



**THE EFFECT OF EXPLICIT INSTRUCTION
BY USING PHRASE STRUCTURE RULES
ON ACQUISITION OF NOUN CLAUSES**

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บทคัดย่อ

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วัตถุประสงค์ของงานวิจัยฉบับนี้เพื่อทดสอบผลของการใช้กฎการสร้างวลีในการสอนนามานุประโยค นามานุประโยคเป็นประโยคความซ้อนที่มีความยากในการเรียนรู้สำหรับนักเรียนงานวิจัยฉบับนี้มุ่งเน้นไปที่การใช้กฎการสร้างวลีในการสอนนามานุประโยคที่ทำหน้าที่เป็นประธานของประโยค เป็นกรรมของกริยาและเป็นกรรมของบุพบท กลุ่มตัวอย่างที่ใช้ในการศึกษาคั้งนี้เป็นนักเรียนจำนวน 36 คน ที่กำลังศึกษาชั้นมัธยมศึกษาปีที่ 6 ภาคเรียนที่ 1 ปีการศึกษา 2561 จากโรงเรียนสุรพิณพิทยาสรรพ์ อำเภอลำดวน จังหวัดสุรินทร์ ได้มาโดยวิธีการเลือกแบบเจาะจง ระยะเวลาที่ใช้ในการทดลองมีจำนวน 18 คาบ คาบละ 50 นาที โดยใช้แบบแผนการวิจัยแบบกลุ่มเดียววัดผลก่อนและหลังในคาบแรกนักเรียนทดสอบก่อนเรียน หลังจากนั้นจึงเริ่มการสอนแบบชุดแจ้งโดยใช้กฎการสร้างวลีในการสอนนามานุประโยค จำนวน 16 คาบ จากนั้นจึงให้นักเรียนทดสอบหลังเรียน เมื่อเสร็จสิ้นการทดสอบหลังเรียน นักเรียนรับการสัมภาษณ์แบบกึ่งมีโครงสร้าง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ แผนการจัดการเรียนรู้จำนวน 7 แผน แบบทดสอบก่อนและหลังเรียน แบบสัมภาษณ์แบบกึ่งมีโครงสร้าง ผลการวิจัยพบว่า การสอนแบบชุดแจ้งโดยใช้กฎการสร้างวลีช่วยพัฒนาการเรียนรู้นามานุประโยคของนักเรียน ผลการสัมภาษณ์แบบกึ่งมีโครงสร้างพบว่า นักเรียนมีความคิดเห็นที่ดีต่อการสอนแบบชุดแจ้งโดยใช้กฎการสร้างวลีและกฎการสร้างวลีช่วยให้นักเรียนเข้าใจโครงสร้างและหน้าที่ของนามานุประโยคในการอ่านด้วย

ABSTRACT

TITLE : THE EFFECT OF EXPLICIT INSTRUCTION BY USING
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The aim of the study was to examine the effectiveness of using phrase structure rules to teach noun clauses. Noun clauses are considered a complex structure that poses difficulty for students to comprehend the sentences. This study focused on using phrase structure rules to teach noun clauses functioning as a subject, an object of a verb and an object of the preposition. The participants in the study were 36 grade 12 students at Suraphinphitthaya School, a secondary school in Lamduan District in Surin in 1st semester, academic year 2018. The selection of participants was based on purposive sampling technique. There were 18 sessions in this study. The experiment was conducted within the 50-minute class period for each session. The experiment began with students taking a 25-item pretest. Then, the explicit instruction using phrase structure rules to teach noun clauses was conducted for 16 sessions. After the experiment, the participants took the posttest which was the same as the pretest. After that, the semi-structured interview was administered.

Results showed that the explicit instruction using phrase structure rules helped improve the participants' knowledge of noun clauses. In other words, explicit instruction using phrase structure rules could help the participants acquire noun clauses. The results of the semi-structured interview revealed that the students' opinions towards the explicit instruction using phrase structures rules were quite positive. Many of them said that phrase structure rules helped them understand the structures and functions of noun clauses, which helped improve their reading skills.

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CHAPTER 1

INTRODUCTION

This chapter describes the rationale, research questions, purpose of the study, significance of the study and scope of the study. It is organized into five parts:

- 1.1 Rationale
- 1.2 Research Questions
- 1.3 Purpose of the Study
- 1.4 Significance of the Study
- 1.5 Scope of the Study

1.1 Rationale

Many teachers and scholars provide several methods and techniques to develop students' English competency. A lot of activities have been applied in the class in order to encourage students to improve their language proficiency. Grammar is also one of the competence that the teachers provide for the students. For Thai students grammar is important to acquire not only because it is contained in the Basic Education Core Curriculum B.E. 2551, but also because it is to be tested in the Ordinary National Educational Test (ONET) that grade 12 students have to take before graduating the basic education level. The test also contains the complex sentences both in writing and reading parts; therefore, it is greatly essential for teaching complex sentences to grade 12 students. However, Thep-Ackrapong (2009) indicated that there were many problems in teaching English to Thai students. Grammar was one of them. It was considered to be the most difficult part for Thai students; for example, subject-verb agreement, topic-comment structure, passive voice, participial phrase, relative clause and subordination. In addition, students have to take times to acquire English complex grammar structures. Moreover, the study of Intaraprapong (2013) mentioned that students had difficulty with complex sentences because they could not distinguish the main subjects of a sentence. It also revealed that even though the meanings of the words were provided, students still had difficulty in comprehending an overall meaning of the complex sentences. Scott

(2009) also points out that if students can grasp the meaning of each individual sentence, they would comprehend the texts correctly. This means students have to understand sentence meanings whether simple, compound or complex sentence in order to understand or to be able to write the text and so on. A sentence that contains a noun clause is considered a complex sentence which poses difficulty for students comprehending the sentence. Kongsakorn et.al. (2017) discuss that students have to analyze the structure of the complex sentence in order to accurately comprehend what the sentence is conveyed.

According to Nezakat-Alhossaini et al. (2014), their study suggested that teaching complex structures by using explicit instruction can be effective. Moreover, the research study conducted by Ling (2015) reveals that the students at the present time have poor knowledge of English grammar. Explicit instruction facilitates students to raise their awareness when learning grammatical structures. Anderson (2005) suggests that one important factor for successful acquisition of grammatical complex structures is explicit teaching methods. From these suggestions, explicit instruction is considered as an effective teaching method to second language learners to acquire noun clauses embedded in complex sentences.

According to Archer and Hughes (2011); Goeke (2009); and Hall (2002), explicit instruction is a structured, systematic, engaging, meaningful and effective instructional approach for teaching academic skills. On the other hand, it is clear, direct statements and procedures used to teach students to acquire new knowledge. Therefore, to create more explicit instruction in acquiring complex sentences, phrase structure rules will be used as an explicit instruction in this research. Payne (2006) defines that phrase structure rules represent, or model, the conventionalized syntactic patterns in languages; therefore, they are one of the other strategies that help learners acquire grammar rules explicitly. As phrase structure rules consist of a set of ordered rules, they will help learners carefully learn the target rules and apply them in a stepwise technique. Through phrase structure rules, the acquisition to noun clauses will explicitly start with the smallest component of the clause which is a word, a phrase then the entire sentence.

1.2 Research Questions

The study is to answer the following research questions:

1.2.1 To what extent can phrase structure rules help grade 12 students learn noun clauses?

1.2.2 Is there a significant difference in the students' knowledge of noun clauses before and after the treatment?

1.2.3 What are the opinions of the students through explicit instruction by using phrase structure rules on acquisition of noun clauses?

1.3 Purpose of the Study

The purpose of the study is to examine the effectiveness of using phrase structure rules to teach noun clauses.

1.4 Significance of the Study

The results of the study are useful for EFL teachers who want to develop teaching materials for grammar lessons on complex sentence structures.

1.5 Scope of the Study

This study is focused on teaching noun clauses functioning as a subject, an object of a verb and an object of the preposition by using phrase structure rules. The study used purposive sampling and was limited to 36 grade 12 students at Suraphinphitthaya School.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses information processing, second language grammar teaching, explicit instruction, organizing explicit instruction lessons, phrase structure rules and related studies as follows.

2.1 Information Processing

In second language learning, it normally deals with a psychological perspective like languages and the brain, learning processes and learner differences. McLeod (2008) mentioned that cognitive psychology is also one of psychological perspectives. It sees the individual as a processor of information like a computer taking in information and following a program to produce an output. In addition, the human mind is like a computer that receives information, then processes it and finally produces knowledge. There is a number of assumptions in information processing; for example, information is processed by a series of processing systems like attention, perception and short-term memory, and these processing systems change or transform the information in systematic ways. Beitzel (2012) summarized that the basic notion of the information-processing model is that the new knowledge of information flows from the entry point to the everlasting storage within the information-processing system. The model proposes three storage compartments or stores, as shown in Figure 1.

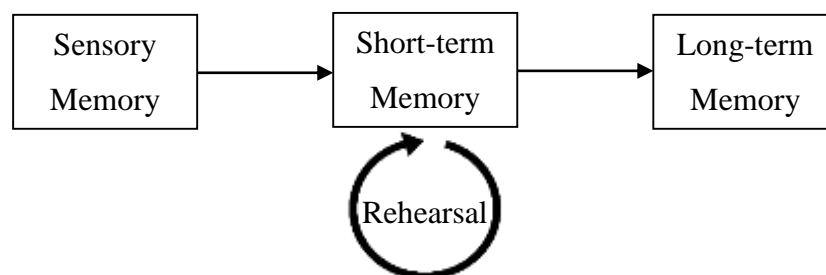


Figure 2.1 Information Processing Model

Resource: Beitzel (2012)

From figure 2.1, Beitzel (2012) further explains that sensory memory is the first store that all information enter to the system. In learning language, all information refer to all types of language competency that students have learned. However, it cannot retain all of the information actively when the information doesn't meaningfully benefit or apply. The working memory-originally called "short-term memory" is where the real process of thinking takes place. In addition, students will carefully process the content of the lessons as well as the instructions they are assigned in the class. Similarly, working memory is limited for teaching and learning. Therefore, students will select uncomplicated information to maintain in working memory. In addition, to comprehend the content, there must be a disciplined, controlled step of presentation to create meaningful learning occurs. Moreover, working memory needs rehearsal-maintenance and elaborative. Maintenance rehearsal is to repeat the knowledge again and again in order to keep it activate. Whereas elaborative rehearsal is to relate the new knowledge to earlier learned knowledge so that it will have the effect on the memorability of the new knowledge. During the rehearsal, learners have to pay attention to what they are learning and select essential knowledge to process and leave the irrelevant one. Nevertheless, any pieces of knowledge will be effective if students practice appropriately. The last storage is long-term memory which is the storage of permanent information. The permanent information in this storage has sufficiently processed in working memory and last for long.

From Beitzel, it is supposed to provide explicit instruction for students to process to avoid receiving unnecessary information storing in their mind. Since there is a limitation to gather knowledge, the teachers have to be assured that the instruction they proceed and the information they provide make no confusion in students' perception but allow students have enough time to practice the new knowledge.

Saville-Troike (2006) similarly mentioned that there are two major frameworks for the focus on learning processes: Information Processing (IP) and Connectionism. He identified that information processing also concerns with the mental process which includes perception and the input of new information; the formation, organization, and regulation of internal or mental representations and retrieval and output strategies. He clarifies that the mental capacity requires controlled processing. When L2 learners start learning a second language, they need to contrite their attention to comprehend or

produce basic vocabulary and syntactic structures automatically. Then, they can attend to more complex, higher-order features and content. In learning a new language, second language learners must primarily use controlled processing to select appropriate symbols and apply the right rules, and it is difficult or impossible to simultaneously pay attention to higher-order content or creative processing; in the other word, second language learners have to previously automatize the lower-level skills, the higher-order thought is processed.

Saville-Troike introduced the three stages of Information Processing: Input, Central Processing, and Output, as you can see in Figure 2.2.

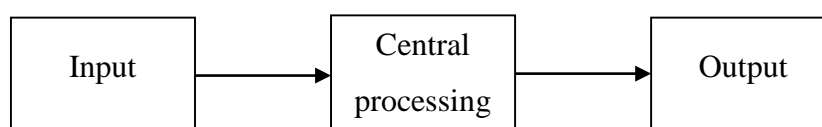


Figure 2.2 Information Processing

Resource: Saville-Troike (2006)

The input stage is that second language learners exposed to the new knowledge; however, it will be available for processing when learners really notice it. Then it can become intake. Previously, Schmidt, 1990 (as cited in Saville-Troike, 2006) proposed the features of contributors to the degree of noticing or awareness as following 1) frequency of encounter with items 2) perceptual saliency of items 3) instructional strategies that can structure learner attention 4) individuals' processing ability 5) readiness to notice particular items and 6) task demands. In conclusion, to improve learner awareness of input and to structure attention play the important role in language instructional design and pedagogy. For the central processing, where learning occurs and restructuring of knowledge takes place, is the nature of this model. In this storage, learners begin with controlled processing, then develop to automatic processing. However, controlled processing requires more time to recall words or grammatical structures before reaching the automatic processing. Apart from this, Anderson (2005) proposed the model of learning that it develops from declarative to procedural stages of knowledge which is parallel to development from controlled to automatic processing.

The declarative stage involves the acquisition of isolated facts and rules, and the processing is slow and under attentional control. Whereas the procedural stage or practice involves processing of longer associated units and increasing automatization, which releases attentional resources for higher-level skills. The last expectations of central processing is restructuring that involves qualitative changes in L2 development. In addition, it makes mental representations more coordinated, integrated, and efficient. The last stage of Information Processing is output. The output is the process that learners produce the language in speech or sign or in writing. Additionally, learners are able to produce meaningful production, as Saville-Troike (2006) suggested, by enhancing fluency by furthering development of automaticity through practice, noticing gaps in their own knowledge, testing the knowledge by monitoring and revising and using the language.

From Information Processing framework and concept of learning processes, second language learners can perform or acquire new language effectively if they receive the appropriate input in each stage. In other words, Information Processing model provides second language teacher to understand how second language learners acquire the new language, so second language teachers can provide appropriate input for second language learners. In addition, to help second language learners comprehend the content and transform to the long-term memory, the teacher should contribute uncomplicated instructions that are proceeding in the proper time or have the proper information to convey to the learners. Moreover, there must be a disciplined, controlled step of presentation to create meaningful learning and repeat the information to keep it activated. From these reasons, in teaching second language learners, explicit instruction should be organized to facilitate learners in acquiring new knowledge in order that the learners can grasp essential knowledge to store in their consciousness. Identically, in this study phrase structure rules were applied to the explicit instruction. The phrase structure rules helped the learners in the input stage. When they exposed the new languages, which were noun phrases and noun clauses, phrase structure rules help them notice the structures, and this knowledge made the learning occurs.

2.2 Second Language Grammar Teaching

In learning grammar, Larsen-Freeman (2001) mentioned that many second language educators have assembled language teaching into two types of approaches. One is emphasizing analyzing the language and on using the language. This type allows students to learn the elements of language such as sounds, structures, and vocabulary that build toward students' ability to use the elements to communicate. The other approach encourages students to use the language from the start a communicative approach. Even though, teaching grammar is related with prescriptive rules about linguistic form, it, recently, is considered as a set of meaningful, contextualized and dynamic structures. In addition, it composes of not only form but also meaning and usage. To facilitate teaching grammar and dealing with the complexity of grammar, Larsen-Freeman (2001) proposes that grammar teaching bonds structure or form, semantics or meaning, and pragmatic conditions together. Gao (2001) added that apart from form, meaning and use, grammar teaching need to be considered about the audience, the objective, the proper approaches and methods to teach grammar in order to promote the second language learners' linguistic competence. On the other hand, teaching grammar is the procedure that facilitates the learners accurately use linguistic forms meaningfully and properly. In conclusion, teaching grammar should help students produce linguistic forms accurately, meaningfully, and properly.

2.3 Explicit Instruction

Explicit instruction is a structured, systematic, engaging, meaningful and effective instructional approach for teaching academic skills. It is a clear, direct statement and procedure used to teach students to acquire the new knowledge. (Archer & Hughes, 2011; Goeke, 2009; Hall, 2002). Scott (1990) also described that explicit grammar teaching approach is considered the intentional study of a grammar rules in order to establish efficient and accurate linguistic elements. In addition, it makes students focus on rules and example sentences for the target grammar structure instead of on the content. Andrews (2007) similarly mentioned in his study that in explicit instruction, the target form is explicitly taught. He explained that first, the instructor presents the rules of the target form, and then gives examples. However, he remarked that the instructor may give examples first and then guide the students to elicit the rules. In his

study, students frequently practiced the form in communicative output tasks such as mini grammar quiz and writing prompt. Hall, T. and Vue, G. (2004) defined that explicit instruction is a systematic instructional approach that includes a set of distribution and design procedures drawn from effective classroom research combined with behavior analysis. They explain that to design well-organized explicit instruction, a two component need to be included. The first component is “visible delivery features” that consists of group instruction with a high level of teacher and student interactions. The second component is “the less observable instructional design principles and assumptions” that make up the content and strategies to be taught. In addition, explicit instruction provide gradually explanations to stimulate learners participate in the lesson, modeling to activate learners knowledge both new and previous knowledge, and enhancing in guided practice that is learners have to individually practice the skill so that they can connect the new to the previous knowledge. In other words, these cause systematically improving background knowledge and explicitly administering it and connecting it to new knowledge. According to Ellis (2009), explicit instruction is a teaching process that teachers teach rules of the target structure during the learning process and motivate students to improve metalinguistic awareness of the rules. Similarly, Archer and Hughes (2011) points out that an explicit instruction is a structured, systematic and effective methodology that is unambiguous and direct for teaching academic skills. By mean of unambiguous and direct, the instructional design and delivery procedures should constitute of clear statements about the purpose and rationale for learning, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent master has been achieved. Ling’s findings lend support to the claim that explicit grammar teaching is the teaching methods making the form as the center and emphasizes to learn the grammatical rules purposefully. It correspondingly directs attention to the target forms (Ling, 2015).

From the definitions and descriptions above, explicit instruction is an interactive well-organized instructional approach for teaching grammar rules that is it also has to be unambiguous and precise. Furthermore, when giving instruction, the interaction between the teacher and the students occur during modeling stage. The learning process has to be guided to develop metalinguistic awareness when practicing the target form.

In conclusion, it facilitates students to consciously learn the rules gradually and actively establish their own knowledge.

2.4 Organizing Explicit Instruction Lessons

Since explicit instruction focuses on the teaching process during the lesson is taught, there are many frameworks that are designed to manage the lesson under explicit instruction.

Goeke (2009) has presented the three parts of the explicit instruction framework that emphasizes the teacher-student transaction.

The first part is pre-instructional set, a statement that prepares students to follow the instruction. It is intended to create a mental 'set' in students so that their mind is in a receptive frame. In this part, the teacher will gain students' attention to help them focus on what is to be learned. Then the learning objective will be informed. Students need explicit details about the lesson to convey specific teacher expectations.

The second part is preparing the knowledge base for instruction. In this part, the teacher provides some information to prepare students' prior knowledge and activate thinking processes during learning. To cognitively prepare the knowledge base for instruction, there are three selectable elements - activate prior knowledge, review previously learned skills, or pre-teach key vocabulary. To help students interact between existing knowledge and new knowledge, activating prior knowledge should primarily be organized. Additionally, it will motivate students to be able to actively integrate new information by combining previous meanings to latest one. And so forth, review previously learned skills facilitate storage of skills, strategies, and content in long-term memory and logically stimulate students to see relationships between their background knowledge and new information or skills. However, pre-teach key vocabulary facilitate students to construct fluency over unknown words or terms during reading or instruction. This element is suitable for learning reading or listening lesson. In teaching grammar or rules, activate prior knowledge and preview previously learned skills are more suitable elements to prepare students knowledge; however, the teacher should select the most appropriate elements to prepare students' background knowledge.

The third part is instruction. In this part, the teacher needs to provide cognitive modeling, guided and independent practice and closure. Each stage needs to be provided

explicitly. The cognitive modeling is that the teacher expresses both the physical, observable aspects of a task or grammar point and the thinking process to students. Students are able to gain some concepts or procedures through the cognitive modeling. After students gain some concept, they need to be guided and practice independently. Guided practice facilitates students to gain the task explicitly. In this stage, the teacher and students are co-director to engage the target information. This stage is like a pilot that leads students to think sequentially. When students have adequate guided practice, the next stage is to practice independently. Practice activities provide extended engage time and help promote a deeper understanding of new learning engaging in a guided practice. While practicing, students need to be monitored and helped when needed through monitoring, the teacher has to check students' understanding and provide corrective feedback. The teacher has to ensure that there are enough clarified tasks for students to practice so that students will perform the task correctly during independent practice. An independent practice provides a chance for students to apply new skill, strategy or concept by themselves.

The final concept proposed in this framework is 'the closure'. The closure is an action, a statement or an activity that is designed to bring an explicit instruction to an appropriate conclusion. It facilitates students to organize, store and retrieve the skill, strategy, or concept that have just been taught. It is more beneficial to require students actively consider what occurs in the class because it helps students become reflective learners. The teacher will also have the opportunity to check student understanding and resolve any lingering misunderstandings. This strategy emphasizes on synthesizing rather than reviewing.

According to Goeke (2009), the teacher and students have an important role to create the effective explicit instruction lesson. It can be said that the teacher has to be an authentic modeling in each learning process so that students will have a guideline on how to improve their process of learning. Goeke divides the explicit instruction lesson into four parts; pre-instructional set, preparing the knowledge base for instruction, instruction and closure. In pre-instructional set, it will stimulate students' mind to prepare them for a receptive frame. Students also need explicit details about the lesson to convey specific teacher expectations. Then, students' prior knowledge and thinking processes will be activated during preparing the knowledge base for instruction part.

This element is also supported by Anderson (2005) that in L2 language learning tasks, there are five primary strategies, prior knowledge strategies are one of these five strategies. When students' mind is ready to learn, the instruction part occurs. The teacher needs to provide cognitive modeling, guided and independent practice and closure explicitly. In closure, it has to facilitate students to organize, store and retrieve the skill, strategy, or concept that have just been taught. In the other words, students should be asked to reflect the learned target skills or forms.

In organizing an effective explicit instruction lesson, Archer and Hughes (2011) suggest that the instructional lesson should consist of the following stages.

First is the opening. The opening of the lesson relates to gaining students' attention in order to prepare them ready for the lesson, stating the goal of the lesson to inform students the ability they should perform when finishing the lesson, discussing the relevance of the target skill so that the students can transfer the background knowledge to the target skill, and reviewing critical prerequisite skills to prompt the students to accomplish the new one.

Second is the body of the lesson. The body of the lesson presents the explicit learning processes which are modeling, prompted or guided practice and unprompted practice. To help students gain the target skills or forms, modeling and practicing will give the students opportunity to observe what they will have to perform and to exhibit what they can perform at the end of the class. By the word of modeling, students will observe the target skills or forms from the teacher while demonstrating the target skills or forms and describing how it is to be done. In this stage, the expression needs to be clear, consistent and concise. Moreover, when students have to master complex skills or forms, adequate models need to be provided and lead students involve in the models by using questions dealing with the target skills or forms. When students have enough modeling by responding accurately to questions, they needs appropriate practice. Prompted or guided practice provides students to turn into effective and confident in using target skills or forms. This means the teacher needs to prepare physical, verbal, or visual prompts to facilitate students practice the target skills or forms until they have confident enough to produce the target skills or forms by themselves. In this stage, the instruction needs to be simple but clear. For the last component of the body of the lesson, unprompted practice is provided to investigate whether students accurately understand

the target skills or forms. During unprompted practice, students should be assigned to practice the target skills or forms one at a time. When they finish one, the teacher should check their answer and give feedback if they do incorrect until they perform the target skills and forms correctly. Last is the closing or conclusion. In the closing, the teacher regularly review what the students have learned in the class. Besides, the teacher can preview what the students will learn in the next class. Additionally, assigning independent work can be designated to practice in either the learned skill or the new skill.

As stated in Archer and Hughes (2011), the effective explicit instruction lesson composes of three parts; the opening, the body and the closing of the lesson. The opening of the lesson needs to be clear to students of what they are going to learn, why they have to learn it and what previous skills or forms need to be related. For the body of the lesson, the new skills or forms are explicitly displayed by modeling and practicing both prompted and unprompted practice to motivate students acquire the target skills or forms individually. When students accurately master the target skills or forms, the review of the lesson occurs in the stage of closing.

With a well-defined framework in organizing the lesson, an explicit instruction makes different from the ordinarily traditional class. During instruction, students have more participation and interaction to subsequently practice new knowledge or new skills and forms; correspondingly, they actively construct and process knowledge, skills or forms. In addition, teachers energetically teach them how to learn to obtain new knowledge, skills or forms.

In conclusion, explicit instruction is supposed to be well-organized instructional approach for teaching grammar rules; in the other words, a structured, systematic, engaging, meaningful and effective instructional approach for teaching academic skills. Moreover, the instruction also accelerates teachers to form the grammar class more active and meaningful that is teachers not only teach the grammar but also motivate students to participate the lesson during steps of instruction. The instruction also facilitates students to maintain the knowledge in the long-term effect by proper amount of practice and gradually instruction.

From the definition and the framework above, this study applied phrase structure rules as an explicit instruction to acquire noun clause. Since phrase structure rules deal

with rules of building words, a group of words up to a sentence, they will facilitate students explicitly acquire each component of the sentence and precisely comprehend the whole sentence.

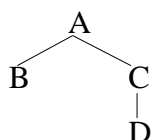
2.5 Phrase Structure Rules

Phrase structure rules, similarly called rewrite rules, are rules that generate sentences from words and phrases. Additionally, Jacobs (1995) pointed that they make explicit three important basic properties of sentence grammar which are linearity, hierarchy and category (as cited in Kim, 2013). As stated in Brinton and Brinton (2010), a phrase structure rule consists of a set of ordered rules, which are applied stepwise. A rewrite rule has a single symbol on the left and one or more on the right; for example,

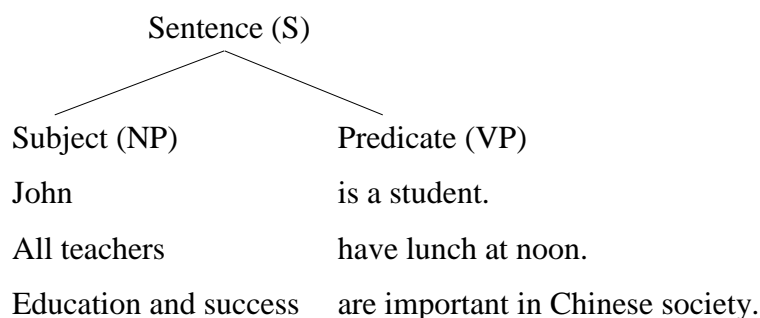
$$A \longrightarrow B + C$$

$$C \longrightarrow D$$

A is referred to a core constituent of a phrase or a sentence; whereas, B and C are the sub constituents. $A \longrightarrow B + C$ can be read as A consists of B followed by C. Nevertheless, the plus (+) symbol can be omitted. Conversely, C dominates D. This rule can also be illustrated in the form of a tree diagram:



In a tree diagram, B and C are called labeled nodes; a node is a point on the tree diagram. A is referred to as the ‘mother’ or ‘parent’ of B and C. C similarly dominates D. In establishing phrase structure rules, subject and predicate are introduced as an elementary component of a sentence. Then the phrase structure rule will be contributed. It will begin with the initial symbol S=sentence. S composes of two constituents: the subject which can be rewritten as a noun phrase (NP) and a predicate which can be rewritten as a verb phrase (VP) as shown below.



A sentence can similarly be written as a noun phrase plus a verb phrase which can be rewritten in a phrase structure rule as $S \rightarrow NP VP$ "a sentence consists of a noun phrase followed by a verb phrase". It can be illustrated by a phrase structure tree (a tree diagram with syntactic category information) as shown below.



2.3.1 Phrase Structure Rules for Noun Phrase (NP)

The noun phrase is a group of words that identifies a person, animal, place, thing, or idea. It can act as both subject and object of the sentence.

The noun phrase can be expanded in many different ways as following:

- | | |
|------------------------------------|------------------------------------|
| 1) $NP \rightarrow N$ | Dogs |
| 2) $NP \rightarrow Det N$ | the dogs |
| 3) $NP \rightarrow Det Adj N$ | the big dogs |
| 4) $NP \rightarrow Det Adj^+ N$ | the big black dogs |
| 5) $NP \rightarrow Det Adj^+ N PP$ | the big black dogs from the market |
| 6) $NP \rightarrow NP S$ | the dogs (that) I kicked |
| 7) $NP \rightarrow NP Poss NP$ | Dogs' legs |
| 8) $NP \rightarrow NP^+ Conj NP$ | Dogs and cats |
| 9) $NP \rightarrow Pro$ | They |
| 10) $NP \rightarrow PN$ | Lucy |

2.3.2 Phrase Structure Rules for Prepositional Phrase (PP)

The prepositional phrases are groups of words containing prepositions that indicate the relationships between various elements within a sentence.

The prepositional phrase can similarly be expanded in many different ways as following:

- 1) $PP \rightarrow P\ NP$ (the black dogs) from the market
- 2) $PP \rightarrow P\ PP$ (the black dogs ran out) from inside the house.
- 3) $PP \rightarrow P\ S$ (John is disappointed) by what you did
- 4) $PP \rightarrow PP^+ \text{ Conj } PP$ (the black dogs) from the market and from the temple

2.3.3 Phrase structure rules for Sentence or Clause (S)

The sentence or clause that can be used by themselves is called an independent clause. Conversely, the clause that does not express a complete thought and cannot stand by itself as a sentence is called a dependent (or subordinate) clause. The following shows some examples of phrase structure rules for independent and dependent clauses.

Independent Clause

- (1) $S \rightarrow NP\ VP$ The black dogs ran out from inside the house.
- (2) $S \rightarrow S\ VP$ What you did to me is very bad.

Dependent Clause

- (1) $S \rightarrow \text{That } S$ That John failed the exam (is not surprising)
(It's not true) (that) John failed the exam
- (2) $S \rightarrow \text{Wh-word } S$ What you did last night (disappointed me)
(I am disappointed by) what you did last night
(The book) which I bought yesterday (is very good)
- (3) $S \rightarrow \text{AdvSub } S$ Although it is very late at night, (buses are still crowded)
(AdvSub = Adverbial subordinators: although, if, while, after, since, and because, etc.)

Payne (2006) defined that phrase structure rules represent, or model, the conventionalized syntactic patterns in languages. According to Brinton and Brinton (2010), a phrase structure rule consists of a set of ordered rules, which are applied stepwise. Wijaya (2017) also mentioned that phrase structure rules furnish from a small set of rules to an entire sent of sentences. Therefore, phrase structure rules are rules that

define a group of words into phrases, and these phrases have their own function that can construct a meaningful sentence.

Learning noun clauses which are considered as a complex sentence is quite challenging for second language learners. Moreover, according to the information processing theory, they may see this grammar rule irrelevant to them and deny acquiring it if they found it difficult to understand. Therefore, Fotos (2001) suggested that teaching grammar to second language learners need to be planned and systematic, stepwise, and active. According to Fotos, explicit instruction is considered as an appropriate grammar teaching for second language learners since it is a well-organized instruction; a structured, systematic, engaging, meaningful and effective instruction. In acquiring a complex structure like noun clauses, phrase structure rule-based instruction seem a promising teaching method. As phrase structure rules consist of a set of ordered rules, they will help learners carefully learn the target rules and apply them in a stepwise technique. To make it more specific, through phrase structure rules, the acquisition on noun clauses will start with the smallest component of the clause which is a word, a phrase then to the whole sentence. Phrase structure rules will also facilitate students to have awareness in comprehending each component accurately, so they can understand the entire sentence. In addition, phrase structure rules are explicit as they are formally stipulated; this satisfies the learning requirements put forth by the Information Processing theory as Schmidt, 1990 (as cited in Saville-Troike, 2006) proposed that there are two features of contributors to the degree of noticing or awareness that deal with learning that are perceptual saliency of items and readiness to notice particular items.

2.6 Related Studies

There are several studies on using explicit instructions to test how they could benefit students' acquisition of grammar points as follows.

This section reviews the literature related to the role and effect of explicit grammar instruction, focus on form, in second language acquisition. Tamayo (2012) analyzed the competence of students in delivering grammatical rules and structures after production in unprompted speech in the secondary school context, where English was rarely employed outside school. 10 Spanish students of English from second Higher Secondary

Education participated in this study. They were randomly selected by considering the last year tests. During the study, an oral interview and a student-specific test were applied as instruments. At the beginning of the study, students were interviewed and recorded in the school during two English lessons. The interview lasted from 5 to 10 minutes each, then all the recordings were transcribed and aimed attention at six grammatical rules - modal verbs, relative pronouns, conditionals, the non-pro-drop phenomena, 3rd person singular morpheme and gerunds. However, gerunds were analyzed separately. In the third English classes the student-specific tests were completed by participants. All participants were supposed to explain the ungrammatical sentences in English; they were allowed to switch to their native language, Spanish, if they had difficulty in expressing English. While participants giving the explanation of the grammatical rules, they were similarly considered using explicit and implicit knowledge.

The results of Tamayo's study showed that 86 percent of the participants chose the correct grammatical sentences. When considering each explanation, 54 percent of them gave explicit instructions, 29 percent of them gave implicit explanations, and 19 percent did not give any explanation or gave incorrect or unrelated responses. In the stage of judging the grammatical sentences, all of the participants were able to criticize the ungrammatical sentences correctly. Most participants identified correct ungrammatical sentences related to modal verbs followed by 3rd person simple present tense, incorrect pronouns and the lack of the 3rd person simple present morpheme. However, some participants chose the correct -ing forms and incorrect conditional structures in the first set while fewer participants chose it correctly in the second set. When focusing on the type of explanations-explicit or implicit. Most participants gave an explicit explanation in identifying the ungrammatical sentences with modal verbs, relative pronouns and 3rd person singular morpheme. Conversely, implicit explanation was applied with conditional structures. Lastly, half of the participants explicitly clarified the non-pro-drop phenomena and -ing forms. From the results, it can be concluded that a great number of the participants could thoroughly provide an explicit explanation for the target rules.

The study of Finger (2010) aimed at analyzing the role of explicit instruction in acquiring a short-term comprehension and production of the present perfect tense. To

conduct the research, two groups of 1st semester undergraduate Languages and Literature students from a public university in the state of Rio Grande do Sul were selected and distributed to the experimental group that received instruction in the focused topic and the control group that did not receive any instruction before taking the posttest. The selected participants similarly had the basic knowledge of English and the accessibility to take part in the study. The study began with both experimental and control groups taking the two pretest and posttest assessing comprehension and production of the present perfect tense. All tests contained 30 questions testing the use of present simple, past simple and present perfect tenses. However, six of these questions were used as distractors. Students were encouraged to use their intuition as they answered the questions rather than the intelligence. For the comprehension tasks, the 30 multiple-choice items were similarly designed in the similar fashion in both the pretest and the posttest. Moreover, all items consisted of a four-line dialogue between two people with a blank in the last line to be completed by one of the choices. To avoid difficulty in comprehending the dialogue, problematic vocabulary was instantly decoded when needed. Another task to ensure that the participants did not assume the answers of the differences of use between past simple and present perfect in comprehension tasks is production tasks which were writing tasks provided to diminish the assumption. The production tasks were managed in the first language (Portuguese) contexts which prompted the second language (English) responses with some instant translation of vocabulary when the participants struggled. The 15 verbs featured in the comprehension tasks were equivalently used in the 30-item production task, and they were given within parentheses after each context. Furthermore, to reduce changeable answer, one single sentence was asked for the participants to respond in each 30-item production task. Regarding the explicit instruction, the lesson plan was based on a traditional Presentation-Practice-Production framework which led the participants to elicit and induce the target form rather than memorize a set of structural rules. The experimental period started with each group had three 110-minute morning meetings, totaling 6 meetings. On the first meeting of the experimental period, the participants in both experimental group and control group primarily filled in their short personal information questionnaire, then the comprehension test and production test respectively. On the second meeting, the experimental group received the treatment as planned.

During the experiment, English was used to conduct and keep as the medium of communication.

The results indicated that after the experiment period, the scores on comprehension test in the experimental group was higher than in the control group. When focusing on the interaction between group and verb structure, the results of the ANOVA $F((3,36)=17.935, p<0.0001)$. The scores in the pretest and the posttest for the present perfect in the experimental group was positively significant. in conclusion, there was no significant misperception and mistaking in the previously learned verb structures through the instruction of the present perfect tense. However, the results on the production task showed that both of the groups achieved significantly higher scores in the posttest: $t(9)=4.981, p<0.001$ and $t(6)=3.057, p<0.05$, respectively. This meant the performance of the two groups in production tasks on present perfect also improved whether they received the instruction or not. Nevertheless, when intensely considering on both comprehension tasks and production tasks, the experimental group performed confidently and correctly in the present perfect.

Further research in this area may include the study of Gahrouei (2012) that was to analyze the role of explicit instruction of the present perfect tense of Persian EFL learners. The 60 students were divided into two group: the first 30 students were in the experimental group (group 1) and the last 30 students were in the control group (group 2). All of the participants in both two groups were assigned to take a pretest, immediate, and delayed posttest. All tests consisted of 30 questions with 12 different verbs. Each group had three 90-minute morning meetings, totaling 6 meetings. However, the group 1 students were taught a lesson, group 2 did not receive any instruction regarding the topic at test.

The results showed that the experimental group (group 1) was doing better than the control group (group 2). The results of the immediate posttest showed that the participants in the experimental group achieved higher scores than the participants in the control group after instruction. Conversely, the result just showed the short-term improvement. Therefore, it still requires the long-term in order to verify accurately, besides, it shows how they can understand better by doing the explicit instruction.

The study of Nezakat-Alhossaini, et al. (2014) comparably investigated the impact of explicit instruction on EFL learners' implicit and explicit knowledge on a case of

English relative clauses. In addition, the study proposed to examine the effect of proactive form-focused instruction on the acquisition of a complex structure like English passive reduced relative clauses (PRRCs). In this study, the participants were divided into two groups of EFL learners. First, the intermediate learners were selected from those who volunteered to take part in a one-week free course on grammar; however, qualified volunteers had to have the average scores of 85 out of 100 in the latest semester. At the time, they also took a writing course and were not exposed to any other courses relevant to the target structures. To divide them to the experimental group and the control group, 22 learners were randomly separated into the experimental group and 15 learners into the control groups. Second, they were a group of PHD students of TEFL with 10 consecutive years of studying English as a Foreign Language in average, and had never lived or spent more than a week in an English speaking country. There were 16 advanced learners in this group who exposed to language in an explicit manner.

During the study, the experimental group of the first group took a pretest, a posttest and a delayed posttest respectively. After the pretest, they received 400 minutes of instruction on target structures during a week, while the control group of the first group received their routine lessons in their writing course. However, the second group did not receive any instruction; they participated in only one set of the three test series conducted for the intermediate group. Besides, the grammar part of Oxford Placement Test (OPT) comprising 100 questions was similarly applied to evaluate the grammatical knowledge of the volunteers. Since the OPT test consists of the listening and grammar part, in this study, only the grammar part of the OPT test, the score range of 71 plus and minus 8, was applied to define grammatical knowledge in intermediate level. Conversely, the advanced group was considered to a volunteer if the score range is of 85.5 plus and minus 10 out of 100.

After taking the pretest for a week, the experiment period started. Each lesson started by explaining the complex structures such as adverbial clauses, noun clauses and relative clauses. During the treatment, English was conveyed as a medium; conversely, the participants' native language was used when the participants showed difficulty in acquiring the target structures.

To create the explicit instruction lesson, the target structures were taught through form/function mappings of different types of clauses and phrases, then a number of

exercises in hand-outs were distributed. When the experimental period ended for two days, a posttest was taken, then three weeks after the posttest a delayed posttest was administered respectively. Nevertheless, the participants were also tested on the explicit knowledge of the target structures by error correction tasks. The participants needed to identify and correct the ungrammatical items and provide the correct one. This test was composed of 48 items from among 24 were experimental items and 24 fillers that grammatical points were irrelevant to the target structures; additionally, half of them in each set were ungrammatical. For the accuracy of the error correction tasks, a native speaker was allowed to check the tests. Each corrected item was provided 1 score if not 0 score; however, if the ungrammatical form was only underlined without correction 0.5 score was provided.

Another instrument was self-paced reading task. This task was to examine the implicit knowledge that the participants possessed. The participants were assigned to read a number of items, phrase by phrase at their own pace. The test contained 40 items with 16 items on the target structure and 24 fillers with both grammatical and ungrammatical sentences. The test was designed to explore participants' level of comprehension on specific target structures. The participants were seated in front of a monitor and were instructed to press the Right Shift Key for 'Grammatical' and the Left Shift key for 'Ungrammatical'. After finishing taking this tasks, participants were provided feedback on the correct answers randomly.

To double check on the results obtained in self-paces reading task, an online stop-making-sense task is applied. The participants had to react on the grammaticality of each segment whether the segments being recognized as ungrammatical in the stop-making-sense task had longer reaction times in self-paced reading task as well. The design of the test was exactly the same with the self-paced reading task. The online test had 40 items with 16 items on the target structure and 24 fillers. The participants were instructed to move through the items by pressing the Right Shift key and react on the grammaticality of segment, and the Left Shift key when the sentence stopped making sense to them. In conclusion, the material and instruments used in this study were two sets of tests that is online and offline.

The results of the study focused on the accurately grammaticality of the test items in both offline and online tasks; the reaction time or the reading times of the online tasks.

To assess the results a mixed between-within subjects ANOVA and independent samples t-test were used.

For the error correction tasks, the result was displayed a significant interaction for *Time*Group*, the main effect for *Time* and the main effect for *Group* by the mixed between-within subjects ANOVA. For the experimental group, there was a significant difference between the pretest and posttest ($p<.001$); also, a significant difference between the pretest and delayed posttest ($p<.001$); as well as, a significant difference between the posttest and delayed posttest ($p<.001$) in favor of the posttest and delayed posttest, respectively. However, for the control group, there was found no significant difference among the pretest, posttest, and delayed posttest ($p>0.05$). When looking at the results of the independent samples t-test indicated that the experiment group were able to gain similar results with the advanced group in their second posttest.

For the self-paced reading tasks, the result was displayed a significant interaction for *Time*Group*, the main effect for *Time* and the main effect for *Group* by the mixed between-within subjects ANOVA. For the experimental group, there was a significant difference between the pre-test and post-test ($p=.002$) and between the pretest and delayed posttest ($p=.001$), when looking closely at the scores, the delayed posttest had higher than the pretest and posttest. Nevertheless, there was no significant difference found between the posttest and delayed posttest ($p=1.00$). In contrary, for the control group, there was no significant difference among the posttest, posttest and delayed posttest ($p>0.05$). Moreover, the results of the independent samples t-test pointed that after the instructional period, the experimental group performed the same with the advanced group. When considering the reaction times, the results from the post hoc test on group showed a significant difference between the two groups ($p=0.41$) in favor of the experimental group, while the post hoc test on time disclosed no significant difference between the pretest and posttest ($p=.315$); conversely, the delayed posttest was significantly better than the pretest ($p=.033$) and posttest ($p=.040$). For the control group, in the other hand, there was no significant difference among the three test time ($p>.05$). In conclusion, the experimental group outperformed the advanced group. This means after the instruction, the overall speed of reaction times was affected by the instruction. Moreover, the results of the mixed between-within group ANOVA disclosed a significant interaction for *Time*Group*, the main effect for *Time*, and the

main effect for *Group*. The results from the post hoc test for time disclosed a significant difference between the pretest and posttest ($p=.001$) and a significant difference between the pretest and delayed posttest ($p<.001$) in favor of the delayed posttest for the experimental group. Conversely, for the control group, there was no significant difference among the pretest, posttest and delayed posttest ($p>.05$); however, on the third time the experimental group obtained smaller overall reaction times scores compared with the advanced group.

For the stop-making-sense task, the results of the mixed between-within group ANOVA disclosed a significant interaction for *Time*Group*, the main effect for *Time*, and the main effect for *Group*. The results from the post hoc test for *time* showed a significant difference between the pretest and posttest ($p=0.002$) and a significant difference between the pretest and delayed posttest ($p<.001$) in favor of the delayed posttest for the experimental group. However, there was no significant difference between the posttest and delayed posttest ($p=.151$). Repeatedly, for the control group, there was no significant difference among the pretest, posttest and delayed posttest ($p>.05$). In a comparison between the experimental group and the advanced group, the experimental group could achieve the same accuracy scores with the advanced group.

From the statistic results, it could be described that the metalinguistic knowledge of the target structure for the experimental group significantly affected in the immediate offline posttest and delayed posttest. Moreover, the experimental group outperformed the control group in the immediate posttest; this showed that after the instruction, the experimental group has improved in metalinguistically producing the correct form of the target structures. When considering on the error correction test's results, there was no significant difference found between the two groups' performances. In the other words, the instruction significantly affected the intermediate group to achieve almost the same as the advanced group. When considering on the effect of explicit instruction on the implicit knowledge of the target structure, the self-paced reading tasks results for the accuracy for the experimental group exposed significant gains throughout the three test times. However, among the three test times, there were no significant difference. In addition, the reaction times had declined from the pretest, posttest and delayed posttest consequently. Even though, the experimental group showed no progress in the reaction times, they somehow grasped some level of the automaticity after instruction. In

improving implicit knowledge with the explicit instruction, the analyses of the stop-making-sense tasks revealed that the experimental group spent less reaction times of testing on this region; besides, the explicit instruction had facilitated the intermediate learners read faster and accomplished faster in their delayed post-test comparing with the experimental and the advanced groups. In concluding, the explicit instruction provided the effectiveness in improving the implicit knowledge of the experimental group. In addition, the explicit instruction helped the participants improve both explicit and implicit knowledge effectively in acquiring complex sentences.

In an investigation into the impact of explicit instruction on foreign language learners' performance, Rahimpour and Salimi (2010) found that explicit formal instruction of the language improved second language learners' accuracy and acquisition. The researcher applied the explicit formal instruction which was focus on form as a treatment to instruct the target form. In addition, the research attempted to prove the effectiveness of explicit formal instruction in EFL setting.

The participants of the research consisted of 30 pre-university learners who were selected randomly out of 100 learners at Ghalamchi Institute in Miyandoad in Iran. They were all female with the similar proficiency level considering from the basis of their performance on five weekly examinations. 30 of the participants were divided into two groups. The first 15-participant group was selected to be a treatment group, and the second was the control group. Pre-university English text book was used as the instructional material, and the twenty test of multiple-choice item on the forms focused was used as the testing material. In the procedure session, the experimental group received feedback in the form of recast whereas the control group didn't receive any treatment. The experimental group proceeded ten hours of explicit instruction on adjective clauses in communicative situation through the text containing the forms under focus.

The results of the multiple-choice test analyzed from the independent T-test revealed that $T_{crit}=1.70$ at $\alpha < 0.05$ and df 28, which is greater than $T_{ob}=1.29$. The statistic result means that the difference between scores of control group and explicit group is systematic and it is not due to chance. In addition, focus on form strategy affected the accuracy of L2 learner in EFL context. The results significantly approved

the research hypotheses whether focus on form will not affect the accuracy of L2 learner or focus on form strategy will affect the accuracy of L2 learner in EFL context.

Nazari (2013) investigated the differential effect of implicit and explicit grammar instruction on learners' achievements in receptive and productive modes. There were 60 elementary female adult learners participated in the research. They later were divided into two groups of 30 participants. One group received implicit grammar instruction over target structure which was present perfect tense. The proficiency levels of all participants were practically the same; however, a KET test (Key English Test) was also used to determine the participants' level of English proficiency and standardize them. The study took a 10-session period to conduct. The first period was spent on a KET proficiency test to homogenize them and determine their level of proficiency. After that, the two groups received the treatment differently. For the explicit group, the participants received direct instruction of the present perfect rules. Then, they worked individually or in pairs composing sentences, using the sentences in order to extract and explain the use of rules doing the related exercises taken from *Grammar in Use* by writing on a topic with the particular grammar structure and translating. Lastly, the direct form of feedback, that is the teacher underlined the errors and corrected them referring to the rules, were provided to the participants.

For the implicit instruction group, the target grammar structures were displayed, but they were not taught directly. The participants were asked to write on the same topic provided for the explicit group, but the feedback was not given directly; instead, the number of errors were written, then the participants had to make using the targeted structures. The participants had to compare the grammar they used in the paragraph to the bolded text in the model paragraph in order to correct their errors. At the end of the research period, a teacher-made grammar test was given to the participants to check their achievements.

The results of the grammar test showed that the mean of the explicit group is higher than the mean of the implicit group. Moreover, the results displayed that the *t* score 5.135 at 58 degree of freedom is significant difference between the effects of implicit grammar instruction and explicit grammar instruction on learners' achievement in the receptive mode. For the writing test, the mean of the explicit group is higher than the implicit group. A *t*-test was run to confirm the results. It can be seen that the *t* score

6.551 at 58 degree of freedom is significant a $p < 0.05$. Therefore, it can be concluded that there is significant difference between the effects of implicit grammar instruction and explicit grammar instruction on learners' achievement in the productive mode. In conclusion, the students under the explicit grammar instruction mostly outperformed those who had been exposed to implicit grammar instruction on the targeted form.

Besides, Andrews (2007) conducted the research to investigate the effect of implicit and explicit instruction on simple and complex grammatical structures for adult English language learners. In addition, the purpose of his research was to provide empirical data on the effect of implicit and explicit instruction of simple and complex grammatical structures on the learning of those structures by language learners at three levels of proficiency-beginner, intermediate, and advanced language learners. The research questions of the study were to find the answer whether there were a significant difference in the learning of complex and simple rules between an explicit and an implicit instruction, a significant difference at various proficiency levels both in an explicit and an implicit instruction, and a significant difference in the learning of a simple rule and at various proficiency levels between an explicit and an implicit instruction. The research was a quantitative study conducted over a 2-month period. All participants were divided into two treatment groups- explicit and implicit group- with 35 participants each. Moreover, within the treatment groups, the participants were divided by their proficiency levels into beginner, intermediate and advance. Both two treatment group covered two grammar structures which were first, simple structure on relative clause. The 15-minute sessions 4-5 times a week were administered in both the treatment groups over the period of the research. Furthermore, the same mini grammar quiz and writing prompt were used to assess all participants in both treatment groups.

During the procedure, both treatments group used the same stages of noticing, comparing, integrating, error correction and feedback, and assessment; however, the input stage of the teaching or learning process was different. The explicit treatment group was a teacher-directed or; in the other hands, formal-teaching of the rules whereas the implicit treatment group was a task-based, grammar-discovery of the same rules. To test the knowledge of the target grammar structures, a pretest, posttest and delayed-posttest were administered. Besides, the same amount of total test items, kinds of

excises, and grammatical forms were organized. In counting the correct items, the three grammar tests were counted and recorded individually from the three grammar test.

To answer the first question - Does teaching makes a difference?, the study found that teaching does make a difference; in addition, both treatment groups learned the forms. Therefore, L2 learners could learn the form rather than perceptively received input. Additionally, the findings show that there was a significant increase in learning the rules between the pretest and the posttest and between the pretest and the delayed-posttest during the course of the study. When considering each grammar rules, the results showed that for the complex rule, a significant increase in learning was found for both tests ($X^2=176.39$ $p<.01$) and ($X^2=168.92$ $p<.01$). For the simple rule, a significant increase in learning was found for both tests ($X^2=21.43$ $p<.01$) and ($X^2=6.86$ $p<.01$). In conclusion, the findings indicated that both methods were successful to teach the forms. The findings indicated that the explicit groups subsequently learned the structures by using deductive reasoning to comprehend both the complex and simple rules. Whereas the overall findings for both complex and simple forms in the implicit treatment groups did not reject. In conclusion, the implicit groups may have learned the rules by interacting with the structures in the grammar-discover method.

For the second question – Do methods matter?, the results for the complex and simple rules combined showed that the scores of the explicit group was significantly different from the scores of the implicit group on the posttest ($X^2=7.90$ $p<.01$) and on the delayed-posttest ($X^2=4.90$ $p<.05$). When compared each rule individually, the study demonstrated that methods do matter for particular rules in the case of the complex rule, but did not find the methods matter for the simple rule. The findings for the complex rule showed that there were a significant difference between the methods on the posttest ($X^2=8.88$ $p<.01$) and on the delayed-posttest ($X^2=7.12$ $p<.01$) with the explicit approach producing the significant difference. In addition, the explicit instruction produced significantly higher scores than the implicit instruction for complex rules. Dissimilarity, for the simple rule, there was no significant difference between the two treatments on the posttest ($X^2=0.81$ $p>.05$) or the delayed-posttest ($X^2=0.06$ $p>.05$). The findings indicated that in the case of the simple rules, the students themselves should be allowed to invest the simple rules whereas in the case of the complex rules, they should be spent more time to receive the rules.

For the last question – Do methods have to match proficiency levels?, the findings indicated that the methods did not have to match proficiency levels. The findings in this point displayed that the greatest increase in learning complex rules was at the beginner level. The findings on complex rules pretest, posttest and delayed posttest showed that for the proficiency levels, the explicitly-taught beginners significantly increased the learning of complex rules on the posttest ($X^2=14.99$ $p<.01$) and delayed-posttest ($X^2=13.20$ $p<.01$) whereas there was no significant difference on the intermediate and advanced level; in other words, producing the targeted forms could force acquisition. However, the findings demonstrated that beginners have the ability to learn complex forms implicitly without explicit instruction. In summary, the teaching made a difference in learning the forms on both explicit and implicit groups. Nevertheless, when comparing to the total items correct for each treatment, the explicit groups' scores were higher than the implicit groups' scores. Moreover, the methods did not have to match proficiency levels.

From all the findings and results above, by means of explicit instruction, the teachers can provide the teaching procedures with several framework; for example, form-focused instruction or focus on form, a Presentation-Practice-Production framework, form/function mappings or direct instruction. In this study, phrase structure rules were applied as an explicit instruction. Since phrase structure rules consist of a set of ordered rules, they would help learners carefully learn the target rules and applied them in a stepwise technique.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses participants, design, instruments data collection and data analysis. It is organized into five main parts:

3.1 Participants

3.2 Design

3.3 Instruments

3.4 Data Collection

3.5 Data Analysis

3.1 Participants

The participants in this study were 36 grade 12 students learning English as a foreign language at Suraphinphitthaya School, a secondary school in Lamduan District in Surin in 1st semester, academic year 2018. The selection of participants was based on purposive sampling technique that is the participants were selected a group of students with GPA and classroom ranking. They were almost at the same level of English proficiency. They are of both genders, and their native language is Thai. The participants was treated with explicit instruction, by using phrase structure rules to acquire noun phrases and noun clauses of a sentence.

3.2 Design

The participants had 16 sessions of the experimental period, and two sessions of the pre-test and post-test; therefore, there were 18 sessions in this study. The experiment was conducted within the 50-minute class period for one session. Thai was mainly used in the experiment in order to be sure that the participants would understand the target structure precisely.

At first, the participants had 50 minutes to take a 25-item pretest in the first session. They needed to first, underline the noun clauses found in each test item, second translate the underlined noun clause into Thai and third translate the whole sentence into Thai.

These were to check how well they understand noun clauses. In the second to the fourth sessions, the experimental group was instructed with explicit instruction by using a phrase structure rules to determine that the students can distinguish the component of noun phrases. The instruction focused on phrase structure rules of noun phrases which proceeded for four sessions. Each session was spent on teaching and practicing about noun phrases acting as a subject, an object and object of preposition respectively. Then in the fifth session, the teaching was spent on reviewing, teaching and practicing about independent and dependent clauses. The participants received exercises dealing with the usage of independent and dependent clauses by identifying independent and dependent clauses from the provided sentences. For the 6th to the 17th session, the noun clauses acting as a subject, an object and object of preposition was instructed respectively. Four sessions of teaching through phrase structure rules was spent for each position. The participants had to identify the structure of each noun clause by using phrase structure rules, then gave the meaning of each sentence. After that, they needed to build their own sentences that noun clauses had been embed.

After the period of the study, all of the participants took the posttest in the same amount of items and time as the pretest, but the order of the test item was rearranged to avoid the recognition of the correct answer. After that, the semi-structured interview was set up. They were interviewed to investigate whether there were any test items that the participants found difficult to take and the reason why or why not and to figure out how phrase structure rules help the participants acquire noun clause.

3.3 Instruments

The treatments used in this research were pretest, posttest, teaching materials and semi-structured interview.

3.3.1 Pretest and Posttest

3.3.1.1 Pretest

This test was to measure students' background knowledge or pre-existing knowledge with regard to noun clauses in complex sentences. The complex sentences in the pretest were collected from the student's book, teacher's books, tests, online sources and other available sources to ensure the participants were familiar with

various kinds of dependent clause used in the complex sentences. Each complex sentence is purposefully chosen in the average amount.

3.3.1.2 Posttest

For the posttest, at the last session, the posttest was administered to compare the results between the pretest and posttest and to evaluate the improvement on acquiring noun clauses through phrase structure rules. The items of the questions were as the same types as the pretest; however, the order of the sentence numbers was rearranged to avoid recognition of the test items.

3.3.1.3 The design of the pretest and the posttest

Both pretest and posttest were designed as a written test that the participants had three parts to complete that are 1) to underline a noun clause in a sentence, 2) to translate the noun clause and 3) to translate a whole sentence in each test item. The purpose of the identification task was to check whether the participants know the structures of noun phrases and noun clauses. Also, the purpose of the translation task was to testify the participants' acquisition of the order or constituent of noun phrases and noun clauses. Because knowing only the structure of noun phrases and noun clauses was not enough, the participants had to know the constituent of the clause so that they could understand and translate the meaning of a sentence correctly.

In both tests, the number of the test items were 25 test items of noun clauses embedded in complex sentences which covered three functions of noun clauses; 1) nine test items of noun clauses functioning as a subject, 2) ten test items of noun clauses functioning as an object of a verb and 3) six test items of noun clauses functioning as an object of preposition. Also, the wh-word used in noun clauses were used in the average amount. To avoid obstacle in translating difficult vocabulary, the meanings of vocabulary were provided.

3.3.1.4 Scoring system

The total scores of the test were 75, and they were separately scored into three parts; therefore each part scored 25.

The first part was the identification task of a noun clause in a sentence. This part, the correct underlined noun clause scored one, and the incorrect or incomplete underlined noun clause scored zero.

The second part was the translation task of the underlined noun clause. The scores on this task similarly had two points based; one score and zero score. The participants could get one score if they could mainly or completely translate the meaning of the underlined noun clause. However, if they could not mainly or completely translate the meaning of the underlined noun clause, they got zero score.

The third part was the translation task of a whole sentence. The participants could get one score if they could mainly or completely translate the meaning of a whole sentence. However, if they could not mainly or completely translate the meaning of a whole sentence, they got zero score.

3.3.2 Teaching Materials

There are seven lesson plans organized in the explicit instruction framework. Each lesson plan similarly consists of the exercises for the participants to practice. The seven lesson plans consist of three lesson plans on noun phrases, one lesson plan on independent and dependent clause and three lesson plans on noun clauses as shown below.

3.3.2.1 Lesson plans of phrases

- 1) Noun phrases acting as a subject of a sentence
- 2) Noun phrases acting as an object of a sentence
- 3) Noun phrases after preposition or a prepositional phrase

3.3.2.2 Lesson plan on independent and dependent clauses

3.3.2.3 Lesson plans on noun clauses

- 1) A noun clause acting as a subject of a sentence
- 2) A noun clause acting as an object of a sentence
- 3) A noun clause acting as an object of preposition of a sentence

Other materials used in this study included the passages that contained noun phrases and noun clauses in the target position selected from the student's book: Flash on English for grade 12th students.

3.3.3 The Semi-Structured Interview

The six-question-semi-structured interview was given to 36 participants to explore their attitudes of the teaching method, to investigate whether there were any test items they found difficult to take and the reason why or why not and to figure out how phrase structure rules help them understand noun clauses.

3.4 Data Collection

The data of this study were collected by both of the quantitative and qualitative manners. To better understanding the participants' learning process in acquiring noun clauses by using phrase structure rules, the semi-structured interviews were used after the participants taking the posttest. There were certain six questions to guide in the interview as following.

Question 1: In your opinion, how did the explicit instruction affect your studying?

Question 2: Did learning phrase structure rules help you acquire noun phrases?

Why or why not?

Question 3: By using phrase structure rules, did you find them difficult to learn?

Why or why not?

Question 4: Which phrase structure rule did you find it difficult to learn?

Why or why not?

Question 5: Which phrase structure rule did you find it easy to learn?

Why or why not?

Question 6: Did phrase structure rules help you understand noun clauses?

Why or why not?

3.5 Data Analysis

The data was also analyzed based on the participants' scores using the statistical method paired t-test.

CHAPTER 4

RESULTS

The purposes of this study were to examine the effect of explicit instruction by using phrase structure rules to acquire noun clauses acting as a subject, an object and an object of preposition of a sentence and to determine how phrase structure rules affect students acquire noun clauses. In this chapter, it presents the results of the study that answer the research questions.

4.1 Results of the Study

To conduct the experiment, there were 36 participants during the experiment. The data was also analyzed based on the participants' scores using the statistical method paired t-test.

Table 4.1 The results of pretest and posttest

| Pretest | Posttest |
|---------------------------|-----------------------------|
| Mean = 6.14 | Mean = 42.78 |
| Standard Deviation = 3.90 | Standard Deviation = 15.575 |
| Highest Score = 15 | Highest Score = 73 |
| Lowest Score = 0 | Lowest Score = 5 |
| Total Score = 75 | Total Score = 75 |

From the table, the total scores of the pretest was 75, and the results showed that for the pretest, the highest score was 15 and the lowest score was 0. The mean score of the pretest was 6.14. For the posttest, the lowest score was 5 and the highest score was 73. The mean score was 42.78. The result showed that the mean score improved significantly from 6.14 to 42.78.

Table 4.2 The range of pretest and posttest scores on identify and translating noun clause

| The range of scores | Pretest | | Posttest | |
|---------------------|------------------------|----------------|------------------------|----------------|
| | Number of participants | Percentage (%) | Number of participants | Percentage (%) |
| 0 | 19 | 52.78 | - | - |
| 1-17 | 17 | 47.22 | 3 | 8.33 |
| 18-34 | - | - | 20 | 55.56 |
| 35-50 | - | - | 13 | 36.11 |
| Total | 36 | 100 | 36 | 100 |

The data from the table above showed the results of whether identifying noun clauses help the participants gain the knowledge in comprehending noun clauses. In the pretest, 19 participants scored zero (52.78%), and 17 participants scored in the range of 1-17 (47.22%) which was considered the lowest range score. This result showed that most of the participants had difficulty in identifying noun clauses and this task affected to the acquisition on noun clauses. However, in the posttest, the total number of the participants who scored in the range of 1-17 was three that meant the number of the participants reduce to 8.33%, and there was no participants scored zero. Moreover, 20 participants scored in the range of 9-16 that meant it increased to 55.56% which was the highest percentage of the participants who answered correctly. Furthermore, the total number of the participants who scored in the range of 35-50 was 13 that meant it similarly increased to 36.11%.

From the results in Table 2, it can be concluded that after the experimental period, the participants were able to use phrase structure rules of noun phrases to acquire noun clauses functioning as a subject, an object of a verb and an object of preposition and also improve their grammatical knowledge positively.

Table 4.3 The range of pretest and posttest scores on translation of a whole sentence

| The range of scores | Pretest | | Posttest | |
|---------------------|------------------------|----------------|------------------------|----------------|
| | Number of participants | Percentage (%) | Number of participants | Percentage (%) |
| 0 | 2 | 5.56 | 1 | 2.78 |
| 1-8 | 28 | 77.78 | 11 | 30.56 |
| 9-16 | 6 | 16.66 | 16 | 44.44 |
| 17-25 | - | - | 8 | 22.22 |
| Total | 36 | 100 | 36 | 100 |

The data in the table showed the results of the participants' comprehension in complex sentences – noun clauses. The result showed that, in the pretest, two participants scored zero (5.56%), 28 participants scored in the range of 1-8 (77.78%) and six participants scored in the range of 9-16 (16.66%). These can be implied that two participants did not understand complex sentences, 28 of them slightly knew and understood complex sentences and six of them knew and understood complex sentences larger than the others. In the posttest, the total number of the participants who scored in the range of 1-8 was 11 that meant it reduced from 77.78% to 30.56%. Moreover, the total number of the participants who scored in the range of 9-16 was 16 that meant it increased to 44.44%. Besides, the total number of the participants who scored in the range of 17-25 was eight that meant it similarly increased to 22.22%.

From the results above, it can be implied that explicit instruction by using phrase structure rules to acquire noun clauses not only help the participants identify and understand noun clauses embedded in a sentence but also promote the participants' comprehension of complex sentences.

Table 4.4 A comparison of the mean scores of participants in pretest and posttest

| Test | Mean | N | SD | t | df | Sig. (2-tailed) |
|----------|-------|----|--------|---------|----|-----------------|
| Pretest | 6.14 | 36 | 3.900 | -16.052 | 35 | .000 |
| Posttest | 42.78 | 36 | 15.575 | | | |

($p < .01$)

From the table, the mean scores of the posttest ($M=42.78$, $SD=15.575$) have significant differences from the mean scores of the pretest ($M=6.14$, $SD=3.900$) at the .01 level. Therefore, the test result of the experiment revealed that the explicit instruction using phrase structure rules helped improving the knowledge of noun clauses. In other words, it can be implied that explicit instruction using phrase structure rules can help the participants perform effectively to acquire noun clauses.

Table 4.5 A comparison of the mean scores in pretest and posttest on identifying and translating noun clauses

| Test | Mean | N | SD | t | df | Sig. (2-tailed) |
|----------|-------|----|--------|---------|----|-----------------|
| Pretest | 1.08 | 36 | 1.500 | -16.725 | 35 | .000 |
| Posttest | 30.78 | 36 | 10.329 | | | |

From the table, the mean scores of the posttest ($M=30.78$, $SD=10.329$) have significant differences from the mean scores of the pretest ($M=1.08$, $SD=1.500$) at the .01 level. The results revealed that the explicit instruction using phrase structure rules helped improve the knowledge of noun clauses and helped the participants comprehend noun clauses more effectively.

Table 4.6 A comparison of the mean scores of pretest and posttest on identifying the noun clauses in the test items

| Test | Mean | N | S.D. | t | df | Sig. (2-tailed) |
|----------|-------|----|-------|---------|----|-----------------|
| Pretest | .81 | 36 | 1.117 | -22.922 | 35 | .000 |
| Posttest | 19.97 | 36 | 4.748 | | | |

($p < .01$)

From the table, when the participants were assigned to underline the noun clauses in the test items, the results showed that the mean scores of the posttest ($M=19.97$, $SD=4.748$) have significant differences from the mean scores of the pretest ($M=.81$, $SD=1.117$) at the .01 level. Therefore, it can be said that after receiving the experiment, the participants have improving the knowledge of noun clauses. On the other words, they can distinguish which part of a sentence is a noun clause.

Table 4.7 A comparison of the mean scores in translating the underlined noun clauses

| Test | Mean | N | SD | t | df | Sig. (2-tailed) |
|----------|-------|----|-------|--------|----|-----------------|
| Pretest | .28 | 36 | .659 | -9.711 | 35 | .000 |
| Posttest | 10.81 | 36 | 6.427 | | | |

($p < .01$)

To find out how well the participants understand noun clauses by translating, the mean scores of the posttest ($M=10.81$, $SD=6.427$) have significant differences from the mean scores of the pretest ($M=.28$, $SD=.659$) at the .01 level. It can be implied when the participants can distinguish which part of a sentence is a noun clause, they can appropriately translate it and understand the sentence more accurately.

Table 4.8 A comparison of the mean scores in translating the whole sentence

| Test | Mean | N | S.D. | t | df | Sig. (2-tailed) |
|----------|-------|----|-------|---------|----|-----------------|
| Pretest | 5.06 | 36 | 3.488 | -11.389 | 35 | .000 |
| Posttest | 11.97 | 36 | 5.902 | | | |

($p < .01$)

The finding shows that the mean scores of the posttest ($M=11.97$, $SD=5.902$) have significant differences from the mean scores of the pretest ($M=5.06$, $SD=3.488$) at the .01 levels. The finding indicates that when the participants can distinguish the part of a sentence that embedded with a noun clause, they can similarly comprehend the overall meaning of a sentence.

Table 4.9 The percentage of the correct answers in the posttest divided by the function of noun clauses

| Functioning of Noun Clauses | Test items | Number of the test items | Percentage (%) of the correct answers |
|-------------------------------|------------------------------------|--------------------------|---------------------------------------|
| as a subject | 2, 3, 5, 8, 10, 13, 18, 22, 25 | 9 | 48.46 |
| as an object of a verb | 1, 6, 7, 9, 11, 12, 15, 17, 23, 24 | 10 | 61.02 |
| as an object of a preposition | 4, 14, 16, 19, 20, 21 | 6 | 63.27 |

From the results shown above, the noun clause acting as an object of a preposition has got the highest percentage of the correct answers at 63.27%, the noun clause acting as an object has got 61.02%, and the noun clause acting as a subject has got 48.46%. These can be implied that in overall, the participants can understand the noun clause acting as an object of a preposition better than the other two positions.

4.2 Presentation of the semi-structured interview

The semi-structured interview was given to 36 participants.

4.2.1 Opinion on the explicit instruction

The responses of the interviewees through this topic had three sides.

The first side was that, in the participants' point of view, 19 out of 36 interviewees said that explicit instruction by using phrase structure rules helped them understand noun clause easier. Four of them mentioned that it can help them translate the meaning of a sentence easier. The other two replied that they had a chance to ask what they were in doubt immediately. Moreover, other two interviewees pointed out that they gained more basic knowledge of phrase structure rules and noun clause. One of them said that she can clearly answer the teacher's question. The other interviewee pointed out that she can think and understand by using grammar structure. One of them

supported that she knew how to recognize the use of the language. And the other replied that she slightly learned more on vocabulary and rules.

The second side was that one interviewee said that the method helped understand the structure, and the teacher explained well, but she could not translate some sentences herself. However, three of them indicated that it took time to understand at the beginning, but when they practice more, they understand more.

The third side was one of them said that she cannot follow the lesson and cannot translate the meaning of the words and sentences.

4.2.2 The effect of phrase structure rules to acquire noun phrases

The responses of the interviewees through this topic had two sides.

The first side in answering this question whether phrase structure rules help acquire noun phrases was that 29 out of 36 interviewees replied that phrase structure rules help acquire noun phrases because the rules guided them to find the appropriate word to build the phrase correctly. Moreover, the rules helped them know which part of speech can build noun phrases, and how they have to build noun phrases. Furthermore, the rules helped them understand the phrase and sentence structure more and lead them to understand the meaning of sentences; also, helped them translate the meaning of the words.

However, 7 out of 36 interviewees responded in the opposite side that was the rules helped them a little to understand the phrases due to their basic knowledge of English.

4.2.3 The difficulty of using phrase structure rules

The responses of the interviewees through this topic had two sides.

The first side was that 31 out of 36 mentioned that the rules were not difficult to learn; it seemed difficult at the beginning, but if they paid attention and practice, they could understand it. Some of them said the rules were easy to recognize and the rules helped them know the position of the words, so they could distinguish the composition of the phrase easier.

However, the second side was opposite. Five out of 36 opposed that the rules were difficult for them because there were a lot of rules to learn and recognize, but the rules were not too difficult to understand.

4.2.4 The difficulty of phrase structure rules

The responses of the interviewees through this topic had five sides.

The first side was that 11 out of 36 interviewees said that they found the rules not difficult to learn.

The second side was that 7 out of 36 mentioned that $NP \rightarrow Det Adj^+ N PP$ is difficult to learn because the interviewees had to find two more adjectives to fill in, put them in the correct order and made them related to the prepositional phrase. Two out of 36 mentioned that $NP \rightarrow Det Adj^+ N$ because they do not know adjectives much.

The third side was that 12 out of 36 said that NP because they did not understand and there were too many rules to remember.

The forth side was that three out of 36 said that PP is difficult because it is too long and complex, they do not know which words are proposition.

The fifth side was that one out of 36 interviewees said that all the rules were difficult because he did not like English.

4.2.5 The ease of phrase structure

The responses of the interviewees through this topic had four sides.

The first side was that nine out of 36 found that all the rules are easy to learn.

However, the second side identified that four out of 36 found that $NP \rightarrow N$ was easy because it needed only noun. One out of 36 found that $NP \rightarrow NP \text{ poss } NP$ was easy because it could be noticed from the ('s) possessive sign. Four out of 36 found that $NP \rightarrow PN$ was easy because it is a Proper noun. Three out of 36 found that $NP \rightarrow Pro$ was easy because there are not many pronouns to remember.

The third side was that 14 out of 36 said that noun clauses are easy because when they knew the position and the structure of the noun clauses, they know which is a noun clause and can translate it. Moreover, noun clauses also have a key word to notice such as the wh-words used in the sentence.

However, the forth side was that one out of 36 interviewees said that there were no easy rules because he did not like English.

4.2.6 The acquisition on noun clauses by using phrase structure rules

The responses of the interviewees through this topic had two sides.

The first side was that 31 out of 36 interviewees replied that phrase structure rules helped them understand noun clauses because they could define which were words,

phrases, clauses or a sentence and which position of words was in the sentence. Moreover, they knew the key word of the clause like relative pronoun, so they could identify the noun clause more correctly.

However, the second side was that five out of 36 interviewees said that the rules helped them understand noun clause slightly because they were not good at English, so they could not translate some words and sometimes the rules confused them.

CHAPTER 5

DISCUSSION AND CONCLUSION

In this chapter, all the results presented in the previous chapter are discussed including conclusion, limitations of the study and recommendations for further study. It is organized into four main parts:

- 5.1 Discussion
- 5.2 Conclusion
- 5.3 Limitations of the Study
- 5.4 Recommendations for Further Study

5.1 Discussion

The findings from the previous chapter will be discussed as the following issues.

5.1.1 Analysis of the effectiveness of explicit instruction by using phrase structure rules on acquisition of noun clauses

The present research shows that there was a significant difference between the pretest and posttest; therefore, it could be implied that the participants could make use of using phrase structure rules to acquire noun clauses. The study of Andrews (2007) also indicated that by using explicit instruction, learners could perform well in comprehending complex structures. In the same fashion with Nezakat-Alhossaini et al. (2014), their study revealed that teaching complex structures by using explicit instruction can be effective. Anderson (2005) suggests that one important factor for successful acquisition of grammatical complex structures is explicit teaching methods. Moreover, the research study conducted by Ling (2015) reveals that the students at the present time have poor knowledge of English grammar. Explicit instruction facilitates students to raise their awareness when learning grammatical structures. This result also supported the IP theory as Beitzel (2012) and Saville-Troike (2006) introduced in their work that in the working memory there must be a disciplined, controlled stage of presentation of create meaningful learning occurs.

5.1.2 The opinions of the students through explicit instruction by using phrase structure rules on acquisition of noun clauses

5.1.2.3 The improvement of the knowledge of noun clauses

The results of the posttest in the identification task showed that the participants have improved the knowledge of noun clauses. On the other hand, they can distinguish which part of a sentence is a noun clause. Even though the study of Intaraprapong (2013) indicated that the participants in her study had difficulty in identifying main clauses and subordinate clauses, the present study had proved that when the participants learned how the complex sentences were constructed through phrase structure rules, they also gained the knowledge of determining the main clause and the subordinate clause in a sentence. As well as Brinton and Brinton (2010) defined that a phrase structure rule consists of a set of ordered rules, which are applied stepwise. Also, Wijaya (2017) mentioned that phrase structure rules furnish from a small set of rules to an entire sent of sentences. Therefore, phrase structure rules are rules that define a group of words into phrases, and these phrases have their own function that can construct a meaningful sentence.

5.1.2.3 The difficulty in translating noun clauses

For translation task that the participants had to underlined noun clauses, some of them with low proficiency level have some difficulty in translating. Even though, the meanings of the words were provided, the participants with low proficiency level could not decode the meaning appropriately. In contrast, the participants with higher proficiency level found it easy to comprehend the meaning of the whole sentence because of the provided meanings of the words and the instruction of the rules. This supports Saville-Troike (2006) that is when second language learners start learning a second language, they need to contribute their attention to comprehend or produce basic vocabulary and syntactic structures automatically, then they can attend to more complex, higher-order features and content. Furthermore, in Larsen-Freeman work, it introduced that in learning grammar, it composes of not only form but also meaning and usage that is the structure or form, semantics or meaning and pragmatic conditions connect to each other. Comparing to the results between the pretest and the posttest, before the participants receiving the explicit instruction by using phrase structure rules, they could not comprehend noun clauses even though the meanings of

the words were provided. This confirmed that learning or knowing either grammar forms or word meanings or vocabulary doesn't make learners understand overall image of sentences or context. They need to be connected to each other. As Cummins and Davison (2007) similarly supported that in teaching second language learners, form-focused and meaning-focused should be balanced in order to being effective in learning language. Even though the proficiency of English of some participants were quite low, they also had improvement of acquiring noun clauses. The result in translating the underlined noun clauses showed that they can appropriately translate the clauses. Similarly to the result in translating the whole sentence, phrase structure rules not only help the participants understand noun phrases but also help them can accurately comprehend the overall meaning of a sentence. As the research of Nezakat-Alhossaini, Youhanaee and Moinzadeh (2014) submitted that the explicit instruction had the effect on improvement of students whose proficiency level were intermediate.

5.1.2.4 The problem on acquisition of noun clauses in different functions

When considering the functions of noun clauses in the present study, the results shown that the participants could perform well on the noun clause functioning as an object of a preposition, the noun clause functioning as an object, and the noun clause functioning as a subject respectively. From this result, noun clauses functioning as a subject was found quite difficult to the participants due to over a half of them could not accurately indicated which words should be a part of a subject (NP), and which should be a predicate (VP). Some of them confused whether the word should be a noun or a verb in the sentence. The results conform with the question no.4 in the result of the semi-structure interview that is which phrase structure rules the participants found it difficult to learn, and over a half of them replied that they found noun phrases embedded in noun clause is difficult. However, for the other two positions are easier because they could notice from the relative pronoun, and they are in the end of the sentence. If they found the relative pronoun, they could identify the noun acting as an object and an object of prepositional phrases. As in Tamayo's study, the result showed that the participants in the study easily recognized relative pronouns due to their specific position in the sentence. This result conformed to the interview question no.5 that is which phrase structure rules the participants found easy to learn. Most of the participants responded that they found noun clauses are easy because there are key words in the sentence to

notice such as wh-words, and the PS rules also helped them to define the position of the words; even though, in the subject position, some of them have difficulty to indicate, they know where the noun clauses begin.

5.1.2.5 The factors that affect learning ability

Furthermore, when asking the participants whether using PS rules to acquire noun clauses is difficult, they replied that it is not too difficult to learn if they pay attention to the lesson and the teacher's instruction.. The results in the present study was similar to Nazari (2012) who mentioned that when the participants concentrated on the content and paid attention to form of the language, they were likely to learn specific grammar structures. Kongsakorn et. al (2017) similarly supported that learners should pay attention to complex sentences and improve them in order to understand them clearly and develop learners' English skills. Ling (2015) also pointed out that explicit instruction facilitated learners to raise their awareness when learning grammatical structures. As mention in Beitzel (2012), learners have to pay attention to what they are learning, repeat what they have learned and select what information to process and ignore irrelevant information to store in working memory. Therefore, when learning, learners have to have appropriate and effective practice to keep the knowledge later on the working memory.

The explicit instruction was also a way of organizing and reviewing what the participants had already learnt. Moreover, Finger (2010) pointed that explicit instruction could help students gain more knowledge in complex context. In addition, the students performed well when they were provided enough linguistic references to nurture their attempts at using the target structure. The research of Tamayo (2012) similarly supported that the explicit instruction helps students have more awareness when using the target structure and also have confident to produce the language. As Celce-Muricia and Larsen-Freeman (1999) indicated that it is interesting that to do phrase structure analysis is essential to be able to improve an understanding of the basic structural units of English. When second language learners have adequate understanding of the structure, they can gain further appropriate knowledge to acquire higher and more complex structure. This present study also supported that an explicit instruction by using phrase structure rules to help the learners acquire noun clauses is the effective method

not only to enhance the learners' knowledge of the complex structures but also to raise their awareness in learning language.

5.2. Conclusion

From the analysis and the discussion above, explicit instruction using phrase structure rules has the effect on improving students' knowledge on acquisition of noun clauses. The instruction help students learn not only grammar structures but also vocabulary. The instruction promotes students to learn the structure step by step to make them acquire the structure precisely. Moreover, phrase structure rules can also stimulate students' awareness when using grammar from simple to complex structure. If the students understand the basic structural units of the language, pay attention to the lesson and follow the instruction, they can further acquire more complex structure. Furthermore, the students with low proficiency level can improve their grammar knowledge systematically if they have enough practice during the learning process. The results of this study display that even though adult learners might lose the ability to learn other languages when they grow up, they can still learn other languages if they spend enough time on them. Moreover, for adults, learning simple structures or phrases at the beginning and receiving exercises and practice in the target structure can help them acquire language effectively. Furthermore, if there are second language learners who have low proficiency level of English, the teacher should give clear explanation and provide them more time to practice in order to help them acquire the target structure.

5.3 Limitations of the Study

The limitation of the study were two points. First, the proficiency level of some students who have lower proficiency than most of the participants in the class that lead the teaching procedures slower in some sessions. Second, this study mainly focused on using phrase structure rules of noun phrases to acquire noun clauses because the noun phrases rules are the building block to create a greater sentence. Even though, a verb phrase was relevant when teaching about the function of noun phrases or noun clauses as a subject and an object of a verb, it was not proposed to teach the students. This is because the verb phrase rules are uncomplicated to notice and identify. In addition,

students are familiar with using verbs or a complete verb because most students can correctly identify a verb in a sentence.

5.4 Recommendations for Further Study

Using phrase structure rules with grade 12 students is not too difficult for them to learn; however, teaching learning materials and exercises should be suitable to the learners' English proficiency. Even though most sentences and passages were selected from the students' book that the learners used in the English class, they were considerably difficult for the learners. Therefore, the teacher should carefully collect sentences and passages with proper vocabulary that is appropriate to the learners' English proficiency. Also, the teacher should adjust materials and exercises to the learners' English proficiency not their Education level.

Furthermore, there are still other phrase structure rules to be conducted; for example, verb phrases, adjective phrases or adverbial phrases. Moreover, other clauses like relative clauses or adverbial clauses should be conducted by applying phrase structure rules as a teaching method to see whether the rules help the learners acquire the clauses.

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 April 25, 2018.

APPENDIX A

Pretest and Posttest

Name Class No.

Pre-test

- Instructions:** 1. This test is a written test.
 2. There are 25 test items of noun clauses.
 3. Students will have 50 minutes to finish the test.

- คำสั่ง:** 1. ชี้ดเส้นใต้นามวลี noun clause ในแต่ละข้อ และเขียนแปลความหมายของนามวลีเป็นภาษาไทย
 2. อ่านประโยคในแต่ละข้อ และเขียนแปลความหมายทั้งประโยคเป็นภาษาไทย นักเรียนสามารถสอบถามความหมายของคำที่ไม่รู้ความหมายได้

1. He will talk to whichever student visit him.

arrive = มาถึง

2. We were surprised by where she decided to go her vacation.

vacation =
วันหยุด

3. Jane tells us about how her parents immigrated to this country.

immigrate =
อพยพ

4. What the teacher said was not clear.

5. What my older brother enjoys is playing soccer.

6. I wondered where David went.

wonder =
สงสัย

7. Some teachers had been wondering if they chose the right career. career = อาชีพ

8. This book is about where the dinosaurs laid their eggs. dinosaurs = ไดโนเสาร์

 lay the eggs = วางไข่

9. What makes this necklace special is a blue diamond. necklace = สร้อยคอ

 special = พิเศษ
 diamond = เพชร

10. We don't know what songs he often sings.

11. That he loves his freedom can tell us about his true personality. freedom = อิสระ

 personality = บุคลิกภาพ

12. I don't know what to do.

13. I want to know what time the event starts. event = เหตุการณ์, งาน

14. How they treated their teachers was very respectful.

15. The students were in trouble for what they did in the hall. hall = หอประชุม

16. These will help you decide what word is missing. decide = ตัดสินใจ

 missing = หายไป

17. The family hasn't decided where they are going for vacation. decide = ตัดสินใจ

18. The team knew that they would follow the coach's instructions. instructions = คำแนะนำ

19. What you bought this morning was really expensive. expensive = แพง

20. He explained why he couldn't come to the party. explain = อธิบาย

21. The students are thinking about what they just learned in class.

22. My nephew is not interested in whatever his mother says. nephew = หลานชาย

23. How he can afford nice things is a mystery to his parents. afford = หามาได้
mystery = ปริศนา, ความลับ

24. What Tom did shocked his parents.

25. Whatever is in the refrigerator should be thrown away. refrigerator = ตู้เย็น

Name Class No.

Post-test

- Instructions:** 1. This test is a written test.
 2. There are 25 test items of noun clauses.
 3. Students will have 50 minutes to finish the test.

คำสั่ง: 1. ชีตเส้นใต้นามานุประโยค (noun clause) ในแต่ละข้อ
 2. เขียนแปลความหมายของนามานุประโยค (noun clause) ที่ชีตเส้นใต้เป็นภาษาไทย
 3. อ่านประโยคในแต่ละข้อและเขียนแปลความหมายทั้งประโยคเป็นภาษาไทย (นักเรียนสามารถสอบถามความหมายของคำที่ไม่รู้ความหมายได้)

- | | |
|--|---------------------|
| 1. Jane tells us about how her parents immigrated to this country. | immigrate = อพยพ |
| _____ | country = |
| _____ | ประเทศ |
| 2. That he loves his freedom can tell us about his true personality. | freedom = |
| _____ | อิสระ |
| _____ | personality = |
| _____ | บุคลิกภาพ |
| 3. What my older brother enjoys is playing soccer. | true = ที่แท้จริง |
| _____ | |
| _____ | |
| 4. We were surprised by where she decided to go her vacation. | vacation = |
| _____ | วันหยุด |
| _____ | surprised = |
| _____ | แปลกใจ/ประหลาดใจ |
| 5. How they treated their teachers was very respectful. | treated = |
| _____ | ปฏิบัติต่อ |
| _____ | respectful = |
| _____ | เต็มไปด้วยความ- |
| 6. He explained why he couldn't come to the party. | เคารพ |
| _____ | explain = |
| _____ | อธิบาย |

7. I wondered where David went.

wonder =
สงสัย

8. Whatever is in the refrigerator should be throw away.

refrigerator =
ตู้เย็น
throw away =
นำไปทิ้ง

9. Some teachers had been wondering if they chose the right career.

career =
อาชีพ
if = ว่า

10. What makes this necklace special is a blue diamond.

necklace =
สร้อยคอ
special =
พิเศษ

11. We don't know what songs he often sings.

diamond =
เพชร

12. I don't know what I should do.

13. What the teacher said was not clear.

clear =
ชัดเจน

14. The students were in trouble for what they did in the hall.

hall = หอประชุม
in trouble =
ตกอยู่ในปัญหา

15. These will help you decide what word is missing.

decide =
ตัดสินใจ
missing =
หายไป

16. My nephew is not interested in whatever his mother says.

nephew =
หลานชาย
interested =
สนใจ

17. The team knew that they would follow the coach's instructions. instructions =
คำแนะนำ

18. What you bought this morning was really expensive. expensive =
แพง

19. This book is about where the dinosaurs laid their eggs. dinosaurs =
ไดโนเสาร์
lay the eggs =
วางไข่

20. The students are thinking about what they just learned in class.

21. He will talk to whichever student visits him. visits = ไปพบ
ไปเยี่ยม

22. What Tom did shocked his parents.

23. The family hasn't decided where they are going for vacation. decide =
ตัดสินใจ

24. I want to know what time the event starts. event = งาน,
เหตุการณ์

25. How he can afford nice things is a mystery to his parents. afford =
หามาได้
mystery =
ปริศนา, ความลับ

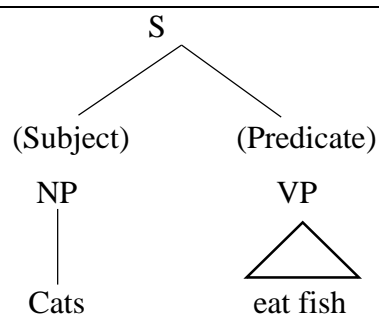
APPENDIX B
Lesson Plan on Noun Phrases

Lesson Plan: Noun Phrases used as a subject

Learners: 12th grade students

Time: 1 hours

| Stage | Procedures |
|--------------------------------|---|
| Gain students' attention: | The teacher asks students a question what a sentence is. |
| Learning Outcomes: | By the end of the lesson students will be able to identify and analyze phrase structure rules. |
| Relevance of the target skill: | Knowing phrase structure rules help students understand English sentences explicitly. Students can analyze any sentence types and gain more comprehension. |
| Activate prior knowledge: | <p>The teacher write a group of words on the board. "Cats eat fish."</p> <p>Then the teacher asks the students whether the group of words on the board is a sentence or not.</p> <p>The teacher explains that a sentence in English is composed of two parts; a subject and a predicate. A subject of a sentence comes from a noun, a group of nouns or a pronoun. A predicate contains a verb showing the action of the subject in a sentence.</p> |
| Model structure: | The teacher explains that a sentence can be rewritten as a noun phrase plus a verb phrase. This means it can be displayed by a phrase structure tree as shown below. |



The teacher describes that apart from the example above, there are many types of noun phrase that can be a subject of a sentence. The teacher, then, asks students if we can put another word in front of a noun that functions as a subject and motivates students to give example. Meanwhile, the teacher writes phrase structure rules for noun phrase following the given example as shown below.

1. Cats $NP \rightarrow N$
2. The cats $NP \rightarrow \text{Det } N$
3. The small cats $NP \rightarrow \text{Det } \text{Adj } N$
4. The small green cats $NP \rightarrow \text{Det } \text{Adj}^+ N$
The small young green cats
5. The small green cats in the kitchen
 $NP \rightarrow \text{Det } \text{Adj}^+ N \text{ PP}$
6. Cats' paw $NP \rightarrow NP \text{ Poss } N$
7. Cats and dogs $NP \rightarrow NP \text{ Conj } NP$
8. A doctor, a nurse and a dentist
 $NP \rightarrow NP^+ \text{ Conj } NP$
9. They $NP \rightarrow \text{Pro}$
10. Oscar $NP \rightarrow \text{PN}$

| | |
|----------------------|--|
| Practice: | <p>The teacher makes two columns of subject and predicate, then asks students to give a noun phrase that can be a subject of a sentence according to phrase structure rules as identify earlier.</p> <div style="text-align: center;"> <pre> graph TD S --> Subject S --> Predicate Subject --> NP NP --> Michael Predicate --> VP VP --> runs VP --> fast </pre> </div> <ol style="list-style-type: none"> 1. NP → N 2. NP → Det N 3. NP → Det Adj N 4. NP → Det Adj⁺ N 5. NP → Det Adj⁺ N PP 6. NP → NP Poss NP 7. NP → NP Conj NP 8. NP → NP⁺ Conj NP 9. NP → Pro 10. NP → PN |
| Check understanding: | <p>Students do exercise 1 and 2 to check if they explicitly understand the noun phrase structure rules.</p> |

| | |
|----------|---|
| Closure: | The teacher asks students to fill in the summary sheet of what they have learned as shown below, then hand the sheet to the teacher before leaving the class. |
| | The summary sheet Today's lesson was about One important point was This is important because In sum, today I learned |
| | |

Exercise 1

Directions: 1. Underline the noun phrases used as a subject of the sentence and identify each phrase structure rule from the sentences below.

Example: You can put a box on the floor.

You → Subject NP → Pro

1. She doesn't build her house in the city but in the country.

2. The British love the exclusive stores.

3. My friends and I bought some fruits for my birthday party.

4. I know the little boy that I bumped into him.

5. Mr. Lee opens a new Chinese restaurant in the walking street.

6. Her little daughter bought an amazing new e-book a month ago.

7. Parents and children should spend more time doing activities that they like.

8. People usually donate old clothes and good books.

9. Diligent students regularly attend a summer course in a big city.

10. Sam's new job is an executive manager.

Exercise 2

Directions: Write each noun phrase from the phrase structure rules given below.

1. $NP \rightarrow N$

2. $NP \rightarrow Det\ N$

3. $NP \rightarrow Det\ Adj\ N$

4. $NP \rightarrow Det\ Adj^+\ N$

5. $NP \rightarrow Det\ Adj^+\ N\ PP$

6. $NP \rightarrow NP\ Poss\ NP$

7. $NP \rightarrow NP\ Conj\ NP$

8. $NP \rightarrow NP^+\ Conj\ NP$

9. $NP \rightarrow Pro$

10. NP → PN

Exercise 3

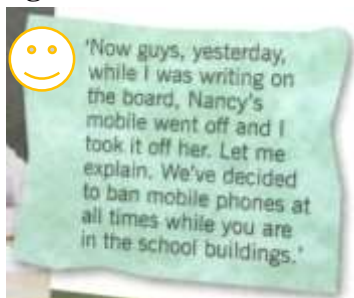
Directions: Use noun phrases in Exercise 2 as a subject of a sentence and make a complete sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 4

Directions: Write a noun phrase that is a subject of a sentence. Then identify each phrase structure rule of it.

Passage 1



Passage 2

James was alone. A girl stood before him, gazing out to the sea. She seemed like a strange and beautiful bird. She was alone and still, gazing out to the sea. She felt his presence and his eyes worshipping her, and her eyes turned to him. Long, long, she gazed at him and then quietly turned towards the sea, gently stirring the water with her foot. The noise broke the silence. A faint flame trembled on her cheek. He turned away from her suddenly and set off across the sand. His cheeks were aflame.

Passage 3

Kings and queens started to wear wigs because going bald can't have been very pleasant for a monarch. When Queen Elizabeth, covered her baldness with a wig, it became fashionable for people to copy her.

Exercise 5

Directions: Identify the function of a noun phrase found in the passage.

Passage 1

This week the finest Comedy Club in the land brings you four world class stand-up comedians. You will laugh loud for over two hours. Avoid disappointment by booking early for these sell-out shows ...

Passage 2

England: a country in danger?

A few hundred years ago, 90% of the trees in England were cut down, mostly for houses or for ships that were used to fight wars. Naturally, this led to many animals losing their homes. Today the threat of extinction to animals and plants is still very real.

Passage 3

British geneticists are going to vaccinate all school children with a 'smart gene'. The team of university scientists has identified the gene for intelligence on human DNA. Now they are going to put this gene into children under the age of twelve. Professor R. Ubbish says the vaccination won't work on adolescents or on children who don't like science.

Adapted from Flash on English upper intermediate student's book

Lesson Plan: Noun Phrases used as an object

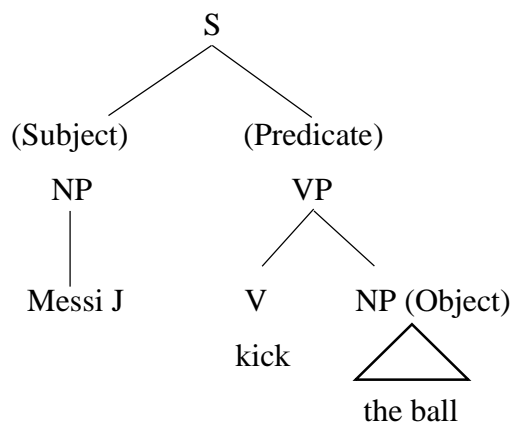
Learners: 12th grade students

Time: 1 hours

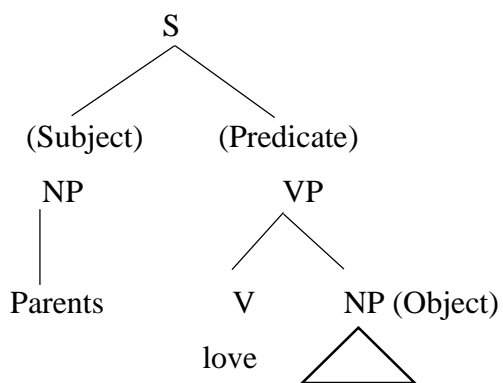
| Stage | Procedures |
|--------------------------------|--|
| Gain students' attention: | The teacher asks students what they have learned last period. |
| Learning Outcomes: | By the end of the lesson students will be able to identify noun phrases used as an object and their phrase structure rules. |
| Relevance of the target skill: | Knowing noun phrases used as an object and phrase structure rules help students understand an object of English sentences explicitly. Students can understand what has been done in a sentence and gain more comprehension correctly. |
| Activate prior knowledge: | <p>The teacher write a group of words on the board. "Cats eat fish."</p> <p>Then the teacher asks the students what a sentence composes of.</p> <p>The teacher explains that a sentence in English composes of a subject and a predicate. A subject of a sentence is "Cats", and a predicate is "eat fish". A predicate contains a verb and an object (verb + object).</p> |
| Model structure: | The teacher explains that a sentence can be rewritten as a noun phrase plus a verb phrase by a phrase structure tree as shown below. |

| | |
|-----------|--|
| | <div data-bbox="861 280 1244 649"> <p style="text-align: center;">S</p> <pre> / \ / \ (Subject) (Predicate) / \ NP VP \| / \ \| V NP \| \| \| \| \| \| Cats eat fish </pre> </div> <p>The teacher describes more that the object of the sentence (fish) can be any noun phrases as learned in the previous session. Then, the teacher elicits students to give noun phrases and their phrase structure rules that can be an object of the verb.</p> <ol style="list-style-type: none"> 1. fish <u>NP → N</u> 2. my fish <u>NP → Det N</u> 3. my golden fish <u>NP → Det Adj N</u> 4. the small golden fish <u>NP → Det Adj⁺ N</u> the small young golden fish 5. the small golden fish in the tank <u>NP → Det Adj⁺ N PP</u> 6. fish's tail <u>NP → NP Poss NP</u> 7. fish and rats <u>NP → NP Conj NP</u> 8. fish, rice and rats <u>NP → NP⁺ Conj NP</u> 9. it <u>NP → Pro</u> 10. Oscar <u>NP → PN</u> |
| Practice: | <p>After that, the teacher makes two columns of subject and predicate, then asks students to give a noun phrase that can be an object of a sentence according to phrase structure rules as identify earlier.</p> |

For example:



Then, the teacher asks students to complete a sentence with a noun phrase in an object position.



- | | |
|-----------------------------------|----------|
| 1. NP → N | children |
| 2. NP → Det N | ..... |
| 3. NP → Det Adj N | ..... |
| 4. NP → Det Adj ⁺ N | ..... |
| 5. NP → Det Adj ⁺ N PP | ..... |
| 6. NP → NP S | ..... |
| 7. NP → NP Poss NP | ..... |
| 8. NP → NP Conj NP | ..... |
| 9. NP → NP ⁺ Conj NP | ..... |
| 10. NP → Pro | ..... |
| 11. NP → PN | ..... |

| | |
|----------------------|--|
| Check understanding: | Students do exercise 1 and 4 to check if they explicitly understand the noun phrase structure rules. |
| Closure: | <p>The teacher asks students to fill in the summary sheet of what they have learned as shown below, then hand the sheet to the teacher before leaving the class.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>The summary sheet</p> <p>Today's lesson was about</p> <p>One important point was</p> <p>This is important because</p> <p>.....</p> <p>In sum, today I learned</p> <p>.....</p> </div> |

Exercise 1

Directions: 1. Underline noun phrases functioning as an object of the sentence and identify each phrase structure rule from the sentences below.

Example: You can put a box on the floor.

A box → Object NP → Det N

1. She doesn't build her house in the city but in the country.

2. The British love the exclusive stores.

3. I bought some fruits.

4. I know the little boy.

5. Mr. Lee opens a new Chinese restaurant in the walking street.

6. I bought an amazing new e-book a month ago.

7. Parents and children should spend more time together.

8. People usually donate their old clothes and good books.

9. Diligent students regularly attend a summer course in a big city.

10. She lives in India.

Exercise 2

Directions: Write a complete sentence contained an object with phrase structure rules given below.

1. $NP \rightarrow N$

2. $NP \rightarrow Det\ N$

3. $NP \rightarrow Det\ Adj\ N$

4. $NP \rightarrow Det\ Adj^+\ N$

5. $NP \rightarrow Det\ Adj^+\ N\ PP$

6. $NP \rightarrow NP\ Poss\ NP$

7. $NP \rightarrow NP\ Conj\ NP$

8. $NP \rightarrow NP^+\ Conj\ NP$

9. $NP \rightarrow Pro$

10. NP → PN

Exercise 3

Directions: Write a noun phrase functioning as an object of a verb from the text below. Then identify each phrase structure rule of it.

Passage 1

I like my job. There's a great atmosphere and everyone is really nice. The people I work for are loaded. They've got a villa by the sea in Majorca.

Passage 2

Fashion

swap parties

Swap parties have really taken off, especially in Italy. Italians love designer clothes, but they are pricey, so they have resorted to this trendy form of exchange. It's simple, if you are hard up but want to shop, set up a swap shop. You just take clothes and accessories which you are bored with and swap them.

Passage 3

Cotton is vital to the economy of countries like Pakistan, which is the world's third largest cotton grower. Unfortunately, the way Pakistan usually produces cotton can have serious environmental consequences. Farmers have to use vast amounts of water from rivers like the Indus to irrigate cotton fields. The use of chemicals leads to water pollution, and many inconsiderate local people became ill or may die from pesticide or fertilizer poisoning. Moreover, these methods are wasteful, and it can take more than 4,500 litres of water to grow a kilo of conventional cotton just for a pair of jeans.

Exercise 4

Directions: Identify the function of a noun phrase found in the passage.

Passage 1

This week the finest Comedy Club in the land brings you four world class stand-up comedians. You will laugh loud for over two hours. Avoid disappointment by booking early for these sell-out shows ...

Passage 2

England: a country in danger?

A few hundred years ago, 90% of the trees in England were cut down, mostly for houses or for ships that were used to fight wars. Naturally, this led to many animals losing their homes. Today the threat of extinction to animals and plants is still very real.

Passage 3

British geneticists are going to vaccinate all school children with a 'smart gene'. The team of university scientists has identified the gene for intelligence on human DNA. Now they are going to put this gene into children under the age of twelve. Professor R. Ubbish says the vaccination won't work on adolescents or on children who don't like science.

Adapted from Flash on English upper intermediate student's book

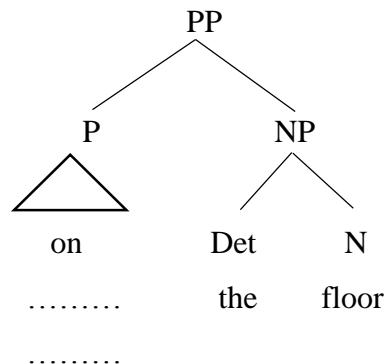
Lesson Plan: Noun Phrases after Preposition or a Prepositional Phrase (PP)

Learners: 12th grade students

Time: 1 hours

| Stage | Procedures |
|--------------------------------|--|
| Gain students' attention: | The teacher put a handbag on the table and asks students, "Where is my handbag?" The teacher waits until the students answer, "It's on the table" Then the teacher repeats the words "on the table". |
| Learning Outcomes: | By the end of the lesson, students will be able to identify and analyze phrase structure rules of noun phrase after the preposition. |
| Relevance of the target skill: | Besides acting as a subject and an object of a sentence, a noun phrase can also come after a preposition to show the position, place, time or direction. When a noun phrase comes after a preposition, it is called a prepositional phrase. A prepositional phrase (PP) is a group of words that consists of at least a preposition and a noun. It used to link nouns, pronouns, or phrases to other words within a sentence. Students need to know PP to gain more comprehension in text reading. |
| Activate prior knowledge: | The teacher write a group of words on the board. “(A handbag is) on the table” Then the teacher asks the students which words are preposition and which word is linked to a prepositional phrases. |
| Model structure: | The teacher explains that a prepositional phrase in a sentence can be formed in many groups of words |

and it can be displayed by a phrase structure tree as shown below.



The teacher elicits some more prepositions from students.

Then, the teacher describes that there are many different expansions of prepositional phrase as shown below (/on the board).

1. (my first time) **on the airplane** PP → P NP
2. (Light travels) **out from the sun.** PP → P PP
3. (My father may be) **in the garden or on the roof**
 PP → PP⁺ Conj PP

The teacher explains that a prepositional phrase can be functioned as an adjective and an adverb depending on what it want to convey. In practicing to understand the structure clearly, they will only practice the structure of the prepositional phrase.

Practice:

The teacher makes tree columns of prepositional phrases, then asks students to give examples according to phrase structure rules as identify earlier.

| | |
|----------------------|---|
| | <div data-bbox="909 280 1228 593" data-label="Diagram"> <pre> graph TD PP --> P PP --> NP P --> on NP --> Det NP --> N Det --> the N --> floor </pre> </div> <div data-bbox="670 660 1348 1041" data-label="List-Group"> <ol style="list-style-type: none"> 1. $PP \rightarrow P\ NP$ 2. $PP \rightarrow P\ PP$ 3. $PP \rightarrow PP^+ \text{ Conj } PP$ </div> |
| Check understanding: | Students do exercise 1-3 to check if they explicitly understand the prepositional phrase structure rules. |
| Closure: | <p>The teacher asks students to fill in the summary sheet of what they have learned as shown below, then hand the sheet to the teacher before leaving the class.</p> <div data-bbox="667 1400 1359 1832" data-label="Form" style="border: 1px solid black; padding: 10px;"> <p>The summary sheet</p> <p>Today's lesson was about</p> <p>One important point was</p> <p>This is important because</p> <p>.....</p> <p>In sum, today I learned</p> <p>.....</p> </div> |

Exercise 1

Directions: Underline prepositional phrases and identify each phrase structure rule from the sentences below.

Example: You can put a toy box on the floor or in a cabinet.

PP → PP⁺ Conj PP

1. Parents always worry about their kids.

2. He ran into the forest.

3. Should I put your shopping on the table or in the couch?

4. I don't stick to the food in the hotel.

5. The other kids in the family looked up to him.

6. She doesn't build her house in the city but in the country.

7. The cookies with almond fell onto the floor.

8. A young girl is gazing out to the sea.

9. Television in my country is high quality.

10. Francis Drake set off on his first voyage at the age of 12.

Exercise 2

Directions: Write each prepositional phrase from phrase structure rules given below.

1. $PP \rightarrow P NP$

2. $PP \rightarrow P PP$

3. $PP \rightarrow PP^+ \text{ Conj } PP$

Exercise 3

Directions: Write a preposition phrase of a sentence. Then identify each phrase structure rule of it.

Passage 1

This week the finest Comedy Club in the land brings you four world class stand-up comedians. You will laugh loud for over two hours. Avoid disappointment by booking early for these sell-out shows ...

Passage 2

England: a country in danger?

A few hundred years ago, 90% of the trees in England were cut down, mostly for houses or for ships that were used to fight wars. Naturally, this led to many animals losing their homes. Today the threat of extinction to animals and plants is still very real.

Passage 3

Kings and queens started to wear wigs because going bald can't have been very pleasant for a monarch. When Queen Elizabeth, covered her baldness with a wig, it became fashionable for people to copy her.

Passage 4

British geneticists are going to vaccinate all school children with a 'smart gene'. The team of university scientists has identified the gene for intelligence on human DNA. Now they are going to put this gene into children under the age of twelve. Professor R. Ubbish says the vaccination won't work on adolescents or on children who don't like science.

APPENDIX C

Lesson Plan on Independent and Dependent Clauses

Lesson Plan: Independent and Dependent Clauses

Learners: 12th grade students

Time: 1 hours

| Stage | Procedures |
|--------------------------------|--|
| Gain students' attention: | The teacher asks students a question what the differences between a sentence and a clause are. |
| Learning Outcomes: | By the end of the lesson, students will be able to identify independent and dependent clauses. |
| Relevance of the target skill: | Being able to identify independent and dependent clauses help students understand English complex sentences explicitly. Students can also gain more comprehension in reading and writing. |
| Activate prior knowledge: | <p>The teacher write groups of words on the board.</p> <p>“Social media is a good leisure time activity.”</p> <p>“Since social media is a good leisure time activity,”</p> <p>Then the teacher asks the students which group of words is an independent clause and which is a dependent clause.</p> |
| Model structure: | <p>The teacher explains that an independent clause or a sentence composes of a group of words that expresses a complete thought and contains a subject and a predicate.</p> <p style="padding-left: 40px;">For example: <i>Social media is a good leisure time activity.</i></p> <p>A subject in a clause can come from any noun phrases;</p> <p>for example,</p> <p style="padding-left: 40px;">I live in Bangkok.</p> <p style="padding-left: 40px;">My brother and I live in Bangkok.</p> <p style="padding-left: 40px;">The first day of the weekday is Monday.</p> <p style="padding-left: 40px;">Jenny is very kind.</p> |

| | |
|-----------|--|
| | <p>John's father is an engineer.</p> <p>The teacher explains that a dependent clause is a group of words that also contains a subject and a predicate, but it does not express a complete thought nor can it stand alone as a sentence.</p> <p>For example: <i>Since social media is a good leisure time activity</i></p> <p>To make it complete, it needs to be attached to an independent clause to form a sentence.</p> <p>For example: <i>Since social media is a good leisure time activity, many teenagers always spend their free time with it.</i></p> <p>A dependent clause usually begins with subordinating conjunctions such as after, as, although, because, that, even though, if, once, since, when etc.; for example,</p> <p>John's father <u>who is an engineer</u> comes from Germany.</p> <p><u>That John's father is an engineer</u> is not true.</p> <p>You will never be an engineer <u>if you don't study hard</u>.</p> |
| Practice: | <p>The teacher shows 10 clauses on the board or the screen, then asks students to categorize clauses into independent and dependent clauses.</p> <ol style="list-style-type: none"> 1. John was really angry. 2. when everything blooms. 3. where he lives. 4. An eBook is more interesting than a real book. 5. Spring is the season. 6. What the receptionist did 7. Someone broke into his house. |

| | <p>8. If I need clothes or anything else,</p> <p>9. As they were driving away,</p> <p>10. You should leave the waiter a tip.</p> <table border="1" data-bbox="676 448 1348 788"> <thead> <tr> <th data-bbox="676 448 1007 504">Independent clause</th><th data-bbox="1007 448 1348 504">Dependent clause</th></tr> </thead> <tbody> <tr><td data-bbox="676 504 1007 560"></td><td data-bbox="1007 504 1348 560"></td></tr> <tr><td data-bbox="676 560 1007 616"></td><td data-bbox="1007 560 1348 616"></td></tr> <tr><td data-bbox="676 616 1007 672"></td><td data-bbox="1007 616 1348 672"></td></tr> <tr><td data-bbox="676 672 1007 728"></td><td data-bbox="1007 672 1348 728"></td></tr> <tr><td data-bbox="676 728 1007 788"></td><td data-bbox="1007 728 1348 788"></td></tr> </tbody> </table> <p>Then the teacher and students make dependent clause a complete thought by attaching an independent clause.</p> <p>1. when everything blooms.</p> <p>2. where he lives</p> <p>3. What the receptionist did</p> <p>4. If I need clothes or anything else,</p> <p>5. As they were driving away,</p> <p>The teacher emphasizes that in a sentence, it can also contains both independent and dependent clause or only contains an independent clause.</p> | Independent clause | Dependent clause | | | | | | | | | | |
|----------------------|---|--------------------|------------------|--|--|--|--|--|--|--|--|--|--|
| Independent clause | Dependent clause | | | | | | | | | | | | |
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| Check understanding: | Students do the exercise to check if they explicitly comprehend independent and dependent clauses. | | | | | | | | | | | | |

| | |
|----------|---|
| Closure: | <p>The teacher asks students to fill in the summary sheet of what they have learned as shown below, then hand the sheet to the teacher before leaving the class.</p> <div data-bbox="678 504 1340 806"><p>The summary sheet</p><p>Today's lesson was about .....</p><p>One important point was .....</p><p>This is important because .....</p><p>In sum, today I learned</p></div> |
|----------|---|

Exercise

Directions: Decide whether the underline words is an independent clause or a dependent clause.

Then check (✓) in the circle.

1. Geotourism is a kind of tourist activity that helps local people and their economy.

- ☐ an independent clause ☐ a dependent clause

2. The students had a good time drawing a picture.

- ☐ an independent clause ☐ a dependent clause

3. They have now added a new stand where a few thousand people could sit.

- ☐ an independent clause ☐ a dependent clause

4. I bought an amazing new e-book a month ago.

- ☐ an independent clause ☐ a dependent clause

5. I usually do my homework after I finish having dinner.

- ☐ an independent clause ☐ a dependent clause

6. I know why she wasn't in school yesterday.

- ☐ an independent clause ☐ a dependent clause

7. Mark can plays a musical instrument.

- ☐ an independent clause ☐ a dependent clause

8. The book which I bought yesterday is worthy.

- ☐ an independent clause ☐ a dependent clause

9. My girlfriend, my friends, and I are not going to the concert.

- ☐ an independent clause ☐ a dependent clause

10. This bloodthirsty bug belongs to the insect class.

- ☐ an independent clause ☐ a dependent clause

APPENDIX D
Lesson Plan on Noun Clauses

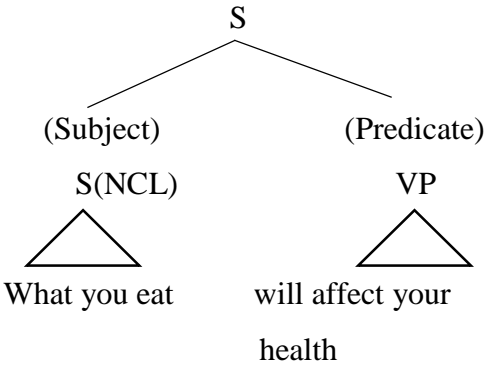
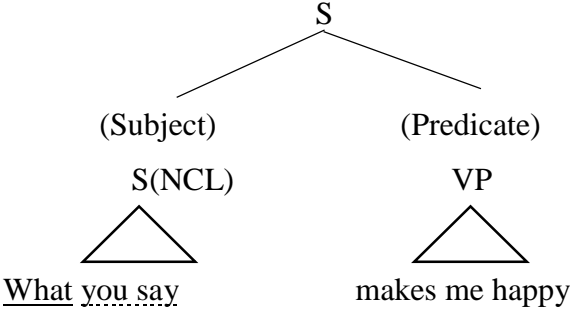
Lesson Plan: A noun clause acting as a subject of a sentence

Learners: 12th grade students

Time: 4 hours

| Stage | Procedures |
|--------------------------------|---|
| Gain students' attention: | <p>The teacher greets students, then write two sentences on the board.</p> <p>‘Her work is fantastic.’</p> <p>‘What she draws is fantastic.’</p> <p>Then, the teacher asks students if the two sentences have the same meaning.</p> |
| Learning Outcomes: | <p>The teacher tell students that by the end of the lesson, they will be able to identify and analyze a noun clause acting as a subject of a sentence by using phrase structure rules.</p> |
| Relevance of the target skill: | <p>Being able to identify and analyze a noun clause acting as a subject of a sentence help students understand complex sentences explicitly and gain more comprehension.</p> |
| Activate prior knowledge: | <p>The teacher points the two sentences on the board again, then asks students to come in front of the class and underline the subject (a complete subject) of the two sentences. Then the teacher gives the correct answer.</p> |
| Model structure: | <p>The teacher explains that the subject of a sentence can be a word, a group of words or phrase and a clause. A subject of the first sentence is formed by a group of words ‘<u>Her work</u> is fantastic.’ However, a subject of the second sentence is formed by a clause ‘<u>What she draws</u> is fantastic.’</p> <p>A clause acting as a subject is called a noun clause. It is formed by question words or relative pronouns</p> |

| | |
|--|--|
| | <p>like what, when, where, why, how etc. The teacher elicit some words. Then, the teacher writes some examples of a noun clause on the board.</p> <p>Ex. Whoever leaves last should lock the door. What you eat will affect your health. Why the glass broke has not known yet. etc.</p> |
| | <p>The teacher reviews students that these sentences are called complex sentence - a sentence that combines one independent clause with at least one dependent clause.</p> <p>To make it more precisely, the teacher will display a sentence by a phrase structure tree.</p> <p><i>What you eat will affect your health.</i></p> <pre> graph TD S1[S] --- S2["(Subject)"] S1 --- VP1["(Predicate)"] S2 --- S3[S] S2 --- VP2[VP] S3 --- Wh-word[Wh-word] S3 --- S4[S] Wh-word --- What[What] S4 --- NP[NP] S4 --- VP3[VP] NP --- you[you] VP3 --- eat[eat] VP1 --- VP4[VP] VP4 --- will_affect[will affect your] </pre> |

| | |
|----------------------|--|
| | <p>Or</p>  <p>The teacher describes that ‘What you eat’ is a dependent clause; it acts as a subject of the sentence. ‘will affect your health’ is an independent clause. When a dependent clause and an independent clause are combined together, it is called complex sentence.</p> |
| Practice: | <p>The teacher gives students a set of the structure rules, then students give some examples of NC acting as a subject of a sentence.</p>  <p><u>What you say</u> makes me happy <u>Where you will study</u> <u>Whatever you give me</u> <u>Whoever admires you</u> <u>That you get promotion</u> etc.</p> |
| Check understanding: | <p>Students do exercises 1, 2 and 3 to check if they explicitly comprehend a NC acting as a subject of the sentence.</p> |

| | |
|----------|---|
| Closure: | <p>The teacher asks students to fill in the summary sheet of what they have learned as shown below, then hand the sheet to the teacher before leaving the class.</p> <div data-bbox="667 517 1355 945" style="border: 1px solid black; padding: 10px;"><p>The summary sheet</p><p>Today's lesson was about .....</p><p>One important point was .....</p><p>This is important because .....</p><p>.....</p><p>In sum, today I learned</p><p>.....</p></div> |
|----------|---|

Exercise 1

Directions: 1. Underline noun clause functioning as the subject of a sentence and write their phrase structure rules.

2. Circle the relative pronoun in each sentence.

Example: [(How) she can go on disturbing] [really annoys me.].

S VP

 $S \rightarrow S VP$

1. That people need water to survive should be obvious to everyone.

2. What the receptionist did was very helpful.

3. That he has won the prize surprised me.

4. Why he did that is a mystery to everyone.

5. Whoever created mobile phone is a genius.

6. Whichever university you choose is fine with us.

7. What I had for breakfast gave me lots of energy.

8. What you said hurt me.

9. How you made that decision confuses me.

10. What I like doing in my free time is drawing some pictures.

11. Whoever I talk to does not involve with you.

12. How he goes to school every day helps him save energy.

13. Who is the new director has not been announced.

14. How it will end is still a mystery.

15. What I had for dinner is healthy.

Exercise 2

Directions: Write a noun clause that is a subject of a sentence. Then identify each phrase structure rule of it.

Passage 1

Research shows it helps students get better results and improve behavior and concentration. Not only does breakfast make students less likely to be hungry later, but it also helps to maintain healthy weight. But remember: not all breakfasts are the same. We're not just talking about a doughnut and coffee: what is recommended is high-fiber cereal with a handful of fruit, or a cup of oatmeal with some milk and berries. Only after you eat a good breakfast will you be able to keep going all day long at school.

Passage 2

What make my visit to this market so special is that the whole market is on a canal and the brightly-dressed merchants sell their goods from their colorful boats. The day that I was there, there were hundreds of vegetables to clothes, toys and even cooking meals.

Exercise 3

Directions: Complete each sentence by using a noun clause functioning as a subject of a sentence.

1. That _____ was quite surprising.
2. What _____ is love.
3. Where _____ is considered at the city hall.
4. Why _____ is a mystery to everyone.
5. Who _____ has not been announced.
6. Whoever _____ is my best friend.
7. Whatever _____ can make me smile.
8. Whichever _____ is acceptable.
9. Wherever _____ is fine to me.
10. Whenever _____ causes a damage result.

Exercise 4

Directions: Write a noun clause functioning as a subject of the sentence from phrase structure rules given below. Use five different Wh-words (relative pronouns) in a sentence and two that-noun clauses.

$S \rightarrow S VP$

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

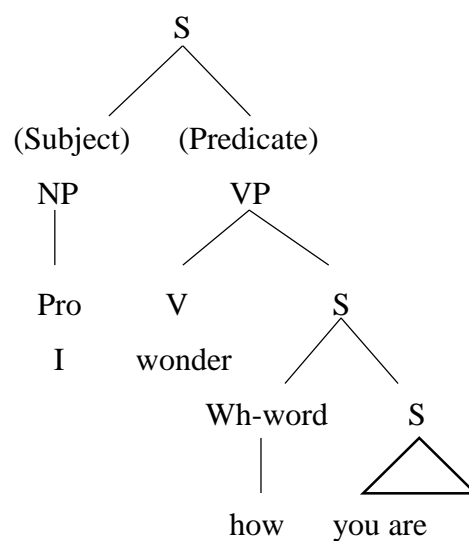
Lesson Plan: A noun clause acting as an object of a sentence

Learners: 12th grade students

Time: 4 hours

| Stage | Procedures |
|--------------------------------|---|
| Gain students' attention: | The teacher greets students by saying 'I wonder how you are today.' |
| Learning Outcomes: | By the end of the lesson, students will be able to identify and analyze a noun clause by using phrase structure rules. |
| Relevance of the target skill: | Being able to identify and analyze a noun clause help students understand complex sentences explicitly and gain more comprehension. |
| Activate prior knowledge: | <p>The teacher asks students whether they can remember a greeting sentence being said at the beginning of the class. Then the teacher writes it on the board.</p> <p style="text-align: center;">'I wonder how you are today.'</p> <p>After that, the teacher asks the students whether this sentence is a simple sentence or a complex sentence.</p> |
| Model structure: | The teacher explains that this sentence is a complex sentence because it composes of two clauses – first, an independent clause and second, a dependent clause. These two clauses are combined by a pronoun or subordinate conjunction such as what, who, why, or how. To make it more precisely, the teacher will display a sentence by a phrase structure tree. |

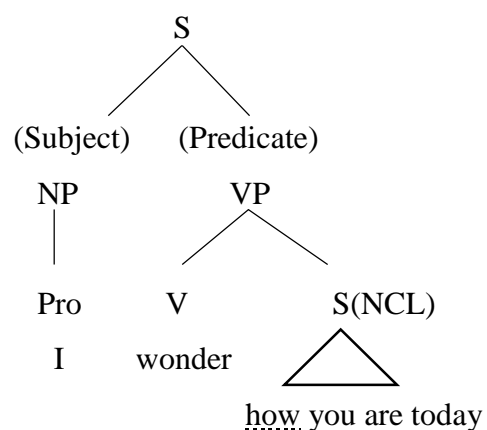
I wonder how you are today.



today

The teacher describes that 'I wonder' is an independent clause; they are the main subject and verb. 'how you are today' is a dependent clause because it began with relative pronoun, and it is a noun clause acting as an object of the verb 'wonder'. This means an object of a sentence can be a noun or a noun clause. It can be written in another way.

I wonder how you are today.



From the sentence above, a relative pronoun used to combine an independent clause and a dependent

| | |
|----------------------|---|
| | clause is 'how'. Yet in another sentence, another relative clause can be used. |
| Practice: | <p>The teacher gives students a set of the structure rules, then students give some examples of NC acting as an object of a sentence.</p> <div style="text-align: center;"> <pre> graph TD S --> Sub["(Subject)"] S --> Pred["(Predicate)"] Sub --> NP NP --> Pro Pro --> I Pred --> VP VP --> V V --> know VP --> SNCL["S(NCL)"] SNCL --> Triangle Triangle --> Examples["<u>where</u> you like to go <u>who</u> you stay with <u>that</u> you like eating chocolate <u>what</u> you want to be <u>why</u> you stop playing basketball <u>how</u> much you love your mom etc."] </pre> </div> |
| Check understanding: | Students do exercises 1, 2 and 3 to check if they explicitly comprehend a NC acting as an object of the sentence. |
| Closure: | <p>The teacher asks students to fill in the summary sheet of what they have learned as shown below, then hand the sheet to the teacher before leaving the class.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>The summary sheet</p> <p>Today's lesson was about</p> <p>One important point was</p> <p>This is important because</p> <p>In sum, today I learned</p> </div> |

Exercise 1

Directions: 1. Underline the dependent clause functioning as an object of a verb and identify the phrase structure rules.

2. Circle the relative pronoun in each sentence.

Example: [I] [wonder (how) long we have to wait here].

NP

VP

$S \rightarrow NP VP$

$VP \rightarrow V S(NCL)$

$S(NCL) \rightarrow Wh\text{-word } S$

NCL = Noun clause

1. I will tell you what I will do later.

2. You have asked me what I will do.

3. In a crime scene, if the accused is found guilty, he is convicted of the crime and the jury decides what his punishment should be.

4. I would have gone by bus if I had known what was going to happen.

5. It is the fashion industry that decides what is trendy.

6. Kids should wear what they feel cool in.

7. We shouldn't wear a uniform at school – we can wear what we like.

8. If you stay with a host family, you will learn how people really live.

9. Do you remember that website you told me about?

10. I can't figure out why she said that

11. We will do whatever is necessary.

12. Do you know what the weather will be?

13. I wonder how they would get there.

14. We will find whom let the cat out of the bag.

15. Betty finally discovered what she anticipated.

Exercise 2

Directions: 1. Underline noun clauses functioning as an object of a verb and identify the phrase structure rules.

2. Circle the relative pronoun in each sentence.

1. There is a baseball stadium on the outskirts of Wilson Creek which has been changed completely. They have now added a new stand where probably a few thousand people could sit. It looks really great.

2. I was asked where I wanted to work and I said, "Florida. It's a place that draws people—Negroes from every Southern state and some from the North and West." So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground.

3. **The shop assistant**

It was about five minutes before closing time. There were only two customers; a smartly-dressed woman and a teenage boy. The boy asked me to help him. He was looking for *Alien*. He wanted me to find it for him. I had to leave my desk and go into the back of the shop. I didn't really see what happened, but the shop manager suddenly came out of her office. She told me to lock the front door and to call the police. She was holding the boy by the arm. She warned him not to move. The police arrived a few minutes later.

Exercise 3

Directions: Complete each sentence with noun clauses functioning as an object of a verb. Use at least three different Wh-words (relative pronouns)

1. I cannot remember ...

1.1 _____

1.2 _____

1.3 _____

1.4 _____

1.5 _____

2. I want to know ...

2.1 _____

2.2 _____

2.3 _____

2.4 _____

2.5 _____

Lesson Plan: A noun clause used as an object of preposition

Learners: 12th grade students

Time: 4 hours

| Stage | Procedures |
|--------------------------------|--|
| Gain students' attention: | The teacher asks a student to read a sentence from the sentence strip- saying 'Many people are responsible for what they have done.' |
| Learning Outcomes: | By the end of the lesson, students will be able to identify and analyze a noun clause used as an object of preposition by using phrase structure rules. |
| Relevance of the target skill: | Being able to identify and analyze a noun clause help students understand complex sentences explicitly and gain more comprehension. |
| Activate prior knowledge: | <p>The teacher asks students whether they can remember the sentence being said at the beginning of the class. Then the teacher writes it on the board.</p> <p><i>'Many people are responsible for what they have done.'</i></p> <p>After that, the teacher asks the students whether the sentence contains a noun clause and where it is placed in the sentence.</p> |
| Model structure: | The teacher explains that this sentence contains two subjects and two verbs that have a preposition links the two sentences together. So this sentence contains independent and dependent clause. The dependent clause comes after a preposition is a noun clause and it acts as an object of the preposition. |

| | |
|-----------|---|
| | <p><u>Many people are responsible</u> for [<i>what they have done</i>].</p> <p>Independent clause dependent clause</p> <p style="text-align: right;">↓</p> <p style="text-align: right;">Noun clause</p> <p>The teacher describes that '<i>Many people are responsible</i>' is an independent clause; they are the main subject and verb. 'for what they have done' is a dependent clause with preposition because it follow the preposition.</p> <p>Then, the teacher displays a noun clause with a phrase structure tree.</p> <p><i>Many people are responsible <u>for what they have done</u>.</i></p> <div style="text-align: center;"> <pre> graph TD PP[PP] --- P[P] PP --- S["S(NCL)"] P --- for[for] S --- triangle[triangle] triangle --- what[what they have done] </pre> </div> <p>In another clause, another relative clause can be used.</p> |
| Practice: | <p>The teacher gives students a set of the structure rules, then students give some examples of NC acting as an object of preposition in a sentence.</p> |

| | |
|----------------------|--|
| | <p>Next, a volunteer student gives another preposition, then the whole class builds a noun clause together.</p> |
| Check understanding: | Students do exercises 1, 2, 3 and 4 to check if they explicitly comprehend a NC acting as an object of the sentence. |
| Closure: | <p>The teacher asks students to fill in the summary sheet of what they have learned as shown below, then hand the sheet to the teacher before leaving the class.</p> <div style="border: 1px solid black; padding: 10px;"> <p>The summary sheet</p> <p>Today's lesson was about</p> <p>One important point was</p> <p>This is important because</p> <p>In sum, today I learned</p> </div> |

Exercise 1

Directions: 1. Underline the dependent clause functioning as an object of a preposition in a sentence and identify the phrase structure rules.

2. Circle the relative pronoun in each sentence.

Example: I asked about (why) you came to class late].

PP → P S

S → Wh-word S

NP VP

1. I asked about why you ate these hot peppers.

2. We decided to look into how much it costs.

3. I'm not looking for what he likes.

4. We will send the money to whoever asks for it.

5. We think about why we make certain decisions.

6. David is not the best provider of what Marry needs.

7. Bobby is the owner of that red car parked outside.

8. I have a surprise for whoever wins the race.

9. We will focus the investigation on whomever you identify as the suspect.

10. The doctor listened to what the patient said.

11. I am always proud of where I was born.

12. I never know how much of what I say is true. (Bette Midler)

13. Her parents will think about that she wants a new car as her birthday gift.

14. My Aunt is very chatty. She speaks to whoever will listen.

15. They should think about how they move to their new house.

Exercise 2

Directions: Write a noun clause functioning as an object of a preposition. Use at least three different Wh-words (relative pronouns)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 3

Directions: Write a complete sentence with a noun clause functioning as an object of a preposition in the sentence. Use at least three different Wh-words (relative pronouns)

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX E
The Semi-Structured Interview

The Effect of Explicit Instruction by Using Phrase Structure Rules on Acquisition of Noun Clauses

The semi-structured interviews were used after the participants taking the posttest. There were certain five questions to guide in the interview as following.

Name Class No.

Question 1: In your opinion, how did the explicit instruction affect your studying?

Response: _____

Question 2: Did learning phrase structure rules help you acquire noun phrases?

Why or why not?

Response: _____

Question 3: By using phrase structure rules, did you find them difficult to learn? Why or why not?

Response: _____

Question 4: Which phrase structure rules did you find it difficult to learn?

Why or why not?

Response: _____

Question 5: Which phrase structure rules did you find it easy to learn?

Why or why not?

Response: _____

Question 6: Did phrase structure rules help you understand noun clauses?

Why or why not?

Response: _____

VITAE

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|-------------------------|--|
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