TABLE OF CONTENTS

PAGES

DECLARATION ii
DEDICATION iii
ABSTRACT iv
ABSTRAK vi
ACKNOWLEDGEMENTS viiii
TABLE OF CONTENTS x
LIST OF FIGURES xviii
LIST OF TABLES xxi

CHAPTER I INTRODUCTION

1.0 Introduction 1
1.1 Background of the Study 2
1.2 Statement of the Problem 3
1.3 Objectives of the Study 4
1.4 Research Questions 5
1.5 Hypotheses 5
1.6 Scope and Limitations 6
1.7 Significance of the Study 7
1.8 Definition of Concepts 8
1.8.1 Implicit Teaching of Grammar 8
1.8.2 Explicit Teaching of Grammar 8
1.8.3 Contrastive Grammar Instruction 9
1.8.4 Semantic-based Instruction 9
1.8.5 Entity Number 9
1.8.6 Semantic Properties 9
1.8.7 Invariant Meaning 10
1.8.8 The Zero Signal 10
1.8.9 The ‘-s’ Signal 10
1.9 Conclusion 10
## CHAPTER II  LITERATURE REVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Introduction</td>
<td>12</td>
</tr>
<tr>
<td>2.1</td>
<td>Some Conceptual Views of the Study of Language</td>
<td>13</td>
</tr>
<tr>
<td>2.2</td>
<td>Implicit and Explicit Teaching of Grammar</td>
<td>16</td>
</tr>
<tr>
<td>2.3</td>
<td>The KBSM Approach in Teaching of Grammar</td>
<td>21</td>
</tr>
<tr>
<td>2.4</td>
<td>The Communicative Language Teaching Approach (CLT)</td>
<td>22</td>
</tr>
<tr>
<td>2.5</td>
<td>The Form-Focused Instruction (FFI)</td>
<td>24</td>
</tr>
<tr>
<td>2.6</td>
<td>The Role of the L1 (first language) in L2 (second language) Writing: A Cross-Linguistic Transfer</td>
<td>25</td>
</tr>
<tr>
<td>2.7</td>
<td>Contrastive Grammar Instruction and the Meaning-based Approach</td>
<td>29</td>
</tr>
<tr>
<td>2.8</td>
<td>The English Noun Phrase (NP)</td>
<td>33</td>
</tr>
<tr>
<td>2.8.1</td>
<td>Determiners</td>
<td>37</td>
</tr>
<tr>
<td>2.8.1.1</td>
<td>Demonstratives</td>
<td>38</td>
</tr>
<tr>
<td>2.8.1.2</td>
<td>Quantifiers</td>
<td>40</td>
</tr>
<tr>
<td>2.8.1.3</td>
<td>Partitives</td>
<td>42</td>
</tr>
<tr>
<td>2.9</td>
<td>The Malay Language</td>
<td>43</td>
</tr>
<tr>
<td>2.9.1</td>
<td>The Bahasa Malaysia (BM) Noun Phrase (NP)</td>
<td>43</td>
</tr>
<tr>
<td>2.9.2</td>
<td>Determiners</td>
<td>48</td>
</tr>
<tr>
<td>2.9.2.1</td>
<td>Demonstratives</td>
<td>48</td>
</tr>
<tr>
<td>2.9.2.2</td>
<td>Quantifiers</td>
<td>50</td>
</tr>
<tr>
<td>2.9.2.3</td>
<td>Classifiers</td>
<td>52</td>
</tr>
<tr>
<td>2.10</td>
<td>The Entity Number System</td>
<td>56</td>
</tr>
<tr>
<td>2.11</td>
<td>Conclusion</td>
<td>60</td>
</tr>
</tbody>
</table>

## CHAPTER III  METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Introduction</td>
<td>61</td>
</tr>
<tr>
<td>3.1</td>
<td>Research Design</td>
<td>61</td>
</tr>
<tr>
<td>3.2</td>
<td>The Setting</td>
<td>63</td>
</tr>
<tr>
<td>3.3</td>
<td>The Subjects</td>
<td>64</td>
</tr>
<tr>
<td>3.4</td>
<td>The Research Instruments</td>
<td>65</td>
</tr>
</tbody>
</table>
3.4.1 Pre-Test 65
3.4.2 Mid-Test 66
3.4.3 Post-Test 66
3.4.4 The Semantic-based Explicit Contrastive Grammar Instruction of the Use of Determiners (i.e. demonstratives and quantifiers) within the CLT Approach (The Treatment) 67
3.4.4.1 Treatment Implementation (Day 1) 67
3.4.4.2 Treatment Implementation (Day 2) 69
3.4.4.3 Treatment Implementation (Day 3) 70
3.4.4.4 Treatment Implementation (Day 4) 71
3.4.4.5 Treatment Implementation (Day 5) 72
3.4.5 Questionnaire 73
3.5 Data Analysis 73
3.5.1 Descriptive Statistics 75
3.5.2 Inferential Statistics 76
3.6 Conclusion 76

CHAPTER IV RESULTS AND DISCUSSION

4.0 Introduction 77
4.1 Qualitative Data Analysis (Research Question 1) 77
4.1.1 The Groups of English and BM Demonstratives and Quantifiers 77
4.1.2 The Analysis of Invariant Meaning 81
4.1.2.1 Demonstratives 81
4.1.2.2 Quantifiers 90
4.1.2.2.1 Partitives / Classifiers 90
4.1.2.2.1(a) A piece of, a slice of, an item of, sekeping and sehelai 91
4.1.2.2.1(b) Sebiji, sebuah, seorang, seseorang, sebatang and seekor 97
4.1.2.2.2 Indicators of Large Entity 101
4.1.2.2.2(a) Hundreds of, thousands of, 
\textit{ratusan}, \textit{beratus-ratus},  
\textit{ribuan}, \textit{beribu-ribu} and  
\textit{jutaan}  
101
4.1.2.2.2(b) Many, \textit{banyak}, para and  
\textit{ramai}  
105
4.1.2.2.2(c) A large number of, a large  
amount of, a great number of,  
a great deal of and \textit{berguni-guni}  
108
4.1.2.2.2(d) The majority of, an  
abundance of, plenty of, a lot  
of, lots of and numerous  
111
4.1.2.2.2(e) Much, more and most  
114
4.1.2.2.2(f) Various and \textit{pelbagai}  
117
4.1.2.2.3 Indicators of Small Entity  
118
4.1.2.2.3(a) A little, a bit of, less, least  
and \textit{sedikit}  
118
4.1.2.2.3(b) Some and \textit{sesetengah}  
121
4.1.2.2.3(c) Several, a few, fewer, fewest,  
a couple of, a number of and  
\textit{beberapa}  
125
4.1.2.2.4 Cardinal Numbers  
129
4.1.2.2.4(a) One and two  
129
4.1.2.2.4(b) \textit{Satu, dua, dua puluh, tiga}  
\textit{ratus, sepuluh ribu} and \textit{sejuta}  
130
4.1.2.2.5 Indicators of Fractions  
133
4.1.2.2.5(a) Two-thirds and \textit{dua pertiga}  
133
4.1.2.2.5(b) Half, \textit{setengah} and \textit{separuh}  
135
4.1.2.2.6 Indicators of Individual Entity  
136
4.1.2.2.7 Indicators of the Whole Entity  
139
4.1.2.2.7(a) All, \textit{semua}, \textit{segala}, \textit{sekalian}  
and \textit{seluruh}  
140
4.1.2.2.7(b) Both and \textit{kedua-dua}  
144
4.1.2.2.8 Indicators of Optional Entity  
145
4.1.2.2.9 Indicators of Zero Entity  
4.1.2.2.10 Another, enough and twice  
4.1.3 Discussion  

4.2 Quantitative Data Analysis (Research Question 2)  
4.2.1 Descriptive Analysis  
4.2.1.1 A Comparison of the Central Tendencies between the Experimental and Control Group for English Pre-test and Post-test and BM Pre-test and Post-test (Score 1)  
4.2.1.2 A Comparison of the Central Tendencies between the Experimental and Control Group for English Pre-test and Post-test and BM Pre-test and Post-test (Score 2)  
4.2.1.3 A Comparison of the Central Tendencies between the Experimental and Control Group for English Mid-test and BM Mid-test  
4.2.1.4 Inappropriate Use of Demonstratives and Quantifiers of the Experimental Group in the English Mid-test and BM Mid-test  
4.2.1.5 Inappropriate Use of Demonstratives and Quantifiers of the Control Group in the English Mid-test and BM mid-test  
4.2.1.6 Inappropriate Use of the Demonstratives of the Experimental and Control Group in English Pre-test and Post-test and BM Pre-test and Post-test  
4.2.1.7 Inappropriate Use of the Partitives of the Experimental and Control Group in English Pre-test and Post-test  
4.2.1.8 Inappropriate Use of the Classifiers of the Experimental and Control Group in BM Pre-test and Post-test  
4.2.1.9 Inappropriate Use of the Quantifiers (indicators of large entity) of the
4.2.1.10 Inappropriate Use of the Quantifiers (indicators of small entity) of the Experimental and Control Group in English Pre-test and Post-test and BM Pre-test and Post-test

4.2.1.11 Inappropriate Use of the Quantifiers (cardinal numbers) of the Experimental and Control Group in English Pre-test and Post-test and BM Pre-test and Post-test

4.2.1.12 Inappropriate Use of the Quantifiers (indicators of fractions) of the Experimental and Control Group in English Pre-test and Post-test and BM Pre-test and Post-test

4.2.1.13 Inappropriate Use of the Quantifiers (indicators of individual entity) of the Experimental and Control Group in English Pre-test and Post-test and BM Pre-test and Post-test

4.2.1.14 Inappropriate Use of the Quantifiers (indicators of the whole entity) of the Experimental and Control Group in English Pre-test and Post-test and BM Pre-test and Post-test

4.2.1.15 Inappropriate Use of the Quantifiers (indicators of optional entity) of the Experimental and Control Group in English Pre-test and Post-test

4.2.1.16 Inappropriate Use of the Quantifiers (indicators of zero entity) of the Experimental and Control Group in
Chapter 4

4.2.1.17 Inappropriate Use of the Quantifiers (i.e. another, enough and twice) of the Experimental and Control Group in English Pre-test and Post-test

4.2.3 Inferential Analysis

4.2.3.1 The Paired Samples t-test: Mean difference between the English Pre-test and Post-test and BM Pre-test and Post-test for the Experimental Group (Score 1)

4.2.3.2 The Paired Samples t-test: Mean difference between the English Pre-test and Post-test and BM Pre-test and Post-test for the Control Group (Score 1)

4.2.3.3 The Independent Samples t-test: Mean difference between the Experimental and Control Group for English Post-test and BM Post-test (Score 1)

4.2.3.4 The Paired Samples t-test: Mean difference between the English Pre-test and Post-test and BM Pre-test and Post-test for the Experimental Group (Score 2)

4.2.3.5 The Paired Samples t-test: Mean difference between the English Pre-test and Post-test and BM Pre-test and Post-test for the Control Group (Score 2)

4.2.3.6 The Independent Samples t-test: Mean difference between the Experimental and Control Group for English Post-test and BM Post-test (Score 2)

4.2.3.7 The Independent Samples t-test: Mean difference between the Experimental and Control Group for English Mid-test and BM Mid-test
CHAPTER V CONCLUSION

5.0 Introduction 198
5.1 Summary of the Findings 198
5.1.1 Research Question 1: What are the core values / invariant meanings of determiners (i.e. demonstratives and quantifiers) in English and Bahasa Malaysia? 198
5.1.2 Research Question 2: Is there any difference in producing determiners in English noun phrases between the experimental (which received the semantic-based explicit contrastive grammar instruction of the use of determiners, i.e., demonstratives and quantifiers) and control group (which received no treatment)? 202
5.2 Conclusions and Pedagogical Implications of the Study 203
5.3 Recommendations 207
5.4 Suggestions for Further Research and Conclusion 209

BIBLIOGRAPHY 212

APPENDICES

A Appendices for Chapter II 223
B Appendices for Chapter IV 232
C Research Instruments 356
D Handouts / Activities during Treatment Sessions 378
E List of English and BM Editorials 455
F Informed Consent 457
G A few Samples of Students’ Essays 458
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>TITLE</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8.1.1</td>
<td>Noun Classification in English</td>
<td>223</td>
</tr>
<tr>
<td>2.9.1.1</td>
<td>Noun Classification in Bahasa Malaysia</td>
<td>226</td>
</tr>
<tr>
<td>4.1</td>
<td>A Comparison of the Central Tendencies between the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental and Control Group for English Pre-test and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test (Score 1)</td>
<td>332</td>
</tr>
<tr>
<td>4.2</td>
<td>A Comparison of the Central Tendencies between the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental and Control Group for English Pre-test and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test (Score 2)</td>
<td>332</td>
</tr>
<tr>
<td>4.3</td>
<td>A Comparison of the Central Tendencies between the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental and Control Group for BM Pre-test and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test (Score 1)</td>
<td>333</td>
</tr>
<tr>
<td>4.4</td>
<td>A Comparison of the Central Tendencies between the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental and Control Group for BM Pre-test and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test (Score 2)</td>
<td>333</td>
</tr>
<tr>
<td>4.5</td>
<td>A Comparison of the Central Tendencies between the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental and Control Group for English and BM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-test</td>
<td>334</td>
</tr>
<tr>
<td>4.6</td>
<td>Inappropriate Use of Demonstratives and Quantifiers of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Experimental Group in the English Mid-test</td>
<td>335</td>
</tr>
<tr>
<td>4.7</td>
<td>Inappropriate Use of Demonstratives and Quantifiers of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Control Group in the English Mid-test</td>
<td>336</td>
</tr>
<tr>
<td>4.8</td>
<td>Inappropriate Use of Demonstratives and Quantifiers of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Experimental Group in the BM Mid-test</td>
<td>337</td>
</tr>
<tr>
<td>4.9</td>
<td>Inappropriate Use of Demonstratives and Quantifiers of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Control Group in the BM Mid-test</td>
<td>338</td>
</tr>
<tr>
<td>4.10</td>
<td>Inappropriate Use of the Demonstratives of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental and Control Group in English Pre-test and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>339</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>4.11</td>
<td>Inappropriate Use of the Demonstratives of the Experimental and Control Group in BM Pre-test and Post-test</td>
<td>339</td>
</tr>
<tr>
<td>4.12</td>
<td>Inappropriate Use of the Partitives of the Experimental and Control Group in English Pre-test and Post-test</td>
<td>340</td>
</tr>
<tr>
<td>4.13</td>
<td>Inappropriate Use of the Classifiers of the Experimental and Control Group in BM Pre-test and Post-test</td>
<td>340</td>
</tr>
<tr>
<td>4.14</td>
<td>Inappropriate Use of the Quantifiers (i.e. hundreds of, thousands of, many, a large number of, a large amount of) of the Experimental and Control Group in English Pre-test and Post-test</td>
<td>341</td>
</tr>
<tr>
<td>4.15</td>
<td>Inappropriate Use of the Quantifiers (i.e. <em>ratusan</em>, <em>beratus-ratus</em>, <em>ribuan</em>, <em>beribu-ribu</em> and <em>jutaan</em>) of the Experimental and Control Group in BM Pre-test and Post-test</td>
<td>342</td>
</tr>
<tr>
<td>4.16</td>
<td>Inappropriate Use of the Quantifiers (i.e. <em>berguni-guni</em>, <em>banyak</em>, <em>para</em>, and <em>ramai</em>) of the Experimental and Control Group in BM Pre-test and Post-test</td>
<td>343</td>
</tr>
<tr>
<td>4.17</td>
<td>Inappropriate Use of the Quantifiers (i.e. a great number of, a great deal of, the majority of, an abundance of and plenty of) of the Experimental and Control Group in English Pre-test and Post-test</td>
<td>343</td>
</tr>
<tr>
<td>4.18</td>
<td>Inappropriate Use of the Quantifiers (i.e. a lot of, lots of, much, more and most) of the Experimental and Control Group in English Pre-test and Post-test</td>
<td>344</td>
</tr>
<tr>
<td>4.19</td>
<td>Inappropriate Use of the Quantifiers (i.e. a little, a bit of, less, least, some and several) of the Experimental and Control Group in English Pre-test and Post-test</td>
<td>345</td>
</tr>
<tr>
<td>4.20</td>
<td>Inappropriate Use of the Quantifiers (i.e. <em>sedikit</em>, <em>sesetengah</em> and <em>beberapa</em>) of the Experimental and Control Group in BM Pre-test and Post-test</td>
<td>345</td>
</tr>
<tr>
<td>4.21</td>
<td>Inappropriate Use of the Quantifiers (i.e. a few, fewer, fewest, a couple of and a number of) of the Experimental and Control Group in English Pre-test and Post-test</td>
<td>346</td>
</tr>
</tbody>
</table>
4.22 Inappropriate Use of the Quantifiers (i.e. one, two, two-thirds and half) of the Experimental and Control Group in English Pre-test and Post-test

4.23 Inappropriate Use of the Quantifiers (i.e. satu / se, dua, dua puluh, tiga ratus, sepuluh ribu and sejuta) of the Experimental and Control Group in BM Pre-test and Post-test

4.24 Inappropriate Use of the Quantifiers (i.e. dua pertiga, setengah and separuh) of the Experimental and Control Group in BM Pre-test and Post-test

4.25 Inappropriate Use of the Quantifiers (i.e. each, every, all, both, any and either) of the Experimental and Control Group in English Pre-test and Post-test

4.26 Inappropriate Use of the Quantifiers (i.e. tiap-tiap, setiap, semua, segala, sekalian, seluruh and kedua-dua) of the Experimental and Control Group in BM Pre-test and Post-test

4.27 Inappropriate Use of the Quantifiers (i.e. neither, no, another and enough) of the Experimental and Control Group in English Pre-test and Post-test

4.28 Inappropriate Use of the Quantifiers (i.e. numerous, various and twice) of the Experimental and Control Group in English Pre-test and Post-test

4.29 Inappropriate Use of the Quantifiers (i.e. pelbagai and masing-masing) of the Experimental and Control Group in BM Pre-test and Post-test
<table>
<thead>
<tr>
<th>TABLE</th>
<th>TITLE</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8.1</td>
<td>The Countable Form of Uncountable Nouns</td>
<td>36</td>
</tr>
<tr>
<td>2.8.2</td>
<td>The Categories and Examples of Uncountable Nouns</td>
<td>36</td>
</tr>
<tr>
<td>2.9.1.1</td>
<td>Animate and Inanimate Nouns in BM</td>
<td>46</td>
</tr>
<tr>
<td>4.1.1.1</td>
<td>The Groups of English and BM Demonstratives and Quantifiers</td>
<td>78</td>
</tr>
<tr>
<td>4.2.1.1</td>
<td>English and Bahasa Malaysia (BM) Pre-test, Mid-test and Post-test Scores for the Experimental and Control Group</td>
<td>155</td>
</tr>
<tr>
<td>4.2.1.6.1</td>
<td>Inappropriate Use of English Demonstratives</td>
<td>166</td>
</tr>
<tr>
<td>4.2.1.7.1</td>
<td>Inappropriate Use of the Partitives</td>
<td>167</td>
</tr>
<tr>
<td>4.2.1.8.1</td>
<td>Inappropriate Use of the Classifiers</td>
<td>168</td>
</tr>
<tr>
<td>4.2.1.9.1</td>
<td>Inappropriate Use of the Indicators of Large Entity (English)</td>
<td>170</td>
</tr>
<tr>
<td>4.2.1.9.2</td>
<td>Inappropriate Use of the Indicators of Large Entity (BM)</td>
<td>172</td>
</tr>
<tr>
<td>4.2.1.10.1</td>
<td>Inappropriate Use of the Indicators of Small Entity (English)</td>
<td>174</td>
</tr>
<tr>
<td>4.2.1.10.2</td>
<td>Inappropriate Use of the Indicators of Small Entity (BM)</td>
<td>175</td>
</tr>
<tr>
<td>4.2.1.11.1</td>
<td>Inappropriate Use of the Cardinal Numbers (English)</td>
<td>176</td>
</tr>
<tr>
<td>4.2.1.11.2</td>
<td>Inappropriate Use of the Cardinal Numbers (BM)</td>
<td>176</td>
</tr>
<tr>
<td>4.2.1.12.1</td>
<td>Inappropriate Use of the Indicators of Fractions (English)</td>
<td>177</td>
</tr>
<tr>
<td>4.2.1.12.2</td>
<td>Inappropriate Use of the Indicators of Fractions (BM)</td>
<td>178</td>
</tr>
<tr>
<td>4.2.1.13.1</td>
<td>Inappropriate Use of the Indicators of Individual Entity (English and BM)</td>
<td>179</td>
</tr>
<tr>
<td>4.2.1.14.1</td>
<td>Inappropriate Use of the Indicators of the Whole Entity (English)</td>
<td>180</td>
</tr>
<tr>
<td>4.2.1.14.2</td>
<td>Inappropriate Use of the Indicators of the Whole Entity (BM)</td>
<td>180</td>
</tr>
<tr>
<td>4.2.1.15.1</td>
<td>Inappropriate Use of the Indicators of Optional Entity</td>
<td>181</td>
</tr>
<tr>
<td>4.2.1.16.1</td>
<td>Inappropriate Use of the Indicators of Zero Entity</td>
<td>181</td>
</tr>
<tr>
<td>4.2.1.17.1</td>
<td>Inappropriate Use of ‘another’, ‘enough’ and ‘twice’</td>
<td>182</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2.8.2.1</td>
<td>A List of Quantifiers with Countable and Uncountable Nouns</td>
<td>223</td>
</tr>
<tr>
<td>2.8.2.2</td>
<td>A List of Quantifiable Nouns with the Quantity Partitives</td>
<td>225</td>
</tr>
<tr>
<td>2.9.2.1</td>
<td>Types of Quantifiers in BM</td>
<td>227</td>
</tr>
<tr>
<td>2.9.2.2</td>
<td>Ordinals in BM</td>
<td>229</td>
</tr>
<tr>
<td>2.9.2.3</td>
<td>Classification of BM Quantifiers based on Countability</td>
<td>229</td>
</tr>
<tr>
<td>2.9.2.4</td>
<td>A List of Classifiers in BM</td>
<td>230</td>
</tr>
<tr>
<td>2.9.2.5</td>
<td>Categorisation of BM Classifiers</td>
<td>231</td>
</tr>
<tr>
<td>4.1.2.1</td>
<td>The Invariant Meaning of Demonstratives and Quantifiers in English and BM</td>
<td>315</td>
</tr>
<tr>
<td>4.1.2.2</td>
<td>A Checklist of the Use (i.e. singular or plural and animate or inanimate) of Demonstratives and Quantifiers in English and BM</td>
<td>326</td>
</tr>
<tr>
<td>4.1</td>
<td>The Paired Samples t-test: Mean difference between the English Pre-test and Post-test for the Experimental Group (Score 1)</td>
<td>351</td>
</tr>
<tr>
<td>4.2</td>
<td>The Paired Samples t-test: Mean difference between the English Pre-test and Post-test for the Control Group (Score 1)</td>
<td>351</td>
</tr>
<tr>
<td>4.3</td>
<td>The Paired Samples t-test: Mean difference between the BM Pre-test and Post-test for the Experimental Group (Score 1)</td>
<td>351</td>
</tr>
<tr>
<td>4.4</td>
<td>The Paired Samples t-test: Mean difference between the BM Pre-test and Post-test for the Control Group (Score 1)</td>
<td>352</td>
</tr>
<tr>
<td>4.5</td>
<td>The Independent Samples t-test: Mean difference between the Experimental and Control Group for English Post-test (Score 1)</td>
<td>352</td>
</tr>
<tr>
<td>4.6</td>
<td>The Independent Samples t-test: Mean difference between the Experimental and Control Group for BM Post-test (Score 1)</td>
<td>352</td>
</tr>
<tr>
<td>4.7</td>
<td>The Paired Samples t-test: Mean difference between the English Pre-test and Post-test for the Experimental Group (Score 2)</td>
<td>353</td>
</tr>
</tbody>
</table>
4.8  The Paired Samples t-test: Mean difference between the English Pre-test and Post-test for the Control Group (Score 2) 353

4.9  The Paired Samples t-test: Mean difference between the BM Pre-test and Post-test for the Experimental Group (Score 2) 353

4.10 The Paired Samples t-test: Mean difference between the BM Pre-test and Post-test for the Control Group (Score 2) 354

4.11 The Independent Samples t-test: Mean difference between the Experimental and Control Group for English Post-test (Score 2) 354

4.12 The Independent Samples t-test: Mean difference between the Experimental and Control Group for BM Post-test (Score 2) 354

4.13 The Independent Samples t-test: Mean difference between the Experimental and Control Group for English Mid-test 355

4.14 The Independent Samples t-test: Mean difference between the Experimental and Control Group for BM Mid-test 355