

ABSTRACT

This nonrandomized pretest-posttest-delayed posttest control group design study was done with 70 M.1 students from Samutsakornburana School. The aim of the study was to examine the effectiveness of the Chomskian technique, being applied syntactic knowledge, in comparison with the conventional technique for improving Thai students comprehension and production of subject-verb agreement used in the present simple yes/no question and negative, to investigate the common errors made by Thai students in this tense, and to find the patterns of relationship of the language comprehension and production of subject-verb agreement used in this tense. The three time tests were composed of comprehension and production tasks and were used to measure comprehension and production scores of the control and experimental groups to find any progress after being taught by different techniques, the errors detected from the production tasks, and the patterns of the relationship.

The obtained finding of the study pointed out that the Chomskian technique was effective since it helped to improve the score of the experimental group significantly when compared to their posttest score, and significantly when compared with the score of the control group, who were taught by the conventional technique. Moreover, for prolonged effects of the techniques measured by using the delayed posttest, the score of the experimental group was more or less the same as their posttest score, whereas the score of the control group showed their performance regressed to that on the pretest. Then, by investigating the common errors and the reduction, ‘mismatch of do and does’ and ‘doubling errors’ were found, and then the Chomskian technique helped to reduce both errors while the conventional technique reduced ‘mismatch of do and does’ but increased ‘doubling errors.’ With respect to the patterns of relationship, the results indicated different patterns of relationships: comprehension precedes production, production precedes comprehension, and comprehension equates with production. Thus, this proved that the relationship between comprehension and production is varied.