

Language Awareness in EFL Grammar Assignments

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MA English Language and Linguistics

ENGLISH LANGUAGE AND LINGUISTICS

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Title of document: vanKemenade_vandenBroek_vanOel_MA_Thesis2

Name of course: MA Thesis

Date of submission: 12-08-2016

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Abstract

This research project focused on the question what the role was of language awareness in grammar classes involving the tenses. This question was answered by looking at the assignments in the methods *Of Course!* and *Cambridge English Objective First*. They were analysed to see whether they fell into the category of grammar practice or consciousness-raising tasks. Teachers were interviewed to find out what they think of these assignments, and how they feel about grammar and language awareness. Pupils were also asked these topics, but in the form of a survey. The results show that most assignments in teaching methods fall within the category of grammar practice. Teachers feel that this type of assignments is too easy, pupils feel that this type of assignments is very useful to them. Teachers would prefer consciousness-raising tasks, while pupils are less fond of these.

Keywords: language awareness, grammar assignments, grammar practice, consciousness-raising tasks, *Of Course!*, *Cambridge English Objective First*.

Introduction

Over the last century foreign language education in the Netherlands has undergone some changes. The result of these changes is a shift in what has become the focus of education. No longer languages are learned through grammar and translation exercises, but a new form of education has arisen. This new form focuses on communication as the main means of learning a language. Grammar lost its key role in foreign language education and now has to play a supporting role for the acquisition of other language skills such as reading, writing, listening and speaking (Kwakernaak, 2011).

The foreign language education system in the Netherlands has not only been changed by the shift mentioned above, it has also changed because of a new framework for the teaching of and the learning of foreign languages. This framework is called Common European Framework of Reference (CEFR) and it is meant to unify foreign language education in all European countries. The framework is presented through levels ranging from very basic, A1, to expert, C2. The levels represent the learning stages of a language learner, but at the same time are goals to work towards. Pupils in upper-secondary school are expected to conform to the C1 level for listening and reading skills at the end of education, and to conform to B2 level for speaking and writing at the end of education (Fasoglio, de Jong, Pennewaard, Trimboos, & Tuin, 2015). These levels represent the adequacy and capacity of what a pupil is expected to communicate in a foreign language, this means that at all levels also expect different levels of grammatical accuracy ("Grammatical competence", 2006).

However, grammar no longer has an important status in language education, but pupils are supposed to have knowledge of it. The main reason proposed for grammar education is that it is useful for the improvement of reading, writing, listening and speaking (Westhof, 1998). However, according to Tordoir and Wesdorp (1979) there are many more reasons to educate pupils in the grammar of a foreign language. It is considered necessary for spelling education, it would benefit reading comprehension and it would improve overall language control.

Even though there are many arguments as to why grammar is important, this does not mean that grammar is easy for pupils. Rahman and Ali (2015) found that many pupils make mistakes with tenses. This is also supported by Graus and Coppen (2015), who claim that the most important cause for mistakes is the influence of the mother tongue on the processing of the foreign language. Based on the results from these studies, the aspect of grammar that will be focused on for this research are the tenses.

A way to deal with the mistakes made by pupils and to make grammar less difficult is presented in the language awareness method. Language awareness as a concept gained ground in the early 1980s (Wertwijn-Kruse, 1988) and has been defined many times since. The definition that will be used in this research project is that language awareness is explicit knowledge about language, conscious perception of the nature of language and its functions. Consciousness has been thought of as awareness, and Schmidt (1995) discusses the role of consciousness in learning a language. He explains a view upon learning that considers learning to only happen consciously, a viewpoint that considers learning to only happen unconsciously and a viewpoint that combines both.

He opts for a combination of both conscious and unconscious learning. Schmidt (1995) distinguishes three levels of consciousness as awareness through which a learner has to go in order to gain understanding of a grammatical rule. The first level a learner has to go through is the level of perception, one has to detect the input. The second level is the level of noticing; one has to become aware of the concept that is presented. The third level is the level of understanding; one has to fully understand the concept. These first two levels require explicit learning techniques, whilst the third level requires implicit learning techniques as well.

Language awareness as a method has put forward the contrastive analysis technique to specifically deal with the L1 interference on the L2. The idea is that pupils have to be made aware of similarities and differences between the first language and the second language (James, 1996).

Another way in which language awareness proposes that grammar should be exercised is through the means of consciousness-raising tasks rather than grammar practice. Grammar practice does not make pupils completely understand grammatical rules whereas consciousness-raising tasks do.

This project will investigate the way in which grammar is exercised in Dutch foreign language education. Since grammar has lost its key role and pupils do not have to be aware of grammatical features, it might very well be possible that language awareness is not considered important in grammar education (Westhoff, 1998). This project will focus on what the role of language awareness is in grammar classes focused on tenses in upper-secondary school and especially in grammar assignments. This question will be answered by the means of the following sub questions:

1. What is the role of grammar assignments in grammar classes?

2. Is grammar practice more common in the exercises dealing with tenses in the teaching methods used by schools or are consciousness-raising tasks more common?
3. Is there a difference in teaching methods when it comes to the number of consciousness-raising tasks used for exercises dealing with tenses?
4. What do the teachers and pupils think of these exercises?
5. Do teachers and pupils consider aspects of a language awareness approach to be useful?

The project will answer the research question by means of the analysis of the grammar assignments dealing with tenses in the teaching methods *Of Course!* and *Cambridge English*, interviews taken with teachers in upper-secondary school and a survey meant for the pupils in upper-secondary school. The analysis of the assignments, the interview and survey will focus on the three levels of consciousness that Schmidt distinguishes (cited in Jones, 1997) as reflected in the types of assignments mentioned by Ellis (2002). The results will be compared and analysed, from which a conclusion will be drawn. It is expected that the *Cambridge English* method will stimulate the language awareness of the pupils more than the *Of Course!* method. What is also expected is that the teachers add different instruction and assignments in their classes to what is asked from the pupils in the teaching methods. The hypothesis for the research question is that the grammar assignments in EFL teaching methods do not contribute to raising language awareness when it comes to the tenses.

This research is structured as follows: the first chapter will deal with the English classes in the Dutch educational system. The central theme in the second chapter is grammar education, its importance and the difficulties in grammar. The third chapter will focus on language awareness, consciousness and the relation between language awareness and grammar. The fourth chapter will look at the tenses that are under investigation, how do they work in English and in Dutch and how language awareness would work for tenses. The fifth chapter will explain the methodology used for this research in further depth. The results will be noted in chapter six and discussed in chapter seven. Chapter eight will provide a summary of this research project as well as a conclusion.

1. English Classes in Dutch Education

1.1 Educational Trends in Dutch Foreign Language Education

In the last century the Dutch educational system has undergone some great changes, which happened in three succeeding movements. The first movement came up in the first decade of the 20th century and focused on a shift towards the direct method. This movement originated from a desire to turn away from the dominant language education at that time (Kwakernaak, 2011), which focused on grammar and translation. This meant a thorough explanation of the grammar rules, which had to be learned by heart and practiced. Practice involved translating sentences from the native language to the foreign language being learned. The overall idea of this method was that grammar was the foundation of a language, because without grammar one could not make sentences. In upper-secondary school this meant that texts were translated and read out loud. To train the oral communication skills of a pupil, he or she had to memorize dialogues and practice reading out dialogues. In upper-secondary school the pupils engaged in reading literature in foreign languages for the first time (Coppen, Hoeflaak, Kwakernaak, Toussaint-Dekker, & Wilhelm, 2016a).

This first movement that rejected the grammar and translation method, no longer looked upon grammar as the main focus of education. More attention was focused to oral exercises and attention to pronunciation. Grammar was reduced to samples and exercises focused solely on the foreign language (Kwakernaak, 2011). This is supported by Coppen et al. (2016a) who explain that the number of reading and speaking exercises grew. What was striking in this movement is the lack of translation exercises and the disappearance of grammar rules in education. Textbooks were characterized by the use of the phonetic alphabet, cohesive texts, ordinary topics, the use of spoken language, only using grammatical rules when necessary, using illustrations, poems et cetera., and the lack of Dutch.

The second movement, which came about in the seventies, focused on the audio-lingual method. This method further developed ideas that had risen during the previous movement, grammar had to be taught differently and had to have a different role in education. It had to be taught explicitly with the use of pattern drills (Kwakernaak, 2011). Coppen, Hoeflaak, Kwakernaak, Toussaint-Dekker, and Wilhelm (2016b) further elaborate on this, oral communication skills became the priority in foreign language education with a focus on everyday language. Reading skills were no longer trained by translation but rather by questions about the content of texts, which also became the way in which listening skills were

tested. Grammar, however, was still important for speaking and writing. First the rules were taught explicitly and through oral drill exercises, later in exercises in the books.

In the nineties, the third movement, that moved away from the grammar and translation method, was focused on the communicative approach. This approach no longer looked at grammar as a necessary foundation for language skills. This meant that from this moment forward all skills became exercised and tested even in lower secondary school as opposed to solely in upper-secondary school as with the previous movement (Coppen et al., 2016b).

Throughout these three movements a similar shift can be found, a shift in ideas about education that classified grammar as a tool for acquiring a language, but no longer classified grammar to be the foundation on which language is learned. The loss of the idea that grammar was vital to learning a language also meant that the focus was put on the skills that should be taught instead. Education should focus on the language that is used on a daily basis not on the language used by the canon (Kwakernaak, 2011).

1.2 The Dutch Educational System and CEFR

Within Europe a framework for teaching and learning foreign languages has developed: The Common European Framework of Reference for Languages, henceforth CEFR, has become the norm with regards to the teaching of and learning of foreign languages in Europe. CEFR has also gained a major role in the education in the Netherlands as the framework has been adopted as the basis for developments in foreign language learning (Noijons & Kuijper, 2006). This is supported by another study done by the institute Cito, in 2007 the final terms of the examination program of English have been adjusted to match the levels represented in the CEFR starting at A1 going up to C2 (Fasoglio, de Jong, Pennewaard, Trimbos, & Tuin, 2015). The levels are shown in table 1:

Table 1: Description of the levels in the Common European Framework of Reference

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: <i>CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</i>

C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: <i>CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.</i>
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: <i>CAN show visitors around and give a detailed description of a place.</i>
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: <i>CAN ask to open an account at a bank, provided that the procedure is straightforward.</i>
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: <i>CAN take part in a routine conversation on simple predictable topics.</i>
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: <i>CAN ask simple questions about a menu and understand simple answers.</i>

Note. From “CEF Levels” by examenglish.com, 2014.

The idea is that a learner of a language will start at the A1 level, where he first learns how to communicate at a basic level. If he improves he will go up in the table and on to a higher level. The highest achievable level is C2, which means that someone is capable of dealing with cognitively demanding topics. A person at C2 level truly masters the language (“CEF Levels”, 2014). The field has a rising interest in further adopting the foreign language programs to the CEFR. The Vereniging van Leraren in Levende Talen, which means the Society of Teachers in Foreign Languages, have opted for an official linking of the levels that ought to be reached to the levels stated in the CEFR because of a discrepancy between the school exams and the central exams (Fasoglio et al., 2015).

The current final terms of the examination program are the same for all foreign languages. Pupils are tested in the following five domains: reading skills, listening skills, writing skills, which is further divided into language skills and strategic skills, oral communication skills, which is divided into conversational skills and soliloquy, and the last domain is literature, this domain is divided into literary development, literary notions and literary history. The only domain that is tested in the central exam is that of reading skills. The

final requirements of the examination program for the other domains are tested in the school exams. The target level of listening skills for the examination program of English is the C1 level of the CEFR. The same target level applies to the reading skills of the upper-secondary school pupils. Writing skills are ought to be at the B2 level of CEFR, which is the same level as the oral communication skills are supposed to be at. In the report, it is noted that there is a discrepancy between the levels attained for reading skills and listening skills and the levels attained for writing skills. The explanation for this discrepancy is that this might be due to the priority given to reading and listening as opposed to writing skills in Dutch education (Fasoglio et al., 2015).

CEFR, however, not only gives guidance to what level of skills pupils should acquire, but it also tells teachers what rules should be acquired for each level on the scale.

The levels that upper-secondary school pupils ought to be at are B2 and C1. These levels are shown in table 2:

Table 2: Description of grammar what grammar has to be known at level B2 and C1 in the CEFR

B2	Adjectives and adverbs, future continuous, future perfect, future perfect continuous, mixed conditionals, modals – can't have, needn't have, modals of deduction and speculation, narrative tenses, passives, past perfect, past perfect continuous, phrasal verbs - extended, relative clauses, reported speech, will and going to - for prediction, wish, would expressing habits - in the past.
C1	Futures (revision), inversion with negative adverbials, mixed conditionals in past, present and future, modals in the past, narrative tenses for experience, incl. passive, passive forms, phrasal verbs, especially splitting, wish/if only regrets.

Note. From "Grammar to study at each CEF level", examenglish.com, 2014).

The pupils at upper-secondary school go through three years of education. In which they are expected to start with knowledge and understanding of all mentioned in level B2 in table 2, and to learn and understand all grammatical aspects mentioned in the C1 level ("Grammar to study at each CEF level", 2014). CEFR not only provides a list of what pupils should be able to handle at each level, it also provides a description of the grammatical accuracy for each level of the CEFR scale. The A1 level pupil only has limited control of very few grammatical structures. Each level means less noticeable errors made. The C2 level pupil can maintain a consistent grammatical control even when attention is not focused on the conversation ("Grammatical competence", 2006).

2. Grammar in Education

In the previous chapter changes in the Dutch foreign language education have been discussed. These changes meant for grammar to lose its importance in education. The Common European Framework of Reference did provide the Dutch system with some guidelines as to what pupils ought to be able to do in a language, but there is a discrepancy between the different skills. CEFR has also set a norm with regards to what grammar has to be known by pupils. This chapter will explain the importance of learning grammar, and it will also explain what parts of grammar pupils struggle with.

2.1 The Importance of Grammar Education

In the study done by Fasogilio et al. (2015) a discrepancy has been noted between the levels that are attained by pupils for reading and listening and the levels attained by pupils for speaking and writing. The levels for reading and listening are significantly lower than the levels that are attained for speaking and writing. According to Westhoff (1998) the reason for the lower attained levels for speaking and writing is that the approach used for the learning of all skills works better for receptive skills than it works for production skills. He claims that research has shown that the best results come from explicit grammar instruction and input. This, however, would mean that grammar instruction would simply be a tool to improve the language skills that are being tested in upper-secondary school.

There are far more arguments that explain the importance of grammar education than having grammar simply as a tool for skill acquisition. Tordoir and Wesdorp (1979) introduce some motives for grammar education. The first is in line with the statement by Westhoff (1998) that was mentioned previously, grammar education has been thought to improve language skills and it would have a most beneficial effect on writing skills. Grammar education would benefit writing skills as discussing mistakes made in the writings of pupils requires them to have some knowledge of the metalanguage according to van Heeswijk (cited in Tordoir and Wesdorp, 1979). This argument is in line with the statement by Boersma (cited in Tordoir and Wesdorp, 1979) that linguistics asks a pupil to focus on structures and to objectify language, which is necessary for active language control. A different argument that supports the importance of grammar education for the improvement of writing skills is mentioned by van Dis (cited in Tordoir and Wesdorp, 1979). Van Dis states that grammar is thought to make the pupil aware of correct and incorrect language use and is therefore necessary for improving errors in writing. Westhoff (1998) agrees with argument as he also proposes that this could be the reason why writing skills benefit from grammar education.

This is the main argument proposed in literature, grammar is deemed to be necessary for the recognition and correcting of mistakes.

Grammar education is also thought to be necessary for spelling education according to Tordoir and Wesdorp (1979). This is supported by Eggermont and Overbeeke (cited in Tordoir and Wesdorp, 1979), who claim that memorizing idiomatic forms benefits spelling. They consider idiomatic forms to be a relationship between meaning and form. Grammar creates the form of a word and differentiates meanings by the variety of forms that are possible. Knowledge of this process has been thought to benefit spelling. Van Dis (cited in Tordoir and Wesdorp, 1979) states that insights into similarities and differences of form, especially insights into pronouns, are of importance to spelling. The last argument to support the claim by Tordoir and Wesdorp (1979) is made by Paardekoper (cited in Tordoir and Wesdorp, 1979), who considers the analysis of sentences and patterns to be a necessity for the spelling of verbs.

Reading comprehension has also been considered to benefit from grammar education by Tordoir and Wesdorp (1979). Practicing with the analysis of sentences would create a tool to practice awareness of the structure of an utterance, which in turn would contribute to the close reading of texts according to Balk (cited in Tordoir and Wesdorp, 1979). Another supporting argument is made by van Heeswijck (cited in Tordoir and Wesdorp, 1979), who explains that the ways in which language is used in literary texts can be quite complex. So in order to make sense of why language is used in a particular way, one should know what is grammatical and what can be considered to be normal language use.

The next motive mentioned by Tordoir and Wesdorp (1979) applies to overall language control. Grammar education has been suggested to improve overall language control. An argument by Paardekoper (cited in Tordoir and Wesdorp, 1979) is that grammar education improves the ability to abstract, and that it makes pupils aware of what they had been doing all along but without being aware of it. For those two reasons grammar education has been thought to improve overall language control. Another argument is that insights into language structures attribute to language control as mentioned by Moeyaert (cited in Tordoir and Wesdorp, 1979). Relating to these statements is that language control is key to the participation in culture as claimed by Reichling (cited in Tordoir and Wesdorp, 1979).

Grammar education has also been considered to be beneficial for logical and abstract thinking. Vermeulen (cited in Tordoir and Wesdorp, 1979) states that insight into the relations between phrases and clauses is of great importance for language shaping and thought shaping. This is supported by van Heeswijck (cited in Tordoir and Wesdorp, 1979), who claims that

abstract thinking is necessary for being able to make connections between sentences and clauses. Balk (cited in Tordoir and Wesdorp, 1979) takes this a step further claiming that control of grammar implies a developed ability to abstract, which is of fundamental importance to thinking.

According to Aarts (cited in Tordoir and Wesdorp, 1979) grammar is also a goal for its own sake. The argument is that language plays a key role in society and therefore it would be important to have knowledge of it. This would also mean that it has to be taught at schools. Tabbert (1984) agrees with this idea as well. He states that it is liberating knowledge for its own sake. He bases his idea on a statement made by the NCTE Commission on Composition (cited in Tabbert, 1984) “The study of the structure and history including English grammar is a valuable asset to a liberal education and an important part of the English program (p. 39).” This is explained more elaborately by Arthur (cited in Tabbert, 1984):

“[T]he study of language need not be justified by its effect on learning academic skills. If man needs or desires to understand himself and other human beings and if education helps satisfy this need, then the study of language does not have to be an aid to reading or writing, or to anything else. Our ability to think, act, feel, and interact as human beings is bound up with our ability to speak to and understand each other. In learning about language, a student is learning about himself; no further justification is necessary.” (p.39)

This argument is not only supported by academics and teachers; it is also supported by pupils. A study, done by Loewen, Li, Fei, Thompson, Nakatsukasa, Ahn and Chen (2009) on the beliefs of second language learners on grammar instruction and error correction, shows that many of the pupils participating in their research looked upon grammar as key for other, not specifically language related, successes. In their eyes grammar was at the basis of every language and therefore key to any interaction or learning process.

The argument proposed by Tabbert (1984), Arthur (cited in Tabbert, 1984), the NCTE Commission of Composition (cited in Tabbert, 1984), Aarts (cited in Tordoir and Wesdorp, 1979), which was supported by the study done by Loewen et al. (2009) is about the humanistic value of grammar education rather than the significance for the skills that have become of uttermost importance in modern day language education. However, the latter contains the larger portion of the arguments in favour of grammar instruction.

2.2 Grammatical Difficulties

A large part of the grammar being taught to pupils consists of the rules concerning tense and aspect. Rahman and Ali (2015) claim that even though those rules occupy a major part in foreign language teaching, pupils still make mistakes when it comes to tense and aspect. This is supported by Cowan (cited in Rahman & Ali, 2015), who states that for most pupils, verbs and their many forms are the hardest thing to master in the English language. Research done by Graus and Coppen (2015) showed a student teacher perspective on grammar education and the difficulties within grammar education. The study looked at grammatical difficulties and the factors that contribute to grammatical difficulty. Graus and Coppen designed a questionnaire in order to determine what the student teachers considered to be a difficult or easy aspect of grammar, and what contributed to it being difficult or not. The points they took in consideration were tense and aspect, word order and determiners and qualifiers. The results of their study are in line with Cowan's statement. The results show that the topics that are considered to be the most difficult mainly fall within the category of tense and aspect. The hardest topics within this category are the present perfect continuous, the future continuous, the past perfect, present perfect, and various future tenses.

Both Graus and Coppen (2015) and Rahman and Ali (2015) give various possible reasons why pupils struggle with tense and aspect. The first possibility is given by Graus and Coppen, who argue that grammatical complexity might cause difficulties. Grammatical complexity is explained as complexity of form, meaning or form-meaning relationship. Another argument proposed by Graus and Coppen is that of pedagogical rule difficulty. Difficulty is explained by the elaboration of the rule, the verbalization of the rule, the number of cases covered by the rule and whether the rule holds up in all cases. Graus and Coppen also state that difficulty is different for every individual, it depends on their proficiency level and their development as well as individual characteristics such as grammatical sensitivity. The biggest argument, however, is proposed by both Graus and Coppen and Rahman and Ali, and involves the influence of the learner's first language. They both argue that the learner's L1 can interfere with the outcome in the second language. Graus and Coppen state that L2 learning may be subject to L1 transfer. Rahman and Ali claim that the main reason for the difficulties in mastering the English tense and aspect is the interference of the L1 for learners of English as a foreign language.

Summary

This chapter has portrayed an overview of the arguments in favour of grammar education. The main argument found within all of the arguments remains that grammar education benefits the acquisition of skills such as writing and speaking. This chapter has also explained what parts of grammar are considered to be the hardest by pupils, namely the tenses. According to both Rahman and Ali (2015), and Graus and Coppen (2015) pupils struggle with the tenses because of the influence of the pupil's first language.

3. Language Awareness

The previous chapters have shown that there has been a change in foreign language education, which resulted in grammar losing its importance in education. Even though grammar is not considered to be very important, there are many reasons why grammar should be taught. The main argument found is that it benefits the skills. The previous chapter has also shown that many pupils struggle with the English tenses, which might be caused by the interference of a pupil's native language. This chapter will explain the concept of language awareness, which is both a state of mind to aim for as well as an approach to learning a language. This chapter will first define language awareness, and then relate it to the concept of consciousness.

3.1 A History of Definitions

Language awareness has been defined by many and there is not one single definition. Wertwijn-Kruse (1988) shows that the concept of language awareness gained ground in the early 80s. She explains that it was first introduced in language education via the Bullock report of 1975. The basis of this report led to the following definition of language awareness "all (subject) teachers need to be aware of the linguistic processes by which their pupils acquire information and understanding, and they need to be aware of the implications for their own use of language" (Wertwijn-Kruse, 1988, p. 35). The aim of this report was to raise the standards of English in all skills practiced in language education and this would engage all teachers. Teachers had to make the knowledge of the pupils explicit. This meant that the pupil had to not only know the language, but to fully understand all uses of the language and the origins of the language.

At the same time as the first model, a similar model was introduced. Hawkins aimed to raise the standards of both English and foreign languages, and again to involve all teachers of these languages. The teachers of all these languages should establish common objectives and coordinate their teaching.

A third model was soon to follow, in 1985 the Language Awareness Working Party was founded. This party came up with the first precise definition of what they understood language awareness to be "Language awareness is a person's sensitivity to and constant awareness of the nature of language and its role in human life" (Wertwijn-Kruse, 1988, p. 47). The objectives proposed by this model are to make explicit and conscious the intuitive knowledge of the pupils, to strengthen study skills for the learning of languages, to improve the effectiveness of communication by bringing about a perception and understanding of the

nature and functions of language, to introduce pupils to concepts and techniques of linguistics and to systemize the way in which language has been taught (Wertwijn-Kruse, 1988).

Soons (2008) mentions a new association that also defines language awareness. In 1994 a new association was founded and it was called the Association of Language Awareness (ALA). The definition provided by ALA is that “language awareness can be defined as explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (p. 10). This definition is further elaborated on in Ellis (2012) “it covers a wide spectrum of fields. For example, language awareness issues include exploring the benefits that can be derived from developing a good knowledge about language, a conscious understanding of how languages work, of how people learn them and use them...” (p. 2). This definition is the basis of what this research will focus on to be language awareness. This research will look upon language awareness from a learner’s perspective and will consider language awareness to be explicit knowledge about language, conscious perception of the nature of language and its functions.

3.2 Consciousness and Language Awareness

Language awareness has often been said to involve consciousness. Consciousness was first discussed by Schmidt (1995), who discusses it as a way of learning. He discusses three major points of view that can be found in the foreign language teaching community. The first is a traditional view, which stresses the importance of conscious understanding. From this point of view mistakes are the result of either not knowing the rules, having forgotten about the rules or not having paid attention to the rules. This view considers learning to solely take place in a conscious mindset, if this mindset is lacking in the learning process it will result in a lack of knowledge and mistakes in the language to be learned. The second viewpoint that Schmidt mentions is that of the teachers who consider language learning to be solely unconscious. For this reason, they prefer the term language acquisition rather than learning. They consider the acquisition of a language to happen through interaction and input. For the acquisition process no actual explicit focus should be on the language itself. This means that this view looks upon communication as the foundation of the learning process, which is a completely different view from the traditional point of view. The third view combines these two views, stating that communicative, meaning-focused instruction is essential, but form-focused instruction is necessary and desirable. This view looks upon input and interaction as important factors in establishing a secure level of communicative proficiency. This is not because this point of view considers language learning to be unconscious. This point of view rather looks upon

language learning to be conscious. Input, interaction, attention and awareness are fundamentally important for the learning process. A learning process solely focused on input and interaction leads to premature stabilization, but abstract knowledge does not lead to an ability to perform in the language that is learned. Most arguments in 2.1 that have been put forward for grammar education are in line with this third point of view. Explicit knowledge is necessary but as a tool for communicative purposes.

The second view, the communicative view, seems to be in line with the educational trends in the Netherlands. The focus of education should be on input and interaction, and explicit knowledge of a language is not considered necessary. Education has moved away from form-focused instruction and moved towards meaning-focused instruction as mentioned by Kwakernaak (2011). However, grammar has not been completely left out of education. The guidelines in CEFR ask pupils to have at least some knowledge of grammar (Grammatical competence, 2006). This leads to the Dutch foreign language teaching system to move from the second point of view to the third point of view, a more mediated viewpoint. The pupils are not asked to be aware of the grammatical rules, they are merely asked to have knowledge of it. For this reason and because, as explained by Kwakernaak, communication is still considered to be most important, Dutch education most likely takes the second point of view, the communicative view, and takes only minor details from the third point of view.

This third point of view, however, is what education should aim for. Schmidt (1995) gives many arguments in favour of this point of view. The main argument as he explains is the importance of conscious learning, he explains this through the need of attention in the learning process. He uses a study done by Nissen and Bullemer that was based upon the idea that attention is required for all learning. This theory predicts that differences in learning are caused by the stimulus used. The study shows that focal attention is necessary for robust memory. He concluded that “all aspects of language learning require some degree of focal attention; different aspects may require more or less of it” (p.14). Carr and Curran (cited in Schmidt, 1995) noted that complex sequences that are the outcome of syntax are unlikely to be learned without attention. Schmidt explains that communicative interaction cannot on its own lead to the acquisition of such sequences. He states that communicative interaction is a divided attention task, which, because the pupil has to focus on many different meanings and forms, cannot get a pupil to fully understand the complex syntax.

The importance of consciousness in the learning process also lies within the fact that it can lead to language awareness as well as that consciousness is a form of awareness. Csikszentmihalyi (cited in van Lier, 1994) states that

“The function of consciousness is to represent information about what is happening outside and inside the organism in such a way that it can be evaluated and acted upon by the body. In this sense, it functions as a clearinghouse for sensations, perceptions, feelings, and ideas, establishing priorities among all the diverse information. Without consciousness we would still "know" what is going on, but we would have to react to it in a reflexive, instinctive way. With consciousness, we can deliberately weigh what the senses tell us, and respond accordingly. And we can also invent information that did not exist before: it is because we have consciousness that we can daydream, make up lies, and write beautiful poems and scientific theories” (p. 71).

This means that consciousness provides a way of organization, control and evaluation of an experience (van Lier, 1994). Consciousness can, therefore, be considered to lead a pupil to become aware. This is because language awareness is considered to be explicit knowledge about language, conscious perception of the nature of language and its functions.

Consciousness can make explicit what has been learned.

Schmidt (cited in Jones, 1997) distinguishes three different levels of consciousness as awareness: the perception level, the noticing level and the level of understanding. The perception level is about the detection of concepts without being aware of this detection, after which the noticing level occurs. This means that one is aware of the concept presented. Without noticing the input, the input cannot become intake. After someone has taken in the concept, he or she reaches the level of understanding. This means that memory requires attention for and awareness of the constructions in order to have them stored. Ausubel (cited in Jones, 1997) adds that only meaningfully learnt material is stored and that it is the only information that can be retrieved. Meaningfully learnt material constitutes of material that is built upon a foundation of clearly understood concepts and principles. So before information is actually taken in, it first has to go through all the three levels of consciousness, only then it becomes meaningfully learnt material. Westhoff (2008) explains that this effect can be realized by a variety of learning acts. Those acts all include the same three aspects: the object of the act, the act itself and the command provided by the act (p 10-11).

First the three levels of consciousness will be explained in further depth in order to explain how these levels become operationalized in learning acts. The first level Schmidt (cited in Jones, 1997) mentions is the perception level. This level does not necessarily imply awareness, but it is necessary for the following levels. In this level a pupil detects a concept, this does not mean that this happens consciously. What perception does mean is that it implies mental organization and the ability to create internal representations of those concepts

(Schmidt, 1990). Schmidt (1995) explains further that at the perception level one is alert to incoming stimuli and cognitively registers the stimuli. He, then goes on that after the registration the information is available for cognitive processing. This, however, does not happen at the perception level. The other two levels are of greater importance as awareness. The second level is the noticing level. This level differs from the perception level in that at the registration of the concept now becomes conscious. As Schmidt (1994) explains the difference between noticed and perceived information, he uses a metaphor that offers the best explanation:

“When reading, for example, we are normally aware of (notice) the content of what we are reading, rather than the syntactic peculiarities of the writer’s style, the style of type in which the text is set, music playing on a radio in the next room, or background noise outside a window. However, we still perceive these competing stimuli and may pay attention to them if we choose.” (p. 132)

It is clear from this metaphor that noticing involves awareness, while perceiving does not. Schmidt (1990) calls noticing a private experience. One cannot always verbally report something that has been noticed and thus cannot share the noticing.

The third level is the level of understanding. The level of understanding differs from the level of noticing in that noticing refers to surface level phenomena, but the level of understanding involves the underlying phenomena. In the level of understanding one recognizes there is some principle, rule or pattern. In his book, he gives multiple examples of the difference between noticing and understanding. The following example he gives is about syntax: “In syntax, awareness that on some occasions speakers of Spanish omit subject pronouns is a matter of noticing. Being aware of that Spanish is a pro-drop language, which entails numerous syntactic consequences beyond such surface phenomena as the presence or absence of pronouns, is a matter of understanding” (Schmidt, 1995, p. 30). From this it logically follows that one has to notice something as input, before it can become uptake. If one fails to notice the omission of subject pronouns in Spanish, then one will most likely not become aware of the fact that Spanish is a pro-drop language. If one does not notice this phenomenon, one cannot consider that this might be caused by some underlying structure and thus never reach the level of understanding.

3.2.1 Explicit and Implicit Learning

The varying views on the learning process also indicate the use of different learning processes: implicit learning and explicit learning. Rebuschat (2015) describes implicit

learning as the process of acquiring unconscious knowledge. The term was first used by Reber (cited in Rebuschat, 2015) to describe a learning process during which people acquire knowledge about a subject without the intention and awareness of having acquired this knowledge. Ellis (2015) adds to this stating that “[i]mplicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations” (p.3). The core of implicit learning is that it happens without being consciously aware of it. Leow (2015) has examined the role of implicit learning for second language acquisition. He holds the idea that, because awareness is some form of cognitive or behavioral change occurring whilst processing input without any direct reference to the underlying rule, implicit learning in a second language acquisition process is learning without any awareness of being in the process of learning. Ellis (2008) explains that even though implicit learning might work for first language learning, it does not work for second language learning. He gives multiple arguments why implicit learning processes do not work for second language acquisition. The first argument is about transfer, he explains that the L2 learner’s brain has already been set to match the L1, thus the L2 is perceived through mechanisms that are optimized for the L1. The L2 can therefore not be processed in the optimal way. To overcome these hurdles, the second language learner has to involve some explicit learning processes.

Explicit learning is described by Rebuschat (2015) as a process that entails participants acquiring knowledge consciously, often this process is associated with intentional learning conditions. Ellis (2015) goes deeper into this description stating that explicit learning as a process is a conscious operation. It requires a person to make and test hypotheses in the search for an underlying structure. He explains that to achieve the finding and understanding of the underlying structure one can benefit greatly from form-focused instruction as it recruits the explicit conscious processing of the learner, which allows the learner to consolidate unitized form-function bindings of L2 constructions new to the learner.

Ellis (2008) explains that explicit learning is involved in the second language acquisition process in the initial registration of patterns and constructions that then are tuned into the system by implicit learning during input processing. This explicit learning that Ellis (2008) mentions fits with the second level of consciousness as awareness mentioned by Schmidt (1995). After the surface level representations have been noticed, implicit learning processes take over to reach the final level of understanding.

To get a pupil to achieve language awareness and use all these levels of consciousness as awareness in the learning process, a language awareness approach to learning should be

used. Svalberg (2007) explains that a language awareness approach involves an ongoing investigation of language, looking upon language as a dynamic phenomenon rather than looking upon language as a fixed body of established facts. Not only is a pupil expected to investigate the language, he or she is also ought to talk about language in an analytical manner and to discuss language with one another. The pupil is expected to discover and explore the language. The aim of a language awareness approach should be to develop the learner's knowledge as well as their learning skills. Thus such an approach should involve learners both cognitively and affectively. This approach not only involves explicit instruction as it also requires pupils to find the underlying rules themselves. A language awareness approach asks the pupils to go through all three levels of consciousness as awareness mentioned by Schmidt (1995). A pupil has to perceive all input, then has to notice what happens and by discussions and explorations will discover what the deeper level rule is that affects the surface representation shown. Schmidt (1995) mentions implications for foreign language teaching based on his model of consciousness as awareness that are similar to the language awareness approach as discussed by Svalberg. Schmidt has implications for the learner as well as for teaching methods. The implications he mentions for the pupils are to pay attention to input. The second implication Schmidt mentions is that they need to pay attention to that aspect of the input that one is concerned with. The third asks them to look for clues and to make hypotheses as to why the target speakers say what they say. This seems logical as the second level of awareness and to reach awareness asks the pupil to notice the input for it to become uptake. The final implication mentioned by Schmidt deals with the uptake specifically, he says that one has to concentrate on noticing how specific instances are used to find out why they are used in that context. This last implication is for the pupil to find the general underlying principle of what they have noticed in the surface level representation.

The implications that Schmidt (1995) sees for teaching methods are the following: an effective learning environment should provide room for both explicit skills that are necessary for deep elaborative processing and for naturalistic settings that provide opportunities for exposure and motivation. To facilitate L2 acquisition it is useful to have explicit instruction. This instruction may work indirectly, because it cognitively focuses and organizes the attention of the learner. He tells teachers that learning takes place in the learner's mind and that teachers should not expect pupils to always attend what they intended the pupils to attend to. Learning cannot be completely designed.

3.2.2 Contrastive Analysis Technique

Graus and Coppen (2015) and Rahman and Ali (2015) argue that the main reason for mistakes in the L2 output is caused by interference from the L1. Ellis (2008) also gives L1 transfer as a reason for why implicit working does not work for second language acquisition. He states that the brain has adjusted itself to fit L1 constructions and patterns, not those of L2. If the brain tries to analyze L2 patterns and constructions in the same way as L1 constructions and patterns, this will result in mistakes. Ellis therefore argues for explicit instruction. Rahman and Ali also argue for explicit instruction on differences between the L1 and the target language to prevent mistakes from happening or to minimize the number of mistakes being made. They opt for foreign language education that makes use of the contrastive analysis technique. This technique will make sure that they will be made aware of what causes the errors in L2 production.

Not only Rahman and Ali (2015) opt for contrastive analysis between the foreign language and the native language. Language awareness in second language acquisition has actively encouraged learners to contrast their L1 with their L2 since Carl James claimed that:

“...one’s understanding of the workings of the foreign language can be illuminated by mother tongue study, by transferring one’s mother tongue metacognitions to the task of foreign language learning. Seeing mother tongue and foreign language ‘objectively’, first in terms of their immanent systematicity, and then each in terms of the other, is to develop one’s linguistic metacognitions of each” (cited in Ellis, 2012).

Reflecting on differences between the first language and the second language is suggested to increase language awareness as it makes intuitive knowledge about the first language explicit and compares this to knowledge about the second language. This results in an analysis, which gives pupils a better understanding of the differences in underlying structures in each of the languages. This might mean that understanding these differences might help in making pupils more aware of how to use them.

James (1996) explains this idea of contrastive analysis a bit further. As he explains contrastive analysis was first developed by Weinreich and Haugen in the 1950s. It was developed to explain what happens when two languages meet in the brain of a bilingual. Contrastive analysis as it was first developed was done by applied linguistics, and it was not used by teachers and learners. This changed when Widdowson (cited in James, 1996) claimed that “a pedagogy of language study along these lines would be concerned with comparisons: and it would in effect bring contrastive analysis out of exile and establish it as a methodological principle” (p. 145). He was not the only one to call for contrastive analysis to

become a methodology used in classrooms. James (2013) explains that in the 1950s and 1960s the notion of contrastive analysis made a comeback. In those decades the standard procedure for education was to describe comparable features, which then would be compared for both form and meaning. This would result in an overview of differences between the languages. In the 1970s contrastive analysis was deemed less reliable as mistakes did not always occur from these differences. Wardhaugh (cited in James, 2013) suggested that difficulty could not necessarily be predicted by contrastive analysis of the first language and target language, but that contrastive analysis could explain where errors based on L1 interference came from. Wardhaugh (1970) further explains what this hypothesis requires of the learner. It requires the linguist to use the knowledge he has to account for the observed difficulties in second language learning. The type of analysis used for this hypothesis uses the evidence that is provided by the interference from the L1 and uses that evidence to explain the similarities and differences in the two different language systems.

Contrastive analysis is useful in language awareness approaches to foreign language teaching for two main reasons as previously mentioned. The first reason is that to analyze the native language and the foreign language and compare the two, it requires the analyzer to have a high level of understanding of both languages. The analyzer needs understanding of the underlying rules of both languages to be able to compare them. The second reason is that comparing the two language systems gives the analyzer insights into what differences might cause difficulties. If the language learner has insight of what is causing the difficulties, he or she might be more aware of the constructions that differ and this could potentially result in less mistakes made in the L2 output.

Summary

This chapter has shown the many ways in which language awareness can be defined. The definition that this research will use is that language awareness is explicit knowledge about language, conscious perception of the nature of language and its functions. This definition states merely what the state of mind is that can be called language awareness. Language awareness and its relation to consciousness is rather an approach to learning a language. There are three different levels of consciousness as awareness involved in the learning process: the first level is about perceiving the input, the second level is about noticing what is input and what is not, the third level is about taking the input and gaining understanding of it (Schmidt cited in Jones, 1997). The first two levels entail explicit learning strategies, the third level entails implicit learning strategies as the input has to be processed internally. A language

awareness approach can also entail contrastive analysis as this makes pupils more aware of the differences between languages and what causes them to make mistakes.

4. Language Awareness and Grammar

The previous chapters have explained the importance of grammar education, the aspects of grammar pupils struggle with, and language awareness as a concept and approach. However, the relation between language awareness and grammar has not been discussed yet. This chapter will focus on this relationship, and provide an overview of what pupils should be made aware of in grammar education.

4.1 The Relation Between Grammar and Language Awareness

Westhoff (1998) found that the immersion approach used in foreign language education does not work to the same extent for speaking and writing as it does for listening and reading. He states that research has shown that the best results for speaking and writing come from explicit grammar instruction and input. He gives two possible explanations: one being that input is useful for recognising what is right, but not for what is wrong. The other explanation is that grammar instruction creates awareness, what would result in not only a content-oriented, but also a form-oriented output. According to Paardekooper (cited in Tordoir and Wesdorp, 1979) grammar education improves the ability to abstract as well as that it makes pupils aware of what they had been doing all along but unaware of it, and for those two reasons grammar education improves language control.

There are multiple ways in which grammar can be taught in the foreign language classroom. Ellis (2002) discusses the difference between grammar practice and raising consciousness through grammar teaching. He considers grammar practice to be the opportunity for pupils to practice the structures. This means that the pupil can practice under controlled conditions and then later on apply this to more normal conditions with communicative purposes. He names three types of practice that he finds to be common in foreign language education: mechanical practice, these are for instance substitution exercises, then there is contextualized practice, these exercises attempt to encourage learners to see how grammatical structures can be used in real-life situations, and finally communicative practice, which entails mainly ‘gap’ activities to ensure that learners engage in communication while still focusing on the features of importance. However, Ellis finds that all these different practices have some features in common. He mentions five characteristics that all exercises meant for grammar practice will entail: the first characteristic is that the exercise will attempt to isolate the specific grammatical feature that has to be learned. The reason for this isolation of the feature, according to Ellis, is that this will focus the attention of the pupil to this

specific feature. The second characteristic of such exercises is that they will require the learner to produce sentences only containing the feature that has to be acquired. Another characteristic is that the exercise provides opportunities for the learner to repeat practicing with the target feature. The exercise will expect that the learner will perform correctly. They assume that the learner will have success. The last characteristic is that there will be a moment of feedback to see whether or not they performed successfully in the practice of this grammatical feature.

Ellis (2002) distinguishes consciousness-raising from practice, because consciousness-raising attempts to equip the learner with an understanding of the grammatical feature that has to be learned and to develop declarative knowledge of this feature, whilst he finds that practice only provides the learner with procedural knowledge of the feature. The characteristics of consciousness-raising activities are the following: the first characteristic is very similar to the first characteristic of grammar practice. The exercise will attempt to isolate the grammatical feature to focus the learner's attention on it. The other characteristics, however, do differ quite a lot from the characteristics of grammar practice. The second characteristic is that the exercise will provide the learner with data to illustrate the feature. This might include the description of an explicit rule or the explanation of the feature, this, however, is not mandatory. The third characteristic of such an exercise is that intellectual effort is expected to be used to be able to understand the targeted feature. Another characteristic is that in contrast to grammar practice is that the learner is not expected to have success. If a learner has misunderstood the grammatical structure the exercise gives the learner clarification either in the form of more data and description or in the form of an explanation. The final characteristic of such an exercise is that the learner might be asked to articulate the rule describing the grammatical structure. The main difference between grammar practice and consciousness-raising exercises is that grammar practice requires a pupil to know about the rule and consciousness-raising exercises require the pupil to understand the structure.

Looking at what Ellis (2002) considers to be the characteristics of consciousness-raising tasks, the three levels of consciousness as stated by Schmidt (1995) can be found in these characteristics. The first characteristic implies that the grammatical feature that is to be learned is isolated. Isolating the feature limits what the learner can perceive. This makes it easier for the learner to detect that grammatical feature. The second characteristic involves the level of noticing as mentioned by Schmidt. The exercises provide the learner with data of this feature, this means that the learner can spot the surface level phenomena easily and then find

the underlying surface structure. The intellectual effort mentioned as the third characteristic of consciousness-raising exercises, can be seen as the uptake that takes the learner from the level of noticing to the level of understanding. The fourth characteristic can be seen as making sure that the learner has actually reached the level of understanding, if the learner has indeed, then the extra data and explanation provided will ensure the learner that he or she has correctly found the underlying structure. If the learner has misunderstood the grammatical feature, this provides the learner with a second chance of grasping the underlying structure by providing more data that enable the learner to see the surface representations and rethink what grammatical structure must be the reason for these representations. The final characteristic is merely to ensure that the underlying structure is found and understood by the pupils.

4.2 A Language Awareness Approach to the Tenses

As previously mentioned, a study conducted by Rahman and Ali (2015) showed that many pupils make mistakes with the tenses in English. This was supported by Cowan (cited in Rahman and Ali, 2015), who stated that the most difficult topics to learn were the verb forms and the tenses. This showed in the results of the study done by Graus and Coppen (2015). Language awareness could provide a way of learning the tenses, which could resolve the difficulties pupils face in the acquisition of these tenses. Pupils could be made aware of three different aspects, which will be explained below. The rule that forms the basis of a specific tense, the differences between tenses and their forms, and, lastly, the difference between a tense in the language to be learned and the native language. This last point is especially important as Rahman and Ali (2015) consider the main reason for mistakes in the foreign language output to be caused by the interference of the native language. Being aware of these differences and similarities will help pupils to become aware of Dutch usages of verbs in English.

Making pupils aware of a specific tense means that they are aware of the ways in which they can be used and what rule is underlying. A language awareness approach that makes a pupil aware of the rule that forms the basis of a specific tense involves both instruction and practice. The instruction ought to be based on the principles put forward by Schmidt (1995), who states that explicit instruction is useful as it focuses the attention of the learner even though it may work indirectly. Relating this back to the three levels of consciousness that Schmidt mentions. An example of instruction could be that a teacher explains a certain rule to the pupils and provides them with data. The teacher will then go on and explain to them how this rule can be seen within the data. However, this has to be done in

an interactive manner as language awareness asks pupils to discover language themselves. In this example the teacher has explained the rule first, which gives the pupils focus for the data he has provided. By doing this he guides them through the first and second level of consciousness, and this could help them by finding proof of the rule within the data. Once they have gone through all the data that the teacher has provided they should be able to understand the underlying rule and they should have reached the third level of understanding.

The practice that would make them aware of the underlying rule of a specific tense would then only involve the pupils. The practice would not give guidance in the way that the teacher did in the instruction of a rule. The instruction is based on the consciousness-raising-tasks discussed by Ellis (2002), which makes the pupils discover rules themselves. The practicing of tenses would be the tasks that Ellis discusses. For example, a task that is focused on the present perfect, would make clear that the task involves the present perfect without giving away what the underlying rule of the present perfect is. The task would then provide the pupil with enough data to establish the rule for themselves. The task could for instance ask the pupil to underline all cases of a present perfect, ask them what a present perfect looks like and ask them to form a present perfect themselves. These types of questions could make a pupil aware of the form of the present perfect. For complete understanding a pupil could be asked to identify why the present perfect is used in these instances, and to, based on his findings, write down the rule that explains the usage of a the present perfect.

The instruction and practice for making pupils aware of the differences between the tenses is not that different from making pupils aware of the underlying rule of a single tense. By comparing different tenses, the pupil can be made even more aware of the underlying rules of both tenses. The instruction is similar to the instruction of a single rule, but this time the teacher will have to explain differences. He has to provide the pupils with data that can explain the differences, and help them to draw conclusions based on the data.

Like the practice for one specific tense, the practice for the differences between tenses asks pupils to come to conclusions individually. The task will give pupils the opportunity to look at both tenses in separate sentences as well as within the same sentence. They will be asked to indicate the tenses that are the focus of the task and ask them how these tenses are formed, when these tenses are used and what the underlying rules might be. The final question that they will have to answer is in what way these tenses differ, both in their form and in their use.

The last point of which pupils should be made aware is the difference in the tenses in their native language and the foreign language, in this case Dutch and English. The teacher

should be capable of formulating both the rule that is underlying in the English tense and in what ways Dutch differs from this, that is how does Dutch express this tense. The teacher should provide examples in English, with grammatically correct translations in Dutch. Then he should let the pupils discuss what they see, what differs, what is similar. In that way they can better understand the rule in English as it is now put into perspective. This should also be done in the task the pupils get assigned. They should be provided with English data, and Dutch translations. They should be capable of forming the rule based on the English data, and should be able to grasp the way Dutch expresses the same concept. After the question of what the underlying rule is in English, and what differs in Dutch, the pupils will be asked to translate English examples to see whether or not they understand the differences between the languages. They will be asked to form examples of this tense on their own.

Summary

This chapter has discussed the ways in which grammar can be practiced in the classroom either through grammar practice or through consciousness-raising tasks. The latter is the one that should be used in classrooms. The second part of the chapter has explained what aspects pupils should be made aware of through consciousness-raising tasks, and this part also gives an overview of what could be done in classes revolving around the tenses.

5. Methodology

This project has investigated the role of language awareness in grammar classes involving the tenses in upper-secondary school and especially in grammar assignments. This was done by considering the role of grammar assignments in grammar classes, the type of grammar assignments used in teaching methods, a difference between teaching methods, opinions of both pupils and teachers on the assignments used in teaching methods and opinions regarding aspects of language awareness. These questions were answered by a mixed method approach, using both qualitative methods such as interviews, and quantitative methods such as a survey. A mixed method approach was chosen as different approaches would suit different research questions better as well as find answers in different manners. To investigate the opinions of teachers, one has to ask them about their opinions. This could be done best by having an interview, which means that they can explain their opinions. To investigate the opinions of pupils, one is better off using a survey as pupils might have opinions on the topic, but might not be capable to express them in a useful way. The only possible way to investigate the type of assignments used is to analyze and categorize the assignments.

Besides the fact that these methods were combined because they fitted the research questions best. These methods create a bigger picture on the whole topic. Both the pupils and the teachers will be asked questions of which the answers will reflect the ideas regarding the role of grammar in foreign language education. The analysis of the grammar assignments shows if grammar is being practiced in an awareness-raising way. Teachers and pupils are asked about these assignments to see whether language awareness should get a bigger or smaller role in practicing with grammar. These different methods reveal what the role of language awareness in grammar assignments is.

The three methods have succeeded each other. Firstly, the assignments were analysed. This was done first as teachers and pupils were asked about the assignments, and to be able to say something about different types of assignments, they had to be shown different types of assignments. During the analysis of the assignments, the interview protocol and survey were created. First focusing on the interview protocol as this provides a basis for the survey that is meant for the pupils. After finishing the interview protocol, survey and analysis of the assignments, the teachers were interviewed and shortly after they handed out the survey to their pupils, which was collected later.

5.1 Methodology A: Teaching Methods

5.1.1 The Teaching Methods

For the first part of the methodology, the teaching materials were selected to look at what types of exercises are commonly found in upper-secondary school teaching methods. Two different teaching methods were selected as this provides a broader overview of what types of assignments are used than only analyzing the assignments of one teaching method. The choice for the two methods was based on the study done by Mulder (2013). This study had used a survey among teachers to look at what materials are used in secondary schools. The results of this study showed that *Of Course*, *Stepping Stones*, own materials and *New Interface* are the most used methods in upper-secondary school. What this study showed is that the number of English methods used in secondary school is increasing. Based on these results, this project focused on *Of Course* as this is one of the leading methods used, and *Cambridge English Objective First*, henceforth *Cambridge*, as this is one of the English methods, which have been shown to be used more and more as explained by Mulder (2013).

Of Course is a method that promises to guide pupils step by step towards practical use. It states that the pupil is invited to really use English in a natural manner. *Of Course* does this by using closed exercises and work towards open exercises that are in line with the Common European Framework of Reference (CEFR). It explains this way of working with exercises as ‘transfer from theory to practice’. All skills are tested in every chapter of the workbook as well as grammar. The way *Of Course* is organized is based on the levels stated in CEFR, this is shown in the beginning of the book. The method promises the teachers that they can rely on *Of Course* for their pupils to do the things necessary to reach the required level (“meer over of course”, 2016).

Cambridge states that it “combines thorough and systematic exam preparation with language work designed to improve pupils’ overall English level” (“details”, 2016). It offers the pupils a fun, fast-paced approach to learning the English language in twenty-four short units. The workbook provides pupils with regular revision in order for them to keep practicing with grammar and vocabulary and to keep it fresh. It promises to provide them with examples out of their Corpus. This means authentic and up-to-date English examples (“details”, 2016).

The difference represented in the overviews of the methods is that *Of Course!* seems to focus the levels of CEFR and testing the theory in practice, while *Cambridge* seems to focus on using real language examples to improve the English of the pupils.

This research will look at grammar assignments as those are fixed within the workbooks of the teaching methods. It will look more specifically at the grammar

assignments that deal with tenses as Rahman and Ali (2015) have shown that this is a topic that a lot of pupils struggle with. Grammar education has been suggested to make people more aware of a language (Paardekooper cited in Tordoir & Wesdorp, 1979). Grammar education can be divided into two different parts: grammar instruction and practicing with grammar. The latter is of relevance to this specific part of the methodology. Practicing with grammar can be done in two ways either by grammar practice or by consciousness-raising tasks (Ellis, 2002). This part of the research will look at whether or not the assignments in the teaching methods fall within the category of grammar practice or within the category of consciousness-raising tasks.

5.1.2 Data Analysis

This part of the methodology looked at what category of practicing with grammar, either grammar practice or consciousness-raising tasks, is mostly found in the assignments of teaching methods used in secondary school. Several exercises of each teaching method were analysed. The exercises that were analysed were the first seven assignments dealing with the tenses that were found in each of the teaching methods. This prevented picking out assignments to influence the results. By choosing the first seven assignments that deal with tenses, the assignments that were chosen were chosen objectively. Seven assignments were analysed of each method as this gives a good indication of what assignments could be found in that specific teaching method. Fewer assignments would provide a less accurate representation as those assignments might only be incidental rather than representative of the entire method. These assignments were compared to the other assignments in each method to verify these seven as actual representatives of the method. Every assignment was analysed individually, this means that for every assignment there is a classification of the type of assignment and a justification as to why the assignment is classified that way. This was done first for the assignments in *Cambridge*, and later for *Of Course!*. One teaching method has to be analysed before the other, because this prevents the assignments from being mixed up. The seven assignments of each method were analysed separately as this provides a clear overview for comparison later in the process.

After every assignment has been analysed, the two teaching methods were compared. First an overview was made for what types of assignments can be found in *Cambridge*, and of what types of assignments can be found in *Of Course!*. This overview shows the number of assignments falling in a category, while the overview, which was created right after, shows the percentages of assignments falling in which category. Percentages were created according

to the following formula: number of instances divided by the total number of assignments times 100 per cent. After these overviews were compared, there was a further investigation into what types of grammar practice is used in the assignments, and of what the consciousness-raising tasks make pupils aware. This again will be shown in an overview that shows the number of assignments as well as in an overview that shows the percentages of assignments. The percentages were created according to the same formula as mentioned above.

5.2 Methodology B: Teacher Interviews

5.2.1 Participants

Four teachers were asked to participate in this research. The teachers were chosen based on the fact that they teach pupils in four VWO (pre-university). All teachers are working at regular Dutch secondary schools. Two of the teachers work at Udens College in Uden. The other two teachers work at Commanderij College in Gemert. The teachers from Udens College were selected via an email asking about which teachers taught four VWO, this also applies to the teachers from Commanderij College.

5.2.2 Materials

The teachers were interviewed in order to gain insight into what they think about a language awareness approach, what a grammar class looks like and what they think of the type of assignments found in the first part of the methodology. The interview protocol can be found in appendix A.

A semi-structured interview was chosen as the topics of interest had already been determined based on the literature and the research questions. The structure of the interview needed to create room for the participants to answer freely about reasons for why and how they did and looked upon certain issues. It also provides the possibility to deepen the answers of the participants, which may give more insight into their reasoning. By choosing this type of interview, a set of requirements was created for the interview itself: keep the number of topics of interest brief, differentiate the process of interest, ensure a logical order for the questions, and make sure examples are available to help participants understand questions, if needed (Fylan, 2005). Other requirements for the interview were that the questions had to be unbiased, open, and specific in order to elicit honest answers from the participants on the topics relevant for the research.

5.2.3 Procedure

The teachers had been emailed to schedule an appointment for the interview. Before the start of the actual interview, the teachers were asked for permission to record the interview. The interview was introduced shortly as the teachers were not aware of what the purpose of the interviews is at that time. The introduction of the interview as well as all the questions were roughly the same for each teacher as further questioning is always possible to steer the teachers to answering the question. The teachers were interviewed individually; this was done to prevent the teachers to be influenced by the responses of other teachers. The responses of the teachers had to be genuine or it would influence the results and the conclusions that can be drawn from them. The entire appointment took up to a maximum of 45 minutes. This was the average for all teachers as for each teacher it depended on the amount and depth of the responses. Afterwards the interview was transcribed and analysed.

5.2.4 Data Analysis

The data from the interviews were analysed following a constant comparative method. This method was chosen for analysis as not all the data from the interviews has to be taken into account to answer the research questions for specific aspects of this research. For each specific topic of interest, the answers of participants were compared to look for patterns or differences. This is done by noting the answers of teachers for each specific topic, including subtopics. After these answers were noted, they were compared with each other to look for patterns or differences. Based on these similarities and differences a broader perspective upon these topics was formed. This is in line with the four steps proposed by Glaser (1965) as the steps to follow using a constant comparative method of analysis. The analysis of the data focused on specific topics: what do the teachers think of grammar, in other words what is its relevance in the classroom? What does a grammar class look like? How would teachers describe language awareness? How do they feel about contrastive analysis? What do teachers think about different types of assignments?

5.3 Methodology C: Pupils Survey

5.3.1 Participants

The participants in this part of the research are pupils. These pupils were selected on the basis of having been taught English by the teachers selected in methodology B. This means that they are all in the first year of upper-secondary school. Ninety-nine pupils have taken part in

the research by filling in a survey. Forty-nine of them go to Commanderij College in Gemert, the other fifty goes to Udens College in Uden. As the pupils are in the first year of upper-secondary school, which means most of them will be aged between fourteen and seventeen with an average age of sixteen.

5.3.2 Materials

The material chosen for this part of the research is a survey, which is based on the interviews designed for the teachers. Surveys were chosen rather than interviews, because pupils might have more difficulty answering in-depth questions than their teachers do. As their answers might not be as detailed and based on knowledge about teaching, the decision was made to go with a quantitative research method rather than a qualitative research method as that used for the teachers. As the interviews were the basis of the survey, the same criteria were applied to the survey: the questions had to be specific and unbiased as well as providing pupils with examples to make sure they understand what the question is about.

5.3.3 Procedure

After the teachers were interviewed, they were asked whether or not they could distribute a survey in one of their classes. All teachers agreed to this, and they were given the survey for them to distribute. The teachers would then hand those to the pupils during class. After the survey had been filled in, it was collected and analysed.

5.3.4 Data Analysis

After the surveys were collected, the surveys were analysed on three different topics. The first topic of analysis is grammar. The main interest of this part of the survey is on the question about whether grammar explanation helps them in the learning of a language, and whether or not they deem grammar explanation to be necessary. The first question will result in an overall score based on the Likert-scale from one to five provided in the question as well as in percentages of the answers given. The answers to the second question will be formed into percentages, the percentage of pupils who say that it necessary. The reasons for why it is necessary will be mentioned. The percentage of pupils who say that it is not necessary were analysed in percentages, and the reasons for this answer were mentioned.

The second point of analysis is language awareness. This section deals with whether or not children think contrastive analysis is useful and whether the children prefer communicative instruction or rule-based instruction. The questions in this part will result in

overall scores based on the Likert-scale from one to five that is provided for every question. The results will be shown in an overview that indicates what percentage of answers a particular answer was.

The third aspect deals with an exercise that falls within the category of grammar practice. It asks the pupils whether they find these types of exercises useful, and how teachers use these exercises. The first two questions resulted in a score that is based on the Likert-scale provided alongside these questions. The third question were analysed by making percentages of the amount of 'yesses' and 'noes' as well as mentioning the reasons for a 'yes' or 'no'.

This part of the research included some statistics using a one-way ANOVA to compare the means of several groups. Levene's test was used to find out whether equal variances could be assumed, if not Welch's F test was used. If equal variances could be assumed, the ANOVA would show whether there were significant differences between the groups, if so Tukey's test was used to find out which groups differed significantly.

6. Results and Analysis

6.1 Grammar Assignments

First an overview will be presented of the types of assignment found in both methods, a classification, and arguments in table 3. Then this will be further explained in the subchapters 6.1.1, and 6.1.2.

Table 3: Overview of the assignments

Assignment	Method	Classification	Argument
1	<i>Cambridge</i>	Consciousness-Raising	- Fits description proposed by Ellis (2002). - Makes pupil aware of single underlying rule. - Makes pupil aware of differences between different tenses.
2	<i>Cambridge</i>	Consciousness-Raising	- Fits description proposed by Ellis (2002). - Makes pupil aware of single underlying rule. - Makes pupil aware of differences between different tenses.
3	<i>Cambridge</i>	Consciousness-Raising	- Fits description proposed by Ellis (2002). - Makes pupil aware of differences between different tenses.
4	<i>Cambridge</i>	Consciousness-Raising	- Fits description proposed by Ellis (2002). - Makes pupil aware of differences between different tenses.
5	<i>Cambridge</i>	Grammar practice	- Assignment does not demand awareness. - Fits description proposed by Ellis (2002). - Exercise only deals with form.
6	<i>Cambridge</i>	Grammar practice	- Fits description proposed by Ellis (2002). - Exercise only deals with form.
7	<i>Cambridge</i>	Both	- Has characteristics of grammar practice. - Requires explanation for using a tense.
8	<i>Of Course!</i>	Grammar practice	- Fits description proposed by Ellis (2002). - Exercise does not demand understanding.
9	<i>Of Course!</i>	Grammar practice	- Fits description proposed by Ellis (2002).

10	<i>Of Course!</i>	Grammar practice	- Fits description proposed by Ellis (2002).
11	<i>Of Course!</i>	Grammar practice	- Fits description proposed by Ellis (2002). - Exercise only deals with form.
12	<i>Of Course!</i>	Grammar practice	- Fits description proposed by Ellis (2002).
13	<i>Of Course!</i>	Grammar practice	- Fits description proposed by Ellis (2002).
14	<i>Of Course!</i>	Grammar practice	- Fits description proposed by Ellis (2002). - Exercise only deals with form.

6.1.1 Cambridge English Objective First

Consciousness-Raising

Exercise 1

1 Identify the underlined tenses in examples a–d. Then complete the grammar explanation below.

a The little guy jogs along at a slow rate.

b While you're playing, you can always listen to the music.

c It's a shame that the gun resets to weak with each new level.

d Games of this type are becoming more and more complex.

The present tense is used for permanent situations (example) or to talk about actions which are habitual or repeated (example). On the other hand, the present tense is used for temporary situations (example), or for situations that are changing or developing (example).

Exercise 1 falls within the category of consciousness-raising tasks for three main reasons: firstly, the exercise does exactly what Ellis (2002) describes to be a consciousness-raising task. It isolates the tense of interest, and provides data for the pupil to be able to discover the rule, and finally, it asks the pupil to explain the rule underlying the surface representations. The only difference with the description of Ellis (2002) is that the rule is given but the pupils have to fill in the name of the tense. The second reason is that it makes the pupil aware of the ways in which a certain tense can be used. It does so by giving

examples of different kinds of usage as well as showing in the rule that it can be used in more than one way. The last reason is that it gives the pupil the opportunity to see the differences between two tenses in terms of form and use. The examples show the difference in form as well as in use. The difference in use between the two tenses is then further explained by the description of the rule below the examples.

Exercise 2

Explain the other uses of each tense that are illustrated in these examples.

- a We're buying a new computer next weekend.
- b If you finish all the levels within an hour, you get extra points.
- c Don't talk to me while I'm playing!
- d Once you decide where to go, let me know.
- e All the planets in our solar system orbit the sun.

→ page 167

Exercise 2 is considered to be a consciousness-raising task for three reasons. This assignment is created in such a way that it fits the requirements of what Ellis (2002) considers to be a consciousness-raising task. It isolates the tense of interest, not by only showing a specific tense, but by underlining the tense that should be focused on. This underlining makes it easier for pupils to take in the input, but also makes it easier for them to notice the representation of the rule. The data provided makes it possible for the pupils to uptake the information and to understand that there must be an underlying rule. The exercise asks them to explain the use of the tense, which makes them establish a certain underlying rule. The second reason is that by asking pupils to explain the different uses of a specific tense, it makes them aware of the many ways in which language can be used. Language awareness as a concept in this project was defined as explicit knowledge about language, conscious perception of a language and its functions. By asking them to look at the different functions and to verbalise why a tense is used for that specific function, a pupil is expected to become more aware of this tense. The final reason is that it makes the pupil compare the uses of different tenses, this makes a pupil more aware of the differences between the tenses and their uses as well as make him more aware of the rules on which those tenses are based.

Exercise 3

- 1 Explain the differences in meaning in these sentences and identify the tenses used.
- a I have never sent an email.
 - b I never sent an email in my last job.
 - c I had never sent an email until I started working here.
 - d I will have sent over 500 emails by the end of this week!

This assignment is consciousness-raising for three reasons. The first reason is that the exercise fits the requirements that Ellis (2002) proposes as belonging to consciousness-raising tasks. The assignment provides the pupils with data in the form of examples, and asks them to come up with an explanation as to why a certain tense is used and what tense it is that has been used. The second reason is that it tries to make pupils aware of the differences in meaning that are paired with the different tenses. The pupils have to actively look for the differences and then come up with an explanation as to why these sentences differ in meaning, what has caused the difference in meaning. They are asked to do their own investigation of the language. The last reason is that it demands knowledge about the different tenses. They have to be able to identify each tense and to see the contrast between the tenses. The fact that it asks the pupils to compare the sentences as they convey different meanings makes that they become more aware of the effect of different tenses and their functions.

Exercise 4

2 Read these examples of perfect tenses from 14.1.

- a I had been working in sales for six years.
- b I've set up the spare room as an office.
- c I'd always loved skating.
- d By this time next year, I'll have launched my own ice cream.
- e It gave me the career break I'd been looking for.
- f My confidence has always been low.
- g If I'd added up the hours ...
- h I've been working for a sportswear firm to gain experience.

Now look at the different uses of perfect tenses, 1–7, and find examples of them in sentences a–h. Some uses have more than one example.

- 1 talking about a recent event or situation which has been completed
- 2 talking about an event or situation which started in the past but is still true
- 3 emphasising the duration of a recent event or situation
- 4 talking about an event or situation that happened earlier than the past time being described in the sentence or paragraph
- 5 emphasising the duration of an event or situation which took place earlier than the past time being described
- 6 used in a conditional structure
- 7 talking about an event that will happen within a specified future time

Which perfect tense has not been exemplified in a–h? Give an example of this tense.

This assignment is a consciousness-raising task as it is similar to what Ellis (2002) describes as a consciousness-raising task, but this assignment works a bit different. Like the tasks described by Ellis (2002), this task provides the pupil with examples. The difference can be found in the fact that the rules for the tenses have already been given. The assignment, however, is still consciousness-raising as the pupil still has to find out what rule goes with what example. The pupil still has to do some hard work to put the correct two together. He or she has to see a reflection of the rule in the example. It is a consciousness-raising task as it makes them more aware of the differences between the perfect tenses. The assignment shows them what kinds of uses a specific tense can have, and by providing the pupils with the rules, they can actually see a reflection of the underlying rules in the examples.

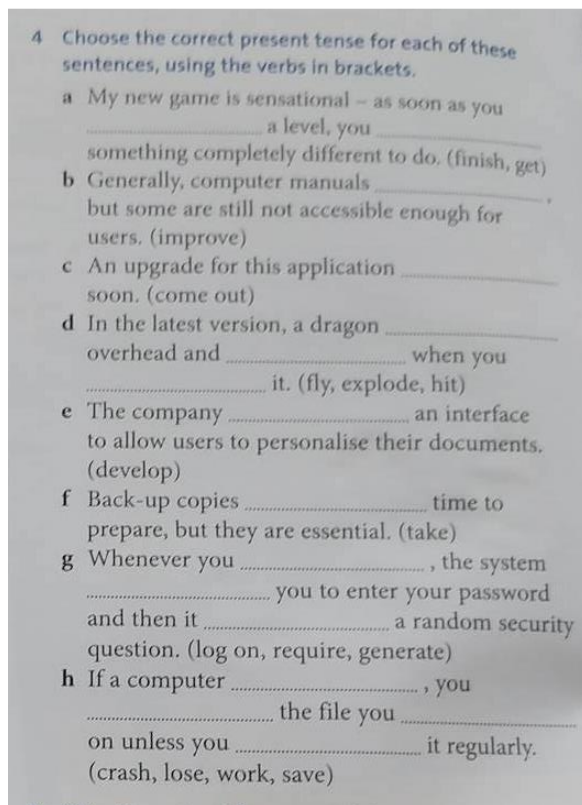
Grammar Practice

Exercise 5

- 3 Correct any mistakes with tenses in these sentences. Some sentences are correct.
- a Electronic books are becoming more and more popular.
 - b This week only, the shop sells all software at 20% off.
 - c Don't shut down the computer as I'm downloading a film.
 - d As soon as you are playing this game, you realise the graphics are tremendous – everything is so realistic.
 - e My neighbour gives me access to his wifi this week but I'm planning to install my own on Monday.
 - f When you visit the website, you are getting a choice of free downloadable applications.
 - g Once I find a useful site, I'm bookmarking it for future reference.

This assignment can be considered to be grammar practice. The reason for this is that the assignment expects the pupil to know how and when to use which tense. This assignment does not ask the pupils to form the rule by going through the three levels of consciousness discussed by Schmidt (1995), but rather asks them to understand the rule and look at whether or not the surface representation fits the rule. This assignment is a test of their understanding instead of creating understanding. Because of that, it has characteristics of grammar practice. The exercise is primarily form based. It can also be considered to be grammar practice as the assignment itself does not require explanation, it does not ask the pupils why these tenses are incorrect or correct. It does not ask them to verbalise the reasoning behind correcting some of the sentences. Since the exercise itself does not ask for explanation and verbalisation of the thought process, it does not show whether or not pupils are aware of the rules.

Exercise 6



This exercise is considered to be grammar practice for two reasons. The first reason is that it fits the requirements of what Ellis (2002) considers to be grammar practice. The pupils get to practice using the tenses under controlled conditions. It isolates the tenses that will be used in the exercise. It asks pupils to only produce sentences with the tenses around which the exercise revolves. The assignment provides them with many opportunities to practice with the grammatical feature. The type of grammar practice this falls under is communicative practice as the exercise itself asks pupils to fill in the gaps using the correct tense. The second reason for this assignment to be grammar practice rather than consciousness-raising is that the exercise only deals with the form. The exercise demands little explaining as to why they use a tense in a certain instance, it only asks them to use the tense. No understanding or explanation is asked for this task.

Combination of Grammar Practice and Consciousness-Raising

Exercise 7

5 Skim the extract from an article about 'googlewhacking' on the opposite page. Then fill each gap with a suitable present tense of one of the verbs in the box. Use each verb once only. There is one extra verb you do not need.

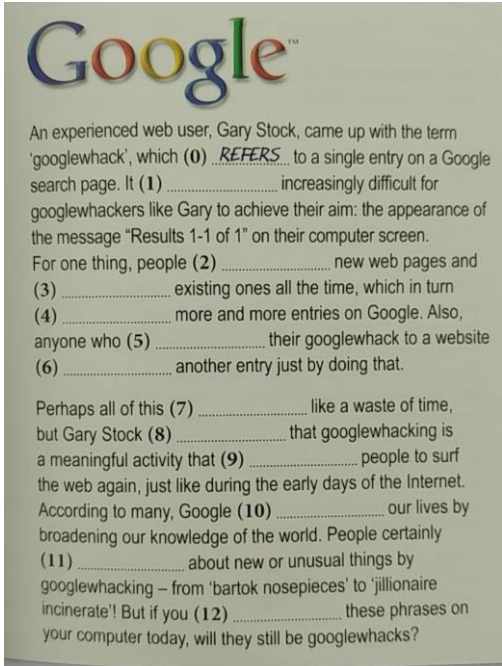
add	become	believe	change	create
encourage	find out	google	mean	
refer	sound	spend	submit	update

Compare your answers with another student.

In which gaps can both the present simple and the present continuous be used? Is there any change in meaning?

Which of the verbs that you used do not have a present continuous form? Verbs not normally used in the continuous tenses are called 'stative' verbs. Do you know any more verbs like this?

→ page 167



An experienced web user, Gary Stock, came up with the term 'googlewhack', which (0) REFERS to a single entry on a Google search page. It (1) increasingly difficult for googlewhackers like Gary to achieve their aim: the appearance of the message "Results 1-1 of 1" on their computer screen. For one thing, people (2) new web pages and (3) existing ones all the time, which in turn (4) more and more entries on Google. Also, anyone who (5) their googlewhack to a website (6) another entry just by doing that.

Perhaps all of this (7) like a waste of time, but Gary Stock (8) that googlewhacking is a meaningful activity that (9) people to surf the web again, just like during the early days of the Internet. According to many, Google (10) our lives by broadening our knowledge of the world. People certainly (11) about new or unusual things by googlewhacking – from 'bartok nosepieces' to 'jillionaire incinerate'! But if you (12) these phrases on your computer today, will they still be googlewhacks?

This assignment is a combination of grammar practice and consciousness-raising tasks. Like all exercises that fall within the category of grammar practice, this exercise focuses on the form of the verb. It asks from the pupils to fill in the correct tenses in the gaps, this type of task is called a communicative task. It specifies which grammatical features ought to be used, and gives them many opportunities to produce and, therefore, practice with the feature (Ellis, 2002). However, this assignment not only has the characteristics of grammar practice, it tries to make the pupils more aware of the tenses. The assignment asks the pupils question about the forms they used in the gaps. By asking them whether there is a change in meaning if the present simple is switched with a present continuous, it makes them look deeper into what the rules are and what effect tenses have on the meaning of a sentence. They are challenged to look deeper into the verbs that can or cannot be used in the present continuous form. The assignment requires them to investigate this tense further and focus their attention. Investigating a language is of great importance to create language awareness (Svalberg, 2007). What she also mentions as an important aspect within an approach to create language awareness is to discuss language. By asking pupils to compare their answers, they

are able to discuss why they choose to use one tense over another. This makes them more aware of the tenses, their uses and functions.

6.1.2 Of Course

Grammar Practice

Exercise 8

Grammar REF pages 118,119

Before you fill in anything at all:

- First, again, underline the words/phrases that indicate (*aangeven*) why either the Simple Past (OVT) or the Present Perfect (VTT) should be used.
- Then, tick the correct box.
- Finally, give the English translations of the words in brackets (*woorden tussen haakjes*).

		Pres. Perf.	Simple Past
1	Amelia (<i>is</i>) <u>has been</u> a writer <u>for ten years now</u> .	☒	☐
2	She (<i>is geweest</i>) <u>was</u> in Europe <u>last year</u> .	☐	☒
3	Amelia (<i>is niet geweest</i>) <u>hasn't been</u> in Europe <u>yet</u> .	☒	☐
4	<u>Last month</u> she (<i>heeft bezocht</i>) <u>visited</u> New York.	☐	☒
5	<u>How long</u> (<i>werkt zij</i>) <u>has she worked</u> as a writer?	☒	☐
6	<u>During the holidays</u> I (<i>heb gelezen</i>) <u>read</u> Amelia's second book.	☐	☒
7	I (<i>heeft net uitgelezen [to finish]</i>) <u>have just finished</u> her third book.	☒	☐
8	My pen friend (<i>heeft gestuurd</i>) <u>sent</u> me a review of that book <u>two days ago</u> .	☐	☒
9	<u>In 2007</u> Amelia (<i>heeft doorgebracht</i>) <u>spent</u> some time at a hotel with various writers of horror stories.	☐	☒
10	(<i>Heb je ooit ontmoet</i>) <u>Have you ever met</u> a writer?	☒	☐

This exercise falls within the category of grammar practice, more specifically the category of communicative grammar practice as described by Ellis (2002), as it has pupils fill in the gaps using the correct tense. They are asked to perform a trick in this exercise. They are not asked to indicate why something has to be used, but rather have to know what indication results in what tense. This means that they have to underline what indicates which tense has to be used, and that what is underlined is the foundation of the choice for either tense. This does not necessarily make them aware of the rules regarding the tenses and what differs in these rules. This exercise only demands knowledge of when to use a tense, but demands no further understanding of the tense or the effect of the use of a tense.

Exercise 9

30 Grammar REF pages 118, 119/139-141

Present Perfect (VTT) and Irregular Verbs (Onregelmatige werkwoorden)

I have felt very self-conscious.
They have taken advantage of that.

First, study the Present Perfect and the irregular verbs in the Reference section.
Ask Nadishia Forbes from Fashion unconscious questions, using the Present Perfect (VTT: have + voltooid deelwoord: posted, given) with the verb (werkwoord) in brackets (tussen haakjes).
Example: you ever - about clothes? (to care)
Have you ever cared about clothes?

- How long ... you ... in America now? (to live)
How long have you lived in America now?
- you always ... these kinds of clothes? (to wear)
Have you always worn these kinds of clothes?
- you ... any new friends yet? (to make)
Have you made any new friends yet?
- Since when ... you ... for yourself? (to stand up)
Since when have you stood up for yourself?

This assignment can be considered to be grammar practice. It enables pupils to practice using a certain grammatical feature, in this case the present perfect, under controlled conditions. In this instance the type of grammar practice that this assignment can be considered to be is contextualised practice. Ellis (2002) describes exercises that fall within this category of grammar practice as assignments that try to let the pupil practice a grammatical feature within a real life context. This assignment does this by providing a context in which the pupil has to ask questions. What these questions are supposed to ask is provided in the exercise. What the pupil still has to do is to fill in the tense.

Exercise 10

Grammar

Simple Past (OVT) and Irregular Verbs (Onregelmatige werkwoorden)

REF pages 118/139-141

What did you think then?
What were they like?

In this interview with Nadishia Forbes, use the Simple Past (OVT: gave, met, tried, etc.).

Interviewer How (you feel) *did you feel* the first day you (go) *went* to school in America?

Nadishia I (not feel) *didn't feel* very much at ease. In fact, I (feel) *felt* a little scared.

Interviewer Why (be you) *were you* scared?

Nadishia Well, I (not know) *didn't know* what to expect, you know?

Interviewer What (be) *were* your classmates like?

Nadishia Two girls in my class (say) *said* nothing but they often (laugh) *laughed* at me.

Interviewer Why (they laugh) *did they laugh* at you?

Nadishia Well, I soon (find) *found* out it was because of my clothes. My clothes apparently (give) *gave* them an excuse to pick on me. When I (wear) *wore* those clothes in Jamaica, it (not make) *didn't make* anyone laugh, so I (not understand) *didn't understand* what it was all about, really. Apparently, clothes (be) *were* important in America.

Interviewer (things get) *Did things get* better for you?

Nadishia Fortunately, they did. In 8th grade things (get) *got* better. You know, already then I (think) *thought* that the experience (teach) *taught* me not to judge people by their appearance.

This assignment falls within the category of grammar practice. This means that the assignment provides pupils with opportunities to practice with a grammatical feature, which in this case is the simple past. This will require the learner to produce sentences only containing the feature that has to be acquired, this is the feature that is isolated. Another characteristic is that the exercise provides opportunities for the learner to repeat practicing with the target feature (Ellis, 2002). This is exactly what this exercise does: the pupil can practice one single grammatical feature and the exercise provides many opportunities within the same exercise to repeat the practice of this feature. This exercise is communicative exercise. Communicative exercises ask pupils to fill in the gaps, and this specific exercise is made up of gaps only.

Exercise 11

6 Grammar

Past Perfect (VVT) REF pages 119, 120

Mustajab's father got into trouble because he **had been** involved with the Northern Alliance.
 I **had waited** for a long time when the immigration officer took me into the office.

Study the use of the Past Perfect in the Reference section on pages 119, 120.

Fill in the Past Perfect (VVT) in the following sentences.

- 1 Mustajab said he (to leave) *had left* Afghanistan in tears.
- 2 He wasn't sure what (to happen) *had happened* to his family.
- 3 Before he arrived in England, Mustajab (to travel) *had travelled* for a long time.
- 4 He didn't know who (to teach) *had taught* him how to speak English.
- 5 After they (to give) *had given* all refugees information, they were taken to camps.

The type of this assignment is grammar practice. The assignment does what Ellis (2002) considers grammar practice to do: it isolates the feature of interest, in this case the past perfect. It provides pupils the opportunity to practice with this feature, and to repeat the practice. The exercise itself only focusses on the form of the past perfect, but it does not demand knowledge about the rule underlying the form. All that this assignment requires from the pupil is to be able to form a past perfect. It does not require the pupil to explain why he or she has used the past perfect, what the effect of a past perfect in the sentence is, or what the rule is for the past perfect. As the pupils only have to fill in the gaps with the correct form of the past perfect, this exercise can be considered as communicative practice. This entails that they are shown a text with gaps, which they have to fill in.

Exercise 12

4 Grammar

Read Lisa Baker's story about her brother Tim. Fill in the Simple Past (e.g. *I showed, I wrote*) or the Past Continuous (e.g. *I was showing, I was writing*).

Lisa Baker (1 to know) *knew* her brother Tim was different when they were kids. But when, years later, she (2 to watch) *was watching* the film *Rain Man* with Dustin Hoffman, this (3 to lead) *led* to a greater understanding. He (4 to suffer) *suffered* from a form of autism, Asperger's Syndrome.

Lisa (5 not to spend) *didn't spend* much time with Tim when they were young. But last summer, while Tim (6 to visit) *was visiting* his sister, they (7 to get) *got* to know each other again, now both in their thirties. As a boy, Tim (8 to find) *found* it impossible to integrate socially with other children. He was odd, obsessed with statistics on the Second World War. Once Lisa (9 to listen) *was listening* to a conversation that Tim (10 to have) *was having* with someone else and noticed he (11 to talk) *was talking* at the other person, rather than to him. He was considered "unteachable" by teachers and medical people. At school, while at



REF page 118

This assignment falls within the category of grammar practice. The assignment provides an opportunity for pupils to practice specific grammatical features. It focusses on the past tense. The pupils are required to fill in either the past simple or the past continuous. As this assignment requires pupils to fill in the gaps, it is considered to be communicative practice. Communicative practice requires pupils to fill in the gaps in a text, and to do so using the correct form of the grammatical feature (Ellis, 2002).

Exercise 13

8 Grammar REF page 119

Present Perfect Continuous (have been + verb + -ing)

She **has been conducting** small-group sessions with them for some time now.
The students **have been writing** thank-you notes since this morning.

Study the use of the Present Perfect Continuous on page 119 of the Reference section.

Answer the following questions using the Present Perfect Continuous.

- What have the youngsters been doing? (They – raise – money – hurricane victims – a week now)
They have been raising money for the hurricane victims for a week now.
- Why is Darrion tired? (He – wrestle – laugh – another boy – two o'clock)
He has been wrestling and laughing with another boy since two o'clock.
- Why are you sweating? (I – hang up posters – walls – got up)
I have been hanging up posters on walls since I got up.
- Is Tupper busy? (Yes, she – talk – the recent charity project – reporter – 30 minutes)
Yes, she has been talking about the recent charity project to a reporter for 30 minutes.
- What's the new kid's problem? (She – have problems – her parents – teachers – she turned 11)
She has been having problems with her parents and teachers since she turned 11.

This assignment falls within the category of grammar practice. It is similar to one of the previous exercises as it tells the pupils what tense to use and provides them with a context in which they have to use this tense. The tense that is isolated in this assignment is the present perfect continuous and the pupil is given five opportunities to practice the use of this tense. The idea of this exercise is that the pupil is required to form answers to the questions. The content of the answers has already been proposed within the assignment. However, the answer itself still has to be formed. This makes that the pupils can practice forming the present perfect continuous in a context. Because of the fact that the pupil has been provided with a context, this assignment falls within the category of contextualised practice.

Exercise 14

Fill in the simple past (OVT: gave, met, saw, etc.) in this article about a skate marathon.

New York City Skate Marathon

Skaters (1 *stonden*) *stood* around and (2 *spraken*) *spoke* different languages during the pre-race announcements, irritating the heck out of the race organizer who (3 *vloekte*) *swore* and (4 *blies*) *blew* his whistle to make them silent. I (5 *ontmoette*) *met* all sorts of people. Two 60-year-old sisters next to me (6 *zeiden*) *said* they always (7 *droegen*) *wore* black shorts when skating. When one of them was accidentally pushed, she (8 *viel*) *fell*. She then (9 *verloor*) *lost* consciousness. Others (10 *bogen*) *bent* over her and two men (11 *legden*) *laid* her down at a quieter place. I (12 *wist niet*) *didn't know* then whether she

Skating with Eddy Matzger for 20 km (19 *leerde*) *taught* me about posture and foot placement and stride if your body (20 *pijn deed*) *hurt*. It worked, for I (21 *voelde niet*) *didn't feel* the pain I (22 *had gevoeld*) *had felt* before. That night TV (23 *zond uit*) *broadcast* how Eddy Matzger crossed the finish line at 3:18:00 and (24 *won*) *won* the race. Balloons (25 *stegen*) *rose* to the sky. Many people (26 *schudden*) *shook* hands with him. Some Dutch skaters (27 *versloegen*) *beat* their Belgian colleagues when they crossed the line, they (28 *zongen*) *sang* a song.

After the race was over, Eddy Matzger (29 *hing*)

This assignment falls within the category of grammar practice. This exercise fits the requirements of grammar practice as described by Ellis (2002): it isolates the simple past and gives the pupils the opportunity to practice with this specific tense multiple times. It focusses on form rather than reasoning. Pupils are asked to use the correct form of a tense, but they are not asked about why this tense is used and what underlying rule forms the basis of this tense. The type of grammar practice is communicative practice. This means that pupils are asked to fill in the gaps in the text, and to fill in the gaps with the correct form of the tense.

6.1.3 Comparison

Of each method seven exercises were analysed. The workbook of *Cambridge* contains four consciousness-raising tasks, two grammar practice assignments and one assignment that has characteristics of both types of assignments. The workbook of *Of Course!* contains seven grammar practice assignments. The following figure shows the percentages of the amount of exercises that either fit into the category of consciousness-raising tasks, grammar practice of that are a combination of both categories.

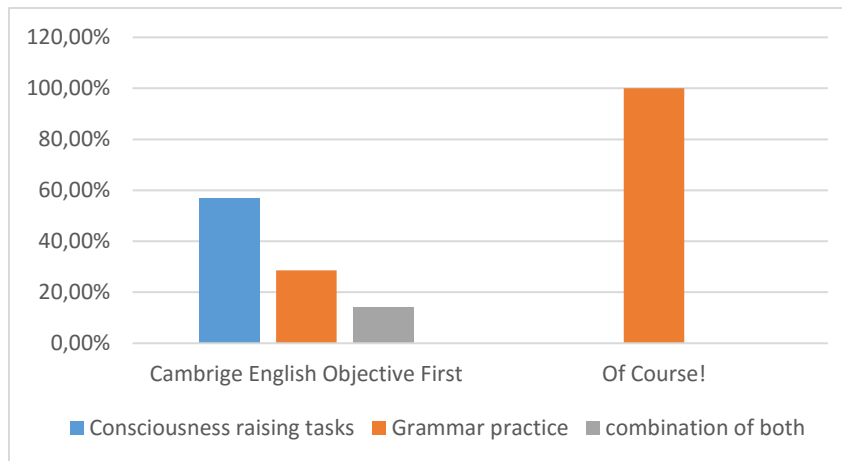


Figure 1: Percentages of types of grammar exercises in *Cambridge English Objective First* and *Of Course!*

Figure 1 clearly indicates that there is a large difference in teaching methods when it comes to the division of types of exercise. *Cambridge* contains far more consciousness-raising tasks than *Of Course!* does. This is because *Of Course!* contains none. Even though *Cambridge* contains some grammar practice exercises, the larger number of exercises is consciousness-raising. Because of the fact that the larger portion of the assignments analysed of *Cambridge* are consciousness-raising tasks, language awareness can be considered to have a large role in this teaching method. Surprisingly, the *Of Course!* workbook contains zero consciousness-raising tasks, it only contains grammar practice assignments. Because of the lack of consciousness-raising tasks and the plentitude of grammar practice assignments, this method cannot be considered to involve a lot of or even a little language awareness. The two methods have shown to be representative of the methods used in secondary school (Mulder, 2013), which means that the average of those two should be representative of all methods in secondary school.

Looking only at the consciousness-raising tasks, one can also find a distribution as to whether exercises make the pupil aware of the structure, the differences between tenses and differences with Dutch. The figure shows percentages of the four instances of consciousness-raising tasks.

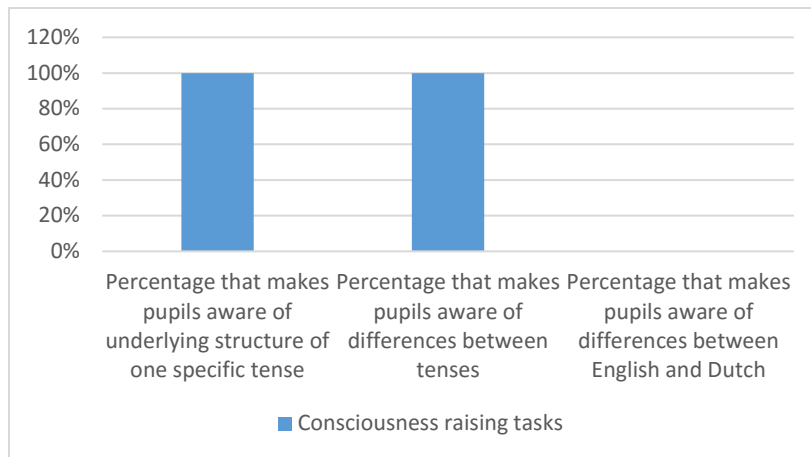


Figure 2: Percentage of assignments that makes pupils aware of either underlying structure of one specific tense, the differences between tenses or the differences between English and Dutch

As reflected in figure 2 none of the four assignments makes the pupils aware of the differences between English and Dutch. However, all consciousness-raising assignments make the them aware of both the differences between tenses as well as the rules for specific tenses.

Looking at the grammar practice assignments in both *Cambridge* and *Of Course!*, one can see that the majority of the assignments falls within the category of communicative practice. The percentages of what category of grammar practice assignments fall within are presented in figure 3 below.

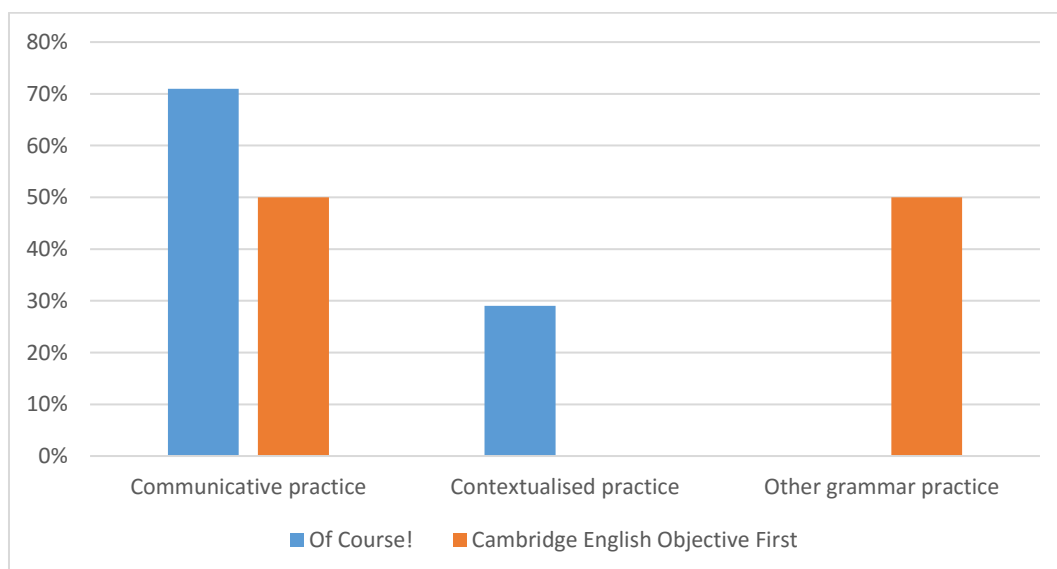


Figure 3: Distribution of types of grammar practice assignments found in *Of Course!* and *Cambridge English Objective First*

Figure 3 shows that the most used assignment type is communicative practice in both methods. However, for both methods individually, one can see that *Of Course!* mostly uses communicative practice and some contextualized practice. The assignments in *Cambridge* are divided among communicative practice and other grammar practice.

The results from the analysis of seven assignments of both methods show that there is a large difference between the two methods regarding the role of language awareness in them. *Cambridge* can be considered to involve a lot of language awareness as the majority of its assignments can be considered to be consciousness-raising. All of these consciousness-raising assignments make pupils aware of the rules underlying individual tenses as well as the differences between tenses, but none of the assignments make the pupils aware of the differences between Dutch and English. The other assignments analysed for this method fall in the category of communicative practice, other grammar practice and a combination of both grammar practice and consciousness-raising tasks. *Of Course!* can be considered to involve little to no language awareness as all assignments fall within the category of grammar practice. The majority of those assignments fall within the category of communicative practice, the other assignments fall within the category of contextualized practice.

6.2 Teacher Interviews

The teachers will be referred to as teacher one, teacher two, teacher three and teacher four. The number relates to the order in which the interviews were taken. This means that teacher one relates to the first interview, and teacher four relates to the last interview. Teacher one and three both teach at Commanderij College, teacher two and four both teach at Udens College. All quotes found below are translated to English as the interviews were done in Dutch.

6.2.1 Language Awareness

When asked about language awareness, three of the four teachers indicated that this term was new to them. **Teacher one** indicated that she was familiar with language awareness. The teachers were then asked what language awareness could be.

Teacher one said that it constitutes the higher cognitive skills in relation to language as well as being able to relate different languages to each other.

Teacher two thought of language awareness as communication about the structures on which language is built and by knowledge of these structures being able to bridge the differences between different languages.

Teacher three felt that it was a conscious way of engaging in language.

Teacher four considered it to be mostly about the differences between languages, and what makes a language difficult and why it does so.

The ideas of all of the teachers can be summarized to define language awareness as knowledge of what language is and in what ways languages differ.

When the teachers, who had not heard of language awareness before, were informed about the definition of language awareness that is used in this research project, it resulted in different responses.

Teacher two reacted by saying that she felt that she in some ways used language awareness in her classes.

Teacher three had already indicated to do something along these lines.

Teacher four expressed that she had gained a better understanding of language awareness.

The teachers were also asked about the contrastive analysis technique in relation to language awareness. They were asked whether or not they explained differences between English, the foreign language, and Dutch, the native language, in their classes. All four teachers indicated that they did this. The reason for this was in all cases that Dutch could interfere with the English production.

When asked if pupils could also benefit from contrastive analysis technique for more languages than the native language and the foreign language, for example Dutch, English, German and French, the responses were mixed.

Teacher one indicated that she saw potential for this to be useful for the pupils. She also felt that it could trigger the pupil's interest, but that it would also help pupils gain insight into the ways in which languages work. The **other teachers** agreed with the statement made by **teacher four** "[I think it has a lot of potential to become very confusing]" (van Oel, 2016c).

When asked to choose between incorporating only the differences between Dutch and English or the differences between Dutch, English, German and French into their classes, all four of the teachers preferred to only explain the differences between Dutch and English.

6.2.2 Grammar in the Classroom

The teachers were asked about the reasons for teaching grammar. They were asked what their experiences were regarding the usefulness of grammar for the development of the skills. All of the teachers agreed that "[grammar is a tool for the development of the skills, but not a goal of its own]" (van Oel, 2016b). When asked if there were more reasons for teaching grammar, two of the teachers came up with the following reasons:

Teacher one indicated that grammar is important as it provides pupils with knowledge about how languages work, in this way it creates the idea that language is not just an ordinary thing. **Teacher four** said that grammar is a useful as it gives pupils something to hold on to. It also provides a shortcut for pupils to make progress at a quicker pace.

The teachers indicated that the ways in which they give grammar classes differ.

Teacher one said that she never dedicates a full class to grammar, that it is always a small part of class. The ways in which she teaches grammar differ, because of the familiarity and difficulty of the topic she is dealing with. If it is a topic the pupils are familiar with, then she either instructs them to revise the information themselves or she does this in a classroom discussion. Then they have to practice with the material either on their own or in small groups. Afterwards she will discuss the assignments with them and ask for their reasoning.

Teacher two said that most of the time she gives instruction, and then has the pupils practice with the assignments. She felt that the way in which she teaches grammar does not differ for teaching different aspects of grammar.

Teacher three indicated that the way in which he teaches grammar differs regarding what aspect of grammar he teaches. Like teacher one, he either has the pupils revise the information themselves and has them practice or provides them with instruction and then has them practice. The first manner of teaching applies to aspects that have been dealt with before. The second manner applies to aspects that are new or more difficult.

Teacher four indicated that she does provide her pupils with instruction, however, the depth and length of the instruction differs for easier, more familiar, and more difficult and less familiar topics. Besides instruction, she also has the pupils practice with assignments. Most teachers have in common that the difficulty and familiarity of the topic is the reason for having either little instruction and practicing afterwards or large instruction and practicing afterwards. All the teachers also further indicated to use the teaching methods for the assignments with which their pupils had to practice.

When asked about what aspects of grammar pupils find most difficult the answers were divided: two teachers indicated that pupils struggle most with the tenses, these teachers were **teacher two and teacher four**. **Teachers one and three** indicated that pupils struggled most with reported speech and passives. However, **teacher one** indicated that even though the tenses are done well in isolation, pupils show to find it difficult when they have to choose between the tenses.

6.2.3 Grammar Assignments

The first assignment shown to the teachers was an assignment from the workbook of *Of Course!*. The assignment can be found both in the appendix as well as in the assignments that were analysed of the method *Of Course!*. The teachers were asked about their opinions regarding this type of assignment. None of the teachers were enthusiastic about the assignment.

Teacher one explained that she was not a fan of this type of exercises. She does not like the fact that the exercises require the pupils to apply a certain trick. She also feels that the assignment is not meant for upper-secondary school pupils, but rather for lower secondary school pupils. She explained that she has the idea that pupils will not learn a lot from this type of exercises.

Teacher two explains that this type of assignments is what they use most. She would prefer something else, but she feels that pupils have to practice and that this is better than not practicing.

Teacher three also said that this is the type of assignment that is common in teaching methods. He says that this type of assignment is useful for refreshing the memories of the pupils, but that it does not actively engage them in the assignment.

Teacher four also expresses that this is the type of assignment that is mostly used. She explains that because this assignment is purely about form, it is okay to have such an assignment. Overall, however, she feels that this assignment is too easy for upper-secondary school.

The second assignment that the teachers were asked to give their opinions on was an assignment from the teaching method *Cambridge*. The assignment itself can be found in the appendix as well as in the analysis of the assignments of the method *Cambridge*.

Teacher one explains that she feels that this assignment is way more interesting for the pupils, that they are stimulated to think for themselves. She also feels that they would learn more from this type of assignments.

Teacher two said “[this is obviously much better, however, if a book is filled with this type of assignments, you will lose the pupil]” (van Oel, 2016a).

Teacher three feels that this type of assignment falls within the idea of language awareness. He explains that he thinks that this assignment makes pupils more aware of what they are doing.

Teacher four also says that this type of assignment is a lot better, because it requires the pupil to investigate the rules.

When asked what type of assignments should mostly be used:

Teacher one indicated mostly consciousness-raising tasks with some, but not many, grammar practice assignments.

Teacher two indicated grammar practice assignments, however, with questions or answers about the reasoning behind answers.

Teacher three and four indicated a balance between grammar practice assignments and consciousness-raising tasks.

6.2.4 Summary and Comparison

Almost all teachers had not heard of the term language awareness before. They think that it involves explanation of the differences between English and Dutch as well as a conscious engagement in the language. They prefer an explanation of the differences between English and Dutch over an explanation of the differences of more than two languages. The only teacher, **teacher one**, that had heard of language awareness was also the only teacher that saw potential in integrating more languages into grammar explanation.

Most teachers adapt their amount of instruction to the familiarity and difficulty of a grammatical aspect. Only **teacher two** indicated otherwise. For most teachers an easy and more familiar topic involves little instruction, a difficult and unfamiliar topic involves more instruction. **Teacher one and three** indicated the same aspect, and so did **teacher two and four**.

Overall teachers prefer assignments that require a little more intellectual engagement from the pupils. All of the teachers indicated to prefer the assignment in *Cambridge* over the assignment in *Of Course!*. They all indicated that the assignment in *Of Course!* was too easy for upper-secondary school pupils. When asked about what type of assignments the teachers would like to see most, **teacher three and four** would like to see a balance between grammar practice assignments and consciousness-raising tasks. **Teacher one** would like to see mostly consciousness-raising tasks and grammar practice exercises, but a majority of consciousness-raising tasks. **Teacher two** indicated grammar practice exercises with reasons as why answers are correct or not.

6.3 Pupil Surveys

6.3.1 Grammar and Language Awareness

The first question in the survey asked pupils about whether or not grammar helps them learning English. The average rating was calculated according to the following formula:

adding up all scores and dividing them by the total number of answers. This formula applies to all average ratings found in this part of the results. The average rating was 3.86, which in words means that pupils feel that it helps a little. The following figure presents the percentages of each answer given. The percentages were calculated by number of answers for a specific score dividing those by the total number of answers times 100 per cent. This formula applies to all percentages found in this part of the results. Answer one was given by one per cent of the pupils, answer two by five per cent, answer three by 21 per cent, answer four by 53 per cent, and answer five by twenty per cent.

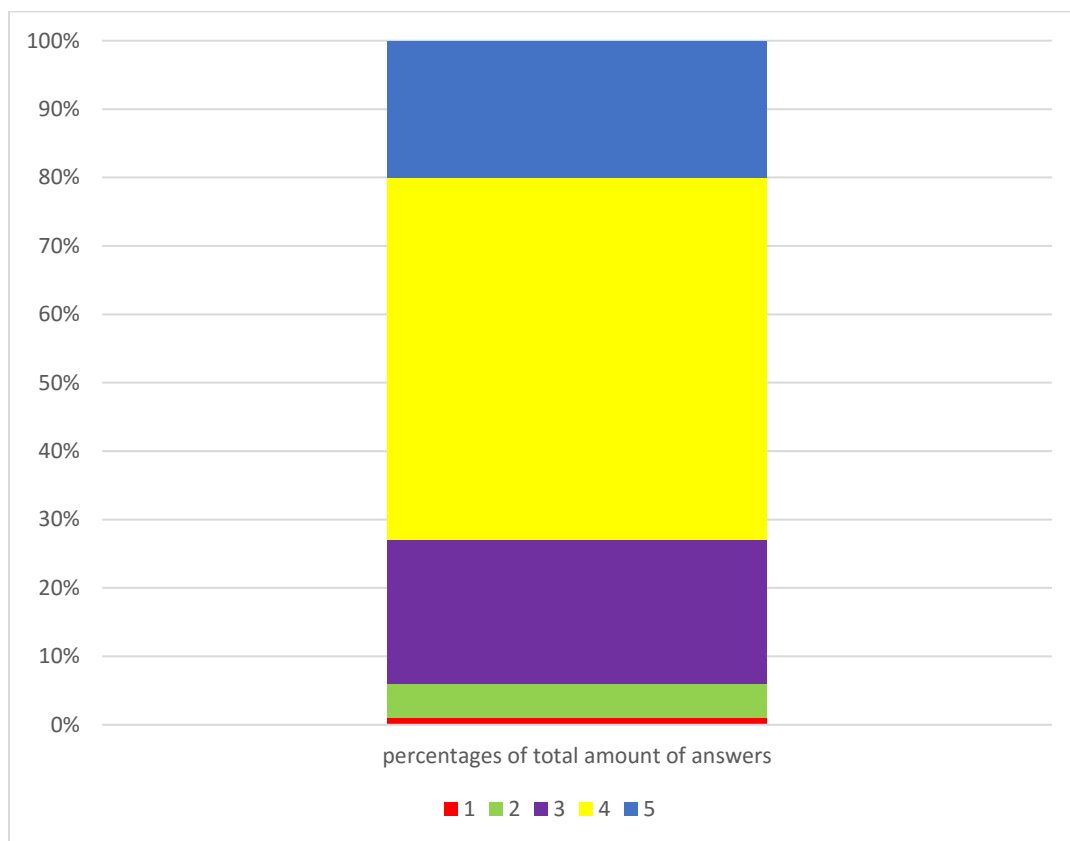


Figure 4: Percentages of total amount of answers on the question whether or not grammar helped pupils learning English

A one-way analysis of variance (ANOVA) was used to examine the question of whether or not pupils in either class 1, 2, 3, or 4 differ in their feelings of whether or not grammar has helped them learning English. The independent variable presented in the analysis is the class, which the pupils belong in. The dependent variable represented the different answers given by pupils ranging from one, not helpful, to five, very helpful. See table 4 for the means and standard deviations for each of the four groups.

Table 4: Descriptives to question of how helpful grammar is

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	25	3,8400	,89815	,17963	3,4693	4,2107	2,00	5,00
2	24	4,0417	,69025	,14090	3,7502	4,3331	3,00	5,00
3	22	3,6364	1,09307	,23304	3,1517	4,1210	1,00	5,00
4	28	3,8929	,62889	,11885	3,6490	4,1367	2,00	5,00
Total	99	3,8586	,83312	,08373	3,6924	4,0247	1,00	5,00

Levene's F test revealed that the homogeneity of variance assumption was not met ($p = .007$). As such, the Welch F test was used. An alpha level of 0.05 was used for following analyses. The one-way ANOVA of pupil's average score on the helpfulness of grammar for acquiring English revealed no statistically significant main effects, Welch $F(3, 49.971) = .781$, $p > .05$, indicating that there is no significant difference between the different groups of pupils regarding the score they gave grammar for its helpfulness in learning a language.

The second question the pupils had to answer was whether or not they deemed grammar explanation necessary, and why. The reasons for yes and no will be discussed following the figure as the explanations are too diverse to show in a figure.

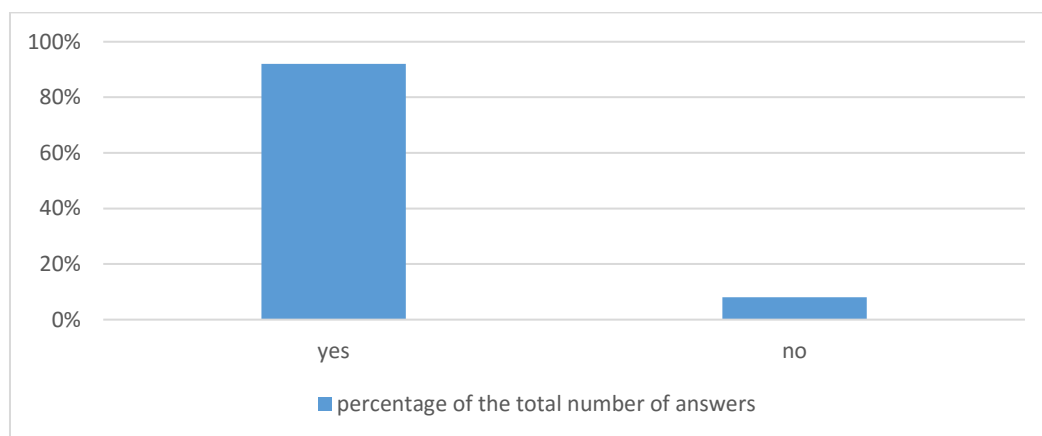


Figure 5: Percentages of the total number of answers to the question if pupils deemed grammar explanation necessary

Figure 5 shows that 92 per cent of all pupils deemed grammar explanation necessary. This means that 92 pupils gave various reasons as to why they deemed it necessary. All twenty-five pupils from group 1 answered yes, and so did all twenty-four pupils from group 2. Of group 3, eighteen of the twenty-two pupils answered yes, and of group 4 twenty-five out of twenty-eight. Reasons for answering yes are shown in table 5.

Table 5: Reasons for wanting grammar instruction

Reason for answering yes	Group 1	Group 2	Group 3	Group 4	Total
Without grammar explanation it does not make sense.	8	4	5	6	23
It is necessary as it helps better than only having a book with rules.	1	9	1	2	14
Grammar education helps them learning the rules.	1	2	3	7	13
It is necessary to understand the ways in which a language works.	1	1	1	4	7
It is necessary to make grammatically correct sentences.	3	0	1	1	5
We can ask questions during instruction.	2	1	1	1	5
No reason mentioned	1	1	1	1	4
Otherwise we would have to do it all ourselves.	2	0	1	0	3
It prevents us from making unnecessary mistakes.	0	1	2	0	3
Grammar is an important part of language.	1	0	0	1	2
It has to be explained.	0	1	0	0	1
Some rules are hard to learn.	2	0	0	0	2
To get a higher grade.	1	0	0	0	1
It helps to understand English texts.	1	0	0	0	1
I need to hear about grammar.	1	0	0	0	1
It makes me more aware of the language.	0	1	0	0	1
It creates better intuition.	0	1	0	0	1
I want to become better at English.	0	1	0	0	1
I am not good at English.	0	0	1	0	1
Because new concepts are discussed.	0	0	1	0	1
There are exceptions to the rules.	0	0	0	1	1
My grammar is bad.	0	0	0	1	1

The most given answers for group 1 are: eight pupils stated that without grammar explanation it does not make sense, three pupils said that it would help them form correct sentences, two pupils stated they could ask questions during grammar instruction, two pupils indicated that otherwise they would have to do it all themselves, two pupils explained that it helped them understand difficult rules.

The most given answers for group 2 are: nine pupils indicated that it helped them better than only having a book, four indicated that otherwise grammar would be unclear, two explained that it helped them learning English, and two indicated that it has to be explained.

The most given answers for group 3 are: five pupils indicated that otherwise it would be unclear, three pupils said that it helps them learning English, two pupils said that it prevents them from making unnecessary mistakes.

The most given answers for group 4 are: seven pupils feel that it helps them to learn English, six pupils said that it would be unclear otherwise, four indicated that they needed it to know the ways in which a language works, and two pupils felt that it was better than the book.

The pupils who did not deem grammar explanation necessary had the following reasons: we can do it ourselves, this answer was given by two pupils from group 3 and 4. One pupil from group 3 did it on his or her gut feeling. One pupil from group 3 did not give a reason. One pupil from group 4 said he or she only needed the book. None of the pupils from group 1 or 2 answered no.

The third question given to the pupils asked them about what aspect of the grammar they felt that they struggled with the most. The answers were reflected in the following figure.

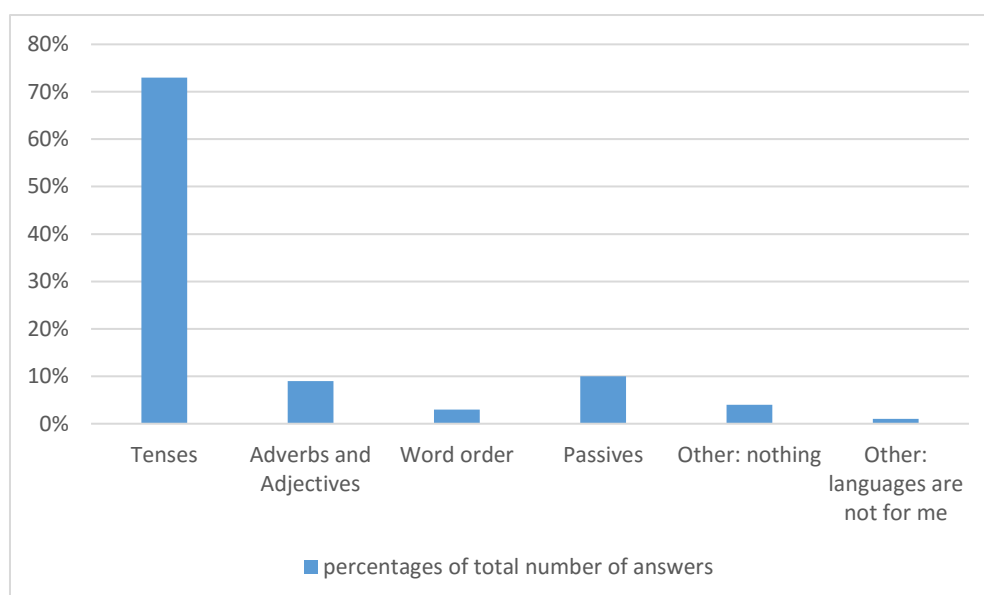


Figure 6: Percentages of total number of answers to the question what pupils struggled with the most

Figure 6 shows that 73 per cent of the pupils struggled most with the tenses, this means 72 pupils. This answer was given by nineteen pupils from group 1, sixteen pupils from group 2, fourteen pupils from group 3, and twenty-three pupils from group 4.

Nine per cent of the pupils, this means nine pupils, indicated to struggle the most with adverbs and adjectives. This answer was given by four pupils from group 2, two pupils from group 3, and three pupils from group 4.

Three pupils stated to struggle with word order, of which two came from group 1, and one came from group 2.

Ten pupils struggled most with passive sentences. This answer was given by three pupils from group 1, one pupil from group 2, six pupils from group 3, and none from group 4.

Five pupils indicated they struggled with something else than the previous answers. Of those four pupils four indicated that they did not struggle with anything, two of these pupils came from group 4, the other two from group 1 and 2. One pupil from group 2 indicated that languages were not meant for her or him.

The fourth question in the survey asked the pupils whether they liked it when their teachers would explain the differences between English and Dutch to them. The average answer given by the pupils was 3.04. In word this means they do not dislike it, but they also do not really like it. The percentages of each answer given can be found in figure 7 below.

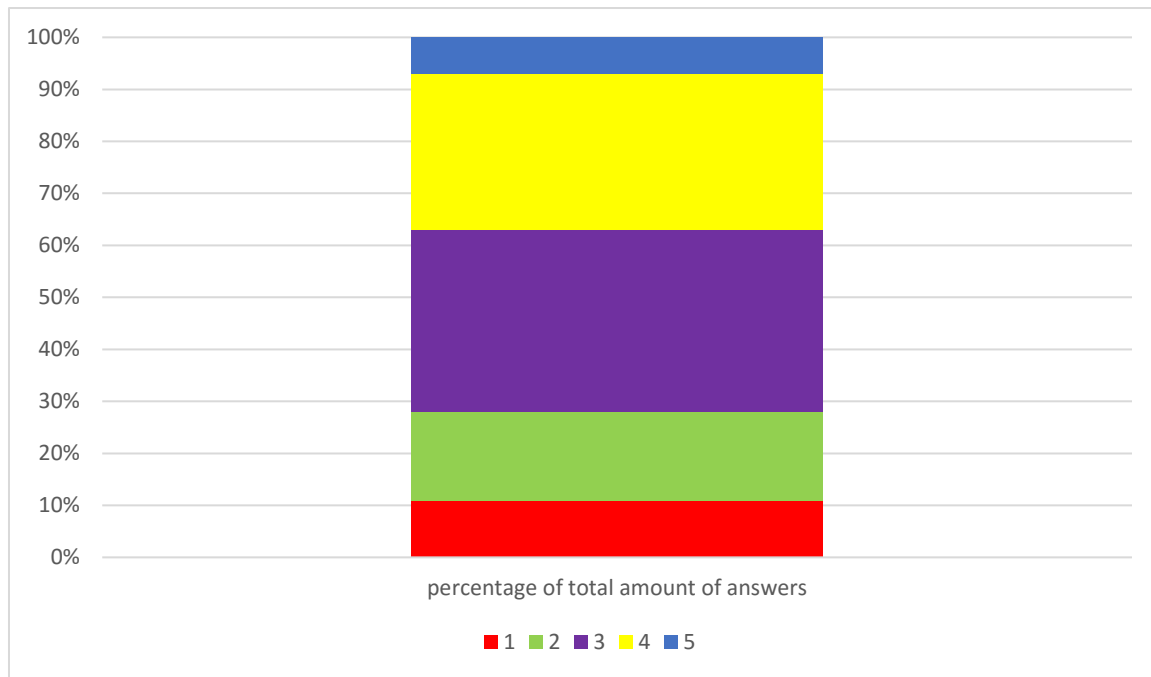


Figure 7: percentage of total number of scores on the question if they would like contrastive analysis

A one-way ANOVA was used to examine the preference of pupils in either class 1, 2, 3, or 4 regarding the use of contrastive analysis. The independent variable is represented as the class, which pupils belonged in. The dependent variable was the score pupils gave for their preferences, ranging from one, not helpful, to five, very helpful. See table 6 for the means and standard deviations of each of the four groups.

Table 6: Descriptives to the question of contrastive analysis was preferred

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	25	3,5600	1,04403	,20881	3,1290	3,9910	1,00	5,00
2	24	2,7917	,97709	,19945	2,3791	3,2043	1,00	4,00
3	22	2,6364	1,04860	,22356	2,1714	3,1013	1,00	5,00
4	28	3,1071	1,13331	,21418	2,6677	3,5466	1,00	5,00
Total	99	3,0404	1,09655	,11021	2,8217	3,2591	1,00	5,00

A one-way ANOVA for preferences regarding contrastive analysis revealed a significant effect for the class a pupil is in ($F(3, 3.57) = 11.95, p = .017$). The mean preference

score without for group 1 was 3.56 ($SD = 1.04$), for group 2 $M = 2.79$ ($SD = .97$), for group 3 $M = 2.63$ ($SD = 1.04$), and for group 4 $M = 3.1$ ($SD = 1.13$).

Based on Tukey's HSD test it could be concluded that the scores of group 1 as compared to the scores of group 4 do not differ significantly ($p = .407$). The scores of group 2 also did not differ significantly from the scores of group 4 ($p = .706$). Like the scores of group 1 and 2, the scores of group 3 also did not differ significantly from the scores of group 4 ($p = .403$). The scores of group 1 do not differ significantly from the scores of group 2 ($p = .059$). The scores of group 3 did not differ significantly from the scores of group 2 ($p = .959$). However, the scores of group 1 did differ significantly from the scores of group 3 ($p = .018$).

The last question in this part of the survey asked the pupils in what way they preferred to learn a language. The average rating given by the pupils was 3.03. In words this means that they prefer both learning through communication and learning by explicit instruction. The percentages of scores can be found in figure 8 below.

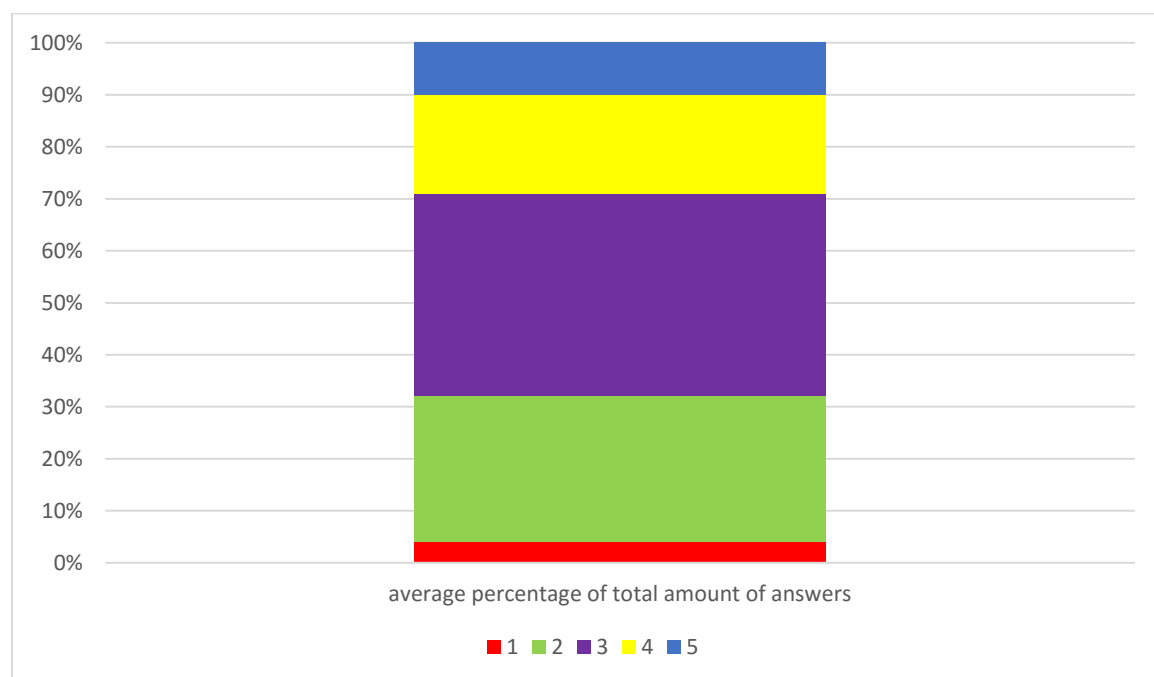


Figure 8: Percentage of total number of answers to the question what learning method pupils preferred

A one-way ANOVA was used to examine the preference of pupils in either class 1, 2, 3, or 4 regarding learning English through the means of communicative strategies or explicit instruction. The independent variable in represented was the class, which pupils belonged in. The dependent variable was the score pupils gave for their preferences, ranging from one,

communicative strategies, to five, explicit instruction. See table 7 for the means and standard deviations of each of the four groups.

Table 7: Descriptives of the question what type of teaching strategy is preferred

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	25	3,2400	1,09087	,21817	2,7897	3,6903	1,00	5,00
2	24	2,5833	,77553	,15830	2,2559	2,9108	1,00	4,00
3	22	3,1364	1,08213	,23071	2,6566	3,6162	1,00	5,00
4	28	3,1429	1,04401	,19730	2,7380	3,5477	1,00	5,00
Total	99	3,0303	1,02474	,10299	2,8259	3,2347	1,00	5,00

A one-way ANOVA for preferences regarding what teaching strategies should be used showed no significant effect for the class a pupil is in ($F(3, 2.13) = 6.49, p = .101$). The mean preference score for group 1 was 3.24 ($SD = 1.09$), for group 2 $M = 2.58$ ($SD = .77$), for group 3 $M = 3.13$ ($SD = 1.08$), and for group 4 $M = 3.14$ ($SD = 1.04$).

The results from this section of the survey show that pupils overall deem grammar instruction very helpful for learning English. There was no significant variation found between the groups.

When asked if the pupils felt that it was necessary, 92 per cent of the pupils indicated that they felt it was. The most given reasons for this were that without instruction it would be unclear, that it helps them better than only having a book, and that it helps them to learn English. The first answer is one of the most given answers in all groups. The second answer was given mostly by group 2, and only by a few pupils from other groups. The third most given answer was given mostly by pupils from group 4, and by some pupils from the other three groups. Of the seven pupils that did not deem it necessary, the majority expressed that it was because they felt they could do it themselves.

The majority of the pupils indicated that they struggled most with the tenses. This answer was given most in all groups. The second most given answer was the passives, the majority of the pupils who gave this answer went to Commanderij College.

The pupils were neutral in their preference regarding the use of contrastive analysis. The opinions of the group did not differ significantly from each other apart from group 1 and 3, of which group 1 had a mean of 3.56, and group 3 a mean of 2.63.

The pupils were also neutral in their preference of teaching strategies. The mean of all groups was 3.03, and no significant differences were found between the groups.

6.3.2 Of Course!

The pupils were asked to judge an assignment from *Of Course!* that can be found in the appendix below, and the assignments that were analysed above. They were asked whether they found this type of assignment useful. The average grade was a 3.9, which in words means they found it to be more useful than not useful. The percentages of each answer given can be found in the figure below.

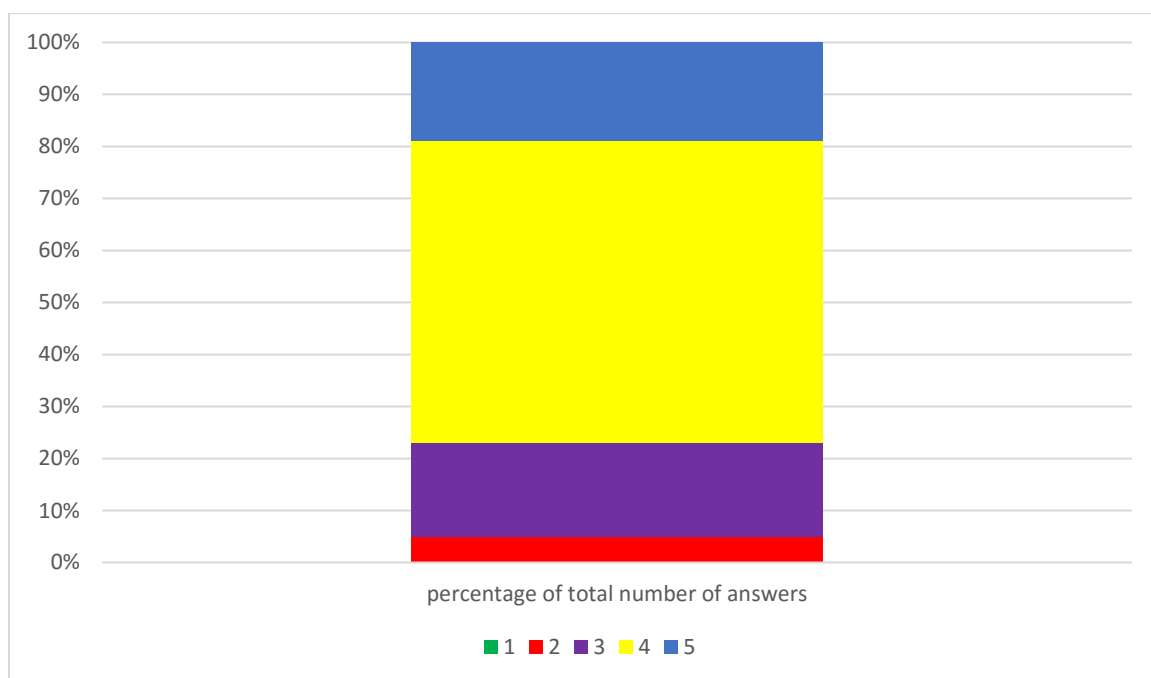


Figure 9: Percentage of total number of answers to the question if pupils found the assignment from *Of Course!* useful

A one-way ANOVA was used to examine the degree of usefulness that pupils in either class 1, 2, 3, or 4 saw in the assignment from *Of Course!*. The independent variable in represented was the class, which pupils belonged in. The dependent variable was the score pupils gave for the assignment, ranging from one, not useful, to five, very useful. See table 8 for the means and standard deviations of each of the four groups.

Table 8: Descriptives of the question whether the assignment from *Of Course!* was useful

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	25	4,0000	,81650	,16330	3,6630	4,3370	2,00	5,00
2	24	3,7500	,73721	,15048	3,4387	4,0613	2,00	5,00
3	22	3,8636	,88884	,18950	3,4695	4,2577	2,00	5,00
4	28	3,8571	,65060	,12295	3,6049	4,1094	2,00	5,00
Total	99	3,8687	,76461	,07685	3,7162	4,0212	2,00	5,00

A one-way ANOVA for the score of usefulness of the assignment from *Of Course!* revealed no significant effect for the class a pupil is in ($F(3, .433) = .733, p = .73$). The mean score for group 1 was 4.0 ($SD = .816$), for group 2 $M = 3.75$ ($SD = .737$), for group 3 $M = 3.86$ ($SD = .888$), and for group 4 $M = 3.86$ ($SD = .764$).

The pupils were also asked to score whether or not they felt that the assignment helped them understanding the grammar. The average grade given by the pupils was 3.56, which means that they lean more towards feeling that the assignments help them to understand the grammar. The percentages of individual scores can be found in the figure below.

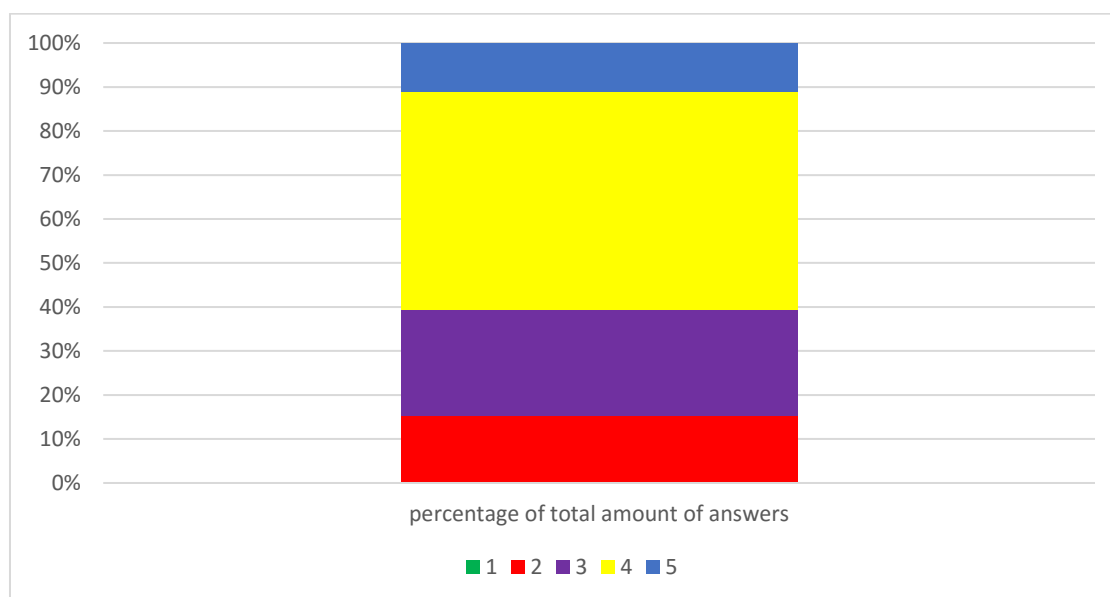


Figure 10: percentage of total number of scores to the question whether or not the assignment in *Of Course!* helped pupils understand the grammar

A one-way ANOVA was used to examine how helpful the pupils in either class 1, 2, 3, or 4 found the assignment from *Of Course!*. The independent variable in represented was the class, which pupils belonged in. The dependent variable was the score pupils gave for the assignment, ranging from one, not helpful, to five, very helpful. See table 9 for the means and standard deviations of each of the four groups.

Table 9: Descriptives of the question whether the assignment from *Of Course!* was helpful

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	25	3,7200	1,02144	,20429	3,2984	4,1416	2,00	5,00
2	24	3,6250	,71094	,14512	3,3248	3,9252	2,00	5,00
3	22	3,2273	,86914	,18530	2,8419	3,6126	2,00	5,00
4	28	3,6429	,86984	,16438	3,3056	3,9801	2,00	5,00
Total	99	3,5657	,88250	,08869	3,3896	3,7417	2,00	5,00

A one-way ANOVA for the score of usefulness of the assignment from *Of Course!* revealed no significant effect for the class a pupil is in ($F(3, 1.461) = 3.366, p = .230$). The mean score for group 1 was 3.72 ($SD = 1.021$), for group 2 $M = 3.625$ ($SD = .710$), for group 3 $M = 3.227$ ($SD = .869$), and for group 4 $M = 3.56$ ($SD = .882$).

The last question asked the pupils about whether or not the teacher gives extra instruction with these kinds of assignments. They were asked to indicate whether or not the teacher did this, and an explanation. The percentages of ‘yesses’ and ‘noes’ can be found in figure 11. The reasons for ‘yesses’ and ‘noes’ can be found under the figure.

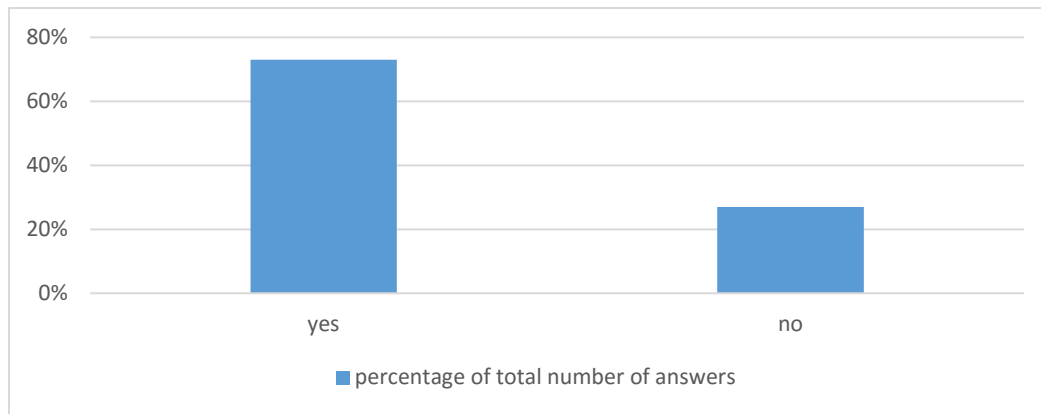


Figure 11: percentage of total number of answers to the question whether or not the teacher gives extra explanation to the assignment in *Of Course!*

Seventy-two pupils answered yes. Of these seventy-two pupils, twenty-five pupils came from group 1, twelve from group 2, eleven from group 3, and twenty-four from group 4. The explanations are represented in table 10.

Table 10: Explanations of pupils who answered yes when asked if the teacher provides them with extra explanation to an assignment such as the assignment from *Of Course!*

Explanation	Group 1	Group 2	Group 3	Group 4	Total
Whether the answers are correct or incorrect.	0	15	5	8	28
Discusses the answers.	5	2	4	10	21
Only when pupils do not understand it.	6	3	0	0	9
How to handle the assignment.	2	4	2	0	8
Teacher has us take notes.	0	0	0	2	2
No reason mentioned	0	0	0	2	2
Teacher explains too much.	0	0	0	1	1
Teacher translates it to Dutch.	0	1	0	0	1

The explanation of the pupils who answered no can be found in table 11.

Table 11: Explanations of pupils who answered no when asked if the teacher provides them with extra explanation to an assignment such as the assignment from *Of Course!*

Explanation	Group 1	Group 2	Group 3	Group 4	Total
The teacher just does not give extra explanation.	6	0	1	0	7
The teacher only discusses the answers.	2	0	2	2	6
Assignment was not that difficult.	0	0	3	0	3

Irregular verbs have to be memorized.	0	0	3	0	3
Sometimes, but not always.	0	0	1	0	1
No reason mentioned.	0	0	1	0	1

6.3.3 Cambridge English Objective First

The pupils were asked the same questions about an assignment found in *Cambridge* as about the assignment in *Of Course!*. The assignment from *Cambridge* can be found in the appendix below as well as in the assignments that were analysed in chapter 6.1. The first question asked the pupils to rate the usefulness of the assignment. The average score the pupils gave the assignment was a 2.93, which in word means that they lean more towards not finding the assignment useful rather than finding it useful. The percentages of each answer given can be found in figure 12 below.

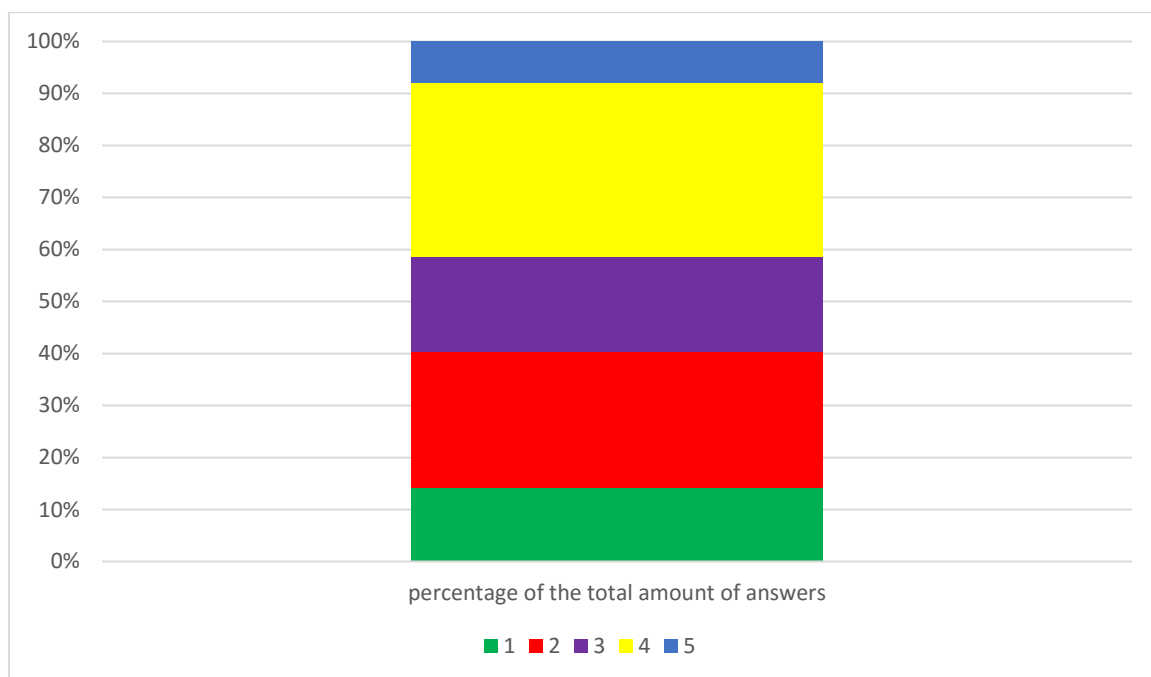


Figure 12: percentage of total number of answer to the question whether or not pupils find the assignment in *Cambridge English Objective First* useful

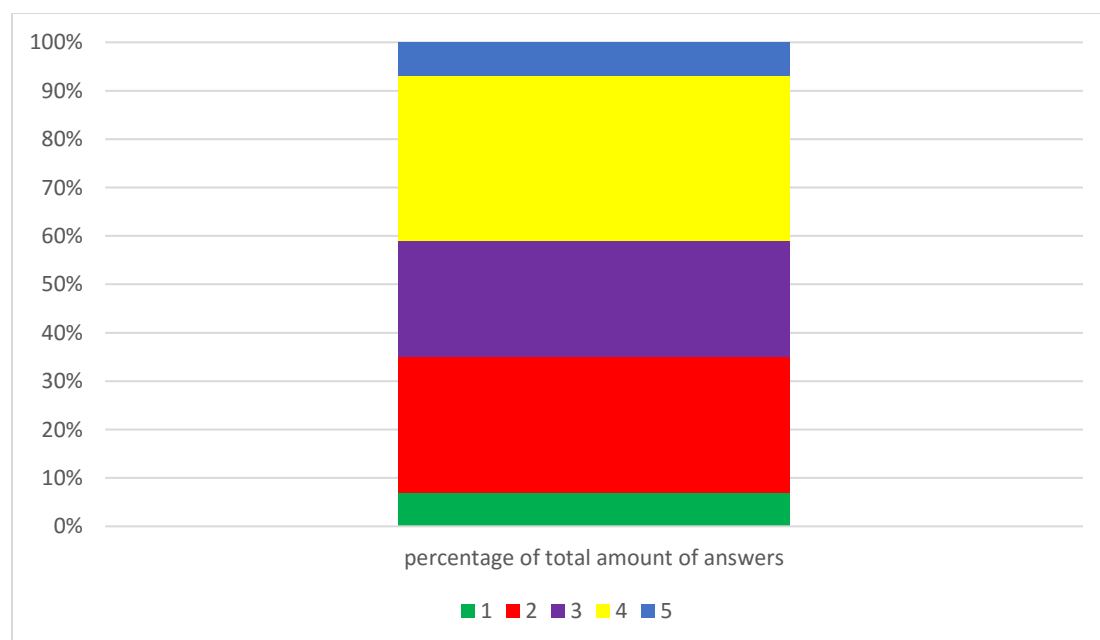
A one-way ANOVA was used to examine how helpful the pupils in either class 1, 2, 3, or 4 found the assignment from *Cambridge*. The independent variable is represented as the class, which pupils belonged in. The dependent variable was the score pupils gave for the assignment, ranging from one, not useful, to five, very useful. See table 12 for the means and standard deviations of each of the four groups.

Table 12: Descriptives of the question whether the assignment in *Cambridge* was useful

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	25	3,2800	1,20830	,24166	2,7812	3,7788	1,00	5,00
2	24	3,0417	1,12208	,22904	2,5679	3,5155	1,00	4,00
3	22	2,6818	1,21052	,25808	2,1451	3,2185	1,00	5,00
4	28	2,8214	1,27812	,24154	2,3258	3,3170	1,00	5,00
Total	99	2,9596	1,21150	,12176	2,7180	3,2012	1,00	5,00

A one-way ANOVA for the score of usefulness of the assignment from *Cambridge* revealed no significant effect for the class a pupil is in ($F(3, 1.131) = 4.960, p = .341$). The mean score for group 1 was 3.28 ($SD = 1.208$), for group 2 $M = 3.041$ ($SD = 1.122$), for group 3 $M = 2.681$ ($SD = 1.210$), and for group 4 $M = 2.821$ ($SD = 1.278$).

The pupils were also asked if they thought that the assignment in *Cambridge* helped them understanding grammar. The average score given by the pupils was a 3.08, in words this means that they feel it neither helps a lot or that it does not help at all. The percentage of each score given can be found in the figure below.

Figure 13: percentage of total number of answers to the question whether or not pupils felt that the assignment in *Cambridge English*

Objective First helps them understanding grammar

A one-way ANOVA was used to examine how helpful the pupils in either class 1, 2, 3, or 4 found the assignment from *Cambridge*. The independent variable is represented as the class, which pupils belonged in. The dependent variable was the score pupils gave for the assignment, ranging from one, not helpful, to five, very helpful. See table 13 for the means and standard deviations of each of the four groups.

Table 13: Descriptives of the question whether the assignment from *Cambridge* was helpful

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	25	3,3200	1,14455	,22891	2,8476	3,7924	1,00	5,00
2	24	3,0417	,90790	,18532	2,6583	3,4250	1,00	4,00
3	22	2,7727	1,19251	,25424	2,2440	3,3015	1,00	5,00
4	28	2,9286	1,15241	,21778	2,4817	3,3754	1,00	5,00
Total	99	3,0202	1,10638	,11120	2,7995	3,2409	1,00	5,00

A one-way ANOVA for the score of helpfulness of the assignment from *Cambridge* revealed no significant effect for the class a pupil is in ($F(3, 1.047) = 3.840, p = .375$). The mean score for group 1 was 3.32 ($SD = 1.144$), for group 2 $M = 3.041$ ($SD = .907$), for group 3 $M = 2.772$ ($SD = 1.192$), and for group 4 $M = 2.928$ ($SD = 1.152$).

The last question asked pupils to indicate if their teacher gave extra explanation to the assignment. Pupils could indicate either yes or no, and an explanation. The percentages of 'yesses' and 'noes' can be found in the figure below. The explanation provided by the pupils can be found under the figure.

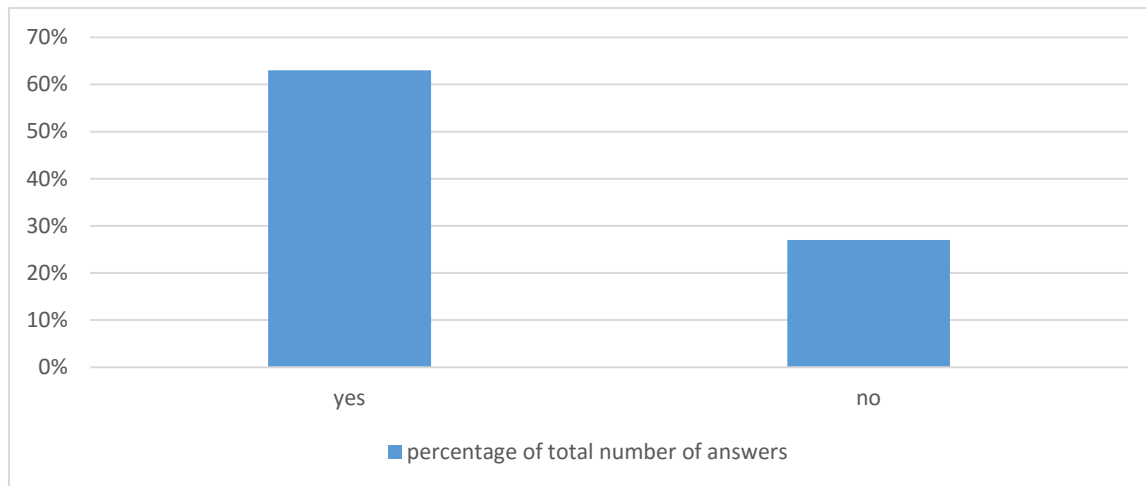


Figure 14: percentage of total number of answers to the question whether or not the pupil gives extra explanation to the assignment from *Cambridge English Objective First*

Of the fifty-nine pupils that said yes, 25 came from group 1, 11 pupils came from group 2, eleven came from group 3, and twelve came from group 4. Their explanations can be found in table 14 below.

Table 14: Explanations of pupils who answered yes when asked if the teacher provides them with extra explanation to an assignment such as the assignment from *Cambridge*

Explanation	Group 1	Group 2	Group 3	Group 4	Total
The reasoning behind answers.	12	3	3	5	23
Discusses the answers.	3	1	2	4	10
How to handle the assignment.	2	2	4	1	9
Only when it is clear that they do not understand it.	1	4	0	0	5
Teacher translates the assignment.	3	0	0	0	3
The assignment is meant as instruction.	1	0	0	2	3
The teacher explains everything.	1	0	0	0	1
The teacher gives extra assignments.	1	0	0	0	1
Teacher does multiple things.	0	1	0	0	1
Teacher gives extra examples.	0	0	1	0	1
I don't know.	0	0	0	1	1

Of the forty pupils that said no, thirteen came from group 2, eleven from group 3, and sixteen from group 4. The reasons can be found in table 15.

Table 15: Explanations of pupils who answered no when asked if the teacher provides them with extra explanation to an assignment such as the assignment from *Cambridge*

Explanation	Group 1	Group 2	Group 3	Group 4	Total
I have never seen such an assignment.	0	3	0	6	9
The teacher just does not.	0	6	1	0	7
The teacher only discusses the answers.	0	1	0	4	5
No reason mentioned.	0	0	5	0	5
How to handle the assignment.	0	0	1	3	4
Assignment is not useful, and is therefore not explained.	0	0	3	1	4
Had to do the assignment by myself.	0	2	1	1	4
Not always, but sometimes.	0	1	0	0	1

7. Discussion

This chapter will discuss the results found in chapter 6 and put them in the perspective of the theory. It will also aim at explaining what these answers might mean, and relate the results found from the different parts of the methodology.

7.1 Grammar Assignments

The study done by Mulder (2013) showed that *Of Course!* is one of the most used methods in upper-secondary school. It also showed that English methods such as *Cambridge* are gaining ground in upper-secondary schools. These two methods can, therefore, be considered to be representative of the methods used in secondary schools at the moment. The results in the previous subchapter 6.1 indicate that there is a large difference between the two methods, which could indicate that there is a difference between the methods used in upper-secondary schools.

Of the seven assignments analysed from *Of Course!*, not one appears to be consciousness-raising. All of the assignments found in this method fall within the category of grammar practice with the majority of the assignments being in the category of communicative practice, and some in the category of contextual practice. Of the seven assignments analysed from *Cambridge*, four appear to be consciousness-raising, one can be considered to be both consciousness-raising and grammar practice, and two fall within the category of grammar practice. Of the grammar practice assignments in this method one falls within the category of communicative practice, the other does not fall within a distinct category. The difference between the amount of consciousness-raising tasks found in the methods can be the result of the origin of the methods. This means that what could have caused the difference between the two methods is the fact that *Of Course!* is a Dutch method and *Cambridge* is an English method. This could lead to the difference, because Dutch educational policy has focused on communicative functions in education rather than grammar (Kwakernaak, 2011). This might influence the types of assignments found within Dutch teaching methods. Communicative practice is meant to engage pupils in communication (Ellis, 2002). This means that the pupil has to practice a specific feature and has to learn how to use this in communication. Such an assignment fits well within the broader idea of focusing on communication and the argument of using grammar as a tool for the acquisition of skills (Tordoir and Wesdorp, 1979). This change in the importance of grammar and the focus on communication might not have shown in the English educational system, to make clear whether or not this is the case further research is needed.

Besides the focus of education, the difference can also be caused by the fact that the Dutch method is meant for foreign language education designed specifically for Dutch pupils, and the English method is meant for general foreign language education. A teaching method not designed with a specific audience in mind might put more focus on making explicit what the speakers of the English language are doing unconsciously. This means that such a teaching method might involve more consciousness-raising tasks than grammar practice assignments as the rules have to be clear for anyone regardless of what their first language is. However, for a method that is focused on foreign language education for a specific language background, it might be more important to focus on the form. The form might be the focal point of the education as the form could differ a lot from the specific language background. This does not mean that these learners do not have to learn about the rules, but the focus is also put on the form.

The difference found between the two methods could potentially reflect a change in the curriculum of secondary schools. As previously stated English methods are gaining more ground in the secondary school system. This also applies to a teacher's own teaching materials (Mulder, 2013). This could mean that over time the Dutch teaching methods might lose their relevance in upper-secondary school. If English teaching methods are becoming a new norm in education, this could be caused by the types of assignments found within the workbooks. Since *Of Course!* is one of the leading methods used in secondary school, it can be considered to be the standard for Dutch teaching methods. This can mean that overall Dutch teaching methods lack consciousness-raising tasks. Since English methods such as *Cambridge* contain more consciousness-raising tasks, and yet still contain some grammar practice assignments, these methods are preferable for the understanding of English. These methods could be gaining more ground in the Dutch educational system, because the consciousness-raising tasks in the English methods lead to a better understanding of grammar than the Dutch methods.

These two methods show that pupils receive very little consciousness-raising tasks. Consciousness-raising tasks create awareness amongst pupils by guiding them through the three levels of consciousness as awareness described by Schmidt (1995), where grammar practice assignments do not. If these are the types of assignment used for practicing with tenses, this could possibly be the reasons as to why pupils struggle with the tenses. The assignments that pupils have to use to learn more about the tenses are mostly form focused rather than intending to gain understanding from a pupil. This could result in pupils making many mistakes as they do not understand the rules underlying the tenses. Looking at the

assignments that can be considered to be consciousness-raising, it is striking that the assignments do not make use of contrastive analysis. The reason for this is that all assignments were found in an English method rather than a Dutch one. An English teaching method does not necessarily focus on learners with a specific language background.

Therefore, it seems logical that this is the reason that there are no consciousness-raising tasks that focus on the difference between English and the native language Dutch. The assignments do not make pupils aware of the differences between English and Dutch, but they do make pupils aware of both the rules of a single tense and that of multiple tenses within the same assignment. The fact that all assignments make pupils aware of the underlying rules of a single tense could be caused by the idea that having pupils compare multiple tenses makes them aware of the differences between these tenses as well as the underlying rules of these tenses.

7.2 Teacher Interviews

From the interviews, it has become clear that most of the teachers are unfamiliar with the term of language awareness. This could be caused by multiple factors; it could mean that language awareness does not play a big role in foreign language education. If teachers had not heard of this term before, this can mean that this is not something they use in their classes. It also means that they do apply some aspects of language awareness in the classroom, but are unfamiliar with the name of the term. The latter might be the case as most of the teachers indicated that they make use of contrastive analysis of the grammars of Dutch and English. This might also be the case as the teachers responded to the definition of language awareness as explicit knowledge, and conscious perception of language and its functions, that they all felt that was what they did. Teacher 3 even responded to the definition of the term by saying that it is exactly what he already does.

Even though the term language awareness was not familiar to the majority of the teachers, they were capable of stating their associations with this term. Most of them mentioned something about a conscious learning process and the differences between English and Dutch. The first part could be caused by the fact that the question mentioned that language awareness was an approach to language learning, and the fact that awareness probably evokes the association of consciousness. The latter part of the associations mentioned by the teachers could be caused by the fact that the introduction to language awareness within the question involves saying that language awareness is an approach that makes pupils more aware of the differences between English and Dutch.

Teachers had indicated to make use of a comparison between English and Dutch grammar. The use of language awareness in the classroom could also involve the use of contrastive analysis for more languages than only the native and the foreign language. Teachers indicated that they would prefer to only explain the differences between English and Dutch rather than explaining the differences between multiple languages. The reasons for this were that it would be too complicated for them and the pupils, and that it would be hard to find many similarities. These answers can be explained by the fact that English and Dutch are their languages of expertise. English as the language they have studied for a long period of time, and Dutch being the language they have learnt from birth. These are the languages they know best, which makes it logical that these are the languages they prefer for contrastive analysis. The answers are also logical in the light of the studies done by Rahman and Ali (2015), and Graus and Coppen (2015). These studies had shown that the mistakes pupils make might be caused by the lack of knowledge and understanding of the differences between the native language and the foreign language. Contrastive analysis only for those two languages is what these researchers opt for, and so do the teachers.

The teachers were also asked about the topic of grammar. The first question was about their experiences with grammar helping the skills. The fact that all teachers agreed that grammar is a useful tool for learning the skills, but that grammar is not a goal of its own, could be caused by the changes in the teaching of foreign language. Throughout the twentieth century the importance of grammar in the foreign language curriculum has decreased and the focus has been shifted towards communication (Kwakernaak, 2011). This change could have logically been integrated in teacher education and their opinions. Teachers could have been taught what the focus of education should be or their opinions could be influenced by the government policy on foreign language education. Of the four teachers only two were able to come up with other reasons to teach grammar than only the reason of teaching grammar in order for the skills to benefit.

Most grammar classes are taught in roughly the same structure: classes are divided between instruction and practicing with grammar. Teachers indicated that the amount of instruction they give depends on the difficulty and familiarity of the topic they have to teach. The teachers said that a difficult topic that is less familiar is often accompanied with a lot of instruction. Familiar and easy topics often involve little instruction and a lot of practice. The fact that every teacher explained that the class is divided between instruction and practicing with grammar could be caused by teacher education. They could have been trained to structure a class in this manner. It is also a logical decision for teachers as having an entire

class filled with instruction can lead to distracted pupils, and having an entire class dedicated to practice is not always possible when pupils are unfamiliar with the topic.

When teachers had to say which topics pupils struggle with the most, two of the teachers, teacher two and four, answered that the pupils find the tenses difficult. This would be in line with the study done by Rahman and Ali (2015) that indicated that the tenses are an aspect of the language in which pupils make many mistakes. The other two teachers, teacher one and three, indicated that pupils struggle the most with reported speech and passives. Even though this is not in line with the study done by Rahman and Ali (2015), it is partially in line with the study done by Graus and Coppen (2015). This study showed that the tenses is indeed something that pupils tend to find difficult. However, this study created a list that also indicated that passives are something pupils find difficult. This could be the reasons that the passives were said to be something that pupils struggle with the most. The difference between the answers of teacher one and three from Commanderij College and those of teacher two and four from Udens College might be caused by the fact that these teachers teach at different schools. Teacher one and three both teach at the same school, and so do teacher two and four. This could mean that pupils from different schools struggle with different aspects of the grammar. However, teacher one indicated something, which is also in line with the research done by Rahman and Ali (2015). She stated that pupils do not struggle with the tenses when they have to be performed in isolation, but when more tenses are included in an assignment, they do struggle. This shows that pupils do find the tenses difficult as Rahman and Ali (2015) had shown in their research. But this statement might also be an explanation as to why the teacher three did not mention the tenses as something pupils find difficult, the teacher might have thought about the tenses in isolation.

When asked about the exercise in *Of Course!*, the teachers indicated that they did not like this type of assignment, but they did see many of them. This might indicate that the type of assignments that is used most in secondary school is grammar practice or communicative practice. The teachers did not like this type of assignments as they felt that the assignment was too easy for their pupils. The fact that they consider this assignment to be too easy could be caused by many reasons. The first possibility is that they find this type of assignment to be too easy as they looked at the individual assignment rather than focusing on the type of assignment it was. This means that they looked at the fact that pupils were required to fill in the irregular verbs rather than looking at the idea of assignments that focus on filling in gaps. This has shown in the answer of teacher 3 and 4, who explained that they did not liked the assignment as it only focused on irregular verbs. Teacher 3 said that it did not require any

understanding of the tenses, but that it has to be learned. Teacher 4 agreed with this, but added that such assignments should combine multiple tenses. Because the assignment is considered to be too easy for pupils as it does not require a lot of effort on the pupil's behalf., this could indicate that teachers desire an approach that demands more from the pupils intellectually.

The second assignment the teachers had to judge was the assignment in *Cambridge*. The overall view of the teachers on this type of assignment is that pupils would be stimulated to learn more from this type of assignments. Teacher 1 indicated that she thought that this assignment is very stimulating for the pupils, and that it really engages pupils in the task. Teacher 2 indicated that she thought this assignment was much better as pupils might remember the rules better if they found out about them themselves. These answers seem logical as consciousness-raising tasks are meant for pupils to engage intellectually with the material they have to learn (Ellis, 2002). These tasks demand of the pupil to go through all the levels of consciousness as awareness. This means that they demand pupils to perceive the input, and notice that it is input. Once they have noticed the input they have to uptake this information and gain understanding of the rules. This means such an assignment is more intellectually demanding and leads to a better understanding. Their views upon this assignment indicate that teachers are interested in an approach to language teaching that involves some language awareness strategies.

The teachers were asked in response to the opinions on both types of assignments, what they would like to see in an assignment. They had indicated that they would prefer a mix between both types of assignments. This preference could be caused by the fact that they feel that consciousness-raising tasks help pupils to gain a better understanding of the material, but that grammar practice assignments better help them form these tenses themselves.

7.3 Pupil Surveys

The pupils were asked whether or not they felt that grammar helped them learn English. Pupils scored this on a Likert-scale from one to five, and the average score was 3.86. Statistical tests showed that there were no significant differences between the four groups. This means that overall they do feel that grammar helps them learning English. This is in line with the idea presented by Westhoff (1998) that explicit grammar instruction and input result in better productive skills for two reasons: input is important for recognizing what is right, and grammar instruction creates awareness, which would result in content- and form-oriented output. It is also in line with the idea of Paardekoper (cited in Tordoir and Wesdorp, 1979) that grammar education improves the ability of a pupil to abstract, but that it also makes

pupils aware of what they are doing unconsciously. Those two reasons explain according to Paardekooper why grammar education improves language control. This means that explicit grammar instruction should help pupils to learn English, which is line with the statements of the pupils.

The fact that the majority of the pupils deemed grammar explanation necessary, with as the number one overall reason that without grammar explanation they do not understand it, could reflect the idea that pupils indeed still struggle with grammar and therefore require instruction to gain a better understanding of English. This could be related to the view of the pupils that grammar helps them learning English. This might mean that pupils feel that grammar is important for learning a language, but that without grammar instruction they will not reach a good understanding of it. They could think that without having excellent control of grammar one is good at a specific language. This is supported by statements from pupils such as that grammar is an important part of language, that grammar makes them more aware of the language, that they need grammar instruction to become better in English and that it helps them to remember more successfully the way things work in a language.

However, there are small differences between the top answers overall and the answers of groups individually: group 1 had the same top answer as that given by all groups together. The rest of the answers, however, focused on something else. The answer given by two pupils from this group show that they want explanation for the difficult rules. The other two top answers were that instruction meant that they could ask questions, and that without instruction they would have to do it all themselves. Group 2 had some differences in its answers with regards to the overall answers. It also had as answer that it helped them to learn English, because without instruction it would not be clear. The top answer of this group indicated that only having a book would not be sufficient. The other answers also focused on the fact that instruction means clarification of the materials. Group 3 also had top answers that indicated that instruction equals clarification and a higher proficiency level to them by answering that without instruction it would be unclear, that instructions helps them learning English, and that it prevents them from making mistakes. Group 4 has similar answers to group 3. The focus is on learning English and how grammar attributes to that. The main focus of most of the top answers of each group is similar: grammar helps them learning English. This is also in line with the results to question one about whether or not they felt that it helped them.

The small group of pupils that did not deem grammar explanation to be necessary, mostly related this to their own understanding of the grammar. Stating that it was not necessary for them, but it might be necessary for others. What is surprising is that the only

pupils who answered no to this question came from group 3 and 4. Since those groups do not go to the same school, it might be caused by their teachers or by individual opinions.

However, since there were only few pupils that said no, it is more likely to be caused by individual outlying ideas. This is also in line with the fact that they say it is not necessary for them, but not necessarily for others too.

The pupils were also asked about what aspect of the grammar they felt that they struggled with the most. The majority of the pupils indicated the tenses were what they struggled most with. This is in line with the study done by Rahman and Ali (2015) and the study done by Graus and Coppen (2015) that both showed that tenses are a difficult aspect of the grammar for most pupils. What is surprising in the results is that pupils also indicated to struggle with passives, and adverbs and adjectives. The difficulties pupils have with passives are partially in line with the study done by Graus and Coppen (2015) as this study shows that passives are also found to be difficult, even though they are not considered to be the most difficult. Apart from one answer by a pupil in group 2, all answers came from group 1 and 3. Those two groups go to the same school, which might indicate that this is typical of the pupils in this school. Yet, this still does not explain why pupils indicate that adverbs and adjectives are what they struggle with the most. However, since only such a small percentage of the pupils gave this answer, it might be individual struggles rather than a larger scale phenomenon.

The pupils were also asked about the technique of contrastive analysis that is of importance within a language awareness approach. Pupils had to rate whether they would like this or not on a scale from one to five: one meant that they did not like this idea, five meant that they did like this idea a lot. The average score given by the pupils was a 3.04, which means that they do not dislike the idea, but that they are not particularly fond of it either. Figure 7 and table 6 show that many pupils take a neutral position in this question, but they also show that many pupils would like this a lot. That many of the pupils scored a four, meaning they would prefer to have contrastive analysis, could be because of pupils who feel that this helps them gain a better understanding of mistakes made because of the interference of Dutch in their English. However, the relatively high number of scores that indicate a dislike for this technique could be caused by pupils, who would find such an idea too confusing. This could either be caused by a lack of understanding of both the grammar of Dutch and the grammar of English. When both grammars are not completely understood, it is harder for pupils to not mix up the two during instruction. The statistics show that there is only a significant difference between group 1 and group 3. Both groups go to the same school, which

could mean that the difference is caused by the teacher. If teacher 1 uses a lot of contrastive analysis, and uses it in a helpful way, then more of those pupils might be in favour of contrastive analysis. If teacher 3 does not use a lot of contrastive analysis, or uses it in a confusing way, then it might make sense why those pupils disfavor contrastive analysis. The fact that group 1, 2, and 4 do not differ that much from each other in their ratings might reflect that pupils overall take a neutral standpoint in this position. This could be because they do not know too little about it or might think that it helps for some but not all aspects of grammar.

The pupils also had to indicate in what manner they preferred to learn a language. The average score on the scale of 3.04 showed that the pupils prefer both communicative teaching strategies as explicit teaching strategies. The tests show that there are no significant differences between the groups, which means that most pupils share a similar opinion. The scores indicate a combination, which might be caused by the idea that communication is important as well as instruction. Communication has become more important in foreign language education (Kwakernaak, 2011), which might have influenced the pupils through the focus of education. This could mean that pupils feel that because teachers find communication important, it should be important for them as well. What also could have caused the fact that pupils want communicative strategies is that they believe in the same ideas that caused the change in education, that to be able to speak and write in a language is to have control over a language and to know a language (Kwakernaak, 2011). The demand for instruction is also reflected in the answers given by pupils in question one and two: they want grammar instruction to become better at English.

Like the teachers, the pupils were also asked about the assignment in *Of Course!*. They had to score the usefulness of the assignment on a scale from one to five: scoring a one meant that the pupil did not find the assignment useful, scoring a five meant that the pupil did find the assignment useful. The average score given by them was a 3.9, which means that overall they found the assignment to be quite useful. There were no significant differences found between the groups. Pupils could consider this assignment to be useful as it provides them with an opportunity to practice with form. However, pupils consider this assignment to be more useful than that it helps them understanding the grammar. The difference in averages is small, but yet still surprising. This difference between its usefulness and its ability to help them understand grammar could be caused by the fact that the assignment does not require understanding of the grammar, but that it only requires them to be able to apply the grammar.

Even though there are no significant differences between the four groups, one can see that the pupils in groups 1 and 3 had the highest averages regarding its usefulness for this

assignment. However, the difference between group 3 and 4 is minimal. Looking at the averages for helpfulness, one can see that the highest grades were given by group 1 and 4. This might mean that group 1 and 4 consider this a good assignment for learning about the English grammar. Group 3 went from finding it very useful to finding it less helpful for understanding grammar. This might reflect that pupils notice that the assignment is about form rather than about understanding a rule. Group 2 has also shown this pattern as did the other two groups.

The pupils indicated that their teacher did provide extra explanation with this assignment. The majority of those pupils said that the teacher explained the answers to them or that the teacher explained what should be done in the assignment. Of the pupils who said that the teacher did not give extra explanation the majority gave as their reasons that the teacher sometimes did and sometimes did not, that the teacher only discussed the answers, and that the teacher explained the assignment. These reasons for choosing no are the same reasons as why others chose yes. This shows that overall teachers tend to explain the assignment before as well as the answers to the assignment afterwards.

The pupils were also asked the same questions about the assignment in *Cambridge*. The average score for usefulness was a 2.93, which means that they are quite neutral. There were no significant differences found between the groups. The average score for whether or not this assignment would help them understand grammar was a 3.08, which is also neutral. Again, there were no significant differences found between the groups. It is surprising to see that the pupils feel that the assignment helps them understand grammar better, but that they lean more towards finding the assignment less useful. An answer to this could be found in the answers to whether or not their teacher explains these types of assignments. Many pupils indicated that they had never seen such an assignment. This might influence the way they judge such an assignment. Those pupils all came from group 2 and 4, which might indicate that they do not get this type of assignments at Udens College.

Group 1 had the highest average regarding the helpfulness and usefulness of the assignment from *Cambridge*, closely followed by group 2. Group 3 had the lowest overall scores for both questions. Surprisingly, all scores indicate that all groups find the assignment less useful than they find it helpful. This might reflect that they do see that this assignment tries to evoke understanding from them for the grammatical aspect. That they find the assignment not to be useful could be caused by the pupils feeling that they understand enough, but want to practice with form.

Comparing the assignments of both teaching methods, one can see that overall the assignment by *Of Course!* was considered to be more useful than the assignment in *Cambridge*. This might be caused by the fact that the assignment in *Of Course!* gives them opportunities to practice with form, where the assignment from *Cambridge* does not. Pupils might find it more useful to focus on the form instead of gaining more understanding of the grammar rules. The assignment in *Of Course!* was also considered more helpful for learning English than the assignment in *Cambridge*. This is surprising as the assignment does not help them gain understanding whereas the assignment from *Cambridge* is focused on understanding. Even though the pupils seem to prefer the assignment from *Of Course!*, the pattern seen between the two questions for *Cambridge* might mean that this assignment is not deemed bad by the pupils. All pupils show to find the assignment from *Cambridge* to be more helpful for understanding grammar, but less useful for learning English. This shows that pupils want to learn English by practicing with form, which might indicate that they feel that they get enough instruction to understand the rules.

7.4 Comparing Results

Literature has shown that foreign language education in the Netherlands has undergone some changes: the focus was put on communication and grammar lost its key role. Grammar has since then been considered as supporting the acquisition of skills (Kwakernaak, 2011). Studies done by Rahman and Ali (2015) and Graus and Coppen (2015) have shown that pupils tend to struggle most with tenses. Both Rahman and Ali, and Graus and Coppen believe the mistakes made with tenses are caused by interference from the L1. A method that focusses on language awareness could benefit the English of pupils. Language awareness is described as explicit knowledge about language, conscious perception of the nature of language and its functions. Language awareness can make pupils aware of three aspects: the underlying rule of a single tense, the differences between the rules of multiple tenses, and the differences between the foreign and the native language. The latter can be done by a method called contrastive analysis, which tries to make pupils aware of the similarities and differences between the languages (James, 1996). Pupils can be made aware of those aspects through instruction and through practice. There are two types of grammar practice according to Ellis (2002): grammar practice and consciousness-raising tasks. The first focusses mainly on form, the latter focusses on gaining understanding of the rules.

Teachers and pupils were asked about these concepts, and grammar assignments were analysed to see what assignment is more common in foreign language education. Looking at

the responses given by the teachers and given by the pupils, there are more differences than there are similarities. When asked about the topic of grammar, one can immediately see several differences. The teachers indicated that grammar is mainly a tool for acquiring the skills as expected based on the article by Kwakernaak (2011). The pupils indicated that they feel that grammar helps them learning English, and gave various reasons for the necessity of grammar instruction. The reasons that were used most were that without grammar it would be unclear and that they feel that grammar helps them learning English. In a way this supports the statement of the teachers as acquiring skills has been considered to be learning a language (Kwakernaak, 2011). The answers of all four groups seem to be in line with that grammar is a necessity for learning a language, and that they want instruction so that they can learn the language properly. The pupils all agree on the necessity of grammar, but do not immediately see the relation between grammar and the other skills. This may be due to the pupil's ability to relate grammar to a certain skill. As teacher 4 indicated, they may understand how something works when they are practicing in a grammar class, but do not understand that it works the same way when writing a letter. This might be the reason why pupils talk about grammar as necessity for learning a language, but not articulating in what way it helps or what it is exactly that it helps for.

The teachers seem to disagree on some level with the pupils with regards to what aspect of grammar they find the most difficult. Teacher 1 and 3 stated that pupils struggle most with passives and reported speech, while teacher 2 and 4 stated that pupils find the tenses to be the most difficult aspect of the English grammar. Surprisingly, the majority of the pupils does seem to agree on what aspect of grammar they find to be the most difficult. The large part of the pupils voted for the tenses, which would be in line with teacher 2 and 4 as well as the research done by Rahman and Ali (2015) and Graus and Coppen (2015). Their research showed that the tenses are the most difficult aspect for pupils, and that they are something with which pupils make many mistakes. Yet, the answers given by teacher 1 and 3 are not completely out of place. Even though group 1 and 3 mostly voted for the tenses, in those two groups a relatively high number voted for passives. This answer was, however, not voted for as much in group 2 and 4 as in group 1 and 3. This could indicate that there is a difference between the two schools. Teacher 2 and 4, and group 2 and 4, all indicate the tenses as the hardest aspect. Teacher 1 and 3 indicated passives and reported speech, which is in some way supported by the pupils from group 1 and 3. Reported speech had not been noted as one of the hardest topics. This might be due to the fact that it was not an option that was

included in the survey, which means that pupils could only vote for this option when putting it in the 'other' section.

Teacher and pupils were also introduced with some ideas of language awareness. The first idea was about contrastive analysis. Teachers had indicated to prefer only contrastive analysis between English and Dutch, and to use this in their classes. This could indicate that teachers might feel that it helps their pupils. However, teachers appear to be more in favour of the idea of contrastive analysis for English and Dutch than the pupils are. The pupils are neutral towards the idea; they do not show a strong preference. The opinions of the pupils are similar, the only two groups that differ significantly are group 1, who would prefer contrastive analysis the most, and group 3, who would not prefer it. Looking at their teacher's responses an explanation could be found. Teacher 1 indicates that she finds the idea of contrastive analysis very useful, and she feels that it would help pupils in many ways. Teacher 3, however, is less enthusiastic as he feels that it might confuse the pupils. If these ideas have crossed over to the pupils, it might explain the difference between the two groups.

They were also asked about another aspect in which language awareness could play a role for grammar, which is practice. Teachers had indicated that their classes mostly included some instruction and practicing with grammar. Analysis from the assignments in both *Of Course!* and *Cambridge* has shown that the most used type of assignments in *Of Course!* is grammar practice, specifically communicative practice, and the most used type of assignments in *Cambridge* is consciousness-raising. One assignment that was representative of each method was put forward to the teachers and pupils. Looking at the assignment from *Of Course!*, one can see a difference between the opinions of the teachers and those of the pupils. The pupils deem this assignment to be quite useful and consider it to be helping them to understand grammar, while the teachers consider this assignment to be too easy for the pupils. The fact that pupils consider this assignment useful and to be helping with their understanding of grammar could be caused by the fact that the assignment gives them the opportunity to practice with form or because this the type of assignments that they are used to. However, they do find the assignment to be more useful than helpful, which might indicate that they do realise that the assignment is about practicing with form.

There is also a difference found in the opinions of teachers and pupils regarding the assignment from *Cambridge*. The teachers all agree that this assignment is much better for having pupils understand the grammar. The pupils do seem to find this assignment to be more helpful for understanding the grammar than to find the assignment useful. This might mean that they do realise that this assignment tries to demand some level of understanding of the

grammar. However, since they do not deem this assignment to be very useful this might reflect they prefer to practice with form. Comparing the averages for the assignment from *Of Course!* and *Cambridge* this might indeed be the case as the assignment by *Of Course!* overall received higher averages, which might indicate a preference for this type of assignment. This preference would be in contrast with the preference of the teachers. The lower scoring of the assignment from *Of Course!* by the pupils might be caused by the fact that many pupils indicated that they are unfamiliar with this type of assignment. However, the pupils that indicated that they are unfamiliar with the assignment did not necessarily give low scores for this assignment. Group 2 had the highest average for the assignment from *Cambridge*, but many of those pupils had indicated they had never seen such an assignment.

8. Conclusion

Literature has shown that in the twentieth century the focus of foreign language teaching has shifted from grammar to communication, which led to a lack of rules about what should be learned by pupils (Kwakernaak, 2011). In the twentieth century a new framework had gained influence over what level of a foreign language should be reached by the end of secondary school. This framework was called the Common European Framework of Reference, and created not only a norm for the skill level that should be reached, but also created a norm for what grammar should be comprehended (Fasoglio et al., 2015). Even though grammar has lost its key role in foreign language education, there are many arguments as to why it should be taught. The main argument used is that it would benefit the skills (Tordoir & Wesdorp, 1979). What grammar should be learned has been covered in the foreign language policy, however, the way in which grammar has to be learned is not. Language awareness is an approach that could greatly contribute to grammar education. Many have tried to define language awareness, but the definition used in this research is that language awareness is explicit knowledge of language, conscious perception of the nature of language and its functions. This is a state that can be reached through the three levels of consciousness mentioned by Schmidt (1995): the level of perception, the level of noticing and the level of understanding. Grammar can be practiced through the means of grammar practice exercises or consciousness-raising tasks. A study done by Rahman and Ali (2015) has shown that pupils struggle most with the tenses. A language awareness approach to the tenses should make pupils aware of three different aspects: the rules of a single tense, differences between multiple tenses, and differences between the foreign language and the native language.

This research project revolved around the question of what role language awareness has in grammar classes in upper-secondary schools, especially in grammar assignments. This question was answered by analyzing assignments from two teaching methods, interviews with four teachers, and surveys filled in by upper-secondary school pupils. The analysis of the assignments focused on the types of assignments mentioned by Ellis (2002), which were grammar practice and consciousness-raising tasks. The surveys and interviews were focused on the opinions regarding grammar, aspects of language awareness, and types of grammar assignments.

The results show that the ideas of the teachers regarding grammar appear to be in line with the change that has set throughout the 20th century. Grammar is not a goal of its own, but meant as support for the acquisition of skills. Pupils have shown to find grammar instruction

necessary for learning English, which might indicate that they consider grammar as an important part of the language. Most of the pupils indicated that they struggle the most with the tenses, and so did teacher 2 and 4. This is in line with the study done by Rahman and Ali (2015), which states that the tenses are what pupils struggle most with. Some pupils indicated to find passives to be the most difficult aspect of grammar, and so did teacher 1 and 3. This shows that there is somewhat of a difference between schools. Yet, the large majority has demonstrated to struggle most with the tenses. An approach that could benefit the understanding of the tenses is language awareness. Pupils and teachers were asked about varying aspects of language awareness. Teachers have shown to prefer contrastive analysis of the native and foreign language over contrastive analysis of the native and multiple foreign languages. The teachers had indicated to use contrastive analysis in their classes, which might indicate that they consider it useful. Pupils do not necessarily consider it useful, but they also have shown to not dislike it. Only group 3 showed some dislike, which could be caused by the teacher as he stated that he thought it might be confusing for the pupils. Pupils were asked whether they would prefer communicative teaching strategies, which are in line with the current trend in education, or explicit teaching strategies, which involve conscious learning strategies, and they had shown to prefer a combination of the two. Teachers had indicated that a grammar class consists of instruction and practice. Grammar can be practiced either by grammar practice or by the use of consciousness-raising tasks. The assignments by *Of Course!* and *Cambridge* were analysed, and large differences between the two methods were found. *Of Course!* consisted of only grammar practice assignments, of which the majority fell into the category of communicative practice. *Cambridge*, however, had more consciousness-raising tasks than grammar practice assignments. Of each method an assignment was shown to the teachers and pupils. The assignment put forward from *Of Course!* fell into the category of grammar practice, the assignment from *Cambridge* fell into the category of consciousness-raising tasks. The teachers all agreed with each other on the statement that the assignment from *Of Course!* was too easy for the pupils, and that the assignment from *Cambridge* was better as it made pupils more aware of the rules and that it would make the pupils remember the rules better. The pupils, however, feel that the assignment from *Of Course!* is much more useful and helpful for the understanding of English grammar than the assignment from *Cambridge*. However, they do seem to notice that the assignment from *Cambridge* is more helpful for understanding grammar as they score the helpfulness of the assignment higher than the usefulness of the assignment, and they score the usefulness of the assignment from *Of Course!* higher than its helpfulness for grammar.

Overall this would show that language awareness plays no clear role in upper-secondary school grammar classes, especially in grammar assignments. Teachers have shown to not have been aware of the term, and there is a difference between two methods that are representative of the methods used in upper-secondary school. *Cambridge* involves a lot of language awareness as it uses many consciousness-raising tasks, while *Of Course!* contains no language awareness assignments.

Recommendations

The following paragraphs will involve recommendations on the basis of the results presented in this project. A first recommendation would involve the role of language awareness in grammar classes. Teachers have indicated that they would prefer a combination of the two types of assignments, which means that the pupils would be able to practice with form as well as practice to understand the rules. Pupils have clearly indicated to find assignments of the grammar practice type to be more useful and helpful. By having both grammar practice assignments and consciousness-raising tasks as the norm for grammar education, one would do justice to both the preferences of the pupils and the teachers.

A second recommendation involves more research on this topic. First of all, more methods would have to be analysed. The two methods analysed in this project differ a lot from each other in the role of language awareness. These methods can be considered to be representative of the methods used in upper-secondary school, however, the large difference between them requires further research that involves other methods as well. Other methods might show what could cause this difference or portray a clearer overview of language awareness in teaching methods throughout the Netherlands. Another issue that needs to be further researched is the aspects of grammar that pupils find the most difficult. Teacher 1 and 3 indicated reported speech as something that pupils find most difficult, but this was not included in the survey. If it was, the survey might have had a different outcome. This needs to be researched as language awareness might also contribute to the understanding of the rules regarding this aspect of grammar.

Another recommendation is that teachers need to be made more aware of language awareness. The teachers had shown to know little to nothing about it, yet they showed to be interested in the ideas of language awareness. Language awareness could improve grammar understanding as it creates a conscious learning strategy, which makes pupils more aware of the rules and this could ultimately result in them making fewer mistakes. If teachers are made

more aware of this concept, it might show in grammar education including more language awareness ideas and strategies.

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Appendix A.1: Interview protocol

Introductie:

Bedankt dat u tijd voor mij vrij kon maken. Ik had u gevraagd voor een interview, omdat ik bezig ben met mijn scriptie voor de master Taalwetenschappen. Voor mijn scriptie doe ik onderzoek naar het grammaticaonderwijs in Nederland. Dus wat vinden mensen van grammatica, hoe word er les gegeven in grammatica, wat voor opdrachten worden er gebruikt bij grammatica. Dit soort vragen wil ik beantwoorden aan de hand van interviews en enquêtes. Daarom zou ik u willen vragen of het mogelijk is om een korte enquête van vijf tot tien minuten af te nemen tijdens een van uw lessen bij 4 vwo. (Indien Ja: Zou u met mij na het interview daar nog kort een afspraak over kunnen maken?) Ook wil ik u vragen of ik dit interview mag opnemen, zodat ik niets van uw antwoorden mis tijdens het uitwerken van het interview. Over het interview zelf, het is opgedeelt in drie thema's waar ik het over wil hebben: Grammatica in het onderwijs, het bewust maken over grammatica en grammatica opdrachten. Dus de eerste vraag is dan logischerwijs... (zie 1).

Thema 1: Grammatica in het onderwijs

1. Wanneer u een les grammatica geeft, of een onderdeel van de les aan grammatica besteed, hoe pakt u dat dan aan?
2. (En scheelt uw aanpak afhankelijk van wat u moet uitleggen? Geef u bijvoorbeeld op een andere manier les als u de tijden bespreekt dan dat u meervoudsvormen bespreekt?) Als u de tijden behandelt, op wat voor manier geeft u dan bijvoorbeeld uitleg over de present perfect?
3. Betreft u de lesmethode die op u school gebruikt wordt veel in uw lessen over grammatica of gebruikt u ook eigen materialen?
4. Denkt u dat grammatica bijdraagt aan de lees-, schrijf-, luister- en spreekvaardigheid van de leerling?
5. Zijn er in uw ogen nog meer redenen waarom grammatica belangrijk is?
6. Met welke aspecten van de grammatica hebben leerlingen over het algemeen de meeste moeite? (En als u kijkt naar de tijden, zijn er dan tijden waar ze specifiek moeite mee hebben?)
7. Hoe gaat u daar mee om in uw lessen?
8. Wat is volgens u de reden dat leerlingen hier moeite mee hebben?
9. Merkt u dat leerlingen veel van Nederlands gebruiken, wanneer ze Engels spreken of schrijven? Dus bijvoorbeeld dat ze een bijzin zoals '*because I tea want*' gebruiken, omdat in het Nederlands het werkwoord daar wél op de laatste plek in de zin hoort.

Thema 2: het bewust maken over grammatica

1. Leerlingen zouden meer bewust gemaakt kunnen worden van de verschillen en overeenkomsten tussen het Nederlands en het Engels. Zo'n benadering richt zich op het vergroten van language awareness of taalbewustzijn, bent u daar bekend mee? Zo ja, zou u kunnen omschrijven wat u hieronder verstaat. Zo nee, wat voor associaties roept de term bij u op.
2. Een voorbeeld van deze aanpak is dat een docent Engels iets zou uitleggen door bijvoorbeeld te benoemen hoe iets werkt in het Engels en verschillen en

overeenkomsten aan te kaarten met Nederlands. Hoe denkt u over een dergelijk idee? Is dit mogelijk in de praktijk? Bent u daar zelf ooit mee bezig in uw lessen?

3. Het voorbeeld wat ik net besprak over de uitleg van verschillen tussen Engels en Nederlands, zou ook kunnen voor alle talen in het middelbaar onderwijs. Dus bijvoorbeeld Duits, Frans, Engels en Nederlands. Wat vindt u daarvan? En als u dat vergelijkt met dus alleen een verschillenuitleg over Engels en Nederlands?
4. Waar denkt u dat een leerling het meeste van leert, door het bewust bezig zijn met regels of juist door communicatie en lezen bijvoorbeeld? (Indien combinatie, wat vindt u dan het meest belangrijk? Indien alleen een van de twee, waarom?) Op wat voor manier gaat u daar mee om in uw lessen?
5. Language awareness als een benadering probeert leerlingen vooral zelf taal te laten onderzoeken, dus waaraan kan een leerling zien dat het om deze regel gaat, wat verandert er als deze regel wordt toegepast en dit te bespreken met elkaar. Een voorbeeld van hoe language awareness als benadering is dat u de leerlingen een tekst geeft, deze tekst is bedoeld om de leerlingen een regel over de present simple te leren. Als eerste moeten de leerlingen zich concentreren op de tekst, dat ze de inhoud waarnemen. Daarna is het belangrijk dat de leerlingen zien dat elke keer als er een hij of zij staat er een 's' achter het werkwoord komt, dit wordt dan omgezet in dat zou dan moeten betekenen dat er een regel is die er voor zorgt dat dit gebeurd. Heeft het nut om op deze manier met taal bezig te zijn? Maakt u van een van deze dingen gebruik in uw lessen? Denkt u dat een dergelijke benadering positief effect kan hebben op Engels?

Thema 3: Grammatica opdrachten

Ik wil u graag een tweetal opdrachten voorleggen en hierover uw mening vragen.

1. De opdracht in de vorige vraag is natuurlijk een voorbeeld van een opdracht die leerlingen bewust maakt van een bepaalde regel. Maar er zijn natuurlijk nog veel meer verschillende soorten oefeningen. Wat vindt u van opdrachten zoals in dit voorbeeld (A)?
2. Maakt u veel gebruik van dit soort oefeningen?
3. De tweede opdracht die ik u wil voorleggen is de volgende (B), wat vindt u van dit soort opdrachten? Maakt u daar veel gebruik van?
4. Welke soort opdrachten maakt een leerling bewuster van de grammaticale tijden, denkt u?
5. Wat vindt u van de uitleg over de tijden in uw lesmethode? Voegt u zelf nog extra uitleg hieraan toe?
6. Kunt u een voorbeeld geven van een opdracht die u zelf zou geven, die niet afkomstig is van een lesmethode? Bijvoorbeeld een over de present continuus.

Achteraf:

Bedankt dat u tijd voor mij vrij kon maken, wat vond u van het interview?

BIJLAGE A:

Fill in the simple past (OVT: gave, met, saw, etc.) in this article about a skate marathon.

New York City Skate Marathon

Skaters (1 *stonden*) *stood* around and
(2 *spraken*) *spoke* different languages
during the pre-race announcements, irritating the
heck out of the race organizer who (3 *vloekte*)
swore and (4 *blies*) *blew* his
whistle to make them silent. I (5 *ontmoette*) *met*
all sorts of people. Two 60-year-old sisters next to me
(6 *zeiden*) *said* they always (7 *droegen*)
wore black shorts when skating. When
one of them was accidentally pushed, she
(8 *viel*) *fell*. She then (9 *verloor*)
lost consciousness. Others (10 *bogen*)
bent over her and two men (11 *leg-*
den) *laid* her down at a quieter place. I
(12 *wist niet*) *didn't know* then whether she

Skating with Eddy Matzger for 20 km (19 *leerde*)
taught me about posture and foot
placement and stride if your body (20 *pijn deed*)
hurt. It worked, for I (21 *voel-*
de niet) *didn't feel* the pain I
(22 *had gevoeld*) *had felt* before.
That night TV (23 *zond uit*) *broadcast*
how Eddy Matzger crossed the finish line at 3:18:00
and (24 *won*) *won* the race. Balloons
(25 *stegen*) *rose* to the sky. Many
people (26 *schudden*) *shook* hands
with him. Some Dutch skaters (27 *versloegen*)
beat their Belgian colleagues when
they crossed the line, they (28 *zongen*) *sang*
a song.
After the race was over, Eddy Matzger (29 *hing*)

B:

Review of present tenses

- 1 Identify the underlined tenses in examples a–d. Then complete the grammar explanation below.
 - a The little guy jogs along at a slow rate.
 - b While you're playing, you can always listen to the music.
 - c It's a shame that the gun resets to weak with each new level.
 - d Games of this type are becoming more and more complex.

The present _____ tense is used for permanent situations (example ...) or to talk about actions which are habitual or repeated (example ...). On the other hand, the present _____ tense is used for temporary situations (example ...), or for situations that are changing or developing (example ...).

Appendix A.2: Interview a

A: Ja, hij staat aan.

B: Oké

A: Nou, ten eerste zou ik het mogen opnemen?

B: Ja dat mag.

A: Nou dan zal ik maar beginnen met de eerste vraag:

B: Ja

A: Hoe pakt u een les grammatica aan? Waar begint u?

B: Nou, ik geef nooit een hele les grammatica,

A: Nee, dat snap ik.

B: Dus een les grammatica is dan toch een onderdeel. En we zijn bij ons op school nu bezig met een soort van hervorming van het vak, van wat vinden we nu eigenlijk belangrijk in het vak. En als we dan kijken naar de doorlopende leerlijn van een vwo leerling vinden we toch vooral de vaardigheden erg belangrijk, en grammatica is een hulpmiddel daarvoor, maar niet een doel op zich. Dus wij vinden grammatica handig als een hulpmiddel daarvoor, maar we hebben niet zo iets van oke jij moet uiteindelijk foutloos kunnen omschrijven wat een past simple is of een present perfect en dan verschillende voorbeelden daarvan geven, dat is geen doel.

A: maar als een onderdeel dan..

B: Als ik een onderdeel ervan les geef, dat heb ik toevallig deze week en vorige week gedaan. Hebben we het over perfect tenses gehad, dus dat zijn alle verschillende perfects; daar zit inderdaad ook past simple bij, dus de present perfect, present perfect continuous, past perfect, past perfect continuous en daar zit ook een beetje future perfect bij. Wat ik dan doe, dat pak ik eigenlijk vaak op verschillende manieren aan. De ene keer denk ik oh dit hebben leerlingen al best vaak gehad, laat ze zelf maar even weer die voorkennis ophalen, maar soms doe ik dat ook klassikaal, want dan ben ik benieuwd wat is er blijven hangen van de afgelopen jaren. En je ziet vaak toch dat de leerling iets in klas 2 en 3 al heeft gehad en in klas 4 denkt de passive wat is dat ook alweer in hemelsnaam. Dus ja op die manier je probeert voorkennis te activeren bij een leerling, je gaat eerst kijken wat weet hij of zij daar nog van. Als het iets nieuws is dan

introduceer je het ook als iets nieuws. Vervolgens heb ik bijvoorbeeld vorige week gezegd jullie gaan in groepjes aan de slag, daar staat wat theorie dat hebben jullie al gehad, dus je kunt de theorie gebruiken, maar jullie kunnen ook kijken of jullie er samen uit kunnen komen. Dan heb ik ze in groepjes laten werken aan bepaalde opdrachten, vervolgens ga ik dat nabespreken en dan wil ik ook horen waarom ze bepaalde keuzes hebben gemaakt voor bepaalde tenses in bepaalde opdrachten. Dus hoe ze kunnen verantwoorden waarom ze dat hebben gedaan en dat vinden ze vaak heel lastig want dan zeggen ze toch maat het klinkt toch goed. Maar dat is natuurlijk geen argument, dus dat heb ik ze laten doen en dat werkt eigenlijk heel goed.

A: en maakt het uit wat je van de grammatica uitlegt voor..

B: Ja.

A: Ik weet niet of je wel eens een andere aanpak hebt, als ze daar bijvoorbeeld heel veel moeite mee hebben dan doe ik dat op deze manier.

B: Ja, de passive leg ik bijvoorbeeld altijd uit op dezelfde manier. Die verdeel ik altijd onder in 4 stappen, en als ik dan begin met uitleg doe ik dat altijd in 4 stappen, die zet ik op het bord en laat ze noteren in hun schrift tegelijkertijd en van daaruit ga ik dan verder naar de opdrachten die ze moeten maken. Dan heb ik altijd nog die 4 stappen op het bord staan, waar ik terug naar kan verwijzen. Dit is die stap, dit is die stap, op die manier.

A: En is de passive dan waar leerlingen het meeste moeite mee hebben?

B: Is wel een van de, niet perse hetgene waar ze het meeste moeite mee hebben. Dat verschilt ook per leerling; de ene leerling kan blijven worstelen met hoe maak je een goede vraagzin en en andere leerling blijft fouten maken met de tenses inderdaad. Passives worden vaak fouten mee gemaakt. Passives is wel een van de moeilijker dingen.

A: Maar er is niet een ding waar ze echt het meeste moeite mee hebben?

B: Reporting verbs, dat vinden ze vaak wel moeilijk, dus bijvoorbeeld reported speech. De passive, dat ze dat ook wel pittig vinden. Ja ze halen ook vaak die tijden weer door elkaar, conditionals gaat op zich wel, de gerund enzo ook wel. Ook weer future tenses, zodra er meer dan een tijd aanbod komt dan vinden ze het moeilijk om het overzicht te houden.

A: En als er dan meer dan een tijd aanbod komt, is er dan een tijd waar ze het meeste moeite mee hebben?

B: De combinatie van, want ze gaan vaak inderdaad de koppeling maken naar Nederlands en van Nederlands naar Engels. Dus dan vraag je in die zin welke tijdsbepaling staat er in de zin, dat vinden ze dan al lastig aan te geven, want dat is dan bijvoorbeeld niet het werkwoord zelf, maar bijvoorbeeld last summer of next winter of dat soort zaken. En dan vinden ze het lastig om dat al aan te geven, en als ik dan vraag als er staat last Saturday welke tijd moet je dan invullen. Dan zeggen ze je verleden tijd, maar hoe noem je dat dan in het Engels want daar heb je verschillende vormen natuurlijk. En dat vinden ze heel erg lastig.

A: Dus terugkoppelen naar het Nederlands, ja daar gaat mijn scriptie ook over. Want het is natuurlijk belangrijk als ze bewust zijn van de verschillen, want daar kunnen ze natuurlijk ook veel fouten mee maken. Maakt u daar zelf ook veel gebruik van in uw lessen?

B: Ja, ik benadruk dat heel erg als je bijvoorbeeld het verschil uitlegt tussen de past simple en de present perfect. Dat de present perfect van toen tot nu, dus als je in het Engels zegt i have lived there, dan woon je er nog steeds, maar i lived there dat je er niet meer woont. Dat is een heel groot verschil met het Nederlands; als je in het Nederlands zegt i heb gewoond of woon, dan heb je tegenwoordige tijd. Maar ik heb gewoond lijkt dan heel veel op het i have lived, dat is dan vaak hetgene waardoor ze de fout gaan maken.

A: Ja dat heb ik ook gevonden. We hadden het net erover waarom grammatica überhaupt gegeven word, als ondersteuning voor de vaardigheden. Maar zijn er nog meer redenen waarom grammatica gegeven zou kunnen worden?

B: Nou, ik denk op zich wel dat het handig is om te weten hoe taal zich structureert en hoe talen werken en hoe talen in elkaar zitten. Ik denk dat je daar ook een bepaald bewustzijn bij leerlingen dat taal ook niet zomaar iets is, en ik denk dat leerlingen het vaak ook als iets vanzelfsprekends zien. En ik ben nu toch zelf ook met die mook bezig van de universiteit Leiden.

A: Oké, dat ken ik niet.

B: Ja, die heet introduction to linguistics. En dat heb ik zelf ook allemaal gehad toen ik hier studeerde, maar dat is een beetje een opfriscursus voor mezelf dan word er van alles uitgelegd over syntax, pragmatics, phonology en dat soort dingen. En daar laat ik stukjes van aan leerlingen zien en dan zijn ze onder de indruk van er komt toch veel meer bij taal kijken. En als je bijvoorbeeld op een wetenschappelijke manier er naar kijkt, dan is dat toch heel anders dan waar wij in de lessen mee bezig zijn.

A: Vinden ze dat ook fijn?

B: Ze vinden dat wel interessant. Ik heb twee vwo 5 klassen waar ik dat aan laat zien, en die zijn echt wel onder de indruk dan.

A: Zou u het dan ook structureel in de klas willen zien?

B: Nee, niet structureel want het is niet het hoofddoel dat alle leerlingen een taal gaan studeren.

A: nee dat snap ik, maar ik bedoel meer van dat het in het lesprogramma wordt opgenomen. Dat ze daar meer bewust van worden, dat er iets meer achter taal zit dan alleen maar praten.

B: Ja, nee, inderdaad, ik wil die filmpjes ook meer gaan laten zien. Dat ze zich daar meer bewust van zijn dat er bijvoorbeeld achter pronunciation een heel verhaal zit, gewoon allemaal van dat soort aspecten van taal dat daar meer bij komt kijken.

A: Even kijken, want we gaan daar heel snel doorheen.

B: Oh, sorry.

A: Nee dat maakt niet uit, dat is alleen maar fijn.

B: Oké.

A: Even kijken, taalbewustzijn/language awareness daar heeft u denk ik wel ooit van gehoord. Hoe zou u dat omschrijven?

B: Ja, wat ik ervan begrepen heb, want ik ken het nog niet zo heel erg lang hoor moet ik zeggen. Het zijn een beetje de hogere denkvaardigheden met betrekking tot taal, ook de koppeling kunnen maken tot verschillende talen. Dat je ook het verschil en de overeenkomsten ziet tussen de talen. Het is denk ik wel interessant voor leerlingen, het kan ze denk ik wel heel goed helpen. Al zijn er altijd leerlingen die totaal niet talig zijn aangelegd, dus daar kun je leuk een koppeling proberen te maken met Italiaans, Duits, Frans whatever. Maar dat komt dan totaal niet bij ze binnen. Terwijl andere leerlingen daar veel meer gevoelig voor zijn en sowieso al meer hebben met taal en denken oh wacht hier zie ik inderdaad zelf ook iets.

A: Maar als u dan overeenkomsten en verschillen zou gaan bespreken, zou u dan juist kiezen voor alleen Nederlands en Engels omdat dat natuurlijk de moedertaal is, of juist ook met andere talen?

B: Het makkelijkste is Nederlands en Engels voor een groot deel, omdat dat ze bewust maakt van de fouten die ze maken. Maar het is ook wel interessant om te laten zien hoe andere talen dan weer werken.

A: Want het is natuurlijk ook zo dat niet elke leerling even veel talen heeft in zijn pakket. Dan moet je keuzes gaan maken voor wat je gaat uitleggen. Stel je gaat iets in het Duits uitleggen en de helft heeft geen Duits, dan heeft het misschien geen zin.

B: Nou of het geen zin heeft weet ik niet, want je kunt bijvoorbeeld ook wel iets vergelijken met Italiaans ook al heeft niemand dat. Maar gewoon om te laten zien zo kunnen talen werken en dit is bijvoorbeeld een overeenkomst of een verschil. En in die zin zijn talen natuurlijk ook weer een weerspiegeling van de cultuur die er achter zit. Want ik heb zelf ook een tijdje in Italië gewoond, dus ook bijvoorbeeld gebaren die Italianen heel erg maken ter ondersteuning van hun taal dat is ook weer iets heel anders dan wat wij doen of Engelse doen. En in die zin vinden leerlingen dat ook heel leuk omdat ze er ook wel weer iets van herkennen, dat ze bijvoorbeeld daar op vakantie zijn geweest ofzo.

A: Dus ook als ze eraan kunnen relateren,

B: Ja, maar al heb ik het over Chinees dan vinden ze dat nog wel interessant als het leerlingen zijn, vwo leerlingen en misschien ook wel, dat is het allerbelangrijkste, als je het als docent leuk kunt uitleggen, als het ergens heel droog staat dan gaan ze het ook niet doen. Dat is nu dus ook met die mook die ik nu aan het doen ben, dat probeer ik dan ook uit te leggen, vertel ik welke vakken ik op de uni daarover heb gehad. Vinden ze vaak ook leuk als je verhalen vertelt over jezelf, dan vinden ze het ook leuk. Als ze dan daar een kijkje in krijgen dat vinden ze het ineens een stuk interessanter.

A: Ja, dat geloof ik, dat is ook gewoon zo.

B: Ja, het moet wel echt op een aansprekende manier gebracht worden.

A: Ze moeten er zelf ook bij betrokken worden.

B: Ik denk dat het ook valt of staat bij hoe een docent iets uit legt.

A: En als leerlingen dan iets leren, stel ze moeten de passieve leren. Helpt het dan het meest om het in gesprekken te laten zien of juist in deze tekst?

B: Ik heb het idee dat de passieve vooral geschreven voorkomt, dus daar verwijs ik dan ook naar. Dit zie ik vooral heel veel in teksten dus wil jij een bepaald niveau Engels bereiken dan

moet je dit ook kunnen, we hoeven niet alleen maar passives te leren omdat dat in het boek staat. Het is uiteindelijk ons doel om jou zo goed mogelijk te laten spreken lezen en dergelijke.

A: Als ik het goed begrijp dan vind u het heel erg belangrijk om leerlingen erbij te betrekken, dus niet alleen maar dit is de uitleg doe er iets mee. We gaan erover praten en ik geef voorbeelden. Dus dan is communicatief leren veel belangrijker dan een lijstje met instructies.

B: Ja dat denk ik wel, je kunt ze ook best wel prima zelf aan het werk zetten. Want ik heb al mijn leerlingen nu ook zelf een Mook laten kiezen om zelf te doen, en dat is ook in het Engels dus daar mogen ze zelf mee aan de slag. Maar ik ben inderdaad wel een docent die toch wel de touwtjes in handen neemt, maar ze ook zelf dingen laat doen. Maar ik wil ze wel ook enthousiasmeren, niet alleen we gaan vandaag hoofdstuk 4 doe die pagina maar open en succes ermee.

A: Oké, nou ik had eigenlijk een leuke vraag met een heel groot voorbeeld over hoe language awareness er in de klas uit zou zien, maar u geeft zelf eigenlijk al aan dat u dat ongeveer doet.

B: Ja, oh.

A: Dus heel erg dit is de uitleg van de regel, dit zijn de voorbeelden waaraan je kan zien wat er gebeurt als er een andere tijdsbepaling staat wat er dan moet veranderen, want zijn de functies en dat is eigenlijk in principe wat language awareness zou inhouden ook voor grammatica.

B: Ja.

A: Dan heb ik hier nog twee voorbeelden van wat voor opdrachten er gebruikt kunnen worden. Even kijken dan heb ik er hier eentje.

B: Ja.

A: Aan de achterkant staat er nog een, maar ik zou graag willen weten wat u van zo'n soort opdracht vindt.

B: Ja.

A: Denkt u dat dat de kinderen helpt?

B: Deze komt uit of course, of niet?

A: Ja.

B: Ja. Ik ken hem, nou van dit soort opdrachten hou ik persoonlijk niet. Dit is of course en soms zijn dit nog langere teksten, ik weet niet hoeveel hier in staat. Maar dan is het een gigantisch lange tekst en dan is het alleen maar een trucje van vul telkens de verleden tijd in. Dus dan heb je onregelmatige werkwoorden en dan moet je het tweede rijtje invullen of met regelmatige werkwoorden erachter zetten. Of je maakt er inderdaad nog didn't of zo van.

A: Dus je maakt zelf ook geen gebruik van dit soort opdrachten?

B: Nee, dit gebruikt ik nooit, want dit zit in of course.

A: Ook niet om de leerlingen alleen heel even te laten oefenen, bijvoorbeeld alleen dit stukje zeg maar.

B: Misschien zit het hier wel eens in, dat zou wel eens kunnen. Ik denk het zelfs niet. Ik vind dit eerlijk gezegd meer onderbouw.

A: Het komt toch echt uit de bovenbouw.

B: Ja dat weet ik, want ik herken het. Dit is zelfs havo 4 of havo 5 ofzo.

A: Nee het is zelfs 4 vwo.

B: Vier vwo of course, oké. Ik hou er niet van eerlijk gezegd.

A: Oké, nou.

B: Ik denk dat leerlingen hier weinig van leren.

A: Nee, nou deze opdracht zal u dan ook wel herkennen.

B: Ja.

A: Wat vindt u van deze opdracht in vergelijking met de vorige?

B: Dit vind ik dus meer, kijk je moet hier iets invullen een regel en je moet eigenlijk zelf proberen die regel te deduceren uit het geheel. Vind ik interessanter, dan word ik meer geprikkeld om echt na te denken, wat staat hier nou eigenlijk?

A: Ja.

B: Ik krijg hier voorbeeldzinnen en ik moet hier zelf proberen iets uit te halen.

A: Ja.

B: Dat zou mij denk ik als leerling ook meer prikkelen.

A: Dit soort opdrachten dat noemen ze consciousness-raising tasks,

B: Ja.

A: en dat gaat er dus eigenlijk om dat je vooral veel voorbeelden geeft en dat ze zelf de regel deduceren,

B: Ja

A: en ook de regel kunnen uitleggen.

B: Ja.

A: Want als ze het niet expliciet kunnen uitleggen dan snappen ze het ook niet.

B: Nee, en daarom

A: En je kunt ze altijd nog laten oefenen met het maken van voorbeelden zelf.

B: Ja

A: Maar het idee is dat leerlingen meer leren van zo'n opdracht dan van de andere.

B: Ja, dat denk ik ook. Want als ze dit zo invullen, dan moeten ze mij ook kunnen uitleggen waarom vul ik die tijd in.

A: Ja.

B: Dat wil ik dus ook weten, en als ze het eerst zo gedaan hebben, dan moeten ze dat daarna eigenlijk ook kunnen

A: Ja, en de beredenering is het belangrijkste voor het begrijpen van de grammatica.

B: Ja en ik weet dat veel leerlingen dat lastig vinden wat zij vinden dan dat het goed klinkt en vaak hebben ze het ook wel goed, en zo'n leerling was ik zelf vroeger ook.

A: Ja.

B: Maar ik merkte bijvoorbeeld met de lerarenopleiding dat het heel fijn is als je wel kunt uitleggen waarom je voor iets kiest en dat er een reden achter zit en een bepaalde structuur en een bepaalde denkwijze.

A: En zijn dit soort opdrachten, worden die vaak goed gedaan door leerlingen?

B: Jawel, nou, ja.

A: Los van het klinkt goed?

B: Niet heel slecht hoor, nee want als ze dit zo moeten doen dan gaan ze toch wel opzoek, nou moet ik ook wel zeggen bij dit soort opdrachten staat er vaak ook een grammar folder bij, dus dan gaan ze ook wel kijken en dan vinden ze vaak wel iets wat hier op lijkt. Dus dan kunnen ze daar wel.

A: Ja.

B: Vinden ze vaak wel het antwoord. Dus als ze alleen dit doen dan ja, ik zou ze dit ook in groepjes of samen laten doen altijd. Of eerst alleen en dan nog bespreken met iemand.

A: Oké, nou ja dat is ook wel een belangrijk ding binnen language awareness dat je heel erg veel hebt over wat je ziet en wat je merkt en dat ja gewoon samen de conclusie trekt zeg maar.

B: Ja.

A: Nou dan heb ik eigenlijk nog maar een vraag. Maakt u veel gebruik van uw eigen lesmethode of gebruikt u ook eigen materialen.

B: Nou ik ben nu op een punt, ik ben nog maar vind ik zelf 6 jaar docent.

A: Ja.

B: In het begin merkte ik echt dat ik heel graag een methode wilde, ook voor duidelijkheid dat ik wist die hoofdstukken moeten af. En nu merk ik heel erg dat ik op het punt kom dat ik denk ik vind die methode heel interssant en daar zitten ook fijne dingen aan, maar er zijn ook zaken die ik op een andere manier, op een leukere manier wil uitleggen.

A: Ja, en wat zou u dan op een andere manier willen uitleggen.

B: Ja, moet ik eerlijk zeggen, als ik heel eerlijk ben. Ik ben meer een literatuur mens dan een taalkunde mens. Dus ik ben meer van de letterkunde dan de taalkunde.

A: Dat zou u ook kunnen combineren toch?

B: Dat zou inderdaad kunnen, maar dat heeft dan ook niet mijn voorkeur. Maar misschien ga ik dat wel doen hoor, want dat door zo'n gesprek ook weer dan denk ik ook ohja leuk en dat kan ik ook zo doen. Maar wat ik bijvoorbeeld wel eens met leerlingen heb gedaan is het boek room van emma donughue, ik weet niet of je dat kent?

A: Nou, ik ben dus helemaal geen literatuurmens.

B: Oké, nouja ik vind dat fantastisch. Maar toen heb ik een keer het eerste hoofdstuk uit gepakt.

A: Ja.

B: En da's eigenlijk een beetje heel vaag hoofdstuk van waar gaat het nou eigenlijk over. En dat heb ik ze ook eerst alleen laten lezen en toen in groepjes met elkaar erover laten hebben van waar denk je dat het over gaat, hoe denk je dat het boek verder gaat. Dus op die manier ook een beetje creatief laten denken, en wat kun je hier uithalen. Dat zijn nu lessen die ik zelf met ze doe, zo probeer ik wel steeds meer mijn eigen ei daarin kwijt te kunnen. En misschien ga ik dat met grammatica ook nog wel doen, maar tot nu toe heb ik dat nog niet gedaan, vooral met literatuur.

A: Ja.

B: Ja.

Appendix A.3: Interview b

In the reference list mentioned as Oel, M. van. (2016a). Interview. 15 June 2016.

A: Zou ik deze opname mogen starten?

B: Zeker.

A: Even kijken, de eerste vraag die ik aan u wil vragen is dan logischerwijs hoe geeft u grammatica? Hoe ziet dat er bij u uit?

B: Ik geef het niet elke week zeg maar elke les achter elkaar.

A: Ja.

B: Ik probeer het echt een les en dan weer wat anders te doen en dan weer een les grammatica.

A: Ja.

B: De les op zich bestaat uit een stukje uitleg en daarna wat oefeningen, en als het kan, als het niet te veel is, dan weer een stukje uitleg en wat oefeningen.

A: Oké.

B: Omdat ik het idee heb dat het vooral in de vierde klas best wel moeilijk is om grammatica te snappen.

A: Ja, oké, en is het dan wel echt een hele les grammatica of gewoon een klein onderdeel?

B: Meestal wel een hele les grammatica.

A: Ja.

B: Maar dan verdeelt in uitleg en oefeningen.

A: En heeft u een bepaalde manier van uitleggen die verschilt per grammatica onderdeel? Dus de passive is dan misschien anders dan...

B: Nee, ik denk dat ik het meeste eerst probeer mondeling uit te leggen, zodat ze ook echt actief mee kunnen denken en moeten denken en moeten schrijven.

A: Ja.

B: Dat ze er zelf ook echt pas en dan ga ik oefenen en pas later deel ik het op papier uit, want ik weet ook dat leerlingen als ze het op papier hebben staan alleen maar mee gaan zitten lezen.

A: Ja

B: en denken ik snap het, in plaats van dat ze eerst denken.

A: Ja.

B: Maar het is dus wel een hele les grammatica.

A: Oké, en gebruikt u de lesmethode veel in uw uitleg of gebruikt u ook eigen materialen ?

B: De lesmethode gebruik ik alleen in dat ik oefeningen selecteer die over de grammatica gaan, want de lesmethode is natuurlijk niet alleen maar grammatica.

A: Ja.

B: Dus dan pak ik er wat oefeningen uit, die daar over gaan.

A: Maar die selecteert u wel zelf, het is niet gewoon het hele hoofdstuk doen, doe maar allemaal.

B: Nee, nee, want zo nee je hebt wel gelijk want we doen het hele hoofdstuk, maar ik haal daar een aantal oefeningen uit, die ik onzin vind. Die hoeven ze dan niet te maken.

A: Ja.

B: En voor als ik grammatica heb uitgelegd, dan geef ik ook een aantal oefeningen op om thuis daarna nog te maken of dwz tijd te maken.

A: Oké, een heleboel van het Nederlandse onderwijs is nu gericht op dat grammatica vooral belangrijk is voor leesvaardigheid, schrijfvaardigheid en spreekvaardigheid. Bent u het daar mee eens? Dat het daar belangrijk voor is of ziet u meer redenen?

B: Ik denk dat het voor schrijfvaardigheid, zie ik echt wel dat het belangrijk is. Maar ik weet niet zeker of het belangrijk is voor luistervaardigheid en leesvaardigheid. Want ik heb zelf de ervaring dat ik hier op school heb gezeten. Zes jaar grammatica heb gehad, er werkelijk helemaal niks van snapte.

A: Ja.

B: Toen ben ik een jaar naar Amerika gegaan en heb gewoond daar natuurlijk en ben daar ook naar de universiteit geweest, maar daar heb ik geen Engels geleerd.

A: Ja.

B: En toen ik daarna Engels ging studeren, kon ik zeg maar die hele dikke grammatica boeken, die kon ik eigenlijk allemaal op mijn intuïtie maken.

A: Ja.

B: Dat is ook wat je van een leerling eigenlijk wil, dat hij het gewoon op zijn gevoel gaat doen.

A: Ja.

B: En ik snap wel dat je sommige dingen eerst moet begrijpen, maar ik zit er dus iets anders in. Ik hobbelen een beetje mee, maar mijn eigen overtuiging is hoe meer ze blootstaan aan engels, hoe makkelijker ze grammatica oppakken.

A: Maar grammatica is niet ook een doel op zich?

B: Nee, grammatica is voor mij helemaal geen doel op zich.

A: Nee.

B: Nee.

A: Ook niet, niet per se dan om de vaardigheden iets mee te doen, maar omdat ze dan een idee hebben van hoe een taal in elkaar zit en het daar belangrijk voor is.

B: Helemaal niet nee.

A: En waarom dan precies?

B: Nou, omdat ik vind zelf het spreken, het lezen, het luisteren en voor mijzelf en dat is heel persoonlijk literatuur, dat vind ik de belangrijkste aspecten van een taal.

A: Ja.

B: Ik ben zelf totaal niet geïnteresseerd hoe taal is opgebouwd. Voor mij is communiceren veel belangrijker dan het systeem, maar dat is helemaal persoonlijk.

A: Oké, nou dat is wel een trend die zich het afgelopen periode in het nederlandse onderwijs heeft plaatsgevonden. Dat begin 19^e eeuw dat klinkt heel lang geleden, toen zijn ze overgestapt van vertaal-grammatica onderwijs,

B: Ja.

A: richting grammatica is niet noodzakelijk, het is veel belangrijker om met elkaar te kunnen praten, dat je uit de voeten kan met taal. Dat is eigenlijk een beetje een verandering die,

B: Ja, dus als je veel aan de taal blootstelt dat het dan automatisch komt en zolang een leerling nog bezig is met alleen maar de regels, gaat hij ook nooit de taal echt pakken, want ik zie dat de leerlingen die het nog via de regeltjes doen, die gaan toch een keer weer gigantisch onderuit of als ze onder tijdsdruk staan of stress krijgen of net ingewikkelder wordt dan wat ze in de les hebben gehad. Die grammatica is zo zwak eigenlijk, je moet een grammatica gewoon op je gevoel kunnen doen dan pas is hij echt ingebouwd in jouw vermogen tot een taal te beheersen.

A: Ja

B: Ik kan het ook niet zien als een losstaande vaardigheid, die belangrijk is.

A: Nee dat snap ik. Even kijken, ik onderzoek dus naar grammatica omdat dus een beetje is achtergebleven bij de rest.

B: Ja.

A: Dus kijken wat is belangrijk in het onderwijs, kijken wat er überhaupt gedaan wordt. Met welke aspecten van de grammatica hebben leerlingen over het algemeen de meeste moeite?

B: Volgens mij de tijden.

A: En dan een specifieke tijd of...?

B: Ja, zeg maar tot en met de vierde, maar ook op de HAVO tot en met de vijfde, de present perfect. Als je die erin gooit en dan een past perfect dan houdt het op de HAVO al helemaal op.

A: Ja.

B: Dus de basistijden, de simple en de continuous en de toekomstige tijden, die pakken ze nog. Zodra daar een present perfect bijkomt, dan krijgt de vierde klas al wat moeite.

A: Ja

B: In de 5 HAVO hebben ze daar ook nog moeite mee. Zodra je daar op het vwo een present perfect en een past perfect bij doet.

A: Ja.

B: Dan is,

A: Maar is dat door de combinatie, of puur alleen die tijd?

B: Dan wordt het te veel, dan kunnen ze, dan is er te veel informatie. Ik denk dat ze ook met het verschil in zeg maar een present perfect en een present perfect continuous, dan is het helemaal weg. Als je die continuous er nog eens in gaat bouwen, dan is het echt helemaal weg.

A: En hoe gaat u daar dan mee om in uw lessen?

B: Heel veel herhalen, heel veel oefenen en constant weer opnieuw proberen een nieuwe situatie met nieuwe voorbeelden en ik probeer zelf zinnnetjes heel beeldend te krijgen.

A: Ja.

B: Waardoor ze een soort filmpje zien, dat hoop ik althans. Maar dat is ook, omdat mijn eigen verstand en geheugen zo werkt dat als ik beelden zie dan krijg ik daar een bepaald gevoel bij en dan hoop ik dat zij situaties en beelden kunnen gaan zien en dan in een keer snappen oja, dat was zus en zo, dat ze op die manier het plaatje in hun hoofd krijgen in plaats van de regeltjes.

A: Ja, en waarom denkt u dat de leerlingen het meeste moeite hebben met de perfect tenses?

B: Omdat die perfect niet meer zo mooi is dat is een verleden tijd, dat is een tegenwoordige tijd, maar dan krijg je de link tussen een verleden en een tegenwoordige tijd.

A: Ja.

B: En dan krijg je in een keer in plaats van het normale werkwoord waar je een ed achter zet of did dan moet je in een keer met have komen en dan is die regelmaat eruit en de een snapt dat dan uitstekend, maar zeg maar het grote meute begint daar dan ineens op verschillende sporen te lopen. En dan is de eenheid weg, dat is wat ik denk dat er gebeurt.

A: Kan het nederlands ook invloed hebben op waarom ze dingen niet begrijpen?

B: Ja, want ze denken nog steeds dat je vanuit het Nederlands gewoon letterlijk een op een kunt vertalen. O je bedoelt dat je in het Nederlands praat.

A: Nee, dat ze in het Nederlands in hun hoofd denken en daarom in het engels nederlandse zinnen maken.

B: O ja, dat doen ze zeker.

A: En denkt u dan dat ze meer bewust gemaakt moeten worden van de verschillen tussen Nederlands en Engels? Of zijn ze daar toch wel bewust van?

B: Ja ik denk dat dat ook is, dat hangt heel erg van het niveau van een leerling. Kijk want de vwo leerling is natuurlijk niet eenduidende leerling.

A: Ja.

B: Daar zitten ook echt enorm veel verschillen in.

A: Ja.

B: Ook in capaciteiten van het begrijpen van een taal. En ik denk dus inderdaad er zijn echt nog vwo 4 leerlingen die gewoon letterlijk van het nederlands naar het engels vertalen; woord op woord, één op één. Die leerlingen zullen wel degelijk heel veel moeite hebben met grammatica, vooral als het dan ook nog om de present perfect gaat want dan ga je. Ik geef altijd het voorbeeldzinnetje van ik had gisteren een brief gelezen. Ja die zullen dat letterlijk vertalen met een present perfect in plaats van nou gisteren staat er in dus ik moet nu een past simple gebruiken.

A: Ja.

B: Een leerling die verder is, die zou de catch hebben van yesterday en die zou meteen denken oeh dat is een van die fijne, nee een van die regeltjes zeg maar.

A: Ja.

B: En ik moet die regel gaan toepassen. En een andere leerling die echt al heel ver is met dit zie ik nooit in vwo 4, die het op een intuïtie moet doen.

A: Oké, nou ik had het dus over het bewust maken van de verschillen tussen Engels en Nederlands. En een benadering of methode, die heet language awareness of taalbewustzijn in het nederlands. Hebt u daar al ooit van gehoord?

B: Nee.

A: En als ik dat zo zeg waar denkt u dan dat het over gaat los van de verschillen tussen alleen Nederlands en Engels.

B: Dan denk ik dat je inderdaad gaat praten over structuren hoe taal is opgebouwd en dat je door de manier van hoe een taal is opgebouwd, je op een andere manier probeert uit te leggen dan vanuit het Nederlands naar het Engels steeds die brug te slaan. Is dat het?

A: Ja, het is principe. De definitie van language awareness is dat het expliciete kennis is, dat leerlingen het kunnen verwoorden waarom ze bepaalde dingen doen. Dus als ze zeggen nou ik kies voor de present perfect in dit geval.

B: Ja

A: Dan moeten ze kunnen uitleggen van nou waarom heb ik daar voor gekozen, wat is de regel wat is het effect van deze tijd.

B: Oké, nou ja dan denk ik dat ik dat toch wel een beetje doe.

A: Ja?

B: Ja, want ik probeer het heel duidelijk te maken dat ook soms Engels als een wiskunde som is.

A: Ja.

B: Ja het is...

A: Ja het is inderdaad beredeneren.

B: Ja, ja.

A: Ook dat ze het kunnen uitspreken, want als ze het niet kunnen uitspreken dan snappen ze het niet.

B: Ja

A: Dat is een beetje het idee erachter. En een voorbeeld is dan inderdaad dat een docent Engels uitlegt over nou dit is hoe wij het in het Engels doen, maar dit is wat er anders is in het Nederlands. Gebruikt u dat ook ooit in de lessen?

B: Soms wel, met die present perfect wel ja.

A: En ook met andere tijden of

B: Nee, want bij vwo 4 is het al daar ligt vaak het probleem. Daar ga ik allerlei wegen zoeken om dingen uit te leggen.

A: Maar als leerlingen ergens geen moeite mee hebben, dan hoeft Nederlands er niet per se bij betrokken te worden?

B: Nee, want ik denk eigenlijk dat alles wat je op je intuïtie doet dat is hoe het zou moeten zijn. En als het op je intuïtie goed gaat dan, bemoei ik me daar verder niet mee.

A: Oké, nou ja van Nederlands en Engels die verschillen dat kan natuurlijk ook met Duits en Frans erbij betrokken worden. Dus dan dat alle docenten onderling een beetje uitleggen over de verschillen.

B: Nee sorry, daar waag ik me echt niet aan. Ik vind het al heel moeilijk om de Nederlandsse grammatica te gaan gebruiken om de Engelse grammatica uit te leggen. Dus zodra ze beginnen met de o.t.t. dan moet ik al heel hard nadenken van welke tijd is dat en dan Duits en Frans erbij die linken te gaan leggen.

A: Nee.

B: Dan vrees ik dat gaat voor mij tever.

A: Dus als u een van de twee moet kiezen dan is het echt alleen Nederlands en Engels.

B: Ja.

A: Denkt u ook dat het verwarrend zou zijn voor leerlingen als Duits en Frans erbij betrokken wordt, omdat het dan teveel talen zijn of...

B: Nou, ik denk, omdat bijvoorbeeld in het Engels geen echte vorm is voor een toekomstige tijd en in het Frans is er wel een echte vorm voor de toekomstige tijd. Dat het ontzettend moeilijk wordt om

A: Ja.

B: linken te gaan leggen tussen talen. Dan denk ik dat je weer meer beter bezig bent met uitzonderingen en uitzonderingen op regels dan dat je overeenkomsten. Mij lijkt het, ik weet het niet zeker hoor, maar mij lijkt het dat het best moeilijk is om over overeenkomsten te vinden in talen, waardoor het dus voor een leerling duidelijker wordt wat je aan het doen bent.

En ik denk dat je meer stukloopt op de verschillen en dat je constant bezig bent met het duidelijk maken van let op daar is het weer anders en daar gaat het ook weer anders.

A: Dus het zou ook niet handig zijn voor de leerlingen? Dat ze meer een idee hebben van er zit wel heel wat meer bij taal.

B: Ik heb er nog nooit over nagedacht, maar ik weet zelf dus al dat als leerlingen op mij reageren met Nederlandse grammatica dus van oh dat is het Nederlands die en die tijd dat ik op mezelf al een beetje de kluts kwijt ben, want dan moet ik al zo hard nadenken hoe het in het Nederlands eigenlijk allemaal met de regels zijn, omdat ik in het Nederlands de regels niet ken.

A: Ja.

B: Dat is voor mij gewoon iets wat ik op mijn intuïtie doe, maar de regels ken ik niet.

A: Ja.

B: En die heb je dus eigenlijk wel nodig om te doen wat jij nou voorstelt, dan zou ik ook de regels van het Frans en de regels van het Duits moeten kennen om die...

A: Dus dat is ook gewoon niet haalbaar?

B: Voor mij niet, maar misschien voor moderne docenten wel, voor mij niet meer.

A: Even kijken, we hebben het er net over gehad hoe leerlingen leren en u vind communicatie heel belangrijk. U geeft zelf aan dat ze door communicatie de taal echt begrijpen...

B: Ja.

A: Dat ze er echt iets mee kunnen. Maar vindt u dan grammatica onderwijs ook echt niet nodig of is het meer dat u het geeft omdat het eigenlijk in het lespakket zit en verplicht is.

B: nou, weet je ik praat, ik heb een mening gebaseerd op twee dingen wat ik zei ik ben dus na 6 VWO naar Amerika gegaan en ik heb gemerkt dat ik vier weken gewoon geen woord heb gesproken, want wat ik hier op school geleerd had...

A: Ja

B: Dat was absoluut niet toereikend. Terwijl ik vind dat ik echt heel goed onderwijs heb gehad, vind ik zelf. Maar dat was totaal niet toereikend om in het dagelijks leven al die hele simpele dingen van bij een meisje een vlecht in de haren maken en daar een elastiekje om

heen moeten doen. En weet je, dat soort dingen en een schuifspeldje in haar haren. Ik liep helemaal vast met de kennis.

A: Ja.

B: Dus dat heb ik gemerkt. Het sluit, het sloot he, ik ben inmiddels 54, dus dat is wel lang geleden, het sloot toen totaal niet aan op de dagelijkse praktijk. Dat is wat ik geleerd had. Dat is nu vast en zeker beter. Dat is een stukje en wat ik dus ook gemerkt heb dat ik na vier weken grammatica niet eens meer over nadacht, iets wat ik nooit begrepen heb op de middelbare school. Wij hadden toen ook een waanzinnig systeem van tijden, toen heetten de tijden niet present simple, present continuous, maar toen was het t1 en t2. Ik weet niet of je daar ooit van gehoord hebt.

A: Mee

B: Dat zal een hele leuke nieuwe stroming zijn geweest, waardoor volgens mij iedereen de kluts kwijt was. Je had gewoon 8 t's, dus 8 tenses.

A: Ja.

B: En die tenses werden dus t1 tot en met t8 genoemd.

A: Ja

B: En op basis daarvan werd de grammatica uitgelegd. Ik heb het echt nooit begrepen.

A: Dus hoe het nu wordt uitgelegd vindt u beter.

B: Volgens mij is het beter, volgens mij is het echt veel beter. En misschien heb ik hier ook wel op school gezeten in een of andere tijd dat grammatica helemaal niet belangrijk meer was. En dat het gewoon even bij wijze van spreken drie weken werd uitgelegd en daarna weer een heel jaar vergeten. Zou ook best kunnen. Dus ik heb er geen idee meer van, ik weet alleen dat ik er niets van snapte.

A: Oké.

B: Terwijl je gewoon door in het dagelijks leven met de taal om te gaan, je instinct gaat gebruiken en die grammatica gaat vanzelf. Op een gegeven moment ga je automatisch dingen horen; dit is fout en je weet misschien niet waarom, maar je hoort dat het fout is. Daarom vind ik dat dus veel belangrijker dan grammatica leren, maar dat is dus mijn persoonlijke mening.

A: Nou daar vraag ik naar toch?

B: Nadat ik engels heb gestudeerd, ben ik naar het bedrijfsleven gegaan en ik heb daar gemerkt, daardoor weet ik hoe belangrijk het is dat je kunt communiceren en of dat dan inderdaad. Dat is waar ik mijn leerlingen voor opleidt zeg maar, ik zie wel hun straks in een functie zitten.

A: Ja.

B: In het bedrijfsleven of bij de overheid, waarin ze inderdaad gewoon met mensen over de hele wereld moeten communiceren. En dat het zo ongeloofelijk belangrijk is dat je ten eerste goed kunt spreken en dat je goed kunt lezen en schrijven en luisteren is natuurlijk ook wel handig. En die hele grammatica die hoort daar voor mij dus voor het eindresultaat, hoort grammatica er niet bij. Maar ik snap wel dat grammatica nodig is om leerlingen via hun verstand een taal aan te leren.

A: Ja.

B: Maar dat zij straks vloeiend grammatica kunnen, dat is alleen maar voor een of twee leerlingen.

A: Ja.

B: Die erg geïnteresseerd zijn en Engels gaan studeren belangrijk.

A: Oké, language awareness is dus niet alleen maar talen vergelijken en overeenkomsten en verschillen zien. Maar het idee achter language awareness is dat een leerling zelf de taal gaat ontdekken, dus u geeft voorbeelden in de les, en u zegt van dit is de regel die erbij hoort. Hoe kun je zien dat dit terugkomt. Dus stel de simple past dan...

B: Ja.

A: Nou hoe kun je zien dat in deze zin de simple past is gebruikt. Dan kunnen ze kijken naar tijdsbepalingen, hoe ziet de werkwoordsvorm eruit, dat soort dingen.

B: Ja.

A: En dan is het idee dat zij zelf met die regel komen.

B: Oh oké zo.

A: Dus wel met hulp, maar niet dat ze...

B: Dus eigenlijk andersom...

A: Ja.

B: Je geeft de zin en zij gaan de...

A: Ja zij moeten zelf die...

B: Oh oké.

A: Die bewustwording krijgen.

B: Ja.

A: Van nou kijk dit is de tekst, wat moet ik hiermee. Nou oke, ik zie er staan hier deze deze en deze vormen, nou welke tijden zijn dat. Hoe kan ik dat zien, oke, hier zie ik een achtervoegsel...

B: Ja.

A: En dan moeten zij zelf bedenken van nou ik zie dat elke keer, waar zou dat dan aan liggen. Nou daar moet een regel achter zitten...

B: Ja.

A: En waar kan ik aan zien om welke regel het gaat. Dus dat ze het zelf ontdekken. Wat vindt u van zo'n idee, denkt u dat dat op het moment vaak gebruikt word in lessen?

B: Nee, dat wordt niet vaak gebruikt in lessen. Ik denk dat het theoretisch gezien heel goed zou zijn, want alles wat je zelf ontdekt blijft veel langer en beter hangen. En het geeft ook aan dat je dus eigenlijk een heleboel ook echt gaat snappen, dat je inzicht krijgt. Want dat is wat je wilt hebben.

A: Ja.

B: Ik denk dat toch wel drie kwart van mijn leerlingen meer consumerend is. En die zullen dus gewoon gaan zitten wachten tot de andere kwart van de klas het werk gaat doen.

A: Ja.

B: Maar met het meer gepersonaliseerde onderwijs, vind ik dit wel een idee om daar wat oefeningen mee te doen. Want ik denk wel dat het werkt, wat ik net zeg het idee wat erachter zit volgens mij klopt als een bus.

A: Ja.

B: Maar wat wij dus nu doen met klassikaal onderwijs is...

A: Ja.

B: Dat bijna niet te doen, omdat drie kwart gewoon achterover gaat liggen wachten tot een andere leerling het gaat zitten bedenken.

A: Ja.

B: En dan is het...

A: Het is binnen language awareness ook zo dat het heel belangrijk is om te bespreken wat je ziet. Dus als je bijvoorbeeld dan werk je in groepjes; en dan moet je met groepjes uit die voorbeelden een regel halen. Dus dan moet je met elkaar bespreken waarom dit zo is. Dat is ook heel belangrijk, want dan ben je dus bezig met het verwoorden van wat zie ik, wat merk ik, wat snap ik hier van.

B: Ja.

A: Dus het is ook heel belangrijk om in groepjes te werken. Met elkaar door te spreken, dus dat is...

B: Oh oké, dus dat is niet juist gunstig om dat in het gepersonaliseerde onderwijs te doen.

A: Het kan wel, dat kan ook. Het kan ook gewoon met een docent besproken worden, maar het idee is dat je er samen uit komt.

B: Oké.

A: Het is zowel alleen, van wat zie ik, maar het is ook van zie jij dat ook. Dus dat je elkaar ook op weg helpt om ergens te komen.

B: Ja.

A: Dat je zoiets hebt van nou.

B: En doe je dat dan vanaf de brugklas zeg maar?

A: Nou language awareness dat ben ik nou dus in combinatie met grammatica aan het onderzoeken.

B: Ja.

A: Want het was in de jaren 70 en 80 helemaal hip en nou is dat naar mijn idee nog niet echt in het onderwijs meer bezig. Dus ik ben nu aan het kijken van wat gebeurt er wat zou er kunnen, en language awareness is denk ik vanaf de brugklas gewoon veel te moeilijk. Want die zijn nog maar net, die komen net van dat ze tot tien kunnen tellen ofzo in het Engels.

B: Ja.

A: Dus het is met name zeg maar geschikter voor de bovenbouw.

B: Oké.

A: Want die hebben wel iets meer meegekregen, dus die hebben al iets meer van oke, ik weet nou wel ongeveer wat dit is. En dan kunnen ze zelf gaan ontdekken, denk ik.

B: Oké, nou ik ga het onthouden. Want ik vind het idee wel leuk, wel goed.

A: Even kijken, ik heb twee opdrachten meegenomen uit twee verschillende werkboeken. En dan wil ik eigenlijk weten wat u van dit soort opdrachten vindt.

B: En je bedoelt dit zijn de standaard oefeningen die je meestal in een boek vindt.

A: Ja.

B: En dan moeten ze zelf dat invulwerk doen.

A: Ja, ja dit is met de antwoorden al, maar...

B: Ja. Ja dit is wel waar wij meestal mee oefenen ja.

A: En wat vindt u daarvan, had u zelf liever iets anders gezien of...

B: Ja weet je, ik merk dat ik de laatste tijd dat ik het wel heel fijn vind als er, ik heb gemerkt dat leerlingen als die met die examens gaan oefenen dat ze. Tien jaar geleden had je alleen maar de examens plus de antwoorden; nu heb je examens en antwoorden met uitleg waarom een antwoord goed is.

A: Ja.

B: Dus ik zie dat leerlingen daar echt gebruik van maken. Van waarom heb ik het allemaal goed gedaan.

A: Ja.

B: Dat zou ik eigenlijk zelf het liefste willen hebben.

A: Precies, dat er meer uitleg van waarom is dit, waarom is het deze tijd.

B: Ja.

A: Dat er gewoon echt staat van het antwoord is dit; maar dat de leerling dat zelf kan opzoeken, want ik heb daar de tijd niet voor of ik neem de tijd daar niet voor om iedere keer gewoon. En ik weet ook gewoon dat de aandacht van de leerling, van een klas leerlingen die verzwakt ook. Als ik het uitleg bij elk woordje wat ze moeten invullen van, dat ik stil moet gaan staan en uitleggen van waarom het zo is.

A: Ja.

B: Dat is dan maar voor die paar die het fout hebben gedaan van belang. Ik zou het het fijnste vinden als er dus gewoon hieronder of ergens achter in het boek uitleg zit van waarom het zo is.

A: Ja, want alleen zo'n opdracht gaat ze niet helpen? Gewoon alleen puur invullen van het is die tijd en deze vorm.

B: Ja, weet je ik denk dat het voor het overgrote deel, want dan laat ik de antwoorden zien of ik lees het voor. En dan heb je er een of twee die hun vinger opsteken en zeggen van ik had het fout maar waarom is het dan fout. En dan leg ik dat uit en dan terwijl ik het aan het uitleggen ben dan is de aandacht van de rest van de klas al weer verslapt. Een aantal zullen daarna mee blijven doen met nakijken, maar aan vier kinderen maar uitleggen, dan ben ik de goede leerlingen in ieder geval kwijt. Die gaan niet eens meer kijken of ze het wel goed hebben gedaan. Dat vind ik een beetje het nadeel van dit soort oefeningen, maar het is wel waar we mee oefenen. En ja ze moeten natuurlijk wel oefenen, het is beter dan niks, maar...

A: Maar als u zelf een opdracht zou geven dan...

B: Dan zou ik het het liefste zo doen en dan op een andere bladzijde kunnen zien wat de uitleg is waarom iets zo moet zijn.

A: Oké, en dan heb ik nog een oefening bij.

B: Ja.

A: En wat vindt u van zo'n soort opdracht?

B: Beter eigenlijk.

A: Ik weet dit is natuurlijk iets heel anders.

B: Ja, maar ik weet dat deze (A.) vinden leerlingen veel leuker, want dat is gewoon meters maken. Hier (b.) moeten ze gaan nadenken, net zoiets als wanneer je in een examenklas ziet dat leerlingen de multiple choice vragen wel allemaal maken.

A: Ja.

B: Maar zodra het open vragen zijn, dan slaan ze ze over.

A: Ja.

B: Omdat het iets meer van hun denkwerk vraagt en dit is iets meer denkwerk. En dit is natuurlijk veel beter, maar als je een boek hebt dat vol zit met dit soort oefeningen dan ben je je leerlingen ook kwijt denk ik. Dus het zal een mooie balans moeten zijn tussen die twee...

A: Ja.

B: Maar het is veel beter.

A: Wat u zelf zegt u kunt bij zo'n opdracht natuurlijk ook vragen waarom vul je deze tijd hier in.

B: Ja.

A: Dan is deze opdracht al veel meer gericht op deze beredenering, dus richting language awareness. En dit is natuurlijk bijna compleet language awareness, ze hoeven alleen nog in te vullen welke tijd het over gaat.

B: Ja, wij hebben nu sinds kort een methode gold van *Cambridge*. En die heeft vrij veel van dit soort oefeningen erin staan (A.) en ik vind ze zelf saai gewoon. Het is weinig inspirerend voor de meeste leerlingen, ik denk dat er echt maar een handje vol leerlingen in de klas dit interessant vind om te doen, maar dat zijn leerlingen die echt een taal willen leren.

Appendix A.4: Interview c

In the reference list mentioned as Oel, M. van. (2016b). Interview. 15 June 2016.

A: Zou ik het interview mogen opnemen?

B: Ja dat is prima.

A: Mijn eerste vraag is in principe hoe u een les in grammatica geeft. Is dat een onderdeel, is dat een, hoe werkt dat bij u?

B: Dat is een goede vraag. Ja het is op allerlei verschillende manieren. Het komt meestal in methode aanbod en dan volg je wat daar gebeurt.

A: Ja.

B: En dan heb je ofwel heb je dat leerlingen zelfstandig laat ervaren wat het is en daar opdrachten over laat maken of je begint met een korte instructie of als het iets lastiger is dat je wat meer instructie geeft en dat je daar pas in laat oefenen.

A: Maar er zit dus wel een verschil in tussen wat u uitlegt en wat voor aanpak u heeft?

B: Ja, ja. En de ene keer doe je dit, de andere keer doe je dat. Het ligt ook heel erg aan de moeilijkheid van het onderwerp of welke klas het is. Kijk om in een derde of vierde klas iets uit te leggen dan is dat weer anders dan bijvoorbeeld in de tweede klas wanneer dat voor de eerste keer...

A: Ja.

B: Te horen krijgen.

A: En als u in 4 VWO iets uit moet leggen over de tijden, dus bijvoorbeeld een present perfect. Hoe ziet dan zo'n les eruit? Is dat meer instructie, is dat meer oefenen?

B: Nee dat is weinig instructie. Omdat ze de present perfect al in klas 2 hebben gehad en in klas 3 wordt dat nog wel eens herhaald indien nodig.

A: Ja.

B: De present perfect uitleggen in klas 4 dat doe ik eigenlijk niet meer zo, dan verwijst je meer naar daar staat het of zeggen van er is een overzicht of een tijdwijzer dat ik dan zeg van nou kijk daar nog eens.

A: Oké, en dus de lesmethode speelt voor de opdrachten dan wel een rol of gebruikt u eigen materiaal.

B: Ik gebruik vooral eigen materiaal, maar je volgt wel de onderwerpen die aan bod komen, want daar zijn dan de toetsen over.

A: Ja.

B: Ja.

A: Oké, en in de literatuur wordt heel veel geschreven over dat grammatica de vaardigheden zou bevorderen. Dus dat je er beter van kan spreken, schrijven en dat soort dingen.

B: Ja.

A: Wat zijn uw, ja, uw ervaringen daar mee?

B: ja, dat is een heet hangijzer op het moment bij ons. Grammatica kan heel goed zijn, is heel goed om leerlingen houvast te bieden.

A: Ja.

B: Structuur te bieden, van de andere kant zie je ook dat het soms zo is dat je sommige dingen jaar op jaar kunt blijven uit leggen, denk aan lastige dingen zoals reported speech.

A: Ja.

B: En de passive, en de modals bijvoorbeeld. Dat blijft lastig, en dan heb je uiteindelijk niet meer zoveel rendement ook al doe je dat heel erg vaak opnieuw.

A: Ja.

B: Dan zou je eerder kunnen zeggen, ga meer met die vaardigheden aan de slag en grammatica komt impliciet daarbij binnen.

A: Dus als ondersteuning zeg maar?

B: Ja.

A: Van mocht het ooit nodig zijn dan kunnen we iets uitleggen.

B: Ja, je moet ervoor waken dat grammatica geen doel op zich wordt, want dat is het natuurlijk niet.

A: Waarom niet?

B: Omdat het nooit zo zal zijn dat je in Londen op straat iemand hebt die tegen je zegt leg eens uit hoe de passive in elkaar zit. Het moet ten dienste zijn van het praktische toepassen en gebruiken van een taal.

A: Oké, en met welke aspecten van de grammatica hebben leerlingen het meeste moeite in uw klassen? Want u noemde net reported speech...

B: Ja, de passive, reported speech, modals dat zijn wel heel lastige dingen. Tenses hier en daar, maar dat valt op zich wel mee. Ligt er ook aan welke groep je voor je hebt, in een HAVO groep zit dat weer anders dan in een VWO groep.

A: Oké, en in VWO specifiek dan want dat is natuurlijk de groep waar ik zeg maar naar kijk.

B: Ja ook diezelfde passives, reported speech, en dan ook wel weer de conditionals.

A: Oké, en als u weet dat u een les moet geven die gaat over een van deze aspecten, ja, hoe pakt u het dan precies aan? Want u zei van uitleg en oefenen, maar ja als een onderwerp moeilijker is dan is dat natuurlijk...

B: Ligt eraan of je het voor de eerste keer uitlegt ja of nee. Bij bijvoorbeeld een tweede klas ben ik nu met de conditionals bezig, een zero conditional een first conditional; dus dan pak je een klein stukje en dan een paar lessen daarna komt er nog een klein stukje bij. En dan uiteindelijk hebben ze dat overzicht van al die vier conditionals klaar. Dat is dan in klas 2, maar als ik dat dan in klas 4 in het boek staat, dan...

A: Ja.

B: Dan pak je ze wel alle vier tegelijk, want dat kun je er van uit gaan dat ze het...

A: Ja.

B: Dat al ooit gehoord hebben, dan ga je daar wat sneller doorheen. Dan kun je dat wat korter doen en dan ga je misschien meer zitten op hier zijn oefeningen dat je het checkt kennen ze het ja of nee. Zo niet,

A: Oké, en wat is de reden dat leerlingen met deze dingen moeite hebben. Wat denkt u dat daar achter zit?

B: Soms vinden ze het lastig om... Kijk het aanleren van grammaticaregels, want we hebben het over grammatica.

A: Ja.

B: Het leren van grammatica leidt niet automatisch tot een goed correct taalproductie. Kijk je zult hier en daar, ja. Kijk leerlingen leren ook op andere manieren.

A: Ja.

B: Je kent de leerstijlen van Kolb vast wel. Er zijn leerlingen die moeten iets leren door het te doen, die gaan er meteen mee aan de slag en die komen er gaande weg wel achter. En er zijn erbij die hebben heel graag definities, het uitschrijven van schemaatjes, die knallen dat van buiten en daarna gaan zij het pas toepassen. Ja daar moet je proberen rekening mee te houden voor zover dat dat kan, want je hebt natuurlijk een hele groep voor je zitten.

A: Ja.

B: Lijk en in VWO 4, kun je er van uit gaan dat ze die conditionals in principe zouden moeten kennen. Dat is natuurlijk niet altijd zo, maar degene die het dan niet zouden kennen, die zouden bijvoorbeeld weer in een kleiner clubje en daar gericht op kunnen gaan zitten.

A: Oké, en heeft u het idee dat het nederlands soms in het achterhoofd meespeelt?

B: Ja.

A: Met waarom ze ergens moeite mee hebben?

B: Absoluut.

A: Kunt u daar een voorbeeld van geven dat u dat hebt gemerkt?

B: Nou denk aan de present perfect bijvoorbeeld ik werk al vijf jaar hier is een nederlandse gewoon tegenwoordige tijd en dat wordt in het engels natuurlijk een perfect, dat leg ik wel uit. Daar wijs ik ze wel op, op het moment dat ik het uitleg. Omdat dat vaak de dingen zijn waar ze in trappen, ook het verschil tussen past simple en present perfect is natuurlijk een hele belangrijke in het engels. Op het moment dat een engelsman zegt yesterday, dan moet hij daar een simple past bij maken en dan kan hij niet meer zeggen ik heb gisteren een leuke film gezien.

A: Ja.

B: Daar wijs ik ze wel degelijk op. Want dat zijn dingen die ze ook heel vaak tegenkomen ja.

A: De benadering waar ik het dus dadelijk over wil gaan hebben is language awareness, en die houdt zich bezig met deze verschillen dat leerlingen daar meer bewust van worde/n. Het idee

is zeg maar dat het taalbewustzijn is en dat het dat moet creëren. En als ik dan de term language awareness zeg, wat denkt u dan? Wat kan het inhouden?

B: Ja, dat is een goede. Language awareness. Ja, dat ze bewust bezig zijn met wat ze te zien krijgen, wat ze lezen. Dat ze letten op bepaalde aspecten.

A: Ja het is, de definitie in principe is dat het expliciete kennis is en dat ze dus bewust bezig zijn met wat voor functie taal kan hebben en op wat voor manier taal gebruikt kan worden. Dus als ze een passieve moeten gebruiken, dat ze ook het nut ervan kunnen inzien.

B: Ja.

A: En dat ze kunnen beredeneren van nou ik moet daarvoor gekozen hebben, omdat het kan niet anders want deze regel werkt zo. Dat ze dat kunnen verwoorden. En language awareness houdt zich ook bezig met die verschillen tussen Nederlands en Engels. En u geeft zelf aan dat u dat ook al doet, denkt u dat dat op grotere schaal gebeurt in het onderwijs?

B: Ja dat moet wel.

A: Ja? En als ik dan zeg dat het ook zou kunnen met bijvoorbeeld Duits of Frans erbij net wat de leerlingen hier volgen. Dat alle talen een beetje samenwerken om een soort van overkoepelend overeenkomsten en verschillen patroon te laten zien voor leerlingen dat er een soort structuur idee in hun hoofd ontstaat, zou dat kunnen werken?

B: Lijkt me lastiger, ik bedoel ik was nog niet bekend met het begrip dus het lijkt me lastiger om dat te doen. Omdat je toch per taal, een contrastive grammar...

A: Ja.

B: Heb je toch je eigen problemen vanuit je eigen moedertaal. Ja, dat is voor elke taal wel weer iets anders denk ik.

A: Ja.

B: Ik denk dat als je het heel algemeen gaat maken dat het weinig oplevert. Maar ik kan het mis hebben.

A: En waarom denkt u dat het weinig oplevert als het algemeen blijft? Misschien is dat voor leerlingen juist heel verhelderend.

B: Omdat je in de ene taal een heel specifiek iets kunt aangeven en een probleem tussen het Nederlands en Engels bijvoorbeeld dat er misschien helemaal niet hoeft te zijn als ik kijk naar Frans en Duits.

A: Ja, maar een overkoepelend vak is dus algemeen niet praktisch voor leerlingen, maar als het specifieker op bepaalde cases gaat dan is het wel haalbaar of mogelijk in de praktijk?

B: Het zou kunnen, ik kan me daar concreet niet zo heel erg veel bij voorstellen. Mijn eerste indruk is dat als je dat probeert iets algemene wetmatigheden of constructie overeenkomsten.

A: Stel het zou gaan over woordvolgordes...

B: Ja.

A: In het Nederlands heb je natuurlijk dat het werkwoord op de tweede plaats moet komen en de sov en in het Engels SVO. Maar je hebt natuurlijk bij Frans en Duits heb je ook dat soort dingen. Dat soort gebieden en dan toespitsingen hier en daar wanneer het nodig is, zoiets. Zou dat kunnen?

B: Dat vraag ik me af. Ik weet wel wat van Frans, van het Duits weet ik wat minder. Ik vraag me af of je voldoende aanknopingspunten hebt, om dat voor een aantal talen tegelijk te kunnen doen.

A: Ja.

B: Nogmaals ik zou het mis kunnen hebben, maar ik weet ook dat leerlingen soms best veel moeite hebben om iets wat ze geleerd hebben in een bepaalde context om dat weer toe te passen in een andere context. Dat ze soms dat die link niet goed leggen, en dat ja dat heeft misschien met hun algemene intelligentie, met hun aanleg voor een bepaald vak of ja dat kan verschillende oorzaken hebben. Sommige leerlingen zien heel snel bepaalde verbanden, die hebben ook dat inzicht als ik ze hier in de les leer hoe het in elkaar zit dat ze in de toets op een bepaalde manier tegenkomen dat ze dat de gaten hebben. En anderen moet je daar echt op wijzen, van weet je nog dat we dat toen zo en zo gedaan hebben. Nou dat is dit hier weer. En dan hebben ze dat soms ook wel, maar uit zichzelf ik vraag het me af.

A: Ja.

B: Je hoort soms ook wel eens leerlingen zeggen dat ze bij wiskunde een bepaalde formule leren en als het vak dan natuurkunde heet waar ze hetzelfde moeten doen dat ze niet echt in de gaten hebben van hoe dit is hetzelfde ding wat ik hier moet doen.

A: Oké, en als we het hebben over manieren van leren. Denkt u dat leerlingen het meest leren vanuit communicatie, echt het oefenen met de vaardigheden of dat ook wel degelijk baat bij zit als het wat bewuster mee wordt omgegaan. Dus niet zo zeer, ja, heel bot gezegd of je praat alleen maar of je bent alleen maar bezig met dit zijn de woordjes, dit zijn de tijden, dit zijn de...

B: Ja, je hebt die verschillende leerstijlen weer. Ze moeten, ik vind heel goed om leerlingen te wijzen op dat soort dingen waar ik het net over had, dus denk eraan van dat je die tijdsbepaling hebt en ik vind het heel goed om ze daarop te wijzen. Maar je hebt verschillen sommige leren nou eenmaal van het inoefenen en andere moeten dus echt die regels paraat hebben om dat ze anders ja in paniek raken is misschien een groot woord, maar omdat ze vanuit die regels willen vertrekken. En je probeert voor alles en iedereen eigenlijk aandacht te hebben.

A: En is dat altijd mogelijk?

B: Nee, kan niet altijd.

A: Oké, nou net had ik het dus over dat language awareness zeg maar een benadering is die ook verschillen en verbanden probeert te zien tijdens lessen. Maar een ander idee wat language awareness als een soort stroming heeft is dat het wil dat leerlingen zelf taal ontdekken en dan een voorbeeld hiervan zou zijn dat u geeft bijvoorbeeld een aantal regels op het bord en dan zet u erboven het gaat hier bijvoorbeeld om de past simple. En in al die regels wordt de past simple gebruikt en dan is het idee dat de leerling samen met elkaar, maar samen met u ook, erachter gaat komen van nou wat zie ik in deze zinnen. Nou ik zie dat hier elke keer een ed achter komt, nou dat moet ergens vandaan komen. Er moet een regel zijn, dit is er aan de hand. Dat is hoe language awareness het liefst zou hebben dat leerlingen iets leren. Denkt u dat dat in de praktijk mogelijk is?

B: Zeker, dat doen wij al.

A: En hoe doet u dat dan?

B: Nou ik kan je laten zien hoe dat in dit boek in elkaar steekt. Hier heb ik, ik weet niet of je deze methode kent. Hier heb je zoiets de lessen c en d zijn elke keer grammatica...

A: Ja.

B: En kijk hier is zo'n oefeningetje dat gaat over de future perfect, en de perfect continuous. Daar moeten ze iets mee doen, en dan heb je hier een stukje tekst. En dan is dit eigenlijk dat afleiden van...

A: Ja.

B: Dus dit zijn future perfect, future continuous. Complete the rules, hier moeten ze dus zelf.

A: Ja.

B: Dus ik kan ervoor kiezen van jongens we gaan vandaag iets doen met dit, zo zit het in elkaar en begin er maar eraan. Of ik kan zeggen van begin maar aan de opdrachten en hier kom je tegen wat je regels zijn, vul het maar in.

A: En laat u ze dat dan alleen maken of doet u dat vaak in groepjes?

B: Meestal in tweetallen, ja.

A: En heeft u het idee dat leerlingen het ook echt fijn vinden om dit soort oefeningen te maken?

B: Deze specifiek?

A: Nou zo'n soort oefening?

B: Ze vinden het fijn om samen te werken, ja, ik denk het wel.

A: Oké, ik heb zelf ook twee opdrachten mee. Want ik heb natuurlijk zelf ook wat methodes bekeken. Ik heb hier een hele simpele afbeelding van de opdracht, maar dit is in principe het idee. Wat vind u van dat soort opdrachten?

B: Ja, dit zijn de opdrachten die we vaak tegen komen.

A: Ook in uw methode?

B: Ligt eraan, dit is het VWO boek, het HAVO boek heb ik hier liggen. Ja dit is echt heel gericht simple past en dus ook met een voorbeeld en dan ja je moet die onregelmatige werkwoorden kennen.

A: En denkt u dat leerlingen hier bewuster van worden dan dat wanneer ze aangezet worden om na te denken over waarom dat zo is? Want dit vraagt alleen maar om de vorm in te vullen.

B: Ik denk dat het een mix moet zijn van deze dingen. Ik denk dat het met alles zo is. Het is een mix denk ik van zelf werken en in groepjes werken, naast je huiswerk doen, luisteren, lezen en ja mixed media.

A: Oké, nou aan de andere kant heb ik nog een opdracht staan waarover ik uw mening wil hebben.

B: Ja, ja dit is meer zoals we het in het VWO boek tegenkomen. Ik denk inderdaad dat je hier het language awareness wel goed in hebt zitten, dat je hierdoor leerlingen ook wel echt bewust maakt van denk daar eens over na, wat doe ik daar nou.

A: Ja.

B: Waarom doe ik dat daar nou niet. Ja.

A: En hoe zou uw ideale opdracht eruit zien als uzelf een opdracht...

B: Ja ik vind dit wel prettige opdrachten om mee te werken. Daarnaast denk ik ook dat je juist deze er ook bij mag hebben.

A: Dus een combinatie van beide?

B: Ja.

A: Het moet niet zo zijn dat alles alleen maar een kwestie van nadenken is

B: Nee, omdat ja leerlingen hebben toch een bepaalde voorkeur voor het een of het ander. En dan maakt het eigenlijk niet zo heel veel uit wat mijn voorkeur als docent is. Het zijn de leerlingen die.

A: Maar u heeft natuurlijk ook een voorkeur waarvan u denkt waar zij het beste begrip mee kunnen bereiken.

B: Ja, hier worden ze meer mee aan het denken gezet en op het moment als je daar actiever mee bezig bent dan door er zelf actief over na te denken. Dan denk ik dat je meer kans hebt dat het ook echt blijft hangen. Buiten dit, want dit kan ook een hele goede manier zijn om nog eens op te frissen, als je dat andere al eens eerder gedaan hebt.

A: Ja, en hebt u het idee dat leerlingen hier ook echt actief mee bezig zijn of meer een beetje een afwachtende houding aannemen van nou ik kijk wel wat het antwoordenboek zegt dadelijk.

B: Ik denk dat ze hier echt meer geactiveerd worden, bij het afleiden van de regels enzovoorts. Dat zullen ze hier misschien wel moeilijker vinden. Ik zie ze hier bij het gewoon puur invullen

A: Ja.

B: Vul de verleden tijd in enzovoorts, zie ik ze eerder afhaken.

A: Ja?

B: Ja.

A: En waarom zouden ze daar dan bij afhaken?

B: Ja, ik denk dat je zelf het antwoord ook wel weet. Dat ze minder worden geprikkeld om actief na te denken. Van de ander kant ja, onregelmatige werkwoorden leren blijft nog steeds de onregelmatige werkwoorden leren. En dat moet je toch van buiten stampen. En dan mag er ook best een oefening bijzitten waardoor ze nog eens kunnen checken of ze die dingen beheersen. Hier ga je wel sneller doorheen.

A: En stel het zou een combinatie zijn? Dus u krijgt een invulopdracht en bij de invulopdracht vragen van nou, waarom dan. Zou dat een middenweg zijn?

B: Ja, ik denk het wel.

A: Ook een middenweg waar leerlingen iets mee kunnen?

B: Ja.

A: En waar ze plezier aan beleven, plezier is natuurlijk een groot woord.

B: Ja, nogmaals. Ik zie ook wel in dat dit voor leerlingen minder spannend is en minder prettig leert dan dit. En ja, ik snap ook waarom dit soort oefeningen in boeken zitten en zaten. Dat snap ik ook, je gaat hier nou eenmaal wat sneller doorheen en je kunt wat meer meters maken en je kunt hier proberen, ja, ja.

A: Oké, nou dat waren de vragen die ik voor u had.

Appendix A.5: Interview d

In the reference list mentioned as Oel, M. van. (2016c). Interview. 17 June 2016.

A: Zou ik u ten eerste mogen vragen of ik dit gesprek mag opnemen.

B: Dat mag.

A: Oké, dat is mooi. De eerste vraag die ik wil weten is hoe u een les grammatica aanpakt, hoe ziet dat eruit?

B: Wat bedoel je met aanpakt?

A: Op wat voor manier geeft u uitleg, zijn het voornamelijk opdrachten die u bespreekt of ook de constructies uit leggen.

B: Ja dat ligt er dus een beetje aan welk onderdeel. Kijk sommige dingen zijn echt helemaal nieuw, dan begin je dus gewoon het helemaal uit te leggen. Aan het begin...

A: Ja.

B: Schrijf ik het dan op het bord bij voorkeur of ik laat het zien of we pakken het grammatica boekje erbij, ligt er dus aan welke constructie het is. En daarna ga ik dus oefenen.

A: Ja.

B: Ik wil er ook zoveel mogelijk in oefenen, he. Want dat is eigenlijk...

A: Ja.

B: Waar je naartoe moet. Maar als het een bekend onderwerp is, ze hebben bijvoorbeeld de tijden al vanaf de eerste klas gehad.

A: Ja.

B: En als je dan in de vierde komt, ja dan herhaal ik het alleen maar. Dus dan ga ik echt met het grammaticaboekje in de hand kijken of ze het nog weten allemaal. Dan ga je het gewoon even herhalen en dan gewoon oefenen.

A: En dan als u dan wat anders bespreekt dan de tijden, wat wel nieuw is, wat is dan de aanpak precies?

B: Dan leg ik het eerst helemaal uit, dus de constructie zover als ze moeten kennen. Want soms zitten er nog veel meer details in die we dan niet uitleggen. We hebben meestal dan

afgesproken van dit is de basis die moeten ze weten. Die ga ik dan helemaal doornemen met ze. En daarna gaan we dus oefenen.

A: Oké, en gebruikt u dan de lesmethode veel als u ze laat oefenen of bij de uitleg of gebruikt u eigen materialen.

B: Het ligt er een beetje aan welk onderwerp, als het echt helemaal nieuw is, want passieven zijn het enige wat echt helemaal nieuw is in 4 VWO, dan heb ik daar zelf nog materiaal bij, omdat alleen de lesmethode echt te weinig is. Andere dingen zijn eigenlijk herhaling, daar komt wel wat bij, maar dat zijn steeds kleine dingetjes die daarbij komen, zo'n paar nuances om het wat moeilijker te maken.

A: Ja.

B: Maar dan oefen we vooral uit het boek.

A: Oké.

B: En soms heb ik wel zin om zelf iets te maken of om wat ergens van internet te vissen, maar meestal is het grootste deel boek, behalve dus bij echt nieuwe onderdelen.

A: Oké, en er wordt heel veel gesproken over dat grammatica onderwijs zou helpen bij de vaardigheden. Wat zijn uw ervaringen daar mee?

B: Dat is absoluut waar, maar het is ook heel moeilijk. vooral bij schrijfvaardigheid heb je grammatica uiteindelijk nodig. Maar het is wel voor een aantal leerlingen heel moeilijk om het verband te maken tussen de grammaticales en de schrijfles.

A: Ja.

B: Zeg maar. Maar dat is natuurlijk ook heel erg moeilijk.

A: Ja.

B: Dat je, dan moet je ineens iets wat je in een oefeningetje geoefend hebt, dan moet je ineens die hele theorie meenemen naar een zin die je zelf gemaakt hebt. Dat is natuurlijk veel lastiger. En daar zit wel een behoorlijk breekpunt, vooral voor een aantal leerlingen is dat echt lastig.

A: Maar zijn er volgens u redenen waarom grammatica los van dat het nuttig zou kunnen zijn, waarom het belangrijk zou kunnen zijn om te geven aan leerlingen?

B: Ja, ik vind het, kijk, normaal als jij een taal gaat leren dan leer jij die, dat weet jij ook, door er heel veel in te zitten.

A: Ja.

B: Als je mij nou in Spanje neer zet en je laat mij daar twee jaar rond lopen, dan kan ik Spaans praten. Althans dat hoop ik dan.

A: Ja.

B: Dat is normaal, en dat is zoals het normaal werkt bij een taal. Alleen die tijd hebben wij niet op school.

A: Ja.

B: En dan moet je dus shortcuts vinden om het sneller, zeg maar, aan de man te brengen. En grammatica is een manier, want normaal pik je al die processen op gaande weg dan moet je het gewoon doen. Ja, die tijd hebben wij niet, om dat te doen en dan moet je natuurlijk op een andere manier dat aanpakken. En dan is grammatica gewoon een wat directere manier om toch die constructies enzo bij die leerlingen aan te brengen. Maar dat is wel een vrij onnatuurlijke manier eigenlijk. Het beste is om gewoon leerlingen gewoon twee jaar in Engeland te zetten, maar ja dat gaat niet.

A: Nee dat kan niet. Is er een speciaal aspect van de grammatica waar leerlingen het meeste moeite mee hebben?

B: Nou die tijden zijn heel erg lastig, omdat het veel lijkt op het Nederlands en eigenlijk toch weer helemaal niet.

A: En alle tijden of specifieke tijden?

B: Vooral het verschil tussen de verleden tijd en de present perfect. De have been die constructie.

A: Ja.

B: Omdat die in het Nederlands helemaal precies omgedraaid is als in het Engels. In het Nederlands zeggen wij heel rustig van ik ben gisteren naar de dierentuin geweest. Dat is een perfect.

A: Ja.

B: En in het Engels mag daar absoluut geen perfect. Dan moet je zeggen i went to the zoo yesterday, verleden tijd. Daar mag je absoluut geen I have been to the zoo yesterday, dat kan niet. En dat is voor Nederlandse mensen ontzettend lastig.

A: Dus het Nederlands heeft over het algemeen ook wel een redelijk grote invloed op de grammaticaliteit van hun zinnen.

B: Ja, tuurlijk, ja dat is hun moedertaal.

A: En, vindt u dan ook dat ze daar meer bewust gemaakt moeten worden van wat is het verschil tussen Nederlands en Engels?

B: Ik doe dat wel, en er zijn leerlingen die dat heel fijn vinden. Het is net, zoals met heel veel dingen, je moet het op een aantal manieren aanbieden voor verschillende leerlingen. Een deel van de leerlingen vind het heel fijn om dat te horen, dan kunnen ze zich daar bewust op van ohja dat is waar ook; dat is een verschil en daarom moet ik daar heel erg bijzijn elke keer. Maar er zijn ook leerlingen, die gewoon taalgevoel hebben en die daar gewoon dat niet nodig hebben. Of leerlingen, die gewoon inderdaad alleen de theorie leren en daar het ook goed mee doen en die niet hoeven te weten dat dat anders is als in het Nederlands. Dat ligt heel erg aan de leerling.

A: Oké, en language awareness is dus een soort van benadering en het is een doel. En die houdt zich ook bezig met de verschillen tussen Nederlands en Engels binnen taalonderwijs. Maar daarbuiten om wat denkt u dan dat language awareness ongeveer inhoudt?

B: Ik denk eigenlijk dat dat dan gaat over die verschillen, over wat het moeilijk maakt en waarom. Stomme rotvlieg. Maar dat is per taal natuurlijk verschillend. Dus waar de verschillen zitten tussen die talen en de doeltaal en waar je naartoe moet en dus niet elke methode zal daarop inhaken. Onze methode doet dat dus niet, omdat het voor alle talen geschikt zou moeten zijn. Maar ik denk dat het wel belangrijk is om aandacht aan te geven, in ieder geval voor een aantal leerlingen.

A: Language awareness is dus ook dat die verschillen dat ze daar heel bewust over zijn dat ze daar geen fouten meer mee maken. Maar het is ook dat leerlingen heel goed kunnen verwoorden waarom ze bepaalde keuzes maken voor grammaticale constructies.

B: Dat is dus eigenlijk ook heel bewust bezig zijn met de grammatica

A: Ja, het is natuurlijk ook veel breder dan de grammatica, maar dat is natuurlijk mijn onderwerp.

B: Oké.

A: Maar een voorbeeld van die aanpak is dus inderdaad dat u als docent Engels gaat uitleggen van nou dit is hoe wij het in het Engels doen, dit is in het Nederlands wat er anders is. Maar dat zou ook kunnen met meerdere talen, dus stel u pakt er Duits bij of Frans net wat de leerlingen in uw klas hebben. Denkt u dat dat ook nuttig kan zijn voor een leerling, als ze een bredere context krijgen?

B: Soms wel, ik denk dat het soms ook heel verwarrend kan zijn. Omdat al die talen anders zijn. Kijk het Nederlands is natuurlijk logisch omdat dat de moedertaal is, dus dat snappen ze allemaal. Voor al die andere talen is dat natuurlijk anders, ik denk dat het wel bij dingen als woordenschat dat het wel van belang is. Want dan is het vaak als je een woord in het Frans bijvoorbeeld ook al kent en je...

A: Ja.

B: Ziet hetzelfde woord dan is het al makkelijker om af te leiden ook al ken je het woord niet van het zal wel ongeveer dat zijn. Dan denk ik wel dat het kan helpen. Maar voor grammatica denk ik niet dat dat opgaat. Maar misschien is dat wel zo. Zeker als je helemaal een nieuwe taal gaat leren, dan is dat misschien wel zo.

A: Ja, en denkt u dat het voor docenten makkelijk zo zijn om zo'n methode te gaan gebruiken waar ook Frans en Duits bij betrokken zijn. Als u al die regels zou moeten kunnen vergelijken.

B: Ik zou het te veel vinden en dan zou je toch eigenlijk schoolbreed dezelfde methode moeten hebben. Anders wordt het wel heel verwarrend, denk ik.

A: Ja.

B: Dus ik denk dat het dat het dan ook wel heel veel kans heeft om erg verwarrend te worden. Voor mij zou het niet de eerste keuze zijn.

A: U zei net al dat u het liefst eigenlijk heeft dat leerlingen ondergedompeld worden in een taal, en dat u vind dat dat de ideale leermethode zou zijn. Maar los van dat dat natuurlijk is, waarom is dat dan de leermethode die u het liefst zou zien.

B: Omdat het uiteindelijk denk ik het makkelijkst gaat. Maar ook dat hangt weer af van wat voor persoon je bent. Ik merk zelf dat mijn man, die komt uit Iran, en die heeft dus hier Nederlands geleerd door gewoon in Nederland te zijn. Maar ik merk zelf dat ik heel fijn vind om grammaticale regels te hebben een soort houvast. Dus ik denk dat het ook wel heel persoons afhankelijk is. De een zal het gewoon prettiger vinden om los gelaten te worden, van nou zoek maar uit. En voor de ander is het fijn om er enige houvast bij te krijgen.

A: Oké.

B: Maar ik denk dat en en misschien wel het beste resultaat geeft. Dat je wel wat grammaticale dingen bij krijgt.

A: Ja.

B: Maar dat je ook gewoon het heel veel hoort. Maar wat dat betreft hebben wij het met Engels natuurlijk heel makkelijk. Dat hoor je in Nederland heel veel: als je een spelletje aanzet, of de tv, als je de computer überhaupt opstart. Dus wat dat betreft is Engels eigenlijk heel erg in het voordeel.

A: Ja, dat klopt. Even kijken, naast die verschillen binnen language awareness is het ook dat leerlingen zelf dingen gaan ontdekken. Dus dan kunt u bijvoorbeeld een aantal voorbeelden op het bord schrijven en u zegt van nou het gaat om deze regel, zonder de regel verder uit te leggen. En dat u dan aan de leerlingen vraagt hoe kun je zien dat het om deze regel gaat? Wat is de regel?

B: Ja.

A: Dus dan moeten ze zelf gaan kijken van nou ik zie elke keer bij het werkwoord dat er dit gebeurt, waar ligt dat aan, wat kan de oorzaak zijn. Denkt u dat zo'n aanpak zou kunnen werken in de praktijk?

B: Ja. Ik heb het ook wel eens ooit geprobeerd.

A: Ja?

B: Ja.

A: En, denkt u dat leerlingen dit fijn vinden?

B: Dat zal niet voor iedereen zijn, ik denk dat het heel verschillend is ook. Ik vind dat zelf niet fijn, zelf heb ik zoiets van om uit te leggen wel, maar niet om zelf zo te krijgen. Geef mij nou maar gewoon een regel, als je snapt wat ik bedoel.

A: Ja.

B: Maar ik kan me wel voorstellen dat er mensen zijn bij wie het beter blijft hangen als ze het zo leren. Omdat je er dan over na moet denken...

A: Ja.

B: Dat je niet zomaar van hier heb je hem, maar dat je zelf moet nadenken van oh hoe zit het. Dan heb je meer kans dat het blijft hangen.

A: Ja.

B: In ieder geval bij een gedeelte van de leerlingen zal dat zeker zo zijn.

A: En bij language awareness kan het dus op twee manieren: of individueel of in groepsverband dus dat ze samen moeten gaan ontdekken van zie jij hetzelfde als wat ik zie

B: Geweldig.

A: Denkt u dat dat een positief effect heeft als dat in groepsverband gaat of zou het voor individuen makkelijker zijn om het dan te onthouden?

B: Ik denk dat het in groepsverband iets beter werkt, omdat je er dan nog iets actiever mee bezig moet zijn. Want je moet het uitspreken, je moet zeggen van goh vind je dat eigenlijk ook, zie jij dat ook zo.

A: Ja.

B: Of heb ik het nou verkeerd gezien. En op het moment dat je daarover gaat praten, denk ik dat het nog beter blijft hangen. Want dan moet je er echt actief mee bezig zijn en als je dat niet was dan is er andere leerling die jou erbij houdt, tenminste dat hoop je dan he.

A: Ja, want leerlingen zouden die actief meedoen met zo'n oefening of zouden die meer een beetje afwachten tot iemand zegt van nou dit moet het zijn.

B: Dat hangt heel erg van de klas af, de ene klas die doet dat heel duidelijk en die vinden dat ook leuk. Die zijn het dan als een soort van puzzel, die denken dan oh ja dan gaan we eens kijken of we dat kunnen maken.

A: Ja.

B: Ik heb het zelf ooit gebruikt in de brugklas. En daar is over het algemeen enthousiasme kei groot en dan gaat dat goed. In de vierde klas zal het heel erg afhangen van wat voor klas je hebt. Vooral zo'n vier VWO klas de ene is wat makkelijk in, want dat betekent namelijk ook dat je fouten moet mogen maken en dat durft niet iedere klas even goed in vier VWO. Sommige mensen zijn dan heel bang en durven niks te zeggen, omdat ze heel bang zijn dat ze iets stoms zeggen, zeg maar.

A: Oké, ik heb ook twee opdrachten meegenomen, want ik kijk natuurlijk ook naar de lesmethodes. Ik heb dan ook twee lesmethodes uitgekozen: dit is een voorbeeld uit Of Course en dan wil ik graag weten wat u van zo'n soort opdracht vindt.

B: En welke klas is dit?

A: Vier VWO.

B: Dus dit gaat alleen over de onregelmatige werkwoorden en alleen over de verleden tijd dan.

A: Ja.

B: Wat ik van zo'n soort opdracht vind. Ja, deze doen wij natuurlijk ook zo'n soort. Mijn voorkeur is om hier niet zeg maar stonden en spraken en blies om dat allemaal al hier neer te zetten, maar ja dat ligt ook aan wat je met die oefening wil doen.

A: Ja.

B: Ik neem aan dat het hier gaat om puur om de vorm.

A: Ja.

B: En dan is dat oké, mijn voorkeur zou hebben om een heel werkwoord dat er te hebben staan en dat ze het zelf moeten vervoegen en dat er dus geen Nederlands staat.

A: Ja. Waarom geen Nederlands?

B: Omdat je ze wil proberen zo ver te krijgen dat ze in het Engels gaan denken.

A: Ja.

B: Dus en kijk soms kom je er niet onderuit, want Nederlands is hun moedertaal. Daar gaan ze sowieso aan refereren, dus dat is logisch.

A: Ja.

B: Soms kom je er niet onderuit om ook Nederlands te gebruiken. Maar wij hebben bewust een Engelstalige methode, omdat dat mensen meer in het Engels zal laten denken. Ik denk dat je daar uiteindelijk ook naartoe wil, dat er leerlingen zo ver zullen komen.

A: En het idee dat het een invuloefening is? Dat het alleen maar om de vorm gaat? Vindt u dat nog?

B: Ik vind het veel te makkelijk voor vier VWO.

A: Te makkelijk.

B: Ik zou dit echt voor vier VWO veel te simpel vinden ja.

A: En wat voor iets zou u dan het liefste willen zien?

B: Verschillen dus vul maar de goede tijd in.

A: Dus ook tijden vergelijken?

B: Ja, welke tijd moet het hier nou zijn. Maar wat dat betreft is onze methode wel steviger aan de maar ja.

A: Oké.

B: Dat vind ik ook fijner. Dit zou in de tweede klas een leuke oefening zijn.

A: Oké, en dan heb ik nog een opdracht bij en dan zou ik ook willen vragen wat u van deze opdracht vindt, deze komt uit *Cambridge English Objective First*.

B: Oké, dus echt van *Cambridge* zelf? Dit is een ja. Ja hier moeten ze er zelf veel meer uitvissen he, wat de bedoeling is, wat de grammaticale regel is. Er staan er wel wat voor gedaan dat is trouwens in ons boek ook zo, dat ze niet helemaal in het luchtledige zweven van wat moet ik hier nou weer mee.

A: Ja.

B: Dat vind ik al veel beter. En dit is natuurlijk een heel ander soort oefening dan die andere, dit gaat echt in op wat is nou eigenlijk de regel en waar haal je dat vandaan en hoe zie je dat dan.

A: Ja.

B: Dat is echt een heel ander soort oefening. Maar ik vind dit een stuk beter ja.

A: Dus dit zou uw voorkeur zijn als u moest kiezen...

B: Ja.

A: Tussen een van de twee?

B: Ja zeker. En dat het helemaal in het Engels is vind ik dus ook veel beter.

A: En de vorige opdracht gaat natuurlijk met name over de vorm en dit is meer het begrijpen van de regel. Denkt u dat als een boek vol zou staan met dit soort opdrachten dat ze dan de regel ook zelf kunnen vormen, dat ze zelf de regel kunnen toepassen dus de vorm maken van het werkwoord waar het over gaat.

B: Nee, dat moet je wel oefenen.

A: Dus een combinatie van allebei is wel nodig?

B: Ja, en dan niet dit, niet zo simpel. Dat is wel...

A: Ja.

B: Iets meer uitdaging graag. Dus dat je inderdaad na moet denken, dat je niet zo van oh ja uh het is de verleden tijd: ik vul alleen maar verleden tijden in.

A: Ja.

B: Dat is een beetje te makkelijk. Maar dat je echt na moet denken, want dat is wel echt een noodzaak. Dat ze echt als ze die regel hebben dat ze daar ook echt mee moeten oefenen. En dan nog een stapje verder want dan moeten ze gaan schrijven dat is nog lastiger.

A: En stel het zou de andere opdracht zijn zoals deze, maar dan met verklaringen waarom, ja niet alleen de simple past dan, maar waarom ze voor die specifieke tijd hebben gekozen. Dus ook echt dat ze na moeten denken over het invullen, dat ze ook de waarom moeten zeggen.

B: Kost heel veel tijd. Dat zou je niet bij iedere oefening moeten doen, maar dat is wel beter. Dat doe je natuurlijk bij het bespreken van zo'n oefening. Ten minste...

A: Ja.

B: Als ik dat bespreek dan, dat doen de meeste mensen denk ik, dan ga je gewoon van waarom is dat dan ik doe dat dan bij iedere zin ook opnieuw van waarom is dat dan.

A: Ja.

B: Omdat je anders...

A: En vinden leerlingen dat ook fijn bij het bespreken?

B: Ze vinden het verschrikkelijk om te moeten doen, denk ik. Ze vinden het heel vreselijk om te doen, maar het is wel nuttig en dat zien ze zelf ook wel in.

A: Oké, nou dat is heel fijn.

B: Het is wel heel saai, dat weet ik ook. Maar het is wel heel goed.

A: Oké.

Appendix B: Survey

Enquête Grammaticalessen

Deze enquête maakt deel uit van mijn afstudeeronderzoek van de master Taalwetenschappen. Het doel van de enquête is om jullie meningen over grammatica onderwijs en grammatica oefeningen vast te leggen. Er zijn geen foute of gewenste antwoorden. Er zijn twee thema's binnen deze enquête, namelijk grammatica in de les en grammatica opdrachten.

Thema 1: Grammatica in de les

1. Helpt uitleg van de grammatica jou bij het leren van Engels? Omcirkel het cijfer dat het beste past.

	1	2	3	4	5
helemaal niet					heel goed

2. Denk je dat grammatica uitleg nodig is? Vink aan wat jij vindt en leg kort uit waarom

☐ Ja, want _____

☐ Nee, want _____

3. Wat vind je het moeilijkste onderwerp binnen grammatica?

☐ De tijden, denk aan *present perfect, past continuous, present simple*

☐ Bijvoeglijke naamwoorden en bijwoorden, zoals *really fast, quickly, pretty*

☐ Woordvolgorde, bijvoorbeeld *I always run past this house, because the dogs scare me.*

☐ Passieve zinnen, bijvoorbeeld *The mouse was chased by the cat.*

☐ Anders, namelijk _____

4. Wat vind je ervan als jouw docent Engels uitleg zou geven over de verschillen tussen Engels en Nederlandse grammatica? Omcirkel het cijfer dat het beste past.
Bijvoorbeeld: *In het Nederlands kun je een meervoud maken door bijvoorbeeld -en toe te voegen aan het zelfstandig naamwoord, in het Engels doe je dat door -s toe te voegen aan het zelfstandig naamwoord.*

	1	2	3	4	5
helemaal niet fijn					heel erg fijn

5. Hoe leer jij een vreemde taal het liefst? Omcirkel wat het beste past.
 1: *Communicatief, dit kan bijvoorbeeld door met elkaar te praten en veel te lezen.*
 5: *Door uitleg en instructie, dit kan bijvoorbeeld door les in grammatica en het leren van woordjes.*

1 2 3 4 5

communicatief

uitleg en instructie

Thema 2: grammatica opdrachten

1. Wat vind je van dit soort grammatica opdrachten? Omcirkel het cijfer dat het beste past.

Fill in the simple past (OVT: gave, met, saw, etc.) in this article about a skate marathon.

New York City Skate Marathon

Skaters (1 *stonden*) *stood* around and (2 *spraken*) *spoke* different languages during the pre-race announcements, irritating the heck out of the race organizer who (3 *vloekte*) *swore* and (4 *blies*) *blew* his whistle to make them silent. I (5 *ontmoette*) *met* all sorts of people. Two 60-year-old sisters next to me (6 *zeiden*) *said* they always (7 *droegen*) *wore* black shorts when skating. When one of them was accidentally pushed, she (8 *viel*) *fell*. She then (9 *verloor*) *lost* consciousness. Others (10 *bogen*) *bent* over her and two men (11 *legden*) *laid* her down at a quieter place. I (12 *wist niet*) *didn't know* then whether she

Skating with Eddy Matzger for 20 km (19 *leerde*) *taught* me about posture and foot placement and stride if your body (20 *pijn deed*) *hurt*. It worked, for I (21 *voelde niet*) *didn't feel* the pain I (22 *had gevoeld*) *had felt* before. That night TV (23 *zond uit*) *broadcast* how Eddy Matzger crossed the finish line at 3:18:00 and (24 *won*) *won* the race. Balloons (25 *stegen*) *rose* to the sky. Many people (26 *schudden*) *shook* hands with him. Some Dutch skaters (27 *versloegen*) *beat* their Belgian colleagues when they crossed the line, they (28 *zongen*) *sang* a song. After the race was over, Eddy Matzger (29 *hing*)

Opdrachten, zoals in dit voorbeeld, vind ik:

1 2 3 4 5

niet nuttig

nuttig

2. Helpen de opdrachten, zoals die hierboven, bij het begrijpen van de grammatica?

1 2 3 4 5

helemaal niet

heel goed

3. Geeft jouw docent extra uitleg bij de opdrachten, zoals die hierboven?

☐ Ja, namelijk _____

☐ Nee, namelijk _____

4. Heb je behoefte aan extra uitleg bij de opdrachten, zoals die hierboven?

☐ Ja, want _____

☐ Nee, want _____

5. Wat vind je van dit soort grammatica opdrachten? Omcirkel het cijfer dat het beste past.

Review of present tenses

1 Identify the underlined tenses in examples a–d. Then complete the grammar explanation below.

a The little guy jogs along at a slow rate.
b While you're playing, you can always listen to the music.
c It's a shame that the gun resets to weak with each new level.
d Games of this type are becoming more and more complex.

The present _____ tense is used for permanent situations (example ...) or to talk about actions which are habitual or repeated (example ...). On the other hand, the present _____ tense is used for temporary situations (example ...), or for situations that are changing or developing (example ...).

Opdrachten, zoals in dit voorbeeld, vind ik:

	1	2	3	4	5
niet nuttig					nuttig

6. Helpen de opdrachten, zoals die hierboven, bij het begrijpen van de grammatica?

1	2	3	4	5
helemaal niet				heel goed

7. Geeft jouw docent extra uitleg bij de opdrachten, zoals die hierboven?

☐ Ja, namelijk _____

☐ Nee, namelijk _____

8. Heb je behoefte aan extra uitleg bij de opdrachten, zoals die hierboven?

☐ Ja, want _____

☐ Nee, want _____
