

Title THE EFFECTS OF DEDUCTIVE, INDUCTIVE AND A COMBINATION OF BOTH TYPES OF GRAMMAR INSTRUCTION IN PRE-SESSIONAL CLASSES IN HIGHER EDUCATION.

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THE EFFECTS OF DEDUCTIVE, INDUCTIVE AND A COMBINATION OF BOTH TYPES OF GRAMMAR INSTRUCTION IN PRE-SESSIONAL CLASSES IN HIGHER EDUCATION.

A thesis submitted to the University of Bedfordshire, in fulfilment of the requirements for the degree of Doctor of Philosophy.

BY

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DECLARATION

I declare that this study is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of Bedfordshire.

It has not been submitted before for any degree or examination in any other University.

Name of the candidate:…….

Signature:……...

ABSTRACT

In recent years, debates continue about the efficiency of using different types of grammar instruction in language teaching contexts (Alzu‟ bi, 2015; Mahjoob, 2015; Brown, 2000; Ellis, 1997; Celce-Murcia, 1991; Krashen, 1982). Existing research is rather controversial and inconclusive and furthermore there is not any general agreement on how to approach grammar instruction: one basic dichotomy is connected with the processes of **teaching grammar inductively (**Krashen, 1985; Ke, 2008; Kuder, 2009; Scheffler, 2010; Gorat and Prijambodo, 2013; Alzu‟bi, 2015; Anani, 2017) **versus deductively** (Younie, 1974; Selinger, 1975; Pienemann, 1988; Anderson, 1990; Lee and VanPatten, 1995; Schmidt, 2001; Mountone, 2004; Nazari, 2012; Mallia, 2014; Sik, 2015; Amirghassemi, 2016)**.** Some educators are in favour of the inductive grammar approach whereas others prefer the deductive approach (Ibid). University L2 pre-sessional students need to develop their understanding of EAP grammar which is essential for producing academic texts required for their studies and improve their score in ELAS writing exam. Having said that, which type of grammar instruction works better for university L2 students enrolled in pre-sessional classes: deductive, inductive, or combination of both*?* This study aimed at investigating the effectiveness of using deductive and inductive teaching models in teaching grammar needed for academic writing in terms of L2 pre-sessional students‟ grammar academic achievement. The current study, also, investigates university L2 pre-sessional students‟ perceptions and attitudes towards teaching grammar deductively and inductively. A quasi-experimental design and an ethnographic approach were used to collect data through the use of interviews, observations, questionnaires and diaries. Data analysis was performed using *t-tests* in order to analyse the relationship between different types of grammar instruction based on pre-post-tests. The results indicated that there were significant differences among the performances of each group in favour of the deductive approach. The results, also, revealed that university L2 pre-sessional students who were taught deductively or through the combination of the two types of grammar instruction performed slightly better as compared to those who were taught inductively. The study also contributed to the fact that teaching grammar through the use of both cognitive and prescriptive grammar may be the best solution in teaching contexts in higher education in EAP contexts.

CONTENTS

ACKNOWLEDGEMENT ii
DECLARATION iii
ABSTRACT iv
CONTENTS v
TABLE OF FIGURES xiii
TABLE OF TABLES xv
TABLE OF CODES xvii
CHAPTER I - INTRODUCTION 1
1.1. The significance of the Study 5
1.2. Objectives of the study 7
1.3 Research questions 9
1.3.1. The rationale of RQ1 and RQ2 9
1.4. The context of Pre-sessional English 11
1.5. Conclusion 12
CHAPTER 2: LITERATURE REVIEW 14
2.1. Introduction 14
2.2. Defining grammar 16
2.3. Types of Grammar 18
2.3.1. Descriptive Grammar 19
2.3.2. Prescriptive Grammar 20
2.3.3. Pedagogical Grammar 22
2.3.4. Cognitive Grammar 25
2.3.5. How can Cognitive Grammar be used to help students internalize grammatical structures? 28
2.3.6. Pedagogical rules based on Cognitive Grammar 30
2.4. Approaches to Grammar Teaching 32
2.4.1. Two main approaches to grammar teaching: Rule-driven or Rule-discovery and the main differences. 32
2.4.2. The main differences between Inductive and Deductive grammar instructions. 36
2.4.3. Combination of Deductive and Inductive Approaches 38
2.4.4. Research in Inductive versus Deductive grammar learning 40
2.4.5. Research into the effectiveness of Inductive and Deductive teaching in Higher Education 50
2.4.6. Explicit versus Implicit grammar teaching 61

2.4.7. Research into Implicit versus Explicit Instruction 62
2.4.8. Practice and Consciousness-Raising 65
2.4.9. Declarative and Procedural knowledge 71
2.4.10. The Problem of Internalization. 76
2.4.11. Accuracy, Fluency and Complexity 77
2.4.12. Characteristics of the learner and the target structure 80
2.5. Theories of Language Learning 83
2.5.1. Language Awareness 83
2.5.2. Difference between Linguistic Knowledge and Language Awareness 89
2.5.3. Interlanguage Development and Grammar Instruction 90
2.5.4. Krashen's viewpoint regarding the role of grammar 94
2.5.5. The Monitor Hypothesis 97
2.5.6. Context Approach 99
2.5.7. The Importance of Motivation in Second Language Learning 102
2.6. The role of grammar instruction in EAP contexts. 104
2.6.1. The role of grammar in EAP and EFL contexts 104
2.6.2. Research on grammar in EAP contexts 108
2.6.3. Essential Grammatical Components in an EAP context 111
2.6.4. Accuracy in Academic Writing 120
2.7. The knowledge gap in the literature 122
2.8. Conclusion 123
CHAPTER III: METHODOLOGY 124
3.1. Introduction 124
3.2. Overview 125
3.3. Justification of methodology 126
3.4. Mixing Methods in Design Research 129
3.4.1. Quantitative and Qualitative methods 129
3.4.2. Reliability and validity of the adopted quantitative methods 131
3.4.3. Reliability and validity of the adopted qualitative research methods 132
3.5. The research setting and participants 133
3.5.1. The research setting 133
3.5.2. Limitations of setting 134
3.5.3. Participants 135
3.5.4. Language Password Test 136
3.5.5. Support Team 137
3.6. Ethical considerations 137
3.6.1 Written informed consent form 138

3.7. My role as a researcher 139
3.8. Data collection and analysis 142
3.8.1 Triangulation in Mixed Method Research 142
3.8.2. Classroom Ethnography 144
3.8.3 Researcher's diary and notes 147
3.8.4. Analysis of diaries and observational notes 148
3.8.5. Limitations of diaries 151
3.9. Coding and Content analysis 151
3.10. Quasi-experiment 159
3.10.1. Key components of experimental design 159
3.11. Treatment 160
3.11.1 The Instructional Programs 160
3.11.2. Naturalistic Group 161
3.11.3. Formal Group 163
3.11.4. Mixed Group 165
3.12. Pre-post tests 167
3.12.1. Evaluation of Pre-Post Grammar Tests 170
3.12.2. Reliability of pre-post tests 172
3.12.3. Inferential statistics: T-tests 172
3.12.4. Frequency and percentage statistics 173
3.12.5. Limitations of Pre-Post tests 173
3.12.6. Ethics on language testing 174
3.13. Observations 175
3.13.1. A form of the observation 175
3.13.2. Non- Participant observation 176
3.13.3. Analysis of the observations through a checklist 177
3.13.4. Validity and reliability of the observation checklist 178
3.13.5. Limitations of observations 179
3.13.6. Ethical considerations 180
3.14. Questionnaire 180
3.14.1. Analysis of the questionnaire 183
3.14.2. Validation of the questionnaire 184
3.14.3. Reliability of the questionnaire 186
3.14.4. Ethical considerations 187
3.14.5. Limitations of questionnaires 188
3.15. Interviews 188
3.15.1. How interview data were analyzed 191

3.15.2. Calculation of interview reliability 192
3.15.3. Ethical considerations 193
3.15.4. Limitations of interviews 194
3.16. Pilot studies 194
3.16.1. Pilot study 2 195
3.17. Weaknesses of research methodology and alternative research methodology 201
3.18. Conclusion 202
CHAPTER IV: RESULTS AND DISCUSSION 204
4.1. Introduction 204
4.2. Quantitative results: Pre-post-tests 205
4.3. Qualitative results: Codes from Interviews and Open questions 212
4.3.1. Code 1: The importance of grammatical knowledge 213
4.3.2. Code 2: Terminology 215
4.3.3. Code 3: Practice and Exercises 216
4.3.4. Code 4: Confidence 219
4.3.5. Code 5: Academic and formal writing 220
4.3.6. Code 6: Writing 222
4.3.7. Code 7: Grammatical knowledge is not important 224
4.3.8. Code 8: Terminology is not important 226
4.3.9. Code 9: Grammar causes confusion 227
4.3.10. Code 10: Learner's motivation and grammar instruction 229
4.3.11. Code 11: Learner's needs and wants 231
4.3.12. Code 12: Anxiety 232
4.3.13. Code 13: Learner's awareness 234
4.3.14. Code 14: Personal learning strategies 235
4.3.15. Code 15: Learner's previous learning strategies (negative) 237
4.3.16. Code 16: Learner's previous learning strategies (positive) 238
4.3.17. Code 17: Learning grammar through reading and listening and other ways. 239
4.3.18. Code 18: Learning environment 242
4.3.19. Code 19: Educational institution 244
4.3.20. Code 20: Grammar should not be taught in isolation. 245
4.3.21. Code 21: Communication 246
4.3.22. Code 22: Problematic communication 247
4.3.23. Code 23: Teacher 249
4.3.24. Code 24: A Teacher-centred approach 250

4.3.25. Code 25: Teaching procedures Deductive vs. Inductive 251
4.3.26. Code 26: Use of tables to teach grammar 255
4.3.27. Code 27: Sentences in a text 256
4.3.28. Code 28: Rules 258
4.3.29. Code 29: Combination of both types of grammar instruction 259
4.3.30. Code 30: Error correction 261
4.3.31. Code 31: Mistakes 262
4.3.32. Code 32: Monitoring grammar 264
4.3.33. Code 33: Accuracy 265
4.3.34. Code 34. Tenses 266
4.3.35. Code 35: Memory, attention, awareness, retention 267
4.3.36. Code 36: Vocabulary versus Grammar 270
4.3.37. Code 37: Grammar versus Vocabulary 271
4.3.38. Code 38: Use of technology to teach grammar 272
4.4. A general overview of interviews and open questions (questionnaire) ... 274
4.5. Results of the questionnaire 275
4.5.1. Do you think it is important to learn the grammatical rules while learning a second language? 276
4.5.2. Which of these approaches to teaching grammar do you generally prefer? 277
4.5.3. Is grammar really important for a second language learner? 278
4.5.4. Is grammar important in writing? 279
4.5.5. Which of the following grammatical structures do you find harder, and which ones easier? 280
4.5.6. Learning the grammatical rules can help me to produce grammatically correct sentences. 283
4.5.7. I believe that I can improve my grammatical accuracy through the practice of grammatical structures. 284
4.5.8. I need to learn grammatical rules in order to improve my language skills. 285
4.5.9. Sometimes I have difficulties to produce language in a natural conversation because I focus mostly on the correct use of grammar. 286
4.5.10. I need to know the structure's form and its function before I can use it proficiently. 287
4.5.11. Grammar is best taught if it is presented within a complete text. ... 288
4.5.12. Learning grammatical rules is very useful for me. 289
4.5.13. I expect my teacher to present and explain grammatical points. 290
4.5.14. I prefer to learn grammar forms through examples. 291

4.5.15. I feel insecure when the teacher does not explain the grammatical rules. 292
4.5.16. I find grammatical terminology useful. 293
4.6. Summary of the questionnaire: 294
4.7. Classroom observations 298
4.7.1. Organisation 298
4.7.2. Presentation 306
4.7.3. Participation 323
4.7.4 Content 329
4.8. A general overview of the observational checklist: 333
4.8.1. Summary of observational checklist -Formal group 337
4.8.2. Summary of observational checklist -Naturalistic group 338
4.8.3. Summary of observational checklist -Mixed group 340
4.9. Researcher's diary 341
4.9.1. Criteria of researcher's diary 341
4.10. Main Codes from the researcher's diary on Deductive Approach 341
4.10.1. How the lesson begins, develops and finishes. 342
4.10.2. How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning. 343
4.10.3. What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation? 344
4.10.4. What kind of resources was used? 347
4.10.5. How the teacher explained grammatical features. 347
4.10.6. How the learners reacted and responded during the lesson. 348
4.10.7. What were the researcher's feelings about the lesson taught deductively? 349
4.11. Codes from the researcher's diary on Inductive Approach 351
4.11.1. How the lesson begins, develops and finishes. 352
4.11.2. How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning. 354
4.11.3. What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation. 355
4.11.4. What kind of resources are used? 357
4.11.5. How the teacher explained grammatical features. 358
4.11.6. How the learners reacted and responded during the lesson. 359
4.11.7. What were the researcher's feelings about the lesson taught inductively? 360
4.12. Main codes of researcher's diary based on Mixed (Inductive/Deductive) Approach 361

4.12.1. How the lesson begins, develops and finishes. 362
4.12.2. How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning. 363
4.12.3. What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation. 364
4.12.4. What kind of resources are used? 367
4.12.5. How the teacher explained grammatical features. 368
4.12.6. How the learners reacted and responded during the lesson. 368
4.12.7. What were the researcher's feelings about the lesson taught through the combination of both types? 369
4.13. Combination of deductive and inductive approaches in language learning. 371
4.14. How cognitive grammar can be used in the classroom 372
4.14.1. Lesson: conditional sentences using cognitive grammar 374
4.15. Simplification of grammatical rules. 377
4.14. Conclusion 380
4.15. Summary of the main findings 382
CHAPTER V: CONCLUSION 383
5.1. Conclusion 383
6.2. The significance of the findings 393
6.2.1. Strengths of the research 396
7.1. Limitations of research 396
7.1.2. Knowing what I know now 397
7.2. Further research 398
7.3. Pedagogical teaching implications 399
7.3.1. Implications for EFL Teachers 400
7.3.2. Implications for language instruction 400
7.3.3. Implications for teaching practices 401
7.3.4. Implications for teaching practices 401
7.3.5. Implications on learner's anxiety. 402
7.3.6. Implications of learner's previous learning strategies (negative) 403
7.3.7. Implications for different types of learners 403
7.3.8. Implications- Education Institution 403
7.3.9. The Implementation of a Cognitive Grammar in grammar instruction 404
REFERENCE LIST 406
APPENDICES 434
APPENDIX 1: QUESTIONNAIRE 435

APPENDIX 2: INFORMED CONSENT FORM 439
APPENDIX 3: FREQUENCY TABLES-QUESTIONNAIRE 440
APPENDIX 4: CLASSROOM OBSERVATION CHECKLIST 455
APPENDIX 5: OBSERVATIONAL FIELD NOTES AND DIARIES ENTRIES (RAW DATA) 457
APPENDIX 6: PRE-POST LANGUAGE TEST 480
APPENDIX 7: INTERVIEW QUESTIONS 489
APPENDIX 8: T-TESTS-STATISTICS 491
APPENDIX 9-T-TESTS RELIABILITY 493
APPENDIX 10: CODES OF RESEARCH DIARY/NOTES 500
APPENDIX 11: Deductive Group- Researcher's diary-Code Book: 503
APPENDIX 12: Inductive Group-Researcher's diary-Code Book: 522
APPENDIX 13: Mixed Group –Researcher's diary- Code Book: 540
APPENDIX 14: IELTS WRITING BAND DESCRIPTION 557
APPENDIX 15: PILOT STUDY 1 (RS4 METHODOLOGY) 559
APPENDIX 16: PILOT STUDY 2 565
APPENDIX 17: INTEGRATIVE TESTS BASED ON WRITING 568
APPENDIX 18: LEARNING SOURCES: COGNITIVE GRAMMAR 575
APPENDIX 19: LEARNING SOURCES: INDUCTIVE APPROACH 576

TABLE OF FIGURES

Figure 1: Dirven's distinction between pedagogical and descriptive grammar (Dirven, 1990, p.1) 23
Figure 2: Cognitive Grammar ((Evans, et.al., 2007, p) 28
Figure 3: Adapted from Stern (1992) 33
Figure 4: The system of Interlanguage 93
Figure 5: Inductive approach/presentation of rules 163
Figure 6: Deductive approach/presentation of rules 165
Figure 7: Gender 276
Figure 8: Students' preference for teaching approaches 278
Figure 9: Is grammar really important for a second language learner? 279
Figure 10: Is grammar important in writing? 280
Figure 11: Learning the grammatical rules can help me to produce grammatically correct sentences. 284
Figure 12: I believe that I can improve my grammatical accuracy through the practice of grammatical structure 285
Figure 13: I need to learn the grammatical rules in order to improve my language skills 286
Figure 14: Sometimes, I have difficulties to produce language in a natural conversation because I focus mostly on the correct use of grammar 287
Figure 15: I need to know the structure's form and its function before I can use it proficiently 288
Figure 16: Grammar is best taught if it is presented within a complete text 289
Figure 17: Learning the grammatical rules is very useful for me 290
Figure 18: I expect my teacher to present and explain grammatical points 291
Figure 19: I prefer to learn grammar forms through examples 292
Figure 20: I feel insecure when the teacher does not explain the grammatical rules 293
Figure 21: I find grammatical terminology useful 294
Figure 22: Learning objectives clearly explained 300
Figure 23: Grammatical topics were presented in a logical order 301
Figure 24: Pace of the lesson 303
Figure 25: Use of warm-up activities 305
Figure 26: Focus on form 307

Figure 27: Focus on meaning 309
Figure 28: Use of examples 311
Figure 29: Learners discovered rules by themselves 314
Figure 30: Learners discovered rules through the context 316
Figure 31: Clear explanation of rule 318
Figure 32: Use of PPP Activities 320
Figure 33: Use of Technology 322
Figure 34: Learners were asking questions 328
Figure 35: Teacher's grammatical knowledge 330
Figure 36: Materials were appropriate for students' level. 332

TABLE OF TABLES

Table 1: Previous Research in teaching grammar deductively or inductively 55
Table 2: Previous Research in teaching grammar Deductively or Inductively in Higher Education 58
Table 3: The relationship between different types of grammar instruction proposed by Krashen's theory: 97
Table 4: Differences between CLT and Context Approach 100
Table 5: Research Timeline 126
Table 6: Number of participants from pre-post tests and lessons observed 136
Table 7: Number of participants from questionnaires and interviews 136
Table 8: Number of codes emerged from observational notes and entries 151
Table 9: Coding scheme for interview/questionnaire (open questions) data 153
Table 10: Coding scheme for diaries/observational notes-Deductive approach 155
Table 11: Coding scheme for diaries/observational notes-Inductive approach 156
Table 12: Coding scheme for diaries/observational notes- Mixed approach 158
Table 13: Reliability analysis of the pre-post tests 172
Table 14: Summary of Pilot study (RS4) and the main study 198
Table 15: T-tests Formal Group 207
Table 16: T-tests: Mixed Group 208
Table 17: T-tests: Naturalistic Group 208
Table 18: Grammatical structures (Easier/Harder) 280
Table 19: Learners' participation-Deductive approach 324
Table 20: Learners' participation-Inductive approach 325
Table 21: Learners' participation-Inductive/Deductive approach 326
Table 22: Learners' engagement-Deductive Approach 344
Table 23: Lesson Plan/ S-V Agreement 345
Table 24: Lesson Plan/ Prepositions of time 346
Table 25: Lesson Plan/ Conditional sentences 346
Table 26: Learners' engagement- Inductive Approach 355
Table 27: Lesson Plan: Conditional sentences (1) 356
Table 28: Lesson Plan/Conditional sentences (2) 356
Table 29: Lesson Plan/Conditional sentences (3) 357
Table 30: Learners' engagement- Deductive/Inductive Approaches 364

Table 31: Lesson Plan: Passive voice 365
Table 32: Lesson Plan/ Conditional sentences (2/3) 366
Table 33: Lesson Plan/conditional sentences (2) 367
Table 34: Summary of the main findings 382

TABLE OF CODES

Code 1: The importance of grammatical knowledge 213
Code 2: Terminology 215
Code 3: Practice and Exercises 217
Code 4: Confidence 219
Code 5: Academic and formal writing 220
Code 6: Writing 222
Code 7: Grammatical knowledge is not important 225
Code 8: Terminology is not important 226
Code 9: Grammar causes confusion 228
Code 10: Learner's motivation and grammar instruction 229
Code 11: Learner's needs and wants 231
Code 12: Anxiety 232
Code 13: Learner's awareness 234
Code 14: Personal learning strategies 235
Code 15: Learner's previous learning strategies (negative) 237
Code 16: Learner's previous learning strategies (positive) 238
Code 17: Learning grammar through reading and listening and other ways 240
Code 18: Learning environment 242
Code 19: Educational institution 244
Code 20: Grammar should not be taught in isolation 245
Code 21: Communication 246
Code 22: Problematic communication 247
Code 23: Teacher 249
Code 24: A Teacher-centred approach 250
Code 25: Teaching procedures Deductive vs. Inductive 252
Code 26: Use of tables to teach grammar 255
Code 27: Sentences in a text 257
Code 28: Rules 258
Code 29: Combination of both types of grammar instruction 259
Code 30: Error correction 261
Code 31: Mistakes 262
Code 32: Monitoring grammar 264

Code 33: Accuracy 265
Code 34: Tenses 266
Code 35: Memory, attention, awareness, retention 268
Code 36: Vocabulary versus Grammar 270
Code 37: Grammar versus Vocabulary 271
Code 38: Use of technology to teach grammar 272

CHAPTER I - INTRODUCTION

The issue of teaching grammar is an increasingly important area within the field of applied linguistics (Brown, 2000; Alzu'bi, 2015; Mahjoob, 2015) and has been a controversial subject for centuries (Guinchi, 1990; Bastone, 1994; Ellis, 1997; Krashen, 1982; Celce-Murcia, 1991; Farjami, 2011).

The majority of L2 learners would agree that grammar is a vital tool that should be learnt to master a language. However, some educators believe that grammar can be learnt holistically through context without formal explanation emphasising simultaneously the importance of grammar in second language learning and teaching (Krashen, 1982; Celce-Murcia, 1991, Larsen-Freeman, 2009; Hadley, 2003). Approaches to language teaching have been through many changes in recent years, however, an issue that has not been resolved yet is the status of grammar instruction (Ellis, 2006). Although there are many different perceptions and inconclusive findings on different types of grammar teaching (Herron and Tomasello, 1992; Robinson, 1996; Takimoto, 2005; Gorat and Prijambodo, 2013; Erlam, 2003; Mohammed, 2008), grammar is still considered to be a crucial element in academic language teaching contexts. Existing research is rather controversial and inconclusive about the effectiveness of a particular approach in teaching grammar (Kuder, 2009; Erlam, 2003; Chalipa, 2013).

Various types of grammar instruction have been proposed, one of these is the instructional approaches of inductive and deductive methods. The effectiveness of grammar instruction has challenged researchers and educators for decades (Krashen, 1985; Shaffer, 1989, Thornbury, 1999, Norris and Ortega, 2000; Scheffler and Cinciata, 2010). Debates still continue about the best and most effective type of grammar instruction: teaching grammar inductively **(**Krashen,

1985; Kuder, 2009; Ke, 2008; Scheffler and Cinciata 2010; Gorat and Prijambodo, 2013; Alzu'bi, 2015; Anani, 2017) versus deductively (Selinger, 1975; Younie, 1974; Pienemann, 1988; Schmidt, 2001;Anderson, 1990; Lee and VanPatten, 1995; Mountone, 2004;Nazari, 2012; Mallia, 2014; Sik, 2015, Amirghassemi, 2016)**.** In addition, some studies found no distinction between the two types of grammar instruction (Shaffer, 1989; Motha, 2013; Chalipa, 2013; Mahmood; 2015).

In the inductive method, rules are not explicitly formulated, aiming at students to infer, notice and discover the rules while working through exercises involving the active participation of learners, whereas, the deductive approach refers to the explicit presentation of grammatical rules and their functions followed by examples and practice of the new grammatical concept (Chalipa, 2013). According to Larsen-Freeman (2009), the inductive approach can be used with complex structures that are challenging to articulate and internalize (p.528). In the same way, Krashen (1985) stated that complex grammatical structures can be acquired implicitly, whereas simple structures could be taught through explicit grammar instruction. Numerous researchers are in line with Krashen's theory (DeKeyser, 2005), nevertheless, DeGraff (1997) believes the opposite, and that is, complex structures need to be more noticeable by learners, thus, to be taught explicitly. Also, Amirghassemi (2016) agreed that teaching grammar explicitly in EFL contexts could potentially result in greater accuracy. Furthermore, according to DeKeyser (1998) focusing on the form only to a certain degree may be useful during the learning process.

Writing formal essays can be difficult for pre-sessional students, as they need to construct sentences that need to be grammatically accurate and appropriate. According to Celce-Murcia (1991), L2 students' high occurrence of grammatical

errors causes difficulties in understanding their writing. Similarly, Hinkel (2004) identifies that EFL learners are often not equipped with the knowledge required to produce academic writing texts referring to grammar and lexical skills.

Grammar teaching plays a vital role in acquiring a language in academic contexts, in particular, in pre-sessional English language courses, thus, finding the most suitable way to teach grammar in accordance with university L2 pre-sessional students' needs is a significant matter so as to develop their grammar knowledge, gain a better explicit understanding of their writing tasks required and improve their academic writing skills. At this stage, one question arises, which type of grammar instruction works best in teaching academic writing skills to pre-sessional English language students whose IELTS score is between 4.5 and 5.0, and needs to be improved for them to join their main academic UG course.

The aim of this research is to examine whether inductive, deductive or a combination of both have a positive impact on university L2 pre-sessional students' achievement in grammar and explore their perceptions on learning grammar through different types of grammar instruction. This paper has been divided into three main parts: The first chapter is based on the literature review including fundamental theories and perspectives on the topic. The chapter of the literature review includes six sections. Section I explores the definition of what grammar is in relation to Pedagogical, Prescriptive and Descriptive and Cognitive Grammar given the importance of understanding the term "grammar" as the focus of this study is associated with grammar teaching. Section II is devoted to how grammar can be presented based on different types of grammar instruction: Inductive versus Deductive, the two main approaches to grammar teaching: Rule-driven or Rule-discovery and the main differences as well as Explicit versus Implicit teaching

including the theories of Noticing. The teaching approaches of Practice and Consciousness-raising, Declarative and Procedural knowledge, also, are discussed in the same section as they are associated with explicit and implicit learning and knowledge of grammar. Moreover, section II discusses how to practice grammar in order to target the concepts of Accuracy, Fluency and Complexity which are related to the instructional approaches of Inductive and Deductive methods. Section III presents the language learning theories of Language Awareness and Interlanguage which are related to the development of learner's language, learning skills and the language produced through the adaptation of the system of rules of L1 and L2. The Monitor Hypothesis, also, is part of this section as it is related to the process of monitoring the language that learner use, focusing mostly on accuracy. Furthermore, section III discusses the teaching method of Context approach emphasising how the learning context affects learning as well as the theory of Motivation in Language learning and, in particular, the motivational effects of conscious and unconscious teaching on learners' learning. Section V explains the role of grammar in EAP and EFL contexts. This section, also, highlights which grammatical components are essential in an EAP context. Finally, section VI discusses the knowledge gap in the literature and section VII concludes the first chapter.

The second chapter describes thoroughly the methodological aspects of collecting data in conjunction with the moral and ethical principles for social research. The third chapter elaborates and illustrates the findings of the research and presents a discussion of the findings followed by the conclusion, the limitations of research, pedagogical teaching implications and lastly implications for future research.

1.1. The significance of the Study

Teaching grammar through the use of inductive and deductive approaches in EFL classrooms has been at the heart of teaching from the 20th century (Hagboldt, 1928) and continues to play an essential part for language teachers and learners in the 21st century (Chalipa, 2013). A significant amount of literature has been published on the effects of deductive and inductive approaches to the acquisition based on numerous grammatical structures. However, the results of these studies have been contradictory (Younie, 1974; Selinger, 1975; Krashen, 1985; Pienemann, 1988; Anderson, 1990; Lee and VanPatten, 1995; Schmidt, 2001; Mountone, 2004;Ke, 2008; Kuder, 2009; Scheffler and Cinciata 2010; Nazari, 2012; Gorat and Prijambodo, 2013; Mallia, 2014; Alzu'bi, 2015; Sik, 2015, Amirghassemi, 2016; Anani, 2017) (Sections 2.3.2, 2.3.3 and 2.3.4). Teaching English grammar to pre-sessional courses in higher education can be challenging due to limited time and learners' diverse learning styles and needs. Also, based on my eight years of teaching experience, teaching and learning grammar in higher education can be relatively complicated for teachers and university L2 pre-sessional students as both aiming at achieving accuracy as well as enabling them to complete the writing tasks they are required to do and achieve a higher score in the ELAS (English Language Assessment Service) writing test at the end of the course within a rather limited period of time. Also, the course itself seems to be mostly dominated by a very deductive approach because of the material used and because of the emphasis that is generally given to the knowledge of grammar. Teaching English grammar involves the teacher's judgment in choosing the most suitable teaching methods to meet the L2 pre-sessional students' academic needs.

Learners need to quickly develop and improve all the language skills needed to progress to their main courses in a short period of time. Added to this, L2 pre-sessional students need to accurately apply their grammatical knowledge in order to master the skills needed for English for Academic Purposes. Considering the limited time and the different learning styles and needs that educators have which type of grammar instruction, inductive, deductive or combination of both is more suitable for Pre-sessional courses in higher education? Does conscious knowledge of grammar help them to write an academic essay? Is there any place for the inductive approach in teaching grammar to pre-sessional students? Can the inductive approach help towards conscious knowledge of grammar in learners' performance and help them pass the ELAS writing exam to a certain extent?

This study will benefit university L2 pre-sessional students and teachers by discovering the most suitable methods for learning grammar based on their academic needs. Also, this study is hoped to be beneficial for curriculum writers as they need to take into consideration the inductive and deductive methods while designing course-books for English for Specific and Academic purposes to be used in Pre-sessional courses. The present study is expected to contribute by providing additional up to date data to the existing research and lastly, discover alternative approaches to grammar instruction in learning grammatical structures. The research design is based on a combination of a quasi-experiment and an ethnographic method, which will implicate and contribute to teaching methodology. The use of ethnography allowed the researchers to collect data through the use of observations and diary and further was used as a tool to measure students' perceptions and attitudes towards different approaches used during the experiment. It is worth stating that previous studies (Alzu'bi, 2015; Negahdaripour and Amirghassemi,

2015; Sik, 2015; Chalipa, 2013; Kuder, 2009; Haight and Herron and Cole, 2007, Jong-Won, 2007; Kontozi and Kouratou, nd;) did not use any classroom observations and diaries in order to sufficiently address the phenomenon, therefore, new methodology may provide additional insights, awareness and contribute to knowledge.

1.2. Objectives of the study

Writing a formal essay based on an ELAS writing test requires pre-sessional L2 students to use grammar accurate so as to express their thoughts clearly, answer the question and create an argument by providing supportive evidence and examples. However, many university L2 pre-sessional students often find the writing process very challenging after many years of studying English (Bailey, 2011). Also, university pre-sessional L2 learners are not expected to reach 100% accuracy; however, accurate and effective language use is a vital skill for these types of learners. Bailey states that the first step needed for academic writing is based on the process of learning to write as clearly and accurately as possible (2011). Therefore, following the rules of grammatical accuracy is very important in order to avoid ambiguity as the reader is likely to be an expert in particular subjects. Hinkel (2004) says no matter how clear the writer's ideas are or the discourse is organised, if the language is vague, it would be very difficult to process and comprehend the meaning.

As a result, university pre-sessional L2 learners need to work on some key areas of grammar in order to use a range of complex structures and eliminate their grammatical errors, trying in this way to achieve accuracy in the final ELAS writing exam which will allow them to proceed further and start their main courses. L2

pre-sessional students are expected while taking the ELAS writing exam to have a good knowledge of verb tenses consistency, active and passive voice, conditional sentences, S-V agreement, prepositions, articles and countable and uncountable nouns.

Considering all the above, it is very important to know how grammar should be taught and what is the most suitable and effective practice in teaching grammar to pre-sessional L2 students in EAP classes. The main aim of this study is to examine the difference between inductive, deductive or combination of both in terms of teaching English grammar (passive and active voice, conditional sentences, tenses, prepositions, articles, S-V agreement and countable and uncountable nouns) to pre-sessional English language students whose IELTS score is between 4.5 and 5.0, and needs to be improved for them to join their main academic UG course. The deductive approach is based on the explanation of grammatical rules followed by examples. Alternatively, the inductive approach does not provide to learners any grammatical rules but only examples where learners need to discover by themselves. Another objective pursued by this study was to investigate university L2 pre-sessional students' perceptions of these instructional approaches in relation to academic writing. Students' perceptions do not necessarily provide information on whether the approaches are effective or not, however, they provide some understanding of their motivation and level of engagement with the course and give an indication of the groups' tendency whether the instructional approaches influence grammar learning in any way**.** The study will provide useful insights to educators in higher education by enlightening them to the most effective approach which can be implemented in teaching grammar for academic purposes.

1.3 Research questions

What is the effect of inductive, deductive or combination of both methods on university L2 pre-sessional students who need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam?

How L2 pre-sessional students perceive their learning of English grammar through the use of inductive and deductive approaches in a higher education context? Is there any relation between their perception and performance?

1.3.1. The rationale of RQ1 and RQ2

Learning a language does not only require the acquisition of the four skills of proficiency, but also the comprehension of the system of rules related to the targeted language. In this regard, L2 learners' perceptions of grammar are equally important (Shiu, 2011). A number of studies have been carried out investigating and comparing different types of grammar instruction in EAP contexts (Krashen, 1985; Ke, 2008; Kuder, 2009; Scheffler and Cinciata 2010; Gorat and Prijambodo, 2013; Alzu'bi, 2015; Anani, 2017; Younie, 1974; Selinger, 1975; Pienemann, 1988; Anderson, 1990; Lee and VanPatten, 1995; Schmidt, 2001; Mountone, 2004; Nazari, 2012; Mallia, 2014; Sik, 2015; Amirghassemi, 2016). However, little attention has been paid to L2 learners' perceptions on this matter (İncecay and Dollar, 2011; Loewen et al., 2009; Schulz, 2001; Zhou, 2009). Teaching English grammar is very challenging for teachers and students given that teachers use a variety of methods to meet learners' needs and abilities. These methods may

influence L2 students' academic grammar achievements negatively or positively, especially while learning grammar in order to improve their academic writing and as a result, may affect their attitudes towards learning English in general. Attitudes towards learning can affect someone's behaviour, motivation, mood, thus, learning. It is clear, therefore, that there is a parallel between students' attitudes and learning. Other studies emphasise the link between attitude to achievement (İnal, et al. 2003) stating that the success of language learning can be affected and determined by both negative and positive attitudes. Moreover, L2 learners' attitudes and views play a vital part in several matters related to L2 teaching and learning such as learning activities used in class, learners' motivation, anxiety and use of learning strategies (Borg, 2003). Daana and Tahaineh (2013) found that learners' attitudes are linked to classroom learning situations as L2 learners need to be psychologically ready to acquire English as a foreign language.

Thus, the main focus of the current study is not only to investigate the impact of inductive, deductive and combination of both methods on L2 pre-sessional students' achievements in English grammar but also how this may influence L2 pre-sessional students' perceptions for improving grammar in their academic writing so as to comprehend their motivation and learning strategies. The finding of this study will provide some useful ideas for improving teachers' and pre-sessional students' competencies in teaching and learning English.

The RQ2, thus, was designed to discover university L2 pre-sessional students' perceptions about the process of learning of English grammar through the use of inductive and deductive approaches in higher education. To answer three-fold RQ1, observations (N= 20) and diaries (N=20) were used along with the self-devised pre-post-grammar tests (N=91) to measure L2 student's progression in grammar

learning. Wiliam (2013) perceives testing as a bridge between teaching and learning, suggesting that it is the only way to find out whether instructional activities are effective or not leading to students' anticipated learning. Similarly, Huba and Freed (2000) describe it as a process of collecting information from a plethora of sources so as to evolve a deep understanding of students' knowledge due to their educational experiences. To answer RQ2, data by using Questionnaire (N=100) and Interview (N=40) was collected from similar L2 pre-sessional students' respondents.

1.4. The context of Pre-sessional English

Pre-sessional classes are offered to International and European students whose English language entry requirements are not met, therefore, there is a need to develop and improve their English language skills before they start their undergraduate or post-graduate degree. A variety of different pre-sessional course durations is provided depending on learners' ability and level of English based on their IELTS scores or other English language qualification provided. The main purpose of L2 students attending the pre-sessional course is to improve their language skills and knowledge of Academic English before they are assessed at the end of the course (ELAS exam). Pre-sessional students need to achieve an IELTS overall score of 6.0 with a minimum 5.5 in each skill, however, in some courses, higher scores are needed to be achieved within a limited period of time. Pre-sessional teachers face various problems in a class given that L2 learners have different needs and abilities. Some L2 pre-sessional learners need to improve their speaking and listening skills, others their reading or writing skills. In some cases, all the skills are needed to be improved as L2 pre-sessional learners have low IELTS

scores. However, writing essays can be a challenging task for many pre-sessional learners provided that more complex and accurate grammatical structures are required for the production of academic writing. In terms of the ELAS writing exam, pre-sessional students need to write one formal essay (250 words). Teachers follow the IELTS assessment criteria and band description to assess the exam writing papers which are based on task response, coherence and cohesion, lexical resource and lastly on grammatical range and accuracy (*Appendix 14*) (IELTS, 2017). Thus, teaching grammar to pre-sessional students is a big challenge for both, teachers and students as the latter is required to produce a formal writing task so as to achieve a higher score in the ELAS writing exam within a rather limited period of time (12 weeks). The purpose of this study is to investigate the role that perhaps the instructional approaches play in teaching grammar for the pre-sessional students at the University of Bedfordshire. The course itself seems to be mostly dominated by a very deductive approach because of the material used and because of the emphasis that is generally given to the knowledge of grammar. Also, the study investigates whether the inductive approach has played any role in this or could be used in any way. Is there, therefore, a place for the inductive approach in teaching grammar to university pre-sessional students given that the learning materials and the ELAS writing exam determine what happens in the classroom, perhaps only a deductive approach can be used.

1.5. Conclusion

In this chapter, the background of the current study, the significance of the study, the objectives of the study, the research questions and the rationale of RQ1 and RQ2 were introduced. The next chapter will present previous literature,

previous and current research and other theories related to teaching methodology: Pedagogical, Prescriptive Descriptive and Cognitive Grammar, the instructional approaches of: Inductive versus Deductive, the two main approaches to grammar teaching: Rule-driven or Rule-discovery and the main differences as well as explicit versus implicit teaching including the theories of Noticing. The teaching approaches of Practice and Consciousness-raising, Declarative and Procedural knowledge, also, are discussed in the same section as they are associated with explicit and implicit learning and knowledge of grammar as well as other issues related to grammar teaching such as the concepts of Accuracy, Fluency and Complexity. The theories of language learning related to Language Awareness, Interlanguage, Context approach and the importance of Motivation in language learning will also be discussed in the following chapter. Finally yet importantly, the role of grammar in EAP and EFL contexts highlighting which grammatical components are essential in an EAP context will conclude the chapter.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The purpose of the current study is to examine the effects of inductive, deductive and the combination of both types of approaches on university L2 pre-sessional students who need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam. Moreover, it attempts to investigate how L2 pre-sessional learners perceive their learning of English grammar through the use of inductive and deductive approaches in higher education. The purpose of this chapter is also to provide an overview of the theoretical perspectives of inductive and deductive teaching approaches, as well as concepts and issues related to this matter. The chapter will analyse the literature related to the proposed research topic and the major aspects related to the theories of teaching and language learning.

This literature review includes six sections. Section I explores the definition of grammar in relation to Pedagogical, Prescriptive and Descriptive and Cognitive Grammar given the importance of understanding the term "grammar" as the focus of this study is associated with grammar teaching. Section II is devoted to how grammar can be presented based on different types of grammar instruction: Inductive versus Deductive, the two main approaches to grammar teaching, Rule-driven or Rule-discovery approach and their main differences as well as Explicit versus Implicit teaching including the theories of Noticing. These sections examine the effects of different types of grammar instruction on L2 students' achievements in grammar based on research. These methods may influence L2 students' academic grammar achievements negatively or positively, especially while learning grammar

in order to improve their academic writing and as a result, may affect their attitudes towards learning English in general. This section concludes that existing research is rather controversial and inconclusive about the effectiveness of a particular approach in teaching grammar in higher education, thus, there is a need to undertake research whether inductive, deductive or a combination of both have a positive or negative impact on university L2 pre-sessional students' achievement in grammar and explore their perceptions on learning grammar through different types of grammar instruction. Furthermore, the subtopics to be explored under these types of grammar instruction related to teaching approaches of Practice and Consciousness-raising, and Declarative and Procedural knowledge are also discussed in the same section as they are associated with explicit and implicit learning and knowledge of grammar. Furthermore, the same section discusses how to practise grammar in order to target the concepts of Accuracy, Fluency and Complexity which are related to language performance and how the related discussions have led to the current focus of academic writing. The current study focuses predominantly on the elements of accuracy as pre-sessional students in higher education need to use more syntactically complex constructions in order to produce accurate academic papers. Section IV presents the teaching theories of Language Awareness and Interlanguage which are related to the development of learner's language, learning skills and the language development through the adaptation of the system of L1 and L2 rules. This section, also, explains the difference between Linguistic Knowledge and Language Awareness. The Monitor Hypothesis is also a part of this section as it is related to the process of monitoring the language that learners use, focusing mostly on accuracy. Furthermore, the same section discusses the teaching method of Context Approach, emphasising how the

learning context affects learning as well as the topic of Motivation in teaching, particularly, the motivational effects of conscious and unconscious teaching on learners' learning. Section V explains the role of grammar in EAP and EFL contexts. This section, also, highlights which grammatical components are essential in an EAP context. This section was chosen as grammar teaching plays a vital role in acquiring a language in academic contexts, in particular, in pre-sessional English language courses, thus, teaching grammar in accordance with university L2 pre-sessional students' needs is a significant matter so as to develop the students' grammar knowledge, gain a better explicit understanding of the writing tasks required and improve their academic writing skills. Finally, section VI discusses the knowledge gap in the literature and VII concludes the second chapter.

2.2. Defining grammar

Different definitions and descriptions have been ascribed to the term "grammar". Etymologically, the term grammar derives from the Greek word *Grammatika* meaning the art of 'writing'. Since then, this term has been used in a slightly different way by linguists as part of a system of language. Defining the term "grammar" is very important for all educators who teach grammar to initially comprehend its meaning and subsequently consider what they teach as "grammar". Conventionally, grammar is defined as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language" (Cowan, 2009, p. 3). Grammar has been characterised by Crystal (2004) as the structural foundation which enables people to express their thoughts. Awareness regarding how grammar works allow learners to monitor the meaning and efficiency of how a language is used among people by helping foster accuracy, identifying vagueness and exploiting the variety of expressions in English. Crystal

(2004) highlights the significance of grammar awareness, clarifying that grammar helps learners develop and explore various ways and alternatives to expressing themselves in English. Also, it is stated by Brown (2007) that "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". Knowing the meanings of the words without being able to convey the intended meaning in communication is not enough, however, it is possible for speakers to convey a comprehensive and meaningful message when grammatical rules are applied in a conversation. In EAP, grammar is an essential element as vocabulary items cannot be held together within the text without grammar.

However, definitions unavoidably vary among educators and researchers. Particularly, language has been acknowledged as a system by both learners and educators in which learners use grammatical knowledge to explain their ideas. This is supported by Higgs (1985) who defined grammar as "a system for converting meaning into the language." From a technical perspective, the Oxford dictionary describes grammar as the system of a language comprising syntax, morphology and semantics (Oxford Dictionaries, 2017).

In many cases, grammar has been described as the "rules" of a language (Brown, 1994a; Richards, Platt and Weber, 1985; Leech, Deuchar and Hoogenraad, 1982). However, many learners dislike grammar and believe that it is the most uninteresting aspect of learning a language. Although, learners cannot escape this as grammar defines the rules and linguistic structures by inflecting the forms of words and constructing them accordingly into sentences; every word has a different function within a sentence.

Similarly, Richards, Platt and Weber (1985) stated that the term "grammar" can be defined as "a description of the structure of a language in which the

combination of words and phrases allow the production of sentences in a particular language". Linguistically, the term grammar can be described as a linguist function associated with word formation and the arrangement of items in a sentence. Grammar has also been characterised by Leech, Deuchar and Hoogenraad (1982) "as a set of rules for constructing and analysing sentences" as well as a mechanism in which language works when it is used to convey meaning. The previously mentioned mechanism is not visible because it is represented conceptually in the human mind. Therefore, EAP/EFL instructors should be aware of all these statements as students learn and understand grammar in different ways. Furthermore, the term "grammar" has been differentiated and used in grammar teaching to L2 learners of English based on its distinct features and function, as descriptive, prescriptive, pedagogical and cognitive grammar. Each type of grammar will be explained in the following section.

2.3. Types of Grammar

One way to distinguish between different types of grammar is to pay attention to their distinct features taught in classroom settings. This helps linguists identify many discrepancies or names in terms of identifying the type of grammar. For instance, Crystal (2004) identifies six types of grammar, traditional grammar, reference grammar, theoretical grammar, pedagogical grammar, prescriptive grammar, and descriptive grammar; Langacker (1987) proposed a different type of grammar called cognitive grammar which hypothesises that the grammar of a language is an integral part of human cognition and not a separate process that operates independently of meaning. The types of grammar will be analysed in the groups of prescriptive, descriptive, pedagogical and cognitive grammar as I believe

these should be used in academic settings, focusing on its different functions. In this thesis, I will adopt an "extended" definition of grammar, or what Brown (2007) refers to as "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence" and include aspects of discourse and cognition.

2.3.1. Descriptive Grammar

Descriptive grammar refers to how the set of linguistic rules of a particular language is used by its native speakers in everyday use including standard and non-standard varieties (Hinkel, 2018). Descriptive grammar is based on a non-judgmental construction of grammar and does not consider good or bad grammar as opposed to the perspective approach. Descriptive grammarians do not deal with what is correct or incorrect in language use. Certain forms and linguistic constructions might not belong to the system of "Standard English", however, might be considered valid in language use. Descriptive language focuses on how language works and is spoken by people in various contexts and for particular purposes without being critical regarding correctness (Nunan, 2005). Moreover, another characteristic of descriptive grammar is the way a language is used and understood, which is determined, in some cases, by sociocultural variables referring to the use of cultural stereotypes, discrimination, how learners communicate with native speakers and how familiar they are with the educational system (Hinkel, 2018). Descriptive grammarians accept forms and structures based on the way a language is used for communicative purposes. Descriptive grammarians also signify the importance of how language is a living phenomenon and thus undergoes change. This indicates that grammatical rules change constantly according to the everyday usage by its native speakers. Hudson (1980) claims that the slogan

“Linguistics should be descriptive not prescriptive” raises concerns, stating that it is difficult for linguists to escape from prescriptivism given that linguistic theory is closely related to standard languages. ‘Prescriptiveness’ cannot be separated from linguistics as it relies on the native speaker’s ability to use language either right (grammatical) or wrong (ungrammatical) is the main yardstick by which linguistics must be guided. Moreover, the primary focus of linguists, researchers and anthropologists are to examine the range of constructions that are used in various socio-cultural contexts, aiming at achieving effective communication (Hinkel, 2018).

2.3.2. Prescriptive Grammar

Prescriptive grammar refers to the dichotomy between the correct and incorrect use of language, and the principal focus is on standard linguistic forms and constructions (Hinkel, 2018). Prescriptive grammarians believe that certain forms are correct whereas others are not. However, native speakers still use these forms on a daily basis in different ways. For instance, certain constructions such as the use of “ain’t” and double negatives in English are not acceptable (British Council, 2008). Therefore, prescriptive grammarians stipulate what the "correct" rules are. Crystal (2006, p.231) claims that prescriptive grammar is “a manual that focuses on constructions where usage is divided and lays down rules governing the socially correct use of language”. Moreover, Hudson (1980) explains that this distinction not only results in different types of grammar but also engenders a social division by associating prestige with people who can use grammar flawlessly as opposed to those who cannot. However, prescriptive grammarians focus mainly on syntactic constructions, standard forms of grammar and the correct use of rules.

Prescriptive grammar is dominant in teaching, testing, editing and publishing and usually, reflects the writer's social status, educational background and professionalism (Hinkel, 2018). Standard ("correct") English is the form of language used by educated people who thereby have access to certain life opportunities such as being lecturers or lawyers. Additionally, prescriptive grammar tends to be used for teaching non-native speakers who use non-standard linguistic forms and constructions (Birch, 2005). Interestingly enough, Hudson (1980) stated that there is a strong relation between prescriptive grammar and the language used in higher education as non-standard forms are hardly ever used in university lectures. Teaching a language, however, needs to incorporate and address major rules and its types to help learners become aware of the language used in education, employment or other social contexts and settings. For instance, formal academic writing involves the use of prescribed rules expected informal contexts, whereas, having a casual conversation with friends requires the descriptive grammar usage.

Finally, the use of prescriptive grammar in teaching English is a dominant characteristic in academic contexts and is in line with the deductive grammar instruction that learners need to develop their grammatical knowledge to be able to notice how the meaning and the construction of sentences in formal writing can be affected by the use of grammar rules. The next section will define pedagogical grammar and its application in language teaching.

2.3.3. Pedagogical Grammar

Pedagogical grammar, according to Newby (2015), can be defined as a selection of grammatical descriptions, exercises and resources to facilitate the learning process; therefore, it embraces the grammatical descriptions (reference sources and course books, grammatical activities) as well as the methodological approaches that are used in order to facilitate the process of learning by the participation of both the learners and the teachers. There are methodological approaches that are mainly used in order to facilitate the learning process by the linguistics. The main focus of pedagogical grammar is the use of the targeted language that is needed for communication with the people in the linguistics centres (British Council, 2008). Among pedagogical grammarians, there is no general consensus regarding the definition of pedagogical grammar. A combination of descriptive and prescriptive statements has been defined as pedagogical grammar by Greenbaum (1987). Allen (1974) characterised pedagogical grammar as an informal framework of descriptions, diagrams, activities, materials and spoken rules which might help the learners' acquisition of the targeted language and fluency. According to Odlin (1994), pedagogical grammar signifies the types of grammatical analysis and the instructions that cater to the needs of students. All these definitions illustrate, as stated by Little (1994), that pedagogical grammar refers to pedagogical content and process or a mixture of both content and process. The former is related to the description of the language system through the use of various reference sources whereas the latter is associated with the pedagogical treatment of the language, aiming at facilitating the learner's linguistic development.

Pedagogical grammar, according to Newby (2015), includes the following aspects:

1. Specified learning objectives of the lesson.
2. Specification of how grammatical rules will be explained to learners through explicit explanation or through students' ability to discover the rules by themselves.
3. Description of learning purposes regarding particular tasks and activities.
4. Developing and evaluating materials and activities designed for learners (methodology).
5. Testing learners' grammatical proficiency and performance.

In the following diagram, Dirven (1990) distinguishes between pedagogical and descriptive grammar.

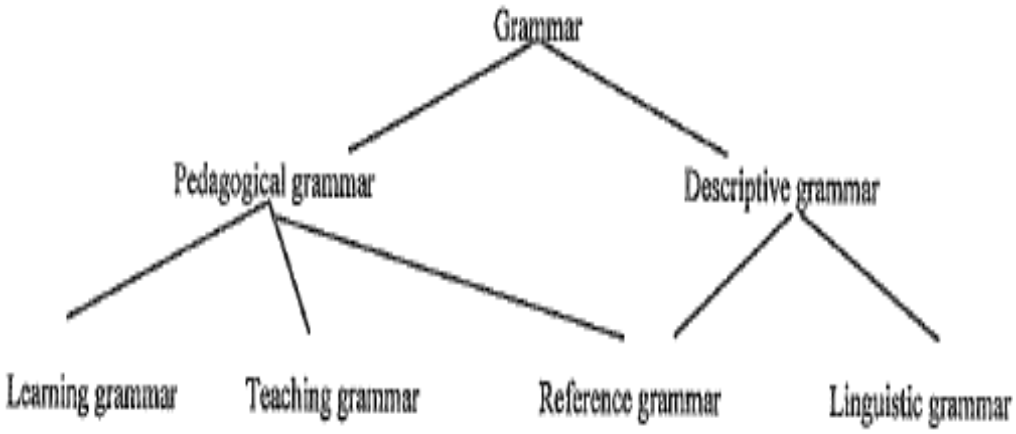


Figure 1: Dirven's distinction between pedagogical and descriptive grammar (Dirven, 1990, p.1)

Pedagogical grammar includes learning grammar, teaching grammar and reference grammar. The concept of learning grammar is primarily concerned with textbooks and syllabus. Grammar, as Dirven observes, can be considered an activity, a learning process and finally, a form of competence which needs to be developed by the learner. On the contrary, teaching grammar is linked with the representation of the language and its elements along with the incorporation of the methodology (Little, 1994). The pedagogical and the reference grammar are linked

with the overall improvement in the processes of linguistics and there are certain statements that aim in the description of the language. There are some aspects which are the part of the combination of the prescriptive and the descriptive statements. In addition to this, reference grammar is the part of the descriptive and pedagogical grammar. There is also the subsection of the descriptive grammar and it can get confined to illustrative scope to the syntactic form. Derewianka (2001) observed that pedagogical grammar differs from descriptive in terms of "the degree of technicality, the scope, selection, sequencing, presentation of material and the relevance to teaching and learning" (p.242). Therefore, in this study, the significance of the pedagogical grammar on the instruction and it will be considered in link with the university. The pedagogical grammar on grammar instruction will be considered in relation to university L2 pre-sessional students who need to develop the complete understanding of grammar which is essential for producing an academic text required for the ELAS writing exam. Having briefly described what grammar is as well as explaining the different types of grammar rules, the following section will provide a definition of cognitive linguistics and discuss the significance of cognitive grammar and how it can be applied in pedagogical grammar.

2.3.4. Cognitive Grammar

Cognitive Linguistics is an attempt to understand how people learn a language using general-purpose cognitive mechanisms - the linguistics relies on the brain's powers of pattern recognition out of which abstract patterns (construction types) emerge. Cognitive linguistics can be divided into the following two categories: cognitive semantics and cognitive grammar. Although these two fields of study are entirely separate in practice, their research domains are closely connected. Cognitive semantics is concerned with the relationship between experience and meaning as well as with modelling the human mind (Lakoff, 1987). Evans (2007) defined cognitive semantics as the study of knowledge representation, referring to conceptual structures and meaning construction which denote the process of conceptualisation. Cognitive semantics holds that language not only incorporates the human cognitive ability but also how people perceive the world (Lakoff, 1987).

Cognitive grammar is associated with cognitive linguistics. It is an alternative model that was developed by Ronald Langacker, who argues that cognitive grammar can provide a more accurate, sophisticated and inclusive interpretation of grammatical structures (Langacker, 2008). Cognitive grammar is primarily concerned with the modelling of a language system referring to the mental grammar in accordance with Evans (2007). Mental grammar refers to the system that all language learners have in their brain, which enables them to understand, produce language and communicate with other people. Cognitive linguists believe that language acquisition can be explained in terms of constructions (= symbolic units = grammatical rules) being derived inductively from exposure to language due to the brain's ability to recognise patterns (Lakoff, 1987). Furthermore, these

constructions that are inductively derived are exactly the same as those described by any grammar system that is descriptively accurate; the difference is in the explanation and in the manner of their depiction. Pattern recognition is a case of inductive learning and depends on having a rich linguistic environment.

Cognitive grammar also considers the meaning to be equated with conceptualisation; therefore, it is essential to cognitive grammar. The two fundamental principles of cognitive grammar are as follows 1) all the grammatical units are symbolic and 2) is based on a usage-based approach. The symbolisation of conceptual structures posits that the basic units of language are form-meaning-pairing, that is, a symbolic unit. All linguistic structures and grammatical rules are meaningful such as objects, nouns, verbs, prepositions, idioms and clauses, which can be examined and seen as symbolic units given that both are intricate and schematic.

The usage-based approach is the major tool by which people can observe and apprehend the world (Langacker, 2008). Also, the usage-based approach considers the description of the language in which words and phrases are spoken, written and understood in the speech community. The fundamental aim of the usage-based approach is to figure out how language can be learnt inductively on the basis of linguistic experience. The usage-based approach is based on two conventions 1) meaning is use and 2) structure emerges from use. ‘Meaning is use’ is primarily concerned with the conventional or semantic approach to linguistic communication. It was first developed by Wittgenstein (1953) who focused on how linguistic conventions are used by people to establish social communication. The structure of the linguistic links emerges from the use signifies the effective grammatical approach to the overall linguistic communication. Langacker (1987)

explicitly stated the idea of how formal grammar lacks meaning and highlighted the need for focusing on how meaning-based grammatical structures arise from distinct acts of language use. Therefore, based on this approach the central principle is that grammatical structures arise from language use. The communicative function emerges from the level of individual words and, furthermore, grammatical patterns of complex utterances emerge from the level of grammar. From the historical perspective, linguistic structures arise through the process of grammaticalization. The issue then becomes one of whether learning from usage needs to be or can be supplemented or accelerated by the provision of explicit grammatical rules.

As Langacker (1987) illustrates and illustrates in Figure 2, grammar or linguistic knowledge remains a symbolic structure in the mind, a formal connection. If speakers use symbolic units and apply them consistently without rejecting them, they are already well established, so speakers can use them freely because these units eventually become habits or conventions (Evans, et al., 2007). The concept of entrenchment is well known in the use of language. According to Langacker (1991, p. 45), “Entrenchment refers to how often a structure has been involved and thus to the thoroughness of its mastery and the ease of its subsequent activation”. Entrenchment is interconnected with input. The repetition of language concepts and structures at first often leads to more disruption, which leads to more automation: automation is the process of acquiring the brain by repeating, investigating and practising the necessary details actively. It is widely recognized that the role of entrenchment is one of the most important factors in mastering a second language. Therefore, it is, important to consider the individual occurrences of linguist features.

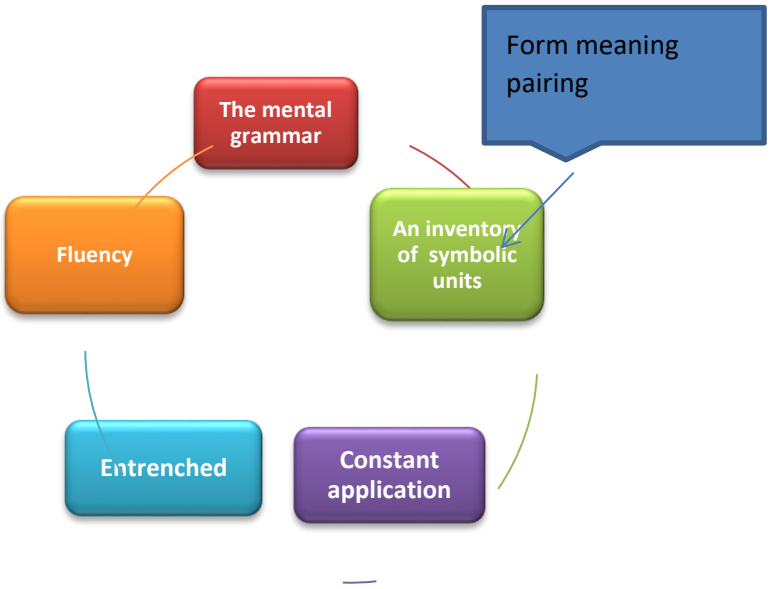


Figure 2: Cognitive Grammar ((Evans, et.al., 2007, p)

The subsequent sections will present how cognitive grammar can be used to help learners internalise grammatical structures and the reasons for using cognitive grammar in L2 learning and teaching contexts.

2.3.5. How can Cognitive Grammar be used to help students internalize grammatical structures?

As stated by Langacker (2008a), there are three fundamental features of cognitive grammar: it is a usage-based approach, the focus is on meaning and grammar is meaningful. More specifically, the centrality of meaning can be justified because grammatical forms and lexical items are equally important. Learning grammatical meaning based on context instead of memorising rules and syntactical structures can be more facilitative and beneficial for L2 learners. The usage-based approach, finally, is based on the fundamental claim that language structure emerges from language, the complexity of language derives from the interaction between cognition and use and is not a result of a language-specific instinct

(Langacker, 1987). Furthermore, Tomassello (2003) explains that providing learners with sufficient exposure to conventional linguistic units is essential as it helps language acquisition. Linguist units, containing grammatical forms, can be used as communication strategies in order to achieve relevant communicative intentions. In other words, learners can be instructed to consider the discourse context, communicative function as well as the semantic notion to comprehend the occurrence of grammatical structure.

Numerous cognitive processes were identified by Bybee (2010) which can affect learners' use and development of linguistic structures while learning a second language. The first cognitive process is based on 'categorisation', this can be achieved through the identification of tokens as illustrations of a particular structure of language. Second, 'chunking' can be used by constructing units sequentially through repetition or practice. Third, 'rich memory' will allow learners to store detailed information stemming from experiences. Fourth, 'analogy' can be utilised through the mapping of structural patterns onto novel occurrences and finally, the technique of 'cross-modal association' will allow learners to use their cognitive capacity and connect the grammatical form with meaning.

Cognitive grammar offers several tools which can be beneficial and relevant to L2 learners. The fundamental conceptual features of cognitive grammar could positively support L2 instruction (Tyler, 2012) as its conceptual tools allow learners to comprehend the relevance of form-meaning mapping. In addition, teaching grammar can be taught based on authentic context and use, allowing learners to use their conceptual tools and experience learning from a native speaker's perspective. Moreover, further research needs to be conducted based on experimental research

to validate its direct applicability in the L2 learning context. The following section will identify the pedagogical rules based on cognitive grammar.

2.3.6. Pedagogical rules based on Cognitive Grammar

Cognitive grammar involves a highly detailed analysis of the grammatical elements and meanings, is a connected system of meaningful categories which reflects human experience and how individuals conceptualise the world. Grammar needs to be meaningful taking into account the analysis of semantical, lexical as well as the analysis of grammatical rules (Bielak and Pawlak, 2011). Cognitive grammar focuses on the conceptualisation of the grammatical meaning involving different interpretations. For instance, the speaker's background knowledge or alternative ways of the grammatical situation might be presented (Dolgova and Jacobsen, 2012). Cognitive grammar provides a number of conceptual values and often does not result in long lists of functions, meanings and uses of the grammatical elements which are considered a high degree of arbitrariness. Apart from conceptualisation, the pragmatic factors associated with the meaning of the grammatical features are part of cognitive grammar, considering the discourse function of the targeted feature being presented, for instance, the context in relation to the linguistic choice of the speaker (Bielak and Pawlak, 2011). Moreover, cognitive grammar is not vague and imprecise as it focuses on the comprehensiveness of the semantic analysis of grammatical features. On the contrary, traditional pedagogical rules emphasise mostly linguistic facts, terminology and the grammatical structure of the target feature instead of an explanation which makes grammar arbitrary at times. The semantic, lexical and syntactical aspects of language are perceived as a connected system in cognitive

grammar (Bielak and Pawlak, 2011). In addition to this, cognitive grammar makes use of the figures, diagrams and pictures for the illustration of the semantics of the grammatical features.

At this stage, it would be worth summarizing the benefits that L2 learners can gain from this approach. First, the lack of arbitrariness, vagueness and there are restricted rules that might affect learners' memory positively as they do not need to memorise long lists of rules and functions. Second, the provision of the comprehensive analysis of the grammatical meaning might improve the understanding of the learners and it helps in the development of language awareness. Third, there are certain pictorial representations which focus on the meaningfulness of the grammar that results in the improvement of the learners' retention as they play the major role in the construction language (Dolgova Jacobsen, 2012).

However, there are several potential disadvantages regarding the use of cognitive grammar when applied in the second language classroom. The most prominent drawbacks are related to the motivation of the students behind several meanings. There are certain motivational aspects used along with the jargon, terminology and the abstractness in the lessons. Another limitation of this approach is the use of cognitive linguistics in class as educators and learners are not familiar with this approach. Further investigation is required to establish the applications of cognitive grammar in terms of grammatical instruction used in EFL classrooms in higher education. Moreover, there is a need to explore and develop materials based on the pedagogy-friendly manner (referring to both learner-centred and context-driven approach), addressing the needs of learners and their learning styles. For instance, the creation of pedagogical grammatical tasks (based on problematic

structures), related to the genre of English for Academic Purposes, through the use of linguistic treatment would benefit university L2, pre-sessional learners. The next section will explain analytically the difference between the two types of grammar instruction: deductive versus inductive.

2.4. Approaches to Grammar Teaching

There are two main approaches of teaching grammar: the deductive approach and the inductive approach. The primary goal of both the deductive and inductive approaches in teaching grammar, however, they do not agree with each other in terms of the manner of teaching. The following section explains how these two teaching approaches differ.

2.4.1. Two main approaches to grammar teaching: Rule-driven or Rule-discovery and the main differences.

Inductive teaching is called also *discovery teaching, inquiry teaching, indirect* or *bottom-up teaching* whereas deductive teaching is called *direct instruction* or *top-down teaching* (Thornbury, 1999, Tomlinson, 2011). Learning grammar deductively refers to the explicit presentation of grammatical rules and their functions followed by examples and practice of the new grammatical concept. In the deductive approach, students are taught rules and then asked to apply them in practice. Whereas, in the inductive approach, the rules are not explicitly formulated, aiming for students to infer, notice and discover the rules while working through exercises. However, both types of grammar instruction approaches can be considered explicit teaching when they guide students to follow a specific language structure to make them aware of the rule that governs it (Jean and Simard, 2013). The common goal of both the approaches is to teach grammar, however, the chief difference between them is the lesson procedures. The differentiation of the lesson

also derives from the learners' and teachers' role and usage of the metalanguage (Ellis, 2006). Furthermore, how the rule is treated is another feature that substantially differentiates the deductive from the inductive sequence – explicit presentation by the teacher without any involvement of discovery in the deductive approach and the discovery of the grammatical rule being the dominant aspect in the inductive sequence (Jean and Simard, 2013). The deductive approach is based on the top-down approach which implies that the lesson prioritises the presentation and explanation of the grammatical rules as illustrated in figure 3. Initially, learners need to comprehend the grammar rules and structures, and thereafter, examples are provided by the teacher and finally, they formulate their own examples. On the contrary, inductive teaching is based on the bottom-up approach, implying that the lesson begins with a text, audio or visual in a context. In the second stage, learners need to work by themselves to find the grammar rules and in the last stage, they practise by providing their own examples similar to the deductive approach (Simit, 2012).

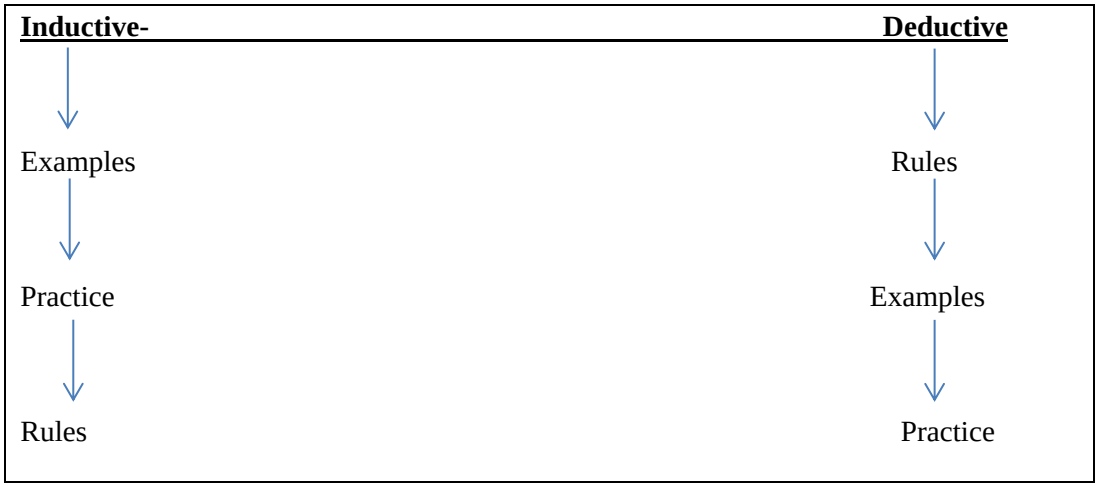


Figure 3: Adapted from Stern (1992)

Another significant difference between these two approaches is the fact that learners are taught grammar passively through the deductive approach whereas the inductive approach is active as they need to discover the rules themselves. Therefore, it can be inferred that the inductive approach is an experiential process of leaning whereas the deductive approach is more traditional and descriptive. As stated by Thornbury (1999), teaching grammar inductively ensures a motivating environment and helps students feel at ease. He also emphasises that more profound knowledge is supplied through the inductive approach as rules are studied cognitively in order to be discovered. This view is supported also by Hinkel and Fatos (2002) who point out that learners can evolve their autonomy and become good language learners through the inductive approach. Alternatively, Shaffer (1989) suggested that teaching grammar deductively can help learners comprehend the written and spoken forms of language more easily as they become aware of grammatical rules, however, it sacrifices the meaning. The role of the teacher is another vital distinction that needs to be addressed. The teacher is the authority in the classroom whose main role is to present the new grammar structure deductively to the learners. The subsequent step is based on the teacher's preparation of exercises for the students. Furthermore, the teacher needs to organise and control the classroom. In contrast, in inductive grammar teaching, the teacher's role is to guide and help students identify the rules by themselves. Therefore, the inductive approach is student-centred whereas the deductive approach is teacher-centred. Another significant difference between the inductive and deductive approaches is that the former avoids using terminology as the learners discover the rules whereas the latter focuses on grammar presentation through metalanguage, for instance, the name of the tense, verb, subject or object.

Moreover, Freeman (2003) states that consciousness-raising awareness is related to students' awareness of grammatical features and this can be done through the means of metalanguage. Based on the definition provided by Rutherford and Smith, consciousness-raising awareness is "the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language" (1988, p.107). The concept of consciousness-raising awareness will be analytically discussed in the following sections. Nevertheless, Brown (1994) argued that raising learners' awareness through the usage of terminology might create confusion during the lesson as it leads to stressing mostly on these particular forms instead of understanding the rules, function and use of the language efficiently. Furthermore, Rutherford and Smith (1988) believe that using language terminology makes language too descriptive which might lead to the impression that language is just an instrument for deriving descriptions. Therefore, it can be concluded that learners learn grammar consciously in a deductive approach and subconsciously in an inductive approach. The inductive approach seems to be more natural and similar to the language acquisition process.

Additionally, another important aspect that needs to be highlighted is that the decision to use the deductive or the inductive approach relies on students' needs and styles. Learners have their own individual styles and requirements when it comes to learning. Therefore, the teacher needs to consider other variables such as age, educational background and different levels of language proficiency to select the appropriate suitable teaching strategies. For instance, Brown (1994) contends that adult learners have the mentality to deal with rules and can think about abstract concepts. He observed that learners' expectations can be met by deductive teaching as they pay more attention to rules when using the target language; therefore, it can

be deduced that the presentation of grammar rules is more appropriate and useful for them. In contrast, young learners are more capable of exploring grammar structures inductively from examples instead of learning them deductively, given that grammar rules can be significantly complex and abstract for them.

2.4.2. The main differences between Inductive and Deductive grammar instructions.

Teaching grammar explicitly or implicitly is another distinction between different types of grammar instruction. Donate and Adair-Hauck (1992) associate the inductive approach with implicit learning by the student and, furthermore, the deductive approach with the explicit explanations by the teacher. Chaudron (1988) emphasises that many studies investigating the effects of explicit and implicit grammar instruction on achievement have been conducted, defining implicit strategy as "pattern practice or inductive". Besides, in another investigation, Scott (1990) describes the explicit strategy as the "deliberate study of a grammar rule, either by deductive analysis or inductive analogy." Moreover, age is related to the type of grammar instruction being implemented as discussed by educators. Rivers (1975) believes that the deductive approach is more beneficial for mature students who are highly motivated or for adults in intensive courses. He emphasises that the inductive approach is more suitable for younger learners. The exact ages to choose between the two approaches are not known as suggested by Rivers (1975). Additionally, time is another vital component which distinguishes between the two approaches. Younie (1974) claims that the deductive approach can be considered an effective way of teaching a sizeable number of facts and concretes as it is strictly to the point and saves time. Explaining the rules at the beginning of the lesson saves time compared to encouraging learners to discover the rules by themselves.

Consequently, the learners attain more time to practise the targeted grammatical item.

The students' involvement is another factor distinguishing between both types of grammar instruction. Shaffer (1989) relates the inductive approach to an active learning process and the deductive approach with passive leaning. Other researchers and educators have also concluded that teaching grammar deductively minimises learners' participation and interaction (Thornbury, 1999; Younie, 1974). Alternatively, the inductive approach allows students to be actively involved in the learning process instead of merely being passive recipients. Therefore, learners obtain the opportunity to participate while they are taught grammar deductively by using their metalinguistic knowledge, which actually takes learning to a completely different level as they have to reflect upon various linguistic properties.

The controversial terms "easy" or simple and "difficult" or complex can also be associated with different types of grammar instruction. More specifically, the teacher needs to consider the similarity and dissimilarity between the rules in L1 and L2. The focal point of deductive instruction by tradition is to teach and control grammar efficiently and easily, however, using this method repeatedly could demotivate and make the learners disinterested. Alternatively, the inductive approach is challenging and rewarding, but more effort and time is required to teach grammar. Fischer (1979) claims that the inductive approach is most appropriate if the targeted grammatical rule is simpler compared to the native language rule. On the other hand, the deductive approach is preferable if the foreign language is more complex than the native language rule.

2.4.3. Combination of Deductive and Inductive Approaches

A combination of these two approaches will be discussed in this section along with its pros and cons with respect to grammar teaching. Several studies have revealed (Jean, and Simard, 2013; Chalipa, 2013; Jaber and Abu, 2008) that a combination of these two approaches might be the solution to this concern. However, there is no definite response based on the question of which is more useful in teaching grammar; the diversity of teaching and learning settings is the primary reason for the same. Another vital issue debated by language teachers is the applicability of combining these two approaches in one grammar lesson given that each method depends on different teaching approaches. For instance, while the inductive approach prioritises oral skills, the starting point of the deductive teaching typically is based on the explicit statement of the rule. As stated by Brown (1994, p.351) "There may be some occasional moments, of course, when a deductive approach or a blend between the two is indeed more appropriate". For instance, to teach the simple past tense, the teacher can start the lesson with a conversation asking students to share information about their last summer vacation. It is possible that a student might make grammatical mistakes as no explicit information was provided about the past tense. At that stage, the teacher would need to correct them and inform them regarding the correct usage of the past tense and as a result, correct sentences will be repeated by the learner. Subsequently, the teacher would explain the past forms of certain verbs on the board so that learners can practice. Throughout this learning process, grammar is taught using deductive and inductive approaches simultaneously. Particularly, the deductive approach involved writing and explaining the rules explicitly on the board, and the inductive approach was

implemented with the learners practising the past tense implicitly by providing their own examples (Brown, 1994).

Moreover, it has been suggested that it is more beneficial to teach grammar using both types of grammar instruction as it will more effectively enhance learners' attention and direct them to grammar rules and meaning simultaneously (Larsen-Freeman, 2003). Hammerly (1991) advocates that some grammatical structures can be taught inductively while others deductively. Furthermore, the learning context is also crucial. According to Bax (2003), one of the prerequisites is to identify the significant elements of the learning context such as students' learning needs, wants, styles and strategies. Learners profile is a crucial aspect; some learners might find this kind of lesson complex and thus, this combination might create difficulties in comprehending various grammatical structures.

To further illustrate, this point agrees with Brown (1994) who believes that children might find it difficult to understand grammar in the previously discussed manner as their brains tend to concentrate on one thing at a time. Following the teacher and the examples simultaneously might lead to confusion. Therefore, a combination of these two approaches is more appropriate for adult learners. Young learners are capable of learning effectively by engaging in tasks instead of attempting to understand the rules during the learning process.

Although it is possible to combine both approaches in some circumstances, implementing only one approach while teaching could be more feasible as it enhances the clarity of the learning and teaching process. However, no attempts were made to investigate the potential of merging the two types of grammar instruction and creating a new theoretical model, keeping only the positive aspects

of both. We should accept the fact that both types are equally important and necessary in the learning process.

Therefore, this research aims to investigate which type of grammar instruction works better for university L2 students enrolled in pre-sessional classes – deductive, inductive or combination of both? University L2 pre-sessional students need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam. This study also aims to investigate the effectiveness of using deductive and inductive models in teaching the grammar essential for academic writing in terms of L2 pre-sessional students' grammar academic achievement. Furthermore, this study aims to explore university L2 pre-sessional students' perceptions and attitudes towards teaching grammar deductively and inductively in EAP contexts.

2.4.4. Research in Inductive versus Deductive grammar learning

In the last decades, substantial research has been conducted on the effects and the role of the deductive and inductive grammar instruction approaches**.** Elram (2003) investigated the effects of inductive and deductive instruction on comprehension and production of direct object pronoun in French. Three groups were selected for the research, the inductive group, the deductive and the control group. Elram further gathered information through the use of pre-post-tests, oral production tests, written production tests, listening comprehension tests and reading comprehension tests. The results of the study indicated that the deductive group produced better results and that there was a significant correlation between the effectiveness of a particular type of test and the grammar instruction used. However, the design of the written production tests might influence the deductive group to perform better as it encouraged a great focus on form than on meaning. The research

also highlighted the fact that designing language tests to access implicit knowledge is a challenging process. Lastly, the current study has only examined school-age rather than the adult population.

The assumption that every language has a unique grammar and native speakers acquire their first language without any formal instruction has engendered many controversial discussions with respect to approaching grammar learning (Krashen, 1985; Schmidt, 2001;). Schmidt (2001, p. 26) believes that "second language acquisition is driven by what learners pay conscious attention to and notice in the target language input". Krashen (1985) has identified two independent systems of developing linguistic competence in the second language: 'the acquired system' and 'the learned system'. Krashen (1985) believes that the first language is 'acquired' and the second language is 'learned'. The former is related to the subconscious production of language through a focus on meaning whereas the latter is interrelated with a conscious "learning". Therefore, it is impossible at this point to make a final decision regarding whether to validate or nullify the use of any of the grammar instruction approaches. Some educators such as Bluedorn (1998) argued that the deductive approach is clear, comprehensible and digestible whereas Rivers (1964) considers the use of formal grammar instruction to be useful for well-motivated, mature and adult student in intensive courses.

Moreover, Ausubel (1974) and Carroll (1966**)** argued that the inductive approach was too challenging for low-level students, thus only advanced students were capable of identifying the grammatical patterns. Their idea is based on the fact that as adults are capable of using their cognitive network which allows them to comprehend abstract concepts, educators should facilitate language acquisition through the explicit representation of grammatical rules in a deductive learning

framework. According to Carroll (1966), learning grammatical rules consciously is an essential element in language learning as it attributes more importance to the learner's comprehension. Caroll (1966) explains that rule-deduction is a cognitive facility which progresses constantly through exposure to the meaningful context within meaningful drillings. However, neither Ausubel (1974) nor Carroll (1966) supports their arguments with any research data given that there is no basis to associate inductive instruction with high intelligence. On the contrary, the results of Shaffer's pilot study show that low-level students do benefit from the inductive approach.

However, Shaffer's research (1989) demonstrated that the inductive approach does benefit the weaker students. The primary focus of Shaffer's (1989) study was to evaluate students' ability level based on their performance in learning the imperfect tense and subjunctive mood in Spanish. Additionally, the study evaluated whether the inductive or deductive approaches vary based on the target structure being taught and, furthermore, whether students' performance might be influenced by the teacher's preference based on inductive or deductive teaching. Shaffer (1989) used two groups, the inductive and deductive group, with participants aged between 13 to 18 years (319 participated in the study). In order to answer the research questions, Shaffer (1989) used mixed methods to gather data, e.g., analysis of variance (i.e., students' performance, students' ability, teacher, school and the grammatical structure being taught), research reading sheets (difference for every group), cloze test and teacher's questionnaire. One hundred and fifty-nine students were taught the grammatical structures inductively whereas one hundred sixty students were taught deductively. The inductive group was given a sheet with contrasting examples of the structure's usage and was asked to identify the

underlying rules based on their perceptions. The deductive group was given a sheet with the rule followed by examples. After this procedure, both groups were tested on the same close test in order to determine their comprehension. The results indicated that the correlation between ability and approach was not significant. Also, the results indicated that no significant difference was found between an inductive and deductive presentation with low-level students when difficult grammatical structures are being taught. However, the study claims that the inductive approach seems to favour students at all levels of cognition while learning difficult grammatical concepts (ibid).

In 2008, Mohammed and Jaber conducted empirical research and the results indicated that students in the deductive approach performed better as opposed to the inductive group on the use of the passive and active voice. Mohammed and Jaber (2008) conducted research to identify any significant difference between the results of students who were taught the active and passive voice by either the inductive or the deductive approach. Ninety-three students participated in the research. Two groups were used, one inductive and one deductive, using junior university students in Jordan. This study used pre-post-tests which showed that students in the deductive approach performed better (at the level of 0.05) as opposed to the inductive group regarding the use of the passive and active voice. The pre-test and the post-test consisted of two main questions: the first one was based on a multi-choice question and the second consisted of twenty items where the participants had to transform the sentences from an active voice in to passive. The main weakness of this study, however, was the fact that the researcher used only pre and post-tests to assess the effects of inductive and deductive approaches and did not validate the findings collected with various methods.

More recent research suggests that grammatical structures can be learnt by EFL learners more effectively through the use of the deductive approach in the short term (Chalipa, 2013). In 2013, Chalipa investigated which instructional approach, deductive or guided inductive, will be more beneficial for EFL learners either in the short- or long-term learning of grammar based on ten grammatical structures. Chalipa used two groups (university students) for her experiment which were an inductive and a deductive group. The participants were selected based on a set of criteria. For the purpose of this study, Chalipa used pre-post-tests. The students were asked to complete 10 quizzes after the treatment, one for each of the ten targeted grammatical structures. Each item on the grammar quizzes was based on a stem and four multiple-choice responses. The results obtained from the study showed that grammatical structures can be learnt by EFL learners more effectively through the use of the deductive approach in the short term. An issue that was not addressed in this study was why the researcher used identical pre-post-tests. If the researcher used a different version of the post-test, the results could have been different. Also, another limitation with this study is that the number of participants was relatively small as only 40 students took part.

Another recent study (on teaching direct object pronouns) by Kuder (2009) aimed to discover the most effective type grammar instruction for college students using direct object pronouns in Spanish. Kuder used a control group who would be taught using the deductive approach and an experimental group who would be taught using the inductive approach. The study used diagnostic exams, a preliminary student survey, control group and experimental group input handouts, reinforcement activities, student feedback survey and a final assessment. The participants were divided into two groups: 20 students in the control group and 24

in the experimental group. During the experiment, the control group was taught the grammatical deductively as the handout emphasised relevant rules, patterns, and exceptions. The teacher presented and explained the grammatical rules of the structure. After that, the group completed a series of activities to strengthen the instruction and then a formative assessment was given to students to assess their level of acquisition following the input and reinforcement of skills. The lesson finished with a student feedback survey. In contrast, in the experimental group, the lesson started by examining a short dialogue followed by a discussion about the situation based on inferences from the pictures and title. The lesson continued by reading the passage and using pictures aimed at keeping the focus on meaning. At this phase, the students were given the opportunity to induce the rules related to the construction and placement of the grammar structure and then were asked to infer the grammatical rules related to the use of direct object pronouns. Lastly, a set of activities, a formative assessment, and a student feedback survey were given to the experimental group. The outcome of the study revealed that the inductive approach might be more effective as it showed slightly better results on students' achievement and satisfaction compared to the traditional deductive approach.

Another analysis in grammar instruction performed by Zhou (2008) highlighted that the inductive approach actively involves students in the grammar learning process as they are required to discover the rules by themselves. Furthermore, Zhou (2008) emphasised that the inductive approach helps learners comprehend the grammatical rules in a simple and logical manner.

Szkolne (2005) expressed the opinion that the inductive approach should be selected by educators for teaching grammar as it involves learners to participate in the process of knowledge construction. According to Van Lier' (2008), "true

learning depends on the activity and initiative of the learner, more so than any inputs" (p162). Moreover, Ellis (2010) claims that deductive methods are not as effective as the inductive ones especially those used through the implementation of consciousness-raising tasks. Additionally, Bourke (1996) observed that the focal point of using inductive methods is to develop a natural approach towards learning by encouraging learners to cope with uncertainty and to try to work things out, thereby, aiming at developing the learners' autonomy. It is believed that one of the chief advantages of this approach is that it prompts a deeper level of processing, leading to better and more effective retention of the target structure in memory.

In 1992, Heron and Tomasello compared the deductive approach with the guided induction approach. Twenty-six university students were tested on ten grammatical French structures. The findings indicated that participants scored higher with the inductive approach as opposed to the deductive one. This suggests that the retention of grammatical structures was more effective with inductive instruction. The success of the inductive approach was attributed by Heron and Tomassello to the fact that students attain the opportunity to engage actively by inducing their own hypothesis of the rule and by emphasising upon the significance of providing students with immediate feedback. However, the current investigation was limited as only 26 students took part in the study and secondly, the target structures were formally tested on a written quiz based on discrete items testing which mainly focuses on what students know about the language rather than if they can use it.

Furthermore, Van Patten and Borst (2012) claim that engaging the learners with an explicit explanation prior to a grammatical task helps them process the input correctly and quickly, specifically with less linguistically capable leaners.

However, Robinson (1997) stated that learners deal with different cognitive demands based on the different learning conditions and approaches chosen by teachers. Therefore, variation in performance among learners will be achieved through variation in individual abilities with respect to grammatical sensitivity and memory. This was the case in Hwu and Sun's (2012) longitudinal study in which no significant difference was found between the two different types of grammar instruction on performance, but differences were found among learners' characteristics such as, grammatical sensitivity and memory and the instructional approach. Ninety-three students took part in the research and the verb "to like" was chosen to be the target grammatical structure. Online materials were provided to the students consisted of five lessons of approximately 40–50 min of each lesson. Two measures of memory (memory for text and grammatical sensitivity) and one measure of analytical language ability (associative memory) were obtained through the use of three group-administered tests. On top of that, written sentence production and written sentence correction were selected to measure the learners' knowledge of the target structure through the use of pre-tests, post-tests and delayed post-tests. A further study could assess, however, at which stage learners may become sensitive to different instructional approaches. It would be interesting to observe different combinations of instructional approaches and learner characteristics.

In another case study, Sulaiman (2012) assessed both types of grammar instruction with respect to the adverbs of frequency between students with less proficiency through the use of pre-post-tests and questionnaires. Sixty students were selected with low marks in PMR (Penilaian Menengah Rendah) exam. Two groups used for the current study: the experimental group (inductive teaching) and

the control group (deductive teaching). The results indicated that both groups that received either inductive or deductive instructions improved in performance, however, compared to the deductive group, the inductive group scored higher. Having said that the study, is limited in terms of examining only one part of grammar which is adverbs of frequency. Also, the effectiveness of the study may be affected by the limited time frame allocated to carry out the research.

In 2012, Nazari conducted a research measuring students' ability to learn and use the present perfect tense appropriately in writing. For the purpose of the analysis, a KET test was used to determine students' proficiency, two topics required to compose sentences containing the targeted structures and another teacher-made grammar test was administered to the students at the end of the project. The KR-20 formula was used in order to calculate the reliability of this test, which was 0.7. Sixty elementary female adult learners were chosen for the current research. The students were taught the present perfect tense through the use of implicit and explicit grammar instruction. The study outcome indicated that the participants in the explicit group performed better, thereby highlighting the significance of metalinguistic awareness in language learning. However, the results may be influenced by the fact that all adult learners who took part in the research were accustomed to traditional methods of education in Iran which is based on explicit teaching strategy. Also, another limitation of this study is the test itself as it consisted of three main parts: a multiple-choice grammar part, a contextualized grammar test, and sentence making. The last two parts are related to language production which require the students to organise the information and then retrieve the rules. During the treatment, the implicit group might have had some difficulties in producing the correct forms and tenses, as they were not taught deductively how

to organise their information under grammatical headings such as the "present perfect" as these types of exercises need conscious attention to grammatical structures.

In a different study, Jean and Simard (2013) investigated possible relationships between learning gains, preferences and learning styles. One hundred and thirty-eight students took part in the study and tested on object pronouns. In order to comprehend how different types of grammar instructions function, the following methods were used: two different grammatical instructional lessons, pre-post-tests, two questionnaires of which the first was completed at the end of the first unit and the other was completed at the end of the second unit and finally, information supplied by teachers about learners' motivation towards learning grammar and previous exposure to these particular grammatical structures. The outcome of this study showed that both approaches were equally effective; however, students expressed a preference for the deductive approach. The research revealed that there is no connection between learning and using different types of grammar instruction.

Mallia (2014) conducted another study assessing learners' perceptions of deductive and inductive instruction in teaching the past perfect tense. Fifty participants (adult police personnel) aged between 20-46 took part in a 3 month general pre-intermediate English program. To determine if the two methods yielded the same measurement, Malia used a questionnaire, reading text, production exercises (past perfect) and a final language test. The research indicated that the deductive approach along with the tense explanations followed by meaningful and concrete examples originating from familiar cultural context was both fruitful and significantly related to learners' expectations. Also, the findings of this study showed that the inductive approach is also effective if local contextualization is

adopted through the promotion of grammar-noticing and consciousness-raising tasks. Overall, students had an overwhelming preference for the deductive approach in this case.

Another recent study conducted by Eriksson (2014) was based on the effectiveness of the inductive and deductive approach in terms of teaching word order. A total of sixty-eight students in year nine took part in this study. For the purpose of the analysis, the following instruments were used to collect data; basic grammar testing in all groups, pre-post-tests, lessons on word order and survey on the participants' opinions of the lessons. The study suggested that the deductive method might yield better results among students with less proficiency, however, the inductive approach should be preferred overall. However, there was one limitation with this study as students were taught for a limited amount of time during the investigation. If weaker students had more time to become familiar with the new method and practise more individually, they would possibly benefit significantly from the inductive approach.

To summarise, the aforementioned studies reveal that there is still a controversy among researchers on which type of grammar instruction is more effective to teach grammar in an EAP context. Therefore, the evidence presented in this section suggests that more research is required in order to extend our knowledge regarding the effectiveness of inductive and deductive grammar teaching in EAP contexts on students' learning outcome.

2.4.5. Research into the effectiveness of Inductive and Deductive teaching in Higher Education

The effectiveness of guided inductive and deductive approaches in short- and long-term learning was investigated by Vogel et.al (2011). The research was

conducted in a French college, 10 grammatical structures were tested in French and the students' skill level was intermediate. A number of forty participants participated in this study. The researchers used pre-post-tests as well as oral interviews and a questionnaire to assess students' preferences in relation to performance. The same grammar test which was consisted of twenty-four multiple-choice items was administered at the beginning and at the end of the investigation in order to assess students' learning of the 10 structures and to compare the effectiveness of both instructional approaches over time. The results indicated that the guided inductive approach in the short term was more effective, and students who were in favour of receiving a grammatical explanation performed better with the guided inductive approach. One source of weakness in this study which could have affected the results of the current study and was clearly stated by the researcher was the fact that participants were not given any explanation regarding the pedagogical aspects of each approach prior to the lesson that was consecutively used during the course.

A similar study was conducted by Haight et al. (2007) who examined the effectiveness of deductive and guided inductive approaches in eight grammatical structures in a French college. Forty-seven French students took part in the current study. Participants were asked to complete a background questionnaire at the beginning of the investigation. A quasi-experiment was used for this study including pre-post-tests and eight post-treatment quizzes which evaluated the participants' grammatical competence in terms of long- and short-term gains. Eight grammatical structures in French were chosen for the purpose of the experiment. The outcome revealed a significant difference in favour of a guided inductive approach to long-term learning, simultaneously supporting the idea that the

inductive instructional approach should be used for beginners in FL classrooms. However, the significance of the findings may be affected by the possibility of crossover effects in the participants 'performance' due to the repeated exposure to the treatment conditions.

In another study, Jong-Won (2007) investigated the effectiveness of explicit-inductive/cooperative instruction and explicit-deductive/individualistic instruction. The study focused on English relative clauses in a Korean university. Mixed method design of data collection and analysis were used in this study. A number of ninety undergraduate EFL students participated in this investigation. The researcher used a pre-test, a post-test and a delayed post-test with two sessions: a Sentence Combining Test (SCT) and a Grammaticality Judgment Test (GJT). The results indicated that the explicit-deductive/individualistic instruction was not as effective as the explicit-inductive/cooperative instruction. The results showed that the experimental group scored significantly higher on both the SCT and the GJT as opposed to the control group which scored higher on the SCT but lower on the GJT.

In another investigation into the effect of inductive and deductive methods on the acquisition of pragmatics, Takimoto (2005) found that the inductive approach is more effective when combined with structured input and problem-solving activities. The research was conducted through the use of pre-post-tests and a follow-up test. Sixty Japanese with an intermediate level of proficiency in English took part in the study for approximately 6 weeks. The participants were randomly assigned to three experimental groups and one control group. The three experimental groups were the deductive instruction (DI) group, the inductive instruction with problem-solving tasks (IP) group and the inductive instruction with structured input tasks (IS) group. Four testing instruments were used: a discourse

completion test (DCT) and a role-play test (RP), and two input-based tests, a listening test (LT) and an acceptability judgment test (AJT). The first three tests measured 20 situations whereas the LT measured 15 situations. All situations had one speech act (request). The researcher suggested that using the inductive method in order to teach pragmatics could benefit learners to process both the pragmalinguistic and the sociopragmatic resources of the target feature.

A quasi-experiment was conducted by Tammenga-Helmantel, Arends and Canrinus (2014), investigating the effects of grammar instruction (deductive, inductive, implicit and incidental) and to what degree complexity influences these outcomes. In order to investigate, pre-post-tests, series of lessons on the degree of comparison and both aspects of meta-language and production were measured and utilised. A number of nine hundred and eighty-one Dutch students in lower secondary education learning German, English or Spanish as a second language took part in the study. The examination of the data was conducted through the analysis of variance and differences in students' test scores. The results indicated that any type of grammar instruction (explicit or implicit) is more beneficial than no grammar intervention. The effectiveness of the results is not influenced by the complexity of the grammatical structures. One concern about the findings of this study is the fact that the results are based on one grammatical structure: the degrees of comparison. The outcome might have been different if the researcher had used more complex grammatical structures.

A recent study conducted by Alzu’bi (2015) investigated the effectiveness of deductive and inductive methods on academic achievements in the grammar between a university and an elementary school in Jordan. The sample consisted of 180 from Jordanian EFL students at universities and schools. Four experimental

groups were used for the current study. The first two groups were taught grammar at the university level through deductive and inductive grammar teaching whereas the third and fourth groups were taught grammar by using inductive and deductive methods in schools by English teachers. The researcher used a pre-language test, grammar achievement tests and post language tests. The tests used for the experiment measured the students' ability to identify the rules of tenses and subject-verb agreement to answer yes/no questions, WH questions and negative forms. The study indicated that both groups (university and school) benefitted from the inductive approach. This study suffers from the same limitations associated with the complexity of the grammatical structure being tested. As previously stated, the outcome of the study could have been affected by testing more complex grammatical structure.

To sum up, most of the studies, previously discussed, have suffered from inadequate sample sizes and methodological limitations as discussed in sections (2.4.4). Therefore, further research should be undertaken to explore the effectiveness of inductive and deductive teaching of grammar in EAP contexts on students' learning outcome. Also, the current study will explore whether conscious knowledge of grammar helps students write an academic essay and if there any place for the inductive approach in teaching grammar to pre-sessional students. The tables (1, 2) below provide a summary of research conducted in inductive versus deductive grammar teaching and learning in higher education.

2.4.5.1. A summary of Research in Inductive versus Deductive Grammar Learning

Table 1: Previous Research in teaching grammar deductively or inductively

Author (Year)	**Methodology**	**Grammatical structure**	**Outcome**
Erlam (2003)	Pre-Post tests A split block design test was used to control any inconsistencies between the Pre-Post tests Tests were based on oral production, written production, listening and reading production.	Direct object pronoun in French	-The deductive instruction group produced significantly better results.
Shaffer (1989)	Analysis of variance Reading sheets Cloze test and teacher's questionnaire.	The imperfect tense and subjunctive mood in Spanish.	-Results indicated that no significant difference was found between an inductive and deductive presentation with low-level students when difficult grammatical structures are being taught.

Mohammed and Jaber (2008)	Pre-Post-tests	Passive and active voice.	-Students in the deductive approach performed better as opposed to the inductive group
Chalipa (2013)	Pre-Post tests + quizzes	10 grammatical structures	- Grammatical structures can be learnt by EFL learners more effectively through the use of the deductive approach in the short term
Kuder (2009)	Survey-based on students' demographic information, previous knowledge and experience with language learning Initial assessment and formative assessments Control instructional lessons Different format lesson for the experimental group Reinforcement activities for both groups Students' feedback survey	Direct object pronouns	-The inductive group achieved higher scores as opposed to the deductive, however, there was no significant statistical difference between the two groups.
Heron and Tomasello (1992)	Pre-Post tests	Ten grammatical French structures	-The retention of grammatical structures was more effective with inductive instruction.

Hwu and Sun (2012)	Group-administered tests Pre-tests, Post-tests (written sentences) Delayed post-tests	The verb “to like”	- No significant difference was found between the two different types of grammar instruction on performance
Sulaiman (2012)	Pre-Post tests Questionnaires	Adverbs of frequency	-The results indicated that both groups improved in performance, however, the inductive group scored higher.
Nazari (2012)	KET test to determine students’ proficiency Two Texts Two topics required to compose sentences containing the targeted structures Post-test	The use of the present perfect in writing	-The explicit group performed better, highlighting the significance of metalinguistic awareness in language learning.
Jean and Simard (2013)	Pre-Post tests Two different grammatical instructional lessons Pre-Post questionnaires Additional information regarding learners’ motivation towards learning grammar and previous	Relationships between learning gains preferences and learning styles	-Both approaches were equally effective; however, students expressed a preference for the deductive approach. -The research reveals that there is no connection between learning and using different types of grammar instruction
Malia, (2014).	Questionnaire Reading text	Past perfect	Students had an overwhelming preference for the deductive approach.

	Production exercises (past perfect) Final language test		
Eriksson (2014)	Basic grammar testing in all groups Pre-Post tests Lessons on word order Survey on the participants' opinions	Word order	-The study suggested that the deductive method might produce better results among low-level students, however, the inductive approach should be preferred overall

2.4.5.2. A Summary of Research on the Effectiveness of Inductive and Deductive Teaching in Higher Education

Table 2: Previous Research in teaching grammar Deductively or Inductively in Higher Education

Author (year)	**Methodology**	**Grammatical structure**	**Outcome**
Vogel et.al (2011).	Pre-Post tests A questionnaire to assess students' preferences in relation to performance	10 grammatical structures were tested in French	Results showed that the guided inductive approach in the short term is more effective, and students who were in favour of receiving grammatical explanation performed better with the guided inductive approach

Tammenga-Helmantel and Arends and Canrinus (2014)	Pre-Post tests Analysis of variance Series of lessons regarding the degree of comparison and both aspects of meta-language and production were measured and used	Degrees of comparison	The results indicated that any type of grammar instruction (explicit or implicit) is more beneficial than no grammar intervention The effectiveness of results is not influenced by the complexity of the grammatical structures
Jong-Won, (2007)	Pre-Post tests**:** Sentence Combining Test (SCT) and a Grammaticality Judgment Test (GJT) A delayed post-test	Relative clauses	The explicit-deductive/individualistic instruction was not as effective as explicit-inductive/cooperative instruction.
Takimoto, (2005)	Pre-Post tests (Discourse completion test (DCT), a role-play test (RP), two input-based tests, a listening test (LT) and an acceptability judgment test (AJT))	Acquisition of pragmatics	The inductive approach alone is more effective when combined with structured input and problem-solving activities.
Alzu'bi (2015)	Pre-Post tests Grammar achievements tests	1. Identify the rules of tenses.	The study indicated that both groups (university and school) benefitted from the inductive approach.

		2. Subject-verb agreement. 3. yes/no questions. 4. WH questions. 5. Form a negative form.	
Haight, Herron and Cole (2007)	A quasi-experiment using pre-post language tests and Eight post-treatment quizzes which evaluated the grammatical competence in terms of long- and short-term gains.	Eight grammatical structures in French	-The guided inductive approach to long-term learning produced better results. -The inductive instructional approach should be used for beginners in FL classrooms

2.4.6. Explicit versus Implicit grammar teaching

Implicit grammar instruction can be considered a naturalistic approach that imparts the procedural knowledge of grammar (how to perform a particular activity) which converts the input into intake similar to L1 acquisition. Learning a language implicitly refers to learners' lack of awareness of what they are learning (Tomlinson, 2011). In contrast, explicit grammar instruction provides declarative knowledge (referring to factual information that a person knows) which focuses on raising awareness and results in conscious learning and noticing. Learning a language explicitly refers to learners' awareness of what they are learning (Tomlinson, 2011).

Explicit grammar instruction is closely linked to Schimidts' noticing hypothesis (1990) which allows learners to become aware of and compare their inter-language with the target language. Therefore, in order to accelerate implicit learning, explicit understanding can be used by learners. As stated by Hwu and Sun (2012), several psychological studies indicated that future learning can be influenced by prior knowledge. More precisely, those who know more learn better. Both types of grammar instruction lead to automatisation (automatisation is the process of developing implicit knowledge through learning, repetition, and practice). Therefore, the type of grammar instruction should be selected sensibly based on students' requirements as some of them might try to understand the logic of the language system while learning an L2.

Alternatively, according to the weak and strong interface hypothesis (Ellis, 2008), there is a controversy regarding whether implicit and explicit knowledge is viewed as the same or different types of knowledge. Ellis contends that explicit and implicit knowledge are two different entities and as a result, the former cannot be

transformed into the latter. However, this hypothesis acknowledges the fact that implicit knowledge might be facilitated by explicit knowledge. For instance, teaching grammar explicitly can increase awareness of the non-salient linguistic features in the L2 (grammatical structures which are less likely to be noticed and learnt such as prepositions, discourse markers, word suffixes and pronouns), encouraging learners to generate their own set of grammatical rules and efficiently preparing them for acquiring implicit knowledge (Ellis, 2008). The fundamental principle is that explicit knowledge can function as an awareness-raising tool.

The main difference between the weak and strong interface hypothesis is based on its notion of implicit and explicit knowledge. Both types of grammar instruction can be viewed as the two edges of a single continuum; thus, explicit knowledge can be changed to implicit via the process of automatisation as long as the adequate practice is provided. This assumption supports the traditional teaching approach of PPP which posits that the process of proceduralisation can be achieved through the conversion of the declarative knowledge to procedural (DeKeyser, 1998). Some researchers argue that instead of teaching grammar implicitly, it might be better to equip learners with explicit knowledge to enable the practice of the language. As a result of this approach, explicit knowledge might be transformed into implicit through the procedure of proceduralisation as mentioned previously.

2.4.7. Research into Implicit versus Explicit Instruction

Teaching grammar is one of the main controversial issues in language teaching. The first serious debate regarding grammar instruction emerged in the 1970s and 1980s with Stephen Krashen's theory of the distinction between L2 learning and acquisition. According to Krashen's "Monitor Model" (1985), language learning is not as successful as language acquisition because language

acquisition is considered a natural process whereas language learning stems from the artificial environment such as formal institutions. While there is a significant number of theories which suggest that formal grammar instruction is not necessary to achieve high level of proficiency in L2 (Thornbury, 1999), Schmidt (1990) demonstrated the importance of "noticing" by focusing learners' attention on form in order to promote awareness of grammar, for instance, to notice their error in production. Noticing is also believed to be a starting point for acquisition. However, it is debatable whether learners must notice something subconsciously or consciously (Schmidt, 1990; Ellis, 2006). Another idea related to focus on form is the notion of consciousness-raising which can be combined with the former to form the paying attention to form an argument. However, Krashen argued that acquiring a language is an unconscious process which can be triggered by sizeable doses of comprehensible input (Thornbury, 1999). This kind of input helps learners not to learn language consciously but to acquire it naturally. Krashen believes that conscious learning does not lead to spontaneous language production, and linguistic competence (the innate knowledge of grammar possessed by native speakers to use and understand a language) can be achieved only when a language is acquired subconsciously. Accordingly, the focus of teaching should not only be on grammar nor on "focus on form" but also on communicative competence as demonstrated by the theory developed by Hymes (1972) which focuses on communication and meaning.

According to Pienemann (1988), several grammatical structures significantly benefit from the use of explicit grammar instruction. Moreover, based on Swain's research findings, (1985) accurate grammatical competency can be achieved through explicit grammar instruction. Furthermore, research suggests that students

who do receive grammar instruction seem not to be at risk of fossilising (their linguistic competence does not fossilise) as opposed to those who do not receive instruction (Thornbury, 1999). Fossilisation may occur in the process of acquiring a second language in which language errors become a habit and cannot easily be corrected (Thornbury, 1999).

Norris and Ortega (2000) assessed the effectiveness of explicit and implicit L2 instruction based on a meta-analysis of 49 studies (quasi-experiments) published between 1980 and 1998. They evaluated the research methods and practices based on morphological, syntactic and pragmatic forms. The results of these empirical studies indicated that explicit L2 instruction is more beneficial than implicit instruction. Moreover, the study highlighted that the effectiveness of L2 instruction was long-lasting. However, there are two caveats with this particular study, the first is that it does not provide any precise information regarding the instruction used in order to implement and deploy these methods. The target population that was investigated, the type of grammar instruction, educational or immersion setting and the grammatical/linguistic structures cannot be determined. The second limitation is related to test effects used in the study; only discrete item tests were examined based on filling in the gaps and multiple choices. The following section discusses in more depth the fundamental concepts of practice and consciousness-raising in grammar teaching. Consciousness-raising is part of teaching grammar explicitly whereas practice is concerned mostly with the development of learners' communication experiences, is part of teaching grammar implicitly and the focus is to develop accuracy and fluency in learners' interlanguage.

2.4.8. Practice and Consciousness-Raising

According to Ellis (1988), two important questions need to be taken into account when teaching grammar: a) Should grammar be taught to learners? b) If yes, in what manner should grammar be taught? As mentioned previously, Krashen (1982) argues that teaching grammar through formal instruction will not result in developing "acquired knowledge", referring to the knowledge required to engage in authentic communication. Similarly, Prabhu (1987) provided some evidence that by engaging in meaning-focused tasks can help learners acquire an L2 grammar naturalistically. Conversely, Ellis (1988) claims that formal instruction in teaching grammar does not have an instant effect but a delay in acquiring a comprehension of the grammatical structure. Internalising the structures and rules of language is the priority of many teachers of English to assist learners to use the language needed for written and spoken communication (Ellis, 2002). At this stage, it is crucial to analytically define the terms *practice* and *consciousness-raising* as they play a crucial role in grammar teaching. Both terms are defined below.

According to Ur (1988, p 7) "through the stage of practice, learners need to absorb primarily the grammatical structure, to put it differently, to transfer what they know from short-term to long-term memory". The concept of practice can be further defined as automatic control of grammatical features that allows learners to develop their grammatical competence and become productive and spontaneous speakers when communicating with others. Practice activities vary; according to Ur (1988), these include mechanical, contextualised and communicative practice. Mechanical and contextualised practices are controlled activities; the basic difference is that contextualised practice encourages learners to make connections

between form and meaning and relate these structures to real-life situations. The communicative practice involves and engages learners in authentic communication. It is suggested that one of the key elements of learning is practice integrated into a methodology based on the following characteristics:

1. Isolation of a particular grammatical structure to focus attention.
2. The learners are needed to generate utterances or statements containing the targeted grammatical structure.
3. Repetition of the targeted grammatical feature is provided to learners.
4. The learners will have the opportunity to implement targeted feature correctly as expected by their educators.
5. Feedback is given to the learners on whether their implementation of the targeted feature was correct or not (Ellis, 2002).

According to Ellis (2002), consciousness-raising can be defined as an attempt to help learners comprehend a particular targeted feature, to evolve declarative knowledge by describing a rule of grammar and applying it in practice through drills and other form-focused activities instead of developing procedural knowledge referring to applying a grammatical rule in communication. The focal point of consciousness-raising is to evolve the explicit knowledge of grammar (Ur, 1988) whereas practice is related to the implicit knowledge of grammatical construction. According to Richards, Plat and Plat (1992), consciousness-raising is a way of increasing the learners' awareness by encouraging them to pay attention to a specific grammatical feature and infer grammatical rules from examples. Furthermore, consciousness-raising is not associated with the traditional ways of teaching grammar which primarily focus on instilling the correct usage of grammatical patterns and habits. Finally, it has a delayed effect instead of an

immediate acquisition and furthermore, consciousness-raising tasks can be taught through deductive as well as inductive grammar instruction. The essential features of consciousness-raising introduced by Ellis (2002) include the following:

1. A specific linguistic item should be isolated for focused attention.
2. An illustration of the targeted feature and an explicit rule description are to be provided to the learners.
3. Learners are required to utilise intellectual effort in order to comprehend the targeted feature.
4. Further clarification, explanation and description of the linguistic form are provided if a misunderstanding of the grammatical structure occurs.
5. The rule describing the targeted feature should be articulated by the learners.

Seeing things from a different perspective, Ellis (1988) argues that there is a direct contribution of consciousness-raising to the acquisition of implicit knowledge as the principal role of consciousness-raising is to facilitate the acquisition of the grammatical awareness required to communicate effectively. Acquiring implicit knowledge involves the following three processes:

1. Noticing (the learner becomes consciously aware of the grammatical feature)
2. Comparing (the grammatical feature detected in the input needs to be compared with the learner's own mental grammar to register and identify to the degree to which there is a 'gap' between the input and the learner's grammatical knowledge).
3. Integrating (the new grammatical feature needs to be integrated into the learner's mental grammar).

The first two processes result in and contribute to conscious attention to the linguistic feature, whereas the third process involves very 'deep' thinking. The first two procedures can occur any time, however, the integration of the linguistic feature

relies on different psycholinguistic constraints (the teacher's ability to influence the information that learners store in their heads). Ellis (1988) suggests that consciousness-raising contributes to acquisition given that the process of noticing and comparing pave the way for integrating the new grammatical feature. The learner controls the process of integration which usually occurs when the learner is developmentally ready to acquire the new language. The basic distinction between practice and consciousness-raising is the fact that in practice, learners are involved in repeated production when they practice structures, an element which is lacking in consciousness-raising. Furthermore, the consciousness-raising aim is not to help learners complete a structure correctly but to make them aware of "know about it" (Ur, 1988). In other words, noticing certain linguistic features of language but not necessarily producing or communicating certain sentence patterns is the key to consciousness-raising activities which facilitates the procurement of explicit knowledge. Therefore, grammar teaching involves both practice and consciousness-raising. Many educators suggest that practice should come first at the presentation stage to ensure that learners understand the use and functions of the targeted structure. The target structure might be taught inductively or deductively at this stage. However, it is debatable whether grammar teaching can occur without some consciousness-raising. The difference is important as the practice cannot occur without consciousness-raising to some extent, however, the latter can take place without practice. Therefore, grammar teaching can be achieved by helping the learner comprehend and describe grammatical structures without engaging them in any tasks that involve the repeated production of the targeted structure. One possible way to achieve this is through the memorisation of the

grammatical rule; however, this process is likely to delay learners' acquisition of L2.

Several empirical studies been have conducted to investigate whether practice contributes to L2 acquisition (Ellis, 1988; Selinger, 1977; Day, 1984). Research is rather controversial and has generated mixed results given that some studies discovered a connection between practice and increase in proficiency and some others did not (Ellis, 1988). Some other studies suggested that practising a grammatical feature through controlled conditions does not enable learners to become autonomous and utilise the structure freely. Moreover, Ellis (1993) believes that there are some reservations about whether knowledge can be transferred from controlled practice to communicative practice. However, based on these findings, it cannot be concluded that practice is not efficient at all. These outcomes could be based on various reasons such as poor execution or due to learners' different learning styles or because they have gone through sufficient practice.

Another theoretical perspective worth mentioning is Pienemann's (1985) teachability hypothesis according to which the learner needs to be developmentally ready to acquire the new structure as there is a parallel between the teaching syllabus (a grammatical structure that needs to be used appropriately and naturally in an authentic communication) and the learner's developmental syllabus. Therefore, it is the teacher's responsibility to identify the developmental stages the learners have reached; however, this is unfeasible in most cases. Practice, undoubtedly, is central to the classroom as learners have unlimited opportunities to practise their pronunciation skills and as well as formulaic chunks. However, practice often does not result in instant procedural knowledge of grammatical rules (Ellis, 1994).

Consciousness-raising tasks can either be taught through the inductive or deductive approach in the language classroom. Providing learners with information regarding how certain formal language features work and helping them figure out the grammatical rules for themselves is one of the main principles of using consciousness-raising tasks. These tasks provide learners with an opportunity to communicate language features, and throughout this procedure, they can notice how certain grammatical structures and linguistic features are used. Therefore, the content of the lesson is the language itself while using consciousness-raising tasks. Ellis (2002) agrees that consciousness-raising tasks can result in explicit learning and knowledge which can then lay the foundation for learners to acquire implicit knowledge (Ellis, 2002). Ellis (2002) proposes two major ways that consciousness-raising tasks contribute to the acquisition of implicit knowledge. The first derives from the processes of noticing and comparing linguistic features and, thus, opens the way for the integration of a new language, although, it might not instantly lead to integration. The integration of the new language occurs when learners are developmentally ready. Second, consciousness-raising tasks are designed to contribute to explicit knowledge; therefore, even if learners do not succeed in integrating the new language being introduced as implicit knowledge, an alternative explicit representation can be possible which will allow them to store the new linguistic information separately and assess it when they are developmentally ready to handle it. Consequently, explicit knowledge helps facilitate the later acquisition of implicit knowledge. Therefore, consciousness-raising does not promise the immediate acquisition of the language features previously taught but as Ellis (2002) claims delayed effects can be expected.

The effects of inductive and deductive C-R tasks from the learner's perspective were investigated by Mohamed (2004). The results showed that learners viewed both types of tasks are very useful and indicated that they do not have any strong preference regarding a particular type of task. Mohamed (2004) emphasises the effectiveness of both inductive and deductive C-R tasks in learning could be used to develop learners' linguistic knowledge.

From my own perspective, consciousness-raising tasks can either be inductive or deductive and both can be effective and useful with respect to grammar instructions of formal linguistic structures catering to all learning styles and needs. Therefore, the teacher needs to use a variety of tasks to create an environment conducive to the acquisition of both form and meaning. This could possibly be achieved by activating the learners' cognitive abilities through the use of cognitive grammar which consists of semantic, lexical and syntactical aspects of the target language (Langacker, 1987). The following section will discuss the differences between declarative and procedural knowledge in relation to explicit and implicit knowledge.

2.4.9. Declarative and Procedural knowledge

There are two categories of knowledge, declarative and procedural knowledge. The former is related to knowledge of 'what' whereas the latter is concerned with the knowledge of 'how' (Tomlinson, 2011). Declarative knowledge involves the knowledge of facts or concepts that a person possesses; it is the knowledge that people have. Declarative knowledge is factual knowledge, for instance, knowing in the case of a sentence such as 'London is the capital city of England' that the present simple is used as it describes a permanent situation. Metalinguistic knowledge is declarative knowledge as it is based on conscious learning whereas procedural

knowledge refers to the skills and actions that someone is capable of, for instance, riding a bike or driving a car without paying attention to what or why they are doing it. Procedural knowledge is based on implicit learning provided that a leaner might be involved in performing certain tasks. As highlighted by Anderson (1976), the knowledge is received as declarative information and subsequently develops into procedural knowledge through the process of referring to the existing knowledge. The development of procedural knowledge occurs gradually and improves through multiple learning tasks. According to Anderson's skill acquisition theory, the instructional intervention can facilitate and result in acquiring declarative knowledge (1976).

The classroom usually focuses on declarative knowledge as this is the traditional way of assessing learners' declarative knowledge**.** For instance, the evaluation is conducted through assessments which are based on traditional language tests, reports, written essays and assignments. Conversely, procedural knowledge can be demonstrated through the learner's ability to perform certain tasks such as comparing and contrasting two passages or solving a mathematical problem. In order to perform the tasks previously mentioned, learners need to remember the steps needed for the completion of the same. Therefore, learners are required to demonstrate and apply their procedural knowledge.

It is noteworthy that declarative or explicit knowledge (knowledge of what) can be converted into procedural or implicit knowledge (knowledge of how) through the process of proceduralisation or automatisation (Anderson, 1995). As mentioned previously, all the relevant information starts with the explicit representation of declarative knowledge, for instance, through the explicit explanation of the teacher or the course-book and through practice. This knowledge

eventually gets converted to implicit/procedural knowledge through practice and automatic routines. However, the benefits of practice are not constant over time because optimal performance has been reached (Ellis and Schmidt, 1998). The process of proceduralisation helps learners establish, strengthen and memorise information in the long run. Another gradual process that needs to be explained in relation to proceduralisation or automatisation is automaticity which refers to the process of a proceduralised activity that has been internalised and completed without consciously thinking about the individual stages (Ortega, 2009).

Khatib and Nikouee's (2012) quasi-experiment examined the learners' automatized knowledge of present perfect two days after the treatments and their retention 2 weeks after practice. Twenty intermediate students took part in the study and were randomly assigned into two groups, the experimental (G1) and comparison (G2). The present study used a pre-test/post-test design. The experimental group were taught through rule explanation, mechanical, meaningful and planned communicative practices. The comparison group was taught through rule explanation, mechanical practice, and meaningful practice only. The results showed that G1 performed better than G2 in automatizing the declarative knowledge of present perfect. Two weeks after the experiment, the results showed that G1 achieved a higher level of automatized procedural knowledge as opposed to G2. The findings of the current study suggest that communicative practice is more effective than mechanical and meaningful practice in helping L2 learners automatize their declarative knowledge through the reduction of their reaction time and their error rate. However, there is one major limitation with this study related to small samples as it is difficult to find statistically significant results with two

samples of 10. Therefore, further research needs to be conducted with larger samples.

According to Bialystock (1979), declarative knowledge can be transformed into procedural knowledge as both are on a continuum. More precisely, learners could develop procedural knowledge through the use of communicative language use and facilitated through practice. Bialystock's perspective agrees with Ellis (1993) who believes that declarative knowledge can be transformed into procedural knowledge through functional practice when learners are developmentally and linguistically ready to acquire the targeted features. However, this depends on learners' cognitive ability, aptitude and motivation.

There are three stages that L2 learners could go through to achieve the proficiency of a native speaker. During the first stage, L2 learners might acquire declarative knowledge of the targeted language, however, the linguistic knowledge might not be used properly. The second and third stages could help L2 learners develop procedural knowledge that allows them to subconsciously use the language accurately and leads to the automatisation of the targeted features. DeKeyser (2003) claims that declarative knowledge can become procedural when "learners can lose awareness of the structure over time, and learners can be aware of the structure of implicit knowledge when attempting to access it" (p.315). Considering Anderson's ACT model (Adaptive Control of Thought), DeKeyser highlighted that knowledge begins as factual information referring to 'knowledge that' and converts into procedural knowledge denoting the 'knowledge how'. This can be achieved through communicative practice which eventually becomes 'fine-tuned' or 'automatised' as fever errors are committed and less attention is needed to perform tasks (2007). The role of automatisation in language learning is to free the learner's attention while

performing a task. According to Anderson's model (1995), learners need to practise tasks until they are automatized, learners need to free up their cognitive resources, balance their attention span, try to become more automatic and efficient by de-focusing on the language form they are trying to use and lastly, allow their mental resources to take part in more complex tasks (Johnson, 1996, Yoshimura, 2000). However, research on automaticity in grammar acquisition shows that learning grammatical structures is not an easy process where knowledge of examples can be simply transformed to automatized rules and the possession of memorised instances (ACT theory) (Robinson,1997, DeKeyser, 1998).

Furthermore, Anderson's (1993) claim that declarative knowledge can be automated to procedural knowledge is against Krashen's (1982) distinction between language learning and language acquisition who states that the concept of automatization of consciously learned rules is incorrect as it suggests that learned knowledge can become acquired knowledge (p.82). Based on Andersons' model, error correction is an essential element which contributes towards the development of declarative knowledge (DeKeyser, 1998), however, this view is also not inconsistent with "acquisition-based" approaches to language teaching (Krashen, 1982). Krashen believes that learners should be exposed to the natural language acquisition process rather than focusing on the importance of error correction. It is important to understand the mental cognitive processes involved in learning, however, a detailed examination of this argument is beyond the scope of this study, as the main focus is on the effectiveness of inductive and deductive teaching. The problem of internalisation in second language acquisition will be discussed in the following section.

2.4.10. The Problem of Internalization.

The problem of internalisation is another difficulty that Ellis describes with respect to the necessity of achieving accuracy in production. Advocators of the weak and strong interface position might have different perceptions regarding how language is internalised, however, they agree only to a certain degree. To internalise features through proceduralisation, supporters of the strong interface hypothesis believe that this would be achieved through intensive grammar practice. Similarly, proponents of the weak interface hypothesis might also support the intensive practice as a consciousness-raising device, thereby enabling learners to access the grammatical structure in a communicative context, the stage at which learners internalise the feature. With regard to intensive grammar teaching, Ellis (2006) argued that communicative-based tasks might help the learners progress more quickly through the required stages to acquire that feature, even if the learners appear to have troubles acquiring the same in the subsequent productive tasks. However, it is uncertain whether language production, comprehension or both can be improved through explicit teaching based on existing literature.

To summarise the points previously presented, in recent years, there has been an increasing amount of literature on explicit and implicit teaching approaches with respect to L2 instruction in which the former approach is favoured over the latter (Norris and Ortega, 2000). This cannot be denied especially when linguistic accuracy is required, and a form-focused instruction seems to be essential in achieving the same. Moreover, the suitability of the instructional design needs to consider learners' requirements. It should target linguistic features in L2 that learners find challenging. However, the knowledge needs to be simple enough for learners to access it in real-life communication. Moreover, explicit teaching seems

to suit adult learners who possess more analytical skills. Evidence suggests that students have difficulty comprehending certain grammatical structures such as morphological transformation, particularly if there are lacks in the learner's L1. The most difficult part of this process is not the grasping of the linguistic structures but internalising them. Therefore, intensive practice is the key to internalising these features either as a consciousness-raising device or though proceduralisation. The following section will explain the significance of accuracy versus fluency and complexity in relation to grammar instruction and second language acquisition.

2.4.11. Accuracy, Fluency and Complexity

There are three major research variables that need to be discussed in relation to second language acquisition and linguistic research: these are complexity, accuracy and fluency. These three principal notions can be used in terms of oral and written assessments of language learners as well as can be used to indicate and measure learners' performance and progress in language learning (Housen and Kuiken, 2009). The notion of complexity was added in the 1990s following Skeham's L2 model (1989) who proposed and included all the principal proficiency dimensions in his model. Complexity has therefore been defined by Ellis (2003, p.340) as "the extent to which the language produced in performing a task is elaborate and varied". Accuracy refers to the ability of the learner to produce grammatically correct sentences without any errors; fluency, in terms of writing, is defined as "the number of words produced in a specified time frame, together with lexical frequency, irrespective of spelling and content, provided that the writer's meaning is readily understandable" (Fellner and Apple, 2006, p. 19).

Since the 1990s, these three notions (accuracy, fluency and complexity) have acted primarily as dependent variables in SLA (Second Language Acquisition)

research. However, from the mid-1990s onwards, the three concepts have become independent variables in SLA, inspired by the developments in cognitive psychology and psycholinguistics (Anderson, 1993; Levelt; 1989). Several studies were conducted to investigate the effects of explicit and implicit instruction on L2 acquisition as dependent variables in SLA research (Spada and Tomita, 2007) and as independent variables of investigation in SLA (Housen, Pierrard and Van Daele, 2005). Based on research, it is suggested that complexity and accuracy are principally connected to the learner's interlanguage knowledge (L2 grammatical rules and lexical knowledge) whereby complexity is regarded as the scope of increasing L2 knowledge and accuracy is viewed as 'the conformity of second language knowledge to target language norms' (Wolfie-Quintero et al., 1998, p.4). Therefore, the concepts of complexity and accuracy are primarily related to the linguistic representation of the second language and to the degree of analysing internalised linguistic knowledge. On the contrary, fluency is considered principally related to learners' control over their linguistic knowledge of the L2 with respect to the speed, ease and efficiency if accessing significant L2 information to communicate meaning (Wolfie-Quintero et al., 1998). Elbow (1998, p. 299) states that most students' writing does have "voice" because people often stop in the middle of the sentence and think about which word to use or which direction they should go. Writing with real 'voice' involves the power to make learners pay attention and understand the words deeply (Elbow, 1998). Therefore, it can be concluded that both notions of accuracy and fluency are required in writing.

The notion of complexity is the most complicated of the three concepts. The term complexity is used in applied linguistics and refers to the task complexity referring to properties of language task and the L2 performance and proficiency

denoting the L2 complexity. More precisely, L2 acquisition uses two different types of complexity, cognitive complexity and linguistic complexity. Both types of complexity deal with linguistic features such as structures, rules, patterns as well as other (sub) systems such as the phonological, morphological, syntactic and lexical systems. The primary difference between cognitive and linguistic complexity is that the former focuses on the L2 learner-user and the latter concerns the L2 system and L2 features of the second language. Additionally, cognitive complexity refers to the difficulty that linguistic features pose in the process of acquiring and performing in L2. Cognitive complexity is determined by subjective and objective factors. The subjective factors are learner-dependent such as the learner's attitude, motivation, L1, educational background, and the objective factors are related to the inherent linguistic complexity. Linguistic complexity, conversely, is defined in two different ways, the learner's interlanguage system and the individual linguistic elements that create the interlanguage system. Linguistic complexity considers the size, elaborateness, richness and diversity of the learner's linguistic L2 system when the level of the learner's interlanguage system is considered (Housen and Kuiken, 2009).

In recent years, the notions of accuracy and fluency attracted much attention and challenged many language teachers regarding whether to focus on accuracy or fluency in teaching. Learners need to pay attention to linguistic forms to achieve accuracy. Often, it is difficult for learners to focus on form and meaning simultaneously. Therefore, attention to form needs time. Furthermore, learners need to be familiar with the meaning to devote attention to form. According to Thornbury, accuracy can be achieved when learners have more time available (1999). Alternatively, fluency might be jeopardised by paying excessive attention

to form. To develop fluency, attention to form needs to be diverted, hence, the focus is primarily on meaning (Thornbury, 1999). To sum up, accuracy can be achieved through form-focused instruction whereas fluency can be achieved through meaning-focused instruction (Thornbury, 1999). The following segment discusses the primary characteristics of the learner and the target structure.

2.4.12. Characteristics of the learner and the target structure

Grammar instruction should be suitable for the learning process and the learners' individual abilities. The first point to be considered is the age of the learner as there are important differences in learning among age groups. Bilingual children, for example, are capable of developing grammatical competence in an L2 through implicit exposure. However, these developmental patterns influence the children's cognitive ability once they reach puberty which stops the ability to learn implicitly (De Graaff and Housen, 2009). One question which has been under investigation is why children have the cognitive capacity for implicit learning while adults lack the same. As indicated by DeKeyser (2003), one possible implication might be the fact that adults depend on their analytical ability, thus, explicit learning can be very beneficial. This might initially sound to be a negative trait for adults, nonetheless, combining their analytic capability and exploiting explicit instruction can accelerate the process of acquiring L2 proficiency. Another point worth considering is that children acquire language implicitly and can achieve higher levels of naturalistic competence because the learning process occurs for an extensive amount of time. On the contrary, adults can obtain and comprehend quite quickly through an explicit understanding and apply to practice straight away. From a theoretical perspective, this means that a meaning-focused instruction might be more appropriate for young children whereas a focus on the form should be incorporated in adult learning as it

offers them the key tools to take advantage of their existing skills. Nevertheless, young children and adults can benefit from both approaches given that the former also have the cognitive capacity to learn complex grammar and comprehend grammatical constructions. Similarly, adults can complete tasks based on problem-solving or critical thinking.

Apart from the learner's characteristics, the learning process will also be influenced by aspects of the target language. Even though learners' needs differ significantly based on their linguistic background and L1, there are indications in the learning process irrespective of the learner's pre-existing knowledge that can help educators find linguistic features that are suitable to instruction. Ellis (2006) differentiates between the two senses of the term difficulty. It can be the concern that learners have in identifying a particular grammatical structure or conversely, the way in which they have troubles internalising a linguistic feature to the extent necessary for accurately making meaning.

As stated by DeKeyser (2005), helping learners obtain awareness of the form-meaning relationship can overcome the core difficulty of acquiring and understanding a specific grammatical structure. He claims that linguistic features such as articles, classifiers and gender pose a particular challenge because "they all express highly abstract notions that are extremely hard to infer, implicitly or explicitly, from the input" (p.5).

The learner's linguistic background also needs to be considered. The relationship of form-meaning in an L2 is difficult to comprehend if a similar grammatical structure is missing from L1. Consequently, L1 speakers who derived from morphologically poor language often have problems in relation to morphological transformations. This is one of the learning implications in the

classroom in which learners with different linguistic knowledge are expected to struggle with various grammatical concepts of the L2 being taught. However, the significance of L1 should not be overstated. It has been suggested that L2 acquisition can be affected by other individual factors such as individual cognitive aptitude. For instance, Rast (2010) investigated the role of the input based on the difference in performance between adults in the initial stages of learning. According to her findings, the group of L2 learners who shared the same language and received the same input performed completely different. Additionally, she emphasised that L2 does not really rely on the linguistic knowledge of L1 especially when processing language input and developing interlanguage. The section below explains how language awareness (knowledge of a language) affects learners' learning process and perceptions in language learning as well as the difference with consciousness-raising.

2.5. Theories of Language Learning

2.5.1. Language Awareness

Language awareness can be defined as the development of conscious knowledge about language and sensitivity towards language use including forms and functions. This approach can be found in contexts of L1 and L2 language education. Part of learning also involves becoming aware of all the nuances and meaning of the target language. Raising students' language awareness will enable them to comprehend and appreciate the forms and functions of language. According to Hawkins (1984), language awareness is a dynamic and intuitive process. Language awareness was first introduced in the 1950s. At this point in time, Hawkins and Halliday emphasised the need that language teaching should include other issues relative to language in general (Mastas, 2001) apart from helping students master only the target language. Verity (2003) defined language awareness as a subfield of applied linguistics and sustained the idea that language awareness examines the native speaker's knowledge "to bring it to the surface, to make it conscious, to make it available tools to learners" (p.133). On the contrary, Svalberg (2007) questioned whether a better understanding of language results in helping individuals become better language teachers or learners in all contexts of language use. Garcia (2009) provided his own interpretation regarding language awareness. He explains that knowledge about language in teaching incorporates the understanding of the targeted language, teaching and learning. More specifically, according to Garcia, learners should have first, knowledge of the language, second, knowledge about language and third, pedagogical practice. The former concept is related to the social and pragmatic norms that language users need to be aware of

and use accordingly in several situations. The second idea is concerned with the linguistic forms and functions of the language system such as grammar, phonology and vocabulary, and the last is related to the teacher's ability to create language learning opportunities and enable social interaction in the classroom. It is worth mentioning that consciousness-raising is not the same as language awareness. James, cited in Bourke (2008), observed the difference between language awareness and consciousness-raising, stating that language awareness is the already established internalised language ability of an individual. On the contrary, based on James observation, consciousness-raising is concerned with conscious and explicit knowledge about language learning.

Language awareness can be considered a part of the teacher's choice as to what they will teach providing that apart from vocabulary and grammar there is much more to a language. Therefore, the more knowledge the teacher has, the better it is for learners. A teacher can be in a better position and feel more secure undertaking various tasks such as assessing students' performance, explaining, interpreting and preparing lessons. As stated by Wright and Bolitho (1993) a high level of language awareness in a teacher can result in successful communicative teaching due to the productivity and intricacy of a 'communicative view'. Lack of teacher's awareness might lead to an unpleasant situation in which the teacher might get 'caught out' by learners' challenging questions. In such situations, teachers must refer to their linguistic knowledge to provide the correct answer and assist the learner's concerns.

Tulasiewicz (1997) presents the potential benefits of LA (Language Awareness) in teaching and learning: First of all, language awareness refers to the study of L1 which helps learners develop their competence and improve their

performance of their mother tongue language, thereby enabling them to use language as a more effective tool for transactions. Second, language awareness helps language users improve their knowledge regarding the process of how a language is acquired and learned. Furthermore, LA enables learners to discover the linguistic and grammatical similarities and differences between L1 and L2, for instance, to recognise the construction, use and function of certain linguistic patterns. Third, language awareness can lead to the acquisition of linguistic sensitivity towards other languages and cultures as it encourages users to obtain an improved understanding of languages. This process can be considered a component of the language acceptance of intercultural education. Additionally, despite the fact that LA plays a crucial role in people's lives, it is also vital in the context of a foreign language; this can be justified on the following grounds (Bourke, 2008). First, language users can explore L2 which allows them to discover the functions of language. Therefore, they can improve, develop and extend their linguistic knowledge as well as notice and reflect on the linguistic data that surrounds them. Another element that language awareness involves apply is the perception of teachers in helping learners gain a better understanding of L2 by exploring, internalising and discovering elements related to language. Therefore, it would be interesting to observe the degree to which the process of language awareness contributes to university L2 pre-sessional students who need to develop their understanding of grammar which is essential for producing academic texts required for the ELAS writing exam.

Bourke (2008) distinguishes the traditional way of teaching grammar with language awareness. His justification is based on the fact that language awareness does not use the traditional methods which are used in grammar books to teach

grammar. For instance, LA does not agree with the presentation-practice-production structures of a lesson plan, a characteristic which can be found in many course and grammar books. Bolitho et al.'s. (2003) observation signifies the importance of distinguishing between the teaching approach which promotes and provides explicit knowledge to learners and the language awareness which is actually "a reaction against such top-down transmission of explicit knowledge" (p.251). Yiakoumetti (2006) considers LA as part of language education and more specifically, she highlights that LA is concerned with teaching the L1, L2 or dialects as part of a comprehensive language education" (p.299). Tulasiewicz (1997) also agrees with Yiakoumetti who advocates that LA acquisition should be embedded either into school curriculum or in individual studying. Similarly, Henry (2007) states that a language awareness approach in teaching entails tasks that help learners become aware of their first language intuitions as well as increase their explicit knowledge towards other elements of the foreign languages such as, cultural, social and linguistic aspects. Borg, cited in Svalberg (2007), provides five characteristics of the LA methodology:

1. It is a dynamic phenomenon based on a continuing examination of language instead of developing awareness based on fixed structures.

2. It is concerned with learners' intellectual ability to talk analytically about the language.

3. It involves learners' participation in exploration and discovery.

4. The chief aim of the LA approach (apart from developing learners' knowledge of the language) is to develop their learning skills as well as to promote learner independence.

5. Involving learners in a cognitive and affective engagement is another aim of the LA approach.

Students can learn concepts in SL by studying the structure and use of their language, possibly due to similarities or differences between them. For example, learners can use visual cues to compare the order of words so that they can "see" and "hear" the differences (Bley-Vroman, 1986). The word source (word root) can also be used to see related patterns and meanings in the word. For example, the student's first language expresses respect or formal/informal ways to help students identify similarities between languages and encourage them to “doubt” or “pay attention” to the importance of language (Bley-Vroman, 1986).

To summarise, Borg’s views concerning the LA approach in teaching are based on language users’ independence and participation in the process of discovering learning. Borg also emphasises on a metalanguage approach which entails learners’ involvement to discuss language. In addition, according to Borg, involving learners on a cognitive and affective level is another aim of the LA approach. Language awareness involves other elements apart from focussing on language as previously stated, for instance, the appropriate knowledge of the language, language skills, attitude towards learning and metacognitive opportunities, which enable learners to make their own reflection while learning a language. Consequently, all these aspects need to be considered to create student-centred classrooms and help the educator present the language based on students’ willingness (Bilash and Tulasiewicz, 1995).

Learners can learn aspects in the SL by examining the structure and use of their own mother language and identifying similarities and differences among them. For instance, learners can compare the word order between L1 and L2 through the use

of visual cues to see and hear the dissimilarities. Recognising parallels between languages might enhance learners' curiosity to 'question' and 'notice' the interconnectedness of languages. Moreover, language awareness can help learners obtain a positive attitude towards learning by progressing in the target language and becoming more confident in taking risks. Learners might become consciously aware of this tactic which might help them become more responsible and enthusiastic regarding their own learning. Generally, learners might appreciate the target language by learning more about language. Furthermore, language awareness can allow teachers to integrate and borrow the knowledge acquired in different SL classrooms and apply to existing courses.

From the theoretical perspective, the developmental values of noticing and consciousness awareness with respect to target language have been underlined by researchers in the field of SLA (Carter, 2003). Initial studies indicate that language awareness contributes to the growth of motivation stemming from task-based activities which encourage the learner's participation to promote the language rules inductively and further allow learners more time and space to evolve their own practical responses while simultaneously considering the contextual meaning. Assessing language awareness is unlikely to involve and focus on learners' correct production as the teacher's aim is to elicit learners to explain how several linguistic forms function. Although this approach has been extensively studied with regard to grammar teaching (Rutherford, 1987, Ellis, 1998), several factors remained unexplored, for example, the significance of metalanguage (a set of terms used to describe and analyse a language) in learners' answers. Further research might explore how LA is applied in grammar teaching and how affects grammar

instruction in language learning classrooms. The difference between linguistic knowledge and language awareness will be discussed in the following section.

2.5.2. Difference between Linguistic Knowledge and Language Awareness

Linguistic knowledge refers to the knowledge of language and grammar including any syntactical, phonological and morphological elements as well as any systematic properties of the language as a means of communication (Stern, 1992). Linguistic competence is the system of linguistic knowledge that native speakers possess. This means that people have unconscious access to the linguistic rules and grammatical principles, however, they do recognise when those rules are violated (Chomsky, 1965). Linguistic knowledge also encompasses the communication skills; learners need to recognise various expressions in the language and apply and use them appropriately in a given situation (Harper and Rennie, 2009). Thus, linguistic knowledge is not exclusively restricted to language use and dominance but also embraces how humans conceptualise the world and is, undoubtedly, a decisive factor in the development and understanding of how humans communicate, thus enabling the generation of new knowledge. Chomsky (1965) distinguishes between competence (the speaker's knowledge of his language) and performance (the use of language). Linguistic competence is connected to the linguistic knowledge possessed by native speakers of a language whereas linguistic performance is concerned with how a language is used or produced using actual utterances.

Language awareness, on the other hand, is a mental feature which evolves through paying deliberate attention to language in use, enabling learners to slowly obtain an understanding of how a language functions (Tomlinson, 1994). Language awareness is also considered a pedagogical approach which focuses on helping

learers obtain such insight. A vital aspect of the language awareness approach is the fact that learners need to discover language for themselves (Tomlinson, 1994). Additionally, teachers or course books do not teach the fundamental procedures or principles of language awareness; instead, it is developed by learners. It is an internal, ongoing understanding of patterns of language use determined by the learner's positive attitude as well as conscious attention to language when discovering and articulating the realities of language use. Thus, the difference between linguistic knowledge and language awareness is the fact that the former is based on unconscious language learning whereas the latter is acquired by paying conscious attention to features of language, helping learners to notice the gap between their own performance and the performance of native users of the target language (Pienemann, 1985; Tomlisnson, 1994). The following section will discuss the importance of interlanguage in the process of learning an L2 and how explicit grammar instruction affects the same.

2.5.3. Interlanguage Development and Grammar Instruction

One of the first notable attempts to shed light on the complexities of second language acquisition is the interlanguage theory derived from investigations related to L2 developmental patterns and learners' errors. Similar methods were used to investigate and contribute to the study of non-native competence as those used for native speakers' competence. Interlanguage can be characterised as a transitional system which mirrors the learner's existing knowledge of L2 (Ellis, 1994). This term derives from the developmental nature of language learning, given that the learner's system is constantly being modified as new components are integrated throughout the learning procedure (Richards, 1974). Second language learning was initially perceived as a logical, rule-governed system, involving various stages of

learning and developing skills which require participating in communicative events and steadily approaching the language system used by native speakers (Ellis, 2008). Various terms were used to refer to this phenomenon by many researchers. Selinker (1972) named it *interlanguage* emphasising its distinctive character, whereas Nemser (1971) termed it an *approximative system* referring to the aspect of gradually approximating the target language. Corder (1981), in turn, used the term *idiosyncratic dialect* referring to the uniqueness of certain aspects of language which belong to the individual speaker. Despite these different terms, the three concepts uniformly accept the fact that learners create and can distinguish their L1 from L2 and, it is believed to be a self-contained language system (Brown, 2000). After establishing the fact that language was systematic and changeable, researchers aimed at identifying the procedures responsible for IL (interlanguage) formation and further investigate the mechanisms which affected these transformations. Numerous learning strategies and cognitive processes were discussed with respect to language transfer, over generalisation or simplification by Selinker (1972). Furthermore, Ellis (1994, p 351) attempted to categorise the cognitive processes responsible for acquiring a second language as follows:

1. *Language transfer:* referring to the process of applying and transferring knowledge from L1 to L2.

2. *Transfer of training:* refers to the learner's ability to apply the skills and knowledge acquired from one learning situation to another.

3. *Strategies for second language learning:* refers to learners' learning approaches.

4. *Strategies for second language communication:* refers to the techniques of effective communication used by learners.

5. *Overgeneralisation of the target language* is used in connection with interlanguage restructuring resulting from overgeneralising the morphological rules.

The process of *formation and testing* was considered the first step in restructuring interlanguage. The supporters of this notion proposed that initial hypotheses are formed by L2 learners with respect to how the target language is organised based on the input they receive, therefore, formulating a hypothetical grammar which tests receptive and productive skills. On the one hand, producing sentences which do not involve any corrections or misunderstanding will reinforce and confirm the learners' hypotheses. On the other hand, failing to convey the intended meaning, an attempt might be made by learners to test the hypotheses which might thus lead them to restructure the sentence. It is believed that interlanguage is systematic as learners rely on the grammatical rules they have already internalised to formulate their utterances. These utterances might be incorrect from the native's perspective, but are "grammatical" in the context that they comply with the rules learners have already internalised. Exposure to the L2 input can result in the extraction of new forms and rules externally, whereas transferring data or overgeneralising an already internalised rule can cause uninterrupted modifications to the system. This would make it unstable rather than a continuum phenomenon. Interlanguage is believed to contain overlapping grammar in which old rules coexist with new and revised rules.

The supporters of the restructuring continuum (Selinker, 1972 and Taylor, 1975) believed that the phenomenon of interlanguage affects the learner's L1 system by replacing the rules with those of L2. In contrast, Corder (1981) claims that L1 acquisition is similar to the starting point for interlanguage creation and

refers to it as the initial hypothesis in which the L1 system is reduced gradually and becomes more complex. Thus, the L2 acquisition does not take part in restructuring but in the recreation of the system. Gass and Selinker (2008) adopted a different perspective by considering interlanguage as a combination of elements whose origins are derived from the L1 system and the target language. However, the final stage of this process never results in the complexity of native competence. The following diagram illustrates the learner's independent language or inter-language according to Larry Selinker (1972):

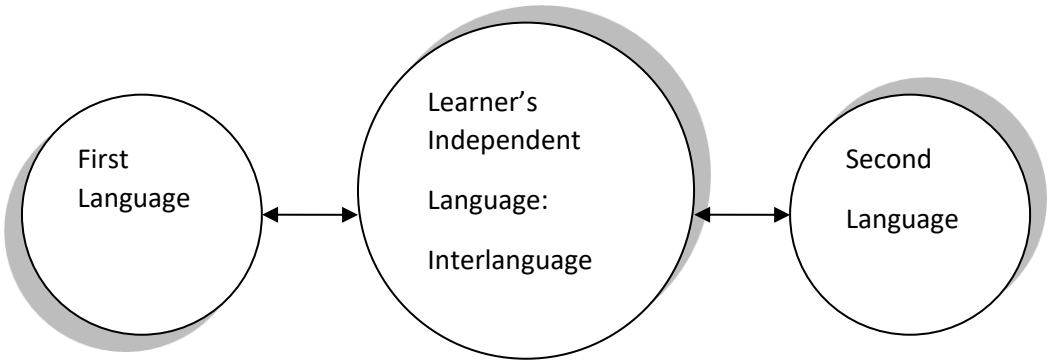


Figure 4: The system of Interlanguage

According to Ellis (1997), all learners have implicit as well as explicit knowledge. The first is concerned with learners' unawareness of the second language which cannot be verbalised whereas the second refers to language users' awareness of the second language which can be verbalised on request. These two concepts are connected to Krashen's distinction between acquisition and learning. Although Krashen assumes that the learned knowledge cannot become acquired, Ellis highlights the possible existence of a direct interface between the two systems. He believes that explicit knowledge might convert into implicit considering the learners' development stages. More precisely, explicit grammar instruction might

be incorporated into the learners' implicit knowledge. Therefore, explicit knowledge might aid language users in the development of the phenomenon of interlanguage. From the learners' perspective, explicit knowledge can not only be received through explicit instruction but also through the use of consciousness-raising activities. These types of activities raises learners' conscious awareness regarding linguistic features; learners are asked to think about language and draw their own conclusions about how language is used (Willis and Willis, 1996). Ellis contends that consciousness-raising activities can be considered as a type of form-focused instruction designed to help language users become consciously aware of various linguistic forms. Furthermore, he emphasises on the fact that direct instruction can help in improving language accuracy as well as in facilitating the development of interlanguage and in destabilising interlanguage grammar that has been fossilised. Nevertheless, there are some obstacles such as the nature of the grammatical structures and the different stages of learners' learning progress. Explicit instruction can help in the process of acquiring a language but is not sufficient on its own. Ellis suggested that the input could be based on input-flooding exercises which provide a plethora of examples of a specific linguistic form, word or utterance. Input-flooding will not result in the fossilising of interlanguage grammars as learners are bombarded explicitly with a substantial examples of the targeted forms. The following sections provide Krashen's perspective on the role of grammar in language teaching followed by the Monitor Hypothesis.

2.5.4. Krashen's viewpoint regarding the role of grammar

Krashen (1985) recognises the importance of educational institutions including the structure of the language in their language programs. However,

according to him, language teaching is not about teaching complicated and difficult structures of the target language such as formulating rules and examining irregularity but rather "language appreciation" or linguistics. Moreover, teaching grammar can lead to language acquisition when the learners are highly motivated in learning a language and the target language is utilised as a medium of instruction. When this happens, teachers and learners believe that studying and presenting formal grammar and rules is crucial for learners to comprehend. That is, essentially, the requirements for comprehensible input are met by the teachers' guidance as well as the learners' involvement which creates a suitable environment for acquiring a language. Additionally, the affective filter is low with respect to language explanation given that learners focus consciously on the subject (based on the discussion) and not on the medium of instruction. Krashen claims that this is a significant point; the teachers and learners are both deceptive as they both believe that the study of grammar determines the learners' progress.

In addition, Krashen believes that grammar study and writing cannot be related to each other. Instead, those who read more write more (Krashen, 1993). Research on L2 acquisition indicates that even advanced learners have insufficient knowledge of the grammatical rules as either they do not remember or have difficulties in applying them into practice (Krashen, 1993, Alderson, Clapman and Steel, 1997). Grammar teaching can be used to introduce linguistics by analysing grammatical constructions in English and other languages with the intention of understanding the notion of linguistic universal principles.

These two concepts are connected to Krashen's distinction between acquisition and learning. Although Krashen assumes that the learned knowledge cannot become acquired, Ellis (2002) highlights the possible existence of a direct

interface between the two systems. He believes that explicit knowledge might convert into implicit considering the learners' development stages. More precisely, explicit grammar instruction might be incorporated into the learners' implicit knowledge. Therefore, explicit knowledge might aid language users in the development of the phenomenon of interlanguage. From the learners' perspective, explicit knowledge can not only be received through explicit instruction but also through the use of consciousness-raising activities. These types of activities raise learners' conscious awareness regarding linguistic features; learners are asked to think about language and draw their own conclusions about how language is used (Willis and Willis, 1996). Ellis (2002) contends that consciousness-raising activities can be considered as a type of form-focused instruction designed to help language users become consciously aware of various linguistic forms. Furthermore, he emphasises on the fact that direct instruction can help in improving language accuracy as well as in facilitating the development of interlanguage and in destabilising interlanguage grammar that has been fossilised. Nevertheless, there are some obstacles such as the nature of the grammatical structures and the different stages of learners' learning progress. Explicit instruction can help in the process of acquiring a language but is not sufficient on its own. Ellis (2002) suggested that the input could be based on input-flooding exercises which provide a plethora of examples of a specific linguistic form, word or utterance. Input-flooding will not result in the fossilising of interlanguage grammars as learners are bombarded explicitly with substantial examples of the targeted forms.

Table 3: The relationship between different types of grammar instruction proposed by Krashen's theory:

Deductive	**Inductive**
The rule is learnt in the context of formal instruction	The rule is learnt as a child by acquiring L1 or L2
Know about the rule	"Pick up" the rule
The rule is learnt consciously	The rule is learnt subconsciously
The rule is learnt explicitly	The rule is learnt implicitly

2.5.5. The Monitor Hypothesis

The monitor hypothesis claims that the learned system functions as a monitor by planning, editing and correcting the utterances produced by the acquired system during production. Krashen believes that in order to initiate the monitor system, three conditions are required – time, knowledge of the grammatical rule and focus on form – which makes it really difficult to implement in real life (Krashen, 1982). Thus, time in the classroom should be well-spent but not on developing learned knowledge (VaPattern and Williams, 2015). Nevertheless, VaPattern and Williams need to provide additional justification and suggestions on how acquired knowledge can be achieved in class. Moreover, the monitor also enables learners to modify the form of a word or utterance prior to production or after through the use of self-correction. Additionally, Krashen claims that only "simple rules" could allow the use of a monitor, dealing with more complex grammatical properties, the monitor could either be used moderately or not at all.

Krashen further differentiates between three types of learners: the *optimal monitor* users who use the 'monitor' appropriately, the *monitor under-users* who

focus mostly on fluency and not on the accuracy and are concerned less about the conscious knowledge. Finally, *monitor over-users* are those who use the monitor excessively and constantly (Krashen, 2003). Evaluating a person's psychological profile can define the type of learner they are. Generally, under-users are learners with an extrovert personality whereas over-users are learners with an introvert personality. Moreover, over-users often indicate a lack of self-confidence.

This premise generated substantial controversy, and many researchers and educators challenged Krashen's claim on the grounds that monitoring the learner's output is the only function that learning has. McLaughlin (1987) believes that comprehension is completely ignored by restricting learning to the role of editing production. One of the limitations regarding Krashen's explanation is that it did not consider the role that monitoring plays in the reception of language in both comprehension and production. This claim is supported by McLaughlin (1987) who claims that speech is rule-governed, learned the system-activated procedure in which L2 learners would have ended up producing language randomly if the speech had been sorely generated by the acquired system. Consequently, in communication, the frequency of the learned system-activated utterances cannot be denied. Krashen's claim was challenged by McLaughlin (1987) that children are superior to adults in terms of acquiring a second language due to their lack of monitor. McLaughlin (1987) demonstrated that there are some cases in which adult learners perform exceptionally well in learning and eventually attain L2. Therefore, it would be interesting to investigate the extent to which university L2 pre-sessional students monitor themselves or not while learning grammar to produce an academic text required for the ELAS writing exam. The last two sections focus on the

importance of context approach as well as the concept of motivation in second language acquisition.

2.5.6. Context Approach

Nowadays, classroom teachers have a plethora of methodological teaching devices, materials and techniques to choose from than ever before. New teaching methods have been introduced and discovered over time with the object of providing a different view of what language is and how it is learned. One of the most popular teaching approaches was and still is Communicative Language Teaching which has been used since the 1970s with its emphasis on spontaneous production, functional and real communication of language (Cook, 2001) – functions that were absent compared to other approaches such as Grammar Translation and Direct Method (Mitchell, 1994). Even though the benefits of the communicative approach have been widely acknowledged and accepted by educators, the traditional method (grammar-translation) is still in favour in many parts of the world. In contrast, Bax (2003) acknowledges the beneficial functions of CLT (Communicative Language Teaching), however, he believes that CLT has neglected an important aspect of language teaching, the context. He further believes that the consequences of this negligence are serious; therefore, CLT needs to be demoted and replaced by another teaching approach, the Context Approach. Bax (2003) argues that teachers and educators continually receive wrong messages through the discourse of CLT which relies on the priority of generating communication without mentioning the learning context. Additionally, another powerful message CLT attempts to send out is that the discovery of a particular method could be the solution to classroom problems. Bax (2003) considers these two priorities of CLT (communication and methodology) to have detrimental

effects on teaching as the learning context is believed to have relatively minor importance on the profession.

The Context Approach disagrees completely with the CLT notion that methodology could be the magic solution to learn a foreign language. Instead, the main principle of this approach is the context which is considered to be a fundamental determiner of learning. To be more concise, Table 4 demonstrates the differences between CLT and Context Approach.

Table 4: Differences between CLT and Context Approach

CLT Approach	Context Approach
CLT approach is based on communication	The whole context needs to be considered in teaching
A language cannot be learnt without having CLT	The methodology is one aspect of teaching
The teaching methodology is the only factor in learning a language	Other factors might be essential
The only way to progress is through CLT	Other teaching methods may be equally important

Developing communicative competence referring to the learner's ability to utilise both the sociolinguistic as well as the linguistic knowledge to use the language efficiently and appropriately in complex social situations is one of the key principles of CLT. According to Bax (2003), the primary aim is on methodology and not on learning context. On the contrary, the Context Approach claims that methodology is only one aspect of language teaching. Other aspects of the learning context such as learners' attitudes and expectations are equally important.

Therefore, educators need to prioritise both aspects of teaching, the methodology as well as their personal awareness of contextual factors.

If teachers adopt the Context Approach, the existing teaching approaches, materials and language tests will need to be adjusted (based on the new priorities) and consequently, this might influence the profession. Bax (2003) proposed that the first priority in teaching is the learning context in which key factors need to be identified by education before determining what to teach and how to teach with respect to a particular group of learners. The following contextual aspects need to be considered, that is, individual learners 'needs, desires, learning styles, strategies, the course-book and the classroom culture; all these factors will provide a good picture of learners needs as well as the dynamic of the group. This will enable teachers to identify an appropriate teaching method and language focus. Based on the "context analysis", the emphasis might be on teaching grammar or on verbal communication or on vocabulary. This method needs to be eclectic in order to enhance learners' needs within a framework of engaging in communication. Finally, Bax (2003) concludes that context should be the main priority in language learning whereas methodology and communication should take a secondary place in teaching. Thus, this study, apart from investigating the effectiveness of grammar instruction which is related to teaching methodology will examine university L2 pre-sessional students' perceptions and attitudes towards teaching grammar deductively or inductively as they need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam.

2.5.7. The Importance of Motivation in Second Language Learning

The importance of motivation in second language acquisition has been discussed by Dörnyei and Schmidt (2002) who addressed the different types of motivation which occur in the classroom. Investigating what influences university L2 students' motivation for improving grammatical accuracy in their academic writing is part of the current study. According to Dörnyei (2001), intrinsic motivation refers to learners' personal interest and desire for learning a foreign language and, furthermore, develop their personal language skills. Intrinsic motivation does not include any reward. For instance, learners demonstrate high levels of intrinsic motivation by continuously studying a language beyond their personal needs. Nevertheless, there are some learners who attend classes because they are extrinsically motivated but during the English course, their motivation changes and becomes intrinsically motivated due to enjoyable and rewarding learning. Compared to intrinsic motivation, extrinsic motivation derives from external forces such as the need to speak English to communicate at work or parents' pressure and expectations from their children to learn a language or gain a qualification. A good paradigm of extrinsic motivation is the preparation for exams as leaners need to pass an examination for work-related purposes and consequently, receive a reward. In the classroom, learners tend to mix these two types of motivation by changing from one to another based on the personal attitude and experience towards learning.

One question which deals with motivation and grammar is what influences and motivates learners to learn English grammar and furthermore, the types of learning strategies that seem to be the most motivating for learners to study grammar. Learners have different needs, and they learn in different ways. Therefore, they

need to be taught with variety as they can be motivated by different strategies and methods (Widdowson, 1991; Ruin, 1996; and McGroarty, 2002). In line with this perspective, Widdowson (1991) distinguishes conscious and unconscious ways of learning, highlighting the fact that conscious learning can be motivational but problematic at the same time during learning. He supports the view that there is a distinction between teaching a language referring to unconscious learning and teaching about language meaning the conscious learning in which the latter sometimes has non-motivating effects and can be inappropriate as it stands in the way of the learning process. Furthermore, Widdowson (1991) considers that developing analytical skills through conscious learning at a young age might be inappropriate, however, learning about the language in other occasions could motivate learners to enrich their knowledge by comparing the L1 with L2. He also believes that the communicative approach does have some kind of relationship with learning grammar stating that knowing the grammatical rules helps learners use that knowledge to communicate effectively.

Zhou (2009) investigated adult ESL learners' motivations and learning strategies for improving their academic writing from an emic perspective. The data was collected through semi-interviews and stimulated recalls using fifteen learners who enrolled in intensive Canadian EAP program and university subject-matter courses. The duration of the study lasted two years and participants were asked to provide a description of their goals for writing as they progressed to mainstream university courses. The participants were interviewed at the beginning and end of these two types of courses. The duration of the interview was 60 minutes followed by a stimulated recall session for 15-25 minutes. The data collection produced 60 transcripts which were used to analyse findings in this study. The results show that

learners experienced difficulties in writing related to verbs, verb tenses, verbal forms, noun forms, articles, prepositions and sentence construction as well as academic vocabulary and word choice. The students suggested that grammar and vocabulary in academic discourse is an ongoing challenge where more guidance of explicit instruction of grammar and vocabulary is needed. However, there is one implication of the current study related to the lack of validity and reliability as the number of participants in this study was very small (15 participants).

With this consideration in mind, one area of investigation is to observe whether the conscious or unconscious way of learning grammar can be either stimulating or non-motivational for university L2 pre-sessional students who need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam and furthermore investigate students' perceptions and attitudes towards teaching grammar deductively or inductively. The next section will analytically explain the role of grammar in EAP and EFL contexts, highlight the most essential grammatical components in an EAP context, explain the sequence of grammatical features essential in academic writing and lastly, provide a rationale of the grammatical features selected for the research.

2.6. The role of grammar instruction in EAP contexts.

2.6.1. The role of grammar in EAP and EFL contexts

English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a country where English is not a native country. On the other hand, English for Academic Purposes, or EAP, refers to learning English with the aim of facilitating learner's study or research in that language (). Zwiers (2008,

p.20) states that “Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts”. Academic language can be defined as the language of the discipline that learners need to use to participate in meaningful ways in a particular context. In contrast, Brown explains that “interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other” (2001, p.159). In other word, EFL teachers should be able to guide the learners and help them comprehend the language use in order to interact in EFL classes.

There are differences in the role that grammar plays in EAP and EFL teaching. According to Lansford (2014), the first difference is related to the distinction between languages versus skill. EFL is language-driven whereas EAP is skills-driven. EAP is characterized by learners’ need to acquire a set of very specific study skills such as note-taking, summarizing, paraphrasing, referencing and also the development of critical thinking ability and academic rigour.

The second difference in accordance with Lansford (2014), deals with learner versus teacher. The use of the learner-centred approach is more desirable in EFL classrooms as opposed to EAP classrooms where the teacher and subject-centred approach is more dominant. The third difference is based on the fact that EFL classrooms are delivered on “emergent language”. Teaching emerges from learner’s thoughts, ideas and opinions and new grammar and vocabulary arise from context. The teacher’s aim is to make the learners comprehend the language use in order to interact and communicate among themselves. Also, topics related to culture can be taught in an EFL classroom, including verbal and nonverbal communication (Brown, 2001). On the other hand,

in the EAP classroom, learners need mainly to develop essential academic skills related to vocabulary, grammar and skills, as well as, share their thoughts and ideas (Lansford, 2014). Lastly, EFL lessons usually have a beginning, middle and end following the presentation-practice-production (PPP) model based on learning objectives. Also, EFL lessons, sometimes, can take an unpredicted direction as new language may emerge. This can be seen as a positive and valuable element because it keeps the students at the centre (Martin, 2014). In terms of grammar, the distinction seems to be that EAP is concerned with the grammar relevant to the written language (in an academic register) - so the grammar of the non-simple sentence and the construction of paragraphs and the discourse structures used in monologic academic texts, whereas EFL is primarily about spoken, dialogic language (for which written sentence grammar is not particularly relevant).

Grammatical cohesion is another characteristic which can be found in EAP classes. Good academic writing requires fluent flow in the presentation of ideas in such a way that it maintains cohesion in the paragraph. Therefore, this is another skill that leaners need to develop in EAP classes, grammatical cohesion which refers to the use of grammatical aspects of writing and linguistic devices to join sentences together (Halliday and Hasan, 1976). Grammatical cohesion is a skill that is usually taught in EAP classes as this course is goal-oriented and skill-based, learners need to improve their English to attain academic success and communicate effectively in academic contexts. Halliday and Hasan (1976) view that cohesion is expressed partially through grammar and vocabulary in the text. According to Yule (2008) 'Cohesion is the tie and connection that exist within the text'. In other words,

cohesion maintains unity in academic writing and gives insights into how the readers comprehend and interpret the message of the writer.

One of the controversial debates in SLA is about the purpose and the method used to teach grammar, although not much research has been conducted on the role of grammar teaching in EAP courses (Hinkel, 2013). Even though EAP students are able to produce an accurate reference list or take notes, they often are unable to write a sentence without several grammatical errors (Hinkel, 2013). At present, there is a debate about whether to *focus on forms* (FoS) or to *focus on form* (FoF). The difference between these two approaches is that the *focus on forms* (FoS) is more teacher-centred and the main emphasis is on grammar and on assumption that learners acquire grammar in a systematic way. Thus, one of the most serious drawbacks of this approach is the sole form of teaching. On the other hand, Long (1997) claims that *focus on form* (FoF) is a more student-centred approach and addresses grammar when students need it as it may affect communication (Barnard and Scampton, 2008; Muncie, 2002; Sheen, 2002; Gollin, 1998). Explicit focus-on-forms can be presented deductively and inductively; the teacher presents the rule, or learners inductively discover the rule by themselves (DeKeyser, 2003; Ellis, 2001). On the other hand, focus on form gives emphasis to students' attention to use specific language forms within the context of meaning-based activities. According to Hinkel and Fotos (2002), focus on form is aimed at guiding learners in such a way that they must notice, then process the target grammar structure in purely communicative input. However, it can be argued that although this approach is consistent with modern teaching methods, in the grammar-based assessment curriculum, the (FoF) curriculum alone may not be sufficient for all students given that learners have different learning needs and learn at a different pace. The next

sections will consider a number of recent studies in grammar teaching and writing in EAP contexts which are relevant to the current study, followed by which items should be prioritised in an EAP context with reference to the literature.

2.6.2. Research on grammar in EAP contexts

Barnard and Scampton conducted a survey of teachers' attitudes towards grammar and grammar teaching in New Zealand in 2008. The researchers used a questionnaire on a four-point response scale, followed by a number of email interviews based on volunteer respondents. Thirty-two EAP teachers participated in the study. The results of the current study indicate that New Zealand EAP teachers are aware of the importance of grammar in their language teaching as well as being critical of issues involved in the learning process. In addition, it is evident from the evidence that EAP teachers favour the treatment of grammatical features incomplete texts, rather than in isolation. Incidentally, EAP teachers in New Zealand tend to support the Focus on Form approach. However, when participants asked about the importance of the systematic practice of grammatical structures and error correction, it seemed that they prefer to deal with grammatical issues as they derived from the texts used to develop generic EAP skills. However, there are a number of limitations related to the sample of the participants involved in the study as well as the time constraints. The duration of the study was only three-month, and thus purely reflect attitudes expressed at a specific moment.

In a different study, Solikhah (2015) examined academic literacy enforced in reading and writing for academic purposes in the EAP program of Indonesian learners. The study was conducted using a qualitative approach, which gathered from document review and in-depth interview involving 45 participants from IAIN Surakarta and Veteran University. The description of the curriculum design of

academic literacy for the EAP program was the main objective of the study. The data were collected over three months including EAP syllabus, teaching materials, assessment and policy issues produced in the EAP program. The findings of the study indicate that English academic literacy for the EAP program is embedded in English skills.

Parsi (2017) investigated the beliefs of EAP and EFL learners on learning and teaching language components on vocabulary, pronunciation and grammar. A large number of 231 undergraduate students at Ferdowsi University participated in the study. The participants were asked to complete a five-point Likert scale questionnaire, which was a modified version of Simon and Taverniers (2011). The reliability of the questionnaire was checked through Cronbach alpha coefficient index and was found reliable (a=0.88). The findings indicated (based on Independent Samples t-tests) that there is a statistical difference between EAP and EFL learners beliefs on learning and teaching language components as the two groups have different views and beliefs regarding the process of learning and teaching vocabulary, pronunciation and grammar. Moreover, based on the results provided by Pearson correlation coefficients, no statistically significant relationship found between EAP learners' beliefs and their language components' development, however, there is a statistically significant correlation between EFL learners' beliefs and their language components' development.

Romano (2019) investigated the grammatical errors in Chinese learners' writing of academic writing and evaluated whether the errors derive from the absence of similar inflexion in the L1. The grammatical structure of tense/agreement, passives and modals were analysed. A number of 32 students took part in the current study at two UK universities between 2013 to 2016. The

participants enrolled in 10 weeks intensive pre-sessional EAP program in order to progress to studies at Master's-degree level. The materials used during the research were based on seven argumentative essays which were completed 5, 6 and 10 as it was required of the course. The data was analysed through coding and the reliability was checked by two raters (kappa=87, $p<.001$). The analysis shows that Chinese students omit and misuse structures mostly related to tense/agreement as these forms are absent in the L1.

A small-scale needs analysis study based on students' perceptions of academic writing in Asian EAP context was conducted by Cai (2013). The main focus of English courses in higher education in the mainland in China is on teaching English for general purposes and only a few academic writing courses are offered. Fifty Master of Art students in English took part in the study. The data collected through a survey and a focus group interview. The findings showed that 70% of those who took part have never taken an academic writing course before. Also, students stated that the most challenging language-related problem is the linguistic sources needed for writing an academic paper. However, a number of caveats need to be considered regarding the current study. Firstly, the sample size was relatively small and secondly, one question which needs further investigation is whether the results from the present study can be generalized to university students in China with other majors who have similar needs.

Dakhmouche (2008) conducted a study whether it is possible or not to develop an integrative grammar in the context of academic writing. The study took place at Mentouri University, Constantine and a total of 90 students of the Second Year LMD participated in the research. A questionnaire was addressed to both teachers and students in order to elicit their opinions. The students' questionnaire was

designed to find out students' views about the importance they give to grammar in learning writing. Investigating students' opinions about integrative grammar teaching was crucial for Dakhmouche (2008) as it determines their views about what grammar is as well as the types of grammar instruction they prefer (inductive vs. deductive style) and lastly, how grammar has any impact on their writing. On the other hand, the teacher's questionnaire aimed at gathering information about the teachers' opinions about the importance they give to grammar in teaching writing. The findings indicated that students were aware of their specific problems and that improving their writing skills comes through practice and error. Concerning the teachers 'responses, they stated that learners need more time in order to develop good writing skills, highlighting simultaneously their commitment to discover more efficient ways of teaching the writing skill.

2.6.3. Essential Grammatical Components in an EAP context

In order to produce academic texts, learners need to meet the demands of university writing, thus, they need to develop language abilities, practical and study skills, i.e, competencies in academic composition, the grammar of standard written English, producing complex sentences and developing academic vocabulary (Hinkel, 2013). Furthermore, Hinkel (2013) states that in academic writing many language features and skills display different levels of importance. In particular, Shiu (2011) stated that there are different levels of grammatical difficulty while learning a language that can be perceived differently by learners. The traditional sequence of grammatical structures in textbooks usually includes the following grammatical components in accordance with Hinkel (2013):

- The English tenses including the present continuous to the past perfect.
- Subordinate clauses

- Passive voice
- Gerunds and infinitives
- Articles
- Conditionals

However, class time is often limited given that learners need to develop their academic skills, hence, teachers need to prioritise which grammatical features need to be taught and which can be skipped due to the time and teaching effectiveness. Previous studies have conducted based on the grammatical features needed for the composition of spoken and written academic prose (Hinkel, 2013). Hinkel explained in her study that the grammar structures can be divided into two major areas: firstly, the grammatical features which are essential in academic writing and secondly, the grammar constructions found in L2 grammar teaching but hardly ever used (Hinkel, 1997, 1999, 2002b, 2005, 2009, 2011;Ur, 2011).

Various linguistic and grammatical structures pose a different degree of importance in the production of academic writing. Previous research concluded that there is a robust relationship between students' academic performance, grammar and writing competencies (Byrd and Reid, 1998; Johns, 1997; Jordan, 1997; Lee and Schallert, 1997; Zhou, 2009). Furthermore, Celce-Murcia (1991) stated that grammar instruction is crucial for L2 learners to accomplish their educational goals commenting at the same time that "the importance of a reasonable degree of grammatical accuracy in academic or professional writing cannot be overstated" (p.465). Celce-Murcia emphasizes the fact that the high frequency of grammatical errors that occurs in L2 students' academic prose is considered unacceptable by educators in higher education.

In accordance with the study by Hinkel (1997), developing learners' awareness and enabling them to notice grammatical features and then build on this foundation is the main objective of instruction. Teachers can explicitly address these regularities of grammatical structures and then assist learners to practise in the production of academic writing (Celce-Murcia, 2002; Ur, 2011). Ellis (1997) believes that learners at all levels of proficiency need to become aware of the importance of the structure of complete sentences in academic prose as well as the distinction between informal and formal writing. Ellis (1997) further argued that learners need to become aware of how structures are used together with explicit teaching which could be more beneficial for them as they will notice structures and not miss them. There is a large volume of published studies and research-based recommendations describing different ways to prioritise what grammar to teach (Hulstijn, 1995; Swan, 2002; Ellis, 2006; Folse, 2016). For the purpose of the current study, the researcher proposes the following sequence of grammar constructions in academic writing.

- Sentence construction –Grammar Tenses- Subject-Verb agreement
- Present Tenses
- Past tenses
- Present Perfect
- Future Simple
- Passive Voice
- Present Perfect
- Past simple
- Conditional sentences
- Countable and Uncountable nouns-Articles

- Prepositions

As indicated by Hinkel (2013), the first element that needs to be taught and prioritised in EAP writing is sentence and phrase construction, the subject is followed by a verb, which is followed by an object. Also, every sentence needs to have a verb in order to be grammatical correctly and singular countable nouns need to have an article (Hinkel, 2013). Even though, this stage is important, countable and uncountable nouns, as well as articles, can be taught towards the end of EAP courses. At this stage verb tenses, also, need to be taught. Reid (2000, p.283) states that "writing conventions require specific verb tenses in different academic writing situations". She elaborates that writers use present tense for research reports and background information and past tense or present perfect tense for actual research as well as a passive voice in simple present and simple past tenses. With regards to grammar tenses, Ellis (1997) puts an emphasis on the complexity of tenses and verb inflexion highlighting the difficulty of learning these grammatical structures. Added to this, inappropriate uses of grammatical tenses may impede communication and obscure the meaning in writing (Hinkel, 2004b).

Equally, Vaughan (1991) stated that low ratings of L2 writing and the quality of the paper usually is affected by the incorrect use of tenses while assessing essays. In another study, Hamp-Lyons (1991) concluded that tense errors are rather a serious issue in L2 writing while reviewing the scoring system and evaluation guide of L2 writing produced by the British Council and used with Michigan English Language Assessment Battley. In addition to this, the subject-verb agreement can be taught at this stage (McCarthy, 2001). Reid's adds that communication can be interfered by verb tense errors. Moreover, progressive tenses are not used frequently in academic discourse, however, they are often used in spoken discourse, and as a

result, they may impart some kind of conversational flavour to academic texts (McCathy, 2001; Swales and Feak, 2012).

Regarding the grammatical feature of S-V-agreement, it was chosen to be included in the current study due to the fact that some L2 students' mother tongue does not have rules of S-V-agreement as opposed to English language (Nayan, 2009). As a result, this poses problems for L2 learners and affects their writing as they cannot construct meaningful sentences. Dorn (2000) believes that sentence construction is very important for L2 learners as they need to express their ideas effectively and consequently help the reader understand the text. Furthermore, he claims that most of the grammatical mistakes in English are connected with verbs. Writing an academic piece of paper without any grammatical errors indicates that the learner has become proficient at using the English language and will positively impress those who will review and assess their work, hence, increases their credibility (Nayan, 2009).

Making reference to Hinkel (2002) one of the thorniest problems in L2 grammar instruction is related to the use of passive voice. The use of passive voice is the next structure that L2 learners need to become aware, as it is an extremely common linguistic device in academic writing given that it has a number of important textual functions referring to academic indirectness and objectivity needed in academic prose. Passive voice is a common characteristic in academic writing and furthermore, when it comes to L2 production, passive constructions are not formed correctly by many advanced pre-sessional students and as a result, are not used appropriately in academic discourse. In a different study related to grammatical difficulty, Ghabanchi and Vosooghi (2006) revealed that the majority of students had difficulty in learning the structures of active/passive voice and

conditional sentences. Based on the data provided by a number of corpus analyses in academic writing, the use of passive voice is omnipresent and remains a predominant element in academic writing in many disciplines (Johns, 1997; Swales, 1990a). Passive voice can be used, in particular, present perfect tense for producing introductory paragraphs of academic essays and past simple to report (Johns, 1997; Swales, 1990a). Previous studies based on the uses of passive voice in English have indicated that passive constructions are not easy for L2 learners and are not used appropriately due to the fact that is lexicalised, meaning that many passive structures are idiomatic and cannot be structurally developed in some cases (Atkinson, 1991;Owen, 1993). Having said that it is impractical not to use the passive voice in academic writing.

Based on the analyses of L2 academic texts provided by Hinkel (2002), non-native advanced writers do not use passive structures as frequently as native writers' first-year university students. Hinkel (2004) investigated the ways in which learners of seven languages (English, Chinese, Japanese, Korean, Indonesian, Vietnamese and Arabic) use tense, aspect and the passive voice in their L2 written discourse. More specifically, the main focus is on the media frequency rates of three English tenses (the present, the past and the future), two aspects (the progressive and the perfect) and passive verbs structures found in L1 academic texts of NSs and L2 academic texts of NNSs. The study took place in four US universities and the essays were written by 746 NS and NNS students during routine placement and diagnostic tests. The duration of the written exam was 50 minutes. The results of the study indicate that advanced NNS students who are learning English as second language for a number of years may face difficulties with the conventions of academic writing related to the uses of tenses, aspects and the passive voice in academic

discourse. Another important finding of this study is that complex verb phrase constructions such as passive voice, the perfect aspect, or predictive/hypothetical *would* are not frequently used by the majority of NNSs students. However, there is one implication with the finding of this research as it may have had a limited impact on L2 grammar and writing instruction as the evidence presented derived from a brief examination instructional materials in L2 written discourse at the university level.

Different studies, however, have shown that passive voice poses difficulties to both native and non-native learners. According to Moreb (2016, p.3), Pullum (2014) and Leong (2014) outlined the difficulties to the negative attitudes associated with its usage highlighting that often teachers advise their students against using it, and instead recommend the use of the active voice. This could be due to a number of complexities in the meaning, the linguistic differences between L1 and L2 of passive forms and lastly, the influence of the first language on the second one. Nevertheless, using passive constructions in academic writing is essential linguistic structures that L2 writers need to employ accurately in order to achieve an impersonal and formal style.

After this phase, the next grammatical feature that needs to be taught is the functions of conditional clauses. Conditional sentences, alternatively, are cognitively and linguistically complex systems that express different meanings such as, cognitive reasoning and logical arguments and furthermore, are used for a large number of discourse functions such as, cause/effect and problem/solution relationships (Ramirez, 2005). Based on Celce-Murcia and Larsen-Freedman (1999) said that L2 learners have difficulties in acquiring English conditionals due to their syntactic and semantic complexities. In a different study, Covitt (1976)

found that conditionals are one of the most serious teaching problems encounter by ESL teachers, classified as fifth in line. Conditional sentences are common in academic contexts and are considered advanced syntactic structures that introduce the writer's position or argumentation (Biber, 1988). These sentences help in the development of arguments and they provide the basis for the development of grammatical styles that will help in the overall style. Added to this, conditional sentences are used to state and test a research hypothesis and discuss possible outcomes of the research. Also, L2 learners can use conditionals in academic writing in order to state scientific facts, show implications, make inferences about the past and predictions about the future, show possible actions, give advice and provide future possibilities (University of Adelaide, 2017). However, it is vital for writers to produce complex sentences and use subordinate clauses accurately in academic discourse as they cannot credibly build an academic text through the use of simple constructions (Davidson, 1991; Hamp-Lyons, 1991; Vaughan, 1991). The common problem between active/passive voice and the conditional sentences is the grammatical and linguistic difficulty and complexity which can be identified on different levels while learning language forms.

The next grammatical structures that need to be taught are countable/uncountable nouns together with articles. As previously stated, in academic writing, a high level of accuracy is needed, thus, the correct use of articles indicates not only the fact that an L2 student has mastered the language but also the precision and coherence while expressing their thoughts. The semantic classification of countable and uncountable nouns is another issue that causes some difficulties for L2 writers as it is necessary to have an extensive vocabulary range to comprehend the semantic features (Hinkel, 2013). The semantic classification of

uncountable nouns is organised based on the following items according to Hinkel (2013), fluids, solids, abstractions, languages, recreations, activities, and natural phenomena or it will be organised based on their endings. Another major issue that occurs in academic contexts is the appropriate use of definite and indefinite articles. One possible solution regarding the correct choice of the article is to encourage L2 learners to use plural forms instead of singular, however, this teaching technique does not solve the problem with all the article issues (Hinkel, 2013). Countable and uncountable nouns can be taught together with articles given that some articles can be used with both countable and uncountable nouns or with one or the other. In 1965, Hornby identified that the numeral aspects of countable and uncountable nouns as well as singular and plural forms are the reason of L2 learners' misuse of articles due to their misunderstanding of countability in specific contexts and proposed that the dictionary needs to highlight when the article is omitted through the use of examples. Identifying countability can be problematic for L2 students as it is a difficult aspect to quantify according to a given context (Yoon, 1993, cited in Miller, 2005). After the identification of countable and uncountable nouns, the user needs to decide whether an article is needed or not referring to the concept of definiteness (Miller, 2005). Hence, definiteness and countability go together while teaching articles and countable nouns in academic writing.

Last but not least, prepositions need to be taught as are highly frequent in any type of writing. In particular, the density of prepositions is high in academic writing, thus, it is essential for students to know how to use them effectively. One challenge that L2 learners face with prepositions is their specific idiomatic use which causes difficulty for learners in recognising and using them correctly when they occur in the text. Also, L2 learners find difficult to use prepositions correctly due to the

various functions they have, provided that there are over 100 prepositions in the English language (Swan, 1988). The rules are often complicated and do not always ensure accuracy (Wahlen, 2001) considering the fact that in some languages, prepositions are used differently or may not exist at all (James, 2007; Jie, 2008). Previous research has shown that non-native speakers/writers employ prepositions in a different way compared to native speakers/writers (Hinkel, 2004). Hence, it seems important that these linguistic features need to be taught. As stated by Hinkel (2004), overall, there is a small number of prepositions that is often found in academic writing. The six most common prepositions are: *of, in, for, on, to, with* followed by the second frequent set which is: at and *by*. Lastly, Celce-Murcia (1999) observed that EFL students face problems in terms of using prepositions and the meaning stating that the form is often easier to understand and apply than the definition of its native equivalent. The complexity of prepositions, therefore, resulted in having problems with prepositions in writing for EFL teachers and learners (Mukundan, 2004). Having discussed all the essential grammatical components in an EAP context, it is worth highlighting also the role of accuracy in academic writing.

2.6.4. Accuracy in Academic Writing

Several studies have revealed that grammar instruction is vital for advanced L2 learners if they wish to accomplish their educational and professional goals (Celce-Murcia 1991; Schmidt 1994; Shaw and Ting-Kun Liu 1998). The importance of grammatical accuracy was emphasised by Celce-Murcia (1991) stating that L2 students' high occurrence of grammatical errors causes difficulties in understanding their writing. However, other research findings have reported that academic L2

proficiency cannot be achieved through the exposure to L2 vocabulary, grammar and formal writing meaning that the input does guarantee language acquisition (Ellis, 1990; Hinkel, 2002; Schmidt, 2002). Schmidt (2002) suggests that the only linguistic items that are likely to be acquired are those that will be consciously noticed by language learners. Chang and Swales (1999) examined sentence-level writing skills of advanced L2 students and came into the conclusion that exposing advanced L2 learners to a considerable amount of reading and writing in academic prose and discourse do not guarantee that they will become aware of academic and linguistic features needed for academic composition. Chang and Swales (1999) drew a conclusion that explicit representation of grammatical rules and functions in advanced academic writing is required. Likewise, Ellis (1990) claims that explicit grammar teaching with its main learning objective on linguistic accuracy will help L2 learners in discourse planning and improve their linguistic competence. yele, et.al. (2010) examined how the development of EFL students' academic writing abilities was influenced while studying English for Academic Purposes. The research discovered that students had not progressed enough in terms of grammar accuracy. Also, based on their personal perspectives they stated that the course did not help them to achieve high levels of grammatical accuracy. To summarise, the results of the previous research concerning the effectiveness of different types of grammar instruction remain inconclusive provided that both approaches were implemented in different ways; therefore, the comparison between studies is even harder. Therefore, this paper will explore and measure if there is any difference between inductive and deductive approaches in terms of teaching grammar to pre-sessional students and also investigate which one of these methods leads to a better learning outcome.

2.7. The knowledge gap in the literature

As reviewed in this chapter, there is a reasonable amount of research dedicated to different types of grammar instruction in EFL/EAP context in the last few decades. The results of these studies have been contradictory. Some of them indicated that the deductive grammar instruction was more useful whereas others found that inductive grammar instruction was more efficient in terms of performance on grammar tests. Several studies have been conducted to identify which grammatical features are essential for academic writing (Hinkel, 2013; Reid, 2000), however, there has been little discussion regarding the effectiveness of inductive and deductive grammar instruction in learning grammar for academic writing in pre-sessional classes. The results of previous research (Vogel et.al, 2011; Haight et.al, 2007; Jong-Won, 2007; Takimoto,2005; Alzu'bi, 2015), concerning the effectiveness of different types of grammar instruction, remain inconclusive provided that both approaches were implemented in different ways, therefore, the comparison between studies is even harder. Xudong, et.al. (2010) examined the effects of English for Academic Purposes course on the development of academic writing skills of EFL graduate students. The study discovered that the students had not been made enough progress in terms of grammar accuracy. On the contrary, Hinkel (2004) states, intensive and consistent instruction in L2 grammar is essential for academically bound non-native speakers. Chang and Swales (1999) concluded that advanced academic writing requires explicit instruction. In their meta-analysis, Norris and Otrega (2000) concluded that instructional treatment of any type is much better than non-intervention and has long-lasting effects. Furthermore, this is a limited number of studies that have explored the effectiveness of inductive and deductive techniques in teaching EAP grammar to university L2 students.

Pre-sessional students need to learn a variety of models of essays as well as practise different types of writing. What is not yet clear is the link between what students need to do in their undergraduate and postgraduate course which is mostly writing assignments and what the learning materials used in pre-sessional courses and the ELAS writing exam tend to do during the duration of the (12 weeks) course. In theory, the pre-sessional courses should help them with the writing strategies that they can learn to write an essay, but does explicit knowledge of grammar help them write an essay? If not, is there any place for the inductive approach in teaching grammar to pre-sessional students in higher education?

2.8. Conclusion

This chapter reviewed the concepts and studies related to the effectiveness of inductive and deductive grammar teaching as well as the relevant issues surrounding this topic. Previous research has investigated the positive effects of both types of grammar instruction, some of which have favoured the inductive approach, others the deductive and some other proved that both types of grammar instruction should be combined in language teaching and learning. Therefore, the contradiction among the findings of the previous literature is continued. In the next chapter, The Research Methodology Section provides a detailed explanation regarding the data collection, participants, collection procedures and instruments followed by the procedure of data analysis.

CHAPTER III: METHODOLOGY

3.1. Introduction

This chapter presents the research design and methods applied in this study on the exploration and assessment of grammar teaching instruction (inductive, deductive and both) and their impact on language gain. Overall, the present study investigates which of these instructional approaches produces better results for L2 pre-sessional students in higher education who need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam. The current study, also, investigates university L2 pre-sessional students' perceptions towards these instructional approaches as well as identifying if there is any correlation between their perceptions and their performances which may affect the students' attitudes towards different approaches to learning grammar *(see 1.4).*

This chapter has been divided into seven sections. The first two sections provide an overview of the study and the justification of methodology *(Sections 3.2, 3.3).* The third section *(Section 3.4)* discusses the qualitative and quantitative research methods in relation to the study. The fourth section *(Section 3.5)* describes the research setting, the participants and the researcher's role followed by the description of triangulation *(Sections 3.8)* and the research strategies *(Sections 3.8.2, 3.10):* ethnography and quasi-experiment. The sixth section *(Section 3.12)* describes the conduction of pre-post-tests. Finally, the seventh section *(Sections 3.13, 3.14, 3.15)* elaborates the research instruments: observations, interviews, questionnaire and the ethical considerations of each method.

3.2. Overview

The current study was conducted through two main methodological approaches: an ethnographic approach and a quasi-experiment to explore the effectiveness of inductive, deductive and the combination of both types of grammar instruction in terms of teaching grammar to university L2 pre-sessional students who need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam *(see 1.4).* It also focuses on university L2 pre-sessional students' perceptions towards these instructional approaches as well as identifying if there is any correlation between their perceptions and their performances. Attitudes towards different approaches to learning grammar may affect someone's behaviour, motivation, mood, thus, learning.

The data collected is both qualitative and quantitative based on content analysis. Also, the method of triangulation was used to corroborate the findings. More specific, pre-post-tests, observations and diaries were used to investigate and measure the students' achievements based on different types of grammar instruction. Conversely, interviews and questionnaires were used to discover university L2 students' perceptions and attitudes towards different approaches to learning grammar in higher education. Also, two pilot studies were conducted prior to the main study in order to identify the most suitable methodology for this study. The following table illustrates the research timeline.

Research Timeline

Table 5: Research Timeline

Research methods	Length of time dedicated to each method	Comments
Pilot study 1	July 2014	The researcher reconsidered the methodology, resubmission after 3 months
Pilot study 2	November 2014 (3 months)	Reconsider methodology
Pre-language tests	January 2015-January 2016	Pre-test administered to all groups at the beginning of each experiment (12 weeks)
Observations	January 2015-January 2016	Observations lasted one year
Interviews	January 2015-January 2016	Interviews were conducted at the end of each experiment (12 weeks).
Questionnaires	January 2015-January 2016	Questionnaires were distributed at the end of each experiment (12 weeks).
Post-language tests	January 2015-January 2016	Post-test administered to all groups at the end of each experiment (12 weeks).
Diaries	January 2015-January 2016	Diaries were kept throughout the research.

3.3. Justification of methodology

Making reference to Babbie (2004), research design "involves a set of decisions regarding what topic is to be studied among what populations with what research methods for what purpose" (p. 112). The current study attempted to provide a broad picture of teaching grammar for EAP to university L2 pre-sessional students who needed to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam as well as investigating their perceptions and attitudes towards teaching grammar deductively and inductively. Thus, it was vital to investigate the teaching approaches and students' perceptions that influence language learning. In order to answer the research questions, 2 pilot

studies *(pilot 1, see Appendix 15)* were conducted and a number of previous studies were examined in terms of the methods used (Mohamad ,1997; Erlam ,2003; Haight, Herron and Cole , 2007; Haight et.al , 2007; Vogel et. al, 2011; Mallia, 2014; Eriksson ,2014; Jean and Simard, 2013; Nazari ,2012; Sulaiman, 2012; Kuder, 2009; Xu, 2012; Tammenga-Helmantel and Arends and Canrinus, 2014; Haight et.al, 2007; Jong-Won, 2007; Takimoto, 2005; Alzu'bi, 2015)**.** This enabled the existing body of research to influence the research design of the current study. Also, it was thought that the quantitative data would supplement the qualitative data. After examining the methodology that was used in all the studies previously mentioned (ibid), it appeared that the mutual method which was used among all studies was pre-post-tests, hence, it was decided to be used for the current research. To be more specific, a quasi-experimental design was initially used (*t-tests*) to answer the RQ1 as the main focus was to investigate the effects of the intervention (deductive, inductive and the combination of both) on university L2 pre-sessional students. The quasi-experiment took place in a natural setting, in a classroom, in the University of Bedfordshire and three groups were used in the study: the formal, the naturalistic and the mixed. On the contrary, the ethnographic approach was chosen for this study as it allowed the researcher to gain a better holistic perspective and explore how these methods influence L2 pre-sessional students' perceptions (RQ2) and furthermore, comprehend their motivation and learning strategies while improving their grammatical knowledge required for academic writing. These methods may influence L2 students' academic grammar achievements negatively or positively and as a result, may affect their attitudes towards learning English in general. Attitudes towards different approaches to learning grammar can affect someone's behaviour, motivation, mood, thus, learning and performance.

To probe deeper and to obtain the reliability of quantitative findings, qualitative data was used in this study which included observations to gain a better understanding from a different perspective regarding the effects of deductive, inductive or a combination of both approaches (RQ1). Lastly, a classroom diary was used to triangulate the data and also, was used as a tool to promote, engage and develop the researcher's reflective thinking and understandings during the study (Clarke, 2009). The diary and notes were used to supplement, address and answer (RQ1). The last two research methods (observations and dairy) were utilised given that previous studies (Alzu'bi, 2015; Negahdaripour and Amirghassemi, 2015; Sik, 2015; Chalipa, 2013; Kuder, 2009; Haight and Herron and Cole, 2007, Jong-Won, 2007; Kontozi and Kouratou, nd;) did not use any classroom observations and diaries in order to sufficiently address the phenomenon. Therefore, to fill a gap in the literature, mixed methods (qualitative and qualitative methods) were used so as to provide methodological and pedagogical implications, additional insights and awareness in pre-sessional classes in higher education. In order to answer RQ2, a questionnaire with follow up interviews was utilised in order to investigate students' perceptions and feelings towards the inductive and deductive learning approaches**.** The questionnaire was used in order to corroborate the findings through the method of triangulation and further answer the RQ2. The design of the questionnaire was based on eleven questions which were based on five rating scale designed to measure university L2 pre-sessional students' attitudes towards learning grammar as well as on four closed-ended questions associated with the importance of grammar and the level of difficulty on seven grammatical structures related to academic writing which may affect their extrinsic motivation as they need to pass the ELAS writing exam and improve their academic performance. As

extrinsic motivation refers to a student who participates at a task not for the joy or pleasure of it but for some kind of external goal they aim to achieve through that the questionnaire administered based on that notion. This external goal could be receiving a certificate or passing an exam of the course.

The Chronbach's alpha index was used in order to assess the reliability of the questionnaire as well as Miles and Huberman (1994) formula to calculate the reliability of the questionnaire's data analysis *(see sections 3.14.2 and 3.14.3).* Last but not least, semi-structured interviews were used conducted with informants in order to answer the RQ2 and gain supplementary information and viewpoints using the same questions of the questionnaire but having rephrased them aiming to measure the reliability of participants' responses and strengthen the interpretation based on that data.

3.4. Mixing Methods in Design Research

3.4.1. Quantitative and Qualitative methods

The data was collected and analysed by using both quantitative and qualitative methods using content analysis. Quantitative data measure and analyse data drawn from experiments or questionnaires whereas qualitative data deals with patterns of behaviour, meanings, cultural norms, types of language used and further a plethora of ways that people understand things as they naturally occur, social phenomena that wait to be discovered (Denscombe, 2003). The current study occurred in a natural setting, at the University of Bedfordshire. For the purpose of this particular study, it was decided to include both approaches aiming at measuring the same phenomenon from a different angle in order to extend and maximise our

understanding about the effectiveness of the instructional approaches used for L2 pre-sessional students in higher education (RQ1) as well as L2 pre-sessional students' behaviour, motivation and attitudes towards teaching grammar deductively or inductively (RQ2) as they are required to produce an academic text for the ELAS writing exam, an essay of 250 words. One of the main advantages of using the quantitative method was that the RQ1 was tested and analysed through the use of *t-tests* (pre-post-tests). Also, the questionnaire contained 11 questions which were based on five rating scale, the analysis was conducted through the use of quantitative data using the SPSS programme.

Moreover, qualitative data can be regarded also as empirical information about different patterns, themes, sequences and frequently employs a basic descriptive content analysis (Punch, 2006). It deals with data presented in words. The qualitative data were analysed in relation to pre-sessional classroom activities and materials which generate questions about the role of different types of grammar instruction and other interrelated variables involved in learning grammar either inductively or deductively *(see codes 4.3).* Added to this, the data collected from interviews, open questions from the questionnaire and the researcher's diary and notes were analysed through coding (Punch, 2006).

Another key facet of the qualitative analysis is the fact that multiple data sources can be combined in order to corroborate findings. It must be emphasised, then, that the qualitative analysis gives the opportunity to social researchers to transform and interpret the qualitative data from a different point of view (Punch, 2006). Beyond this, the process of interpreting the gathered data is deeper, more focused and more detailed as opposed to quantitative research. On the negative side, interpreting qualitative data can be considered to a certain degree as a formation of the

researcher rather than a discovery of facts. Once again, the gathered data may be less representative providing the complexity of establishing how far the findings can be generalized to other similar instances (Sarantakos, 2005).This can lead to the possible danger of decontextualizing the meaning, in other words, the meaning may be lost or transformed in the process of coding and categorizing the data (Punch, 2006).

3.4.2. Reliability and validity of the adopted quantitative methods

Apart from the qualitative data, the current study, also, used quantitative data so as to enhance the research findings. Making reference to Denscombe "The use of statistics can give researchers additional credibility in terms of the interpretations they make and the confidence they have in their findings" (2003, p 251). Thus, the reliability of the pre-post-tests was measured through Cronbach's Alpha (using SPSS) and analysed through the use of *t-tests* (Excel) in order to identify the significance level *(see section 3.12.2).* Cronbach's Alpha measures the reliability of a set of scale or test items. Values range from 0 to 1, the maximum is 1 and the minimum is 0, higher values showing greater reliability (Pallant, 2005).

The design of this approach generated numeric data. This was used in the questionnaire in which participants were asked to answer on a five-point scale. The reliability of the questionnaire was checked through Cronbach's reliability index. The raw data gathered from the closed questions of the questionnaire were analysed by the researcher through the use of the SPSS programme. The production of charts helped the researcher to interpret the data through visual clues and appropriate representation.

3.4.3. Reliability and validity of the adopted qualitative research methods

The researcher's subjectivity was tackled through the concepts of validity and reliability given that the researcher was the person, who gathered, analysed and interpreted the data. Thus, while conducting qualitative studies, more attention was given to the codes emerging from the study as the methods used in qualitative studies may be less objective than in quantitative research. The nature of qualitative research did not include any statistical analysis. Thus, all the codes emerged from the study were checked by two lecturers (ELT Lecturer J and ELT and ESOL Lecturer L) in order to achieve reliability and validity in qualitative research.

Validity in research is concerned with the accurate and true production of scientific findings (LeCompte and Goetz 1982). Validity is an instrument which measures what is supposed to measure. Campbell and Stanley (1966) divided the concept of validity into two categories: Internal and External validity. Added to this, Denzin (1970) used internal and external validity as part of qualitative studies. Internal validity is concerned with the degree to which research findings are a true representation of the reality and not the effects of external factors. During the study, internal validity was achieved through the use of an appropriate research design which was based on mixed methods together with data analysis. The data analysis was conducted through statistics and coding, as stated previously. Besides, there were not any natural changes and all subjects participated during the experiment. However, internal validity may have been influenced by the fact that testing grammatical structures through the use of discrete items usually is in favour of the deductive approach.

External validity refers to the degree to which these representations of reality are acceptable, valid and related to particular groups. Reliability, alternatively, is

involved with the concepts of consistency, stability and repeatability as well as with the accurate collection of information (Selltiz et al 1976). To be more specific, it concerns with the researcher's ability to produce constantly the same or comparable results over repeated testing periods when using comparable methods on the same subjects. Many qualitative researchers tend to use alternative terms to describe the concepts of validity and reliability such as credibility, trustworthiness, applicability, consistency and confirmability (Glaser and Strauss 1967, Leininger 1991, Lincoln and Guba 1985). In order to control the threats of external validity, the subjects were randomly selected and assigned by the administrators. One of the risks which can affect reliability and validity is an error. The results may be considered inaccurate if the degree of error is great. Errors can be categorised as follow: the researcher, the subjects, the social setting, and the methods used to collect and analyse the data.

3.5. The research setting and participants

3.5.1. The research setting

The study was conducted at the University of Bedfordshire at the Language centre from Pre-sessional English Courses. The selection of the student groups was controlled only based on the students' results of the language password test (between 4.5 -5.0 IELTS scoring system) provided by the University of Bedfordshire *(see 3.5.4.).* The length of this course for each pre-sessional course was 12 weeks, the groups were observed for approximately one year. The study was designed and conducted in the academic year 2015-2016. They received 6 hours of teaching every day, 27 hours per week. University L2 pre-sessional students need to develop all their language skills while attending this course in order to achieve a

high score in the ELAS test and progress into their undergraduate or postgraduate courses. Writing is one of the language skills that pre-sessional students find difficult to acquire as it requires their understanding of grammar, which is essential for producing an academic text required for the ELAS writing exam and converting gradually their declarative knowledge into procedural knowledge when they are developmentally and linguistically ready Ellis (1993). The course book that teachers used was the "New Total" Upper Intermediate, as well as additional materials and sources, were used in the classroom (Crace and Acklam, 2011). The grammatical structures were not new to them, but the majority of learners did not use them accurately during previous revision tasks according to their teachers' feedback. The lesson procedures and the instructional approaches were discussed prior to the lesson with teachers *(see the instructional program, 3.11).*

3.5.2. Limitations of setting

The study is limited to the exploration of the effectiveness of using the inductive, deductive and a combination of both approaches for L2 pre-sessional students in higher education (Bedfordshire University) in the academic year 2015-2016 who needed to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam. Furthermore, it investigated university L2 pre-sessional students' personal perceptions and attitudes towards learning grammar deductively and inductively. Future research could explore the effectiveness of grammar instruction by involving more educational institutions increasing in this way the validity of the research.

3.5.3. Participants

Regarding the study population, 100 participants partook in the research, but only 91 completed the pre-post-tests, 54% were female and 46% male. The participants were at an intermediate level when they were enrolled in 12 weeks pre-sessional course which they had to complete it in order to progress into their undergraduate or postgraduate courses (Finance, Banking, Business and Art Studies, Linguistics, Human Resource Management and Medical Studies). The average age among the participants was between 18-55 years old. The participants originated from Asian and European countries. The selection of the student groups was controlled based on the results of the language password test (between 4.5 -5.0 IELTS scoring system) provided by the University of Bedfordshire *(see 3.5.4).* All the students were assigned to different classes based on the month (the academic years 2015-2016) they enrolled at the university. The data collected from pre-sessional classes. The grammatical structures used during the experiment were not new to them, but the majority of learners did not use them accurately during the previous revision tasks done in class. Formal consent forms were given to participants prior to the research.

In qualitative research, sample selection derives from the researcher's ability to provide data that is related to the research question (Brink, 1993). In order to collect valid data, the researcher used some informal mini-interviews prior to the main study in order to find out about their participants' personal viewpoints and interests about their participation in the research as well as their thoughts about the broad topic of learning grammar. Even though the research was carried in a familiar environment with a familiar group of students, the researcher asked two members of the support team to assist the codebooks of the interviews, the

diary/observational notes and the participants' answers collected from the open questions *(see 3.9, 3.15.2).*

Table 6: Number of participants from pre-post tests and lessons observed

Data collection instrument	Formal	Naturalistic	Mixed
Pre-Post-languge tests	23 students	31 students	37 students
Lessons observed	8 lessons	7 lessons	5 lessons

Table 7: Number of participants from questionnaires and interviews

Questionnaires	100 participants
Interviews	40 participants

3.5.4. Language Password Test

The Language Password test was designed by CRELLA (the Centre for Research in English Language Learning and Assessment) and used by the University of Bedfordshire for students screening and their admission to pre-university programmes. The Language Password test was an on-line test and was conducted at the beginning and end of the course to assess the students' level and progress. The password knowledge test had 5 sections, 72 questions to answer within 60 minutes. Questions were mostly multiple choice about grammar ('Where is/are/did/was my pen?') and vocabulary ('Can you borrow/lend/take/have my pen?), but also on finding sentences with mistakes later in the test. Results were immediately provided to administrators and were similar to IELTS scores.

3.5.5. Support Team

The following ELT Lectures helped the researcher in conducting this research project. All these ELT Lecturers were working in the Department of Language and Communication at the University of Bedfordshire at the time of collecting the data.

ELT Lecturer M1: Lecturer in ELT involved in teaching Pre-sessional with more than 20 years of teaching experience

ELT Lecturer A: Lecturer in ELT involved in teaching Pre-sessional and EU Foundation Course with 10 years of teaching experience

ELT Lecturer J: Lecturer in ELT and Award Manager for EFL and IFC with 15 years of teaching experience.

ELT Lecturer M2: Lecturer in ELT involved in teaching Pre-sessional and Communication Skills and IELTS with 10 years of teaching experience.

ELT Lecturer B: Lecturer in ELT involved in teaching Pre-sessional, CPE and Communication Skills with 20 years of teaching experience.

ELT and ESOL Lecturer L: Lecturer in ELT and ESOL involved in teaching EAP and ESOL with 10 years of teaching experience.

3.6. Ethical considerations

In recent years, the fundamental idea in social research is that any social researcher should be moral by formulating a set of criteria and codes of ethics within research institutions and professional associations to make certain that every social research is conducted in accordance with professional and ethical standards. With regards to research in applied linguistics, a range of principles and values should be

taken into account such as showing respect to all participants, operating with honesty and integrity (Denscombe, 2003).

The first step regarding the methodology of my research was to obtain permission from the Ethics Committee in order to have access to the setting. On this basis, authorization also was taken by the Director of the Language Centre who was responsible for the pre-sessional programmes at the University of Bedfordshire and by the teachers.

Looking more closely at the ethical guidelines the framework which I proposed for my research project was in accordance with the BAAL guidelines for ethical research. All the ethical considerations were taken into account and explained properly to the students at the beginning of the project and my role as a researcher. All the participants were asked to sign an informed consent form prior to the study, highlighting that "The information collected will be in accordance with BAAL (2016), will be kept private, confidential, anonymous and will be used only for educational purposes" *(Appendix 2).*

After the experiment, the formal and the naturalistic groups were given the opportunity to experience a different instructional approach as opposed to the one they experienced during the experiment to adhere the ethical standards in second language teaching.

3.6.1 Written informed consent form

Looking more thoroughly at the informed consent section, a brief clarification was given to the participants explaining the main purpose, in broad terms, of the research together with a declaration of the institution which the research was being undertaken. As a researcher, I was fully aware that respondents have the right to withdraw consent and decline to continue in the role, at any stage, if they no longer

wish to do so. Considering all the research methods involved in this particular study, all participants were made aware that they have the right to withdraw their consent at any time *(Appendix 2).* Also, in the same section, it was written clearly that their participation is voluntary, respecting simultaneously those who did not want to participate in the research project (Denscombe, 2003).

Four components were taken into consideration while designing the informed consent form. The first factor was the **competition** which means that participants needed to be mentally capable of understanding and making decisions based on the facts of the research. The second factor was **disclosure** referring to participants' reassurance that the research would be reviewed and approved by an independent group. The third factor was that participants must **understand** what they were told by the researcher. The fourth factor was that the participants must be recruited on **voluntary** responses and decisions (Emanuel, Abdoler, Stunkel, nd).

3.7. My role as a researcher

The research was conducted in my working place, at the University of Bedfordshire, I collected the data as an insider non-participant observer. The participants were aware of my positions as an EAP Lecturer in the Department of Language and Communication at the University of Bedfordshire, however, I was not a member of the teaching team of the experimental groups. The lessons were delivered by other EFL teachers *(see section 3.11).* This, however, allowed me to maintain a distance and establish the development of rapport between myself and the participants needed for the research provided that 'objectivity' can be lost due to the notion of familiarity among the subjects and the researcher (Breen, 2007).

Having access to the research setting helped me towards the continuous and detailed collection of data. One of the advantages of being an insider was that I was able to collect data on a daily basis, an important element which an outsider might not have been able to achieve. All the teachers who participated in my research reacted positively to my requests regarding the grammatical lessons and materials that they had to teach and use during my research project. All the observations and interviews were planned and organised with the support of my colleagues. Added to this, the administrators helped me by collecting some questionnaires from the groups. For an outsider, this process might have been more complicated.

On the other hand, the validity of the data may be influenced by the presence of the researcher in the social setting that is being investigated. For instance, the researcher's physical appearance and personal attributes may affect the setting. The participants were initially asking questions about my presence in the classroom, however, they become familiar with my presence as they were aware of the on-going research project taking place at the University of Bedfordshire.

Seeing things from a different perspective, in qualitative research, the researcher is usually the person who collects and analyses the data, thus, if the data remains unchecked, this could affect the validity of data and the researcher may be accused of being biased (Denscombe, 2003). Thus, one of the main drawbacks was related to my role duality before and during my research project. Initially, I was known as an EAP Lecturer, however, after informing the teachers and students about the nature of the study, I was perceived not only as a lecturer but as a researcher (Burke and Kirton, 2006).

Moreover, external validity and the researcher's bias may be affected by his or her own personal views and values of observing subjects and interpreting findings.

In order to avoid bias during the research process, the researcher followed Leininger's suggestions (1991) by staying and observing three months each group, managing in this way to build a trust relationship with the participants and get closer to the situation being studied by revealing only the information and the procedures needed for the research project. Respondents were aware of the researcher's presence while observing them, they knew that the topic of the research was based on grammar, however, they did not know about the specific topic and the research questions. In order to increase the validity based on the truthfulness of participants' responses and to avoid bias due to particular responses, several research procedures were taken into account:

Qualitative data were predominantly collected by administrating the questionnaire. In order to enhance its validity, expert opinions were sought. This was achieved through discussions with my colleagues and supervisory team. The questionnaire had to be revised several times before the main study based on their comments and recommendations. This procedure was part of the pilot studies. This is discussed later in the chapter. Furthermore, qualitative data was collected through the ethnographic approach by keeping a diary, by observing 3 different classes and through the administration of a semi-structured interview.

Informants were informed about the nature of the research, the presence of the researcher while conducting observations, the research procedures involved during the research process, for example, the distribution and completion of questionnaires, their voluntary involvement in taking part in the interviews and the completion of the pre-post-tests. The same participants interviewed, completed the questionnaires and the pre-post tests and were observed for about three months. The method of triangulation was used in order to compare the results obtained with other

research methods and finally the interpretation of the findings was checked with the participants where needed.

3.8. Data collection and analysis

The methods and strategies used in the current study needed to be presented clearly and precisely in order to minimise the risk of providing inaccurate findings. The method of coding *(see 3.9)* was used as part of the analysis by developing different categories. These categories were inferred and judged by the researcher as well as by other professional colleagues (ELT Lecturer J and ELT and ESOL Lecturer L) in order to minimise the risk of validity and reliability.

3.8.1 Triangulation in Mixed Method Research

One of the most challenging parts for the researcher, while conducting the investigation was to design a study that would achieve high levels of internal and external validity and reliability, avoid potential bias and provide a plethora of various perspectives (Griffee, 2012). Thus, triangulation was used to enhance validation and avoid potential bias through the use of multiple sources of data. Triangulation refers to the process of collecting data by using different methods focusing on the same thing. Each method investigates the same phenomenon from a different angle providing that these perceptions will be used as resources of comparison and contrast (Denscombe, 2003). The method of triangulation helped the researcher to contribute to internal validity, increase confidence and credibility in research findings, identify strengths and weaknesses of each method, understand, provide a better picture of the problem being studied and avoid misinterpretation.

In this particular research, multiple triangulation (Denzin, 1970) was used in order to gain a comprehensive view, corroborate findings and improve the validity of the data. More accurately, methodological triangulation was used including qualitative (observations, interviews, diaries, open-ended questions from the questionnaire) and quantitative methods (pre-post-tests, close-ended questions from the questionnaire) (Madrid, 2000). Through the use of pre-post-tests, the researcher measured the phenomenon from a different angle in order to test the consistency of findings, extend and obtain a broad picture about the effectiveness of the instructional approaches used for L2 pre-sessional students in higher education (RQ1). Additional data was supplemented in order to check and establish validity and answer the RQ1 through observations and diaries. The researcher measured L2 pre-sessional students' behaviour, motivation and attitudes towards teaching grammar deductively or inductively (RQ2) through the use of questionnaires and interviews. In qualitative research, using multiple methods to collect data is essential, especially in naturalistic studies. Take cognizance of Lincoln and Guba (1985), no serious consideration will be given to any information (unless it derives from a flawless source) provided from the data collection unless it is triangulated. In this case, the researcher combined quantitative research (quasi-experiment) with qualitative (ethnography) to enhance the research study. Lastly, a pilot study was part of the methodological triangulation which was initially conducted (RS4) to evaluate crucial components of the research design.

During the research, the researcher used the methodological triangulation in the form of semi-structured interviews, researcher's diary, and nonparticipant observations in investigating pre-sessional students' attitudes and perceptions towards the methods of grammar instruction. The combination of these methods

helped towards the validation of interpreting the findings due to the fact that observations strengthened the data collected from the interviews. In addition, the research provided a comprehensive picture of the groups which participated in the study by using the interview data in combination with observations of the participants. Nevertheless, there are certain drawbacks associated with the methodological triangulation such as the amount of time needed to collect, collaborate and interpret the findings from each method as well as the vast amount of data that can emerge from the study. Also, decreasing potential bias while collecting and analysing data was another disadvantage (Thurnmond, 2001). For this study, the researcher spent one year collecting the data, a large amount of data was collected, which was analysed, coded and checked by the support team *(see section 3.5.5)* in order to eliminate the researcher's subjectivity, contributing in this way to internal validity.

3.8.2. Classroom Ethnography

Ethnography formerly was developed in anthropology to define "the ways of living" in non-laboratory settings such as classrooms, neighbourhood or community (Heath, 1982, Hymes, 1982). In recent years, various methods have been used to assess second language acquisition and educational research in EFL. Researchers in EFL have welcomed ethnography with enthusiasm due to its promise to investigate educational topics which are difficult to address through experimental research, such as gaining a better holistic perspective among students and teacher interaction aiming at improving teacher training and practice or sociocultural issues related to language learning (Geertz, 1973). For some, ethnography is similar to qualitative research on condition that observation is involved in a natural setting.

Ethnographic research is concerned with the discovery of how the members of particular groups behave (including their linguistic behaviours) and how they understand and perceive things from the point of view of those involved in naturally occurring settings. The crucial factor of this strategy is the production of detailed, holistic and accurate observation of events or *thick description* about the situation being studied (Geertz, 1973).

Classroom ethnography provides a rich, systematic and contextualised documentation on teaching-learning interaction. Besides, ethnographic research could help EFL teachers understand the learners' expectations and needs with the aim to develop suitable learning materials and improve the quality of language learning and teaching. Also, the holistic approach of ethnography can be conducted through observation and interviews and used as valuable feedback about what classroom life involves, including the use of teaching methodology, interactions and behaviour among students and the teacher.

The thick description of ethnography can be achieved through a number of means. Firstly, ethnography is a holistic approach which investigates peoples' behaviours in a specific context and then is explained in terms of their relationships and connections to the entire system of which it is part. Secondly, it involves intensive fieldwork by observing the phenomenon repeatedly in order to gain a better picture and thirdly, the use of triangulation is required in order to corroborate findings that can enhance the validity of the data. To be more specific, the approaches adopted in this research were based on ethnography as well as a quasi-experimental design. For the purpose of this study, diary entries and notes were used by the researcher as part of the ethnographic approach as well as interviews, questionnaires and non-participant-observations which are considered to be very

valuable tools in second language research (Chaudron 1988; Nunan 1989). These research instruments were used as part of the ethnographic approach to observe the university L2 pre-sessional students' behaviours and attitudes in naturalistic (classroom) settings and compare the findings. Pre-and-post-tests were used as part of the quasi-experimental design.

One of the main characteristics of ethnography is the fact that it is intensive and requires a detailed observation of a setting over a certain period of time together with interviews of the participants observed in that setting. Following the above idea, the researcher spent one year observing the formal, naturalistic and mixed groups *(see 3.11).* My intention was to understand and compare through the use of classroom ethnography pre-sessional students' perceptions and attitudes towards grammar instruction as well as, how the deductive, inductive and the combination of both types may affect their performances while taking the ELAS writing exam.

Seeing things from a different perspective, conducting ethnographic research can create ethical problems associated with intrusions upon privacy and with gaining informed consent for the research (Denscombe, 2003). Another important dimension is that only small groups can be studied and further, there is a great potential for the researcher to become so close to the groups while studying them, that this may increase the risk of losing the perspective of an outside observer, thus affect the validity of the study. As stated previously, the participants were aware of the on-going research project taking place at the University of Bedfordshire and the researcher's dual role as a researcher and EAP Lecturer. The fact that the researcher was not a member of these groups allowed the researcher to maintain a distance and establish the development of rapport between the researcher and the participants.

3.8.3 Researcher's diary and notes

Research diaries were used in order to corroborate the findings through the method of triangulation and further answer the RQ1: What is the effect of inductive, deductive or combination of both methods on university L2 pre-sessional students who need to develop their understanding of grammar for EAP which is essential for producing an academic text required for the ELAS writing exam?

Research diaries can be seen as a learning practice provided that it is based on the researcher's personal reflection. It involves several stages: the process of describing the experience, personal feelings and reactions, personal evaluation of what is useful and not so useful, the analysis of the data and lastly, the conclusion referring to anything that could have been done differently. Diaries were used as tools which supported the researcher's understanding by promoting and engaging actively the researcher to reflect the feelings experienced during the study (Clarke, 2009).

Bailey defines a diary study as the documentation of someone's teaching experience which involves regular entries in a personal journal and then the analysis is based on repeated patterns or salient events (1991). Bailey (1991) draws a distinction re diary studies into two categories: in the first group, the diarists and the analyst are the same people. Matsumoto (1989) calls the first group introspective. In the second, the diarists and the analyst are different people (Bailey, 1991), the second group is called non-introspective according to Matsumoto (1989). For the purpose of the current study, the diarist and the analyst was the same person, the researcher.

Diary studies are a vital tool in second language research according to Undsay and Cemziragui (2006). The introspective approach can take into consideration vital

elements of learning processes that may go unnoticed when more objective instruments are utilised with large samples. However, some methodological concerns may be raised regarding reliability and generalizability while conducting diary studies. This can be justified on the grounds that diaries are considered to be reflective given that they are written soon after the lesson. Even though diarists are capable to report significant events, in some cases, some unconscious aspects cannot be recorded by the diarists as they may forget, hence, the method of triangulation is vital to cross-examine the findings. Another important element is honesty while producing diaries. Writing a diary involves people's ability to transcribe accurately their personal experiences into words without manipulating the data collected. Lastly, the data from diary studies cannot be generalised as one's language teaching or learning experience cannot be exactly replicated by another one. Despite these limitations, dairies have been used for educational and research purposes (Porter et al. 1990).

Pedagogically speaking, the current study used the researcher's diary in order to document the researcher's feelings in relation to pre-sessional students' language learning experiences and reactions while learning grammar based on different types of grammar instruction. Documenting teaching experiences helps the researcher to reflect on and evaluate the teaching practices during the experiment (Undsay and Cemziragui, 2006).

3.8.4. Analysis of diaries and observational notes

Diaries were applied in order to answer the RQ1. The diaries were produced during the 2015-2016 academic year. The researcher, myself, was taking notes while observing the teacher's lessons and the students' interaction during the

grammar lessons and wrote my personal thought and feelings after the class so as to remember the most important details. While writing field notes, the researcher documented descriptive information such as the research setting, procedures of the lesson, use of materials, students' actions, behaviours and participation followed by reflective information referring to the researcher's personal thoughts, ideas and concerns. The initial notes were manually recorded in a particular template designed by the researcher and then transferred into an electronic copy straight after the observation included the researcher's personal thoughts (*Appendix 5, 11, 12, 13*). The descriptive information which was related to the delivery of grammar was separated from the reflective information.

Teaching and learning grammar in higher education can be relatively complicated for teachers and university L2 pre-sessional students as both aiming at achieving accuracy as well as enabling them to complete the writing tasks they are required to do and achieve a higher score in the ELAS writing test at the end of the course within a rather limited period of time. In order to understand which type of grammar instruction works better (through the use of diary entries and notes) for pre-sessional students the researcher addressed the following criteria which were based on how grammatical features were introduced, what lesson procedures, teaching techniques and sources were used are used, how learners responded towards these instructional approaches and lastly what was the researcher's feeling towards the lesson.

1. How the lesson begins, develops and finishes.
2. How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning.

3. What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation.
4. What kind of resources are used?
5. How the teacher explained grammatical features.
6. How the learners reacted and responded during the lesson.
7. What were the researcher's feelings about the lesson taught deductively, inductively or through the combination of both types?

The current study was based on introspective approach as the diarist and analyst was the same person, the researcher. The procedure used to collect data and analyse it was based on Bailey's (1991) suggestions. This procedure was chosen to be the most effective as it allowed the researcher to condense the data and summarise the main findings. To be more specific, the researcher's diaries and notes gathered from the observations were analysed through the use of the criteria previously mentioned and coding. The participation of learners was measured through a tally sheet. Reading the produced entries, noticing themes and identifying recurrent patterns that reoccurred was the method used to analyse the data. After reading the entries several times, the most important events and themes were identified, categorised and interpreted. The themes and patterns that were considered relevant to teaching grammar deductively or inductively were discussed in relation to second language theories. The criteria and codes emerged from the diaries and observational notes were discussed with the ELT and ESOL Lecturer L in order to reduce the data *(Appendix 10).* The researcher used Miles and Huberman's (1994) formula to check the reliability of the codes. In particular, 46 codes were examined by the second rater who agreed with 41 of the categories resulting in the final reliability of 0.91 which is a high level of inter-rater reliability *(see table 8).*

Table 8: Number of codes emerged from observational notes and entries

Number of codes emerged from observational notes and diary entries	Deductive Approach	Inductive Approach	Combination of both approaches	Total number of codes
Provisional codes	17 codes	15 codes	14 codes	46 codes
Number of codes used in the study	15 codes	14 codes	13 codes	42 codes

3.8.5. Limitations of diaries

Subjectivity is one of the main limitations while conducting diary studies provided that the data obtained and the analysis was based on diarist/researcher's personal perception, insights and interpretation. The researcher, however, reduced the level of subjectivity by checking the code-book (*Appendix 11, 12, 13*) of the diaries/observational notes with another lecturer (ELT and ESOL Lecturer L). Also, another problem the researcher faced throughout the analysis of the diaries was to search through it all the data in order to find useful insights.

3.9. Coding and Content analysis

Coding is described as the process of organising, categorising and labelling the data originated from a qualitative project. According to Seidel and Kelle (1995) views, coding refers to the process of noticing and collecting information about a particular phenomenon and then analysing the data so as to discover common themes, dissimilarities and relevant patterns. In the current study, the coded data

was generated from interview transcripts, diaries and observational notes, and open questions from the questionnaire. During the process of coding, the researcher identified themes and codes in order to analyse, evaluate and conduct a thematic analysis. The researcher coded all the textual data in a systematic way by assigning a word or phrase to each category (Dey, 1993). The researcher initially created and generated a code-book in which there were fifty-five codes, but later, after close examination, they were reduced to thirty-eight (*see table 9*). The codes emerged from interview transcripts and open questions from the questionnaire are analytically presented in section 4.3. Also, a second code-book was created from diaries and observational notes in which there were initially forty-seven provisional codes, but only forty-two used for the main study *(see tables, 10, 11 and 12).*

The code-books consisted of the main codes, sub-codes, examples, interpretation and theoretical frameworks. The diary and observational notes used with the intention of investigating what happened in the classroom and connecting as well as corroborating with other data using the method of triangulation. After coding, Word documents were created based on the codes. There is one limitation, however, with this method as the analysis depends on the accurate process of coding. Having said that all the codes were examined by a second rater in order to measure the reliability using Miles and Huberman's formula (1994).

The description of data was analysed based on content analysis (University of Sheffield, 2014). Content analysis was used to decrease large amounts of data generated from the study and use only the data that was relevant to RQ1 and RQ2. The use of content analysis is considered to be a powerful research tool especially when is combined with other research methods such as interviews, observations and field notes as it can be used to systematically summarise the data in a quantitative

and qualitative way. However, this process requires time to code and interpret the data as it involves a high level of interpretation.

Table 9: Coding scheme for interview/questionnaire (open questions) data

Main Themes	Sub-theme
1.Importance of knowing grammar	Grammar allows learners to describe different situations Complex situations and structures require good grammar
2. Terminology is important	Grammatical terminology is useful The use of tenses is more important not the names
3. Practice and Exercises	Practice grammatical exercises
4.Confidence	Learning grammar deductively could increase confidence
5. Academic writing	Formal writing
6. Writing	Grammar is important for writing Essays + grammatical rules and structures
7. Grammar rules are not important	No link between grammar and real world
8.Terminology not important	Grammatical terminology is not important Not remembering all the tenses Simplify grammar
9.Grammar creates confusion	Thinking of grammatical rules causes confusion Rules create confusion
10. Learner's motivation	Extrinsic motivation
11. Learner's needs and wants	Need to know the grammatical explanation
12. Learner's anxiety	Learner's anxiety when the rule is not explained deductively
13.Learner's awareness	Awareness of the need that good grammar is needed for academic purposes
14. Learning strategies	Introducing a grammatical point step by step
15. Previous learning/teaching strategies (negative)	Previous negative learning experience in their home countries

16. Previous learning /teaching strategies (positive)	Previous learning teaching based on the deductive approach Previous learning helped learners to achieve accuracy
17. Learners' approaches to learning grammar (Reading/Listening/Other ways) **18. Learning environment**	
19. Learners learn grammar by going to an educational institution	
20. Grammar should not be taught in different lessons	
21. Communication	Grammar is an important key to communication.
22. Problematic communication	Problematic communication if the rules are not used correctly. Lack of concentration while speaking lead to making grammatical mistakes No time to correct grammar
23. Teacher	Teacher's role
24. Teacher-centred approach	
25.Teaching procedures (Deductive) **25. Teaching procedure (Inductive)**	Rules Knowing the rules will result in improving grammar Important to know the rules before you practise Learning by doing it Finding rules subconsciously Use of common sense if the rule is not explained
26. Grammatical tables	Use of tables/Tables may lead to a quick understanding
27.Examples	Use of examples
28. Rules	Present the rules Learning details
29. Mixed methods	Combination of both approaches
30. Error correction	Enough time to correct grammar in writing

31. Mistakes	Mistakes are part of learning Making mistakes while concentrating on grammar.
32. Monitoring	Monitoring is part of learning Monitoring while speaking with higher level status people
33. Not monitoring	Less monitoring while interacting with friends
33. Accuracy	Accuracy is more important than fluency
34. Verb tenses	Learning grammar requires the process of learning tenses Tenses are difficult to understand
35. Memory, attention, awareness, retention	Not remembering too much due to previous experience. Easier way to remember a rule
36. Vocabulary	Vocabulary is more important than grammar Not enough time to think about vocabulary and rules
37. Vocabulary	Grammar is more important than vocabulary Vocabulary helps only to a certain extent as on its own cannot achieve accuracy
38. Technology	

Table 10: Coding scheme for diaries/observational notes-Deductive approach

Deductive Approach – PROVISIONAL CODES	**Deductive Approach- CODES USED IN THE MAIN STUDY**
1. starting, middle and finishing point of the lesson, 2. learner's awareness and retention, 3. teaching grammar deductively and less explanation,	1.starting, middle and finishing point of the lesson, 2.teaching grammar deductively 3. terminology and rules

4. low and advanced learners, 5. teacher's view and reservations, 6. other language skills, 7. researcher's feelings and suggestions, 8. confusion and mistakes 9. course book, 10. combination of grammatical structures, 11. atmosphere, 12. motivation and participation 13. pace of the lesson, 14. size of the class and gender, 15. practice, 16. examples 17. time.	4.learners, 5.teacher, 6.researcher's feelings and suggestions, 7.confusion 8. mistakes, 9. course book, 10. atmosphere, 11.motivation and participation 12. pace of the lesson, 13. practice, 14. examples 15. time

Table 11: Coding scheme for diaries/observational notes-Inductive approach

Inductive Approach – PROVISIONAL CODES	**Inductive Approach** – CODES USED IN THE MAIN STUDY
1. starting, middle and finishing point of the lesson, explanation, 2. rules and terminology, 3. low and advanced learners, 4. learner's additional challenges, 5. learner's needs, 6. learner's questions, 7. level of participation, 8. teacher, 9. researcher's feelings and suggestions 10. mistakes and error correction, 11. interesting activities, 12. atmosphere,	1. starting, middle and finishing point of the lesson, 2. grammatical explanation and rules, 3. participation 4. terminology, 5. learners, 6.teacher, 7.researcher's feelings and interpretation, 8. mistakes,

13. confusion, 14. lack of vocabulary, 15. time	9.error correction, 10. atmosphere, 11. confusion, 12. lack of vocabulary, 13. time 14. interesting activities

Table 12: Coding scheme for diaries/observational notes- Mixed approach

Mixed (Inductive/Deductive) Approach PROVISIONAL CODES	**Mixed (Inductive/Deductive) Approach** CODES USED IN THE MAIN STUDY
1. starting, middle and finishing point of the lesson, 2. low and advanced learners and learners' questions, 3. teacher, 4. terminology, rules and explanation, 5. use of grammatical tables, 6. researcher's feelings, suggestions and interpretation, 7. combination of grammatical structure, 8. mistakes, 9. practice, 10. cognitive ability, 11. gender and learning, 12. interesting activities, 13. confusion, 14. examples 15. atmosphere.	1.starting, the middle and finishing point of the lesson, 2. learners and learners' questions, 3. teacher, 4. terminology, rules and explanation, 5. combination ion of grammatical structure 6. researcher's feelings, 7. mistakes, 8. practice, 9. cognitive ability, 10.confusion, 11. examples 12. atmosphere 13. participation

3.10. Quasi-experiment

A quasi-experimental design also was used with the intention of testing the RQ1. This type of research aims to determine whether the intervention *(see 3.11.)* will have the intended effects on the study. It is worth mentioning that this type of experiment lacks key components of a true experiment. A true experiment consists of (1) *pre-post-test design*, (2) a *treatment group* and a *control group*, and (3) *random assignment* of study participants, a quasi-experimental work lacks one or more of the components previously mentioned. Furthermore, students cannot be randomly assigned to a control or experimental group by teachers with predetermined or intact classes, thus, a quasi-experimental design must be used (Griffee, 2012).

3.10.1. Key components of experimental design

An experiment is conducted by comparing two or more groups (for example, the control and experimental groups), however, for the purpose of this study, there were only three experimental groups. All the groups were the same in terms of their language proficiency apart from the variable being investigated (Griffee, 2012). Variables can be categorised into different types: The dependent variable is the main variable which needs to be measured and it cannot be found in isolation as it is associated with the independent variable**.** The independent variable influences the dependent variable. In other words, the dependent variable "depends" on the independent variable (Hatch and Lazaraton, 1991).

3.11. Treatment

There were three experimental groups and each one was given a different name for the purpose of the experiment: students who were taught grammar deductively, named as the *Formal group*. Furthermore, the *Naturalistic group* was those who were taught grammar inductively and lastly, the *Mixed group* was those who were taught grammar using both approaches. The treatment or the independent variables in the experiment was based on: deductive approach (start the lesson by presenting the rules and then followed by examples), inductive approach (start the lesson with examples and the rules are inferred by students) and a combination of both (start the lessons with examples and the rules are presented at the end of the lesson). The dependent variables were the pre-post-tests.

3.11.1 The Instructional Programs

Inductive, deductive and a combination of both inductive and deductive lessons were used to present grammatical structures related to academic writing to the experimental groups.

The following procedures were followed:

1. Three instructors (ELT Lecturers A, M2 and B) were selected for the purpose of the study in order to eliminate any biases in favour of or against a specific teaching method. All of them had similar qualities in terms of their educational experience in higher education. Instructors were assigned randomly to enhance validity. The instructors performed according to the method they were randomly assigned.

2. Grammatical lessons and instructional procedures were planned prior to the experiment together with the instructors in order to implement the study. Lesson

plans and teaching materials were given to the instructors prior to the teaching of the targeted structure.

3. During the experiment, the researcher and the instructors tried to overcome any issues related to the implementation of the experiment.

4. Pre-post-tests were given before and after the experiment.

5. The Formal group received deductive grammar instruction whereas the inductive approach was used with the naturalistic group. The mixed group experienced both approaches. In order to measure the effectiveness of three teaching approaches on the learning and retention of English grammar, pre-sessional students were taught over the course of twelve weeks eight grammatical structures.

3.11.2. Naturalistic Group

The Naturalistic group was presented with specific examples/questions based on context without providing any explicit explanation or metalinguistic knowledge about the rules in comparison with the Formal group. Then students were encouraged to detect, infer and notice the grammatical structure before they practice the language. This was done by using follow up questions. The explanation of rules was conducted by analysing student's choices of particular grammatical forms or to identify why a particular statement to be correct or not. After that, students were expected to practise the grammatical feature and produce language using communicative tasks.

The starting point (or the presentation stage) of the lesson plan on the inductive grammar was conducted through the teaching techniques of representing the grammatical rules inductively and through the technique of elicitation. The teacher used the inductive approach to explain the grammatical structure through authentic

materials without providing any further explanation given that this approach is much more learner-oriented, other techniques were based on watching a video, answering questions based on a set of hypothetical questions and superstitions, matching pictures with sentences and discussing a set of examples, discovering in this way the grammatical rules by themselves using mostly an authentic language context aiming at making the rule more memorable.

The middle stage of the lesson (or the production stage) of the inductive grammar instruction, the activities used were based once again on pedagogical teaching as well as on inductive grammar teaching. Several other teaching strategies and techniques used such as the psychological process of noticing and developing procedural knowledge to teach the grammatical structures of 1st, 2nd and 3rd types of conditional sentences, passive voice and future tenses. All the activities were based on pair work or group work projects. Additional online worksheets, pictures, authentic articles, cards, problem-solving activities, YouTube and group discussions were used to teach grammar inductively aiming at developing students' communicative competence

The finishing point (or the production stage) of the inductive grammar teaching was completed with activities based on the psychological process of noticing as well as on controlled, contextualised and communicative practice. The activities which were used were based on communicative board games, playing Kahoot, writing a set of superstitions and completing a table based on passive voice (no previous explanation provided). The aim of these activities was to improve communicative competence through inductive teaching. The teacher's duty was mainly to facilitate the communication among learners (talked less and listen more), provide the task, explain, elicit and guide learners to complete the task, motivate

them and test them in the end to check their understanding. Added to this, the teacher acted as an adviser while giving information about learners' answers by providing and suggesting alternative solutions. For instance, the 3rd type of conditional sentences was taught through "Sarah's story". Students were asked to identify all the past events, then talk about regrets and lastly were asked to imagine "what would have happened if Sarah had a different morning". The teacher helped the students to deduce the form and meaning without providing the rules using the technique of noticing.

Inductive approach (Naturalistic group): Specific examples/questions → Discovery of the rule → Practice → Production

Figure 5: Inductive approach/presentation of rules

3.11.3. Formal Group

The second group, the Formal, focused primarily on teaching grammar based on deductive activities. The instructor presented the target language and then students were given the opportunity to practise though controlled activities. Students in the Formal group had a chart at all times during instructional treatments (conditional sentences, passive voice, grammar tenses) whereas students in the Naturalist group were never shown this type of charts and tables. Students in the Formal group received corrective feedback by drawing their attention to rules governing the use of the targeted structures or to the chart.

The starting point (or the presentation stage) of the lesson based on the deductive approach was conducted through the teaching techniques of representing the grammatical rules deductively and elicitation. Other techniques were grammatical explanation through tables, examples included syntactical explanation and analysis,

worksheets, transformations from active to passive voice identifying the subject, verb and object and grammatical terminology. Thus, a teacher-centred approach was used during these lessons as the teacher led all the activities and provided all the grammatical explanation. The activities presented explicitly through controlled practice, in a descriptive way using metalanguage language, use of terminology and mental connections and linguistic terms in order to explain the grammatical structures aiming at internalising the rules and obtaining mentally the correct representation of a rule. L2 learners' attention was directed towards grammatical rules and explanation rather than understanding the language and meaning, hence, the meaningful context was absent occasionally.

The middle stage (or the practice stage) of the lesson based on the deductive approach were completed through gap filling, predictions, explicit grammar teaching, underlying grammatical forms, identification and justification of the correct sentence, dialogues and lastly with discussions among learners.

The finishing point (or production stage) of the deductive approach involved multiple choice exercises, match sentences, quizzes, error correction, gap filling exercises and teacher' feedback. Learners practised the rules and asked to produce their own examples paying attention to accuracy.

During the intervention, the teacher used materials from the course book called "New Total English" in order to integrate all the language skills including grammar. However, additional online worksheets, pictures, tables and power points were used to teach grammar deductively such as, explanation + examples of "in, on, at" through the use of an inverted pyramid. Throughout these lessons, the teacher used tables included all the conditional sentences with percentages on the possibility of each type and comparisons between L1 and L2, grammatical tables based on articles and active

and passive voice aiming at raising students' language awareness about the grammatical structure.

Deductive approach (Formal Group): Presentation of rule → Practice→ Production

Figure 6: Deductive approach/presentation of rules

3.11.4. Mixed Group

The mixed group experienced both approaches. The mixed group was initially presented with specific examples/questions based on context followed by a brief explanation of rules. The explanation of grammatical rules was conducted by initially asking the students to justify the reasons for choosing a particular structure over another. Next, the instructor drew their attention to rules governing the use of the targeted structures or to the chart. After that, students were given the opportunity to practice and produce language other on communicative or controlled activities.

The teaching techniques and strategies were based initially on the inductive approach through the implicit representation of the grammatical structure using discussions based on examples using a great degree of cognitive depth and analysis based on authentic language and texts followed by the explicit representation of the grammatical underlying forms and finding errors using cognitive processes as well as using communicative tasks.

The starting point of the mixed types of grammar teaching was carried out through the teaching techniques of representing the grammatical rules inductively. The main characteristic of this stage was the method of elicitation (inductively) based on a set of sentences or questions. Other techniques were based on watching videos, answering questions based on a set of hypothetical questions and using

pictures and headings of an article to predict while teaching passive voice, past simple and present perfect, 2nd and 3rd type of conditional sentences and countable and uncountable nouns.

The middle stage of the mixed types of grammar teaching was based on explaining passive voice deductively through pictures and practising exercises from the course book, underlining the 2nd type of CS from a reading passage, putting a story in the correct order, filling gaps, eliciting and explaining rules deductively

The finishing point of the mixed grammar instructions involved practising writing using the 3rd type of Conditional sentences, filling the boxes based on different quantifiers and questions (Countable and uncountable nouns), practising transforming sentences from active into passive voice, memorising and dictating the story to another student (tenses). All the activities were based on pair work or group work projects using worksheets, pictures, authentic articles, cards, problem-solving activities YouTube, group discussions followed by a brief explanation of the grammatical rules promoting the cognitive grammar.

Inductive/Deductive approaches (Mixed Group): Specific examples/questions →Provide briefly the rule → Practice→ Production

Figure 7: Mixed approaches/presentation of rules

After the experiment, the Formal and the Naturalistic groups were given the opportunity to experience a different instructional approach as opposed to the one they experienced during the experiment to adhere the ethical standards in second language teaching.

There are, however, some limitations which need to be taken into consideration and acknowledged. Due to the big scale of grammatical structures that this particular research initially proposed to implement, the researcher observed and

evaluated only a number of lessons (N=20). It was not possible to cover all the grammatical structures within 12 weeks as pre-sessional students needed to develop other language skills such as reading, listening speaking, pronunciation and writing as well as to prepare for the final ELAS exam. As a result, the grammatical structures which were selected to be taught were mainly related to conditional sentences and a passive voice followed by grammar tenses. This might have possibly affected the content validity of the study refers to the extent to which the test actually measures the characteristics intended to measure (Anderson, 1975). The number of classroom observations conducted by the primary investigator assessed the instructors' adherence to the lesson plans (using the correct treatment for each group) as well as the classroom activities following the grammar lessons.

3.12. Pre-post tests

Pre-Post-tests were used in order to answer the RQ1. A pre-test was used initially as a means of feasible evaluation in order to measure the students' performance *(Appendix 6).* The pre-post-tests were not a part of the students' program of study and the results did not affect the students' grades. Pre-sessional students had not received any classroom instruction regarding the grammatical structures prior to the study. However, they possibly had experienced some of the grammatical features previously. The pre-sessional L2 students took the pre-test primarily which was related to the development of grammatical knowledge needed for academic writing. In the ELAS writing assessment, pre-sessional students need to write one formal essay (250 words). During the 12 weeks pre-sessional course, learners need to develop their knowledge in terms of grammatical accuracy. Teachers follow the IELTS assessment criteria and band description *(Appendix 14)* to assess the exam

writing papers which are based on task response, coherence and cohesion, lexical resource and lastly on grammatical range and accuracy. Writing a formal essay based on an ELAS writing test requires pre-sessional L2 students to use grammar accurate so as to express their thoughts clearly, answer the question and create an argument by providing supportive evidence and examples, thus, university pre-sessional L2 learners need to work on some key areas of grammar in order to use a range of complex structures and eliminate their grammatical errors, trying in this way to achieve accuracy in the final ELAS writing exam which will allow them to proceed further and start their main courses. The following target structures were chosen to be tested as L2 pre-sessional students needed to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam.

1. Active -passive voice
2. Subject-verb agreement
3. Verb tense consistency
4. Conditional sentences
5. Countable and uncountable nouns
6. Use of prepositions
7. Use of articles
8. Error correction

After that, the pre-sessional students were taught the targeted structures with a different type of grammar instruction by different instructors in order to achieve high levels of reliability. Arrangements and further discussions were conducted between the researcher and the instructors in order to clarify and elaborate key elements and the teachers' role in this research project. The pre-post tests were

taken from the *Oxford Guide to English Grammar* written by John Eastwood. These particular tests were chosen as they contained the grammatical structures needed to be tested for the purpose of the study in isolation. All the exercises (discrete items) related to the grammatical features were taken from the grammar book, however, the last exercise (error correction) was designed by the researcher and checked by another senior lecturer (ELT Lecturer M1). These particular language tests were chosen carefully with the support of one senior EFL Lecturer (ELT Lecturer M1) from the Language Centre of the University of Bedfordshire.

In order to achieve validity and reliability, the conditions of the test remained constant. Different versions of the pre-post tests were administered to test the same grammatical structures and the same time (1 hour) was given to participants to complete the tests each time in order to guarantee that the test is reliable, objective and comparable. The tests were piloted initially in order to understand the time needed for students to read and think before they provide their answers. Both tests took place in class, students had one hour to complete the language test. The instructions were explained where needed. The grammar tests were administered and marked by the researcher. Lastly, students were asked to complete the post test at the end of the course. After the completion of pre-post-tests, students were shown the correct answers for each gap of the test. Also, the researcher (myself) provided detailed feedback about the participants' grammatical strengths and weaknesses.

The researcher used proficiency (pre-test) and achievement tests (post-test) during the experiment (Desmond, 1999). The former measures someone's language ability regardless of how this ability has developed whereas the latter is linked to what a person has learnt during a course (Desmond, 1999). The format of the pre-post tests was very similar and the exercises were based on discrete items, only the

last exercise was based on integrative testing (error correction) (Green, 2014). However, testing grammatical structures through the use of the deductive approach usually is in favour as opposed to the inductive approach which is more vulnerable while learning and testing language. Also, using discrete items tests learners' knowledge about the language and not their ability to use it. In contrast, integrative testing focuses on the effective use of language for communicative purposes and it can be considered as part of the more inductive approach.

Regarding the scoring system, there were eight grammatical exercises which include 75 sentences. Participants needed to choose and circle the correct answers, apart from one exercise in which the participants needed to convert sentences from active into passive voice. The participants received 1 mark for every correct answer, apart from the exercise which was related to passive voice, 2 points were received for every correct answer. Having said that participants received 1 point if there were any minor mistakes regarding the transformations (passive voice), *"the machine have not been used for ages"* for example, instead of *"the machine has not been used for ages" or "the mistakes need to be correct"* instead of *"the mistakes need to be corrected".* Overall, the participants were able to score 85 marks from the language test. Regarding the error correction exercise, participants had to identify the error and provide the correct form.

3.12.1. Evaluation of Pre-Post Grammar Tests

Assessing learners' proficiency in a language is a difficult task (Watanabe and Swain, 2007), however, evaluating the testing procedures may provide the right judgments regarding the proficiency of the learners as well as the strengths and weaknesses of the grammar tests. Initially, a proficiency test was used to measure

pre-sessional students' language ability based on the targeted grammatical structures (pre-language test) (Desmond, 1999). The proficiency test was not connected to any particular course of instruction. Then, an achievement test (post-test) was used at the end of the course to help the researcher judge the success of teaching and identify the weaknesses of their learners (Desmond, 1999). Discrete items were used in both pre-post tests to measure pre-sessional students' knowledge of individual grammatical items as well as an integrative item based on error correction to measure learners' productive skills.

The researcher was aware of the limitations *(see section 3.12.4)* of using discrete items, however, the discrete items were mainly used in pre-post-tests as the researcher's aim was to assess only seven grammatical structures and not the participants' general linguistic knowledge. The number of grammatical structures used in the study provided a good indication of the pre-sessional students' underlying competence. In this way, the discrete items facilitated the researcher to assess the grammatical components in isolation. Discrete items used in language tests are in favour of the deductive approach. Using an integrative test such as a writing task, it would have been difficult to assess the six targeted grammatical structures. Hence, the researcher decided to use an error correction task as part of the integrative testing which is considered to be in favour of the inductive approach. The exercise consisted of all the six targeted structures, nevertheless, pre-sessional students found it challenging. This may be due to the students' limited exposure to this type of task or it may be due to the linguistic and cognitive difficulty of the language items (Housen and Kuiken, 2009). Having said that it is important to mention that integrative tests play a crucial role in testing pre-sessional students. After the completion of the study and taking into account the limitations of using

only discrete item tests, the researcher designed a number of integrative tests which could be used and implemented in pre-sessional classes (*Appendix 17).*

3.12.2. Reliability of pre-post tests

The reliability of pre-post-tests was examined through Cronbach's reliability index. The output of reliability analysis indicated that the grammar tests which were used had a high degree of internal consistency. For the Formal group, it was reported as Cronbach's alpha. 95 whereas for the Mixed group it was Cronbach's alpha. 92. and lastly Cronbach's alpha. 88. for the Naturalistic group (*see tables below).* Cronbach's Alpha measures the reliability of a set of scale or test items. Values range from 0 to 1, the maximum is 1 and the minimum is 0, higher values showing greater reliability (Pallant, 2005).

Table 13: Reliability analysis of the pre-post tests

Scale	N of items	Cronbach's alpha
The Formal group deductive approach	2	0.96
The Mixed group combined methods	2	0.92
The Naturalistic group inductive approach	2	0,88

3.12.3. Inferential statistics: T-tests

Due to the nature of the research, inferential statistics is used as it allows researchers to generalise and make inferences about the population beyond data. The t-test is one type of inferential statistics which compares the means of two related groups and determines if there is any statistically significant among these means (Field, 2009). Based on the design and needs of the research project, dependent t-tests (also called the paired t-test or paired-samples t-test) were used. A dependent t-test can also be seen as an example of a "within-subjects" or

"repeated-measures" statistical test indicating that the research tests the same subjects twice.

3.12.4. Frequency and percentage statistics

Descriptive statistics were used to summarize large sets of numerical information. To be more specific, the questionnaires were analysed through the use of descriptive statistics in the form of percentages in order to summarise and describe the data.

3.12.5. Limitations of Pre-Post tests

One limitation of the pre-post-tests was the design of the tests which was based on multiple choices and discrete items. Discrete items are used in language testing, when specific items needed to be tested. This approach enables the teacher and learners to isolate the language and focus on specific itself. Examples of discrete items in language testing are based on the following procedures: true/false answers, word completion, grammar items and multiple-choice tests. Discrete items in testing are easy to administer, mark and statistically analyse which can achieve high levels of reliability. However, there are some drawbacks using discrete point tasks in language testing, learners are tested on what they know about the language and not on how to use language.

Using integrative tasks, on the other hand, allow learners to use language efficiently for communicative purposes as it integrates all the linguistic features to be used. Nevertheless, using integrative tasks in testing require a clear description of meaningful and comprehensive rubrics. As stated by Harmer (2001), the distinction between discrete point-testing and integrative testing is that the former test on item at a time (asking for example learners to choose the correct preposition)

whereas, integrative tasks involve the students' ability to use a variety of linguistic items simultaneously, such as the composition of an essay.

Therefore, the design of the pre-post-tests were problematic in terms of using only one task based on the integrative task (error correction) and not a writing task (essay). A further study could assess the effectiveness of different types of grammar instruction using a combination of discrete point tasks and integrative task *(Appendix 17*). Further research might also explore more productive skills such as writing and speaking. Also, testing a grammatical structure through the use of the deductive approach usually is in favour compared to the inductive approach as learners are engaged in explicit memory tasks. Another limitation is the fact that participants had a moderate amount of prior knowledge in relation to the grammatical structures taught in class. This fact might have influenced positively the results of the research in favour of the deductive approach. Lastly, delayed post-tests were not used to confirm the statistical significance of the groups.

3.12.6. Ethics on language testing

The pre-post-grammar tests were conducted by taking into account the code of ethics proposed by the International Language Testing Association (ILTA, 2010). To be more precise, all language takers were treated with respect and all their personal needs and values were taken into account. Participants were not discriminated against their age, gender, ethnicity, language background and their own personal values and viewpoints. All the participants were provided with an informed consent form prior to the study. The data obtained was kept private and confidential and used only for educational purposes. The data was only discussed with other researchers and professional colleagues in order to improve the reliability

of the study. All the human rights of the participants were respected without putting any of the subjects at risk while taking the language tests. Participants had the option to refuse to take part or to withdraw from the research at any time and their personal identification was hidden of those who have been involved in the research. The interpretation and the findings of the pre-post tests were reported with integrity without offending the University of Bedfordshire and the participants.

3.13. Observations

Observations were applied in order to corroborate the findings and answer the RQ1. Making reference to Genesee and Upshur (1996) research observation must be systematic, intentional, and theoretical. **Systematic** refers to the observation that is principled and not occasional, therefore, it covers the area of interest. This research is systematic as it focuses on an ethnographic observation aiming at identifying the reasons, the limitations and the students' reactions towards the use of different types of grammar instruction. **Intentional** according to Adler and Adler (1998) refers to the process of having a specific reason for observing a particular phenomenon. The reasons for conducting observations can be derived and emerged from research questions. It was thought that it was best to observe what actually happens in class (considering the research question) and as a result, understand better the teaching and learning process of the groups being investigated. The lessons delivered by other instructors in order to have more time to observe, focus and record the results of the observation as well as to enhance validity. Moreover, the observation was **theoretical** as the researcher was investigating the benefits and drawbacks of deductive and inductive teaching approaches.

3.13.1. A form of the observation

The observation item was closed meaning that items were specified in advance, it was decided exactly what the researcher was looking for. In particular, how pre-sessional students' perform certain grammatical tasks and activities based on the starting, middle and finishing stages (teaching methods) of the lesson as well as their motivation was observed and evaluated.

3.13.2. Non- Participant observation

Observation is another method which investigates all observable social phenomena providing they are accessible. As mentioned previously, one of the main methodological techniques while conducting ethnographic research is the participant or non-participant observation which scores highly in terms of validity, however, there are some issues with reliability as it is difficult to repeat the study (Watson-Gegeo, 1988). This research method can help the researcher to learn and have a holistic picture of the situation. For the purpose of this research, non-participant observations were carried out so as to observe the grammatical activities and the learners' participation with the intention of understanding the phenomenon in its natural context without participating directly in the activities being observed.

The current research involved data collection directly from pre-sessional classes at the University of Bedfordshire which lasted one year. The researcher observed how different types of grammar instruction contribute to students' performances in learning English grammar. Observing students directly may raise ethical concerns, however, these observations involved the students' behaviours as a group towards learning grammar, so they were less contentious ethically. Moreover, the observations were open meaning that the students were aware of the researcher's presence and role in class, hence, this minimised any potential ethical concerns about the observations and the students' participation in the study. Added to this,

structured observations with some elements of unstructured observations records were kept during the observations. To be more precise, observation field notes were selected based on the presentation of different types of grammar instructions (deductive/inductive/combination of both) given by the tutor, the different stages of the lesson related to grammar and the students' reaction to these lessons. Without a doubt, consent forms were given to all participants prior to the study explaining the purpose of the observations and the researcher's role. My role was to observe and take notes, without interacting with the students and teachers. The length of every lesson was 3 hours and the researcher observed only particular lessons (N=20) related to a grammar for approximately 30-45 minutes.

3.13.3. Analysis of the observations through a checklist

The observational checklist was used in order to shed light on the RQ1. Apart from note-taking, the researcher used an observational checklist at the end of each lesson, all the categories were checked on ticking a box on a continuum (1=Excellent, 2=Acceptable, 3=Improvements required and 4= Not observed) *(Appendix 4).* It was thought that a checklist can capture details of the lesson while observing and evaluating providing at the same time reliable data. Having said that, the analysis of the observation includes both low and high interference data provided that with low interference categories not much interference is required as it lacks a clear connection between what is observed and what is measured (Griffee, 2012). For this reason, high interference was also used so as to corroborate the data through the use of additional notes and the teacher's diary.

The researcher observed the teachers' teaching strategies as well as learners' reaction and attitudes towards these grammatical activities. How the lesson was executed based on the inductive, deductive or mixed methods was the main aim of

the observation checklist. The recording of the observations was paper-based and the analysis was done through the SPSS programme. Also, the researcher used content analysis in order to analyse the data from the observations. The checklist included the time, date, location, teacher's name and the class being observed and specific activities. The checklist consisted of four main categories: organisation, presentation, interaction/participation and content. Each category contains a number of subcategories. These categories were chosen carefully so as to capture and evaluate important elements related to the execution of the grammatical structures based on different types of grammar instruction. The focus of the first category, the organisation, was to identify the topic, the objectives of the lesson and most importantly, to observe the students' reaction and initial feeling towards the different types of grammar instruction. The second category, the presentation, was chosen in order to observe the impact that grammar instruction has on various exercises, activities and on learners' attitude towards learning. The third category, the participation, was selected to find out which type of grammar instruction motivates and helps learners participate more in the lesson. Lastly, the last section, the content category, was chosen to identify how the teachers' and learning materials influence learners' attitude towards grammar learning based on different instructional approaches.

3.13.4. Validity and reliability of the observation checklist

The observation checklist was checked initially by a Senior Lecturer (**ELT Lecturer J)** who suggested that some subcategories overlapped and needed to be omitted from the checklist. For example, the following subcategories were deleted from the list *"Provided explanation for complex grammatical structure", "Learners participated enthusiastically in the lesson", "Learners did not ask any*

*questions", "Learners found the lesson uninterested"***.** Moreover, the checklist had to be administered and discussed with my colleague two times. After all the modifications, the first time that the checklist was used seemed to cover all the aspects related to the RQ1. It was easy to use, however, additional field notes were made during the lesson in order to capture learners' participation and engagement while they were taught grammar based on different types of grammar instruction in order to increase the validity of the study. The researcher met with the instructors and participants prior to the main study in order to explain to them the observational study. Lastly, the method of triangulation was used in order to improve the validity of the current research.

3.13.5. Limitations of observations

One of the limitations of using observations is that it provides just one view; hence, the method of triangulation was used to support the findings (Griffee, 2012). Another element worth taking into account is that an observation schedule needed to be negotiated between the teacher and the researcher with the purpose of conducting observation on a systematic basis. While observing classes, that process was very demanding and stressful as the researcher had to speak constantly with teachers so as to arrange and schedule various timetables to observe only their grammar lessons. The time frame for each group was three months, however, some lessons were not taught, thus, not observed due to the needs of the English intensive course in which learners had to focus on other language skills apart from grammar in order to pass the final exam. These additional lessons could have provided more insights into the effects of the grammar approaches. Future research, therefore, should focus on long-term pre-sessional English programs (24 weeks) in order to observe clearly the possible effects of each type of grammar instruction. Another

limitation of this study was the fact that the observations were conducted only by one researcher. If there was another observer observing these classes, a different interpretation of the grammatical lesson might have been given.

3.13.6. Ethical considerations

While observing, checklists, as well as some notes, were taken without using any type of electronic device for recording purposes. The broad topic of my research was given to participants in order to understand my presence in the classroom without revealing the specific purposes of the investigation avoiding in this way to affect the validity of the results. This can be justified on the grounds that those being observed may behave differently from normal knowing that in some way they being watched (observer's paradox) (Griffee, 2012).

3.14. Questionnaire

Questionnaires were used in order to corroborate the findings through the method of triangulation and further answer the RQ2. The questionnaire was chosen to be used in order to find out how the instructional approaches influence pre-sessional students' attitudes towards grammar teaching and learning *(Appendix 1).* The RQ2 influences the RQ1 as attitudes towards learning can affect someone's behaviour, motivation, mood, thus, learning and performance. It is clear, therefore, that there is a parallel between students' attitudes, learning and performance. Completing a questionnaire was considered to be another fruitful source for eliciting and assessing data. In order to gather a large amount of information related to the topic, the researcher decided to use the questionnaire format as it provides

results within a short time, are easily quantified and interpreted (Dornyei, 2003; Gillham, 2007).

All the questionnaires were directly distributed to the students at the end of their English pre-sessional class. Moreover, one of the advantages of distributing questionnaires was the fact that the conditions of a group-administered questionnaire were easy to control as stated by Brown (2000). The questionnaire was administered to groups by the researcher (myself). Brown (2000) states that by administering the questionnaire directly to a class, a high return rate can be received back, questions can be clarified immediately to participants and lastly, the conditions are known to the researcher. Collecting data, for instance, under conditions of boredom, fatigue, or even annoyance become unreliable data (Griffee, 2012).

Based on the idea provided by Dornyei (2007) the maximum questionnaire length should be three to four pages and participants should be able to answer within 30 minutes. The questionnaire for the main study consists of three sections. The first section asks for the participants' demographic information, including gender, age, nationality, years of learning English, mother tongue language, reasons for learning English and area of study (major).

The questionnaire was adopted from previous research conducted by Sik (2014), Dakhmouche (2008) and Shiu (2011), the items of the questionnaire were chosen due to its suitability to answer the research questions of this study. The first part of the questionnaire includes four closed-ended questions associated with the importance of grammar instruction in academic writing and one question which is associated with the level of difficulty on seven grammatical structures related to academic writing. The first four closed-ended questions were adapted from

Dakhmouche (2008) study who investigated the role and the importance of grammar in academic writing, thus, it was thought to be the most suitable for the study. As noted in Chapter 1, section 1.6, several studies have revealed that grammar instruction is vital for university L2 learners if they wish to achieve their educational and professional goals (Celce- Murcia 1991; Schmidt 1994; Shaw and Ting-Kun Liu 1998, Hinkel 2002).

Question 5 (from the first part of the questionnaire) was adapted from Shiu's study (2011) who examined grammatical difficulty (of 20 English grammar features) on university-level Chinese EFL learners in Taiwan in relation to proficiency, performance and knowledge. As stated in Chapter 1, section 1.5, previous research concluded that there is a strong relationship between students" academic performance, grammar and writing competencies (Byrd and Reid, 1998; Johns, 1997; Jordan, 1997; Lee and Schallert, 1997; Zhou, 2009). Therefore, on the basis of this, seven grammatical structures were chosen for the current research in order to identify the level of grammatical difficulty (*Appendix 1*). Students had to state which of the grammatical structures are considered to be easier and which are harder. Furthermore, these seven grammatical features were selected because they have been observed to be challenging for pre-sessional students based on my previous pilot study (RS4 report) and my teaching experience.

The aim of the second agreement scale questionnaire was to investigate the most useful learning approaches that students experience through the inductive or deductive way of grammar instructions. The second part of the questionnaire consists of eleven questions which are based on five rating scale designed to measure attitudes regarding the inductive and deductive teaching of grammar. This part of the questionnaire was adapted using Sik's (2014) questionnaire. Both studies

investigated the learner's attitudes regarding the inductive and deductive methods of teaching English grammar. Therefore, it was thought that this set of questions would answer the RQ2 of the current research. Participants were asked to indicate the degree of agreement or disagreement using a five-point rating scale, with 1 standing for "Strongly disagree" and 5 stands for "Strongly agree" (Sik, 2014). The participants were requested to base their rating based on their prior grammar learning experience and different ways of learning grammar. In Section 2, an odd-numbered rating scale (5-point scale) was used aiming at not putting extra pressure to respondents to take sides if they are not sure (Brown, 2000; Dornyei, 2003). Lastly, there is one open-ended question at the end of the questionnaire which asks students to explain and state their personal views on 'What is the best way for them to learn grammar'. The last open question was used in order to gather more in-depth information regarding participants' feelings and beliefs while learning grammar in Higher education, allowing them to elaborate their answers as well as addressing the aim of the RQ2 *(see section 1.3).*

3.14.1. Analysis of the questionnaire

The demographic data of the questionnaire consist of biographical information related to nationality, gender and age were analysed through frequency analysis. Moreover, numerical data emerged from close-ended questions such as Likert scale (on a one-to-five scale) and dichotomous data was analysed through descriptive statistics using the SPSS programme whereas the data-set from open-ended items was analysed through coding. The SPSS programme was chosen as it processes and analyses questionnaires based on Likert scale analysis through graphical representations as well as checking the reliability of the questions through

Cronbach's alpha index. This software is mostly used by researchers in related fields (Dornyei, 2010).

McKay (2006) five-step process in order to summarize the data from the open questions: Initially the data was transcribed into a document and then was grouped accordingly based on several categories such as *practice, exercise, confusion, communication, teacher, example, rules, grammatical tenses, learning environment, monitor grammar and learners' anxiety.* Reading and looking for key ideas was the next stage by identifying what McKay (2006) calls "reoccurring themes. Lastly, the data were summarized using these reoccurring themes and for each theme, a response was selected to exemplify the theme.

3.14.2. Validation of the questionnaire

Validation can be defined as establishing that a research instrument produces data that are reliable and accurate (Griffee, 2012). In order to validate the questionnaire several steps were taken:

Firstly, the purpose and the construct of the research are vital aspects that need to be included and stated clearly on the front page. For instance, the concept of "*assessing and understanding the process of learning and teaching grammar"* was given in the questionnaire, without providing any further explanation regarding the methodology and process of conducting the research, protecting in this way the validity of the findings.

Griffee (2012) highlights the fact that if readers do not know the purpose of the research, will be difficult to judge the validity of the questionnaire. Secondly, in order to validate the questionnaire two senior EFL lectures were asked to judge the questions included in the questionnaire and as a result, several questions had to be modified and rephrased (ELT Lecturer M1 and J). Thirdly, one of the prerequisites

regarding the research project was to carry out a pilot study with the aim of collecting as much information as possible prior to a larger study. The pilot questionnaire (*available on request*) was designed in an attempt to collect original data, personal opinions and key concepts, using a combination of open and closed-ended questions related to different types of grammar instruction. Pilot studies are a mini-scale version in preparation for the main study in order to study the proposed topic in general which actually can provide valuable insights. In this case, a pilot study was carried out by designing and distributing 10 questionnaires to students in another classroom (Sarantakos, 2005). The pilot questionnaires were distributed by another person in order to control for bias and furthermore to maintain the validity of the research. At this point, it is worth underlying the main reasons for conducting a pilot study. Carrying out a pilot study helps the researcher to pre-testing of the adequacy of specific research instruments such as questionnaire or interview and furthermore ascertaining whether the sampling structure and methods are effective. On top of that collecting preliminary data, determining what sources might be needed for the planned investigation and making possible adjustments will facilitate the process of the research project substantially (Sarantakos, 2005). The main emphasis, while I was conducting the pilot study, was on the improvement of the internal validity of the questionnaire in order to be used in the main study.

The questionnaire was analysed using the Statistical Package for the Social Science (SPSS) of Windows 21.0. Cronbach's alpha index was used in order to assess the reliability of the questionnaire. The degree of internal consistency or reliability of a research instrument was assessed by this particular index (Dornyei, 2010). The results initially indicated that the questionnaire had a slightly low degree of reliability, Cronbach's alpha .70. As a result, six questions were deleted and the

degree of reliability showed that the questionnaire had a high degree of reliability, Cronbach's alpha. 86.

Added to this, it was noticed that the participants had a good understanding of the metalinguistic terminology used while completing the questionnaires. No further changes were made in the rating scale questions given the high reliability and comprehensibility of the questionnaire. Given the findings of the pilot study, the questionnaire was given to the other three classes.

To sum up, two steps were taken in order to ensure the validity of the questionnaire. Two senior lecturers checked the questionnaire with the intention of enhancing the content validity of the questionnaire (ELT Lecturers M1 and J). Taking into consideration their suggestions, several modifications had to be done before it was piloted. To ensure the *validity* of the questionnaire, validation measurements were taken based on the data analysis and data interpretation without relying only on the instrument design. To be more precise, *internal validity* was assessed by cross-validating and comparing participants' responses to similar questions which can affect the possibility of producing false positives and false negatives (are similar questions answered similarly) and secondly by discussing the questionnaire findings with regard to the relevant qualitative findings (Dornyei, 2010).

3.14.3. Reliability of the questionnaire

In order to calculate the reliability of the questionnaire, the content of the open questions was looked at and coded it by a second rater checking in this way the consistency of the results. Based on the formula provided by Miles and Huberman (1994), reliability equals the number of agreement divided by the number of disagreements or the number of rater agreements divided by that number of

agreements plus the number of disagreements. This formula was chosen as it is related to the process of coding to check the reliability of the codes and has been used in related studies (Griffee, 2012). The codes from the questionnaire were examined and analysed together with the codes from the observations provided that the same codes emerged while analysing and coding the data. In particular, the codes (*practice, exercise, confusion, communication, teacher, example, rules, tenses, environment, monitor grammar and learners' anxiety*), eleven in all, were examined by the second rater who agreed with 10 of the categories related to teaching methodology resulting in the final reliability of 0.90 which is a high level of inter-rater reliability.

3.14.4. Ethical considerations

Regarding the questionnaires, the construction of every question was designed carefully in terms of not hurting somebody's feelings and not being against students' cultural and religious beliefs. Appreciating cultural and legal differences can be very helpful to avoid potentially embarrassing or unpleasant situations. Specifically, a combination of open and closed-ended questionnaires was given only to students who were willing to participate. The crucial point about constructing questions was to avoid words and utterances which might cause offence and annoyance. Once again, confidentiality and anonymity were strictly protected for those participants who took part in this research. This was achieved by not using their real names and identities in the process of writing the report. As an alternative, collective variables have replaced the identities of those involved in the research**.** My actual involvement with the project is to diminish the risk of harm to the people who took part voluntarily in this research as well as avoiding

damaging someone's reputation at any way included the University of Bedfordshire's reputation (Griffee, 2012).

3.14.5. Limitations of questionnaires

The most important limitation lies in the fact that it was difficult to tell whether participants' responses were truthful and reliable. All the subjects might not think enough or might have been less honest while completing the questionnaire in order to protect their privacy. Some of their answers might have been chosen before reading the question, thus, the validity of the data might have been affected. Added to this, some respondents might have interpreted the questions differently without fully understand the question, hence, they might have incorrectly completed the questionnaire. Lastly, the objective of the research might have been affected by the researcher's personal assumptions and decisions based on what is good and appropriate for the completion of the questionnaire.

3.15. Interviews

Making reference to Griffee (2012) "an interview has structure, purpose, and form, and can be defined (usually) as a person-to-person structured conversation for the purpose of finding and/or creating meaningful data which has to be collected, analysed, and validated" (p.159). Interviews were used in order to find out how the instructional approaches influence pre-sessional students' attitudes towards grammar teaching and learning as well as to corroborate the findings through the method of triangulation and further answer the RQ2 *(Appendix 7).*

One of the vital points before conducting any interviews was to consider carefully the research question and the need to determine whether interview data was appropriate or not. After careful consideration, it is thought that conducting a

number of interviews would boost up the interpretation of findings. *Semi-structured* interviews based on specific questions determined in advance were chosen to be conducted. This type of interviews allows questions and answers to be elaborated to a certain extent.

The next step was to identify and decide whom to interview, therefore, a list of interview criteria designed in order to decide whom to interview. The list of interview criteria consists of three questions:

a) Do you like English grammar?

b) Are you studying grammar at the moment?

c) Do you think grammar plays an important part in academic writing?

Anybody answering 'yes' to two out of three questions could be considered taking part in the interview process.

The questions that the researcher planned to ask were associated with students' experience, feelings and opinions of learning grammar. Furthermore, another element worth drawing attention is *'how'* the researcher asked the questions, so questions were repeated exactly as before without giving any extra explanation or details.

This particular study is cross-sectional research which is based on a single interview in the sense that the researcher had only one chance to gather information. A single interview may not be so difficult to complete and analyse, however, may be adequate for the purpose. Thus, the method of triangulation was used to corroborate the findings (through the use of the questionnaire) and improve the validity of the data as both research instruments included the same questions.

In terms of how many respondents were interviewed, representative students were selected based on their proficiency level, for example, a few advanced

speakers, a number of intermediate speakers and numerous low-level speakers. Regarding the location, all interviews took place at the university and more specifically at the Language Centre as pre-sessional students were familiar with the environment and felt more confident.

Before starting the process of the interview, a short introduction was given to students. According to Holstein and Gubrium (1995, p. 40), the beginning of the "traditional interview" constitutes of 1) a brief introduction of the interviewer, 2) a short description of the research, and 3) a request for taking part in the research. An introduction was prepared prior to interviews included a context which will be provided to the respondents. The context was explained briefly the purpose of the interview without providing any additional details.

The interviews were conducted using an audio tape recorder backed up by written observational notes considering the ethical principle synchronously (Denscombe, 2003). Notes were not taken throughout the interview. While analysing the recorded interviews, all the interviews were transcribed and coded. Further, interviewees had the opportunity to check the transcription verifying that it was an accurate statement. In the same way, an additional crucial point about interviews was to check whether the gathered information is factual, therefore, several checks were made with other sources (questionnaires, observations) in order to corroborate and measure the credibility of what was said.

Moreover, a pilot interview was conducted with the purpose of conducting a practice interview for the interviewer, and another purpose was to receive negative or positive feedback from the respondent.

To sum up, following the method of triangulation, interviews were conducted with informants in order to gain supplementary information and viewpoints using

the same questions of the questionnaire but having rephrased them aiming to measure the reliability of participants' responses, cross-reference and strengthen the interpretation based on that data. In this way, group interviews will be conducted in an attempt to make each interviewee feel as comfortable as possible. Before conducting interviews, informed consents were obtained from participants. In an attempt to be more precise, interviewees were informed in advance about the purpose of the interview stating only the general topic.

3.15.1. How interview data were analyzed

Interview data is not simply a "product" or words the participant tells and then recorded and transcribed (Griffee, 2012). Data originated from interviews is a more complicated process given that an interview does not only consist of the respondent but also from the interviewer. Therefore, the researcher/interviewer's assumptions, biases and questions exist. Another assumption that needs to be highlighted is the fact that interview data/words constitute raw data. Raw data need to be interpreted as it does not say anything on its own.

Adopting Hitchcock and Hughes (1995) strategies of analysing interview data, several steps were taken into account by firstly, becoming familiar with the interview data and secondly, creating meaning through the use of analytical categories.

Transcribing the notes and listening to recording constantly was the first step in order to become familiar with the interview data. Also, going through the notes and reading the transcripts many times were also part of the first stage. The second stage was to create meaning through the use of analytical categories. In order to create these categories, the data was examined thoroughly by checking the participants' responses. Coding the interview data involved rereading the transcript various times

until several categories become apparent. Also, the identification of each theme with a short word or phrase was the stage in which the data was coded. All the codes are presented in the Result Chapter.

The next step was to examine the transcript and circle words and phrases where the participants talk about the categories and write the code in the margin using coloured markers. Examining the data in this way helped the researcher to interpret and understand the respondents' thoughts. Following this approach, the categories are "grounded" in the data, meaning that themes (emerged from the interviews) represent and reflect the data without imposing or being biased, the data speaks on its own. The last stage of analysing the data was to write a summary. This was done by creating a table and dividing the codes based on what respondents have said. For example, under the code block of "Learners' Past Learning Experiences", one of the comments was that "learning grammar in my country helped me to improve writing". In this way, the transcribed interview data was reduced from several pages to one page through the use of various coded previously mentioned.

Based on Miles and Huberman (1994) suggestion, writing a final summary that not only summarizes but connects together the themes and the researcher's' interpretation was the final stage of the interview analysis.

3.15.2. Calculation of interview reliability

Stability of data is one of the key elements of reliability. Reliability, as stated by LeCompte and Goetz (1982), refers to the degree to which a particular study can be replicated, also refers to the consistency of results as identified by Kvale (1996). Furthermore, a parallel vocabulary has been developed by some qualitative researchers. For instance, the term dependability was adopted by Guba and Lincoln (1989) who believe that is corresponding to reliability. Thus, dependability is

associated with the stability of data over time. To be more precise, in order to transcribe data and ideas from interviews, the content can be coded by someone called a rater (ELT Lecturer J). For the purpose of this project, the researcher (myself) coded the content from interviews data. Furthermore, the same content was looked at and coded it by a second rater and as a result, it is possible in this way, the consistency to be compared by the two raters and this can be regarded as the reliability of the rater's agreement. Based on the formula provided by Miles and Huberman (1994), reliability equals the number of agreement divided by the number of disagreements or the number of rater agreements divided by that number of agreements plus the number of disagreements. To be more specific, the codes (from interviews and open questions from the questionnaire), 38 in all, were examined by the second rater (ELT Lecturer J) who agreed with 34 of the categories related to teaching methodology resulting in the final reliability of 0.95 which is a high level of inter-rater reliability.

3.15.3. Ethical considerations

Group interviews using an audio-tape recording also were used only by those students who were willing to be interviewed. Participants were informed about the procedure before the interviews proceeded. Also, respondents were informed about the right to withdraw consent and decline to continue in the role, at any stage, if they no longer wish to do so as their participation was voluntary. Interviewees were content with the location as the interviews took place at the University of Bedfordshire. No artificial changes were introduced into the setting where the observations take place. My actual involvement with the project was to diminish the risk of harm to the people who took part voluntarily in this research. Furthermore, avoiding damaging someone’s reputation in any way included the

University of Bedfordshire's reputation was another principle which had to be taken into consideration. Anonymity and confidentiality were preserved through the use of collective variables, by keeping the data in a safe place and by not sharing information with unknown people. Lastly, permission was sought through consent informed forms.

3.15.4. Limitations of interviews

The interviews were conducted and analysed by the researcher, thus, is subject to bias. However, the data was analysed through the method of coding followed by the check of another professional colleague. Another possible limitation might derive from the fact that the interviews were based on participants' perceptions rather than actions. Therefore, their assumptions may not reflect the truth. Also, participants' responses may be affected by the researcher's identity. Lastly, the process of using the voice-recorder while interviewing the subjects may have influenced learners' anxiety, hence, their answers. However, the interviews were checked with the responses to the questionnaires which allowed the researcher to check the consistency of the findings.

3.16. Pilot studies

One of the prerequisites regarding the research project was to carry out a pilot study with the aim of collecting as much information as possible prior to a larger study. Pilot studies are a mini-scale version in preparation for the main study in order to study the proposed topic in general which actually can provide valuable insights. At this point, it is worth underlying parenthetically the main reasons for conducting pilot studies. Carrying out a pilot study helps the researcher to pre-testing of the adequacy of specific research instruments such as questionnaire or

interview and furthermore ascertaining whether the sampling structure and methods are effective. On top of that collecting preliminary data, determining what sources might be needed for the planned investigation and making possible adjustments will facilitate the process of the research project substantially (Sarantakos, 2005). Two pilot studies (pilot 1 and 2) were conducted prior to the main research *(Appendix, 15 and 16)* in order to discover the most suitable methodology for the current research.

3.16.1. Pilot study 2

The principal goal of conducting a pilot study was not to collect additional data, but to find out whether the research procedures are suitable before the actual data are collected. Therefore, adjustments can be made and fixed by changing the data collection procedures. As explained before, the methodology of this particular project had to be modified as the researcher identified some problematic areas. As a result, a slightly different pilot study (2) was conducted once again in the University of Bedfordshire at the Language Centre prior to the main study. A random sample of twenty-one participants from a population list of 50 International students took part in the pilot study. Twenty-one participants were selected randomly from two weeks Pre-sessional English course and furthermore assigned and taught grammar by another teacher (ELT Lecturer A) through the deductive and inductive approaches. Nevertheless, only fifteen students completed the pre-and-post-test.

The majority of the students were, Pakistani (12 students) and a small number of students were from India (5 students) and 1 student from Afghanistan. The majority of the participants (11 students) were of the age group 26-35, five were 18-25 years old and (2 students) were between 26-45, (5) were females and 13 were males. The

selection of the student groups was controlled based on the results of the language password test at 5.0 IELTS scoring system provided by the University of Bedfordshire. The following research instruments were used in order to control bias and achieve validity and reliability of the research. As mentioned before, the new methodology was based on the following research instruments.

1. Pre-and-post-tests /paired t-tests
2. Observations
3. Questionnaires
4. Interviews
5. Approaches for teaching grammar (treatment)

The duration of the second pilot study lasted two weeks. At the beginning of the research, permission was granted by the Director of Studies by explaining stage by stage the purpose of the study and the research procedures. Also, permission was granted by the teacher and special arrangements were made (between the teacher and the researcher) regarding the grammatical lessons that students needed to be taught given the short duration of the course. The first day of the course, the researcher explained to the students the purpose of the research and asked them to complete an informed consent form. It is worth emphasising at that stage that all the students agreed happily to participate in the research project. Moreover, in order to persuade the participants to perform the best in the Pre-and-Post-language test, as these specific tests would not be taken into account in the final grade, the researcher promised to give them feedback individually based on their strengths and weaknesses regarding their grammatical competence.

The test was taken once again from the *Oxford Guide to English Grammar* written by John Eastwood. The conditions of the test remain constant so as to achieve

validity and reliability. The Pre-and-post-tests were the same in format, the same type of exercises was used and at the same time (1 hour) to guarantee that the test is reliable, objective and comparable. The tests took place in class, students had one hour to complete it. The instructions were explained where needed. The Post-test was given and invigilated by another teacher. Lastly, the test was administered and marked mainly by me. Needless to say that the majority of respondents wanted to know how they performed in this particular test, thus, individual feedback was given to participants.

Conducting the second pilot study and having a discussion with two senior EFL Lecturers simultaneously made the researcher think that another exercise needs to be included in the pre-post-tests related to error correction, focusing on students' productive skills. This could have been conducted through a writing task, however, after conducting the first pilot study, it was found that assessing students writing skills based on these particular grammatical structures would be difficult to grade them. Therefore, this option was dismissed and a new version of the pre-post-tests was designed by including an exercise on error correction. Also, it was decided that the pre-test would be better to be different from the post-test, as this may raise questions about whether students might remember the questions/answers of the first test. Hence, a different post-test was designed, very similar to the pre- test, however, the questions were different. The exercises were taken once again from the *Oxford Guide to English Grammar* written by John Eastwood. Throughout these two weeks, observations were conducted for three days. After making all the appropriate arrangements with the teacher, the researcher observed three lessons based on passive voice, countable and uncountable nouns and conditional sentences. The teacher used both methods to teach these lessons. Added to this, interviews were

conducted with two students in order to improve internal validity. Internal validity refers to the extent to which the design and the planned study of testing eliminate the possibility of being biased. Pilot studies can be seen as a trial run using a small number of participants similar to those that the researcher will use in the main study (Wray, Trott and Bloomer, 1998*).* The first version of my pilot interview provided me with very important feedback given that certain questions were ambiguous, and further explanation needed. At this stage, all the vague and unnecessary questions were discarded.

Regarding the questionnaire, a small number of changes needed to be done concerning only the second part which is consisted of 17 rating questions on a five-point Likert scale. The questions remained the same apart from using the even number for the main questionnaire so as to find out what direction the students in the middle are learning.

Table 14: Summary of Pilot study (RS4) and the main study

The methodology of Pilot study	**Issues found when piloting**	**The methodology of the main study**
Pre-post-tests /paired t-tests: Grammar tests were used to measure learners' grammatical knowledge of active/passive voice and conditional sentences.	More grammatical structures needed to be tested during the main study.	**Pre-post-tests /paired t-tests:** Grammar tests were used to measure learners' grammatical knowledge of active/passive voice, conditional sentences, grammatical tenses, prepositions, countable and uncountable nouns, articles

		and an exercise based on error correction.
Observations through video-recording Several lessons were video-recording for the purpose of the pilot study to observe how students performed to classroom materials, procedures and activities in conjunction with different types of grammar instruction.	The researcher decided to continue with non-participant observation in order to have a holistic picture of the situation.	**Non-Participant Observations** Non-participant observations were carried out so as to observe the grammatical activities and the learners' participation with the intention of understanding the phenomenon in its natural context without participating directly in the activities being observed.
Questionnaire Open and closed questions were used in order to discover students' opinions towards the teaching approach they received during the project.	Six questions were deleted in order to increase the reliability of the questionnaire.	**Questionnaire** Open and closed questions were used in order to discover students' opinions towards the teaching approach they received during the project.
Writing task The writing task consists of three tasks. The first writing task was based on 4 conditional questions. The second writing task includes 4 unfinished sentences. The participants	The researcher decided not to use a writing task in the main study due to the difficulty in marking the targeted grammatical	**Not used**

need to finish writing the sentence using the correct conditional forms. The third writing task of the pre-writing task is a topic based on "*My favourite movie: use active and passive forms",* the participants need to elaborate the topic in writing, anticipating that they will use active/passive forms.	structures in isolation.	
Not used	Diaries and notes were used to supplement the data and answer the RQ1.	**Diary/notes** Research diaries were used to help the researcher reflect and evaluate the lessons as well as to corroborate the findings through the method of triangulation.
Not used	Interviews were used to validate the findings with the responses of the questionnaires and answer RQ2.	**Interviews** Interviews were used in order to corroborate the findings through the method of triangulation.

3.17. Weaknesses of research methodology and alternative research methodology

The current study was conducted through two main methodological approaches: an ethnographic approach and a quasi-experiment to explore the effectiveness of inductive, deductive and the combination of both types of grammar instruction in terms of teaching grammar to university L2 pre-sessional students who need to develop their understanding of grammar for EAP which is essential for producing an academic text required for the ELAS writing exam. The data collected was both qualitative and quantitative based on content analysis. Also, the method of triangulation was used to corroborate the findings. More specific, pre-post-tests, observations and diaries were used to investigate and measure the students' achievements based on different types of grammar instruction. Conversely, interviews and questionnaires were used to discover university L2 students' perceptions and attitudes towards learning grammar in higher education based on different types of grammar instruction. Also, two pilot studies were conducted prior to the main study in order to identify the most suitable methodology for this study.

As previously mentioned, the current research methodology has a number of limitations. One of the main weaknesses of the current research methodology is that participants were not assessed on their writing skills as part of the pre-post- tests. The pre-post-tests were based on multiple choices and discrete items. There was only one exercise (error correction) which was based on integrative testing. There was only one exercise (error correction) which was based on integrative testing. The testing of the grammatical structure through the use of the deductive approach usually is in favour compared to the inductive approach as learners are engaged in explicit memory tasks. This fact might have influenced positively the results of the

research in favour of the deductive approach. If I were to repeat the research, I would use a combination of discrete point tasks and an integrative task (*Appendix 17*) in order to assess the students' productive skills. Also, delayed post–grammar tests would be used to confirm the statistical significance of the groups.

Another weakness of the current research methodology was the number of observations. While observing classes, that process was very demanding and stressful as the researcher had to speak constantly with teachers so as to arrange and schedule various timetables to observe only their grammar lessons. The time frame for each group was three months, however, some lessons were not taught, thus, not observed due to the needs of the English intensive course in which learners had to focus on other language skills apart from a grammar in order to pass the final exam. These additional lessons could have provided more insights into the effects of the grammar approaches. Thus, the number of grammatical structures would have been reduced focussing only on the following grammar tenses: present tense, past tense, present perfect and future simple and passive voice. This would have allowed the researcher to focus only on certain grammatical structures related to academic writing and not on a range of grammatical features.

3.18. Conclusion

In this chapter, an in-depth description of the participants, the setting, the data collection procedure and the research approaches and instruments were presented. The study followed the ethnographic approach and quasi-experimental design in order to collect the data required for the needs of the current research. Added to this, the method of triangulation was used so as to achieve high levels of reliability and validity. Apart from explaining the research design, the data analysis of each

research instrument was explicitly explained in conjunction with the ethical considerations of each research instrument. The next chapter provides a detailed explanation of the data analysis, results and discussion.

CHAPTER IV: RESULTS AND DISCUSSION

4.1. Introduction

The current study investigates the effectiveness of inductive, deductive and the combination of both types of grammar instruction in terms of teaching grammar to university L2 pre-sessional students who need to develop their understanding of grammar for EAP which is essential for producing an academic text required for the ELAS writing exam. It, also, investigates university L2 pre-sessional students' perceptions and attitudes towards teaching grammar deductively and inductively provided that there is a link between attitude and achievement (İnal, et al. 2003) as the success of language learning can be affected and determined by both negative and positive attitudes.

The results of pre and post-tests, the questionnaire, observations, interviews and the teacher's diary have shown that progress was made in all classes in learning grammar after the experiment, however, significant differences in students' performance between methods of instruction were observed only between the Formal and Mixed groups which indicate that pre-sessional L2 students prefer the deductive approach in learning grammar, hence, is still in favour, however, pre-sessional students need to experience other teaching ways. It seems that combining rules, examples and teaching grammar in context may result in learning grammar more effectively for pre-sessional L2 students in higher education using both cognitive and prescriptive grammar. Pre-post-tests, observations, diaries and notes were used to investigate and measure the students' achievements based on different types of grammar instruction (RQ1). Conversely, interviews and questionnaires were used to discover university L2 students' perceptions and attitudes towards

learning grammar in higher education based on different types of grammar instruction (RQ2). Lastly, two pilot studies were conducted prior to the main study in order to identify the most suitable methodology for this study. The results will be discussed in relation to theoretical perspectives and relative literature in the field. Structurally, this chapter will analyse and discuss the following sections: the results based on the methods used to collect the data, limitations of the current study, pedagogical implications, and suggestions for further research.

The answer to RQ1: What is the effect of inductive, deductive or combination of both methods on university L2 pre-sessional students who need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam?

4.2. Quantitative results: Pre-post-tests

The present study was designed to determine the effectiveness of different types of grammar instruction which contribute to pre-sessional L2 students' performance in learning English grammar in higher education. After examining the Naturalistic, Formal and Mixed groups, all of them showed improvement in comparison with the post-tests. The most crucial question was if there was any differential impact of inductive, deductive or combination of both methods on university pre-sessional L2 students' achievements who need to develop their understanding of grammar for EAP which is essential for producing an academic text required for the ELAS writing exam.

Teaching grammar to pre-sessional students is a big challenge for both, teachers and students as the latter is required to produce a formal writing task so as to achieve

a higher score in the ELAS writing test within a rather limited period of time (12 weeks), thus, explicit representation may work better for pre-sessional students as its main learning objective is on linguistic accuracy and the development of their discourse planning and linguistic competence (Ellis, 1990). The researcher decided to use mostly discrete items and one task based on integrative testing in the language tests as the main purpose was to test students' grammatical knowledge and not their writing skills. This led to a reliable and efficient scoring because of this objectivity.

In order to analyse the significant difference between the three groups and test the research question (RQ1) posed in this study, inferential statistical analysis was conducted. T-test was used to measure the possible effects of grammar instruction on the students' achievements who need to develop their understanding of grammar for EAP which is essential for producing an academic text required for the ELAS writing exam. Paired-samples-t-test was conducted to compare the pre-test scores within each group in an attempt to measure if any change had taken place in increasing pre-sessional students' grammatical competence and performance. The results of t-test revealed that the teaching intervention of teaching grammar deductively had a significant effect on students' grammatical competence *(see tables 15, 16 and 17).*

Table 15: T-tests Formal Group

t-Test: Two-Sample Assuming Unequal Variances		
	Pre-language test	*Post-language test*
Mean	41.17391	48.73913
Variance	161.8775	203.4743
Observations	23	23
Hypothesized Mean Difference	0	
Df	43	
t Stat	-1.89815	
P(T<=t) one-tail	0.032201	
t Critical one-tail	1.681071	
P(T<=t) two-tail	0.064402	
t Critical two-tail	2.016692	

The scores of the pre-post-tests showed that there is a statistical difference between the performances of each group, but at the significance level of 0.10. The Formal group (deductive approach) performed significantly higher t (43)= -1.898, p=0.064 which indicates that there is a statistical trend closely enough to the significance level of 0.05 (see Table 13).

Table 16: T-tests: Mixed Group

t-Test: Two-Sample Assuming Unequal Variances		
	Pre- language test	*Post- language test*
Mean	52.81081	56.24324
Variance	68.37988	76.46697
Observations	37	37
Hypothesized Mean Difference	0	
Df	72	
t Stat	-1.7348	
P(T<=t) one-tail	0.043528	
t Critical one-tail	1.666294	
P(T<=t) two-tail	0.087056	
t Critical two-tail	1.993464	

However, the comparison conducted through paired samples t-test (Table 14) assessing the impact of the teaching intervention (combined methods) on the participants' achievements, showed that the Mixed group performed slightly better t (72) = -1.734, p=0.087 compared to the Naturalistic group which was taught grammar inductively t(37)= -0.531, p=0.597 (Table 15).

Table 17: T-tests: Naturalistic Group

t-Test: Two-Sample Assuming Unequal Variances		
	Pre- language test	*Post- language test*
Mean	52.80645	54.41935
Variance	157.628	128.0516
Observations	31	31
Hypothesized Mean Difference	0	
Df	59	
t Stat	-0.53131	
P(T<=t) one-tail	0.298599	
t Critical one-tail	1.671093	
P(T<=t) two-tail	0.597197	
t Critical two-tail	2.000995	

These results suggest that L2 students in large groups who learn grammar deductively or by combining the two types of grammar instruction performed slightly better compared to those who were taught inductively. The findings of the current study are in line with those of (Mohamad, 1997;Norris and Otrega, 2000;Erlam, 2003; Mallia, 2014;) who found that the deductive approach has a positive impact on learners' performance. Also, these findings further support the idea that a combination of these two approaches may be the solution to this controversy making reference to (Fotos,1994;Jean, and Simard, 2013; Chalipa 2013; Jaber and Abu, 2008;) but goes against what was found by Haight et.al (2007), Vogel et. al (2011) and Takimoto, (2005) who concluded that learning grammar inductively have more positive effects on learners. Furthermore, this outcome is in contradiction with Dulay and Burt's (1973) and Krashen's ideas (1985) who support that educators need to design lessons that provide students with comprehensive input to teach language without explaining the rules deductively. It can be debated that learners' involvement is limited when a deductive approach is used, however, this is the teacher's responsibility to engage learners in the learning process through discussing exercises and extensive activities, allowing them in this way to think deeply before providing the most appropriate answer.

However, various potential factors may have contributed to the outcome of this research. Firstly, testing grammatical structures through the use of the deductive approach usually is in favour as opposed to the inductive approach which is more vulnerable while learning and testing language (*Appendix* 6). A possible explanation might be that the Formal group received extra drilling and explicit explanations of forms and meaning by writing the rules on the whiteboard and

provide model answers (given that L2 learners tend to consciously process the rules) which may have helped internalize the grammatical structures. Another important factor which may have determined the results was the design of the grammar tests in which there was only one task based on integrative testing (error correction) the rest was based on multiple choice and discrete items. Secondly, this could be due to the fact that university pre-sessional L2 students possibly were not familiar with teaching grammar inductively; hence, they could not fully understand the concepts and teaching procedures involved in this type of lessons. Thirdly, the Formal group might have had some limited previous knowledge of the grammatical structures tested which may have contributed positively to language learning and testing. Also, the delayed post-test was not used in order to confirm the statistical difference among groups.

Considering the findings of this study, it could be said that teaching grammar for EAP through the deductive approach to pre-sessional students in higher education, could potentially result in grammatical accuracy as they need to produce an academic text required for the ELAS writing exam. It is, therefore, in an agreement with Chang and Swales (1999) who drew a conclusion that explicit representation of grammatical rules and functions in advanced academic writing is required. Also, it is in line with Rivers (1975), who believes that teaching grammar deductively helps mostly mature, highly-motivated student, or adult students in intensive courses.

Similarly, the results of the present study provide significant evidence and support the idea of combining both inductive and deductive approaches to learning grammar in pre-sessional classrooms. It supports Hammerly's idea (1991), who advocates that some grammatical structures can be taught inductively while others

deductively. For instance, it seems that the deductive approach is more suitable for teaching active and passive voice as the nature of the lesson is based on the grammatical rules and transformations that learners need to know. This substantiates previous findings in the literature (Mohammed and Jaber, 2008). However, grammatical tenses can be taught through the combination of both approaches focusing on form and meaning simultaneously. Nevertheless, the results of the current study cannot be generalised and interpreted as definite outside of the academic setting in which this research took place as the number of participants who involved in the investigation were only 100 university pre-sessional L2 students, studying at the University of Bedfordshire at the time of collecting the data. Added to this, the present study assessed only pre-sessional students' grammatical knowledge based on different approaches to grammar instruction and not their writing and speaking skills. The findings of this research apply only to university pre-sessional students. It seems that there is a positive relation between explicit grammar knowledge and use in composing an academic writing text for pre-sessional students as they need to work on some key areas in grammar in order to use a range of complex structures and eliminate their grammatical errors, trying in this way to achieve accuracy in the final ELAS writing exam which will allow them to proceed further and start their main courses (Hinkel, 1997). The findings of this study suggest that teachers focus mostly on the correct use and composition of grammar structures required for the ELAS writing exam and less on the type of academic writing their main course would require them to do.

The answer to RQ2: How L2 pre-sessional students perceive their learning of English grammar through the use of inductive and deductive approaches in a higher education context? Is there any relation between their perception and performance?

4.3. Qualitative results: Codes from Interviews and Open questions

The interviews and the open questions from the questionnaire were analysed through the method of coding.

4.3.1. Code 1: The importance of grammatical knowledge

Category (descriptive code)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
1. Importance of knowing grammar	• **Grammar allows learners to describe different situations** • **Complex situations and structures require good grammar**	• *(You need to know how grammar consists)* • *(Without grammatical rules we cannot say a sentence)* • *(For me is the most important thing)* • *(Describe different situations and things)* • *(There are many different ways in order to express something, another way of thinking)* • *(Tell about a story which is complicated….we need to use past, future and present)*	**-Prescriptive grammar** **-Grammar servers as a prerequisite for effective communication as it increases accuracy.** **-Language Awareness**	**Grammar= 102 words**

Code 1: The importance of grammatical knowledge

Based on the data provided by coding the interviews, participants stated clearly that grammatical knowledge plays a crucial role in constructing correct sentences in the context of producing an academic piece of writing. This finding is consistent with the linguistic theories of prescriptive grammar (British Council, 2008). Seven participants provided the above examples *(see code 1).* As stated in the literature review, prescriptive grammar deals with the correct use of grammatical rules (Hinkel, 2018). According to prescriptive grammarians, if grammatical rules are not followed correctly and systematically, mistakes will occur in writing. In this case, university pre-sessional L2 students need to communicate effectively in writing so as to convey their thoughts and arguments. The results of this code indicate the importance of having a clear understanding of the grammatical knowledge and structures needed for academic purposes for university pre-sessional L2 students while studying and producing an academic piece of paper. Added to this, grammar serves as a prerequisite for effective communication as it increases accuracy allowing in this way L2 learners to use complex grammatical structures while studying in higher education. Therefore, this finding suggests that understanding the grammatical rules and use them appropriately in academic contexts is a fundamental linguistic tool in second language acquisition. This can be justified on the grounds that pre-sessional L2 learners are aware of the importance of constructing sentences syntactically and morphologically which leads to efficient communication, a vital element in higher education. Lastly, it is concerned with Language Awareness (Hawkins, 1984) as learners are consciously aware of the importance of knowing how to construct sentences syntactically in order to communicate effectively.

4.3.2. Code 2: Terminology

Category (descriptive code)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
2. Terminology is important	• **Grammatical terminology is useful** • **The use of tenses is more important not the names**	• *(it is useful but also difficult)* • *(helps to explain the function of the tenses)*	-Prescriptive grammar -Language Awareness	

Code 2: Terminology

The importance of knowing terminology can be connected with the prescriptive grammar (British Council, 2008) as it is based on a set of explicit rules, thus, the terminology is part of the rules. Two participants thought that using technical grammatical terms is difficult but very important based on their comments, *"it is useful but also difficult"*, *"it is not easy but helps to explain the function of the tenses".* Having explicit discussions of grammatical structures for university pre-sessional students may be helpful in terms of using their metalinguistic knowledge and participating in the process of discovering learning (Borg, 2003). This process may help them to learn the language more easily. This code agrees with Hudson (1980) statement that there is a strong relation between prescriptive grammar and the language used in higher education as non-standard forms are hardly ever used in university lectures. However, using L2 terminology in EFL/EAP contexts will only be beneficial if students are familiar with them, have a good knowledge of L1, have an appropriate level of metalinguistic knowledge, sophistication and maturity

(Corder,1981; Borg, 2003), otherwise it may delay the process of learning the language and as a result, impede communication and leads to linguistic and cognitive complexity of L2 learning (Housen and Kuiken, 2009). Moreover, the learner's expectations, level of language proficiency, cognitive styles and educational background need to be taken into account while deciding if they explicitly prefer to be taught grammar or not. Therefore, using terminology might be more beneficial for advanced level students and less beneficial for learners at a lower level as it may be very confusing, hence, combining both types of grammar instruction in teaching language might be the best solution for university pre-sessional students.

4.3.3. Code 3: Practice and Exercises

Category (descriptive code)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
3.Practice	**Practice grammatical exercises**	• *(To be more accurate you need practice and practice)* • *(I get confused, therefore, I need to practise)* • *(I need to practise after class)* • *(I used to do lots of exercises using grammar books)* • *(we need more sessions to practise)* • *(we need more practice to understand these grammatical phenomena)* • *(by practising by myself)*	**-Mechanical and conceptualised practice**	**practise =95 words**

3.Exercises		• *(I like grammar, I did a lot of exercises)* • *(In my country we did many exercises and here we do many exercises)* • *(exercises help you a lot if you want to learn grammar)* • *(I need more exercises to remember it)* • *(I practice many exercises)* • *(doing grammar exercises after study the theory)* • *(practice every day)* • *(doing exercises)*	**-Exercising is part of the learning process which results in improving and using grammar correctly**. **-Metalinguistic knowledge and communicative competence.**	**Exercise=33 words**

Code 3: Practice and Exercises

Next, the concepts of "exercise" and "practice" were two additional findings. Ten respondents indicated the following statements*: "exercises help you a lot if you want to learn grammar", "I need more exercises to remember it", "doing grammar exercises after study the theory", "we need more practice to understand these grammatical phenomena".* Grammatical exercises and additional practice are both parts of the learning process which results in improving a skill and overall memory regardless of the type of grammar instruction. Additional practice of grammatical exercises enables learners to develop both their metalinguistic knowledge (learners' conscious and linguistic ability to correct, manipulate, describe, and explain aspects related to L2). However, this process needs time and depends on students' metalanguage, motivation and cognitive style. Four respondents stated that practising grammatical exercises is a big necessity, to be more specific, they said*, "I get confused, therefore, I need to practice", "we need more sessions to practice", "I need to practise after class", "I have to do lots of exercises using grammar books".*

One student associated practice with accuracy "*to be more accurate you need practice and practice"*. It seems that respondents' observations are in line with Ur (1988) classification of mechanical and contextualised practice activities. To be more analytical, learners need to isolate particular grammatical structures, generate and construct sentences, repeat and attempt to perform the targeted structure in real life situations and lastly receive constructive feedback from the teacher. In this way, grammatical knowledge can be gradually transferred from mechanical to contextualise and then to communicative practice (Ellis, 1984). Perhaps, it would be beneficial for pre-sessional students to initially become aware of their grammatical errors and identify grammatical areas that they need to work on. Practice can be either achieved through the explicit or implicit representation of the language depending on the learner's learning style and preferences. It can be done through comparisons of linguistic features between L1 and L2, studying the rules or by reading books and practise online.

4.3.4. Code 4: Confidence

Category (descriptive code)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
4.Confidence	**Learning grammar deductively could increase confidence**	• *(I do not feel confident, I prefer to know the grammatical rule)*	-Prescriptive grammar -Learners' expectations are based on learning grammar through grammar instruction (Context Approach)	

Code 4: Confidence

One student stated that "*I do not feel confident, I prefer to know the grammatical rule",* was another attention-grabbing statement which shows that learning the grammatical system deductively may increase some students' confidence and motivation. This particular student was Greek, in Greece all subjects are taught systematically based on course books, that means that learners may feel uncomfortable if the grammatical system is not taught in a logical order, in other words, deductively. Students are encouraged to learn the grammatical rules, focus on forms, study the linguistic differences between L1 and L2 and then tested. If they receive high marks, their confidence and motivation increase, however, they seem to have some problems when they use the language in real life situations. Developing confidence through the use of grammar can be

associated with the prescriptive grammar as its primary focus is on standard forms of grammar as well as to correct construction of linguistic and syntactical sentences (British Council, 2008). Additionally, learners' expectations can supplement this finding as some learners may have used to the deductive grammar instruction based on the previous teaching, as previously stated, thus, are not so keen on trying a new one (Bax, 2003). This could be the case for a number of mature pre-sessional L2 students who feel more confident and prefer to be taught grammar explicitly or implicitly in an educational context.

4.3.5. Code 5: Academic and formal writing

Category (descriptive code)	**Sub-categories**	**Examples**	**Theory**
5. Academic writing	**Academic/formal writing**	• *(for academic purposes you have to know the rules and regulations)* • *(academic writing requires a good knowledge of rules and grammar)* • *(to produce a good academic essay we need to know good grammar and vocabulary)*	**-Prescriptive grammar** **-Explicit teaching of grammatical rules.** **-Cognitive grammar** **- Language Awareness** **-The learner expectation argument**

Code 5: Academic and formal writing

The theme of academic and formal writing occurred while analysing the data, several interesting comments were provided by three learners *(see code 5).* One possible explanation for this finding could be based on learners' expectations, perceptions and awareness of the importance of

knowing the grammatical rules in producing an academic piece of paper in higher education. Many university L2 students are consciously aware of the linguistic needs and grammatical knowledge needed to produce an academic assignment. This result may be due to prescriptive grammar as the production of correct grammatical rules is part of the educational requirements (British Council, 2008). This finding is in line with Swain (1985) and Ellis (1997) who stated that explicit grammar instruction is necessary to achieve accurate grammatical competence in academic writing. It seems, thus, beneficial for pre-sessional students to be explicitly aware of important grammatical structures, features and conventions of academic writing as grammatical errors tend to interrupt the flow of the argument and distract the reader. Celce-Murcia (1991) put emphasis on the significance of a reasonable degree of grammatical accuracy in academic discourse as pre-sessional L2 students' high frequency of grammatical errors cause difficulties in their academic composition, she concludes that the explicit instruction is needed for advanced L2 learners. Having a clear and deep understanding of grammatical features, L2 learners could possibly minimise their linguistic ambiguity and vagueness while writing an academic assignment. In addition, the grammatical knowledge will possibly help university L2 learners to embark on an academic journey as they will be asked to acquire new academic skills such as paraphrasing, summarising, synthesising and assessing information, referencing and being critical while reading and writing. Having said that the cognitive approach of cognitive grammar could apply to this code as it is usage-based in which university students need to think and reflect about the grammatical rules, uses, forms, meaning, lexis and context (technical words)

in order to construct a variety of meaningful sentences and present their views in writing, for example, being able to separate formal versus informal language and grammatical structures needed for the production of an academic paper (Langacker, 2008).

4.3.6. Code 6: Writing

Category (descriptive code)	**Sub-categories**	**Examples**	**Theory**
6. Writing	**Grammar is important for writing Essays + grammatical rules and structures**	• *"without grammar we cannot speak or write"* • *"when we speak and write always we use grammar"* • *"this is the most important thing in my opinion in terms of writing and speaking because without grammatical knowledge you cannot write or speak correctly"* • *"without grammatical knowledge we cannot speak or write good essays"* • *"when we speak and write always we use grammar", "grammar can help me when I have to write an essay…I have to use several grammatical structures"* • *"grammar is important in essays"* • *"I can improve my grammar when I write different types of essay and then I can check my mistakes"*	**-Prescriptive and cognitive grammar -Deductive approach/accuracy Learners' expectations/ (Context Approach).**

Code 6: Writing

Learners have pointed out the importance of grammar instruction with respect to writing. Ten participants clearly stated their personal opinions *(see code 6).* It is clear from the learners' responds that their expectations rely on producing correct sentences and focussing on achieving accuracy through explicit grammar presentation provided that this is one of the main academic requirements in order to cope with the amount of work in higher education. This code is also associated with the traditional approaches of perspective grammar as the primary focus is on grammatical rules and the syntactic construction needed to be followed and used correctly in an academic environment (Hudson, 1980; British Council, 2008). The use of prescriptive grammar in teaching English is a dominant characteristic in EAP contexts and is in line with the deductive grammar instruction given that learners need to develop their grammatical knowledge so as to be able to notice how the meaning and the construction of sentences in formal writing can be affected by the use of grammar rules. Ellis (1997) believes that learners need to become aware of how structures are used together with explicit teaching which could be more beneficial for them as they will notice structures and not miss them. Clearly, grammatical knowledge plays an essential role in academic writing as it requires the use of standard English, clarity, coherence, accuracy, sentence and paragraph structure and organisation of ideas. Another explanation could be possibly related to the teachers needs to find appropriate methods (deductively/inductively) to teach students to write as their final goal is to meet the requirements and produce an academic piece of paper. According to Celce-Murcia (1991) grammar instruction is crucial for L2 learners to accomplish their educational goals commenting at the same time that "the importance of a reasonable degree of grammatical accuracy in academic or professional writing cannot be overstated"

(p.465). Therefore, it is essential to provide university pre-sessional L2 students with approaches that will help them master the forms, use a variety of sentences, shape and express their ideas and lastly, exploit their creativity. Alternatively, teaching grammar on its own may not be so effective and appropriate for all pre-sessional L2 learners, therefore, one possible way is to focus on grammatical and lexical components of the target language referring to the cognitive grammar approach provided that language acquisition can be explained in terms of constructions (grammatical rules) being derived inductively from exposure to language by virtue of the brain's ability to recognise patterns (Langacker, 2008).

4.3.7. Code 7: Grammatical knowledge is not important

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Analysis**
7. Grammar rules are not important	**No link between grammar and real world**	• *(grammatical rules are not important to me)* • *(it is important but not the most important thing)* • *(grammar is an unimportant thing)* • *(I think it is an unnatural activity)* • *(grammar is an unimportant thing)* • *(I did not find anything important and that's why I do not want to study anymore grammar)* • *(there is no a real linkage between grammar and real world)* • *(in real life we do not do grammar, the only thing is to talk and convey meaning)*	-Teaching grammar inductively -The acquisition argument -Fluency

		• *(you job in real life does not need your grammar, they need your skills and not your grammatical skills)*	

Code 7: Grammatical knowledge is not important

Based on the information collected from six respondents, they stated that grammatical knowledge is not important. They indicated clearly that grammar rules are not important while learning a second language *(see code 7).* These results are consistent with the theoretical concept of cognitive grammar which could be associated with this code given that language is not only consisted with the mental process (linguistic forms) but with the communicative and social context of language use (Langacker, 2008). Moreover, the results are in line with Krashen's natural acquisition hypothesis (1985) who suggests that learners do not need to become consciously aware re grammatical structures while learning a language as the language is acquired unconsciously. He further claims that language learning is not a natural process compared to language acquisition, the acquired system can be used to create spontaneous utterances whereas the learned system checks what is being said. These results further support the notion of developing fluency as relating principally to learner's control over their linguistic knowledge of the L2 referring to the speed, ease and efficiency so as to access significant L2 information to communicate meaning (Wolfie-Quintero et al., 1998) rather than focusing only on the production of accurate forms.

4.3.8. Code 8: Terminology is not important

Category (descriptive codes)	Sub-categories	Examples	Analysis
8.Terminology not important	**Grammatical terminology is not important** **Not remembering all the tenses** **Simplify grammar**	• *(if you tell me this is a noun, tense and subject…I will never understand it)* • *(I remember only the past, present and future tenses)* • *(I forget their names, their names are very similar)* • *(grammar is important only for future tenses, past and present)*	-Teaching grammar inductively with pedagogical grammar -Communicative competence

Code 8: Terminology is not important

The importance of not using technical grammatical terms was the next concept which appeared to be controversial among participants throughout the interviews. Four respondents provided some interesting statements *(see code 8).* Based on these responses, this point can be interpreted in relation to the inductive grammar instruction in which learners pick up unconsciously the second language simply by focussing on meaning. If pre-sessional L2 learners are encouraged to talk about grammatical terminology, they may develop their linguistic proficiency and possibly improve some aspects of their academic writing. This does not indicate, however, that the deductive grammar teaching has no role in the L2 classroom, however, attention to grammatical terminology should not obscure the fact that developing the ability to communicate in the target

language is also one of the main goals of L2 learning. Pedagogical grammar could be related to this category as one of its main principles rely on the perception that grammatical rules should be non-technical, simplified, relevant, memorable with a few exceptions catering for students' needs and determining about the development of grammatical analysis and instruction designed based on teacher's cognition and beliefs (Newby, 2015). Therefore, it is the teacher's role to consider the students' level of language proficiency and their personal learning styles while teaching grammar deductively.

4.3.9. Code 9: Grammar causes confusion

Category (descriptive code)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
9.Grammar creates confusion	• **Thinking of grammatical rules causes confusion** • **Rules create confusion**	• *(I think about grammar and sometimes I get confused)* • *(I do not know how to link the tenses in sentences correctly)* • *(I get confused and do not know how to use verbs, adjectives and nouns, therefore, I would like to practise more)*	-Learner's Interlanguage -Different types of grammar instruction and different teaching procedures -An indication that further review needs to be done.	Confused=37 words

		• *(grammar is tricky and complicated)*		

Code 9: Grammar causes confusion

The role of confusion in learning grammar was another code that occurred from the data collected (Interviews). Four participants commented on this matter *(see code 9).* Confusion is necessary for learning, developing and advancing to new knowledge and precision. Learner's Interlanguage could be one possible explanation of this code as it changes all the time while learning a foreign language. According to Ellis, (1994), Interlanguage can be characterized as a transitional system which mirrors the learner's existing knowledge of L2. Another possible explanation may be that different types of grammar instruction, inductive or deductive and different teaching procedures may cause confusion to different types of L2 learners due to the cognitive and linguistic complexity of grammatical rules and explanations. Confusion also could be an indication that further review needs to be done in order to understand the grammatical structure and hence, achieve accuracy (Wolfie-Quintero et al., 1998). This may be an indication that a number of pre-sessional L2 students have difficulties in learning grammar or have not researched high levels of proficiency, thus, feel confused.

4.3.10. Code 10: Learner's motivation and grammar instruction

Category (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
10. Learner's motivation	**Extrinsic motivation**	• *(Depends on your time and mood)* • *(I need to learn English grammar in order to communicate clearly my thoughts)* • *(I have to know the rules, I need the rule)* • *(I need to learn grammar in order to create correct sentences)*	-Extrinsic motivation	

Code 10: Learner's motivation and grammar instruction

Learner's personality and motivation was another code of this research project which emerged from the interviews. Motivation, in particular, has been widely recognized by educators as one of the key principles which affect positively or negatively learners' performance and achievements in learning a second language. The following statements were provided by four participants *(see code 10)*. Learners are intrinsically motivated when the activity is based on internal pleasure and fulfilment which originates inside of the individual incentive, extrinsic motivation, on the contrary, refers to conduct that is determined by external rewards such as receiving an academic degree, recognition or better career opportunities (Dornyei, 2001). In this case, it seems that learners are extrinsically motivated as they need to improve their language skills, communicate

effectively in writing and speaking, produce well-written assignments, pass exams and finally receive an academic degree which will qualify them to practise their chosen profession. One question, however, that needs to be answered is how can pre-sessional students be motivated in order to learn grammar. What type of grammar instruction should teachers use to motivate and enhance learning? Widdowson (1991) examined the effects, the intricacy and potential difficulties when learning a language. He distinguishes among learning a language (unconscious learning) and learning about the language referring to conscious learning which may lead to motivate learners to learn more. Nonetheless, learning about a language sometimes may lead to the opposite outcomes and as a result, has non-motivating effects. Moreover, Widdowson (1991) believes that the communicative approach is strongly related to the process of learning grammar and furthermore, states that learners need to use the grammatical rules but only to a certain extent, the main aim is to achieve communication through the use of grammatical knowledge. The relationship of the teacher-students plays also a crucial role in learning as grades can influence pre-sessional students' motivation extrinsically. Added to this, it is a fact that pre-sessional students learn in different ways based on their personal interests and motivation, however, additional contextual factors need to be taken into account in learning a second language such as L1, learner's needs and personal goals, learning style and classroom interaction.

4.3.11. Code 11: Learner's needs and wants

Category (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
11. Learner's needs and wants	**Need to know the grammatical explanation**	• *(I prefer to know the rule and not the example)* • *(I want to hear the rules and after to practise)* • *(I need the teacher to teach and explain the rules, I need a good explanation)* • *(firstly, I need to learn the rules and secondly I need practice)*	-Context Approach -Language Awareness	need =52 words

Code 11: Learner's needs and wants

Four participants commented on L2 learners' needs to know the grammatical rules *(see code 11)*. Theoretically speaking, the Context Approach (Bax, 2003) needs to be taken into account while teaching a second language including vital aspects of language pedagogy such as an understanding of learners' wants, needs and preferred learning styles. The whole educational context needs to be considered as the teaching methodology is one factor in language learning. Also, this code is likely to relate to Language Awareness in which a number of pre-sessional students are consciously aware of the development of conscious knowledge towards the language use, including forms and functions (Hawkins, 1984), considering their previous educational background and level of proficiency. Developing a better understanding of the language and talking analytically about

language may benefit some pre-sessional students according to Wright and Bolitho (1993) by involving them not only in investigation of language but also in promoting their independence, developing the cognitive level and becoming more confident at taking risks, resulting in contributing towards the growth of motivation.

4.3.12. Code 12: Anxiety

Category (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
12. Learner's anxiety	**Learner's anxiety when the rule is not explained deductively**	• *(at the beginning I know nothing…I need some explanation)* • *(I cannot present my feeling very clearly)* • *(I feel nervous even if I know the rule of grammar)* • *(we need to know how to apply the tenses)* • *(the teacher needs to give us more information about grammar)*	-Teaching grammar deductively –Cognitive complexity	

Code 12: Anxiety

According to the research project, the concept of anxiety was another vital element of language pedagogy when the rule is not explained deductively. Five participants commented on this issue (*see code 12).* This finding is in accordance with linguistic and cognitive complexities

which focus on L2 system and features as well as with the L2 learner-user and the difficulty that linguistic features pose in the process of learning an L2. The cognitive complexity consists of two factors: the subjective and objective. The formal one includes factors which deal with learner-dependent factors such as learner's aptitude, motivation, L1, educational background; the latter is related to its inherent linguistic complexity. Alternatively, linguistic complexity is determined by the learner's Interlanguage system and the individual linguistic elements that create the Interlanguage system such as the size, elaborateness, richness and diversity of learner's linguistic L2 system when the level of the learner's Interlanguage system is considered (Housen and Kuiken, 2009). Therefore, pre-sessional L2 learner's anxiety may occur from both types of complexity as some learners may feel that are under pressure, confused, frustrated or nervous due to the previous way of teaching or their cognitive ability of understanding a complex grammatical structure or it could be due to L1 interference, this may result in being unproductive and not receptive during the learning process.

4.3.13. Code 13: Learner's awareness

Category (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
13.Learner's awareness	**Awareness of the need that good grammar is needed for academic purposes**	• *(if you are learning for academic reasons ...so for that person grammar is important)* • *(I think grammar is important for academic purposes)* • *(I need to improve and fix my grammar as I am studying for a masters degree)*	-Language Awareness (Inductive Approach) Learners' needs and perception/ (Context Approach)	

Code 13: Learner's awareness

Learner's awareness was another interesting finding. Four learners commented on this matter *(see code 13).* These statements indicate learners' awareness that good grammar is needed for academic purposes. The results of the current research study is in consistent with those of Schmidt (1994) who claims that noticing and language awareness are crucial conditions for linguistic input in order to convert the input into intake and thus, achieve high levels of proficiency and help learners obtain a positive attitude towards learning by progressing in the target language. This usually is done through the learner's Inter-language system given that the learner's system is constantly being changed and reformed as new constituents are integrated throughout the learning procedure (Richards, 1974). To end this, this finding is clearly based on pre-sessional L2

learners' perceptions and needs, who are aware about the significance of learning and improving their grammatical knowledge and the academic requirements needed to start a degree in higher education, thus, the context approach could apply to this category as the whole context needs to be taken into consideration while learning a second language (Bax, 2003).

4.3.14. Code 14: Personal learning strategies

Category (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
14. Learning strategies	**Introducing a grammatical point step by step**	• *(learn the rules first and then practise)* • *(everything takes time)* • *(I improve my English now in the UK by learning grammar step by step)* • *(learn by yourself and then go to university)* • *(at the beginning to know all the rules is impossible)* • *(I think it is difficult to learn all the grammar, we need to know step by step and learn the details)*	-Prescriptive grammar -Pedagogical grammar	

Code 14: Personal learning strategies

Learners' learning strategies play a significant role in the process of learning a foreign language as some prefer to be taught the rules whereas others do not want. Four participants provided some interesting comments *(see code 14*). There are some L2 learners undoubtedly, who will succeed in learning a second language irrespectively of the teaching approaches used in classroom, nevertheless, for pre-sessional students is a big necessity to achieve high levels of language proficiency gradually but efficiently given that they need to produce high-quality work in order to progress further, thus, prescriptive grammar plays a vital part in their academic journey (Hudson, 1980). Furthermore, this outcome supports the idea that the development of learning grammar varies among from one individual to the other as they certainly need time to comprehend, digest and practise the new language regardless of the instructional approach or learning strategies. This point, thus, could be connected with pedagogical grammar provided that various methodological approaches (descriptive and prescriptive grammar) can be used to facilitate the process of learning (Greenbaum, 1987) through a selection of grammatical descriptions, exercises and resources to enable university L2 pre-sessional students develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam (Newby, 2015).

4.3.15. Code 15: Learner's previous learning strategies (negative)

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**
15. Previous learning/teaching strategies (negative)	**Previous negative learning experience in their home countries**	• *(learning grammar separately made chaos in my head)* • *(difficult for a child or for a teenager to learn all the rules)* • *(those exercises were not suitable for what we had to learn….we had missed the basics)*	-Teaching grammar deductively -Cognitive (L2 learner-user) and linguistic complexity (L2 system). -Lack of interest and motivation in learning.

Code 15: Learner's previous learning strategies (negative)

Previous learning strategies in learning grammar through the deductive approach in learners' home countries created a negative experience and confusion as indicated by three participants, this is another important outcome of the study *(see code 15).* Teaching grammar deductively may have contributed negatively to the learning process as learners consciously learnt grammar. This finding may be interpreted by the fact that many learners experience only this approach and as a result, they used to be taught passively through the teacher-centred approach with less oral conversations in the classroom. Therefore, the notion of cognitive (L2 learner-user) and linguistic complexity (L2 system) can apply to this category as the learner-dependent factors such as learners' educational background, L1 interference as well as learners' interlanguage may have contributed negatively the process of learning English (Housen and Kuiken, 2009).

4.3.16. Code 16: Learner's previous learning strategies (positive)

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
16. Previous learning /teaching strategies (positive)	• **Previous learning teaching based on the deductive approach** • **Previous learning helped learners to achieve accuracy**	• *(I did a lot of exercises and I learnt the grammatical rules)* • *(first the teacher teaches everything in grammar and then we had to apply everything in practice if the sentence were grammatically incorrect the teacher used to make suggestions and explain the meaning as well, this helped us a lot)*	-Teaching grammar deductively/ accuracy -Intrinsic motivation	

Code 16: Learner's previous learning strategies (positive)

In contrast, the three participants highlighted that the deductive approach of studying grammar previously helped them considerably and positively in becoming more accurate *(see code 16*). The present outcome appears to be in line with a study conducted by Mallia (2014) who assessed learners' perceptions of deductive and inductive instruction in teaching past perfect. The research indicated that the students had an overwhelming preference for the deductive approach. This code is also in line with Hammerly (1991), who introduced the notion of accuracy which is concerned with the linguistic forms and the correct production of grammatical and linguistic structures in second language acquisition. This result can be explained further by the fact that intrinsic motivation may have affected learners' positive performance as they enjoyed this

particular activity/method. Creating a learning environment in the classroom which aims at supporting and developing learners successfully, where learners desire to study for the enjoyment of learning is one key element of the intrinsic motivation (Dörnyei, 2002). At the same time, the teacher's positive attitude, passion and enthusiasm play a vital role in keeping energy levels high in a class by giving emphasis to the importance of the content/task, motivating them in this way into desiring to know more. Without a doubt, motivation is a fundamental aspect in teacher's pedagogical practices as learners need to be motivated and encouraged intrinsically in the classroom through the creation of a supportive learning environment in which learning can be achieved and sustained by the teachers and learners. This process will help learners to identify their personal goals and interests and furthermore will enable them to experience and see knowledge as a valuable tool and be in charge of their own learning.

4.3.17. Code 17: Learning grammar through reading and listening and other ways.

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
17. Learners' approaches to learning grammar **Reading**		*Read novels, newspapers and articles* *Texts (variation of situations help to improve grammar)* *Search books* *Read different topics* *Read academic articles*	-Learners' views and learning strategies in learning grammar	

		Read and use dictionaries *Reading grammar books*		
17. Learners' approaches to learning grammar **Listening**		*Watching videos* *Listening to radio* *Listening to lectures* *Listening to news*	-Learners' views and learning strategies in learning grammar	
17.Learners' approaches to learning grammar **Additional ways**		*Watch movies and documentaries and TV* *Go outside and speak to local people* *Context (I learn grammar with context)* *Playing games (playing games make the lesson more interesting)* *Discussing with other* *Pay attention to class and ask questions* *Integrate with native speakers* *Read rules* *Practice writing* *Attending classes* *Revise grammatical rules after class* *Practice writing grammatical complex sentences* *Practice grammatical exercises online*	-Learners' views and learning strategies in learning grammar	

Code 17: Learning grammar through reading and listening and other ways

Participants provided various learning approaches in order to improve their grammatical knowledge through reading and listening and other ways. *Read novels, newspapers and articles, texts (variation of situations, search books, read different topics, academic articles, use dictionaries* and *read grammar books.* In terms of listening, the participants believe that listening can be improved through language exposure by w*atching videos,* l*istening to the radio,* l*istening to lectures and news.* Furthermore, participants provided several additional approaches when they were asked about the best way to learn grammar *(see code 17).* Looking closely at learners' comments, once again, the significance of the learning context is being confirmed provided that L2 learners learn grammar in different ways (through either the inductive or deductive approach) based on their previous learning experience, learning style, personal needs, wants and interests. Thus, a possible answer to this code could be the cognitive grammar which provides grammatically and semantically explanation of rules and structures that can be successfully applied in grammar instruction in second language pedagogy (Langacker, 2008).

4.3.18. Code 18: Learning environment

Category (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
18. Learning environment		• *(the environment has a big influence on our lives…if you have an English environment, you can know about grammar and culture)* • *(but now am here in the UK it is easier to understand grammar as I am living in an English environment)* • *(we used to use the wrong grammar, now we are studying in the UK, after a long time we are able to speak correctly using correct grammar)* • *(now I am in the UK I think I will improve my grammar very easily)* • *(to live in that environment)*	Communicative competence	

Code 18: Learning environment

Another interesting concept that mentioned throughout the research was "learning environment". One student during the interview, for instance, said that *"the environment has a big influence in our lives…if you have an English environment, you can know about grammar and culture",* another one said *"but now am here in the UK it is easier to understand grammar as I am living in an English environment.* Two more students held similar views by saying*, "we used to use the wrong grammar, now we are studying in the UK, after a long time we are able to speak*

correctly using correct grammar", "now I am in the UK I think I will improve my grammar very easily". Developing communicative and linguistic competence and becoming culturally aware of the target language is equally as important as developing students' language skills. Communicative competence has been characterized as an important objective of language teaching in relation to the ability to acquire both sociolinguistic and linguistic knowledge in an attempt to use the language accurately, effectively and appropriately (Hymes, 1972). Studying to an English speaking country is an advisable and valuable experience, however, it depends on the individual's goals and motivation to improve and master the language. This can be justified on the grounds that there are many non-English speakers who socialise and interact only with people of their own country, hence, there are not fluent enough to communicate effectively with natives. Alternatively, there are some highly motivated learners who take advantage of every single opportunity (through immersion, integration with natives or through studies) aiming at becoming proficient and accurate while living in the target country.

4.3.19. Code 19: Educational institution

Categories (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
19. Learners learn grammar by going to an educational institution		• *(you have to go to school to learn grammar)* • *(…now in the English class if you work hard you can understand more grammar and speak better.)* • *(the best way to learn grammar is to go to school and write more formal)*	-Declarative knowledge. -Learners' expectations argument -Learner's perception of learning grammar	

Code 19: Educational institution

An additional theme related to the previous one was that learners learn better grammar by going to an educational institution, as stated by two participants *(see code 19).* First of all, this category is linked to the learner's perception of learning grammar**.** A possible explanation for this might be that the students' previous language learning experiences formed their views that grammar should be taught in the classroom. This outcome is contradictory of that of Krashen's (1985) perception who, on one hand, recognises the importance of educational institutions including the structure of the language in their language programs. On the other hand, according to him, language teaching is not about teaching complicated and difficult structures of the target language such as, formulating rules and examining irregularity but rather "language appreciation" or linguistics.

4.3.20. Code 20: Grammar should not be taught in isolation.

Categories (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
20. Grammar should not be taught in different lessons		• *(...better these two to be taught together because you can understand better when you speak and listen)*	-Pedagogical grammar (Deductive/Inductive approach) -Learner's perception of learning grammar	

Code 20: Grammar should not be taught in isolation

Another subcategory which appears from the analysis was that grammar should not be taught in isolation as stated (*...better these two to be taught together because you can understand better when you speak and listen).* This subcategory can be associated with learners' perceptions and needs (Bax, 2003) as well as with pedagogical grammar in which the implicit and explicit representation and teaching of grammatical elements of the target language plays an important part in teaching methodology (Newby, 2015).

4.3.21. Code 21: Communication

Category (descriptive codes)	Sub-categories	Examples	Theory
21. Communication	**Grammar is an important key to communication.**	• *(when I communicate is important to use good grammar in order to get the message across)* • *(communication is more important than grammar)* • *(I want to learn grammar because sometimes I face problems related to communication)* • *(through communication….learners should have an active role in the teaching-learning process)* • *(through communication can improve grammar)*	-Using both types of grammar instruction may result in better communication. -Cognitive grammar

Code 21: Communication

The element of communication was an expected outcome while conducting this particular project. Six respondents commented on this issue (*see code 21).* Participants claim that in order to communicate effectively while studying in higher education, they need to have sufficient grammatical knowledge. Therefore, using both types of grammar instruction may be the answer to this problem as learners need have the opportunity to become aware of the rules and functions of the rule as well as practising it in various social contexts. This result is in accordance with Brown (1994, p.351) who claimed that "*There may be some occasional moments, of course, when a deductive approach or a blend between the two- is indeed more appropriate".* Lastly, this category could be possibly related to cognitive grammar in which grammar is taught in a more

meaningful way by making connections and comparisons between their own language and the target one considering the social and situational context so as to identify how the system works similarly or differently (Langacker, 1987, 2008).

4.3.22. Code 22: Problematic communication

Category (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
22. Problematic communication	**Problematic communication if the rules are not used correctly.** **Lack of concentration while speaking lead to making grammatical mistakes** **No time to correct grammar**	• *(if we communicate with others and say wrong things people won't understand)* • *(because when we speak is happening now when communicating….sometimes I feel nervous to find the correct answer)* • *(when communicating we do not have time to think and make mistakes)* • *("I have to think before I speak")*	-Cognitive (L2 learner-user) and Linguistic complexity (L2 system). -Monitor Hypothesis -Monitor over users	

Code 22: Problematic communication

Nonetheless, four participants spoke about the other side of communication, the problematic one. They expressed their concerns by providing some interesting comments *(see code 22).* There are several possible clarifications for this result. For instance, problematic communication usually

occurs if the rules are not used correctly due to lack of concentration while speaking which leads to making grammatical mistakes or due to lack of time to correct grammar**.** Theoretically speaking, these outcomes can be linked with Krashen's monitor hypothesis which distinguishes between acquisition and learning (Krashen, 1982). The monitor function occurs in conscious learning and acts as a "thinking tool" in which learners plan, edit and correct language forms as they know the rules. There are two types of L2 learners, those who have the tendency to monitor themselves while communicating aiming at achieving accuracy through the correct use of grammar and those who communicating without monitoring focussing mostly on fluency, meaning and social context. Which one is more important? This depends on L2 learner's individual learning objectives. In this case, pre-sessional learners learn English for academic purposes and not for social purposes, hence, accuracy is more important than fluency (Celce- Murcia 1991; Schmidt 1994; Shaw and Ting-Kun Liu 1998). Lastly, another possible justification might have to do with cognitive (L2 learner-user) and linguistic complexity (L2 system) in which learners' aptitude, motivation and possibly L1 interference as well as learners' interlanguage may have negative effects in the process of learning English (Housen and Kuiken, 2009).

4.3.23. Code 23: Teacher

Category (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
23. Teacher	**Teacher's role**	• *(there is no insecurity, ask your teacher as many questions as you can if you do not understand)* • *(the teacher should give us the correct answer)* • *(a few teachers can teach nicely….I had a teacher who was very dull)* • *(through teachers guidelines will help to learn grammar)* • *(teacher presents and explains all the grammatical rules)* • *(I expect my teacher to present and explain grammatical points)* • *(I like the teacher to explain the rules in class)*	-Teacher-Centre Approach: All questions are answered by the teacher. -Teaching grammar either deductively or inductively based on learners' needs.	Teacher= 46 words

Code 23: Teacher

The teacher's role in the classroom was another predictable outcome of this analysis. Three participants believe that the teacher is the person who explains, describes and provides all the answers during the lesson. Seven respondents provided the above comments *(see code 23).* This can be understood as a number of pre-sessional leaners taught through the teacher-centred approach. All questions are expected to be answered by the

teacher and furthermore, learners are not permitted to express or state their own opinions or ask questions. This type of pre-sessional learners have not been taught to think independently and critically, solve problems, analyse arguments and collaborate with others, vital skills which need to be mastered so as to become an attentive and autonomous learner in higher education (Silvia, 2008). Teaching grammar either deductively or inductively based on learners' needs could also apply to this category as learners have different needs, desires and different learning styles. These results are in accord with previous observational studies that have examined teachers' attitudes towards grammar and grammar teaching in New Zealand in 2008. The results of the current study indicate that New Zealand EAP teachers tend to support the Focus on Form approach. However, when participants asked about the importance of the systematic practice of grammatical structures and error correction, it seemed that they prefer to deal with grammatical issues as they derived from the texts used to develop generic EAP skills.

4.3.24. Code 24: A Teacher-centred approach

Category (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
24. Teacher-centred approach		• *(Ask as many questions as you want, the teacher is the facilitator)* • *(Do not be shy)* • *(Ask questions)*	Previous learning experience in teacher centred approach-explicit grammar teaching.	

Code 24: A Teacher-centred approach

The code of "teacher-centred approach" emerged from participants comments: *"ask as many questions as you want, the teacher is the facilitator"*, "*do not be shy", "ask questions".* This could be related to learners' previous learning experience as they were taught based on teacher centred approach in which the lesson and the class are centred on the teacher exclusively, thus, explicit teaching usually takes place.

4.3.25. Code 25: Teaching procedures Deductive vs. Inductive

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
25.Teaching procedures (Deductive)	**-Rules** **-Knowing the rules will result in improving grammar** **-Important to know the rules before you practise**	• *(rules are important, without knowing the rules we do not learn grammar)* • *(I may improve more if I know the rules)* • *(apply the knowledge to exercises)* • *(…in this way, we might get the idea easier)* • *(I want to hear the rules)* • *(learn the rules and after that make practice)*	-Prescriptive grammar -Learning the grammatical rules deductively and explicitly help learners practise and improve their grammatical knowledge. -Learners' expectations	

25. Teaching procedure (Inductive)	**-Learning by doing it** **-Finding rules subconsciously** **-Use of common sense if the rule is not explained**	• *(read a text and find sentences……and explain the rules about why that sentence is used)* • *(this is a challenge for me so I can learn alone to find out the rule by myself)* • *(if I do not have the rules, I use my common sense)* • *(I can use my existing knowledge if I do not have the rules)* • *(I try to find myself the rules and structures)*	-Cognitive grammar -Noticing -Descriptive grammar -Inductive approach	

Code 25: Teaching procedures Deductive vs. Inductive

Teaching procedures was another expected outcome of this study. The concepts that were mentioned by participants were related to the importance of knowing the rules prior to practice which possibly may result in improving grammar. Six respondents said that *"rules are important, without knowing the rules we do not learn grammar"*, "*I may improve more if I know the rules", "apply the knowledge to exercises", "…in this way, we might get the idea easier", "I want to hear the rules", "learn the rules and after that make practice".* Learning the grammatical rules deductively and explicitly may help pre-sessional learners to practise and improve their grammatical knowledge. The findings of the current study support Silvia's (2008) principles that teaching grammar deductively is a direct and straightforward procedure given that a number of grammatical rules can be easily clarified and practised. The present results also are in line with Bluedorn and Rivers (1998, 1964) who believe that teaching deductively is a clear, coherent and digestible approach which seems to be very useful and beneficial for motivated adult L2 learners. Added to

this, prescriptive rules could be applied to this category as it is based on the perception that a language should be used correctly following a set of rules (British Council, 2008). Nevertheless, this finding contradicts Krashen's theory who claims that spontaneous language production and linguistic competence do not derive from conscious learning (Krashen, 1985). Lastly, this point is strongly related to L2 learners' expectations as they expect to learn grammar through instruction. These expectations may derive from either previous classroom experience or frustration in an attempt to learn a second language through immersion. Having interpreted all these points, the Context Approach seems to be strongly interrelated to teaching procedures as the teacher needs to assess the grammatical rule being taught, the learners' learning styles and needs (Bax, 2003).

A further extension of this finding is teaching grammar inductively by finding rules subconsciously. Five participants demonstrated their explanations by saying that *"read a text and find sentences……and explain the rules about why that sentence is used", "this is a challenge for me so I can learn alone to find out the rule by myself", "if I do not have the rules, I use my common sense",* "*I can use my existing knowledge if I do not have the rules".* These statements are in accordance with Silvia (2008) who states that the teacher trains learners to find the rules by themselves which may result in becoming autonomous and self-reliant. Furthermore, the above comments are in agreement with previous research, Ausubel (1974) and Carroll (1964) concluded in their studies that the inductive approach was too challenging for low-level students and only advanced students were able to discover the grammatical patterns. The grammatical instruction, therefore, plays a vital role in communicative approaches and is considered by many language teachers to be one of the most difficult pedagogical challenges to face given that the nature of the grammatical

instruction is clearly and critically determined by each individual teacher and his/her views concerning the nature of rules along with his/her personal beliefs regarding the explicitness or implicitness of grammatical knowledge while learning a language. Also, this code is in line with Langacker' theory of cognitive approach (1987) stated explicitly the idea of how the formal grammar is lacking in meaning and highlighted the need of focusing on how meaning-based grammatical structures arise from distinct acts of language use. Similarly, this could lead to the notion of descriptive grammar in which its main principle is on how the language is used by its native speakers considering that there is no right or wrong language (British Council, 2008). Moreover, this code could associate with the phenomenon of noticing provided that pre-sessional learners need to "notice" the new language presented and pay attention to the use, forms and meaning as part of the learning process (Schmidt, 1990). Teaching grammar inductively is in consistent with the acquisition argument in which Krashen makes a distinction between language acquisition and learning. Learned knowledge cannot become acquired in accordance with Krashen's observation (1985) as the former is interconnected to knowing about grammar consciously and explicitly as opposed to implicit acquisition.

4.3.26. Code 26: Use of tables to teach grammar

Category (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
26. Grammatical tables	**Use of tables Tables lead to a quick understanding**	• *(I need the grammar table to complete my homework)* • *(if I do not have the table, I will finish it but it will take more time)* • *(if I do not have the grammar table I will not finish quickly)* • *(it is easier to learn conditional sentences through tables)*	-Pedagogical Grammar /Deductive Approach -Context Approach (Learners' needs and learning strategies)	

Code 26: Use of tables to teach grammar

The use of tables while learning grammatical rules seemed to be another interesting finding found during interviews. Four participants stated that using tables help them learn and understand quicker a particular grammatical phenomenon *(see code 26).* The usage of tables seemed to be relatively popular learning technique which can be found in many course books as well as used by many teachers. For instance, grammatical tenses, active and passive voice, conditional sentences and preposition can be presented successfully through the usage of tables allowing learners to digest and learn grammar points step by step. Therefore, this code can be related to pedagogical grammar (through the deductive approach) as simplification of descriptive rules is the main element of this approach, rules should be easily applicable, relevant, memorable with a few

exceptions so as to facilitate learning through the participation of both teachers and learners (Newby, 2015). Furthermore, a number of rules can be more clearly explained and practised through the deductive approach as stated by Silvia (2008).

4.3.27. Code 27: Sentences in a text

Category (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
27.Examples	**Use of examples**	• *(examples are important and that helps me to understand grammar clearly)* • *(examples are the best way to understand)* • *(examples are going to be much more understandable)* • *(it is easier to understand grammar through examples)* • *(the teacher should give us some good examples and we will remember it forever)* • *(if you have the examples you can use it in real life)* • *(All grammatical rules must be followed by suitable examples)* • *(examples are so important for me)* • *(the best way to learn grammar is by explaining with examples)* • *(I understand better through examples)*	-Cognitive grammar -Exemplification -Learning grammar through the use of Inductive approach-rules can be learnt subconsciously through the use of examples. -The learner expectations.	Example =63 words

		• *(the teacher presents the rules and then students write examples to see if they have understood)* • *(it is important to see clearly when and where we have to use right sentences, thus, it is easier by examples)*		

Code 27: Sentences in a text

Another expected finding while gathering data from interviews was based on the importance of examples while learning grammar. A plethora of interesting statements was provided by twelve participants *(see code 27).* Examples are used constantly in teaching and learning which help learners examine information regarding people, action, time and context by describing either hypothetical or real-life situations. This is part of the inductive approach. Thus, theoretically speaking, the cognitive approach of cognitive grammar could link to this code as Langacker (2008) believe that it is an essential tool through in which people apprehend, perceive and conceptualise the world. For many L2 learners seemed the inductive approach or discovery teaching to suit them better as they have to notice, infer and discover the rules by themselves through the use of examples. This finding is in consistent with Bourke's (1996) who observed that the main purpose of using the teaching grammar inductively is to evolve a natural approach towards learning, aiming at learners' becoming autonomous and self-reliant. Also, this finding is in agreement with Szkolne (2005) who supports the idea that teaching grammar inductively should be preferred by educators as it involves learners participate actively in the process of knowledge construction. This finding is in line with the learner expectation argument in which some learners expect to put their existing grammatical knowledge into practice instead of re-studying the grammar of the language again. Therefore, it is the teacher's responsibility to provide a healthy balance based on learners' expectations.

4.3.28. Code 28: Rules

Category (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
28. Rules	**Present the rules Learning details**	• *(We need to know the rules step by step and learn all the rules)* • *(Studying the rules and interact with the language as much as possible)* • *(follow the rules and practise)* • *(discussing the rules)* • *(understand the rule behind it)* • *(learn the rules and then apply the rules in real life)* • *(know the rules)* • *(First rules, a bit of practice and ...try to use it in real life situation)*	-Pedagogical grammar -Teaching grammar deductively and inductively -Learners' expectations are based on learning grammar through grammar instruction (Context Approach)	Rules= 137 words Present= 22 words

Code 28: Rules

The category of "rules" is related to pedagogical grammar which is based on the process of how an L2 is learnt by learners by following certain linguistic forms, functions and theories (Newby, 2015). Eight participants commented on this subject during the interview *(see code 28).* Learning the grammatical rules deductively or inductively may help learners practise and improve their grammatical knowledge, however, according to pedagogical grammar, rules should be easily applicable, relevant, memorable with a few exceptions (British Council, 2008). This code supports

Brown's statement (1994, p.351) that "There may be some occasional moments, of course, when a deductive approach or a blend between the two is indeed more appropriate". To end, this point can be linked to learners' expectations which are based on learning grammar through grammar instruction (Context Approach) (Bax, 2003).

4.3.29. Code 29: Combination of both types of grammar instruction

Category (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
29. Mixed methods	**Combination of both approaches**	• *(combine practice with theory)* • *(both of them are important but examples help me understand better)* • *(..learn grammar through examples and explain the grammatical rules)*	-Cognitive grammar -Deductive and Inductive grammar instruction. -Exemplification	

Code 29: Combination of both types of grammar instruction

Learners' expectations also emphasised during interviews the need to combine both types of grammar instruction. Three participants provided the following statements: *"combine practice with the theory", "both of them are important but examples help me understand better", "learn grammar through examples and explain the grammatical rules" (code 29).* This result is inconsistent with those who conducted a similar research

(Jean, and Simard, 2013; Chalipa 2013; Jaber and Abu, 2008; Fotos,1994) and believe that a combination of these two approaches may be the solution to this topic, however, there is not any define answer to justify the effectiveness of one over the other teaching method. Without a doubt, using both types of grammar instruction might be appropriate and beneficial in many teaching settings and situations, ensuring that learners will not hypothesize the wrong concept of the rule. Nevertheless, depicting learners' profile and identify important elements of the learning context as said by Bax (2003) such as students' learning needs, wants, styles and strategies are additional key aspects in learning various grammatical structures. Interestingly enough, Erlam (2003) stated that the answer re the effectiveness of any type of grammar instruction "*it depends"* on other parameters such as the syntactic structure, the complexity of the rule or the group of students. Lastly, the notion of cognitive grammar is related to this code as its main principle is on the perception that grammar is meaningfully embracing the language system as well as the social context of the L2 (Langacker, 2008). Writing essays can be a challenging task for many pre-sessional learners provided that more complex and accurate grammatical structures are required to produce a formal writing task so as to achieve a higher score in the ELAS writing test, hence, both types of grammar instruction could be desirable and beneficial.

4.3.30. Code 30: Error correction

Categories (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
30. Error correction	**Enough time to correct grammar in writing**	• *(find errors and then fix them, that really helps me)* • *(if we find wrong errors we can change it)* • *(writing essays and find the errors)* • *(finding errors help me to become better)*	-Deductive approach -Accuracy. -Noticing hypothesis	

Code 30: Error correction

While analysing and coding the data derived from interviews, another theme appeared to have captured the researcher's attention, the element of error correction. Four participants commented on this issue *(see code 30).* One of the main linguistic processes in which pre-sessional L2 learners need to go through is the stage of correcting their errors when acquiring a language as their main aim is to achieve accuracy. Researchers argue (Ellis, 2008) L2 learners who pay more attention to the linguistic form, it is more likely to notice and correct the form as it involves deeper mental processing which may influence learning positively. Other studies (Hinkel, 2013, Celce-Murcia, 2002; Ellis, 1997) discovered that it is very beneficial for L2 learners to be exposed to explicit attention to form as they can achieve high levels of accuracy in academic writing. Based on participants' responses, it can be said that using the form-focused instruction or the deductive approach, helps L2 learners increase the possibility of noticing the correct form and thereby has a positive impact on learning. Nevertheless, focusing only on the grammatical structure

may prevent the nature of communication as the meaning-focused instruction contributes to learners' development of communicating without paying any attention to linguistic form (Ellis, 1988).

4.3.31. Code 31: Mistakes

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
31. Mistakes	**Mistakes are part of learning** **Making mistakes while concentrating on grammar.**	• *(I make a lot of mistakes so some native speakers say to me do not worry, say whatever you like and we'll understand you, does not matter if you make mistakes)* • *(I concentrate on the correct use of English but I know when I concentrate I make a lot of mistakes)* • *(I can improve my grammar when I write different types of essay and then I can check my mistakes)*	-Fossilisation argument -Cognitive complexity (L2 learner-user) as well as with linguistic complexity (L2 system).	Mistakes=8 words

Code 31: Mistakes

Making mistakes while concentrating on grammar was another anticipated outcome based on three respondents' answers *(see code 31)*. This outcome can be explained on the grounds that monitor over users are those who monitor themselves continually, hesitation and correction are the two main characteristics of this category (Krashen, 2003). This is associated with conscious learning and can be seen as a consequence of learning

grammar deductively (Krashen, 1982). Another interesting statement made by one participant was that "I make a lot of mistakes so some native speakers say to me do not worry, say whatever you like and we'll understand you, does not matter if you make mistakes". Making many mistakes while speaking with native speakers without being corrected, could be useful for L2 learners (only to a certain degree), however, this can be acceptable only to the initial stages of learning. This process might help L2 learner become fluently and take them out of their comfort zone, nevertheless, it is very risky given that learners' linguistic competence may fossilise as they cannot progress further and achieve high levels of proficiency due to lack of paying no attention to grammatical forms. The process of fossilization could also lead to bad habits as incorrect language cannot be easily fixed (Thornbury, 1999). Cognitive complexity (L2 learner-user), as well as linguistic complexity (L2 system), might link to this code as learners have to deal with the difficulties linguistic features pose in the learning process as well as with learner's motivation or educational background or his/her Interlanguage system (Housen and Kuiken, 2009).

4.3.32. Code 32: Monitoring grammar

Categories (descriptive codes)	Sub-categories	Examples	Theory	Word frequency
32. Monitoring	**Monitoring is part of learning** **Monitoring while speaking with higher level status people**	• *(I monitor myself…..I speak to my teacher I'll try to do my best)* • *(with my friends I do not monitor myself)* • *(I am thinking about grammar constructions)*	-The Monitor hypothesis -Monitor over users	
32. Not monitoring	**Less monitoring while interacting with friends**	• *(I do not concentrate on grammar…I just speak what comes out of my mouth)*	-Monitor under users	

Code 32: Monitoring grammar

In addition, two pre-sessional learners emphasised the need to monitor the way of speaking by using correct grammar while speaking with higher level status people such as their teacher *"I monitor myself…..I speak to my teacher I'll try to do my best".* This type of learners according to Krashen (2003) is the *Monitor over-users*, meaning that they monitor themselves overly and continuously, they have an introvert personality and it seems that they lack self-assurance. Also, they stated that less monitoring occurs while interacting with friends and acquaintances *"with my friends I do not monitor myself",* lastly different type o learners said that *"I do not concentrate on grammar…I just speak what comes out of my*

mouth". These can be characterised as the Monitor under-users, in other words, they have an extrovert personality, do not concern about accuracy as they focus mostly on fluency.

4.3.33. Code 33: Accuracy

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
33. Accuracy	**Accuracy is more important than fluency**	• *(I try to focus on accuracy than on fluency)* • *(to find what we want to write in a correct way)*	-Deductive approach -Effective Communication in higher education	

Code 33: Accuracy

The significance of accuracy was another concept that has appeared throughout the interviews. Two respondents indicated that accuracy is more important than fluency by stating that *"I try to focus on accuracy than on fluency", "to find what we want to write in a correct way".* EAP pre-sessional students are involved in these programs in order to develop linguistic skills which enable them to produce language that will make sense of the new information. No matter how well the discourse is organized and the students' ideas are, if the language is unclear, it would be difficult to comprehend. This is in accordance with Ellis (1990) who believes that using explicit grammar instruction in classroom teaching with its main focus on linguistic accuracy will help learners to engage in developing different types of competence needed for the academic discourse. Moreover,

this code supports previous studies which have revealed that grammar instruction is vital for advanced L2 learners if they wish to accomplish their educational and professional goals (Celce- Murcia 1991; Schmidt 1994; Shaw and Ting-Kun Liu 1998). This result may be explained by the fact that accuracy requires attention, consequently, attention needs time, therefore, accuracy might be delayed in the learning process until learners have been thoroughly familiarized with the new grammatical item.

4.3.34. Code 34. Tenses

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
34. Verb tenses	**Learning grammar requires the process of learning tenses Tenses are difficult to understand**	• *(If you want to learn good English then you need to learn grammar to talk about past, present and future)* • *(Start from basic-go back to tenses)* • *(There are some difficult themes in terms of grammar like using correct tenses)*	-Prescriptive grammar. -Linguistic complexity	

Code 34: Tenses

Learning grammar requires the process of learning tenses according to three participants *(see code 34).* Inappropriate uses of grammatical tenses may impede communication and obscure the meaning of writing (Hinkel, 2004b). This code is associated with the traditional approaches

of perspective grammar as the primary focus is on grammatical rules and the syntactic construction needed to be followed and used correctly in the production of an academic essay (Hudson,1980). Also, this matter is linked to the point of linguistic complexity referring to an L2 system and variety of grammatical features as many L2 learners find it difficult to comprehend and remember the forms and functions as a result of their Interlanguage system developed while learning a second language (Housen and Kuiken, 2009). It develops and enhances the learner cognitive ability, intelligence and expectations as said by Silvia (2008). Learning the grammatical tenses one by one, or by combining two at the same time helps learners to reduce the linguistic enormity of the language. This finding is in agreement with Pienemann (1988) who claims that several grammatical structures (one of these could be tenses) do benefit considerably from the use of the deductive approach.

4.3.35. Code 35: Memory, attention, awareness, retention

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
35. Memory, attention and awareness		• *(In my country my teacher tried to teach me English but I forgot everything)* • *(When I studied grammar in China it was very hard for me, I used to forget grammar after two weeks)*	-Cognitive grammar -Cognitive complexity (L2 learner-user) as well as with linguistic complexity (L2 system).	

35. Retention	**Not remembering too much due to previous experience.**	• *(I do not remember that much) (before coming here I had forgot everything)* • *(…as the time goes by, I remember everything and I can use the grammar correctly)*	-Cognitive grammar -Cognitive complexity (L2 learner-user) as well as with linguistic complexity (L2 system). Consciousness-raising	
35. Remember and learn a rule	**Easier way**	• *(it will help me remember clearly and deeply)* • *(the easiest way is to learn the rules and after that practice)*	-Cognitive grammar -Cognitive complexity (L2 learner-user) as well as with linguistic complexity (L2 system).	Remember= 10 words

Code 35: Memory, attention, awareness, retention

The concepts of memory, attention, awareness and retention of a grammatical rule emerged from the data analysis as six participants made some interesting statements *(see code 35).* It seems that part of the success of learning a second language is attributed to learners' differences in memory ability and retention. This may be due to different types of grammar instruction used in lessons which may affect either positive or negative learners' memory and attention. It could be also due to learners' attention, awareness and motivation and furthermore lack of exposure may lead to being unable to retain the target language. According to many theorists, one of the most essential elements in acquiring a language is attention, which involves learning a language consciously (Thornbury, 1999). However, inductive approaches can facilitate these aspects too. Schmidt (2001) highlighted that attention is required so as to comprehend every element of second language acquisition through the process of

noticing. Drawing attention to grammatical features is thus, the notion of consciousness-raising which may not result directly in acquiring the grammatical item or may have the opposite outcome leading in producing language accurately and appropriately. Measuring partially the extent of attention which arouses it can determine the effectiveness of learning a grammatical item. Having said all that attention and understanding indisputably are equally important, hence, the effectiveness of learning depends on the quality of contextual information, interpretation and checking. Last but not least, the effectiveness of a presentation relies on memory, for instance, how a particular grammatical item captures the learner's attention, retention and expectations. Learning a grammatical item inductively and teaching grammar meaningful through the cognitive grammar, for example, through the use of newspapers, stories, puzzles, flashcards, songs, poems and communicative board games could be more memorable and effective as opposed to learning a grammatical structure deductively through drilling, gap-filling exercises or thorough explanation of rules. However, as stated previously, all learners have different learning styles and learn in different ways. So, it may be more effective and memorable for some learner to be taught through the inductive approach, but totally ineffective for others if the learners' needs and interests are based on passing a public exam.

All of these conditions will be ineffective if the motivation is lacking, therefore, it is the teacher's responsibility to choose relevant learning materials that capture learners' attention and needs. To end this, cognitive complexity (L2 learner-user) as well as linguistic complexity (L2

system) might link to this code as learners have to deal with the difficulties linguistic features pose in the learning process as well as with learner's motivation or educational background or his/her Interlanguage system (Housen and Kuiken, 2009).

4.3.36. Code 36: Vocabulary versus Grammar

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
36. Vocabulary: Vocabulary is more important than grammar	**Not enough time to think about vocabulary and rules**	• *(English people can understand us better if we use both good grammar and vocabulary)* • *(I do not have time sometimes to think about two things at the same time…it is very hard)*	- Cognitive grammar -Cognitive and Linguistic complexity	

Code 36: Vocabulary versus Grammar

The significance of vocabulary against grammatical rules was an additional anticipated outcome occurred during interviews which causes dispute among researchers. This controversial topic was commented on by two participants *(see code 36).* The present finding corroborates with Langacker's usage-based approach (2008a), where grammatical forms and lexical items are equally important while learning a language. Learning grammatical meaning based on context instead of memorising rules and syntactical structures can be more facilitative and beneficial for L2 learners

according to Langacker (2008a). Moreover, these statements corroborate Shaffer (1989) view who claimed that the deductive approach pays more attention to rules and as a result sacrifices the meaning. Another possible explanation might be interconnected with cognitive (L2 learner-user) and linguistic complexity (L2 system), as some learners may have difficulties in understanding several grammatical structures due to L1 interference, aptitude or due to their Interlanguage system which has been developed in the process of learning and performing in L2 (Housen and Kuiken, 2009).

4.3.37. Code 37: Grammar versus Vocabulary

Categories (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
37. Vocabulary: Grammar is more important than vocabulary	**Vocabulary helps only to a certain extent as on its own cannot achieve accuracy**	• *(…with vocabulary we can explain but a person will not be able to understand if we do not use correct sentences)* • *(English people can understand us better if we use both good grammar and vocabulary)* • *(vocabulary is important but if we want to talk about the past we need to know the form)*	-Prescriptive grammar	

Code 37: Grammar versus Vocabulary

The context approach signifies its significance once again as three participants have a completely different thought about the importance of vocabulary, believing that grammar is more important than vocabulary and furthermore, vocabulary helps only to a certain extent as on its own cannot achieve accuracy.This can be justified based on four respondents' comments *(see code 37).* Interestingly enough, one participant stated that *"I do not have time sometimes to think about two things at the same time…it is very hard",* referring to lack of time to think about vocabulary and rules simultaneously. This outcome is in accordance with Scheffler (2010) who claims that it is very challenging for learners to focus on the use of words and meaning at the same time. Thus, this code might be related to the approach of perspective grammar as the primary focus is on grammatical rules and the syntactic construction needed to be followed and used while learning an L2 (British Council, 2008).

4.3.38. Code 38: Use of technology to teach grammar

Category (descriptive codes)	**Sub-categories**	**Examples**	**Theory**	**Word frequency**
38. Technology		• *(I think using videos instead of paper)*	-Autonomous learning	Technology= 3 words

Code 38: Use of technology to teach grammar

The concept of technology was also mentioned during interviews, an educational tool in the classroom which leads to autonomous learning. *"Using videos instead of papers"* was one of the statements among participants. Integrating technology while teaching grammar allows learners

to be focused, engaged and interested in the subject area. Through the use of technology, learners are able to access up-to-date information quicker and easier and prepare them for the future. These days, a plethora of grammatical exercises is provided online which allows learners to practise, become more independent and control their own learning.

4.4. A general overview of interviews and open questions (questionnaire)

Several codes emerged while analysing the data from the interviews and open questions from the questionnaire. The main codes which were detected were based on the importance of studying or not grammar, learners and learning approaches, learning environment, communication, teaching strategies, errors and mistakes, accuracy and fluency, cognitive ability, vocabulary and lastly technology. Also, a number of sub-categories emerged from the data analysis. Theoretically speaking, all the codes and sub-codes could principally be connected to cognitive and linguistic complexity in language learning. The same codes and sub-codes, however, are likely to be associated with the teaching methods of prescriptive and descriptive grammar, explicit grammar teaching, language awareness, pedagogical and cognitive grammar, the acquisition argument, learner's interlanguage, intrinsic and extrinsic motivation, context approach, declarative knowledge, fossilisation argument, monitor hypothesis, the process of consciousness-raising and noticing as well as the lexical approach and chunking**.** The data collected from the interviews and open questions from the questionnaire indicated that all learners have different learning styles and learn in different ways, the deductive approach, however, enables university L2, pre-sessional students, to produce correct sentences and focus on accuracy as they need to develop their understanding of grammar which is essential for producing an academic text required for the ELAS writing exam. At the same time, it seems that there is a place for the inductive approach in pre-sessional classes as university L2 pre-sessional students need to focus on the use of words and meaning, and enhance their cognitive ability, intelligence and expectations as stated by Silvia (2008).

4.5. Results of the questionnaire

The answer to RQ2: How L2 pre-sessional learners perceive their learning of English grammar through the use of inductive and deductive approaches in higher education? Is there any correlation between their perception and performance?

A written questionnaire was designed to discover and explore students' attitude and reactions and opinions regarding learning grammar through different types of grammar instruction. Of the study population, 100 participants completed and returned the questionnaire, 54 were female and 46 male. The average age among the participants was between 18-55 years old. The participants originated from European and Asian countries. The questionnaire was interpreted with caution as the researcher was aware of the fact that it was difficult to tell whether participants' responses were truthful and reliable. All the subjects might have been less honest while completing the questionnaire in order to protect their privacy, thus, the validity of the data might have been affected.

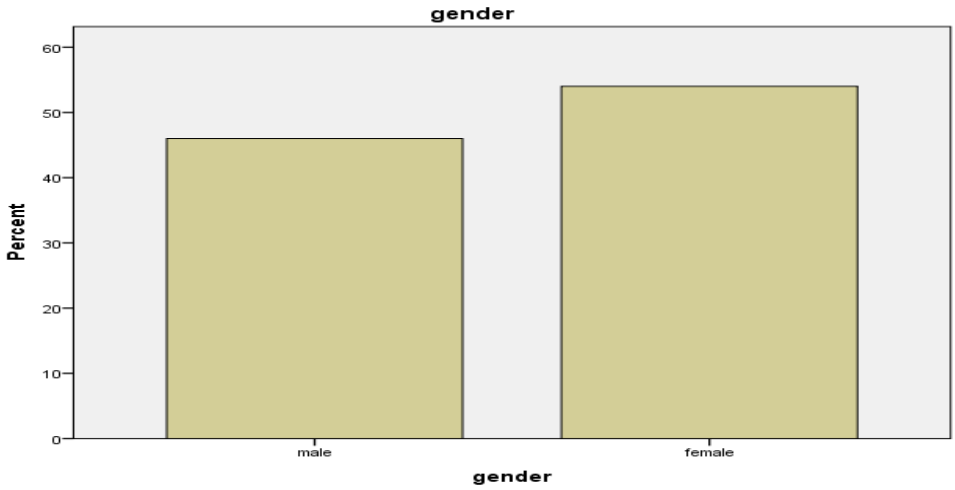


Figure 7: Gender

4.5.1. Do you think it is important to learn the grammatical rules while learning a second language?

Almost two-thirds of the participants 75% indicated that it is very important to learn the grammatical rules whereas 24 % stated that grammar is important implying that there are other skills of language which are equally important apart from grammar based on the data collected. This is a clear indication that learners expect and desire to learn grammar perhaps due to their past learning experience as they always have been taught English through the traditional deductive approach. The outcome of this question supports Crystal's principle (2004), who highlights the significance of grammar awareness, clarifying that grammar helps learners develop and explore various ways and alternatives to expressing themselves in English. Learning the grammatical rules enable and provide learners with features required to organize and shape their thought and put their ideas across depending on the circumstances. Also, according to Ellis (2006), the grammatical knowledge helps learners significantly in improving their language proficiency, accuracy and internalization of the syntactic system. For

some learners the deductive instructional approaches could be very effective, in particular, those with good metalinguistic knowledge of their own mother tongue, however, for some others, this type of grammar instruction may not be so beneficial as they prefer to be taught inductively through communicative tasks.

4.5.2. Which of these approaches to teaching grammar do you generally prefer?

The significance of learning the grammatical rules was confirmed in the second question as 69% felt that the teacher should present the rules and then practise while 31% said that discovering the rules by themselves helps them better. This finding is consistent with Shaffer (1989) suggested that teaching grammar deductively can help learners comprehend easier the written and spoken forms of language as they become aware of the grammatical structures.

At the same time, the 31% of participants cannot be dismissed; discovering the rules through the inductive approach encourages learners to develop a natural approach towards learning by working things out by themselves leading to better retention of a grammatical structure and as a result evolve their personal autonomy. Making reference to Hinkel and Fotos (2002), learners can develop their autonomy and become good language learners through the inductive approach.

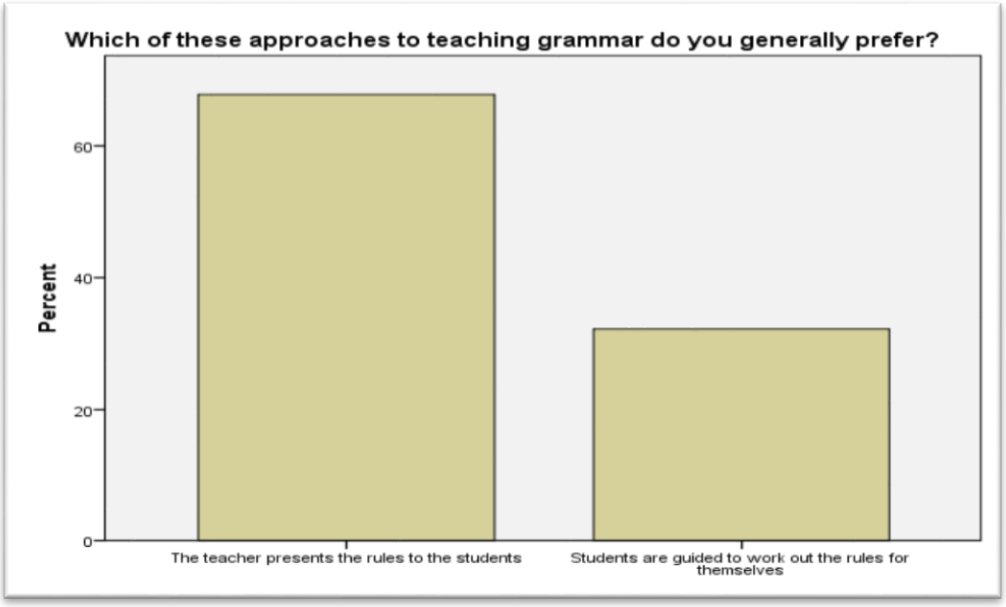


Figure 8: Students' preference for teaching approaches

4.5.3. Is grammar really important for a second language learner?

Even though the trend of teaching grammar has been a debatable issue for centuries, the majority of the respondents 95% confirmed the perception that grammar is an important tool in order to master a language. Nonetheless, a tiny percentage 5% disagreed with this question believing that a language can be learnt better though context without any formal instruction. It seems that teaching methodology has been through many phases and changes in the last decades, however, the concept of learning grammar and its importance are still thriving and cannot be dismissed. Even though, the majority of pre-sessional L2 students agree that grammar is a vital tool that should be learnt so as to master a language, some educators believe that grammar should be learnt holistically through context without formal explanation emphasising simultaneously the importance of grammar in second language learning and teaching (Krashen, 1982; Celce-Murcia, 1991, Larsen-Freeman, 2009; Hadley, 2003).

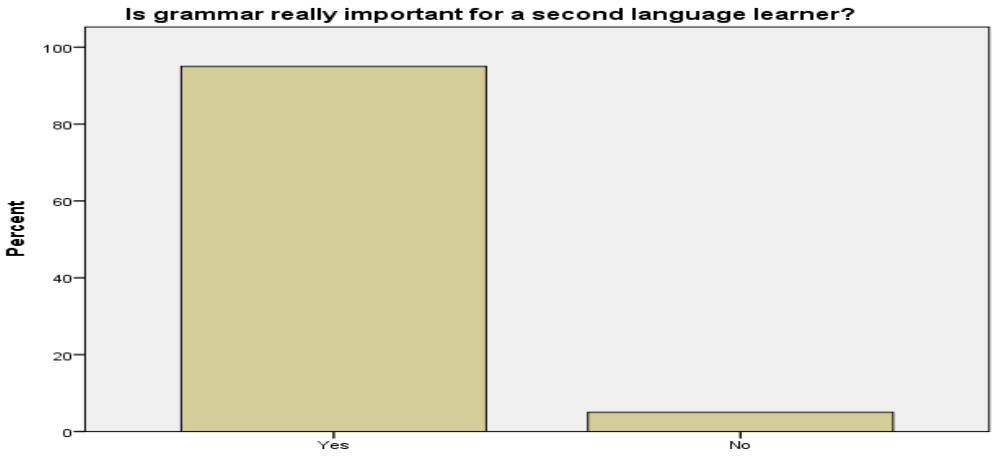


Figure 9: Is grammar really important for a second language learner?

4.5.4. Is grammar important in writing?

All respondents agreed unanimously 99% that grammar plays a vital role in academic writing. Therefore, writing requires apart from precise and accurate words, the correct use of grammatical rules. For instance, writing entails a topic sentence, supporting evidence, use of examples and transition words, all these need to be connected and explained correctly and concisely. Furthermore, a variety of structures and sentences need to be used. All these cannot be described correctly if the writer does not pay attention to the accurate use of language. In particular, pre-sessional students have a variety of difficulties related to the grammatical features of the English language in some cases, even advanced L2 learners, have many difficulties in composing an academic piece of paper considering all the grammatical features as well as the formal language needed for the composition (Johns, 1997; Chang and Swales, 1999). Having said that it is the teacher's responsibility to assess every individual situation as well as the learners' needs and decide accordingly regarding the teaching methodology and learners needs.

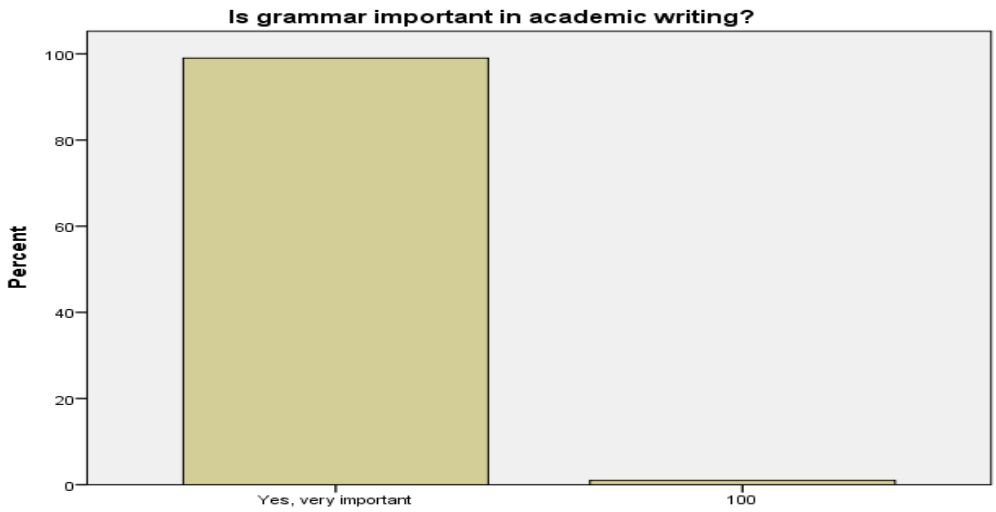


Figure 10: Is grammar important in writing?

4.5.5. Which of the following grammatical structures do you find harder, and which ones easier?

Grammatical structures	Easier	Harder
Subject-Verb Agreement	68%	32%
Active and Passive voice	56%	44%
Verb Tenses consistency	54%	46%
Conditional sentences	40%	60%
Countable and uncountable nouns	74%	26%
Prepositions	55%	45%
Articles	72%	28%

Table 18: Grammatical structures (Easier/Harder)

The above question (4.5.5) was interpreted in relation to participants responses regarding the grammatical features used in the pre-post-tests and their performances. Based on table 8 the majority of pre-sessional learners believe that the grammatical structure of the subject-verb agreement is not a difficult feature; this was confirmed by the pre-post-tests as the learners managed to answer correctly the exercise related to S-V-Agreement structure. Regarding the grammatical feature of active and passive voice, most of the participants stated that it is an easy structure

to learn, the results of the test showed a slight improvement in the post-language test supporting to a certain extent participants initial perception of this particular grammatical structure. Having said that most of the mistakes occurred in the transformation of active into passive of the past continuous tense, also, many participants did not pay attention to the S-V-Agreement while transforming sentences from one voice to the other. Concerning the verb tenses, once again, participants felt very confident about this structure, however, the outcome of the test revealed a different assumption. Participants performed slightly better in the pre-test as opposed to the post. This result could be due to the limited time that learners had to revise and study all the tenses. Most of the mistakes were based on past simple and continuous and past perfect tenses. With regards to conditional sentences, respondents did not feel very confident as the majority of them stated that it is a complex grammatical structure (Celce-Murcia and Larsen-Freedman, 1999). This was confirmed by their performance as there was a slight improvement in the post-test. As mentioned previously, conditional sentences are one of the most difficult grammatical features which are easy to learn but hard to produce. Most of the mistakes were derived from the zero and third type. Next, countable and uncountable nouns and articles were regarded as easy structures by learners and that was confirmed in the post language test as the majority of respondents performed exceptionally well. Moving on, the grammatical phenomenon of prepositions was considered by participants as an easy structure to be learnt, nevertheless, the results of the post-test showed that participants performed slightly better in the pre-test. Prepositions are very important in the structure of a sentence as they highlight special relationships among people, places and objects. Moreover, prepositions can be very confusing as they have several functions (Swan, 1988). Learners need to

learn expressions as a whole provided that they cannot guess the correct prepositions, for instance, *depending on, keen on, for sale, concentrate on.* Lastly, L1 can be another learning obstacle and interfere with the learning process. For example, some expressions in other languages do use prepositions but the same expressions in English do not, this is a problematic area due to the learner's perception of translating from one language to the other. The rules are often complicated and do not always ensure accuracy (Wahlen, 2001) considering the fact that in some languages, prepositions are used differently or may not exist at all (James, 2007; Jie, 2008).

The most striking finding of this question was the exercise related to error correction. An exercise that was literally based on the production of all the grammatical structures previously taught and tested. The results of the post language test on error correction were not very impressive compared to the tested outcomes of every individual structure. This indicates clearly that most of the students perhaps know the grammatical rules or maybe the correct answer re a specific grammatical feature, nonetheless, when they were asked to identify the errors most of the participants failed to identify the errors and a few did not even try to find them, therefore, the production of the language was very limited and insufficient. It is worth mentioning that none of the different types of grammar instruction contributed significantly to the correct production of language re the error correction. This may be once again due to the limited time and not enough exposure to this type of exercises or could be related to some linguistic forms which are absent in the L1, for example, the tense/agreement in Chinese (Romano, 2019). This is an important issue for future work based on identifying the learning factors which influence the production of language.

4.5.6. Learning the grammatical rules can help me to produce grammatically correct sentences.

The finding of this question clearly indicates the importance of learning grammar deductively based on participants' personal thoughts and opinions. 78% strongly agreed that learning the grammatical rules is a vital aspect while structuring correct sentences whereas only 15% claimed the opposite. This outcome is in accordance with Brown's (1994) observation that learners' expectations may be met by the deductive teaching as they pay more attention to rules while using the target language, so it can be said that the explicit presentation of grammar rules may be more appropriate and useful for them. It seems possible that this outcome is due to the fact that many pre-sessional L2 students originated from different educational backgrounds and have developed one particular way of learning grammar, through the deductive approach. Undoubtedly, learning the grammatical rules deductively seems to have helped many pre-sessional students developed their linguistic competence and has led to becoming accurate speakers and writers. Added to this, for some learners, the explicit representation of grammatical structures, rules and forms may appear to be the most beneficial approach, however, some learners are more capable of exploring grammar structures inductively through examples rather than learning them deductively given that grammar rules are complex and abstract items for them. Another factor that needs to be taken into account is the learning process of explicit grammar may also be affected by the limited inefficient methods of teaching, hence, has narrowly formed their personal opinions regarding grammar teaching and learning.



Figure 11: Learning the grammatical rules can help me to produce grammatically correct sentences.

4.5.7. I believe that I can improve my grammatical accuracy through the practice of grammatical structures.

Similarly, 90% most of those surveyed agreed that grammatical accuracy can be achieved by practising grammatical structures and only a small minority 9% neither agreed nor disagreed with this question. A possible rationale for this outcome stems from learners' conscious awareness of spending a considerable amount of time practising many grammatical structures in order to reach accuracy. This finding is in consistent with Swain (1985) who claims that explicit grammar instruction is necessary to achieve accurate grammatical competence. Studying the grammatical rules explicitly will certainly improve someone's grammatical competence and possible result in achieving high levels of accuracy, however, this requires time for learners to digest, obtain and practise all the grammatical structures. Hence, this process will have a long-lasting effect on their learning' performance, if learners are highly motivated and keen on learning (regardless of the approach). The suitability of the instructional design needs to be based on learners' needs. However, the most

difficult part of this process is not to comprehend the linguistic structures, but how to internalise them in order to achieve accuracy in production (Ellis, 2006).

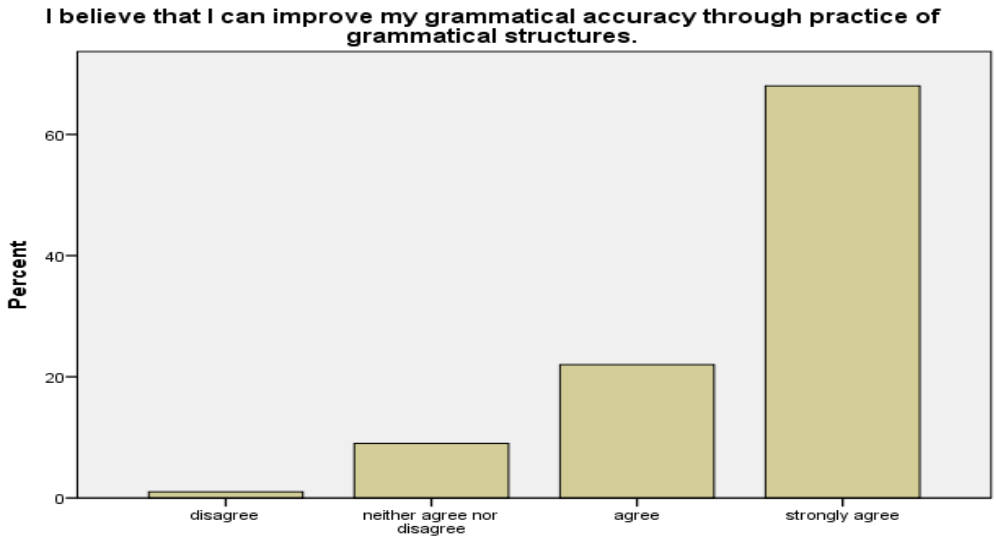


Figure 12: I believe that I can improve my grammatical accuracy through the practice of grammatical structure

4.5.8. I need to learn grammatical rules in order to improve my language skills.

Most participants 59% thought regarding the third question that they need to learn the grammatical rules in order to improve their language skills. Other responses to this question included 22% also believed that it is essential to acquire the grammatical rules so as to develop further their language skills such as speaking and writing. Only 11% could not agree or disagree with this question. Based on the overall outcome, this indicates that learners may benefit to a great extent from learning grammatical rules explicitly. This result supports Newby's view (2015) provided that pedagogical grammar signifies the types of grammatical analysis and the instructions used to cater to the needs of students based on a selection of grammatical descriptions, exercises and resources to enable the learning process as

well as the methodological approaches which can be used to facilitate the learner's linguistic development.

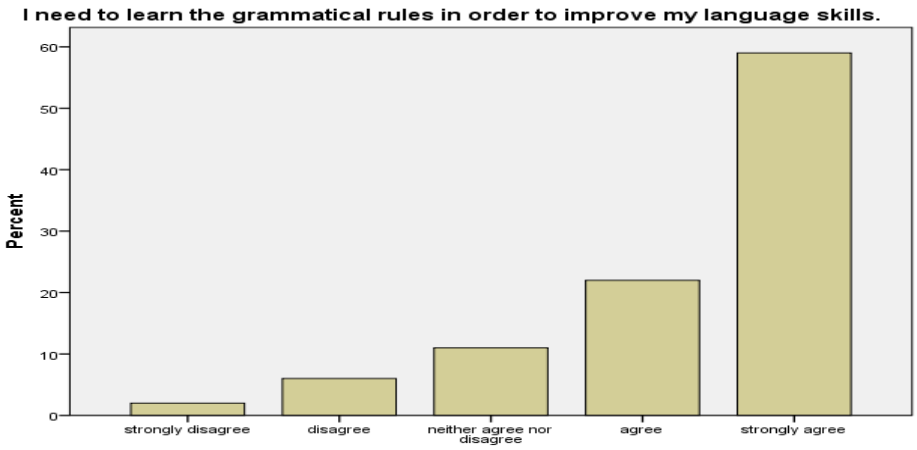


Figure 13: I need to learn the grammatical rules in order to improve my language skills

4.5.9. Sometimes I have difficulties to produce language in a natural conversation because I focus mostly on the correct use of grammar.

The majority of the respondents 66% agreed that producing language while interacting with others sometimes is challenging due to constant thinking of creating correct sentences. Only 15% disagreed with the process of monitoring themselves while speaking. Lastly, 19% could either agree or disagree on this subject matter. This rather contradictory result may be due to different types of learners and due to different priorities set by every learner, some, for example, will be focusing on reaching accuracy whereas some others are not worried so much, thus, opt for fluency. This mental process is in agreement with Krashen's Monitor hypothesis which acts as a conscious "thinking tool" in which learners plan, edit and correct language forms as they know the rules (1985). Based on this finding, it seems that the majority of the participants are monitor over-users as they monitor themselves constantly, aiming at producing grammatically correct sentences, a

consequence of learning grammar deductively. This can be achieved when learners have enough time, focus on the linguistic form and correctness as well as they are aware of the rule. This is an expected outcome as respondents were studying (pre-sessional) at the University at the time of collecting the data. This can be seen as a consequence of this situation as the participants' main aim was to improve their language skills included grammar in order to proceed further and start their main courses. The remaining 15% can be characterized as a monitor under-users, those who prefer not to monitor themselves consciously while producing grammar.

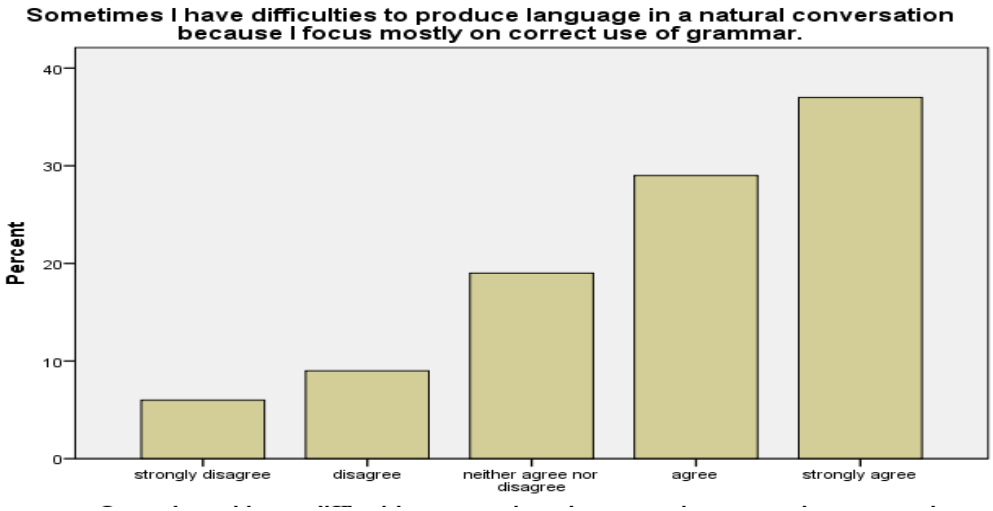


Figure 14: Sometimes, I have difficulties to produce language in a natural conversation because I focus mostly on the correct use of grammar

4.5.10. I need to know the structure's form and its function before I can use it proficiently.

Nobody can deny the fact that non-native speakers tend to worry too much about using grammar correctly. Once again, the results of this question confirm the importance of knowing and being taught the rule deductively provided that 74% of the participants stated clearly that knowing the linguistic form and function is a vital language tool prior to using the language proficiently. Only 2% disagreed with this statement. Approximately a quarter of those surveyed 22% did not comment on this question. This outcome could be due to learners' personal needs, learning styles,

insecurity and lack of confidence of wanting to know the rules prior to practice, thus, the Context Approach could be possibly related to this outcome (Bax, 2003). Nevertheless, it cannot be denied that learning the rules deductively helps pre-sessional learners distinguish clearly a number of rules and functions through the use of direct practice and examples, allowing them in this way to develop and produce an academic text. This can be relatively complicated for teachers and university L2 pre-sessional students as both aiming at achieving an accuracy as well as enabling them to complete the writing tasks they are required to do and achieve a higher score in the ELAS writing test at the end of the course within a rather limited period of time. This process clearly takes time but in a long-term, this might produce positive effects in learner's motivation, learning performance and eventually become more accurate than fluent and furthermore, meet the L2 pre-sessional students' academic needs.

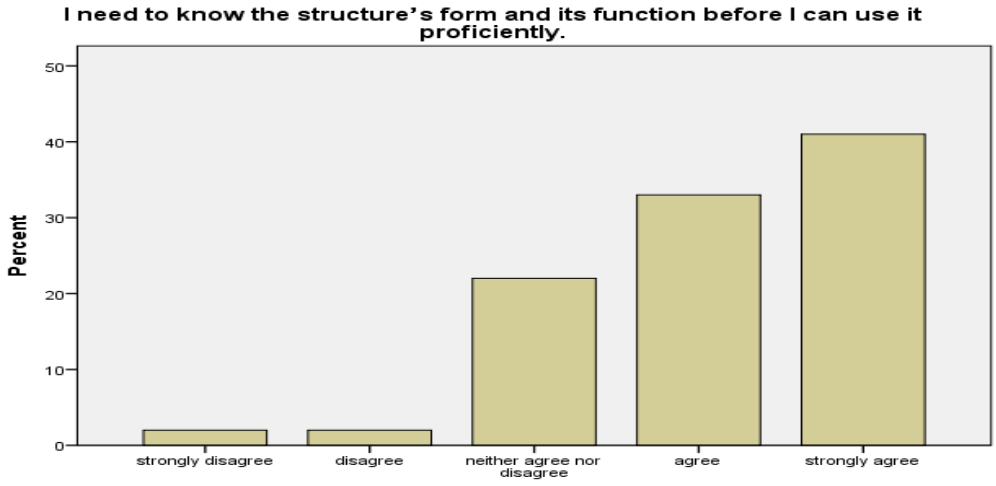


Figure 15: I need to know the structure's form and its function before I can use it proficiently

4.5.11. Grammar is best taught if it is presented within a complete text.

Learning grammar through context was also a popular learning technique according to participants given that 80% of those who responded agreed with this statement. Nevertheless, 8% undervalued the importance of using text while

learning grammar. Based on this outcome, it appears that pre-sessional students are fully aware of the importance of learning grammar through the use of texts (Inductive approach). This could lead to the teaching approach of cognitive grammar in which grammar is considered to be taught in a meaningful way by taking into account the language system as well as the communicative and social side of language use (Langacker, 1987, 2008).

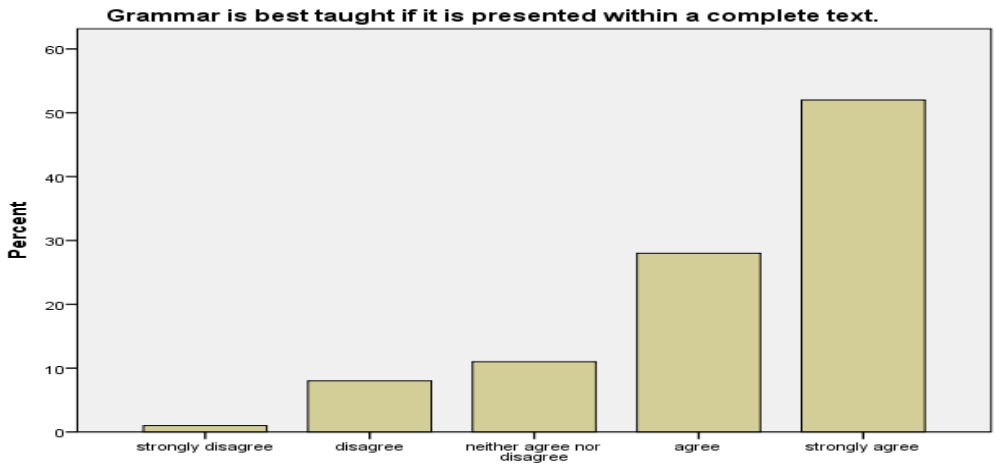


Figure 16: Grammar is best taught if it is presented within a complete text

4.5.12. Learning grammatical rules is very useful for me.

The majority of those who responded 66% to the above question felt that it is essential and beneficial to know the grammatical rules. This outcome may be due to several factors such as learner's personal needs and wants, previous learning strategies, anxiety and feeling of learning which are associated with the Context approach which place context at the heart of teaching (2003). Also, it advocates Crystal (2006, p.231) claims that perspective grammar is "a manual that focuses on constructions where usage is divided and lays down rules governing the socially correct use of language*".* Thus, learning grammar through the use of prescriptive rules is essential for a number of pre-sessional learners who need to develop their grammatical knowledge for EAP and produce an academic text required for the

ELAS writing test. Having said that 21% of the participants were undecided, this could also be due to the use of descriptive rules which focuses on how the language works and is spoken by people in various contexts and for communicative purposes without being critical about correctness (Nunan, 2005).

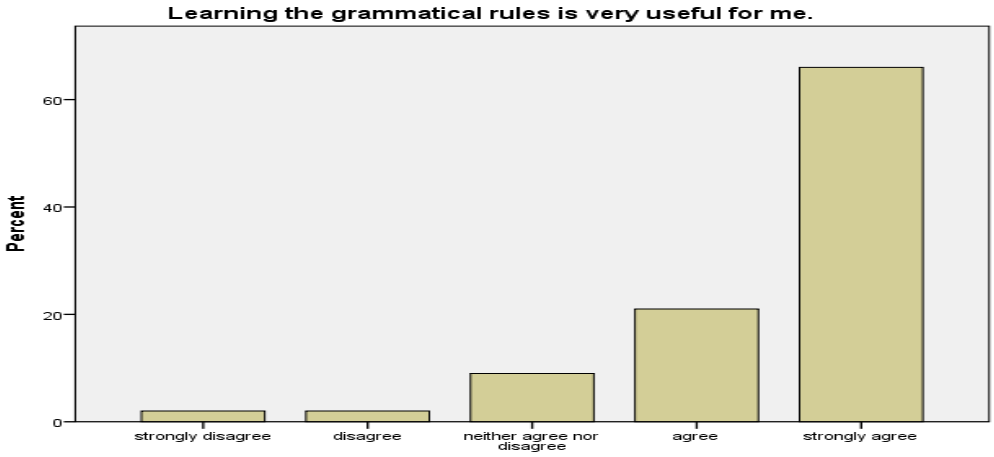


Figure 17: Learning the grammatical rules is very useful for me

4.5.13. I expect my teacher to present and explain grammatical points.

Learning a grammatical structure deductively through the explicit representation seemed to be expected by the pre-sessional learners, this can be justified on the grounds that 92% reported that a grammatical point should be presented and explained by the teacher. This shows that learners could benefit from this approach, especially those who have an analytical learning style towards learning and used to this type of teaching based on their previous learning experience.

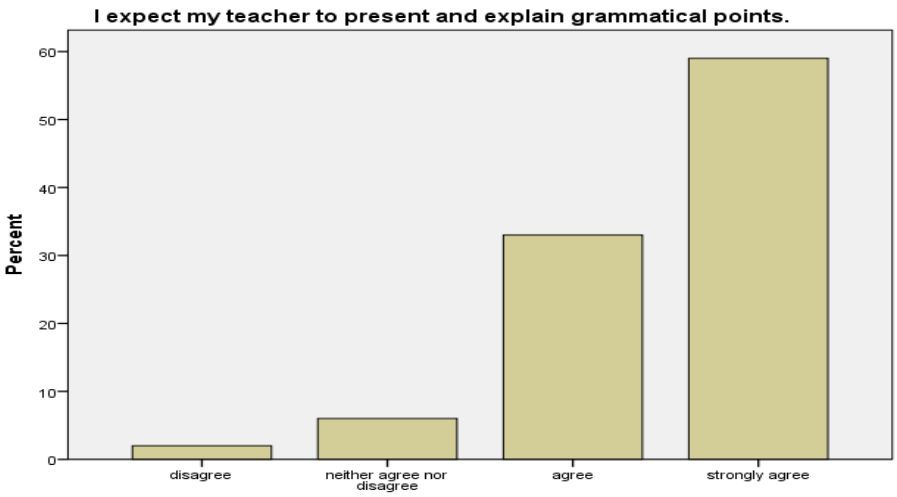


Figure 18: I expect my teacher to present and explain grammatical points

4.5.14. I prefer to learn grammar forms through examples.

At the same time, 93% stated that they prefer to learn grammar forms through the inductive approach of using examples and avoiding grammatical rules. This outcome provides substantial evidence that learners want to be exposed to examples as well as learning the grammatical rules (question 8). Therefore, it can be concluded that learning a language requires both types of grammar instruction, learners need to experience grammar explicitly as well as implicitly provided that each learner has different abilities, needs and desires when it comes to learning, learners learn in different ways, hence, combining rules, use and examples may result in learning grammar effectively and efficiently. This outcome is in agreement with Langacker's principles of cognitive grammar (1987, 2008;)

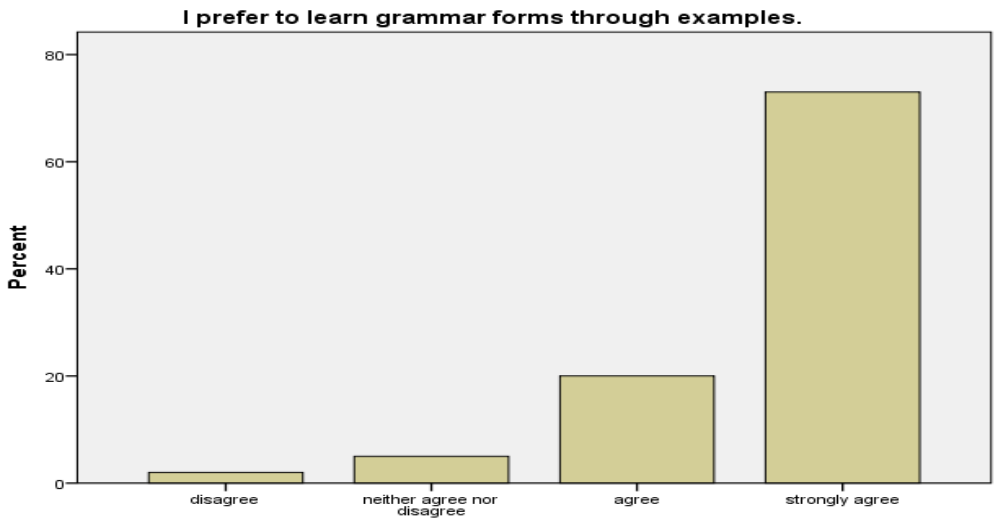


Figure 19: I prefer to learn grammar forms through examples

4.5.15. I feel insecure when the teacher does not explain the grammatical rules.

Another interesting outcome was based on the subjects' claims (67%) that they feel insecure and apprehensive when the grammatical structure is not explained by the teacher. Unquestionably, the English grammar consist of various grammatical phenomena which are complex and difficult to comprehend and learn, therefore, pre-sessional students need to spend a considerable amount practicing in order to use these grammatical features accurately and confidently while producing an academic text. This finding corroborates with the theoretical concepts of cognitive and linguistic complexity referring to learner's aptitude, L1, educational background as well as with learners' Interlanguage system and the individual linguistic elements that create the Interlanguage system (Housen and Kuiken, 2009). Therefore, learner's anxiety may be occurred from both types of complexity as some learners may feel that are under pressure, confused, frustrated or nervous due to the previous way of teaching or their cognitive ability of understanding a complex grammatical structure or it could be due to L1 interference, this may result in being unproductive and not receptive during the learning process. It is worth mentioning that being anxious these days is totally understandable provided that

pre-sessional students apart from learning grammar, need to undertake additional burden of work as they need to learn and practise all the language skills needed to pass the ELAS test in a short period of time. This process in most cases is stressful, demanding and costly.

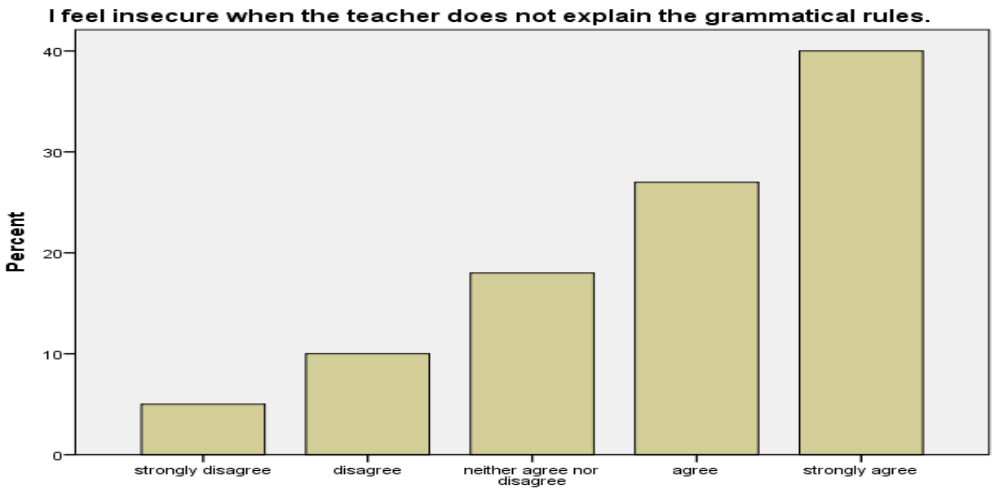


Figure 20: I feel insecure when the teacher does not explain the grammatical rules

4.5.16. I find grammatical terminology useful.

Making language more digestible and clear through the use of different categories or discrete items as the language on its own is enormous seems to enable learners to learn better, this can be justified based on their responses as 83% agreed that the grammatical terminology is very beneficial. One possible justification may be that pre-sessional students are accustomed to metalanguage and metalinguistic explanation of L1 and L2 due to their previous learning experience and educational background or due to learners' cognitive ability intelligence, expectations and learning style, consequently, the use of terminology enables learners to discuss linguistic structures and communicate easily with their tutors. However, a small number of respondents stated that metalinguistic knowledge should be minimized

focusing mostly on developing their communication ability, critical thinking skills which may lead learners to become more motivated, autonomous and self-reliant. This outcome is also in line with Brown (1994) beliefs that raising learners' consciousness awareness through the usage of terminology might create confusion for learners during the lesson as it leads to concentrate mostly on these particular forms instead of understanding the rules, function and use the language properly.

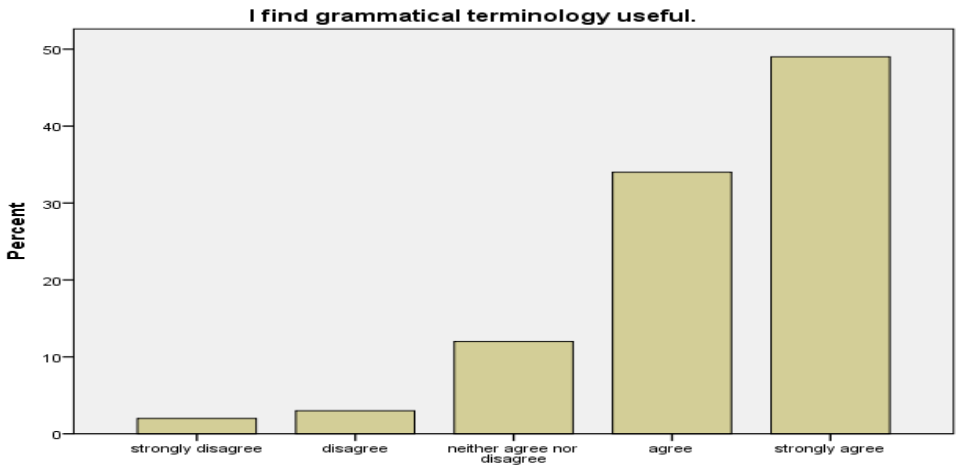


Figure 21: I find grammatical terminology useful

4.6. Summary of the questionnaire:

A written questionnaire was designed to discover and explore students' attitude and reactions and opinions regarding learning grammar through different types of grammar instruction. The participants originated from European and Asian countries and their average age was between 18-55 years old. The questionnaire was interpreted with caution as the researcher was aware of the fact that it was difficult to tell whether participants' responses were truthful and reliable, however, it provided an indication about the groups' tendency towards instructional approaches in learning grammar.

- The majority of participants stated clearly and agreed with the importance of grammatical knowledge while learning a second language for academic purposes. Regarding learners' preference towards learning and teaching grammar (present the rules versus discovering the rules), the majority of learners preferred to be taught grammar deductively. Therefore, the grammatical knowledge could lead to improving their language proficiency, accuracy and internalization of the syntactic system according to Ellis (2006). Having said that it is the teacher's responsibility to assess every individual situation as well as the learners' needs and decide accordingly regarding the type of grammar instruction.
- Another interesting finding was the exercise related to error correction in which learners were asked to discover the errors in the pre-post- tests. The outcome of this exercise showed that none of the different types of grammar instruction contributed significantly to the correct production of language as most of the participants failed to find the errors. This may be due to linguistic complexity, limited time, and not enough exposure to this type of exercises or due to the fact that some linguistic forms are absent in the L1. This is an important issue for future work based on identifying the learning factors which influence the production of language.
- Another statement that participants strongly agreed was that grammatical accuracy which can be achieved through the practice of grammatical structures. Studying the grammatical rules explicitly could improve someone's grammatical competence and possible result in achieving high levels of accuracy, however, this requires time for learners to digest, obtain, internalise and practise all the grammatical structures. Moreover, long-

lasting effects on learning could be achieved, if learners are highly motivated and keen on learning (regardless of the type of grammar instruction).

- Once more, the majority of those surveyed agreed that producing language while interacting with others sometimes can be challenging due to constant thinking of creating correct sentences, however, some others disagree with this statement. This may be due to different types of learners, learning style and purpose of learning English. This mental process is in agreement with Krashen's Monitor hypothesis which acts as a conscious "thinking tool" in which learners plan, edit and correct language forms as they know the rules (1985). The majority of the participants of this research are monitor over users as they monitor themselves constantly, aiming at producing grammatically correct sentences as a consequence of their academic studies.
- Similarly, a vast majority of participants stated clearly that knowing the grammatical form and function is a vital language tool prior to using the language proficiently. This result could be due to learners' personal needs, insecurity and lack of confidence of wanting to know the rules prior to practice, thus, the Context Approach could be related to this outcome (Bax, 2003)
- Most participants, also, agreed with the idea of learning grammar through context only a few undervalued the importance of using text while learning grammar, indicating that learners are probably aware of the importance of learning grammar through the use of texts. Hence, teaching grammar through cognitive approach of cognitive grammar might help learners to

understand the language system together with lexical categories, meaning and use (Langacker, 1987, 2008;)

- The majority of participants agreed with the usefulness of learning the grammatical rules, this outcome may be due to several factors such as learner's personal needs and wants, previous learning strategies, anxiety and feeling of learning (Context Approach) (Bax, 2003) Therefore, it can be concluded that even though the deductive approach is considered to be an old-dated teaching method, it still seems to be relatively popular and effective and to be working really well for non-native speakers in pre-sessional classes.
- Almost everyone reported that they expect a grammatical point to be presented and explained by the teacher. The data gathered provides confirmatory evidence regarding learners' expectations and needs while learning grammar.
- Learning the grammatical rules through the use of examples was another interesting outcome. Thus, even though, the deductive approach to teaching grammar is still in favour, pre-sessional students need to experience other teaching ways. It seems that combining rules, use and examples may result in learning grammar effectively, hence, teaching grammar through the cognitive grammar may be a better option for pre-sessional learners (Langacker, 1987, 2008)
- Feeling insecure when grammatical rules are not explained was a question with mix answers. This result reveals, once again, learners feel apprehensive and anxious when the grammatical rules are not present, this could be as a result of cognitive and linguistic complexity (Housen and Kuiken, 2009).

4.7. Classroom observations

Observation is a vital component in teaching practice which provides a plethora of information regarding the course materials, the teaching methods and strategies used and employed by the teacher, how the students interact and respond among the teacher and themselves and what kind of language the students produce at the end of the lesson. In order to capture as many elements as possible while observing, an observational checklist *(Appendix 4)* was used in order to analyse the collected data.

4.7.1. Organisation

The first section focuses on the lesson's organization, each lesson was evaluated based on whether: learning objectives were clearly explained, the topic presented in a logical order, the pace of the lesson was appropriate and lastly whether a warm-up activity was used at the beginning of the lesson. This category was chosen in order to observe pre-sessional students' reaction and initial feelings towards the different types of grammar instruction

4.7.1.1. Lesson objectives clearly explained

The analysis showed *(figure 22)* that learning objectives clearly explained when the lessons were taught inductively or through the combination of both types of grammar instruction through clear explanation of the grammatical function *(today we are going to talk about unreal situations)* whereas the deductive teaching *(today we are going to talk about the second type of conditional sentences)* indicated that the explanation of learning objectives was acceptable with some improvements needed. This could be due to the fact that some learners could not understand the terminology used by the teacher while presenting the learning objectives. In some lessons, for example, learners seemed to be confused and as a result, could not figure out what the 1st or the 2nd types of conditional sentences are.

Naturalistic Group Formal Group Mixed Group

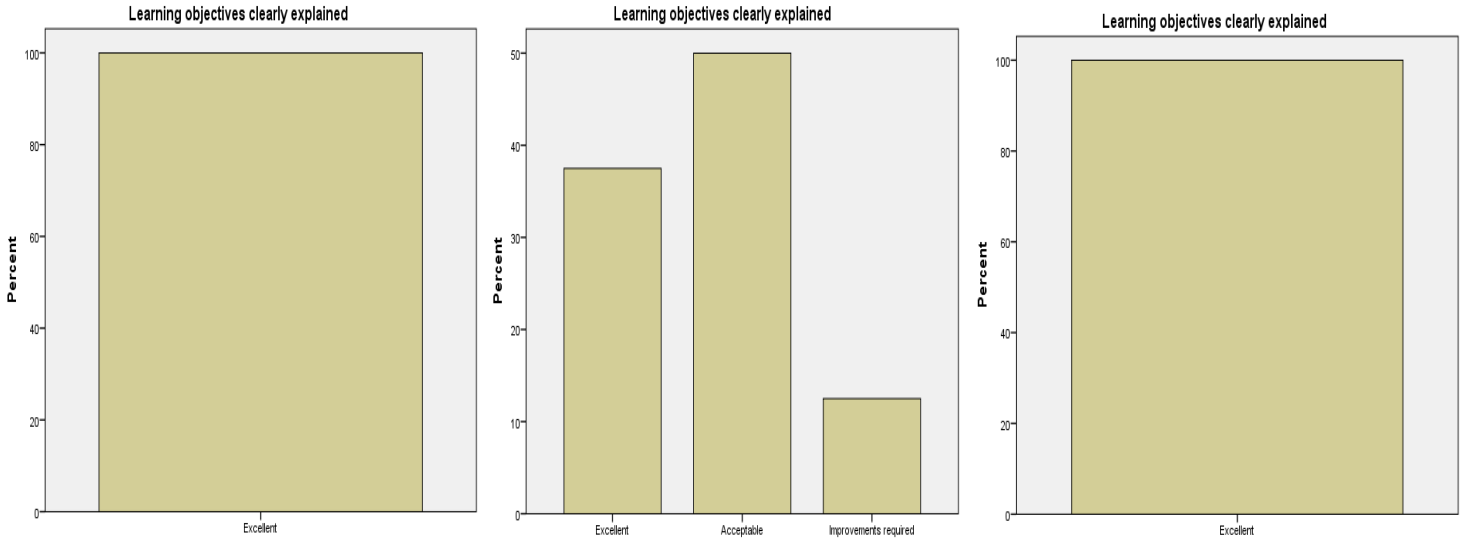


Figure 22: Learning objectives clearly explained

4.7.1.2. The grammatical topics were presented in a logical order.

The grammatical topics were presented in a logical order extremely well through the technique of elicitation and use of interesting examples during the inductive and combined (inductive/deductive) teaching, however, throughout the deductive instruction lessons the results showed *(figure 23)* that the sequence of the tasks was mostly acceptable with some improvements needed as the lessons were based on teacher-centred

approach, therefore, the teacher dominated most of the lesson by focusing on language forms, structure and explanation and by using exercises which were centred mostly on filling the gaps followed by the confirmation of correct answers.

Naturalistic Group Formal Group Mixed Group

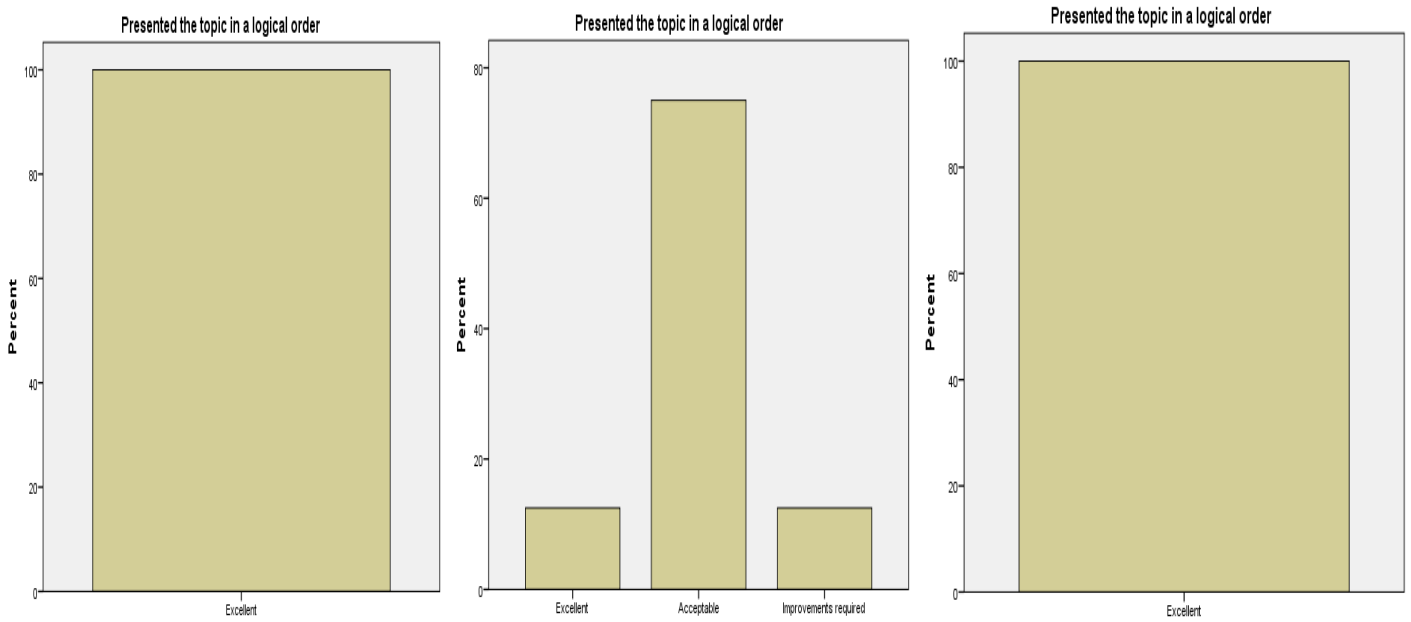
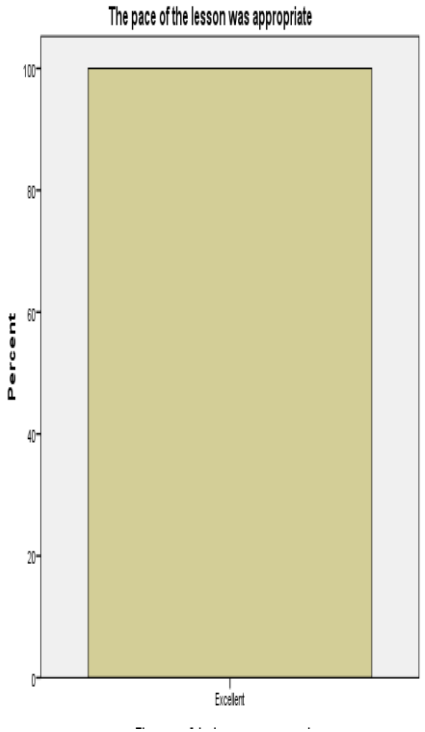


Figure 23: Grammatical topics were presented in a logical order

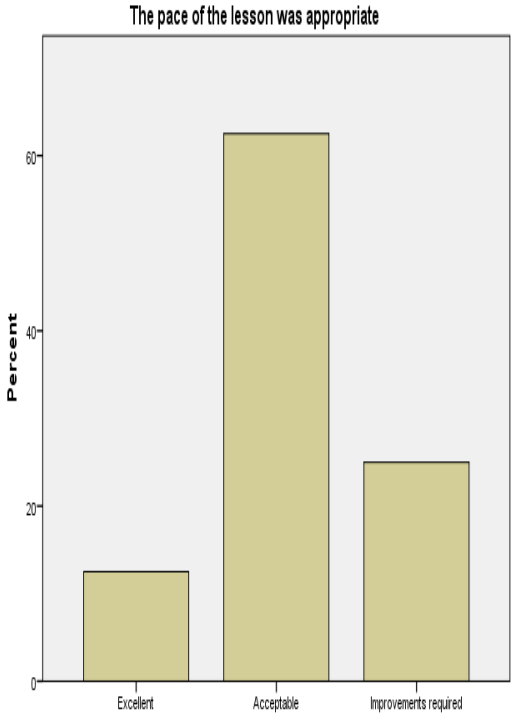
4.7.1.3. The pace of the lesson

With regard to the pace of the lesson, once again, the inductive and combined lessons consisted of stimulating, challenging and enjoyable materials such as listening to songs, reading articles, watching videos and taking notes together with a variety of teaching and learning styles (recap and feedback were used in the end and during the lesson, elicitation was used constantly) aiming at producing more insightful thinking and learning. Also, learners had enough time to finish their tasks and compare their answers with another learner before checking with the teacher. The pace of the lesson regarding the deductive teaching was not as good compared to the other two types of grammar instruction as the lessons were more teacher-centred, structural and monotonous, having said that learners seemed to have enjoyed a few deductive lessons, for example, the lesson related to the possibility meter-conditional sentences. Learners focused on the lesson by taking notes, participating, asking and answering questions about the grammatical structure. This could be due to the teacher's dynamic and energetic ability as well as the experience of teaching grammar deductively through elicitation, good use of examples and details aiming at not only making the lesson understandable but memorable.

Naturalistic Group



Formal Group



Mixed Group

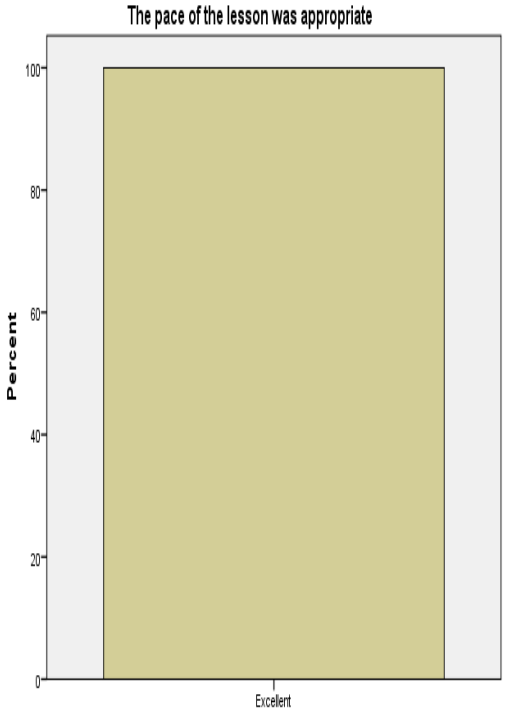


Figure 24: Pace of the lesson

4.7.1.4. Warm up activities

Regarding warm-up activities used at the beginning of the lesson (*figure 25*), the lessons related to the deductive approach were not as stimulating as the inductive and combined lessons. In some cases, the teachers started the lesson with an example, a question or with an immediate grammatical explanation, for instance, the lessons linked to passive/active voice, articles, S-V agreement and conditional sentences. Good examples of this were the warm activity used while revising conditional sentences, the teacher provided instructions: decide whether you have to put, *will, would or would have + past participle* followed by an immediate explanation. Also, the warm-up activity used for teaching the S-V agreement did not capture learners' interest as the teacher initially provided a detailed explanation followed by several exercises based on this structure. Students at this stage were not so enthusiastic and motivated compared to those who experienced learning through the inductive or combined approaches. Warm up activities based on the inductive approach were more stimulating, inspiring and advanced as teachers used interesting topics for discussion, hilarious as well as thought-provoking questions, colourful pictures and challenging videos. The teacher's main focus was to make learners aware of and notice the grammatical rule by themselves (Schmidt, 1990). Nevertheless, most of these learning objectives were focusing on individual grammatical structure and not in numerous, as it can be seen in some of the deductive lessons, for example, teaching/revising all conditional sentences. Therefore, time is a big enemy for pre-sessional learners as they need to become familiar with and digest very quickly many grammatical structures within limited time and take the ELAS writing exam. Teaching grammar inductively, without a

doubt, can be more enjoyable, pleasant and memorable, however, it seems that often teachers need to cover a significant amount of grammatical structures due to intensive courses, hence, the deductive approach may be more suitable for learners' needs.

Naturalistic Group Formal Group Mixed Group

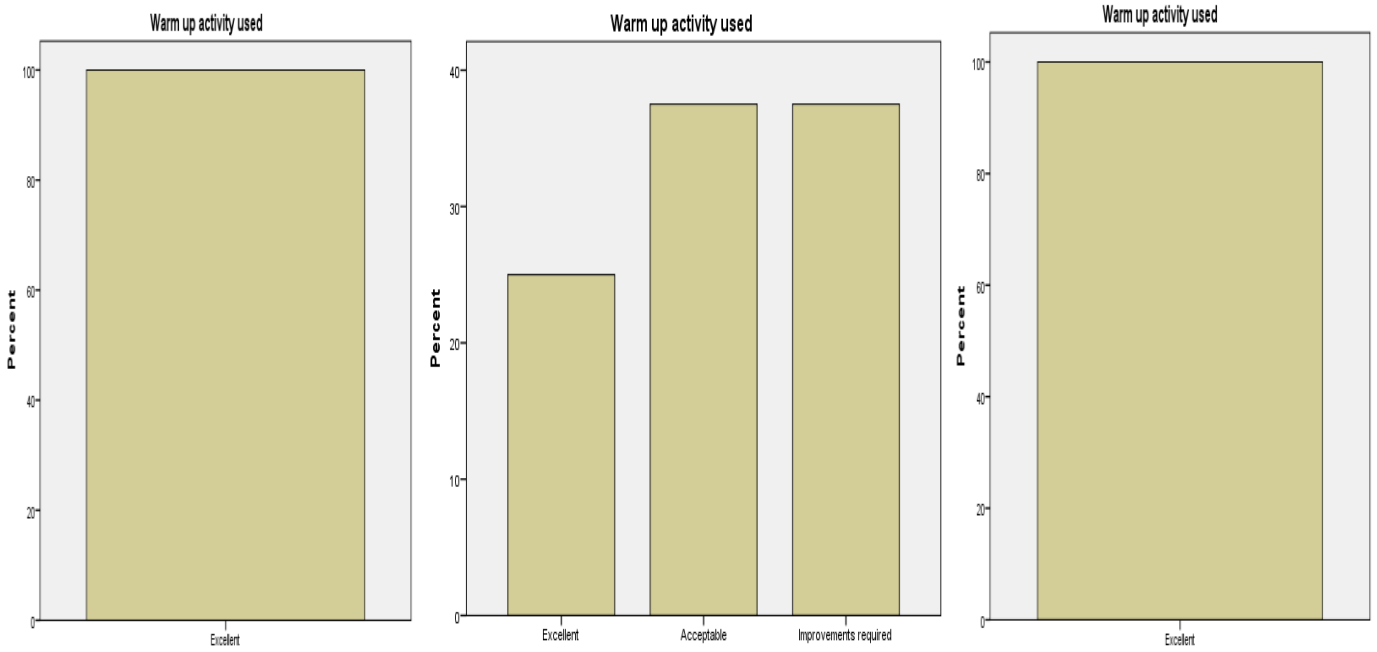


Figure 25: Use of warm-up activities

4.7.2. Presentation

In terms of how the lesson presented, each lesson was evaluated based on whether the teacher: focused first on form and then on meaning, focused on meaning and then on form, used good examples to explain grammatical structure, learners discovered the rules by themselves, learners discovered the rules through context, explained the rules clearly, made associations in order to remember a grammatical structure, a variety of teaching techniques was used, provided explanation for complex grammatical structure, highlighted key grammatical points, used PPP activities, used several language skills and used technology. This category was chosen in order to observe the impact that grammar instruction has on various exercises, activities and on learners' attitude towards learning.

4.7.2.1. Focused first on forms and then on the meaning

While evaluating the lessons, it was clear that the grammar lessons taught deductively focussed mostly on form and explicit explanation with less emphasis on meaning as opposed to the other two approaches which focused mainly on meaning through communicative activities, elicitation, videos and discussions. Explicit representation was very limited and briefly in some lessons (combined) and completely absent in other lessons

(inductive). This point supports Freeman (2003) claim that consciousness-raising awareness is related to students' awareness of grammatical features and this can be done through the means of metalanguage.

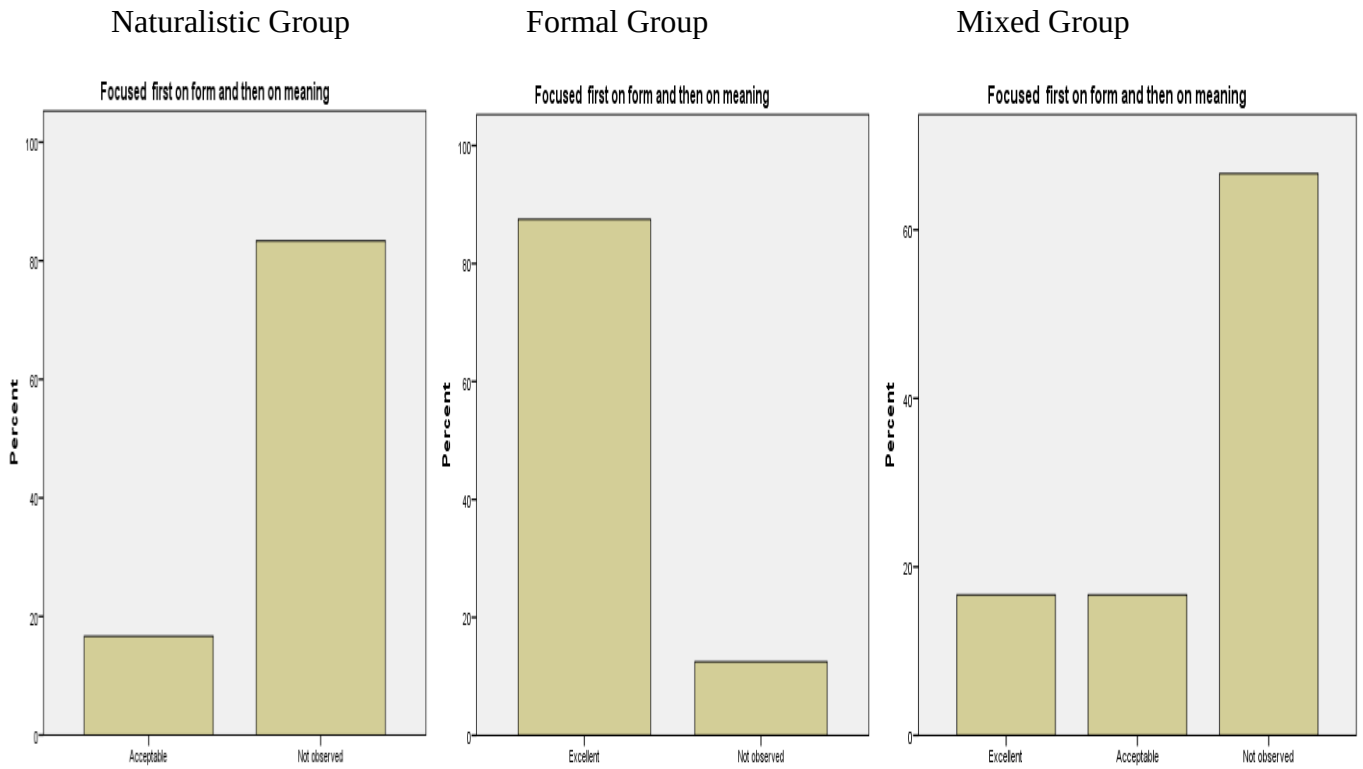


Figure 26: Focus on form

4.7.2.2. Focused first on the meaning and then on forms

Similarly, as stated previously, the focus on meaning was mainly observed in Naturalistic and Mixed groups as opposed to the Formal group in which less attention was paid to meaning. The process of explaining the rules was observed differently in each group. For instance, the Formal group was taught the rules through the prescriptive grammar by emphasising the linguistic rules and what is acceptable or not, for example, the articles *'a' goes before consonants and 'an' before vowels* or the grammatical structure of the 2nd type of conditional sentences *"if I+were"*. Therefore, the Formal group received a clear explanation of the rules, however, with limited practice. Conversely, the Naturalistic group experienced the explanation of rules through the pedagogic grammar, the teacher's main focus was to make the lesson more learnable, memorable for learners through interesting and innovative activities with limited or not any theoretical knowledge and grammatical explanation. The Mixed group, on the contrary, was taught the grammatical rules through the use of pedagogical and prescriptive grammar. The teacher managed to emphasise the significance of using correctly the structures through explicit representation, for instance, the construction of present perfect (*have + past participle+ time specific expressions or unspecific*) but simultaneously the teacher tried to simplify the rules, did not go through all the exceptions, instead he spent more of the learning time on practising the structure through analysing pictures and discussion. Hence, it seems that this type of teaching was more constructive and valuable for learners.

Naturalistic Group Formal Group Mixed Group

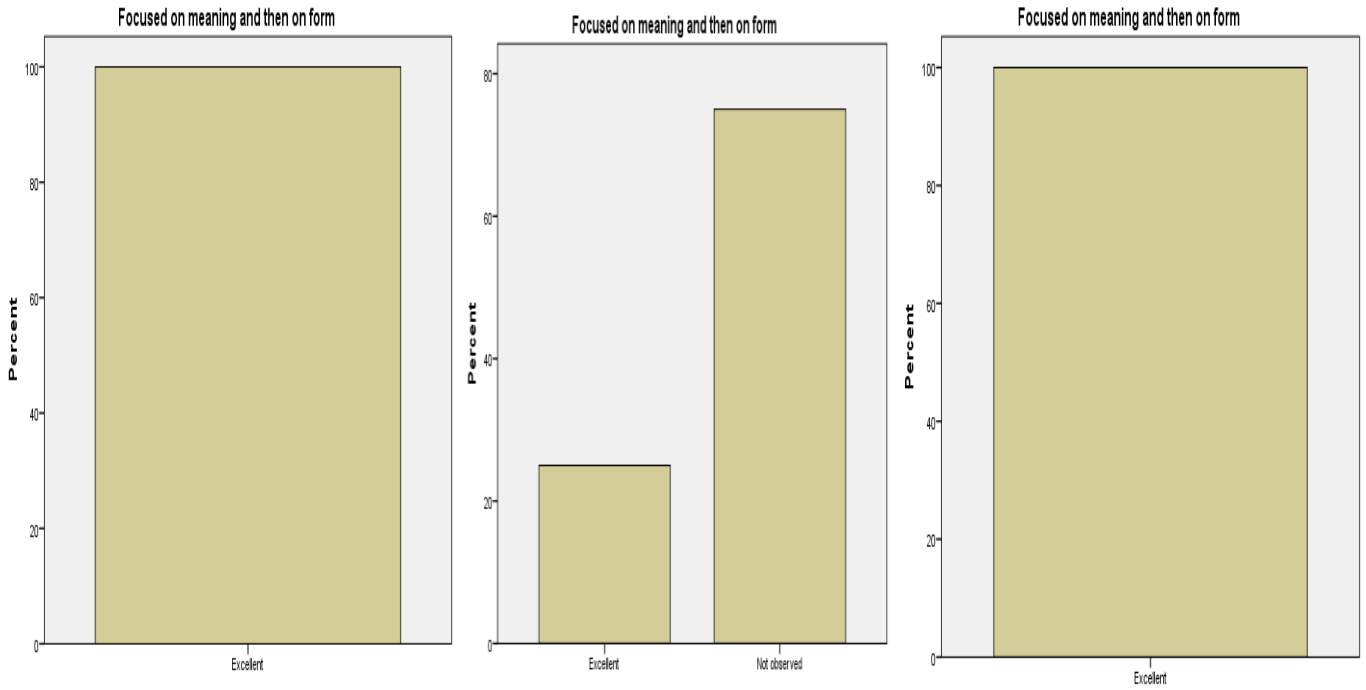
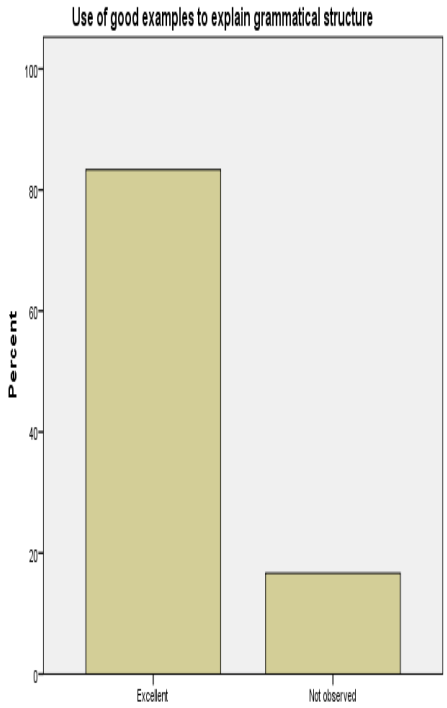


Figure 27: Focus on meaning

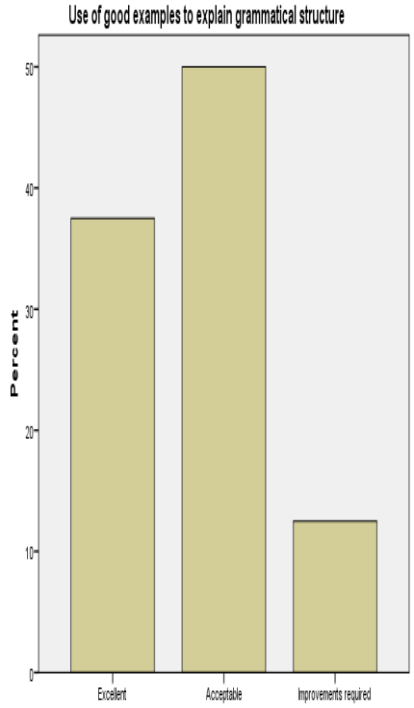
4.7.2.3. Good use of examples to explain the grammatical structure

Based on the data collected, it can be seen that the lessons taught using both approaches provided good examples for learners as the teacher was more flexible towards explaining and including some linguistic features of the structure only to a certain extent without going to any deep details (*figure 28*). This process clearly helped learners understand better the feature being taught, hence, they became more productive and accurate throughout the lesson. Added to this, the inductive teaching contained several good examples (*"what would you do if you were the queen or king of Britain for a day?"*, "*what would you do if you won the lottery")* which engaged learners straightaway, however, they did not have the same opportunity as those who experienced grammar through the combination of both approaches provided that many mistakes occurred during the lesson. It became more difficult for the Naturalistic group to draw conclusions regarding the linguistic forms. This result suggests that inductive teaching results in a noticeable progression in accuracy only advanced learners who have high critical thinking and analytical skills. Lastly, those who taught grammar deductively experienced learning through a deep linguistic analysis of the examples in conjunction with the explicit representation of rules *(Teacher: What do you know about the structure of S-V agreement? What's the difference between past simple and present perfect tenses?),*some learners were confused due to the terminology used to explain the structure, nonetheless others comprehended the feature immediately which led to steady but accurate production of language.

Naturalistic Group



Formal Group



Mixed Group

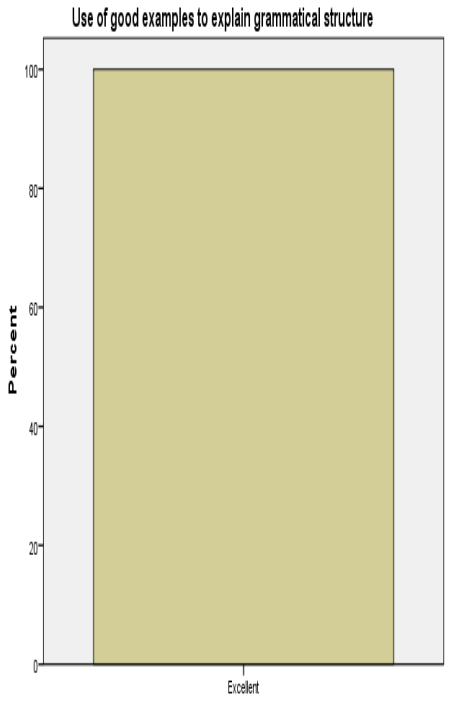


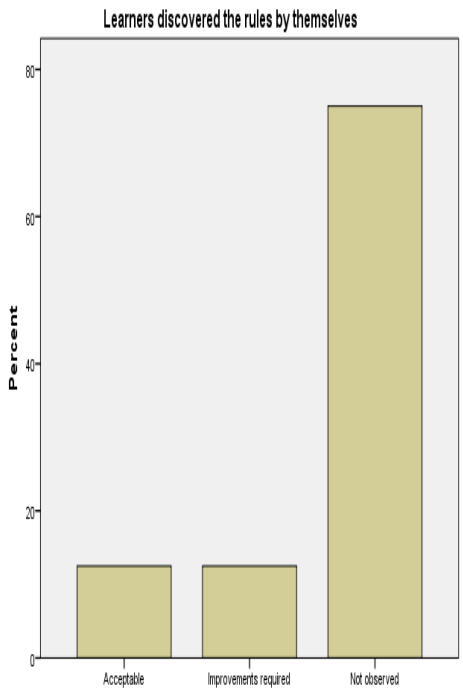
Figure 28: Use of examples

4.7.2.4. Learners discovered rules by themselves.

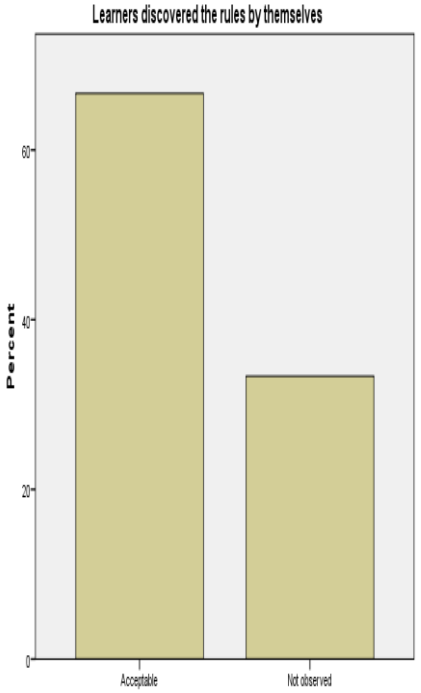
During the course of observations, the significant process of discovering or not the rules by themselves during or at the end of the lesson was identified and evaluated. An anticipated finding was that learners who taught grammar deductively became consciously aware of all the grammatical structures as explicit representations were provided during the teaching sessions. Discovering the rules, however, through the inductive approach was observed only with a few advanced learners who possibly were taught grammar deductively at some time in the past. Lower and average learners did not provide any evidence of discovering the rules as many mistakes occurred during the production stage. The most obvious mistake was the distinction among the conditional sentences *(will/would/would have+participle),* the correct verb forms of converting sentences from active into passive or forming the correct tenses. Lastly, having exposure to both approaches seemed to be the most beneficial for learners as both explicit and implicit representations of grammar were provided to them. For instance, learners from the Mixed group had the opportunity to experience grammar and discovered the rules through context by watching videos, making predictions, answering questions related to pictures and articles, solving puzzles, playing communicative board games and analyzing maps. The Naturalistic group also was taught in a similar way aiming at making learners discover the rules through context, however, the fact that a brief explicit representation of the grammatical features was omitted by the teacher, confused and challenged numerous learners. Alternatively, even though the Formal group was taught grammar explicitly and became consciously aware of the grammatical phenomena, they were not exposed enough to learning context as

most of the exercises were based on filling gaps, converting sentences and analyzing sentences syntactically and grammatically. Therefore, it can be concluded that the most constructive and advantageous grammar approach is the combination of both types of grammar instruction which allows learners to experience contextual learning as well as developing their grammatical competency. This will enable them to decide which method is more suitable and useful for their personal needs and wants. These results corroborate the idea of Larsen-Freeman (2003), who suggested that that it is more beneficial to teach grammar using both types of grammar instruction as it will more effectively enhance learners' attention and direct them to grammar rules and meaning simultaneously.

Naturalistic Group



Formal Group



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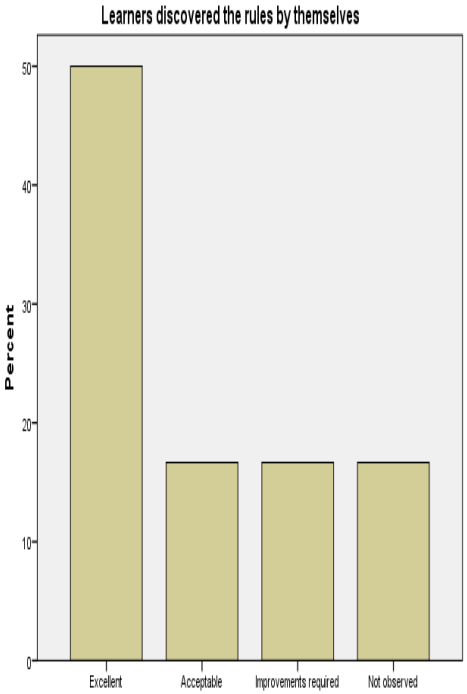
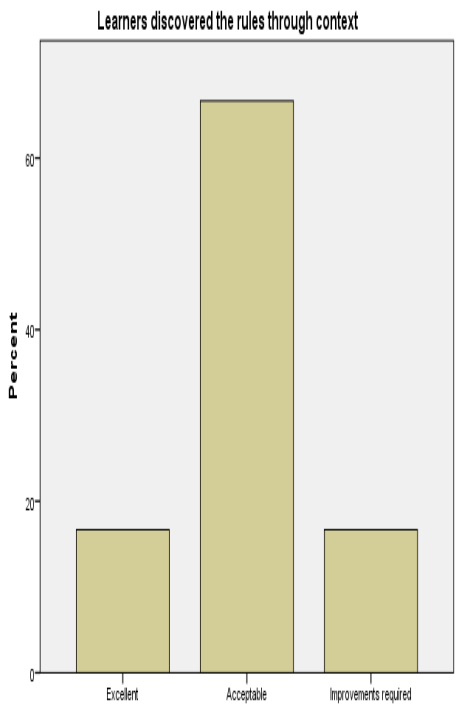


Figure 29: Learners discovered rules by themselves

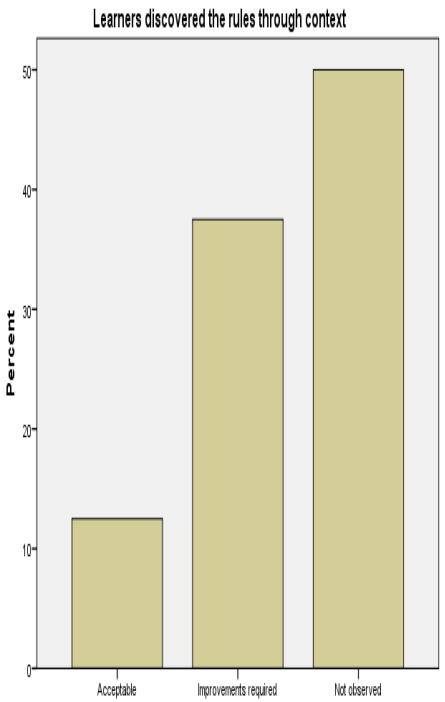
4.7.2.5. Learners discovered rules through context.

As can be seen from *(figure 30)* a variety of teaching techniques were best used with the Naturalistic group as they experience context- based learning through brainstorming, analysis of pictures, prediction and group discussions. In addition to this, learners had the opportunity to expand and develop their ideas through self-learning by exploring their ideas on a mind-map and solving problems through story-telling. Learning through games or *gamification* also used with the Naturalistic group by playing online games such as "Kahoot". Furthermore, online learning tools (quizzes, flashcards, music, videos, crossword puzzles, maps) were used with the same group aiming at encouraging participation, engagement and create a sense of fun in the classroom. In contrast, the Formal group was taught grammar through traditional and structured teaching methods, for example, timelines, tables, power-point slides and class discussion conducted by the teacher. Regarding the Mixed group, the grammatical lessons consisted of teaching techniques very similar to the Naturalistic group, however, with a few traditional techniques such as a brief explanation of the rule through tables, timelines or the use of whiteboard by the teacher as an aid in teaching followed by taking notes. Therefore, improvements needed when traditional teaching methods used in isolation, the lesson becomes monotonous, non-interactive and uninteresting.

Naturalistic Group



Formal Group



Mixed Group

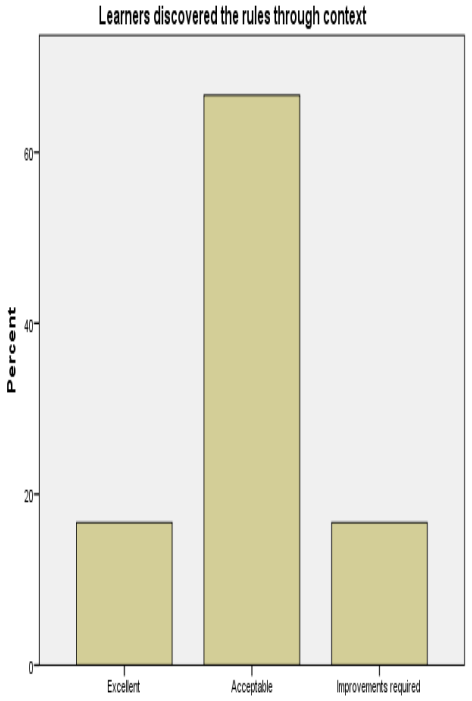


Figure 30: Learners discovered rules through the context

4.7.2.6. A clear explanation of grammatical rules.

As expected, providing an explanation for complex grammatical structures and highlighting key grammatical points were observed mainly with the lessons taught to the Formal group as the teacher provided constantly a detailed grammatical explanation, for example, about the 3rd type of conditional sentences throughout the lesson highlighting simultaneously the grammatical forms and use. Concerning the Mixed group, even though, an explicit explanation was provided to learners during the lesson, it was short and concise as the main focus was to practise the meaning and not the grammatical feature. The deductive grammar instruction, thus, could be more beneficial in assisting pre-sessional learners to achieve high levels of accuracy while producing an academic text as opposed to inductive grammar instruction. This is in accordance with Selinger (1975), Erlam (2003), and Nazari (2012). These result reflect those of Chang and Swales (1999), who concluded that explicit representation of grammatical rules and functions in advanced academic writing is required. Last but not least, the Naturalistic group experienced learning in a completely different way; there was an only implicit explanation of the grammatical structures, the teacher was discreetly repeating, emphasizing the structure and correcting learners' sentences aiming at unconsciously internalizing language forms.

Naturalistic Group Formal Group Mixed Group

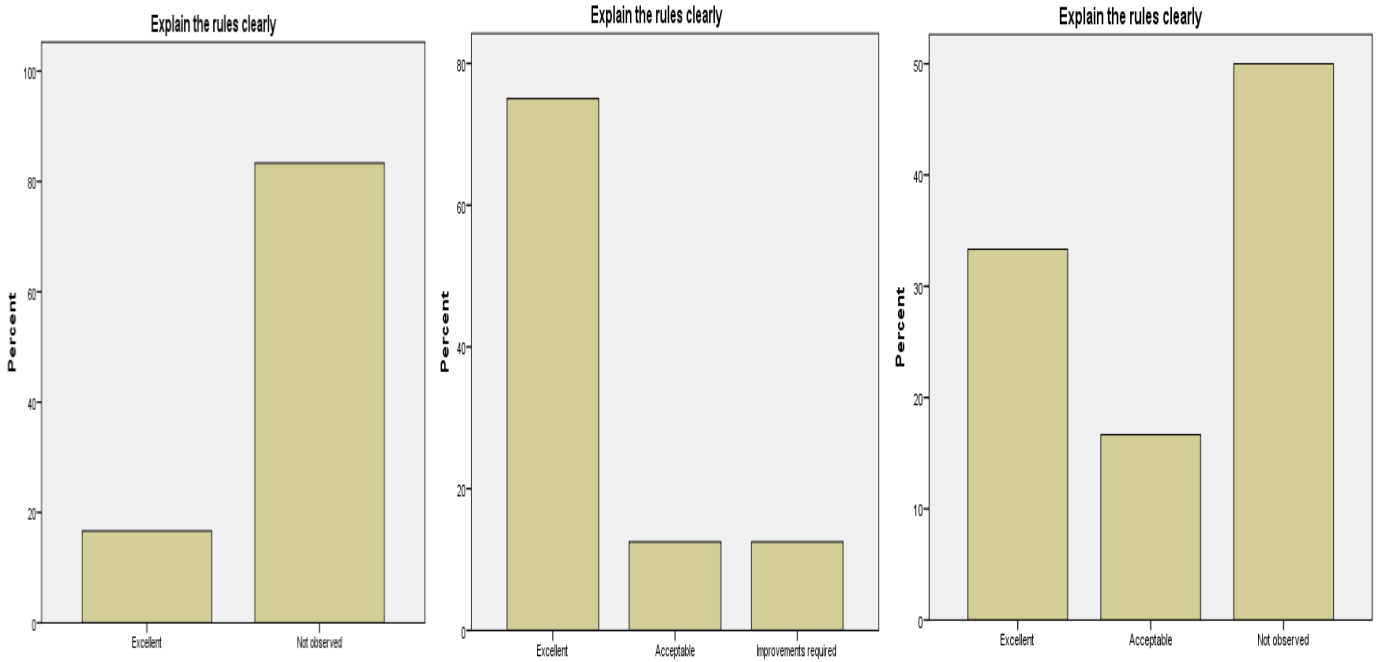


Figure 31: Clear explanation of rule

4.7.2.7. Use of Presentation-Practice-Production

The teaching model of Presentation-Practice-Production of planning a lesson was another characteristic while observing the lessons. To be more concise, the lessons taught to the Naturalistic group as well as to Mixed group had a clear representation of the key stages and the target structure. Teachers in both groups in the presentation stage used meaningful contexts in order to introduce the target structures, for instance, questions related to superstitions, hypothetical situations or regrets followed by correcting grammatically and phonologically all the mistakes without providing the rules though. Numerous activities also used during the practice stage in which learners had, for example, to reorder the story and put the pictures in the correct order, describe a process, choose the correct sentence, fill in the lyrics or practice reading based on the target structure. Lastly, meaningful activities were used in the production stage through the use of communicative board games, online games, quizzes and writing which allowed learners to practise and produce the new language more freely. In contrast, the PPP lesson plans of the Formal group were slightly different as the starting point of the lesson was based on eliciting the target structure using grammatical terminology followed by a detailed representation of the rule. During the practice stage, most of the lessons included gap-fill exercises, sentence transformations and identification of the target structure based on texts or articles. The last stage incorporated activities related to an information gap, error analysis, gap fill exercises and testing students' knowledge. Nevertheless, it is worth stating that in a few occasions, the lessons taught deductively did not

follow the PPP teaching model given that the whole lesson was based either on particular exercises taken from the course book or on a grammatical revision. The practice stage, therefore, was skipped by the teacher focusing and paying more attention to the starting and finishing stages.

Naturalistic Group Formal Group Mixed Group

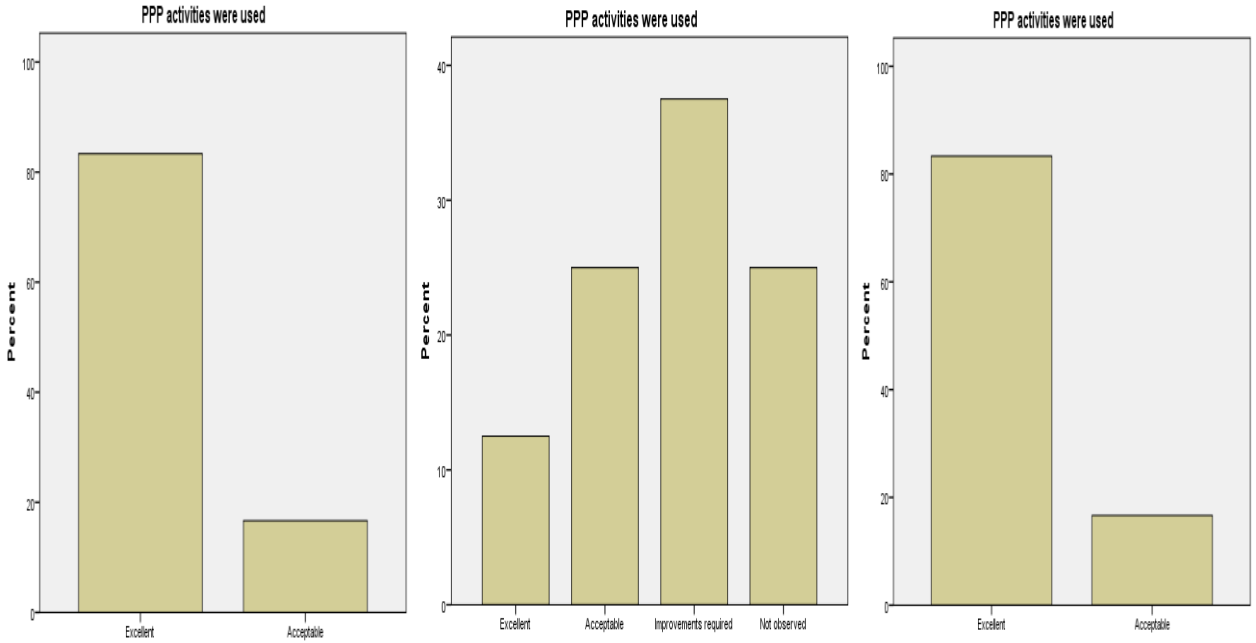
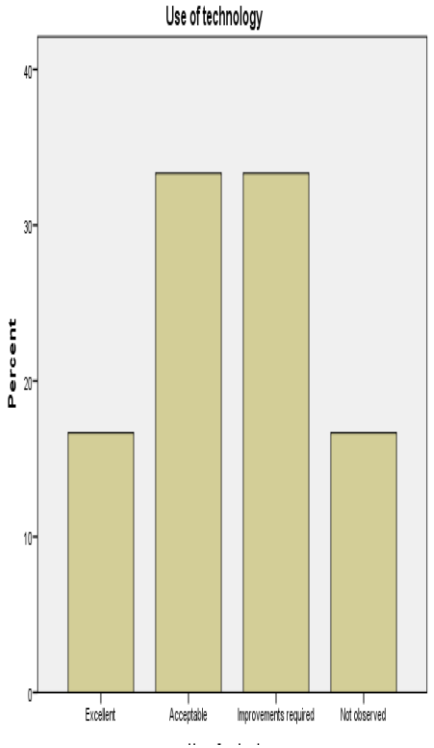


Figure 32: Use of PPP Activities

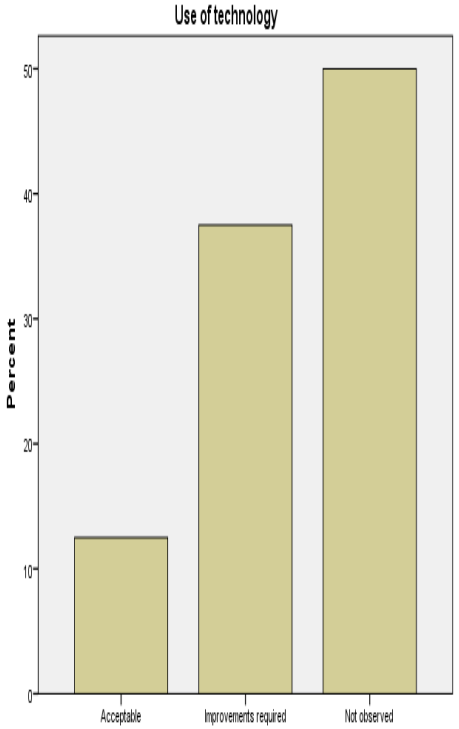
4.7.2.8. Use of Technology

Moreover, the use of technology these days plays an important role in learning grammar in order to motivate learners, thus, this subcategory was taken into account. In a similar way, the Naturalistic and the Mixed groups experienced grammar learning through the use of online resources, you-tube, and games (Kahoot) as part of the lesson compared to the Formal group who were exposed to technology only through the use of power-point slides. During the inductive grammar teaching through technology, learners were more enthusiastic and alert as opposed to the deductive teaching which was based mainly on worksheets and materials derived from the course-book. In terms of how the learners' interacted and participated during lessons, each lesson was evaluated based on whether learners: engaged actively in the lesson, were asking questions and how the teacher was eliciting to check student understanding.

Naturalistic Group



Formal Group



Mixed Group

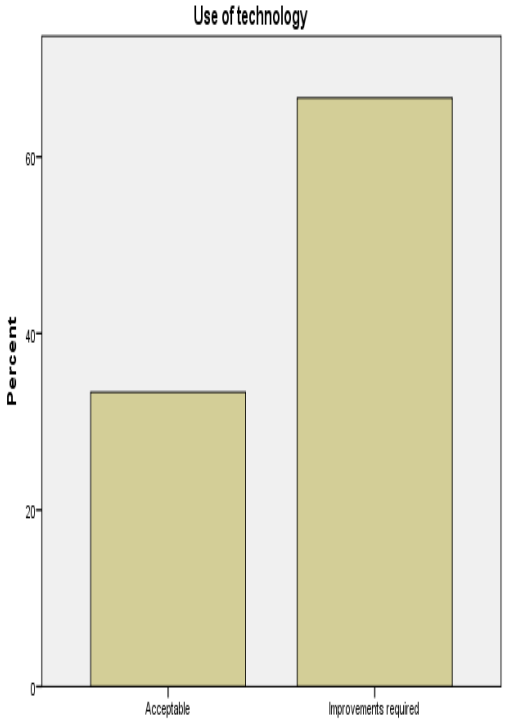


Figure 33: Use of Technology

4.7.3. Participation

In terms of students' participation, each lesson was evaluated based on whether learners' participated actively in the lesson and whether they were asking questions during the lesson. This category was selected in order to observe which type of grammar instruction motivates and helps learners participate more in the lesson

4.7.3.1. Learners participated actively in the lesson.

Learners from the Mixed and Naturalistic groups engaged actively and participated enthusiastically during the lessons based on the data collected. Based on the total results *(see tables 19, 20 and 21)*, the Mixed group participated more enthusiastically followed by the Naturalist group due to the exposure of authentic materials, integration of technology, interesting warm-up activities and last but not least due to the teacher's ability to mix the teaching styles by moving from the teacher-centred learning to student centred active learning through social interaction among learners and the teacher, small group discussions and opportunities to ask and answer questions. Giving different roles to learners during the group work such as *teacher-writer-speaker*, moving learners around the classroom, activating learners' prior knowledge before-during-and after reading through predictions were some additional teaching techniques to keep learners busy, active and motivated during the lesson. In contrast, the

learners from the Formal group were less motivated towards learning (*the total results of this group is slightly higher due to the additional lessons observation)* due to the lack of a variety of communicative activities and teaching techniques. The lessons were based on teacher-centred by spending too much time on explaining, lecturing the learners as well as completing exercises from the course books/worksheets and taking notes. This observation is in agreement with Donate and Adair-Hauck (1992), who associates the deductive approach with the explicit explanations by the teacher. Having said that a considerable number of learners seemed to be content and pleased through the use of this traditional teaching approach. As mentioned previously, this could be due to their past learning experience in learning grammar (Silvia, 2008).

Learners' participation-Deductive approach

Table 19: Learners' participation-Deductive approach

Grammar instruction	**Students' participation: Presentation**	**Students' participation: Practice**	**Students' participation: Production**
Deductive 2nd type of conditional sentences	2	8	12
Deductive Passive Voice: Past Simple	7	4	14
Deductive: Past simple or Present Perfect	10	8	7
Deductive: S-V agreement	2	2	6
Deductive: Prepositions of time	7	5	6

Deductive: Revision tenses	Pair work	4	8
Deductive: Articles	4	6	7
Deductive: Conditionals (all together)	11	9	7

Learners' participation-Inductive approach

Table 20: Learners' participation-Inductive approach

Grammar instruction	**Students' participation: Presentation**	**Students' participation: Practice**	**Students' participation: Production**
Inductive 1st type of conditional sentences	1 7	1 7	18
Inductive The 2nd type of conditional sentences	10	7	10
Inductive The 3rd type of conditional sentences	5	6	8
Inductive Passive Voice: Present Simple	13	10	8
Inductive: Passive Voice	10	8	7
Inductive: Future tenses	7	7	9

Inductive Prepositions of place and movement	5	9	10

Learners' participation-Inductive/Deductive approach

Table 21: Learners' participation-Inductive/Deductive approach

Grammar instruction	**Students' participation: Presentation**	**Students' participation: Practice**	**Students' participation: Production**
Deductive-Inductive The 2nd type of conditional sentences	15	15	15
Deductive-Inductive The 3rd type of conditional sentences	3	8	8
Deductive-Inductive Passive Voice	11	14	10
Deductive-Inductive: Past Perfect-Past Perfect Continuous, Past Simple or Present Perfect	5	10	12
Deductive-Inductive Countable and Uncountable nouns	7	4	8

4.7.3.2. Learners were asking questions

During data collection, another point was whether learners were asking questions in relation to the grammatical feature being taught in order to clarify the teacher's explanation. Based on the result, most questions were asked understandable during inductive teaching in which explicit representation was absent. To illustrate this point, learners were confused and asking questions about the difference between "*will and would"* while teaching conditionals or "*will, going to and present continuous"* while teaching future tenses or when the *3rd singular/plural* are used. The teacher tackled this issue through the teaching technique of eliciting by questioning learners so as to increase understanding, engage participation and help them eventually to discover the rules by themselves. With regards to the formal and Mixed groups, learners were asking questions but not as much as compared to the Naturalistic group since the grammatical rules were provided and taught deductively. At this stage, it is worth emphasizing the fact that teachers in all groups had the theoretical knowledge and experience to elicit learners in order to check their understanding and generate communication. Teaching grammar deductively involved eliciting through 'guidance questions' focusing on form, function and meaning, aiming at progressively raise awareness of language and furthermore help learners improve and acquire learning strategies for learning in a focused way. In contrast, teaching grammar inductively involved 'comprehensive questions' by minimizing the use of "yes / no" questions but encouraging more open-ended questions to increase participation, generate discussions and justifications of learners' opinions.

Naturalistic Group Formal Group Mixed Group

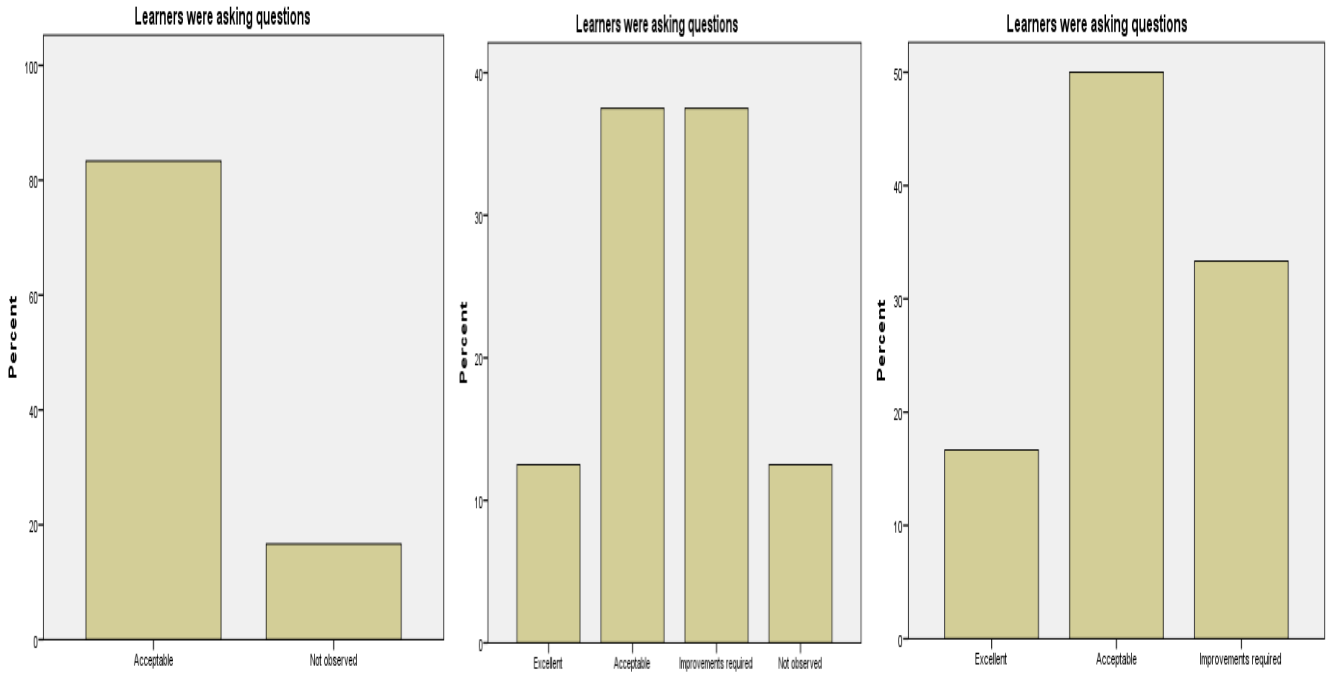


Figure 34: Learners were asking questions

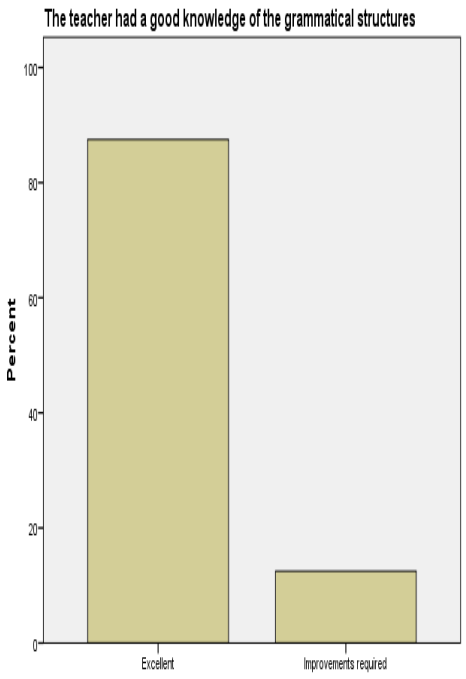
4.7.4 Content

In terms of the content of lessons, each lesson was evaluated based on whether the teacher had a good knowledge of the grammatical structure, the materials were appropriate for the purpose of the lesson and the materials were appropriate for students' level. This category was selected in order to observe how the teachers' and learning materials influence learners' attitude towards grammar learning based on different instructional approaches.

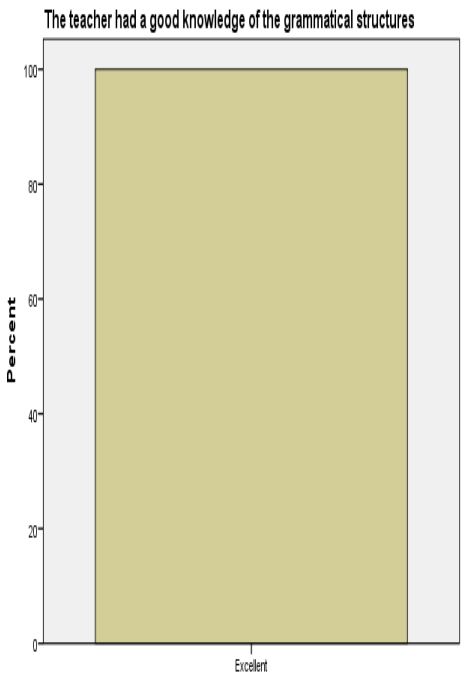
4.7.4.1. Teachers knowledge

The teachers' metalinguistic knowledge also was evaluated during observations. Teachers in all groups had the grammatical knowledge to teach and explain the grammatical features with confidence and be challenged simultaneously by learners' questions. These teachers had the teaching competence to teach grammar through the use of linguistic and syntactical terminology; however, as stated previously, inductive teaching omitted this type of explicit linguistic explanation.

Naturalistic Group



Formal Group



Mixed Group

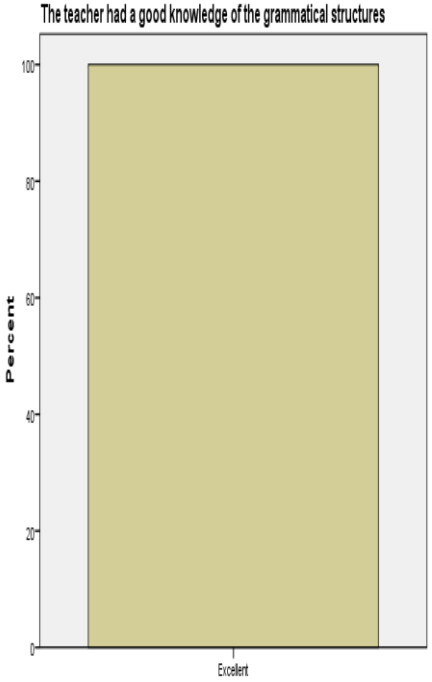


Figure 35: Teacher's grammatical knowledge

4.7.4.2. Materials are appropriate for the purpose of the lesson and for learners' level and needs

The last two points of the observations evaluated whether the materials were appropriate for the purpose of the lesson and for the learners' level and needs. The materials used with the Naturalistic and Mixed groups were appropriate and interesting for the purpose of the lesson and relevant for learners' level and needs to be provided that they were based on context *(Royal family, Sarah bad morning, superstitions, use of newspapers).* Some activities were based on real-life situations and authentic texts which helped the teacher stimulate and encourage communication, hence, helped learners progress at their own pace and improve their communication skills. Learners benefited from inductive teaching as the activities promoted high-level skills such as prediction, interpretation, inferencing and visualisation allowing learners to use their own schemata of the world. Without a doubt, the materials used to teach grammar inductively or through the combination of both types of grammar instruction provided a pleasurable learning experience, promoted fluency development and were meaningful for the purpose of the lesson and their level. On the contrary, the materials used for teaching grammar deductively were appropriate for learners' level and needs but only to a certain extent provided that they did not promote learner-autonomy and independence as the lessons were based on teacher-centred approach, thus, did not encourage learners' personal involvement in the learning process. However, learners were using their metalinguistic knowledge and intellectual ability to communicate with the teacher throughout the lesson. Learners had to work mostly on their own and a few times with another person. Moreover, some of the materials used in deductive teaching were not based on context but on grammatical exercises and it seemed that in

many stages during these lessons learners were passively receiving information re grammatical structures and forms. Lastly, high-level skills were not observed during these sessions.

Naturalistic Group Formal Group Mixed Group

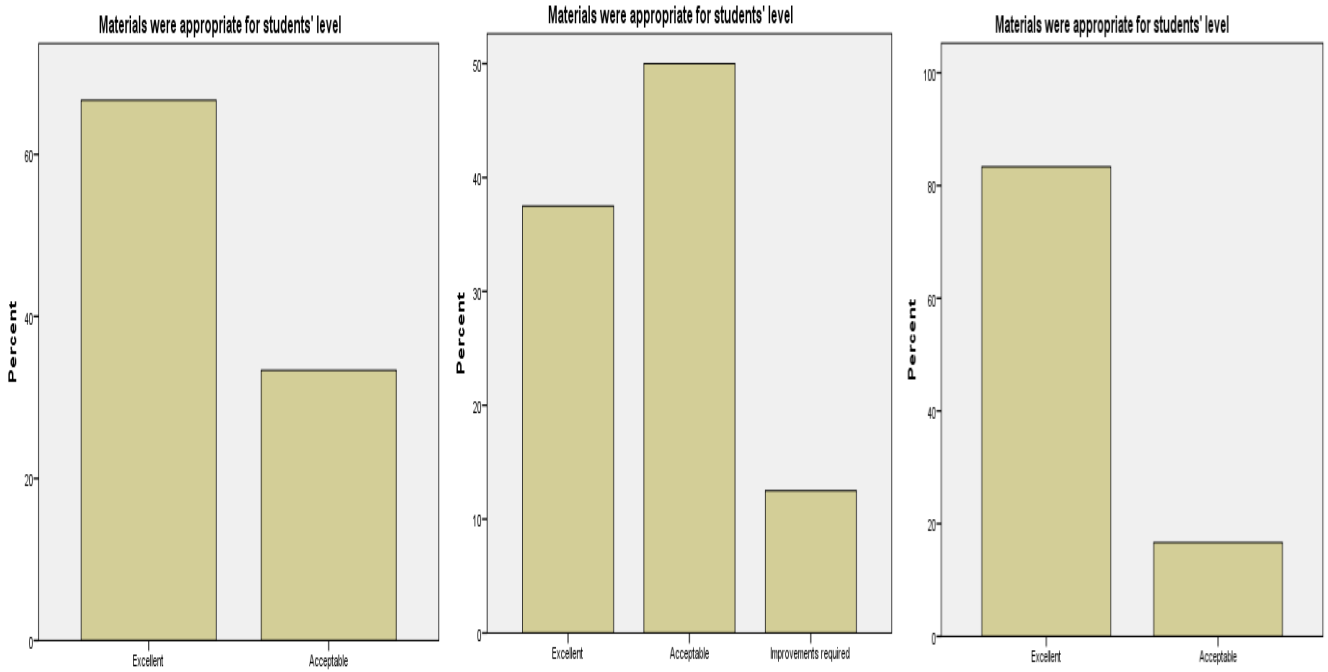


Figure 36: Materials were appropriate for students' level.

4.8. A general overview of the observational checklist:

Throughout the teaching observations, there were some good examples of good teaching practices and some areas that required improvements. The data from observations were collected through observation checklist that was completed at the end of each lesson and through observation notes which were completed during observation (see methodology).

In the **Naturalistic group**, the following characteristics were observed.

1. The learning objectives were clearly explained in most lessons.
2. The topic was presented in a logical order with many communicative activities.
3. The pace was excellent by moving from one activity to the other at the right speed and using time limits, keeping students' attention and energy high.
4. The positive atmosphere was created through the use of fun warm-up activities.
5. The focus was primarily on the meaning through the use of communicative and task-based activities, only in a few instances, there was some grammatical explanation when some students insisted on finding more information about a particular, complex grammatical feature.
6. Good use of examples was found in the Naturalistic lessons, nevertheless, a few examples related to personal regrets seemed to be challenging provided that students' participation was limited.
7. The Naturalistic group managed to discover the rules by themselves only to a certain extent though, provided that many mistakes were made in the

production stage of the lesson. This could be to the additional time that learners may need to comprehend the new material.

8. Learners discovered the grammatical rules through context.
9. The majority of teaching techniques used were based on the learner-centred approach, however, some minimum improvements observed and required.
10. Grammatical points were introduced and highlighted implicitly by the teacher through examples without any grammatical explanation.
11. The PPP lesson plan format was used effectively in lessons through the use of the inductive approach including meaningful context and activities.
12. Grammar was taught sufficiently enough through the use of digital learning tools promoting individual learning as well as increasing students' engagement and motivation.
13. Learners participated in and engaged actively in the learning process.
14. Learners asked many questions re the grammatical points presented implicitly.
15. The teacher used efficiently the technique of elicitation and had good knowledge of grammar; however, the teacher was challenged by learners a few times.
16. The learning sources were appropriate for the purpose of each lesson, making the lesson more interesting and appealing to learners.
17. The materials were suitable for the learners' level provided that teachers included additional materials to differentiate and challenge advanced learners.

The **Mixed group** had almost the same characteristics as the Naturalistic group, previously mentioned, however, there were a few different features.

1. The focus was mostly on meaning; nevertheless, there were some elements of explicit teaching grammar observed.
2. The best use of good examples was found in the Mixed group through the teacher's personalised teaching which kept the students become very alert and motivated.
3. The rules were presented explicitly but briefly to learners, however, in some cases, learners found it difficult to understand the rules, this could be due to L1 interference or due to the linguistic and cognitive complexity (Housen and Kuiken, 2015).
4. All the grammatical point introduced implicitly and then before the production stage, the teacher highlighted and explained briefly and explicitly.
5. The teaching techniques used were based on learner and teacher-centred approach.

In the **Formal group**, the following characteristics were observed.

1. The topics and learning objectives presented deductively through the explicit representation of grammatical structures and linguistic terms, making the lessons difficult to follow at times.
2. It appeared that learners need more time to complete gap filling exercises or to understand the grammatical point presented deductively.
3. The main focus was mainly on the form and less attention paid to meaning as the teachers used constantly the deductive approach towards grammar teaching.
4. Concerning the examples used in the Formal group, some lessons executed effectively through the use of interesting examples, nonetheless, there was

one lesson in which improvements required as the teacher used linguistic terms to elicit learners' answers.

5. The teachers explained clearly the grammatical rules through the use of tables, timelines, in some cases through syntactical analysis, and class discussions.
6. The teaching techniques used in the Formal group were based on a teacher-centred approach, thus, some improvements needed.
7. All the grammatical points introduced and highlighted explicitly at the beginning of the lesson.
8. The PPP lesson plan format was used most of the times efficiently, however, in some instances, some tasks were skipped in order to provide additional explanation to learners.
9. The use of technology was not as sufficient as the other two groups, this could be due to the structure of lessons as they were more teacher-centred.
10. Learners participated and engaged actively in the learning process, however, some improvements needed as the participation was affected in some stages, this could be related to either the cognitive or linguistic complexity of activities.
11. Asking grammatical questions to teachers was the least popular in the Formal group, this could be due to the explicit representation of grammatical features or due to learners' lack of motivation and interest towards the grammatical point.
12. The technique of elicitation was used properly and the teacher had a good knowledge of the grammatical structures presented.

13. The materials used to teach grammar deductively were based on controlled activities.
14. The materials were appropriate for students' level and needs, nonetheless, there were some materials which seemed to be challenging for some learners due to linguistic complexity (Housen and Kuiken, 2015).

4.8.1. Summary of observational checklist -Formal group

While collecting data from the Formal group, it was observed and confirmed that all the lessons were based on explicit representation and the main focus was mainly on form and less on meaning. Many pre-sessional learners had a good knowledge of grammar, however, they struggled to produce and used language correctly in some instances. Learners participated and engaged actively in the learning process, however, the participation was affected at some stages due to the lack of a variety of communicative activities, teaching techniques and possibly due to the cognitive and linguistic complexity of the activities and the linguistic terminology used in lessons (Housen and Kuiken, 2009). Thus, learners needed more time to comprehend and internalise the linguistic feature being taught such as conditional sentences and passive voice. The lessons were based on teacher-centred by spending too much time on explaining, analysing grammatical structures, using grammatical tables, lecturing the learners as well as completing exercises from the course books/worksheets and taking notes. This result is in agreement with the prescriptive grammar as in both cases the primary focus is on standard forms of grammar as well as to correct construction of linguistic and syntactical sentences (Hudson, 1980). During observations, it was found that some grammatical rules and structures need to be taught explicitly, in sequence and also need to be simplified

in order to avoid confusion. Lastly, the study indicates that even though inductive teaching is more desirable teaching approach these days, teaching grammar deductively is still in use in pre-sessional classes in higher education.

4.8.2. Summary of observational checklist -Naturalistic group

Based on the data collected from the observations, the lessons of the Naturalist group confirmed several principles of the Inductive grammar teaching in which the focus was on meaning. There was a positive atmosphere in the classroom, students' attention, participation and motivation kept highly through the use of communicative activities and good use of examples. Added to this, the learning materials sources were appropriate for learners' needs as it was based on meaningful context. The techniques of elicitation, as well as the learner-centred approach, were used constantly aiming at helping learners discover the grammatical rules by themselves. However, learners discovered the rules only to a certain extent and as a result, they insisted on asking many questions in order to find out the correct rule and receive a confirmation from the teacher. Also, it seems that time plays a vital role in the process of acquiring a grammatical structure inductively. Therefore, it can be concluded that based on this approach students are trained to discover the rules by themselves which can lead to learning autonomy and self-reliance (Silvia, 2008). Also, the notion of cognitive grammar is possibly related to this approach as its main principle is on the perception that grammar is meaningfully embracing the language system as well as the social context of the L2 (Langacker, 2008). Nevertheless, some learners may become more frustrated due to their past learning experience and personal learning style by not being told them the rule (Silvia 2008). Seeing it from a different perspective, another possible

explanation might be interconnected with cognitive (L2 learner-user) and linguistic complexity (L2 system), as some learners may have difficulties in understanding several grammatical structures, L1 interference, aptitude or due to their Interlanguage system which has been developed in the process of learning and performing in L2 (Housen and Kuiken, 2009).

4.8.3. Summary of observational checklist -Mixed group

The data collected from the observations of the Mixed group showed that had similar characteristics with the Naturalistic group. However, in the Mixed group, learners experienced some elements of explicit teaching grammar. The atmosphere in the classroom was positive, once again, and learners engaged in most activities enthusiastically due to the exposure of authentic materials, integration of technology and interesting warm-up activities. The rules were presented implicitly and explicitly but briefly to learners and in some cases, this caused some difficulties for low- level learners to understand the rules. This could be due to the limited time they had as well as due to linguistic and cognitive complexity that certain grammatical structure may pose to learners (Housen and Kuiken, 2009). Also, the data collection showed that the success of teaching a grammatical structure inductively or deductively depends on the learner's interest, personal expectation and motivation (Bax, 2003). This outcome is also in line with Erlam (2003) who states that the answer re the effectiveness of any type of grammar instruction "*it depends"* on other parameters such as the syntactic structure, the complexity of the rule or the group of students.

4.9. Researcher's diary

4.9.1. Criteria of researcher's diary

During the process of collecting data from teaching observations, apart from the observational checklist, the researcher kept diaries taking into account the following criteria to capture as many elements as possible while observing:

- How the lesson begins, develops and finishes.
- How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning.
- What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation.
- What kind of resources are used.
- How the teacher explained grammatical features.
- How the learners reacted and responded during the lesson.
- To what extent learners were productive after being taught a particular grammatical structure.
- What were the researcher's feelings about the lesson taught deductively?

4.10. Main Codes from the researcher's diary on Deductive Approach

The following codes emerged from the researcher's diaries in relation to criteria used to evaluate the lessons which were delivered through the use of the deductive approach: starting, middle and finishing point of the lesson, teaching grammar deductively, learners, teacher, researcher's feelings and suggestions, confusion, mistakes, course book, atmosphere, motivation, pace of the lesson, participation,

practice, examples and time (*Appendix 12*). Considering the above codes as well as the nature of the lesson, they seem to be related to theoretical perspectives of cognitive and linguistic complexity, explicit grammar teaching, prescriptive, reference and a few elements of cognitive grammar, declarative knowledge, mechanical and contextualised practice, language awareness, intrinsic motivation and lastly to the notion of accuracy (Housen and Kuiken, 2009; Newby, 2015; Langacker, 1987; Ellis, 2002; Anderson, 1976; Hawkins, 1984; Dornyei, 2001; British Council, 2008; Brunfit, 1984). The following criteria explain the main codes of the deductive grammar teaching which emerged from the researcher's diary:

4.10.1. How the lesson begins, develops and finishes.

The starting point (or the presentation stage) of the lesson based on the deductive approach was conducted through the teaching techniques of representing the grammatical rules deductively and elicitation which can be linked to the theoretical approaches of teaching grammar explicitly, language awareness and declarative knowledge (Hawkins, 1984; Anderson, 1976). Other techniques were grammatical explanation through tables, examples included syntactical explanation and analysis, worksheets, transformations from active to passive voice identifying the subject, verb and object, grammatical terminology using prescriptive and cognitive grammar (British Council, 2008, Langacker, 1987). Thus, a teacher-centred approach was used during these lessons as the teacher led all the activities and provided all the grammatical explanation.

The middle stage (or the practice stage) of the lesson based on the deductive approach were completed through gap filling, predictions, explicit grammar

teaching, underlying grammatical forms, identification and justification of the correct sentence, dialogues and lastly, with discussions among learners using pedagogical and prescriptive grammar as well as declarative knowledge to make students aware about the grammatical structures of prepositions, conditional sentences, passive voice, articles, past simple and past perfect (Anderson, 1976; Thornbury, 1999;). Learners practised the grammatical rules previously taught mostly through the use of mechanical and occasionally through the use of contextual practice (Ur, 1988). Practising, however, the mixed conditional sentences created confusion among learners and needed additional explanation due to cognitive and linguistic difficulty (Housen and Kuiken, 2009).

The finishing point (or production stage) of the deductive approach involved multiple choice exercises, match sentences, quizzes, error correction, gap filling exercises and teacher' feedback. Learners practised the rules and asked to produce their own examples paying attention to accuracy. Once again all these teaching techniques could be linked to pedagogical grammar, declarative knowledge and lastly, the activities were based mostly on mechanical practice (Newby, 2015; Anderson, 1976; Ur, 1988).

4.10.2. How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning.

The activities presented explicitly through controlled practice, in a descriptive way using metalanguage language and linguistic terms in order to explain the grammatical structures aiming at internalising the rules and obtaining mentally the correct representation of a rule. L2 learners' attention was directed towards

grammatical rules and explanation rather than understanding the language and meaning, hence, the meaningful context was absent occasionally. The activities were introduced through grammatical tables, examples included syntactical explanation and analysis, worksheets based on filling the gaps, transformations from active to passive voice identifying the subject, verb and object, grammatical terminology using prescriptive grammar.

4.10.3. What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation?

The teaching techniques and strategies were based on the deductive approach through the explicit representation of the grammatical structure using discussions based on examples, detailed explanations through tables, transformations using syntactical analysis, matching and completing sentences, underlying forms and finding errors using cognitive processes while teaching grammar *(see lesson plans: 23, 24, 25).* The table below shows students' participation in the data collection from the lessons that were based on deductive grammar teaching. Table 18 shows that students participated more in the production stage, this could be due to the fact that they might need more time to digest the grammatical rule and then to put it into practice.

Table 22: Learners' engagement-Deductive Approach

Grammar instruction	**Students' participation: Presentation**	**Students' participation: Practice**	**Students' participation: Production**
Deductive 2nd type of conditional sentences	5	8	12
Deductive Passive Voice: Past Simple	7	4	14
Deductive:	10	8	7

Past simple or Present Perfect			
Deductive: S-V agreement	2	2	6
Deductive: Prepositions of time	7	5	6
Deductive: Revision tenses	Pair work	4	8
Deductive: Articles	4	6	7
Deductive: Conditionals (all together)	11	9	7

Table 23: Lesson Plan/ S-V Agreement

Grammar instruction	**Lessons**	**Participation**
Deductively **Subject Verb Agreement**	**Starting point: Eliciting** The teacher provides a detailed explanation and a hand out with exercises related to subject-verb agreement **Middle stage** The teacher provides a set of sentences to be corrected The teacher provides ways and associates things with the grammatical structure : for example, the government is a collective organisation---it is a thing The teacher uses terminology related to grammar "pronoun", "clause", "subject" **Practice/ Finishing point:** The teacher provided a text with errors to be identified.	2 students 2 students 6 students 9 students in total

Table 24: Lesson Plan/ Prepositions of time

Grammar instruction	Lessons	Participation
Deductive **"Prepositions of time"**	**<u>Starting point:</u>** Explanation + examples of "in, on, at" through the use of the inverted pyramid, different colours and tables. Practice listening prepositions-guess and fill in the gaps Pair work: exchange ideas and compare answers Check: preposition + vocabulary **Finishing point:** Complete the sentences using the correct preposition.-multiple choice	7 students 5 students 6 students 9 students in total

Table 25: Lesson Plan/ Conditional sentences

Grammar instruction	Lessons	Participation
Deductive **"Conditional sentences"**	**Starting point: Eliciting** (if you could plan an adventure holiday, where would you go and what would you do?)- 2 minutes Eliciting vocabulary Introduction the word "if" Introduction of the "possibility meter" Discussion: 30 minutes Finish point: Practice all conditional sentences	5 students 8 students 12 students 14 students in total

4.10.4. What kind of resources was used?

During the intervention, the teacher used materials from the course book called "New Total English" in order to integrate all the language skills including grammar. However, additional online worksheets, pictures, tables and power points were used to teach grammar deductively such as, explanation + examples of "in, on, at" through the use of an inverted pyramid. Throughout these lessons, the teacher used tables included all the conditional sentences with percentages on the possibility of each type and comparisons between L1 and L2, grammatical tables based on articles and active and passive voice aiming at raising students' language awareness about the grammatical structure (Hawkins, 1984).

4.10.5. How the teacher explained grammatical features.

As expected, the lessons encouraged the teacher's centred approach through the deductive approach and a detailed explicit explanation of the rules based on books, additional explanations about grammatical rules, use of terminology and mental connections, internalisation of grammatical rules and associations with examples considering the cognitive process in language learning. The codes of terminology and rules could be related to pedagogical, reference and prescriptive grammar (Newby, 2015; British Council, 2008). However, teaching all the types of conditional sentences deductively through the use of the illustration of a possibility metre (and elicitation) on the whiteboard captured students' attention instantly. This activity could be seen as a possible activity to teach conditional through cognitive grammar. The teacher also combined grammatical structure during the lesson, for

example, while teaching grammar tenses, additional language was pointed out such as S-V agreement. The limitation with teaching grammar deductively is that it focuses mostly on grammatical rules and on the production of accurate language rather than on linguistic meaning, hence, the communicative practice was limited and in most cases was lacking.

4.10.6. How the learners reacted and responded during the lesson.

Learners reacted and engaged positively in this approach by taking notes, asking meaningful questions and answering questions and exchanging their opinions with peer-students re grammatical rules and functions of the grammatical structures, however, did not have time to put the theory into communicative practice. During this process, it appears that all students were highly motivated as they were driven by their extrinsic motivation to do well in course, pass the language test and start either their undergraduate or postgraduate course (Dornyei, 2001). The teacher managed to trigger the students' awareness, more than half of students became familiar with the structure (past simple or present perfect), nevertheless, a few students (3) understood the structure only to a certain extent. Similarly, there were some low-level students (2) who did not understand the difference between active and passive voice given the fact that they could not transform the sentences. Also, they were confused about the grammatical structure of 0, 1, 2 and 3 conditional sentences as they were constantly making mistakes. This could be due to the cognitive and linguistic complexity of the grammatical structures which was likely to affect learners. Therefore, low- level learners needed more explanation and mechanical and contextual practised. Nevertheless, advanced learners were not affected by this

approach as they managed to understand the rules and structure, for example, of the conditional sentences and passive voice. Hence, advanced learners needed less grammatical explanation and more communicative practice. This could either be due to their cognitive ability or due to their previous knowledge.

4.10.7. What were the researcher's feelings about the lesson taught deductively?

The researcher's feelings while was observing deductively the conditional sentences were that students tend to like explanations and connections between shapes and explanations using principles of prescriptive and cognitive grammar (British Council, 2008; Langacker, 1987). The researcher felt that the lesson (prepositions) was interesting at the beginning of the lesson using the inverted pyramid, however, the students were not interested towards the end of the lesson when more formal exercises were given to them based on mechanical practice (Ur, 1988). The researcher also highlighted the need for contextualised and communicative practice as the grammatical structure of a preposition can be very complex for some learners due to cognitive and linguistic complexity (Housen and Kuiken, 2009).

The way that the grammatical structure of articles was taught was too slow according to the researcher's feelings as the teacher talked too much in the lesson. Learners did understand the difference between the articles in writing but in speaking they were making mistakes by not using the correct article or by omitting it, thus, more time needed to acquire this complex structure. The teacher provided some hand-outs with the explanation and examples of using articles but he could simplify it slightly based on pedagogical grammar as it contained too much information (rules,

examples, functions). Also, it seemed that university pre-sessional L2 learners' motivation at this stage was too low while teaching deductively the rules and functions of articles. This might be, once again, due to cognitive and linguistic complexity as well as the teacher's pressure on pre-sessional students to achieve accuracy. However, the teacher used an additional story (personal story) to explain the difference between "a and the"- at this point learners paid more attention, they seemed to like the story and perhaps their teacher's personal story.

Another lesson was based on grammatical tenses, according to the researcher, the lesson was nicely executed, even though was based on a deductive revision, learners had the opportunity to review and practise (mechanical practice) all the tenses together based on different situations through the use of a reference grammar (Ur, 1988). It was a useful lesson and felt that learners really liked too, even though, some of them become a little frustrated with their mistakes. Another observation re a short and informative session in S-V agreement provided an indication that further practice needs to be done as this grammatical structure is important for the ELAS writing exam.

During the data collection from the researcher's diaries, it was suggested by the researcher that using only the course book to teach the 2nd type of conditional sentence is not sufficient for L2 learners to learn the targeted language. A further suggestion was made on the grounds that conditional sentences need to be initially learnt deductively due to their complexity of the structures and then inductively due to the complex and linguistic complexity of the structure (Covitt, 1976). Added to this, the researcher suggested that it might be beneficial for L2 learners to teach the

conditional sentences through the use of tables as it saves time and students can have a better picture of this structure as a whole.

Lastly, the researcher felt that teaching passive voice needs to be done together with an active voice in order to revise both structures and become familiar with the structures. However, learners need to have a good knowledge of the grammatical tenses. The teacher focused during the lesson only on past simple passive. Thus, students can easily hypothesise the wrong structure by thinking that this is the only structure related to passive voice (was told, was sold) if it is not explained correctly highlighting the form in the active voice.

4.11. Codes from the researcher's diary on Inductive Approach

The categories below appeared from the teacher's diaries based on lessons which were delivered through the use of the inductive approach: starting, middle and finishing point of the lesson, explanation, rules, terminology, learners, teacher, researcher's feelings, mistakes, error correction, atmosphere, confusion, lack of vocabulary, time limit (*Appendix 12*). These categories are possibly linked to the teaching theories of cognitive and linguistic complexity, process of consciousness-raising and noticing, declarative and procedural knowledge, pedagogical grammar, intrinsic motivation, contextualised and communicative practice, descriptive and cognitive grammar and the notion of accuracy (Housen and Kuiken, 2009; Ellis, 2002; Schmidt, 1990; Anderson, 1976; Newby, 2015; Dornyei, 2001; Ur, 1988; Langacker, 1987; British Council, 2008). The following criteria explain the main codes of the inductive grammar teaching which emerged from the researcher's diary.

4.11.1. How the lesson begins, develops and finishes.

The starting point (or the presentation stage) of the lesson plan on the inductive grammar was conducted through the teaching techniques of representing the grammatical rules inductively and through the technique of elicitation. For instance, the students had to discuss the following questions based on superstitions and on a set of hypothetical questions. The materials below were used during the experiment with the Naturalistic group.



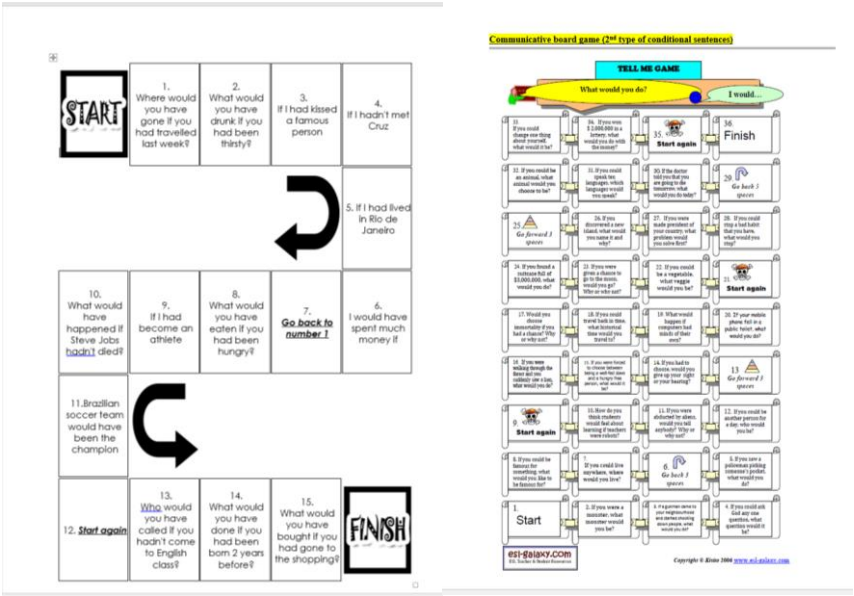
Learning resources 1: Materials used with the naturalistic group

Other techniques were based on watching a video, answering questions based on a set of hypothetical questions and superstitions, matching pictures with sentences and discussing a set of examples during the presentation stage. Cognitive and linguistic complexity was observed through data collection and analysis of this stage given that university L2 pre-sessional students had some difficulties in answering the questions (Housen and Kuiken, 2009).

The middle stage of the lesson (or the production stage) of the inductive grammar instruction, the activities used were based once again on pedagogical teaching as well as on inductive grammar teaching. Several other teaching strategies and techniques used such as the psychological process of noticing to teach the grammatical structures of 1st,2nd and 3rd types of conditional sentences, passive voice and future tenses (Schmidt, 1990; Anderson, 1976). The activities that used were based on contextualised practice (Ur, 1988). Different reading passages and song lyrics were used to teach the conditional sentences *(Appendix 19).* The first reading passage was based on America superstitions (type 1 of conditional sentences), song lyrics (If I were a boy) was used to teach the 2nd type of conditional sentences and lastly, a story based on "Sarah's bad morning" was used to teach the 3rd type of conational sentences.

The finishing point (or the production stage) of the inductive grammar teaching was completed with activities based on the psychological process of noticing as well as on contextualised and communicative practice (Schmidt, 1990; Ur, 1988). The activities which were used were based on communicative board games (see below), playing Kahoot (a game-based learning platform which provides fun learning quizzes), (writing a set of superstitions and completing a table based on

passive voice (no previous explanation provided).The aim of these activities was to improve communicative competence through inductive teaching.



Learning resources 2: Communicative board games

4.11.2. How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning.

The activities presented implicitly based on contextualised and communicative practice through the examination and analysis of examples, discovering in this way the grammatical rules by themselves using mostly an authentic language context aiming at making the rule more memorable *(see lesson plans: 27, 28 and 29).* Students were encouraged to identify the rules through the method of noticing using puzzles, cards, pictures, videos, songs, communicative board games, articles, interactive games (Kahoot), matching sentences and producing language based on language which was taught inductively through the use of descriptive and cognitive grammar (British Council, 2008, Langacker, 1987).

4.11.3. What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation.

The teaching techniques and strategies were based on the inductive approach through the implicit representation of the grammatical structure using discussions based on examples using a great degree of cognitive depth and analysis based on authentic language and texts. Table 22 shows students' participation during the data collection from inductive grammar teaching. As can be seen from the table, students participated more in the presentation and production stage as they topic were interesting and pleasant, such as to talk about hypothetical situations and superstitions or in the production stage in which they played communicative games.

Table 26: Learners' engagement- Inductive Approach

Grammar instruction	**Students' participation: Presentation**	**Students' participation: Practice**	**Students' participation: Production**
Inductive The 1st type of conditional sentences	1 7	1 7	18
Inductive The 2nd type of conditional sentences	10	7	10
Inductive The 3rd type of conditional sentences	5	6	8
Inductive Passive Voice: Present Simple	13	10	8
Inductive: Passive Voice	10	8	7
Inductive: Future tenses	7	7	9
Inductive Prepositions of place and movement	5	9	10

Table 27: Lesson Plan: Conditional sentences (1)

Grammar instruction	**Lessons**	**Participation**
Inductively **"1st type of conditional sentences"**	**<u>Starting point:</u>** Discussion about superstitions. Answer a set of questions: *"what will happen if you see a black cat"* Practice comprehension reading about "American Superstitions" + Answer questions Old English superstitions: Match the pairs of sentences **Finishing point:** Speaking activity: Make a list of superstitions that you know	17 students 17 students 18 students 20 students in total

Table 28: Lesson Plan/Conditional sentences (2)

Grammar instruction	**Lessons**	**Participation**
Inductively **"2nd type of conditional sentences"**	**<u>Starting point:</u>** Discussion about hypothetical situations. Answer a set of questions: *"what would you do if you won the lottery"* **Practice listening to a song** "If I were a boy"-Fill in the gaps in the lyrics **Finishing point**: • Play a communicative board game: *What would you do?* • Play Kahoot (An interactive online game)	10 students 7 students 10 students 11 students in total

Table 29: Lesson Plan/Conditional sentences (3)

Grammar instruction	Lessons	Participation
Inductively **The 3rd type of conditional sentences**	**Starting point: Eliciting** The teacher elicits about regrets The teacher provides a set of pictures Students need to put the pictures in the correct order and then predict the story Check students versions 2nd stage The teacher provides a set of paragraphs (the story) Students need to put the story in the correct order Students need to identify all the problems of the story and say *"what would have happened if Sarah had awakened on time"*-they need to produce sentences using the 3rd type. **Finishing point:** Communicative board game:3rd type	5 students 6 students 8 students 11 students in total

4.11.4. What kind of resources are used?

During the intervention, the teacher used his own materials and power points to teach grammar inductively. All the activities were based on pair work or group work projects. Additional online worksheets, pictures, authentic articles, cards, problem-solving activities, YouTube and group discussions were used to teach grammar inductively aiming at developing students' communicative competence (Hymes, 1972). The teaching did not use any materials from a course book while teaching grammar inductively. Also, this kind of resources aimed at developing a language based on the contextualised and communicative practice as well as increasing pre-sessional students' intrinsic motivation (Dornyei, 2001; Ur, 1988).

4.11.5. How the teacher explained grammatical features.

The teacher used the inductive approach to explain the grammatical structure through authentic materials without providing any further explanation given that this approach is much more learner-oriented, developing in this way learners' declarative knowledge and making them notice the grammatical structure (Anderson, 1976; Schmidt, 1990). The atmosphere and the teaching environment were positive and the teaching was conducted through the use of the Communicative teaching approach. The teacher's duty was mainly to facilitate the communication among learners (talked less and listen more), provide the task, explain, elicit and guide learners to complete the task, motivate them and test them in the end to check their understanding. Added to this, the teacher acted as an adviser while giving information about learners' answers by providing and suggesting alternative solutions. The use of terminology and rules, as mentioned previously, was absent, instead, the teacher used a variety of examples involving the students' cognitive processes by building up an appropriate context in which the meaning of the grammatical rule is not vague and by eliciting as the main focus of this type of grammar instruction is on identifying the meaning of the target structure. Noticing the grammatical structure and rules through the use of examples helped students discover the function and rules through a sequence of steps and association of ideas. For instance, the 3rd type of conditional sentences was taught through "Sarah's story". Students were asked to identify all the past events, then talk about regrets and lastly were asked to imagine "what would have happened if Sarah had a different morning". The teacher helped the students to deduce the form and meaning without providing the rules using the technique of noticing as well as some

elements of cognitive grammar (Schmidt, 1990; Langacker, 1987). Another interesting observation was the fact that the teacher taught future tenses inductively, both teacher and students managed to analyse the sentences deeply without using any terminology or rules promoting the use of cognitive grammar. One limitation of teaching grammar inductively is that learners may hypothesise the wrong rule or become frustrated due to previous learning teaching.

4.11.6. How the learners reacted and responded during the lesson.

Learners reacted completely different as opposed to those who learnt grammar through the deductive approach. They engaged actively and were active during lessons while the teacher was using demonstrations, objects, videos and pictures focussing on the discovery of the rule and communication (through the process of noticing) rather than on language forms (Schmidt, 1990). Learners learnt to interact and negotiate between themselves, other learners and the learning process which led them to become more independent through the use of contextualised and communicative practice (Ur, 1988). During teaching the 1st and 2nd type of conditional sentences, learners engaged enthusiastically focussing on fluency as well as using their intrinsic motivation as learners naturally enjoyed the online games and activities used (Dornyei, 2001). However, during the lesson of teaching active and passive voice inductively, low-level learners remained silent and confused and did not ask any questions or any clarification of the target structure indicating that there was an issue related to cognitive and linguistic complexity (Housen and Kuiken, 2009). Thus, low-level students needed more clarification of the grammatical structure. Advanced learners, however, were not affected by this approach as they managed to comprehend and discover the rules deductively. This

is possibly linked to the context approach as educators need to take into account the whole context and learners' expectations while teaching (Bax, 2003). One limitation with this teaching grammar inductively was that five students were constantly making mistakes while using the 3rd type which may indicate that they hypothesised the wrong rule or could be linked to linguistic complexity (Housen and Kuiken, 2009).

4.11.7. What were the researcher's feelings about the lesson taught inductively?

The researcher's feelings while was observing inductively the grammatical structures of passive voice and future tenses were the following. Four students could understand the transformations from active into passive to a certain degree. They did not have any difficulty in transforming sentences using past simple, present perfect and past perfect. However, some difficulties were observed while trying to transform using present simple and continuous, past continuous and future tenses. Also, in another lesson based on future tenses, 3 learners could not understand the difference between the present continuous, future simple and going to. This could be interpreted as the result of cognitive and linguistic complexity, the limited time they had to discover, notice and put it into practice the target structure as well as the lack of controlled practice (Housen and Kuiken, 2009; Ur, 1988). Similarly, while teaching the 3rd type of CS, it seemed that advanced students understood this particular type and were more confident, however, they needed additional time to practise it in real life situations. In contrast, low-level students needed to revise the grammatical tenses and irregular verbs and then move to this complex structure. Once again, this could be due to limited time and to cognitive and linguistic complexity referring to low-level students.

Teaching prepositions and the 1st type of CS, the research felt that some learners learnt and some others refreshed their grammatical knowledge of prepositions. It was an interesting, informative and fun lesson full of interesting exercises. Learners were not felt anxious or nervous during this lesson, they worked really well together by exchanging ideas. The question is, however, to what extent learners will be using correctly these prepositions and the 1st type of CS while speaking and writing?

While observing the lesson of the 2nd type of CS, the researcher felt that only a few learners (4) managed to construct correct sentences, most of the students were making minor mistakes by using 'will' instead of 'would' and some others did not use the second type at all. This indicates that more practice needs to be done based on controlled practice. It was interesting to observe that even though the teacher was emphasising the word 'would', the students could not hear it, hence, not notice it. The researcher felt that it could have been very useful and beneficial if the teacher had provided and explained very briefly the form, rule and the functions of using the 2nd type of conditional sentence focusing on the meaning and form, thus, using prescriptive and cognitive grammar simultaneously.

4.12. Main codes of researcher's diary based on Mixed (Inductive/Deductive) Approach

Throughout the data analysis, similar codes emerged: starting, the middle and finishing point of the lesson, learners and learners' questions, teacher, terminology, rules and explanation, researcher's feelings, mistakes, practice, participation, combination of grammatical structures cognitive ability, confusion, examples and atmosphere *(Appendix 14).* These codes are most likely related to teaching theories of cognitive and linguistic complexity, pedagogical grammar, explicit grammar,

implicit and explicit grammar teaching, mechanical, contextualised and communicative practice, declarative and procedural knowledge, descriptive and cognitive grammar and lastly L1 interference (Housen and Kuiken, 2009; Newby, 2015; British Council, 2008; Ur, 1988; Anderson, 1976; Langacker, 1987; Ellis, 1994). The following criteria explain the main codes of the Mixed methods used to teach grammar which emerged from the researcher's diary.

4.12.1. How the lesson begins, develops and finishes.

The starting point of the Mixed types of grammar teaching was carried out through the teaching techniques of representing the grammatical rules inductively which can be connected to theoretical perspective of descriptive and cognitive grammar and declarative knowledge (British Council, 2008; Langacker, 1987; Anderson, 1976). The main characteristic of this stage was the method of elicitation (inductively) based on a set of sentences or questions. Other techniques were based on watching videos, answering questions based on a set of hypothetical questions and using pictures and headings of an article to predict while teaching passive voice, past simple and present perfect, 2nd and 3rd type of conditional sentences and countable and uncountable nouns.

The middle stage of the Mixed types of grammar teaching was based on explaining passive voice deductively through pictures and practising exercises from the course book, underlining the 2nd type of CS from a reading passage, putting a story in correct order, filling gaps, eliciting and explaining rules deductively and briefly using descriptive, prescriptive , cognitive and pedagogical grammar, implicit and explicit grammar teaching, mechanical and contextual practice as well

as procedural and declarative knowledge (Anderson, 1976; Langacker, 1987; Ur, 1988; British Council, 2008; Newby, 2015).

The finishing point of the Mixed grammar instructions involved practising writing using the 3rd type of Conditional sentences, filling the boxes based on different quantifiers and questions (Countable and uncountable nouns), practising transforming sentences from active into passive voice, memorising and dictating the story to another student (tenses). These teaching techniques could be interrelated to procedural and declarative knowledge as well as to controlled and contextualised practice (Anderson, 1976; Ur, 1988).

4.12.2. How the activities presented and introduced based on a different type of grammar instruction influence teaching and learning.

The activities presented implicitly and explicitly through controlled and contextualised practice through the examination and analysis of examples, using mostly an authentic language context aiming at making the rule more memorable. However, the teacher used linguistic terms in order to explain the grammatical structures briefly aiming at internalising the rules and obtaining mentally the correct representation of a rule *(see lesson plans: 31, 32 and 33).* Students were initially encouraged to identify the rules using pictures, videos, articles, matching sentences and producing language based on language which was taught inductively through the use of descriptive and cognitive grammar (British Council, 2008, Langacker, 1987). Having said that the grammatical rules were explained deductively and briefly through the use of worksheets based on filling the gaps, transformations from active to passive voice, memorising and dictating using prescriptive grammar (British Council, 2008).

4.12.3. What teaching techniques and strategies are used during the lesson and what was the level of learners' engagement and participation.

The teaching techniques and strategies were based initially on the inductive approach through the implicit representation of the grammatical structure using discussions based on examples using a great degree of cognitive depth and analysis based on authentic language and texts followed by the explicit representation of the grammatical underlying forms and finding errors using cognitive processes as well as using communicative tasks. Table 26 shows that students participated more in the production stage as the activities were based on developing procedural and declarative knowledge as well as on controlled and contextualised practice (Anderson, 1976; Ur, 1988).

Table 30: Learners' engagement- Deductive/Inductive Approaches

Grammar instruction	**Students' participation: Presentation**	**Students' participation: Practice**	**Students' participation: Production**
Deductive-Inductive The 2nd type of conditional sentences	15	15	15
Deductive-Inductive The 3rd type of conditional sentences	3	8	8
Deductive-Inductive Passive Voice	11	14	10
Deductive-Inductive: Past Perfect-Past Perfect Continuous, Past Simple or Present Perfect	5	10	12
Deductive-Inductive Countable and Uncountable nouns	7	4	8

Table 31: Lesson Plan: Passive voice

Grammar instruction	**Lessons**	**Participation**
Inductively Deductively **"passive voice"**	**Starting point:** Elicit questions related to Titanic by watching a video + vocabulary such as "iceberg, sang, hull" through pictures. 1. Read a text about Titanic + answer questions. 2. Learners were asked to highlight all the verbs in the passive voice 3. Discussion about the difference between active and passive voice through the use of an example: "*Titanic was built in 1912 versus They built Titanic in 1912"* The teacher demonstrated deductively how to transform sentences on the whiteboard. Finishing point: • Practice transforming sentences from active into passive voice. • Test learners' knowledge	11 students 14 students 10 students 22 students in total

Table 32: Lesson Plan/ Conditional sentences (2/3)

Grammar instruction	Lessons	Participation
Inductively-deductively **Conditional sentences 2nd (revision) and 3rd**	**Starting point:** Eliciting "Where would you go to buy a scratch card" Teacher's talk A story about David and Matthew using present simple(he goes for a walk every day and buys a scratch card) "What would you do if you won the lottery? Watch a video- Answer questions David would do such a thing? **Middle stage** Was the right thing to do to lie to David? So, if Matthew had not lied to David…. Provide the rules briefly **Practice**-Handout:3rd type of conditional sentences **Finishing point:** *Practice writing* Can you think of something you should not have done in the last month? Use the 3rd type to add more details.	3 students 8 students 8 students 15 students in total

Table 33: Lesson Plan/conditional sentences (2)

Grammar instruction	Lessons	Participation
Inductively-deductively **The 2nd type of conditional sentence**	**Starting point:** Eliciting "If you had the opportunity to explore a new country, which one would it be and why? How likely is it to go travelling? Mind mapping activity (map with four countries) Where would you live, if you went to..? Who would you meet? What would you eat if you went to? **Middle stage** Provide the rules briefly Underline the grammatical structure from a reading passage **Finishing point:** *Practice writing*	15 students 15 students 15 students 15 students in total

4.12.4. What kind of resources are used?

During the intervention, the teacher used his power points and worksheets to teach grammar using both types of grammar instruction. All the activities were based on pair work or group work projects using worksheets, pictures, authentic articles, cards, problem-solving activities YouTube, group discussions followed by a brief explanation of the grammatical rules promoting the cognitive grammar. The teacher did not use any course book while teaching passive voice, conditional sentences, tenses and countable and uncountable nouns.

4.12.5. How the teacher explained grammatical features.

The teacher, initially, used the inductive approach to explain the grammatical structure through authentic materials without providing any further explanation developing in this way learners' declarative knowledge and making them notice the grammatical structure through the use of the communicative approach. Nevertheless, the teacher did explain briefly the grammatical rules after introducing the lesson inductively through the use of terminology and mental associations (Anderson, 1976; Schmidt, 1990). Throughout this process, pre-sessional students were taught in this way so as to notice the grammatical structure and then internalise it using the teaching approaches of pedagogical cognitive and prescriptive grammar, explicit and implicit grammar teaching, activities also used based on developing procedural knowledge and mechanical practice (Anderson, 1976; Langacker, 1987; Ur, 1988; British Council, 2008; Newby, 2015).

4.12.6. How the learners reacted and responded during the lesson.

Learners from the Mixed group had the opportunity to practise both types of grammar instruction while learning grammar during the intervention through the theoretical perspectives of mechanical, contextualised and communicative practice (Ur, 1988). Learners reacted positively in this approach by taking notes, asking questions and exchanging their opinions with peer-students re grammatical rules and their functions and had the opportunity to put the theory into communicative practice. Learners were very enthusiastic and engaged positively about the topic of Titanic by asking many questions. After reading the text and answering the questions , learners were asked to highlight all verbs in passive voice using their procedural

knowledge (Anderson, 1976). Most of the learners understood the process of transforming sentences, four students were confused as they were trying to figure out the grammatical structure in their L1. The code of confusion could possibly be due to L1 interference or due to the process of noticing (Schmidt, 1990; Ellis, 1994;). Added to this, while teaching the grammatical structure of passive voice, only 5 students wrote the explanation on their notebooks .In a different lesson (3rd type of CS) students were asked to put the story in order. Nevertheless, three students were struggling to construct the 3rd type. One student asked her fellow student whether this type is used for past or not. Another student, even though the form and function were on the white-board, struggle to form sentences using the 3rd type, this could be a result of linguistic and cognitive complexity (Housen and Kuiken, 2009). In the end, advanced learners produced correctly sentences whereas low-level learners were making mistakes which show that advanced learners are not affected by any approach. The code of mistakes might occur due to the high expectation of achieving accuracy and due to linguistic complexity (Brunfit, 1984;Housen and Kuiken, 2009).

4.12.7. What were the researcher's feelings about the lesson taught through the combination of both types?

The researcher's feelings while was observing the lesson of countable and uncountable nouns was that the majority of learners understood the different qualifiers, however, students needed more practice, this could be due to the linguistic complexity that countable and uncountable nouns pose (Housen and Kuiken, 2009). Similarly, teaching the grammatical structure of passive voice, the researcher felt that all learners understood the rule while transforming sentences but

they needed additional (contextualised or communicative) practice as they have to memorise the grammatical forms and structures from each voice. Three advanced learners participated intensively while teaching passive voice. This perhaps is an indication that not many learners knew about the distinction between active and passive voice. Interestingly enough, the teacher deal with additional language points such as S-V agreement and grammar tenses while teaching the passive voice through the use of Mixed approaches.

Teaching four grammatical tenses in one lesson through the Mixed approach was challenging as the researcher felt that students could not complete the sentences without revising or having the explanation to start with, therefore, teaching 4 tenses inductively was overwhelming for learners. The teacher needs to focus only or two grammatical tenses at the time not on four while teaching grammar inductively due to cognitive and linguistic complexities of the targeted structures. Added to this, students' participation was low while teaching the tense of past perfect continuous, this could be once again due to linguistic complexity given that L2 students do not use very often this particular tense.

Lastly, considering the length of the course (12 weeks) the teacher could have spent the time more wisely as other skills needed to be practised. Perhaps, the deductive approach could have been more useful for this group to teach the conditional sentences considering the purpose and the duration of the course. Another observation that needs to be made is the fact that pre-sessional students need to learn the conditional sentences starting with the zero or first and then move to the second and third. Starting teaching conditionals from the second type, this may cause some problems as not all students have the cognitive and grammatical

ability to know about the conditional sentences whether this has to do with the importance of the structure or with the knowledge of L1. This could be the result of pedagogical grammar, explicit grammar, linguistic complexity and L1 interference (Ellis, 1994; Newby, 2015; Housen and Kuiken, 2009).

4.13. Combination of deductive and inductive approaches in language learning.

There are certainly many different ways of teaching grammar through deductive or inductive approaches. For instance, teaching grammar can be done through explicit representation of a grammatical structure (learners are aware of what they are learning) or it can be done implicitly (learners are not aware of what they are learning). Teaching grammar can also involve the development of either declarative (knowledge about linguistics forms) or procedural knowledge (knowledge of how to do something). Many researchers and educators believe that implicit/procedural learning leads to the development of communicative competence, however, they also recognise that explicit/declarative knowledge plays a significant role in helping learners to notice and observe salient features of language input in academic discourse, such as, writing an essay which allow them to plan and monitor (Tomlinson, 2011).

Several studies have shown that the deductive approach is a little more efficient compared to the inductive approach (Noris and Ortega, 2000). Conversely, others indicated that the inductive approach is more effective as the acquisition of the grammatical structures last longer (Ellis, 2010). Even though the controversy continues about the best approach, most educators and researchers indicate that focus on form together with meaning is the most effective technique of acquiring a

language than paying attention to the mere meaning or mere form (Larsen-Freeman, 2003).

Hence, in order to reach conclusions about each type of grammar instruction, a number of characteristics should be taken into account. Firstly, the success of teaching depends on selecting the most appropriate approach based on students' profile, learning styles and needs (Bax, 2003). The teachers should consider whether their goal is to make learners aware of the grammatical rules or to guide them to discover the rules by themselves using the student-centred approached. Added to this, the success of grammar teaching relies on the combination of methods and procedures as well as on the teachers' ability to create a positive atmosphere in the class. Therefore, learners should focus on both forms and meaning depending on their own personal choice of learning (Larsen-Freeman, 2003). Lastly, it can be concluded that educators should take into consideration both approaches to grammar instruction so as to achieve positive and constructive results.

4.14. How cognitive grammar can be used in the classroom

The most obvious finding to emerge from the analysis is that some principles of cognitive grammar together with prescriptive grammar can be used in EAP contexts. One question that needs to be asked is how to incorporate elements of cognitive grammar in classrooms so as to improve the traditional teaching practices and help learners to use their mental processes actively through the use of the meaningful practice. Teaching conditional sentences, as previously stated, is one of the most challenging and complex grammatical structures cognitively and

linguistically as they have many different meanings that are conveyed through the use of different forms and structures (Ramirez, 2005).

The researcher proposes the following activities based on conditional sentences in order to integrate elements of cognitive linguistic analysis into EAP classrooms *(Appendix 18).* To begin with, learners need to view conditional sentences as unique syntactic construction that is contained linguistic elements such as verb tense and the formation of clauses which both work together in order to determine the meaning and type of conditional sentences. Taking a step further, making predictions about the future is one of the prime functions of conditionals in which learners need to use their cognitive function of imagining the future, this is a fundamental part of human cognitive activity in accordance with Dancygier (1998). This cognitive ability will engage humans to use their mental processes and make decisions and discuss cause-effect patterns. These natural reasoning processes allow learners to choose one scenario over another using the appropriate linguistic elements required for the given context. Moreover, the prediction process is going to be successful only through the use of an alternative outcome, thus, using alternatives is a vital element presented in all conditional sentences. The procedure of analysing two or more alternative outcomes while predicting is at the central of analysing the meaning of conditional sentences, aiming at capturing the precise relation between cause and effect patterns. When considering alternatives, it is vital for the speaker to take into account the background knowledge of the situation which will help towards the composition of the possible scenario using specific linguistic means (*Appendix 18*). In addition to all these, using videos and visuals, whenever possible and appropriate help learners expand their cognitive linguistic

ideas. All these teaching techniques will be explained more analytical in the following section.

4.14.1. Lesson: conditional sentences using cognitive grammar

The following learning materials were adapted based on Jocobsen's (2012) quasi-experiment on conditional sentences. She used three groups in her study, the cognitive, task-supported (two treatment groups) and the control group that did not receive any instruction.

The lesson begins by exploring learners to the linguistic components of how language is organised emphasising the compositional nature of language. Learners will be introduced to this concept through the use of puzzle pieces. Each piece represents the main domains of language: phonology (speech sounds), semantics (use of words), grammar (system of rules of a language), morphology (the study of words), syntax (structure of a sentence), and pragmatics (use of language). When the puzzle pieces are connected properly together and make one whole, it resembles how the structure of a particular language is organised in order to produce complex sentences. Then, learners will be asked to reflect upon and share their ideas based on what they know about the conditional sentences. This step will help toward expanding the background knowledge needed for the analysis of the sentences, as well as addressing areas and issues that may be possibly highlighted during this task.

After that, students will be asked to discuss the functions of conditional sentences by making predictions and establishing cause and effect relations. Before analysing the grammatical components of conditional sentences, learners will be watching a video based on *"What would have happened if Titanic had not sunk"*.

At this stage, the instructor will elicit and brainstorm answers based on the above question. The purpose of this video is to make learners think about the conditional sentences in terms of the reality of the film they all are familiar with and be able to refer concrete terms when considering the functions of conditional sentences.

The next stage is to highlight the structure if conditional sentences, if–clause and the main-clause, and discuss the grammatical rules that are aware of. More emphasis will be given on exploring aspects that were not addressed properly in the past. Then, learners will be given additional pictures and asked them to make speculations about the possible outcomes of actions indicated through these pictures. The focal point of this task is to reinforce learner's understanding that language resources of each language provide learners with a specific range of linguistic tools to code such outcomes and then adjust them accordingly so as to match the desired message. The main purpose of the first part of the presentation is to make students aware of the main principles of cognitive linguistics in order to perceive the grammatical structure being taught in a conclusive manner.

During the second part of the presentation, students will be asked to identify the differences between *"If Maria finds the book, she will bring it in class"* and *"If Maria found the book, she would bring it in class".* Each sentence will be analysed using the speaker's background knowledge, for instance, what information makes sense and is it true based on the conditional scenarios? After discussing the background knowledge, students will be asked to elaborate and highlight the implications of the two scenarios. They need to think about what scenario is more realistic, provided that a final output phrase is already provided, thus, the learners

can choose the appropriate linguistic tools to highlight a particular meaning *(Appendix 18).*

Next, learners will be asked to discuss the speaker's background knowledge and the two possible scenarios of the following set of phrases: "*If she fails the exam, she will not go to university"*, and *"if she had failed the exam, she would not have gone to university".* This time learners will lead the discussion and not the instructor. Then, students will be given a detail description of a cognitive chart to follow in order to internalise the information and make a decision based on the given situation (Jocobsen's, 2012). To sum up, the following mental steps need to be taken into account by learners in order to complete the task using their cognitive skills:

1. Think about background knowledge.
2. What is the possible time of condition?
3. What is the possible time of result?
4. Choose the correct tenses.
5. Check if the sentence makes sense.

Finally, learners will be given an additional exercise through the use of cognitive consciousness-raising task. The exercise contains a set of sentences. Learners need to use their background knowledge and build a picture of reality each picture portrays. At the same time, they need to use the cognitive flowchart and think about the tenses and other indicators provided by each statement. At the end of the lesson, learners will be given a table with all the conditional sentences including examples, functions and level of probability.

4.15. Simplification of grammatical rules.

These days, L2 learners in Higher education need to learn English and improve their language and academic skills very quickly as they are required to produce a plethora of assignments with limited time. On top of that, L2 learners face more problems in terms of communicating clearly and efficiently in writing. The most challenging part in learning English is not the grammatical rules but the fact that there are so many exceptions to the rules, thus, it is difficult for L2 learners to retain and remember all the grammatical rules. Suggestions will be made in this section in order to identify a number of ways to simplify grammar which may help learners to understand the grammatical principles of academic writing.

One approach which can be taken to simplify the grammatical rules is to prioritise and focus mostly on the grammatical structures needed for the production of academic prose. There is a large volume of published studies and research-based recommendations describing different ways to prioritise what grammar to teach (Hulstijn, 1995; Swan, 2002; Ellis, 2006; Folse, 2016). As stated by Michael Swan "grammar points in the course book may not all be equally important for a particular class" (2002, p. 148). Swan (2002) provides two reasons for prioritising grammar based on comprehensibility and social acceptability. Moreover, Ellis (2006) highlights that teaching the entire range of grammatical structures may not be appropriate or essential for instruction, the selection of grammar for teaching should be based on "cognitive difficulty". Ellis believes that learners need to be taught grammatical forms that differ from their L1 as well as teaching marked forms (words are changed to give a special meaning) instead of unmarked forms (normal meaning). However, Ellis believes that there are some limitations with these

principles for grammar choices as little is known about many crucial cognitive variables that critically affect L2 learning. A different approach was proposed by Hulstijn (1995) who argues that the instructor should teach only difficult, complex or lexicalised grammar rules and allow learners to acquire accessible grammar structures by themselves without explicit instruction. In 2016, Folse proposed a number of procedures for instructional decisions based on determining what to teach and in what L2 learning contexts, taking into account the teacher's decisions on what, how and when to teach it, how to practise and test it without forgetting "learner needs".

Teaching grammar to twelve weeks pre-sessional students in higher education is challenging, thus, the following ways will be proposed by the researcher in order to simplify the way of teaching grammar constructions essential in academic writing. The first grammatical structure that L2 learners need to be taught is the sentence construction as it is relatively easy to teach due to word order (SVO) and phrase construction, even though there are more possible variations of this structure. For example, most singular countable nouns take an article or every sentence must have a verb so as to be grammatically correct. Secondly, the teachers need to simplify the process of teaching grammar tenses by focusing mostly on the writing conventions needed for academic writing. While writing an academic essay, not all tenses are needed, for instance, background information is written in present tense while reporting research findings are described in past simple or present perfect tenses (Reid, 2000). Thus, the simple present and past simple tenses and present perfect in active and passive voice need to be taught in conjunction with the subject-verb agreement (McCarthy, 2001 and Swales and Feak, 2012). The usage of passive

voice in academic discourse plays an important role, hence, L2 learners need to become aware. Progressive tenses, on the other hand, are not used very often in academic texts, thus, less attention can be paid on these structures. Added to this, future perfect and future perfect progressive as well as past perfect and past perfect progressive in active and especially in passive voice are hardly found in academic writing (Hinkel, 2002a). Passive voice constructions are essential in academic prose, however, the focus should be only on those that are strongly using formal texts. However, the findings of this discussion have important implications on students' learning awareness and teaching practices. Prioritising and teaching grammar tenses which are only related to EAP writing (present simple, past simple, present perfect and future simple) might affect students' perceptions as they might generalise and assume this type of language is used in all contexts (academic and non-academic contexts). Excluding particular grammar tenses (present continuous, past continuous) it may lead students believe that these tenses are insignificant and therefore will not be used or studied extensively. Therefore, EAP teachers need to emphasise the importance of all tenses and its use but that needs to be done according to students' learning requirements.

4.14. Conclusion

In this chapter, the results of pre and post-test, the questionnaire, observations, interviews and the researcher's diary were analysed and discussed. The results obtained from the experimental data showed progress was made in all pre-sessional classes in learning grammar after the experiment. However, significant differences in students' performance between methods of instruction were observed only between the Mixed and Formal groups. Also, it answers the second research question that there is a relation between the students' perception and their performance, considering the students' active participation in the production stage as well as their performance where the majority of them (across all groups) performed better in the post-test.

The results of the questionnaire indicated that the deductive approach in teaching grammar is still in favour, however, university L2 pre-sessional students need to experience other teaching ways. It seems that combining rules, examples and teaching grammar in context may result in learning grammar effectively and efficiently. Hence, there is a place for both instructional approaches in pre-sessional classes.

Moreover, the results obtained from the observations indicated that the main focus of teaching grammar inductively was primarily on the meaning through the use of communicative and task-based activities, all grammatical points were introduced and highlighted implicitly by the teacher through examples without any grammatical explanation and lastly discovered through context. Alternatively, teaching grammar deductively was conducted through the explicit representation of grammatical structures and linguistic terms, making the lessons difficult to follow

at times. It appeared that learners need more time to complete gap filling exercises or to understand the grammatical point presented deductively. Regarding the Mixed group, the focus was mostly on meaning; nevertheless, there were some elements of explicit teaching grammar observed, all the grammatical points introduced implicitly and then before the production stage the teacher explained briefly and explicitly the rules, however, in some cases, learners found it difficult to understand the grammatical rules being introduced.

Considering the data which were emerged through the process of coding from the interviews as well as the teacher's diary and notes, it seems that most of the codes detected are primarily related to theoretical perspectives of cognitive and linguistic complexity which focus on L2 learner-user and the difficulty that linguistic forms pose in the process of learning and performing in L2 regardless the grammar instruction used in language learning. Furthermore, based on the analyses, the codes are most likely associated with the teaching theories of pedagogical and cognitive grammar, implicit and explicit grammar teaching, mechanical, communicative and contextualised practice, declarative and procedural knowledge, descriptive and prescriptive grammar, the process of consciousness-raising and noticing, language awareness, L1 interference, intrinsic motivation and lastly the notion of accuracy. The next chapter will discuss the results, limitations, pedagogical implications, and suggestions for further research.

4.15. Summary of the main findings

Table 34: Summary of the main findings

Pre-Post-Tests	1. The results showed progress was made in all classes in learning grammar after the experiment. 2. However, significant differences in students' performance between methods of instruction were observed only between the formal and Mixed groups.
Observation Checklist and notes	The results indicated that: 1. Teaching grammar inductively: The main focus of was primarily on the meaning through the use of communicative and task-based activities and examples without any grammatical explanation 2. Teaching grammar deductively : It was conducted through the explicit representation of grammatical structures and linguistic terms, making the lessons difficult to follow at times. Thus, more time is needed to comprehend the grammatical structure. 3. Teaching grammar using both approaches: The focus was mostly on meaning; nevertheless, there were some elements of explicit teaching grammar observed before the production stage, however, in some cases, learners found it difficult to understand the grammatical rules being introduced.
Interviews	1. The codes of the interviews are related to cognitive and linguistic complexity which focus on L2 learner-user and the difficulty that linguistic forms pose in the process of learning and performing in L2 regardless the grammar instruction used in language learning
Questionnaire	1. The results of the questionnaire indicated that the deductive approach in teaching grammar is still in favour, however, learners could benefit from other ways of teaching grammar according to the findings of the current study.
Researcher's diary	1. The codes emerged for the diary are associated with cognitive and linguistic complexity.

CHAPTER V: CONCLUSION

5.1. Conclusion

In conclusion, the present quasi-experimental study was designed to explore which type of grammar instruction (inductive, deductive and the combination of both types) produces better results in terms of teaching EAP grammar to pre-sessional students in an academic context which is essential for producing an academic text required for the ELAS writing exam. Also, the current study investigated whether the explicit knowledge of grammar helps pre-sessional students produce an academic essay and if there is a place for the inductive approach in teaching grammar to pre-sessional students while they are developing their writing skills. Furthermore, it focused on how university pre-sessional learners perceive their learning of English grammar through the use of inductive and deductive approaches in EAP contexts.

Some educators and researchers strongly believe that grammar teaching is an essential component in teaching a language, however, others opposed to this. This controversy has resulted in formulating various teaching methods, thus, created a dichotomy which is connected with the processes of teaching grammar inductively (Krashen, 1985; Kuder, 2009; Ke, 2008; Scheffler, 2010; Gorat and Prijambodo, 2013; Alzu'bi, 2015; Anani, 2017) versus deductively (Selinger, 1975; Younie, 1974; Pienemann, 1988; Schmidt, 2001;Anderson, 1990; Lee and VanPatten, 1995; Mountone, 2004;Nazari, 2012; Mallia, 2014; Sik, 2015, Amirghassemi, 2016).

The focal point of both types of grammar instruction is to teach grammar but in different ways, the deductive teaching is considered to be descriptive and traditional whereas the inductive can be characterised as an experiential teaching process. The

outcome of the research questions presented important evidence to support the effects of both types of grammar instruction on teaching six grammatical structures for university L2 pre-sessional students. Based on the obtained results, it seems that university pre-sessional L2 students learn more efficiently when they are exposed to either deductive or both types of grammar instruction. Using only the inductive approach, however, might be challenging to a certain extent, as pre-sessional L2 learners who have different learning abilities, needs and educational background need more time to discover the rules by themselves (Silvia, 2008). This, however, does not mean that there is not a great number of educators who choose to teach grammar through the inductive approach. Consequently, the decision of choosing the most appropriate type of grammar instruction derives from learners' individual profile, needs, teaching setting and objectives of the course in order to increase the success of teaching and learning grammar through any type of grammar instruction.

The current research has identified that the main distinction among the inductive and deductive teaching relies on lesson procedures, cognitive and linguistic difficulty, use of metalanguage used to teach a particular grammatical structure and learner's/teachers roles during the lesson. Therefore, a combination of using both types may be the best solution in order to cater to and address every individual learner's needs and concerns. This can be justified on the grounds that this study examined various groups which were taught grammar in different ways and all of them showed improvement in comparison with the post-tests. However, the most crucial question of this project was to identify which type of grammar instruction resulted in greater improvement for university pre-sessional L2 students. The results showed that university pre-sessional L2 students in large groups who learn

grammar deductively or by combining the two types of grammar instruction performed slightly better compared to those who were taught inductively. Also, these findings further support the idea that a combination of these two approaches may be the solution to this controversy making reference to (Jean, and Simard, 2013; Chalipa 2013; Jaber and Abu, 2008; Fotos, 1994). Thus, it is recommended for teachers to familiarise students with the inductive method. Also, further research is needed to assess the effectiveness of grammar instruction in EAP contexts on students' long term accurate use.

The present study, also, confirms the second research question that there is a relation between the students' perception and their performance as it seems that students' motivation and teaching methods can determine how well learners can perform in the end, it has an effect on the learning process that students go through. This can be justified on the grounds that the majority of participants across all groups improved their grammatical competence and performed better in the post-test. This is also confirmed by the finding derived from the observations and interviews. The students from the Naturalistic group recognised the positive aspects of the inductive approach for teaching grammar as there were willing to take part in communicative activities which were based on context. Furthermore, the participants from the Formal group stated their satisfaction when the teacher provided explicit explanations of the grammatical rules. Having said all that the outcome of this particular study cannot be generalized to the population of all pre-sessional students in higher education. Further research needs to examine more closely the correlation between the students' perception and performance.

Based on the data collected from the questionnaires and the interviews, the majority of learners clearly stated that learning the grammatical rules is a very important aspect in pre-sessional classes as it gives them confidence, they can memorize the rules easily and apply the grammatical structures in new situation. Also, it can help them produce grammatically correct sentences in written texts, hence, improve their language accuracy (Brumfit, 1984). However, all of their answers did not really address which one is more effective but it was more to do about their previous experience. The researcher was aware of the limitations but it was also important to find out about the students' perceptions. Furthermore, the majority of those participating in the research stated that they prefer and expect the teacher to present the rules, however, the explanation needs to be based on examples and through the use of a text. Thus, the cognitive approach of cognitive grammar in combination with prescriptive grammar could be a possible solution to this issue (British Council, 2008; Langacker, 1987).

The evidence from the current study indicates that participants highlighted the need to learn the grammatical rules as well as to improve their grammatical accuracy through practice. This outcome is significant and it could be due to their previous learning experience, personal perceptions and needs of learning a new language, thus, the Context approach needs to be taken into account (Bax, 2003). This finding provides additional evidence regarding the correlation between students' perceptions and academic performance. Whatever the reason, these viewpoints need to be respected and acknowledged by the teachers, if learners think that would help them in the learning process. However, the teacher needs to evaluate each situation and group before making any decisions about the learning

setting and the teaching method, taking into account some teaching elements from the inductive approach which promotes independent learning, helps the learners to become active learners' and develops their critical thinking.

Another important outcome was the task related to the error correction in which all groups failed to show any improvement in the post-test. This was a productive task in which learners had to identify errors related to the targeted grammatical structures. This indicates clearly that most of the students perhaps knew the grammatical rules considering that there was an improvement in the post-test re the individual targeted features, nonetheless, in some way; they could not put the theory into practice. It is worth emphasizing that none of the instructional approaches contributed significantly to the correct production of language re this particular task. There are several possible explanations for this result. This may be due to the cognitive and linguistic complexity that each task or linguistic feature posed in the process of learning an L2 (Housen and Kuiken, 2009) given that students have more time to construct sentences when they focus on a particular grammatical rule, whereas in error correction, they need to carefully examine the errors by recalling a great number of grammatical rules and functions. Lastly, this could be due to the limited time and not enough exposure to this type of exercises (Younie,1974).

Based on the data collected from the researcher's diary and notes, it was found that pre-sessional students were unable to focus at times while learning deductively the grammatical structures of prepositions, articles, countable and uncountable nouns, even though there was a positive atmosphere in the classroom. This could have been due to their lack of interest and motivation as well as the linguistic difficulty of the linguistic structure. A further suggestion was made on the grounds

that conditional sentences need to be initially learnt deductively due to their complexity of the structures and then inductively due to the complex and linguistic complexity of the structure (Celce-Murcia and Larsen-Freedman ,1999). Added to this, the researcher suggested that it might be beneficial for learners to teach the conditional sentences through the use of tables as it saves time and students can have a better picture of this structure as a whole. Lastly, the researcher felt that teaching passive voice needs to be done together with an active voice in order to revise both structures and become familiar with the structures. However, learners need to have a good knowledge of the grammatical tenses.

Teaching grammar inductively, based on the researcher's diary, indicated that pre-sessional students had some difficulties into transforming sentences from active to passive and could not understand the difference between '*will, going to and present continuous'*. Also, advanced students were more confident while teaching the conditional sentences, however, they needed additional time to practise it in real life situations. In contrast, low-level students needed to revise the grammatical tenses and irregular verbs and then moved to this complex linguistic structure. Once again, this could be due to limited time and to cognitive and linguistic complexity referring to low-level students (Housen and Kuiken, 2009).

Similarly, it was observed by the researcher that more practice is needed while learning passive voice, countable and uncountable nouns through the combination of both types of grammar instruction. Added to this, pre-sessional L2 students' found challenging the past perfect continuous tense taught in EAP contexts, this could be once again due to linguistic complexity given that pre-sessional L2 students do not use very often this particular tense. Lastly, the researcher felt that

L2 students need to learn the conditional sentences starting with the zero or first and then move gradually to the second and third.

The observational analysis, however, showed slightly different results, participants thoroughly enjoyed the inductive teaching which includes stimulating, enjoyable, informative lessons which creates a positive atmosphere in the classroom and increases learners' participation and enthusiasm, and confidence when asking for explanations in class. However, it is difficult to check whether learners can discover the rules by themselves and to what extent the grammatical structures being taught in class will be used correctly in authentic tasks (Silvia, 2008). Another important outcome is the fact that several grammatical structures may need to be taught explicitly in conjunction with implicit teaching, such as conditional sentences and passive voice. These grammatical features, without a doubt, are significant structures but complex in the English language, thus, learners need additional time to understand, associate and internalise the language features being taught due to cognitive and linguistic difficult (Housen and Kuiken, 2009). Added to this, learners require additional practice in order to become fluent, confident and use the grammatical structure being taught with ease in EAP contexts.

This leads to another vital outcome, even though, inductive teaching is more desirable teaching approach these days, teaching grammar deductively is still in use in EAP classes. Based on the data collected from the observations, it showed that learners enjoyed also the lessons which were based on the combination of both types of grammar instruction. This result suggests that learners benefit from both inductive and deductive teaching. Therefore, there is a place for the inductive approach in pre-sessional classes while learners are developing their writing skills.

Teaching grammar in EAP contexts needs to be taught but simplified by prioritising what grammatical features needed for the composition of written academic prose (Hinkel, 2013), placing more emphasis on developing learners' problem-solving abilities and helping them become autonomous and self-reliant. Hence, teaching grammar through the use of cognitive and prescriptive grammar may be very beneficial for learners (British Council, 2008; Langacker, 1987). Moreover, a variety of teaching techniques and activities need to be taken into consideration and used in order to cater to learners' individual needs. The outcomes of this investigation support the idea that using both types of grammar instruction might be the best solution for EAP contexts in higher education.

Based on pedagogical principles, the focus of the pre-sessional courses should be towards the specific courses that students need to do later. For a group of students who are preparing to enter an Engineering, Business or an Art degrees, perhaps, less attention should be paid on the accuracy, however, for the students who are preparing to study Humanities, Social Sciences and Medicine degrees, more attention should be given to accuracy. English language proficiency, without a doubt, plays an important role in determining the academic performance of students in higher education. The students' needs, goals and preferences need to be taken into consideration in order to help the students develop their level of language proficiency and reach the intended language level. As stated by Nunan (1999, p.148), ''rather than fitting students to courses, courses should be designed to fit students.'' To put this differently, the curriculum needs to prepare the students accordingly based on their language needs and wants.

On top of that, students have to face with additional challenges while studying their undergraduate or postgraduate courses in terms of learning academic vocabulary, academic conventions, develop their critical thinking skills, participate actively in class, improve their IT skills, read and write a number of essays and reports, present their work orally, learn how to reference sources as well as developing their communicative competence by achieving high levels of fluency and accuracy. This process can be overwhelming and exhausting for some learners. At the same time, pre-sessional programmes focus mostly on students' language improvement mainly given that students need to pass the ELAS exam so as to proceed further into their main academic courses. As a result, the students, in some cases, have limited knowledge regarding the academic conventions and the process of writing an academic essay. Therefore, the current study suggests that it might be more beneficial for students who are preparing to enter to Engineering, Business or Art degrees to focus initially on developing their fluency, without neglecting the importance of accuracy as it is equally important. Acquiring communication skills and problem-solving abilities together with the technical skills needed for these type of degrees may help students improve their interpersonal skills and develop the required skills according to the specific needs. This can be justified on the grounds that the minimum entry requirement for engineering undergraduate degrees is IELTS score of 5.5. As highlighted by Riemer (2002), engineering students have to be able to present this knowledge with excellent communication skills, their technical knowledge and engineering expertise. Hence, developing initially their analytical thinking skills by focusing on the development of fluency focusing mostly on the natural flow and organisation of a written work could enable learners

to express their ideas in English and become more comfortable with the language (Wolfie-Quintero et al., 1998). It is the teacher's responsibility to decide whether priority will be given either to fluency, content or accuracy taking into account learners' age, proficiency level and educational background. If the emphasis is on fluency, errors of forms can be considered as a natural consequence which occurs through the development of communication skills.

On the other hand, one of the core requirement, in order to study medicine degrees, is the student's ability to write about scientific content accurately and concisely. Previous research has shown that that English language proficiency is an important factor in determining the academic proficiency of medical students in a preparatory programme in Saudi Arabia (Kaliyadan et al., 2015). This can be justified on the grounds that the minimum entry requirement for medical undergraduate degrees is IELTS score of 7.0. As a result, the focus towards accuracy or fluency is related to what goals learners want to achieve and at what level. Accuracy, however, needs to be seen as an ongoing process where students need to aim for during their academic studies in higher education.

Lastly, the findings of this research suggest teachers should assess and take into account the learning context and teaching setting as the success of teaching particular grammatical structure inductively, deductively or through the combination of both types of grammar instruction depend on learners' interest, personal expectations, learners' needs, personal learning styles, preferences, attitudes and motivation. Grammatical lessons could either be experimental or analytical or both by focusing either on developing students' implicit knowledge or exploring linguistics features of a text explicitly. Teaching grammar to pre-

sessional students in EAP contexts needs to be designed and focused on learner's academic development by learning practical and useful skills which will be directly related to producing academic texts. Educators need to implement teaching strategies using effective instruction that will be suitable and relevant to students' needs. This can be done by providing a variety of different methods and approaches to language teaching as students need to attain a relatively advanced range of grammar in order to produce accurate and fluent written L2 texts.

6.2. The significance of the findings

The findings of the current study will add another chapter to the longstanding discussion over the deductive and inductive methods of teaching grammar. The primary aim of this study was to provide important information on issues concerning the effective teaching of grammar of EAP to L2 pre-sessional students in higher education. The important question is not anymore whether to teach grammar or not but how to teach in a more effective way that will affect students' achievements and learning positively. Therefore, the current results will contribute and enhance educators and researchers' understanding and provide additional evidence that suggests the distinction between inductive and deductive grammar instruction needs to be eventually eliminated as EFL teachers tend to relatively use both approaches in their teaching practices. It might be the time to shift into a new era in which there will be no distinction among grammar instructional strategies such as, deductive and inductive, explicit or implicit, noticing or consciousness raising or focus on meaning or focus on forms leading to the development of a new teaching model of grammar instruction in which it will be a combination of both

types into one. The findings of this study will be a great benefit to EFL educators in higher education because it will provide an insight on how to use different types of grammar instruction in their pre-sessional lessons, thus, it will enable them to be more productive and creative in their teaching practices. With this study, educators will become aware not only of the effectiveness of grammar instructional strategies but other factors that might affect pre-sessional students' achievements in higher education.

This study will contribute, also, to the improvement of language teaching and learning not only in the faculty of Education at the University of Bedfordshire, but in other universities nationally. I hope this study will positively encourage the EFL/EAP teachers to take into consideration the outcome of this research-the implementation of deductive and inductive grammar instruction through the use of cognitive and prescriptive grammar and adopt it as an effective teaching strategy that will benefit the pre-sessional students in higher education.

The results of this study will also benefit researchers to continue work of the issue being investigated in this research as well as expose them to a plethora of related areas that need to be examined, enhancing in this way their experience, knowledge and understanding about the effectiveness of grammar instruction in an EFL classroom. Also, this thesis will contribute and provide additional up to date data to the existing research along with the contribution to teaching methodology, as the research design is based on a combination of a quasi-experiment and ethnography methods. Previous studies (Alzu'bi, 2015; Negahdaripour and Amirghassemi, 2015; Sik, 2015; Chalipa, 2013; Kuder, 2009; Haight and Herron and Cole, 2007, Jong-Won, 2007; Kontozi and Kouratou, nd;) have not been

conducted any classroom observations or kept diaries in order to sufficiently address the phenomenon, therefore, new methodology may provide additional insights, awareness and contribute to knowledge.

Lastly, this study will help curriculum writers to take into consideration the inductive and deductive methods using cognitive and prescriptive grammar while designing course books for academic purposes using a friendlier approach for university pre-sessional L2 learners. By "a user friendly approach", I mean that this type of materials should be comprehensible, coherent and appealing to all learners. Added to this, the teaching materials should be appropriate for learners' needs and context (Richards, 2001, Tomlinson, 2011) involving learners' mental processes actively through the use of meaningful practices, developing simultaneously their critical and analytical skills as well as being exposed to rules. For instance, Radden and Driven (2007) attempted to create a learner-friendly cognitive linguistic grammar titled as "Cognitive English Grammar" which highlights the elements of English language that can be targeted through the use of cognitive linguistic tools. Although, the book provides a useful information of cognitive linguistic representation of language structures, it is not very learner-friendly as it is based on cognitive linguistic terminology and not on the aspects of meaning that learners find challenging. One possible direction would be to use more sophisticated adaptations of cognitive diagrams, charts as well as visuals and video using specialised software. These technological adjustments might enable teachers to address learners' needs who have various learning styles. To end, teaching materials should be user-friendly by taking into account the presentation and layout

of content, size of font and letters, use of illustrations and pictures and use of interactive language as well as inclusion of objectives (Simui et al., 2017).

6.2.1. Strengths of the research

Based on the findings provided, all groups taking part in this study improved their grammatical knowledge over the course of the research. The outcome of the current study is one small piece of the bigger puzzle contributing to the ongoing debate over the deductive and inductive teaching of grammar in foreign language classrooms. The findings of the pre-post-tests indicated that statistically significant evidence in favour of the deductive approach, however, the results support positively the idea that a combination of these two approaches may be the solution to this controversy.

7.1. Limitations of research

The findings of this study have a significant amount of important implications for future practice. Several limitations to this research project need to be considered. Firstly, the results of the research re the Formal group might have been influenced and affected by preceding teaching of some of the grammatical structures which were under investigation. Added to this, the rule-discovering process might have been affected by previous deductive teaching.

Another limitation of this study is the number of classroom observations which was relatively small due to the nature of the English course as additional language skills needed to be taught apart from the grammar. These additional lessons could

have provided more insights into the effects of the grammar approaches. Another possible limitation is related to the sample size which was 100 participants, thus, the findings of the current study cannot apply to the whole population. Even though these numbers were enough to run inferential and descriptive statistics, it would have been helpful if the size of the participants was double so as to make the findings more generalizable. If more learners had participated in the research, it would have had clearer outcomes.

Furthermore, learners' interest and motivation towards grammar might have been influenced negatively the results by not paying enough attention to the treatment, the pre-post-test and the questionnaire used in this study. Also, another limitation was the fact that delayed post-tests were not used in the study. The current study also was limited in terms of the design of the pre-post- tests which was based on discrete items. There was only one exercise (error correction) in which learners had to use their productive skills. Another limitation of this study is that the researcher did not collect any data in relation to students' written production. Lastly, testing grammatical structures through the use of deductive approach usually is in favour as opposed to the inductive approach provided that learners receive extra drilling and explicit explanations of forms and meaning which may help them internalize the grammatical structures. Further research might explore leaners writing skills.

7.1.2. Knowing what I know now

Knowing what I know now, the research study would have been designed slightly different, for example, participants would have been assessed on their writing skills as part of the pre-post-tests using the IELTS mark scheme and assessment records.

Also, if I had spent more time reading, identifying and analysing the methodology used in previous research, delayed post language tests would have been used to confirm the statistical difference among groups. I would have done more research on the topic before enrolling in the program if the research question was clearer at the beginning of my study. Added to this, if the research question was clearer at the beginning of my study, I would have collected data only from adult learners and not from children and I would not investigate so many grammatical structures. The data collected from children were not used in the main research. Furthermore, I would have analysed the results and written the literature review simultaneously, I ended up deleting 6 thousand words from the literature review as I was told that it was irrelevant. In addition, I would have observed more classes but simplified the method used to collect the data from observations as I found it tense, exhausting and very time-consuming.

7.2. Further research

Teaching grammar either deductively or inductively is still a controversial topic among researchers and educators, therefore, there is a need for further research. The result of this research project suggests the need for future studies into the investigation of creating a new methodological teaching framework in which only the best elements of both types of grammar instruction will be combined aiming at shifting into a new era in which there will be no distinction among deductive and inductive teaching. Moreover, future research should be conducted with a larger sample of participants in order to increase the validity of the data analysis. It may be worth investigating learners' preferences for learning grammar. Added to this, it

would be interesting to assess learners' motivation and participation during inductive and deductive instructions as well as a greater amount of grammatical structures. It will be also significant for a future research to investigate students' motivation during the implementation of the indicative and deductive approach as it will enable L2 teachers to consciously decide what approach to use to motivate their students. Exploring these research topics could provide more evidence and establish a better understanding with respect to presenting grammar in the most effective and efficient way. Further investigation might explore the following research question "which grammatical features can be taught deductively and which inductively?". Also, more research is required in order to understand the time needed in order to acquire a grammatical phenomenon based on different types of grammar instruction**.** Lastly, more research is required to determine the effectiveness and velocity of a particular learning style. This could be a possible research question for further work. Teachers also need to balance their teaching practices and approaches in accordance with learners' learning style as all individuals learn in different ways. To take a step further, a further study could investigate how cognitive grammar can be effectively applied to pedagogical L2 instruction in second-language learning making a beneficial contribution to new ways of understanding the nature of language and learners 'language development.

7.3. Pedagogical teaching implications

The results of the current study show that pre-sessional students in large groups who learn grammar deductively or by combining the two types of grammar instruction performed slightly better compared to those who were taught inductively. Also, the majority of university pre-sessional students stated clearly

that learning the grammatical rules is very important in producing grammatically correct sentences in written and oral communication as well as improving their grammatical accuracy through practice, however, the explanation needs to be based on examples and through use of a text. In light of these outcomes, some pedagogical implications can be indicated.

7.3.1. Implications for EFL Teachers

EFL learners enroll to pre-sessional classes with personal expectations regarding how teaching and learning occur, some learners prefer to be taught grammar inductively focusing mostly on communication whereas others are more keen on learning grammar deductively in order to achieve high levels of proficiency. At the same time, teachers may have a completely different set of principles for effective teaching. This kind of situation inevitably may create frustration among learners and teachers. Therefore, this cultural variation in learning needs to be addressed and evaluated by EFL teachers while designing or executing a grammar lesson.

7.3.2. Implications for language instruction

Learners' personal learning styles need to be assessed through the use of a variety of learning strategies and methods. However, stretching learners' learning abilities and styles by introducing innovative learning strategies might be beyond their personal learning limitations. Therefore, pre-sessional learners need to be taught grammar through various methodological approaches. This can be achieved by EFL teachers who need to pay attention to the learning context in order to cater for learners' individual learning styles and strategies, needs and attitudes and

perceptions (Bax, 2003). Also, supplementary materials need to be used in order to help learners who find difficult to adjust to the new learning environment.

7.3.3. Implications for teaching practices

Even though the results of this study showed that the Formal group performed slightly better as opposed to the Mixed and Naturalistic groups when teaching various grammatical features, nevertheless, there is a strong indication for teachers to implement both types of grammar instruction in their teaching practices and create a balance among these two approaches. Using a variety of sources will help university pre-sessional students to become more active and participate more enthusiastically in the lesson. Added to this, EFL teachers should integrate grammatical rules by simplifying them and using meaningful materials based on authentic tasks. Thus, implementing the deductive and inductive instruction through the use of cognitive grammar and promoting tasks based on the theory of noticing might help learners not only to comprehend the grammatical rules better but to understand the situational and social context of the target language (Schmidt, 1990; Langacker, 1987). Throughout this procedure, if learners realize the input being taught, it will probably lead to a better understanding and internalization of the grammatical structure.

7.3.4. Implications for teaching practices

Traditional grammar teaching includes decontextualized exercises such as, fill in the gaps, correct or transform sentences. These types of exercises are useful for learners to practise and understand the grammatical structure, however, it is not

known to what extent learners can apply these structures to real-life situations. To be more precise, the majority of pre-sessional learners are taught grammar through the traditional approach of learning the rules, as a result, they believe that language is a set of linguistic forms and grammatical rules. This perception needs to be changed by helping learners understand that language is used for various communicative purposes and situations. This can be done either through cognitive grammar text analysis or communicative dialogues so as to see how meaning and forms are used and how language works in these texts and conversations. Lastly, decontextualized materials need to be reduced and used only when is needed. Once again, implementing both types of grammar instruction through the use of cognitive grammar might help learners develop their receptive, productive and social skills (Langacker, 1987).

7.3.5. Implications on learner's anxiety.

Learners' level of anxiety can be raised by the absence of L1 while trying to explain adequately thoughts and ideas or provide examples in English. Without a doubt, this can influence significantly the learning process as learners want to impress and portray a positive image towards the teacher and their fellow classmates. For instance, a number of pre-sessional students may need some additional time to translate, comprehend, associate a grammatical structure with L1, internalize and then produce language. Therefore, allowing the use of L1 only to a certain extent during lessons may be the way to diminish anxiety and increase motivation.

7.3.6. Implications of learner's previous learning strategies (negative)

Moreover, another important implication is related to the previous negative learning experience which may influence deeply pre-sessional learners' motivation and interest in learning and coping with academic requirements. Another pedagogical implication is that this type of lessons (deductive or inductive) may have shaped learners views permanently by believing that learning grammar is the most significant element while learning a second language.

7.3.7. Implications for different types of learners

One important concern/implication which emerges from this study is that one particular teaching approach may not be appropriate for all types of pre-sessional students in higher education. Therefore, teachers should take into account the variations of learning styles as well as try to understand and become more conscious of what type of learners they are, allowing them in this way to draw clear conclusions about the learning process.

7.3.8. Implications- Education Institution

These findings have important pedagogical implications for the teachers given that students and teachers originate from different educational backgrounds, therefore, there is a need to comprehend the resemblances and dissimilarities concerning their perceptions of learning a language, aiming at reducing the "conflict" among them. Making reference to Schulz (2001) learners' motivation may be affected due to the conflict between teachers and students who have

different perceptions regarding the importance of grammar instruction in class. As a result, learners may become disillusioned through the learning process. Becoming aware of learners' needs and desires (Context Approach) may help teachers significantly to modify and adjust their teaching based on students' preferences and styles. Thus, further research should be undertaken to investigate the students' perceptions and its significance while learning a language. Also, this point is associated with leaner's expectations in which many learners expect to be taught grammar at language classes due to the previous classroom experience of learning a language or as a result of a negative experience at trying to learn the second language in a non-classroom environment. This type of learners may aim at enrolling in language classes in order to experience learning efficiently and systematically. Analytical learners may belong to this category as they prefer information to be taught step by step in a logical progression.

7.3.9. The Implementation of a Cognitive Grammar in grammar instruction

Teaching grammar deductively or inductively needs to be done through context, students need to apply their grammatical knowledge, notice their grammatical structure, identify their mistakes, recognise and remember the grammatical rules. Cognitive grammar may be challenging for the students as it requires to pay attention to grammar as well as to phonological and semantic structures as they reflect the human experience and conceptualization of the world perceived by each individual. The success of cognitive grammar teaching requires a wider view of what grammar and how is taught as it focuses on logical connections between language and structures. Grammar should be contextualised, presented in

meaningful contexts through the use of grammatical rules emphasising the usage-based nature of language and inheriting connections between form and meaning. Cognitive grammar can be used with pre-sessional students in higher education taking into account their particular needs as it is context-bound and functional. Cognitive grammar could be a possible direction for future research that is worth investigating, for instance, the development of new learner-friendly materials that can be used in L2 educational contexts.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

Background to the project:

The focus of this project is to assess and understand the process of learning and teaching grammar. I sincerely thank you for taking the time to complete this questionnaire. The information you provide will be a very useful contribution to my research. Do not hesitate to contact me in case of having any questions or require further information. You will be able to find Mrs. Stella Giorgou Tzampazi via email stella.giorgoutzampazi@beds.ac.uk

Demographical Information

I would like to take this opportunity to underlying and reassuring you that the research is operating in consistent with the normal code of ethics for social research. To be more precise, the information collected will be in accordance with BAAL, will be kept private, confidential and is going to be used only for educational purposes. Your participation in this investigation is voluntary.

Please, answer the following questions:

- Age range: 13-17 18-25 26-35 36-45 46-55
- Nationality:.....
- Gender:……
- Mother Tongue Language:.....
- Why do you want to learn/continue to learn English…….....
- Years of studying English……
- Area of study.....

Is there anything else you would like to say about yourself? You can add it here!

.....

.....

1. Do you think it is important to learn the grammatical rules while learning a second language?

a. Yes, very important,

b. Yes, important,

c. Not important,

d. It should be taught on a separate course.

2. Which of these approaches to teaching grammar do you generally prefer? Circle a or b.

a. The teacher presents the rules to the students

b. Students are guided to work out the rules for themselves

3. Is grammar really important for a second language learner?

a. Yes b. No

4. Is grammar important in academic writing?

a. Yes, very important,

b. Not important

5. Which of the following grammatical structures do you find harder, and which ones easier? Please circle the best answer:

a. Subject verb agreement: *Easier Harder*

b. Active / passive voice: *Easier Harder*

c. Verb tenses: *Easier Harder*

d. Conditional sentences: *Easier Harder*

e. Countable and uncountable nouns: *Easier Harder*

f. Use of prepositions: *Easier Harder*

g. Use of articles: *Easier Harder*

Please indicate how far you agree or disagree with the following statements about learning grammar. If you strongly agree mark 5 on the scale, if you strongly disagree mark a 1 on the scale.

1. Learning the grammatical rules can help me to produce grammatically correct sentences.

Disagree 1 2 3 4 5 Agree

2. I believe that I can improve my grammatical accuracy through practice of grammatical structures.

Disagree 1 2 3 4 5 Agree

3. I need to learn the grammatical rules in order to improve my language skills.

Disagree 1 2 3 4 5 Agree

4. Sometimes I have difficulties to produce language in a natural conversation because I focus mostly on correct use of grammar.

Disagree 1 2 3 4 5 Agree

5. I need to know the structure's form and its function before I can use it proficiently.

Disagree 1 2 3 4 5 Agree

6. Grammar is best taught if it is presented within a complete text.

Disagree 1 2 3 4 5 Agree

7. Learning the grammatical rules is very useful for me.

Disagree 1 2 3 4 5 Agree

8. I expect my teacher to present and explain grammatical points.

Disagree 1 2 3 4 5 Agree

9. I prefer to learn grammar forms through examples.

Disagree 1 2 3 4 5 Agree

10. I feel insecure when the teacher does not explain the grammatical rules.

Disagree 1 2 3 4 5 Agree

11 . I find grammatical terminology useful.

Disagree 1 2 3 4 5 Agree

What is the best way <u>for you</u> to learn grammar?

.....

.....

Any other comments or suggestions:

.....

.....

Thank you very much for spending time completing this questionnaire: it is much appreciated.

APPENDIX 2: INFORMED CONSENT FORM



INFORMED CONSENT FORM

You are invited to participate in a research study that investigates the process of learning and teaching grammar at the University of Bedfordshire.

This research is conducted by Stella Giorgou Tzampazi, a doctoral student at the Department of Language and Communication. You were selected as a possible participant in this study because you are studying at the University of Bedfordshire. You will be one of 50-100 participants chosen to participate in this study.

Please note that any information that is obtained in relation to this research will remain private and confidential and will be disclosed only with your consent. They will be no physical, psychological, social, or legal risks in this particular study. Participation in this study is voluntary and furthermore, there is no cost to you for taking part in this study. Your decision whether or not to take part will not have any effect on your future relations with the University of Bedfordshire.

The researcher will observe the lessons and you will be asked at the end of the study to complete a questionnaire and some of you to be interviewed.

You are free to end participation at any time. You are making a decision whether or not to take part. There are two options below, by ticking YES, you indicate that you have read and understood all the information provided above and have decided to take part in the research.

☐ Yes (I agree to participate.)

☐ No (I don't agree to participate.)

Participant's signature: Date:

APPENDIX 3: FREQUENCY TABLES-QUESTIONNAIRE

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	46	46.0	46.0	46.0
	Female	54	54.0	54.0	100.0
	Total	100	100.0	100.0	

Nationality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AFGAN	1	1.0	1.0	1.0
	BAGLADESH	5	5.0	5.0	6.0
	BRAZILIAN	2	2.0	2.0	8.0
	BULGARIAN	3	3.0	3.0	11.0
	CHINESE	6	6.0	6.0	17.0

	CZECH	4	4.0	4.0	21.0
	ESTONIAN	1	1.0	1.0	22.0
	FRENCH	2	2.0	2.0	24.0
	GERMAN	2	2.0	2.0	26.0
	GREEK	3	3.0	3.0	29.0
	HONG KONG	1	1.0	1.0	30.0
	HUNGARIAN	4	4.0	4.0	34.0
	ROMANIAN	5	5.0	5.0	39.0
	ITALIAN	6	6.0	6.0	45.0
	JORDANIAN	1	1.0	1.0	46.0
	LITHUANIAN	2	2.0	2.0	48.0
	MALAYSIAN	1	1.0	1.0	49.0
	NEPALESE	1	1.0	1.0	50.0
	NIGERIAN	1	1.0	1.0	51.0
	PAKISTANI	10	10.0	10.0	61.0
	POLISH	13	13.0	13.0	74.0
	PORTUGUESE	2	2.0	2.0	76.0
	INDIAN	15	15.0	15.0	91.0
	RUSSIAN	3	3.0	3.0	94.0

	SLOVAK	1	1.0	1.0	95.0
	SPANISH	2	2.0	2.0	97.0
	THAI	2	2.0	2.0	99.0
	TURKISH	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	53	53.0	53.0	53.0
	26-35	31	31.0	31.0	84.0
	36-45	12	12.0	12.0	96.0
	46-55	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Do you think it is important to learn the grammatical rules while learning a second language?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, very important	75	75.0	75.0	75.0
	Yes, important	24	24.0	24.0	99.0
	It should be taught on a seperate course	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Which of these approaches to teaching grammar do you generally prefer?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The teacher presents the rules to the students	69	69.0	69.0	69.0
	Students are guided to work out the rules for themselves	31	31.0	31.0	100.0
	Total	100	100.0	100.0	

Is grammar really important for a second language learner?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	95	95.0	95.0	95.0
	No	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Is grammar important in academic writing?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, very important	99	99.0	99.0	99.0
	100	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Subject verb agreement: Easier or harder?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easier	68	68.0	68.0	68.0
	Harder	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Active and Passive voice:Easier or harder?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easier	56	56.0	56.0	56.0
	Harder	44	44.0	44.0	100.0
	Total	100	100.0	100.0	

Verb tenses consistency: Easier or harder?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easier	54	54.0	54.0	54.0

	Harder	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

Conditional sentences: Easier or harder?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easier	40	40.0	40.0	40.0
	Harder	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

Countable and uncountable nouns: Easier or harder?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easier	74	74.0	74.0	74.0
	Harder	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Use of prepositions: Easier or harder?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easier	55	55.0	55.0	55.0
	Harder	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

Use of articles: Easier or harder?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easier	72	72.0	72.0	72.0
	Harder	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

Learning the grammatical rules can help me to produce grammatically correct sentences.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.0	1.0	1.0
	Disagree	2	2.0	2.0	3.0

	neither agree nor disagree	4	4.0	4.0	7.0
	Agree	15	15.0	15.0	22.0
	strongly agree	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

I believe that I can improve my grammatical accuracy through practice of grammatical structures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.0	1.0	1.0
	neither agree nor disagree	9	9.0	9.0	10.0
	Agree	22	22.0	22.0	32.0
	strongly agree	68	68.0	68.0	100.0
	Total	100	100.0	100.0	

I need to learn the grammatical rules in order to improve my language skills.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	Disagree	6	6.0	6.0	8.0
	neither agree nor disagree	11	11.0	11.0	19.0
	Agree	22	22.0	22.0	41.0
	strongly agree	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

Sometimes I have difficulties to produce language in a natural conversation because I focus mostly on correct use of grammar.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	6.0	6.0	6.0
	Disagree	9	9.0	9.0	15.0
	neither agree nor disagree	19	19.0	19.0	34.0
	Agree	29	29.0	29.0	63.0
	strongly agree	37	37.0	37.0	100.0

	Total	100	100.0	100.0	

I need to know the structure's form and its function before I can use it proficiently.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	Disagree	2	2.0	2.0	4.0
	neither agree nor disagree	22	22.0	22.0	26.0
	Agree	33	33.0	33.0	59.0
	strongly agree	41	41.0	41.0	100.0
	Total	100	100.0	100.0	

Grammar is best taught if it is presented within a complete text.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.0	1.0	1.0
	Disagree	8	8.0	8.0	9.0
	neither agree nor disagree	11	11.0	11.0	20.0

	Agree	28	28.0	28.0	48.0
	strongly agree	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

Learning the grammatical rules is very useful for me.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	Disagree	2	2.0	2.0	4.0
	neither agree nor disagree	9	9.0	9.0	13.0
	Agree	21	21.0	21.0	34.0
	strongly agree	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

I expect my teacher to present and explain grammatical points.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.0	2.0	2.0
	neither agree nor disagree	6	6.0	6.0	8.0

	Agree	33	33.0	33.0	41.0
	strongly agree	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

I prefer to learn grammar forms through examples.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.0	2.0	2.0
	neither agree nor disagree	5	5.0	5.0	7.0
	Agree	20	20.0	20.0	27.0
	strongly agree	73	73.0	73.0	100.0
	Total	100	100.0	100.0	

I feel insecure when the teacher does not explain the grammatical rules.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	5.0	5.0	5.0
	Disagree	10	10.0	10.0	15.0

	neither agree nor disagree	18	18.0	18.0	33.0
	Agree	27	27.0	27.0	60.0
	strongly agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

I find grammatical terminology useful.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	Disagree	3	3.0	3.0	5.0
	neither agree nor disagree	12	12.0	12.0	17.0
	Agree	34	34.0	34.0	51.0
	strongly agree	49	49.0	49.0	100.0
	Total	100	100.0	100.0	

APPENDIX 4: CLASSROOM OBSERVATION CHECKLIST

Date: **Class:**

Teaching objectives:

Length of observation:

1= Excellent, 2=Acceptable, 3=Improvements required,

4=Not observed

Organization

1. Learning objectives clearly explained 1

   2 3 4

2. Presented the topic in a logical order 1

   2 3 4

3. The pace of the lesson was appropriate

   1 2 3 4

4. Warm up activity used 1

   2 3 4

Presentation

1. Focused first on form and then on meaning

   1 2 3 4

2. Focused on meaning and then on form 1

   2 3 4

3. Use of good examples to explain grammatical structure 1

   2 3 4

4. Learners discovered the rules by themselves 1

   2 3 4

5. Learners discovered the rules through context 1

   2 3 4

6. Explain the rules clearly 1

   2 3 4

7. PPP activities were used 1

   2 3 4

8. Use of technology 1

   2 3 4

Interaction and participation

1. Learners engaged actively in the lesson 1

   2 3 4

2. Learners were asking questions 1

   2 3 4

Content

1. The teacher had a good knowledge of the grammatical structure

   1 2 3 4

2. Materials were appropriate for the purpose of the lesson

   1 2 3 4

3. Materials were appropriate for students' level 1

   2 3 4

APPENDIX 5: OBSERVATIONAL FIELD NOTES AND DIARIES ENTRIES (RAW DATA)

Lesson 1

Grammar instruction	Lessons	Participation
Deductive **"Conditional sentences"**	**Starting point: Eliciting** (if you could plan an adventure holiday, where would you go and what would you do?)- 2 minutes Eliciting vocabulary Introduction the word "if" Introduction of the "possibility meter" Discussion: 30 minutes Finish point: Practice all conditional sentences	5 students 8 students 12 students 14 students in total

Diary entry 1

An important grammatical structure that students need to know while learning English. The teacher explained all the conditional sentences nicely with examples using different colours. She was eliciting constantly. The lesson and the atmosphere changed completely while the teacher drew a "possibility metre" on the white board. The teacher managed to capture students' attention immediately and mine as well. I felt that students tend to like explanations and connections between shapes and explanations. Even though, the lesson was not so interesting at the beginning (students did not have a lot to say based on adventures) , the teacher managed to capture students attention and mine through the use of a possibility meter. The lesson I would say that was more deductive and less inductive given that the teacher spent 5 minutes at the beginning of the lesson eliciting students about adventures and the rest of the lesson was based on grammatical explanation. I believe that conditional sentences need to be learnt deductively due to their complexity of the structures. The teacher could have skipped the first stage of the lesson and focused on the possibility meter straight away and then practised speaking based on conditional sentences. The teacher spent a considerable amount of time explaining and eliciting. This approach allowed the teacher to deal with additional language points such as: S-V agreement and grammar tenses.

Lesson 2

Grammar instruction	Lessons	Participation
Inductive **"Prepositions of place and movement"**	**Starting point: Eliciting** (where is the item hidden?) Eliciting prepositions through demonstration: ball and table Pair work: solve a puzzle through pictures: "Read about Richard" Use correct preposition+vocabulary Finish point: 1. Practice prepositions: crossword **Task:** 2. Complete the sentences using the correct preposition.	5 students 9 students 10 students 11 students in total

Diary entry 2

Prepositions of place are another important grammatical structure that learners need to study while learning English. The teacher demonstrated and elicited all the prepositions through real objects and interesting activities. The explanation of the meaning of prepositions was done through drawing and not through formal explanation. Learners engaged immediately and there was a positive atmosphere at the beginning of the lesson. Learners seemed to be very happy at this stage. During the practice stage, learners read a story about Richard, they had to put the pictures in the correct order in order to understand the story. At the same time, they had to find the correct preposition and words to fill in the gaps. Once again, the atmosphere was very positive as learners had to work in groups and work together so as to find the answers. In the end, a crossword was given to the same groups as well as a writing task in which learners had to identify the items in the picture and then complete the sentence using the correct preposition. I felt that some learners learnt and some others refreshed their grammatical knowledge of prepositions. It was an interesting, informative and fun lesson full of interesting exercises. Learners were not felt anxious or nervous during this lesson, they worked really well together by exchanging ideas. The question is, however, to what extent learners will be using correctly these prepositions while speaking and writing?

Lesson 3

Grammar instruction	Lessons	Participation
Inductive-Deductive **"Countable and uncountable nouns"**	**Starting point** watch a video Authentic materials (a bag with rise) Explaining grammar deductively through pictures Practise exercises from the course book **Finishing point:** fill the boxes based on different quantifiers and questions: identify elements in class or what can you put in your pocket?(a few, several, a little, a large amount of, some, a lot)	7 students 4 students 8 students 15 students in total

Diary entry 3:

The teacher started the lesson **inductively**, however a few minutes later the lesson became deductively by explaining the rules. The teacher managed to create a positive atmosphere in class through the introduction of authentic materials (a bag of rice and a spoon).During the practice stage, the teacher spent a considerable amount of time explaining and eliciting. The students did not produce any language apart from individual words at that stage. In the last stage, all students practise countable and uncountable nouns. This approach allowed the teacher to deal with additional language points such as: S-V agreement and grammar tenses.

Lesson 4

Grammar instruction	Lessons	Participation
Deductive **"Passive voice"** **Past simple**	**Starting point:** Transform sentences from active to passive voice-provide the rules **Middle stage** Playing a game Underlying forms in passive voice **Finishing point:** match the sentences in passive with endings	7 students 7 students 14 students 14 students in total

Diary entry 4:

The teacher managed to trigger the students' awareness however, there are some students who still do not know the difference between active and passive voice. Advanced students who already know this structure will not be affected from this lesson, however I believe that some students are still confused. The teacher managed to trigger the students' awareness; will the students make the effort to discover more information about this particular structure? I feel that teaching passive voice needs to be done together with active voice in order to revise both structures and become familiar with the structures-the teacher focused on past simple passive throughout the lesson. I believe that students can easily hypothesise the wrong structure by thinking that this is the only structure related to passive voice (was told, was sold) if it is not explained deductively.

Lesson 5

Grammar instruction	Lessons	Participation
Inductively-deductively **2nd type of conditional sentence**	**Starting point:** Eliciting "If you had the opportunity to explore a new country, which one would it be and why? How likely is it to go travelling? Mind mapping activity (map with four countries) Where would you live, if you went to..? Who would you meet? What would you eat if you went to? **Middle stage** Provide the rules briefly Underline the grammatical structure from a reading passage **Finishing point:** *Practice writing*	15 students 15 students 15 students 15 students in total

Diary entry 5:

In my view, the learners became familiar with the second type of conditional sentences considering their responses, even though a few mistakes were made. I feel that students thoroughly enjoyed the lesson and the atmosphere was very positive from both sides (teacher-students), however, my own concern as a teacher and researcher is to what extent students become familiar with this grammatical structure. Also, considering the length of the course, I believe that the teacher do not have the time to spend one session only on 2 type. Perhaps, the deductive approach could have been more useful for this group considering the purpose and the duration of the course. Another observation that I would like to make is the fact that the students need to learn the conditional sentences starting with the zero or first and then move to the second and third. Starting teaching conditionals from the second type, I strongly believe that this may cause some problems as not all students have the cognitive and grammatical ability to know about the conditional sentences whether this has to do with the importance of the structure or with the knowledge of L1.

Lesson 6

Grammar instruction	Lessons	Participation
Inductively-deductively **Conditional sentences 2nd (revision) and 3rd**	**Starting point:** Eliciting "where would you go to buy a scratch card" Teacher's talk Story about David and Matthew using present simple(he goes for a walk every day and buys a scratch card) "What would you do if you won the lottery? Watch a video-Answer questions David would do such a thing? **Middle stage** Was the right thing to do to lie to David? So, if Matthew had not lied to David…. Provide the rules briefly **Practice**-Handout:3rd type of conditional sentences **Finishing point:** *Practice writing* Can you think of something you should not have done in the last month? Use the 3rd type to add more details.	3 students 8 students 8 students 15 students in total

Diary entry 6:

The lesson started inductively in an interesting way. The teacher managed to successfully include both types of CS (2nd and 3rd)in the same lesson considering the length of the lesson. The teacher managed also to include other important grammatical structures such as SVA +tenses to a certain extend though. The students had the opportunity to practise the 3rd type but not the second type. I felt that the teacher should have mentioned briefly about the first type or students should have been given a hand-out with all the conditional sentences +function rules. The teacher used terminology related to grammar and students seemed to be aware of it. Some students seemed to struggle constructing the 3rd type. One student asked her fellow student whether this type is used for past or not. Another student, even though the form and function was on the white board, struggle to form sentences using the 3rd type. The teacher tried really hard to make students produce correct sentences at that stage. Examples play a significant role in the lesson whether it is based on deductive or inductive approach. Other grammatical structures can be taught in conjunction with CS for example, SVA and tenses.

Lesson 7

Grammar instruction	Lessons	Participation
Inductively **Passive voice (simple present)**	**Starting point:** Eliciting Discussion about the sixth sense (technological device) You tube video: "Augmented reality" Teacher's talk Teacher provides a list with word and elicit about the factory: How do they make potato chips? Watch another video. Take notes about the steps Students need to describe the process of making a tea. **Middle stage** The teacher provides two sentences (one in passive and one in active and asks the students to identify which one is more natural) **Practice/ Finishing point**: Students were asked to complete a table using irregular past participles and then put the verbs into correct sentences to form passive voice.	13 students 10 students 8 students 22 students in total

limited time.

Diary entry 7:

Another interesting lesson, the teacher is doing everything to help the students. For the purpose of this lesson the teacher focused mostly on describing a process. As a result the teacher covered only the simple present (passive voice)as this tense is related to this task thinking that students at that level should know these structures. To my knowledge, not all the students are aware of the structure of passive voice, however some others were more confident. Obviously, due the time limit and the fact that many skills and elements need to be taught and covered, the teacher needs to be selective. The teacher explained briefly through the use of one example the difference between active and passive voice. I am not sure to what extend students will be capable of using these structures, I feel that they need to know these structures only in order to pass the final tense. More time is needed for sure to practise passive voice. In a mini interview that I had with the teacher, the teacher said that several grammatical structures will be covered through homework due to

Lesson 8

Grammar instruction	Lessons	Participation
Deductively **Conditional sentences Revision**	**Starting point**: Eliciting Teacher provided a few examples. Teacher provided instructions: decide whether you have to put, will, would or would have +past participle **Middle stage** Teacher's talk Provide the grammar rules deductively based on the book Make comparisons between L1 and L2 The teacher also talked about mixed conditionals Learners Students seemed to be fine with the mix conditional sentences ---students are trying to find the correct answers. However, some students need additional explanation. **Practice/ Finishing point**: Find the mistakes based on conditional sentences and the teacher emphasised that the students need to identify the tenses. The teacher uses terminology all the way through the lesson. The teacher check the exercises once again using terminology especially the terms "possible and impossible"	11 students 9 students 7 students 14 students in total

Diary entry 8:

These days when teaching to pre-sessional courses or intensive courses the teacher has to rely on course books, thus, teaching grammar deductively is inevitable. All the course books integrate all skills as well as grammar. The grammatical rules are explained briefly followed by one or many exercises. I am not sure if this is sufficient for leaners to acquire/learn the target language. Therefore, teaching grammar deductively as I said before is unavoidable unless the teacher decides to integrate extra materials or skip these parts of the lesson in order to make the lesson more inductive. However, time is needed for such preparation. Also, the teachers do not have enough time to spend focussing on one grammatical structure at the time as they need to cover other important areas/skills of the course such as vocabulary, pronunciation, reading, writing etc. I found extremely useful from the teacher's point of view to teach the conditional sentences all together. The teacher saves time and the students can have a better picture of this structure as a whole. After having a short discussion with the teacher we came into conclusion that learner have become familiar with the conditional sentences only to a certain

extent though. We think that students will be able to use the 1st and the 2nd type of conditional sentences quite well, but we have some reservations about the 3rd type as this type is based on people's experiences and personal reflections. Young learners at that age do not have any personal reflexions therefore; it might be difficult to use it at that stage. Some students perhaps they need time to internalise the rules and comprehend them.

Lesson 9

Grammar instruction	Lessons	Participation
Deductively **Past simple or present perfect**	**Starting point: Eliciting** Teacher: How much do we know? What do you know about that tense? Teacher explains everything deductively The teacher uses cartoons and elicit about the pictures. **Middle stage** Teacher provides several sentences and the students need to decide which sentence is correct 1 or b and why? Teacher provides the rules and students asked to fill the gap (whether it is present perfect or past perfect) The lesson is followed by another by another dialogue including real objects (keys) **Practice/ Finishing point:** Teacher provides extra explanation about the rules. Teacher asked the students to complete 3 exercises related to the grammatical structures.	10 students 8 students 7 students 14 students in total

Diary entry 9:

The students have become familiar with the structure some students to a great extent some other to a certain extent. The teacher tried to cover all the grammatical rules related to these two structures. Have the students gained a better understanding? Maybe! I think there was too much explanation at some point. Considering the size of the class, maybe that method was the most suitable method. Gramar perhaps needs to be based on context/dialogues and pictures, thus, this may be useful for learners to remember the structures. Less explanation of the rules definitely needs to be reduced. Students should have more time to speak and practise. They said that they need to have a good memory so as to remember all the irregular sentences. Teachers seemed to use all types of methods these days: in this particular lesson, the teacher used the deductive approach, context, eliciting, and pair work. To my surprise, I found out that all teachers used the deductive approach, even though this was considered to be an old dated approach. Not only this, but students prefer and like to be taught in that way.

Lesson 10

Grammar instruction	Lessons	Participation
Deductively-inductively **Past simple and Present perfect** **Past perfect or past perfect continuous**	**Starting point: Eliciting** The teacher used two pictures +headlines of an article and asked students to guess about the story. **Middle stage** The teacher provided the story but in 10 pieces-Students were asked to put the story in order. The teacher provides a set of sentences(teacher's personal life) with a gap to complete and the teacher emphasises the linking words: after, while, before The teacher writes on the whiteboard all the names of the tenses + rules +examples. The teacher constantly is eliciting the students regarding the tenses and the rules Practice/ Finishing point: The teacher provided another story and he placed in on the floor. Students need to work in pairs-one of them needs to read and memorise the story and then he/she needs to dictate it to their partner. The text contains gaps which need to be filled (tenses) and other mistakes needed to be found	5 students 10 students 12 students 15 students in total

Diary entry 10:

The teachers covered 4 tenses during the lesson which is practical and useful from the students' point of view to experience and see the use of all these tenses combined. Also, the teacher tried to include and cover the linking words which associated with these tenses +pronunciation. Students got engaged with the examples and especially with the content of it as the sentences were related to teacher's personal life. The activity related to whispering the sentences to partners was very interesting and entertaining. I feel that students would not be able to complete the sentences without revising/having the explanation prior to the task, therefore, I cannot see teaching this lesson inductively. I believe in order to teach that lesson inductively, the teacher needs to focus only on two grammatical tenses at time. Students are not curious about tenses-did not asked any questions related to past perfect continuous (perhaps do not use it very often in real life situations) . Are they going to use these tenses correctly in writing or speaking? Perhaps yes and no…some of them yes and some of them no….they need time to digest and understand the use of these tenses, hence, they need to practice, hence, they need to study grammar. Practice can either be achieved through speaking, but I believe that practice is related to exercise, drill, training .Using tables to summarise the grammatical structures appear to be extremely useful and help learners retain the main points of the lesson. Do they

pay attention to tables? Have they made any notes? How many students did write the explanation down? Females focussed more as opposed to males who get distracting from the lesson. The teacher used various ways and techniques to make students remember and associate the tenses, for example, he used the expression: closing the door, it takes seconds-he uses gestures and demonstration by opening the door. Regarding the last exercise, I believe that this type of exercise is useful for students to see how all the tenses can be used and function together, however, they seem to be very confusing at the same time as the students need to have a deep knowledge of all the tenses, rules, and linking words to complete the task. They need to have an analytical style. After all, I wonder is this exercise so important for the students? Do they need to know all the explanation and the tenses? How often do we use the tenses of past perfect and past perfect continuous? I feel that students do not use very often the past perfect continuous in real life situation, therefore , they cannot see the purpose of that tense. Useful lesson, however, I believe when 4 grammatical structures are combined together students find it extremely difficult to put the theory into practice.

Lesson 11

Grammar instruction	Lessons	Participation
Deductively **Subject Verb Agreement**	**Starting point: Eliciting** The teacher provides a detailed explanation and a hand out with exercises related to subject-verb agreement **Middle stage** The teacher provides a set of sentences to be corrected The teacher provides ways and associates things with the grammatical structure : for example government is a collective organisation---it is a thing The teacher uses terminology related to grammar "pronoun", "clause", "subject" **Practice/ Finishing point:** The teacher provided a text with errors to be identified.	2 students 2 students 6 students 9 students in total

Diary entry 11:

A short, informative session which indicated that further practice needs to be done as this grammatical structure is very important in writing. During the lesson, mature learners were highly motivated and curious about finding the correct answers. Females engaged more in the exercise as opposed to males. Learners need to make an additional practice related to SVA as they are still making mistakes, especially with countable and uncountable nouns.

Lesson 12

Grammar instruction	Lessons	Participation
Inductively **Future tenses**	**Starting point: Eliciting** The teacher elicit students to talk about "future and work" in order to use the future tenses. The teacher used a diagram to talk about future. The teacher provides examples to talk about future plans **Middle stage** Students practice their listening skills Teacher checked their answers Additional explanation based on students answers without explaining the rules Further discussion about define plans **Practice/ Finishing point:** The teacher provided a text with gaps to be filled regarding future tenses. The teacher summarised the main points of the lesson.	7 students 7 students 9 students 11 students in total

Diary entry 12:

The teacher relied on course book and used constantly the expression "definite plan and imminent" but does not provide any future explanation. The teacher has not explained the difference between "I am going to", "will and present continuous". Having said that the students do not ask any questions regarding these particular structures. One explanation may be that they have been taught these structures previously. During the lesson the teacher spend 30 minutes working on completing gaps. My impression is that the students were not enthusiastic about that exercise. Even though the lesson was based on teaching inductively, both teacher and students managed to analyse the sentences deeply without using any terminology or rules. The teacher managed to explain the future tenses through the use of synonyms, expressions and examples.

Lesson 13

Diary entry 13

Grammar instruction	Lessons	Participation
Inductively **3rd type of conditional sentences**	**Starting point: Eliciting** The teacher elicits about regrets The teacher provides a set of pictures Students need to put the pictures in correct order and then predict the story Check students versions 2nd stage Teacher provides a set of paragraphs (the story) Students need to put the story in correct order Students need to identify all the problems of the story and say *"what would have happened if Sarah had awakened on time"*- they need to produce sentences using the 3rd type. **Finishing point:** Communicative board game:3rd type	5 students 6 students 8 students 11 students in total

An interesting lesson based on context together with several fun and interactive tasks. At the beginning of the lesson, learners hesitated to take part in the discussion regarding their personal regrets. Only 2 students had regrets, the others said that they do not have any, perhaps due to lack of experience. At the second stage, learners engaged immediately with the pictures and the story and as a result they started participating in the lesson. Learners found extremely easy to identify all the problems (related to the story) but when they were asked to convert the problems (sentences) into the 3rd type of conditional sentences, they was an initial reluctance until they discovered the correct form. After that they managed to change the remaining sentences (problems), however, a few mistakes were made while completing the task. I felt that advanced students understood this particular type but they need additional time to practise it in real life situations. In contrast, low level students need to revise the grammatical tenses and irregular verbs and then move to this complex structure.

Lesson 14

Grammar instruction	Lessons	Participation
Deductive **"Prepositions of time"**	**Starting point:** Explanation + examples of "in, on, at" through the use of inverted pyramid, different colours and tables. Practice listening prepositions-guess and fill in the gaps Pair work: exchange ideas and compare answers Check: preposition+vocabulary **Finishing point:** Complete the sentences using the correct preposition.-multiple choice	7 students 5 students 6 students 9 students in total

Diary entry 14 :

Prepositions of time are another important grammatical structure that learners need to study while learning English. The teacher explained directly the prepositions of time through tables and bullet points. Learners seemed to be very happy as they were taking notes and asking questions re prepositions. The teachers while explaining was eliciting at the same time, this teaching technique seemed to have motivated learners positively and kept their attention actively. Learners engaged and participated immediately and there was a positive atmosphere at the beginning of the lesson. During the practice stage, learners had to predict the answers of the story prior to listening. Then, they exchange ideas and compare their thoughts. The participation level was not so impressive at this stage compared to the previous stage. In the end, learners were given a worksheets (which was slightly above their level) and asked to complete it in pairs. They managed to complete it, however, many made many mistakes as the content of the sentences were very scientific. I felt that the lesson was interesting at the beginning of the lesson, however, they become to feel bored towards the end of the lesson when more formal exercises were given to them. I believe that they need additional practice.

Lesson 15

Grammar instruction	Lessons	Participation
Inductively **"1st type of conditional sentences"**	**Starting point:** Discussion about superstitions. Answer a set of questions: *"what will happen if you see a black cat"* Practice comprehension reading about "American Superstitions" + Answer questions Old English superstitions: Match the pairs of sentences **Finishing point:** Speaking activity: Make a list of superstitions that you know	17 students 17 students 18 students 20 students in total

Diary entry 15:

An interesting and interactive lesson full of fun activities. Learners were very quiet at the beginning of the lesson given that the word "superstition" was unknown to them, they had initially to figure out about the meaning. After that, they become talkative and tried to explain superstitions originated from their own country. At this stage learners made many mistakes but they got engaged and the level of participation was high and very positive. Learners seemed to have a lot of fun at this stage. The teacher tried to elicit constantly and encouraged all leaners to participate. The teacher was correcting learners while they were trying to construct sentences but without providing the grammatical structure. In the second stage, learners read a text about American superstitions and at the same time, they had to answer a set of question. All the answers were based on the 1st type of conditional sentences. Many learners at this stage managed to produce sentences related to the 1st type. The teacher kept praising all the learners during this activity. The teacher followed a logical sequence in the lesson, aiming at teaching the grammatical structure inductively. Matching the pair of sentences (related to supersitions+1st type) was another interactive and fun activity, learners seemed to be very happy and interested. During the last stage, learners were asked to practise writing 5 superstitions, some learners produce correct sentences but some other were getting confused by adding the modal verb of "will" in both parts of the sentences. I thoroughly enjoyed the lesson and I felt that learners enjoyed it too. Some learners wanted to participate and they were trying to explain some superstitions but they were lacking in vocabulary. Finally, learners become aware of the structure but they need to practice more in order to use it successfully. It could have been very useful and beneficial if the teacher had provided and explained very briefly the form, rule and the functions of using the 1st type of conditional sentences. The teacher did not use any materials from the course-book.

Lesson 16

Grammar instruction	Lessons	Participation
Inductively **"2nd type of conditional sentences"**	**Starting point:** Discussion about hypothetical situations. Answer a set of questions: *"what would you do if you won the lottery"* **Practice listening a song** "If I were a boy"-Fill in the gaps in the lyrics **Finishing point**: • Play a communicative board game: *What would you do?* • Play Kahoot (An interactive online game)	10 students 7 students 10 students 11 students in total

Diary entry 16:

The lesson started by stating the learning objectives and explaining the word "hypothetical". The lesson become very exciting when the teacher provided a set of interesting questions, for example, *"what would you do if you were the queen or king of Britain for a day?"* , "*"what would you do if you won the lottery"* and various other questions. The teacher managed to keep their attention and motivation at high levels. Some learners at this stage were making mistakes, instead of using "will", they used "would". The teacher on the other hand, was emphasising the word "would" constantly. Moving on to the second stage, the song was another interesting but challenging task. Some learners could not listen the sound "I'd" and found some of the vocabulary difficult. The finishing stage was also very exciting for the learners as they had to play two games. Regarding the communicative board game, learners practice their productive skills as they had to produce accurate sentences based on the second type of conditional sentences. Some learners managed to construct correct sentences, some others were making minor mistakes by using will instead of would and some others did not use the second type at all. This indicates that more practice needs to be done. During the last exercise, learners became very attentive, extremely excited and interested in the game as they had to work individually and use their smart mobile phones as well as the white board. All the questions were related to the 2nd type but the teacher intentionally included two questions related to the 1st type so as to test their knowledge. Through this game, the teacher encouraged learners' participation and thinking. Identifying interesting tasks either through course books or technology perhaps is the key to successful learning. Without a doubt, teaching this grammatical structure inductively kept learners' attention and motivation high and created positive atmosphere in the classroom.

Lesson 17

Grammar instruction	Lessons	Participation
Inductively **Deductively** **"passive voice"**	**Starting point:** Elicit questions related to Titanic by watching a video + vocabulary such as "iceberg, sang, hull" through pictures. 1. Read a text about Titanic + answer questions. 2. Learners were asked to highlight all the verbs in passive voice 3. Discussion about the difference between active and passive voice through the use of an example: "*Titanic was built in 1912 versus They built Titanic in 1912"* The teacher demonstrated deductively how to transform sentences on the whiteboard. Finishing point: • Practice transforming sentences from active into passive voice. • Test learners' knowledge	11 students 14 students 10 students 22 students in total

Diary entry 17:

Learners were interested and enthusiastic at the begging of the lesson, Titanic is an interesting topic to capture learners' attention. The class atmosphere was positive. The starting point of the lesson was based on teacher's elicitation aiming at understanding the vocabulary related to the topic. The structure and the transition of the lesson were appropriate. Learners were asking questions about the topic. After reading and answering the questions, learners were asked to highlight all verbs in passive voice. The teacher spent a considerable amount taking and explaining the linguistic structures and how to transform sentences from active into passive. At this stage, all learners were taking notes. The teacher explained the rules deductively and transformed all the tenses from active voice to passive. The teacher managed to capture learners' attention and interest. A few leaners participated throughout this activity. This perhaps is an indication that not many learners knew about the distinction among active and passive voice. The teacher tried really hard to make direct associations by emphasising the verb to –be, being, and been.

During the last stage, the teacher involved all the learners, one by one to transform one

sentence by looking at their notes. I felt that all learners understood the way of transforming sentences, but they need additional practice as they have to memorise the grammatical forms and structures from each voice. In the end, advanced learners produced correctly sentences whereas low level learners were making mistakes. The lesson was informative and useful, the most of learners understood the process of transforming sentences, some others were confusing as they were trying to figure out the grammatical structure in their L1. No doubt, they need more practice.

Lesson 18

Grammar instruction	Lessons	Participation
Inductively **"passive voice"**	**Starting point:** Elicit questions through pictures, for example, "The queen drove to the airport versus The queen was driven to the airport" • Further discussion about the Royal family in England. • Match pictures of the members of the Royal family with their names. **Middle stage** 1. Watch a film about "Diamond Jubilee". 2. Read an article from a newspaper + answer questions 3. Identify verbs in passive voice but not any grammatical explanation was given. Finishing point: • **Quiz:** Guess which facts related to the queen are not true.	10 students 8 students 7 students 20 students in total

Diary entry 18:

During this lesson, a variety of techniques and activities were used. The teacher elicited questions through pictures, allowing in this way learners to discover the rules by themselves. The teacher focused initially on meaning and did not mention anything about the form. Finding out information about the Royal family was another interesting activity which kept learners attentive and motivated. The pacing of the lesson was suitable for learners' needs. Watching also a film about the Diamond Jubilee captured learners' attention. Highlighting verbs in passive voice without explaining the rules helped learners identify to a certain extent the rule through meaningful context. At this stage, learners did not ask any questions related to passive voice, an indication perhaps that most of learners did not pay so much attention to this task. The last task was also based on passive voice, several learners used the linguistic structure correctly. Error correction and feedback were appropriate at this phase. During this lesson, I was not convinced that learners understood completely the distinction among the two voices. A brief explanation of the both structures could have been very useful for learners.

Lesson 19

Grammar instruction	Lessons	Participation
Deductively **"Revision tenses"**	**Starting point:** The teacher provided a worksheet based on a revision of grammatical tenses- Pair work **Middle stage** Discussion- learners were placed in difference groups in order to compare their answers. **Finishing point:** • Check answers +feedback	Pair work 4 students 8 students 9 Students in total

Diary entry 19:

The teacher used the course book during this lesson in order to make a revision on grammar tenses. Even though, the revision was done deductively, the students seemed to have enjoyed the lesson. The teacher allowed the students to complete the task by themselves and then they had discussion in groups in order to exchange ideas and compare their answers. The teacher focused on rules and examples at the same time, he indicated many times to the students to pay attention to some words in the sentences which actually show the time such as (ago, last week, since, for). The revision was based not only on tenses but conditional sentences. The most advanced learners managed to figure out the correct answers whereas low level learners were confused between the zero, second and third type. The seemed to be fine with the first one. Learners were engaged, talkative and focused during the lesson, they were taking notes constantly. Some of them, they were slightly nervous due to their mistakes. The teacher was asking questions to all learners at the end of the exercise when he was checking the answers. At the production stage, the teacher provided additional examples aiming at learners making associations. The lesson was nicely executed, even though was based on a deductive revision, learners had the opportunity to review and practise all the tenses together based on different situations. It was a useful lesson and I felt that learners really liked too, even though, some of them become a little frustrated.

Lesson 20

Grammar instruction	Lessons	Participation
Deductively **Articles**	**Starting point:** Explanation through tables on the whiteboard **Middle stage** Practice using articles- worksheets Check answers **Finishing point:** • Test their knowledge quiz based on articles.	4 students 6 students 7 students 9 Students in total

Diary entry 20:

At the beginning of the lesson, learners were taking notes about the function and use of articles. The teacher provided some hand-outs with the explanation and examples of using articles but I strongly believe that he could simplify it slightly as it contained too much information (rules, examples, functions). I felt that learners were lost interest in the second stage where they were asked to complete the worksheet. Some of them paid attention whereas some others were taking to each other about other matters. The teacher used an additional story (personal story) to explain the difference between *"a and the"*- at this point learners paid more attention, they seemed to like the story and perhaps their teacher's way of speaking. Having said that they did not ask any questions in the end. I felt that the teacher talked too much in the lesson and the pacing of the lesson was too slow. Learners did understand the difference between the articles in writing but in speaking still they were making mistakes by not using the correct article of by omitting it.

APPENDIX 6: PRE-POST LANGUAGE TEST

PRE-LANGUAGE TEST

Subject-verb agreement: Choose and circle the correct form.

1. Each team **wear/wears** a different colour.
2. Let me give you an advice/a piece of advice.
3. I haven't got **many/much** friends.
4. Three hours **is/are** long enough to look round the museum.
5. I wear **this glass/these glasses** when I go out.
6. We couldn't find **an/any** accommodation.
7. The contents of the box **was/were** thrown away.
8. One of the windows **is/are** open.
9. E-mail is a relatively new **mean/means** of communication.
10. Someone **has/have** kidnapped the President.

Conditional sentences: Look at the answers below and write the correct answer in the space.

1. If…….my passport, I'll be in trouble.

a)I lose b)I'll lose c)I lost d)I would lose

2. I haven't got a ticket. If……..one, I could get in.

a) I'd have b)I had c) I have d) I've got

3. If the bus to the airport hadn't been so late, we……the plane.

a) caught b)had caught c)would catch d)would have caught

4. If you heat ice, it…….

a) is melting b)melts c)will melt d)would melt

Verb tenses: Look at the answers below and write the correct answer in each space

1. I am busy at the moment. …….on the computer.

a) I work b)I'm work c)I'm working d) I working

2. My friend ……..the answer to the question.

a) is know b)know c)knowing d)knows

3. Where…….the car?

a) did you park b)did you parked c)parked you d) you parked

4. At nine o'clock yesterday morning we……..for the bus.

a) wait b)waiting c)was waiting d)were waiting

5. When I looked round the door, the baby……quietly.

a) is sleeping b)slept c)was sleeping d)were sleeping

6. Here's my report. ……it at last.

a)I finish b)I finished c)I'm finished d)I've finished

7.We……..to Ireland for our holidays last year.

a) goes b)going c)have gone d)went

8. Robert……ill for three weeks. He's still in hospital.

a) had been b)has been c)is d)was

9. My arms are aching now because……..since two o'clock.

a) I'm swimming b)I swam c) I swim d)I've been swimming

10. I'm very tired. ……..over four hundred miles today.

a) I drive b)I'm driving c)I've been driving d) I've driven

11. When Martin ……..the car, he took it out for a drive.

a)had repaired b)has repaired c)repaid d)was repairing

12. ……a party next Saturday. We've sent out the invitations.

a)We had b)We had c)We'll have d)We're having

13. I'll tell Anna all the news when……..her.

a) I'll see b) I'm going to see c)I see d)I shall see

14. At this time tomorrow ……..over the Atlantic.

a) we flying b)we'll be flying c)we'll fly d)we to fly

15. Where's Robert?.....a shower?

a)Does he have b)Has he c)Has he got d)Is he having

Passive voice: Convert the sentences below from active into passive voice. Rewrite these sentences beginning with the <u>underlined</u> word.

1. They may ban the film.

……

2. They offered Nancy a pay increase.

……

3. We need to correct the mistakes.

……

4. They are testing the new drug.

……

5. We haven't used the machine for ages.

……

Prepositions: Choose and circle the correct form.

1. You can see the details……the computer screen.

a) at b)by c)in d)on

2. I've got a meeting ……..Thursday afternoon.

a) at b)in c)on d)to

3. I've lived in this flat….five years.

a) ago b)already c)for d)since

4. This car is…….,if you're interested in buying it.

a)for sale b)in sale c)at sale d)to sell

5. Polly wants to cycle around the world. She's really keen…….the idea.

a) about b)for c)on d)with

Articles: Complete the story below using *a, an, one* or *the.*

Complete the story about the theft of a river barge. Put in *a, an, one* or *the* in the gaps.

This is(1)……true story about(2)……man who chose (3)…....worst possible time for his crime. It happened in London in (4) …..summer of 1972. (5)…….man stole a barge on (6)…… River Thames in case you don't know, (7)……..barge is a river boat used for carrying goods. (8)……..owner of (9)……barge soon discovered that it was missing and immediately informed (10)…….police so that they could look for it. Normally, (11)……river is quite (12)…….busy place, and it would be difficult to find what you were looking for. On this day, however, there was

(13)……dock strike, and so there was only (14)……barge on (15)…….river. (16)……..thief was quickly found and arrested.

Countable and uncountable nouns: Complete Clare's postcard to her sister. Choose and circle the correct form.

The island is very peaceful. **Life/A life** is good here. Everybody moves at a nice slow pace. People have (1) **time/a time** to stop and talk. It's (2) **experience/an experience** I won't forget it for a long time. There aren't many shops, so I can't spend all my money, although I did buy (3) **painting/a painting** yesterday. Now I'm sitting on the beach reading (4) **paper/a paper.** The hotel breakfast is so enormous that I don't need to have lunch. I've just bought (5) **orange/an orange** with me to eat later. I've been trying all the different fruits grown in this part of the world, and they're all delicious.

Error Correction Worksheet: Find and correct the errors in the following sentences.

1.I went to the India in 1967.

2. I have been in the United States since a year.

3. If I won the lottery, I will buy a castle

4. She must has been on holiday.

5. His research have identified three major factors that determine the success of leadership.

6. If you had warned me, I would not told your father about that party.

7. I live here since 1997.

8. I've been cutting my finger today.

9. My house is built in 1567.

10. Spinach is say to be very good for your health.

11. I went to work with the bus.

12. At this time tomorrow, I'll be fly to Tokyo.

13. I am knowing all the grammar, but it's difficult to remember.

14. I'm not agree: this exercise is very easy.

15. Throughout all these activity one major question remains unanswered.

POST-LANGUAGE TEST

Complete these sentences about pollution and the environment. Put in a/an or the.
There was(1)…….programme on television about dangers to (2)……environment. There was also (3)…….article about pollution in (4)……. paper. (5)……ozone layer will continue to disappear if we do not find (6)…….way to stop it. (7)……..world's weather is changing. Pollution is having (8)…….effect on our climate. Last week (9)…….oil tanker spilled oil into (10)……sea, damaging wildlife. Some professors have signed (11)……letter or protest and have sent it to (12)..…….government. If (13)……earth was (14)……human being, it would be in hospital.

Subject-verb agreement: The BBC is making a documentary about police work. A policeman is talking about his job. Choose and circle the correct form.

1. Every policeman **is/are** given special training for the job.
2. No two days are the same. Each day **is/are** different.
3. But the job **is not/are not** as exciting or glamorous as some people think.
4. Not all policemen **is/are** allowed to carry guns.
5. An officer and his dog **has/have** to work closely together.
6. A number of police officers here **works/work** with dogs
7. One of our jobs **is/are** to prevent crime happening in the first place.
8. A lot of crime **is/are** caused by people being careless.
9. Sorry, I have to go now. Someone **has/have** just reported a robbery.

Countable and uncountable nouns: Complete the conversation. Choose the correct form.

Jessica: What are you doing, Andrew?

Andrew: I'm writing **essay/an essay**.

Jessica: Oh, you've got **computer/a computer**. Do you always write **essay/essays** on your computer?

Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three **hour/hours** now.

Jessica: You've got lots of books to help you, though. I have not got as **many/much** books as you. That's because I have not got much **money/moneys.** Quite often I can't even afford to buy **food/a food**.

Andrew: Really? That can't be much fun.

Jessica: I'd like to get a job I can do in my spare time and earn **a/some money**.

I've got **a few/a little** ideas, but what do you think I should do?

Andrew: I know someone who paints **picture/pictures** and sells them. Why don't you do that?

Jessica: Because I'm not good at painting.

Prepositions: Fill in the gap with the correct preposition.

1. It's so noisy – I can't concentrate _____ my homework.
2. I've been waiting _____ the bus for more than twenty minutes!
3. Julie: "What time shall we eat dinner?"

Gill: "It depends _____ John – we'll eat when he gets home".

4. When we arrived _____ the cinema, the film had already started.
5. John worries _____ his exam results all the time.
6. Who does that house belong _____?
7. She borrowed a jumper _____ Julie.
8. Who are you waiting _____?
9. When will we arrive _____ Beijing?
10. The policeman explained _____ the children why they should never run.

Passive voice: Convert the sentences below from active into passive voice.

1. Alex is preparing the report.

   ……

2. The government has closed three factories.

   ……

3. We have never discussed this problem in such detail.

   ……...

4. Millions of tourists visit Egypt every year.

……

Conditional sentences: Look at the answers below and write the correct answer in the space.

1.My brother is only five feet tall. If he _____ a foot taller, he would be a great basketball player.

a) Is b)was c)were d)had been

2. She would have become a teacher if she **…….**to university

a)had gone b)has gone c) had been gone d)was gone

3.People……. if they don't eat**.**

a)are dying b)will die c)die d) will be dying

4.If it's a nice day tomorrow we……. to the beach.

a)go b)will go c)are going d)will be gone

Error Correction Worksheet: Find and correct the errors in the following sentences.

1. Will you going to the party next week?
2. We often see our cousins over the Easter.
3. If we had known about the storm, we wouldn't started our journey
4. A virus in all the company's computers are a real threat to security.
5. The thief must have noticed in the dark
6. For the breakfast today, I had chicken
7. Such difficult words are always found on dictionaries.
8. An opening speech is going to be make by the President.
9. Parents often insist in good manners.
10. John was built three apartments in this part of the town in 1990.
11. Each of these machines are juicy.
12. These childs are playing in the garden with the dog.
13. I really need a advice before I buy a new car.
14. If I had time, I will drop you off at school
15. Everybody respect Bill Gates.

Verb tenses: Look at the answers below and write the correct answer in each space

1) The teacher ……the tests yet.

a) Didn't check b) hasn't been checking c) hasn't checked d) doesn't check

2) Mr Jackson ……..to London on business for a week.

a) Has been going b) goes c) has gone d) was going

3) The Browns ……..…to a new house.

a) Have moved b) has moved c) have been moving d) move

4) Who ……my bag? It's not where I left it.

a) Was taking b) has been taken c) has been taking d) has taken

5) Many people ……her gallery since it opened.

a) Have visited b) are visiting c) have been visiting d) visit

6) Look at the baby! He ……chocolate again.

a) Was eaten b) has been eating c) eats d) ate

7) John ……for you for over two hours!

a) Am waiting b) waits c) has been waiting d) wait

8) When we …….to the mountains, we stayed with my grandparents.

a) Were going b) went c) go d) had gone

9) Last week, we ……...to Barcelona.

a) Drove b) had driven c) was driving d) were driving

10) While we ……...the film on TV, the phone rang.

a) Were watching b) watched c) were watched d) have been watching

11) She ……..her homework all afternoon.

a) Didn't do b) was doing c) did d)has been doing

12) This time tomorrow some of the people in this room ……to their home countries.

a) Will travel b) will travelling c) will be travelling d)will have travelling

13) I'm sorry I can't come to your party tomorrow night. …….dinner with Cristina and Samara. Maybe I can come along afterwards.

a) I will have b)I’m having c) I have d) I will have had

14) At the moment, …… an exercise in order to review the English verb tenses that I have learned.

a) I do b) I doing c) I am doing d) I have done

15) Every day, even when it's raining heavily, Henry ____ for an early morning run before eating breakfast.

a) going b) is going c) goes d) is gone

APPENDIX 7: INTERVIEW QUESTIONS

Interview: The focus of this project is to assess and comprehend "different ways of teaching grammar". I would like to take this opportunity to underlying and reassuring participants that the research is operating in agreement with the normal code of ethics for social research. The information collected will be in accordance with BAAL. To be more precise, the information collected will be kept private, confidential and is going to be used only for educational purposes. Having said that I am going to use the tape-recorder in order to remember everything that has been said throughout the interview.

Format of interview (explanatory interview): The interview is going to be an informal discussion and I would like to tell me about your personal thoughts, opinions and personal experiences of learning grammar. The whole interview is going to take around 40 minutes. The way that I am going to interview is going to be like that:

- I will ask you the question and you will give me an answer back.
- Try to be natural in your responses and try to be confident as well.
- Have you got any questions so far?

Interview questions:

2. Do you think grammar is important for someone who learns a second language? Why?
3. What is your experience of leaning grammar?
4. Do you believe that the way that you've been taught grammar previously help you to improve your grammatical ability?
5. Do you think that the teacher should present the rules and explain at the beginning of the lesson or just to give/provide examples without explaining the rules?
6. Do you feel insecure when the teacher does not explain the grammatical rules?
7. Do you get confused by learning the grammatical rules or do you think this process helps you to improve your speaking and writing skills?

8. Do you believe that learning a language in a natural way (real life situation) without learning the grammatical rules will help you to improve and produce grammatical correct sentences?
9. Do you believe that you can improve your grammar through practice?
10. Do you believe that in order to improve your language skills, you need to learn the grammatical rules?
11. Do you have any difficulties in producing language in a natural conversation because you focus mostly on correct use of grammar?
12. Do you believe that the best way to learn grammar is by analysing a text?
13. Overall, do toy think that learning the grammatical rules is very useful for you?
14. Do you have any difficulties in transferring your grammatical knowledge into a natural discussion with native speakers?
15. Do you find grammatical terminology useful or difficult?
16. Which grammatical structures do you find harder and which ones easier?
    - Active / passive voice: *Easier Harder*
    - Verb tense consistency: *Easier Harder*
    - Conditional sentences: *Easier Harder*
    - Countable and uncountable nouns: *Easier Harder*
    - Use of prepositions: *Easier Harder*
    - Use of articles: *Easier Harder*

APPENDIX 8: T-TESTS-STATISTICS

T-tests: Mixed Group

t-Test: Two-Sample Assuming Unequal Variances		
	Pre language test	*Post language test*
Mean	52.81081	56.24324
Variance	68.37988	76.46697
Observations	37	37
Hypothesized Mean Difference	0	
Df	72	
t Stat	-1.7348	
P(T<=t) one-tail	0.043528	
t Critical one-tail	1.666294	
P(T<=t) two-tail	0.087056	
t Critical two-tail	1.993464	

T-tests: Inductive Group

t-Test: Two-Sample Assuming Unequal Variances		
	Pre language test	*Post language test*
Mean	52.80645	54.41935
Variance	157.628	128.0516
Observations	31	31
Hypothesized Mean Difference	0	
Df	59	
t Stat	-0.53131	
P(T<=t) one-tail	0.298599	
t Critical one-tail	1.671093	
P(T<=t) two-tail	0.597197	
t Critical two-tail	2.000995	

T-tests: Formal Group

t-Test: Two-Sample Assuming Unequal Variances		
	pre-language test	*post-language test*
Mean	41.17391	48.73913
Variance	161.8775	203.4743
Observations	23	23
Hypothesized Mean Difference	0	
Df	43	
t Stat	-1.89815	
P(T<=t) one-tail	0.032201	
t Critical one-tail	1.681071	
P(T<=t) two-tail	0.064402	
t Critical two-tail	2.016692	

APPENDIX 9-T-TESTS RELIABILITY

T-tests: Reliability (Deductive approach)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded[a]	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items

.954	.957	2

Item Statistics

	Mean	Std. Deviation	N
Deductive Approach	41.1739	12.72311	23
Deductive Approach	48.7391	14.26444	23

Inter-Item Correlation Matrix

	Deductive Approach	Deductive Approach
Deductive Approach	1.000	.917
Deductive Approach	.917	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Deductive Approach	48.7391	203.474	.917	.841	.
Deductive Approach	41.1739	161.877	.917	.841	.

T-tests: Reliability (Inductive approach)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded[a]	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.881	.883	2

Item Statistics

	Mean	Std. Deviation	N
Inductive approach	52.8065	12.55500	31
Inductive approach	54.4194	11.31599	31

Inter-Item Correlation Matrix

	Inductive approach	Inductive approach
Inductive approach	1.000	.791
Inductive approach	.791	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Inductive approach	54.4194	128.052	.791	.626	.
Inductive approach	52.8065	157.628	.791	.626	.

T-tests: Reliability (Mixed approaches)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	37	100.0
	Excluded[a]	0	.0
	Total	37	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.919	.919	2

Item Statistics

	Mean	Std. Deviation	N
mixed methods	52.8108	8.26921	37
mixed methods	56.2432	8.74454	37

Inter-Item Correlation Matrix

	mixed methods	mixed methods
mixed methods	1.000	.851
mixed methods	.851	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
mixed methods	56.2432	76.467	.851	.724	.
mixed methods	52.8108	68.380	.851	.724	.

APPENDIX 10: CODES OF RESEARCH DIARY/NOTES

Deductive Approach – PROVISIONAL CODES	**Deductive Approach- CODES USED IN THE MAIN STUDY**
1. starting, middle and finishing point of the lesson, 2. learner's awareness and retention, 3. teaching grammar deductively and less explanation, 4. low and advanced learners, 5. teacher's view and reservations, 6. other language skills, 7. researcher's feelings and suggestions, 8. confusion and mistakes 9. course book, 10. combination of grammatical structures, 11. atmosphere, 12. motivation and participation 13. pace of the lesson, 14. size of the class and gender, 15. practice, 16. examples 17. time.	1.starting, middle and finishing point of the lesson, 2.teaching grammar deductively 3. terminology and rules 4.learners, 5.teacher, 6.researcher's feelings and suggestions, 7.confusion 8. mistakes, 9. course book, 10. atmosphere, 11.motivation and participation 12. pace of the lesson, 13. practice, 14. examples 15. time

Inductive Approach – PROVISIONAL CODES	**Inductive Approach** – CODES USED IN THE MAIN STUDY
1. starting, middle and finishing point of the lesson, explanation, 2. rules and terminology, 3. low and advanced learners, 4. learner's additional challenges, 5. learner's needs, 6. learner's questions, 7. level of participation, 8. teacher, 9. researcher's feelings and suggestions 10. mistakes and error correction, 11. interesting activities, 12. atmosphere, 13. confusion, 14. lack of vocabulary, 15. time	1. starting, middle and finishing point of the lesson, 2. grammatical explanation and rules, 3. participation 4. terminology, 5. learners, 6.teacher, 7.researcher's feelings and interpretation, 8. mistakes, 9.error correction, 10. atmosphere, 11. confusion, 12. lack of vocabulary, 13. time 14. interesting activities

Mixed (Inductive/Deductive) Approach PROVISIONAL CODES	**Mixed (Inductive/Deductive) Approach** CODES USED IN THE MAIN STUDY
1. starting, middle and finishing point of the lesson, 2. low and advanced learners and learners' questions, 3. teacher, 4. terminology, rules and explanation, 5. use of grammatical tables, 6. researcher's feelings, suggestions and interpretation, 7. combination of grammatical structure, 8. mistakes, 9. practice, 10. cognitive ability, 11. gender and learning, 12. interesting activities, 13. confusion, 14. examples 15. atmosphere.	1.starting, the middle and finishing point of the lesson, 2. learners and learners' questions, 3. teacher, 4. terminology, rules and explanation, 5. combination ion of grammatical structure 6. researcher's feelings, 7. mistakes, 8. practice, 9. cognitive ability, 10.confusion, 11. examples 12. atmosphere 13. participation

APPENDIX 11: Deductive Group- Researcher's diary-Code Book:

		Deductive code book- Researcher's diary		
Name	**Description**	**Coded Text**	**Reference Number**	**Analysis**
Starting point	3rd type of conditional sentences	-Teacher provided a few sentences and instructions: decide whether you have to put, will, would or would have +past participle. -Eliciting	4	-Prescriptive grammar -Explicit grammar teaching
Starting point	Subject-verb agreement	-The teacher provides a detailed explanation and a hand out with exercises related to subject-verb agreement -Eliciting	6	-Prescriptive grammar -Explicit grammar teaching
Starting point	2nd type of conditional sentences	-Provide rules and explanation Eliciting (if you could plan an adventure holiday, where would you go and what would you do?)	1	-Declarative knowledge
Starting point	Prepositions	Explanation + examples of "in, on, at" through the use of inverted pyramid, different colours and tables.	7	-Prescriptive grammar -Explicit grammar teaching

Starting point	Articles	Explanation through tables on the whiteboard (articles).	9	-Prescriptive grammar -Explicit grammar teaching
Starting point	Past simple	Teacher: How much do we know? What do you know about that tense (past simple)? Teacher explains everything deductively The teacher uses cartoons and elicit about the pictures.	5	-Prescriptive grammar -Explicit grammar teaching
Starting point	Revision of grammatical tenses	The teacher provided a worksheet based on a revision of grammatical tenses- Pair work	8	-Pedagogical grammar
Starting point	Active/Passive voice	Transform sentences from active to passive voice	3	-Explicit grammar teaching -Cognitive grammar

Name	**Description**	**Coded Text**	**Reference**	**Analysis**
Middle stage	Prepositions	Practice listening prepositions-guess and fill in the gaps Pair work: exchange ideas and compare answers Check: preposition + vocabulary	5	-Mechanical practice
Middle stage		Discussion- learners were placed in difference groups in order to compare their answers	7	-Communicative practice

Middle stage	2nd type of CS	During the practice stage, learners had to predict the answers of the story prior to listening. Then, they exchange ideas and compare their thoughts.	6	-Conceptualised practice -Communicative practice
Middle stage	2nd type of CS	Introduction the word "if" Introduction of the "possibility meter"	1	-Prescriptive grammar -Explicit grammar teaching
Middle stage	Passive voice	Underlying forms in passive voice	2	-Mechanical practice -Procedural
Middle stage	Articles	Practice using articles- worksheets Check answers	8	-Mechanical practice
Middle stage	Present perfect Past perfect	Teacher provides several sentences and the students need to decide which sentence is correct 1 or b and why? Teacher provides the rules deductively and students asked to fill the gap (whether it is present perfect or past perfect). The lesson is followed by another by another dialogue including real objects (keys)	4	-Declarative knowledge -Explicit grammar teaching -Mechanical practice
Middle stage	Conditional sentences	Teacher's talk Provide the grammar rules deductively based on the book The teacher also talked about mixed conditionals Students seemed to be fine with the mix conditional sentences ---students are trying to find the correct answers. However, some students need additional grammatical explanation.	3	-Pedagogical grammar -Cognitive and Linguistic complexity

Name	Description	Coded Text	Reference Number	Analysis
Finishing point	Passive Voice	Match the sentences in passive with endings	2	-Mechanical practice - Declarative knowledge
Finishing point		Check answers +feedback	8	-Pedagogical grammar
Finishing point	Prepositions	Complete the sentences using the correct preposition.-multiple choice	7	-Mechanical practice - Declarative knowledge
Finishing point	Conditional Sentences	Find the mistakes based on conditional sentences and the teacher emphasised that the students need to identify the tenses.	3	-Accuracy -Mechanical practice - Declarative knowledge -Explicit grammar teaching
Finishing point	Conditional Sentences	Practice all conditional sentences	1	-Mechanical practice
Finishing point	Articles	Quiz based on articles.	9	-Mechanical practice
Finishing point	Simple past/present perfect	Teacher asked the students to complete 3 exercises related to the grammatical structures based on gap-filling (Simple past/present perfect).	5	-Mechanical practice - Declarative knowledge -Explicit grammar teaching
Finishing point	Error correction	The teacher provided a text with errors to be identified.	6	-Accuracy

Name	Description	Coded Text	Reference Number	Analysis
Learners	Conditional Sentences	Learners seemed to be fine with the first type of CS	4	-Cognitive and linguistic complexity
Learners	Prepositions	Learners seemed to be very happy as they were taking notes and asking questions re prepositions.	3	-Extrinsic motivation
Learners	Tenses	Learners were engaged, talkative and focused during the revision, they were taking notes constantly.	5	-Extrinsic motivation
Learners	Articles	Learners were taking notes about the function and use of articles.	6	-Extrinsic motivation
Learners	Conditional Sentences	Students seemed to be fine with the mix conditional sentences ---students are trying to find the correct answers.	1	-Cognitive and linguistic complexity -Accuracy
Learners		Students should have more time to speak and practise.	2	-Lack of communicative practice
Learner's awareness	Past simple or present perfect	The students have become familiar with the structure some students to a great extent some other to a certain extent (past simple or present perfect).	2	-Cognitive and linguistic complexity

Learner's awareness	Active/ Passive Voice	The teacher managed to trigger the students' awareness however, there are some students who still do not know the difference between active and passive voice.	1	-Explicit grammar teaching
Learners' retention	Past Simple	Learners said that they need to have a good memory so as to remember all the irregular sentences	2	-Cognitive grammar
Learners' retention		Grammar perhaps needs to be based on context/dialogues and pictures, thus, this may be useful for learners to remember the structures.	1	-Cognitive grammar -Conceptualised practice
Learners' retention		The teacher provided additional examples aiming at learners making associations	3	-Cognitive grammar
Advanced learners	Less explanation	Less explanation of the grammatical rules definitely is needed	1	-Implicit grammar teaching
Low level learners	Additional explanation needed	Some students need additional grammatical explanation.	1	-Cognitive and linguistic complexity
Low level learners	Additional explanation needed	..whereas low level learners were confused between the zero, second and third type.	2	-Cognitive complexity
Advanced learners		Advanced students who already know this structure will not be affected from this lesson	1	-Cognitive complexity
Advanced learners		The most advanced learners managed to figure out the correct answers	2	-Cognitive complexity

Name	Description	Coded Text	Reference Number	Analysis
Teacher		The teacher allowed the students to complete the task by themselves and then they had discussion in groups in order to exchange ideas and compare their answers	16	-Pedagogical grammar
Teacher		Provide the grammar rules deductively based on the book	6	-Pedagogical grammar -Explicit grammar teaching
Teacher	Simple past/present perfect	Teacher provides extra explanation about the rules (Simple past/present perfect).	9	-Explicit grammar teaching
Teacher	Simple past/present perfect	Teacher provides the rules deductively and students asked to fill the gap (whether it is present perfect or past perfect).	8	-Explicit grammar teaching -Mechanical practice
Teacher	Conditional sentences	The teacher check the exercises once again using terminology especially the terms “possible and impossible”	7	-Pedagogical grammar -Explicit grammar teaching
Teacher	Conditional sentences	The teacher could have skipped the first stage of the lesson and focused on the possibility meter straight away and then practised speaking based on conditional sentences. The teacher spent a considerable amount of time explaining and eliciting.	4	-Pedagogical grammar -Explicit grammar teaching

Teacher	Prepositions	The teacher explained directly the prepositions of time through tables and bullet points.	13	-Pedagogical grammar -Explicit grammar teaching
Teacher	Past simple	The teacher focused on rules and examples at the same time, he indicated many times to the students to pay attention to some words in the sentences which actually show the time such as (ago, last week, since, for).	17	-Pedagogical grammar -Explicit grammar teaching
Teacher	Conditional sentences	The teacher managed to capture students' attention immediately and mine as well through the use of the possibility metre.	2	-Pedagogical grammar -Explicit grammar teaching -Cognitive grammar
Teacher	Passive voice	The teacher managed to trigger the students' awareness; will the students make the effort to discover more information about this particular structure (passive voice)? The teacher needs to slow down at this point (passive voice)	5	-Explicit grammar teaching
Teacher	Articles	The teacher provided some hand-outs with the explanation and examples of using articles	19	-Pedagogical grammar -Explicit grammar teaching
Teacher	S-V agreement	The teacher provides a detailed explanation and a hand out with exercises related to subject-verb	11	-Pedagogical grammar -Explicit grammar teaching

Teacher	Countable nouns	The teacher provides a set of sentences to be corrected The teacher provides ways and associates things with the grammatical structure : for example government is a collective organisation---it is a thing The teacher uses terminology related to grammar “pronoun”, “clause”, “subject”	12	-Accuracy -Cognitive grammar -Explicit grammar teaching
Teacher	Conditional sentences	The teacher spent 5 minutes at the beginning of the lesson eliciting students about adventures and the rest of the lesson was based on grammatical explanation	3	-Pedagogical grammar -Explicit grammar teaching
Teacher	Articles	The teacher used an additional story (personal story) to explain the difference between “a and the”- at this point learners paid more attention	20	-Cognitive grammar -Intrinsic motivation
Teacher	Conditional sentences	The teacher was eliciting constantly.	1	-Pedagogical grammar
Teacher	Prepositions	The teachers while explaining was eliciting at the same time	14	-Pedagogical grammar -Explicit grammar teaching
Researcher’s reservations	Conditional sentences	We think that students will be able to use the 1st and the 2nd type of conditional sentences quite well, but we have some reservations about the 3rd type as this type is based on people’s experiences and personal	1	-Cognitive and linguistic complexity

Researcher's reservations	Conditional sentences	Young learners at that age do not have any personal reflexions or regrets therefore; it might be difficult to use it (3rd type of CS) at that stage	2	-Cognitive and linguistic complexity
Other teacher's view	Conditional sentences	After having a short discussion with the teacher we came into conclusion that learner have become familiar with the conditional sentences only to a certain extent though	1	-Cognitive and linguistic complexity

Name	**Description**	**Coded Text**	**Reference Number**	**Analysis**
Teaching grammar deductively	Tenses	Even though, the revision was done deductively, the students seemed to have enjoyed the lesson	3	-Intrinsic motivation
Teaching grammar deductively		I found out that all teachers more or less use the deductive approach, even though this was considered to be an old dated approach. Not only this, but students prefer and like to be taught grammar deductively sometimes	2	-Pedagogical grammar
Teaching grammar deductively	Active and passive voice	The teacher tried to cover all the grammatical rules related to these two structures. Have the students gained a better understanding? Maybe! I think there was too much explanation at some point.	1	-Pedagogical grammar -Explicit grammar teaching -Lack of communicative

Teaching grammar deductively	Articles	The teacher used an additional story (personal story) to explain the difference between “a and the”- at this point learners paid more attention	4	-Cognitive grammar
Teaching grammar deductively	Course books	Therefore, teaching grammar deductively as I said before is unavoidable unless the teacher decides to integrate extra materials or skip these parts of the lesson in order to make the lesson more inductive.	1	-Pedagogical grammar -Learning and teaching grammar
Terminology and rules	Conditional Sentences	The teacher uses terminology all the way through the lesson	1	-Pedagogical grammar -Reference grammar
Grammar		Grammar perhaps needs to be based on practicing context/dialogues and pictures	1	-Conceptualised and communicative practice
Grammatical rules	Course books	The grammatical rules are explained briefly followed by one or many exercises.	1	-Pedagogical grammar -Learning and teaching
Internalise grammatical rules		Some students perhaps they need time to internalise the rules and comprehend them.	1	-Interlanguage

Name	Description	Coded Text	Reference Number	Analysis
Researcher's feeling	Conditional sentences	I felt that students tend to like explanations and connections between shapes and explanations.	1	-Cognitive grammar -Implicit grammar teaching
Researcher's feeling	Prepositions	I felt that the lesson was interesting at the beginning of the lesson, however, they become to feel bored towards the end of the lesson when more formal exercises were given to them. I believe that they need additional practice as the grammatical structure of preposition can be very complex for some learners.	3	-Pedagogical grammar -Reference grammar -Explicit grammar teaching -Lack of motivation -Cognitive and linguistic complexity -Mechanical practice

Researcher's feeling	Articles	I felt that the teacher talked too much in the lesson and the pacing of the lesson was too slow. Learners did understand the difference between the articles in writing but in speaking still they were making mistakes by not using the correct article or by omitting it	8	-Pedagogical grammar -Reference grammar -Explicit grammar teaching -Lack of motivation -Cognitive and linguistic complexity in speaking -Accuracy
Researcher's feeling	Countable and uncountable nouns	I felt that learners were lost interest in the second stage where they were asked to complete the worksheet. Some of them paid attention whereas some others were taking to each other about other matters.	6	-Pedagogical grammar -Lack of motivation -Cognitive and linguistic complexity in speaking

Researcher's feeling	Tenses	The lesson was nicely executed, even though was based on a deductive revision, learners had the opportunity to review and practise all the tenses together based on different situations. It was a useful lesson and I felt that learners really liked too, even though, some of them become a little frustrated about their mistakes.	4	-Pedagogical grammar -Reference grammar -Explicit grammar teaching -Contextualised practice -Cognitive and linguistic complexity in speaking -Accuracy
Researcher's feeling	Articles	The teacher provided some hand-outs with the explanation and examples of using articles but I strongly believe that he could simplify it slightly as it contained too much information (rules, examples, functions).	5	-Pedagogical grammar -Reference grammar -Explicit grammar teaching
Researcher's feeling	Articles	The teacher used an additional story (personal story) to explain the difference between “a and the”- at this point learners paid more attention, they seemed to like the story and perhaps their teacher’s personal story.	7	-Cognitive grammar

Researcher's suggestions	S-V agreement	A short, informative session (S-V agreement) which indicated that further practice needs to be done as this grammatical structure is very important in writing.	5	-Pedagogical grammar -Reference grammar -Explicit grammar teaching -Practice
Researcher's suggestions	2nd type of CS	I am not sure if this (the use of course books) is sufficient for leaners to acquire/learn the target language.	3	-Pedagogical grammar -Learning and teaching grammar
Researcher's suggestions	Conditional sentences	I believe that conditional sentences need to be learnt deductively due to their complexity of the structures	1	-Pedagogical grammar -Explicit grammar teaching -Linguistic complexity
Researcher's suggestions	Passive voice	I feel that teaching passive voice needs to be done together with active voice in order to revise both structures and become familiar with the structures The teacher focused on past simple passive throughout the lesson. I believe that students can easily hypothesise the wrong structure by thinking that this is the only structure related to passive voice (was told, was sold) if it is not explained correctly.	2	-Pedagogical grammar -Explicit grammar teaching -Linguistic complexity

Researcher's suggestions	Conditional sentences	I found extremely useful from the teacher's point of view to teach the conditional sentences through the use of tables. The teacher saves time and students can have a better picture of this structure as a whole.	4	-Pedagogical grammar -Explicit grammar teaching - Cognitive and Linguistic complexity

Name	**Description**	**Coded Text**	**Reference Number**	**Analysis**
Confusion	Passive voice	Advanced students who already know this structure will not be affected from this lesson, however I believe that some students are still confused.	1	- Cognitive and Linguistic complexity
Confusion	Conditional sentences	Whereas low level learners were confused between the zero, second and third type.	2	- Cognitive and Linguistic complexity
Mistakes	Conditional sentences	Learners managed to complete it, however, many made many mistakes as the content of the sentences were very scientific.	1	- Cognitive and Linguistic complexity -Accuracy
Mistakes		Some learners, they were slightly nervous due to their mistakes.	2	- Cognitive and Linguistic complexity -Accuracy

Name	Description	Coded Text	Reference Number	Analysis
Atmosphere	Conditional sentences	The lesson and the atmosphere changed completely while the teacher drew a “possibility metre” on the white board. Everyone is taking notes	1	-Intrinsic motivation -Explicit grammar teaching
Atmosphere	Prepositions	Learners engaged and participated immediately and there was a positive atmosphere at the beginning of the lesson	2	- Intrinsic motivation -Positive pedagogical teaching
Motivation	Teaching technique	The teachers while explaining was eliciting at the same time (prepositions), this teaching technique seemed to have motivated learners positively and kept their attention actively.	1	-Intrinsic motivation -Explicit grammar teaching

Name	Description	Coded text	Reference Number	Analysis
Pace of the lesson	Tenses	I felt that the teacher talked too much in the lesson and the pacing of the lesson was too slow.(Practice stage)	4	-Pedagogical grammar -Reference grammar -Explicit grammar teaching -Teacher centred approach
Pace of the lesson	Prepositions	I think there was too much explanation at some point (Presentation stage)	2	-Pedagogical grammar -Reference grammar -Explicit grammar teaching
Pace of the lesson	Prepositions	The pace of the lesson was appropriate at the initial stage (Presentation stage)	3	-Pedagogical grammar -Reference grammar -Explicit grammar teaching

Pace of the lesson	Passive voice	The teacher needs to slow down at this point .	1	-Explicit grammar teaching -Teacher centred approach
Paticipation		See in text		-Table 14
Course book		New Total English		-Explicit representation of grammatical structures

Name	**Description**	**Coded Text**	**Reference Number**	**Analysis**
Practice	Prepositions	I believe that they need additional practice as the grammatical structure of preposition can be very complex for some learners.	2	-Cognitive and linguistic complexity -Practice
Practice	SVA Countable and uncountable nouns	Learners need to make an additional practice related to SVA as they are still making mistakes, especially with countable and uncountable nouns.	1	-Cognitive and linguistic complexity -Practice
Examples	Conditional sentences	The teacher explained all the conditional sentences nicely with examples using different colours	1	-Pedagogical grammar -Reference grammar -Explicit grammar teaching
Examples	Past simple	The teacher provided additional examples aiming at learners making associations	2	-Cognitive grammar

Time	Passive voice	However, time is needed for such preparation (inductive lesson)	1	-Pedagogical teaching
Time	Passive voice	The teachers do not have enough time to spend focussing on one grammatical structure at the time as they (teachers) need to cover other important areas/skills of the course such as vocabulary, pronunciation, reading, writing etc	2	-Pedagogical teaching

APPENDIX 12: Inductive Group-Researcher's diary-Code Book:

		Inductive code book-Researcher's diary		
Name	**Description**	**Coded Text**	**Reference Number**	**Analysis**
Starting point	3rd type of Conditional sentences	At the beginning of the lesson, learners hesitated to take part in the discussion regarding their personal regrets.	7	-Cognitive and -Linguistic complexity
Starting point	2nd type of CS	Discussion about hypothetical situations. Answer a set of questions: "what would you do if you won the lottery"	10	-Implicit grammar teaching -Declarative knowledge
Starting point	1st type of CS	Discussion about superstitions. Answer a set of questions: "what will happen if you see a black cat"	9	-Implicit grammar teaching -Declarative knowledge
Starting point	Active and passive voice	Elicit questions through pictures, for example, "The queen drove to the airport versus The queen was driven to the airport"	11	-Implicit grammar teaching
Starting point	2nd type of CS	Eliciting Discussion about the sixth sense (technological device) You tube video: "Augmented reality"	3	-Implicit grammar teaching -Declarative knowledge

Starting point	Future tenses	Eliciting The teacher elicit students to talk about "future and work" in order to use the future tenses. The teacher used a diagram to talk about future.	5	-Implicit grammar teaching -Descriptive grammar -Declarative knowledge
Starting point	3rd type of CS	Eliciting The teacher elicits about regrets The teacher provides a set of pictures Students need to put the pictures in correct order and then predict the story Check students versions	6	-Pedagogical teaching -Implicit grammar teaching -Descriptive grammar -Declarative knowledge
Starting point	Passive voice	Eliciting (where is the item hidden?)	1	-Pedagogical teaching
Starting point	Prepositions	Eliciting prepositions through demonstration: ball and table	2	-Pedagogical teaching -Implicit grammar teaching
Starting point	Active and Passive voice	Further discussion about the Royal family in England. Match pictures of the members of the Royal family with their names.	12	-Pedagogical teaching - Declarative knowledge
Starting point	2nd type of CS	Teacher provides a list with word and elicit about the factory: How do they make potato chips? Watch another video. Take notes about the steps	4	-Pedagogical teaching - Declarative knowledge

Name	Description	Coded Text	Reference Number	Analysis
Middle stage of the lesson	3rd type of Conditional sentences	At the second stage, learners engaged immediately with the pictures and the story and as a result they started participating in the lesson	6	-Pedagogical teaching -Inductive teaching -Contextualised practice
Middle stage of the lesson	Passive voice	1. Watch a film about “Diamond Jubilee”. 2. Read an article from a newspaper + answer questions 3. Identify verbs in passive voice but not any grammatical explanation was given.	11	-Noticing -Pedagogical teaching -Inductive teaching
Middle stage of the lesson	2nd type of CS	During the practice stage, learners read a story about Richard, they had to put the pictures in the correct order in order to understand the story. At the same time, they had to find the correct preposition and words to fill in the gaps	2	-Pedagogical teaching -Inductive teaching -Contextualised practice
Middle stage of the lesson	1st type of CS	In the second stage, learners read a text about American superstitions and at the same time, they had to answer a set of question. All the answers were based on the 1st type of conditional sentences. Many learners at this stage managed to produce sentences related to the 1st type.	8	-Pedagogical teaching -Inductive teaching -Contextualised practice

Middle stage of the lesson	2nd type of CS	Moving on to the second stage, the song was another interesting but challenging task.	10	-Pedagogical teaching -Inductive grammar teaching -Contextualised practice -Linguistic complexity
Middle stage of the lesson	2nd type of CS	Pair work: solve a puzzle through pictures: "Read about Richard" Use correct preposition + vocabulary	1	-Pedagogical teaching -Inductive grammar teaching -Contextualised practice
Middle stage of the lesson	1st type of CS	Practice comprehension reading about "American Superstitions" + Answer questions Old English superstitions: Match the pairs of sentences	7	-Pedagogical teaching -Inductive grammar teaching -Contextualised practice
Middle stage of the lesson	2nd type of CS	Practice listening a song "If I were a boy"-Fill in the gaps in the lyrics	9	-Pedagogical teaching -Inductive grammar teaching -Contextualised practice
Middle stage of the lesson	2nd type of CS	Students need to describe the process of making a tea. The teacher provides two sentences (one in passive and one in active and asks the students to identify which one is more natural)	3	-Declarative knowledge -Noticing

Middle stage of the lesson	Future tenses	Students practice their listening skills Teacher checked their answers Additional explanation based on students answers without explaining the rules Further discussion about define plans	4	-Pedagogical teaching -Inductive grammar teaching
Middle stage of the lesson	3rd type of CS	Teacher provides a set of paragraphs (the story) Students need to put the story in correct order Students need to identify all the problems of the story and say "what would have happened if Sarah had awakened on time"-they need to produce sentences using the 3rd type.	5	-Pedagogical teaching -Inductive grammar teaching -Noticing

Name	**Description**	**Coded text**	**Reference number**	**Analysis**
Finishing point	3rd type of CS	Communicative board game:3rd type	4	-Improve communicative competence through inductive teaching. -Communicative practice

Finishing point	1st type of CS	During the last stage, learners were asked to practise writing 5 superstitions	6	-Improve linguistic knowledge and communicative competence through inductive teaching -Conceptualised practice
Finishing point	2nd type of CS	Play a communicative board game: What would you do?	7	-Improve communicative competence through inductive teaching
Finishing point	Passive voice	Students were asked to complete a table using irregular past participles and then put the verbs into correct sentences to form passive voice (no previous explanation provided).	2	-Improve linguistic knowledge through inductive teaching -Noticing -Controlled practice
Finishing point	2nd type of CS	The finishing stage was also very exciting for the learners as they had to play two games and interact each other	8	-Improve communicative competence through inductive teaching -Communicative practice
Finishing point	Future tenses	Play Kahoot (An interactive online game)	3	-Improve linguistic knowledge through inductive teaching -Noticing

Name	Description	Coded Text	Reference Number	Analysis
Explanation of the grammatical structure	Passive voice	Highlighting verbs in passive voice without explaining the rules helped learners identify to a certain extent the rule through meaningful context.	4	-Cognitive grammar -Teaching grammar inductively -Noticing
Explanation of the grammatical structure	Prepositions	The explanation of the meaning of prepositions was done through drawing and not through formal explanation	1	-Cognitive grammar -Teaching grammar inductively -Noticing
Explanation of the grammatical structure	Passive voice	The teacher explained briefly through the use of one example the difference between active and passive voice.	2	-Cognitive grammar -Teaching grammar inductively. -Noticing
Explanation of the grammatical structure	Future tenses	The teacher managed to explain the future tenses through the use of synonyms, expressions and examples.	3	-Cognitive grammar -Teaching grammar inductively -Noticing -Conscious raising
Rules and terminology	Future tenses	Even though the lesson was based on teaching inductively, both teacher and students managed to analyse the sentences deeply without using any terminology or rules	1	-Pedagogical and cognitive grammar -Inductive grammar teaching -Descriptive grammar

Name	Description	Coded Text	Reference Number	Analysis
Learners	Future Tenses	Having said that the students do not ask any questions regarding these particular structures (future tenses).	5	-Cognitive and linguistic complexity
Learners	3rd type of conditional sentences	Learners found extremely easy to identify all the problems (related to the story) but when they were asked to convert the problems (sentences) into the 3rd type of conditional sentences, there was an initial reluctance until they discovered the correct form. After that they managed to change the remaining sentences (problems), however, a few mistakes were made while completing the task.	4	-Fluency -Noticing
Learners	2nd type of conditional sentences	Learners engaged immediately and there was a positive atmosphere at the beginning of the lesson. Learners seemed to be very happy at this stage.	2	-Inductive teaching -Intrinsic motivation
Learners	Conditional sentences	Learners were very quiet at the beginning of the lesson given that the word “superstition” (1st type of CS) was unknown to them, they had initially to figure out about the meaning. After that, they become talkative and tried to explain superstitions originated from their own country.	8	-Improve communicative competence through inductive teaching. -Contextualised and communicative practice.
Learners	3rd type of conditional sentences	Students need to put the story in the correct order Students need to identify all the problems	6	-Pedagogical grammar -Noticing

Learners	2nd type of conditional sentences	Students practice their listening skills	4	-Pedagogical teaching
Learners' additional challenges	Conditional sentences	Some learners could not listen the sound “I’d” and found some of the vocabulary difficult.	1	-Cognitive and Linguistic complexity
Learners' needs	1st type of conditional sentence	The pacing of the lesson was suitable for learners’ needs.	1	-Context Approach -Pedagogical teaching
Learners' questions	Passive voice	Learners did not ask any questions related to passive voice	1	-Linguistic complexity
Level of participation	2nd type of conditional sentences	At this stage (starting point) learners made many mistakes but they got engaged and the level of participation was high and very positive. Learners seemed to have a lot of fun at this stage	1	-Fluency - Intrinsic motivation See table 15

Name	Description	Coded Text	Reference Number	Analysis
Teacher	3rd type of CS	Teacher provides a set of paragraphs	10	-Pedagogical teaching
Teacher	Prepositions	The teacher demonstrated and elicited all the prepositions through real objects and interesting activities	2	-Pedagogical teaching -Implicit grammar teaching
Teacher	1st type of CS	The teacher did not use any materials from the course-book in order to teach the 1st type of CS.	13	-Pedagogical teaching -Implicit grammar teaching
Teacher	Passive Voice	The teacher elicited questions through pictures, allowing in this way learners to discover the rules by themselves (passive voice). The teacher focused initially on meaning and did not mention anything about the form.	17	-Pedagogical teaching -Implicit grammar teaching -Noticing
Teacher	Passive voice	The teacher focused mostly on describing a process	5	-Declarative knowledge
Teacher	Future tenses	The teacher has not explained the difference between “I am going to”, “will and present continuous”	9	-Inductive grammar teaching
Teacher	Tenses	The teacher is doing everything to help the students.	4	-Pedagogical teaching

Teacher	CS	The teacher kept praising all the learners during this activity. The teacher followed a logical sequence in the lesson, aiming at teaching the grammatical structure inductively	12	-Pedagogical teaching -Implicit grammar teaching -Noticing
Teacher	CS	The teacher managed to keep their attention and motivation at high levels while teaching the 2nd type of CS inductively by eliciting all the time.	14	- Intrinsic motivation -Implicit grammar teaching -Noticing
Teacher	CS	The teacher on the other hand, was emphasising the word “would” constantly	15	-Noticing
Teacher	CS	The teacher provides examples	7	-Implicit grammar teaching -Noticing
Teacher	Future tenses	The teacher relied on course book and used constantly the expression “definite plan and imminent” but does not provide any further explanation to teach future tenses.	8	-Implicit grammar teaching -Noticing
Teacher	1st type of CS	The teacher tried to elicit constantly and encouraged all leaners to participate. The teacher was correcting learners while they were trying to construct sentences but without providing the grammatical structure.	11	-Implicit grammar teaching -Noticing
Teacher	Tenses	The teacher used a diagram	6	Pedagogical teaching

Teacher	Tenses	Through this game (Kahoot), the teacher encouraged learners' participation and thinking.	16	-Pedagogical teaching -Implicit grammar teaching -Noticing

Name	**Description**	**Coded text**	**Reference number**	**Analysis**
Researcher's feelings	Passive voice	I am not sure to what extend students will be capable of using these structures (passive voice), I feel that they need to know these structures only in order to pass the final tense.	4	-Cognitive and linguistic complexity -Controlled practice
Researcher's feelings	Future tenses	My impression is that the students were not enthusiastic about that exercise (completing the gaps-future tenses).	5	-Linguistic complexity -Context Approach
Researcher's feelings	Active and Passive voice	During this lesson, I was not convinced that learners understood completely the distinction among the two voices.	8	-Linguistic complexity
Researcher's feelings	3rd type of CS	I felt that advanced students understood this particular type but they need additional time to practise it in real life situations. In contrast, low level students need to revise the grammatical tenses and irregular verbs and then move to this complex structure	6	-Controlled practice -Conceptualised practice

Researcher's feelings	Prepositions	I felt that some learners learnt and some others refreshed their grammatical knowledge of prepositions. It was an interesting, informative and fun lesson full of interesting exercises. Learners were not felt anxious or nervous during this lesson, they worked really well together by exchanging ideas	1	- Pedagogical teaching -Cognitive complexity
Researcher's feelings	1st type of CS	I thoroughly enjoyed the lesson and I felt that learners enjoyed it too	7	- Pedagogical teaching
Researcher's feelings	Prepositions	The question is, however, to what extent learners will be using correctly these prepositions while speaking and writing?	2	-Accuracy -Cognitive and Linguistic complexity
Researcher's feelings	Passive voice	To my knowledge, not all the students are aware of the structure of passive voice, however some others were more confident.	3	- Pedagogical teaching -Cognitive complexity
Researcher's interpretation	Passive voice	Learners did not ask any questions related to passive voice, an indication perhaps that most of learners did not pay so much attention to this task.	3	-Cognitive grammar -Linguistic complexity
Researcher's interpretation	Future tenses	One explanation may be that they have been taught these structures previously	1	-Declarative knowledge

Researcher's interpretation	Conditional sentences	Some learners managed to construct correct sentences, some others were making minor mistakes by using will instead of would and some others did not use the second type at all. This indicates that more practice needs to be done.	2	-Cognitive and Linguistic complexity -Controlled practice
Researcher's suggestions	Active and passive	A brief explanation of the both structures) could have been very useful for learners.	3	-Prescriptive grammar -Deductive grammar teaching -Cognitive and Linguistic complexity
Researcher's suggestions	Passive voice	Identifying interesting tasks either through course books or technology perhaps is the key to successful learning. Without a doubt, teaching this grammatical structure inductively kept learners' attention and motivation high and created positive atmosphere in the classroom.	2	-Pedagogical grammar -Inductive grammar teaching - Intrinsic motivation
Researcher's suggestions	Conditional sentences	It could have been very useful and beneficial if the teacher had provided and explained very briefly the form, rule and the functions of using the 1st type of conditional sentences.	1	-Prescriptive grammar -Deductive grammar teaching -Cognitive and Linguistic complexity

Name	Description	Coded Text	Reference Number	Analysis
Mistakes	Conditional sentences	Some learners at this stage were making mistakes, instead of using “will”, they used “would”	1	-Linguistic complexity
Mistakes	Conditional sentences	Some learners managed to construct correct sentences, some others were making minor mistakes by using will instead of would and some others did not use the second type at all.	2	-Fluency -Cognitive and linguistic complexity
Mistakes	Passive voice	The last task was also based on passive voice, several learners used the linguistic structure correctly, some others made some mistakes, they were omitting the verb to be.	3	-Fluency -Cognitive and linguistic complexity
Error correction	Passive voice	Error correction and feedback were appropriate during the last phase.	1	-Fluency -Noticing

Name	Description	Coded text	Reference number	Analysis
Interesting activities	Conditional sentences	During the last exercise, learners became very attentive, extremely excited and interested in the game as they had to work individually and use their smart mobile phones as well as the white board. All the questions were related to the 2nd type but the teacher intentionally included two questions related to the 1st type so as to test their knowledge.	1	-Intrinsic motivation -Contextualised practice

Interesting activities	Passive voice	Finding out information about the Royal family was another interesting activity which kept learners attentive and motivated.	2	-Intrinsic motivation -Communicative practice
Interesting activities	Passive voice	Watching also a film about the Diamond Jubilee captured learners' attention	3	-Intrinsic motivation -Communicative practice
Future tenses	Future tenses	Another important lesson for students is to be able to talk about their instant decisions, future plans, and arrangements without providing the rules.	1	-Improve linguistic knowledge through inductive teaching -Noticing
Passive voice	Passive voice	During this lesson, a variety of techniques and activities were used.	1	- Pedagogical grammar
Passive voice (Present simple)	Passive voice	Another interesting lesson	1	-Pedagogical grammar
Prepositions of place	Prepositions of place	Prepositions of place are another important grammatical structure that learners need to study while learning English.	1	-Controlled practice

Name	Description	Coded text	Reference Number	Analysis
Fluency	Conditional sentences	Regarding the communicative board game, learners practice their productive skills as they had to produce accurate sentences based on the second type of conditional sentences.	1	Use of inductive approach Focus on the correct use of linguistic form.
Atmosphere	1st type of CS	Matching the pair of sentences (related to supersitions+1st type) was another interactive and fun activity, learners seemed to be very happy and interested.	2	-Positive learning environment through the use of Communicative teaching approach.
Atmosphere	1st type of CS	The atmosphere was very positive as learners had to work in groups and work together so as to find the answers.	1	-Positive learning environment through the use of Communicative teaching approach.
Confused	1st type of CS	Some learners produce correct sentences but some other were getting confused by adding the modal verb of “will” in both parts of the sentences	1	Cognitive and Linguistic complexity

Lack of vocabulary	1st type of CS	Some learners wanted to participate and they were trying to explain some superstitions but they were lacking in vocabulary.	1	-Cognitive and Linguistics complexity - The lexical chunks argument
Time		Due the time limit and the fact that many skills and elements need to be taught and covered, the teacher needs to be selective.	1	Pedagogical teaching

APPENDIX 13: Mixed Group –Researcher's diary- Code Book:

		Mixed code book- Researcher's diary		
Name	**Description**	**Coded Text**	**Reference Number**	**Analysis**
Starting point	Passive voice	Elicit questions related to Titanic by watching a video + vocabulary such as "iceberg, sang, hull" through pictures.	7	-Implicit grammar teaching -Declarative knowledge
Starting point	2nd type of CS	Eliciting "Where would you go to buy a scratch card" Teacher's talk Story about David and Matthew using present simple(he goes for a walk every day and buys a scratch card) "What would you do if you won the lottery?	4	-Descriptive grammar -Implicit grammar teaching -Declarative knowledge
Starting point	2nd type of CS	Eliciting "If you had the opportunity to explore a new country, which one would it be and why? How likely is it to go travelling?	3	-Implicit grammar teaching -Declarative knowledge
Starting point	Past simple and present perfect	Eliciting The teacher used two pictures +headlines of an article and asked students to guess about the story.	6	-Implicit grammar teaching -Declarative knowledge

Starting point	Conditional sentences	The lesson started inductively in an interesting way. The teacher managed to successfully include both types of CS (2nd and 3rd)in the same lesson considering the length of the lesson. The teacher managed also to include other important grammatical structures such as SVA +tenses to a certain extend though.	5	-Inductive and deductive grammar teaching -Prescriptive grammar
Starting point	2nd type of Conditional sentences	The starting point of the lesson was based on teacher's elicitation aiming at understanding the vocabulary related to the topic.	8	-Implicit grammar teaching - Cognitive grammar
Starting point	Passive voice	The structure and the transition of the lesson were appropriate.	9	-Pedagogical grammar
Starting point	2nd type of Conditional sentence	The students did not produce any language apart from individual words at that stage.	2	-Linguistic complexity
Starting point	Countable and uncountable nouns	Watch a video Use of authentic materials (a bag with rise) to introduce the topic.	1	-Implicit grammar teaching

Name	Description	Coded Text	Reference Number	Analysis
Middle stage	Passive voice	Explaining grammar deductively through pictures Practise exercises from the course book	1	-Pedagogical grammar -Explicit grammar teaching -Mechanical practice
Middle stage	Passive voice	1. Read a text about Titanic + answer questions. 2. Learners were asked to highlight all the verbs in passive voice without explaining the rules.	5	-Prescriptive grammar -Implicit grammar teaching -Procedural knowledge
Middle stage	2nd type of CS	Mind mapping activity (map with four countries) Where would you live, if you went to..? Who would you meet? What would you eat if you went to? Provide the rules briefly Underline the grammatical structure from a reading passage	2	-Descriptive and prescriptive grammar -Implicit and explicit grammar teaching -Procedural knowledge

Middle stage	Past simple and Present perfect	The teacher provided the story but in 10 pieces- Students were asked to put the story in order. The teacher provides a set of sentences (teacher's personal life) with a gap to complete and the teacher emphasises the linking words: after, while, before. The teacher writes on the whiteboard all the names of the tenses + rules +examples. The teacher constantly is eliciting the students regarding the tenses and	4	-Prescriptive and cognitive grammar -Implicit and explicit grammar teaching -Declarative knowledge
Middle stage	2nd type of CS	Watch a video-Answer questions David would do such a thing? Was the right thing to do to lie to David? So, if Matthew had not lied to David…. Provide the rules briefly Practice-Handout:3rd type of conditional sentences	3	-Implicit and explicit grammar teaching -Prescriptive grammar -Mechanical and Contextual practice

Name	Description	Coded Text	Reference Number	Analysis
Finishing point	3rd type of CS	Practice writing	3	-Procedural knowledge -Controlled practice
Finishing point	3rd type of CS	Practice writing Can you think of something you should not have done in the last month? Use the 3rd type to add more details	4	-Procedural and declarative knowledge -Controlled practice
Finishing point	Active and passive voice	During the last stage, the teacher involved all the learners, one by one to transform one sentence by looking at their notes.	8	-Procedural knowledge -Controlled practice
Finishing point	Countable and uncountable nouns	Fill the boxes based on different quantifiers and questions: identify elements in class or what can you put in your pocket?(a few, several, a little, a large amount of, some, a lot)	1	-Procedural knowledge -Controlled practice
Finishing point	Countable and uncountable nouns	In the last stage, all students practise countable and uncountable nouns.	2	-Procedural knowledge -Controlled practice
Finishing point	Active and passive voice	Practice transforming sentences from active into passive voice. Test learners' knowledge	7	-Procedural knowledge -Controlled practice

Finishing point	Tenses	Regarding the last exercise, I believe that this type of exercise is useful for students to see how all the tenses can be used and function together	6	-Implicit and explicit grammar teaching
Finishing point	Tenses	The teacher provided another story and he placed in on the floor. Students need to work in pairs-one of them needs to read and memorise the story and then he/she needs to dictate it to their partner. The text contains gaps which need to be filled (tenses) and other mistakes needed to be found.	5	-Implicit and explicit grammar teaching -Contextualised and controlled practice.

Name	**Description**	**Coded Text**	**Reference Number**	**Analysis**
Learners	Passive voice	After reading and answering the questions, learners were asked to highlight all verbs in passive voice.	6	-Procedural knowledge
Learners	Passive voice	All learners were taking notes (passive voice)	7	-Pedagogical grammar -Explicit grammar teaching
Learners	Passive voice	Do students pay attention to tables? Have they made any notes? Only a few students did write the explanation down?	4	-Linguistic and cognitive complexity
Learners	Passive voice	In the end, advanced learners produced correctly sentences whereas low level learners were making mistakes.	8	-Linguistic and cognitive complexity

Learners	Passive voice	Learners were interested and enthusiastic at the beginning of the lesson, Titanic is an interesting topic to capture learners' attention.	5	-Pedagogical grammar -Intrinsic motivation
Learners	3rd type of CS	Some students seemed to struggle constructing the 3rd type. One student asked her fellow student whether this type is used for past or not. Another student, even though the form and function was on the white board, struggle to form sentences using the 3rd type	2	-Linguistic and cognitive complexity
Learners	3rd type of CS	Students were asked to put the story in order.	3	-Procedural knowledge
Learners	3rd type of CS	The students had the opportunity to practise the 3rd type but not the second type	1	-Explicit grammar teaching -Mechanical practice
Learners' questions	Passive voice	A few advanced leaners participated throughout this activity (passive voice).	3	-Cognitive complexity
Learners' questions	Passive voice	Learners were asking questions about the topic (Titanic)	2	-Intrinsic motivation
Learners' questions	Past perfect continuous	Students are not curious about tenses-did not asked any questions related to past perfect continuous (perhaps do not use it very often in real life situations)	1	-Linguistic complexity

Name	Description	Coded Text	Reference Number	Analysis
Teacher	Passive voice	The teacher demonstrated deductively how to transform sentences on the whiteboard.	6	-Pedagogical grammar -Explicit grammar teaching
Teacher	Tenses	The teacher emphasises the linking words: after, while, before. The teacher writes on the whiteboard all the names of the tenses + rules	4	-Pedagogical grammar -Explicit grammar
Teacher	Passive voice	The teacher managed to capture learners' attention and interest while explaining the grammatical rules (passive voice)	7	-Pedagogical grammar -Explicit grammar -Intrinsic motivation
Teacher	3rd type of CS	The teacher provided the story but in 10 pieces	2	-Procedural knowledge
Teacher	Past Perfect	The teacher provides a set of sentences(teacher's personal life) with a gap to complete	3	-Mechanical practice
Teacher	Passive voice	The teacher tried really hard to make direct associations by emphasising the verb to –be, being, and been.	8	-Prescriptive grammar -Implicit grammar
Teacher	Passive voice	The teacher tried really hard to make students produce correct sentences at that stage	1	-Accuracy

Teacher	Past perfect and continuous	The teacher used various ways and techniques to make students remember and associate the tenses, for example, he used the expression: closing the door, it takes seconds-he uses gestures and demonstration by opening the door.	5	-Cognitive grammar

Name	**Description**	**Coded Text**	**Reference**	**Analysis**
Terminology, rules and explanation	Active and passive voice	However, later the teacher explained the rules deductively and transformed all the tenses from active voice to passive.	5	-Pedagogical grammar -Explicit grammar
Terminology, rules and explanation	Active and passive voice	The teacher asked the students to highlight all the verbs in passive voice without providing the rules.	4	-Procedural knowledge
Terminology, rules and explanation	Tenses	The teacher constantly is eliciting the students regarding the tenses and the rules using wh-questions	2	-Declarative knowledge
Terminology, rules and explanation	Active and passive voice	The teacher spent a considerable amount taking and explaining the linguistic structures and how to transform sentences from active into passive.	3	-Pedagogical grammar -Explicit grammar

Terminology, rules and explanation	Active and passive voice	The teacher used terminology related to grammar and students seemed to know some of it.	1	-Pedagogical grammar -Explicit grammar -Declarative knowledge
Teaching grammar deductively, Use of tables		Using tables to summarise the grammatical structures appear to be extremely useful and help learners retain the main points of the lesson.	1	-Pedagogical grammar -Explicit grammar

Name	**Description**	**Coded Text**	**Reference**	**Analysis**
Researcher's feeling	Countable and uncountable nouns	I felt that the majority of learners understood the different qualifiers, however, more practice is needed.	1	-Linguistic complexity
Researcher's feeling	Active and passive voice	I feel that students thoroughly enjoyed the lesson and the atmosphere was very positive from both sides (teacher-students), however, my own concern as a teacher and researcher is to what extent students become familiar with this grammatical structure.	2	-Pedagogical grammar -Explicit grammar -Linguistic complexity

Researcher's feeling	Active and passive voice	I felt that all learners understood the way of transforming sentences, but they need additional practice as they have to memorise the grammatical forms and structures from each voice	6	-Explicit grammar -Linguistic complexity -Mechanical practice
Researcher's feeling	Tenses	I felt that students would not be able to complete the sentences without revising/having the explanation prior to the task, therefore, I cannot see teaching this lesson inductively. I believe in order to teach that lesson inductively, the teacher needs to focus only on two grammatical tenses at time not on 4.	4	-Explicit grammar -Cognitive and Linguistic complexity
Researcher's feeling	Conditional sentences	I felt that the teacher should have mentioned briefly about the first type or students should have been given a hand-out with all the conditional sentences +function rules	3	-Explicit grammar -Cognitive and Linguistic complexity
Researcher's feeling	Past perfect and past perfect continuous	I wonder is this exercise so important for the students? Do they need to know all the explanation and the tenses? How often do we use the tenses of past perfect and past perfect continuous? I feel that students do not use very often the past perfect continuous in real life situation, therefore, they cannot see the purpose of that tense. Useful lesson, however, I believe when 4 grammatical structures are combined together students find it extremely difficult to put the theory into practice.	5	-Explicit grammar -Cognitive and Linguistic complexity

Researcher's interpretation	Passive voice	A few advanced leaners participated throughout this activity. This perhaps is an indication that not many learners knew about the distinction among active and passive voice.	2	-Cognitive and Linguistic complexity
Researcher's interpretation	Passive voice	This approach allowed the teacher to deal with additional language points such as: S-V agreement and grammar tenses.	1	-Pedagogical grammar
Researcher's suggestions	Conditional sentences	Considering the length of the course, I believe that the teacher do not have the time to spend one session only on 2 type. Perhaps, the deductive approach could have been more useful for this group considering the purpose and the duration of the course. Another observation that I would like to make is the fact that the students need to learn the conditional sentences starting with the zero or first and then move to the second and third. Starting teaching conditionals from the second type, I strongly believe that this may cause some problems as not all students have the cognitive and grammatical ability to know about the conditional sentences whether this has to do with the importance of the structure or with the knowledge of L1.	1	-Pedagogical grammar -Explicit grammar -Linguistic complexity -L1 interference

Name	Description	Coded Text	Reference Number	Analysis
Combination of grammatical structures		Other grammatical structures can be taught in conjunction with CS for example, SVA and tenses.	1	-Pedagogical grammar
Combination of grammatical structures	S-V agreement	The teacher tried to include and cover the linking words which associated with these tenses +pronunciation	3	-Pedagogical grammar
Combination of grammatical structures	Tenses	The teachers covered 4 tenses during the lesson which is practical and useful from the students' point of view to experience and see the use of	2	-Pedagogical grammar
Inductive-Deductive teaching		The teacher started the lesson inductively, however a few minutes later the lesson became deductively by explaining the rules.	1	-Pedagogical grammar -Implicit and explicit grammar

Name	Description	Coded Text	Reference Number	Analysis
Mistakes	Conditional Sentences	The learners became familiar with the second type of conditional sentences considering their responses, even though a few mistakes were made.	1	-Accuracy -Linguistic complexity
Mistakes	Conditional Sentences	In the end, advanced learners produced correctly sentences whereas low level learners were making	2	-Accuracy -Linguistic complexity

Name	Description	Coded Text	Reference Number	Analysis
Practice	Passive Voice	I felt that all learners understood the way of transforming sentences, but they need additional practice as they have to memorise the grammatical forms and structures from each	3	-Mechanical practice
Practice	Countable and uncountable nouns	More practice is needed (countable and uncountable nouns) in context	1	-Mechanical practice -Conceptualised practice
Practice		Practice can either be achieved through speaking, but I believe that practice is related to exercise, drill, training	2	-Communicative practice -Mechanical practice
Participation		See in text		

Name	Description	Coded Text	Reference Number	Analysis
Cognitive ability	Conditional sentences	Not all students have the cognitive and grammatical ability to know about the conditional sentences	1	-Cognitive complexity
Confusion	Tenses	Regarding the last exercise, I believe that this type of exercise is useful for students to see how all the tenses can be used and function together, however, they seem to be very confusing at the same time as the students need to have a deep knowledge of all the tenses, rules, and linking words to	1	-Cognitive and Linguistic complexity
Confusion	Passive voice	The lesson was informative and useful, most of learners understood the process of transforming sentences, some others were confusing as they were trying to figure out the grammatical structure in their L1.	3	-Cognitive and Linguistic complexity -Mechanical practice -L1 interference -Noticing

Name	Description	Coded Text	Reference Number	Analysis
Examples		Examples play a significant role in the lesson whether it is based on deductive or inductive approach	1	-Pedagogical grammar -Explicit and implicit grammar teaching
Examples	Past perfect	Students got engaged with the examples and especially with the content of it as the sentences were related to teacher's personal life.	2	-Pedagogical grammar -Implicit grammar teaching

Name	Description	Coded Text	Reference Number	Analysis
Atmosphere	Passive voice	The class atmosphere was positive while teaching the passive voice.	2	-Positive learning environment through the use of Communicative teaching approach.

Atmosphere	Countable and uncountable nouns	The teacher managed to create a positive atmosphere in class through the introduction of authentic materials (a bag of rice and a spoon).	1	-Positive learning environment through the use of Communicative teaching approach.

APPENDIX 14: IELTS WRITING BAND DESCRIPTION

BRITISH COUNCIL idp IELTS AUSTRALIA UNIVERSITY of CAMBRIDGE ESOL Examinations

IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	▪ fully addresses all parts of the task ▪ presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	▪ uses cohesion in such a way that it attracts no attention ▪ skilfully manages paragraphing	▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	▪ sufficiently addresses all parts of the task ▪ presents a well-developed response to the question with relevant, extended and supported ideas	▪ sequences information and ideas ▪ logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately	▪ uses a wide range of vocabulary ▪ fluently and flexibly to convey precise meanings ▪ skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation ▪ produces rare errors in spelling and/or word formation	▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies
7	▪ addresses all parts of the task ▪ presents a clear position throughout the response ▪ presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus	▪ logically organises information and ideas; there is clear progression throughout ▪ uses a range of cohesive devices appropriately although there may be some under-/over-use ▪ presents a clear central topic within each paragraph	▪ uses a sufficient range of vocabulary to allow some flexibility and precision ▪ uses less common lexical items with some awareness of style and collocation ▪ may produce occasional errors in word choice, spelling and/or word formation	▪ uses a variety of complex structures ▪ produces frequent error-free sentences ▪ has good control of grammar and punctuation but may make a few errors
6	▪ addresses all parts of the task although some parts may be more fully covered than others ▪ presents a relevant position although the conclusions may become unclear or repetitive ▪ presents relevant main ideas but some may be inadequately developed/unclear	▪ arranges information and ideas coherently and there is a clear overall progression ▪ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical ▪ may not always use referencing clearly or appropriately ▪ uses paragraphing, but not always logically	▪ uses an adequate range of vocabulary for the task ▪ attempts to use less common vocabulary but with some inaccuracy ▪ makes some errors in spelling and/or word formation, but they do not impede communication	▪ uses a mix of simple and complex sentence forms ▪ makes some errors in grammar and punctuation but they rarely reduce communication

Page 1 of 2

5	▪ addresses the task only partially; the format may be inappropriate in places ▪ expresses a position but the development is not always clear and there may be no conclusions drawn ▪ presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	▪ presents information with some organisation but there may be a lack of overall progression ▪ makes inadequate, inaccurate or over use of cohesive devices ▪ may be repetitive because of lack of referencing and substitution ▪ may not write in paragraphs, or paragraphing may be inadequate	▪ uses a limited range of vocabulary, but this is minimally adequate for the task ▪ may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	▪ uses only a limited range of structures ▪ attempts complex sentences but these tend to be less accurate than simple sentences ▪ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	▪ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ▪ presents a position but this is unclear ▪ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	▪ presents information and ideas but these are not arranged coherently and there is no clear progression in the response ▪ uses some basic cohesive devices but these may be inaccurate or repetitive ▪ may not write in paragraphs or their use may be confusing	▪ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task ▪ has limited control of word formation and/or spelling; errors may cause strain for the reader	▪ uses only a very limited range of structures with only rare use of subordinate clauses ▪ some structures are accurate but errors predominate, and punctuation is often faulty
3	▪ does not adequately address any part of the task ▪ does not express a clear position ▪ presents few ideas, which are largely undeveloped or irrelevant	▪ does not organise ideas logically ▪ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	▪ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling ▪ errors may severely distort the message	▪ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	▪ barely responds to the task ▪ does not express a position ▪ may attempt to present one or two ideas but there is no development	▪ has very little control of organisational features	▪ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	▪ cannot use sentence forms except in memorised phrases
1	▪ answer is completely unrelated to the task	▪ fails to communicate any message	▪ can only use a few isolated words	▪ cannot use sentence forms at all
0	▪ does not attend ▪ does not attempt the task in any way ▪ writes a totally memorised response			

APPENDIX 15: PILOT STUDY 1 (RS4 METHODOLOGY)

The pilot study was conducted in the University of Bedfordshire at Department of Language and Communication. My random sample of fifty-two participants from a population list of 200 International students took part in the study. Forty-nine International students participated in the pilot study. Forty-nine students were selected randomly from my Pre-sessional English Courses and Communication Skills and the rest participated willingly on the study. I randomly assigned 27 participants to receive grammar teaching deductively, 19 participants inductively and lastly, 6 participants by combing both methods. The majority of the students were Chinese, Indian and Pakistani and a small number of students were Greek, Thai and Kazakh. The average age of the participants was between 18-35, forty four students were between 18-25 years old and 6 students were between 26-35, 27 were females and 25 were males. The selection of the student groups was controlled based on the results of the language password test (between 4.5 -5.0 IELTS scoring system) provided by the University of Bedfordshire. The structures were not new to them, but the majority of learners did not use them accurately during previous revision tasks done in class. The following research instruments were used in order to control bias and achieve validity and reliability of the research.

1. Pre-post- tests /paired t-tests
2. Writing task
3. Observations through video-recording
4. Questionnaires
5. Approaches for teaching grammar (treatment)

Pre-post-test: A pre-test was used initially as a means of feasible evaluation in order to measure the students' performance. The learners took the test primarily without being taught the grammatical structures of active/passive voice and conditional sentences. After that, the students were taught the targeted structures with different type of grammar instruction with five days and then re-tested again. The test was taken from the *Oxford Guide to English Grammar* written by John

Eastwood *(see appendix 9).* This particular language test was chosen because it is widely used and designed dependently of the needs of the current research. In order to achieve validity and reliability, the conditions of the test remain constant. The pre-post language test was the same in format, the same exercises and the same time (1 hour) to guarantee that the test is reliable, objective and comparable. The test took place in class, students had one hour to complete the test and an extra hour for the writing task. The instructions were explained where needed. Lastly, the test was administered and marked mainly by me and occasionally from another teacher. That was one of the main limitations.

Regarding the scoring system, the first task (*conditional sentences*) of the pre-post language test paper includes 11 gaps; students need to identify the correct form of the verbs. The participants will get 1 mark for every correct answer. The second task (*conditional sentences)* includes 8 sentences; the participants need to re-write the sentence beginning with *if* without changing the meaning of the original sentence. The participants will get 1 mark for every correct answer. The third task (*passive voice)* includes 6 sentences. The participants have to change the sentences from active voice into passive. The participants will get 1 mark for every correct answer. Overall, the participants will get 25 marks from the language test (*see appendix 3).*

T-tests: T-tests were used to measure the statistical significance of the difference between the means of the pre-post language tests (Howitt and Cramer, 2011)

Pre-post writing task: Participants were also given a writing task to complete with the intention of assessing their writing skills. The writing task consists of three tasks. The first writing task asks the participants to give 4 answers based on 4 conditional questions. The participants will get 2 marks for every correct answer, 8 points in total. The second writing task includes 4 unfinished sentences. The participants need to finish writing the sentence using the correct conditional forms. Once again, participants will get 2 marks for every correct answer, 8 points in total. The third writing task of the pre-writing task is a topic based on "*My favorite movie: use active and passive forms",* the participants need to elaborate the topic in writing, anticipating that they will use active/passive forms. The highest mark participants can score from this task is 9 points. Overall, the participants will get 25 marks from the writing task. The last writing task was marked by another teacher in order to

tackle the validity of the research. The only problem with the pre-task was that it was used only with two groups of students due to several modifications that the researcher had to go through at the beginning of the project. (*see appendix 4).*

Questionnaires: Open and closed questions were used in order to discover students' opinions towards the teaching approach they received during the project.

Observations though video-recording: Several lessons were video-recording for the purpose of the pilot study to observe how students performed to classroom materials, procedures and activities in conjunction with different types of grammar instruction. Consent forms were given prior to using the video camera. (Griffee, 2012)

Statistical analysis using a statistical software package (Excel) was conducted to test the two suggested hypothesis.

1. There is a difference in the results when student groups are taught deductively, inductively or by the use of both.
2. Different class formats (for example, a class of 20, a class of 5 or/and one to one lessons) they will have different performance outcomes depending on different types of grammar instruction.

Data analysis was performed using F-tests and t-tests in order to analyse the relationship between different types of grammar instruction based on pre-post language tests. F-tests were used initially, in order to test equal and unequal variances and decide which t-tests to use to test the hypotheses. The acceptance level was set at .05.

Findings show that there was a statistically significant difference in large classes between the two methods of grammar instruction-formal and naturalistic-in terms of student performance (*Table 1 and 2*). The formal group performed significantly higher (t (38)=-3.09, p=0.003, than the naturalistic group t(19)=-0.66, p=0.5. These results suggest that students in large groups who learn grammar deductively performed better compare to those who were taught inductively. However, one of the limitations of this study is the lack of the mixed group.

Table 1: Pre-Post Deductive large class (t-Test: Two-Sample Assuming Equal Variances)		
	Pre-Method	Post-Method
N of students	18	22
Mean (SD)	7.05 (4.38)	11.5 (4.65)
Df	38	
t Stat	-3.082	
P(T<=t) two-tail	0.003	

Table 2: Pre-Post Inductive large class (t-Test: Two-Sample Assuming Equal Variances)		
	Pre-Method	Post-Method
N of students	9	12
Mean (SD)	5.78 (1.93)	6.42 (2.39)
Df	19	
t Stat	-0.65	
P(T<=t) two-tail	0.520	

Student performance scores did not differ statistically between methods of instruction in the small classes (formal method $t(6)$=-1.17, p=0.3; inductive method $t(8)$= -0.69, p=0.5; mixed method $t(6)$=-1.05, p=0.33) (Tables 4, 5 and 6).

Table 4: Pre-Post Deductive small class (t-Test: Two-Sample Assuming Equal Variances**)**		
	Pre-Method	Post-Method
N of students	4	4
Mean (SD)	4.75 (2.36)	6.75 (2.50)
Df	6	
t Stat	-1.16	

P(T<=t) two-tail	0.290	

Table 5: Pre-Post Inductive small class (t-Test: Two-Sample Assuming Equal Variances**)**		
	Pre-Method	Post-Method
N of students	5	5
Mean (SD)	5.80 (3.11)	7.40 (4.16)
Df	8	
t Stat	-0.69	
P(T<=t) two-tail	0.510	

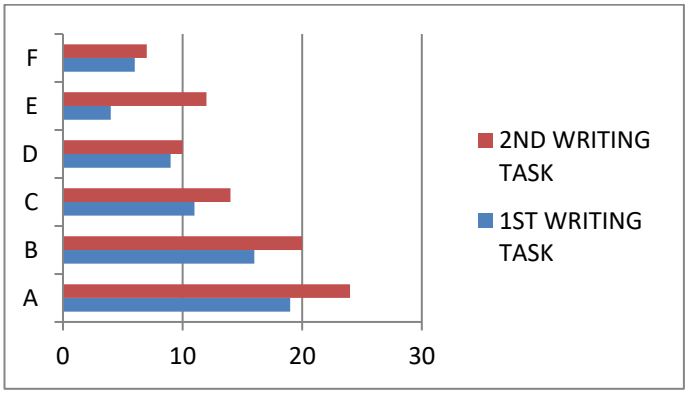
Table 6: Pre-Post Mixed Small groups (t-Test: Two-Sample Assuming Unequal Variances**)**		
	Pre-Method	Post-Method
N of students	4	4
Mean (SD)	6.25 (5.55)	10.25 (5.12)
Df	6	
t Stat	-1.06	
P(T<=t) two-tail	0.331	

Based on these results, differences in student performance between methods of instruction were more evident in large classes and did not appear to exist in small classes. It was not possible to test statistical differences between methods of instruction in one-to-one lessons due to the small sample.

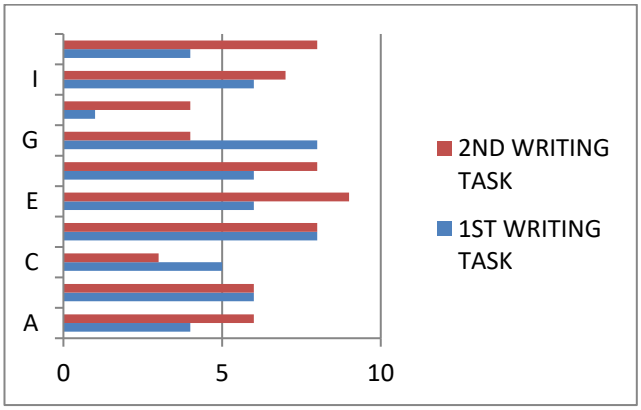
Writing task of the pilot study1

Regarding the writing task, a simple writing task was used only with the naturalistic and formal groups to assess the students writing skills. The results showed significant difference between the formal and the naturalistic group regarding the writing task. The formal group performed considerably better (the results were fluctuated between 8 to 24 points with the highest score of 25 points) in the second task as opposed to the naturalistic group (the results were fluctuated between 3 to 9 points with the highest score of 25 points). This finding is in agreement with Pienemann (1988) findings which showed that several grammatical structures do benefit significantly by the use of explicit grammar instruction.

FORMAL GROUP



NATURALISTIC GROUP



APPENDIX 16: PILOT STUDY 2

The principal goal of conducting a pilot study was not to collect additional data, but to find out whether the research procedures are suitable before the actual data are collected. Therefore, adjustments can be made and fixed by changing the data collection procedures. As explained before, the methodology of this particular project had to be modified based on reviewers 'comments. As a result, a slightly different pilot study was conducted once again in the University of Bedfordshire at Department of Language and Communication prior to the main study. A random sample of twenty one participants from a population list of 50 International students took part in the pilot study. Twenty-one participants were selected randomly from two weeks Pre-sessional English course and furthermore assigned and taught grammar by another teacher through the deductive and inductive approaches. Nevertheless, only fifteen students completed the pre-post language test.

The majority of the students were, Pakistani (12 students) and a small number of students were from India (5 students) and 1 student from Afghanistan. The majority the participants (11 students) were of the age group 26-35, five were 18-25 years old and (2 students) were between 26-45, (5) were females and 13 were males. The selection of the student groups was controlled based on the results of the language password test (between 5.0-6.5 IELTS scoring system) provided by the University of Bedfordshire. The following research instruments were used in order to control bias and achieve validity and reliability of the research. As mentioned before, the new methodology was based on the following research instruments.

1. Pre-post-tests /paired t-tests
2. Observations
3. Questionnaires
4. Interviews
5. Approaches for teaching grammar (treatment)

The duration of the second pilot study lasted two weeks. At the beginning of the research, permission was granted by the Director of Studies by explaining stage by

stage the purpose of the study and the research procedures. Also, permission was granted by the teacher and special arrangements were made (between the teacher and the researcher) regarding the grammatical lessons that students needed to be taught given the short duration of the course. The first day of the course, I explained to the students the purpose of my research and I asked them to complete an informed consent form. It is worth emphasizing at that stage that all the students agreed happily to participate in the research project. Moreover, in order to persuade the participants to perform the best in the pre-post language test, as this specific test would not be taking into account in the final grade, I promised to give them feedback individually based on their strengths and weaknesses regarding their grammatical competence.

The test was taken once again from the *Oxford Guide to English Grammar* written by John Eastwood. The conditions of the test remain constant so as to achieve validity and reliability The pre-post language test was the same in format, the same exercises and the same time (1 hour) to guarantee that the test is reliable, objective and comparable. The test took place in class, students had one hour to complete it. The instructions were explained where needed. The post-language test was given and invigilated by another teacher. Lastly, the test was administered and marked mainly by me. Needless to say that the majority of respondents wanted to know how they performed in this particular test, thus, individual feedback was given to participants.

Conducting the second pilot study and having a discussion with two senior EFL Lecturers simultaneously made me think that another exercise needs to be included in the pre-post language test related to error correction, focusing on students' productive skills. This could have been conducted through a writing task, however, after conducting the first pilot study, it was found that assessing students writing skills based on these particular grammatical structures would be difficult to grade them. Therefore, this option was dismissed and a new version of the pre-post language test was designed by including an exercise on error correction. Also, it was decided that the pre-language test would be better to be different from the post-language test, as this may raise questions whether students might remember the questions/answers of the first test. Hence, a different post-language test was designed, very similar to the pre- language test, however the questions are different.

The exercises were taken once again from the *Oxford Guide to English Grammar* written by John Eastwood and adopted to some extent.

Throughout these two weeks, observations were conducted for three days. After making all the appropriate arrangements with the teacher, I observed three lessons based on passive voice, countable and uncountable nouns and conditional sentences. The teacher used both methods to teach these lessons. Added to this, interviews were conducted with two students in order to improve the internal validity. Internal validity refers to the extent to which the design and the planned study of a testing eliminate the possibility of being biased. Pilot studies can be seen as a trial run using a small number of participants similar to those that the researcher will use in the main study (Wray, Trott and Bloomer, 1998*).*To be precise, the first version of my pilot interview provided me a very important feedback given that certain questions were ambiguous, and further explanation needed. At this stage, all the vague and unnecessary questions were discarded.

Regarding the questionnaire, a small number of changes needed to be done concerning only the second part which is consisted of 17 rating questions with a five point scale. The questions remained the same apart from using even number for the main questionnaire so as to find out what direction the students in the middle are learning.

APPENDIX 17: INTEGRATIVE TESTS BASED ON WRITING

Writing 1

Write a paragraph to describe what is happening in the picture using present continuous.



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Writing 2

Write three paragraphs about "my educational experiences and future plans" using simple past verbs and simple future verbs.

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Writing 3

Write three paragraphs about your life achievements and personal goals.

	Instructions	Tenses
1	Write one paragraph about your past achievement	Use present perfect and past simple
2	Write one paragraph about your goals that you are working currently	Use present simple, present perfect and present perfect continuous
3	Write one paragraph about your future goals	Use simple future and future perfect

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Writing 4

Write two paragraphs about the "advantages and disadvantages of using the internet".

	Instructions	Tenses
1	Write one paragraph about the advantages of using the internet	Use present perfect and present simple and simple future
2	Write one paragraph about the disadvantages of using the internet	Use present simple and present perfect and simple future

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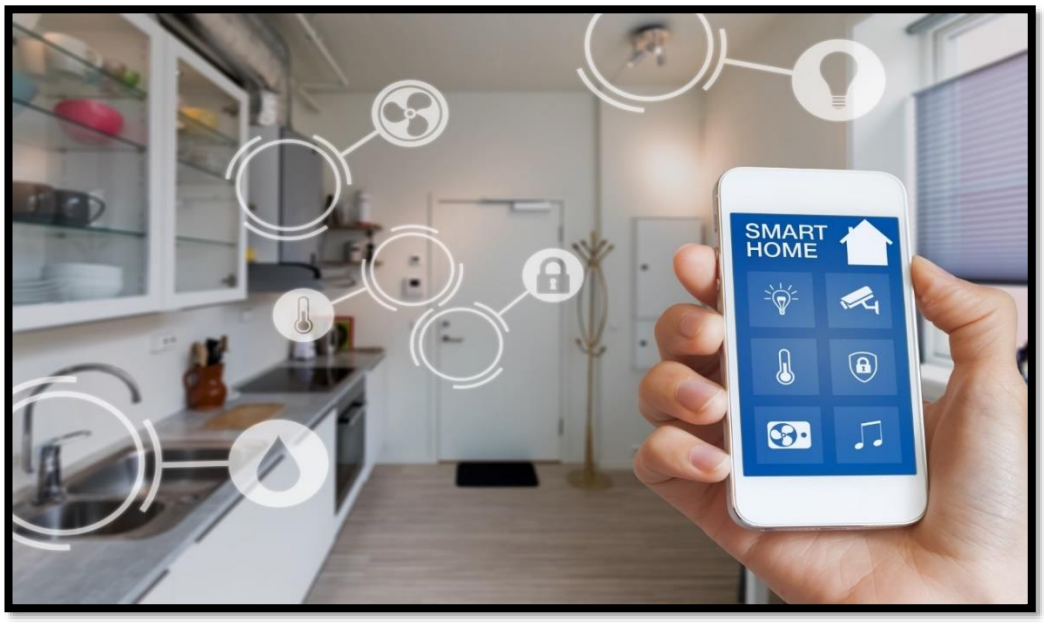
Writing 5

This is the Smart Home of the Future





Write four paragraphs about the "advantages and disadvantages of future of smart houses".

	Instructions	Tenses
1	Write one paragraph (introduction/background information) about technology and the future of smart houses	Use present simple
2	Write one paragraph about the advantages of the future of smart houses	Use present simple, present perfect, simple future and future present perfect
3	Write one paragraph about the disadvantages of the future of smart houses	Use present simple, present perfect, simple future and future present perfect
4	Write one paragraph (conclusion)	Use present simple and simple future

<u>This is the beginning of the essay:</u>

Modern technology has become such a significant part of our lives that no one can live without it. With recent technological developments and the beginnings of the automation era, smart homes are the future which will change the way we live completely.

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APPENDIX 18: LEARNING SOURCES: COGNITIVE GRAMMAR



CLICK ON CODNITIVE GRAMMAR

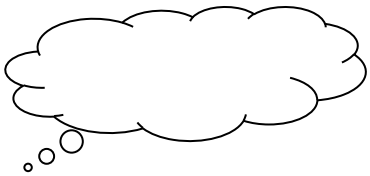
APPENDIX 19: LEARNING SOURCES: INDUCTIVE APPROACH

Conditional sentences 3rd type

Warm up activity

Do you have any regrets about your own upbringings, school days, studies and choices of career?

- **Think of something you wish you had done differently.**
- **What would you have done instead?**
- **What do you think would have happened if you had made different choices?**





Put the pictures in the correct order and then predict the story.

















Text: Put the paragraphs in the correct order

Sarah had to be at the airport for her flight at 9 am, but her alarm didn't go off and she overslept. She got dressed very quickly, threw everything into her suitcase and ran out of the house.

The police detained her for three hours and she missed her flight again. Sarah went home and decided never to fly again!

When she got to the airport she realised she had forgotten her passport.

When she arrived at the airport, she saw that she had missed her flight. She had to pay 500 dollars for another ticket for the next flight.

So she jumped in a taxi and returned home. She grabbed her passport from the coffee table, got in a taxi and went back to the airport.

While she was waiting, she went to buy a book. She was so preoccupied with her difficult morning that she walked out of the shop without paying and was arrested by the police.

One mile from the airport the taxi broke down. She tried to flag down another, but they were all taken and so she ran the rest of the way.

Communicative board game

START	1. Where would you have gone if you had travelled last week?	2. What would you have drunk if you had been thirsty?	3. If I had kissed a famous person	4. If I hadn't met Cruz
				5. If I had lived in Rio de Janeiro
10. What would have happened if Steve Jobs hadn't died?	9. If I had become an athlete	8. What would you have eaten if you had been hungry?	7. ***Go back to number 1***	6. I would have spent much money if
11.Brazilian soccer team would have been the champion				
12. ***Start again***	13. Who would you have called if you hadn't come to English class?	14. What would you have done if you had been born 2 years before?	15. What would you have bought if you had gone to the shopping?	FINISH

Conditional sentences-2nd type

Hypothetical Situation number 1

If you were a doctor and you became very fond of one of your patients, could you call that patient and ask for a date? Why or why not?



Hypothetical Situation number 2

If you were a teacher and one of your friends who enrolled in your class didn't pass the final exam, would you fail your friend? Why or why not?



Hypothetical Situation number 3

If you were allowed to be the leader of any country in the world, which country would you choose? Why? What changes would you make in that country?

Hypothetical Situation number 4

If you had three wishes, what would you wish for? Why?

(You can't wish for money or more wishes).

Exercise 2

Listen to the lyrics and then complete the missing gaps.

If I Were A Boy lyrics-Beyonce
If I were a boy even just for a day
I..... of bed in the morning
And throw on what I wanted
And go drink beer with the guys

And chase after girls
I....it with who I wanted
And I'd never get confronted for it
'Cause they stick up for me

If I were a boy
I think I could understand
How it feels to love a girl
I swear I.....a better man

I..... to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taking you for granted
And everything you had got destroyed

If I were a boy
I .....my phone
Tell everyone it's broken
So they'd think that I was sleeping alone

I..... myself first
And make the rules as I go
'Cause I know that she'd be faithful
Waiting for me to come home, to come home

If I were a boy
I think I ..... understand
How it feels to love a girl
I swear I ..... a better man

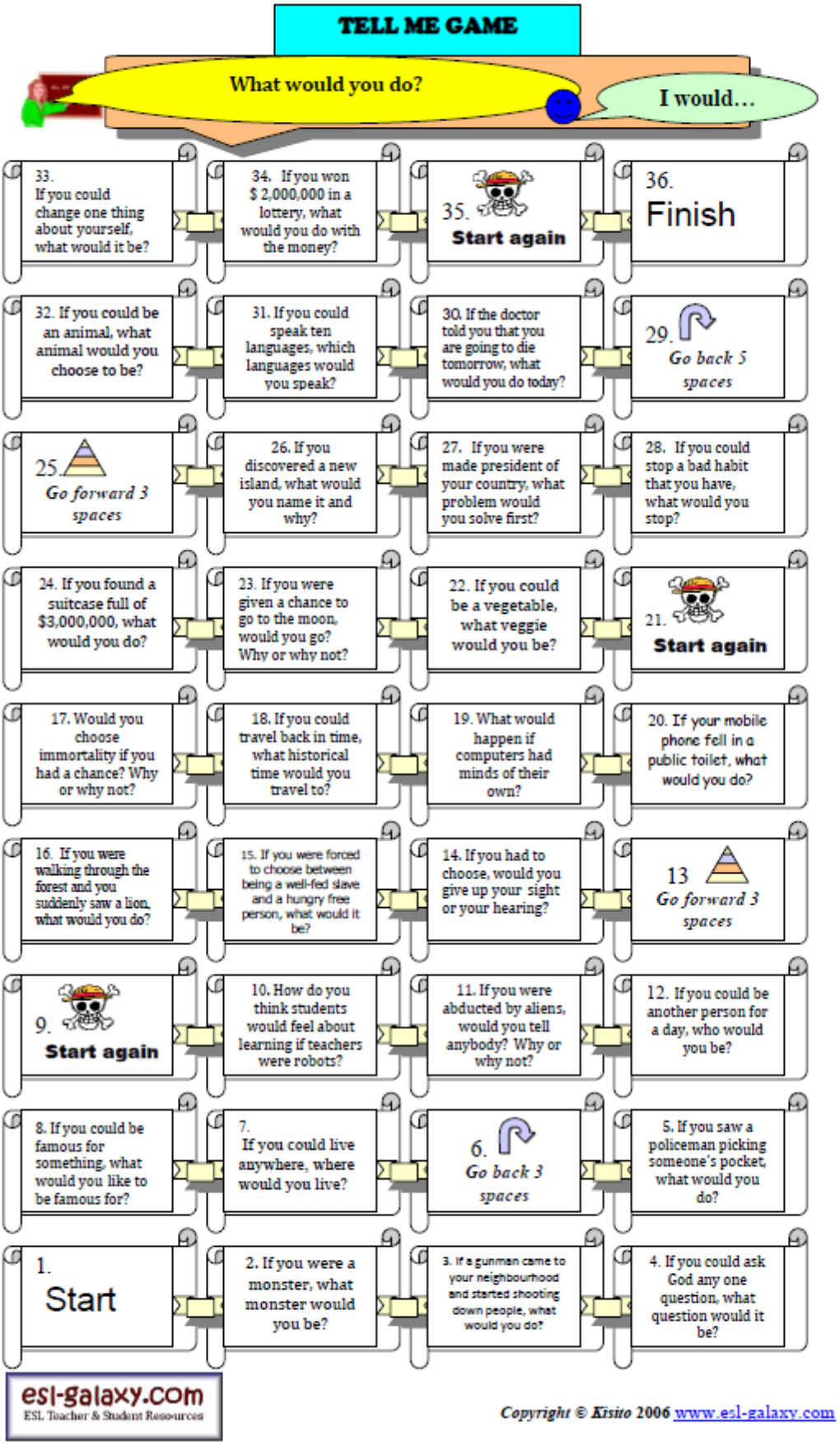
I..... to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taking you for granted
And everything you had got destroyed

It's a little too late for you to come back
Say it's just a mistake
Think I.....you like that
If you ..... I .....for you
You thought wrong

But you're just a boy
You don't understand

And you don't understand, oh
How it feels to love a girl
Someday you wish you were a better man

Communicative board game (2nd type of conditional sentences)



Conditional sentences: Type 1

Superstitions







Superstitions

Superstition is a belief that some objects or actions are lucky and some are unlucky, based on old ideas of magic.

Every culture in the world believes certain superstitions. Even societies that are very rational and scientific are sometimes a little bit superstitious. For example, the United States is a country that is very advanced in science and technology. But even in American society, people sometimes believe in superstitions. Americans consider "thirteen" an unlucky number. So, it is unusual to find a building with a thirteen floor in the United States. Some people in the United States also believe that if Friday falls on the thirteenth day of the month, they will have bad luck.

Some Americans believe they will have bad luck if they walk under a ladder. Even if people say they are not superstitious, they will often avoid walking under a ladder. Often, people consider it unlucky to break a mirror. If a person breaks a mirror, he or she will have seven years of sad misfortune. Americans also think they will have bad luck if a black cat crosses their path. A long time ago, people believed that black cats were really witches in disguise. However, some things are thought to bring good luck. For example, some Americans believe if they carry a rabbit's foot, they will have good luck. Other people believe they will have good luck if they find a four-leaf clover. Others think they will have good luck if they find a penny on the ground and pick it up. Even if a society becomes very advanced, its people will always remain a little bit superstitious

Read the text and answer the questions. Work in pairs

1. What the Americans believe if a Friday falls on the thirteen day of the month?
2. What will happen if they break a mirror?
3. What will happen if they see a black cat?
4. What will happen if they carry with them a rabbit's foot?

