, more than 35 percent of students agreed and strongly agreed with all the questionnaire items, indicating that they generally had positive opinions towards practicing the past simple tense through story-telling activities. In more details, 80 percent of them enjoyed the lesson, 40 percent liked to practice the past simple tense through story-telling, 70 percent wanted to practice the past simple tense through story-telling activities next time, 80 percent thought that the past simple tense became easier when they practiced it through story-telling activities.

A part from the scale results, some students provided some suggestions and opinions toward practicing the past simple tense through story-telling activities. Twenty percent of the students reported that they enjoyed the lessons when they studied the past simple tense through story-telling activities and 15 percent said they had chances to practice speaking and listening skill when doing story-telling activities. Twenty-five percent of students asserted that story-telling activities seemed difficult for them because they had limited vocabulary to retell the story. If it was possible, they wanted more time to remember the vocabulary before practicing retelling the story. They admitted that sometimes, grammatical rules like tenses were not concerned while they were reciting the story. Besides, 15 percent of the students revealed that they only paid attention to recalling vocabulary items necessary to retell the stories.

Table 4.12 The results of questionnaire for the grammatical practice group

Items	Details	Level of appreciation				
		Strongly agree	Agree	Neutral	Disagree	Strongly agree
1	You enjoy the lessons when you practice past simple tense through grammatical exercises because...	30%	50%	20%	0%	0%
2	You like to practice past simple tense through grammatical exercises because ...	40%	30%	30%	0%	0%
3	You want to practice past simple tense through grammatical exercises next time because ...	40%	40%	20%	0%	0%
4	You think that past simple tense become easier when you practice it through grammatical practices because ...	50%	30%	20%	0%	0%
	Total	40%	37.50%	22.50%	0%	0%

Based on the result in Table 4.12, more than 60 percent of the students in the grammatical practice group agreed and strongly agreed with all of the questionnaire items, meaning that they had positive opinions with learning the past simple tense through grammatical practice. In more details, 80 percent of them enjoyed the lessons, 70 percent liked to study past simple tense through grammatical practice, 80 percent wanted to study past simple through grammatical practice next time and 80 of students thought that the past simple tense became easier when they practiced with grammatical exercises.

A part from providing their opinions through the options in the questionnaire, some students gave suggestions and opinions toward learning the past simple tense through grammatical practice. Thirty percent of the students stated that studying the past simple tense through grammatical practice was easy to understand because there were steps for running the activities in the class while 15 percent wanted more time to practice the past simple tense through grammar practice. Besides, 25 percent of the students could not remember verb inflection, so they could not give the correct tense form in the exercises and the test. Some students (15%) revealed that writing sentences in English was difficult for them and they did not know how to produce correct sentences.

Based on Table 4.11 and 4.12, the students in both groups had positive opinions to the given practices. The students thought that both practices which they experienced within their group were beneficial for them.

4.5 Conclusions

Based on the results from sections 4.1 – 4.4, major results could be summarized. Based on the statistical results from section 4.1, both grammatical practice and story-telling practice could significantly help students to learn about the basic use and learn to inflect verbs in the past simple tense. However, results from section 4.3 revealed that the students tended to strictly use the past simple tense in the sentence where a past time adverbial was presented and extended the usage to a sentence next to it. That is, they could not maintain the past simple tense throughout the past time frame. Obviously, these students did not recognize the notion of past time frame and the rule of tense maintenance. Results from section 4.3 further showed that students who did not supply the past simple form were largely prone to use the base form and to a lesser extent the present participle (verb ending in -ing) instead, regardless whether the verbs were regular or irregular ones. Results from the questionnaire overall showed that students in each group were satisfied with the kind of practice they were trained in. The questionnaire results from the story-telling group also suggested that students who supplied the base form might do so because they were simply trying to recall vocabulary items to get the meaning across and did not pay adequate or any attention to grammar and form. Regarding the students' reasoning from the interviews, the

results indicated that many students in both groups used base form of verbs in place of the past simple form. This particular item asked why they chose the verb form they supplied for each verb slot and what tense it was. The finding revealed that the students who used the base form did not think much about the tense; they just tried to finish translating the given sentences as instructed. Moreover, past time adverbial phrase also affected the students' tense selection. The result of interview indicated that some students did not supply the past tense verb form because of no past time adverbials. Thus, the students supplied past tense form in first two verb slots which the past time adverbial phrase appeared.

CHAPTER 5

DISCUSSIONS

This section discusses the analysis of the statistical results, students' performances related to tense selection, their responses to regular and irregular verbs and students' opinions toward practicing past simple tense through story-telling practice and grammatical practice.

Table 4.1 showed the pre-test mean scores of the story-telling practice and grammatical practice groups were significantly different ($p < .05$). Therefore, the comparison of the effects of the two practice techniques were not able to be made and only in group analyses were performed to determine the effects of each technique. The discussions were as follows.

5.1 Discussion of Statistical Result

Regarding the story-telling practice students, Table 4.2 indicated that there was a significant difference between the average scores in the pre-test and post-test measuring their ability to use the past simple tense ($t = -2.123$, $p < .05$). This result showed that the students' ability in the use of past simple tense was developed after exposure to six periods of story-telling practice, after a brief grammar translation instruction on the past simple tense in the first period. The fact that the students were asked to translate the sentences from English to Thai during the practice did give them opportunity to notice past time adverbials such as 'yesterday', 'many years ago', and 'In the ancient time'. Regarding tense selection, Table 4.4 showed that more students in the story-telling group were able to correctly use the past simple tense after practicing through story-telling practice. The number of students who selected correct tense increased by five percent and students who used ill form and base form also dropped by 2.5 percent. This may be because during practice, the students were taught explicitly through grammar translation instruction. The students were asked to memorize grammatical rules and translate the given stories from English to Thai. The students were able to understand meaning of words and complex sentences better and

explicit grammar instruction could help them to get clear grammatical concepts. Importantly, the students were fostered to produce the grammatical sentences. Clear explanation and examples could facilitate the students to remember the target grammatical rules, the past simple tense form and produce the correct tense form. Noticing plays a crucial role to the students (Schmidt, 1990). The students noticed how to form the past simple sentences, especially when a past time adverbial was present and remembered what they learned. Through story-telling practice, the students were trained to use the target form to produce sentences, placing words in the correct order and using the past simple form of the verbs. This kind of practice activates learners to use the target form in a meaningful past time context reiteratively, allowing multiple exposures to occur.

For the grammatical practice group, results Table 4.3 showed a significant difference between the average scores in the pre-test and post-test in the use of the past simple tense ($t = -2.812$, $p < .05$). The significant positive result was likely to be the result of the effectiveness of the grammar translation instruction strengthened by grammatical practice through grammar exercises. Regarding tense selection, Table 4.5 indicated that more students (increase by 9.35%) selected the correct tense, supplied the correct form and used less ill forms and base form (drop of 11.25%). During the intervention, the students briefly learned about the rules and completed the task prompting them to translate English sentences into Thai, where they had chances of exposure to the past simple form in a past time context. During the instruction, while translating English sentences to Thai, the students had the opportunity to closely analyze the rules (Larsen-Freeman, 2000). They also noticed how some English past time adverbials were translated or matched to Thai past time adverbials, as well as when the past simple form, i.e. verbs ending in -ed most of the time, was used in English. Through these activities, noticing occurred i.e. (Brower, 1984; cited in Schmidt, 1990).

The students received more chances to notice the relationship between past time adverbials and the past simple form while working on grammar exercises repeatedly during the practice periods. Repeated practice could facilitate direct grammar teaching (Carless, 2009). However, as the result suggested, less than half of them could notice the relationship between past time frame, signaled by the past time adverbial

'*In the ancient time*' and the past simple form, however, in the first three verb slots in the first two sentences and only five percent of them used the past simple in subsequent verb slots. This finding indicates that making the students to notice past time adverbials and learn about the form, i.e. making tense selection, is not adequate, maintaining tense continuity should also be emphasized to students during the instruction and practice.

Therefore, both practices; story-telling and grammatical practices could enhance the students to use the past simple tense. Grammar translation method reinforced by story-telling practice allowed the students to notice and remember the past simple form given stories. The students practiced the past simple tense through retelling the stories, resulting in the increase in their ability to use the past simple tense. Regarding grammatical practice, the students could improve their ability in using the past simple tense through a brief grammar translation instruction followed by grammatical practice. The students had the opportunity to notice past simple form in the given stories and practice through grammar exercises. Besides, repeated practice through both techniques also significantly helped the students in both groups to learn the past simple tense.

5.2 Analysis of the Supplied Verb Forms to Observe the Students' Performance on Tense Selection and Tense Maintenance

This section provides the discussion of the students' performance on tense selection and tense maintenance, based on the forms they supplied in the test.

The analysis discusses how the students selected and maintained the past simple tense.

As results in Table 4.6 indicated, approximately 50 percent of the grammar practice students could supply correct tense, but they could not maintain tense continuity. The percentage of correct tense use was high at the first three verbs in the first two sentences and started to drop considerably in the third sentence and stayed steadily low, with only five percent to ten percent of the students, until the last verb slot. The results indicated that students noticed past time adverbial phrase *In the ancient time* in the first sentence and supplied the past simple tense but they did not maintain the past simple tense until the last sentence. In Thai, time phrase indicates the time of event and implies tense (Chiravate, 2011) and verb inflection was not existent

in Thai. Therefore, Thai was considered to have no tense (Visonyangoon, 2000; cited in Jenks, 2011). As their first language, Thai, does not have verb inflection at all, the students were not naturally aware about verb inflection for pastness and probably ignored past simple tense form, rendering them no to supply the past simple form (Tawilapakul, 2001). Results from the interviews supported this finding, as the students reported that they supplied the past simple form when they saw past time adverbials phrase in the sentences. It is likely that the students understood that the past simple tense would be activated only when the past time adverbials appeared in the sentences. Thus, they tended not to supply the past simple tense form when past time adverbial was not locally present in the sentence. Therefore, the students supplied past simple form, but only in the first two sentences, one with the past time adverbial phrase *In the ancient time* was signal and the other was the sentence next to it. Considerably, the students were aware of what they learned through noticing (Schmidt, 1999; Iwanaka, 2009; Robinson, 1995; cited in Zhang, 2012; Waziri, 2013). The students noticed and knew the past simple form and when they used it.

Next, the students' responses regarding regular and irregular verb forms were discussed. The discussion was emphasized whether regular and irregular verbs affected the students' usage the past simple tense form.

5.3 Students' Responses to Regular and Irregular Verbs "Use of Base Form in Past Time Context"

Regarding regular and irregular verb forms, both groups; story-telling practice and grammatical practice groups used incorrect tense form by supplying base form. The students probably did not concern with tense, so they produced base form first when they learned tense (Housen, 2002). However, the students' reasoning from the interview results indicated that many students in both groups used base form of verbs in place of the past simple form. The results from the questionnaire asking why they chose the verb form they supplied for each verb slot and what tense it was revealed that the students who used the base form did not think much about the tense; they just tried to finish translating the given sentences as instructed. This indicated that the verbs in their base form found may not be meant to indicate time, but simply functioned as lexical items the students inserted in their translated sentences.

5.4 Students' Opinions of the Practices

This section provides the discussion on students' opinions toward the given practices.

Regarding story-telling practice group, more than 35 percent of students agreed and strongly agreed with the questionnaire items. The results of the questionnaire indicated that the students had positive opinions towards practicing the past simple tense through story-telling activities. First, the results from questionnaire showed that more students (80%) enjoyed the lesson when they practice the past simple tense through story-telling practice. So, this result indicated that the students had positive attitude to the story-telling practice. Students' positive attitude could stimulate them to enjoy learning new vocabulary and grammar (Wright, 2010; Chanphet 2004 & Srihasarn 2010). The students overall enjoyed the lessons because they had opportunity to interact while they were practicing retelling the stories (Tsou, 2012). The students had to pay attention on their friends when their friends told the stories because they had to give response to their friends. The interaction probably motivated the students to pay attention to the practice (Gass & Selinker, 2001; cited in Zhang 2009; Gass, 2008). Second, some students (15%) contended that they could practice speaking and listening through story-telling practice. Speaking and listening skills were provided in the practice. If the students practiced speaking more, they could produce the sentences for speaking correctly (Chalak & Hajian, 2013). When the students were retelling the stories, they had a chance to practice their expression in oral language. In addition, when the students were listening to their friends, they had the opportunity to recall and/or get exposed to the vocabulary items as well as the target form (Wright, 2010). Despite the advantages discussed above the story-telling practice can be difficult for those who had insufficient vocabulary (Wright, 2010). This was found in the present study as more than 20 percent of students stated that story-telling was difficult for them because they had limited vocabulary. During the practice, the students had to retell the stories without looking at the written text. Although unfamiliar words were taught to the students, they were still struggling with recalling the words and their meaning. The students said that they wanted more time to remember vocabulary before practicing retelling the stories.

Regarding grammatical practice group, more than 60 percent of students agreed and strongly agreed with each questionnaire items. The results meant the students had positive opinions toward practicing the past simple tense through grammatical practice. The students' opinions are discussed as follows.

Thirty percent of students suggested that practicing the past simple tense through grammatical practice was easy to understand because the activities were run step by step. During practice, the students were asked to memorize grammar rules and translate sentences. Then, the students had to apply the given grammar rule to work on the grammar exercises. The students were asked to complete gap-filling grammar exercises and produce sentences from the given words. Through these tasks, the students got clear grammatical concepts from the instruction (Lasen-Freeman, 2000; Wongchaochan, 2012) and the grammar practice and learned the grammar rule, i.e. the past simple form. This information was drawn from the result in item 4; the students (80%) thought that the past simple tense became easier when they practiced through grammatical practice. According to the results of item 3, more than 70 percent of students still wanted to study the past simple tense through grammatical practice.

5.5 Conclusions

Analysis of the data collected from the low ability students in the present study showed that both practices; story-telling and grammatical practices, were significantly effective in increasing the students' ability in using the past simple tense. Specifically, the two practices could overall enable the students to make correct tense selection and supply the correct past simple form; however, when a past time adverbial was present. Past time adverbials were important for the students' tense selection; in that they seemed to trigger the students to select the past simple tense. Results have pointed out that teaching the form, the-ed morpheme and prompting students to notice the past time adverbial was not enough, as these language features could not make students see the need to maintain the same tense as the context required. Most low ability students who did not supply the past simple form used the base form instead. Finally, the students from both groups; story-telling and grammatical practice groups had positive opinions toward the given practices.

CHAPTER 6

CONCLUSION

This chapter provides the answers to the research questions, limitations for the study and recommendation for future studies.

6.1 Answers to the Research Questions

Research question 1: Do story-telling practice and grammatical practice help grade 10 students to learn English past simple tense?

The present study has shown that, for low-ability Thai EFL learners and in limited time, both the grammatical practice and the story-telling practice, after a brief grammar translation instruction, are significantly effective in enable low ability Thai EFL students to select and supply the past simple tense. This is because both practicing techniques allow the students to (1) notice the form, i.e. the past simple morpheme—ed and the adverbials signaling the target tense and (2) get exposed to the context and the form repeatedly. Noticing (Schmidt, 1990) and multiple exposures are a key factor for L2 learners to acquire the target form (Ellis, 1992).

Another finding was that past time adverbials heavily influenced the students' decision on tense choice when they produced the sentences; the students did not supply past tense form if a past time adverbial was not present in the sentences. Instead, these low-ability students were more likely to use base form of verb and this was because the workload of trying to recall and choosing English words necessary to compose sentences in English was so complicated that they ignored what tense to use. That is, the base form of verb, which is sometimes identical to the present simple form, is in fact a lexical item and not a grammatical signal of time reference (Housen, 2002).

Research question 2: What are students' opinions toward the story-telling practice and grammatical practices?

Regarding the story-telling practice, the students seem to have positive opinions to this practicing technique. The students enjoyed the given activities and thought that the practice could improve their ability to use the past simple tense when they practice

the target form through iteratively listening to and saying the form. However, the story-telling seems difficult for the students who had limited vocabulary and when the time for practice is very limited.

Regarding the grammatical practice, the students also have positive opinions toward the practice. The grammatical practice is straightforward thus makes them understand the past simple tense rules easily. Thai students are likely to enjoy the clear and simple step-by-step nature of this kind of practice and be content with the knowledge and the ability they will gain.

Therefore, Thai students should have positive opinions toward both the story-telling and grammatical practice techniques, however with the precaution that sufficient time and provisions of vocabulary as well as their meaning are very crucial for the story-telling technique

6.2 Limitations

There was limited time for the students to practice with the story-telling practice. As they requested, the students, practically needed more time to learn and remember the vocabulary items to be used to retell the stories to their friends.

6.3 Recommendations for Future Studies

First, the present study was provided with only low ability students. If possible, future study may include students with higher ability or proficiency levels. This will allow the researcher to observe which practicing technique may be more appropriate for students with which ability level.

Second, as there was very limited time study was limited time to practice for the students with story-telling technique. Future research may consider providing more practicing time for the participants, especially those with low ability level. In fact, longer duration of the study will allow the researcher to explore other aspects of tense usage, i.e. tense continuity.

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APPENDICES

APPENDIX A
PRE-TEST AND POST-TEST

Instructions: Translate the provided sentences into English.

(จงแปลประโยคต่อไปนี้เป็นภาษาอังกฤษ)



Christmas Day



1) ในสมัยก่อน ประชาชนเชื่อว่าซานตาคลอสมาที่เมืองในคืนก่อนวันคริสต์มาส 2) เขาให้ของขวัญแก่เด็กๆ
3) ดังนั้น เด็กๆ จึงเฝ้ารอซานตาคลอสมาที่เมือง 4) ซานตาคลอสสวมชุดสีแดงและมีเคราสีขาว 5) เขาขับรถลากและมีกวางเรนเดียร์ลากรถและช่วยเขาส่งของขวัญวันคริสต์มาส 6) ประชาชนตกแต่งต้นคริสต์มาสอย่างสวยงามด้วยกระดิ่งและดาว 7) ประชาชนไปร่วมกิจกรรมที่โบสถ์ 8) เด็กๆ ทำตุ๊กตาหิมะและสนุกสนานกับการทำตุ๊กตาหิมะ

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

คำศัพท์สำหรับแบบทดสอบ

ข้อ	คำศัพท์
1	1. in the ancient time = ในสมัยก่อน 2. believe = เชื่อ
2	1. children = เด็กๆ
3	1. wait for = เฝ้ารอ
4	1. wear = สวม 2. beard = เครา
5	1. sleigh = รถลาก 2. reindeer = กวางเรนเดีย
6	1. decorate = ตกแต่ง
7	1. attend = เข้าร่วม
8	1. snowman = ตุ๊กตาหิมะ 2. enjoy = สนุกสนาน

APPENDIX B
QUESTIONNAIRE

แบบสอบถามความพึงพอใจในการจัดการเรียนการสอน

past simple tense โดยการเล่านิทาน

คำชี้แจง แบบสอบถามแบ่งเป็น 2 ส่วน ดังนี้

โปรดทำเครื่องหมาย / ลงในช่องว่างที่ตรงกับนักเรียนมากที่สุด

ตอนที่ 1 ความคิดเห็นของนักเรียนต่อการจัดการเรียนการสอน

จงใส่เครื่องหมาย (/) ลงในช่องระดับความพึงพอใจที่นักเรียนได้รับจากการจัดการเรียนการสอน และโปรดให้เหตุผลในแต่ละข้อตามความเป็นจริง ซึ่งความพึงพอใจในระดับต่างๆ มีความหมายดังนี้

5 หมายถึง มากที่สุด 4 หมายถึง มาก 3 หมายถึง ปานกลาง

2 หมายถึง น้อย 1 หมายถึง น้อยที่สุด

ที่	รายการ	ระดับความพึงพอใจ				
		5	4	3	2	1
1	การเรียนรู้ไวยากรณ์เรื่อง past simple tense โดยการเล่า นิทานทำให้นักเรียนได้รับความสนุกสนาน เพราะ.....					
2	นักเรียนชอบการเรียนรู้ไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense และ ผ่านการเล่านิทานในระดับใด เพราะ.....					
3	นักเรียนมีความต้องการเรียนรู้ไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense ผ่านการเล่านิทานต่อไป เพราะ.....					
4	นักเรียนคิดว่าการเรียนรู้ไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense โดยการเล่านิทานทำให้การเรียนรู้เรื่อง Tense ง่ายขึ้นเพราะ.....					

ตอนที่ 2 โปรดตอบคำถามต่อไปนี้

1. นักเรียนคิดว่าการเรียนไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense โดยการเล่านิทานมีข้อดี
ข้อเสียอย่างไร

ข้อดี

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ข้อเสีย

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2. กิจกรรมใดในห้องเรียนที่นักเรียนยังคงคิดว่ายาก และนักเรียนต้องการเสนอว่าควรปรับปรุงกิจกรรม
ดังกล่าวอย่างไร

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แบบสอบถามความพึงพอใจในการจัดการเรียนการสอน

past simple tense โดยใช้แบบฝึกหัดไวยากรณ์

คำชี้แจง แบบสอบถามแบ่งเป็น 2 ส่วน ดังนี้

โปรดทำเครื่องหมาย / ลงในช่องว่างที่ตรงกับนักเรียนมากที่สุด

ตอนที่ 2 ความคิดเห็นของนักเรียนต่อการจัดการเรียนการสอน

จงใส่เครื่องหมาย (/) ลงในช่องระดับความพึงพอใจที่นักเรียนได้รับจากจัดการเรียนการสอน

และโปรดให้เหตุผลในแต่ละข้อตามความเป็นจริง ซึ่งความพึงพอใจในระดับต่างๆ มีความหมายดังนี้

5 หมายถึง มากที่สุด 4 หมายถึง มาก 3 หมายถึง ปานกลาง
2 หมายถึง น้อย 1 หมายถึง น้อยที่สุด

ที่	รายการ	ระดับความพึงพอใจ				
		5	4	3	2	1
1	การเรียนรู้ไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense โดยใช้แบบฝึกหัดไวยากรณ์ทำให้นักเรียนสนุกกับบทเรียน เพราะ.....					
2	นักเรียนชอบการเรียนรู้ไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense ผ่านการใช้แบบฝึกหัดไวยากรณ์ในระดับใด เพราะ.....					
3	นักเรียนมีความต้องการเรียนรู้ไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense โดยใช้แบบฝึกหัดไวยากรณ์ต่อไป เพราะ.....					
4	นักเรียนคิดว่าการเรียนรู้ไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense โดยใช้แบบฝึกหัดไวยากรณ์ทำให้การเรียนรู้เรื่อง Tense ง่ายขึ้น เพราะ.....					

ตอนที่ 2 โปรดตอบคำถามต่อไปนี้

1. นักเรียนคิดว่าการฝึกไวยากรณ์ภาษาอังกฤษเรื่อง past simple tense โดยการใช้แบบฝึกหัดมีข้อดี
ข้อเสียอย่างไร

ข้อดี

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ข้อเสีย

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2. กิจกรรมใดในห้องเรียนที่นักเรียนยังคงคิดว่ายาก และนักเรียนต้องการเสนอว่าควรปรับปรุงกิจกรรม
ดังกล่าวอย่างไร

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APPENDIX C
STORIES AND WORKSHEETS

Halloween



Many years ago, the Halloween began among the Celts who believed in good and bad spirit. At that time, November 1 is the harvest celebration which the Celts gave their thanks to good spirit. Nowadays, Halloween becomes an annual holiday and is celebrated on October 31. People believe that Halloween is the time for bad spirit to be free. The festival celebrates the end of the lighter half of the year and the beginning of the dark half. Sometimes, it is known as Celtic New Year. People make lanterns at Halloween, very often out of pumpkins. They are easy to make – cut off the top, scoop out the flesh, and carve a monstrous face on the outside. At night, place a light inside to illuminate it.

Children love the 'trick or treat' game on this day. Children dress in a costume and go house to house and ask "Trick or treat?" The children probably get candy or money from the home owners when they say "treat". The word "trick" means the home owner get mischief performance from the children.

Halloween once was a scary time, but nowadays it is the time that we wish people

"Happy Halloween"

VOCABULARY



Celts	Spirit
Harvest	Celebration
Annual	Lantern
Pumpkin	Cut off
Scoop out	Flesh
Monstrous	Illuminate
Mischief	performance

Resource : <http://www.history.com/topics/halloween/history-of-halloween>

Worksheet I

Instruction: Write the answer in the provided blank by putting the correct verb form into the story.

Many years ago, the Halloween (begin) among the Celts who (believe) in good and bad spirit. At that time, there (be) a harvest celebration in November 1. The Celts (give) their thanks to good spirit. Halloween (become) an annual holiday and (be) celebrated on October 31. People (make) lanterns at Halloween, very often out of pumpkins. They (be) easy to make – (cut off) the top, (scoop out) the flesh, and (carve) a monstrous face on the outside. At night, people (place) a light inside to illuminate it. Children (dress) in a costume and (go) house to house and ask “Trick or treat?” When the owner (say) “treat” they probably (get) candy or money from the home owners. The word “trick” (mean) the home owner (get) mischief performance from the children. In the ancient time, Halloween was a scary time.

Instruction: Make sentences by using the provided words.

1. two days ago/ read/ Halloween story

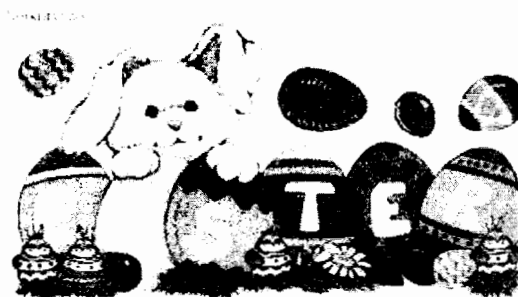
2. many years ago/be/ scary/Halloween

3. Halloween/people/make/lanterns/in the past

4. at night/place/a light/lanterns/he/in the ancient time

5. people/celebrate/Halloween/in the past/October 31

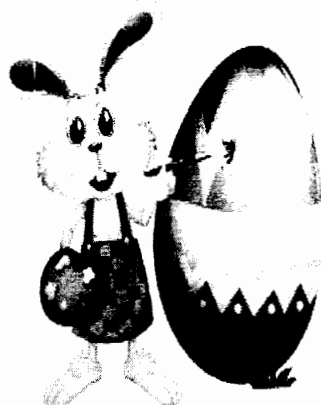




Easter

Easter is a Christian religious festival. Easter Day is the first Sunday after the full moon that occurs. According to Christian scriptures, Jesus rose from the dead on the third day after his crucifixion, so Christians celebrated his resurrection by lighting candles and singing hymns. Children like Easter because of the Easter Bunny and Easter eggs. Easter Bunny is same like Santa Clause in Christmas. Gifts are given to the children on the night before Easter and people paint chickens' eggs to create decorative Easter eggs. In the ancient time in Northern Europe, people believed that Eggs were potent symbol of fertility and often used in rituals to guarantee a woman's ability to bear children. So, dyed eggs are given as gifts in many cultures.

In modern times, chocolate eggs become popular. The people fill confectionery like jelly beans in the eggs. Easter Bunny likes to hide the eggs, so the children must search for the eggs at Easter.



VOCABULARY

1. religious	10. guarantee.....
2. festival	11. ability.....
3. scriptures.....	12. bear.....
4. crucifixion.....	13. dye.....
5. resurrection.....	14. confectionery.....
6. potent	15. jelly beans
7. symbol	16. hide.....
8. fertility	17. search.....
9. rituals	

Worksheet I

Instruction: Write the answer in the provided blank by putting the correct verb form into the story.

Christians celebrated Easter as religious festival. The celebration (be) the first Sunday after the full moon. According to Christian scriptures, Christians believed that Jesus (rise) from the dead on the third day after his crucifixion, so Christians (celebrate) his resurrection. People (light) candles and (sing) hymns.

Easter Bunny and Easter eggs were popular for the children. Easter Bunny (give) the gifts to the children like Santa Clause in Christmas. In modern times, the children (like) activity in Easter because Easter Bunny (hide) the eggs and the children must (search) for the eggs at Easter. In the ancient time in Northern Europe, people (believe) that Eggs (be) potent symbol of fertility. So, people (like) to give dyed eggs as gifts in many cultures.



Instruction: Make sentences by using the provided words.

1. Easter Bunny/give/gifts/in the past

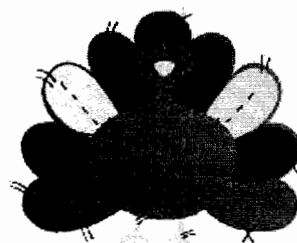
2. children/search/eggs/Easter Day/many year ago

3. she/paint/eggs/ yesterday

4. in the ancient time/potent symbol /eggs/be/

5. love/chocolate eggs/children/ in 1990





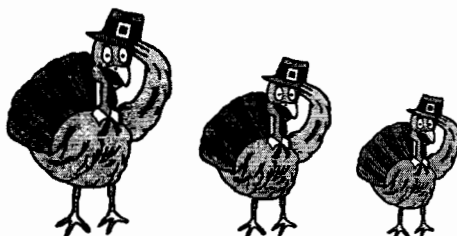
Happy Thanksgiving

Thanksgiving

Thanksgiving is celebrated on the fourth Thursday in November in the USA and on the second Monday in October in Canada. This celebration gives thanks to God for the harvest they received. In the beginning, people expressed gratitude for the harvest which they reaped. It used to be a religious holiday but now it is a secular celebration.

Families and friends usually get together for dinner during Thanksgiving. The customary meal includes turkey with cranberry sauce and pumpkin. A lot of business goes on during this holiday. For example, restaurants take advantage of the holiday to sell turkey dinners. So, Thanksgiving is considered to be one of the travel periods of the year. Students have a four-day or five-day weekend vacation.

Resource : <http://www.newworldencyclopedia.org/entry/Thanksgiving>



VOCABULARY

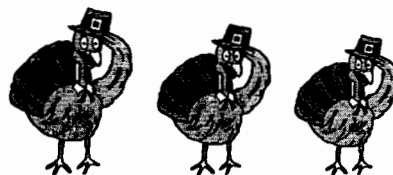
- | | |
|--------------------|---------------------|
| 1. expressed | 2. gratitude |
| 3. reaped | 4. secular |
| 5. customary | 6. cranberry..... |
| 7. advantage | 8. considered |
| 9. period | 10. vacation..... |

Worksheet I

Instruction: Write the answer in the provided blank by putting the correct verb form into the story.

In the USA, people celebrated Thanksgiving on the fourth Thursday in November. In Canada, the people (celebrate) Thanksgiving on the second Monday in October. People (give) thanks to God for the harvest they received. In the beginning, people (express) gratitude for the harvest which they (reap) In the ancient time, it (be) a religious holiday. It (be) a secular celebration.

Families and friends (have) dinner and (get) together during Thanksgiving. People (eat) turkey with cranberry sauce and pumpkin. These (be) customary meal for Thanksgiving. The restaurants (take) advantage of the holiday because they (sell) turkey dinners.



Instruction: Make sentences by using the provided words.

1. she/celebrate/two days ago

2. turkey/people/eat/Thanksgiving/ last year

3. in the ancient time/give/people/God/harvest

4. Thanksgiving/be/holiday/ in the past

5. my family/Thanksgiving/get together/two weeks ago

Japanese Tanabata



Tanabata is a Japanese tradition. Japanese celebrate Tanabata on July 7 or August 7 (which is around the seventh day of the seventh month in the lunar calendar). People write their wishes on tanzaku papers (colorful, small strips of papers) and hang them on bamboo branches. They also decorate bamboo branches with various kinds of paper decorations and place them outside their houses.

More than 2,000 years ago, there was a weaver princess named Orihime and a cow herder prince named Hikoboshi who lived in space. After they got together, they played all the time and forgot about their jobs. The king was angry at them and separated them on opposite sides of the Amanogawa River (Milky Way). Also, the king allowed them to meet only once a year on the seventh day of the seventh month in the lunar calendar. Tanabata literally means the night of the seventh, and it is also known as the star festival. People believe that Orihime and Hikoboshi can't see each other if the day is rainy, so people pray for good weather and also make wishes for themselves.

Now, many cities and towns hold Tanabata festivals and set colorful displays along the main streets. It's fun to walk through the long streamers on the street. In some regions, people light lanterns and float them on the river, or float bamboo leaves on the river.

Resource : <http://gojapan.about.com/cs/japanesefestivals/a/tanabata.htm>



VOCABULARY

- | | |
|--------------------|-------------------|
| 1. wish | 2. decorate |
| 3. bamboo | 4. separate |
| 5. lunar | 6. calendar |
| 7. literally | 8. rainy..... |
| 9. pray..... | 10. weather |

Worksheet I

Instruction: Write the answer in the provided blank by putting the correct verb form into the story.

More than 2,000 years ago, there (be) a princess (name) Orihime and a prince (name) Hikoboshi. They (play) all the time and (forget) about their jobs. So, the king (be) angry at them and (separate) them on opposite sides of the Amanogawa River. Also, the king (allow) them to meet only once a year.

This tale became Tanabata celebration in Japan. People (write) their wishes on tanzaku papers and (hang) them on bamboo branches. They also (decorate) bamboo branches with various kinds of paper decorations and (place) them outside their houses. People (believe) that Orihime and Hikoboshi (can) see each other if the weather (be) good. So, they (pray) for their meeting and (make) wishes for themselves.

Instruction: Make sentences by using the provided words.

1. 2,000 years ago/be

2. Tanabata/celebrate/ in 2000

3. bamboo branches/hang/ last week

4. pray/people/ last year

5. hold/Tanabata/ many years ago

Loy Kratong



One of the most popular festivals in early November is the Loy Kratong Festival. It takes place on the evening of the full moon of 12th month in the traditional Thai lunar calendar. In the Western calendar this usually falls in November.

This festival began in the Sukhothai period (over 700 year ago) by a court lady named Nopphamat. In the past, people believed that the Kratongs carried away sins and bad luck. Also, people offered thanks to the Goddess of water. Indeed, it was the time to be joyful and happy as the sufferings floated away with Kratong. Thus, people lit the candles and joss-sticks, made a wish, and launched their Krathongs on canals, rivers or even small ponds.

"Loy " means " to float" and a " Kratong" is a lotus-shaped vessel made of banana leaves. The Kratong usually contains a candle, three joss-sticks, some flowers and coins. The festival starts in the evening when there is a full moon in the sky. People of all walks of life carry their Kratongs to the nearby rivers. After lighting candles and joss-sticks and making a wish, they gently place the Kratongs on the water and let them drift away till they go out of sight.

Nowadays, a Beauty Queen Contest is an important part of the festival. The people enjoy in the Loy Kratong festival. Friends and families get together and float their Kratong.



VOCABULARY

- | | |
|---------------------|-------------------|
| 1. lunar | 2. calendar |
| 3. court | 4. sin |
| 5. suffering..... | 6. float..... |
| 7. joss-stick | 8. canal |
| 9. pond | 10. vessel..... |

Resource : <http://yooh00.blogspot.com/2012/11/loy-krathong-festival.html>

Worksheet I

Instruction: Write the answer in the provided blank by putting the correct verb form into the story.

Loy Kratong Festival (become)..... popular in November. "Loy" (mean) to float and " Krathong" (be) a lotus-shaped vessel made of banana leaves. The Kratong (contain) a candle, three joss-sticks, some flowers and coins. The festival (start) in the evening. Loy Kartong (be)very easy. After lighting candles and joss-sticks and making a wish, people gently (place)the Kratongs on the water and (let) them drift away till they (go out) of sight. In the past, people (believe) that Kratongs (carry) away sins and bad luck. Also, people (offer) thanks to the Goddess of the water.

Instruction: Make sentences by using the provided words.

1. in the past/believe/

2. float/Kratong/two years ago

3. offer/thanks/Goddess/ in the ancient time

4. Noppamas Queen Contest/ last year

5. Kratong/contain/ many years ago

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