

Correlation between Comprehension and Production in Learning Epistemic Modals by Korean EFL Learners

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This research aims to examine to what extent the knowledge and processes used by Korean learners of English as a foreign language (EFL) for comprehension of epistemic modal (EM) verbs are related to those of production and why the learners' ability to use EM in comprehension is often delayed or not realized in their production. EM is a linguistic means to present one's evaluation and degree of confidence in the knowledge described in one's utterance. The production test adopted a timed free writing test type, while the comprehension test used a fill-in-the-blank type with two EM answer choices given. Also, an untimed guided rewriting test was used for measuring production and comprehension. Correlation results in this study suggest the production and comprehension are strongly interrelated in such a way that syntactic competence in EM first induces a connection between form and meaning, facilitating the constructions of sentences using EM. However, without recourse to a firm grasp of semantic knowledge of EM, it is difficult to lead EM to emerge in real communication. Thus, syntactic competence combined with semantic competence of EM is essential in the actual uses of EM. (189)

[epistemic modals/comprehension/production/implicit knowledge
/인지서법조동사/이해/표현/암시적 지식]

I. INTRODUCTION

As a researcher and teacher of English in an EFL setting, it is not unusual to witness students having a good grasp of the rules of linguistic features and vocabulary, but not being proficient at expressing what they already know or understand whether in speaking or writing (Kwan-Young Oh, 2000). It is generally assumed that comprehension tends to

precede production in the process of learning, so the resulting differential ability between comprehension and production at a certain point of learning may well be accepted.

However, if the gap between the two is significant and continuous as is often the case in a Korean EFL setting, students would feel that their knowledge of grammar or vocabulary does not contribute to real communication. It may also lead to frustration, subsequently lowering their interest in learning English. Learning modal verbs, particularly epistemic modals (EM), appears to be a typical example of a form that EFL students understand far better than they can produce (Flowerdew, 1998; McEnery & Kifle, 2002). EM is a linguistic means to present one's evaluation and degree of confidence in the knowledge being described in one's utterance (Coates, 1983). Despite this important value of EM in communication, Korean learners of English prefer not to use EM in their utterances or tend to substitute other linguistic means for EM (Hera Chu, 2007; Sun-Young Oh, 2007).

This phenomenon and its potential problems focused my attention on the relationship between comprehension and production of EM, and ways to help transfer learners' ability in comprehension to production. Therefore, this research aims to examine to what extent the knowledge and processes used for EM comprehension are related to those of production and if related, why learners' ability to use EM in comprehension is often delayed or not realized in their production.

II. THEORETICAL BACKGROUND

1. Explicit and Implicit Knowledge

The types of knowledge important in describing the process of learning are explicit and implicit knowledge (R. Ellis, 2004, 2005). The distinction between explicit and implicit knowledge is often compared to 'knowing about' (explicit) and 'knowing how to' (implicit) (Anderson, 1981). Explicit knowledge is held consciously and intentionally, and is learnable and verbalizable, whereas implicit knowledge is acquired unconsciously and unintentionally, and is not verbalizable and normally used for spontaneous communication (R. Ellis, 2004). For example, children learning a first language can use a number of words and rules without conscious effort, but may not verbalize the rules they used for their utterances. In this case, the knowledge that the children have can be referred to as implicit knowledge. In contrast, English learners only with explicit knowledge may have the ability to explain the rules of English, but may not be able to apply their knowledge in real communication correctly. However, the distinction between explicit and implicit does not mean that the two types of knowledge are mutually exclusive. Learners may have both

knowledge bases, and may draw on either type of knowledge or both in parallel depending on the type of language they encounter.

Each type of knowledge is necessary, but as Ellis suggests the ultimate goal in L2 learning appears to be the acquisition of implicit knowledge. Returning to the problem from which this research originated, it is also considered essential to place more importance on the development of implicit knowledge in a Korean EFL setting, because the frustration some Korean EFL learners might feel due to the differential proficiency in comprehension and production is more likely to stem from the lack of their implicit knowledge rather than explicit knowledge. Then how can L2 learners achieve implicit knowledge? Or is it possible that explicit knowledge is transferred to implicit knowledge?

There are three positions regarding the relationship between explicit and implicit knowledge. The first is the non-interface position which claims that explicit knowledge cannot be converted into implicit knowledge because each type of knowledge is processed differently and stored separately in the different parts of brain (Hulstijn, 2002; Krashen, 1981; Paradis, 1994). Explicit knowledge is here regarded as only a subset of implicit knowledge and serves only to monitor the output derived from implicit knowledge (Krashen, 1981). In contrast, the strong interface position claims that explicit knowledge can be directly converted into implicit knowledge through practice (DeKeyser, 1995; Sharwood Smith, 1981). Thus, the distinction should be considered not a dichotomy but rather a continuum, in which both knowledge bases can coexist and operate simultaneously, with a varying degree of contributions from each. Finally, the third position called the weak-interface position claims that explicit knowledge helps the acquisition of implicit knowledge indirectly by making specific features of the input more available and thus providing opportunities for the learners to notice the gap between input and the learners' own output (N. Ellis, 1994; R. Ellis, 1994).

However, although the interaction between the explicit and implicit knowledge has been acknowledged as proposed in the interface positions, most studies on this topic tend to investigate each type of knowledge or learning in isolation, in particular rather than in interaction. One of the main reasons for this lack of studies on interaction could be due to the difficulty in clearly determining what type of knowledge is engaged in performance in comprehension and production. In the same line, little research has been conducted to directly compare comprehension and production.

2. Measures of Explicit and Implicit Knowledge

Despite the difficulty in measuring the exact type of knowledge engaged, there are studies that set out to investigate the knowledge types using the instruments expected to require a certain type of knowledge. The instruments mostly used for measuring explicit

knowledge involve rule verbalization tests and fill-in-the-gap tests (Macrory & Stone, 2000), whereas test types used for implicit knowledge are spontaneous production tasks both in oral and written in form (Hu, 2002), untimed error correction tasks (Green & Hecht, 1992), and cued sentence-based written production tasks (DeKeyser, 1995), all of which display a performance-based and time pressured nature. Grammaticality judgment tests, however, can be used for measuring both explicit and implicit knowledge (Ellis, 1994). For instance, Ran Ryu and Seon-Yoo Hwang (2009) in their study with Korean learners of English utilized the grammatical judgment test for the 2 purposes: 1) timed grammaticality judgment tasks for measuring explicit knowledge, and 2) untimed error correction tasks for implicit knowledge.

Also, R. Ellis (2005), pointing out the lack of construct validity of the above measures, suggests operational definitions of the two knowledge types and tests corresponding to the operations identified for each type of knowledge. An untimed grammaticality judgment test and a metalinguistic knowledge test turned out to be the valid measures of explicit knowledge source. The important operations necessary for such explicit knowledge measures are that tests of implicit knowledge requires a high degree of awareness because learners are led to respond with rules rather than feel, and they require access of metalinguistic knowledge and primary focus on form, but without time pressure. Meantime, valid tests for implicit knowledge include oral imitation tests involving grammatical and ungrammatical sentences, oral narration tests, and timed grammaticality judgment tests. In contrast to explicit knowledge, measures of implicit knowledge require time pressure and focus on meaning, and response using feel with low degree of awareness, but without accessing metalinguistic knowledge. The findings obtained in the Ellis's research appear to be important from a methodological perspective, but suggested test types and their underlying operations are considered similar to those used in other studies mentioned above.

3. Epistemic Modals

Epistemic modals are used to express the degree of speaker or writer commitment to the truth of the proposition expressed in their utterance (Coates, 1983; Palmer, 1990). Semantically, they involve notions of possibility and necessity, and logical probability of a conclusion. Examples of epistemic modal uses are as follows,

- 1) You must be John's wife. (Necessity)
- 2) It may rain tomorrow. (Possibility)
- 3) He can't be from the U.S. He doesn't speak English. (Logical probability)

As seen in the aforementioned examples, the effective use of EM can become an excellent linguistic means to show one's thoughts such as personal opinions and evaluations (Biber, Johansson, Leech, Conrad, & Finegan, 1999). Despite the value of EM as one of the most important communication means, EM has not received much attention in terms of EM teaching and learning or EM research. Research on Korean learners' production of EM in writing shows that Korean learners of English prefer not to use EM even when epistemic meanings are required in their utterances or tend to substitute EM with other linguistic means such as adverbials (e.g. *certainly, probably*), mental verbs (e.g. *think, guess, suppose*), and adjectives (e.g. *possible, likely*) (Hera Chu, 2007; Sun-Young Oh, 2007). Adverbials and mental verbs are said to involve relatively easier syntactic processing than EM. Also, EM research tends to be limited to describing the learners' production of EM, especially their preferences of different epistemic grammatical and lexical forms. No research has been done in terms of how learners understand and produce EM. However, without researching how exactly learners perceive EM, the results of EM production alone cannot fully explain the process of acquiring EM. Thus, this study explores the correlation between production and comprehension of EM by 49 Korean university students.

Based on the aforementioned research purposes and theoretical accounts, this study raises the following two research questions.

1. To what extent does comprehension of EM correlate with its production?
2. Under what conditions can the comprehension ability of EM be transferred to the production ability of EM?

III. METHOD

1. Participants

The participants of this study were forty-nine Korean learners of English as a foreign language taking a required general English course at the university level in Korea. They were from second to fourth year students and their majors varied, but there were no English majors. Their TOEIC scores ranged from 300 to 500, indicating that their level of English proficiency ranges from high elementary to low intermediate. Seven out of forty-nine participants had the experience of staying in English speaking countries from 7 days to 6 months, and only two of them reported their purpose of stay was to learn English. All of them had been learning English for about 10 years in a school setting in Korea.

2. Test

1) Features of 3 Tests

The tests developed in this study consist of one production and one comprehension test of epistemic modals, and one test combining the quality of production and comprehension. The comprehension test used a fill-in-the-blank type with two answer choices given. The production test adopted a timed free writing test type, while the test designed both for production and comprehension used a guided rewriting test.

In the timed free writing test, the participants were asked to write their answers freely in response to a situation open to various interpretations (See Appendix A.). As the questions in this production test were designed to lead the participants to use a certain degree of epistemic sense in their answers, it was expected their ability to use EM in their writing would be revealed. However, there was no guarantee that they would bring their epistemic evaluation into their answers relying exclusively on the modal verbs, if not at all. The guided rewriting test was designed to make it essential to use EM in the participants' production. In this test, the participants had to rewrite sentences using one of the seven EM verbs given according to the situation presented in the previous sentence they read (See Appendix B.). The sentences given for the guided rewriting task included other epistemic expressions that could be replaced by EM, namely, EM substitutes such as adverbials (e.g. *certainly, probably*), mental verbs (e.g. *think, guess, suppose*), and adjectives (e.g. *possible, likely*) as a clue to selecting the appropriate form of EM. This test involved either aspect of comprehension and production as the foci of this test were twofold; the first was to examine whether the participants were capable of making grammatically correct sentences using EM, and the second focus was to figure out their ability to understand the relative strength of probability of EM.

After the guided rewriting test was administered, the same participants were asked to fill the gap from the two modal choices given (a possibility vs. necessity contrast pair) by inferring from the context given to them (See Appendix C.). This test was taken to figure out whether they had developed a basic epistemic sense by leading them to distinguish a possibility EM from a necessity EM. EM marking necessity such as *must* or *can't* exist at the extreme end of the possibility continuum, a point that makes meaning distinctions easier between necessity markers and other possibility markers such as *may, could* or *might*. As in the guided rewriting task, the comprehension task was designed in a way that the participants can infer the epistemic degree of modals from EM substitutes given in the sentence.

2) Test Design

To help understand the process of comprehension and production and their relationship, these tests were designed in accordance with operational definitions of valid measures distinguishing explicit and implicit knowledge by R. Ellis (2005). The production test used was predicted to measure implicit knowledge because the participants while engaged in this test would respond according to their feeling rather than their linguistic knowledge of form, they would feel time pressure to write in real time, they would be focused mainly on meaning and they would not need to access metalinguistic knowledge. On the contrary, the comprehension test of this study was expected to elicit explicit knowledge primarily. This is because the comprehension test was not time constrained and accordingly could encourage a high degree of awareness of their linguistic knowledge. But the participants of this test were expected to focus more on meaning than form. Finally, the guided rewriting test was predicted to measure explicit knowledge. As mentioned in the previous section, this test attempted to measure the ability to produce grammatical sentences and the ability to understand the meaning of different EMs. The participants engaged in this test would be expected to focus on both form and meaning, would not be time pressured and would rely predominantly on their linguistic knowledge rather than feeling.

3. Data Collection and Analysis

The production test was administered one week prior to the other two types of tests to prevent a possible consciousness-raising effect on EM from the guided rewriting and comprehension tests. The participants were asked to write in response to six questions provided with Korean translations in an attempt to measure production skills exclusively. If the participants used EM in each answer once, then it was scored as 1. While grading the test, various other types of epistemic markers like *I think*, and *in my opinion* were detected more frequently than EM. Thus, their occurrences in the timed free writing test were also recorded and coded as Production Ability II. Then the guided rewriting test and comprehension test were administered consecutively on the same day. A total of seven questions were presented to the participants in the guided rewriting test, but one question was judged to be too vague to give an answer originally sought after students had completed the test. Thus, this question was excluded in the guided rewriting test. Scoring in this test was done in two ways. First, the number of right choices of EM was counted and the results were coded as Comprehension Ability II to distinguish it from the results obtained in the comprehension test. Then, the number of occurrences of grammatical sentences using EM was also counted. A total of 15 questions were given in the

comprehension test. On the whole, results of 5 different types of abilities from 3 tests were coded as follows:

1. Comprehension Ability I (CA I) from the comprehension test
2. Comprehension Ability II (CA II) from the untimed guided writing test
3. Grammatical Ability (GA) from the untimed guided writing test
4. Production Ability I (PA I) from the timed free writing test
5. Production Ability II (PA II) for other epistemic markers from the timed free writing test

Finally, the results were analyzed to observe the expected correlational effects between participants' explicit and implicit knowledge using SPSS 12.0.

IV. RESULTS AND DISCUSSION

Table 1 shows the descriptive statistics for the three different production and comprehension tests completed by 49 Korean EFL learners. Before reviewing the results, it is important to ensure that the full score differed depending on the type of test; for example, 15 is the full score of the CA I, and 6 is for the rest of tests. Thus, Figure 1 is also given to indicate the number of right EM forms used by the 5 different ability types.

Table 1
Descriptive Statistics of the Three Tests

| | Mean/total N of questions | Std. Deviation |
|-------|---------------------------|----------------|
| CA I | 9.6531/15 | 2.32335 |
| CA II | 2.9796/6 | 1.66445 |
| GA | 1.7959/6 | 1.71973 |
| PA I | .3469/6 | .85516 |
| PA II | 1.0000/6 | 1.13652 |

On average, the participants showed the highest mean score on the comprehension test (CA I) with a mean score 9.65 out of 15, while they scored a little lower on the other comprehension ability (CA II) test from the guided rewriting test getting only half right (M= 2.97) than on the comprehension test (CA I).

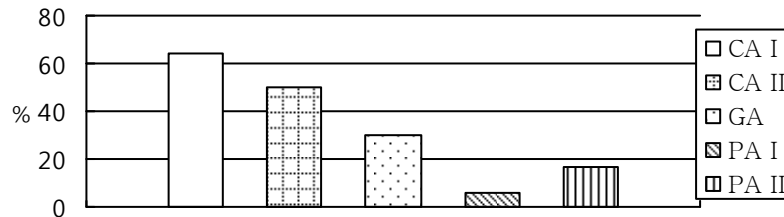


Figure 1. EM occurrences by ability type.

In CA I, the key to choosing the right modal lay in the ability to contrast possibility and necessity forms. The test required only a dichotomous logic, so to speak, whereas the guided rewriting test (CA II) provided participants with a wider range of epistemic modals (e.g. *could, might, may, should, must, can't*) to choose from, possibly leading to greater confusions. Also, the participants' ability to use grammar (GA) with EM turned out to be lower than the measurement of their comprehension ability obtained from both the comprehension and the guided rewriting tests. The lowest score was found in the participants' timed free writing test with a mean score of 0.34 out of 6. In addition, the standard deviation (SD=0.85) showed great variance within the participants' production abilities; EM was detected 17 times in total only by eight participants out of forty nine in their production test. Interestingly, epistemic markers other than modal verbs occurred three times more frequently than EM as shown in the data of production test (PA II, M=1). Overall, the results suggest that the EM production ability of the participants in this study lags far behind their comprehension ability of EM.

1. The Relationship of Grammar to Comprehension and Production of EM

Table 2 shows the correlation matrix for the participants' performance on the 5 measures of the three tests. Most of the possible pairs of measures were correlated with each other, except three pairs: 1) between the measures of the comprehension (CA II) on the guided rewriting test and production of EM (PA I); 2) between the production of other epistemic markers (PA II) and comprehension (CA I); and 3) between PA II and grammatical knowledge (GA).

Most noticeable in the correlation matrix in Table 2 is that GA of EM is most strongly correlated with all the other measures, except with PA II. This may suggest that grammatical processing ability of EM can play a pivotal role in bringing out more frequent uses of EM in production as well as in assisting semantic understanding of EM, and vice

versa. The highest correlation of GA with CA II ($r=0.705^{**}$) could be accounted for by the fact that both measures of GA and CA II originated from the same guided rewiring test.

Table 2
Correlational Matrix for the Five Measures of the Three Tests

| Tests | CA I | CA II | GR | PA I | PA II |
|-------|------|---------|----------|----------|---------|
| CA I | - | .348(*) | .446(**) | .481(**) | .205 |
| CA II | | - | .705(**) | .254 | .297(*) |
| GA | | | - | .502(**) | .235 |
| PA I | | | | - | .300(*) |
| PA II | | | | | - |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

2. The Relationship between Comprehension and Production of EM

Production of EM showed a strong interconnection with CA I ($r=0.481^{**}$) as well as GA ($r=0.502^{**}$). Considering the results, it is suggested that epistemic modal verbs are more likely to be used when the participants have reached a certain level of both semantic and syntactic understanding of EM. It is also possible that the semantic distinction ability of epistemic modals may develop in parallel with its syntactic competence, but which ability was achieved first is uncertain at this point.

Unexpectedly, however, no relationship was found statistically between the CA II and the production of EM. This is surprising because as discussed, a notable correlation was found between CA II and grammar ability contributing highly to EM production in this study, and between the two comprehension measures with statistical significance at $r=0.348^*$, a value which considered relatively lower than correlations found in other pairs. It seems that the participants of this study have a relatively good syntactic processing ability to use EM, so that their syntactic knowledge induces form and meaning mapping in the construction of EM. However, if their semantic comprehension ability of EM is not firmly established as in CA II, EM constructions may appear only in conditions in which producing EM is explicitly encouraged, but not in situations such as writing in real time. Possibly, it can be also argued that the semantic distinction ability displayed in CA I was superior in the degree of engaging in explicit or even implicit knowledge of EM to that of CA II, and thus this made it possible to produce EM constructions even in the free writing situations.

In summary, grammatical ability of EM may strongly lead students to connect form and meaning, therefore facilitating the constructions of sentences using EM. However, without

recourse to a firm grasp of semantic knowledge of EM, it may be difficult, or even impossible to lead EM to emerge naturally in real communication. In other words, what is most essential for the participants or Korean EFL learners is to turn their knowledge into implicit knowledge as suggested in the interface position (DeKeyser, 1995; Sharwood Smith, 1981). Special efforts should be made to enhance students' semantic distinction ability on the relative degree on possibility and probability involving the EM examples in the guided rewriting test.

3. Epistemic Devices Used in the Production Test of EM

Correlations between PA II and other measures of this study are generally not strongly established compared to the pairs in other measures. Measuring the ability to use other epistemic markers in production was not focused in this study, but it appears relevant to discuss how participants' epistemic sense was revealed if it is not through EM.

Other forms of epistemic devices used in the free writing task are limited to mental verbs (e.g. *I think, I guess*) and adverbials (e.g. *maybe, certainly*). They are used 63 times all together, approximately 3 times higher in the number of use than epistemic modal verbs. Mental verbs and adverbials used for epistemic sense are known to be less complex than modals as they are often used as more likely to be a conversational device or an isolated rote member of a complicated system rather than a feature showing a genuine mental state of the writer or speaker (Parafraçou, 1997). This account seems to be evidenced by no correlation found between GA and PA II.

Nonetheless, as mentioned above, in general the 20 participants (45%) failed to use any of the epistemic markers in the free writing task. Looking at the data of the 20 participants failing to use any epistemic devices in their free writing task in more detail, of them, 11 participants were low in their scores of the comprehension test. The remaining 9 participants who scored high on the comprehension test were seldom able to use modals successfully most of the time in their rewriting sentences. This could be due to the lack of confidence in their own use of epistemic devices rather than their lacking perception of epistemic notions, considering they are adult learners who are already cognitively mature.

V. CONCLUSION

The primary focus of this study has been to find out the degree of correlation between comprehension and production of EM by Korean EFL learners. By comparing knowledge and processing types used in comprehension and production, this research also attempted to suggest how to transfer comprehension to production ability. Overall, the correlation

results in this study suggested that the production and comprehension were strongly interrelated in such a way that syntactic competence in EM induced a connection between form and meaning, thereby facilitating grammatically correct constructions of sentences using EM. This might imply that epistemic modal verbs would more likely to occur in real time communication when the participants have reached a certain level of both a semantic and syntactic grasp of EM. However, this successful form and meaning mapping and potentially subsequent constructions of EM sentences were not evident in the time-constrained free writing test. Even though the correlation of syntactic with semantic correlation was the highest in the guided rewriting test, their correlation did not lead to successful constructions of EM in real-time free writing, but did lead to exclusive production of EM in conditions carefully designed to elicit EM. Lack of participants' firm grasp of semantic knowledge of EM was pointed out as a reason. Thus, it was considered necessary to try to turn their explicit nature of semantic knowledge on EM into a more implicit knowledge which can be readily available even for real communication.

Although correlation findings showing the measures of comprehension and production tests were highly correlated in most pairs of measures in this test, the raw data revealed that only eight participants used epistemic modals in their free writing task, and approximately 40% of the participants never employed any of the epistemic devices including EM regardless of their comprehension scores. Furthermore, considering the much higher mean score of the comprehension test, it seems obvious that the production ability of EM by the participants of this study lagged behind their comprehension ability of EM. Once again, semantic competence of epistemic modals ought to develop in parallel with its syntactic competence as a solution to this disparity between comprehension and production.

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APPENDIX A

A Timed Free Writing Test

학과 _____ 이름 _____

Respond to the following situations.

다음의 상황을 읽고, 질문에 맞게 답하십시오.

1. Sue goes to school in town. Her school finishes at 2:30, but she often stays after school to talk with friends. She always walks to school which takes her 45 minutes. It's 3 o'clock. Where is Sue now?

(Sue 는 시내에 있는 학교에 다닙니다. 그녀의 학교는 2 시 반에 끝나지만, Sue 는 종종 방과 후에도 친구들과 얘기를 나누려고 학교에 남습니다. 그녀는 항상 학교까지 45 분 걸려 걸어갑니다. 자 지금은 3 시입니다. Sue 는 어디에 있을까요?)

2. Your neighbor is driving a Rolls Royce everyday. You don't know him. Is he rich?

(당신의 이웃은 롤스로이스를 매일 탑니다. 당신은 그를 잘 모릅니다. 그가 부자입니까?)

3. Your grandfather, who is 80 years old, knows your friend's grandfather. He says they were friends at school. How old is his friend?

(80 세인 당신의 할아버지는 당신 친구의 할아버지를 압니다. 그가 말하기를 그들은 학교 때 친구였다고 합니다. 당신 할아버지의 친구는 몇 살입니까?)

4. Your father is late. It's nearly midnight and he is never late. He didn't call you. Why?

(당신의 아버지가 늦습니다. 거의 자정이고 아버지는 절대 늦는 법이 없습니다. 아버지는 전화도 하지 않았습시다. 왜 그럴까요?)

5. There are two boxes on the table. One of them has a parrot inside. There seems to be no parrot in the first box because there is any sound from it. Where is the parrot?

(테이블 위에 두 개의 상자가 있습니다. 그 중 하나의 상자에는 앵무새가 들어 있습니다. 아무 소리도 들리지 않는 것으로 보아 첫 번째 상자에는 앵무새가 없는 것 같군요. 앵무새는 어디 있을까요?)

6. There are two boxes. One of them has a parrot inside. There is no parrot in the first box. Where is the parrot? (테이블 위에 두 개의 상자가 있습니다. 그 중 하나의 상자에는 앵무새가 들어 있습니다. 첫 번째 상자에는 앵무새가 없습니다. 앵무새는 어디 있을까요?)

APPENDIX B

An Untimed Guided Writing Test

학과 _____ 이름 _____

Complete a dialog or sentence using a modal given below.

(아래의 조동사 중 한 문장 당 하나를 이용하여 아래 대화 혹은 문장의 빈 칸을 완성하십시오-중복 사용 가능)

must, should, could, can, may, might, can't

1. A: Perhaps his father will pick him up.

B: I don't know, but his father _____.

2. A: I don't believe the legend of Hercules is true because there are many contradictions.

B: You're right. The legend _____.

3. A: Look at his dirty clothes. I'm sure he is a poor person.

B: I agree. He _____.

4. A: I don't know if Ann will come to the party tonight. Perhaps she won't come.

B: Yes, it's possible. She's still sick.

She _____.

5. A: Which one is going to get the job, John or Bob?

B: It hasn't been decided yet. But some people think John will.

John _____.

6. There are two boxes. One of them has a parrot inside. There seems to be no parrot in the first box.
The parrot _____.

7. There are two boxes. One of them has a parrot inside. There is no parrot in the first box.
The parrot _____.

APPENDIX C

Comprehension Test

빈 칸에 맞는 조동사를 고르시오.

1. They (may/must) _____ be away for the weekend but I'm not sure.
2. He (can/could) _____ be French, judging by his accent.
3. You (can't, might) _____ be Lauren's brother. She's an only child.
4. With luck, tomorrow (can't/could) _____ be a sunny day.
5. You (can/might) _____ be right but I'm going to check anyway.
6. The exam (can't/might) _____ be easy. You never know.
7. It (may/can't) _____ be true about a sauropod dinosaur living in Lake Télé in the Congo. It's impossible.
8. Dave reckons she's from The States but I think she (can't/might) _____ be from Scandinavia.
9. I (can't/might) _____ go to the party but I'm not sure yet.
10. This (must/could) _____ be the right answer but we'll have to check with your teacher to make sure.
11. She (can't/could) _____ steal things from shops. She's rich and famous.
12. I really think Real Madrid (can't/could) _____ lose the final of the King's Cup.
13. You've been traveling all day. You (must, might) _____ be tired.
14. Nobody's answering. They (can't/must) _____ be out.
15. He (can't/may) _____ be from the USA. He doesn't speak English.

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