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August 2014

Thesis for the Degree of Master

Experimental Study on Output Activities in Learning English Counterfactual Conditionals

Graduate School of Chosun University

Dep. of English Language & Literature

Cho, Youngji

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영어의 가정법과거완료 학습 시
산출(output) 활동에 대한 실험 연구

25th of August 2014

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Experimental Study on Output Activities in Learning English Counterfactual Conditionals

Supervised by professor Choi, Youngju

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TABLE OF CONTENTS

ABSTRACT

I. Introduction	1
II. Background of the study	3
A. Swain' s Output Hypothesis	3
B. Noticing Hypothesis	5
C. Krashen' s Input Hypothesis	7
D. Studies about Task Types for Output and Noticing	9
III. Research Questions	11
IV. Method	12
A. Participants	12
B. Linguistic target	13
C. Procedure	15
D. Results	21
IV. Conclusion	25

References

Appendixes

국 문 초 록

영어의 가정법과거완료 학습 시 산출(output) 활동에 대한 실험 연구

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조 영 지

지도교수 : 최 영 주

학습자들이 일상생활에 필요한 영어를 이해하고 사용할 수 있는 기본적인 의사소통을 신장하는 것이 우리나라 영어과 교육과정의 주요 목표이다. 영어의 정확성을 강조한 문법 교육의 필요성 또한 인정하고 있다. 의미와 의사소통에 중심을 둔 교수법으로는 유창성은 향상되었지만, 정확성이 길러지지 않았기 때문에 우리나라 교육현장에서 문법 지도의 필요성이 부각되고 있다. 학습자들이 의사소통 기능을 익히고 이를 실제적으로 사용하기 위해서는 의사소통 중심의 교육과 문법 교육을 적절히 조화시키는 것이 바람직할 것이다.

본 연구는 수준별 이동 수업이 시행되고 있는 고등학교에서 문법 수업 중, 영어의 가정법 과거완료가 쓰인 문장에 대한 수업을 진행할 때 출력(output) 활동이 각 집단에 얼마나 효과적인지 알아보고자 하였다. 또한, 그룹의 영어 능력 수준에 따라 같은 주제의 문법 수업에 적용될 수 있는 상대적으로 효과적인 출력(output) 활동이 존재하는지를 검증하는 것을 목적으로 하고 있다.

연구 대상은 광주광역시 서구에 소재한 D고등학교 2학년 학생 중 교내고사와 교외고사 성적을 바탕으로 성적 상위자 30명과 하위자 30명으로 수준별 반편성이 되어진 60명의 학생들이었다. 각각의 그룹은 교사의 주도로 20분 정도의 시간을 할애하여 가정법 과거완료에 대한 수업을 받았으며, 형성평가로 가정법 과거완료에 대한 간단한 문제도 풀었다. 12주 후, 모든 학생들은 실험 전 평가를 위한 pre-test를 받았고, 1주일 후 각 그룹의 학생들에게 2가지 종류의 출력(output) 활동이 주어졌다. 첫 번째 유형은 그림이 주어지지 않은 통제 작문이었다고, 두 번째 유형은 그림이 제시되며, 그림과 관련된 몇 개의 단어가 제시되는 통제 작문이었다. 각 그룹의 절반의 학생들이 첫 번째 유형의 출력 활동을 하였고, 나머지 절반의 학생들은 두 번째 유형의 출력 활동에

참여하였다. 출력 활동 후, 학생들의 질문에 대답하는 형태로 진행되는 간단한 피드백이 있었고, 일주일 후 출력활동이 학생들에게 미친 영향을 알아보기 위해 post-test를 실시하였다.

출력활동은 그 유형에 상관없이 성적 상위 집단의 학생들보다 하위 집단의 학생들에게 더 많은 영향을 미치는 것으로 밝혀졌다. 또한, 각 집단에 상대적으로 효율적으로 작용했던 특정 형태의 출력활동은 없는 것이 조사되었다. 고등학생들이 가정법과 거완료 효율적으로 학습할 수 있는 특정한 형태의 출력활동은 없다하더라도, 상위능력의 학습자들은 output의 기회가 상대적으로 덜 주어지는 교사주도의 명시적인 교수법도 어느 정도의 효과를 거둘 수 있지만, 하위능력의 학습자들에게는 충분한 output의 기회가 주어진다면 더욱 효율적인 학습이 이루어질 것이라는 결론을 내릴 수 있었다.

I . Introduction

A variety of methods to teach grammar effectively to L2 learners have been studied and designed. One of them was based on the Noticing Hypothesis (Schmidt, 1990, 1994) and accordingly the Output Hypothesis (Swain, 1985, 1995, 2000, 2005) became focused to extend inter-language grammar. Based on that, some researches focused on determining the proper methods and types which could promote learners' noticing and other studies researched the noticing function of output (Izumi, 2002) and focus on form (Doughty, 2001). Izumi researched the effects of output compared with comprehension tasks (2002) and Izumi and Bigelow determined the relative efficacy of different output tasks and input comprehension tasks (2000). Song, M. J. and Suh, B. R. focused the effects of output task types on Korean adults' noticing the grammar, which was thought to be especially problematic. Even though the issue dealt with in the study was intriguing enough, given the importance of meeting needs of current learners with various features, the issue should be presented that the need for differentiated instruction is supposed to be considered.

The present study attempted to determine the following issues, which could correspond to the Korean contemporary education field: the efficacy of two different types of output tasks (guide writing task and picture-cued writing task) for students of level-differentiated classes in noticing and learning the English past counterfactual conditional which was considered problematical for Korean EFL. Additionally, it was

investigated whether the effect of the output activities on students depending on their English proficiency differed from each other. In other words, based on the noticing function of the output, this study attempted to determine that more noticing occurred overall for learners who had the opportunity to produce output compared to those who did not. This focused not only the role and the efficacy of the output but also the difference of the effect depending on the type of output activities between a high proficiency group and a low proficiency group. Also, this investigated whether there was certain output activity which could have more effect on students of level-differentiated classes in learning English counterfactual conditional.

Sixty 2nd grade high school Korean students from Seogu, Gwangju participated in the experiment. They were divided into 4 groups; Group 1 & Group 2 each had 15 Korean high school students who got relatively higher scores in the national mock tests and the regular English tests within school bounds and Group 3 & Group 4 each had 15 students who got lower scores. Then, two kinds of tasks were assigned to them. Group 1 and 3 were assigned a task, Activity 1, while Group 2 and Group 3 were assigned a different task, Activity 2. This experiment was designed to investigate the existence of the most effective type of output activities for students of level-differentiated classes in learning the English past counterfactual conditional and the difference of the effect of output activities on students of level-differentiated classes in learning the English past counterfactual conditional depending on the students' ability. Based on the research findings, this study aimed to suggest pedagogic techniques which can be applied in the classroom when teaching grammar.

II. Background of the study

A. Swain's Output Hypothesis

The output hypothesis states that language learners will pay attention to phrases when they can attach meaning to them. The act of speaking or writing under certain conditions is made up of the process of the second language learning. Speaking the language is different from understanding the language. According to Swain, "language production may trigger learners' noticing of problems existing in their interlanguage. That is, output let learners "notice a gap between what they want to say and what they can say, leading them to recognize what they do not know, or only know partially."(Swain 1995: 125) In other words, under some circumstances, the activity of producing the target language may encourage second language learners to recognize cognitively some linguistic problems: it may focus their attention on something they need to find out in their second language. 'Pushing' learners to produce output that is precise, coherent and appropriate can induce learners to engage in the kind of bottom-up processing necessary for extending interlanguage grammar. Only the output makes learners move from semantic to synthetic processing, focusing on not only means of expression but also the use of the formal features that may not be

semantically meaningful and may not be noticeable for the learners.

There are three functions of the output hypothesis: 1. Noticing functions, which is the focus of the present study: The learners realize what they do not know or only partially know in their target language. They know what they want to say but are unable to communicate it. This is done through practice, verbally communicating in the second language in the classroom. 2. Hypothesis-testing function: It is when the learners provide statements realizing that the grammar is not always correct and they receive feedback in order to improve. This enables the learners to reformulate their statements. Interaction within the classroom with teacher and peers can assist the learners in improving their grammar. 3. Metalinguistic function: The learners reflect upon the language learned and this enables them to control their output and internalize their linguistic knowledge. After the first two functions, the learners should be able to internally reflect on what they have learned.

Swain's output hypothesis emphasizes students' "being pushed" to have verbal communication so they can acquire a second language faster. In a classroom, this may not be easy if there are shy students or the teacher doesn't give an ample amount of time for students to communicate. Often times, teachers will talk too much and not give students chances to talk amongst themselves or with the teacher. Also, for most students who are learning a second language, they are nervous to speak in that second language. When students are nervous, their language may not come out right, thus hampering the ability to verbally learn from the output hypothesis.

Krashen's Input Hypothesis and Swain's Output Hypothesis have many differences. All of differences should be reconsidered in the following points.

First, on the issue of language, learning is subconscious and conscious. To determine whether it is acquisition or learning is very difficult. Secondly, Krashen believed that learning does not coincide with acquisition.

B. Noticing Hypothesis

Noticing Hypothesis (Schmidt, 1990, 1994) acknowledges that noticing is a necessary and sufficient condition for subsequent acquisition. Without noticing, it is impossible for the conversion of input to intake, which he defines as "that part of the input that the learners notices"(Schmidt, 1990, p.139), and he argues that whether a learner attends deliberately to a linguistic form in the input or it is noticed purely unintentionally, once it is noticed, it becomes intake. And he suggests that what is noticed can be any aspect of language: lexicon, grammatical form, pragmatics, etc (Schmidt, 1990). It rules out the possibility of purely subliminal language learning; comprehensible input is a necessary but not sufficient condition for L2 development, which is certainly a heavy blow to Input Hypothesis and the Acculturation Model (Schumann, 1978), for both ignore the learner's effort to acquire target language and leave no room for formal teaching. Some advocate (Schmidt, 1990; Ellis, 1999; Swain, 1985, 1995; Long; 1981, 1983, 1985; McLaughlin, 1987) that there is no acquisition without awareness or noticing. While others (Truscott 1998) point out a weakness of noticing by suggesting that noticing is only necessary for the acquisition of meta linguistic

knowledge.

It is apparent that Schmidt's noticing hypothesis and its role in language acquisition has attracted some support as well as criticism. Ellis(1994, 1997), Lewis(1993) and Skehan(1998) in particular espouse the view that noticing accounts for the way in which input becomes intake prior to processing integration into a learner's developing inter-language system. Moreover, Gass(1988) asserts that noticing is the first stage of language acquisition, Batstone(1994) refers to the importance of noticing by describing it as the gateway to subsequent learning, and Lynch(2001) states that noticing is an important component of successful language learning. Similarly, Sharwood-Smith(1981), Rutherford(1987) and McLaughlin(1987) advocate that noticing a feature in the input is an essential first step in language processing. However, Sharwood-Smith, Rutherford and McLaughlin differ from Schmidt in that they consider that noticing a feature in input may be a conscious or an unconscious process. They dispute Schmidt and Frota's(1986) assertion that "noticing the gap" is in fact a conscious process. Ellis(1997) also considers controversial the claim that "noticing the gap" is a conscious process and acknowledges the validity of Krashen's(1982) argument that there are far too many features of language for them all to be acquired consciously. In addition, perhaps the most well-considered and detailed criticism comes from Truscott(1998) who concludes that the foundations of the hypothesis in cognitive psychology are weak and the hypothesis is not based on any rational theory of language. Instead, Truscott proposes a weaker view of noticing by suggesting that it is only necessary for the acquisition of metalinguistic knowledge: the ability to manipulate words, complete gap-fills, manipulate sentences, and state grammar rules. Truscott

is meticulous with regard to presenting and supporting his argument about formal instruction, noticing and metalinguistic knowledge through a review of the results of a wide range of empirical studies in second language acquisition. Theoretically then, it appears that noticing is considered by some authors to be an important initial process in inter-language development while others are critical in varying degrees.

According to advocates for this hypothesis, explicit grammar knowledge can foster the acquisition of implicit knowledge through noticing. Teachers can draw students' attention to certain language features of input through explicit instruction, increasing the frequency and perceptual salience of the structure, or designing tasks that require the students to notice a structure to complete it.

C. Krashen's Input Hypothesis

Back in 1980, Professor Krashen introduced a theory for learning a second language. Professor Krashen talks about five types of theories of second language learning, including the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis. In 1980, professor Krashen's theory made a huge impact, but as time passed, people started challenging his idea. In 1990, Professor Swain introduced the new output hypothesis of second language learning. His hypothesis has three ideas, including the noticing/triggering

function, the hypothesis-testing function, and the reflective function. The goal of the theory is to help people learn a new language.

The first of Krashen's hypotheses of second language learning is the Acquisition-Learning hypothesis, which is about two different ways to affect people's learning a second language. Second, the Monitor hypothesis considers the kind of relationship between Acquisition-Learning. The third hypothesis, the natural order hypothesis, argues that the acquisition of grammatical structures occurs in a predictable sequence. The fourth is the Affective Filter Theory, which accounts for the influence of affective factors on second language acquisition. The affective variables such as fear, nervousness, boredom, and resistance to change can impact the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind. Lastly, the Input hypothesis is the main idea of learning a second language. The Input hypothesis is to explain how the learner acquires a second language. "In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives the second language 'input' that is one step beyond his/her current stage of linguistic competence.

For understanding the input hypothesis of a second language, four types of second language learning characteristics should be understood. One is "comprehensive input": understanding the input language is a necessary condition for learning. If learners do not understand the transmission of language information, they cannot master the language, especially for a new

comer. Two, interest and relevance stress the importance of useful input for language acquisition, to process their content or activate acquisition motivation. Krashen believed that learners should use the acquisition process, just like children's learning their mother tongue. Three, non-grammar program arrangement includes the idea that language acquisition should have sufficient understanding of transmission, but, Krashen believed, according to the grammar teaching of procedural arrangements it is not necessary, because through contact with a lot of comprehensible input in a natural environment, natural language acquisition can be achieved. Four, insufficient input means that in learning new knowledge alone, a small amount of exercise or several language materials is not enough. Also, the extracurricular language environment gets more input and self-improvement by using language.

D. Studies about Task Types for Output and Noticing

Most researches in SLA seem to agree with the idea that the tasks can create the circumstances which help learners to restructure and develop the interlanguage; the characteristics of the tasks can affect learners' performance. Thus, the need of the relative effect of various output tasks should be empirically studied as to the noticing function of output suggested. Since Swain proposed the Output Hypothesis (1995, 1998, 2000, 2005), output has been thought as a significant factor to promote L2 learning (Izumi and Bigelow, 2000) as well as an end product of learning. In order to ensure that

learners will notice the target form during the output activities, it is necessary that teachers design in advance the proper output tasks for the target of instruction. Thus, the effect of task types given to learners is significant to many SLA teachers and researchers.

To investigate the noticing function, Izumi and Bigelow (2000) tried to examine the relative effects of different tasks, but they didn't explore the effect of the reconstruction and the essay-writing task as an independent variable, so that the relative efficacy of one output task type over the other couldn't be found clearly. To determine the relative efficacy, M. J. Song and B. R. Suh (2008) investigated the unique effect of each different output task by two independent experimental groups which consisted of fifty-two adult Korean EFL learners using a picture-cued writing task and a reconstruction task in noticing and learning of the English counterfactual conditional. It was clearly determined that the participants who received output opportunities during the treatments performed significantly better than those under the non-output condition in the production post-test, but no difference was found in the relative efficacy of the two output tasks.

Although the study of M. J. Song and B. R. Suh (2008) was remarkable enough in that they indicated that output practice was more effective on noticing of a target form when learners were provided with opportunities to participate in the syntactic processing without posing a high cognitive burden to attend to the content words or other functional words, the present study attempted to conduct the experiment on high school students, not adults, in the differentiated classes using the similar tasks and target form. In the sense that the importance of the differentiated instruction and form-focused instruction in senior high school gets more focused, the present study might

carry great significance in teaching English in high school where the ability of students is varied and the emphasis on the form gets made.

III. Research questions

This study was aimed to determine the efficacy of the output activities used to facilitate the learners in differentiated classes in learning the English counterfactual conditional. In other words, it was to identify that more noticing occurred overall in learning the English counterfactual conditional for learners of differentiated classes who had the opportunity to produce output compared to those who did not. Additionally, this study focused not only on the role and the efficacy of the output but also on the difference of the effect of each output activity on a high proficiency group and a low proficiency group. Also, it was to determine whether there was a certain output activity which could have more effect on students of level-differentiated classes in learning English counterfactual conditional. In short, the research questions are as follows :

1. To what degree can output influence L2 learners of level-differentiated classes in learning the English counterfactual conditional? Does a difference of the degree exist depending on learners' proficiency level?
2. Which output activity (reconstruction task and picture-cued writing

task) has more influence on L2 learners of level-differentiated classes in learning the English counterfactual conditional?

IV. Method

A. Participants

Sixty Korean students, who were in the second grade of high school in Seogu, Gwangju, participated in the experiment. Students and their parents in this area were comparatively interested in education and very eager to learn, which meant that most students had experience learning at private institutes. The high school chosen conducted differentiated classes for English. Four classes were divided into two high-proficiency classes and two low-proficiency classes depending on the students' previous academic records of the national mock tests and the regular English tests within school bounds. Both of them had four regular classes and two after-school classes in a week. One of the two high proficiency classes and one of the two low proficiency classes were chosen. The first group had thirty students who got relatively higher scores in the national mock tests and the regular English tests within school bounds and the second group had thirty students who got lower scores on the same tests. Then, each group was divided into two groups depending on the type of activity which they would be assigned to

do: the high proficiency group chosen was divided into group 1 and group 2, the low proficiency group into group 3 and group 4. In other words, Group 1 and Group 2 respectively had fifteen Korean high school students who got relatively higher scores in the national mock tests and the regular English tests within school bounds, whose level ranged from upper-intermediate to advanced; Group 3 and Group 4 respectively had fifteen students who got lower scores.

B. Linguistic Target

The linguistic target of this study was the counterfactual conditional in English (e.g., If I had listened to your advice, I could have avoided the accident). The counterfactual conditionals mention the impossibilities with regard to the past (Celce-Murcia and Larsen-Freeman, 1999, p.551). The difference between indicative and counterfactual conditionals, in a context of past time reference, can be illustrated with a pair of examples in which the if clause is in the past indicative in the first example but in the pluperfect subjunctive in the second:

- a. If John did not say the secret, then someone else did.
- b. If John had not said the secret, then someone else would have.

The protasis (the if clause) of the first sentence(a) may or may not be

true according to the speaker, so the apodosis (the then clause) also may or may not be true; the apodosis is said by the speaker to be true if the protasis is true. In this sentence, both the if clause and the then clause are in the past tense of the indicative mood. However, in the second sentence (b), the speaker is speaking with a certainty that John did say the secret (according to the speaker, the protasis is false), and therefore the main clause deals with the counterfactual result – what would have happened. In this sentence the if clause is in the pluperfect subjunctive form of the subjunctive mood, and the then clause is in the conditional perfect form of the conditional mood. The following are in the same case;

- c. If Emily had gone to see the soccer game, she could have seen Park Jisung.
- d. If Susan had had enough time, she would have gone with him.

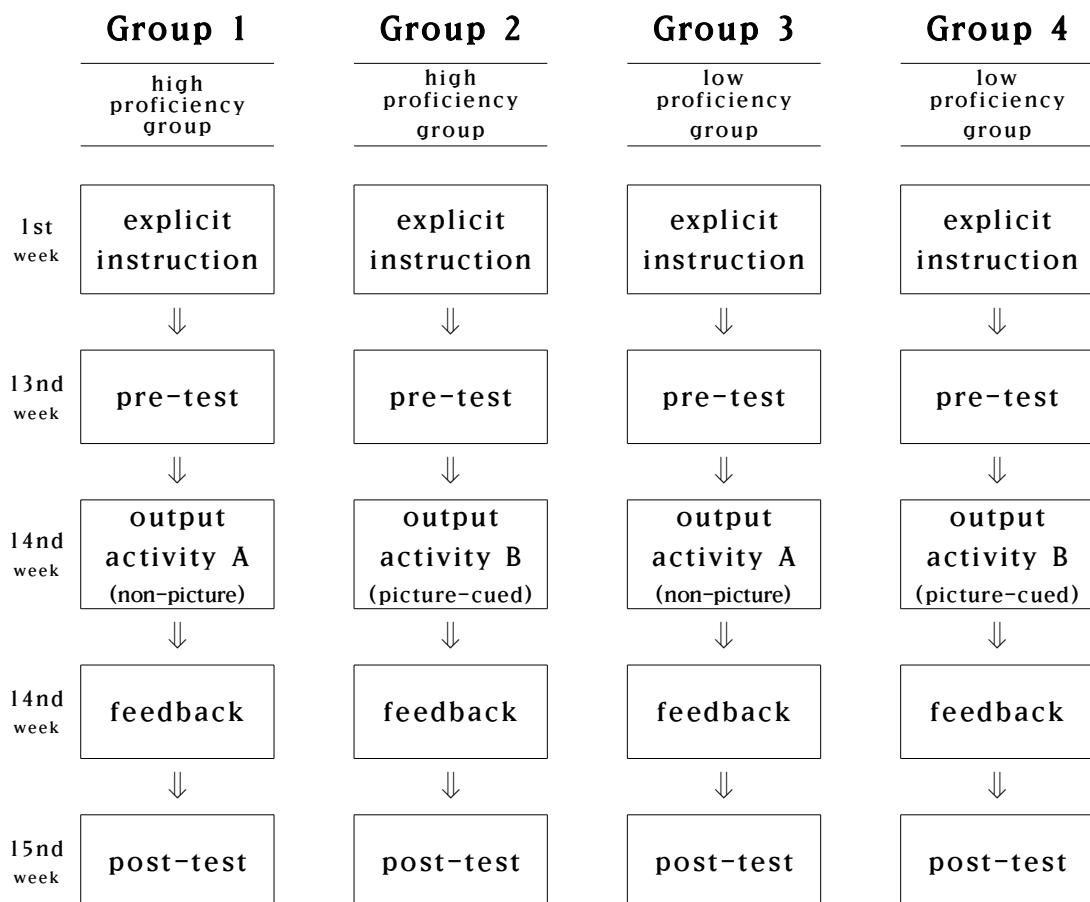
These are also showing the speaker's certainty that Emily didn't go to see the soccer game, so she couldn't see Park Jisung(c) and since Susan didn't have enough time, she didn't go with him (d).

The subjunctive mood dealt with during grammar classes of Korean high school is usually about counterfactual conditionals. In addition, this grammatical part includes syntactic and semantic complexities which are especially thought to be difficult by EFL learners in Korea. This is the reason for choosing this structure as the linguistic target. The past form refers to the present time, and the past perfect form refers to the past time in the sentences. It is essential that learners should thoroughly understand not only English modals but also the tense for the form to be acquired. In

other words, it was not easy to match its form and meaning, unlike Korean's counterfactual conditionals, thus making it difficult for Korean L2 learners to understand the meaning and use the accurate form of the counterfactual conditional in English.

C. Procedure

[Table 1. the procedure of this experiment]



This research was done for fifteen weeks. First, students were taught the English counterfactual conditional by the teacher's taking the lead in the differentiated class. The textbook used was one of the grammar books which were written in Korean and used for the Korean SAT. The book consisted of eighteen units, and the unit for the counterfactual conditional was suggested in the fifth. It took about forty-five minutes to teach the unit dealing with the conditional. It took about forty-five minutes to teach counterfactual conditional using the textbook chosen. The class continued in its course with a detailed explanation by the teacher, reading the example sentences of the text book. The sample sentences suggested were the following:

- e. If they had been found carrying illegal mail, they could have been sentenced to hard labor.
- f. If he had told me about the problem, I would have helped.
- g. If I had seen Janet in the market, I would have called you.
- h. If it had not rained, we could have had lunch in the garden.

Twelve weeks later, which was one week prior to the treatment, all the participants took the pre-test as shown in Appendix 1 for ten minutes. The test was similar to the national mock test and it contained questions of various target forms, while subjects did not notice they were participating in the test. The passages for questions and the questions' type were based on the national mock tests. The test included four separated passages, which had respectively two questions; one question's aim was to check the students' understanding of the target form, the other was to check the comprehension of the contents.

Additionally meanings of the words which might interfere with the understanding of the paragraphs were provided so that the degree of difficulty of words in each paragraph couldn't influence the results. Following is one part of the pre-test.

[the example of the pre-test]

<p>※ Read the passage and answer the questions. (1~2)</p> <p>Yesterday protesters managed to delay work on the Oldbury bypass. Protest leader Alison Compton <u>Ⓐ</u>defending the action by members of the Green World group. "If we don't protest, soon there'll be no countryside left," she told reporters. The bypass is now well behind schedule, and if the protesters <u>Ⓓ</u>don't hold up the work so often, it would have opened two months ago. "If these fields disappear, we'll never see them again," said Ms. Compton. "Why can't we use public transport? If more people traveled on buses and trains, we wouldn't need new roads." And she added that if the motor car had never existed, this kind of situation might not <u>Ⓒ</u>occur.</p> <p>1. Correct the underlined expressions which are wrong.</p> <p>2. Which is NOT true about the passage?</p> <p>① Alison은 Green World 단체 회원들의 우회도로 반대 행동을 옹호했다. (Alison supported the action by members of the Green world group.)</p> <p>② Green World의 항의가 아니라면, 전원지역이 남아있지 않게 될 것이다. (Without the protest of Green World, there wouldn't be countryside left.)</p> <p>③ 항의자들의 행동에도 불구하고, 우회로는 두 달 전에 개통되었다.</p>	<p>bypass 우회로 defend 옹호하다, 지지하다 hold up 지연시키다, 방해하다</p>
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<p>(Despite the protesters, the bypass was opened for traffic two months ago.)</p> <p>④ 이동할 때 대중교통을 이용한다면 새 우회도로는 필요 없을 것이다.</p> <p>(If public transportation is used for moving, new bypass will be useless.)</p> <p>⑤ 자동차가 존재하지 않았더라면 이런 상황은 발생하지 않았을 지도 모른다.</p> <p>(Without cars, this wouldn't happen.)</p>	
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Then, one week later, group 1 and group 3 performed an output activity(i.e., Activity A), and the group 2 and group 4 performed another activity(i.e., Activity B). Activity A was a reconstruction writing task, which had 4 stories and asked participants to make one sentence for each story using an *if*- clause and given expressions(see Appendix 2).

[the example of Activity A]

1. Tommy ate dinner at Outback Steak House with his girlfriend, Ann, last evening. The dinner was not bad, but after dinner, Ann said that she liked Bulgogi best. Tommy regretted that he hadn't brought her to *Bulgogi Brothers*.

"If I _____, she _____."

[bring to her another restaurant / be more satisfied with the dinner]

Meanwhile, Activity B included four pictures with some short expressions, and participants were asked to complete the guided writing based on the given expression for each picture. The picture cued writing was to

reduce the possible heavy cognitive burden on the participants and lessen the memory load of remembering a story.(Appendix 3).

[the example of Activity B]

Look at the pictures and make sentences using the expressions given, starting with "If - "

1.



If _____,
_____.

[Jin / study hard / pass the last exam]

The participants in all groups carried out the activities for about 20 minutes, and then they got feedback from an instructor. One week later, a post-test was taken by all groups. The form of the test was similar to the pre-test, but the context was different. Also, it was meant for students not to notice they were tested.

Post-test was taken by all groups, one week later. The form of the test was similar to the pre-test, which was similar to the national mock test, but the context was different (Appendix 4). Also, it was taken for ten minutes and mixed with other grammatical points in order to ensure that participants weren't aware that they were being tested and the meanings of the words which might interfere with the understanding of the paragraphs were

provided.

[the example of the post-test]

※ Read the passage and answer the questions. (7~8)

Floods are very common in our country. Every summer we hear of floods that have washed away towns or communities. Such floods cause great damage to property. Often there is loss of life. Some of these floods might have been prevented if native forests (A)[were / had been] still standing. Streams usually begin in mountains or hills. They overflow when the summer rains come and the rainy season sets in. If the mountains or hills are covered with large trees, the soil under the trees becomes carpeted with leaves. This thick layer of leaves acts as a sponge, (B)[holds / holding] the water. In places in which the trees have been cut down, there are no leaves to hold the water back. So it rushes down over the surface into the streams (C)[and / if] they overflow. Thus, there is a definite relationship between forests and floods.

common 흔한
 wash away 휩쓸어 버리다
 community 지역사회
 damage 손해
 property 재산
 prevent 예방하다
 overflow 넘쳐흐르다
 set in 시작하다
 carpet ~를 온통 뒤덮다
 layer 층, 겹
 rush 흘러내려가다

1. Choose respectively the proper word from (A), (B) and (C)

2. Read the sentences and write T/F.

- ① 우리나라의 여름철에는 재산상 커다란 손실을 초래하는 홍수가 발생한다.
 (During summer, there are floods which result in financial risk in Korea.)
- ② 우리나라의 홍수는 본래의 산림이 있었다라도 막을 수 없는 것들이 많다.
 (Some floods might have been prevented with native forests in Korea.)
- ③ 산이나 언덕에서 시작하는 시냇물이 범람하여 홍수를 발생시킨다.
 (Streams which begin in mountains or hills overflow.)

-
- ④ 산이나 언덕에 덮여있는 낙엽 층은 홍수의 피해를 줄이는 데 도움이 된다.
(Thick layer of leaves helps to reduce the risk of floods.)
- ⑤ 삼림과 홍수 사이에는 명백한 관계가 존재한다.
(There is a definite relationship between forests and floods.)
-

D. Results

The results of the pre- and post-tests were analyzed. Ranges for rating were set based on percentages which participants got from each test. From the percent of 100 to 76 was A, from 75 to 51 was B, from 50 to 26 was C, from 25 to 1 was D, and 0 was E. And then, the rate was respectively replaced with a score of 4 for A, 3 for B, 2 for C, 1 for D, and 0 for E (see Table 2).

[Table 2. rating and scoring depending on the result of each test]

result (%)	100 ~ 76	75 ~ 51	50 ~ 26	25 ~ 1	0
rate	A	B	C	D	E
score	4	3	2	1	0

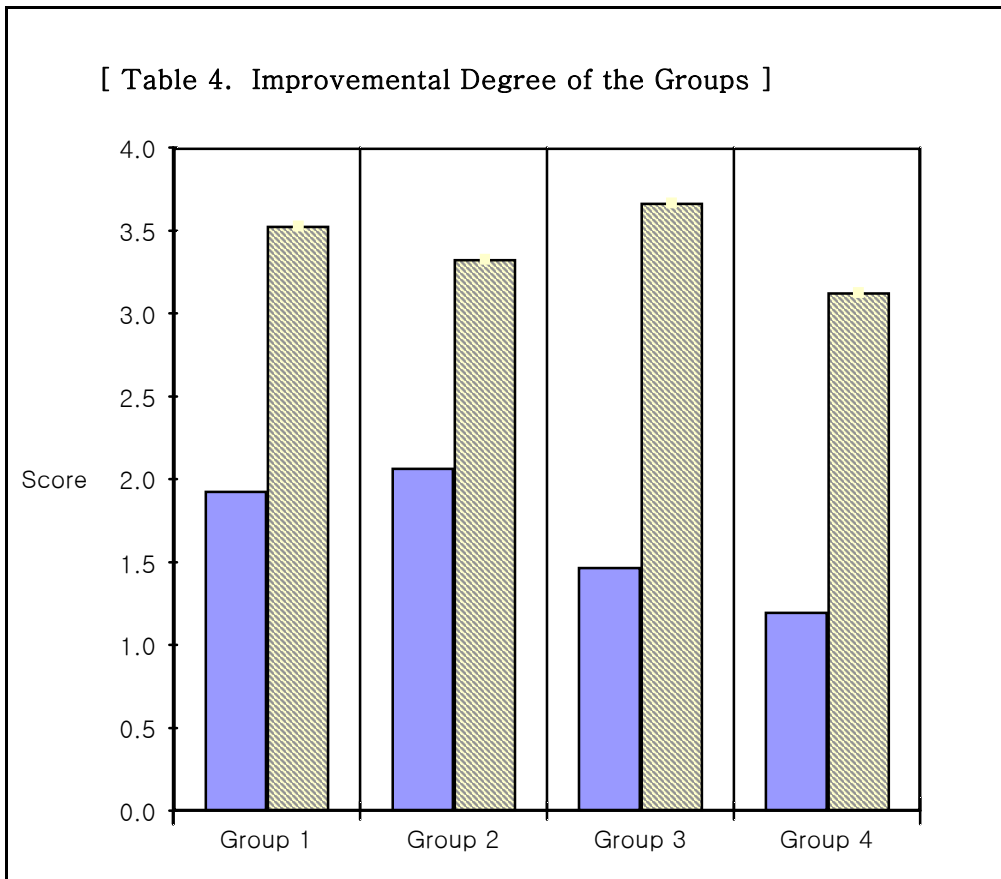
[Table 3. comparison of the result between the groups]

partici- pant	Group 1 (High Proficiency Group)		Group 2 (High Proficiency Group)		Group 3 (Low Proficiency Group)		Group 4 (Low Proficiency Group)	
	Activity A (non-picture)		Activity B (picture-cued)		Activity A (non-picture)		Activity B (picture-cued)	
	pre-test	post-te st	pre-test	post-te st	pre-test	post-te st	pre-test	post-te st
1	D 1	B 3	D 1	A 4	C 2	A 4	D 1	C 2
2	D 1	B 3	B 3	A 4	C 2	A 4	D 1	B 3
3	D 1	B 3	C 2	B 3	D 1	B 3	D 1	C 2
4	D 1	A 4	B 3	A 4	D 1	A 4	D 1	C 2
5	C 2	A 4	C 2	B 3	D 1	B 3	C 2	A 4
6	C 2	B 3	E 0	C 2	D 1	B 3	D 1	A 4
7	B 3	A 4	D 1	A 4	D 1	A 4	D 1	A 4
8	D 1	B 3	B 3	B 3	C 2	A 4	D 1	A 4
9	C 2	B 3	B 3	B 3	D 1	A 4	D 1	C 2
10	C 2	A 4	B 3	A 4	D 1	A 4	D 1	A 4
11	B 3	A 4	C 2	C 2	D 1	B 3	C 2	B 3
12	B 3	A 4	C 2	A 4	C 2	A 4	D 1	A 4
13	B 3	A 4	C 2	A 4	C 2	A 4	D 1	A 4
14	C 2	B 3	C 2	B 3	C 2	B 3	C 2	A 4
15	C 2	A 4	C 2	B 3	C 2	A 4	D 1	D 1
Avge.	1.93	3.50	2.07	3.36	1.43	3.64	1.21	3.29
degree of increase	1.6		1.26		2.2		1.93	

After excluding the unreliable results, the rest of the results, which were reliable, were referred to in researching the questions of this study. The first question of the effect of the output activities - To what degree can output influence L2 learners of level-differentiated classes in learning the English counterfactual conditional? Does a difference of the degree exist depending on

learners' proficiency level? - were identified. After the output activity, the average score of the Group 1 was 3.53, that of Group 2 was 3.33, that of Group 3 was 3.67 and that of Group 4 was 3.13, while before the output activity, the average score of the Group 1 was 1.93, that of Group 2 was 2.07, that of Group 3 was 1.47 and that of Group 4 was 1.20 (see Table 3, appendix 5). The average degree of the improvement was respectively 1.43 in high proficiency groups (Group 1, 2) and 2.07 in low proficiency groups (Group 3, 4). Even the figure, 3.64, showing the result of the low proficiency group after activity 1 (non-picture cued guide writing) was higher than that of the high proficiency group. This meant that the output activity had more influence on low proficiency groups than high proficiency ones.

And the answer for the second question regarding the type of output activities depending on the proficiency level of students - Which output activity (reconstruction task and picture-cued writing task) has more influence on L2 learners of level-differentiated classes in learning the English counterfactual conditional - was as follows. As shown in Table 3, the improvement scores of Groups 1 and 3 which were assigned Activity A (non-picture cued guide writing) were respectively 1.60 and 2.20, comparing to 1.26 and 1.93 of Groups 3 and 4 which were assigned Activity B (picture-cued task). That is, between the groups whose proficiency level was similar, the efficacy of activity A (non-picture cued guide writing) on students' learning the English counterfactual conditional was bigger than that of activity B (picture cued writing).



As seen from Table 4, all of the groups improved their comprehension of the English counterfactual conditionals. Among them, the group who showed the biggest degree of comprehension for the target form was Group 3, which was made up of the students with the low proficiency level and assigned non-picture tasks. The post-test's scores of Group 3 were higher than that of Group 1 who performed the same tasks, even though Group 1 consisted of students with higher-proficiency level.

V. Conclusion

In this study, the experiment on learning the English counterfactual conditional was carried out with four groups of English learners in a Korean high school. The aims of this research were to investigate how much influence output activities have on L2 learners' learning the English counterfactual conditional and whether there existed a certain output activity which could have more influence on learning the English counterfactual conditional depending on the proficiency level of L2 learners.

Fifteen Korean high school students, who got relatively higher scores in the national mock tests and the regular English tests within school bounds, whose level was ranged from upper-intermediate to advanced, belonged to Group 1 and another fifteen Korean students with similar English proficiency in the same high school belonged to Group 2; fifteen students, who got lower scores in the national mock tests and the regular English tests within school bounds, belonged to Group 3 and another fifteen Korean students with similar English proficiency in the same high school was Group 4.

The activities experimented with included two types of tasks; while one was picture-cued writing about the English counterfactual conditional, with pictures helping students to reduce the burden of memorizing the story, the other was a non-picture reconstruction writing task using the English counterfactual conditional. After the tasks were carried out, simple feedback was given to the students as needed.

The results of the experiment were 1) after the output activity,

regardless of the type of activity, the degree of understanding of the English counterfactual conditional was improved 2) the output activities had more influence on low proficiency students than high proficiency students in learning the English counterfactual conditional, and 3) regardless of the proficiency level of the participants, guided writing activity without any pictures had a little more influence on on learning the English counterfactual conditional, but the difference of the effect depending on the type of activities was slight, thus seeming to be more or less insignificant.

Taking all this into account, Swain's Output Hypothesis (1995) was confirmed that language production may trigger learners' noticing of problems existing in their interlanguage. The effect of output activities would be more effective on low proficiency students in learning grammar as well. However, unlike the prior expectation that the task with pictures would increase the chance of noticing and learning the English counterfactual conditional, the task without pictures was more effective than that with pictures. Even the difference between the two types of tasks was so slight that the relative efficacy of the task couldn't be certainly determined. Even though it was not certainly confirmed whether a more effective type of output activities depending on the proficiency level of students might exist for differentiated instruction, it is still important that each learner is unique, students have various ability levels and an abundance of interests, and an assortment of learning profiles needs to be differed, thus, requiring differentiated instructional opportunities (Heacox, 2002).

Although it is difficult to determine the most effective output, the role of the output activities in learning the second language is still significant, thus the instructors should encourage students to effectively learn the second

language through a variety of meaningful output activities in the real educational field. Additionally, unlike students who have a high proficiency level in English, for those who have low proficiency level the exposure to the opportunities of output activities encourages them to learn the English form more quickly and easily than by just giving explicit knowledge, thus students, especially students who have low proficiency level, should be exposed to lots of opportunities for output during learning an English form.

This study was conducted with only two kinds of activities and a relatively small number of subjects. Future research to compensate for these limitations should be carried out in order to determine more accurately the suitability of the output activities for differentiated instruction.

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