



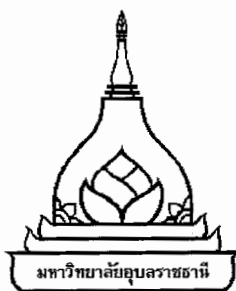
**AN ANALYSIS OF 'S AND OF POSSESSIVES IN EFL TEXTBOOKS
AND AUTHENTIC SUPPLEMENTARY MATERIALS
USED IN A READING AND WRITING COURSE
AT BUNGMALOOWITTAYA SCHOOL IN
KANTHARALAK, SRISAKET PROVINCE**



SUTHAMMA SANYATHANORMRAT

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
UBON RAJATHANEE UNIVERSITY
YEAR 2007**

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INDEPENDENT STUDY APPROVAL
UBON RAJATHANEE UNIVERSITY
MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS

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AND AUTHENTIC SUPPLEMENTARY MATERIALS USED IN
A READING AND WRITING COURSE AT BUNGMALOOWITTAYA
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(Mrs. Suthamma Sanyathanormrat)

Researcher

บทคัดย่อ

ชื่อเรื่อง : การวิเคราะห์การใช้ *'s* และ *of* แสดงความเป็นเจ้าของในหนังสือเรียนสำหรับ
ผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศและหนังสือเรียนสำหรับเจ้าของภาษา
ที่ใช้ในรายวิชาภาษาอังกฤษอ่าน-เขียน ที่โรงเรียนบึงมะลูวิทยา อำเภอกันทรลักษ์
จังหวัดศรีสะเกษ

โดย : สุพรรณมา สัตยญาณอมรรัช

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สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

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ศัพท์สำคัญ : คำที่แสดงความเป็นเจ้าของ เรื่องสำหรับผู้เรียนภาษาอังกฤษเป็น
ภาษาต่างประเทศ เรื่องสำหรับเจ้าของภาษา เรื่องเล่า

การศึกษานี้มีจุดมุ่งหมายเพื่อศึกษาการใช้ *'s* และ *of* แสดงความเป็นเจ้าของในหนังสือเรียนสำหรับผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ และหนังสือเรียนสำหรับเจ้าของภาษาว่ามี ความเหมือนหรือแตกต่างกันระหว่างหนังสือทั้งสองประเภทอย่างไร และศึกษาการใช้การแสดงความ ความเป็นเจ้าของที่ปรากฏในหนังสือไวยากรณ์ทั้งสองประเภท เรื่องเล่าทั้ง 8 เรื่องถูกเลือกมาใช้ในการ การศึกษาในครั้งนี้ โดยเรื่องเล่า 4 เรื่อง ได้มาจากหนังสือเรียนสำหรับผู้เรียนภาษาอังกฤษเป็น ภาษาต่างประเทศ และอีก 4 เรื่อง ได้มาจากหนังสือเรียนสำหรับเจ้าของภาษา ซึ่งเรื่องทั้ง 8 เรื่องมีการ ใช้ *'s* และ *of* แสดงความเป็นเจ้าของปรากฏอยู่ นอกจากนี้ก็ดูที่ผู้ใช้แสดงความเป็นเจ้าของ ของ หนังสือทั้งสองประเภทก็ได้นำมาเป็นส่วนหนึ่งของการศึกษา

ผลของการศึกษาพบว่ามีการใช้ *of* แสดงความเป็นเจ้าของมากกว่าการใช้ *'s* ในหนังสือเรียนทั้งสองประเภท การใช้ *of* ส่วนมากจะใช้กับคำนามที่กล่าวถึงสิ่งที่ไม่มีชีวิตในขณะที่การใช้ *'s* ก็มักจะใช้กับคำนามที่กล่าวถึงสิ่งที่มีชีวิตเช่นกัน นอกจากนี้การใช้กฎแสดงความเป็นเจ้าของ ในหนังสือไวยากรณ์ทั้งสองประเภทก็มีทั้งความเหมือนและความต่างระหว่างหนังสือทั้งสอง ประเภท และการศึกษาเกี่ยวกับหน้าที่ของการแสดงความเป็นเจ้าของพบว่าหน้าที่ของการแสดง ความเป็นเจ้าของที่พบในตัวอย่างจากเรื่องที่น่าสนใจ มีหน้าที่เกี่ยวกับการบรรยาย การบอก ความสัมพันธ์ และการบอกถึงการเป็นส่วนหนึ่งของคำนามที่มีขนาดใหญ่กว่า อย่างไรก็ตามพบว่า หน้าที่ที่เกี่ยวกับการบรรยายถูกใช้มากกว่าหน้าที่อื่น

ABSTRACT

TITLE : AN ANALYSIS OF 'S AND *OF* POSSESSIVES IN EFL
TEXTBOOKS AND AUTHENTIC SUPPLEMENTARY
MATERIALS USED IN A READING AND WRITING COURSE
AT BUNGMALOOWITTAYA SCHOOL IN KANTHARALAK,
SRISAKET PROVINCE

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KEYWORDS : POSSESSIVE / EFL TEXT / AUTHENTIC TEXT /
NARRATIVE TEXT

This study aims at investigating the use of 's and *of* possessives that show possession in EFL and authentic narrative materials to discover if there might be similarities or differences between the two text types and how the possessive rules are described in EFL and English grammar books. The 8 narrative texts were chosen for the study. There were 4 narrative texts from EFL textbooks and the rest was taken from authentic supplementary materials that contained the 's and *of* possessives. In addition, the rules described in the grammar books of EFL and native English speaking contexts were taken into consideration.

The results indicated that the *of* form was used more frequently than the 's possessive for showing possession in both EFL and authentic text types. Most of the *of* form in both texts tended to be found with inanimate head nouns whereas the 's was likely to be used with the same type of head nouns. In addition, it was evident that both similarities and differences on the possessive rules were witnessed in the grammar books of the two contexts. Finally, the results also suggested that the functions of possession found in all sample texts were description, relationship/ association and part/whole. However, the description function was evidently used more than the two.

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CHAPTER 1

INTRODUCTION

1.1 Rationale

Grammar has been the focus of attention in a language classroom for many years. Many educators argue for its necessity in the field of language studies. Joseph Webbe, for instance, is a schoolmaster and a textbook writer who suggested that “no man can run speedily to the mark of language that is shackled.....without grammar precepts.” (cited in Jeremy Harmer, 1999, p14). Therefore, one may say that grammar is an essential tool for every language and nobody has doubt its implication or explication (Penny Ur, 1995). To support this claim, Nunan (1999) projected that grammar is a beautiful language structure that combines words and phrases into a sentence. Celce – Murcia (2001) then added that grammar is not only a form (morphosyntactic), but it consists of meanings (semantics) and its usage (pragmatics). Thus, if grammar is viewed through a more communicative aspect, mastering grammar of a target language will enable any language learner to successfully acquire that language in a meaningful way.

Among various grammatical structures of the English language, some are found to be easier to understand while others are not. Possession such as the *'s* and *of* possessives are among others which tend to pose difficulties for language learners, especially those whose first language is Thai. The *'s* and *of* forms, as evidence, seem to create a lot of confusion for many Thai students, this is partly because they found that both forms; “**This is Tim’s car,**” or “**This is the car of Tim**” were employed interchangeably most of the time. This kind of confusion may be traced back to the points where students are exposed to different text types such as English as a Foreign Language (EFL) and authentic materials which contain a wide range of the possessive examples. On the one hand, EFL textbooks are written for students who use English as a foreign language. The language itself has purposefully been modified to suit learners’ language proficiency.

On the other hand, authentic materials are produced for those who use English as their mother tongues, thus the language itself represents naturally-occurring codes. The different natures of these two discourse types then possibly lead to different ways of how possessives manifest themselves.

Additionally, the 's possessive and *of* form are likely to initiate confusion for ESL/EFL learners partly because their usage is not absolute when compared to other types of morphemes such as plurals, past tenses, and progressives. For example, the noun following the inflected noun may sometimes be deleted if it can be inferred from the context when possessive pronouns are presented (Lasen-Freeman, 1976 cited in Celce-Murcia and Larsen-Freeman, 1983). An informal interview with students at Bungmaloowittaya school also revealed that students felt inconfident and incompetent when they were assigned to do a possessive exercise. They acknowledged that the nouns (head nouns/possessors) used with the 's and *of* forms seemed changeable. They also mentioned that the grammatical rules for possession were limited in the grammar books. That is, what the rules said in the textbooks were not applied perfectly well to the actual samples observed in their outside-class supplementary materials.

As a result of this, the present study will be one of the first attempts to make a systematic investigation of EFL and authentic supplementary materials used in a Reading and Writing course at Bungmaloowittaya School. The focus will be placed on the analysis of 's and *of* possessives that occur in both discourse types to discover if there might be similarities or differences between the two materials. In addition, the study will explore how the possessive rules are described in Mattayom 4 - 6's and English grammar books, including how these rules manifest themselves in the actual usage of the two material types used in Bungmaloowittaya School. The results of this study will hopefully be beneficial for the adaptation and development of teaching materials at Bungmaloowittaya school.

1.2 Purpose of the study

The present study aims at investigating how the possessive rules described in Mattayom 4 - 6's and English grammar books manifest themselves in the actual usage of the two material types used at Bungmaloowittaya school. In addition, the use of 's

possessive and *of* form that show possession in EFL and authentic discourses to discover if there might be similarities or differences between the two text types.

1.3 Research question

1.3.1 How are the possessive rules described in grammar books used at Bungmaloowittaya School and those targeted for native speakers of English?

1.3.2 What are the similarities and differences in the use of possessive forms in EFL and authentic supplementary materials at Bungmaloowittaya School, Kantharalak, Srisaket province?

1.4 Significance of the study

Results obtained from this study will help raise English teachers' and students' awareness at Bungmaloowittaya school of how 's possessive and *of* form are used in different discourse types. The results should also prove useful for the English instruction and material adaptation and development at this school.

1.5 Definition of key terms

Possessive = possessive is used to express the connection, often when describing that something belongs to someone

EFL text = the text is designed for learners who use English as a foreign language

Authentic text = the text is designed for learners who use English as their mother tongue

Narrative text = (1) a spoken or written account of events; a story:
a gripping narrative of/ about their journey up the Amazon.

(2) the telling of the story: *the novel contains more narrative than dialogue.*

CHAPTER 2

LITERATURE REVIEW

This section reviews the literature on the topic of what a possessive is, previous studies on the 's possessive and *of* form and other related studies on discourse analysis of different grammatical points in ESL/EFL contexts.

2.1 What is a possessive?

Possessives can express meanings other than the conception of something that belongs to something or someone (Celce-Murcia and Larsen-Freeman, 1983). It is not only used to show possession, but also employed to show different types of meanings:

- 2.1.1 description (a debtor's prison)
- 2.1.2 amount/quantity (three dollars' worth of gasoline)
- 2.1.3 relationship/association (John's roommate)
- 2.1.4 part/whole (my brother's hand)
- 2.1.5 origin/agent (Shakespeare's tragedies)

Additionally, possessives are used to express the connection, often when describing that something belongs to someone (Eastwood, 2005). According to Azar (1992), possessives are normally found with nouns to show possession. Possessives can be basically function in two different ways: a possessive determiner or possessive adjective (my, your, his, her, its, their, our) that comes before a noun phrase and a possessive pronoun (mine, yours, his, hers, its, ours, theirs) which can replace a noun phrase inflected for possession (Celce-Murcia and Larsen-Freeman, 1983).

Evidently, there are two major ways of signaling possession in English. On the one hand, possessive determiners are used when the referent of possessor clearly occurs in context (Celce-Murcia, 2001). Master (1995) then supported that possessive determiners show the scope of a noun that is limited by being the possession. On the other hand, another types of possessive forms, the 's possessive and the *of* form, are

used in different situations. The 's possessive is used by inflecting regular singular nouns and irregular plural nouns:

- (1) The baby's crib
- (2) The women's room

while the *of* possessive is used when the possessor and thing being possessed are inverted. One can compare this order with that of the inflected, the 's form:

- (3) The man's name → the name of man

(Celce-Murcia and Larsen-Freeman, 1983).

Milada Broukła (2005) then pointed out that the 's possessive is used before singular and plural nouns by adding an apostrophe s with a singular human noun and only adding an apostrophe after a plural noun. The examples below will illustrate these points:

- (4) The teacher's room
- (5) My parents' wedding anniversary

In the opposite manner, the *of* possessive is used to show possession when its possessors represent inanimate objects;

- (6) The title of this book
- (7) A Tale of Two Cities

Also important is the fact that the 's possessive and *of* form used for possession can sometimes be used interchangeably under certain circumstances. Examples are:

John's pencil. (pencil of John.), Mary's money, (money of Mary.), and the cat's tail. (the tail of cat.)

2.2 Previous studies on possessives

There are few studies concerning the use of English possessives; the case of the 's possessive and the *of* form. Khampang (1973) is among the first who investigated how native speakers of English use the 's possessive and the *of* form (cited in Celce-Murcia and Larsen-Freeman, 1983). He claimed that native speakers tended to use the 's possessive with the animate head noun, but sometimes they preferred the 's possessive with the inanimate head nouns when the noun could refer to an action. Examples (8) and (9) illustrate this point:

(8) The train's arrival was delayed.

is preferred over:

(9) The arrival of the train was delayed.

Khampang's study also revealed that native speakers preferred the *of* possessive with inanimate head nouns such as:

(10) He stood at the foot of the bed.

and it may sometimes be used with animate head nouns when the modifier noun is long. As a result, example (11) is preferred over example (12) as shown below:

(11) He's the son of the well-known politician.

(12) He's the well-known politician's son.

Moreover, the *of* possessive is frequently used with a long double possessive while the short ones take the 's form. Take a closer look at the following examples:

(13) What can I do for the husband of Dr. Smith's daughter?

(14) What can I do for Dr. Smith's daughter's husband?

As seen from the examples above, both forms are possible. However, if the possessive form is to signify formality, the *of* possessive is preferred whilst the 's form is employed when an informality is of a major concern. Look at the following examples:

(15) Shakespeare's sonnets (informal)

(16) The sonnets of Shakespeare (formal)

In addition, other scholars such as Quirk and Greenbaum (1973) and Frank (1972) discuss the use of 's possessive in a different patterns. Examples include the following categories:

Double possessive:	Hank's brother's car
Nouns of special interest to human activity: (Quirk and Greenbaum, 1973:97 p.126)	the game's history
Natural phenomena: (Frank, 1972: 15 p.126)	the earth's gravity

As evidence, none of the studies on possessives discussed in this section had been tied to EFL context. However, one can still observe other different studies on discourse analysis of grammatical devices which are linked to ESL/EFL settings. Other related studies on discourse analysis of different grammatical points in ESL/EFL contexts

As seen in the previous section, one may recognize that not much attention was drawn to the English possession, and none of them were discussed in relation to ESL/EFL contexts. To this end, it is thus unavoidable to review the literature on other related areas of the grammatical device in ESL/EFL situations as will be presented below:

The analysis of different grammatical points in various text types has recently drawn attention from different scholars. An attempt has also been made to relate the findings to ESL/EFL contexts. Celce-Murcia and Larsen-Freeman (1983) are among the first to explore the article system that occurs in written genres. The researchers initially collected different forms of articles in many languages of the world and then found that oriental languages, most Slavic languages, and most African languages, for instance, did not have the article system. However, articles that were found in French, Spanish, Persian and the Semitic languages were often used in a way that differed from the English article system.

For example, many of these article-using languages marked the generic use of an abstract noun with their equivalent of the definite article. Also, some of these languages could indicate definite or indefinite with suffixes or morphemes following the nouns. Interestingly, Celce-Murcia and Larsen-Freeman suggested that the use of articles and other inflections to transfer generic meanings were not well treated in grammars and ESL/EFL textbooks. In addition, the study showed that the article structures depended on the usage or discourse context to determine what was definite and indefinite in other languages besides English. For instance, proper nouns which included personal names, geographical names and some other minor categories were always definite. However, they did not take the definite article in singular. In contrast, plural proper nouns always took the definite article.

Moreover, Brown (1973) made an effort to identify major characteristics of definite and indefinite articles based on text analysis. For example, definite articles should precede nouns which are (1) unique for all: *the moon, the earth, the sun*, (2) unique for a given setting: *the blackboard, the ceiling, the floor*, (3) unique for a given social group: *the car, the dog, the baby* and (4) unique by pointing, nodding: *the book, the chair*. In contrast, the indefinite articles should precede nouns with the following characteristics: (1) to introduce a noun to the listener that is specific for the

speaker, but not the listener e.g. *I saw a funny-looking dog today.* (2) to show that the noun does not have a specific reference for either the speaker or the listener e.g. *I need a new belt.* (3) to refer to a noun that is nonspecific for the speaker but specific for the listener e.g. *FBI man to homeowner: Don't be cry. We know there's a spy hiding in your cellar.* (cited in Celce-Murcia and Larsen-Freeman, 1983)

Celce-Murcia and Larsen-Freeman (1983) also discussed different forms of participles in English; the *-Ing* participles and gerunds with a link to ESL/EFL settings. The researchers found that these forms cause a lot of confusion for ESL/EFL learners because most of ESL/EFL texts presented the *-Ing* and gerunds forms in a similarly way. They illustrated that gerunds are used as nouns whereas *-Ing* participles are used as adjectives or adverbs. The following lists of *-Ing* and gerunds functions can be presented as follows:

Nouns functioning as subjects, objects, or predicate nouns following BE:

- (17) Seeing is believing
- (18) Jack hates hunting.

Compound nouns:

- (19) a sleeping bag (a bag used for sleeping)
- (20) laughing gas (a gas that makes people laugh)

Gerund clauses functioning as subjects, direct objects, or objects of prepositions:

- (21) I enjoy *taking a walk after dinner.*
- (22) *Having dinner in the garden* is possible when the weather is warm.

Gerund clauses following a possessive determiner or possessive pronoun:

- (23) I dislike his *saying things like that.*

In contrast to the above examples, the major function of *-Ing* participles are listed:

Adjective + noun combinations:

- (24) *the sleeping child* (the child who is sleeping)
- (25) *laughing people* (people who are laughing)

-Ing forms that resemble – but cannot possibly be derived from – reduced relative clauses:

- (26) The Johnsons have bought a house *resembling a barn.*

-Ing adjectives in predicate or attributive position:

(27) The movie *was interesting*.

(28) Joe tells *exciting* stories.

-Ing forms as complements of sensory perception verbs:

(29) I saw Mark *running across the street*.

-Ing adverbial clauses:

(30) *Approaching Ensenada*, we were stopped by two Mexican highway patrolmen.

As one may conclude here, even though the *-Ing* forms may appear the same on the surface level, they perform different functions in the deep structure. And this, of course, is responsible for difficulties faced by ESL/EFL learners.

Furthermore, it has been evident that measure words, collective nouns and quantifiers are one of many problems encountered by ESL/EFL students. This is so because most of ESL/EFL texts rarely put an emphasis on these language aspects. Celce-Murcia and Larsen-Freeman, again, are among the first to examine ESL/EFL texts in accordance with these grammatical points. The researchers analyzed both English and ESL/EFL materials to compare how measure words, collective nouns and quantifiers occurred in both text types. Interestingly, they found that ESL/EFL texts had presented rules concerning measure words, collective nouns, and quantifiers in a quite limited way. Examples below are an extract from EFL textbooks, giving inadequate information on many, much and a lot of:

Use *many* or *a lot of (lots of)* in affirmative statements and *many* and *much* in questions and negative contexts such as:

(31) Jake has many friends.

(32) Jake has a lot of money.

(33) Does Jake have $\left\{ \begin{array}{l} \text{many friends} \\ \text{much money} \end{array} \right\}$?

(34) Jake doesn't have $\left\{ \begin{array}{l} \text{many friends} \\ \text{much money} \end{array} \right\}$.

Based on the above explanation, many grammarians would say more additional information may be needed. Examples include the use of *a lot of* and *lots of* in informal language whereas *much* and *many* in more formal language. In short, many

ESL/EFL texts did not provide enough information on measure words and collective nouns and said little about quantifiers, especially the contrasting cases of *much/many*, *a few/few* and *a little/little*. It is therefore important to keep in mind that what has been found in the naturally-occurring language is far more complicated than what have been suggested in ESL/EFL textbooks.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter is intended to present the information on data sources, data collection and data analysis.

3.1 Data sources

The sources of this study were the possessive rules presented in the grammar books written for Thai learners and native speakers of English were taken into consideration. The first group of data was collected from two grammar books written by Thai English language teachers whilst the second one was gathered from two textbooks written by native speakers of English for the native speaking learners. These four textbooks were (1) *Oxford Learner's Grammar by John Eastwood* (2) *Grammar Forms and Functions III* by Milada Broukal and (3) *The English Manual* by Supong Tangkheangsirisin and Monnipa Sompong (4) *The Manual of English for M.4 – 6* by Duangridee Kanjanapan and Kulya Khampiranon. Additionally, the 8 narrative stories from EFL textbooks and authentic supplementary materials which contain the 's possessives and *of* forms were chosen for another point of analysis. There were 4 narrative stories from the EFL textbooks: (1) *My Story* (2) *Working in a Hollywood* (3) *A Race to Korat* and (4) *Mexico* used in a Reading and Writing course at Bungmaloo Wittaya School, Kantharalak, Srisaket province. The others were taken from the authentic supplementary materials for the same course: (1) *Life Without Surprises and Other Stories* by O. Henry (1992), (2) *The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle (1992), (3) *Stories from Greek Tragedies* by Kieran McGovern (1994) and (4) *A Midsummer Night's Dream and Other Stories from Shakespeare's play* by David Foulds (1992). All of the possessive construction from the two text types were then extracted for the analysis.

3.2 Data collection

As already mentioned, the major source of data for this research was the EFL and authentic narrative materials used at the researcher's school. However, the researcher first took into consideration the rules presented in the grammar books of the two discourses were collected to reveal if there was any difference or similarity between them. Then, there were four collected stories from the EFL textbooks and the other four from the authentic supplementary materials. The narrative texts were chosen for this research because it was the first kind of reading that students learn in both L1 and L2 (Intarasuta, 1987) and all of them were used in a Reading and Writing course at Bungmaloo Wittaya school. Each narrative text contained the 's possessives and *of* forms in a different number. However, all samples of the possessive construction were collected for the analysis, later the raw scores were converted into percentage to ensure its equality when a comparison between the two text types had been made.

3.3 Data analysis

The analysis of the 's possessive and *of* form were carried out based on Khampang's framework that appears in *the Grammar Book* by Celce- Murcia and Larsen Freeman (1983). First, the grammatical rules for possession presented in M. 4-6 grammar books used at Bungmaloo Wittaya school were collected and compared with the rules found in the grammar books written for native speakers of English. Moreover, the theory maintains that possession usually expresses a connection, often the fact that someone has something or that something belongs to someone. While the 's possessive has a tendency to be used with animate head nouns, the *of* form is usually found with inanimate head nouns, but sometimes they can be employed interchangeably. In this study, the frequent occurrence of both 's and *of* forms were considered, then the degree of animacy of the head noun was looked at. Finally, different functions of the English genitive (possessives) evident in the data from both sources were taken into account.

CHAPTER 4

RESULTS

After collecting data from the EFL texts and authentic narrative stories, the results of this study will be reported into three main parts as follows:

4.1 The rules of possession described in the grammar books of EFL and native-speaking contexts


Table 1 The 's and *of* possessive rules presented in both English and EFL grammar books

Grammatical rules for native speakers	Grammatical rules for non-native speakers
<p><u>The general rules</u></p> <ul style="list-style-type: none"> - the possessive forms are used to express a connection, often the fact that someone has something or that something belongs to someone. - both forms are used with nouns that do not refer directly to people but suggest human activity or organization e.g. <i>Scotland's river/ the river of Scotland</i> 	<ul style="list-style-type: none"> - the possessive can express meanings other the notion that something belongs to something or someone.

Table 1 The 's and *of* possessive rules presented in both English and EFL grammar books (Continued)

Grammatical rules for native speakers	Grammatical rules for non-native speakers
<p><u>The 's possessive</u></p> <ul style="list-style-type: none"> - the 's possessive is normally used with people and animals (animate) such as <i>the dog's bed, my uncle's address</i> while the <i>of</i>– structure is sometimes possible for relations between people e.g. <i>the mother of the young man</i> - the 's possessive can also express time or length of time e.g. <i>yesterday's newspaper, half an hour's drive</i> - the 's possessive sometimes can be used without the following noun when it shows someone's home or a particular kind of shop or office such as <i>We're all meeting at <u>Dave's</u> (house/flat).</i> 	<ul style="list-style-type: none"> - the 's possessive and <i>of</i> form are used for possession. - the 's possessive is used for showing the qualities, attributes or actions with human possessors or assimilated e.g. <i>Madonna's reputation, the dog's name, the Queen's arrival, my parents' room, the Johnsons' house</i> - the 's possessive can be used for showing possession without following nouns (used as possessive pronouns) such as <i>The blue pen is <u>Jack's</u>.</i> - the 's possessive can be used with some familiar nouns for stress, or for reasons of sentence structure such as <i>the house's situation was spectacular.</i>

Table 1 The 's and *of* possessive rules presented in both English and EFL grammar books (Continued)

Grammatical rules for native speakers	Grammatical rules for non-native speakers
<p><u>The <i>of</i> form</u></p> <ul style="list-style-type: none"> - the <i>of</i> form will be used when there is a long phrase or clause describing the people e.g. <i>It's a house of a wealthy businessman from Saudi Arabia.</i> - the <i>of</i> – structure is generally used with things (inanimate head nouns) for example, <i>the color of the walls, the middle of the night</i> 	<ul style="list-style-type: none"> - the <i>of</i> form can be used with inclusive nouns (lot, group, collection, whole, etc.) such as <i>a lot of people, a collection of paintings</i> - the <i>of</i> form is used with noun groups e.g. <i>the theory of relativity, the director of marketing</i> - the <i>of</i> form is used with inanimate nouns to show qualities, attributes, actions, or parts such as <i>the cost of the operation, the condition of the goods</i>

Based on the above table, the general rules of possession in English were found similarly in EFL and authentic grammar texts. The two forms: 's and *of* were fundamentally used for showing possession. The 's possessive had a tendency to be used with animate head nouns e.g. “*my uncle's address*”, “*the dog's name*,” but sometimes the *of* form could be used as well. The *of* form, in contrast, was basically preferred with things or inanimate nouns such as “*the color of the wall*”, “*the cost of the operation*,” and it could be used as possessive pronouns (without the following nouns) e.g. “*We're all meeting at Dave's*.”, “*The blue pen is Jack's*.” Whereas the *of* form in authentic grammar books were found to be used with long phrases or clauses to describe people e.g. “*It's a house of a wealthy businessman from Saudi Arabia*,” those found in the EFL grammar books were employed with noun groups e.g.

“the theory of relativity”, “the director of marketing” and inclusive nouns e.g. *“a lot of people”, “a collection of paintings.”*

4.2 The degree of animacy of the head nouns

Table 2 The total number of possession used in each text type with different head nouns

Name of story	's	Degree of animacy of the head noun	Percentage (%)	of	Degree of animacy of the head noun	Percentage (%)
The EFL texts						
1. My story	1	inanimate=1	14 %	4	inanimate=4	29 %
2. Working in a Hollywood	1	inanimate=1	14 %	3	inanimate=3	21 %
3. A Race to Korat	3	inanimate=1 animate=2	43 %	2	inanimate=1 animate=1	14 %
4. Mexico	2	inanimate=1 animate=1	29 %	5	inanimate=4 animate=4	36 %
Total	7	inanimate=4 animate=3	33%	14	inanimate=1 2 animate=2	67%
The authentic texts						
1. A life without surprises	2	inanimate=1 animate=1	29 %	7	inanimate=5 animate=2	27 %
2. In Soames's rooms	3	inanimate=3	43 %	9	inanimate=8 animate=1	35 %
3. Oedipus the King (Brother Kills brother)	1	inanimate=1	14 %	5	inanimate=1 animate=4	19 %

Table 2 The total number of possession used in each text type with different head nouns (Continued)

Name of story	's	Degree of animacy of the head noun	Percentage (%)	of	Degree of animacy of the head noun	Percentage (%)
The authentic texts						
4. A Midsummer Night's Dream (The Athenian actors)	1	inanimate=1	14 %	5	inanimate=4 animate=1	19 %
Total	7	inanimate=6 animate=1	21 %	26	inanimate=1 8 animate=8	79 %

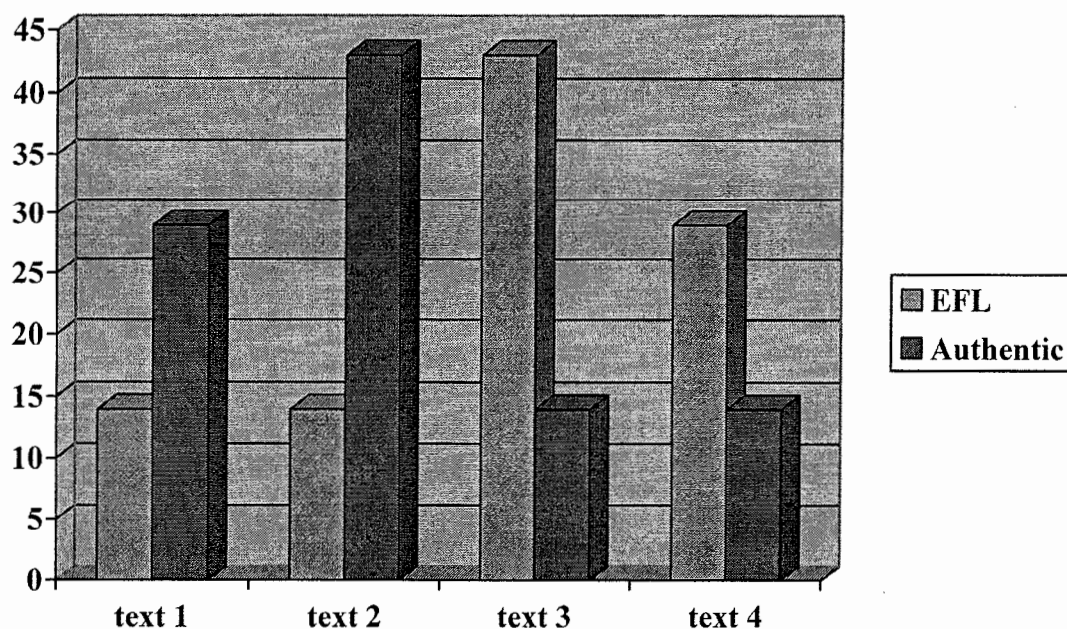


Figure 1 The percentages of 's possessive in EFL and authentic texts

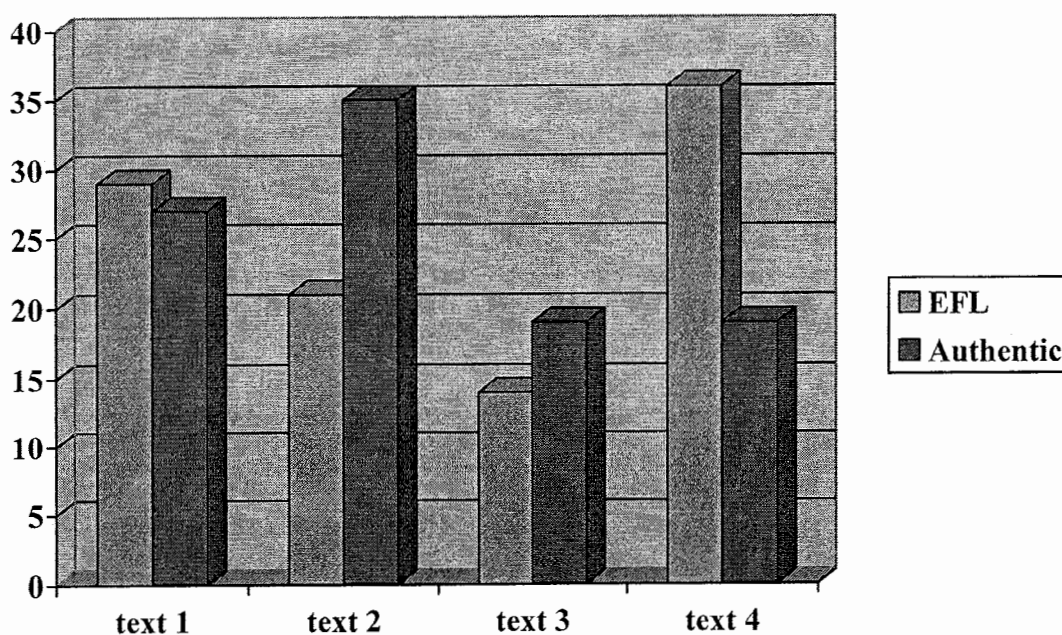


Figure 2 The percentages of *of* form in EFL and authentic texts

As revealed by table 2, a small number of 's possessive was used in both EFL (33%) and authentic (21%) written texts when compared to the *of* form. For instance, it occurred only once in *My story*, *Working in a Hollywood*, *Mexico*, *Oedipus the King (Brother kills brother)* and *A Midsummer Night's Dream (The Athenian Actors)*. Additionally, most of the 's possessive in both EFL and authentic texts were likely to be employed with inanimate head nouns (e.g. *My brother's name*, *father's money*, *brother's horse*, *Our brother's body*, and *Bottom's head*). Although, the 's possessive was used more often in *In Soames's rooms*, all of them (100%) were found with inanimate head nouns as well. In contrast, the use of *of* form was witnessed more often in both EFL (67%) and authentic (79%) texts, with a larger number in authentic than EFL materials and most of them were used with the inanimate head nouns (e.g. *bowl of rice*, *days of Hollywood*, *The language of Mexico*). All of this evidence thus could be a good indication that the way in which the genitive *of* behave in a modified and naturally-occurring language confirm the tendency described in the grammar books of EFL and native-speaking contexts. However, it seemed that the 's possessive tended to deviate from the tendency explained in both types of the grammar book under study. (For further detailed

analysis of possession and the head nouns in both text types, please refer to table 3, and 4 below).

Table 3 The detailed analysis of 's and *of* forms in relation to the head nouns of EFL texts

's	Degree of animacy of the head noun	of	Degree of animacy of the head noun
My story			
- My brother's <u>name</u>	name = inanimate	- <u>bowl</u> <i>of</i> rice	bowl = inanimate
		- <u>few pieces</u> <i>of</i> fried pork	few pieces = inanimate
		- <u>glass</u> <i>of</i> orange juice	glass = inanimate
		- <u>cup</u> <i>of</i> coffee	cup = inanimate
Working in a Hollywood			
- people's <u>yards</u>	yards = inanimate	- <u>days</u> <i>of</i> Hollywood	days = inanimate
		- <u>part</u> <i>of</i> movie making	part = inanimate
		- <u>part</u> <i>of</i> the advertising	part = inanimate
A Race to Korat			
- father's <u>money</u>	money = inanimate	- <u>owner</u> <i>of</i> the horse	owner = animate
- brother's <u>horse</u>	horse = animate	- <u>death</u> <i>of</i> their father	death = inanimate
- other's <u>horse</u>	horse = animate		

Table 3 The detailed analysis of 's and *of* forms in relation to the head nouns of EFL texts (Continued)

's	Degree of animacy of the head noun	of	Degree of animacy of the head noun
Mexico			
- Mexico's <u>neighbors</u>	neighbors = animate	- <u>quarter</u> <i>of</i> the size	quarter = inanimate
- the world's <u>largest Spanish-speaking country</u>	largest Spanish-speaking country = inanimate	- <u>the size</u> <i>of</i> the United States	the size = inanimate
		- <u>The language</u> <i>of</i> Mexico	The language = inanimate
		- <u>largest city</u> <i>of</i> Mexico	largest city = inanimate
		<u>population</u> <i>of</i> Mexico City	population = animate

Table 4 The detailed analysis of 's and of forms in relation to the head nouns of authentic texts

's	Degree of animacy of the head noun	of	Degree of animacy of the head noun
A life Without Surprises			
- Katy's <u>kisses</u>	kisses = inanimate	- <u>driver</u> of the bus	driver = animate
- Mrs. Zanolowski's <u>children</u>	children = animate	- <u>A crowd</u> of people	A crowd = animate
		- <u>The bell</u> of the bus rang	The bell = inanimate
		- <u>taste</u> of face-powder	taste = inanimate
		- <u>price</u> of soap	price = inanimate
		- <u>story</u> of her day	story = inanimate
		- <u>game</u> of cards	game = inanimate
In Soames's rooms			
- three students' <u>rooms</u>	rooms = inanimate	- <u>piece</u> of paper	piece = inanimate
- Mr. Soames's <u>rooms</u>	rooms = inanimate	- <u>part</u> of the pencil	part = inanimate
- maker's <u>name</u>	name = inanimate	- <u>part</u> of the maker	part = inanimate
		- <u>piece</u> of pencil	piece = inanimate
		- <u>end</u> of a word	end = inanimate
		- <u>maker</u> of pencil	maker = animate
		- <u>middle</u> of the room	middle = inanimate
		- <u>piece</u> of black earth	piece = inanimate
		- <u>top</u> of the table	top = inanimate

Table 4 The detailed analysis of 's and *of* forms in relation to the head nouns of authentic texts (Continued)

's	Degree of animacy of the head noun	of	Degree of animacy of the head noun
Oedipus the King (Brother kills brother)			
- Our brother's <u>body</u>	body = inanimate	- <u>army</u> <i>of</i> Argos	army = animate
		- <u>the brother</u> <i>of</i> Jocasta	the brother = animate
		- <u>King</u> <i>of</i> Thebes	King = animate
		- <u>children</u> <i>of</i> Oedipus	children = animate
		- <u>the law</u> <i>of</i> the city	the law = inanimate
A Midsummer Night's Dream (The Athenian Actors)			
- Bottom's <u>head</u>	head = inanimate	- <u>hours</u> <i>of</i> the morning	hours = inanimate
		- <u>wedding</u> <i>of</i> Prince Theseus	wedding = inanimate
		- <u>middle</u> <i>of</i> their acting	middle = inanimate
		- <u>part</u> <i>of</i> the play	part = inanimate
		- <u>head</u> <i>of</i> a donkey	head = inanimate

4.3 The functions of possession in English

Table 5 The functions of 's and *of* forms in both text types

Name of story	Data		Function			
	's	of	description	amount/ quantity	relationship/ association	part/whole
The EFL texts						
1. My story	1	4	4	-	-	1
2. Working in a Hollywood	1	3	2	-	-	2
3. A Race to Korat	3	2	2	-	3	-
4. Mexico	2	5	1	-	1	5
Total	7	14	9	-	4	8
Percentage of usage	-	-	43 %	0 %	19 %	38 %
The authentic texts						
1. A life without surprises	2	7	7	-	1	1
2. In Soames's rooms	3	9	4	-	-	8
3. Oedipus the King (Brother kills brother)	1	5	2	-	4	-
4. A Midsummer Night's Dream (The Athenian Actors)	1	5	2	-	-	4
Total	7	26	15	-	5	13
Percentage of usage	-	-	45 %	0 %	15 %	40 %

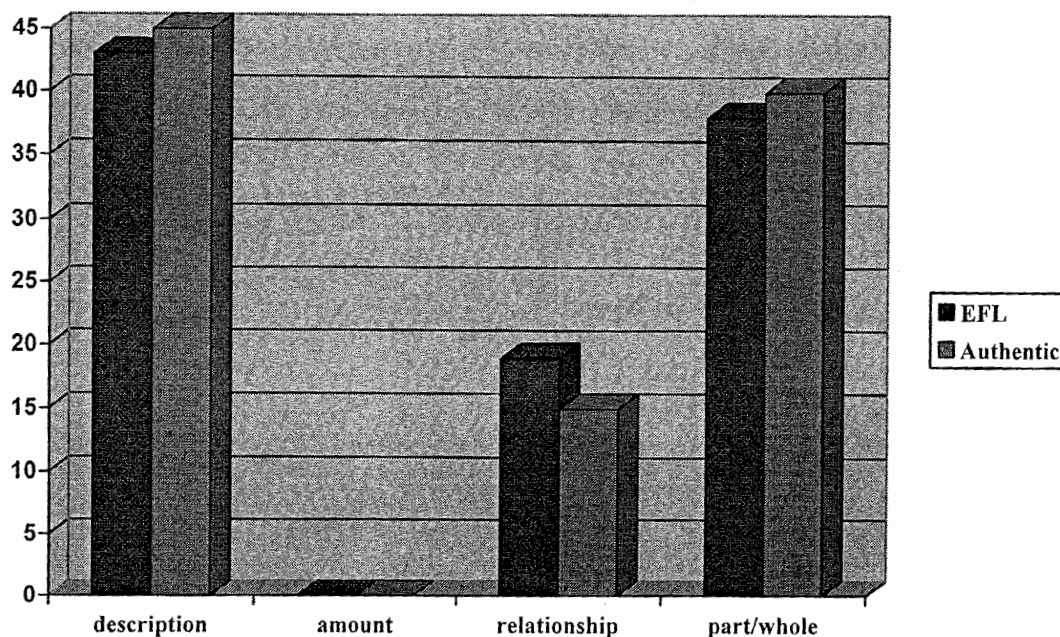


Figure 3 The conclusion of the functions of 's and *of* forms

Based on table 5, it was discovered that both text types employed three main functions of possession, and they were description, relationship/association and part/whole. The analysis also suggested that the amount/quantity kind of function was not evident in neither authentic nor EFL materials. Moreover, the percentages of the three functions between EFL and authentic texts were similar. That is, 43% of the description function fell into the EFL discourse, and 45% belonged to the authentic narrative materials. For the part/whole function, 38% belonged to the EFL narratives, and 40% fell into the authentic ones. However, there was a different possibility of part/whole function occurred when writers of the EFL narrative materials presented the relationship/association function in a little bit larger number (19%) than did the authors of the authentic texts (15%). The part/whole function was witnessed when a particular noun entity is a part of the larger noun of the same group. Examples of this function were *few pieces of fried pork, population of Mexico City and Largest city of Mexico*. (For further detailed analysis of the functions of possession in both text types, please refer to table 6 and 7 below).

Table 6 The conclusion of the functions of 's and *of* forms

Name of the story	Data		Functions			
	's	of	description	amount/ quantity	relationship/ association	part/whole
(The EFL texts)						
My story	My brother's <u>name</u>		/			
		<u>bowl of</u> rice	/			
		<u>cup of</u> coffee	/			
		<u>few pieces</u> <i>of</i> fried pork				/
		<u>glass of</u> orange juice	/			
Working in a Hollywood	people's <u>yards</u>		/			
		<u>days of</u> Hollywood	/			
		<u>part of</u> movie making				/
		<u>part of</u> advertising				/

Table 6 The conclusion of the functions of 's and of forms (Continued)

Name of the story	Data		Functions			
	's	of	description	amount/ quantity	relationship/ association	part/whole
(The EFL texts)						
A Race to Korat	father's <u>money</u>		/			
	brother's <u>horse</u>				/	
	other's <u>horse</u>				/	
		owner <i>of</i> the horse			/	
		<u>death</u> <i>of</i> their father	/			
Mexico	Mexico's <u>neighbors</u>				/	
	the world's <u>largest</u> <u>Spanish-</u> <u>speaking</u> <u>country</u>					/
		<u>quarter</u> <i>of</i> the size				/
		<u>population</u> <i>of</i> Mexico City				/
		<u>the size</u> <i>of</i> the United State	/			

Table 6 The conclusion of the functions of 's and of forms (Continued)

Name of the story	Data		Functions			
	's	of	description	amount/ quantity	relationship/ association	part/whole
(The EFL texts)						
		<u>The language of Mexico</u>				/
		<u>Largest city of Mexico</u>				/
(The authentic text)						
A life Without Surprises	<u>Katy's kisses</u>		/			
	<u>Mrs. Zanowitski's children</u>				/	
		<u>driver of the bus</u>	/			
		<u>price of soap</u>	/			
		<u>A crowd of people</u>	/			
		<u>the bell of the bus rang</u>				/
		<u>Taste of face-powder</u>	/			
		<u>story of her day</u>	/			
		<u>game of cards</u>	/			

Table 6 The conclusion of the functions of 's and *of* forms (Continued)

Name of the story	Data		Functions			
	's	of	description	amount/ quantity	relationship/ association	part/whole
(The authentic text)						
	Mr. Soames's <u>rooms</u>		/			
	three students' <u>rooms</u>		/			
	maker's <u>name</u>		/			
In Soames's Room		<u>piece of</u> paper				/
		<u>part of</u> the pencil				/
		<u>part of</u> maker				/
		<u>piece of</u> pencil				/
		<u>end of</u> a word				/
		<u>maker of</u> pencil	/			
		<u>middle of</u> the room				/
		<u>piece of</u> black earth				/
		<u>top of</u> the table				/

Table 6 The conclusion of the functions of 's and *of* forms (Continued)

Name of the story	Data		Functions			
	's	of	description	amount/ quantity	relationship/ association	part/whole
(The authentic text)						
Oedipus the King (Brother kills brother)	Our brother's <u>body</u>		/			
		<u>army of</u> Argos			/	
		<u>King of</u> Thebes			/	
		<u>the brother of</u> Jocasta			/	
		<u>children of</u> Oedipus			/	
		<u>the law of</u> the city	/			
A Mid Summer night's Dream (The Athenian Actors)	Bottom's <u>head</u>					/
		<u>part of</u> the play				/
		<u>head of</u> a donkey				/
		<u>middle of</u> their acting	/			
		<u>wedding of</u> Prince Theseus	/			
		<u>hour of</u> morning				/

CHAPTER 5

DISCUSSION

This chapter focuses on the discussion of the findings in Chapter 4. First, a summary of the results is introduced. Then, possible theoretical implications of the findings are explained, which are useful for the understanding of any possible tendency in this work.

5.1 Summary

Based on the information presented in the grammar books of EFL and authentic discourses, the *'s* and *of* possessives were basically used for showing possession in English. However, there were some similarities and differences found in the two text types. For instance, both of the EFL and authentic grammar books presented the *'s* possessive without the following nouns (e.g. *the blue pen is Jack's*). However, it was also found that, in authentic text, the *'s* possessive was employed to express time or the length of time (e.g. *yesterday's newspaper*), but in the EFL text books, nothing related to time was maintained. For the *of* possessive, it was basically used with inanimate head nouns (e.g. *the color of the wall*) and long phrases in authentic texts (e.g. *It's a house of a wealthy business man from Saudi Arabia*). On the contrary, the analysis revealed that the *of* form in EFL texts could sometimes be used with inclusive nouns or noun groups (e.g. *a lot of people, a collection of painting*). As one may say from the ruled mentioned above, there was a tendency that more rules were provided in the grammar books for native speakers of English.

In addition, results obtained from chapter 4 showed that the *of* form tended to be used more often than the *'s* possessive for showing possession in both EFL and authentic texts. Most of the *of* form (86%) in EFL texts were used with the inanimate head nouns (e.g. *glass of orange juice*) while a few (14%) was used with animate head nouns (e.g. *owner of the horse*). In a similar manner, a number of (69 %) the *of* form in authentic materials were found with the inanimate head nouns, (e.g. *a piece of soap*)

where a small case (31 %) of the *of* form (e.g. *the driver of the bus*) was used with animate head nouns. For the 's possessive in four stories of EFL texts, the tendency of it with inanimate head nouns (e.g. *my brother's name*) was evident. In a similar manner, in authentic texts, there was also the tendency that the 's possessive was preferred with inanimate head nouns (e.g. *Katy's kisses*). In terms of the functions of the 's possessive and *of* form, the description, relationship/association and part/whole functions occurred in both EFL and authentic texts, with a similar percentage between the two text types. However, the relationship/association function was used a bit more often in EFL texts than that of the authentic materials.

5.2 Discussion

As already stated, there were differences on the rules of the 's and *of* possessives found in the English and EFL grammar books under study in particular the number of rules in both text types were differences. Firstly, in authentic materials, the *of* form could be modified by a long phrase describing people (e.g. *It's a house of a wealthy business man from Saudi Arabia*) whereas this rule was not presented at all in EFL texts. Introducing EFL students with a long phrase modifier after the genitive *of* may lead to a high level of difficulties of that particular *of* phrase. Therefore, reducing the length of the phrase by not presenting a long phrase modifier will probably help EFL learners grasp the possessive aspect of the English language more easily. Secondly, the inclusive nouns and noun groups (e.g. *a collection of paintings*) were preferred with the *of* form in EFL texts, but not in the grammar book for native speakers. In doing so, EFL material producers may be assisting learners in seeing a picture of how language uses the possessive construction to show “*non-anchoring relations*, in which the nominal dependent describes or qualifies the class of entities denoted by the head rather than identifies it” (Koptjevskaja-Tamm, 2006, p. 3).

Examples of the non-anchoring relations are *a maid of honor* and *a wall of stone* where the nominal dependents: the honor and a stone describe the class of head nouns: a maid and a wall as quality and material respectively. In addition, by introducing EFL learners with the use of possession with inclusive nouns or noun groups (e.g. *a lot of people, a collection of paintings*), students of English as a foreign

language will possibly be able to see how language expresses relations between parts separable from the whole through *partitive constructions*, the other type of English possession which involves expressions for different types of parts (fractions) “for encoding quantifications (e.g. *a lot of people, a quarter of an hour*)” (Koptjevskaja-Tamm, 2001, p. 5). Finally, whereas the *'s* structure was preferred with people and animals, the *of* form was sometimes possible for relations between people. This interchangeable nature of both possessive forms to show human relationships might bring about a lot of confusions for language users, especially EFL learners. This tendency seems to be in line with Larsen – Freeman, 1976 (p. 127), who claim that:

“When the rules of these forms are not clear-cut, it may be one reason why EFL/ESL students often use possessive forms incorrectly. Another reason may be that the 's form occurs relatively infrequently in English compared with other inflectional morphemes such as the plural, the past tenses, and the progressive; e.g. we know that a morpheme is of low frequency in the input that learner receive, it is acquired later than the more frequently occurring morphemes are”.

Greenberg (1963, cited in Susan M. Gass and Larry Selinker, 1993, p. 111) also interestingly pointed out the exceptional feature of English possession as follows:

“In languages with prepositions, the genitive almost always follows the governing noun, while in languages with postpositions it almost always precedes the noun. For example, in languages with prepositions, like Spanish, Italian, French, we expect to find the genitive (of) following the noun. Thus, all three languages form genitive in the same way: the dog of my friend. English is somewhat exceptional in that it allows not only the predicted order (the leg of the table), but also the unpredicted word order (my friend's dog)”.

The unclear – cut rules and infrequent exposure to the *'s* morpheme may partly be responsible for the reason why EFL/ESL learners often use the *'s* possessive and the *of* form incorrectly. As previously mentioned, the *of* form to show possession was found more frequently than the *'s* one in both text types. This possibility can be explained in part by the fact that the *of* possessive is normally preferred over the *'s* to show formality in English (Khampang, 1973, cited in Celce–Murcia and Larsen–Freeman,

1983). Since data analyzed for this study were taken from written narrative stories from EFL and authentic texts, it is therefore not surprising to discover more of the *of* possessives in the two discourse types. However, it is quite interesting to find that more of the “*of*” forms were witnessed in authentic materials than the EFL texts. This phenomenon could be discussed in relation to the nature of the two discourse types under investigation. Even though all sample texts in both EFL and authentic materials are narrative with a main purpose of entertaining, and holding a reader’s interest (Ministry of Education, Wellington, New Zealand, 1998), the former was written for non-native speakers of English while the latter for the native ones. Consequently, the language of EFL texts tended to be simplified or modified to suit learners’ language proficiency.

According to The Teaching Knowledge Test (TKT), there are many ways to simplify the word or sentence for EFL learners (Marry et al., 2003). For instance, teachers or EFL material producers may consider one of the three strategies: compounding (word + word e.g. *lifeguard, underarm*), clipping (cut the word, e.g. *gym* → *gymnasium*, *vet* → *veterinarian*) and blending (mix the words together, e.g. *brunch* → *breakfast + lunch*, *motel* → *motor + hotel*). Therefore, by cutting some words (e.g. the name of my brother → my brother’s name) to shorten the length of the phrase, material writers of the EFL discourse under study may be trying to simplify the texts to be processed by EFL learners, resulting in a smaller number of the *of* form in EFL texts. Another possible explanation for more evidence of the *of* form in authentic texts might be linked to the attempts of material authors to elevate, to some extent, students’ level of exposure to the *’s* form in EFL texts since this form is infrequently used in real life language if compared to other morphemes (e.g.s, es and ing) and acquired later on in second language acquisition (Larsen-Freeman, 1971). It is believed that the more students are exposed to the form, the easier they will probably acquire that particular aspect of language (Grass and Selinger, 1997).

Furthermore, the results suggested that the *’s* possessive was likely to be used with the inanimate head nouns in both text types and the *of* form was usually found with the same type of the head nouns in both texts. The tendency found in this study seems not to be consistent with the study of Khampang (1973, cited in Celce–Murcia and Larsen–Freeman, 1983), who examined the use of *’s* possessive and *of* form used

by native speakers of English. He found that the native speakers usually employed the two forms to show possession, with a preference of the 's possessive with the animate head nouns. In contrast, the inanimate head nouns could also be used with the 's possessive when the noun could be referred to an action. On the contrary, Khamphang's study also revealed that the native speakers preferred the *of* form with inanimate head nouns, but the human head nouns were sometimes used with the *of* form to modify the longer noun phrase. For the inconsistency of the 's possessive with Khamphang's (1973) work, however, one should be reminded that since the collected samples from each discourse type were in a very small quantity (7 from each), the tendency itself may not truly represent what is supposed to happen with the 's form in this work. A closer look at these samples also showed that most of these 's possessives were used with human possessors, the possibility mentioned in the grammar books for native speakers of English under this investigation.

The results obtained from this study also indicated that three functions of possession; description, relationship/association and part/whole occurred in both EFL and authentic texts, with a similar percentage of the three functions between the EFL and authentic materials. However, the description function tended to be evident more than the other two. This tendency may be related to the facts that in narrative texts, people and actions are normally described to give the audience a clear picture of what character, situation, or location is. People and actions are also depicted in association to one another, thus a description of character and the relationship between or among them seem to be important in narrative texts. The character will normally define personalities or identities of people or things. It can answer the question (who?, when?, where?) on the introduction, or the complication or problem which usually involve the main character and sometimes, the reader can understand the resolution of the story from the character (Ministry of Education, Wellington, New Zealand, 1998). The following examples will illustrate the description functions in both text types:

EFL texts

Description,

- *My brother's name* is Wattana.
- Movies take even longer. In the early days of Hollywood, movies were made in a few days. They were filmed in barns, in *people's yards* and anywhere moviemakers found too.

Authentic materials

Description,

- 'Eighty-First Street!' shouted *the driver of the bus*. *A crowd of people* climbed out, another crowd climbed in.,
- 'I know what will happen next', thought John. 'Katy will meet me at the door. She will give me a kiss. Her kiss will taste of face-powder and sweets. *Katy's kisses* are always like that.

As data in chapter 4 suggested, however, the percentages of the relationship/association function in EFL texts were a bit higher than that of the authentic materials. This phenomenon may again be explained in accordance with the two important nature of genre under study: narrative, EFL. Since data were from the narrative stories, one may not avoid immersing himself into a story of people and actions, and how they are related to one another. And since these texts are targeted for non-native speakers of English, an understanding of the interrelationships between and among people, things, and actions should be encouraged to better comprehend the plot of the story.

Examples below will illustrate this function:

EFL texts

Relationship/association;

- *Mexico's neighbors* are the United States to the north and Guatemala and Belize to the south.
- "When I die, my two sons must ride from Bangkok to Korat. I give all my money to *the owner of the horse* which gets to Korat last".

Authentic materials

Relationship / association;

- At a quarter past eight *Mrs. Zanolowski's* children always started to cry.

The Zanolowski did not beat their children; the children just did not want to go to bed.

- *Now Creon, the brother of Jocasta*, became King of Thebes. The new king announced that Eteocles was a hero and buried him with honor.

Finally, the results also suggested that the use of part/whole function in the EFL and authentic texts was quite significant. The part/whole function is presented when language expresses the part-whole relations between two entities as X is being part of Y in *The man's black eyes*, Examples of this function found in the corpus of this study are *few pieces of fried pork, the language of Mexico, and the world's largest Spanish – speaking country* in EFL texts and *the bell of the bus rang, middle of the room, hours of the morning* in authentic texts. To explain this phenomenon, it should be noted that in a particular language,

X as part of Y illustrates a very common and also the most explicit and direct way of showing relations between two entities-both the part and the whole are mentioned and directly and syntactically related to each other within one and the same noun phrase, where the part is referred to by the head noun (eyes) and the whole by an attribute (the man) (Koptjevskaja-Tamn, 2006, p. 2).

As a result of this, when exposing language users with examples of the part-whole function of English possessives, material developers are likely to promote a better understanding of how two entities are conceptually related through one of the most explicit and direct aspects of language: possession. Seeing the whole, language learners may be able to identify its part. This is consistent with Ljubljana, (2004), who acknowledges that the identification value of the possessor (denoting the owner of something) is its informatively (its ability to be an effective cue for the identification of the relation between the possessor and the possessee: denoting the thing that is owned by somebody). As a consequence, upon encountering the word “world” (possessor/whole), anyone will possibly be able to predict its part (possessee) “the country, the continent, or the region” more easily, with a clear idea of how the noun entities are conceptually related.

CHAPTER 6

CONCLUSION

In this chapter, the conclusion, the classroom implication, the limitations of the study and recommendations for further studies are presented.

6.1 Conclusion

The use of the *'s* and *of* forms in EFL and authentic narrative materials were investigated in this study to find the similarities and differences between the two text types. In order to answer this question, 8 narrative texts were analyzed in addition to the investigation of possessive rules presented in the grammar books of EFL and English native speaking learners. The 8 narrative stories were then divided into two sections. The first part involved 4 narratives found in EFL texts that were taught in the Reading and Writing course at Bungmaloowittaya School and the other was found in authentic materials used as the supplementary texts for the same course. The results of the study indicated that the rules provided in the EFL grammar books were quite limited if compared to the grammar used for native speakers of the same level. Moreover, it was discovered that the *of* form was often used more frequently than the *'s* possessive for showing possession in both text types and most of the *of* form in both materials were likely to be used with the inanimate head nouns and most of the *'s* possessive in EFL texts were preferred with inanimate head nouns. Finally, the functions of possession found in all sample texts were description, relationship/association and part/whole.

6.2 Classroom Implication

As implied by the results of this study, the unclear-cut rules for the *'s* and *of* possessives usage in both EFL and authentic materials may bring about a lot of confusion for EFL students. To deal with this issue, some aspects of the English

possession which were ignored in the grammar books of the EFL context should be introduced as clearly as possible in the classrooms. For example, the long phrase describing people or things after the genitive-*of* and the use of possessive to express time or the length of time should be taught explicitly in EFL classrooms. Moreover, students should be immersed into a situation in which some authentic materials are highlighted to raise learners' awareness of what actually happen in the natural target language, where more complications have always been evident. Even though the authentic texts are more complex or not modified or simplified, it represents the real language which may not always be practiced in the classrooms.

As the analysis revealed, the *of* form was preferred over the 's form to show possession in both text types, and most of them were used with the inanimate head nouns. These tendencies, nonetheless, may not always be applied in all contexts of the language. And thus, more explanations may be needed in EFL classrooms. In other words, students may be pointed out to the way in which how possession in English can depend on the degree of formality or style and the type of discourse. For example, EFL teachers should raise their students' awareness that the *of* form is normally witnessed in written narrative texts since formality which basically accompanies a written mode usually demands the *of* over the 's form. Furthermore, EFL teachers should be aware of the so-called oversimplified text which might lead EFL learners to the learning of unnatural language.

The aspects of prenominal (the 's) and postnominal (the *of* form) of English possession may also be introduced into an EFL situation. On the one hand, the prenominal occurs when the possessor precedes the possessee as in "John's pencils." On the other hand, the postnominal occurs when the possessee comes before the possessor as in "the pencil of John." This can be assumed that the word order found in prenominal possessive constructions (i.e. the possessor preceding the possessee) enables the hearer to conceptualize the reference point (the possessor) before the target (the possessee). Thus, the prenominal possessor has been introduced as a highly reliable aid for the subsequent identification of the possessee. By introducing EFL learners with the prenominal before the postnominal, learners will possibly get a better understanding of the difference between the 's and *of* forms. This is partly because we normally learn that people own something easily that something is owned by

somebody. The degree of animacy of the head nouns needs to be taught as well. While animate head nouns usually represent human or animal actions, the inanimate head nouns will basically be concerned with nonanimacy actions.

The functions of possession in English are another aspect which is scarcely discussed in an EFL context and these functions are description, relationship/association, amount/quantity and part/whole. As revealed by the analysis of this study, however, the amount/quantity (*e.g. three dollars' worth of gasoline*) did not occur in both text types. This evidence may point to the fact that the amount/quantity function is less likely to cause difficulties for language users if compared to others since it is quite explicit in terms of usage. However, EFL teachers should not ignore it in their teaching contexts. The examples of the amount/quantity function should be supplied in a classroom from time to time so that students will be familiar with it and ultimately acquire this feature of language successfully.

Furthermore, the description, relationship/association and part/whole functions, which were similarly found in the two text types, should be taught in association with genre analysis. This is because different text types may require different functions of possession. As evident in this research, the narrative genre has a tendency to prefer the description function to others. Teachers of the EFL context may also consider adapting or simplifying authentic narrative texts in terms of its functions to suit students' proficiency level since some functions may be more common than others. For instance, the part/whole function, which is the fundamental and explicit way of showing a relationship between people and things, (*e.g. the man's black eyes*) (Koptjevskaja-Tamm, 2006), may be introduced first in line since it tends to pose less difficulties for EFL learners.

To conclude, teaching the 's and *of* possessives should be accompanied with its actual usage in a real context. To increase students' understanding of the unclear-cut rules, EFL teachers should use authentic materials in comparison with EFL texts when presenting the rules. The awareness that authentic texts will likely to present more complexities in language usage than the modified materials should also be raised among language learners. Additionally, various types of class materials should be designed to suit students' language proficiency level. Using only the narrative genre may leave boresome for students, which will in turn lead to the lack of motivation in

learning. EFL teachers, therefore, may probably use other authentic materials such as a song of native language or a fairy tale and fable to attract students' more attention and give them, at the same time, an idea of how a discourse type can influence the choice of possession and its functions in English.

6.3 Limitation of the study

Although the present study gives dissimilar results between the two text types, it is important to consider some of its limitations. The first limitation falls into a limited number of genre selected for the analysis. Since the narrative texts were chosen as the main corpus of this research, other useful information on the English possession as found in other discourse type was automatically disregarded. A more variety of genres will definitely ensure a better understanding of the English possession in different discourse types. Secondly, the number of texts under investigation may be too limited. Therefore, the results should not be generalized to the narrative genre as a whole, thus a larger number of corpus will better promote a more reliability of this kind of discourse or corpus analysis. Finally, although there has been the discussion of possession in accordance to EFL learners' confusion of this language feature, there has not been any preliminary study carried out to confirm the tendency prior to the conduct of this text analysis.

6.4 Recommendations for further study

As already mentioned in the previous section, the limited number of genre and corpus under this investigation may give rise to the ungeneralizability of the results. Further studies should therefore require a closer look at a more variety of genres to promote the interrelationship between possession and different types of discourse. The size of the corpus is of another concern. Since this study is a small scale type of research (Independent Study), the number of samples may seem unsatisfied for its generalizability. Consequently, future research should involve more sample texts or even run a corpus analysis, using a computer-based search such as COBUILD or OXFORD database. And since the present study is basically concerned with text analysis, but not students' understanding of the English possession, future

research will probably focus more on the investigation of learners' comprehension of this particular language feature by administering a test on this grammatical point. The preliminary test results will in turn enhance EFL teachers' ability to design teaching units or classroom materials which are appropriate for learners' interest and language proficiency. This is to say that, the effect of teaching the *'s* and *of* possessives for showing possession in a language classroom on students' comprehension will shed more light on the research in the area of grammar and text analysis.

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APPENDIX

Appendix

All Narrative Texts under Investigation

The EFL text: *My story*

My name is Witaya Rakwicha. I am a student and am thirteen years old. I was born in September 1984 (nineteen eighty – four) in a little country town not very far from Chiang Mai.

I have a brother, who is three years older than I am and a sister who is two years younger. ***My brother's name*** is Watana and my sister's name is Wipaporn. There are five of us in our family. We are now living in Ayutthaya.

My father and mother get up early every morning. My mother gets up at about 6 a.m. and my father gets up at about 6.30. I don't get up until seven o'clock. My brother gets up half an hour earlier than I do, and I get up half an hour earlier than my sister does. Some days I get up at 7.30. On Saturday and Sunday I don't get up until almost nine in the morning.

After I wake up each morning, I get up and get dressed. After I get dressed, I have breakfast. Usually, I have a light breakfast but my brother has a big one. I have eggs and toast and milk for breakfast. So does my sister. My brother, Wattana usually has a ***bowl of rice and few pieces of fried pork and glass of orange juice***. My father usually has a ***cup of coffee***. My mother has eggs with fried rice. She doesn't like coffee. Nor do I and does my sister. My father doesn't like dessert. My brother doesn't either.

We generally finish eating breakfast at about 8.15 every morning. I usually leave for school at 8.30. So do my brother and my sister. My father usually goes to work an hour earlier.

I study hard at school and have lunch at twelve. I return home at about 3.30 every day. My father doesn't reach home until five. Neither does my brother. We usually have dinner at about 6 p.m. After dinner we listen to the radio or watch television. I usually go to bed at nine. So does my sister.

From: Highlights of Reading and Writing by Lert & Swat, p 1-2

EFL text: *Working in Hollywood*

If you ask people working in Hollywood about their work, they tell you it is exciting, but hard. It takes months and sometimes years to make movies and television shows and to prepare theater productions.

A television show may be a half – hour long, but it can take several weeks to complete. A movie can take months to complete. Stories are written. Actors and actresses are chosen. Costumes are designed and made. Sets are designed and built. Music is written and recorded. Camera and lighting technicians are selected. Then everyone has to rehearse, rehearse, and rehearse. You can get tickets to see a television show being filmed. Then you see how long it takes to get everything right. Sometimes a half - hour show takes four or five hours to film. The same scene is filmed over and over again. Then the film or videotape has to be cut to a half hour or less.

Movies take even longer. In the early *days of Hollywood*, movies were made in a few days. They were filmed in barns, in *people's yards*, and anywhere moviemakers found room. Early movies were ten minutes to a half hour long. Today movies are made in studios, in the air, under water, or even in volcanoes! Most movies are about two hours long, but some are as much as six hours long.

Artists work hard in Hollywood. They are an important *part of movie making*. They paint the backgrounds and sets and help with special effects.

After the movies are made, artists draw titles for them. The titles tell you all the people who helped to make the movie. The titles often become *part of the advertising* for the movie.

Everyone works hard in Hollywood. You see movies sitting in a comfortable theater. The people who made the movie worked hard to entertain you, but they enjoyed it too.

From: Highlights of Reading and Writing by Lert & Swat, p 220-221

EFL text: *A Race to Korat*

There was once a rich man who had two sons. Before he died he wrote this for his son: "When I die, my two sons must ride from Bangkok to Korat. I give all my money to the *owner of the horse* which gets to Korat last. I give nothing to the *owner of the horse* which gets their first."

Each of the two sons had a horse. They read the paper again and again and sat thinking about it for a long time.

They started their ride a few days after the *death of their father*. They rode slowly. Each man wanted the other to get to Korat before him. So each of them made his horse walk. But it was too tiring to ride on a walking horse. So once in a while they made their horses run back to Bangkok and then run toward Korat again.

One night they came to a hotel at Pak-chong, got off their horses, and went in. A man in the hotel asked them about their journey. They told him all about their race and their *father's money*. "If my horse gets to Korat before the other," said one of them, "I shall lose the money. If my *brother's horse* gets there first, I'll get all the money. So we never ride quickly. We've been on the road for three months now. We shall never get to Korat. What shall we do? No one will ever get our *father's money*."

The man smiled while they spoke. He told them some words which made the two brothers jump up and run to the horses. Then each one made the horse run as fast as he could.

What happened to them? The man told them to change horses; each had to ride the *other's horse*. The person who reached Korat first was the one whose horse reached Korat last.

From: Highlights of Reading and Writing by Lert & Swat, p. 77-78

EFL text: *Mexico*

Mexico's neighbors are the United States to the north and Guatemala and Belize to the south. Mexico is about one *quarter of the size of the United States*. Mexico has more than ninety million people. *The language of Mexico* is Spanish. This makes Mexico *the world's largest Spanish-speaking country*.

Mexico City is the capital and *largest city of Mexico*. The city is also very high. It is 7,349 feet high (2,240 meters). This makes it one of the highest capital cities in the world. The *population of Mexico City* grows bigger every day. About thirty million people live there. It has more people than any other city in the world, even more than Tokyo.

Mexico also has its special plants. Many of the foods we eat started in Mexico. Foods like beans, maize, avocados, tomatoes, peanuts, chili peppers, vanilla, and chocolate come from Mexico. Mexico is also famous for its cactus plants. Mexico has more *kinds of cactus* than any other country!

From: Weaving It Together by Milada Broukal, p. 35

Authentic text: *A life without surprises*

‘Eighty-First Street!’ shouted the *driver of the bus*. *A crowd of people* climbed out. Another crowd climbed in. *The bell of the bus rang* – Ding-ding! and the full bus drove away.

John Perkins walked away from the bus stop. He was on his way home from work. He walked slowly towards Frogmore Flats.

He walked towards Frogmore Flats, because he lived there. He walked slowly, because there were no surprises in his life. There was nothing to hurry for. John Perkins was a married man, and he lived in a small New York flat. For people like him, life has no surprises.

‘I know what will happen next’, thought John. ‘Katy will meet me at the door. She will give me a kiss. Her kiss will *taste of face-powder* and sweets. *Katy’s kisses* are always like that. I shall take off my coat. Then I shall sit down. There will be hot beef and boiled potatoes for dinner, and fruit from a tin. After dinner, Katy will tell me about the *price of soap*. She will tell me about old Mrs. Grey; the whole *story of her day*.

John thought about the evening to come. At half past seven he and Katy always put old newspapers over their furniture. This was because of the fat man in the flat above theirs. He always started his exercise at half past seven. The exercise always shook the ceiling and sent dust down on their furniture.

At eight, the married couple in the flat across the hall always started their fight. They always shouted and kicked and threw the furniture about. Just after that, the lady with the pink hair and the bright jewelry always went downstairs. She changed the name over her door bell. Then she was ready for business again. At a quarter past eight *Mrs Zanolowski’s children* always started to cry. The Zanolowski did not beat their children;

the children just did not want to go to bed. And every night, at exactly a quarter past eight, John Perkins always put on his hat. This always made Katy ask, 'And where are you going, John Perkins?' The answer, too, was always the same. 'Just down to the club for a *game of cards*.' John always went to the club. He always played cards with the same friends and he always came home at eleven o'clock. Sometimes Katy was already asleep. Sometimes she was awake and ready for a little argument. They argued about how John always went out every evening. Oh, life in the Frogmore Flats did not offer many surprises.

From: Life Without Katy and Other Stories by O. Henry p.1-2

Authentic text: *In Soames's rooms*

Mr. Soames has rooms on *the ground floor of the college building*. On the floor above were *three students' rooms*. Front outside, *Mr. Soames's rooms* were quite high, but by standing on his toes, Holmes could see in through the window.

'I'm sure the person who moved your papers went in through the door and not through this window, said Holmes. 'Let's look inside.'

Mr. Soames opened the door to his rooms and we went in. The main room was very pleasant. Through the windows we could look out on the college gardens. But Holmes was more interested in what he could see inside. First he looks carefully at the floor.

'No, there is nothing here,' he said. 'You said your servant was sitting in a chair when you left. Which chair?

'By the window there.'

'I see. Near this little table well I can see what happened. The student came into this room, took the papers from your desk and carried them over here, to the window table. From here he could look out of the window to see if you were coming.'

'Well, he didn't see me come because I came in by the side door, and not the front door.'

'I see. Well, I think he carried over the first *piece of paper* and copied it. That took him about fifteen minutes, I think. Then he started on the second. He was in the middle of that when he heard you coming. He must have been in a great hurry because he didn't have time to put the examination papers back on to the table. Did you hear anyone running down the stairs as you came in the door?

'No, I don't think so.' 'He wrote so quickly that he broke his pencils. You see, he had to sharpen it again.

Look at these little pieces from the pencil. The outside *part of the pencil* was blue. You can see *part of the maker's name* on it.' Holmes held up a small *piece of pencil* with the letters NN on it.

'What is this NN? It is the *end of a word*. You know that Johann Faber is a famous *maker of pencil*. So, it is a Johann Faber pencil we are looking for. And now let us look at your desk in the *middle of the room*. This *piece of black earth*, or clay, is what you were talking about. As you said, there is sand in it, too. This is very interesting. And the cut on *top of the table*. It starts with a thin scratch and ends with a large rough hole. Yes, I see.

From: The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle, p 28-30

Authentic text: *Oedipus the King (Brother Kills brother)*

Polynices led the *army of Argos* in an attack on Thebes. Eteocles defended the city. The attackers were defeated, but the brothers killed each other in the battle.

Now Creon, *the brother of Jocasta*, became *King of Thebes*. The new king announced that Eteocles was a hero, and buried him with honor. But Creon refused to bury Polynices, because he had attacked his own city.

Antigone called her sister, Ismene, for a secret meeting outside the palace. ‘Oh, Ismene, why do we *children of Oedipus* have to suffer so much? Have you heard the news? Ismene shook her head. ‘I haven’t heard anything since our two brothers were taken from us in one day. I know that tonight the *armies of Argos* have left. But what has happened? I know that it is more bad news from your face.

Antigone moved closer to her sister. ‘People are saying that Creon will not allow anyone to bury Polynices,’ she whispered. “*Our brother’s body* has been left outside the city for the birds to eat. We cannot leave him there.

‘What do you mean?’ asked Ismene nervously. “What can we do?”

“Will you help me bury the body?” asked Antigone.

Ismene looked at her sister in horror. “You want to break *the law of the city?*”

“Yes!” said Antigone. “Polynices is our brother. Nobody will think we are wrong to bury him.”

‘Antigone, you know how much our family has suffered in this city. Now we are alone here! If we go against Creon, we will suffer the worst death of all.’

Antigone turned away. ‘You don’t need to give me excuses,’ she said. ‘I’ll bury him myself. And if I die burying him, it will be an honorable death.’

‘Antigone, I’m so frightened for you! Don’t tell anyone what you have told me.’

‘Why not?’ said Antigone, moving back into the palace. ‘I want the world to know what I am going to do.’

From: Stories from Greek Tragedies by Kieran McGovern, p 22-2

Authentic text: *A Midsummer Night's Dream (The Athenian actors)*

In the early *hours of the morning*, some more people came into the wood. They were young men from Athens. One of them had written a play. They were going to act the play at the *wedding of Prince Theseus*. They had come to the wood to practice their parts. Their acting was really very bad, but they were serious about it. They hoped that the Prince would enjoy their play.

Puck had finished his work. He was returning to King Oberon. On his way, he saw the young men acting. He watched them secretly. He thought they were very foolish. In the *middle of their acting*, he played one of his tricks upon them.

One young man was bigger and more foolish than the others. His name was Bottom. Bottom was pretending to be a man in love. In one *part of the play* he had to change his clothes. He went behind a tree to put his new clothes on.

Puck did something to *Bottom's head*. He made his head look like the *head of a donkey*. It was very ugly.

Bottom did not know about this. He just put on his new clothes. Then he stepped out from behind the tree. The other young men saw him. They shouted with fright. Bottom had not just changed his clothes; he had changed his head, too! He looked horrible! They were very frightened, and they all ran away.

Bottom did not know why they had run away from him. He thought they were playing a trick on him. He thought they were just pretending to be frightened of him.

Bottom was alone in the wood. It was very dark. He was quite frightened, too. He started to sing a song. That would make him feel better, he thought.

From: *A Midsummer Night's Dream and Other Stories from Shakespeare's play* by David Foulds, p.8-9

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