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## The Effect of Discourse-Based Grammar Teaching Model on EFL Learners' Writing Skills

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### ABSTRACT

Reading and writing are fundamental skills for language learners specifically in English as a foreign language context. They entail different sub-skills, one of which is grammar. The role of grammar in promoting the learners' reading comprehension and writing ability cannot be mitigated. Therefore, the intention of the current paper was to explore EFL Learners' perceptions towards the implementation of discourse-based activities in promoting learners' reading comprehension and their writing ability (in terms of syntactic accuracy). To this end, 12 EFL learners were randomly selected from the classes to be interviewed. The interviewees, including 4 females and 8 males, were between 15 and 17 years of age. Three focus-group interviews were conducted to collect data. Open ended questions beginning with "what", "how", or "have you ever" were mainly used to probe for meaning-rich responses. The interviewees were asked about the effectiveness of the method and strategies employed during the course. The results unveil that the application of discourse-based activities is deemed to have valuable potentials for the overall development of the reading comprehension ability and syntactic accuracy in writing of learners of English as a foreign language.

**Keywords:** *Grammar Teaching, Discourse-Based Approach, Authentic Materials, EFL, Writing Skills*

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### 1. Introduction

Studies on foreign language learning indicated that grammar has an undeniable role in EFL learners' reading comprehension ability and their writing performance in terms of syntactic accuracy either directly or indirectly. Reading and Writing skills entail various sub skills, one of which is grammar. Due to its potential to facilitate EFL learners' writing skill in terms of syntactic accuracy and their reading comprehension ability, grammar has found its way into pedagogically oriented researches. However, teaching of grammar is fraught with controversy (Larsen Freeman, 2001), so much so that grammar teaching has left behind many ups and downs until the introduction of TBLT methodologies in recent years. Different researchers have advocated different methods of grammar instruction. Traditional method of grammar teaching, form-focused instruction, meaning focused instruction and teaching grammatical items through tasks all have had their pros and cons (Farrokhi, et al,2018). In traditional methods, the aim of grammar teaching was to provide learners with knowledge of grammar which was supposed to be the key to successful

language learning and language teaching. Traditional approaches to grammar teaching reflected a view of language that considered the sentence and sentence grammar as forming the building blocks of language (McCarthy, 2001). The current study sought to explore the impact of discourse-based grammar teaching on Iranian EFL learners' reading comprehension ability and their writing performance in terms of syntactic accuracy.

### 2. Review of Related Literature

As is true in many areas of language teaching, the teaching of grammar is fraught with controversy (Larsen Freeman, 2001). For many years, teaching and learning grammar has had a central role in EFL classrooms and it has left behind many ups and downs which was a response to increased demand for speakers of second or foreign languages (Richards & Rodgers, 2014). Prior to 1970s, Traditional grammarians were in the vogue with their focus on linguistic forms in isolation. In the heyday of traditionalists, Learners were asked to memorize the rules and use them in sentence-level exercises with a complete absence of the real communicative activities. However, the emergence of CLT in 1970s

forced the pendulum back to more implicit grammar teaching. This shift set communication as the major aim of language learning and teaching. Again, grammar was deemphasized reflecting the view that fluency has priority over accuracy. This trend did not last long. Researchers such as Schmidt (2001) proposed that noticing is a crucial condition for language learning to happen. Therefore, the role of grammar teaching was reconsidered in the light of Schmidt's noticing hypothesis and Consciousness-raising. They add that language learners may not acquire formal features via solely language exposure. Without consciousness-raising, learners may be unable to use the input to which they are exposed as intake for learning (El-Dakhs, 2014). Nowadays, however, the learners' needs urges teachers how to help learners notice, understand and internalize language rules. As Richards (2015: 262) says, "language teaching today draws on the findings of corpus linguistics, discourse analysis and conversation analysis and acknowledge interrelationships between grammatical and lexical knowledge". Thus, the purpose of this study is to develop a discourse-based grammar teaching model and examine its effect on learners' reading comprehension ability and writing syntactic accuracy in EFL context.

### 2.1 Discourse-based Grammar Teaching

Celce-Murcia and Olshtain (2005) say that:

"Discourse-based approaches to language teaching allow for target language engagement that focuses on meaning and real communication. Such real communication can, of course, be carried out in speech or in writing with a variety of communicative goals. Learners of different age groups and different levels of language proficiency should have, according to such an approach, many opportunities for natural exposure to the target language during the course of study, as well as many opportunities to use the language for meaningful purposes" (p. 734/735, cited in M. Elkouti, 2017).

Discourse-based grammar teaching puts emphasis simultaneously on three dimensions of grammatical structure. That is, 'form, meaning and use' within an authentic context. The rationale behind this approach is that when a new form is introduced in authentic context via conscious awareness or noticing technique, it helps learners to grasp 'form, meaning and use' simultaneously. Discourse-based

approach in grammar teaching includes lots of realistic texts a little above the apparent current language level of learners so that learners are exposed to a lot of comprehensible new language. It provides texts, exercises and techniques that help learners notice how specific items are used. (Scrivener, 2014). In essence, a discourse-based approach in language teaching focuses not only on the grammar forms but also on the functions and contexts within which those forms are used; through the use of discourse in teaching, insights about the conventional ways of using the target language are revealed.

### 2.2 The Relationship between Grammar, Writing and Reading

The benefits of grammar on developing language learners' writing performance in terms of syntactic accuracy and their reading comprehension ability are undeniable. Writing that has grammatical errors is difficult to read and understand. When a message is relayed with the correct grammar, it is easier to understand the purpose and meaning of that message.

Reading, which is receiving and interpreting information encoded in L2 via the medium of print (Urquhart & Weir, 1998), is one of the most important activities in language classes. It helps the learners to work at their own pace and to increase their world knowledge. It also paves the way for the readers to consolidate their knowledge of the language. Successful reading comprehension is dependent on a plethora of factors, one of which is the grammatical knowledge that the reader has. It is influential in comprehending texts, both for the first language (L1) and for the other languages (L2 or L3) acquired (e.g., Grabe, 2005, 2009; Jeon & Yamashita, 2014, cited in A. K. Steinlen, 2017).

### 2.3 Previous Studies

Although the role of grammar knowledge in language learning has been accepted, there is a paucity of empirical studies. There has been no consensus on the role of L2 grammar in L2 reading comprehension ability and writing performance in terms of syntactic accuracy. For example, researchers, such as Celce-Murcia & Olshtain (2000), have argued that grammar knowledge for L2 readers is crucial up to a certain point. They bolded the importance of factors such as top-down schema knowledge, inferencing, and contextual knowledge in comprehension. Other researchers such as Grabe (2009) argue in favor of a strong relation between



grammar and reading in L2 acquisition. They consider grammar knowledge as the building block of L2 reading comprehension, even at very advanced levels of L2 comprehension. Jeon and Yamashita (2014), in a meta-analysis of L2 reading comprehension and its correlates, revealed that L2 grammar knowledge was indeed one of the three strongest correlates of L2 reading comprehension (apart from L2 vocabulary and L2 word decoding). Prajnaparamita's (2013) research found a relationship between grammar ability and reading comprehension among fourth semester students of English education department in Yogyakarta State University. That is: the more grammar knowledge learners have, the higher their score would be in reading comprehension.

G. Collins & J. Norris' (2017) study on the effect of presenting grammar within the context of reading and writing on written language performance showed that teaching grammar in context yielded improvements in written grammar following a very short period of instruction. They conducted an experiment using a traditional grammar instruction in which grammar lessons were presented separately from reading and writing activities and embedded grammar instruction in which grammar was taught within authentic contexts of reading and writing. Following six weeks of instruction, the posttest was given to both groups and its findings revealed that embedded grammar instruction group outperformed the traditional grammar instruction group in sentence combining ability, but no statistically significant differences were observed between the groups in use of contextual conventions (i.e. punctuation and capitalization). Their study provided evidence for the efficacy of teaching language using meaningful texts as the instructional medium.

M. Elkouti's (2017) study on the role of Discourse-Based Approaches in English Language Teaching in Algeria showed that discourse-based approaches were effective in teaching English in both general and specific settings. Besides, they stressed the importance of context and prior knowledge in comprehending both spoken and written discourse, favoring authentic language.

Nur Amin's (2009) study has been conducted to determine the effectiveness of teaching grammar in context to reduce grammatical errors in students' writing. The results of his study revealed that the students taught grammar in context made less

grammatical errors in writing than those who were taught grammar conventionally. Farrokhi et al's (2019) study showed that if grammar is taught without reference to meanings and functions, students fail to acquire the discourse competence required for developing reading and writing skills.

Since there is a paucity of study on discourse-based grammar instruction, the current study sought to investigate how grammatical competence makes a contribution to EFL learners' reading comprehension ability and their writing performance in terms of syntactic accuracy. To achieve the goal, the following research questions are posited:

1. Do upper-intermediate learners taught through discourse-based grammar teaching outperform in writing in terms of syntactic accuracy and in reading comprehension those receiving traditional grammar instruction in Iranian EFL contexts?
2. What are the EFL learners' perceptions towards discourse-based grammar teaching?

### **3. Methodology**

Literature review indicates that delving into the complex nature of teaching and learning language skills requires both qualitative and quantitative data. The present research was conducted using qualitative data collection instrument, that is, interview. Having taught 20 sessions through discourse-based grammar teaching approach, the researcher conducted focus group interview to collect data. Half of the students took part at the interview designed to explore the perceptions and reactions of the participants regarding the type of instruction they had received during the course. Since it was essential for the participants to express themselves thoroughly, the interview, was conducted in Persian, and was audio recorded with the consent of each participant. The interview data were then translated into English, rechecked and coded to ensure confidentiality. Then, the audio-taped data were transcribed verbatim and coding was used to categorize the recurring themes issued by the participants. The researcher reviewed the transcripts, highlighted the key words, and analyzed them to have several key codes. During open coding, the aim of which was to generate codes, the concepts and their properties were identified. Axial coding was employed to develop the categories systematically and organize them according to the relationship between the codes. Finally, selective coding was used to integrate and refine the categories (FLICK,

2004). During selective coding, the core category was identified and its relationships with the other categories were defined (GIBBS, 2009). The objective of selective coding is to integrate all the categories (Strauss & Corbin 2008). Once all the transcriptions were ready, I started reading each transcription and written data, with the research questions in mind, several times to code similar themes. Rereading the transcriptions and written data enabled me to identify and categorize the common themes. The figure below outlines the process of data analysis.

### *3.1 Data Collection*

#### *3.1.1 Transcriptions-Reading Raw Data-Selection /Codes Categories*

The richness of the qualitative data collected in this study allowed for a clear understanding of the complex web of perceptions, and attitudes in relation to discourse-based grammar teaching, which might have an impact on the teaching methods and learning practices of the EFL student participants. Then, I cross-checked the data for similarities and differences, which led me to compare the participants' beliefs and also to ensure validity across data. Finally, in order to reduce bias in the process of data analysis, I asked two experienced instructors to code two of the interview transcriptions. I also provided them with the research questions. Then, based on our agreement I made amendments to some of the codes and/or themes. To analyze qualitative data, MAXQDA software was used.

### **4. Discussion and Conclusion**

The current study was an attempt to investigate whether discoursed-based grammar teaching impacts beneficially upon students' reading comprehension ability and their writing syntactic accuracy. In particular, the aim of this study was to evaluate how teaching grammar in authentic context enables EFL learners to overcome the difficulty they encounter when engaged in reading comprehension and expressing themselves in written form.

The interview consisted of six items and the results are shown below according to the items posed in the interview. Then, the researcher identified main themes by summarizing, interpreting, comparing, and categorizing the collected data. The main theme in this study was discourse-based grammar teaching and its sub-categories; that is, instructional strategies, instructional materials, homework/assignment, instruction

atmosphere, personality factors, and cognitive processes.

The interviewees in the group talked about various issues including teaching strategies, classroom atmosphere, defining characteristics of their grammar class, homework/assignment, the importance of authentic materials, input flooding and cognitive processes. In some of the above-mentioned categories, they were of the same ideas but in some others their views were somehow different.

The analysis of interviews through MAXQDA software revealed that there was a consensus over the effectiveness of grammar teaching method where all participants agreed on the essentiality of presenting grammar rules in authentic, appropriate context and in friendly teaching environment. In other words, this method of triangulation confirmed the results achieved through the experimental phase of the study (Farrokhi et al.2018, 2019). The consistency between beliefs and practices was supported by almost all the participants. For example, considering the effectiveness of their English grammar teaching class, one of the students declared that "the instructor did not give the rules explicitly, he gave us different texts and asked us to read the passages carefully. While reading the passages, sometimes he tried to draw our attention to some rules" (S1). Likewise, another participant remarked that the purpose of passages was not limited to gaining declarative knowledge only. He highlighted the importance of input flooding strategy:

What was interesting for me was that in the given text we encounter four and sometimes five examples of the given rules. They indirectly helped us to get familiar with the forms of the structure and I think, what is more important was that we see examples in which they are used. We get familiar with how it is used (S4).

In this vein, a student participant emphasizing the integration of skills asserted that

"Through these passages, the subjects were given an opportunity to explore grammatical forms that the teacher intended to address in contexts in which they naturally occur. They were from different sources. One of them was very interesting for me. It was a conversation between a tour guide and a tourist. It draws the students' attention to the form and helps them to get the meaning of more frequently used expressions. (S2).

The interview analysis showed that majority of the students in the focus group interviews believed that the course had been



useful in terms of improving their writing syntactic accuracy and promoting their reading comprehension ability. One of the interviewees declared that:

It was difficult for me to write a short passage, but I feel that I have enough confidence to start writing something because I am almost sure that I know how to write correct sentences and also in this course I understood that when to use which form. For example, I found out that if I was asked to narrate an event, I should use past tense (S4).

Additionally, another participant in the interview, accepting his classmate's assertion, remarked:

I agree with S4. I think when the students learn to employ more complex sentences in their written language, their ability to make sense of what they read increases, too. I assume that having grammatical knowledge, and being able to use them correctly have effect on both learners' reading comprehension ability and their writing syntactic accuracy (S3).

In a similar vein, another participant claimed that:

As you know, having grammatical knowledge is important in writing but being able to apply that knowledge in writing is more important. Sometimes we as language learners know the rules but encounter difficulties in using them. I think one reason may be that English teachers usually teach grammar rules in isolation. I mean, out of context (S3).

They believed that the instruction they had was constructive and nine out of twelve participants explicitly stated that they had never had such a fruitful experience. Although a few participants perceived some tasks hard to follow, others found them comprehensible and stimulating to follow. For example, a student stated that "Uh, we had grammar class before but this one was somehow different" (S1). Considering the outstanding feature of their class, another student said: "The instructor did not give the rules explicitly, he gave us different texts, asked us to read the passage carefully. While reading the passages, sometimes he tried to draw our attention to some rules" (S1). The third interviewee, highlighting the importance of reading passages, remarked:

Through these passages, the subjects were given an opportunity to explore grammatical forms that the teacher intended to address in contexts in which they naturally occur. They were from different sources. One of them was very interesting for me. It was a conversation between a tour guide and a tourist. It draws the students' attention to

the form and helps them to get the meaning of more frequently used expressions (S2).

In regard to the second question, which was about the defining characteristic of the grammar class they had, the majority of the interviewees put special emphasis on the encouraging atmosphere, learners' involvement, real-life simulation, taking learners' needs into consideration, and integration of skills and sub-skills. For example, a student claimed: "It was very stimulating for me. What I want to say is that the teacher tried to involve all the students in classroom activities. Students participated in reading and writing activities" (S1). Another student focusing the importance of the applying rules to real-life situation declared:

"Using the given form in our own sentences was interesting for me. I mean, the teacher asked us to write sentences using the newly taught grammar rules" (S3).

One student also remarked this point and she asserted that "all four skills should be emphasized while learning and teaching English" (S1).

Regarding the third question, that is, their reactions towards teaching the secondary grammatical forms along with the basic grammatical items, one of students stated:

"Well, as you know, every single point cannot be covered by the teacher. I personally believe that some rules, prepositions or articles for instance, can be presented in the text along with the basic rules. In this way, the students can get familiar with them and how they are used unconsciously instead of being told how to use them" (S3).

One of the students, emphasizing the role of authentic material in which the intended grammatical forms were presented, claimed: "But I think when they are introduced in the conversation among classmates or when I see them in the newspaper article, it sticks in my mind" (S2). Majority of the students in the groups were also in agreement with what student2 asserted. For example, S4 said "when we encounter a grammar rules repeatedly in authentic text, we get familiar not only with the form but also with how it is used".

Concerning the nature of the homework/assignment, ten out of 12 students were of the view that homework/assignment was very challenging because the instructor wanted us to write a paragraph about our own daily lives using the newly taught grammar rules. They added that this type of activity was very helpful in

consolidating the structure. One of the students also remarked that I agree with my classmates but what was important for me was that it provided opportunity for us to apply the rules in writing and it enabled us to use them without effort while writing. These extracts show that students hold similar beliefs about discourse-based grammar teaching and its impact on EFL learners' writing skills in terms of syntactic accuracy and developing their reading comprehension ability.

In addition, different factors were addressed by the participants, which ended up with the conceptual model of discourse-based grammar teaching. A Sample of Focus Group Interview (see appendix) illustrates the codes and categories/themes which resulted in the conceptual model of discourse-based teaching of grammar and skills. The steps followed in qualitative data analysis are given in the following table: A sample of open coding, axial coding, selective coding and a conceptual model of discourse-based grammar teaching.

After extensive analysis, an explanatory framework that displays the results is given in figure 1. It may be helpful to the readers to see a figure with the interrelationships among the various parts of the conceptual discourse-based model which ended in:

Table: A sample of axial coding and Categories/themes

| Axial Coding   | Categories/Themes               |
|--|---------------------------------|
| Consciousness-raising/<br>Noticing<br>Integration of skills<br>Input flooding<br>Teaching in cluster<br>Learners' involvement  | <b>Instructional Strategies</b> |
| Spiral syllabus-based<br>Authentic context<br>Appropriate context<br>Learners' need<br>Most frequently used forms  | <b>Instructional Materials</b>  |
| Encouraging environment<br>Friendly interaction  | <b>Instruction Atmosphere</b>   |
| Stimulating homework<br>Appropriate follow-up activity<br>Real-life simulation   | <b>Homework/Assignment</b>      |
| Declarative knowledge<br>Procedural knowledge<br>Autonomous performance<br>Consolidation<br>Retention<br>Conscious learning<br>Metacognition<br>Implicit learning<br>Explicit learning | <b>Cognitive Processes</b>      |
| Self-confidence<br>Motivation  | <b>Personality factors</b>      |

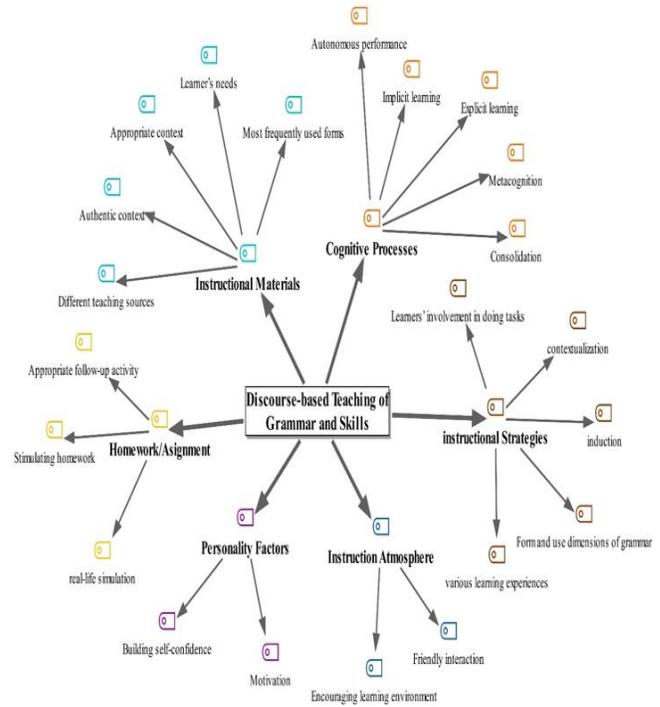


Figure 1: A conceptual model of discourse-based grammar teaching

In essence, almost all of the twelve interviewees had favorable attitudes towards the variety of the group activities, the learners' interactions with the teacher and their classmates and particularly, the participation of the students in group activities. In addition, there was an overall consensus over the effectiveness of the discourse-based grammar teaching approach on encouraging interactions among the students and its impact on EFL learners' writing performance and reading comprehension ability. This study showed that if grammar instruction is content-based, meaningful, contextualized and discourse based rather than sentence-based, it provides the learners with the ability to communicate comfortably and effectively in both spoken and written Standard English.

The results of the qualitative data analysis gathered through interviews lent some support to Celce Murcia (2001)'s assertions in relation to the effect of discourse-based grammar teaching on the learners' reading comprehension ability and their writing in terms of syntactic accuracy. Moreover, the research findings are in line with what Farrokhi's (2018, 2019) empirical studies revealed in that discourse-based grammar teaching promoted the Upper-intermediate learners' writing performance in terms of syntactic accuracy and EFL learners' reading comprehension ability and also with the findings of Garrett's (2003) study. And as with Maghfiroh (2015) and Pingle (2013), Eldoumi (2012) who argued that teaching grammar in appropriate contexts gives the students the hearts to commence writing and reading with more



confidence. As with the findings of M. Elkouti's (2017) study on the role of discourse-based approaches in English Language Teaching in Algeria which showed that discourse-based approaches were effective in teaching English in both general and specific settings.

Taken together, this study demonstrated that discourse-based grammar teaching approach provides opportunities for learners to receive meaningful input and to produce meaningful output containing the target form through being exposed to authentic materials. In addition, it is assumed that both form and meaning, explicit and implicit learning and accuracy and fluency are all simultaneously taken into account in discourse-based grammar teaching approach. However, the research remains in its infancy and requires further investigation as to effectiveness of the currently practiced techniques.

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### Appendix 1: A Sample of Focus Group Interview Coding

| Respondents' answers   | Open coding  | Participants   |
|--|--|----------------|
| M: First, I'd like to hear about the class that you had: In what ways were the classes helpful to you?   |  | M.             |
| S3: Uh, we had grammar class before but this one was somehow different.  | Different teaching strategies  | S3             |
| S1: The instructor did <b>not give the rules explicitly</b> , he gave us <b>different texts</b> , asked us to read the passage carefully. While reading the passages, sometimes he tried to <b>draw our attention to some rules</b> .  | Teaching rules inductively<br>Various teaching materials<br>Consciousness-raising/noticing                       | S1             |
| S2: Of course, we know that we are <b>reading the text for comprehension</b> .   |  |                |
| S4: what was interesting for me was that in the given text <b>four and sometimes five examples of the given rules</b> . They <b>indirectly</b> helped us to get familiar with the <b>forms of the structure</b> and I think, what is more important was that we see examples in which they are used. We get familiar with <b>how it is used</b> .  | Integration of skills  | S2             |
| S2: Through these passages, the subjects were given an <b>opportunity to explore grammatical forms</b> that the teacher intended to address in <b>contexts in which they naturally occur</b> . They were from different sources. One of them was very interesting for me. It was a <b>conversation between a tour guide and a tourist</b> . It draws the students' attention to the form | Input flooding<br>Form and use dimensions of grammar<br>Exploring stage<br>Real-life situation<br>Social context | S4<br>S4<br>S2 |

|  |   |    |   |  |    |
|--|---|----|---|--|----|
| and helps them to <b>get the meaning of more frequently used expressions.</b>  | Enhancing vocabulary through reading      | S2 | M: A good question? Who can help?   |  | M  |
| S1: The questions that were asked after the reading was <b>very helpful</b> because the instructor tried to use the <b>given forms</b> in his questions.   |   | S1 | S2: Uh, can we say <b>materials that are used in daily life.</b>  | Real-life situation                                    | S2 |
| M: What stood out to you as the defining characteristic of your grammar class?   | Appropriate follow-up activities          | M  | M: OK. As Pouya said, materials that are not written for educational purposes. They are used to fulfil other social functions. So, you mean that when grammar rules are introduced in authentic materials, they easily <b>stick in your mind.</b>   | Authentic materials                                    | M  |
| S1: It was very <b>stimulating.</b> What I want to say is that the teacher tries to <b>involve all the students.</b> Students participated in <b>reading and writing activities.</b>   | Encouraging atmosphere                    | S1 | S1: Yeah, What I am saying is that when we encounter a grammar rules <b>repeatedly in authentic text,</b> we get familiar not only with the <b>form</b> but also with how it is used.   | Retention  | S1 |
| S2: Using different techniques to <b>illustrate the meaning of the unknown words</b> was very interesting for me.  | Learners' involvement in doing tasks      | S2 | S3: Um, I think that the context in which a grammar rule is used demonstrate its <b>meaning.</b>  |  | S1 |
| S3: Using the <b>given form in our own sentences</b> was interesting for me. I mean. The teacher asked us to write sentences using the <b>newly taught grammar rules.</b>  | Providing various learning experiences    | S2 | S4: What I understood is that you want to say that when the grammar rule is presented in an authentic text, the students get familiar with the <b>form, meaning and use of the rule.</b>  | Input flooding   | S3 |
| S4: Sir, I think the instructor, during the course, made an attempt to put emphasis on the <b>grammatical forms that the learners need to express themselves.</b>  | Applying the rules to real life situation | S3 | M: OK, I want to have your ideas or comments on your homework assignment? Was it draining or was it stimulating?  | Form and use dimensions of grammar                     | S4 |
| S1: I agree with what my friend said. The teacher should take their students' <b>need</b> into consideration. What I wanted to say is that some rules in English language are rarely used. Focusing on these rules or exceptions is useless, I think.  | Most frequently used forms                | S4 | S2: Our <b>homework assignment</b> was somehow different. It was <b>stimulating</b> because the teacher wanted us to write a paragraph about our own daily lives and try to use the given grammar rules and this type of activities was very important because it helps to <b>consolidate the structure,</b> I think. |  | M  |
| M: Does anybody agree with what your classmate said?   | Most frequently used forms                | S1 | M: Do you think that it was helpful, Amir?  | The third dimension                                    | S2 |
| S2: Yes, I think so. Some grammar teachers put emphasis on exceptions. As you know, they are just exceptions, nothing else.  | Learner's needs                           | S1 | S3: <b>Certainly.</b> Since we were writing about our <b>own lives and our interests,</b> it was very <b>stimulating.</b> I believe that it was an important step in learning the given rule.   |  | S2 |
| M: What's your idea about the <b>secondary grammatical forms</b> that appear in the text <b>along with the basic ones</b> such as prepositional phrases, question words including when, where, what, etc., rather than systematically isolating one structure at a time?   | Most frequently used forms                | S2 | This kind of <b>follow up activity</b> helps to consolidate students' learning.   | Three dimensions of grammar                            | M  |
| S2: well, as you know, <b>every single point</b> cannot be <b>covered by the teacher.</b> I personally believe that some rules prepositions or articles for instance can be presented in the text along with the basic rules. In this way, the students can get familiar with them and how they are used <b>unconsciously</b> instead of being told how to use them. | Teaching grammar in cluster               | M  | M: What's your idea about homework assignment?  | Stimulating homework                                   | S3 |
| S4: I think so.  | Teaching grammar in cluster               | S2 | S1: Em, well. It was good. I think, as my friends said, it helped the students to <b>gain control of the given form.</b> I think that I can use the rules easily. Or it is better to say, they <b>automatically occur</b> to me which form to use while writing a paragraph.  | Consolidation of learning through life experience      | S3 |
| S3: But, learning some prepositions requires teacher's <b>explicit explanation.</b> Don't you think so?  | Metacognition                             | S2 | S4: I agree with my classmates but what was important for me was that it provided opportunity for us to apply the rules in writing and it enabled us to <b>use them automatically</b> while writing. Talking about the rules <b>out of context and memorizing the rules</b> do not seem to be effective.              | Effect of homework                                     | M  |
| S4: <b>Why not.</b> But I think when they are introduced in the <b>conversation</b> among classmates or when I see them in the <b>newspaper article,</b> it sticks in my mind.   | Teaching grammar in cluster               | S4 | M: I understood that you prefer this method of grammar teaching. Am I right?  | Using the newly taught material in real life situation | S1 |
| M: You mean in materials <b>written for un-educational purposes?</b>   | Implicit learning                         | S4 | SS: <b>Absolutely.</b>  | Stimulating follow up activity                         | S4 |
| S1: what do you mean by <b>non-education,</b> sir?   | Knowing about knowing                     | S3 | M: Let's have another question. In general, do you think that this method of grammar teaching has impact on your writing?   | Consolidating role of follow up activity               | S4 |
|  | Explicit learning                         | S4 | S3: As you know, <b>having grammatical knowledge</b> is important in writing but being  | Autonomous performance                                 | M  |
|  | Explicit learning                         | S4 |   | Autonomous performance                                 | SS |
|  | Authentic materials                       | M  |   |  | M  |
|  | Authentic materials                       | S1 |   |  | S3 |



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| <p>able to <b>apply that knowledge in writing</b> is more important. Sometimes we as language learners know the rules but encounter difficulties in using them. I think one reason may be that English teachers usually <b>teach grammar rules in isolation</b>. I mean, out of context.</p> <p>M: Do you want to say that your teacher taught grammar rules out of context?</p> <p>S3: No, I'm talking about <b>benefits</b> of his method. In other words, I want to say that if English teachers use <b>grammar rules in context</b>, it will assist learners in expressing themselves in written form.</p> <p>S1: I <b>agree</b> with what my friend said. When we as language learner encounter a <b>rule three or four times in a paragraph</b>, it <b>sticks in our minds</b> and while writing a paragraph for example we can easily use them. Therefore, our sentences will be grammatically correct.</p> <p>S2: Another point is that since we read <b>different passages taken from different sources</b>, we learned a lot of new words which help us in reading passages.</p> <p>M: You want to say <b>that teaching grammar in text longer than a single sentence</b> assist learner both in writing and reading a passage?</p> <p>S2: Yeah, I think so.</p> | <p>Easily recalling of the rules while writing</p> <p>Criticizing traditional grammar method</p> <p>Priority of the present method over traditional one</p> <p>Declarative knowledge along with procedural knowledge</p> <p>Lack of procedural knowledge</p> <p>Criticizing traditional method of teaching</p> <p>Advantages of teaching method</p> <p>Teaching grammar in context</p> | <p>S3</p> <p>S3</p> <p>M</p> <p>S3</p> <p>S3</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S2</p> <p>M</p> | <p>M: How is it possible?</p> <p>S2: I mean when we read <b>authentic passages</b>, as you said, <b>passages taken from different sources</b> including newspapers, short stories, conversation, and..... see the grammar in different contexts, they <b>give us opportunities</b> to get familiar with grammar usage and different new words.</p> <p>M: So, you think that the course has <b>improved your writing in terms of syntactic accuracy and enhanced you reading comprehension ability</b>.</p> <p>SS: <b>Of course</b>.</p> <p>M: How do you know?</p> <p>S4: It was <b>difficult for me to write a short passage</b>, but I feel that I have <b>enough confidence</b> to start writing something because I am almost sure that I know how to write correct sentences and also in this course I understood that when to use which form. For example, I found out that if I was asked to <b>narrate an event, I should use past tense</b>.</p> <p>S3: I <b>agree with S4</b>. I think when the students learn to employ more complex sentences in their written language, their ability to make sense of what they read increases, too. I assume that <b>having grammatical knowledge, and being able to use them correctly have effect on both learners' reading comprehension ability and their writing syntactic accuracy</b>.</p> | <p>Teaching grammar in context</p> <p>The role of Input flooding in learning Retention</p> <p>The effect of grammar teaching through texts on writing skill</p> <p>The effect of grammar teaching through texts on reading comprehension</p> <p>The impact of discourse-based grammar teaching on reading and writing</p> <p>Teaching grammar in appropriate authentic context promote reading comprehension ability</p> <p>Providing opportunities for learners</p> <p>Teaching grammar in appropriate authentic context promote reading comprehension ability</p> <p>The effect of grammar in writing syntactic accuracy</p> <p>Building self-confidence</p> <p>Developing procedural knowledge</p> <p>Developing procedural knowledge</p> <p>Building confidence</p> <p>Combination of declarative knowledge and procedural Knowledge</p> <p>Effect on reading comprehension &amp; writing skill</p> | <p>S2</p> <p>M</p> <p>S2</p> <p>S2</p> <p>M</p> <p>SS</p> <p>M</p> <p>S4</p> <p>S4</p> <p>S3</p> <p>S3</p> <p>S3</p> <p>S3</p> <p>S3</p> |
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