

# A Research Note on the Effect of Consciousness-raising and Practice Activities on Two Simple Aspects

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## Abstract

This research investigates how a young Japanese professional improved her understanding of the simple present and simple future. This study applies four types of treatments to address the subject's weak points on simple aspects: consciousness-raising, meaningful practice, controlled and uncontrolled practice activities. Each activity was selected based on second language acquisition theories on implicit and explicit instruction, skill acquisition, Socratic questioning, and real-world practice. The results show that the learner made more progress in the controlled activity than the uncontrolled one. The main limitation to this study is that it is hard to generalize the result.

## Introduction

This paper looks at the effectiveness of a number of activities that address the learner's weak point with English grammar. The participant works for an international company where speaking English is mandatory. The subject struggles with simple aspects, particularly simple present and simple future. It should be noted that for this paper, there will be no discussion concerning the simple past. Simple present conveys an action such as 'eat' or 'play' (Celce-Murcia, Freeman, Frodesen, White, & Williams, 2016). Simple future is an aspect about an action or event that refers to the future such as 'will eat' or 'will go'. There are four types of activities that are employed to treat and increase the learner's understanding: consciousness-raising, meaningful practice, controlled and uncontrolled practice.

## 1. Literature Review

There are a variety of techniques that can enhance a learner's ability to learn and acquire a language. Each technique has both benefits and drawbacks. It is important to recognize that no single technique is enough on its own to improve the language learning process. Therefore, it is necessary to use a variety of different techniques to maximize

learning.

Explicit and implicit instruction both draw the learner's attention to language learning in different ways. Explicit instruction focuses on learning language by analyzing and understanding it, using strategies and completing exercises to process aspects of language (Nation, 1990). On the other hand, implicit instruction involves a learner using language essentially for communicative purposes without explicitly paying attention to language form (Schmitt, 1988). In implicit instruction a particular aspect of language is acquired unconsciously through repeated exposure to the language through communication and doing activities (Ellis 1994). Norris and Ortega (2000) found that explicit instruction is more effective than implicit instruction. In explicit instruction, they used grammar instruction, known as focus on form, which refers to focusing on a forms' meaning in context and focus on forms, paying attention to the form's meaning. The researchers found both grammar instructions beneficial to the learner.

Consciousness-raising activities help draw a learner's attention to grammar explicitly (Ellis, 2006). Unlike explicit instruction, consciousness-raising activities question the learner's understanding of a particular form. In consciousness-raising activity, a particular grammar point is isolated, then the rules of its use and functions are taught. Ellis (2006) argues that consciousness-raising activities are an effective way of learning grammar as it helps the learner become consciously aware of the forms and use. In addition, explicit feedback by the instructor can also enhance the consciousness-raising of a form. Schmidt (1990) found explicit corrective feedback is more effective than implicit feedback. Therefore, it is important for the instruction and feedback to be direct and obvious to draw the learner's attention to the specific learning.

In skill acquisition theory, explicit instruction helps develop a learner's declarative knowledge, which helps build automaticity of the forms (Dekeyser, 2007). According to Dekeyser (2007), declarative knowledge, is knowledge one is aware of, such as certain rules of grammar. Similarly, Anderson (1992) classifies knowledge into two categories: declarative knowledge and procedural knowledge. Declarative knowledge refers to the knowledge about facts or information on language. Procedural knowledge is the applied aspect of the knowledge in a task or an activity. The automaticity stage is where the learner's knowledge is easily accessible and requires little attention to both control and retrieve the knowledge (Dekeyser, 2007). Skill acquisition theory is an approach to teaching based on cognitive psychology's skill acquisition model. This model argues that learning language is like developing a skill, such as playing baseball or riding a bike (Anderson, 1992). A learner can master a specific skill through practice, which

makes it an essential part of learning or acquiring a skill. Therefore, it is important for the learner to build their declarative knowledge and procedural knowledge so that it becomes automatically accessible.

Meaningful practice increases a learner's understanding of language. Meaningful practice helps the learner to understand the metalanguage or form, which allows the learner to think about the target forms. Socratic questioning is a technique that helps increase meaningful practice so that a learner can understand and think about the metalanguage in use (Koshi, 1996). This type of questioning helps a learner to think deeply about a grammar form's appropriate use case.

Controlled and uncontrolled practice offer different benefits to the learner. Long (1998) suggests controlled practice is an essential aspect of helping a learner to learn and recall the meta-language in use. Having said that, controlled practice limits the output production by the nature of its design. It enables the learner to practice lots of forms but restricts opportunities to free practice or uncontrolled practice. In uncontrolled practice, the questions are open-ended which means the learner can answer freely without having to respond with a pre-defined answer. Uncontrolled practice allows the learner to speak naturally, which resembles real-world conversations people spontaneously do daily. It is important for the learner to have the opportunity to practice many forms and become comfortable with speaking spontaneously in the real-world.

## **2. Research Question**

The research objective is to find out if three different activities based on SLA research would improve the subject's knowledge of simple aspects. The research question this paper aims to explore is as follows:

1. Does the participant improve on the conversational and writing use of simple present and simple future with treatments that include consciousness-raising, meaningful practice, and controlled and uncontrolled practice?

## **3. Methods**

### **Participant**

The participant's name is Kaori (pseudonym). She is a 24-year-old Japanese woman that works for an international pharmaceutical company where speaking English is mandatory. The participant studied English from grade six of elementary school until the first year of university. When she was in elementary school, she took the Eiken test, level 4, which she passed. In high school, she went to the United States, as part of a

homestay trip for two weeks, where she communicated with her host family in English.

After university, she traveled around Europe, particularly Spain, Italy, and France, for vacation but did not communicate in English much. She later traveled to Singapore, where she attempted to communicate in English but had difficulty making herself understood. In one event of her trip, a cab driver told her not to come back to Singapore until she could speak English. In 2016, she visited California for vacation for two weeks to see her friend with whom she spent lots of time communicating in English. Kaori's motivation to improve her English stems from her desire to communicate well with her friends and her customers and colleagues at work, despite the negative experiences she encountered on her travels.

Kaori took a TOEIC exam while at her company where she got between 300 and 350 score, which categorizes her as a lower intermediate level student according to standardized English test company. She claims that she understands English grammar well but finds it challenging to use the appropriate simple aspects accurately when speaking. She can speak modestly well with clarity but struggles with fluency.

### **Pedagogical Materials**

Materials were developed in English based on the learner's lower intermediate level of understanding of simple present and simple future. The pre-test is a set of fill-in-the-blank questions that assess learners understanding of the aspects. The three treatment activities are: consciousness-raising, meaningful practice, and controlled and uncontrolled spontaneous speaking practice. The objective of the activities is to help learners practice the simple present and simple future. Finally, to determine the effectiveness of the treatments, the post-test is made up of the same set of pre-test fill-in-the-blank questions.

Treatment one is a consciousness-raising activity based on the answers in the pre-test. In this treatment, Socratic questioning is used to deepen the subjects understanding of the aspects through dialogue. The subject is asked questions such as *Why did you choose this verb simple?* and *Why do you think this is right?* The pre-test questions were asked to see if the participant knew the answers or had guessed them. For the questions the participant did not answer correctly, she was asked follow-up questions to check her understanding, such as *Why do you think this answer is wrong?* (see Appendix D).

Treatment two is a meaningful practice oral activity, in which the subject formulates variation sentences for each pre-test answer based on the respective simple

present and simple future. The participant's variation sentence is under each pre-test statement (see Appendix E). In this treatment the participant makes variation sentences in relation to her personal context in order for them to more meaningful.

Treatment three material consist of two parts. The first part is a controlled practice which consists of a fill-in-the-blank activity, consisting of 15 questions, and uncontrolled practice dialogue practice that includes two open questions (see Appendix F). The fill-in-the-blank activity is a similar format to the pre-test questions. The goal of each uncontrolled practice question is to allow the subject to talk about her routines and plans in one minute.

### **Assessment Materials**

The instrument of assessment used for the study was based on the number of correct answers on the given worksheet (see Appendices). The pre-test and post-test scores were counted by the number of correct and incorrect responses from each session's worksheets. The data collected was later entered into a spreadsheet. The scores for each test were then compared to see whether there was a change in the participant's performance throughout the study.

The assessment had two parts: the first part was a fill-in-the-blank exercise where the participant had to complete 15 statements by using the appropriate correct simple present. The second part involved an uncontrolled practice spontaneous exercise where the participant answered two questions and spoke freely on the matter. A smartphone recorder application was used to record the dialogue, which was later transcribed by the author. The participant was given a score based on the correct usage of the simple aspect per sentence using the transcript from the recording. If the learner could express an idea in each sentence using the correct simple aspect, then it was considered a success in her ability to express herself. On the other hand, if the learner could not do that, then it showed she did not successfully express herself.

### **Procedure**

This section includes a brief description of each session with the subject, which includes the exercises practiced and the purpose of each.

**Session 1, October 16, 2018:** Initial meeting. The first contact with the participant was a diagnostic phase. Initially, the author diagnosed the participant's English proficiency level using a set of open-ended questions. This involved asking some general questions to identify the areas that the participant found difficult. Four questions were

asked to see the participant's general speaking ability. From the transcript, it became apparent through responses to the open-ended question that the learner had difficulty using present simple correctly, such as "I am working global company" instead of saying *I work at a global company*, and future simple such as "First, I talk about my best memory" instead of saying *First I will talk about my best memory* (see Appendix A). The responses to questions helped determine that the learner was not using the simple present and simple future appropriately.

**Session 2, October 31, 2018:** Administer a pre-test. During the pre-test, the participant was given 16 fill-in-the-blank exercises. These questions were designed to see how well the participant was able to identify and distinguish between two selected simple aspects. The pre-test consisted of two components; the first set of questions distinguished between present and future simple. The participant was instructed to answer the list of questions on the worksheet. She initially read through a set of questions (see Appendix B). Then the participant completed the exercise within ten minutes. Then the participant answered two sets of questions that looked at her procedural knowledge. The participant answered each of the two questions in under one minute. The pre-test interview showed the participant had some difficulties with simple present and simple future. This was evident particularly in the uncontrolled practice of spontaneous speaking exercise. On the pre-test interview, the participant demonstrated that she understood how to respond when talking about routines, but she was somewhat unfamiliar with general statements or facts such as *Water freezes at 0 degrees centigrade*.

**Session 3, November 7, 2018:** Treatment one. The participant reviews the pre-test and goes through her answers. Afterward, the author goes through each answer and asks the subject why she gave the responses she did. This Socratic questioning was used to help her deepen her understanding of the two aspects. The participant also explained why she found it difficult to answer the incorrect questions. In addition, the author explained to the subject why her answers were incorrect and provided her with a correct one with explanation. For example, the answer for question three was incorrect: *Water freeze at 0 degrees centigrade*. In this instance, the participant was informed that *freeze* was not the correct answer. The correct answer was *freezes*. The reason this was the right answer is because it is referring to a general statement about the nature of water. The subject also added that she recognized the difference between freezing and froze.

**Session 4, November 14, 2018:** Treatment two. Meaningful practice activity: the participant formed a variation statement for each answer from the pre-test. For

example, in question two, *Joel will take the bar exam next month*. For this statement, I asked the participant to make a sentence about something she will do in the future. Initially, she said “I drive to my work every day”. I explained that though this is correct as a sentence, this is a reference to the present, not to a future event. She modified the sentence to *I will take the test at my company one week later*. She recognized that the simple tense she was using was in relation to the future and not the present. However, the participant found it more difficult to formulate a variation statement for the incorrect answers. The participant followed this pattern of exercise one by one through all the pre-test questions. This participant’s responses were recorded and transcribed (see Appendix E).

**Session 5, November 28, 2018:** Treatment three. There were two parts to this treatment: controlled practice and uncontrolled practice. In the controlled practice the participant answered sixteen questions. Some questions had multiple blanks to fill in. The author explained the reason why she was doing controlled practice. The controlled practice gave the participant more opportunity to practice simple present and simple future. In the uncontrolled practice spontaneous speaking exercise, the subject answered two open ended questions. The participant’s answers were recorded onto a smartphone recorder and later transcribed (see Appendix F).

**Session 6, December 5, 2018:** Administer a post-test. In the post-test the author explained to the subject that she had to answer 16 pre-test questions. The participant pointed out that these questions were similar to the pre-test. The author explained to the participant that although it looked similar, attempt them again. The post-test questions were the same as the pre-test, but they were mixed up. The post-test consisted of two parts, the controlled and uncontrolled exercises. For the uncontrolled exercise, the author recorded her answers on the smartphone recorder and later transcribed them. The author then checked the number of answers the subject answered correctly (see Appendix H).

#### 4. Analyses

Data was collected through a pre-test and post-test and audio recordings of uncontrolled practice spontaneous speaking interviews. The pre-test and the post-test included 16 questions from the controlled exercises related to the simple present aspect or simple future aspect taught in the teaching sessions. Also, the participant’s uncontrolled practice spontaneous speaking exercise was compared based on the number of correct simple aspect sentences produced. The answers the participant gave for both

controlled and uncontrolled practice spontaneous in the pre-test were compared with those given in the post-test to see how much the participant had improved based on her ability to correctly identify and use each of the simple aspects taught in the sessions. The data was analyzed by comparing the participant’s performance on the pre-test and post-test. This looked at the participant’s overall score for each test based on how many question the subject was able to answer correctly.

### 5. Results

In the controlled test, the subject answered 73.3% of the questions correctly relative to simple present (Table 1). The pre-test shows that the participant had more problems using simple future correctly than the simple present, see the Table 1.

Test type	Total simple present items (the number of correct items/ out of the total)	Total simple future items (the number of correct items/ out of the total)	Overall total score (% correct items)
Pre-test	81.8% (9/11)	73.3% (11/15)	76.9% (20/26)
Post-test	90.1% (10/11)	80% (12/15)	88.6% (22/26)

Table 1. *Controlled Test Fill-in-the-blank*

In the uncontrolled test, the subject only answered 44.4% of the questions correctly relative to the simple future (Table 2). The pre-test shows that the participant had problems using simple present correctly more than the simple future.

Test type	Total simple present simple items (the number of correct items/ out of the total)	Total simple future simple items (the number of correct items/ out of the total)	Overall total score (% correct items)
Pre-test	44.4% (4/9)	66.7% (6/9)	55.6% (10/18)
Post-test	100% (6/6)	66.7% (6/9)	80% (12/15)

Table 2. *Uncontrolled Test Uncontrolled Practice Spontaneous Speaking Exercise*



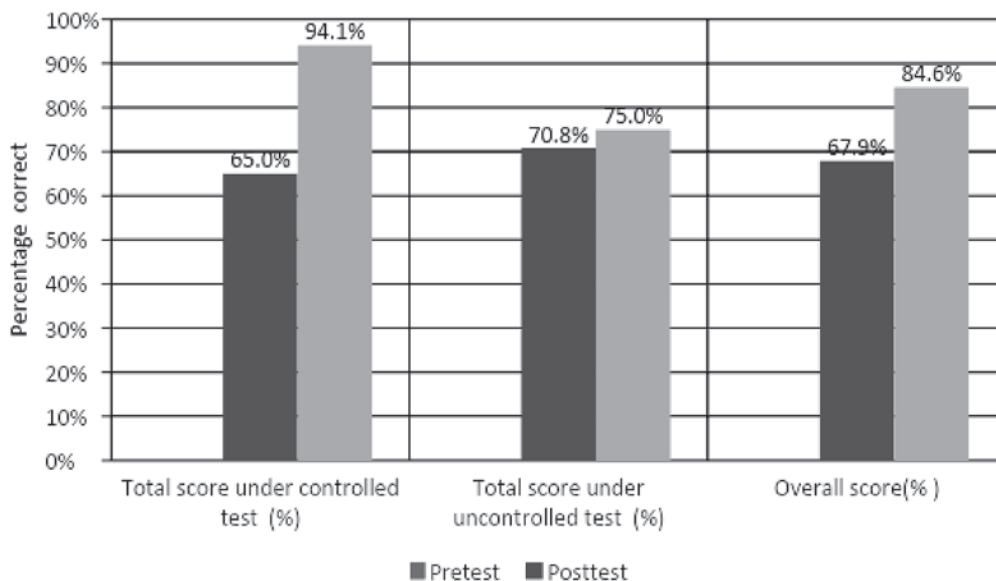


Figure 1. Overall score for the pre-test and post-test

The post-test shows the participant's improvement on the two simple aspects over the course of the study (Figure 1). The overall score increased from 67.9% to 84.6% on the post-test compared to the pre-test. The result shows the participant improved her ability to correctly use both two simple aspects under controlled and uncontrolled tests (Table 1 and Table 2). This was especially effective for the simple present tense, where the participant improved from 44% to 100% (Table 2).

## 6. Discussion

This study was conducted to determine the effectiveness of the participants progress on simple present over simple future throughout a six-week period. In addition, it attempted to determine whether the participant could acquire a better understanding of the two simple aspects and use them correctly by the end of the study. The intention was to develop the participant's knowledge of simple aspects through activities and explanations so that the participant could use them correctly in real time. The flow of the session with author and subject followed a similar approach, where explicit instruction was given, and target grammatical structures were practiced through controlled and uncontrolled materials. The participant's understanding of the simple aspects was initially confusing. By the end of the study, the participant showed some signs of improvement and understanding of the simple aspects in a variety of usage

situations.

The research question for this study was: Does the participant improve on simple present and simple future with treatments that include consciousness-raising, meaningful practice, and controlled and uncontrolled practice? The short answer is the participant was able to improve her ability to use the two simple aspects. The participant's overall scores improved from 67.9% to 84.6% from the pre-test to the post-test (Figure 1).

In session 3, when the participant did the consciousness-raising activity and Socratic questioning, the participant reported that she felt very tired after the session. The duration of the session was over 40 minutes. In hindsight, it is clear that the sessions should have been shorter. The consciousness-raising and Socratic questioning deepen the participant's understanding by asking questions that provoked her to think deeply about her understanding of the simple aspects.

Similarly, in session four, the meaningful practice, the participant found it difficult to formulate some variation sentences as it took longer for some statements over others. There were some questions the participant felt reluctant to answer or did not come up with meaningful sentences. One potential reason for the reluctance may have been because the participant was overwhelmed with the activity itself. In session five, the participant had no problem answering the controlled practice fill-in-the-blank exercises. The participant got all the uncontrolled practice spontaneous questions correct.

On the pre-test interview, the participant demonstrated that she understood simple aspects and how to respond when talking about routines. In the case of general statement or fact *Water freeze at 0 degrees centigradet* the third person singular, is missing *-s* at the end of the verb. This is a result of the subject being unfamiliar with verb term *freeze*. Also, the routine statement *Spaniards eats dinner late*, in which the correct verb form is *eat* as it agrees with plural noun *Spaniards* referring to the native people of Spain. The error in this instance was not due to her misunderstanding of present simple but the participant confusing *Spaniards* for a proper noun referring to a name of person. Both examples demonstrate the subject had less difficulty with forming simple present aspect but struggled with subject verb agreement and nouns.

Another problem the participant struggled with in this study is using the modal *will*. For example, *Nora is living in Caracas until she improves her Spanish* should be changed to *Nora will live in in Caracas until she improves her Spanish*. This sentence was difficult for the participant to grasp, in part the nature of the question statement was little unclear. Besides this point, the participant was able to use the modal *will*

appropriately when referring to future events such *Joel will take the bar exam next month*.

The participant's second problem was in the context of simple present during the uncontrolled practice spontaneous speaking exercise. This was an issue during the pre-test, where the participant was talking about her daily routine unclearly. One of the factors that may have contributed to the lack of clarity was the participant is lack of preparedness to answer this question.

In session six, the post-test was similar to session five in terms of the participant's level of confidence when tackling the exercises. The participant answered the first part of the questions very quickly. For the uncontrolled practice spontaneous speaking exercise, the participant had detailed responses to the open-ended questions. The familiarity of the questions may have boosted her confidence. On the other hand, the questions she answered correctly may be due to memorizing the answers, since pretest and posttest questions were the same set of fill-in-the-blanks in different order.

The results of this study offer evidence that consciousness-raising and meaningful practice can help develop the understanding and use of simple present and simple future. This can assist a learner to acquire knowledge that can be transferred to procedural knowledge. There are some important pedagogical implications from the results. The results suggest that teaching simple aspects through explicit instruction can help make the metalanguage more salient because learners can see what they are learning. For example, when a learner is made aware of the rules of a particular grammar point explicitly, the participant may find it easier to grasp the usage. Also, understanding the rules of usage enables the participant to make meaningful sentences. This process also helps the participant develop declarative knowledge which can lead to automaticity of the use of language.

## **Conclusion**

The present study was able to offer some insight into how an L2 Japanese learner was able to learn and use two simple aspects more effectively. It shows that with practice activities learners can get more exposure to the metalanguage, which can enable acquisition of the L2 to take place. The three treatments helped increase the participant's performance of the simple aspects to some extent. Further research should investigate the degree of effectiveness of each of the activities. The activities such as meaningful practice and consciousness-raising activity are effective, as supported in the literature review. At the same time, the study shows that these activities can also be

overwhelming for the participant if done for a long duration of time or at an inconvenient time.

There were some limitations to the study. The improvement between the pre-test and the post-test may have been because the questions were the same, as the answers were given during sessions three and four. In terms of generalizability, the data is limited because there was only one participant. In a further study, this research should be conducted on a larger scale with more participants to validate the generalizability of the study. Also, the pre-test answers should not be revealed in the consciousness-raising activity. This means the treatment activities particularly consciousness-raising activity, should be used to teach and deepen a learner's understanding of the grammar point in the same way to learning simple present and simple future.

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## **Appendix A: First meeting and interview transcript**

### **1. Why do you want to study English?**

First I like English and I like to travel abroad, because I'd like to see beautiful view, eat ... some food, learn differences of thinking of Japan. To do so I have to speak English with local people so I would like to study English.

Second reason I am working global company and my boss of manager is from foreign country, so I would like to talk each other without interpretation. Because I want to talk to my boss using my word that is why I would like to learn, I would like to study English. That's all. Thank you.

### **2. How long have been studying English?**

I had studied English for about 7 years in school. From when I was junior high school 1 st grade to university student 1st grade. And I studied English by myself when I was elementary school ehh 6th grade because I took Eiken so I studied by myself for about one one about year. And when I was university student first grade I took...TOIEC... once. So I had studied English for 8 years altogether. That's all.

### **3. Tell me about your experiences of learning?**

Third question I will talk about my experience of learning. When I was junior school student I mainly studied about writing and speaking. Writing is for example...I learned grammar. Speaking is I talked I talked using new sentence and I made a story, and I

talked each other. When I was high school student I mainly studied reading, and writing and listening because of university entrance examination. Reading and listening is the most difficult to me. Reading is I read, a long story and I answer the question. Listening was most difficult because I couldn't understand. And when I was university student I mainly studied speaking. The class. My teacher taught me English and communication and how to communication. It was so fun! That's all.

**4. Have you ever been aboard? If so please tell me about your experience.**

Fourth question I have ever been to abroad. First, I talk about my best memory. When I was high school student I went to Chicago and I stayed home stay. And I could make a lot of friend in Chicago. My English skill was not good. I could communicate with my friends using body language. And Sometimes I used dictionary. And I had so nice... I...And I spent sooo nice time. That is my best memory. And my worst memory is...when I was university student I went to Singapore and... I and my friend took a taxi. And I didn't speak English to m-...the taxi driver. And I showed the travel magazine to taxi driver. And just I pointed the magazine, travel magazine I want to go. So Taxi driver asked us where are you from? We answered Japan. So the taxi driver said to us "If you ...cannot speak English you don't come to Singapore". Maybe the Taxi driver thought, I cannot understand he said. But I could understand. And I become sad. This is my worst experience. This my worst experience abroad. That's all.

### Appendix B: Pre-test fill-in-the-blank questions

Pre-test Questions Part A		
Questions		base form verbs
1.	He _____ to school every day.	walk
2.	Joel _____ the bar exam next month.	take
3.	Water _____ at 0 degrees centigrade.	freeze
4.	After October, Marlena _____ the 7:30 train to Chicago every day.	take
5.	There _____ a large house on the corner.	is
6.	I _____ Mr. Johnson.	know
7.	Erik _____ so funny. He _____ up, and before coming downstairs, he _____ playing with his trains.	start, be, ake,
8.	I _____ a meeting next Wednesday at that time.	have
9.	Nora _____ in Caracas until she _____ her Spanish.	live, improve
10.	Now I _____ adding three eggs to the mixture.	be
11.	So he _____ up in the boat and waves his arms to catch our attention	stand
12.	She _____ to the doctors once a month.	go
13.	If Cindy passes the bar exam, she _____ able to practice law.	be
14.	If you are going you _____ sorry.	be
15.	I _____ from the commission.	resign
16.	Spaniards _____ dinner late.	eat
<p>Activity 2. Uncontrolled practice spontaneous speaking exercise</p> <p>1. Describe your daily routine? (2mins)</p> <p>2. What will you do for your Christmas vacation? (2mins)</p>		

### Appendix C: Pre-test result

Part A: Pre-test Questions		
Questions		base form verbs
1. O	He <b>walks</b> to school every day.	walk
2. O	Joel <b>will take</b> the bar exam next month.	take
3. X	Water <b>freeze</b> at 0 degrees centigrade. Water freezes at 0 degrees centigrade.	freeze
4. X	After October, Marlena <b>always takes</b> the 7:30 train to Chicago every day. After October, Marlena <b>will take</b> the 7:30 train to Chicago every day.	take
5. O	There <b>is</b> a large house on the corner.	is
6. O	I <b>know</b> Mr. Johnson.	know
7. O	Erik <b>is</b> so funny. He <b>will wake</b> up, and before coming downstairs, he <b>will start</b> playing with his trains.	start, be, wake,
8. O	I <b>have</b> a meeting next Wednesday at that time.	have
9. X	X- Nora <b>is living</b> in Caracas until she <b>improves</b> her Spanish. O- Nora <b>will live</b> in Caracas until she <b>improves</b> her Spanish.	live, improve
10. O	Now I <b>am</b> adding three eggs to the mixture.	be
11. O	So he <b>stands</b> up in the boat and waves his arms to catch our attention	stand
12. O	She <b>goes</b> to the doctors once a month.	go
13. O	If Cindy passes the bar exam, she <b>will be</b> able to practice law.	be
14. O	If you are going, you'll <b>be</b> sorry.	be
15. O	I <b>resign</b> from the commission.	resign
16. X	Spaniards <b>eats</b> dinner late. Spaniards <b>eat</b> dinner late.	eat



Part B: Activity 2. Uncontrolled practice spontaneous speaking exercise interview transcript	
1. Describe your daily routine?	
	<p><i>My daily routine is to make relax time. I work long time every day. So, I often I feel tired, so I try to make relax time. For example, <u>I take a nap</u>, or <u>I watch tv in my house</u>, or <u>I call</u>, <u>I go to my friends</u> and enjoy talking and eat delicious food and more. To make relax time is my daily routine.</i></p> <p>*Because it's something you usually do</p>
2. What are you plans for Christmas vacation? (Attempt 1)	
	<p><i>The plan of my Christmas holiday <b>still has not decided still has not been decided</b>. But I think I want to go to aboard. My Christmas holiday...my Christmas vacation is about two weeks. So I have enough time to go to abroad. I like travel abroad. Because I want to ...see many beautiful views. And...And I want to enjoy eating...I want to enjoy eating unique food country. And I want to meet a lot of people from other country and experience to culture of many countries. So <b>I want to go</b> to abroad. That is why I think I want to go abroad in Christmas vacation. In Christmas vacation.</i></p> <p>*Attempt 1(She did not answer the question I told her although she did not answer the question directly you evaded it. Vacation does not necessarily mean you must go somewhere special. It just means what will do for that period of time you are off)</p>
Attempt 2 (So asked her to do the question again)	
	<p><i>I will <u>stay</u> nice hotel on the...my Christmas holiday. And I will <u>eat</u> some Christmas dinner and I will enjoy. And after Christmas day I will <u>go</u> back...Niigata. And I will <u>stay</u> my family in and my friend in Niigata until...until New Year. And I have the plan I will <u>trip</u> to Kanazawa with my younger sister. This is my first trip only with my younger sister. And I will <u>come</u> back to Yokohama for my job. This is my winter holiday plan. That's all</i></p> <p>Because Christmas is in the future</p>

### Appendix D: Treatment 1 consciousness-raising activity

Part A: Questions		base form verbs
1)	He <b>walks</b> to school every day. <i>Because of the pronoun</i>	walk
2)	Joel <b>will take</b> the bar exam next month. <i>It's in the future because the reference to month</i>	take
3)	X -Water <b>freeze</b> at 0 degrees centigrade. O-Water <b>freezes</b> at 0 degrees centigrade. <i>The participant is not countable we use 'freeze'. She thought this was an issue of singular and plural form. She explained that water is not plural so you don't use 's'. I explained to her that this was not necessarily an issue of plural form but the sentence is general statement about water therefore we use freezes. I also explained to her she was correct in terms using correct simple form versus not using freezing or froze.</i>	freeze
4)	X-After October, Marlena <b>always takes</b> the 7:30 train to Chicago every day. O- After October, Marlena <b>will take</b> the 7:30 train to Chicago every day. <i>I thought every day now but it's in the future. She was confused that after October was now. She should thought everyday means to include "always".</i>	take
5)	There <b>is</b> a large house on the corner. <i>It's singular</i>	is
6)	I <b>know</b> Mr. Johnson. <i>I is singular</i>	know
7)	Erik <b>is</b> so funny. He <b>will wake</b> up, and before coming downstairs, he <b>will start</b> playing with his trains. <i>Is third person singular. Wake in the future with "s" it is not necessary. "Coming" and "playing" was difficult but good guess. The reason is because we usual -ing when taking doing something. This example of gerunds. I will help with this later.</i>	start, is, wake,
8)	I <b>have</b> a meeting next Wednesday at that time. <i>It's a routine. It not about the future time.</i>	have
9)	X- Nora <b>is living</b> in Caracas until she <b>improves</b> her Spanish. O- Nora <b>will live</b> in Caracas until she <b>improves</b> her Spanish. <i>She said that "is living" until the event finishes.</i>	live, improve
10)	Now I <b>am adding</b> three eggs to the mixture. <i>"Add" she felt confused. She thought I am adding or I add. I explained to her that routine. Present simple and present continuous confusion. She asked why?</i>	am, add
11)	So he <b>stands</b> up in the boat and waves his arms to catch our attention <i>Third person singular</i>	stand
12)	She <b>goes</b> to the doctors once a month. <i>Pronoun. It's a routine.</i>	go

13)	If Cindy passes the bar exam, she'll be able to practice law. <i>Something she might be able to do in the future.</i>	be
14)	If you are going you'll be sorry. <i>Now doing and in the future you becoming. If you go.</i>	be
15)	I <b>resign</b> from the commission. <i>I is singular but I explained that if you doing at the time of speaking you use I.</i>	resign
16)	Spaniards <b>eats</b> dinner late. Spaniards <b>eat</b> dinner late. <i>Name of a person</i>	eat

Part B: Activity 2. Uncontrolled practice spontaneous speaking exercise interview transcript (*Based on this observation the participant was able to identify why they said what they did.)	
1. Describe your daily routine?	
	<p><i>My daily routine is to make relax time. I work long time every day. So, I often I feel tired, so I try to make relax time. For example, I take a nap, or I watch tv in my house, or I call, I go to my friends and enjoy talking and eat delicious food and more. To make relax time is my daily routine.</i></p> <p>Because it's something you usually do</p>
2. What will do for your Christmas vacation? (Attempt 1)	
	<p><i>I will stay nice hotel on the...my Christmas holiday. And I will eat some Christmas dinner and I will enjoy. And after Christmas day I will go back... Niigata. And I will stay my family in and my friend in Niigata until...until New Year. And I have the plan I will trip to Kanazawa with my younger sister. This is my first trip only with my younger sister. And will I come back to Yokohama for my job. This is my winter holiday plan. That's all</i></p> <p>Because Christmas is in the future</p>

### Appendix E: Treatment 2 meaningful practice

Variation Statements (VS)		base form verbs
1) O	He <b>walks</b> to school every day. I <b>will drive</b> to my work every day. VS: I <b>drive</b> to my work every day.	walk
2) O	Joel <b>will take</b> the bar exam next month. VS: I <b>will take test</b> in my company one week later.	take
3) X	Water <b>freeze</b> at 0 degrees centigrade. VS: The <b>leaves</b> changes color in autumn.	freeze
4) X	After October, Marlena <b>always takes</b> the 7:30 train to Chicago every day. VS: After June, he <b>will not pay</b> for his university.	take
5) O	There <b>is</b> a large house on the corner. T VS: here <b>is</b> a seven eleven in front of the station.	is
6) O	I <b>know</b> Mr. Johnson. VS: I <b>know</b> Nathan-san.	know
7) O	Erik <b>is</b> so funny. He <b>will wake</b> up, and before coming downstairs, he <b>will start</b> playing with his trains. VS: I <b>am</b> lazy girl because I go to sleep before take a shower.	start, is, wake,
8) O	I <b>have</b> a meeting next Wednesday at that time. VS: I have <b>an appointment</b> this weekday.	have
9) X	Nora <b>is living</b> in Caracas until she <b>improves</b> her Spanish. VS: I will stay in a nice hotel in Tokyo until Christmas finishes.	live, improve
10) O	Now I <b>am</b> adding three eggs to the mixture. VS: Now I <b>am talking</b> to you.	be,
11) O	So he <b>stands</b> up in the boat and waves his arms to catch our attention. VS: I <b>lay</b> on the sofa.	stand
12) O	She <b>goes</b> to the doctors once a month. VS: I go to nail shop every month.	go
13) O	If Cindy passes the bar exam, she'll <b>be</b> able to practice law. VS: If I pass medical exam, I'll <b>not have</b> to take it again.	be
14) O	If you <b>are going</b> , you'll be sorry. VS: If you are annoying, I'll be annoying.	go, be
15) O	I <b>resign</b> from the commission. VS: I resign.	resign
16) X	Spaniards <b>eats</b> dinner late. VS: I eat dinner after 8 o clock.	eat

## Appendix F: Treatment 3 controlled and uncontrolled practice

Part A: Questions		base form verbs
1.	I _____ the school. I <b>quit</b> the school.	quit
2.	Sam _____ the Sushi restaurant in two weeks. Sam <b>will go</b> to the Sushi restaurant in two weeks.	go
3.	The French _____ wine with their dinner late. The French <b>drink</b> wine dinner late.	drink
4.	Suzy _____ a really interesting person. She _____ her homework, after exercising in the gym. Suzy <b>is</b> a really interesting person. She'll <b>finish</b> her homework, after exercising in the gym.	be, finish
5.	The cat _____ in the apple tree. The cat <b>is</b> in the apple tree.	be
6.	He _____ the colors in the rainbow. He <b>sees</b> the colors in the rainbow.	see
7.	Earth _____ around the sun every 365 days. Earth <b>spins</b> around the sun every 365 days.	spin
8.	We _____ a game next Friday at that time. We have a <b>game</b> next Friday at that time.	have
9.	So he _____ up the ball and put it in his bag. So he <b>picks</b> up the ball and put it in his bag.	pick
10.	Now I _____ chopping the cucumber for the salad. Now I <b>am</b> chopping the cucumber for the salad.	be
11.	Next month, the senior team _____ the New York conference at 6pm. Next month, the senior team <b>will attend</b> the New York conference at 6pm.	attend
12.	I _____ my parents once a year for Christmas. I <b>will visit</b> my parents once a year for Christmas.	visit
13.	If Charlie help his sister, he _____ able to hang out with his friends. If Charlie help his sister, he'll <b>be</b> able to hang out with his friends.	be
14.	If are not reading you _____ it. If you are not reading, you'll <b>regret</b> it.	regret
15.	Ryan _____ Chinese in Beijing until he _____ fluent. Ryan <b>is</b> studying Chinese in Beijing until he <b>will become</b> fluent.	become, be
16.	She _____ the piano every Tuesday evening. She <b>plays</b> the piano every Tuesday evening.	play

Part B: Activity 2. Uncontrolled practice spontaneous speaking exercise interview transcript

1. Describe your work routine?

*I go to my office in Minotomirai every morning at 9:00. And I leave my office at around 12: 00. And I go to hospital. And I meet my doctor. And I talk to them. And I go the hospital and I go to another hospital... one two three... around three hospital... around three hospital. And around 8 o' clock I leave my hospital. And I will be on my way home.*

2. What are your plans for next week?

*My friends in Niigata will come to my house when this weekend. And I will go to Disneyland. And I will held a birthday party. And I will go to Chinatown. And I will go to Tokyo. And...it's my plan this weekend. That's all. I will do my work in this week...next work.*

### Appendix G: Post-test questions

Part A: Questions		base form verbs
1.	Spaniards _____ dinner late.	eat
2.	If you _____, you'll be sorry.	go
3.	Water _____ at 0 degrees centigrade.	freeze
4.	After October, Marlena _____ the 7:30 train to Chicago every day.	take
5.	Now I _____ adding three eggs to the mixture.	be
6.	I _____ Mr. Johnson	know
7.	He _____ to school every day.	walk
8.	I have a _____ next Wednesday at that time.	meet
9.	Nora _____ in Caracas until she _____ her Spanish.	live, improve
10.	Joel _____ the bar exam next month.	take
11.	So he _____ up in the boat and waves his arms to catch our attention	stand
12.	She _____ to the doctors once a month.	go
13.	If Cindy passes the bar exam, she _____ able to practice law.	be
14.	Erik _____ so funny. He _____ up, and before coming downstairs, he _____ playing with his trains.	wake, be, come,
15.	There _____ a large house on the corner.	is
16.	I _____ from the commission.	resign
Part B: Activity .2 Uncontrolled practice spontaneous Speaking exercise		
1. What are your plans for your Christmas vacation? 2. Describe your daily routine?		

### Appendix H: Post-test result

Part A: Questions		base form verbs
1. X	Spaniards <b>eat</b> dinner late	eat
2. O	If you <b>are going</b> , you'll be sorry.	go, be
3. O	Water <b>freezes</b> at 0 degrees centigrade.	freeze
4. O	After October, Marlana <b>will take</b> the 7:30 train to Chicago every day.	take
5. O	Now I <b>am</b> adding three eggs to the mixture.	be
6. O	I <b>know</b> Mr. Johnson.	know
7. O	He <b>walks</b> to school every day.	walk
8. O	I have a <b>meeting</b> next Wednesday at that time.	meet
9. X	Nora <b>lives</b> in Caracas until she <b>will improve</b> her Spanish.	live, improve
10. O	Joel <b>will take</b> the bar exam next month.	take
11. O	So he <b>stands</b> up in the boat and waves his arms to catch our attention	stand
12. O	She <b>goes</b> to the doctors once a month.	go
13. O	If Cindy passes the bar exam, she'll <b>be</b> able to practice law.	be
14. O	Erik <b>is</b> so funny. He <b>will wake</b> up, and before coming downstairs, he <b>will start</b> playing with his trains.	start, wake, be,
15. O	There <b>is</b> a large house on the corner.	be
16. O	I <b>resign</b> from the commission.	resign



Part B: Activity 2. Uncontrolled practice spontaneous speaking exercise interview transcript	
1. What are you plans for Christmas vacation?	
	<i>I will go to Costco. And I will go shopping. And...I will held Christmas party in my house with my five friends and I will enjoy. And another day I will go to nice hotel. And I will spend relax time. And I will go back my hometown, Niigata. I will meet some Niigata friends. This is my Christmas holiday friend. That's all.</i>
2. Describe your daily routine?	
	<i>My daily routine is I go to my work. I go to my office about 9:30. And I have lunch about 2: 00 clock. I go hospital every day. And I go back home about 9:00. I go to sleep before midnight.</i>

