

**The Effect of Teaching Grammar Explicitly on College
Students' Grammar Competencies and Performance in EFL
Classroom**

تأثير شرح القواعد بوضوح على كفاءة طلاب الكلية وأدائهم في صف تعليم اللغة
الإنجليزية لغير الناطقين بها

by

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Abstract

Teaching English language to EFL learners has always been a topic of interest for researchers to study and investigate. Determining the more convenient approach to teach different language skills in which guarantees the benefit of EFL learners, continues to be controversial. As grammar is considered to be one of the main elements of mastering the language, a lot of researchers studied a variety of grammar teaching approaches such as explicit and implicit approaches. Although explicit teaching is considered to be a traditional approach, yet a lot of teachers and educators still use it in their classrooms specially to teach grammar. This is due to teachers' beliefs that grammar rules should be clearly explained in order to attract students' attention to the details which will is assumed to result in enhancing students' accuracy in using the grammar. Thus, this study intends to investigate the impact of explicit teaching of grammar on EFL learners' competencies in writing and performances in grammar tests. The research was conducted in one of UAE colleges. Two teachers and a total of 20 students in level 3 from Foundations program participated in this research.

The methodology used in conducting this research was qualitative ethnographic method. The first instrument used in collecting data was classroom observations. The second instrument was an analysis of a variety of artefacts which were instruction worksheets, consolidation worksheets, students' production in class, students' writing test, and grammar tests results. The analysis was done in order to answer the research questions. Classroom observations and artefacts analysis enabled me to study the topic from different angles. Additionally, they provided me with access to valuable supporting evidence to support my arguments.

The main result of the research show that explicit teaching of grammar has different impacts on EFL learners' competencies and performance. The variety comes from the different factors that

contributes in the success or failure of the explicit teaching such as the methods and strategies used to implement explicit teaching, as well as the materials used to consolidate and evaluate students' understanding. The analysis of data has shown an improvement in students' competencies and performances when they were involved in the class, and they were provided with suitable consolidation worksheets. This research had some limitations which were considered as challenges to the researcher such as shortage of time, limited access to resources and teaching load.

المخلص

لطالما استرعى تدريس اللغة الإنجليزية كلغة أجنبية للطلبة اهتمام الباحثين لدراسته والبحث عنه. وبالرغم من ذلك فما زال موضوع تحديد النهج الأكثر ملاءمة لتعليم مهارات اللغة المختلفة للمتعلمين بما يضمن فائدتهم مثيراً للجدل. وبما أن قواعد النحو تعتبر أحد العناصر الرئيسية لإتقان اللغة ، فقد درس الكثير من الباحثين مجموعة متنوعة من طرق تدريس القواعد النحوية مثل الأسلوب الصريح والضمني. وعلى الرغم من اعتبار التدريس الصريح نهجاً تقليدياً ، إلا أن الكثير من المعلمين لا يزالون يستخدمونه في فصولهم الدراسية وبالأخص لتعليم قواعد النحو. ويعود ذلك إلى اعتقاد المعلمين بأن القواعد النحوية يجب شرحها بوضوح لجذب انتباه الطلاب إلى التفاصيل التي يُفترض أنها ستؤدي إلى تعزيز دقة الطلاب في استخدام القواعد. وبالتالي ، فإن هذه الدراسة تهدف إلى اختبار تأثير التدريس الصريح للقواعد على كفاءات متعلمي اللغة الإنجليزية كلغة أجنبية في الكتابة وأدائهم في اختبارات القواعد. وقد تم إجراء البحث في إحدى كليات الإمارات العربية المتحدة وشارك في هذا البحث من البرنامج التحضيرى معلمان و 20 طالبا من المستوى الثالث.

كانت المنهجية المستخدمة في إجراء هذا البحث هي الطريقة الإثنوغرافية النوعية. وكانت الأداة الأولى المستخدمة في جمع البيانات هي ملاحظات الباحث المكتوبة أثناء حضور الحصص الدراسية. والأداة الثانية المستخدمة عبارة عن تحليل لمجموعة متنوعة من البيانات مثل أوراق العمل التي تتضمن التعليمات وأوراق العمل التي تعزز فهم الطالب ونتائج تعلم الطلاب في الفصل واختبار الكتابة واختبارات قواعد اللغة. كما يهدف تحليل الملاحظات المكتوبة أثناء حضور الحصص الدراسية وتحليل البيانات التي تم جمعها من تمكين الباحث من دراسة الموضوع من زوايا مختلفة والإجابة على أسئلة البحث. بالإضافة إلى تمكين الباحث من التوصل إلى أدلة قيمة لدعم حججه .

تظهر النتيجة الرئيسية للبحث أن التدريس الصريح للقواعد له تأثيرات مختلفة على كفاءات المتعلمين وأدائهم. ويأتي الاختلاف من العوامل المتنوعة التي تساهم في نجاح أو فشل التدريس الصريح مثل الأساليب والاستراتيجيات المستخدمة لتنفيذ التعليم الصريح، وكذلك المواد المستخدمة لتعزيز فهم الطلاب وتقييمهم. وقد أظهر تحليل البيانات تحسناً في كفاءات الطلبة وأدائهم عند مشاركتهم في الفصل، وتزويدهم بأوراق عمل مناسبة لتعزيز فهمهم. وقد كان لهذا البحث بعض القيود التي اعتبرت تحديات للباحث مثل عدم توفر الوقت الكافي، ومحدودية الوصول إلى الموارد، وأعباء التدريس المناطة بالباحث.

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The Effect of Teaching Grammar Explicitly on Students' Grammar Competencies and Performance in EFL Classroom

Chapter 1: Introduction

The English language has spread rapidly around the world as the language of communication and Education (Smith 2015). This rapid change has affected dramatically almost all the educational systems around the world (Pennycook 2017). Most of the countries tried to cope with this rapid change by implementing English language courses in their Educational institutions (Emmitt, Pollock & Komesaroff 2003). However, the level of difficulty varied from one country to another, due to the similarities and differences between the native language and the foreign language i.e. English (Trudgill & Hannah 2017). Learning English as a foreign language has been always challenging for Arabs due to the significant differences between their first language i.e. Arabic and English (Esseili 2014).

English language has multiple skills that a foreign language learner should learn in order to use the language accurately. One of the most challenging skills to learn is the grammar because of its complexity (Thornbury 1999). The complexity of grammar comes from the number of rules, the exceptions to those rules and sometimes the non-existence of rules (Farahian 2011). Yet, learning and mastering grammar is crucial due to the fact that it enables the learner to use the language effectively and accurately (Harmer 2001). Learners' performance in the four skills, i.e. Speaking, listening, reading and writing, is subject to their comprehension of grammar (Bagheri & Mahmoudi 2015). However, learners should be careful when it comes to grammar, as learning and memorizing

the grammar rules may not be enough. Learners should understand and comprehend the grammar in order to use it unconsciously in their production of the language (Jones & Carter 2014). Additionally, learners should be provided with opportunity to practice and receive proper feedback after being exposed to comprehensible input in order to construct their knowledge and enhance their skills (Eggen & Kauchak 2001).

Teachers play a crucial role in helping the learners to learn the language, comprehend its rules and use it accurately (Harmer 1998). As part of their role to facilitate learners' learning, the teachers implement and test a variety of teaching strategies and techniques in order to insure students' involvement and maintain their interest in learning the language (Cameron 2001; Harmer 2007). Thus, it is important that teachers shift their classes from being teacher-centred into student-centred classrooms in order to maintain students' interest in learning. Learners usually lose interest in learning if they were passive and did not get involved in the class (Cameron 2001). Furthermore, teachers' choice of assistive materials provided to learners is considered to be critical (Andrews 2007). The reason is that providing students with materials to consolidate their understanding can impact students' competencies which in turn impact their performance (Bartels 2005). Teachers should take into consideration students' level while choosing or creating assistive materials (Berk 2009). Additionally, teachers' appreciation of learners' individual differences is essential, as it highly impacts their competencies and performance in the subject (Jongwon et al. 2016). Another important role of teachers is to provide feedback to learners; however, teachers usually overlook the importance of providing feedback due to the lack of time or the amount of information they have to deliver (Cook 2016). Feedback is considered to be crucial especially to EFL learners as it

impacts and improve their language competencies by highlighting the area of improvements (Dash & Dash 2007).

1.1. Rationale and Statement of the Problem

Learning grammar has always been a challenge to foreign language learners as it requires memorizing the needed vocabulary, comprehending the grammar rule and practicing using it in producing the language (Alsharif 2007; Esseili 2014). Recently, the debate of the effectiveness of the approaches used in teaching grammar to foreign language learners is a concern of most educators. From my experience in observing and teaching English language classes to learners from high school and college level, deductive approach is the most common approach used by teachers in teaching grammar to EFL learners in the UAE context. Thus, this research examines the strategies used by college teachers and their impact on enhancing students' comprehension of the grammar and attainment of related tasks. From my point of view, the value of this research comes from examining students' production in the classroom and their performances in the grammar practice test. Then comparing that with students' usage of the grammar in their final writing test and their performances in the final grammar test. EFL learners usually learn each skill alone for the purpose of passing the test, therefore when they are required to use a skill, such as grammar, in their language production i.e. writing or speaking, they find it challenging to implement accurately (Crocker 2003; Longo 2010).

The main purpose of choosing this topic is to identify the effects of teaching grammar explicitly on EFL learners' competencies in writing and their performance in the grammar tests. The identification of the effects will help to evaluate the appropriateness of choosing the explicit approach to teach grammar to EFL learners. Deductive or explicit approach is defined as an

approach where grammar rules are introduced to the learners then followed by exercises in which the rule can be applied (Thornbury 1999). Some researchers believe that the deductive approach is more effective in teaching grammar because teachers explain the rule which leaves no place for any misconception (Bagheri & Mahmoudi 2015; Pourmoradi & Vahdat 2016). On the other hand, some researchers argue that the deductive approach is not as effective as the inductive approach due to the fact that it does not involve the students which might affect their attitude towards learning the language (Vogel et al. 2011). The debate of which approach is more effective and appropriate to teach grammar to EFL learners is always a concern of many researchers and educators (Thornbury 1999; Takimoto 2008; Vogel et al. 2011).

1.2. Significance of the Study

Teaching and learning grammar has been always a significant area of research due to the importance of grammar in learning and acquiring the language. Many research have been done to study different approaches of teaching grammar and different strategies to enhance students' learning of the grammar rules (Harmer 1987; Thornbury 1999; Richards & Rodgers 2014). Thus, the significance of this study comes from investigating the impacts of teaching grammar explicitly on UAE college students' performance and attainment in grammar tests and writing tests. This investigation will help in identifying the strategies used by the teachers in teaching grammar explicitly, particularly discourse markers, to EFL learners and the impacts of these strategies on students' performance and attainment.

Teaching approaches and strategies have a huge impact on students' comprehension and attitude towards learning the language (Hawanti 2014). Therefore, investigating the appropriateness of strategies used to teach grammar will help in enhancing students' grammar learning experience. Additionally, this study aims to help teachers by evaluating some approaches used to teach grammar to EFL learners. This study aims to analyse assistive materials provided by teachers in order to provide the students with the needed guidance and to consolidate their comprehension. Following up activities are considered as student's opportunity to test his/her understanding of the lesson; therefore, teachers should ensure the appropriateness of those activities to consolidate students' comprehension and avoid any misconception (Ellis et al. 2009). Examining those materials and evaluating their appropriateness will help to identify the key elements that should exist in an effective consolidation worksheet.

1.3. Purpose, Research Questions and Hypothesis

The main purpose of the research is to identify the effects of teaching grammar explicitly on college students' competencies in writing and their performance in the practice and the final grammar tests. Hence, the research will analyse EFL students' production in the classroom, as well as their writing in the summative assessment in order to evaluate the accuracy of their implementation and usage of the grammar items. Additionally, this research aims to evaluate the appropriateness of strategies used by the teachers to teach the grammar explicitly to the students. Thus, this research will examine the artefacts provided by the teachers to the students to provide instructions and to facilitate their understanding of the grammar item. Another aim is to observe how the grammar tests scores are reflected through students' performance in the writing test. The research will also analyse students' production in the classroom as well as their writing in the final test, by

highlighting and evaluating students' usage of the grammar items, mainly discourse markers, then comparing it with students' performances in the tests.

To obtain a clear perspective of the effect of teaching grammar explicitly on students' performance and attainment, this research intends to investigate the following questions:

☞ What is the impact of teaching grammar explicitly on students' grammar competencies in EFL classroom?

☞ How does teaching grammar explicitly affect students' performance in grammar tests?

Teachers who teach grammar explicitly, are anticipated to teach the rule then follow it with practices to facilitate students' understanding of the grammar. At a later stage, teachers attempt to evaluate students' comprehension of the grammar rule by testing them. As a result of this strategy, teachers unconsciously overlook the importance of integrating the grammar rules into other skills, which is seen as impacting students' understanding of how to implement these rules into their daily usage of the language. Additionally, the time spent to provide the instructions and the details of the accurate usage of grammar usually leaves no place for teachers' feedback. Providing feedback to language learners is considered to be essential in improving their language competencies, since it highlights their mistakes and guide them to the accurate usage of the language. Most of the foreign language learners learn the grammar rules for the purpose of passing the test, which is expected to affect their awareness of the importance of integrating and implementing the grammar rules into other skills such as reading, writing and speaking (Crocker 2003; Longo 2010). Thus, students'

attainment in the previously mentioned skills' tests, is likely to be affected by students' lack of awareness.

1.4. Structure of the Study

This research consists of five main chapters. The first chapter which is the introduction, provides a brief overview of the research problem and the rationale of choosing the topic. In addition, it provides the significance of the study, the context in which the study is taking place, the purpose of the study and the research questions. The second chapter, which is the theoretical framework and the literature review, presents theories and previous studies that studied teaching approaches and strategies used in teaching grammar and their impact on students' performance and attainment. The third chapter, which is the methodology, explains the methodology used to collect and analyse the data produced in this study. It also, provides a brief explanation of the rationale of choosing this method, the instruments used, the sample, and ethical considerations. The fourth chapter presents the analysis of the collected data and the findings. The last chapter provides a discussion of the findings, the conclusion, limitations and recommendations.

Chapter 2: Theoretical Framework and Literature Review

2.1 Theoretical Framework

This chapter presents historical and theoretical background in relation to teaching strategies and techniques used in teaching grammar explicitly to learners. Additionally, it highlights different literature related to deductive and inductive approaches to grammar teaching. It introduces one of the approaches that is considered to be a traditional approach, yet it is still being used in classrooms to teaching grammar, which is Presentation, Practice and Production Approach (PPP). Furthermore, the literature provides different perspectives regarding effective methods used for Grammar teaching in EFL classrooms.

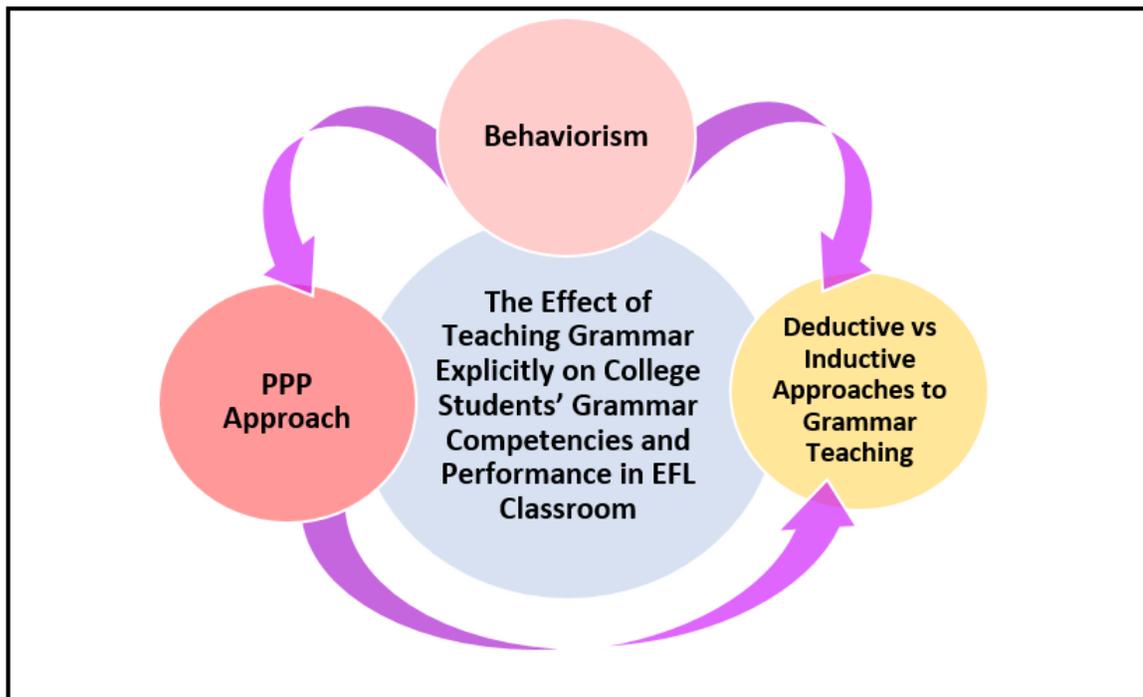


Figure 1: Diagram of the Theoretical Framework.

2.1.1 Behaviourism

In the past, many Educational theories have risen to study how human acquire and learn a language (Eggen & Kauchak 2001; Slavin 2014). One of the earliest theories was Behaviourism which studied the effects of the surrounding environment on behaviour (Mitchell & Myles 1998). Many theorists, linguists and researchers, such as Pavlov, Watson, Skinner and Bandura, impacted the Educational field greatly by studying the effect of the environment on the human's behaviour. In the early 19th century, Pavlov, a Russian scientist studied dogs' observable behaviour based on the physical science principle of stimulus and response (Mitchell & Myles 1998; Slavin 2014). In his study, he used a neutral stimulus (bell) which has no effect on dog's salivation and an unconditioned stimulus (meat) which naturally has an effect on dog's salivation. He discovered that when pairing a neutral stimulus with an unconditioned stimulus this can evoke a conditioned response (Slavin 2014). According to Eggen and Kauchak (2001) A conditioned response is a response to a neutral stimulus that is identical to the response to an unconditioned stimulus.

Based on Pavlov's studies, the behaviourist Watson was the first to conduct a similar study to children's learning (Eggen & Kauchak 2001). Watson used the principle of stimulus and response to record an 11 months child's behaviour towards neutral and unpleasant stimulus. Watson discovered that child's behaviour towards the neutral stimulus had changed when he associated it with an unpleasant stimulus. Thus, Watson concluded that children's behaviour can be shaped through environmental conditioning (Trawick-Smith 2000). His discovery was referred to as the Classical Conditioning Process.

In the late 1930s, Skinner, a behavioural psychologist, introduced the role of the immediate consequence in shaping the future behaviour (Slavin 2014). Based on Pavlov's and Watson's discoveries, Skinner developed a system which was referred to as Operant Conditioning. According to Trawick-Smith (2000) Operant Conditioning is the process of rewarding a desirable behaviour immediately after it happened. Accordingly, Skinner proposed that the immediate reinforcement of desirable behaviour can increase the frequency of the occurrence of that particular behaviour (Eggen & Kauchak 2001). However, behaviourists believed that not every reward or praise is considered a reinforcer, therefore they emphasized testing the reinforcer until it proves to encourage the desirable behaviour (Levine & Munsch 2016).

Most researchers categorized reinforcement into six main categories which are Positive, Negative, Primary, Secondary, Intrinsic and Extrinsic reinforcers (Trawick-Smith 2000; Lightbown & Spada 2006; Slavin 2014). According to Lightbown and Spada (2006) Positive reinforcement is defined as the process of encouraging a pleasant behaviour in order to increase the frequency of its occurrence. On the other hand, Negative reinforcement was defined as removing the reinforcer when an unpleasant behaviour occurs (Eggen & Kauchak 2001). Negative reinforcement definition comes in accordance with Skinner's emphasis of avoiding punishment when an undesirable behaviour occurs, and simply ignore it (Trawick-Smith 2000). Additionally, Primary Reinforcer was defined by Slavin (2014) as a reinforcer that is related to basic human needs such as food, water, security, warmth and sex. On the other hand, Lightbown and Spada (2006) stated that Secondary Reinforcer has little value on its own, however, when it is associated with a Primary Reinforcer it becomes more valuable. The value of the Secondary Reinforces, such as money, comes from their important role in acquiring Primary Reinforces, such as food (Eggen & Kauchak

2001). Additionally, Intrinsic Reinforcer was defined by Slavin (2014) as the motivation that comes from a learner's inner self. While, he defined the Extrinsic reinforcer as the external factor that ignites learners' motivation to learn.

Based on the previous behaviourists' studies, the psychologist Albert Bandura suggested that the surrounding environment has more effects on children's learning than just presenting behavioural consequences (Lightbown & Spada 2006). Thus, he introduced the Social Cognitive Theory which states that human learning is shaped more effectively through observational learning and modelling (Trawick-Smith 2000). However, during his study, Bandura noticed that the children's history of the behavioural consequences for a certain behaviour affected their motivation to imitate (Berk 2009). Thus, he categorized the observational learning into four main phases which are attentional, retention, reproduction and motivational (Eggen & Kauchak 2001; Slavin 2014). Bandura defined the attentional phase as the phase in which the learner pays attention to the modelled behaviour. In the second phase, the learner transfers the modelled behaviour to the memory in order to prepare for the third phase which is to reproduce and imitate the behaviour. In the final phase, the learner receives the expected reinforcement for imitating the behaviour (Eggen & Kauchak 2001; Slavin 2014). Although Bandura's Social Cognitive Theory was mainly based on Behaviourism principles, it also highlighted and stressed the importance of cognition and thinking which granted the children an active role in their own process of learning (Berk 2009). Bandura's theory had contributed to the rise of Piaget's Cognitive Development Theory (Berk 2009).

Skinner and Bandura among other behaviourists believed that, like any other behaviour, children can learn a language, by imitating the language produced by people around them (Lightbown &

Spada 2006). Therefore, a variety of teaching approaches that depend on imitating and drilling have risen such as Audio-lingual approach, Presentation, Practice, Production Approach (PPP) ... etc. However, many theorists criticized the Behaviourism and Social Cognitive Theory due to the fact that both of them failed to explain how children are able to produce utterance they have never heard before (Mitchell & Myles 1998). Thus, according to some researchers, Behaviourism and Social Learning Theories underestimated children's abilities and capabilities to contribute into their own learning development (Berk 2009; Eggen & Kauchak 2001; Slavin 2014; Trawick-Smith 2000). Furthermore, researchers believed that imitation and observational learning can contribute in developing learning in early stages however, it becomes more complicated with more mature learners (Eggen & Kauchak 2001; Berk 2009). The literature of Behaviourism theory will help in identifying the way students learn the language.

2.1.2 Deductive vs Inductive Approaches to Grammar Teaching

Deductive approach or rule-driven learning is defined as explicit presentation and explanation of grammar rules to learners (Harmer 1987; Thornbury 1999). In addition, Thornbury (1999) claims that using deductive approach can reduce explanation time and increase practicing time, which results in more effective learning experience for the learners. Yet, unless learners have a sufficient metalanguage to comprehend the grammar rules terminologies, this approach will be insufficient as the explanation time will outweigh the practicing time (Dash & Dash 2007). Additionally, it has been argued that deductive approach can be effective only for learners with an analytical learning style, due to the fact that it provides them with the rule and the explanation directly (Thornbury 1999). Thus, while using deductive approach, teachers should take into consideration other learners' learning styles in order to maintain learners' attention and motivation to learn

(Farrell 2006). This approach encourages Teacher-Talk-Time (TTT) which makes learners mostly passive and decrease their involvement in the learning process (Thornbury 1999). Furthermore, the deductive approach allows teachers to choose the grammar points they want to explain, as well as allowing them to provide immediate feedback to learners in case of any misconception (Dash & Dash 2007). Thus, this study will observe classrooms in which teachers are following explicit teaching in teaching grammar to EFL learners.

On the other hand, Inductive Approach or rule-discovery learning is defined as a presentation of examples in which the grammar rule can be inferred (Thornbury 1999). Similar to first language acquisition, researchers claim that a second language can be learned or acquired by exposing learners to a huge amount of comprehensible input, which hypothetically will result in familiarizing learners with the language rules and patterns (Cameron 2001; Cook 2016; Harmer 1987). They also claim that students' frequent exposure to the input will help in constructing their knowledge of the language which will result in a subconscious accurate usage of the language. However, researchers' debate teachers' right and responsibility of choosing and organizing the input (i.e. what to teach, when to teach it and how), as well as their role in facilitating learning, seems never-ending (Andrews 2007; Cook 2016; Farahian 2011). According to Thornbury (1999) acquiring a language needs more than just a massive random exposure, it rather needs stakeholders' intervention in order to facilitate and ease the learning process. Yet, the significance of this approach is seen as it decreases TTT and encourages learners' involvement in the learning process, which is claimed to result in a higher motivation, better comprehension and a greater memorability (Farrell 2006). However, teachers should take into consideration the possibility of learners' hypothesizing a wrong rule, that might be fossilized in their minds over time (Dash & Dash 2007).

2.1.3 Presentation, Practice and Production Approach

Presentation, Practice and Production (PPP) has been considered as an alternative approach to the Audiolingual Approach that lays under the Behaviourism Theory (Harmer 2007). Although PPP is an old approach to teaching, some teachers still prefer to use it to teach grammar explicitly (see appendices). Researchers defined PPP as a presentation of the rule that is followed by two stages of imitating the examples (Tomlinson 1998; Richard & Rodgers 2014). In the first stage, which is the Presentation, teachers introduce new information and provide detailed explanation and examples to students (Harmer 1987). The second stage which is Practice Stage, students are provided with tasks to assess and test their understanding as well as to consolidate their comprehension in order to guide them towards accurate reproduction (Thornbury 1999). According to Harmer (2007) teachers use accurate reproduction techniques, such as choral repetition, individual repetition and cue-response drill, to enhance students' accuracy of using the language. The final stage is the Production in which students are allowed to use the new information in independent tasks in order to enhance their fluency in using the language (Thornbury 1999; Harmer 2001). As a follow up activity, teachers are expected to provide a proper feedback to students regarding their independent usage of the newly introduced content in order to enhance students' comprehension and minimize their chances of error repetition in the future (Harmer 2007; Thornbury 1999).

Many educators agreed on the importance of the Presentation Stage as it familiarize learners with the new information and guides them towards the accurate way of using the newly introduced information in their production (Harmer 1987; Tomlinson 1998; Thornbury 1999; Richards & Rodgers 2014). In addition, the Practice Stage provides a guided practice in which learners can

practice using the information accurately, which hypothetically enhance learners' accuracy and decrease the chance of mistakes occurrence (Thornbury 1999). The Production stage aims to enhance learners' fluency, by allowing them to independently use the new information, which in a later stage can be a great resource for the teacher to check learners' comprehension of the information and evaluate their ability of using it accurately (Harmer 2007).

Researchers argued that PPP Approach is convenient for students as it guides them directly towards the accurate usage of the presented content, which in turn is expected to improve their accuracy and fluency of using a language (Harmer 1987; Thornbury 1999; Richards & Rodgers 2014). Additionally, Thornbury (1999) claimed that PPP approach can be compatible for teachers as they can decide on the topics they want to present and control the amount of information they want to introduce per lesson. On the contrast, Tomlinson (1998) argued that teachers' choice of what to introduce to students results in preventing the natural process of learning a language. Limiting students' knowledge to what teachers' want to teach, limits students' knowledge about language components which in turn affect their ability to use the language naturally (Tomlinson 1998). Furthermore, the PPP approach focuses more on accuracy, as the first two stages, i.e. Presentation and Practice, aim to enhance learners' accuracy by guiding the students and providing them with the needed instructions and details (Thornbury 1999). Cook (2016), and Harmer (2007) argued that, similar to acquiring first language, a second language can be acquired by initially focusing on fluency then working on fixing the errors to seek accuracy. Furthermore, some researchers believed that this approach doesn't take into consideration learners' different learning styles which may affect learners' attitude towards learning the language (Richards & Rodgers 2014; Tomlinson

1998). These literatures will help identify and understand the employment of PPP approach followed by the participants in this study.

2.2 Literature Review

2.2.1 EFL Grammar Teaching: Focus on Forms

Grammar is essential for learning any language as it enables learners to use the language accurately (Harmer 2007). Yet, researchers still take different position with regards to whether grammar is best learned or acquired (Alsharif 2017; Bagheri & Mahmoudi 2015; Cook 2016). Some researchers argue that foreign language grammar should not be taught, it should rather be acquired through language exposure (Boroujeni 2012; Mart 2013). Other researchers believe that foreign language grammar should be taught to learners due to the fact that exposing learners to the language can enhance their language fluency but not accuracy (Dash & Dash 2007; Ellis, Basturkmen & Loewen 2002). Thus, researchers argue that explicit teaching of grammar that is supported with controlled tasks can enhance learners' accuracy (Dalili 2011; Ellis et al. 2009). Furthermore, it has been argued that there is a limit to what learners can focus on while learning, therefore, embedding grammar in context will only drive learners' attention away from grammar to other language elements (Long & Robinson 1998). According to Cameron (2001) it is vital to draw learners' attention to the form and language pattern in an early stage in order to avoid language errors fossilization.

Since teaching grammar to foreign language learners has always been a challenge to teachers, teachers tend to use different approaches to teach grammar in order to enhance students'

comprehension (Farrell & Particia 2005). According to Boroujeni (2012) teachers who follow the Behaviourism theory, believed that learning a language is similar to habit formation, therefore, they preferred to explicitly teach grammar and use a variety of drilling types to reduce learners' errors. However, the strategies teachers use to teach grammar differ from one another. Some teachers prefer to start the lesson by presenting the rule then follow it with practice, whereas other teachers prefer to start the lesson by a communicative task in which grammar elements are imbedded in, followed by an explicit teaching of the grammar elements (Ellis 1995).

Proposed by Long in 1988, Focus on Form (FonF) and Focus on forms (FonFs) are two form-focused approaches to grammar teaching that need to be distinguished. FonF is considered as a task-based approach to teaching grammar where learners are engaged in a task that draw their attention to the linguistic forms (Ellis 2016). Researchers who are in favour of FonF claim that, similar to first language acquisition, learners can acquire the foreign language by being naturally exposed to comprehensible input (Ellis 1995; Long 1998; Ellis et al. 2002). However, Long (1998) argued that language exposure alone cannot enable learners to use the language accurately, as they have to pay attention to language grammar features to avoid fossilized errors.

On the other hand, FonFs is considered as the traditional approach that divides the language into discrete segments (i.e. words, phonology, stress, grammar rules ...etc.) that are being presented individually to learners (Sheen 2002). Sheen (2005) claims that by teaching the segments individually, learners will be able to learn and master all the segments, which will enable them at a later stage to combine these parts of the language and produce accurate utterance. However, other researchers argued that not all learners have the psycholinguistic ability to acquire and combine

the forms in order to use them in communication (Fotos 1998; Reid 2005). Additionally, students have different learning styles and needs which are usually overlooked by teachers using FonFs due to shortage of time and amount of information needed to be covered (Reid 2005). Thus, FonFs is assumed to negatively impact learners' attitude towards learning the language due to the fact that it is considered to be a teacher-centred approach in which learners are mainly passive (Farrell & Particia 2005). According to Bartels (2005) teachers following FonFs approach usually tend to increase Teacher-Talk-Time (TTT) while teaching and providing instructions which decreases the time used for assessing students' understanding. The lack of practicing and knowledge testing opportunities as well as the absence of teachers' proper feedback can increase the chance of errors occurrence in students' usage of the language (Bartels 2005). These literatures will help in understanding the approaches used by teachers in teaching grammar to EFL learners.

2.2.2 Mastery Learning vs Teaching to the Test

In 1963, Carroll proposed a model for school learning which highlighted several variables that are account for the variation in learners' attainment level of language acquisition (Bloom 1968). He claimed that learners with low aptitude consume more time to learn than learners with high aptitude. Additionally, he suggested that learners' language acquisition is significantly influenced by the quality of instruction provided by instructors and learners' ability to comprehend the provided instructions (Carroll 1989). Based on Carroll's model and other theorists such as Skinner and Burner, Bloom proposed the Mastery Learning Approach (MLA) which was defined by Staton-Spicer et al. (1980, p.172) as "a systematic approach to instruction which attempts to maximize learning by requiring students to attain specified levels of competence". Bloom argued that all

learners can master any skill before moving to the other if they have the sufficient time and they were provided with appropriate amount and quality of instructions (Zimmerman & DiBenedetto 2008). Additionally, Bloom suggested five variables that impacts learners' level of achievement in language learning which are Aptitude, Quality of instruction, Ability to understand instruction, Perseverance and Time allowed for learning (Bloom 1968). Although MLA is assumed to suit all second language learners' individual differences and enhance the attainment level of acquiring the language yet, teachers do not prefer to use it due to the strict curriculum and the limited time they have (Kazu, Kazu & Ozdemir 2005).

On the other hand, teaching for the purpose of testing what has been taught, is seen by some educators as a sufficient tool perform well in tests (Hughes 2003). Therefore, many EFL teachers believe that teaching to the test can benefit learners who are learning a second language, since it helps to practice skills and test them to grade their proficiency (Styron & Styron 2012). On the other hand, Zimmerman & DiBenedetto assert that teaching to the test is not effective enough to measure the true ability of the students, as they will be trained to work with such content in a specific way (2008). This is done according to what the teacher would like the students to perform and implement for the purpose of testing them (Menken 2006). Thus, some learners might be affected with the way they were taught to deal with specific content, which may lead to some fluctuation in their mastery of language skills (Crocker 2003). As a result, they will not be able to adjust to other rules of the language or conditions and will only stick to what they already have been taught for the sake of test (Longo 2010). Similarly, some learners with language intelligence might be affected if they are mastering the language well but are taught to follow only specific key points taught by the instructor (Menken 2006). However, one of the advantages of teaching to test,

from an EFL learners' perspective, that it can increase their chances of passing by providing them with the required skills that rise their self-esteem and ability to do well in tests (Kazu, Kazu & Ozdemir 2005). Additionally, from EFL teachers' perspective, teaching to test can prevent them from falling into the circle of blame for not teaching the curriculum and preparing learners for the tests (Hughes 2003). Another benefit is that through practicing and teaching to tests, learners will gain insights into different samples of the target content tests, so that can help acknowledging them with needed skills to deal with specific types of questions (Styron & Styron 2012). This is related to the study in term of understanding teachers' perspectives and beliefs in teaching grammar to EFL learners and the possible impact of their perspectives on students' competencies and performance.

2.2.3 Discourse Markers in Writing

Writing is one of the most essential yet challenging skills in learning any language (Aidinlou & Shahrokhi 2012). It is considered as a mean of communication that involves different segments (i.e. vocabulary, grammar, punctuation ...etc.) that need to be linked together in a coherent and a cohesive text (Modhish 2012). Furthermore, writing is considered as a complicated and challenging skill for EFL learners, due to the fact that in order for learners to produce a well-built text, they should go through at least three different stages before the final production (Hasan & Akhand 2010). According to Harmer (2004) the three stages that comes before the final draft are planning, drafting and editing. In the planning stage, writers should determine at least three main elements: the purpose of writing the text, the included ideas and thoughts and the sequence of ideas (Badger & White 2000). In the drafting stage, writers write their first version of the text, then revise and review it in order to identify the areas in which the text needs to be modified (Hasan & Akhand

2010). The following stage which is the editing stage, writers edit and modify the text according to what they believe is necessary (Badger & White 2000). The final draft is where writers rewrite and do the needed modifications in order to produce their final version of the text (Harmer 2004).

Accurate English writing depends heavily on vocabulary and grammar knowledge; however, learners cannot produce a coherent and cohesive text without using Discourse Markers (DMs) (BU 2012). Schiffrin was the first researcher to identify the discourse markers and their functions in 1987 (Fraser 1999). DMs, linkers, or connectors are defined as linguistic items that organize, link, interpret and clarify information in both spoken and written discourse (Sun 2013). The main function of DMs is to join two segments of discourse without interfering with their meaning (Aidinlou & Shahrokhi 2012). In written discourse, DMs have a crucial role as it enhances the cohesion and the coherence of a text by linking thoughts and information together (Khaghaninejad & Mavaddat 2015). Thus, the insufficient knowledge of DMs or the lack of their presence in written discourse, results in decreasing the quality and the clarity of a text (Swan 2005). Many researchers argued that DMs can be very challenging for EFL learners to learn and use accurately, as they tend to misuse DMs, overuse or underuse them (Patriana, Rachmajanti & Mukminatien 2016). Researchers claim that EFL learners tend to use DMs redundantly due to the belief that using DMs enhances the text quality (Alsharif 2017; BU 2012; Sun 2013).

Conjunctions are considered to be a part of the DMs as they join clauses together and show how the meanings of these clauses are related (Swan 2005). There are three main types of conjunctions which are Coordinating Conjunctions, Subordinating Conjunctions and Conjunctive Adverbs. EFL learners usually misuse the conjunctions due to their confusion between the functions of each type

(Alsharif 2017). Thus, it is a necessity to define and distinguish each type in order to ease our understanding of their functions and roles in joining different segments to form a sentence. Swan (2005) defined Coordinating Conjunctions as conjunctions that joins independent clauses together. However, Larsen-Freeman, Badalamenti and Henner-Stanchina (1997) provided more detailed definition of Coordinating conjunctions as conjunctions that are positioned in the middle of the sentence to combine words, clauses, phrases and sentences of equal rank. Coordinating conjunctions have various roles in sentences such as adding information, contrasting ideas, offering alternatives and providing reason, cause, purpose and results (Dignen, Viney, Walker & Elsworth 2007). Examples of coordinating conjunctions are for, and, nor, but, or, yet and so (FANBOYS). Swan (2005) also defined Subordinating Conjunctions as conjunctions that seem like a part of the dependent clause in a sentence. The main role of Subordinating conjunctions is to combine an independent clause with a dependent clause to form a sentence (Swan 2005). Subordinating conjunctions indicate different relationships between ideas such as time, cause and contrast (Kemper, Meyer, Rys & Sebranek 2016). According to Dignen, Viney, Walker and Elsworth (2007) Subordinating conjunctions occur in two positions in a sentence either at the beginning of the sentence or in the middle of the sentence. Examples of subordinating conjunctions are after, as long as, if, so that, till, whenever, although, because, in order that, than, unless, where, as, before, provided that, rather than, that, until, whereas, as if, even though, since, then, when and while (Kemper, Meyer, Rys and Sebranek 2016). Conjunctive adverbs are also used to join clauses to form a longer sentence. Yet, they are only used to join independent clauses together (Sears 2017). Conjunctive adverbs are used to indicate a variety of relationships between ideas in the sentence such as addition, comparison, contrast, example, summary and time sequence (Anderson 2005). According to Sears (2017) and Vitto (2006) conjunctive adverbs are accordingly, furthermore,

instead, next, also, hence, likewise, otherwise, besides, however, meanwhile, still, consequently, incidentally, moreover, therefore, in addition, finally, indeed, nevertheless and thus. Conjunctive adverbs can occur at the beginning, middle, or end of a sentence (Anderson 2005). These literatures will help in understanding the importance of DMs and their usage by EFL students in writing.

Chapter 3: Methodology

The current study aims to explore the effects of teaching grammar explicitly on college students' grammar competencies and performance in EFL classroom. Thus, it will explore teachers' strategies used in classroom to implement the explicit teaching in teaching grammar to EFL students. Additionally, an analysis of a variety of artefacts will be done for the purpose of answering the research questions. For instance, teachers' instructions and consolidation worksheets, students' production in the class, students' grammar tests results and students' writing test. Hence, this chapter will outline the study approach and methods including setting, sampling, instruments and ethical consideration.

3.1 Study Approach

A qualitative ethnographic method is used to conduct this study. According to Creswell (2013 p.32) a qualitative approach is “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.” Ary et al. (2014) stated that qualitative researchers usually overlook the variables and seek to understand and focus on a phenomenon. Additionally, qualitative researchers are defined by Fraenkel and Wallen (2009) as phenomenologist who assume that humans have a common way of observing and interpreting experiences in which phenomenologist seek to understand and identify. According to Creswell (2014) data collection in a qualitative research is done through interviews, questionnaires, observations, audio-visual materials and documents.

In this study there was an intention to compute a 't-test' to compare the results of class (A) and class (B). However, due to the small group of participants in this study, using t-test was not likely

anticipated to provide reliable statistics that can be generalized. According to Dörnyei (2007, p.99) “The following rough estimates of sample sizes for specific types of quantitative methods have also been agreed on by several scholars: correlational research – at least 30 participants ...”. Therefore, it is recommended for future research to choose a larger group in order to run a t-test. Some quantitative analysis of students’ results in the tests will be demonstrated as artefacts in the results section to supplement the qualitative analysis.

3.2 Methods

3.2.1 Setting and Sample

This study is conducted in one of the colleges in the UAE, where Emirati students are studying English as a foreign language. The sample in this study are students in the Foundations program: a program designed to help students learn English in order to get IELTS band 5 or above to proceed to a Bachelor program. The Foundations program consists of four levels where level 1 is the lowest and level 4 is highest. A year of Foundations is divided into five cycles, each cycle lasts for 7 weeks. By the end of each cycle, students can repeat the level if they failed to pass. In case the students passed the level, they can proceed to a different level. Based on the background information mentioned previously, the participants of this research are two English language teachers and 20 Emirati students from level 3. There was no necessity to execute a homogeneity test as the 20 students are in level 3 and they are repeating the level for the fourth time this year. Those students have been exposed to the same curriculum for three cycles with different teacher each cycle. Thus, they are assumed to be familiar with the curriculum and the only difference in this cycle is the teacher.

3.2.2 Instruments

Instruments are chosen in accordance with the study approach which is the qualitative approach. Therefore, this study will focus on two main instruments which are classroom observation and artefacts. The purpose of choosing these particular instruments is to increase our understanding of the research problem. Furthermore, these instruments will help the researcher to gain some insight into the research problem allowing her to have a wider perspective and provide answers for the research questions.

The first instrument used in this research is the direct observation tool. According to Brown and Dowling (2010) classroom observation allows the researchers to study the phenomenon in naturalistic settings. One of the useful implications of the observation as an instrument, that it allows the researcher to observe, examine, analyse and evaluate a situation or a phenomenon (Devos 2014). Additionally, observations provide more detailed data about the research problem. However, observations are usually hard to be arranged due to different factors such as gaining permission, suitability of time for both observer and teacher, and availability of suitable venue (Creswell 2014). During classroom observation, the researcher can observe as an Active Participant Observer, Privileged Active Observer, or a Passive Observer. In this study, the researcher is a passive observer who observed the classroom without interfering or interacting with the students. The researcher used descriptive field notes to record what happens in the classroom. Descriptive field notes were defined by Mills (2014) as a written record that captures the details of what the researcher is observing. The researcher observed two different classrooms in which students were taught the discourse markers. Although the researcher was not able to observe more than one class

per teacher due to scheduling issues. Yet, those observations have provided the researcher with many information and details that gave an insight to classroom experience.

The second instrument used in this study is an artefacts analysis. According to Ary et al. (2014) artefacts provide more authentic data that help the researcher to have more insight into the phenomenon. In this study, the researcher collected artefacts from the observed classrooms i.e. worksheets provided by teachers either for providing instructions or for facilitating and consolidating students' understanding. Additionally, researcher collected students' production in the independent practice task in order to evaluate their understanding of the content taught in the same classroom. The researcher also collected and analysed the results of the students' practice test, final grammar test results and students' final writing test.

3.2.3 Ethical Consideration

Prior to conducting the study, the researcher obtained approval from the Chair of Foundation program to access Foundation classrooms and collect data and documents. The approval involved a letter that states the title of the study, the duration and the possible data collection tools. The researcher provided a verbal explanation to the participants (i.e. the teachers and the students) regarding their role in the study and other research aspects. The researcher took a verbal approval from the participants in the study. Furthermore, researcher guaranteed participants' anonymity and confidentiality through coding the teachers as A and B and students as s1, s2, s3 etc.

Chapter 4: Data Analysis and Findings

The main aim of this study is to determine the impact of explicit grammar teaching on EFL learners' grammar competencies and performances. In order to investigate and answer the research questions, a variety of data collection instruments were used to collect data from different EFL classrooms. The process of collecting data included four different stages: classroom observations, collected instructions and consolidation worksheets provided by the teachers to learners. By the end of the cycle, the researcher collected practice and final grammar tests results and writing tests. In the first stage, the researcher observed two classes for different teachers teaching Conjunctions. The main purpose of classroom observations was to determine the strategies and methods used by teachers in teaching grammar explicitly to EFL learners. In the second stage, the researcher collected instructions and consolidation worksheets provided by teachers in order to provide learners with the needed instructions, and to enhance learners' comprehension of the grammar rule. The purpose of collecting instructions and consolidation worksheets is to evaluate the appropriateness of the worksheets in relation to learners' level. For the third stage, the researcher collected students' results in the practice test in order to evaluate students' comprehension of the grammar items explained explicitly so far. In addition, the researcher collected learners' writing test in order to determine their ability to use the conjunctions accurately in their writing. The final stage involved collecting learners' results in the final grammar test in order to investigate whether learners' performances and level of comprehension of the rule had improved or not. Thus, this chapter will present a detailed analysis of the collected data and will include findings based on the analysis of results. This chapter will be themed according to two main categories under the research questions;

☞ What is the impact of teaching grammar explicitly on students' grammar competencies in EFL classroom?

☞ How does teaching grammar explicitly affect students' performance in grammar tests?

4.1 The impact of explicit grammar teaching on EFL learners' competencies

4.1.1 PPP Approach

4.1.1.1 Grammar Presentation Stage

By observing teacher (A) and teacher (B) classrooms, it was noticeable that both teachers used the PPP approach, which is considered to be an overt approach, to teach the grammar rule to EFL learners. However, each teacher had a different method and strategy in presenting the rule to the learners. In teacher (A)'s classroom, I observed that the teacher tried to grab students' attention and engage them in the presentation stage by showing them a video that explains the function of the conjunctions through a song. Additionally, the teacher involved the learners in a brainstorming activity in order to elicit the conjunctions that learners already know which were 'and', 'but' and 'so' (see Figure 2).

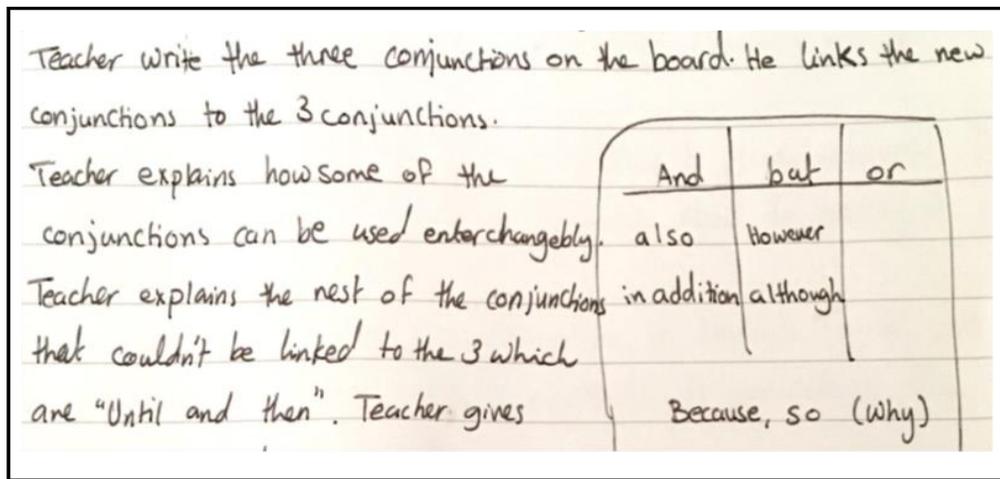


Figure 2: Excerpt from Teacher (A)'s Classroom Observation.

In Figure (2), I noticed that teacher (A) drew a table on the board and included the conjunctions that students mentioned previously, then linked them to the newly introduced conjunctions which have a similar function. Additionally, I noticed that teacher (A) explained how some conjunctions can be used interchangeably due to the fact that they have a similar function. Yet, the teacher did not provide details about the types of conjunctions and what do they join to form a sentence. I assume that teacher's disregard of providing the previous details might affect students' usage and implementation of the different types of conjunctions. Furthermore, I noticed that by involving learners in the presentation stage, teacher (A) had reduced "Teacher-Talk-Time" (TTT) and increased "Student-Talk-Time" (STT). My assumption is that students' involvement in the class could positively impact their attitude towards learning which in turn could enhance their language attainment.

On the other hand, teacher (B) preferred to start the presentation stage by using an "Overhead Projector" (OHP) to present and explain the introductory worksheet, that includes the conjunctions and their function (see Figure 3).

Purpose	Linker/Connector	Examples
CAUSE AND REASON	Because / Since / As Because of / Due	Since we arrived late, all the best seats had been taken. We were unable to go by train because of the rail strike.
CONTRAST	Although / Even though / But Despite / In spite of However / Nevertheless/ On the other hand	Although the car is old, it is still reliable. Despite / In spite of the rain, I went for a walk. Buying a house is expensive. However , it is a good investment.
ADDITION	And In addition / Furthermore / Moreover / As well as / Also / Too	She writes novels. In addition , she also writes poetry. They robbed a bank as well as a post office. They adore Indian food. I like Indian food, too .
PURPOSE	In order (not) to	Anita phoned me in order to recommend a film she had just seen.

Figure 3: Excerpt from the Introductory Worksheet Provided by Teachers (A) and (B).

Figure 3 included a list of linkers and connectors that were sorted according to their function. I noticed that few connectors were used in examples, yet in only one position in a sentence. By analysing the introductory worksheet, I noticed that the information given about the linkers and connectors were not detailed. There was no specification and details about types of connectors (i.e. coordinating conjunction, subordinating conjunction or conjunctive adverb) and what do they join

to form a sentence (i.e. words, clauses or sentences). Additionally, there was no explanation regarding the different positioning of any connector (i.e. at the beginning, middle, or end of the sentence). I assume that the lack of details and information provided in the introductory worksheet might result in students' inaccurate usage of different connectors. Additionally, listing connectors according to their purpose or function may result in students' assumption of the possibility of using the connectors interchangeably.

From observing teacher (B)'s class, I noticed that teacher (B)'s main focus was on explaining the functions as he zoomed in on the functions and hid the conjunctions. After explaining the function, teacher (B) asked the students to brainstorm and provide conjunctions that are used for these specific functions. Learners were asking their classmates about the meaning of conjunction and function in Arabic. It was notable that students were confused when they were asked to provide examples of conjunctions, as some of them provided random answers whereas others preferred not to participate (see Figure 4).

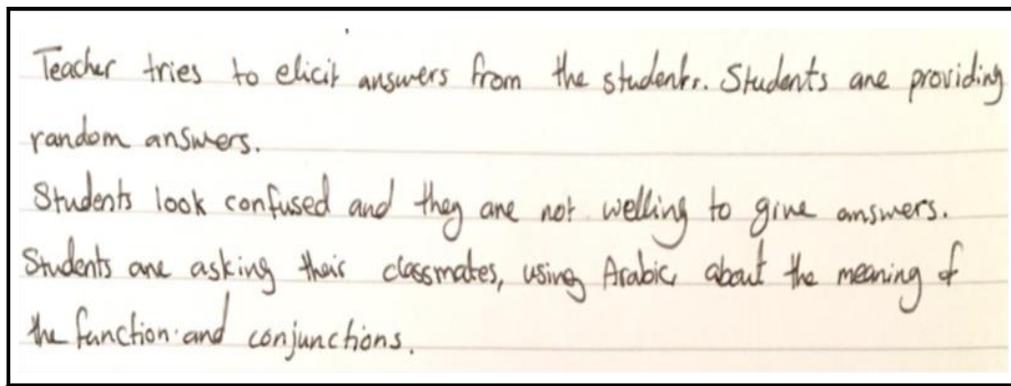
A rectangular box containing three lines of handwritten text on lined paper. The text describes classroom observations: 'Teacher tries to elicit answers from the students. Students are providing random answers.', 'Students look confused and they are not willing to give answers.', and 'Students are asking their classmates, using Arabic, about the meaning of the function and conjunctions.'

Figure 4: Excerpt from Teacher (B)'s Classroom Observation.

In Figure (4), I discovered that learners were confused and did not comprehend the conjunctions and their function. Additionally, students appeared to be demotivated as they were not willing to participate and give answers. I assume that the students were not willing to participate due to the fact that the input they were exposed to was not comprehensible for them. Teacher (B) explained the conjunctions, linked them to the functions explained previously, and clarified the examples provided in the introductory worksheet. I assume that in teacher (B)'s classroom, TTT outweighs STT as the presentation stage was mainly teacher-centred where the teacher was explaining the conjunction, their functions and providing examples. Learners were passive during the class and not involved in the process of learning.

4.1.1.2 Grammar Practice Stage

In the Grammar Practice Stage, teacher (A) and (B) used different worksheets to consolidate learners' comprehension of the conjunctions. Teachers used different work patterns when implementing the activity (i.e. group work and individual work). By observing teacher (A)'s classroom, I noticed that he chose to divide the students into groups and provide them with a consolidation worksheet that includes a list of the new conjunctions and a set of gaps filling sentences, which need conjunctions to be completed (see Figure 5).

Complete the following sentences using the correct connective.

Although But So and Then Until

1. _____ travelling by plane is fast, its expensive _____ bad for the environment.

2. Car-racing is exciting, _____ it's very dangerous.

Figure 5: Example of Teacher (A)'s Consolidation Worksheet.

In Figure (5), the consolidation worksheet contained a list of conjunctions, in which learners had to choose a conjunction and place it in the correct sentence in order to complete the meaning. I noted that students were engaged in the task, as they were discussing the questions and asking the teacher for more clarification, regarding some conjunctions which are 'although', 'until', and 'then' (see appendices). I assume that linking learners' previous knowledge with the newly introduced conjunctions had helped students to partially comprehend conjunctions' function, as they asked for clarification regarding few conjunctions that have been recently introduced to them. Teacher (A) assigned 10 minutes for the task and all the students were able to accomplish it on time (see appendices). My assumption is that learners were able to accomplish the task on time due to the fact that learners well-comprehended the conjunctions after teacher (A)'s explicit teaching. Another assumption for learners' ability to achieve the task is that, the worksheet used by teacher (A) was well created to suit learners' level and to consolidate their understanding of the grammar item presented previously. Another assumption is that all students were able to accomplish the task due to the fact that they had the opportunity to discuss the questions with their groupmates and answer them together.

On the other hand, by observing teacher (B)'s class, I noticed that teacher (B) used a different work pattern and worksheet to consolidate learners' comprehension of the conjunctions. Teacher (B) preferred to assign the students to work individually on the task. He used a consolidation worksheet that contains a set of sentences where the first clause and the conjunction are included, the second clause that completes the meaning is missing (see Figure 6).

● **Complete the sentences below - use your imagination!**

1. I fell off my bicycle, *and* I hurt my leg.

2. I fell off my bicycle *because* I wasn't careful.

3. We ate a really big breakfast, *so* _____

4. We ate a really big breakfast, *but* _____

Figure 6: Example of Teacher (B)'s Consolidation Worksheet.

In Figure (6), I noticed that in teacher (B)'s consolidation worksheet, each sentence was repeated twice with a different conjunction. Learners were required to complete the sentences using their understanding of the first clause and the conjunctions' function in order to provide a meaningful clause to complete the sentence. I noticed that students were confused as they were frequently asking their classmates about the conjunctions' functions (see appendices). Teacher (B) set 10 minutes for the task to be accomplished, however, when the time was up, most of the students were not done and some sentences were left blank. I assume that teacher (B)'s learners were not able to accomplish the task due to their confusion and miscomprehension of the meaning and the function of the conjunctions. In addition, I assume that the level of the consolidation worksheet was higher than learners' levels as they appeared to be confused. The repetition of the same clause twice with

a different conjunction may resulted in students' confusion and failure in accomplishing the assigned task. Another assumption is that students were not able to accomplish the task on time due to the fact that they were working individually which prevented them from discussing the questions with partners and sharing their understanding together.

4.1.1.3 Grammar Production Stage

In the Grammar Production Stage, both teachers (A) and (B) used the same worksheet to provide the learners with the opportunity to use the conjunctions in their writings. At the beginning of the production stage, I noticed that teacher (A) preferred to provide students with the introductory worksheet and allowed them to discuss it in their groups before providing them with the production worksheet (see Figure 3 and appendices). Teacher (A) offered to provide further explanation when needed however it seemed like the students comprehended most of the conjunctions and their functions as they asked only few questions (see appendices). On the other hand, teacher (B) preferred to start the production stage by providing the students with the production worksheet that included a list of conjunctions which are 'because', 'although', 'than', 'in addition' and 'however'. Learners from both classes were asked to use the conjunctions in sentences of their own creation. Teacher (B)'s learners seemed confused as they asked the teacher and their classmates a lot of questions regarding the conjunctions and their function (see appendices). By analysing teacher (A)'s and (B)'s learners' production, it was notable that learners from both classes comprehended some of the conjunctions, and they were able to use them accurately (see appendices). Furthermore, I noticed that some conjunctions were used inaccurately by the students due to either miscomprehension of conjunction function, or the confusion between the conjunctions. For instance, students from both classes confused the conjunction 'than' with the conjunction 'then'

which resulted in a wrong usage of the conjunctions (see figure 11, figure 12 and appendices). The most common error that most learners committed, was using the conjunction with only one clause and disregarding adding another clause, which affected the coherence of the sentence (see figure 9, figure 14, figure 15 and appendices). Below, I will illustrate the results of analysing both classes' production according to their usage of each conjunction provided in the worksheet.

Because

By exploring teacher (A)'s learners' production, I found that all students were able to use the subordinating conjunction 'because' accurately which indicates their comprehension of its function (see appendices). Yet, some learners had minor mistakes, such as spelling and punctuation, which didn't affect the meaning of the sentence nor the accuracy of using the conjunction (see Figure 7).

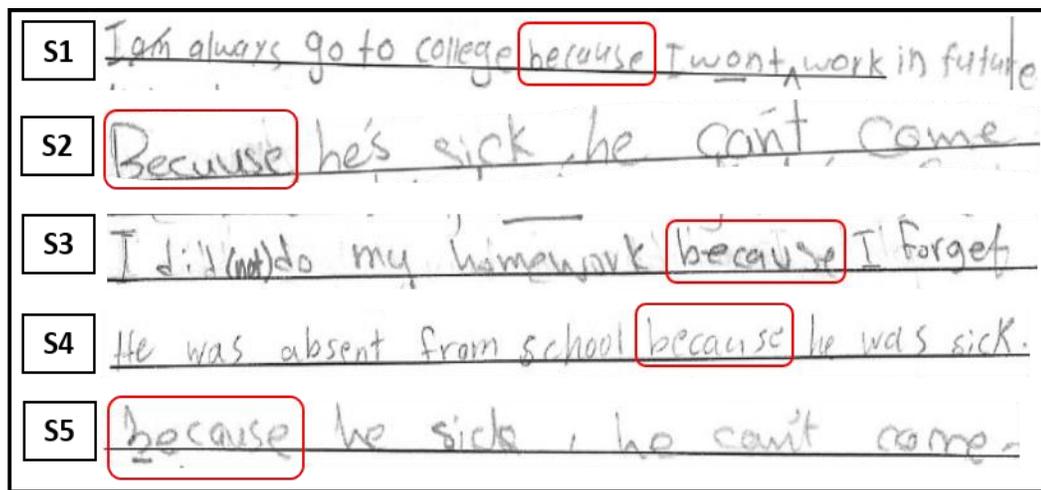


Figure 7: Excerpt from Teacher (A)'s Learners' Production Worksheet.

By examining Figure 7, I discovered that S1, S3 and S4 used the conjunction 'because' in the middle of the sentence, whereas S2 and S5 used it at the beginning of the sentence. Learners' ability to use the subordinating conjunction 'because' in different positions in the sentence indicated their

comprehension of the conjunction positioning and function. My assumption is that learners were aware of the function of ‘because’ as they provided a statement as an independent clause and linked it with a dependent clause that provides a reason for the statement.

Similar to teacher (A)’s learners, teacher (B)’s students were all able to use the subordinating conjunction ‘because’ accurately in sentences of their own creation (see Figure 8 and appendices). Learners’ accurate usage of the subordinating conjunction ‘because’ indicates their understanding of the conjunction and its function.

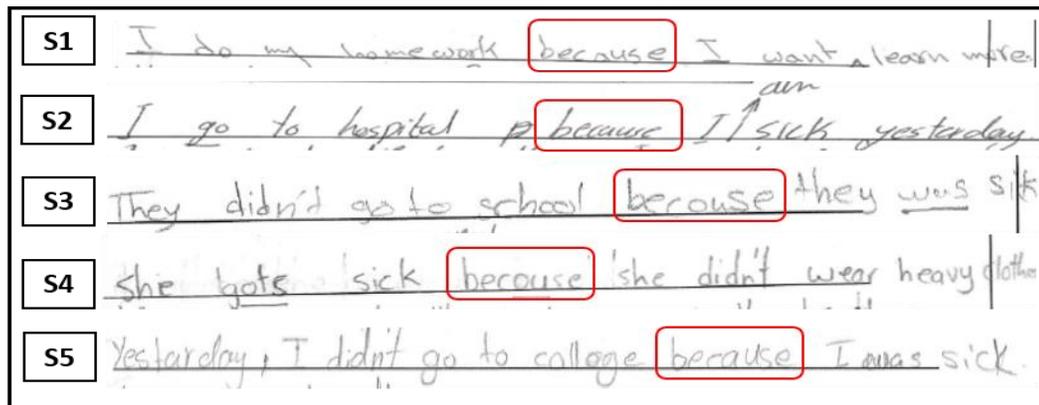


Figure 8: Excerpt from Teacher (B)’s Learners’ Production Worksheet.

In Figure (8) I noticed that all students were able to provide a statement and a reason for the statement which indicated their understanding of the function of ‘because’. In addition, I observed that all the students in figure 8 used the conjunction ‘because’ in the middle of the sentence to join an independent clause with a dependant clause together. I assume that teacher (B)’s learners were not aware of the conjunction positioning, as all of them used it in the middle of the sentence. Additionally, learners had a few mistakes with regards to subject-verb agreement, tense

consistency, spelling and punctuation, which I will not discuss as they are not the focus of my study.

Although

By examining teacher (A)'s learners' production, it was notable that students were aware of the different positions of using the subordinating conjunction 'although' as some of them used it at the beginning of the sentence, whereas others used it in the middle of the sentence. However, most of the students used the conjunction 'although' inaccurately which shows their miscomprehension of its function (see Figure 9 and appendices).

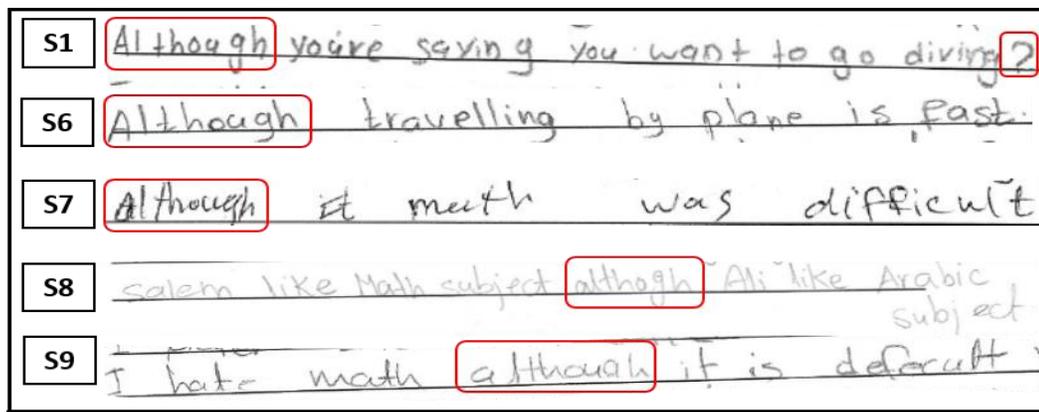


Figure 9: Excerpt from Teacher (A)'s Learners' Production Worksheet.

In Figure (9), I noticed that S1 used the subordinating conjunction 'although' in the beginning of the sentence, followed it with a dependent clause and ended it with a question mark. S1's usage of the conjunction 'although' was wrong as the student disregarded adding the independent clause to complete the idea of the sentence. Additionally, S1 used a question mark at the end of the sentence which is not applicable as the conjunction 'although' cannot be used at the beginning of a question. Similarly, S6 and S7 used the conjunction 'although' at the beginning of the sentence and followed

it with a dependent clause, however, both students did not add an independent clause which resulted in an incomplete idea. Learners' disregard for the importance of adding the second clause (i.e. independent clause) indicated their miscomprehension of the main function of any conjunction which is to join words, clauses, or sentences together. By examining S8's and S9's sentences, I observed that both of them used the subordinating conjunction 'although' in the middle of the sentence to join two clauses together which may indicate their unawareness of the different positioning of 'although'. Furthermore, the ideas that the students provided in their sentences were not contrasting, which resulted in a wrong usage of the conjunction 'although' since joining contrasting ideas is its main function.

While analysing teacher (B)'s learners' production, I noticed that most of the students were able to use the conjunction 'although' accurately and in different positions in the sentence (see appendices). Only one student out of ten used the conjunction 'although' inaccurately as the ideas provided by the learner were not contrasting (see Figure 10).



Figure 10: Excerpt from Teacher (B)'s Learners' Production Worksheet.

Than

By analysing teacher (A)'s learners' production, I noticed that the students who used the subordinating conjunction 'than' were able to use it accurately in the sentence (see appendices). However, it was noticeable that some learners confused the subordinating conjunction 'than', which was provided in the worksheet, with the subordinating conjunction 'then' (see Figure 11).

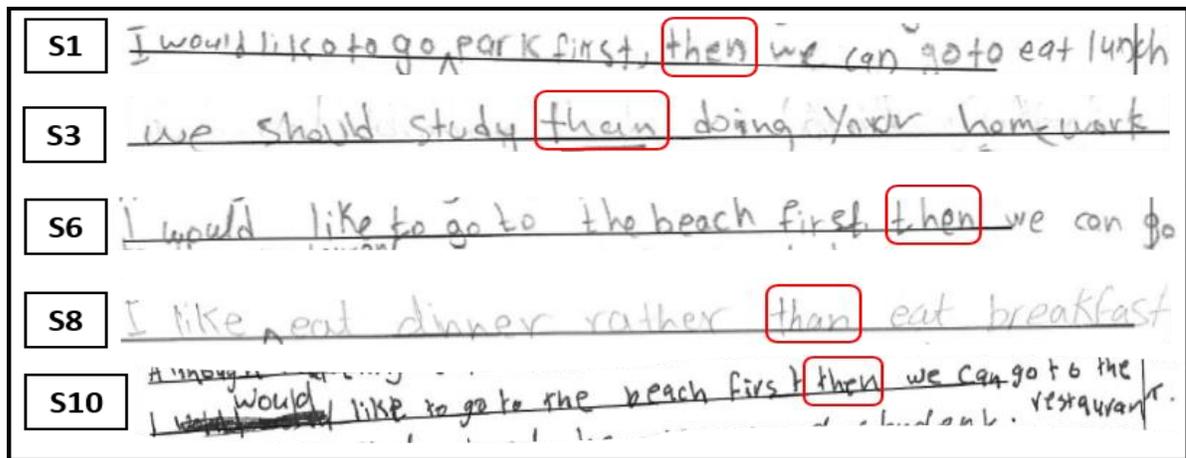


Figure 11: Excerpt from Teacher (A)'s Learners' Production Worksheet.

In Figure (11), it was obvious that S1, S6, S8 and S10 used the conjunction 'then' instead of the required conjunction, which is 'than'. Although learners' usage of the conjunction 'then' was accurate, yet it was not provided in the list. Thus, I assume that learners' usage of the conjunction 'then' indicated their confusion between the two conjunctions (i.e. 'then' and 'than'). On the other hand, S3 used the conjunction 'than' to show the sequence of events which was inaccurate, since the function of 'than' is to show comparison between two or more items. S3's inaccurate usage of 'than' showed learner's miscomprehension of the conjunction 'than' and its function. I assume that there were two main reasons for committing this error, which are the miscomprehension of the function of conjunction 'than', and learners' confusion between the two subordinating conjunctions (i.e. 'than' and 'then').

Similar to teacher (A)'s students, a few students from teacher (B)'s class used the conjunction 'then' in the sentences they have created, although it was not required or mentioned in the list (see Figure 12 and appendices). However, it was notable that most of teacher (B)'s learners were able to use the conjunction 'than' accurately in the sentences (see appendices).

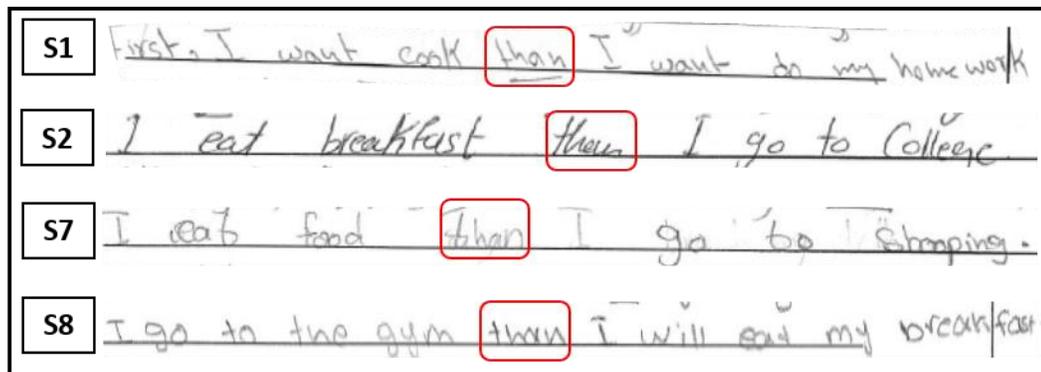


Figure 12: Excerpt from Teacher (B)'s Learners' Production Worksheet.

It was notable that all the learners in figure (12) used the subordinating conjunction 'than' in their sentences but with the function of the conjunction 'then' which is to show the sequence of events. I assume that learners' attempt of using the conjunction 'than' to show the sequence of events, indicated learners' miscomprehension of the function of the conjunction 'than' and their confusion between the two conjunctions.

In addition

With regards to teacher (A)'s learners' usage of the conjunctive adverb 'in addition', I found that almost all the learners were aware of the conjunction positioning in the sentence (see figure 13 and appendices). Students' usage of the conjunction at the beginning and in the middle of the sentence may show their awareness of the positioning rules (see appendices). Furthermore, I noticed that the learners were aware of the function of the conjunctive adverb 'in addition' as they all used it to provide additional information to the sentence. Yet, the learners were not able to use the conjunction 'in addition' accurately (see Figure 13).

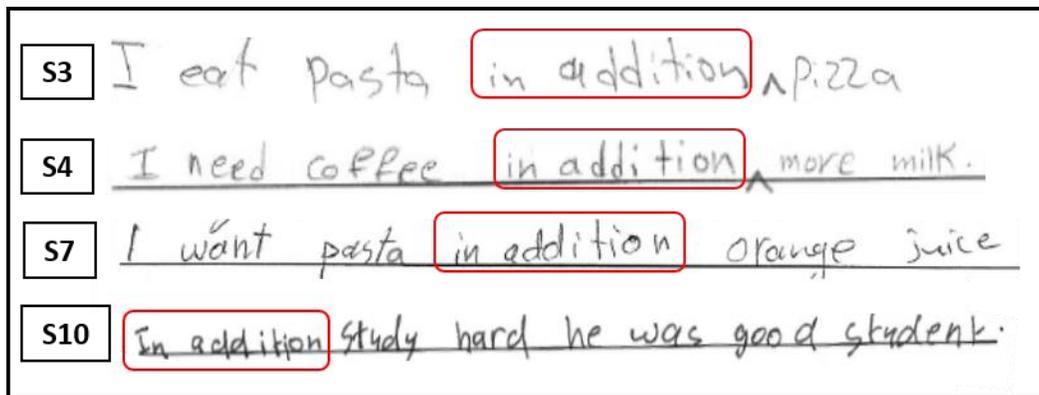


Figure 13: Excerpt from Teacher (A)'s Learners' Production Worksheet.

Figure (13) shows that S3, S4 and S7 used the conjunctive adverb 'in addition' in the middle of the sentence joining a dependent and independent clause. Yet, their usage was not accurate, as the main function of a conjunctive adverb is to join two independent clauses or sentences together. S3's, S4's and S7's sentences would have been correct if they added the preposition 'to' after the conjunctive adverb 'in addition', since 'in addition to' can join an independent clause and a dependent clause together to form a sentence. Furthermore, it was notable that S10 used the conjunction 'in addition' in the beginning of the sentence and followed it with a dependent clause which is inaccurate, as the conjunctive adverb joins two independent clauses together. S10 sentence would have been correct if the preposition 'to' was added after the conjunction 'in addition' and the verb 'study' was changed to a gerund. I assume that learners committed the previous errors due to their assumption that 'in addition' can be used interchangeably with 'and' in any sentence.

By analysing teacher (B)'s students' production, I discovered that learners were aware of the positioning of the conjunctive adverb 'in addition' as some of them used it at the beginning of the sentence, whereas others used it in the middle of the sentence (see figure 14 and appendices). Additionally, it was obvious that all students were aware of the function of the conjunctive adverb

‘in addition’ as they used it to add information to the sentence (see appendices). Yet, not all learners were able to use ‘in addition’ accurately in the sentence (see Figure 14).

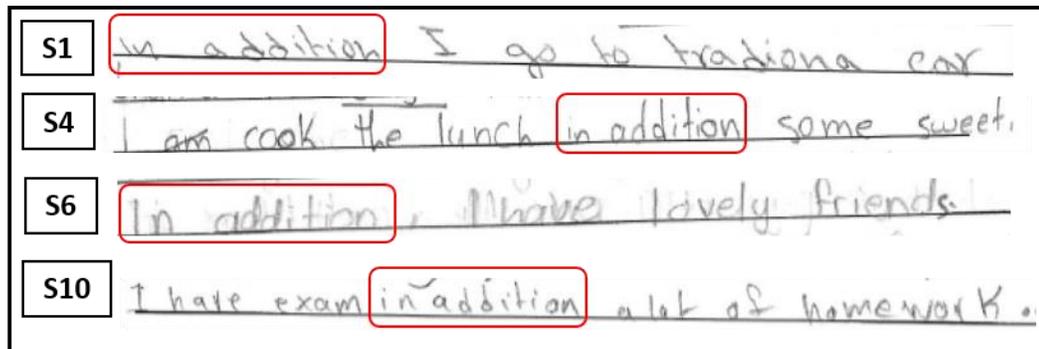


Figure 14: Excerpt from Teacher (B)'s Learners' Production Worksheet.

In Figure (14), I also found that S1 and S6 used ‘in addition’ at the beginning of the sentence, however, they followed it with only one independent clause, disregarding the fact that a conjunctive adverb’s main function is to join two independent clauses together. On the other hand, S4 and S10 used the conjunctive adverb ‘in addition’ in the middle of the sentence to join an independent clause with a dependent clause. Since conjunctive adverbs link only independent clauses together, S4’s and S10’s usage of the conjunctive adverb was not accurate. I assume that learners’ inaccurate usage of the conjunctive adverb ‘in addition’ was a result of their assumption that the conjunctions ‘in addition’ and ‘and’ can be used interchangeably in sentences.

However

With regards to the conjunctive adverb ‘however’, it was noticeable that teacher (A)’s learners were aware of the positioning of the conjunctive adverb ‘however’ as they used it either at the beginning of the sentence or in the middle of the sentence (see figure 15 and appendices). Yet, not

all students were aware of the function of ‘however’ which is to show the contrast between two ideas and thoughts. Hence, most of the learners were not able to use the conjunctive adverb ‘however’ accurately in the sentences (see Figure 15).

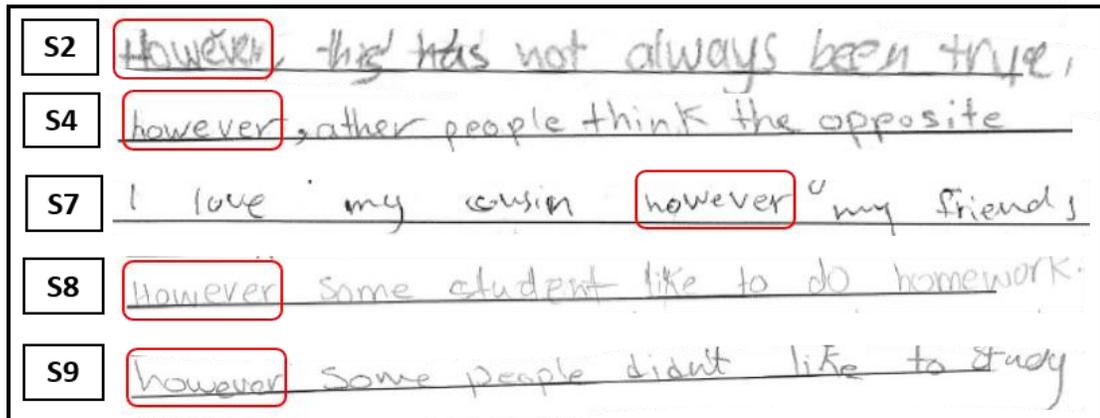


Figure 15: Excerpt from Teacher (A)'s Learners' Production Worksheet.

In Figure (15), it was notable that S2, S4, S8, and S9 used ‘however’ at the beginning of the sentence, yet they followed it with only one clause and disregarded adding the second clause, which was wrong as the conjunctive adverb’s main function is to join two independent clauses or sentences together. Additionally, providing only one clause with the conjunctive adverb resulted into a vague meaning, as it provided partial meaning for the sentence. On the other hand, S7 used ‘however’ to join an independent clause with a dependent one which is not accurate as mentioned previously. Additionally, S7’s used ‘however’ to add new information to the sentence which was not accurate, as the function of ‘however’ is to show the contrast between ideas and thoughts or sentences.

By examining teacher (B)'s learners' production, I noticed that students were aware of the positioning of the conjunctive adverb ‘however’ as they used it at the beginning and in the middle

of the sentence (see appendices). Yet, learners' usage of 'however' was not accurate as most of them used it with only one clause, disregarding the fact that the main function of the conjunctive adverbs is to join two independent clauses or sentences together. Furthermore, it was noticeable that students' misconception of the conjunctive adverbs' function, affected their usage of them in their sentences which resulted in committing errors (see Figure 16 and appendices).

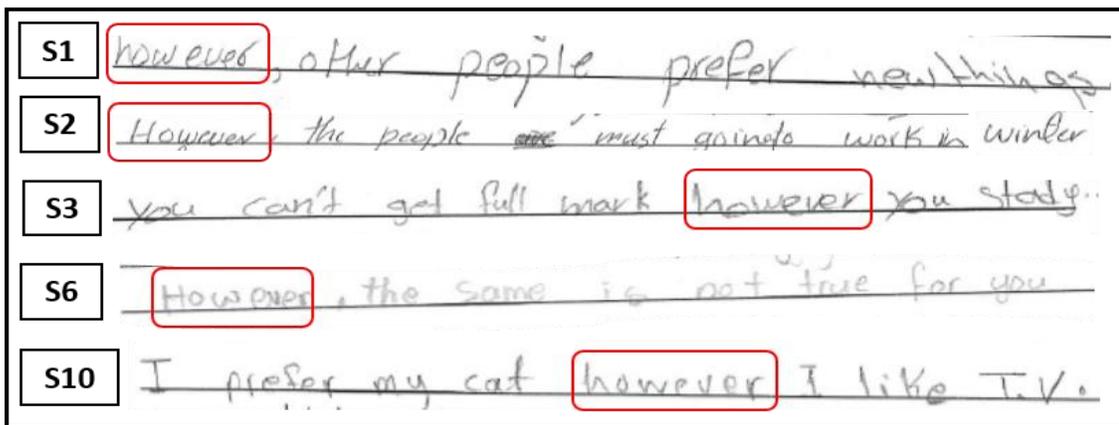


Figure 16: Excerpt from Teacher (B)'s Learners' Production Worksheet.

In Figure (16), I found that S1, S2 and S6 used the 'however' in the beginning of the sentence and followed it with only one clause, which eliminated the main function of the conjunctive adverbs and provided part of the meaning. On the other hand, I noticed that S3 and S10 were capable of providing two clauses and using 'however' in the middle of the sentence, yet their usage of the conjunctive adverb was not accurate. As for S3's usage of 'however', it was noticeable that the learner attempted to show the contrast, but the usage of 'however' was not apposite for this sentence, as it did not convey the meaning that the learner wanted to express. With regards to S10's sentence, I found that the learner did not use contrasting ideas which resulted in an inaccurate usage of 'however', since its main function is to show the contrast between thoughts and ideas.

4.1.2 Writing Competencies

While examining teacher (A)'s learners' writing test, I noticed that some conjunctions were more frequently used than others. Therefore, I decided to evaluate learners' accuracy in using these conjunctions in their writing test. The conjunctions that were identified as the more frequently used by class (A) are 'rather than', 'and', 'also', 'but', 'however', 'because', 'that' and 'although'. By examining students' usage of the previously mentioned conjunctions, I noticed that some conjunctions were used accurately by almost all learners, whereas other conjunctions were inaccurately used in learners' writing (see Figure 17).

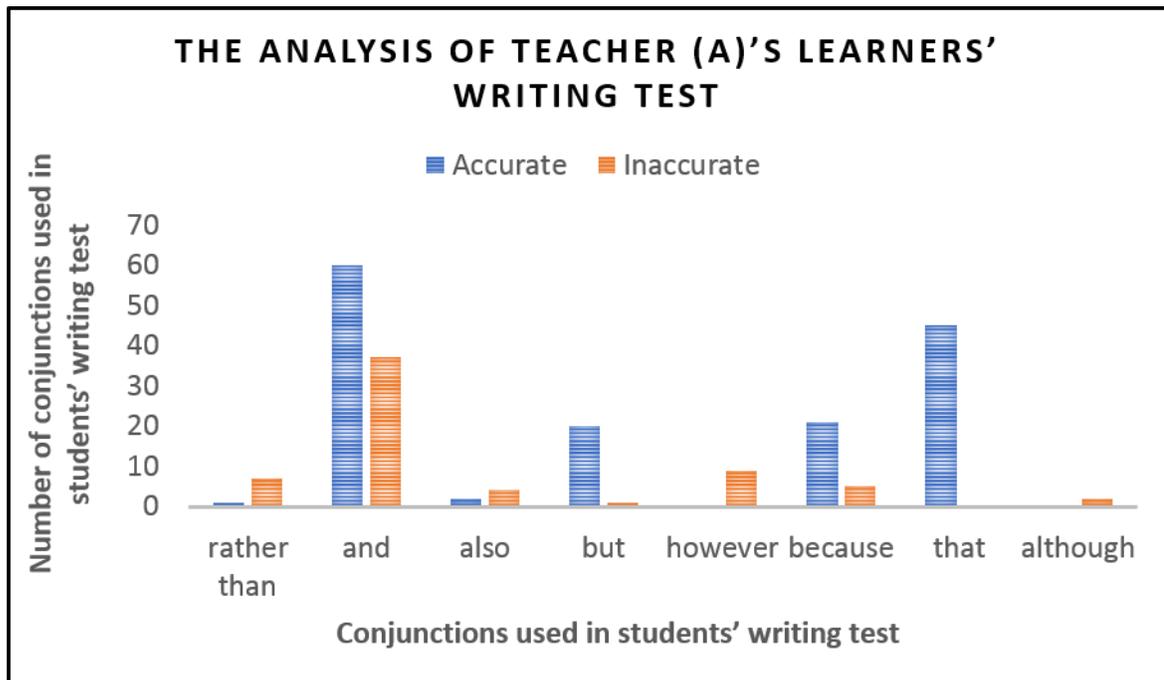


Figure 17: The Analysis of Teacher (A)'s Learners' Usage of Conjunctions in the Writing Test.

In Figure (17) it was noticeable that the coordinating conjunction 'and' and the subordinating conjunction 'that' were the most frequently used conjunctions by learners in their writing test. Yet, the conjunction 'that' was the only conjunction that was used accurately by all learners. By

examining learners' usage of other conjunctions, I found in this example that the students were not able to use the conjunctive adverb 'however' and subordinating conjunction 'although' accurately in their writing. Furthermore, most learners used the conjunction 'rather than' in their introductory sentence, yet they used it inaccurately. In addition, while analysing learners' writing, I discovered that, although the conjunctions 'but' and 'however' have similar functions, most students were able to use the coordinating conjunction 'but' accurately, whereas they failed to use the conjunctive adverb 'however' correctly in their writing. Learners were often able to use the subordinating conjunction 'because' accurately to provide a reason to support a statement.

While analysing learners' writing test, I also discovered that learners had some common errors that they made while using the conjunctions. The common errors that I found while analysing learners' writing were: conjunction with one clause, conjunctions used back-to-back, overusing the conjunction 'and' and the wrong usage of a conjunction (see Figure 18).

Conjunction with one clause

- S1 However some people think the opposite.
- S2 But another people don't like.

Conjunctions used back-to-back

- S5 However but some people think the opposite.
- S8 and also went the college.

Overusing the conjunction 'And'

- S7 games and places and other things.
- S8 she is important shopping and take shoes and abaya and new dress.

Wrong usage of a conjunction

- S2 because of I feel cool after shopping.
- S7 it-shirt-and shirt Also dress although quality.

Figure 18: Common Errors made by Teacher (A)'s Learners in Using the Conjunctions in Their Writing Test.

In Figure (18), the first error that most students made, was using a conjunction with only one clause which contradicts with the main function of any conjunction (i.e. joining two clauses or sentences). Additionally, as shown in Figure (18), S1 and S2 used different conjunctions; however, they both used these conjunctions with only one clause, which resulted in providing a partial meaning of the sentence. With regards to the second error that learners committed while using conjunctions in their writing, learners used two conjunctions that have similar functions back to back in one sentence which is considered as wrong. As an example, I excerpted S5 and S8 sentences in which they used two different conjunctions to show the same meaning (i.e. S5 used 'however' and 'but' to contrast ideas, whereas S8 used 'and' and 'also' to add information). S5's and S8's usage of two conjunctions back to back is considered to be a redundancy as one conjunction is enough to convey the meaning of the sentence. As for the third error that the learners made while using the conjunctions, some learners overused the conjunction 'and' in a sentence. As an example, I used S7's and S8's sentences in which they overused the conjunction 'and' to add information (see figure 18). Although, the main function of the conjunction 'and' is to add information, yet learners should not overuse it in one sentence as it makes their writing less academic and formal. With regards to the fourth error that the students committed in using conjunctions, students used the wrong conjunction to express the meaning they wanted to communicate to the readers. For example, S2 used 'because of' which is considered to be a preposition instead of the conjunction 'because' in the sentence. Although 'because' and 'because of' are both used to show the reason, yet their usage in the sentence differs. On the other hand, S7 used the subordinating conjunction 'although' to add information instead of showing contrasted ideas.

While analysing learners' writing test, learners' introductory sentence attracted my attention as most of the learners used the same introductory sentence in which the conjunction 'rather than' was used. It was noticeable that almost all learners used it in the same way which seemed like a template that they memorized and applied inaccurately in their writing (see Figure 19).

Template:
Many people nowadays prefer ... rather than ...

S1 Many people nowadays prefer fashion for anything and thing the fashion is more important rather than some people thing they don't need it

S3 Many people nowadays prefer spend time and money on shopping rather than anything else

S5 Many people nowadays rather every year people spend their time prefer then money on shopping and fashion.

Figure 19: Excerpt from Teacher (A)'s Learners' Writing Test.

In Figure (19), I noticed that S1, S3 and S5 used a memorized template, which is 'Many people nowadays prefer ... rather than ...', to write their introductory sentences. By examining S1's sentence, I found that S1's usage of the subordinating conjunction 'rather than' was inaccurate. S1 followed the conjunction 'rather than' with independent clause which is incorrect as 'rather than' should be followed with a dependent clause. With regards to S3's sentence, I discovered that learners' usage of the conjunction 'rather than' was accurate, yet S3 followed the verb 'prefer' with

an infinitive verb 'spend' which is incorrect as 'prefer' should be followed with a gerund or noun. On the other hand, by examining S5's sentence, it was noticeable that S5 did not memorize the template well having swapped the word 'prefer' with 'rather' which resulted in a meaningless sentence. Additionally, S5 used the conjunction 'then' instead of 'than' which affected the coherence of the sentence.

While analysing teacher (B)'s learners' writing tests, it was noticeable that teacher (B)'s learners used less conjunctions than teacher (A)'s learners in their writing tests. The conjunctions that were frequently used by teacher (B)'s learners were 'and', 'that', 'because', 'however', 'but' and 'so' (see figure 20). I also found that, similar to teacher (A)'s learners, teacher (B)'s learners had a variety of mistakes and were not able to use all the conjunctions accurately (see Figure 20). My assumption is that, learners' miscomprehension of the conjunctions' functions led to committing errors while using them. Additionally, I assume that learners were not aware of that the more purposeful conjunctions they use, the better coherent text they will have.

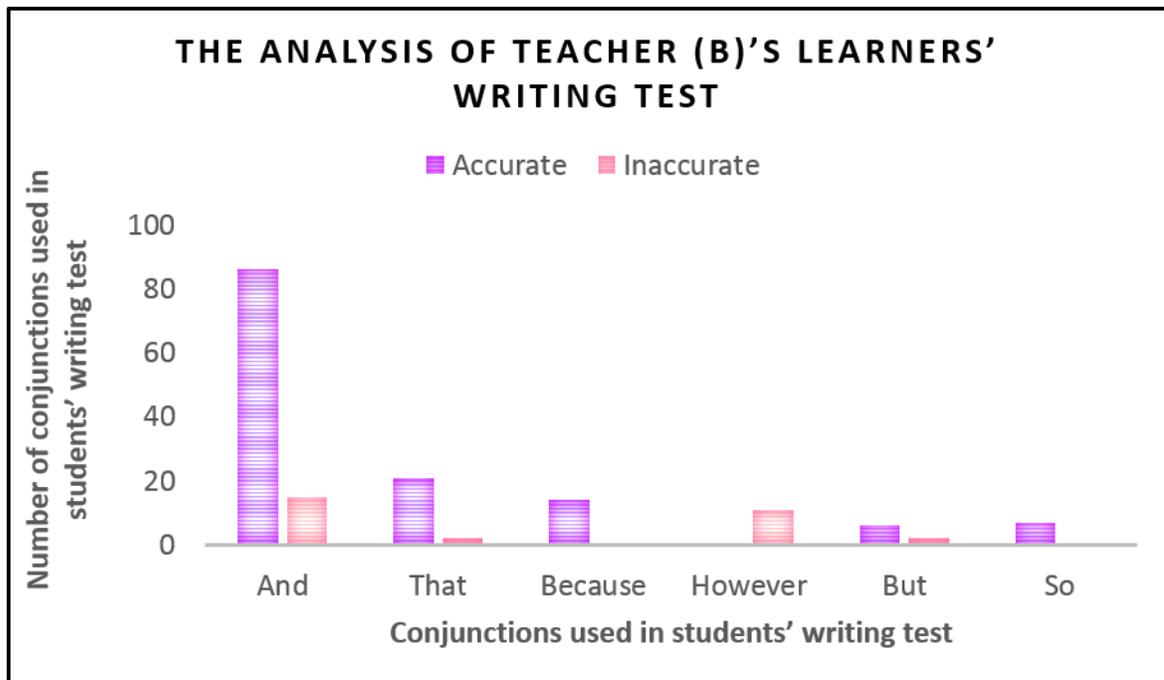


Figure 20: The Analysis of Teacher (B)'s Learners' Usage of Conjunctions in the Writing Test.

In Figure (20), it was obvious that the students used the conjunction 'and' more frequently than any other conjunction. Yet, learners' usage of the conjunction 'and' was not always accurate (see Figure 21 and appendices). Furthermore, I discovered that learners were capable of using the conjunctions 'because' and 'so' accurately in their writing. On the contrary, learners' usage of the conjunction 'however' was always inaccurate. As for the conjunctions 'that' and 'but', the students committed few errors when using these two conjunctions in their writing. By analysing teacher (B)'s learners' writing test, I noticed that learners had some common errors that they made while using the conjunctions. The common errors that teacher (B)'s learners committed were overusing the conjunction 'and', the wrong usage of a conjunction and using a conjunction with one clause (see Figure 21).

Overusing the conjunction 'And'

- S1 go hospital and cut stomach and ~~the~~ ~~the~~ think it
- S2 to exercise and keep fit and it is no important

Wrong usage of a conjunction

- S6 first thing is that healthy dite.
- S8 However, another people disagree in my opinion, but I have three reason for that

Conjunction with one clause

- S1 However, some people disagree.
- S6 However some people they think the opposite side

Figure 21: Common Errors made by Teacher (B)'s Learners in Using the Conjunctions in Their Writing Test.

In Figure (21), the first error that the learners made was overusing the conjunction 'and'. Although the conjunction 'and' is used by learners to add new information, learners' over usage of 'and' negatively affected the flow of the sentence and the level of text formality. In order to list multiple items, learners should have used commas between the items mentioned, and added the conjunction 'and' before the last item in the list. I assume that learners committed the previous error due to their unawareness of the accurate usage of 'and' and punctuation while listing multiple items in one sentence. The second error that the learners committed was the wrong usage of a conjunction. By analysing learners' writing I found that S6 used the conjunction 'that' to link between two dependent clauses which is inaccurate as the subordinating conjunction 'that' is used to join a dependent clause with an independent clause. Another example of a wrong usage of a conjunction is S8's usage of the conjunction 'but'. S8 used the conjunction 'but' in a sentence to add a new

information, whereas the main function of the conjunction ‘but’ is to contrast two ideas. Similar to teacher (A)’s learners, teacher (B)’s learners used the conjunction ‘however’ in the beginning of a new paragraph and with only one clause. The function of the conjunctive adverb ‘however’ is to join two independent clauses or sentences. However, learners used it at the beginning of the introductory sentence of the second paragraph to show the contrast between the ideas presented in the first paragraph and the ideas that will be presented in the second paragraph.

4.2 The impact of explicit grammar teaching on EFL learners’ performance

To investigate the impact of the explicit teaching of grammar, an analysis of learners’ results in two tests was performed and will be illustrated in this section. Additionally, this section will shed lights on a comparison of students’ performance in the practice test and the final test. With regards to the grammar practice test, teachers (A) and (B) created a grammar practice quiz in order to evaluate learners’ comprehension of the grammar items that had been taught explicitly to learners. The practice quiz covered 5 different topics in which each topic was a total of 5 marks. The grammar items that were included in the practice quiz were: ‘Modals’, ‘Word Order’, ‘Conjunctions’, ‘Used to’ and ‘Past Simple’. However, due to a mistake in the formation of the Word Order question, the question was excluded from the total grade. On the other hand, the final test was a centralized test that included all the grammar items listed in the curriculum (see appendices). Teachers had no access to the design, implementation or grading of the test. The analysis of teacher (A)’s and (B)’s learners’ results in the grammar practice quiz indicated the different levels of learners’ comprehension of the previously mentioned grammar items (see Figure 22).

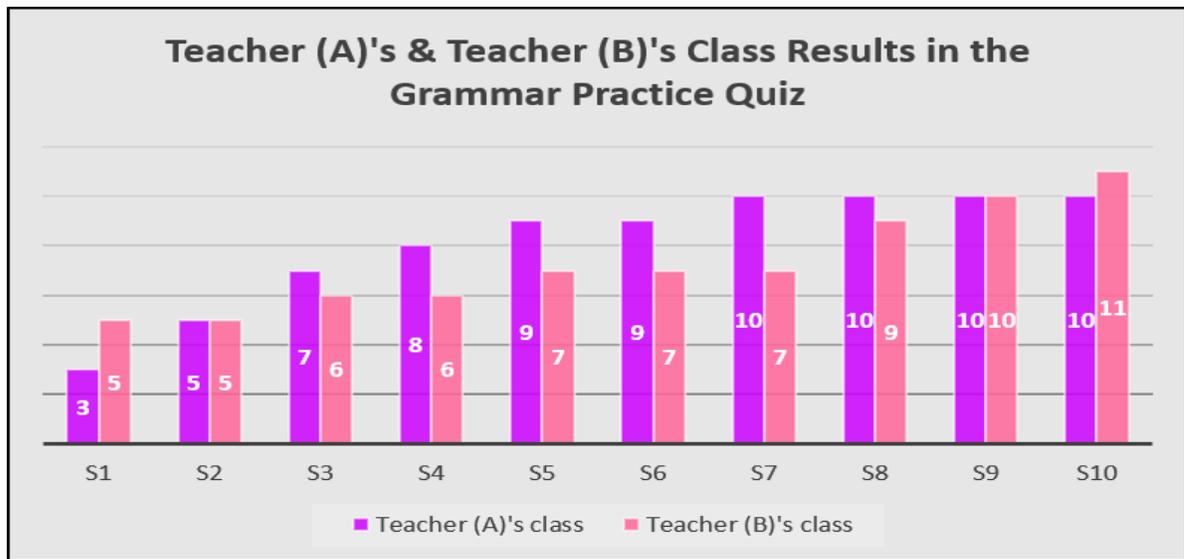


Figure 22: Excerpt from Class (A)'s and (B)'s Grammar Practice Results.

In Figure (22), it was notable that class (A) performed better than learners from class (B) in the quiz. Additionally, I discovered that S1 from class (A) scored the lowest grade, whereas S10 from class (B) scored the highest grade in the quiz. Learners' performance in the quiz provided an evidence of their level of comprehension of the grammar items that were explicitly taught to them. Learners' performance in the grammar final test was similar to their performance in the practice quiz (see Figure 23).

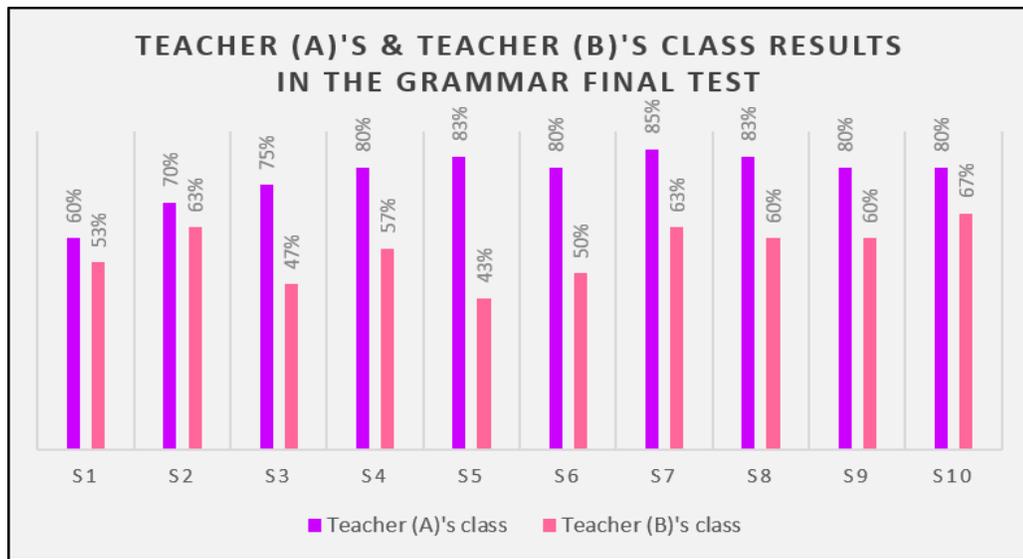


Figure 23: Excerpt from Class (A)'s and (B)'s Grammar Final Test Results.

In Figure (23), learners' grades from class (A) were remarkably higher than learners' grades from class (B). It was noticeable that both class (A)'s and (B)'s performance in the final exam was consistent with their performance in the practice quiz (see figure 22 and figure 23). My assumption is that teachers' choice of the method used in presenting the grammar items to the learners, had highly affected learners' level of comprehension, which in turn affected learners' performance in both tests.

A comparison between students' performance in the practice test and their performance in the final test is shown in Figure 24.

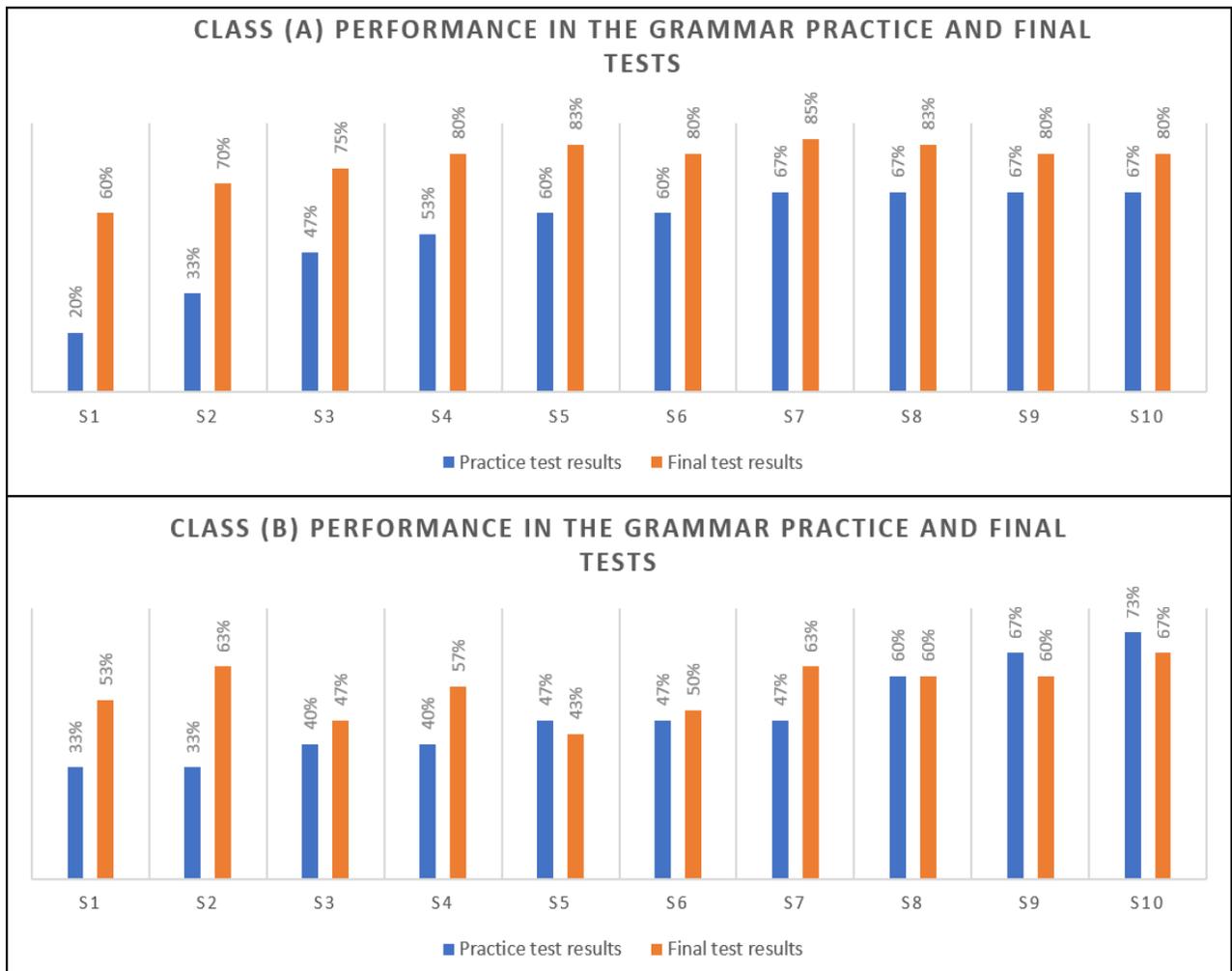


Figure 24: Excerpt from Classes (A)'s and (B)'s Performance in both Grammar Practice and Final tests.

In Figure (24), it was obvious that class (A)'s learners have performed better in the final test than the practice test. My assumption is that learners' exposure to the grammar items and their attempts to use them in their writing, has developed learners' knowledge and understating. As a result, learners from class (A) have shown great improvement with regards to their performances. In contrast, class (B)'s students have shown a slight difference between their performance in the practice test and the final test. A few students such as S1, S2, S3 and S7 have improved their

performance which I assume is a result of building a better understanding of the grammar by practicing it. On the other hand, S5's, S9's and S10's grades in the final test were lower than their grades in the practice test which could suggest students' lack of understanding of the grammar items.

Chapter 5: Discussion of Results

This chapter interprets and discusses the results and the findings from analysing the data in the previous chapter. Additionally, the conclusion, recommendation and limitation will be presented in this chapter.

5.1 Discussion of Results

5.1.1 The impact of explicit grammar teaching on EFL learners' competencies

According to the analysis done on the classroom observations, the consolidation worksheets, the independent practice worksheets and the final writing test, I discovered different effects of the explicit grammar teaching on these students' competencies. First, the results suggested that explicit teaching can enhance learners' comprehension of the presented content if linked with learners' prior knowledge and backgrounds such as in the case of class (A). Therefore, learners could possibly construct further understanding by creating coherent links between what they already know about the learned concept through the exposure in the classroom experience (Eggen & Kauchak 2001; Slavin 2014). This experience can help to consolidate understanding through experiencing the task and being provided explicit instructions given by the teachers (Berk 2009; Eggen & Kauchak 2001; Ellis et al. 2009; Slavin 2014; Trawick-Smith 2000). This could affect the amount of knowledge gained which is shaped by the feedback received from the teacher in order to fulfil the task effectively (Dash & Dash 2007). However, connecting students' previous knowledge with the new information without providing a clarification of the differences between them, such as in the case of the differences between 'and' and 'in addition', may result in fossilized errors (Cameron 2001; Long 1998).

The second result observed was that every student has a different learning style which impacts his/her level of comprehension of the topic presented. The analysis done in the Data Analysis section showed that explicit teaching did not have the same impact on learners' comprehension of the grammar presented in both classes A and B. The reason is that, according to Farrell (2006), every learner has a different learning style which consists of sensory style dimensions, social style dimensions and cognitive style dimensions, that impact learner's level of understanding. Hence, teachers following explicit teaching method should pay attention to involving the different learning styles, to achieve further improvement in learning grammatical aspects (Jongwon et al. 2016). This can have positive effects on increasing learned grammar using strategies that motivates students' language learning according to their styles of learning (Berk 2009; Farrell 2006). From my perspective, depending only on explicit teaching to provide important details regarding grammar rules, such as the conjunctions' functions and positioning, to students with different learning styles, may result in students' confusion or miscomprehension of the rule.

Additional results found while observing classrooms and analysing worksheets provided to students, is that teachers' strategy of implementing explicit teaching and their choices of the materials used to introduce the information to the students may affect students' understanding of the information presented. As in the case of the introductory worksheet provided by teachers (A) and (B), the lack of details regarding how do connectors work, what do they join to form a sentence impacted students' comprehension and implementation of the connectors in their writing. Furthermore, teachers' choice of the materials used to assess knowledge can impact learners' comprehension both positively and negatively. Thus, the consistency between the amount of explicit teaching presented during the class and the materials used such as worksheets is difficult

to be achieved (Dash & Dash 2007; Reid 2005). The reason could be that there are other factors affecting that balance, because some teachers' may spend more time in giving the explicit teaching which affects the time spent in assessing understanding using a worksheet (Bartels 2005). The use of assistive materials after explicit teaching appears to play an important role as it is considered to be the time where the students experience their learning and test their understanding (Harmer 1987; Thornbury 1999). Similarly, teachers can use that time to provide the needed feedback to bring learners to the right track and reflect on the strength of their explicit instructions. On the positive side of the choice of materials and teaching explicitly, teachers may follow up their explicit instructions on a grammar task immediately with materials that can build up and reinforce knowledge of that concept (Harmer 2007). Hence, that immediate consolidation can strengthen the knowledge further and elaborate further comprehension of the task being presented (Eggen & Kauchak 2001; Lightbown & Spada 2006; Slavin 2014). Another positive impact for that is to provide instant feedback on the task rather than providing general feedback within a limited time, which can create additional opportunities for students to ask and correct their errors (Dash & Dash 2007).

5.1.2 The impact of explicit grammar teaching on EFL learners' performance

Considering the analysis done on students' production in the class, their writing tests and their performances in the grammar tests, I found that if this particular circumstance the explicit teaching of grammar may enhance learners' comprehension of the grammar items. This may have impacted positively on their performance in the grammar tests. Providing students with clear and direct instructions helps in guiding them to the accurate usage of the grammar rules which leads to a better performance in the grammar tests, such as in the case of class (A). As a result, the students

can use the grammar formula effectively and decode the correct use of the grammatical rule, which can be applied through the implementation of the rule along with detailed teaching of that rule and supported with instant feedback (Pourmoradi & Vahdat 2016). However, learners with different learning styles may not pay attention during the class if they were not employed in the learning process. As a result, learners' comprehension may be affected due to the lack of interest as the topic is not matching their learning styles, which will result in committing errors while using the grammar items (Vogel et al. 2011). This in turn could negatively impact their performances in the grammar tests as their involvement in learning grammatical rules is considered lower than expected. Grammar in particular is considered as the main component of English language accuracy, which requires further attention to be given in teaching EFL learners and further involvement in experiencing new information to make the students able to tackle the issues in learning and solve them (Berk 2009; Eggen & Kauchak 2001; Slavin 2014; Trawick-Smith 2000).

Another result found when observing classes and analysing students' work is that providing learners with guided and independent practices after the explicit teaching, resulted in building a better understanding of the grammar, such as in class (A). This can help the teacher measure students' understanding as well as test students' ability in being able to construct further comprehension on the task given (Carroll 1989). Consolidating and evaluating students' understanding of what has been taught is considered crucial, since it exposes the learners to the language and provides them with feedback (Zimmerman & DiBenedetto 2008). Hence, the students can combine between what is explicitly taught in class and depending on themselves to solve occurring issues in understanding, which can be later flagged to teachers for further assistance (Sheen 2005). Yet, guided and independent practices can negatively impact learners if they were

not chosen to suit students' language levels, such as in teacher (B)'s consolidation worksheet. I feel that teachers should focus on the selected independent tasks and use differentiation strategies to support the different levels in the classroom (Farrell & Patricia 2005).

Another result suggested after analysing students' writing test, is that teachers' approach to teaching and their perspective to the purpose of teaching could impact students' performance. As in the case of teacher (A)'s students' writing test, it appeared that the teacher's purpose of teaching argumentative essays to the students is for the sake of passing the test (see figure 19 and appendices). Despite teachers' beliefs that teaching to the test is an effective and sufficient tool, students' language competencies can be negatively affected by it. Teaching to test may lead to some fluctuation in students' mastery of language skills since it prepares them to deal with specific content in a specific way (Hughes 2003; Longo 2010). Teaching the students and training them to deal with specific content in a specific way strict students' ability to use the component of the language spontaneously (Crocker 2003).

Additional result that I discovered while analysing students' writing and grammar tests, that the more the students practiced using the grammar in their writing, the better and more experienced they get. As a result, learners built a better understanding of the grammar which led to improving and enhancing their performances in grammar tests, such as in class (A)'s case. That transfer of knowledge through written practice leads not only to consolidate the ideas but also experience the ability of using the grammatical rule in meaningful statements or texts (Thornbury 1999). As a result, teachers can also have a chance to monitor that experience and reflect upon strengths and

weaknesses in learning as EFL students (Dalili 2011). However, learners who did not practice using the newly introduced grammar and depended only on their previous knowledge of grammar, were not able to develop their writing skills which negatively impacted their performances in the grammar tests (see Data Analysis section). Thus, depending on prior knowledge is good but still is not enough to be used solely without employing the newly learned rules, which is leading to distract the learning opportunity and reducing the accuracy in learning the language (Long 1998).

5.2 Conclusion

This research was conducted in the UAE with college level students, to study the impact of explicit teaching of grammar on EFL learners' writing competencies and performances in grammar tests. The main finding of the study indicates that explicit teaching does not solely impact students' competencies and performances, since there are different factors that proved to affect them as well. Students' involvement in the class and teachers' choice of worksheets are two factors that could have an impact on students' comprehension and motivation to learn.

Students' comprehension had shown improvement when their prior knowledge was linked to the newly presented information. Students became more confident to use the grammar items in real life context. This confidence was reflected in their writing test as they used a variety of conjunctions to enhance the coherence of their texts. Although students committed errors while using the newly introduced grammar, those errors provided the students with the experience needed to construct their knowledge. As a result, students improved their usage of the grammar components which in turn impacted positively on their performances in the final grammar tests.

Explicit teaching had shown different impacts on students' competencies and performances due to the variety of their learning styles. Students' involvement in the classroom had shown a positive impact on their level of comprehension and interest in learning. Students' knowledge of some grammar components had shown improvement after being frequently exposed to them through classroom experience. Students were exposed to the grammar items using various methods such as assistive worksheets, tests and feedback. Thus, teachers following explicit teaching approach yet attempting to involve the students in the classroom, seemed to enhance students' level of understanding of the topic presented. The improvement in students' performances in the grammar tests had shown that classroom experience plays an essential role in the enhancement of students' comprehension of the topics presented. Hence, teachers using explicit teaching should take into consideration all learning styles when planning and preparing materials in order to insure students' motivation and participation in the class.

To conclude, explicit teaching approach has a positive and a negative impact on students' levels in grammar. Students who were more involved in the class had shown more improvement in their usage of the grammar items. They also seemed more confident in using the new grammar items in their writing, which gave them the experience needed to enhance their usage and to guide them towards language accuracy. Learners performed better in the grammar final test as they had different methods to evaluate their understanding of the grammar which helped them to shape their knowledge. From my perspective, explicit teaching can enhance learners' competencies and performances in grammar if the teacher takes into consideration different factors such as students' learning styles, students' involvement in the class, appropriate consolidation materials, appropriate comprehension evaluation materials and tests.

5.3 Recommendation

This research studied the impact of explicit teaching of grammar on students' competencies and performance in EFL classroom. The impact of explicit teaching on students' competencies and performance is an interesting topic which require further research in order to reveal the factors that contribute in the success or failure of the explicit teaching. In future research, I recommend involving more than two teachers and observing more than one class per teacher. Involving more teachers will provide more information about their approaches in teaching grammar to EFL learners and whether they use explicit or implicit teaching. Investigating the impact of a combination of an inductive and deductive approaches in teaching grammar to EFL learners can provide more insight to the more effective and suitable approach to teach grammar to EFL learners. Furthermore, it is recommended for future research to choose a larger group of participants in order to run a t-test on their tests results. Using t-test to compare students' results will provide statistical significance that can be generalized.

In addition, studying the types of feedback provided by teachers to EFL learners is recommended in order to evaluate its effect on students' improvement. Additionally, adding questionnaires to the instruments of collecting data will provide more information regarding students' preferences of how to learn a language (i.e. mastering skills or study for the test). Furthermore, adding interviews with teachers to the instruments will provide more information about their perspectives and beliefs with regards to the effective approach to teach a language to EFL learners.

5.4 Limitation

A few limitations confronted me while conducting this study. The first challenge I faced was finding teachers teaching the same level and willing to participate in the study. The second

challenge that confronted me was finding time to observe my colleagues' classes. As a Foundations teacher, it was very challenging to find a suitable time for the observations, since all our classes in Foundations are scheduled at the same time. Another challenge that I confronted was not having access to the final grammar test which did not allow me to know the types of questions and the grammar items that have been included in the test. Finally, the shortage of time prevented me from attending more than one class per teacher due to the teaching load I had and the personal development sessions that I have to attend and present.

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Appendices

Appendix 1: Research Permission Letter



12-Mar-17

To whom it may concern

This is to certify that Ms.Haya Rashed Alnuaimi with Student ID number 2014201067 is a registered part-time student in the Master of Education offered by The British University in Dubai since January 2015.

Ms. Alnuaimi is currently collecting data for her dissertation (The Effect of Teaching Grammar Explicitly on College Students' Grammar Competencies and Performance in EFL Classroom).

She is required to gather data through conducting face-to-face interviews that will help her in writing the final dissertation. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

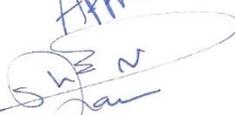
Any information given will be used solely for academic purposes.

This letter is issued on Ms.Alnuaimi's request.

Yours sincerely,




Dr. Amer Alaya
Head of Academic and Student Administration

Approved


Appendix 2: Grammar items in Foundations Level 3 Curriculum

Grammar	G1. Modals: might, may, will, probably, have to, should, must
	G2. Basic Syntax and Word Order
	G3. Comparatives and Superlatives
	G4. Conjunctions: in addition, however, also, moreover, although
	G5. Participial Adjectives
	G6. Passive
	G7. Present Perfect
	G8. Relative Clauses
	G9. Exemplification and Clarification: for example, for instance, in fact, indeed, such as
	G10. Conditional (1st and 2nd)
	G11. Connecting words: because, because of, due to, as, since, in order to
	G12. Intensifiers: too, enough, very, so ___ that
	G13. Past Simple & used to
	G14. Future: will, going to & present continuous

Appendix 3: Teachers (A)'s classroom observation

Teacher (A)

Tuesday 14th March 17

8:00 am.

- Teacher starts by showing a video about conjunctions and their functions. (conjunctions junctions) song.
 - Teacher ask students to brainstorm conjunctions and he wrote them on the board. Ss came up with three only which are: and, but & or.
 - Teacher write the three conjunctions on the board. He links the new conjunctions to the 3 conjunctions.
 - Teacher explains how some of the conjunctions can be used interchangeably.
 - Teacher explains the rest of the conjunctions that couldn't be linked to the 3 which are "Until and then". Teacher gives examples. "I lived with my parents until I was 15." "I went to Dubai then I went to Abu Dhabi".
- | And | but | or |
|-------------------|----------|----|
| also | However | |
| in addition | although | |
| Because, so (Why) | | |
- Teacher gives the students a worksheet and set 10 min for the students to finish the task.
 - Students work in groups to answer the worksheet.
 - Students discuss the questions in Arabic. Students ask about the function of "although", "until" and "then". Teacher check answers with whole class.
 - All students were finished by the end of the 10 min. Most students answered question 4, 7, 9 and 11 incorrectly.
 - Teacher provides the students with a worksheet that includes the conjunctions and their function.
 - Teacher ask the students to discuss the worksheet in groups and then ask him if they need clarification.
 - Some students had questions about the function as they didn't understand it.
 - Teacher clarifies the functions and gives examples.
 - Teacher provides the students with a worksheet and ask them to use the conjunctions provided in sentences.
 - Teacher collects the papers for correction and feedback.

Appendix 4: Teachers (B)'s classroom observations

Teacher (B)

Wednesday 15 March 17

8:00

- Teacher starts by showing the Functions of the conjunctions through OHP.
- Teacher hides the conjunctions and zooms on the functions and starts to explain them by giving examples.
- Teacher asks the students to provide conjunctions that they can use for one of the functions explained.
- Teacher tries to elicit answers from the student. Students are providing random answers.
- Students look confused and they are not willing to give answers.
- Students are asking their classmates, using Arabic, about the meaning of the function and conjunctions.
- Teacher zooms out and show the conjunctions to students. Teacher uses the conjunctions in sentences and he explains the examples in the worksheet.
- Teacher provides the students with worksheet to practice the conjunctions.
- Teacher sets 10 min for the students to finish the task.
- Students are working individually.
- Students are asking their classmates, in Arabic, about the meaning of some vocabs and some conjunctions.
- Students look confuse as sentences are repeated twice but with a different conjunction.
- The time is up and some students didn't finish the task yet.
- Teacher asks ~~to~~ students randomly to answer one of the sentences.
- Whole class feedback.
- Teacher provides the students with a worksheet with some conjunctions and ask them to use them in sentences.
- Students are asking many questions about the conjunctions and their functions.
- Teacher collects the papers for correction and feedback.

Appendix 5: Teachers (A)'s and (B)'s Instruction Worksheet

LINKERS AND CONNECTORS

Purpose	Linker/Connector	Examples
CAUSE AND REASON	Because / Since / As Because of / Due	Since we arrived late, all the best seats had been taken. We were unable to go by train because of the rail strike.
CONTRAST	Although / Even though / But Despite / In spite of However / Nevertheless/ On the other hand	Although the car is old, it is still reliable. Despite / In spite of the rain, I went for a walk. Buying a house is expensive. However , it is a good investment.
ADDITION	And In addition / Furthermore / Moreover / As well as / Also / Too	She writes novels. In addition , she also writes poetry. They robbed a bank as well as a post office. They adore Indian food. I like Indian food, too .
PURPOSE	In order (not) to	Anita phoned me in order to recommend a film she had just seen.

Appendix 6: Teachers (A)'s and (B)'s Consolidation Worksheets

Teacher (A)'s Consolidation Worksheet

Connectives Worksheet

Complete the following sentences using the correct connective.

AlthoughButSoandThenUntil

1. _____ travelling by plane is fast, its expensive _____ bad for the environment.
2. Car-racing is exciting, _____ it's very dangerous.
3. I love exciting places, _____ I want to go to a city.
4. It's usually very hot in Australia _____ the end of April.
5. I would like to go to the beach first, _____ we can go to the restaurant.
6. I like to eat beef, _____ I do like to eat chicken.
7. _____ you're saying you want to go diving?
8. I want to go snorkeling, diving _____ to the opera.
9. _____ you finish your homework you can't watch T.V.
10. It's foggy and stormy outside, _____ you should wear a coat _____ boots.
11. You're not 17 years old, _____ / _____ / _____ you'll have to wait till you can drive a car.
12. I love my pet dog, _____ I prefer music.
13. Its windy today, _____ take your umbrella _____ be careful.
14. Snorkeling in the sea is exciting _____ fun, _____ I prefer to climb mountains.
15. England is colder than Spain, _____ Spain is hotter than England.

Teacher (B)'s Consolidation Worksheet

NAME: _____ DATE: _____

GRAMMAR IN WRITING: FINISH THE SENTENCES...

AND BUT SO BECAUSE

(with Past Simple Tense)



- Complete the sentences below – use your imagination!

1. I fell off my bicycle, *and* I hurt my leg.
2. I fell off my bicycle *because* I wasn't careful.
3. We ate a really big breakfast, *so* _____
4. We ate a really big breakfast, *but* _____
5. It rained, *and* _____
6. It rained, *but* _____
7. The telephone rang, *so* _____
8. The telephone rang, *but* _____
9. They went shopping *because* _____
10. They went shopping, *and* _____
11. Sarah cleaned the house, *but* _____
12. Sarah cleaned the house, *so* _____
13. I forgot to bring my money *because* _____
14. I forgot to bring my money *so* _____
15. He got on the airplane, *and* _____
16. He got on the airplane, *but* _____
17. The monkey ran away from the zoo *because* _____
18. The monkey ran away from the zoo, *so* _____
19. I watched TV, *and* _____
20. I watched TV *because* _____

Appendix 7: Teachers (A)'s Independent Practice worksheets

S1

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

- ✓ 1. I am always go to college because I want work in future
- ✗ 2. Although you're saving you want to go diving?
- ✓ 3. I would like to go park first, then we can go to eat lunch.
- ✓ 4. They eat pizza, rice in addition they eat desert
- ✓ 5. You should study hard however they study

(Using grammar makes the meaning incorrect hard to understand) The study was tired

S2

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

- ✓ 1. Because he's sick, he can't come.
- ✓ 2. Although his leg is sore, he's swimming
- ✓ 3. I'm faster than you.
- ✗ 4. I had to pay 5 dollars in addition
- ✓ 5. However, this has not always been true.

S3

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

~~because~~ ~~although~~ ~~than~~ ~~in addition~~ ~~however~~

1. ✓ I hate tomatoes; however ^{it} is healthy.
 - X 2. we should study than doing your homework.
 3. ✓ I ~~did~~ ^(not) do my homework because I forget.
 - (w.o) 4. ✓ I'll help my sister although I'm tired.
 5. _____
- ✓ I eat pasta in addition [^] pizza.

S4

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

~~because~~ ~~although~~ ~~than~~ ~~in addition~~ ~~however~~

- X 1. however, other people think the opposite.
- ✓ 2. I need coffee in addition [^] more milk.
- ✓ 3. He was absent from school because he was sick.
- ✓ 4. I love summer although it's very hot.
- ✓ 5. I prefer [^] go shopping more than study.

S5

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

1. ^B because he sick, he can't come.
2. Although AFra is rich, she is not happy.
3. I am taller than AFra.
4. I study France in addition to ^E english.
5. Ahmed has money. However, he ^X not all that happy.

S6

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

1. She was late because her car broke.
2. Although travelling by plane is fast. (Second clause is missing)
3. I would like to go to the beach first then we can go to the restaurant.
4. ~~In addition~~ Ahmed study hard he was good student.
5. ~~However~~ she can't catch the bell. However fast she run.

S7

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because | **although** | **than** | **in addition** | **however**

- ✓ 1. I like cold coffee more than hot coffee.
- ✓ 2. I am late today because my sister was in hospital.
- ✗ 3. Although it math was difficult. (second clause is missing)
- ✗ 4. I want pasta in addition orange juice.
- ✗ 5. I love my cousin however my friends.

S8

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

~~because~~ | ~~although~~ | ~~than~~ | ~~in addition~~ | ~~however~~

- ✗ 1. I like ^{but} eat dinner rather than eat breakfast.
- ✗ 2. However some student like to do homework.
- ✓ 3. Maryam go to the hospital because she is sick.
- ✓ 4. I need milk in addition orange juice.
- ✗ 5. salem like Math subject although Ali like Arabic subject.

59

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

- ✓ 1. I like to eat pasta because it's so delicious.
- X 2. I prefer ~~eat~~^{juice} than coffee.
- X 3. I hate math although it is difficult.
- ✓ 4. I need cupcake in addition orange juice.
- X 5. however some people didn't like to study.

510

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

- ✓ 1. She was late because her car broke.
2. Although travelling by plane is fast.
3. I ~~would~~^{would} like to go to the beach first then we can go to the restaurant.
4. In addition study hard he was good student.
5. She can't ~~catch~~^{catch} the ball fast ~~she~~^{she} run.

Appendix 8: Teachers (B)'s Independent Practice worksheets

51

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because
although
than
in addition
however

- ✓ 1. I do my homework because I want to learn more.
- ✓ 2. The winter is wonderful although it was very cold.
- ✗ 3. First, I want to eat than I want to do my homework.
- ✗ 4. In addition I go to traditional car.
- ✗ 5. However, other people prefer new things.

52

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because
although
than
in addition
however

- ✓ 1. I go to hospital because I am sick yesterday.
- ✗ 2. I eat breakfast than I go to college.
- ✓ 3. Although I was sick yesterday, I go to work.
4. In addition to work, I go to home.
- ✗ 5. However, the people must go to work in winter.

In addition, I go to mall after finish work.

S3

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

- ✓ 1. ~~I was~~ They didn't go to school because they was sick
- ✓ 2. Although she was sick, she ~~go~~^{went} to the school.
- ✓ 3. ~~She~~ she ~~is~~ smarter than me.
- ✗ 4. In addition she ~~was~~ tired, she stayed hard ~~to~~ for the exam.
- ✗ 5. ~~However~~ you can't get full mark ~~however~~ you study.

S4

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because **although** **than** **in addition** **however**

- ✓ 1. She got sick because she didn't wear heavy cloth.
- (Meaning not clear) ✗ 2. Mohamed is truant although he respect the teacher.
- ✓ 3. Shatha is Tanger than me.
- ✓ 4. I am cook the lunch in addition some sweet.
- ✓ 5. I like to eat fast food however I didn't too much of it.

S5

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because	although	than	in addition	however
---------	----------	------	-------------	---------

- ✓ 1. Yesterday, I didn't go to college because I was sick.
- ✓ 2. She is smarter than me.
- ✓ 3. In addition to basketball, I am good at volleyball.
- ✗ 4. I like to eat pizza although it is nice.
- ✓ 5. She has money. However, she's not all that happy.

S6

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because	although	than	in addition	however
---------	----------	------	-------------	---------

- ✓ 1. I study hard because I want full mark in the exam.
- ✓ 2. The elephant is bigger than a monkey.
- ✓ 3. Although traveling by plane is fast, it is expensive.
4. In addition, I have lovely friends.
- ✗ 5. However, the same is not true for you.

57

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because | **although** | **than** | **in addition** | **however**

- ✓ 1. I like go to the college because I want learn new informa
- ✓ 2. although, ~~most~~ ~~time~~ we study much time, I don't have good
- ✗ 3. I eat food than I go to shopping. more
- ✓ 4. I like eat pizza in addition I like eat with cheese.
- ✓ 5. we like learn new words however we don't like come to college.

58

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

because | **although** | **than** | **in addition** | **however**

- ✓ 1. I love tea because it relax my body
- ✗ 2. I go to the gym than I will eat my breakfast
- ✓ 3. I like eat Pizza in addition I love pasta.
- ✓ 4. I don't love take the medicine although I have to take it.
- ✓ 5. They work it hard for the test
* however, they failed.

59

25

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

~~because~~ ~~although~~ ~~than~~ ~~in addition~~ ~~however~~

1. ~~was~~ happy because she got full mark.
2. ~~Although~~ she lives nearby, I rarely see her.
3. your cat is so much nicer than my cat.
4. ~~In addition~~ all her planning and tenacity were paying off.
5. ~~However~~ I have not set my heart on that.

S10

Use the following conjunctions in correct sentences, each conjunction should be used only ONCE:

~~because~~ ~~although~~ ~~than~~ ~~in addition~~ ~~however~~

1. I prefer my cat however I like T.V.
2. ~~I didn't want~~ I like ^{to} read because I ~~the~~ feel rest when I read.
3. ~~Although~~ traveling by plane is fast, it's expensive.
4. I have exam in addition a lot of homework.
5. I like red pen than black pen.

Appendix 9: Teachers (A)'s and (B)'s Grammar Practice Test

Grammar Test

Modals: Choose the correct answer:

Q1. I was using my pencil a minute ago. It be here somewhere!

- a) Should
- b) Ought to
- c) Must

Q2. You start working harder, if you don't want to repeat the course next year.

- a) Can
- b) Have to
- c) May

Q3. Nancy said you don't need to buy her anything for her birthday, but I really think you at least get her some flowers.

- a) must
- b) should
- c) can

Q4. I might be late at work today. I call my parents and inform them.

- a) Ought to
- b) may
- c) can

Q5. You look tired. I think you visit a doctor!

- a) must
- b) should
- c) can

Word Order: Re-order the sentences

CANCELLED

Q6. She/wants /to/finish/her/studies/quickly

.....

Q7. Mohammed/went/to/Dubai/last/week.

.....

Q8. He/passed/the/exam/because/he/studied/well/for/it.

.....

Q9. I/had/a/job/interview/recently.

Q10. It/was/so/cold/that/we/had/to/wear/our/coats.

Conjunctions: Choose the correct answer

Q11. We can sit and chat all day., I prefer to go to the Mall and have fun.

- a) in addition
- b) however
- c) also

Q12. she is a nice girl, I don't quite like her.

- a) however
- b) also
- c) although

Q13. The service at this restaurant is excellent., the food is delicious.

- a) nevertheless
- b) also
- c) although

Q14. John helps his parents all the time, he's a good student.

- a) in addition
- b) although
- c) however

Q15. Students are given many tests these days., they don't have enough free time.

- a) although
- b) moreover
- c) nevertheless

Used to: Re-write each sentence with "used to"

Q16. He was a great football player when he was 15.

Q17. She read a lot of books in the past, but now she is always busy that she rarely read any.

Past simple: Use the verb between brackets in the past simple tense

Q18. Ali was a car racer. He (win) the golden medal last year.

Q19. Noora (study) French last semester.

Q20. Where (do) Jane and Gerry travel last year?

Appendix 10: Teachers (A)'s and (B)'s Students' Results in the Grammar Practice Test

Teacher (A)'s Learners' Results in the Grammar Practice Test		
Students	Out of 15	Out of 100
S1	3	20%
S2	5	33%
S3	7	47%
S4	8	53%
S5	9	60%
S6	9	60%
S7	10	67%
S8	10	67%
S9	10	67%
S10	10	67%

Teacher (B)'s Learners' Results in the Grammar Practice Test		
Students	Out of 15	Out of 100
S1	5	53%
S2	5	63%
S3	6	47%
S4	6	57%
S5	7	43%
S6	7	50%
S7	7	63%
S8	9	60%
S9	10	60%
S10	11	67%

Appendix 11: Teachers (A)'s and (B)'s Students' Results in the Grammar Final Test

Teacher (A)'s Learners' Results in the Grammar Final Test	
Learners	Results out of 100
S1	60%
S2	70%
S3	75%
S4	80%
S5	83%
S6	80%
S7	85%
S8	83%
S9	80%
S10	80%

Teacher (B)'s Learners' Results in the Grammar Final Test	
Learners	Results out of 100
S1	53%
S2	63%
S3	47%
S4	57%
S5	43%
S6	50%
S7	63%
S8	60%
S9	60%
S10	67%

Appendix 12: Teacher (A)'s Students' Results in the Grammar Practice and Final Tests

Teacher (A)'s Learners' Results in the Practice Grammar Test		
Students	Out of 15	Out of 100
S1	3	20%
S2	5	33%
S3	7	47%
S4	8	53%
S5	9	60%
S6	9	60%
S7	10	67%
S8	10	67%
S9	10	67%
S10	10	67%

Teacher (A)'s Learners' Results in the Grammar Final Test	
Learners	Results out of 100
S1	60%
S2	70%
S3	75%
S4	80%
S5	83%
S6	80%
S7	85%
S8	83%
S9	80%
S10	80%

Appendix 13: Teacher (B)'s Students' Results in the Grammar Practice and Final Tests

Teacher (B)'s Learners' Results in the Grammar Practice Test		
Students	Out of 15	Out of 100
S1	5	33%
S2	5	33%
S3	6	40%
S4	6	40%
S5	7	47%
S6	7	47%
S7	7	47%
S8	9	60%
S9	10	67%
S10	11	73%

Teacher (B)'s Learners' Results in the Grammar Final Test	
Learners	Results out of 100
S1	53%
S2	63%
S3	47%
S4	57%
S5	43%
S6	50%
S7	63%
S8	60%
S9	60%
S10	67%

Appendix 14: Teacher (A)'s Students' Production in the Final Writing Test

S1

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays prefer fashion for anything and thing the fashion is more important rather than some people thing they don't need it. In my opinion, the fashion is good thing, but some people disagree. In this essay, I will look at two sides and give reasons for my opinion.

I have three main reasons for my opinion. My first reason is that the dresses have a good equality. For example, I went with my brother

S1

All my [redacted]
 to manar mall to buy clothes because this mall have a better quality for all clothes. Secondly, I love too much shopping for makeup store in malls. This means that the mall have all makeup store for example Forever, Sepora, Mac, Inceat and also Mehelin. My third reason, is the communicate with employees ^{in the mall} is too much easy. For instance, when I need help for any thing their have many persons in the store come to help me.

However some people think the opposite. Firstly, they say that the shopping is waste their time. They say that because they don't have time for shopping because the shopping need more time. Secondly, they believe that they can shopping online. They calm that they don't know all safe when they have important day so shopping online is better. Finally, they are spend more money for buy one or two thing. They say that because the

S2

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

- | | | |
|--|---|---|
| <p style="text-align: center;">agree</p> <p>Fashion.</p> <ol style="list-style-type: none"> 1- It is very beautiful 2- It has many model 3- Many people ^{are} like shopping fashion | } | <p style="text-align: center;">disagree.</p> <ol style="list-style-type: none"> 1- It has many many 2- Some people don't like that 3- Some people need people talk about what they shop and how many |
|--|---|---|

Some people like fashion. But another people don't like. For me I liked fashion because it is beautiful. Now, I will talk about How people disagree and agree with fashion is important.

I have many reason for agree with fashion is important. First my reason for that, it is very beautiful. For example, I like choose shirt and

S2

june, shoes for fashion because of I feel cool after shopping. Also my secondly reason for that. It has many models. It means that will I go to shopping I see many shirt but the model is different after that I choose what the shirt like me. my third reason many people are shopping fashion. It is mean that, I see many people like to shop means they don't like shop copy one because of people see what they shop and talk about this person.

However, some people disagree with me. They have many reason about that. First reason about that, the cost has many people. This mean that some people choose shoes but the cost is very big and they don't like that. Also secondly reason about that some people don't like fashion. For example they like choose shirt simple and the cost very small. finally reason about that some people heard the people talk about what they shop and how many that. For example, my friend's shop many dress because she want your friend talk about dress.

In conclusion, I prefer shopping fashion because it is very beautiful and I must in month shopping because I like that.

S3

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Handwritten: Fashion is important thing in my life.

Handwritten: Many people nowadays prefer spend time and money on shopping rather than spend money for anything else. In my opinion I think that . In this essay I will talk about this topic and give reasons for my opinion.

S3

I have three reasons for my opinion. Firstly, clothes is important thing to me. For example every month I should go to mall and buy some of clothes. Secondly, Spend our time in shopping is make my happy and I enjoy it when I go to malls, This mean that, when I feel bored and I didn't have something to do I go to shopping with my friend or my family. The last reasons for my opinion is change our mood and routine. For example I go to college every day but in the weekend I go to Dubai to shopping because I need to change my routine.

However some people oppiste. I ~~with~~ will give some reasons for how didn't spend time in shopping. firstly, Some people disagree ~~with~~ shopping and they didn't like to go out side. For example, My sister like to spend her time in the bed. ~~Secondly~~ Some people didn't like to see people out side and ~~that~~ that make they bored. This means that, fashion is not important thing and they do and dress any thing.

In conclusion ~~that~~ I personally think that fashion is important thing in my life and I like to spend my money for shopping and ~~buy~~ buy clothes.

S4

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

like your self

have a confident.

Many people nowadays prefer to spend their time and money on shopping and fashion. In my opinion I think fashion is important but some people disagree. In my essay, I will discuss both sides and give reasons for my opinion.

I have three main reasons for my opinion. My first reason is that people have a confidence of themselves. For example when you have good style you will have

S4

a confident. Secondly, like your selfe this mean that when you have a good styl you will love your selfe more. thirdly, I believe the fashion is important. This mean that you should have a good styl.

However, some people have the oppisit side. Firstly, they belive the fashion is not important for the life. this mean that it is not every thing in the life. secondly, nowa day the bag not cheap. for example, it was cheap but now one bag cost 5000. finally, we can have a simple styl not over, this mean that we can be my styl not be fashionable.

In concluen, I like my styl, my one styl not be or wear any new fashion

S5

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays rather, every year people spend their time prefer their money on shopping and fashion. In my opinion money on shopping and fashion, but some people disagree, In this essay I will look at both and give reasons for my opinion.

I have three main reasons for my opinion. My first reason is that spend money on shopping and fashion it is important think. For example it make people look better and beautiful.

Secondly, it is shopping is exciting think going to mall and shopping with family. For example going out said like going to the mall not stay at home all time. My third reason is that fashion it is making person look like good and clean person not dirty person. For example not wearing any clothes like old clothes people have buy clothes every years it is better then wearing the same clothes every years it is worst think.

However but some people think the opposite. They feel that spend money on shopping it is not good think it is bad. For example they make them feel bad. They believe that spend their money can make them poor. That means that they will lose all money at shopping. They claim that some people can't go to shopping it is because they don't have a lot of money to buy every years clothes they can only buy food and stay a live.

In conclusion, I personally feel that every years people have to go to the mall and buy clothes, but some people disagree they prefer not spend money on shopping.

S6

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays think fashion is important rather than other people think fashion is not important. In my opinion I think the fashion is important, but some people disagree. In this essay, I will talk about both sides and give reasons for my opinion.

I have three reasons for my opinion. My first reason is that it is beautiful and fashionably.

S6

For example, you wear a beautiful clothes and cute. Secondly, it is famous in the world. This main is that many people wear a fashion clothes. Thirdly, you can be a famous person. For example, when you wear fashionable clothes people will make you famous person.

However, some people is opisit. Firstly, it is not culter. For example, some cuntries can't wear fashion clothes. Secondly, some clothes soo small. This main is that many fashion clothes is cut and small. Finally, it is expensive. For example, the fashion clothes is many expensive and maybe some people didn't have enough money to buy it.

In conclusion, I think the fashion is important is better because it is beautiful and cute clothes.

S7

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays prefer spend money on shopping rather than prefer to refuses spend money on shopping. In my opinion money make you happy, but some people disagree. In this essay, I will look at both sides and give reason for my opinion.

I have three main reasons for my opinion. My first reason is that spend money makes your life remarkable. For

57

example; shopping feel you better this mean that someone who I feel enjoy, I go to shopping because of many different pattern and it's removed in other word it's improved. Secondly, I think it's make you to know quickly the new design this mean that it help you to know a new thing like t-shirt and short also dress although quality. Thirdly, it's help you to see new view and sometime, it make children feel happy. For example, games and stores and other thing.

However, other people have the opposite point. Firstly, they believe that they refuse spend money about more things. For example clothes this mean that they wear cloth for one day then they throw it due to fashion. Secondly, they claim that money is important to keep it for the future this mean that keep part of the salary for work or study. Ultimately, they say that waste the money is unimportant thing for you life because some people they don't have half dollar for eat or other thing.

In conclusion, I personally feel happy when I go to the mall because it help to relax and feel better although about any think I do, but I think other people have a correct opinion and I respect their opinion. Also, money is every thing in these life and people waste the money rapidly in this life.

S8

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays prefer to spend their time and money for shopping, rather than, I write for people the opposite. In my opinion, I think the shopping malls its very important for the girls because they want with the fashionable, but some people disagree. In this essay, I will look at both sides and give reasons for my opinion.

I have three main reasons for my opinion. my first reason is that I agree the shopping malls but she buyer littel and don't spend more. For example,

S8

she spend but dont buyer expensive . secondly I shopping mall because this is important for me . This means that , Because I went to grandmother home and I use the dress and makeup then we go the home and also went the college ^{so} she is important shopping ^{the mall} and take shoes and abaya and new dress . My third reason is that , not go shopping all the day only in the weekend I go to shopping mall , for example , because I didn't like spend all the time for days shopping but I go another place only in the weekend go for shopping some time I go with my family first the new month .

However , some people think the opposite . My first reason is that she is expensive and didnt like go shopping every weekend . for example , she dislike the shopping because in the weekend she is traffer and many people in the mall . secondly , she didnt like with fashionable only in the year ^{This means the} ~~example~~ , go and getting dress and any thing we want used and go home . My third reason is that the people take littel salary . for example , she didn't allowed the children go to shopping only take littel shooing and some people dont like shopping more time in the mall .

In conclusion , I personally feel that is better and good and important because I like fashion and shopping every month and year .

S9

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays spend time and money on shopping and fashion, rather than people they didn't important the fashion. In my opinion I think fashion is not important, but some people disagree. In this essay I will both my reasons and example.

I have three reasons for my opinion. Firstly, not every body perfect fashion. for example my sister wear the jennes short it's the

S9

fashion but she didn't like the look because her body didn't not available wear this kind of clothes but another kind she liked. Secondly, some clothes, their cut, and above it's fashion but some of clothes it's very bad and not available wear in U.A.E is any body see one person wear this clothes he sad for her because not traditional for U.A.E. This mean that should you know how to see the perfect from fashion for style wise. Finally, fashion affect for yourself and family because if see the fashion and search in internet you didn't set with you family and didn't eat with hem, family they want to set with hem and talk about if you have any problems on your life or schools. For instance my uncle she like the fashion very much and in Friday she didn't set with me or with her family just set in room and search what the fashion for clothes, color hair and make-up.

Some people disagree. They think the fashion is seen now life. For example if they see the fashion and make set with hem every body see the hem look and think very nice and fashionable. Secondly, they like the fashion because they want to take a picture.

S9

and bot this picture in sochir media like
 insteogram and snap chat. this means that they
 want all friend and people see the new style.
 finally, they think the fashion is top sties
 for man or woman startes because if wear
 like queen ahlam they every body like it and
 want to friend. for instace Narse ajram
 is singer; and every woman and children
 wear som clothes and cut heir sem it.

In the find I give my reasons and example
 for my opinion. don't import h for
 fashion same fashion it's bad for you
 you should see what the perfect
 clothes or any thing for you.

S10

I have three main reasons for my opinion. My first reason is that, some time you have to be fashionable. For example, when you have a party with your family, you will want to be in fashion and modern. Secondly, IF I have a lot of money and you are rich you must to buy any thing you wanted. This mean, IF I'm rich and I want to buy a bag from Dior or Chanel, I will can buy it. My third reason is the shopping is good for the women to be relaxing. For example, when I always think about something and my mood is so bad I go to the shopping and feeling relaxing.

However, there are some people disagree. Their first reason is the shopping is waste the money and the time. They think that IF you going to shopping and you don't have a lot of money and you have a lot of the other thing to do it like buy a car, so we must to save you money for that. Secondly, some time you don't need to buy a new thing. They believe, IF you have a good clothes you don't need to buy the new one. Finally, there are a lot of the important thing to do it. For example, you need your money to buy a food and put the flat on the car, also you need money to your kids.

In conclusion I personally think the shopping is important for every one and IF you shopping in good place you will can save the money for other important thing.

Appendix 15: Teacher (B)'s Students' Production in the Final Writing Test

S1

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays prefer fashion for anything and thing the fashion is more important rather than some people thing they don't need it. In my opinion, the fashion is good thing, but some people disagree. In this essay, I will look at two sides and give reasons for my opinion.

I have three main reasons for my opinion. My first reason is that the dresses have a good equality. For example, I went with my brother

S1

All my [redacted] to mall to buy clothes because this mall have a better quality for all clothes. Secondly, I love too much shopping for makeup store in malls. This means that the mall have all makeup store for example Forever, Sepora, Mac, Ingrid and also Mebelin. My third reason is the communicate with employees ^{in the mall} is too much easy. For instance, when I need help for any thing their have many persons in the store came to help me.

However some people think the opposite. Firstly, they say that the shopping is waste their time. They say that because they don't have time for shopping because the shopping need more time. Secondly, they believe that they can shopping online. They calm that they ^{know} all safe when they have important day so shopping online is better. Finally, they are spend more money for buy one or two thing. They say that because the

S2

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

- | | | |
|---|---|---|
| <p style="text-align: center;">agree</p> <p>Fashion:</p> <ol style="list-style-type: none"> 1- It is very beautiful 2- It has many model 3- Many people ^{are} the shopping fashion | } | <p style="text-align: center;">disagree.</p> <ol style="list-style-type: none"> 1- It has many many 2- Some people don't like that 3- Some people need people talk about what they shop and how many |
|---|---|---|

Some people like fashion. But another people don't like. For me I liked fashion because it is beautiful. Now, I will talk about How people disagree and agree with fashion is important.

I have many reason for agree with fashion is important. First my reason for that, it is very beautiful. For example, I like choose shirt and

S2

june, shoes for fashion because of I feel cool after shopping. Also my secondly reason for that. It has many models. It means that will I go to shopping I see many shirts but the model is different after that I choose what the shirt like me. my third reason many people are shopping fashion. It is mean that, I see many people like to shop marks they don't like shop copy one because of people see what they shop and talk about this person.

However, some people disagree with me. They have many reasons about that. First reason about that, the cost has many people. This means that some people choose shoes but the cost is very big and they don't like that. Also secondly reason about that some people don't like fashion. For example they like choose shirt simple and the cost very small. Finally reason about that some people hear the people talk about what they shop and how many that. For example, my friend shop many dress because she want your friend talk about dress.

In conclusion, I prefer shopping fashion because it is very beautiful and I must in month shopping because I like that.

S3

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

~~Many people~~ Fashion is important thing in my life.

Many people nowadays prefer spend time and money on shopping rather than spend money for anything else. In my opinion I think that . In this essay I will talk about this topic and give reasons for my opinion.

S3

I have three reasons for my opinion. Firstly, clothes is important thing to me. For example every month I should go to mall and buy some of clothes. Secondly, Spend our time in shopping is make my happy and I enjoy it when I go to malls. This mean that, when I feel bored and I didnt have something to do if I go to shopping with my friend or my family. The last reasons for my opinion is change our mood and routine. For example I go to college everyday but in the weekend I go to Dubai to shopping because I need to change my routine.

However some people oppiste. I ~~will~~ will give some reasons for how didnt spend time in shopping. firstly, Some people disagree ~~to~~ with shopping and they didnt like to go out side. For example, My sister like to spend her time in the bed. ~~Secondly~~ Secondly some people didnt like to see people out side and ~~that~~ that make they bored. This means that, fashion is not important thing and they do and dress any thing.

In conclusion ~~that~~ I prosomally think that fashion is important thing in my life and I like to spend my money for shopping and ~~to~~ buy clothes.

S4

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

like your self

have a confident.

Many people nowadays prefer to spend their time and money on shopping and fashion. In my opinion I think fashion is important but some people disagree. In my essay, I will talk about both sides and give reasons for my opinion.

I have three main reasons for my opinion. My first reason is that I have a confidence of my self. For example when you have good style you will have

S4

a confident. secondly, like your selfe this mean that when you have a good stayl you will love your selfe more. thirdly, I belive the fashion is important. This mean that you should have a good stayl.

However, some people have the oppisit side. Firstly, they belive the Fashion is not important for the life. this mean that it is not every thing in the life. secondly, nowa day the bag not shep. for example, it was shop but now one bag cost 5000. finally, we can have a sample stayl not over, this mean that we can be my stayl not be fashionable.

In concluen, I like my shily my one stayl not be or wear any new fashion

S5

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays rather, every year people spend their time prefer their money on shopping and fashion. In my opinion money on shopping and fashion, but some people disagree, in this essay I will look at both and give reasons for my opinion.

I have three main reasons for my opinion. My first reason is that spend money on shopping and fashion it is important think. For example it make people look better and beautiful.

Secondly, it is shopping is exciting think going to mall and shopping with family. For example going out said like going to the mall not stay at home all time. My third reason is that fashion it is making person look like good and clean person not dirty person. For example not wearing any cloths like old cloths people have buy cloths every years it is better then wearing the same cloths every years it is worsth thinks.

However but some people think the oppoist. They feel that spend money on shopping it is not good think it is bad. For example they make them feel bad. They believe that spend their money can make them poor. That means that they will loos all money at shopping. They claim that some people can't go to shopping it is because they don't have alot of money to buy every years clothes they can onley buy food and stay a live.

In conclusion, I personally feel that every years people have to go to the mall and buy cloths, but some people disagree they prefer not spend money on shopping.

S6

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays think fashion is important rather than other people think fashion is not important. In my opinion I think the fashion is important, but some people disagree. In this essay, I will talk about both sides and give reasons for my opinion.

I have three reasons for my opinion. My first reason is that it is beautiful and fashionably.

S6

For example, you wear a beautiful clothes and cute.
Secondly, it is famous in the world. This main
is that many people wear a fashion clothes.
Thirdly, you can be a famous person. For example,
when you wear fashionable clothes people will make
you famous person.

However, some people is opposite. Firstly,
it is not culture. For example, some countries
can't wear fashion clothes. Secondly, some clothes
are so small. This main is that many fashion clothes is
cut and small. Finally, it is expensive. For
example, the fashion clothes is very expensive
and maybe some people didn't have enough money
to buy it.

In conclusion, I think the fashion is
important is better because it is beautiful
and cute clothes.

S7

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays prefer spend money on shopping rather than prefer to refuses spend money on shopping. In my opinion money make you happy, but some people disagree. In this essay, I will look at both sides and give reason for my opinion.

I have three main reasons for my opinion. My first reason is that spend money makes your life remarkable. For

S7

example; shopping feel you better this mean that someone when I feel angry, I go to shopping because of many different pattern and it's removed in other word it's improved. Secondly, I think it's make you to know quickly the new design this mean that it help you to know a new thing like t-shirt and short also dress although quality. Thirdly, it's help you to see new view and sometime it make children feel happy. For example, games and access and other thing.

However, other people have the opposite point. Firstly, they believe that they refuse spend money about more things. For example clothes this mean that they wear cloth for one day then they throw it due to fashion. Secondly, they claim that money is important to keep it for the future this mean that keep part of the salary for work or study. Ultimately, they say that waste the money is unimportant thing for you life because some people they don't have help sustain for eat or other thing.

In conclusion, I personally feel happy when I go to the mall because it help to relax and feel better although about any think I do, but I think other people have a correct opinion and I respect their opinion. Also, many is every thing in their life and people waste the money rapidly in this life.

S8

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays prefer to spend their time and money for shopping, rather than, I write for people the opposite. In my opinion, I think the shopping malls its very important for the girls because they want with the fashionable, but some people disagree. In this essay, I will look at both sides and give reasons for my opinion.

I have three main reasons for my opinion. my first reason is that I agree the shopping malls but she buyer littel and don't spend more. for example,

S8

she spend but dont buyer expensive . Secondly , I shopping mall because this is important for me . This means that , Because I went to grandmother home and I use the dress and makeup then we go the home and also went the college^{so} she is important shopping^{the mall} and take shoes and abaya and new dress . My third reason is that , not go shopping all the day only in the weekend I go to shopping mall for example , because I didn't like spend all the time for days shopping but I go another place only in the weekend go for shopping some time I go with my family first the new month .

However , some people think the opposite . My first reason is that she is expensive and didnt like go shopping every weekend , for example , she dislike the shopping because in the weekend she is traffer and many people in the mall . secondly , she didnt like with fashionable only in the year^{this mean the} ~~example~~ , go and getting dress and any thing we want used and go home . My third reason is that the people take littel salary . for example , she didn't allowed the children go to shopping only take littel shooing and some people dont like shopping more time in the mall .

In conclusion , I personally feel that is better and good and important because I like fashion and shopping every month and year .

S9

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

Many people nowadays spend time and money on shopping and fashion, rather than people they didn't important the fashion. In my opinion I think fashion is not important, but some people disagree. In this essay I will both my reasons and example.

I have three reasons for my opinion. Firstly, not every body perfect fashion. for example my sister wear the jennes short it's the

S9

fashion but she didn't like the look because her body didn't not available wear this kind of clothes but another kind she liked. Secondly, some clothes, their cut, and above it's fashion but some of clothes it's very bad and not available wear in U.A.E is any body see one person wear this clothes he sad for her because not tradishinal for U.A.E. This mean that should you know how to see the perfect from fashion for style wise. Finally, fashion affect for you self and family because if see the fashion and search in internet you didn't set with you family and didn't eat with hem, family they want to set with hem and talk about if you have any problems on your life or schools. For instance my uncle she like the fashion very mach and in Friday she didn't set with me or with her family just set in room and search what the fashion for clothes, color hair and make-up.

Some people disagree. They think the fashion is seen now life. For example if they see the fashion and make set with hem every body see the hem look and think very nice and fashionable. Secondly, they like the fashion because they want to take a picture

59

and bot this picture in sochr media like insteqram and snap chat. this means that they want all friend and people see the new style. finally, they think the fashion is top sties for man or woman startes because if wear like queen ahlam they every body liked and want to friend. for instace Narse ajram is singer; and every woman and children wear som clothes and cut heir sem it.

In the find I give my reasons and example for my opinion. don't import n for fashion some fashiah it's bad for you you should see what the perfect clothes or any thing for you.

S10

You should spend about 40 minutes on this task.

There are many shopping malls in the UAE. Every year people spend their time and money on shopping and fashion. Do you think fashion is important?

Give your opinion. Give reasons and examples from your own experience or knowledge.

You should write at least 200 words.

Plan

- | | |
|---|---|
| <p><u>important</u></p> <ul style="list-style-type: none"> * to be fashionable * If I can buy it now I can't buy it later * the shopping it is good for the women to be relaxing | <p><u>not important</u></p> <ul style="list-style-type: none"> * waste the money and the time * Some time you have need to buy new thing * there are other important thing to do it with your money. |
|---|---|

There are many people nowadays prefer to go to the malls for shopping and be on a fashionable, rather than some other dislove this thing. In my opinion the shopping in the malls is important and you should to spend your money for some thing not to keep it, but there are some people disagree with me. In this essay I will look at both side and give reason for my opinion.

S10

I have three main reasons for my opinion. My first reason is that, some time you have to be fashionable. For example, when you have a party with your family, you will want to be in fashion and modern. Secondly, if I have a lot of money and you are beach you must to buy any thing you wanted. This mean, if I'm rich and I want to buy a bag from Dior or Chanel, I will can buy it. My third reason is the shopping is great for the women to be relaxing. For example, when I always think about some thing and my mood is so bad I go to the shopping and feeling relaxing.

However, there are some people disagree. Their first reason is the shopping is waste the money and the time. They think that if you going to shopping and you don't have a lot of money and you have a lot of the other thing to do it like buy a car, so you must to save you money for that. Secondly, some time you don't need to buy a new thing. They believe, if you have a good clothes you don't need to buy the new one. Finally, there are a lot of the important thing to do it. For example, you need you money to buy a food and put the floor on the car, also you need money to your kids.

In conclusion I personally think the shopping is important for every one and if you shopping in good where you will can save the money for other important thing.