Practising What You Preach: Convergences and Divergences in Teaching Perception and Practice of Grammar Teaching in Senior Secondary Schools in Hong Kong

WONG, WAI KEE FRANCISCO

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WONG, WAI KEE FRANCISCO

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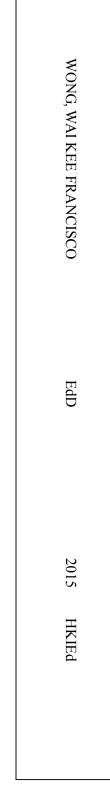
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Members of the Thesis Examination Panel approved the thesis of [WONG, WAI KEE FRANCISCO] defended on [16/09/2014].

Principal Supervisor
[Dr Stapleton, Paul]
[Associate Professor]
[Department of English Language Education]

[The Hong Kong Institute of Education]

External Examiner
[Professor Steve Walsh]
[Professor]
[School of Education, Communication and Language Sciences]
[Newcastle University, UK]

Associate Supervisor
[Dr Holme, Hugh Randal]
[Associate Professor]
[Department of Linguistics & Modern Language Studies]
[The Hong Kong Institute of Education]

Internal Examiner
[Dr Alice Chow]
[Associate Professor]
[Department of English Language Education]
[The Hong Kong Institute of Education]

Professor LAM, Tak Ming Lawrence
Programme Director
Graduate School
The Hong Kong Institute of Education

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Abstract

This thesis reports on the findings of a study that investigated teachers' beliefs and classroom practices of 123 English as Second Language (ESL) teachers and a focus group of six ESL teachers' grammar teaching in Hong Kong. Studies of teachers' beliefs or cognition in formal instruction have attracted increasing research attention in recent years. However, relatively little has been written about teachers' beliefs or cognition in senior secondary schools school settings especially in Hong Kong where English is taught by second language (L2) teachers to large classes of students.

The present study thus attempts to address this gap by investigating the grammar teaching beliefs of Senior Secondary (SS) SS1-2 teachers and whether their beliefs are consistent with their instructional practices. It also aims to identify possible

factors that may preclude teachers from doing what they intend to do in their classrooms.

All the participants involved in this study were local Chinese teachers teaching English as second language (ESL) to a large class of SS1-2 learners with different English abilities at different school bandings. In the first stage of the study, 123 in-service SS1-2 ESL teachers were invited to fill in a self-report questionnaire. In the second stage, pre-lesson interviews, lesson observations and post-lesson interviews were conducted with six teachers who exhibited differences and similarities in their beliefs about grammar teaching.

Findings revealed that teachers' beliefs exhibited a significant impact on their classroom behaviour and influenced the way that students learn. More importantly, however, there were gaps in terms of teachers' consistency in their espoused approach and their actual practices. Apart from the inconsistencies between the teachers' stated beliefs and actual practices, this study also revealed that in some circumstances the teachers were not be able to put their professed beliefs into practice owing to restraints of some contextual factors such as the expectations of different stakeholders, time, pressure from public examinations, teachers' workload, large class size, and lack of classroom discipline. Pedagogical implications are also discussed with regard to their actual grammar teaching practices.

ACKNOWLEGEMENTS

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LIST OF ABBREVIATIONS

CMI   *Chinese as Medium of Instruction*

EMI   *English as Medium of Instruction*

ESL   *English as Second Language*

FLs   *Foreign Languages*

HKDSE   *Hong Kong Diploma of Secondary Education*

L1   *First Language*

L2   *Second Language*

NSS   *New Senior Secondary Curriculum*

PPP   *Presentation, Practise & Production*

SS   *Senior Secondary*

SBA   *School-based Assessment*

SLA   *Second Language Acquisition*

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1. Introduction

1.1. Study aims

This study examines the beliefs and practices of Hong Kong's Senior Secondary (SS) SS1-2 English as Second Language (ESL) teachers. It includes a questionnaire survey of 123 teachers and follow-up qualitative interviews with six individual instructors. This study has three major aims. First, it analyses the nature and content of the 123 ESL teachers' personal perceptions and institutional practices regarding grammar teaching. Second, it collects data regarding the teachers' pedagogical methodologies from their own perspectives. Third, it investigates the divergences between teachers' beliefs and instructional practices. Where gaps are identified, possible factors that may preclude teachers from implementing their preferred methods are noted.

1.2. Study motivation

The role of formal grammar instruction in Second Language Acquisition (SLA) has given rise to several decades of extensive scholarly research. The crucial role that grammar plays in SLA has steadily received more and more recognition. It is now generally accepted that:

In the past, grammar teaching was condemned because much emphasis was placed on learning grammar as an ultimate end. Also input based theories of language learning emphasized naturalistic learning situations and thought conscious instruction to be actually detrimental to successful language use. Take Process Instruction (PI) as an example of input based theories. Sheen (2007) mentioned PI could be regarded as a practical solution to students who found difficulty to transform their understanding of grammatical explanation into communicative use. The principle behind PI is to help students to make form and meaning in connection as it is a type of input or focus-on-form enhancement (Smith 1993 as cited in VanPatten, 2002a). It consists of a number of input processing activities which promote the learning of target structure (Ellis 2003). However, teachers are trying to modify the principles of PI with respect to their own grammar teaching contexts.

To avoid the first problem, I believe grammar should be taught as a means for making meaning whilst arguments regarding input based learning have increasingly been seen as flawed (Swain 2000). Ellis (2006:90) stated clearly that form-focused approach is needed initially to construct a basis of knowledge that learners can then use and later extend in a meaning-focused approach. The last point above is particularly important. If formal

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instruction is to have a place within the framework of mainstream methodology, teachers should deliver their grammar instruction in such a way that grammar is presented as a communicative tool or at least as a way of representing meaning.

It remains doubtful whether teachers will heed these recommendations. However, it is interesting to explore teachers' understanding of the language learning process, what they believe the nature of language teaching to be, and what their specifics conceptions of grammar are. This research is important because the teachers' personal beliefs directly influence their instructional practices which, in turn, affect their students' learning.

Several studies suggest that ESL instructors' grammar teaching practices are affected by their personal beliefs (e.g. Borg, 1998c; Andrews, 1999b). These studies focus on the work of L2 grammar teachers.

1.3. Objectives

The objectives of this study are as follows:

1. To explore individual teachers' professional beliefs regarding the role of grammar in ESL instruction;

2. To compare those beliefs against Hong Kong's New Senior Secondary (NSS) Curriculum approach to grammar instruction;

3. To discover how teachers approach grammar instruction in Hong Kong's senior secondary classrooms in actual practice;

4. To raise the level of understanding about divergences between teachers' beliefs and the practices mandated by the NSS Curriculum.

1.4. Research questions

1. What beliefs about grammar instruction are held by a representative sample of Hong Kong ESL teachers?

2. How do the teachers approach the teaching of grammar in NSS classrooms?

3. What is the relationship between individual teachers' professional beliefs and their grammar instructing practices in NSS classrooms?

1.5. Significance

Beginning with the implementation of the New Senior Secondary (NSS) Curriculum in September 2009, the overall academic requirements of the new curriculum fall into the middle range of the then HKCEE and HKALE. The NSS accepts that ESL students benefit from grammar instruction, but deemphasizes learning grammar as an end in itself and instead attempts to better relate it to the larger goal of overall language proficiency. The grammatical items to be learned in Key Stage Three (Senior Secondary) are more complex in comparison with the previous stages. "Items learned at KS3 should be consolidated and extended to a greater degree of complexity at this level" (CDC, 2009, p.13). To facilitate the adoption of an appropriate instructional approach, grammar should be taught to form a basis of knowledge and extend as a means for making meaning in the NSS curriculum. Therefore, if formal grammar instruction is to have a place within the framework of a mainstream ESL methodology, teachers should be allowed to instruct in such a way that grammar is presented as a communicative tool. In other words, teachers should help students achieve grammatical accuracy while promoting fluency.

There are five core approaches to grammar teaching (Carter, Hughes and McCarthy, 2000; Cowan, 2009) as follows:
- Old style prescriptive and form-based approaches have an emphasis on the explanation and conscious application of rules in exercises.
- New style, practice and meaning based approaches with explanation being limited to explaining the links between form and meaning and the constraints on form and a heavy emphasis on situations that foster practice.
- New style deductive approaches where students are taught to tease grammatical structures from texts dedicated to their presentation and find the implicit meaning and context of use, then to apply in naturalistic situations.
- Old style input based and natural approaches which treat grammar learning as a waste of time because grammar acquisition is seen as an unconscious process.

Despite these, old style strong communicative approaches that also see grammar as a waste of time as grammar will be acquired naturally from a social use of language, or from communicative output.

The condensed time schedule for the NSS English language syllabus is an essential factor considered by NSS teachers when preparing for and delivering classroom instruction. For example, there are only seven to eight periods of lessons which bear less than five hours per week for the normal NSS curriculum in English language. Most schools would add one to two hours for extra lessons to supplement the tight schedule for English language. Unfortunately,

it does not reserve as much time as desirable for delivery. If learners are left to acquire grammar subconsciously by means of context-driven inputs, their rate of internalization of a particular grammar structure may require a considerable amount of time, if ever realized at all.

Since learning grammar in context needs an enormous amount of time to conduct grammar teaching in an effective way. That circumstance depends upon the amount of exposure each student has to foreign language learning. Therefore, time should be sufficient for students to be exposed to a range of grammar structures and rules in an explicit way. To teach grammar explicitly, teachers may focus more on language practice rather than language use. Brumfit (1980:125) states that "not all language practice is language use." Despite his view on different conclusion in language teaching, drills have become a common means of language practice. Grammatical explanations also serve as an important input for language acquisition. Krashen & Terrell (1983) assert that the focus on grammar should be restricted to situations where it will not interfere with overall communication, and that the desirability of pausing to deliver grammar explanations hinges upon the individual teacher's judgment in different situations. In short, both explicit and implicit approaches to grammar instruction have different strengths and weaknesses. To the extent they can choose their own approaches to grammar instruction, teachers draw upon their professional beliefs to justify their decisions.

The exploration of individual teachers' perceptions and practices is useful for addressing not only the both explicit and implicit, but also the deductive and inductive, approaches to teaching grammar under the NSS curriculum. A critical question regards whether students should be provided grammatical rules before they encounter and practice specific forms (i.e., the explicit-deductive approach) or whether they should glean the grammatical rules themselves from the given examples (i.e., the implicit-inductive approach). It does help to inform ESL teachers about the latest methodological approaches in advance so that they can make proper adjustments to their lesson plans.

The different views espoused herein on the divergence between the nature of individual teachers' professional beliefs and their actual practices call for further research, particularly where there may be contextual factors affecting the implementation of new programmes such as Hong Kong's newly implemented "334 Structure" and NSS Curriculum.

1.6. Conceptualization in Grammar Teaching

The form-focused instruction is "any planned or incidental instructional activity that is intended to induce language learners" (Ellis, 2001:1). There are two approaches: focus-on-formS instruction and focus-on-form instruction.

Focus-on-formS

It is that grammatical rules are taught separately from language learning. Students have to practice the rules systematically and they can use the target language. The acquisition of grammar is regarded as a process of accumulating parts of the language until the entire structure of language is developed. Further, it is a synthetic approach in which learners is to synthesize the parts for use in communication together with learning materials, methodology and pedagogy in classrooms (Long, M.H & Robinson, P. 1998). The design of learning materials and classroom procedures are aimed at presenting and practising the target language items or forms.

Focus-on-form

While the latter is that the instruction is already embedded in meaningful contexts and the structure is already inside of the language learning. Students can also be able to create their own sentences based on the grammatical form. The approach is basically prioritizing meaning over form while in a communicative activity (Van Patten, 1990; Ellis, Basturkmen & Loewen, 2002). Explicit instruction is adopted to draw students' attention on grammar items with a view to enhancing the effectiveness of communicative events.

Focus-on-meaning

Focus-on-meaning is conducted with lively lessons without rules or structures presented. It is an analytic approach and does not encourage the learners to discover rules themselves. The lessons are often interesting and relevant (Long, M.H. 1990). It is analytic in that learning L2 without intention or awareness. Also, teachers are not treating grammar as an object of study. More importantly, they can experience grammar as a medium of communication (Long, M.H & Robinson, P. 1998).

Implicit (Inductive)

Implicit grammar teaching requires students to understand rules from the examples given. It is an inductive approach where they are given any explanation of rules presentation. Inductive approach is also called rule-discovery learning that teachers start with presentation of some examples of sentences. Then students understand these particular examples to form grammatical rules. Eisenstein (1987) affirmed that students who actively participate in their own search for rules and structures are having "order, clarity and meaning to experiences". The merits of this approach are that students can develop their own set of learning strategies and they are encouraged to draw rules implicitly in their own instruction.

Explicit (Deductive)

Alternatively, in an explicit way, they are given rules before practising (N. Ellis, 1994). Doughty (2003) added explicit grammar teaching is based on a series of grammatical rules. It adopts a deductive approach where the structures and grammar rules are given to students before using the target language. Then they are asked to apply them in practice. Examples are conscious-raising activities, presentation and discussion. This approach focuses on teachers who teach grammar by explicitly presenting grammatical rules and students are told to apply them in various examples. The learners are in control of the target language and be more able to draw correct conclusion from it (Eisenstein, 1987). Schmit (1990) mentioned these activities are an essential condition for language learning. N. Ellis further suggested that they can overcome grammar problems by using the tasks above.

2. Literature Review

Extensive research had been carried out for decades on formal L2 instruction together with the important role of grammar in language learning and usage. Much attention has been dedicated to determining the effectiveness of grammar teaching strategies and related learning outcomes (Borg, 1999a, p.19 and 1999c, p.95, Ellis & Laporte 1997, Hulstijn & Dekeyser; Lightbown, Spada & White, 1993; Long, 1983, Spada, 1997). There is some consensus that explicit grammar instruction is useful, and yet little attention has been focused upon pedagogical methodologies. Therefore, teachers likely resort to their established grammatical knowledge and instructional experiences to inform and sustain their lesson planning.

Some of the teachers adopt using the teaching procedure of Presentation, Practice and Produce (PPP) which is based on 1960s onwards (Harmer, 2007). Byrne (1986) explicates the teaching steps are to present a new language item, students practice the item by means of drills and repetitions and then they produce and express another new items in other contexts. Teachers have to take students' levels, needs and teaching materials into consideration when moving from production to presentation to practice.

PPP has its limitations in various ways. Skehan (1996) criticizes that it is less likely to acquire taught forms in grammar in a successful way. Thornbury (1999) indicates that teachers can control their lessons in terms of content and pace. Skehan (2003) also mentions that it is the power relations with teachers and students which sharply indicate the teacher role. PPP lacks its basis in SLA theory in that it fails to account for students' stages of developmental readiness as mentioned by Ellis (2003). Harmer (2007) also admits it lacks humanistic learner-centred framework which it favours teacher-centred learning. However, Swan (2005) defends PPP as a useful tool to present and practice the grammatical features in a structural way. Later in the 1990s, PPP was being critical of its legitimacy and the rationale for treating the use of grammar. Task-based Learning (TBL) was later well-articulated in its basis in its active learning through communicative use (Ellis, 2003). TBL provides an opportunity to enhance explicit language instructions through language practice. Therefore, it promotes both fluency and accuracy (Willis, 1996).

Nunan (1991) argues that explicit grammar instruction helps learners to better achieve and perform in their target language. He posits that students with a sufficient and fundamental level of grammar are better able to communicate. That recipe for success is also advanced by Kerr (1996) who claims that grammar is both the heart of language learning and a tool to advancing student comprehension. Rao (1996) also states that students should create their own spoken and written discourse while applying known grammatical rules because those rules provide structure. Others insist that grammatical structure must be properly grasped or

else the resulting language usage will be chaotic and less understandable (Canale & Swain, 1980; Brown, 2007a). Indeed, research indicates that the level of grammatical knowledge will affect student capacity for self-expression in the target language (Carroll & Swain, 1993; R. Ellis 2001, 2002a; Nassaji & Fotos, 2004). Grammar instruction also helps students to enhance their communicative competency more meaningfully while exploring their target language (Canale & Swain, 1980; Higgs, 1985; Hinkel & Fotos, 2002; Richards & Renandya, 2003). In sum, several positive effects are indicated as the result of grammar instruction (Nassaji and Fotos, 2004).

With strong advocacy focusing upon forms within communicative approaches in L2 curriculum (R. Ellis, 2002a), form-focused instruction activities are seen as the most effective teaching instruction because grammar lessons are embedded within communicative contexts (Lightbown, 1998; R. Ellis, 2002a).

Two predominant approaches to English language teaching have traditionally been employed in the schools of Hong Kong: (1) the grammar-translation method, and (2) the direct method (also known as the oral-structural approach). The grammar-translation method was adopted by most schools between 1946 and 1964. Under this method, the teaching of English was broken down into several categories entitled Reading, Grammar, Conversation, Dictation, and so on. The grammar presented in the textbooks of the era was based on Latin grammar, and students were required "to learn the rules and grammatical terms of that language at the expense of the forms of modern English" (Bickley, 1987, p.192).

The teaching of English in Hong Kong became strongly influenced by the oral-structural approach in the 1970s. This method utilized a four-stage pedagogical cycle: (1) oral presentation of the new item, (2) oral practice of the new item in a meaningful situation, (3) controlled practice in a meaningful situation, and (4) freer practice using the new item in purposeful activity (Bickley, 1987, p.204). This instructional methodology shares striking similarities with the PPP (Presentation – Practice – Production) model (see Willis, 1996) which is still widely used by English language teachers.

The Hong Kong Government decided to abandon the oral-structural approach and introduce communicative language teaching (CLT) to local schools in the 1980s following developments in Europe. Thus, major revisions of primary and secondary school syllabuses were undertaken to reflect the new communicative principles. One of the most significant changes made was the recommendation that teaching should focus upon function as well as form. In reality, however, after the publication of the revised English syllabus in 1983 (CDC, 1983), there was a tendency to focus on communication at the expense of grammar instruction in schools at the curriculum design level. In other words, the CLT principles did not induce

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any significant changes to teachers' instructional practices. The Education Commission (1994:25) lamented that teachers "still [have] not embraced the communicative approach, preferring to concentrate on the formal features of the language at the expense of encouraging students to use the language."

The advent of CLT had a great impact on how language should be taught and learned. Celce-Murcia (1991) indicates that it was a turning-point that demanded linguists conduct a serious review of the role that grammar plays in language teaching. Two different views about grammar instruction emerged: i.e., explicit and implicit methodologies (Howatt, 1984). The CLT approach emphasizes how to convey meaning and use language in its functional aspects. The emphasis on meaning implies that grammatical accuracy is relatively less important in communication (Garett, 1986; Woods, 1995). However, Close (1991:14) advocates that "communication can generally be achieved most efficiently by means of grammatical sentence or by a series of such sentences logically related." Despite the different opinions towards grammatical competency, Howatt (1984) proposed that grammatical knowledge develops from the inputs and outputs of the social use of a language. The strong form "using English to learn it" related to the experiential dimension of CLT learning which focused on communication, subconscious learning, integration, and the correctness of spontaneous language.

Three major issues emerged regarding the role of grammar in communicative language teaching. First, the way teachers conduct grammar instruction should avoid using grammar as rules and forms. Carter (1990:117) stated that they should do this "without losing sight of the fact that grammar is systematically organized." Second, the way teachers decide and find ways of teaching grammar "which recognize that appropriate and strategic interventions by the teacher are crucial to the process of making implicit knowledge explicit" (ibid). Third, the way to cope with the incompatible relationship of grammar in a language syllabus is to deal with the nature of language acquisition (Rutherford, 1987).

An attempt was made to enhance CLT grammar instruction in the 1990s as a direct result of complaints levied by the private sector. Businesses claimed that the English speaking and writing of their new graduates was full of grammatical mistakes. Tsui (1993) asserted that grammar instruction should have a more important place within the language classroom, including emphasis on grammatical structures. She asked rhetorically, "if we do not understand how a language is organised to convey meaning, how can we generate sentences of our own to express what we want to say?" (p.24).

Place of grammar in Task-based Learning (TBL) & New Senior Secondary (NSS)

Since the Oral-Structural approach was officially replaced by CLT in the 1980s, both English syllabuses for Primary 1-6 (CDC, 1981) and Forms 1-5 (CDC, 1983) stressed a bridging between them, they were primarily based on a communicative basis. However, explicit teaching of grammar was also introduced. The emphasis was equally divided into communicative and linguistic aspects to produce correct English sentences (CDC, 1983). Echoed from the Education Commission Working Group Report in 1994, the language teaching approach being adopted by schools was still not embracing the communicative approach. Rather, they focused on the formal language features but not encouraging students for language use (Education Commission, 1994:25). Further, Evans (1997) found that the instructional practices were still dominated by teaching grammar explicitly. Later, a new syllabus of TBL for secondary schools was introduced in 1999. Guidelines and resource packages were developed with a view to support the implementation of a task-based curriculum at schools.

From 1999 until 2004, teachers were encouraged to draw students' attention to forms and functions in order to support students' task-based learning under the English language syllabus for secondary schools (CDC, 1999, 2002, 2004). Task-based learning was one of the most significant approaches to CLT, wherein most activities were based on real world scenarios and students needed to complete specific tasks while learning to communicate (Brown, 2007b). Word meaning was emphasized over grammatical rules in many tasks.

In the pre-task stage, it does not tend to teach any grammatical structure (Willis, 1996). But in the post-task stage, explicit language instruction is evident in "language focus" which focuses on accuracy. More suitable to secondary school learners is the focused task (Ellis, 2003). It tends to induce them to use a specific grammar item or structure in a productive way. It also aims to stimulate language use in a communicative way so that they can target structures of pre-determined grammar (Ellis, 2003). All in all, it targets to bridge the gap between tasks in TBL and the specific grammar items.

Task-based Learning (TBL) has also been regarded as a "communicative approach" in which ESL teachers worried that there is no place of grammar teaching. However, William Littlewood (1999) showed that grammar was as important as in a communicative approach. It helped learners develop their ability to communicate while incorporating grammatical system of the language. More importantly, Prabhu (1987) put emphasis on the key rationale of TBL in that form is acquired whereas the focus is also on meaning where active learning takes place through communicative use.

With the onset of the NSS Curriculum, CDC has refocused attention to language items including a range of grammatical forms and structures that learners need to develop as they perform communicative functions. Learners at the senior secondary level should have already encountered most of the essential structures and applied them in various situations. Items learned should be consolidated and further extended at the Key Stage Three (KS3) level (CDC, 2009).

A list of examples is given to illustrate the relationships between some of the language items and communicative functions for senior secondary learners. CDC encouraged teachers to provide meaningful contexts in which the language items can be used for purposeful communication (CDC, 2009). Exponents may vary according to contextual elements, such as physical location and the relative social status of addresser and addressee. Therefore, teachers are encouraged to provide meaningful contexts in which the language items can be used for purposeful communication. *(Appendix 1) – English Language Curriculum and Assessment Guide (S4-6), CDC (2008), p.13.*

Challenges in the Implementation of NSS Curriculum

The major challenges which are facing the successful implementation of the NSS curriculum are the issue of learner diversity and its implications for grammar instruction. With the removal of grammar-learning components in the HKDSE exam papers, the assessment is well-catered for both less proficient and more proficient students in terms of having core part and the extended part in Reading, Writing and Listening paper.

In Reading paper, one of the broad learning outcomes is to understand the use of a range of language features in texts such as parts of speech, complexity of sentence structures, etc. Students are required to respond to a wide variety of text types with lengths and levels of difficulty. The paper is designed with a range of question types, for example, multiple-choice items, short responses and open-ended responses. For example, in Part A of 2012 Exam Paper, some multiple-choice questions were challenging to less able students as they had to infer and interpret the meaning of the noun phrase 'a huge sigh of relief' in Question 2. It showed that less than 30% of students could be able to answer correctly. For short and open-ended responses in B1 which is the easier part, they required students to make good use of referencing skills by referring to the pronouns such as demonstrative and personal pronouns in the texts. However, in B2 which is the difficult part, it required making inferences by reading through a series of complex sentences to achieve success in this part. Therefore, teachers are suggested to conduct implicit teaching of grammar in the reading skills.

In Writing paper, teachers have to focus on one important learning outcome so that students

can produce their pieces of writing by using different linguistic devices and language patterns appropriately and accurately. It also caters for learner differences by dividing the tasks into Part A and B. In part A, they can respond to situation with accurate tenses, styles, register and tone in short essays. While Part B is the extended task for students with different abilities to produce write in coherent and structured texts. It is reported that in Part A of Writing paper in 2012, more able students were using the appropriate sentence structure, well-chosen vocabulary items and appropriate register. Therefore, the appropriate use of more complex sentences without clichés is suggested to attain a higher level of scores. It is suggested that teachers could adopt both explicit and implicit approaches in grammar teaching.

In Listening paper, one of the learning outcomes is to understand the use of different language features in fairly complex spoken texts. Also, Part A and Part B are designed to meet the demands of different levels of students. Especially in part B, it is divided into B1 which is the easier section while Part B2 is the difficult section. Teachers have to instruct students with the language competence to process information from data file by selecting and combining them into their writing tasks. The language component is included as one of the criteria for assessing students' abilities in completing the tasks in an accurate manner.

Therefore, teachers have to focus more on the language skills that students can fulfil. For example, in Task 5 of 2012 in Part B1, it is reported that they are assessed on their ability to construct simple and more complex phrases accurately by using noun phrases, prepositional phrases and the linking of these phrases (Examination report 2012, p.175). It is also reported that "Slightly over 1% of candidates were awarded 3 points of out 5" showed that only a small minority of them choosing Part B1 could be able to produce generally accurately constructed phrases for the task. Another example in Task 6 also showed that language competences demonstrated by students were vital to interpret different text types in data files. Teachers should instruct students to create grammatically correct sentences by means of word formation changes, pronoun changes and skills of summarizing the texts. Therefore, more able students were capable of adapting phrases correctly from data files whereas the weaker students were always adapting chunks indiscriminately from texts.

In Part B2, it is a difficult section in which most students could be able to demonstrate the ability to adapt phrases correctly (Examination report 2012, p.177). This is an explicit example for teachers to instruct more able students with good use of their grammatical range and accuracy effectively. When weaker students are attempting this part, more spelling and language errors are indentified. In Task 8 of 2012 in Part B2, more able students were able to make use of the source texts to change word form, word order and pronouns, using different sentence structures, etc. However, weaker students were using source texts ineffectively because of the weakness in language proficiency especially in grammatical competence.

Overview, it is suggested that teachers should adopt the most effective approaches in teaching language features and grammatical items in the four skills. A couple of different grammar instructions and teaching approaches implied different beliefs which are being reviewed to explicate their importance in incorporating them into teachers' respective classrooms in practice.

2.1. Nature and origins of teachers' beliefs

Borg (2006:35) recently explained that beliefs are a tacit, personally-held, practical system of mental constructs held by teachers which are dynamic, defined, and refined on the basis of their educational and professional experiences. These constructs are characterized using a range of psychological labels which may be distinguished at the level of theoretical or philosophical debate but which seem to defy compartmentalization when teachers' practices and cognitions are examined empirically.

Structurally, beliefs form a set of principles which come from teachers' prior experiences, individual personalities, and school practices. Borg (2003) points out the growing need to understand teachers' belief systems and the impacts they have on classroom practices. An understanding of teachers' beliefs is crucial to improve the instructional practices and continuing teacher education programmes (Johnson, 1994).

Other researchers including Rios (1996) and Johnson (1999) also believe that teachers' beliefs, knowledge, and theories have a profound influence on classroom practices. Johnson (1999:30) continues that "beliefs have a cognitive, an affective, and a behavioural component and therefore act as influences on what we know, feel, and do."

Hamption (1994) adds that teachers' beliefs are both generally stable and reflect the nature of instructions that they provide to their students. Johnson (1994:439) elaborated three basic assumptions about teachers' beliefs: (1) teachers' beliefs influence perception and judgment; (2) they play a role in how information on teaching is translated into classroom practices; and (3) it is important to understand teachers' beliefs to improve instructional practices and continuing professional education programmes. Borg (2003) and Burns (1992) examine how personal beliefs and pedagogical knowledge inform the instructional practices and decisions of ESL teachers. Teachers' beliefs may deeply impact spontaneous classroom decisions and personal judgments (Tillema, 2000), as well as constitute an attitude which consistently guides thoughts and behaviours (Eisenhart et al., 1998, in Farrell & Lim, 2005). Indeed, Richards, Gallo, and Renandya (2001:42) indicate that teachers' beliefs form "part of the process of understanding how teachers conceptualize their work."

Ng and Farrel (2003) and Yim (1993) identified the extent to which teachers' classroom practices are governed by their theoretical beliefs. Further, Farrel (1999) examined pre-service teachers' beliefs systems regarding English grammar instruction and found evidence to suggest that their engrained beliefs may be resistant to later change. Richards, Gallo and Renandya (2001:54) investigated the participants in an in-service course and discovered that many teachers follow a communicative approach to teaching, yet still held strong beliefs that specific grammar instruction is crucial to ESL learning.

White (1999) asserts that beliefs have an adaptive function to help individuals define and understand not only themselves, but the world at large. He claims that beliefs are instrumental for defining tasks and behaviours. Hence, the belief systems which teachers develop over time often guide their instructional behaviours and classroom practices. This is also further confirmed by Li & Walsh (2011) that local context like large class size, shy students and exam pressure which create a huge part in affecting the classroom practices. Apart from that, contextual factors such as students' attitudes, desired students' level of language performance, importance of exam and understanding of students' learning in English have also been important in understanding teachers' beliefs and their practice. They combined interviews and research data which showed the importance of having consistency in stated beliefs and interaction in classrooms. In terms of classroom interactional competence, Li & Walsh (2012:5) also promote the focus on teachers' and learners' interactional decisions and actions which enhance students' learning and their learning opportunities. With more engaged and dynamic interactions in language classrooms, more appropriate interactional strategies are good for students' learning goals by means of co-construction of meaning.

A number of influential sources on teacher's beliefs have been identified over the decades. In sum, five sources of influence are: (1) teachers' personal understanding, (2) their experience with schooling and instruction, (3) their formal knowledge acquired through professional training, (4) their own educational experience, and (5) their work context. Regarding the first, a teachers' personal understanding based on their experience affects a teacher's personality and the way his or her beliefs develop. Richards and Lockhart (1994) depict an English drama teacher with an outgoing personality using drama to teach conversational skills (p.31). A direct relationship develops between personality and teaching beliefs. Pajares (1992:317) mentions that "the earlier a belief is incorporated into the belief structure, the more difficult it is to alter." Apparently, these beliefs strongly affect subsequent perceptions and new information processing.

The second source is attributed to teachers' experience with schooling and instruction where learning experiences in the classroom form an "apprentice of observation" (Lortie, 1975).

Teachers have strong perceptions of who they are and how to conduct their teaching. Their teaching experiences influence which instructional methodologies they choose to adopt and apply, and particular pedagogical beliefs are developed (Richardson, 1996). This leads to a circularity where teachers' beliefs influence how they instruct, and the reception of that teaching and its results will in turn further influence those beliefs.

The third source is the teachers' formal knowledge acquired from professional training. Formal knowledge is based on how teachers understand the subject matter they are charged with and the way students learn it. It also includes teachers' classroom management experience, instructional mode, and classroom environment, etc. (Richardson, 1996). This formal knowledge influences teachers' thoughts, including their approach in teaching a second language (L2).

The fourth source is the teacher's own education (Mellado, 1998). In a comprehensive study of six English teachers, Grossman (1990) found that the teachers who attended the same professional courses shared the same views about using a process approach in writing. Half of the teachers attributed their early professional development to the educational inputs they received. The other teachers (who did not receive any professional training) had very different instructional conceptions and strategies.

The final source of beliefs relates to teacher work context. Experienced teachers often influence new teachers to conform to their established norms. In fact, institutional constraints are often imposed on new teachers which may pressure them away from putting their espoused beliefs into practice. Such constraints include heavy teaching loads and duties, and larger class sizes. These obstacles may be exacerbated by high expectations for learning versus relatively low student motivation, and loose classroom discipline (Pennington & Richards, 1997). In brief, schools can impose institutional constraints that force new teachers to adopt more traditional views.

2.2. Teachers' beliefs about learning and grammar instruction

Teachers' beliefs about learning in educational and ESL contexts have been essential. Borko and Putnam (1996) conceived learning as students' role has to receive and practise the skills instructed by teachers. Also, they can construct knowledge and be the active problem solvers. Therefore, teachers' role is to help stimulate their cognitive learning processes.

Tang (2001) yielded six learning conceptions from the analysis of interview data. Learning is vital for students to gain knowledge from textbooks and course materials. They have to prepare for examinations to fulfil the requirements from learning. More importantly, they

have to apply what they learn from theories and methods. Then they get to explain and relate the theories to phenomena so that the perspectives and learning attitudes are changed in a new horizon with personal development. Both text-focused and meaning-focused were stressed.

More specifically in the field of L2 learning, Brindley (1984) mentioned that beliefs about learning are collectively held by teachers. One of these is that learning comprises acquiring principles by means of encountering experiences in learning environment. Also, it consists of forming hypotheses which are constantly modified with the exposure from language inputs. Brindley (1984:97) stressed that learning a language is about the "learning the structural rules and vocabulary through learning activities such as students' self-discovery of errors in reading and writing.

When mismatches between teachers' and students' beliefs in language learning, teachers' strategies have to be adjusted in terms of their application of their methodologies. (Nunan, 1988:95). Walsh (2012) showed that a better understanding of learning as a social activity which includes 'involvement, engagement and participation' (p.1). Walsh also introduced Classroom Interactional Competence (CIC) which is "Teachers and learners' ability to use interaction as a tool for mediating and assisting learning' (Walsh 2011:158). CIC aims to enhance learning and the opportunities for learning. Learning takes place through co-constructed interaction in different abilities. Therefore, teachers and learners will both create learning-oriented interactions through their interactional decisions and actions involved. Also, they both have to understand what makes up CIC and the way to achieve it. Learning is enhanced with 'more engaged and dynamic interactions in classrooms' where students are given more space for learning to take part and contribute to classes in terms of conversations and feedback (Walsh 2012:6).

Walsh & Li (2013) put forward conversations as creating space for learning. Two teachers from China had reportedly found that specific interactional features can create space, enhance more participation while they can increase more opportunities for learning such as increased wait-time, less of teacher echo but more learner turns and planning time. Therefore, learner contribution can be shaped via scaffolding, paraphrasing, etc. Therefore, teachers' beliefs in learning are very essential and they will influence the ways that students learn from their instructional practice.

As teachers' belief systems have a strong influence on instructional practice, they have become a point of interest both for those seeking to introduce change and those interested in compiling a general profile of pedagogical practices.

Chandler (1988) used a postal questionnaire to examine practising English teachers' attitudes

toward the UK National Curriculum. Having received 50 responses, Chandler reported that 84 percent of respondents specifically taught grammar, and that their own previous language learning experiences were their main source of grammatical knowledge. Chandler was very critical of teachers' lack of awareness of the role of language understanding regarding, and even described their attitude as one of "confident ignorance" (p.23).

Kagan (1992:65-66) stated that teachers' beliefs are unconsciously held, tacit assumptions about students, classrooms, and subject matter. Further, she found that teachers develop at a generally stable rate over their careers, making them resistant to change, and reflected their instructional nature.

Nespor (1987, as cited in Beach, 1994, p.191) also identified that entrenched beliefs are rarely subject to critical examination or outside evaluation, and may include idealizations that vary greatly from reality. One difficulty in studying teachers' beliefs, according to Pajares (1992, p.309), lies in confusion between beliefs and knowledge. After failing to reach a consensus after reviewing 20 researchers' different definitions of beliefs and knowledge, Pajares (1992, p.314) proposed the concept of a "belief system" consisting of individual attitudes and values. He ultimately concluded that beliefs and knowledge are inextricably intertwined (ibid.: p.325).

Philips and Borg (2009) studied the tension between the grammar instruction beliefs and actual practices of three practising English teachers working in Turkey. They found that teachers' practices were inconsistent with their specific belief at only one level, these are factors like student expectations, preferences and classroom management. Even so, tension between stated beliefs and classroom behaviours arose in the study. For example, three aspects of grammar teaching - presenting grammar, controlled grammar practice and group work for grammar practice. They nonetheless concluded that the most influential factor shaping teachers' instructional decisions is their core belief.

Borg (2003) classified existing studies of research on teacher cognition in grammar teaching into: (1) research into declarative knowledge about grammar; (2) research into stated beliefs about grammar instruction; and (3) research into teachers' cognition of their grammar instruction practices. Borg (2006) noted that language teachers' knowledge of grammar is generally inadequate. Hence, he suggests a need to provide more training on declarative knowledge about language. Three further points are made. First, teachers value and like to promote grammar instruction. Second, teachers' views of their previous language learning experiences are dominant. Third, a wide discrepancy in views about grammar instruction was found between teachers and students. Borg ultimately found that teachers' knowledge can influence how they instruct grammar. Therefore, teachers' beliefs and practices are not always

congruent.

Andrews (2003), Berry (1997), Burgess and Etherington (2002), Eisenstein-Ebsworth and Schweers (1997), and Schulz (1996, 2001) have all conducted research into grammar beliefs. Andrews (2003) conducted studies of 170 secondary school English teachers in Hong Kong and interviewed 17 students. He demonstrated that those who support inductive approaches to grammar instruction tend to possess a relatively high level of grammatical knowledge, while those who have a relatively low level are stronger supporters of a deductive approach. Students who had strong negative reactions to grammar instruction were identified in interview data from 13 teachers. Nine teachers claimed that they were not enthusiastic about grammar instruction, and more than a quarter of the teachers admitted that they were not confident about their grammar instruction ability. As a whole, discrepancies were found among teachers in the usefulness of explicit grammar knowledge.

Berry (1997) investigated teachers' awareness of learners' knowledge of meta-linguistic terminology. Samples of 372 Hong Kong undergraduates were invited to complete a 50-item questionnaire about grammar terminology, as well as ten of their English teachers. The teachers were additionally asked if they thought their students knew the terms and if they could use such terms in their class. Berry found that there were wide discrepancies between learners' knowledge of meta-linguistic terminology and their teachers' estimation of it (p.143). Moreover, it was also found that there were tremendous differences among the teachers surveyed in terms of their estimation as well as their desire to use the terms in class. Berry concluded that the mismatch between student knowledge and teachers' assumptions could cause serious problems in class.

Burgess and Etherington (2002) used a questionnaire to examine the grammar-related beliefs of 48 teachers of English for academic purposes (EAP) in UK universities. Positive attitudes towards formal instruction were generally reported. The surveyed teachers found that conscious knowledge of grammar played a role in the students' use of language. Over 90 per cent of the teachers reported that their students expect them to present grammar points with explicit instructions, use grammatical terminology, and include structured practice and error correction in their instructional approach. Overall, the study concluded that the teachers were more favourable to an integrated, focus-on-form approach to grammar instruction, and that teachers should be aware of specific student variables such as past language learning experience.

Another analysis was conducted by Eisenstein-Ebsworth and Schweers (1997) who used questionnaires to survey the perspectives of 60 university ESL teachers in New York and Puerto Rico on grammar instruction. The study measured the percentage of formal grammar

instruction that teachers integrated into their classrooms. Decision-making factors included their assessment of student proficiency, age, and education level. Informal interviews were conducted with eight of the teachers to further explore their views. Most of the teachers agreed that grammar should be directly taught to some degree, and that explicit instruction should be combined with communicative practice. The Puerto Rican teachers were more in favour of conscious instruction than the New Yorkers because the former advocated a more traditional approach to language teaching. While one New York teacher explained that "grammar has always been part of our language learning experience. We see no reason to abandon it totally," (p.247) they are generally more willing to try innovative grammar instruction approaches. A total of 41 of the respondents reported having a well-defined approach to grammar instruction that they were confident in and which they considered well-developed. This was also confirmed by the teachers' abilities to express clear and coherent rationales for their approaches to curriculum and pedagogy (p.251). Meanwhile, student wants and syllabus expectations were typical examples of identified factors shaping teachers' lesson planning. The study concluded that "it is interesting that our participants rarely justified their approaches by referring to research studies or any particular methodology" (p.255).

Focus-on-form apparently brings learners' attention to the linguistic form which is embedded in a meaningful context. The linguistic elements will arise in lessons which their overriding focus ins on meaning and communication. Two large-scale studies by Schulz (1996, 2001) provided further insight into teachers' beliefs about formal grammar instruction and its relation to student opinion. He both compared the attitudes to grammar instruction and corrective feedback of 92 FL teachers and 824 students at a university in the United States. The first study unveiled significant mismatches between teacher and student views about error correction. Students almost universally agreed (94 per cent) with the statement that "teachers should not correct students when they make errors in class," although it was found that 48 per cent of the teachers did. Whereas 90 per cent of the students stated that they would like to have their spoken errors corrected in class, only 42 per cent of the teachers agreed. Schulz (2001) later replicated this study with 122 foreign language teachers and 607 students in Colombia. The findings confirmed corrective feedback is as important as explicit grammar instruction. In practice, more real-life communicative tasks are favoured. It is clear from these studies that students desire explicit feedback about grammar usage under certain circumstances. In other words, they want some kind of grammar instruction at specific points in the learning cycle.

Schulz also explored respondents' views about how foreign languages are learned. One of her studies showed "perturbing differences" (p.348) between student and teacher opinions. In the study, 80 per cent of the students held that "formal study of grammar is essential to the

eventual mastery of the language," while only 60 per cent of the teachers shared this view. However, 76 per cent of the Colombian students reported that they like grammar whereas only 30 per cent of the teachers believed that their students did. Also, more than 73 per cent of the teachers in Schulz's study agreed that studying grammar could help to learn a foreign or second language. More than 80 per cent of the teachers in the study believed it important to practice a second language by simulating real-life situations rather than merely practicing grammatical patterns. In addition, Schulz (1996) conducted an explanatory study comparing teacher and student attitudes regarding the role of explicit grammar instruction and error correction in L2 learning. It was found that students tend to have more favourable attitudes than teachers. The students agreed that formal grammar study could improve their communicative ability. However, most teachers held the view that it is more important to practice a foreign language in real-life simulations. Thus, uncovering large differences between students' and teachers' perceptions of the role of grammar instruction and error correction in L2 learning, Schulz (1996:349) concluded that such mismatches can significantly reduce "pedagogical face validity."

However, it should be noted with respect to the present study that these views reflected in the aforementioned studies belong to teachers who are native speakers of the target language, and therefore may never themselves have been second language learners. Arguably, native-speaking teachers may come to different conclusions than those who are teaching in a second language or who have ever studied a second language. Thus, the American experience may differ significantly from Hong Kong's educational culture. These facts are likely to affect the outcome of the present study.

2.3. Research on L2 grammar teaching

This section summarises some major developments in L2 grammar instruction research, in particular, the role of and approaches to grammar instruction, learning practices, and error correction.

2.3.1. The role of grammar instruction

There is much controversy regarding the place of grammar instruction in second language learning. Adherents of the Natural Approach believe that learning takes place through simple exposure to "meaningful input." Its proponents assert that neither explicit instruction nor conscious learning can interfere with the predetermined natural order of acquisition (Cook, 2003, p.34-35). Larsen-Freeman (1995, p.136) found that student awareness of the target language features is raised via this approach, while Rutherford (1987, p.24-27) posits that it builds better overall linguistic competence by focusing student attention away from specific

grammatical errors caused by negative transfer from the mother tongue (Kwan, Chan & Li, 2003, p.92-93). Therefore, these authors assert that we should not merely focus explicitly on grammar facilitates the SLA process.

Ur (1996) remarked that the place of grammar instruction in the L2 classroom has been controversial. The approach to language teaching paves the way for grammar instruction with a different level of importance in the classrooms. Ellis (2002) claims that "grammar held pride of place" among the different instructional methodologies. He also mentions that grammar's place in the curriculum has been challenged by both natural and communicative language teaching. Ellis further states that grammar is best taught to learners who possess a substantial amount of lexical knowledge so that they can also take part in meaning-focused activities. He stresses the importance of separating grammar within the task-based component. Above all, he points out the primary aim of grammar instruction should be to assist learners with developing awareness and explicit knowledge. Ellis (2006) continues to assert that grammar holds an important position in language teaching and learning, while Hinkels and Fotos (2002) point out that grammar instruction has always been a pillar of L2 acquisition.

2.3.2. Approaches to grammar instruction

Though most agree that formal grammar instruction is essential to SLA, the choice of the best pedagogical approach has never been resolved. Two types of form-focused instruction – namely focus-on-forms and focus-on-form – have been proposed by Long and Robinson (1998, p.15). "Focus-on-forms" involves "the pre-selection of specific features based on a linguistic syllabus and the intensive and systematic treatment of those features" (Ellis, Basturkmen & Loewen, 2002, p.420). The target forms and structures are taught by means of direct and indirect approaches as well as deductive and inductive ones.

Whereas Sheen (1992, p.50) held that grammar rules ought to be explicitly taught by using deductive approaches, McGrath (2002, p.93) asserts that deductive understanding is intelligence-related and will hold back less linguistically proficient students. Bourke (1989, p.21 and 1996, p.14-17) describes the inductive approach as learner-driven while fostering creativity and critical thinking. Others suggest that promoting student self-discovery of grammatical rules is optimal because rules thusly acquired are better retained (Koshi, 1996, p.405 and 412, Lewis, 1986, p.165, McGrath, 2002, p.93 and Shaffer, 1989, p.401). Explicit inductive instruction can help guide students to work out the formal rules (Scrivener, 1994; Batstone, 1994). It can also be in the form of deductive grammar techniques which involves teachers in presenting rules and examples to students and applying these rules in practice later on (Ur, 1996; Gollin, 1998). The strategies used in explicit grammar deductive instruction are explanations, translations, and grammar worksheets (Thornbury, 1999). Further, Ellis (2006)

put forward four types of grammar instruction, namely: presentation only, practice only, elicitation of the structure production without presentation or practice, and corrective feedback on errors in communicative tasks. However, it is difficult to determine a one-size-fits-all instructional approach.

Regardless of instructional method, the "focus-on-form" approach inconclusively aids learners' communicative competence. Norris and Ortega (2000) reviewed 49 focus-on-form studies, concluding that students exposed to this approach demonstrated relatively decreased spontaneous communication.

Long and Robinson (1998, p.23) balanced the two approaches in the focus-on form and on meaning or communication in the focus-on-meaning and put forward the 'focus-on-form' approach. The approach "consists of an occasional shift of attention to linguistic code features" and involves "learners' briefly and perhaps simultaneously attending to form, meaning and use during one cognitive event" (Doughty, 2001, p.211). However, Sheen (2003, p.225) had reservations regarding its effectiveness once a breakdown in communication is found. He therefore suggested immediate corrective feedback for error treatment.

A teacher's own grammar knowledge plays a critical role in advancing instructional approaches and methodologies. Celce-Murcia and Larsen-Freeman (1999) judged that teachers who possess a strong foundation in grammar competency will better meet the needs of their students. In other words, effective teachers must have mastery of the grammar rules of their own language. They also mentioned that teachers should conduct explicit grammar instruction by using proper grammar terminology. Moreover, they pointed out that grammar can be viewed from the dimensions of form, meaning, and usage.

Students must learn grammar in an accurate and meaningful way. Grammar may be introduced via explicit or implicit, and deductive or inductive, approaches. Grammar may be introduced separately as mere rules, or integrated with other learning activities. It seems that no single approach is ideal in every situation, as the contexts of all teachers and learners are different (Hinkel & Fotos, 2002). In terms of cultural expectations, Adrian Holiday (1999) identified the way different cultures create different methodological needs such as "small culture view of English language curriculum settings reveal mismatches between professional," (p.237) and "small culture approach is most appropriate for a world which is increasingly multi-cultural at every level," (p.260).

2.3.3. Error treatment

Allwright and Bailey (1991, p.100) note that knowing when and how to address errors is a

complex determination. Hammond (1988, p.414) asserted that error correction was of "no value" to enhancing L2 acquisition, as students would demonstrate negative responses (Krashen, 1982, as cited in Ellis, 1994, p.584). Others claim, however, that clear and consistent feedback is important to students both for the sake of grammatical awareness and the enhancement of L2 grammar rules acquisition. Allen and Swain *et al.* (1990, p.67) thus averred that ". . . the lack of consistent and unambiguous feedback is likely to have a detrimental effect on learning." Borg (1998) agreed, including active error analysis in his study of oral fluency work. This practice was welcome partly to fulfil the teachers' individual style desires and, in some cases, was demanded by students.

In one of their focus-on-form investigations, Basturkmen, Loewe, and Ellis (2004) pointed out that focus-on-form was favoured by three teachers when communication breakdowns occurred. The reason for that focus was its emphasis on linguistic accuracy. In another study, Lyster and Ranta (1997) investigated the effectiveness of six different feedback types. Among them, the use of recasts/elicitation – where students must reformulate their own inaccurate utterances – was favoured for directing students toward proper forms (Ellis et al., 2002, p.425).

The research on grammar instruction demonstrates a lack of consensus and inconclusive results. Ellis (1994, p.646) states that "it is probably premature to reach any firm conclusions regarding what type of formal instruction works best." Mitchell (2000, p. 296) agreed that "applied linguistics are not at present in a position to make firm research-based prescriptions about the detail of 'what works' in [second or foreign language] grammar pedagogy." Borg (1998, p.10) added that formal instruction is like "a landscape without bearings" because although pedagogical guidelines for grammar instruction are well-developed, teachers need to "create and internalise their own maps [i.e. their own personal beliefs of grammar instruction]" to guide their instructional behaviour. With this in mind, the present study seeks to identify the factors separating teachers' personal beliefs and instructional behaviours regarding grammar.

2.3.4 The Use of L1 and Meta-talk

Approximately 91% of people in Hong Kong speak Cantonese as their L1, this makes the school settings into either English as Medium of Instruction (EMI) or Chinese as Medium of Instruction (CMI). The consistent use of English in either EMI or CMI classrooms has been applied ever since the fine-tuning of the Medium of Instruction (MOI) for Secondary Schools. While using L1 in English lessons, negative transfer between L1 and L2 will result in learning difficulty as stated by Ellis (2008). It is the learner native language will interfere with the target language when L1 is used in English language classrooms.

In a study of Hong Kong English classrooms, He (2006) noticed that English lessons focus mostly on "pre-selected discrete grammatical structures…and daily routine related to nouns and verbs. It deprived L1 students in L2 grammar instruction of their cognitions and meta-cognitions. Therefore, code-switching in target language classrooms (Lin, 2000) and the integrative use of L1 and L2 in teaching (Butzkamm & Caldwell, 2009) as well as code switching in multilingual settings (Creese & Blackledge, 2010) are some of the critiques of the monolingual principle. They all proved that using L1 in English classrooms is a medium for communication and is a mediating tool for thinking. However, teachers uphold the principles as prescribed by EDB and the use of terminology as meta-talk is common in English classrooms in Hong Kong.

Learner variables have been an important factor for teachers to adopt using meta-talk in class. Mitchell and Redmond (1993) disagree with using grammatical terms because the teachers need to cultivate students' abilities to interact with the target language used. Swan (1994) considered teacher's choice of using grammatical terminology will be affected by students' conceptual sophistication of whether they are familiar with the precise terms in grammar or not. Chalker (1984) also confirmed the use of terminology is related to the learners' levels. When they are at lower levels, then they are unable to identify the notions in grammar. Stern (1992) and Ur (1996) further suggested that learners' maturity and background are essential as older learners can benefit more in grammar teaching as they are meta-linguistically-rich and analytically-minded to work on terminology.

Carter (1990) supported using meta-language in that it provides an economic and precise way to discuss target language in particular functions and purposes. Burgess and Etherington (2002) mentioned that using grammar terminology is part of en explicit approach and it is useful for teachers and students.

Borg (2011) believed that the use grammatical terminology did not facilitate learning in ESL classrooms. However, it did not imply that teachers should avoid using it in class. Therefore, teachers' use of terminology in class should take account of their cognitions such as knowledge of meta-linguistic and conceptual level. When prompted by students' questions in grammar items, teachers sometimes use terminology in other occasions. He further confirmed that teachers' decisions about using terminology should be taken interactively and in real time to explain it with students.

2.4. The relationship between teacher beliefs and instructional practices

As discussed, teachers' belief systems play a critical role in determining what transpires in

their ESL classrooms, especially their own behaviours (Handal, Bobris, & Grimson, 2001; Lovat & Smith, 1995). Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan for, and make decisions regarding such tasks; hence, they play a critical role in defining behaviour and organising information (Pajares, 1992, p. 325).

The effect of teachers' beliefs on their instructional practices has been influential in the context of curriculum change. Teachers' beliefs act like a mediator between the curriculum's intended goals and actual instructional practices. Resistance to changes may emerge and result in a low uptake if teachers' beliefs do not match the stated goals (Burkhardt, Fraser, & Ridgeway, 1990). Cuban (1993, p.256) further stated that "[t]he knowledge, beliefs, and attitudes that teachers have . . . shape what they choose to do in their classrooms and explain the core of instructional practices that have endured over time." Hargreaves (1994, p.54) mentioned that "[w]hat the teacher thinks, what the teacher believes, what the teacher assumes – all these things have powerful implications for the process, for the ways in which curriculum is translated into practice." The low degree of success among many educational reform proposals has been seen as a major reason why teachers' beliefs need to be examined (Fullan, 1993).

In the past few decades, extensive research on formal L2 instruction has been carried out to examine the role of grammar in both language learning and language use. Finding effective grammar teaching strategies and examining learning outcomes has been emphasized (Borg, 1999a, p.19 and 1999c, p.95). Despite some consensus that explicit grammar teaching can have positive effects, which method works best is still undecided.

2.5. Research findings for consistent relationship between beliefs and practice

Mitchell, Brumfit, and Hooper (1994a, 1994b) used classroom observations and interviews to determine the extent to which teachers' beliefs (as reported by British teachers of foreign languages) were reflected in their actual classroom practices. They used classroom observations and interviews for developing knowledge about language (KAL). Also, they documented teachers' beliefs language and the explicit role of KAL in FL classrooms. It identified the significance between English and FL teachers in which the former focused on sentence-level grammar work while the latter adopted a text-based and functional approach (Borg 2008, p.119). The practice was reflected in the classrooms where teachers felt made "direct contribution … to the development of pupils' target language proficiency" (Brumfit, et al., 1996:77). Hence, all of these studies indicated a consistency between teachers' beliefs and their pedagogical practices.

In an early study on reading instruction, Johnson (1992) explored the relationship between

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ESL teachers' beliefs and actual practices. She invited 30 ESL teachers from New York to describe what they would do in an ideal ESL classroom. Using theoretical profiling instruments to measure such consistency among them, she found that ". . . the majority of these 60% ESL teachers possess clearly defined theoretical beliefs which consistently reflect one particular methodological approach to second language teaching" (p. 93). In her findings, she identified a skill-based, a rule-based, and a function-based approach in which teachers held clearly defined beliefs that were consistently reflected in their lesson observations. For example, one teacher used a skill-based approach to teach reading and writing, utilizing fill-in-the-blank and short answer exercises, respectively. Another teacher preferred a rule-based approach, using a lot of grammatical terminology in his instruction. A teacher who favoured a function-based approach used newspaper and magazine articles with pictures as instructional materials, and engaging the students in meaningful, contextual communication.

Shi and Cumming (1995) also reported consistency between ESL teachers' beliefs and their practices. In brief, five teachers were interviewed and observed. The authors concluded that each teacher had their own preferred focus on individual aspects of writing instruction. One teacher used communicative group work to help express their thoughts while replicating authentic tasks; another conducted her writing instruction by arranging substantive ideas in composing processes of writing. The other teachers conducted writing instruction by correcting student errors found in formulaic essay assignments that emphasized a proper outline form, including thesis statements and topic sentences, etc.

Golombek (1998) explored teachers' beliefs by using different instructional strategies to deal with the tensions encountered in their classrooms. The findings indicated that the two teachers used their previous knowledge and experiences in class, which were consistent with their teaching beliefs and practices as explained in the study.

Apart from reading and writing aspects, belief-practice consistency has also been found in grammar instruction. For example, Andrew (2003) conducted a study by interviewing and observing 17 Hong Kong ESL teachers working at the secondary level. In the grammar pedagogical practices, their shared practices were affected by a variety of stated principles. The findings are similar to those concluded by Breen and Hird *et al*. (2001). Therefore, with teachers' diverse practices and principles, this formed "individuality" of each teacher's cognition by Andrews (2003, p.373).

Johnson (1992) studied three ESL literacy teachers in an attempt to determine consistency between theoretical orientation and instructional practices. From a sample set of two teachers, Johnson found that teachers' choice of a particular methodological approach is consistent with their clearly defined theoretical orientation. Later, Silva (2005) studied three Brazilian

teachers undergoing internships to determine their perceptions of the ESL classroom. The teachers were observing other, more experienced teachers' classrooms, and also were required to review videotapes of their own instructional practices. Silva concluded that the teachers' professional knowledge influenced their perceptions and affects their classroom practice.

2.6. Reasons for inconsistent relationship between beliefs and practice

A number of research studies attempt to account for the inconsistencies between teachers' beliefs and practices. Thompson (1992) proposed that teachers may have their own beliefs about their ideal mode of instruction, yet lack the skills and knowledge to implement them. Although the surveyed teachers indicated a strong preference for communicative grammar instruction, they tend to opt for mechanical drills and controlled practice in classroom settings. In fact, the adoption of skills and application of knowledge about instructing grammar in a communicative way involves preparing the activities selection, presenting the target items in meaningful contexts, engaging students to use the target items, organizing pair or group work where appropriate, and carefully evaluating the intended learning outcomes.

Using appropriate instruments to measure beliefs are essential. Richardson (1994) found that the categories of beliefs designed and predetermined by researchers might not match the teachers' actual beliefs and theories, rendering the validity of the findings both questionable and inconclusive. Calderhead (1996) pointed out that individual teachers may even hold conflicting beliefs that can manifest in contradictory actions.

On the other hand, several studies reveal inconsistencies between beliefs and practices. For example, Karavas-Doukas's (1996) study found that EFL teachers tend to follow a more structural approach in actual classroom settings despite professing a commitment to the communicative approach. With the conflicting belief systems, the role of teacher- and learner-centred practices were being valued. Basturkmen et al. (2004) observed inconsistencies between the stated beliefs of three teachers and their actual practices when they resorted to focus-on-formS approach in class. Indeed, despite the likelihood of interrupting communication flow, the teachers recognized a need to correct errors related to the taught target structure. Indeed, they found (p.267) that teachers tend to resort to their own experiences and knowledge (rather than technical or declarative knowledge) when faced with in-class dilemmas (Ellis, 1998, p.40-41).

Contextual factors also help to explain the mismatch between teachers' beliefs and practices. In their investigation of two experienced grammar teachers at a Singaporean primary school, Farrell and Lim (2005) stated that external factors like instructional time constraints, syllabus demands, and interventions by school administrators and parents impeded the implementation

of their stated beliefs. Similarly, Andrews (2003) found that the teachers observed in the study were not only affected by the "macro-culture of society" (e.g. parental expectations and the examination system) but also by the "micro-culture" of their particular institution. Based on these findings, Olson (1988, p.168) claimed that teaching is not a private activity but a social one. The way teachers instruct rests upon "their understanding of the school society in which they are living." Richards (1996, p.284) also claims that teachers are affected by ". . . their understanding of the system in which they work and their roles within it."

Duffy (1982) and Duffy & Anderson (1986) determined that working constraints affect teachers' abilities to carry out instruction in alignment with their personal theories. Thompson (1992, p.138) defined such constraints as "the values, beliefs, and expectations of students, parents, fellow teachers, and administrators; the adopted curriculum; the assessment practices; and the values and philosophical leanings of the educational system at large." They are situated in the teacher's specific work context which deeply affects belief patterns (Putnam & Borko, 2000). Indeed, such work-based contextual factors can conflict with and override a teacher's theoretical beliefs.

Leinhardt (1988:147) mentioned the situated nature of teachers' knowledge:

[M]uch of the knowledge teachers have about teaching is situated within the context of teaching. Like other forms of situated knowledge, the situated knowledge of teaching has developed in a specific context, and within that context, is extremely powerful.

Because beliefs are situated within the context of teaching, it is important because it:

[C]onnects teaching events with particular environmental features such as classrooms, time of year, individual people, physical surroundings, specific pages of text, and more abstract subject matter knowledge (ibid.).

Grossman and Stodolsky (1994:180) conclude:

[T[he work of teaching depends greatly on the specific grade level; the particular subject matter; the school's organisation, mission, culture and location and the district, state and national contexts in which teaching and learning occur. These multiple contexts affect teachers and students in myriad ways . . . contexts matter.

Elbaz-Luwisch (1997) asserts that the contexts teachers work within have a dialectical relationship with teachers' beliefs. Beliefs make up part of the context within which teachers operate, in turn shaping the beliefs themselves.

Aside from the aforementioned contextual factors, research indicates that teachers are often prompted by their students to modify their instructional form. Borg (1998) found that the inclusion of error analysis by teachers during oral fluency activities met the needs of class management, despite possible limitations regarding pedagogical effectiveness. Andrews (2003) also discovered that grammar-focused instruction is a preference for teachers faced with meeting the needs of senior-form students preparing for public examinations.

Borg (1999a, p.26) stated that pedagogical systems are characterized by complexity, noting that "they involve interacting and conflicting beliefs about language, L2 teaching and learning, students and teacher's self." Disparity between teaching beliefs and actual practices is commonplace. A similar conclusion was reached in Peacock's (1998) replication and extension of Nunan's (1988) study. Namely, while teachers rated "communicative" activities highly, students opted for more "traditional" activities. Schulz (1996) also pointed out that students favoured formal grammar teaching and explicit correction regardless of their language background and learning. Horwitz (1988, p.292) proposed that these gaps between teacher and student beliefs probably result in "negative [language-learning] outcomes" for students. She also suggested that such a gap can lead to reduced learner confidence in and satisfaction with the class, manifesting in an unwillingness to participate in communicative activities (p. 290). In conclusion, Horowitz asserted that (p.293):

> Teachers will likely encounter . . . many unanticipated beliefs, some enabling and
> some truly detrimental to successful language learning . . . foreign language
> teachers can ill afford to ignore those beliefs if they expect their students to be open
> to particular teaching methods and to receive the maximum benefit from them.

In sum, Breen (1985:150) found that the situated nature of teachers' beliefs is "not *either* individual mind *or* social actor when participating in a lesson," and "at once cognitive and social." Therefore both cognitive and social issues should be given equal attention when attempting to understand teachers' beliefs and instructional practices.

In conclusion, the literature review on teachers' beliefs and grammar teaching should merit more concerted research effort. Though research on focus on form has been inconclusive, it helps understand the approaches behind grammar teaching beliefs and instruction in L2 classrooms.

3. Methodology and Data Collection

3.1. Research Framework

The research framework utilized within is based on an exploratory-interpretative paradigm (Grotjahn, 1987) which uses a non-experimental method and yields qualitative data intended for an interpretative analysis. The inner perspectives of teachers are studied in order to analyse and better understand the deep meaning of teachers' actions. The process is characterized by an idiographic conceptual framework which emphasises determining the meaning of particular events. This research approach acknowledges the personally constructed nature of knowledge (Bassey, 1991). As its focus is on the meaning of teachers' actions, the overall research framework hinges upon interpreting human actions while understanding the reasons why people behave in the ways that they do.

The different research frameworks applied in this study (i.e., positivist, interpretive, and critical) are conceived as teachers' cognitions and based on a distinct set of assumptions regarding the nature of social reality. The purposes of this inquiry are as follows:

The *positivist framework* aims to establish testable generalizations about human behaviour which can better predict future social occurrences. It assumes an objective reality that can be captured and described. The *interpretive framework* aims to describe the reality of an individual's experience and to understand human action in context. It assumes there is no one universal reality, but rather that reality is contextual. The *critical framework* aims to challenge preconceived notions about how individuals respond to power relations in terms of the causes and consequences of their actions (Calderhead, 1996, p.713).

This study investigates the beliefs and practices of Secondary School grades 1-3 ESL teachers towards grammar instruction in order to address the research questions. The purpose of the study is to determine how teachers put their professed beliefs into actual classroom practice. The interpretive approach is adopted so that the "meaning-perspectives" (Erickson, 1986, p.121) of the six ESL teachers concerning their grammar teaching can be appropriately identified.

In collecting and analysing data, emphasis was placed on understanding, interpretation, and explanation. Within the interpretive framework, this study employs the methodology of a focus group study composed of six ESL teachers, and a questionnaire received from 123 ESL teacher respondents. The findings should help contribute to understanding the link between ESL teachers' beliefs and their impact on classroom teaching.

3.2 Research Approach

Allwright and Bailey (1991), Duff (2008), and Nunan (1992b) claim that research questions are crucial to forming the point of departure when choosing a research approach. More importantly, the research methods should align with what the study is intended to explore. This study is based on the framework of an exploratory-interpretative paradigm and seeks to explore teachers' beliefs and practices within their respective classrooms. Addressing these issues calls for a "complex narrative that takes the reader into the multiple dimensions of a problem, and displays it in all its complexity" (Creswell, 1998, p.15).

Patton (1990) states that it is impossible to emphasize generalized quantities in a study because most education programmes are adapted to specific local situations. Therefore, the best strategy for study is naturalistic inquiry. A mixed method with both quantitative and qualitative aspects is best suited for this type of inquiry in order to provide detailed descriptions of teachers' thoughts, actions, and working contexts (Adams, 2000; Patton, 1990; Strauss & Corbin, 1998). At the same time, it understands the meaning construed by people to see the way they make sense of their inner world and the experiences they encountered in the world (Bryman, 2001; Merriam, 2001). In the area of teachers' thinking, Clark (1986) stated that "quality portraiture may be of more practical and inspirational value than reductionist analysis and technical prescriptiveness" (p.14).

A direct encounter with experience as it is naturally lived, felt, and undergone is implied (Bryman, 2001; Merriam, 2001; Sherman & Webb, 1988). The present study, being both quantitative and qualitative in nature, strives for a comprehensive investigation of the teachers' beliefs and practices by means of a 25-item main questionnaire, five-point Likert-style attitude scales ranging from "strongly agree" to "strongly disagree," focus group interviews and lesson observations. Questionnaires are an efficient instrument for the collection of large amounts of data, but they are unable to adequately capture deeper, more nuanced beliefs (Borg, 2006, p.174). Kagan (1990, p.427) notes that "standardized statements may mask or misrepresent a particular teacher's highly personalised perceptions and definitions." This prompted Pajares (1992, p.327) to put forward "the inclusion of open-ended interviews and observation of behaviour if richer and more valid inferences are to be made." Four essential characteristics further to that point are identified by Yin (2003).

First, the interviews/observations should focus on the unique ways that teachers perceive and conduct classroom instruction based on a particularistic study with a holistic picture of the overall situation. Second, the study rests upon a descriptive approach in which the data collected from the interviews and observations will compose a rich descriptive experience.

Third, it is heuristic in that the emergence of most previous unconfirmed or unknown relationships and factors can be identified. More reflections and rethinking of the particular experience which involve teachers' beliefs and practices with the newly implemented NSS curriculum are generated. Finally, it is inductive in that the hypotheses will appear as an examination of data grounded within a particular context.

A focus group study design allows for an intensive, in-depth examination of implementation processes and their characteristics (Sanders, 1981). It also includes an examination of the teachers' views, beliefs, and practices (Elbaz, 1981). The adoption of a mixed quantitative-qualitative approach implies a systematic treatment of data wherein in-depth analysis of teacher beliefs and practices enable the researcher to convincingly portray the individual or site under investigation (Stake, 1995), providing "illuminating insights" for outsiders (Allwright & Bailey, 1991, p.51).

In sum, this study aims to explore the beliefs and practices of SS1-2 ESL teachers towards grammar instruction. It used a mixed qualitative-quantitative approach to access the thoughts of ESL teachers, explore their instructional practices, and decode their thoughts and actions.

3.3. Quantitative Method

3.3.1. Context of the Study and Participants

A total of 123 teachers from across the instruction-level bands responded to the questionnaire (Appendix 3). The use of probability sampling with cluster samples where schools and school districts were randomly selected. Questionnaires were sent to English departments of different secondary schools with ESL teachers whom were teaching SS1-2. The banding of schools are based on the classification of high, medium and low level of ability with bands 1-3 by Hong Kong Education Bureau. Based on the banding and medium of instruction (EMI - English as Medium of Instruction and CMI - Chinese as Medium of Instruction), 42 teachers with 34 per cent represent Band One, 38 teachers with 31 percent represent Band Two, and 43 teachers with 42 per cent represent Band Three (Figure 1).

Figure 1. Banding and medium of instruction of the serving school

	Band 1 (EMI)	Band 1 (CMI)	Band 2 (EMI)	Band 2 (CMI)	Band 3 (EMI)	Band 3 (CMI)
n	42	0	9	29	1	42
%	34.1%	.0%	7.3%	23.6%	.8%	34.1%

The spread of years of English teaching experience varied widely. A total of 50 teachers have

1-5 years of experience (41 per cent), 40 teachers have 6-10 years of experience (33 per cent), 21 teachers have 11-15 years of experience (17 per cent), while just 12 teachers have 16 or more years of experience (10 per cent) (Figure 2).

Figure 2. Years of English teaching experience

	1-5	6-10	11-15	16 or above
n	50	40	21	12
%	40.7%	32.5%	17.1%	9.8%

It is interesting to note that 77 female teachers (63 per cent) comprise the majority of respondents, while only 46 male teachers (37 per cent) completed the questionnaire (Figure 3).

Figure 3. Sex

	Female	Male
N	77	46
%	62.6%	37.4%

Of the total 123 respondents, a vast majority of 120 teachers (98 per cent) had their first or only language-related degrees in English. Only three teachers claimed to not possess a relevant English degree. Meanwhile, 104 teachers (85 per cent) reported professional training in English instruction, whereas only 19 teachers (16 per cent) did not possess formal English instruction training. This reflects that most respondents are qualified to respond the questionnaire items in a rational and professional way (Figures 4 and 5).

Figure 4. First degrees majoring in English

	Yes	No
N	120	3
%	97.6%	2.4%

Figure 5. Professional training in English instruction

	Yes	No
N	104	19
%	84.6%	15.4%

3.3.2. Data Collection

This section describes the data collection process used in the study, including research instruments and data analysis.

3.3.3. Research instruments

In designing tools for accessing teachers' thoughts and exploring their actual practices, reference was made to existing methodologies presented in the literature (Borg 2006; Kagan 1990; Pajares 1992). The instruments used in this study comprise observations, interviews, and a self-reporting questionnaire.

3.3.4. Questionnaire

The use of a questionnaire serves to elicit a large amount of data regarding teachers' personal beliefs about grammar instruction. The data specifically concerns the teachers' beliefs about the role of grammar instruction in language acquisition, their approaches to grammar instruction, their actual classroom practices, and their treatment of error. A total of 150 questionnaires were dispatched to different bandings of senior secondary schools, and 123 responses were received from a fairly even distribution. That 82 per cent response rate is acceptable.

Several measures were used to increase the reliability and validity of the questionnaire. For example, an initial pilot questionnaire was submitted to three previously-surveyed ESL teachers instructing senior secondary students in order to enhance internal validity and facilitate easy comprehension. Slight modifications were made based on their feedback. Thereafter, paired statements were used to provide some ability to check the consistency of teachers' replies regarding certain topics.

The teachers were requested to mark their responses to the options which best explain their beliefs and practices. The results were compiled and summarized. In the first part of the questionnaire, participants were asked to rate their beliefs towards grammar instruction on a five-point, Likert-type attitude scale ranging from "strongly agree" to "agree," "neutral," "disagree," and "strongly disagree." The belief statements are adapted and extended based on Karavas-Doukas's (1996) attitude scales for investigating the attitudes of a large group of EFL teachers, as well as Burgess and Etherington's (2002) "belief inventory" for exploring EAP teachers' attitudes to grammar instruction and learning.

The second portion of the questionnaire consists of two parts. The first part asked about

beliefs about grammar instruction in which closed items are included in the questionnaire. These allow respondents to rate their attitudes in their own professed beliefs that the belief open-ended statements might be unable to cover (Borg, 2006, p.185). In the last part of the questionnaire, personal information about each respondent is sought so as to record gender, teaching experience, and the educational and professional training of each teacher. Finally, an initial agreement is included to help ensure that enough participants are willing to take part in follow-up interviews and observations.

3.3.5. Data analysis

3.3.5.1. Analysis of questionnaire data

A frequency count was used to calculate teachers' responses to the Likert-scale statements. The raw data was then converted into percentages for easy comparison. By analysing, comparing, and contrasting these figures, the spread of percentages across grammar teaching was held by the SS1-2 teachers. The personal information was also analysed and converted into percentages to form a general profile of each respondent.

SPSS software was used to analyse the descriptive statistics, including mean, variance, standard deviation, and the level of significance. The number of valid observations for a variable was counted against the total number of observations and the number of missing values. The arithmetic mean (average) of the observations was also calculated as it is the most widely used measure of central tendency. Finally, a percentage and frequency count were adopted to measure the number of respondents who agreed (i.e., strongly agree and agree), felt neutral, or disagreed (i.e., disagree and strongly disagree).

3.3.5.2. Reliability of questionnaires

Reliability coefficients (as determined by Cronbach's alpha) were used to measure the internal consistency of teachers' questionnaire. As show in Table 1, the internal consistencies of the main study were proven to be acceptable. The reliability coefficient (Cronbach's alpha) for the overall scale of the survey is high, with alpha value of .791. The internal reliability coefficients for the four categories are as follows: RGI (α = .435), AGT (α = .726), GLP (α = .635) and ET (α = .618) (Appendix 2).

Table 1: Cronbach's Alpha Values of the Questionnaire

Category	Cronbach's Alpha Value
Role of Grammar Instruction (RGI)	.435
Approaches to Grammar Teaching (AGT)	.726

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Grammar Learning Practice (GLP)	.635
Error Treatment (ET)	.618

The results indicated that the 25 items in the questionnaire was reasonably reliable measures of teachers' beliefs and the grammar practice.

3.3.5.3. Data Presentation

The 123 questionnaire responses are presented in four domains reflecting the role of grammar instruction, approaches to grammar instruction, grammar learning practices, and error treatment. The data generated addresses the first research question, "what beliefs about grammar instruction are held by a representative sample of Hong Kong teachers?"

3.4. Qualitative Method

3.4.1. Context of the Study and Participants

The context of the study of the six ESL teachers' beliefs and practices is the Hong Kong senior secondary school classroom. All of the ESL teachers using the NSS English language curriculum for SS1-2 students were at different school bandings ranging from 1 (high) to 3 (low).

Confining the study to SS1-2 students, it helps teachers to focus on the beliefs about the existing NSS curriculum 'it depends on responses resulting from unspecified context in the study of beliefs and attitudes'. (Pajares, 1992, p.327)

A total of six Senior Secondary 1, 2, and 3 (SS1-3) ESL teachers' beliefs about grammar instruction are compared with their actual classroom practices to discover interrelationships. The spread of teachers' background in terms of gender, form of study, school banding, experience level, and professional training are analysed as follows:

3.4.2. Summary of Six ESL teachers' backgrounds:

Table 1a

	Karen	**Carmen**	**Renate**	**Tyson**	**Yvette**	**Dicky**

Gender	F	F	F	M	F	M
Form	SS1	SS1	SS1	SS2	SS1	SS2
School Banding	Band One	Band One	Band Three	Band Two	Band Two	Band Three
Years of English Teaching Experience	4 Years	5 Years	2 Years	1 Year	12 Years	6 Years
Majored and Trained in English	Yes	Yes	Yes	No	Yes	Yes

Table 1 demonstrates that four teachers instruct in SS1 while two others instruct SS2. Banding is evenly distributed, with two samples from every band involved in the study. The teachers had an average of five years' experience along a broad range spanning from one to 12 years. Five of the six majored in English and have professional training qualifications such as a PGDE. One teacher is an outlier: a novice with no formal training or advanced study in English language education. The teachers participated on a voluntary basis and their real names are not used in this study.

3.4.3. Data Collection

This section describes the data collection process used in the study: the research sites, participating teachers, and instruments of data collection.

3.4.4. Research sites

When conducting a case study, one selects an instance from the class of objects and phenomena one is investigating (for example, a second language learner or a science classroom) and the way this instance functions in context (Nunan, 1992b, p.75). The

investigator seeks to discover, understand, and gain insight, and therefore must select a sample from which the most can be learned (Merriam, 2001). To achieve this, purposive sampling (Chein, 1981) or purposeful sampling (Patton, 1990) is often adopted "with its logic and power lying in selecting information-rich cases for study in depth" (Patton, 1990, p.169).

To achieve this purpose, this study selects six ESL senior secondary schools teaching the NSS Curriculum across Hong Kong. The teachers are chosen by a process of judgment sampling, involving the selection "according to the number of criteria established by the researcher . . . that endowed them with specialized knowledge" (Burgess, 1984, p.55). The selection criteria used were as follows:

Senior Secondary School teachers

Senior secondary school teachers were chosen because the author is more familiar with the current situation in secondary schools (e.g. taught in local secondary schools and am professionally trained to teach English at the secondary level), and because a great deal of data can be collected from the senior forms.

In-service teachers

In-service SS1-2 teachers were selected rather than pre-service teachers because the former have more classroom experience and may feel less stress / more secure if they are observed. They are also often more willing to try different teaching methods and techniques. In any event, they are more familiar with the NSS curriculum, as many had to plan and organize the NSS curriculum prior to its implementation in 2009.

Teacher characteristics

The overall research design focuses on four areas: (1) studying the teachers' pedagogical beliefs about grammar instruction; (2) studying the beliefs of a small group of teachers; (3) determining how those beliefs do and do not accord with actual classroom practices; and (4) demonstrating how those teachers' practices align with the mainstream consensus about grammar instruction. Selecting a sample group that features teachers of various characteristics is important to collecting a generally representative data set. The participant selection was intended to mix teachers of different backgrounds, for example, both experienced and inexperienced, with and without specific professional or educational training, and teaching students across a range of academic ability levels (i.e., from Band 1 to Band 3).

Following this criteria, I first approached two non-native ESL teaching colleagues from my

instructing experience. I also turned to other ex-colleagues, former classmates, and friends for more contacts, as many ESL teachers may be unwilling or unable to participate. Six potential participants were initially identified, and I personally contacted each of them. I explained that the research goal of better understanding ESL teachers' beliefs and classroom practices, but did not indicate a specific interest in grammar instruction, lest the teachers might spend more time preparing for grammar instruction than they otherwise normally would. In order to minimize such bias, I did not mention the specific study objectives until the final stage of fieldwork (Sabar, 1994).

After outlining the purpose of the study, I told the teachers about the terms of study participation. I discussed the series of informal interviews, the need to conduct classroom observation over a period of time as non-participant observer, and the need to gather samples of the students' work.

3.5. Instruments for Data Collection

Lesson observations

Although surveys are a valuable and convenient means of data collection, Borg (2006, p.247) stresses the importance of collecting evidence via actual classroom observation. To achieve this aim, non-participatory and unstructured classroom observations should be carried out in the naturally-occurring classroom environment. Each of the interviewed teachers will be observed with reference to their instruction of at least one grammatical item. The number of lessons to be observed varies depending on how the teacher approaches the item.

Background interview

The background interviews took the form of a semi-structured conversation. The questions were structured to facilitate a case-by-case comparison. New questions were asked when prompted to clarify or more deeply probe teachers' responses. The basic question set focused on six main topics: (1) background and professional training; (2) beliefs about grammar; (3) beliefs about grammar instruction; (4) the ways to carry out grammar instruction; (5) grammar instruction experience; (6) specific examples from previous lessons.

3.6. Data Analysis

3.6.1. Analysis of interview data

Full transcripts of the interview data were recorded and slightly modified for grammatical

accuracy. Each of the transcripts was reread at least once to provide overall perspective of the major issues, especially the teachers' unique beliefs and practices. Important responses were identified and highlighted, and used to check the observational data to identify the range of congruence between teachers' professed beliefs and actual practices.

An initial analysis of the interview data was undertaken with reference to the research questions. Final data analysis was conducted after all of the data collection was completed. The data went through the process of open-coding in which complete sentences and paragraphs were examined. As Bogdan and Biklen (1992) suggest, those procedures include category code development based on the range of information collected. The category codes were ultimately condensed into larger codes. This is to organise excerpt from the transcripts into categories (Seidman, 1998, p.107). "…searching for threads and patterns among the excerpts within the categories and for connections between the various categories which might be called themes." (ibid, p. 107). The coding categories and data analysis were checked against the interview data. The researcher examined the data collected from interviews to find out the common or recurring patterns from the categories.

3.6.2. Analysis of observational data

The classroom observation data were selectively transcribed with key instructional episodes generating questions about the rationale underlying teachers' grammar instruction behaviour extracted and described. Thematic episodes were identified based on topic (e.g. the structured approach – group work). Episodes themes include the presentation of grammar, use of grammatical terminology, reference to the first language, learning practice, and error correction. They serve as behavioural evidence and provide a basis of comparison with the self-report data so as to examine the extent to which teachers' practices reflect their stated beliefs.

The observation data was analysed in two stages. First, the tape-recordings of lessons that dealt with the main content of the unit (that is, the reading passage, vocabulary, and grammar) were appropriately labelled. With reference to written notes taken during the observation, these tapes were re-watched while teaching procedures were outlined. The instruction was then analysed in three aspects: (1) the content and focus of the instruction; (2) the types of teaching and learning activities; and (3) teacher roles, based on the definitions put forward by Richards and Rodgers (2001). The first – content and focus – refers to the selection of linguistic and/or subject-matter content for instruction including, for example, specific words, sentence patterns, tenses, functions, and language sub-skills like reading and speaking (p.25). The second – types of teaching and learning activities – refers to the kinds of tasks and practices employed in the classroom such as teacher presentation, pattern practice, question

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and answer sessions, information gap filling, students reading aloud, dictation, and drills (p.26). Finally, teacher roles relate to the functions teachers fulfil, whether that of knowledge transmitter, practice director, guide, or model. It includes the degree of control the teacher exercises over what is taught and how learning takes place (p.28).

3.6.3. Data Presentation

The interview and lesson observation data were presented as six focus group cases, each representing teachers' beliefs about classroom grammar instruction. The beliefs and practices data were analysed in four major aspects, namely: (1) the role of grammar instruction; (2) approaches to grammar instruction; (3) grammar learning techniques; and (4) the treatment of errors. This systematic comparison revealed the extent to which the stated beliefs and actual classroom practices of the six ESL teachers are related. Research question two (i.e., "how do teachers approach grammar instruction in NSS classrooms?) and research question three (i.e., "what is the relationship between teachers' pedagogical beliefs and their grammar instruction practices in NSS classrooms?") are addressed in the forthcoming findings and discussion sections.

Data collected for the present study were both qualitative and quantitative which include interview transcripts, lesson observation transcripts and questionnaires. The analysis of data is based on an initial list of codes which guide the analysis process. The data were gone through again and again to gain insights of the key points. Dornyei (2007) pointed out that coding is to reduce the information collected to make it manageable.

In qualitative data analysis, Holliday (2007) claimed that the themes emerged from the analysis but are likely to be affected by researchers. Borg (2006) pointed out that inductive analytical approaches are common for the study of teacher cognition in that categories and codes for interpretation and discussion of data are grounded only within the theories. Across the field at a broader theoretical level, it lacks the shared conceptual framework to understand the nature of teacher cognition. Therefore, I coded the data deductively with general categories from the literature review and research questions.

The conversational segments from interviews were coded according to the following categories. The coded feedback items of interviews and post-observation sessions were recorded and transcribed for coding purposes.

The following excerpts are extracted from interview data and lesson observations to represent how they were coded as according to categories. These categories are (1) Role of Grammar Instruction, (2) Approaches to Grammar Instruction, (3) Grammar Learning Practice, and (4)

Error Treatment.

The following excerpt is about teachers' beliefs in the pre-lesson interviews.

I don't think there's a single lesson called grammar lesson. Of course I would like to do my teaching with grammar-based focus but with meaningful inputs. These are essential as teachers have to teach students with the basic tenets and structures of grammar and better explain grammar items (Yvette_INT 01-04).

The theme of "Approaches of Grammar Instruction and Practice" emerged from the interview data above shows that the teacher adopted using focus-on-form instruction with the teaching of grammar implicitly while promoting grammatical accuracy and fluency.

Another excerpt below provides themes in form-focused instruction during lesson observations. It is the planned instructional activities that induce language learners. Since the instruction is embedded in meaningful context, grammar rules are learned by students with accuracy and fluency such as using modal verbs to write sentences in a letter of advice as below:

Lo2:26	T	: Or saying "I believe you can do that and you would make more friends."
	S(s)	: Using modal verbs like can or would . . .
Lo2:27	T	: The modal verbs have the level of intensity, from strong to weak.
	S(s)	: May and have to or must?
Lo2:28	T	: That's right! Don't misuse them.
	S(s)	: More advice?
Lo2:29	T	: The advice on making friends?
	S(s)	: Using some modal verbs as well?
Lo2:30	T	: The modal verbs like it is better or may . . . the intensity is less strong or suggestions.
	S(s)	: You may go to join some exchange tours and make friends.

Concepts of explicit, implicit, form-focused, meaning-focused, deductive and inductive methods are adopted as sub-categories to identify characterizing features of teachers' beliefs and practices. Data from interviews and lesson observations helped to triangulate the findings generated from the questionnaires of teachers.

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The steps in the data analysis are as follows:

Step	Focus	Pre-analysis	Steps in analysis	Outcomes
1. Analysing semi-structured interviews	Teachers' beliefs about the role of grammar instruction, approaches in grammar teaching & practices	Transcription of interview data	1. identify key words and phrases based on teachers' opinions and code them	Descriptions of Categories of Role of Grammar Instruction, Approaches to Grammar Instruction, Grammar Learning Practice and Error Treatment
2. Analysing lesson observations	Teachers' actual practices of grammar teaching in classrooms	Transcription of observation data and identify key episodes of approaches adopted by teachers	1. identify key words and phrases used by teachers	Description of teachers' behaviours in classrooms; Relate their stated beliefs with interview data
3. Analysing questionnaire data	Teachers' beliefs about the role of grammar instruction, approaches in grammar teaching & practices	Transcription of questionnaire data	1. Tabulated data into percentages, mean and variance	Descriptions of Categories of Role of Grammar Instruction, Approaches to Grammar Instruction, Grammar Learning Practice and Error Treatment
4. Triangulating findings	Establish relationship between teachers' beliefs	Review all data identified	1. Check all data again to avoid contradictory	Thick description of each categories

			findings	
and their actual practices in classrooms			2. refine content of all categories	

Key words and phrases in the interviews and lesson observations were identified, for example, to look for categories where themes are emerged from the data.

An example of how the data were categorized as below:

Coding Categories	Responses
Role of Grammar Instruction	1. *I think teaching English means grammar teaching.*
Approaches to Grammar Instruction	2. *I think the form and forms are both important so I'd mix the form with forms.*
Grammar Learning Practice	3. *Using more meaningful examples and authentic ways are helpful to express grammar points like using present tense and present prefect tense.*
Error Treatment	4. *Normally I'd underline all errors in their writing and identify the correct choice of grammar once students use a wrong type.*

Based on the broad categories for the present study, sub-categories were categorized under the theme "Role of Grammar Instruction", for example, "Explicit" and "Implicit". The data were viewed and discussed. *(Appendix 8)*

Sources of data (Selected examples) are coded as below:

Top categories / Sub categories	Role of Grammar Instruction (RGI)	Approaches in Grammar Teaching -Instruction/Practice (AGT)	Error Correction (EC)
Explicit / deductive	The rules include the proper arrangement of the elements in a sentence (Int)	I think teaching grammar should be as straightforward and as simple as possible(Int)	"Pay attention to the "big" grammar mistakes (L)
Implicit / inductive	I've some	Just tell me what you	Students' awareness

	reservations about teaching students directly with grammar instructions (Int)	did? (L)	of errors is very important
Form-focused	We can form sentences or write different kinds of texts (Int)	Grammar-based focus but with meaningful inputs (Int)	
Meaning-focused	Grammar teaching is fun to me as I enjoy giving students more creativity and space to learning	Students should not only be taught with grammar instruction but with more communicative activities (Int)	

Abbreviations: Interviews (Int), Lesson observations (L), Questionnaires (Qs)

4. Findings

This chapter has two main sections. The first reports the results of the questionnaire (see Appendix 4). The second presents interview findings.

4.1. Analysis of Questionnaire Data

Research Question One:

"What beliefs about grammar instruction *are held by a representative sample of Hong Kong teachers?"*

Table 1. Beliefs about the role of grammar instruction (N=123)

(5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree)

1.	Role of Grammar Instruction	5	4	3	2	1
	(Percentages)	**%**	**%**	**%**	**%**	**%**
a.	Students can learn grammar through exposure to language in natural use.	29.3% **(68%)**	39.0%	12.2%	17.9%	1.6% **(33%)**
b.	Students should learn grammar under the teacher's direct instruction.	32.5% **(71%)**	38.2%	14.6%	13.8%	.8% **(15%)**
c.	Direct instruction in the rules of grammar is essential if students are to learn to communicate effectively.	32.5% **(76%)**	43.9%	9.8%	13.8%	.0% **(14%)**
d.	Direct instruction in the rules of grammar is not necessary for students to learn to communicate effectively.	2.4% **(27%)**	24.4%	36.6%	30.1%	6.5% **(37%)**
e.	Knowledge of the rules of a language doesn't guarantee the ability to use the language effectively.	8.1% **(37%)**	28.5%	30.1%	29.3%	4.1% **(33%)**

Table 1 demonstrates that 68 per cent of respondents agree that students can learn grammar through exposure to language in natural use. However, 71 per cent also agree that students should learn grammar via teacher-directed instruction. The value attached to this sample implies that teachers believe this method will improve student performance. Indeed, a majority of 76 per cent of respondents agree that the role of direct grammar rule instruction is

essential for students to learn to communicate effectively. However, when asked the inverse – whether explicit instruction is unnecessary for students to learn to communicate effectively – about 37 per cent of respondents were neutral, and only 37 per cent disagreed.

Asked if they thought the knowledge of language rules guaranteed the ability to use the language effectively, respondents are equally divided between the "agree, neutral, and disagree" options. However, the teachers did not appear to value form-focused instruction, as up to 37 per cent of respondents agree with the statement that grammatical knowledge does not assure an appropriate use of language in daily communication.

Table 2. Approaches to Grammar Instruction (N=123)

(5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree)

2.	Approaches to Grammar Instruction	5	4	3	2	1
	(Percentages)	%	%	%	%	%
a.	Grammar should be taught via direct explanation of rules and meaning.	15.4% **(82%)**	66.7%	11.4%	6.5%	.0% **(7%)**
b.	Grammar should be taught by practising specific structures.	20.3% **(81%)**	61.0%	13.8%	4.9%	.0% **(7%)**
c.	It is best for the foreign language teacher to directly explain grammatical rules to ensure that students grasp how to use a language.	26.8% **(71%)**	50.4%	17.1%	5.7%	.0% **(6%)**
d.	Direct explanation of grammar leaves my students feeling insecure when using English.	27.6% **(75%)**	47.2%	11.4%	13.8%	.0% **(14%)**
e.	My students prefer to learn grammar by working on English tasks.	35.0% **(85%)**	50.4%	10.6%	4.1%	.0% **(4%)**
f.	Grammar is best taught through work which focuses on communicating meaning.	50.4% **(86%)**	35.8%	8.9%	4.9%	.0% **(5%)**
g.	Students are able to discover the rules of grammar without the teachers' guidance.	15.4% **(45%)**	19.5%	41.5%	23.6%	.0% **(24%)**

Table 2 demonstrates that the vast majority of teachers sampled, 85 per cent, believe that their students prefer to learn grammar through drilling or practices such as grammar worksheets. However, another 86 per cent of teachers also believe that meaning-focused instruction is essential. This implied that teachers should make their lessons much lively with no rules or structure pre-determined in the lessons.

Asked if they believe that students can discover grammar rules without the help of teachers, 45 per cent of respondents agreed, with 42 per cent answering neutrally. A majority of 75 per cent responded affirmatively to *statement d,* while only 14 per cent of teachers gave explicit grammar instruction to their students. This also implied that teachers should avoid conducting lessons with only explicit grammar explanation without related to the contextual meaning. Lastly, *statement g* indicated that about 42 per cent of teachers hold reservations about discovery-based methods, where learners must self-discover rules. In fact, only 45 percent indicate that students can formulate rules from examples.

Table 3. Grammar Learning Practice (N=123)

(5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree)

3.	Grammar Learning Practice	5	4	3	2	1
	(Percentages)	%	%	%	%	%
a.	Grammar practice / exercise doesn't help to improve learners' grammatical performance.	4.9% (27%)	22.0%	23.6%	43.9%	5.7% (50%)
b.	Drilling grammar practice is a necessary part of the learning process.	10.6% (69%)	58.5%	20.3%	10.6%	. 0% (11%)
c.	Drilling alone is ineffective as grammar practice must always be within a communicative context.	11.4% (44%)	32.5%	29.3%	24.4%	2.4% (27%)
d.	Students can improve their grammatical accuracy through frequent practice of structures.	22.0% (87%)	62.6%	8.9%	5.7%	.8% (7%)
e.	Grammar practice must always be within a full, communicative context.	34.1% (89%)	55.3%	8.1%	2.4%	.0% (2%)
f.	Grammar drilling and communicative activities should share class time equally.	42.3% (90%)	44.7%	8.9%	4.1%	.0% (4%)
g.	More time should be focused on communicative activities.	50.4% (89%)	38.2%	8.1%	3.3%	.0% (3%)

Half (50 per cent) of the respondents asserted that grammar practice or exercises do help improve their students' grammatical performance. Only 27 per cent believe such methods to be of no help, showing that teachers tend to believe in focus-on-form instruction based on the meaning-focused approach by practising grammatical structures embedded in meaningful contexts.

A majority of 69 per cent answered affirmatively to the assertion that grammar practice drills are a necessary part of the learning process. However, 44 per cent hold that grammar

instruction based entirely on drilling would be ineffective. Overall, 87 per cent percent agree that frequent practice of grammatical structures can improve students' grammar usage accuracy. Only a small minority dissents.

A strong view expressed in the responses to *statements e* and *f* asserts that grammar practice should not be restricted to drilling alone. A majority of 89 and 90 per cent of the respondents, respectively, believe that grammar instruction should be delivered through communicative activities. Hence, another 89 per cent suggest that more time should be set aside for carrying out activities with focus-on-meaning and contextualized grammar drilling.

Table 4. Error Treatment (N=123)

(5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree)

4.	Error Treatment	5	4	3	2	1
	(Percentages)	%	%	%	%	%
a.	A teacher's grammatical corrections don't help learners.	6.5% **(24%)**	17.1%	25.2%	45.5%	5.7% **(51%)**
b.	Grammatical correctness is the most important criteria by which language performance should be judged.	17.1% **(75%)**	57.7%	17.1%	8.1%	.0% **(8%)**
c.	Form-focused correction helps students to improve their grammatical performance.	34.1% **(89%)**	55.3%	7.3%	3.3%	.0% **(3%)**
d.	Students should be corrected whenever they make spoken or written grammatical errors to avoid imperfect learning.	39.0% **(83%)**	43.9%	7.3%	9.8%	.0% **(10%)**
e.	A teacher should correct students' spoken grammatical errors only when they cause difficulty in understanding the meaning.	41.5% **(87%)**	45.5%	10.6%	2.4%	.0% **(2%)**
f.	My students dislike being corrected in class.	14.6% **(37%)**	22.0%	46.3%	17.1%	.0% **(17%)**

Table 4 reveals that over half of the respondents hold positive views about helping students by providing grammatical corrections; less than 30 per cent feel such corrections to be of little help. A majority of 75 per cent of respondents agree with *statement b* – that grammatical correctness is the most important criteria in judging language performance – while under 10 per cent dissent. Meanwhile, 89 per cent of respondents agree with *statement c* and believe

that form-focused correction helps students to improve their grammatical performance because it helps them to identify and correct their mistakes. In line with *statement a*, 51 per cent respond negatively while only 24 per cent hold a positive view. Finally, in respect of teachers' perceptions of their confidence in managing correction, 46 per cent express a neutral stance in *statement f*. This implied that students are less likely to reject teachers' corrections.

Though the results of the quantitative analysis provide valuable data about the views held by a representative sample of Hong Kong ESL teachers, exploring those views qualitatively is also of great importance. The next section more deeply probes the views of six different ESL teachers.

In summary, the quantitative data should be mixed with the qualitative one to find out teachers' practices in terms of their beliefs, approaches used, practices and the way they treat errors in ESL grammar classrooms.

4.2. Analysis of interviews and observations – context of study and focus group of six ESL teachers' beliefs and practices

This section deals with the second and third research questions of this study, i.e., "how do the teachers approach grammar instruction in the classroom" and "what is the relationship between teachers' pedagogical beliefs and their grammar instruction practice in NSS classrooms?" Brief profiles of the six interviewed teachers are provided before presenting a summary of the overall qualitative analysis.

4.2.1. Context of Study

A total of six Senior Secondary One and Two (SS1-2) teachers' beliefs about grammar instruction were compared with their actual classroom practices to discover their interrelationship. The participation of the teachers was voluntary and their real names are kept anonymous throughout the study.

4.2.2. Summary of the six ESL teachers' backgrounds

Table 5

	Karen	**Carmen**	**Renate**	**Tyson**	**Yvette**	**Dicky**
Form	SS1	SS1	SS1	SS2	SS1	SS2

School Banding	Band One	Band One	Band Three	Band Two	Band Two	Band Three
Years of English Teaching Experience	4 Years	5 Years	2 Years	1 Year	12 Years	6 Years
Majored and Trained in English	Yes	Yes	Yes	No	Yes	Yes

Table 5 demonstrates that four of the six interviewed teachers instruct in SS1 while the other two instruct in SS2. The samples provide a good cross-section of school bandings, as all bands are involved in the study and two schools are selected from each banding. At present, Hong Kong's secondary schools have three merit-based bands based on a scaled, internal assessment of students in the same school net across the territories. For example, the top three students from Primary Six in the same school area go to the first band in the school area, the next to the second band, and so on. The Hong Kong Education Bureau classifies one-third of all secondary schools as high ability institutions known as Band One schools, one-third as medium-ability Band Two schools, and one-third as lower-ability Band Three schools. They made up of the rest of one-third in all secondary schools in Hong Kong. A school's banding designation is based on the internal assessment results of each school.

The six interviewed teachers have an average of five years of relevant experience, but the poles ranged widely from one to 12 years. Five majored in English and received further professional training in English instruction, e.g., a Postgraduate Diploma in Education (PGDE). Only one novice teacher had not received any specific education or professional training in English.

Each piece of analysed qualitative data is followed by an indication of its source in brackets. For example, (INT 01-10) refers to an in-depth interview by catalogue number, while (LO1:01) refers to lesson observation by catalogue number and excerpt citation. A brief sketch of teachers' backgrounds and school contexts are as follows:

4.2.3. Teachers' background and school context

(A) Karen

Karen has been teaching in a Band One co-educational school for over four years. The school is situated on Hong Kong Island. She holds a Bachelor of Education in English Language and English Literature from the University of Hong Kong. The school currently employs 60 staff including teachers and supporting professionals. She used to work in a media company prior to teaching, but became impressed by the way teachers can encourage and motivate students, particularly by teaching English at a secondary school level. She is now the level coordinator and School-based Assessment (SBA) coordinator of Senior Secondary level at her school.

(B) Carmen

Carmen teaches English in a government subsidized co-educational secondary school located near a large public housing estate in Kwai Chung, an urban centre in the New Territories. It is a Band One English Medium Instruction (EMI) school with a decades-long tradition of good student in-take. The school has approximately 60 teaching staff distinguished by a very low turnover rate. The teachers there have an average of 15 years' experience, and the great majority of staff is professionally trained. Carmen has taught there for 5 years. She received her Bachelor of English Language degree from the Chinese University of Hong Kong, and a Master's Degree from the University of Hong Kong. She also earned a post-graduate Diploma in Education. She is serving as the coordinator for Language across the Curriculum (LAC) implementation in the NSS Curriculum.

(C) Renate

Renate works in a Band Three senior secondary school on Hong Kong Island. The student intake is composed primarily of less proficient students. She joined the school only two years ago after graduating from the Hong Kong Institute of Education, where she earned a Bachelor of Education in Secondary Education and majored in English Language Education. During those two years, she has tried to adopt different teaching strategies to enhance students' motivation and competency while meeting their diverse needs. For example, she claims to adopt a communicative approach and promote more autonomous learning patterns. She also advocates a strong learner-centred perspective while declaring that students can benefit from active involvement in learning activities which require English usage. She has served as the level coordinator of Senior Secondary One as well as the coordinator of Language Arts in Senior Secondary Forms.

(D) Tyson

Tyson has taught for one year at a Band Two government subsidized co-educational secondary school in Kwun Tung. Notably, he is not professionally trained as a teacher, yet he is eager to improve his pedagogical knowledge and seeks to acquire suitable teacher training. He has attended a number of professional workshops about effective teaching approaches and techniques. Before joining the school, he took part in a TESOL diploma programme at a local tertiary institution. He is keen on incorporating new teaching concepts and ideas gleaned from his diploma studies, but admits he feels a need to acquire more substantive knowledge, particularly in respect of language terms. He also believes that he needs to develop more effective teaching strategies. Apart from his teaching duties, he organises English Language-related activities and events for senior secondary forms.

(E) Yvette

Yvette has taught in a Band Two secondary school for 12 years. Her school is situated on Hong Kong Island and its medium of instruction is Cantonese. She graduated from a UK university and majored in English Language and Literature with a minor in Sociology. She also received a PGDE in English from the Chinese University of Hong Kong. She decided to be an English teacher twelve years ago because she wanted to help equip students with better ESL knowledge. She especially enjoys interactive and communicative teaching practices since her PGDE teaching practicum. Indeed, she claims that her own learning experience taught her that second language acquisition should be fun. She recalls obtaining a sense of satisfaction when communicating with others in English, claiming that she learnt English by reading print media, watching movies, and especially listening to the radio. Yvette therefore believes that following prescribed textbooks is an ineffective means of language transmission. She asserts that teachers should expose students to contextualized meanings and only provide explanations when required.

(F) Dicky

Dicky has taught at a Band Three co-educational secondary school in Tung Chung, the New Territories, for six years. He graduated with a major in Translation Studies and minor in English. He completed his PDGE with a major in English Language Education at the University of Hong Kong. In addition, he completed an MA in the Applied Linguistics of English in the English Centre of the University of Hong Kong. Most of his school's student intake is of medium range in ability because it is located in a remote region. Nonetheless, the students are not resistant to English studies despite their medium to low level of proficiency. Dicky claims he chose to be an English teacher in order to educate the next generation. He

acknowledges that he is heavily influenced his own secondary-school level English language learning experience, particularly his former teachers.

4.3. Qualitative analysis of the six ESL teachers focus group

Apart from the quantitative survey results previously discussed, a qualitative analysis of the beliefs and instructional practices of these six ESL teachers was conducted based on their pre- and post-interview statements (see Appendix 5) as well as their lesson observations (see Appendix 6). In presenting the information, this chapter includes three main sections: (1) the role of grammar instruction; (2) approaches to grammar instruction and learning; and (3) error treatment.

4.3.1 The Role of Grammar Instruction

Most of the interviewed teachers possess strong views about the need for a balanced approach to learning grammar in a meaningful teaching context. Karen, Carmen, Tyson, Yvette, and Dicky are adamant that grammar instruction is an effective means to the end of achieving effective communication. This is in line with the findings from the questionnaires in which 76 per cent of responded ESL teachers emphasized the role of direct grammar instruction.

Karen

Karen conceptualized grammar as *explicit* linguistic knowledge of the rules of language use. Language for her was rule-bound:

> *It's the different rules in the use of English. The rules include the proper arrangement of the elements in a sentence and they are rule-bound (Karen_INT 01-09).*

Karen mentions that children need to focus on form in order to acquire English proficiency. As discussion continues, she further describes grammar as explicit or declarative knowledge, i.e., "conscious knowledge about grammatical rules and forms developed through instruction" (Hinkel & Fotos, 2002, p.6). In other words, the idea of an implicit grammar uptake does not really occur to her; instead grammar is something taught in classrooms. Nonetheless, Karen sees grammar as embedded in the learning process:

> *I really don't like to teach the whole lesson with specific grammar because grammar is embedded in the whole procedure (Karen_INT 01-11).*

Karen therefore views grammar as a focus-on-form instructional activity in which grammar

structures are embedded within a meaningful context for the development of language proficiency.

Carmen

Carmen views grammar as "the component parts of the language system, divided up into separate forms" (Batstone, 1994, p.5):

I think it's the word order, it has forms to follow and it's made up of different components that can't jump the order of the queue (Carmen_INT 01-01).

She thinks of grammar as word order and the rules that govern sentence patterning. This was gleaned during her secondary school years and is evident in her current thought. This belief matches her perception that grammar is more about word order or syntax than morphology. Carmen also believes that good knowledge of grammar provides ample ability to speak and write well:

Everyone including myself should learn grammar. If we can learn well, we can form sentences or write different kinds of text. More than that, we can speak well and write well. Why not? But grammar isn't well-mastered by students nowadays, so they should learn from the basics first (Carmen_INT 01-02).

She implies that grammar is related to the accurate expression of form and meaning. This is evidenced by her view that students who master grammar can generally speak and write well. In terms of grammar instruction, Carmen believes in both context-based and implicit teaching. Like Karen, she believes that students can derive a grammatical structure by looking at its forms in context.

I believe we can't simply teach grammar alone. More stress is on the context, and from the context the grammar points can be brought out. This is the explicit teaching of grammar with related examples so that students can derive grammar items from examples like storytelling (Carmen_INT 01-02).

Renate

Renate, on the other hand, stresses the essential nature of the learning experience:

Grammar is something acquired in a conscious way and it should be learnt primarily from experience and then in textbooks (Renate_INT 01-01).

This insight was based on her own experience in English courses. Interestingly, Renate considers teaching English and teaching grammar as almost synonymous:

Grammar instruction, interestingly, comes to my mind. I think teaching English means grammar teaching. I can see the grammar items are increasingly important in NSS curriculum (Renate_INT 01-04).

Regarding her instructional beliefs, Renate prefers to help weaker students by giving them more time to brush up their basic grammatical knowledge. She gives those learners specific rules before they practise the items in an explicit and deductive approach.

I think I will help the weaker students to do the basic tenses and sentence structure first. They make quite a lot of mistakes in tenses and the sentence structures. I will teach them the correct form of grammar once I find them having errors in it (Renate_INT 01-05).

Renate believes that grammatical knowledge is fundamental to successful language use. For her, communication and grammar are not "either-or" elements of the syllabus; rather, grammar is fundamental to the development of essential communication skills:
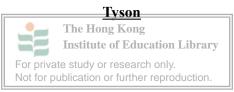
Learning English with grammar knowledge means that you can at least communicate with someone who speaks English. Next is writing and listening, but I think they should focus more on speaking and listening first (Renate_INT 01-06).

Renate shapes her lesson planning on her perception of student expectations. To satisfy those expectations she teaches from the textbook, believing her students unable to use those lessons effectively if their content were not taught in class:

They depend on me greatly. If I didn't teach them before hand, they would not have confidence to finish the assignments in the textbook. Thus, teachers' instructions are very important to them at this stage (Renate_INT 01-07).

Renate likes to teach rules in class to give students greater exposure to language patterns. Therefore, she considers accuracy the key objective of learning grammar.

I think rules as these are the first inputs to the later application of language in actual use. They can discover the language patterns themselves (Renate_INT 01_08).

For Tyson, grammar study is about effective communication and being able to express oneself properly:

> *Grammar is the way for us to express our ideas and meaning properly. The method used is grammar. It is the rules and general principles (Tyson_INT 01-01).*

Tyson believes that if students grasp the general principles of grammar, they can master the language:

> *To me, grammar is quite essential to master languages like English which are not as complicated as other languages, such as French. So, if students or learners want to develop a language well, the first priority should be having a solid understanding of the bits and pieces of the language which starts from the sentence form (Tyson_INT 01-02).*

He also thinks that teaching and learning grammar should be interesting and meaning-focused with practical activities and contextualized situations:

> *Grammar teaching is fun to me as I enjoy giving students more creativity and space to learn. Just like swimmers in the swimming pool, the students will swim well if I am giving them proper instructions in activity-based or even task-based learning exercise (Tyson_INT 01-03).*

Yvette

Yvette said the following about her teaching beliefs regarding grammar lessons:

> *I think teachers are the good roles to follow and I was trained in a grammar learning approach (Yvette 01_01).*

She thinks the role of grammar instruction is very important because students must learn it in an accurate and communicative way:

> *I think it's very important! This is the way of comprehensible input with grammatical structure. Students will learn accurately and effectively afterwards and communicate in a confident way in reading, writing, and listening as well (Yvette_01-02-03).*

Yvette holds that both direct explanation of grammar rules and the practice of specific grammatical structures are important. She adds that she would conduct an implicit and

inductive teaching approach so that students can learn to understand the grammatical rules from examples:

> *I don't think there's a single lesson called "grammar." Of course I would like to do my teaching with a grammar-based focus but with meaningful inputs. These are essential as teachers have to teach students the basic tenets and structures of grammar, and conduct more explanation of grammar items (Yvette_INT 01-02-5).*

Yvette believes that her students prefer to learn grammar by engaging in communicative tasks. She has reservations about a rule-search approach, as she does not think students are able to uncover grammar rules on their own. Therefore, teachers' guidance is a much more important factor leading to student success in improving grammar performance.

Dicky

Dicky's core teaching belief is that grammar has to be studied in class. He disagrees with learning grammar solely through exposure to language in natural use:

> *Grammar is acquired in the lesson and I think it's quite difficult to learn grammar in natural use. Grammar is the foundation that every student should learn during the initial stage of schooling. Otherwise, it will affect their language use and expression in the future (INT 01-01).*

Yet his position is somewhat contradicted when he expresses a less than enthusiastic view of explicit grammar instruction. He would like to adopt an inductive approach with students as the centre of learning.

> *I've some reservations about teaching students directly with instructions because too much teacher guidance will ruin their receptive skills. I will teach them with the student-centred approach as the guidance should be minimal and acceptable to the students (INT 01-02).*

He added that he places more emphasis on an inquiry approach to exploring grammar rules in his classrooms so that his students can maximize their self-discovery.

In sum, although differences were found amongst the teachers' specific beliefs and preferences, a general view emerges that both implicit and explicit teaching are essential to grammar learning because grammar itself is central to accuracy and communication.

4.3.2 Approaches to Grammar Instruction and Practice

This section discusses the findings regarding the approaches of the six ESL teachers toward grammar instruction. Unlike the analysis of beliefs about the role of grammar in language acquisition conducted above, this section focuses on personal views regarding approaches to grammar instruction and classroom learning. Reference will be made with the quantitative data analysed in the previous chapters. In other words, the overall theme reflects the focus of the second research question: i.e., the ways in which teachers approach grammar instruction in NSS classrooms.

The qualitative data is presented in a way that reflects the collection and analysis procedures; thus, each teacher is described in turn. The excerpts are taken from coding categories designated "approach to grammar instruction" and "grammar instruction practices," henceforth labelled in shorthand as "approach" and "practices." These extracts are analysed with reference to the teachers' stated instructional approach and the actual strategies witnessed during lesson observations (see Appendix 5).

When it comes to grammar instruction, the six teachers mainly practice focus-on-form and focus-on-meaning instruction. Karen, Carmen, and Yvette all favour the use of focus-on-form and focus-on-meaning approaches, whereas Renate, Tyson, and Dicky, while using focus-onoform, utilize a direct and deductive approach to grammar instruction.

Based on R. Ellis's (2001) definition, form-focused instruction is "any planned or incidental instructional activity that is intended to induce the language learner to pay attention to the linguistic forms." There are two subcategories to this approach: i.e., focus-on-forms instruction and the focus-on-form instruction. The former regards grammatical rules as taught separately from language learning, whereas the latter seeks to embed them in a meaningful context inside of the lesson.

Karen, Carmen, Renate, Tyson, Dicky and Yvette are all adamant that students need a contextualized situation for grammar learning and practice. On top, both Dicky and Yvette conduct practice with an inductive-based learning with rule-search and discovery-based approach. By comparing with the findings from questionnaires, the responded ESL teachers would favour the learning of grammar through meaningful tasks. The tasks are based on context-driven focus-on-form in which the focus of the lessons is on meaning rather than working on rules and structures. Coincidently, a majority of 75 per cent of ESL teachers were also feeling insecure when instructing students with direct explanation of grammar. Therefore, 90 per cent of them were strongly believed that both grammar drilling and communicative activities in grammar lessons should be equally shared. For grammar practice, the lessons

should be conducted in focus-on-form approach in which the learning of rules and structures are already embedded in the meaningful and communicative lessons.

Karen

Karen also has reservations about the direct explanation of grammatical rules and structures in her preferred approach to grammar instruction. She would prefer her students to glean and attain understanding of the rules from given examples, much as in the focus-on-form approach. She is uncertain about the merits of foreign language teachers explaining grammatical rules, as she believes students may not be able to grasp such abstract principles.

Recall that Karen views grammar as structure-based. Therefore, grammar instruction means practising specific structures, although she did not specifically define that term. In practice she welcomes more task-based activities. The tasks imply a contextual situation to help students link forms to meaning. Ideally, the students discover the rules of grammar in these activities without explicit guidance. This is in line with the views of N. Ellis (1994) who asserted that grammar instruction can be conducted implicitly through contextual or situational examples.

> *I think the form and forms are both important so I'd mix the form with forms. For example, students are taught with an example of a grammar point first and then they have to uncover the correct rules within it (Karen_INT 01-19).*

Karen strongly disagrees that grammar practice does not help to improve learners' grammatical performance. She considers practice drills to be a necessary part of her syllabus because students improve their grammatical accuracy through the frequent practice of structures.

Likewise, Karen integrates grammar items with contextualization in her lessons. For example, she taught a noun (e.g. "permission") in the context of photo-taking situations which students were not familiar with. She decided to teach it in meaningful context. The following lesson excerpt provides an example of her style:

Lo3:18	T	So taken photos secretly and without the consent from her permission . . . .
	S(s)	We should say take photos secretly, right?
Lo3:19	T	That's right! Not private photos . . . taken photos secretly without her permission.
	S(s)	Permission?
Lo3:20	T	It's a noun from the verb phrase – permit. For example, you are not permitted to go into the library when it is closed.
	S(s)	Permit (repeated) . . . that's not allowed to get into.

Karen's presentation introduces students to the grammatical pattern of a part of speech. In the example she introduced a verb form (permit) and its noun form (permission). Karen believes that this kind of contextualization gives meaning to the grammar points under study.

Karen also prefers to introduce new language items in "thematic contexts," i.e., by utilizing the themes of specific instructional materials. For instance, when she introduced the concept of persuasion in commercial advertisements, she provided more catchy phrases beforehand to activate students' past knowledge (or "schema") as follows:

Lo1:11	T	Actually, in the commercial ads, lots of them are persuasive . . .
	S(s)	Can you give us an example?
Lo1:12	T	As you see . . . Threads with street-cred . . . the catchy phrases are "Must-have from
	S(s)	Action Gear" . . .

Lo1:13	T	What is the product being sold?
	S(s)	The tracksuit . . .

In Karen's opinion it is useful to present language in thematic contexts so that the students' prior knowledge is activated, thus making it easier for them to learn new language forms.

Another type of context that Karen uses in presenting grammar is situational. In one of her lessons, she explained a point within a contextual situation as follows:

Lo2:14	T	Let's make the story first . . . what can you see?
	S(s)	Grave . . . yard
Lo2:15	T	Yes, graveyard . . .
	S(s)	Where is it exactly?
Lo2:16	T	In the edge or at the edge of town?
	S(s)	In . . . the edge . . .

| Lo2:17 | T | It seems exactly at one point . . . use "at" . . . the preposition. |
| | S(s) | At the edge . . . |

Karen believes that language points should be presented in contextual situations so that students can better internalize and retain the structures. She explains:

Situational means, to me, the themes are closely related to the topics we teach or talking about here and now. Like "will you go to the English Corner to get a prize for the oral quiz?" (Karen_INT-01-22).

Situational instruction, which is the construction and use of a situation to demonstrate how a given construction is used, promotes the construction and use of a story meant to demonstrate how a given construction is used. It is important to bring out the meaning behind the use of specific grammar points. Karen believes that if the theme is closely related to contextual grammar points, it is easier to get students interested in the language being used.

The language is embedded inside the language and students are interested and remember best when we relate the theme to what happens around them (Karen_INT-01-23).

Karen prefers meaning-focused instruction, using communicative activities as her starting point and later drawing student attention to the language points. Although obliged to follow the lesson plan, her notion of meaning-focused instruction includes a strong sense of how students should be encouraged to find and build grammar by discovering its meanings. The stages are exemplified in her narrative writing assignment in lesson observation three (LO3). In the introductory stage, she led students to the text of stories by writing plots, characters, and settings. In the preparation stage, she told students to pair-up with another classmate and retell the story before asking them what narrative writing was.

Next, Karen asks students what they see in certain pictures and encourages them to describe the scenes amongst themselves where students produce whole sentences describing the pictures of the place.

Lo2:36	T	The place is . . . ?
	S(s)	in the garden . . .
Lo2:37	T	And the movement?
	S(s)	Walking along the path . . . walking . . .
Lo2:38	T	The whole sentence is . . .
	S(s)	A man and a dog are walking along the path in the garden.

In the next stage – language focus – Karen draws students' attention to some of the lesson's grammar points. She also checks whether students understand the grammar items and offers explanations and corrections as necessary. During the observation she also gave a pop quiz to the class by asking about the correct use of prepositions. The quiz consolidated the learning of prepositions regarding time, place, and direction. To achieve this, Karen drew an annotated map of her school and asked the students to fill out the requisite preposition items.

This grammar instruction methodology reflects Karen's belief that meaning-focused instruction should be complemented by grammar-based instruction. She states that doing two things together is optimal, namely learning both the context and the content of the task. Both form and meaning are well-catered for as they make overall learning much easier.

> *I think it's easier to use grammar and vocabulary with a context or story. Students will find it meaningful to learn the grammar and vocabulary items. However, they wouldn't get to know how those grammar and vocabulary items could be used if they learn the language without a context (Karen_INT 01-24).*

Demonstrating this approach, Karen begins her instruction by focusing on specific linguistic features. She typically uses this approach when teaching the grammar points from the prescribed textbook. Whenever she started her lessons with thematic contexts and meaningful activities, she concluded them with form-focused discussion to help students improve their grammar performance.

In brief, Karen thinks that language instruction should be based on context, and so she introduces grammar items via discoursal, thematic, and situational contexts. She makes no attempt to separate language points from the given context of her lessons. Never did she practise overt grammatical explanation while under observation, instead helping students to work out rules from the examples.

Carmen

Carmen's approach to grammar instruction is more traditional in the sense that she strongly believes that grammar should be taught by practicing specific structures. She insists that grammatical content should be taught first and then carried throughout her lessons:

> *I have to teach them the grammatical terminologies like subjects, verbs, objects, and adverbs. The order of words in sentences is the sentence structure. The words come after words are in an order in the sentence no matter they are strong or weak in*

language expressions (Carmen_INT 01-05).

She thinks it very important to form correct sentences before students are tasked with writing paragraphs or essays. Carmen also finds it essential to exemplify explained terms so that the lesson content will prove useful in the future. She uses the interesting metaphor of grammar as a skeletal structure that supports the other parts of language:

These are all what we call a skeleton like that supporting our body movement. Without a skeleton, how can we survive? This is the same as forming a basic sentence. It has a subject, a verb, and an object. Upon this skeleton they can form more sentences (Carmen_INT 01-07).

Carmen worries that without such preliminary support students will not be able to express themselves in their new language at all:

We are the teachers. We have to teach them at least basic grammar. If we don't teach them, they may say nothing we have taught them. If we don't, it's our problem that they will tell others and we will have nothing to say (Carmen_INT 01-08).

Carmen thus implies that grammar instruction should be conducted in-class and that students should be taught and re-taught basic grammatical principles even if they possess higher English proficiency.

In her questionnaire response, Carmen was perhaps less traditional in her view that drilling alone is ineffective. She emphasizes that practice should be in a communicative context. She favours conducting grammar practice in a communicative way amongst the students. She also agrees that students can improve their grammatical accuracy through the frequent practice of structures, and that more time should be focused on communicative activities in class.

Carmen tried to integrate grammar into the writing assignment in lesson observation two (LO2). She began the lesson with focus-on-form instruction by revisiting some useful phrases and sentence structures for the students. Then she asked them to write a blog entry Carmen believes that practising more sentence structures will enable students to write more accurately:

I think it's because most of their writing had lots of mistakes, their sentence structure is especially loose. So it is my job to tell them the correct word order, because otherwise it may be difficult to put them back on the right track of a proper sentence structure (INT 01-18).

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Hence, Carmen's attempts to integrate grammar items into a writing assignment reflect her basic belief that understanding grammar patterns is essential to writing in English.

Carmen's delivery method also followed a PPP teaching model. She began each lesson by presenting and explaining the target structure and encouraging the students to practise the structure with the use of controlled drills. She then allocated the rest of the time for students to use the targeted structures as follows:

Lo:15	T	: The next grammatical items are comparatives and using "whereas" to show contrast . . .
	S(s)	: to compare the two packages?
Lo:16	T	: For comparatives, we use adjective + er + than and more + adjective + than to make
	S(s)	comparison.
		: ---
Lo:17	T	: Let's work with your partner and find out the comparison in prices first . . . 5 minutes?
	S(s)	: Ok.
Lo:18	T	: Who can answer that?
	S(s)	: The Sydney package is cheaper than the Melbourne one . . . I like the Melbourne
		package more than Sydney one . . .

This exchange demonstrates that Carmen believes the PPP model to be more effective in integrating grammar items into the writing task. She also believes that this model provides her an opportunity to simultaneously present both the form and meaning of a grammatical structure.

Carmen also tries to make the lessons more interesting and relevant by using of the video clips from "Youtube" to arouse student interest. In this passage, she asks them to make comparisons and draw contrasts by using conjunctions as below:

Lo2:21	T	: Let's watch this clip in "Youtube" . . . it's about comparing and contrasting the two
	S(s)	different tours.
		: (Watched for 3 minutes)
Lo2:22	T	: In the "Youtube," he said, "the price of the China package is cheap whereas the one for
	S(s)	USA is expensive . . . What grammar items should we use to make a contrast between the
		two above?
		: Using conjunctions? Whereas?
Lo2:23	T	: Right, what does it mean?
	S(s)	: means . . . on the other hand . . . but . . .

Put simply, Carmen is more conscious of integrating necessary grammar items into her lesson planning via interesting contexts. Because she believes grammar is pivotal to a student's productive skills like writing, she consistently puts her stated beliefs regarding the importance of grammar into actual classroom practice.

Renate

Renate's belief system emphasizes introducing grammar rules first, as she considers these basic inputs which can thereafter be engaged in language use. Once students grasp the basic rules, she states, they can discover the language patterns.

Her procedures differ slightly from those of Karen and Carmen. As soon as she finished her presentation, she asked the students to complete worksheet exercises. She patrolled the class to check whether students were on-task and to offer help if they experienced problems. Renate would then ask the students to write their answers on the blackboard. After that, she went through the submitted answers and identified several mistakes for correction. She then wrote the correct answers on the board so that everyone could witness the proofreading. Renate believes that this last practice both encourages students to be more careful using grammar and provides implicit grammar instruction, as students pay close attention to each other's errors.

Renate prefers the use of controlled practice as opposed to free practice as she goes through the grammar lessons. She finds controlled practice much better for helping students remember new language items because of its examination-like qualities. One example of a controlled practice she used was having her students form groups to practice question formation. She manipulated the group formation to combine both stronger and weaker students. Nonetheless, Renate had difficulty in determining whether individual students could achieve the target structures. Despite that disadvantage, she still moved on to the next section of the textbook which introduces sequence words.

Lo3:28	T	: How about question 4? It's easy to start with first, second, third as an adverb . . .
	S(s)	: Firstly, secondly, thirdly . . .
Lo3:29	T	: These are the sequence words . . .
	S(s)	: Words are in order . . .
Lo3:30	T	: Next, turn to page 7 . . . the exam skills . . . let's complete the words in sequence . . .
	S(s)	: We'll start with firstly, secondly and thirdly . . .

Renate uses practice sessions for learning and understanding the target structures. For example, she introduced the verb forms "has been" and "have gone," which are examples of

the present perfect tense. She informed students of the grammatical rules to follow the verb "has or have" with the past participle of the main verb. The students were then required to apply the target structures in sentences during a controlled practice, in which Renate often reminded them of the grammatical rules or target vocabulary items.

Lo1:29	T	: Right, but let's look at question 1 . . . and finish the fill-in-the-blanks and I'll check
	S(s)	answers with you.
		: Him – John . . . the reflective pronouns . . . ?
Lo1:30	T	: And the possessive – his . . .
	S(s)	: John's . . . right?
Lo1:31	T	: And page 5 – synonyms . . . ?
	S(s)	: don't know . . .
Lo1:32	T	: It's words or expressions that have similar meaning . . .
	S(s)	: Similar or alike . . .
Lo1:33	T	Lucky . . . ?
	S(s)	Don't know . . .
Lo1:34	T	Starting from letter "f"
	S(s)	Fortunate . . . ?
Lo1:35	T	Right . . . correct . . . !
	S(s)	Co-workers are people working together, so colleagues . . .

Renate believes that being able to produce accurate sentences is the prime aim of learning grammar. She perceives grammar as a set of abstract rules that will allow students to generate complete sentences. For her, grammar is connected with declarative knowledge. Thus, Renate's preferences for grammar instruction are based on a teacher-centred approach. In the process of learning grammar, students are given less time to exercise their creativity. However, this is congruent with her belief that students should be given maximum input, and she thus methodically directs every lesson while her students closely follow. She therefore thoroughly explores the way grammar is used with her students, especially its rules. She emphasizes opportunities for students to memorize grammar structures in her lesson planning so that students are able to both complete their exercises and pass their examinations. Renate believes that the declarative knowledge she provides her students will help them during their exams, including their note-taking and rote learning exercises.

Renate also uses the PPP model to transmit knowledge. She typically introduces a new grammar item by elaborating the form of the target structures and then explaining the grammar rules. She next tells the students to do follow-up controlled exercises in order to grasp the structure being taught. This step-by-step procedure is at the core of Renate's style, as she emphasizes the importance of rule mastery.

Renate stated in her interview that she believes students should learn basic grammar rules and structures as soon as they begin to study new languages, including English. She indicated that grammar should be acquired consciously in lessons, but also stipulated that grammar instruction should be an interactive process that allows students some freedom to explore on their own. This does not substantially deviate from the perspective of N. Ellis (1994), that when grammar instruction is delivered in an implicit way students should come to understand rules from a set of given examples. Renate's beliefs and practices are remarkably congruent in as she delivers grammar rule instruction.

Above all, Renate holds a strong belief in focus-on-form approach. She espouses the need to teach grammar items by providing students with "input," i.e., exposure to the target language via direct instruction as suggested by Johnson and Johnson (1998:173). To Renate, "inputs" mean giving grammatical explanations before practising the rules so that students can thereafter understand and apply what the teacher had taught.

Renate also adopts a deductive approach: i.e., what Cowan (2008) defines as a rule-based teaching style which involves presentation or explanation prior to students encountering the way rules actually function in language. It manifests in her teaching style where she first teaches grammatical rules before students are tasked with applying them in usage. Though Renate knows what inductive learning is, she nonetheless feels students should be exposed to grammar rule "inputs":

> *I think rules first as these are the inputs to their later application of language in use. They can discover the language patterns themselves (Renate_INT 01-08).*

For example, in one lesson Renate only explained the meaning of "synonyms" before teaching from the textbook but she did not teach the target grammatical structure.

Lo2:17	T S(s)	: As we mentioned earlier, synonyms are words or expressions with a similar meaning to other words or expressions . . . let's find out the synonyms from question 2, find words in the text which could be replaced by a) combine, b) studied, c) focus . . . : What should we do . . . ?
Lo2:18	T S(s)	: Also use the three steps . . . find the words . . . use general knowledge and carefully read through the text for the same type of words with similar meaning . . . : ---
Lo:19	T S(s)	: Let's read through the text again and get into pairs . . . I'll give you 3 minutes to do it . . . then I'll invite 3 pairs from the draw . . . : ---

| Lo2:20 | T | : (after three minutes) Group 2 please . . . ? |
| | S(s) | : Combine refers to encompass . . . because it's a verb . . . combining interests |

In another lesson, she pointed out the meaning of "discourse markers" but did not explain the terminology with examples or the application of rules within them.

Lo3:3	T	: Today, we'd like to do more on discourse markers?
	S(s)	: ----
Lo3:4	T	: Tell me what's word that stick ideas together?
	S(s)	: Connectives . . . and, but . . .
Lo3:5	T	: Partly correct . . .
	S(s)	: What's that?
Lo3:6	T	: So we have the purpose like adding information which is important . . .
	S(s)	: Like moreover, furthermore . . .

Renate tries to use simple English at all times, but particularly uses simple words and short phrases when her students demonstrate confusion toward the grammar items:

> *I will try to use simple words or phrases and repeat the points that they don't understand in English. But all the time, I will rephrase it in a simple word or sentence. At the last resort, I will use Cantonese (Renate_INT 01-09).*

In sum, Renate conceives of grammatical knowledge as something which needs to be directly taught to students, yet her grammar instruction is often insufficiently clear. Though her use of simple English explanations is justified by her students' academic standard, she still believes that deductive teaching works well with them. In fact, she does not put her professed beliefs into full practice during grammar instruction.

Tyson

Like Renate, Tyson perceives explicit grammar instruction as a vital component of conducting lessons. He also believes that grammatical rules are not difficult to learn, but rather straightforward and should be mastered:

> *I think teaching grammar should be as straightforward and as simple as possible to tell students that they can do it (Tyson_INT 01-04).*

However, he encourages students to learn grammar in their mother tongue in order to make it easier to comprehend the way grammar rules are formed:

I'd like students to use their mother tongue or L1 to get to know the structure and the composition of the basic atoms, for example, in a sentence. Though it is very difficult to use English as the reality in my school has told us not to use all-English in lessons (Tyson_INT 01-05).

Furthermore, he feels it very important to conduct lessons by using simple English:

[That is] [m]ore effective I think. But I'd try to use simple English to tell them using English is not difficult and it's funny even to speak a word or phrases (Tyson_INT 01-06).

Tyson insists that students should be given sufficient grammar rule inputs and language exposure opportunities. He views the teacher as responsible for guiding student language development by giving favourable learning experiences and correcting errors. These are Tyson's necessary conditions for students to achieve favourable learning outcomes.

Tyson began a lesson about comprehension by reading aloud a few sentences about the passage to come, choosing several lexical words and asking students if they knew the prefixes of those words. He conceives mastering individual vocabulary items as being more important than knowing the entire meaning of the passage.

Lo2:3	T	Who knows the word "biography"?
	S(s)	---
Lo2:4	T	Let's see the prefix "bio"?
	S(s)	Biology?
Lo2:5	T	Not really?
	S(s)	"Bio" means something with human being . . .
Lo2:6	T	Getting near . . .
	S(s)	The information about human?
Lo2:7	T	Very near . . .
	S(s)	It's about the personal data . . .
Lo2:8	T	"bio" is matched with "graphy" . . .
	S(s)	The personal stories . . .

In addition to vocabulary, Tyson also highlights the importance reading skills:

Reading, I think! Students are not really strong in vocabulary or basic sentence structure. Reading provides vocabulary and grammar inputs (Tyson_INT 01-07).

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As the passage on teaching the term "biography" shows, Tyson expects students to have more grammar learning support while reading the comprehension texts. Once the students grasp vocabulary items, he believes, their ability to use grammar should grow naturally.

> *As usual . . . I think they need more grammar learning points to support their reading in the biography . . . (INT 01-08).*

More examples are evinced in his practice even as he followed the textbook fairly closely. Indeed, his chosen textbook emphasizes reading comprehension, and those passages are then followed by subsections on grammar practice. His beliefs are further espoused in his practice of introducing lexical items prior to teaching grammar items, such as this excerpt about noun phrases as a part of speech in Lesson 2:
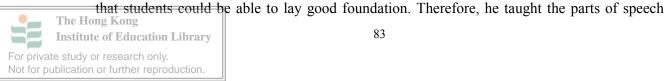
Lo2:9	T	Yes, let's see paragraph 1 first . . . what's the word "quintessential" mean?
	S(s)	Example?
Lo2:10	T	The story of Simon is very successful?
	S(s)	He's very famous but I don't think he's successful . . .
Lo2:11	T	The first paragraph says that the story of Simon Yam is a successful person . . .
	S(s)	So he's very successful?
Lo2:12	T	Right, "quintessential" means someone who is very successful and is a typical
	S(s)	example . . .

Lo2:13	T	From your parts of speech, what's it?
	S(s)	An adjective.
Lo2:14	T	An adjective modifies the noun phrase "Hong Kong actor" . . .
	S(s)	So the statement of telling Simon is a successful person . . .

The most difficult vocabulary or lexical items he encountered were less frequently used words, for which he thinks developing special strategies is essential:

> *I think some of the less frequent words, like "quintessential," "versatility," "conscious," etc. (INT 01-09)*

> *[There are] [n]o special strategies but students are able to develop the skill of inferring the items from the whole text . . . and to look for the parts of speech peculiarly . . . (INT 01-10)*

To cater for learning diversity in Tyson's class, he taught some basic grammar structures so that students could be able to lay good foundation. Therefore, he taught the parts of speech

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explicitly apart from his implicit teaching beliefs. In some areas, Tyson's classroom practices may not be congruous with his stated beliefs.

Students are generally weak at the transformation of different forms into the noun phrases, verb phrases, etc. . . . Students are told to complete a set of parts of speech table before they actually come to   class . . . (INT 01-11/12).

Consistently, he thinks it essential to learn to understand rules from given examples.

I think they are effective because they should be aware of the transformation of word forms so that they will have an initial grasp of the overall meaning from the paragraphs or the texts . . . (INT 01-13).

In another lesson, Tyson demonstrates a way to understand rules first as in this example of using back-reference by using pronouns in a text.

Lo1:26	T	: What are they?
	S(s)	: Refer to something . . .
Lo1:27	T	: Yes, reference words, like pronouns, synonyms, paraphrasing, etc. . . .
	S(s)	: ----
Lo1:28	T	: Let's pay attention to an example from John's colleagues on page 4 . . .
	S(s)	: I know, "his" refers to John's, right?
Lo1:29	T	: Right, but let's look at question 1 . . .
	S(s)	: Him – John . . . the reflective pronouns . . . ?
Lo1:30	T	: And the possessive – his . . .
	S(s)	: John's . . . right?

Tyson does not find contextual grammar useful, however, because his preferred textbook provides grammar presentation and drills as follows:

Lo2:24	T	Have you completed the parts of speech table on page 11?
	S(s)	Yes . . . only one exercise?
Lo2:25	T	Yes, what did you find out [about] the word . . . "versatility"?
	S(s)	As an adjective – is "Versatile" . . . but as noun is . . .
Lo2:26	T	What part of speech is "versatility"?
	S(s)	As a noun here . . .
Lo2:27	T	What does it mean and how to use it?
	S(s)	Having lots of areas they know . . . a lot of skills . . . We can change it to an adjective . . . versatile . . .

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Lo2:28	T	That's getting nearer . . .
	S(s)	Having different skills . . . and like "she's versatile" . . .

Tyson thus explained the lesson's contextual situation in a quick manner and then moved on to the introduction of vocabulary items. He neglected to pursue explicit grammar instruction. Therefore, he places less emphasis on the use of contextual instruction, electing to practice exercises first and then check the answers later. In this way, Tyson explicitly and deductively conducts instruction which constitutes a departure from his stated beliefs of incorporating grammar items into the instructional context. Other examples evince this incongruity.

Lo2:17	T	Let's look at line 20, how "cause" is used in the text?
	S(s)	I think "cause" is used to tell the aim?
Lo2:18	T	The aim or purpose?
	S(s)	The aim . . .
Lo2:19	T	Not really . . . it should be the "reason for something" . . .
	S(s)	The reason for the promotion of the giant panda . . .
Lo2:20	T	That's true . . .
	S(s)	Reason for something as noun . . .
Lo2:21	T	Also, in paragraph 4, which words mean children?
	S(s)	---
Lo2:22	T	It also expresses in the same meaning as children . . .
	S(s)	Kids . . .
Lo2:23	T	That's right!
	S(s)	----

Although Tyson diverges from his expressed teaching beliefs, he still likes using grammatical terminology in his lesson. He views grammatical terminology as the use of a meta-language which can help students understand grammar structures and enrich linguistic knowledge.

Lo3:15	T	Let's pair up and look at the first W here in the Li Ka Shing passage . . .
	S(s)	The W stands for the wrong choice, the noun should be changed . . .
Lo3:16	T	Using "noun" or "noun phrase" here is "success" and change to an "adjective" –
	S(s)	successful . . .
		The most successful . . .
Lo3:17	T	The adjective here is successful and modifies the noun "business" . . .
	S(s)	How about the W?
Lo3:18	T	Yes in Question 2, W stands for the wrong choice of word or part of speech . . .
	S(s)	It's the comparative, -er?
Lo3:19	T	It should be the superlative, the ---est . . .

	S(s)	The richest men . . . the superlative . . .

Tyson also provided other examples of introducing grammatical terminology, such as follows.

Lo1:25	T	: Next, let's turn to page 4 . . .
	S(s)	: Identifying and understanding . . . back-reference?
Lo1:26	T	: What are they?
	S(s)	: Refer to something . . .
Lo1:27	T	: Yes, reference words, like pronouns, synonyms, paraphrasing, etc. . . .
	S(s)	: ----

Although Tyson demonstrates several exceptions between his professed beliefs and actual practice, he still tries to incorporate those beliefs in fairly unorthodox ways. He believed that students should grasp the basic grammar terminology before they actually can formulate rules from given examples. For example, he attempts to simplify and convey grammatical terminology via clear explanations. He holds that grammar competency is vital and that more time should be devoted to formal instruction, albeit in an interesting and funny manner. His emphasis on grammatical structures is for communicative purposes and he uses grammatical terminology for presenting more abstract rules.

Yvette

Yvette adopts the focus-on-form approach and thinks of grammar as embedded in every lesson:

> *I don't think there's a single lesson called grammar lesson. Of course I would like to do my teaching with grammar-based focus but with meaningful inputs. These are essential as teachers have to teach students with the basic tenets and structures of grammar and better explain grammar items (Yvette_INT 01-04).*

Like Tyson, Yvette believes that drilling is important but less effective if used alone. This is because she believes that the practice of grammar should be based on a communicative context:

> *Drilling and drilling again is very important as students are so weak in grammar items nor they can express or realize the errors of grammar in a paragraph or texts (Yvette_INT 01-05) . . .*

> *But the activities are accompanied by grammatical structures and rules. For example,*

you teach them a text type and they can produce it in the end, then the presentation of how to use grammatical rules and items are crucial for the text types be produced (Yvette_INT 01-06).

Yvette's questionnaire and interview responses indicate that she believes time should be split between grammar drills and communicative activities. Regarding the treatment of errors, she thinks that teachers should actively give more examples to review the grammar items:

Error treatments are essential as teachers have a strong role in it. Students are less likely to take an active role but teachers' initiation in explaining the grammar in an explicit way like having more examples to express the rules in grammar (Yvette_INT 01-07).

I would like to do so. But my students are very weak and the spending of time with extra effort will ruin the time in-class as class time is limited. So sometimes I will start with a grammar point and explain with examples or in meaning-focused way (Yvette_INT 01-08).

Yvette adopts a neutral stance toward form-focused methods as she believes that grammar instruction should be based on more meaningful activities:

Sometimes I am neutral here. Using more meaningful examples and authentic ways are helpful to express grammar points like using present tense and present prefect tense. The starting point still hasn't ended yet, but they are not totally understandable (Yvette_INT 01-08).

Yvette endeavours to put these stated beliefs into classroom practice. Her interviews revealed that she believes that her students prefer to learn grammar by engaging in communicative tasks. She has reservations about the rule-search or discovery-learning approaches as she does not think students are able to discover grammar rules on their own. Therefore, she believes that teacher guidance is important for student success.

Yvette practiced the focus-on-forms approach during much of the observed lesson time. In the first observation, she incorporated one grammar item into the pre-task writing to arouse student interest. That approach utilized both meaning-focused and form-focused instruction. From this starting point, she taught students to write a letter of advice to their overseas friends.

Lo1:1	T	Today we will focus on writing a letter and here are some suggestions.
	S(s)	---

Lo1:2	T	You're also going to write a letter to your friends, he or she may have some problems. Can anyone tell me how to ask him or her of the problems?
	S(s)	. . . [M]ay I know what problems do you have? . . . [C]an you tell me . . . ?
Lo1:3	T	That's good. Why do we have to use "may" or "can"?
	S(s)	[It is] more polite . . .
Lo1:4	T	So more polite, and what's the verb of "may" or "can" in grammar?
	S(s)	Is it modal? Modal verbs?
Lo1:5	T	That's it! You can use modal verbs like "may" or "can" as the start of question. Also, when he or she replies to you and try to give him or her as many suggestions as possible.
	S(s)	---

She explained the assignment directions clearly in the pre-task discussion.

Lo1:6	T	So bear in mind, [when] writing and giving suggestions to someone, it should be a letter of advice. You try to look at the problems and think about it to your friend. Okay. And you need to be positive to give positive comments.
	S(s)	---
Lo1:7	T	You need to, sometimes, support your opinions or some suggestions in some cases.
	S(s)	Okay.
Lo1:8	T	And you can encourage your friends to take your advice and try to solve the issues that he or she has.
	S(s)	----

Lo1:10	T	So just a very beginning of the letter, you need to write Dear. Dear someone.
	S(s)	Dear what?
Lo1:11	T	Dear your friend's name.
	S(s)	Um . . .
Lo1:12	T	For example, dear . . .
	S(s)	Dear Mary, very good.
Lo1:13	T	And you just write down the friend's name
	S(s)	Friend's name?
Lo1:14	T	Or it can be very simple, like "Dear Miss Chan" or "Miss Chan."
	S(s)	----
Lo1:15	T	For the opening, what do you need to write? Wing Yee?
	S(s)	Me?

Yvette later put the students into pairs and went through the target grammatical structure with them.

Lo1:35	T	I'll give you the situation . . .
	S(s)	The situation?
Lo1:36	T	You read [that] your friend Susan has sent you a letter saying that she is very worried about her exams. She studies until midnight every night. She feels depressed because
	S(s)	her grades are dropping, even though she is working so hard. Write a letter to your friend giving her advice.
Lo1:37	T	Yes, good, I'll go through the structure with you.
	S(s)	In salutation, opening, body . . .

Yvette next checked her students' understanding of the writing steps so that she felt confident that the students were engaging in a task that was meaningful to them.

Lo1:38	T	Can anyone give me the step for the writing?
	S(s)	Check writing is complete and editing?
Lo1:39	T	What else, in the opening?
	S(s)	I'm sorry you haven't been playing basketball late. We all miss you!
Lo1:40	T	Good, and the body? Which tense should we use?
	S(s)	We should use present tense to tell the fact, "[i]t is quite hard to . . . "

Yvette insists that grammatical rules are very important to grammar instruction. However, this belief does not result in an overly teacher-centred approach in her case as she is keen to give students time to discover target features on their own, a process she believes is crucial to improving their understanding and developing their critical mind.

Lo2:4	T	You need to explain the invention to your group members and stick the right picture below the question
	S(s)	"What's this invention?"

Lo2:5	T	First, I'll demonstrate one example for you.
	S(s)	---
Lo2:6	T	It is usually made of nylon material. The outside of one piece of it is covered with many small hooks.
	S(s)	What's that?
Lo2:7	T	When two pieces of this material are pressed together, they would stick to each other. We use it in clothes, bags, shoes, and many other things that need quick and easy fastening.
	S(s)	Sticky things?
Lo2:8	T	Um . . . you use it with your shoe . . . (gives them 5 minutes)
	S(s)	Shoes?

Her belief in a self-discovery method for grammar rules was clearly demonstrated in this lesson.

Lo2:10	T	It's a Velcro . . .
	S(s)	A Velcro?
Lo2:11	T	Right, we will use the jigsaw activity to form a whole picture . . . it's a noun, what is it?
	S(s)	Jigsaw?
Lo2:12	T	Like the pieces of puzzles sticking all together . . .
	S(s)	This is what we say wacky?
Lo2:13	T	It's an adjective, wacky means something strange enough to make an invention . . .
	S(s)	An invention is a noun too?

Whether or not Yvette utilizes a discovery method depends on contextual factors like the amount of lesson time available and student ability level, etc. Better lesson planning is required on her part to complete her goals within the tight schedule. She seems to toggle between direct and indirect strategies at times as necessary.

Lo2:16	T	It has a series of clasps. It could be closed or opened by sliding a piece of metal or
	S(s)	plastic over the clasps.

Lo2:17	T	Nowadays, we can find it everywhere in our daily items, for example, schoolbags,
	S(s)	clothes.

Lo2:18	T	Who knows?
	S(s)	What's the clasp?
Lo2:19	T	Like the brushes . . .
	S(s)	Brushes?

Yvette demonstrated a contextualized grammar learning approach in her third lesson by first introducing the theme and situation of the letter writing activity before reviewing the target structure.

Lo3:3	T	Today, we'll start with the classmate, Justin, about the email . . .
	S(s)	His problems . . . again?
Lo3:4	T	Yes, he asked you for the suggestion then.
	S(s)	Suggestions?
Lo3:5	T	The suggestions for the programme to study . . . [are these] important?
	S(s)	Important!

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Before she told the students about the contextualized situation, she also focused on the structure again so that students could recap the target structure in the letter of advice:

Lo3:17	T	Before you have your ideas, I'd like to tell you the structures . . .
	S(s)	The structure?
Lo3:18	T	About "I understand that you have a difficult time at school. Let me give you some suggestions."
	S(s)	Introduction?
Lo3:19	T	Yes, to introduce and tell the readers to understand the situation . . .
	S(s)	----

Yvette also stresses the importance of both form-focused and meaning-focused instruction. Though she reported neutral feelings about implicit versus direct grammar explanations, she still points to grammar terminology as a meta-language that will help students to consolidate their grammar knowledge. She finalized the input of grammar items for the unit with the letter of advice assignment.

Lo3:24	T	The whole piece of advice is to suggest and tell your friend that you support him . . .
	S(s)	Why sometimes use "should" or "ought to"?
Lo3:25	T	These are the modal verbs to tell the mood that you have in your mind . . .
	S(s)	Modal verbs . . . ?
Lo3:26	T	Like using "could," "would" to tell the present mood in the situation . . .
	S(s)	That's why we use "should" or "ought to" . . .

Yvette also reminded her students of the target grammar structure once again during their presentation:

Lo3:36	T	Let's present what you have come up with in your discussion . . .
	S(s)	Our group first?
Lo3:37	T	You may start with the structure and use of grammar . . .
	S(s)	We have discussed the structure – "I understand that, I know that, you should, you ought to . . . "
Lo3:38	T	What else is your use of tenses?
	S(s)	The tenses should be in modal form, using should/could/would, etc. in [the] present tense . . .
Lo3:39	T	What did you suggest?
	S(s)	We suggest that Chris should talk to his class teacher about the programme . . .

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In sum, Yvette insists upon using the self-discovery and rule-search approach despite the fact that she is overwhelmed by the tight schedule of the syllabus and the lower ability level of her students. In most lessons, she keeps on asking students to find out the ways to look for answers on their own. She does not intend to give any facts but instructs them to conduct self discovery of the questions. She thus supplements these methods with the introduction of grammar structures as necessary, though she believes that students should be held responsible for deriving basic grammar rules from her instruction. She believes her students must take the initiative to discover grammar rules for their own use.

Dicky

Dicky does not have strong opinions about whether rules should be practiced through examples, but he does believe that they should be explained directly.

> *I've mentioned the balanced approach: students should not only be taught with grammar instruction but also, more importantly, with more communicative activities such as group work games so that students can learn from the process (Dicky_INT 01-02).*

> *I do agree with foreign language teachers directly explaining the grammar rules as most of them are experienced to teach students with balance between form and meaning-focused instruction (Dicky_INT 01-02).*

Dicky holds a rather positive view about grammar practice, thinking it helpful in improving students' grammatical performance. He thus frequently incorporates drilling into his classroom instruction so that students can improve their grammatical accuracy. He is knowledgeable and confident about the way to conduct the instruction of specific grammar items:

> *In teaching the grammar items of the past perfect tense in comparison to the past simple tense, it is essential to point out to students that the past perfect tense is formed by "had + past participle." Without knowing this, students would not be able to use this grammar item (Dicky_INT 01-03)*

> *Students usually learn about how meanings and forms are related and start to make sense of the rules involved. Students may be asked to number the events in an example so as to be aware of the time difference that exists among the two actions in the example (Dicky_INT 01-03).*

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It is significant to point out to students that the past perfect tense refers to something that had happened before another past action following the introduction of the form. Students can tell the difference between the past perfect tense and the past simple first and foremost so that the tense aspect and time orientation can be clearly figured out (Dicky_INT 01-03).

Dicky obviously believes that the strategies adopted for teaching grammar items are important. He has several polished in-class methods that he uses to apply this belief. For example, Dicky asked a student what he had done that morning, then wrote his answer on the blackboard and underlined the verbs. The students copied the before and after sentences, focusing on the change in verb tense. Dicky thinks that this type of practice – which includes using grammatical terminology to discuss errors and better understand semantic relations – helps students to remember the correct use of verb tenses.

I think the second thing that needs to be made known to students is that, other than showing a matter of time differences in a sentence, the past perfect is also used to report an action in reported speech (Dicky_INT 01-06).

Dicky conducts his grammar instruction in a direct and explicit way. He first presents the grammar rules followed by targeted practice. He began his third lesson with an introduction of past tense verbs before instructing his students to write and application letter.

Lo2:6	T	: So in the first paragraph, we use the present tense or present continuous as starter . . .
	S(s)	: am writing . . .
Lo2:7	T	: Or you can start with "Referring to you advertisements" . . .
	S(s)	: the ads for application?
Lo2:8	T	: In the second paragraph, you can write some job experiences.
	S(s)	: Use what kind of tense?
Lo2:9	T	: Past form . . . past tense . . .
	S(s)	: I worked as . . .

He further elaborated upon the use of past form verbs to stress the importance of this grammar structure.

Lo2:11	T	: Just tell what you did and what you have done . . .
	S(s)	: Using past tense?
Lo2:12	T	: Can be past tense or telling something you have started but not completed in studies.
	S(s)	: In present participle . . .
Lo2:13	T	: Like I have studied or I graduated . . .

	S(s)	: Using both?

His entrenched belief in form-focused instruction is clearly reflected in the following passage where he instructs about modal verbs.

Lo2:26	T	: Or saying "I believe you can do that and you would make more friends."
	S(s)	: Using modal verbs like can or would . . .
Lo2:27	T	: The modal verbs have the level of intensity, from strong to weak.
	S(s)	: May and have to or must?
Lo2:28	T	: That's right! Don't misuse them.
	S(s)	: More advice?
Lo2:29	T	: The advice on making friends?
	S(s)	: Using some modal verbs as well?
Lo2:30	T	: The modal verbs like it is better or may . . . the intensity is less strong or suggestions.
	S(s)	: You may go to join some exchange tours and make friends.

Dicky claims his student like the direct grammar teaching approach exemplified in the following example about adverbial phrases and adverbs.

Lo2:11	T	: Also by showing your advice systematically by using adverbial phrases or adverbs . . .
	S(s)	: Using firstly, secondly, then, and finally . . .
Lo2:12	T	: Also use "reference expressions" to refer to specific problems.
	S(s)	: What can we use?
Lo2:13	T	: Like talking about, referring to, concerning, etc.
	S(s)	: Any examples?
Lo2:14	T	: You can say "talking about fat and unattractive, I suggest that you can" . . .
	S(s)	: Can we say "referring to" . . . ?

Time and again, Dicky explicitly taught grammar items by direct explanation.

Lo3:8	T	: In the second paragraph, you can write some job experiences.
	S(s)	: Use what kind of tense?
Lo3:9	T	: Past form . . . past tense . . .
	S(s)	: I worked as . . .
Lo3:10	T	: Also you can say I learned some experiences . . .
	S(s)	: How about the education level?
Lo3:11	T	: Just tell what you did and what you have done . . .
	S(s)	: Using past tense?

Lo3:12	T	: Can be past tense or telling something you have started but not completed in studies
	S(s)	: In present participle . . .
Lo3:13	T	: Like I have studied or I graduated . . .
	S(s)	: Using both?

Dicky employs grammatical terminology in his lessons so that his students can later conduct their own in-depth studies when faced with complex grammar items. It also made it easier for him to consistently explain grammar concepts during lessons with or without contextual aid. Citing these advantages, it was not surprising to observe him making good use of grammatical terminology to explain concepts such as past tense verbs, modal verbs, adverbs, and gerunds, etc.

Lo2:19	T	: Point out that you are open to have the interview . . .
	S(s)	: Saying do not hesitate . . .
Lo2:20	T	: Yes, do not hesitate to contact me.
	S(s)	: Using the conditional, if . . .
Lo2:21	T	: If you require any further information . . .
	S(s)	: How about I look forward . . .
Lo2:22	T	: Yes, "I look forward to" as a phrase.
	S(s)	: Followed by gerund?
Lo2:23	T	: Yes, with + ing form.
	S(s)	: I look forward to hearing from you . . .

Such use of contextualized grammar practices can help to enhance student motivation, as well as develop procedural knowledge for actual daily use (Lightbown and Spada 2006:39-40). This is achieved by students learning how to apply the rules taught to them for use in authentic tasks.

Lo2:14	T	: Just depends on the form you use . . . the situation is simple and about what interests you
	S(s)	have . . .
		: The third paragraph?
Lo2:15	T	: It should be about the interests?
	S(s)	: Sports or recreation? What tenses?
Lo2:16	T	: Because you still work on it, use present or present continuous.
	S(s)	: Like I am very interested in . . .

Dicky assigned after-class exercises for the students to consolidate their newly grammar acquired form.

Lo2:33	T	: Now let's complete the after-class exercise of filling in the blanks for the present and
	S(s)	past tense.
		: How about the past continuous tense?
Lo2:34	T	: Let's do it after the class as well!
	S(s)	: -----

In sum, Dicky's beliefs are mostly consistent with his classroom practices. He believes that grammar must be acquired in the language classroom albeit via a student-centred approach. He consistently uses focus-on-form instruction to empower students with grammatical competency. The aforementioned examples demonstrate he embedded past tense verbs and adverbial phrases in learning contexts after explaining grammatical rules in a direct and explicit way.

Overall, most of the interviewed teachers' stated beliefs are in alignment with their practical classroom instruction style. While of the teachers ignore grammar instruction, some of them prefer focus-on-form instruction with explicit and deductive learning, while others prefer focus-on-meaning instruction with implicit and inductive learning. Though a few of the teachers place less overall emphasis on grammar instruction, they attempt to balance the two approaches in their actual classroom instruction.

4.3.3 Error Corrections

In their treatment of error, Karen, Renate, and Yvette all aim for self-correction during class whilst marking their students' work outside. Tyson, however, focuses more on peer correction, while Carmen adopts techniques for explicit correction and the detailed mark-up of errors. This is also aligned with responses of ESL teachers collected from the questionnaires. The believed the accuracy in grammar has been an important indicator in language performance. Also, 89 per cent of them held strong beliefs that form-focused correction could help students to make improvement in grammatical performance.

Karen

Karen does not immediately correct her students' spoken errors. Her usual practice is to highlight or jot down the mistakes for later address. It is her belief that students should use their own initiative to correct errors as part of knowledge construction. Some examples are reproduced here.

| Lo3:37 | T | Yes, and question 6 this time . . . Guo Jingjing (she) using the present prefect? Negative or |

	S(s)	positive?
		She hasn't . . . has not . . .
Lo3:38	T	That's right! Use "the present prefect tense" . . . has not showed up . . .
	S(s)	Has not *show* up?
Lo3:39	T	Has not *show* up? You should use participle after has or have, right?
	S(s)	Has not showed up!

In the middle example (Lo3:38), Karen repeated the error made by her student to encourage self-correction. She later made use of meta-language to focus them on the area of error, pointing out that the tense was wrong. She believes that such self-correction techniques will enhance students' awareness of their own mistakes, as many students do not correct mistakes except on their own initiative. Maintaining that students should be totally responsible for their mistakes, Karen succeeds in having students correct themselves.

Karen does not view grammatical correctness as a particularly important criterion against which to judge language performance. She does not believe that form-focused correction will help to improve student performance, so she has developed her own way to handle error treatment:

> *Normally I'd underline all errors in their writing and identify the correct choice of grammar once students use a wrong type. I will also note down their common errors on the feedback sheets (Karen_INT 01-18).*

Karen also applies this principle to writing assignments, training students to spot and correct their own mistakes. She tells students to double-check their own work first after every written task, and then conducts peer-checking to further identify errors. This is part of her daily instructional procedure. In marking scripts, she only underlines inaccurate words or structures. Karen seldom uses advanced marking codes, believing that merely underlining the wrong words or tenses is enough. She also offers a few words of feedback and encouragement such as "[k]eep trying" *(Appendix 6 - Karen)*.

Carmen

Carmen believes that teachers have a duty to point out students' mistakes. Though she admits that immediate, explicit correction is not always the most appropriate method, she often confidently deploys this strategy. Indeed, her students appear very well adjusted to such immediate feedback. In classroom practice, for example, Carmen often corrects her students' mistakes and consistently reminds students to emphasize on one or two targeted grammatical items.

Lo1:32	T	: Here's how I mark the content, language use and spelling, and organization.
	S(s)	: Check grammar after writing?
Lo1:33	T	: Pay attention to the "big" grammar mistakes – wrong tenses, parts of speech, relative
	S(s)	clauses.
		: Check some of these?
Lo1:34	T	: Of course, check it twice. Or just focus on one or two major areas of your grammar
	S(s)	items . . .
		: We'll try to see one or two areas first . . .

Carmen takes a different approach to oral and written error correction. Despite her inclination to do so she points out that correcting speaking errors is of limited utility, as students will often forget the mistakes they made and her corrective instructions as quickly as they came to mind. In marking assignments, however, Carmen strongly believes in focused marking, meticulously correcting all errors. She provides limited constructive feedback and encouragement while marking, often focusing on one or two key aspects like "[w]rong relative clause" or "[y]ou should try more sentence patterns" (*Appendix 6 – Carmen*).

Renate

Renate also treats spoken and written errors differently. She prefers not to correct oral mistakes, as too much correction might lower student confidence in using the target language. Citing her own language study, she believes that spoken competency could be developed over a long period of time. Therefore, she rarely points out oral mistakes in class; indeed, the transcripts yield not a single example of in-class error correction.

However, Renate handles written errors in a very different manner. She employs highly focused-marking in grading written assignments so that they can show improvement in both content and organization of their essays. For example, she once corrected a student's "the conference room is reserved for you" statement by changing the verb "is" to the present participle "has been." She also paid particular attention to correct use of the infinitive tense of "to confirm."

Renate mentioned that she follows departmental guidelines in correcting written errors. In fact, Renate is sceptical that these marking procedures contribute significantly to language improvement. Even if students go through the procedure, she claims, they may repeat the same mistakes. Nonetheless, Renate begins by collecting the first drafts of writing assignments and marking them as quickly as possible to identify errors. She then combines all

of the common errors on a rough sheet, and proceeds to tell the whole class about their most frequent errors. She next returns the writing assignment first drafts to each student with coded correction instructions and requires the students to correct their mistakes. At last, after receiving a second draft, she gives a final grade.

In terms of giving constructive feedback and encouragement, Renate was the most obvious teacher in pointing out student mistakes. For example, she wrote in one of the scripts:

> *You are able to use some vocabulary items that better describe the actions or emotions of the couple. However, you didn't talk much about the paparazzi and they are very important in the incident. Please give more information about them when you are doing the second draft! Besides, you may need to organise the paragraphs better because I found the ideas quite difficult to follow (Appendix 6 – Renate).*

Meanwhile, Renate does try to correct students' oral answers by giving immediate feedback.

Lo3:3	T	: Today, we'd like to do more on discourse markers.
	S(s)	: ----
Lo3:4	T	: Tell me what are words that stick ideas together?
	S(s)	: Connectives . . . and, but . . .
Lo3:5	T	: Partly correct . . .
	S(s)	: What's that?
Lo3:6	T	: So we have the purpose like adding information which is important . . . Good and pay more attention . . .
	S(s)	: Like moreover, furthermore . . .

<u>Tyson</u>

Tyson believes in peer correction as a means to make both the corrector and the corrected more aware of errors. However, the usefulness of this procedure is limited by the language ability level of the student.

> *I usually give them some verbal feedback in class and some written feedback to correct the errors in tenses, choice of words, subject-verb agreements, etc. (INT 01-14).*

> *Sometimes, but not very often, as students' awareness of errors is very important and their peers are less likely to correct them on the spots as most of the students are not of high proficiency (INT 01-15).*

Tyson puts this belief into practice by assigning students into pairs for mutual checking.

Lo2:35	T	Then, another one. Not having the same amount of money or opportunity as others?
	S(s)	----
Lo2:36	T	Let's get into pairs to decide the meaning . . . three minutes?
	S(s)	----
Lo2:37	T	I'll give all of you to refer the meaning from the text, right?
	S(s)	(3 minutes elapse)
Lo2:38	T	What's the meaning?
	S(s)	Under . . . underprivileged?

Another example evinces this practice.

Lo:18	T	: Let's do an activity . . .
	S(s)	: In page 3?
Lo:19	T	: Yes, activity 1 . . .
	S(s)	: ---
Lo:20	T	: Spend three minutes to read through the text and complete the question . . . in pairs.
	S(s)	: Too short . . . can we have more time?
Lo:21	T	: Ok, let's take five minutes . . .
	S(s)	: OK.
Lo:22	T	: Anyone know the question – [what does] AGM mean?
	S(s)	: AGM – about the meeting or members?

In marking scripts, Tyson insists on using both marking codes and providing the correct answers. He believes that this helps students to associate marking codes with the correct forms. He does not otherwise provide much feedback or many words of encouragement, except for non-grammatical notes, such as, "not enough words!" *(see Appendix 5).*

Yvette

Interestingly, Yvette's use of inductive and systematic instruction gives her students more exposure to finding grammatical mistakes. She marks written assignments or scripts according to marking codes which she distributes to the class in advance. To make sure these pithy marking codes are absorbed in order to enable more self-discovery, she conducted a peer exercise among the students to practice identifying the marking code designations. Yvette believes this to be a very effective form of self and peer evaluation. Lee and Ridley (1999) point out that student correction can be self or peer based, and that correction is more effective when carried out by the students rather than by the teacher. Therefore, Yvette's

manner is consistent with Lee and Ridley's findings.

Her approach is more self-oriented than peer-oriented, and falls into the broader category of discovery learning. Her self-discovery approach to error correction seems quite successful as she begins by pairing students to conduct peer evaluation. Yvette then collects all of their marked scripts and picks some samples for use as correction models. Her criteria are simple because she requires students to mark scripts by writing marking code symbols next to the words or sentences in pencil. After that, she corrects all of the errors with detailed markings based upon and further to the students' version.

Yvette provides feedback on the overall structure in her marking exercise. A prime example of her substantive feedback is: "Good! Clear paragraphing! Some of your suggestions are not explained clearly, please elaborate them! Also, you forgot to write the closing!" *(Appendix 6 - Yvette)*.

Dicky

Dicky is more likely to use marked codes with his less-able students and provide more direct commentary to his more-able ones. In correcting a writing assignment for his more-able SS2 students, he gave comments such as:

Well done! Task is well-accomplished with relevant details and good organization. However, I am expecting more complex sentences like structures using participle phrases. It would be even better if there are more difficult words learnt in the lessons (Letter of Application – feedback form 1).

Your writing is well-organized and fluent. The grammar is ok. The next step is to go into a higher level. I suggest you use more examples to support your ideas. You can always quote news or famous wordings to support and extend your ideas (Letter of Advice – feedback form 2)

Dicky uses more explicit markings like cross-outs, underlining, and rephrasing for his less-able students.

Mind your spelling and pay more attention to mistakes (Letter of Advice – feedback form 2).

It's quite nice and some ideas are well-developed. Please mind the use of pronouns such as your job. (Letter of Advice - feedback form 2).

During classroom instruction, he favours direct and explicit tense correction.

Lo3:25	T	: Now work on the first paragraph using present tense to tell . . . is that correct?
	S(s)	: Yes . . . to tell what and why we are writing . . . so use present tense . . .
Lo3:26	T	: Yes, writing to point out your intention to apply . . .
	S(s)	: Formal or informal?
Lo3:27	T	: Of course, formal . . . and what else?
	S(s)	: In style . . .
Lo3:28	T	: Right tone and style . . .
	S(s)	: With formal tone and style?
Lo3:29	T	: Also pay attention to tense with tense markers . . .
	S(s)	: Today or now or currently . . .
Lo3:30	T	: Use now! These all signify the change of tenses . . .
	S(s)	: Important?

As all of these examples indicate, Dicky frequently employs explicit error correction and detailed marking. He believes these techniques to be effective in conveying the importance of identifying and fixing mistakes.

In sum, all of the teachers adopt different strategies for correcting student work product. It is notable that the teachers' stated beliefs about this issue are remarkably consistent with their actual classroom practices. In the end, each teacher aims to help students enhance their awareness of the importance of grammatical accuracy and fluency.

Overall, this section makes it apparent that teachers hold different beliefs about the correct approaches to grammar instruction, practice, and error treatment, and that those beliefs are more or less manifest in their instructional styles.

5. Discussion

Each research question is further discussed in this chapter in order to illuminate the beliefs and practices held by the representative ESL teachers of Hong Kong's senior secondary schools. The consistencies and inconsistencies arising from their respective classroom practices will be explored in a broad-sense based on those research questions.

Research Question One:

5.1. What beliefs about grammar are held by a representative sample of Hong Kong Teachers?

The first research question focused on the grammar instruction beliefs of 123 representative teachers, including a focus group of six ESL teachers. The questionnaire responses indicate a general consensus that while grammar instruction is essential, to focus on it solely would be less likely to foster student ability to use target forms in an effective way.

As mentioned in the literature review, grammar and syntax have been central topics in studies of second language acquisition. For example, Borg (2006) stated that teachers generally value and promote grammar, giving it pride of place in their lessons. Burgess and Etherington (2002) also claimed that most teachers believe grammar to be a fundamental part of the language acquisition framework. Moreover, Schulz (2001) indicated that the formal study of grammar via direct instruction is important for L2 learners to achieve mastery. Perhaps most tellingly, the students included in the study agreed that formal grammar instruction could improve their communicative ability.

The results of the present study affirm those previous findings. However, 68 per cent of the 123 respondents also believe that students should learn grammar from more exposure to natural settings. One can further infer that the respondents see grammar learning as originating from an exposure to appropriate inputs. They also see this as pre-condition of progress. Therefore, it is essential to enhance grammar study by means of providing more authentic situations, such as real-life interaction with native speakers outside of the classroom.

Like Schmidt (1990 and 2001, as cited in Lightbown and Spada, 2006, p.44), 76 per cent of the surveyed teachers agree that direct grammar instruction is essential for students of all ability levels to learn to communicate effectively. Schmidt stated that direct and explicit grammar instruction is particularly favourable to students of lower proficiency so that they can learn through the targeted linguistic features.

It was also found that 71 per cent of the surveyed teachers see the delivery of explicit grammar instruction as essential to their role. As Doughty (2003) explained, explicit grammar instruction refers to teaching a series of grammatical rules, whereas implicit grammar instruction requires learners to glean the rules from given examples. Another 76 per cent hold that students' development of effective communicative abilities rests upon the teachers' direct instruction of grammar rules. They believe that students' abilities to communicate through either form-focused or meaning-focused instruction involve formal, in-class grammar study. The implication of these three statements is that a majority of teachers conceive their role as very important to improving their students' grammatical knowledge.

Overall, teachers conceive the role of direct grammar instruction as having equal importance as teaching students to use language in a communicative and effective way. However, one suspects that some teachers may find themselves in a contradictory position: while they may believe in the need for form-focused instruction, they might stop short of believing the explicit understanding of form as essential to communication. They may know from their own experience that strong explicit knowledge does not always guarantee communicative accuracy.

As stated in the literature review section about the approaches to grammar instruction, it can be inferred from most studies that ESL teachers use either an inductive or deductive approach. Either way, they depend on dealing with different grammar points. They are flexible when dealing with different kinds of students in terms of learning styles and preferences. They think it very difficult to consistently adopt only one approach. In Table 1, 75 per cent of teachers agreed that their students would feel insecure if exposed only to direct and explicit grammar instruction. Therefore, the sample of teachers seems to favour an approach that combines emphasis on rules and meaning. The communicative approach can be one way to realize this balance. As Table 3's data analysis reveals, there is strong disagreement with the suggestion that grammar instruction does not help students with grammar usage. However, when it came to deciding whether grammar instruction should be explicit, consensus was less certain.

Nonetheless, it is noteworthy that 85 per cent of teachers respond positively towards their students' preference for learning grammar from tasks. Furthermore, 86 per cent believe that those tasks should be related to communicating meaning. This is in line with Long and Robinson's (1998:23) balanced approach towards instructional activities. The sample also seems to be in agreement with Lightbown and Spada's view (2006:180) that language teachers should strike a balance between a focus-on-form and a focus-on-meaning approach. To realize this pedagogical ideal, Spada and Lightbown claim it is best not to choose between the two approaches, but to find the best balance between them.

Less than half of the teachers surveyed hold positive views regarding the self-discovery approach. Over 40 per cent of them are unsure of their students' abilities to glean grammar rules on their own, with as many as 24 per cent disagreeing with the proposition that students would even be able to do so. Hence, the surveyed teachers voice a strong view that grammar instruction should be focused on communicating meaning. This implies that teachers think it might be too difficult for students to learn grammar implicitly without much focus-on-meaning. By and large, over 40 per cent of the teachers hold reservations about the suggestion that students were able to discover grammar rules themselves. These results appear consistent with Borg's (1999b: 2003) view that "grammar teaching is a complex cognitive activity, rather than the unconscious application of a best method." In sum, the majority believe that teacher guidance is important in helping students discover grammar rules.

As regards grammar practice, less than 30 per cent of the surveyed teachers agree that grammar exercises do not help students to improve grammatical performance. Half disagree flatly with that suggestion (Table 3a). As practice is an essential element for students to master language points, the teachers seem to value grammar practice as equally important as grammar drilling. This is consistent with Swain's (1985) "comprehensible output hypothesis" in which learners can see the limitations of their inter-language when chances are given to produce the targeted language. They are thus "pushed" to improve in their linguistic development (Lightbown and Spada, 2006, p.40 and 150). Generally, teachers are output-focused and aligned with the assumptions of the hypothesis.

A total of 69 per cent of the teachers hold the view that practice routines are a necessary part of the learning process. This implies that teachers are willing and capable of providing the drill-type practice to their students to improve grammatical accuracy. However, 44 per cent do not think it effective to merely practise grammar by drilling alone. They recognize the importance of practising grammar within a communicative context.

Again, a total of 87 per cent hold the view that students can improve their grammatical accuracy by means of frequent structure practice. This finding gives further support to Burgess and Etherington's (2002) study of 48 teachers of English for academic purposes in the UK, reporting that 75 per cent of those teachers responded that the frequent practice of structures and forms can help students improve their grammatical accuracy. However, those respondents also expressed their view that drilling alone is not as effective as the practice of meaning-focused instruction. They thought that grammar practice must be taught within a communicative context. This apparently reflects the teachers' views of the urgency of striking a balance between form-focused and meaning-focused approaches by integrating more task-based communicative activities aimed at discovering language patterns via self-discovery and inductive approaches.

Regarding error treatment, 75 per cent of teachers affirm that grammatical correctness is the most important criteria in judging students' performances in grammar learning. This shows the importance of grammatical accuracy in teachers' beliefs. The practice of form-focused correction is indispensable and must be adopted somewhat to realize this expectation.

The majority of teachers hold a positive view of teachers' form-focused correction of student mistakes, with most thinking it essential. This is in accordance with a substantial body of opinion in applied linguistics. For example, Allwright and Bailey (1991) believed that the provision of teachers' corrective feedback can change students' output in their language performance. Schmidt and Frota (1986, as cited in Allwright & Bailey 1991, p.102) added that it can also prevent students from internalizing errors. Truscott (1996) was informed by a generative view of SLA, however, holding that correction is useless and can even be damaging. He stated that error correction – as it is typically practised – neglects SLA insights about the gradual and complex process of acquiring the forms and structures of a second language. Practicing teachers, perhaps informed by their own language learning experiences and/or pedagogical intuition, clearly do not agree with that study. Based on the analysis of error treatment in form-focused correction, a vast majority of the ESL teachers acknowledge a need to improve their students' grammatical performance. This is evidenced by the institutional demands of their respective schools where principals enforce the written correction of grammatical errors and make effective implementation part of the teacher performance appraisal system. Nonetheless, many teachers consider written and oral grammatical errors as equally important.

The fact that a majority of teachers hold a positive attitude towards error treatment (Table 4), does not imply that they feel confident dealing with students' errors in an effective way. Nearly half of the teachers hold neutral views regarding student preferences towards teacher-based corrections. They are therefore unsure about their students' overall attitudes towards error correction. Such uncertainty is reflected in the extent to which those teachers hesitate to handle errors hastily. In fact, the percentage of those admitting uncertainty is much higher than the number in complete agreement with the statement "[m]y students dislike being corrected in class."

To conclude, the first research question explored the beliefs of 123 senior ESL teachers who are currently instructing students of mixed ability ranging from Band One to Three in Hong Kong. The questionnaire results reveal that a majority of teachers appear to value form-focused instruction supplemented by meaning-focused grammar practice for students' language development. Despite strong endorsement of form-focused instruction with 87 per cent viewing frequent practice of grammatical structures as important, teachers also seem to

have a thorough understanding of the issues associated with direct and deductive approaches to grammar instruction. For example, nearly 90 per cent of those surveyed express a preference for teaching grammar in an elaborate communicative context. The above results indicate that conflicting beliefs held by teachers justify Borg's (1999b & 2003) claim that grammar instruction is indeed a complex cognitive activity.

Research Question Two:

5.2. How do teachers approach grammar instruction in NSS classrooms?

This section discusses the qualitative aspects of the ways in which six ESL teachers approach grammar instruction in their respective NSS classrooms. The extent to which their general beliefs are reflected in their classroom instruction are presented from a review of questionnaire data, interview data, and observational context. While all of the observed teachers share the view that knowledge of grammar is critical to L2 learning, they do not subscribe to a single theory of approach. Indeed, their approaches are largely unique and experiential.

The six ESL teachers clearly understand what is meant by an inductive or implicit approach and a deductive or explicit approach to grammar instruction. They generally elect to pursue one or both of them in practice. This matches the findings of Andrews (2003), who – in studying 170 secondary school English teachers and 17 students in Hong Kong – concluded that both inductive and deductive approaches should be adopted to enhance learners' grammar knowledge in L2 classrooms.

Among the six teachers observed in this study, Karen attempts to deal with grammar items most frequently. She is consistent in her belief that grammar is embedded in every well-planned lesson, and frequently draws student attention to the targeted linguistic forms. Carmen's practice of direct grammar instruction is comparatively less frequent, as she only sets aside certain items for explicit instruction. Despite claiming that she prefers to provide less inputs before actual tasks are assigned, she still introduces the necessary grammar structures via an explicit and deductive approach. Though Renate strongly subscribes to the deductive approach, she only provides her students explicit grammar instruction after they finish their written work. Both Yvette and Dicky attempt to maximize the time spent focusing on grammar by practising the forms of target structures. Tyson, meanwhile, provides the least amount of explicit grammar instruction, preferring to closely follow the textbook and refer to its exercises. Based on these overall findings, it appears that most teachers continue to adopt a traditional approach to grammar instruction, as they believe on some level that "direct grammar teaching would lead to more accurate language use" (Richards, Gallo, & Renandya,

2001:51).

5.2.1. Teachers' practice and nature of their beliefs

All six teachers are adamant that students need grammar rules to help them comprehend as well as foster their language use in practice. These beliefs are vital, as they constitute the central construct that deals with human behaviour and learning (Fisherbein & Ajzen, 1975; Ajzen, 1988; Bernat & Gvozdenkl, 2005).

The teachers surveyed in this study also view the conscious study of grammar as a vital part of second language acquisition. Teachers value formal ELT instruction (Borg & Burns 2008; Burgess & Etherington 2002), while some insist that grammar provides the foundation of language and should be acquired in the classrooms. They also believe that grammar rules represent the accurate and correct arrangement of proper word and element order in forming a basic sentence. Perhaps most importantly, they hold that learning advanced grammar should ultimately result in students' communicating well in real world applications. These results reinforce those of Schulz (1996), in which the studied teachers asserted that it is important to practice a foreign language in real-life situations.

Likewise, all of the teachers hold the view that learning grammar is not only restricted to developing accuracy but also about being able to communicate well with other persons and complete productive tasks that require writing and speaking. This concurs with the CLT approach advanced by Garett (1986) and Woods (1995) in which emphasis is placed on meaning. Two teachers made frequent reference to language learning theories like discovery learning to justify their instructional decisions but, in fact, they are all influenced by their initial learning experiences and professional training. Borg (1998:23) supplemented the important effect of teacher education upon classroom practice, explaining "it provides an ideal platform for the kind of other-oriented inquiry that facilitates self-reflection." One thing they all seem to hold in common is that students should be exposed to different learning contexts in which to apply their lessons. Nonetheless, their beliefs may not reflect the way grammar should be taught in classrooms (Basturkmen, Loewen, & Ellis, 2004). Just as Lortie (1975) mentioned, teachers' learning experiences function as an "apprenticeship of observation" where teachers hold strong views about how to conduct their own classrooms.

Briefly, all six teachers reflect the nature of their beliefs in presenting grammar lessons via a hybrid of meaning-focused and form-focused instructions. The way they treat grammar instruction is based on their own language learning experiences and their own level of grammatical knowledge. The beliefs originate from Woods (1996) "teachers' beliefs, assumptions, knowledge (BAK) which implies what teachers say and do," and from Johnston

and Goettsch's (2000) theories about the role of teachers' knowledge in classroom decision-making. However, because the subject teachers taught HKDSE during their initial years, only half of them focus on grammar as a tool to pass examinations. On the contrary, some of the teachers set aside a lot of instruction time to highlight grammar rules for lower-level students, reflecting the relative importance of laying a solid foundation for grammar learning. This clearly supports the results of Burgess and Etherington's (2002) study in which most teachers viewed grammar as a framework to build language upon.

In sum, it is evident that all of the surveyed teachers believe the use of direct and explicit grammar instruction is important to some extent. They can also convert their explicit knowledge into implicit knowledge by completing more grammar exercises (Ellis, 2006). However, tensions sometimes exist when teachers hold strong beliefs about presenting grammar by means of contextualized examples (Brumfit, Mitchell & Hooper, 1996). Therefore, more exploration of form-focused and meaning-focused approaches, as well as institutional constraints, are presented in the following section.

5.2.2. <u>Grammar instruction as focus-on-meaning</u>

All of the six teachers strongly believe that their approach to grammar instruction should not be confined to merely presenting the target grammar structures. This confirms Borg and Burns' (2008:466) finding that 84 per cent of the teachers reject that "grammar should be taught separately." Instead, they hold strong views about learning grammar as the fundamental starting point for communicative competence. They also contend that a form-focused approach helps to construct a basis of knowledge, which comports with Ellis (2006). More importantly, they hold that students can use and extend what they acquire via a meaning-focused approach in task performances based on meaningful contexts (Long and Robinson, 1998, p.23).

Karen, Carmen, and Renate most significantly displayed a preference towards grammar drills and meaningful contexts in their instructional methodologies (Andrews 2003; Borg & Burns 2008; Burgess & Etherington 2002). Karen insists that grammar instruction should be combined with practice of the target language so that her students lay a strong foundation for language competency. She also holds the view that her students can only excel if she presents the rules of grammar within a meaningful context. Grammar instruction is essential – even as her students are of a higher banding – to enable them to pursue better achievements in their studies and examinations. Carmen also takes her students' expectations seriously, as they claim to desire more grammatical explanations. Renate also emphasizes the acquisition of grammatical knowledge and sentence-making skills for her lower-banded students. Alternatively, while Yvette values drilling different language patterns, she believes that

grammar study should be based on communicative contexts.

In fact, school banding appears to have a significant role in changing the teachers' pedagogical strategies. Since Yvette and Renate's schools are Band Two and Three, respectively, their students' grammatical competency is relatively low. Hence, it is essential for such students to undergo remedial grammar training. This is in-line with the findings of Richards, Gallo, and Renandya (2001:54) who found that although many teachers state they follow a communicative approach, they actually hold strong beliefs about direct grammar teaching. Therefore, teachers who instruct in lower-banded schools are more likely to maximize grammar drilling time because of the importance of achieving good results on the HKDSE.

Most of the teachers express a belief that drilling within meaningful and authentic contexts is important for students (Burgess and Etherington 2002). One of the teachers thinks that if students rely only on mechanical repetition drills without meaningful contexts, they will be less likely to make proper use of vocabulary words or verb tenses habitually in their daily expressions. She holds a strong belief that classroom drills work to help students internalize form-meaning pairings provided they were developed out of meaningful contexts. The ability to recall phrases or sentence structures was the principal aim of not only her class but of all other teachers. She also stresses that students have a higher chance of using the forms accurately if teachers repeatedly drill those forms in meaningful contexts. This reflects Lortie's (1975) observation that "teachers' learning experiences in the classrooms form an 'apprentice of observation.'" It also mirrors the approach that she experienced as a student herself. In her own thinking, she must push students toward achieving better test results as she is teaching in a Band One school. As she stated in the post-lesson interview, intense pressure for her students to achieve good HKDSE results emanates from the principal, the parents, and the students themselves.

In her conduct of grammar lessons, Karen contextualizes new grammatical features both by making reference to grammar items in textbook passages and by drawing upon the students' own personal experiences. This takes a long time, because Karen wants to ensure that all of her students understand new language items as they are used in the given context. For example, she elicited from students the transformation of the noun form of "permission" into verb form of "permit" while discussing the paparazzi taking photos of a celebrity. She fully explained the verb form of "permit" and in the context of clandestine photographers.

Karen views such contextualization as consistent with her teaching beliefs. As to the nature and extent of that contextualization, Karen integrates grammar with communicative work in the manner typified by Borg and Burns (2008), Andrews (2003), and Burgess and Etherington

(2002). She uses a couple of special techniques to incorporate new language items into instructional contexts. In one of Karen's writing lessons, for example, she asked students what they could see in certain pictures. She then guided them to use proper prepositions to describe the exact location of the picture setting, and to estimate the time at the scene by referring to visual clues. Karen next helped her students to consolidate all of this information into a written narrative. Finally, Karen had her students construct narratives based on their prior knowledge and new ideas. In fact, narrative writing was not one of her class' great strengths. Nonetheless, this picture-based technique helped to stimulate the student interest, build necessary vocabulary, and provide the core grammatical structure of a successful narrative.

Renate also views formal grammar instruction as necessary. This belief relates less to her view of what language is and more to how the new NSS textbooks emphasize grammar items, especially in the context of reading and writing skills. Under the new HKDSE, teachers are expected to prepare all students in the four key skill areas of reading, writing, listening, and speaking. Renate teaches reading skills, for example, by identifying the contextual meaning of words and phrases based on the assessment framework. She notes that a lack of grammatical knowledge would hamstring her students' overall reading comprehension. One of the assessment criteria in the HKDSE reading paper is that students be able to understand the use of a range of language features in fairly complex texts. Therefore, Renate finds direct grammar instruction unavoidable.

Carmen also prefers to set a context before explaining the grammar rules apparent in her lessons. She often makes grammar notes related to the context of the textbook passages, adopting such contextualization to get students more involved. She also designs original sentences specifically for drilling. She often creates sentences that express some aspect familiar to her students' backgrounds so that they are better motivated to use sentences with meaning developed from their real lives.

Like Renate, Carmen interprets the new HKDSE as increasing the emphasis on grammar, thereby demanding a more formal method of instruction. For example, she teaches students to read by identifying the contextual meaning of words and phrases in a way required by the new assessment framework. She also mentions that a lack of grammatical skills would hinder her students' abilities to comprehend the reading passages. Because the use of relatively complex language features is an assessment criteria, Carmen finds it necessary to include explanations of grammatical structures in her lessons.

Yvette adopts a teaching approach at once both explicit and deductive, highlighting the grammar self-discovery approach supplemented by inductive and systematic grammar instruction. She responds to her students' interests and needs in promoting such self-discovery

by designing tailor-make teaching materials and worksheets instead of simply working through the textbook. In some ways this is similar to Renate's practice of using exercises derived both from textbooks and supplementary materials, which evinces her student-focused approach. She adapts and adjusts the learning materials to match her students' specific linguistic needs. She also uses free practice sessions to engage students in learning English from games. Therefore, both stress active in-class student participation.

5.2.3. <u>Grammar instruction as focus-on-form</u>

Most teachers believe that grammatical rules and structures should be learned through an explicit approach (Burgess and Etherington's 2002). In form-focused instruction, the rules can be taught separately from language learning or within other aspects of the overall language instruction (Ellis, Basturkmen & Loewen, 2002, p.420). Therefore, they think students not only learned the rules deductively or inductively but can also use all four skills of the target language.

The six observed teachers reinforce Andrew (2003)'s finding that grammar and grammar instruction form the foundation of communicative competence, and that direct grammar instruction makes it easier for students to exhibit accurate communication skills (Andrews, 2003; Borg & Burns, 2008; Farrell & Lim, 2005). In the present study, the teachers insist on integrating and practising grammatical rules and structures in context. For example, one of the teachers – Karen – adopts two teaching models to integrate grammar instruction into the NSS curriculum. First, she begins lessons by presenting new language skills while activating students' prior knowledge of the rules, and then drawing student attention to the target language features in the model exercise. Second, she introduces discrete grammar points that she then asks students to make regular use of in the subsequent activities. Her practices thus ensure an integrated focus on grammar within the four HKDSE skills. This serves to confirm Sheen's belief that rules can be explicitly taught in all four subject matter areas (1992, p.50).

In one of her narrative topics entitled "An Amazing Story," she builds upon students' prior knowledge while eliciting new rules such as using past tenses to recount events. She mentions the needs to ensure that her students have the prerequisite background knowledge to understand a given context and learn its associated grammar, for example a scene set in a graveyard. She thinks providing such prior knowledge is important because it helps students to recycle what they have done previously and to focus on the more important substantive features of the passage such as plot, characters, and settings. She views her role as drawing upon students' prior knowledge to help them construct stories in their own meaning.

Karen's practices are consistent with her belief that grammar instruction should be explicit

and deductively organised. She suggests that students can learn English grammar more effectively through conscious study, at least to the point they can sufficiently understand and communicate within the language classroom. Even though her students are not the most capable, she still ensures that her classes are primarily conducted in English through a strategy of simplification. She assumes that her students are capable of understanding simple English, and encourages them to always use the correct form of grammar both in and outside the classroom. The interviews confirm that her teaching beliefs originate from her own language learning experiences (Eisenstein-Ebsworth & Scheweers 1997; Farrell 1999; Borg 2005).

Besides, she stresses both form and meaning whilst maximizing student exposure to target forms during the reading and writing phases of her lessons. She expresses her strong beliefs in terms of individual teaching style and personality (Bailey, et al., 1996). As part of creating a positive learning environment, she provides students time to perform both individual and paired reading exercises. During the paired exercises, for example, she promotes discussion and suggests clues to elicit students' answers about a reporter's act of secretly taking photos. She further gave a part of speech (i.e., the verb form "permit") and had her students intuitively discover its noun form, later explicitly using the word "permission." Unfortunately, not all of the students realised the link. She ultimately confirmed the relationship between the words explicitly. Karen also encourages her students to do extensive reading outside of class. This would force her students to confront a larger number of grammatical forms, some of which could be brought back into the classroom for future use, analysis, or discussion.

Karen recognizes that maximizing exposure to the target structure is not the only factor that develops grammatical knowledge. She assumes explicit instruction and conscious learning go hand-in-hand. She applies this belief to practice by adopting explicit and deductive teaching approaches in class. Her lessons contextualize grammar items within the discourse of discursive themes and descriptive situations. For example, Karen introduced the use of prepositions by differentiating between "in" and "at" while using them to describe an area of land "at the edge" of town. New language items are thus presented in meaningful and appropriately contextualized chunks that receive a specific instructional focus in thematic contexts. In this way Karen's instructional methodology provides students both implicit exposure to form and explicit instruction in how that form should be used. She also recognizes that students will typically fail to use the correct prepositions in tests or exams in the absence of such detailed instruction. Furthermore, Karen views it necessary to give students meaningful tasks to complete in both individual and group bases to improve language proficiency. For example, she assigns her students short diaries entries or paragraphs to write during class. After completing these exercises, Karen encourages the students to discuss one or two of the grammar items that she wants corrected. In accordance with her

beliefs, she coaxes the students to make active use of language and propose their own corrections without too much teacher input. Karen believes that students learn better this fashion.

Renate tries to teach students grammar items by a more direct and explicit approach. For example, she helped her students to practise using chronological discourse markers such as "firstly, secondly, thirdly," etc. by explaining these devices, and then having her students match them with the functions of adding information, asking questions, and comparing or contrasting. Through this deductive learning process, the students are taught the grammar rules with explanations before they can reproduce the target forms. Teachers like Renate and Carmen, for example, often mention the importance of incorporating grammatical structures into the contextual situations. Renate, however, is most keen to give explicit grammar instruction a well-defined place in her lesson planning. She always sets aside at least one lesson per week to focus on the major grammatical items.

Another area of concern regards the proper instructional strategies to adopt when presenting a given grammar item. Carmen, for example, delivered a form-focused lesson regarding the proper use of adjectives, where adjectives like "horrible," "scary," and "spooky" were put into the context of a haunted story writing exercise. Other adjectives such as "creepy," "dark," and "damp," as well as supplemental noun phrases such as "bare hills" and "chill wind" were introduced to her students to set the scene. Carmen thus emphasizes grammar by explaining a target structure and getting her students to practise it in a controlled way.

The teachers stress that students should be taught relevant language structures and grammar items before they actually engage in an associated task. Focus-on-form instruction ensures that students will be exposed to the language structure necessary to successfully complete the subsequent tasks and activities. This again confirms their general belief that pre-teaching is important for success. Carmen insists that grammar knowledge itself is a pre-requisite of language output. She emphasizes her students' need to obtain knowledge about sentence patterns related to a particular context or task if they are to construct successful clauses. These sentence pattern rules are useful in writing exercises as time is saved if a more accurate and expressive use of language cuts down on the need for correction. Carmen strongly believes that a combination of formal and meaning-focused instruction is therefore pre-condition for productive language use. After that, students can create their own accurate and fluent sentences (Canale & Swain, 1980).

Focus-on-form grammar instruction advocates assert that students can use this method to more quickly master grammatical forms and achieve fluency (R. Ellis, 1994; Larsen-Freeman & Long, 1991). A notable minority of surveyed teachers, however, stated a preference for

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inductive work (Andrews 2003; Borg & Burns 2008). However, all held the shared belief that meeting students' expectations and learning preferences is fundamental. Mismatches were found where students were geared towards integrating form-focused instructions into their internal and public exams.

5.2.4. <u>Grammar as a tool to pass the HKDSE examinations</u>

All six interviewed teachers believe grammar is as an important tool to pass the HKDSE examinations. The use of explicit and deductive approaches further testifies to the impact of exams on teachers' methodologies. Indeed, Ostovar Namaghi (2006:90) asserted that the constraints imposed by national curriculums, national testing schemes, and grading pressures all influence teacher lesson planning and instructional style. Both Namaghi and the present six teachers believe that these factors also have the ability to improve students' overall communicative competency. This is closely related to Hargreaves' (1994) statement that "[w]hat the teacher thinks, what the teacher believes, what the teacher assumes – all these things have powerful implications for the process, for the ways in which curriculum is translated into practice" (p. 54).

Facing the challenges inherent in the NSS curriculum and exam system since 2009, all of the observed teachers hold true in their belief of rendering the target language acquired in lessons suitable for daily communication. Despite their tight teaching loads, some of the teachers also believe in repetitive grammar drills, not only as a means to improve language competency but also as a means to ensure that the students will apply what they had taught. Dicky, Yvette, and Tyson all hold that such means are necessary despite the unforgiving requirements of the teaching syllabus because they are crucial to the systematic learning of grammar as a tool to pass examinations. Indeed, the pressure to prepare students for public exams is perhaps the most pressing outside contextual factor. At times, the teachers all felt pressure to incorporate exam-related instructional materials to accommodate their students' immediate needs. This confirms the powerful effects of exam anticipation on teachers' practices (Borg 1998b; Burns 2003; Burns & Knox 2005).

Amongst the six teachers, only half of them are eager to improve student writing skills by using a sample examination question. They are more eager to incorporate materials based on HKDSE writing papers to introduce discovery learning by having their students glean the grammatical rules from them. Some of them extract sample sentences and match them with the descriptors in the writing marking guidelines. Some students are then able to discover the requirements in the three domains of content, language and organisation. For example, in the area of language, they will put more emphasis on the overall accuracy in grammar. These teachers agree with Borg's (1999c) insights into the learning process. Before assigning the

writing task of an advice letter, for example, Dicky told students to pay close attention to using the correct form of modal verbs such as will, would, and should, etc. This grammar point (verb tenses) is emphasized in practice because it is identified as one of the test assessment criteria. During the lesson, he began by focusing on modal verbs as a grammatical item, and then elicited some examples like "may or might," "can or could," and "should or ought to" from the students. Furthermore, he explained the importance of using modal verbs with an example of "I believe you can do that and you would make more friends." However, he also warned that students should pay special attention to the level of intensity associated with certain modal verbs, such as "may" being more permissive than "must."

Only some of the above examples confirm Karava-Doukas' (1996, p.193) findings of a mismatch between the communicative approach held by teachers' professed beliefs and their actual instructional practices. Under such conflicting belief systems, the role of teacher-centered and learner-centred practices is particularly valued under different contexts of individual schools.

Most teachers are dominated as much by their core beliefs as they are institutional pressures, such as that from principals. This is reflected in the examination pressure prominent in the teachers' practices. Clark and Peterson (1986) identified the ability of uniform examination pressures and student expectations as exerting an influence powerful enough to override personal beliefs and preferences, such as using discovery learning. Teachers also note the importance of keeping-up with tight syllabus expectations to cover all of the examination materials. By the same token, they focus on their students' abilities to complete the writing tasks, such as the cited example of a letter of advice offering suggestions to a friend having personal problems. This constitutes an elective which students should attempt in the area of Learning English through Social Issues. Before teaching that grammar item, Yvette explicitly stressed the students' understanding of the topic and developed their critical ability to write a letter. The students pointed out examples of the problems associated with their friends and the teacher in turn elicited students' offered solutions. Only later did she introduce the essential grammar items (i.e., modal verbs such as "should," "ought to," "could," and "would") for inclusion. This practice is similar to how some other teachers conducted their writing lessons. They first got students to understand the examples from grammar items and then drew students' attention to identifying the target grammatical structure modal before their writing assignments. For example, students were able to produce complete sentences like "[w]e suggest that Chris should talk to his class teacher about . . . ". In this way, they used an inductive approach to elicit knowledge from students before actually getting them to write.

The other teachers also practise parts of speech with examples from the texts and sample HKDSE examination papers. Although Tyson did not receive any formal training in pedagogy,

he has attended a number of workshops about effective teaching approaches utilizing past examination papers. These methods might include, for example, making a part of speech table by providing some examples of nouns and adjectives from the text. In one example, he elicited from his students that the noun "versatility" can be changed into the adjective "versatile." He warned students to pay special attention to this area because the frequency of testing their ability to apply parts of speech in questions is especially high in the reading section of the exam.

The strong tendency to conduct explicit grammar instruction is affected and, to various degrees, inspired by the students' need to meet exam expectations. Based on the interview data, the teachers believe that their students enjoy learning grammar in context for examination purposes, not unlike the findings of Andrews (2003) and Borg (2003).

5.2.5. <u>Grammar as essential to higher-level language use</u>

The six teachers do not hold strong beliefs about grammar instruction for higher-level proficiency. Even the two teachers instructing in the highest banding – Karen and Carmen – stress that their students should master the basic rules for composing sentences even though they already possess relatively developed foundations. They also like to use some grammatical terminologies like subject, object, adverbs, and present or past tense to refer to the order and structure of a sentence. This confirms Andrews' (2003) assertion that teachers modify their practices to teach skills about the exam, disregarding higher needs.

Karen believes that students' in-class exposure to target grammar rules, structure, and practical language usage are the determining factors in enhancing their ability to effectively use language. The provision of a vocabulary-rich environment is also important to expose students to the target language and encourage them to use it. Once the linguistic environment is sufficiently robust, the students will learn grammatical features in the unconscious manner proposed by some quite divergent theories of SLA such as those proposed Krashen (1993) and Ellis (2006). However, developing higher-level language use is time intensive, especially in the absence of an explicit focus on such language structures and forms. Carmen thus holds simply that students would not be able to express themselves in higher-level language. She supports that claim by citing the need to use basic grammar forms to build up students' competency at higher levels of proficiency.

Karen practises form-focused instruction in the belief that grammar learning is the foundation for language learning. She proposes that conscious study of grammar features helps students to lay their basic ground work. Although both form-focused and meaning-focused approaches form the basis of her grammar instruction, Karen does not practise many complex language

items except for the fact that she develops the themes of grammar points in substantive context. For example, she instructed on the proper use of prepositions with the theme of story-telling through narrative writing. She made use of examples to distinguish between the use of "in" and "at" while describing the edge of town. She explained that difference by showing the students a map of the area with one point labelled "at." Her students were able to answer correctly after she explained the grammar item.

Carmen – despite the fact that she does not practise much higher-level proficiency – attempts to integrate the basic elements of grammar items by using comparisons and contrasts to identify similarities and differences between two items, such as in the example about tour packages. For comparatives, students could produce the sentence "Sydney package is cheaper than Melbourne" or, alternatively, "Melbourne package is more expensive than Sydney package." By contrast, Carmen explicitly taught how to use the conjunction "whereas" to show a difference by using the structure of "Subject-Verb-Object (i.e., S+V+O) + Conjunction + SVO." The elicited example read "[t]he Shanghai package only offers three tour items whereas [the] Beijing package offers six instead." This is fairly advanced; none of the other teachers integrate more advanced examples of high-level proficiency.

5.2.6. <u>Grammar for lower-level classes</u>

The teachers instructing lower-level classes like Renate and Dicky hold strong beliefs that grammar should be taught directly and deductively. The choice of language items should also be as simple as possible to enhance basic motivation, as complexity tends dampen enthusiasm. Renate recognizes that grammar learning is increasingly important in the NSS curriculum, and thus holds that grammar should be practised as much as possible. By the same token, Dicky views grammar learning as a basic skill for even lower-level students, but that it should be carried out in an interesting and meaningful way. However, tensions between teaching beliefs and practices were evinced as both attempted to use deductive and inductive approaches. Well-ordered classroom disciplines are also one of the most essential elements for teachers to conduct lessons effectively. With a mix of both explicit and implicit way of teaching grammar, they think it will be more effective to get control of the classrooms. Therefore, they became "more concerned about maintaining order and control during lessons" (Andrews 2003; Borg 2001), i.e., classroom management (Richards & Pennington 1998).

These teachers tried to practise explicit and deductive instruction methods so that their lower-level students could at least be exposed to basic grammar rules before actually practising them. This ideal is attributable to the teachers' personal experiences (Breen et al. (2001), Nunan (1992), and Phipps and Borg (2009)). Although they tried to maximize grammar learning for their students in the way they saw fit, their students' competencies and

preferences greatly affected their beliefs and practices. For example, in one reading lesson, Renate taught students to use the reference words like pronouns, synonyms, and paraphrasing, etc. After reading the text in the passage, she elicited students' answers of "John" by referring to "him" as a reflective pronoun and "John's" as a possessive pronoun, respectively. Similarly, she introduced synonyms to students by explaining the technical meaning of the term as well as trying to elicit the part of speech of the word "lucky" and "fortunate" as adjectives. Then she helped them by providing the initial letter "f" as a clue and making reference to paragraphs in the text. Furthermore, grammar strategies such as putting students into pairs is meant to help themselves learn and encourage the use of dictionaries to check part of speech and build up vocabulary.

Tyson also taught students to construct basic sentences by using subject-verb-object (SVO) form with actual examples from students in one of his lessons. Since his students are relatively weak at using parts of speech, they corrected one of their incorrect simple sentences like "[s]he was happily." he made use of a parts of speech table to change nouns into adjectives such as "happiness" to "happy." He then formed a basic sentence of "she was happy" to match the basic SVO sentence pattern. Furthermore, he taught them the comparative and superlative forms of adjectives, for example "rich," "richer," and the superlative "richest." He found that students are able to build up grammatical competency by witnessing corrections to their own basic errors. More importantly, he insisted on teaching students to develop accurate grammatical habits such as subject-verb agreement. The students admitted that they did not realise what constitutes a subject and that they were confused as to how to select the correct verb form.

5.2.7. <u>Grammar in the examination context</u>

Several of the observed teachers emphasize the importance of grammar drills for both developing accuracy and for communicative purposes. This comports with Pahissa and Tragant's (2009) study regarding the impacts of designing grammar instruction to meet the demands of high-stakes examinations in Spain. However, not all of them practise grammar in an examination context. As stated, while most of the six teachers use textbook-based exercises, only a few of them used HKDSE sample papers. Indeed, only a few of the teachers were observed practicing grammar items within an examination-simulating context at all. The continuity of this practice can likely be deduced from the pre-maturity of the first cohort examination papers in 2012.

Those that do drill within an examination context devote significant class-time to incorporating relevant practice exercises, such as when Karen was instructing parts of speech by having students transform verb forms into noun forms in the context of an article about the

paparazzi. This focus is the apparent result of the teachers being shaped by their own education experiences. It is also evident in writing skill instructions, as they emphasize the use of discrete grammatical items for practicing accuracy in writing about time and place in descriptive paragraph writing tasks. For example, Karen corrected students' errors in using the prepositional phrase "walking along" instead of "walking in" when talking about movement along a garden path.

However, other teachers stressed that grammar in the examination context is an important external factor as they were recollecting how their students had to complete a short story about a haunted school. The students had to integrate adjectives into writing their introductory and first body paragraphs. This exercise is derived from a HKDSE sample writing paper, and its adoption clearly demonstrates the influence that an exam syllabus' marking criteria (i.e., scores for content, language use, spelling, and organisation) can have on lesson planning. In this context there were no observed discrepancies between teachers' belief systems and practices. In fact, one could even argue that the systems in which they instruct afford them little to no room for such.

The sample papers provided by HKEAA had convinced the teachers that their students can adequately address some typical grammatical patterns appearing in the actual examination. During observation, they highlighted some of the most frequently occurring grammatical features in the sample papers, such as synonyms and antonyms. In one lesson, Renate explicitly taught from an actual sample questions about the past form of "change." She read one of the sentences aloud, i.e., "[i]t is surprising just how little HK has altered," and pointed out the present participle "has altered." she then identified and paired the verb "changed" in past tense to match the verb "altered" from the sentence. Again, she pointed out the importance of identifying parts of speech in the sentences or the paragraphs first. For example, she used the adverbs of frequency to show how often something is done with the word "frequently" in the question. After that, students could match the adverb "often" to the sentence.

Carmen focuses much attention on explaining grammatical items and relating them to examination content from the sample paper, as when she elaborated the function of using an adverb to modify verbs and adjectives. For example, when instructing about adverbs of degree, she directly explained the use of "very" to modify the adjective "fast" into "very fast." This is consistent with her basic belief that grammar must be used accurately. More specifically, she was adopting the "focus-on-formS" approach to teach about grammatical rules separately from substantive context. She later incorporated the grammatical structures within her overall language instruction by embedding them in meaningful, textual contexts.

Carmen tries very hard to maximize the time for her students to have exposure to the sample examination paper context in her other lessons, as well. In another example, she prompted her students to extract adverbs of opposite meanings from a passage. She had her students read the sentences and determine each adverb's opposite. Students could thus identify two adverbs, though they sometimes had trouble pairing them, such as when her students encountered difficulty determining the opposite of "negatively." In response, introduced and explained the meaning of both opposite adverbs to expand her students' vocabulary.

Carmen concluded that her students should know more about the adverbial items that would likely appear in the actual examination. She searched for other frequently-tested grammar items to create more matching exercises. For example, she introduced the idiomatic phrase "hand in hand" to strike a contrast with the adverb "independently." She used the direct and deductive approach by elaborating its meaning without the prefix of "-in" at the beginning of the adverb "dependently." Carmen thus practices her belief in the importance of students learning grammar in test-simulating contexts.

5.2.8. <u>Grammar practice: oral drills & written exercises</u>

Some of the teachers prefer practising grammatical items in terms of oral drills. They view such speaking practice as essential to students not only as fluency practice but also, more importantly, a valid means to focus upon grammatical accuracy (Hedge 2000; Ur 1996). Only Tyson particularly emphasizes oral drills, thinking it best to simultaneously incorporate speaking skills with grammar practice in his lessons. This is in line with Farrell and Lim's (2005) study in which teachers used explicit oral error correction for speaking accuracy.

One of Tyson's lessons relates to the topic of job interviews. He taught students how to give presentations and conduct group discussions. He began the lesson in a straightforward manner by introducing essential grammatical items such as a variety of verb tenses, the passive voice, adverb phrases, and formulaic expressions. In conducting the lesson in an explicit and deductive approach, he focused more attention on explicit grammar structures by giving specific examples, such as when he introduced the present and present perfect verb tenses: "I've just read about the topic." Tyson next introduced adverbial phrases such as "first of all," "secondly," and "thirdly," and the use of modal verbs such as "would." Then, in practising formulaic expressions, he explained the meanings of "[t]here is no doubt" and "[t]here is no information." All of these explanations can help students learn vital structures for use in future examinations.

Later on, Tyson's students had to perform a one-minute presentation based on the job interview theme. He stressed not only on the forms that students should know, but ensured

that they practiced it in a meaning-focused way. Students had to provide a self-introduction in front of the whole class, and the students in turn gave peer feedback. The presenting student needed to use the key adverbial phrases such as "first of all," as well as modal verbs such as "would" and "could." During group discussion and peer review, Tyson elaborated upon the use of modal verbs such as "should or "may" to indicate a possibility. In asking for clarifications, he taught his students to use sentences which begin with interrogative phrases such as "[d]o you mean . . . ?". He also instructed his students to use adverbial phrases like "even though you disagree . . . " to provide more supplemental information or opinion in the response to the requests for clarification.

Tyson checked his students' abilities to use the target grammar items taught during the lesson in subsequent practice. First of all, opened the next class with the modal verb "should," as in "[s]hould we begin our discussion today," and elicited a response that also used the word should." He then had his students repeat after him in a question style. Finally, he checked if his students could use adverbial phrases starting with "even though" in a sentence. He asked, "[d]o you think it's a good idea to recite all dialogues for the interview even though it may not be relevant?" Some students correctly responded by using "even if . . . " formulations in response. Thus, Tyson's overall approach to grammar practice is based on communicative and meaning-focused, but largely repetitive, oral drills.

Most teachers, like Renate and Yvette, incorporate grammar practice within written exercises to enhance their students' written grammatical accuracy. Some teachers hold a strong belief that using grammar accurately is among, if not the most, important element (Farrell & Lim, 2005). This has been confirmed in Borg and Burns' (2008) study about grammatical knowledge applied to reduce written errors. The findings support that teachers view grammatical accuracy as an integral part of successful communication (Burgess & Etherington, 2002:44).

Renate was eager to espouse these beliefs in practice by stressing the importance of written grammatical accuracy. She painstakingly corrects students' written mistakes, such as when one of them described what she saw at the outdoor café. The student often used incorrect verb tenses, such as "I pay attention to them and listen what they were arguing" [sic]. Renate corrected the improper use by underlining the words "pay" and "listen." She also corrected a student's incorrect use of plural nouns, such as "the women scolded the men because the men didn't want to disclose their relationship," wherein the subject and object should be singular. She underlined "women" and "men" and had her students apply the correct singular pronouns.

Yvette also corrects her students' written grammatical mistakes very explicitly. In one of her student's sentences (i.e., "you can not sure whether the programme you's studying is suitable

or not?" [sic]), she emphasized correct verb groupings (such as using "are not" instead of "cannot") and subject-verb agreement (i.e., using "you're" instead of "you's"). In such manners, both Renate and Yvette focus upon correcting their students' discrete grammar mistakes primarily in the context of producing an accurate piece of writing.

5.2.9. Summary

All of the observed teachers make efforts to put their beliefs into practice. Karen, for example, is a clear example of how classroom efforts can implement a larger belief system about the centrality of grammar to language. She dedicates a lot of time to the in-class practice of grammar features as she believes that repeated practice can lead to perfection among her higher-banded students. In doing so, she does not rely very much upon textbook exercises. Rather, she emphasizes the importance of doing extra exercises after class, especially those that stress repetition and memorization. Karen believes that repetition provides a strong foundation for grammatical knowledge and its application to language use. She also extracts different sources of text related to grammar learning and asks her students to repeatedly perform the exercises. Some of them are read aloud by the students themselves in order to help master the target forms and structures. At last, her beliefs are implemented in meaningful practice as her students come to automatically recite meaningful grammatical structures.

Yvette believes that grammar instruction should be practised in meaningful contexts. She also trusts formal instruction, particularly in the correction of students' grammatical mistakes, which she views as central to the language teacher's role. Yvette focuses on meaning-focused instruction, as she believes that the inductive approach encourages students to discover grammatical rules and patterns on their own. She also practises an inductive approach so that her students can learn to understand the grammar rules across various forms of exposure. In these manners she practises her belief that students can improve their language proficiency through self-discovery.

Carmen and Renate are both more likely to integrate grammar into the NSS curriculum. They isolate grammar from other language skills via an inductive approach with focus-on-formS and use fewer direct explanations during lessons. The primary exceptions to this general rule were evident in their writing lessons, which involved more grammar instruction. That being the case, Carmen and Renate's lessons were different in how they chose to integrate grammar. Carmen taught target grammatical items and structures as a pre-task activity, whereas Renate taught them after the writing tasks had been completed. This implies that Carmen prefers a focus-on-form approach before students encounter new functions or rules, while Renate focus-on-form's is based on rule-search and discovery learning.

Dicky strongly believes in his students' ability for self-discovery in grammar learning. He uses a more dogged approach to implementing the inductive approach throughout his lessons. He holds that using the inductive approach is most beneficial to student learning. However, he admits that lower-proficiency students need more teacher-directed grammar instruction. Therefore, he incorporates deductive and explicit approaches by giving his students introductory rules and explanations when remedial help is necessary. His sensitivity to students' learning needs and expectations resulting in instructional modifications confirms the study results of Bailey (1996), Borg (1998, 1999a & 1999b), and Richards (1998).

Tyson is the most textbook-dependent teacher, yet still implements a strong syllabus in his practice of grammar instruction. He believes that students should be given adequate grammar rule and language exposure inputs. Though insisting on making use of materials or exercises from the textbooks, he introduces lexical items prior to teaching new grammar structures. He also shows students how to develop basic test-taking strategies, such as transforming words into different parts of speech via the use of a table. It should also be noted that the syllabus requires the use of referencing to identify pronouns or synonyms referred from the paragraphs. Therefore, his practices explicitly support his claims of making full use of the textbooks as prescribed by his schools' administration.

Research Question Three:

5.3. What is the relationship between teachers' pedagogical beliefs and their grammar instruction practice?

The third research question concerns the relationship between teachers' pedagogical beliefs and their grammar instruction practices in NSS classrooms. All of the observed teachers hold different views about the proper role of grammar instruction, approaches to grammar teaching and practice, and error treatment. To a large extent, their teaching beliefs are reflected in their individual instructional practices.

The teachers' beliefs appear to be operationalized to a significant degree. This is in accordance with Johnson's (1994, p.440) claim that teachers' classroom behaviours are dictated by their beliefs, which serve as "a filter through which teachers make instructional decisions, choose instructional materials and select certain instructional practices over others." However, discrepancies were found where the teachers were constrained by contextual or personal factors. Furthermore, there seems to be a confidence gap between their personal belief systems and their admitted lack of self-confidence in their capacity to consistently implement those beliefs in a classroom context. In other words, they admitted that they did not always know enough about the practice of language instruction to fully

implement their beliefs about grammar, thus falling short of their personal visions of an ideal language teacher (Thompson, 1992).

5.3.1. Convergences

Nearly all of the teachers feel a need to strike a balance between focus-on-form and focus-on-meaning instruction. This indicates that teachers' conceptual change or development in both aspects favoured more meaningful use of grammar in context. Richards, Gallo, and Renanday (2001:56) concluded that changes in teachers' beliefs are "multi-dimensional and triggered by many factors." One such factor is that many new teachers harbour more dogmatic belief in context-driven and meaning-focused grammar instruction. In real practice, however, both meaning-focused and form-focused approaches were necessarily adopted by all of the observed teachers, particularly Karen, Renate, and Carmen. Nonetheless, they remain adamant about incorporating the presentation of grammar within situational contexts. Therefore, these three teachers are congruent in putting their beliefs about stressing both form and meaning into practice.

Despite the higher banding of Karen and Renate's students, they insist that grammar repetition drills are indispensable to their students' acquisition of the four HKDSE language skill areas. This supports Burgess and Etherington's (2002) assertion that most teachers view grammar as the basic framework for supporting other language skills. It has been averred that grammatical understanding is most required in the context of written language (Farrell & Lim, 2005), and helps to facilitate reading comprehension (Borg & Burns, 2008). Indeed, all of the observed teachers share Schulz's (1996) view that grammar helps in learning a foreign language and is ultimately essential to its mastery.

Some teachers, like Dicky and Tyson, have strong inclinations towards the conscious study of grammar. They realize that it falls upon the teachers to educate their students while keeping up with intensive syllabus requirements. They thus maximize the time spent incorporating discrete grammar items into their lessons, such as Tyson's use of modal verbs in writing lessons or transformation of parts of speech in his reading lessons. Though their students are not of a higher banding, they still insist upon such practise as vital to improving students' writing and reading accuracy.

Indeed, these teachers believe that explicit grammar instruction is useful for enhancing the knowledge and motivation for learning in lower-level students. It has been claimed that explicit instruction can be converted to implicit knowledge once it has been proceduralised

through grammar exercises (Ellis, 2006). Tyson, for example, taught his students to form a basic sentence by using the subject-verb-object pattern, and to make use of different parts of speech via a table format for transforming verbs into nouns. His inclination toward grammar rule practice outside of contextualised examples correlates with his strong belief in an explicit and deductive approach. He lends support to the findings of Brumit, Mitchell, and Hooper (1996) that teachers of foreign languages view knowledge about sentence-based explicit grammar work as "a direct contribution to the development of students' target language proficiency" (p.77).

Using grammar as an explicit tool for passing exams relates closely to Andrews' (2003) findings regarding the teachers' need to either complete the syllabus or prepare students for the coming examinations. Dicky, Yvette, and Tyson all subscribe to such a systematic approach to grammar instruction as a means aimed in large part at passing exams. All three spare no effort to incorporate explicit grammar items into their reading and writing lessons. Dicky and Yvette think it particularly helpful to focus on essential grammar items (such as modal verbs) vis-à-vis writing skills. This is consistent with their belief in having their students understand the written exam marking criteria. They explicitly conduct rule-based instruction before the students' are tasked to apply new skills, such as in the case of the written letter of advice. Furthermore, as has been noted, Tyson uses part of speech transformation tables because of his strong belief in understanding parts of speech as basic grammar tools.

Whereas both Karen and Carmen are adamant about implementing grammar practice within lesson-based exam contexts, they practise embedding grammar instruction within the overall learning process. Both are eager to maximize student exposure to reading and writing skills. They thought not only students could make use of the parts of speech table to transform verbs into nouns, but Karen's one of the news reporting lessons. More importantly, Carmen sets aside an entire lesson to cover examination contents, including the example of discussing synonyms and antonyms information from the sample examination papers. By inferring clues from one of the sentences, Carmen pointed out the past form used in the sentence and matched the present participle in the "changed" and "has altered" pair. She still insists in using the focus-on-form approach by presenting the grammar rules first; after that, students should be able to apply the rules into their actual tasks, such as in the example of discerning adverbs of opposite meanings, like "positively" and "negatively." Therefore, both Karen and Carmen are consistent in making use of examples from the reading passages of the examination papers and explaining those grammar items thoroughly to their students.

5.3.2. Divergences

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Despite such generally close convergence of belief and practice, some key divergences were observed. Most of the teachers aspire to a communicative or meaning-focused approach (as perhaps this was an essential element of their training), yet found it difficult to implement in practice.

The beliefs expressed by some teachers are not aligned with their observed practices in which their professed beliefs about grammar teaching approaches are in contrast with their practices being observed (e.g. Farrell and Kun, 2008; Karavas-Doukas, 1996). The teachers reported that they are affected by contravening factors which are contrary to their stated beliefs. These factors are students' expectations, their different interests and particularly preferences in learning. These pose a major tension to teachers' work in terms of whether to adopt using an implicit or explicit way of teaching grammar (Andrews, 2003; Borg, 1999, 2001).

The teachers also adjusted their instructional practices to meet the needs of students at different levels. Dicky, for example, holds that using the inductive approach is most beneficial to students' learning of grammar. However, he believes that students of lower-proficiency students also need more teacher-directed grammar instruction. Therefore, he incorporates deductive and explicit approaches by giving his students clear rules and explanations before practice. His instructional modifications to meet student expectations confirm the results of Bailey (1996), Borg (1998, 1999a & 1999b), and Richards (1998).

Almost all educational systems bear a strong focus on examinations. Examinations and tests are not only a vehicle by which to judge student progress, but are increasingly used as a means to monitor the performance of teachers and schools. In a school system that is as results-oriented as that of Hong Kong, it was perhaps inevitable that teachers would detach grammar instruction from broader linguistic contexts and focus instead on how it might help students improve their exam performance. The mismatches posed as a constraining influence to teachers' beliefs, especially the high-stakes examinations (Pahissa & Tragant, 2009). For example, students' view inductive teaching as negative and Dicky tried to change his teaching approach by explicitly views grammar instructions as a way to assure student examination success (though making some allowance for the band of students), while Tyson focuses his teaching methodology on the specific needs of the HKDSE examination's grammar component. Therefore, any pretence at a student-oriented perspective becomes subservient to a curriculum-oriented one dictated by exam preparation schedules.

Some teachers have enthusiasm for conducting grammar lessons, but they would employ more traditional approach by using deductive one which is more straightforward and less time to carry out the lessons. More importantly, teachers have to "keep pace" with the syllabus and with other classes (Sato & Leinsasser, 2004). Apart from examination needs, teachers also

claimed that the demand of syllabus and school work or administration also drafted away their time to prepare teaching materials. Since some teachers have strong attachment to traditional grammar teaching approach, they would state that they taught in a communicative way but finally turned out to teach in a direct and deductive way (Richards, Gallo, & Renandya, 2001, p.55).

Indeed, time is a significant limiting factor. Most of the observed teachers reported having to catch-up with the tight schedule requirements imposed by the two-and-a-half year NSS curriculum. The teachers were sometimes unaware of their instructional practices as scheduled in the designated curriculum. This is consistent with Burns' (1996) example of a teacher who discovered she was inconsistent in her stated preference for a communicative class, which in reality was teacher-focused at most times. For those teachers with divergences in teaching beliefs and real practice, most of them were giving up the espoused beliefs and carried out their teaching progress for the sake of minimizing the complaints from students or even their parents or workload from the department. For those teachers with convergences, most of them had cut one or two units in the stipulated teaching progress. They also had to pass on assigning favoured projects to meet the syllabus time constraints.

6. Conclusion and Pedagogical Implications

6.1. Conclusion

This study explored the cognition of 129 ESL teachers instructing English to students of mixed ability in Hong Kong's senior secondary schools towards their teaching beliefs and actual classroom practices.

The 123 questionnaire responses reveal that a great majority of said ESL teachers appear to mix their use of form-focused and meaning-focused instruction methods vis-à-vis grammar studies. While most of the teachers indicate endorsement of both methodologies, their underlying rationales were different. Although most of them would favour the use of meaning-focused instruction, they worry that an absence of direct instruction would not meet their students' needs and expectations. Most importantly, they feared leaving their students with a sense of grammatical insecurity. The teachers' conflicting beliefs justify Borg's (1999b and 2003) comment that "grammar teaching indeed is a complex cognitive activity, rather than the unthinking application of a best method."

A deeper analysis of the stated beliefs and instructional practices of six ESL teachers revealed that their grammatical instructional behaviour is to a large extent influenced by their own personal beliefs, as well as powerful contextual factors that prevent them from acting in alignment with their own cognition. Inconsistencies between belief and practice were commonly found where teachers were prevented from enacting their professed beliefs because of curriculum and teaching schedule constraints. Nonetheless, the teachers' beliefs continue to exert a powerful influence on their instructional behaviour. In one typical example, in the case of Yvette, who intended to use inductive and systematic approaches to benefit her students, including self-discovery methods. However, she experienced significant feedback that the lack of direct grammar instruction would make her students less competent on the pending examinations. Indeed, most lower-level students claim that they want their teachers to clearly explain grammatical rules. Therefore, all of the observed teachers adopted a mixed form-focused and meaning-focused approach to instruction in their classrooms.

Other interesting findings indicated the sources of teachers' beliefs. The relatively new NSS curriculum demands heavy workload and tight scheduling. Indeed, some of the teachers from Bands 2 and 3 claimed that while eight lessons are provided for English instruction per cycle, they in fact had to use up at least three of them for administrative duties, including the training for School-based Assessment (SBA). Although most teachers still conduct grammar instruction in a professional manner, they must primarily resort to form-focused instruction supplemented by meaning-focused exercises to save time and enhance learning.

In the NSS Curriculum from 2012 onwards, ESL teachers have tried to take concrete steps to bring about a better informed pedagogy in classrooms. Focus-on-form can be one of the power approaches to draw learners' attention to grammar teaching while at the same time promoting learner engagement with meaning focused prior to introducing form. It can also foster the selection of target forms by meeting learners' needs and consider their constraints in their inter-language. This is the most positive one approach in that it draws learners' attention to the elements in linguistic forms based on meaningful contexts. In fact, the ultimate aim is to focus on meaning or communication.

The next concrete step is to get rid of the structural impediments in the delivery of meaningful grammar lessons. These include the exam system which greatly hinders students' real motivation to build up their grammar foundation. Teachers mostly believe that the tight schedule of the existing curriculum in HKDSE will be less likely to isolate the grammar items to teach in class by using the approach of Focus-on-formS. Most teachers will mentally believe that implicit and inductive methods are the best for students to search for rules from examples. However, teachers will focus more on an explicit and deductive approach so that they can cover the teaching schedule of the curriculum and have a better control of the time given within the classroom periods.

Overview, the study has attempted to explore the espoused beliefs and the actual practices in grammar teaching for Hong Kong ESL teachers. The most feasible and effective approach in grammar teaching will hinge upon teachers' understanding of the extent and level of their students. No one approach can be applied to the wide variety of learner diversity in the teaching of grammar.

6.2. Pedagogical Implications

After the study, the findings and conclusions can provide grammar teachers a way to develop their teaching approach and skills in the future.

Krashen (2003) pointed out there may not be a perfect approach to grammar instruction for all language learners. Therefore, the best way for language teachers to conduct grammar instruction in second language classrooms is to develop a strongly organized yet adaptable belief structure which can be consistently applied to the challenges of classroom practice.

In senior secondary level, teachers' pedagogical beliefs can be aligned with teaching grammar in context. Regardless of the different bandings of school, it is pivotal to make grammatical explanations comprehensible and accessible inside and outside classrooms. Grammar instruction is also essential to build up students' competences from focus-on-forms instruction

to focus-on-form with meaningful contexts.

In HKDSE syllabus, the primary focus is on both forms and functions to support the communicative language teaching such as task-based learning. Therefore, it is better to teach the grammatical rules and structures with meaning-focused instruction in the learning contexts. Writing skill, for example, focuses more on communicative and grammatical accuracy as well as the complexity of sentence structures. Therefore, one of the essential features to teach writing skill well is to focus on the communicative functions and the overall accuracy of the piece of writing.

Since the constraints of tight teaching schedule, grammar teaching has an important place in the integration into the four skills. The teaching context is suggested to be more relevant to the examination content. More examples from the past examination papers can be practised as authentic materials. Some teachers in the study used the sample papers from HKDSE so that their teachings are more focused on the examination content.

Half of the lower level classes in the study valued teachers' contributions to grammar teaching. Explicit grammar teaching has been effective for these classes as students progressed more steadily based on clearly presenting the grammar rules and structures. The practice can be more meaningful and related to the authentic contexts based on the four skills. Then they can produce the targeted language patterns after the conscious raising activities.

After the investigation of teachers' thinking and actual practices, they can understand their strengths and weaknesses for the future direction of formal grammar instructions. Richardson (1996) indicated that teachers might change their beliefs after the receiving student feedback and in-service programme results. Some teachers in the study might change their pedagogical beliefs in that they are facing the constraints such as the amount of total hours in HKDSE English subject. For inductive and implicit teaching, it might take loads of hours for students to find the rules behind. Therefore, teachers would finally adjust their pedagogical beliefs and practice while at the same time they are not lagging behind in the syllabus.

It is also suggested that teachers should have more consolidated subject matter knowledge of the grammar delivered to students. Ma (1999:44) stressed that the quality of teachers knowledge of the subject matter directly affects students' learning. Therefore, teachers should empower themselves by possessing a comprehensive knowledge of not only grammatical competence but also pedagogical content. For those in-service teachers, more training programmes about pedagogical content knowledge are highly recommended to improve their classroom practices.

It is essential that sufficient inputs of grammar instructions are necessary to practice the grammatical forms and structure before moving to meaningful production of the linguistic patterns. This is especially true as form-focused instructions are important to both lower and higher proficient students. However, in adjusting pedagogical strategies, the use of implicit and inductive approach can be applied more in students with good foundations in grammar knowledge. Whereas the use of explicit and deductive approach, it can be adopted in students with lower proficient in grammatical competence.

Recent literature implies both growing concern about and interest in teachers' self-cognition over recent decades. Ellis (1998, p.57) stated that "very little research has explored how teachers arrive at decisions about what grammar to teach and when and how to teach it . . ." This study addresses that research gap by exploring the beliefs and practices of a group of ESL teachers. The findings indicate that current ESL teachers in Hong Kong's NSS curriculum ought to draw on their own knowledge and beliefs to inform the current curriculum, and that there is still some room for teachers to put their professed beliefs into the practice of L2 grammar teaching (Borg, 1999a, p.27). The descriptive data collected in this study can provide more L2 teacher-practitioners with informative and detailed descriptions of their peers' beliefs and actions. The findings can serve as a reference point when local ESL teachers choose to adopt different approaches to grammar instruction within their NSS classrooms.

All in all, the study provided valuable opportunities to uncover how teachers' personal beliefs towards grammar instruction are impacted by other contextual factors to shape teachers' actual classroom practices and help make other ESL teachers more aware of the ways in which they too succeed or fail in implementing their professed beliefs into L2 classrooms.

7. Limitations and Recommendations

I conclude by offering six recommendations for future research.

First, this study was limited in scope to the examination of the grammar teaching beliefs of a relatively small group of Hong Kong's SS1-2 ESL teachers. More and further studies of other instructional contexts are suggested to help develop a broader understanding of teachers' beliefs and practices (Borg, 1999c, p.122). Second, this study only interviewed and observed the instructional beliefs and practices of six SS1-2 ESL teachers, while incorporating a questionnaire survey of 123 others. The results may not be generalized to explain the beliefs and practices of all ESL teachers everywhere, let alone in Hong Kong. Further studies and research on a much larger scale are recommended so that more meaningful generalizations can be made. Third, further studies should focus on other aspects of English lessons, for example, pedagogical or instructional strategies. The periods of lesson observation can also be lengthened in order to witness how teachers' grammar instructional beliefs adapt to real classroom needs. Fourth, "the observer effects" can be an unavoidable factor and may influence the behaviours of both teachers and students. Fifth, this study only considered in-service ESL teachers. Future research can draw data from pre-service ESL teachers' in order to determine their programmed beliefs and their practices. Finally, since the findings of the study rested upon a limited number of teachers as participants, the results in the study may not be generalized to summarize the reality of the overall grammar teaching in Hong Kong.

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Appendices

Appendix 1 - *English Language Curriculum and Assessment Guide (S4-6), CDC (2008) p.13*

2.3.4 Learning Objectives

Learning objectives define more specifically what learners are expected to learn. They serve as a reference list for curriculum, lesson and activity planning. The learning objectives for English Language at senior secondary level are built on those for KS3 and are organised under the following general areas:

- Forms and Functions;
- Skills and Strategies; and
- Attitudes.

Forms and Functions

Language Items and Communicative Functions

Language items include a range of grammatical forms and structures that learners need to develop as they perform the communicative functions. Learners at senior secondary level should already have encountered most of the essential structures of English and have applied them in various situations. Items learned at KS3 should be consolidated and extended to a greater degree of complexity at this level.

The following list serves to illustrate the relationships between some of the language items and communicative functions for senior secondary learners. It is by no means exhaustive. Exponents may vary according to contextual elements, such as physical location and the relative social status of addresser and addressee. Teachers are encouraged to provide meaningful contexts in which the language items can be used for purposeful communication.

Appendix 2 - Reliability and Internal Consistency of Questionnaire

Reliability of Questionnaires

```
RELIABILITY
  /VARIABLES=Exposure_Language_natural_use Teachers_Direct_Instruction
Direct_Instruction_Essential Direct_Instruction_Not_Necessary Knowledge_Rules_Not_Guarantee
Direct_Explanation_Rules_Meaning Specific_Structure Foreign_Teacher_Direct_Explanation
Feeling_Insecure_Direct_Explanation English_Tasks_Learning_Grammar Communicative_Meaning
Discover_Rules_Without_Teacher_Guidance Grammar_Practice_Doesnt_Help
Drilling_Grammar_Practice_Necessary Drilling_Alone_Ineffective
Grammatical_Accuracy_Frequent_Practice
Grammar_Practice_Coommunicative_Context Grammar_Drilling_Communicative_Share_Time
More_Time_Communicative_Activities Grammar_Correction_Doesnt_Help
Grammatical_Correctness_Most_Important Form_Focused_Correction
Students_Spoken_Written_Errors_Corrected Teacher_Correct_Students_Spoken_Grammar
Students_Dislike_Being_Corrected
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE CORR.
```

Reliability

[DataSet1] N:\Grammar Teaching (SPSS_21_5) Francisco.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	123	100.0
	Excluded[a]	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.719	.755	20

Item Statistics

	Mean	Std. Deviation	N
1.a.Exposure_Language_natural_use	3.7642	1.10943	123
1.b.Teachers_Direct_Instruction	3.8780	1.04478	123
1.c.Direct_Instruction_Essential	3.9512	.99056	123
1.d.Direct_Instruction_Not_Necessary	2.8618	.94370	123
1.e.Knowledge_Rules_Not_Guarantee	3.0732	1.03362	123
2.f.Communicative_Meaning	4.3171	.83290	123
2.g.Discover_Rules_Without_Teacher_Guidance	3.2683	.99237	123
3.a.Grammar_Practice_Doesnt_Help	2.7642	1.01692	123
3.b.Drilling_Grammar_Practice_Necessary	3.6911	.80092	123
3.c.Drilling_Alone_Ineffective	3.2602	1.03097	123
3.d.Grammatical_Accuracy_Frequent_Practice	3.9919	.78402	123
3.e.Grammar_Practice_Coommunicative_Context	4.2114	.69249	123
3.f.Grammar_Drilling_Communicative_Share_Time	4.2520	.78504	123
3.g.More_Time_Communicative_Activities	4.3577	.76961	123
4.a.Grammar_Correction_Doesnt_Help	2.7317	1.02488	123
4.b.Grammatical_Correctness_Most_Important	3.8374	.80341	123
4.c.Form_Focused_Correction	4.2033	.71241	123

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4.d.Students_Spoken_Written_Errors_Corrected	4.1220	.91960	123
4.e.Teacher_Correct_Students_Spoken_Grammar	4.2602	.74479	123
4.f.Students_Dislike_Being_Corrected	3.3415	.93062	123

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.707	2.732	4.358	1.626	1.595	.302	20

ANOVA with Cochran's Test

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		316.833	122	2.597		
	Between Items	706.512	19	37.185	688.870	.000
Within People	Residual	1690.338	2318	.729		
	Total	2396.850	2337	1.026		
Total		2713.683	2459	1.104		

Grand Mean = 3.7069

```
RELIABILITY
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Direct_Instruction_Essential Direct_Instruction_Not_Necessary
Knowledge_Rules_Not_Guarantee
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE CORR ANOVA COCHRAN
  /SUMMARY=MEANS.
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1. Role of Grammar Instruction

Reliability

[DataSet1] N:\Grammar Teaching (SPSS_21_5) Francisco.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	123	100.0
	Excluded[a]	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.435	.416	5

Item Statistics

	Mean	Std. Deviation	N
1.a.Exposure_Language_natural _use	3.7642	1.10943	123
1.b.Teachers_Direct_Instruction	3.8780	1.04478	123
1.c.Direct_Instruction_Essential	3.9512	.99056	123
1.d.Direct_Instruction_Not_Nece ssary	2.8618	.94370	123
1.e.Knowledge_Rules_Not_Guar antee	3.0732	1.03362	123

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Inter-Item Correlation Matrix

	1.a.Exposure_Language_natural_use	1.b.Teachers_Direct_Instruction	1.c.Direct_Instruction_Essential	1.d.Direct_Instruction_Not_Necessary	1.e.Knowledge_Rules_Not_Guarantee
1.a.Exposure_Language_natural_use	1.000	.781	.616	-.180	-.199
1.b.Teachers_Direct_Instruction	.781	1.000	.762	-.333	-.250
1.c.Direct_Instruction_Essential	.616	.762	1.000	-.279	-.221
1.d.Direct_Instruction_Not_Necessary	-.180	-.333	-.279	1.000	.548
1.e.Knowledge_Rules_Not_Guarantee	-.199	-.250	-.221	.548	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.506	2.862	3.951	1.089	1.381	.251	5

ANOVA with Cochran's Test

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		196.930	122	1.614		
	Between Items	123.698	4	30.924	106.996	.000
Within People	Residual	445.102	488	.912		
	Total	568.800	492	1.156		
Total		765.730	614	1.247		

Grand Mean = 3.5057

```
RELIABILITY
  /VARIABLES=Direct_Explanation_Rules_Meaning Specific_Structure
Foreign_Teacher_Direct_Explanation Feeling_Insecure_Direct_Explanation
English_Tasks_Learning_Grammar Communicative_Meaning
Discover_Rules_Without_Teacher_Guidance
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE CORR ANOVA COCHRAN
  /SUMMARY=MEANS.
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2. Approaches to Grammar Teaching

Reliability

[DataSet1] N:\Grammar Teaching (SPSS_21_5) Francisco.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	123	100.0
	Excluded[a]	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.726	.752	7

Item Statistics

	Mean	Std. Deviation	N
2.a.Direct_Explanation_Rules_Meaning	3.9106	.72438	123
2.b.Specific_Structure	3.9675	.73479	123
2.c.Foreign_Teacher_Direct_Explanation	3.9837	.81967	123
2.d.Feeling_Insecure_Direct_Explanation	3.8862	.96838	123
2.e.English_Tasks_Learning_Grammar	4.1626	.77220	123
2.f.Communicative_Meaning	4.3171	.83290	123
2.g.Discover_Rules_Without_Teacher_Guidance	3.2683	.99237	123

Inter-Item Correlation Matrix

	2.a.Direct_Explanation_Rules_Meaning	2.b.Specific_Structure	2.c.Foreign_Teacher_Direct_Explanation	2.d.Feeling_Insecure_Direct_Explanation	2.e.English_Tasks_Learning_Grammar	2.f.Communicative_Meaning	2.g.Discover_Rules_Without_Teacher_Guidance
2.a.Direct_Explanation_Rules_Meaning	1.000	.795	.467	.254	.466	.333	.056
2.b.Specific_Structure	.795	1.000	.448	.260	.428	.432	-.044
2.c.Foreign_Teacher_Direct_Explanation	.467	.448	1.000	.359	.406	.308	-.095
2.d.Feeling_Insecure_Direct_Explanation	.254	.260	.359	1.000	.485	.401	.024
2.e.English_Tasks_Learning_Grammar	.466	.428	.406	.485	1.000	.569	-.079
2.f.Communicative_Meaning	.333	.432	.308	.401	.569	1.000	.085

156

2.g.Discover_Rules_Without_Teacher_Guidance	.056	-.044	-.095	.024	-.079	.085	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.790	2.764	4.358	1.593	1.576	.349	7

ANOVA with Cochran's Test

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		192.950	122	1.582		
	Between Items	257.909	6	42.985	279.908	.000
Within People	Residual	422.091	732	.577		
	Total	680.000	738	.921		
Total		872.950	860	1.015		

Grand Mean = 3.7898

```
RELIABILITY
  /VARIABLES=Grammar_Practice_Doesnt_Help
Drilling_Grammar_Practice_Necessary Drilling_Alone_Ineffective
Grammatical_Accuracy_Frequent_Practice
Grammar_Practice_Coommunicative_Context
Grammar_Drilling_Communicative_Share_Time More_Time_Communicative_Activities
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE CORR ANOVA COCHRAN
  /SUMMARY=MEANS.
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3. Grammar Learning Practice

Reliability

[DataSet1] N:\Grammar Teaching (SPSS_21_5) Francisco.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	123	100.0
	Excluded[a]	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.635	.673	7

Item Statistics

	Mean	Std. Deviation	N
3.a.Grammar_Practice_Doesnt_Help	2.7642	1.01692	123
3.b.Drilling_Grammar_Practice_Necessary	3.6911	.80092	123
3.c.Drilling_Alone_Ineffective	3.2602	1.03097	123
3.d.Grammatical_Accuracy_Frequent_Practice	3.9919	.78402	123
3.e.Grammar_Practice_Coommunicative_Context	4.2114	.69249	123
3.f.Grammar_Drilling_Communicative_Share_Time	4.2520	.78504	123
3.g.More_Time_Communicative_Activities	4.3577	.76961	123

Inter-Item Correlation Matrix

	3.a.Grammar_Practice_Doesnt_Help	3.b.Drilling_Grammar_Practice_Necessary	3.c.Drilling_Alone_Ineffective	3.d.Grammatical_Accuracy_Frequent_Practice	3.e.Grammar_Practice_Communicative_Context	3.f.Grammar_Drilling_Communicative_Share_Time	3.g.More_Time_Communicative_Activities
3.a.Grammar_Practice_Doesnt_Help	1.000	.061	.301	-.044	.083	.075	-.017
3.b.Drilling_Grammar_Practice_Necessary	.061	1.000	-.011	.440	.163	.190	.101
3.c.Drilling_Alone_Ineffective	.301	-.011	1.000	.256	.198	.040	-.046
3.d.Grammatical_Accuracy_Frequent_Practice	-.044	.440	.256	1.000	.592	.456	.222

3.e.Grammar_Practice_Coommunicative_Context	.083	.163	.198	.592	1.000	.730	.457
3.f.Grammar_Drilling_Communicative_Share_Time	.075	.190	.040	.456	.730	1.000	.528
3.g.More_Time_Communicative_Activities	-.017	.101	-.046	.222	.457	.528	1.000

Inter-Item Correlation Matrix

	3.a.Grammar_Practice_Doesnt_Help	3.b.Drilling_Grammar_Practice_Necessary	3.c.Drilling_Alone_Ineffective	3.d.Grammatical_Accuracy_Frequent_Practice	3.e.Grammar_Practice_Coommunicative_Context	3.f.Grammar_Drilling_Communicative_Share_Time	3.g.More_Time_Communicative_Activities
3.a.Grammar_Practice_Doesnt_Help	1.000	.061	.301	-.044	.083	.075	-.017
3.b.Drilling_Grammar_Practice_Necessary	.061	1.000	-.011	.440	.163	.190	.101
3.c.Drilling_Alone_Ineffective	.301	-.011	1.000	.256	.198	.040	-.046
3.d.Grammatical_Accuracy_Frequent_Practice	-.044	.440	.256	1.000	.592	.456	.222
3.e.Grammar_Practice_Coommunicative_Context	.083	.163	.198	.592	1.000	.730	.457

3.f.Grammar_Drilling_Communicative_Share_Time	.075	.190	.040	.456	.730	1.000	.528
3.g.More_Time_Communicative_Activities	-.017	.101	-.046	.222	.457	.528	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.790	2.764	4.358	1.593	1.576	.349	7

ANOVA with Cochran's Test

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		192.950	122	1.582		
	Between Items	257.909	6	42.985	279.908	.000
Within People	Residual	422.091	732	.577		
	Total	680.000	738	.921		
Total		872.950	860	1.015		

Grand Mean = 3.7898

4. Error Treatment

```
RELIABILITY
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Grammatical_Correctness_Most_Important Form_Focused_Correction
Students_Spoken_Written_Errors_Corrected
Teacher_Correct_Students_Spoken_Grammar Students_Dislike_Being_Corrected
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  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE CORR ANOVA COCHRAN
  /SUMMARY=MEANS.
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Reliability

[DataSet1] N:\Grammar Teaching (SPSS_21_5) Francisco.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	123	100.0
	Excluded[a]	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.618	.653	6

Item Statistics

	Mean	Std. Deviation	N
4.a.Grammar_Correction_Doesnt_Help	2.7317	1.02488	123
4.b.Grammatical_Correctness_Most_Important	3.8374	.80341	123
4.c.Form_Focused_Correction	4.2033	.71241	123
4.d.Students_Spoken_Written_Errors_Corrected	4.1220	.91960	123

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	Mean		N
4.e.Teacher_Correct_Students_Spoken_Grammar	4.2602	.74479	123
4.f.Students_Dislike_Being_Corrected	3.3415	.93062	123

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.749	2.732	4.260	1.528	1.560	.363	6

ANOVA with Cochran's Test

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		187.458	122	1.537		
	Between Items	223.308	5	44.662	236.308	.000
Within People	Residual	357.859	610	.587		
	Total	581.167	615	.945		
Total		768.625	737	1.043		

Grand Mean = 3.7493

Q			

QUESTIONNAIRE

Questionnaire on the investigation of teachers' beliefs and practices in grammar teaching in NSS Curriculum

As a candidate in the programme of Doctor of Education (Language Education) in the Hong Kong Institute of Education (HKIEd), I am conducting a research on teachers' beliefs and practices. The purpose of this questionnaire is to find out what NSS English as second language (ESL) teachers think about grammar teaching. Your valuable participation not only facilitates my study but also contributes significantly to a deeper understanding of our current grammar teaching in NSS Curriculum. This questionnaire contains **FOUR** pages, including this cover page. Please answer all the questions. The time needed to complete this questionnaire is estimated to be 5-10 minutes. All responses to this questionnaire will be treated with ***utmost confidentiality*** and used for ***research purpose***s only.

Thank you very much for your kind help!

Questionnaire

PART ONE: BELIEFS ABOUT GRAMMAR TEACHING

Kindly rate your belief about the role and approaches of grammar instruction in your SS1/SS2 class.

(5 – strongly agree, 4- agree, 3- neutral, 2-disagree, 1-strongly disagree)

(Please kindly put a tick in the following blank.)

1.	**Role of Grammar Instruction**	5	4	3	2	1
a.	Students can learn grammar through exposure to language in natural use.					
b.	Students should learn grammar under the teacher's direct instruction.					
c.	Direct instruction in the rules of grammar is essential if students are to learn to communicate effectively.					
d.	Direct instruction in the rules of grammar is not necessary for students to learn to communicate effectively.					
e.	Knowledge of the rules of a language doesn't guarantee ability to use the language effectively.					

2.	**Approaches to Grammar Teaching**	5	4	3	2	1
a.	Grammar should be taught by direct explanation of rules and meaning.					
b.	Grammar should be taught by practicing specific structure.					
c.	It is best for the foreign language teacher to directly explain grammatical rules to ensure that students grasp how to use a language.					
d.	Direct explanation of grammar leaves my students feeling insecure when using English.					
e.	My students prefer to learn grammar by working on English tasks.					

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f.	Grammar is best taught through work which focuses on communicating meaning.					
g.	Students are able to discover the rules of grammar without teachers' guidance.					

3.	**Grammar Learning Practice**	5	4	3	2	1
a.	Grammar practice / exercise doesn't help to improve learners' grammatical performance.					
b.	Drilling grammar practice is a necessary part of the learning process.					
c.	Drilling alone is ineffective as grammar practice must always be within a communicative context.					
d.	Students can improve their grammatical accuracy through frequent practice of structures.					
e.	Grammar practice must always be within a full, communicative context.					
f.	Grammar drilling and communicative activities should share class time equally.					
g.	More time should be focused on communicative activities.					

4.	**Error Treatment**	5	4	3	2	1
a.	A teacher's grammatical corrections don't help learners.					
b.	Grammatical correctness is the most important criteria by which language performance should be judged.					
c.	Form-focused correction helps students to improve their grammatical performance.					
d.	Students should be corrected whenever they make spoken or written grammatical errors to avoid imperfect learning.					

e.	A teacher should correct students' spoken grammatical errors only when they cause difficulty in understanding the meaning.					
f.	My students dislike being corrected in class.					

PART TWO – PERSONAL INFORMATION

(Please kindly put a tick in the following blank.)

1. **Sex**

   _____ Male   _____ Female

2. **Number of years taught English**

   _____ 1-5 Years   _____ 6-10 Years   _____ 11-15 Years   _____ 16 Years or above

3. **Banding and Medium of Instruction**

   _____Band One (EMI / CMI)   _____Band Two (EMI / CMI)   _____Band Three (EMI / CMI)

4. **Did you major in English Language or related courses** *(e.g. Applied Linguistics)* **for the first degree?**

   _____ Yes   _____ No

5. **Did you receive any professional training majoring in English** *(e.g. PGDE)***?**

   _____ Yes   _____ No

Many thanks for your valuable time and attention!

Descriptive Data (SPSS)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1.a.Exposure_Language_natural_use	123	1.00	5.00	3.7642	1.10943
1.b.Teachers_Direct_Instruction	123	1.00	5.00	3.8780	1.04478
1.c.Direct_Instruction_Essential	123	2.00	5.00	3.9512	.99056
1.d.Direct_Instruction_Not_Necessary	123	1.00	5.00	2.8618	.94370
1.e.Knowledge_Rules_Not_Guarantee	123	1.00	5.00	3.0732	1.03362
2.a.Direct_Explanation_Rules_Meaning	123	2.00	5.00	3.9106	.72438
2.b.Specific_Structure	123	2.00	5.00	3.9675	.73479
2.c.Foreign_Teacher_Direct_Explanation	123	2.00	5.00	3.9837	.81967
2.d.Feeling_Insecure_Direct_Explanation	123	2.00	5.00	3.8862	.96838
2.e.English_Tasks_Learning_Grammar	123	2.00	5.00	4.1626	.77220
2.f.Communicative_Meaning	123	2.00	5.00	4.3171	.83290
2.g.Discover_Rules_Without_Teacher_Guidance	123	2.00	5.00	3.2683	.99237
3.a.Grammar_Practice_Doesnt_Help	123	1.00	5.00	2.7642	1.01692
3.b.Drilling_Grammar_Practice_Necessary	123	2.00	5.00	3.6911	.80092
3.c.Drilling_Alone_Ineffective	123	1.00	5.00	3.2602	1.03097
3.d.Grammatical_Accuracy_Frequent_Practice	123	1.00	5.00	3.9919	.78402

3.e.Grammar_Practice_Coommunicative_Context	123	2.00	5.00	4.2114	.69249
3.f.Grammar_Drilling_Communicative_Share_Time	123	2.00	5.00	4.2520	.78504
3.g.More_Time_Communicative_Activities	123	2.00	5.00	4.3577	.76961
4.a.Grammar_Correction_Doesnt_Help	123	1.00	5.00	2.7317	1.02488
4.b.Grammatical_Correctness_Most_Important	123	2.00	5.00	3.8374	.80341
4.c.Form_Focused_Correction	123	2.00	5.00	4.2033	.71241
4.d.Students_Spoken_Written_Errors_Corrected	123	2.00	5.00	4.1220	.91960
4.e.Teacher_Correct_Students_Spoken_Grammar	123	2.00	5.00	4.2602	.74479
4.f.Students_Dislike_Being_Corrected	123	2.00	5.00	3.3415	.93062
1. SEX	123	1.00	2.00	1.6260	.48584
2. NUMBER OF YEARS	123	1.00	4.00	1.9593	.98678
3. BANDING & MEDIUM OF INSTRUCTION	123	1.00	6.00	3.5935	2.09542
4. MAJOR IN ENGLISH LANGUAGE	123	1.00	2.00	1.0244	.15489
5. PROFESSIONAL TRAINING IN ENGLISH	123	1.00	2.00	1.1545	.36288
Valid N (listwise)	123				

PART II- Personal Information

1. Sex

	Female	Male
n	77	46
%	62.6%	37.4%

2. Years of experience in teaching English

	1-5	6-10	11-15	16 or above
n	50	40	21	12
%	40.7%	32.5%	17.1%	9.8%

3. Banding and medium of instruction of the serving school.

	Band 1 (EMI)	Band 1 (CMI)	Band 2 (EMI)	Band 2 (CMI)	Band 3 (EMI)	Band 3 (CMI)
n	42	0	9	29	1	42
%	34.1%	.0%	7.3%	23.6%	.8%	34.1%

4. First degree majoring in English

	Yes	No
n	120	3
%	97.6%	2.4%

5. Professional training majoring in English

	Yes	No
n	104	19
%	84.6%	15.4%

Pre-Lesson Interviews

Extracts of transcripts of Pre-lesson interview < INT 01 – 20.12.2010 Karen Cheng >
(I: Interviewer, T: Interviewee, Karen Cheng)

Code	Dialogue
INT 01-01	I: What are the major areas that make up the teaching of English as a field (e.g., the four skills, pronunciation, grammar, vocabulary)? How are these areas related to each other?
INT 01-02	T: To me, there are no such major areas. Everything is integrated into an English lesson. Sometimes students may treat it as a grammar lesson though it's actually about pronunciation throughout the lesson.
INT 01-03	I: How is teaching grammar different from teaching the four skills? From teaching pronunciation? From teaching vocabulary? (*Probe*: More/less difficult?)
INT 01-04	T: It's more difficult as there are less changes in pronunciation and vocabulary when we put them in use, compared to grammar.
INT 01-05	I: How would you rank the four skills, pronunciation, vocabulary, and grammar in terms of their difficulties to your students? T: I don't rank them as usual.
INT 01-06	I: How would you rank the four skills, pronunciation, vocabulary, and grammar in terms of importance to your students? **T:** I don't rank them as usual.
INT 01-07	I: Think of a recent example of good grammar teaching in your classroom. Was the lesson typical of your grammar lessons? (*Probe*: What did you do? Why did you consider what you did good/effective?) T: The typical one is the direct explanation was given and students needed to do drilling exercises and a piece of short writing task at the end.
INT 01-08	I: Describe a recent example of ineffective grammar teaching in your classroom. What did you do? Why did you consider what you did ineffective? T: Students were asked to use a particular grammar item to write a composition but they didn't have enough practice and drilling exercises before hand because of

	limited time.
INT 01-09	I: How do you define grammar? What is included in it? **T:** The different rules in the use of English. The rules include the proper arrangement of the elements in a sentence and they are rule bound.
INT 01-10	I: What's your belief about grammar teaching? Do you think children need grammar? T: I think children should not take grammar seriously as meaning is more important than the rules. The rules are dead and we have to apply the rules instead of memorizing the content of them.
INT 01-11	I: Do you think there's a specific grammar lesson? Why? T: I really don't like to teach the whole lesson with specific grammar because grammar is embedded in the whole procedure.
INT 01-12	I: What do you hope for students use of English? T: I hope that students can pick up grammar naturally in every day inside or outside the lessons.
INT 01-13	I: Why do you think students can learn grammar explicitly? T: This is because students can learn extensively through the examples of topics or themes being taught. They can acquire the rules inside the lessons.
INT 01-14	I: If students are being put on the immersion programmes, is that necessary to leave without grammar instruction? T: Yes, just like children are grown in UK or USA, they really don't need grammar instruction. This is the same to be applied in HK.
INT 01-15	I: What do you think of the form focus and meaning focus instead of total immersion? T: If there are no immersion programmes in HK, we teacher can have more direct instruction in a series of grammar or theme-related activities. We really can't leave without the form but I mean we can blend those together with well-planned syllabus.
INT 01-16	I: Do you think grammar is important? T: To me, grammar of course is important but we have to think about the accessibility of students, sometimes, only inside the classrooms. The structure of

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grammar is the skeleton or the framework of presenting the language. However, we must think of some vivid examples to bring out the learning of grammar.

INT 01-17	I: Can you give some examples of selecting grammar contents? T: Sometimes students are not aware of the difference between or amongst words, like take and bring. I mean we can tell the difference in using them like "take care of" and we can't use "bring care of". Basically, take and bring bear the same meaning but when they are used in different collocations. I have to tell them clearly.
INT 01-18	I: What practices do you make to remind students of their errors? T: Normally I'd underline all errors in their writing and identify the correct choice of grammar once students use a wrong type. I will also note down their common errors on the feedback sheets.
INT 01-19	I: Basically, what's your approach in teaching grammar? T: I think the form and forms are both important so I'd mix the form with forms. For example, students are taught with an example of a grammar point first and then they have to tell the correct rules in it.
INT 01-20	I: How's about grammar practice or vocabulary practice in contextualisation? T: I will put them together so that students can tell it's a grammar or vocabulary practice with theme-based examples.
INT 01-21	I: What about the thematic context you use? T: The theme we teach should be related to students' pre-knowledge or world knowledge about the passage like reading lesson. First students should have the pre-condition to get prepared for the questions being raised or asked before or during the lesson. The theme is related to the grammar point used again and again like the frequency words. Also the theme is situational.
INT 01-22	I: How do you use situational? T: Situational means, to me, the themes are closely related to the topics we teach or talking about here and now. Like Will you go to the English Corner to get a prize for the oral quiz?
INT 01-23	I: Is that effective? T: The language is embedded inside the language and students are interested and most remembered when we relate the theme to what happen around them.

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INT 01-24	I: At the end, why would you like to use grammar and vocabulary items with a context? T: … I think it's easier to use grammar and vocabulary with a context or story. Students will find it meaningful to learn the grammar and vocabulary items. However, they wouldn't get to know how those grammar and vocabulary items could be used if they learned the language without a context.

Extracts of transcripts of interview < INT 01 – 20.05.2010 Carmen >

(I: Interviewer, S: Interviewee, Carmen)

Code	Dialogue
INT 01-01	I: To you, what is grammar? T: I think it's the word order, it has forms to follow and it's made up of different component that you can't jump the queue in the order.
INT 01-02	I: What's your basic belief about grammar? T: Everyone including myself should learn grammar and if we can learn well, we can form sentences or write different kinds of text. More than that, we can speak well and write well. Why not? But the grammar is not mastered well by students nowadays, so they should learn from the basic first.
INT 01-03	I: What's your basic belief about grammar teaching? T: I believe we can't simply teach grammar alone. More stress is on the context and from the context, the grammar points can be brought out and this is the explicit teaching of grammar with related examples so that students can derive grammar items from the examples like storytelling.
INT 01-04	I: What teaching beliefs behind your teaching approaches you have? T: I think we should draw upon students' strengths in creativity and their past experience so that students' ability can be uncovered more proactively.
INT 01-05	I: What do you mean by "more proactively"? T: Well, I reckon that teachers should give more trust to students and in the lesson, they can show their ability and take a student-led perspective, like in a storytelling lesson.
INT 01-06	I: What do you have to teach students in contents? T: I have to teach them the grammatical terminologies like subjects, verbs, objects,

	adverbs. The order of words in sentences that is the sentence structure. What words come after words in an order in the sentence no matter they are strong or weak in language expressions.
INT 01-07	I: Why do you have to focus on these? T: These are all what we call skeleton like supporting our body movement. Without skeleton, how can we survive? This is the same as forming a basic sentence. It has subject, verbs and objects. With this skeleton, they can form more sentences.
INT 01-08	I: Again, why do you have to focus on grammar? T: We are the teacher, we have to teach them at least the basic grammar. If we don't teach them, they may say nothing we have taught them. If we don't, it's our problem that they will tell others and we have nothing to say.
INT 01-09	I: Do you believe teachers can be more autonomous in designing their storytelling lessons? T: That's depend on the curriculum design in which many periods are designated to teach storytelling and how teachers can adjust and modify the materials….
INT 01-10	I: How did you design and adapt the teaching materials in the last storytelling lesson? T: Um…since students are taught a number of times the materials…that time was trying to consolidate students' production and give them a chance to create their own story…..
INT 01-11	I: Do you think the materials were adaptive to students…? T: I do think so, as students are given a localized story to apply what they have learnt and made it more relevant to them…
INT 01-12	I: From my observation, I could see that while some students were quite willing to share their (presumably) funny stories, none delivered their stories with confidence or clarity….do you agree? T: I think so….um….they were a bit nervous and less capable to produce their own story in pairs but they could share their funny stories with each other….
INT 01-13	I: In your beliefs, how can students be more successful in sharing and producing the expected outcome of their story….and finally be assessed more fairly…. T: First, that class was a bit lower in proficiency in yielding the expected outcomes as they are very dependent on the teacher's help…..it would be better for peer

	assessment and pair/group presentation as the assessment for learning…..then they would be more funny…..
INT 01-14	I: In terms of managing the class, one teacher got the students into pairs first, before giving them the task, do you think it works in your class? T: This seemed more effective than giving them instructions and then dividing them…..because by the time weaker students were finally in groups they'd forgotten the activity instruction!
INT 01-15	I: I like one of your teaching strategies…it was cooperative learning…do you believe it helps a lot in meaning negotiation and collaborative in task…? T: I am very convinced of the teaching strategy of learning in a cooperative manner….even in pairs or groups….less able students are quite effective in sharing and communicating what they know and what they really want to do in the task…..although it took lots of time to get them in groups but actually this made them aware of the importance of working together and share their work….
INT 01-16	I: Do you think your lesson still needs to be improved? T: Yes, of course. Especially the use of props and inviting students to take part in the tasks are very important in the pre-task….activation of students' schema and drawing upon their creativity are two essential elements to get students motivated……in the first stance…..and more comprehensible inputs of story elements are very important as well…..
INT 01-17	I: All in all, do you think you are more form-focused or forms-focused? T: Actually, I'd rather take forms-focused as grammar should be taught in a communicative way. More explicit grammar teaching in class is very important to the success of consistently implementing an open and interactive grammar learning approach.
INT 01-18	I: At last, what teaching approach you adopt is the most effective or successful? T: First, I think the approach should be based on student-centred learning and more explicit grammar teaching and learning is the trend of today's classrooms.
INT 01-19	I: You said earlier it is important to include a subject, a verb, and object and adverbs, why do you have to insist that? T: I think it's because most of their writing had lots of mistakes especially their sentence structure was loose. So it is my job to tell them the correct position of the word order, otherwise it may be difficult to put them back on the right track of a

	proper sentence structure.
INT 01-20	I: Do you think it is useful to use grammatical terminologies in class? T: It's useful to teach students some grammar terms as we can have shared means of communication about the target language. Students are trained in this pattern.

Extracts of transcripts of post-observation interview < INT 03 – 12.12.2011 Renate >
(I: Interviewer, S: Interviewee, Renate)

Code	Dialogue
INT 01-01	I: What's your belief about grammar? T: Grammar is something acquired in a conscious way and it should be learnt from the experience and at elsewhere in textbooks.
INT 01-02	I: How do you define grammar? T: I think it's the basic rules or structure that every learner should get mastery of it before they start their learning in languages.
INT 01-03	I: What's your belief about grammar teaching? T: Grammar teaching is not related to teaching in one way but more importantly it is interactive and students would like to explore by themselves.
INT 01-04	I: What comes to your mind when teaching English is involved? T: Grammar instruction, interestingly, comes to my mind. I think teaching English means grammar teaching. I can see the grammar items are increasingly important in NSS curriculum.
INT 01-05	I: What will you do when you have a very weak class in NSS? T: I think I will help the weaker students to do the basic tenses and sentence structure first. They make quite a lot of mistakes in tenses and the sentence structures. I will teach them the correct form of grammar once I find them having errors in it.
INT 01-06	I: What skills are important to give remedial actions to the weaker students? T: Learning English with grammar knowledge means at least you can communicate with someone who speaks English. Next is writing and listening, but I think they should focus more on speaking and listening first.

INT	I: What do students expect you to teach?
01-07	T: They would depend on me greatly as they put that if I didn't teach them before hand, they would not have confidence to finish the tasks in the textbook. So teachers' instruction is very important to them at this stage.
INT	I: What would you like to teach first, rules or examples?
01-08	T: I think rules first as these are the inputs to their later application of language in use. They can discover the language patterns themselves.
INT	I: How can you ensure weaker or all students understand you?
01-09	T: I will try to use Cantonese, their L1 and repeat the points that they don't understand in English. But all the time, I will rephrase it in a simple word or sentence. At the last resort, I will use Cantonese.
INT	I: You mean the autonomous learning or some kinds of approach?
01-10	T: I think the instruction to students should be clear and is based on both implicit and explicit grammar examples.
INT	I: What's implicit or explicit example?
01-11	T: We teach nowadays won't teach grammar in an implicit way – that's why we can't present the grammar items based on the rules. We should use concrete examples and related to the world about the grammar points.
INT	I: How do you carry out grammar teaching in class?
01-12	T: I'd like to cast students back to the previous lessons and they can learn the past form and would like to hear their dreams so that they can use future form.
INT	I: Should students prepare themselves beforehand?
01-06	T: Of course, they can stick to the easier one to the most complex ones like the clauses and conditional.
INT	I: How can they achieve it?
01-07	T: They can have a record of grammar items being learnt every week.
INT	I: Can you give us an example in your lesson?
01-08	T: I love storytelling because they can revise the context of past form.
INT	I: What's your basic belief about teaching storytelling?
01-09	T: I think it should be as creative as possible, let say by using drama…

INT 01-10	I: Is it fun, so you use this? T: That's right! I am using it and have lots of confidence….
INT 01-11	I: You ran a highly interactive oral session with the kids in pairs 'acting out' a dialogue in a bakery, did you? T: Yes, I did.
INT 01-12	I: What actually did you use? T: I used the two 'volunteers' as her assistants – the characters in the story. I also provided the linking narrative and fed them their lines of dialogue.
INT 01-13	I: What else did you use as strategies? T: A great deal of visual imagery
INT 01-14	I: Was that useful? T: They are more likely to interact directly with the text…
INT 01-15	I: How did you use performance techniques that made stories interesting and entertaining? T: I think to learn, to read, to explore texts, and to appreciate the socio-cultural values and beliefs of others
INT 01-16	I: Did you find it useful? T: Of course…it really works.
INT 01-17	I: What other strategies or skills are very powerful? T: Redirect student inattentiveness and to regain focus on the lesson…very important..
INT 01-18	I: What are the major areas that make up the teaching of English as a field (e.g., the four skills, pronunciation, grammar, vocabulary)? How are these areas related to each other? T: Of course, they are all related to each other. It's important to give direct instructions to students in the presenting the rules of grammar.
INT 01-19	I: How is teaching grammar different from teaching the four skills? From teaching pronunciation? From teaching vocabulary? (*Probe*: More/less difficult?) T: We can't leave presenting grammar alone and then teach the other four skills.

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	Students won't use grammar effectively if they are not put in meaningful activities or ways when we teach in class. So, I will try to design some effective and meaningful grammar activities like preparing some props and games.
INT 01-20	I: How would you rank the four skills, pronunciation, vocabulary, and grammar in terms of their difficulties to your students? T: Grammar is much more important as this is basic system of a language.
INT 01-21	I: How would you rank the four skills, pronunciation, vocabulary, and grammar in terms of importance to your students? T: Usually, speaking and writing as these are the productive skills as the output of students reflect their understanding and application of grammar rules.
INT 01-22	I: Think of a recent example of good grammar teaching in your classroom. Was the lesson typical of your grammar lessons? (*Probe*: What did you do? Why did you consider what you did good/effective?) T: In an example of *(1) We <u>had</u> already <u>had</u> dinner when our father came home.* Students tend to think of those two "had" as a succession of two past forms. They would desperately try to figure out what this succession implies. In this case, they are confusing the two different syntactic realizations. One is the realization of the past tense, and the other is the realization of the perfective aspect. To realize those two different syntactic functions, the auxiliary verb and the main verb have been changed into its past form and its past participle respectively
INT 01-23	I: Describe a recent example of ineffective grammar teaching in your classroom. What did you do? Why did you consider what you did ineffective? T: When students have trouble in understanding the past perfective, they often fail to interpret what the past tense marked by the inflection of *have* actually indicates. They are quite familiar with the usage of the simple past and they usually try to interpret the past perfective by that knowledge. This is quite natural. If they don't realize that the past tense in the past perfective is also an indicator of the time of orientation which the perfective aspect is related to, they cannot distinguish the past perfective from the simple past

Extracts of transcripts of Pre-lesson interview < INT 01 – 01.03.2011 Yvette >
(I: Interviewer, T: Interviewee, Yvette)

Code	Dialogue

INT 01-01	I: What's your basic teaching belief in your L2 lessons? T: I think teachers are good role to follow and as we were trained in a grammar learning approach.
INT 01-02	I: Do you mean learning grammar is important? T: Very important! This is the way of input and comprehensible input with grammatical structure.
INT 01-03	I: What do you think direct instruction of grammar rules are important? T: Students will learn effectively afterwards and communicate in a confident way in reading, writing and listening as well.
INT 01-04	I: How do you teach in the grammar lessons? T: I don't think there's a single lesson called grammar lesson. Of course I would like to do my teaching with grammar based focus but with meaningful inputs. These are essential as teachers have to teach students with the basic tenet and structures of grammar and have more explanation of grammar items.
INT 01-05	I: What is the grammar learning practice? T: Drilling and again drilling is very important as students are very weak in grammar items nor they can express or realize the errors of grammar in a paragraph or texts.
INT 01-06	I: Do you think more time should be spent on meaningful activities? T: I do agree that. But the activities are accompanied with the grammatical structures and rules. For example, you teach them a text type and they can produce it at the end, then the presentation of how to use grammatical rules and items are crucial for the text types be produced.
INT 01-07	I: In what ways do you think errors treatment is important? T: Error treatments are essential as teachers have a strong role in it. Students are less likely to take an active role but teachers' initiation in explaining the grammar in an explicit way like having more examples to express the rules in grammar.
INT 01-08	I: Would you like to teach grammar in an explicit way? T: Of course, I would like to do so. But my students are very weak and the spending of time with extra effort will ruin the time in class as class time is limited. So sometimes I will start with a grammar point and explain with examples or in meaning-focused way.

Code	Dialogue	
INT 01-09	I: Do you think form-focused instruction will help? T: Sometimes I am neutral here. Using more meaningful examples and authentic ways are helpful to express the grammar point. Like using present tense and present prefect tense. The point of starting still hasn't ended yet, but they are not totally understandable.	
INT 01-10	I: Do your students like being corrected in grammar? T: Yes, I think they like to be corrected and they are not conscious of the grammar items and once they are not corrected, then they will have a permanent failure in grammar.	
INT 01-11	I: What kinds of activities do you provide your students with? T: The whole class of S5 students is less likely to keep an eye on learning English so their exam results have always been under-achieved in the level, similar to the situation as in another lower ability class.	
INT 01-12	I: How do you meet their needs in the classroom? T: So, I've designed a diversity of learning activities and motivating games for the students during the whole year of their studies. Students seem to be able to understand by observing their responses with at least half of my easily tackled questions answered correctly. It shows their willingness to learn well if repeated reminders are provided.	
INT 01-13	I: In the end, do you think students will benefit much from instructions in grammar teaching? T: This is my hope since students should lay a good foundation in grammar structures and halfway they can have more explicit way of expressing the grammar items in concrete examples and they can apply the items in daily practice.	

Extracts of transcripts of Pre-lesson interview < INT 01 – 23.11.2011 Tyson >

(I: Interviewer, T: Interviewee, Tyson Lee)

Code	Dialogue	Remarks
INT 01-01	I: What's grammar to you? T: Grammar is the way for us to express our ideas and meaning properly. The method used is grammar. It is also the rules with general principles.	
INT	I: What's your basic belief about grammar?	

01-02	T: To me, grammar is quite essential to get access to the mastery of languages like English which is not as complicated as other languages, e.g. French. So If students or learners want to develop well in a language, the first priority should be having a solid understanding of the bits and pieces of the language which starts from the sentence.
INT 01-03	I: What's your basic belief about grammar teaching? T: Grammar teaching is fun to me as I enjoy giving students more creativity and space to learn. Just like they are in the swimming pool, students will swim well finally if I am really giving them proper instructions in activity-based learning or even task-based learning.
INT 01-04	I: What are your pedagogical beliefs? T: I think teaching grammar should be straight forward and as simple as possible to tell students that they can do it.
INT 01-05	I: How do you practice your grammar teaching in the lessons? T: I'd like students to use their mother tongue or L1 to get to know the structure and the composition of the basic atoms, for example, in a sentence. Though it is very difficult to use English as the reality in my school has told us not to use all English in lessons.
INT 01-06	I: Is that using L1 is effective because they are SS1 students? T: More effective I think. But I'd try to use simple English to tell them using English is not difficult and it's funny even to speak a word or phrases.
INT 01-07	I: Which lessons do you enjoy practicing your grammar teaching? T: Reading, I think! Students are not really strong in vocabulary or basic structure of a sentence. Reading provides the input of vocabulary and grammar basis.
INT 01-08	I: How'd you expect your students perform in the lesson? T: As usual…I think they need more grammar learning points to support their reading in the biography…
INT 01-09	I: What are the most difficult vocabulary items or words they may face? T: I think some of the less frequent words, like "quintessential", "versatility", "conscious", etc.

INT 01-10	I: Do you have any special strategies? T: No special strategies but students are able to develop the skill of inferring the items from the whole text… and to look for the parts of speech peculiarly …
INT 01-11	I: Particularly the parts of speech? T: Um…students are generally weak at the transformation of different forms into the noun phrases, verb phrases, etc…
INT 01-12	I: So how will your students learn from the grammar approach you've mentioned? T: Students are told to complete a set of parts of speech table before they actually come to the class…
INT 01-13	I: Are they effective? T: I think they are effective because they should aware of the transformation of word forms so that they will have an initial grasp of the overall meaning from the paragraphs or the texts…
INT 01-14	I: Also, how will you encourage students to correct their errors? T: I usually give them some verbal feedback in class and some written feedback to correct the errors in tenses, choice of words, subject-verb agreements, etc.
INT 01-15	I: Do you invite them to have peer correction of grammatical errors in class? T: Sometimes, but not very often as students awareness of errors are very important and their peers are less likely to correct them on spots as most students are not of high proficient!
INT 01-16	I: Do you believe that teachers should have a strong role to correct students' grammar? T: I think we have a strong role in correcting students' spoken and written errors.
INT 01-17	I: Do you believe in practicing grammar items with meaningful activities? T: I think it's less important but the length of syllabus is pretty long and

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	sometimes only practice one activity in a week only.
INT 01-18	I: Besides meaningful activities, do you think the grammar instruction should be contextualized? T: I don't agree on that because if the lesson is too contextualized, I can't squeeze any time for the language input.

Extracts of transcripts of Pre-lesson interview < INT 01 – 12.01.2011 Dicky Leung >

(I: Interviewer, T: Interviewee, Dicky Leung)

Code	Dialogue
INT 01-01	I: What's your basic belief about grammar? T: Grammar is acquired in the lesson and I think it's quite difficult to learn grammar in natural use. Grammar is the foundation that every student should learn during the initial stage of schooling. Otherwise, it will affect their language use and expression in the future.
INT 01-02	I: What's your basic belief about grammar teaching? T: I've some reservations about teaching students directly with instructions because too many teacher guidance will ruin their receptive skills. I will teach them with the student-centred approach as the guidance should be minimal and acceptable to the students.
INT 01-03	I: How do you practice your grammar teaching in lessons? T: As I've mentioned the balanced approach, students should not only be taught with grammar instruction but more importantly be carried out with more communicative activities such as group work games so that students can learn from the process.
INT 01-04	I: Do you agree that foreign language teachers can use the grammar instruction implicitly? T: I do agree with foreign language teachers to directly explain the grammar rules as most of them are experienced to teach students in a balanced way of form and meaning focused instruction.
INT 01-05	I: Which grammar point do you believe students should learn? T: In teaching the grammar items of the past perfect tense in comparison to the

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	past simple tense, it is essential to point out to students that the past perfect tense is formed by "had + past participle". Without knowing about this, students would not be able to use this grammar item. I think this is "noticing". Students usually learn about how meanings and forms are related and start to make sense of the rules involved. Students may be asked to number the events in an example so as to be aware of the time difference that exists among the two actions in the example. It is then of significance to point out to students that the past perfect tense refers to something that had happened before another past action following the introduction of the form. Students can tell the difference the past perfect tense with the past simple first and foremost so that the tense aspect and time orientation can be clearly figured out.
INT 01-06	I: What strategies do you think you'll employ? T: I think the second thing that needs to be made known to students is that, other than showing a matter of time differences in a sentence, the past perfect is also used to report an action in the reported speech. A student gives an example of what he did in the morning following a question the teacher raises, which is: "What did you do this morning?" The teacher then notes down his answer on the board underlining the verb in the sentence. Mentioning the term "reported speech", the students should then remember the use of correct tenses such as past perfect is to talk about actions in the past and one happened before the other. So the use of the grammatical terminology in presenting grammar may be useful for discussing errors or to better understand semantic relations. After getting students to write down the correct sentence, students would then focus on the change in tenses, from the past simple to the past perfect, in the that-clause. Students are also asked if they think it is the reporter's or the speaker's original thought. Students then get to understand that the tense used is just to convey the speaker's original intention.
INT 01-07	I: What's your basic teaching belief in your NSS Elective in Drama - Reading and Storytelling lesson? T: I believe in the student-centred approach as students are the main characters in the storytelling lesson.
INT 01-08	I: What do you mean by "main characters"? T: Well, basically teachers are the facilitator while students are the focal point of the lesson….they can be more proactive if teachers take their initiatives to lead students to produce their own language product.
INT	I: How do you stimulate students' ideas and creativity in starting off the lesson?

01-09	T: To stimulate ideas I'll ask each student to draw something different – eg a person, a place, a means of transport, something you'd find in the kitchen, what you'd like for your next birthday, something outdoors like a tree or a storm, something dangerous …
INT 01-10	I: That's relevant to the life…and I found you labeled each picture, why? T: Good for vocabulary reinforcement and clarifying what the artist meant. It's also an opportunity to ask for details - how old is this girl? Is she pretty? Is she brave? Rich or poor?
INT 01-11	I: Again, how you started off the story…in what context? T: I also went on to create a totally contemporary story of a mainland farmer dreaming of escaping from his hard life and coming to HK without the immigration card.
INT 01-12	I: What comes next? T: Don't know what happens next? Ask the class! It's great for them to develop their sense of narrative (and then..) or 'We need a problem. What could happen to the girl now? What could stop her from getting away?'
INT 01-13	I: How about the students got struck again? T: I tried to remember that every story (almost) is the person with a problem. Solve the problem. End of story. When I'm stuck, look back at what you've created- I'll probably find the answer in what has already happened.
INT 01-14	I: How did you assess students' performance? T: when I finished telling, I went back and asked the students to sequence the images and effectively got them to re-tell the story in a simplified form. That's one way…
INT 01-15	I: What other strategies did you use in the lesson? T: The use of prompting like describing the cook: since there was a fire in his restaurant, maybe he's careless, clumsy, angry …? What sort of food does he cook? Is he a good cook?
INT 01-16	I: What else? T: describe how the farmer (the principal character) felt at each moment in the

	story. (picture 1 – sad, tired, bored; picture 2 runs away to HK: excited, nervous, scared of police; 3 – in prison with mandarin speaking micky mouse (!) surprised, happy, etc)
INT 01-17	I: I know you have used the different culture to motivate students, do you think it works? T: I think so….coz using different culture can stimulate their past knowledge learned from TV or they have experienced it in their own life.
INT 01-18	I: I know you used some questioning skills, what's the purpose behind? T: I think it's basically very powerful for students to describe and able to tell some basic descriptions of the picture and then their confidence to create and recreate some other stories can be enhanced.
INT 01-19	I: So, do you have strong beliefs that teaching not only stories but grammar should be communicative in nature and in practice? T: I think it's very important to carry out grammar teaching or stories telling in class with an explicit way so that grammar items can be induced!

Post-lesson Interviews

Post-Lesson Interview
Extract of transcripts of Post-lesson Interview <INT 02 - 20.12.2010 Karen Cheng>
(I: Interviewer, T: Interviewee, Karen Cheng)

Post-LI	Dialogue
INT 02-01	I: Can you briefly tell the approach you use in these lessons? T: I think they are mostly based on meaning focused with repeated drilling.
INT 02-02	I: Why did you want to use this approach your Band One students? T: It's really important to give examples and contextualized the new grammar features.
INT 02-02	I: Is that you were also learned in this way when you were a student? T: When I was a student, my teacher had drilled my grammar items with actual examples.
INT 02-03	I: Well, under the new syllabus in HKDSE, do you think it's a good way to teach grammar items with meaningful contexts in these lessons? T: I think so! Students are more engaged, otherwise it's difficult to teach grammar

	alone without any real situations.
INT 02-04	I: Um...in your first lesson, I didn't find much grammar-related contexts, why? T: In my school, it's often not encouraging to teach only grammar items, but students have to understand the contexts first and they are able to draw grammar items out of the examples.
INT 02-05	I: Do you have any pressure from school because you are trying to teach grammar based on your learning when you were a student? T: The school is not really like any drills with students, but a meaningful one is acceptable.
INT 02-06	I: I know you used some conscious raising activities in your lessons, why? T: I think discussions and presentations are good ways of maximising their exposure in grammar learning while negotiating meaning in grammar items in Lesson 3.
INT 02-07	I: Are there any pressures from Principal or parents especially this Band One school? T: Of, course. They both have higher expectations of their overall understanding in grammar and the way they apply it in the tests or exams.
INT 02-08	I: What strategies do you use to meet their expectations? T: I try to insist in teaching rules to students with real examples or draw from their personal experiences.
INT 02-09	I: Do you give lots of grammar homework to students after school? T: Sometimes it's too much but they enjoyed do the grammar work.
INT 02-10	I: Will you teaching be affected by your work context in school? T: Mostly the heavy teaching duties had retracted me from preparing grammar items well. But most of the time I did.
INT 02-11	I: So which lesson do you think it's successful in carrying out grammar teaching? T: I think it's lesson 2 and lesson 3.
INT 02-12	I: Why and how? T: In lesson 2, I used the example of prepositions like "at" and "across" to raise students' awareness of using the commonly mistaken grammar items. I think

	students were interested in this kind of enhancing their awareness in HKDSE writing, for example.
INT 02-13	I: Generally, what're your practical realities in teaching grammar? T: As we are the so-called Band One school, the hidden agenda or pressure from principal, peer colleagues and parents or even students are very obvious and we need to meet the higher expectations of the results in HKDSE.

Extract of transcripts of Post-lesson Interview <INT 02 - 08.10.2010 Renate>
(I: Interviewer, T: Interviewee, Renate)

Post-LI	Dialogue
INT 02-01	I: Can you tell me what's your basic approach in these three lessons observed? T: Well, I like using much more direct and explicit approach in teaching grammar.
INT 02-02	I: What's your rationale behind this? T: I think what I was trained in my pervious language education, I was affected by the learning experiences I had had before teaching.
INT 02-02	I: In one of your lessons, you used some jargons in your grammar teaching, why? T: I think students should know these jargons as they progress through different stages of learning and they are very useful as what I did in the past.
INT 02-03	I: I know your school is Band Three and how can you make students understand the jargons? T: Well, of course students' levels are low but there is grammar for lower level classes.
INT 02-04	I: Can you give me some examples from your lessons? T: For example, in lesson one, I used "reference words" because this is the common type of HKDSE questions, students need to make back referencing, for example, in a paragraph by using pronouns like reflective or possessive ones.
INT 02-05	I: Is that essential to teach grammar in rules-based or in an explicit approach? T: When students are so weak in grammar, they should be taught with rules first before the practice.
INT	I: Besides rules-based, what other teaching ideas or approaches do you have?

02-06	T: I think I will conduct teaching to those weaker students by forming basic sentences and teaching tenses first.
INT 02-07	I: In other examples, you taught them markers in lesson three, can students follow? T: I am sure they can. I would try to simplify the teaching whenever students have difficulties.
INT 02-08	I: In your lessons, is that you want to help students to pass exam by teaching grammar? T: I think so. This is the survival skill for them to get marks from some papers like Reading and Writing, at least.
INT 02-09	I: Do you have any pressure from school or parents? T: I don't think much.
INT 02-10	I: What are the impacts from a Band Three school in your grammar teaching? T: Mostly I think teaching them grammar is a tool for them to pass in exams.
INT 02-11	I: Can your students learn effectively to pass in exams? T: In the exams, they can plough back the grammar elements from my teaching.
INT 02-12	I: Do you have much confidence that students can pass the HKDSE exams? T: I think not much of them can get passed.
INT 02-13	I: Why is that? T: Um... I didn't teach much or enough about the grammar items in the lessons.
INT 02-14	I: What did you usually do? T: I usually gave them contexts and drilled them some of the related grammar items.
INT 02-15	I: Any examples? T: Using possessive pronouns, before that they have to know about the situation in the passages.

Post-Lesson Interview
Extract of transcripts of Post-lesson Interview <INT 02 - 08.10.2010 Carmen>
(I: Interviewer, T: Interviewee, Carmen)

Post-LI	Dialogue
INT 02-01	I: Over the lessons observed, what is your basic approach in teaching? T: Back to my approach, I like to teach grammar rules first.
INT 02-02	I: What else did you use? T: I also used context-driven situations to drill students' grammar.
INT 02-02	I: So you would like to focus on forms? T: Yes, I teach rules separately from the given contexts.
INT 02-03	I: Can you tell me the instructional strategies behind? T: Mainly form-focused where I taught them some adjective items and got my students to practice the target structures.
INT 02-04	I: Do you think it's effective to get higher grades? T: I think so. I focus much on the HKDSE grammar items, I know what the criteria is all about.
INT 02-05	I: Can you name some examples? T: It was the task in the lesson that students had to integrate adjectives like horrible, scary and spooky.
INT 02-06	I: What else did you cover for the exam? T: In Reading Paper, for example, synonyms and antonyms as these are the frequently appeared grammar items in HKDSE.
INT 02-07	I: I know you also taught the parts of speech like adverbs, verbs and nouns, do you think they are useful? T: Of course, my students are not able to make up a sentence and time factor is very important to my teaching. So I made use of the class time to teach them the basic component.
INT 02-08	I: From your lessons, you used the textbooks a lot, why's that? T: Um...the main reason was the textbooks provided many framed sentences for grammar practice and they are ready made.
INT 02-09	I: What other reasons behind? T: I think they are user-friendly and they can explain the rules properly to students. Also, no need to design some other worksheets.

INT 02-10	I: Do you have any external factors that affect your teaching? T: Actually, my students are not the competent ones and they need time to develop their grammar skills, so time constraints...they even couldn't finish the tasks covered in exams.
INT 02-11	I: What would you do? T: Nothing but putting more time on them and drill them and sometimes think about whether teaching materials are suitable or not...materials development.
INT 02-12	I: What are the contextual factors in your teaching in these lessons? T: Mostly my principal or panel head would tell me the results are very important.
INT 02-13	I: What else? T: Um...parents would not have much expectation in results but at least I could motivate or teach them some basic grammars.
INT 02-14	I: What are your school experiences? T: I was trained in Band Two school and all basic things are enough and more trust to students.
INT 02-15	I: Overall, do you think you are consistent with what you said after you taught? T: Mostly, I would insist teaching students bits and pieces in grammar items, very important.

Post-Lesson Interview

Extract of transcripts of Post-lesson Interview <INT 02 - 08.10.2011 Yvette>

(I: Interviewer, T: Interviewee, Yvette)

Post-LI	Dialogue
INT 02-01	I: What is your basic approach in the lessons? T: The approach is based on the explicit and deductive teaching as well as the self-discovery.
INT 02-02	I: Can you explain a bit the self-discovery one? T: Like in the lessons, students should also find out the rules of the target language.
INT	I: How students can do that?

02-02	T: Rules are drilled but later they have to discover the rules behind.
INT 02-03	I: How did you have this kind of teaching idea? T: I liked grammar teaching as I was being trained to focus on grammar.
INT 02-04	I: I know your students are still less competent enough, can they actually discover the grammar items? T: In the end, they should be. I think combining implicit and explicit teaching is the trend.
INT 02-05	I: However, there aren't any grammar items covered, right? T: Well, not really, I also tried to cover the basic grammar elements like using modal verbs.
INT 02-06	I: Are they important? T: Surely they are! You see, the last lesson was conducted with a letter of advice.
INT 02-07	I: What should be taught? T: Modal verbs like should, would, could....a lot!
INT 02-08	I: Do you think you have enough time to teach? T: Time factor is problem as I have lots of other grammar items to cover.
INT 02-09	I: What would you do? T: My panel told me to cut some of the text types like argumentative one....
INT 02-10	I: Why? T: Lots of items to cover in one text-type but just pick some.
INT 02-11	I: What are your contextual factors in limiting your teaching of grammar? T: Sometimes, the direction of my school focuses on lifting their standard up, but it's very pushy, you know.
INT 02-12	I: Do you have any pressure? T: Yes...the pressure comes from having no time to practice implicit teaching by formulating rules from examples.
INT 02-13	I: Students are not able? T: Mostly of the time, we can't wait for students to spend lots of time by using rule

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	search.
INT 02-14	I: That's right! Do you think your personal experiences in schooling or teacher education affect you most in teaching?
	T: Of course, there is. But students' learning today is not really serious as we did.
INT 02-15	I: In summary, do you think you are consistent in your perception and actual practices?
	T: Not really, I used deductive approach to get students deduce the rules.

Extract of transcripts of Post-lesson Interview <INT 02 - 08.10.2010 Tyson>
(I: Interviewer, T: Interviewee, Tyson)

Post-LI	Dialogue
INT 02-01	I: What is your basic approach in teaching the lessons observed?
	T: As I mentioned in the pre-lesson interview, I like using deductive approach by explaining directly the grammar items.
INT 02-02	I: How and why do you like teaching grammar in this way?
	T: I think my students need more explicit structures of grammar and more actual examples.
INT 02-03	I: From your lessons, I think you are quite eager to use different tenses for your oral class.
	T: That's right! In speaking, the two tenses are quite important: present and present perfect.
INT 02-04	I: Besides tenses, you also used other grammar items such as adverbial phrases and modal, are they effective in your speaking lesson?
	T: Surely I think so! These are very helpful in the actual exams. So I tried to use these to help students structure their speaking accuracy.
INT 02-05	I: Are these grammar items effective to teach?
	T: Um...so I set the proper context for teaching these items.
INT 02-06	I: Do you think your students could understand the items and be used in the conversations?
	T: I am confident because I like to check against their understandings by asking them questions.

INT 02-07	I: Well, you used these methods because of your previous learning in English? T: Part of it, I liked to learn grammar with fun in more activity-based learning.
INT 02-07	I: How about your training, does it affect the way you teach? T: Since I haven't got any training, I just use what I have learned in English.
INT 02-09	I: Do you think your school or parents would have lots of pressure to you? T: I don't think so!
INT 02-10	I: Why don't you think so? T: I think they didn't put pressure on me but students have higher expectations.
INT 02-11	I: How do you resolve their higher academic expectations? T: My students are not really weak and deeply I think they can be much more better.
INT 02-12	I: From your example of using exam content to teach, do you think students will have improvement? T: I think they have. At least the content can cater for their the internal school exam so that they will have much confidence in the public exam.
INT 02-13	I: That's right! They will be the first batch of students to take HKDSE. T: Right!
INT 02-14	I: Also, do you think the large class size will affect putting your teaching ideas into practice? T: Yes, from my previous learning experience, some students who were willing to learn grammar but was affected by teachers' willingness to take care of their whole batch of students.
INT 02-15	I: Which area do you think it's more effective for them to learn? T: I think in one of the lessons I was very eager to teach the writing correction symbols so that they can realise the errors they make.
INT 02-16	I: Finally, will you insist in teaching grammar consistently in your future teaching? T: Of course I will! But the teaching strategies can be varied according to the students' learning style.

Post-Lesson Interview

Extract of transcripts of Post-lesson Interview <INT 02 - 08.10.2010 Dicky>

(I: Interviewer, T: Interviewee, Dicky)

Post-LI	Dialogue
INT 02-01	I: What's your basic approach in teaching all these lessons? T: I think I practised the student-centred approach with inductive teaching.
INT 02-02	I: But how did students learn the grammar in your writing lessons? T: I think they enjoyed being aware of the language features in writing.
INT 02-02	I: Why do you think it's important? T: Well, Writing is an essential part in exam paper and I focus a lot on getting them to find out the features or rules.
INT 02-03	I: Do you think it's effective or not? Why? T: Again, as I told before the lessons, learning grammar should not only in the classrooms. It's more effective to learn grammar outside the lessons and they should explore themselves.
INT 02-04	I: What features or rules are important to students' writing? T: Mostly are the tenses, using the correct form of tenses and the modal verbs.
INT 02-05	I: From your lessons, it seems you were guiding students a lot in using grammar, but you said you would like to use student-centred approach and inductive teaching, any contradictions?
INT 02-06	T: I think sometimes there is a wide gap between what I proposed and the way I taught them.
INT 02-07	I: What are some of the reasons behind? T: They're band 3 students. The banding is a big problem because they all are less capable in learning English. So I think they should learn grammar first.
INT 02-08	I: Do you think they can put your teaching ideas into practice? T: Not that much!
INT 02-09	I: Why's that? T: I think they are too weak to learn grammar by themselves.
INT	I: But you said more student-oriented approach would be better, right?

02-10	T: That's depending on the type of tasks they do!
INT 02-11	I: So what tasks are most effective in teaching grammar? T: It's still writing task as this is the productive skill.
INT 02-12	I: Did you learn grammar by exploring yourself in the previous learning or training? T: That's true! I found teacher's instruction was important but the most impressive learning experience should be by myself.
INT 02-13	I: In secondary school or teacher training period? T: Mostly in teacher training. I was trained being autonomous in learning as this would affect the way that I teach students.
INT 02-14	I: In your lower banding school, do you have heavy teaching loads or pressure from parents or school principal? T: Sometimes I got complaints from parents or even students and they worried about the teaching progress or even the academic results.
INT 02-15	I: How about the school principal or school authority? T: Well, quite a lot from principal because he thought students could have much more improvement in learning, especially the ability to read or write a basic sentence.
INT 02-16	I: Finally, what are the best strategies to teach the lower banding students? T: I think besides writing, using story-telling or drama activities can be a good platform to integrate the correct form of grammar items such as tenses or verbs when they are performing the stories or staging a performance.

Transcription conventions

T=Teacher

Ss=Group of student choral

Sss=Whole class choral

S1, S2 etc=Identified student

[*in italics*]=Commentary/description

…=Pause

/ =Overlapping speech

--- silence

Karen

Lesson Observation (LO1)

Coding	T-S	Content
Lo1:1	T	Good morning, class!
	S(s)	Good morning, Miss.
Lo1:2	T	Today we have to know more about what persuasive language is.
	S(s)	---
Lo1:3	T	Persuasive language can be used for commercial or non-commercial purpose…
	S(s)	What's persuasive language…?
Lo1:4	T	It is used to try to influence people to do things…
	S(s)	----
Lo1:5	T	Can you all think of some examples?
	S(s)	Buy things or sell things in shops…
Lo1:6	T	What else?
	S(s)	Learn about something…right?
Lo1:7	T	That's right!
	S(s)	Or change something else…
Lo1:8	T	Can you all think about the types of texts that are used?
	S(s)	-----
Lo1:9	T	Look at here…PPT
	S(s)	I know…leaflets, debate, speeches and ads….
Lo1:10	T	That's interesting…can you bring some school tomorrow…?
	S(s)	Ok…
Lo1:11	T	Actually, in the commercial ads, lots of them are persuasive…
	S(s)	Can you give us an example?

Lo1:12	T	As you see…Threads with street-cred….the catchy phrases are "Must-have from Action
	S(s)	Gear"…

Lo1:13	T	What is the product being sold?
	S(s)	The tracksuit….
Lo1:14	T	It's the AG tracksuits…
	S(s)	Or can we just say suit?
Lo1:15	T	It's different to say suit and tracksuits…
	S(s)	Why…
Lo1:16	T	Tracksuit is waterproof…and suitable for outdoor use…you won't just wear suit out in the
	S(s)	wild…
		Yes….
Lo1:17	T	Should we have more catchy phrases?
	S(s)	Um…you can notice some around the top or underneath..
Lo1:18	T	Is that "You'll look so GOOD!"
	S(s)	That's correct…
Lo1:19	T	What else is the persuasive advertisement appear?
	S(s)	In government prom…
Lo1:20	T	Promotion ads, right?
	S(s)	That's right!
Lo1:21	T	So this time, we look at the non-commercial one…
	S(s)	For example, the promotion of no smoking ads…
Lo1:22	T	What are the catchy phrases?
	S(s)	Say NO to second hand smoke….
Lo1:23	T	Partly correct…and the hazards of second hand smoke….short term and long term….
	S(s)	The impacts….?
Lo1:24	T	Yes, the impacts…
	S(s)	And the descriptions as well…
Lo1:25	T	Like what…
	S(s)	Contains over 4000 chemicals….that kills…
Lo1:26	T	What about the short term impacts?
	S(s)	Irritates eyes, nose, throat….
Lo1:27	T	Now, let's look at activity 1…
	S(s)	The leaflet on page 4…
Lo1:28	T	The catchy phrase is…?
	S(s)	Let's prevent avian flu….and visit our website….
Lo1:29	T	That's right, we take "let's prevent avian flu"…
	S(s)	----

Lo1:30	T	Get into groups and study the questions…five minutes for the group..
	S(s)	From question 1 to 4?
Lo1:31	T	(five minutes later) What's the purpose in Question 1?
	S(s)	Tell people how to prevent avian flu…
Lo1:32	T	Is that correct?
	S(s)	I think it's true because the ways to prevent flu is many….
Lo1:33	T	What about the next one?
	S(s)	It's non-commercial….
Lo1:34	T	Yes, because it's government…
	S(s)	And the slogan for question 3 is…."let's prevent avian flu…"
Lo1:35	T	And the target?
	S(s)	In question 4, the target is people in Hong Kong…..
Lo1:36	T	Let's study page 5 then.
	S(s)	----

Lesson Observation (LO2)

Coding	T-S	Content
Lo2:1	T	Good morning, class…
	Ss	Good morning
Lo2:2	T	Let's turn to p.3 of Unit 7 – Amazing Stories…
	Ss	----
Lo2:3	T	In this unit, you'll learn about the narrative writing…
	S(s)	----
Lo2:4	T	It's about describing setting, time and place…and stories…
	S(s)	Is that we write stories….?
Lo2:5	T	Yes, the text type is stories, for example, writing the plot, characters and settings….
	S(s)	That's interesting…
Lo2:6	T	Let's also take 3 minutes to look at the 4 pictures….on p.3….
	S(s)	What to do then?
Lo2:7	T	First start by thinking the story….and pair up with another classmate and retell the story
	S(s)	to others….

Lo2:8	T	(3 minutes later) time's up…
	S(s)	-----
Lo2:9	T	(T walks around and listen to Ss)
	S(s)	------
Lo2:10	T	That's pretty well done….

	S(s)	What's narrative writing?
Lo2:11	T	To describe a sequence of events and focus on describing the events…
	S(s)	Any imagination….?
Lo2:12	T	Yes, especially in short stories and novels…
	S(s)	Why?
Lo2:13	T	These are unrealistic….untrue….
	S(s)	----
Lo2:14	T	Let's make the story first….what can you see?
	S(s)	Grave….yard
Lo2:15	T	Yes, graveyard…
	S(s)	Where is it exactly?
Lo2:16	T	In the edge or at the edge of town?
	S(s)	In….the edge….
Lo2:17	T	It seems exactly at one point…use "at"…the preposition.
	S(s)	At the edge….
Lo2:18	T	The time is…?
	S(s)	At night time….
Lo2:19	T	Not really….before 9 pm is ….
	S(s)	In the….
Lo2:20	T	In the evening…
	S(s)	----
Lo2:21	T	Was it late….?
	S(s)	Yes, very late in the evening….we see the smoke from chimney….cooking…
Lo2:22	T	That's right, we use "in" the evening…
	S(s)	In…
Lo2:23	T	What about the movement..?
	S(s)	Shadows….are coming from graveyards….
Lo2:24	T	What's the colour of shadow?
	S(s)	Dark… dark shadow….
Lo:25	T	Falling everywhere…..
	S(s)	From the path…?
Lo2:26	T	It is across the path …..
	S(s)	Across the path….
Lo2:27	T	Yes, going from one side to another…across the street….
	S(s)	Across the path….
Lo2:28	T	How about the sun and the waves moved in the summer?
	S(s)	From the sand…
Lo2:29	T	Yes, the sand….across the sand…

	S(s)	Across….it is in the middle of the day….
Lo2:30	T	At noon…
	S(s)	At noon….
Lo2:31	T	Can you see the mermaid?
	S(s)	Yes… deep in….
Lo2:32	T	We use "in" for a large space or enclose space….
	S(s)	In not at….
Lo2:33	T	Let's pair up to do A1 – write a paragraph about the time, place and movement of the people in the garden…(3 minutes)
	S(s)	----
Lo2:34	T	(3 minutes later)
	S(s)	At midnight or in midnight…
Lo2:35	T	The time….use "at" telling the exact time…
	S(s)	A man and a dog are walking along the path….
Lo2:36	T	The place is …?
	S(s)	in the garden…..
Lo2:37	T	And the movement?
	S(s)	walking along the path…walking….
Lo2:38	T	The whole sentence is….
	S(s)	A man and a dog are walking along the path in the garden….
Lo2:39	T	Let's write the next one….
	S(s)	A man and a girl are walking….in the path…
Lo2:40	T	In the path….
	S(s)	Along the path…..
Lo2:41	T	So here's a pop quiz for all of you. About the time, what we have to use, in or at?
	S(s)	At…for example, at 9 o'clock.
Lo2:42	T	That's good! Use 'at" in the exact point of time.
	S(s)	------

Lesson Observation (LO3)

Coding	T-S	Content
Lo3:1	T	Good morning, students!
	Ss	Good morning, Miss Cheung.
Lo3:2	T	Do you read news articles daily?
	Ss	Sometimes we read….
Lo3:3	T	Let's read an article about Gillian Chung about being a victim by paparazzi…
	S(s)	….

Lo3:4	T	I'll give you about 5 minutes to read it.
	S(s)	In pairs or by on our own?
Lo3:5	T	On your own first…
	S(s)	….
Lo3:6	T	5 minutes later – who have comments or feelings on the article you read?
	S(s)	….
Lo3:7	T	Ok, who's in the article?
	S(s)	Gillian Chung, being taken photos…in Malaysia…
Lo3:8	T	If you were her, what feelings you have?
	S(s)	Very afraid…scary….
Lo3:9	T	That's true! So she is the victim, right?
	S(s)	Victims?
Lo3:10	T	Yes, victims are the unfortunate people in an event…
	S(s)	What about paparazzi?
Lo3:11	T	Paparazzi are the reporters who took photos from her…
	S(s)	Um…so long…
Lo3:12	T	Gillian was the celebrity that time and the public started a protest.
	S(s)	What protest?
Lo3:13	T	Go to the street…and go against the reporters…magazine reporters…
	S(s)	….
Lo3:14	T	So let's read one more article about Fiona Sit and she's upset too….
	S(s)	….
Lo3:15	T	I'll give you 5 minutes to read through it with pairs.
	S(s)	In pairs?
Lo3:16	T	Yes, in pairs.
	S(s)	----
Lo3:17	T	(5 minutes later) what do you think about the act of reporters?
	S(s)	They are so rude to her and taken private photos…
Lo3:18	T	So taken photos secretly and without the consent from her….
	S(s)	We should say take photos secretly, right?
Lo3:19	T	That's right! Not private photos…taken photos secretly without her permission.
	S(s)	Permission?
Lo3:20	T	It's a noun from the verb phrase – permit?
	S(s)	Permit (repeated)
Lo3:21	T	Do you think Fiona was furious?
	S(s)	Furious? What mean?
Lo3:22	T	It's very sad and feeling disgusted.
	S(s)	Not very happy?

Lo3:23	T	Sometimes it's very sad for her….
	S(s)	….
Lo3:24	T	After you all have read the article 1, you can use 5 minutes to do Part A – Summary
	S(s)	Writing and then write the answers for 2 questions….
Lo3:25	T	(5 minutes later)
	S(s)	Done!
Lo3:26	T	The first one, an infrared camera or hidden camera?
	S(s)	What does infrared mean?
Lo3:27	T	It's the ultra light to look through the organism….
	S(s)	Should be infrared!
Lo3:28	T	That's right!
	S(s)	….
Lo3:29	T	Divers? Or Runners?
	S(s)	She jumps into the water?
Lo3:30	T	What's that? Divers?
	S(s)	Divers!
Lo3:31	T	She dives or jumps….
	S(s)	Dives…
Lo3:32	T	Question 3 …circulated on the Internet, we use a preposition?
	S(s)	In?
Lo3:33	T	In? before the date?
	S(s)	In!
Lo3:34	T	It's should be "on" the exact time, we use "on" not "in"…
	S(s)	On the date?
Lo3:35	T	On 10th October?
	S(s)	On 10th October. (repeated)
Lo3:36	T	How about Question 4? Close to or far from the drivers?
	S(s)	I think it should be "close to"….so they can take photos…
Lo3:37	T	Yes, and question 6 this time….Guo Jingjing (she) using the present prefect? Negative or
	S(s)	positive?
		She hasn't…has not…
Lo3:38	T	That's right! Use "the present prefect tense"…has not showed up….
	S(s)	Has not show up?
Lo3:39	T	Has not show up? You should use participle after has or have, right?
	S(s)	Has not showed up!
Lo3:40	T	Let's go on in the next lesson….
	S(s)	…..

Lesson Observation (LO1)

Coding	T-S	Content
Lo1:1	T	: Good morning…class…
	S(s)	: Good morning….
Lo1:2	T	: Today we will focus on the writing task, it's about a personal letter.
	S(s)	: ---
Lo1:3	T	: The situation is that you have received a letter from your friend Paula, a short story
	S(s)	writer.
		: Writing personal letter….
Lo1:4	T	: Yes, it's about a new horror story, a haunted school.
	S(s)	: quite scary…
Lo1:5	T	: she is asking some students she knows to help describe her setting in the story.
	S(s)	: what setting?
Lo1:6	T	: The setting is in a school, a haunted school…scary?
	S(s)	: yes…
Lo1:7	T	: Tell her whether your school will be a good setting or not?
	S(s)	: how many words?
Lo1:8	T	: about 230 words…
	S(s)	: too much….
Lo1:9	T	: You used to write…
	S(s)	: ---
Lo1:10	T	: We have some expressions and vocabulary here…
	S(s)	: From 1-7?
Lo1:11	T	: The first one is "There's hardly any life." The next is "Everywhere is dull and lonely."
	S(s)	: How can we use them?
Lo1:12	T	: You first set the scene here…
	S(s)	: hopeless?
Lo1:13	T	: Maybe…hopeless and dull
	S(s)	: and more?
Lo1:14	T	: The third one is "Everything sank into silence." And "The air is cold and still."
	S(s)	: why?
Lo1:15	T	: Because you go to a place of strangeness and different…
	S(s)	: this is the scene?
Lo1:16	T	: yes, you may use some of the expressions here…
	S(s)	: Then what?
Lo1:17	T	: The action from the scene.
	S(s)	: screamed and slammed the door…?

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Lo1:18	T	: the room was locked suddenly, screamed and slammed…
	S(s)	: what they mean?
Lo1:19	T	: someone shouted out loud and forced the door to close….
	S(s)	: can the verbs use together?
Lo1:20	T	: Very often, to say this is the action together….
	S(s)	: we can use them together, right?
Lo1:21	T	: That's right!
	S(s)	: ---
Lo1:22	T	: Let's use more vocabulary items in the box. Like horrible, scary, spooky, etc.
	S(s)	: what are they?
Lo1:23	T	: they are all adjectives to tell the scene is uncontrollable.
	S(s)	: what others?
Lo1:24	T	: creepy, dark, damp….
	S(s)	: should we all use them in the scene?
Lo1:25	T	: It depends….
	S(s)	: ----
Lo1:26	T	: some other noun phrases like bare hills, a chill wind, etc
	S(s)	: what do they imply?
Lo1:27	T	: The phrases are telling the scene is strange and different from your house.
	S(s)	: really?
Lo1:28	T	: Let's write the first and introductory paragraph..
	S(s)	: How are you?
Lo1:29	T	: Let's look at here. "I'm glad to receive your letter, I'm interested in your horror story…
	S(s)	: I'm glad….interested…..
Lo1:30	T	: Don't put all words or phrases into your letter, choose the best
	S(s)	: to fit the paragraphs?
Lo1:31	T	: yes, put words to fit your sentences
	S(s)	: ---
Lo1:32	T	: here's how I mark, the content, language use and spelling and organization.
	S(s)	: check grammar after writing?
Lo1:33	T	: Of course, double check it.
	S(s)	: ----
Lo1:34	T	: I'll give you five minutes to draft the first paragraph.
	S(s)	: (5 minutes later)
Lo1:35	T	: who has finished?
	S(s)	: Um, Thank you for your letter and I'm glad that I can help you out….
Lo1:36	T	: Let's continue tomorrow.
	S(s)	: Ok, bye!

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Lesson Observation (LO2)

Coding	T-S	Content
Lo2:1	T	: Good morning…class…
	S(s)	: Good morning….
Lo2:2	T	: Today we will focus on the writing task of a Blog Entry.
	S(s)	: which pages?
Lo2:3	T	: It's a tailor-made worksheet.
	S(s)	: A blog?
Lo2:4	T	: That's right!
	S(s)	: We write every day…
Lo2:5	T	: What's a blog then?
	S(s)	: A blog is …a sharing on internet…for friends
Lo2:6	T	: Yes, it's for friends and your best friends to share with…
	S(s)	: We've the blog in the internet.
Lo2:7	T	: Is it formal or informal?
	S(s)	: Informal…I think…
Lo2:8	T	: Let's rewrite some phrases underlined like "I would like", "seven-day", etc….
	S(s)	: Those underlined?
Lo2:9	T	: Yes, underlined ones and give you 5 minutes for that?
	S(s)	: Ok!
Lo2:10	T	: (5 minutes later) Let's give me the correct answers.
	S(s)	: Ads – advertisements, right?
Lo2:11	T	: Who can say "I cannot"?
	S(s)	: I can't….
Lo2:12	T	: "Mother and father"?
	S(s)	: Mum and dad?
Lo2:13	T	: Great! These are all contractions as we write informal text like blog, we have to keep the
	S(s)	short form…
		: to be casual?
Lo2:14	T	: You think feel it's too formal then….
	S(s)	: ---
Lo2:15	T	: The next grammatical items are comparatives and using 'whereas" to show contrast…
	S(s)	: to compare the two packages?
Lo2:16	T	: For comparatives, we use adjective + er + than and more + adjective + than to make
	S(s)	comparison.
		: ---
Lo2:17	T	: Let's work with your partner and find out the comparison in prices first…5 minutes?

	S(s)	: ok….
Lo2:18	T	: Who can answer that?
	S(s)	: Sydney package is cheaper than Melbourne one….I like Melbourne package more than Sydney one….
Lo2:19	T	: Let's write more in your worksheets and share with others…
	S(s)	: Melbourne Package is more expensive than Sydney package.
Lo2:20	T	: The next item is using 'whereas" to show a contrast….also using SVO to form the structure…
	S(s)	: SVO + whereas + SVO
Lo2:21	T	: Let's watch this clip in youtube….it's about comparing and contrasting the tours.
	S(s)	: (Watched for 3 minutes)
Lo2:22	T	: In the youtube, he said "the price of the China package is cheap whereas the one for USA is expensive…
	S(s)	: using whereas?
Lo2:23	T	: It means on the other hand…
	S(s)	: on the other hand….
Lo2:24	T	: Let's have more then?
	S(s)	: The Shanghai Package only offers 3 tour items whereas Beijing Package offers 6.
Lo2:25	T	: Great! Put these items into the paragraphs – introduction.
	S(s)	: We can use the adjectives like appealing or enticing to me because….
Lo2:26	T	: Let's write the first one…
	S(s)	: The package to Melbourne sounds amazing as it appeals to me because it has 7-day….
Lo2:27	T	: The body paragraph?
	S(s)	: a comparison and contrast?
Lo2:28	T	: Like the cost is more expensive than the package to Sydney…
	S(s)	: you're making comparison…
Lo2:29	T	: How about the contrast?
	S(s)	: The Melbourne trip is 7 nights whereas the Sydney's trip is 6 nights….
Lo2:30	T	: For the closing paragraph, we need to use adjectives to say why you have chosen that package?
	S(s)	: Marvelous? Great?
Lo2:31	T	: Yes, some adjectives to describe your joy over the trip chosen…
	S(s)	: special?
Lo2:32	T	: Yes, it's very special to have the trip to Sydney….
	S(s)	: what else?
Lo2:33	T	: End your blog entry by using expression like "Wish me luck, guys!"
	S(s)	: Yes, it's important to use comparison and contrast.
Lo2:34	T	: So the blog entry is to share your ideas and make suggestions.

	S(s)	: and to tell others that the wordings are informal

Renate

Lesson Observation (LO1)

Coding	T-S	Content
Lo1:1	T	: Good morning…class…
	S(s)	: Good morning….
Lo1:2	T	: Today we will talk about jargons?
	S(s)	: …what's the meaning of jargon?
Lo1:3	T	: Well, let's look at here… jargons are words or phrases used by professionals….
	S(s)	: … the professions of some jobs…?
Lo1:4	T	: That's right!
	S(s)	: Does it use in daily life?
Lo1:5	T	: No, not actually, let's work out the meaning of jargons…
	S(s)	: ---
Lo1:6	T	: jargons are used in context, logic and general knowledge….
	S(s)	: …examples…
Lo1:7	T	: The examples are digital divide, bounce message and gigabyte….
	S(s)	: we don't use every day…
Lo1:8	T	: let say digital divide….
	S(s)	: is that some use it and some not….
Lo1:9	T	: partly correct….
	S(s)	: what's that?
Lo1:10	T	: It's the gap between some have access IT and some don't ….
	S(s)	: um…is not used every day….
Lo1:11	T	: not really…but sometimes we use it in the IT company….
	S(s)	: Oh….
Lo1:12	T	: Let say recruitment CV or interviewee….
	S(s)	: I know CV is a list of background, experience, education, etc….
Lo1:13	T	: It's a document to summarise your qualifications, work experience and personal
	S(s)	details….
		: Oh… we did that in another course ….the Applied Learning…..
Lo1:14	T	: Is that interesting…?
	S(s)	: Not really…
Lo1:15	T	: Why…?
	S(s)	: Lots of information to recall…
Lo1:16	T	: Like…what?

	S(s)	: the years we graduated, the wards…
Lo1:17	T	: So CV is Curriculum Vitae….
	S(s)	: CVs…..
Lo1:18	T	: Let's do an activity…
	S(s)	: in page 3?
Lo1:19	T	: Yes, activity 1…
	S(s)	: ---
Lo1:20	T	: Spend 3 minutes to read through the text and complete the question…
	S(s)	: too short…can we have more time?
Lo1:21	T	: Ok, let's take 5 minutes…
	S(s)	: OK
Lo1:22	T	: Anyone know the question – AGM mean?
	S(s)	: AGM – about the meeting or members?
Lo1:23	T	: About the yearly gathering to discuss something….
	S(s)	: um…is that C, Annual General Meeting…AGM
Lo1:24	T	: Quite good…
	S(s)	: ----
Lo1:25	T	: Next, let's turn to page 4…
	S(s)	: identifying and understanding….back-reference?
Lo1:26	T	: What are they?
	S(s)	: Refer to something…
Lo1:27	T	: Yes, reference words, like pronouns, synonyms, paraphrasing, etc….
	S(s)	: ----
Lo1:28	T	: Let's pay attention to an example from John's colleagues on page 4….
	S(s)	: I know, his refers to John's…right?
Lo1:29	T	: Right, but let's look at question 1….and finish the fill-in-the-blanks and I'll check
	S(s)	answers with you.
		: him – John….the reflective pronouns…?
Lo1:30	T	: And the possessive – his…
	S(s)	: John's …right?
Lo1:31	T	: And page 5 – synonyms ….?
	S(s)	: don't know…
Lo1:32	T	: it's words or expressions to have similar meaning….
	S(s)	: similar or alike….
Lo1:33	T	: Lucky…?
	S(s)	: Don't know….
Lo1:34	T	: Starting from letter "f"
	S(s)	: Fortunate….?

Lo1:35	T	: Right…correct…!
	S(s)	: Co-workers are people working together, so colleagues…
Lo1:36	T	: Let's get into pairs and I'll give you 5 minutes to discuss the rest of finding the right synonyms from the text…
	S(s)	: Can we use the dictionary to make reference to the words?
Lo1:37	T	: Yes, sure and try to discuss the words together…
	S(s)	---
Lo1:38	T	: It's time to tell the class which synonyms you find….
	S(s)	: We think "job" bears the same meaning with "responsibilities", that duties matches with responsibilities…
Lo1:39	T	: Correct! Did you know the word "responsibilities" before?
	S(s)	: Yes, we come across it in SS1.
Lo1:40	T	: That's good!
	S(s)	

Lesson Observation (LO2)

Coding	T-S	Content
Lo2:1	T	: Good morning…class…
	S(s)	: Good morning….
Lo2:2	T	: Just a recall from last week, we know how to find the synonyms right?
	S(s)	: ---
Lo2:3	T	: We'll know more about how to summarise words from a list of items…usually a noun…
	S(s)	: summarizing words….
Lo2:4	T	: Yes, you can see hear (PPT) we have the example…."experience" which summarises the hours spent walking through the city…for a while…
	S(s)	: So "experience" is the summarizing word reference…?
Lo2:5	T	: See question 2…"The job had a high salary, a convenient work location….These benefits made…" So which word is the summarizing word reference?
	S(s)	: Benefits…right, because it's a noun….
Lo2:6	T	: It summarises the previous context of a high salary, convenient work location…
	S(s)	: So it's "benefits", right?
Lo2:7	T	: Correct!
	S(s)	: ----
Lo2:8	T	: In the exam, you may be asked questions like how you understand "back-referencing".
	S(s)	: How…?
Lo2:9	T	: In questions like…short response or multiple choice questions…MCs
	S(s)	: So we have to know more about context, grammar, general knowledge, etc…

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Lo2:10	T	: That's true….in your actually exam questions, you will be asked which word or words best summarise the ideas from a list of items, just as experience or benefits…these are good examples….
	S(s)	:
Lo2:11	T	: Well, I'm going to divide you in groups of 4-5 and find out the back-referencing questions in the text in p.7 "Love of Animals" from Young Post….
	S(s)	: we use pronoun referencing questions….right? In question?
Lo2:12	T	: Yes, we know the three steps, like find the word "we", look at its context and note the grammar use..
	S(s)	: In question 2?
Lo2:13	T	: Read through the dialogue from Hung (H) and identify "we" in the second line and refer back to the previous sentence…"Like a degree in medicine…..students to complete, And we…"
	S(s)	: The grammar use here…"students" refers to plural noun and "we" too…
Lo2:14	T	: True, "we" most likely refers to pronouns which are used to replace nouns….
	S(s)	: The answer should be "students"…right?
Lo2:15	T	: That's correct!
	S(s)	: ----
Lo2:16	T	: Let's do more practice later…
	S(s)	: ----
Lo2:17	T	: As we mentioned earlier, synonyms are words or expressions with a similar meaning to other words or expressions….let's find out the synonyms from question 2, find words in the text which could be replaced by a. combine b. studied c. focus
	S(s)	: What should we do…?
Lo2:18	T	: Also use the three steps…find the words…..use general knowledge and carefully read through the text for the same type of words with similar meaning….
	S(s)	:
Lo:19	T	: Let's read through the text again and get into pairs…I'll give you 3 minutes to do it…then I'll invite 3 pairs from the draw….
	S(s)	: ---
Lo2:20	T	: (after three minutes) group 2 please…?
	S(s)	: combine refers to encompass…because it's a verb….combining interests
Lo2:21	T	: good!
	S(s)	: clap their hands….
Lo2:22	T	: group 1 please?
	S(s)	: studied means took and it is a verb in past form…"so I took my degree…"
Lo2:23	T	: that's right! Excellent!
	S(s)	: claps their hands…
Lo2:24	T	: group 5 please…?

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	S(s)	: ---
Lo2:25	T	: hurry up…group 5…?
	S(s)	: what does focus mean?
Lo2:26	T	: It means to put all your attention into something important that moment….
	S(s)	: con…
Lo2:27	T	: Yes, three syllables…con- cent- rate…
	S(s)	: con- cent- rate…
Lo2:28	T	: brilliant….indeed!
	S(s)	: ----
Lo2:29	T	: So this time we will have an activity…find out the words which mean the opposite…the
	S(s)	antonyms…
		: examples?
Lo2:30	T	: examples are up and down, happy and sad, tall and short, these are the opposites…
	S(s)	: taking out words from an envelop…
Lo2:31	T	: I'll give you 5 minutes and then 1 member will tell the class….
	S(s)	: ---
Lo2:32	T	: got it?
	S(s)	: thin and fat, noisy and quiet, hard and easy….
Lo2:33	T	: Let's do another one…
	S(s)	: ----
Lo2:34	T	: You will have 5 steps, find words/expressions that are the opposite, use general
	S(s)	knowledge, and use logic, read the text again and check the words/expressions you work
		out that fit the text….
		:
Lo2:35	T	: Let's do "take part" ….
	S(s)	: take part means join and be part of it…
Lo2:36	T	: The hint is the opposite of combine…
	S(s)	: en-com-pass…
Lo2:37	T	: good job!
	S(s)	: encompass…3 syllables
Lo2:38	T	: how about briefly look at….
	S(s)	: means take a quick look, right?
Lo2:39	T	: Yes not vey focus on something…
	S(s)	: focus, concentrate on, the verb….
Lo2:40	T	: that's true…
	S(s)	: -----

Lesson Observation (LO3)

Coding	T-S	Content
Lo3:1	T	: Good morning…class…
	S(s)	: Good morning….
Lo3:2	T	: Last week, we did the topic of Jobs and careers, right!
	S(s)	: ---
Lo3:3	T	: Today, we'd like to do more on discourse markers?
	S(s)	: ----
Lo3:4	T	: Tell me what's word that stick ideas together?
	S(s)	: connectives…and , but
Lo3:5	T	: Partly correct…
	S(s)	: what's that?
Lo3:6	T	: So we have the purpose like adding information which is important…
	S(s)	: like moreover, furthermore…
Lo3:7	T	: They are what we call the signpost words…like finally, all in all,
	S(s)	: ----
Lo3:8	T	: how about linking ideas…
	S(s)	: in fact, of course….
Lo3:9	T	: and giving examples?
	S(s)	: for examples, for instance, such as ….
Lo3:10	T	: and sequencing or putting into order…
	S(s)	: first, second, then…
Lo3:11	T	: Let do an exercise …
	S(s)	: Text A or B?
Lo3:12	T	: Let's read the text yourself and give comments whether there are discourse markers?
	S(s)	You can mark or highlight the markers….
		: ---
Lo3:13	T	: I'll give you 5 minutes to read…
	S(s)	: ---
Lo3:14	T	: Then pair with the one next to you…and compare the markers circled….
	S(s)	: ---
Lo3:15	T	: Did you find more than 5 in text A?
	S(s)	: Yes, more than 6-7…
Lo3:16	T	: In your pair, tell me the markers?
	S(s)	: and…
Lo3:17	T	: what else?
	S(s)	: In other words…
Lo3:18	T	: then?
	S(s)	: As a result…in addition…

Lo3:19	T	: Can you find the most frequent words?
	S(s)	: "and"?
Lo3:20	T	: Right.
	S(s)	: Text B is more than Text A…more linking…
Lo3:21	T	: Actually, when we see activity 2, it's more than we expect…
	S(s)	: ---
Lo3:22	T	: The example here is "Let's all go green!"
	S(s)	: finding the words…
Lo3:23	T	: Well, this time just read the passage and find out the answers from questions 1-5…
	S(s)	: ---
Lo3:24	T	: I'll give you 10 minutes to do it…
	S(s)	: ---
Lo3:25	T	: For question 1-2, it's B and D, how about 3?
	S(s)	: We think it's first…
Lo3:26	T	: First…first of all…
	S(s)	: and eventually?
Lo3:27	T	: Yes, the two markers are correct!
	S(s)	: ---
Lo3:28	T	: How about question 4? It's easy to start with first, second, third as an adverb…
	S(s)	: firstly, secondly, thirdly….
Lo3:29	T	: These are the sequence words….
	S(s)	: words are in order….
Lo3:30	T	: Next, turn to page 7…the exam skills…let's complete the words in sequence….
	S(s)	: We'll start with firstly, secondly and thirdly…..
Lo3:31	T	: We're going to talk more about tackling implicit & explicit information questions…
	S(s)	: ---
Lo3:32	T	: It's important to read through a text and underline rhetorical devices and discourse
	S(s)	markers….
		: How we know about the writer's purpose and opinion…?
Lo3:33	T	: think about the function of the devices and markers…?
	S(s)	: adding information, asking a question, comparing, contrasting, etc
Lo3:34	T	: Let's form groups of 4 and read the examples from 1-3
	S(s)	: ---
Lo3:35	T	: The first group will be responsible for example 1, summarizing an entire text and group
	S(s)	2, summarizing specific paragraphs of a text…and group 3, summarizing views in a
		text…
		:
Lo3:36	T	: I'll give you 5 minutes to read…

	S(s)	: ----
Lo3:37	T	: What's the main idea in example 1?
	S(s)	: Group 1 – keep the meaning of the original text
Lo3:38	T	: Group 2….
	S(s)	: ---
Lo3:39	T	: Group 3…
	S(s)	: keep the original views…
Lo3:40	T	: So we can use the skills in cloze summary questions, short response questions, etc
	S(s)	: ---
Lo3:41	T	: I'll invite more groups tomorrow….
	S(s)	: ---

Tyson
Lesson Observation (LO1)

Coding	T-S	Content
Lo1:1	T	: Good morning…class…
	S(s)	: Good morning….
Lo1:2	T	: Today we will talk about jargons?
	S(s)	: …what's the meaning of jargon?
Lo1:3	T	: Well, let's look at here… jargons are words or phrases used by professionals….
	S(s)	: … the professions of some jobs…?
Lo1:4	T	: That's right!
	S(s)	: Does it use in daily life?
Lo1:5	T	: No, not actually, let's work out the meaning of jargons…
	S(s)	: ---
Lo1:6	T	: jargons are used in context, logic and general knowledge….
	S(s)	: …examples…
Lo1:7	T	: The examples are digital divide, bounce message and gigabyte….
	S(s)	: we don't use every day…
Lo1:8	T	: let say digital divide….
	S(s)	: is that some use it and some not….
Lo1:9	T	: partly correct….
	S(s)	: what's that?
Lo1:10	T	: It's the gap between some have access IT and some don't ….
	S(s)	: um…is not used every day….
Lo1:11	T	: not really…but sometimes we use it in the IT company….
	S(s)	: Oh….

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Lo1:12	T	: Let say recruitment CV or interviewee….
	S(s)	: I know CV is a list of background, experience, education, etc….
Lo1:13	T	: It's a document to summarise your qualifications, work experience and personal details….
	S(s)	: Oh… we did that in another course ….the Applied Learning…..
Lo1:14	T	: Is that interesting…?
	S(s)	: Not really…
Lo1:15	T	: Why…?
	S(s)	: Lots of information to recall…
Lo1:16	T	: Like…what?
	S(s)	: the years we graduated, the wards…
Lo1:17	T	: So CV is Curriculum Vitae….
	S(s)	: CVs…..
Lo1:18	T	: Let's do an activity…
	S(s)	: in page 3?
Lo1:19	T	: Yes, activity 1…
	S(s)	: ---
Lo1:20	T	: Spend 3 minutes to read through the text and complete the question…in pairs
	S(s)	: too short…can we have more time?
Lo1:21	T	: Ok, let's take 5 minutes…
	S(s)	: OK
Lo1:22	T	: Anyone know the question – AGM mean?
	S(s)	: AGM – about the meeting or members?
Lo1:23	T	: About the yearly gathering to discuss something….
	S(s)	: um…is that C, Annual General Meeting…AGM
Lo1:24	T	: Quite good…
	S(s)	: ----
Lo1:25	T	: Next, let's turn to page 4…
	S(s)	: identifying and understanding….back-reference?
Lo1:26	T	: What are they?
	S(s)	: Refer to something…
Lo1:27	T	: Yes, reference words, like pronouns, synonyms, paraphrasing, etc….
	S(s)	: ----
Lo1:28	T	: Let's pay attention to an example from John's colleagues on page 4….
	S(s)	: I know, his refers to John's…right?
Lo1:29	T	: Right, but let's look at question 1….
	S(s)	: him – John….the reflective pronouns…?
Lo1:30	T	: And the possessive – his…

	S(s)	: John's …right?
Lo1:31	T	: And page 5 – synonyms ….?
	S(s)	: don't know…
Lo1:32	T	: it's words or expressions to have similar meaning….
	S(s)	: similar or alike….
Lo1:33	T	: Lucky…?
	S(s)	: Don't know….
Lo1:34	T	: Starting from letter "f"
	S(s)	: Fortunate….?
Lo1:35	T	: Right…correct…!
	S(s)	: Co-workers are people working together, so colleagues…

Lesson Observation (LO2)

Coding	T-S	Content
Lo2:1	T	: Good morning, class.
	Ss	: Good morning.
Lo2:2	T	: Let's turn to page 9-10.
	Ss	
Lo2:3	T	: Who knows the word "biography"?
	S(s)	---
Lo2:4	T	: Let's see the prefix "bio"?
	S(s)	: Biology?
Lo2:5	T	: Not really?
	S(s)	: "Bio" means something with human being….
Lo2:6	T	: Getting near….
	S(s)	: The information about human?
Lo2:7	T	: Very near…
	S(s)	: It's about the personal data…
Lo2:8	T	: "bio" is matched with "graphy"…
	S(s)	: The personal stories…
Lo2:9	T	: Yes, let's see para 1 first…what's the word "quintessential" mean?
	S(s)	: Example?
Lo2:10	T	: The story of Simon is very successful?
	S(s)	: He's very famous but I don't think he's successful…
Lo2:11	T	: The first paragraph says that the story of Simon Yam is a successful person…
	S(s)	: So he's very successful?
Lo2:12	T	: Right, "quintessential" means someone who is very successful and is a typical

	S(s)	example…

Lo2:13	T	: From your parts of speech, what's it?
	S(s)	: An adjective
Lo2:14	T	: An adjective modifies the noun phrase "Hong Kong actor"…
	S(s)	: So the statement of telling Simon is a successful person…
Lo2:15	T	: Well, what did he do before?
	S(s)	: He works as a model in a print ads and commercials…
Lo2:16	T	: What's wrong with "he works" here?
	S(s)	: (Other students) He should say "he worked" instead of "works" because of using "did"…
Lo2:17	T	: Let's look at line 20, how "cause" is used in the text?
	S(s)	: I think "cause" is used to tell the aim?
Lo2:18	T	: The aim or purpose?
	S(s)	: The aim….
Lo2:19	T	: Not really…it should be the "reason for something"….
	S(s)	: The reason for the promotion of the giant panda…
Lo2:20	T	: That's true…
	S(s)	: Reason for something as noun…
Lo2:21	T	: Also, in paragraph 4, which words mean children?
	S(s)	: ---
Lo2:22	T	: It also expresses in the same meaning as children…
	S(s)	: Kids…
Lo2:23	T	: That's right!
	S(s)	: ----
Lo2:24	T	: Have you completed the parts of speech table?
	S(s)	: Yes…
Lo:25	T	: What did you find the word "versatility"?
	S(s)	: As an adjective – "Versatile"…
Lo2:26	T	: What part of speech is "versatility"?
	S(s)	: As a noun here….
Lo2:27	T	: What does it mean?
	S(s)	: Having lots of areas they know…
Lo2:28	T	: That's getting near…
	S(s)	: Having different skills…
Lo2:29	T	: Yes different talents and lots of effort in polishing the skills
	S(s)	: That's having a variety of skills….
Lo2:30	T	: Skills …talents….

	S(s)	: Talents?
Lo2:31	T	: Talents mean lots of areas of interest…
	S(s)	----
Lo2:32	T	: Last, what's the entire text for words or expressions?
	S(s)	----
Lo2:33	T	: Building or making?
	S(s)	: Cons…Construction?
Lo2:34	T	: Yes, construction….
	S(s)	---
Lo2:35	T	: Then, another one. Not having the same amount of money or opportunity as others?
	S(s)	----
Lo2:36	T	: Let's get into pairs to decide the meaning….3 minutes?
	S(s)	----
Lo2:37	T	: I'll give all of you to refer the meaning from the text, right?
	S(s)	(3 minutes)
Lo2:38	T	: What's the meaning?
	S(s)	: Under…underprivileged?
Lo2:39	T	: That's right!
	S(s)	----

Lesson Observation (LO3)

Coding	T-S	Content
Lo3:1	T	Good morning, class!
	Ss	Good morning, Sir!
Lo3:2	T	Today we'd look at the Writing skills.
	Ss	---
Lo3:3	T	Let's do some pre-task first.
	S(s)	P.11?
Lo3:4	T	That's right! P.11-12
	S(s)	---
Lo3:5	T	It's important to know the symbols and their meaning.
	S(s)	Why?
Lo3:6	T	It's easy to look at the symbol and see which part of speech or tenses that you are not
	S(s)	good at.
		Correction symbols?
Lo3:7	T	The symbols tell you which are your errors…
	S(s)	Errors correction….

Lo3:8	T	For example, T stands for wrong tense, for example, to lived….
	S(s)	To lived?
Lo3:9	T	"To" as an infinitive and is followed by the present tense.
	S(s)	Should be "to live", right?
Lo3:10	T	And S stands for spelling, because we are having lots of time for misspelling the words….
	S(s)	Yesterdy….should yesterday…
Lo3:11	T	^ is circumflex which stands for something missing…more information being added.
	S(s)	She happy and should she is happy…right?
Lo3:12	T	That's right.
	S(s)	W? and N?
Lo3:13	T	W stands for the word choice and N stands for the wrong number, like nouns,
	S(s)	subject-verbs agreement…
		So don't say "she was happily"….
Lo3:14	T	Yes, should be she was happy to form the Subject-verb-adjective.
	S(s)	---
Lo3:15	T	Let's pair up and look at the first W here in Li Ka Shing passage…
	S(s)	The W stands for the wrong choice, the noun should be changed…
Lo3:16	T	Noun here is success and change to an adjective – successful…
	S(s)	The most successful…
Lo3:17	T	The adjective here is successful and modifies the noun "business"…
	S(s)	How about the W?
Lo3:18	T	Yes in Question 2, W stands for the wrong choice of word or part of speech…
	S(s)	It's the comparative, -er?
Lo3:19	T	It should be the superlative, the ---est…
	S(s)	The richest men…the superlative…
Lo3:20	T	Also in Question 3, the subject Li is singular and the subject-verb agreement is not
	S(s)	matching…
		Should it be Li is….
Lo3:21	T	The subject is Li and followed by the verb "is"…
	S(s)	Li is….
Lo3:22	T	Question 4 missing the information of the preposition?
	S(s)	The preposition is "in" Hong Kong….not at?
Lo3:23	T	Not at, because it's the larger region, not specific…
	S(s)	The missing preposition is "in"….
Lo3:24	T	In Question 5, the noun "reflection" is wrong?
	S(s)	Yes, the spelling…"ion"
Lo3:25	T	A reflection or reflection?
	S(s)	Reflection?

Lo3:26	T	Usually the noun phrase ends with "ion"…
	S(s)	"ion" for mostly noun…
Lo3:27	T	In Question 6, some Hong Kong…
	S(s)	Some of…
Lo3:28	T	Yes, it is missing "of" among the biggest companies….
	S(s)	Some of the biggest companies…
Lo3:29	T	In Question 7, Li is said to lived quite a simple life…
	S(s)	To lived…to live which is followed by the bare infinitive…
Lo3:30	T	Right, when you look at other's piece of writing, you can spot lots of the errors…
	S(s)	How?
Lo3:31	T	By pairs or using some basic strategies to proofread the text first and check it with your
	S(s)	peer….

Lo3:32	T	I think we have to be consistent in proofreading the texts after we have written the first
	S(s)	draft…
		That's true!
Lo3:33	T	So grammatical errors are important to learn from the first draft and then polish it..
	S(s)	---
Lo3:34	T	What other symbols should we learn?
	S(s)	The notes will tell you which symbols are using here…
Lo3:35	T	Let's turn to p.12 and get prepared for the strategies for proofreading the text…
	S(s)	-----

Yvette
Lesson Observation (LO1)

Coding	T-S	Content
Lo1:1	T	Today we will focus on writing a piece of letter and here's some suggestions.
	S(s)	---
Lo1:2	T	You're also going to write a letter to your friends, he or she may have some problems.
	S(s)	---
Lo1:3	T	He or she may not know how to solve problems.
	S(s)	---
Lo1:4	T	For the format, it will be semi formal and keep writing to your friend in a more formal
	S(s)	way.

Lo1:5	T	You try to give him or her as many suggestions as possible.
	S(s)	---

Lo1:6	T	So bear in your mind, it should be a letter of advice. You try to look at the problems and think about it to your friend. Okay. And you need to be positive to give positive
	S(s)	comments
Lo1:7	T	You need to, sometimes, support your opinions or some suggestions in some cases. Okay.
	S(s)	
Lo1:8	T	And you can encourage your friends to take your advice and try to solve the issues that he
	S(s)	or she has.
Lo1:9	T	So I'm not going to go through the format with you because you have the previous learning in the previous lessons.
	S(s)	
Lo1:10	T	So just a very beginning of the letter, you need to write Dear…Dear someone
	S(s)	Dear what?
Lo1:11	T	Dear your friend's name…
	S(s)	Um…
Lo1:12	T	For example, dear…
	S(s)	Dear Mary, very good…
Lo1:13	T	And you just write down the friend's name
	S(s)	Friend's name?
Lo1:14	T	Or it can very simple, like Dear Miss Chan or Miss Chan
	S(s)	----
Lo1:15	T	For the opening, what you need to write…? Wing Yee?
	S(s)	Me?
Lo1:16	T	You need to write "Thanks for your letter, thanks for your email", right?
	S(s)	----
Lo1:17	T	You seems to be worried about something, right? Mentioned the problems
	S(s)	----
Lo1:18	T	And then I'd like to ask Jeffery, I'd like to ?
	S(s)	Give suggestions to him…
Lo1:19	T	Yes, give suggestions to him, very good.
	S(s)	---
Lo1:20	T	So you need to mention this at the very beginning.
	S(s)	---
Lo1:21	T	Then for the body of the letter, Jenny, what you have to include?
	S(s)	---
Lo1:22	T	You can say, I understand, you can be more sympathetic to your friend…
	S(s)	---
Lo1:23	T	Show that you understand her feeling, okay. Before you make the suggestions.

	S(s)	OK!
Lo1:24	T	Here're some points you can use, what else?
	S(s)	Don't know…
Lo1:25	T	You can mention all the suggestions, you can say….
	S(s)	Um…
Lo1:26	T	You can say what?
	S(s)	I ….
Lo1:27	T	You can say I really hope my advice is useful….
	S(s)	Useful….
Lo1:28	T	Okay, very good, you can give some suggestions, very useful.
	S(s)	Smiling ….
Lo1:29	T	At the end of the letter, what do you need to write?
	S(s)	Closing…name…
Lo1:30	T	For example, you will use best regards, love, yours sincerely….
	S(s)	….
Lo1:31	T	After I write down some closings, so what do I do? Do I need to?
	S(s)	….
Lo1:32	T	All I need to write, in name, say in English….
	S(s)	Our names…
Lo1:33	T	That's right!
	S(s)	The name you write….
Lo1:34	T	Now I'm going to give you the format of the advice, let's practice with your pair….
	S(s)	In pair?
Lo1:35	T	I'll give you the situation…
	S(s)	The situation?
Lo1:36	T	You read, Your friend Susan has sent you a letter saying that she is very worried about her exams. She studies until midnight every night. She feels depressed because her grades are dropping, even though she is working so hard. Write a letter to your friend giving her advice.
	S(s)	
Lo1:37	T	Yes, good, I'll go through the structure with you.
	S(s)	In salutation, opening, body after your have finished your discussion in pairs.
Lo1:38	T	Can anyone give me the step for the writing?
	S(s)	Check writing is complete and editing?
Lo1:39	T	What else, in the opening?
	S(s)	I'm sorry you haven't been playing basketball late. We all miss you!
Lo1:40	T	Good and the body?
	S(s)	Yes, it's quite hard to just eat healthy food….
Lo1:41	T	Let's post some of your work out and read aloud.

	S(s)	"At lunchtime, I only have one serving of food in the canteen. I adore chicken wings…
Lo1:42	T	Great!
	S(s)	---

Lesson Observation (LO2)

Coding	T-S	Content
Lo2:1	T	Our topic is about Great Products and inventions, we need to form groups.
	Ss	---
Lo2:2	T	Please form groups of 4.
	Ss	Form groups?
Lo2:3	T	Each group member needs to skim one paragraph and find out what invention that
	S(s)	paragraph talks about.

Lo2:4	T	You need to explain the invention to your group members and stick the right picture
		below the question
	S(s)	"What's this invention?"

Lo2:5	T	First, I'll demonstrate one example for you.
	S(s)	---
Lo2:6	T	It is usually made of nylon material. The outside of one piece of it is covered with many
	S(s)	small hooks.
		What's that?
Lo2:7	T	When two pieces of this material are pressed together, they would stick to each other. We
		use it in clothes, bags, shoes and many other things that need quick and easy fastening.
	S(s)	Sticky things?
Lo2:8	T	Um….you use it with your shoe….(give them 5 minutes)
	S(s)	Shoes?
Lo2:9	T	(5 minutes later) guest what?
	S(s)	Don't know…
Lo2:10	T	It's a Velcro…
	S(s)	A Velcro?
Lo2:11	T	Right, we will use the jigsaw activity to form a whole picture…it's noun.
	S(s)	Jigsaw?
Lo2:12	T	Like the pieces of puzzles sticking all together…
	S(s)	This is what we say wacky?
Lo2:13	T	It's an adjective, wacky means something strange enough to make an invention…
	S(s)	An invention is a noun too?

Lo2:14	T	That's right!
	S(s)	---
Lo2:15	T	Let's try another one.
	S(s)	Ok (all)
Lo2:16	T	It has a series of clasps. It could be closed or opened by sliding a piece of metal or plastic over the clasps.
	S(s)	---
Lo2:17	T	Nowadays, we can find it everywhere in our daily items, e.g. schoolbags, clothes.
	S(s)	---
Lo2:18	T	Who knows?
	S(s)	What's the clasp?
Lo2:19	T	Like the brushes…
	S(s)	Brushes?
Lo2:20	T	(3 minutes later)
	S(s)	---
Lo2:21	T	It's a zip…
	S(s)	Um…not easy….
Lo2:22	T	I'll give each group 5 minutes to think about and come up with an answer.
	S(s)	C and D section?
Lo2:23	T	(5 minutes later) It is a long narrow strip of transparent plastic with one normal smooth side but the other side with sticky glue.
	S(s)	---
Lo2:24	T	People use it to stick paper or other things together.
	S(s)	---
Lo:25	T	Stick it with tapes…
	S(s)	More sticky?
Lo2:26	T	Any one?
	S(s)	How we use it?
Lo2:27	T	In your daily life…
	S(s)	In clothing…
Lo2:28	T	No, anything that's being torn…
	S(s)	Papers?
Lo2:29	T	Yes, like a piece of papers being broken…
	S(s)	A sticky tape?
Lo2:30	T	Yes, you got it..
	S(s)	Hey…..prizes?
Lo2:31	T	Later…
	S(s)	---

Lo2:32	T	It is a bottle of white paint.
	S(s)	---
Lo2:33	T	When we write down anything wrong on the paper, we can paint a little amount over the error
	S(s)	---
Lo2:34	T	….and we may write the corrections on the paint after it is dry.
	S(s)	Correction pen?
Lo2:35	T	Getting near…
	S(s)	A correction fluid?
Lo2:36	T	Yes, it's a liquid paper…
	S(s)	Um….
Lo2:37	T	Now use the information from the texts and find out the time, place and inventor of each…
	S(s)	----
Lo2:38	T	I'll give your group for 5 minutes to extract information from p.124.
	S(s)	---
Lo2:39	T	Let's check the answers one by one…
	S(s)	---
Lo2:40	T	We will continue in the next lessons.
	S(s)	---

Lesson Observation (LO3)

Coding	T-S	Content
Lo3:1	T	Good afternoon…
	Ss	Good afternoon, Miss.
Lo3:2	T	Last time what we did was the layout of the letter of advice…
	Ss	----
Lo3:3	T	Today, we'll start with the classmate, Justin, about the email…
	S(s)	His problems…again?
Lo3:4	T	Yes, he asked you for the suggestion then.
	S(s)	Suggestions?
Lo3:5	T	The suggestions for the programme to study…important?
	S(s)	Important!
Lo3:6	T	Of course, look at here, you will start with the date and follow by the framework here…
	S(s)	Introduction, body?

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Lo3:7	T	Yes, body and closing paragraphs and closing with signature…
	S(s)	---
Lo3:8	T	Tell him how to solve the problems ahead…
	S(s)	The problems ar…
Lo3:9	T	In a letter of advice…
	S(s)	---
Lo3:10	T	Like to respond "I'm desperate! I'm not sure if ….suitable for me!"
	S(s)	How to give advise…
Lo3:11	T	Good and then we will form groups of 4 again and work for 5 minutes for the ideas…
	S(s)	5 minutes more?
Lo3:12	T	About 8 minutes, OK?
	S(s)	Okay….
Lo3:13	T	So find out the problems of his and list it out…
	S(s)	With problems and solutions?
Lo3:14	T	Right! Let's start now..
	S(s)	---
Lo3:15	T	(8 minutes later)
	S(s)	How to solve stressful?
Lo3:16	T	Um…tell him to relax a bit and think of the most important task first…
	S(s)	----
Lo3:17	T	Before you have your ideas, I'd like to tell you the structures…
	S(s)	The structure?
Lo3:18	T	About "I understand that you have a difficult time at school. Let me give you some
	S(s)	suggestions.
		Introduction?
Lo3:19	T	Yes, to introduce and tell the readers to understand the situation…
	S(s)	----
Lo3:20	T	So next, what's his problem?
	S(s)	Stressful, worried and feel puzzled…..
Lo3:21	T	To say that you understand him, you should say "you ought to" or "you should" in
	S(s)	structure.
		Like you ought to ask for help?
Lo3:22	T	Also find out the other problems and tell him you address the questions…
	S(s)	Like what?
Lo3:23	T	You feel stressful and you should arrange your timetable in your best time…
	S(s)	To arrange the time properly…
Lo3:24	T	The whole piece of advice is to suggest and tell your friend that you support him…
	S(s)	Why sometimes use "should" or "ought to"?

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Lo3:25	T	These are the modal verbs to tell the mood that you have in your mind…
	S(s)	Modal verbs…?
Lo3:26	T	Like using "could", "would" to tell the present mood in the situation…
	S(s)	That's why we use "should" or "ought to"….
Lo3:27	T	Let's break the questions into 4 parts and each group is responsible for one…
	S(s)	In groups of 4?
Lo3:28	T	Yes, he isn't sure about the programme they study and try to make suggestions to him.
	S(s)	Look for what the programme is about?
Lo3:29	T	Right, partly you can say the objectives of the programme are?
	S(s)	---
Lo3:30	T	The next one is that he feels stressful because of the homework.
	S(s)	Arrange the timetable?
Lo3:31	T	This is one way to arrange the timetable to fit the time….
	S(s)	Or to find out the best allocation of time….
Lo3:32	T	The third is that he feels puzzled as he worries he can't find a job after the programme…
	S(s)	I suggest he should look for what his interests are first and then look for the job….
Lo3:33	T	Finally, you have to use all the structures provided like "I understand that", "I suggest
	S(s)	that"….
		Or the modal verbs…
Lo3:34	T	They should be appeared in the whole piece of writing to tell readers about the tone and
	S(s)	setting…

Lo3:35	T	Let's draft your essay in groups of 4 and present the outline to the class after 10 minutes.
	S(s)	----
Lo3:36	T	Let's present what you have come up with in your discussion….
	S(s)	Our group first?
Lo3:37	T	You may start with the structure and use of grammar….?
	S(s)	We have discussed the structure – "I understand that…I know that… You should….You
		ought to…"
Lo3:38	T	What else is your use of tenses?
	S(s)	The tenses should be in modal form, using should/could/would, etc in present tense….
Lo3:39	T	What did you suggest?
	S(s)	We suggest that Chris should talk to his class teacher about the programme…
Lo3:40	T	That's good indeed! (Bell rings)
	S(s)	Goodbye teacher!

Dicky
Lesson Observation (LO1)

Coding	T-S	Content
Lo1:1	T	: Good morning…class…
	S(s)	: Good morning….
Lo1:2	T	: Let's have the writing lesson today.
	S(s)	: ---
Lo1:3	T	: We need to know some of the features of making suggestions.
	S(s)	: The suggestion forms?
Lo1:4	T	: Yes, we also need to write the statements of promotions, celebrities and any extra
	S(s)	information.
		: or both of the promotions and celebrities
Lo1:5	T	: You can add some extra information too
	S(s)	: in the form?
Lo1:6	T	: Yes, before that we need to practice the structure….
	S(s)	: The structure?
Lo1:7	T	: Like "I suggest" in present form and "I would like to suggest" in modal form…
	S(s)	: in present tense, ok?
Lo1:8	T	: normally you pay attention to the tense, tones and register.
	S(s)	: what's register?
Lo1:9	T	: That's the particular way you tell the readers in formal or informal way.
	S(s)	: Then we are formal or informal?
Lo1:10	T	: When you make suggestions…you need to be formal as you tell your friends the precise
	S(s)	suggestions.
		: or informal, they are my friends?
Lo1:11	T	: Now pay attention to the tones as well.
	S(s)	: the tones?
Lo1:12	T	: The tones will put your through to your friend's readiness to accept your views or not.
	S(s)	: a high or low tone?
Lo1:13	T	: The tone will set your suggestion form in a formal or informal way.
	S(s)	: ----
Lo1:14	T	: After you make you suggestions, give more examples.
	S(s)	: examples?
Lo1:15	T	: Like you say you have a big function and then?
	S(s)	: Then invite some friends..
Lo1:16	T	: Not only friends, but the famous singers, businessmen, etc
	S(s)	: any other?
Lo1:17	T	: Also suggest what the Tourism Board (TB) should do?
	S(s)	: The TB?
Lo1:18	T	: TB for short.

	S(s)	: Yes, TB
Lo1:19	T	: You can point out the functions of TB and the use in it…
	S(s)	: the functions?
Lo1:20	T	: The functions are to promote more Hong Kong movies to the world…
	S(s)	: the world?
Lo1:21	T	: The world means all the countries that they should know….
	S(s)	: the movies…
Lo1:22	T	: You can write "I suggest that Hong Kong Tourism Board should…."
	S(s)	: only I suggest?
Lo1:23	T	: Or you can say my suggestions are….
	S(s)	: are…inviting famous people to come to Hong Kong…
Lo1:24	T	: What about the invitation of celebrities?
	S(s)	: The singers in Hong Kong and Japan…
Lo1:25	T	: The other activities include dragon boat races, lion dances, etc
	S(s)	: they are interesting activities….
Lo1:26	T	: any other interesting activities?
	S(s)	: firework
Lo1:27	T	: yes, more firework…
	S(s)	: we like fireworks
Lo1:28	T	: Also, in writing the suggestions, write "It is my suggestions …."
	S(s)	: How can we use it?
Lo1:29	T	: It is my suggestions to invite the famous people from around the world
	S(s)	: or I'd like to suggest that…
Lo1:30	T	: yes sure, you can suggest that…
	S(s)	: what about suggest, followed by?
Lo1:31	T	: Followed by gerund in +ing form…
	S(s)	: I suggest going there for a visit
Lo1:32	T	: It's good to suggest visiting there…
	S(s)	: suggest visiting Hong Kong…
Lo1:33	T	: Let's repeat like this, I suggest going / visiting / inviting…
	S(s)	: suggest going / visiting / inviting…
Lo1:34	T	: Great! You can practice more…
	S(s)	: or my suggestions are…
Lo1:35	T	: For the three parts, pay attention to the first two, promotions and celebrities
	S(s)	: ---
Lo1:36	T	: Let's write in 100 words
	S(s)	: 100 words?
Lo1:37	T	: pay attention to tenses, choice of words and the tones/register

	S(s)	: ---
Lo1:38	T	: hand in next week
	S(s)	: goodbye

Lesson Observation (LO2)

Coding	T-S	Content
Lo2:1	T	: Let's focus on a piece of short writing task
	S(s)	: ---
Lo2:2	T	: You need to write in 200-word about the letter of advice to your mentee.
	S(s)	: Mentor and mentees?
Lo2:3	T	: They are helping each other by giving suggestions or advice.
	S(s)	: ---
Lo2:4	T	: What's the situation here?
	S(s)	: You need to give advice to a mentee called Jackie.
Lo2:5	T	: Just read the situation and the details of the letter.
	S(s)	: ---
Lo2:6	T	: I'll give you 5 minutes to read through the details.
	S(s)	: unhappy…few friends…no one seems to like to me
Lo2:7	T	: Right….let's summarise the details after 5 minutes….
	S(s)	: ----
Lo2:8	T	: (After 5 minutes) Who can tell me the details?
	S(s)	: Having crash diet but eat even more…because he feels rather negative in images
Lo2:9	T	: That's true. We need some help to Jackie, right!
	S(s)	: Try to tell him there is hope…
Lo2:10	T	: Also, let focus on the grammar and the language use…modal verbs
	S(s)	: may/might, can/could, should/ought to
Lo2:11	T	: Also by showing your advice systematically by using adverbial phrases or adverbs
	S(s)	: using firstly. Secondly, then and finally…
Lo2:12	T	: Also use 'reference expressions" to refer to specific problems..
	S(s)	: what can we use?
Lo2:13	T	: like talking about, referring to, concerning, etc
	S(s)	: any examples?
Lo2:14	T	: You can say "talking about fat and unattractive, I suggest that you can…"
	S(s)	: Can we say "referring to…."?
Lo2:15	T	: Yes, you can also say concerning….or about…..
	S(s)	: ----
Lo2:16	T	: Let's do the first paragraph as opening

	S(s)	: saying what?
Lo2:17	T	: saying you have got the letter and showing your concerns
	S(s)	: ---
Lo2:18	T	: Let's work in pair and I'll give you 3 minutes
	S(s)	: 3 minutes?
Lo2:19	T	: (3 minutes later) which pairs?
	S(s)	: ---
Lo2:20	T	: This pair…can you tell the class about the structure of the first paragraph?
	S(s)	: "I'm sorry to hear that you have been very unhappy….I really understand your situation…."
Lo2:21	T	: That's right!
	S(s)	: "I'd like to give you some suggestions"
Lo2:22	T	: Also, you can repeat his questions in the letter?
	S(s)	: You mentioned you got few friends and you are fat and unattractive…
Lo2:23	T	: That's good! Let move on to the second paragraph…
	S(s)	: the advice?
Lo2:24	T	: Yes the advice on telling him the appearance is not important…using modal verbs
	S(s)	: may or can?
Lo2:25	T	: You should appreciate yourself….
	S(s)	: You can appreciate yourself more….
Lo2:26	T	: Or saying "I believe you can do that and you would make more friends"
	S(s)	: using modal verbs like can or would
Lo2:27	T	: The modal verbs have the level of intensity…from strong to weak
	S(s)	: may and have to or must?
Lo2:28	T	: That's right! Don't misuse them.
	S(s)	: More advice?
Lo2:29	T	: The advice on making friends?
	S(s)	: Using some modal verbs as well?
Lo2:30	T	: The modal verbs like it is better or may….the intensity is less strong or suggestions
	S(s)	: You may go to join some exchange tours and make friends
Lo2:31	T	: That's right! If you know him well, using a stronger one works
	S(s)	: Using "have to" / should
Lo2:32	T	: Both are correct!
	S(s)	: Bye!

Lesson Observation (LO3)

Coding	T-S	Content

Lo3:1	T	: Today we have to learn how to write a letter of application
	S(s)	: ---
Lo3:2	T	: You should tell that what you are applying for….
	S(s)	: a position?
Lo3:3	T	: Right! Name a job you like.
	S(s)	: Sales
Lo3:4	T	: Just think of some other types
	S(s)	: Officer?
Lo3:5	T	: What kinds of officers?
	S(s)	: Sports or Recreation Officer
Lo3:6	T	: So in the first paragraph, we use the present tense or present continuous as starter….
	S(s)	: am writing…
Lo3:7	T	: Or you can start with Referring to you advertisements
	S(s)	: the ads for application
Lo3:8	T	: In the second paragraph, you can write some job experiences
	S(s)	: use what kind of tense?
Lo3:9	T	: Past form…past tense….
	S(s)	: I worked as …
Lo3:10	T	: Also you can say I learned some experiences….
	S(s)	: How about the education level?
Lo3:11	T	: Just tell what you did and what you have done…
	S(s)	: Using past tense?
Lo3:12	T	: Can be past tense or telling something you have started but not completed in studies
	S(s)	: in present participle..
Lo3:13	T	: Like I have studied or I graduated…
	S(s)	: Using both?
Lo3:14	T	: Just depends on the form you use…the situation is simple and about what interests you
	S(s)	have…
		: The third paragraph?
Lo3:15	T	: It should be about the interests?
	S(s)	: sports or recreations? What tenses?
Lo3:16	T	: Because you still work on it, use present or present continuous
	S(s)	: Like I am very interested in…
Lo3:17	T	: Or I believe I am suitable for…
	S(s)	: using I….
Lo3:18	T	: That's right!
	S(s)	: How about the last paragraph?
Lo3:19	T	: Point out that you are open to have the interview…

	S(s)	: saying do not hesitate…
Lo3:20	T	: Yes, do not hesitate to contact me
	S(s)	: using the conditional, if….
Lo3:21	T	: If you require any further information…
	S(s)	: How about I look forward…
Lo3:22	T	: Yes, I look forward to as a phrase
	S(s)	: followed by gerund?
Lo3:23	T	: Yes with +ing form
	S(s)	: I look forward to hearing from you…
Lo3:24	T	: That's right!
	S(s)	: Um…
Lo3:25	T	: Now work on the first paragraph using present tense to tell …
	S(s)	: to tell what and why we are writing…
Lo3:26	T	: Yes, writing to point out your intention to apply…
	S(s)	: formal or informal?
Lo3:27	T	: Of course, formal…
	S(s)	: in style …
Lo3:28	T	: right tone and style…
	S(s)	: with formal tone and style?
Lo3:29	T	: also pay attention to tense with tense markers…
	S(s)	: Today or now or currently…
Lo3:30	T	: These all signify the tense…
	S(s)	: important?
Lo3:31	T	: Very important…
	S(s)	: so the tense and the tone…
Lo3:32	T	: Right!
	S(s)	: ----
Lo3:33	T	: Now let's complete the after class exercise of blanking filling for the present and past
	S(s)	tense.
		: How about the past continuous tense?
Lo3:34	T	: Let's do it after the class as well!
	S(s)	: -----

Appendix 7 - Sample Collections

(A) Karen

Module 1: Leisure and Entertainment
Newspaper Cutting (1)

You may choose either Article 1 or Article 2 to do the following exercises.

Exercise 1

After reading the article, write down your comments or feelings below in approximately 50 words.

I feel shocked. because Fiona was secretly photographed at home.
so. Fiona felt shocked. I feel upset. because paparazzi
invaded her privacy. if I were Fiona. I would feel
angry because. my photo all people secretly the ophotographed
I think Every one should have privacy.

Keep trying !!

Exercise 2

Choose two or more vocabulary items you have learnt from the article.
Write down their part of speech (e.g. Noun, Adjective, Adverb...) and write one example for each of them.
An example has been done for you.

Vocabulary	Part of Speech	Example
E.g. tabloid	Noun	I hate tabloids using photos to make up lies!
Paparazzi	N	Paparazzi invaded Fiona sit's privacy.
Perpetrators	N	Her record label reserved the right to take legal action
Publications.	N	her nose and other situations. have also made their way to the pages of publication

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(B) Carmen

You have received a letter from your friend Paula, who is a short story writer. She is writing a new horror story about a haunted school and is asking some students that she knows to help her describe her setting.

Write a reply to Paula, tell her whether or not you think your school would be a good setting for her horror story. Describe your school to Paula in order to explain your answer.

Sign your letter "Chris".

■ ■

Useful expressions and vocabulary:

1. There is hardly any life.
2. Everywhere is dull and lonely.
3. Everything sank into silence.
4. The air is cold and still.
5. I screamed and slammed the door shut.
6. The room was locked suddenly.
7. The main building has seven storeys and is able to hold over one thousand students.

Dark	Without the least sign of life	Horrible
Damp	A secluded place	Scary
Smelly	A chill wind	Spooky
Empty	Bare hills	Creepy
Campus	Covered playground	School hall
Gym room	Laboratory	Canteen / tuck shop
Alley	Corridors	Wooden door/ cupboard
Library	Co-educational school	Basketball court
Football field	Students' Union/ Association	Staff room

Dear Paula,

Thank you for your letter. I'm glad that I can help you out in your new horror story. Since my school has many rumours about ghosts, I think my school _Clear!_ would be a good setting for your horror story.

My school is a co-educational school. The main building has seven storeys and is able to hold over one thousand students. The school hall is the largest place in the campus, and there are a lot of horrible and creepy ghost stories about it. At night, everything in the hall sinks into silence. Some students who left school lately said when they walked pass the hall, they could hear some ~~creepy sound.~~ _strange noise_

Also, behind our campus are bare hills. Therefore, during night time, our school always seems dull and lonely. Especially in winter, the air is cold and still. On the _in_ ground floor, there is a gym room which ~~students are~~ _where_ not allowed to go ~~in there.~~ There are many different versions of rumours about the gym room. Some said that there was an accident years ago. A student went inside the gym room but the door was locked suddenly. However, no one discovered him and the next day the door was open but the student ~~was~~ disappear! Now, the gym room is empty and everyone is scared about it.

I think my school is quite spooky and scary. So, I hope these can help you in writing your new horror story.

Best wishes,
~~Chris~~
Chris

Wrong
relative clause!

You should try
more sentence
patterns

formal letter.

20/C 13
20/ L 10   _Style_
√ /S 5   _organization_
20/ O 9
         37
30

(C) Renate

<u>Task</u>

3. Describe what you saw in the outdoor cafe and create an ending on your own.   Write about <u>150</u> <u>words</u> in total. <u>Write on each line.</u>

From: Chris <Chris@yahoo.com.hk>
To: Tim <Tim@yahoo.com.hk>
Date: 17th September, 2010
Subject: Famous pop star in the cafe

Cafe

I was at an outdoor cafe in Sai Kung. (Suddenly), When I was seaching *[sp.]* the net by my personal notebook, a couple argued. I pay *[T]* attention to them and listen *[T]* what the *[sp]* were arguing. I think *[T]* the men *[N]* look liked *[T]* a star because he was wearing a pair of sunglasses to cover his face. *What about the woman? Who is she?*

The women *[N]* scolded *[Prep]* the men *[N]* because the men *[N]* didn't want to disclose their relationship.

Suddenly, the ~~women~~ women *[N]* ~~poured~~ was out of control *that* She poured a glass of water to the men *[N]* angrily. The men *[N]* took off his sunglasses immediately, ~~the~~ *con.* I saw his face clearly, he ~~is~~ was ~~step~~ *Are* a pop singer Andy lau.

Some ~~paparazzies~~ were taking photos of them *when* They ~~occured~~ *Where? How did they do that?* saw the paparazzies, so they stopped arguing and pretended to *nothing happened* and kept smiling.

Lastly, the ~~cople~~ couple left the outdoor cate

8

afraid

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and got into a taxi. Then the paparazzies ~~g~~ got into another taxi and follow the couple. I was shocked to be the witnees[sp] of their arguement.

~~Even~~ Even now, I still can't believe that I met andy lau and his girlfriend!

Bye for now!

Chris

Carman,

You are able to use some vocabulary items that better describe the actions / emotion of the couple. However, you didn't talk much about the paparazzi and they are very important in the incident. Please give more information about them when you are doing the second draft! Besides, you may need to organize the paragraphs better because I found the ideas quite difficult to follow.

12 OCT 2010

THE END

(D) Tyson

Write your **second draft** in the spaces provided.

Miki Shek
4th
(16)

Successful people in Hong Kong.

Introduction!

Today I am going to write _ ~~About.~~ a successful people in Hong Kong, who is she? She is Kelly Chan. Kelly Chan is 37 years old now. She is a singer and ~~also any~~ actress. Why I have chosen Kelly Chan as my topic? I want to write about her because she sings well and she ~~got~~ *has received* a lot of awards. She has got "Most popular female singer" from 1999 ~~too~~ to 2000 by TVB, "Most popular female singer all over Asia" from 2001 to 2006 by TVB and "Junior Chamber" by Junior Chamber International in 2004! Which makes her *a* famous people in the world.

I learnt *to* be helpful from this person. She is a great person in many people's eyes. Young people can learn things from them by ~~learning~~ learning her attitude.

In conclusion, she is definitely a role model of young people because of her achievement and contribution to the society. I hope young people in Hong Kong may learn from her, so that Hong Kong may has a bright future.

Not enough words!

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Write your **second draft** in the spaces provided.

Kelly

Today, I'm going to write about Kelly Chan. She is a very famas singer in Hong Kong.

She got *has received* lots of prizes in TVB as well. Such like 'Most Popular Female Singer' from 1999 to 2000 by TVB also, She got 'Most Popular Female Singer all over Asia' from 2001 to 2006 by TVB too. She also *was a* ~~Junior~~ *got* Chamber by Junior Chamber International in 2004.

Although she *is* already 37, but there ~~is~~ are still lots of new about her. ~~Kelly Chan never had bad news she~~ There's never had any bad news? ⇒Choose about Kelly Chan. And she always helps poor people and ~~donate~~ *donate* money to poor kids. *kids who are poor?* So, I thinks she is a good model for young people.

Not enough words!
the point you wrote in first draft?

(E) Yvette

Writing Task

Situation:

1. Your classmate, Justin, has sent you an email sharing his problems with you. He has asked for your suggestions.

Start with date.
1. Introduction: Show your understanding of Justin's problems.
2. Body: Give suggestions and advice to Justin's problems.
3. Closing paragraph: summarise your suggestions and encourage Justin to try them out.
4. Closing and signature.

Dear Chris,

I'm desperate! I'm not sure if the programme that we are studying is suitable for me! I'm stressful because there is so much homework. Besides, some subjects are new for me. I'm worried that I can't catch up with what my teacher has taught. At the same time, I feel puzzled as I worry that I can't find a suitable job after I've finished the programme. What should I do?

Yours,
Justin

Write **a letter of advice** to Justin, telling him what he can do to solve his problems. Sign your letter 'Chris'. Please refer to the guidelines above.

Dear Justin,

    I understand that you have a difficult time at school. Let me give you suggestions!

I know you are not sure whether the programme you're studying is suitable or not, I think you can take to volunteer work for help you. Too much the homework to do? You can ask for help from your teachers, or can do them with your classmates at school some time going student home doing the homework and see TV to relax yourself at home.

F. Dicky

Dear Justin,

      I understand that you have a difficult time at school. Let me give you suggestions!

      I know you are not sure whether the programme you're studying is suitable or not, I think you can tell (to the volunteer worker for helpful will you.) ?

mentioned that you

You have can not too much the homework to do. You can ask your teacher for help, or you can do them with your classmates at school and so that see watch TV to relax yourself at home.

      Since some subjects are new to you, you worry that you are not able to follow the lesson, you can attend some lessons from the tutorial center to ------

      I think you are not sure whether you can find a job after your graduation. You can find more information about your future career from the magazine such as ------

\# Closing?

cheers,
Chris

C — 2/7
L — 3/7
O — 3/7

(8/21)

Good! Clear paragraphing! CHECKED 29 OCT 2010
Some of your suggestions are not explained clearly, please elaborate them! Also, you forgot to write the closing!

Appendix 8

Structural Coding Example

Interview topic	Q#	Structural Code Name	Structural Code Definition
Role of Grammar Instruction	1	RGI	Brief Definition: the role played by grammar instruction
			Full Definition: the importance of using grammar for instruction in classroom practice
			When to Use: Use this code to capture the relative importance of using grammar as an instructional practice
			When Not to Use: Do not use this code for discussion in responses to questions other than question 1

Interview topic	Q#	Structural Code Name	Structural Code Definition
Approaches in grammar teaching	1	AGT	Brief Definition: the teaching approaches in grammar
			Full Definition: the beliefs and practices in delivering grammar lessons
			When to Use: Use this code to capture discussion about beliefs and practices in classrooms
			When Not to Use: Do not use this code for discussion about beliefs and practices in classrooms in responses to questions other than question 1

Interview topic	Q#	Structural Code Name	Structural Code Definition
Error Correction	1	EC	Brief Definition: the explicit correction of errors in grammar
			Full Definition: teachers' corrections of errors based on explicit forms
			When to Use: Use this code to capture the explicit errors corrected by teachers
			When Not to Use: Do not use this code for discussion of error correction in responses to questions other than question 1