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Teaching Word-Order-Based English Sentence Writing at Technical College Low-Achievement EFL Class in Taiwan

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Abstract

Writing grammatical English sentences is an essential prerequisite to writing a good English paragraph. An English sentence is constructed with words, which do not work alone if they are not written according to word order in an English sentence. Word positions in an English sentence are not random but fixed, and the fixed word order determines whether or not the English sentence is correct and accurate. Usually, the EFL learners at the college of technology in Taiwan are required to make sentences using the words assigned by the English instructor, in which case they probably arrange the words in an English sentence randomly and form ungrammatical English sentences resulting from possessing such a little knowledge of English word order or produce Chinese-patterned English sentences on account of the influence of the syntactic order of mother tongue. If the EFL learners in Taiwan are taught to write English sentences on the basis of word order in an English sentence, they will be able to arrange words in an English sentence, avoid making Chinese-patterned English sentences, and realize how grammatical rules are applied to the English sentence writing.

Keywords: word class, noun phrase, auxiliary, complete intransitive verb, adverbial

1. Introduction

It is the best way for EFL learners to learn English in natural setting because the learners can not only receive extensive and intensive exposure to English but also internalize English grammatical rules smoothly. Lightbown and Spada

(1999) indicated, "In natural communicative interactions, the learner will be exposed to a wide variety of vocabulary and structures" (p.93). In natural setting, it is evident that the learners attain language acquisition in a smoother way than in classroom environment.

However, the EFL learners at the college of technology in

Taiwan hardly have any opportunity to be exposed to English in natural setting, where they can process English structures internally. In fact, the learners learn English in instructional classroom environment, where English sentences written by them will be influenced by their native language. How to assist the learners in Taiwan to avoid writing Chinese-patterned sentences is quite a problem worth dealing with. In order to solve the problem, the learners should be taught how to create correct and accurate sentences based on word order in an English sentence.

2. Literature Review

Word order in an English sentence carries the meaning which the writers want to convey. Words put together randomly cannot express the true meaning of the target language (English). The words are the constituents of an English sentence, and they themselves do not express a meaningful language without being woven into a sentence structure. Quirk and Stein (1990) pointed out, "...a language cannot work with words alone" (p.105). Besides, according to Tserdanelis and Wong (2004), "...the order of words plays a role in determining the literal meaning of the sentence" (p.187).

Words are elements of an English sentence. They are not positioned in an English sentence randomly. Their positions in an English sentence are fixed, not random. Rivers and Temperly (1978) stated, "The position in the sentence, not the form of the word, tells us which phrase is the subject, or actor, and which is the object" (p.195). Tserdanelis and Wong also stated, "In English the roles are indicated by where a phrase is placed in the sentence, which is how the structure is expressed" (p.191). Fixed word order determines whether or not the English sentence is grammatical and accurate. Kaplan (1995), too, emphasized, "Of course the reason word order is so important for English is that in English it is word order that signals what the subject is, the subject being the first noun phrase to the left of the verb" (p.182).

Word order in an English sentence changes, the meaning of the sentence changes. Alexander (1988) remarked, "In English, the order of words is essential to the meaning of a sentence" (p.1). In their study, Rivers and Temperley also noted, "...word order is important in conveying the meaning" (p.195). In order to demonstrate that meaning is changed when the position of a word is changed, Crowel (1984) placed eight words in varying

positions and gained the following sentences:

The boy will hurt a really little dog.
 The dog will hurt a really little boy.
 The really little boy will hurt a dog.
 The boy will really hurt a little dog.
 The boy dog will really hurt a little.
 The dog boy will really hurt a little.
 Will, a boy, hurt the dog really little.
 Boy! Will really hurt the dog a little!
 Will the boy really hurt a little dog?
 Will the dog really hurt a little boy? (pp. 423-24)

The above-quoted sentences illustrate the function of a sentence and the purpose of word order. Tserdanelis and Wong stated, "...the function of a sentence is to express ideas...The purpose of structure is to indicate which thing has which property and what these properties are" (p.191).

A native speaker of English comprehends the syntactic function by internalizing the grammatical principles in natural setting, and he/she is capable of forming a sentence correctly and accurately. However, an EFL learner in Taiwan, a nonnative speaker, does not achieve the English language acquisition in natural environment. He/She learns English in classroom setting. How can he/she strengthen English writing skill? It is indispensable that a nonnative speaker of English obtains the knowledge of word order in an English sentence if he/she wishes to construct a good grammatical English sentence.

It is widely acknowledged that syntactic order of Chinese does not mirror that of English, but the English sentences written by the EFL learner, especially by the low achievers, at the college of technology in Taiwan are strongly affected by the mother tongue. The English sentences are written in the way that the Chinese sentences are written. The Chinese-patterned English sentences are difficult for a native speaker of English to understand.

In order to avoid making Chinese-patterned English sentences, the EFL learners should be taught how to construct English sentences on the basis of word order in an English sentence. It does matter where a word goes in an English sentence. If the EFL learners do not have a thorough understanding of word order in an English sentence, they will, as Celce-Murica and Larsen-Freeman (1999) explained, "often tend

to commit errors of a fundamental nature because they have not yet gained an appreciation for which components of a sentence...in English are obligatory and in what order both obligatory and optional constituents must appear” (p.82).

3. Methods

With a view to helping the EFL learners construct correct English sentences as well as overcome native language interference, the word order **NP (S) + VI + (ADV)** is used as a sample sentence structure to demonstrate how the word order works and what teaching goals the word order instruction can accomplish in declarative sentences, interrogative sentences, and exclamatory sentences.

3.1 Worksheets (see Appendix 1)

The EFL learner uses worksheets to practice making sentences on the basis of the word order in an English sentence. Before the learner does the exercises, the instructor will explain grammatical usages applied to the whole sentence, and demonstrate how the precise sentences are created step by step.

3.2 How to Make Declarative Sentences

The normal word order **NP (S) + VI + (ADV)** is used as a sample sentence structure with which the EFL learners at the college of technology in Taiwan can make grammatical English sentences step by step. The learners will learn what word class acts as a subject. The tense is limited to the simple present. After the learners have familiarized themselves with the usages of the simple present, the tense will be changed from the simple present to the other tenses.

There are twelve verb tenses in English, and, according to Master (2004), the six most commonly used tenses are: simple present, present continuous, present perfect, simple past, past continuous, and simple future tenses. The six verb tenses will be taught to the low-achievement learners one after another.

The tenses play an extremely important role in a coherent passage. The tenses indicate time of events; that is, the time in text is represented by means of the tenses. The consistent tenses make a paragraph coherent; nevertheless, the inconsistency in the points of view due to changing tenses can confuse readers and make the paragraph more difficult to follow. Therefore, the consistent tenses can guide the reader through the text, and the greatly coherent text passage can help the reader generate

inference, bridge conceptual gaps, and improve comprehension (Duran, McCarthy, Graesser, & McNamara, 2007; Madden & Zwaan, 2003; Carreiras, Carriedo, Alonso, & Fernandez, 1997).

Basically, nouns and pronouns function as a subject. In order not to make beginning learners confused, the -ing clause, infinitive clause, and that-clause used as a subject will not be taught to them in the initial phase. The learners begin to learn the complicated word order after they have been good at making basic sentences.

The pronoun is highly important in English writing. Grammatically speaking, a word is not repeated. Repeating the word can weaken a sentence (McDonald & Salomone, 2004). Swan (2005) even strongly emphasized, “...we normally use a pronoun instead of repeating the original noun phrase. When the reference is very close to the original mention, repetition...is usually not only unnatural, but ungrammatical” (p.488). The pronouns function as cohesive links between sentences and help maintain a consistent point of view toward the topic in a coherent paragraph (Brandom, 2009; Lannon, 2007; McCarthy, 2006; Lester & Lester, Jr., 2002; Ostram & Cook, 1993). The pronouns play so important a role that they will be used as a subject whenever the students practice constructing English sentences.

With reference to vocabulary, the students can write sentences with the words from their word bank, or an instructor provides them with the controlled vocabulary such as 1000 words, 2000 words, and so on. A list of intransitive verbs is given on page 139 in COLLINS COBUILD English Grammar (1990).

3.2.1 Affirmative declarative sentences

In the process of constructing affirmative statements based on the normal word order **NP(S) + VI**, the EFL students understand:

- Usage of nouns used as subjects
- Usage of subject pronouns and possessive pronouns
- Usage of determiners
- Usage of singular and plural nouns
- Usage of subject-verb agreement
- Usage of capitalization and period
- Usage of the adjective used attributively

In the following sample structures, the bracketed determiners such as *a, an, my, your, this*, are optional. S stands for subject; NP for noun phrase; VI for the present tense form of

intransitive verb; sing. for singular; pl. for plural; adv-f for adverbial of frequency; adv-p for adverbial of place; adv-m for adverbial of manner; adv-t for adverbial of time; and prep for preposition.

(Determiner) + NP(S) + VI.

(1) I + vi: I laugh.

(2) We + vi: We work.

(3) You + vi: You cough.

(4) You + vi: You smile.

(5) He + vi: He disappears.

(6) She + vi: She dances.

(7) It + vi: It rains.

(8) They + vi: They swim.

(9) (Determiner) + n. sing (s) + vi: Her boyfriend waits.

(10) (Determiner) + n. pl (s) + vi: The pretty leaves fall.

The normal word-order structure **NP (S) + VI** is expanded by using adverbials to modify the main verb, and the adverbials are employed to describe the circumstances of the main verb, for example, its frequency, manner, time, and place. The rhetorical usages of the adverb, which involve emphasis and contrast, are not taught in the initial phase. Producing the sentences based on the word order **(DETERMINER) + NP (S) + VI + (ADV-P) + (ADV-M) + (ADV-T)**, the EFL students learn:

- How phrasal adverbials are made.
- One-word adverbials of frequency come before the main verb.
- The phrasal adverbials of frequency come at the end of the sentence.
- The adverbials of manner, time, and place come at the end of the sentence.
- When the adverbials of manner, place, and time occur in the same sentence, the most neutral order is place-manner-time.

(DETERMINER) + NP (S) + VI + (ADV-P) + (ADV-M) + (ADV-T).

(11) I + adv-f + vi.: I usually laugh.

(12) We + vi+ adv-f.: We work every two days.

(13) You + vi + adv-m.: You cough loudly.

(14) You + vi + adv-m.: You smile in a shy way.

(15) He + vi + adv-p.: He disappears in the woods.

(16) She + vi + adv-t.: She dances at midnight.

(17) It + adv-f + vi + adv-m.: It sometimes rains hard.

(18) They + vi + adv-p + adv-m.: They swam around the island

fast.

(19) (Determiner) + n. sing. (s) + vi + adv-p + adv-t.: Her boyfriend waits in front of her apartment on Sundays.

(20) (Determiner) + n. pl. (s) + vi + adv-m + adv-t.: The pretty leaves fell noiselessly in fall.

3.2.2 Negative declarative sentences

Learning how to write affirmative statement sentences enables the EFL learners to write negative ones. Where does the negative adverb *not* go in an English sentence? Basically, the adverb *not* stands between the main verb and the auxiliary *do*. The contracted form *don't* is used in conversation and in informal writing, not in academic writing (Wilson, 2006). If a verb form in an English sentence is a negative verb form, then the whole sentence is normally negative. Having practiced creating the negative statement, the students understand:

- *Do* can function as an auxiliary.
- *Do/Does* and *not* can be contracted to *don't* and *doesn't* respectively in an informal style.
- *Not* can not follow the main verb to form a negative statement.
- The main verb following the auxiliary *do/does* is the base verb (the infinitive without *to*).

(DETERMINER) + NP (S) + DO + NOT + VI.

(21) I do not + vi.: I do not laugh.

(22) We do not + vi.: We do not work.

(23) You do not + vi.: You do not cough.

(24) You do not + vi.: You do not smile.

(25) He does not + vi.: He does not disappear.

(26) She does not + vi.: She does not dance.

(27) It does not + vi.: It does not rain.

(28) They do not + vi.: They do not swim.

(29) (Determiner) + n. sing. (s) + does not + vi.: Her boyfriend does not wait.

(30) (Determiner) + n. pl. (s) + do not + vi.: The pretty leaves do not fall.

3.3 How to Make Interrogative Sentences

The normal word order in a declarative English sentence is **NP (S) + VI**, but an interrogative sentence has special word order—inverted word order. The three most common kinds of questions are yes/no questions, wh-questions, and tag questions. The three types of questions will be taught to and constructed by the EFL learners in order that they can perceive that word order

in an English question is different from that in an English statement.

3.3.1 Affirmative yes/no questions

In an affirmative yes/no question, *do* as an auxiliary comes before the subject; i.e., *do* is fronted. Having practiced constructing question sentences using inverted word order **DO + NP (S) + VI**, the EFL learners understand:

- A question has different word order from a statement.
- The question mark is used instead of the period at the end of the sentence.
- *Do/Does* as an auxiliary must be capitalized at the front of a yes/no question.
- The main verb following the subject is the base verb.

DO/DOES + NP (S) + VI?

(31) Do I + vi?: Do I laugh?

(32) Do we + vi?: Do we work?

(33) Do you + vi?: Do you cough?

(34) Do you + vi?: Do you smile?

(35) Does he + vi?: Does he disappear?

(36) Does she + vi?: Does she dance?

(37) Does it + vi?: Does it rain?

(38) Do they + vi?: Do they swim?

(39) Does + (determiner) + n. sing. (s) + vi?: Does her boyfriend wait?

(40) Do + (determiner) + n. pl. (s) + vi?: Do the pretty leaves fall?

3.3.2 Negative yes/no questions

In a negative yes/no question, the auxiliary *do/does* and *not* can be contracted to *don't* and *doesn't* respectively. The EFL learners will be informed that the negative question with a contracted verb form has different word order from that with an un-contracted verb form and that contracted negative questions are used in an informal style.

A contracted negative question has word order **DON'T/DOESN'T + NP (S) + VI**, in which the contractions precedes the subject. An un-contracted negative question, which is used in formal or emphatic speech (Deakins, Parry, & Viscount, 1994), has word order **DO/DOES + NP (S) + NOT + VI**, in which the auxiliary *do/does* precedes the subject and the negative adverb *not* follows the subject.

DO/DOES + NP (S) + NOT + VI?

DON'T/DOESN'T + NP (S) + VI?

(41) a. Do I not + vi?: Do I not laugh?

b. Don't I + vi?: Don't I laugh?

(42) a. Do we not + vi?: Do we not work?

b. Don't we + vi?: Don't we work?

(43) a. Do you not + vi?: Do you not cough?

b. Don't you + vi?: Don't you cough?

(44) a. Do you not + vi?: Do you not smile?

b. Don't you + vi?: Don't you smile?

(45) a. Does he not + vi?: Does he not disappear?

b. Doesn't he + vi?: Doesn't he disappear?

(46) a. Does she not + vi?: Does she not dance?

b. Doesn't she + vi?: Doesn't she dance?

(47) a. Does it not + vi?: Does it not rain?

b. Doesn't it + vi?: Doesn't it rain?

(48) a. Do they not + vi?: Do they not swim?

b. Don't they + vi?: Don't they swim?

(49) a. Does + (determiner) + n. sing. (s) + not + vi?: Does her boyfriend not wait?

b. Doesn't + (determiner) + n. sing. (s) + vi?: Doesn't her boyfriend wait?

(50) a. Do + (determiner) + n. pl. (s) + not + vi?: Do the pretty leaves not fall?

b. Don't + (determiner) + n. pl. (s) + vi?: Don't the pretty leaves fall?

3.3.3 Wh-questions

Wh-questions are introduced by information words such as *who*, *what*, *where*, *when*, *how*, and the like. Wh-questions introduced by the information words acting as the subject have normal word order **WH-WORD (S) + VI**; nevertheless, wh-questions introduced by the information words serving as a modifier have inverted word order **WH-WORD (ADV) + DO/DOES + NP (S) + VI**, and the wh-words are always placed at the beginning of an English sentence. In other words, the wh-word used as a modifier is fronted.

The EFL learners are encouraged to make a statement and then change the sentence to a wh-question so as to compare statement word order with wh-question word order.

WH-WORD (S) + VI?

WH-WORD (ADV) + DO/DOES + NP (S) + VI?

(51) a. I + vi: I usually laugh.

b. Wh-word (S) + vi?: Who usually laughs?

(52) a. We + vi + adv: We work every two days.

b. How often (adv) + do + we + vi?: How often do we work?

- (53) a. You + vi + adv.: You cough loudly.
b. How (adv) + do + you + vi?: How do you cough?
- (54) a. He + vi. + adv.: He disappears in the woods.
b. Where (adv) + does + he + vi?: Where does he disappear?
- (55) a. She + vi + adv.: She always dances at midnight.
b. When (adv) + does + she + vi?: When does she always dance?
- (56) a. (Determiner) + n. sing. (s) + vi + adv.: Her boyfriend waits in front of her apartment on Sundays.
b. When (adv) + does + n. sing. (s) + vi?: When does her boyfriend wait in front of her apartment?
- (57) a. (Determiner) + n pl. (s) + vi + adv.: The pretty leaves fall noiselessly in the fall.
b. When (adv) + do + n. pl. (s) + vi?: When do the pretty leaves fall noiselessly?

3.3.4 Tag questions

A tag question consists of a main clause and a question tag. There are two kinds of tag questions. One is the affirmative main clause + the negative question tag, of which the word order is **NP (S) + VI, DON'T/DOESN'T + S**. The other is the negative main clause + the affirmative question tag, of which the word order is **NP (S) + DO/DOES + NOT + VI, DO/DOES + S**. The EFL learners are encouraged to construct the two types of tag questions.

In the negative question tag, *do/does* and *not* are usually contracted to *don't* and *doesn't* respectively. In a formal style, *do/does* and *not* are not contracted, and *not* follows the subject. The subject of the main clause is always the same as that of the question tag, and the subjective pronoun in question tag refers back to the subjective noun in the main clause. The main clause is separated from the question tag with a comma.

NP (S) + VI, DON'T/DOESN'T + S?

NP (S) + DO/DOES + NOT + VI, DO/DOES + S?

- (58) a. I + vi, don't I?: I laugh, don't I?
b. I do not + vi, do I?: I do not laugh, do I?
- (59) a. We + vi, don't we? : We work, don't we?
b. We do not + vi, do we?: We do not work, do we?
- (60) a. You + vi, don't you?: You cough, don't you?
b. You do not + vi, do you?: You do not cough, do you?
- (61) a. You + vi, don't you?: You smile, don't you?
b. You do not + vi, do you?: You do not smile, do you?
- (62) a. He + vi, doesn't he?: He disappears, doesn't he?

b. He do not + vi, do he?: He does not disappear, do he?

- (63) a. She + vi, doesn't she?: She dances, doesn't she?
b. She does not + vi, does she?: She does not dance, does she?
- (64) a. It + vi, doesn't it?: It rains, doesn't it?
b. It does not + vi, does it?: It does not rain, does it?
- (65) a. They + vi, don't they?: They swim, don't they?
b. They do not + vi, do they?: They do not swim, do they?
- (66) a. (Determiner) + n. sing. (s) + vi, doesn't he/she/it?: Her boyfriend waits, doesn't he?
b. (Determiner) + n. sing. (s) + does + not + vi, does he/she/it?: Her boyfriend does not wait, does he?
- (67) a. (Determiner) + n. pl. (s) + vi, don't they?: The pretty leaves fall, don't they?
b. (Determiner) + n. pl. (s) + do + not + vi, do they?: The pretty leaves do not fall, do they?

3.4 How to Make Exclamatory Sentences

Just as an interrogative sentence has different word order from a declarative sentence, an exclamatory sentence has different word order from a declarative sentence. An exclamation has special word order. In the exclamation, the adverb introduced by *how* comes at the front, but the subject and the main verb are not inverted.

Essentially, exclamations begin with *how* without a following inversion of subject and the auxiliary *do/does*. *How*, an adverb, modifies an adverb of manner, and forms how-phrase (how + adv-m).

The EFL learners are encouraged to build a statement and then change the statement to an exclamation with an eye to recognizing the difference between the two sentence structures. The learners have to notice that how-phrase is fronted and that an exclamation mark, not a period, comes at the end of the sentence.

HOW + ADV-M + NP (S) + VI!

- (68) a. I + vi + adv-m.: I work diligently.
b. How + adv-m + I + vi!: How diligently I work!
- (69) a. You + vi + adv-m.: You cough loudly.
b. How + adv-m + you + vi!: How loudly you cough!
- (70) a. She + vi + adv-m.: She dances beautifully.
b. How + adv-m + she + vi!: How beautifully she dances!
- (71) a. (Determiner) + n. sing. (s) + vi + adv-m.: Her boyfriend waits patiently in front of her apartment on Sundays.

- b. How + adv-m + (determiner) + n. sing. (s) + vi!: How patiently her boyfriend waits in front of her apartment on Sundays!

(72) a. (Determiner) + n. pl. (s) + vi + adv-m.: The pretty leaves fall noiselessly in the fall.

- b. How + adv-m + (determiner) + n. pl. (s) + vi!: How noiselessly the pretty leaves fall in the fall!

3.5 How to Make Imperative Sentences

Word order in a statement is NP (S) + VI + (ADV), but word order in an imperative sentence is VI + (ADV) with the subject left out. There are two types of imperative sentence. One is an affirmative imperative, which begins with the basic form of the main verb and which has word order VI + (ADV). The other is a negative imperative, which begins with DON'T / DO NOT + VI + (ADV). The contracted DON'T is used in an informal style.

The EFL learners are encouraged to make a statement and then change the statement to an imperative to tell the difference between them.

VI + (ADV).

(73) a. You + vi + (adv): You work hard.

- b. Vi + (adv): Work hard.

(74) a. You + vi + (adv): You wait patiently.

- b. Vi + (adv): Wait patiently.

DON'T / DO NOT + VI + (ADV).

(75) a. You + vi + (adv): You laugh.

- b. Don't/Do not + vi + (adv): Don't laugh./ Do not laugh.

(76) a. You + vi + (adv): You swim slowly.

- b. Don't/Do not + vi + (adv): Don't swim slowly./ Do not swim slowly.

4. Conclusion

In order to aid the EFL learners at the college of technology in Taiwan to generate well-formed English sentences and to avoid committing the transfer errors, the word order in an English sentence should be taught to them. The Chinese word order in a sentence is not the counterpart in an English sentence. The syntactic structure does not transfer from Chinese to English. Romaine (1995) emphasized, "...a language switch can take place only at boundaries common to both languages, and switching cannot occur between any two sentence elements unless they are ordered in the same way"(p.126). Word order regulates the English meaning as Traugott and Pratt stated,

"...through word order, speakers [writers] establish a perspective on what is talked [written] about" (p.283). Therefore, as far as the teaching experiences more than ten years long are concerned, teaching how to make English sentences based on word order results in the advantages as follows:

1. The teaching method satisfies the requirements of high- and low-proficiency learners in terms of making sentences.
2. The learners learn by doing (writing).
3. The grammatical usages are integrally taught to the learners.
4. The learners are allowed to select the words which they use to convey their own meanings.
5. The teaching method enables the learners to avoid using their own L1 language.
6. The learners write grammatically correct sentences.
7. The learners understand grammatical usages through sentence writing.
8. The learners can analyze sentence structures after grasping word class and its function.
9. The learners can express creative thought.
10. The learners will succeed in producing a passage with a few mistakes on the basis of writing grammatical sentences. (See Appendix 2)

5. Suggestions and Pedagogical Implication

5.1 Suggestions

It is not easy to teach low-achievers English writing. Firstly, the low-achievers have a small vocabulary, and they should be encouraged to build a large vocabulary. They should also be reminded to understand the word class of a vocabulary word because the word class determines what position the word will be in an English sentence. Secondly, the low-achievers lack linguistic knowledge, and they should be helped to acquire the linguistic knowledge, especially syntactic knowledge. If they do not know how to arrange the words in the sentence, they will put the words together randomly. Therefore, they will form incorrect or Chinese-patterned sentences. Thirdly, the low-achievers do not comprehend what a coherent passage means. After the low-achievers have been able to produce correct and accurate sentences, they should be taught how to write the coherent passage by using four cohesive devices: tenses and aspects, pronouns, transition words, and synonyms. Finally, the low-achievers, generally speaking, are not highly motivated

learners, and they have no self-confidence. An instructor should continually tell them never to give up.

5.2 Pedagogical Implication

EFL low-achievers make writing mistakes because they lack linguistic knowledge, especially syntactic knowledge. The word-order-based writing instruction is expected to assist the low-achievers to avoid committing transfer errors and generate correct sentences. It is also expected that the teaching method can aid those who will write an English composition for the first time. With the help of syntactic knowledge, the beginner learners are expected to produce grammatically correct sentences.

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Appendix 1

Sample worksheet

Lecture 1 Name: Class: Number: Due Date:

S + ADV-F + VI + ADV-P + ADV-M + ADV-T.

1. I + vi.

Instructor: _____

Learner: _____

2. We + adv-f + vi.

Instructor: _____

Learner: _____

3. You + vi + adv-f.

Instructor: _____

Learner: _____

4. You + vi + adv-f.

Instructor: _____

Learner: _____

5. He + adv-f + vi + adv-p.

Instructor: _____

Learner: _____

6. She + vi + adv-p + adv-f.

Instructor: _____

Learner: _____

7. It + vi + adv-p + adv-m.

Instructor: _____

Learner: _____

8. They + vi + adv-m + adv-t.

Instructor: _____

Learner: _____

9. Sing. NP (S) + adv-f+ vi + adv-p + adv-m + adv-t.

Instructor: _____

Learner: _____

10. Pl. NP (S) + adv-f+ vi + adv-p + adv-m + adv-t.

Instructor: _____

Learner: _____

Appendix 2

The following true composition is written by a girl student after she has practiced making word-order-based English sentences for two semesters.

My name is.... I am eighteen years old. I was born into an ordinary family in Taiwan. My hometown is in Changhua. There are five family members in my family, apart from my parents, I have two brothers senior to me. My father is engaged in horticulture and my mother is a housewife. As for my brothers, they study at different universities.

When it come to my studies, I can put it into three periods.

After graduating from the elementary school, I attend a competitive junior high school I felt stressful on account of a large number of assignments and examinations. Besides, staying up gave rise to my terrible health.

Three years later, I completed the miserable life. Since I didn't have enough ability to attend good senior high schools, I chose Nai Kai University of Technology and determined to study in the Department of Applied Foreign Languages. I major in English and my minor is Japanese. Therefore, I began to specializing in English. In order to polish up my English proficiency, I also go to cram school. However, I suppose it somewhat difficult for me to learn Japanese. Hence, I will use extra time to consult my classmates excellent at Japanese or discuss with them.

Recently, I have spent most of time improving my English ability. What's more, I dream of being an English teacher. I consider it not easy for me to achieve this objective. Only when I get over all of the difficulties can I make this dream come true. Thus, by no means can I exaggerate the significance of the diligence and I hope one day I can achieve my aim and serve as this occupation.

在台灣的科技大學低成就的班級教授詞序導向 的英文句子寫作

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摘 要

語法正確的英文句子寫作是寫一段意義準確文章之基本必要前提。英文句子的基本要素是個別字彙，但如果個別字彙不依英文詞序結構放在句子中與其他字彙結合是無法表達出有意義的語言內涵。然而，字彙在英文句子中的詞序位置不是任意擺置，而是有固定的位置。一句英文句子是否語法正確與意義準確是由字彙的固定詞序位置決定的。通常在台灣科技大學的學生是以老師指派的字彙來練習英文造句，此種以字彙導向練習的造句方式，學習者會因缺乏英文詞序結構的語言知識，寫出不合英文語法的句子或因受中文母語句法影響而寫出中文句法的英文句子。如果對台灣科大的英文學習者教授以詞序引導的句子寫作，學習者就有知識能力造出語法正確的英文句子，可避免寫出中式句法的英文句子，和理解英文語法規則如何應用在句子的寫作。

關鍵詞：詞性、名詞片語、助動詞、完全不及物動詞、副詞