

EFFECT OF FFI MODELS ON CHINESE L2 ACCURACY

by

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THESIS ABSTRACT

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Title: Effect of FFI Models on Chinese L2 Accuracy

Previous studies of form-focused instruction (FFI) have examined the effect of various aspects of inputs, corrective feedbacks, and instructions on L2 learners' accuracy development. Although much research has suggested that L2 learners achieve high accuracy and communicative competence when they receive input enhancement, explicit instruction, and corrective feedback, limited work has been done on the effect of FFI in Chinese language. The thesis utilized qualitative and quantitative methods and tested the effect of two FFI models on two groups of learners' acquisition in Chinese adverbial phrases. Even though the quantitative results show that the group that received explicit treatment had significantly improved accuracy in the immediate and delayed post-tests, the interview results revealed that students have different learning styles. This further suggests that no one right instruction is the best, and teachers should implement various teaching approaches based on students' needs.

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CHAPTER I

INTRODUCTION

In the field of second language acquisition (SLA), many researchers and teachers have been discussing how to better assist students in learning a second language (L2). Particularly, what teaching methods will increase students' accuracy? This question drives the shifting of teaching approaches. From traditional grammar translation (GT) to recent communicative language teaching (CLT), people notice that different approaches help develop students' various competences in different ways. One of the earliest and most commonly used methods is the grammar translation (GT) method, which stressed teaching grammar. While GT emphasizes the grammatical structure of languages, it fails to develop students' communicative competence. Audio-lingual and natural approaches are two well-known methods that were developed as a response to GT. Even though the audio-lingual method focuses on listening and speaking, it does not stage communication in a meaningful context. Supporters of the natural approach observe how children acquire their L1 and argue that L2 learners can better acquire L2 from a natural environment (Krashen, 1982; Kashen and Terrell, 1983). Thus, the natural approach has a greater tolerance to learners' errors, but it does not increase learners' accuracy. Communicative language teaching (CLT) emphasizes learners' communicative competent in meaningful contexts and gives learners corrective feedback. While CLT emphasizes learners' communication skill, many practitioners of this pedagogical approach misunderstand it as the pursuit of communicative competence at the costs of linguistic accuracy. However, we know that accuracy is a crucial factor in the development of overall proficiency (Skehan, 1998; Ellis, 2003; Ellis & Barkhuizen, 2005; Housen & Kuiken, 2009).

Thus, form-focused instruction (FFI), which is a part of CLT, is more effective in terms of developing students' accuracy and overall communicative competence, and it has become popular in the most recent decade of SLA studies (Ellis, 2001, 2002; Lightbown & Spada, 1990; Spada, 1997; Norris and Ortega's meta-analysis of FFI, 2000). Much recent literature in SLA has discussed several aspects of FFI, including whether FFI better helps students' acquisition, what type of FFI is most effective for SLA, when to give FFI to students, and what linguistic forms can better be acquired under FFI (Ellis, 2001; Loewen, 2011; Norris & Ortega, 2000; Spada, 1997). In addressing these questions, scholars have different approaches toward defining FFI.

In general, two types of FFI proposed by Long (1991) have been widely discussed before other scholars – such as Ellis (2001), Norris and Ortega (2000), and Spada (1997) – further divided them into detailed categories. These two types are labeled focus on forms (FonFs) and focus on form (FonF). The former gives a-structure-of-the-day instruction. This means teachers have planned to teach certain grammar in the class, and the instruction is more form-focused. The latter incidentally focuses on form within meaning-based settings. Thus, teachers do not plan to give specific instruction on certain forms before the class. Doughty and Williams (1998) have warned not to use FFI to talk about FonF and FonFs because this might cause confusion. And yet many scholars still use FFI to refer to either FonF or FonFs or both. This confusion circulates in the SLA research and causes scholars to further define and propose various types of FFI and their efficacy in SLA.

While many respected scholars have proposed different types of FFI, here I only discuss three prominent scholars whose works are frequently cited and recognized. They

are Ellis's (2001) three types of FFI; Norris and Ortega's (2000) implicit FonF, implicit FonFs, explicit FonF, and explicit FonFs; and Spada's (1997) planned FonF. Some of their ideas on types of FFI are overlapping. Here I use Ellis' three types of FFI (please see table 1) as the theoretical framework.

Table 1: Ellis' (2001) three types of form-focused instruction:

Types of Form-Focused Instruction

Type of FFI	Primary Focus	Distribution
1. Focus-on-forms	Form	Intensive
2. Planned focus-on-form	Meaning	Intensive
3. Incidental focus-on-form	Meaning	Extensive

Ellis's (2001) Type One FFI is FonFs, which aligns closely with Long's (1991) FonFs and Norris and Ortega's (2000) implicit and explicit FonFs. Instructions in Ellis' Type One focus on form. Ellis (2001) includes explicit FonFs and implicit FonFs and thinks the two types of instruction all raise learners' awareness to form, but the former does so in very obvious ways and the latter does so subtly.

Type Two is planned FonF, and this one is similar to Spada's (1997) notion of FonF and Norris and Ortega's (2000) implicit and explicit FonF. This type also raises learners' form awareness in meaning-focused contexts, but its instructions are planned. While Ellis (2001) defines Type Two FFI by differentiating it from Type One (whether it is FonF or FonFs) and Type Three (whether is it planned or incidental), Norris and Ortega's (2000) propose implicit and explicit FonF based on the degrees in which the instruction focuses on consciousness-raising within meaning-based settings.

Type Three FFI is incidental FonF, and it is close to Long's (1991) FonF. It raises learners' awareness to form incidentally within meaning-focused contexts. The efficacy to SLA of this third type is hard to measure since the form instruction and types of target

structures cannot be controlled beforehand. Thus, as Ellis (2001) states, the limited literature examines the Type Three FFI, but many studies have addressed various aspects of Type One and Type Two FFI. Here I will only discuss Type Two and how it raises learners' attention to forms as a way to enhance learners' acquisition.

Many researchers, within the studies of FFI, examine various ways to raise learners' attention to form and their efficacy in SLA. These ways include various degrees of explicit instructions (Lightbown & Spada, 1990; Long, 1991; and Murunoi, 2000), inputs (Alanen, 1995; Li, 2012), and corrective feedbacks (Ellis, Loewen, and Erlam, 2006; Lyddon, 2012; Basturkmen, Loewen, and Ellis, 2004).

Much literature on FFI has shown that learners who received form-based instruction within meaning-based contexts achieve a higher proficiency level than learners who only receive either meaning-based or form-based instruction. Lightbown and Spada (1990) compared explicit and implicit FFI that carry form-conscious awareness. They observed immersion EFL classes and compared pre-test and post-test results of the classes. The findings suggest that students who receive form-based instruction and corrective feedback within communicative settings have better form accuracy and communication fluency than the rest of the students. Norris and Ortega's (2000) meta-analysis of FFI indicated the majority of researchers agree that FonF on average is better than FonFs. This suggests form-based instructions within communicative settings are better than form-based instructions that are not given in communicative settings. The reason is the former calls learners' attention to form much more than the latter. Still, a few researchers do not have similar and/or consistent results. This leads to further examinations on what specific types of FFI are more effective.

Literature has addressed the idea that input flood and/or input enhancement, one approach of FFI, is effective. Alanen (1995) examined whether form awareness, input enhancement, and explicit instruction on form will enhance learners' syntax and phonics. The results showed that both treatment groups – one receiving both explicit instruction and input enhancement and the other receiving explicit instruction – outperformed the control group. Li's (2012) research demonstrated that a group that received intensive computerized input-based practice had higher accuracy in grammar and pragmatics than the controlled groups. Both studies show that input helps learners to better acquire the target language.

Another way of raising learners' attention to form is corrective feedback (CF). This is a pedagogical technique that is also known as negative evidence, and it corrects learners' spoken and written errors. Many studies on CF and its efficacy in second language teaching have mainly discussed two areas: the timing of CF and the types of CF.

In terms of when to give learners CF, Doughty's (2001) "a window of opportunity" has often been mentioned in Ellis, Loewen, and Erlam (2006) and Lyddon (2012). This "window of opportunity" is a time where learners are more cognitively aware of the errors after receiving CF. Thus, Doughty (2001) argues that teachers need to give immediate CF when students make errors in L2 since students are more cognitively primed to errors at the time of receiving CF. However, immediate CF has not been universally favored in the field. For instance, Lyddon (2012) and Spada (1997) show that some people who support Krashen's (1982) input hypothesis oppose giving immediate CF. Basturkmen, Loewen, and Ellis' (2004) study also shows that teachers do not give

CF while students produce L2 in communicative activities because they think delayed feedback will not interrupt learners' fluency.

CF has generally been categorized into two types: explicit CF and implicit CF. The explicit CF could come in forms of explicit correction with metalinguistic explanation on rules whereas implicit CF comes in terms of recasts. Researchers who study the efficacy of second language teaching implement various aspects of instruction (explicit vs. implicit instructions and FonF vs. FonFs) with different types of CF. Williams and Evans (1998) compared three groups: one only received CF, another one received a combination of instruction and CF, and the third one was the controlled group. Their findings show that the group that received a combination of instruction and CF is more effective than the other two groups and the group that received CF also outperformed the controlled group. Ellis, Loewen, and Erlam (2006) take a slightly different approach, and they examine the efficacy of implicit and explicit CF in acquiring implicit and explicit knowledge. Their findings indicate that explicit CF (metalinguistic information) helps learners acquire implicit and explicit knowledge better in both post-tests and delayed-post-tests. They conclude that explicit CF is more effective because it draws learners' attention to forms and errors.

While much previous literature has agreed that explicit instruction, input flood, input enhancement, and explicit corrective feedback are effective, there is only limited work which examines whether those teaching approaches are effective in acquiring Chinese language. Norris and Ortega's (2000) meta-analysis of FFI has surveyed about 49 studies, yet none of them are on Chinese language. The top three most studied language contexts are English SL (17 out of 49), Spanish FL (16 out of 49), and English

FL (14 out of 49) (Norris and Ortega, 2000, p. 454). Will the existing research results replicate in a study on Chinese as a foreign language (FL)? Even though some previous studies have addressed the efficacy of FFI in various linguistic features (Alanen's 1995 study on syntax and phonics; Lightbown and Spada's 1990 study on plurality and progressive; Ellis, Loewen, and Erlam's 2006 study on plurality and progressive; White's 1991 study on adverbials and questions), this thesis intends to examine whether FFI will still be effective in teaching Chinese. Furthermore, much literature has associated various ways of raising learners' attention to form with effective acquisition in L2 through either conducting experimental research or observing in-class teaching. Limited work has implemented both quantitative and qualitative analysis to present a well-rounded perspective on the subject matter.

This thesis not only intends to fill these two aforementioned gaps but also is motivated by the results of a pilot study that I conducted in Fall 2012. The findings of that pilot study indicated that most students had difficulties in acquiring those target structures due to L1 transfer. This thesis draws on Ellis' (2001) Type Two FFI (planned focus-on-form) as the frame of reference. It considers that metalinguistic explanations (explicit CF) is a way of explicitly raising learners' form awareness whereas recasts (implicit CF) are a subtle way of instructing form without raising too much of learners' awareness of the form. Thus, I use two different treatments—one being explicit FFI and explicit CF and the other being implicit FFI and implicit CF—on two groups of university students' accuracy development towards acquiring locative, time, instrumental, and committative adverbial phrases under two different treatment conditions. The thesis

examines participants' immediate post-tests and delayed post-tests along with pre-tests, questionnaires, and interviews, and it presents qualitative and quantitative findings.

CHAPTER II

TARGET STRUCTURES

The present study examines the acquisition of pre-verbal adverbials in Chinese. This structure is worth studying because it is difficult for native speakers of English, where similar adverbials occur in a post-verbal slot. The pre-verbal adverbial includes four subtypes:

- 1) time adverbial phrases: i.e. at night (**晚上**), eight o'clock(**八点**), etc.
- 2) locative adverbial phrases: i.e. at home(**在家**).
- 3) instrumental adverbial phrases: with/in/use Chinese (**用中文**),
- 4) commitative adverbial phrases: and friends (**和朋友**) and and/with friends (**跟朋友**)

Those constituents have high frequency usages, so L2 learners study them in their first-year Chinese classes. Students continuously use them throughout the second-year and later studies. Even though students have learned the pre-verbal adverbial structure in the first year, I have noticed during courses that I have taught that some students still misplace the adverbials in their homework, tests, and speaking. Students tend to place those target adverbial phrases at the end of sentence or after the verb, probably because the corresponding English syntactic structures are at the end of English sentences.

2.1. The canonical constituent order of the Chinese adverbial

This section examines the canonical constituent order of the Chinese target structure and compares its differences from its English counterpart. Tai (1973) referenced Chao's (1968) notion of modification. The modification defines X by saying that X is the

modifier that modifies Y, a head, when XY is an endocentric construction (Chao, 1968).

This means that the adverbial constituents are in X position that modifies Y, the verb.

Alexiadou (1997, cited from Tang, 2001) also made a similar argument, and she

categorizes locative and time adverbs as verb phrase-modifiers. This means that the target

constituents are sentential adverbs and they modify the verb. Figure 1 shows this

syntactic relationship, and the examples 1.1-4.3 illustrate the four constituents'

relationship to the verbs.



Figure 1: X modifies Y

Ex. 1.1. 张三 **昨天** 吃 饭
(John-Subj.) (yesterday-time) (ate-V) (rice-NP)
John ate rice yesterday

Ex. 1.2. **昨天** 张三 吃 饭
(yesterday-time) (John-Subj.) (ate-V) (rice-NP)
John ate rice yesterday

Ex. 2.1. 张三 **在家** 吃 饭
(John-Subj.) (at home-Loc.) (ate-V) (rice-NP)
John ate rice yesterday

Ex. 3.1. 张三 **用** **筷子** 吃 饭
(John-Subj.) (uses-instrument) (chopsticks-NP) (eat-V) (rice-NP)
John eats with chopsticks

Ex. 4.1. 我 **跟/和** **朋友** 去 跳舞
(I-Subj.) (and-Comitative) (friends-N) (go-V) (dance-V)
I go dancing with my friends.

The target structure in the above examples—yesterday-time, at home-Loc., uses-instrument, and and-Commitative—describe and modify the verb phrases. The adverbials are in front of the verb phrases and modify how the action is being carried out.

On the syntactic structural level, Tai (1973) proposes a predicate placement constraint (PPC), which he defines as follows: “(i)f predicate A **commends** complement predicate B in the underlying structure, A must **precede** B in the surface structure” (p. 400). Instrumental adverbial phrase in Chinese (用) commends the verb phrase shown in 3.1 and 3.2. In Chinese semantics, “with a knife” (用刀) is the higher level predicate that modifies how the person cooks the meal, so the “with a knife” (用刀) is positioned in front of “cooks the meal” (做饭). Based on Tai’s (1973) predicate placement constraint (PPC), “with a knife” (用刀) is the higher predicate that modifies the other underlying predicate, “cooks the meal” (做饭).

2.2. L2 learners’ common errors

Here I discuss American students’ common mistakes in using the pre-verbal adverbials. The present paper proposes that the major reason for those production errors—placing adverbial phrases in a post-verbal position—is due to students’ L1 transfer. Most of time the target constituents are placed at the end the sentences or after verbs in English. However, the constituent placement is different in Chinese.

2.2.1. Time adverbials

Students learn basic time adverbial phrases very early, because these types of adverbials have a high frequency of usages and are highly productive. However, American students tend to misplace it because most English time adverbial phrases are placed at the end of sentences. The following examples show their differences:

Ex. 1.1. 张三 **昨天** 吃 饭
(John-Sub.) (yesterday-time) (ate-V) (rice-NP)
John ate rice yesterday

Ex. 1.2. **昨天** 张三 吃 饭
(yesterday-time) (John-Sub.) (ate-V) (rice-NP)
John ate rice yesterday

Ex. 1.3. *张三 吃 饭 **昨天**
(John-Sub.) (ate-V) (rice-NP) (yesterday-time)
John ate rice yesterday

Example 1.3 shows that L2 learners whose native language is English tend to place time adverbs at the end of a sentence due to their L1 transfer.

2.2.2. Locative adverbs

Mandarin locative adverbials are similar to the time adverbials in terms of their syntactical order in a sentence. L2 Mandarin learners tend to place locative adverbials at the end of the sentence as they usually do in their L1. This common error is shown in Example 2.2.

E.x. 2.1. 张三 **在家** 吃 饭
(John-Subj.) (at home-Loc.) (ate-V) (rice-NP)
John ate rice yesterday

Ex. 2.2. *张三 吃 饭 **在家**
(John-Subj.) (ate-V) (rice-NP) (at home-Loc.)
John ate rice at home

2.2.3. An instrumental adverb

Ex. 3.1. 张三 **用** **筷子** 吃 饭
(John-Subj.) (uses-instrument) (chopsticks-NP) (eat-V) (rice-NP)

Ex. 3.2. *张三 吃 饭 **用** **筷子**
(John-Subj.) (eat-V) (rice-NP) (uses-instrument) (chopsticks-NP)

John eats with chopsticks
John eats with chopsticks

One of the most frequently used instrumental adverbials in Mandarin is a prepositional phrase with **用** (with/in/use). While English instrumental adverbs are positioned at the end of sentences, Mandarin instrumental adverbials are placed before the verb.

2.2.4. Committative adverbs

Two frequently used prepositions in Mandarin are **和** (and) and **跟** (and/with), and they are similar to English “and” and “with.” They connect a noun phrase after them and form a commutative adverbial phrase. The adverbial phrase has to be in front of the verb in sentences. A common production error from American students is shown in examples 4.1 and 4.2:

Ex. 4.1. 我 **跟/和** 朋友 去 跳舞
(I-Subj.) (and-Committative) (friends-N) (go-V) (dance-V)
I go dancing with my friends.

Ex. 4.2. * 我 去 跳舞 **和** 我的 朋友
(I-Subj.) (go-V) (dance-V)(and-Committative)(My-Genitive)(friends-N)
I go dancing with my friends.

Ex. 4.3.* 我 去 跳舞 **跟** 我的 朋友
(I-Subj.) (go-V) (dance-V)(and-Committative)(My-Genitive)(friends-N)
I go dancing with my friends.

CHAPTER III

METHOD

3.1. Pilot study

The present research studies the effects of explicit and implicit instruction and corrective feedback on students' accuracy development in Chinese adverbial phrases. One motivation comes from the pilot research. The pilot research took place in the beginning of the fall quarter of 2012 at the University of Oregon, and it examined students' accuracy with the four target adverbials. The results showed that students made consistent errors despite the fact that they had learned the construction in their first-year Chinese.

After gathering data in the pilot study, I conducted research embedded in regular classroom learning activities in the winter quarter of 2013. One section (named group X) learned the target constituents within communicative settings under both implicit instructions and implicit CF whereas the other section (named group Y) was taught the rule of the constituents under explicit instruction and CF within communicative settings. Ideally, I would have preferred to have had three groups: two treatment groups and one control group. Since the second-year is divided into only two drill sessions for each graduate teaching fellow, I was not able to have a third group as a control group.

I intended to seek answers for the following questions:

Question 1: Under which instruction condition do students show improvement in accuracy immediately after the treatment?

Question 2: Under which instruction condition do students show sustained improvement in accuracy two weeks after the treatment?

3.2. Description of the course

The objective of the first two years' Chinese curriculum at the University of Oregon is to develop students' four skills: speaking, reading, listening, and writing, and the course uses *Integrated Chinese* as the textbook. Most students who take second-year Chinese have also taken the first-year Chinese course at the University of Oregon. The second-year curriculum is spread into three quarters; CHN 201 is in the fall term, CHN 202 is in the winter term, and CHN 203 is in the spring term. The research took place in the winter term of 2013.

In the winter term, a language instructor taught two sessions of CHN 202, one at 12 P.M. and the other at 1 P.M. This researcher was one of two graduate teaching fellows (GTF), and I taught a portion of students from the 12 P.M. session (group Y) and the 1 P.M. session (group X). After I identified some students who had problems with the target structures, I asked those students from each session to participate in the study. Students from both group X and group Y met the first-year proficiency level and had taken the CHN 201 the previous term. They attended lectures that were taught by the language instructor every Monday, Tuesday, and Thursday for fifty minutes per class. They attended drill sessions that were taught by me every Wednesday and Friday for fifty minutes per class.

3.3. Participants

The second-year language instructor usually teaches new vocabulary, checks and collects weekly homework, and gives exams on Mondays. She teaches Chinese grammar and sentence patterns on Tuesdays and Thursdays using about 80% English and 20%

Chinese. She uses a great deal of metalinguistic instruction and implicit CF and explicit CF during the lectures.

I and the other GTF reviewed the grammatical rules and designed activities for students to practice sentence patterns in meaningful contexts in drill sessions. I used about 80% of Chinese in the drill sessions, and I used English when students could not understand activity instructions and/or grammatical rules. The students took a weekly vocabulary quiz every Wednesday, took a speaking quiz bi-weekly, and wrote three journals during the ten-week term.

Six participants (three females and three males) participated in group X, and one of the three females was a heritage speaker (American father and Chinese mother). Six participants (one female and five males) participated in group Y. In group Y, the one female participant was a Japanese student and one of the five males was a thirteen-year old heritage speaker (American father and Taiwanese mother). Even though I have included two heritage learners in the study, they had only limited exposure to Chinese at home. Thus, I view these two participants equally to other participants and categorize them as heritage speakers based on their ethnicity. The participants' ages ranged from eighteen to twenty-seven, except the thirteen-year old boy in group Y. The limited sample size is a result of the small class size. Given the small sample, the present study uses one-on-one interviews and computes data into non-parametric statistic tools to yield quantitative results.

3.4. Research procedure

The experiment consisted of four phases. (1) I administered a pre-test on the first day of the term. Immediately after the test, students filled in a questionnaire about their

preferred learning, instructions, and problems in some Chinese structures. (2) After the pre-test, I then introduced to each group a different treatment (taking a total of 100 minutes) during week one and two. I also sent out short questions to both first-year and second-year language instructors through email. The short questions asked them about how they teach the target structures, how they give corrective feedback, and whether those types of instruction and feedback help students to improve. Right after the 100-minute treatment, I gave students the first post-test. (3) In the third phase, students took a second post-test two weeks after the initial treatment. Please note that I did not mention or teach the target structures for two weeks after the first post-tests. (4) In the final phase, I interviewed a few participants from both groups individually.

CHN 202 covered lessons from 18 to 22 from *Integrated Chinese* during the ten-week course. The researcher gave the pre-test (Appendix 1) and a questionnaire (Appendix 4) to CHN 202 students on the first day of the winter quarter – i.e., during the Monday lecture session. Students had about 20 minutes to finish the pre-test (20 questions in total; ten of them tested target structures whereas the other ten tested other sentence patterns as fillers). After that, students completed the short questionnaire. After I have identified a few students in my sessions who had troubles with the target structures, I asked them to participate in the research and began to give treatments embedded in the regular curriculum to both groups on the Friday session of the first week.

I gave treatments during my drill classes during two class sessions. I gave implicit instruction and CF to the implicit group and gave explicit instruction and CF to the explicit group on Friday of week one. I chose not to give instructions/review on the target construction in the beginning since I did not want students to consciously notice the

target constituents that I was examining. Instead I chose to implement an inductive approach, which means that I lead students to engage in a topic by using several examples that used the target constituents. Students then generated the general rules from examples and conversation. For instance, I showed pictures of different household settings and vocabulary items and asked students to use target constituents to respond to questions or describe pictures. This strategy increased the percentage of errors that students made, and this allowed me to give correction feedback.

I gave explicit correction feedback (metalinguistic explanation) and explicit instruction to group Y (the explicit treatment group), and I gave implicit correction feedback (recasts) to group X (the implicit treatment group). I reviewed vocabulary in dialogue 1 of lesson 18 before the students did activities and practiced grammatical rules in the lesson. The dialogue was about a student who tried to find an apartment from advertisements. Thus, some of the vocabulary items were locative names in the household, like kitchen, living room, bathroom, and bedroom. I then posted vocabulary and pictures on Power Point slides and asked students some questions by using the target structures (the bolded words were new vocabulary items in L18, and the underlined phrases instantiated the target structure):

What do you usually do in your **living room**? 你平常在**客厅**做什么？

What can you do in the **kitchen**? 你可以在**厨房**做什么？

What do you and your housemates do in the **living room**?

你和你的**室友**在**客厅**做什么？

What can you do with the **advertisement**? 你可以用**广告**做什么？

The second treatment session was on Wednesday of week two. I reviewed three new grammatical rules from L18 and embedded the target constituents in a movie description activity in both groups. The students from both groups watched a scene from Charlie Chaplin's silent film *Modern Times* (1936). The setting of the scene is in a house, so it not only allowed the students to practice new vocabulary but also to use grammar points in the lesson and target constituents. Those vocabulary items were embedded in the displayed questions after the students watched the movie as a warm up.

After I showed the whole scene to students, I showed it again. I paused the movie at some important frames and asked students questions by using both target constituents and new sentence structures and vocabulary. After this, students worked on an exercise worksheet (Appendix 5) individually. While students did their worksheet, I walked around the classroom and assisted individual students. I gave metalinguistic corrective feedback to group Y, but I only drew students' attention to the errors in group X. For instance, if a student placed a locative adverbial in a wrong position, I would ask the student a guiding question and other questions that involved locative adverbials.

Here is an example:

A student made an error on his worksheet:

Charlie	吃	水果	[在	客厅]
Charlie-Subj.	eats-V.	fruit-D.Obj.	[in-Preposition	living room- Obj.]
			[Locative adverbial]

The researcher asked the student:

Charlie	在	哪里	吃	水果?
Charlie-Subj.	[in-Prep.	Q.-where]	eats-V.	fruit-D.Obj.
	[Locative adverbial]		

If the student kept putting the target constituent (在客厅; in the living room) in a wrong word order, I would repeat it in the correct way. And then I would ask the student: Where are we having a Chinese lesson? If the student answered it in the correct word order, then I would tell the student he or she was correct. If the student answered it in the wrong word order, I would repeat it in the correct word order. I would repeat it until the student said it in the correct word order.

After the students finished the worksheets, I asked students to take a pen of a different color and make corrections while I explained each question. I explicitly emphasized that the adverbial phrases are in the preverbal position to group Y, whereas I only gave recasts and input flood to illustrate the target constituents' preverbal position to group X. After that, I collected the worksheets from students.

After the two treatment sessions, I gave students the first post-test (Appendix 2) during the drill session on Friday of week two. The first post-test had fifteen questions in total, and ten of them tested target structures. Five of them were filler questions. All the students finished the test within twenty minutes. A few participants from both groups asked the meaning of the new vocabulary (nouns) while they took the test. I gave no more treatment to either group after the first post-test. During these two weeks, I observed the Tuesday and Thursday lectures. The lecture instructor also did not give any lecture and correction feedback on the target structure. On Friday of week four, students took a second post-test (Appendix 3) during a drill session. The second post-test had fifteen questions in total, and ten of them tested target structures. Five of them were filler questions, and most students finished the second post-test within 20 minutes. Some students asked other classmates and me about the meaning of vocabulary.

The scoring criteria for the pre-test, the first post-test, and the second post-test were the same. I calculated each participant's score by counting the number of corrections made on the target structures. Each question was one point. If a participant placed a target structure before the verb, I counted it as correct regardless of whether or not participants placed the whole sentence in the right order. Since each test contained ten questions with target structures, the perfect score for each test was ten. Later this present study will discuss how those scores present statistic results.

Besides calculating students' test performance, I conducted post-test interviews with some participants during week seven and week eight. I did not conduct the interview earlier or immediately after the second post-tests because I wanted to wait until students finished their mid-term exams. I also could not conduct interviews with all the participants due to limited time and availability of participants. In the one-on-one interviews, I asked participants about their awareness in learning and producing the target constituents (please see the Appendix 6 for the interview questions). The interview details will be further discussed in a later section.

The present research method takes both qualitative and quantitative approaches because each method has advantages and disadvantages. Ellis (2001) discusses the idea that while quantitative research has advantages in showing how different independent variables affect dependent variables and the idea that other researchers can repeat the experiments, it has a few disadvantages. Those disadvantages include the fact that often so many variables are being analyzed in an experiment that it might not allow other researchers to effectively repeat and verify the results (Norris and Ortega, 2000). Also it does not allow further interpretations beyond numbers. Thus, researchers cannot consider

participants' various learning styles and how learners process and reflect their learning process. A qualitative method, on the other hand, allows many interpretations, and it examines different learners' learning processes. However, its disadvantages are low reliability and validity (Ellis, 2001). Thus, this present study considers the two approaches and attempts to present a well-rounded study by using both approaches and analyses. Students' testing scores will be computed and analyzed by statistic tools. Students' pre-test short answers, their retrospective interviews, and the two language instructors' short answers will be analyzed through qualitative approaches. The next section first reports and discusses quantitative data and then moves one to qualitative results.

CHAPTER IV

RESULTS AND DATA ANALYSES

4.1. Results and data analysis from quantitative approaches

4.1.1. Comparing the two groups

Given the small sample size, I used a non-parametric test to analyze the data. The Mann Whitney U test was computed to compare group X and group Y. The results of the pre-test ($U = 10, p = 0.175 > 0.05$), the first post-test ($U = 10.5, p = 0.179 > 0.05$), and the second post-test ($U = 11, p = 0.221 > 0.05$) showed no statistically significant difference between the two groups. One possible reason why no significant difference between the groups' tests is that the sample size is too small. Only six participants were in each group. Another possible reason is the number of the target constituents in each test is too small. Only ten target constituents were in each test. Giving the limited time, I could not take too much time from the regular curriculum to conduct the testing. Thus, I had no choice but to limit the number of target structures on tests. Another possible factor could be that students did not take the three tests seriously and that affect the accuracy of the results. Later in the interview section, one participant told me that he got help from people sat next to him. The next part of statistical analysis examines differences between tests in each group.

4.1.2. In-group comparison

Group X

Friedman ANOVA on group X reveals no statistically significant among the three tests within group X, $\chi^2(2) = 2.11, p = 0.348 > 0.05$.

Group Y

However, Friedman ANOVA on group Y yield statistically significant differences, $\chi^2(2) = 10.571, p = 0.005$. Thus, Wilcoxon signed-rank test was used to run a post-hoc test. The post-hoc test will better show the relationship among the three tests. As a post-hoc analysis, Wilcoxon signed-rank tests were conducted. The median (IQR) of the percentage accuracy for the pre-test, the first post-test, and the second post-test were 0.7, 0.9 and 0.8, respectively. A Wilcoxon signed-rank test showed a significant difference between the pretest and the first post-test ($Z = -2.232, p = 0.02 < 0.05$), between the pre-test and the second post-test ($Z = -2.121, p = 0.034 < 0.05$), and between the first and the second post-tests ($Z = -2.0, p = 0.042 < 0.05$). This suggests that the group that received explicit instruction and CF showed significant improvement immediately after the treatment and largely sustained the improvement after a delay of two weeks despite some setback. However, it has a decrease in accuracy from the first post-test to the second post-test.

Figure 2 gives an overall visual relation in these two groups. The figure shows that the two groups do not have significant differences at any time point. This suggests group Y that received explicit instruction and CF did not significantly outperform the group X that received implicit instruction and CF. However, group Y had significant differences among the three tests.

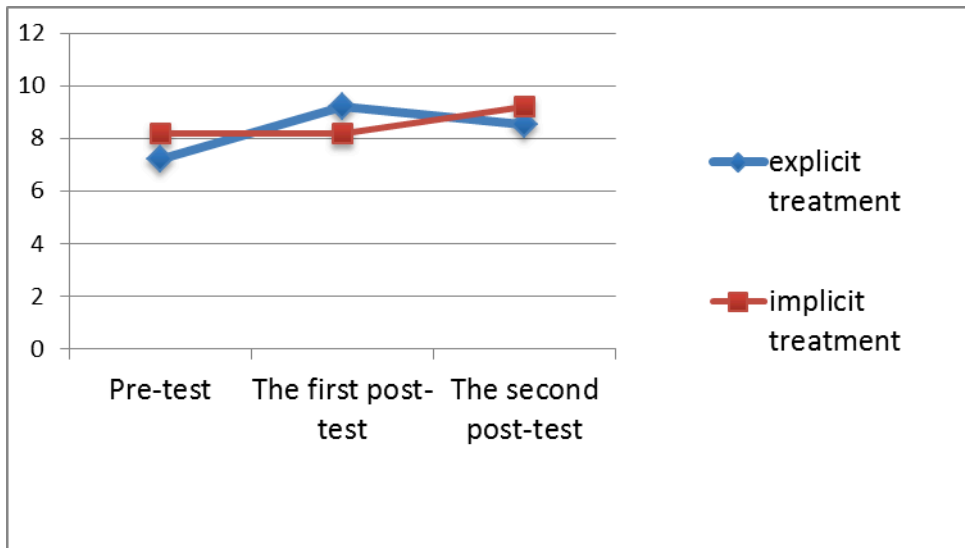


Figure 2: The mean values of group X and group Y at the pre-test, the first post-test, and the second post-test

Overall, the statistic results show that the group that received explicit instruction and CF had significant differences in each test, whereas the group that received implicit instruction and CF did not. This indicates that explicit instruction and CF brought about greater increase in accuracy than implicit instruction and CF. Besides the aforementioned statistical analyses, the next section uses qualitative approaches and examines students' introspective responses as a way to gain more understanding into students' learning styles, language instructors' perspectives, and factors that come into play in the present study.

4.2. Results and data analysis from qualitative approaches

I conducted one-on-one interview with some participants after the second post-test. Since the interview took place during the winter term's week seven and week eight, many students got sick and also felt stressed out from school work. I was not able to get all the participants to have a twenty minute interview outside of the class time. I only got a few students who were willing to spend extra time to do the interview from each group. Due to limited time and environmental constraints, the interviews usually took place right

after each drill session or during my office hour. After receiving participants' verbal consent, I recorded each interview.

The typical interview procedure involved me asking each student to look over errors on the pre-test and then asking the student why (s)he made those errors. I then asked similar questions about the first post-test and second post-test. Next, I told interviewees that they were in either the implicit or explicit instruction group. I asked them which type of instruction they found helpful. I then gave the student implicit correction feedback followed by explicit correction feedback. Afterward, I asked the students which feedback they found helpful and why. Please see Appendix 6 for the detailed interviewing protocol.

4.2.1. Pre-test interview results and analysis

I gave students and the two language instructors different questionnaires. Most students on the first day of the winter quarter had filled out short questionnaires (see Appendix 4). The language instructors answered short questions via email (see Appendix 7).

Students' questionnaires

There were total of twelve participants, and I only received eleven valid responses. Ten participants wrote that they like to receive explicit CF, and only four of them are favor of or equally like implicit CF. Eleven participants expressed that they prefer to receive explicit instruction and only three of them equally like implicit instruction. Please see the Table 2 and 3. Students' preferences in CF are based on their responses from the questions 1 and 2 on the questionnaire. Their instructional preferences are based on questions 4, 5, and 6 on the questionnaire. Please note that if participants

who wrote no on the question 4 but wrote yes on the questions 5 and 6, I categorized them to prefer explicit instruction more and implicit instruction less.

Table 2: Questionnaire responses from group X

Participants	Explicit instruction	Implicit instruction	Explicit CF	Implicit CF
	More	Less	More	Less
2*	More	Less	Yes	No
1*	Yes	No	Yes	No
3*	More	Less	Yes	Yes
	Yes	Yes	Yes	Yes
	Yes	Yes	Yes	Yes

*X1, X2, and X3 are pseudo names for participants who I have conducted interview with.

Table 3: Questionnaire responses from group Y

Participants	Explicit instruction	Implicit instruction	Explicit CF	Implicit CF
	Yes	No	Yes	No
	Yes	No	Yes	No
2*	Yes	No	Yes	No
	Na	Na	Na	Na
3*	Yes	Yes	More	Less
1*	More	Less	Less	More

*Y1, Y2, and Y3 are pseudo names for participants who I have conducted interview with.

Eight out of the 11 participants thought Chinese word order was difficult for them. This suggests that they thought the word order is important and difficult to acquire. Four out of nine participants clearly stated that they found input flood (providing many examples) to be very helpful in their learning. They thought many examples in sentences helped them to understand how to use grammatical rules. Five out of the nine responses had a similar viewpoint, and they wanted to learn from using the grammar points that they could apply to their life and/or within communicative contexts.

Language teachers' responses

Both instructors had a similar teaching approach in that they explicitly taught students the sentence pattern. The second-year instructor wrote, "I always teach students the TPA (Time+Place+Action) principle, a general grammatical rule in Chinese, so that students may have the sense that all the adverbial phrases, like time, place, with whom, in which manner, etc., should be placed before the main action verb. Also, I explicitly point out that it is very different from English" (email on Jan. 22, 2013). The first-year instructor also emphasized the sentence pattern like this, "Subject + Adv. (time, place, manner, with whom, etc.) + V + O" (email on Jan. 17, 2013). I observed both instructors' lectures. They explicitly taught students sentence patterns and gave several fill-in the blanks sentences to students. Even though the two teachers had a similar viewpoint on instruction, they had a slightly different perspective on CF.

The two instructors had a slightly different take on giving students correction feedback. The second-year teacher wrote, "I ask or hint students as a way to encourage them to self-correct the sentence. Whether or not (s)he succeeds, I will repeat the correct sentence and ask the whole class why the sentence was changed to that way, so that the

rule can be reviewed and reinforced” (email on Jan. 22, 2013). Even though she tried to give more implicit CF, she later wrote that it is better to give explicit CF.

The first-year teacher, however, would first give either explicit or implicit feedback and then ask students to try again. She wrote, “I remind [students] the basic pattern and give them the correct sentence or ask them to try again” (email on Jan. 17, 2013). She thought it was important to let students be aware of errors. She indicated that if students don’t know how to fix errors, the teacher should explain and clarify the rules, but if they do know how to fix the errors, the teacher should not give explicit CF.

Both language instructors expressed that they gave explicit instructions and raised students’ awareness to sentence patterns, but students still forgot and/or were unclear about the target structures. The reason for this might be because the four structures were taught in the first-year Chinese, so students may have already forgotten and/or were unclear about the rule at that time. The second-year instructor did not explicitly teach students the target structures in the second year, because she needed to cover new structures.

4.2.2 Post-test interview results and analysis

Group X

I interviewed three students: X1, X2, and X3. X1 was an Asian American whose parents are Vietnamese and Vietnamese Chinese, but his parents do not speak Chinese at home. X1 was a sophomore and was majoring in business. The researcher had him as a first-year Chinese student in summer 2012. The interview took place at my office during the office hour right after X1 took his make-up dictation. X1’s accuracy went down in the

first post-test, but he got 100% accuracy in the second post-test. He told the researcher that it was because he got help from another student who sat next to him when he took the second post-test.

In X1's pre-test, he made errors in instrumental, locative, and comitative adverbial phrases. When I asked X1 why he made those errors, he said that he did not know where to put locative adverbial phrases. The reason why he used a wrong word order in some questions was because he did not know some characters. When I asked him to read over some errors on his pre-test and first posttest and put them in order again, X1 said to himself "the noun goes first and ...". I think the reasons why X1 made some errors in the test are mainly due to two reasons: One is because his L1 influences the L2, and the other is he could not recognize a few characters and it interfered with his overall comprehension. During the interview, X1 still did not know how to put the target constituents in the right word order.

I then told X1 that he had been placed in implicit instruction and CF. I asked him what types of instruction could better help him to learn. He said that he learns better when teachers explicitly explain sentence patterns and show a lot of examples on the blackboard or the PPT slides. He said that he likes to learn from reading a lot of examples and he often writes them down in his notebooks. In terms of CF, he thought metalinguistic CF is better than recasts or highlighting errors. He also liked teachers to provide correct and incorrect examples and explain them.

X2 was an American undergraduate student who had been my student in the first and second year Chinese courses. I interviewed her right before a drill session outside the classroom. X2 read errors from the three tests, and then I asked her why she made some

errors. X2 said that she did not remember some vocabulary items, so that influenced how she put the sentences in order. She said that she knew about how to use those target constituents, but she did not have sufficient time to work on those tests. The time constraint also factored into how she performed on the tests. In terms of different instructions and CF, X2 said that she prefers to receive first explicit CF and then implicit CF. She thinks a combination of explicit instructions and communicative practice works best for her.

X3 was an American student and was a freshman at the university. He had tested out of first-year Chinese and had been taking second-year Chinese from me since the fall term. He told me that his father was a Chinese medical doctor. Several Chinese doctors who came from China had stayed in their home before, so he had had contacts with Chinese language and culture since he was little. Moreover, one of his father's Chinese friends owns a private Chinese school. He had attended the Chinese school once a week for one to one and half years before attending the university. He said that he and other students received more cultural components in the private Chinese school whereas he learned more language components at the university.

X3's learning style was a little bit different from most students. He preferred to learn from communicative contexts without any explicit grammar instructions. X3 made errors in using instrumental adverbials in the pre-test, and he improved in the first post-test. Later, he got all the target constituents correctly in the second post-test. He said that he did not know how to use instrumental adverbials in the beginning, but he figured out where to place it in sentences later. When I gave him both metalinguistic CF and a recast,

he expressed that he preferred the recast. He thought metalinguistic CF did not help him at all, because he would get lost. Similarly, he preferred to receive implicit instruction.

Group Y

I interviewed three students in group Y: Y1, Y2, and Y3. Y1 was happy to make an extra trip and take time to be interviewed. Y1 was an American student who majored in music, and he had a few close Asian American friends. I had a few small talks with him outside of classes and saw him participating in Chinese cultural events in the community. Thus, I believe that he has a high motivation and interest in learning Chinese. He was my first-year Chinese student in the summer term of 2012.

He made an error in an instrumental adverbial phrase when he took the pre-test, but he achieved 100% accuracy in the two post-tests. He told me that the reason why he made an error in the pre-test was because he forgot one character on that question, and it affected his answer. When I asked him about what types of instruction he preferred to receive, he said that he learned better in meaning-based settings. Even though he thought it was helpful to receive grammatical instructions and then practice sentence patterns in contexts, he thought he acquired grammars better in meaningful contexts. He said that he never remembered what grammatical structures were called, and he just remembered how they were used.

Y1 said that he liked to receive implicit CF. When I asked him what types of CF are more helpful, he said the following (slightly paraphrased by me to eliminate fillers):

I think when you said this is the mistake you made and here is how you fix it, my mind has to think a lot to comprehend that. When I try to say that sentence in conversation, that whole process does not go through my mind again. And I just want to know the correct way to say it. It is sort like with music. When I learn music, I learn from the right way. This is meaningless

to say here is the part you did wrong and then explain why. I will just play the whole piece from the beginning in a correct way.

In his responses, he expressed that his learning style was more like how L1 speakers learn their native languages. Since he socialized with Asian Americans more and also majored in music, I speculate that those factors influence how he learns Chinese. His learning style is somewhat similar to the next interviewee, Y2.

Y2 was a thirteen-year-old middle school student who was taking the Chinese course from the University of Oregon because no Chinese lessons were offered in middle schools in Eugene, Oregon. Y2 was a heritage learner whose father is an American and whose mother is a Taiwanese. He told me that he began to learn Chinese in the U.S. when he was about four or five years old, and then he stopped learning it. After a few years' break from learning Chinese, he forgot most of his Chinese until he attended one year of elementary school in Taiwan when he was 11 years old. Besides the regular school curriculum, he said that he and other heritage learners attended additional Chinese lessons.

I asked him why he made an error in a question that has an instrumental adverbial. He said the reason was because his father often puts instrumental adverbials at the end of sentences, so it influences him. (His father also knows a little bit of Chinese and studies Chinese either from his wife or at school.) However, he said his mother speaks in correct ways, so he is aware of these two differences.

Besides the instrumental adverbial, one consistent error he made involved locative adverbials, and he told me that he did not understand how to put them in correct order. However, I had explicitly taught the constituent to him in classes

before. Thus, this makes me wonder whether Y2 needs more explicit and repetitive instructions than other adult learners since most adult learners in the group improved greatly after the treatment.

Y2's testing results and slight differences in his pre-test questionnaire and post-test interview made me wonder whether various pedagogical approaches are too difficult for a young boy to comprehend. Y2 told me that he did not know how to articulate what types of teaching he preferred. His post-test interview responses were a little bit different from his pre-test questionnaire. He wrote on the pre-test questionnaire that he preferred recasts, yet he told me that he liked to receive metalinguistic CF in the post-test interview. I speculate that Y2's conflicted learning preferences might be because he had received instruction and CF implicitly (at home and at a Taiwanese elementary school) and explicitly (at University of Oregon) in various contexts during his Chinese learning experiences.

Y3 is Japanese and has been studying at the University of Oregon for almost a year. She was always very quiet and did not actively participate in classroom activities. Her questionnaire and interview showed that she prefers to learn Chinese from both explicit instruction and CF. even though she told me that she likes to receive explicit instruction and CF, she likes to learn Chinese in meaningful contexts. During the interview I found out that some of her Chinese errors were transferred from her English. She said that Japanese instrumental adverbials are also placed before the verb. She told me that the reason why she placed Chinese instrumental adverbials after the verb is because her English influences her Chinese. One possible reason why Y3's L2 (English) transfers to her L3 (Chinese) might be because she learned Chinese in America.

To sum up the students' interviews, most participants (four out of six) who I interviewed showed that they preferred to receive a brief explicit instruction within communicative contexts. In fact, a few participants in the implicit treatment group still did not understand some structures during the interview, and this indicates that implicit instruction and CF do not effectively help students to clarify rules compared with explicit instruction and CF. Even though a participant in the explicit treatment group, a thirteen-year-old heritage learner (Y2), was unclear about some structures during the interview, his situation might be different since his learning cognitive development is different from the adult learners.

Regardless of those differences between the two groups, most participants from both groups had expressed that they prefer to learn how to use the structures (meaning-based instruction), and they do not want to only receive instructions about rules (form-based instruction). Only two (X1 and Y3) out of the six interviewees gave a firm response that they prefer explicit instruction and CF. The other four participants did not say they like one way or the other. While they either preferred explicit instruction or equally liked both implicit and explicit instructions, their preference to CF was very different. This might be because people who had already understood the rules by receiving explicit instruction only needed the teacher to highlight errors or give recasts.

CHAPTER V

DISCUSSION

The quantitative data showed no significant difference between the two groups in the three tests. However, in the in-group repeated measures the explicit treatment group's first and second post-tests showed a significant difference from its pre-test, whereas the implicit treatment groups' first and second post-tests did not show a significant difference from its pre-test. This suggests that explicit instruction and CF better helps participants to acquire the four target structures than the implicit instruction and CF. According to students' interviews, explicit treatment groups have a more clear understanding of the structures than a few students from the implicit treatment groups. This could suggest that implicit instruction might not provide clear instruction on structural rules. However, given the small sample size, a firm conclusion cannot be drawn from the statistical results.

The interview results from some participants gave me more insight from students' perspectives, and their responses have informed me that various learning styles and external factors influence the efficacy of the instructions. Even though X1, who was in the implicit treatment group, had improved his test scores in the two post-tests, he did not know the target structures during the interview. I was not able to understand how he felt about the instruction and CF until I interviewed him. While X1 who preferred to learn from explicit instruction and CF did not actually increase his accuracy by being placed in the implicit group. Ever though Y1 preferred to learn from more implicit instruction and CF, he achieved 100% accuracy in the two post-tests in the explicit treatment group. This means that even though Y1 prefers to learn from more implicit instruction and CF, he still

could achieve accuracy in the explicit treatment group. However, X1 who prefers to learn from explicit instruction and CF could not achieve high accuracy by being placed in the implicit treatment group. Another interesting finding that I got from the interview is while I looked into those interviewees' previous course performances, I have noticed X1 had a more difficult time acquiring Chinese than the other five interviewees. X1 is a visual and analytic learner and has low tolerance for ambiguity, so his learning styles affect how he adapts to teaching approaches.

Besides learners' learning styles, my interview with Y2 (the thirteen-year-old heritage learner) confirmed age is indeed an important factor in second language acquisition. Y2's age and cognitive maturity may have influenced his learning style. During the interview, his conflicted learning preferences made me question whether his preference to both explicit and implicit instruction and CF is due to his age and also his L2 learning experiences. Since he has learned Chinese in immersion environments (at his home and in Taiwan) at a young age, he might prefer to receive implicit instruction and CF. And yet, his L1 is English and he primarily learned in CFL settings, so this might also influence his learning preference to explicit instruction and CF.

Even though Y2 and the other participant who I did not interview are heritage learners, I do not think their family background might have a big influence on the research. The reason is the two students have very limited Chinese exposure at home, and they mainly communicate with their family in English. Even though I call them heritage learners, the naming is based on their ethnic identity.

While the present study has provided a general idea that explicit instruction within communicative settings and CF can help learners to acquire the Chinese structures

immediately after treatments and two weeks later, several limitations might have influenced the credibility of the results in the study. The small sample size and the lack of a control group in particular made it difficult to generalize the results beyond this study. While I intended to use interview to complement quantitative analysis, the small number of interviewees could not provide a firm conclusion. If I had have enough time and resources to conduct the experiment, I would have had interviewed all the participants.

CHAPTER VI

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

The quantitative results in the thesis have shown no significant difference between the two groups in the three tests. However, the in-group repeated measures have showed that explicit instruction and metalinguistic feedback increased students' accuracy right after the treatment and two weeks later. The implicit instruction and recast feedback, however, did not yield significant accuracy development in the two post-tests. These results confirm findings in previous studies that explicit instruction and metalinguistic feedback are more effective than implicit instruction and recast feedback.

Besides the quantitative results, I have also conducted interviews with a few participants in each group. The interview findings reveal that different learning styles and some external factors, like age and environment, influence their reception of the instructions and CF. While X1 and X3 were both in the implicit treatment groups, their different learning preferences might affect their accuracy development. Moreover, while X1 and Y1 received two different treatments that they did not prefer to learn from, Y1 still achieved 100% accuracy but X1 did not. This suggests that Y1 who has a greater ambiguity tolerance than X1, and Y1 can accept both types of treatments. However, X1 who is a more visual and analytical learners has a less tolerance for ambiguity, and he cannot improve his accuracy in an implicit treatment.

Based on the findings from both sets of statistic data, interviews, and questionnaires, participants have expressed that they preferred to learn from explicit instruction within communicative contexts. In this conclusion, I actually would like to label their preference as various degrees of explicit instruction. The reason why I used

various degrees of explicit instruction is because it is hard to draw a fine line and to clearly separate explicit and implicit instructions (Eillis, 2001; Loewen, 2011). Thus, the pedagogical implication of this research suggests that teachers should consider using more explicit instruction to teach students. In particular, if students are not clear about structures, it is necessary to give students explicit instruction and CF. However, if students have acquired structures, teachers might not need to give explicit CF.

My thesis findings, which are consistent with the most previous research, have shown that a combination of explicit instruction and CF is more effective than a combination of implicit instruction and CF in terms of developing students' Chinese accuracy. However, the qualitative part of my thesis suggests great individual variability in the students' learning style and preference. A pedagogical implication we can draw is therefore that teacher's pedagogical approach should not be all or nothing of a particular method. Instead, it should adapt to students' learning styles and learning needs. Teachers should be open to modify their teaching based on learner needs. Since previous literature did not define and specify what constitutes explicit and implicit instruction, this suggests that instruction is not one way or the other. Instruction has a lot of flexibility, and teachers can modify their teaching based on learners' needs.

APPENDIX A

THE PRE-TEST

Week 1

Student's name _____

CHN 202 session _____ (class time)

- I. Please arrange the following items into sentences. You do NOT need to write them in Chinese. You only need to arrange them as shown in the example.

Example: 找到 王朋 往右一拐就 图书馆

A B C D

The correct answer is: BCAD (王朋往右一拐就找到图书馆)

1. 看完了 书 把 王朋
A B C D
2. 和李友 王朋 喝 气水
A B C D
3. 王朋 走进 教室 来
A B C D
4. 李友 打扫 在家 房子
A B C D
5. 李友 从美国 来到 中国
A B C D
6. 李友 用中文 写 信
A B C D
7. 李友 往右一拐 中国城 就到
A B C D
8. 去 电脑中心 李友 十点钟
A B C D
9. 王朋 学 跳舞 星期一
A B C D
10. 王朋 开 回家 把车
A B C D
11. 在运动场 开 李友 车
A B C D

12. 王朋 参加了 生日舞会 跟李友
A B C D
13. 这种药 王朋 把 吃完
A B C D
14. 他 用牛肉 做 汤
A B C D
15. 图书馆 在 电脑中心 前面
A B C D
16. 写错了 王朋 把 功课
A B C D
17. 王朋 看 医生 今天早上
A B C D
18. 王朋 印象 对李友 很好
A B C D
19. 李友 吃了 三碗 饭
A B C D
20. 买 药 王朋 在药店
A B C D

APPENDIX B

THE FIRST POST-TEST

Week 2

Student's name _____

CHN 202 session _____ (class time)

II. Please arrange the following items into sentences. You do NOT need to write them in Chinese. You only need to arrange them as shown in the example.

Example: 找到 王朋 往右一拐就 图书馆
 A B C D

The correct answer is: BCAD (王朋往右一拐就找到图书馆)

1. 搬 三个钟头 了 王朋
 A B C D
2. 找 和李友 房子 王朋
 A B C D
3. 王朋 走进 厨房 来
 A B C D
4. 看 在洗澡间 报纸 王朋
 A B C D
5. 付 房租 李友 用钱
 A B C D
6. 了 搬出去 李友 早上
 A B C D
7. 王朋 昨天 家 搬
 A B C D
8. 王朋 开 回家 把车
 A B C D
9. 在客厅 看 李友 电视
 A B C D
10. 王朋 家具 搬 跟房东
 A B C D
11. 这种药 王朋 把 吃完
 A B C D

12. 李友 用广告 找 公寓
A B C D
13. 王朋 住 宿舍 上个学期
A B C D
14. 李友连 都 吃得下 五十个饺子
A B C D
15. 家具 搬 王朋 在卧室
A B C D

APPENDIX C

THE SECOND POST-TEST

Week 4

Student's name _____

CHN 202 session _____ (class time)

III. Please arrange the following items into sentences. You do NOT need to write them in Chinese. You only need to arrange them as shown in the example.

Example: 李友 比 小 王朋
A B C D

The correct answer is: ABDC (李友比王朋小)

1. 李友 没看见王朋 了 一年
A B C D
2. 和李友 银行 王朋 去
A B C D
3. 王朋 寄 挂号快信 在邮局
A B C D
4. 李友的卧室 一张桌子 都放不下 连
A B C D
5. 首饰 买 李友 用支票
A B C D
6. 了 王朋 去 邮局
A B C D
7. 李友 存 下午四点 钱
A B C D
8. 养 在卧室 动物 王朋
A B C D
9. 跟李友 到 中国银行 王朋
A B C D
10. 李友 花 在花店 订
A B C D
11. 李友 早上 鲜花 收到
A B C D

12. 王朋 了 三年中文 学
A B C D
13. 王朋 家 用车 搬
A B C D
14. 李友 去 六月初 舞会
A B C D
15. 李友的支票 王朋 把 存到银行去
A B C D

APPENDIX D

A PRE-TEST QUESTIONNAIRE FOR STUDENTS

1. When you make an error in Chinese, do you want the teacher to correct you? If yes, do you think you will learn the language better if the teacher explains the grammar rules to you and tell you why you made an error?
2. Or do you think you will learn the language better if the teacher highlight the error and you figure out the answer by yourself?
3. Does it help you to learn grammar rules if the teacher explains and emphasizes the rules before or after doing activities?
4. Does it help you to learn grammatical rules if the teacher did NOT explain and/or emphasizes the sentence patterns before or after doing activities, and instead you figure out the rules from using the language in contexts?
5. When you learn Chinese do you like to analyze the structure of the sentences (for instance: ba (把) is a disposal word and it is placed before a noun/receiver)?
6. Or do you learn the language from using them in contexts?
7. Please circle the following confusing patterns:
 - Ba construction (i.e. 李友把水果买回家)
 - Resultative complements (i.e. 王朋找到李友)
 - Directional complements (i.e. 李友走上楼来)
 - Word order in general (i.e. 李友先吃饭再看书 ; 王朋晚上睡觉 ; 书店没有学校那么远, etc.)
 - Le construction (i.e. 王朋吃了饭 ; 王朋吃饭了)
8. Please list some grammatical rules that you found difficult. Please tell me why those rules are difficult for you to understand

APPENDIX E

A MOVIE EXERCISE

Name _____

CHN 202 L18 -Movie exercise

Please describe the following two scenes in the movie. You only need to put them in order.

First scene: Charlie and Mary are in a living room

1. Charlie 家 下午 回到

A B C D

2. Charlie 搬 把椅子 開

A B C D

3. Mary 廚房 去 走進

A B C D

4. 吃 在客廳 水果 Charlie

A B C D

Second scene: Charlie and Mary are in a kitchen

1. 連 他們的房子 牛 也有

A B C D

2. Charlie 做 牛奶 (milk) 用牛

A B C D

3. Mary 做好 了 做飯

A B C D

4. 做飯 了 做 十分鐘 Mary

A B C D E

5. Charlie 坐下來 跟Mary 吃飯

A B C D

APPENDIX F

POST-TEST ORAL INTERVIEW QUESTIONS

- This research examined what kind of instruction will help you to learn adverbial phrases' word order. You were in a group where I taught the target rules by using **explicit** instruction. You **improved** over the three weeks. Why did you put adverbial phrases before the verb? What types of instruction helped you to learn the rule?
- This research examined what kind of instruction will help you to learn adverbial phrases' word order. You were in a group where I taught the target rules by using **explicit** instruction. You **did not improve** over the three weeks. Why didn't you put adverbial phrases before the verb? What types of instruction helped you to learn the rule?
- This research examined what kind of instruction will help you to learn adverbial phrases' word order. You were in a group where I taught the target rules by using **implicit** instruction. You **improved** over the three weeks. Why did you put adverbial phrases before the verb? What types of instruction helped you to learn the rule?
- This research examined what kind of instruction will help you to learn adverbial phrases' word order. You were in a group where I taught the target rules by using **implicit** instruction. You **did not improve** over the three weeks. Why didn't you put adverbial phrases before the verb? What types of instruction helped you to learn the rule?

APPENDIX G

A WRITTEN QUESTIONNAIRE FOR LANGUAGE INSTRUCTORS

1. When you taught adverbial phrases (i.e. 在家, 下午, 用中文, 和李友), how did you teach students the word order?
2. When students put adverbial phrases after the verb, how did you give them corrective feedback?
3. If you have given both explicit and implicit corrective feedback, which one do you think can better help students to learn the sentence structures?

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