

# EXAMINING STUDENTS' INTERLANGUAGE IN TESOL PASSIVE VOICE LEARNING AND ITS IMPLICATIONS FOR TEACHERS

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## ABSTRACT

*Interlanguage (IL) theory and Error Analysis elucidate many questions appearing in the process of second/foreign language learning. Their main contribution is not only the reassessment of Contrastive Analysis but also the reorientation of learners' errors in SLA. The passive voice is one of the grammar structures for Chinese TESOL learners to learn. Learners create their own IL in L2 learning and achieve the target language proficiency gradually. Learners of English passive voice are no exception, but few investigations have concentrated on Chinese students' learning of EFL passive voice hitherto in light of IL theory. This article analyzes students' errors in passive voice learning, deducing six kinds of IL, which demonstrates the stages of their learning this structure. Instruction may help students get through their learning stages more quickly though it can do little to change the sequence of learning; therefore The result has some implications for EFL teachers. First, facing students' errors, they cannot be either error-avoided or error-ignorant; second, they should provide the students with comprehensible target language input; finally, they should arouse and develop students interest in language learning so that they may lay a good foundation for their learning in the future.*

## Introduction

The Chinese EFL students begin to study the passive voice (PV) in the last semester of junior school (Shanghai) or in the last but one semester of junior school and the first one of senior school (all provinces except a few such as Shanghai and Beijing). By and large, local edition textbooks are a little more difficult than the nationwide textbook. The students in Shanghai finish learning all the basic types of PV in junior school but PV is divided into two stages to study for the students using a different textbook. A.J.Thomson (1987) defined the PV as: "The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The agent is very often not mentioned. When it is mentioned it is preceded by **by** and placed at the end of the clause." For English native speaking students, it is easy to understand and acquire just as we Chinese learners acquire Chinese. How do Chinese learners learn the English PV?

English PV is used frequently and in many genres for the reason that in English the verb voice are divided into two kinds only: PV and the active voice (AV). Such being the case, an English learner must learn PV well; otherwise, it would be impossible for him to learn English well and achieve the target language (TL) proficiency. In junior school, PV is one of the most important grammar structures so that it is studied by the students who use the textbook of the People's Education Press in almost the whole first term of Grade 3 and by the students who use the textbook of Shanghai edition in

almost the whole second term in Grade 3. From the arrangement of the textbooks, it's clear that PV is not so easy a grammar point for Chinese EFL beginners to learn. On the whole, junior school students are beginners though they have studied EFL for several years since the primary school. I asked some middle school teachers about their opinions of their students' learning PV. "A difficult structure and they make a lot of mistakes," replied the teachers. I become interested in studying the students' learning PV.

### **Research**

In order to investigate it and illuminate some aspects of the process of the students' PV acquisition, I carried out a small-scaled research. Ninety students were involved in the research as the subjects to do several PV exercises. Among the 90 students, 60 were Junior Grade 3 (JG3) students studying in Shanghai, while the other 30 were Senior Grade 1 (SG1) students in Jiangxi province. The JG3 students were at the second semester of the grade which was also the last term of junior school. They have been studying PV since the beginning of the term when they were required to learn PV in the simple present tense, PV in the simple past tense, PV in the simple future tense and PV in the simple present tense with a modal verb. By the time when I tested them, they had studied the first three kinds of PV and were studying the last one. The SG1 students were at the second term of senior school, one grade senior to JG3 students. They studied PV in the simple present tense, PV in the simple past tense, PV in the simple present tense with a modal verb in the first term of JG3 and continued to study PV in the simple future tense and the present perfect PV. Since they were then in the second semester, they had finished all the basic types of PV. Considering they either were studying PV or had finished studying before long, they were the best subjects for my study. I selected four English AV sentences for JG3 students to change into PV ones and three Chinese PV sentences for SG1 students to translate into English.

The approaches used in my research were constituent or analytic and heuristic or hypothesis-generating. Constituent approach focuses on the role of the constituent parts that make up the total phenomenon; it identifies and investigates a single factor or a cluster of factors which at some level are constituents of one of the major systems. My research was heuristic in that I observed and recorded some aspect or context of second language (here PV). The data were collected in an attempt to include as much of the contextual information as possible. These data would then be categorized or analyzed or written descriptively. The result of the research would be the formulations of hypotheses. I conducted the research based on the following theories:

1. Swain's Output Hypothesis (1985)

In the teaching of second/foreign languages (L2) all over the world, producing the TL, or output, has long been considered as forming an important part of language learning. The output hypothesis postulates active roles played by output in overall SLA processes. Swain argued that what L2 students need are not only comprehensible input, but comprehensible output if they are to improve both fluency and accuracy in their learning. Output provides opportunities for developing automaticity in language

use. In order to develop speedy access to extend L2 knowledge for fluent productive performance, learners need opportunities to use their knowledge in meaningful contexts, and this naturally requires output. In producing the TL, learners may notice a gap between what they want to say or write and what they can say or write, leading them to recognize what they do not know, or know only partially. The recognition of problems may then prompt the learners to attend to the relevant information in the input, which will trigger their L2 learning. What I tested and asked the students to do was their written output, which would help me investigating their PV learning and as well help the students be aware of what they don't know or what they know partially so that it would trigger their L2 acquisition.

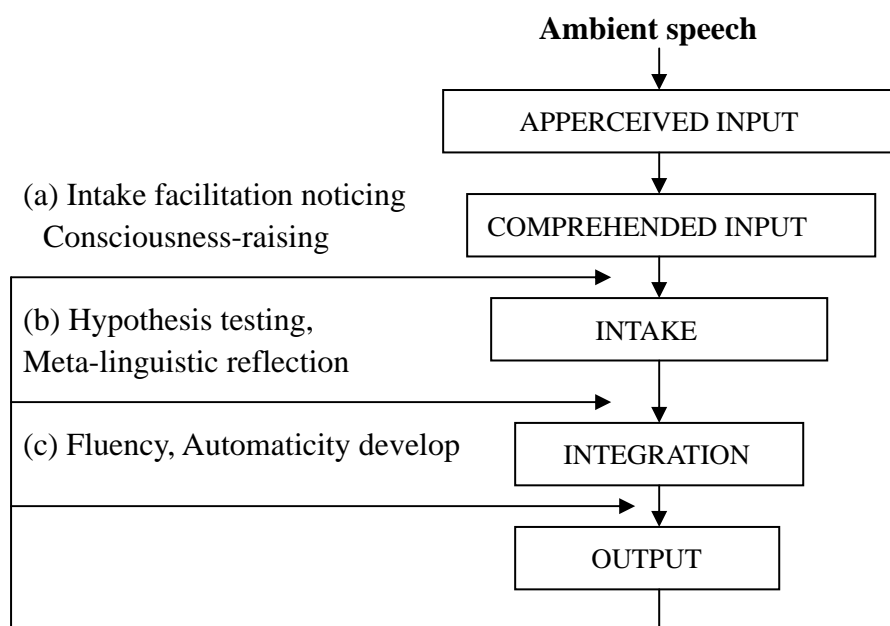


Figure 1: Izumi's model of output as an active component in the SLA process

## 2. Krashen's Natural Order Hypothesis and Chomsky's Universal Grammar

Universal Grammar is a term for abstract principles that comprise a child's innate knowledge of language and that guide L1 acquisition. When Chomsky's work first emerged, it offered some very exciting possibilities to psychologists and those interested in child development. R. Brown observed that children acquire L1 according to a regular "grammatical morphemes order". Krashen (1983) held that if language acquisition is powered by a specific program, and if this program is innate, we would expect all language acquirers to move along the same pathway to mastery. There would be a predictable and necessary sequence of SLA; and adults learning English as an L2 would, all things being equal, follow the same pathway as children while acquiring L1, i.e., the "grammatical morphemes order", hence Natural Order Hypothesis. I don't know whether it is true for Chinese EFL students in PV learning.

## 3. Error Analysis: S. P. Corder (1973)

Error Analysis is the reassessment of the Contrastive Analysis Hypothesis. In accordance with to this theory, all language learners make mistakes. Language learners, Corder discovered, commit two kinds of mistakes and he distinguished the

two mistakes. One is lapses, which can also be called slips of the tongue or slips of the pen. Lapses are deviant sentences that are the result of processing limitations rather than lack of competence. The likelihood of our making mistakes of this kind increases when we are tired, nervous, or in some sort of situation of stress or uncertainty, or when our attention is divided, or we are absorbed in some non-linguistic activity. Native speakers frequently make this kind of mistake when they make slips or false starts or confusions of structure. Another type of mistake is errors. Mistakes of this sort are breaches of rules of code; they are deviant sentences that are the result of lack of competence. L2 learners are liable to errors since that their utterances result in being unacceptable and appear as breaches of the code. Errors are not physical failures but the sign of an imperfect knowledge of the code. The learners have not yet internalized the formation rules of the second language. Native speakers may also make errors but they are able to correct their own errors; nevertheless, L2 learners cannot by any means always do so. Error Analysis elevates the status of errors from undesirability to that of a guide to the inner workings of the language learning process.

4. Interlanguage theories: Selinker (1969, 1972), Hatch (1978), Stern (1983), Tarone (1983) and Ellis (1985, 1997)

Interlanguage (IL) is a systematic knowledge of the L2 that is independent of both the TL and the learner's L1. It is unique. It is a structured and interlocking system which the learner constructs at a given stage in his development. An L2 learner, at any particular moment in his learning sequence, is using a language system which is neither the L1, nor the L2. It is a third language, with its own grammar, its own lexicon and so on. The rules used by the learner are to be found in neither his own mother tongue, nor in the TL. In 1967 Corder suggested that a better understanding of language learning would come from a more systematic investigation of learners' errors by discovering the 'built-in syllabus' of the language learner. Many efforts of the following decades were in fact directed to discovering the natural sequence of L2 learning.

IL was coined by the American linguist Selinker when he was giving a lecture at the University of Edinburgh in 1969. In 1972, he used the term formally in his article "Interlanguage" published in *International Review of Applied Linguistics*. After that, the term was recognized all over the world and many a scholar has been engaged in the research of this field. IL studies, as we know now, were initiated in the seventies. It is in effect attempts to understand the characteristics of the proficiency of language learning. When a learner's English competence is still far from TL, we should think of the learner not as someone who fails to speak the language he is learning, but as someone who successfully speaks the IL that he has constructed.

Various alternative terms have been used by different researchers to refer to the same phenomenon as IL, saying, approximative systems (Nemser 1971), idiosyncratic dialects and transitional competence (Corder 1973). The features of IL are permeable, dynamic and systematic. The learners' language at any one stage is not fixed, but is open to amendment and open to influence from the outside (i.e. through the input and the output) and the inside. L2 learners change their grammar from one time to another

and construct a series of mental grammars or IIs as they gradually increase the complexity of their L2 knowledge. They slowly introduce a new rule to their established interim systems first in one context and then in another. This demonstrates the inherent instability of IL and its inner propensity for change; nonetheless, the change is not at random or haphazard. He bases his performance plans on his existing rule system in much the same way the native speaker bases his plans on his internalized knowledge of the L1 system. Hatch's view of IL are: "while each learner's IL may develop systematically, the system is not invariant; while there is a good deal of argument about the degree of systematicity, the move from the beginning stages to fluency is not random." (Stern 1983: p355).

This research was trying to answer the following questions:

**1. What kinds of IIs do students possibly construct while they are learning English PV?**

**2. What implications does the finding have for EFL teachers?**

The students in my research were at different proficiency: not good or poor (10 JG3+ 5 SG1 students), just so-so or medium-proficient (36+19) and near-top (14+6). I knew their approximate competence by interviewing and by a small pretest of asking them some questions about what they had studied before and asking them to do 2 or 3 exercises. The students' English competence was not good because their mark in the tests in their school were below 60 (total mark was 100) frequently, ranking one of the worst several students; little could they remember what they had learned clearly and they made various mistakes in the pretest; all of the JG3 students applied for vocational school after graduating from junior school while most of the SG1 students were in the common classes in the common senior school. The medium-proficient students were those whose results of examination in the class ranked in the middle; made less mistakes than the poor ones in the small pretest; most of JG3 students applied for senior school and some vocational school and all of SG1 students were in common senior school. The students were near-top inasmuch as they ranked better than the medium students but not the best definitely; they also made mistakes in the pretest, but the mistakes were fewer; all of the JG3 students applied for senior school; in SG1 group 3 from the key class of the common senior school and 3 from the common class in the key senior school in the local district, their English proficiency being similar. After that, I gave each of JG3 students a piece paper in which four English AV sentences were required to change into PV; I gave each of SG1 students a piece of paper, too, in which three sentences were written. They were Chinese PV sentences that had to be translated into English. Given that these exercises were selected from either their textbooks or the relevant exercises books, they were by no means beyond the students' competence. The rules for doing the exercises were that everyone had to finish each of the exercises independently, not to ask other students for help or look up the answers in books; besides, they had to check the answers carefully before handing them in to me, making sure the answers were correct or they couldn't find any mistake at all. I oversaw the whole process. Therefore, the students, I dare say, did the exercises on their own. In the end, I corrected the answers and analyzed the results only to find that the mistakes they had committed were much

more than I had expected.

Below I am to list all the possible answers (because I intended to examine the students' PV, all other mistakes, except those related to PV, are excluded.

JG3 students: Change the following into the PV.

Original sentence: A) Many people visit the Great Wall over the world.

Answers:

- 1) Many people visited the Great Wall over the world. (2 students) \*
- 2) Many people are visit the Great Wall over the world. (5). \*
  
- 3) Many people are visited the Great Wall over the world. (8) \*
- 4) The Great Wall visits many people over the world. (14) \*
- 5) The Great Wall visited by many people over the world. (3) \*
- 6) The Great Wall be visit by many people over the world. (5) \*
- 7) The Great Wall be visited by many people over the world. (11) \*
- 8) The Great Wall is visit by many people over the world. (5)
- 9) The Great Wall is visited to/for many people over the world. (16) \*
  
- 10) The Great Wall is visited by many people over the world. (7) ✓

B) The two boys took the thief to the police.

In addition to the above-like answers, the students worked out the answers as follows:

- 12) The thief was took/taked to the police by the two boys. (35) \*
- 13) The thief is taken to the police by the two boys. (17) \*
  
- 11.1) The thief was taken to the police by the two boys. (7) ✓

C) They will bring the newspaper to us tomorrow morning.

- 14) The newspaper is will bring to us by them tomorrow morning. (4) \*
- 15) The newspaper will is bring to us by them tomorrow morning. (7) \*
- 16) The newspaper be will brought to us by them tomorrow morning. (10) \*
- 17) The newspaper will be bring to us by them tomorrow morning. (8) \*
- 12.1) The newspaper will be bringed to us by them tomorrow morning. (29) \*
- 18) The newspaper will be brought to us by they/their tomorrow morning. (19) \*
  
- 11.2) The newspaper will be brought to us by them tomorrow morning (5) ✓

D) We should use English throughout the class.

The answers to it were similar to those to C), for instance:

- 18.1) English should be used by we/our throughout the class. (19) \*
- 12.2) English should be used by us throughout the class. (15) \*
  
- 11.3) English should be used by us throughout the class . (2) ✓

SG1 students: Put the following into English.

Original sentence: 1. 那些苹果被我们吃了。

Answers: 1.1) Those apples were eaten by us. (3 students) \*

1.2) Those apples were ate by us. (9) \*

1.3) Those apples were eaten by we. (3)\*

1.4) Those apples were eaten by us. (18) ✓

2. 越来越多的国际商业信件将用英语书写。

2.1) More and more international business letters be will written in English (15) \*

2.2) More and more international business letters will be written by English. (10) \*

2.3) More and more international business letters will be written in English. (10) ✓

3 . 五十多人已经派往国外学计算机科学。

3.1 ) More than 50 people send abroad to study computer science. (1) \*

3.2 ) More than 50 people sent abroad to study computer science. (2) \*

3.3 ) More than 50 people have sent abroad to study computer science. (9) \*

3.4 ) More than 50 people have were sent abroad to study computer science. (2) \*

3.5 ) More than 50 people were have sent abroad to study computer science. (4) \*

3.6 ) More than 50 people have be sent abroad to study computer science. (2) \*

3.7) More than 50 people have been sended abroad to study computer science. (5) \*

3. 8) More than 50 people have been sent abroad to study computer science. (5)✓ ★

### **Analysis**

Rare mistakes in the answers, marked with \*, are the lapses or slips of the pen inasmuch as I asked the students to check their answers in case of any mistake before handing in the answer paper. The errors, obviously, are IL created by the students in the process of learning PV. From the previously-mentioned results, we can get a rough awareness of the process of students' learning PV. Undoubtedly, we can see that all the students in the research commit errors in PV, no matter what English proficiency

they were at, or, whether they were in JG3 or in SG1. They committed some similar errors and some different ones because they were in different grades. Now let's analyze the results. To take the first exercise in JG3 group for example, we get the following formulae by putting them in a general way and combine some of them for the sake of the same characteristics.

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★ note: In the exercises and answers above, there were more than one mistakes in many answers like: "The thief is took/taked to the police for/or/with the two boys", "Those apples were ate by we", and, "The Great Wall is visit to/for/with many people over the world." I omitted those answers to avoid repetition considering that the mistakes also contained in the answers listed above. That is why the number of students in the parentheses in most exercises is different from the total number of students (60 or 30). For example, in Exercise 2, the total number in brackets is 35 students, but in reality, only 30 SG1 students did the exercise. The reason is that 5 students' answers were: "More and more international business letter be will written by English", in which, the 5 students committed 2 kinds of errors: *be will* & *by English*, so I distribute the 2 errors into Answers 2.1) and 2.2) respectively. Thus, 5 students "became" ( $2 \times 5 = 10$ ) students. Such are in the answers to all exercises except Exercise3. Because I intended to investigate the PV, all others mistakes unrelated are ruled out.

IL types:

- a) A + PP + G +---
- b) A + be.v. + Inf. + G +---
- c) A + be.v. + PP+ G +---
- d) G + OV + by + A +---
- e) G + PP + by + A +---
- f) G + be +Inf. + by + A+---
- g) G + be+ PP + by + A +---
- h) G + be.v. +Inf. + by + A +---
- i) G + be.v. + PP + Unby + A+---

When A and G are personal pronoun, there is a more kind of IL:

- j) OG + be.v. + PP + by + NA+---

When the predicate is an irregular verb, a different kind of IL occur:

- k) G + be.v. + WPP + ---

(Note: In the light of functional grammar, in a sentence, the participant that does the deed is the Actor, another participant of the process, which implies "directed at" is the Goal. Therefore, in the above formulae, A=Actor, PP=past participle, G=Goal, be.v. = the varied form of BE in the specific sentence (is, am, are, was or were,), Inf.= the infinite, OV=the original verb in AV sentence, Unby= the wrong preposition before the Actor, OG=objective case of the Goal, NA=nominative case of the Actor, WPP=wrong form of PP)

In the above IL types, a) and b) can be regarded as the variability of c), while e), f) and h) can be regarded as the variability of g). Thus I have 6 types of students' IIs in learning English PV in the simple present tense.

- l.c) A + be.v. + PP+ G +---

II.d) G + OV + by + A +---

III.g) G + be+ PP + by + A +---

IV.i) G + be.v. + PP + Unby + A +---

V. j) OG + be.v. + PP + by + NA+---

VI. k) G + be.v. + WPP + +---

Those scholars and linguists having studied IL hitherto argued that there are three main causation accounting for L2 learners' IL, i.e. L1 transfer, overgeneralization and simplification. In the six PV IL types deduced by me from the research, the students put the G at the beginning of PV except type I. It obviously is due to transfer. L1 transfer is the process by which the learner's L1 influences the acquisition and use of an L2. The learner uses his own L1 as a resource. It can be divided into positive transfer in which L1 facilitates the acquisition of L2, and negative transfer or interference, in which L1 interfere with or hinder the acquisition of L2. It's the positive transfer that the students put the G at the beginning of the PV and the A at the end linked by **by**. In Chinese PV, the G is put at the beginning and the A at the end related by 被 or 给 or 由, so the students may learn the sequence of English PV with ease. Chomsky's perspective has led specialists in SLA to believe that there are deeper levels at which L1 may aid in language learning. On the other hand, the students used **OV** as the predicate of the PV sentence; it belongs to negative transfer in that the predicate verb in Chinese PV and AV are the same. Contrastive Analysis, much of its principles being criticized, suggests that the similarity between L1 and L2 benefits the acquisition of L2 while the difference between them interferes with the acquisition of L2. Type VI is due to overgeneralization, the students overgeneralizing the use of "-ed" as the rule to form PP, or, when the past form of an irregular verbs and its PP form are different, the students misused the past form as the form of PP. It was the overgeneralization, too. Type III may be seen as simplification. Richards (1974) defines it as attempts to reduce the learning burden. When learners have limited processing space and, therefore, cannot cope with the total complexity of a language system, so they limit the number of hypotheses they test at any one point in time. The L2 beginners, owing to the limit processing space, couldn't decide what form of the copular **be** should be used, so they used the original form of **be** simply. Further, in many grammar books and EFL textbooks, PV is defined as "the auxiliary **be** + PP of the transitive verb, ---". A careless learner would have the misinterpretation that the predicate of a PV sentence is composed of "**be** + PP of the

transitive verb”. TypeV can also be seen as simplification or interference. It may be simplification because the students didn’t know which case should be used. They kept the same case of the personal pronoun off the Goal and the Actor. It may be interference because we don’t change the case of a personal pronoun when we transform a Chinese AV sentence into PV. In SG1 group, errors 1.1), 1.2) and 3.7) belong to IL typeVI(overgeneralization); 1.3) belongs to type V (simplification or negative transfer). SG1 students used **by** correctly before the A proves that they have acquire the structure fully; after, they were one grade senior to JG3 students. However, they may overgeneralize the utility of **by**; consequently, they wrote the answer 2.2). It’s not accidental since 8 of the 30 students made such errors. It has to be paid attention to that they still created the same kind of IL as JG3 students did in typeV in case they would become fossilized in this structure. It’s common that SG1 students constructed so many IIs in the present perfect PV given that they studied it only in last semester. Three of the SG1 used AV ,answer 3.1) and 3.2) while translating the sentence demonstrates that some students had no idea of using PV when they translate a Chinese PV sentence without 被 or 给 or 由. It is a common phenomenon. It’s also common that the SG1 students constructed so many IIs in the present perfect PV, Exercise 3, considering that they studied it only last semester. My research not being longitudinal or in-depth, it is impossible for me to jump to a conclusion of students’ IL in PV learning, i.e., the sequence of these IIs, as that drawn by specialists in Wh-question and negation acquisition. For instance, Wh-question: What Daddy doing?  
 —→What Daddy is doing? —→ What is Daddy doing? Negation: No it is raining. —→ It is no raining. —→ It is not raining.  
 It is the furthest I can go so far to obtain the 6 types of IL while the Chinese students are learning EFL PV in the simple present tense.

### **Implications**

As Corder (1973) said, “All learners make mistakes. This is not confined to language learners”. It is not surprising that students in my research made so many kinds of errors. The purpose of Behaviorism and Contrastive Analysis is to avoid errors in language learning, i.e. error-avoidance. Error Analysis and IL theory are developed to explicate the causation for errors. The former are criticized while the later are welcomed. As a result of IL theory and the evidence accumulated from Error Analysis, errors were no longer seen as ‘ unwanted form, but as evidence of the learner’s active contribution to SLA. This demonstrates vividly that learners making errors is a very common phenomenon. “To error human”. “One cannot learn without goofing”. Such being the case, EFL teachers should adopt a right attitude towards students’ errors in learning English and be tolerant of them. They can’t be like the teachers in the past, who were accustomed to looking upon the learner’s language merely as ‘wrong’ English or ‘wrong’ French to be eradicated without paying too much attention to the characteristics and rules. Students’ IL is permeable, systematic and transitional. They

change their grammar from one time to another by adding rules, deleting rules, and restructuring the whole system. When they develop a new IL, they are moving forward to TL. We may illustrate it, by changing a little of Tarone's (1983) figure, with the figure below.

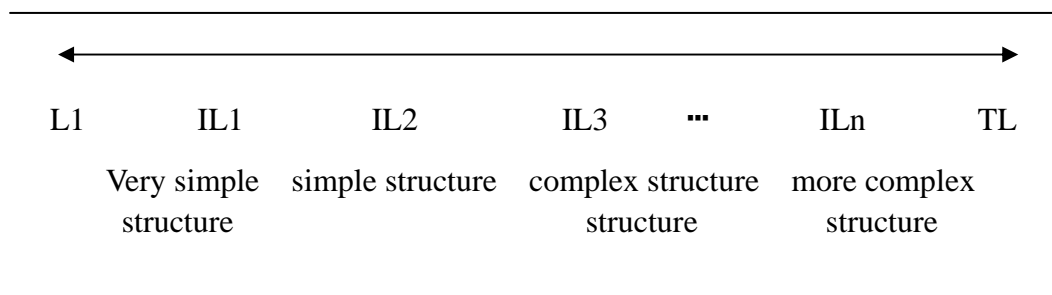


Figure 2 The interlanguage continuum

Krashen's Natural Order hypothesis implies that teaching can do very little to change the order of acquisition, but it implies that implicit instruction –even if it does not change the order –may help the learner get through the stages more quickly. Hatch claimed that there are many variables–interaction with others, personal factors, instruction, etc.- are important in the sequence of learning. Therefore, teaching plays an extremely important role in learner's SLA. Neither can teachers have the tendency of error-avoidance nor have the tendency of error-ignorance; besides, teachers should focus on sufficient comprehensible TL input.

What EFL teachers must concentrate on is that they have to make their classes intriguing so as to arouse students' interest in learning English. There are many a factor to influence a learner's L2 acquisition, saying, age, gender, intelligence, motivation, interest, aptitude and personality. Among them, interest is the most important factor to influence young SLA learners in compulsory schooling. Being young, they don't show strong motivation in learning English as well as in other subjects; being young and the students in school, they don't have much difference in aptitude, intelligence, personality or age (or, age is not a problem since they are at the optimal age). They only learn what they are interested in. "The purpose of EFL teaching in compulsory schools is to arouse and develop students' interest,---; in the process of teaching, teachers should arouse students' interest; to develop students' interest in language learning in extracurricular activities,---, in order to help them lay a good foundation in their future studying," required the EFL teaching syllabus for junior schools designed by the Ministry of Education, P.R.C. . Middle school students are still young and will have a long way to go in the future. Interest is the best teacher. A good beginning is half the battle. Teachers should make their lessons interesting with various teaching methodologies and encourage students to develop their interest in English learning instead of staring at their errors. Ricardo Schutz (2002) argued: "We need to recognize that no theories represent the last word on language teaching, but it's my opinion that they had to direct teacher's attention the need for varied and interesting input, to the need to take care over such questions as error-correction,

meaningful communication, and their provision of a learner-centered classroom that encourages learning, rather than punishing failure.”

### **Conclusion**

The research discussed above is not by a long chalk in-depth, but we can still get some insights into students’ EFL learning. We see clearly that students construct various kinds of ILs in PV learning, so are in other structures. Their ILs are systematic, dynamic and transitional. When they create a new IL, they are moving closer to TL; therefore, they make many errors in learning, which is common. Teaching has an important play in students’ SLA learning. It can fasten the rate of acquisition though it can do little to change the order or sequence of acquisition. The world’s economy is changing fast. English has become an international language for global communication. EFL teachers should provide the students with sufficient comprehensible TL input and be careful to treat student’s output. They should pay attention to error- correction. The middle school students, junior school students in particular, being very young, teachers should make their classes intriguing and encourage students more often than not so as to arouse and develop their interest in English to make sure they will have a good start for their future learning.

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