วารสารอิเล็กทรอนิกส์
ทางการศึกษา

การใช้คลังคำในรูปแบบสิ่งพิมพ์เป็นสื่อการสอนเพื่อพัฒนาความรู้ด้านไวยากรณ์ของนักเรียนชั้นมัธยมศึกษาปีที่ 1

THE USE OF PAPER–BASED CORPUS AS INSTRUCTIONAL MATERIAL TO ENHANCE THE GRAMMATICAL KNOWLEDGE OF GRADE 7 STUDENTS

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บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการใช้คลังคำในรูปแบบสิ่งพิมพ์เพื่อพัฒนาความรู้ด้านไวยากรณ์ของนักเรียนชั้นมัันธยมศึกษาปีที่ 1และ 2)ประเมินความพึงพอใจในการใช้คลังคำในรูปแบบสื่อสิ่งพิมพ์เป็นสื่อการสอนเพื่อพัฒนาความรู้ด้านไวยากรณ์ของนักเรียนชั้นมัธยมศึกษาปีที่ 1 กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 1 ห้อง Intensive English Course (IEC) ของโรงเรียนวัฒนาวิทยาลัย กรุงเทพมหานคร จำนวน 50 คน เครื่องมือที่ใช้ได้แก่แบบทดสอบก่อนและหลังการใช้คลังคำแผนการสอนและคลังคำในรูปแบบสิ่งพิมพ์ รวมทั้งแบบสอบถามประเมินความพึงพอใจของนักเรียนที่ผ่านการใช้คลังคำในรูปแบบของสิ่งพิมพ์เป็นสื่อการสอนเพื่อพัฒนาความรู้ด้านไวยากรณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ Paired Sample T – Test, Mean และ Standard Deviation

ผลการวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยจากแบบทดสอบหลังการใช้คลังคำของนักเรียนชั้นมัธยมศึกษาปีที่ 1 สูงกว่าค่าคะแนนเฉลี่ยก่อนการใช้คลังคำอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) ผลจากแบบสอบถามประเมินความพึงพอใจของนักเรียนที่ผ่านการใช้คลังคำในรูปแบบของสิ่งพิมพ์เป็นสื่อการสอนเพื่อพัฒนาความรู้ด้านไวยากรณ์แสดงให้เห็นว่าค่าเฉลี่ยร้อยละของความการวัดความพึงพอใจคือร้อยละ 82.64 ซึ่งหมายความว่านักเรียนมีความพึงพอใจอย่างมากเมื่อใช้คลังคำในรูปแบบสื่อสิ่งพิมพ์เป็นสื่อการสอนเพื่อพัฒนาความรู้ด้านไวยากรณ์

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Abstract

The objectives of this study were 1) to investigate to what extent a paper-based corpus as instructional material helps enhance students' grammatical knowledge; and 2) to explore students' opinions towards using a paper-based corpus as instructional material to enhance their grammatical knowledge. The sample included 50 students studying in the Intensive English Course (IEC) program of grade 7 at Wattana Wittaya Academy. The instruments were a pre-test prior to using the paper–based corpus, a lesson plan and a paper–based corpus, and a post-test after using the paper–based corpus, as well as a questionnaire about using the paper–based corpus as instructional material. The statistics used for analysis were a Paired Sample T–test, Means and Standard Deviation.

The findings of the study revealed that 1) mean scores of the post-test after using a paper–based corpus were higher than those of the pre-test at a0.05 level of significance; and 2) the result of the questionnaire revealed that the average percentage of the satisfaction evaluation was 82.64%, which meant that the students were stronglysatisfied with using a paper–based corpus as instructional material to enhance grammatical knowledge.

คำสำคัญ: คลังคำ / การเรียนรู้ด้วยวิธีข้อมูลขับเคลื่อน / การสอนแบบอุปนัย
KEYWORDS: CORPUS / DATA–DRIVEN LEARNING / INDUCTIVE TEACHING

Introduction

Normally, learning English in Thailand mostly put emphasis on a rote memorization of new words, sentences and grammar structure in text-based instructional materials which results in boredom in learning. Although teaching highlighted on sentence structures and grammar has been the traditional methods of English teaching for a long time, it seems that Thai students did not accomplish beyond a basic level of grammar with the spoon – feeding teaching style. This seems to be the reason why the grammatical knowledge gained within the semester has been lost too fast after the midterm or final examination end. According to the results of the Ordinary National Educational Test (O – NET), it was revealed that the average scores of the English tests in the academic year 2550 B.E. – 2552 B.E. in three educational levels: primary, lower secondary and upper secondary were below 50 percent as reported by the National Institute of Educational Testing Service (NIETS) of Thailand.

To solve this gone – too – fast learning English grammar, different investigators and language teachers have taken advantage of Data – Driven Learning (DDL) for teaching different components of language such as collocations, grammatical points, affixes, etc. (Dyck, 1999; Kettemann, 1995; Tribble, 1997). Thornbury (1999) also pointed out that students can be more actively involved in teaching and learning grammar instead of only become passive recipients.Thornbury (1999) stated that when something is understood; it will stay longer in mind. Even when forgotten, it can be recalled back, but memorization without understandingwill just go away. Tarsoly and Valijärvi (2012) believe that students may get overwhelmed with the method; however, they will memorize and remember the

material for a long time. Among the mentioned concerns, with regard to the aim of enhancing grade 7 students' grammatical knowledge, the data – driven learning instruction was applied using a paper – based corpus as an instructional material to enhance grade 7 students' grammatical knowledge.

This study dealt with three major concepts which were clarified as follows:

1) Inductive teaching

The inductive teaching refers to the style of introducing language context containing the target rules where students can induce rules through the context and practical examples. In other words, the order of this approach starts from creating a situation and giving examples to the generalization where students should discover such generalization by themselves or with the teacher's assistance and guidance. Thornbury (1999) said that inductive teaching or 'bottom-up' approach is an approach that begins the learning with some exercises or examples. Then after that, the rule and pattern of the language is generated. Berendse (2012) after Krashen (1982) believes that in inductive teaching, the learners are given several examples, a corpus, and have to discover the regularities. As a consequence, the learning starts from understanding of the usage of the language.

Substantial studies supporting the idea that inductive teaching has successfully been achieving students' retention or memory and deep understanding; Younie's (1967) states that students tend to remember when learning occurs inductively. Some teachers support such ideas and believe that engaging with the meaning of forms and words through an inductive teaching leads to better understanding and retention. Tarsoly and Valijärvi (2012) believe that students may get overwhelmed with the method; however, they will memorize and remember the material for a long time. That is to say, inductive teaching uses examples first as the input for students then after that patterns can be recognized from the examples. It requires students' critical thinking in observing and analyzing the input in order to generalize the regularities. It is more effective because it is suitable with students' cognitive developmental stage and facilitates them to develop their cognitive skill. However, Ausubel (1964) and Carroll (1964) indicated that the inductive teaching was too difficult for weaker or slower students, and that only brighter students were capable of discovering the underlying patterns of a structure, but the results of Shaffer's research (1989) indicate that weaker students do benefit from an inductive teaching.

Inductive teaching comes in many forms including inquiry – based learning, problem – based learning, project – based learning, case – based teaching, and discovery learning or data – driven learning.

2) Data – driven learning (DDL)

DDL which was first coined by Tim Johns is a method in which learners read large amounts of authentic language and try to discover linguistic patterns and rules by themselves. DDL is famous because of its potential in language learning. It is a student-centered method which stimulates rule and pattern discovery and learner autonomy. Johns (1988) stated that DDL changes the role of teachers and students by putting a lot of emphasis on students' role. The basis of DDL is the extent to which the learners are exposed to authentic language in spoken or written forms and are expected to discover patterns without the direct assistance of the teacher. It is believed that DDL improves learners' independency and autonomy, enhances language awareness, and makes the learners able to cope with authentic language. DDL is an inductive teaching as it does not present word meanings and grammatical rules directly. The data in DDL couldbe taken from linguistic corpus and the learners could learn the word meanings and grammatical rules indirectly and in an inductive way.

3) Corpus

The data preparing for DDL is usually taken from linguistic corpus. Corpus refers to a systematic collection of naturally occurring texts of both written and spoken language which are stored electronically on a server, hard-drive, or CD-ROM. "Systematic" means that the structures and contents of the corpus follow certain linguistic principles while "naturally occurring" refers to the facts that the texts were produced by language users in real communication situation; they were not based on how language is likely to be used. One of the advantages of corpus was its capability in familiarizing language learners with different patterns in the target language. Some investigations have been done about the efficiency of using corpus directly for language learning. For example, in Watsons (2001) research, the students used internet as a source of information and were required to correct two mistakes they made in writing a report as their assignments. The mistakes were indicated by the teacher and the students were supposed to search the internet to find examples of use of the indicated words as a corpus and induce rules in order to self-correct their mistakes. The results showed that students could correct their mistakes in 78% of instances.

Therefore, Leech (1997) put the focus of the use of corpus into two ways which were direct and indirect use of corpus. If corpus were used indirectly, it meant that they help make decisions about what materials to teach and when to teach learners. Barlow (1996) noted that corpus could influence course design and determine the content of the materials which were going to be taught in language classrooms. Woolard (2000) expressed that corpus and the use of concordancing which were used only for the purpose of research about the language in the past, are being used as an important instrument for language

teachers in their classes at the present time. Having access to corpus may be thought of as something difficult for language learners, but many authors who have done investigations about the use of corpus have published articles on the fact that corpus was easily accessible to the learners (e.g. Fox 1998; Kettemann, 1995; Stevens, 1995; Tribble, 1997; Wichmann, 1995).

While the indirect use of corpus focused on its influence on syllabus design and linguistic materials for the purpose of teaching, the direct use of corpus focused more on the teachers and learners for the purpose of getting familiar with the use of language in the real world as Fligelstone (1993) said they helped us in the teaching process. Tim Johns pioneered the direct use of corpus for learning grammar and vocabulary. Johns (2002) believed that the learners should encounter the linguistic data directly and tried to foster the role of learners as linguistic researchers.

Leech (1997) focused on 3 components of direct uses of corpusincluding 'teaching about', 'teaching to exploit', and 'exploiting to teach'. 'Teaching about' means teaching how to use corpus as an academic subject like other sub-categories of linguistics such as syntax and pragmatics. 'Teaching to exploit' means providing students with practical experiences so that they could exploit corpus for their own purposes. 'Exploiting to teach' means using a corpus-based approach to teach language and linguistics courses. With the use of corpus in language instruction, the traditional 'three P's' (Presentation – Practice – Production) approach to teach may not be suitable. Instead, the 'three I's approach' (Illustration – Interaction – Induction) which was originally proposed by Carter and McCarthy (1995) may be more appropriate. The instructional model of three I's is illustrated below.

Figure 1 the three I's of Carter and McCarthy (1995) as an instructional model
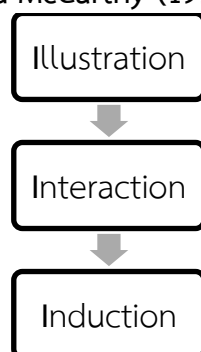
'Illustration' means looking at real data, 'Interaction' means discussing and sharing opinions and observations, and 'Induction' means making one's own rule for a particular feature, which will be refined and honed as more and more data is encountered (Carter and McCarthy 1995: 155). The three stages of Johns roughly corresponded to Carter and McCarthy's (1995) 'three I's'. Johns and King (1991) identified three stages of inductive reasoning with corpus in the DDL approach: observation (of corpus), classification (of remarkable features) and generalization (of rules).

Research Objectives

This study was aimed at:

1) Investigating in what extent to which a paper-based corpus as an instructional material helps enhance students' grammatical knowledge
2) Exploring students' opinions towards using a paper-based corpus as an instructional material to enhance students' grammatical knowledge

Research Participants

The sample of this study consisted of 50 grade – 7 students studying in Intensive English Course (IEC) at Wattana Wittaya Academy. IEC program was provided for the students in both elementary and secondary levels; the program served students whose focus were on expanding their talent and strength in English through an advanced curriculum and learning environment. Students in IEC program learned English for 7 periods per week, and the school was located on Soi Sukhumvit 19 in Asoke area of Bangkok, Thailand. As a consequence, students had chances to meet foreigners to practice their English skill.

Research Instruments

Three instruments were included in this study which were 1) lesson plan and a paper – based corpus 2) pre test and post test and 3) satisfaction evaluation questionnaire.

The first instrument were a lesson plan and a paper – based corpus which were designed to teach 'gerunds and infinitives' by using a paper – based corpus as an instructional material to enhance students' grammatical knowledge based on Intensive English Course curriculum for grade 7 students of Wattana Wittaya Academy. There were two groups of gerund and infinitive; 1).Gerund e.g. **enjoy, finish, quit, mind, postpone, put off, consider, discuss, go**;and 2).Infinitive e.g. **want, need, would love/like, hope, expect, plan, intend, mean, decide, promise, offer, refuse, pretend**. The learning activities in the lesson plan were designed according to the Carter and McCarthy's instructional model (1995), 'the Three I's (see Figure 1 in page 5), which included three steps of teaching which are Illustration, Interaction and Induction.

In 'Illustration', the students were introduced to the corpus and were illustrated how to use a paper – based corpus to find correct grammatical patterns.

In 'Interaction', the students worked in a group of 4 – 5 students to do Worksheet 1 in which they had to use suggested verbs to create a conversation from provided situations so that they had a chance to interact among group members to share the ideas about the suggested verbs they had to use to create a conversation, and the students were asked to present their conversation in front of class.

In 'induction', the students induced the knowledge gained from previous steps of teaching by making their own summary in worksheet 2 which asked the students to find the correct group of the given words.

According to the instructional model adapted from Carter and McCarthy (1995), the Three I's, there were three instruments in this study. The first instrument was a paper – based corpus retrieved from British National Corpus;each word in a paper – based corpus was provided approximately 30 lines of examples which were selected based on Intensive English Course curriculum for grade 7 students of the school.

The second instrument was pre test and post test based on Intensive English Course curriculum for grade 7 students of the school.The pre test and post test were designed in order to measure their grammatical knowledge before and after instruction to explore whether the students could gain knowledge and apply it correctly. There were 30 question items for both tests which were divided into 3 parts (each part had 10 question items). The first part was multiple choice which a conversation was provided for each question item; the second part was creating a sentence from the given wordstudents had to use each given word in each question item to create a grammatically correct sentence; and the last part was a cloze test which students had to read the passage and choose the correct choice provided for each item.

The last instrument was a 5 – likert – scale satisfaction evaluation questionnaire which was created to explore students' opinions towards the use of a paper – based corpus as an instructional material to enhance their grammatical knowledge.

These instruments were validated by using the index of item – objective congruence (IOC) which is a process where experts rate individual items on the degree to which they do or do not measure specific objectives listed by the test developer (Rovinnelli & Hambleton, 1977).These instruments were validated by three experts who were experienced teachers. The IOC results were as follows:

1. Lesson plan = 0.96
2. Pre test and post test
   part 1 (content of the tests) = 0.96
   part 2 (quality of the tests) = 1
3. Satisfaction evaluation questionnaire = 0.92

These instruments were revised according to the experts' comment and were piloted before the main data collection phase began. The instruments were then piloted and it was found that the pre test and post test as well as the lesson plan and a paper – based corpus were reliable.

Research Procedures

This study was divided into twomajor phases which were the design of a paper – based corpus as an instructional material and the use of a paper – based corpus as an instructional material.

Phase 1: The design of a paper – based corpus as an instructional material which was composed of five sub stages: 1) study basic concepts; 2) design the research instruments; 3) verify the effectiveness of the instruments; 4) revise the instruments and 5) conduct the pilot study.

Stage one, the theories and basic concepts related to this study were explored. The relevant theories and basic concepts were inductive teaching, data – driven learning and corpus.

Stage two, the instruments including the lesson plans, the pre test and post test as well as the satisfaction evaluation questionnaire of the study were designed and developed from the compilation of the information in the first stage.

Stage three, the satisfaction evaluation questionnaire was constructed for investigating the opinions towards the instruments which were the lesson plans, the pre test and post test as well as the satisfaction evaluation questionnaire. After that, the instruments were sent to three experts to validate the Item.

Stage four, the instruments were revised based on the information gained from the three experts to validate by using the index of item – objective congruence (IOC).

Stage five, the revised instruments from the three experts' comments after being validated by using the index of item – objective congruence (IOC) were used in pilot study.

Phase 2: the use of a paper – based corpus as an instructional material which was consisted of five stages: 1) to pre test, 2) to use of paper – based corpus as an instructional material, 3) to post test, 4) to explore students' opinions towards the use of paper – based corpus as an instructional material and 5) to evaluate the effectiveness of using a paper – based corpus as an instructional material.

Stage one, the pre test was provided for the students in order to measure students' English proficiency before the use of a paper – based corpus as an instructional material.

Stage two, 50 students participated in instruction which used a paper – based corpus as an instructional material in classroom.

Stage three, after the students learned by using a paper – based corpus as an instructional material; the students did the post test in order to examine the effectiveness of using a paper – based corpus as an instructional material.

Stage four, satisfaction evaluation questionnaires were sent to the students after they finished the post test to explore their opinions towards the use of a paper – based corpus as an instructional material.

Stage five, in order to evaluate the effectiveness of the use of paper – based corpus as an instructional material, the data obtained from the pre test and post test were statistically analyzed to find Paired Sample T – Test, Mean and Standard Deviation to compare the significant differences of the students' grammatical knowledge before and after learning with the use of a paper – based as an instructional material.The students' opinions in satisfaction evaluation questionnaire were analyzed quantitatively in order to explore the students' opinions towards the use of a paper – based as an instructional material to enhance students' grammatical knowledge.

Data Analysis

To respond to the first objective which aimed at investigating in what extent to which a paper-based corpus as an instructional material helps enhance students' grammatical knowledge, mean scores of pre test and post test were compared. To analyze the data, a paired sample t-test was statistically conducted to determine the differences between the pre test and post test scores.

To respond to the second objective which focused on exploring students' opinions towards using a paper-based corpus as an instructional material to enhance students' grammatical knowledge, the data gained from a 5 – likert – scale satisfaction evaluation questionnaire were analyzed quantitatively.

Findings

The findings are divided into two parts according to the research objectives. The first part shows the effectiveness of the use of a paper – based corpus as an instructional material to enhance grade 7 students' grammatical knowledge. The second part presents the students' opinions towards the use of a paper – based corpus as an instructional material to enhance grade 7 students' grammatical knowledge.

For the first objective aiming at investigating in what extent to which a paper-based corpus as an instructional material helps enhance students' grammatical knowledge, The paired sample t – test was used to compare the means between two related group on the same variable. In this study, the pre test and post test score were determined whether they were different at a significant level of .05 which would signify that the use of a paper – based corpus as an instructional material has a significant effect on the grammatical knowledge of grade 7 students.

Table 1 Statistical result of the pre test and the post test

	N	Mean		Std. Deviation		Std. Error Mean		Paired Differences					t	df	Sig. (2-tailed)
								Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		Pre	Post	Pre	Post	Pre	Post				Lower	Upper			
Pair 1 Pre - Post	50	18.22	23.09	4.68	4.12	.66	.58	-4.87	4.47	.63	-6.14	-3.59	-7.69	49	.000

The result from Table 1 showed that the post test mean score (mean = 23.09) were higher than the total pre test mean score (mean = 18.22). The column labeled 'Mean' under 'Paired Differnces' was the difference between the mean of pre test and post test which was – 4.87. The negative number indicates that the mean of the pre test was less than the mean of the post test. The standard deviation showed how deviant the mean scores of pre test and post test were. In this study, the mean score of the post test deviated lessthan the mean score of the pre test signifying a lower gap range between minimum and maximum scores of the post test. The column 'Sig, (2-tailed)' represented the two-tailed p value associated with the test which was .000 in this study.

In this case, the p value which was .000 was less than .05, so this implied that the students' post – test scores after using a paper – based corpus were higher than the pre test scores at a significant level of .05. Therefore, the result shows that students' grammatical knowledge have enhanced which could be concluded that there were significant differences between the mean scores of pre test and post test at a significant level (*p<.05*). Consequently, students' grammatical knowledge have significantly enhanced after using a paper – based corpus as an instructional material.

As for the second research objective, it was to explore students' opinions towards using a paper-based corpus as an instructional material to enhance students' grammatical knowledge, and satisfaction evaluation questionnaires had been rated by 50 students.The result was shown in the next page.

Table 2 Statistical result of the satisfaction evaluation questionnaire

	Statements	N	Min	Max	Mean	Percentage	Level of Satisfaction	Std. Deviation
Instructional Activities	1). Content and activities relates to students' interest and ability.	50	3	5	4.08	81.6	Strongly satisfied	.634
	2). Classroom atmosphere is emphasized on cooperative learning and students happily learn in classroom.	50	1	5	4.04	80.8	Strongly satisfied	.880
	3). A group of students are appropriately sorted.	50	2	5	4.16	83.2	Strongly satisfied	.681
Teacher	4). Teacher gives an advice, suggest and take care of students thoroughly.	50	2	5	4.36	87.2	Strongly satisfied	.749
	5). Teacher listens to students' comment.	50	1	5	4.36	87.2	Strongly satisfied	.921
Material	6). The material promotes learning.	50	2	5	4.24	84.8	Strongly satisfied	.744
	7). The material enhances students' understanding.	50	2	5	4.12	82.4	Strongly satisfied	.799
	8). The material is interesting.	50	2	5	3.92	78.4	Satisfied	.877
Others	9). My English grade is possibly improved.	50	2	5	3.80	76.0	Satisfied	.833
	10). This kind of teaching is preferable in the future.	50	2	5	4.24	84.8	Strongly satisfied	.771
Overall		50	1.9	5	4.13	82.64	Strongly satisfied	-

Table 2 presents statistical result of satisfaction evaluation questionnaire. The percentage of each item were: 1). 81.6% which meant that the students were strongly satisfied with content and activities which related to their interest and ability; 2). 80.8% which meant that the students were strongly satisfied with cooperative learning classroom atmosphere and they happily learned in the classroom ; 3). 83.2% which meant that the students were strongly satisfied with how they were appropriately sorted; 4). 87.2% which meant that the students were strongly satisfied with the advice and the suggestion from teacher who took care of them thoroughly; 5). 87.2% which meant that the students were strongly satisfied with how the teacher listened to their comments; 6). 84.8% which meant that the students were strongly satisfied with a paper – based corpus as an instructional

material which promotes their learning;   7). 82.4% which meantthat the students were strongly satisfied with how a paper – based corpus enhanced their understanding; 8).78.4% which meant that the students were just satisfied with a paper – based corpus; 9).76% which meant that the students were just satisfied with their grade that might be improved after using a paper – based corpus as an instructional material; and 10).84.8% which meant that the students were strongly satisfied with the use of a paper – based corpus as an instructional material and this kind of teaching was preferable in the future. The overallaverage percentage of the satisfaction evaluation was 82.64% which was generally high so that the result can be interpreted that students' were strongly satisfied after using a paper – based corpus as an instructional material to enhance grammatical knowledge. This can be further interpreted that the students liked a paper – based corpus which they considered it as interesting and learning stimulating, and they preferred this kind of instruction in the future.

Discussion

Primarily, the objectives were to investigate in what extent to which a paper-based corpus as an instructional material helps enhance students' grammatical knowledge. The findings were discussed in two major aspects based on the two objectives proposed in this study as follows:

Using a paper – based as an instructional material in classroom

Since the participants in this study was Thai students who learned English as a Foreign Language and studied in Intensive English Course program of Wattana Wittya Academy, the lessons were taught in English. Regardless of their English proficiency and level, the students were able to understand what was taught in the classroom and were able to do the assignments correctly according to the instructions. Based on satisfaction evaluation questionnaire, most of the students understood teacher's instructions well in terms of using the material and participating in the learning activities. However, the students still might not be sure that a paper – based corpus is an interesting material and that their English grade might possibly improve. This may be because the students were only 12 – 13 years old which were quite young and it might be possible that the students still preferred and sticked to their elementary level learning styles. There are also some of the students who are excitingly interested in using a paper – based corpus and ask about how to use the online corpus.

The pre test and post test

There were three parts which were multiple choice, a cloze test and sentence creating in the test and each part was designed differently. For the pre test, some of the students could do most of the questions provided, so the mean scores of test

wereconsidered quite well. However, the part which required students to create a grammatical sentence, only a few of the students could create a limited amount of well – structured sentences. Therefore, the mean score of this part significantly dropped when compared with other parts of the test. After they had received an instruction using a paper – based corpus as an instructional material, they did the post test. In the post test, the majority of the students could do most of the questions provided which the mean scores of the test were considerably higher than those of the pre test. Fortunately, in part that creating a grammatically correct sentence was required; the majority of the students could create many grammatically correct sentences so that the mean scores of this part had an effect on the mean scores of the post test.

Limitation and Recommendation for the Future Research

Time allocation is the limitation in this study as only 50 minutes were provided for each period. Though the findings showed the desirable results of grammatical enhancement, it would be better to have longer periods of instruction so that teacher was able to provide appropriate amount of illustration and explanation as well as giving advice to the students and students could also have more time to do the learning activities provided.

The recommendations are as follows:

First, each period should be more than 50 minutes so that teacher would be able to provide an appropriate amount of illustration and explanation as well as give advice to the students and the students could have more time to do the learning activities.

Second, the words listed in a paper – based corpus should be listed in an alphabetical order so that the students would be able to find the words more easily.

Third, since the participants in this study were in Intensive English Course (IEC) program which could be considered as intermediate to high English proficiency students, the future research can conduct an experiment with the participants with low English proficiency to see whether there are any differences between those two groups of participants.

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