

EFFECTS OF EXPLICIT GRAMMAR INSTRUCTION ON EFL LEARNERS' ORAL
PRODUCTION

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DEDICATION

To my family, especially my two sisters who gave me all the support during these two years of hard work. They encouraged me to pursue this achievement in my personal and professional life.

ABSTRACT

The objective of this research project was to analyze the use of a systematic explicit grammar instruction sequence on EFL learners' oral accuracy, specifically in the use of grammar patterns. This qualitative study was carried out at a private university in Cali with six students of the undergraduate marketing program. Two full cycles of classroom-based action research throughout six sessions of class were used as methodology. The data was gathered using teacher's log, focus groups, and videos that were analyzed through the identification of theme patterns under certain analytic categories. Results showed that students perceived explicit grammar instruction as a useful method of instruction when learning grammatical structures and it demonstrated that students were aware of using it. However, it did not produce significant use of grammar patterns in their oral performance, which was evidenced in the lack of metalinguistic knowledge and incidental situations when students faced oral communication.

Key words: explicit grammar instruction, awareness, action research, grammar pattern

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INTRODUCTION

When Dell Hymes introduced the concept of communicative competence into education in 1972, he changed the pedagogical style of teaching and learning. New strategies were adopted, which favored dialogue and interaction among students, not only with their mates, but also with English speakers.

He contributed to the development of linguistics and sociolinguistics in a very important way. By introducing the socio-cultural factor, he proposed the Theory of Communicative Competence. The socio-cultural factor affects the competence and performance of a person and it is the way in which he or she can communicate keeping in mind different audiences and scenarios: knowing what to say, how to say, to whom and in what circumstances he or she is talking to.

Later, Canale and Swain (1980), proposed four components within the communicative competence. These were: linguistic, (or grammatical), sociolinguistic, strategic and discourse competence. For them and for Baker (2006), linguistic competence refers to the mastery of the verbal and non- verbal linguistic codes that encompasses the knowledge of vocabulary, morphological, syntactic, semantic, orthographic and phonetic rules speakers use in their conversation to be able to convey meaning.

Competence is the knowledge of the language that students have. As part of the capacity students possess, they put all their grammar knowledge together to speak and produce innumerable utterances, which in many cases they do not even know what they mean but they construct it to express themselves and to communicate with others. Grammar helps and guides students to determine what is or is not a word, a sentence, keeping in mind its rules. Competence permits students to recognize and avoid ambiguity, identifying when utterances are grammatically correct and meaningful or ungrammatical and meaningless.

When students learn English, they gain the capacity to express and communicate using their communicative and linguistic competences. Therefore, it is essential, in the teaching-learning process to help them to use both to negotiate meaning in social contexts by mastering certain linguistic repertoire.

Speaking of linguistic competence, when students were asked about the meaning of grammar, they usually referred to it as the set of rules in a language. Thus, every language has its own grammatical patterns that people should follow because they give meaning to it. Spanish English learners frequently struggle with English grammar since it differs in patterns that oftentimes do not make any sense to them. But, that is precisely one of the characteristics that makes Spanish and English different, the grammar.

In seeking for a proper use of grammatical structures, six undergraduate marketing students participated in this research project which pursued to study the effects of explicit grammar instruction sequence on EFL learners' oral production.

Finally, the ambition was that Marketing students, through explicit grammar instruction sequence, would significantly improve their language skills due to the researcher's personal commitment in helping students to enhance their oral production. Besides, it will be beneficial for students to produce better grammatical utterances not only to communicate but also to negotiate meaning with others.

2. CONTEXT AND IMPORTANCE OF THE STUDY

This research took place at a private university, strata 0, 1, 2 and 3 which is located in Cali, Colombia. Since 2014, the university has its own Language Center which administers the English subject for all the undergraduate programs. Currently, 1181 students take English courses, out of this, 97 come from the marketing program.

The English program is framed within the communicative approach, according to “The common European framework for reference”, for young and adult students. The design of the English program for the marketing undergraduate program is as follows:

Table 1. Marketing English Program

Semester	Level	Course
1	1	General English
2	2	General English
3	ESP 1	English for specific purposes (ESP)
4	ESP 2	English for specific purposes (ESP)

English subject is mandatory in this program. The design of the program includes 48 hours of classroom teaching and 96 hours of autonomous work, for a total of 144 hours per semester taught once a week. The class length is 2 hours and 15 minutes each.

Because of a teaching experience with university students of marketing, who were in second level on English, the teacher noticed they had difficulties in using grammatical structures in their oral production that had already been taught in class. At this level, students were supposed to have a basic knowledge of grammatical structures. Unfortunately, this was not the case.

Considering that many students have opportunities to study and work abroad, it is necessary to reach certain level of proficiency and oral production as they will need to speak, write and read in English. At the same time, they will be making oral presentations, so students were required to possess a higher degree of oral production for their personal and professional purposes.

3. RESEARCH QUESTIONS

3.1 Main question

How does the use of an explicit grammar instruction sequence affect the oral performance of beginner EFL students at a University in Cali?

3.1.1 Subsidiary questions

- Does the explicit grammar instruction enhance students' awareness on the use of grammar patterns in the oral production?
- What are the students' experiences and perceptions in relation to the use of an explicit grammar instruction sequence?
- What are the benefits and constraints of following an explicit grammar instruction sequence to enhance oral production in beginner EFL students?

4. OBJECTIVES

4.1 General objective

To identify the effects of an explicit grammar instruction sequence on the oral production of beginner EFL students at a University in Cali.

4.2 Specific objectives

- To determine if students use the grammar-pattern learned in their oral performance after the explicit grammar instruction.
- To explore students' experiences and perceptions in relation to the use of an explicit grammar instruction sequence.
- To identify the benefits and constraints of following an explicit grammar instruction sequence to enhance oral production in beginner EFL students.

5. THEORETICAL FRAMEWORK

For the purposes of this research and to have a better understanding of what explicit grammar instruction, awareness and oral production mean, there are some authors' conceptions regarding these three concepts.

5.1 Explicit grammar instruction

English grammar instruction has always been a topic that emerges controversial issues, especially in the foreign language context. For example, Celce-Murcia and Olshtein (2001), acknowledge that there are many EFL/ESL teachers who still see grammar from a sentence level perspective being in contradiction with the communicative approach. Moreover, Fotos (as cited in Farshi & Baghbani, 2015), thinks that when students are taught grammatical rules, they lose confidence and competence to speak properly.

On the other hand, Harmer (2001) states, "grammar can be introduced in a number of ways, or we can show students grammar evidence and ask them to work out for themselves how the language is constructed" (p. 210).

Additionally, Ellis (2006:84) explains the teaching of grammar as "any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it". In other words, it refers to the conscious awareness of the structure of a language. Then, he further added that explicit instruction triggers the acquisition of language and that if there is no awareness raising, then, it is difficult to reach accuracy.

Nishimura (2000) sustains that foreign language should be instructed using pieces of grammatical structures, then, learners are able to place all the parts together by deductive learning to finally apply the rules in their speaking. Also, Thornbury (1999) asserts that explicit grammar instruction implies giving learners certain rules to use them to create relevant and meaningful fragments of the structure.

Some English teachers have always been concerned with students' use of grammar in oral production while others do not pay attention to it. Then, questions arise regarding how students learned grammar. How did students learn at school? Was it implicit or explicit? Did they follow grammatical rules? Did they learn grammar in context or did the teacher explain it?

For the last years, the upcoming of the communicative approach left explicit grammar instruction behind and aside. Furthermore, there were critics regarding the lack of grammatical accuracy this approach supposes. For instance, Shahidullah (as cited in Azad & Shanta, 2012), stated that communicative approaches had not produced the expected results in foreign languages contexts. Then, it was seen that there was still room for explicit grammar instruction.

5.2 Awareness

The Association for Language Awareness (2012) considers various important words to define language awareness, such as, explicit knowledge, conscious perception, sensitivity, language learning, language teaching, and language use. From this definition, it is concluded that learners, teachers, and both together play a crucial role in language awareness.

One of the basic aspects of explicit grammar is to monitor students' production. That is, the student realizes there is a mistake, he/she knows the correct grammatical structure, then, the mistake is corrected. This process involves awareness. Brown (2007) states that since explicit grammar instruction entails students' attention towards particular grammatical patterns, then, there is a "conscious attention and awareness". (p. 291).

Furthermore, Smith (1991) came up with the term consciousness raising to refer to raising learners' awareness of specific linguistic forms. He (1991) also introduced another term, which is, input enhancement to make emphasis on the language input that is more important to students. In this order of ideas, this research used color-coding and shapes to attract students' attention, so they became aware of the importance of the particular feature that was highlighted. Therefore, it was important to use it in oral production.

In like manner, Schmidt (1990), restates that explicit grammar instruction contributes with noticing the structure of the targeted language. Therefore, the conscious noticing helps students to monitor their utterances, oral production and, at the same time, the comprehension of language.

Lastly, Allport's (1988) claims about the three conditions that must be met to produce awareness. These are cognitive changes, students' recognition of a grammatical rule when taught explicitly, finally, students' use of that grammatical rule in oral production.

5.3 Oral production

As seen before, the communicative competence refers to the ability to make grammatically proper sentences and its use in social context situations. Thus, a

competent speaker can use and adjust the language using different registers and styles depending on the context. The student's linguistic repertoire is determined by the language varieties he or she can use depending on the context.

It is extremely important to communicate and to express thoughts in a coherent, comprehensible and an intelligible way. In this sense, the oral skill plays an important role in people's lives as it is one of the components that embodies the communicative competence. For oral skills to happen, it requires the participation of a locutor and an interlocutor, a two-way process that needs speaking and listening skills.

In oral production, fluency and accuracy are important. Richards (2006) makes a clear distinction between these two concepts. On one hand, fluency is seen as natural language use that occurs when a speaker is interacting in communication. On the other hand, accuracy refers to the correct language use in communication.

This research focuses on accuracy, particularly, on students' use of grammar patterns learned explicitly in class in their oral production.

6. PREVIOUS RESEARCH

Many studies were carried out to determine what kind of grammar instruction worked better for EFL learners. Among them, Farshi and Baghbani (2015), Negahdaripour and Amirhassemi (2016), Azad and Shanta (2012), DavatgariAsl and Moradinejad (2016), Nasr (2015), Aral, Dogan, and Warren (2016), and Marti (2015).

In fact, there were different conceptions about how grammar should be taught in the EFL classrooms, whether implicitly or explicitly. On one hand, implicit grammar instruction is taught inductively. That is, there is no formal instruction. On the other hand, explicit grammar instruction requires more explanation and thorough detail of instruction.

As grammar instruction provoked heated debates and controversies, many of the previous studies analyzed for this literature review dealt with both grammar instructions, implicit and explicit, and compared the results each one provided after learners were taught grammar, either implicitly or explicitly.

Additionally, the literature review was diverse in defining a certain instruction as the best, so it was important to read carefully several studies to analyze several learning contexts, methodologies, materials used and participants, among others, to come up with solid arguments to conclude why and how one instruction outperformed the other one.

Keeping in mind the need of helping marketing students to use proper grammatical structures to improve their oral production, the literature review

provided important information on the methodology used to collect reliable data.

Most of them mentioned placement test, pre-test, post-test and activities. It is also important to remark the fact that in all these studies always prevailed the debate between teaching grammar implicitly or explicitly. In addition, it delivered additional information on several task-based activities that contributed positively and effectively in reaching linguistic competence, a crucial factor within the communicative competence as seen before.

Previous studies were grouped in two major categories based on the results each method of instruction showed in oral production. First, studies in favor of explicit grammar instruction, and second, studies against explicit grammar instruction.

6.1 Studies in favor of explicit grammar instruction

Farshi and Baghbani (2015), examined the effectiveness of both kinds of form focused instruction on oral accuracy of forty-one Iranian males EFL learners who attended a language institute three times a week. To carry out the study, there were three different groups: two experimental and one control. The data collection took 12 sessions. Using a proficiency test, a pre-test and post-test interviews, and different communicative tasks to present and practice the grammatical structures, the results demonstrated that both grammar instruction methods were favorable.

Besides, students in the post-test stage in the explicit grammar instruction group were notably higher compared to students in the implicit grammar instruction group due to the metalinguistic method used to teach grammatical structures.

Similarly, Negahdaripour and Amirhassemi (2016), explored how deductive and inductive techniques for grammar instruction could affect 60 pre-intermediate

Iranian EFL learners' accuracy and fluency. The results demonstrated that there was no important difference between the two groups studied regarding oral fluency. However, there was a significant difference in the correct use of tenses. The attributing factors to this result were the predisposition to process rules, more dedication to give thorough explanations, and learners not being familiar with inductive teaching instruction. As a result, the conclusion was that deductive instruction certainly contributed to influence Iranian EFL learners' oral accuracy.

Additionally, Azad and Shanta (2012), showed that Bangladeshi students who were taught explicitly can improve their accuracy and fluency for their future studies and professional lives. These authors recommended teachers to make more emphasis on the weakest areas, the ones that needed more work, thus, they provided an in-depth analysis of practical considerations for teachers to help students keep improving.

Another study that highlighted the importance of explicit grammar instruction was examined by DavatgariAsl and Moradinejad (2016). They studied the use of discourse markers on 41 Iranian university EFL learners and the explicit group outperformed the implicit group in speaking. They indicated "that EFL learners' speaking ability was improved by learning discourse markers based on explicit instruction" (p. 200).

6.2 Studies against explicit grammar instruction

On the contrary, some studies were against explicit grammar instruction. For example, Nasr (2015), investigated the impact of explicit grammar instruction on EFL learner's oral communication skills. The study was carried out in Sudan and it included 100 students, and 60 English language teachers. The author found out that after providing explicit grammar instruction, the participants' oral communication skills were adversely affected, and they did not have many chances to practice authentic language. In the results, all instruments used by the researcher pointed

out that explicit grammar instruction impeded EFL learners' communication skills in one way or another.

In studying the impact of teaching implicitly and explicitly the use of the verb "to be" to Turkish EFL learners, Aral, Dogan, and Warren (2016), noted that implicit instruction had better results on lowering the number of mistakes produced by learners. However, the study showed some inconsistencies in results due to participants' absences and the sample size was considered inappropriate. Then, the authors proposed further studies to corroborate the results. Even though the aim of the study was to analyze the impact of explicit instruction, there was no clear evidence on which instruction was more suitable for these Turkish EFL learners. Considering the difficulties, the researchers had to face with uncontrolled variables affecting the results and the fact that the number of mistakes was reduced, the researcher classified this study as against explicit instruction.

Another study that evidenced that implicit instruction works better was conducted by Marti (2015) at a university. By comparing two groups, his case study on Spanish as a foreign language showed that implicit grammar was more effective in the second language acquisition not only in the short run but also in the long run. After analyzing the exercises and recordings, it was concluded that implicit instruction had greater results due to the way how grammatical structures were contextualized and taught to facilitate students' learning process.

6.3 Conclusion of previous studies

The above studies used different participants and they were mainly carried out in Iran, Turkey, Sudan and Spain. No studies were carried out in Latin America. These studies strictly analyzed grammatical structures in oral performance accuracy, however, they did not consider students' perceptions and experiences for learning in depth nor they mentioned learners' strata, learning styles, motivation,

and attitudes. There was also a failure in providing more details about how students perceived grammar instruction. Besides, they did not mention students' previous education and exposure to English, especially for learners who were attending English institutes.

- **The gap**

Since there was very little research on the effects of explicit grammar instruction in EFL learners' oral production, especially in the Colombian University context, it was important to deepen in it keeping in mind that some University students of Marketing found difficult the transferring of their grammatical knowledge into communicative language use.

7. METHODOLOGY

7.1. Research design

Based on the research question and the objectives, the researcher chose a qualitative study following a classroom-based action research.

The qualitative study contributed to gain insights and to determine what the things behind the process of applying the explicit grammar instruction sequence were. Strauss and Corbin (2002), manifested that this type of study helps to discover concepts and relationships to come up with explanations related to the object of the study. Likewise, Coffey and Atkinson (2003), pointed out the importance qualitative studies have in terms of their analysis since they are related to actions and they go further than simple meaningful conversations. Based on Heyink and Tymstra (1993) description of qualitative studies, the researcher was able to describe, analyze, and explain the things that occurred during this process, to understand how students perceived and experienced what they went through when receiving the explicit grammar instruction.

7.2. Classroom based action research

The classroom-based action research allowed to address and solved the problems that the researcher had in her classroom. The process, in addition, considered two important aspects taken into consideration, the teacher's reflective practice and the researcher was also the teacher. For this reason, the researcher kept in mind Burns' declaration that "action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts" (2010, p. 2).

Keeping in line with action research, the stages developed throughout this research were as follows. It is important to note that a timeline was given for each stage.

7.2.1 Plan (October 2017 – January 2018)

This stage let the researcher explored the class context to identify the problematic situation that needed to be resolved to develop an action with the aim of searching for possible solutions. University students of marketing, level 2, found difficult to use English grammatical structures taught in the classroom in their oral production. Therefore, a systematic explicit grammar instruction sequence was suggested.

The teacher started the session with a discussion regarding the topic to be covered in class and to model the grammar focus. Then, students got together to do the activities proposed by the teacher regarding the main topic. After, the teacher summarized the grammatical structures on the board to get students' attention, thus, they were asked about what they observed in common in those sentences, Then, with markers of different colors and with circles and other shapes, the teacher asked students what they were for and what they represented. Once students found answers to the above questions, the teacher proceeded to give the explicit instruction of the grammar focus, all within the communicative approach.

After, exercises were done in class and using the same different colors of markers and shapes, the grammatical structures were remarked again. Next, students did exercises on their own using different situations to practice its use and form. Finally, students shared their exercises on the board to be analyzed and corrected with the teacher and classmates' help. Correction was accompanied by an overt explanation to make sure students could fully understand the grammatical

forms taught in the classroom. Finally, students recorded videos to assess the use of grammar taught in oral production. (For lesson plans, see appendix 2)

In the planning stage, according to Burns (2010), it is fundamental that the researcher makes explicit the experiences that drove her to carry out the classroom-based action research. The following is the initial reflection of the research of this study:

“Going back 35 years ago, when I was learning English, I was taught grammar in a very detailed way. The teacher used to take the time to give instruction explicitly. The board and the textbook were the most useful tools in the classroom. Classes went on learning formulas to remember how to make accurate grammatical sentences and following well-structured conversations without context. Besides, I had to do lots of exercises in the book, drilling, repetition, fill in the blanks and information gaps, among others, to reinforce what I had learned in the classroom. My performance was measured by how well and accurate I was able to speak and write. That situation has changed, so is the teaching and learning environment.

Even though I am a business administrator, I found out 7 years ago that my passion was teaching. That is how I became an English teacher. For the last 4 years I have been working at a private university in Cali and I saw some changes regarding the approach that takes place right now. It is all about communicative language teaching (CLT). This approach focuses more on fluency than on accuracy. Also, the important thing is to be able to communicate in real context situations.

Therefore, this made me think about how important was for me to learn new concepts, strategies and of course, everything that the communicative language teaching approach entails. Even though grammar is still taught, not deductively but inductively, I have seen, throughout these years, that students still have difficulties in using grammatical structures learned in the classroom in their oral production. For this reason, I came up with this research project which pretends to explore how an explicit grammar instruction didactic sequence within the communicative approach works.

My primary concern in doing this research was to explore my students’ experiences and perceptions and how aware they were of using grammatical structures in their oral production. It pretended to discover what was going on after giving explicit grammar instruction. Furthermore, it also allowed me to do a self-analysis on how I approach the teaching of grammar to make changes in my teaching style, better said, to improve my own professional development as a teacher.

Lastly, by keeping a teacher’s log to get initial ideas, doing focus groups to listen to what students had to say and to complement my observations, and by asking students to record short videos to assess the use of grammar, I was able to gather relevant data to analyze and to take actions to develop action strategies in the classroom in order to solve the research question stated above. **(Teacher’ log. Carmen Llanos, 2018)**

The planning stage of this classroom-based action research was done in six sessions of class. The length of each class was two hours and fifteen minutes, once a week. The classes were held at the university's brand new campus which had all the visual aids and it was also very comfortable.

It was important to mention that the researcher had written consent from the university and the students as well to carry out this research project (refer to appendix 1).

7.2.2 Act (February 2018– March 2018)

This second stage of classroom-based action research included the gathering of data to address the problem posed by the researcher. Therefore, the researcher described her methodology, participants, instruments and the procedure used throughout the six sessions the research was carried out. Furthermore, each one of them provided more information that highly contributed to find answers to the research question.

The class was developed according to the lesson plan designed for each session. In fact, lesson plans are all included in appendix section 2. It included activities and the procedure and steps to observe how the teaching-learning process evolved. In each session, the teacher took notes for her teacher's log which were written down on the teacher's log format.

The focus groups gave detailed information on perceptions and attitudes towards explicit grammar instruction and finally, in the videos, she had rubrics to assess students' use of grammar. The videos were also supplemented with her notes and comments as part of the feedback for the assessment.

7.2.2.1 Participants

Six out of twenty-two university students from the marketing undergraduate program who were in second semester were chosen as sample for this research project. The selection process included:

- 3 males and 3 females.
- Out of the 6 students, 4 studied English previously at school. Similarly, 3 students attended English institutes in Cali.
- The 3 females had good English level. In the pre-test, these students got 22/40 correct answers, whereas, the 3 males got 7/40 correct answers.
- Besides, in their entry interview, females were able to express better in a communicative way and males had more difficulties in their communication.
- In addition, these 6 students contributed actively with the researcher in the focus groups.

Table 2. Students' profile

Category	Female	Male
# of students	3	3
Age	Between 17 and 18 years old	Between 18 and 19 years old
Private school	3	3
Previous English at school	1	3
Previous English at institutes	2	1

The teacher only observed these six students and herself inside of the classroom. Some students liked to be observed and helped when recording videos, so this also gave her information on how they perceived explicit grammar instruction and the whole process to assimilate grammar.

By observing students, what they did, how they interpreted, did exercises, and strategies they used to be aware of grammatical structures, the researcher collected data regarding how they perceived explicit grammar instruction and how aware they were of using it. Besides observing, listening to students' comments also complemented the observation. As a consequence, students felt more confident when they had the opportunity to tell the teacher their impressions about grammar face to face.

7.2.2.2 Instruments

Three instruments were proposed to collect data within the qualitative study and the classroom-based action research method. (See appendix 4 for instruments chart).

- **Teacher's log**

Tojar (2006), indicates that a teacher's log is a detailed way to keep and record all that is observed, seen, and analyzed during the class to reflect over what it has been done, what is pending to do and what is or not pertinent. It was helpful to write down what students did, how they performed different activities and everything what students said or produced in every single class. Moreover, it was relevant to have the teacher's log updated, thus, information was reliable and kept chronological order of the events to track students' progress and performance.

More than accumulating information, the idea was to construct it throughout the process the research was carried out. The teacher's log was a crucial tool when gathering qualitative systematic data in terms of perceptions, feelings, experiences, behavior and frustrations students had.

- **Focus groups**

Since the number of participants was quite small, the focus groups were an excellent instrument to collect qualitative data. Tojar (2006), credits that part of the success focus groups have is the fact that participants share a common interest, in this case, the use of a systematic sequence of explicit grammar instruction. The collection of data was done through group interaction. At the same time, it required the teacher's participation and active role in getting involved with students for the

research's purpose. The focus groups helped to explore students' attitudes, feelings, perceptions, experiences and ideas, so, it complemented some of the findings the teacher's log involved as mentioned above. Finally, the objective was to have students' perspectives and perceptions regarding the whole process of applying explicit grammar instruction. (See appendix 3).

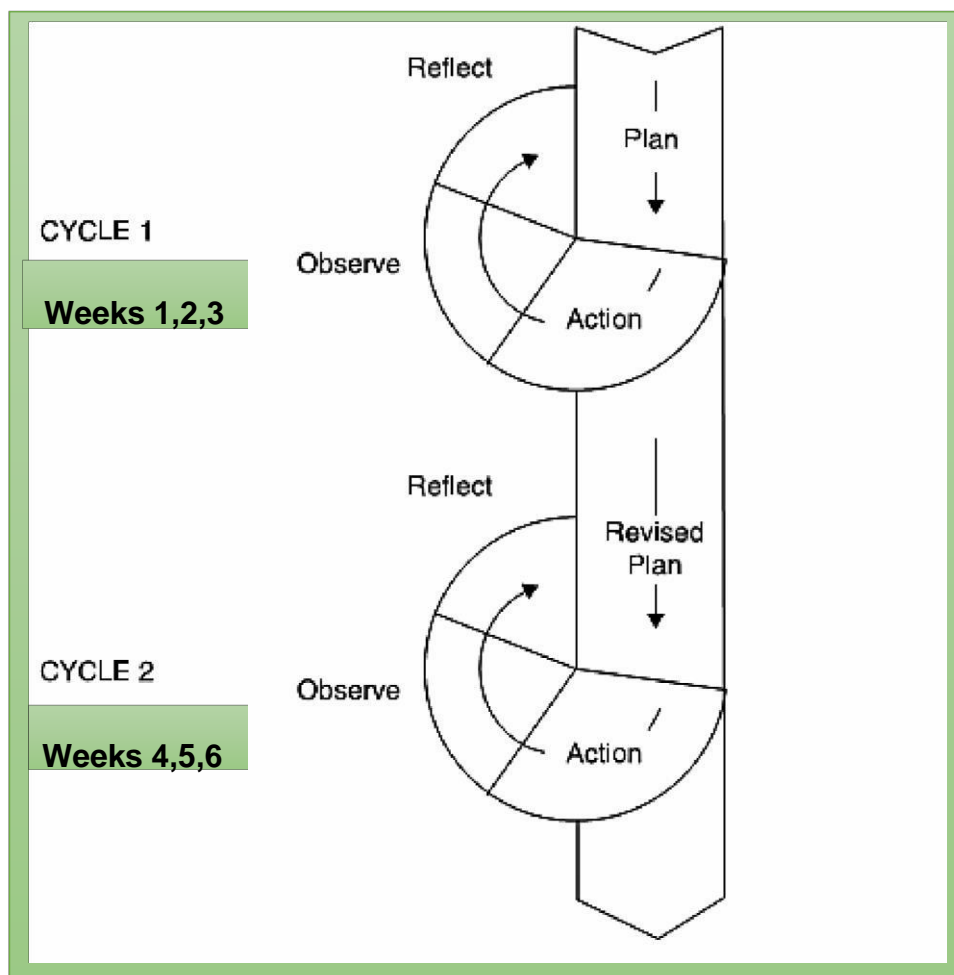
- **Videos**

Edwards and Westgate (as cited in Bowman, 1994) assert that videos provide more than anything else does, retrospective analysis. There was more time to analyze data and students' talk was captured and recorded which provided a truthful source of information. With the use of technology in the classroom, students felt more motivated and engaged to do their best when presenting videos. For this reason, videos allowed to collect data regarding oral production, communication skills, and the use of grammar taught in context.

7.2.2.3 Procedure

The focus was on explicit grammar over a period of six weeks in two cycles of classroom-based action research.

Figure 1. Classroom-based action research cycles



Adapted from: Burns, A. (2010). *Doing action research in English language teaching. A guide for practitioners*. New York: Routledge

Close attention was paid to students when they received explicit grammar instruction and how they did exercises. Since the teacher's role was of a facilitator, she was closer to them to listen to their questions and doubts. The fact of being closer to students developed a stronger relationship, therefore, not only students gained but also the teacher. On the one hand, students could express their concerns and difficulties with the learning of grammar. On the other hand, the teacher gathered valuable information to adjust her own teaching practice based on the specific information students provided.

Likewise, unexpected situations also provided relevant information to the teacher since they were natural and non-biased as well. The same happened with the things that seemed to be obvious and ordinary as they tended to be overlooked.

7.2.3 Observe (February 2018 – March 2018)

In every session, the teacher identified the efficacy of the explicit grammar instruction process. Then, using the instruments, the teacher accumulated data regarding aspects observed during the whole process. For example, perceptions, experiences and awareness to determine what needed to be re-addressed or modified.

Burns (2010), refers to this stage of the action research as the different manners to analyze and synthesize data to interpret all the information gathered.

The steps involved in this stage included the following:

- Assembling of data: The data was classified according to similar patterns keeping in mind what was observed in the three instruments used and the main and subsidiary questions.
- Coding of data: Three categories were chosen that fit the research questions within this qualitative study.
- Interpretations: A deeper analysis of data to establish connections to get closer to explanations and conclusions.

7.2.4 Reflect (February 2018 – April 2018)

For the development of her personal professional knowledge, reflection is a stage that required special attention. As a teacher, the teacher needed to reflect on her own experiences regarding her teaching style to analyze how the relationship between students and herself developed and strengthened. Keeping this in mind, she could make decisions and improve her teaching practice. The fact of doing this research systematically for six weeks in a row is a starting point for her to build her personal knowledge about the teaching of grammar explicitly.

Burns (2010), indicates four dimensions a teacher should have in mind when reflecting. The teacher based her analysis using these four dimensions as follow:

- Reflecting on practice.
- Reflecting on the research process.
- Reflecting on beliefs and values.
- Reflecting on feelings and experiences.

Considering that there were six sessions, at the end of the third session, the first cycle of the action research finished and a new whole cycle started. Therefore, the third session served as the first stage of the following new cycle.

Finally, classroom-based action research let understand what happened with students during the process of learning grammar through explicit instruction.

8. RESEARCH FINDINGS ACTION RESEARCH CYCLE: OBSERVE

To find answers to the main research question, how does the use of an explicit grammar instruction sequence affect the oral performance of beginner EFL students at a University in Cali? three subsidiary questions were proposed as follow:

- ✓ What are the students' experiences and perceptions in relation to the use of an explicit grammar instruction sequence?
- ✓ Does the grammar explicit instruction enhance students' awareness on the use of grammar patterns in the oral production?
- ✓ What are the benefits and constraints of following an explicit grammar instruction sequence to enhance oral accuracy in beginner EFL students?

To answer the research question, the findings are framed within each subsidiary question analyzing the data collected from the teacher's log, focus groups and videos. Students' performance (recorded in videos) were analyzed by an external evaluator, who is an English teacher, using an oral rubric aligned to the common European framework for reference descriptors for level A1.

Subsidiary question 1. What are the students' experiences and perceptions in relation to the use of an explicit grammar instruction sequence?

Finding one. Students perceived the instructions as a strategy that allowed them to easily identify grammar patterns, because of sequential and systematic presentation of grammar features.

Students expressed that learning grammar using an explicit grammar instruction sequence, throughout six sessions, let them learn the grammar patterns easier than they had learned in the past when they attended school. Based on students' context and their study habits, these students were more in favor of learning grammar using an explicit grammar instruction sequence, because they were able to focus their attention on the grammatical structures taught. Besides, with the teacher's guidance and help, they had the opportunity to remember and discover crucial aspects of the English grammar, which were not perceived before. (Teacher's log).

One of the features of the instruction that help them most was the use of different colors to remark the features of the grammar structure targeted, which in turn, gave students the good fortune to focus on what the teacher wanted to make emphasis on. Regarding this, two students mentioned:

"When teacher use markers of different color, I think she explain is important". (S L., focus group). "The blue is the pronoun, the red is the auxiliary, and the green is the verb". (S K., Teacher's log).

Similarly, another feature that helped them was the use of arrows, thus, students were able to place adjectives before nouns within a sentence. A student commented:

“I always think it is the same we speak in Spanish. Today, I know is different”. (S. L., Focus group).

When students did exercises on the board, they drew arrows to apply the same teaching strategy the teacher had done, which reinforced students’ learning of how to place adjectives within sentences. Moreover, they appreciated the fact that the teacher used arrows to differentiate how adjectives are placed in English versus how they are placed in Spanish. For this reason, they were able to deduct that adjectives in English are placed the opposite way they are done in Spanish. (Teacher’s log).

In addition, the fact that students listened to the teacher very carefully and looked at the board to complement the teaching of grammar explicitly was a clear demonstration that students always paid attention and seemed to be engaged while the teacher explained. (Teacher’s log).

To emphasize the previous aspect, when students did exercises on the board, they looked at it again and followed the same patterns. Regarding this, students expressed:

“We understand we have to say light brown and not brown light. The arrows in the board help to organize sentence right”. (Ss K, L, J., Focus group).

After applying the explicit grammar, for students who had low English levels it was a challenge to do exercises, because most of the times, they felt afraid of sharing their work due to bad experiences in the past. (Teacher's log). However, a student said:

"I want try teacher. I see the board you explain. I can".
(S. B., Teacher's log).

Certainly, students felt more motivated to do exercises proposed by the teacher, as well as, exercises done on their own because they were able to follow grammatical structures shown on the board and there was a rule explanation given by the teacher. In this sense, students with higher English levels helped others to do exercises accurately. More importantly, is that students could use their own words to try to summarize what the grammatical structure was and how it was used, not only in written exercises, but also in their oral performance. (Teacher's log).

To point out, in several occasions, students appealed to overt explanation, so as part of the explicit grammar instruction, a review was provided making emphasis on the grammatical structures. By doing peer correction, students used circles and colors to highlight grammatical structures that needed correction. For them, it was easier to use the same strategy the teacher had used to identify grammatical patterns. (Teacher's log).

Furthermore, it was found out that after using a sequential and systematic explicit grammar instruction, it was easier for students to perceive and understand grammatical structures. Two students mentioned:

"We understand more when you explain us grammar.
It is easy the grammar". (S. J., Focus group).

- **Changes in the plan stage after the reflection of the first cycle**

From session number four up to session number six, some changes were introduced in the teaching of grammar, which included, the study of grammar prior to the class and task-based learning activities. As a result, some differences in students' perceptions were observed. (See appendix 2).

When students studied the grammatical patterns in advanced, the teacher noticed a slight difference in students' perceptions about grammar. They had more time to process information and to come up with grammar structure and rules on their own (Teacher's log). Nonetheless, explicit grammar instruction was still given since some students could not figure out what the grammar structure was. A student declared:

"I know study before the class is good, but I cannot understand. When you explain I understand. See... grammar is difficult, English is difficult". (Ss. B, C., Focus group)

Another key point, when students presented and explained the topic to the rest of the class, was their capacity to identify grammatical structures by themselves. Equally, some students acknowledged that task-based activities and the handouts provided in class were helpful to correlate what they studied before the class with the explicit grammar instruction provided. Students expressed their desire to keep using this learning and approach to study grammar. (Teacher's log).

Likewise, the handouts prepared by the teacher (refer to appendix 2), were useful for students to study and practice. It was easier for them to have a clear and a well-designed format to take notes and to use it for their oral performance, as well, for future reference. (Teacher's log).

Furthermore, students recognized that after using the sequence, they were aware that their grammar structure was still weak and needed to be reinforced explicitly. One of them, whose level is very low, confessed:

“I feel sorry cannot to use what I learned when I was at school. Now, after learning using your method, I recognize my grammar is bad”. (S C., Focus group).

In the same order of ideas, students attributed that part of the difficulties they had in English is because they think in Spanish. As a result, they stated how they felt after receiving explicit grammar instruction:

“We always have problems with the sentence order. Every day we learn more, so the experience of learning this way is excellent”. (Ss. J, K, L, B., Focus group).

Similarly, during the sessions the explicit grammar instruction sequence was given, students changed the perceptions about grammar and noticed how important it was to make proper sentences. In fact, they recognized that learning grammar explicitly helped them to become more familiar with English language and to apply grammatical structures frequently used when communicating and interacting with people. Thus, they ended up saying:

“The grammar we learned is important to put the ideas I have correctly”. (S. A., Focus group). Also, “the dynamics of explicit grammar instruction was useful because it is possible that we know things, but with your explanation, the videos and the exercises we did and corrected in class, we practiced and nurtured even more. The way how you presented grammar was easier and it did not seem difficult to us”. (Ss. L, J., Focus group).

From finding 1 there are several considerations to keep in mind.

It was seen that the use of an explicit grammar instruction sequence made students enjoyed this experience and its process in a positive manner. These students were taught grammar explicitly previously at school, then, there was familiarity and continuity on the instruction they had received. This fact is in line with the study carried out by Negahdaripour and Amirghassem (2016).

Similarly, students felt more comfortable with explicit instruction and they participated more in class. The ones who were able to assimilate the grammatical patterns faster were able to use the grammar in their oral production.

Generally speaking, students liked to follow an organized sequence that used different resources to learn the grammar patterns. Thus, the analysis showed that some of them were able to put grammar into their oral production as it was studied by Azad and Shanta (2012). This was confirmed with the videos presented by students L and A in the following section of the analysis of the results of the oral performance evaluation

For some students it was easier to understand grammar before it was used in oral production. As a matter of fact, learning grammar rules made some students feel confident since they knew what to say beforehand. The latter is in contradiction with Fotos (as cited in Farshi & Baghbani, 2015), because he thinks that students lose confidence and competence to speak correctly if they learn grammar explicitly.

Even though mechanical and meaningful activities were done, the task-based and communicative grammar activities done in the classroom, allowed students to practice the grammar learned explicitly, so they spent time to relate the patterns learned to put them into the videos used to assess the use of it in oral production as stated by Nishimura (2000) and DavatgariAsl and Moradinejad (2016).

Additionally, through oral and written modeling exercises proposed by the teacher, students could practice grammatical structures, which facilitated the understanding of them. Nevertheless, some students' exercises did not offer new things to complement learning. In findings 1, it can be observed that word substitution made the exercises repetitive. To illustrate this part, an example is retaken from the findings section:

My brother has been to Cali
He has been to Palmira
My mother has been to Medellin

Another key factor for students to be able to understand grammar was attention. They mainly concentrated and paid more attention on the grammatical patterns and looked at the board several times, in addition, they took notes.

They recognized that in the past they had no interest in learning grammar, but the way how it was presented was more attractive to them and it ended up being friendlier to them. For this reason, three students said:

**“Grammar is difficult, but you make not difficult”.
(Ss. K, L, A., Focus group).**

As claimed previously, occasionally, students found difficult to assimilate grammatical patterns due to the differences in syntactic structures between English and Spanish. However, the use of the explicit grammar instruction contributed to clarify this aspect.

“Always I try think different. If in Spanish is this, in English is different”. (Ss. J, B, A., Focus group).

As asserted by DeKeyser (2003), providing overt explanations helped to reduce the number and tendency of making mistakes, thus, it complemented instruction and gave more confidence to students.

Of highly importance was to highlight that after studying grammar by themselves, doing task-based activities and workshop, along with communicative activities, students had the opportunity to reinforce the explicit grammar instruction within the communicative approach. This is claimed by Celce-Murcia and Olshtein (2001) who criticized the teaching of grammar at the sentence level.

Farshi and Baghbani (2015) referred that explicit grammar instruction benefits students’ metalinguistic awareness along with the use of visual helps which facilitated the learning of grammatical structures. This aspect coincided with Smith’s (1991) input enhancement theory, which was reviewed in the theoretical framework. In fact, also Martinez (2016) points out in his master’s project on working memory, that color-coding, as a strategy to learn unknown concepts and to teach sentence structure, has a positive impact on students.

In terms of students’ awareness, the use of the explicit grammar instruction sequence was highlighted in the fact that, through explicit grammar instruction, they were aware and conscious of the new grammatical structures they had just learned.

This restates what Allport's (1988) and Schmidt's (1990) claim about the conditions that must be met to produce awareness. These were cognitive changes, identification of grammatical rules and, use of grammatical rules in oral production.

Important to highlight from the findings was that some students just repeated what they were able to remember or made minor changes to the examples provided by the teacher or by another student which can be seen as the failure to handle grammatical structures, so there was no conscious awareness as suggested by Schmidt and Hinkel & Fotos (as cited in Negahdaripour & Amirghassemi, 2016).

Subsidiary question 2. Does explicit grammar instruction sequence enhance students' awareness on the use of grammar patterns in the oral production?

Finding 2. The evidence showed that even though students mentioned the instruction allowed them to focus on certain grammar patterns, it did not actually enhance awareness in their oral production.

Above all, students noted and were conscious of using grammar learned, as shown above, but this was not achieved in their oral performance. At the end of each class, students recorded videos to include in their conversations the grammar learned previously. However, they did not do it. They felt more comfortable talking about generalities and other things, but no grammar pattern was used. (Teacher's log).

Occasionally, students attempted to use the grammar learned in their oral performance by only substituting and changing words but keeping the same sentence the teacher or other students said. The following sentences were used, (Teacher's log):

Table 3. Students' word substitutions

Teacher	Student
I have long curly brown hair	I have long curly black hair
	Diana has short curly brown hair
	Felipe has short curly blonde hair
My sister has been to Cartagena	My brother has been to Cali
	He has been to Palmira
	My mother has been to Medellin

Similarly, the lack of knowing verbs limited students to make appropriate sentences in their oral production. Sentences became unrelated words joined all together without following proper grammar structure learned in the classroom. However, this did not impede communication. (Teacher's log)

Even though, students were able to write correct sentences, when it was time to do the oral presentation, just two students said sentences correctly which contained grammatical structures. The rest of them were unable to do it. Accordingly, students with higher level helped students with lower level to get the oral presentation accurately. This result reflected that, even though all of them received the same explanation, only few accomplished the exercise. (Teacher's log). Thus, a student manifested:

"We tried very hard to do the oral presentations by being free and spontaneous, without reading because we think that when we read we harm ourselves. This lets us respond to what the other person is asking, therefore, the conversation flows smoothly" (S A., Focus group).

Above all, students noticed and were conscious they needed to use the grammar learned in the classroom. This was observed when they did written exercises. All of them were very cautious saying out and sharing their exercises. Once they noticed something was wrong, they immediately corrected. In the same way, students looked at their notes on their notebooks and asked classmates for help to understand the grammar. They frequently asked the teacher for additional explanation before presenting their exercises. This confirmed that they noted and were conscious of using the grammar they had learned to put it in practice without mistakes. Although students noted and were aware of using grammatical structures in their oral performance, they just dismissed it in several occasions. (Teacher's log).

Certainly, students were aware about the importance of knowing verbs to make sentences to use grammatical patterns, especially when referring to the use of tenses like present perfect and simple past. Once again, students were unable to say sentences as they had limited vocabulary and did not know verbs to make sentences which impeded oral production. (Teacher's log).

Important to realize is the fact that students were able to recognize the grammatical rules within sentences. They noted there were pronouns, auxiliaries and verbs. For instance, one of the students repeated aloud the whole structure of the present perfect tense correctly, but again they failed at using it. (Teacher's log).

To illustrate the teaching of the present perfect tense, after doing exercises on the board designed by students, the whole group was able to analyze the sentences and used the same color of markers the teacher had used to circle pronouns, auxiliaries and verbs. Then, auxiliaries were corrected for the 3rd person singular. An example is shown below:

“She have been to Costa Rica”. The student noted there was something missing in the auxiliary and said right away.....ahh yes !!! the auxiliary for she (3rd person) is *has*. Then, the correct sentence is....”she has been to Costa Rica”. (S. L., Teacher’s log).

In the same way, students also noted that when changes are made, for instance, the pronouns, they were able to change the auxiliary accordingly. One of the practices for the present perfect tense was using Kahoot. Intentionally, the teacher omitted the pronoun and the verb was in infinitive. Students came up with the following analysis:

“We do not need to change the verb because in this tense, the verb is always in past participle” (S. K., Teacher’s log)). Likewise, another student said: “You miss the pronoun they and the verb is not correct”. (Ss. J, L., Teacher’s log)

This showed that students were conscious of the grammatical rules and reviewed carefully exercise by exercise to see if anything else was missing in the sentences. Then, they compared sentences with the grammatical structures written on the board. A strategy that students used was that they wrote on their notebooks the examples the teacher had written down on the board and followed the same thing she had done, which it was, to use different colors to remark grammatical structures.

Equally important to mention is that students with low English level looked at the board all the time to make sure they used the same grammatical structures taught. On the contrary, students with high English level used their noticing skills and were able to paraphrase grammar structures. (Teacher’s log).

In reality, students were conscious they needed to use the grammar learned. Nevertheless, there were some considerations students expressed when they had to do it. Therefore, students referred the following:

“The grammar is important because at the moment of writing and speaking, you have to use it, no matter what. I recognize I do not remember verbs and I do not use the grammar I learn”. (S. A., Focus group). Identically, another student manifested, “For me, it is easier speaking than writing, because grammar in speaking can be omitted but not in writing. Speaking is easier. You just need to take the risk and to be coherent. But, in writing, you have to spend more time thinking how you are going to do it and you also have to make sure the grammatical structures are well”. (Ss. J, B., Focus group).

Lastly, students remembered grammatical structures by looking at their notebooks. They also admitted that corrections were helpful to note and to be conscious about the importance of using grammar. Although this may be true, they did not use grammar. (Teacher’s log).

With this in mind, the expert analyzed students’ oral performance through videos. It was important to remark that students presented 3 videos. In the case the student did not attend class, the chart shows his/her oral production N/A. The expert came up with the following observations:

- **Analysis of the results of the oral performance evaluation**

The external evaluator presented a qualitative report of students' performance in three oral tasks.

Student K:

	Video 1	Video 2	Video 3
Communicative achievement	Discourse is somewhat organized. Uses limited range of strategies for communication breakdowns.	N/A	Discourse is well organized. Uses strategies for communication breakdown with some difficulty.
Comprehension	Generally, understands main ideas and details easily.	N/A	Understands most main ideas well.
Fluency	Speaks with hesitation. Common vocabulary sometimes flows well	N/A	Speaks with occasional hesitation. Common vocabulary generally flows well.
Intelligibility	Pronunciation issues occur occasionally, but distraction is minimum	N/A	Pronunciation issues occur occasionally, but distraction is minimum
Grammar	Uses limited structures with few and minor errors.	N/A	Uses a variety of structures with some distracting errors.

Video 1. In two out of the three interventions in the videos, this student used the structure

"You have going to the....". This shows her difficulty in choosing the correct form of the verb in past participle. There was inaccuracy at the sentence construction level. Nevertheless, she could express her ideas. Even though, the grammar construction was not well defined, the student realized she had made mistakes, but this was not an impediment for her to carry on with the conversation, then she reached intelligibility and comprehensibility.

Video 2. Absent.

Video 3. Despite the model exercises proposed by the teacher in the classroom, the student retook one single example to accomplish the objective of the activity. It was not possible that she used other models presented, either on the board or on the power point. Nevertheless, she looked at the board, which confirmed, making notes on the board was helpful to her.

Based on the results of the evaluation, it can be said that student K had some knowledge of the English grammar. She showed a progress in her communicative achievement. However, she did not pay attention to grammar when it came the time to do oral exercises. She had experienced in the past that grammar had not been the most important aspect to communicate. For this reason, she was aware of it when doing written exercises, but omitted in oral production. In addition, she took advantage of notes on the board to convey meaning in a very simple way.

Student C

	Video 1	Video 2	Video 3
Communicative achievement	Discourse is disorganized. Does not use any strategies for communication breakdowns.	N/A	Discourse is disorganized. Does not use any strategies for communication breakdowns.
Comprehension	Consistent lack of comprehension	N/A	Consistent lack of comprehension
Fluency	Speaks with hesitation. Common vocabulary sometimes flows well	N/A	Speaks with severe hesitation. Common vocabulary consistently poses a problem
Intelligibility	Pronunciation issues are more frequent and lead to distraction	N/A	Pronunciation issues are prevalent and communication is severely affected
Grammar	Uses limited structures with distracting errors	N/A	Uses limited structures with significant errors

Video 1. Without being aware of his communicative intention, he produced some sentences in which he manifested a desire for knowing his classmate's interest waiting for an answer from the interlocutor.

Video 2. Absent

Video 3. Despite the model exercises proposed by the teacher in the classroom, the student retook one single example to accomplish the objective of the activity. It was not possible that he used other models presented, either on the board or on the power point.

Student C was always waiting for his classmates to speak, then, he responded to questions without following grammatical patterns at all. His sentences were ungrammatical most of the times. Therefore, he was not able to reproduce the grammar that was taught. Not even, he was able to recall some of the strategies that were used during the classes. Another factor that contributed to his failure in oral production is that he never took notes and his lack of commitment.

Student L:

	Video 1	Video 2	Video 3
Communicative achievement	Discourse is well organized. Uses strategies for communication breakdown with some difficulty.	Discourse is well organized. Uses strategies for communication breakdown with some difficulty.	Discourse is well organized. Uses strategies for communication breakdown naturally.
Comprehension	Understands simple ideas easily, more complex ideas pose a challenge.	Understands simple ideas easily, more complex ideas pose a challenge	Understands most main ideas well. Details sometimes pose a problem
Fluency	Speaks with occasional hesitation. Common vocabulary generally flows well.	Speaks with occasional hesitation. Common vocabulary generally flows well.	Speaks with occasional hesitation. Common vocabulary generally flows well.
Intelligibility	Pronunciation issues are more frequent and lead to distraction.	Pronunciation issues are more frequent and lead to distraction	Pronunciation issues occur occasionally, but distraction is minimum.
Grammar	Uses limited structures with few and minor errors	Uses a variety of structures with some distracting errors.	Uses a variety of structures with few and minor errors.

Video 1. It was difficult to understand her contractions; however, she used gestures to accompany the grammatical structure to make it more intelligible.

Video 2. She, occasionally, used the grammatical structures but did not go further to avoid compromising accuracy. She stayed in her comfort zone, which let her demonstrate that she was able to use the basic grammatical pattern to accomplish the goal of communication.

Video 3. Despite the model exercises proposed by the teacher in the classroom, the student retook one single example to accomplish the objective of the activity. It was not possible that she used other models presented, either on the board or on the power point. However, she used other resources with great results to get a successful conversation.

This student L put all the grammar taught in the classroom along with all her grammar knowledge in use when doing videos to assess oral performance. In her oral performance she showed consistency. In addition, she also used the same strategies the teacher had used when giving explicit grammar instruction which resulted in better grammatical sentences in her oral exercises. In her favor is that she also practiced the target grammar when helping her friends to get a successful communication.

Student J:

	Video 1	Video 2	Video 3
Communicative achievement	Discourse is somewhat organized. Uses limited range of strategies for communication breakdown.	Discourse is disorganized. Does not use any strategies for communication breakdown.	N/A
Comprehension	Has trouble understanding simple ideas	Consistent lack of comprehension	N/A
Fluency	Speaks with frequent hesitation. Common vocabulary often poses a problem	Speaks with severe hesitation. Common vocabulary consistently poses a problem.	N/A
Intelligibility	Pronunciation issues are more frequent and lead to distraction	Pronunciation issues are prevalent and communication is severely Affected.	N/A
Grammar	Uses limited structures with few and minor errors	Uses limited structures with significant errors.	N/A

Video 1. He had difficulties in interiorizing the grammatical structure taught. Thus, he exhibited a high degree of confusion among tenses and verbs, which in turn, were reflected on the incapacity to use the target grammar focus.

Video 2. This student displayed memorization problems. Therefore, he read everything what he had prepared to say without being aware of using the grammatical structures taught.

Video 3. Absent.

Even though student J had studied English in the past, he showed some confusions when using grammar in oral exercises. This fact was observed in his inability to speak, for this reason, he ended up reading. Another factor that contributed to his poor oral performance is the fact that he did not use any strategy to use grammar, not even, his own strategy.

Student B:

	Video 1	Video 2	Video 3
Communicative achievement	Discourse is well organized. Uses strategies for communication breakdown with some difficulty.	N/A	Discourse is disorganized. Does not use any strategies for communication breakdown.
Comprehension	Understands simple ideas easily, more complex ideas pose a challenge	N/A	Consistent lack of comprehension
Fluency	Speaks with occasional hesitation. Common vocabulary generally flows well	N/A	Speaks with severe hesitation. Common vocabulary Consistently poses a Problema.
Intelligibility	Pronunciation issues occur occasionally, but distraction is minimum	N/A	Pronunciation Issues are prevalent and communication is severely affected
Grammar	Uses limited structures with few and minor errors	N/A	Uses limited structures with significant errors.

Video 1. Even though the verbs were reviewed during the lesson, the student considered not necessary to use verbs in his communication.

Video 2. Absent

Video 3. Despite the model exercises proposed by the teacher in the classroom, the student retook one single example to accomplish the objective of the activity. It was not possible that he used other models presented, either on the board or on the power point.

An interesting feature that was observed in student B is that he used grammatical patterns in one video, then, in the following video he completely disregarded it. This displayed an inconstancy in his oral performance and the inability to keep up with the good work.

Student A:

	Video 1	Video 2	Video 3
Communicative achievement	N/A	Discourse is somewhat organized. Uses limited range of strategies for communication breakdown.	Discourse is well organized. Uses strategies for communication breakdown naturally.
Comprehension	N/A	Understands simple ideas easily, more complex ideas pose a challenge.	Generally understands main ideas and details easily
Fluency	N/A	Speaks with occasional hesitation. Common vocabulary generally flows well	Speaks with very little hesitation. Ample vocabulary range allows for smooth flow.
Intelligibility	N/A	Pronunciation issues are more frequent and lead to distraction.	Minor pronunciation issues do not affect communication.
Grammar	N/A	Uses limited structures with few and minor errors.	Uses a variety of structures with few and minor errors.

Video 1. Absent.

Video 2. Even though she showed knowledge and mastery of the English language, the student did not use what she learned in the classroom. She produced other sentences that were not related to the topics nor grammar structures studied. Besides, she did not evidence or contextualized topics learned in previous sessions.

Video 3. This student used her knowledge and ability to speak to force the group to create the conversation. The student interiorized the grammatical structures very fast to accomplish the objective of the activity. For this reason, she led the conversation.

Student A attended an English institute in the past. The fact that she had studied grammar through explicit instruction helped her to remember some grammatical aspects she had forgotten. For her, it was easier to do the videos and she felt more comfortable doing it. In several occasions, she was off the topic. Notwithstanding, the student did it accurately.

From finding 2, it can be said that in part, videos reflected what students learned. If students would have made more efforts and if the attendance would have been more regular, they would have shown better results in oral production. Speaking of oral production, some students had in mind that for them it was more important to trust on semantic meaning that in syntax, such as in the case when students argued that they did not pay attention to grammar when doing videos to assess oral performance.

It was clear that some grammatical patterns were easier than others. For example, the present perfect tense was the most difficult, whereas the use of adjectives, and comparatives and superlatives were relatively easier. (Refer to students' videos analysis). Consequently, not only the teacher but also students found useful ways and resources that contributed to the understanding of how

students used grammar to produce utterances to communicate effectively. Henceforth, English was used to communicate and deliver information.

This research has demonstrated that students were aware of using grammatical patterns taught in the classroom, so this let them recognize syntactic structures they had to use in their oral production. Nevertheless, explicit grammar instruction not always led to oral production as it was expected due to lack of attention and metalinguistic skills. Consequently, after analyzing the videos, it was found that students' oral performance was very limited and poor in terms of using the grammar learned in the classroom. Additionally, students did not seem to be stressed for not using grammar in oral production, they did their best and reached the objective of conveying meaning and sense.

Subsidiary question 3. What are the benefits and constraints of following an explicit grammar instruction sequence to enhance oral accuracy in beginner EFL students?

Finding 3. Some students benefited from explicit grammar instruction while others dismissed it when it came to oral performance.

- **Benefits**

Regarding the benefits of following a sequential and systematic explicit grammar instruction on students' oral performance, these were seen on the very short conversations students could hold with their classmates. (Teacher's log).

Since this is a general English course, level two, explicit grammar instruction was needed. In class, students showed more familiarity with this teaching method since they were able to relate it with the kind of instruction they received at school which served in short dialogues. (Teacher's log).

Likewise, students used the grammatical patterns learned to lead and guide other students in the conversation. Frequently during class, these students redirected the conversation to force their classmates to use what they had learned through explicit grammar instruction. As said before, some students needed a friend's help to respond accurately to what they were being asked.

"I have an idea of what I have to say, but I need my friend's help". (S. C., Focus group).

Similarly, women kept encouraging men to speak. It was noticed class after class that women took leadership in conversations since they organized the dialogues and corrected men. (Teacher's log).

By receiving explicit grammar instruction, students assured two out of the four skills, namely, speaking and writing. Thus, students claimed that knowing grammar was beneficial for them because some wanted to take proficiency tests and they are conscious they need grammar for the speaking and writing sections of the exams. In this regard, during classes, some students expressed their desire to keep their studies abroad, so it is imperative for them to learn grammar. (Teacher's log and Focus group).

Another advantage was the satisfaction they felt after understanding that their sentences were grammatically correct when doing exercises. Students with higher levels referred several times in the focus groups that they were happy for being able to say correct and coherent sentences for the first time.

- **Constraints**

Among the constraints, some students felt overwhelmed with grammar rules. For some students, they associated explicit grammar instruction with memory skills. For this reason, they gave up in their attempts to use them in their oral performance exercises. An interesting comment was said by a male:

“There are many things to keep in mind: the subject, the verb, the time, etc. To speak I have to remember everything”. (S. J., Focus group).

Another important aspect to highlight in the constraints was the lack of attention and metacognitive skills students had. After some time, they were unable to reproduce grammatical structures in oral performance. In class, some students did not take notes, never asked questions, did not self-questioned when being corrected. This would have been a great opportunity for them to improve their oral performance. (Teacher's log).

One more constraint was that in oral production students lost confidence. Men referred in the focus group that the teacher was only looking for mistakes. Generally speaking, students had the feeling that the teacher expected them to speak perfectly from the beginning mainly because she made more emphasis on accuracy rather than on fluency. As a result, students lost their confidence and were frightened to speak English as Ran (2001) stated.

Bad experiences with English learning in the past made students restrict from speaking since people laughed at them because of the accent. Besides they said that some people told them they spoke funny because they did not use grammar (Focus group).

In the videos it was observed that few students had the capacity to say two lines, basically, a question and its corresponding answer and vice-versa correctly.

For some students, class length limited the opportunity to have real oral practice, thus, they did not see useful to put in practice the grammar learned explicitly. Students mentioned in class that the grammar learned was only to be used in class, not outside of it. (Teacher's log).

There were students who had difficulties in identifying grammatical structure changes within the sentence. This was evidenced in exercises and in oral production videos when pronouns were replaced by nouns. An example was the replacement of *they* by *students*. (Teacher's log)

Finally, students had no interest in using grammatical structures as they knew people were able to understand by context what they intended to communicate. In this regard, student K manifested:

“It is more important in English to have vocabulary and verbs than to know grammatical structures. At the end, people understand me. For this reason, I know there is grammar, but I do not need it to communicate. It is just the basis, but it is not necessary unless it is a written document”. (S. K., Focus group).

As seen above, there were benefits and constraints of following an explicit grammar instruction sequence to enhance oral accuracy in beginner EFL students. Among the benefits were the familiarity with this instruction, very short and basic dialogues, leading conversations, and personal satisfaction to speak correctly. Regarding the constraints, learning and memorizing grammar rules, the lack of attention and metacognitive skills, lost of confidence, difficulties in identifying grammatical changes, and no interest at all to use grammar in oral production due to negotiation of meaning and sense when communicating with people.

9. REFLECT (REFLECTING AND PLANNING FOR FURTHER ACTION)

Based on the three previous stages of the classroom-based action research, the teacher needed to reflect on her own experiences regarding her teaching style and the use of the explicit grammar instruction sequence, In four reflecting dimensions.

9.1 Reflecting on practice

At the end of each session, there was time for reflection to see if the action stage was working or not keeping in mind that the researcher was looking for answers to her research question. Even though the activities were well accomplished in terms of grammar exercises, they did not produce great results in the oral performance activity.

For this reason, after three session of class, another cycle of classroom-based action research was done bearing in mind that the results were not the expected ones. This time, task-based activities were included, and students studied the grammar in advance. In fact, some of them took leadership and explained the grammar focus, then the teacher reinforced the instruction.

9.2 Reflecting on the research process

The idea of testing how explicit grammar instruction sequence works responded to the researcher's problematic situation in her classroom. The three instruments chosen worked well and provided substantial information enough to accomplish the research. As a novice in the field of research, the teacher found out that there were many things she had to read about to figure out how to carry out a

research. Throughout the classroom-based action reaction process, she discovered that there are ways to find solutions to problematic situations in the classroom which are sometimes overlooked.

9.3 Reflecting on beliefs and values

The teacher truly believed that teaching was her passion, for this reason, she put a lot of effort in doing this research to find answers to her research question. Based on her personal experience, she firmly believed that students could learn grammar taught explicitly within the communicative approach. Notwithstanding, the evidence showed that explicit grammar instruction did not have any effect on oral production. Therefore, the teacher has critically confronted her beliefs regarding the teaching of grammar from now on. Moreover, this research has also served as a basis for new future action research to be implemented to solve other problematic situations in the classroom.

9.4 Reflecting on feelings and experiences

This was the teacher's first experience doing research. Despite the results, the whole process of doing classroom-based action research delivered many positive and negative aspects that need to be addressed in future cycles. This experience was very interesting in the sense of letting her to be closer to students, to understand what they went through when learning grammar, and to talk to them in a friendlier manner. Somehow there was an emotional component since her teaching practice must change and her beliefs as well. Perhaps, the results obtained in this research are going to encourage her to explore other approaches, techniques and procedures which might be helpful.

9.5 Planning for further action

Considering these students and their needs, planning for further action includes that they will study grammar in advance to also promote inductive grammar learning. Modeling is essential, so students can infer what the grammar pattern is. Also, working on fluency more than on accuracy to use language in context. More emphasis on autonomous work is necessary for the reinforcement of grammar instruction as it can not only be circumscribed to the class length which is 2 hours and 15 minutes once a week. Besides, it is suggested to work harder on more communicative activities in which interaction becomes a must through pair work, play-roles, task-based learning, and project-based learning among many others. A crucial factor is to provide students with metacognitive strategies for learning grammar. It is important to mention that increasing students' motivation is key during the learning of grammar.

10. CONCLUSIONS

The main objective of this study was to identify the effects of an explicit grammar instruction sequence on the oral production of beginner EFL students at a University in Cali. Therefore, it was necessary to explore students' experiences and perceptions in relation to the use of an explicit grammar instruction sequence, to determine if students used the grammar- pattern learned in their oral performance after the explicit grammar instruction, and to identify the benefits and constraints of following an explicit grammar instruction sequence to enhance oral production in beginner EFL students.

Based on the previous findings and analysis, it was noticeable that, indeed, the use of the explicit grammar instruction sequence resulted in an improvement in explicit grammar learning, but it did not assure that the grammar taught explicitly was used in students' oral production, as some of the studies mentioned in the literature review stated.

10.1 Explicit grammar instruction was perceived as beneficial.

Throughout the six sessions students expressed how pleased they were for being taught grammar explicitly. It was extremely interesting to observe that students who had some knowledge of the foreign language could improve and had the opportunity to reinforce their grammar knowledge. The ones who had less knowledge, tried harder to learn.

The fact that these students have been learning English in non- naturalistic settings and only once a week, made that students, through explicit grammar instruction noted English grammatical structures.

Since students lack metalinguistic skills, for them, explicit grammar instruction was highly beneficial. It promoted students' metalinguistic awareness as stated by Farshi and Baghbani (2015) and DeKeyser (1995), since they were also able to discover the rules with the help of visual strategies, such as using different colors of markers, to highlight grammatical structures. Then, colors and shapes helped to draw students' attention to the grammatical patterns taught. For this reason, students who focused on these learned faster than those students who did not do it.

Similarly, Negahdaripour and Amirghassemi (2016), favored explicit grammar instruction since they perceived students' predisposition to learn rules.

10.2 Awareness was essential during the explicit grammar instruction sequence

Ellis (2006:86) pointed out that "there is now convincing indirect and direct evidence to support the teaching of grammar. The direct refers to grammar explanation, while the indirect is credited to consciousness raising tasks to observe the grammaticality of sentences". For this reason, awareness resulted in compelling advantages in understanding grammatical structures. Then, they were able to identify grammatical and ungrammatical sentences.

Besides, explicit instruction made students become aware of the grammatical rules. All the strategies employed to emphasize the grammatical features were highly appreciated. Throughout the six sessions of class, after being taught grammar explicitly, students developed awareness, which confirmed, not only that the systematic sequence played an important role in their L2 learning, but also, it

showed that conscious raising awareness is key in explicit instruction, as stated by Schmidt (1990), Smith (1991), and Ellis (2005).

Under these circumstances, conscious learning of grammatical structures and patterns developed students' language learning as suggested by Brown (2007) and Schmidt (1991).

10.3 The focus on form affected students' oral performance, which became a crucial factor to impede the proper use of grammar patterns in the conversation.

The fact that students felt overwhelmed with grammar rules, that students had bad experiences in the past, and other constraints mentioned in findings 3 were reflected in their inability to use grammar patterns in oral production. Even though students were exposed to the English language in class, they were unable to express effectively when they were requested to do so. Nunan (1993) argues that students do not distinguish between knowing grammatical rules and patterns and having the capacity to being able to use them effectively when communicating.

The literature review showed studies in favor and against explicit grammar instruction. In addition, authors who criticized it referred that they way how it is taught restricts oral production. An example is taken from Fotos (as cited in Farshi & Baghbani, 2015) who thinks that when students are taught grammatical rules, they lose confidence and competence to speak properly. Likewise, Nasr (2015) demonstrated that explicit grammar instruction impeded students to effectively communicate.

This research showed that the learning of grammar explicitly did not lead to its use in oral production which coincided with some conclusions drawn by authors in the literature review.

11. PEDAGOGICAL IMPLICATIONS AND PLANNING FUTURE

Explicit grammar instruction is an issue that emerges controversies and much has been said about the effectiveness of using it to develop learners' grammatical competence and performance. However, grammar can still be taught within the communicative approach.

- Task-based activities provide students with opportunities to practice the basic grammatical patterns, especially in foreign language contexts.
- Meaningful communicative activities lead to negotiation of meaning.
- Reinforcement and correction are crucial factors throughout the explicit instruction.
- There is an urgent need for exploring creative language learning, so students perceive grammar in a friendlier manner.

A message for teachers is to keep systematicity in the teaching of grammar and to offer students an array of activities and opportunities to practice, bearing in mind the student-centered class within the communicative approach. Likewise, it is also essential to enhance students with grammar knowledge to help them negotiate meaning and sense when interacting with people. Therefore, the idea is to search for several ways to integrate form and meaning to facilitate English language learning within the communicative approach.

12. FURTHER RESEARCH

Further research is considered in two different groups:

- **Explicit grammar instruction**
 - To study the effects of explicit grammar instruction on advanced EFL learners, since the current studies were mainly focused on beginners and intermediate learners, to see if there is a progress or a detriment in oral production.
 - To study the relationship between explicit grammar and metacognitive skills.
 - To have experimental and control groups to compare explicit versus implicit instruction.
 - This specific research project can provide a basis for deeper research that examines the relevance given to explicit instruction in monolingual schools.
- **Psychosocial factors**
 - It will be interesting to research on psychosocial factors that affect students' oral production when focusing on form.
 - Studies according to EFL's gender to find out if it makes a difference on the outcomes in oral production when focusing on form.

13. APPENDIX

APPENDIX 1. CONSENTS

Cali, September 5/18

Coordinadora Centro de Lenguas Extranjeras

Research project title: Effects of explicit grammar instruction on EFL learners ' oral production.

Researcher: Carmen Cecilia Llanos Ospina

Purpose of the research: Partial Fulfillment of the Requirements for the Degree of Master in TEFL at Universidad ICESI

I kindly request permission to do a research on the Effects of explicit grammar instruction on EFL learners ' oral production at the University as Partial Fulfillment of the Requirements for the Degree of Master in TEFL at Universidad ICESI. The data collected will be stored securely and safely. In addition, the information will be only used for the researcher's purpose to obtain her Master degree in TEFL.

Sincerely,

Carmen Cecilia Llanos Ospina

Candidate at Master in TEFL, Universidad ICESI

Carmen.llanos@correouicesi.edu.co

Cali, February 6/18

Dear students:

Research project title: Effects of explicit grammar instruction on EFL learners' oral production.

Researcher: Carmen Cecilia Llanos Ospina

Purpose of the research: Partial Fulfillment of the Requirements for the Degree of Master in TEFL at Universidad ICESI

- I agree to participate in the research project carried out by Carmen Cecilia Llanos Ospina, with the research of Effects of explicit grammar instruction on EFL learners' oral production.
- I understand the aims of the research project.
- I am aware of the topics to be studied and analyzed in the research.
- I am fully aware that I will remain anonymous throughout data reported and that I have the right to leave the research at any point.
- I am fully aware that data collected will be stored securely and safely.
- I am fully aware that I am not obliged to answer any question, but that I do so at my own free will.
- I agree to have the activities recorded or printed, so it can be transcribed after the research is held.
- I am aware that this information will be only used for the researcher's purpose to obtain her Master degree in TEFL.

Participants' printed names and signatures

Researcher's Signature

Carmen Cecilia Llanos Ospina

Carmen.llanos@correoicesi.edu.co

Candidate at Master in TEFL, Universidad ICESI

APPENDIX 2. LESSONS PLAN

UNIVERSIDAD XXXXX CALI - ENGLISH LESSON PLAN

COURSE: MARKETING 2	LEVEL: GENERAL ENGLISH 2	DATE: February 13/18
UNIT: Unit 9 What does she look like?		OBJECTIVES: To talk how to describe people. Structure: The use of adjectives to describe people
MATERIALS: Slips of papers, markers, board, computer, video beam.		REFERENCE: Richards, J, (2013). <i>Interchange 1</i> . Cambridge university press.

WARM-UP

T explains what the unit is about, “describing people”. Then, T says how she looks like to model the exercise. Then, T asks students to get together in groups to describe one of the member’s boyfriend or girlfriend. <i>Transition:</i> 3 groups will share with the rest of the classmates their activities.	15 min
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PRE-TEACHING

After listening to 3 groups talk about their descriptions of the people they have chosen, T summarizes all the adjectives used to describe people on the board, which are classified into positive and negative. <i>Transition:</i> Game: description of a classmate	30 min
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TEACHING

Then, T goes back to the board to focus on adjectives, positive and negative, and make the difference between them to get Ss’ attention. Then teacher writes some of the sentences said by students and right besides she corrects the sentences. T asks Ss if they notice any difference between the 2 sentences, for example, the sentence order and verbs. Then, with markers of different colors, T makes circles to ask them what word goes first and what word goes second to make emphasis on the order of adjectives combined with the nouns. Then, T questions students what those different colors and shapes mean and what do they represent. Once they find answers to those questions, I proceed to give the explicit instruction of the use of adjectives and how to place them within a sentence. <i>Grammar activity:</i> Students do the exercise on the book to practice what it was taught. <i>Transition:</i> students describe a member of their family to the rest of the group. The activity is then shared and written on the board to be analyzed by the whole group. If sentences need to be corrected, students will do it with the teacher’s and other classmates’ help.	45 min
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POST-TEACHING

1. Ss will do 5 exercises from the interchange arcade in the classroom to clarify doubts.	30 min
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HOMEWORK

1. Ss will do exercises on their own for grading.	
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UNIVERSIDAD XXXX CALI - ENGLISH LESSON PLAN

COURSE: MARKETING 2	LEVEL: GENERAL ENGLISH 2	DATE: February 20/18
UNIT: Unit 10 Have you ever ridden a camel?	OBJECTIVES: To talk about recent past events and experiences. Structure: Present perfect	
MATERIALS: Slips of papers, markers, board, computer, video beam, masking tape	REFERENCE: Richards, J, (2013). <i>Interchange</i> 1. Cambridge university press.	

WARM-UP

T explains what the unit is about, "fun and unusual activities". Then, T says her fun activities when she was a child to model the exercise. Afterwards, T asks students to write on slips of papers, after the entries, the fun and unusual activities they do. Later, they get together in groups of 4 to share each one's activities. <i>Transition:</i> 3 groups will share with the rest of the classmates their activities.	15 min
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PRE-TEACHING

After listening to 3 groups talk about their activities, T says that these activities can be done in Cali and summarize them on the board (list of verbs in p.p) <i>Transition:</i> Video about Cali https://www.youtube.com/watch?v=2qemPA6xAjI	30 min
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TEACHING

Then, T goes back to the board to focus on 5 regular and 5 irregular past participle within sentences to get Ss' attention and I ask Ss what they observe in common in those sentences, that is, verbs, auxiliaries, pronouns and so on. Then, with markers of different colors, I make circles to ask them what they are for and what they represent. Finally, I ask them what all those circles and different colors mean. Once they find answers to the above questions, I proceed to give the explicit instruction of the present perfect tense, the pronoun, auxiliary, verb in p.p. Besides, explains that its use is for past experiences in the indefinite time. <i>Grammar, listening, speaking activity:</i> A situation is given to Ss: a foreigner who has visited the city recently is coming to visit the city one more time because he loves it. Ss need to start the conversation by asking the foreigner if he has ever.... been to that place / has ever gone to the zoo / has ever eaten cholado and so on. As the conversation goes on, students and foreigners interact by asking and getting answers from the both parties. <i>Transition:</i> students write down on a piece of paper 2 questions and 2 answers emerged from the conversation done previously. Three students will share their exercise on the board to be analyzed and corrected if needed. Ss will correct their own exercises before being handed in.	45 min
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POST-TEACHING

2. Ss will do 5 exercises from the interchange arcade in the classroom 3. Ss will paste a note on the board about a recent event in their lives.	30 min
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HOMEWORK

1. Ss will do exercises provided by the T which they will send them via e-mail for grading. 2. Ss will record a video (2 minutes long) in groups of 4 where they practice the present perfect in affirmative, negative and questions. Situation: Each group will prepare a video to report the foreigner's interview about his recent visit and experiences when visiting Cali.

UNIVERSIDAD XXXXX CALI

ENGLISH 2 MARKETING - UNIT 10 EXERCISES

Name: _____

Work individually. Fill in the missing words in the sentences below. Please read carefully when doing the exercises. Make sure you use verbs that make sense !!!!!

1. _____ has been to Cartagena.
2. Eleonora _____ seen Titanic many times.
3. Thomas, Valentina and Rashell _____ eaten antipasto.
4. We have _____ our homework.
5. _____ you ever ridden a horse?
6. Daniel _____ _____ three cars this semester.
7. Andrea and Kevin _____ worked very hard lately.
8. Laura _____ had fever.
9. I _____ made my lunch.
10. Has he _____ to Canada ?

UNIVERSIDAD XXXXX CALI - ENGLISH LESSON PLAN

COURSE: MARKETING 2	LEVEL: GENERAL ENGLISH 2	DATE: February 27/18
UNIT: Unit 11 It's a very exciting place	OBJECTIVES: To describe cities and places Structure: Use of adjectives and adverbs	
MATERIALS: kahoot app, markers, board, computer, video beam,	REFERENCE: Richards, J, (2013). <i>Interchange 1</i> . Cambridge university press.	

WARM-UP

T explains what the unit is about, "describing places". Then, T says things about the city of Cali. Then, T asks students to say things about 4 cities in Colombia and T writes them down on the board. <i>Transition:</i> Question, what makes Cartagena a special city ? to elicit Ss to respond using some of the words (adjectives) said previously or new ones.	15 min
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PRE-TEACHING

After Ss describe cities, T summarizes all the things said by Ss to emphasize positive and negative things about cities and places. T adds other words (adverbs) to those sentences. Then, T writes complete sentences using the words said (adjectives and adverbs). <i>Transition:</i>	30 min
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TEACHING

Then, T goes back to the board to focus on positive and negative adjectives and adverbs about cities to get Ss' attention and T asks Ss what they observe in common in those sentences, that is, adjectives, adverbs, subject, verbs and so on. Then, with markers of different colors, T makes circles on the adjectives and adverbs and asks Ss where those adjectives and adverbs are placed. Once they find out and relate where adjectives are placed, T provides the explicit instruction on the use of adjectives and adverbs. <i>Writing and speaking activity:</i> A situation is given to Ss. You have been chosen to promote the city of Cali. Please write about good and bad things about the city using adjectives and adverbs and some of the things we saw the last class. 3 students share their exercise which are then analyzed and corrected if needed. Ss will correct their own exercises before being handed in. <i>Transition: Speaking activity. Video:</i> In groups of 3, students record a video (1 minute long) to talk about Cali which they will send to my whatsapp using adjectives and adverbs.	45 min
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POST-TEACHING

1. Ss do exercises in Kahoot	30 min
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HOMEWORK

Do exercises using the online workbook (pin) Use of adjectives within a sentence Use of adverbs and adjectives within a sentence
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UNIVERSIDAD XXXX CALI - ENGLISH LESSON PLAN

COURSE: MARKETING 2	LEVEL: GENERAL ENGLISH 2	DATE: March 6/18
UNIT: Unit 12 It really works - Common health complaints		OBJECTIVES: To talk about common health problems and give suggestions to treat them.
MATERIALS: markers, board, computer, video beam, papers for tweeter activity		REFERENCE: Richards, J, (2013). <i>Interchange 1</i> . Cambridge university press.

WARM-UP

T explains what the unit is about, "common health complaints and to provide suggestions to treat them". Then, T asks the questions on slide # 1 to make students talk as a group. <i>Transition:</i> Ss get together according to the groups created by the T. Question to discuss, have you had any health problem in the last 6 months? If so, what have you done to treat it? to elicit Ss to mention other health problems and different suggestions, either, positive or negative. 1 group presents the activity to the rest of the class.	15 min
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PRE-TEACHING

After Ss talk about health problems, T summarizes all the things said by Ss on the board. T plays conversation 2A on page 78, then, Ss need to take notes about the conversations and T summarizes what the conversation is about to introduce the grammar focus 3, the use of adjective + infinitive; noun + infinitive. And the use of modal verbs can, could, may for requests <i>Transition: Question:</i> What do you see and notice in these sentences ?	30 min
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TEACHING

Then, T goes back to the board to focus on grammar pattern learned the use of adjective + infinitive; noun + infinitive. In addition, the use of modal verbs can, could may to give suggestions. Example; It is important to visit the doctor. With markers of different colors, T proceeds to give EGI and points out that after the adjective (important, good, useful, not good, best not to, helpful, essential), the verb that follows must be in infinitive. Besides, T explains that after modal verbs the verb is also in infinitive. <i>Grammar and writing activity:</i> Ss do exercises provided by the teacher in power point in groups formed by the T to practice both grammar patterns learned. All exercises are read and reviewed. If it is necessary, exercises are analyzed and corrected to rewrite the sentences. <i>Transition:</i> Activity in groups	45 min
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POST-TEACHING

1. Speaking activity. 4 groups of 6 students to make a role play to resolve the problem solving activity in power point. Record the activity	30 min
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HOMEWORK

<i>Writing activity:</i> Search on the web for rain forest medicines and answer the following question: Do you really think rain forest medicines are helpful? In 4 lines please provide arguments to support your answer with your own words and remember to use what we learned today. Use of adjectives within a sentence Use of adverbs and adjectives within a sentence
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UNIVERSIDAD XXXX CALI - ENGLISH LESSON PLAN

COURSE: MARKETING 2	LEVEL: GENERAL ENGLISH 2	DATE: March 20/18
UNIT: Unit 14 The biggest and the best	OBJECTIVES: To talk about geography, places and countries in general.	
MATERIALS: markers, board, computer, video beam,	REFERENCE: Richards, J, (2013). <i>Interchange 1</i> . Cambridge university press.	

WARM-UP

T explains what the unit is about, "The biggest and the best" to talk about geography. Then, T mentions 3 different lakes, in Colombia, Canada and Italy. <i>Transition:</i> Ss get together in groups to talk about 2 lagoons in Colombia, Lago Calima and Laguna de la Cocha/Guatavita. And they compare these two. T asks one group to present their findings.	15 min
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PRE-TEACHING

T gives Ss the workshop. Since Ss were asked to study in advance the topic of comparatives and superlatives, students respond to these questions. What is and adjective?, what function do they do?, how do we compare adjectives?, what is a comparative?, what is a superlative? <i>Transition: Question:</i> What adjectives can we use to describe places?	30 min
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TEACHING

Then, T summarizes all the things said by students. T asks 1 group to present comparatives and superlatives. After, T asks students what do they notice in comparatives and superlatives. What are their rules? Right after, T goes back to the board to focus on grammar pattern learned, the use of comparatives and superlatives to describe places and provides examples. With markers of different colors, T proceeds to give EGI and points out the most important rules to form comparatives and superlatives. <i>Grammar and writing activity: TASKS:</i> Ss do exercises provided by students. These exercises are read and reviewed. If it is necessary, exercises are analyzed and corrected to rewrite the sentences. <i>Transition:</i> Question, what can you say about the university to use 1 comparative and 1 superlative?	45 min
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POST-TEACHING

1. Speaking activity. T gives cards to students to do the activity "Come and visit our beautiful Colombia". They can choose from an island, a lake, a desert, a park or a mountain. Next, Ss exchange cards for peer correction and then, 6 present their activity in class.	30 min
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HOMEWORK

<i>Video:</i> In groups they chose a place, based on the previous exercise to record a video, they need to improve what they did before on the cards to put it in a video to promote that place using comparatives and superlatives.
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Unit 14 – Workshop – English 2
March 20/18
Carmen Llanos
Carmen Laos

COMPARATIVES and
SUPERLATIVES
Questions with how...

QUESTIONS WITH

1. A comparative is....
2. A superlative is...
3. Comparatives grammar structure
4. Provide examples of comparatives. Are there exceptions?
5. Superlatives grammar structure
6. Provide examples of superlatives. Are there exceptions?
7. Questions with how (using comparatives & superlatives)
8. What did you learn today? Provide arguments about today's class?

UNIVERSIDAD XXXX CALI - ENGLISH LESSON PLAN

COURSE: MARKETING 2	LEVEL: GENERAL ENGLISH 2	DATE: April 3/18
UNIT: Unit 15 I'm going to a soccer match	OBJECTIVES: To talk about events in the future and leaving messages.	
MATERIALS: markers, board, computer, video beam,	REFERENCE: Richards, J, (2013). <i>Interchange 1</i> . Cambridge university press.	

WARM-UP

T explains what the unit is about, "I'm going to a soccer match" to talk about ways of making excuses and to plan activities in the future. Then, T mentions what her plan for the weekend are going to be. Also, T tells students she wanted to invite a friend and she left a message on the phone. <i>Transition: 3 Ss say the plans they have after semester finishes.</i>	15 min
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PRE-TEACHING

T gives Ss the workshop. Since Ss were asked to study in advance the topic of future tense using present continuous and be going to, Ss come up with differences in the 2 ways of expressing future. <i>Transition: Question: 4 students find out what their classmates are going to do in the weekend</i>	30 min
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TEACHING

Then, T summarizes all the things said by students. T asks 1 group to present future tense using present continuous and be going to, and how to leave messages using tell and ask. After, T asks students what they notice in the grammatical rules. T goes back to the board to focus on grammar pattern learned to make emphasis on the plans she has for the weekend. With markers of different colors, T proceeds to give EGI and points out the most important rules to form to make sentences in the future tense and the use of tell and ask to leave messages. <i>Grammar and writing activity: TASKS:</i> Using the handout provided by the T, Ss do exercises These exercises are read and reviewed. If it is necessary, exercises are analyzed and corrected to rewrite the sentences. <i>Transition: Question, who can please summarize what we have learned today ?</i>	45 min
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POST-TEACHING

1. Speaking activity. In groups of 6, previously chosen, Ss give a brief report on what their classmates are going to do on the weekend. This activity is to be presented in class and they have to record it to send it to my whatsapp.	30 min
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Unit 15 – Workshop – English
2
April 3/18
Carmen Llanos
Carmen Llaos

I'm going to a soccer match

- ✓ Future with present continuous & be going to
(tonight / tomorrow / on Friday / this weekend / next week)
- ✓ Messages with *tell* and *ask*

PRESENT CONTINUOUS	BE GOING TO

CAN I TAKE A MESSAGE

Tell her that

Ask her to



Unscramble these messages:

1. tell / that / is / please / Steven / the barbecue / on Sunday
2. call me / at 12:00 / you / Edgar / could / ask / to
3. is / that / Lina / tonight / could / you / the dance performance / tell
4. tell / is / Cristina / in the park / would / you / that / the picnic

APPENDIX 3. FOCUS GROUPS PROTOCOL

INSTRUMENTO: GRUPO FOCAL - PROTOCOLO

Grupo: Mercadeo 2 Asignatura: Inglés general 2

Docente: Carmen Cecilia Llanos Ospina Introducción

Cordial bienvenida a los participantes de este grupo focal. El grupo focal es primordialmente una forma de escuchar atentamente lo que los estudiantes dicen y a partir de ahí se recoge información para posteriormente hacer un análisis. Con el fin de recoger datos para el proyecto de grado de la maestría en Enseñanza de Inglés como lengua extranjera de la docente cuyo nombre figura arriba, se propone realizar dos (2) sesiones de grupo focal.

El grupo focal está compuesto por seis (6) estudiantes del curso de inglés 2 del programa de Mercadeo 2 diurno quienes fueron escogidos previamente por la docente y quienes aceptaron participar en él. El grupo focal corresponde a una entrevista grupal abierta con preguntas semiestructuradas y guiadas por la docente. Cabe resaltar que la docente es a su vez la investigadora y moderadora del grupo focal.

La dinámica a desarrollarse en cada sesión es básicamente la misma. Teniendo en cuenta que durante las clases de inglés se ha trabajado en una secuencia didáctica de la instrucción explícita de gramática dentro del enfoque comunicativo, se pretende recoger información valiosa y relevante de los estudiantes con respecto a los objetivos, tanto general como específicos y que ayudan a responder la pregunta de investigación.

Etapas del grupo focal

1. La investigadora y moderadora presenta cada uno de los objetivos y guía a los estudiantes en la entrevista para decidir los aspectos que se necesitan escuchar

por parte de los estudiantes.

2. Inmediatamente los participantes del grupo focal crean una conversación entre ellos que gira alrededor de los objetivos, aspectos y preguntas guiadas por la docente.

3. La docente toma nota o graba las conversaciones que se producen en torno a las preguntas generadas en los puntos anteriores y si es necesario, reorienta a los participantes en la conversación.

4. Finalmente, la docente recoge la información brindada por los estudiantes para analizarla y escribir sus conclusiones relacionadas con los objetivos del proyecto y la pregunta de investigación.

Justificación del grupo focal:

- Permite que el estudiante libremente exprese sus opiniones y percepciones.
- Recoge impresiones personales y grupales.
- La interacción y conversación entre pocos estudiantes permite que el grupo focal se concentre y sea más productivo.
- Al ser guiados, los estudiantes participantes se sienten más cómodos para responder.
- Permite verificar información con respecto a la observación durante la clase.

Proceso del grupo focal:

1. Introducción y bienvenida
2. Definir los participantes
3. Elaboración de la guía de discusión.
4. Sesión del grupo focal
5. Reporte
6. Análisis

Consideraciones importantes:

1. Se sugieren 2 sesiones de grupos focales con fechas definidas de febrero 27 y marzo 20. Si es necesario, se reprogramarán las fechas.
2. Se produce saturación cuando no se adiciona nueva información al grupo focal.
3. Cuando el grupo focal se vuelve repetitivo, en la investigación cualitativa, se llega al punto de saturación teórica.
4. Se debe procurar porque todos los participantes se sientan parte del grupo focal. Por lo tanto, el docente debe velar porque todos participen de las conversaciones.
5. La sesión del grupo focal está programada para 45 minutos.
6. Cuando el estudiante lo requiera, el docente debe parafrasear la pregunta o encontrar la manera más adecuada de formular la pregunta.
7. Las preguntas sugeridas en la guía de preguntas están diseñadas para recoger las percepciones, impresiones, actitudes y experiencia de los estudiantes hacia la secuencia didáctica de la instrucción explícita de gramática. De igual manera, para explorar qué tan consientes son los estudiantes de utilizar la gramática aprendida en la conversación en inglés después de aplicar la secuencia didáctica de instrucción explícita de gramática.

UNIVERSITY		MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
CARMEN CECILIA LLANOS OSPINA'S FOCUS GROUP		
RESEARCH PROJECT:		EFFECTS OF EXPLICIT GRAMMAR INSTRUCTION ON EFL LEARNERS' ORAL PRODUCTION
DATE:	March 13/18	Wednesday
<p>SO 1. To explore students' experiences and perceptions in relation to the use of an explicit grammar instruction sequence.</p> <ol style="list-style-type: none"> 1. Hablemos sobre cómo perciben ustedes la gramática y sobre que actitudes tienen frente al aprendizaje y enseñanza de gramática. 2. ¿Cómo te enseñaron en el colegio gramática? 3. Gramática es una parte del aprendizaje de inglés. ¿Cuál es tu posición frente a la gramática y por qué consideras que es o no importante? 4. ¿Para ustedes comunicarse en inglés que se necesita? 		
PERCEPTIONS and ATTITUDES	How do you perceive grammar? Are you willing to learn grammar? How did you learn grammar?	Perceptions
	Do you have any fears towards grammar?	Fears
	What is your attitude and feeling towards grammar?	Attitudes and feeling towards English

	Do you have any interest in learning grammar or not at all ?	Their interest or not in learning grammar.
	How important is grammar to you? Why do you think grammar is taught in English? Is it worthy teaching grammar?	Is grammar important for them?

<p>SO 1. To explore students' experiences and perceptions in relation to the use of an explicit grammar instruction sequence.</p> <ol style="list-style-type: none"> 1. Durante todo el tiempo en que llevan aprendiendo inglés siempre se incluye el aspecto gramatical. Cuéntenme cómo han sido sus experiencias en este sentido. 2. Durante las 4 sesiones de inglés que hemos tenido he usado una secuencia didáctica de instrucción explícita de gramática. Cómo ha sido tu experiencia con relación al hecho de aprender gramática utilizando éste método. 		
EXPERIENCES	How has been your experience when learning grammar in English in the past ?	To write down students' experiences and perceptions after using EGI.
	How has your experience been during this class when I have taught EGI. is it worthy?	Why do they like or dislike EGI didactic sequence?
	What have you found difficult after being taught explicitly?	Difficulties in using and following grammar once taught explicitly.

SO 2. To explore how aware students are of using grammar learned patterns accurately when speaking after following an explicit grammar instruction sequence.

1. Miremos la importancia que ustedes le dan a la utilización de la gramática en su conversación. ¿Para qué te sirve usar gramática en tu conversación?
2. Se espera que la gramática enseñada sea utilizada tanto en la escritura como en la producción oral. ¿Qué tan consciente eres de usar lo aprendido en tu conversación?
3. Los ejercicios y videos apuntan a que utilices la gramática enseñada. ¿Dame ejemplos de cómo has utilizado la gramática en los ejercicios?
4. De todo lo que he hecho en la clase para enseñar gramática, ¿qué has usado en la preparación de los videos, repasan?, ven sus notas? ¿Sus amigos le ayudan y corrigen? ¿No haces nada?
5. ¿De la instrucción explícita de gramática, por favor me pueden recordar los pasos que he usado? ¿De todo esto qué te ha facilitado más el aprendizaje de gramática?

<p>AWARENESS</p>	<p>Are you aware that you need to use grammar? How did you feel doing the exercises? Did you use what you learned in class? Why do you think you need grammar?</p>	<p>To question students how they felt doing exercises.</p>
	<p>Did you find any difficulty to do the exercises? What impediments did you find? What causes you more problems? What did you find easy? How did you use the grammar in the speaking exercises we did?</p>	<p>To investigate what impedes or facilitate the use grammar in oral production.</p>

	Do you find grammar useful? How important is grammar for you in oral production? Why do / don't you use grammar? Do your care about grammar?	To determine if they really care about the use of grammar.
	Did you find useful the grammar you just learned? Can you please give me an example using the grammar learned?	To corroborate if they really used the grammar learned.
STUDENTS' STRATEGIES	What did you do to apply the grammar learned when you did exercises? Did you develop any strategy to use grammar? What made you create strategies?	To find out how students interpret and use grammar learned in class.
	What was the procedure to establish your strategy when applying grammar? Why did you use strategy?	To ask how they came up with strategies.
	Can you explain to me how do you do to do your exercise? How do you use the strategy when doing exercises? How do you apply the strategy for your oral presentation?	To see the implementation of the strategy when students do exercises and how they prepare for oral production.

Cierre y agradecimientos

Si alguien tiene preguntas, éste es el momento para ronda de preguntas. Gracias por su amable participación y aportes en este grupo focal el cual es crucial para la recolección de datos de mi proyecto de grado.

			<p>reflection) in regards to students' experiences with it.</p> <p>PERCEPTIONS AND ATITUDES</p> <ul style="list-style-type: none"> • Perceptions • Fears • Attitudes and feeling towards English • Their interest or not in learning grammar. • Is grammar important for them? <p>EXPERIENCES</p> <ul style="list-style-type: none"> • To write down students' experiences and perceptions after using EGI. • Why do they like or dislike EGI didactic sequence ? • Difficulties in using and following grammar once taught explicitly. 	
	<p>SO 2 To determine if students use the grammar-pattern learned in their oral performance after the explicit grammar instruction.</p>	<p>TEACHER'S LOG</p>	<p>AWARENESS</p> <ul style="list-style-type: none"> • To observe how students do exercises. • To listen to students' struggles and 	<ul style="list-style-type: none"> • To see students' use of grammar. • To know the impact EGI has on students. • To help students use grammar correctly. • To improve my teaching practice.

		<p style="text-align: center;">FOCUS GROUP</p>	<p>difficulties when doing exercises.</p> <ul style="list-style-type: none"> • To respond students' questions which allows me to gather data. • To watch how aware students are of using the grammar learned when they practice for oral production. • To write down what happens during the whole process of the action research (plan, act, observe, reflection) in regards to students' awareness. <p>STUDENTS' STRATEGIES</p> <ul style="list-style-type: none"> • To identify the strategies students used to do exercises. • To observe if students apply what they learned in class when doing exercises. • To observe the procedure students used to apply the grammar 	<ul style="list-style-type: none"> • To gather students' comments about EGI sequence. • It provides the reasons why students use or not grammar. • If students care or not. • The possible problems and implications they can have in their communication.
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			<p>learned in their speaking.</p> <ul style="list-style-type: none"> • To write down what happens during the whole process of the action research (plan, act, observe, reflection) in regards to students' awareness. <p>AWARENESS</p> <ul style="list-style-type: none"> • To question students how they felt doing exercises. • To investigate what impedes or facilitate the use grammar in oral production. • To determine if they really care about the use of grammar. • To corroborate if they really used the grammar learned. <p>STUDENTS' STRATEGIES</p> <ul style="list-style-type: none"> • To find out how students interpret and use grammar learned in class. 	
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			<ul style="list-style-type: none"> • To ask how they came up with strategies. • To see the implementation of the strategy when students do exercises and how they prepare for oral production. 	
	<p>SO 3</p> <p>To identify the benefits and constraints of following an explicit grammar instruction sequence to enhance oral production in beginner EFL students</p>	<p>VIDEOS</p>	<p>USE OF GRAMMAR</p> <ul style="list-style-type: none"> • To evaluate students' correct use of grammar learned in oral performance. • To assess and evaluate oral production. • To count the number of errors produced. • To determine the success or failure of the EGI sequence. 	<ul style="list-style-type: none"> • To assess the impact of the sequence. • To determine advantages and disadvantages of EGI. • To provide students with grammatical knowledge to apply it in their future personal and professional lives. • To analyze the results and effects EGI showed during the whole process of this research project. • To draw conclusions

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