English Language & Literature Teaching, Vol. 24, No. 2 Summer 2018

An Analysis of ESL Students' Knowledge and Use of Adjectives and Determiners in English Descriptive Writing

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Koh, Sungran (2018). An analysis of ESL students' knowledge and use of adjectives and determiners in English descriptive writing. *English Language & Literature Teaching, 24*(2), 111-133.

As the number of Social Networking Service (SNS) users increases, proficient English writing skills are critical for clear expression in the global age. Accordingly, L2 learners need the confidence to present their thoughts and feelings more precisely by using a wide variety of descriptive adjectives. This paper seeks to develop the ability of Korean ESL students to use descriptive writing. To accomplish this, they will develop their correct use of adjectives and determiners in English writing. To begin this study, a pretest is given to identify the Korean ESL student subjects' deficiencies in English descriptive writing. Then, two points are presented to the class: the difference between determiners and adjectives and the difference between cumulative adjectives and coordinate adjectives. After that, the errors they made on the pretest are edited, and they compose several descriptive writing samples. As a result of repeated practice, the L2 learners achieve a high degree of improvement. The result of this study demonstrates a notable development of the L2 learners' descriptive writing ability. As a result, best practices suggest that L2 learners will benefit from the use of appropriate pedagogy in developing their English writing skills employing the use of determiners and adjectives with a focus on determiners and descriptive adjectives.

[descriptive writing/determiners/adjectives]

I. INTRODUCTION

Many researchers have discovered that ESL students have difficulties in acquiring English because it has syntactic and semantic differences from their native language. Among their difficulties, the use of determiners including an article produces the most frequent errors in their English writing. Native English speakers learn the usage of

articles with nouns when they begin to speak. However, this is difficult for non-native English speakers whose first language does not use articles. The use of determiners depends on context which becomes consistent hurdles for most non-native speakers of English. While the incorrect use of determiners in front of noun phrases does not bring about serious problems in speaking English, it would be a considerable obstacle on the way to proficient English writing. Swan (2005) asserts, ″The correct use of articles is one of the most difficult points in English grammar″ (p.51). In particular, Korean is an example of a language that does not have articles and depends on not only determiners to show definiteness but also in the context of the sentence. Certain characteristics of ESL students′ first language are transferred to the second language. Consequently, those students whose native language does not use articles, like Korean, have a much harder time in writing these ″little words,″ and they realize that they may face great obstacles in reaching English writing mastery.

Adjectives, which are one of the eight main parts of speech, modify or describe the quality of nouns. Determiners and adjectives are followed by a noun, and both serve a modifying function. Even so, determiners are grouped apart from adjectives. Swan (2005) states that determiners are not adjectives because they do not convey a lot of information by themselves. Adjectives such as *weird*, *purple*, and *freezing* suggest some meaning, even without other words (King, 2000). However, most ESL students do not distinguish between them.

Furthermore, it is difficult for Korean ESL students to use the appropriate adjective because of the differences between their native language and second language. Adjectives are important tools to add a description for listeners and readers. The Korean language does not havethe abundance of descriptive words as does English. For example, the corresponding English words for the Korean word ″choeun (좋은)″ are *good, wonderful, excellent, perfect*, etc. This variety is thought to provide more precise and interesting communication. Korean ESL students commonly use only one word such as *good*. As a result, they are considerably limited in using these descriptive words because they are notfamiliar with the abundant expressionsavailable to them. Research shows that ESL students do not recognize the difference between cumulative adjectives and coordinate adjectives, so, they make a lot of errors in academic writing. The purpose of this research is to establish the current abilities of ESL students in descriptive writing, and, then,develop their use of adjectives and determiners in order to more vividly write in English without making lots of errors. The clinical portion of this study begins with a pretest to identify the problems Korean ESL students are having with English descriptive writing. The researcher then teaches two points to the class: the difference between determiners and adjectives and the difference between cumulative adjectives and coordinate adjectives. Accordingly, the errors they made on the pretest are corrected, and

they practice a descriptive writing assignment. Finally, as the result of repeated practice, the degree of improvement is examined.

II. THEORETICAL BACKGROUND

1. Determiners and Adjectives in English

A determiner is a grammatical element that modifies a noun or noun phrase as a complement. Determiners include definite and indefinite articles, demonstratives and possessives. It is a similar definition as for the adjectives, in that determiners precede a noun and add information about the noun; but, determiners are distinct from adjectives because they are a relatively fixed category of words that are always followed by a noun. Adjectives need not precede a noun. Hockey and Mateyak (1998) state the following:

> As an informal semantic description, determiners contribute something quantitative or identificational to the NP interpretation (e.g. many dogs, few dogs, this dog) which is quite different from adjectives which contribute qualitative information to the interpretation of NPs in which they appear (e.g. big dogs, red dogs, fast dogs, hungry dogs). (p. 3)

Hockey and Mateyak (1998) explain the syntactic differences between determiners and adjectives as follows: determiners are necessary to make singular count NPs while adjectives are not.

(1) a. The man left.
b. *Big man left.

Adjectives appear in predicative constructions, and determiners do not.

(2) a. Tom is happy.
b. *John is the.

Determiners precede adjectives when both occur in the same NP.

(3) a. the happy man
b. *happy the man

Mowarin (2013) states, ″Adjectives are called epithets. Determiners are optional constituents of noun phrases, and they always precede adjectives if they co-occur″ (p.161). However, Radford (1998) says that two major differences between determiners and adjectives are as follows: either mono- or dissyllabic adjectives have the inflectional morphemes, <−er> for their comparative forms and determiners do not. Adjectives have comparative forms and determiners do not. In addition, since determiners are function words, they do not have synonyms or antonyms.

TABLE 1

The Form of Adjectives and Determiners

Adjectives		Determiners	
Base form	*Comparative*	*Base form*	*Comparative*
tall	taller	This	*thiser
big	bigger	That	*thater

Radford(1998) points out different semantic properties between determiners and adjectives. Certain adjectives can modify a restricted class of nouns because of the selective restrictions on the type of nouns. For instance, the adjective *wise* can only co-occur with nouns that have the [+animate] feature.

(4) a. John is a *wise* boy.
b. I have a *wise* dog.
c. *I bought a *wise* kettle.

However, determiners do not carry specific meaning and are semantically more neutral. They do not have the selective restriction.

(5) a. *This* boy is dirty.
b. *This* dog is sick.
c. *This* kettle is new.

2. The Class of Determiners in English

Determiners in English have three broad subdivisions: pre-determiners, determiners, and post-determiners. Pre-determiners and post-determiners are also called pseudo-determiners. The classifications and examples are as follows:

TABLE 2

Form Class of Determiners in English (from Mowarin (2013))

Pre-determiners	Determiners	Post-determiners
All, both, half	a. Articles (i) definite – the (ii) Indefinite – a(n) b. Demonstratives – this – these – that –those c. Possessive Determiner – his, her, their, my, our d. Possessive Nouns or Genitives – *John's Ovie's boy's, boys'*	a. Numerals i cardinals – one, two, a dozen, a few ii. ordinals – first, second, third b. Quantifiers i. indefinite– some, several, many ii. Partitives– much, a little iii. Universals – every, each iv. Phrasal – plenty of, a lot of, a few of...

3. The Class of Adjectives in English

In English, adjectives have two broad subdivisions: cumulative adjectives and coordinate adjectives. They are both dependent on how the particular adjectives are used in a sentence. Put another way, the adjectives can be cumulative or coordinate.

(6) Cumulative Adjectives	Coordinate Adjectives
The poor little black dog	The wet, cold, (and) hungry dog
	The cold, wet, (and) hungry dog
	The hungry, wet, (and) cold dog

Coordinate adjectives are used to describe the same noun before the noun. They can be changed or scrambled in any order. The word *and* can be placed before the last one, but, it is not necessary. They describe similar features. Most coordinate adjectives are adjectives of opinion or evaluation. Commas must be used between coordinate adjectives. However, when two or more coordinate adjectives are used after a linking verb, the word *and* must be put before the last one.

(7) Before a noun	A hungry, cold, wet dog sat outside our front door.
(*and* optional)	A wet, cold, and hungry dog sat outside our front door.
After a linking verb	The dog was hungry, wet, and cold.
(*and* required)	

Hogue (2008, p. 107)

On the other hand, cumulative adjectives always occur before a noun with other adjectives of different descriptive categories. They give different types of information. They go in a conventional order and commas are not put between them. The conventional order of cumulative adjectives is as follows:

TABLE 3
Conventional Order of Cumulative Adjectives (Hogue. A. (2008. p.107))

Kind of Adjective	Examples
1. Articles, Demonstrative Pronouns, Possessives	an, the, this, that, these, those, her, their, Mary′s
2. Quantity	two, fifty, some, many,(a) few
3. Opinion	poor, beautiful, interesting, cheerful, expensive
4. Appearance	*Size* big, little *Shape/Length* round, square, short, long *Condition* rusty, broken, hungry, wet, cold
5. Age, Color	old, new, young, black, red, blond
6. Nationality, Religion	Guatemalan, European, Congolese, Asian Catholic, Muslim, Buddhist, Jewish, Protestant
7. Material, Purpose	silk, wood, cotton, gold, metal swimming, reading, hiking
8. Noun used as an adjective	shoe (as in *shoe store),*wedding (as in *wedding dress)*

When cumulative adjectives and coordinate adjectives are in the same sentence, commas separate the coordinate adjectives,

(8) John is a considerate, thoughtful, loving young boy.

″Considerate, thoughtful, loving″ are coordinate adjectives showing quality or character while ″young″ is a cumulative adjective meaning age.There is a traditional explanation to distinguish between cumulative adjectives and coordinate adjectives. First, try the *and* test: to put ″and″ between the adjectives. If the sentence still sounds right, then they are coordinate adjectives and need a comma.

(9) Our dog is a happy and lively poodle. (sounds right)

Second, try switching the order of the adjectives: If the adjectives can be switched, then they are coordinate adjectives and need a comma.

(10) Our dog is a lively and happy poodle. (sounds right)

Nash (2017) suggests the easier explanation: If the two adjectives have the same number in the chart above, they need a comma.

(11) The elegant (#3), wealthy (#3) lady looks like a model. (coordinate adjectives)
The big (#4) old (#5) black (#5) bull followed the young (#5) Brahma (#6) cow. (cumulative adjectives)

Hogue(2008) argues that it is better not to use more than three cumulative adjectives in a row because using too many adjectives makes readers confused and weakens the description.

(12) The bride wore her mother′s beautiful satin wedding dress.

Hogue (2008) states that the article, demonstrative pronoun, possessive, and quantity are included in the cumulative adjectives. Although there is some debate in the literature regarding whether these should be classified as determiners or adjectives, we believe that these items that do not carry much meaning by themselves are called determiners. Our data analysis is in line with Mowarin (2013), and we treat the article, demonstrative pronoun, and possessive as Determiners A (Det A) and quantity as a Determiner B (Det B).

III. METHODOLOGY

1. Research Questions

For the first step of this research, these two things are investigated:

a) Do the ESL students know the differences between coordinate adjectives and cumulative adjectives?
b) Do the ESL students know the differences between determiners and adjectives?

For this study, these four methods are used through a written examination. First, students correct their errors to the given questions. Next, they clarify the distinction between determiners and adjectives. Then, they identify the problems concerning the distinction between coordinate adjectives and cumulative adjectives. Lastly, students describe food in a picture of a shared refrigerator where there are both messy and neat sides. The purpose of this study is to determine if students can correctly use adjectives and determinerswith variety.

The study was conducted in an English writing course at a university in Seoul, Korea. Because the subjectsof this study were junior and senior ESL students majoring in English language and literature, they had studied English as their majorfor two years. They were also in the English writing class for one semester.

2. Teaching Methodology

After the examination, I initially lecture the students on the use of adjectives as a tool for vivid and interesting description. I, then, lecture about these principles: a) the differences between determiners and adjectives, b) the differences between coordinate adjectives and cumulative adjectives, as well as the importance of punctuation. In addition, they receive a semester of the method of English writing.

When I teach the ESL students in class, I focus on the two keys to describing a place in descriptive writing: 1) Use space order to organize the description, and 2) Use a lot of descriptive details.

There areseveral ways of space order : top to bottom, bottom to top, right to left,left to right, far to near, near to far, outside to inside, and inside to outside. I explain the ways of space order and ask them to use the top to bottom way when they write their descriptive paragraphs of the refrigeratorpicture. Then, I lecture the ESL students on how to write the topic and concluding sentences for descriptive paragraphs. The topic sentence for a descriptive paragraph generally gives the person, place, or things, and the controlling idea part generally uses a general impression. The concluding sentences for a descriptive paragraph may repeat the idea mentioned in the topic sentence or give the student′s feeling or opinion about the topic. The example of the topic and concluding sentences for description is as follows:

(13) The club $_{\text{TOPIC}}$ was full of young people having fun.$_{\text{CONTROLING IDEA}}$
(14) To sum up, music, dancing, and flashing lights make clubs exciting and fun.

Hogue (2008, p. 99)

As the second keys of the specific detail, I have the ESL students draw a more precise

picture with a lot of words. The opposite of being specific is too general, or vague. The more specific they can be, the better their reader can see what they are describing. (Hogue, 2008)

(15) Vague Specific
a lot of money $500,000
a pretty face warm brown eyes, shining black hair, and sparkling white teeth

Finally, I have the ESL students correctly add capital letters to each detail. After lecturing, prewritten paragraphs of individual students are displayed through PowerPoint and corrected with the participation of the whole class.

At the end of the class, students describe the picture of the shared refrigerator again in order to see their improvement and how correctly they use determiners and adjectives in English descriptive writing.

FIGURE 1
The Shared Refrigerator



IV. RESULT AND DISCUSSION

1. Coordinate Adjectives and Cumulative Adjectives

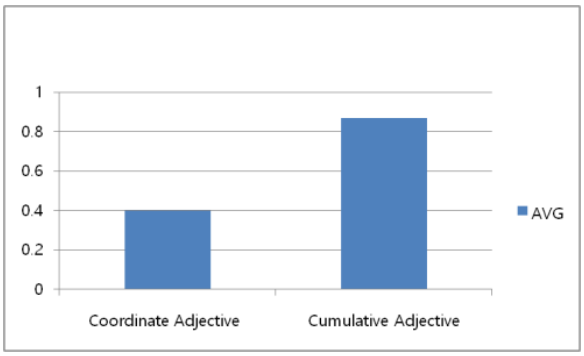
The questionnaire objective for coordinate adjectives and cumulative adjectives is to find and correct the errors in the sentences. In some sentences, commas are missing. In other sentences, adjectives are in the wrong order. The pretest shows that the ESL

students do not know much about coordinate adjectives and cumulative adjectives. Also, they are not sure of the necessity of the use of commas with coordinate adjectives. Most of the ESL students did not put commas before coordinate adjectivessuch as *hungry, frightened dog; the coach's enthusiastic, supportive manner; a hungry, cold, wet dog.*

TABLE 4
Coordinate Adjective Questions & Cumulative Adjective Questions

Questions	AVG
Coordinate Adjectives	0.40
Cumulative Adjectives	0.87

FIGURE 2
Coordinate Adjective Questions & Cumulative Adjective Questions



The finding shows overall Korean ESL students have better understanding about cumulative adjectives than coordinate adjectives.The correct ratio (0.40) of cumulative adjectives is half that (0.87) of the coordinate adjectives. All of the subjects had the right answers in the questionnaire for the coordinate adjectives as follows.

Q1. My mother always bakes a chocolate delicious cake for my little brother's birthday. (chocolate delicious → delicious chocolate)
Q2. For his tenth birthday, he received a metal new baseball bat. (metal new → new metal)

Five ESL students earning the whole points for each question of the cumulative adjectives did not earn at least one point in the coordinate adjectives. This means the ESL students should receive instruction in the coordinate adjectives including punctuation.

2. Determiners and Adjectives

The questionnaire for determiners and adjectives is to identify the determiners and adjectives and to mark them in each sentence. The ESL students tended to recognize the determiners as articles, demonstratives and possessives. Forty percent of them were able to identify articles, demonstratives and possessives as the determiners, but only 29.7 percent could identify post-determiners (numerals and quantifiers) as determiners.

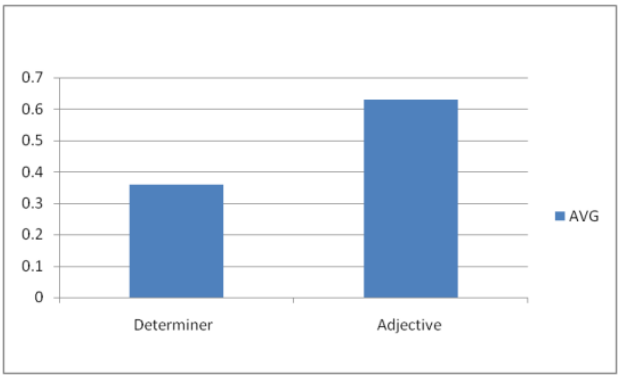
TABLE 5

Determiner Questions & Adjective Questions

Questions	AVG
Determiner	0.36
Adjective	0.63

FIGURE 3

Determiner Questions &Adjective Questions



The study shows that many ESL students know more about adjectives than determiners. The adjective ratio (0.63) is nearly twice the determiner ratio (0.36). Most words such as *seedless*, *elderly*, *oldest*, *gray*, *jealous*, *new*, *guilty*, *red*, *green*, *happy*, *sweet*, *mean*, *smaller*, and *interesting* in the questionnaire were recognized as adjectives at the rate of more than 50 percent except for the adjective *mean* because *mean* is usually used as a verb.

3. Description of the Picture of the Shared Refrigerator

The results show that the number of words the ESL students used almost doubled

when comparing the pre-instruction and post-instruction assignments on the usage of determiners and adjectives.

TABLE 6

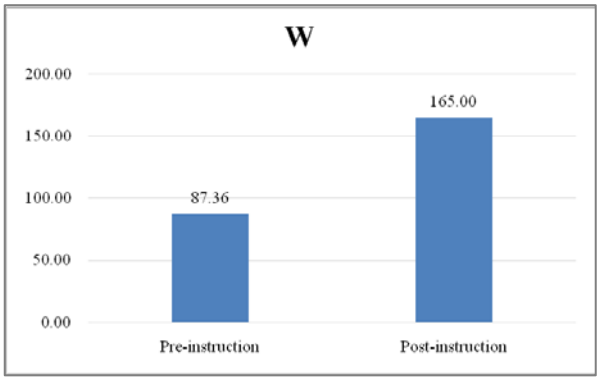
The Use of Wordson Pre-instruction and Post-instruction Assignment

Words	AVG(n=22)		P-value
Pre-instruction	87.6		<0.001
Post-instruction	165.0		

*AVG: Average / STD: Standard Deviation P-value of T-test for Non-equal Variances

FIGURE 4

The Use of Words in Pre-instruction and Post-instruction



The study also shows that the number of sentences the ESL students used increased when comparing the pre-instruction and post-instruction assignments using determiners and adjectives.

TABLE 7

The Use of Sentences in Pre-instruction and Post-instruction

Sentences	AVG(n=22)	P-value
Pre-instruction	7.50	<0.001
Post-instruction	12.91	

FIGURE5

The Use of Sentences in Pre-instruction and Post-instruction

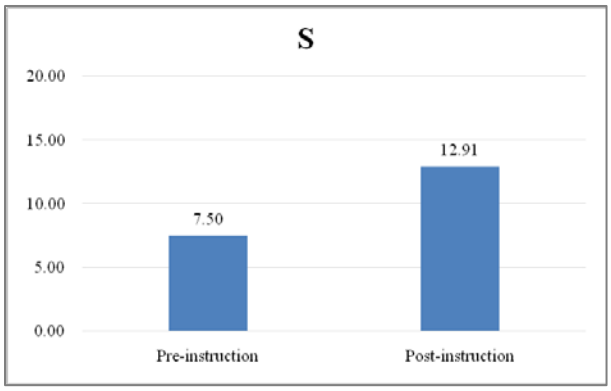


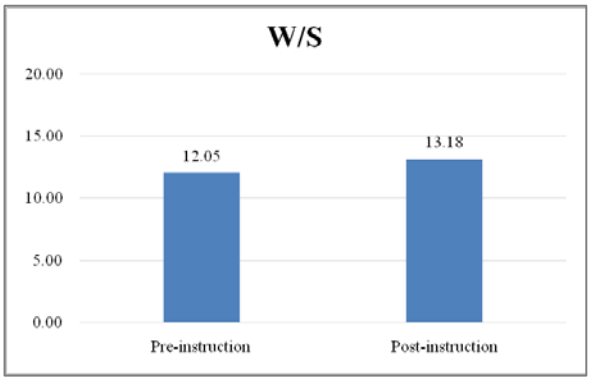
TABLE 8

The Use of Words per Sentence in Pre-instruction and Post-instruction

Words per Sentence	AVG(n=22)	P-value
Pre-instruction	12.05	<0.058
Post-instruction	13.18	

FIGURE 6

The Use of Words per Sentence in Pre-instruction and Post-instruction



Most researchers refer to P<0.05 as statistically significant and P<0.01 as statistically highly significant. As depicted in the table, this finding is statistically highly significant in terms of P-value as P< 0.01 in the number of words and sentences. The word number per sentence number is also statistically significant as P<0.05.

The research also shows that the number of adjectives, descriptive adjectives, and

determiners in sentences increases. It is noted that the percentage of the adjectives per sentence increased from 1.26(SD = 0.61) to 1.64(SD = 0.51), or 1.3 times. The descriptive adjectives increased 0.5(SD = 0.48) to 1.16(SD = 0.62) and developed by more than double.Specific details regarding adjectives and descriptive adjectives are presented later.

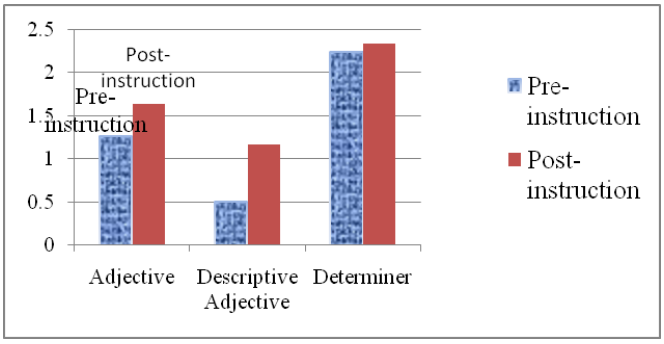
TABLE 9

The Use of Adjectives, Descriptive Adjectives, and Determiners in Pre-instruction and Post-instruction

AVG	Adjectives	Descriptive Adjectives	Determiners
Pre-instruction	1.26	0.5	2.24
Post-instruction	1.64	1.16	2.33

FIGURE 7

The Use of Adjectives, Descriptive Adjectives, and Determiners inPre-instruction and Post-instruction



The use of determiners increased from 1.59 (SD=0.49) to 1.82 (SD=0.53) and that of post-determiners increased from 0.65 (SD=0.68) to 0.68 (SD=0.42).

TABLE 10

The Use of Determiners inPre-instruction and Post-instruction

	Determiners	Post-determiners
Pre-instruction	1.59	0.65
Post-instruction	1.82	0.68

As mentioned in the earlier pretest, the ESL students tended to more frequently use the determinerssuch as articles, demonstratives, and possessives than the post-determiners such as numerals and quantifiers. Determiners were used 2.4times as post-determiners in

the pre-instruction while post-determiners were used 1.0 time after the post-instruction. It is interpreted that the ESL students tried to balance the use of determiners and post-determiners after the instruction.

TABLE 11

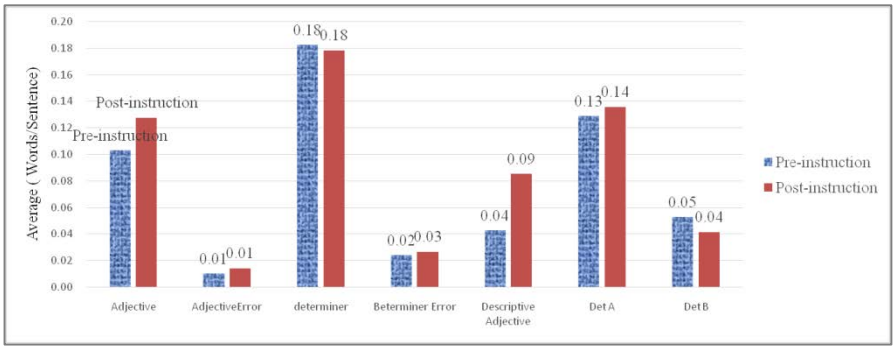
Errors in Pre-instructionand Post-instruction

	Adjective Errors	Determiner Errors
Pre-instruction	0.13	0.29
Post-instruction	0.3	0.46

Table 11 displays the increased number of errors. As the number of sentences grows, the number of errors inevitably increases. However, because they use more detail and precise adjectives and determiners with more specific explanations,the expression and quality of the sentences become more powerful and accurate.It means the increase in the errorratioshould not be interpreted asa significant point, compared to the word ratio increase.Figure 8summarizes the usage improvement inthe pre-instruction and post-instructionassignments.

FIGURE 8

Comparison of Improvement Rates in Pre-instruction and Post-instruction



4. A Closer Error Examination of Individual Data

1) The Use and Errors of Adjectives

All of the ESL students, except one, increased the number of adjectives used. The student having the highest improvement level increased their skill by nine times. Also,

the number of descriptive adjectives noticeably increased. Most students used the descriptive adjectives much more.

Most of the ESL students showed the use of an increased number of adjectives and detailed explanations. For example, a student wrote on the pre instruction, ″fruits and vegetables are stored.″ and then, post-instruction, she wrote, ″well-ripened apples and washed broccoli in a plastic bag are stored.″ They are now able to use more specific and precise adjectives with more detailed explanations. The individual data is as follows:

TABLE 12

Comparison between Pre-instruction and Post-instruction Adjective Use

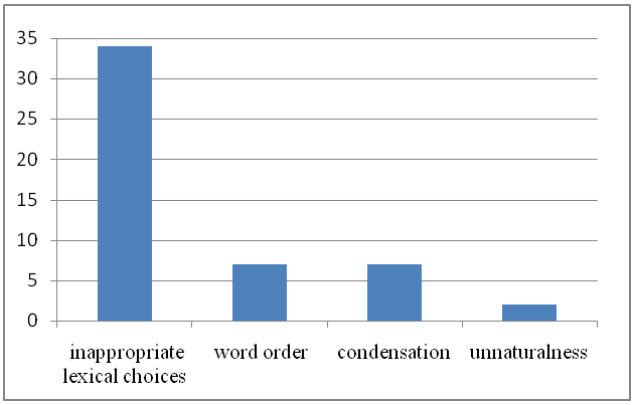
Pre-instruction	Post-instruction
three kinds of containers	**three rectangular** containers
fruits and vegetables are stored	**well-ripened** apples and **washed broccoli in a plastic bag** are stored.
On the pizza, there is a **big bowl** which contains some noodles.	A **big, stinky slice of** pizza lies under a bowl of **spaghetti.**
There is a **disgusting** liquid.	It is mottled with hot sauce and also beginning to get musty. It is **disgusting and smelly.**
There is milk, fresh juice, water, and **eggs.**	There is **a neat, opened** egg carton.
There is **unwrapped** bread and wilted lettuce next to the beverages.	There is **rotten, dry** bread, half of a **withered** cucumber, and a **wilted** cabbage that looks **inedible.**
On the third shelf, there are noodles **falling out of the bowl.**	The third shelf is messiest, for there is a slice of pizza and an uncovered bowl of spicy noodles **which iscausing a bad smell.**
On the bottom shelf, **the noodles' liquid** has spilled.	The bottom shelf is also dirty because of the **oily, sticky soup** from the noodles on the third shelf.
On the left side, there is **milk, water, and juice**	On the top shelf, there are **fresh milk, fresh-squeezed orange juice** in a big pitcher which **smells sweet and sour, and eggs**.
To the left there are some dairy products.	On the next shelf, she keeps her **dairy products inappropriate sealed containers.**
a slice of pizza	a **cold slice** of pizza
On the bottom shelf, there are three containers.	On the last shelf, she has three containers, **and she put the smallest one in front of the other two.**
the left side of it is **neat**, but the right side is **disorganized.**	On the left side, it is very **neat and clean** while the right side is **messy and smelly.**

Finally, there are two drawers. The left drawer is **organized** better than the right.	Two are **big and opaque**; but, one is **small and transparent.**
Although there is one refrigerator, there are two types of organization. On the left side, it looks really **clean.**	Half of it is really **organized and neat**; but, the other half of it is **really messy and unclean.**
On the left side of the two drawers, however, it looks really **messy.**	On the left side of the two drawers, there are **fresh**fruits and **green** vegetables a plastic bag.
On the top shelf, we can see some beverages such as **milk** and **water.**	On the top shelf, I can see some beverages like water in a bottle,**fresh milk**, and **sweet lemonade.**
On the third shelf are yogurt, cheese, **eggs**, and tofu.	On the third shelf, one of the roommates put **some organic foods** to keep her body healthy; but, she has to eat **the eggs as soon as possible**, for they will expire in three days.
The second shelf also holds **beverages**, in this case, in cans.	There are cans of **sweet orange soda**, Coca Cola, and **sour lime soda** in that order from the left.
It contains yogurt, **eggs**, **cheese**, and **butter.**	There are **cheddar cheese**, **perfectly shaped eggs**, strawberry flavored yogurt, and what appears to be a stick of **non-fat butter**.
There are apples, grapes, and many other fruits.	It contains fresh fruits including apples and green grapes.
The food on the third shelf seems **rotten.**	They seem to be **rotten and wilted**, for their colors have changed. The **green cabbage changed to brown, orange carrots to black.**
On the right side, there are **old, wilted vegetables and fresh bread**.	On the next shelf, there are **two old carrots**, a half-eaten sausage, **a big loaf of brown bread**, and **one dirty cabbage**. **The cabbage is so old that it is wilted**
dirty water	a **strange and smelly** liquid
fruits	There are **rotted** fruits
On the top shelf, there is milk, a jar of juice, and water side by side	On the top shelf, thereisa carton of **fresh** milk, pitcher of **sweet** juice, and a bottle of water side by side
Cheese, a carton of eggs, and yogurt are set side by side.	A **smelly** cheese, a tray of **white** eggs, and **a large-size Greek yogurt** are set side-by-side

The adjective errorswere analyzed and categorized into three major parts according to the reason for the errors:inappropriate lexical choices, word order, condensation, and unnaturalness.

FIGURE 9

Adjective Errors



Overall, the most error types wereinappropriate lexical choices with a total of 34 errors (68%), followed by word order with 7 errors (14%), condensation with 6 (12%), and unnaturalness with 3 errors (0.06%). Inappropriate lexical choice tends to be affected by the first language. In the data, *fresh milk* is used as the *new milk* and *fresh-squeezed orange juice* is used as the *handmade orange juice*. *Plastic bag*is used for the vinyl bag. Among the inappropriate lexical choices, past participle form errors were the most common. The passive form is one of the difficult grammar points for Korean ESL students. In the data, *canned juices* and *canned beverages* were used inappropriately as the *can juices* and *can beverages*. Also, *chilled soft drink, well-ripened, wilted cabbage* were used incorrectly as *chill soft drink, well-ripen, wilt cabbage*.

As mentioned earlier, the word order of the adjectives is also a challenging part for ESL students. The errors are the following: white three (→ three white) eggs is open and broken (→ broken eggs is open), plastic white bottle (→ white plastic bottle), green and fresh vegetables (→ fresh green vegetables), eggs uncovered (→ uncovered eggs), spilled unknown liquids (→unknown spilled liquids), organized well (→ well organized).

Condensation is one of the frequently occurring errors for Korean ESL students. A lengthy expressionadds to some redundant information. Korean ESL students tend to clutter up their writing and make it longer thannecessary, especially by using a relative clause. Therefore, it makes the writing awkward to read. The errors are as follows: cabbage without being wrapped(→ unwrapped cabbage), dairy products which are fresh(→ fresh dairy products), There are bread, sausage, and some vegetables without a package (→ There are unpackaged bread, sausage, and some vegetables), a slice of pizza and noodles in a bowl (→ a slice of pizza and a bowl of noodles), vegetables and fruits

that all are very fresh (→ fresh fruits and vegetables), It is not able to eat(→ It is inedible).

Lastly, although this unnatural phrasing by Korean ESL studentsdoes not completely ruin the meaning, it may puzzle native English speakers. As an examplefrom the data, *in an open carton* is better than *in an uncovered box*. *Vegetables that don't be tied are there*could obscure the exact meaning and *loose vegetables* is better than the former.

2) The Use and Errors of Determiners

Most of the determiners that the ESL students used were the definite article "the" and the indefinite article "a(n)".In accordance with this, most of the demonstrative errors occur in the use of articles. Koh (2013) found that the most grammar errors in Korean-English subtitles were the use of articles with a total of 13 errors (22.80%), followed by prepositions with 12 errors (19.20%). She remarks that since articles such as "a (n)" and "the" are not common in Korean, they are the most difficult challenge for ESL students. The same holds for these data.

TABLE 13
The General Errors with the Use of Articles

Pre-instruction	Post-instruction
On the left, all the items are organized inall the shelf anda drawer	On the left, all the items are **well-packed**, not making **the** refrigerator **a** mess
Salami looks go bad because it seems not fresh and it is droop	**The** salami looks**like it went** bad because it **doesn't** seem fresh, and it is droop**ing**
The owner of refrigerator bought it one week ago from Domino Pizza	The owner of **the** refrigerator bought it one week ago from Domino**'s** Pizza

In particular, the frequent occurrence of errors in my dataiswiththe usage of articles before directional words,superlatives, and ordinal numbers: ″the left, the right″, and ″the first, the second, the third.″ Also, there are some errors where″the″ is used with ″next, last, same″ and ″only″.

TABLE 14
Frequent Errors with the Use of Articles

Pre-instruction	Post-instruction
Left side of it is neat, but right side is unorganized	**Theleft** side of it is neat, but, **theright** side is **dis**organized
My friend and I share a same refrigerator, but its inside is very different	My friend and I share **the same** refrigerator, but its inside is very different

Next shelf, however, differences appear	On **the next** shelf, however, differences appear
On the third and fourth shelves are as same as the second shelf	Third and fourth shelves are **the same** as the second shelf
Another is cola, and the other row is lemon lime on the left	**The left** side of **the second** shelf holds rows of cola and lemon lime soda.
One is yellow, another is green, and last one is black, cola	One is yellow, another is green, and **the last** one is black, cola
Third shelf is most messy, for a piece of pizza and unwrapped bowl of spicy noodle, which is causing a bad smell	**The third** shelf ismessiest, for there is a slice of pizza and **an** uncoveredbowl of spicy noodles which are causing a bad smell

The data shows the students do not recognize that articles are not used together with ″my, this″, or other determiners.

TABLE 15

Errors of the Use of Articles Used with Pronoun

Pre-instruction	Post-instruction
Because I and **a my** roommate use the fridge together, that is divided into halves	Because I ~~**and a my roommate**~~ use the fridge together, ~~that~~ it is divided into halves
I have to clean the other half of the refrigerator.	I have to clean **that** half.
Those they were bought before three months before.	**They**were bought before three months before.

Also,″the″ in sentences or clauses where you define or identify a particular person or object is needed. The errors are as follows:

TABLE 16

Errors of the Use of the Article ″the″ in Clauses Where the Subjects are Defined

Pre-instruction	Post-instruction
On the third shelf, there are milk products such as containers on the bottom shelf	On the third shelf, there are milk products such as **the** containers on the bottom shelf
They seem like rotten on the third shelf	~~They seem like rotten~~ **The food** on the third shelf seems rotten.
A surface of the salami is crinkled	~~A~~ **The** surface of the salami is crinkled

3) The Use and Errors of Punctuation

As we′ve shown earlier withtheresults of the pretest, the ESL students are not sure about coordinate adjectives and cumulative adjectives. In particular, they do not

understand the necessity of the comma between the coordinate adjectives. However, after lecturing, they improved the use of the comma between them.

TABLE 17
The Proper Use of the Punctuation Comma in Post-instruction

Pre-instruction	Post-instruction
the pizza	a big, stinky slice of pizza
eggs	a neat, opened egg carton
unwrapped bread	rotten, dry bread
liquid	the oily, sticky soup
food	brown, orange carrots
yogurt	a large-size, Greek yogurt

On the pretest, the students wrote only a noun with one adjective. Post Instruction, they were able to write more than two coordinate adjectives with the comma as shown in Table 17. In addition, they are able to use the necessary ″and″ after a linking verb between the coordinate adjectives and the optional ″and″between the cumulative adjectives.

TABLE 18
The Proper Use of ″and″ in Post-instruction

Pre-instruction	Post-instruction
a disgusting liquid	It is **disgusting and smelly**
It is neat, but, the right side is disorganized	It is very **neat and clean** while the right side is **messy and smelly**
The left drawer is organized better than the right	Two are **big and opaque**, but one is **small and transparent**.
Although there is one refrigerator, there are two types of organization. On the left side, it looks really clean	Half of it is really **organized and neat**, but the other half of it is really **messy and unclean**
rotten food	They seem to be **rotten and wilted**
There is dirty water	There is a **strange and smelly** liquid
It is white and older version	It is **a white older version**

In the last data, the L2 learner recognized the usage of the cumulative adjectives and was able toemploy the appropriate use of cumulative adjectives without “and” such as “a white older version”, not “white and older version.”

Ⅴ. CONCLUSION

The result of this study demonstrates the noticeable development of the L2 learners in descriptive writing. The data emphasizes three important points regarding teaching English writing. First, as Morrett (2011) notes, since errors in the use of English articles often occur with L2 learners, teachers should realize that it cannot be corrected with a brief overview. Therefore, they should consistently review and emphasize the right use of articles. Actually, the current educational curriculum for English grammar in middle and high school does not include the use of determiners including definite/indefinite articles. Korea offers an English reading and grammar class for the College Scholastic Ability Test (CSAT) for university entrance. However, the appropriate education on the use of determiners and adjectives for English writing is not provided. Second, as users of the SNS (Social Networking Service) have increased in the global age, the number of English writers is also increasing. Rich and refined English writing is necessary for SNS users to clearly express themselves. To do this proficiently and fluently, they need the appropriate education and training in the use of a wide variety of descriptive adjectives. Then, the L2 learners will have the confidence to describe their deep thoughts and feelings more specifically. Therefore, it is suggested that L2 learners be educated with appropriate teaching methods and strategies in their study of determiners and adjectives, focusing on determiners and descriptive adjectives.

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Examples in: English
Applicable Language: English
Applicable Levels: secondary and college education

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Received in April 14th, 2018
Reviewed in May 26th, 2018
Revised version received in June 5th, 2018