

A study of Grammar Instruction
-In the case of Japanese EFL university students-

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By
Moe KITAMURA
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Chapter 1

Introduction

Recently, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has been emphasizing the development of learners' communication skills. MEXT has done this through the integrative instruction of four skills in the Course of Study for English activities from elementary school to senior high school. The standard credit hours of the curriculum consists of communication through English Base, English I, II, III, English Conversation, and English Expression I and II (MEXT, 2009, 7). Concerning grammar instruction, MEXT states that grammar instruction should be applied with language activities in order to encourage communication (MEXT, 2009, 3). Grammar instruction is crucial for developing communication skills. However, Krashen (1983) states that grammar instruction is not always necessary for communication skills. Truscott (1996) also argues that grammar instruction in the L2 writing class is not helpful for students and grammar correction in L2 writing classes should be abandoned. On the other hand, Ellis, Sheen, Murakami and Takashima (2008) describe the effect of written corrective feedback. Japanese EFL students often make grammatical errors and mistakes. They do not choose the

correct words and phrases in the conversation and they do not understand what others say if they don't learn grammar. So the question is, should grammar be taught or not for developing communication skills?

Considering these problems, this study aims to examine what kinds of grammatical errors students make, and what type of grammar instruction should be taught for developing communication skills.

Before discussing the aim of this paper, chapter 2 defines the ideas of grammar and grammar instruction. Ellis (1993) describes explicit knowledge and implicit knowledge and about the interface position and non-interface position. Schmidt (1990) states that grammar instruction in communication is effective for language acquisition. Some researchers argue that explicit instruction, noticing problems, consciousness-raising, or practice are necessary for L2 learners, while others suggest that implicit knowledge with comprehensible input is better than explicit instruction.

Chapter 3 investigates which is better for Japanese EFL learners, explicit instruction or implicit instruction through comprehensible input. The study examines the university students' grammatical errors, including words and phrases using the TOEIC test and English composition, and then describes how teachers should give the explicit or implicit instructions to identify the grammatical errors and rules and to decide the best

method of instruction. The theories about grammar instruction's effect on second language learning are different from researcher to researcher.

Chapter2

Theoretical background

2.1 Subconscious acquisition and conscious learning

Recently, it is often said that grammar instruction is not always important for developing communication skills (e.g., Krashen, 1985). However, many EFL learners make grammatical mistakes and errors. They do not correctly convey what they want to say, or understand what others say if they do not learn grammar. Should grammar be taught or not for developing communication skills?

As described in the structural view (cf. J.C. Richards and T.S. Rodgers 2001, p.21), teaching grammar includes systems of structurally related elements written as phonological units (e.g., phonemes), morphological units (e.g., stems, prefixes, suffixes, etc.), grammatical/syntactical units (e.g., clauses, phrases, sentence types), grammatical operations (e.g., adding, shifting, joining, or transforming elements), and lexical items (e.g., functions words and structure words).

Nevertheless, the question is whether all of these elements should be taught or not. From the point of *functional view* in communicative language approach, semantic and communicative

dimensions are emphasized rather than grammatical elements. Wilkins's Notional Syllabuses includes not only elements of grammar and lexis, but also specifies the topics, notions, and concepts the learner needs to communicate. On the other hand, Rivers (1987, p.4) defines the interactive perspective in language education as follows: "Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages." The notion of interactivity is linked to the teaching of reading and writing, as well as listening and speaking skills (see. Richards and Rodgers 2001, p.21). Thus, meaning-focused instruction is more emphasized in communicative language teaching rather than grammar focused instruction.

On the other hand, Shirahata, Tomita, Muranoi and Wakabayashi (1999, p.321) explain the difference between prescriptive grammar and descriptive grammar. Prescriptive grammar is a set of language rules which attempts to impose correct usage on the users of a language. On the contrary, descriptive grammar is an approach to language analysis that describes accents, forms, structures, and usage without making value judgments. It seems that English grammar taught in Japan is prescriptive grammar.

Moreover, there is declarative knowledge and procedural knowledge, which have a similar meaning to prescriptive grammar and descriptive grammar respectively. Yoneyama

(2003, pp.75, 232) explains that declarative knowledge is an explicit knowledge and procedural knowledge is an implicit knowledge. There is a feature in which procedural knowledge is acquired gradually when people “practice” declarative knowledge many times.

Concerning grammar instruction, there are some controversial issues whether grammar instruction is effective or not. There are two kinds of grammar instruction (deductive grammar instruction and inductive grammar instruction). Deductive grammar instruction is when a teacher teaches grammar explicitly to the learner at first. Then, the learner uses previously learned linguistics or conceptual knowledge to produce sentences. It is often used in the grammar-translation method. On the contrary, inductive grammar instruction is when a teacher gives a lot of sentences to learners in order to make them aware of the rules of grammar. It is used in the Direct method and Communicative language teaching method and etc.

From the point of view of non-interface position of grammar, Krashen (1983) argues that “conscious learning” does not become “subconscious acquisition.” He argues that conscious grammar can only be used as a Monitor, or an editor. In his Monitor Hypothesis, he states that conscious learning has an extremely limited function in adult second language performance. This means that conscious learning does not lead to natural

communication. However, in Japanese EFL situations, most teachers focus on grammar teaching.

On the other hand, Gregg (1984) opposes Krashen's idea of Input Hypothesis and describes that when he studied Japanese, he could "acquire" the ability to use Japanese in an actual situation as he memorized the conjugations of Japanese verbs using charts for "learning." From this experience, he postulates as follows:

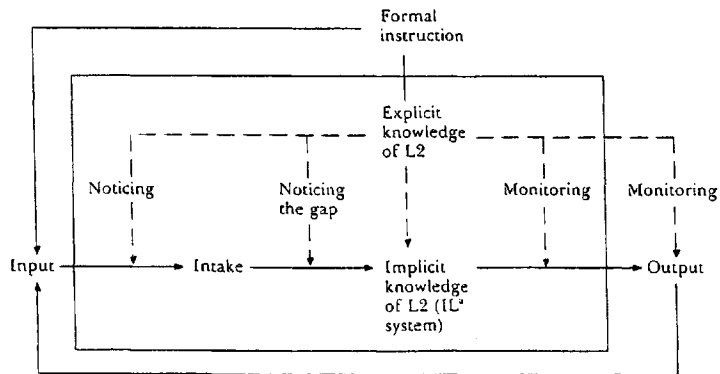
If subconscious knowledge is capable of being brought to consciousness, and if conscious knowledge is capable of becoming unconscious and this seems to be a reasonable assumption then there is no reason whatever to accept Krashen's claim, in the absence of evidence (p.32).

Concerning grammar knowledge, Krashen (1985) adopts the Input Hypothesis, the theory that humans acquire language by understanding messages or by receiving "comprehensible input." If there is enough "comprehensible input," the necessary grammar is automatically provided through the concept, $i + 1$, which means that the structure is a bit beyond our present level of competence.

However, it seems that if a teacher does not teach structural aspects, many students neither notice, nor acquire the appropriate rules. Thus, an explicit grammar instruction will be necessary for the students to confirm the correct grammar

even though it is conscious learning, because non-native speakers do not have accurate grammatical judgments for their target language.

Ellis (1993) also emphasizes the importance of explicit knowledge and “noticing.” Explicit knowledge is acquired through grammar instruction. Learners notice grammatical rules subconsciously within the natural input after receiving the grammar instruction. The details of explicit knowledge and implicit knowledge are explained below in section 2.2. As can be seen in the following figure, Ellis distinguishes input from intake knowledge.



(Ellis, 1993, p.97)

*IL = interlanguage. **Figure 1** A Model of L2 Acquisition Incorporating a Weak Interface Position

Input refers to the L2 samples that the learner is exposed to as a result of contact with the language in communication (oral and written). On the other hand, intake refers to the linguistic properties in the input that the learner attends to. However, not all of these properties will be immediately incorporated into the learner's interlanguage system; only those features that are finally incorporated become implicit knowledge

of the L2 variety (Ellis, 1993, pp. 97-98).

Furthermore, supporting the importance of explicit knowledge, Schmidt and Frota (1986) describe that “noticing-the-gap” occurs when a teacher gives feedback (or corrections) clearly in an English speaking class. According to Schmidt and Frota (1986), this model predicts that explicit knowledge can convert directly into implicit knowledge under certain, fairly stringent conditions related to the learner’s stage of development. It also allows explicit knowledge to have an indirect effect on acquisition by helping to facilitate the process of noticing and “noticing-the-gap.”

Schmidt (1990) states that grammar instruction in communications is effective for language acquisition. Especially, it is effective to urge “noticing.”

Thus, it is hypothesized that learners who know about a grammatical feature through grammar instruction are in a better position to take in grammatical rules from input and also are better able to notice the difference between input and their own production. Therefore, it can be said that grammatical explanation is helpful for EFL learners to understand rules. Also, they notice the rules by repetitive practice.

2.2 Explicit knowledge and implicit knowledge

Ellis (1994) describes explicit knowledge and implicit knowledge as follows: Explicit knowledge is a conscious

linguistic knowledge, and it is mainly acquired through a form-focused instruction. He writes that the linguistic acquirement is promoted in the following respects: (1) It will make easily noticing the language form (grammar) within the input possible. (2) It will help the learner to pay attention to his or her own errors. (3) It helps the learner to correct his or her own output. On the other hand, implicit knowledge indicates subconscious knowledge. This knowledge is intuitive and it is not possible to explain clearly. Terrell (1991) suggests that explicit knowledge can function as a kind of “advance organizer” that helps the learner to understand and segment the input and also as a “meaning-form focuser” that enables the learner to establish meaning-form relationships. Ellis (1993) also describes the importance of explicit knowledge in the following points.

1. Explicit knowledge is also available for use in monitoring. Monitoring can occur before an utterance is produced or after. Monitored output constitutes one source of input. As Terrell (1991) puts it “monitoring can apparently interact with acquisition, resulting in learners acquiring their own output” (p.61)
2. Explicit knowledge can help learners to notice features in the input and also to notice the meanings that they realize.

3. Explicit knowledge may help learners to incorporate features that have become intake into their developing interlanguage grammars by facilitating the process by which they compare their existing representation of a grammatical feature with that actually observed in the input (p.98).

Ellis (1991) contends that explicit L2 knowledge becomes implicit L2 knowledge when grammar instruction is directed at “consciousness-raising” rather than “practice.” This idea indicates the importance of “consciousness-raising” through instruction. Gattegno (1972) also describes the importance of “awareness” through the Silent way. He states that the learning system is active only through intelligent awareness, and silence is considered the best vehicle for learning. He (1976) refers to “repetition” as follows:

Repetition (as opposed to silence) consumes time and encourages the scattered mind to remain scattered (p.80).

However, “consciousness-raising” is more difficult than “practice” for the learners who do not understand grammatical rules. This is because “consciousness-raising” ability varies greatly among individuals. Some learners realize grammatical errors, while others do not. In the case of “practice”, everyone

will be able to use the form (grammar) in practice so long as learners do in fact practice.

However, Richards and Rodgers (2001, p.83) describe that “awareness” is teachable. As one learns “in awareness,” one’s powers of awareness and one’s capacity to learn become greater. Thus, it seems that it is difficult to judge something arbitrarily as right or wrong, because there are various opinions about “practicing” and “noticing.”

Rutherford (1975) states that the difficulty to learn rules of English in his Modern English text concerning English as a second language as follows:

The way to learn the correct use of the articles is more through practice than close study of the rules and their many exceptions (p.127).

Both “noticing the rule” and “practice the rule” are important to acquire language, but it varies considerably from person to person. Is it possible for most of EFL learners to acquire grammatical rules through “practice” or “notice” the grammatical rules without learning?

2.3 Grammar instruction in communicative activities

The definition of grammar has been described above, but concerning grammar instruction, it will be necessary for us to

see the purpose and techniques of grammar instruction. Grammatical knowledge plays an important role in accurately understanding the meaning of what others say or write in the interaction between speaker and hearer, or between writer and readers. Thus, grammatical knowledge is necessary for understanding the message in communication. According to Canale and Swain (1980), "communicative competence," the term which is first presented by Hymes (1972), includes grammatical knowledge and other three competences as follows: 1. grammatical competence 2. sociolinguistic competence 3. discourse competence 4. strategic competence.

Grammatical competence refers to procedural competence that operates within the linguistic system, such as vocabulary, word formation, sentence formation, pronunciation, and spelling accuracy. Sociolinguistic competence refers to a situation in which people consider the social background and situation before using the language appropriately in an actual scene. Discourse competence refers to the need for people to read sentences and listen to utterances before they can understand what other people want to know from the entire context, or even consistently write (or speak) sentences. Strategic competence refers to a situation in which people cover limited knowledge, and making several efforts to continue communication (e.g., repeat important sentences and words, emphasize important points, use gestures and draw pictures).

Yoshitomi (2005) explains that the teacher teaches only a part of grammatical competence to the learner in the grammar-translation method in Japan. She also describes that the practice of strategic competence is fundamentally limited. It can be said that four competences are very important for constructing interpersonal relationships and dialogues. It seems that it is important to learn all competences in a balanced manner, but it is beyond the scope of this paper. Instead, this paper will focus on grammatical competence, as mentioned by Canale and Swain (1980).

2.4 Non-interface position and interface position

Relating to explicit and implicit instruction, other terms are also used. Ellis (1994) describes Interface position and Non-interface position as follows: Interface position indicates that the linguistic form (grammar) is learned consciously, and “explicit knowledge” shifts to “implicit knowledge.” That is to say, there is a possibility that “learning” becomes “acquisition.” This shift is assumed to be achieved by “use” and “practice.” In contrast, Non-interface position indicates that “explicit knowledge” does not change into “implicit knowledge.” Input Hypothesis, proposed by Krashen and Terrell (1983), is the representative example of Non-interface position.

Many researchers argue that the Interface position is effective for developing communication skills (e.g., Stevick,

1980; Bialystok, 1982; McLaughlin, 1978). Stevick (1980) explains how “learning” becomes “acquisition” by the “use” of learned grammar. Bialystok (1982) states “explicit knowledge” changes into “implicit knowledge” by using and practicing the grammar. McLaughlin (1978) asserts that “controlled process” and “short-term store” changes into “automatic process” and “long-term store” when a speaker formulates an expression.

Oka (1994, p.249) states that the following activities are important for conducting a speaking lesson in EFL classes.

First step. Comprehension (confirm the vocabulary and grammar)

Second step. Drill (practice of a pronunciation, imitation of dialogue, pattern practice)

Third step. Application (practice of communication, mutual activities)

The above mentioned steps are promoted in the following processes: The students in the classroom first confirm the vocabulary and grammar within the text for comprehension, and then intake the related pronunciation and dialogue through pattern practice and drill, and finally apply what they’ve learned to communication outside the classroom.

Reber, Kassin, Lewis and Cantor (1980) posit that patterned language is proposed explicitly in the beginning, but

then it will become proposed implicitly as well as the first language acquisition. When learners understand this function, they will be able to acquire language and the learning of the linguistic structure will improve. However, their research is based on studies of first language acquisition. It is unknown whether the same result is obtained in second language acquisition.

The views of grammar instruction mentioned above are different from researcher to researcher. The characteristics of these views are summarized in Table 1.

Table 1 Views of grammar instruction

① Non-grammar instruction
The Input Hypothesis: humans acquire language by understanding messages or receiving “comprehensible input” (Krashen, 1985).
② The need for Grammar instruction in EFL
Memorization of conjugation and the use of charts for learning (practicing) (Gregg, 1984).
③ Interface position

A.1) Explicit L2 knowledge converts into implicit L2 knowledge through grammar instruction and “consciousness-raising” (Ellis, 1993).

2) “Noticing-the-gap” occurs when a teacher gives feedback clearly in the class (Schmidt and Frota, 1986).

B.1) “Practice” rather than “notice” (the correct use articles) (Rutherford, 1975).

2) Learning (explicit knowledge) becomes acquisition (implicit knowledge) by the “use” of learned grammar (Stevick, 1980; Bialystok, 1982).

3) “Controlled process” and “short-term store” change into “automatic process” and “long-term store” while the speaker formulates an expression (McLaughlin, 1978).

4) Explicit instruction and “practice” to the output are effective in EFL situations (Oka, 1994).

The literature review above shows that the effects of explicit and implicit grammar instruction on second language learning in both ESL and EFL situations are different from learners to learners. The effect of grammar instruction lies in the differences between subconscious acquisition without learning and conscious learning with explicit instruction, noticing, consciousness-raising, or practicing. The learners who can notice the grammatical rules with comprehensible input might be better learners than those who receive explicit

instruction. However, the question is whether or not learners notice the grammatical rules and errors through comprehensible input. It seems that there are many learners who do not notice errors even though they have explicit instruction.

Thus, this paper aims to examine how grammar should be taught for developing communication skills. Which is better for Japanese EFL learners to facilitate communication, receiving explicit instructions, or implicit instructions through comprehensible input? It seems that it would be better to consider under the investigation in the next chapter.

Chapter3

A study of Grammatical Errors and Grammar Instruction

3.1 Purpose of research

As mentioned in the previous chapter, the literature review shows that the beliefs on the effects of grammar instruction on second language learning are different from researcher to researcher. Some researchers argue that explicit instructions, noticing problems, consciousness-raising, or practice are necessary for L2 learners, while others suggest that implicit knowledge with comprehensible input is better than explicit instructions. However, the problem is whether or not EFL learners who do not have enough communicative interaction in English and lack learning time in English as a foreign language can notice grammatical rules and errors without receiving explicit instructions. It is assumed that EFL learners acquire grammatical rules through practice after receiving explicit instructions. However, some students may notice grammatical rules and errors though comprehensible input. Accordingly, this chapter investigates which is better for Japanese EFL learners, receiving explicit instructions, or implicit instructions through comprehensible input. The study examines the

university students' grammatical errors, including words and phrases using the TOEIC test and English compositions. The specific research questions addressed in the study are as follows:

1. What kind of grammatical errors do EFL students make?
2. Which is effective, explicit or implicit instruction? Is there any difference between intermediate and beginning level learners in understanding explicit instructions in EFL classes?

3.2 Method

3.2.1 Participants

The number of participants is 42 Japanese EFL university freshmen (21 women and 21 men) who studied English for six years in junior and senior high schools who have not learned any grammar in university because April is the beginning of the semester. Thus, they received explicit instructions about some grammatical rules in Japanese EFL junior and high school situations, but it is unknown whether they understand grammar or not. In order to examine whether or not they understand grammar through instruction, this study will investigate the grammatical ability of the students.

3.2.2 English proficiency

For English proficiency, the students took a C-test and the TOEIC grammar section in April. The C-test score was

developed by the Writing Research Group, JACET Kansai Chapter (1998) to show basic English proficiency, a test which is taken within 15 minutes. The Writing Research Group gave the C-test to 1,440 students of 16 universities, and the mean of the test was 52.81 on average. According to Hayashi (1999), the C-test score has a highly significant correlation with the TOEFL score ($r=.53$, $p<.01$) (see. Writing Research Group, JACET Kansai Chapter 1999, pp.33-42). In this study, the C-test score of the 42 students was 53 on average. Thus, it can be said that the proficiency level of the participants is at parity with the 1,440 university students. According to the average score of the C-test (53 score), the level of the students was divided into “upper” and “lower”. For grammar proficiency, the TOEIC test, which consists of 60 grammatical questions, was used and students chose the correct answer out of the 4 items. In addition, in order to see grammatical errors in more detail, this study examined the students’ errors of English composition by analyzing essays based on the topic: “what is your favorite occupation?” The students wrote their essays in September, after having studied some English for five months in university. The compositions were written within the time limitation of 15 minutes.

3.2.3 Data analyses

As mentioned in chapter 2, teaching grammar includes

systems of structurally related elements, such as phonological units (e.g., phonemes), morphological units (e.g., stems, prefixes, suffixes, etc.), grammatical/syntactical units (e.g., clauses, phrases, sentence types), grammatical operations (e.g., adding, shifting, joining, or transforming elements), and lexical items (e.g., function words and structure words). Thus, grammar tests include grammatical/syntactical units such as clauses, phrases, sentence types, grammatical operations, and lexical items. That is to say, the words and phrases are involved in grammatical errors because some questions about phrases and lexical items involve a word order like “article + adjective + noun”, the choice of adjective instead of adverb, etc.

Moreover, grammatical errors were divided into “implicit instruction” and “explicit instruction” based errors. “Implicit instruction” contains the words and phrases that students should guess the meaning from the context, and “explicit instruction” contains words, phrases and sentence structures that the teachers should teach to students.

3.3 Results and Discussion

3.3.1 RQ1, What kind of grammatical errors do EFL students make?

Table 1 shows the mean and standard deviation of the C-test for English proficiency and grammar. C-test marks the examination papers on the basis of 100 points a maximum of 60

points for grammar.

Table 1 Means and SD of C-test and Grammar (N=42)

	C-test (score=100)		Grammar (score=60)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Upper	66.2	8.9	29.9	4.4
Lower	41.3	6.7	23.7	4.1
Total	53.0	14.8	27.0	5.2

Concerning the C-test, the mean of upper level students is 25 points higher than that of lower level students. However, in the case of grammar, there is not so much difference in SD, although the upper level's mean is higher than the lower level's mean.

Concerning the relationship between the C-test and grammar, Table 2 shows the correlation between the two.

Table 2 Correlation of C-test and Grammar

total		upper		lower	
C-test	Grammar	C-test	Grammar	C-test	Grammar
0.64**		0.53**		0.03	

** (p<.01)

The grammatical knowledge displayed has a significantly high correlation to English proficiency based on the C-test (0.64**, p<.01). However, in the case of upper level students there is a high correlation between English proficiency and grammar ability (0.53**, p<.01), but in the case of lower level

students, grammar has no correlation with English proficiency. This means that for low level learners, English the knowledge of linguistic structure is not related to English proficiency. It is not possible for them to understand English sentences through linguistic structure. Thus, grammatical knowledge is related with English proficiency, but the problem is how the EFL learners acquire grammatical knowledge. In order to solve the problem, this paper first replies to research question 1, what kind of grammatical errors do students make, and examines whether the grammatical rules are acquired explicitly or implicitly.

The 60 questions about grammar and the number of grammatical errors and the percentage of each item are written on the Table of Appendix. Table 3 shows the number of grammatical errors and the percentage of each item which consists of 60 questions, and the method of instruction. Correct answers are filled in the underlined parts in the questions except for items 41, 43, and 55.

Table 3 Rank order of TOEIC grammatical errors of 60 questions

N=42

rank	item	questions	* n/e	%	instruction
1	20	Mr. K accused Boris of <u>procrastinating</u>	38	90.5	Lexical phrase, Explicit, Implicit
2	38	The recession is not expected to <u>abate</u> until year's end.	37	88.1	Lexical phrase, Explicit
3	59	A slow-moving area of low <u>pressure</u> will continue....	36	85.7	Lexical phrase, Explicit, Implicit
4	50	...how efficient Miss Choo <u>is</u> .	35	83.3	Verb structure, Explicit

5	57	...to provide outstanding <u>durability</u> .	35	83.3	Noun structure, Explicit
6	10	...they only <u>stirred up</u> the hot, humid air.	34	81	Lexical phrase, Explicit, Implicit
7	22	... <u>plans should be evaluated</u> like any other financial commitment.	34	81	Lexical phrase, Explicit, Implicit
8	33	Participation in the saving plan is <u>voluntary</u>	33	78.6	Part of speech, Structure, Explicit
9	43	Twenty-four banks <u>they</u> have agreed on a formula....	33	78.6	Sentence structure, Implicit
10	14	It is worth examining the <u>steps</u> nations can take to facilitate....	32	76.2	Lexical phrase, Explicit, Implicit
11	17	The work orders have been <u>released</u> to the production....	32	76.2	Lexical phrase, Explicit, Implicit
12	24	...timetable is subject to change without <u>notice</u> .	31	73.8	Lexical phrases, Explicit
13	32	...to approve proposals and to <u>oversee</u> their implementation.	30	71.4	Lexical phrases, Explicit, Implicit
14	25	Practically <u>no one</u> in the group passed up the opportunity....	29	69	Sentence structure, Explicit, Implicit
15	29	In this company there has been little <u>regard</u> for the needs....	29	69	Lexical phrase, Explicit, Implicit
16	31	Coral, popular for necklaces, <u>is</u> made of tiny sea animals.	29	69	Verb structure, Explicit
17	41	The corporation adopted <u>his</u> present name in 1981.	29	69	Sentence structure, Implicit
18	19	...as long as your policy remains <u>in effect</u> .	27	64.3	Collocation, Explicit
19	46	A flurry of promising economic news <u>in the last ten days</u>	27	64.3	Article, Explicit, Implicit
20	1	Private financing can <u>take</u> a variety of forms.	26	61.9	Lexical phrase, Explicit, Implicit
21	4	The satellite photographed a <u>previously undetected</u> moon....	26	61.9	Sentence structure, Explicit
22	30	...believe there will be a gradual <u>slowdown</u> in October.	26	61.9	Lexical phrase, Explicit, Implicit
23	51	The <u>amount of material</u> published on the general topic....	26	61.9	Sentence structure, Explicit, Implicit
24	5	The trend toward shorter working hours <u>continues</u> .	25	59.5	Part of speech, Structure, Explicit
25	12	Unfortunately, there are <u>those who</u> will probably not respect....	25	59.5	Sentence structure, Explicit
26	40	Before <u>adopting</u> a particular distribution strategy,....	24	57.1	Lexical phrase, Explicit, Implicit
27	56	Before playing tennis, Simon had to get his <u>hair</u> cut.	24	57.1	Uncountable noun, Explicit
28	47	...relative to their counterparts in <u>other</u> industrialized states.	23	54.8	Sentence structure, Explicit
29	54	<u>Information</u> about the meetings can be obtained....	23	54.8	Uncountable noun, Explicit
30	60	...in the midst of change, <u>both</u> creatively and financially.	23	54.8	(lexical) Phrase, Explicit
31	9	You need about forty different nutrients	22	52.4	Sentence structure,

		to stay <u>healthy</u> .			Explicit
32	23	...make reservations two to three months <u>beforehand</u> .	22	52.4	Lexical phrases, Explicit, Implicit
33	35	The comptroller has <u>predicted</u> that in ten years...	22	52.4	Lexical phrases, Explicit, Implicit
34	42	That client is used to receiving <u>prompt</u> attention.	22	52.4	Sentence structure, Explicit
35	45	...duration of registration, which <u>runs</u> until the end of August.	22	52.4	3rd singular, Explicit, Implicit
36	49	The passport is a traveler's primary <u>means</u> of identification...	22	52.4	Lexical phrase, Explicit, Implicit
37	52	A video telephone enabling two people to talk to and <u>to watch</u>	22	52.4	Collocation, Explicit
38	13	Dance is the subject of <u>several</u> movies playing...	21	50	Sentence structure, Explicit
39	37	<u>Improvements</u> in local bus service have brought...	21	50	Lexical phrase, Explicit, Implicit
40	58	There have been <u>many</u> disputes over the proper way...	21	50	Countable noun, Explicit
41	11	Quarterly earnings are <u>seldom</u> reported to the shareholders.	20	47.6	Sentence structure, Explicit
42	16	...tend to dismiss <u>incompetent</u> employees more frequently.	20	47.6	Lexical phrase, Explicit, Implicit
43	21	From the turn of the century, concern for wildlife <u>has led</u> to...	20	47.6	Sentence structure, Tense, Explicit
44	34	I am surprised they moved your office next to <u>mine</u> .	19	45.2	Sentence structure, Explicit
45	27	...to express her <u>appreciation</u> for the retirement gift.	18	42.9	Lexical phrase, Explicit, Implicit
46	28	After four years in sales, Mr. LeConte <u>finally</u> was able to...	18	42.9	Sentence structure, Explicit, Implicit
47	39	...your securities safe in our vault <u>under</u> strict audit controls.	18	42.9	Collocation, Explicit
48	48	...to contact the box office <u>as soon as possible</u> .	18	42.9	(lexical) Phrase, Explicit
49	53	...just slightly <u>only</u> more than a week after the national elections.	18	42.9	Lexical phrase, Explicit, Implicit
50	55	Export law <u>it</u> became a key factor in international trade.	17	40.5	Sentence structure, Implicit
51	18	Automobiles are put <u>out</u> of gear by moving the gearshift to neutral.	16	38.1	(lexical) Phrase, Explicit, Implicit
52	36	For the new museum visitor <u>as well as</u> for the veteran museum...	16	38.1	Conjunction, Explicit
53	2	It is one of the most <u>interesting</u> books on the topic.	15	35.7	Sentence structure, Explicit
54	3	...are located in the capital <u>of</u> the country.	15	35.7	Sentence structure, Explicit, Implicit
55	26	The human heart is wider at the top <u>than</u> at the bottom.	13	31	Comparative structure, Explicit
56	44	<u>Most</u> students were able to find good jobs...	13	31	Sentence structure, Explicit
57	15	I <u>have</u> a heavy workload this month.	10	23.8	Sentence structure, Tense, Explicit

58	6	Inflation is <u>likely</u> to affect personal spending quite a bit in July.	9	21.4	Collocation, Explicit
59	8	...earn <u>higher</u> salaries on the west coast than on the east coast.	8	19	Comparative structure, Explicit
60	7	Mrs. Kawabata is ready to see you now. Thank you for <u>waiting</u> .	2	4.8	Collocation, Explicit

* n/e: the number of error

* guess the meaning: guess the meaning of the words from the context

More than 70 percent of the students made 13 grammatical and lexical phrases out of 60 items. Most of the errors are sentence structures and lexical phrases. For sentence structure, the students cannot accurately judge the kind of verb, the use of an adjective or adverb, the use of a noun instead of an adjective, and double pronouns. The students learned grammatical rules and sentence patterns that employ adjectives, adverbs, nouns and pronouns, etc. in high school days, but the grammatical errors indicate that they cannot apply those sentence structures in the new complicated phrases and sentences.

For lexical phrases, the errors indicate that there are many difficult words and phrases for the students, and the students cannot accurately choose the words and phrases from context. The words and phrases such as “procrastinating,” “abate,” and “stirred up” are somewhat difficult for the students to guess the meaning from context. Even though teachers explicitly teach several phrases and sentence patterns, when the students do not try to understand the meaning of the words in context, it is difficult for them to get correct answers. Thus, both explicit and implicit instructions appear to be necessary for the students

to understand the meaning of lexical phrases and grammatical rules. Thus, the students need to make an effort to memorize words and phrases, and sentence structures. In this case, the students should have rich vocabulary knowledge.

On the other hand, there are also a small number of other grammatical errors to be considered (items: 15, 6, 8, 7). However, those errors are formulas, such as the conventional greeting, routine daily work, collocations, idioms, such as “thank you for ~ ing,” and “is likely to ~ .” The students learned those grammatical rules, lexical phrases, and idioms in the senior high school classroom explicitly in the repetition through the present, practice, and produce method as mentioned by Richards and Rodgers (2001, p.246). Practice and repetition through the explicit instructions become familiar with the words and phrases, and sentence structures.

Gundel and Tarone (1983) discuss “markedness” and “unmarkedness”: Linguistic notions of “markedness” are usually defined in terms of complexity, relative infrequency of use or departure from something that is more basic, typical or canonical in a language. That is to say, “markedness” means unfamiliar vocabulary and grammar, and “unmarkedness” means familiar ones.

From this point of view, it seems that 13 errors are unfamiliar grammar and lexical phrases. For the study of lexical phrases, there are several ways such as rote learning

(explicit) and incidental learning (implicit) to improve competency. In Japanese EFL classrooms, many students memorize vocabulary through rote learning. However, Krashen (1983) argues that vocabulary and grammar are acquired through comprehensible input. In other words, students learn vocabulary and grammar through incidental learning.

3.3.2 Grammatical errors of upper and lower level students

As Table 3 shows, both explicit and implicit instructions are necessary for students to understand sentence structures and lexical phrases before practicing. Familiar sentence patterns and lexical phrases are easy to understand for learners. This section examines whether there is any difference in the characteristics of errors between upper level and lower level students.

Table 4 shows the number of grammatical errors of the upper level and the percentage of each item which consists of 60 questions.

Table 4 Grammatical errors of upper level students

n=20

rank	item	questions	* n/e	%	instruction
1	20	Mr. K accused Boris of <u>procrastinating</u>	19	95	Lexical phrase, Explicit, Implicit
2	50	...how efficient Miss Choo <u>is</u> .	18	90	Verb structure, Explicit
3	22	... <u>plans should be evaluated</u> like any other financial commitment.	17	85	Lexical phrase, Explicit, Implicit
4	38	The recession is not expected to <u>abate</u> until year's end.	17	85	Lexical phrase, Explicit

5	43	Twenty-four banks <u>they</u> have agreed on a formula....	17	85	Sentence structure, Implicit
6	32	...to approve proposals and to <u>oversee</u> their implementation.	16	80	Lexical phrases, Explicit, Implicit
7	33	Participation in the saving plan is <u>voluntary</u>	16	80	Part of speech, Structure, Explicit
8	10	...they only <u>stirred up</u> the hot, humid air.	15	75	Lexical phrase, Explicit, Implicit
9	17	The work orders have been <u>released</u> to the production....	15	75	Lexical phrase, Explicit, Implicit
10	19	...as long as your policy remains <u>in effect</u> .	15	75	Collocation, Explicit
11	59	A slow-moving area of low <u>pressure</u> will continue....	15	75	Lexical phrase, Explicit, Implicit
12	41	The corporation adopted <u>his</u> present name in 1981.	14	70	Sentence structure, Implicit
13	57	...to provide outstanding <u>durability</u> .	14	70	Noun structure, Explicit
14	11	Quarterly earnings are <u>seldom</u> reported to the shareholders.	13	65	Sentence structure, Explicit
15	14	It is worth examining the <u>steps</u> nations can take to facilitate....	13	65	Lexical phrase, Explicit, Implicit
16	24	...timetable is subject to change without <u>notice</u> .	13	65	Lexical phrases, Explicit
17	25	Practically <u>no one</u> in the group passed up the opportunity....	13	65	Sentence structure, Explicit, Implicit
18	29	In this company there has been little <u>regard</u> for the needs....	13	65	Lexical phrase, Explicit, Implicit
19	1	Private financing can <u>take</u> a variety of forms.	12	60	Lexical phrase, Explicit, Implicit
20	23	...make reservations two to three months <u>beforehand</u> .	12	60	Lexical phrases, Explicit, Implicit
21	31	Coral, popular for necklaces, <u>is</u> made of tiny sea animals.	12	60	Verb structure, Explicit
22	13	Dance is the subject of <u>several</u> movies playing....	11	55	Sentence structure, Explicit
23	46	A flurry of promising economic news <u>in the last ten days</u>	11	55	Article, Explicit, Implicit
24	58	There have been <u>many</u> disputes over the proper way....	11	55	Countable noun, Explicit
25	4	The satellite photographed a <u>previously undetected</u> moon....	10	50	Sentence structure, Explicit
26	30	...believe there will be a gradual <u>slowdown</u> in October.	10	50	Lexical phrase, Explicit, Implicit
27	34	I am surprised they moved your office next to <u>mine</u> .	10	50	Sentence structure, Explicit
28	36	For the new museum visitor <u>as well as</u> for the veteran museum....	10	50	Conjunction, Explicit
29	37	<u>Improvements</u> in local bus service have brought....	10	50	Lexical phrase, Explicit, Implicit
30	40	Before <u>adopting</u> a particular distribution strategy,....	10	50	Lexical phrase, Explicit, Implicit
31	47	...relative to their counterparts in <u>other</u>	10	50	Sentence structure,

		industrialized states.			Explicit
32	49	The passport is a traveler's primary <u>means</u> of identification...	10	50	Lexical phrase, Explicit, Implicit
33	51	The <u>amount of material</u> published on the general topic...	10	50	Sentence structure, Explicit, Implicit
34	56	Before playing tennis, Simon had to get his <u>hair cut</u> .	10	50	Uncountable noun, Explicit
35	60	...in the midst of change, <u>both</u> creatively and financially.	10	50	(lexical) Phrase, Explicit
36	5	The trend toward shorter working hours <u>continues</u> .	9	45	Part of speech, Structure, Explicit
37	12	Unfortunately, there are <u>those who</u> will probably not respect...	9	45	Sentence structure, Explicit
38	35	The comptroller has <u>predicted</u> that in ten years...	9	45	Lexical phrases, Explicit, Implicit
39	52	A video telephone enabling two people to talk to and <u>to watch</u> ...	9	45	Collocation, Explicit
40	55	Export law <u>it</u> became a key factor in international trade.	9	45	Sentence structure, Implicit
41	27	...to express her <u>appreciation</u> for the retirement gift.	8	40	Lexical phrase, Explicit, Implicit
42	45	...duration of registration, which <u>runs</u> until the end of August.	8	40	3rd singular, Explicit, Implicit
43	9	You need about forty different nutrients to stay <u>healthy</u> .	7	35	Sentence structure, Explicit
44	16	...tend to dismiss <u>incompetent</u> employees more frequently.	7	35	Lexical phrase, Explicit, Implicit
45	18	Automobiles are put <u>out</u> of gear by moving the gearshift to neutral.	7	35	(lexical) Phrase, Explicit, Implicit
46	42	That client is used to receiving <u>prompt</u> attention.	7	35	Sentence structure, Explicit
47	54	<u>Information</u> about the meetings can be obtained...	7	35	Uncountable noun, Explicit
48	21	From the turn of the century, concern for wildlife <u>has led</u> to...	6	30	Sentence structure, Tense, Explicit
49	39	...your securities safe in our vault <u>under</u> strict audit controls.	6	30	Collocation, Explicit
50	48	...to contact the box office <u>as soon as possible</u> .	6	30	(lexical) Phrase, Explicit
51	53	...just slightly <u>only</u> more than a week after the national elections.	6	30	Lexical phrase, Explicit, Implicit
52	2	It is one of the most <u>interesting</u> books on the topic.	5	25	Sentence structure, Explicit
53	3	...are located in the capital <u>of</u> the country.	5	25	Sentence structure, Explicit, Implicit
54	28	After four years in sales, Mr. LeConte <u>finally</u> was able to...	5	25	Sentence structure, Explicit, Implicit
55	26	The human heart is wider at the top <u>than</u> at the bottom.	4	20	Comparative structure, Explicit
56	44	<u>Most</u> students were able to find good jobs...	4	20	Sentence structure, Explicit
57	6	Inflation is <u>likely</u> to affect personal spending quite a bit in July.	3	15	Collocation, Explicit

58	15	I <u>have</u> a heavy workload this month.	2	10	Sentence structure, Tense, Explicit
59	7	Mrs. Kawabata is ready to see you now. Thank you for <u>waiting</u> .	1	5	Collocation, Explicit
60	8	...earn <u>higher</u> salaries on the west coast than on the east coast.	1	5	Comparative structure, Explicit

* n/e: the number of error

* guess the meaning: guess the meaning of the words from the context

More than 70 percent of the upper level students made 13 grammatical and lexical phrases out of 60 items. Most of the errors were sentence structures and lexical phrases. For sentence structures, the upper level students cannot accurately select the kind of verb, the use of adjective and adverb, the use of a noun instead of an adjective (e.g., durability), and the double pronoun. The students learned the grammatical rules and sentence patterns in high school days, but the grammatical errors indicate that they cannot apply those structures' sentences in the new complicated phrases and linguistic sentence structures.

For lexical phrases, the errors indicate that there are many difficult words and phrases for the students, and the students cannot choose the correct words and phrases from context. The words and phrases such as "low pressure," "released," "oversee," and "evaluated" are difficult for even upper level students to guess the meaning through context. Thus, explicit and implicit instructions are necessary for the students to understand difficult words and sentence structures. Also, they have to make an effort to memorize words, phrases, and sentence

structures to have rich vocabulary and grammatical rules (e.g., practicing them many times and doing extensive reading etc.).

On the other hand, upper level students understand half of the 60 questions (the errors have less than 50%). Those errors include formulas such as conventional greetings, routine daily work, collocations, idioms and sentence structures. They seem to be able to acquire the lexical phrases and grammar by studying themselves after receiving explicit instructions. Practice and repetition through the explicit instructions become familiar with the words, phrases, and sentence structures.

Table 5 shows the number of grammatical errors of lower level students and the percentage of each item which consists of 60 questions.

Table 5 Grammatical errors of lower level students

n=22

rank	item	questions	* n/e	%	instruction
1	57	...to provide outstanding <u>durability</u> .	21	95.5	Noun structure, Explicit
2	59	A slow-moving area of low <u>pressure</u> will continue....	21	95.5	Lexical phrase, Explicit, Implicit
3	38	The recession is not expected to <u>abate</u> until year's end.	20	90.9	Lexical phrase, Explicit
4	10	...they only <u>stirred up</u> the hot, humid air.	19	86.4	Lexical phrase, Explicit, Implicit
5	14	It is worth examining the <u>steps</u> nations can take to facilitate....	19	86.4	Lexical phrase, Explicit, Implicit
6	20	Mr. K accused Boris of <u>procrastinating</u>	19	86.4	Lexical phrase, Explicit, Implicit
7	24	...timetable is subject to change without <u>notice</u> .	18	81.8	Lexical phrases, Explicit
8	17	The work orders have been <u>released</u> to the production....	17	77.3	Lexical phrase, Explicit, Implicit
9	22	... <u>plans should be evaluated</u> like any other financial commitment.	17	77.3	Lexical phrase, Explicit, Implicit

10	31	Coral, popular for necklaces, <u>is</u> made of tiny sea animals.	17	77.3	Verb structure, Explicit
11	33	Participation in the saving plan is <u>voluntary</u>	17	77.3	Part of speech, Structure, Explicit
12	50	...how efficient Miss Choo <u>is</u> .	17	77.3	Verb structure, Explicit
13	4	The satellite photographed a <u>previously undetected</u> moon....	16	72.7	Sentence structure, Explicit
14	5	The trend toward shorter working hours <u>continues</u> .	16	72.7	Part of speech, Structure, Explicit
15	12	Unfortunately, there are <u>those who</u> will probably not respect....	16	72.7	Sentence structure, Explicit
16	25	Practically <u>no one</u> in the group passed up the opportunity....	16	72.7	Sentence structure, Explicit, Implicit
17	29	In this company there has been little <u>regard</u> for the needs....	16	72.7	Lexical phrase, Explicit, Implicit
18	30	...believe there will be a gradual <u>slowdown</u> in October.	16	72.7	Lexical phrase, Explicit, Implicit
19	43	Twenty-four banks <u>they</u> have agreed on a formula....	16	72.7	Sentence structure, Implicit
20	46	A flurry of promising economic news <u>in the last ten days</u>	16	72.7	Article, Explicit, Implicit
21	51	The <u>amount of material</u> published on the general topic....	16	72.7	Sentence structure, Explicit, Implicit
22	54	<u>Information</u> about the meetings can be obtained....	16	72.7	Uncountable noun, Explicit
23	9	You need about forty different nutrients to stay <u>healthy</u> .	15	68.2	Sentence structure, Explicit
24	41	The corporation adopted <u>his</u> present name in 1981.	15	68.2	Sentence structure, Implicit
25	42	That client is used to receiving <u>prompt</u> attention.	15	68.2	Sentence structure, Explicit
26	1	Private financing can <u>take</u> a variety of forms.	14	63.6	Lexical phrase, Explicit, Implicit
27	21	From the turn of the century, concern for wildlife <u>has led</u> to....	14	63.6	Sentence structure, Tense, Explicit
28	32	...to approve proposals and to <u>oversee</u> their implementation.	14	63.6	Lexical phrases, Explicit, Implicit
29	40	Before <u>adopting</u> a particular distribution strategy,....	14	63.6	Lexical phrase, Explicit, Implicit
30	45	...duration of registration, which <u>runs</u> until the end of August.	14	63.6	3rd singular, Explicit, Implicit
31	56	Before playing tennis, Simon had to get his <u>hair</u> cut.	14	63.6	Uncountable noun, Explicit
32	16	...tend to dismiss <u>incompetent</u> employees more frequently.	13	59.1	Lexical phrase, Explicit, Implicit
33	28	After four years in sales, Mr. LeConte <u>finally</u> was able to....	13	59.1	Sentence structure, Explicit, Implicit
34	35	The comptroller has <u>predicted</u> that in ten years....	13	59.1	Lexical phrases, Explicit, Implicit
35	47	...relative to their counterparts in <u>other</u> industrialized states.	13	59.1	Sentence structure, Explicit
36	52	A video telephone enabling two people to	13	59.1	Collocation,

		talk to and <u>to watch</u>			Explicit
37	60	...in the midst of change, <u>both</u> creatively and financially.	13	59.1	(lexical) Phrase, Explicit
38	19	...as long as your policy remains <u>in effect</u> .	12	54.5	Collocation, Explicit
39	39	...your securities safe in our vault <u>under</u> strict audit controls.	12	54.5	Collocation, Explicit
40	48	...to contact the box office <u>as soon as possible</u> .	12	54.5	(lexical) Phrase, Explicit
41	49	The passport is a traveler's primary <u>means</u> of identification...	12	54.5	Lexical phrase, Explicit, Implicit
42	53	...just slightly <u>only</u> more than a week after the national elections.	12	54.5	Lexical phrase, Explicit, Implicit
43	37	<u>Improvements</u> in local bus service have brought...	11	50.0	Lexical phrase, Explicit, Implicit
44	2	It is one of the most <u>interesting</u> books on the topic.	10	45.5	Sentence structure, Explicit
45	3	...are located in the capital <u>of</u> the country.	10	45.5	Sentence structure, Explicit, Implicit
46	13	Dance is the subject of <u>several</u> movies playing...	10	45.5	Sentence structure, Explicit
47	23	...make reservations two to three months <u>beforehand</u> .	10	45.5	Lexical phrases, Explicit, Implicit
48	27	...to express her <u>appreciation</u> for the retirement gift.	10	45.5	Lexical phrase, Explicit, Implicit
49	58	There have been <u>many</u> disputes over the proper way....	10	45.5	Countable noun, Explicit
50	18	Automobiles are put <u>out</u> of gear by moving the gearshift to neutral.	9	40.9	(lexical) Phrase, Explicit, Implicit
51	26	The human heart is wider at the top <u>than</u> at the bottom.	9	40.9	Comparative structure, Explicit
52	34	I am surprised they moved your office next to <u>mine</u> .	9	40.9	Sentence structure, Explicit
53	44	<u>Most</u> students were able to find good jobs....	9	40.9	Sentence structure, Explicit
54	15	I <u>have</u> a heavy workload this month.	8	36.4	Sentence structure, Tense, Explicit
55	55	Export law <u>it</u> became a key factor in international trade.	8	36.4	Sentence structure, Implicit
56	8	...earn <u>higher</u> salaries on the west coast than on the east coast.	7	31.8	Comparative structure, Explicit
57	11	Quarterly earnings are <u>seldom</u> reported to the shareholders.	7	31.8	Sentence structure, Explicit
58	6	Inflation is <u>likely</u> to affect personal spending quite a bit in July.	6	27.3	Collocation, Explicit
59	36	For the new museum visitor <u>as well as</u> for the veteran museum....	6	27.3	Conjunction, Explicit
60	7	Mrs. Kawabata is ready to see you now. Thank you for <u>waiting</u> .	1	4.5	Collocation, Explicit

* n/e: the number of error

* guess the meaning: guess the meaning of the words from the context

More than 70 percent of the lower level students made 22 grammatical and lexical phrase errors out of 60 items. Most of the errors were sentence structures and lexical phrases such as “is made of ~,” “previously undetected,” “there are those who ~,” and “practically no one ~.” For sentence structures, the lower level students cannot judge the correct answers of sentence structures and lexical phrases. They do not understand the grammatical functions of verbs, adjectives or adverbs, nouns and pronouns. The students learned the grammatical rules and sentence patterns when they were high school students, but the grammatical errors imply that they cannot apply that basic understanding of grammar with the new complicated phrases and linguistic sentence structures.

For lexical phrases, the errors imply that there are difficult and unfamiliar words and phrases for the students, and the students cannot exactly choose the words and phrases from context. The words and phrases such as “slowdown,” “abate,” and “procrastinating” are difficult for the lower level students to guess the meaning from context. Even though a teacher teaches several words, phrases, and sentence patterns, it is difficult for them to guess the meaning of words from context. They also made grammatical errors having to do with prepositions and uncountable nouns. Some examples are “amount of material,” and “information.” Compared with upper level students, it is necessary for lower level students to repeat and practice words,

phrases, and sentence structures from the early stages of learning.

On the other hand, the kinds of errors that 30 percent of the students made are also grammatical errors (items: 6, 36, 7). Those errors are conventional greetings, collocations, and idioms. The students learned those grammatical rules and lexical phrases in the senior high school classroom explicitly. Practice and repetition through explicit instruction created familiarity with many words and phrases.

3.3.3 Grammatical errors of English composition

Besides the TOEIC grammatical errors, this study examined the student's errors of English composition in September after having studied some English for five months in university. The students were asked to write about "what is your future occupation?" within the time limitation of 15 minutes. Table 6 shows the results of grammatical errors of English composition.

Table 6 Grammatical errors of upper and lower level students of English composition

errors	N=42		upper (n=20)		lower (n=22)		instruction
	*n/e	%	*n/e	%	*n/e	%	
When I was <u>a</u> student..., I want to be(become) <u>a/ an</u> ...,	18	42.9	8	40	10	45.5	Article, Explicit, Implicit
government, nervous, clearly, knowledge, ability, support, problem, heart,	16	38.1	10	50	6	27.3	Spelling, Explicit, Implicit,

I'm <u>interested in</u> ..., connect with..., I <u>want to</u> ..., I want to <u>be/become</u> ..., come to...	11	26.2	4	20	7	31.8	Sentence structure, Explicit, Implicit
I want to work <u>at</u> school...	6	14.3	4	20	2	9	Sentence structure, Explicit, Implicit
various things, many skills, parents are..., two days are...,	4	9.5	2	10	2	9	Plural, Explicit, Implicit
how to keep <u>health</u> ...,	3	7.1	1	5	2	9	Sentence structure, Explicit, Implicit
It is <u>necessary</u> ..., English is <u>necessary</u> ...,	3	7.1	0	0	3	13.6	Sentence structure, Explicit, Implicit
however, <u>I</u> have to...	3	7.1	0	0	3	13.6	Lack of comma and period, Explicit, Implicit
what I should do to...,	2	4.8	2	10	0	0	Sentence structure, Explicit, Implicit
I want to be an interviewer. Because, I like talk to my friends and family and I am outgoing person.	2	4.8	0	0	2	9	Paragraph structure, Explicit, Implicit
housework, information,	2	4.8	1	5	1	4.5	Uncountable noun, Explicit
I'm serious and _____ <u>isn't</u> late...,	2	4.8	0	0	2	9	Sentence structure (lack of subject or predicate), Explicit, Implicit
looking forward to ~ing...,	1	2.4	1	5	0	0	(lexical) Phrase, Explicit
I <u>can</u> speak...,	1	2.4	0	0	1	4.5	Sentence structure, Explicit, Implicit
this work <u>becomes</u> ..., young man <u>doesn't</u> want to ...,	1	2.4	0	0	1	4.5	3rd person, Explicit
I want to help <u>someone</u> ...,	1	2.4	0	0	1	4.5	Sentence structure, Explicit
I was <u>taught</u> ...,	1	2.4	0	0	1	4.5	Sentence structure, Explicit
~ <u>but</u> I don't have...,	1	2.4	0	0	1	4.5	Conjunction, Explicit, Implicit

*n/e: the number of error

Half of the grammatical errors were sentence structures such as lack of “want ~ , ” “I’m interested in how to keep healthy,” “English is necessity,” and “I want to help anybody,” instead of ‘keep health,’ ’necessary,’ and ‘someone.’ The students cannot correctly use verbs, adjectives or adverbs, nouns, and pronouns. As for word order, such as “I don’t know what

should I do to grant my dream,” even upper level students made errors in their English compositions. The examples of conjunction errors are “I have an old brother and sister, (misses but I) don’t have a little brother and sister.”

Also, there were a lot of morpheme errors that include articles, plurals, the 3rd person, contractible copula, and contractible auxiliary verbs. Most students made errors about articles and plurals such as “I want to be high school teacher,” “When I was high school student,” “I will study many subject from now on,” and “I study various thing hard for the time being.”

Usually, students would check their grammar and sentences, but in the case of this writing test, it can be said that they might not be able to check the grammar and sentences because there was a time limitation. Also, there might be some mistakes instead of errors. However, here in this investigation, the number of mistakes is included in the number of errors, because it is difficult to make distinction of errors from mistakes. Hence, students cannot judge correct grammatical structures without receiving explicit instruction.

Concerning morphemes, Krashen (1983) argues that explicit instruction is not necessary from the point of view of “The Natural Order Hypothesis,” because there is a natural acquisition order about grammatical morphemes. However, when one considers English composition, there are a lot of

morpheme errors concerning articles, plurals, the 3rd person, and auxiliary verbs. Thus, the problem is whether explicit instruction is necessary or not.

Accordingly, for research question 1, this chapter can be summarized as follows: The most grammatical errors made are sentence structures and lexical phrases which are difficult and unfamiliar for the students. As for upper level students, it is important to give explicit and implicit instruction, because it is necessary for the students to guess and infer. On the other hand, both levels of the students need to make an effort to memorize words, phrases, and sentence structures to have a rich vocabulary and to understand grammatical rules. Also, it might be necessary for lower level students to receive an explicit instruction but the effect of the explicit instruction on grammatical structure and lexical phrases are controversial among researchers.

3.4 RQ2, Which is effective, explicit or implicit?

The previous section examined what kinds of grammatical errors students made, and it seems that it is necessary to give explicit and implicit instruction for EFL students. This section describes how a teacher should give the explicit instruction for students to notice the grammatical errors and rules. Is it necessary for teachers to give explicit instructions in EFL classes? Do the students who receive a lot of comprehensible

input notice grammatical rules or errors by themselves?

Truscott (1996) compiled a review of cases against the use of grammar instruction in the L2 writing class. According to his evidence, grammar correction in L2 writing classes should be abandoned as research shows it to be ineffective and not helpful.

However, as mentioned below, there are many researchers who support the effect of feedback for language teaching. Fotos (1993) investigates the amount of learner noticing produced by two types of grammar consciousness-raising treatments designed to develop formal knowledge of grammar structures. One was teacher fronted grammar lessons and the other was interactive grammar problem solving tasks. The focus of attention was adverb placement and relative clauses in an EFL setting at a Japanese university. Findings of the study produced evidence that explicit grammatical knowledge can be developed through grammar consciousness-raising tasks which subsequently result in noticing grammatical features on the part of the learner. Furthermore, the production requirement served as an extra form-focused activity which helped to make the learners notice input. She concludes that repeated communicative exposure to grammar structures presented in formal instruction consolidates and increases the learners' accuracy. Ellis (1991) also states explicit instruction and "consciousness-raising" are important for students. However, it seems that it is also important to practice through repetition so

that the explicit instruction becomes familiar with the words and grammatical rules.

Lightbown and Spada (1990), Carroll and Swain (1993), and Ellis, Sheen, Murakami and Takashima (2008) state that feedback is effective in language teaching. Lightbown and Spada (1990) examined the effect of corrective feedback and focus on form in a communicative language classroom. The learners are native speakers of French who had received a 5-month intensive ESL course in the stages of grade 5 and grade 6 in elementary school. The teachers focused on meaning-based activities, provided opportunities for the negotiation of meaning in group work, and supplied rich and various input. The result showed differences between classes in the accuracy in the use of grammar. The class that received the greatest amount of focus on form teaching (30% of the teaching time) was most accurate, and the class whose teacher virtually never focused on grammar had the lowest accuracy rates. The result of this study also provides further support for the hypothesis that form-based instruction within a communicative context contributes to higher levels of linguistic knowledge and performance. They claim that accuracy, fluency, and overall communicative skills are probably best developed through instruction that is primarily meaning-based but in which guidance is provided through timely form-focus activities and correction in context. It appears that explicit instruction (meaning-based) is necessary to understand

grammatical rules and words.

Carroll and Swain (1993) state various types of negative feedback and how they affect adult ESL learners. The four groups of subjects received varying degrees of feedback ranging from explicit metalinguistic information to non-feedback. (Group 1 subjects were given explicit metalinguistic information about a generalization. Group 2 subjects were told that their response was wrong. Group 3 subjects were corrected when they made errors, giving them a model of the response desired along with implicit negative evidence that their response was incorrect. Group 4 subjects, having made an error, were asked if they were sure about their response.) The focus of instruction was dative alternation and the subjects were to decide whether a particular verb alternates. If so they were to orally produce a correct sentence structure using an alternative structure. The results showed that out of all the treatment groups, negative feedback performed better than the control group. They found that simply telling a subject that she was wrong and providing indirect feedback with the right forms did not help as much as supplying the learners with explicit metalinguistic information. It seems that meaning-based instruction (explicit instruction) and guessing the grammar (implicit instruction) are important in the case of listening.

Ellis, Sheen, Murakami and Takashima (2008) describe the effect of written corrective feedback about the definite article

and the indefinite article. The subjects were divided into 3 groups (1. A teacher gave feedback that focused only on articles when students made errors. 2. A teacher gave some feedbacks when students made errors. 3. A teacher didn't give feedback and only made comments such as "good!," even though the students made errors.) The results showed that group 1 and 2 were better than group 3. It was not so much differences between group 1 and 2, but it might be easy to understand the grammatical rules for students when a teacher gives focused feedback.

Also, VanPatten and Oikkenon (1996) attempted to explain how explicit information and structure input activities effect learning object pronouns and word order. Ways to improve performance on interpretation and production tests were examined. The formal instruction included explicit information and structured input. The group that received the former was given explanations about the properties of the language and were supplied with reasons why they were wrong when they had errors in their performance. They did not receive any practice. The latter group that received processing information received an explanation of form and practiced structured activities. The third group only did the activities that involved the subjects interpreting simple sentences. They did not receive any feedback on their performance nor did they receive any explicit information about the language structure. The findings showed

that the beneficial effects of the instruction were due to the structured input activities and not to the explicit explanations provided to the learner. Whether one accepts this particular position or not, the present study at least calls into question the necessity of explicit information in processing instruction; it may be enough to push learners to make form-meaning connections during appropriately structured input activities.

Skehan (1998) states that in selecting or designing tasks there is a trade-off between cognitive processing and focus on form. More difficult, cognitively demanding tasks reduce the amount of attention the learner can give to the formal features of messages, something that is thought to be necessary for accuracy and grammatical development. In other words, if the task is too difficult, fluency may develop at the expense of accuracy. He (1998) suggests that

tasks can be designed along a cline of difficulty so that learners can work on tasks that enable them to develop both fluency and an awareness of language form (p.97)

That is to say, it is important that teachers give an explicit instruction, and students notice the grammatical rules and lexical phrases. "Awareness" means that students notice the meaning themselves and it is a similar meaning to "notice."

Accordingly, although there are some controversial issues

on the effect of feedback and explicit instruction, for research question 2, this chapter suggests that it is necessary for EFL students to receive an explicit and implicit instruction, and for teachers to devise how to teach explicit and implicit knowledge according to students' level. In the case of lower level students, a teacher should give form-focused instruction and meaning-based instruction (explicit instruction). As for the upper level student's case, teacher gives form-focused instruction (explicit instruction) and encourages guessing the meaning (implicit instruction).

Chapter 4

Conclusion

This paper has attempted to clarify the effectiveness of grammar instruction for developing the communication skills of EFL university students. Krashen (1983) states that grammar instruction is not always necessary for developing communication skills. However, many EFL learners make grammatical errors. If they do not learn grammar, it will be difficult to convey what they want to say, or understand what others say.

In order to examine the necessities of grammar instruction, chapter 2 has focused on the ideas of grammar and grammar instruction. Concerning grammar, Richards and Rodgers (2001) state that teaching grammar includes systems of structurally related elements written as phonological units, morphological units, grammatical/syntactical units, grammatical operations and lexical items. Shirahata, Tomita, Muranoi and Wakabayashi (1999) explain the difference between prescriptive grammar and descriptive grammar. It seems that English grammar taught in the Japanese classroom is prescriptive grammar. Moreover, Yoneyama (2003) explains that declarative knowledge is an explicit knowledge and procedural knowledge is an implicit

knowledge. As for grammar instruction, there are some controversial issues concerning whether grammar instruction is effective or not (e.g., deductive grammar instruction and inductive instruction, explicit knowledge and implicit knowledge, interface position and non-interface position.) Deductive grammar instruction is when a teacher teaches grammar explicitly to students, and inductive grammar instruction is when teacher gives a lot of sentences to learners in order to make them aware of the rules of grammar. Ellis (1994) describes that explicit knowledge is a conscious linguistic knowledge, and it is mainly acquired through a form-focused instruction. Explicit instructions will make grammatical rules easier to notice and help the learners to notice their errors. Schmidt (1990) also states that grammar instruction in communication is effective for language acquisition and it is effective to urge “noticing.” On the other hand, implicit knowledge indicates subconscious knowledge. This knowledge is intuitive and it is not possible to explain clearly. Ellis (1994) describes Interface position and Non-interface position as follows: Interface position indicates that the grammar is learned consciously, and “explicit knowledge” shifts to “implicit knowledge.” There is a possibility that “learning” becomes “acquisition.” This shift is assumed to be achieved by “use” and “practice.” In contrast, Non-interface position indicates that “explicit knowledge” does not change into “implicit knowledge.” Input Hypothesis,

proposed by Krashen and Terrell (1983) is the representative example of Non-interface position. However, Stevick (1980), Bialystok (1982), and McLaughlin (1978) argue that the Interface position is effective for developing communication skills. Oka (1994, p.249) states that the next activities are important for conducting a speaking lesson in EFL classes.

First step: Comprehension (confirm the vocabulary and grammar)

Second step: Drill (practice of a pronunciation, imitation of dialogue, pattern practice)

Third step: Application (practice of communication, mutual activities)

These literature reviews show the effects of explicit and implicit grammar instruction on second language learning in ESL and EFL situations. The learners who notice the grammatical rules with comprehensible input will understand grammatical rules more than those who receive only explicit instructions. However, the question is how learners notice the grammatical rules and errors through comprehensible input, because "noticing" grammatical rules is more difficult than "practicing" words for the students who cannot understand a teacher's explanation. It seems that there are many learners who do not notice errors even though they receive explicit instructions.

Thus, chapter 3 has investigated what kind of grammatical errors EFL students make, and which instruction is effective, explicit or implicit instruction. 42 Japanese EFL university freshmen took a C-test, the TOEIC and an English composition test to find what kinds of grammatical errors they make and to investigate whether or not they need explicit or implicit grammatical instructions. They received explicit instructions for some grammatical rules in Japanese EFL junior and high school situations, but it is unknown whether they understand grammar or not. According to the average score of the C-test (53 score), the level of the students was divided into “upper” and “lower.”

The results of research question 1 suggest that the kinds of grammatical errors made show that both levels of students made grammatical errors connected with sentence structures and lexical phrases which are difficult and unfamiliar for the students, such as “procrastinating,” “abate,” and “stirred up.” Both levels of students need to make an effort to memorize words, phrases, and sentence structures to have rich vocabulary and grammatical knowledge. In the case of upper level students, it is important for them to enhance their guessing ability for unknown words from context in order to understand complicated grammatical rules and difficult lexical phrases. Thus, it is necessary for the students to receive both explicit and implicit instructions.

In the case of lower level students, it might be necessary for them to receive explicit instruction, but the effect of explicit instruction on grammatical structure and lexical phrases is controversial among researchers. The latter half of chapter 3 argues against the necessities of explicit instructions and implicit instructions. Truscott (1996) argues that grammar correction in L2 writing classes is not helpful for students. However, there are many researchers who support the effect of feedback for language teaching. For example, Lightbown and Spada (1990) examined the effect of corrective feedback and focus-on-form in a communicative language classroom. The teachers focused on meaning-based activities, provided opportunities for the negotiation of meaning in group work, and supplied rich and various input. The class received the greatest amount of focus-on-form teaching (30% of the teaching time), was most accurate, and the class whose teacher virtually never focused on grammar had the lowest accuracy rates. It appears that explicit instructions (meaning-based) are necessary to understand grammatical rules and words. Moreover, Skehan (1998) states that it is important that teachers give explicit instruction, and students notice the grammatical rules and lexical phrases better when they receive it.

The results of research question 2 show that it is necessary for EFL students to receive explicit and implicit instructions and for teachers to devise a way to teach explicit and implicit

knowledge according to a student's level. In the case of lower level students, it will be necessary to teach form-focused and meaning-focused instruction (explicit instruction) to understand the grammatical rules. As for the upper level student's case, it will be necessary to teach form-focused and meaning-focused instruction (explicit instruction) while encouraging guessing the meaning (implicit instruction). The upper level students should make an extra special effort to guess the meaning of unknown words from context.

For Further Study

Concerning research question 2, the author of this paper was not able to clearly verify the effective grammar instruction of EFL classes. Also, it will be necessary to study whether the students who receive a lot of comprehensible input notice grammatical rules or errors by themselves. In order to examine these research questions in more detail, the author will study the subject continuously in the near future.

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Appendix

item	question
1	Private financing can <u>take</u> a variety of forms.
2	It is one of the most <u>interesting</u> books on the topic.
3	The corporate headquarters are located in the capital <u>of</u> the country.
4	The satellite photographed a <u>previously undetected</u> moon in orbit around Saturn.
5	The trend toward shorter working hours <u>continues</u> .
6	Inflation is <u>likely</u> to affect personal spending quite a bit in July.
7	Mrs. Kawabata is ready to see you now. Thank you for <u>waiting</u> .
8	Executives of small companies earn <u>higher</u> salaries on the west coast than on the east coast.
9	You need about forty different nutrients to stay <u>healthy</u> .
10	The ceiling fans were on, but unfortunately they only <u>stirred up</u> the hot, humid air.
11	Quarterly earnings are <u>seldom</u> reported to the shareholders.
12	Unfortunately, there are <u>those who</u> will probably not respect the arbiter's decision.
13	Dance is the subject of <u>several</u> movies playing over the holiday season.
14	It is worth examining the <u>steps</u> nations can take to facilitate the removal of trade barriers.
15	I <u>have</u> a heavy workload this month.
16	Today many managers reward only good performers and tend to dismiss <u>incompetent</u> employees more frequently.
17	The work orders have been <u>released</u> to the production department.
18	Automobiles are put <u>out</u> of gear by moving the gearshift to neutral.
19	This identification card is valid as long as your policy remains in <u>effect</u> .
20	Mr. Kekkonen accused Boris of <u>procrastinating</u> when he handed in his report a week late.
21	From the turn of the century, concern for wildlife <u>has led</u> to numerous international conservation programs.
22	When corporations decide to buy life insurance for their executives, the various plans should be <u>evaluated</u> like any other financial commitment.
23	To vacation at that mountain resort, you must make reservations two to three months <u>beforehand</u> .
24	Information listed in this timetable is subject to change without <u>notice</u> .
25	Practically <u>no one</u> in the group passed up the opportunity to attend the computer skills seminar.
26	The human heart is wider at the top <u>than</u> at the bottom.
27	Mrs. Barker <u>gave</u> a short speech after lunch to express her <u>appreciation</u> for the retirement gift.
28	After four years in domestic sales, Mr. LeConte <u>finally</u> was able to transfer to the international division.
29	In this company there has been little <u>regard</u> for the needs of part-time workers.
30	Economic experts believe there will be a gradual <u>slowdown</u> in October.
31	Coral, popular for necklaces, <u>is</u> made of tiny sea animals.
32	One of the major responsibilities of this position is to approve proposals and to <u>oversee</u> their implementation.
33	Participation in the saving plan is <u>voluntary</u> , but often reaches ninety percent.
34	I am surprised they moved your office next to <u>mine</u> .
35	The comptroller has <u>predicted</u> that in ten years the space used by the research department will have to double.
36	For the new museum visitor <u>as well as</u> for the veteran museum goer, the Museum Highlights Tour offers an excellent opportunity to see the most popular exhibits.
37	<u>Improvements</u> in local bus service have brought increased business to the area.
38	The recession is not expected to <u>abate</u> until year's end.
39	The bank invites you to keep your securities safe in our vault <u>under</u> strict audit controls.
40	Before <u>adopting</u> a particular distribution strategy, a segment of the market should be tested.
41	The corporation adopted <u>his</u> present name in 1981.
42	That client is used to receiving <u>prompt</u> attention.
43	Twenty-four banks <u>they</u> have agreed on a formula to refinance 1.6 billion of the country's short-term foreign debt.

44	<u>Most</u> students were able to find good jobs three to six months after graduation.
45	We are waiving the entrance fees for the duration of registration, which <u>runs</u> until the end of August.
46	A flurry of promising economic news <u>in the last ten days</u> has caused analysts to revise their forecasts for the stock's growth.
47	Local government workers in this state generally are underpaid relative to their counterparts in <u>other</u> industrialized states.
48	Due to the popularity of the stars, theater patrons are advised to contact the box office <u>as soon as possible</u> .
49	The passport is a traveler's primary <u>means</u> of identification abroad.
50	The format in which the data is presented in this research paper shows how efficient Miss Choo <u>is</u> .
51	The <u>amount of material</u> published on the general topic has tripled since March.
52	A video telephone enabling two people to talk to and <u>to watch</u> each other has been patented by two inventors.
53	The strike began unexpectedly, just <u>slightly</u> more than a week after the national elections.
54	<u>Information</u> about the meetings can be obtained by calling the Berlin Chamber of Commerce.
55	Export law <u>it</u> became a key factor in international trade.
56	Before playing tennis, Simon had to get his <u>hair</u> cut.
57	The machine's different typing elements have been carefully designed to provide outstanding <u>durability</u> .
58	There have been <u>many</u> disputes over the proper way to train child actors.
59	A slow-moving area of <u>low pressure</u> will continue to spread cloudiness and showers across the metropolitan area tonight.
60	The recording industry is in the midst of change, <u>both</u> creatively and financially.