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M.A. Thesis

An exploratory case-study into tensions between classroom practices and EFL teachers', learners' and coursebook writers' beliefs on grammar instruction

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An exploratory case-study into tensions between classroom practices and EFL teachers', learners' and coursebook writers' beliefs on grammar instruction

Abstract

This article examines the relationship between the beliefs of 3 EFL teachers and 42 adult EFL learners in 3 public language schools in Barcelona towards grammar instruction, analysing the extent to which the use of 3 coursebooks with varying approaches to grammar causes tension between the agents' stated beliefs and observed classroom practices. Teachers, learners and coursebook writers all completed a questionnaire eliciting beliefs on grammar instruction which were corroborated through classroom observations, coursebook analysis, and semi-structured preliminary and follow-up teacher interviews. Findings correlated with some results from previous studies comparing teacher and learner beliefs on grammar instruction with classroom practice, and those analysing coursebook use in the L2 classroom, yet expand on the current literature by revealing that despite all agents favouring some degree of form-focussed instruction in the classroom, tensions emerged either because of the coursebook writer's approach to grammar, the learners' beliefs, or the teachers lack of agency in the classroom. Additionally, this study discussed possible reasons for these findings, including top-down constraints publishers, schools and teacher education programmes entrenching the coursebook's dominance in the classroom. Implications for future research are also discussed.

I Introduction

Grammar instruction in the classroom has been a subject of continuous debate (Ellis, 2006; Nassaji & Fotos, 2011; Spada, 2011; Ur 2011). Viewed as synonymous with language instruction, grammar instruction is a cornerstone of language learning (R. Ellis, 2001; Celce-Murcia, 2001a; Ur 2011), yet only limited research impacts classroom practice (Larsen-Freeman, 2015). Why is this? One factor is teachers developing beliefs which affect their 'practical discourse' (Hirst, 1966). These beliefs appear to be influenced through conflicts between a teacher's 'practical discourse' and other 'discourses'[1]: a pedagogic discourse shaped through teacher training; a research-based discourse based on academic literature; and a personal discourse influenced through previous language learning (Borg, 2006) and language teaching experience (Borg, 2003) (**Figure I**). This paper is an opportunity to chart the complex relationship that exists between these discourses. However to assume the teacher is the sole agent in shaping their practical discourse is to ignore other classroom agents. Whilst learner beliefs are important in determining successful innovative teaching practices (Savignon & Wang, 2003), what impact do coursebooks have on grammar instruction in classrooms, and how far do beliefs that influenced their design juxtapose those held by teachers and learners? With a dearth of literature on the topic (Grammatosi & Harwood, 2014), further investigation is warranted into determining to what degree coursebooks conflict with existing teacher and learner beliefs on grammar instruction.

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[1] These terms are referred to in Hirst (1966). Personal discourse, however, is included to highlight the importance of previous language learning experience (Borg, 2006) on shaping language teaching.
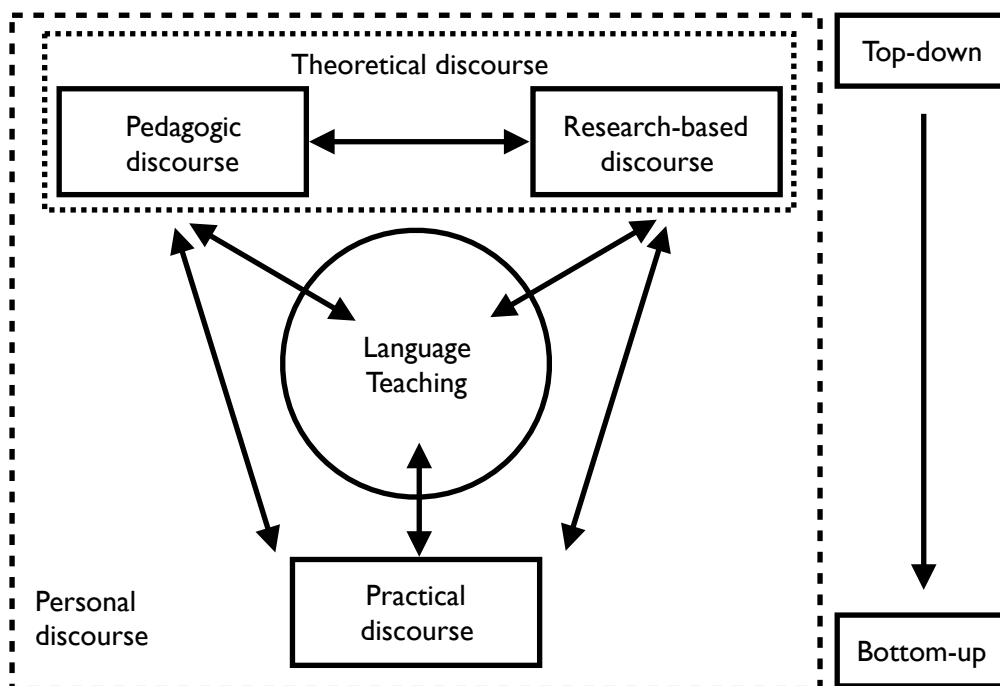
Figure 1: Model adapted from Hirst (1966) demonstrating the varying discourses influencing language teaching

II Literature Review

This section will explore factors influencing classroom-based grammar instruction by first, examining theories underlying research-based and pedagogical discourses on grammar, and then, exploring other factors that influence a teacher's practical discourse, including teacher and learner beliefs.

II.1 Research-based discourse concerning grammar instruction

A wealth of L2 grammar instruction theories exist, with the majority of them based on their interpretation of the relationship between implicit and explicit knowledge (de Graaff & Housen, 2009; R. Ellis, 2001; Ellis & Shintani, 2014; Norris & Ortega, 2000). These interpretations have been classified into three categories — the non-, weak-, and strong-interface positions[2] (**Figure 2**) — from which L2 grammar instruction theories have emerged. These range from non-interface-related non-interventionist theories to interventionist theories based on the strong-interface position, and frame the debate surrounding L2 grammar instruction today (Loewen et al., 2009). However, these theories are incredibly complex to clarify in reality; they are not mutually exclusive, have no fixed definition (Graus & Coppen, 2016), and teachers may employ a combination the following constructs outlined.

II.1.1 Meaning-focussed instruction (MFI) & form-focussed instruction (FFI)

Grammar instruction taxonomies differentiate between non-interventionist and interventionist theories, with non-interventionist instruction referred to as meaning-focussed instruction (MFI), and

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[2] *See R. Ellis (1997) for a more comprehensive overview.*

interventionist instruction referred to as form-focussed instruction (FFI) (R. Ellis, 2001; Norris & Ortega, 2000; Spada, 1997). MFI argues communication and comprehensible input should have prominence over FFI in the classroom, as L2 learning occurs implicitly and irrespective of the order in which grammatical structures are taught in the classroom (Krashen, 1981; Pienemann, 1989; 1998).
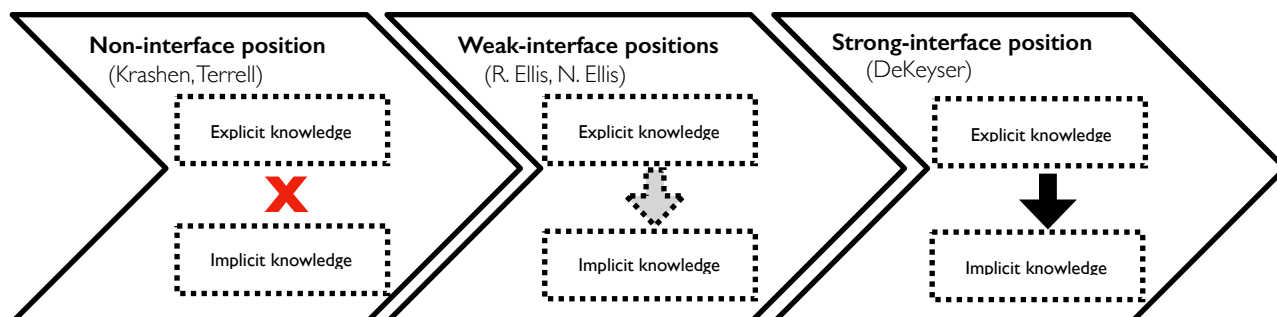
Figure 2: Interface positions charting the theoretical relationships between explicit & implicit knowledge in SLA research

Nevertheless, empirical evidence refutes the efficacy of MFI (Swain, 1985), suggesting some degree of interventionist FFI is essential (R. Ellis, 2003; Long, 1983; Schmidt, 1990; Skehan, 1996). This has spawned various form-focussed grammar instruction constructs along the interventionist continuum (Doughty & Varela, 1998; R. Ellis, 2001; Swain,1998), including: implicit and explicit form-focussed grammar instruction; inductive and deductive form-focussed grammar instruction; and isolated and integrated form-focussed instruction[3] (**Figure 3**). They will constitute one crux of this study.

II.1.II Implicit & explicit FFI

FFI has been classified as either explicit or implicit (DeKeyser, 1995; Robinson, 1996; Spada & Tomita, 2010), considered implicit when "neither rule presentation nor directions to attend to particular forms are part of an instructional treatment" (Norris & Ortega, 2000: 437), and explicit when a pre-determined grammatical structure and its accompanying rule are presented using metalinguistic terminology (DeKeyser, 1995). Whilst some researchers question the effectiveness of explicit FFI, there is theoretical support and empirical evidence to suggest explicit FFI is beneficial for adult language learners (DeKeyser, 1997), with the combination of explicit teaching of grammatical rules and communicative practice leading to implicit knowledge of the grammar rule (Spada & Lightbown, 2008). Moreover, Norris & Ortega's meta-analysis (2000) demonstrates explicit FFI leads to better results than implicit FFI, and further research argues explicit teaching produces better results for both simple and complex grammatical forms (Spada & Tomita, 2010). However, these studies warrant caution for two reasons: firstly, a bias towards explicit knowledge (Doughty, 2003); and secondly, a lack of agreement on a definition for structural complexity (de Graaf & Housen, 2009).

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[3] *Doughty & Williams' (1998) distinction between planned and incidental FFI is another grammatical construct, yet will not constitute part of this study.*

II.I.III Inductive & deductive explicit FFI

Explicit FFI can be further categorised into deductive and inductive FFI (Norris & Ortega, 2000), with deductive FFI involving the explicit presentation of grammatical rules prior to showing examples in which the rule is applied (R. Ellis, 2006), and inductive FFI involving learners being provided with enough examples of the grammatical form from which to derive the rule with guidance (R. Ellis, 2010). However, whilst it is argued inductive FFI should be preferred as it fosters a more active role in the knowledge construction process (R. Ellis, 2002), studies investigating deductive and inductive methods have provided juxtaposing empirical evidence regarding their effectiveness, with some studies report ing no significant difference between deductive and inductive FFI (Rosa & O'Neill, 1999; Shaffer, 1989), and others suggesting either inductive FFI (Herron & Tomasello, 1992; Haight, Herron & Cole, 2007) or deductive FFI (Erlam, 2003) is more effective. However, it's important to note that relying on learners to derive rules unguided from corpora (Erlam, 2003) or their peers (Vygotsky, 1978) can sometimes have repercussions; incorrect conclusions may be reached, and learners with learning difficulties may respond better to deductive FFI (Van Patten & Borst, 2012).

II.I.IV Isolated & integrated FFI

In isolated FFI, the focus on the grammatical form is separate from the lesson' communicative activities, while in integrated FFI, the focus on the grammatical form is conducted during the communicative activity, and may either be planned or incidental (Spada & Lightbown, 2008). In the literature, there is a plethora of theoretical support and empirical evidence to support both integrated and isolated FFI, with DeKeyser (1998) arguing that, as *per* skill acquisition theory, by isolating and explicitly teaching a grammatical form, the learner can anchor the target form in their declarative knowledge and use it during communicative activities. On the other hand, however, there are a number of theoretical constructs that support integrated FFI, including the 'revised interaction hypothesis' (Long, 1996), Lyster's (1998) 'negotiation of form', and Swain & Lapkin's (2002) 'meta-talk', which argue that by focussing on form during communicative activities, learners will be able to create immediate connections between form and meaning. There is also empirical evidence to support integrated form-focussed instruction (Doughty & Varela, 1998; R. Ellis et al., 2001; Williams & Evans, 1998).

II.I.V Research-based efforts to reconceive rule-based grammar instruction

The preceding constructs refer to grammar as being predominantly rule-based. However, while it is not disputed rules can be used to describe a grammatical system, is it rules students learn from examples, or is it patterns? Moreover, no rule-based description of a grammatical system is complete, which means there must be some lexico-grammatical patterns that cannot be explained by rules

(Larsen-Freeman, 2015). As such, there is a theoretical school of thought which argues grammar should be perceived less as a finite set of rules governing the accurate use of linguistic forms, and more as a series of evolving lexico-grammatical patterns that are used to construct meaning through interaction with others in either an oral or written context (McCarthy & O'Keeffe, 2014). This relates to several teaching models, namely the *Lexical Approach* (Lewis, 1993), which has at its core the notion that lexis, rather than grammar, is a prerequisite for effective communication, and the belief that grammar has remained a central component in language teaching programmes and a powerful influence on learner expectations, due to an assumption that grammar is the basis of language.
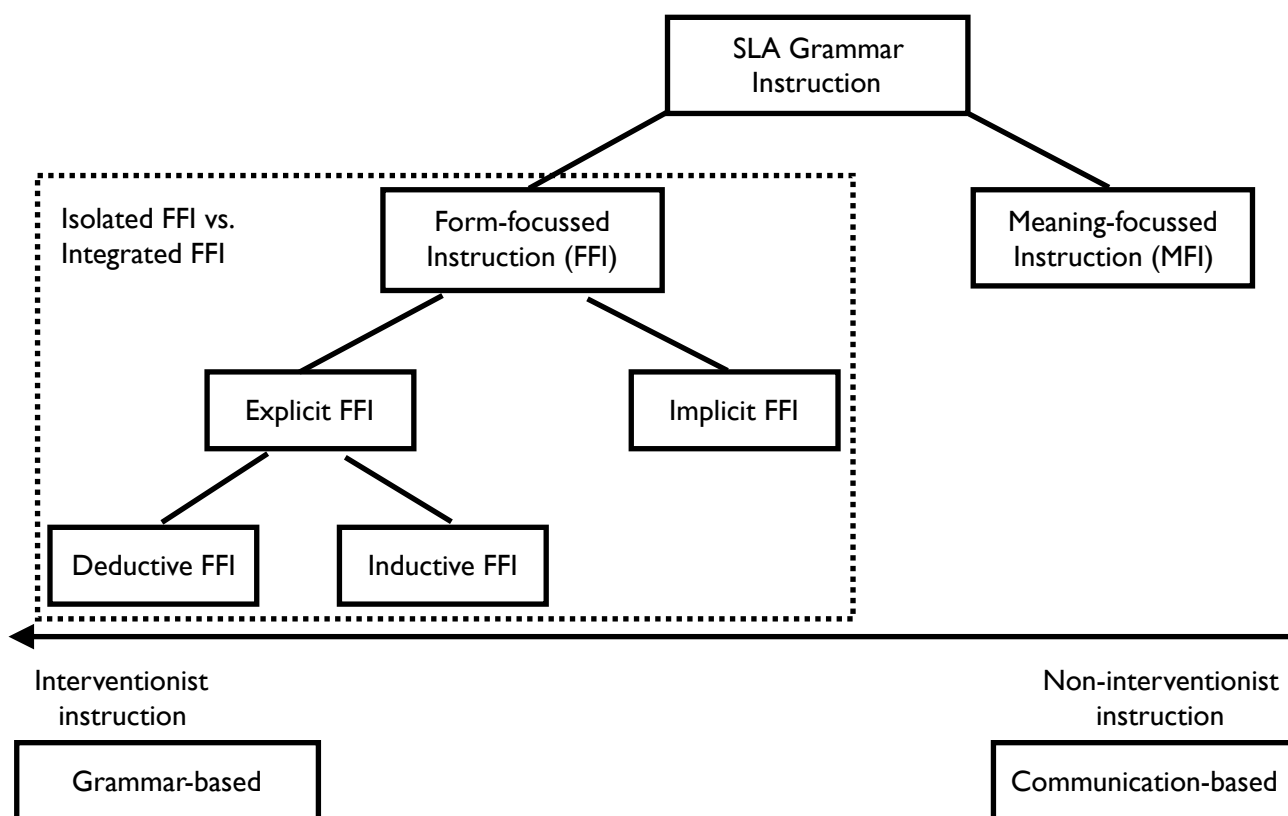
Figure 3: Taxonomy of research-based & pedagogical grammar instruction adapted from Graus & Coppen (2016)

II.II Pedagogic discourse concerning grammar instruction

The research described above does not demonstrate a strong cause and effect relationship between approach and acquisition (McGrath, 2013), with the majority of the research inconclusive (R. Ellis, 2010). Yet as L2 grammar acquisition research has advanced, so too have language teaching methodologies[4] (Thornbury, 2011), with a wealth of grammar teaching options for teachers to choose from (Borg & Burns, 2008; N. Ellis, 1995; Fotos, 2002; Larsen-Freeman, 2001; Nassaji, 1999). However, despite a preference for communication-based approaches, "practitioners in language teaching and learning… are still very much held to a structuralist approach" (Kramsch, 2015: 462); indeed, grammar-

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[4] *For a more comprehensive overview of the history of ELT grammar teaching, refer to either Celce-Murcia & Larsen-Freeman (2015) or Nassaji & Fotos (2011).*

based approaches are still used (Nassaji & Fotos, 2011), with many L2 classrooms 'embedding' grammar instruction into meaning-oriented Communicative Language Teaching (CLT) (Mitchell, 2000), a distinction now existing between weak and strong CLT (Howatt, 1984). Irrespective of whichever approach is employed by teachers in the classroom[5], a popular instructional sequence for grammar instruction is the accuracy-oriented Presentation-Practice-Production (PPP) model (Brumfit, 1984) in which it is assumed learners acquire certain knowledge needed to use the L2 in a spontaneous manner after having been presented with isolated grammatical structures.

II.II.I The Presentation-Practice-Production (PPP) Model

Despite the PPP model being inconsistent with theoretical and empirical evidence (Willis & Willis, 2007) stating that presenting grammar rules in a linear, discrete fashion is not synonymous with how learners develop language (Long, 1991; Long & Robinson, 1998), teacher education programmes continue to promote its use (Harmer, 1996; Ur, 1988; Willis, 1996), with its perceived ease of use resulting in many teachers using it after initial teacher training (Crookes & Chaudron, 2001; Skehan, 1996; Scrivener, 1996). Other arguments for its continuing prevalence could be demand from the market (Burton, 2012), or that teachers are not "autonomous agents" (Larsen-Freeman, 2015: 265). By this, it is inferred teachers are part of educational systems that follow coursebooks designed around constituent grammatical components (Littlewood, 2007).

II.II.II ELT coursebooks

Coursebooks[6], despite incorporating a PPP model with no evidence to support its use (Tomlinson, 2012; Thornbury & Meddings, 2001; Tomlinson & Masuhara, 2010), are prevalent, with their convenient approaches to pedagogy (Elliott & Woodward, 1990) suppressing teacher agency (Bell, 1993). Yet with coursebooks unable to adapt to learners' individual differences, coursebook adaption and supplementation is required (Shawer, 2010), with teachers on a curriculum continuum (Parent, 2011), of which there are three positions: curriculum-developers, curriculum-makers and curriculum-transmitters (Shawer, 2010) (**Figure 4**). Curriculum-transmitters (Shawer, 2010) follow a prescribed coursebook with little attempt to adapt material (Connelly & Clandinin, 1988), curriculum-makers design negotiated syllabi (Clarke, 1991) in which a prescribed coursebook is not used, and curriculum-developers either use the coursebook as a platform from which to launch into other sources of input, or "cherry-pick" units in a "flexible order" (Shawer, 2010:181).

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[5] *In this study, a distinction between 'approach', 'design', and 'procedure' will be made (Richards & Rodgers, 2001) in which theories (approach) are converted into materials (design), and taught in a particular way (procedure) (McDonough, Shaw & Masuhara, 2013).*

[6] *For the purposes of this study, coursebooks are defined as "the only book which the learners…use during a course" (Tomlinson, 1998:ix)*

- Teacher lacks agency
- Teacher is non-autonomous
- Dependent on the coursebook
- Doesn't adapt the material
- Following an institutional curriculum

- Teacher is an agent in the classroom
- Teacher is occasionally autonomous
- Occasionally acts independently from coursebook
- Occasionally adapts material
- Following an institutional curriculum, but flexible

- Teacher is an agent in the classroom
- Teacher is autonomous
- Acts independently from coursebook
- Adapts material
- Following a class-specific curriculum

| Curriculum-transmitter | Curriculum-developer | Curriculum-maker |

Figure 4 The curriculum continuum (Shawer, 2010) highlighting the different relationships between teachers and coursebooks

The relationship between materials, teachers and learners, though, is a complex one (Bolitho, 1990), with **Figure 5** indicating materials occupying a hierarchical position in the classroom[7], suggesting that if teachers adopt a curriculum-transmitter or curriculum-developer stance, there is a tendency for coursebooks to marginalise and de-skill them (Hutchinson & Torres, 1994; Richards, 1998). However, the teacher may not see a reason to adapt the coursebook (Ramírez Salas, 2004), due perhaps to a lack of freedom, time, training, and motivation (McGrath, 2013), irrespective as to whether they feel the coursebook is unsuitable for the learners (Tomlinson, 2010).
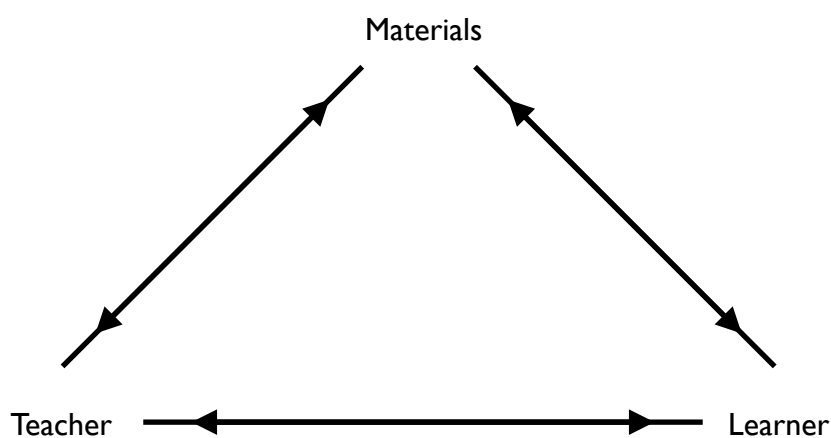
Figure 5 The relationship between teachers, learners and materials in the ELT classroom. Taken from Bolitho (2009).

II.III Personal discourse concerning grammar instruction

Irrespective of a teacher's relationship with the coursebook, teachers tend to make pragmatic choices based on their context rather than research and theory (Nation & Macalister, 2010). With a gap between research and practice (Larsen-Freeman, 2015), and little evidence to suggest pedagogical training impacts practice (Walters & Vilches, 2005), it's important to consider factors that fall under the sphere of 'personal discourse', namely teachers' and learners' beliefs (Borg, 1999).

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[7] *In this model, each side of the triangle does not have to be equal, indicating that if two agents' beliefs identify with each other, the sides would shorter, and vice versa if the beliefs were less similar.*

II.III.I Teacher beliefs

Despite *beliefs* being difficult to define due to their abstract nature (Johnson, 1994), teacher cognition research characterises them as influential, deep-rooted assumptions (Ertmer, 2005) that: are relevant to teaching (Borg, 2001); act as a filter when interpreting new experiences and information (Cabaroglu & Roberts, 2000; Pajares, 1992); and reflect a teacher's rationale (Kagan, 1992; Woods, 1996). With teachers viewed more as independent decision-makers in the classroom than "mechanical implementers of external prescriptions" (Borg, 2009: 2), greater understanding of teachers' beliefs is crucial in understanding classroom practice (Pajares, 1992). Teacher cognition research attempting to understand the impact teachers' beliefs have on classroom practice has provided ample evidence of the complex, and at times inconsistent, relationship between what teachers believe and do in their own unique educational contexts (Borg, 1998; Borg, 2003; Borg, 2006; Burns, 1992; Fang, 1996; Freeman, 2002; Phipps & Borg, 2009; Richardson, 1996).

Explanations characterising this relationship between beliefs and practice can be categorised using three factors: language learning background (Busch, 2010; Farrell, 1999; Farrell & Lim, 2005; Phipps & Borg, 2007); teacher education programmes (Borg, 2011; Busch, 2010); and classroom experience (Borg, 1999). However, these need to be interpreted cautiously for several reasons. Firstly, whilst some argue teacher education programmes are important in influencing beliefs (Busch, 2010), others suggest teachers' beliefs may outweigh the programme's effect (Basturkmen, 2007; Borg, 2011; Peacock, 2001; Richardson & Rodgers, 2001). Secondly, studies investigating the impact of classroom experience on teacher beliefs and practices note that teacher beliefs do not always reflect or influence what a teacher does in the classroom (Borg, 2003) due to a myriad of factors, including: learner preferences (Burgess & Etherington, 2002); curriculum constraints (Barnard & Scampton, 2008) such as coursebooks (Ashton, 1990); and institutional requirements (Tsui, 1996). Finally, the process of changing beliefs is gradual, cumulative (Cabaroglu & Roberts, 2000) and uncertain, with research suggesting only peripheral beliefs, not core beliefs, may be affected (Phipps & Borg, 2009).

II.III.II Teacher beliefs on grammar instruction

There have been a number of studies interested in investigating the influence of teacher beliefs on grammar instruction in the classroom (Andrews, 2003; Basturkmen, Loewen & Ellis, 2004; Borg, 2003; Burgess & Etherington, 2002; Phipps & Borg, 2009; Schulz, 1996; Schulz, 2001), with many finding evidence to suggest grammar instruction in the classroom is governed by teacher beliefs (Borg, 2006). The research posits that in the absence of definitive pedagogical theories, teachers resort to basing classroom decisions on practical discourses formed through experiences gained in their teaching context (Phipps & Borg, 2007). These practical discourses are the pedagogical manifestations of

numerous psychological, institutional and social influences (Freeman, 2002; Johnson, 1999), and understanding them is integral towards understanding the rationale behind teachers' decision-making.

Overall, research indicates teachers believe grammar instruction to play an integral role in the classroom (Borg & Burns, 2008; Burgess & Etherington, 2002; Eisenstein-Ebsworth & Schweers, 1997). For example, a study conducted by Graus & Coppen (2016) found that, in a sample of 832 pre-service student teachers (709 undergraduate, 123 postgraduate) enrolled in English teacher education programmes in the Netherlands, there was a strong preference for explicit inductive FFI. However, explicit deductive FFI was preferred when teaching difficult structures, and implicit inductive FFI when teaching less complex structures. Most interestingly, though, was the fact lesser-experienced undergraduates preferred explicit FFI, whilst postgraduates preferred implicit and inductive FFI.

Moreover, a study by Borg & Burns (2008) on 176 EFL teachers from 18 countries indicated teachers believe grammar should be integrated into lessons as opposed to being taught in isolation, yet inconsistencies were registered in how teachers interpreted the term 'integrated FFI', and teachers' rationales were rooted more in practice than theoretical terminology. Research suggests a multitude of factors that influence the rationale behind practices, ranging from teacher knowledge (Andrews, 2007) and teacher education programs (Teik, 2011) to teachers' own past experiences of grammar learning (Burgess & Etherington, 2002). For example, a qualitative longitudinal study by Phipps & Borg (2009) exploring the tensions between grammar teaching beliefs and practices of three EFL teachers in Turkey suggested that whilst core beliefs about learning are more influential in shaping teachers' decision-making than peripheral beliefs about language learning, studying both allows for better understanding of the tensions in a teacher's classroom practice. However, another important factor on classroom practice is the influence of learners' expectations and beliefs.

II.III.III Learner beliefs

Learner beliefs can be defined as either a learner's subjective and idiosyncratic metacognitive knowledge about learning (Wenden, 1999), or context-specific "assumptions that students hold… about the nature of language learning and teaching" (Victori & Lockhart, 1995: 224) which may (Ellis, 2008; Zhong, 2010) or may not (Barcelos, 2015) change over time. These complex (if not erroneous) set of beliefs, attitudes, assumptions and expectations (Benson, 2001; Breen, 2001), considered an important individual difference variable (Dörnyei, 2005), are likely to influence learning (Yang, 1999). Their "predispositions to action" (Agudo, 2014: 286) impact not just learner progress (Breen, 2001; Ellis, 2008), but also motivation, expectations, perceptions and strategies (Richards & Lockhart, 1994) and how they respond to particular teaching methods and class activities (Horwitz, 1999).

Despite research on learner beliefs arguably receiving less attention than teacher beliefs (Loewen et al., 2009), they have been examined from various perspectives, with cognitive research recognising individual beliefs (Williams & Burden, 1997) and socio-cultural research emphasising how beliefs are influenced by and constructed through a learner's context (Mori, 1999; Woods, 2003). To what extent, though, are beliefs a product of an individual's cognitive processes or their environment? Research suggests beliefs have a dual-nature (Alanen, 2003; Dufva, 2003), and potentially affect the process and product of language learning by influencing learning strategies and other individual differences (Ellis, 2008). A number of factors that affect learner beliefs have been explored, ranging from motivation and learner autonomy (Zhong, 2010) to personality (Bernat, 2006) and proficiency (Peacock, 1999; Tanaka & Ellis, 2003). It's important to note the impact such a varying array of individual differences can have on learner beliefs, and the difficulty in being able to control for them in research (Gabillon, 2005). Ultimately, however, if learner beliefs influence learning actions, teachers need to not just understand them and encourage self-reflection (Horwitz, 1999; Yang, 1999; Wenden, 1999; Breen, 2001; Tanaka & Ellis, 2003), but to also make their own L2 learning beliefs apparent and address any discrepancies (Benson & Lor, 1999), as it could contribute towards more successful language learning (Ariogul et al., 2009).

II.III.IV Learner beliefs versus teacher beliefs on grammar instruction

Initial research investigating learner beliefs on grammar instruction found that many learners agreed with the principle that learning an L2 is mostly about learning a lot of grammar rules (Horwitz, 1988; Peacock, 2001). A further study of 2321 high school students and 45 teachers on their beliefs towards grammar instruction by Jean & Simard (2011) showed that both learners and teachers viewed grammar instruction as necessary and effective, but not enjoyable, and more recent research has suggested that in some instances, both teachers and learners value the importance of grammar being integrated rather than isolated (Elgun-Gunduz, Akcan, & Bayyurt, 2012; Songhori, 2012).

However, other studies suggest teachers and learners have varied beliefs concerning grammar instruction (Loewen et al., 2009), with studies conducted by Schulz with L2 learners and teachers in the USA (1996) and 607 EFL learners and 122 teachers in Colombia (2001) both demonstrating discrepancies between learner and teacher beliefs concerning grammar instruction. 'Traditional' grammar teaching was preferred by learners more than teachers, corroborated by Fortune (1992) who found learners prefer deductive exercises. Moreover, other research comparing the attitudes of teachers and learners towards language learning suggests a disparity between the two (Spratt, 1999), with learners preferring oral practice exercises over written exercises, but also suggest factors such as

context and previous language learning experience play a significant role (Spada & dos Santos Lima, 2015; Spratt, 1999). Discrepancies between teachers' beliefs about learners' beliefs and learners' actual beliefs regarding grammar instruction could have a detrimental effect on learning (McGrath, 2013), and as such, teachers need to be able to deal with this conflict.

III Rationale for the study

This study expands previous research on tensions between teachers' grammar teaching beliefs and practices (Phipps & Borg, 2009) by factoring learner and coursebook writer beliefs into the equation, and builds on research carried out by Schulz (1996; 2001) by incorporating qualitative instruments to triangulate the methodology. The lack of literature investigating the use of coursebooks in ELT classrooms (Grammatosi & Harwood, 2014), especially for grammar instruction, further warrants this line of inquiry. Moreover, researchers have long argued for research to address the relationships between various agents other than teachers and learners involved in classroom practice (Barcelos, 2011), and to this author's knowledge, research investigating the beliefs between teachers, learners, and coursebook writers, and their impact on classroom practice, has not been conducted before.

IV Research Questions

This study, therefore intends to explore any tensions that arise between classroom practice and teachers', learners' and coursebook writers' beliefs towards grammar instruction by examining the influence of three coursebooks with different approaches to grammar instruction on classroom practice, and determining to what extent their use conflicts with teacher and learner beliefs. Thus, this article is interested in answering these research questions:

1. To what extent is there a relationship between teachers', learners' and coursebook writers' beliefs on grammar instruction, and if so, are there any tensions?

2. How far does the relationship between teachers', learners' and coursebook writers' beliefs towards grammar learning influence classroom practice?

The insights from the literature review inform this author's belief that as *per* previous studies, all agents are expected to express a preference for FFI, yet with some discrepancies between agents concerning theoretical approach, material design and teaching procedure (Richards & Rodgers, 2001). The degree to which the beliefs of the course book writers' towards grammar differ from those of the teachers and learners will add to the complex interplay between the various agents' beliefs and classroom

practices. Ultimately, the coursebook is expected to be the dominant agent due to varying constraints (McGrath, 2013), with the teacher's position on the curriculum continuum dependent on how far their beliefs align with those of the coursebook, and how far they are able to successfully adapt the material so as to appease learner beliefs, if of course they are aware of them.

V Methodology

This study implemented a mixed-methods case study approach (**Figure 6)**, incorporating the collection and analysis of qualitative and quantitative data from three classrooms using validated questionnaires, semi-structured interviews and classroom observations (Mackey & Gass, 2005).

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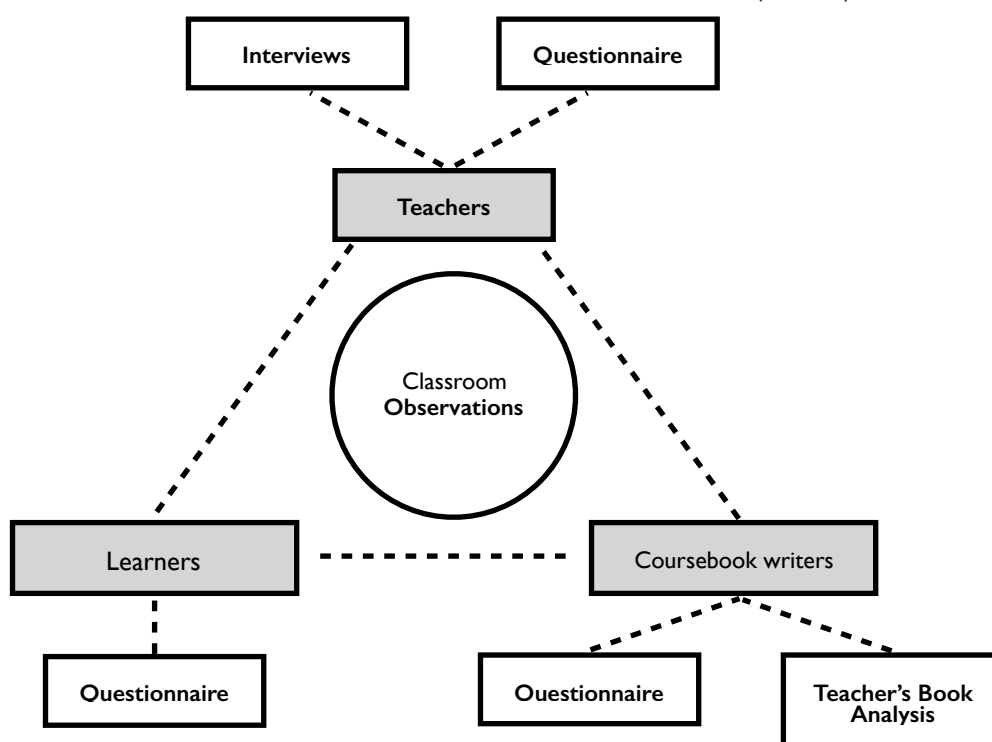
Figure 6 Diagram to convey how triangulation was built into the design of this research project

V.I Coursebooks

Three coursebooks were selected for this study based on their grammar instruction approach (**Table 1**), with the decision to focus on an intermediate level so as to guarantee feasibility and quality of comparison. *New English File* (Oxenden & Latham-Koenig, 2013a) implements an explicit form-focussed, rule-based approach towards grammar instruction, *Voyage* (Buchanan, Pathare & Roberts, 2015a) employs a rule-based inductive FFI approach, and *Outcomes* (Dellar & Walkley, 2016a) deviates from a 'conventional' rule-based syllabus by utilising a lexico-grammar-based syllabus. All three coursebooks adopt the PPP technique to sequence the coursebook's grammar activities, with grammar contextualised with and integrated into a reading or listening activity before being explained and then practiced (**Appendix A**). It is important to note that the teachers were not responsible for choosing their coursebooks; that responsibility lay with their respective schools.

Table 1 General information concerning the coursebooks used in this study

Coursebook name	Authors	Publishers	Edition
New English File	Oxenden/Latham-Koenig	Oxford University Press	3rd edition
Voyage/Navigate	Roberts/Buchanan/Pathare	Oxford University Press	1st edition
Outcomes	Dellar/Walkley	Cengage Learning	2nd edition

V.II Participants

Contact was sought with the lead authors of these three coursebooks, so as to be able to better gauge their beliefs concerning grammar instruction. Whilst it was possible to obtain data from two authors of *New English File,* it was not possible to obtain data from *Voyage's* and *Outcome's* other writers. The information of the writers who participated in the study is as follows (**Table 2**).

Table 2 Information concerning the coursebook writers participating in this study

	New English File	*Voyage*	*Outcomes*
n	2	1	1
Gender	1 male; 1 female	1 female	1 male
Age	50+	50+	36-50
Teaching Experience *(years)*	16+	16+	16+
Approach to Grammar	Integrated explicit FFI (rule-based morphology)	Integrated inductive FFI (rule-based morphology)	Lexical Approach (pattern-based morphology)

Further, teachers participating in this study were a convenience sample of three EFL teachers (two Catalan and one British; two male and one female). They were either native speakers or highly proficient speakers of English, as per the requirements of their respective employers. They all possessed adequate English language teaching experience, although this varied not just in length but also with regard to whom they had taught, and organisations at which they had worked. At the time of this study, all three teachers were working at adult language schools in the Barcelona area. Two of these schools were public language schools funded by the Catalan government, E*scola oficial d'idiomes* (EOI)*,* whilst the other participating institution was a university-affiliated *Escola d'Idiomes Moderns (*EIM*)* (**Table 3**)*.*

Table 3 Information concerning the teachers participating in this study

	EIM Teacher A	*EOI Teacher B*	*EOI Teacher C*
n	1	1	1
Gender	Male	Female	Male
Age	18-25	50+	36-50

Teaching Experience *(years)*	4-6	16+	11-15
Language Teaching Qualifications	BA French & Spanish; MA Translation; CELTA	BA Translation; BA English & German studies CELTA	BA English Studies; MA Education
Book used	*New English File*	*Voyage*	*Outcomes*

Notes: CELTA = Certificate for English Language Teaching to Adults, an initial ELT teacher qualification authorised by Cambridge English

The teachers taught classes of between 9 to 18 adult learners ranging from 18 to 60 years old, with their length of time spent studying English also varying. All three classes were at the intermediate level, verified by an initial language level check at each school prior to the learners commencing their respective language courses, which consisted of a written test and oral examination.

Table 4 Information concerning the learners of each class observed in this study

	EIM Teacher A / New English File	*EOI Teacher B / Voyage*	*EOI Teacher C / Outcomes*
n	9	15	18
Class level	Intermediate (B1+)	Intermediate (B1+)	Intermediate (B1+)
Gender	5 male; 4 female	4 male; 11 female	7 male; 11 female
Mean age	28.1	33.4	30.8
Mean years learning English	4.6	8.4	8.7

V.III Instruments

This exploratory study collected qualitative and quantitative data over a period of three months using interviews, observations, and questionnaires (**Figure 6**). First, a preliminary interview was conducted with the 3 teachers, each lasting approximately 30 minutes. This semi-structured interview (Seliger & Shohamy, 1989) using open-ended questions (**Appendix B**) was based on a fluid framework of themes, which allowed the teacher to describe the class' students in more detail and explain their beliefs towards grammar learning. Teachers were also asked about their opinions towards the coursebook and how effectively grammar was presented, and also explained how they usually set up a grammar lesson with this particular group of students. Interviews were either audio-recorded and then transcribed (**Appendix C**), or extensive field notes were taken. Preliminary interviews were not conducted with either the learners or the coursebook writers due to time constraints.

Once permission had been obtained, three classroom observations with each teacher were conducted (Zacharias, 2012) after the preliminary interview, with different grammar points being

taught in each lesson[8]. Each lesson observed lasted 2 hours. Consecutive field notes, as opposed to video recording, were taken (**Appendix D**) in accordance with teacher preferences and a desire to avoid teachers and learners adopting 'artificial' behaviour. They were guided by questions pertaining to how teachers set up grammar lessons in the classroom, how they used the coursebook, how closely they followed instructions laid out in the coursebook's corresponding teacher's book, and how learners responded to grammar activities during the lesson. After the three observed lessons, a follow-up semi-structured interview with the researcher was carried out, which lasted approximately 30-45 minutes. During this interview, teachers were asked to explain the rationale behind various parts of their observed lessons,   and reflect on any discrepancies discovered between the field notes and preliminary interviews.
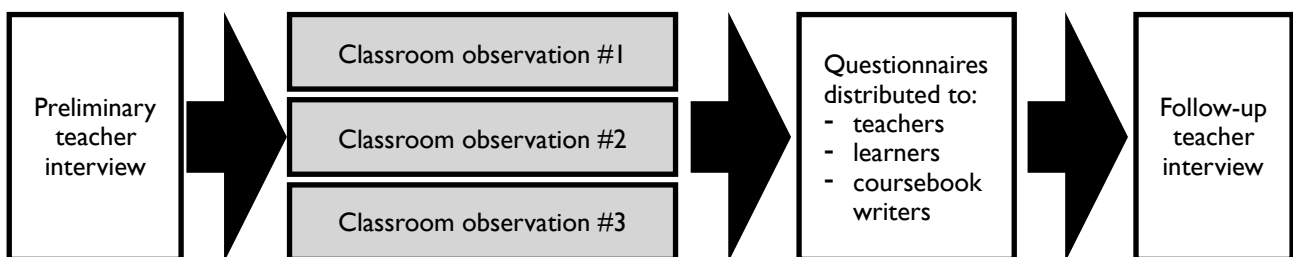
Figure 7 Pictorial representation of the data collection model designed and used for this research project

Finally, after the third observation, questionnaires were distributed to learners and teachers to complete. Questionnaires were also distributed separately to the coursebook writers. The questionnaire (**Appendix E**) was designed so as to collect both qualitative and quantitative data from all participants in the study. In order to ensure that statements reliably represented the constructs that this study intended to investigate, this instrument included statements used by Graus & Coppen (2016) and Spada et al. (2009) (**Table 5**). Statements that were discarded from the original studies due to issues with construct validity were also omitted from this study.

Participants responded to the statements by registering a score on a Likert scale ranking from 1-5, in which *1* corresponded to "strongly disagree" and *5* corresponded to "strongly agree". Some words were adapted slightly to counter for different participants being investigated, and to ensure statements were easy to understand.   As native or highly proficient speakers of English, it was assumed the coursebook writers and teachers would have no problem completing the questionnaire in English. The teachers were consulted on whether the questionnaire should be translated to Spanish for the learners, yet unanimously agreed the questionnaire would be OK for the learners to answer in English.

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[8] *The same grammatical structures were not observed across the three schools, with different structures being taught by teachers*

Table 5 Source of the statements used to measure FFI constructs in this study's questionnaire

Source of statements	Construct being measured	No. of statements used		Statements used in the questionnaire
Graus & Coppen (2016)	FFI*	3	1	English grammar should be explained in course books
			2	Grammar should be part of English class
			3	Teachers should pay attention to grammar in English class
	MFI*	3	4	The focus of English lessons should only be on learning how to communicate (without grammar teaching)
			5	In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate
			6	English grammar should not be discussed in course books
	Explicit FFI	3	7	Clearly defined grammar rules are necessary to excel in grammar
			8	Explicit grammar rules are of crucial importance for students to learn grammar
			9	When teaching grammar, a teacher must discuss explicit grammar rules
	Implicit FFI	3	10	Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule)
			11	The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule
			12	The best way for students to excel in grammar is by studying example sentences (without the rule)
	Deductive FFI	3	13	It is more effective to give students a rule than to have them discover it from examples
			14	A teacher should present a grammar rule and not have students discover it for themselves
			15	It is better for teachers to explain a grammar rule than to let students derive it from examples
	Inductive FFI	3	16	It is better to let students derive a rule from a list of examples than to give them the rule first
			17	Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves
			18	Having students discover a rule from examples is a better method of teaching grammar than presenting a rule
Spada et al. (2009)	Integrated FFI	3	19	I can learn grammar during reading or speaking activities
			20	I can learn grammar while reading or listening to a text
			21	I like learning grammar during speaking, writing, listening or reading activities
	Isolated FFI	3	22	I like learning grammar by seeing the explanation, and doing practice exercises
			23	Doing grammar exercises is the best way to learn to use English more accurately
			24	I believe my English will improve quickly if I study and practice grammar

Notes: FFI = form-focussed instruction; MFI = meaning-focussed instruction

V.IV Data Analysis

The data analysis consisted of three phrases. Firstly, interview data were recorded, questionnaire data were collected, and observation field notes were organised. Secondly, quantitative data from the questionnaire statements were coded and inputted into SPSS and analysed using descriptive statistics, whilst qualitative data from the interviews, observations and questionnaires were analysed and organised into various categories. Finally, themes were identified from the data. To ensure instruments were as effective as possible in capturing the various agents' beliefs in this study, care was taken in several respects. Firstly, grammar teaching approaches espoused in the literature review provided initial categories for analysis, yet were not deemed the sole approaches through which to filter the results obtained, and secondly, the follow-up interviews with the teachers were designed after analysis of data collected during the classroom observations, so as to allow for greater flexibility in identifying tensions between classroom practice and teacher beliefs.

VI Findings

In this section, first, the coursebooks are analysed regarding their grammar approach. Second, coursebook writers' questionnaire responses are reported to clarify the rationale behind the coursebooks' approach. Third, field notes from the lesson observations are reported to describe how the coursebook was used in the classroom. Fourth, responses from the teachers' interviews and questionnaires are reported to assess the rationale behind their approach to grammar instruction. Finally, results from the learners' questionnaire responses are reported to establish how they reacted to the coursebook and its use in the classroom.

VI.I *New English File*
VI.I.I Coursebook writer beliefs towards grammar instruction

The *English File* writers posit that intermediate students need to "revise and extend their knowledge of the main grammatical structures [and] practise using different tenses", by contextualising new language in an engaging manner and providing a *Grammar Bank* that offers learners "clear rules, example sentences [and] practice exercises for each grammar point" (Oxenden & Latham-Koenig, 2013b: 8). From the coursebook's analysis, four main points regarding its approach to grammar instruction are evident: firstly, it employs a rule-based approach towards grammar instruction; secondly, there is an explicit focus on discrete forms; thirdly, the discrete forms are integrated into reading or listening activities; and finally, the PPP model is used to sequence activities concerning each grammar point (see **Appendix A**). This analysis is supported by the writers' responses to the questionnaire, which confirm they both favour explicit FFI (M=5.00, SD=0.00 for both writers)(**Appendix F**) and the

presentation of grammar through "a natural and memorable context which helps students assimilate form and use" (English File writer 1: Questionnaire[9]), with learners then focussing on the grammar rule before practicing it "through…traditional written grammar exercises, then…an oral exercise" (EFW2:Q). The writers' beliefs that grammar rules are essential appear to be rooted in traditional language learning and teaching experiences, which have been merged with aspects of CLT gained from ELT training programmes,

> I studied Latin and Greek at university and I think this helped me to feel confident myself with grammar and value its importance. My…teaching [experience] also helped…to contrast grammar rules with students and to understand…problems [that] students have where English grammar is very different from their L1 *(EFW1: Q).*

> I gained my initial knowledge of grammar…applied to ELT from an International House course…where the house style is a communicative approach [but] it also became clear that a good control of grammar was important to help build student confidence and fluency *(EFW2:Q).*

These ideas appear to be based quite heavily on learners and teachers, on whose beliefs "publishers and…authors approach grammar teaching [so] authors cannot always use…self discovery as much as they might like" (EFW2:Q). This is reflected in both writers stating a stronger preference for inductive FFI (M=4.00, SD=0.00) than deductive FFI (M=1.50, SD=.707), despite it not featuring in the coursebook.

VI.1.II Teacher beliefs towards grammar instruction

The teacher found the coursebook "a lot better than other books" as "grammar is put in context", then "broken down", starting off with a "brief outline…then developed at the back of the book, [and then] practiced in a freer spoken practice" (English File teacher: Interview 1), going as far to say,

> The grammar explanations in this book coincide with how I like to teach grammar: example of particular grammar point, highlight grammar point, further examples of grammar point [and] practice the new grammar point with lots of examples *(EFT:Int1).*

The teacher "follows the book step-by-step", although this may also be because he feels "grammar is quite methodical, [and so] there aren't really too many ways that you can diverge from the process outlined earlier and in the book" (EFT:Int1). This is in line with what was noted during the three observations (**Table 6**), with the teacher not deviating from instructions outlined in the coursebook and teacher's book. Grammar instruction was integrated into reading or listening activities, with the rule taught explicitly using the grammar reference at the back of the coursebook, and then supported

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[9] *Henceforth referred to in its abbreviated form as EFW1:Q. EF=English File, V=Voyage and O=Outcomes. W=coursebook writer, T=teacher and L=learner. Finally Q=questionnaire, and Int=interview.*

through the controlled practice activities. No additional information or supplementary materials were used to explain or practice the grammar point taught in the lessons. When asked why he was reluctant to deviate from the book, and to explain the rationale behind his approach, his responses appeared to be influenced by three categories: learner expectations; institutional expectations; and a desire to ensure grammar is as straightforward as possible.

Table 6 Chart showing the actions of the New English File teacher during the observed lessons

Activities pertaining to grammar teaching and learning in the classroom		New English File		
		L1*	L2	L3
Practical discourse	Teacher follows coursebook activities without deviating from teacher's book	✕	✕	✕
	Teacher sets up context using approach in the coursebook	✕	✕	✕
	Teacher explains grammar using approach laid out in coursebook	✕	✕	✕
	Teacher practices grammar using controlled activities in coursebook	✕	✕	✕
	Teacher practices grammar using communicative activities in coursebook	✕	✕	✕
	Teacher uses grammar reference section at back of the coursebook to further clarify the grammar point	✕	✕	✕
	Teacher uses supplementary material from other coursebooks/sources to present or practice the grammar point			
Theoretical discourse	Grammar is taught using an integrated reading/listening activity	✕	✕	✕
	Teacher explains grammar using a deductive explicit approach	✕	✕	✕
	Teacher explains grammar using an inductive explicit approach			
Pedagogical discourse	Teacher uses the PPP model to structure grammar lesson	✕	✕	✕
	Teacher provides additional information to explain the grammar structure			
	Teacher uses the learners' L1 to translate the grammar structure	✕		
	Teacher uses reactive error correction for incorrect use of grammar forms that are not the class' target form	✕		✕

*Notes: L1 = Lesson 1; L2 = Lesson 2; and L3 = Lesson 3

Firstly, regarding learner expectations, the teacher mentioned that students "respond well to the book" and considering they "have paid a lot of money for the book…I feel it's an obligation to refer to it" (EFT:Int2). Moreover, he said the learners appear to be "quite into grammar", with grammar being "one of the things that they are there for…and [they] want to understand it so as to understand how

the language works" because grammar is a "traditional aspect of language that is valued more than other components" (EFT:Int2),

> In terms of satisfaction, grammar gives you the most when learning a language, and the students feel like they're getting value for their money; grammar is a highlight for them, they think it's what they are in class for, and they expect it to be taught in a certain way *(EFT:Int1)*.

Secondly, there are clear institutional expectations that influence his practice, as the teacher has been told "to cover what's in the book". These expectations don't appear to have a negative influence, however, as even though there is "a curriculum that I need to follow, I feel it would be stupid to divert from it considering that we have this well-developed resource" (EFT:Int1). Despite the teacher stating that his "own experience learning grammar…has shown me what I believe to be the best way to teach grammar" (EFT:Q), the teacher relies more on the coursebook's approach over previous learning and teaching experience because the book "seems to work better", reflected in his own preference for explicit FFI (M=4.00, SD=0.00) (**Appendix G**).

Yet a desire to ensure grammar instruction was as straightforward as possible meant that, even if the coursebook's grammar approach didn't coincide with his own beliefs, he would still "see what I could use in the book" because he didn't feel the need to "constantly keep re-developing the wheel" (EFT:Int2). This is in keeping with the one discrepancy noted between the teacher and coursebook, with the teacher preferring "to show examples first and then get students to infer the rules…as the more work they do themselves without being spoon-fed the better" (EFT:Int2). However, when asked to explain why this did not occur in the classroom, he mentioned "it's not always possible [due to the fact] that it's pretty irregular and hard to stipulate regularities and irregularities, [so] it's not always possible to elucidate concrete rules for a particular structure", thus preferring the book's ability to both address irregularities in a more deductive, and straightforward, manner, and preventing "the risk of students coming up with their own sentences in which the grammar rule might not be able to be used" (EFT:Int2).

VI.I.III Learner beliefs towards grammar instruction

Overall, the majority of students were happy with the book's "explanation-examples-exercises" model, with what several students believed were a lot of accurate, well-explained rules, examples and exercises to practice with. This was reflected in their responses to the questionnaire statements, in which it was apparent learners wanted some form of FFI in lessons (M=3.33, SD=1.118; M=3.78, SD=1.202; M=3.22, SD=1.093) instead of MFI (M=2.00, SD=1.00; M=1.89, SD=1.054; M=2.11, SD=0.782) (**Appendix H**). The majority of learners preferred to be exposed to the grammar rule

before seeing examples, and then wanted to practice using speaking activities. However, discrepancies emerged with regard to: communicative practice, with several learners feeling there were not enough practice activities or opportunities to speak using the grammar rule being studied in the lesson; and the role of the teacher, with three learners expecting the teacher to explain the grammar rule in more detail.

VI.II *Voyage*

VI.II.I Coursebook beliefs towards grammar instruction

Voyage posits there is theoretical support and evidence to suggest "teaching grammar rules, combined with communicative practice, is the best way for adults in classrooms to learn to use grammar" (Walter, 2015:24), and by giving the learners a set of examples of a grammar rule and guiding them to discover the rule, the learners will be better able to use the rule (Walter, 2015). The coursebook's approach to grammar instruction was modelled on this premise: the coursebook employs a rule-based grammar approach; there is an explicit focus on forms integrated into reading and listening activities; the forms are taught inductively, with justification coming from SLA research; and the coursebook adopts a PPP model to sequence grammar activities (**Appendix A**). The writer preferred an inductive (M=5.00, SD=0.00) and integrated approach (M=5.00, SD=0.00) to FFI (**Appendix F**), and their questionnaire responses suggest that whilst grammar rules are important, "learning grammar rules does not necessarily produce accurate and fluent language. It needs to be a combination of noticing…using the language, and getting feedback". According to the author, the best way to achieve this is through presenting the rule "within the context of a reading or audio text [and using] a contextualised practice [which] goes from more controlled…to less controlled" (VW:Q).

VI.II.II Teacher beliefs towards grammar instruction

The *Voyage* teacher used the coursebook to contextualise the grammar, integrating it into either the reading or listening activities (**Table 7**). Despite the book's inductive approach towards grammar, the teacher used a deductive approach in two out of three lessons observed. Grammar explanations were aided by using the grammar reference at the back of the book, information from which she didn't deviate when explaining the grammar rule, and practiced using controlled exercises in the coursebook and more communicative activities sourced from supplementary materials, including *English File*. When asked to explain this approach, the *Voyage* teacher acknowledged several discrepancies between her and the coursebook. Firstly, she "feels that the grammar points in the blue boxes [in *Voyage*] are not very lengthy or clear enough, and so the explanations don't work", which means that she finds herself having to "explain rules to the students first [and] add further explanation" (VT:Int2). She doesn't

completely dismiss the inductive approach, however, saying that although "it works better to have them discover the rule…time factor is important [and] it could work for some rules at this level, but not all of them" (VT:Int2). Her preferred form of approach is,

> Giving examples of the language taught which are as clear and inclusive as possible [or] working out grammar rules which are clear and short [and] practice using short and effective activities that helps assimilate and learn how to use that rule *(VT:Int1)*.

Table 7 Chart showing the actions of the Voyage teacher during the observed lessons

Activities pertaining to grammar teaching and learning in the classroom		Voyage		
		L1*	L2	L3
Practical discourse	Teacher follows coursebook activities without deviating from teacher's book			
	Teacher sets up context using approach in the coursebook	X	X	X
	Teacher explains grammar using approach laid out in coursebook	X	X	X
	Teacher practices grammar using controlled activities in coursebook	X	X	X
	Teacher practices grammar using communicative activities in coursebook			
	Teacher uses grammar reference section at back of the coursebook to further clarify the grammar point	X	X	X
	Teacher uses supplementary material from other coursebooks/sources to present or practice the grammar point	X	X	X
Theoretical discourse	Grammar is taught using an integrated reading/listening activity	X	X	X
	Teacher explains grammar using a deductive explicit approach	X		X
	Teacher explains grammar using an inductive explicit approach		X	
Pedagogical discourse	Teacher uses the PPP model to structure grammar lesson	X	X	X
	Teacher provides additional information to explain the grammar structure	X		
	Teacher uses the learners' L1 to translate the grammar structure			
	Teacher uses reactive error correction for incorrect use of grammar forms that are not the class' target form			

*Notes: L1 = Lesson 1; L2 = Lesson 2; and L3 = Lesson 3

This is supported by her responses to the questionnaire statements, demonstrating she favours inductive FFI (M=4.00, SD=0.00) over deductive FFI (M=3.00, SD=0.00) (**Appendix G**). She tends to use the coursebook to introduce grammar regardless, as well as using the coursebook to present the

rule before the students practice. She approves of the integrated approach to FFI, as by integrating grammar with other skills, she feels students are less "overwhelmed by grammar, which could be counterproductive…I like the fact that [*Voyage*] often integrate different skills with grammar practice…but sometimes that makes them too dependent on previous activities" (VT:Int1). Despite feeling in some grammar sections "the language…is too complex for the students, [which] can detract from grammar learning", she persists with the book,

> Students have had to buy it, and it's not cheap, and I don't want them to feel I made them spend money on it and not use it…I thought using a book would be useful both for the students and for me, and I still feel that way *(VT:Int2).*

Secondly, previous teaching classroom experience plays an important role in her decision-making when using the book, with supplementary activities from other resources, including *English File,* used as "she has had a lot of practice using [them]" (VT:Q),

> When teaching the same level again, I don't use what didn't work before…and reuse materials [that did] work well. Remembering things I had difficulties with while learning English also helps me to find ways to deal with those points more effectively *VT:Int2).*

Another reason is the supplementary materials' ease of use, and considering her training as a teacher didn't involve "much didactic content", learning English at a time when explicit grammar instruction was thought old fashioned, she has researched "a lot of rules…to teach them consistently" (VT:Int2).

VI.II.III Learner beliefs towards grammar instruction

Students using *Voyage* profess a preference for explicit FFI (M=3.87, SD=.99; M=4.27, SD=.704; M=3.13, SD=.990) over implicit FFI (M=2.73, SD=.594; M=2.60, SD=1.056; M=2.53, SD=.834) (**Appendix H**). However, they have mixed preferences concerning inductive FFI (M=3.20, SD=1.01; M=3.33, SD=.976; M=3.33, SD=1.113) and deductive FFI (M=3.27, SD=1.223; M=3.00, SD=.756; M=3.27, SD=.799), which perhaps explains why the coursebook is slightly divisive among students. One aspect which the majority of students look favourably upon, though, is the integrated approach, with several students feeling that by "reading a text and then making (sic) exercises, you can improve [grammar]". However, while many students enjoy the fact they have to discover the rule from examples as the rules are "easy and clear", allowing them to "better understand the grammar rule", and making it "more easy to learn" and "stimulate [their] intuition", others feel that the explanations of the rules are "a bit brief" and "difficult to understand". The students appear to agree it's "good to give an explanation and some examples [in the coursebook], and then practice with speaking activities". However, the teacher plays a crucial role in explaining to "the learners the grammar rules", as even

though "the book is simply correct'…with teacher activities it's more complete." Several students mention the teacher gives "a general explanation of the rules and then specifies with examples and practical activities like conversation" which are not in the book. However, another believes the teacher's explanations are "so fast, so I don't have enough time to understand everything".

VI.III *Outcomes*
VI.III.I Coursebook beliefs towards grammar instruction

In *Outcomes,* grammar is integrated with listening or reading activities, with each grammar section offering a short explanation designed to help students, guided questions to teach meaning, and controlled and freer practices (Dellar & Walkley, 2016b). Moreover, a Grammar reference at the back of the coursebook with extended explanations, additional examples and more controlled practice exercises further helps the learner (Dellar & Walkley, 2016a). Grammar input is guided by each unit's communicative outcomes, and what grammar teachers and learners expect to be covered (Dellar & Walkley, 2016b). Whilst the coursebook appears to adhere to a structure similar to that of other coursebooks, there are some key differences (see **Appendix A**).

Firstly, the discrete forms are integrated into the unit's reading or listening activity and the final communicative speaking activity. Whilst the author prefers FFI (M=4.00, SD=0.00) over MFI (M=1.00, SD=0.00), integrated FFI is also favoured heavily (M=5.00, SD=0.00) (**Appendix F**),

> We start by thinking about the end point, the speaking, and then try to show how any given grammar structure works within that context, [with] controlled practice activities looking at form and meaning…
> and also a chance to…use the new grammar…as part of a broader communicative context (*Outcomes writer: Questionnaire*).

Secondly, the coursebook employs a pattern-driven approach towards grammar instruction as opposed to a rule-based approach, "learning how to communicate obviously involves learning more about common patterns within the language, and this includes what we traditionally think of as grammar" (OW:Q), with the author suggesting rules have little impact on a student's ability to use the associated structure, to the extent that they are avoided,

> We…try to show how any given grammar structure…interacts with lexis AND OTHER STRUCTURES
> [and] also…fully grammaticalise vocab (sic) sections, so there's far more repeated exposure to the most common patterns in the language than in many other books, and at lower levels sometimes teach grammaticalised sentences simply as phrases or 'chunks *(OW:Q).*

This approach appears to be far more rooted in a teacher- and writer-based perspective, "this became increasingly obvious the longer I was teaching as I realised that my belief that we'd "DONE" a structure had little or no bearing on students' ability to use the structure" (OW:Q), with some of the author's responses highlighting why he disagreed with many of the statements in the questionnaire, which were based on the premise grammar is rule-based,

> It really doesn't make much difference whether you go inductively or deductively, focus on meaning more or on form more, etc. as the meaning and form of the grammar are really the least of learners' worries. To develop…fluency and awareness of how structures interact with words and with other structures takes time and exposure and has little to do with first exposure to the structure *(OW:Q).*

VI.III.II Teacher beliefs towards grammar instruction

Table 8 reports how the *Outcomes* teacher used the coursebook in class. After setting the context using the coursebook, the grammar was explained using information in the coursebook, yet the grammar reference at the back of the coursebook was not referred to.. Then, grammar was practiced in a controlled fashion using the coursebook, yet was not used to practice the grammar structure in a more communicative manner; for this, supplementary activities were used.

Table 8 Chart showing the actions of the Outcomes teacher during the observed lessons

Activities pertaining to grammar teaching and learning in the classroom		Outcomes		
		L1*	L2	L3
Practical discourse	Teacher follows coursebook activities without deviating from teacher's book			
	Teacher sets up context using approach in the coursebook	X	X	X
	Teacher explains grammar using approach laid out in coursebook	X	X	X
	Teacher practices grammar using controlled activities in coursebook	X	X	X
	Teacher practices grammar using communicative activities in coursebook			
	Teacher uses grammar reference section at back of the coursebook to further clarify the grammar point			
	Teacher uses supplementary material from other coursebooks/sources to present or practice the grammar point	X		
Theoretical discourse	Grammar is taught using an integrated reading/listening activity		X	
	Teacher explains grammar using a deductive explicit approach	X	X	X
	Teacher explains grammar using an inductive explicit approach			
	Teacher uses the PPP model to structure grammar lesson	X	X	X
	Teacher provides additional information to explain the grammar structure	X		X

Pedagogical discourse	Teacher uses the learners' L1 to translate the grammar structure	X		
	Teacher uses reactive error correction for incorrect use of grammar forms that are not the class' target form		X	X

*Notes: L1 = Lesson 1; L2 = Lesson 2; and L3 = Lesson 3

When asked to clarify his decision-making, the teacher felt the grammar approach in the book was "too challenging for students at this level", which isn't helped by it "lacking the context to introduce and integrate grammar into units", with reading and listening exercises seemingly "connected to the vocab (sic) but not necessarily…the grammar point", and "unclear statements" to present grammar, with the teacher stating that "weaker students prefer basic context and clear explanations over a more challenging approach…the explanation is often confusing and it creates questions that may frustrate students" (Outcomes teacher: Interview 1).

Parallels were drawn with *English File,* with the teacher stating the explanations in *English File* "don't require re-reading", and teachers do not have to "clarify exercises that the students are not used to doing", a reference to guided questions in the coursebook attempting to assist students in inferring a grammatical structure from a set of examples. Students mentioned to him "that they feel the coursebook is…much more difficult [than the book used last year]", with the "grammar square" in particular a cause for concern. Whilst designed "to help students work out the rule…it is not useful for the students as they want to know the function [of the structure] and [know] how to form the sentence and use it grammatically correctly". The grammar reference is also deemed "problematic"; the teacher mentions there is "lots of information and examples…but students need to know the rule and the first thing they want is the rule and why they're being taught that grammar and the reference section isn't useful in that…students feel more confused after using it than if they avoid it" (OT:Int2).

The teacher doesn't have a "preferred way in dealing with grammar", though, mirrored by his responses to the questionnaire which only clearly highlighted his preference for FFI in the classroom (M=4.00, SD=0.00) (**Appendix G**), preferring instead to "follow the textbook to set up grammar by looking at the grammar square and then adding some extra activities". His approach to grammar depends on whether "the explanation is well-explained in the textbook or not", as he feels his students "prefer learning grammar step-by-step and by contextualising it", but avoiding the book is out of the question, "our students pay around 70€ for the course book pack so not using it is not an option. The extent to which we may use it depends entirely on our professional judgement" (OT:Int2).

Having undertaken most of his training in Canada, where there "was no focus on grammar teaching given their education system is based on competencies and not grammar per se" (OT:Int1), he has no

specific background in grammar teaching, so there's a strong reliance on how grammar is presented in the book. Regardless though, there are still instances in which the teacher feels the coursebook's grammar explanation doesn't work,

> Having taught this particular lesson using the rule in the grammar box and the exercise in the first class, it wasn't enough to help them to understand the rule…they needed more examples and other ways to understand the content, so in the second class I decided to follow a different online resource, which proved a bit more successful *(OT:Int1)*.

The main aim of the course, though, is for the students "to pass an exam". As such, students recognise they "need to learn grammar" despite its challenges and reputation for being the "least preferred skill to work upon in the classroom",

> The need to cover grammar separately in order to learn a language is a cultural expectation most students have in Spain. It is difficult for them to think that a person may be able to speak language properly without having learnt the grammar in class *(OT:Int1)*.

VI.III.III Learner beliefs towards grammar instruction

The majority of *Outcomes* students prefer grammar instruction to be mixed "with reading, speaking and different exercises", in which the "grammar rule is explain[ed], and after, practice with activities", of which students feel that there are a lot. This is supported by their responses to the questionnaire (**Appendix H**), highlighting that they favour: FFI (M=3.94, SD=.998; M=4.67, SD=.767; M=4.28, SD=.752); explicit FFI (M=4.00, SD=1.085; M=4.17, SD=.857; M=3.72, SD=.895); deductive FFI (M=3.61, SD=1.243; M=3.83, SD=1.15; M=3.78, SD=.943); and isolated FFI (M=4.72, SD=.575; M=3.67, SD=1.138; M=3.89, SD=1.132). These responses are useful in rationalising the negative insights the majority of students have towards this book, with many feeling the book's grammar explanations are "short, unclear, confusing" and "difficult to understand", with several students feeling the coursebook "doesn't explain all the grammar" or even "have a correct order about the situation of…grammar". The majority of students appeared to prefer the book they used last year, which interestingly was *English File*, and preferred the "teacher's explanation of the grammar" over those of the coursebook.

VII Discussion

The findings suggest teachers', learners' and coursebook writers' beliefs are not always aligned with classroom practices. From the results it is possible to make claims about the relationship between the beliefs of all three agents concerning grammar instruction. As such, this discussion will be structured through the research questions posited by this paper: firstly, where tensions between teachers',

learners' and coursebook writers' beliefs on grammar instruction exist; and secondly, the tensions between these agents' beliefs and classroom practices.

With *English File,* tensions emerged between the teacher and the learner. The teacher didn't deviate from the coursebook's explicit rule-based explanations and activities, relinquishing his pedagogical preference for inductive instruction due to the coursebook approach's practical nature. The learners, however, despite having similar beliefs to grammar as those in the coursebook, expected the teacher to supplement the grammar explanations in the coursebook with more detail, and provide more opportunities to practice the grammar rule in an oral context. Tensions emerged then because while the coursebook had agency in the classroom, the teacher didn't, instead functioning as a 'curriculum-transmitter', thus inhibiting learners' preferences for more communicative activities.

Tensions emerged in the *Voyage* classroom, however, between all three agents. Firstly, even though both *Voyage* and the teacher favoured inductive FFI, the teacher deviated from the book when the rule presentation was deemed insufficient, impractical or too complex. Secondly, despite the learners viewing the coursebook as a crucial component in class, they had mixed feelings towards its innovative approach, with some disapproving of its design. Finally, through functioning as a 'curriculum-developer' by adapting the coursebook's approach and using additional resources to alleviate her concerns with the material, her own limited explicit grammar knowledge from previous language learning and teaching experience meant some learners felt her additional explanations were inadequate. Therefore, despite attempting to function as a 'curriculum developer', the coursebook was still the dominant agent in the class, accentuated by the teacher's obligation to use it due to: the integrated nature of the grammar activities; the learners having bought it; and an inability to provide better rule explanations.

With *Outcomes,* again, tensions emerged between all three agents. Firstly, tensions emerged between the teacher and coursebook, with the teacher feeling obliged to use it to contextualise, explain and practice grammar based on learners having spent money on it, despite disapproving of the coursebook's brief and complex grammar approach. As a result, tensions emerged between the learners and the coursebook as they disliked the book's innovative approach, preferring instead more traditional approaches. As such, tensions also emerged between the teacher and learner because of the teacher's reliance on the coursebook, with tensions arguably exacerbated by two factors: firstly, a misunderstanding as to the book's pattern-based approach and innovative design meaning it wasn't exploited successfully by the teacher; and secondly, that neither the grammar reference nor supplementary materials were used to counter the teacher's issue with the brief grammar explanations in the book, instead providing his own explanations, despite stating he lacked explicit

grammar knowledge. Ultimately, tensions were again influenced by the coursebook's dominant agency in the classroom, and despite the teacher functioning as a 'curriculum-developer' with more communicative activities, an inability to fully exploit the material to present and practice the grammar.

Why, though, do teachers more often than not adopt the coursebook's approach despite conflicting beliefs, and why did the *Voyage* teacher, who favoured inductive FFI, use deductive FFI in two out of the three lessons observed instead of the book's inductive approach? These tensions may have emerged for a variety of reasons, including the impracticality of the coursebook's approach, an inability to use additional materials due to the material's integrated nature, and the teacher's inability to exploit materials according to the coursebook writers' intentions. These are discussed below.

Firstly, an explicit approach towards grammar instruction is considered practical (Vogel et al., 2011), with teachers willing to relinquish any particular beliefs they hold regarding grammar instruction. Indeed, these findings appear to align with both research by Phipps and Borg (2009) ascertaining that peripheral beliefs about language learning are far less influential than core beliefs in shaping teachers' decision-making, and research suggesting that classroom decisions are predominantly based on practical discourses formed through experience (Burgess & Etherington, 2002; Phipps & Borg, 2007) than through pedagogical discourses formed through teacher education programmes (Peacock, 2001; Teik, 2011). Indeed, teacher knowledge (Andrews, 2007) may be a crucial factor in justifying teacher's rationale, with teachers mentioning that a limited knowledge of explicit grammar knowledge means a reliance on resources in the classroom i.e. coursebooks, however it can't also be discounted that the more the grammar component is integrated into the preceding reading or listening activity, the more difficult it is for the teacher to adapt the material so as to suit their pedagogical preferences, supported in research by Elliott and Woodward (1990) arguing teachers become followers of coursebooks. This is not to say approaches underlying coursebook design are incorrect; just that teachers lack the skills required to exploit new approaches in line with coursebook writers' intentions.

Further, despite this study demonstrating teachers' various positions on the curriculum continuum (Shawer, 2010), they are still constrained by coursebook use (Bolitho, 1990). Therefore, if the coursebook's approach is more aligned with learner beliefs, there are fewer tensions between the two agents, which is true for the *English File* learners, and in line with research conducted by Jean & Simard (2011), which found that learners and teachers view grammar rules as necessary in the classroom. However, disparities between teachers and learners emerge in this study, as *per* Schulz (2001), in which learners prefer 'traditional' grammar instruction more than teachers. This was most evident in the *Outcomes* class*,* suggesting that context and previous language learning experience play a

significant role, corroborating research by Spada & dos Santos Lima (2015). As such, it's interesting to speculate about what caused these tensions between the teacher and the learners in the classroom, with one possible explanation being the learner's relationship with the coursebook.

The notion learners root current beliefs in previous language learning experience (Spada & dos Santos Lima, 2015) may explain why books such as *English File,* which appeared to be influenced more by learning experiences from a student's perspective enjoy more popularity in this study as opposed to *Outcomes* and *Voyage,* which were influenced more by a teacher's or researcher's perspective respectively. For example, *English File* employs a deductive rule-based approach that registers favourably with learners (Fortune, 1992), and with the majority of learners unable to positively relate the approaches adopted by *Voyage* and *Outcomes* to their previous language learning experience, tensions are likely to emerge, with previous research noting beliefs are resilient to change (Barcelos, 2015). This study also notes that a learner's language learning experience is further defined by the role the teacher plays in the classroom. If the teacher lacks agency in the classroom at the expense of the coursebook, then tensions between the teacher and learners increases, as noted in learners' unhappiness with the *English File* teacher's reluctance to introduce more communicative activities, and the *Outcome* teacher's reluctance to supplement the grammar explanations with the book's grammar reference or additional materials. Tensions emerge when learners feel a teacher does not respond to their preferences due to the coursebook operating as a dominant agent within the classroom, with the teacher merely operating as a 'curriculum-transmitter' (Shawer, 2010).

The interplay between coursebooks, teachers and learners is clearly a complex one, with this study's findings supporting the notion that materials occupy a hierarchical position in the classroom (Bolitho, 1990), suggesting that irrespective of whether teachers adopt a curriculum-transmitter or curriculum-developer stance, there is a tendency for coursebooks to marginalise and de-skill them (Hutchinson & Torres, 1994; Richards, 1998). This is aggravated by institutions that opt to implement coursebook-led syllabi, thus ensuring teachers feel obliged to use the coursebook and constraining their agency (Bell, 1993). However, whilst the *English File* teacher didn't see a reason to adapt the coursebook (Ramírez Salas, 2004), the other teachers were limited in their ability to adapt materials due to a lack of freedom and training (McGrath, 2013), despite also feeling the coursebook was at times unsuitable for the learners (Tomlinson, 2010).

Nevertheless, with modern coursebooks integrating grammar activities, into other skills-based activities, the teacher becomes increasingly reliant on the coursebook, even if the coursebook does not align with the the other classroom agents' beliefs concerning grammar instruction. If so, the

teacher needs to address this discrepancy by adapting the coursebook to their and their learner needs, and not vice-versa. This requires training, however, suggesting that institutions, publishers and teacher trainer providers must do more to ensure that teachers, and to a certain degree, learners, remain agents in the classroom by providing them with the skills to successfully exploit coursebook materials. For example, teacher education programmes could do more to develop a teacher's awareness of grammar, and different methods to introduce effective grammar instruction in the classroom. This would ensure coursebooks which advocate inductive FFI or even a pattern-focussed approach can be used effectively by teachers. Further, if the coursebook's approach is at odds with learners' beliefs, attempts to manage these beliefs need to be made; by ignoring them, tensions will surely have a negative impact on the student learning outcomes (Ariogul et al., 2009).

Tensions between coursebook writers and publishers, in attempts to find a compromise between writers' more holistic approaches towards grammar instruction and publishers' more traditional designs, may also have a negative impact on learning, with material that both teachers and learners feel does not meet their expectations. Publishers produce coursebooks involving the presentation of discrete forms based on feedback from students' desire for grammar, and this leads to a circle of learner expectation and publisher fulfilment (Dellar & Walkley, 2016c) that writers espousing less conventional grammar approaches find difficult to break. By attempting to merge more innovative approaches towards grammar instruction with traditional designs and traditional teaching models such as the PPP, tensions are likely to emerge within classrooms, and without reform from external agents such as schools, teacher education programmes and publishers, these tensions will persist. In this sense, classroom-based research is so much more than just the beliefs of learners and teachers: so many agents involved in the learning process need to be aligned in order to avert tensions emerging between agents in the classroom.

VIII Conclusion

To conclude, this exploratory case study contributed new knowledge to the field by examining the relationship between teachers', learners' and coursebook writers' beliefs on grammar and classroom practice, ascertaining whether any tensions subsequently arose. Overall, the findings of this article demonstrate the complex interplay between agents in the classroom and indicate that classroom practice is heavily influenced by coursebooks. Indeed, the more the coursebook's approach towards grammar instruction differs from the beliefs of the learner and the teacher, the greater the tensions in the classroom. This appears to be exacerbated not by a particular FFI approach, but by how grammar is conceptualised i.e. whether it's rule-based or pattern-based, and whether teachers possess the

prerequisite skills needed to fully exploit these innovative practices. In addition, institutional requirements make the coursebook's use obligatory, causing the teacher to operate within the confines of institutional parameters, a process that becomes increasingly difficult if the approach adopted by a particular coursebook conflicts with the teacher's and learners' beliefs. The results of this study suggest that when investigating relationships between various agents in the classroom and the impact these may have on classroom practice, it is imperative to consider that classrooms are not just influenced by the beliefs of teachers and learners (Barcelos, 2011) and future research needs to reflect this trend. Previous research has argued learner and teacher beliefs need to be aligned so as to not have an adverse effect on learner outcomes. This study's author would argue this is also valid for other agents involved in the ELT learning process, including schools and publishers.

VIII.I Limitations

There were a number of limitations that could have been avoided with a longitudinal design. These include not being able to: corroborate findings from the learners' questionnaires through focus groups/interviews; observe more lessons with each teacher that all focussed on one grammar point, and strengthening inter-rater reliability by having observations validated; and design statements to measure FFI constructs that considered rule-based and pattern-based approaches. A further limitation was the inability to calculate a mean score for each construct, as $\alpha < 0.7$ for the majority of the constructs.

VIII.II Implications

Pedagogical implications arising from this study focus predominantly on ELT materials development, teacher education programmes, and EFL institutions, with the onus on them to design materials that challenge preconceptions concerning grammar instruction, and create teacher training programmes that provide teachers with the skills necessary to effectively exploit new approaches.

VIII.III Further Research

This exploratory study opens several lines of enquiry in classroom-based research. Firstly, further studies are required to determine whether different ELT classrooms experience similar occurrences. Secondly, this study makes the case for a new grammatical construct (pattern-based versus rule-driven approaches) to be investigated. Finally, more research into the influence of institutional policies and teacher development programmes on classroom practice are also suggested.

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XI Bibliography

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XII Appendices

XII.1 Appendix A: Sample coursebook grammar approaches

XII.1.1 English File

1 GRAMMAR *can, could, be able to*

a *'If at first you don't succeed, try, try, try again'* is a well-known English saying. What does it mean?

b More recently other people have invented different ways of continuing the saying. Which one do you like best?

If at first you don't succeed,
...give up
...blame your parents
...destroy all the evidence that you tried
...do it the way your mother told you to
...skydiving is not for you

c Look at the definition of *be able to*. What other verb is it similar to?

be able to (do something) to have the ability, opportunity, time, etc. to do something: *Will you be able to come to the meeting next week?*

d Read about three people who have tried (but failed) to learn something, and complete the texts with A–G.

A I was able to
B Not being able to
C I just wasn't able to
D I will never be able to
E I would suddenly be able to
F I've always wanted to be able to
G we would never be able to

e Read the article again. Why did they have problems? Have they completely given up trying? Have you ever tried to learn something and given up? Why?

f Look at phrases A–G again. What tense or form is *be able to* in each one? What tenses or forms does *can* have?

g ► p.138 Grammar Bank 4A. Learn more about *can, could,* and *be able to*, and practise them.

h ► Communication *Guess the sentence* A p.105 B p.109.

I've **never** been able to…

…scuba-dive

I really wanted to learn. Maybe it was because of that scene in one of the very first James Bond films, where a beautiful actress comes out of the sea looking fabulous, with oxygen bottles on her back – I could see myself looking just like her. So, two years ago I booked a holiday which included a week's intensive course. On the first day of the course I was incredibly excited. First we had two hours of theory, and then we went into the sea to put it into practice. But as soon as I went under the water I discovered that I suffered from claustrophobia. [1]_____ do it. After about half an hour I gave up. Every evening for the rest of my holiday I had to listen to my scuba-diving classmates talking about all the wonderful things they had seen that day on their diving excursions. [2]_____ join in the conversation was very frustrating.

I still love swimming and snorkelling, but I think that I have to accept that [3]_____ scuba-dive.

Grammar & Speaking obligation, permission and possibility

6 Read the information in the Grammar focus box. Look at phrases 1–6 in the review on page 28 and match them to rules a–f in the box.

GRAMMAR FOCUS obligation, permission and possibility

Present

- If something is necessary or obligatory, we use *must* when talking about the feelings and wishes of the speaker, and *have to* to talk about obligations that come from someone or somewhere else.

- If it is necessary or obligatory NOT to do something, we use *mustn't*, and *don't have to/don't need to* if it isn't necessary or obligatory.

Past

- If something was necessary/obligatory, we use *had to*.

a _____

We can't use 'must' with this meaning in the past.

- If something wasn't necessary, we use *didn't have to/ didn't need to*.

b _____

c _____

permission and possibility – could/couldn't

Present

We use *can/can't* if something is/isn't allowed or possible.

Past

If something was/wasn't allowed or possible, we use *could/ couldn't*.

d _____

e _____

f _____

→ Grammar Reference page 141

7a Complete the text which compares Ed's old job with his new one, using the verbs from the Grammar focus box. Sometimes more than one answer is possible.

When he was working in the burger van, Ed
1 _____ be reliable and turn up
for work on time. He also 2 _____
be polite to the customers. However, he 3 _____
take much responsibility as his boss dealt with the
money. He 4 _____ get up early because
the van opened at 11 a.m. When he wanted to, he 5 _____
even take a day off work.

Now that he's training to be a chef, it's very different.
He 6 _____ manage a team, even
though he finds it difficult to tell people what to
do. It's also a very high-pressure job, so he
7 _____ work to tight deadlines.
However, he 8 _____ work outside
any more, and he 9 _____ take home really
nice food when the restaurant has closed.

b **3.5** Listen and check your answers.

8 Work with a partner. Student A, turn to page 127. Student B, turn to page 133.

9a Make a list of six work skills you feel you possess.

b How did you acquire these skills? For example:

XII.I.III Outcomes

GRAMMAR

Comparisons

When we want to compare two things, we use a number of different patterns with adjectives or nouns. We can also modify comparatives with words like *far* and *slightly* to show how big the difference is.

6 Look at these sentences from the conversation. Answer the questions below.

a The camera is **much more powerful**.

b It's **a bit easier** to navigate.

c The other phone uses a polymer battery, which **isn't as good**.

d The screen folds out, so it's **about twice the size of** your current phone's.

e It's **about twice as big as** the speaker you currently have.

1 Why does the comparative adjective in a) use *more*, but the comparative in b) doesn't?

2 Which word used before the adjective shows a big difference?

3 Which phrase used before the adjective shows a small difference?

4 Do you know any other words that show how big / small a difference is?

5 Which sentence is a negative comparison? Which structure is used?

6 How are the structures in bold in d) and e) different from each other? Why?

G Check your ideas on page 173 and do Exercise 1.

7 ▶ 29 The words in italics in these sentences about the two phones are factually incorrect. Correct them, then listen again and check your answers.

1 The N570 offers a *slightly better* user experience.

2 The N570 *isn't as easy* to navigate as the S620.

3 The lithium-ion battery lasts *a tiny bit longer* than the other one.

4 The camera on the N570 is *almost twice as* powerful.

5 The S620 can store *far more* photos than the N570.

6 The speaker on the N570 is *a bit smaller*.

8 Make the sentences below true for you by choosing the best words in italics. Then work in pairs and share your ideas. Explain as much as you can about each one.

1 I'm *less / slightly more / much more* interested in technology than I was five years ago.

2 Sending texts is *not as easy as / far easier than / a bit easier than* calling someone.

3 Using mobiles while driving is *a lot more dangerous than / a bit more dangerous than / as dangerous as / not as dangerous as* drink driving.

4 I feel *far safer / a tiny bit safer / less safe* when I have my mobile phone with me.

5 For me, when it comes to choosing a phone, battery life is *a lot more important than / a tiny bit more important than / not as important as* the brand.

6 Now so many people have smartphones, the quality of life is *way better / quite a lot better / slightly better / a bit worse* than it was in the past.

G For further practice, see Exercise 2 on page 173.

DEVELOPING CONVERSATIONS

Avoiding repetition

To talk about the differences between things, we often use *one / ones* to avoid repeating the noun. To join contrasting parts of the sentences together, we often use *whereas / while*.

*And then the camera is much more powerful. This **one** is 32 megapixels, **whereas** the **one** on the S620 is just 15.*

9 Match the two parts of the sentences.

1 This phone comes with a nice protective cover,

2 This one only has 100 megabytes of memory,

3 This one is only £43.99,

4 These phones are on special offer,

5 These ones all use a touch ID system,

6 You can store up to 500 messages on this one,

a whereas this one is £85.

b whereas this one has 250.

c whereas this one doesn't.

d while that one only has room for 250.

e while those just use a password, which isn't as secure.

f while those ones aren't.

10 Work in groups. Compare the features of any phones you have. Find at least three ways in which each one is different from the others. Use *one / ones* and *whereas / while*.

CONVERSATION PRACTICE

11 Work in pairs. You are going to roleplay a conversation in a mobile phone shop.

Student A: you are a customer. Read File 4 on page 188.

Student B: you are a salesperson. Read File 8 on page 189.

12 Now roleplay the conversation. Use as much language from this lesson as you can.

🎥 10 To watch the video and do the activities, see the DVD ROM.

XII.11 Appendix B: Sample preliminary interview open-ended questions

Preliminary Interview Questions

Classroom

Tell me about the classes with which you are currently using the _____ textbook series.

What are their main objectives for the course? Which areas/skills do/don't they want to focus on?

Describe a typical lesson with these classes and what students are asked to do outside class.

What role does grammar have at this level?

Material

How long have you used the _____ textbook series with these classes?

What have been your initial opinions on the material so far?

What sections in the book do you like the most/least? Why?

Can you describe how grammar is taught using this textbook?

What do you like/dislike about the grammar sections?

Grammar

How do you usually teach grammar at this level?

What influences you most when deciding how to teach grammar?

How do you present grammar in the classroom?

Do you prefer using a rule-led or example-led approach to grammar when teaching these groups?

Do you integrate grammar instruction into your classes or is it taught in isolation?

Do you do something special when teaching grammar with this textbook? At this level?

How far does that differ from classes at a different level? With a different textbook?

How well do the students respond to the grammar materials in the textbook?

What is their attitude towards learning grammar in general in the classroom?

XII.III Appendix C: Sample preliminary interview transcription/field notes

Preliminary interview field notes | Voyage

Montse Teras
EOI Vall d'Hebron, Barcelona
15th Nov 2017

Montse explained that she is using the Voyage B1+ text book with a blended learning course at the EOI.

She doesn't like the layout of the book, and prefers English File, although she acknowledges the attractive design. She feels that the grammar points in the blue boxes are not very lengthy, and as such the explanations don't work. As such she finds herself having to add further explanation before she can move on to more controlled and freer practice.

She feels that in some activities in which grammar is presented that the language used is too complex for the students, and so this can detract from the grammar learning.

She appears to prefer presenting the grammar before practicing it. To help present the grammar she will use the accompanying PowerPoint slides.

When teaching grammar, Montse prefers to use an example-driven approach from which to infer rules, as opposed to providing the learners with a set of rules, and then having learners use those to practice. She dedicates a lot of time to learning grammar, but ensures that this is integrated into the rest of the lesson using a variety of other skills, including listening and reading.

She tends to introduce grammar using the text book and, depending on how the grammar point is introduced in the book, usually spends about 30 minutes each class dealing with grammar in some way or other. At times, though, the activities for presenting and practicing the grammar are quite long, and this causes Montse to feel that students are overloaded with grammar, which she feels is counter productive. The activities in the book are occasionally supplemented with other resources from other textbooks that Montse has used in the past, including English File, and she uses a lot of games and other activities to encourage students to use the target language, even if they sometimes try to actively avoid it. She uses English File as she think it's easier to use, and has had a lot of practice in using it with previous classes in previous years.

She looked through the teacher book, and feels that a lot of what is written to justify the book's writing does not correspond to how the activities are set up in the course book.

XII.IV Appendix D: Sample classroom observation field notes

the key + provide clear answers. This caps the presentation stage in the book + moves to grammar reference PPT slides - which clarifies grammar. Teacher-led presentation indicating degrees of certainty (similar to p. 143). Focus on meaning + form during that presentation (although more of a focus on meaning). In those slides explaining the rule before the examples. Interesting considering this book prides itself on an inductive grammar approach.

1949 [Practise] - using PPT students in a whole class match sentences to degrees of certainty.

- is quite controlled, actually -

1950 Sets up another practice exercise with 9a. More of a production stage - why has she opted not to do pronunciation exercise & more controlled practice. Ls do ex. 9a in groups/with partners. Some monitoring from the T during the lesson.

1957 CRE when T corrects student who's using probably in wrong position - T provides a correct model. Very direct FB - focuses only on the TL.

2001 OCFB - asks for individual student ideas. Echoes L responses. Adds adverbs when necessary. Gives the student the correct response before the Ls can give an idea. L says 'food probably might grow' - T deals with correct answer by reformulating sentence orally. Ls wanting to use more difficult structures - how do you deal with this? Seemingly over-some errors (even with the TL) - what is your error correction policy?

2006 Production stage with handout practising these verbs (will/may/might) - handout taken from English File (?) This handout seems to be focusing predominantly on 'will + V' as opposed to 'may' & 'might'. No opportunity for Ls + have the opportunity to check their answers with other. Uses second exercise T monitors and then demonstrates the answers. Finally sets up ex. 8 which requires students to use the TL. T works in pairs + come up with predictions. This exercise doesn't focus on 'be likely/unlikely to' either - students have not practised this. Why do you not encourage Ls to use the more complex grammatical structures.

2016 No OCFB / error correction - focus now on p. 40 + listening/speaking. Focuses on connected speech - no mention of grammar / doesn't dwell on form here.

Things to think about:

- Do you feel more obliged to use the CB with the IWB version?
- Time pressures stop you from dwelling more on certain language points?
- Pair work - how effective do you feel this is in a lesson?
- Monitoring - what are you listening out for / doing when you monitor?
- Error Correction - what is your preferred method/time to error correct?
- Do you feel more comfortable clarifying vocab as opposed to grammar?

XII.V Appendix E: Sample teacher, learner and coursebook writer questionnaires
XII.V.I Sample closed statements for all participants

Section A

The following is a list of statements about preferences for learning grammar. For **each statement**, please indicate your opinion by choosing a number **between 1 and 5,** and put an "**X**" in the box.

	1 Strongly Disagree	2	3	4	5 Strongly Agree
English grammar should be explained in course books					
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule)					
It is more effective to give students a rule than to have them discover it from examples					
The focus of English lessons should only be on learning how to communicate (without grammar teaching)					
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate					
Grammar should be part of English class					

Section B

The following is a list of statements about preferences for learning grammar. For **each statement**, please indicate your opinion by choosing a number **between 1 and 5,** and put an "**X**" in the box.

	1 Strongly Disagree	2	3	4	5 Strongly Agree
I like learning grammar by seeing the explanation, and doing practice exercises					
I can learn grammar during reading or speaking activities					
Doing grammar exercises is the best way to learn to use English more accurately					
I can learn grammar while reading or listening to a text					
I believe my English will improve quickly if I study and practice grammar					
I like learning grammar during speaking, writing, listening or reading activities					

XII.V.II Open-ended questions for teachers

<u>**Section C**</u>
The following is a list of questions about how you present grammar, how you practice grammar, and your opinions about the coursebook you use in class. Please answer **ALL** questions.

1. How would you describe the way you **present** new grammar points in this class, to someone who has never been in this class before?

2. What is your **preferred method** of presenting new grammar points?

3. How would you evaluate the **grammar explanations** in this book? Please choose a number between **1 and 5.**

Very Bad				Very Good
1	2	3	4	5

Please explain your answer.

4. How would you describe the way you have students **practice grammar** in this class, to someone who has never been in this class before?

5. What is your **preferred method** of having students practice new grammar points?

6. How would you evaluate the **grammar practice activities** in this book? Please choose a number between **1 and 5.**

Very Bad				Very Good
1	2	3	4	5

Please explain your answer.

<u>**Section D**</u>
The following is a list of statements about what influences your grammar teaching. For **each statement**, please indicate your opinion by choosing a number **between 1 and 5**, and put an "**X**" in the box.

What do you think has helped to shape your beliefs and practices regarding grammar instruction more?	1 Very little influence	2	3	4	5 Strong influence
Your own grammar learning experience					
Your own teaching experience					
Your teaching qualifications and training					

Please explain your answer.

XII.V.III Open-ended questions for learners

The following is a list of questions about how you are presented grammar, how you practice grammar, and your opinions about the coursebook used in class. Please answer **ALL** questions.

1. How would you describe the way your teacher **presents new grammar points**, to someone who has never been in this class before?

2. What is your **preferred method of being introduced to** new grammar points?

3. How would you evaluate the grammar **explanations** in this book? Choose a number between **1 and 5.**

Very Bad				Very Good
1	2	3	4	5

Please explain your answer.

4. How would you describe the way you practice new grammar points in this class, to someone who has never been in this class before?

5. What is your **preferred method of practicing** new grammar points?

6. How would you evaluate the grammar **practice** activities in the book? Please choose a number between 1 and 5

Very Bad				Very Good
1	2	3	4	5

Please explain your answer.

XII.V.IV Open-ended questions for coursebook authors

Section C

The following is a list of questions about how you are presented grammar, how you practice grammar, and your opinions about the coursebook used in class. Please answer **ALL** questions.

1. How would you describe the way grammar is **presented** in this book to someone who has never used this book before?

2. How would you describe the way grammar is **practiced** in this book to someone who has never used this book before?

Section D

The following is a list of statements about what influences your grammar teaching. For **each statement**, please indicate your opinion by choosing a number **between 1 and 5,** and put an "**X**" in the box.

What do you think has helped to shape your beliefs and practices regarding grammar instruction more?	**1** Very little influence	**2**	**3**	**4**	**5** Strong influence
Your own grammar learning experience					
Your own teaching experience					
Your qualifications and training					

Please explain your answer.

XII.VI Appendix F: Coursebook writer responses to the questionnaire statements

XII.VI.I *New English File*

Descriptive Statistics[a]			
	N	Mean	Std. Dev.
English grammar should be explained in course books (FFI)	2	5.00	0.000
Grammar should be part of English class (FFI)	2	4.00	0.000
Teachers should pay attention to grammar in English class (FFI)	2	4.50	0.707

	N	Mean	Std. Dev
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	2	2.00	0.000
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	2	2.00	0.000
English grammar should not be discussed in course books (MFI)	2	1.00	0.000
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	2	4.00	0.000
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	2	4.00	0.000
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	2	4.00	0.000
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	2	2.50	0.707
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	2	2.00	0.000
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	2	2.00	0.000
It is more effective to give students a rule than to have them discover it from examples (DEDI)	2	1.50	0.707
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	2	1.50	0.707
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	2	1.50	0.707
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	2	4.00	0.000
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	2	3.50	0.707
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	2	4.00	0.000
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	2	3.00	0.000
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	2	3.00	0.000
I believe my English will improve quickly if I study and practice grammar (ISOI)	2	3.00	0.000
I can learn grammar during reading or speaking activities (INTI)	2	4.00	0.000
I can learn grammar while reading or listening to a text (INTI)	2	3.00	1.414
I like learning grammar during speaking, writing, listening or reading activities (INTI)	2	3.00	1.414
Valid N (listwise)	2		
a. Course Book = EnglishFile			

XII.VI.II *Voyage*

Descriptive Statistics[a]			
	N	Mean	Std. Dev
English grammar should be explained in course books (FFI)	1	4.00	0.00
Grammar should be part of English class (FFI)	1	5.00	0.00
Teachers should pay attention to grammar in English class (FFI)	1	4.00	0.00
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	1	2.00	0.00

In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	1	2.00	0.00
English grammar should not be discussed in course books (MFI)	1	2.00	0.00
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	1	2.00	0.00
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	1	3.00	0.00
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	1	3.00	0.00
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	1	4.00	0.00
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	1	2.00	0.00
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	1	3.00	0.00
It is more effective to give students a rule than to have them discover it from examples (DEDI)	1	1.00	0.00
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	1	1.00	0.00
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	1	1.00	0.00
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	1	5.00	0.00
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	1	5.00	0.00
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	1	5.00	0.00
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	1	2.00	0.00
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	1	2.00	0.00
I believe my English will improve quickly if I study and practice grammar (ISOI)	1	3.00	0.00
I can learn grammar during reading or speaking activities (INTI)	1	5.00	0.00
I can learn grammar while reading or listening to a text (INTI)	1	5.00	0.00
I like learning grammar during speaking, writing, listening or reading activities (INTI)	1	4.00	0.00
Valid N (listwise)	1		
a. Course Book = Voyage			

XII.VI.III *Outcomes*

Descriptive Statistics[a]	N	Mean	Std. Dev
English grammar should be explained in course books (FFI)	1	4.00	0.00
Grammar should be part of English class (FFI)	1	—-	—-
Teachers should pay attention to grammar in English class (FFI)	1	—-	—-
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	1	1.00	0.00
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	1	—-	—-
English grammar should not be discussed in course books (MFI)	1	1.00	0.00

	N	Mean	Std. Dev
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	1	1.00	0.00
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	1	2.00	0.00
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	1	3.00	0.00
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	1	3.00	0.00
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	1	2.00	0.00
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	1	1.00	0.00
It is more effective to give students a rule than to have them discover it from examples (DEDI)	1	3.00	0.00
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	1	3.00	0.00
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	1	3.00	0.00
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	1	3.00	0.00
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	1	3.00	0.00
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	1	3.00	0.00
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	1	3.00	0.00
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	1	1.00	0.00
I believe my English will improve quickly if I study and practice grammar (ISOI)	1	1.00	0.00
I can learn grammar during reading or speaking activities (INTI)	1	5.00	0.00
I can learn grammar while reading or listening to a text (INTI)	1	5.00	0.00
I like learning grammar during speaking, writing, listening or reading activities (INTI)	1	5.00	0.00
Valid N (listwise)	1		
a. Course Book = Outcomes			

XII.VII Appendix G: Teacher responses to the questionnaire statements

XII.VII.I *New English File*

Descriptive Statistics[a]			
	N	Mean	Std. Dev
English grammar should be explained in course books (FFI)	1	4.00	0.00
Grammar should be part of English class (FFI)	1	5.00	0.00
Teachers should pay attention to grammar in English class (FFI)	1	4.00	0.00
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	1	2.00	0.00

	N	Mean	Std. Dev
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	1	1.00	0.00
English grammar should not be discussed in course books (MFI)	1	1.00	0.00
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	1	4.00	0.00
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	1	4.00	0.00
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	1	4.00	0.00
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	1	2.00	0.00
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	1	3.00	0.00
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	1	3.00	0.00
It is more effective to give students a rule than to have them discover it from examples (DEDI)	1	3.00	0.00
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	1	3.00	0.00
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	1	2.00	0.00
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	1	4.00	0.00
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	1	4.00	0.00
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	1	4.00	0.00
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	1	3.00	0.00
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	1	3.00	0.00
I believe my English will improve quickly if I study and practice grammar (ISOI)	1	4.00	0.00
I can learn grammar during reading or speaking activities (INTI)	1	4.00	0.00
I can learn grammar while reading or listening to a text (INTI)	1	2.00	0.00
I like learning grammar during speaking, writing, listening or reading activities (INTI)	1	4.00	0.00
Valid N (listwise)	1		
a. Course Book = EnglishFile			

XII.VII.II *Voyage*

Descriptive Statistics[a]			
	N	Mean	Std. Dev
English grammar should be explained in course books (FFI)	1	3.00	0.00
Grammar should be part of English class (FFI)	1	4.00	0.00
Teachers should pay attention to grammar in English class (FFI)	1	4.00	0.00
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	1	2.00	0.00

	N	Mean	Std. Deviation
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	1	2.00	0.00
English grammar should not be discussed in course books (MFI)	1	1.00	0.00
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	1	4.00	0.00
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	1	2.00	0.00
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	1	3.00	0.00
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	1	3.00	0.00
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	1	3.00	0.00
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	1	2.00	0.00
It is more effective to give students a rule than to have them discover it from examples (DEDI)	1	3.00	0.00
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	1	3.00	0.00
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	1	2.00	0.00
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	1	4.00	0.00
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	1	4.00	0.00
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	1	4.00	0.00
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	1	4.00	0.00
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	1	3.00	0.00
I believe my English will improve quickly if I study and practice grammar (ISOI)	1	4.00	0.00
I can learn grammar during reading or speaking activities (INTI)	1	4.00	0.00
I can learn grammar while reading or listening to a text (INTI)	1	3.00	0.00
I like learning grammar during speaking, writing, listening or reading activities (INTI)	1	5.00	0.00
Valid N (listwise)	1		
a. Course Book = Voyage			

XII.VII.III *Outcomes*

Descriptive Statistics[a]			
	N	Mean	Std. Deviation
English grammar should be explained in course books (FFI)	1	4.00	0.00
Grammar should be part of English class (FFI)	1	4.00	0.00
Teachers should pay attention to grammar in English class (FFI)	1	4.00	0.00
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	1	3.00	0.00
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	1	3.00	0.00

English grammar should not be discussed in course books (MFI)	I	2.00	0.00
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	I	4.00	0.00
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	I	2.00	0.00
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	I	3.00	0.00
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	I	4.00	0.00
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	I	2.00	0.00
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	I	4.00	0.00
It is more effective to give students a rule than to have them discover it from examples (DEDI)	I	3.00	0.00
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	I	4.00	0.00
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	I	2.00	0.00
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	I	4.00	0.00
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	I	5.00	0.00
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	I	4.00	0.00
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	I	4.00	0.00
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	I	3.00	0.00
I believe my English will improve quickly if I study and practice grammar (ISOI)	I	3.00	0.00
I can learn grammar during reading or speaking activities (INTI)	I	4.00	0.00
I can learn grammar while reading or listening to a text (INTI)	I	4.00	0.00
I like learning grammar during speaking, writing, listening or reading activities (INTI)	I	3.00	0.00
Valid N (listwise)	I		
a. Course Book = Outcomes			

XII.VIII Appendix H: Learner responses to the questionnaire statements

XII.VIII.I *New English File*

Descriptive Statistics[a]			
	N	Mean	Std. Dev
English grammar should be explained in course books (FFI)	9	3.33	1.118
Grammar should be part of English class (FFI)	9	3.78	1.202
Teachers should pay attention to grammar in English class (FFI)	9	3.22	1.093
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	9	2.00	1.000

	N	Mean	Std. Dev.
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	9	1.89	1.054
English grammar should not be discussed in course books (MFI)	9	2.11	0.782
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	9	2.78	1.302
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	9	4.44	0.726
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	9	3.56	0.882
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	9	3.00	1.118
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	9	3.11	1.453
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	9	3.44	0.882
It is more effective to give students a rule than to have them discover it from examples (DEDI)	9	2.11	1.537
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	9	2.78	1.394
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	9	3.78	1.202
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	9	2.22	0.833
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	9	2.33	1.118
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	9	2.78	1.302
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	9	3.89	1.054
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	9	3.11	0.782
I believe my English will improve quickly if I study and practice grammar (ISOI)	9	4.00	0.707
I can learn grammar during reading or speaking activities (INTI)	9	3.89	0.782
I can learn grammar while reading or listening to a text (INTI)	9	3.56	0.726
I like learning grammar during speaking, writing, listening or reading activities (INTI)	9	4.22	0.972
Valid N (listwise)	9		
a. Course Book = EnglishFile			

XII.VIII.II *Voyage*

Descriptive Statistics[a]			
	N	Mean	Std. Dev.
English grammar should be explained in course books (FFI)	15	3.87	0.990
Grammar should be part of English class (FFI)	15	3.93	0.704
Teachers should pay attention to grammar in English class (FFI)	15	3.53	0.743
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	15	2.00	1.000
In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	15	2.73	1.223

	N	Mean	Std. Dev
English grammar should not be discussed in course books (MFI)	15	2.20	1.146
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	15	3.87	0.990
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	15	4.27	0.704
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	15	3.13	0.990
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	15	2.73	0.594
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	15	2.60	1.056
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	15	2.53	0.834
It is more effective to give students a rule than to have them discover it from examples (DEDI)	15	3.27	1.223
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	15	3.00	0.756
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	15	3.27	0.799
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	15	3.20	1.014
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	15	3.33	0.976
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	15	3.33	1.113
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	15	4.00	1.000
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	15	3.67	0.617
I believe my English will improve quickly if I study and practice grammar (ISOI)	15	4.00	0.756
I can learn grammar during reading or speaking activities (INTI)	15	3.47	0.915
I can learn grammar while reading or listening to a text (INTI)	15	3.60	0.910
I like learning grammar during speaking, writing, listening or reading activities (INTI)	15	4.13	0.915
Valid N (listwise)	15		
a. Course Book = Voyage			

XII.VIII.III *Outcomes*

Descriptive Statistics[a]			
	N	Mean	Std. Dev
English grammar should be explained in course books (FFI)	18	3.94	0.998
Grammar should be part of English class (FFI)	18	4.67	0.767
Teachers should pay attention to grammar in English class (FFI)	18	4.28	0.752
The focus of English lessons should only be on learning how to communicate (without grammar teaching) (MFI)	18	2.06	0.938

In English class, it is not necessary to discuss grammar; the focus should only be on learning how to communicate (MFI)	18	2.28	1.227
English grammar should not be discussed in course books (MFI)	18	1.94	1.162
Clearly defined grammar rules are necessary to excel in grammar (EXPI)	18	4.00	1.085
Explicit grammar rules are of crucial importance for students to learn grammar (EXPI)	18	4.17	0.857
When teaching grammar, a teacher must discuss explicit grammar rules (EXPI)	18	3.72	0.895
Students acquire grammar automatically by processing many examples of a grammatical structure (without the rule) (IMPI)	18	3.00	1.085
The best type of grammar instruction is presenting learners with many examples of the structure in question without discussing the basic rule (IMPI)	18	3.00	1.237
The best way for students to excel in grammar is by studying example sentences (without the rule) (IMPI)	18	2.28	0.958
It is more effective to give students a rule than to have them discover it from examples (DEDI)	18	3.61	1.243
A teacher should present a grammar rule and not have students discover it for themselves (DEDI)	18	3.83	1.150
It is better for teachers to explain a grammar rule than to let students derive it from examples (DEDI)	18	3.78	0.943
It is better to let students derive a rule from a list of examples than to give them the rule first (INDI)	18	1.94	0.938
Asking learners to discover a rule is a better method of teaching grammar than when teachers present rules themselves (INDI)	18	1.94	0.873
Having students discover a rule from examples is a better method of teaching grammar than presenting a rule (INDI)	18	2.44	1.097
I like learning grammar by seeing the explanation, and doing practice exercises (ISOI)	18	4.72	0.575
Doing grammar exercises is the best way to learn to use English more accurately (ISOI)	18	3.67	1.138
I believe my English will improve quickly if I study and practice grammar (ISOI)	18	3.89	1.132
I can learn grammar during reading or speaking activities (INTI)	18	3.28	1.074
I can learn grammar while reading or listening to a text (INTI)	18	3.33	1.029
I like learning grammar during speaking, writing, listening or reading activities (INTI)	18	3.17	1.249
Valid N (listwise)	18		
a. Course Book = Outcomes			