AN ETHNOGRAPHIC STUDY OF THE ROLE OF GRAMMAR IN TEACHING AND LEARNING WRITING AT HUFLIT CENTER

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ABSTRACT

In Vietnam, up till now grammar has been taught separately from writing context as a popular trend. Nevertheless, this current method of teaching hardly supports learners of English much in overcoming any difficulties when writing a paragraph, an essay, and a composition. Consequently, they are easily getting bored with their very slow progress in writing and they are not self-confident enough to do any pieces of writing even though they reach an intermediate level of English grammar (Le, 2009, p.25). This study's purpose was to investigate the role of grammar in teaching and learning writing. The subjects of the study concerned to one hundred and twenty students and four teachers of four B-level English classes at the foreign language centre of Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). To achieve the aim, observation, questionnaires and students' writing test were utilized as research instruments. Some recommendations were then set out for both teachers and students in the light of the research findings. Hopefully, this study could raise the awareness of teachers and students about the role of grammar in writing and thus make their teaching and learning more effective and progressive.

Keywords: Ethnographic, role of grammar, writing.

INTRODUCTION

Apparently, among communication skills, writing is the most important but difficult one. When students write something on paper, they must activate their sensorimotor memory to recognize the meanings of English words, to learn the different ways of putting words together to make meaningful sentences, and to practice how to transfer their knowledge of grammatical concepts from oral language to written language. Therefore, they need guidance of grammar to become effective writers.

Grammar is a rule that language users must obey to be able to communicate with one another. It is an indispensable part in the four skills of language learning. As such, what draws much more of teachers' and students' attention at foreign language centres, schools, and even universities is grammar. They are not concerned about communicative skills, for example, writing skills. Such English learning soon becomes a big rock on their shoulders (Nguyen, 1999, p.1).

This phenomenon occurs in writing courses even though the requirement of the syllabus is toward communication. Writing is the "form of social communication" and it permits us to understand not only the world, but also the self (Lindemann, 1995, p.4). Despite this, teachers usually equip their students with a little or even no grammar at the suprasentential level – grammar in writing-based lessons which can be considered as the ground of a piece of writing. They go on to draw their students' attention to grammar in sentences isolated from their context, which is writing in our case. This method of teaching, no doubt, does not

provide students with much progress in a piece of writing. It is clear that they can make grammatically correct sentences at the sentential level. However, when it comes to the construction of writing for a particular purpose in general and the treatment at the suprasentential level in particular, they find it hard to cope with. This issue captures the researchers' curiosity and interest and, therefore, deserves to be properly studied.

To achieve the aim established above, this study addresses the following main research question:

> *What is the role of grammar in teaching and learning writing?*

This main research question entails two following sub-questions about teachers' and students' behaviours, feelings, and thoughts as far as the role of grammar in a writing lesson is concerned:

1. *What are teachers' and students' behaviours in a writing lesson with respect to grammar at the sentential level and at the suprasentential level?*
2. *What are their underlying attitudes (i.e. thoughts and feelings) toward the actions explicitly observed in (1) above?*

LITERATURE REVIEW
Grammar in language pedagogy

This purely theoretical framework traces back the treatment of grammar in writing in the history of teaching methods.

Grammar at the sentential level: Form
Grammar which focuses on the *form* of language is studied in the *grammar-translation method*. It can also be said to be dealt with in the *direct method* and the *audio-lingual method* for the reasons which will be explained right afterwards.
Grammar-translation method

As cited in Huynh (2006, p. 22), dyad Rivers and Temperley discerned this most traditional method for the second language teaching as follows "This method is clearly rooted in the formal teaching of Latin and Greek, which prevailed in Europe for many centuries, and is still being in most schools all over the world. It aims at enabling students to read scientific works and enjoy literary works, mostly classics. Grammar is taught deductively by means of long and elaborate explanations. The writing skill is almost neglected." Yet, this method only aims to conduct grammar in isolated sentences through the grammatical exercises and the translation and very little attention is paid to communication. Thus instructors tried to find better ways to remedy this pitfall of the method. The direct method was the answer.
Direct method

The direct method, which originated in the 17th century, was revived in the 1990s as an alternative to the grammar-translation method. The features related to grammar in the direct method were summarized by Richards and Rodgers (1986, pp. 9-10). Teachers had to employ the second language to actively set up oral interaction between them and their students. More importantly, they needed to equip them with good grammar through modeling and inductive practice (i.e. by having students find out rules through the presentation of adequate linguistic

forms in the target language). Hence, this method focused on grammar neither in isolation nor in a context.

Audio-lingual method

The audio-lingual method prevailed during the decades of 1940 – 1970. The characteristics related to grammar in audio-lingual method might be summed up in the following features by Prator and Celce-Murcia (1992, p. 25). The process of learning grammar in audio-lingual method comprised the imitation, memorization, and drills of the structural patterns in the target language. This method ensured the habit-formation models of learning for students. Additionally, the grammatical explanation was little or not emphasized and was inductively taught without any contexts. Thus neither grammar nor writing skill was central to this method.

In general, the three methods above have the same weaknesses. Firstly, grammar is mainly instructed in isolation and deduction for the first method but induction for the second and the third. Secondly, writing skill is paid little or no attention to and it is only carried out at the sentential level, for example, translation, written exercises, and responses to questions. Consequently, it is necessary to gain the principles of teaching and learning a foreign language in a communicative method. The communicative language teaching is an answer.

Grammar at the suprasentential level: Function
Communicative language teaching

Communicative language teaching (CLT) in which grammar is studied lays an emphasis on not only the *function* but also *social acceptability* of a grammatical *form*. Bachman (1990, p. 85) articulates that merely knowing how to produce a grammatically correct sentence is not enough: A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication. Likewise, Cook (2003, p. 36) states that the essence of CLT is a shift of attention from the language system as end in itself to the successful use of that system in context, or, to put it another way, an emphasis from on form to on communication.

Whereas the formers draw attention to the three features of a communicative act – form, function, and social appropriacy – the latter only talks about communication as a purpose of language teaching generally. According to Canale and Swain (1980, para. 4), communicative competence is made up of four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Of the four, discourse competence consists of *cohesion*, *coherence*, and *organisation*. A piece of effective writing, first, requires *cohesion*. According to Wikipedia (2010, para. 1), cohesion is the grammatical and lexical relationship within a text or sentence. This definition shows that teachers have to instruct their students how to link grammar and vocabulary within a text or sentence to produce a meaningful whole. *Coherence* is the second requirement to perform a piece of good writing. As stated by Daniel (1995, para. 1), "Coherence is product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not." This author implies that teachers, therefore, have to teach their students how to make their thoughts clearer in writing. The last requirement is *idea organization* which supports readers in understanding what has been written without its writer's further clarification and/or illustration. Vygotsky (1962, p. 98) suggested that effectively written communication requires the transformation of the idiomatic structure of

"inner speech", which is the language of self-direction and intrapersonal communication, into "syntactically and semantically elaborated form".

Differently, in CLT, grammar is taught both at the sentential level and at the suprasentential level. As discourse is dealt with, special attention is paid to the latter, namely cohesion, coherence, and organisation.

Implications for grammar in teaching and learning writing
This section presents the pedagogical practices which can be carried out in the two corresponding views as follows.

Developing students' comprehension about grammar in writing
The details of this sub-section can be seen at the two contradictory paradigms: sentential and suprasentential.
At the sentential level: Focus on accuracy
Students' understanding about grammar at this level is on the ground of *accuracy*. They are to practice the grammatical points to make unrelated sentences whose forms can be acceptable in language. The more they drill the points, the better they can produce exact sentences in isolation on their own. Some types of the grammatical practices of *accuracy* introduced by Ur (1996, p. 84) can be used to achieve this:
● Awareness: After being introduced structures, students are given opportunities to encounter them and do a task focusing on the form and/or meaning.
● Controlled drills: Students produce the examples of the structures. The examples are predetermined by the teacher/textbooks and have to conform to clear, closed-ended cues.
● Meaningful drills: Again the responses are very controlled, but students make a limited choice of vocabulary.
At the supra sentential level: Focus on fluency (text)
In reality, when learning how to write a language, students at the beginning level are always asked to write disconnected sentences. However, when reaching the intermediate or advanced level, first, they are required to write well-organised and connected sentences. Next, they are asked to make paragraphs, essays, compositions, and texts optionally or obligatorily. The research by Byrne (1988, p. 25) indicated that at this level students continued from sentence practice to the production of a text. It was the text that provided them with a setting within which they could practice, for example, sentence completion, sentence combination (*cohesion*), paragraph construction (*organization*), and *coherence*. This led them to the achievement of writing in a language. To get success in the grammatical practices at the suprasentential level, students are usually required to do the following types of exercises of *fluency*. These exercises were also suggested by Ur (1996, p. 85):
● Guided, meaningful practice: Students form sentences of their own according to a set of patterns but exactly what vocabulary they use is up to them.
● (Structure-based) free sentence composition: Learners are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use the structure.
● (Structure-based) discourse composition: Learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within a discourse.
● Free discourse: Students are given no specific direction to use the structure; however, the task situation is such that instances of it are likely to appear.

Developing students' communication about grammar in writing

The practice to grow students' comprehension about writing-based grammar requires communication. The details are presented below.

Communicative purpose

In studying grammar at the suprasentential level, Harmer (1991, p. 46) revealed that students needed to drill the *communicative purpose*: Writing about things which they wanted to happen as a result of what they wrote. Accordingly they would select the grammatical items of language which were appropriate for this purpose.

Communicative context-writer

Text can be seen as the means by which writer students perform an action on reader students. Byrne (1988, p. 27) unveiled that the writers had to know that they were communicating in a written situation. They were to see which readers they were addressing so that they could do the effective pieces of writing.

Communicative context-reader

In writing, the communicative context-writer and the communicative context-reader are not separated from each other. With his interest in the latter, Johns (1990, p. 50) stated that a writer had to know the interaction between a writer and a reader so that he/she could give his/her reader a good piece of writing. This piece was evaluated against whether it was coherent, cohesive, and well-organised through this reader's comprehension.

METHODOLOGY

Overall approach

In this study, the overall approach adopted is ethnography. According to Hammersley and Atkinson (1995, p. 1), "In recent decades ethnography has become a popular approach to social research, along with other kinds of qualitative work. It involves the ethnographer participating, overtly or covertly, in people's daily lives for an extended period of time, watching what happens, listening to what is said, asking question – in fact, collecting whatever data are available to throw light on the issues that are focus of the research." As the role of grammar in a writing-based lesson as well as the teachers' and the students' behaviours in class are concerned, this overall approach is best suited for the nature of the study.

Study setting

This study was conducted at the foreign language centre of Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). It is located at 176/4 Su Van Hanh Extended Street in District 10 of Ho Chi Minh City. It offers A-, B-, and C-level English courses, each of which lasts for six months with the total time of 300 periods (a period consists of 45 minutes). Its designated textbooks for students to work on are the series of American Streamline (i.e. Departures, Connections, and Destinations) and the supplementary materials for internal circulation to train the four skills of listening, speaking, reading, and writing separately.

With respect to the last skill – the focus of this study – the essays to be developed are grounded on seven topics whose outlines are made available by the centre. These topics are:

1- Health and wealth, which is more important?
2- The value of education
3- Conditions of true friendship

4- How to be happy?
5- The pleasure of reading
6- The weather in your country: which season do you like best and why?
7- How to speak English well?

Every two months the center sets up an A-, B-, and C- level Examination Board to help its students get relevant certificates which can partly support them in studying at university or getting a job.

Participants of the study
Students
The students of this study came from four B-level classes. They were coded B1, B2, B3, and B4 with respective numbers of 28, 32, 26, and 34 students. Therefore, the total number of the student participants was 120. The learners were different from one another in age, gender, and residence.

Teachers
A group of four enthusiastic teachers consisting of two males and two females voluntarily took part in this study. They were experienced enough in English teaching: three had been teaching at HUFLIT for 8 years and one for 6 years at the time of data collection. Two of them who held an MBA degree spent 10 years on their English teaching career. The other two with a BA degree got nine-year teaching experience.

Instrument of the study
To achieve the study's purpose, class observation, questionnaires, and students' writing test were employed to collect relevant data. The particulars for each of these are presented below.

Class observation
To further develop the overall approach presented above, this sub-section makes elaborations upon the *type of participation observation*, the *kind of description*, and the *time frame* that the researchers of this study will involve themselves in.
There are three types of participant observation: *uninformed non-participant*, *informed non-participant*, and *informed participant* (Glesne & Peshkin, 1992, p. 40). As the researchers remained primarily observers but had some interaction with study participants, they should place themselves in the middle of participant-observation continuum. Namely, they acted the role of *observers as participant*, which was the 2nd type.

When observing writing classes, the researchers paid closer attention to the way each teacher treated grammar in their lessons and how the students learned from this way of teaching. Specifically, the researchers noted the way the teacher and students treated grammar at the sentence level and at the above sentence level. The classroom observations lasted three weeks, from April 4th to 24th, 2016. Each of the four classes was visited seven times during this period. Each visit consisted of two periods or 90 minutes. Therefore, there were altogether 28 classroom observations with the total time of 56 periods or around 2,520 minutes.

Questionnaire
The administration of the questionnaire for this study proceeded right after the classroom visits had come to an end (i.e. on April 25th, 2016 for classes B3 and B4 and on April 27th, 2016 for classes B1 and B2) and lasted 15 minutes in each of the four classes. The researchers

designed the two versions of the questionnaires. One was in Vietnamese for the students (see Appendix 1.1) so that they could understand the questions clearly. The other was in English for the teachers (see Appendix 1.2).

Students' writing test

The students' writing test occurred at the Examination Board of HUFLIT on June 20th, 2016, and lasted 80 minutes. Nearly all the students of the four classes (106/120: 21 for class B1, 25 for class B2, 26 for class B3, and 34 for class B4) took part in their writing test. The test was composed of five parts. They were sentence completion, error recognition, text completion/reading comprehension, word order/transformation, and a 100-word essay production. The students themselves had to deal with these parts on the ground of grammar at the sentential level and at the suprasentential level which they had been taught earlier. Then, their test papers were handed in to and scored by the Examination Board.

Data analysis procedure

Although the study was qualitative-oriented, as the noun phrase of "an ethnographic study" in the title bears, data with numbers needed to be measured and analysed by employing statistical techniques.

Class observation data

After collecting the data of the observation, the researchers categorised the data into the two key themes of *grammar at the sentence level* and *grammar at the above sentence level*. Moreover, each theme comprised its sub-themes and each sub-theme consisted of its aspects with their own frequencies in the lessons. The researchers prepared the data for not only each class but also each class group (namely Group 1 of classes B3 and B4 and Group 2 of classes B1 and B2), based on their similarities in the teaching mode. As the classroom observation data were later converted into *frequencies* for their analysis to find out whether there was difference in the way each of teachers had taught, it was necessary for the researchers to employ a Chi-square (χ^2) test to know if it was statistically significant. To do this, they used Brown's (2001, p.159) formula:

$$\chi^2 = \sum \frac{(F_{obs} - F_{exp})^2}{F_{exp}} \quad \text{with } \sum \text{ standing for the sum}$$

To calculate a χ^2 statistic, the following six steps were further provided:

Step 1: Line up the observed frequencies (F_{obs}).
Step 2: Determine what the appropriate expected frequency (F_{exp}) is for each F_{obs}.
Step 3: Subtract the F_{exp} from F_{obs} in each case.
Step 4: Square each of the results of step 3.
Step 5: Divide each of the squared values obtained in step 4 by F_{exp}.
Step 6: To get observed value of χ^2, add the results of step 5.

Questionnaire data

The student questionnaire responses totaled 100, but the sum of the responses for some questions was below this number (for example, 94, 95, etc.) because not all the students responded to all the items. To be helpful for the researchers to elicit the data, the answers to each question were grouped into the same themes, and they used the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

This formula means that to get the mean ($\overline{X}$), one has to add up ($\sum$) all the individual observations of *X* and divide the sum by the total number of observations (*N*) (Hatch & Farhady, 1982, p. 55).

Writing test data

As there were two trends in the four teachers' teaching methodology, the researchers decided to group the results of four classes into only two groups for writing test data analysis (Group 1 of classes B3 and B4 and Group 2 of classes B1 and B2) from the lowest to the highest mark. To analyse score distribution, individual marks were grouped into 3 categories of weak (3-4.5), average (5-6.5), and good (7-8.5). Then, all the marks for both the groups were taken together for a general comparison. A t-test was employed to calculate the disparity between the mean marks of the writing tests with the acceptance level at .05. The t-test is calculated according to the formula proposed by Hatch and Farhady (1982, p. 111) as follows:

$$t_{test} = \frac{\overline{X}_{G1} - \overline{X}_{G2}}{S_{(\overline{X}_{G1} - \overline{X}_{G2})}}$$

with $S_{(\overline{X}_{G1} - \overline{X}_{G2})} = \sqrt{\left(\frac{S_{G1}}{\sqrt{n_{G1}}}\right)^2 + \left(\frac{S_{G2}}{\sqrt{n_{G2}}}\right)^2}$, $S = \sqrt{\frac{\sum(X-M)^2}{n-1}}$, n_{G1} referring to the marks

of classes B3 and B4, n_{G2} representing the marks of classes B1 and B2, S indicating the standard deviation, X standing for the average marks, M symbolising the mean, and $\sum$ referring to the sum.

RESULTS

The main question research and its sub-questions are answered via the presentation of the results of the data analysis procedure below.

Results from the class observation

As previously presented, the writing practice for a B-level course in English is based on the seven topics predetermined by the Centre of Foreign Languages of HUFLIT. Students are instructed to develop their writing. Of the four teachers observed, two trends in their teaching methodology can be identified. These trends reflect two rather contradictory views of the teaching and learning process:
(1) The first view represents those who advocate the teaching of writing based on the teacher's model writing, and
(2) The second view is typical of those who are in favour of writing teaching which is oriented toward the students' writing.

Teacher-work oriented

Representatives of the style in writing teaching in which all activities in class are centred around the model piece of writing supplied by the teacher are the teachers in classes B3 and B4 (earlier referred to as Group 1). This group makes concentration on two kinds of themes: grammar at the sentential level and grammar at the suprasentential level. Let us take a look at Table 1a and Table 1b for details.

Teachers	Grammar	F_{obs}	F_{exp}	$(F_{obs} - F_{exp})^2 / F_{exp}$	χ^2
B3	**At sentential level**				
	1.Verb	25	22.00	$(25-22.00)^2/22.00$	0.4090
	2. Adjective	16	17.00	$(16-17.00)^2/17.00$	0.0588
	3. Others	21	21.50	$(21-21.50)^2/21.50$	0.0116
	At suprasentential level				
	1. Cohesion	14	13.00	$(14-13.00)^2/13.00$	0.0769
	2. Coherence	13	13.50	$(13-13.50)^2/13.50$	0.0185
	3. Organisation	11	12.00	$(11-12.00)^2/12.00$	0.0833
B4	**At sentential level**				
	1.Verb	19	22.00	$(19-22.00)^2/22.00$	0.4090
	2. Adjective	18	17.00	$(18-17.00)^2/17.00$	0.0588
	3. Others	22	21.50	$(22-21.50)^2/21.50$	0.0116
	At suprasentential level				
	1. Cohesion	12	13.00	$(12-13.00)^2/13.00$	0.0769
	2. Coherence	14	13.50	$(14-13.50)^2/13.50$	0.0185
	3. Organisation	13	12.00	$(13-12.00)^2/12.00$	0.0833

Sum = χ^2 = 0.6581+0.6581=1.3162

Table 1a: A two-way analysis of Chi-square for grammar at both levels in classes B3 and B4

Grammar	Teacher B3	Teacher B4[a]	Total	χ^2
At sentential level				
1. Verb (% col.)	25 (25.00%)	19 (19.19%)	44 (22.22%)	0.8180[b]
2. Adjective (% col.)	16 (16.00%)	18 (18.18%)	34 (17.17%)	0.1176
3. Others (% col.)	21 (21.00%)	22 (22.22%)	43 (21.72%)	0.0232
At suprasentential level				
1. Cohesion (% col.)	14 (14.00%)	12 (12.12%)	26 (13.13%)	0.1538
2. Coherence (% col.)	13 (13.00%)	14 (14.14%)	27 (13.64%)	0.0370
3. Organisation (% col.)	11 (11.00%)	13 (13.13%)	24 (12.12%)	0.1666
Total	100	99	198	1.3162[c]

Table 1b: Overall factors identified by classes B3 and B4

[a]In this table, the column percentages for Teacher B4 do not add up to exactly 100% because of rounding. However, the total is not off by more than 0.1%.

[b]$p \leq .05$ (d.f. = 1).

[c]Overall chi square, 1.3162; d.f. = 5, $p \leq .05$

Table 1a and Table 1b summarise the statistics for this through the analysis of Chi-square. In the full set of actual analyses reported in Table 1b which combined both an overall two-way analysis with six one-way analyses, one can easily notice that the overall χ^2 of 1.3162 is shown in the bottom right corner and that footnote *c* below the table ([c]Overall chi square, 1.3162; d.f. = 5; $p \leq .05$) emphasizes:

1. This particular χ^2 statistic is for the overall two-way analysis,

2. The analysis was for 5 degree of freedom (in two-way analyses, d.f. = (rows – 1) (columns – 1) = (2 – 1) (6 – 1) = 1 x 5 = 5), and

3. The observed statistic χ^2 of only 1.3162 is *not* significant at the predetermined p ≤ .05 probability level: Compare it to the critical value of 11.0710 (p ≤ .05 (d.f. = 5)) in the table of critical values of χ^2 in Appendix 2.

Therefore, an inferential conclusion can be made at this point: Generally speaking, there was no statistically significant difference in the way both the teachers of the two classes of B3 and B4 taught writing and grammar in a writing-based lesson.

Student-work oriented

Representatives of the style in writing teaching in which all class activities depend on the pieces of model writing supplied by the students are the teachers of the two other classes of B1 and B2 (Group 2). Table 2a and Table 2b below make a brief statement of the statistics in the analysis of Chi-square.

Teachers	Grammar	F_{obs}	F_{exp}	$(F_{obs} - F_{exp})^2 / F_{exp}$	χ^2
B1	**At sentential level**				
	1.Verb	35	37.00	$(35-37.00)^2/37.00$	0.1081
	2. Adjective	31	28.00	$(31-28.00)^2/28.00$	0.3214
	3. Others	44	44.50	$(44-44.50)^2/44.50$	0.0562
	At suprasentential level				
	1. Cohesion	7	6.50	$(7-6.50)^2/6.50$	0.0384
	2. Coherence	6	5.00	$(6-5.00)^2/5.00$	0.2000
	3. Organisation	4	4.50	$(4-4.50)^2/4.50$	0.0555
B2	**At sentential level**				
	1.Verb	39	37.00	$(39-37.00)^2/37.00$	0.1081
	2. Adjective	25	28.00	$(25-28.00)^2/28.00$	0.3214
	3. Others	45	44.50	$(45-44.50)^2/44.50$	0.0562
	At suprasentential level				
	1. Cohesion	6	6.50	$(6-6.50)^2/6.50$	0.0384
	2. Coherence	4	5.00	$(4-5.00)^2/5.00$	0.2000
	3. Organisation	5	4.50	$(5-4.50)^2/4.50$	0.0555

$$\text{Sum} = \chi^2 = 0.7796 + 0.7796 = 1.5592$$

Table 2a: A two-way analysis of Chi-square for grammar at both levels in classes B1 and B2

Grammar	Teacher B1	Teacher B2	Total	χ^2
At sentential level				
1. Verb (% col.)	35 (27.56%)	39 (31.45%)	74 (29.48%)	0.2162^a
2. Adjective (% col.)	31 (24.41%)	25 (20.16%)	56 (22.31%)	0.6428
3. Others (% col.)	44 (34.65%)	45 (36.29%)	89 (35.46%)	0.1124
At suprasentential level				
1. Cohesion (% col.)	7 (5.51%)	6 (4.84%)	13 (5.18%)	0.0768
2. Coherence (% col.)	6 (4.72%)	4 (3.23%)	10 (3.98%)	0.4000
3. Organisation (% col.)	4 (3.15%)	5 (4.03%)	9 (3.59%)	0.1110
Total	127	124	251	1.5592^b

Table 2b: Overall factors identified by classes B1 and B2

[a]$p \leq .05$ (d.f. = 1)

[b]Overall chi square, 1.5592; d.f. = 5, $p \leq .05$

Table 2b shows the combination of an overall two-way analysis and six one-way analyses in the full set of actual analyses. The overall χ^2 of 1.5592 can be seen in the bottom right corner of the table. [b]Overall chi square, 1.5592; d.f. = 5, $p \leq .05$ which is below the table lays emphasis on:

1. This particular χ^2 statistic is for the overall two-way analysis,

2. The analysis was for 5 degree of freedom, and

3. The observed statistic χ^2 of only 1.5592 is not significant at the predetermined $p \leq .05$ probability level: Compare it to the critical value of 11.0710 ($p \leq .05$ (d.f. = 5)) in the table of critical values of χ^2 in Appendix 2.

As a result, the way both the teachers of classes of B1 and B2 followed to teach writing and grammar in a writing-based was not different from each other in statistic significance.

In summary, although the two pairs of the teachers advocated the teaching of writing differently, all of them gave a bias to grammar as an autonomous system. They paid more attention to teaching how to write isolated English sentences grammatically. Seldom did they teach grammar as a socially-embedded system. Noticeably, whatever trends in the teaching of writing they followed, the four teachers worked more actively than their students.

Results from the writing test

Here, the data is organized along score distribution, mean scores, and t-test.

Mark distribution

One hundred and six students took part in the test. Of this total number, 60 and 46 were from Groups 1 and 2, respectively. As such, 14 from Group 2 did not sit the test for unknown reasons. The marks after being grouped into three categories of below average (3-4.5), average (5-6.5), and good (7-8.5) are presented in Chart 1 below:
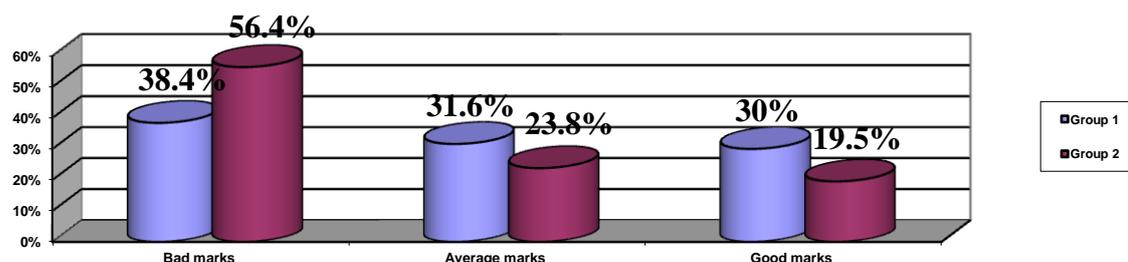
Chart 1: Mark type distribution of Group 1 and Group 2

It is evident from the Chart above that there were two different mark trends. For the bad scores, the percentage of Group 1 (38.4%) was lower than that of Group 2 (56.4%). Meanwhile, for the average and the good ones, the percentages of Group 1 (31.6% and 30%) were higher than those of Group 2 (23.8% and 19.5%), respectively.

Score means

As there is a disparity in distribution of the marks in the three categories under investigation, it is necessary to know if, taken together, the means of Groups 1 and 2 are different as in Table 3 below.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Marks	B1 & B2	46	5.07609	1.329024	.195954
	B3 & B4	60	5.65000	1.519088	.196113

Table 3: Mark means of Group 1 and Group 2

As can be seen from the table above, the mean of Group 1 (5.65) was higher than that of Group 2 (5.076). The difference in means between the two groups is .574. To know if this disparity is statistically significant, an independent samples t-test was run on a computer via SPSS and presented in the following sub-section.

t-test

The result of a t-test is summarised in Table 4 hereafter:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig	t	d.f.	Sig. (2-tailed)	Mean Difference	Std. Error Differences	Lower	Upper
Marks	Equal variances assumed	2.021	.158	-2.034	104	.045	-.573913	.282189	-1.133504	.014322
	Equal variances not assumed			-2.070	102.138	.041	-.573913	.277233	-1.123795	-.024031

Table 4: The result of t-test

In Table 4, because Sig. is higher than 0.05, the variances of the two groups are equal. Therefore, the *t* value of -2.034 in the row *Equal variances assumed* is used. As Sig. (for a 2-tailed test) is lower than 0.05 (i.e. .045), the difference in the means between the two groups is statistically significant, and the null hypothesis can be rejected. Inferentially, the treatment made by the teachers of classes B3 and B4 significantly influenced their students' writing performance.

Results from the questionnaire

This section only focuses itself on some very crucial points in the two questionnaires for students and teachers and concurrently makes a very short comparison between their responses with the aim to make it clear about the indispensably vital role of grammar in writing.

Importance of grammar beside other factors for the quality of writing
Chart 2a and 2b below illustrate students' and teachers' consciousness about the importance of linguistic knowledge for the quality of writing:
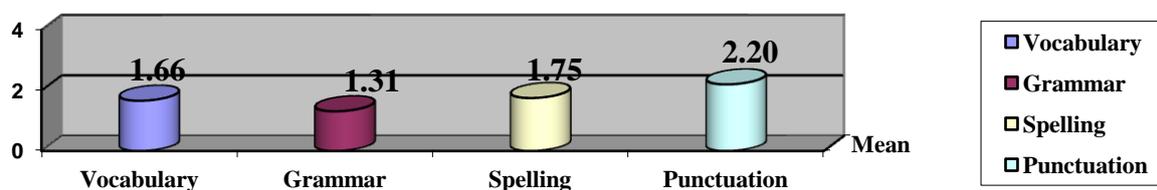

Chart 2a: Students' responses to the importance of the factors for the quality of writing
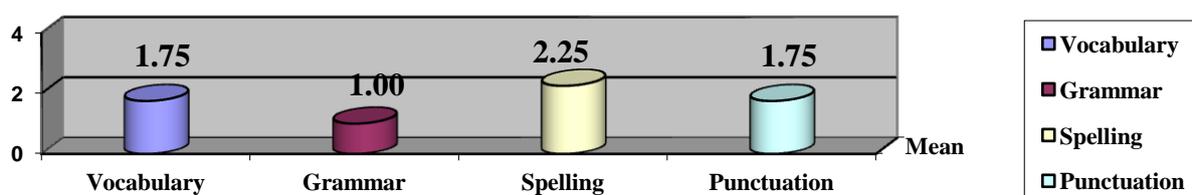

Chart 2b: Teachers' responses to the importance of the factors for the quality of writing

In comparison with the standard mean value of 2.50, *grammar* in students' and teachers' responses with the mean value of 1.31 and 1.00 respectively played the most important role. Thus, it is obvious that all the teachers and a majority of the students perceived the importance of grammar beside other factors for the quality of writing.

Trouble in learning and teaching grammar at the sentential level
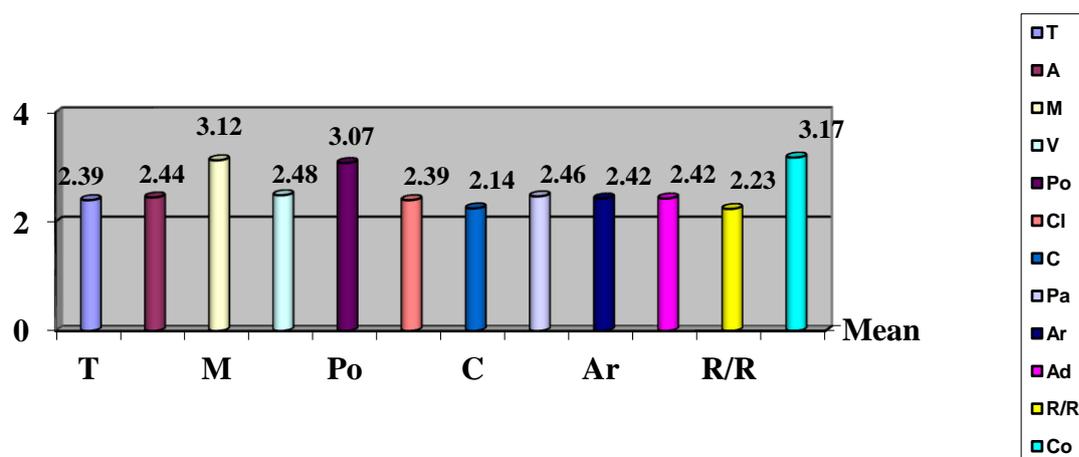
Verb: T: Tense, A: Agreement (subject-verb), M: Modal verb, and V: Verb pattern.
Adjective: P: Position, Cl: Clause, C: Comparison, and Pa: Pattern.
Others: Ar: Article, Ad: Adverb, R/R: Reflexive/Reciprocal, and Co: Conjunction

Chart 3a: Students' responses to the troubles of sentential level grammar
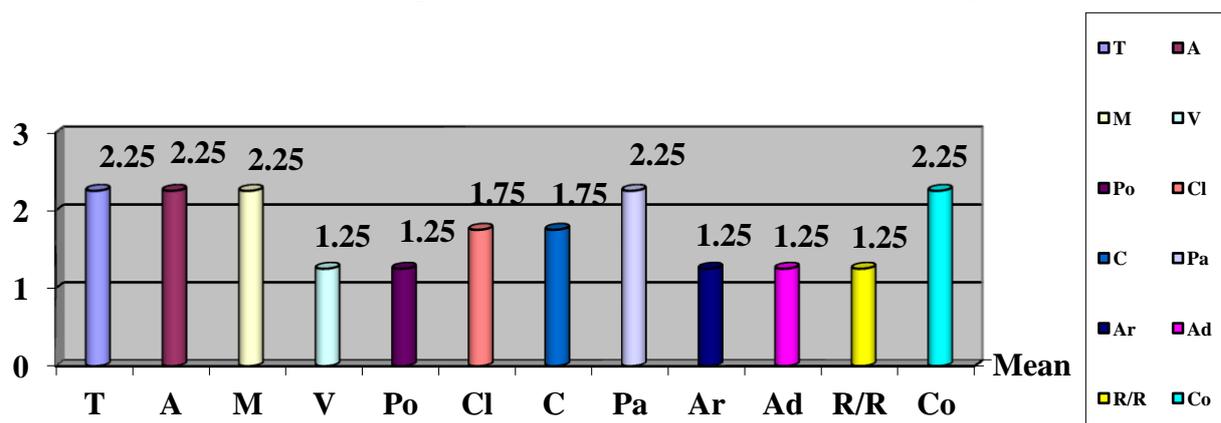

Chart 3b: Teachers' responses to the troubles of sentential level grammar

The information from students' chart exposes two general trends. One was that a large number of the students agreed on the difficulties of the aspects of *tense*, *subject-verb agreement*, *verbal pattern*; *adjective* in terms of *clause*, *comparison*, and *pattern*; and *article*, *adverb clause*, and *reflexive/reciprocal pronoun*. This was because their mean values (from 2.14 to 2.48) were lower than that of 3.00. The other was that with the mean values of 3.07, 3.12, and 3.17, a majority of the students did not think that *adjective position, modal verb, and conjunction* respectively caused them trouble in writing. Similarly, two trends are found in teachers' responses. One was that most of the teachers strongly agreed on the trouble of the aspects of *verbal pattern*, *adjective position*, *article*, *adverb*, and *reference/reciprocal pronoun* since their mean values (1.25) were substantially lower than that of 3.00. The other was that with the mean values ranging from 1.75 to 2.25, many of them expressed their agreement with the obstacles of *tense*, *subject-verb agreement, modal verb*; *adjective* in terms *clause, comparison*, and *pattern;* and *conjunction*.

Trouble in learning and teaching grammar at the suprasentential level
This kind of trouble can be seen in Chart 4a and 4b below:
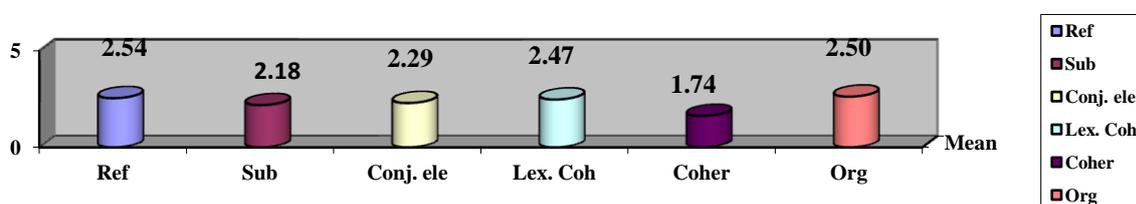

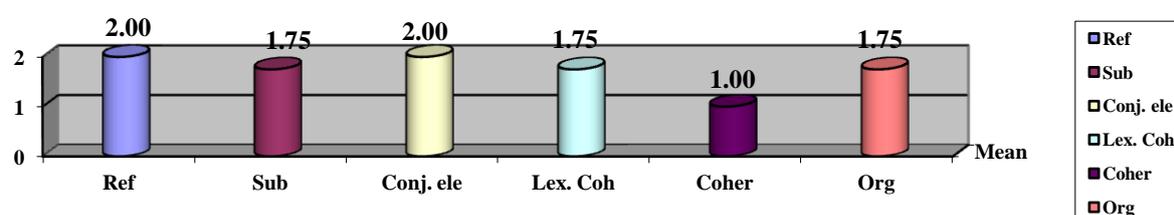**Chart 4a: Students' responses to the troubles of suprasentential level grammar**

Chart 4b: Teachers' responses to the troubles of suprasentential level grammar

A majority of the students agreed on the difficulties of all the sub-themes of grammar at the suprasentential level (with mean values from 1.74 to 2.50 which were lower than that of 3.00). In comparison with them, the teachers had the same agreement of the difficulties of the sub-themes of grammar at both the levels – sentential and suprasentential – when teaching writing.

DISCUSSION
General findings
The data analysis above pointed out that the four teachers and their students were aware of the importance of grammar at both the levels – sentential and suprasentential – in teaching and learning writing. At the first paradigm, grammar helps them produce good sentences in isolation. To do this, in the process of teaching and learning, they focused on the same themes and sub-themes such as verb, adjective, and others. Meanwhile, at the second paradigm, they paid attention to the following components of grammar: cohesion, coherence, and idea organization. Although both the teachers and students referred to the same items of grammar at both the levels in their lessons, the degrees of their concentration were different from each other. It was possible that in their conjecture, these items caused the trouble to them in writing. One more was that despite the different degrees of attention paid to grammar at the sentential level and the suprasentential level, generally, the teachers of Groups 1 and 2 were in favour of grammar at the first paradigm. Specifically, they spent a great deal of time treating grammar in disconnected sentences whereas they only slid over the grammatical items in writing-based lessons even when it was their writing course.

Specific findings
This section is further split up into the two categories in accordance with the two sub-research questions about behaviours and attitudes (i.e. thoughts and feelings).

Behaviours

When teaching grammar at the sentential level, the teachers of Group 1 laid an emphasis on the three hierarchic sub-themes: *verb, others*, and *adjective* (for class B3) and *others, verb, and adjective* (for class B4). At the suprasentential level, the three respective sub-themes of *cohesion, coherence*, and *idea organisation* were considered as the key points to the teacher of class B3 and those of *coherence, cohesion,* and *idea organisation* to the teacher of class B4. Despite the various degrees of the concentration on the categories above, these two teachers' teaching ways were not significantly different. Likewise, to support the students in sentential level grammar, in a hierarchy, the teachers of Group 2 drew their students' attention to the three sub-themes: *others, verb,* and *adjective*. When instructing grammar at the suprasentential level, the teacher of class B1 referred to the sub-themes of *cohesion, coherence,* and *idea organisation* as prominent points in her lessons. Meanwhile, those of *cohesion, idea organisation*, and *coherence* were central to the class B2 teacher's explication. In spite of the emphasis on the different sub-themes, significantly there were not any differences in the Group 2 teachers' teaching ways.

For the results, the analysis of the mark data above showed that the students in both these class groups scored differently in their writing examination. It was obvious that the percentage of the below average scores of Group 1 was lower than that of Group 2. Conversely, the percentages of the average and good scores of Group 1 were higher than that of Group 2. In addition, some highest marks in this examination only appeared in Group 1. As presented above, when teaching grammar in writing, the teachers of Group 1 were a little more concerned about suprasentential level grammar than those of Group 2. Despite this slight concern, the students of Group 1 got better marks than those of Group 2 did in their examination. Clearly, this showed that treating grammar in writing-based lessons surely led to more positive results in a writing test.

Attitudes

Firstly, both the teachers and students were aware of the importance of grammar at both the levels – sentential and suprasentential – beside other factors such as *vocabulary*, *spelling*, *punctuation, style*, and *purpose* in writing. However, they were still absolutely biased toward sentential level grammar in their lessons. Secondly, all the teachers and a majority of the students perceived the difficulties of grammar at the sentential level and at the suprasentential level through the typical aspects of the sub-themes that they experienced in their writing courses. Finally, all the teachers and students could realise that sentential level grammar was very different from suprasentential level grammar in outcomes. Grammar at the first paradigm helped them perceive linguistic knowledge. They knew how to produce grammatically isolated sentences in English. Conversely, grammar at the second paradigm helped them apply the knowledge to a writing-based context. They were able to make good pieces of writing with *cohesion*, *coherence*, and *idea organisation*. This could be due to two noticeable reasons. First, they did not get used to grammar in writing-based lessons because of its novelty and difficulty. Second, they needed a lot of time and energy to deal with it because of its difficulties.

CONCLUSIONS

As previously mentioned, this study lays an emphasis on examining the role of grammar in teaching and learning writing. The findings of the study show that in response to the main question, there is evidence to claim that grammar plays a very important role in teaching and learning writing. At the sentential paradigm, it helps create correct English sentences albeit

only in isolation. Meanwhile, at the suprasentential paradigm, with a writing-based context, grammar supports in producing a paragraph, an essay, a composition, and a text. This should be the ultimate purpose in the teaching and learning of grammar in writing-based communication – how to use it effectively. As far as the first sub-question is concerned, there is a slight disparity in the teachers' and the students' behaviours on teaching and learning grammar in writing at both the levels – sentential and suprasentential. For the second sub-question, the teachers' and students' attitudes toward teaching and learning grammar in writing record the difference between both the paradigms. Specifically, they perceived that it was neither difficult nor time-consuming to deal with the aspects of grammar at the sentential paradigm. On the contrary, in their thoughts, grammar at the suprasentential paradigm was quite new and hard.

Basing on the findings, some recommendations are set out for both teachers and students. For teachers, they should spend plenty of time and energy training their students to set up the habit of working with suprasentential level grammar – quite new and challenging. Second, owing to time constraint in class, teachers should require their students to do writing tasks at home on the base of the predetermined topics and corresponding outlines. Then, they collect their students' papers and give them their sufficient feedback. Third, teachers should think of equipping their students with the basic theory of the writing forms so that they can understand clearly what and how they are to write about. Fourth, teachers can give students some practical activities such as unscrambling sentences and writing free sentence compositions by using cohesive devices and meaning relationships between or within sentences. Finally, much attention should be paid to cohesion, coherence, and idea organisation especially due to different modes of thinking in these two languages – English and Vietnamese. For students, they must try their best to acquire the knowledge of suprasentential level grammar and get used to it through their teachers' help. Also, they need to finish their assignment quite well and regularly by applying this knowledge and their mistakes corrected by the teachers to their writing tasks, and importantly they have to catch the basic theory of the writing forms and the contrast between the mother tongue and the target langue – English.

With the recommendations above, this study hopefully makes the role of grammar prominent in teachers' and students' thoughts and thus encourages them to innovate their method of teaching and learning to reach the ultimate purpose that is the improvement of writing skill.

ACKNOWLEDGEMENTS

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APPENDICES
APPENDIX 1.1

STUDENTS' QUESTIONNAIRE

Bản câu hỏi dưới đây nhằm thu thập dữ liệu cho đề tài nghiên cứu về vai trò ngữ pháp trong dạy và học viết bằng phương pháp quan sát lớp. Xin bạn dành chút thời gian quý báu trả lời các câu hỏi sau. Đối với phần lớn các câu hỏi bạn chỉ việc đánh chéo vào ô bạn chọn. Những trường hợp khác, bạn theo chỉ dẫn. Các câu trả lời của bạn rất quan trọng đối với sự thành công của đề tài và chỉ được sử dụng cho mục đích nghiên cứu. Các thông tin liên quan đến bạn đều được bảo mật. Chúng tôi xin chân thành cảm ơn sự cộng tác của bạn.

Part I: Về bản thân

1. *Tuổi* _____

2. *Giới tính:*   2.1 ☐ Nam   2.2 ☐ Nữ

3. *Bạn đã học phổ thông ở đâu?*

3.1 ☐ Thành phố   3.2 ☐ Thị trấn (vùng sâu, vùng xa, vùng cao, nông thôn)

4. *Trước khi học khóa tiếng Anh trình độ B này, bạn đã học tiếng Anh:*

4.1 ☐ Bao lâu? _____   4.2 ☐ Ở đâu? _____

5. Kỹ năng ngôn ngữ cần thiết cho bạn sau khi đậu chứng chỉ B? (xếp theo thứ tự ưu tiên giảm dần, ví dụ: 1 ưu tiên nhất)

5.1 ☐ Viết   5.2 ☐ Đọc   5.3 ☐ Nói   5.4 ☐ Nghe

6. Bạn có nghĩ kỹ năng viết tiếng Anh sẽ rất cần thiết cho bạn trong cuộc sống và công việc sau này không?

6.1 ☐ Có   6.2 ☐ Không   6.3 ☐ Có thể

Vì sao bạn trả lời như trên? _____

Part II: Về vấn đề ngữ pháp trong dạy viết

1. Khi học ngữ pháp, bạn mong muốn điều gì nhất?

1.1 ☐ Dạy kiến thức ngữ pháp theo từng câu riêng lẻ, tách khỏi bài viết

1.2 ☐ Dạy kiến thức ngữ pháp dựa trên bài viết

1.3 ☐ Điều khác (xin nêu rõ) _____

2. *Lý do bạn chọn như trên (câu 1):*

2.1 ☐ Dễ hiểu

2.2 ☐ Khó, nhưng có lợi cho việc rèn kỹ năng viết

2.3 ☐ Khác (xin nêu rõ) _____

3. *Bạn nghĩ gì về các yếu tố sau đây đối với chất lượng của một bài viết?*

	Các yếu tố	Rất quan trọng	Quan trọng	Hơi quan trọng	Không quan trọng
3.1	Từ vựng chính xác				
3.2	Ngữ pháp chặt chẽ				
3.3	Chính tả đúng				
3.4	Dấu chấm câu hợp lý				

4. *Bạn có gặp khó khăn về các điểm ngữ pháp dưới đây khi học môn viết không?*

	Các điểm ngữ pháp	Rất đồng ý	Đồng ý	Không chắc	Không đồng ý	Rất không đồng ý
4.1	- Không biết cách dùng mạo từ (bất định: *a/an*, và xác định: *the*)					
4.2	- Không biết cách dùng động từ (ở thì hiện tại đơn, quá khứ đơn, và tương lai đơn)					
	- Không biết chia động từ và chủ ngữ					
	- Không biết đặt câu với động từ hình thái (can, may...)					

	- Không biết đặt câu theo các mẫu câu của động từ như V + to inf, V + V-ing, V + O + to inf, và V + sth to sb (sb sth)					
4.3	- Không biết vị trí của tính từ trong câu					
	- Không biết đặt câu với mệnh đề tính từ					
	- Không biết đặt câu so sánh với tính từ					
	- Không biết đặt câu với các mẫu câu tính từ: It's + adj (+ for sb) + to inf					
4.4	- Không biết cách dùng các mệnh đề trạng từ (chỉ thời gian, lý do, mục đích, và điều kiện)					
4.5	- Không biết cách dùng các đại từ phản thân và đại từ hỗ tương					
4.6	- Không biết cách dùng các liên từ: and, but, và or					

5. *Thường các lỗi ngữ pháp nêu trong câu 4 được thầy/cô của bạn sửa bằng cách:*

5.1 ☐ Tách các câu ra khỏi bài viết và giải thích

5.2 ☐ Để các câu trong bài viết và giải thích theo nội dung và kết cấu của bài viết

6. *Theo bạn, cách nào ở câu 5 trên giúp bạn:*

	Cách 5.1	Cách 5.2
6.1 Hiểu được các điểm ngữ pháp		
6.2 Áp dụng được các điểm ngữ pháp vào bài viết của mình		

7. *Bạn nghĩ gì về các yếu tố sau đây đối với chất lượng một bài viết?*

	Các yếu tố	Rất quan trọng	Quan trọng	Hơi quan trọng	Không quan trọng
7.1	Có sự rõ ràng về ý tưởng trong từng câu và giữa các câu với nhau				
7.2	Có sự nối ý tưởng giữa các câu với nhau				
7.3	Có tổ chức ý tưởng				

8. *Ngoài những vấn đề nêu ở các câu 1- 5 trên, bạn có gặp khó khăn về các vấn đề dưới đây khi học môn viết hay không?*

	Vấn đề	Rất đồng ý	Đồng ý	Không chắc	Không đồng ý	Rất không đồng ý
8.1	Dùng đại từ để nối câu sau với câu trước (Ví dụ: *Reading* helps us widen our knowledge. *It* is ready to share happiness and sadness with us.)					
8.2	Dùng các đại từ để thay thế cho các danh từ được viết trong câu trước (Ví dụ: My *shirt* is too old. I must buy a new *one.)*					
8.3	Sự tĩnh lược từ trong câu sau vì trong câu trước có từ này (Ví dụ: I need some *money*. Can you lend me *some*?)					

8.4	Dùng các từ nối để liên kết ý các câu trong bài viết (Ví dụ: *First,* we should be sincere and faithful with our friends from words to behavior. *Second*, we must share our happiness and sadness with each other.)					
8.5	Sự nối ý bằng cách dùng từ vựng trong câu sau trong bài viết (Ví dụ: I like *Spring* best. *This season* is the season of kinds of flowers.)					

9. *So sánh câu 4 và câu 8. Trong quá trình dạy viết, giáo viên của bạn thiên về cách nào khi xử lý các vấn đề liên quan đến ngữ pháp?*

9.1 ☐ Cách của câu 4　　　　　9.2 ☐ Cách của câu 8

10. *Bạn thích được dạy ngữ pháp theo cách nào hơn?*

10.1 ☐ Cách của câu 4　　　　　10.2 ☐ Cách của câu 8

11. ***Theo bạn, bài viết sẽ tốt hơn khi ngữ pháp được xử lý theo cách nào?***

11.1 ☐ Cách của câu 4. Tại sao? _____

11.2 ☐ Cách của câu 8. Tại sao? _____

APPENDIX 1.2

TEACHERS' QUESTIONNAIRE

This questionnaire aims at collecting data for a studied title of the role of grammar in teaching and learning writing ethnographically. Please spend a little precious time on responding to the questions. For most of the questions, please mark a cross in your chosen box. For the rest of the questions, please do in the instruction. Your responses are very important to the success of this study and they are for only the research purpose. Your identifying information is all in secret. We are grateful for your cooperation.

Part I: Personal information

1. *Age:* _____

2. *Gender:*　　　　　2.1 ☐ Male　　　　　2.2 ☐ Female

3. *Education:*

3.1 ☐ B.A in TESOL　　　3.2 ☐ B.A in other majors

3.3 ☐ M.A in TESOL　　　3.4 ☐ Other diplomas

4. *How long have you been teaching the B-level English?* _____ years.

5. *Are the four language skills (listening, speaking, reading, and writing) obligatory for the English syllabus you are teaching now?*

5.1 ☐ Yes　　　　　5.2 ☐ No

6. *Please note the names of books you have used for your teaching?* _____

Part II: Grammar in teaching writing

1. *What do you look forward to teaching grammar?*

1.1 ☐ Teaching grammar at the sentential level

1.2 ☐ Teaching grammar at the suprasentential level

1.3 ☐ Other

2. *Reasons for your choice as mentioned in question 1?*

2.1 ☐ Easily understandable

2.2 ☐ Difficult but it is helpful for writing skills

2.3 Other

3. *What do you think about the following factors for the quality of a piece of writing?*

		Factors	Very important	Important	A little important	Not important
	3.1	Exact vocabulary				
	3.2	Serious grammar				
	3.3	Correct spelling				
	3.4	Reasonable punctuation				

4. What difficulties do you have in teaching the following grammar in writing?

	Grammatical points	Strongly agree	Agree	Not Sure	Strongly disagree	Disagree
4.1	Students do not know how to use articles (indefinite: *a/an*; and definite: *the*).					
4.2	Students do not know how to use verbs (in the simple present, past, and simple future tense).					
	Students do not know how to agree between subject and verb.					
	Students do not know how to make a sentence with a modal verb (can, may, etc.).					
	Students do not know how to make a sentence with the sentence patterns of a verb: V + to inf, V + V-ing, V + O + to inf, V + sth to sb.					
4.3	Students do not know the position of an adjective in a sentence.					
	Students do not know how to make a sentence with an adjective clause.					
	Students do not know how to make a sentence with the comparison of an adjective.					
	Students do not know how to make a sentence pattern of an adjective: It's + adj + (for sb) + to inf.					
4.4	Students do not know how to use adverb clauses (time, reason, purpose, and condition).					
4.5	Students do not know how to use reflexive pronouns and reciprocal pronouns.					
4.6	Students do not know how to use conjunctions: and, but, or.					

5. How do you often correct the grammatical mistakes shown in question 4?

5.1 ☐ Separate the sentences from the writing and correct the mistakes

5.2 ☐ Do not take out the sentences from the writing and explain the mistakes on the ground of the content and the structure of the writing.

6. Which way in question 5 helps your students with:

	Way of 5.1	Way of 5.2
6.1 Understanding the grammatical points?		
6.2 Applying the grammatical points to their writing?		

7. What do you think about the following factors of the quality for a piece of writing?

Factors	Very	Important	A little	Not important

		important		important	
7.1	Clarity of the ideas in each sentence and between sentences				
7.2	Connection of the ideas between sentences				
7.3	Organisation of the ideas				

8. Do you have trouble in the following problems in teaching writing beside the problems shown in from question 1 to question 5?

	Problems	Strongly agree	Agree	Not sure	Strongly disagree	Disagree
8.1	Use a pronoun to connect the preceding sentence to the following one (Ex: Reading helps us widen our knowledge. *It* is ready to share happiness and sadness with us.)					
8.2	Use a pronoun to replace a noun written in the preceding sentence (Ex: My shirt is too old. I must buy a new *one*.)					
8.3	Omit words in the following sentences because of their presence in the preceding ones (Ex: I need some money. Can you lend me *some*?)					
8.4	Use linking words to connect between sentences of the writing (Ex: *First*, we should be sincere and faithful with our friends from words to behaviour. *Second*, we must share our happiness and sadness with each other.)					
8.5	Connect sentences by using words in the following sentences of the writing (Ex: I like Spring best. *This* season is the season of kinds of flowers.)					

9. Compare question 4 to question 8. Which way do you give the bias to in solving grammar in teaching writing?
9.1 ☐ Way of question 4   9.2 ☐ Way of question 8
10. In which way are you fond of teaching grammar?
10.1 ☐ Way of question 4   10.2 ☐ Way of question 8
11. In which way do you think grammar is taught to get a piece of better writing?
11.1 ☐ Way of question 4. Why? _____
11.2 ☐ Way of question 8. Why? _____

APPENDIX 2
CRITICAL VALUES OF χ^2

Q	0.250	0.100	0.050	0.025	0.010	0.005	0.001
1	1.3233	2.7055	3.8415	5.0239	6.6349	7.8794	10.828
2	2.7726	4.6052	5.9915	7.3778	9.2103	10.5966	13.816
3	4.1084	6.2514	7.8147	9.3484	11.3449	12.8381	16.266
4	5.3853	7.7794	9.4877	11.1433	13.2767	14.8602	18.467
5	6.6257	9.2364	11.0705	12.8325	15.0863	16.7496	20.515
6	7.8408	10.6446	12.5916	14.4494	16.8119	18.5476	22.458
7	9.0372	12.0170	14.0671	16.0128	18.4753	20.2777	24.322
8	10.2188	13.3616	15.5073	17.5346	20.0902	21.9550	26.125
9	11.3887	14.6837	16.9190	19.0228	21.6660	23.5893	27.877
10	12.5489	15.9871	18.3070	20.4831	23.2093	25.1882	29.588
11	13.7007	17.2750	19.6751	21.9200	24.7250	26.7569	31.264
12	14.8454	18.5494	21.0261	23.3367	26.2170	28.2995	32.909
15	18.2451	22.3072	24.9958	27.4884	30.5779	32.8013	37.697
16	19.3688	23.5418	26.2962	28.8454	31.9999	34.2672	39.252
17	20.4887	24.7690	27.5871	30.1910	33.4087	35.7185	40.790
18	21.6049	25.9894	28.8693	31.5264	34.8053	37.1564	42.312
19	22.7178	27.2036	30.1435	32.8523	36.1908	38.5822	43.820
20	23.8277	28.4120	31.4104	34.1696	37.5662	39.9968	45.315
21	24.9348	29.6151	32.6705	35.4789	38.9321	41.4010	46.797
22	26.0393	30.8133	33.9244	36.7807	40.2894	42.7956	48.268
23	27.1413	32.0069	35.1725	38.0757	41.6384	44.1813	49.728
24	28.2412	33.1963	36.4151	39.3641	42.9798	45.5585	51.179
25	29.3389	34.3816	37.6525	40.6465	44.3141	46.9278	52.620
26	30.4345	35.5631	38.8852	41.9232	45.6417	48.2899	54.052
27	31.5284	36.7412	40.1133	43.1944	46.9630	49.6449	55.476
28	32.6205	37.9159	41.3372	44.4607	48.2782	50.9933	56.892
29	33.7109	39.0875	42.5569	45.7222	49.5879	52.3556	58.302
30	34.7998	40.2560	43.7729	46.9792	50.8922	53.6720	59.703
40	45.6160	51.8050	55.7585	59.3417	63.6907	66.7659	73.402
50	56.3336	63.1671	67.5048	71.4202	76.1539	79.4900	86.661
60	66.9814	74.3970	79.0819	83.2976	88.3794	91.9517	99.607
70	77.5766	85.5271	90.5312	95.0231	100.4250	104.2150	112.317
80	88.1303	96.5782	101.8790	106.6290	112.3290	116.3210	124.839
90	98.6499	107.5650	113.1450	118.1360	124.1160	128.2990	137.208
100	109.1410	118.4980	124.3420	129.5610	135.8070	140.1690	149.449
z_Q	+0.6745	+1.2816	+1.6449	+1.9600	+2.3263	+2.5758	+3.0902