Universiteit Utrecht

Graduate School of Teaching

English Language and Culture: Education and Communication

Master thesis

Implicit grammar teaching: teaching strategies, teachers attitudes and class observations

Yvette Schleijpen

4022319

June, 2017

Supervisor: Prof. dr. Rick de Graaff

Second reader: dr. Elena Tribushinina

Acknowledgements

I would like to thank Leslie Piggott for her contributions to this study. She scheduled observations, filled in for teachers in order for me to conduct interviews, and has given me advice when needed. Furthermore, I would like to thank the teachers involved in this study for their participations. Moreover, I would like to thank prof. dr. Rick de Graaff for his feedback and supervision during the writing of my thesis, and I would like to thank dr. Elena Tribushinina for her feedback and her second-reading.

Abstract

The amount of research in the classroom is increasing. This study functioned as a treatment fidelity test for Leslie Piggott's research (in preparation) "First Meaning than Form". The aim of this paper was not only to give an insight in what the attitudes of Dutch EFL teachers are with regards to both explicit and implicit grammar teaching but also to show how Dutch EFL teachers enrolled in an implicit teaching program implement implicit grammar teaching in their lessons, which types of corrective feedback they use and lastly, to show how the implicit EFL lessons differed from the regular EFL lessons. This study used questionnaires, class observations and semi-structured interviews to collect the necessary data. The results from the questionnaire did not show a clear preference for either implicit grammar teaching or explicit grammar teaching. However, it must be noted that all teachers enrolled in the implicit teaching program did express they were happy they could teach without having to focus explicitly on grammar. The class observations revealed that explicit corrections and recasts were used most frequently in the implicit EFL lessons, while the regular EFL lessons used recasts and repetitions most frequently. However, no significant difference was reported between both groups with regards to the use of different CF types. A significant difference between both groups was found in the use of the teaching strategy 'focus on meaning'.

Table of Contents

1. Introduction

The English language in secondary schools around the world is not always taught as a second language (L2) but as a Foreign Language (EFL) (Kachru, 1990). The ways in which EFL in the classroom is taught in the Netherlands differs per school. Secondary schools have the freedom to design their own curriculum within the nationally established core objectives. This provides EFL teachers with the freedom to divide focus over the different language learning aspects to their own liking. The Common European Framework (CEFR) has created different levels of proficiency, which secondary schools use as guidelines in their curriculum. According to the CEFR, "it was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency" (p. Council of Europe, 2014). Dutch secondary school teacher and Leslie Piggott has used the freedom to design the English as a Foreign Language (EFL) curriculum to develop and create a grammar postponed curriculum for the first and second year of secondary school.

Leslie Piggott's research (in preparation) eliminates all specific grammar elements from the EFL classroom during the first 1.5 years of secondary school (Piggott, 2016). After that period, the students will receive explicit grammar instruction in class. Various research (Lyster and Ranta, 1997; DeKeyser, 1993; Dilāns, 2016; Ellis, Loewen, & Erlam, 2006) demonstrated the effects of different feedback types as well as participants' results after implicit and explicit L2 instruction. It is interesting to see how the teachers enrolled in the implicit grammar teaching program have adapted their teaching strategies, as the teachers are not allowed to provide grammar explanations. It is probable that the teachers will be confronted with different questions about grammatical aspects from their students. The teachers enrolled in this program are voluntarily participating and vary in teaching experience. Each teacher may have his/her own opinion on teaching grammar and what the best way of grammar teaching might be.

However, research by Dilāns (2016) has shown that teachers' attitudes and beliefs do not always correspond with their teaching strategies in the classroom. Therefore, it is interesting to hear the teachers' reasons behind certain teaching strategies.

Piggott's research (in preparation) brings different questions to mind. This study aims to portray a comprehensible overview of how Dutch teachers enrolled in an implicit teaching program use different teaching strategies and different types of feedback in their lessons and how the regular EFL lessons differ from the implicit EFL lessons and what the teachers' attitudes are regarding implicit and explicit grammar teaching. This study reports on class observations, questionnaires and semi-structured interviews among seven Dutch EFL teachers.

2. Theoretical framework

2.1 Implicit learning

The most well-known advocate for implicit learning is Stephen Krashen. He argues there is a distinct difference between 'learning' and 'acquisition' in L2 learning (Krashen, 1982). He explains that 'acquisition' is similar to how children pick up their L1, i.e. acquisition happens subconsciously, while 'learning' consists of "conscious knowledge of a second language" (Krashen, 1982, p. 14). Krashen (1982) believes 'acquisition' can be labeled as implicit learning whereas 'learning' can be labeled as explicit learning. A preliminary condition for both acquisition and learning is that in both situations the learner should have access to comprehensible input (Krashen, 1982).

Multiple studies on immersion programs have shown that students are able to acquire fluency in speech by being exposed to communicative input (Ellis, 2006). Krashen (1982) believes the classroom is of importance when the classroom provides the L2 learner with rich and comprehensible input, and when the L2 learner does not surround him/herself with input

outside the classroom. However, he notes that despite the effort to make L2 input as 'natural' as possible, the range of discourse in the classroom remains limited.

Not everyone completely agrees with Krashen's hypotheses. Schmidt (1994) believes that -even though they are related- implicit and explicit knowledge and implicit and explicit learning have to be considered as separate concepts (Ellis, Loewen, & Erlam, 2006). Ellis, Loewen, and Erlam (2006) argue that in order to develop implicit learning, a certain degree of consciousness has to be involved because the learners notice specific linguistic forms in the input.

Contrary to Krashen, Ellis (2006) argues learners can acquire a wide variety of grammar rules. He addresses Krashen's assumption that grammar teaching should be limited to simple structures such as the past tense –*ed* and the 3rd person –*s*, because Krashen states most learners are not able to learn complex rules, or if they are, the students are incapable of monitoring their output (Ellis, 2006). According to Ellis (2006), multiple studies on explicit grammar rules (Green and Hecht, 1992; Macrory and Stone, 2000; Hu, 2002) reported that (adult) learners were able to master a wide range of explicit grammar rules.

2.2 MFI, FonF, and FonFS

Implicit and explicit grammar teaching can be divided into multiple aspects. Form focused instruction (FFI) is a term used in second language acquisition (SLA) (Loewen, 2011). FFI, however, is used inconsistently due to its controversial meaning (Loewen, 2011). FFI refers to either meaning focused instruction (MFI), focus on form (FonF), or focus on forms (FonFS). These three models are the main "instructional treatments within L2 type-of-instruction research" (Norris & Ortega, 2000). These models consist out of more specific techniques such as explicit grammar teaching and implicit-inductive grammar teaching, all rule-based

instructional types, and all feedback-based instructional types (Norris & Orega, 2000), some of which will be discussed further on in this paper.

According to De Graaff and Housen (2009), in MFI the learners' attention is "predominantly on the communication of relevant meanings and authentic messages" (p. 735). Examples of MFI can be content and language integrated learning (CLIL) or the Natural Approach to L2 teaching (Krashen, 1982). Empirical data show that the evidence for MFI to be effective is mixed. While students do reach receptive skills on a high level, the productive skills of the students may be limited. They may fail to produce "grammatically accurate, lexically precise and sociolinguistically appropriate extended discourse" (De Graaff & Housen, 2009, p. 736). De Graaff and Housen (2009) suggest this might be do the fact that students focus more on fluency and communicating, and thereby neglect grammatical accuracy. Leslie Piggott's research (in preparation) creates an MFI environment, an elaborate description of her research can be read further on in this paper.

FonF can be described as "drawing students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991, as cited in Loewen, 2011, p. 577). Norris and Ortega (2000) describe FonF as "instruction that seeks to make learners focus on forms integrated in meaning capitalizes on brief, reactive interventions that, in the context of meaningful communication, draw learners' attention to formal properties of a linguistic feature, which appears to cause trouble on that occasion" (p. 420). FonF has an important role in SLA and therefore in EFL, because it either increases attention to linguistic forms and consequently decreases communication in the foreign language, or it creates a learning environment in which instructional activities are reduced and meaningful interaction is more present in class.

FonFS, on the other hand, is described as presenting and isolating linguistic structures without any communicative need (Loewen, 2011). Note, there is a general agreement that learning

occurs in both an MFI context and in FonFS. In addition, researchers agree that "FonF is not essential for L2 learning" (Loewen, 2011, p. 580). However, De Graaff and Housen (2009) note that even though explicit types of instruction proved to be more effective than implicit types, it is important to keep in mind it is not possible to draw conclusions about the relative effectiveness of implicit versus explicit types of instruction because of certain biases (see '2.5 effects of implicit and explicit instruction' further in this paper).

2.3 Corrective feedback

Corrective feedback has a significant role in implicit L2 learning. For CF to contribute to implicit learning, the CF has to be presented in meaningful interaction (Lyster, Lightbown & Spada, 2000). Only then does it activate the mechanisms (i.e. noticing or rehearsing in short-term memory) needed for implicit language learning (Ellis, Loewen, & Erlam, 2006). Such interactions may be found in an MFI environment, whereas CF in FonFS or FonF environments might be less effective, as the focus is more on linguistic forms rather than communications.

There are different types of CF, and there are different ways in which CF can be given. Implicit CF does not contain apparent indicators than an error has been made, whereas explicit CF does (Ellis, Loewen, & Erlam, 2006). Oral CF can be either output-prompting or input-providing (Sheen & Ellis, 2011). CF is an important manifestation of FonF as formulated by Long (1991) (as cited in Sheen & Ellis, 2011). The most important cognitive theories of CF consist of the Interaction Hypothesis, the Output Hypothesis and the Noticing Hypothesis (Sheen & Ellis, 2011). The Interaction Hypothesis claims that "the negotiation of meaning that occurs when a communication problem arises results in interactional modifications that provide learners with the input needed for L2 learning" (Sheen & Ellis, 2011, p. 595). The Output Hypothesis claims that "learners also learn from their own output when this requires them to 'stretch their interlanguage in order to meet communicative goals'" (Sheen & Ellis, 2011, p.

595). The Noticing Hypothesis claims that "L2 learning is enhanced when learners pay conscious attention to specific linguistic forms in the input to which they are exposed" (Sheen & Ellis, 2011, p. 595). Cognitive theories argue that CF contributes to acquisition. In all cases, CF helps students notice the errors they make while using a foreign language, i.e. it helps them notice-the-gap in their knowledge. Philp (2003) notes that tests regarding noticing-the-gap revealed people do detect 'unattended' input. However, this input is only available a short time and will not be stored in the short-term memory when it is not attended to and, therefore, not "available for further processing" (Philp, 2003, p. 103).

Lyster (1998) notes it is important for teachers to implement a wide range of types of corrective feedback in their teaching didactics because recasts "did not lead to any student-generated forms of repair because recasts already provide correct forms to learners" (p. 53). Tedick and De Gortari (1998) present different types of CF suitable for immersion programs. They mention the following types of corrective feedback that lead to students correcting their own errors: (1) Explicit correction, (2) Recast, (3) Clarification request, (4) Metalinguistic clues, (5) elicitation, (6) repetition (Tedick & De Gortari, 1998).

Dilāns (2016) mentions corrective feedback type 3, 4, 5, and 6 are helpful to "fostering production of modified or 'pushed' output through enhanced student self-repair" (p. 480). Recasts, prompts, elicitation, repetition do not explicitly indicate an error has been made and can therefore be labeled as implicit teaching (Ellis, Loewen, & Erlam, 2006; Lyster, 1998). It can therefore be argued that these implicit CF types are best suitable for an implicit teaching program. Other CF strategies such as 'making the to-be-learned form explicit', 'metalinguistic clues' and 'explicit correction' are considered explicit teaching because they explicitly indicate an error has been made, or the grammatical aspect is made explicit.

When feedback is given on-line and orally, situations such as 'negotiation of meaning' and 'negotiation of form' can occur. The former is when a student's incorrect utterance causes a

communicative breakdown between the speakers. Negotiation of meaning contains reformulation and repetition and therefore provide students with implicit negative evidence, which benefits L2 development (Lyster, 2004). Negotiation of form is when a student's incorrect utterance does not cause a communicative breakdown (Sheen & Ellis, 2011). Repetition, clarification requests, metalinguistic clues, and elicitation do not provide the student with the correct input but provide the student with figurative tools to help come up with output (Lyster, 1998). An important aspect of self-correction by the student is the fact that it enables the students' learning process, i.e. self-correction causes uptake (Sheen & Ellis, 2011). Furthermore, Lyster and Ranta (1997) found that "the feedback-uptake sequence engages students more actively when there is negotiation of form" (p. 58). In addition, DeKeyser (1993) found that systematic corrective feedback helped students with high pre-test scores to improve on a written grammar post-test, it helped low extrinsically motivated students improve their oral fluency and accuracy, and students with low anxiety scored better on a written grammar post-test. This shows that corrective feedback makes a difference in the EFL classroom and it is important for teachers to provide their students with feedback.

2.4 Teachers' attitudes

Teachers' attitudes towards aspects of grammar teaching play a big part in how an EFL lesson is structured (Basturkmen, Loewen, & Ellis, 2004). Barnard and Scampton (2008) note that teachers' cognition and decision making has gained educational researchers' attention. They continue by stating teachers' cognition is based on the assumption that "(i) teaching is largely influenced by teacher cognition, (ii) teaching is guided by teachers' thoughts and judgments, and (iii) teaching constitutes a high-level decision-making process" (Isenberg, 1990, as cited in Barnard & Scampton, 2008).

Basöz (2014) conducted a research in which 86 prospective teachers of English filled in a questionnaire with statements concerning implicit and explicit grammar teaching. It showed that prospective teachers believe grammatical knowledge is important but they also believed that grammar knowledge is "useless" if it does not enable students to apply that knowledge in conversations (Basöz, 2014, p. 381). Furthermore, prospective teachers preferred implicit grammar instruction over explicit grammar instruction (Basöz, 2014). Burgess and Etherington (2002) conducted a research among EAP teachers in British universities. This research found that over 50% of the respondents believed "it is possible to learn grammar through natural exposure to language" (Burgess & Etherington, 2002, p. 442). However, over 70% believed that instruction helped students with producing grammatically correct language (Burgess & Etherington, 2002). Both researches demonstrate that implicit grammar instruction is possible according to teachers, however, circumstances such as students' expectations and limited time in the curriculum have made explicit grammar instruction more favorable (Dilāns, 2016). Barnard and Scampton (2008) note that teachers' beliefs about grammar teaching are not always reflected in their classroom for various reasons. Their limited study among 32 EAP teachers in New Zealand revealed that those teachers rejected a Focus on Forms approach and preferred to "deal with grammatical issues as they arose from the texts used to develop generic EAP skills" (p.73).

2.5 Effects of implicit and explicit grammar instruction

Different studies have been conducted to the effects of implicit and explicit learning. Nazari (2013) conducted a research among 60 Iranian female adult learners of English. Thirty participants were given implicit instructions on the grammatical feature *present perfect*, whereas the other group were given explicit instruction on the *present perfect*. The explicit group outperformed the implicit group. Nazari (2013) notes that the explicit group might have

been at an advantage due to the fact that the test focused more on explicit knowledge, and explicit grammar instruction is the major teaching strategy in Iran, which means that "learners' expectations could be met through direct explanation of the rules" (p. 160).

Ziemer Andrews (2007) conducted a research among 70 participants from a college-prep private school. The participants ranged from grades seven through twelve. The purpose of this study was to "provide empirical data on the effect of implicit and explicit instruction of simple and complex grammatical structures on the learning of those structures by LL's [language learners] at three levels of proficiency" (Ziemer Andrews, 2007, p. 2). She found that the explicit group outperformed the implicit group on the complex rule. However, the findings showed that with regard to the simple rules, implicit instruction was just as effective as explicit instruction. This finding might be relevant for the first and second grade pre-university education (VWO), Senior General Secondary Education (HAVO) ELF classroom in the Netherlands, because the first and second grades learn mostly simple grammar rules. This means that ELF teachers could spend less (or no) time on grammar instruction and let students focus more on other aspects of EFL. However, it must be noted that in Ziemer Andrews' (2007) study the participants received 15 minute sessions 4-5 times a week over a 2-month period.

Adult learners' implicit and explicit knowledge interact (DeKeyser, 2000, as cited in De Graaff & Housen, 2009), whereas child L2 learners implicit and explicit knowledge do not. This "would imply that adult and child learners will react differently to different instructional treatments" (De Graaff & Housen, 2009, p. 738). The latter is one of the many factors influencing the way learners learn an L2. De Graaff and Housen (2009) point out that different factors such as cognitive maturity, age, personality, cognitive learning style, and L2 proficiency level at the time of instruction, may influence the way learners learn an L2. Norris and Ortega (2000) state that L2 type-of-instruction research "has not directly engaged in the systematic accumulation of findings about research variables" (p. 491). De Graaff and Housen (2009) note

that the different operationalization of complexity and many definitions makes comparing the findings of different studies problematic. Norris and Ortega (2000) also point out that "no single investigation of effectiveness of L2 instruction can begin to provide trustworthy answers" (p. 423). Therefore, it is difficult to draw strong conclusion from different empirical studies.

Different studies have been conducted on explicit and implicit grammar teaching (for examples see Ziemer Andrews, 2007; Loewen, 2011; Nazari, 2013). However, these studies fail to incorporate teachers' attitudes and motivations behind certain teaching strategies, and are conducted in a controlled experimental environment over a short period of time, and often focus on adult learners. The studies conducted on teaching strategies (for example see Lyster & Ranta, 1997; DeKeyser, 1993; Ellis, Loewen, & Erlam, 2006) also take place in controlled environments and leave out the teachers' attitudes and motivations behind their chosen teaching strategies. Different from previous studies, Leslie Piggott's research (in preparation) takes place over a longer period of time and in a naturalistic setting as will be elaborated below.

3   Research context

Leslie Piggott's longitude research (in preparation) started in schoolyear 2014/2015. A total of 480 Dutch first year secondary school students divided over 10 classes varying in levels of pre-university education (VWO), Senior General Secondary Education (HAVO), Vocational education (MAVO), HAVO/VWO, and MAVO/HAVO participate in this empirical research (Piggott, 2016). The 480 participating students were divided into a control group and intervention group, both consisting out of 240 students. The control group started in 2014/2015 and was followed until 2015/2016. The control group received receive 'regular' EFL lessons, i.e. EFL lessons with explicit grammar instruction (Piggott, 2016). The intervention group started in 2015/2016 and will be followed until 2017. The intervention group did not receive

explicit grammar explanations until May 2017. The students work out of course book *More!* (Puchta & Stranks, 2008) in which every grammar aspect has been removed. In May 2017, the intervention group (now second grade students) receives grammar explanations from the last 1.5 years. Instead of the grammar explanations, the intervention group receives addition reading, writing, speaking, and listening exercises (Piggott, 2016). The teachers involved received the instruction that they were not permitted to provide the students with explicit grammar explanations in the EFL lessons. Besides this instruction, the teachers were given the freedom to design the EFL lessons to their own liking, while keeping the skills the students would be tested on in mind.

Both groups are tested on reading and listening skills four times a year with tests from Cito and Cambridge English Language Assessment. Writing skills are tested three times per year, and oral skills are tested once a year with picture elicited narrative (Piggott, 2016). Piggott's research (in preparation) might change the way in which an EFL curriculum is constructed in secondary schools in the Netherlands.

3.1 Bachelor Thesis Abrahamse (2016)

As mentioned earlier, a substantial amount of research on teaching strategies and grammar teaching has been conducted. However, very little research has been conducted that combines teachers' attitudes towards grammar teaching and class observations in a naturalistic setting. Undergraduate Rosanne Abrahamse (2016) conducted a study on teachers' attitudes and teaching strategies using a questionnaire adapted from Burgess and Etherington (2002), and Abrahamse made use of semi-structured interviews as well as an observation format. However, in her study Abrahamse (2016) did not focus on the differences between regular EFL lessons and EFL lessons in the implicit program. Furthermore, Abrahamse's (2016) types of feedback in the observation form were limited. This paper expanded on the different types of feedback analyzed by Abrahamse (2016).

Abrahamse (2016) results show that the teachers valued statements regarding implicit grammar teaching and explicit grammar teaching above 3 on a 5-point Likert scale. The paired sample t-test revealed that the mean scores were not significant (Abrahamse, 2016). The results show that the teachers estimated they spent 30 per cent per lesson on reading, 25 per cent on writing, 22 per cent on listening, 20 per cent on speaking, and 3 per cent on grammar.

3.2 The present study

This study functions as a treatment fidelity. Smith, Daunic, and Taylor (2007) point out that treatment fidelity is "defined as the strategies to monitor and enhance the accuracy and consistency of an intervention to ensure it is implemented as planned" (p. 122). This study contributes to Piggott's research (in preparation) by showing how the implicit EFL lessons are executed by observing the different teaching strategies teachers use and how they omit grammar instruction. Furthermore, it illustrates the differences between the regular EFL lessons and the EFL lessons in the implicit teaching program. Teaching strategies differ per teacher and may influence the students' grades, and eventually Piggott's research (in preparation) results. By measuring treatment fidelity and attitude, study outcomes can be traced back easier to the intervention rather than to incidental factors (Smith, Daunic, & Taylor, 2007). In the case of reported insignificant results, a treatment fidelity tests enables researchers to analyze and evaluate a research for effectiveness and/or faulty administration (Smith, Daunic, & Taylor, 2007). Furthermore, the importance of teachers' attitudes towards grammar teaching lies in the fact that EFL teachers design the curriculum, i.e. attitudes are related to the curriculum content. As mentioned earlier, teachers' attitudes towards grammar decide the structure of an EFL lesson (Basturkmen, Loewen, & Ellis, 2004). By conducting interviews teachers have the opportunity to elaborate on their personal views and attitudes towards grammar teaching as well as provide an insight in the motivation behind their teaching strategies. This study also portrays how

implicit EFL teaching is conducted in a naturalistic and uncontrolled setting. It shows the difference between the regular EFL lessons and the implicit EFL lessons.

4. Research questions and hypotheses

This study aims to provide a clear picture of which teaching strategies are used in an implicit grammar teaching program, show teachers' attitudes towards grammar teaching, and demonstrate any relevant differences between regular EFL lessons and implicit EFL lessons. This study does so by asking the following research questions:

Research question 1: What are the attitudes of Dutch English as a Foreign Language (EFL) teachers in a Dutch secondary school towards implicit grammar teaching and grammar teaching in general?

Hypothesis 1: It is expected that teachers have gained more experience during both schoolyears and therefore have become more creative in their activities. It is expected that teachers who have had a positive attitude towards implicit grammar teaching will have remained positive. It is expected that teachers who are in favor of explicit grammar teaching will have had significant time and experiences during Piggott's research (in preparation) to change their views on implicit grammar teaching. Consequently, it is expected that the teachers will have found more time to help students develop other skills such as listening, writing and speaking in English, which might result into a positive attitude towards implicit grammar teaching.

Research question 2: How do English as a Foreign Language (EFL) teachers in a Dutch school, enrolled in an implicit grammar teaching program, implement implicit grammar instruction in their classrooms?

Sub-question 2.1: Which types of explicit and implicit corrective feedback do the teachers enrolled in an implicit grammar teaching program use in their classrooms?

Hypothesis 2: it is expected that the EFL lessons in the implicit teaching program have a focus on meaning rather than a Focus on Form. This is because the teachers are not allowed to provide the students with explicit grammar explanations.

Hypothesis 2.1: Abrahamse (2016) found that the CF consisted of 28% recasts and 16% elicitations. 17% of the CF consisted out of explicit corrections. It is expected that teachers will continue using implicit CF the most, the reason being that the teachers now have gained more experience in implicit teaching.

Research question 3: What are the differences in teaching strategies and providing corrective feedback between the regular English Foreign Language (EFL) lessons and English Foreign Language lessons from an implicit grammar teaching program?

Hypothesis 3: It is expected that the regular EFL lessons will have less time and attention for reading, listening, speaking and writing. Due to the fact that the EFL lessons in the implicit grammar groups do not have any explicit grammar instruction, these classes will receive more English input, and there will be more attention for different EFL skills such as reading, listening, speaking and writing. Furthermore, grammar explanation is expected to be the most significant difference between the regular and implicit EFL lessons. Furthermore, it is expected that the regular EFL lessons contain more explicit corrective feedback because the teachers are allowed to explain the grammar rules explicitly to the students.

5. Method

5.1 Participants

During this study a total of seven Dutch EFL teachers were observed with regard to teaching strategies and providing corrective feedback during their lessons. In addition, the teachers were given a questionnaire and were interviewed. Five of the seven observed teachers teach both the first and the second grade, whereas three teachers only teach the first grade. The second grade teachers teach the intervention group of Piggott's study (in preparation). The first grade is not enrolled in the implicit teaching program and therefore has regular EFL lessons. For the second grade teachers it is the second year of teaching in the implicit program. Teacher experience various from 3 to 12 years of teaching experience, as can be seen below in table 1. Teacher 1 through 5 are enrolled in the implicit teaching program and teacher 2, 6, and 7 teach the regular EFL lessons. Note, teacher 2 teaches both in the implicit program and regular EFL lessons.

Table 1 Overview teachers

Teacher	Teaching experience	Years at the school	Class	Teaches intervention group or regular group
1	12	5	MAVO, HAVO	Intervention
2	12	12	MAVO, HAVO, VWO	Intervention & regular
3	12	12	VWO	Intervention
4	12	7	MAVO	Intervention
5	19	12	HAVO	Intervention
6	10	5	VWO	Regular
7	3	3	HAVO	Regular

5.2 Class observations

In order to answer the second and third research question, class observations were conducted. The class observations were conducted among the seven teachers. A total of 20 EFL lessons were observed, 10 implicit EFL lessons and 10 regular EFL lessons. The aim was to observe two lessons from each teacher in order to portray a complete picture of the different teaching strategies and corrective feedback types used in the EFL lessons. However, due to teachers' absence and class cancellations it was not possible to observe all teachers an equal amount of

time. Therefore, teacher 1 was observed four times and teacher 4 and 5 were observed once. In addition, for the regular EFL lessons observations, teacher 2 was observed 6 times, and teachers 6 and 7 were observed 2 times. Both the regular EFL lessons and the implicit EFL lessons were observed to show the differences between the implicit teaching program and the regular EFL lessons. The teachers were not asked to design grammar sensitive lessons, which ensured the naturalistic setting of Piggott's research (in preparation) without the intervention of an observant. The contents of the lessons differed each time. The lessons were observed with the help of an adapted version of Abrahamse's (2016) observation form. The current observation form is based on Sheen and Ellis (2011) and Tedick and De Gortari (1998). The observation form contained both implicit and explicit teaching strategies, such as 'comparison with L1 output', 'making the to-be-learned form explicit', 'inductive teaching', and 'focus on meaning'. Different from Abrahamse (2016), different types of feedback such as recasts, prompts, elicitations, repetition, explicit correction, and clarification requests were added to the form. The form also contained a section in which the observer could note other actions during the lessons which was not covered by the above-mentioned labels. Recasts, prompts, elicitations, repetitions, and clarification requests do not explicitly indicate an error has been made and can therefore be labeled as implicit teaching (Ellis, Loewen, & Erlam, 2006; Lyster, 1998). Other strategies such as 'making the to-be-learned form explicit', metalinguistic clues, and explicit correction are considered explicit teaching because they explicitly indicate an error has been made, or the grammatical aspect is made explicit. For an example of the observation form see Appendix A. It must be noted that the EFL lessons were not recorded.

The observation form contained different teaching strategies and CF types that will be briefly elaborated below.

Teaching strategies

The first strategy is, teaching the lesson in English, is a strategy in which the teachers speaks English to the students as much as possible. The students are given instructions and explanations in English, and small talk with students is done in English as well.

The second strategy, focus on meaning, is a strategy in which the focus is on meaning rather than (linguistic) form, i.e. the meaning is more important than the form. A lesson could be categorized as 'focus on meaning' when the teacher did not focus on the linguistic aspect of the language but rather focused on communicating with the students. For example, a lesson in which homework was checked on a class level and the teacher corrected the students would not qualify as a lesson that had 'focus on meaning' because the communication was less important than the right answers. A lesson that contained reading, writing and speaking exercises, e.g. teacher asked students about their holidays, favorite TV-shows, hobbies, etcetera, would classify as a lesson with 'focus on form' because communication was the most present during that lesson.

The third strategy, providing correct input, overlaps somewhat with the different CF types. Therefore, as can be seen in table B, the instances of the teachers providing correct input to the students were counted. All teaching strategies and CF types were considered providing correct input, excluding inductive teaching, comparison with L1 output, repetition, providing metalinguistic clues, clarification request and no response.

The fourth strategy, prosodically emphasizing input, may result in better information uptake by the students, as the students' attention is focused on the correct forms (Abrahamse, 2016).

Inductive teaching, the fifth strategy, is when the teacher does not present the students immediately with the grammar structure but first lets the students figure out something about

the grammar structure themselves. With the help of different input, the students have to come up with a grammar rule themselves.

The sixth strategy, comparison with L1 output, is when a teacher compares the students' (incorrect) L2 output with the L1, this shows students how some grammatical aspects in the L2 overlap/are similar to the grammatical aspects of the L1.

The seventh strategy, making the to-be-learned form explicit, the teacher provides the students with the correct form without providing a metalinguistic explanation.

An extra teaching strategy, explicit grammar explanation, was added to the observation form when observing the regular EFL lessons.

Corrective Feedback Types

The different CF types on the observation form are based on Tedick and de Gortari (1998); Lyster and Ranta (1997), and will be briefly explained here.

The first CF type, recasts, is when the teacher partly or completely reformulates the student's incorrect utterance without repeating the error.

The second CF type, prompts, is when a teacher provides the student with hints in order for the student to produce the correct output.

The third CF type, elicitations, is when a teacher provides the students with information in order for the student to produce the correct output.

The fourth CF type, repetition, is when a teacher repeats the students' L2 output.

The fifth CF type, explicit correction, is when a teacher explicitly tells the student his/her output is incorrect and after provides the student with the correct output.

The sixth CF type, providing metalinguistic clues, is when a teacher provides helps the student produce correct output by hinting on the metalinguistic rules.

The seventh CF type, no response, is when the teacher hears the students' incorrect output, but decides not to respond to it for various didactic and/or pedagogical reasons.

The eighth CF type, clarification request, is when the teacher either asks the student to repeat what s/he has said or the teacher indicates the output is unintelligible, in order for the student to adjust his/her output.

5.3 Questionnaires

To answer the first research question, all seven teachers were asked to fill out an adapted version of a questionnaire based on Burges and Etherington (2002). This questionnaire is the same as used by Abrahamse (2016). The questionnaire contained 24 statements regarding grammar teaching. The statements can be divided into two sections: questions pro explicit grammar or pro implicit grammar. Burgess and Etherington (2002) do not specify which questions belong to which section, therefore the questions were categorized by the researcher herself for this paper and approved by Piggott. The questionnaire contained 10 questions pro explicit grammar and 8 questions pro implicit grammar, not counting questions 1a, 1b, 1c, and 1d (see Appendix B). Abrahamse (2016) proved the validity of this questionnaire by using Cronbach's Alpha and showed that "the internal consistency was high, with a Cronbach's Alpha of .839 for the explicit construct and .776 for the implicit construct" (p. 17). Therefore, in this present study the reliability was not tested, the reason being that this study was conducted in the same environment in which Abrahamse (2016) conducted her study. The questionnaires in this study were analyzed in a quantitative manner and an example of the questionnaire can be found in Appendix B.

5.4 Interviews

To get a better insight into the teachers' attitudes and reasons behind using certain teaching strategies, two adapted versions of Abrahamse's (2016) semi-structured interviews were

conducted with the seven teachers. Interview A was conducted among teachers enrolled in the implicit teaching program and interview B was conducted among the teachers teaching the regular EFL lessons. The reason to develop two versions of the semi-structured interview is that questions regarding teaching in the implicit EFL program could not have been answered by teachers not enrolled in the implicit EFL program. Interview A contains added questions regarding the differences in teaching didactics in comparison to last year, the teachers' views of what the biggest differences are between the regular EFL lessons and the implicit EFL lessons, whether or not their opinion on implicit grammar teaching has changed, and 'vocabulary' was added as a lesson subject. Interview B contains added questions about whether or not the teachers use implicit teaching in their classroom and 'vocabulary' was added as a lesson subject. All the teachers were asked to give an estimation of a division of the various skills such as listening, reading, writing, speaking, time spent on vocabulary, and (occasional) grammar instruction. The interviews took up about 30-40 minutes and contained questions regarding use of other materials in class, as well as questions regarding using different elements of implicit grammar teaching in the future. The interviews were transcribed, labeled, and analyzed for qualitative data. Interview A and B can be found in Appendix C. The unchanged interview questions that can also be found in Abrahamse (2016) were given the same labels as Abrahamse (2016) had done. The added questions were divided under one of the existing themes, or when needed, given a separate theme.

6. Results

In this section the collected data will be discussed. First the questionnaire results will be discussed, followed by the class observations and ending with the qualitative analysis of the conducted semi-structured interviews.

RQ 1: Attitudes towards grammar teaching

6.1 Questionnaire results

All seven teachers were asked to fill in an adapted version of Burgess and Etherington's (2002) questionnaire. Table 2 shows the mean scores of statements 1a, 1b, 1c, and 1d. These questions contained statements regarding grammar in general and are therefore calculated separately from the rest of the questionnaire in Table 2, the calculations of the rest of the questionnaire can be found in Table 3. The teachers in the intervention group seemed to agree the most with statement 1c. This reveals that the teachers believe grammar functions as a refinement rather than have a main role in language teaching. Statement 1a, grammar is as a framework for the rest of the language, a basic system to build everything else on, is least agreed upon in the intervention group. Note, there is considerable variation among the teachers (SD = 0.96). In the control group teachers do not seem to have a strong preference towards one of the four statements. An independent samples t-test shows that there is only a significant difference between the intervention and control group regarding statement 1a (t = -2.902; p = 0.0268).

Table 2

Mean Score and Standard Deviation (SD) of the intervention teachers (N=5) (I), and regular teachers (N=3) (R) attitudes towards grammar teaching.

Question Grammar is as…	Mean_I	SD_I	Mean_R	SD_R
1a: a framework for the rest of the language, a basic system to build everything else on	1.75	0.96	3.33	0.58
1b: The building blocks of language, which are combined to form a whole	2.75	0.96	3.33	0.58
1c: Something which is added on to language proficiency, refinement of more basic language knowledge	3.75	0.50	3.67	0.58
1d: An equal pillar in supporting language proficiency, (other pillars could be knowledge about pronunciation, appropriacy or culture etc.)	3.25	0.96	3.67	0.58

Table 3 shows the mean scores for attitudes towards implicit and explicit grammar teaching. The teachers in the intervention group scored 2.82 on pro explicit grammar teaching statements and 4.07 on pro implicit grammar teaching statements. The teachers from the regular group scored 3.36 on pro explicit grammar teaching statements and 3.14 on pro implicit grammar teaching statements. The mean of the implicit grammar teaching statements is higher in the intervention group, however, an independent samples t-test showed that there is only a significant (with a 5% significance level) difference between the scores of the intervention and control group on the pro implicit grammar teaching statements ($t = 6.516$; $p = 0.044$).

Table 3: Mean score and Standard Deviation (SD) of the teachers in both the intervention (N=5) and regular group (N=3) for attitudes towards implicit and explicit grammar teaching.

	Mean_I	SD_I	Mean_R	SD_R
Explicit	2.82	0.25	3.36	0.39
Implicit	4.07	0.18	3.14	0.20

Table 4 shows the mean scores per teacher on the explicit and implicit grammar teaching statements. Teachers 1 through 5 are enrolled in the implicit teaching program and show a (slight) preference towards the statements regarding implicit grammar teaching.

Table 4: Mean score per teacher on explicit and implicit statements.

Teacher	Explicit	Implicit
Teacher 1	2.73	4.14
Teacher 2	3.18	3.38
Teacher 3	2.40	4.25
Teacher 4	3.18	3.88
Teacher 5	2.64	4.00
Teacher 6	3.09	3.25
Teacher 7	3.64	2.88

Comparison with results Abrahamse (2016)

Abrahamse (2016) questionnaire results can be seen below in table 5. Note: there is a difference in teachers who participated in Abrahamse's (2016) study and in this current study as can be seen in Table 1 under "participants". The current, (i.e. second year) of the longitude research has 5 teachers enrolled in the implicit teaching program and 3 in the regular program, whereas the first year of this longitude reseach (i.e. Abrahamse's (2016) study) had 7 teachers enrolled in the implicit teaching program. A paired samples t-test reported no significant differences between the current study and the results from Abrahamse (2016) regarding statements 1a through 1d.

Table 5: Results current study (N=5) and results Abrahamse (2016) (N=7) on statements 1a through 1d

Question: Grammar is as …	Results current study		Results Abrahamse	
	M	SD	M	SD
1a: a framework for the rest of the language, a basic system to build everything else on	1.75	0.96	2.71	1.25
1b: The building blocks of language, which are combined to form a whole	2.75	0.96	3.00	1.16
1c: Something which is added on to language proficiency, refinement of more basic language knowledge	3.75	0.50	4.29	0.49
1d: An equal pillar in supporting language proficiency, (other pillars could be knowledge about pronunciation, appropriacy or culture etc.)	3.24	0.96	3.43	0.54

The reported data in Table 6 do not show significant differences between the means in the current study and the study by Abrahamse (2016) with regards to the remaining statements in the questionnaire. A paired samples t-test reported no significant differences between the intervention groups in both studies.

Table 6: Results Abrahamse (2016) and this current study on statements 2 through 20. Only intervention group reported (N=5).

	Results current study		Results Abrahamse	
	M	SD	M	SD
Explicit	2.82	0.25	3.09	0.46
Implicit	4.07	0.18	3.59	0.58

RQ 2, 2.1, 3: Implementation; intervention group and regular group

6.2 Class observations

As mentioned before, 20 lessons in total were observed; 10 lessons from the implicit teaching program and 10 regular EFL lessons. The teaching strategies and different feedback types were counted and labeled. This section will first discuss the differences in teaching strategies before discussing the differences in uses of CF types. The observed lessons in both the intervention group and the regular group differed per subject, content and context. Table 7 contains a short overview of the different observed lessons.

Table 7: Overview content observed lessons.

	Intervention group	**Regular group**
Lesson 1	Students' homework assignments were checked on a class level. The students were asked about the different shapes they knew in English. The students did a speaking, listening and reading assignment. The students had to translate a part of their vocabulary list. Teacher: 4 Level: MAVO	Lesson was devoted to checking students' homework assignments on a class level. As homework students had to fill in a table with words ending in – ing. Teacher: 2 Level: HAVO/VWO
Lesson 2	Students had to discuss their translations of the vocabulary list in pairs, and other homework assignments were checked in class. The students had to watch a video about the ocean and had to work independently in silence on the leftover assignments. Class was dismissed earlier than usual. Teacher: 5 Level: HAVO	Lesson was devoted to checking students' homework assignments on a class level. As homework students had to fill in a table with words ending in – ing. Teacher: 2 Level: MAVO
Lesson 3	Lesson was devoted to checking students' homework assignments on a class level. Teacher: 2 Level: HAVO	Lesson was devoted to checking students' homework assignments on a class level. As homework students had to fill in a table with words ending in – ing. Teacher: 2 Level: HAVO
Lesson 4	Students had to write a letter to their fictional pen pal Jonathan. This was an assignment done in the first grade. Some	This lesson was devoted to checking the students' answers on a class-level. Due to cancelled classes, this took up the entire lesson.

	students were picked to read their letter out loud in class. Teacher: 2 Level: HAVO/VWO	Teacher: 2 Level: HAVO/VWO
Lesson 5	Students had to come up with their own top5 of favorite athletes. Students had to write a factsheet about their number 1. Students had to watch a Bear Grylls episode and discussed whether he was manly or insane. Students read a text about Bear Grylls independently and later on out loud in class. Teacher: 1 Level: MAVO	Students were given three texts to read about different jobs. Part of the lesson students had to work for themselves independently. Teacher: 2 Level: HAVO
Lesson 6	Students had to write down words they associated with a holiday. The students had to start with a new unit from the course book. Three students read a dialog out loud. The rest of the class students had to work independently in silence. Teacher: 1 Level: MAVO	Spontaneous short recap of the correct use of 'do/does'. Answer checking on class-level with regards to correct use of present continuous. Teacher: 2 Level: HAVO
Lesson 7	In groups students had the whole lesson to translate a new vocabulary list. The answers were read out loud at the end of class. Teacher: 1 Level: HAVO	Focus of lesson was on speaking in pairs. Students had to ask each other questions about their favorite food, their hobbies and favorite subjects in school. Teacher: 7 Level: HAVO
Lesson 8	Students had to discuss the following questions in class: 1. Who wants to be a millionaire? 2. What did you do on your holiday? Students read a text about people who had won the lottery and had to fill in the exercises in pairs. Teacher: 1 Level: MAVO	Students had to read for themselves. Students were given a mock test of the different words in their vocabulary list. Teacher: 7 Level: HAVO
Lesson 9	Students had to write a postcard while using an adjective in each sentence. Their postcards were swapped in class and students had to underline the adjectives and replace it with a synonym. Teacher: 3 Level: VWO	Students' answers were checked on the grammatical 'articles'. Students' homework answers were checked on a class level. Lesson ended with a vocabulary game in which students had to correctly spell different words from their vocabulary list. Teacher: 6 Level: HAVO

Lesson 10	Students had to link different invitations to the correct pictures. Students had to fill in a gap text. After that, students had to write their own (birthday) invitation and some students had to read it out loud in class. Other students had to listen and repeat in their own words what the most important information in the invitation was. Teacher: 3 Level: VWO	Students were asked about what they remembered about the present continuous. Students listened to a song about present continuous and had to underline the occurring present continuous tenses in a text. Students read a text about birthdays. Teacher: 6 Level: HAVO

6.2.1 Observations teaching strategies intervention group

Firstly, the lesson observations of the intervention group will be discussed. The observed lessons from the intervention group were all second grade lessons but varied from level MAVO/HAVO, HAVO, HAVO/VWO, and VWO. The observed lessons also varied in content, i.e. every observed lesson discussed different subjects and therefore all lessons differed from each other in content.

During the observations, it became clear that not all listed teaching strategies were used by the observed teachers. As can be seen in figure 1, all teachers taught their lessons in English. It did occur however, that in some cases a student would not understand the teacher (even after several attempts of the teacher). In such cases the teacher would switch to Dutch. Eight lessons had focus on meaning, 65 occurrences of providing correct input were counted. There was one instance of comparison with L1 output, and two instances of making the to-be-learned form explicit. Prosodically emphasizing input and specific inductive teaching did not occur.

6.2.2 Observations teaching strategies regular EFL lessons

The regular EFL lesson observations will be discussed here. The observed lessons in the regular EFL group also varied in levels from MAVO/HAVO, HAVO, HAVO/VWO, and VWO. It must be noted that all these lessons were observed in the first grade due to Piggott's (in preparation) research set up. As mentioned before, the control group started in 2014/2015.

Therefore, there were no regular EFL lessons in the second grade. Furthermore, during the observations the lessons varied from content per lesson.

Below, Figure 1 and 2 show the total instances of every teaching strategy for the observed lessons in both the intervention and regular EFL lessons. The most observed teaching strategy is providing correct input by the teachers. The regular EFL lessons had 91 instances in total, whereas the intervention group had only 75 instances. The intervention group had more often a focus on meaning, namely 8 times in general, whereas the regular EFL lessons had only 3 instances. Furthermore, the regular EFL lessons had 2 instances of inductive teaching and 2 instances of explicit grammar explanations, while the intervention group did not have any inductive teaching nor explicit grammar explanations.

Figure 1: Comparison teaching strategies intervention group and regular EFL lessons
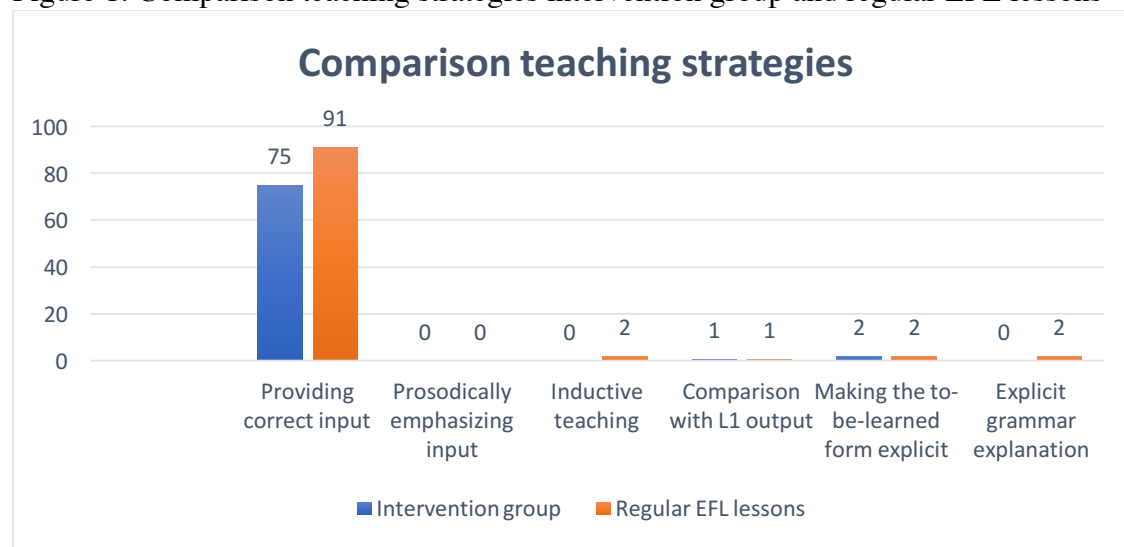
Figure 2: Comparison teaching strategies intervention group and regular EFL lessons
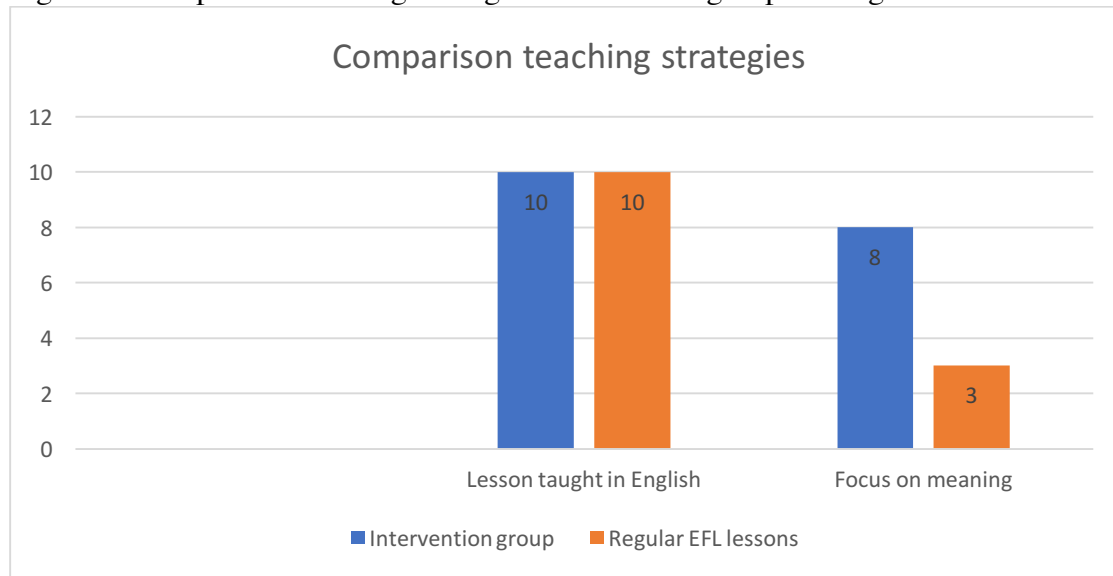
Table 8: Independent samples t-test on teaching strategies between the intervention group (I) and the regular EFL lessons (R). Reported averages are the number of instances per lesson, (N = 10).

Teaching strategy	Mean_I	SD_I	Mean_R	SD_R	t	p-value
Focus on Meaning	0.80	0.422	0.30	0.483	2.466	0.024
Providing correct input	7.5	6.294	9.10	5.587	-0.601	0.555
Inductive teaching	0.00	0.000	0.20	0.422	-1.500	0.168
Explicit grammar explanation	0.00	0.000	0.20	0.422	-1.500	0.168

Table 8 shows the output of independent samples t-tests on the difference between the averages in teaching strategies observed between the intervention group and regular EFL lessons. Table 8 only contains four different teaching strategies that were tested in the independent samples t-test because the other teaching strategies did not show any difference between the intervention and the regular EFL lessons. The independent samples t-test on focus on meaning shows that there is a significant (at the 5% level) difference between the intervention group and the regular EFL lessons (t = 2.466; p = 0.024).

6.2.3 Observations CF types intervention group

To demonstrate the spread of the occurred CF types in the observed lessons, Table 9 shows

the different CF types that occurred per lesson in the intervention group.

Table 9: Occurred CF types in the observed implicit EFL lessons

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Recasts	2	1	0	9	1	2	1	4	3	3
Prompts	2	2	1	1	2	1	0	1	0	2
Elicitations	1	0	0	3	1	0	0	1	1	1
Repetitions	1	0	2	3	0	2	1	0	1	0
Explicit corrections	2	1	9	12	0	0	3	0	0	2
Metalinguistic clues	2	0	0	2	0	0	1	0	0	1
Clarification request	0	0	0	0	0	0	0	0	1	0
No response*	0	0	2	1	1	0	0	1	0	6

*CF type 'no response' was counted when the student's output contained one or multiple
grammar errors but the teacher did not respond to these errors.

Some examples of the occurred CF types in the lessons from the intervention group and the
regular EFL lessons:
Example 1: Recasts

A) Student: So we did the exercise and control it.

   Teacher: checked it.

B) Student: a person who goes to a country to find about it.

   Teacher: to find out about it.

Example 2: Prompts

A) Student: *Ik weet niet wat* sight-seeing *betekent*.

   Teacher: When I'm on vacation I go sight-seeing. *Wat doe je dan*?

   Student: *dingen bekijken*.

B) Student: [looking at a picture] they look happy.

   Teacher: All of them or ..?

   Student: only the boy.

Example 3: elicitations

A) Student: *Wat is mentoruur in het Engels*?

Teacher: *'mentor' mag je letterlijk vertalen en 'les' moet je nog vertalen naar het Engels*.

B) Student: [exercise in which adjectives have to be used] I don't know what to write down about this person in the picture.

Teacher: Look closely, it is a sensitive person, is it an emotional person?

Example 4: Explicit corrections

A) Teacher: *Wat is aardrijkskunde*?

Student: Geographic

Teacher: No, it's geography, *want* geographic *betekent geografisch*

B) Student: Adventure *is avonturier*.

Teacher: No, adventure *is een avontuur*.

Example 6: Metalinguistic clues

A) Teacher: *Je kan niet vragen* "what is your favorite subjects?" *Het is meervoud dus je moet iets veranderen*.

B) Teacher: *Die eerste zin deed je heel goed door de tijd achterin de zin te zetten, dat mag je bij alle zinnen doen*.

Example 7: Clarification request

A) Student: He study

Teacher: He what?

Student: He studies

B) Student: At he finishes.

Teacher: At what?

Student: At ten to nine.

6.2.4 Observations CF types regular EFL lessons

To demonstrate the spread of the different CF types, Table 10 shows the occurred CF types per observed regular EFL lesson.

Table 10: Occurred CF type per regular EFL lesson.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Recasts	5	2	8	2	6	5	1	1	2	3
Prompts	1	3	6	1	1	3	0	0	2	2
Elicitations	4	0	3	1	0	3	0	1	1	0
Repetitions	5	2	10	2	1	4	2	0	1	3
Explicit corrections	6	1	1	3	1	7	0	2	1	2
Metalinguistic clues	4	2	2	1	0	4	0	0	1	0
Clarification request	0	0	0	2	0	0	0	0	0	2
No response	0	0	0	0	5	2	2	0	0	0

Below, Figure 3 shows the differences between the occurred CF types in the lessons from the intervention group and the occurred CF types in the regular EFL lessons. There occurred 11 no responses in the intervention group, whereas 9 no responses occurred during the regular EFL lessons. There were 4 clarification requests in the regular EFL lessons and the intervention group only counted one clarification request from the teacher. A bigger difference is found in providing metalinguistic clues: the intervention group only counted 6 instances, whereas the regular EFL lessons counted 14 instances. There were 29 instances of explicit corrections in the intervention group versus the 24 instances of explicit corrections in the regular EFL lessons. The amount of repetitions in the intervention group was much smaller than the amount of repetitions during the regular EFL lessons, i.e. there were 10 repetitions counted in the intervention lessons, whereas there were 30 in the regular EFL lessons. In the intervention group, there were 8 elicitations and 12 prompts, the regular EFL lessons had 13 elicitations and 19 prompts. The intervention group had 26 recasts and the regular EFL lessons had 35.

Figure 3: CF types intervention group and regular EFL lessons combined

Comparison CF types
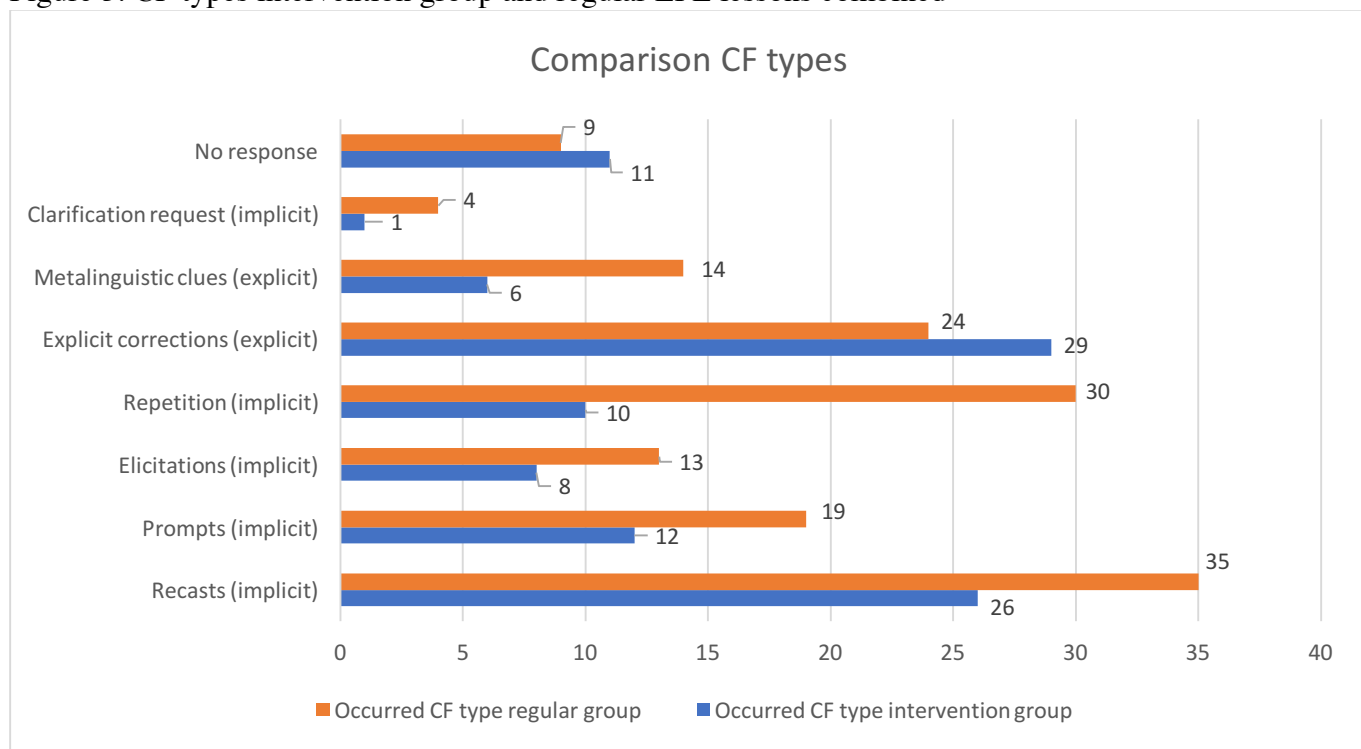
Table 11 shows the outcomes of an independent samples t-test that was conducted among all CF types that occurred in the observed intervention group lessons and in the regular EFL lessons. There were no significant (at a 5% level) differences found between the intervention group and the regular EFL lessons.

Table 11: Independent samples t-test on CF types between the intervention group (I) and the regular EFL lessons (R), (N = 10)

CF type	Mean_I	SD_I	Mean_R	SD_R	t	p-value
Recasts	2.6	2.547	3.5	2.369	-0.818	0.424
Prompts	1.2	0.789	1.9	1.792	-1.131	0.273
Elicitations	0.8	0.919	1.3	1.494	-0.901	0.379
Repetitions	1	1.054	3	2.867	-2.07	0.053
Explicit corrections	2.9	4.202	2.4	2.319	0.329	0.746
Metalinguistic clues	0.6	0.843	1.4	1.578	-1.414	0.174
Clarification request	0.1	0.316	0.4	0.843	-1.053	0.314
No response	1.11	1.853	0.9	1.663	0.254	0.802

RQ 1, 2, 2.1, 3; Attitudes and implementation

6.3 Interview analysis

All seven teachers were interviewed. As mentioned before, adapted versions of interviews were conducted among the teachers teaching the intervention group and teachers teaching the regular EFL lessons. The interview questions are divided into different themes such as; Devoted time per language skill, materials used, students' awareness of missing grammar, providing feedback, dealing with grammar related questions, personal experience with the implicit grammar teaching program, and attitudes.

Devoted time per language skill

The teachers were asked to give an estimation of the time spent per lesson on different skills such as reading, listening, speaking, writing, vocabulary, and grammar instruction in the first and second grade this year (2016-2017), and on the first and second grade last year (2015-2016). Table 12 shows the independent samples t-test on the estimated time spent on skills per

lesson between the intervention group (second grade 2016-2017) and the regular EFL lessons (first grade 2016-2017). There were no significant (at a 5% level) differences found between the intervention group and the regular group.

Table 12: Independent samples t-test on estimated percentage of time spent on skills between the intervention group (I) and the regular EFL lessons (R).

Skill	Mean_I	SD_I	Mean_R	SD_R	t	p-value
Reading	24%	6.519	21.7	7.638	0.462	0.66
Listening	16	5.477	16.7	5.774	-0.164	0.875
Speaking	19	7.416	6.7	5.774	2.443	0.05
Writing	12	5.701	10	5.000	0.500	0.635
Grammar instruction	1	2.236		11.547	-2.571	0.118
Vocabulary	28	8.367	26.7	2.887	0.26	0.804

Figure 4 below shows the average estimate on skills by the seven teachers. The differences between the first grade intervention group (2015-2016) and the regular first grade (2016-2017) range through all skills. The biggest difference can be found in grammar instruction. The regular EFL teachers spent on average 17 percent of their lessons on grammar, whereas the intervention teachers (2015-2016) spent only 1 percent on grammar. The time spent on vocabulary in the first grade (2015-2017) and the first grade (2016-2017) differs 7 percent point. The estimated time spent on vocabulary in the first grade (2015-2016) and the first grade (2016-2017) differs 9 percent point. There is a 2 percent point difference in time spent on listening, and only a 1 percent point difference in both reading and writing.

Figure 4: Estimate time spent on skills per lesson

Estimate time spend on skills per lesson

Skill	2015 2016 first grade	2016 2017 second grade	2016 2017 first grade
Reading	23%	24%	22%
Listening	15%	16%	17%
Speaking	14%	19%	7%
Writing	11%	12%	10%
Grammar instruction and practice	1%	1%	17%
Vocabulary	36%	28%	27%

■ 2015 2016 first grade   ■ 2016 2017 second grade   ■ 2016 2017 first grade
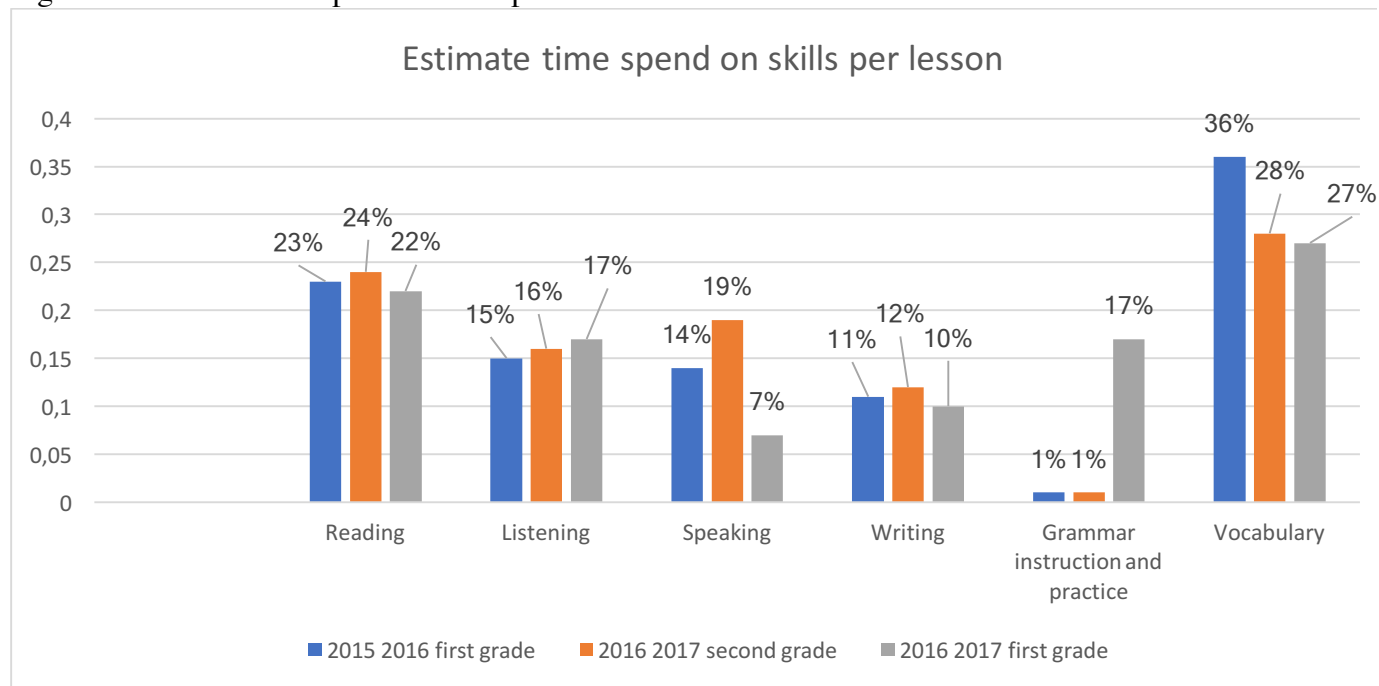
Materials used

All teachers both enrolled in the implicit teaching program and teaching the regular EFL
lessons, indicated that they used additional material to the course book and developed reader
by the English department. Extra reading material is most frequently used as additional
material, followed by interactive games. Movies accompanied by relevant questions,
YouTube clips and the website British Council were also used. Additional listening, writing
and speaking material was used by the teachers as well.

Students' awareness of missing grammar

The teachers teaching the intervention group indicated that very few students noticed the
grammar missing from the curriculum. Two teachers indicated that only 1 to 10 students per
year ask questions relating the absence of grammar in the curriculum. Two teacher indicated
that no student has notice the missing grammar, and another teacher mentioned that 2 to 3
students a month ask about the missing grammar. A possible explanation provided by the

teacher was the fact that some students have English tutors who are not informed about Piggott's (in preparation) research, and therefore practice grammar with the students outside of school.

Dealing with grammar related questions

The teachers were allowed to tell their students briefly about the research that was pending. Regarding grammar related questions posed by students, three teachers had told the students about the longitudinal research. One teacher mentioned the research to the students even before there were any questions from the students. One teacher avoided these questions by mentioning, for example that it is not important at that very moment, and another teacher did not receive any questions from students.

Four teachers indicated that 1 to 10 students per year ask about grammatical aspects of a language. One teacher indicated that she did not receive any questions from the students. When teachers were asked about grammatical aspects of the L2, the questions were mostly about what the mistake was and what the correct form would be.

The teachers' reactions on the grammar related questions did not differ very much. Four teachers said that they would react by correcting the student's mistake by providing the correct output. One teacher would also provide the students with some correct examples, as well as respond with the grammatically correct formulated spoken sentence.

Providing feedback

When dealing with grammar mistakes in students' written works, the teacher enrolled in the implicit teaching program indicated that they would sometimes underline the mistake without paying any further attention to it, or they would provide the student with the correct form.

Sometimes the teachers would choose not to underline a student's error, because the error would not have been significant enough to disrupt the sentence.

The teachers teaching the regular EFL lessons indicated that they would underline the error and, if it was an error commonly made multiple students, the teachers would explain the grammar rule on a plenary level. Furthermore, one teacher said that, for practical reasons, she did not correct every error made by students.

When students make errors during speaking, three teachers from the intervention group mentioned they would correct the error by providing the student with the correct form by emphasizing it in their reaction. Two teachers from the intervention group indicated that they would correct the error without providing any grammatical explanation. Furthermore, a teacher explained that she would not correct errors in speech when it was not an error that interrupts speech.

Teachers teaching the regular EFL lessons indicated that they did not correct students' speech. A reason being that the teacher would not want to shake the students' confidence when speaking English in class. However, one teacher said that she only corrects students' whenever the error keeps coming back in the student's speech. The teachers enrolled in the implicit teaching program did not correct students' speech, unless the students would produce an error that interfered with the students' communication.

The teachers' personal beliefs on providing corrective feedback on speech are somewhat reflected in their teaching. Three teachers indicated that they would use recasts most often to correct a student's error, or correct the student without providing any grammatical explanation. The observed lessons did contain recasts and explicit corrections the most, which seems to reflect the personal preference of the teachers enrolled in the implicit teaching program. Two teachers teaching the regular EFL lessons indicated that they preferred not to correct a student's speech, however, it becomes clear from the observed

lessons that implicit and explicit corrections are used the most in the observed regular EFL lessons.

Personal experience with the implicit teaching program

The five teachers enrolled in the implicit teaching program expressed that they were (extremely) content about not having to teach grammar explicitly.

The teachers were asked about any moments wherein it is difficult not to explain a grammatical structure to the students. Two teachers indicated they did not experience moments in class when they felt restricted, another teacher however did have that feeling. She explained that she would like to explain grammar when students start to 'give the use of the English grammar a personal twist'. When such a moment occurs, she would like to be able to explain what the exact rule is. Two other teachers said it was difficult to refrain from explaining when the students have write a letter or in any other written assignment.

The teachers currently teaching the intervention group have made adjustments in their didactics in comparison to teaching last year's (2015-2016) intervention group. One teacher mentioned that after teaching last year's group, she became more aware of the various repetitions that were needed for students to remember vocabulary and therefore applies more repetitions in her lessons than last year. Another teacher indicated that she now used more vocabulary related games in comparison to last year's intervention group. Two teachers said they used more different (activating) work forms related to vocabulary. Two teachers indicated that they would test the students diagnostically more often than last year.

The teachers teaching the intervention group were asked about what they thought was the biggest difference between the classes enrolled in the implicit teaching program and the regular EFL lessons. Two teachers indicated that they thought the students in the intervention group had a larger vocabulary but they were not able to produce grammatically correct

sentences in their writing. In addition, all teachers enrolled in the implicit grammar teaching program believed the students in the intervention group spoke more English during class than the students in the regular EFL classes. According to one teacher, a possible explanation for this phenomenon is the fact that grammar creates a certain blockage because the students know what is correct and incorrect. The more rules the students know but not necessarily understand and/or cannot apply the rule correctly, which creates a situation in which students feel insecure about their speaking skills.

Attitudes

All teachers mutually agreed that grammar should have a smaller role than it has now. They believed grammar should have a minor role, in which it is subtlety interwoven within exercises. All the teachers agreed that the number of tenses students have to learn are too elaborate and should be reconsidered.

In comparison to last year, the teachers enrolled in the implicit teaching program have acquired an (even more) positive attitude towards implicit grammar teaching. The fact that all grammar exercises and explanations were removed from the course book was, at first, a bit of a challenge for the teachers. It was difficult to create new materials for the students to use. This year however, the teachers experience the 'gaps' in the curriculum as a certain freedom, which they happily fill up with subjects relevant to the students. All teachers enrolled in the implicit teaching program agreed that the gaps allowed them to elaborate on certain subjects, instead of following the course book religiously.

When asked which elements of the implicit teaching program the teachers might want to continue using, all teachers mentioned that they would want to continue teaching grammar implicitly with a few adjustments, however. One teacher mentioned that she would like to continue to teach grammar implicitly, while at the same time keeping in mind the students

that do need grammar rules in order to learn a language. Another teacher mentioned that she would like to teach grammar implicitly, while at the same time eliminate tenses such as the present perfect continuous.

7. Discussion

In this section, the research questions will be answered followed by a short general discussion. Moreover, the limitations of this research and suggestions for further future research will be presented. The research questions can be answered as follows:

Research question 1: What are the attitudes of Dutch English as a Foreign Language (EFL) teachers in a Dutch secondary school towards implicit grammar teaching and grammar teaching in general?

It was expected that the teachers who had a positive attitude towards implicit grammar teaching during the intervention in 2015-2016, would have stayed positive, or became even more positive towards implicit grammar teaching during the intervention in 2016-2017. The teachers valued statements 1c 'Grammar is something which is added on to language proficiency, refinement of more basic language knowledge' the highest out of the four different statements. These statements, however, do not indicate that teachers believe grammar is not necessary to learn an L2 properly without grammar being the actual framework. This research shows that even though all teachers agree that grammar should fulfill a minor role in the EFL curriculum, the questionnaire does not show a significant preference for implicit grammar teaching. A possible explanation for this could be that the statements in the questionnaire may be formulated somewhat bluntly. Consequently, the teachers may not able to agree with such statements because the teachers may have put the statements in their own teaching contexts, which in its turn may affect the teachers' judgments regarding (implicit) grammar teaching. This would be in line with what is shown in Dilāns (2016): when looking from a teacher's perspective, limited

time in the curriculum and former experiences in the classroom might play a role in filling in the questionnaire. Therefore, it may be difficult for teachers to strongly agree or disagree with a statement. The teachers enrolled in the implicit teaching program do, however, show a higher mean score on the implicit grammar teaching statements in comparison to the teachers not enrolled in the program. The teachers enrolled in the implicit teaching program all indicated during the interviews that they were (extremely) satisfied to teach without specific and/or explicit attention to grammar.

Research question 2: How do English as a Foreign Language (EFL) teachers in a Dutch school, enrolled in an implicit teaching program, implement implicit grammar instruction in their classrooms?

It was expected that the lessons from the implicit teaching program would have focus on meaning. The results show that all teachers taught in the target language, which means that the students are exposed to as much input as is possible in one lesson. Furthermore, the lessons had an overall focus on meaning rather than a focus on form. This is in line with the teachers' attitudes regarding the minor role grammar should have in the lessons. As can be seen in Figure 1, there were no instances of explicit grammar teaching. However, there were also no instances of inductive grammar teaching observed in the intervention group. A possible explanation for this is that the observed lessons did not contain grammar-sensitive subjects, or when a grammar related subject did occur, the students had discussed the subject in a previous lesson, i.e. the students did not learn new grammar rules from the teacher in those specific lessons. Another possible explanation could be that the teachers avoided inductive teaching on purpose, in order to avoid possible grammar explanations and grammar related questions.

The results also show that there were 16 fewer instances of providing correct input in total counted during the implicit grammar teaching program than in the regular EFL lessons. A

possible explanation for this might be the teachers' preferences for correcting students. All teachers indicated that they prefer not to correct a student unless the student makes a commonly made error and/or an error that interferes with communication.

Sub-question 2.1: Which types of explicit and implicit corrective feedback do the teachers enrolled in an implicit grammar teaching program use in their classrooms?

It was expected that the teachers would continue using implicit types of CF when teaching. This research shows that explicit corrections and recasts were most frequently used in the implicit EFL lessons. This is in line with what the teachers indicated in their interviews. Furthermore, prompts and no response by the teacher were also used often. The least used CF types were the clarification requests and the elicitations. A possible explanation for using explicit corrections the most might be that the EFL lessons are limited and the explicit correction saves the teachers time in class, whereas providing an implicit CF type might take up more time of the lesson. Furthermore, various studies indicate that implicit forms of corrections (e.g. recasts) are not always picked up by students, which means the CF types failed to attribute to acquisition (Ellis, Loewen, & Erlam, 2006). Moreover, research by Lyster (1998) on immersion classrooms in Canada showed that students' repair of erroneous output occurred more frequent after an explicit correction than after an implicit correction (Ellis, Loewen, & Erlam, 2006).

The teachers indicated in their interviews that whenever a student would make a grammatical error in a writing assignment, in most cases the error would be corrected by providing the correct form, without any metalinguistic explanations. The error would be explained on a class level only when it occurred multiple times by more students. Barnard and Scampton (2008) point out that teachers' beliefs about grammar teaching are not always reflected in their teaching because various elements may influence a lesson. Explaining an error made by a student can be

time consuming, therefore, it is possible that a teacher decides to correct the error without providing the student with an elaborate metalinguistic explanation.

Research question 3: What are the differences in teaching strategies and providing corrective feedback between regular English Foreign Language (EFL) lessons and English Foreign Language lessons from an implicit teaching program?

It was expected that the main differences between the regular EFL lessons and the implicit teaching program lessons would be the absence of explicit grammar explanations, and a different time divide over the different skills. It was expected that there would be more time for the teachers to spend time on reading, speaking, listening, writing and vocabulary, because grammar explanations are absent. This research shows that the main differences between the regular EFL lessons and the EFL lessons from the implicit teaching program is the fact that the regular EFL lessons have explicit grammar explanations, whereas the implicit teaching program does not. Besides the significant difference found in explicit grammar explanations, an independent samples t-test reported there was a significant difference between both groups regarding focus on meaning. Furthermore, the EFL lessons from the implicit teaching program show a higher percentage spent on reading, speaking, and writing. The estimated time spent on vocabulary is the same for both groups.

The differences can be found in the occurred frequencies of repetitions, recasts, prompts, and metalinguistic clues that occurred. The regular group had 20 more repetitions, 9 more recasts, 7 more prompts, and 8 more metalinguistic clues than the intervention group.

The teachers teaching the regular EFL lessons used repetitions and recasts the most, closely followed by explicit corrections and prompts, whereas the teachers enrolled in the implicit teaching program used explicit corrections and recasts the most, followed by prompts and no responses. Even though repetitions and recasts were used the most in the regular EFL lessons,

an independent samples t-test reported no significant difference in the use of repetitions and/or recasts between both groups. Moreover, there were no other significant differences found by the independent samples t-test on the other CF types.

The recasts and explicit corrections provided by the teachers enrolled in the implicit teaching program are in line with what they had indicated as their preferred CF type. The teachers teaching the regular EFL lessons indicated that they would not correct errors made by students while speaking. However, one teacher would correct the student when the error was made systematically. It might be possible that the teachers teaching the regular EFL lessons find implicit corrections to affect a student's confidence during speaking less than for example explicit corrections, and therefore the implicit correction is used most frequently.

Although all teachers used the target language in their classrooms, the discourse between teachers and students was still limited to 'classroom talk', i.e. the teachers gave students instructions and short explanations. There were few instances in which the discourse expanded to other topics. This is in line with Krashen's (1982) assumption about L2 input in the classroom. Moreover, the time that teachers have to expose their students to meaningful input is limited: three times a week, 50 minutes per lesson, which in reality is often 40 minutes due to class disruptions of different sorts.

Multiple teachers indicated that the students in the implicit teaching program were not able to produce grammatically correct sentences when speaking and/or writing. A possible explanation for this phenomenon can be found in De Graaff and Housen (2009). They noted that a possible consequence of MFI is the student's lesser ability to produce grammatically correct output. This is due to a shifted focus from grammar to meaningful input, i.e. somewhat neglecting the grammatical aspects of a language.

The teachers used a wide variety of both implicit and explicit forms of CF. The uses of recasts, prompts, and implicit corrections create an environment in which the students are implicitly exposed to their errors, which is beneficial to their L2 development (Lyster, 2004). Furthermore, the explicit corrections might be beneficial to the students enrolled in the implicit teaching program because of the nature of explicit corrections. Explicit corrections help students in developing explicit knowledge about the L2 (Ellis, Loewen, & Erlam, 2006).

In this paper, it is too soon to speculate about the progress students enrolled in the implicit teaching program may have made in their L2. Piggott's (in preparation) results probably will be able to provide a picture of the students' progress of the past two schoolyears.

Relevant issues

This research has its limitations. The number of teachers enrolled in this research is very small. It is difficult to draw strong conclusions from only seven participants. Moreover, the questionnaire was now based on a five point Likert-scale, which may cause teachers to choose 3 when unsure about a statement.

Furthermore, the amount of lessons observed was limited as well. The aim was to observe at least two lessons per teacher, however, due to cancelled classes and absent teachers it was not possible to observe each teacher the same amounts of time. Moreover, only three teachers taught the regular EFL lessons, and one of these teachers also taught in the implicit teaching program. The few teachers teaching the regular EFL lessons, and the teachers enrolled in the implicit teaching make it difficult to draw strong conclusions from their observations because less variation in teaching styles can be observed. Moreover, no distinction has been made in the level of the classes that were observed. The teachers might make different pedagogical and didactical choices when teaching a MAVO class or when teaching a VWO class. In addition, it is not entirely possible to draw strong conclusions from the comparisons made between the

intervention group and the regular EFL lessons because the intervention group and the regular EFL lessons differ in grades, i.e. the intervention group consists out of the second grade and the regular EFL lessons consists out of the first grade. To make a better comparison between the lessons from the implicit teaching program and the regular EFL lessons, either the lessons from the intervention group in 2015-2016 should have been compared to the regular EFL lessons in 2016-2017 in the first grade, or the lessons from the intervention group in 2016-2017 should have been compared to the regular EFL lessons in 2014-2015. However, due to the construct of Piggott's research (in preparation), the before mentioned suggestion was not possible.

The outcomes from the independent samples t-tests are difficult to interpret because of the small range of lessons. The limited number of teachers influences the statistical power of the sample, i.e. the results may become unreliable for the population studied. Moreover, it also increases the chances of incorrectly rejecting the H1-hypothesis. The limited number of significant differences in this study might therefore also be the result of a the relatively small sample size.

The few lessons that contained grammar sensitive subjects also might not provide a clear picture of how grammar is taught in the implicit grammar teaching program. Furthermore, the lesson observations were not audio-visually recorded. Therefore, the observer could not watch back any moments of the lessons, which might result in missed response provided by the teachers or students.

The interviews were semi-structured, providing multiple-choice questions and open questions to the teachers. The multiple-choice questions steer the interviewee in a certain direction, whereas all open questions would provide the interviewee with more freedom to answer the questions.

8. Conclusion

To sum up, this research functioned as a treatment fidelity test for Piggott's research (in preparation). The teachers enrolled in the implicit grammar teaching program were given the freedom to design their implicit EFL lessons to their own liking, provided they did not explain grammar explicitly in class. Overall, the teachers enrolled in the implicit teaching program self-reported that they did not provide students with explicit grammar explanations during the EFL lessons. The aim of this paper was to find out what the attitudes of Dutch EFL teachers were regarding implicit and explicit grammar teaching. Furthermore, this research tried to portray the different teaching strategies and different CF types that are used by Dutch EFL teachers enrolled in an implicit grammar teaching program and in regular EFL lessons. The EFL lessons from the implicit teaching program and the regular EFL lessons were compared with regards to occurring teaching strategies and different CF types. The EFL lessons between the intervention group and the control group only differed significantly with regards to focus on meaning in class but did not differ significantly in the use of CF types. A possible explanation for this could be that the number of teachers teaching the control group and the number of teachers teaching the intervention group are difficult to compare due to their differences in teaching experience and the difference in range of teacher numbers per group. Furthermore, the observed lessons were picked at random. This means that all lessons differed from each other regarding context and content and therefore comparison is difficult. These issues may impact Piggott's study in such a way that it is unclear how all grammar-sensitive subjects were dealt with in both the intervention and control group. Consequently, this may affect students' performances on tests.

This research found that the teachers showed a consensus that grammar should play a minor role in the first two years of secondary school. Even though some teachers enrolled in the implicit teaching program showed a slight preference for implicit grammar teaching, only a

significant difference was found in the pro implicit grammar teaching statements between the intervention group and the regular group.

The class observations revealed that the teachers enrolled in the implicit teaching program did not provide the students with explicit grammar explanations, nor did they inductively teach grammar to their students. Overall, the lessons had an MFI environment in which the message was more important than linguistic form. An independent samples t-test reported a significant difference in teaching strategy 'focus on meaning' between the intervention group and the regular group. The different CF types used by the teachers varied. As expected, due to Abrahamse's (2016) findings, this current research found that recasts and explicit corrections occurred most frequently in the EFL lessons from the implicit grammar teaching. Observations in the regular EFL lessons showed that implicit corrections and repetitions were used most frequently in the regular EFL lessons.

This research only found a significant difference with regards to pro implicit grammar teaching statements and the use of teaching strategy 'focus on meaning' between the intervention group and the regular EFL lessons. Besides the two found significant differences, the intervention group and regular EFL lessons do not differ significantly. Due to the treatment fidelity test, Piggott's research (in preparation) can be analyzed for possible ineffectiveness and/or inconsistencies in reported data.

A suggestion for further research would be to observe more lessons in both the implicit teaching program and the regular EFL lessons. Furthermore, the lessons should be recorded, so the observer could interpret and assess responses by the teachers and students more carefully. Further research may also benefit from stimulated recall, i.e. watch the recorded lessons back with the teachers to provide the teachers with an opportunity to explain the didactical choices they made in a certain situation in addition to the semi-structured interviews.

References

Abrahamse, R. (2016). Implicit grammar teaching: an explorative study into teacher attitudes and classroom implementations. BA thesis English Language and Culture. Utrecht University.

Barnard, R., & Scampton, D. (2008). Teaching grammar: a survey of EAP teachers in New Zealand. *New Zealand Studies in Applied Linguistics, 14(2),* 59-82.

Basturkmen, H., & Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics, 25(2),* 243-272.

Başöz, T. (2014). Through the eyes of prospective teachers of English: explicit or implicit grammar instruction? *Procedia-Social and Behavioral Sciences*, *158*, 377-382.

Beard, R., Diemen, van A., Gjaltema, S., Hartog, S., Heij, E., Irk, H., Kroesen-de Kruijf, Y., Sewnandan, N., Veen-Bogaerts, van L., Wilcox, J., (2016). *Stepping Stones textbook 3 HAVO, Ed. 5.* Bv Groningen/Houten, The Netherlands: Noordhoff Uitgevers.

Burgess, J., & Etherington, S. (2002). Focus on grammatical form: explicit or implicit? *System*, *30*(4), 433-458.

Council of Europe (2014). *Common European Framework of Reference*. Retrieved from: http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

Dekeyser, R.M. (1993). The effect of error correction on L2 grammar knowledge and oral proficiency. *The Modern Language Journal*, *77(4)*, 501-514.

Dilāns, G. (2016). Corrective feedback in L2 Latvian classrooms: teacher perceptions versus the observed actualities of practice. *Language Teaching Research, 20(4),* 479-497.

Ellis, R. (2006). Current issues in the teaching of grammar: an SLA perspective. *Tesol Quarterly*, *40*(1), 83-107.

Ellis, R., & Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition, 28*, 339-368.

Graaff, de R., & Housen, A. (2009). Investigation the effects and effectiveness of L2 instruction. In M. Long & C. Doughty (eds). *The Handbook of Language Teaching*. Pp. 726-755. Oxford: Blackwell.

Kachru, B. B. (1990). World Englishes and Applied Linguistics. *World Englishes, 9(1),* 3-20.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition* (Vol. 2). Pergamon: Oxford.

Loewen, S. (2011). Focus on form. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*, *Vol. 2*, pp. 576 – 592. London: Routledge.

Lyster, R. (1998). Recasts, repetition, and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition, 20*, 51-81.

Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. *Studies in Second Language Acquisition, 26*, 399-432.

Lyster R. & Ranta, L. (1997). Corrective feedback and learner uptake: negotiation of form in the communicative classrooms. *Studies in Second Language Acquisition, 19*, 37-66.

Lyster, R., & Lightbown, P.M., & Spada, N. (2000). A response to Truscott's 'what's wrong with oral grammar correction'. *Canadian Modern Language Review, 50(4),* 457-467.

Nazari, N. (2013) The effect of implicit and explicit grammar instruction on learners' achievements in receptive and productive modes. *Procedia- Social and Behavioral Sciences, 70*, 156-162.

Norris, M. J., & Ortega, L. (2000). Effectiveness of L2 instruction: a research synthesis and quantitative meta-analyis. *Language Learning*, *50(3),* 417-528.

Philp, J. (2003). Constraints on 'noticing the gap': nonnative speakers' noticing of recasts in NS-NNS interaction. *Studies in Second Language Acquisition, 25*, 99-126.

Piggott, L. (2016). First Meaning then Form: een longitudinaal onderzoek naar de effecten van uitgestelde grammatica-instructie bij Engels in het voortgezet onderwijs. *Levende talen tijdschrift*, *17(1)*, 36-39.

Puchta, H. & Stranks, J. (2008). *More! 2 Student's Book.* Cambridge University Press and Helbling Languages: Dubai.

Sheen, Y., & Ellis, R. (2011). Corrective feedback in language teaching. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*, Vol. 2, pp. 593–610. London: Routledge.

Smith, W. S., & Daunic, P. A., & Taylor, G. G. (2007). Treatment fidelity in applied educational research: expanding the adoption and application of measures to ensure evidence-based practice. *Education and treatment of children*, *30(4)*, 121-134.

Tedick, D. J., & De Gortari, B. (1998). Research on error correction and implications for classroom teaching. *ACIE Newsletter, 1(3)*, 1-6.

Ziemer Andrews, K. L. (2007). The effects of implicit and explicit instruction on simple and complex grammatical structures for adult English language learners. *Teaching English as a Second or Foreign Language, 11(2)*, 1-15.

Appendix A: Example of filled in observation form

Observatie formulier promotieonderzoek uitgesteld grammaticaonderwijs
Klas: 2   Datum: 15 December '16

Teaching

Strategy	Number of times	Examples
(parts of) Lesson taught in English	3	Projected powerpoint silde completely in English. Read out loud by teacher. Short instruction moments. Between assignments some comments.
Focus on meaning		
Providing correct input	6	
Prosodically emphasizing input		
Inductive teaching		
Comparison with L1 output		

Making the to be learned form explicit (no metalinguistic explanation)	2	Discussing geometric shapes; in deze opdracht verandert de vorm in een bijvoeglijk nw. Dan plaats je er –ar achter bij sommigen. "Rectangle – Rectangluar" "triangle – triangular" "Dagen moeten altijd met een Capital letter"

Feedback

Strategy	Number of times	Examples
Recast	2	S: Biologie [Dutch pronunciation] T: Biology. S: …Careful T: Carefully.
Prompts Uitlokken juiste output leerling dmv **hints**	1	S: Wat is mentoruur in het Engels? T: Hoe zou je mentoruur kunnen zeggen in het Engels? Wat is 'les' in het Engels? S: Lesson.
Elicitation Dmv **informatie** juiste output te laten produceren.	1	T: En 'mentor' mag je letterlijk vertalen naar het Engels.
Repetition herhaling	1	S: Theatre lesson? T: Yes, Theatre lesson or drama.
Explicit correction. Foute output expliciet benoemen & juiste antwoord geven.	2	T: Wat is aardrijkskunde? S: Geographic. T: Geography, want geographic betekent geografisch.
Metalinguistic clues. Hinten over de grammatica regel / tijdsaanduiding	2	T: Je kan niet vragen "what is your favorite subjects?" het is meervoud, dus je moet iets veranderen. T: Die 1e zin deed je heel goed door de tijd achterin de zin te zetten, dat mag je bij alle zinnen doen.

No response.		
Foute output negeren.		
Clarification request		

Overige opmerkingen / opvallend heden tijdens observatie:

VTO: vreemde talenonderwijs: leerlingen gaan spreken met een native speaker aan de slag buiten het klaslokaal. 15 leerlingen in totaal.

Lesverloop:
Geprojecteerd op het bord staat het programma en de leerdoelen van de les.
Check answers page 43
What shapes do you know in English?
Check wb 30, 31
Listening exercise
Speaking exercise
Reading exercise
Translate wordlist.
Leerdoelen: 1. Name at least 10 school subjects in English. 2) You have practised your reading, speaking and listening skills in this lesson.

Appendix B: Teacher Questionnaire (Adapted from Burgess & Etherington, 2002)

Approaches to the teaching of grammar.

1.   The role of grammar in language is as: (please answer for each option)

a)   a framework for the rest of the language—a basic system to build everything else on.

Disagree 1   2   3   4   5 Agree

b)   the building blocks of language, which are combined to form a whole.

Disagree 1   2   3   4   5 Agree

c)   something which is added on to language proficiency: a refinement of more basic language knowledge.

 Disagree 1   2   3   4   5 Agree

d)   an equal pillar in supporting language proficiency. (Other pillars could be knowledge about pronunciation, appropriacy or culture etc.)

Disagree 1   2   3   4   5 Agree

2.   Students can learn grammar through exposure to language in natural use.

Disagree 1   2   3   4   5 Agree

3.   Formal instruction helps learners to produce grammatically correct

        language.

Disagree 1   2   3   4   5 Agree

4.   Student use of language does not involve conscious knowledge of the grammatical system and how it works.

Disagree 1   2   3   4   5 Agree

5.   Students can improve their grammatical accuracy through frequent practice of structures.

Disagree 1   2   3   4   5 Agree

6.   Students need a conscious knowledge of grammar in order to improve their language.

Disagree 1   2   3   4   5 Agree

7.   Practice of structures must always be within a full, communicative context.

Disagree 1   2   3   4   5 Agree

8.   Separate treatment of grammar fails to produce language knowledge which students can use in natural communication.

Disagree 1   2   3   4   5 Agree

9.   Students need to be consciously aware of a structure's form and its function before they can use it proficiently.

Disagree 1   2   3   4   5   Agree

10.   The separation of work with a grammar focus from the rest of the language syllabus is useful for students.

Disagree 1   2   3   4   5   Agree

11.   Decontextualised practice of structures has a place in language learning.

Disagree 1   2   3   4   5   Agree

12.   Productive practice of structures is a necessary part of the learning process.

Disagree 1   2   3   4   5   Agree

13.   Grammar is best taught through work which focuses on message.

Disagree 1   2   3   4   5   Agree

14.   Participating in real-life tasks with language is the best way for students to develop their grammatical knowledge.

Disagree 1   2   3   4   5   Agree

15.   Students learn grammar more successfully if it is presented within a complete te

Disagree 1   2   3   4   5   Agree

16.   Teachers should only correct student errors of form which interfere with communication.

Disagree 1   2   3   4   5   Agree

17.   Comparison and contrast of individual structures is helpful for students learning grammar.

Disagree 1   2   3   4   5   Agree

18.   Form-focused correction helps students to improve their grammatical performance.

Disagree 1   2   3   4   5   Agree

19.   Grammar is best taught through a focus on individual structures.

Disagree 1   2   3   4   5   Agree

20.   Explicit discussion of grammar rules is helpful for students.

Disagree 1   2   3   4   5   Agree

Appendix C: Interview A and B

Semi-structured interview A: 2^e klas

Naam Docent:

Aantal jaar werkzaam als docent Engels:

Tijdsverdeling lessen

1. Geef een schatting van hoe jij de verdeling van lestijd die besteed werd aan onderstaande onderdelen hebt ervaren bij de eerste klassen van vorig jaar (dus eerste klas 2015/2016)

Onderdeel	Eerste klas
Leesvaardigheid	% van de totale lestijd
Luistervaardigheid	% van de totale lestijd
Spreekvaardigheid	% van de totale lestijd
Schrijfvaardigheid	% van de totale lestijd
Grammatica instructie + oefening	% van de totale lestijd
Vocabulaire	% van de totale lestijd
Totaal	100 %

☐ Ik had vorig jaar geen eerste klas.
Opmerkingen:
……………………………………………………………………………………………
……………………………………………………………………………………………
2. Geef een schatting van hoe jij de verdeling van lestijd die besteed werd aan onderstaande onderdelen hebt ervaren BIJ DE **HUIDIGE EERSTE en TWEEDE KLASSEN** (dus klassen 2016/2017). NB: indien geen tweede klas dit jaar, enkel eerste klas kolom invullen.

Onderdeel	Eerste klas	Tweede klas
Leesvaardigheid	% van de totale lestijd	% van de totale lestijd
Luistervaardigheid	% van de totale lestijd	% van de totale lestijd
Spreekvaardigheid	% van de totale lestijd	% van de totale lestijd
Schrijfvaardigheid	% van de totale lestijd	% van de totale lestijd
Grammatica instructie + oefening	% van de totale lestijd	% van de totale lestijd
Vocabulaire	% van de totale lestijd	% van de totale lestijd
Totaal	100 %	100 %

Deze vragen gaan over de <u>HUIDIGE TWEEDE KLASSEN</u>, dus alle tweede klassen 2016/2017

3.   Hoe vaak werk je met eigen/ander materiaal naast de leergang?
☐ Alleen tijdens VTO-lessen.
☐ Tijdens VTO-lessen en af en toe in de reguliere les.
☐ Tijdens VTO-lessen en geregeld in de reguliere les.
☐ Tijdens VTO-lessen en heel vaak in de reguliere les.
Opmerkingen:
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………

4.   Wat voor soort materiaal was dit? Vink de drie meest gebruikte materiaalsoorten aan.
☐ Het materiaal in de bijgeleverde reader
☐ Interactieve spellen met elkaar
☐ Digitale (interactieve) spellen
☐ Film
☐ Leesmateriaal
☐ Luisteropdrachten
☐ Spreekopdrachten
☐ Schrijfopdrachten
☐ Anders, namelijk:
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………

5.   Is het jouw leerlingen opgevallen dat er geen grammatica in het curriculum zit?
☐ Nee, niemand. (0 leerlingen)
☐ Een enkele leerling (tussen de 1 en 10 leerlingen over het hele jaar)
☐ Ja, af en toe gedurende het jaar (gemiddeld 2 a 3 leerlingen per maand)
☐ Ja, veel leerlingen gedurende het jaar (5 of meer leerlingen per maand)
☐ Ja, heel vaak (bijna elke les wel een leerling)
☐ Anders, namelijk: ………………………………………………………………………..

6.   Als het leerlingen is opgevallen, hoe heb jij erop gereageerd? Je mag meerdere opties aanvinken.
☐ Door ze te vertellen over het onderzoek
☐ Door ze te vertellen dat het volgend jaar aan bod komt
☐ Door ze uit te leggen wat de rol van grammatica is bij het leren van een vreemde taal
☐ Door een ontwijkend antwoord te geven. (bijv. 'dat is nu niet belangrijk')
☐ Anders, namelijk:
………………………………………………………………………………………………
………………………………………………………………………………………………

7.		Hebben leerlingen gedurende het schooljaar vragen gesteld over grammaticale aspecten van de taal?

☐	Nee, niemand. (0 leerlingen)

☐	Een enkele leerling (tussen de 1 en 10 leerlingen over het hele jaar)

☐	Ja, af en toe gedurende het jaar (gemiddeld 2 a 3 leerlingen per maand)

☐	Ja, veel leerlingen gedurende het jaar (5 of meer leerlingen per maand)

☐	Ja, heel vaak (bijna elke les wel een leerling)

☐	Anders, namelijk: …………………………………………………………………..

8.		Zo ja, weet je nog wat de vragen waren?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………

9.		Hoe heb jij gereageerd op de vragen over grammatica? Je mag meerdere opties aanvinken.

☐	N.v.t.

☐	Door het te omzeilen. bijv. door aan te geven dat het er nu niet toe doet

☐	Door een paar voorbeelden te geven van wanneer je die grammaticale vorm gebruikt.

☐	Door de grammaticale regels (grammaticale vorm en gebruik van de vorm) aan de desbetreffende leerling uit te leggen en weer door te gaan.

☐	Door de grammaticale regels (grammaticale vorm en gebruik van de vorm) aan de hele klas uit te leggen.

☐	Door alleen aan te geven wat de goede vorm is, dus verbeteren.

☐	Door in je antwoord de goede grammaticale vorm te gebruiken maar er verder geen aandacht aan te besteden.

☐	Anders, namelijk:

…………………………………………………………………….…………………………
……………………………………………………………………………………………
…………………………………………………………………………………………..

10.		Hoe reageerde je meestal als leerlingen grammaticale fouten maakten in hun schrijfopdrachten in de les? Je mag meerdere opties aanvinken.

☐	Niet.

☐	Onderstrepen maar verder geen aandacht aan schenken.

☐	Onderstrepen en de grammaticale regel (grammaticale vorm en gebruik van de vorm) aan de desbetreffende leerling uit te leggen en weer door te gaan.

☐	Onderstrepen en de grammaticale regel (grammaticale vorm en gebruikt van de vorm) aan de hele klas uit te leggen.

☐	Door aan te geven wat de goede vorm is, dus verbeteren.

☐	Anders, namelijk:

…………………………………………………………………………..

Toelichting bij aanvinken van meerdere opties:

……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………

11.   Hoe reageerde je meestal als leerlingen grammaticale fouten maakten tijdens het spreken? Je mag meerdere opties aanvinken.

☐ Niet

☐ Verbeteren (de zin herhalen met de goede vorm).

☐ De goede constructie nadrukkelijk in je reactie gebruiken, maar verder de grammaticale fout niet expliciet benoemen.

☐ Verbeteren en aan de leerling uitleggen waarom het fout is.

☐ Verbeteren en aan de hele klas uitleggen waarom het fout is.

☐ Anders, namelijk:

…………………………………………………………………………..

Toelichting bij aanvinken van meerdere opties:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………

12.   Hoe bevalt het jou om zonder aandacht voor grammatica te werken?

☐ Verschrikkelijk

☐ Niet geheel naar wens

☐ Het bevalt mij aardig, maar: ………………………………………………………………

☐ Het bevalt goed

☐ Geweldig

Opmerkingen:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………

13.   Wat voor rol zou grammatica voor jouw gevoel moeten spelen in de eerste twee jaar van het voorgezet onderwijs?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………

14.   Op welke momenten in de les is het moeilijk om grammaticale structuren niet uit te leggen?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………

15.   Doe je bewust andere dingen in de les omtrent didactiek naar aanleiding van vorig jaar (1ste klassen 2015-2016)?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………….

16.   Wat zijn volgens jou de grootste verschillen tussen de klassen die geen grammatica krijgen en die wel grammatica krijgen?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………

17.   Is jouw mening over naar impliciet grammatica onderwijs veranderd ten opzichte van vorig jaar?
……
……
……
……
……….

18.   Zijn er elementen uit impliciet grammatica onderwijs die je graag in de toekomst voort zou willen zetten? Zo ja, welke? Zo niet, waarom niet?
……
……
……
………………………………………………………………………………….**EINDE INTERVIEW**

Semi-structured interview B: 1ᵉ klas

Naam Docent:

Aantal jaar werkzaam als docent Engels:

Tijdsverdeling lessen

1. Geef een schatting van hoe jij de verdeling van lestijd die besteed werd aan onderstaande onderdelen hebt ervaren bij de eerste klassen van vorig jaar (dus eerste klas 2015/2016)

Onderdeel	Eerste klas
Leesvaardigheid	% van de totale lestijd
Luistervaardigheid	% van de totale lestijd
Spreekvaardigheid	% van de totale lestijd
Schrijfvaardigheid	% van de totale lestijd
Grammatica instructie + oefening	% van de totale lestijd
Vocabulaire	% van de totale lestijd
Totaal	100 %

☐ Ik had vorig jaar geen eerste klas.
Opmerkingen:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
2. Geef een schatting van hoe jij de verdeling van lestijd die besteed werd aan onderstaande onderdelen hebt ervaren BIJ DE **HUIDIGE EERSTE en TWEEDE KLASSEN** (dus klassen 2016/2017). NB: indien geen tweede klas dit jaar, enkel eerste klas kolom invullen.

Onderdeel	1ˢᵗᵉ klas	2ᵉ klas
Leesvaardigheid	% van de totale lestijd	% van de totale lestijd
Luistervaardigheid	% van de totale lestijd	% van de totale lestijd
Spreekvaardigheid	% van de totale lestijd	% van de totale lestijd
Schrijfvaardigheid	% van de totale lestijd	% van de totale lestijd
Grammatica instructie + oefening	% van de totale lestijd	% van de totale lestijd
Vocabulaire	% van de totale lestijd	% van de totale lestijd
Totaal	100 %	100 %

Deze vragen gaan over de <u>HUIDIGE EERSTE KLASSEN</u>, dus alle eerste klassen 2016/2017

3.   Hoe vaak werk je met eigen/ander materiaal naast de leergang?
☐ Alleen tijdens VTO-lessen.
☐ Tijdens VTO-lessen en af en toe in de reguliere les.
☐ Tijdens VTO-lessen en geregeld in de reguliere les.
☐ Tijdens VTO-lessen en heel vaak in de reguliere les.
Opmerkingen:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………

4.   Wat voor soort materiaal was dit? Vink de drie meest gebruikte materiaalsoorten aan.
☐ Het materiaal in de bijgeleverde reader
☐ Interactieve spellen met elkaar
☐ Digitale (interactieve) spellen
☐ Film
☐ Leesmateriaal
☐ Luisteropdrachten
☐ Spreekopdrachten
☐ Schrijfopdrachten
☐ Anders, namelijk:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………………………………

5.   Hoe reageerde je meestal als leerlingen grammaticale fouten maakten in hun schrijfopdrachten in de les? Je mag meerdere opties aanvinken.
☐ Niet.
☐ Onderstrepen maar verder geen aandacht aan schenken.
☐ Onderstrepen en de grammaticale regel (grammaticale vorm en gebruik van de vorm) aan de desbetreffende leerling uit te leggen en weer door te gaan.
☐ Onderstrepen en de grammaticale regel (grammaticale vorm en gebruikt van de vorm) aan de hele klas uit te leggen.
☐ Door aan te geven wat de goede vorm is, dus verbeteren.
☐ Anders, namelijk:
………………………………………………………………………………..
Toelichting bij aanvinken van meerdere opties:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………

6.   Hoe reageerde je meestal als leerlingen grammaticale fouten maakten tijdens het spreken? Je mag meerdere opties aanvinken.

☐ Niet

☐ Verbeteren (de zin herhalen met de goede vorm).

☐ De goede constructie nadrukkelijk in je reactie gebruiken, maar verder de grammaticale fout niet expliciet benoemen.

☐ Verbeteren en aan de leerling uitleggen waarom het fout is.

☐ Verbeteren en aan de hele klas uitleggen waarom het fout is.

☐ Anders, namelijk:

………………………………………………………………………………..

Toelichting bij aanvinken van meerdere opties:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………

7.   Wat voor rol zou grammatica voor jouw gevoel moeten spelen in de eerste twee jaar van het voorgezet onderwijs?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………

8.   Doe je bewust andere dingen in de les omtrent didactiek naar aanleiding van vorig jaar (eerste klassen 2015-2016)?

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………

9.   Wat zijn volgens jou de grootste verschillen tussen de eerste klassen nu en de eerste klassen in vorige jaren?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………

10.   Wat is het verschil in toetsen tussen de eerste klassen nu en de eerste klassen van vorig jaar? Is er een veranderde focus?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………

11.   Hoe is de manier van lesgeven veranderd ten opzichte van vorige jaren?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………

12.   Welke rol speelt grammatica in de Engels les? Hoe belangrijk is de rol van grammatica?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………

13. Welke methode wordt er gebruikt in de reguliere lessen?

………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………

14.   Welke impliciete manieren van lesgeven pas jij toe in de dagelijkse lesgeef praktijk?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………………**EINDE INTERVIEW**