

Grammar Instruction for Japanese Learners of  
English as a Foreign Language

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## Introduction

Second language acquisition has been studied worldwide for the past few decades. Thus, Error analysis and the question “Which grammar instruction is most effective for EFL learners?” have been investigated by many researches. In Japan, English is the main subject in schools and lots of Japanese learners study English. This study investigates the frequent errors made by Japanese learners of English, and whether or not these errors decrease and are corrected through Interaction. And finally, an effective instruction method will be proposed for Japanese learners of English.

In the first chapter, an explanation of theoretical background to second language acquisition will be revealed. Krashen’s monitor hypothesis and VanPatten’s second language acquisition process are explained with figures. The next section will talk about grammar teaching methods in classrooms and focus on *Input*, *Interaction*, *Output* and *Task*. Also, the differences between explicit instruction and implicit instruction for problems of grammar instruction at schools will be mentioned.

In Chapter 2, error investigations will be discussed. In Test 1, I investigate frequent errors by Japanese learners of English. In Test 2, I investigate whether or not they decrease and correct errors which they did not answer correctly through *Interaction* activity. Finally, in Test 3, I investigate whether or not the participants reconfirm

grammatical items which they could answer correctly in Test 2 and whether or not they decrease and correct errors more than the previous two tests. Moreover, I build hypotheses in each test and clarify the effectiveness of *Interaction*.

Based on the results of three tests, chapter 3 will focus on one grammatical item and propose an effective interaction method for it. Six textbooks that are actually used in junior high schools now will be analyzed. Finally, I will explain the lesson procedure and an instruction method with *flow chart*.

# **Chapter 1**

## **Theoretical background**

### **1.1 Second language acquisition theories**

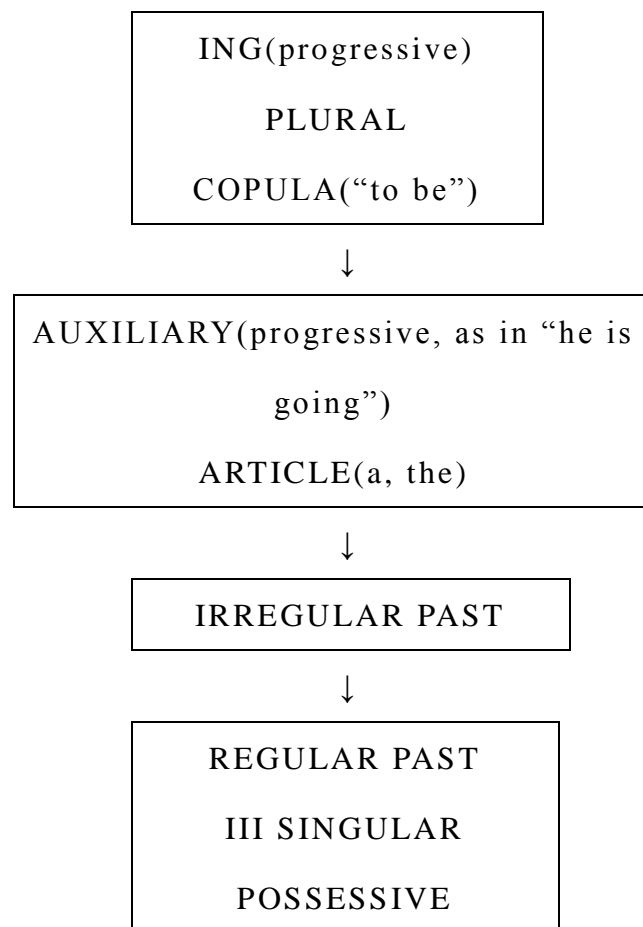
Second language acquisition study in Japan generally appeared from 1970s. In this section, I will discuss the general principals and theories of second language acquisition. One of the most typical Second language acquisition theories is the Monitor model of Krashen (1982: 9-45) and it also appeared from 1970s to 1980s. His hypotheses exerted influence on second language acquisition studies. Krashen hypothesizes the following 5 models.

- (a) The Acquisition-learning Hypothesis
- (b) The Natural Order Hypothesis
- (c) The Monitor Hypothesis
- (d) The Input Hypothesis
- (e) The Affective Filter Hypothesis

Firstly, I explain about “The Acquisition-learning Hypothesis”. Krashen says that adults have two ways of developing competence in a second language. One is language acquisition which means we can acquire a second language naturally and it is a subconscious process. We can acquire language in communication with others subconsciously. The other is language learning. It means we can learn a second

language consciously by grammar instruction in classroom. According to Krashen, the two ways are distinct ways. Therefore, we have two types of knowledge, “acquired knowledge” and “learned knowledge”.

Secondly, I will explain about “The Natural Order Hypothesis”. The acquisition of grammatical structures proceeds in a predictable order. Krashen (1982: 12-13) states that acquirers of a given language tend to acquire certain grammatical structures early, and others later. Some researchers have provided evidence that the natural order in adults is similar to child second language order. The natural order is shown as follows.



*Figure 1* “Average” order of acquisition of grammatical morphemes

for English as a second language (Krashen 1982: 13)

The Figure shows the accuracy order of grammatical morphemes. For example, the progressive marker *ing* (as in “She is playing the piano”.) and the plural marker /s/ (“two cats”) were acquired faster than the third person singular marker /s/ (as in “He drives a car”) and the possessive /s/ (“Risa’s bag”). Although the second language order of acquisition is not the same as the first language order, there are some similarities.

Thirdly, I will explain about “The Monitor Hypothesis”. According to Krashen (1982: 15-16), we use a second language based on “acquired knowledge”. Learned knowledge has only one function, that is, the monitor or editing process in which one consciously make changes in the form of our utterance. The following three conditions are necessary when the monitor hypothesis functions:

- (a) *Time*: In order to think about and use conscious rules affectively, a second language performer needs to have sufficient time
- (b) *Focus on form*: To use the Monitor effectively, time is not enough. The performer must also be focused on form, or thinking about correctness
- (c) *Know the rule*: This may be a very formidable requirement. Linguistics has taught us that the structure of language is extremely complex, and they claim to have described only a



fragment of the best known language

Fourthly, I will explain about “The Input Hypothesis” (Krashen, 1982: 20-21). We can acquire not only “learned knowledge” but also “acquired knowledge” in the classroom. For example, we hypothesize that our current competence is  $i$ . Then, we recognize language that contains structure “little beyond” and the competence moves  $i + 1$  (Krashen, 1982: 21). The language material “little beyond” is called “comprehensible input”. Krashen also insists that “understanding means that the acquirer is focused on the meaning and not the form of the message”. In such a situation, we can acquire “acquired knowledge” subconsciously.

Fifthly, I will explain about “The Affective Filter Hypothesis” (1982: 30). Learners’ emotion is significant in order to acquire a language. Krashen emphasizes emotional three factors as follows.

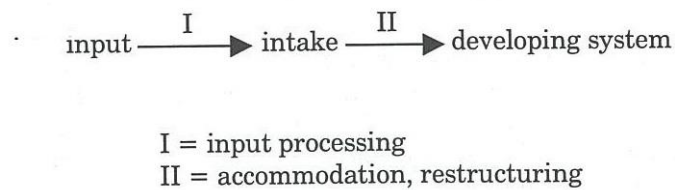
- (a) *Motivation*: Performers with high motivation generally do better in second language acquisition (usually, but not always, “integrative”)
- (b) *Self-confidence*: Performers with self-confidence and a good self-image tend to do better in second language acquisition
- (c) *Anxiety*: Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety

It is very important to know whether learners have motivation to study the target language or not.

However, there are some problems in Krashen's Monitor model. Not all researchers agree with Krashen's hypothesis. One of them is Shirahata (2010: 31-33) and he points out three issues. First is we cannot separate the distinction of "acquiring" and "learning". Krashen states that the fundamental knowledge of speaking is "acquired knowledge" and it's not "learned knowledge", but we can actually use expressions that we learned from textbooks or role-play activities. Ellis (1994: 14) also argues over the issue that "it is problematic, not least because of the difficulty of demonstrating whether the knowledge learners possess is of the 'acquired' or 'learnt' kind." So, for his Monitor model, even researchers cannot explain such a phenomenon. Second, as was mentioned above that Krashen states that (1) *Time* (2) *Focus on form* (3) *Know the rule* are necessary, when learners use Monitor Hypothesis. According to the actual experimental data, it does not make some differences in frequency of learners' error regardless of whether they have time pressure or not. Third, the Monitor model is not enough to be considered as a second language acquisition theory. In input hypothesis, Krashen proposes that "little beyond" promotes acquiring and it is called comprehensible input. However, the hypothesis " $i + 1$ " is not defined obviously in his study. Krashen did not have concrete proposal about how we acquire or learn a second language and how the affective filter and Monitor works. Although Krashen's Monitor model cannot be called a "theory", in fact,

the Monitor model has contributed toward second language acquisition study.

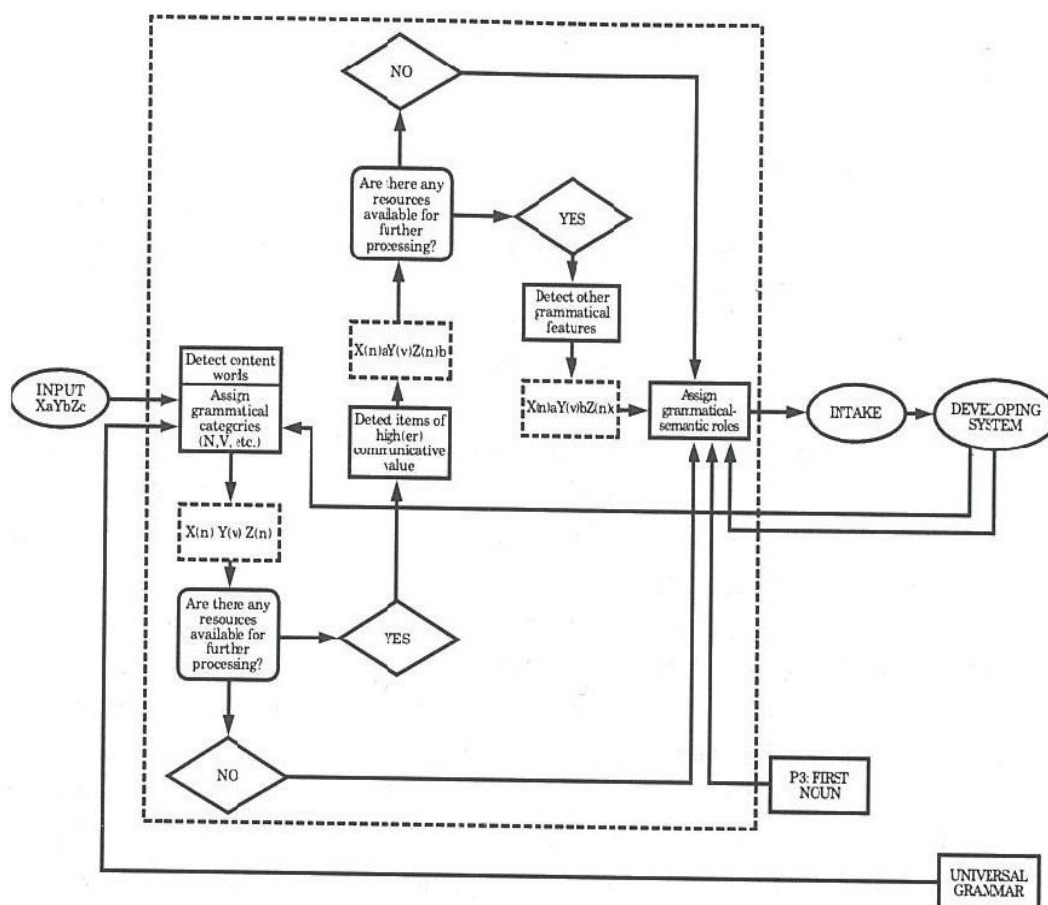
VanPatten (1996: 134-135) shows the second language acquisition process with input, intake and developing system. Figure 2 explains his hypothesis.



*Figure 2* Sets of processes in second language acquisition.  
(VanPatten: 1996)

Input means the language that learners are exposed to, and although there are various definitions about intake, VanPatten defines it as “learner’s processing of input results in a reduced and sometimes altered subset of the input data. These data, called intake data, are subject to further processing (accommodation) that, when occurs, can lead to a restructuring of the developing system” (VanPatten: 1996), and he also says “intake is defined as the process of assimilating linguistic data or the mental activity that mediates between the input ‘out there’ and the competence ‘inside the learner’s head’” (VanPatten: 2010). The developing system uses intake data and not input data.

VanPatten created an expanded general model which is shown in figure 3. XYZ represent content lexical items, whereas a, b and c represent factors, morphology and other surface grammatical features.



*Figure 3* An expanded model of second language acquisition and use showing the role of input processing (VanPatten: 1996)

Universal Grammar (UG) means we acquire language relying on a developing system of language acquisition, and it contains abstract grammatical categories. He says that “the only role for UG is in the identification and assignment of head lexical categories since every learner must be able to assign a word a category such as noun and verb during initial processing. If not, acquisition simply couldn’t happen” (VanPatten, 1996: 134). Figure 3 shows how we assign input data to

intake data after we judge whether the data is available or not.

## 1.2 Grammar teaching methods in classrooms

Muranoi (2006) proposes a grammar teaching method of taking *Input, Interaction, Output* and *Task*. The following explanations are written based on his suggestion.

### (1) Instruction method of taking *Input*

Comprehensible input is very significant to second language acquisition. The input, includes unknowing grammar or a word, whose whole meanings we can almost understand, promotes language acquisition. Concerning what kind of input we should take in, *comprehensibility, relativity, genuineness, sound and character* are important factors as follows:

- (a) *Comprehensibility*: We have to devise moving “little high level” to comprehensible input. We devise to promote comprehensibility ourselves such as listening to sentences in Japanese first, listening to the same sentences in English later.
- (b) *Relativity*: It focuses on whether input relates with own life, future, and interest or not because it’s difficult to keep on studying. The point is “listening and reading for pleasure” and “listening and reading for information”.
- (c) *Genuineness*: It is significant that whether input is written or spoken with the intention for language use in real life. It is

effective to input English that is written or spoken for giving information to others.

- (d) *Sound and character input*: Taking in input of second language from sound and character is indispensable. The one spoken by sound with character script and the article written by character with sound are effective.

As instruction method of taking input, I propose a few examples, such as teacher talk and oral introduction. The most important way is teacher uses English in classroom for giving comprehensible input to learners. The target language, which teachers use when they talk to learners during lessons, is called “teacher talk”. It promotes language acquisition and is a good way to combine these factors that I mentioned above. The teacher directs and carries out lessons with “teacher talk” and the learners become the “user” of the language. Also, oral introduction is common, and it means explaining contents of a textbook with target language at the beginning of a lesson. The Japanese government says that the “Teacher should use English in English classes in high school” and it is written in a course of study of high school. Oral introduction is a practical way and teachers can include it in the lessons easily.

## (2) Instruction method of taking *Interaction*

Interaction means communicating with others in order to exchange information by using language. Negotiation of meaning

works as sociolinguistic competence of transforming incomprehensible input to comprehensible input.

Muranoi (2006) says that the most effective method to promote interaction is continuing dialogue with someone who uses the target language. In the case of Interaction among the Japanese who use a target language such as English, negotiation of meaning will also occur.

As an example of such an interaction, I propose that roleplay and interview are practical. Bray (2010: 13) says that roleplay is a traditional language activity and that it is common to EFL methodology texts. He points out, on the other hand, that in Japanese English classes, roleplay runs the risk of making an uncomfortable silence or fairly marginal communicative exchanges. He proposes the following ideas to lead students into developing the vocabulary they will need: creating projects, giving problems depending on situation, giving useful expressions depending on student level, using body language, and having students repeat roleplay several times to build confidence and so on. Bray also insists that “successful roleplays can transform the atmosphere of the classroom into a more fun and exciting place where anything can happen and probably will” (Bray, 2010: 17). Teachers of second languages need to create a learning environment in which learners have automatic interaction in classroom. I want to consider how I can set up an opportunity of interaction in the classroom.

### (3) Instruction method of taking *Output*

Second language learners' use of output language is by speaking or writing. When learners cannot tell something that they want to say, they make an effort to get their partners to understand. The effort that tries to produce comprehensible output develops their second language ability. By making full use of our language knowledge and trying to produce comprehensible output, interaction will stretch learners out. It is called "stretching out". When a speaker brings out the learner's utterance well, the development of interlanguage will be promoted. One of the methods of English learning is "summarizing". Summarizing is a learning method in which someone summarizes the contents of a reading passage or listening to English. Learners read an article from a newspaper or website in the target language and write or speak a summary with the target language. There are two kinds of summarizing, one is autonomous summarizing and the other is guided summarizing. Autonomous summarizing means summarizing by oneself and guided summarizing means the teacher guides the learners and summarize with a definite way. As an example activity of instruction emphasizes on output, I propose speech and an essay. Both activities are good ways to produce their likes, dislikes, an introduction, and what they want to tell their friends.

### (4) Instruction with using *Tasks*

Task-based instruction is an instruction method that has learners do activities and promote their second language acquisition with the



process of problem solution. There are lots of tasks that are used in classrooms today. Huang (2010) says that “A well-designed task with the qualities mentioned above has the potential to fulfill many of the instructed learning principles outlined by Ellis” (2010: 32). Ellis’s 10 principles are guidelines that help provide appropriate conditions for adult second language learners. The principles are “tasks usually performed in pairs or small groups so they provide opportunities for interaction for the learners’ active use of the language” and “the focus is on understanding and communicating meanings” and so on (Huang: 2010). Furthermore, Huang has also shown Willis’s Task-Based Learning Framework that offers teachers a practical guide for conducting tasks in the classroom. The framework consists of three phases: the pre-task phase, the task cycle, and language focus. Willis also emphasizes that “students work in pairs or small groups” and “teacher highlights useful words and phrases, helps students understand directions for the task and prepares them for the task”. Moreover, Willis emphasizes that the teacher helps learners prepare, present reports, compare results, practice, examine and discuss the analysis concerning the task actively. At the end of thesis, Huang (2010) proposes two Task-Based Grammar Lesson Outlines following Willis’ task-based learning framework. But he also insists that the tasks designed using this framework address many of Ellis’s 10 principles of instructed learning. Many people think that Willis’ framework and Ellis’s 10 principles are important for giving tasks.

When a teacher gives a task to students, they have to pay

attention to learners in order to solve the task depending on their vocabulary and universal background. By taking in task activity of the second language classroom, learners break away from the person who practices target language to be a “user” of the language. It is clarified that the task brings out negotiation of meanings among interlocutors, and has a significant role for giving an opportunity to learners to output.

On the other hand, Ellis (1995) also has shown an approach which emphasizes input processing for comprehension rather than output processing for production, and he calls it *Interpretation task*. Ellis explains that interpretation “is the process by which learners endeavor to comprehend input and in so doing pay attention to specific linguistic features and their meanings. It involves noticing and cognitive comparison and results in intake” (1995: 90). In this article, he proposes *Interpretation tasks* that helps learners to notice grammatical features in input, to identify, to comprehend the meanings, and to compare the forms. And he finally insists “a complete language program will include a variety of tasks that invite both a focus on form and focus on message conveyance” (1995: 100).

### **1.3 Problems of grammar instruction at schools**

There are many controversial subjects in grammar instruction study. One of the controversial subjects is “Which instruction is effective for promoting grammar acquisition, explicit instruction or implicit instruction?” of SLA study. Explicit instruction is an

instruction method in which the teacher instructs grammatical rules with an explanation and correction. Ellis (2010) describes explicit instruction as “learners are encouraged to develop metalinguistic awareness of the rule. This can be achieved deductively, as when a rule is given to the learners or inductively as when the learners are asked to work out a rule for themselves from an array of data illustrating the rule.” On the other hand, implicit instruction is an instruction method that the teacher instructs grammar to help students understand grammar rules unconsciously. Ellis describes implicit instruction as “Implicit instruction is directed at enabling learners to infer rules without awareness. Thus it contrasts with explicit instruction in that there is no intention to develop any understanding of what is being learned.”

Andrews (2007) investigated the effects of the two types of instruction on simple and complex grammatical structures for adult English language learners. In his research, he discovered that “the explicit treatment groups as a whole showed significantly higher learning of the Complex rule thereby favoring the explicit over the implicit approach for Complex rules, these findings indicate that implicit instruction is just as effective as explicit for Simple rules” (2007: 8). It is not clear which instruction is more effective for promoting grammar acquisition.

## **Chapter 2**

### **Error Investigation**

#### **2.1 Overview**

This chapter has three sections, each of which explains the three tests I carried out. The purpose of Test 1 (See Appendix 1) is to find which errors Japanese learners of English tend to make. Frequent errors are common when using articles and I have re-examined those errors focusing on several grammatical items. Test 2 (See Appendix 3) investigates the effectiveness of *Interaction* between learners in the process of recognizing and correcting grammatical errors. The Test 3 (See Appendix 5) was conducted with the aim of clarifying the extent to which learners make use of effectiveness of *Interaction*, that is, how they decrease or correct errors.

##### **2.1.1 Aim of Test 1**

According to recent studies (Green 2006, Hara 2014, Hirano 1980, Ito 2012, Mizumoto *et al* 2012a, Mizumoto *et al* 2012b), grammatical errors which Japanese learners of English tend to make are as follows: prepositions, articles, pronouns, tense, word order and so on. This test aims to confirm whether or not they really make these grammatical errors as has been shown in previous findings.

### **2.1.2 Hypothesis**

In this study three hypotheses were tested.

Hypothesis 1: Participants will not make errors in grammatical items such as articles, pronouns and word order.

Hypothesis 2: Participants will make errors in grammatical items such as prepositions and tense.

Hypothesis 3: Participants will make errors in grammatical items such as subjunctive mood, participial construction and verbs of perception.

### **2.1.3 Method**

#### **(A) Materials**

A test was made including the following grammatical items which cover the course of study for junior high school and senior high school in Japan: articles, prepositions, infinitives, sentence structures, passive tense, present perfect tense, word order, subjunctive mood, pronouns, participial construction, verbs of perception, gerunds, and relative pronouns.

#### **(B) Participants**

A total of 53 university students participated in Test 1 and are in the 2<sup>nd</sup> or 3<sup>rd</sup> year and major in English, taking subjects of English language and culture. They have positive motivation for English study and their proficiency ranges are at CEFR A1 level.

### (C) Procedure

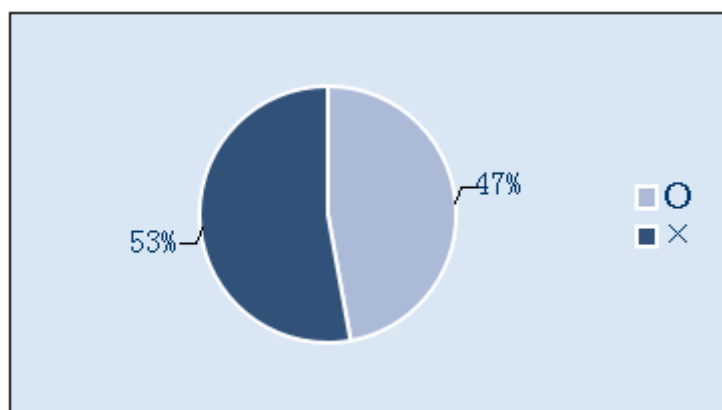
The graphs show the percentage of participants who got the right answers and participants who wrote grammatically wrong answers or chose inappropriate answers. In section 1, they were instructed to translate six Japanese sentences into English. In section 2, they wrote answers in each bracket. In section 3, they chose the right answers from number one to four, and in section 4, they wrote a free composition using relative pronouns. The evaluation criterion is shown below each question and the right answers and errors that participants actually made are shown below each graph.

#### 2.1.4 Results

##### 【First section of Test 1】

① 私のお父さんはバスの運転手です。

**Evaluation criterion :** Whether or not the indefinite article “a” was correctly used in front of the countable noun “driver”. And “My father is a driver of a bus” was also regarded as a correct answer.



$N=53$

*graph 1*

### Right example

[○] My father is a bus driver.

[○] My father is a driver of a bus.

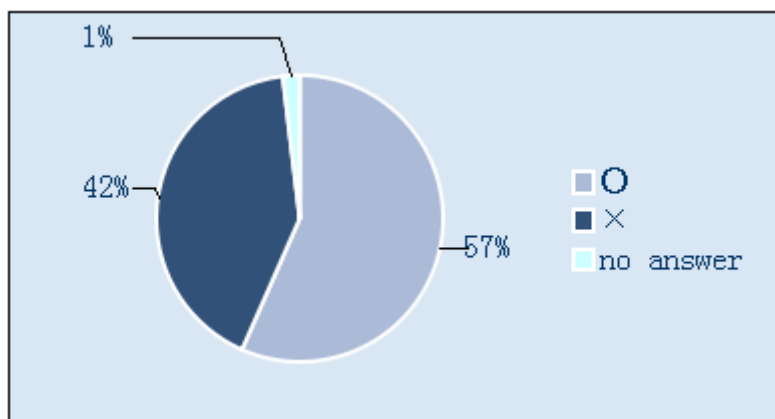
### Error example

[×] My father is bus driver.

[×] My father is driver of bus.

② 朝早くに私の部屋に来なさい。

**Evaluation criterion : Whether or not the preposition “in” was used adequately.**



$N=53$

*graph 2*

### Right example

[○] (Please) Come to my office in the early morning.

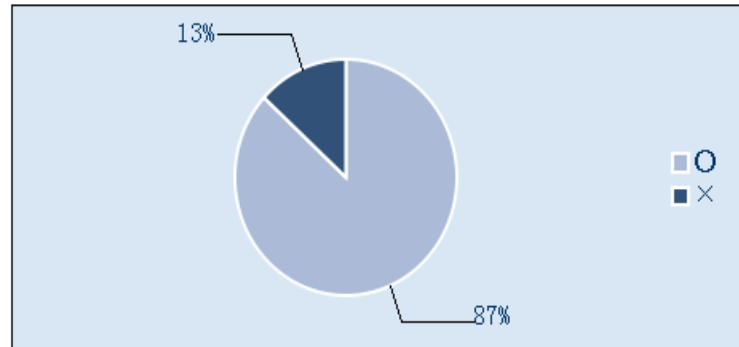
### Error example

[×] Come to my room early morning.

[×] Come to my room at early morning.

③ 何か食べるものが欲しいです。

**Evaluation criterion :** Whether or not the adjectival usage of to infinitive was used adequately.



$N=53$

*graph 3*

**Right example**

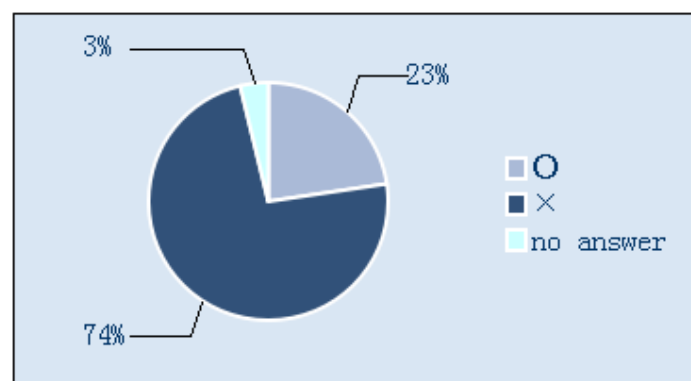
[○] I want something to eat.

**Error example**

[×] I want to eat something.

④ 私はバッグを盗まれた。

**Evaluation criterion :** S+V+O+C “I had my bag stolen” and the passive “My bag was stolen” were regarded as a correct answer.



$N=53$

*graph 4*



### Right example

[○] I had my bag stolen.

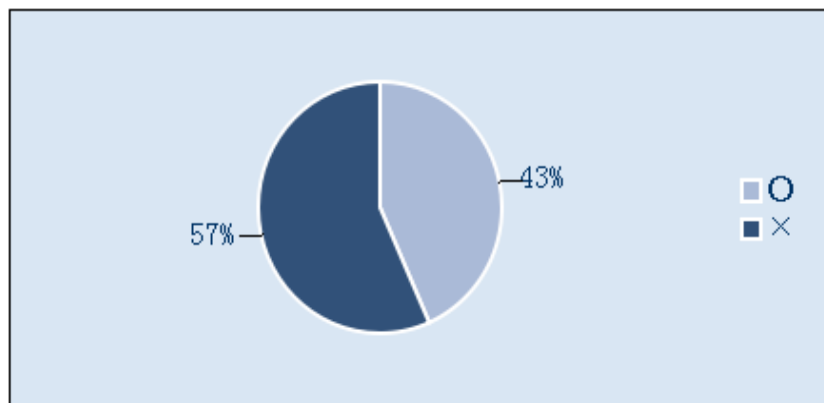
[○] My bag was stolen.

### Error example

[×] I was stolen my bag.

⑤ 私は 2 時間前から (since two hours ago) 本を読んでいる。

**Evaluation criterion :** Whether or not the present perfect progressive “I have been reading” was used adequately.



$N=53$

graph 5

### Right example

[○] I have been reading a book since two hours ago.

### Error example

[×] I have read a book since two hours ago.

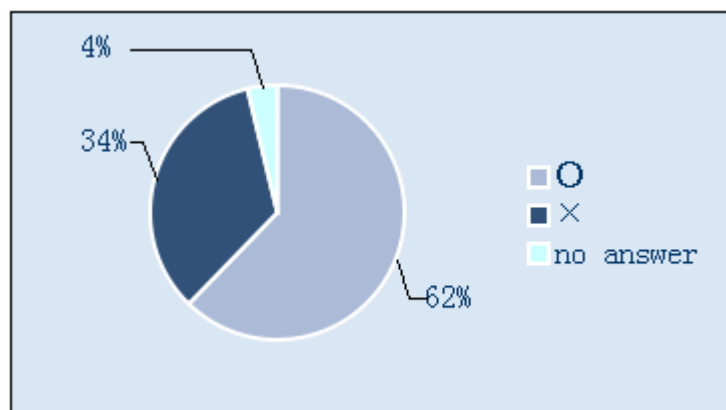
[×] I have reading a book since two hours ago.

⑥ なぜアキ子が休んだのか私に説明させてください。

**Evaluation criterion :** Whether or not the interrogative adverb “why”

was used, and the word order (why+S+be-V+adjective) was correct in the indirect question.

※ An incorrect use of the be-V, such as “is” instead of “was”, and the use of a different expression , such as “did not come” were regarded as a correct answer.



$N=53$

graph 6

### Right example

[○] Let me explain why Akiko was absent.

### Error example

[×] Please me, why was Akiko absent.

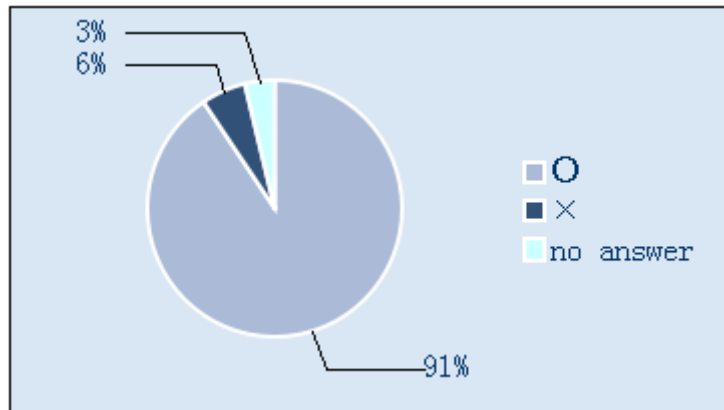
[×] Please explain what Akiko absent.

### 【Second section of Test 1】

① 日本では二十歳で成人する。

You come of age ( ) 20 ( ) Japan.

**Evaluation criterion: Whether or not the preposition “in” was used adequately.**



$N=53$

*graph 7*

### Right answer

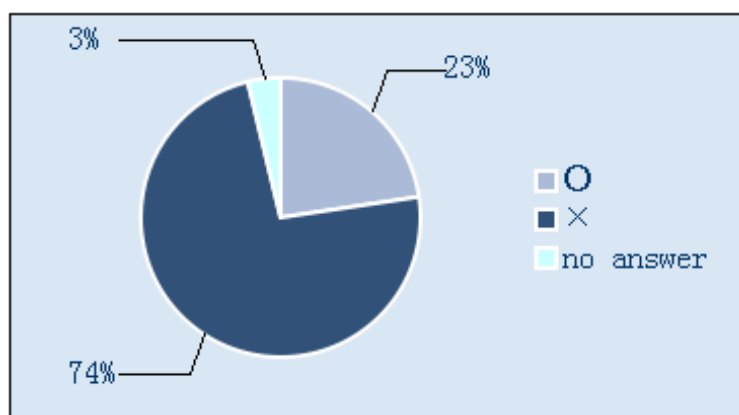
[○] You come of age at 20 in Japan.

### Error example

[×] You come of age of 20 in Japan.(7subjects)

[×] You come of age to 20 in Japan.(6subjects)

**Evaluation criterion :** Whether or not both preposition “at” and “in” were used adequately.



$N=53$

*graph 8*

※ As to the question, the number of subjects who could use

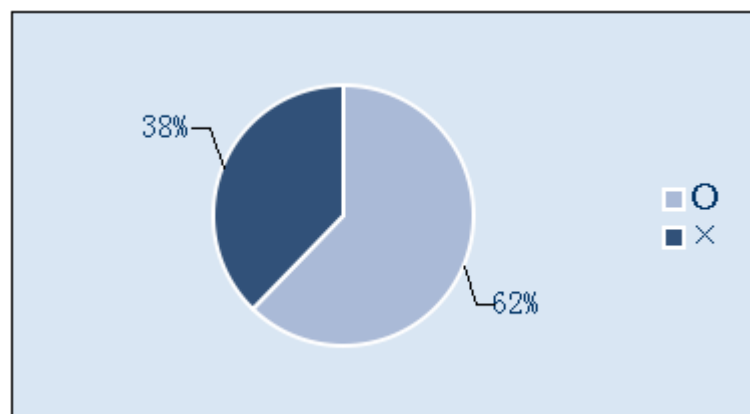
preposition “at” was 0.

② もし私が百万長者なら、世界中を旅行できるのに。

If I ( ) a millionaire, I ( ) ( )  
( ) the world.

**Evaluation criterion: Whether or not the subjunctive past “were, could (would), travel” was used adequately.**

※ A use of a different verb, such as “trip”, “go”, “visit” were regarded as a correct answer. And “around” is not included in evaluation criterion because it was used to invite subjects to write a verb phrase.



N=53

graph 9

**Right answer**

[○] If I were a millionaire, I could travel around the world.

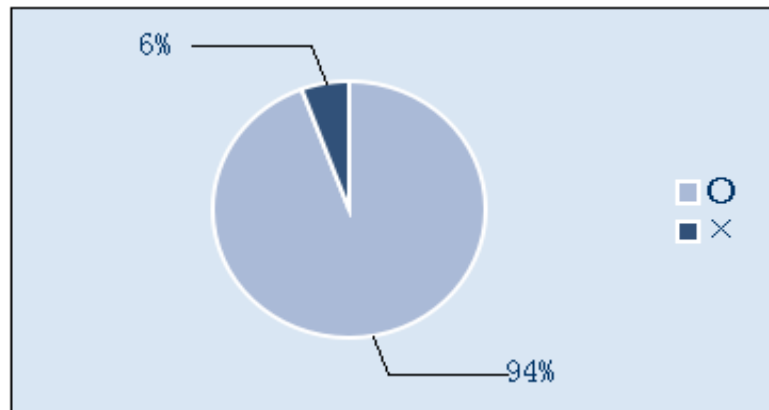
**Error example**

[×] If I was a millionaire, I could travel around the world. (9subjects)

③ 君はたくさん漫画をもっているね。私に一冊貸してよ。

You have many comic books. Please lend me ( ).

**Evaluation standard :** Whether or not the pronoun “one” was used adequately. And different pronouns, such as “it” and “some” were regarded as an incorrect answer.



$N=53$

*graph 10*

### **Right answer**

[○] You have many comic books. Please lend me one.

### **Error example**

Most learners understand prepositions.

The number who answered “this” was one, who answered “a book” was one, and who answered “it” was one.

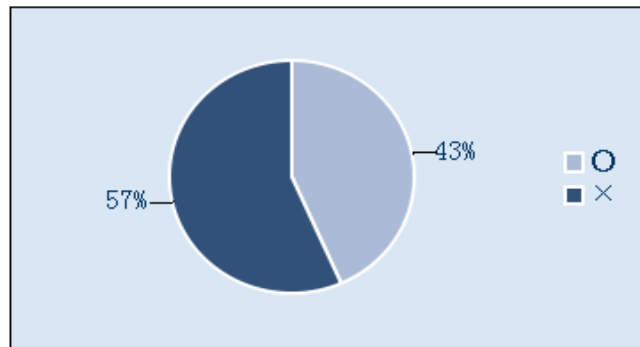
### **【Third section of Test 1】**

① 飛行機から見ると、その島々は点のように見える。

( ) from an airplane, the islands look like dots.

1. Are seen                  2. See                  3. Seeing                  4. Seen

**Evaluation criterion :** Whether or not the passive usage of the participial construction was comprehended and used adequately.



$N=53$

*graph 11*

**Right answer**

[○] Seen from an airplane, the islands look like dots.

**Error example**

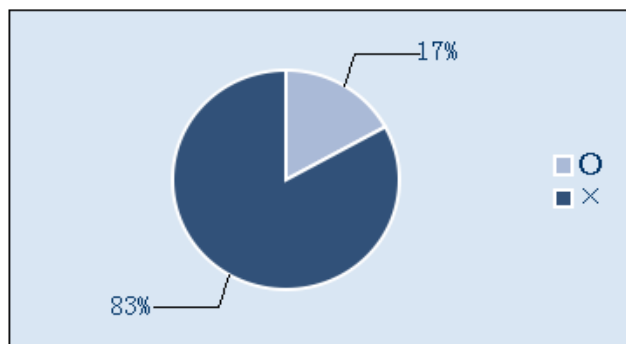
[×] Seeing from an airplane, the islands look like dots.(All subjects who made error chose 3.)

② その少年は猿がバナナを食べるのをじっと見ていた。

The boy was watching a monkey ( ) a banana.

1. ate          2. eat          3. eats          4. was eating

**Evaluation criterion :** Whether or not the verb of perception usage for S+V+O+C was comprehended and used adequately.



$N=53$

*graph 12*

### Right answer

[○] The boy was watching a monkey eat a banana.

### Error example

[×] The boy was watching a monkey eats a banana. (20subjects)

[×] The boy was watching a monkey ate a banana. (12subjects)

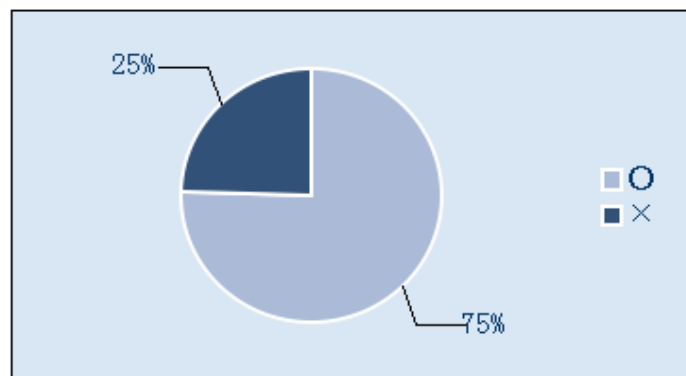
[×] The boy was watching a monkey was eating a banana. (12subjects)

③ 寝る前に歯を磨きなさい。

Brush your teeth before ( ) to bed.

be going      2. go      3. going      4. to go

**Evaluation criterion :** Whether or not the gerund after the preposition usage was comprehended and used adequately.



$N=53$

*graph 13*

### Right answer

[○] Brush your teeth before going to bed.

### Error example

[×] Brush your teeth before go to bed. (12subjects)

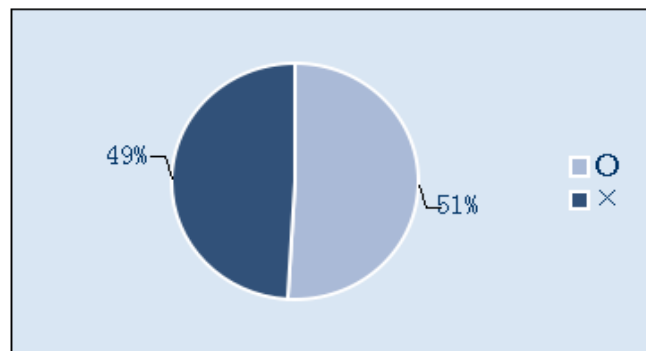
[×] Brush your teeth before to go to bed. (1subject)

④ 英語が好きな人もいれば、数学が好きな人もいる。

Some like English, and ( ) prefer math.

1.another      2.others      3. the other      4. the others

**Evaluation criterion : Whether or not the comparative usage of personal pronoun was used adequately.**



$N=53$

*graph 14*

**Right answer**

[○] Some like English, and others prefer math.

**Error example**

[×] Some like English, and the others prefer math. (17subjects)

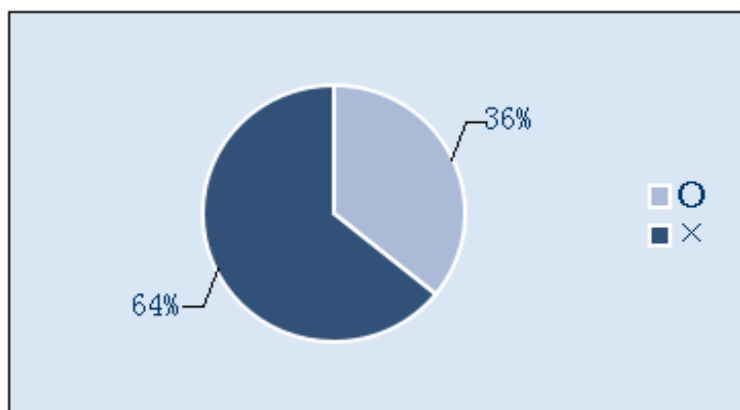
[×] Some like English, and the other prefer math. (9subjects)

**【Fourth section of Test 1】 Write an essay of about 5 sentences on what you want or plan to do this summer vacation. You must use relative pronouns.**

**Evaluation criterion: Whether or not the relative pronoun (who, which, that, what, whom, whose) was comprehended and used adequately, and all subjective, objective, and possessive cases were**



regarded as a correct answer.



N=53

*graph 15*

### **Right example**

[o] I want to go the beach which is the most beautiful in Hiroshima.

[o] I want to meet my friends who played basketball when they were high school students.

### **Error example**

[x] I'm going to visit hotel where I've been before.

[x] I'm planning to go to Kyoto where my mother was born.

[x] I want to study why Okinawa's sea is beautiful.

The following table shows the results of participants A to H, who got the right answer and who got the wrong answer for four grammatical items. R stands for "right answer" and W stands for "wrong answer".

	Articles	Passive tense	Verbs of perception	Participial construction
A	W	W	R	R
B	R	R	W	W
C	R	R	R	R
D	W	W	W	W
E	W	W	W	W
F	W	W	W	W
G	W	W	W	W
H	W	W	W	W

$N=8$

*Table 1 “The result of Test 1”*

### **2.1.5 Analysis and Discussion**

In regard to the Hypothesis 1, the result was contrary to my expectation. Participants will not make errors concerning grammatical items such as articles, pronouns and word order. However, examinees committed errors in the use of articles in particular. The second hypothesis proposed that participants will make errors about grammatical items such as prepositions and tense. As such, they wrote the wrong answer for the question of prepositions and tense. Hypothesis 3, in which participants will make errors concerning grammatical items such as subjunctive mood, participial construction and verbs of perception showed that participants really made errors about subjunctive mood, participial construction and verbs

of perception.

### **2.2.1 Aim of Test 2**

The aim of the Test 2 (See Appendix 3) is to examine whether or not the *Interaction* activity (pair work) can decrease and inhibit errors which they would not be able to correct in Test 1 (See Appendix 1). That is, *Interaction* between learners can raise their grammatical awareness, through the process of either partners can recognize errors or talk to each other about what is wrong.

### **2.2.2 Hypothesis**

In this study two hypotheses were proposed.

Hypothesis 4: A subject who did not answer grammatical questions correctly about articles, passive tense, verbs of perception and participial construction in Test 1, will be able to recognize and correct errors which they would not be able to correct by themselves, if appropriate information or suggestion about grammatical items concerned were provided through *Interaction* by her partner who could answer correctly the same grammatical questions in Test 1.

Hypothesis 5: A pair who did not answer grammatical questions correctly about articles, passive tense, verbs of perception and participial construction in Test 1, will be able to recognize and correct errors which they would not be able to correct by themselves, if appropriate information or hints were exchanged through *Interaction* between them.

### **2.2.3 Method**

#### **(A) Materials**

I made an exam focusing on grammatical items such as (1)articles, (2)passive tense, (3)verbs of perception, (4)participial construction, comparative degree and future perfect tense. The grammatical items of Test 2 were based on the percentage of how many people made errors in Test 1.

#### **(B) Participants**

A total of 8 participants cooperated with the test. They were chosen from 53 people who took Test 1. Participants are university students who are in the 3<sup>rd</sup> year, majoring in English, and are taking English teaching method classes, so have a high motivation for English study. Their English proficiency ranges are at CEFR A1 level.

Participants were divided into four groups according to the percentage of correct answers from Test1 as follows. Each pair in the “Right×Wrong group” consisted of two subjects, one who answered all or half grammatical questions about articles, passive, verbs of perception and participial construction in Test 1 correctly, and the other who did not. On the contrary, each pair in the “Wrong×Wrong group” consisted of two subjects, both of whom missed all grammatical questions about these 4 grammatical items.

Pair group

Right × Wrong group	Wrong × Wrong group
Pair1    A × B	Pair3    E × F
Pair2    C × D	Pair4    G × H

### (C)    **Procedure**

Participants A to H were told to translate Japanese sentences into English, which requires grammatical knowledge and linguistic operation about (1)articles, (2)passive tense, (3)verbs of perception, (4)participial construction, (5)comparative degree and (6)future perfect tense. However, two of the six sentences, which concern comparative degree and future perfect tense, were distractors that have no grammatical errors and need no correction.

The following table shows the results of participants A to H, who got the right answers and who got the wrong answers for the four grammatical items. R stands for “right answer” and W stands for “wrong answer”, and T 1 stands for Test 1 and T 2 stands for Test 2.

#### **2.2.4    Results and analysis**

Pairs	Subjects	Articles		Passive tense		Verbs of perception		Participial construction		Comparative degree	Future perfect tense
		T1	T2	T1	T2	T1	T2	T1	T2	T2	T2
Pair 1	A	W	R	W	R	R	W	R	W	R	W
	B	R	R	R	R	W	W	W	W	R	W
Pair 2	C	R	R	R	R	R	W	R	W	R	W
	D	W	R	W	W	W	W	W	W	R	W
Pair 3	E	W	W	W	W	W	W	W	W	W	R
	F	W	W	W	W	W	R	W	W	W	R
Pair 4	G	W	R	W	W	W	W	W	W	R	W
	H	W	R	W	W	W	W	W	W	R	W

$N=8$

Table 2 “The results of Test 1 and Test 2”

Regarding the *Interaction* of an article question, participants B and C who could answer correctly in Test 1 played a role as a teacher, that is, they recognized the error, pointed it out and told their partners A and D who did not answer correctly in Test 1. As a result, their partners A and D could conduct the right answer in this test. Thus, the result of the article question supports Hypothesis 4.

As for the *Interaction* of a passive question, subject A could get the right answer, and as such, I can say that the Interaction is effective for her.

On the other hand, regarding the *Interaction* verbs of perception question and participial construction question, almost all subjects did not answer correctly, only subject F got the right answer. I cannot say that *Interaction* is effective concerning those two grammatical items. I suggest that the issue is related to contents of *Interaction*.

As for the *Interaction* of article question, pair 4 noticed an error and conducted the right answer, but pair 3 could not get the right answer. Therefore, I can say that the 1 pair who got the wrong answer in Test1 was aware of the errors, and could find the right answer through this pair activity.

### **2.3.1 Aim of Test 3**

Test 3 (See Appendix 5) is intended to investigate the extent to which learners raise grammatical awareness through *Interaction*. That is, to clarify whether or not the subjects reconfirm grammatical items which they could answer correctly in Test 2 (See Appendix 3). Moreover, I wanted to clarify whether or not the subjects recognize and correct errors which they did not answer correctly in Test 2.

### **2.3.2 Hypothesis**

In this study hypothesis 6 was tested: *Interaction* between learners may help to secure their grammatical knowledge so that they can do as well as in Test 2 or better than in Test 2.

### **2.3.3 Method**

#### **(A) Materials**

Test 3 (See Appendix 5) is a review test that deals with grammatical items such as: (1)articles, (2)passive tense, (3)verbs of perception, and (4)participial construction, which have already been treated in Test 2.

#### **(B) Participants**

The same participants took part in Test 3, but they did not make pairs and they took the test individually.

#### **(C) Procedure**

Participants A to H were told to translate Japanese sentences into English or chose the right answer from the number 1 to 4, which requires grammatical knowledge and linguistic operation about (1)articles, (2)passive tense, (3)verbs of perception, and (4)participial construction. Table 3 indicates the results of Test 3, and shows who got the right answers, and who got the wrong answers for four grammatical items. R stands for “right answer” and W stands for “wrong answer”, and T 1 stands for Test 1, T 2 stands for Test 2, and T 3 stands for Test 3.

### **2.3.4 Results and Analysis**



Pairs	Subjects	Articles			Passive tense			Verbs of perception			Participial construction			Comparative degree	Future perfect tense
		T 1	T 2	T 3	T 1	T 2	T 3	T 1	T 2	T 3	T 1	T 2	T 3	T 2	T 2
Pair 1	A	W	R	W	W	R	R	R	W	W	R	W	W	R	W
	B	R	R	R	R	R	W	W	W	W	W	W	R	R	W
Pair 2	C	R	R	W	R	R	R	R	W	R	R	W	W	R	W
	D	W	R	R	W	W	W	W	W	W	W	W	W	R	W
Pair 3	E	W	W	W	W	W	W	W	W	W	W	W	W	W	R
	F	W	W	W	W	W	W	W	R	W	W	W	W	W	R
Pair 4	G	W	R	R	W	W	W	W	W	R	W	W	R	R	W
	H	W	R	R	W	W	W	W	W	R	W	W	W	R	W

$N=8$

*Table 3 “The results of Test 1, 2 and 3”*

When answering questions on articles, participants A and C, who got the right answer in Test 2, did not answer correctly in this test. But participants D, G and H achieved the right answer in the same way as in Test 2.

The question about the passive tense, participant B who got the right answer in Test2, gave the wrong answer in this test. On the contrary, participants A and C got the right answer in Test 2.

As for the verbs of perception questions, participant F, who got the right answer in Test 2, gave the wrong answer in this test. On the

contrary, participants C, G and H who gave the wrong answer in Test 2, gave the right answer in this test. Also, concerning the participial construction, participants B and G who got wrong answer in Test 2, could get the right answer in this test.

In conclusion, some participants could secure their grammatical knowledge so that they can do as well as in Test 2 in each test.

## **Chapter 3**

### **Proposal for effective instruction method**

#### **3.1 Articles**

In this study, I will want to propose an effective instruction method that deals with articles. The first reason why I chose article in the four grammatical items is that the results of the improvement percentage is most highest of the four grammatical items. The second reason is that the result of the examination about articles has a higher percentage of subjects that got the wrong answers in Test 1 (See Appendix 1). In Test 1, 83 percent of participants gave the wrong answer to questions about the verbs of perception, and the next 74 percent participants gave the wrong answer on a question about passive tense and the question about preposition. Third, over 50 percent of participants gave the wrong answer on a question about articles, questions about present perfect progress, questions about subjunctive mood, questions about participial construction and questions about relative pronouns. In these grammatical items, articles have the most highest frequency of use. Therefore, I propose an instruction method for articles in this chapter.

#### **3.2 Textbooks**

In this section, I confirm how articles are treated in the six textbooks that are used at junior high schools. The following tables show (1)the title of the textbook, (2)the page number of first appearance of indefinite articles “a” or “an” and its sentence, (3)whether there is an explanation about indefinite articles or not, (4)the page number of first appearance of definite article “the” and its sentence, and (5)whether there is an explanation about definite articles or not. Moreover, the marks “×”, “○”, and “◎” represent the degree of each explanation; “×” stands for “noting”; “○” stands for “there is an explanation”; and “◎” stands for “there is a detailed explanation”.

1	2	3
Sunshine 1	P.16 / Are you <u>a</u> junior high school student?	×
NEW HORIZON 1	P.16 / Is this <u>a</u> park?	×
ONE WORLD 1	P.24 / Is this <u>a</u> music room?	○
TOTAL ENGLISH 1	P.24 / I have <u>a</u> cat.	◎
COLUMBUS 21	P.18 / I’m <u>a</u> junior high school student.	×
NEW CROWN 1	P.21 / This is <u>a</u> nice kite.	×

*Table 4* How indefinite articles are treated in six school textbooks

1	4	5
Sunshine 1	P.17 / Are you a student at <u>the</u> same school, Mike?	×
NEW HORIZON 1	P.25 / I play <u>the</u> guitar.	○
ONE WORLD 1	P.32 / Yes, I’m in <u>the</u> school band.	○

TOTAL ENGLISH 1	P.45 / Me, too. I play <u>the</u> guitar.	×
COLUMBUS 21	P.36 / Hiro, Sarah's on <u>the</u> Internet.	×
NEW CROWN 1	P.26 / This is <u>the</u> ball.	×

*Table 5* How definite articles are treated in six school textbooks

### 3.3 Analysis of a textbook

Judging from the above, there is not enough sufficient explanations in most of the school textbooks. In this section, I analyze one textbook that has the most detailed explanation out of the six textbooks. I predict that how a teacher gives a lesson and how they explain the grammatical item with it. The following conversation is used actually in “TOTAL ENGLISH 1”, pp. 24-25.

A boy: I have a cat. Do you have any pets, Ms. Beck?

Ms. Beck: No, I don't. But I want a dog.

A boy: How about you, Aki?

Aki: I have two dogs.

The following explanation is written at the bottom of the same page with pictures.

● 1 つのものについて言うとき

I have **a** cat.

I have **a** book.

I have **an** apple.

I have **an** orange.

Moreover, the textbook has a more detailed explanation on p. 38 as follows.

● 数えられるものを表現するとき (p.24)

■ 1 つのものについて言うときには、名詞の前に a または an を置きます。

1) 子音で始まる語の前には **a** を置きます。

I have **a** cat.    I have **a** pen.    I have **a** book.

2) 母音（日本語の「ア、イ、ウ、エ、オ」に近い音）で始まる語の前には **an** を置きます。

I have **an** apple.    I have **an** orange.

3) my family のように、名詞の前に「～の」という意味の語がくるときには a や an は使いません。

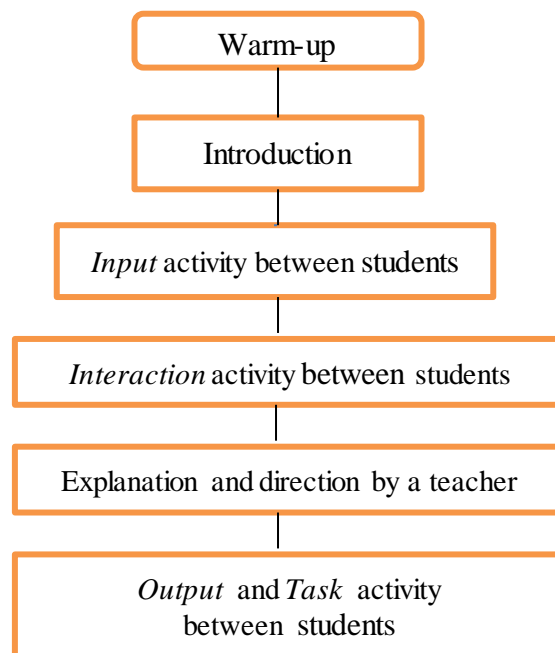
I have a picture of **my** family.

This textbook explains articles concretely and the teacher is able to give a lesson to students explicitly in line with the textbook. However, even a lot of university students make errors concerning articles, and some textbooks do not have an explanation at all. I conceive that an important factor for understanding grammatical items is the sufficient explanation by a teacher, *Input*, *Interaction*, *Output* and *Task* between learners. Thus, I propose an activity and a lesson procedure in the next section.

### 3.4 Lesson procedure

In this section, I propose a lesson procedure to learn about for

articles. Teachers use this teaching method when they deal with articles in a textbook. The following *flow chart* shows the lesson procedure and its explanation are at the bottom.



### **Warm-up**

The teacher begins a conversation with small talk using an article.

### **Introduction**

The teacher explains what students should do today and to make pairs. Next, the teacher distributes two kinds of cards and paper among the students. A sentence is written on each card, one is an English sentence, including an article, and the other is a Japanese translation of the English sentence. Both sentences are different from

their partner's sentences. The teacher shows how to do activity with examples themselves.

### ***Input* activity between students**

Students start doing the *Input* activity. Either of the partners reads a sentence on the card regardless of whether the students understand the sentence or not, and the other listens to it. After repeating the activity five times, change over roles. Through the activity, students give and get *Input* from each other.

### ***Interaction* activity between students**

Students write a Japanese sentence on paper and then say it. The Japanese sentence is a translation of an English sentence that was given from a partner, and the partners listen to it in turn. After this activity, students who say the Japanese translation first, write and say the original English sentence again. Then, some students will make errors because they do not have the knowledge of grammatical items. If they forget to write or say the article, their partners point out their mistakes. Through *Interaction*, students can be aware and correct each others errors.

### **Explanation and direction by a teacher**

After the *Interaction* activity, the teacher explains a grammatical item, and article that the students practiced a short time ago. The teacher should check two kinds of sentences that the



students wrote, and correct it if the teacher discovers some errors. The teacher also treats contents of a textbook, and explains how the article is used in the textbook at last.

### ***Output and Task activity between students***

After an explanation by the teacher, students begin the activity again. Either of partners writes and says an English sentence and the other checks and listens to it. Probably, most students can say an English sentence correctly. If a students make an error, then their partner can give a hint or they may tell the answer. Through the activity, students give their Output and give a task to partners.

### **3.5 Proposal and conclusion**

In chapter 2, I have investigated *Interaction* effectiveness through three tests, and the results have revealed that some students correct errors through the activity, especially articles. In Test 2 and Test 3, participants D, G and H could get the right answer through *Interaction*. Furthermore, participants G and H, who are in a pair, could become aware of errors and could correct then, nevertheless both did not get the right answer in Test 1. However, because I could not get a desirable result from other grammatical items, I proposed an instruction method that is mixed with many factors.

In this chapter, I propose an instruction method using *Input*, *Interaction*, *Output* and *Task*, referring to theoretical background and recent studies in chapter 1. It is very significant that students learn

grammar not only from a teacher, but also by themselves so as to find and correct errors between them. In this proposal, students can experience many activities. Therefore, this proposal is effective for students to learn grammatical items ourselves.

As I noted above, Japanese teachers tend to instruct English explicitly, however, Japanese learners of English make errors when using articles. Based on this fact, I suggest an implicit instruction method that teachers get learners to become aware of grammatical errors and correct them first, and then an explanation of grammatical items should be taught by a teacher later. I insist that this implicit instruction is effective for students to decrease and inhibit article errors.

## Appendix 1

【1】次の日本語を英語に直して下さい。

- ① 私のお父さんはバスの運転手です。
- ② 朝早くに私の部屋に来なさい。
- ③ 何か食べるものが欲しいです。
- ④ 私はバッグを盗まれた。
- ⑤ 私は2時間前から(since two hours ago)本を読んでいる。
- ⑥ なぜアキ子が休んだのか私に説明させてください。

【2】( )内に適当な語を入れて下さい。カッコ内には1語しか入りません。

- ① 日本では二十歳で成人する。  
You come of age ( ) 20 ( ) Japan.
- ② もし私が百万長者なら、世界中を旅行できるのに。  
If I ( ) a millionaire, I ( ) ( ) ( ) the world.
- ③ 君はたくさん漫画をもっているね。私に一冊貸してよ。  
You have many comic books. Please lend me ( ).

## Appendix 1

【3】(        ) 内に入れるのに最も適当と思われる語を4つの選択肢の中から一つだけ選んで、1～4の記号に○を付けて下さい。

① 飛行機から見ると、その島々は点のように見える。

(            ) from an airplane, the islands look like dots.

2. Are seen            2. See            3. Seeing            4. Seen

② その少年は猿がバナナを食べるのをじっと見ていた。

The boy was watching a monkey (            ) a banana.

2. ate            2. eat            3. eats            4. was eating

③ 寝る前に歯を磨きなさい。

Brush your teeth before (            ) to bed.

1. be going            2. go            3. going            4. to go

④ 英語が好きな人もいれば、数学が好きな人もいる。

Some like English, and (            ) prefer math.

1. another            2. others            3. the other            4. the others

【4】あなたがこの夏休みにしたいと思う事柄について、または、実際に予定している事柄について、関係代名詞を用いて5文前後で自由に英語で作文してください。

質問は以上です。ご協力まことにありがとうございました。

## Appendix 2

2016年10月3日

はじめまして。本学大学院言語文化研究科英米言語文化専攻2年の恩地早紀と申します。

この度はお忙しいなか、私の研究調査にご協力いただき誠にありがとうございます。

以下の説明文と注意事項を熟読の上、作業を行ってください。

### 【ペア活動問題について】

・最初に解答していただくペア活動問題は全部で6題です。問題用紙が1枚と解答用紙が3枚あります。まず、問1～問6の各文を読み、それぞれの文中に文法的な誤りがあると思った場合に、それが誤りであると判断した理由と正しい用法についてペアと十分に話し合ってください。

・解答用紙には各問ごとに空欄と解答欄がありますので、空欄には、(1)自分が考えたこと、(2)相手が述べた内容、(3)互いに話し合ったことなどについて(1)～(3)の番号ごとにできるだけ細かく自由に書き込んでください。

・話し合いの後、問題文が文法的に誤っていると思った場合は正しい解答を解答欄に記入してください。問題文が正しいと思った場合には「誤りなし」と記入してください。なお、もし相手と解答が一致しない場合はそれぞれ異なる解答を記入していただいても構いません。

[illegible]

### 【再確認問題について】

・ ペア活動問題がすべて終了したら、別紙の再確認問題を必ず個人で解答してください。

[illegible]

【注意事項】

・ ペア活動問題、解答用紙、そして別紙の再確認問題のそれぞれの用紙には、学籍番号を記入する欄がありますので、必ず記入をお願い致します。記入していただいた学籍番号を開示したり個人を特定できるような扱いは一切致しませんのでご安心ください。

・問題文の解答についてはお教えすることができませんのでご了承ください。

・解答時間は自由とさせていただきますが、解答するにあたり辞書やインターネットは一切使用しないでください。

[illegible]

【提出日時と場所について】

提出日時は、勝手ながら **10月12日(水)の午後12時30分迄**とさせていただきます。文学館3階のメールボックスに、ペア活動問題、解答用紙、再確認問題の3つのボックスがあるので、それぞれ提出をお願いいたします。

以上、ご協力の程宜しくお願いいたします。

## Appendix 3 (A)

### 問題用紙(ペア 1)

学籍番号 \_\_\_\_\_

次の問 1～問 6 は、日本文の意味を適当な英文に訳したものです。各問の英文の中に文法的な誤りがあると思った場合に、それが誤りであると判断した理由と正しい用法についてペアと十分に話し合ってください。

解答用紙には各問ごとに空欄と解答欄がありますので、空欄には、(1)自分が考えたこと、(2)相手が述べた内容、(3)互いに話し合ったことなどについて(1)～(3)の番号ごとにできるだけ細かく自由に書き込んでください。話し合いの後、問題文が文法的に誤っていると思った場合は正しい解答を解答欄に記入してください。問題文が正しいと思った場合には「誤りなし」と記入してください。なお、もし相手と解答が一致しない場合はそれぞれ異なる解答を記入していただいても構いません。

問 1 その少年は猿がバナナを食べるのをじっと見ていた。

The boy was watching a monkey eats a banana.

問 2 日本語を書くのは話すほど簡単ではない。

To write Japanese is not as easy as to speak Japanese.

問 3 私のお父さんはバスの運転手です。

My father is driver of bus.

問 4 飛行機から見ると、その島々は点のように見える。

Seeing from an airplane, the islands look like dots.

問 5 私はバッグを盗まれた。

I stolen bag.

問 6 今度東京へ行ったら、5 回目になる。

I'll have been to Tokyo five times if I go there again.

## Appendix 3 (B)

### 問題用紙(ペア 2)

学籍番号 \_\_\_\_\_

次の問 1～問 6 は、日本文の意味を適当な英文に訳したものです。各問の英文の中に文法的な誤りがあると思った場合に、それが誤りであると判断した理由と正しい用法についてペアと十分に話し合ってください。

解答用紙には各問ごとに空欄と解答欄がありますので、空欄には、(1)自分が考えたこと、(2)相手が述べた内容、(3)互いに話し合ったことなどについて(1)～(3)の番号ごとにできるだけ細かく自由に書き込んでください。話し合いの後、問題文が文法的に誤っていると思った場合は正しい解答を解答欄に記入してください。問題文が正しいと思った場合には「誤りなし」と記入してください。なお、もし相手と解答が一致しない場合はそれぞれ異なる解答を記入していただいても構いません。

問 1 その少年は猿がバナナを食べるのをじっと見ていた。

The boy was watching a monkey was eating a banana.

問 2 日本語を書くのは話すほど簡単ではない。

To write Japanese is not as easy as to speak Japanese.

問 3 私のお父さんはバスの運転手です。

My father is driver of bus.

問 4 飛行機から見ると、その島々は点のように見える。

Seeing from an airplane, the islands look like dots.

問 5 私はバッグを盗まれた。

I stolen bag.

問 6 今度東京へ行ったら、5 回目になる。

I'll have been to Tokyo five times if I go there again.

## Appendix 3 (C)

### 問題用紙(ペア 3)

学籍番号 \_\_\_\_\_

次の問 1～問 6 は、日本文の意味を適当な英文に訳したものです。各問の英文の中に文法的な誤りがあると思った場合に、それが誤りであると判断した理由と正しい用法についてペアと十分に話し合ってください。

解答用紙には各問ごとに空欄と解答欄がありますので、空欄には、(1)自分が考えたこと、(2)相手が述べた内容、(3)互いに話し合ったことなどについて(1)～(3)の番号ごとにできるだけ細かく自由に書き込んでください。話し合いの後、問題文が文法的に誤っていると思った場合は正しい解答を解答欄に記入してください。問題文が正しいと思った場合には「誤りなし」と記入してください。なお、もし相手と解答が一致しない場合はそれぞれ異なる解答を記入していただいても構いません。

問 1 その少年は猿がバナナを食べるのをじっと見ていた。

The boy was watching a monkey was eating a banana.

問 2 日本語を書くのは話すほど簡単ではない。

To write Japanese is not as easy as to speak Japanese.

問 3 私のお父さんはバスの運転手です。

My father is driver of bus.

問 4 飛行機から見ると、その島々は点のように見える。

Seeing from an airplane, the islands look like dots.

問 5 私はバッグを盗まれた。

I had been stolen my bag.

問 6 今度東京へ行ったら、5 回目になる。

I'll have been to Tokyo five times if I go there again.



## Appendix 3 (D)

### 問題用紙(ペア 4)

学籍番号 \_\_\_\_\_

次の問 1～問 6 は、日本文の意味を適当な英文に訳したものです。各問の英文の中に文法的な誤りがあると思った場合に、それが誤りであると判断した理由と正しい用法についてペアと十分に話し合ってください。

解答用紙には各問ごとに空欄と解答欄がありますので、空欄には、(1)自分が考えたこと、(2)相手が述べた内容、(3)互いに話し合ったことなどについて(1)～(3)の番号ごとにできるだけ細かく自由に書き込んでください。話し合いの後、問題文が文法的に誤っていると思った場合は正しい解答を解答欄に記入してください。問題文が正しいと思った場合には「誤りなし」と記入してください。なお、もし相手と解答が一致しない場合はそれぞれ異なる解答を記入していただいても構いません。

問 1 その少年は猿がバナナを食べるのをじっと見ていた。

The boy was watching a monkey ate a banana.

問 2 日本語を書くのは話すほど簡単ではない。

To write Japanese is not as easy as to speak Japanese.

問 3 私のお父さんはバスの運転手です。

My father is driver of bus.

問 4 飛行機から見ると、その島々は点のように見える。

Seeing from an airplane, the islands look like dots.

問 5 私はバッグを盗まれた。

I stolen my bag.

問 6 今度東京へ行ったら、5 回目になる。

I'll have been to Tokyo five times if I go there again.

## Appendix 4

### 解答用紙

学籍番号 \_\_\_\_\_

問 1 についての話し合いの内容

(1)

(2)

(3)

問 1 が誤りであると判断した場合には訂正した解答をフルセンテンスで記入し、正しいと思った場合には「誤りなし」と記入してください。

問 2 についての話し合いの内容

(1)

(2)

(3)

問 2 が誤りであると判断した場合には訂正した解答をフルセンテンスで記入し、正しいと思った場合には「誤りなし」と記入してください。

## Appendix 4

### 問 3 についての話し合いの内容

(1)

(2)

(3)

問 3 が誤りであると判断した場合には訂正した解答をフルセンテンスで記入し、正しいと思った場合には「誤りなし」と記入してください。

### 問 4 についての話し合いの内容

(1)

(2)

(3)

問 4 が誤りであると判断した場合には訂正した解答をフルセンテンスで記入し、正しいと思った場合には「誤りなし」と記入してください。

## Appendix 4

### 問 5 についての話し合いの内容

(1)

(2)

(3)

問 5 が誤りであると判断した場合には訂正した解答をフルセンテンスで記入し、正しいと思った場合には「誤りなし」と記入してください。

### 問 6 についての話し合いの内容

(1)

(2)

(3)

問 6 が誤りであると判断した場合には訂正した解答をフルセンテンスで記入し、正しいと思った場合には「誤りなし」と記入してください。

お疲れ様でした。ペア活動問題の作業は以上で終了です。  
引き続き再確認問題をよろしくお願いいたします。

## Appendix 5

### 再確認問題

学籍番号 \_\_\_\_\_

[A] ( )内に入れるのに最も適当と思われる語を4つの選択肢の中から1つだけ選んで、1～4の記号に○を付けてください。

問1 私はよし子が上手にバスケットボールをするのを見ていた。

I was watching Yoshiko ( ) basketball well.

1.play

2.played

3.plays

4.was playing

問2 遠くから見ると、私のおばは実際よりも若く見える。

( ) from the distance, my aunt looks younger than she really is.

1.Is seen

2.See

3.Seeing

4.Seen

[B] 次の日本語を適当な英語に直してください。ただし、問2は該当する箇所のみを空所に記入してください。

問1 私のおじいさん(grandfather)はタクシーの運転手です。

問2 私は妹にケーキを食べられた。

\_\_\_\_\_ by my sister.

☆お疲れ様でした。作業は以上で終了です。

誠にありがとうございました。皆様のご協力に感謝いたします。

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