

A Comparative Study on the Awareness of Grammar Instructional Approach by EFL Teachers and Learners*

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The purpose of the present study was to compare Korean teachers' and students' awareness of effective grammar instructional approach with other nonnative EFL teachers' from different L1 backgrounds and then to suggest a model of desirable grammar instruction to fit the specific educational context of Korea. For this purpose, not only a questionnaire study but also research synthesis was carried out because any instructional model should be based on well-balanced theory and practice integration. The questionnaire survey was administered to an international teacher group, a Korean teacher group, and a Korean student group. The survey tried to represent an attempt to identify English teachers' and students' beliefs in grammar learning, grammar teaching practices, and suggestions for efficient grammar instruction. The major findings from research synthesis and the results of investigation into teachers' and students' views are summarized as follows: 1) Explicit grammar teaching is more effective than implicit grammar teaching regardless of formal instruction types; 2) FonF is more effective than FonFs; 3) The deductive/inductive dichotomy does not differentiate the effect size when given explicit instruction; 4) Teachers employ explicit and deductive grammar teaching methods the most frequently; and 5) Teachers and students contradict each other in their beliefs in the effective grammar teaching approaches: teachers in favor of explicit instruction and students in favor of implicit instruction. Finally, a model of grammar instruction to fit the Korea-specific context was postulated based on research findings and their feasibility into actual classroom settings.

I. INTRODUCTION

Research on the role of grammar instruction in foreign language learning now provides ample evidence to show that an explicit focus on form has a positive effect on foreign language acquisition. Norris and Ortega (2000) in a comprehensive-analysis of 49 Form-focused instruction (FFI) studies found that L2 formal instruction was significantly more

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effective than meaning-based instruction. R. Ellis (2002) also suggests that learners, by and large, seem to learn the grammatical structures they are taught explicitly. Yet since the recent, so-called communicative approach clearly downplayed the role of FFI in general, teachers and learners have been often misdirected to believe that it would be acceptable to abandon grammar instruction in English classrooms. Under the extreme view of communicative language teaching (CLT), the view that learning can come about through reciprocal, interactive practice prevails among the teachers.

Consequently focus-on-form activities accorded low status in classroom processes and the equation was drawn between CLT and the exclusion of grammar instruction and error correction. Some native Korean-speaking teachers, under the particular educational circumstances of Korea, still adopt the grammar instruction of the traditional methods amid the recent change emphasizing communicative aspects of language learning. Thus, most teachers have individually different knowledge basis and views on grammar instruction, varying from strongly negative to strongly positive ones (Hwa-Ja Lee, 2000). Some of the Korean teachers have transformed the way of teaching in their pursuit of CLT.

Now their views on grammar teaching became highly diverse, even polarized since, over the years, English teachers in general have altered their conceptualization of teaching and learning, being informed of new research findings and teaching strategies. Some teachers believe that students expect explicit, rule-based learning and corrective feedback by teachers. They also keep the view that students can benefit a lot from such a form-focused instruction, unlike the prediction made by naturalist theorists that L2 as well as L1 acquisition is governed by principle of UG and grammatical structures are acquired in a certain predetermined order, regardless of sequence or amount of formal instruction. Then they justify themselves for a return to explicit, discrete-point grammar with the advent of the debate over form-focused teaching. However, they miss one important grammar teaching principle that explicit instruction may operationalize many different ways, as the studies analyzed by Norris and Ortega (2000) reveal. Other teachers still prefer indirect, implicit grammar instruction in keeping a pace with the national curriculum, which emphasizes communicative English education.

The diverse beliefs in grammar instruction imply that teachers should learn there could be several subtypes of explicit instruction so that inferences regarding their relative effectiveness can be drawn. They should be provided with an instructional model and a repertoire of grammar teaching on which instructional decisions can be made. Thus the purpose of the present study is to compare Korean teachers' awareness of effective grammar instructional approach with other nonnative EFL teachers' with different L1 background and then to suggest a model of desirable grammar instruction to fit the specific educational context of Korea. The instructional model will be postulated on the basis of an overview of research to date and the results from the investigation into teachers' views.

II. RESEARCH REVIEW

1. The Role of Grammar Instruction

Although many studies have demonstrated positive effects for meaning-based instruction in second or foreign language development, there was a widespread reaction against the strong form of the input-based approach espoused by Krashen. Although research findings continued to show that aspects of the acquisition process could be resistant to the effects of formal teaching, many scholars in second language acquisition (McLaughlin, 1987; Schmidt, 1990) questioned Krashen's contention that what had been formally learned could not pass into the 'acquired' system and be available for spontaneous use. Rather than simply arguing for or against the value of formal instruction, researchers now began to investigate the situations in which grammar instruction was most likely to be of benefit (R. Ellis, 1990).

The particular benefits of formal instruction have been also discussed, which make it a necessary complement to informal learning if high levels of proficiency are aimed at: 1) instruction is much more likely than informal interaction to provide useful negative feedback; 2) instruction can make formal features of the language salient; and 3) instruction can provide a context for extensive practice of particular forms (Tonkyn, 2000). Therefore it is natural to assume that instruction can lead learners, especially adults, to learn more rapidly and effectively. In particular, many studies (Lightbown & Spada, 1990; Lyster, 1994; Williams & Evans, 1998) reported that instruction which draws learner's attention to relevant form in the context of meaning-focused lessons is more effective than an exclusive focus on forms or meaning.

Given the general consensus regarding the effectiveness of grammar instruction, the next enquiry domain may be the effect size of such instruction. Similarly Norris and Ortega (2000) summarize a broad set of research problems in the form of two comprehensive questions: 1) How effective is the L2 instruction (versus simple exposure or meaning-driven communication)?; and 2) What is the relative effectiveness of different types of L2 instruction? The first question is answered to be conclusively in favor of L2 formal instruction. Not only did the instruction make a difference but also it made a very considerable difference.

What matters now, therefore, is what types of L2 grammar instruction is appropriate in specific classroom settings. The period when the role of formal instruction was strongly doubted now seems to be over and consequently the principal focus of L2 instruction research ranges from whether or not instruction makes a difference to what types of instruction are most effective for fostering language learning in formal contexts. The research point has been moved from theoretical debate whether external efforts to "teach" L2 knowledge can truly influence learners' developing L2 grammars onto actualized

studies of instructional effectiveness adopting several descriptive models for types of grammar instruction. Norris and Ortega (2000) categorize the concepts of formal L2 instruction types into three different researchers' definitions.

Firstly, Long (1997) has proposed that instructional options can be of three types, a focus on meaning, a focus on forms, and an integration of both meaning and form. According to him, instruction with a focus on meaning posits that exposure to rich input and meaningful use of the L2 can lead to incidental acquisition of the L2 system. Instruction with a focus on forms in isolation assumes that the target forms need to be taught one by one in a sequence externally preplanned. The final instruction type by Long's categorization makes learners focus on forms integrated in meaning and capitalizes on brief, reactive intervention. The learner's attention is drawn to a linguistic feature which causes trouble in completing classroom tasks and is learnable within the learner's internal development stages.

Secondly, the term FFI was proposed by Spada (1997) to characterize a wider range of instructional types, embracing the role of consciousness and attention in L2 learning, regardless of whether they are reactive or proactive, or obtrusive or unobtrusive. The attempt of such FFI interventions is to foster learner's focal attention to particular forms within a meaningful context, with a predetermined linguistic syllabus in mind, if needed.

The third position is taken by Doughty and Williams (1998) to suggest definitional criteria for focus on form (FonF) instruction: 1) engagement with meaning occur before attention to the linguistic code; 2) the instructional treatment is decided on the basis of the analysis of learner needs, reactively or proactively; and 3) learner's focal attention is drawn to form briefly and overtly.

In addition to the categorization of the instructional types, the specific instructional treatments should be addressed to investigate the relative effectiveness of different types of L2 instruction. The treatments may be selections and combinations of related instructional features which constitute more specific classroom techniques. Important issues related to the treatment may be the respective roles of deductive, explicit and product-oriented approaches on the one hand and inductive, implicit and process-oriented approaches on the other. The degree of intervention in the language learning process became the main focus of the research. Researchers and teachers were interested in to what degree the intervention should be designed in order to trigger or complement the natural language learning process.

2. Instructional Treatment Types

Within the focused L2 instruction research domain, insights into different types of instruction have been focused on the operationalization of implicit/explicit provision of attention to form and of deductive and inductive rule presentation, and opportunities for

practice. Even if there are many different sub-types of L2 instruction treatments, the most disputed issue is the extent to which explicit instruction may affect implicit language knowledge. There are two major ways of learning—firstly, intuitively ‘acquired’ implicit learning, and secondly, through explicit, conscious attention to forms. In the first case, grammar is viewed as an inexplicit awareness of the patterns, from which generalizations are made intuitively. In the other case, grammar is viewed initially as conventions needed to be learnt independently. In this mode, rules are explicitly learnt as separate bits of language knowledge. The less instructional interventions are given, the most implicit the process of grammar instruction is and vice versa. The natural language acquisition process is given no instructional interventions, while the explicit drawing of learners’ attention to form involves the largest instructional intervention. Since the natural language learning process is not easily feasible in classroom settings, explicit learning is most likely to take place to make the learner advance the learning process.

1) Studies on Explicit/implicit Instruction

In order to summarize findings from available research about the effectiveness of different types of L2 instructional treatments, Norris and Ortega (2000) compared 49 sample studies and found out that 56% of instructional treatments were categorized as Focus on Forms, 80% of which involved explicit techniques, and of the 44% of treatments categorized as Focus on Form, 58% involved explicit techniques. Overall, 70% of the instructional treatments involved explicit techniques, while only 30 % involved implicit techniques. 40 sample studies operationalized at least one explicit treatment condition, while only 19 operationalized at least one implicit condition. In referring to Focus on Form/Forms, they adopted a compromise definition of Doughty and Williams (1998) for FonF versus FonFs treatments. Following Dekyser (1995), they also considered the treatment to be explicit if rule explanation comprised part of the instruction (deductive and metalinguistic) or if learners were directly asked to attend to particular forms and to try to arrive at metalinguistic generalizations on their own (explicit induction). Meanwhile, when neither rule presentation nor directions to attend to particular forms were part of a treatment, that was considered to be implicit.

In the observation of the average effect size across all instructional treatments, they first noticed that both FonF and FonFs instructional categories were observed to have large average effect size and FonF treatments have slightly larger effect size than FonFs treatments. In addition, explicit treatments were observed to have substantially larger effect sizes than implicit treatments. Norris and Ortega (2000) postulated the following pattern in situational treatment effectiveness based on average combined effect sizes for each category: FonF explicit > FonFs explicit > FonF implicit > FonFs implicit.

As possible explanations for differences observed among FonF/FonFs and explicit/

implicit categories, they postulate two answers from their analysis: 1) the measurement of change induced by instruction is typically carried out on instruments that seem to favor more explicit types of treatments by calling on explicit memory-based performance and 2) most primary research has operationalized implicit treatments in relatively restricted ways, whereas explicit treatments often involve combinations of several instructional components such as rule presentation, focused practice, negative feedback, and rule review. In other words, whether rule explanation is paradigmatic or staged, presented once or repeated, and available for memory scaffolding throughout the treatment or not, could make a difference in the observed effectiveness of the specific instructional types.

The next research interest in their study was to investigate the effectiveness of instructional treatments from duration of instruction perspective and thus, they looked into whether amount of instruction influenced the effectiveness of instruction. Then they found out that the average effect size observed for treatments of less than two hours was larger than for treatments of three or more hours. Rather than regarding this pattern as a causal relationship, suggesting that less instruction is more effective, they concluded that the observed differences in shorter-term versus longer-term treatment effects were likely due to the relationship among variables such as the interaction of length, intensity of instruction with target structures, type of outcome measures, and type of target structures.

Durability of effect was also investigated to clarify the speculation that effects of instruction might only be short-lived at best. As assumed, the effectiveness of focused instructional treatments seemed to decrease from immediate post-test to delayed post-test observations. Differences in the durability of effects were observed between shorter-term versus longer-term treatments, in favor of the latter.

To sum up the mega-analysis of 49 studies, Norris and Ortega (2000) finally concluded that on average, instruction that incorporates explicit techniques leads to more substantial effects than implicit instruction and instruction that incorporates a focus on form integrated in meaning is as effective as instruction that involves a focus on forms because the magnitude of the gains of the two instructional approaches differs very little between the two categories.

On the ground that language acquisition can be facilitated by explicit instruction (N. Ellis, 2002), N. Ellis (2002) examined the effect of FFI on developing implicit L2 knowledge. Since the role of explicit knowledge is distinctively different from that of implicit knowledge in language learning, the research focus of his study was on the extent to which form-focused instruction contributes to the acquisition of second language implicit knowledge. According to Krashen (1993), explicit instruction can affect only the learning of simple structures as explicit knowledge, not the acquisition of implicit knowledge, because implicit knowledge can only be revealed to the learner through substantial and repeated experiences with input. Thus, a few hours, several days, or perhaps even a number of weeks of FFI directed at some specific grammatical features

can't ensure that learners develop implicit knowledge. To resolve the limitation of FFI, N. Ellis (2002) relies on Long's (1991) proposal that FFI is only effective if it consists of a focus on form and tests the efficacy of FFI by investigating whether it affects the accuracy with which the target forms are used in free production.

After analyzing 11 studies including a measure of acquisition based on free production, he suggested that the key factors of FFI effectiveness are the nature of the target structure and the length of the treatment. FFI should be directed at simple morphological features (e.g., verb forms, articles, or formulaic items) than at more complex syntactic structures (e.g., word order in passive sentences or clitic pronouns). In addition, FFI should involve extended treatment of the target structure if it would have a better chance of success. As N. Ellis (2002) indicates that humans are sensitive to the frequencies of events in their experience, repetitive contact with the target structure over a long period of time may be the key determinant of acquisition.

Klapper and Rees' (2003) study examined the extent to which the efficacy of different FFI approaches are transferable to teaching German in the context of foreign language learning. The study suggested that there is still a substantial need for a FonFs approach to language instruction in a L1 setting. Unlike the contention that foreign languages are taught more efficiently and effectively when meaning-based classroom instruction in L2 is linked by FonF rather than FonFs instruction, they found out that FonF instruction can be effective only when linked to extensive exposure to naturalistic use of the target language, as in second language or study abroad settings.

Even if their findings appear contradictory to the previous studies, the interpretation of their findings should be cautioned because Klapper and Rees (2003) adopted a definition of FonFs as involving explicit form-focused instruction with a substantial meaning- and communication-based element in the programme, while taking FonF as having incidental, reactive instruction. In sum, the current survey of research reviews conclude that what matters for the success of FFI is not FonF/FonFs dichotomy, but explicit/implicit instructional approaches. Yet this conclusion is applied only to the development of explicit knowledge. When acquisition of implicit knowledge is triggered explicit FonF instruction is more effective than explicit FonFs (R. Ellis, 2002).

2) Deductive and Inductive Instruction

In addition to the explicit/implicit category, an issue of deductive/inductive teaching may be another classification to define subtypes of form-focused instructional treatments. Norris and Ortega (2000) described deductive and inductive modes of instruction as a continuum of explicitness that ranges from the more explicit to the less explicit. Since deductive instruction involves rule explanation at the beginning of a lesson, in the first sense of Norris and Ortega's definition, deductive designates a priori metalinguistic rule

presentation. On the contrary, inductive instruction exposes the language learner first to instances of language use. Then they are directed to attend to particular forms and to arrive at metalinguistic generalizations on their own. It is assumed in this type of instruction that patterns and generalizations will emerge once students are provided relevant examples of the target form. Therefore, in the second sense, 'inductive' designates a priori direction to form attention and post hoc metalinguistic generalizations. If there are neither rule presentation nor direction to attend to form or to find rules, this type of instruction belongs to the category of implicit instruction rather than deductive/inductive dichotomy. In this vein, some studies (Robinson, 1996; Rosa & O'Neill, 1999) used the term 'instructed' and 'rule search' instead of deductive teaching.

In an analysis of six studies that investigated the relative effectiveness of deductive and inductive instruction, Erlam (2003a) found out that although deductive instruction involved explicit rule presentation by the teacher at the beginning of the lesson, inductive instruction proceeded in different ways. For example, one study involved presentation of the grammatical rule by the teacher at the end of the lesson, while two studies asked students to look for the rule. Meanwhile, another study asked students to verbalize the rules but it was never verbalized by the teacher and the other two studies provided students with sentences containing the target structure but did not give instructions to look for a rule of pattern. The findings from the survey of six studies can be summarized as follows: 1) The effectiveness of deductive and inductive instructional approaches is not conclusive; 2) Any study included neither a measure of oral language production nor a measure of both language comprehension and language production; 3) Few studies investigated the relationship between type of instruction and grammatical structure; and 4) Most studies used adults as participants.

To redress the problems revealed from the previous studies, Erlam (2003a) conducted a study comparing the effectiveness of deductive and inductive instruction in a French learning environment with secondary school learners, employing test measures to tap into both explicit and implicit knowledge. This study also investigated the interaction between type of instruction and the morphological and syntactical features with measures of both comprehension and production. After three lesson sessions, students were tested in their oral production, written production, listening comprehension, and reading comprehension the first week and the sixth week following the instructional treatments as post test 1 and post test 2, respectively.

The results revealed a significant advantage for the deductive group. Students in the deductive group consistently made greater gains than those in the control group, which has no exposure to the target structure outside the testing episodes. Yet this gain was not found in the inductive group. This group made greater gains for measures assessing learning of the morphological features of the target structure than for measures assessing learning of the syntactical features. There were medium effect sizes for the group on both written and

oral production posttests scored for pronoun forms. Erlam (2003a) interprets this result as suggesting that this type of instruction is more likely to facilitate the learning of morphological rather than syntactical aspects of language. This finding is consistent with R. Ellis' (2002) contention that a greater effect for form-focused instruction is likely to be learning of morphological opposed to syntactical features.

Even if Erlam's studies (2003a, 2003b) validated supremacy of deductive approach over inductive approach, we should be cautious at concluding that the observed effectiveness is solely attributed to the characterization of deductive instruction. The instructional practices in her research lead us to predict the evidence in support of deductive instruction because the inductive lesson in the study was given little intervention in the process of rule learning. The learners were neither informed of the presence of the particular target structure in learning materials nor to search for an underlying pattern. This type of instructional approach is rather to be defined as 'FonFs implicit' in Norris and Ortega's classification, which was identified as having the smallest effect size among the four different instructional treatments.

Likewise, in Nagata's (1997) study, she identified presenting explicit grammatical rules with deductive feedback and providing relevant examples with inductive feedback in responding to students' errors. Simply giving example sentences, without giving any instructions regarding the target structure, should be classified as implicit. Naturally, it is no wonder that this study also indicates that ongoing rule-driven deductive feedback is more effective than example-driven inductive feedback for learning relatively complex structures whose general rules are not salient in examples. Then the review of the effectiveness of deductive and inductive instruction implies that the explicit/implicit category is a higher decision than the deductive/inductive distinction to differentiate the effect size of instructional treatments. Since there has been little research comparing the effectiveness of deductive and inductive instruction within the framework of explicit direction of grammar teaching, we cannot simply conclude that deductive instruction is more advantageous than inductive instruction.

III. RESEARCH DESIGN

1. Description of the Study

The purpose of this study was to suggest a model of desirable grammar instruction to fit the specific educational context of Korea by comparing Korean teachers' and students' awareness of effective grammar instructional approach with other nonnative EFL teachers' from different L1 backgrounds. Nonnative teachers' responses were included in the data analysis in order to reflect and incorporate different L1 speaking teachers' concept of

grammar instruction into developing the grammar teaching model. For this purpose responses to the grammar teaching-related questions were collected using a questionnaire. The questionnaire is reproduced in Appendix 1 at the end of the article. The survey was administered to two teacher groups and one student group. The first teacher group was 23 international students seeking a diploma of MA TEFL or Ph.D. in a university of U.K, while the second teacher group was 43 English teachers enrolled in the Graduate School of Education in a local national university of Korea. The international group consisted of graduate students from China(13), Korea(2), Spanish(2), Iran(1), Sri Lanka(1), Italy(1), German(1), America(1), and U.K.(1), all of whom had some experience of teaching English as a foreign or a second language. Students' responses were also included in this survey to find out whether there were any mismatches between the views of teachers and students.

The survey described in this paper tries to represent an attempt to identify English teachers' beliefs in grammar learning, grammar teaching practices, and suggestions for efficient grammar instruction. The views of teachers in degree programs were investigated because they were believed to be representative of English teaching professionals in different contexts. Group representativeness was enhanced by selecting groups of participants with the same qualifications possibly (i.e., the teacher groups in graduate program with some teaching experiences and the student group with some professional knowledge of English education). An attempt to equalize group representativeness was the reason why only seniors in the Dep. of English Education, teacher trainees, were included in the survey.

In order to have a general picture of how teachers and students perceived their grammar learning and teaching experiences, a questionnaire was formed, altering Williams' (2000) survey format of grammar learning and teaching by adding more questions relevant to classroom teaching procedures. The questionnaire was a mixture of open-ended, multiple choice, and five-point scale Likert formats. The teacher groups and the student group were asked basically the same questions except the portion in which the purport of questions on teaching practices was changed to learning experiences by replacing 'teaching' to 'learning' in Question 2. The categories of classroom teaching techniques in questions 3 and 6, the most highlighted import of the questionnaire survey, were made up on the basis of the premise that language lessons are usually implemented in three major stages of Presentation-Practice-Production stages (Harmer, 2001). A category of rule explanation was added to classify grammar instructional types of explicit/implicit and deductive/inductive distinction. The researcher tried to identify valid categories for inquiry in constructing the questionnaire by consulting teachers and academics specialized in ELT and by amending it in several stages over time.

Nonetheless, the investigation using this questionnaire appears to be less structured in the sense that the categories were derived from diverse perspectives on grammar

instruction and, in general, the methodology of a questionnaire study has its limitations. According to Andrews (1994), it rules out the possibility of clarifying face-to-face the wording of questions and the precise meaning of responses. However, it has a merit of offering a means of gathering insights from a wide range of people and of overcoming the limitation of time and place. A comparison of teachers' beliefs in different teaching contexts, the purpose of this study, was easily achieved through on-line correspondences, which allow them to complete in their own times and to return anonymously.

2. Results

1) Definition of Knowing Grammar

The first question was about the definition of knowing English grammar. Respondents were asked either to choose multiple options or to give a free response in order to help them sort out their conceptions of the meaning of knowing English grammar. If the options do not fit their conceptions they were free to state their views as an open response. Yet there were no other description of the definition of knowing English grammar. The categories of the four options were constructed based on competence and awareness orientation. The first option is allocated as the category of competence orientation, the second as the category of implicit rule awareness, the third as the category of metalinguistic knowledge, and the fourth as the category of explicit and conscious rule awareness. Table 1 presents a percentage comparison of teacher and student responses to each of the four options on the definition of knowing grammar.

TABLE 1
Definition of Knowing English Grammar

Options	International Teacher Group (ITG) N(%)	Korean Teacher Group (KTG) N(%)	Korean Student Group (KSG) N(%)
Correct production	18(78.2)	35(81.4)	28(87.5)
Rule familiarity	13(56.5)	18(41.8)	10(31.3)
Terminology familiarity	7(30.4)	4(9.3)	1(3.1)
Rule description ability	6(26.1)	6(13.9)	1(3.1)
Others	0(0)	0(0)	0(0)
Total	*44(191.3)	*63(146.5)	*40(125.0)

*Note: Respondents were allowed to indicate more than one option. Thus column totals exceed the respondent number of each group (ITG=23, KTG=43, KSG=32).

From the response rates in Table 1, it is noticeable that students (87.5%) tend to give more competence-oriented answers than teachers (78.2%, 81.4%). Korean teachers also view grammar knowledge from the perspective of correct production of the target language more strongly than international teachers. In general, all the respondents appeared to be concerned about fluent and appropriate production than having metalinguistic awareness.

The higher response rate in competence orientation implies that they acknowledged the ultimate goal of knowing grammar to be able to produce correct and appropriate target language structures. Particularly students had more firm belief in the definition of knowing grammar from the competence-oriented perspective rather than awareness-oriented perspective. This attitude is presumed to be due to students' own experiences in the difficulties to develop speaking and writing skills in the specific context of exam-oriented classroom settings in Korea.

The next most responded option was the implicit rule awareness orientation, in the rank order of ITG, KTG and KSG. Respondents in the ITG were more aware that correct production of the target language should entail appropriate knowledge of grammar rules anyhow and therefore familiarity with the rules of sentence structures can be included as a component in defining the meaning of knowing grammar.

The role of metalinguistic knowledge and explicit rule awareness was not much accredited by all groups. Yet teachers in ITG, who were believed to be equipped with deeper language acquisition theory and English teaching methodology, seemed to better understand the role of metalinguistic awareness in language acquisition process and to believe that the conscious and explicit rule or terminology awareness can also be defined as grammar knowledge. Interestingly, students almost completely excluded a possibility of equating knowledge of grammatical terminology or rule description with knowing grammar. The difference between students' and teachers' views on metalinguistic awareness implies that some teachers, although not many, regard explicit or conscious metalinguistic awareness as a necessary component in second language learning and teaching processes.

2) Preference for the Definition of Knowing Grammar

Question 2 was asked to identify teachers' and students' beliefs in the importance of knowing grammar in learning English. For the convenience of comparison, the five scales in a Likert format was assigned 4 to 0 point in the order of 'Strongly agreed' to 'Strongly disagreed' on the continuum of response selections.

TABLE 2
Preferences for the Definition of Knowing Grammar

Options	International Teacher Group *Total(Index)	Korean Teacher Group *Total(Index)	Korean Student Group *Total(Index)
Correct production	85(3.7)	159(3.7)	96(3.0)
Rule familiarity	76(3.3)	145(3.4)	101(3.2)
Terminology familiarity	56(2.4)	103(2.4)	43(1.3)
Rule description ability	45(2.0)	98(2.3)	46(1.4)
Total	262(2.8)	505(2.9)	286(2.2)

*Note: The number in the parenthesis indicates the average index of each option: 4 falls in the category of 'Strongly agreed', 3 in the category of 'Agreed', 2 in the category of 'Undecided', and 1 in the category of 'Strongly disagreed'.

The analysis of the results in Table 2 reveals that Korean teachers and students alike view correct production of English and familiarity with grammar rules to be more important in learning English than familiarity with grammatical terminology and rule description. As predicted from the response to Question 1, there was slight discrepancy between teachers' and students' views on the importance of metalinguistic awareness. Students (Average Index of Option 3 and 4: 1.35) were not as well aware of the importance of explicit rule or terminology awareness as teachers (Index: 2.29). Even if the difference of the average indices was not big, the students' group represented the category of disagreed views and teachers' group the category of agreed views. Teachers at least didn't show negative attitudes toward the role of metalinguistic awareness in English learning.

Another discrepant response different from Question 1 is students' view of the relative importance of rule familiarity and the definition of knowing grammar. In Question 1 students selected the most plausible definition of knowing grammar to know how to produce correct sentences. The next plausible definition was familiarity with the rules of sentence structure. Yet students viewed implicit rule awareness or rule familiarity to be equally essential for eventual language acquisition. Presumably they associated rule awareness or familiarity with the ultimate resource of correct target language production. Students seemed to learn from their own experiences that understanding of the rules of sentence structures should be preceded in order to produce correct or appropriate language production.

Overall, students (Total Index= 2.2) were less assured than teachers (Total Index= 2.85) in placing a general emphasis on the role of grammar knowledge. This could be interpreted either as their lower weighting on the role of grammar knowledge or as less confident questionnaire skills. If respondents are not much experienced in answering survey questions, there is possibility for them to avoid extreme responses such as strongly agreed or strongly disagreed and thereby to select the interim position of 'Undecided'. The fact that the ratio of option selections in the student group (125.0%) is lower than the teacher groups (ITG=191.3%, KTG=146.5%) in Question 1 supports the second interpretation of the students' lower rate in the importance of grammar. As respondents are more advanced in professional understanding of language learning and teaching, they selected more and varied options when allowed.

3) Methods of Grammar Instruction

Tables 3, 4 and 5 display the responses to questions about grammar instructional method in different learning stages. Grammar teaching practices in the primary school level are characterized by little explicit rule instruction by the teacher groups, whereas students reported they received an instruction on rules in a form of either teacher explanation (56.3%) or teacher-initiated exercises (40.6%). The most prominent feature of ITG's

grammar instruction is that they present English grammar implicitly in the form of sentence examples, with no virtual attempt to draw the learner's attention to language forms. Meanwhile Korean teachers appeared to be oriented to providing instructions on rule discovery by means of a variety of form-focused instructional techniques more than international teachers, although such instruction was not intensively carried out.

However, the students' report on explicit rule instruction reveals that there are mismatches between school teachers' actual practice and students' awareness of their lesson. This discrepancy can be accounted for by the information on Korea-specific educational environment. English has been introduced as a regular curricular subject in primary school since 1998 and thus the respondents in the student group did not receive formal English instruction at their school. Since it is quite common practices in Korea for students to go to private institutions for extra English tutoring from their early days in primary school, the student respondents who answered Question 3 for the primary level are presumed to be given private English tutoring at their early ages. Before English teaching was formally conducted in primary schools, mostly those who were not efficiently trained in English teaching professionalism, sometimes with majors other than English, were engaged in tutoring for primary school children. Therefore, it is highly probable that they taught English grammar in the way they have been taught, i.e., deductive and explicit rule explanation. Presumably the lower response rate by ITG is simply because not many teachers have been in primary school teaching profession.

TABLE 3
Methods of Grammar Instruction in Primary School Level

Options		International Teacher Group N(%)	Korean Teacher Group N(%)	Korean Student Group N(%)
Presentation	-Sentences only	7(26.9)	2(4.7)	6(19.8)
	-Picture contexts	5(19.2)	7(16.3)	7(21.8)
	-Dialogue or mimes	2(8.6)	6(13.9)	7(21.8)
Rule explanation	-T provides rules	0(0)	8(18.6)	18(56.3)
	-T&S formulate rules	2(8.6)	6(13.9)	8(34.8)
	-S finds rules	0(0)	4(9.3)	1(3.1)
	-Use of terminology	0(0)	0(0)	0(0)
Practice	-Exercise worksheets	4(15.4)	8(18.6)	8(34.8)
	-Matching pictures	7(16.3)	13(30.2)	6(18.8)
	-T answers/feedback	5(19.2)	2(4.65)	13(40.6)
Production	-S answers/explanations	0(0)	0(0)	0(0)
	-T provides situations	2(8.6)	6(13.9)	16(50.0)
	-Textbook activities	8(34.8)	11(25.6)	2(6.3)
Total		*42(182.6)	*73(169.7)	*92(297.2)

* Note: Respondents were allowed to indicate more than one option. Thus column totals exceed the respondent number of each group (ITG=23, KTG=43, KSG=32).

Table 4 displays that the type of grammar instruction in secondary school level is

conclusively defined to be deductive and explicit form-focused instruction in that it involves rule presentation by example sentences (ITG=52.2%, KTG=62.8%, KSG=65.6%), rule explanation by a teacher (ITG=78.3%, KSG=74.4%, KSG=78.1%), and teacher-directed practice activities (ITG=60.9%, KTG=53.5%, KSG=65.6%). The higher rates of responses on FonFs instructional type implies that students were directly asked to attend to particular language structures before they engage in language practice and to apply rules they have learnt to make metalinguistic generalizations in practice stage.

The noticeable difference between grammar teaching between international teachers and Korean teachers is that the former operationalized grammar instruction in less restricted ways than the latter. In addition to the highly form-focused typical explicit instructional treatment as described above, the international teachers' grammar teaching strategies included rule presentation in picture or dialogue contexts or through mimes, rule explanation by collaborating with students, and grammar practice in communicative contexts such as pictures or dialogue situations. Rule discovery technique by students was also employed more frequently by international teachers (26.1%) than Korean teachers (9.3%).

The discrepancy between responses from KTG and KSG was rarely noticed except the subcategories of rule presentation and rule explanation. Teachers reported more varieties of teaching techniques on their part, while students seemed to be more strict with the classification of their teachers' grammar teaching techniques and described them to be less varied. This result is presumed to be due to the fact that students reported their grammar learning experiences by recalling their memories, which had been already formed with the holistic preconception of monotonous teacher-directed grammar instruction.

TABLE 4
Methods of Grammar Instruction in Secondary School Level

Options		International Teacher Group N (%)	Korean Teacher Group N (%)	Korean Student Group N (%)
Presentation	-Sentences only	12(52.2)	27(62.8)	21(65.6)
	-Picture contexts	7(30.4)	4(19.3)	3(9.4)
	-Dialogue or mimes	9(39.1)	12(27.9)	7(21.8)
Rule explanation	-T provides rules	18(78.3)	32(74.4)	25(78.1)
	-T&S formulate rules	8(34.8)	6(13.9)	7(21.8)
	-S finds rules	6(26.1)	4(9.3)	0(0)
	-Use of terminology	2(8.7)	5(11.6)	0(0)
	-Exercise worksheets	8(34.8)	14(32.6)	6(18.8)
Practice	-Matching pictures	9(39.1)	3(7.0)	6(18.8)
	-T answers/feedback	14(60.9)	23(53.5)	21(65.6)
	-S answers/explanations	5(21.7)	6(13.9)	0(0)
	-T provides situations	18(78.3)	18(41.9)	13(40.6)
Production	-Textbook activities	9(39.1)	22(51.2)	20(60.5)
Total	*125(543.5)	*176(409.3)	*129(403.1)	

*Note: Respondents were allowed to indicate more than one option. Thus column totals exceed the respondent number of each group (ITG=23, KTG=43, KSG=32).

Table 5 presents a percentage compilation of teacher and student responses to enquiry about grammar instruction methods in college level. The results of data analysis reflect the general tendency of international teachers' inductive and situational approach to grammar teaching to greater extent than Korean teachers. The finding that nonNESTs rarely present grammar rule through pictures or photos is also reported in Lee's study (2000), which found out that NESTs usually bring more supplementary teaching materials than nonNESTs in order to help students be immersed in target language use contexts close to authentic and realistic situations.

In general, international teachers and native English-speaking teachers (NESTs) reported by KSG adopted more varied combination of several grammar instructional component than Korean teachers. Both the international teachers and NESTs presented rules in picture or dialogue contexts or through mimes, with little or no example sentence presentation (ITG=13.0%, NESTs=0.0%), whereas Korean teachers still employed a way of presenting rules by enumerating sentences to a considerable extent (KTG=48.8%, nonNESTs=84.4%) or by means of dialogue contexts, as exemplified in the textbook.

Rather than providing rules deductively and explicitly, international teachers and NESTs tried to lead students to discover rules by formulating together with them or asking students to find rules. The teachers' inductive grammar teaching attempt is evidenced by student-led grammar practice activities (ITG=43.5%, NESTs=50.0%). Students usually offered answers or explanations to their choices in grammar exercises, unlike instruction in secondary school level, in which teachers mostly provide answers or feedback to grammar exercise questions. More student involvement was also observed in nonNESTs' classes (KTG=39.5%, nonNESTs=31.3%). Finally, also in rule production activities, both international teachers and NESTs were reported to produce grammar use situations more than KTG.

On the contrary to international teachers' and NESTs' approach to grammar teaching, Korean teachers were found out to favor more explicit types of grammar instruction, particularly by nonNESTs reported by KSG (84.4%). Although direct responses from KTG indicate that they adopted deductive and explicit grammar teaching techniques less frequently than in secondary school level, KSG viewed most of grammar instruction by Korean nonNESTs to be strongly teacher-directed FonFs approach. The striking difference between the responses on grammar instruction methods from Korean teachers themselves and students is presumably due to the fact that teachers tend to choose idealistic options in questions, while students are very strict in defining their grammar lessons. Therefore, the results were not consistent in the two groups' responses. The students' report that their grammar learning was greatly FonFs-bound coincides with the finding from Lee's study (2001) indicating that Korean nonNESTs primarily depend on traditional explicit grammar explanation due to their lack of shared information on current EFL methodology and teaching techniques, because General English in university level is taught by teachers specialized in individually different fields of English studies, such as English literatures,

theoretical linguistics, applied linguistics, or TEFL.

TABLE 5
Methods of Grammar Instruction in College Level

Options	International Teacher Group N (%)	Korean Teacher Group N (%)	Korean Student Group *nonNEST/NEST N(%)
Presentation			
-Sentences only	3(13.0)	21(48.8)	27(84.4)/0(0)
-Picture contexts	10(43.5)	2(4.6)	13(40.6)/15(46.9)
-Dialogue or mimes	11(47.8)	18(41.9)	0(0)/22(68.8)
Rule explanation			
-T provides rules	6(26.1)	7(16.3)	22(68.8)/3(9.4)
-T&S formulate rules	9(39.1)	8(18.6)	3(9.4)/16(50.0)
-S finds rules	7(30.4)	7(16.3)	7(21.8)/13(40.6)
-Use of terminology	4(17.3)	15(34.9)	4(12.5)/0(0)
Practice			
-Exercise worksheets	6(26.1)	9(20.9)	10(31.3)/6(18.8)
-Matching pictures	1(4.3)	1(2.3)	16(50)/10(31.3)
-T's answers/feedback	2(8.7)	10(23.3)	0(0)/7(21.9)
-S's answers/explanations	10(43.5)	17(39.5)	10(31.3)/16(50.0)
Production			
-T provides situations	7(30.4)	13(30.2)	9(28.1)/16(50.0)
-Textbook activities	9(39.1)	13(30.2)	14(43.8)/9(28.1)
Total	82(356.5)	141(327.9)	135(421.8)/133(415.6)

*Note: Since students received instruction from both L1 nonnative English speaking teachers (nonNESTs) and native speaking teachers (NESTs), the instructional methods from each class type were asked to be identified.

4) Suggestions for Grammar Instructional Methods

Table 6 displays the responses to Question 5, which asked the respondents to suggest from their personal experiences the most efficient way of teaching grammar. In spite of the relatively strong negative views by Korean students on explicit and deductive grammar instruction by means of example sentence presentation (0%) and rule explanation by teachers (6.3%) KTG believed that teaching grammar by means of sentence presentation (23.3%) and teacher-directed rule explanation (37.2%) is still important. On the contrary to the Korean teachers' views, international teachers hold the negative views on the usefulness of example sentence presentation (0%) and rule explanation by teachers (0%). Yet there was some agreement found on presenting rules in picture contexts. All the three groups chose picture contexts the most efficient way of rule presentation. For the category of rule explanation, there was also strong consensus among the three groups in favoring rule formulation through teacher and student collaboration (ITG=60.9%, KTG=53.5%, KSG=68.8%). Naturally, inductive rule discovery by students was not much recommended (ITG=13.0%, KTG=20.9%, KSG=15.6%). This finding implies that the respondents feel

anxious about endorsing grammar rule formulation tasks solely in the hands of learners themselves.

As mentioned earlier, only KTG regarded teacher-directed rule explanation as somewhat efficient (37.2%). Meanwhile all the groups responded teacher-initiated grammar practice to be more effective than the other practice techniques listed in the questionnaire. Student-directed practice by offering answers and explanation was chosen to be the second best practice technique, except the KTG. Korean teachers suggested structure exercise through worksheets as the second best effective way of grammar practice. Finally all the respondents favored grammar production activities in natural grammar use situations provided by teachers. The finding that all the respondent groups favored rule presentation in picture contexts and grammar production activities in natural situations suggests that the learner engagement with meaning should occur before attention to linguistic forms, by presenting particular forms within a meaningful context. Rather than expecting learners to focus on form in isolation, teachers and students wanted such grammar instruction as seeks to make learners focus on forms integrated in meaning in the context of meaningful communication.

TABLE 6
Suggestions for Grammar Instructional Methods

Options	International Teacher Group N (%)	Korean Teacher Group N (%)	Korean Student Group N (%)
Presentation	-Sentences only	0(0)	0(0)
	-Picture contexts	13(56.5)	24(75)
	-Dialogue or mimes	11(47.8)	8(25)
Rule explanation	-T provides rules	0(0)	2(6.3)
	- T&S formulate rules	14(60.9)	22(68.8)
	-S finds rules	3(13.0)	5(15.6)
	-Use of terminology	4(17.4)	3(9.4)
Practice	-Exercise worksheets	2(8.7)	2(6.3)
	-Matching pictures	8(26.1)	6(18.8)
	-T's answers/feedback	10(43.5)	13(40.6)
	-S's answers/explanations	9(39.1)	12(37.5)
Production	-T provides situations	15(65.2)	23(71.9)
	-Textbook activities	10(43.5)	12(37.5)
Total	98(421.7)	208(483.8)	*132(412.5)

*Note: Since students received instruction from both L1 nonnative English speaking teachers and native speaking teachers, the instructional methods from each class type were asked to be identified.

5) Preference for Grammar Instructional Methods

Question 6 was basically the same as Question 5, asking about individual preference for the most effective methods to teach grammar. There was a wide spread of options provided for Question 6, evidence to the range of methods introduced into EFL in the last decades.

Meanwhile options in Question 5 represented combinations of instructional features from rule-based pedagogical techniques such as implicit-inductive grammar teaching, traditional explicit-deductive grammar teaching, and consciousness-raising activities. Since Questions 5 and 6 shared a commonality of choosing the efficient grammar instructional methods, the results from the response analysis to Question 6 play the role of testimony to the respondents' preempt suggestions in Question 5. For the convenience of comparison, all chosen options were assigned a total of 7 points because the question listed 7 options and then each option was given an appropriate weight according to the preference order.

The results from Question 6 coincides with the findings from Question 5 in that rule presentation in picture contexts and grammar production in meaningful situations were the most frequently suggested grammar instruction techniques. Yet an interesting finding is that the three groups differ in their third preferences. International teachers selected 'Discovery methods' and 'Contrastive analysis' next to the first two choices. These results enable us to conclude that international teachers favor inductive, but not totally implicit grammar teaching followed by meaningful use of English. Yet they regarded contrastive analysis as effective in teaching grammar. They appeared to seek students to attend to particular forms by drawing their attention to the difference of language structures between L1 and L2.

Following the choices of 'Situational presentation' and 'Meaningful practice', Korean teachers' third preference was found out to be three categories of 'Discovery methods (Index=0.79)' and 'Explanation in L1 (Index=0.84)', and 'Contrastive analysis (Index=0.83)' with similar proportion of selections. Korean teachers also had a similar view with international teachers in that they chose 'Discovery learning' as a third preference but regarded 'Explanation in L1' as equally important, even if the preference rate was not so high. Therefore, their preference is defined as explicit grammar instruction within meaningful contexts, either deductively or inductively.

Yet their strong preferences to the first three choices seem to be contradictory to their report of actual classroom practices. In the analysis of actual teaching techniques, they were found out to employ explicit and deductive rule presentation and explanation the most frequently among a variety of grammar instructional techniques listed in the questionnaire. This contradiction is validated by one teacher's comment reported in an open response to the questionnaire: 'I know students are fed up with deductive rule learning but I can't lead my class into communicative teaching due to a time constraint and exam-bound English teaching milieu.' This teacher's note reflects fairly enough that some of the self-conscious teachers are struggling to overcome a gap between the reality and an ideal.

Lastly Korean students had 'Discovery methods (Index=1.23)' and 'Unconscious Acquisition (Index=0.91)' as their third and fourth preferences. Thus the students' instructional preference is characterized by implicit, inductive, and meaning-oriented

approach. They excluded any external manipulation of learners' attention to formal properties, in favor of being exposed to contextualized language materials within meaningful episodes. They seemed to believe that exposure to rich input and meaningful use of English can lead to incidental acquisition of the target language system.

TABLE 7
Preferences for Grammar Instructional Method

Options	International Teacher Group *Total (Index)	Korean Teacher Group *Total (Index)	Korean Student Group *Total (Index)
Situational Presentation	30(1.30)	93(2.16)	56.5(1.77)
Discovery Methods	25(1.09)	34(0.79)	39.5(1.23)
Explanation in L1	17.5(0.76)	36(0.84)	19.5(0.61)
Contrastive Analysis	21(0.91)	35.5(0.83)	17(0.53)
Explanation in TL	9.5(0.41)	13.5(0.31)	18(0.56)
Meaningful Practice	46(2.00)	62(1.44)	44.5(1.39)
Unconscious Acquisition	12(0.52)	27(0.63)	29(0.91)
Total	161(7)	301(7)	224(7)

*Note: The number in the parenthesis indicates the average index of each option. The standard index is 1, because all chosen options in each response were given a total of 7 points and the added points of each option was divided by the participant number of each group.

IV. SUMMARY AND SUGGESTIONS

This study was conducted to investigate teachers' and learners' awareness of grammar instructional approach by comparing the views of teachers from different L1 backgrounds. The ultimate purpose of this study was to suggest a model of grammar instruction suitable for Korea's English education circumstances. For this purpose, not only a questionnaire study but also research synthesis was carried out because any instructional model should be based on well-balanced theory and practice integration. The questionnaire survey was administered to an international teacher group, a Korean teacher group, and a Korean student group. The survey tried to represent an attempt to identify English teachers' beliefs in grammar learning, grammar teaching practices, and suggestions for efficient grammar instruction. The findings from research synthesis and the results of investigations into teachers' views are summarized as follows:

- 1) Explicit grammar teaching is more effective than implicit grammar teaching regardless of formal instruction types such as a focus on form, a focus on meaning, and a focus on forms.
- 2) When explicit grammar instructional treatment was given, FonF is more effective than FonFs.
- 3) Grammar instructional effectiveness is enhanced when it is directed at simple morphological features in longer-term treatments.

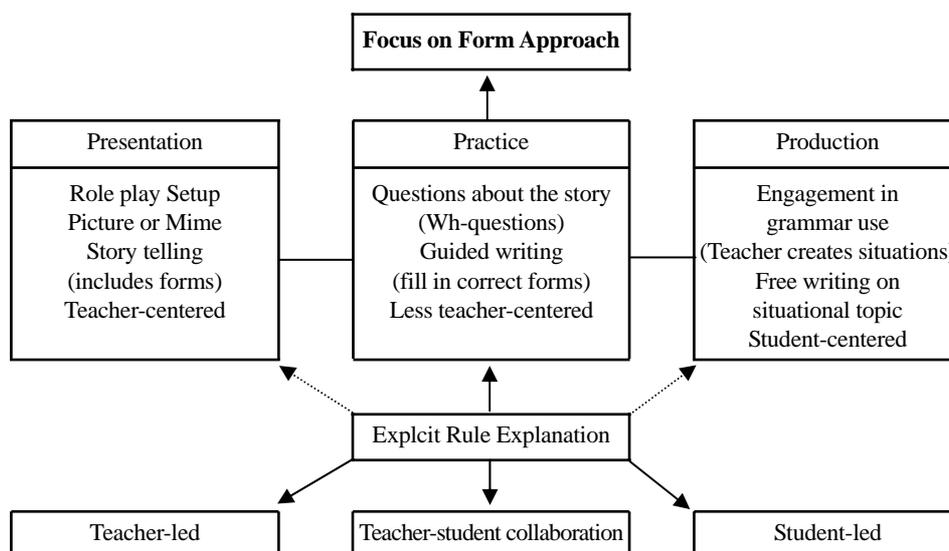
- 4) When learners' attention to particular forms is explicitly drawn, the deductive/ inductive dichotomy does not differentiate the effect size of instructional treatments.
- 5) Teachers and students tend to define knowledge of grammar from the competence-oriented perspective (knowing how to produce correct sentences) rather than awareness-oriented perspective (knowing terminology and describing rules).
- 6) Both international teachers and Korean teachers employed explicit and deductive grammar teaching methods the most frequently but the former showed more varieties in instructional techniques than the latter.
- 7) Teachers and students viewed grammar instruction that seeks to integrate form and meaning in the context of meaningful communication as the most crucial in heightening effectiveness.
- 8) Some of Korean teachers believed that Korea-specific exam-oriented English teaching necessitates teacher-led rule presentation and explanation, even if they were informed such instructional types are not motivating and unfavored by students.
- 9) Students strongly favored implicit, inductive, and meaning-oriented grammar instruction.

The findings suggest that Korean teachers and students contradict each other in their beliefs in the effective grammar teaching approaches. They are at two different positions, although not extremes: teachers in favor of explicit instruction and students in favor of implicit instruction. If a model of grammar instruction is to be inclusive of all the findings enumerated above, it should take the side of 'eclectic approach', which incorporates strategies and techniques from different methodologies to respond to the changing needs of a given situation. As each particular language teaching method has both strengths and weakness, each finding from this study implicates both feasibility and limitations to be applied to classroom situations. Therefore, it makes sense to use every possibility we have to carry out difficult task of teaching grammar, given complexity and vastness of grammar teaching. Figure 1 presents a model of grammar instruction to encapsulate the research findings of this study based on their feasibility.

As shown in Figure 1, this model takes the position of FonF approach in Doughty and William's (1998) term as its underlying principles, which intervenes to foster learners' shift of focal attention to particular forms within a meaningful context. The next important instructional feature of this model is to draw learners' attention to form briefly and overtly at the stage of rule explanation, and repeatedly over an extended period of classes. This explicit rule description may be offered by either the teacher or students, or by means of teacher-student collaboration. Rule explanation should be given with a clear and simple description at any phase of learning tasks, regardless of deductive or inductive treatment. Yet rule explanation in the practice stage will be a teaching strategy the most widely employed by teachers. Then the rule should be mastered sequentially and repeatedly over a long period of time, provided with frequent reviews of the rules already instructed in the

next class periods.

FIGURE 1
A Model of Grammar Instruction



With the two principles as basic premises of grammar teaching, this model suggests the three major stages of grammar instruction within the framework of CLT. In the presentation-stage, target forms are included in role play dialogue or stories of pictures describing a certain situation. The dialogue can start in a very structured manner. For example, two students are asked to play a role of a tourist and a thief stealing a wallet. Instead of the role play, pictures of stealing a wallet can be demonstrated (Kaewsanchai, 2003). The teacher tells a story about how the tourist's wallet was stolen, including forms such as 'was chased by the policeman', 'was caught', 'was handcuffed', 'was taken', 'was given' and etc.

As a next step to presentation, the teachers asks questions about the story to elicit correct target forms from class such as 'What happened?' or 'What was taken?'. Then the teacher may explain grammar rules briefly to elicit short answers from students by analyzing form and structure. Students are helped to figure out the structure deductively at this stage. This rule explanation can be put off to the production stage to draw students' attention inductively. Guided writing is followed to integrate writing skills and grammar exercise, in which students are asked to fill in correct forms.

In the production stage, students are provided with grammar use situations, improvised by the teacher (Task 1- Ask and tell each other what happened to him/her in passive voice; Task 2-Prepare a part of the campaign for the president of Student Union, including what

the new president should promise). The report can be made either in a spoken or a written format.

V. CONCLUSION

As I have argued so far, now grammar became a matter of “how to teach” to our students rather than debating whether we should teach it or not. As the importance of grammar in learning English continues to rise, so does the need to develop strategies to teach it in an efficient manner. Since the national English curriculum of Korea was revised towards the direction of developing the communicative competence from the 6th curriculum in 1992, there has been a drastic shift of instructional focus from grammar-based to notional-functional syllabus. Then the confusion arose on the teachers’ part whether it is acceptable for grammar to be neglected or to be taught as before in the traditional method, in which rules are presented and explained deductively by the teacher. Naturally this study revealed that many teachers still carry out grammar instruction exclusively focusing on forms in isolation, under the pretext of preparing university entrance exams, even if they believe it is not an effective way of teaching English.

Yet the consequences of the current English teaching practices after curriculum revision are still indecisive in its effect on students’ language development. Our students are still neither able to communicate in English as needed nor to produce correct sentences, applying grammar rules consciously or unconsciously. Then is it that the teacher him/herself should develop the techniques or teaching methods which would make the lessons efficient as well as interesting? Or is it that curriculum developers or ELT researchers should design lessons to enhance our students’ grammar knowledge? Whatever it is, we, as English educators, need to find out a way to capture two rabbits at one time, i.e., grammar knowledge and communication skill. The most plausible source of the current inefficient grammar teaching is that grammar rules are taught mainly through rule presentation only or practice with exercise worksheets partly due to a time constraint. They were not informed of how to incorporate grammar teaching into communicative activities.

When students are just told about the rules without direct engagement in the use of the rules, they will never be integrated into learners’ implicit knowledge system. As a Chinese proverb says, “*Tell me and I will forget; teach me and I will remember; involve me and I will learn,*” learners should be involved in meaningful and motivating grammar use situations in which students are led to use their own words in applying the learned grammar. In this paper, I tried to synthesize research on grammar instruction to date and to investigate teachers’ awareness in grammar instructional approach in order to postulate a model of grammar instruction suitable for Korea’s English teaching setting. A model of grammar instruction was suggested to be applied to our educational contexts within CLT

framework. Rather than ascribing the difficulty of communicative grammar teaching to a time constraint, teachers of English should be aware that they are the key players who will make grammar lessons interesting and motivating, not tiresome, laborious, and boring anymore. Then, it is ELT academics who should be responsible for helping the teachers to create, to invent, and to design real, meaningful input for presentation, a context of grammar use for practice, and activities to use the grammar on students' own for production.

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APPENDIX

Questionnaire for Grammar Teaching (Learning).

Please underline any option in the parenthesis after reading each question.

What is your first language? _____

1. What does knowing English grammar mean to you? You may choose several options if you wish.
 - (a. Knowing how to produce correct sentences, b. Being familiar with the rules of sentence structure, c. Being familiar with grammatical terminology, d. Being able to describe grammar rules)
 - Others _____
2. Please indicate how important each option suggested above is in teaching (learning) English.
 - a. Knowing how to produce correct sentences
(Strongly agreed, Agreed, Undecided, Disagreed, Strongly disagreed)
 - b. Being familiar with the rules of sentence structure
(Strongly agreed, Agreed, Undecided, Disagreed, Strongly disagreed)
 - c. Being familiar with grammatical terminology
(Strongly agreed, Agreed, Undecided, Disagreed, Strongly disagreed)
 - d. Being able to describe grammar rules
(Strongly agreed, Agreed, Undecided, Disagreed, Strongly disagreed)
3. What were the methods of teaching (learning) grammar in your classrooms? Underline any option from 1) to 4) and also subcategories in the parenthesis if applicable.

Primary school days (If this stage is inapplicable, simply go to the stage of secondary school days)

 - 1) Presentation of example sentences (a. Sentences only, b. In contexts such as pictures, c. dialogue situations, or mimes)
Others _____
 - 2) Rule explanation (a. The teacher provides rules, b. The teacher and students formulate rules together, c. Students find rules. d. Use of grammatical terminology in rule discovery)
Others _____
 - 3) Practice (a. Exercise worksheets-Structure transformation, Matching pictures with correct structures; b. Teacher provides answers or feedback to students' answers, c. Students provide answers and explanations to their choice)
Others _____
 - 4) Production (a. The teacher provides situations in which the grammar rules can be used, b. Activities from textbook contents)
Others _____

Secondary school days

 - 1) Presentation of example sentences (a. Sentences only, b. In contexts such as pictures, c. dialogue situations, or mimes)
Others _____
 - 2) Rule explanation (a. The teacher provides rules, b. The teacher and students formulate rules together, c. Students find rules, d. Use of grammatical terminology in rule discovery)
Others _____
 - 3) Practice (a. Exercise worksheets-Structure transformation, Matching pictures with correct structures; b. Teacher provides answers or feedback to students' answers, c. Students provide answers and explanations to their choice)
Others _____
 - 4) Production (a. The teacher provides situations in which the grammar rules can be used, b.

Activities from textbook contents)

Others _____

College with L1 teachers' classroom

1) Presentation of example sentences (a. Sentences only, b. In contexts such as pictures, c. dialogue situations, or mimes)

Others _____

2) Rule explanation (a. The teacher provides rules, b. The teacher and students formulate rules together, c. Students find rules. d. Use of grammatical terminology in rule discovery)

Others _____

3) Practice (a. Exercise worksheets-Structure transformation, Matching pictures with correct structures; b. Teacher provides answers or feedback to students' answers, c. Students provide answers and explanations to their choice)

Others _____

4) Production (a. The teacher provides situations in which the grammar rules can be used, b. Activities from textbook contents)

Others _____

College with native English speaking teachers' classroom

1) Presentation of example sentences (a. Sentences only, b. In contexts such as pictures, c. dialogue situations, or mimes)

Others _____

2) Rule explanation (a. The teacher provides rules, b. The teacher and students formulate rules together, c. Students find rules. d. Use of grammatical terminology in rule discovery)

Others _____

3) Practice (a. Exercise worksheets-Structure transformation, Matching pictures with correct structures; b. Teacher provides answers or feedback to students' answers, c. Students provide answers and explanations to their choice)

Others _____

4) Production (a. The teacher provides situations in which the grammar rules can be used, b. Activities from textbook contents)

Others _____

4. How would you evaluate your teaching(learning) of grammar?

(Strongly satisfied, Satisfied, Undecided, Dissatisfied, Strongly dissatisfied)

Please give a rationale or a reason of your evaluation.

5. What do you suggest from your personal experience the most efficient way of teaching (learning) grammar? Underline any option from 1) to 4) and also subcategories in the parenthesis if applicable.

1) Presentation of example sentences (a. Sentences only, b. In contexts such as pictures, c. dialogue situations, or mimes)

Others _____

2) Rule explanation (a. The teacher provides rules, b. The teacher and students formulate rules together, c. Students find rules. d. Use of grammatical terminology in rule discovery)

Others _____

3) Practice (a. Exercise worksheets-Structure transformation, Matching pictures with correct structures; b. Teacher provides answers or feedback to students' answers, c. Students provide answers and explanations to their choice)

Others _____

- 4) Production (a. The teacher provides situations in which the grammar rules can be used, b. Activities from textbook contents)
Others _____
6. How can you make your grammar teaching the most efficient in your classroom? You may choose several options if you wish (If you choose more than one, please put a number in the order of your preference).
- a. Situational presentation
 - b. Discovery methods
 - c. Explanation in L1
 - d. Contrastive analysis of L1 and target language
 - e. Explanation in target language
 - f. Meaningful practice
 - g. Unconscious acquisition
 - h. Other _____
9. Other comments about grammar learning or teaching?

Applicable level: secondary school, college

Key words: grammar instruction, focus-on-form, deductive/inductive, implicit/explicit

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