AN EFFECT OF A DIRECT METHOD ON GRADE 5 STUDENTS' ACQUISITION OF VERB INFLECTIONAL MORPHEMES (- S, - ES, - ING, - ED): A CASE STUDY AT ASSUMPTION COLLEGE UBON RATCHATHANI

Library
Instructional Resources Centre Ubon Ratchathani University

TOSSAPOL PONGPUEN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE FACULTY OF LIBERAL ARTS UBON RATCHATHANI UNIVERSITY ACADEMIC YEAR 2017

COPYRIGHT OF UBON RATCHATHANI UNIVERSITY



UBON RATCHATHANI UNIVERSITY

THESIS APPROVAL

MASTER OF ARTS

IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

FACULTY OF LIBERAL ARTS

TITLE AN EFFECT OF A DIRECT METHOD ON GRADE 5 STUDENTS' ACQUISTION OF VERB INFLECTIONAL MORPHEMES

AUTHOR MR. TOSSAPOL PONGPUEN

EXAMINATION COMMITTEE

ASST. PROF. DR. LUGSAMEE NUAMTHANOM KIMURA	CHAIRPERSON
DR. JARUNEE ANUPAN	MEMBER
DR. WACHIRAPORN KIJPOONPHOL	MEMBER

ADVISOR

.....

(DR. JARUNEE ANUPAN)

.....

(ASST. PROF. DR. PREEYAPORN CHAROENBUTRA)

DEAN, FACULTY OF LIBERAL ARTS

.....

(ASSOC. PROF. DR. ARIYAPORN PONGRAT)

VICE PRESIDENT FOR ACADEMIC AFFAIRS

COPYRIGHT OF UBON RATCHATHANI UNIVERSITY

ACADEMIC YEAR 2017

ACKNOWLEDGEMENTS

I would like to express my grateful appreciation to all of these people who have assisted me in conducting this research. Without them, this research would not be completed.

First, I would like to extend my sincere thanks to Dr. Lugsamee Nuamthanom Kimura, my major advisor, who has inspired, motivated, encouraged and supported me through this study. Her useful guidelines and suggestions drove me to achieving a master's degree. I would also like to express my sincere thanks to the committee members, Dr. Wachiraporn Kijpoonphol and Dr. Jarunee Anupan for their valuable comments and suggestions, as well as my other professors at UBU who believe in me and encourage me to complete this research. Special thanks are also extended to my colleagues and friends at Ubon Ratchathani Univesity and Assumption College Ubon Ratchathani who have given me great encouragement as well as all the students who voluntarily participated in this study.

Finally, I would like to show my gratitude to the Phonphut and Pongpuen family, my wife Miss. Thawinan Leelas sa nga ngam for their undying love and inspiration and my best friend, Mr. Stefan Isler for his support with the school fee until graduation. Without them, I would not have gone this far professionally.

Tosssapol Pongpuen

Researcher

บทคัดย่อ

ชื่อเรื่อง : ประสิทธิภาพของวิธีสอนแบบตรงต่อการพัฒนาการผันคำกริยาของ นักเรียนชั้นประถมศึกษาปีที่ 5 ที่โรงเรียนอัสสัมชัญอุบลราชธานี

ผู้วิจัย : ทศพล พงศ์พื้น

ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต

สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

อาจารย์ที่ปรึกษา: ดร. จารุณี อนุพันธ์

คำสำคัญ : วิธีสอนแบบตรง, กริยาผัน

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของวิธีการสอนแบบตรงต่อการพัฒนาความสามารถในการผันคำกริยา ของนักเรียนชั้นประถมศึกษาปีที่ 5 ที่โรงเรียนอัสสัมชัญอุบลราชธานี

กลุ่มประชากรคือนักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนอัสสัมชัญอุบลราชธานี จำนวน 6 คน โดยแบ่งเป็น 2 กลุ่ม กลุ่มละ 3 คน แบ่งกลุ่มโดยการอิงจากความสามารถทางภาษาอังกฤษของนักเรียนแต่ละคน ซึ่งประกอบไปด้วย กลุ่มนักเรียนที่เรียนภาษาอังกฤษเข้าใจได้เร็วและกลุ่มนักเรียนที่เรียนภาษาอังกฤษเข้าใจได้ช้า

ข้อมูลของงานวิจัยนี้จะมาจากสองแหล่งคือ หนึ่ง บทสนทนาระหว่างครูกับนักเรียนจากวีดีโอที่ถูกบันทึกไว้ในทุกชั่วโมงของการเรียน และสองจากคะแนนก่อนสอบและหลังสอบ นอกจากนี้ เมื่อเสร็จสิ้นงานวิจัย นักเรียนทั้งสองกลุ่มจะถูกสัมภาษณ์ให้เหตุผลและความรู้สึกต่อวิธีการสอนแบบตรงในการพัฒนาความสามารถในการผันคำกริยา

ผลการศึกษาพบว่า วิธีการสอนแบบตรงสามารถพัฒนาความสามารถในการผันความกริยาของนักเรียนได้ดีขึ้น และยังสามารถพัฒนาทักษะทางภาษาอังกฤษบางทักษะได้ดีขึ้น ประกอบไปด้วยทักษะด้านการฟัง และพูด นอกจากนี้ผลการวิจัยยังบ่งบอกว่า วิธีการสอนแบบตรงนี้ มีประสิทธิภาพในการพัฒนาไม่เฉพาะกับนักเรียนที่เข้าใจภาษาอังกฤษได้เร็ว แต่ยังสามารถพัฒนาทักษะการผันคำกริยากับนักเรียนที่เข้าใจภาษาอังกฤษได้ช้า ได้ดีอีกด้วย

ABSTRACT

TITLE : AN EFFECT OF A DIRECT METHOD ON GRADE 5 STUDENTS' ACQUISTION OF VERB INFLECTIONAL MORPHEMES (- S, - ES, - ED, - ING): A CASE STUDY AT ASSUMTION COLLEGE UBON RATCHATHANI
AUTHOR : TOSSAPOL PONGPUEN
DEGREE : MASTER OF ARTS
MAJOR : TEACHING ENGLISH AS A FOREIGN LANGAUGE
ADVISOR : JARUNEE ANUPAN, Ph. D.
KEYWORDS : THE DIRECT METHOD, VERB INFLECTIONAL MORPHEMES

The purpose of this study is to investigate how a direct method could help develop grade 5 students as Foreign Language (EFL) learners'language proficiency in the area of verb inflectional morphemes (- s , - es , - ed , - ing) at Assumption college Ubon Ratchathani (ACU)

The participants of this study were 6 students of grade 5 at Assumption College Ubon Ratchathani. The participants were divided into two groups of 3 based on their English proficiency; Low language proficiency and high language proficiency.

Data for this research were collected from two main sources: the occurrence of the participants' usage of verb inflectional morphemes (-s, -es, -ed, and – ing) in the video transcript when they tried to make use of them and the scores of pre – test and post – test. Additionally, the students were required to do an informal interview regarding the use of a direct method in teaching the three functional morphemes of four forms. The interview was mainly concerned with students' opinion towards the direct method.

The results showed that the direct method could help students develop their ability in using the verb inflectional morphemes. It also improved their proficiency in some of other important language skills, such as listening and speaking. The resulted

also indicated that the direct method worked well with not only the high language proficiency students, but also with the students who had low English proficiency.

CONTENTS

	PAGE
ACKNOWLEDGEMENTS	**I**
THAI ABSTRACT	**II**
ENGLISH ABSTRACT	**III**
CONTENTS	**V**
LIST OF TABLES	**VII**
CHAPTER 1 INTRODUCTION	
1.1 Rationale of the study	1
1.2 The purpose of the study	6
1.3 Research questions	6
1.4 Significance of the study	6
1.5 Definition of key terms	6
CHAPTER 2 LITERATURE REVIEW	
2.1 What is Second Language Acquisition?	7
2.2 The difference between Thai and English	11
2.3 The history of language teaching methodology	12
2.4 Related Studies	15
CHAPTER 3 RESEARCH METHODOLOGY	
3.1 Data Source	19
3.2 Materials	21
3.3 Research procedures	22
3.4 Data collection	23
3.5 Data analysis	24
CHAPTER 4 RESULTS	**25**
CHAPTER 5 DISCUSSION	
5.1 The difference between pre – test and post – test scores	36
5.2 The development of students' verb inflectional morphemes	37
5.3 Students' opinion toward the Direct Method	38

CONTENTS (CONTINUED)

	PAGE
CHAPTER 6 CONCLUTION	
6.1 Conclusion	40
6.2 Limitation of the study	41
6.3 Recommendation for future study	41
REFERENCE	**42**
APPENDICES	
A Students' scores in the morphemes test	48
B Interview data	51
C Pre – test	55
D Post – test	60
E Example of teacher's daily note	65
VITAE	**67**

LIST OF TABLES

TABLE		PAGE
2.1	The order of acquisition of English morphemes	10
3.1	Inflectional morphemes in English	21
3.2	Plan for data collection	23
4.1	The score, percentage, and mean of the pre – test and post-test of the low language proficiency group	26
4.2	The score, percentage, and mean of the pre –test and post - test of the high language proficiency group	27
4.3	The number of days to acquire a correct form of each morpheme in the low language proficiency group	28
4.4	The number of days to acquire a correct form of each morpheme in the high language proficiency group	29
4.5	The difficulty level of each verb inflectional morpheme	35

CHAPTER 1
INTRODUCTION

This chapter presents important information on research questions, purpose of the study, significance of the study and definitions of key terms.

1.1 Rationale

First language (L1) and Second language (L2) acquisition have been recognized as being different processes. Whereas L1 acquisition focuses on language that a child learns from his or her family, also known as a primary language or mother tongue, L2 acquisition involves a process in which a child learns after he or she has learned the first language (Selinker, 1994). During their L1 acquisition, children acquire language and knowledge about the real world together. In other words, children receive every hour of naturalistic exposure to language from people around them whom they communicate with. For second language, the acquisition involves complex cognitive skills, which initially demand learners' attention and controlled processing (McLaughlin, 1987). Particularly, when learners are beginning to learn a second language, they basically need to concentrate their attention on comprehending or producing basic vocabulary and syntactic structures. After that, the whole process becomes automatized. At this point, learners are able to attend to a more complex, and higher-order content.

Additionally, learning a new second language requires learners to go through controlled processing so that they can select appropriate symbols and apply the right rules. In so doing, easier skills should be acquired first in order for learners to move to a more difficult one. This is so because learners could hardly pay attention to easy and difficult format the same time. As a result, they have to automatize the lower – level skills first in order to reach higher-order thinking. For example, to understand the whole text, L2 learners have to consciously pay attention to every word or stop to find the meaning of each word so also comprehend the whole content. But when they practice a lot until their attentional control becomes automatized, whenever they have

to read the text, they will unconsciously be able to understand the text without paying too much attention to everything. Because of this, it is suggested that successful L2 acquisition may have to rely on different factors such as age, aptitude, motivation and individuals' learning styles (Chomsky, 1965).

Here, it could be reiterated that acquiring L2 is a challenging task, especially when L2 differs from that of L1. For example, the case of Thai as L1 and English as L2. Evidently, the two languages illustrate different aspects. For instance, while Thai carries five tones: rising, falling, low, middle and high, English does not, and these tones determine the meaning of each word in Thai (Karoonboonyanan, 1999). Upon encountering "*maimaimaimai*"(meaning "*New wood doesn't burn*") then, speakers of non-tonal languages such as English will find it extremely difficult understanding this sentence (Anyan, 2006). Contrasting to English, Thai never has inflectional morphemes to indicate persons, tenses or numbers. Inflectional morphology mainly involves the attachment of suffixes to the base words to show the grammatical relationship between the inflected words and other words in the construction (Brinton, 2000).

For example, the *–s* ending shows plurality in nouns as in "*many dogs in the field*" and the *–s* ending can make the agreement between the inflected verb and the third person singular subject as shown in "*He plays guitar*" (Lieber,2010).The same –s ending also indicates the sentence's present simple tense. Indeed, Thai does not use inflectional morphemes to mark lemmas for grammatical phenomena such as tense, aspect, number, gender, person, etc. According to Coupland (1991), inflectional morphemes are not used to produce words in the language to indicate aspects of the grammatical function of a word. Instead, they are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

Based on the researcher's experience as a language teacher, among different inflectional morphemes, the verb inflection seems to be one of the most difficult areas for Thai language learners to acquire. A study conducted by Rungrojsuwan (2007) interestingly confirmed that English morphology appears to be one of the most difficult subjects for Thai students. The study focused on English text memorization by Thai students. The experiment was designed to measure L2 memory span, which reflected the capacity of learners' working memory. The English test was used to

evaluate learners' recognition of the inflectional morphemes appearing in the test sentences. In the experiment, the sentences of different length (from 6-10 words) were shown one at a time. The participants had 15 seconds to memorize each sentence. Then, they had to write the sentence on a piece of paper.

The results revealed that some learners recognized only the base morphemes, but some ignored the grammatical related elements such as (– *ed* in "*called*"). Another study by Yordchim (2014) was conducted on an error analysis of eight types of inflectional affixes among Thai university students. The students were required to complete sentences that described pictures by filling in the gap. The results also showed that out of all eight types of inflectional affixes, the students produced the highest number of errors related to the three inflectional morphemes: the third person singular, past tense and verb – *ing*. For example, the most common errors were the morpheme –*es* after o as can be seen in "*go – goes.*" All of the above studies seem to therefore point out to the fact that English inflectional morphemes are difficult for Thai students.

In the northeastern part of Thailand, Assumption College Ubon Ratchathani (ACU) is the place where the researcher has been teaching in an English Bilingual Program (EBP) for several years. The school has been running its English Bilingual Program (EBP) since 1998, under the Commission on Education of the Congregation of the Brothers of Saint Gabriel. The commission runs 17 Assumption schools and one university based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) with the goals to improve students' English proficiency. In this program, classes are taught in both English and Thai according to the specified curriculum under the Ministry of Education. The school employs international teachers to teach the core subjects such as Mathematics, Science, English and Social Studies by using the English language as a medium of instructions. These foreign teachers are also teamed – up with Thai teachers who fundamentally provide additional support for students whose English is below a minimum standard.

Being assigned to work closely with an English native speaking teacher, the researcher is expected to teach English as a co – teacher whereas international teachers are the main teachers in the classroom, teaching all four subjects in English. The researcher also helps students learn all subjects in a more effective way. In particular,

when students do not know the meaning of English words or they could not understand the sentences, the researcher would give them the meaning of those words in Thai to help them comprehend what they are learning. Furthermore, the researcher has to follow up the students' behavior in class. If some of them do not behave appropriately or have problems with learning in other subjects, the researcher would give them suggestion to help them deal with their difficulties.

One of several main problems at ACU occurs when students are asked to answer questions in English. In so doing, they always ignore producing inflectional morphemes. More particularly, when they are asked to answer "*what time does John usually get up?*" most students will reply with "*he usually get* up at half past six in the morning*". Here, students omit the s -ending at the end of the verb to show its third person singular. When they have to talk about something in the past, students would also fail to provide the – *ed* ending at the end of the verb. A number of them revealed a high tendency of not adding the *–ed* at the end of the verb. Further examples are also linked to the omission of the sentence subjects. Consider this question "*where did you play yesterday after class*?" Most of the students would answer: *football.* In this case, students omit the subject of the sentence. Looking closely at these errors, it is suspicious that the challenges students at ACU are facing could have been connected to various factors such as a critical period, a natural order hypothesis, and language interference.

In the field of Second Language Acquisition (SLA), learning a second language (L2) may be influenced by what has been known as a critical period (Scovel, 2000). This period implies that older learners of a second language rarely achieve the native-like fluency as younger learners do. The strongest evidence for the critical period hypothesis is that a young learner can acquire accent, but most older learners do not reach that native-like level. Moreover, Krashen (1983) posits that there exists a natural order of acquisition for children and adults in acquiring a second language, and most children and adult learners follow a similar sequence in their acquisition of grammatical morphemes. For example, most learners acquire the *–ing* form (*walking*) before the regular past tense form *–ed* (*walked*). Furthermore, in this hypothesis, children learn easier things (forms and structures) first and proceed to more difficult ones (Brown, 1973).

Besides the previously mentioned factors, teaching methodology also plays its role in SLA. As evidence, there are many methods used to teach English such as Grammar Translation, Direct Method, Audio-lingual Method, and Communicative Language Teaching. At Assumption College Ubon Ratchathani (ACU), where there is a number of native speakers teaching English, a direct method appears to be the most popular among all. This method teaches second/foreign language in the same way as learners learn their first language when grammar is taught inductively in class (Pratiwi, 2011). Serving as a basic foundation for this method is the premise that language could best be taught by using it actively in the classroom, leading to inductive grammar learning and no mother tongue involved (Richards & Rodgers, 2001). Specifically, inductive teaching involves with providing students with examples of language and encouraging them to come up with grammatical rules. The students will get to learn to apply and generate language by themselves. It is more student - centered approach to learning. Being an integral part of a Direct Method, the inductive approach is generally accepted to be more efficient in the long run than the deductive one. Inductive activities are generally more stimulating and require greater student participation since students are more actively involved in acquiring knowledge (Stern, 1983).

To this base, it should be very interesting to find out if a direct method could help develop young EFL learners' language proficiency in the area of inflectional morphemes at ACU. This kind of work could prove useful to provide insights into second language acquisition studies in Thailand where not many studies have been pursued in this area. Important SLA hypotheses such as a critical period, natural order hypothesis, or language transfer should hopefully be tested against by data collected in this research. More importantly, the obtained findings will serve as a crucial guideline for classroom instructions and material preparation for young learners dealing with grammatical aspects such as those of an English inflectional morpheme.

1.2 The purpose of the study

The main purpose of this study is to investigate how the Direct Method could help improve the development of inflectional morphemes of 5th grade students at ACU.

1.3 Research questions

1.3.1 In what way does the Direct Method help young learners develop their ability in using inflectional morphemes?

1.3.2 How would the results be useful for the classroom management for young learners?

1.4 Significance of the study

The results of this study will shed more lights on the effectiveness of a direct method on the acquisition of English inflectional morphemes of 5th graders at ACU. It will help teachers in planning more effective lessons, activities, and instructional materials for an English language classroom offered in a Bilingual program.

1.5 Definition of key terms

1.5.1 English Bilingual Program (EBP) was established 17 years ago at ACU. It is a special language program where Mathematics, Science, Social Studies and English are mainly taught by native speakers of English and co-taught by Thai English teachers.

1.5.2 The Direct Method is a natural teaching method that has been around for over 100 years. The main ideologies of this approach are that classes are conducted solely in the target language and grammar is taught inductively (Richards & Rodgers, 2001)

1.5.3 Inflectional morpheme is a suffix which is added to a word to assign a grammatical property to that word. There are eight inflectional morphemes in English, but in this research only three morphemes were investigated consisting of present progressive *(-ing)*, present simple third person singular *(- s and – es)*, and past tense regular form *(- ed*

CHAPTER 2

LITERATURE REVIEW

This chapter presents important theoretical background necessary for an understanding of this research. It includes the meaning of Second Language Acquisition (SLA), First Language (L1) interference, Second Language Acquisition hypothesis, the difference between Thai and English, the history of language teaching methodology, and related studies.

2.1 What is Second Language Acquisition?

Second Language Acquisition (SLA) refers to the study of individuals and groups who are learning a language subsequent to learning their mother tongue as well as the process of learning that second language. The additional language is basically called a second language (L2) even though it may actually be the third, fourth, or tenth to be acquired (Troike, 2003). In a similar line, Krashen (1982) refers SLA a process in which learners do and practice in language teaching. In Krashen's view, the term acquisition is normally used to emphasize the non-conscious nature of the learning process. Understanding SLA requires a close link between the first and second language of an individual. As stated by Houmanfar, Hayes, &Herbst (2005), the first and second languages are interrelated, and the history of the first language is a participatory factor in the acquisition of the second language and its maintenance. The first language (L1) is also termed by different names such as native language, primary language, and mother tongue. L1 is assumed to be the one, which is acquired during early childhood- starting before the age of about 3 years (Sinha, 2009).

2.1.1 Language Transfer

It is thought that L1 transfer enhances L2 acquisition. Lado (1957) states that in a second language learning situation, learners rely extensively on their native language. He further explains that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture. This occurs productively when second or foreign

language learners attempt to speak the language and to act in the culture, and receptively when they try to understand the language and the culture as practiced by natives. A difference that is commonly made in the literature on language transfer is between positive and negative transfer. These terms refer respectively to whether transfer results in something correct or something incorrect (Postman, 1971).

Lado (1957) then elaborates on the two terms that when the same linguistic elements are presented in both first and second language, it can result in correct language production, which is called positive transfer. For example, English speakers who learn German may correctly guess an item of German vocabulary from its English counterpart, the word order and collocation are likelier to differ but language transfer has an interfering effect when there is a difference between the two languages, which is called negative transfer. Negative transfer occurs when speakers or writers transfer items and structures that are not the same in both languages. For instance, in English a preposition is used before a day of the week such as *"I'm going to the beach on Friday."* In Spanish, instead of a preposition, the definite article is used. Beginning Spanish students who are native English speakers may thus produce errors and use a preposition when it is not necessary due to their reliance on English.

2.1.2 SLA hypotheses

In addition to language transfer, many linguists have proposed other different hypotheses, which indicate how and in what way second language is acquired by L2 learners. Krashen (1987) is among those who propose a well - known hypothesis, called the Acquisition -Learning hypothesis. This is the core of modern language acquisition theory and the most fundamental of Krashen's theories on second language acquisition. According to Krashen, there are two independent systems of second language performance: 'the acquired system' and 'the learned system'.

The 'acquired system' or 'acquisition' is a subconscious process in which an individual is not aware of what is happening when new knowledge is acquired. During this process, the acquirer generally does not realize that he or she possesses any new knowledge. It requires meaningful interaction in the target language - natural communication - in which speakers concentrate not only on the form of their utterances. The learned system, in contrast, is a conscious process. New knowledge or language forms are represented consciously in the learner's mind. Basically, the form

of language and grammar is often related to error correction, and thus language learning involves formal instructions. According to Krashen (1987), the learned system is less effective than the acquisition one.

Another interesting hypothesis proposed by Dulay (1982) is known as a Contrastive Analysis Hypothesis, which suggests that if the structures and shapes of the first language of an individual are different from those of the second language, it is more likely that errors in speaking, reading and writing could easily occur. This idea is in line with Lado (1957), who asserts that if certain elements of a second language differed greatly from the student's native language, students would be likely to encounter a lot of difficulties in language learning. Many of these difficulties could be linked to various language aspects, including phonology, vocabulary, and grammar (Beardsmore, 1982). Let's consider the following example presented by Zobl (1980), who collected data from French speakers learning English. Zobl found inconsistencies in an actual error production in the area of object pronouns. As one may recognize, in French, object pronouns precede verbs as shown below:

" Je les vois."

"I them see" (Ervin-Tripp, 1974: 119)

However, in English, object pronouns follow verbs. As a result, French learners of English could many times produce errors such as *"I them see."*

Also important is the hypothesis called the Natural Order Hypothesis proposed again by Krashen (1987).This hypothesis states that the acquisition of grammatical structure occurs in a predictable sequence. The order of acquisition often differs between first and second languages. In other words, the order of acquisition of a first language is different from the order of acquisition of a second language. However, regardless of native language, all language learners of any single second language appear to follow the same predictable order. For example, English is perhaps the most studied language as far as the natural order hypothesis is concerned, and of all structures of English, morphology is the most studied. That is, inflectional morphemes that children acquire first is the progressive marker – *ing*, plural marker – *s*, and third person singular markers will be acquired later. Another evidence includes the situation in which learners of English generally acquire the grammatical structure of *yes-no* questions before the grammatical structure of *wh-* questions. Although the

order of acquisition of grammatical structures can be predictable, but the order of acquisition between first language and second language are different.

To elaborate more on the information regarding the order of acquisition of English grammatical structure, below is the table showing the order of acquisition of English morphemes proposed by Brown (1973)

Table 2.1 The order of acquisition of English morphemes

Rank	Morphemes
1	Present progressive (-ing)
2/3	in, on
4	Plural (-s)
5	Past irregular
6	Possessive (-'s)
7	Uncontractible copula (is, am, are)
8	Articles (a, the)
9	Past regular (-ed)
10	Third person singular (-s)
11	Third person irregular
12	Uncontractible auxiliary (is, am, are)
13	Contractible copula
14	Contractible auxiliary

As seen in the above, the *–ing,* in, on, and the plural *–s* appear to be the easier forms to acquire. In contrast, the uncontractable auxiliary (is, am, are), the contractible copula, and the contractible auxiliary seem to be the most difficult forms of all.

2.2 The difference between Thai and English

Concentrating on the grammatical structures of L1 and L2 as an important factor for SLA, especially those of Thai and English, there are a variety of differences between the two languages, which are likely to lead to problems of Thai learners studying English. One of the frequently cited data found in the literature is concerned with the auxiliary system. In Thai, there is no use of auxiliary such as *is, am, are, was, were, do, does, did, has, have and had* to indicate tense. Thai people do not use auxiliaries in question or negative sentences (Baker, 2002). To form a question, Thai do not start the sentence with auxiliary verb, but the question word is placed at the end of the sentence. As a consequence, when Thais want to ask some questions in English, they tend to omit the auxiliary verb. For example, the sentence "*You come back when*," which is uttered by Thais could refer to its correct English question form as found in "*When did you come back*" (Smith, 1997).

Other interesting structure that reveals differences between Thai and English is related to a noun system. Unlike English nouns, the morphological marks are not used to indicate plural nouns in Thai. Thai people use numeral classifiers instead of a plural marking system (Ingkaphirom, 2005). Ingkaphirom then adds that because morphological markers are not used to indicate plural nouns in Thai, Thai people tend to omit morphological markers such as *-s, - es, -ies* when they use English. Also importantly, in Thai, adjectives come after the noun, but in English adjectives come before nouns. For example, "*a beautiful girl*" the adjective *beautiful* comes before noun in English, but for Thai it is *"girl beautiful"*.The other major differences between Thai and English is the verb inflection. While Thai does not have inflectional morphemes in terms of verb tenses, such as the third person singular – *s* , - *es* or – *ed* in regular past tense, and present progressive – *ing*. English has several verb tenses to be applied in twelve tenses (Iwasaki, 2005). For example, Thais will say "*kamlang*" to indicate that something is happening. For example, in "Cars *kamlang* come," *"kamlang"* means "cars are coming." But in English *–ing* is added to verbs to indicate that something is happening.

2.3 The history of language teaching methodology.

Besides the fact that there are different factors operating during the process of SLA as previously discussed, teaching methodology seems to also have a lot of influences on L2 acquisition. In the Western World, Latin was the first dominant language used for educational, religious, commercial, and governmental purposes. Due to political changes in Europe during the sixteenth century, its influential status gradually decreased and was replaced by languages such as French, Italian, and English (Richards & Rodgers, 1986). However, not only historical factors were the reason for the increasing importance of the English language, but geographical and socio-cultural aspects also played a significant role in this development (Crystal, 1997). Initially, the spread of English was promoted by Britain's industrial and trading leadership in the world by the beginning of the nineteenth century. This had led to the necessity of sufficient knowledge of the English language if one wanted to understand and learn more about new innovations and advances made by Britain.

Some of the main reasons for learning English may include studying it as a hobby or for traveling purposes. It is said that international travel promoted the need for a common language; thus, much information about a country is disseminated in English, and it is commonly spoken by people working in the tourist industry, including English uses at airports, tourist attractions, in hotels and shops, which are frequently visited by tourists (Kitao&Kitao, 1999; McKay, 2002). Undoubtedly, some of the most important uses of English are for educational, business, diplomatic and professional purposes. In order to communicate with each other, English is used as a common denominator for communication at international conferences, trade and business meetings, and within many international organizations (Kitao&Kitao, 1999).

English is an excellent language to learn, whether it's for business, travel or personal reasons. Learning any language requires hard work, therefore many people choose to learn it differently based on their passion. There are many different methods of learning English that people choose. Examples are (1) Attending an English class or a discussion group (2) Carrying an English dictionary at all times (whether it's an actual book or a phone application and (3) Watching English movies and TV shows. However, to successfully accomplish English competency, teaching methods are considered to play a very important role when learning any languages. The methods

for language teaching have changed several times throughout history. Richards & Rodgers (1986) state that those changes in language teaching methods not only reflect and acknowledge the shift of attitudes towards proficiency that is thought to be desirable for learners of the language, but that they also mirror the alterations in the way the nature of language in general and the nature of language learning are understood during that particular time. There are different language teaching methods. The classical one is known as a grammar – translation, followed by a direct method, an audio lingual method, and a communicative language teaching method.

The grammar-translation method (also known as the classical method) is based largely on students' native language as the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language (Richards & Rodger, 1986). Before 1800, language learners practice grammar by themselves and then apply this knowledge to the interpretation of texts. Thus, the conscious knowledge of grammar rules, the ability to read literature in that language, and being able to write and translate in and out of the target language are the principles of this method (Stern, 1983). Due to the fact that neither oral proficiency nor listening comprehension is one of the objectives, the medium of instruction is generally the students' native language. Lessons are teacher-centered and the teaching is deductive, which requires students to first learn the grammar rules and then apply them to doing practice exercises (Kitao&Kitao, 1999).

The Grammar-Translation method has been the dominant method in European and foreign language teaching for almost a century (during the 1840s and 1940s), and it may still be used in altered forms in some countries around the world (Richards & Rodgers, 1986). However, toward the mid-nineteenth century, doubts arose in regard to the effectiveness and practicality of this teaching method. Due to several changes and advances in the world, thus resulting in more opportunities to communicate with people from other countries, a higher demand for oral proficiency had arisen, which required a rethinking of the current language teaching model (Richards & Rodgers, 1986).Responding to this demand, a new teaching method was introduced, and it was a complete departure from the grammar-translation method. This is called a Direct Method, which can be seen as one of the natural methods of language teaching.

Its emphasis lies on communicative skills rather than grammar, reading, or writing. According to Howatt (2004), a second language can be taught similar to the ways a first language is acquired. Thus, the usage of materials (e.g. pictures and other visuals), direct demonstration (e.g.doing pantomime), and paraphrasing is encouraged in order to explain something in L2. These will help students to connect meaning directly with the respective word. As a result of this, there is an exclusive use of the target language in the classroom, and translation into the students' native language is to be avoided (Larsen-Freeman, 1986). In addition, grammar is taught inductively, requiring students to work out the rules and generalizations through given examples, and oral communication skills are obtained by going through a graduated progression in which mainly students and the teacher engage in a question-answer-dialogue (Richards & Rodgers, 1986). Although the Direct Method appeared to be successfully implemented in private language schools, it was, nonetheless, difficult to be realized in a regular school classroom due to several factors. Some of them were, for instance, the necessity of native (or native-like) speaking teachers, the dependence on the instructor's teaching skills, and the strict avoidance of the students' native language, which was said to be often "counterproductive in regard to their comprehension" (Richards & Rodgers, 1986).

Another approach was introduced in response to the dissatisfaction of the Grammar-Translation method, which displays some similarities to the Direct Method, also known as the Audio-Lingual-Method (ALM). As the name of the method already implies, there is a particular order in which the skills are taught: listening, speaking, reading, and writing. It is a teacher-centered approach in which the teacher directs and controls students' language behavior, giving them little control over learning styles, pace of learning, or content of the class. Moreover, the teacher serves as a primary language model the students imitate. Thus, the medium of instruction is the target language, and the native language is not used in the classroom. Language learning is viewed as specific habits through constant repetition, memorization and drills (Larsen-Freeman, 1986). Drills and dialogues, which are the central form of practice of ALM, not only serve as aid for contextualizing key structures and also "as examples of conditions in which those structures might be used, but cultural aspects of the target language are also taught through dialogues" (Larsen-Freeman, 1986).

Ubon Rajathanee Univ., Instructional Resources Center

Contrasting to the Direct Method, students were rather discouraged to initiate interactions and use the foreign language spontaneously, because this might lead to unwanted errors (Richards & Rodgers, 1986).

Lastly, the most recent method is named Communicative Language Teaching (CLT). In the CLT, its goal is to build up a communicative competence, which not only involves the students' need of knowledge about a language's structure and meaning, but also requires them to be consciously aware of various functions of language use within a social context and make use of it appropriately. In a CLT learning environment, the learners are also expected to be able to negotiate meaning with their partners (Larsen-Freeman, 1986). Students mainly interact with each other in various different formations (pairs, small groups, whole groups). Moreover, materials and classroom activities such as role-plays, games, and problem solving tasks are intended to promote the communicative usage of the target language (Richards & Rodgers, 1986).

The role of the teacher is less central but diverse. On the one hand, the instructor acts as another participant within the learning community. On the other hand, s/he acts as a facilitator who analyzes and subsequently responds to students' needs, operates as manager to organize and create classroom activities and situations, which encourage communication among students. At times, the teacher is only an advisor who answers questions and monitors students' performance (Larsen-Freeman, 1986). Rather than being a method, CLT is perceived as an approach, which focuses on cooperative learning in contrast to an individualistic one (Richards & Rodgers, 1986). Due to the CLT's applicability, usefulness and usage of authentic materials in the classroom, it is said that students will be more motivated and feel that they are actually learning something valuable (Larsen-Freeman, 1986).

2.4 Related Studies

Among various teaching methodologies described earlier, a direct method will be of a major concern in this section mainly because it is the one that will be employed in the current research. The first study was conducted by Hussain (2010), who explored the effect of a direct method on the academic achievement of high (excellent students) and low achievers (poor students) in the subject of English at a secondary level.

Thepre-test was used to measure the achievement. Students were initially divided into two groups: experimental and control groups. The experimental group was taught by using the direct method, while the control group was taught by the traditional method for six-week periods. At the end of the treatment, a post-test was administered, and the scores of pre-test and post-test were served as basic data for the study. Interestingly, the obtained results revealed that the direct teaching method was more effective as a teaching-learning technique for teaching English as compared to the traditional teaching method. Students in the direct teaching method outscored the students who were taught using the traditional one. Also important is the fact that low achievers in the direct teaching showed significant superiority over low achievers learning English by the traditional method. Thus, direct teaching was found to be a more effective method for the teaching of English to low achievers as compared to the traditional method of teaching. High achievers, whether they were taught by the direct or traditional method, retained learned materials at the same rate. But low achievers who were taught by the direct method retained more materials than low achievers taught by the traditional method of teaching.

Similarly and focusing on a word level, Handayani (2011) investigated the effectiveness of using a direct method on students' vocabulary. The participants of this research were 15 kindergarten students. The instruments used in this work were the pre - test and post- test. During the treatment, the participants were taught English by using a direct method. Before the treatment, the participants were required to take the pre – test with 10 items. After the treatment, they were required to take the post – test, which was the same as the pre – test. The study revealed that the average scores of the post- test were higher than the scores of the pre – test. This could imply that teaching English vocabulary using the direct method was effective in terms of increasing student's ability to learn English vocabulary.

In a slightly different manner, another study by Wahyuni (2012) explored the effectiveness the direct method on students' speaking ability. To discover a correlation between the improvement of students' speaking ability and the direct method, the pre – test and post – test were given to students. Students were also observed while they were studying. The study showed that after students received the treatment, they were more encouraged and confident to speak English than before. Also, the scores of their

post – test were higher than those appeared in the pre – test. It could thus be suggested that the use of a direct method revealed its benefits in helping improve students' ability in speaking. Still concentrating on speaking abilities, Wahyuni (2014) examined the effectiveness of the use of a direct method in improving students' speaking skill. The participants were divided into two groups: experimental group and control group. The questionnaire was distributed to show students' responses toward the use of a direct method. The data were collected by conducting a role play as a speaking test (pre-test and post-test), which aims at measuring the effectiveness of the use of direct method. The findings showed that the use of direct method was effective in improving students' speaking skill. There was significant difference between the post-test means for both experimental and control groups. In addition, the results of a questionnaire revealed that students provided positive responses toward the use of direct method in their classroom.

Finally, Chumsen (2005) compared the direct method and grammar translation to find out if which method is better in improving students' English proficiency. The students were divided into two groups. The first group was taught by using a direct method while the second group was taught by using a grammar translation. After the treatment, both groups were required to take the same achievement test. The results indicated that the students taught by using a direct method performed better than the students who were taught by using a grammar translation. Students' English proficiency improved significantly in three areas: reading, listening and speaking. But there was no difference between the two groups regarding their writing skills. At this point, it should be worth mentioning that a direct method has attracted a lot of attention from researchers and scholars, especially in the area of its effectiveness on students' speaking ability. Indeed, the so-called direct or natural approach for language learning has scarcely been tied into the field of grammar, especially inflectional morphemes for EFL young learners as it will be pursued in the present work.

From the above related studies, it could be implied that the direct method has a positive effect in improving students' vocabulary, speaking and listening skills. In this study, however, the researcher will investigate whether the direct method is efficient in improving students' ability in using verb inflectional morphemes *(- s, - es , - ing, and – ed),* an area where much attention has rarely been paid to . The proceeding chapter will discuss the methodology of this study.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter explains the methodology used in this study. The data source, procedure, and analysis are presented below. The chapter proceeded by presenting the way in which the present study was conducted and the instruments used.

The major purpose of this research was to find out how a direct method helped improve students' ability to use the inflectional morphemes *(-s, -es, -ed,* and *-ing)* as mentioned earlier.

3.1 Data Source

3.1.1 Research Setting

The study took place at Assumption College UbonRatchathani (ACU). ACU is the tenth school managed by the Foundation of the Brothers of Saint Gabrial Congregation, Thailand, which was first established in May 1957 by the Catholic of the Diocese of UbonRatchathani.

3.1.2 Teachers

There were two teachers teaching in this classroom: one native English-speaking teacher and one Thai teacher. The native speaker was the main teacher who had to manage classroom activities and taught the whole subject, using a direct method. As a result of this, classroom instructions were carried out in English only, and there was no Thai involved. The students were taught without any help of their mother tongue from the Thai teacher during the treatment.

3.1.3 Participants

There were 25 students in the classroom. The participants of this study were 6 students in grade 5 at Assumption College Ubon Ratchathani (ACU), using a direct method to teach English inflectional morphemes. All of them were Thai students whose first language were Thai. The six students were first divided into two groups based on their English proficiency: a high proficiency group and low proficiency group. The reason why the researcher selected this group of participants

was mainly because the researcher was the homeroom teacher of the class (P5/1) , which meant the researcher was supposed to follow up the students' behavior in class. If some of them did not behave appropriately or had problems with learning, the researcher would give them suggestion to help them deal with their difficulties. Also, the researcher was quite familiar with the students because the researcher used to teach this group of students before when they were Grade 3 students. Therefore, it should be more convenient when observing, video recording, or collecting data. More importantly, Grade 5 students should be a good representative of subjects since some of the main contents of English in this level was about morphemes such as verb inflections:*-s, -es, -ing*, and *-ed.*

3.1.4 Inflectional Morphemes

An inflectional morpheme is used to create a variant form of a word in order to signal grammatical information. There are eight inflectional morphemes in English as presented in table.

Table 3.1 Inflectional morphemes in English

Morphemes	Grammatical Functions	Examples
1. Plural	Marks as more than one	dogs, cats, horses
2. Possessive	Marks for ownership	Bart's, Homer's, Marge's
3. Comparative	Marks for comparison	closer, whiter, quicker
4. Superlative	Marks as superlative	closest, whitest, quickest
5. Present simple 3rd person singular	Marks to agree with singular third person (his, her, it), in the present tense	runs, waits, pushes
6. Past tense	Marks for past action	regular: dragged, backed, baited
		irregular: hit, ran, swam
7. Past participle	Marks past participle	"regular": walked, talked, played
		irregular: drunk, hung; chosen (same as past tense)
8. Present participle	Marks present participle	walking, jumping, swinging

Nevertheless, in this study only three verb inflectional morphemes were investigated consisting of present simple 3rd person singular *(-s, -es),* present progressive *(-ing)* and past tense regular form *(-ed).*

3.2 Materials

The teaching materials used in this study included the lesson plan, the school's English textbook (My World of English) and other instruments such as additional worksheets and handouts whose content was parallel with and the same as the contents found in the students' textbook. These materials were designed by the researcher and the native speaker based on the course outline of the school. The pre – test and post – test were also given to the students.

3.3 Research procedure

The research took place in the first semester of the academic year 2016, beginning from July to August, 2016. During the treatment, the researcher made a video recording of students in both low language proficiency and high language proficiency groups while they studied for one hour on a day-to-day basis and transcribed their interaction with the teacher in order to see the development of the usage of inflectional morphemes *(-s, -es, -ed, -ing)* over the period of the research timeframe.

As already stated, during the process of teaching, the students were taught by using the direct method every day for one hour (20 hours) without their mother tongue involved in the classroom. Before the experiment, students in each group were required to take a pre – test as it became a point of departure for comparison with the scores of their post – test. The main focus of the test content was about inflectional morphemes. There were two types of test: a multiple choice test and a gap filling test. For a multiple choice test, there were ten questions, and each question had four choices. The student had to choose the correct answer. The multiple choice test was given to the students before the gap filling test. For a gap filling test, students were required to change the given verb into the right answer and fill in the gap to make a correct sentence. For example, "*She …… (get up) at six o'clock every day*" was one of the 10 items. The students had to add *(– s)* or *(–es)* at *(get)* to complete the sentence correctly.

According to the teaching plan, students studied the present progressive *(- ing)* in the first week and then followed by the present simple third person singular and the past tense in the following week. In the classroom, the teacher spent the first 15 – 20 minutes to clearly demonstrate the usage of each morpheme in context, the structure of each verb inflectional morpheme, and asked the students a few questions, which were about the morphemes that they had learned every day in the week before moving to other morphemes. When the students made mistakes, the teacher would help correct them immediately. Then, the teacher gave students exercise to work out in class and at the end of the lesson the teacher wrote the answers on the board for the students. At the end of the study, the students were required to take a post – test. The purpose of the test was to measure the achievement of the participants' inflectional morphemes.

The contents in the test of both pre-test and post-test were slightly different. However, the level of difficulty and format were identical: multiple – choice and gap filling tests. The scores of the post – test and pre – test were compared in order to reveal their performance of using English inflectional morphemes as a result of using a direct method.

3.4 Data collection

Data for this research was collected mainly from two sources: the occurrence of the participants' usage of inflectional morphemes in the video transcript when they tried to make use of them and the scores of pre – test and post – test. Additionally, students were required to do an informal interview regarding the use of a direct method in teaching the three functional morphemes of four forms. The interview was mainly concerned with students' opinion towards the direct method.

Table 3.2 Plan for data collection

Week No.	Date	Content	Total Hours
1	July 08, 2016	Pre-test	1
2	July 11 – 15, 2016	Present Progressive (- ing)	5
3	July18 – 22, 2016	Present Simple Third person singular (- s , - es)	5
4	July 25 – 29, 2016	Past Tense Regular verb (- ed)	5
5	August 1– 5, 2016	Review (- s, - es, - ing, and – ed)	5
6	August 08, 2016	Post – Test	1
7	August 09,2016	Interview	1

3.5 Data analysis

The scores of the pre – and post – test were analyzed and converted into percentage and compared in order to reveal if they were significantly different. Additionally, the occurrence of each inflectional morpheme from the transcript was taken into consideration to show any linguistic development of the four morphemes under investigation. The development of each morpheme was compared and contrasted to each other. For analyzing an informal interview, a descriptive analysis was applied to show any emerging tendency regarding the students' opinions.

CHAPTER 4
RESULTS

This chapter reports the results of the study, which are related to the effectiveness of the Direct Method in helping grade 5 students develop their ability in using verb inflectional morphemes (-s, -es, -ing, and –ed).

4.1 Results

As previously mentioned in Chapter 3, the results were collected mainly from three sources; (1) the scores of pre – test and post – test, which were analyzed and converted into percentage to reveal students' development of morphemes under study; (2) the occurrence of each inflectional morpheme developed over a short period of time in the transcripts and (3) the informal interview regarding the use of a Direct Method in teaching the aforementioned morphemes of four forms. The participants of this study were 6 students from Grade 5 at ACU. All of them were Thai. The six students were divided into two groups based on their English proficiency levels: high language proficiency and low language proficiency.

Before and after the study, the participants were given the pre – test and the post – test. There were 20 items in each test: 10 multiple choice items and 10 gap filling items. For the multiple choice questions, there were four choices in each question and for the gap filling, the students had to change the given verb in order to correctly match the subject of the sentences. The questions in the test were about (1) the verb present tense (-s), (2) verb present tense (-es), (3) verb present participle (-ing) and (4) verb past tense (- ed). There were five questions for each verb inflectional morphemes. The following tables will basically illustrate the pre- and post-test scores of the participants with low language proficiency:

Table 4.1 The score, percentage, and mean of the pre – test and post-test of the low language proficiency

Students' names / No.	Test (20 items)		Percentage		Mean	
	Pre test	Post test	Pre test	Post test	Pre test	Post test
L1	6	10	30%	50%	4.67	9.33
L2	6	8	30%	40%		
L3	2	10	10%	50%		

Table 4.1 shows that the full score of the pre – test was20. The pre – test scores of each student in the poor group were initially converted into percentage. As evidence in Table 4.1, every student failed the test, each of which received the scores lower than 50%. For example, two out of three students could only complete 30% of the test correctly. Combining all scores of the participants resulted in a very low mean score at the level of 4.67. On the contrary for their post - test, two of them passed the test. Their scores reached 50% of the test, and only one of them still failed.

However as shown in table 4.1, these three participants performed better in the post-test. More specifically, combining all scores in the post-test led to almost a double mean. The difference between the scores of the pre – test and post – test revealed an interesting outcome. That is, their post – test scores were higher than their pre – test scores. This could be an indication that the use of a Direct Method could possibly help facilitate language learning or acquisition. For example, Student L1 moved from 6 to 10 points, a good indication that they performed better in the post test. As already mentioned, since the mean of the post – test almost doubled the mean of the pre – test. The Direct Method could indeed help students develop their ability in using verb inflectional morphemes.

In the next section, the obtained results concerning the participants' performance in the high language proficiency group will be reported.

Table 4.2 The score, percentage, and mean of the pre –test and post - test of the high language proficiency group

Students' names / No.	Test (20 items)		Percentage		Mean	
	Pre test	Post test	Pre test	Post test	Pre test	Post test
H1	13	15	65%	75%	13.33	17.33
H2	12	18	60%	90%		
H3	15	18	75%	90%		

Generally speaking, table 4.2 shows that every student in the high language proficiency group passed the pre-test, each of which received the scores higher than 50%. For example, Student H2 got 60% out of the full score, the lowest one of this group, whereas the highest score was 75%. From all the pre – test scores combined above, the mean was at the level of 13.33, which was much higher than the mean of the low language proficiency group. In contrast for the post - test shows that each student received higher scores when compared to their pre – test ones. For example, Student H2 could perform 30% better. Overall, the mean score of the post-test of the excellent group was 17.33, which was clearly better than the post-test mean of the firstly reported group.

The difference between the scores of the pre – test and the post–test of both groups revealed an interesting phenomenon, as already suggested. That is, there found a tendency of a better performance after the participants had studied English through the Direct Method. Evidently, their post – test scores were higher than their pre – test ones. This could imply that after the participants had been taught by the Direct Method, their ability to use the target inflectional morphemes improved. For example, as observed, Student H2's scores moved from 12 to 18 points or 30% better. As a final remark, it should be worth mentioning again that the Direct Method could yield a positive outcome on students' learning process, encouraging them to produce the more correct forms of the target English morphemes under study.

4.2 Examples of speech analysis of the participants from both low language proficiency and high language proficiency groups

Generally, before the teacher asked students questions, explanation of every verb inflectional morphemes were initially explained. In other words, the students were taught how to use each morpheme and received immediate feedback every time they made mistakes. To provide a clearer picture of the effect of a Direct Method on students' morpheme acquisition, table 4.3 shows the time each student in both low and high language proficiency group had spent on acquiring each different morpheme.

Table 4.3 The number of days to acquire a correct form of each morpheme (Low language proficiency)

Verb inflectional morphemes	Students' Number	The acquiring period
Present progressive (- ing)	L1	2 days
Question: 1) What is your friend doing?	L2	3 days
2) What is the teacher doing?	L3	2 days
Present simple tense third person singular	L1	3 days
(- s , - es)	L2	4 days
Question: Tell me two activities that your friend usually does every day.	L3	3 days
Past tense (- ed)	L1	4 days
Question: Tell me two activities that you did yesterday.	L2	4 days
	L3	4 days

Next table shows the number of days to acquire a correct form of each morpheme of the high language proficiency group

Table 4.4 The number of days to acquire a correct form of each morpheme (High language proficiency)

Verb inflectional morphemes	Students Number	The acquiring period
1. Present progressive (- ing) Question: 1) What is your friend doing? 2) What is the teacher doing?	H1	1day
	H2	1 day
	H3	1 day
2.Present simple tense third person singular (- s , - es) Question: Tell me 2 activities that your friend usually does every day.	H1	2days
	H2	2 days
	H3	2days
3.Past tense (- ed) Question: Tell me 2 activities that you did yesterday.	H1	3 days
	H2	3 days
	H3	3 days

Generally speaking, based on the tables 4.3 and 4.4 above, it was evident that students in the low language proficiency group took longer time to produce a correct form of each morpheme if compared to the high language proficiency one. Among the three morphemes under investigation, the *–ed* form appeared to be the most difficult one to be acquired mainly because it took students longer time in both groups to get this morpheme correct.

Below is the speech analysis of the first week transcript concerning the use of the present simple third person singular – *s* and – *es*. The major aim of doing this analysis was to see how long the students would take to acquire this type of verb inflectional morpheme. During the data collection process, all students in both low and high language proficiency groups were asked a similar question regarding their friends' daily activity. By so doing, the students' acquisition of the three morphemes of four forms could closelybe monitored. Here are some examples of the conversations between the teacher and the students from the two groups. The main focus of the

question is to reveal the students' ability in using the present simple third person singular – *s* and – *es* in describing their friends' daily activities.

4.2.1 The example of speech analysis of students in the low language proficiency group

T stands for teacher

S stands for student

Monday 18th July, 2016 (Day 1)

Speech analysis 1

T: Tell me two activities that your friend usually does every day.

S: She get* up at…

T: Gets up.

S: She gets up at 6 O'clock. She brush* her…

T: No no brushes.

S: She brushes her teeth.

As evidence in the above, the student did not pronounce the –*s* and – es sounds at the end of the two verbs. The teacher interrupted by providing their correct forms before this particular students could make it right.

Tuesday 19th July, 2016 (Day 2)

Speech analysis 2

T: Tell me two activities that your friend usually does every day.

S: She gets up at 6 O'clock and sheerrr brush*….

T: Brushes

S: She gets up at 6 O'clock, and she brushes her teeth.

This time, she spoke out the first verb correctly. She did not forget to pronounce the – *s* sound at the end of the verb 'get.' For the second verb, before she spoke, she paused for a second before saying 'brush' without the *-es.* And with help from the teacher, she could finally pronounce the correct form of the present singular of 'verb to brush.' Then, when she repeated the whole compound sentence again, she could produce both verbs with their correct morphemes.

Wednesday 20th July, 2016 (Day 3)

Speech analysis 3

T:Tell me two activities that your friend usually does every day.

S: She gets up at 6 O'clock and she brushes her teeth.

For Day 3, she could speak both verbs correctly. She did not forget to pronounce the – *s* and – *es* sounds at the end of the words 'get' and 'brush.'

Thursday 21st July, 2016 (Day 4)

Speech analysis 4

T:Tell me two activities that your friend usually does every day.

S: She gets up at 6 O'clock, and she brushes her teeth.

For Day 4, the teacher asked her the same question again to see whether she could remember the correct form or not. She still remembered the rule of present simple third person singular and could answer the question correctly. She still used the –*s* after 'get' and –*es* after 'brush.'

Friday 22nd July, 2016 (Day 5)

Speech analysis 5

T:Tell me two activities that your friend usually does every day.

S: She gets up at 6 O'clock, and she brushes her teeth.

Day 5 was the last day of the week before moving to the next verb inflectional morphemes, the student was asked the same question, and she still maintained the correct forms of both verbs. She did not forget to pronounce the – *s* sound after 'get' and the – *es* sound after 'brush'.

4.2.2 The example of speech analysis of students in the high language proficiency group.

T stands for teacher

S stands for student

Monday 18 th July, 2016 (Day 1)

Speech analysis 1

T: Tell me two activities that your friend usually does every day.

S: She walks to school, and she watch tele.....

T: No no watches ... don't forget – es.

S: She walks to school, and she watches television.

T: Lovely.

As evidence in the above, the students did not forget to pronounce – *s* after 'walk.' But she forgot to pronounce – *es* at the end of 'watch.' The teacher helped this student by showing her its correct form. Lastly, she answered the question with the expected correct form.

Tuesday 19th July, 2016 (Day 2)

Speech analysis 2

T: Tell me two activities that your friend usually does every day.

S: She walks to school, and she watches television.

For Day 2, she still maintained the two verbs' correct forms. She did not forget to pronounce the– *es* sound at the end of 'watch.' The teacher did not need to help her.

Wednesday 20th July, 2016 (Day 3)

Speech analysis 3

T: Tell me 2 activities that your friend usually does every day.

S: She walks to school, and she watches television.

For day 3, the teacher asked her the same question again to see whether she could remember how to use the present singular form. And as observed in the above excerpt, this student seems to well remember the rule of the present simple third person singular, and she could produce the correct form of – *es* after 'watch.'

Thursday 21st July, 2016 (Day 4)

Speech analysis 4

T: Tell me two activities that your friend usually does every day.

S: She walks to school, and she watches television.

For day 4, the student was asked the same question, and she still could remember the correct forms of both verbs and did not forget to pronounce the – *s* sound after 'walk' and the – *es* sound after 'watch'.

Friday 22nd July, 2016 (Day 5)

Speech analysis 5

T: Tell me two activities that your friend usually does every day.

S: She walks to school, and she watches television.

Day 5, which was the last two day of the week before moving to the next verb inflectional morphemes, the student was asked the same question, and she could still maintain the correct form of the present simple third person singular.

Based on the speech analysis of the two students in the low and high language proficiency group exemplified earlier, it could be observed that the student in the low language proficiency group took longer time to acquire the use of present simple third person singular morpheme than the student in the high language proficiency group. In particular, the student in the low language proficiency group took three days while the students in the high language proficiency group took only two days to produce the correct form of the present simple third person singular. Moreover, the students in the low language proficiency group made more mistakes than those in the high language proficiency one. Nonetheless, with the use of Direct Method, the students in both groups seemed to finally be able to produce a correct form of the present simple tense.

Referring back to Table 4.3 and Table 4.4, the students in the low language proficiency group generally took one or two days longer than the students in the high language proficiency group to acquire the use of verb inflectional morphemes. For example, to acquire the past tense *(- ed),* The students in the low language proficiency group took four days while the student in the high language proficiency group took

three days to produce the correct form of the past tense. Additionally, to acquire the present progressive *(- ing),* the students in the low language proficiency group took two or three days while the students in the high language proficiency group took only one day. This tendency is well confirmed by the means of the pre – test and post – test of both low and high language proficiency groups. More specifically, whereas the mean of the post – test of students in the low language proficiency group is 9.33, the mean of the post – test of students in the high language proficiency group is 17.33. This almost doubled the mean of the former group.

4.3 Informal interview with all students in both low and high language proficiency groups

After the experiment, the students in both groups were asked to give opinions toward the Direct Method that they had learned for a month. Below is the list of questions in the interview and the answers articulated by students in both low and high language proficiency group.

4.3.1 What do you think about this teaching method (Direct Method), especially when you are not allowed to get help from the Thai translation?

Analyzing the interview transcripts has shown some interesting tendencies. One of them was obviously linked to the fact that the majority of students felt good about the Direct Method. They provided the reasons that this teaching technique helped improve both of their listening and speaking skills, especially the listening one.

4.3.2 Do you think the Direct Method help you develop the use of verb inflectional morphemes *(- s, - es, - ed and – ing)* or, which English skill(s) does this method help improve?

Based on the interview transcripts of Question two, every student interestingly claimed that the Direct Method really helped improve their ability in using the verb inflectional morphemes. They further gave reasons that after they had been taught using this method, they tended to make less mistakes when they spoke or wrote a sentence in English. Additionally, they said that the Direct Method not only improved their ability in using the verb inflectional morphemes, but it also improved their listening, writing, and vocabulary.

4.3.3 Rate the following verb inflectional morphemes *(- s, - es, - ed, and – ing)* based on their difficulty levels from the easiest to most difficult.

toward the end of this research, all participants were required to rate if which verb inflectional morpheme was easy or difficult to acquire. There were four difficulty indicators as follows: most difficult, difficult, normal, and easy.

Table 4.5 Students' opinion toward the difficulty level of each morphemes

Students' No.	Easy	Normal	Difficult	Most difficult
L1	- ing	- s	- es	- ed
L2	- ing	- s	- es	- ed
L3	- ing	- es	- s	- ed
H1	- ing	- s	- ed	- es
H2	- ing	- s	- es	- ed
H3	- es	- s	- ing	- ed

As seen in the table 4.5, while most of the participants found the *(– ed)* verb inflectional morpheme was the most difficult to acquire, the *(– ing)* verb ending was the least difficult one. For the present simple third person singular *(- s and – es),* students found that it was not too easy or too difficult for them to acquire.

4.4 Conclusion

According to the data presented above, the students who were taught using the Direct Method tended to improve their ability in using the target verb inflectional morphemes *(- s, - ed, - ing and – ed)* mainly because they all had received higher scores in the post-test. They also had positive opinions toward this method. Additionally, it is evident that students' language development in using the target morphemes improved at various speed. Therefore, it may be reiterated that the Direct Method helped ACU students improve the students' ability in using the verb inflectional morphemes.

The next chapter will provide a discussion on the results presented in this chapter.

CHAPTER 5
DISCUSSION

This chapter discusses the major tendencies presented in chapter 4, which are reported in three different sections: (1) the pre – test and post – test scores, (2) the development of the students' verb inflectional morphemes, and (3) students' opinions towards the Direct Method.

5.1 The difference between pre – test and post – test scores

As reported in the previous chapter, the scores of the post – test of all students in both low and high language proficiency groups were higher than those of their pre – test scores. This could be a good indication that the subjects had developed their language ability concerning the morphemes under investigation over a period of one month through the direct method. This tendency could be explained by several reasons. Firstly, the increased scores may have been resulted from the high amount of language input used by the native English speaking teacher in class. More particularly, the teachers had employed only English as the medium of instructions without any help from the students' mother tongue, Thai, at all. By doing so, the students have much more opportunities to listen to what the teacher have said, which help them internalize the target language more naturally.

Once this language input is comprehensible enough, the learners will be able to use their comprehensible input to build up their own speech. As Krashen (1981) points out, language acquisition can take place in an environment where the learners have direct and intensive exposure to language input. Additionally, by being encouraged not to use the mother tongue during the lessons, students have more opportunities to listen to English from both the teacher and their friends and to interact with the teacher and their friends by using only English in the classroom. All of these factors would possibly be responsible for the students' higher scores in the post - test. As suggested Mendelson (1994), the Direct Method truly helps language learners focus on their listening skills to achieve other skills later on. The tendency primarily related to

students' better scores in the post – test also helps endorse the idea that the more students are immerged into the target language, the better opportunity they will have to acquire the target language (Willings,2005).

5.2 The development of students' verb inflectional morphemes

Based on the example of conversion analysis, when the students were initially asked questions, they made some mistakes. But whenever they made mistakes, the teacher would help them immediately. The immediate feedback seems to provide students with opportunities to see their mistakes, and they could fix the errors immediately. On the 2nd day, when they were asked the same question, they made less mistakes. They slowly developed their language proficiency by showing a more correct form of inflected morphemes over the course of 2 – 4 days depending on the type of morphemes. According to the aforementioned phenomenon, we can see that the students used the verb inflectional morphemes (- s, - es, - ing and – ed) every day through various question – answer sessions. This could be linked to the key factors employed in the Direct Method. And those are the question – answer exercises in conjunction with the students' self – correction, and conversation practice (Doggett, 1993). In the Direct Method, students are also encouraged to use only English for communication.

All of these elements provide the students with more confidence in using the target language because they could see immediate feedback from the teacher whenever they make mistakes. As Williams (2005) advocates, feedback, either from friends or teachers, can help stimulate explicit knowledge of students. Williams then explains that explicit knowledge is the knowledge of language rules that students can activate and provide reasons that certain rules should be applied. Additionally, students could see the way to speak, to answer, and to build the sentences from their fellow friends who are more proficient in the classroom. Feedback can increase students' attention on what they are speaking, and attention will basically lead to improvement (Williams, 2005). Also importantly, because the instructions were always written in English on the board when the teacher taught, and the student's worksheets were also presented in English, which provided students with a more opportunity to face with English, they helped them improve their ability in using verb

inflectional morphemes very quickly. As previously suggested, when the students made mistakes, the teacher would provide students with immediate feedback. It really helped them decrease the mistakes gradually until they could produce a correct form free of mistakes.

5.3 Students' opinions toward the Direct Method

Based on the interview with the subjects in both groups, it is clear that they had positive views toward this method, which helped improve their ability in using the verb inflectional morphemes.

In question Number One, students showed their difficulties in understanding some words that the teacher spoke because they were not familiar with this kind of method before. After that they slowly started to like this method by giving the reasons that the Direct Method helped improve their listening and speaking skills because they had to communicate in English all the time. They further explained that the Direct Method helped them know more of new vocabulary because when they did not know some words, the teacher would give the subjects clues or synonyms which helped them figure out what the teacher meant by themselves. By so doing, they got to learn new vocabulary along with the vocabulary they have already known. Additionally, the Direct Method also allowed them to have more confidence in speaking English.

From the interview of Question 2, we can say that all students agreed that the Direct Method played an important role in helping them improve the ability in using the verb inflectional morphemes under study since the teacher asked the questions related to these inflectional morphemes every day so they got to practice using it every day. When they made mistakes, the teacher corrected those mistakes immediately which helped the students finally arrive at the right answer. This immediate feedback from the teacher could help reduce students' mistake immediately (Hattie, 2007). In addition, a large number of English word input that the students received every day helped them to decrease their mistakes little by little. Even though the subjects were confused and found it difficult when they first started off with this learning method, the subjects in this study gradually acquired these verb inflectional morphemes despite the fact that they do not exist in Thai. As Lado (1957) states, in a second language learning situation, students tend to transfer the forms and meanings, and the

distribution of forms and meanings of their native language and culture to the foreign language and culture. For this study, when the students got to practice the form every day, they could finally overcome that difficulty.

Based on the students' general views toward the difficulty level of these four forms of verb inflectional morphemes (- s, - es, – ed, and – ing), five students agreed that the - *ed* was the most difficult morpheme, and all of them agreed that the – *ing*was the easiest morpheme to learn. It could be concluded that half of them have the same opinions about the difficulty level of these four morphemes. According to the Natural Order Hypothesis proposed by Krashen (1987), which is the acquisition of grammatical structures occurring in a predictable sequence, second or foreign language learners seem to follow the same predictable order; for example, learners of English as a second language generally acquire the grammatical structure of yes-no questions before the grammatical structure of *wh-* questions. Furthermore, in terms of morphemes, children will show a tendency of acquiring the progressive maker
– *ing* first, followed by the third person singular later. Therefore, it could be concluded that students' opinions are in the line with the premise of the Natural Order Hypothesis.

CHAPTER 6
CONCLUSION

This chapter is divided into three sections; (1) conclusion; (2) limitation of the study and (3) recommendations for future study.

6.1 Conclusion

According the data analysis from chapter 4 and the discussion from chapter 5, it could be concluded that the Direct Method could help students develop their ability in using the verb inflectional morphemes under investigation. It not only improves their ability in using these morphemes, but it also improves their proficiency in some of other important language skills, such as listening and speaking. Additionally, based on the data concerning the students' different scores of the pre – test and post – test, the example of conversation analysis, and the interview, the Direct Method could probably worked well with not only the high language proficiency students, but also with the students who had low English proficiency. Moreover, all participants agreed that the Direct Method really helped them improve their ability in using the verb inflectional morphemes after studying them for a month through the Direct Method.

Also importantly, the results of the study will be served as a stepping stone for the second research question in this study that asks: How would the results be useful for the classroom management for young learners? The results are also useful for other teachers who might be interested in implementing the Direct Method in their English classrooms targeting at the 3 inflectional morphemes: present simple tense, present progressive, past tense or other important English skills, such as listening, speaking, reading and writing skills.

6.2 Limitation of the study

The main limitations are expressed as follows. This study is limited to the exploration of only one teaching method (the Direct Method) in improving the verb inflectional morphemes. Moreover, since there are eight inflectional morphemes in

English, the focus only on the three inflectional morphemes might not reveal a complete picture of an acquisition of all morphemes in English by Thai EFL learners. Additionally, the number of participants in this study was too small, which took place in only one classroom, its results will not be able to be generalized to a larger population in a similar learning environment.

6.3 Recommendations for future study

Due to the limitations mentioned above, future study should explore more than one teaching method in order to compare which method is more effective in improving the verb inflectional morphemes. For example, an experimental design of the Direct Method may be compared to another traditional way of teaching, such as a grammar translation. Future research should also look into other inflectional morphemes to complete an understanding of how Thai EFL students acquire the rest of the morphemes in English. Furthermore, more students are needed to encourage a more reliability and generalizability of this type of study.

REFERENCES

REFERENCES

Akande, A. T. "Learners' competence versus Morphological Appropriateness in the Acquisition of English Language", **studies in English Language**. (2)5: 38–48; Deccember, 2001.

Anyan, J.**Language interference Different families, comparing Thai and English**. London: Macmillan Publishers, 2006.

Baker, M. "Building and merging, not checking: the nonexistence of (aux) SVO language",**Linguistic inquiry.**(3)33: 321- 328; April, 2002.

Beardsmore, H.B. **Bilingualism: basic principles**. Helsinki: Tieto Press, 1982.

Brinton, J.**The Structure of Modern English.** Amsterdam: Benjamins Publishing Company, 2000.

Brown, R. **A First Language: The Early Stages.** Cambridge: Harvard University Press, 1973.

Brown, R. **Principles of Language Learning and Teaching.**New Jersey: Prentice Hall Regents, 1994.

Chomsky, N.**Aspects of a Theory of Syntax.**Cambridge:MIT Press, 1965.

Chumsen, B. **A Comparison of the English Proficiency of Matayom Three Students Taught English by Native Speaker and by Thai Teacher.**Master's Thesis: UbonRatchathani University, 2005.

Coupland, N.**Contexts of Accommodation**. Cambridge: Cambridge University Press, 1991.

Crystal, D.**English as a global language.** Cambridge: Cambridge University Press, 1997.

Doggette, G. **Eight Approaches to Language Teaching.**Washigton. D.C: Center for Applied Linguistic, 1993

Dulay, H. "Should we teach children syntax?",**Language Learning.** (2)23: 245–257; Decmeber, 1973.

Dulay, H. "Natural sequences in child second language acquisition", **Language Learning.**(3)24: 37–53; September, 1974.

Dulay, H.**Language two.** Oxford: Oxford University Press, 1982.

REFERENCES (CONTINUED)

Ellis, R. **The study of second language acquisition.**Oxford: Oxford University press, 1997.

Ellis, R. "Frequency effects in language acquisition", **A review with implications for theories of implicit and explicit language acquisition.** (3)24: 143-88; September, 2002.

Ervin, T.S. **Parents – Child Discourse.** Cambridge: Academic Press London, 1974.

Gallaway, C. and Richards, B. J.**Input and Interaction in Language Acquisition.** Cambridge: Cambridge University Press, 1994.

Giacobbe, J. "A cognitive view of the role of L1 in the L2 acquisition process", **Second Language Research**.(1)8: 232-250; October, 1992.

Goldfield, B. A. and Reznick, J.S. "Early lexical acquisition: Rate, content, and the spurt",**Journal of Child Language.**(3)17:171–183; August, 1990.

Handayani, U.**Teaching English Vocabulary Using Direct Method to Kindergarten Students.**New York: Long Man, 2011.

Hattie, J. "The Power of Feedback", **Review of Educational Research**. (1)77: 81-112; March, 2007.

Houmanfar,R.,Hayes,L.J. and Herbst. **An Analog Study of First Language Dominance.** Oxford: Oxford University Press, 2005.

Howatt, A.**A history of English language teaching.**Oxford: Oxford University Press, 2004.

Hussain, I.**Effect Of Direct Teaching Method On The Academic Achievement Of High And Low Achievers In The Subject Of English At The Secondary Level.**Master's Thesis: University of Science and Technology, 2010.

Iwasaki, S &Ingkaphirom, P.**A Reference Grammar of Thai** Cambridge: Cambridge University Press, 2005.

Karoonboonyanan, T. **Standardization and implementation of Thai language.** Bangkok: National electronics and computer technology center, 1999.

Kitao, S. &Kitao, K.**Fundamentals of English Language Teaching.** Tokyo: Eichosha Co., Ltd, 1999.

REFERENCES (CONTINUED)

Krashen, S.**The Natural Approach.** New Jersey: Alemany Press, 1983

Krashen, S.**Principles and Practice in Second Language Acquisition.** New Jersey: Prentice Hall International, 1987.

Lado, R. **Applied linguistics for language teachers.** Michigan: University of Michigan Press, 1957.

Larsen-Freeman, D. **Techniques and Principles in Language Teaching** Oxford: Oxford University Press, 1986.

Lieber, R. **Introducing Morphology.** Cambridge: Cambridge University Press, 2010

McLaughlin, B. **Theories of Second Language.** London: Edward Arnold, 1987.

Mendelson, D.**Second Language Listening**. Cambrige: Cambridge University Press, 1994.

Paradis J and Genesee, F. "Syntactic acquisition in bilingual children: autonomous or interdependent?", **TI Journals.**(1)8:1–25, September, 1996.

Postman, L.**Encoding variability and transfer.** Illinois: University of Illinois Press, 1971.

Pratiwi, L. "Direct Method as One of Language Teaching Approaches", **TI Journals.**(2)5: 207-211, May, 2011.

Richards, J. C. and Rodgers, T. S. **Approaches and Methods in Language Teaching.**Cambrige: Cambridge University Press, 1986.

Rungrojsuwan, S.**Linguistic information processing of second language learners with different levels of language proficiency: In Unfolding Linguistics**. Master's Thesis: Chulalongkorn University, 2007.

Scovel, T. **A Critical Review of the Critical Period Research.**Cambrige: Cambridge University Press, 2000.

Sinha, A. "Interference of first language in the acquisition of second language", **Journal of Psychology and Counseling.**(1)7: 117-122; September, 2009.

Smith, J. "Either it isn't or it's not: NEG/AUX contraction in British dialects", **English World-Wide.**(2)23: 251-281; November, 1997.

REFERENCES (CONTINUED)

Stern, H. H. **Fundamental Concepts of Language Teaching.** Oxford: Oxford University Press, 1983.

Susan, M. **Is Second Language Learning like the First.** Virginia: Teachers of English to Speakers of Other Languages, Inc, 1974.

Selinker, L. **Second Language Acquisition**. Roseville: Associates Inc, 1994.

Troike, M. **Introducing Second Language Acquisition**.Cambrige: Cambridge University Press, 2003.

Wahyuni, A. (2012). **The Effectiveness of Using Direct Method to Improve Students'Speaking Ability.** Master's Thesis: English Education Department of Institute for Islamic Studies (STAIN), 2012.

Yordchim, S. "Inflections in English Nouns, Verbs, and Adjectives", **The Journal of the Royal Institute of Thailand.** (1)5: 135-144; May, 2012.

Zobl, H.**Developmental and Transfer Errors: Their Common Bases and (Possibly) Effects on Subsequent Learning.** Virginia: Teachers of English to Speakers of Other Languages Inc, 1980.

APPENDICES

APENDIX A

STUDENTS' SCORES IN THE MORPHEME TEST

Students' scores in the morpheme test of low language proficiency group

Table A.1 The students' scores in the morpheme test of the pre – test

Students' number	Number of the correct answers				Total Scores (20)
	(- s)	*(- es)*	*(- ing)*	*(- ed)*	
L1	2	1	2	1	6
L2	1	1	3	1	6
L3	0	1	1	0	2
Total	3	3	6	2	14

Table A.2 The students' scores in the morpheme test of the post – test

Students' number	Number of the correct answers				Total Scores (20)
	(- s)	*(- es)*	*(- ing)*	*(- ed)*	
L1	2	3	3	2	10
L2	2	3	2	1	8
L3	3	2	3	2	10
Total	7	8	8	5	28

Students' scores in the morpheme test of highlanguage proficiency group

Table A.3 The students' scores in the morpheme test of the pre – test

Students' number	Number of the correct answers				Total Scores (20)
	(- s)	*(- es)*	*(- ing)*	*(- ed)*	
H1	3	3	4	3	13
H2	4	3	3	2	12
H3	3	4	5	3	15
Total	10	10	12	8	40

Table A.4 The students' scores in the morpheme test of the post – test

Students' number	Number of the correct answers				Total Scores (20)
	(- s)	*(- es)*	*(- ing)*	*(- ed)*	
H1	3	4	5	3	15
H2	4	4	5	5	18
H3	4	5	5	4	18
Total	11	13	15	12	51

APPENDIX B

INTERVIEW DATA

At the end of the study, all participants were required to give their opinions toward the direct method in teaching verb inflectional morphemes. There were three questions in the interview part.

1. **What do you think about this teaching method (Direct Method), especially when you are not allowed to get help from the Thai translation?**

Table B1 The interview data: question one

Student	Students' opinion
L1	I think this method is good for me because I have more opportunities to listen to more English and speak more in the target language.
L2	It's difficult sometimes when the teacher says the words that I don't know, but it's fine because I can find the meaning in my English-English dictionary. This helps me improve my self-study. I like this method.
L3	This is a good method. It improves my new vocabulary knowledge. When I don't know some words, the teacher will explain it to me. He will give me a clue or synonym to help me guess the meaning of the word. This helps me know more vocabulary. Although it takes time, I like it.
H1	This kind of teaching is great because everybody in the class has an opportunity to speak with the teacher. Sometimes, when I don't understand the question or can't answer, the teacher would help me. So, I have more confidence in speaking English. It improves my speaking and listening skills.

H2	First, I feel so worried because we are not allowed to speak Thai, and the Thai teacher doesn't help me translate the sentences from English into Thai. But slowly, I like this method because I have a chance to speak English every day. And I can copy the way to answer questions from my friends when I don't know how. I gain a lot from my friend.
H3	I would like to say that, for the first two or three days, I really hate the class because I don't understand, and the Thai teacher doesn't help me translate anything. After that, I gradually like this method. If I don't know some words, the teacher will draw pictures on the board and explain more by using the easy words which have the same meaning. I think this method helps improve my listening and speaking skills.

1. **Do you think the Direct Method help you develop the use of verb inflectional morphemes (- *s*, - *es*, - *ed* and – *ing*) or, which English skill (s) does this method help improve?**

Table B2 The interview data: question two

Students	Students' opinions
L1	Sure, I feel that this method is like a reminder which reminds me not to forget to pronounce the last sound at the end of the word, such *as – s , - es ,- ed and – ing*. And it helps me learn how to build the correct sentences.
L2	It improves my English a lot because the teacher asked the questions related to the verb inflectional morphemes every

	day. Although I sometimes made mistakes, the teacher always kindly helped me.
L3	Yes, I think it improves my writing because when I write I know how to change a verb according to its subject. It helps me decrease my mistakes when I have to write.
H1	In the past, I was so confused why people pronounced some words differently. For example, *watch* and *watches* or *go* and *goes*. After I study with you (using only English), it helps me realize that verbs will be changed according to the subject of the sentence whether it is singular or plural.
H2	It helps me develop what you have taught me (verb inflectional morphemes). The teacher speaks only English, which is good for me because I have to listen more to English. I think my listening skill improves automatically.
H3	I like when the teacher explains the lesson, he uses a lot of synonyms to help the students understand. It not only improves my knowledge of the verb inflectional morphemes, but it also builds up my new vocabulary knowledge.

APPENDIX C

PRE - TEST

Name:.....**Class**.....**Number**.....

Choose the correct answer.

1. Yesterday Mary ..... home early.

a. returns

b. returning

c. returned

d. return

2. Everyday he..... French.

a. learns

b. learning

c. learned

b. learn

3. A girl ..... a tree now.

a .draws

b. is drawing

c. drawing

b. draw

4. Everyday She.....TV at her home.

a. watches

b. watch

c. watching

d. watched

5. Yesterday I ..... until midnight.

a. work

b. working

c. worked

d. works

6. Everyday the baby..... to cry.

a. begins

b. begin

c. beginning

d. began

7. The waiter is .....the guests.

a. serve

b. serves

c. served

d. serving

8. John.....to school everyday.

a. gone

b. goes

c. go

d. is going

9. Yesterday Jane ..... John carry books.

a. helps

b. is helping

c. helped

d. helps

10. Everyday the dog..... barking.

a. keeps

b. keeping

c. kept

d. keep

Complete questions 1-10 below with the appropriate tenses.

1. He..... (play) football at school last weekend.
2. Sharon .....(love) to travel to the beach every summer.
3. Her mom .....(is, cook) at the kitchen at the moment.
4. She..... (watch) cartoon every night before going to bed.
5. I..... (work) for this company last year.
6. Thomas is an author. He .....(write) mystery novels and travel memoirs.
7. Jonh..... (is, eat) breakfast at the canteen now.
8. Susan..... (wash) dishes three times a week.
9. When I was young, I .....(learn) Japanese.
10. My father is a doctor. So he.....(take) care of patients.

Answer Key for Pre – Test

Choose the correct answer

1. c
2. a
3. b
4. a
5. c
6. a
7. d
8. b
9. c
10. a

Complete question 1 – 10 below with appropriate tenses.

1. played
2. loves
3. is, cooking
4. watches
5. worked
6. writes
7. is, eating
8. washes
9. learned
10. takes

APPENDIX D

POST – TEST

Name.....**Class**.....**Number**.....

Choose the correct answer.

1. Last month we.....our uncle's house.

a. visits

b. visiting

c. visited

d. visit

2. Everyday morning she.....television at the living room.

a. watches

b. watching

c. watched

b. watch

3. A: Is he having lunch now?

B: No, he is.....his homework.

a. does

b. doing

c. did

b. done

4. My sister.....a trip to the UK very year.

a. plan

b. planed

c. plans

d. planning

5. Yesterday I ..... football at school.

a. play

b. playing

c. plays

d. played

6. My brother……the dishes every day after school.

a. washes

b. wash

c. washing

d. washed

7. A: What is our father doing now?

B: He is……..coffee.

a. make

b. makes

c. making

d. made

8. John usually ……to school.

a. walking

b. walks

c. walk

d. walked

9. A: Who did you study English with yesterday?

B: I ……English with Professor Troy.

a. studies

b. is studying

c. study

d. studied

10. A: Where does she live?

B: She……in an apartment.

a. lives

b. lived

c. living

d. live

Complete questions 1-10 below with the appropriate tenses.

1. My brother .....(is, play) a computer game now.
2. She.....(go) shopping every Monday.
3. Tom often .....(sleep) late.
4. Yesterday I.....(clean) the house with Tankun.
5. What are you doing? I am .....(eat) ice cream.
6. Khim .....(brush) her teeth everyday.
7. This dog always.....(bark) at me.
8. He .....(Book) an air ticket to the US last month.
9. Where is our mom? She.....(is, cook) dinner at the kitchen.
10. Ing .....(drink) milk every day.

Answer Key for Pre – Test

Choose the correct answer

1. c
2. a
3. b
4. c
5. d
6. a
7. c
8. b
9. d
10. a

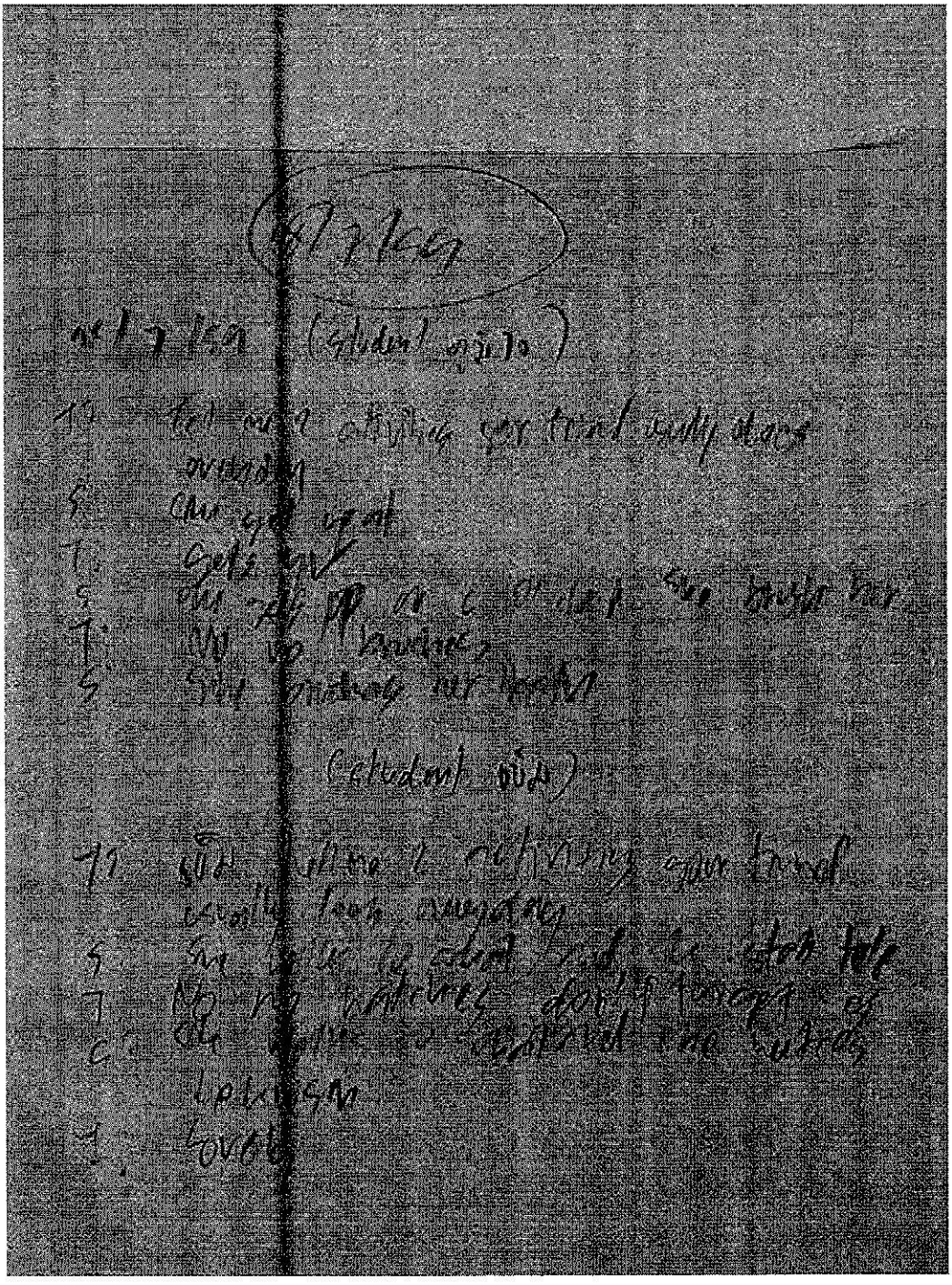
Complete question 1 – 10 below with appropriate tenses.

1. is, playing
2. goes
3. sleeps
4. cleaned
5. eating
6. brushes
7. barks
8. booked
9. is, cooking
10. drinks

APPENDIX E

EXAMPLE OF TEACHER'S DAILY NOTE

Figure E. Example of teacher's daily note



VITAE

NAME	Tossapol Pongpuen
EDCATION BACK GROUND	2010 – 2014
	Major in English
	(Bachelor of Arts)
	Rajabhat Ubon Ratchathani University,
	Ubon Ratchathani, Thialand
WORKING EXPERIENCES	2014 – 2015
	an English Teacher
	at UbonRatchathani Technology
	Vocational College
	Ubon Ratchathani, Thailand
	2015 – present
	an English Teacher
	at Assumption College Ubon Ratchathani
	Ubon Ratchathani, Thailand

