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## The Impacts of Language Awareness Grammar Teaching on Two Grammatical Items

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**Abstract**

The paper is to report the impacts of teaching grammar for language awareness on two grammatical items, 'Articles' and 'Prepositions'. Teaching treatments which were developed in the study to teach grammar for language awareness were given to fifty-eight Chinese participants who were studying English in the English as a Foreign Language (hereafter EFL) context in China. Pre-and-post grammar tests and questionnaires were administered as research instruments to collect relevant data in the study. Based on the collected data, the results of the study have shown that a). subjects performed better grammar gains of learning the grammatical item 'Articles' after receiving the teaching treatment whereas there is no statistically significant difference, b) subjects showed better grammar gains of learning the grammatical item 'Prepositions' after given the teaching treatment whereas there is no statistically significant difference, and c). a majority of subjects after receiving language awareness displayed more positive perceptions toward learning grammar, leading to possible transformative learning. To conclude, the present study has, to a greater extent, illuminated the applicability of teaching and learning grammar for language awareness in the Chinese EFL context. In other words, teaching grammar for language awareness could serve as a potential alternative approach of teaching grammar in the EFL context as a result of positive Chinese learner perceptions towards their learning of English grammar.

*Keywords:* teaching grammar for language awareness; teaching treatments; grammar learning gains; the Chinese EFL context; learner perceptions

## Introduction

The role of teaching grammar in language teaching remains controversial and uncertain. Regardless of the controversy, in recent years it has been recognized that grammar teaching should be given a place to serve ‘as a means rather than an end’ (Rutherford, 1987) for learners to achieve their ultimate acquisition of the target language they are studying. In particular, the teaching and learning of grammar would leave language classrooms in the English as a Foreign Language (hereafter EFL) context in China where grammar has been considered as one of required subjects in the national curriculum for Chinese learners to study. Arguably, teaching grammar for language awareness could facilitate learners’ knowledge of English grammar and enhance their affective learning of the English language in the EFL context (Ellis, 2002a, 2002b; Fotos, 1993, 1994; Hinkel and Fotos, 2002, Zhang and Hong, 2004). With an aim to obtain better insights into applicability and practicability of teaching grammar for language awareness in real classroom-based settings, the present study was undertaken to address the following three research questions:

Research Question 1: Do Chinese subjects show better gains of learning the grammatical item ‘*Articles*’ after receiving the teaching treatment based on teaching grammar for language awareness?

Research Question 2: Do Chinese subjects show better gains of learning the grammatical item ‘*Prepositions*’ after receiving the teaching treatment based on teaching grammar for language awareness?

Research Question 3: Do Chinese subjects show different perceptions after receiving teaching treatments based on teaching grammar for language awareness?

**What are ‘Language Awareness’, and ‘Language Awareness Approach’?**

Various definitions are made on the term ‘language awareness’ in research literature (Donmall, 1985:7; James, 1999:102; Carter 2003; Garrett and James, 2004:330). Among these definitions, one current broad definition of language awareness is stated in the journal of Language Awareness, which embraces consciousness-raising, literary awareness and non-linguistic awareness of human communication:

It [Language Awareness] embraces critical perspectives and consciousness-raising, extends to literary awareness, and integrates awareness of other (i.e. non-linguistic) area of human communication (*Language Awareness* 2007 16/1).

In relation to language awareness as a pedagogic approach, Bolitho (2003) and Tomlinson (2003) points out that features of language awareness approach are ‘to develop a mental attribute of learners for gaining insights into how language works’ and ‘to get beneath the surface of a language in ways which knowledge-based approaches alone can never achieve (Bolitho et al., 2003, p.257).’ Moreover, language awareness teaching is also closely connected with the concept of consciousness-raising, which is researched in the field of Second Language Acquisition (hereafter SLA) (Ellis, 1993, 2002a, 2002b; Fotos, 1993, 1994; Hinkel and Fotos, 2002; Sharwood-Smith, 1981; Schmidt, 1993, 1995, 2001). In the present study, therefore, the approach of teaching grammar for language awareness is developed alongside the tenet of ‘consciousness-raising’ in SLA. In other words, the key concern of the language awareness approach lies in developing learners’ explicit knowledge of the target language, and then lead to their language awareness (Dodigovic, 2003). The concept of ‘consciousness-raising’ in SLA is discussed in the following section.

### Teaching Grammar for Language Awareness

As mentioned above, it is assumed that once learners' consciousness to particular linguistic features/structures is raised they would continue to notice the linguistic features in their subsequent communicative language input (Ellis, 1990, 1993, 2002a, 2002b; Fotos 1993, 1994). According to Rutherford (1987, p.104), 'what is raised to consciousness is not the grammatical product but aspects of the grammatical process.' This leads to the suggestion that rules of language should not be directly imparted to learners due to the complexity of rules (Rutherford, 1987, 1988, 1989). For the application of teaching grammar for consciousness-raising, Ellis (1993, 1997, 2002a, 2002b) proposes two types of consciousness-raising: *consciousness-raising for comprehension* and *consciousness-raising for explicit knowledge*. According to Ellis, the former attempts to help learners develop a cognitive understanding of specific linguistic/grammatical features. This type of consciousness-raising classroom teaching may be achieved when learners are induced to notice and understand the language features in the input. The latter focuses on developing learners' declarative knowledge of the target language rather than the procedural knowledge of the target language. This type of consciousness-raising classroom teaching may be achieved by using traditional grammar explanations or problem-solving tasks with a focus on a particular grammatical/linguistic feature. Learners receiving this type of consciousness-raising teaching are anticipated to develop an explicit cognitive representation of how linguistic features work in the target language. Occasionally, meta-language (i.e, grammar terminology) may be used in teaching in order to provide learners with opportunities to talk about grammatical rules of language. Moreover, Willis and Willis (1996a,1996b, 2001, 2007) developed learner-centred consciousness teaching, which encourages learners to think about/of language and to draw their own conclusions about how the language works. From their point of view, learners have some certain knowledge of the target language and experience of learning from the language. That is to say, learners in

the process of developing their consciousness-raising learning are capable of observing and analysing language for themselves through their natural tendency of acquiring the target language. The learner-oriented consciousness-raising teaching is apt to having the following features (Willis, 1996a; Willis and Willis, 1996b, 2001, 2007):

- a). Learners are guided to observe language through identification.
- b). Learners are directed to investigate linguistic features.
- c). Learners are given time to test their hypotheses about the grammar/language they have learnt already, and then to systematise language features that they notice.

The teaching grammar for language awareness in the present study adopted the aforementioned concepts and notions of consciousness-raising teaching drawn from Ellis (2002a, 2002b), Rutherford (1989) and Willis and Willis (2001, 2007). Accordingly, the classroom teaching for language awareness tends to raise learners' consciousness to grammatical/linguistic features, grammatical processing and their own inter-language development. Importantly, the teaching grammar for language awareness is inductive rather than deductive processing, namely, inductive grammar teaching and learning with an aim to develop learners' explicit knowledge of the targeted grammatical items as well as comprehension of the targeted grammatical items in language use, and, thus, to enhance learners' awareness of language.

### **Previous Studies on Consciousness-raising Grammar Teaching**

The concept of 'consciousness-raising' has been empirical- pedagogically explored in relation to grammar teaching in second/foreign language learning. Fotos (1993), Yip (1994), and Leow's (2000) research into consciousness-raising grammar teaching has reported that learners' awaking consciousness has facilitative effects on their learning a second/foreign language. Fotos (1993) studied 160 Japanese EFL students who were learning one focused grammatical item 'Relative Clauses' in three research groups

(grammatical consciousness-raising task group, grammar lesson group and communicative task group) respectively. The results of Fotos' research were reported that more noticing was found on Japanese subjects both in the grammatical consciousness-raising task group and the grammar lesson group. In addition, the grammatical consciousness-raising group and the grammar lesson group performed no significant difference in the gains of 'noticing'. Yip (1994) studied 20 ESL learners with various L1 backgrounds in an advanced English as a second language (hereafter ESL) program in the U.S.A. Yip (1994) reported that there was no significant difference in effectiveness of learning the targeted grammatical item 'the Ergative Verbs' while applying the consciousness-raising grammar teaching, but she concluded that two subjects with Chinese L1 and Korean L1 backgrounds displayed more active participation in their learning of the targeted grammar item after receiving the consciousness-raising teaching treatment. Leow's (2000) study has shown that awareness-raising exerted facilitative effects on learners who were studying Spanish as a second language in the U.S. For the research purpose, the present study adapted the framework of Fotos' (1993) and Yip's (1994). The teaching treatments underpinned by the conceptualization of teaching grammar for language awareness focused on two targeted grammatical items '*Articles*' and '*Prepositions*', which are two essential grammatical items for Chinese EFL learners to study in the Chinese EFL context.

## **Research Methodology**

### ***Subjects***

The teaching treatments based on teaching grammar for language awareness were given to 58 Chinese university students who participated in the present study. The teaching treatments focused on two grammatical items '*Articles*' and '*Prepositions*' (see Appendix 5-9). The ages of the fifty-eight Chinese participants ranged from 19 to 20. The subjects have been learning English for 8-9 years, with an average of 8.3 years

***Research Instruments for Data Collections***

Pre-and-post grammar tests and pre-and-post questionnaires were employed to collect research data. The pre-and-post grammar tests are both in a form of grammatical judgment and correction with an aim to elicit participants' knowledge of the two targeted grammatical items 'Articles' and 'Prepositions' (see Appendix 1& 2). Prior to receiving the grammar teaching treatment in each session, the 58 Chinese subjects were given the pre-grammar test to be completed in class. The post-grammar test was administered to elicit the subjects' learning gains of each grammatical item at the end of each teaching treatment. With respect to questionnaires used in the present study, the pre-questionnaire (see Appendix 3) was used to investigate the subjects' personal information (i.e. name, gender, and years of learning English) and their perceptions of grammar teaching and learning before receiving the teaching treatments. Soon after the grammar teaching treatments, the post-questionnaire containing 15 statements was administered to collect data related to learner perceptions in four aspects which includes their attitudes of language awareness grammar learning, their feelings of learning grammar, their beliefs in the relationship between grammar and language skills, and their attitudes of learning grammar (see Appendix 4).

## Results and Discussion

The data collected were coded and analyzed, the results of the present study is discussed in relation to three proposed research questions respectively (see Appendix 10 and 11 for data coding and analysis).

***Research Question 1: Do Chinese subjects show better gains of learning the English grammatical item ‘Articles’ after receiving the teaching treatment based on teaching grammar for language awareness?***

After the teaching treatment, subjects are likely to perform better learning gains of the grammatical item ‘Articles’.

*Table 1: Gains of Learning the Grammatical Item ‘Articles’*

<i>Articles</i>	N	Mean	Std. Deviation	Std. Error Mean
Pre-Grammar Test	58	8.4000	1.07497	.33993
Post-Grammar Test	58	9.1000	.56765	.17951

From the table above (Table 1), the mean score of the post-grammar test (mean= 9.1) was slightly higher than that of the pre-grammar test (mean= 8.4). Independent T-Test was employed to further analyze whether there is any significant difference existing in the subjects’ learning gains of the targeted grammatical item ‘Articles’ before and after the teaching treatment. Table 2 below shows the descriptive statistics of the subjects’ learning gains on the grammatical item ‘Articles’ before and after the teaching treatment.



**Table 2:** Descriptive Statistics of Learning Gains on the Grammatical Item ‘Articles’ between Pre-Grammar Test and Post-Grammar Test

Pre-Grammar Test and Post-Grammar Test	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.149	.704	1.789	56	.090	.70000	.44721	-.13956	1.73956
Equal variances not assumed			1.789	17.575	.091	.70000	.44721	-.14119	1.74119

From Table 2 above, the  $t$  value reads:  $t = 1.789$ ,  $df = 56$ ,  $p = 0.09 < 0.1$ . That is to say, there is statistically significant difference ( $p = 0.09 < 0.1$ ) before and after the teaching treatment while the significant level is at 90%. In other words, the results have showed that the subjects appeared to have improved the gains of learning the grammatical item ‘Articles’ as a result of language awareness grammar teaching, and that there is statistically significant difference in the gains of learning the targeted grammatical item ‘Articles’.

**Research Question 2: Do Chinese subjects show better gains of learning the English grammatical item ‘Prepositions’ after receiving the teaching treatment based on teaching grammar for language awareness?**

The results of the pre-grammar test and the post-grammar test on the grammatical point ‘Prepositions’ are shown as in Table 3. From Table 3 below, the mean of the pre-grammar test on the grammar point ‘Prepositions’ is mean = 9.0. After the grammar teaching treatment, the mean of the post-grammar test is mean= 9.4 which is higher than that of the pre-grammar test. This seems to indicate that the subjects receiving the language awareness teaching treatment resulted in improved gains of learning the grammatical point ‘Prepositions’.

**Table 3:** Gains of Learning the Grammatical Item ‘Prepositions’

<i>Prepositions</i>	N	Mean	Std. Deviation	Std. Error Mean
Pre-Grammar Test	58	9.000	.96609	.30551
Pos-Grammar Test	58	9.400	.47140	.14907

In addition, Independent T-Test was operated to examine whether there is any statistically significant difference between the pre-grammar test and the post-grammar test. From Table 4 below, it reads  $t=0$ ,  $df=56$   $P=1>0.1$ . This indicates that there is no significant difference in the subjects’ learning attainments before and after the teaching treatment. That is to say, the subjects appeared to have improved the gains of learning the grammatical item ‘Prepositions’ whereas the difference is not statistically significant as a result of language awareness grammar teaching.

Table 4: Descriptive Statistics of the Grammatical Item ‘Prepositions’ between Pre-Grammar Test and Post-Grammar Test

Pre-Grammar Test and Post-Grammar Test	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.000	1.000	.000	56	1.000	.40000	.43205	-.90770	.90770
Equal variances not assumed			.000	18.000	1.000	.40000	.43205	-.90770	.90770

***Research Question 3: Do Chinese subjects show different perceptions after receiving teaching treatments based on teaching grammar for language awareness?***

In the study, the pre-questionnaire was administered to collect data related to learner perceptions at the very beginning of the teaching treatment of teaching the grammatical item ‘Articles’. The post-questionnaire was used to collect the subjects’ perceptions after they received the teaching treatment of learning the grammatical item ‘Prepositions’. Subsequently, the reliability of the questionnaires developed and used in the present study was checked. The pre-and-post questionnaires presented a good reliability. The pre-questionnaire produced Cronbach’s Alpha = 0.960, and the post-questionnaire produced Cronbach’s Alpha = 0.982. The main findings are addressed as follows:

**a). More positive feelings of learning grammar appeared**

Before the teaching treatments, the subjects presented negative feelings of learning grammar (see Table 5). From Table 5 below, 29% of the subjects responded to strongly/agree that ‘*Grammar learning is challenging.*’ (mean = 3.52; code=FGL1), 34 % showed their strong/agreement (mean = 3.36; code=FGL2) to the statement ‘*Grammar learning is interesting.*’, and only 11% strongly /agreed (mean=4.10; code=FGL3) that ‘*Grammar learning is easy.*’

Table 5: Feelings of Learning Grammar before and after the Teaching Treatments.

Code	N	S/A	Mean	Std. Deviation
FGL1	58	29%	3.52	1.030
FGL2	58	34%	3.36	1.119
FGL3	58	11%	4.10	.852
ARFGL1	58	86.2%	1.98	1.034
ARFGL2	58	69%	2.53	1.127
ARFGL3	58	74.2%	2.40	1.008

(\* Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5)

In contrast, more positive feelings of learning appeared among the subjects after the grammar teaching treatments. 86.2 % of the subjects responded to strongly /agree that *grammar learning becomes challenging* (mean= 1.98; code- ARFGL1), 69% strongly/agreed to the statement that *grammar learning becomes interesting* (mean= 2.53; code- ARFGL2)), and 74.2% strongly /agreed that *grammar learning becomes easy* (mean= 2.40; code-ARFGL3). That is to say, before the teaching treatments, more than two-thirds of the subjects did not feel challenges of learning grammar, more than half of them did not feel English grammar interesting, and more than 80% of the subjects did not

feel that learning grammar is easy. These are attributed to the Chinese subjects' past experience of learning grammar, which may be influenced by the traditional grammar instruction in the Chinese EFL context with a particular pedagogic foci on formulating Chinese EFL learners' correct grammar learning habits, and emphasizing 'reinforcements' in grammar classrooms. However, most of the Chinese subjects, after receiving the language awareness grammar teaching treatments, showed more positive feelings of learning grammar.

***b). An interface between learning grammar and four language skills is perceived.***

From Table 6 below, before the teaching treatments, 11% of the participants responded to strongly/agree that their grammar lessons can help them improve their listening and speaking skills (mean=4.12; code=GSL). That is to say, grammar learning is perceived by the Chinese subjects to have less facilitative effects on English listening and speaking. Interestingly, 100% of the Chinese participants strongly /agreed to the statement that 'grammar lessons can help improve my English reading and writing skills' (mean=1.71; code= GWL). This may be influenced by the traditional grammar teaching method in the Chinese EFL context, which focuses heavily on reading and writing skills with little relevance to English listening and speaking.

**Table 6:** An Interface between Learning Grammar and Four Skills

Code	N	S/A	Mean	Std. Deviation
GSL	58	11%	4.12	.860
GWL	58	100%	1.71	.459
ARGSL	58	93.1%	1.50	.822
ARGWL	58	98.3%	1.33	.574

(\* Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5)

However, it is surprising that after teaching treatments, 93.1% of the subjects responded to strongly /agree (mean= 1.50) that grammar lessons can improve their listening and speaking (code=ARGSL). Similarly, up to 98.3 % of the subjects strongly/agreed (mean= 1.33) that grammar lessons can help them improve their reading and writing skills (code=ARGWL). In other words, a majority of the subjects after receiving the teaching treatments based on teaching grammar for language awareness presented to have perceived a more integrated interface between learning grammar and listening /speaking skills. A majority of the subjects remain to have perceived the strong link between learning grammar and reading/writing skills.

**c). More positive attitudes toward learning grammar are observed.**

Table 7 below shows that after the grammar teaching treatment, 96.5% of the subjects strongly/agreed (mean=1.55) to the statement that ‘*learning grammar is not only the matter of memorizing rules and repeating form/patterns practice* (code=ARPLG1)’, 75.9 % of the subjects responded to strongly/agree (mean=2.33) that they “*prefer doing grammar tasks with classmates, not the grammar teacher teaching them grammar rules/forms* (code =ARPLG3)”, and 74.1% of the subjects strongly/agreed (mean=2.34) the statement that they like to study more about grammar after the teaching treatments (code =ARALG.).

Table 7: Attitudes toward Learning Grammar after the Teaching Treatments

Code	N	S/A	Mean	Std. Deviation
ARPLG1	58	96.5%	1.55	.680
ARPLG3	58	75.9%	2.33	1.161
ARALG	58	74.1%	2.34	1.052

(\* Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5)

*d) More affective-cognitive grammar learning appeared after language awareness grammar teaching treatments.*

Table 8 below shows that 72.4 % of the Chinese subjects strongly/agreed (mean=2.40) that they pay more attention in grammar lessons after receiving the grammar teaching treatments (code=AR1). 65.6% of the subjects responded to strongly/agree (mean=2.60) that they talk more about grammar in grammar class (code=AR2). 65.6% of the participants strongly/agreed (mean=2.53) to the statement that they discover the rules of grammar for themselves (code=AR3). 82.7% of the participants answered to strongly/agree (mean=2.10) that they have more confidence in learning grammar (code=AR4). That is, these findings indicate that a majority of the Chinese subjects after receiving the grammar teaching treatments responded to have developed more active and cognitive-affective learning of grammar.

Table 8: Learning Grammar after the Teaching Treatments

Code	N	S/A	Mean	Std. Deviation
AR1	58	72.4%	2.40	1.107
AR2	58	65.6%	2.60	1.154
AR3	58	65.6%	2.53	1.217
AR4	58	82.7%	2.10	0.968
AR5	58	63.8%	2.62	1.226
AR6	58	58.6%	2.78	1.060
AR7	58	91.4%	1.69	0.863

(\* Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5)

Moreover, 63.8% of the subjects responded to strongly/agree (mean=2.62) that they like to discuss grammar with their classmates (code=AR5). 58.6% of the subjects reported to strongly/agree (mean=2.78) that they ask the teacher more questions on grammar after the grammar teaching (code=AR6). Interestingly, 91.4% of the participants strongly/agreed (mean=1.69) the statement that “*I notice the grammatical features I have learned while studying English*” (code=AR7). This finding indicates that the teaching grammar for language awareness has the potential to develop learners’ noticing to grammatical features in their subsequent contacts with English. These findings in relation to learner perceptions are likely to give supports Ellis’ assumptions of consciousness-raising grammar teaching, and are consistent to the results of Fotos’ (1994) studies on consciousness-raising grammar teaching in Japan.

### **Conclusion**

To summarize, the present study, to some extent, has illuminated the potentials of implementing grammar teaching for language awareness in grammar classrooms, and its positive impacts on learner perceptions of learning grammar. In the study, it is observed that the Chinese subjects presented to have improved the gains of learning the two targeted grammatical items ‘*Articles*’ and ‘*Prepositions*’ after receiving the teaching treatments. At the significant level of 90%, there is statistically significant difference in the attainments of learning the grammatical item ‘*Articles*’ whereas there is no statistically significant difference in the gains of learning the grammatical item ‘*Prepositions*’. More significantly, the teaching treatments based on grammar teaching for language awareness developed in the present study was reported to have led to positive changes in the Chinese subjects’ attitudes and feelings of, and beliefs in learning grammar. Those are important cognition, which plays a key role of helping EFL learners to achieve their ultimate goal of language acquisition. In conclusion, the present study, to a greater extent, has shed light on applicability and potentials of language awareness grammar teaching in the Chinese EFL context. The present study also has its pedagogic



implications that grammar teaching for language awareness is likely to serve as one potential alternative approach to teach grammar in the Chinese EFL context. More classroom-based research into grammar teaching for language awareness in the future will contribute to better insights into its potentials and constrains in the global EFL contexts.

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**Appendix 1 : The Pre-Grammar Test****Pre-Grammar Test 01**

Write 'R' if the sentence is grammatical correct; write 'W' if the sentence is grammatical incorrect. *Underline* and *correct* the error in the sentences judged as W (grammatical incorrect).

- \_\_\_\_\_ 1. Milan is in north of Italy.
- \_\_\_\_\_ 2. Africa is much larger than Europe.
- \_\_\_\_\_ 3. Can you pass the salt, please?
- \_\_\_\_\_ 4. Paris is capital of France.
- \_\_\_\_\_ 5. We watched the news on the television.
- \_\_\_\_\_ 6. Young adults today should study computer science to be prepared for life in twenty first century.
- \_\_\_\_\_ 7. An eagle is the national bird of the U.S.A.
- \_\_\_\_\_ 8. All the blood in the body passes through the heart at least twice the minute.
- \_\_\_\_\_ 9. Birds will come back again to the given spot for food and water.
- \_\_\_\_\_ 10. The Arabic alphabet is second most widely used alphabet in the modern world.

**Pre-Grammar Test 02**

Write 'R' if the sentence is grammatical correct; write 'W' if the sentence is grammatical incorrect. *Underline* and *correct* the error in the sentences judged as W (grammatical incorrect).

- \_\_\_\_\_ 1. The English class starts on 2:30 p.m. every Wednesday.
- \_\_\_\_\_ 2. Helen was born in March 31,1976.
- \_\_\_\_\_ 3. Did you get an invitation for the party?

- \_\_\_\_\_ 4. I paid the cheque by cash.
- \_\_\_\_\_ 5. For my opinion, the film was very good.
- \_\_\_\_\_ 6. Body temperature is usually highest inside the afternoon or the evening.
- \_\_\_\_\_ 7. The first official United States census was taken on 1970.
- \_\_\_\_\_ 8. The leader emphasized the need for justice and equality between people.
- \_\_\_\_\_ 9. Thomas Nast was known primarily for a political cartoonist.
- \_\_\_\_\_ 10. Jane walked until the shopping centre where she got the bus for school.

## Appendix 2: The Post-Grammar Test

### Post-Grammar Test 01

Write 'R' if the sentence is grammatical correct; write 'W' if the sentence is grammatical incorrect. **Underline** and **correct** the error in the sentences judged as W (grammatical incorrect).

- \_\_\_\_\_ 1. The sugar the cook left on shelf was eaten by a mouse.
- \_\_\_\_\_ 2. Wind power is an ancient source of energy to which people may return in the near future.
- \_\_\_\_\_ 3. The Prime Minister announced the names of those who were to be name to the Cabinet.
- \_\_\_\_\_ 4. The Earth travels at s high rate of speed around the Sun.
- \_\_\_\_\_ 5. A epiphyte is a plant without any roots in the soil.
- \_\_\_\_\_ 6. There are millions of stars in space.
- \_\_\_\_\_ 7. My favourite sport is football.
- \_\_\_\_\_ 8. The life has changed a lot in the last 20 years.
- \_\_\_\_\_ 9. Can you play the guitar?
- \_\_\_\_\_ 10. The apples are good for you.

**Post-Grammar Test 02**

Write 'R' if the sentence is grammatical correct; write 'W' if the sentence is grammatical incorrect. **Underline** and **correct** the error in the sentences judged as W (grammatical incorrect).

- \_\_\_\_\_ 1. John lived at New York from 1960 to 1975, but now he is living at Detroit.
- \_\_\_\_\_ 2. On 1999, Federick Jones was awarded more than three patents of his inventions.
- \_\_\_\_\_ 3. Having attended college since four years, Nana is quite proficient for taking notes.
- \_\_\_\_\_ 4. The fire began in the fifth floor of the hotel, but it soon spread to adjacent floor.
- \_\_\_\_\_ 5. Tom has gone in France on a holiday.
- \_\_\_\_\_ 6. The progress made in space for the early 1960s is remarkable.
- \_\_\_\_\_ 7. The main office of the factory can be found at Maple street.
- \_\_\_\_\_ 8. The train was travelling at 120 miles an hour.
- \_\_\_\_\_ 9. Tom is way on the moment. Can you come tomorrow morning?
- \_\_\_\_\_ 10. I am sorry. I did not do it on purpose.



### Appendix 3: The Pre-Questionnaire

#### Pre –Questionnaire

##### Part I: Personal Background Information

- 1.1. Your Name: \_\_\_\_\_
- 1.2. Female or Male: \_\_\_\_\_
- 1.3. How old are you? A: \_\_\_\_\_ .
- 1.4. How many years have you been learning English ? A: \_\_\_\_\_ years.

##### Part II: How is your grammar learning like?

Please **circle** SA (strongly agree), A (agree), D (disagree), N (neutral) or SD (strongly disagree)

to give your opinion after you read each of the following statements.

- S2.1. Grammar learning is challenging. -----SA-----A-----D-----N-----SD
- S2.2. Grammar learning is interesting. -----SA-----A-----D-----N-----SD
- S2.3. Grammar learning is easy. -----SA-----A-----D-----N-----SD
- S2.4. Learning grammar can improve my English  
listening /speaking.-----SA-----A-----D-----N-----SD
- S2.5. Learning grammar can improve my English  
reading/writing -----SA -----A -----D-----N-----SD
- S2.6. Learning Grammar is to memorize rules of grammar.-----SA-----A-----D-----N-----SD
- S2.7. Learning Grammar is to listen to teacher’s explanation.-----SA-----A-----D-----N-----SD
- S2.8. Learning Grammar is to listen to teacher’s explanation.-----SA-----A-----D-----N-----SD
- S2.9. Learning Grammar is to do many grammar exercises.-----SA-----A-----D-----N-----SD
- S2.10. I like to learn grammar.-----SA-----A-----D-----N-----SD

### Appendix 4: The Post-Questionnaire

#### Post –Questionnaire

Your name: \_\_\_\_\_ Which Class? \_\_\_\_\_ Female/Male: \_\_\_\_\_

**Please circle SA** (strongly agree), **A** (agree), **N** (neutral), **D** (disagree) or **SD** (strongly disagree) to give your opinions after reading each of the following statements.

S1 Grammar learning becomes challenging.-----SA-----A-----N-----D-----SD

S2. Grammar learning becomes interesting. -----SA-----A-----N-----D-----SD

S3. Grammar learning becomes relaxing  
and stimulating.-----SA-----A-----N-----D-----SD

S4. I pay more attention in grammar lessons.-----SA-----A-----N-----D-----SD

S5. I talk more about grammar in grammar  
lessons. -----SA-----A-----N-----D-----SD

S6. I discover the rules of grammar for myself.-----SA-----A-----N-----D-----SD

S7. I have more confidence to learn grammar.-----SA-----A-----N-----D-----SD

S8. I like to discuss grammar with my classmates. -----SA-----  
-----A-----N-----D-----SD

S9. I like to study more grammar after grammar class .-----SA-----A-----  
-----N-----D-----SD

S10. I ask my teachers more grammar questions.-----SA-----A-----N-----D-----SD

S11. When I study English, I notice the  
grammatical features which I have learned. -----SA-----  
-----A-----N-----D-----SD

S12. Grammar lessons can improve my English  
listening and speaking. -----SA-----A-----N-----  
-----D-----SD

S13. Grammar lessons can improve my English  
reading and writing. -----SA-----A-----N-----  
-----D-----SD

S14. Grammar is not only the matter of memorising rules

and the matter of repeating forms/patterns practice.

-----SA-----A-----N-----D-----SD

S15. I prefer doing grammar tasks with classmates,

not the teacher telling me grammar rules, and forms.

-----SA-----A-----N-----D-----SD

### Appendix 5: Grammar Teaching Treatments

#### *Teaching Treatment – the Grammatical Item ‘Articles’*

- I. Pre-teaching (5 minutes): the pre-grammar test on ‘Articles’ is given the subjects to be completed in class.
- II. While –teaching (35 minutes) : 3-stage teaching
  - Stage 1-* the teacher prepares one reading passage, and asks students to read through it and ‘discover’ the use of ‘Articles’ in it.
  - Stage 2-* Task 1, 2 and 3 are used in class for interactive grammar learning (see Appendix 6 & 7).
  - Stage 3-* Task 4 is used to help the students organize the use of ‘Articles’ in a cognitive way (see Appendix 7).
- III. Post-teaching (5 minutes): the post-test on ‘Articles’ is given the subjects to be completed in class.

**Teaching Treatment – the Grammatical Item ‘Prepositions’**

- I. Pre-teaching (5 minutes): the subjects were given the pre-grammar test on ‘*Prepositions*’ to be completed in class.
- II. While-teaching (35 minutes): 3 -stage grammar teaching.
- Stage 1*– the teacher prepares one reading passage, and asks the students to discover and circle ‘prepositions’ in it.
- Stage 2*– Task 5, 6 and 7 are given to the students to work in pairs/groups (refer to Appendix 8 & 9).
- Stage 3*–Task 8 is given to help the students formulate the use of ‘*prepositions*’ in a cognitive way (Appendix 9).
- II. Post-teaching (5 minutes): the post-grammar test on ‘*Prepositions*’ was completed by the subjects in class.

**Appendix 6: Task 1 and Task 2****Task 1: Fill in with ‘the’ ‘a’ ‘an’ or ‘Ø (Zero)’ ( from Woods and McLeod 1990:3-4)**

..... National Trust is to spend \$12.5m over .... Next four years on ....conservation and restoration in ..... Lake district, .....national park. Launching ..... public appeal for \$2m recently, .... Trust said that growing pressures on ... Area posed .... severe financial problems. With ..... area of only just over 880 square miles.....Lake District attracted .....1 million visitors .....year with inevitable pressures on ..... Parking facilities .....woods and hedgerows, ..... habitats for many of .....rare animals and flora of ..... lakes, were being lost.

**Task 2: the use of ‘Articles’ in English newspapers**

1. The teacher prepares several extracts of readings from newspapers.
2. The subjects work in a pair. They are asked to circle out all ‘*Articles*’ used in their readings, and discuss the use of ‘*Articles*’ they have found in their readings with their partners.
3. Students are asked to think whether there is different use of ‘*Articles*’ in newspapers.

**Appendix 7: Task3 and Task 4****Task 3: Go over the use of “Articles” in English**

1. Divide the subjects into pairs.
2. The teacher scissors pre-made sentences (all have errors in *Articles*) into slips, and paste them around the wall in the classroom.
3. One subject (student) from each pair is asked to go around the wall, read one sentence and then back to report the sentence to their partner; their partner listens and writes down each sentence they hear until the first five sentences have been done.
4. Another subject (student) in the pair takes turns - go to read sentences one by one, and report each sentence to their partners to write down until finishing up all sentences.
5. The teacher asks each pair to come out and write down 3-4 sentences they noted down on the blackboard until the sentences have all written on the blackboard.
6. The teacher calls the subjects attention to look at sentences written on the blackboard and check their sentences and make corrections.
7. Each pair is asked to talk about the wrong use of ‘*Articles*’ found in each sentence.

**Task 4: Underline all examples of ‘the’ in the following passage, and then organize the rules of its use with the examples into the provided table. (From Woods and McLeod 1990:3-4)**

*Various people have managed to sell the Eiffel Tower over the years, but nobody has managed to steal the thing itself. In Uruguay the police are on the trail of the first burglar-engineers who sound capable of going for the big one. They unbolted the 160ft-long iron bridge over the river, Santa Lucia Chico in the town of Florida, and removed it overnight. No one is quite sure how, or what they have done with it.*

<i>Mentioned before</i>	<i>Specified in the noun group</i>	<i>By context</i>	<i>By context</i>
		<i>Local</i>	<i>Global</i>

**Appendix 8: Task 5 and Task 6****Task 5: Go over 'Prepositions' in English**

1. The teacher prepares sentences, and each sentence with one blank (one preposition is needed to be filled in). The teacher cuts sentences, and pastes them on the blackboard.
2. Divide the subjects into pairs. One from each pair has to come out, read sentences one by one, and reports sentences to his/her partner to write down. Then the other in a pair takes turns.
3. After finishing all sentences, each pair swaps their written sentences to other pairs to do peer-correction through circling out wrong parts.
4. The teacher calls out each pair to give their answers to the blanks, and talk about the use of '*Prepositions*' with all subjects.

**Task 6: 'Rescuing the Princess' –check the use of 'Prepositions'**

- 1). The teacher draws some possible obstacles in one journey to rescue the Princess (i.e. a fallen tree, a fence ...etc) on black board and invite students to add more possible obstacles.
- 2). When about 10-15 obstacles are drawn out, the teacher makes students work in pairs (Student A & B). Each pair is asked to work out one story entitled 'Rescuing the Prince'.
- 3). Student A is asked to stands up, look at the obstacles the teacher points and starts to tell the story at the same time Student B is writing down what is told by the Student A. Until passing 5-7 obstacles, Student B takes turns to continue the story and Student A has to write down what Student B told.
- 4). After the story is completed, Student A and Student B read through the story they made up and to correct their mistakes together, in particular, focusing on the use of prepositions.
- 5). Each pair reads their make-up story aloud in class, and then the best story is elected.

**Appendix 9: Task 7 and Task 8****Task 7: Re-engineer the use of 'Prepositions'**

1. The teacher announces that a Treasure -Hunting trip is going to be taken. The subjects have to imagine what obstacles are in the trip and to draw obstacles on a map.
2. After finishing drawing all imagined obstacles, the students work in pair to tell his/her story to the partner.
3. After finish story-telling in each pair, students are asked to put the maps in a pool.
4. Then, one student from each pair comes out to pick up one map and tells a story based on the map he/she picked up to the other student. The other student listens and notes down any use of 'Prepositions' he/she heard. Then, take turn.
5. Each pair checks the use of 'Prepositions', which are noted down from the story-telling.

**Task 8:**

**Fill in the blanks with proper prepositions and complete the Table below. (adapted from Swan, M & Walter, C. 2001 The Good Grammar Book)**

- Q1. I saw her \_\_\_\_\_ Tuesday.    Q2. The meeting is \_\_\_\_\_ June 18<sup>th</sup>.
- Q3. The lesson starts \_\_\_\_\_ 9:45.    Q4. Do you go away \_\_\_\_\_ Christmas?
- Q5. I can't work \_\_\_\_\_ night.    Q6. What's the black mark \_\_\_\_\_ the ceiling.
- Q7. You'll find the information \_\_\_\_\_ page 16.    Q8. The train leaves \_\_\_\_\_ ten minutes.
- Q9. I We traveled around America \_\_\_\_\_ two months last year.
- Q10. I am going to sat in this job \_\_\_\_\_ next year.

Prepositions	Noun/Noun Phrase	Think: why use the Preposition in the sentence?
Q1. _____ Q2. _____ : Q10. _____	Tuesday  _____ : Next year :	

### Appendix 10: Coding and Results of the Pre-and-Post Questionnaire

#### *Coding and Results of the Pre-Questionnaire in the Present Study*

Statements	Code	Strongly Agree	Agree	Disagree	Strongly Disagree
2.1. Grammar learning is challenging	FGL1	0 (0%)	17 (29%)	35 (60%)	6 (11%)
2.2 Grammar learning is interesting.	FGL2	2 (3%)	18 (31%)	33 (57%)	5 (8%)
2.3 Grammar learning is easy.	FGL3	0 (0%)	6 (11%)	34 (59%)	18 (30%)
2.4 Grammar lessons can improve my listening and speaking.	GSL	0 (0%)	6 (11%)	33 (57%)	19 (32%)
2.5. Grammar lessons can improve my reading and writing.	GWL	17 (29%)	41 (71%)	0 (0%)	0 (0%)
2.6. Learning Grammar is to memorize rules of grammar	PLG1	18 (30%)	34 (59%)	6 (11%)	0 (0%)
2.7. Grammar learning is for passing exam.	PLG2	19 (32%)	32 (55%)	6 (11%)	1 (2%)
2.8. Learning Grammar is to listen to teacher's explanation.	PLG3	18 (30%)	36 (62%)	4 (8%)	0 (0%)
2.9. Learning Grammar is to do many grammar exercises.	PLG4	16 (27%)	34 (59%)	7 (12%)	1 (2%)
2.10. I like to learn grammar.	ALG	4 (8%)	6 (11%)	26(44%)	22 (37%)



**Appendix 11: Coding and Results of the Post-Questionnaire in the Present Study***Coding and Results of the Post-Questionnaire in the Present Study*

Statements	Code	Strongly Agree	Agree	Disagree	Strongly Disagree
S.1. Grammar learning is more challenging.	ARFGL1	19(32.8%)	31(53.4%)	6(10.3%)	2(3.4%)
S.2 Grammar learning is more interesting.	ARFGL2	7 (12.1%)	33 (56.9%)	16(27.6%)	2 (3.4%)
S.3 Grammar learning is becoming easier.	ARFGL3	7 (12.1%)	36 (62.1%)	15 (25.9%)	0 (0%)
S.4 I pay more attention in grammar lessons	AR 1	10(17.2%)	32 (55.2%)	15 (25.9%)	1(1.7%)
S.5. I talk more about grammar in grammar lessons.	AR 2	7 (12.2%)	31 (53.4%)	18 (31.0%)	2 (3.4%)
S.6. I discover the rules of grammar.	AR 3	11 (19%)	27 (46.6%)	18 (31.0%)	2 (3.4%)
S.7. I have more confidence to learn grammar	AR 4	14 (24.1%)	34 (58.6%)	10 (17.2%)	0 (0%)
S.8. I like to discuss grammar with my classmates.	AR 5	9 (15.5%)	28 (48.3%)	18 (31.0%)	3 (5.2%)
S9. I like to study more grammar after my grammar class.	ARALG	10 (17.2%)	33(56.9%)	15 (25.9%)	0 (0%)
S.10. I ask my teacher more questions on grammar.	AR 6	3 (5.2%)	31 (53.4%)	24 (41.4%)	0 (0%)
S.11. While I am studying English, I notice the grammatical features I have learned.	AR 7	28 (48.3%)	25 (43.1%)	5 (8.6%)	0 (0%)
S.12. Grammar lesson can improve my English speaking and listening.	ARGSL	37 (63.8%)	17 (29.3%)	4 (6.9%)	0 (0%)
S.13. Grammar lessons can improve my English reading and writing.	ARGWL	41 (70.7%)	16 (27.6%)	1 (1.7%)	0 (0%)
S14. Grammar is not only the matter of memorizing rules and practicing forms/patterns.	ARPLG1	30 (51.7%)	26 (44.8%)	2 (3.4%)	0 (0%)
S15. I prefer doing grammar tasks with classmates, not the teacher telling me grammar rules/forms.	ARPLG3	12 (20.7%)	32 (55.2%)	11 (19%)	3 (5.2%)