

The Role of Output in Structural Acquisition

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Park, Dongwoo and Kim, Donghyun. 2010. The Role of Output in Structural Acquisition. *SNU Working Papers in English Linguistics and Language* 9, 66-85. In many studies on the second language acquisition, output effect is considered as greater than input effect. Many researchers suggested that output allows learners to become focused on grammatical forms rather than meaning. In this paper, we investigate the output effect by measuring grammaticality judgment and response time to grammatical forms. This paper suggests that there is no big difference between impacts of input group and output group in both results of grammaticality judgment and response time. However, a trend that output is more efficient than input is detected indirectly. In addition, it is proved indirectly that response time only to already-acquired forms decreases. (Seoul National University)

Keywords: Output hypothesis, grammaticality judgment, response time

1. Introduction

In L2 production research, Swain claimed that comprehensible input alone is not sufficient for acquisition. What L2 learners need is not only comprehensible input but comprehensible output, because learners can interpret the meaning without the help of syntax. Then, production “may force the learner to move from semantic processing to syntactic processing” (Swain 1985). Additionally, in producing the L2, a learner will become aware of a linguistic problem. Noticing a problem may force the learner to modify his or her problem.

However, it is the motivation of this paper that output might also play a role in linking comprehensible input with intake. In other words, production might contribute to structural acquisition by facilitating attention to form.

The rest of this paper is organized as follows. First, background

for this study and literature reviews on SLA theories are provided. Second, the methods of the study are presented in detail. Third, we describe data that we have gathered from the students and provide results and discussion. Finally, the last section offers a summary and conclusion of the paper.

2. Literature Review

Swain's output hypothesis claims that learners need not only comprehensible input but comprehensible output, because learners can interpret the meaning without the use of syntax. This idea comes from many years of research on Canadian immersion programs. The immersion programs were excellent contexts for students to have great success in many areas of the students' language development (e.g., listening comprehension, functional abilities, etc.). However, these learners have been found to have production problems such as lack of proficiency and grammar accuracy. Thus, she argued that learners' problem for this is that these learners involve in too little language production. In her later hypothesis (1995), the focus is on *noticing/triggering* (or *consciousness-raising*) *function*, which we deal with in this paper. That is, 'learners may notice a gap between what they want to say and what they can say, leading them to recognize what they do not know, or know only partially' (Swain 1995: 125-6). This function of output is closely related to Schmidt (1990)'s Noticing Hypothesis, namely, the output that may prompt L2 learners to recognize their linguistic problems and bring relevant aspects of the L2 to their attention. Schmidt and Frota (1986) suggested that "a second language learner will begin to acquire the target-like form if and only if it is present in comprehended input and 'noticed' in the normal sense of the word, that is consciously" (p. 311).

For the purpose of our study, the distinction between input and intake is crucial. Corder (1967) stated that input refers to what is available to the learner, whereas intake refers to what is actually internalized by the learner. Specifically, the separation comprehended input from intake is necessary. This separation is important because not all input that is comprehended becomes intake. That is, intake indicates the process of integration of a

learner's grammar. In her integrated model of SLA, Gass (1997) argued that "comprehension represents a continuum of possibilities ranging from semantic analyses to detailed structural analyses. One important factor that determines whether input converts to intake is the level of analysis of the input that the learner achieves."

With this background in mind, this study hypothesizes that language production can be seen as an important means of transferring the learner from comprehended input to intake. Some evidence to support this hypothesis will be accelerated reaction time and better grammatical judgments in the subsequent input after output activities.

Thus, our research questions in this study are as follows:

1. Does production promote the noticing of linguistic form of the subsequent input?
2. Does production accelerate the reaction time to the grammatical form?
3. Does the reaction time to the grammatical form have to do with grammatical judgments?

3. Method

3.1 Participants

The participants of this study are all Korean and consist of 10 EFL learners chosen in Seoul National University (7 males and 3 females). They are all undergraduate students and their native language is Korean. The scores of TEPS (Test of English Proficiency developed by Seoul National University) of participants range from 500 to 690. They have mid-intermediate to high-intermediate level of communicative competence in accordance with the grade description provided by the organizing committee of TEPS. All participants had never lived in foreign countries where English is spoken as native language. Some of them have visited foreign countries but it does not affect the proficiency of them because the purpose of the visit was just sightseeing and it was a short period of time for second language acquisition. The period of exposure to English of the participants ranges from 10 to 16 years. They were not given any information on the experiment and were told that

the aim of this test is to measure the memory span.

3.2 Materials

The target forms in this study are English passive constructions. Unlike native speakers of English, L2 learners of English should acquire new grammatical relationships between active and passive, which is not necessary in L1 discourse production. It is not rare for Korean EFL learners to treat the subject of active constructions as Patient when that interpretation does make sense, regardless of the grammar forms. This means they did not move from semantic processing to syntactic processing. From this point of view, passive construction is the most appropriate target forms to investigate what is happening between comprehensible input and intake. Our target forms include Indirect Object passive (IO passive), *be*-verb + *past participle* + *DO* as well as prototypical passive, *be*-verb + *past participle*. We present the participants with IO passive sentences of which Direct Object consists of one word noun.

In addition, the subject of the sentences in the target forms is 'person' in order not to make participants guess the meaning of passive sentences based solely on the relationship between Agent and Patient. If the Patient is inanimate stuff, participants are more likely to rely on context, or world knowledge than syntactic structure. For example, when a sentence *John was killed by Mary* is given to EFL learners, they can be confused who killed whom if they do not process the sentence syntactically. On the other hand, *this book was written by Dan* does not make learners depend on syntactic processing in comprehending the sentence, since it is strange for a book to write a person.

To check the reaction time taken for comprehension of the target forms in pretest and posttest, moving window procedure is used. In the pretest, stimuli include 4 IO passive sentences and 4 prototypical passive sentences. In order not to make the participants come to relate this experiment to passive forms, 20 sentences of different forms are added, which function as fillers. Even though 28 given sentences are all grammatical, we notice the participants that there might be some ungrammatical sentences. We assume that if a participant processes the passive structures syntactically, the reaction

time to the forms will be shorter relatively than the one who does semantically. In this way, the participants read the stimulus sentence one word at a time, pressing a button each time they comprehend the meaning of each word on the screen and they are ready for the next word. All the sentences used in the pretest and posttest are not identical and one kind of past participle is not used more than one sentence. The degree of difficulty of pretest and that of posttest is controlled so that they do not show the significant difference. After each reaction time measurement, the grammaticality judgment test is followed. The same 28 sentences on the moving window are given including the 8 target forms. Moreover, the test includes a scale from 1 to 5, the least grammatical to grammatical. We assume if a participant processes the passive form syntactically, he or she will judge all passive sentences grammatical. Otherwise, the participants will judge wrong.

3.3 Procedures

As in Figure 1, pretest and treatment are conducted in sequence in a day. Then, posttest is conducted on the following day.

Day 1	pretest (20 min.) & treatment (30 min.)
Day 2	posttest (20 min.)

Figure 1. Experimental Sequence

In the treatment session, participants are divided into two groups, experimental (output) group and control (input) group. Both input and output tasks are given in written form. Participants in both groups are presented 28 paragraphs, each of which contains three or four short sentences describing a certain situation. The participants in the experimental group are asked to compose a sentence as an answer for the task. 4 paragraphs depict situations from the Agent's viewpoint and each paragraph has a task to make a sentence portray the situations from the Patient's point of view in order to force the participants to make prototypical passive forms. Furthermore, they are also given four paragraphs with the

same format and tasks to make a sentence describing the same situations from the Recipient's point of view to make them compose IO passive. 20 additional paragraphs and tasks, which are not related to the target forms are given as fillers. After finishing all the tasks, they receive answers for the tasks in written form, giving them opportunity of noticing the passive forms. On the other hand, the same 28 paragraphs and tasks with the answers are given at the same time to the participants in the control group. Then, they do not have an opportunity of noticing as well as output. It is only input that the participants in the control group receives.

3.4 Analysis

In case of prototypical passive, the time the participants respond to *be*-verb and past participle is measured. When IO passive is given, the reaction time to *be*-verb, past participle, DO is measured. In each word, the results of pretest and post test will be compared and look into whether they show the significant difference. With the grammaticality judgment data, the number of right answers is calculated and two results will be also compared. In addition, we investigate whether the reaction time has to do with grammaticality judgment correctness.

4. Results and Discussion

This paper is concerned with the impact of output on learning grammatical form of passive, consisting of prototypical passives and IO passives. To measure the impact, we conducted two experiments, grammaticality judgment experiment and response time experiment with two groups - input group and output group.

4.1 Does production promote the noticing of linguistic form of the subsequent input?

We supposed that noticing of linguistic form was closely involved in to what extent do participants consider the target form grammatical. That is to say, if they already have ability to notice

the target form they will judge grammatical sentences using the target form grammatical enough. On the other hand, if they cannot notice the target form, they will be likely to regard the same sentences as ungrammatical. Table 1 shows the results of grammaticality judgment tests, comparing the degree of improvement between groups.

Table 1.

Group	Mean	df	t	Sig. (p-value)
input	16.538	7.979	-1.9256	0.090
output	45.996			

*p < .05

This table represents that there is no significant difference between the results of the two groups. ($p < .10$). However, as we can see in Figure 1, a trend is detected that the result of output is much higher than that of input in posttest. Meanwhile, that trend is not discovered in pretest.

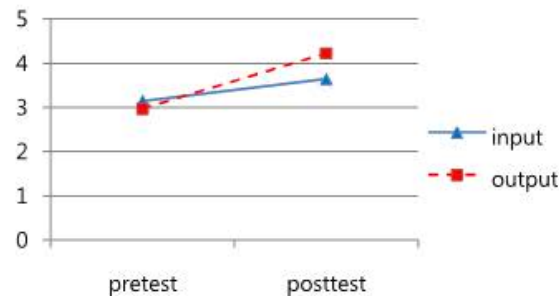


Figure 1.

When we conducted paired t-test, input group does not show a significant difference between the results of pre- and posttest, while output group does as in Table 2. However, with the results of paired t-test, we cannot simply conclude that output is more efficient to make the learners notice grammatical forms since they are just based on the within-group results.

Table 2.

treatment group	test	Mean	df	t	Sig. (p-value)
input	pretest	3.1	4	-1.6799	0.168
	posttest	3.65			
output	pretest	2.98	4	-6.0858	0.004**
	posttest	4.225			

**p < .01

As mentioned earlier, passive forms are composed of two types, prototypical passives and IO passives. There seems to be a difference between them in the sense of the degree of difficulty so that prototypical passive form is more likely to be considered familiar than IO passive form. If this prediction is right, two types of passive forms should show different behavior. To examine this prediction, from now on we will analyze IO passives and prototypical passives separately. First, results of IO passive are represented in Table 3.

Table 3.

Group	Mean	df	t	Sig. (p-value)
input	59.31	6.89	-2.0694	0.078
output	140.84			

As in Table 1, Table 3 demonstrates that group variance does not affect the improvement of grammaticality judgment scores. However, we can discover a trend that output group has higher score unlike in pretest as represented in Figure 2. Even though they pattern with those in Figure 1, the gap between the results of output group and input group in Figure 2 is bigger in figure 2. Since this comparison results from the gap of mean values, it is not easy to say that they have a statistical difference. Rather, we can just suppose that this difference is caused by the fact that IO passive is an unfamiliar grammatical form to the participants.

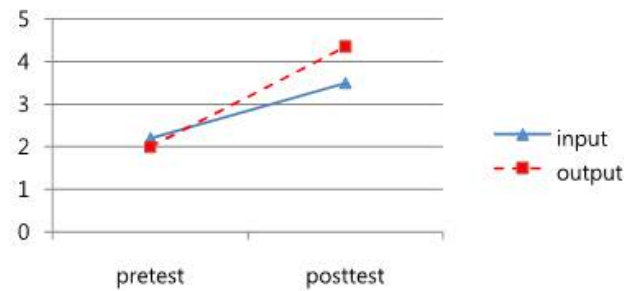


Figure 2

Table 4 indicates that only output group shows the significant improvement through the treatment. Even though we cannot compare the impact of input and output directly, it is not hard to read a trend that output could be more effective to make learners focus on the IO passive form.

Table 4.

treatment group	test	Mean	df	t	Sig. (p-value)
input	pretest	2.2	4	-2.5253	0.065
	posttest	3.5			
output	pretest	2.05	4	-8.0604	0.001**
	posttest	4.4			

**p < .01

Second, results of prototypical passive are represented in Table 5, 6 and Figure 3 below. Table 5 demonstrates that the two tests do not indicate a significant difference, as opposed to IO passive as in Table 3. And it also shows that there is no significant difference between the two groups. We suppose that this result comes from that fact that unlike IO passive, prototypical passive is a familiar grammatical form for the participants in both groups.

Table 5.

Group	Mean	df	t	Sig. (p-value)
input	-7.444	6.453	-1.437	0.197
output	5.768			

In Table 6, we can see the input group does not indicate a significant difference between results of pre- and posttest, and neither does output group.

Table 6.

treatment group	test	Mean	df	t	Sig. (p-value)
input	pretest	4.1	4	1.633	0.178
	posttest	3.95			
output	pretest	3.8	4	-0.5571	0.607
	posttest	4.1			

In Figure 3 below, we cannot detect a trend between the two groups. Even though output group shows a bit of an improvement and input group represents a little decrease, these are too minimal to consider them significant. Overall, we can assume that these results are caused by the fact that prototypical passive is already a familiar grammatical form for the participants.

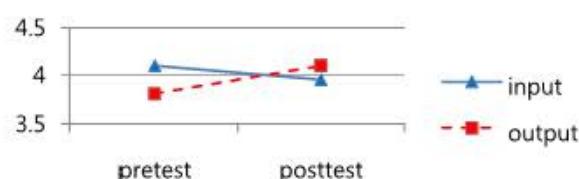


Figure 3

4.2 Does production accelerate the reaction time to the grammatical form?

It is proved in the previous section that the result value of grammaticality about IO passive in output group increased in posttest, compared to that in pretest, showing a significant

difference. Thus, we supposed that if participants come to know the target grammatical form is grammatical, the reaction time to the form will decrease. However, against our expectation, there is no significant difference between the response time to the IO passive of pretest and that of posttest regardless of the group variance as Table 7 indicates. There seems to be a trend that the reaction times to IO passive of two groups decreased, even though they do not show a significant difference.

Table 7.

treatment group	test	Mean (ms)	df	t	Sig. (p-value)
input	pretest	3688.6	4	1.966	0.120
	posttest	3067.9			
output	pretest	3486.1	4	1.9441	0.124
	posttest	2859.4			

Unlike in IO passive, input and output groups does not behave identically in prototypical passive in that results of pretest and posttest of input group do not show a significant difference, whereas those of output group do.

Table 8.

treatment group	test	Mean (ms)	df	t	Sig. (p-value)
input	pretest	1973.8	4	2.3873	0.075
	posttest	1554.4			
output	pretest	2157.2	4	2.8899	0.045*
	posttest	1635.1			

*p < .05

4.3 Does production accelerate the reaction time to the grammatical form?

Partially. In case of results of grammaticality judgment test on IO passive, we can notice that output group does not pattern with input group in that only the former group shows the significant difference between pretest and posttest. However, results of reaction

time say that there is no statistical significance regardless of group variance. In contrast, when it comes to prototypical passive two groups led to an unexpected result. The response times of two groups decrease sharply and even output group shows a significant difference even though it is revealed that both test and group are not the significant factors which have an effect on the grammaticality judgment.

Taking account of all mentioned, we might conclude that reaction time cannot be a standard indicating whether one acquire the grammatical form or not. That is to say, reaction time does not decrease even learners acquire a certain grammatical form. Rather, it is likely to reduce only when learners become familiar enough with already-acquired forms they consider grammatical. From this point of view, reaction time seems to reflect the automaticity in the domain of perception of grammatical forms.

5. Conclusion

This study investigated the role of output in structural acquisition. Even though we attempted to illustrate the impact of output on acquiring passive structures, it was difficult to reveal the significant difference between roles of input and output, or between-subject variance. Thus, we had no choice but to just detect a general trend how the two groups behave, comparing input group with output group indirectly. This might be because the number of participants in this research is too small to draw trustworthy results.

Nonetheless, the findings of this study suggest that output has a positive effect on acquiring structural forms except already-acquired ones based on the general trend we found in the study. In addition, output plays a role in shortening the reaction time only to the pre-acquired structural forms.

It is acknowledged that this study has several limitations. First and foremost, more participants are necessary to make the study reliable. The present study conducted the experiments only with ten participants so that it was not easy to derive meaningful results from this small-scale number of participants. Second, getting used to moving window procedure might act on lessening the reaction time as they repeat the procedure. Taking all these limitations into

account, further studies will bring about more fruitful results.

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APPENDIX 1

Descriptions of Individual Participants

<i>Participant No.</i>	<i>Age</i>	<i>Sex</i>	<i>Age of First Exposure to English</i>	<i>Period of Studying English</i>	<i>Experience of living in English-speaking countries</i>	<i>Experience of visiting foreign countries</i>	<i>TESP score</i>
1	20	F	7	13	N	N	560
2	22	M	12	10	N	Y	590
3	21	F	10	11	N	N	600
4	22	M	8	14	N	N	540
5	25	M	13	12	N	N	560
6	24	M	8	16	N	Y	690
7	24	F	10	14	N	N	630
8	21	M	10	11	N	N	550
9	21	M	11	10	N	N	500
10	25	M	14	11	N	N	550

APPENDIX 2

Grammaticality judgment test (pretest)

주어진 문장이 얼마나 문법적인지 판단해 주세요. 1번으로 갈수록 비문
법적인 문장이고 5번으로 갈수록 문법적인 문장입니다.

- The girl was cooked meals by John.
1 2 3 4 5
- I hope he could pass the exam.
1 2 3 4 5
- If Mary went to the party, she would meet nice guys.
1 2 3 4 5
- Henry was preceded by Rosa.
1 2 3 4 5
- Tim loves the girl who is in the kitchen.
1 2 3 4 5
- Nathan was promised computers.
1 2 3 4 5
- Dan is smarter than everyone expected.
1 2 3 4 5

8. Tommy does not have to clean the classroom.
1 2 3 4 5
9. Nate was pushed by his girl friend.
1 2 3 4 5
10. Mark need not go there.
1 2 3 4 5
11. When John had come into the house, Jane was dancing.
1 2 3 4 5
12. Two people were taken to the hospital.
1 2 3 4 5
13. I have lost my USB.
1 2 3 4 5
14. The house which Mr. Kim lived in is too expensive.
1 2 3 4 5
15. Peter seems to have been sick.
1 2 3 4 5
16. Mr. Smith stopped smoking.
1 2 3 4 5
17. Joe can run faster than his older brother.
1 2 3 4 5
18. John might have passed the exam.
1 2 3 4 5
19. Joe was lent cars by the Watsons.
1 2 3 4 5
20. Tom does not know when his wife will come home.
1 2 3 4 5
21. U.S has held Olympics twice.
1 2 3 4 5
22. The men were paid \$200 to do the work.
1 2 3 4 5
23. If John had enough money, he could buy a bike.
1 2 3 4 5
24. Penny asked the clerk where the new books are.
1 2 3 4 5
25. The young boy has finished his homework.
1 2 3 4 5
26. No other student is heavier than Mike.
1 2 3 4 5
27. He cannot remember locking the door.
1 2 3 4 5
28. A dog was bitten by a cat.
1 2 3 4 5

APPENDIX 3

Input treatment material

아래 문단을 읽고 굵은 글씨로 되어있는 문장에 집중해서 읽어보세요.

You watched a movie yesterday. The movie wasn't very good. Actually, the movie put you to sleep. Your brother asked about the movie. How would you describe it?

→ It was a very boring movie.

Yesterday was Jenny's 18th birthday. His boyfriend John invited her to his house. John cooked Jenny Pizzas.

밑줄 친 문장을 Jenny의 입장에서 괄호 속의 단어를 사용하여 서술하십시오.

→ **Jenny was cooked Pizza by John.**

Kelly wanted a newspaper, so she went to the store. Why did she go to the store?

(She went to the store) to buy a newspaper.

I don't watch TV very often. Actually, **I seldom watch TV.**

A big fire broke out at a next door. A firefighter ran into there to rescue a little girl. However, the firefighter was also stuck due to flames. Few minutes later, Jane saved the firefighter.

밑줄 친 문장을 the firefighter를 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ **The firefighter was saved by Jane.**

The church is very old. It's older than all the other buildings in the town. In other words,

It's the oldest building in the town.

Jane forgot to bring books from her laboratory. She cannot go back to the laboratory now. Fortunately, Tom will bring Jane books.

밑줄 친 문장을 Jane을 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ **Jane will be brought books by Tom.**

"Who broke that window?" "Not me. **I didn't do it.**

I read a book last week. I started reading it on Monday. I finished it three days later.

I took me three days to read the book.

Carlos is here. He arrived here on Tuesday. **He has been here since Tuesday.**

Jack had a job interview. He was so nervous that he could not answer the question well. Fortunately, the boss employed Jack.

밑줄 친 문장을 Jack을 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ **Jack was employed by the boss.**

I like that jacket, but it's very expensive. (= it is expensive, so I'm not going to buy it)

If it were cheap, I would buy it.

It was the Eddie and Jenny's third date. They were sitting on the bench in the Central Park. Suddenly Jenny kissed Eddie.

밑줄 친 문장을 Eddie를 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ **Eddie was kissed by Jenny.**

It's 3 o'clock now. Tom will be here at 3:30.

Tom will be here in half an hour/ thirty minutes.

Willy's professor has a plan to hold a Christmas party. The professor

will make an invitation list. And the professor will invite Willy.
 밑줄 친 문장을 Willy를 주어로 괄호 속의 단어를 사용하여 바꾸시오.
 → **Willy will be invited by the professor.**

You don't like tea much, but you like coffee a lot.
I prefer coffee to tea.

It was the first day of college life. Kate was so delighted to meet a new roommate. She entered a room. They talked about themselves. The room mate asked Kate questions about her habits.
 밑줄 친 문장을 Kate를 주어로 괄호 속의 단어를 사용하여 바꾸시오.
 → **Kate was asked questions about her habits.**

You were supposed to call your girlfriend, but you didn't call her. Now, you regret not doing it. You say: **"I should have called her."**

Bill won the first prize at the speech test. It was a surprising result. On his arriving home, his parents praised Bill.
 밑줄 친 문장을 Bill을 주어로 괄호 속의 단어를 사용하여 바꾸시오.
 → **Bill was praised by his parents.**

You and Sue are going out together. You are waiting for her to get ready. Maybe she is ready now. You ask Sue: **"Are you ready yet?"**

My cousins visited my house. They felt boring. So I showed my cousins pictures of mine.
 밑줄 친 문장을 My cousins을 주어로 괄호 속의 단어를 사용하여 바꾸시오.
 → **My cousins were shown pictures of mine.**

Dan likes fast cars, but he doesn't have one. He doesn't have enough money.
If he had the money, he would buy a fast car.

When Emma arrives home, she is so tired. She wants to sit. Wow, there is a chair in front of her? What is she going to do?
 → **Emma is going to sit on a chair.**

Last Friday was John and Kate's 10th wedding anniversary. Kate wanted to give some presents to John. So, Kate gave John cakes.
 밑줄 친 문장을 John의 입장에서 괄호 속의 단어를 사용하여 바꾸시오.
 → **John was given cakes by Kate.**

APPENDIX 4

Output treatment material

아래 문단을 읽고 괄호 안의 단어를 사용하여 들어갈 문장을 완성하세요.

You watched a movie yesterday. The movie wasn't very good. Actually, the movie put you to sleep. Your brother asked about the movie. How would you describe it?

→ _____. (be)

Yesterday was Jenny's 18th birthday. His boyfriend John invited her to his house. John cooked Jenny Pizzas.

밑줄 친 문장을 Jenny의 입장에서 괄호 속의 단어를 사용하여 서술하십시오.

→ Jenny _____ . (cook)

Kelly wanted a newspaper, so she went to the store. Why did she go to the store? _____ . (buy)

I don't watch TV very often. Actually, I _____ . (seldom)

A big fire broke out at a next door. A firefighter ran into there to rescue a little girl. However, the firefighter was also stuck due to flames. Few minutes later, Jane saved the firefighter.

밑줄 친 문장을 the firefighter를 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ The firefighter _____ . (save)

The church is very old. It's older than all the other buildings in the town. In other words, _____ . (old)

Jane forgot to bring books from her laboratory. She cannot go back to the laboratory now. Fortunately, Tom will bring Jane books.

밑줄 친 문장을 Jane을 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ Jane _____ . (bring)

"Who broke that window?" "Not me. I _____ . (do)

I read a book last week. I started reading it on Monday. I finished it three days later.

It _____ . (take)

Carlos is here. He arrived here on Tuesday. He _____ . (since)

Jack had a job interview. He was so nervous that he could not answer the question well. Fortunately, the boss employed Jack.

밑줄 친 문장을 Jack을 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ Jack _____ . (employ)

I like that jacket, but it's very expensive. (= it is expensive, so I'm not going to buy it)

If it _____ . (cheap)

It was the Eddie and Jenny's third date. They were sitting on the bench in the Central Park. Suddenly Jenny kissed Eddie.

밑줄 친 문장을 Eddie를 주어로 괄호 속의 단어를 사용하여 바꾸시오.

→ Eddie _____ . (kiss)

It's 3 o'clock now. Tom will be here at 3:30.

Tom _____ . (be)

Willy's professor has a plan to hold a Christmas party. The professor will make an invitation list. And the professor will invite Willy.

밑줄 친 문장을 Willy를 주어로 괄호 속의 단어를 사용하여 바꾸시오.
→ Willy _____. (invite)

You don't like tea much, but you like coffee a lot.
I _____. (prefer)

It was the first day of college life. Kate was so delighted to meet a new roommate. She entered a room. They talked about themselves. The room mate asked Kate questions about her habits.
밑줄 친 문장을 Kate를 주어로 괄호 속의 단어를 사용하여 바꾸시오.
→ Kate _____. (ask)

You were supposed to call your girlfriend, but you didn't call her. Now, you regret not doing it. You say: "I _____." (call)

Bill won the first prize at the speech test. It was a surprising result. On his arriving home, his parents praised Bill.
밑줄 친 문장을 Bill을 주어로 괄호 속의 단어를 사용하여 바꾸시오.
→ Bill _____. (praise)

You and Sue are going out together. You are waiting for her to get ready. Maybe she is ready now. You ask Sue: "_____?" (yet)

My cousins visited my house. They felt boring. So I showed my cousins pictures of mine.
밑줄 친 문장을 My cousins을 주어로 괄호 속의 단어를 사용하여 바꾸시오.
→ My cousins _____. (show)

Dan likes fast cars, but he doesn't have one. He doesn't have enough money.
If he _____. (buy)

When Emma arrives home, she is so tired. She wants to sit. Wow, there is a chair in front of her? What is she going to do?
→ Emma _____. (sit)

Last Friday was John and Kate's 10th wedding anniversary. Kate wanted to give some presents to John. So, Kate gave John cakes.
밑줄 친 문장을 John의 입장에서 괄호 속의 단어를 사용하여 바꾸시오.
→ John _____. (give)

APPENDIX 5

Grammaticality judgment test (posttest)

주어진 문장이 얼마나 문법적인지 판단해 주세요. 1번으로 갈수록 비문법적인 문장이고 5번으로 갈수록 문법적인 문장입니다.

- Tommy is much taller than Jane.
1 2 3 4 5

2. Owen should have walked the dog.
1 2 3 4 5
3. My son is reading a book that I bought.
1 2 3 4 5
4. Jackson was sent presents by his fans.
1 2 3 4 5
5. Tom was hugged by Nate.
1 2 3 4 5
6. Ron has never been to China.
1 2 3 4 5
7. Ben who graduated from MIT teaches physics to the students.
1 2 3 4 5
8. A student is explaining why he was absent from school.
1 2 3 4 5
9. Hani was told stories about world war2.
1 2 3 4 5
10. Sue will be chased by Ben.
1 2 3 4 5
11. I am going home tomorrow.
1 2 3 4 5
12. Dan will want to know who that beautiful girl is.
1 2 3 4 5
13. Ken tried to open the window.
1 2 3 4 5
14. The English textbook is thicker than the math textbook.
1 2 3 4 5
15. Dan was offered jobs.
1 2 3 4 5
16. Hani has studied English since she was eleven.
1 2 3 4 5
17. Hans forgot to turn off the TV.
1 2 3 4 5
18. I want to see you again.
1 2 3 4 5
19. The student was taught English by a new teacher.
1 2 3 4 5
20. I cannot understand what Mary is talking about.
1 2 3 4 5
21. If Dan had a license, he could buy a car.
1 2 3 4 5
22. Tim doesn't know where the post office is.
1 2 3 4 5
23. Mary was followed by David.
1 2 3 4 5
24. Jack regrets spending her money on gambling.
1 2 3 4 5
25. Jack was hit by Don.
1 2 3 4 5
26. The driver must have been drunk.
1 2 3 4 5
27. We got on the train on time.
1 2 3 4 5
28. We were advised to go out.
1 2 3 4 5