

THE USE OF CORPUS CONSULTATION TO ENHANCE
THE ACQUISITION OF L2 ENGLISH INFINITIVE AND
GERUND COMPLEMENTS AMONG LOW ENGLISH
PROFICIENCY L1 THAI LEARNERS



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จุฬาลงกรณ์มหาวิทยาลัย
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การใช้คลังข้อมูลเพื่อส่งเสริมการรับส่วนเดิมเต็มรูปกรียากลาง และรูปกรียาเป็นนามใน
ภาษาอังกฤษในฐานะภาษาที่สองโดยผู้เรียนที่มีภาษาไทยเป็นภาษาที่หนึ่งซึ่งมีสมิทธิภาพ
ภาษาอังกฤษระดับต่ำ



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งานวิจัยนี้มุ่งศึกษาการใช้คลังข้อมูลเพื่อส่งเสริมการรับส่วนเติมเต็มรูปกริยากลางและรูปกริยาเป็น
นามในภาษาอังกฤษในฐานะภาษาที่สองโดยผู้เรียนอายุน้อยที่มีภาษาไทยเป็นภาษาที่หนึ่งและมีสมิทธิภาพ
ภาษาอังกฤษระดับต่ำ นักเรียนระดับชั้นมัธยมศึกษาจำนวน 64 คนถูกแบ่งออกเป็นสองกลุ่มเท่า ๆ กัน คือ
กลุ่มทดลอง และกลุ่มควบคุม กลุ่มทดลองเรียนส่วนเติมเต็มรูปกริยาภาษาอังกฤษผ่านการใช้คลังข้อมูล
ในขณะที่กลุ่มควบคุมเรียนผ่านวิธีการสอนแบบดั้งเดิม ข้อมูลเก็บผ่านข้อสอบก่อนเรียน ข้อสอบหลังเรียน
และการสัมภาษณ์ ผลจากข้อสอบก่อนเรียนพบว่าผู้เข้าร่วมวิจัยทั้งสองกลุ่มได้คะแนนค่อนข้างต่ำในเรื่องการ
รับส่วนเติมเต็มรูปกริยากลางและรูปกริยาเป็นนามในภาษาอังกฤษ โดยอิงจากข้อมูลทางสถิติการแจกแจง t
พบว่าความรู้พื้นฐานในเรื่องส่วนเติมเต็มรูปกริยาภาษาอังกฤษของทั้งสองกลุ่มไม่ได้ต่างกันอย่างมีนัยสำคัญ
ทางสถิติ ($p > .05$) ภายหลังจากทดลอง ทั้งสองกลุ่มแสดงให้เห็นถึงผลลัพธ์ที่น่าพึงพอใจในข้อสอบหลัง
เรียน ผู้เข้าร่วมวิจัยในกลุ่มทดลองแสดงให้เห็นถึงการพัฒนารอย่างมีนัยสำคัญทางสถิติระหว่าง ข้อสอบ
ก่อนเรียน ($\bar{x} = 1.19$) และข้อสอบหลังเรียน ($\bar{x} = 7.69$), $p < .05$ ในขณะที่กลุ่มทดลองก็สามารถ
ทำได้ดีขึ้นอย่างมีนัยสำคัญทางสถิติ ในข้อสอบหลังเรียน ($\bar{x} = 7.69$) มากกว่าข้อสอบก่อนเรียน ($\bar{x} =$
 1.03), $p < .05$ เช่นกัน ผลการทดลองชี้ให้เห็นถึงข้อดีของวิธีการสอนทั้งสองแบบ อย่างไรก็ตาม สิ่ง
ที่น่าสังเกต คือ กลุ่มทดลอง ($\bar{x} = 7.69$) มีคะแนนในข้อสอบหลังเรียนสูงกว่ากลุ่มควบคุม ($\bar{x} = 4.06$),
 $p < .05$ อย่างมีนัยสำคัญ ซึ่งชี้ให้เห็นว่าการใช้คลังข้อมูลมีประสิทธิภาพมากกว่าวิธีการสอนแบบดั้งเดิม
นอกจากนี้ ข้อมูลเชิงคุณภาพจากการสัมภาษณ์ยังช่วยสนับสนุนผลลัพธ์ทางสถิติในแง่ที่ว่ากลุ่มทดลองมี
ทัศนคติในเชิงบวกต่อการใช้คลังข้อมูลอีกด้วย ผลลัพธ์นี้ยังสัมพันธ์กับวิจัยก่อนหน้าหลายชิ้น
(Dazdarevic et al., 2014; Poocharoensil, 2012; and Kulsitthiboon and
Pongpairoj, 2018) งานวิจัยนี้มีนัยยะสองด้าน ได้แก่ การรับภาษาที่ 2 และ การเรียนการสอน
กล่าวคือ ผลลัพธ์ของงานวิจัยนี้ชี้ให้เห็นถึงประสิทธิผลของการรับไวยากรณ์ของภาษาที่สองผ่านวิธีการสอน
โดยการใช้คลังข้อมูล

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Passaraporn Suriyapee : THE USE OF CORPUS CONSULTATION TO
 ENHANCE THE ACQUISITION OF L2 ENGLISH INFINITIVE AND
 GERUND COMPLEMENTS AMONG LOW ENGLISH PROFICIENCY
 L1 THAI LEARNERS. Advisor: Assoc. Prof. NATTAMA
 PONGPAIROJ, Ph.D.

This study aimed to investigate how the corpus-based teaching approach could enhance L2 acquisition of English infinitive and gerund complements among low English proficiency L1 Thai young learners. Sixty-four secondary students were equally divided into an experimental group and a control group. The experimental group learned English verbal complements through the corpus approach, while the control group did through the traditional teaching approach. Data were collected through a pretest, a posttest, and an interview. The results from the pretest revealed quite low scores on English infinitive and gerund complements in both participant groups and, based on the statistical data from the T distribution, there was no significant difference regarding their English verbal complement background knowledge ($p > .05$). After the treatment, both groups showed satisfactory results in the posttest. The participants in the experimental group showed significant improvement from the pretest ($\bar{x} = 1.19$) to the posttest ($\bar{x} = 7.69$), $p < .01$, while the control group could also perform significantly better in the posttest ($\bar{x} = 4.06$) than the pretest ($\bar{x} = 1.03$), $p < .01$. The findings suggested the merit of both teaching approaches. However, what is worth observing is that the experimental group could get significantly higher posttest scores ($\bar{x} = 7.69$) than the control group ($\bar{x} = 4.06$), $p < .01$, indicating that the corpus approach is more effective than the traditional teaching approach. Moreover, qualitative data from the interview corroborated the statistical results in that the experimental group had positive attitudes toward the corpus-based teaching approach. The results were in line with those in previous research (Dazdarevic et al., 2014; Poocharoensil, 2012; and Kulsitthiboon and Pongparoj, 2018). The implications of this research were twofold: SLA and pedagogy. That is, the findings shed some light on the effectiveness of the corpus-based teaching approach on L2 acquisition of grammar.

Field of Study:	English as an International Language	Student's Signature
	
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Passaraporn Suriyapee

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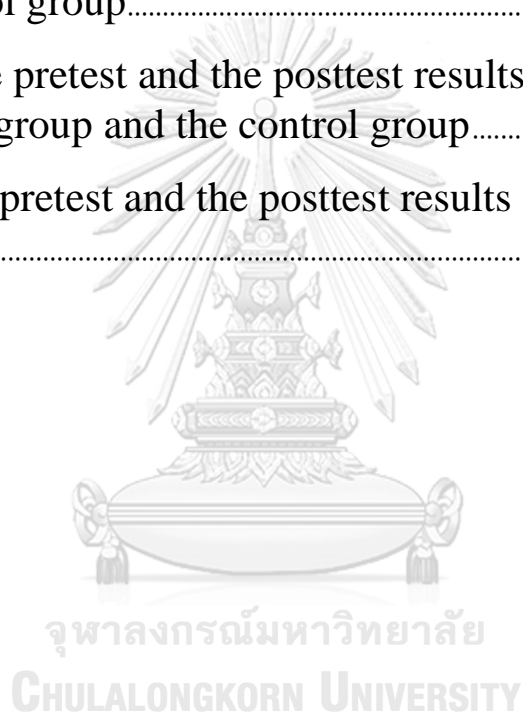


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CHAPTER I

INTRODUCTION

This chapter describes background of the study in 1.1, statement of problem in 1.2, objectives of the study in 1.3, research questions in 1.4, statement of hypotheses in 1.5, scope of the study in 1.6, definitions of terms in 1.7, and significance of the study in 1.8.

1.1 Background of the Study

A definition of ‘verb’ according to *Longman dictionary of contemporary English 6th edition* (2014) is “a word or group of words that describes an action, experience, or state, such as ‘come’, ‘see’, and ‘put on’” (p.2025). Palmer (2014) stated that “a verb is central to the structure of the sentence that no syntactic analysis can proceed without a careful consideration of it” (p.1). English verbs can be divided into two categories: finite verbs and non-finite verbs. A finite verb is a verb that changes in form to match its subject or to indicate past, present, or future. Since a finite verb needs to agree with its subject, it is also known as agreement or concord (Davidson, 2010). If there is only one main verb in a sentence, that main verb is a finite verb. Examples of finite verbs in sentences taken from Davidson (2010, p.29) are shown in (1).

- (1) a. **My brother** *teaches* chemistry.
- b. **My parents** *teach* English.

In the above sentences, the verb ‘teach’ in (1a) is governed by the third person singular subject ‘my brother’, so it changes its form to ‘teaches’ to agree with its subject. In (1b), the verb ‘teach’ agrees with the plural subject ‘my parents’. From the examples, it is clear that the form of a finite verb needs to agree with its subject.

If a sentence contains verb phrases, an auxiliary verb is a finite verb, as in the examples taken from Davidson (2010, p.29) in (2).

- (2) a. **He** *is/was* going to school.
 b. **They** *are* going to school.

The sentences above contain verb phrases. The italic ones are finite verbs that need to change to agree with the subjects or indicate tenses. For example, in (2a), ‘is’ and ‘was’ are finite verbs, which are governed by the subject ‘he’. ‘Is’ indicates present, while ‘was’ indicates past. In (2b), ‘are’ is a finite verb governed by the subject ‘they’ and indicates present.

However, when there is more than one auxiliary verb in a verb phrase, the first auxiliary in the sentence is a finite verb, as in the examples below, which taken from Davidson (2010, p.30).

- (3) a. **I** *have* been looking for you for ages.
 b. **He** *has* been looking for you for ages.

There is more than one auxiliary verb in (3a) and (3b). ‘Have’ and ‘has’ are considered finite verbs in (3a) and (3b), respectively. This means that the first auxiliary verb in each sentence is a finite verb, which agrees with its subject or indicates past, present, or future.

Davidson (2010) pointed out that any verb that is not a finite verb is a non-finite verb. A non-finite verb refers to a verb that does not change in form to agree with its subject or indicate past, present, or future. Present participles, past participles, and infinitives are considered non-finite verbs of English. The examples of non-finite verbs in sentences taken from Davidson (2010, p.31) are shown below.

- (4) a. **He** *is working* very hard.
 b. **I** *have bought* the tickets.

The words in italics in (4a) and (4b) are non-finite verbs because they do not change in form to agree with their subjects or indicate past, present, or future. The finite verb 'is' in (4a) agrees with the subject 'he' and indicates present. The finite verb 'have' in (4b) agrees with the subject 'I' and indicates present.

Davidson (2010) explained that a non-finite verb generally occurs alongside a finite verb in a sentence. When a sentence contains a verb phrase, there will be one finite verb plus one or more non-finite verbs in that verb phrase. For example

(5) **She** *is singing*.

The verb phrase in (5) contains one finite verb (is) and one non-finite verb (singing).

This thesis explored the use of non-finite verbs, gerunds and to-infinitives, that strictly follow certain finite verbs. This linguistic phenomenon is known as a verbal complement. Carter and McCarthy (2006) stated that a verbal complement is an item that immediately follows another verb to complete the meaning of that verb.

Some verbs take to-infinitives only (i.e., gerunds are not allowed) such as 'plan' and 'decide'. They are called infinitive complements, as in the following examples.

- (6) a. She **planned** *to see* that movie tonight.
 b. We **decided** *to stay* home.

There are also many verbs that are followed by gerunds or the -ing forms only, such as 'enjoy' and 'consider'. They are called gerund complements, as in the following examples.

- (7) a. I **enjoy** *learning* English.
 b. They **considered** *moving* to Bangkok.

Moreover, certain verbs can be followed by both infinitive and gerund complements, such as ‘love’ and ‘start’ as in the following examples.

- (8) a. He **loves** to watch/ watching romantic movies.
 b. We **start** to miss/ missing our friends.

Apparently, it is not difficult for native English speakers or high English proficiency learners to know which verbs take which complements (DeCapua, 2008). However, many previous studies showed that English verbal complements seem to be a problem for non-native English speakers, such as L1 Japanese speakers (Shirahata, 1991), L1 Spanish speakers (Schwartz and Causarano, 2007), L1 Arabic speakers (Almulla, 2015), and L1 Indonesian speakers (Unggul and Gulö, 2017). Previous studies in the Thai context also showed that Thai learners found that English verbal complements were difficult to comprehend (Keawchaum & Pongpairroj, 2017; Kitikanan, 2011).

A corpus has been used a lot in applied linguistics and has become one of the most dominant methods used to analyze language. There has been a growing interest in using a corpus tool to conduct research as well. Krieger (2003) suggested that “a corpus-based analysis can investigate almost any language patterns: lexical, structural, lexico-grammatical, discourse, phonological, and morphological”. Previous studies have revealed several advantages of implementing the corpus approach into language classrooms (Dazdarevic & Fijuljanin, 2014; Mueller & Jacobsen, 2015; Kartal & Yangineksi, 2018; Gilmore, 2008; Sealey & Thompson, 2004; Kulsitthiboon & Pongpairroj, 2018; Phoocharoensil, 2012). The research showed that the corpus is an effective tool in enhancing learners’ language abilities. Despite several advantages, a

study showed that some learners found that the corpus tool was sometimes difficult to understand (Gilmore, 2008). Therefore, most researchers tended to use the corpus approach with university students or adult learners (Kartal & Yangineksi, 2018; Gilmore, 2008; Kulsitthiboon & Pongpairoj, 2018; Phoocharoensil, 2012). To the best of my knowledge, only one research used the corpus approach with young learners, and the results showed that the corpus approach could be effectively used with young learners as well. However, the young learners in the study were native English speakers. (Sealey and Thompson, 2004).

Moreover, previous studies showed that a corpus tool could be used to investigate several linguistic aspects, such as collocations and registers (Mueller & Jacobsen, 2015; Kartal & Yangineksi, 2018; Wu, 2016; Kulsitthiboon & Pongpairoj, 2018), writing (Gilmore, 2008), infinitives and gerunds (Dazdarevic and Fijuljanin, 2014), and grammar and vocabulary (Sealey and Thompson, 2004). However, to the best of my knowledge, no studies have explored the use of a corpus consultation with low English proficiency groups. Most studies used a corpus tool with intermediate to high English proficiency participants. For example, Gilmore (2008) investigated how intermediate English proficiency L1 Japanese university students used online corpora to develop their writing skills. Kartal and Yangineksi (2018) conducted a study with high English proficiency L1 Turkey student teachers on the use of corpus tools to enhance learning and production of verb-noun collocations. Previous studies in the Thai context also showed that the corpus approach is generally used with intermediate to high English proficiency learners. Phoocharoensil (2012) conducted research on the use of corpus tools and concordance lines to learn English grammar among intermediate English

proficiency L1 Thai M.A. students in an English for Careers program. Kulsitthiboon and Pongpairoj (2018) conduct a study with high English proficiency L1 Thai university students on the use of a cooperative corpus consultation to develop the students' acquisition of adjective + preposition collocations. Some studies investigated the implementation of a corpus consultation across proficiency levels. For instance, Mueller and Jacobsen (2015) explored the use of corpus to enhance students' revision skills among lower-intermediate to intermediate English proficiency L1 Japanese speakers. Wu (2016) conducted a study with lower-intermediate to upper-intermediate English proficiency L1 Mandarin Chinese students on how to use corpus to correct their collocation errors.

The researcher sees a corpus as a potential tool in teaching language and believes that the corpus can benefit both teachers and learners regardless of learners' age and language proficiency. Hence, the corpus approach was used in this thesis to enhance the acquisition of English *infinitive* and *gerund* complements among L1 Thai learners. The population of the study was young learners whose English proficiency was low in order to show that the corpus approach is useful for young learners as well, not just adult learners. To the best of my knowledge, there has never been any research conducted on the use of corpus consultation to enhance the acquisition of English *infinitive* and *gerund* complements among low English proficiency L1 Thai learners. Hence, this thesis filled the gap by implementing the corpus approach into a low English proficiency classroom in order to enhance the young Thai participants' knowledge and ability to use English *infinitive* and *gerund* complements.

1.2 Statement of Problem

No studies have explored the use of a corpus consultation to enhance the production of English *infinitive* and *gerund* complements to young Thai EFL students with low English proficiency. It can be because corpus tools and concordance lines might be too challenging for low English proficiency learners to comprehend, and it takes more time to teach. The previous studies showed that even intermediate learners had difficulty using a corpus consultation, especially when it comes to interpreting search results (Gilmore, 2008; Mueller & Jacobsen, 2015).

Although English has been taught in Thailand for more than 175 years, English teaching has run into several problems, resulting in students' unsatisfactory performance (Wongsothorn, Hiranburana, & Chinnawongs, 2002; Prapphal, 2003; Kanoksilapatham, 2018). The 2013 Ordinary National Education Test (ONET), a compulsory for Thai students in Grade 6, 9, and 12, revealed that, from a total of 100 points, the nationwide mean English score for Grade 12 students was 25.35 with the highest of 98 and the lowest was 0. The results also showed that many test takers got 0 in English (Kanoksilapatham, 2018). A series of annual studies conducted on non-native speakers of English by Education First (EF), the world's largest international private education company specializing in language training, educational travel, academic-degree program, and cultural exchanges, have also affirmed that Thai learners are at an unsatisfactory English proficiency level. For instance, the most recent EF 2019 English Proficiency Index Report revealed that of all 100 nations worldwide, Thailand was ranked 74 and was labeled as a 'very low proficiency' group. The report also showed that the English proficiency level of Thai people was worse than many other Asian

countries, such as Indonesia, Japan, China, Hong Kong, Malaysia, the Philippines, and Singapore, which were ranked as 61, 53, 40, 33, 26, 20, and 5, respectively. Indonesia and Japan were labeled as low proficiency groups, China and Hong Kong were moderate proficiency groups, Malaysia and the Philippines were ranked as high proficiency groups, and Singapore as a very high proficiency group (<https://www.ef.edu/epi/>).

Among various linguistic features, English verbal complements are one of the most problematic topics for Thai learners (Kitikanan, 2011; Keawchaum & Pongpairroj, 2017). According to Kitikanan (2011), the most common error found among Thai students' verbal complement production seemed to be influenced by negative transfer. Negative transfer happens when the structures of the two languages are dissimilar, and the students transfer the structure of their L1 into the L2 production. The use of negative transfer is mostly found in low English proficiency students. For instance, Thai students tended to use base forms of verbs instead of '*to-infinitive*' or '*gerund*' after the main verb, as Kitikanan (2011) pointed out. An example shown in Kitikanan (2011) was the students used 'You need *go* for a check-up at the hospital', instead of 'You need *to go* for a check-up at the hospital' (p.6).

In this thesis, the researcher investigated two approaches in teaching English *infinitive* and *gerund* complements, namely the corpus approach and the traditional teaching approach. It is worth exploring which approach would provide a better result in enhancing low English proficiency L1 Thai young learners to acquire English *infinitive* and *gerund* complements.

1.3 Objectives of the Study

The objectives of this study were as follows.

1. To investigate the effectiveness of corpus consultation in teaching verb + *to-infinitive* and verb + *gerund* to low English proficiency Thai EFL students.
2. To compare the results of two ways of teaching, the traditional teaching approach and the corpus consultation approach, on the use of verb + *to-infinitive* and verb + *gerund* of low English proficiency Thai EFL students.
3. To examine low English proficiency Thai EFL students' attitudes toward learning verb + *to-infinitive* and verb + *gerund* using the corpus consultation approach.

1.4 Research Questions

The research questions of this study were as follows.

1. To what extent can a corpus consultation enhance the use of English verb + *to-infinitive* and verb + *gerund* to low English proficiency students?
2. Which approaches of learning verb + *to-infinitive* and verb + *gerund* provide a better result in teaching verb + *to-infinitive* and verb + *gerund*, between the traditional teaching approach and the corpus consultation approach?
3. What are low English proficiency Thai EFL students' attitudes toward learning verb + *to-infinitive* and verb + *gerund* through a corpus consultation?

1.5 Statement of Hypotheses

The hypotheses of this study were as follows.

1. Low English proficiency Thai EFL students will be able to develop the use of verb + *to-infinitive* and verb + *gerund* through the corpus consultation approach.
2. The corpus consultation approach will provide a better result than the traditional teaching approach in teaching verb + *to-infinitive* and verb + *gerund*.
3. Low English proficiency Thai EFL student will have positive attitudes toward learning verb + *to-infinitive* and verb + *gerund* through a corpus consultation.

1.6 Scope of the Study

The scope of the study consists of the following points.

1. The population of the study was 64 Thai secondary students from Leamchabang 3 Municipality School, a public school under Thai government supervision in Chonburi. They were in grade 9, and their ages were between 14-15 years old. At the time of the experiment, none of them had been in an English environment for more than three months. The Oxford Quick Placement Test (OQPT) was used as a placement test before the experiment. The test results showed that every participant had low English proficiency level. After the OQPT, the 64 participants were divided equally into two groups: a control group and an experimental group for a further experiment.

2. The target linguistic features in this thesis were English infinitive and gerund complements: 10 infinitive and 10 gerund complements. The 20 verbs were selected from Access 3 Student's Book (2008), an English coursebook used in Leamchabang 3 Municipality School for grade 9 students. After investigating the verbs used in the coursebook, the researcher examined all verbs from the coursebook in the Corpus of Contemporary American English (COCA) to find the top ten most frequent verbs that take to-infinitives and gerunds as their complements. The results from COCA showed that the top ten most frequent verbs that take infinitive complements in COCA were *want, ask, wait, happen, seem, hope, agree, expect, offer, and choose*. The top ten most frequent verbs that take gerund complements in COCA were *keep, imagine, avoid, enjoy, suggest, miss, mind, appreciate, discuss, and admit*.

1.7 Definitions of Terms

The definitions of terms used in this thesis are as follows.

1. *Verbal complement*: The infinitive and gerund complements that are required to followed another verbs in order to complete the meaning of that verbs. Although a verbal complement follows another verb, it is not an object of that verb since it does not receive the action of the verb (DeCapua, 2008).

2. *To infinitive*: A bare verb that follows 'to', such as '*to sleep*', '*to be*', '*to read*', and '*to think*'.

3. *Infinitive complement*: A to infinitive verb that immediately follows some verbs in order to complete the meaning of that verbs. Examples of verbs that need infinitive complements, or verb + to-infinitive are ‘*plan*’, ‘*refuse*’, ‘*hope*’, and ‘*expect*’ as in the sentences taken from Eastwood (2002, p.148) below.

- (9) a. I **plan** *to visit* India next year.
 b. People are **refusing** *to pay* the new tax.
 c. We **hope** *to be* moving into our new flat soon.
 d. We **expect** *to have* completed the work by the summer.

4. *Gerund*: an -ing form of verb, which makes the verb function like a noun, such as *sleeping*, *being*, *reading*, and *thinking*.

5. *Gerund complement*: A gerund that immediately follows some verbs in order to complete the meaning of that verbs. Examples of verbs that need gerund complements, or verb + -ing are ‘*stop*’, ‘*finish*’, ‘*avoid*’, and ‘*consider*’, as in the sentences taken from Murphy (2019, p.106) below.

- (10) a. Suddenly everybody **stopped** *talking*. There was silence.
 b. I’ll do the shopping when I’ve **finished** *cleaning* the flat.
 c. He tried to **avoid** *answering* my question.
 d. Have you ever **considered** *going* to live in another country?

6. *The corpus approach*: A teaching approach where the participants learn through a corpus and concordance lines. The students observe the language rules and patterns by themselves, while the teacher acts as a facilitator.

7. *The traditional teaching approach*: A teaching approach where a teacher is center of the classroom and tells students everything they need to do. The students need to memorize the language rules and patterns.

1.8 Significance of the Study

The following reasons describe the significance of this study.

First, not many studies have paid attention to the use of a corpus consultation among young learners. This study, therefore, can shed some light on the implementation of the corpus approach into young learner language classrooms. The study can provide insightful information about the usage of the corpus, the implementation of the corpus into an English classroom, and corpus-based activities to enhance the acquisition of English infinitive and gerund complements.

Second, since verbal complements are usually challenging for L1 Thai learners, this study can contribute an effective way for L1 Thai learners to enhance their English infinitive and gerund complements knowledge and production.

Third, the study also has pedagogical implications as it offers an alternative way of teaching English *infinitive* and *gerund* complements by implementing the corpus approach into English classrooms in Thai schools. Teachers can use this study as a guideline for conducting a corpus-based English class to teach English verbal complements. Moreover, teachers can implement the lesson plan and activities in this thesis to conduct their own English class.

Lastly, studies on the use of corpus consultation to enhance the acquisition of L2 English infinitive and gerund complements among low English proficiency L1 Thai learners have not been explored yet. Hence, the findings of this study can contribute to the pool of research to build a

more complete account of the implementation of the corpus approach to teach English infinitive and gerund complements to low English proficiency L1 Thai learners.



CHAPTER II

LITERATURE REVIEW

This chapter is divided into three main sections: 2.1 related concepts and theories, 2.2 verbal complement structures in English and Thai, and 2.3 previous studies on corpus consultation on L2 acquisition and those on L2 acquisition of English verb + infinitive and verb + gerund.

2.1 Related concepts and theories and concepts

There are two related concepts and theories in this thesis. 2.1.1 covers corpus and concordance lines and 2.1.2 covers the traditional teaching approach.

2.1.1 Corpus and Concordance Lines

Before the computer era, the term ‘corpus’ was used to refer to the total works written by an author, such as The Shakespeare corpus. After the first computer was invented, the term corpus was mostly related to an electronic corpus, which is “a collection of texts stored on some kind of digital medium to be used by linguists with the purpose of retrieving linguistic items for research or by lexicographers in making dictionaries” (Kida 2013, p. 134). According to Crystal (1992), a corpus is “a collection of linguistic data, either compiled as written texts or as a transcription of recorded speech. The main purpose of a corpus is to verify a hypothesis about language - for example, to determine how the usage of a particular sound, word, or syntactic construction varies” (p. 85). Similarly, Flowerdew (2012) agreed that corpus refers to an extensive collection or database of authentic language, either written or spoken. A significant feature in a corpus is a concordance line, which is a

line of text taken from a corpus. It shows the results of the search word. A list of search word or node word is displayed together with other words in various contexts in the concordance lines. Therefore, we can observe many linguistic aspects, such as collocation, from looking at the concordance lines. With the corpus and concordance lines, it is easier to discover patterns of authentic language use in a variety of contexts. Kreiger (2003) stated that a corpus and a concordance program are vital tools to conduct a study of language.

Recently, there has been growing interest in the use of corpora in linguistics. Corpus can be used to investigate every aspect of linguistics, such as phonetics, syntax, and sociolinguistics. Therefore, the term '*corpus linguistics*' has been used in much research within the field. However, there has been no definitive definition of what corpus linguistics is. Several definitions have been given. Taylor (2008) stated that there are considerable disagreement and confusion among linguists regarding the definition of corpus linguistics. He pointed out that the term corpus linguistics could refer to "a tool, a method, a methodology, a methodological approach, a discipline, a theory, a theoretical approach, a paradigm (theoretical or methodological), or a combination of these" (p. 180). Leech (1992) proposed that, '*corpus linguistics*' refers to a methodological basis for pursuing linguistic research. He suggested that when talking about corpus linguistics today, people usually assume that the corpus is machine-readable, which is used by means of computers. Therefore, the term computer corpus linguistics (CCL) should be used instead of just corpus linguistics to distinguish today corpus linguistics from the pre-computer age corpus linguistics. According to Leech, computer corpus linguistics is "not just a newly emerging methodology

for studying language, but a new research enterprise, and in fact a new philosophical approach to the subject” (p. 106). He also indicated that computers and technology are powerful tools, which promoted and facilitated linguistic research. Stubbs (1993) affirmed that “a corpus is not merely a tool of linguistic analysis but an important concept in linguistic theory” (p. 23-24). Teubert (2005) proposed that corpus linguistics is “a theoretical approach to the study of language” (p. 2). Gries (2009) pointed out that corpus linguistics is gaining more and more significance. He agreed that different linguists have different opinions toward the definition of corpus linguistics, but for Gries, he preferred to consider it as a methodology. Brysbaert et al. (2017) defined corpus linguistics as “the study of language through the empirical analysis of large databases of naturally occurring language, called corpora”.

Implementing the corpus approach in a language classroom is considered the inductive teaching approach, which starts with examples and asks learners to find rules by themselves. Gower et al. (2009) stated that, in an inductive teaching approach, students discover language rules through a context. In other words, students learn a language structure by practicing the language in context and realizing rules from practical examples. A teacher acts as a facilitator to guide students when needed. In the inductive teaching approach, students often require a little time to fully understand the new items learned. Students can develop their critical thinking skills when figuring out the language rules. According to Prince and Felder (2006), the inductive teaching approach is a student-centered approach where students actively cooperate in learning activities. Therefore, it is a good way to motivate students’ learning process.

As far as teaching and learning is concerned, many scholars have pointed out several advantages of the use of a corpus in language teaching. One of the most significant advantages is that corpus provides learners with authentic materials and real-life examples, which are considered better than made-up examples by the teacher because those made-up examples do not stimulate real-life language use.

Borlow (2002) suggested that corpus linguistics can be applied in three areas of teaching, which are syllabus design, materials development, and classroom activities. Therefore, both teachers and students can benefit from the use of a corpus consultation in the classroom. Although the application of the corpus-based approach in a language classroom has been increasingly developed, the use of corpus is not widespread among primary or secondary schools. On the other hand, corpus is mostly used with the tertiary level students such as college or university students. Kulsitthiboon and Pongpairroj (2018) suggested that, in teaching and learning process, teachers and learners should not rely on only corpus-based findings from previous researchers, but they should conduct their own investigation so that the results will suit their particular needs.

According to Johns (1991), the practice when teachers and learners make direct use of corpora themselves is called “data-driven learning” (DDL). DDL gives learners total control of what to look for and how to do it. It is an inductive and discovery-based approach where learners observe a particular phenomenon of a language from concordance lines and figure out how the phenomenon works before testing the hypothesis whether it is correct or not (Kulsitthiboon and Pongpairroj, 2018). DDL can promote students’ learning abilities. As Schmidt (1990) pointed out that

what language learners become conscious of, pay attention to, and notice can influence them and determine their learning's outcome.

Corpus also highlights how native speakers of English use certain language forms, vocabulary items, and expressions. Dazdarevic and Fijuljanin (2014) mentioned another critical benefit of using corpora for language teaching; that is, "it gives students the chance to actually work with language and analyze it." Students are able to discover and learn the rules by themselves, so motivating them to learn better. Moreover, using corpora in language learning also promotes independent learning outside of the classroom. Learners can use a corpus to search for the language people use by themselves everywhere if they can get access to the Internet.

Despite having many advantages, several challenges are also involved in implementing the use of a corpus in the language classroom. Krieger (2003) mentioned the issue of the selection of corpus. For some teaching purposes, any large corpus will serve. However, the teacher needs to make sure that the chosen corpus is suitable for the particular teaching context and is representative of the target register. A corpus does not need to be large in order to be effective. The important thing is that the teacher needs to keep the learning objectives of the class in mind when selecting the corpus.

2.1.2 The Traditional Teaching Approach

There are various teaching styles and approaches that teachers can use. The traditional teaching approach is one of them. The traditional teaching approach is a highly teacher-oriented model. According to Beck (2009), this teaching approach' main focuses are lectures, simple oral recitations, rote learning, and memorization. Thamraksa (2011)

mentioned that students are passive recipients of learning in the traditional teaching approach.

The traditional teaching approach is considered the deductive teaching approach. Gower et al. (2009) mentioned that, in the deductive teaching approach, students are first presented with language and grammatical rules and then practice using the rules. A teacher usually explains grammatical points explicitly, followed by giving students some exercises and tests. Students then become familiar with the language patterns and are able to use the target language. Harmer (2007) stated that the explanation and practice sequences in the deductive teaching approach are usually PPP-like. PPP refers to present, practice, and produce. The students are first presented with the language rules, then practice using the new rules learned in the classroom, and finally produce the target language. Mallia (2014) pointed out that in the deductive teaching approach, students learn the language in linear, step by step sequences.

Zhou and Niu (2015) mentioned that exercises used in the traditional teaching approach are usually those that focus on translating sentences from the target language into learners' first language or vice versa. Before doing exercises, language learners need to learn grammar rules from a teacher and then they need to memorize the rules. The traditional teaching approach mainly emphasizes written work with less focus on spoken communication or listening comprehension. Moreover, the traditional teaching approach is usually decontextualized. The context is most of the time used as the source for doing grammatical analysis exercises. Examples of learning exercises used in the traditional teaching

approach can be dictation, matching, multiple choices, and fill in the gaps.

There are both strengths and weaknesses of the traditional teaching approach. Because of numerous advantages, the traditional teaching approach is widely used in schools. Liu and Long (2014) pointed out several advantages of the traditional teaching approach. First, it can enhance students' comprehension since teachers take control of the whole instruction and activities in the classroom. Therefore, it is easy for teachers to explain more if students cannot understand some aspects. Second, if students encounter some problems, or the course's content is too difficult or too easy, teachers can adjust the content accordingly. Next, teachers can be good role models for students. Teachers can impact their students in many ways. Students can look up to their teachers in terms of behaviors and academic aspects. Additionally, students with low English proficiency levels probably learn better through this traditional approach, especially in terms of grammar. In the traditional teaching approach, teachers teach all the grammar rules to students, then give them some time to practice. At the same time, teachers will monitor all activities to ensure accuracy. Fewer mistakes are allowed in this approach. Thus, it can help weak students improve their accuracy and proficiency. With several benefits mentioned, the traditional teaching approach is considered as one of the most direct and effective approaches.

However, there are some problems with the traditional teaching approach as well. Many scholars claimed that this teaching approach hardly helps students develop their critical thinking, problem-solving, and decision-making skills because teachers are the center of the classroom and mainly make decisions. Therefore, it can restrain the students'

creativity. Furthermore, it is hard for teachers to take care of every student in the classroom, especially in a big classroom. Consequently, students who have different needs or interests from the majority of students may be overlooked. Liu and Long (2014) also raised a major disadvantage of the traditional teaching approach that the knowledge and resources provided by teachers might not be enough. Relying solely on teachers' experience may be insufficient and hard for students to relate to their real lives. Many times, the contents of the study, exercises, and tasks provided by teachers do not match the learners' interests, and there is no relation between classroom tasks and their real-life tasks. Students can become quickly overwhelmed and unmotivated, making them lose interest as the subject appears stressful, tedious, and no longer enjoyable (Phungphol, 2005). Moreover, the traditional teaching approach usually focuses on skills and areas of knowledge in isolation without context, so it is difficult for students to use new knowledge learned in the class in their real lives.

2.2 Verbal complement structures in English and Thai

This section describes verbal complement structures in English and Thai. Verbal complement structures in English is shown in 2.2.1, while those in Thai is described in 2.2.2.

Carter and McCarthy (2006) explained that verbal complements are “items which are required to follow verbs of different types in order to complete the meaning of the verb” (p. 504). DeCapua (2008) suggested that “the term *complement* refers to words and phrases that follow verbs but that are not objects because they do not receive the action of the verb” (p. 139). A complement can be a single word or a phrase. A verbal

complement is sometimes called a complementizer, which is defined as a syntactic category or function word that marks a complement clause.

2.2.1 Verbal complement structures in English

In English, there are three groups of verbal complements:

1) Verbs taking only infinitives

Duffley (2012) proposed that “the term *to-infinitive* is generally used in English grammar to refer *to-sequences* such as *to be*. What is referred to as an *infinitive* in English is made up of two words. The first word is always the same and bears a remarkable resemblance to the preposition *to*. Its presence is seen as an infinitive marker, i.e. an element with no meaning of its own whose role is merely to signal the presence of an *infinitive*. The second element of the *infinitive* is a *verb stem* that follows the preposition *to*” (P. 22). Examples of verbs followed by infinitive complements only are *want*, *choose*, and *decide*, as can be seen in the following examples:

- (11) a. Jane **wanted** to go to the zoo after school.
 b. Emily **chose** to stay here for 3 weeks.
 c. I **decided** to read that book.

2) Verbs taking only gerunds

A *gerund* is, also known as the -ing form, formed by adding -ing to the bare *infinitive* form (e.g. talk + -ing = talking). Duffley (2012) explained that a *gerund* refers to form of verb marked by the -ing suffix” (p. 1). Examples of verbs followed by gerund complements only are *enjoy*, *finish*, and *recommend*, as can be seen in the following examples:

- (12) a. Susan **enjoys** watching romantic movies.
 b. Tom **finished** doing his homework yesterday.
 c. I **recommend** walking faster if you do not want to be late.

3) Verbs taking both *infinitives* and *gerunds*

There are certain verbs that can be followed by both *infinitives* and *gerunds*. The meaning of this type of verb may change depending on their *infinitive* or *gerund* complements. Examples of verbs followed by both infinitive and gerund complements with only a little or no change in meaning are *like*, *prefer*, and *hate*, as can be seen in the following examples:

- (13) a. I **like** *to listen/ listening* to the music.
 b. She **prefers** *to drink/ drinking* tea.
 c. I **hate** *to go/ going* to school.

Examples of verbs followed by both infinitive and gerund complements with a change in meaning are *stop*, *forget*, and *quit*, as can be seen in the following examples:

- (14) a. John **stopped** *to watch* cartoons. (John stopped doing something else because he wanted to watch cartoons.)
 b. John **stopped** *watching* cartoons. (John gave up watching cartoons.)
 c. She **forgot** *to send* her email. (She did not send the email because she forgot to do it.)
 d. She forgot sending her email. (She did not have the memory of sending the email.)
 e. Sam quit to work here. (Sam quit another job to work here.)
 f. Sam quit working here. (Sam did not work here anymore.)

2.2.2 Verbal complement structures in Thai

Unlike English, Thai is an isolating language. Thai verbs are in the bare forms. They do not change their forms to agree with subjects or indicate past, present, or future (Bennui, 2008). Also, they do not have *to-*

infinitives or *gerunds* as the English verbs do. A significant feature of the Thai verb, which differs from the English verbs, is the serial verb construction.

Iwasaki and Ingkaphirom (2005) pointed out that some Thai verbs allow ‘simple serialization’; that is, two or more main verbs can immediately follow each other without any linker (p.162). This phenomenon is called a serial verb construction (SVC). According to Chuwicha (1993), SVC refers to the construction in which two or more verb phrases are serialized without any overt linker. The serial verb construction is considered a unique characteristic in Thai verbal complement (Keawchaum and Pongpairoj, 2017). An example of a serial verb construction is shown below.

- (15) khǎw **chob** **faj** plɛŋ
 he like listen music
 ‘He likes to listen/ listening to music’

In (15), ‘chob’ and ‘faj’ are of the serial verb construction because the two verbs can immediately follow each other without any overt linker. In English, the second verb that immediately follows the first verb needs to be a *to-infinitive* or a *gerund*, as shown in (8).

Besides SVC, there are three verbal complement structures in Thai, which are *thîi* ‘place’, *wâa* ‘say’, and *hây* ‘give’ (Prasithratsint, 2007). The occurrence of these three verbal complements depends on the type of verbs they follow, and they can be followed by either a verb or a noun clause.

Iwasaki and Ingkaphirom (2005) suggested that *thîi* usually occurs with verbs of emotions or mental activities, such as *dii-cay* ‘to be glad’, or *pralàat-cay* ‘to be surprised’, as in the following example:

- (16) khǎw **dii-cay** **thîi** dâi phób khun
 he be glad Comp.¹ get meet you
 ‘He is glad to meet you’

For *wâa*, it occurs with verbs expressing ideas, information, or opinions, such as *phûut* ‘say’, or *athíbaay* ‘explain’, as in the following example:

- (17) khǎw **khít** **wâa** khun pen khon dii
 he think Comp. you be person good
 ‘He thinks that you are a good person’

Lastly, *hây* is often used with verbs making people do what someone wants, such as *sàŋ* ‘order’, or *rîak-róŋ* ‘demand’, as in the following example:

- (18) prachachon **rîak-róŋ** **hây** nayók laa-ɔ̀k
 people demand Comp. prime minister resign
 ‘The people demand that the Prime Minister resign’

Some Thai verbs can occur with more than one verbal complement. However, when the verbs take different complements, they convey different meanings because each complement has its own cognitive meaning, as in the following examples taken from Prasithratsint (2007).

- (19) a. khǎw **wǎŋ** **wâa** (khǎw) cà tèn-ŋaan kàp thəə
 he hope Comp. he will marry with her
 ‘He hopes that he will marry her.’ (p.8)
- b. khǎw **wǎŋ** **thîi** cà tèn-ŋaan kàp thəə
 he hope Comp. will marry with her
 ‘He hopes that he will marry her.’ (p.8)

According to Prasithratsint (2007), the difference between (12a) and (12b) is the verbal complement *wâa* and *thîi* after the verb *wǎŋ*. The

¹Comp. = complementizer: a syntactic category or function word that marks a complement clause

different verbal complements gave different meanings to both sentences. In (12b), when *wǎŋ* followed by *thîi*, it showed the strong intention of marrying the woman. Although the man in (12a) also wanted to marry the woman, using the verbal complement *wâa* after the verb *wǎŋ* makes the meaning sound less intense.

Evidently, verbal complement structures in English and Thai are different in many aspects. In English, a finite verb changes its form to agree with the subject and to indicate past, present, and future. Two English finite verbs cannot immediately follow each other. Therefore, the second verb is a non-finite verb. The English non-finite verb types explored in this thesis, were *infinitive* and *gerund* complements. In Thai, verbs do not change the form to agree with the subject or indicate past, present, or future. Therefore, Thai verbs are considered bare verbs. The three significant verbal complements in Thai are *thîi*, *wâa*, and *hây*. Moreover, one or more than one Thai verb can occur alongside without changing the form, as seen in SVC.

2.3 Previous studies

This section describes previous studies on corpus consultation on L2 acquisition in 2.3.1, and those on L2 acquisition of English verb + infinitive and verb + gerund in 2.3.2.

2.3.1 Previous studies on corpus consultation on L2 acquisition

This section reviews previous studies on effects of corpus consultation on L2 acquisition.

Dazdarevic and Fijuljanin (2014) investigated how the corpus approach can be integrated into language classrooms to improve students' knowledge of infinitives and gerunds. The researchers assumed that the corpus approach is a more effective way of acquiring infinitive and

gerund complements compared to the traditional approach. The corpus approach allows learners to see how language is used in the real world and how it differs in different contexts. The authentic and real-life examples in corpus are more beneficial to learners than examples made-up by the teacher, which are sometimes not meaningful to the students. In this paper, the researchers used the COCA and the BNC corpora in analyzing how the corpus approach can facilitate the teaching and learning of infinitives and gerunds. First of all, the students were introduced to corpus, and then they were assigned to complete several tasks to explore the infinitive and gerund patterns in both corpora. At this stage, the students would focus on the concordance lines and explore the language phenomena by themselves, rather than waiting for the teacher's input. Later, the researchers asked the students to examine the use of the verb 'try' + *to infinitive* and 'try' + *gerund* in both the COCA and the BNC. The results showed that both American and British native speakers of English used the verb pattern 'try' + *to infinitive* more than 'try' + *gerund*. After investigating many sentences in the concordance lines in both corpora, it was found that when 'try' was followed by the infinitive, the infinitive was difficult or impossible to achieve. In contrast, when 'try' was followed by the gerund, the gerund was something to experiment with. According to the researchers, infinitive and gerund complements are one of the most problematic features for non-native speakers of English. Even though English native speakers find it easy to acquire infinitive and gerund complements since this knowledge comes naturally, non-native speakers usually have difficulties acquiring these English patterns. The traditional approach to infinitives and gerunds usually requires many hours of memorization. Therefore, the researchers

assumed that the corpus approach was a more beneficial way for second language learners to acquire the target language without having the teacher tell them all the grammatical rules.

Mueller and Jacobsen (2015) investigated whether online corpus consultation can be used as an effective alternative to dictionaries when L2 learners were addressing language problems. They conducted two experiments aiming to determine learners' attitudes toward using an online corpus consultation for essay revision and to identify whether an online corpus or an electronic dictionary provided better results to language problems related to collocation and register. Seventy-eight students participated in experiment 1. The participants were given a training session on the use of corpora and then completed several tasks. At the end of the experiment, they were asked to fill out the survey. The results suggested that low-proficiency learners may have some difficulties using corpus consultation, especially when it comes to interpreting search results. At the same time, many participants agreed that a corpus is a useful tool with great potential. Experiment 2 was conducted with 39 students. They received a training session on collocation and the differences between formal and informal English. A week later, they received a training session on the use of a corpus consultation. After that, they took a test in the online dictionary condition and another test in the corpus condition. At the end of the experiment, they were given a survey about their impression of using the corpus. The results showed that the participants' scores in the corpus condition were slightly higher than those in the dictionary condition. Moreover, they mentioned that the corpus was easy to use, and they would use it in the future. The researchers concluded that online corpora could be used as useful

references for language learners, and they could also be effectively used as an alternative to dictionaries when dealing with language problems. Typically, students use dictionaries as a reference when dealing with language issues. However, many researchers pointed out that dictionaries usually provide inadequate information of certain facets of language. Therefore, corpus consultation could be a great alternative to dictionaries.

Kartal and Yangineksi (2018) conducted a study with 60 first-year student teachers in an English Language Teaching Department of a university in Turkey. They investigated the effects of using corpus tools on the learning and production of verb-noun collocations. The participants were divided equally into two groups, an experimental group and a control group. The experimental group was taught through web-based concordance lines, while the control group was taught using traditional methods. The data for this study were collected through a collocation knowledge test, students' writings, and a survey. The results revealed that there was no significant difference between the experimental and control groups regarding verb-noun collocation knowledge. However, the participants in the experimental group performed better in the production of verb-noun collocation. Moreover, the survey results showed that most participants agreed that corpus tools are useful for teachers and can promote teaching and learning activities. They believed that, with the help of corpus consultation, they could develop their English professionally. The corpus tools are also useful for their writings, both academic and free writing.

Gilmore (2008) conducted a study on using online corpora to develop students' writing skills. His research aimed to investigate whether the participants would have any noticeable effect on the

naturalness of their redrafted essays and to explore the participants' online corpora preferences. Forty-five Japanese university students participated in the study. They were asked to write a factual report under the topic 'obsession'. The researcher investigated the participants' essays by highlighting various errors on sentence-level, lexical, and other grammatical problems and then returned the essays to the students for rewriting. Before editing the essays, a 30-minute introduction on how to use online corpora was presented to the students. Then, they had an hour in a computer room, working on the BNC and the COBUILD corpora to find out which one was a better online corpus in rewriting their essays. After that, the students were asked to produce second drafts with two online corpora introduced to revise the essays. Their second drafts were examined and blind-rated for naturalness by four native English speaker teachers. At the end of the research, the participants were asked about the online corpora usefulness for improving their writing and their preferences for either the BNC or the COBUILD. The results showed that most students had very positive attitudes toward using online corpora for redrafting their essays. They mentioned that online corpora were a useful resource with numerous authentic examples provided. Therefore, they can help increase the essays' naturalness. However, only a few students found that online corpora were less useful because they thought that the concordance lines were sometimes difficult to understand. Moreover, almost all students preferred the COBUILD corpus to the BNC corpus because it was more user-friendly and faster. The researcher added that lower proficiency participants usually had difficulties interpreting concordance lines.

Although most studies have shown that a corpus consultation is primarily used with university students or adult learners, there is one research indicating that the corpus-based approach could be effectively used with primary school students as well. Sealey and Thompson (2004) explored the potential of the corpus-based approach to teach Key Stage 2² students about grammar and vocabulary. The participants were twelve students from two primary schools in Berkshire, England, including six students from the Year 4 class (8-9 years old) at one school and six students from the Year 5 class (9-10 years old) at the other school. The experiment took place once a week for forty minutes each time, and the whole experiment lasted six weeks. All activities and lessons were recorded using video cameras and mini-disc recorders. The British National Corpus (BNC) was used in this experiment. The researchers selected 40 written texts in the BNC, which are suitable for young learners. The participants were asked to examine the concordance lines in order to learn English grammar and vocabulary. The results showed that the corpus-based approach was a potential approach in teaching grammar and vocabulary to young learners. It enhanced the students' independent learning, and at the same time, the students could learn how language works by looking at its patterns, structures, and origins through the concordancing. According to the researchers, the corpus-based approach provided students with the opportunity to learn language rules and usage by themselves, rather than relying on the teacher's knowledge or textbooks only. In terms of grammar teaching, the corpus approach made grammar contextualized and descriptive, rather than decontextualized and prescriptive. The researchers also found out that unfamiliar terminology,

²Key Stage 2 is a legal term for the four years of schooling in maintained schools England and Wales, when students are aged between 7-11 years old.

such as ‘corpus’ and ‘concordance’ was not a problem for young learners to comprehend.

Previous studies on L1 Thai learners have also been explored. Kulsitthiboon and Pongpairoj (2018) conducted a study on the effects of cooperative corpus consultation on the acquisition of L2 English adjective + preposition collocations. Their participants were 74 first-year Thai undergraduate students with 38 students in a control group and 36 students in an experimental group. The instruments used in this study were a pretest, two training sessions on collocation and corpus consultation, paper-based and online activities, a posttest, and an interview. The experimental group performed the tasks with their classmates, while those in the control group completed the corpus consultation individually. The results showed a significant difference in the pretest and the posttest results of the experimental group, both in production and perception of the targeted collocations. However, the students in the control group showed an improvement in the collocation production tasks only, not perception tasks. The findings suggested that the cooperative corpus consultation can facilitate the learning process and promote discussion and cooperation among students, thus resulting in the acquisition of the adjective + preposition collocations.

The corpus consultation enhances not only vocabulary learning but also grammar and other linguistics patterns. Poocharoensil (2012) suggested that students can easily become bored when learning grammar through the traditional teaching approach where a teacher is a center of the classroom and directs students to learn mostly through memorization. On the other hand, students will enjoy discovering grammar rules on their own through the corpus consultation, thus enhancing their learning

abilities. The researcher investigated Thai EFL students' attitudes towards corpus-based grammar teaching. Seventeen Thai graduate students in an English for Careers program participated in this study. The data were collected through a questionnaire and an interview. The participants were presented with grammar topics and then completed the questionnaire and the interview. The results showed that most participants believed that learning English grammar through concordance lines is better than other learning methods. Moreover, they understood some grammar points that they had been confused about when learning through traditional teaching approaches.

2.3.2 Previous studies on L2 acquisition of English verb + infinitive and verb + gerund

Shirahata (1991) conducted a study on the acquisition of English infinitive and gerund complements by Japanese adult learners. According to the markedness theory, marked verbs are irregular; i.e. verbs that do not conform to the general rules of English, while unmarked features are regular; i.e. the ones that conform to the usual rules. The number of unmarked features is higher than the marked ones. Infinitives are considered unmarked because they are not conjugated for tense, person, or action. Gerunds, in contrast, are considered marked because they always refer to actions, processes, or states. The hypothesis of the study was that, like L1 learners, L2 learners acquire infinitive complements, which are unmarked, much earlier than marked gerund complements. There were three groups of verbal complements in this study; verb complements that allowed (1) only infinitive complements, (2) only gerund complements, and (3) both infinitive and gerund complements. One hundred ten freshmen in a Japanese university were classified into

three groups: beginner, intermediate, and advanced. A written test was given to each participant to investigate their infinitive and gerund complement knowledge. The test asked the students to change the verbs given into the correct forms. All directions were written in Japanese to ensure the participants' understanding. The results revealed that most students produced more infinitive complements than gerund complements. Moreover, an accuracy percentage was higher in infinitive complements than in gerund complements in every group. From the results, the researcher concluded that L2 learners acquire infinitive complements earlier than gerund complements. Furthermore, markedness is a vital factor on second language acquisition.

Schwartz and Causarano (2007) investigated the relationship between students' target language input and their output in terms of frequency effects. Their research focused on English infinitive and gerund complements by L1 Spanish speakers. According to the frequency theory, language learners tended to produce infinitive complements more than gerund complements, and the errors in gerunds would be more common than those in infinitives. Based on the theory, the researchers hypothesized that the Spanish learners could acquire English infinitives before gerunds since infinitives are of high-frequency in both Spanish and English. Gerunds, in contrast, are of low-frequency in English and do not exist in Spanish. In this study, thirteen Spanish university students were divided into three groups according to their English proficiency levels: intermediate, high-intermediate, and advanced. The researchers pointed out that infinitive and gerund complements are English constructions that L2 speakers usually confuse. Twenty-seven writing samples were selected from thirteen students and examined for the occurrences of

infinitives and gerunds. The results showed that infinitive complements were produced more than gerund ones by all groups. Moreover, the students tended to produce more errors with gerunds, the low-frequency ones. The researchers concluded that the tendency of high errors in producing gerund complements might be due to lack of input from the target language since gerunds are low-frequency constructions in English. Therefore, they assumed that frequency could play a significant role in second language acquisition.

Almulla (2015) examined the role of frequency on the acquisition of English infinitive and gerund constructions by L1 Arabic speakers. The researcher claimed that linguistic input and frequency would affect the acquisition and output of L2 learners. The study compared the effect of frequency on the acquisition of infinitives and gerunds between L1 Arabic speakers and English native speakers. The study was conducted with fifty-nine participants; eighteen English native speakers were used as a baseline. The Arabic participants were divided into two groups according to their English proficiency: high proficiency and low proficiency learners. Each participant completed the experiment individually. They were asked to read sentences and provided their binary judgement whether those sentences were grammatically correct or not. The results revealed that, although native speakers performed significantly better than both high proficiency and low proficiency groups, all groups were more accurate with infinitive constructions than the gerunds. The finding proved that the participants had better high frequency (infinitive) knowledge than the low frequency one (gerund).

Unggul and Gulö (2017) analyzed the usage of infinitives and gerunds in Indonesian university students' argumentative essays. The essays were taken from two classes of a university. After collecting the essays, the researchers underlined all sentences that contained infinitives and gerunds. Then, they identified the errors and classified them according to the types of errors. There were four types of errors in the students' essays: omission, addition, misformation, and misordering. Among the four types of errors, the most common one was misformation. From the results, the researchers indicated that tenses and grammar were one of the most challenging concepts for second language learners to comprehend, and the results of learning English grammar were still unsatisfactory. Although Indonesian students have learned English since young ages, they still had some difficulties understanding English grammar, especially infinitives and gerunds. These English patterns were essential since they were used very often in utterances. Therefore, language teachers should find ways to improve students' understanding and abilities to use infinitives and gerunds.

In the Thai context, some studies have also explored the acquisition of English verb + to infinitives and verb + gerunds among L1 Thai learners. Keawchaum and Pongpairroj (2017) conducted a study with 60 Thai learners to investigate how frequency influenced their acquisition of English infinitive and gerund complements. The participants were separated equally into two groups based on their CU-TEP scores: low and high English proficiency groups. The data were collected through the Word Selection Task (WST) and the Grammaticality Judgement Test (GJT). The WST was used to investigate the participants' ability to produce infinitive and gerund complements, while GJT was used to

examine the participants' knowledge of infinitive and gerund complements. The results from both the WST and the GJT showed that both groups performed better in infinitive complements than gerund ones. The researchers concluded that frequency theory plays a significant role in the acquisition of infinitive and gerund complements among L1 Thai learners. The infinitive complements are considered a high type frequency construction because they occur more frequently than the gerund complements, which are considered a low type frequency construction. Learners tended to acquire the high-frequency construction earlier than the low-frequency one. According to the usage-based theory, language learners can acquire the target language through language use. Therefore, frequency and repetition are essential in second language acquisition.

Although most studies agreed that language learners usually acquired to-infinitives earlier than gerunds, some studies showed contradictory results. Kitikanan (2011) investigated Thai EFL students' ability to use English verb to + infinitives and gerunds. The researcher aimed to investigate whether the participants were able to use the correct forms of verb complements and also the reasons for using those certain forms. The participants were divided into three groups according to their majors. Altogether there were 69 university students in this experiment. The participants needed to complete 28 open-ended questions regarding their ability to use to-infinitives and gerunds. The participants were required to change the base form of the verb in the parenthesis in each question into the correct form and also identified the reasons for their answers. The instruction was written in Thai to ensure that the students fully understood it. The students were also allowed to write their answers

in Thai to make sure that there were no vocabulary or grammar obstacles. Moreover, they were told that the questions would be scored as a part of their grades so that they would do their best. The results showed that Thai students had low proficiency in both types of verbal complements. However, they were more knowledgeable about gerunds than to-infinitives. The researcher grouped the students' answers into two groups: positive transfer and negative transfer. For positive transfer, it was found that transfer of training, third language transfer, and translation strategy were major sources of this type of transfer. Transfer of training is when instructional effects influencing learners by the way they were taught play a crucial role in their target language acquisition. The participants mentioned that they knew the right answer because they were taught about verbal complements before. For the third language transfer, some participants had learned other languages, such as French, as their third language. They mentioned that some French grammar rules are similar to English so that they could get the right answer when comparing these two languages. As far as the translation strategy was concerned, many participants translated English sentences into Thai by matching to-infinitives with the Thai complementizer 'thîi-cà' and gerunds with the Thai nominalizers 'kaan' and 'kwaam'. Therefore, the students could get the right answers when the English verbal complements and the Thai complementizers and nominalizers matched. On the other hand, three major sources of negative transfer were overgeneralization, first language transfer, and translation strategy. For overgeneralization, some students misunderstood that they had to consider time markers and the tense morphemes in the main verb to get the correct verbal complement. For example, in the sentence "Patricia tolerated _____ the boring TV

programme”, many students used ‘watched’ instead of ‘watching’ because the past tense was used in the main verb, so they thought that the second verb should be in the past tense form as well. First language transfer occurs when the participants’ mother tongue influenced their second language acquisition. The first language usually influences second language acquisition in a negative way when two languages were dissimilar. In this experiment, some participants put the bare stems after the complement-taking verbs because they compared English verbal complements with Thai verbal complements. For example, the participants used bare infinitive ‘go’ after the verb ‘need’ in “You need *go* for a check-up at the hospital” because they compared this English sentence with Thai ‘*tôn kaan (need) pay (go)*’. Lastly, translation strategy was employed by a number of participants. They used to-infinitive when the sentences were translated into Thai using the Thai complementizer ‘*thîi-cà*’, resulting in wrong answers. For example, the participants used ‘to change’ after the verb ‘consider’ in “You may also consider to change your diet”. Since ‘consider’ is a verb that must be followed by a gerund complement only, the participants’ answer was wrong. The reason for choosing ‘to change’ instead of ‘changing’ was that they compared the English sentence to the Thai sentence “*phícaaranaa thîi-cá plian*’. Therefore, they chose *to-infinitive*, which is equal to *thîi-cá* in Thai.

To the best of my knowledge, no studies have investigated the use of a corpus consultation to enhance the acquisition of English infinitive and gerund complements among low English proficiency L1 Thai learners. This research, therefore, fills the gap by implementing the use of the corpus approach into a low English proficiency classroom in order to enhance the participants’ knowledge and ability to use English infinitive

and gerund complements effectively. Moreover, this research focused on L1 Thai young learners, which has not been explored yet.



CHAPTER III

METHODOLOGY

This chapter describes the methodology used in this study. It covers seven sections as follows. The participants are in 3.1, followed by the research design in 3.2. The lesson plan is described in 3.3 and the research instruments in 3.4. Sections 3.5 and 3.6 concern the task validation and the data collection, respectively. Lastly, the data analyses are shown in 3.7.

3.1 Participants

The demographic data of the participants is presented in Table 1 below.

Table 1: The demographic information of the participants

Average age	14- 15 years old
Experimental group	24 girls, 8 boys
Control group	20 girls, 12 boys
Nationality	Thai
First language	Thai
Years of schooling	Grade 9 students
School	Leamchabang 3 Municipality School
Experience in living or studying in an English environment for more three consecutive months	None
English proficiency level	Low English proficiency level (0-16 scores in the OQPT)

The subjects of the study were 64 Thai secondary students from Leamchabang 3 Municipality School in Chonburi, a public school under Thai government supervision. The school provides the government's national curriculum in the Thai language. All English classes are conducted in Thai. Purposive sampling was used in selecting the population. This thesis aimed to enhance the acquisition of English verbal complement to low English proficiency students. According to Kanoksilapatham (2016), Thai students' English performance was unsatisfactory, especially those in municipality schools. Therefore, the researcher believe that this was a good chance to improve students' English skills, particularly Leamchabang 3 Municipality School students. Furthermore, the school principal mentioned that the English verbal complement was a topic in the school course outline, and this research aimed at helping the students understand the topics better. The 64 participants were classified equally into two groups: a control group and an experimental group. The control group comprised 20 girls and 12 boys, while 24 girls and 8 boys were in the experimental group. Their age range was between 14-15 years old. None of them has lived in an English environment for more than three consecutive months. All the participants were classified as low English proficiency level learners determined by the Oxford Quick Placement Test (OQPT) (Oxford University Press, 2001). The OQPT was used as a placement test for selecting the participants in this study (See 3.4.1 for more details about the OQPT). Any participants who got higher than 16 in the OQPT were excluded from this study.

In order to participate in this study, the participants must have all of the following qualifications. First, they must be grade 9 students from Leamchabang 3 Municipality School. Second, they must be Thai who have the Thai language as their native language. Third, their ages must be between 14-15 years old. Fourth, they must not have lived or studied in an English environment for more than three consecutive months. Last but not least, their OQPT scores must be between 0-16. Any participants who did not meet at least one of these qualifications were excluded from the study.

The recruitment of the participants was officially allowed by the school principal. The researcher contacted the school principal to ask for her permission before conducting the 5-week study at the school. After that, the researcher asked the students whether they were willing to do the OQPT or not. Before agreeing to do the OQPT, the students were informed of the test and what they needed to do. The students read the information sheet about the OQPT to make sure they understood everything clearly. If they agreed to do the test, they would sign the letter of consent. If they got higher than 16 in the OQPT, they would be excluded from the research. Those who got 0-16 would be able to participate in the research. After finishing the OQPT, the students were asked again if they wanted to take part in the research. If they did, the researcher would explain about the research and give the information sheet and another letter of consent to the students.

Furthermore, the participants were informed that they have the right to withdraw from the study at any time without providing any reasons or advance notification. If the participants decide not to participate in the study, their decision will not affect them, their family,

or their studies in any way. Moreover, all of the participants were informed that their personal information, recorded voices, and their test results would be kept confidential and would be used for the research purpose only. Their personal information, recorded voices, and their test results would be destroyed by September 2021. At the end of the study, the researcher gave the participants a tote bag as a token of appreciation for investing their time participating in this study.

The research was conducted during the school normal classes. There were altogether nine classrooms in the school. Every classroom did the OQPT voluntarily. Two classrooms where every student in the class got an elementary level in the OQPT were selected to participate in the research. One classroom was the experimental group, and the other was the control group. As mentioned earlier, every participant was asked if they wanted to participate in the research. They were not forced to participate in the research if they did not want to. Although not willing to participate in the research, they could be in the class where the research was conducted, but they were not asked to participate or did any assignments. Moreover, their information was not used in this research.

In case every classroom had students of a variety of English proficiency levels, not only the elementary one, only elementary students were selected from different classrooms to form two groups of participants, namely the experimental group and the control group. In this case, the research was conducted during the school's club and activity time in the evening but still in the regular school time, so it did not affect the participants' routines. In the school's club and activity time, the students could join any clubs they were interested in, so they did not have to go together as a whole group. Therefore, those who were willing to

participate in the research could use the club and activity time to join the research.

It is important that every participant participate in every class. So, those who failed to participate at least one class were excluded from the research.

After finishing the study, the researcher also trained the participants in the control group and the English teachers at Leamchabang 3 Municipality School to use a corpus so that both groups of the participants would benefit from using a corpus consultation. Moreover, the teachers could teach other students who did not participate in this study to use a corpus as well. Furthermore, the researcher provided contact information to the participants and the teachers. If they have any problems regarding the use of a corpus or other problems, they can contact the researcher at any time.

The researcher used her personal fund to conduct the study.

3.2 Research design

Both learner groups were given a pretest designed to examine their knowledge of verbal complements, *to-infinitives* and *gerunds*. After the pretest, the experimental group learned English verbal complements through the corpus approach, while the control group learned through the traditional teaching approach. The two teaching approaches were taught by the researcher. The experiment lasted five weeks (2 hours a week). After the treatment, a posttest was given to both learner groups in the fifth week to investigate their production of *to-infinitive* and *gerund* complements. At the end of the experiment, ten random students from each group were individually interviewed by the researcher about how

they felt about learning using a corpus in the classroom and using the traditional method. Each interview lasted approximately 5 minutes.

3.2.1 Word selection

There are three groups of verbal complements in English:

- 1.) verbs followed by *to-infinitives* only,
- 2.) verbs followed by *gerunds* only, and
- 3.) verbs followed by both *to-infinitives* and *gerunds*.

However, this thesis only investigated two types of English verbal complements, which are 1.) verbs followed by *to-infinitives* only and 2.) verbs followed by *gerunds* only. Keawchaum and Pongpairroj (2017) explained that the *infinitive* and the *gerund* complements are lexically based. In other words, “the main verb of the sentence determines which type of complement is permitted after it” (p. 35).

Verbs that can be followed by both *to-infinitives* and *gerunds* were excluded. The meanings of some verbs in this group depend on their verbal complements. To illustrate, “stop” is a verb that can be followed by both a *to-infinitive* and a *gerund*, and its meaning changed according to its verbal complement, as seen in the following examples:

- (20) a. Mike stopped smoking. (Mike gave up smoking.)
- b. Mike stopped to smoke. (Mike stopped doing something else because he wanted to smoke.)

There were altogether 20 verbs in this experiment: 10 infinitive complements and 10 gerund complements. The verbs were taken from Access 3 Student’s Book (2008), an English coursebook used in Leamchabang 3 Municipality School for grade 9 students. Therefore, the participants encountered these words before. It would be beneficial for them to learn the words again since the verbs may appear in their exams.

The criteria for word selection was frequency. Verbs in the coursebook were investigated to find the top ten most frequent verbal complements found in COCA for each group.

Table 2 shows the top 10 most frequent verbs followed by *infinitives* only in COCA:

Table 2: the top 10 most frequent verbs followed by infinitives only in COCA

No.	verbs	frequency
1.	want	1,081,589
2.	ask	247,545
3.	wait	202,241
4.	happen	165,830
5.	seem	161,012
6.	hope	147,262
7.	agree	125,499
8.	expect	100,931
9.	offer	87,341
10.	choose	78,987

Table 3 shows the top 10 most frequent verbs followed by *gerunds* only in COCA:

Table 3: the top 10 most frequent verbs followed by gerunds only in COCA

No.	verbs	frequency
1.	keep	399,375
2.	imagine	85,129
3.	avoid	73,453
4.	enjoy	71,899
5.	suggest	68,795
6.	miss	63,599
7.	mind	58,580
8.	appreciate	51,387
9.	discuss	47,730
10.	admit	42,327

3.2.2 Teaching approaches

Two teaching approaches were described in this section, namely, the corpus approach in 3.2.2.1 and the traditional approach in 3.2.2.2.

3.2.2.1 The Corpus approach

The corpus approach was used to introduce the participants in the experimental group to English verbal complements (See 2.1.1 corpus and concordance lines for more details about the corpus approach). The participants learned how to use the corpus, did paper-based and hand-on activities using corpus consultation. Corpus of Contemporary American

English (COCA), a free online access corpus, was used in this thesis because of many significant advantages. According to (Corpus of Contemporary American English, n.d.), there are several advantages of using COCA as follows. First, COCA comprises a wide range of genres. There are eight different genres in COCA: spoken, fiction, magazines, newspapers, academic, web page, blog, and TV/movie subtitles. The number of words in every genre is balanced, so COCA users will get the idea of how and where different words are used in different contexts. Second, the COCA interface is more user-friendly than other corpora, so it is relatively easy for young learners to comprehend. Third, it is the world's largest and the most up-to-date corpus since new texts will be added to the corpus every year. Therefore, COCA is considered representative of the English language. Fourth, COCA offers an extensive range of searches, including words, phrases, substrings, lemmas, part of speech, synonyms, and customized wordlists. Moreover, it takes only about one second to search through a billion words to find the preferred words. Last but not least, COCA users can listen to the pronunciation of each word, see videos with the search word in the text, find related images from Google Images, and see a translation of each word in the preferred language. Yusu (2014) agreed that COCA is a free online corpus that has significant advantages over other free corpora. Because of the tremendous advantages, COCA was widely accepted and used in many studies by the experts in linguistics (Boulton, 2016; Kartal & Yangineksi, 2018; Kulsitthiboon & Pongpairoj, 2018; Mueller & Jacobsen, 2015; Yusu, 2014). In this experiment, students were presented with the web interface, how to use the COCA, and how to analyze the

concordance lines. Since the web interface of COCA is similar to the British National Corpus (BNC), students can use BNC as well.

3.2.2.2 The traditional teaching approach

The traditional teaching approach is a teacher-centered approach which mainly focuses on grammar and rules. Students need to memorize lists of vocabulary and translate them into their native tongue. Renau (2016) indicated that the traditional teaching approach usually focuses solely on reading and writing skills since the communicative skills, listening and speaking, are not considered much important (See 2.1.2 the traditional teaching approach for more details).

The traditional teaching approach was used to teach to-infinitive and gerund complements for the participants in the control group. The participants needed to listen to the lecture about English infinitive and gerund complements and memorized 20 selected verbs and their complements, such as to-infinitives or gerunds. After that, the participants did several exercises, such as multiple choices, dictations, matchings, true/false, and drills, to enhance their English verbal complements knowledge.

3.3 Lesson plan

The five-week lesson plan is described in Table 4 below. Each week lasted 2 hours. In the first week, both groups were required to do a pretest, which lasted 30 minutes. Then another 1.5 hours was an introduction of English verbal complements. The second - fourth weeks were the training and practicing sessions. The posttest was conducted in the fifth week. After the posttest, ten random participants from each group were individually interviewed in Thai for approximately 5 minutes

each about their opinions toward using the corpus consultation approach and the traditional teaching approach.

Table 4: Five-week lesson plan

Five-week Lesson Plan		
Period	The Corpus Approach	The Traditional Teaching Approach
Week 1	<ul style="list-style-type: none"> • Pretest <ul style="list-style-type: none"> - Thirty test items were given to the participants as a pretest. They had 30 minutes to complete the test. - The researcher introduced English infinitive and gerund complements to the participants 	<ul style="list-style-type: none"> • Pretest <ul style="list-style-type: none"> - Thirty test items were given to the participants as a pretest. They had 30 minutes to complete the test. - The researcher introduced English infinitive and gerund complements to the participants
The same set of pretests were given to both groups.		
Week 2	<ul style="list-style-type: none"> • Training <ul style="list-style-type: none"> - The participants were introduced to COCA interface. - They investigated COCA features: List, Collocates, Compare, KWIC, and 	<ul style="list-style-type: none"> • Training <ul style="list-style-type: none"> - The participants were introduced to 20 English verbal complements: 10 to-infinitive complements and 10 gerund complements

	concordance lines.	<ul style="list-style-type: none"> - They need to memorize all the 20 verbal complements together with their Thai equivalents.
Week 3	<ul style="list-style-type: none"> • Practicing <ul style="list-style-type: none"> - The participants completed paper-based concordance tasks. 	<ul style="list-style-type: none"> • Practicing <ul style="list-style-type: none"> - The participants had a dictation test of all the 20 verbs. - They did multiple choices, matchings, true/ false, and drills to enhance their verbal complements knowledge.
Week 4	<ul style="list-style-type: none"> • Hand-on activities <ul style="list-style-type: none"> - The participants went to a computer lab to do a cloze test. They needed to get access to COCA and search for the correct answers. 	<ul style="list-style-type: none"> • Paper-based activities <ul style="list-style-type: none"> - A cloze test was given to the participants. They needed to complete it using their previous knowledge without searching for the answers from the Internet or dictionaries.
	The same set of cloze tests were given to both groups.	
Week 5	<ul style="list-style-type: none"> • Posttest and interviews <ul style="list-style-type: none"> - The participants were 	<ul style="list-style-type: none"> • Posttest and interviews <ul style="list-style-type: none"> - The participants were

	<p>given a posttest, consisting of 30 questions. The posttest format was the same as the pretest</p> <ul style="list-style-type: none"> - After the posttest, the participants can ask questions in Q&A session. - Ten students were randomly selected to be individually interviewed about how they felt about learning through corpus consultation. Each interview lasted 5 minutes. 	<p>given a posttest, consisting of 30 questions. The posttest format was the same as the pretest</p> <ul style="list-style-type: none"> - After the posttest, the participants can ask questions in Q&A session. - Ten students were randomly selected to be individually interviewed about how they felt about learning through the traditional teaching approach. Each interview lasted 5 minutes.
The same set of posttests were given to both groups.		

An example of the paper-based task for the experimental learner group in the third week was shown in Figure 1.

Figure 1: Example of paper-based activity (Task 1)

SEARCH	FREQUENCY	CONTEXT	OVERVIEW
BLOG katemats.com	A B C	part of what an engineer does all day. This is why engineers don't want to build a crappy product fast, just to get something out on the market	
BLOG katemats.com	A B C	'll also demonstrate that you are interested in them and what they do. People want to know their work matters to their peers. # Get their opinion. Ask	
BLOG katemats.com	A B C	skill. But landing pages and emails are important too (at least if you want to reach and convert customers), so it's helpful to make sure other	
BLOG ...sional.wordpress.com	A B C	sick and needs a ride to the doctor. Or if your friends call and want to see a movie. # Look at what you have to do each day	
BLOG ...sional.wordpress.com	A B C	get better if I get no feedback! And if you have a topic you want to hear more about, I'll be happy to do all the research for	
BLOG kekbm.com	A B C	3185068 Post navigation I want to be the kind of person my dog is. # It's no secret	
BLOG ...keutahrealestate.com	A B C	you also have other issues with regards to debts. # You simply can not avoid dealing with foreclosure once it gets started. # The basic instincts of most	
BLOG ...anantonio.jobing.com	A B C	successful " or " self-motivated " the candidate has been in previous jobs). Avoid doing this: you're burying the key points of your message. # However	
BLOG ...anantonio.jobing.com	A B C	tight profile to be difficult, consider skipping it entirely. Many of my resumes avoid using a summary in favor of achievements and quick snippets of brand v	

In Task 1, the participants were presented with the concordance lines selected by the researcher to ensure that the sentences were not too complicated for the students to comprehend. As shown in Figure 1, verbs in the concordance lines were mixed with both to-infinitive and gerund complements. The students were asked to circle the word that immediately followed the highlighted verb. It did not matter if the participants did not understand some words or did not know the meaning of the sentences because the objective of the task was for the participants to explore the use of to-infinitive and gerund complements in an authentic language. This task helped the participants recognize English complement structures through the concordance lines. Moreover, they could discover their own rules without having the teacher told them everything.

Examples of the hand-on activity in the fourth week were as follows:

- (21) a. He keeps _____ (talk) to me.
 b. I hope _____ (see) my old friend next week.
 c. You seem _____ (be) really happy with your scores.

In this task, the participants needed to access COCA to search for the correct verbal complements used with the given verbs. At the same time, the control group was given the same task as the experimental group, but they needed to use their knowledge they learned from the previous weeks to complete the task. The correct answer for (21a) is ‘talking’ because ‘keep’ is a verb that needs to be followed by a gerund complement. For (21b) and (21c), the correct answers are ‘to see’ and ‘to be’, respectively since ‘hope’ and ‘seem’ are verbs that require to-infinitive complements.

3.4 Research instruments

Four instruments were used in this study: 3.4.1 Oxford Quick Placement Test (OQPT), 3.4.2 pretest and posttest, and 3.4.3 interviews.

3.4.1 Oxford Quick Placement Test (OQPT)

The Oxford Quick Placement Test (OQPT) was used as a placement test to classify the participants into low proficiency groups. The test was designed by Allen (1992) and devised by Oxford and Cambridge universities. The test measures students' vocabulary, grammar, and reading knowledge. Therefore, the test results can provide an overall estimate proficiency levels of the participants. The OQPT consists of 60 multiple-choice questions, which is divided into two parts. Part 1 consists of 40 questions, while part 2 consists of 20 questions. The participants had 45 minutes to finish the test.

Table 5 shows the English proficiency levels according to OQPT scores.

Table 5: The English proficiency levels according to OQPT scores

Total scores	Proficiency level
0-16	A1- Elementary
17-27	A2- Pre-intermediate
28-36	B1- Intermediate
37-44	B2- Upper-intermediate
45-54	C1- Advanced
55-60	C2- Proficient

The students who got 0-16 in the OQPT were selected to participate in the research. After that, the students were divided equally according to their classrooms into two groups (30 each). The

experimental group learned English verbal complements using a corpus while the control group was taught through the traditional method.

3.4.2 Pretest and Posttest

A cloze test was used as a pretest to measure the participants' *to-infinitive* and *gerund* complements knowledge before the experiment, while a posttest was conducted to measure their knowledge and ability to use English *to-infinitives* and *gerunds* after the treatment. There were 30 items of test task, consisting of 10 target test items and 20 distractors so that the students would not be aware of what they were tested. The 10 target test items were divided equally into two types of verbal complements: 1) 5 test items for verbs + *to-infinitives* and 2) 5 test items for verbs + *gerunds*. The 20 distractors contained several grammatical points, such as articles, singular and plural forms, tenses, adjectives, adverbs, determiners, and subject-verb agreements. The posttest format was the same as the pretest. However, different sets of tests were used to prevent the students from remembering the pretest's answers. The participants had 30 minutes to complete the test. In terms of scoring, each test item was worth 1 point. Thus, the full score of the tests was 10. The students were required to read each sentence carefully and change the words in the parentheses to the correct forms. Examples of the target test items in the pretest and posttest were as follows:

- (22) a. He has agreed _____(**lend**) me 10,000 THB.
 b. I try to avoid _____(**go**) shopping on weekends.
 c. Susan always enjoy _____(**watch**) movies before bed.
 d. We hope _____(**visit**) our grandma next month.

The correct answers for (22a) and (22d) are 'to lend' and 'to visit' since 'agree' and 'hope' are verbs that are followed by *to-infinitives* only.

For (22b) and (22c), the correct answers are ‘going’ and ‘watching’, respectively because ‘avoid’ and ‘enjoy’ are verbs that can be followed by gerunds only.

The pretest and posttest were validated by three experienced native English speaker experts in linguistics. The pretest, posttest, and lesson plans were approved by the ethics committee.

3.4.3 Interviews

Ten random students from each group were individually interviewed at the end of the experiment about how they felt about learning through the corpus approach and the traditional teaching approach. Each person was interviewed for 5 minutes. The interviews were conducted by the researcher in the Thai language to ensure that the interviewees completely understood the questions and were able to fully express their opinions regardless of the language.

3.5 Task validation

The pretest and the posttest were validated by three highly experienced native English speakers in linguistics. The validation was based on the Index of Item-Objective Congruence (IOC), scoring (+1) means certain that the test item is congruent with the objectives, scoring (0) means uncertain whether the test item is congruent with the objectives, and scoring (-1) means certain that the test item is NOT congruent with the objectives. The objectives of the IOC were as follows.

1. To investigate the participants’ abilities to use English infinitive and gerund complements
2. To ensure that the target test items were not too complicated for low English proficiency participants

3. To ensure that the target test items were grammatical and sounded natural to native English experts

The experts rated each task item according to the objectives. If any test items were not congruent, they were adjusted to ensure the validity of every test task. The value of the IOC can be calculated from the following equation:

$$\text{IOC} = \frac{\sum R}{N}$$

IOC = The Index of Item-Objective Congruence

R = Points given by the experts

$\sum R$ = The total points of each expert

N = Numbers of the experts

The test item which got IOC scores between 0.50-1.00 was considered acceptable. If the test item got lower than 0.50, it was unacceptable and needed to be adjusted or changed.

The IOC scores of the pretest and the posttest in this thesis rated by the three experts were 1 (see Appendix A and B).

3.6 Data collection

Data were collected for the pilot study and the main study. The pilot study was done during the second semester of the 2020 academic year, while the main study was conducted during the first semester of the 2021 academic year. As mentioned earlier, the study began with the pretest to investigate the participants' prior knowledge about verb + *to infinitive* and *gerund*. Then, three training sessions were given to both groups of participants. The experimental group learned through a corpus consultation, while the control group learned through the traditional

teaching approach. After three training and practicing sessions from week 2 to week 4, all the participants were required to do the posttest in week 5. Lastly, ten students from each group were individually interviewed. Therefore, the data were collected through the pretest, exercises, posttest, and interviews.

3.7 Data analyses

The Student's t-distribution or the t-test was used to compare the mean scores between the pretest and the posttest within the same group of participants, and the pretest and posttest among the experimental group and the control group.

3.8 Pilot Study

A pilot study refers to mini versions of a full-scale study, and it can be called a feasibility study as well (Teijlingen and Hundley, 2002). In this thesis, a pilot study was conducted before the main study to ensure the effectiveness and feasibility of the pretest and the posttest. Another reason for conducting the pilot study was to anticipate any problems that might occur in the main study so that the problems could be fixed or minimized. Therefore, conducting a pilot study before the main study can avoid wasting time, human resources, and cost tremendously (Brink and Wood, 1998). Teijlingen and Hundley (2002) added that, although a pilot study does not guarantee a successful main study, it does increase the likelihood. Hence, conducting a pilot study before the main study is essential for good research.

The pilot study was conducted on November 7th, 2020, with eight students, four girls and four boys, from Leamchabang 3 Municipality School. All the participants were grade 9 students, the same year and the same school as the participants in the main study. Before doing the

pretest and the posttest, they were asked to do the OQPT. The OQPT's results showed that all of them had low English proficiency, which was the same as the participants in the main study.

After finishing the OQPT, the students did the posttest and the pretest. They had 30 minutes to do each test. The test directions were written in Thai to ensure that the participants fully understood what they had to do. The researcher was in the test room to facilitate the students while they were doing the test in case they needed any help or any problems occur.

Overall, the participants had no problem understanding the questions, and they were able to complete both tests within the time limit. They could complete the tests on their own without asking for any clarification from the researcher. The results of the pretest and the posttest were described in Table 5 below.

Table 6: The pretest and the posttest results of every participant in the pilot study

Pretest and Posttest				
Total number of the participants	Total pretest scores	%	Total posttest scores	%
8	38/80	48%	40/80	50%

The full scores for each test were 10. Each participant's score was combined and shown in Table 5. Out of 80, the total pretest score of all participants combined was 38 and 40 for the posttest, which were calculated as 48% and 50%, respectively. There was no outlier or great differences among each participant's score in both tests.

At the end of the pilot study, the participants were interviewed about how they felt about the tests and also the reasons for choosing each answer. All the participants felt that the tests were challenging, and they had no ideas about what they were tested. None of them could explain the reasons for selecting each test item. They said they just guessed. They also mentioned that they remembered learning about infinitive and gerund complements at school, but they could not tell what infinitive and gerund complements are.

The pilot study showed that there was not any problem with the design of the pretest and the posttest.



CHAPTER IV

RESULTS AND DISCUSSION

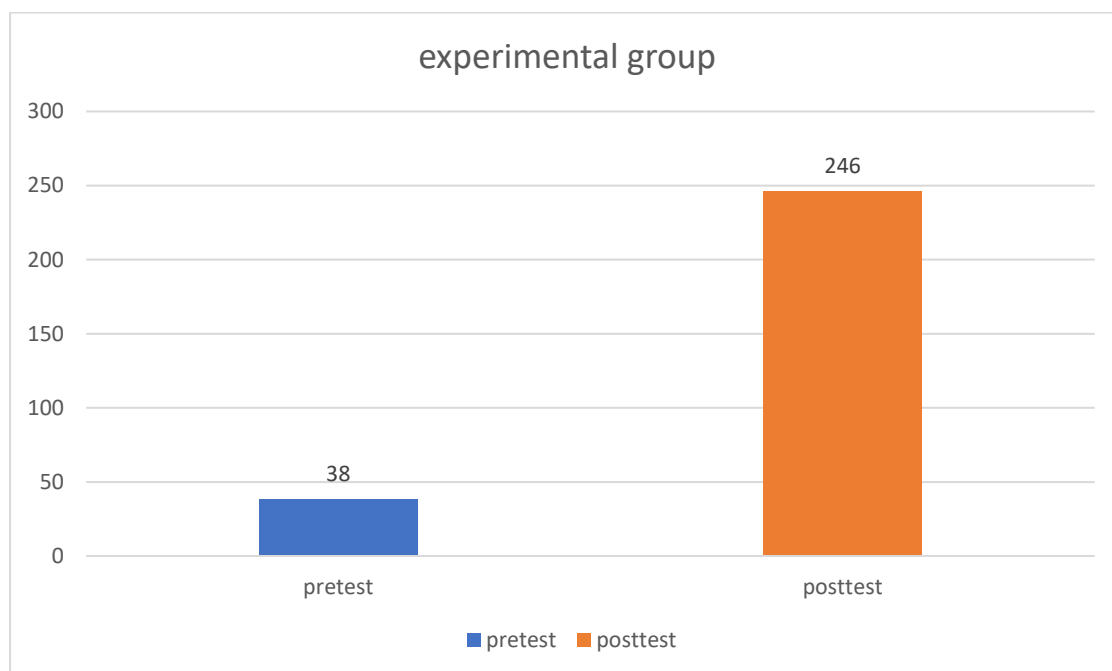
This chapter provides results from the experiments and discussion regarding the data from the pretest, the posttest, and the interview. The results and the discussion are based on three research hypotheses mentioned in Section 1.5.

Hypothesis 1 stated that low English proficiency L1 Thai learners will be able to develop the use of English verbal complements, namely infinitive complement and gerund complement through the corpus approach. The pretest and the posttest were used to compare English verbal complements knowledge and production of the participants before and after receiving the treatment from different teaching approaches, namely the corpus approach and the traditional teaching approach. Table 7 and Figure 2 show the results of the pretest and the posttest of the experimental group.

Table 7: the pretest and the posttest results of the experimental group

Experimental group	N	Min	Max	\bar{x}	S.D.	df	t	Sig
Pretest	32	0	4	1.19	1.09	31		
Posttest	32	3	10	7.69	1.91	31	15.259	.000

Figure 2: the pretest and the posttest result of the experimental group



The results showed that all the participants in the experimental group had low English verbal complements knowledge ($\bar{x} = 1.19$, S.D. = 1.09). After three weeks of learning and practicing using COCA, the participants did the posttest in the fifth week. From the posttest, it was clearly seen that the participants performed a lot better than the pretest. Figure 2 revealed that the overall pretest score of every participant was 38 out of 320 or 11.88%, and rose sharply to 246 or 76.88% in the posttest. The *t*-test was conducted to compare the difference between the pretest and the posttest. The *t*-test showed that the 32 participants in the experimental group had a mean score of 1.19 (S.D. = 1.09, SE = .193) in the pretest. After receiving the treatment, the participant could perform significantly better with the mean score of 7.69 (S.D. =1.91, SE = .337), $t = 15.259, p < .01$.

Hence, the results confirmed hypothesis 1 that the corpus approach could be successfully used to significantly enhance English verbal complements knowledge to low English proficiency L1 Thai learners.

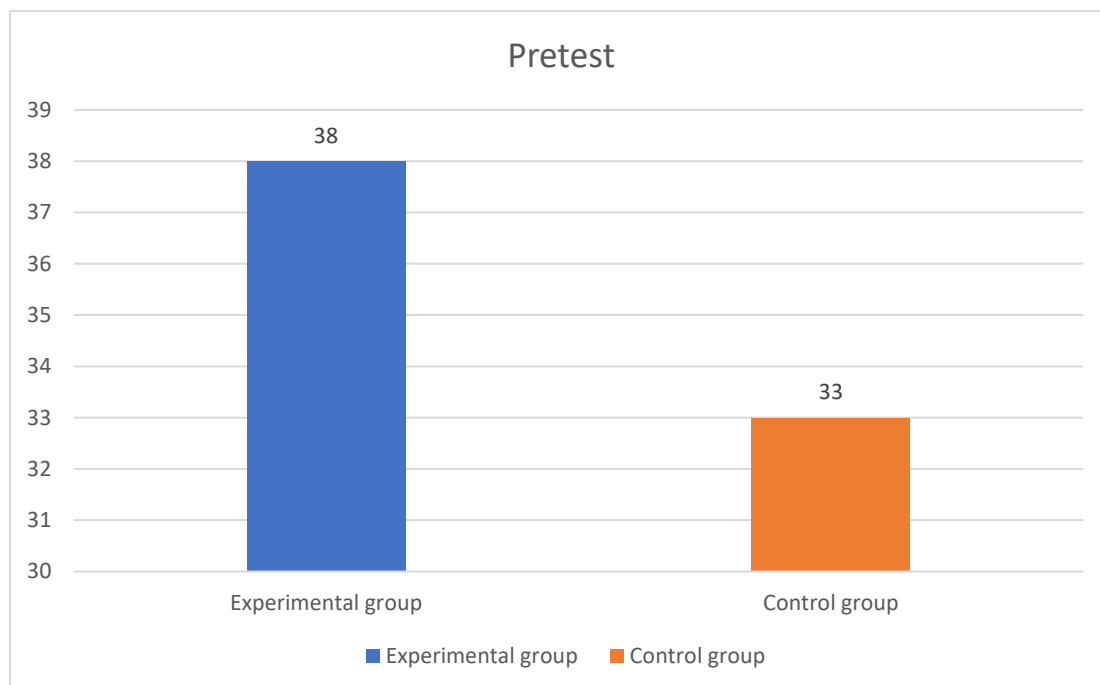
Hypothesis 2 stated that the corpus approach would provide a better result in teaching English verbal complements comparing to the traditional teaching approach. In order to test this hypothesis, the results of the pretests and the posttests from both groups were compared to see which approach would provide a better result in teaching English verbal complements.

The pretest scores from both groups were compared in Table 8 and Figure 3 to confirm the homogenous population.

Table 8: the pretest results between the experimental group and the control group

Pretest	N	Min	Max	\bar{x}	S.D.	df	t	Sig
Experimental group	32	0	4	1.19	1.09	31	.571	.572
Control group	32	0	4	1.03	1.18	31		

Figure 3: The pretest results between the experimental group and the control group



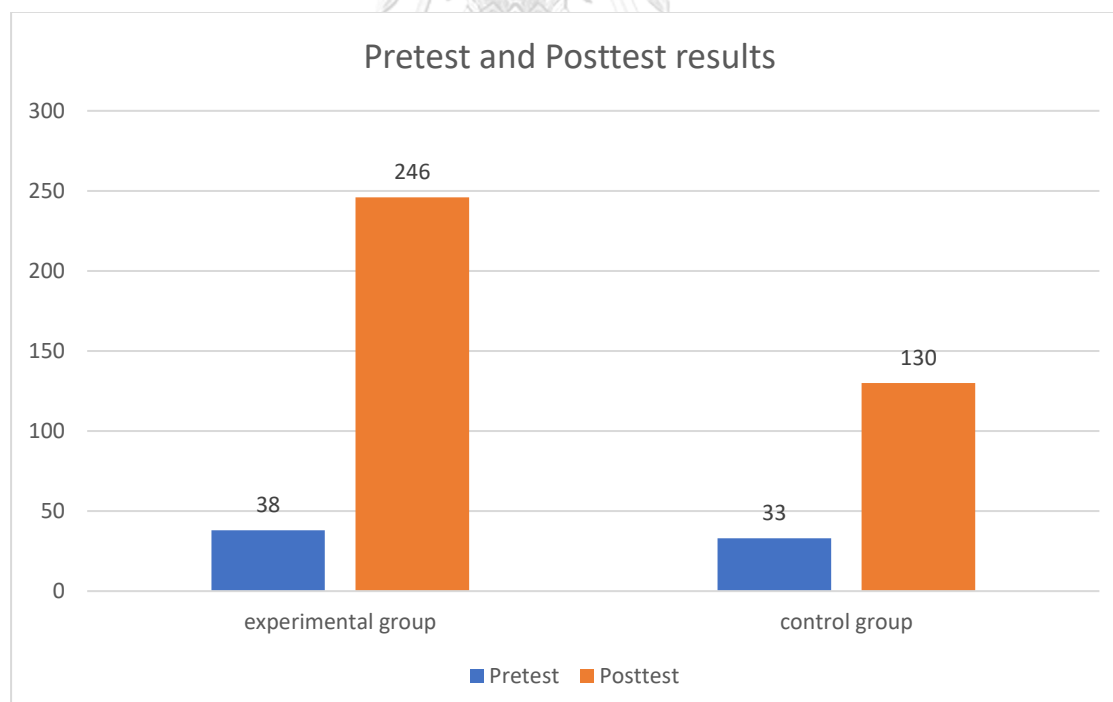
The pretest scores showed that both groups had similar English verbal complements background knowledge. The experimental group's score ($\bar{x} = 1.19$, S.D. = 1.09) was very close to that of the control group ($\bar{x} = 1.03$, S.D. = 1.18). Figure 2 shows the pretest scores of both groups. Out of 320, the experimental group scored 38, while the control group's score was 33. The *t*-test was conducted to compare the difference between the two groups' posttest scores. The *t*-test showed that there was no significant difference between the experimental group ($\bar{x} = 1.19$, SE = .193) and the control group ($\bar{x} = 1.03$, SE = .208), $t = .571$, $p > .05$. Therefore, there was no significant difference between both groups' background knowledge regarding English verbal complements. Thus, it could be claimed that the populations in the two groups were homogeneous in terms of their English verbal complements knowledge.

Table 9 describes the posttest results of both groups, while Figure 4 compares the pretest and posttest results between the two groups to see which approaches would provide a better result in teaching English verbal complements.

Table 9: the posttest results between the experimental group and the control group

Posttest	N	Min	Max	\bar{x}	S.D.	df	t	Sig
Experimental group	32	3	10	7.69	1.91	31	6.005	.000
Control group	32	0	9	4.06	2.51	31		

Figure 4: The pretest and the posttest results between the experimental group and the control group



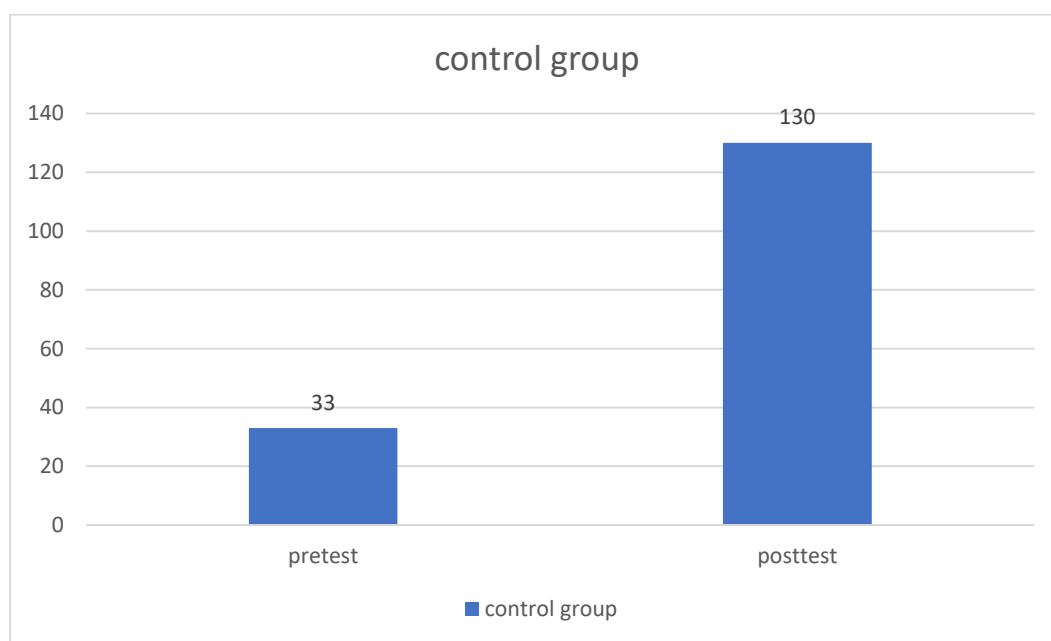
After three weeks of teaching, both groups could improve significantly in the posttest. From Table 3, the experimental group scored ($\bar{x} = 7.69$, $SE = .337$) much higher than the control group ($\bar{x} = 4.06$, $SE = .444$), $t = 6.005$, $p < .05$. Figure 3 showed the overall scores of both groups in the pretest and the posttest. The experimental group scored 38 and 246 in the pretest and the posttest, respectively, while the control group scored 33 in the pretest and 130 in the posttest. These results confirmed hypothesis 2 that the corpus approach could efficiently enhance English verbal complements to low English proficiency L1 Thai learners better than the traditional teaching approach.

Although the experimental group did significantly better than the control group, the control group did an impressive job in the posttest as well. Table 10 and Figure 5 described the pretest and the posttest scores of the control group.

Table 10: the pretest and the posttest results of the control group

control group	N	Min	Max	\bar{x}	S.D.	df	t	Sig
Pretest	32	0	4	1.03	1.18	31	6.482	.000
Posttest	32	0	9	4.06	2.51	31		

Figure 5: the pretest and the posttest results of the control group



The pretest and posttest results revealed that the traditional teaching approach could also successfully be used to teach English verbal complements to low English proficiency L1 Thai young learners. The *t*-test showed that the 32 participants in the control group got 1.03 mean score in the pretest (S.D. = 1.18, SE = .21), and 4.06 mean score in the posttest (S.D. = 2.51, SE = .44), $t = 6.482$, $p < .05$. From the results, the participants in the control group could improve significantly as well. However, when comparing the two teaching approaches as seen in Table 9 and Figure 4, the results showed that the participants could learn English verbal complements better through the corpus approach than the traditional teaching approach, resulting in a better posttest score for the experimental group.

Although it is not difficult for high English proficiency learners to remember the 20 verbs and their complements, according to the participants, whose English proficiency was low, remembering these 20 verbs was challenging. At first, they thought that 20 verbs were not too

many to remember. Later, they realized that they could barely read most of the words. Therefore, it was quite hard to remember the words when they could not even read them. This is a reason why the experimental group could perform significantly better than the control group. The participants in the experimental group did not have to remember words; they just needed to look for the words in COCA and analyze them. A concordance line was also a significant feature that could enhance the acquisition of English verbal complement knowledge among the experimental group. The participants mentioned that when they saw many example sentences in various authentic contexts, they got more familiar with the words and their verbal complement patterns.

According to the posttest results, the experimental group could perform significantly better than the control group, suggesting that the corpus approach is more effective than the traditional teaching approach in teaching English infinitive and gerund complements to low proficiency L1 Thai young learners. Many advantages of the corpus-based teaching could result in better performance of the experimental group. Learners can work with the language problems by themselves with the use of a corpus consultation, so they can discover the language rules and will be prouder of themselves, thus motivating them to learn better. Many scholars pointed out that real-life examples in the corpus can help learners understand the language better than made-up examples in the classroom. These results were consistent with various previous studies on corpus consultation that the corpus approach could be effectively used to teach every language aspect. Many scholars discovered that the corpus approach would provide better results than other language teaching approaches (Dazdarevic and Fijuljanin, 2014; Mueller and Jacobsen,

2015; Kartal and Yangineksi, 2018; and Poocharoensil, 2012). Dazdarevic and Fijuljanin (2014) suggested that the corpus approach could better enhance students' knowledge of infinitives and gerunds than the traditional teaching approach because students can observe how language is used in different contexts. Therefore, it is more meaningful to them. Poocharoensil (2012) pointed out that the corpus approach could provide an enjoyable way of learning grammar, thus enhancing student's language abilities (See 2.1.1 and 2.3.1).

According to hypothesis 3, the participants would have positive attitudes toward learning English verbal complements through the corpus approach. After the participants finished doing the posttests in the fifth week, ten participants from each group were randomly selected for interviewing. They were asked about their opinions regarding the teaching approach in their groups. Each interview lasted approximately five minutes. The interviews were conducted in Thai by the researcher.

From the interviews, both groups admitted that before participating in this research, they had no idea what English verbal complements were. They could not even remember that they had learned about English verbal complements before. After the treatment, most of them agreed that they had a better understanding of English verbal complements and could use them correctly at higher rates.

The experimental group had a very positive attitude towards using the corpus. They felt that COCA was not difficult to use. At first, they may get confused because corpus was totally new to them. In the beginning, they felt shocked and overwhelmed with much information. However, when they practiced searching and analyzing the data more and more, things got easier. Finally, most of them could do well and enjoy

using COCA a lot. All of them mentioned that COCA was beneficial and could help them understand English verbal complements well. When they were asked to compare between learning English verbal complements using the corpus approach to search for the information by themselves and giving them a list of English verbal complements and asking them to remember, all of them preferred the corpus approach. They said it was impossible for them to remember lots of words and their meanings even if they could, they tended to forget the words soon. Many of them pointed out that corpus is a very interesting tool that helps them to expand their English knowledge by themselves. Some of them said that they really like the concordance lines because they could see various examples that could be used in various situations and contexts. So, they would know how to use the words in real-life, not just their meanings and complements.

However, although all participants were really impressed with COCA, they encountered some problems as well. The main issue that many of them talked about was the register process. They said it was hard for them to register because they found many problems; for example, they did not get a confirmation email, or the system kept asking them to select the country although they had done it. They were also distracted from time to time when the system asked to apply for paid membership after a couple of searches. Search limitation was also a problem for some of them who reached the day search limitation, so they needed to wait 24 hours to start searching again.

The interview data confirmed the concept of the corpus-based teaching proposed by many researchers (Sealey and Thompson, 2004; Gilmore, 2008; Dazdarevic and Fijuljanin, 2014; Mueller and Jacobsen, 2015; Kartal and Yangineksi, 2018; Poocharoensil, 2012; and

Kulsitthiboon and Pongpairoj, 2018). That is, the corpus approach could be effectively used to enhance participants' language skills and the participants would have positive attitudes toward using the corpus approach (See 2.3.1).

The control group had a positive attitude towards learning English verbal complements through the traditional teaching approach as well. They thought that learning by remembering the words, their complements, and meanings worked for them. They all agreed that 20 words were not too much to remember. One of the interviewees suggested that the traditional teaching approach was suitable for low English proficiency learners because all they needed to do was remembering the right complements. Everyone in this group preferred learning by remembering. They mentioned that it was good to know and remember words that they did not know before, so they could use them in the future.

Although saying that 20 words were not too much to remember, no one could get a full score in the posttest. They said that they could remember all the 20 words, but it was just a short-term memory. When it came to the test, they forgot some words. Another reason that they could not remember all 20 words and their complements was that most of them could not read English properly.

The interview data from the control group was consistent with the positive aspects of the traditional teaching approach in that it is suitable for low English proficiency learners since teachers are the center of the class. Therefore, they can adjust the class's contents and activities to fit the learners' needs and abilities (Liu and Long, 2014). Hence, the

traditional approach can effectively enhance students' comprehension and proficiency.

Since all the three hypotheses were confirmed. It could be concluded that the corpus approach could effectively teach English verbal complements to low proficiency L1 Thai young learners. When the two teaching approaches, the corpus approach and the traditional teaching approach, were compared, the corpus approach provided better results in teaching English verbal complements to low English proficiency L1 Thai young learners. Moreover, the learners had positive attitudes toward the corpus approach.

However, despite the merit of both the corpus and the traditional teaching approaches, although the results showed significant improvement between the pretest and the posttest in both groups, the experimental group got significantly better posttest scores than the control group, suggesting that the corpus approach is more effective than the traditional teaching approach in improving English infinitive and gerund complements knowledge among low English proficiency L1 Thai learners.

Although the participants in the experimental group had a better performance than the control group, the participants in the control group also showed satisfying results. This revealed that the traditional teaching approach could also successfully teach English verbal complements to low English proficiency L1 Thai young learners.

CHAPTER V

CONCLUSIONS

This chapter concludes the study. It is divided into three sections: 5.1 summary of the study, 5.2 implications of the study, and 5.3 limitations of the study and recommendations for further studies.

5.1 Summary of the Study

This thesis aimed to investigate the effectiveness of the use of the corpus-based teaching approach to enhance L2 acquisition of English infinitive and gerund complements among low English proficiency L1 Thai young learners. Data were collected through a pretest, a posttest, and an interview.

The summary of this thesis is based on the three research hypotheses.

Hypothesis 1 stated that low English proficiency L1 Thai learners will be able to improve their English verbal complements through the corpus approach. The findings of the study confirmed Hypothesis 1. According to the data, the experimental group's English verbal complements performance could significantly improve from the pretest ($\bar{x} = 1.19$) to the posttest ($\bar{x} = 7.69$), $p < .01$, suggesting that the corpus approach could effectively enhance the acquisition of English verbal complements among low English proficiency L1 Thai learners.

Hypothesis 2 stated that the corpus approach will be more effective than the traditional teaching approach in teaching English infinitive and gerund complements to low English proficiency L1 Thai learners. Hypothesis 2 was supported by the findings. The data indicated that the corpus approach was better than the traditional teaching approach in

enhancing English verbal complements among the two participant groups. Although both the experimental group and the control group showed relatively low scores in the pretest with no significant difference ($p > .05$), the experimental group could gain significantly higher posttest scores ($\bar{x} = 7.69$) than the control group ($\bar{x} = 4.06$), $p < .01$. This significant difference in the improvement confirmed that the corpus approach was more effective than the traditional teaching approach.

Hypothesis 3 stated that the participants in the experimental group will have positive attitudes toward learning English infinitive and gerund complements through the corpus approach. The hypothesis was confirmed by the qualitative data from the interview; participants in the experimental group felt that the corpus approach was a very useful way of learning English verbal complements. The participants enjoyed learning English verbal complements through the corpus approach. Moreover, they were aware of its benefits regarding their English verbal complements improvement.

5.2 Implications of the Study

There are two implications of the study. 5.2.1 covers linguistics implications and 5.2.2 concerns pedagogical implications.

5.2.1 Linguistics Implications

From the results of the study, two linguistic implications can be shown as follows:

1. The study confirmed that SLA could be enhanced by particular learning strategies. Gardner (2000) mentioned that educational context such as classroom environment and teaching materials could greatly influence and motivate SLA. Dörnyei (1994) stated that the role of a teacher in the classroom is vital to L2 learners' motivation. If the learners

are motivated, they tend to acquire their L2 better. He pointed out that the teacher should not only be an instructor, but a role model, mentor, and consultant. More importantly, the teacher should act as a facilitator and promote learner autonomy. Proper teaching strategies are also a key to promote students toward successful SLA. The results of this study indicated that the corpus teaching approach, where a teacher acts as a facilitator and allows students to discover the language rules by themselves, could significantly enhance their acquisition of English infinitive and gerund complements. Although the students from both the experimental group and the control group could show an improvement in their English verbal complements, the experimental group could perform significantly better in the posttest, showing that the corpus teaching approach could efficiently enhance SLA.

2. The results of the study revealed that native language interference played a role for L2 learners in learning English infinitive and gerund complements. Before the treatment, most students tended to use more than one English finite verb immediately followed each other possibly because they transferred the Thai serial verb construction to production of English. Therefore, L2 learners need to be aware of differences between their L1 and L2 because transferring linguistic phenomena from the native language to the target language can cause problems in SLA.

5.2.2 Pedagogical Implications

From the findings of this thesis, pedagogical implications can be drawn as follows:

The corpus teaching approach or the learning approach where learners make direct use of corpora themselves facilitates SLA. Many

previous studies showed that the corpus approach was more effective than several teaching approaches in teaching languages, for instance, the traditional teaching approach (Dazdarevic & Fijuljanin, 2014; and Kartal and Yangineksi, 2018). The results from this study indicated that the corpus was better than the traditional teaching approach in enhancing students' acquisition of English infinitive and gerund complement.

However, the corpus-based teaching approach is new for the Thai school context. To the best of my knowledge, none of the Thai schools has implemented the corpus consultation in language classrooms. Although it is clear that the corpus is a useful tool in learning a language, proper training is still needed in order to ensure an effective teaching-learning process. For example, this thesis investigated the use of the corpus approach on English infinitive and gerund complements. Thus, the students should be introduced to what verbal complements are and also the differences between Thai and English verbal complements. Then, they must be introduced the corpus and the concordance lines, their functions, how they work, and how they can be used to solve language problems. The explanation and training must be clear. Moreover, various examples and exercises should be provided to the students to practice how to use the corpus. Thus, students will be more confident in using the corpus and can maximize the benefits of implementing the corpus in the classroom.

Several aspects that need to be taken into account when implementing the corpus teaching approach into a language classroom are drawn as follows.

- A teacher should act as a facilitator. The teacher should not tell students exactly what they need to do but let them learn

and discover things by themselves. The students will be more confident in themselves when they can solve the language problems on their own. It could be more challenging for them too. Even sometimes they cannot find the results immediately, the teacher can guide them so that they can be on the right track.

- The pedagogical tasks given should be well designed with manageable input data so that the students will not feel overwhelmed. The tasks should suit the learners' abilities, not too difficult or too easy, but challenging.
- Authenticity of the tasks is essential in language teaching. Students can encounter the authentic language use through the corpus. Pedagogical tasks that come from real contexts are more meaningful to the students than those that are constructed for pedagogical purposes only.
- The Internet is a prerequisite for an online corpus. Therefore, a teacher must ensure that every student can access the Internet. Moreover, the students' capabilities to use the Internet might affect how they use the corpus tool as well. Training might be needed so that all students can use the Internet and the corpus efficiently.

5.3 Limitations and Recommendations for Further Studies

There are some limitations of the study as follows.

First, this research focused on one grammatical point, English infinitive and gerund complements. However, verbs that take both infinitive and gerund complements, such as stop and like, were excluded from the research. Further studies might investigate whether the corpus

approach can also help promote the acquisition of verbs that take both verbal complements and also other grammatical points such as lexical bundles, metaphor, tenses, etc.

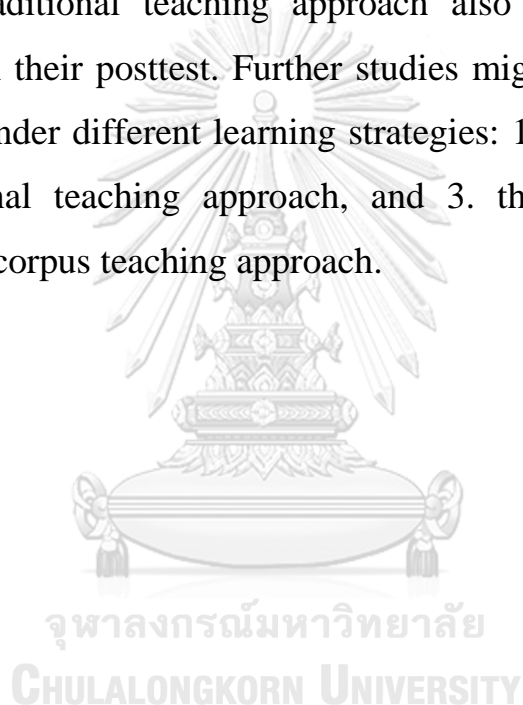
Second, the duration for this study lasted five weeks (10 hours), 6 hours for training and practicing. The posttest was conducted during the last week. The time limitation may affect the learning ability of some learners since learners need a different amount of time to comprehend a new concept. Further studies might provide a longer period for training and practicing using the corpus to ensure that every participant fully understands all concepts and can use the corpus effectively. Moreover, a delayed posttest where participants do the test two or more weeks after the lesson has been taught can be used to investigate if it confirms the results.

Third, this research focused on only low proficiency secondary students. The findings might not be generalized to learners with different age groups or learners with different English proficiency levels. Further studies might compare and contrast the results of using the corpus approach between younger and older learners, such as high school students or university students. Moreover, implementing the corpus approach to learners with different English proficiency levels is worth exploring.

Fourth, there were more girls than boys in both groups. The findings might be affected by genders since there was evidence that girls usually achieve significantly better than boys in learning English as a foreign language (Xiong, 2010; Al-Saadi, 2020; Bernhard & Bernhard, 2021) Further studies might explore whether gender is a variable for the

acquisition of English infinitive and gerund complements among second language learners.

Lastly, this study compared different results between two teaching approaches, the corpus approach and the traditional teaching approach. The results suggested the merit in both teaching approaches. Although the corpus approach provided a better result in enhancing English infinitive and gerund complements among L1 Thai learners, the students learning through the traditional teaching approach also showed a significant improvement in their posttest. Further studies might expand participants into 3 groups under different learning strategies: 1. the corpus approach, 2. the traditional teaching approach, and 3. the traditional teaching approach + the corpus teaching approach.



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APPENDICES

APPENDIX A

The Oxford Quick Placement Test

The OQPT consists of 60 multiple-choice questions, which is divided into two parts. Part 1 consists of 40 questions, while part 2 consists of 20 questions. The participants had 45 minutes to finish the test.

Part I

Question 1-5: Where can you see these notices?

For questions 1 to 5, mark one letter A, B, or C on your answer sheet.

1. YOU CAN LOOK, BUT DON'T TOUCH THE PICTURES			A	B	C
A▶ in an office	B▶ in a cinema	C▶ in a museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. PLEASE GIVE THE RIGHT MONEY TO THE DRIVER			A	B	C
A▶ in a bank	B▶ on a bus	C▶ in a cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. NO PARKING PLEASE			A	B	C
A▶ in a street	B▶ on a book	C▶ on a table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. CROSS BRIDGE FOR TRAINS TO EDINBURGH			A	B	C
A▶ in a bank	B▶ in a garage	C▶ in a station	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. KEEP IN A COLD PLACE			A	B	C
A▶ on clothes	B▶ on furniture	C▶ on food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 6 –10: In this section you must choose the word which best fits each space in the text

below.

For questions 6 to 10, mark one letter A, B, or C on your answer sheet

THE STARS

There are millions of stars in the sky. If you look (6)the sky on a clear night, it is possible to see about 3000 stars. They look small, but they are really (7)big hot balls of burning gas. Some of them are huge, but others are much smaller, like our planet Earth. The biggest stars are very bright, but they only live for a short time. Every day new stars (8).....born and old stars die. All the stars are very far away. The light from the nearest star takes more (9)four years to reach Earth. Hundreds of years ago, people (10)stars, like the North Star, to know which direction to travel in. Today you can still see that star.

6.			A	B	C
A ► at	B ► up	C ► on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.			A	B	C
A ► very	B ► too	C ► much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.			A	B	C
A ► is	B ► be	C ► are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.			A	B	C
A ► that	B ► of	C ► than	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.			A	B	C
A ► use	B ► used	C ► using	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 11 – 15: In this section you must choose the word which best fits each space in the texts.

For questions 11 to 15, mark one letter A, B, C or D on your answer sheet.

Good smiles ahead for young teeth

Older Britons are the worst in Europe when it comes to keeping their teeth. But British youngsters (11).....more to smile about because (12)teeth are among the best. Almost 80% of Britons over 65 have lost all ore some (13)their teeth according to a World Health Organisation survey. Eating too (14).....sugar is part of the problem. Among (15), 12-year-olds have on average only three missing, decayed or filled teeth.

11.				A	B	C	D
A▶ getting	B▶ got	C▶ have	D▶ having	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.				A	B	C	D
A▶ their	B▶ his	C▶ them	D▶ theirs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.				A	B	C	D
A▶ from	B▶ of	C▶ among	D▶ between	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.				A	B	C	D
A▶ much	B▶ lot	C▶ many	D▶ deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.				A	B	C	D
A▶ person	B▶ people	C▶ children	D▶ family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 16 – 20: In this section you must choose the word which best fits each space in the texts.

For questions 16 to 20, mark one letter A, B, C or D on your answer sheet.

Christopher Columbus and the New World

On August 3, 1492, Christopher Columbus set sail from Spain to find a new route to India, China and Japan. At this time most people thought you would fall off the edge of the world if you sailed too far. Yet sailors such as Columbus had seen how a ship appeared to get lower and lower on the horizon as it sailed away. For Columbus this (16)that the world was round. He (17)to his men about the distance travelled each day. He did not want them to think that he did not (18)exactly where they were going. (19), on October 12, 1492, Columbus and his men landed on a small island he named San Salvador. Columbus believed he was in Asia, (20)he was actually in the Caribbean.

16.				A	B	C	D
A▶ made	B▶ pointed	C▶ was	D▶ proved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.				A	B	C	D
A▶ lied	B▶ told	C▶ cheated	D▶ asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.				A	B	C	D
A▶ find	B▶ know	C▶ think	D▶ expect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.				A	B	C	D
A▶ Next	B▶ Secoundly	C▶ Finally	D▶ Once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.				A	B	C	D
A▶ as	B▶ but	C▶ because	D▶ if	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 21 – 30: In this section you must choose the word or phrase which best completes each sentence.

For questions 21 to 40, mark one letter A, B, C or D on your answer sheet.

21. The children won't go to sleep.....we leave a light on outside their bedroom.				A	B	C	D
A ▶ except	B ▶ otherwise	C ▶ unless	D ▶ but	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I'll give you my spare keys in case you.....home before me.				A	B	C	D
A ▶ would get	B ▶ got	C ▶ will get	D ▶ get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My holiday in Paris gave me a great.....to improve my French accent.				A	B	C	D
A ▶ occasion	B ▶ chance	C ▶ hope	D ▶ possibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The singer ended the concert.....her most popular song.				A	B	C	D
A ▶ by	B ▶ with	C ▶ in	D ▶ as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Because it had not rained for several months, there was a.....of water.				A	B	C	D
A ▶ shortage	B ▶ drop	C ▶ scare	D ▶ waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I've always.....you as my best friend.				A	B	C	D
A ▶ regarded	B ▶ thought	C ▶ meant	D ▶ supposed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. She came to live her.....a month ago.				A	B	C	D
A ▶ quite	B ▶ beyond	C ▶ already	D ▶ almost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Don't make such a.....! The dentist is only going to look at your teeth.				A	B	C	D
A ▶ fuss	B ▶ trouble	C ▶ worry	D ▶ reaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. He spent a long time looking for a tie which.....with his new shirt.				A	B	C	D
A ▶ fixed	B ▶ made	C ▶ went	D ▶ wore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Fortunately,.....from a bump on the head, she suffered no serious injuries from her fall.				A	B	C	D
A ▶ other	B ▶ except	C ▶ besides	D ▶ apart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 31 – 40

31. She had changed so much that.....anyone recognised her.				A	B	C	D
A▶ almost	B▶ hardly	C▶ not	D▶ nearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.teaching English, she also writes children's books.				A	B	C	D
A▶ Moreover	B▶ As well as	C▶ In addition	D▶ Apart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. It was clear that the young couple were.....of taking charge of the restaurant.				A	B	C	D
A▶ responsible	B▶ reliable	C▶ capable	D▶ able	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The book.....of ten chapters, each one covering a different topic.				A	B	C	D
A▶ comprises	B▶ includes	C▶ consists	D▶ contains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Mary was disappointed with her new shirt as the colour.....very quickly.				A	B	C	D
A▶ bleached	B▶ died	C▶ vanished	D▶ faded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. National leaders from all over the world are expected to attend the.....meeting.				A	B	C	D
A▶ peak	B▶ summit	C▶ top	D▶ apex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Jane remained calm when she won the lottery and.....about her business as if nothing had happened.				A	B	C	D
A▶ came	B▶ brought	C▶ went	D▶ moved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I suggest we.....outside the stadium tomorrow at 8.30.				A	B	C	D
A▶ meeting	B▶ meet	C▶ met	D▶ will meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. My remarks were.....as a joke, but she was offended by them.				A	B	C	D
A▶ pretended	B▶ thought	C▶ meant	D▶ supposed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. You ought to take up swimming for the.....of your health.				A	B	C	D
A▶ concern	B▶ relief	C▶ sake	D▶ cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II

Questions 41 – 45: In this section you must choose the word which best fits each space in the texts.

For questions 41 to 45, mark one letter A, B, C or D on your answer sheet.

CLOCKS

The clock was the first complex mechanical machinery to enter the home, (41)it was too expensive for the (42).....person until the 19th century, when (43)production techniques lowered the price. Watches were also developed, but they (44)luxury items until 1868, when the first cheap pocket watch was designed in Switzerland. Watches later became (45).....available, and Switzerland became the world's leading watch manufacturing centre for the next 100 years.

41.				A	B	C	D
A ▶ despite	B ▶ although	C ▶ otherwise	D ▶ average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.				A	B	C	D
A ▶ average	B ▶ medium	C ▶ general	D ▶ common	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.				A	B	C	D
A ▶ vast	B ▶ large	C ▶ wide	D ▶ mass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.				A	B	C	D
A ▶ lasted	B ▶ endured	C ▶ kept	D ▶ remained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.				A	B	C	D
A ▶ mostly	B ▶ chiefly	C ▶ greatly	D ▶ widely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questions 46 - 50**Dublin City Walks**

What better way of getting to know a new city than by walking around it? Whether you choose the Medieval Walk, which will (46) you to the 1000 years ago, find out about the more (47)history of the city on the Eighteenth Century Walk, or meet the ghosts of Dublin's many writers on The Literary Walk, we know you will enjoy the experience. Dublin City Walks (48)twice daily. Meet your guide at 10.30 a.m. or 2.30 p.m. at the Tourist Information Office. No advance (49)is necessary. Special (50)are available for families, children and parties of more than ten people.

46.	A	B	C	D
A▶ introduce B▶ present C▶ move D▶ show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	A	B	C	D
A▶ near B▶ late C▶ recent D▶ close	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	A	B	C	D
A▶ take place B▶ occur C▶ work D▶ function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	A	B	C	D
A▶ paying B▶ reserving C▶ warning D▶ booking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	A	B	C	D
A▶ funds B▶ costs C▶ fees D▶ rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. If you're not too tired we could have a.....of tennis after lunch.				A	B	C	D
A▶ match	B▶ play	C▶ game	D▶ party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Don't you get tired.....watching TV every nigh?				A	B	C	D
A▶ with	B▶ by	C▶ of	D▶ at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Go on, finish the dessert. It needs.....up because it won't stay fresh until.				A	B	C	D
A▶ eat	B▶ eating	C▶ to eat	D▶ eaten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. We're not used to.....invited to very formal occasions.				A	B	C	D
A▶ be	B▶ have	C▶ being	D▶ having	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. I'd rather we.....meet this evening, because I'm very tired.				A	B	C	D
A▶ wouldn't	B▶ shouldn't	C▶ hadn't	D▶ didn't	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. She obviously didn't want to discuss the matter so I didn't.....the point.				A	B	C	D
A▶ maintain	B▶ chase	C▶ follow	D▶ pursue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Anyone.....after the start of the play is not allowed in until the interval.				A	B	C	D
A▶ arrives	B▶ has arrived	C▶ arriving	D▶ arrived	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. This new magazine iswith interesting stories and useful information.				A	B	C	D
A▶ full	B▶ packed	C▶ thick	D▶ compiled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. The restaurant was far too noisy to be.....to relaxed conversation.				A	B	C	D
A▶ conducive	B▶ suitable	C▶ practical	D▶ fruitful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. In this branch of medicine, it is vital toopen to new ideas.				A	B	C	D
A▶ stand	B▶ continue	C▶ hold	D▶ remain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

Lesson Plan

The teaching will be conducted in Thai to make ensure that everyone will understand the content clearly.

Five-week Lesson Plan		
Period	The Corpus Approach	The Traditional Teaching Approach
Class 1	<ul style="list-style-type: none"> • Pretest <ul style="list-style-type: none"> - Thirty test items will be given to the participants as a pretest. They will have 30 minutes to complete the test. - The researcher will introduce herself to the class and talk about the research and the objectives of the research. - Ice breaking activity for the researcher and the participants to get to know each other better. All participants will be asked to introduce themselves and say one sentence in English. The sentence can be anything. - After that, the researcher will introduce English 	<ul style="list-style-type: none"> • Pretest <ul style="list-style-type: none"> - Thirty test items will be given to the participants as a pretest. They will have 30 minutes to complete the test. - The researcher will introduce herself to the class and talk about the research and the objectives of the research. - Ice breaking activity for the researcher and the participants to get to know each other better. All participants will be asked to introduce themselves and say one sentence in English. The sentence can be anything. - After that, the researcher will introduce English

	infinitive and gerund complements to the participants.	infinitive and gerund complements to the participants.
	The same set of pretests will be given to both groups. See in the Appendix E	
Class 2	<ul style="list-style-type: none"> • Training <ul style="list-style-type: none"> - Warmup activity: the researcher will randomly ask some participants these two questions: “How’s it going?” and “Howzit?”. The participants who are asked need to reply. The researcher believes that no one can get the right answer since they are not familiar with these questions. They only learn to ask “How are you?”. They will be surprised to learn that these two expressions mean the same thing as “how are you?”. - After that, the researcher will ask the participants the meaning of the word ‘beautiful’. They tend to answer that beautiful means <i>สวย</i> in Thai. Then, the researcher will ask “can 	<ul style="list-style-type: none"> • Training <ul style="list-style-type: none"> - Warmup activity: the researcher shows five English sentences and asks the participants to identify whether the sentences are right or wrong. If the sentences are wrong, the participants need to correct them. The five sentences are: <ul style="list-style-type: none"> - I want play football. - I enjoy to eating pizza. - He waited to sees me. - My mother keeps telling me to read a lot of books. - I don’t mind do housework. - After that, the researcher will explain each sentence and remind the participants that it is impossible for two English finite verbs to immediately follow each other. The second verb needs to be changed to

	<p>we use this word with males, animals, things, and songs?” It is expected that many of them will say that “beautiful” is only used with females.</p> <ul style="list-style-type: none"> - Then, the researcher will ask “how about the word handsome, what does it mean?” Most of them will say that handsome means หล่อ in Thai. - Next, the researcher will go to COCA and show the participants that beautiful is a general opinion which can be used to describe almost everything, not just females. Moreover, they will see that handsome can also be used with money to mean large amount of money. This is to show the benefits of COCA which provides authentic and real-life examples, not just the artificial examples from a textbook. The participants will realize that one word can have more than one meaning depending on the 	<p>infinitive or gerund depending on the first verb.</p> <ul style="list-style-type: none"> - The researcher will teach English verbal complements and introduce 20 English verbal complements: 10 infinitive complements and 10 gerund complements - The participants will practice creating sentences using the given words and following by their correct complements. - The participants will practice pronouncing each word one by one to ensure the correct pronunciation. - Then, they need to memorize all the 20 verbal complements together with their Thai equivalents.
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	<p>context.</p> <ul style="list-style-type: none"> - The researcher will explain about corpus and its benefits. Then, the participants will be introduced to COCA interface. - The researcher will show COCA features: List, Collocates, Compare, KWIC, and concordance lines. Then, explain about these features and their usages. 	
<p>Class 3</p>	<ul style="list-style-type: none"> • Practicing <ul style="list-style-type: none"> - The researcher will teach the participants to create an account in COCA. - Then, the researcher will review each feature in COCA and how to search for a particular word. The participants will see a lot of examples on how to search in COCA and authentic examples in various contexts from the concordance lines. - Next, the participants will be asked to complete a paper-based concordance 	<ul style="list-style-type: none"> • Practicing <ul style="list-style-type: none"> - The researcher will review about English verbal complements and the 20 selected verbs. - Then, the participants will have a dictation test of all the 20 verbal complements and their Thai equivalents. The participants need to know exactly which verb takes infinitive complement, and which one takes gerund complement. - The participants will do many exercises to enhance

	<p>task (See task 1.1). The participants will be presented with the concordance lines selected by the researcher to ensure that the sentences are not too complicated for the students to comprehend. The participants need to circle the word that immediately follow the highlighted verb. It does not matter if the participants do not understand some words or do not know the meaning of the sentences because the objective of the task is for the participants to explore the use of infinitive and gerund complements in an authentic language. This task will help the participants recognize English complement structures through the concordance lines. Moreover, they can discover their own rules without having the teacher tells them everything.</p>	<p>their English verbal complement knowledge (See task 2.1)</p>
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<p>Class 4</p>	<ul style="list-style-type: none"> • Hand-on activities <ul style="list-style-type: none"> - The participants will log in to their COCA account and practice searching. - Then, they will do an exercise to practice searching (See 1.2). - At the end of the class, the participants need to do a cloze test by using COCA to search for the correct answers (See 3. Cloze test). 	<ul style="list-style-type: none"> • Paper-based activities <ul style="list-style-type: none"> - The researcher will review the 20 verbs. The researcher pronounces each verb. The participants listen, and repeat. - Then, the participants practice creating several sentences using the 20 verbs and their verbal complements. - At the end of the class, a cloze test will be given to the participants. They need to complete it using their previous knowledge without searching for the answers from the Internet or dictionaries (See 3. Cloze test).
<p>The same set of cloze tests will be given to both groups.</p>		
<p>Class 5</p>	<ul style="list-style-type: none"> • Posttest and interviews <ul style="list-style-type: none"> - The participants will be given a posttest, consisting of 30 questions (See Appendix F). The posttest format is the same as the pretest. - After the posttest, the participants can ask questions in Q&A session. 	<ul style="list-style-type: none"> • Posttest and interviews <ul style="list-style-type: none"> - The participants will be given a posttest, consisting of 30 questions (See Appendix F). The posttest format is the same as the pretest. - After the posttest, the participants can ask questions in Q&A session.

	<p>- Ten students will be randomly selected to be individually interviewed about how they feel about learning through corpus consultation. Each interview lasts approximately 5 minutes.</p>	<p>- Ten students will be randomly selected to be individually interviewed about how they feel about learning through the traditional teaching approach. Each interview lasts approximately 5 minutes.</p>
<p>The same set of posttests will be given to both groups.</p>		

1. Tasks for the experimental group

1.1 คำสั่ง: จงวงกลมคำที่ติดกับ คำกริยาที่เป็นตัวหนา แล้วพิจารณาว่าคำกริยาในตัวหนานั้น ต้องการ infinitive complement หรือ gerund complement

Corpus of Contemporary American English			
SEARCH	FREQUENCY	CONTEXT	ACCOUNT
1	<input type="checkbox"/> COCA:2012:BLOG allvoices.com	. # It will be just from chaos that one voice will rise with the promise to fix all and everyone. # And Mitt Romney, who is not a	
2	<input type="checkbox"/> COCA:2012:BLOG crankyfitness.com	I flippin' hate treadmills! (I apologize for being unclear earlier. I promise to try to do better in the future!) # Yeah, I do	
3	<input type="checkbox"/> COCA:2012:BLOG blog.timesunion.com	goes by the WWE, distanced itself Wednesday from Trump, amid The Donald's promise to pay \$5 million to the charity of President Obama's choice if the con	
4	<input type="checkbox"/> COCA:2012:BLOG ...m.caswellplating.com	neutralizing tank for up to two days before putting the parts in dye. I plan to do some experimenting with cast aluminum in the near future. # I used	
5	<input type="checkbox"/> COCA:2012:BLOG dailykos.com	to see the return he wants us to see... the one crafted with his plan to run (yet again) for the oval office and its not good for	
6	<input type="checkbox"/> COCA:2012:BLOG ...laware.wordpress.com	's kool-aid that Markell pissed in and ask for project cost and where the supers plan to find the funding! To Delaware state legislators of the Race to The	
7	<input type="checkbox"/> COCA:2012:BLOG food52.com	the flour whereas a tender crumbly crust has smaller pockets. You might want to consider doing this. I'm just guessing here but it might work. 1)	
8	<input type="checkbox"/> COCA:2012:BLOG websearchsocial.com	is coming and the storm can have an impact on your business or customers, consider adding content to your website and social properties that's relevant to y	
9	<input type="checkbox"/> COCA:2012:BLOG ...dguard.wordpress.com	used our monthly allowances and bought our steeds some hide colours, then we may consider using our monthly allowance for these, but I am not using Turf	
10	<input type="checkbox"/> COCA:2012:BLOG forum.tcplayer.com	if it was that easy. This is true to an extent, and I recommend doing this when building the first draft of your deck. However, if you	
11	<input type="checkbox"/> COCA:2012:BLOG allconsuming.net	that... it's true! # FINAL: Enjoyable but very long. I recommend reading it as a	
12	<input type="checkbox"/> COCA:2012:BLOG johnchow.com	they sign up. # Because you don't control the domain name I would recommend using this in conjunction with having your own blog on your own domain. Th	
13	<input type="checkbox"/> COCA:2012:BLOG ...tsayso.blogspot.com	, not your servants, slaves, obedient minions, your entourage and fans. Learn to treat us as friends, and you will see that is what we are	
14	<input type="checkbox"/> COCA:2012:BLOG newsvideographer.com	contents. This book seems to be targeted to ordinary Joe Sixpacks who want to learn to make good home movies with their camcorders. It seems like it may b	
15	<input type="checkbox"/> COCA:2012:BLOG agirlnamedgay.com	and ones that she'd been hammering in the whole month of August, # Learn to love and accept yourself. # That I'm okay just the way I	

1.2 ใบงานฝึกใช้ COCA

คำสั่ง จงใช้ COCA สืบค้นหาคำตอบต่อไปนี้

1. หา frequency (ความถี่) ในการใช้คำว่า appreciate ใน COCA
2. เรียงลำดับคำที่ใช้มากที่สุด ไปหาคำที่ใช้ น้อยที่สุด expect, avoid, wait, ask, admit
3. คำคุณศัพท์ (adjective) คำว่า important จะ collocate กับคำนาม (noun) คำไหนมากที่สุด
4. จงใช้ฟังก์ชัน compare เปรียบเทียบคำว่า small กับคำว่า tiny และตอบคำถามดังนี้
 - 4.1 ถ้าดูจาก frequency แล้ว คำนามที่ใช้คู่กับ small มากที่สุด คือคำว่า
 - 4.2 ถ้าดูจาก frequency แล้ว คำนามที่ใช้คู่กับ tiny มากที่สุด คือคำว่า
 - 4.3 คำนาม talk เป็นนามที่มันจะใช้กับคำว่า small หรือ tiny มากกว่ากัน
5. ใช้ wildcard (*) ในการหา expression หรือวลี 3 คำ โดยกำหนดให้ คำตรงกลางคือ คำว่า hope หาวลีใด ๆ ที่มีคำว่า hope อยู่ตรงกลาง ที่ใช้มากที่สุด 3 อันดับพร้อมทั้งกดเข้าไปดูตัวอย่างประโยคใน context และใส่ตัวอย่างประโยคของวลีนั้นมา 1 ตัวอย่าง
 เช่น วลี 3 คำ มีคำว่า love ตรงกลาง = I love you ตัวอย่างประโยค I love you so much.
 1. วลี
ตัวอย่างประโยค
 2. วลี
ตัวอย่างประโยค
 3. วลี
ตัวอย่างประโยค

2. Tasks for the control group

2.1 Exercise 1 จงตอบคำถามให้ถูกต้อง

1. Infinitive complement คือ คำกริยาที่ต้องตามหลังด้วยกริยาที่เป็น _____
2. Gerund complement คือ คำกริยาที่ต้องตามหลังด้วยกริยาที่เป็น _____
3. Infinitive หมายถึง กริยาที่ _____
4. Gerund หมายถึง กริยาที่ _____
5. ยกตัวอย่างคำกริยาที่ต้องการ infinitive complement เท่านั้นมา 3 คำ _____

6. ยกตัวอย่างคำกริยาที่ต้องการ gerund complement เท่านั้นมา 3 คำ _____

Exercise 2: จงเลือกประโยคที่ถูกต้องในแต่ละข้อ

1. A. I hope to get a good grade.
B. I hope getting a good grade.
2. A. She asked to use the car.
B. She asked using the car.
3. A. He waited to use the phone.
B. He waited using the phone.
4. A. I keep to read this book since last week.
B. I keep reading this book since last week.
5. A. I happened to know her.
B. I happened knowing her.

6. A. We miss to watch that show.
B. We miss watching that show.
7. A. My teacher agreed to give less homework.
B. My teacher agreed giving less homework.
8. A. Do you mind to drive?
B. Do you mind driving?
9. A. Tom suggested to eat breakfast before leaving.
B. Tom suggested eating breakfast before leaving.
- 10.A. He seems to like his new shoes very much.
B. He seems liking his new shoes very much.

Exercise 3: นำคำในช่องสี่เหลี่ยมมาเติมในประโยคเพื่อให้ได้ใจความที่สมบูรณ์ เปลี่ยนคำให้เป็น **to infinitive** หรือ **gerund** ให้ถูกต้อง

watch	have	get	drink	buy
steal	know	learn	be	do

1. They choose _____ German, not French.
2. I am allergic to milk. So, I try to avoid _____ it.
3. I want _____ an artist when I grow up.
4. My brother always enjoys _____ action movies.
5. Jane admitted _____ the bag from that shop.

6. I didn't expect _____ such a very good grade in my midterm exam.
7. Our family is discussing _____ a new house.
8. He offered _____ housework for 2 months.
9. I have always imagined _____ a dog.
10. I really appreciate _____ such a good person like you.

Exercise 4 หาจุดผิด และแก้ไขให้ถูกต้อง

1. She hopes see John tomorrow.
2. I want to visiting Japan next year.
3. I expect getting a new job by the end of this month.
4. My mother keeps to telling me to read a lot.
5. We usually enjoy to eat at that restaurant.
6. Thomas misses see his daughter every day.
7. She admitted to drive a car without a driving license.
8. He is waiting to saw you outside.
9. She agreed to goes with me this weekend.
10. Do you mind to opened the window for me?

3. Cloze test

Exercise: จงเปลี่ยนคำกริยาในวงเล็บให้อยู่ในรูปกริยาที่ถูกต้อง

1. I can't imagine _____ (live) in the country.
2. You shouldn't avoid _____ (talk) about your problems.
3. Why does Peter keep _____ (talk) about his mother?
4. They seem _____ (like) their new car a lot.
5. She wants _____ (visit) that place again.
6. Ann enjoys _____ (learn) languages.
7. I hope _____ (study) linguistics at Oxford.

8. She asked _____ (see) the doctor.
9. I just can't wait _____ (tell) him the good news.
10. I happened _____ (see) to see my old friends in town.
11. We miss _____ (talk) to you every day.
12. We agreed _____ (go) to Japan this summer holiday.
13. Do you mind _____ (open) the window?
14. The doctor suggested _____ (go) to bed before midnight.
15. They choose _____ (go) to London by train.
16. Jane admitted _____ (make) the same mistake twice.
17. I didn't expect _____ (get) a job here.
18. Our family is discussing _____ (stay) home this Christmas.
19. He offered _____ (pick) us up every day after school.
20. I really appreciate _____ (read) this wonderful book.

APPENDIX C

IOC scores of the pretest

The Index of Item-Objective Congruence (IOC)

Description: The index of item-objective congruence is used to find the content validity of the task items. Please indicate your agreement according to the following scale by placing a tick mark (✓) in the box.

Scoring +1 = Certain that the test item is congruent with the objectives.

Scoring 0 = Uncertain whether the test item is congruent with the objectives.

Scoring -1 = Certain that the test item is NOT congruent with the objectives.

Objectives:

1. To investigate the participants' abilities to use English infinitive and gerund complements
2. To ensure that the target test items are not too complicated for low English proficiency participants
3. To ensure that the target test items are grammatical and sound natural to native English experts

Question: The participants are required to read each sentence and change the words in the parentheses into the correct forms.

No.	Questions	Expert's opinions			IOC Results	suggestions
		Expert 1	Expert 2	Expert 3		
1	The student really appreciated _____ (have) her teacher's advice.	+1	+1	+1	1	

2	Sam did not mind (tell) me his secret.	+1	+1	+1	1	
3	Jenny agreed (lend) me 10,000 THB.	+1	+1	+1	1	
4	Jennifer avoided (go) shopping on weekends because she did not like crowded places.	+1	+1	+1	1	
5	I chose _____ (buy) the red bag, not the brown bag.	+1	+1	+1	1	
6	My friend hopes (visit) her grandma next month.	+1	+1	+1	1	
7	The thief admitted (steal) money from that old lady.	+1	+1	+1	1	
8	My aunt offered (pick) me up after school.	+1	+1	+1	1	
9	Mary happened (see) her ex while she was shopping at the mall.	+1	+1	+1	1	
10	My mother kept (tell) me not to watch that movie because it was full of violence.	+1	+1	+1	1	
Average Result					1	

APPENDIX D

IOC scores of the posttest

The Index of Item-Objective Congruence (IOC)

Description: The index of item-objective congruence is used to find the content validity of the task items. Please indicate your agreement according to the following scale by placing a tick mark (✓) in the box.

Scoring +1 = Certain that the test item is congruent with the objectives.

Scoring 0 = Uncertain whether the test item is congruent with the objectives.

Scoring -1 = Certain that the test item is NOT congruent with the objectives.

Objectives:

1. To investigate the participants' abilities to use English infinitive and gerund complements
2. To ensure that the target test items are not too complicated for low English proficiency participants
3. To ensure that the target test items are grammatical and sound natural to native English experts

Question: The participants are required to read each sentence and change the words in the parentheses into the correct forms.

No.	Questions	Expert's opinions			IOC Results	suggestions
		Expert 1	Expert 2	Expert 3		
1	Laura wanted _____ (spend) more time with her boyfriend.	+1	+1	+1	1	
2	Debbie couldn't imagine _____ (leave) her childhood home.	+1	+1	+1	1	
3	Everyone really enjoyed _____ (watch) the show.	+1	+1	+1	1	
4	The teacher suggested _____ (read) the textbook before tomorrow's test.	+1	+1	+1	1	
5	That janitor waited _____ (use) the lift in the morning.	+1	+1	+1	1	
6	Tom asked _____ (see) him before leaving the office.	+1	+1	+1	1	
7	John expected _____ (get) a full score in the final exam.	+1	+1	+1	1	
8	My test result seemed _____ (be) too good to be true.	+1	+1	+1	1	
9	Robert missed _____ (have) dinner with his kids.	+1	+1	+1	1	
10	Suda discussed _____ (buy) a new house with her husband because their current one is too small.	+1	+1	+1	1	
Average Result					1	

APPENDIX E

Pretest

Cloze test

Directions: Change the words in the parentheses into the correct forms.

คำสั่ง นำคำในวงเล็บมาเติมในประโยค พิจารณาเปลี่ยนรูปเพื่อทำให้เป็นประโยคที่ถูกต้องสมบูรณ์

1. Shhh. The baby is _____ (**sleep**).
2. The student really appreciated _____ (**have**) her teacher's advice.
3. He _____ (**go**) to the park yesterday.
4. Sam did not mind _____ (**tell**) me his secret.
5. Susie is the _____ (**tall**) girl in the classroom.
6. I have been _____ (**read**) this book since 8 in the morning.
7. Mr. Ken _____ (**teach**) Japanese at the university.
8. Jenny agreed _____ (**lend**) me 10,000 THB.
9. Jennifer avoided _____ (**go**) shopping on weekends because she did not like crowded places.
10. A dog is _____ (**big**) than a cat.
11. I have been _____ (**wait**) here for 3 hours.
12. If I _____ (**be**) you, I wouldn't say that.
13. I chose _____ (**buy**) the red bag, not the brown bag.
14. This is a very old castle. It was _____ (**build**) in 1489.

15. That bag _____ (**belong**) to Tim.
16. He _____ (**buy**) this car two years ago.
17. I can go to both KFC and Pizza Hut. Either restaurant _____
(**be**) fine for me.
18. My friend hopes _____ (**visit**) her grandma next month.
19. She _____ (**not have**) much money.
20. Thomas is very selfish. That's why nobody _____
____ (**like**) him.
21. The thief admitted _____ (**steal**) money from that old lady.
22. The sun _____ (**rise**) on the east.
23. She did her homework _____ (**careful**).
24. My aunt offered _____ (**pick**) me up after school.
25. Slow down! You need to be more careful. You are now _____
_____ (**drive**) too fast.
26. Her book is _____ (**interesting**) than mine.
27. Have you ever _____ (**watch**) Harry Potter before?
28. Mary happened _____ (**see**) her ex while she was
shopping at the mall.
29. My mother kept _____ (**tell**) me not to watch that
movie because it was full of violence.
30. This is the _____ (**dirty**) room I have ever seen.

APPENDIX F

Posttest

Cloze test

Directions: Change the words in the parentheses into the correct forms.

คำสั่ง นำคำในวงเล็บมาเติมในประโยค พิจารณาเปลี่ยนรูปเพื่อทำให้เป็นประโยคที่ถูกต้องสมบูรณ์

1. He is _____ (**interest**) in gardening.
2. My car is _____ (**fast**) than yours.
3. My parents _____ (**be**) so proud of me that I got a full score on an English exam.
4. Mike is very rich. He _____ (**have**) five cars at the moment.
5. Laura wanted _____ (**spend**) more time with her boyfriend.
6. Debbie couldn't imagine _____ (**leave**) her childhood home.
7. I went to bed, after I _____ (**finish**) my work.
8. The phone rang while I was _____ (**watch**) TV.
9. I just bought a new car. So, now I _____ (**own**) 2 cars.
10. Everyone really enjoyed _____ (**watch**) the show.
11. The teacher suggested _____ (**read**) the textbook before tomorrow's test.
12. If I had read books, I would have _____ (**pass**) the exam.

13. My new computer is _____ (**good**) than the old one.
14. That janitor waited _____ (**use**) the lift in the morning.
15. Oranges are _____ (**sweet**) than lemons.
16. I'm not hungry because I have already _____ (**eat**).
17. She has been _____ (**take**) this course for 2 years.
18. Tom asked _____ (**see**) him before leaving the office.
19. My father _____ (**drive**) to his mother's house once a week.
20. My cat died in an accident. It was _____ (**hit**) by a big truck.
21. Look! He is _____ (**drink**) your tea.
22. John expected _____ (**get**) a full score in the final exam.
23. I am _____ (**plan**) to visit my cousins next summer.
24. Tony has been _____ (**walk**) in the park since 10 o'clock.
25. My test results seemed _____ (**be**) too good to be true.
26. We are too late. The train has already _____ (**leave**).
27. Robert missed _____ (**have**) dinner with his kids.
28. Suda discussed _____ (**buy**) a new house with her husband because their current one is too small.
29. I'm sorry, I couldn't _____ (**come**) to your party last night. I was so sick.
30. Have you ever _____ (**be**) to London?

APPENDIX G

Interview questions for the experimental group

The researcher will randomly select ten students to interview individually. Each interview lasts approximately 5 minutes. The interviews will be conducted by the researcher in the Thai language to ensure that the interviewees completely understood the questions and are able to fully express their opinions regardless of the language. All participants will be informed that the interviews will be recorded for the research purpose only. All participants information will be kept confidentially and will be damaged at the end of the research.

There are seven questions as follows:

1. ก่อนหน้าที่ผู้วิจัยจะเข้ามาสอน นักเรียนรู้จัก verbal complement มาก่อนหรือไม่
2. หลังจากเรียนไป 5 ครั้ง (10 ชั่วโมง) นักเรียนมีความรู้ความเข้าใจเกี่ยวกับ verbal complement มากน้อยแค่ไหน
3. ตอนนี้นักเรียนสามารถใช้ corpus ในการสืบค้นข้อมูลเกี่ยวกับ verbal complement ได้หรือไม่
4. โดยส่วนตัว นักเรียนคิดว่าการใช้ corpus ยากหรือไม่
5. อะไรที่นักเรียนคิดว่าเป็นอุปสรรค หรือปัญหาในการใช้ corpus
6. นักเรียนคิดว่า corpus มีประโยชน์ในการเรียนภาษาอังกฤษหรือไม่ และโดยส่วนตัวแล้วชอบการเรียนผ่าน corpus หรือไม่
7. นักเรียนคิดว่าการเรียนเรื่อง verbal complement จากการสืบค้นด้วยตัวเองผ่าน corpus หรือการที่ให้ list คำที่ต้องตามด้วย infinitive complement และ gerund complement ให้จำนวนหนึ่งแล้วให้นักเรียนท่องจำ แบบไหนดีกว่ากัน เพราะเหตุใด

APPENDIX H

Interview questions for the experimental group

The researcher will randomly select ten students to interview individually. Each interview lasts approximately 5 minutes. The interviews will be conducted by the researcher in the Thai language to ensure that the interviewees completely understood the questions and are able to fully express their opinions regardless of the language. All participants will be informed that the interviews will be recorded for the research purpose only. All participants information will be kept confidentially and will be damaged at the end of the research.

There are six questions as follows:

1. ก่อนหน้าที่ผู้วิจัยจะเข้ามาสอน นักเรียนรู้จัก verbal complement มาก่อนหรือไม่
2. หลังจากเรียนไป 5 ครั้ง (10 ชั่วโมง) นักเรียนมีความรู้ความเข้าใจเกี่ยวกับ verbal complement มากน้อยแค่ไหน
3. นักเรียนคิดว่าคำที่กำหนดให้เรียนใน 5 ครั้ง จำนวน 20 คำ มากเกินไปหรือไม่
4. ตอนนี้ นักเรียนสามารถจำทั้ง 20 คำได้หรือไม่ ว่าคำไหนต้องตามด้วย infinitive complement และ คำไหนต้องตามด้วย gerund complement รวมทั้งคำแปลภาษาไทยของทั้ง 20 คำนั้น ๆ หากจำไม่ได้ นักเรียนคิดว่าอะไรคือสาเหตุที่ทำให้จำไม่ได้
5. นักเรียนชอบการเรียนแบบท่องจำหรือไม่ เพราะเหตุใด
6. นักเรียนคิดว่าการเรียนแบบท่องจำมีอุปสรรค หรือปัญหาอะไร หรือไม่ และในกรณีเราเจอคำศัพท์ที่เราไม่ได้ท่องมา เราควรทำอย่างไร

VITA

NAME Passaraporn Suriyapee

DATE OF BIRTH 20 April 1989

PLACE OF BIRTH Bangkok



จุฬาลงกรณ์มหาวิทยาลัย
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