

THE EFFECT OF EFL TEACHERS' LANGUAGE AWARENESS
ON STUDENTS' GRAMMAR KNOWLEDGE: AN EXPLORATORY ANALYSIS

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ON STUDENTS' GRAMMAR KNOWLEDGE: AN EXPLORATORY ANALYSIS

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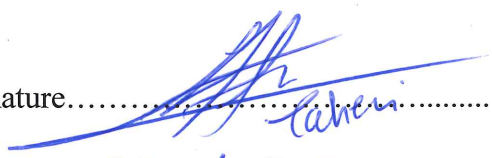
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ABSTRACT

The Effect of EFL Teachers' Language Awareness on Students' Grammar Knowledge: An Exploratory Analysis

The purpose of this study is to investigate the effect of Iranian EFL teachers' language awareness on Iranian EFL learners' grammar knowledge. To this end, it drew upon theoretical foundations of teacher language awareness. Three hundred and twenty-two EFL learners and fourteen EFL teachers participated in the study. To fulfill the purpose of the study, all the required instruments were carefully selected, designed, piloted and validated. At the beginning of the study, a placement test was administered to the EFL students to determine their homogeneity regarding their general language proficiency and their grammar knowledge specifically. This test served as a pre-test. Then utilizing a reliable and valid test of language awareness, EFL teachers were categorized as high, middle, and low-language-aware based on their scores. Moreover, two questionnaires to explore learners' and teachers' grammar perception were also administered. In the second phase of the study, EFL learners were randomly assigned to experimental groups according to their EFL teachers' language awareness scores. After the completion of the instructional treatment (sixteen sessions), two other reliable and valid achievement tests were administered as the post-test and delayed post-test. Descriptive statistics, one-way ANOVA, and three-way ANOVA were the data analysis techniques performed. The findings of the study indicated that learners' performance depended on their grammar perception and their EFL teachers' language awareness levels. Overall, the major outcome of the study was the confirmation of the learner-centered philosophy in foreign language grammar learning.

ÖZET

İranlı İngilizce Öğretmenlerinin Dil Bilincinin Öğrencilerin Dilbilgisine Etkisi: Açıklayıcı Bir Analiz

Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğreten İranlı İngilizce öğretmenlerinin dil bilincinin İngilizceyi yabancı dil olarak öğrenen İranlı öğrencilerin dilbilgisi bilgisi üzerindeki etkisini araştırmaktır. Çalışma öğretmen dili farkındalığının teorik temelleri üzerinde oturtulmuştur. Çalışmaya üç yüz yirmi iki öğrenci ve on dört İngilizce öğretmeni katılmıştır. Çalışmanın amacına ulaşmak için öncelikle gerekli tüm enstrümanlar dikkatle seçilmiş, tasarlanmış, pilot çalışması yapılmış ve geçerli hale getirilmiştir. Çalışmanın başında, katılımcıların genel dil yeterlilikleri ve özellikle dilbilgisi bilgilerini belirlemek için bir yerleştirme testi uygulanmıştır. Bu test aynı zamanda ön-test olarak kullanılmıştır. Daha sonra güvenilir ve geçerli bir dil farkındalığı testi kullanılarak İngilizce öğretmenleri, yüksek, orta ve düşük dil farkındalığında olanlar olarak üç gruba ayrılmıştır. Buna ek olarak, öğrenci ve öğretmenlerin dilbilgisini nasıl algıladıklarını anlamak için iki farklı dilbilgisi algısı anketi uygulanmıştır. Çalışmanın sonraki aşamasında öğrenciler, öğretmenlerinin dil farkındalık seviyelerine dayanarak rastgele deney gruplarına atanmıştır. Öğretimsel deney sürecinin (on altı seans) tamamlanmasından sonra, iki güvenilir ve geçerli başarı testi son-test ve gecikmeli-son test olarak uygulanmıştır. Veri analiz teknikleri olarak tanımlayıcı istatistikler, tek yönlü ANOVA ve üç yönlü ANOVA kullanılmıştır. Araştırmanın bulguları, öğrencilerin performanslarının kendi dilbilgisi algılarına ve öğretmenlerinin dil farkındalık düzeylerine bağlı olduğunu göstermiştir. Genel olarak, çalışmanın en önemli sonucu yabancı dil dilbilgisi öğreniminde öğrenci merkezli yaklaşımın önemli olduğudur.

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DEDICATION

To my long-suffering love,

Zahra Ghaffari Sadaghiyani, for her high spirit

And

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(Peace be upon him)

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ABBREVIATIONS

ANOVA:	Analysis Of Variance
CLA:	Communicative Language Ability
CLT:	Communicative Language Teaching
EAP:	English for Academic Purposes
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ESL:	English as a Second Language
FFI:	Focus on Form Instruction
HSD:	Honestly Significant Difference
ID:	Item Discrimination
IF:	Item Facility
KAL:	Knowledge About Language
KMO:	Kaiser Meyer Oklin
KR-21:	Kuder-Richardson Formulae 21
L2:	Second Language
NNS:	Non Native Speaker
NS:	Native Speaker
PCA:	Principle Component Analysis
PCK:	Pedagogical Content Knowledge
PET:	Preliminary English Test
SD:	Standard Deviation
SGPQ:	Student Grammar Perception Questionnaire
SLA:	Second Language Acquisition
SPSS:	Statistical Package for Social Sciences
TBLT:	Task-Based Language Teaching
TGPQ:	Teacher Grammar Perception Questionnaire
TLA:	Teacher Language Awareness
TMA:	Teacher Metalinguistic Knowledge

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The study of teachers' cognition, that is what language teachers think, know, and believe, is a central concern in language teaching studies. Also, researchers are interested in finding the relationship between teachers' professional knowledge and their instructional decisions (Andrews, 1994, 1997, 1999a, b, 2001, 2007; Borg, 1998a, b, 1999a, b, 2001, 2003, 2006, 2018; Farech, 1985; Shulman, 1987). One important aspect of teachers' knowledge is related to grammar and grammar teaching. Contemporary research has shown how to instruct grammar and whether or not to teach grammar (Ellis, 2002, 2008; Krashen, 1993a, 1993b; Krashen & Terrell, 1983; Long, 1983 to name a few). In this respect, Celce-Murcia (1991) has contended that "when and to what extent one should teach grammar is a controversial issue" (p. 459). Generally, there is a consensus among language educators and teachers that grammar must be taught. However, the inquiry is how to teach grammar to get the best result out of it (i.e. student learning). Accordingly, Borg (2018) has suggested conducting research on formal instruction in the language programs considering a more holistic approach.

In the early 1980s, language awareness became paramount factor in language teaching especially regarding the role of grammar teaching. In the early years, language awareness movement was mostly concerned about the language awareness of L2 learners. It was argued that conscious knowledge of language would facilitate learners' acquisition of language. In addition, it was also suggested that the ability of

understanding and analyzing language on the part of L2 teachers would enable them to become effective teachers (Andrews, 2007; Andrews & Lin, 2018). Regarding L2 teachers' grammar cognition, any pedagogical decisions by L2 teachers entail their language awareness ability that Thornbury (1997) has defined as “the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively” (p. x).

It has to be emphasized that, the core concept of language awareness involves teaching and learning the language and considers both L2 teachers and learners (van Essen, 2008). There is a unifying concept within the language awareness movement which is concerned about conscious knowledge about language. As such, there is a difference between conscious and unconscious knowledge which becomes manifest when learners communicate (Andrews, 2007; Ellis, 2008). According to Ellis (2005), conscious knowledge is learned fast and it is accessed and processed in a controlled manner especially when L2 learners face difficulty in the production of L2. On the other hand, unconscious knowledge is processed rapidly and it is available in spontaneous communications. There has been considerable discussion about the role that conscious knowledge plays in the development of unconscious/implicit knowledge. In this regard, language awareness encompasses the relationship between conscious and unconscious knowledge of the L2 and research findings have been inconclusive about the nature of such relationship. Generally, research has found out that conscious knowledge is essential on its own part; however, its contribution to the mastery of implicit knowledge has not been justified comprehensively.

Ellis (2008) has contended that there is an interface between these two types of knowledge. Some scholars believe that conscious knowledge might be converted

into unconscious knowledge by ample practice. Other scholars such as Krashen and Terrel (1983) believe that conscious and unconscious knowledge bases are different and there is no interface between them. The third group of scholars has suggested that conscious knowledge might be transformed into unconscious knowledge by providing meaningful, contextualized, communicative practices. This notion has been referred to as weak interface in the literature based on skill-learning theory. This position has claimed that conscious knowledge helps learners to notice the gap in their interlanguage and facilitates the process of acquiring the L2. That is, conscious knowledge would help L2 learners to notice the difference between the input they receive and the output they produce.

In this respect and according to Andrews (2007), it becomes essential for L2 teachers to be able to use grammatical rules and language functions in both their production and comprehension of L2 appropriately. Consequently, both types of explicit and implicit knowledge are the important factors of any L2 teachers' language awareness; and they really need a high level of conscious knowledge about grammar irrespective of whether they believe such knowledge is of importance in the process of learners' language development. It becomes obvious that Teachers' Language Awareness (TLA) is directly related to their professional knowledge especially regarding grammar teaching.

Historically, there has been a great deal of discussion about the role and essence of explicit grammar teaching within English as a Foreign Language (EFL) contexts that tends to retain grammar teaching in instructional materials. In the end of twentieth century and with the advent of Communicative Language Teaching (CLT), the role of explicit grammar teaching was downgraded and the focus of

instruction changed from grammar teaching to the completion of communicative tasks utilizing language. As such, L2 teachers' role was to facilitate meaningful communication by using real-life tasks in their classrooms rather than teaching grammatical features of language in isolation. This view was the strong version of CLT in language teaching. Nevertheless, there has been some emphases on both L2 learners' and L2 teachers' language awareness which has become evident in both teaching materials and teacher training syllabi recently. However, this focus was not a kind of traditional grammar teaching but the development of grammar knowledge in meaningful contexts (Andrews, 2007; Borg, 2006, 2018; Ellis, 2008).

In the early 1990s and with the shortcomings of strong version of CLT, form-focused language instruction gained high attention in L2 teaching with the purpose of improving both fluency and accuracy of L2 learners (Long, 1991). Therefore, TLA has become an important element in the professional knowledge of L2 teachers and thus teacher training materials have tended to consist of tasks and materials for promoting TLA. Generally, recent trends in L2 teaching has focused on both explicit and implicit teaching grammar with direct relationship with L2 teachers' language awareness in their pedagogical practices with the aim of providing high quality input for language learners (Andrews, 2007; Andrews & Lin, 2018; Borg, 2006, 2018).

Moreover, in instructed Second Language Acquisition (SLA) studies, there has been a consensus on the issue of comprehensible input to learners to acquire the language. In this respect, teachers must be equipped with knowledge, awareness and ability to make the input for learners as comprehensible as possible (Andrews, 2001, 2007). In this way, teachers' language awareness ability will act like a filter to depict the interaction between language input and teachers' language awareness (Andrews,

1999a, 1999b, 2007). In instructed SLA literature, there are three main sources of input for learners: materials, teachers and peers in classroom. In this concept, the role of the language teacher would be like a mediator between filtered and unfiltered input for learners to grasp. Consequently, the quality of teacher will have a potentially vital effect on the structuring of input for learners (Andrews, 2001, 2007). All this has also been presented in Figure 1 below.

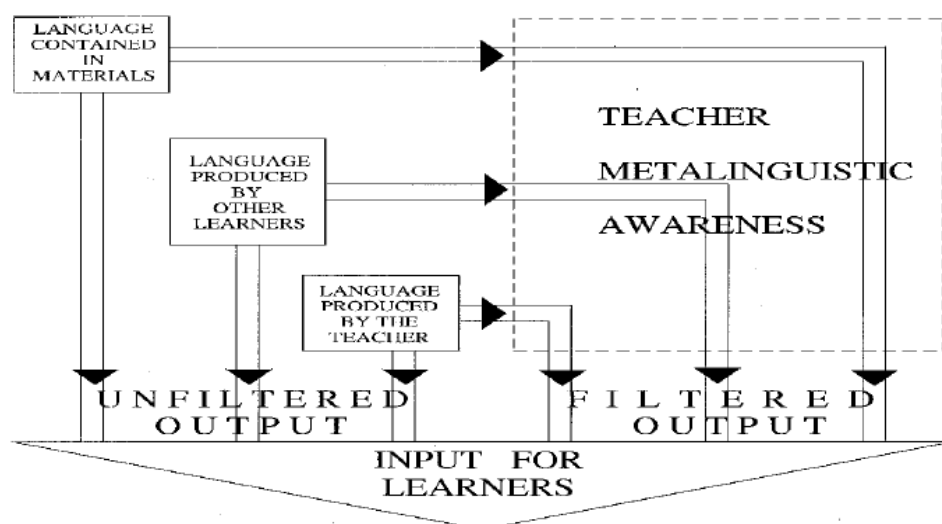


Figure 1. The role of TLA in structuring input for learners (Andrews, 2001, p. 80)

Nevertheless, having conducted much research about grammar teaching, Ellis (1994 as cited in Borg, 1999a) has argued that “it [grammar instruction research] is probably premature to reach any firm conclusions regarding what type of formal instruction works best” (p. 646).

In the field, some studies have investigated language teachers’ explicit knowledge about grammar (Andrews, 1994, 1999a; Bloor, 1986; Wray, 1993; Williamson & Hardman, 1995). Generally, these studies demonstrate some gaps in grammatical knowledge of language teachers. Other related studies have investigated teacher’s beliefs about teaching or not teaching grammar (Berry, 1997; Chandler, 1988; Eisenstein-Ebsworth & Shweers, 1997; Schulz, 1996, 2001). There has been a

common finding among these series of studies mentioning differences between students' and teachers' beliefs regarding grammar teaching and learning. More interestingly, some other arrays of studies have tried to delve into teachers' grammar cognition in practice (Andrews, 1997, 1999b, 2001; Borg, 2006; Brumfit, Mitchel & Hooper, 1996; Farrell, 1999). In general, these lines of studies pointed out that teachers mostly teach the way they had been taught as students themselves in EFL settings.

All in all, the studies to date have offered a disconnected and unclear profile of the effect of TLA on students' learning outcomes. There has not been a clear framework to show the probable impact of teacher quality on students' achievement regarding grammar. Accordingly, this study aims to explore the interrelationships between teachers' language awareness along with other influential variables on students' grammar attainment.

It is worth to refer to the nature of TLA more deeply (Figure 2). According to Andrews (2001, 2007), TLA is not merely related to the declarative knowledge of language and/or subject-matter knowledge. There would be some teachers, and there are some, who lack the relevant knowledge of language and thus would be unable to present sufficient, intelligible input for their learners. In order to have a successful application of TLA in classroom contexts, teachers need to be equipped with procedural dimension of TLA, that is, the Communicative Language Ability (CLA) as well. In this respect, teachers should have the capability of presenting content to students in a very effective way to yield the intended outcomes of instruction (Andrews, 2001, 2007). Consequently, TLA would act like a bridge between language competence, strategic competence, and knowledge of the subject matter.

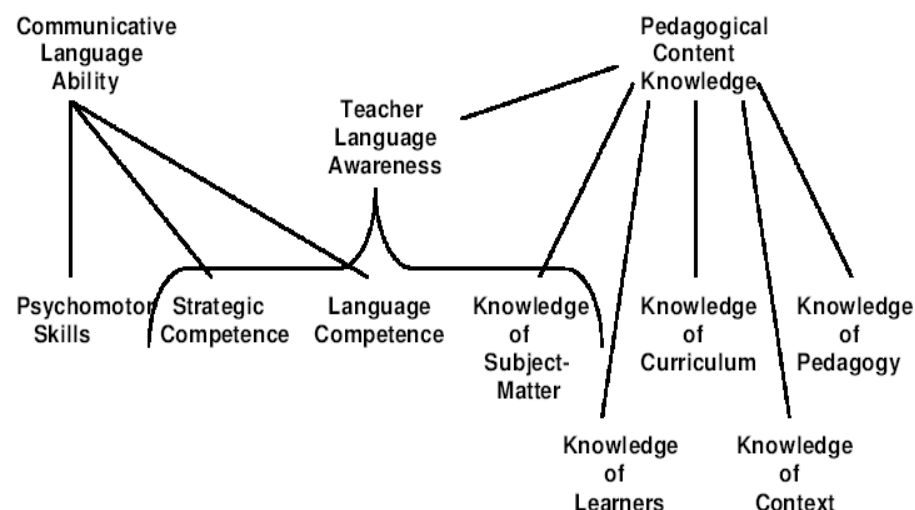


Figure 2. The relationship among TLA, CLA and PCK (Andrews, 2001, p. 79)

1.2 Statement of the problem and purpose of the study

English as a Foreign Language (EFL) settings are notorious for misunderstandings of the importance of grammar and thus teachers try to focus mainly on meaning and interaction rather than elaborating on and ameliorating students' language problems and/or grammatical errors (Andrews, 2007; Ellis, 2008; Schulz, 2001). According to Andrews (2007), teachers either lack the needed knowledge about language explicitly or lack the pedagogical ability to tackle students' grammar problems implicitly. In addition, Borg (2003, 2006, 2018) has argued that studies of language teachers' grammar cognition and their pedagogical enactments in classrooms have been inconclusive. He has asserted that research should try to study the relationships among teachers' language knowledge and ability and students' language learning in a more holistic manner.

Hence, the purpose of this study is to investigate the contribution of teachers' language awareness, teachers' perceptions of grammar and grammar instruction, and students' perceptions of grammar and grammar learning to students' grammar knowledge in language programs. In doing so, we could get a more accurate picture of the effects of above-mentioned variables on students' grammar learning.

1.3 Significance of and justification for the study

Particular characteristics of EFL settings such as large class sizes, time constraints and the influence of large-scale tests make it apparent why grammar instruction figures heavily in the EFL curriculum. However, it seems that L2 teachers are not well aware of how to deal with teaching grammar and to handle students' errors in an effective way. Teachers would be challenged in a number of ways whether they have diagnosed the learners' errors properly; their explanations provide the learners with appropriate information conducive to learning, and their expressed explanations are clear and intelligible enough and at the right level utilizing terminology familiar to their learners. As a result of these issues and in spite of teaching English communicatively, students are still unable to use English correctly and appropriately. Consequently, it becomes obvious that L2 teachers need to possess an appropriate level of language knowledge and how to put such knowledge into practice (Andrews, 2007; Ellis, 2008). Along the same line, studies of L2 teachers' grammar cognition in general have been somehow inconclusive (Borg, 2003, 2006, 2018). Moreover, most of the studies to date have found some disconnected and incoherent findings about different aspects of TLA and also teachers' instructional practices. Currently, there is very little information about the exact nature of the relationships between TLA and

students' learning. It may be possible to make certain logical deductions about the influence of TLA on students' grammar knowledge, but "there is relatively little research evidence to support such deductions" (Andrews. 2007, p. 168).

Accordingly, Borg (2003, 2006) has argued that no study has attempted to deploy a holistic view of some related variables and more importantly to consider students' grammar learning in a very coherent way. This research study is planned to fill the gap in the literature. Applying TLA in the teacher education programs in EFL contexts more seriously may provoke a critical process of practice and reflection on the part of EFL language teachers and thus promote students' learning. Furthermore, the findings of this study may offer both a meaningful framework and a context to acknowledge and build on the skills and abilities EFL language teachers bring to their teaching/learning contexts.

The results of this study, therefore, might be of interest for theoreticians and practitioners, especially teacher educators and trainers, material developers for teacher education programs, and EFL teachers in terms of understanding the teaching/ learning relations in grammar instruction. In addition, the probable findings of this study would get insights into the nature of TLA and its influence of pedagogical enactments that would lead to students' learning.

1.4 Research questions and hypotheses

As Andrews (2007) has asserted, it could be an oversimplification to talk about logical, deductive relationships between TLA and students' learning without a meaningful and appropriate investigation. Along the same line, Borg (2018) has argued that the main purpose of research into teacher cognition should provide

insights into useful teacher education programs. Moreover, he contended that teacher educators lack the knowledge of which cognitions could promote students' learning and which ones hinder it. Borg (2006, 2018) has suggested that future research should seek to investigate students' attitudes towards grammar and their teachers' practices in grammar instruction as well. As such, the effect of TLA on students' grammar knowledge seems to worth being studied, and thus the motive behind this research is to find out such influences. To this end, the following research questions have been asked:

1. To what extent do different levels of EFL teachers' language awareness influence learners' grammar achievement?
2. To what extent do EFL teachers' grammar perceptions influence learners' grammar achievement?
3. To what extent do EFL learners' grammar perceptions influence their grammar achievement?
4. To what extent do EFL teachers' levels of language awareness, EFL teachers' grammar perceptions and learners' grammar perception interact to influence learners' grammar achievement?

And the following hypotheses, accordingly, have been formulated:

- H1: Different levels of EFL teachers' language awareness do not influence learners' grammar achievement.
- H2: EFL teachers' grammar perception do not influence learners' grammar achievement.

H3: EFL learners' grammar perceptions do not influence their grammar achievement.

H4: EFL teachers' levels of language awareness, EFL teachers' grammar perceptions and EFL learners' grammar perceptions do not interact to influence learners' grammar achievement.

1.5 Definition of key terms

Accuracy: Accuracy refers to the ability to make grammatically proper utterances but may not include the capability of speaking or writing fluently (Ellis, 2008).

Appropriacy: Appropriacy means the appropriate use of language in a particular situation (Ellis, 2008).

Explicit teaching: Explicit teaching refers to a language instruction in which "the aim is to direct learners' attention and to exploit pedagogical grammar in this regard" (Doughty and Williams, 1998b, p. 232).

Grammar: In this study, grammar embodies the three dimensions of morphosyntax (form), semantics (meaning), and pragmatics (use), rather than verb paradigms and rules about linguistic form (Ellis, 2008).

Metatalk: Metalinguistic analysis, talking about language, by the learners or teachers is called metatalk. In other words, learners or teachers use language to reflect on language use (Ellis, 2008).

Teacher language awareness: It refers to "the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively (Thornbury, 1997, p. x).

1.6 Limitations and delimitations of the study

Certain limitations were imposed on this study. First, because of administrative facilities, non-probabilistic sampling was employed (i.e. the participants of the study were assigned to the classes by the school's registration office). Second, because of administration constraints, such as exam-time restriction, the number of the items of the grammar test was limited. Furthermore, there were some possible interrelationships among variables that would make it so difficult to identify harmonious causative relations between TLA, other variables and learning outcomes. Accordingly, effective deployment of the relationships may depend on personality factors (e.g. teachers' attentiveness), attitudinal factors (e.g. desire to deal with grammar) and contextual factors (e.g. time constraints), to name a few.

Faced with such complexity and the lack of evidence to demonstrate that any single variable in L2 teaching and learning is more significant than any other, there is obviously no justification for making strong claims about the impact of TLA or any other tentative variable. However, as discussed in literature, there have been certain attempts that are related to any discussion of the relationship between TLA and student learning either in general education or L2 teaching contexts. In this research, it has been tried to take into account some influential variables in order to get a better conceptual framework of the tentative model of the possible interrelationships. All in all, the complexity of the issue did not necessarily mean to abandon this exploration completely (Andrews, 2007).

Moreover, certain delimitations were imposed on this study as well. First, this study was conducted at the school level. As such, generalizations to other communities of EFL learners and/or ESL learners including university level students

would not be appropriate without further research. Second, the kinds of tests used in this study might have yielded different measures of variables that could have possibly led to differences in the findings of the study provided that other measurement tools had been utilized. In the same vein, the tests of this study were in the written mode. Development of target structures in terms of oral production in spontaneous language use awaits further investigations. In addition, the target structures included in this study were limited in scope. Consequently, investigations of other structures at different levels of language proficiency at different contexts call for more studies. Last but not least, learner strategies and their learning styles could be some other potential influencing factors that need to be investigated since learners do not learn in the same way and they cannot be assessed in a uniform fashion. Accordingly, well-designed qualitative methodologies are also required to delve deeply into such strategies and styles of learners (Borg, 2018).

CHAPTER 2

LITERATURE REVIEW

In conducting any research, one has to review the theories and philosophies on which the study of language depends. As such, the theories and models on which the study of language awareness has rested during its evolution have been reviewed to get an idea of how it has been developed. This chapter, therefore, aims at reviewing the special characteristics and the nature of TLA along with other influential factors in L2 teaching. In addition, some previous studies regarding language awareness of both L2 teachers and learners have been reviewed. This elaboration of the theoretical frameworks of TLA has paved the way to walk in the right path in this study.

2.1 Theoretical views of language awareness

Within the context of changing views on grammar and teaching English as second or foreign language, the concept of teachers' language awareness should be scrutinized within the broader concept of language awareness. With the emergence of language awareness movement in the early 1980s, language awareness became a major concern in L2 education. Hawkins (1984) argued about the essence of language awareness in relation to both language development of learners and analysis of language by language teachers. Fundamentally, language awareness movement has been influential both in L1 and L2 learning; and thus, has tried to find ways of improving both language awareness of students and teachers (Andrews, 2007; Andrews & Lin, 2018; Donmall, 1985; Fairclough, 1992; James & Garrett, 1991).

In the beginning of language awareness movement, the focus was on the language awareness of L2 learners. It is believed that the more students are able to analyze and describe language properly the more likely it would be that they become successful users of the language. In other words, when learners possess a good command of explicit knowledge of formal aspects of language, they will be more capable of performing the language. On the part of the language teachers, a deep understanding of the language and the ability to analyze it will lead to a very effective teaching (Andrews, 2007; Andrews & Lin, 2018; Edge, 1988).

Generally, there is a belief among scholars that teachers' language awareness has the potential to affect the effectiveness of teaching, as far as L2 teachers are concerned (Andrews, 1999b; Andrews, 2007; Andrews & Lin, 2018; Borg, 2018; McNeill, 1999).

2.2 Language awareness and knowledge about language

The concept of language awareness has been in the ELT field since 1992, especially with the foundation of association for language awareness and the commencing of the journal of *Language Awareness*. Formerly, the concept of language awareness was usually referred to as Knowledge About Language (KAL), especially in the 1970s and 1980s in Britain. Mitchell, Hooper and Brumfit (1994) stated that language learning in formal settings requires both explicit knowledge of language and the development of practical language skills. As a result of poor language performance of learners in British schools, language awareness was introduced as a response to such low achievements of students in British education. According to Hawkins (1992) the low level of language awareness would hinder learners' progress

in both L1 and L2. In the history of language awareness, much work has focused on the relationship between the standard variety of a language and the dialect used by a specific speech community. Consequently, the purpose of the language awareness movement has been to increase the awareness of the differences between the two varieties, without the superiority of each one (Andrews, 2007). Considering the great interest in language awareness, finding a practical definition of language awareness is not an easy task. A broad definition has been provided by Donmall (1985) as “language awareness is a person’s sensitivity to and conscious awareness of the nature of language and its role in human life” (p. 7). Elsewhere, Van Lier (1996) defines language awareness as “a renewed call for formal grammar teaching” (p. 80). According to Mitchell, Hooper and Brumfit (1994) and Van Essen (2008), language awareness has embedded a broad view including the relationships between languages, language development in young children, the nature of social interaction, language choice and personal identity, individual and societal bilingualism and multilingualism, language variation, as well as the central importance of language awareness regarding the explicit study of language to the mastery of the language system. A general and broad realm of language awareness has been provided by Carter (1994) as follows: “awareness of some of the properties of language; creativity and playfulness; its double meanings” (p. 5).

Language awareness is of the embedding of language within culture. Learning to read the language is learning about the cultural properties of the language. Idioms and metaphors, in particular, reveal a lot about the culture; and greater self-consciousness about the forms of the language we use. We need to recognize that the relations between the forms and meanings of a language are sometimes arbitrary, but

that language is a system and that it is for the most part systematically patterned. Awareness involves the close relationship between language and ideology and it encompasses seeing through language in other words (Lantolf, 2009). This broad definition of language awareness is related to both native speakers of the language and the curricula in L2 education. Although there has been some disagreement about the role of explicit knowledge of grammar, focusing on the forms of the language and the relationship between form and meaning seems to be unquestionable (Ellis, 2008). Consequently, the concept of language awareness, in general, is essentially broad; and there is a need for a unifying force to put scholars together (Andrews, 2007).

Explicit or conscious knowledge about language, which is a paramount part of one's language awareness is a kind of knowledge that differs from implicit knowledge that children manifest while using the language spontaneously. The contribution of explicit knowledge in the acquisition of implicit knowledge has been scrutinized broadly in second language studies. This explicit knowledge consists of metalinguistic knowledge: knowledge of grammatical terminology for labeling linguistic features. On the other hand, implicit knowledge is procedural and unconscious. This knowledge is processed and accessed rapidly and easily and it is used in actual performance. This implicit knowledge is the kind of knowledge that enables language learners to communicate with ease and fluency. The involvement of explicit knowledge in the development of implicit knowledge has been debated a lot in L2 education (Ellis, 2004, 2008). The relationship between these two systems is controversial; some scholars believe in interaction between the two systems and some believe in the qualitative differences between them. Scholars such as Krashen

(1981) believe in non-interface position; that is the learned, explicit knowledge cannot be transformed into acquired, implicit knowledge. Other scholars such as DeKeyser (1998, 2003) believe that with repetitive opportunities of communication in language, explicit knowledge can be converted into implicit knowledge. The third group of scholars believes in weak interface position. In this view, explicit knowledge can act as a facilitator for the processes of noticing and noticing the gap in the interlanguage that is crucial to L2 acquisition. In this way learners will attend to the structure in the input and try to observe that in the input and their output (Ellis, 2005, 2008). Here, it has to be mentioned that whatever view is taken (non-interface, interface, and weak interface) concerning implicit and explicit knowledge, applying grammar rules properly and being able to explain grammar rules seem to be a fundamental aspect for any EFL teacher or learner. In other words, these two types of grammar knowledge seem to be essential parts of L2 teachers' language awareness. Consequently, it seems paramount for any L2 teacher to possess a high level of explicit knowledge of grammar in order not to face any difficulty with L2 learners' grammatical inquiries inside the formal settings of learning L2. In addition, the concept of consciousness-raising/input enhancement (Sharwood Smith, 1981; Rutherford, 1987) has become a hotly debated issue in instructed language learning; and the salience of this concept for the acquisition has become somehow proved in L2 language learning. According to James (1992, 1996) both language awareness and linguistic metacognition are fundamental skills and knowledge that an L2 teacher needs to possess. Accordingly, the possession of such knowledge and skill can enable language teachers to modify the input for learners to learn and internalize L2 knowledge (Ellis, 2004, 2008).

2.3 TLA and history of L2 education

The history of language education has witnessed changing views and hot debates about the essence of grammar in general and grammar teaching in particular. At various times during the history of L2 education, the inquiry was whether to teach grammar or not; and provided there is a need to teach grammar, should it be taught explicitly or implicitly? In the 1970s and with the advent of communicative language teaching approach (CLT), there has been a re-evaluation of the role of grammar. Communicative approach led to the changing the focus from teacher to learner in most instructional settings; and teachers mainly acted as facilitators in classroom contexts. Knowledge of subject matter or knowledge about language was downgraded and thus significant focus was put on communicative use of language. Bolitho and Tomlinson (1980) published a book titled *Discover English* in 1980, and tried to focus on the idea of teachers' language awareness and later other scholars tried to echo their voices as well. The aim was to put language study as a part of L2 teacher education programs. However, their primary concern was on focusing on grammar in context rather than a traditional view of grammar. In the early 1990s, there was a greater emphasis on the concept of TLA. During the time, Form-Focused Language Instruction (FFI) was a major trend in L2 teaching. Thus, it seems logical to pay particular attention on the importance of language awareness on the part of L2 teachers (Andrews, 2007; Andrews & Lin, 2018). It has been a common sense for learners to be also language aware in L2; and this would have some implications on the language knowledge base on the part of L2 teachers. However, there has been little research conducted on the nature of such relationship. Therefore, it seems logical to investigate the nature of TLA and its influence on pedagogical practices.

2.4 A model of TLA

The construct of TLA in principle involves teachers' broad language knowledge and awareness of which grammar is a part. In this respect, Thornbury (1997) defined language awareness as "the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively" (p. x). According to this definition, L2 teachers need to be capable of analyzing language and talking about language itself and how it works in different contexts. Hales (1997) defined language awareness as subject-matter knowledge: "language awareness could be glossed as a sensitivity to grammatical, lexical, or phonological features, and the effect on meaning brought about by the use of different forms" (p. 217).

Thus, it seems logical that problems can occur within classrooms when L2 teachers' subject-matter knowledge is insufficient and inadequate. Although subject-matter knowledge is an important element within TLA, it is not sufficient to guarantee the effective implementation of TLA in pedagogical practices (Andrews, 2001, 2003, 2007; Andrews & Lin, 2018). In addition, successful application of TLA in pedagogical contexts not only needs a good subject-matter knowledge but also needs intelligible and useful explanations on the part of L2 teachers. This means that teachers must be able to analyze language from the learner and learning perspective as well. All this highlights the complexity of TLA construct (Andrews, 2001, 2003, 2007; Andrews & Lin, 2018). According to Andrews and Lin (2018), content knowledge is a core concept in the professional knowledge of any L2 teacher. In this respect, any L2 teacher should be aware of the language (content) he/she is supposed to teach and thus teacher language awareness seems to play a critical role in pedagogical practices. Andrews and Svalberg (2017) have defined teacher language

awareness as “a label applied to research and teacher development activity that focuses on the interface between what teachers know, or need to know, about language and their pedagogical practice” (p. 220). As such, understanding the underlying nature of teachers’ language awareness has attracted considerable attention and its tentative influence on teaching and learning L2 has become a pervasive issue in second language teaching and learning (Freeman, 2002).

It is probable to encounter some L2 teachers who cannot convey their messages effectively in spite of possessing good language resources. This highlights the significant relationships between L2 teachers’ subject-matter knowledge and their communicative language ability. According to Bachman (1990), communicative language ability consists of

“organizational competence (grammatical and textual competence), pragmatic competence (illocutionary and sociolinguistic competence) and strategic competence that enable language users to determine communicative goals, assess communicative resources, plan communication and execute that plan” (p. 84).

There might be some teachers who have some difficulty utilizing their communicative resources to convey their intended meanings. This interconnection between L2 teachers’ subject-matter knowledge and language proficiency seems logical and obvious. Any L2 teacher must be equipped with both explicit knowledge of a grammar rule and communicative use of that grammar item in preparation for any lesson with a grammar focus. Andrews (2007) referred to the explicit aspect as the declarative dimension and language proficiency and communicative ability as the procedural aspect of TLA. Another important factor related to the complexity of TLA is the need for L2 teachers to be aware of learners’ current level of language development (interlanguage). This feature of language awareness enables L2 teachers

to adjust their level of grammar input explanations to the level of L2 learners' language development. In this regard, Wright (2002) asserted that "A linguistically aware teacher not only understands how language works, but understands the students' struggle with language and is sensible to errors and other interlanguage features" (p. 115).

In summary, TLA consists of different types of knowledge parts: (a) teachers' level of language proficiency, (b) teachers' explicit knowledge about subject matter and (c) teachers' knowledge about their learners' language proficiency level, and (d) contextual and attitudinal factors within teaching contexts (Andrews & Lin, 2018).

2.5 TLA and pedagogical content knowledge

Obviously, there is a logical connection between TLA and the construct of Pedagogical Content Knowledge (PCK). Brophy (1991) defined PCK as the following:

a special form of professional understanding that is unique to teachers and combines knowledge of the content to be taught with knowledge of what students know or think they know about this content and knowledge of how this content can be represented to the students through examples, analogies, etc. in ways that are most likely to be effective in helping them to attain the intended outcomes of instruction. (p. xii)

In this respect, Shulman (1987) provides a number of knowledge bases for teaching of which he emphasizes the relationship between content and pedagogy:

the key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students. (p. 15)

It can be inferred that relationship between content and pedagogy seems to be quite essential and influential. However, L2 teachers' knowledge involves some other factors as well. Turner-Bisset (1999, 2001) have identified several knowledge bases such as content knowledge, beliefs about the content, curriculum knowledge, views about teaching and learning, knowledge of learners, and knowledge of self. The complex interaction of such factors in pedagogical practices of any L2 teacher indicates the difficulty of any research study to get insights into the professional knowledge of L2 teachers.

It seems clear that such knowledge bases are intertwined in classroom teaching in a very complex way. This complexity would involve learners' conceptions and misconceptions about L2 learning (Freeman, 2002). He also argues that PCK is not an applicable concept in language teaching; however, TLA would act like a knowledge base in the practices of expert L2 teachers and thus a modified model of PCK would involve the construct of TLA as a core element that essentially manifests itself in the capability of EFL teachers in providing language explanations to learners. This practical ability of EFL teachers constitutes the procedural dimension of the construct of TLA (Andrews, 2001, 2003).

TLA is a very dynamic construct which involves both the possession of subject-matter knowledge and the use of that knowledge in actual teaching practices. The subject-matter knowledge (declarative dimension of TLA) and the use of such knowledge in action are intertwined (Andrews, 2007; Andrews & Lin, 2018). In the actual pedagogical practices, L2 teachers need to possess the subject-matter knowledge as the central dimension of their teaching knowledge and they also need to be aware of how to put that knowledge into practice in their classroom teachings

in order to facilitate their students' language learning. Explicit focus on grammar in L2 teaching has been argued extensively at least at the theoretical level as a facilitator of L2 acquisition (Ellis, 2008). Therefore, it seems logical to focus on TLA as an important aspect of an L2 teacher's knowledge base; however, this importance needs to be justified (Wright & Bolitho, 1993). According to Long and Robinson (1998), there are three options of grammar teaching: focus on forms, focus on form, and focus on meaning. The first option (focus on forms) is a synthetic approach to language teaching that views language learning as the accumulation of discrete grammar items. The second option (focus on form) is defined as "overtly drawing students' attention on linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991, p.45-6). Briefly, in this approach of L2 teaching, the L2 learners' attention switches to language forms as they are needed to accomplish the communication. The last option (focus on meaning) is an approach in which focusing on forms is completely eliminated, and a very natural way of language learning incorporated in the same way of L1 learning (Long & Robinson, 1998; Lyster & Ranta, 2018).

In the first option (focus on forms), TLA seems to play a crucial role both in preparing the content of teaching and providing the corrective feedback in the course of instruction. In the second option (focus on form), the teaching of L2 could take place either in the strong form or weak form of Task-Based-Language-Teaching (TBLT) (Skehan, 2003). In either of these options, TLA would act as a core concept in the actualization of L2 teaching. In reality, TLA would act as when or how to intervene in the process of language teaching and learning. In the third option (focus on meaning), it seems that grammar has a superficial role in the acquisition of L2

grammar. However, according to the input hypothesis of Krashen (1985), comprehensible input is a major element in L2 acquisition. Classrooms must be a very rich environment so as to provide sufficient input for the learners to acquire L2 knowledge. In this way, Andrews (2007) has suggested that TLA would enable L2 teachers to do the following in their pedagogical decisions and actions: “(a) select texts providing comprehensible input, (b) devise tasks entailing an appropriate level of linguistic challenge; and (c) control his/her language to a level a little beyond the students’ current level of competence” (p. 34). In general, TLA is a vital factor of any L2 teacher’s knowledge base especially in EFL contexts. This issue would urge challenges for L2 teachers as well.

2.6 TLA and L2 teachers’ pedagogical practices

The impact of TLA on language teachers’ teaching enactments seems very straightforward. In this respect, Thornburry (1997) argues about some resultants of a lack of language knowledge as the following:

- A failure on the part of the teacher to anticipate learners’ learning problems and a consequent inability to plan lessons that are pitched at the right level;

- An inability to interpret coursebook syllabuses and materials and to adapt these to the specific needs of the learners;

- An inability to deal satisfactorily with errors, or to field learners’ queries; and

- A general failure to earn the confidence of the learners due to a lack of basic terminology and ability to present new language clearly (p. xii).

Wright and Bolitho (1993) echo Thornburry’s voices on the impact of TLA on any pedagogical practices. Such practices involve preparing lessons, evaluating, material developing, designing syllabi, and assessing and evaluating learners’

performances. The lack of TLA on the part of language teachers could negatively influence language teaching/learning in classroom contexts. Language-unaware teachers might face with difficulties when addressed by a language inquiry from learners. In such cases they might employ various classroom management techniques to have some time process the issue in their minds to compensate for their lack of language knowledge. Andrews (1994) has tried to delve into the demonstration of TLA in L2 teaching practices as the following:

- Knowledge of grammatical terminology;
- Understanding of the concepts associated with terms;
- Awareness of meaning/language in communication;
- Ability to reflect on language and analyze language forms;
- Ability to select/grade language and break down grammar points for teaching purposes;
- Ability to analyze grammar from learners' perspective;
- Ability to anticipate learners' grammatical difficulties;
- Ability to deal confidently with spontaneous grammar questions;
- Ability to think on one's feet in dealing with grammar problems;
- Ability to explain grammar to students without complex metalanguage;
- Awareness of "correctness" and ability to justify an opinion about what is acceptable usage and what is not;
- Sensitivity to language/awareness of how language works. (p. 75)

It seems logical that any L2 teacher must be equipped with a sound knowledge of language and a good command of language ability in communication. In this regard, Leech (1994) has described the desired characteristics of an L2 teacher as the following:

- Be capable of putting across a sense of how grammar interacts with the lexicon as a communicative system;
- Be able to analyze the grammatical problems that learners encounter;
- Have the ability and confidence to evaluate the use of grammar, especially by learners, against criteria of accuracy, appropriateness and expressiveness;
- Be aware of the contrastive relations between native language and foreign language; understand and implement the processes of simplification by which overt knowledge of grammar can best be presented to learners at different stages of learning. (p. 18)

It seems wise that learners need to be exposed to language input in order to acquire L2 either deliberately or incidentally (Ellis, 2008). In this respect, L2 teachers' language awareness plays a significant role in making the language input meaningful enough in the learning environment.

Consequently, L2 teachers' roles will become a mediating role in providing input for the L2 learners to assimilate new target language features and functions into their developing interlanguage (Andrews, 2007).

Within the instructional settings L2 learners learn the language mostly formally although they would have the opportunity to receive some language input outside the classroom. There are three main sources of input for L2 learners: (a) instructional materials, (b) L2 teachers and (c) other learners. In the reception of input from these sources, L2 learners either receive the language input directly from the instructional materials of any kind or through interaction with their teachers or other learners in the classroom. (Andrews, 2007) regards the first option as "unfiltered" input and the second way as "filtered input" (p. 38). All this process has been presented in Figure 3 as options of providing input to learners.

Considering the role of an L2 teacher, it is logical that any input presentation on the part of an L2 teacher is managed through the L2 teacher's language awareness. In this process, the L2 teacher provides and mediates language input for the learners through his/her language awareness ability either voluntarily or involuntarily. This management of L2 input in the classroom context seems to be a fundamental element in L2 teachers' teaching knowledge. In other words, TLA would act like a filter in decision making, mediating or shaping the language input for the L2 learners in instructional settings. In this respect, Wright (2002) asserted

that “the linguistically aware teacher might spot opportunities to generate discussion and exploration of language, for example by noticing features of texts which suggest a particular language activity” (p. 115).

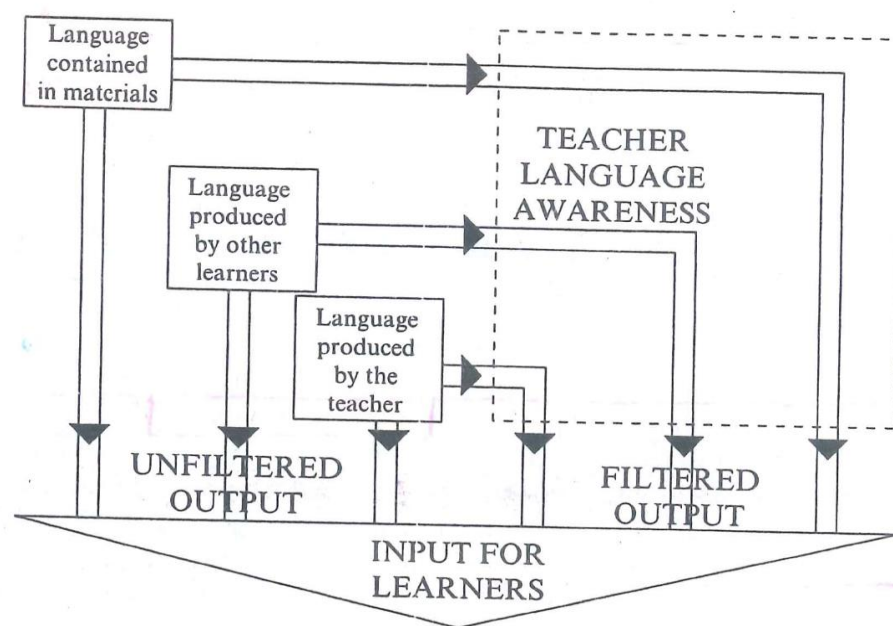


Figure 3. Input structuring through TLA (Andrews, 2007, p. 39)

There are some vital characteristics of L2 teachers related to their quality of language teaching. The first profound factor is the L2 teachers' subject-matter knowledge which comprises the explicit dimension of TLA construct. This explicit knowledge demonstrates itself in preparing and selecting materials, teaching, and reflecting on teaching (Andrews, 2007; Borg, 2006; 2018). The second factor in implementing TLA in classroom teaching is teachers' level of language proficiency. This has a direct impact on L2 teachers' “reflection on teaching”, “grammatical accuracy” and “functional appropriateness” (Andrews, 2007, p. 40). The other professional factor is related to understanding learners and their level of interlanguage development. Furthermore, L2 teachers' attitudes towards grammar

teaching and learning as well as contextual factors such as time and syllabi influence the practical aspect of TLA. Likewise, Ball, Thames, and Phelps (2008) have asserted that professional knowledge on the part of L2 teachers need to integrate both explicit and implicit dimensions of TLA in any pedagogical practices. According to Andrews and Lin (2018), all this is the practicality of explicit knowledge of L2 teachers along with other influential factors in interaction. Figure 4 below demonstrates all these major factors in the application of TLA in instructional settings.

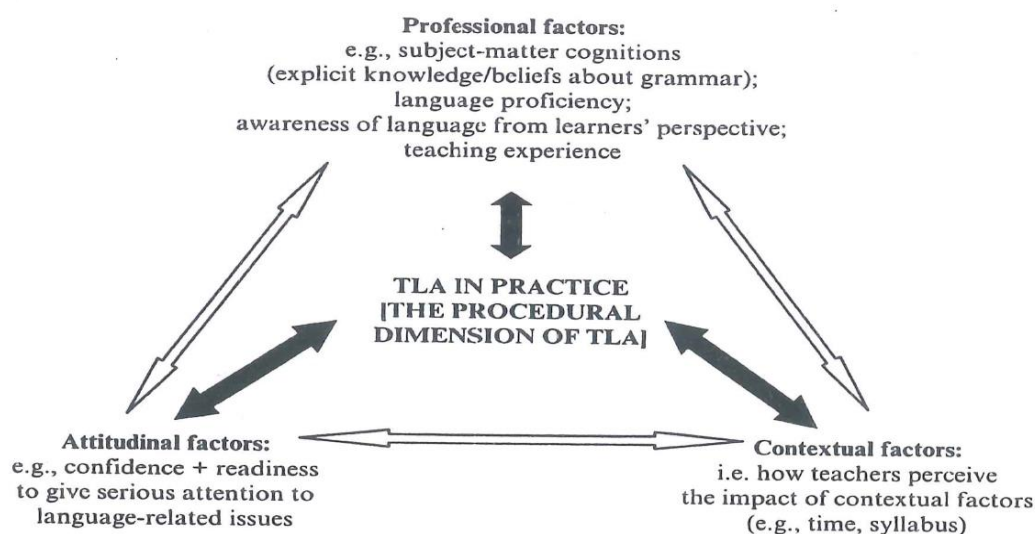


Figure 4. TLA in operation (Andrews, 2007, p. 41)

However, these factors differ among individual teachers and from context to context. This means that L2 teachers will not be stable in their teaching occasions and their L2 teaching enactments would differ from time to time. Thus, attitudinal and contextual factors as well as professional factors have differential effects on L2 teachers' grammar teaching practices (Andrews, 2007, 2018; Borg, 2006; 2018; Svalberg, 2016). Moreover, the potential quality of teachers' language awareness

may also be effective regarding the specific grammar task they have to deal with. Practically, preparing the lessons involves scrutinizing the grammatical points from the learners' and learning perspectives. A language-aware teacher has the capacity to recognize the key characteristics of the grammatical points in the lessons; and thus, they will make these points salient for L2 learners. TLA also impacts pedagogical practices considering the learning objectives; selecting appropriate teaching materials balanced to the developmental stage of L2 learners and eventually shed light on the desired learning goals in teaching/learning processes (Andrews, 2007; Andrews & Lin, 2018). This kind of knowledge that L2 teachers put into action in their teaching practices really engage them with selecting, teaching, evaluating and re-evaluating of their practices before, during, and after their teaching. This serious engagement with the content in the instructional materials as the manifestation of TLA in handling those materials inside and outside the classrooms has been presented in Table 1 in different phases of teaching.

However, teaching tasks need to be performed automatically and fluidly in the classrooms which encompass the procedural dimension of TLA. In this respect, L2 teachers should think quickly, get access to their content knowledge in time. All these practices logically depend on the level of language awareness that L2 teachers possess. These positive and negative influences on teaching practices in the instructional settings are also dependent on the language proficiency and communicative ability of L2 teachers as well. It might be probable that some L2 teachers may possess the explicit knowledge of a grammatical point; however, they would be unable to present their explanations in a comprehensible way to their learners or even unable to utilize the grammatical point in their own language

productions. In this way, the quality of input produced and presented by L2 teachers would adversely influence the language development on the part of learners (Andrews, 2007).

Table 1. L2 Teachers' Engagements with Content (Andrews, 2007, p. 95)

1.	General priorities and strategies
(a)	<i>Priority given to language issues in planning</i>
	• What is the teacher's major focus in planning? • Methodology? • Classroom organisation? • Language? • Does the teacher give attention to language issues in, e.g., skills lessons?
(b)	<i>Strategies for dealing with challenges to subject-matter knowledge</i>
	• Does the teacher engage with such challenges, or seek to avoid them? • Does the teacher attempt to fill gaps in his/her own subject-matter knowledge? If so, how?
2.	Pre- and post-lesson thinking about language content
(a)	<i>Pre-lesson</i>
	• How does the teacher approach the task of planning the handling of the language content of the lesson? • How far do the teacher's approaches take account of the learners?
(b)	<i>Post-lesson</i>
	• Do any of the teacher's post-lesson reflections focus on language content? • Do such reflections feed back into the subsequent handling of similar/related content?
3.	Dealing with 'input for learning' in the classroom
(a)	<i>Teacher-produced input</i>
	• Does the teacher control his/her own language? • What use does the teacher make of metalanguage? • What explanations does the teacher provide? • How does the teacher respond to students' questions about language?
(b)	<i>Learner-produced input</i>
	• How does the teacher handle learner error?

Thus far, it has been argued that there is a direct interconnection between TLA and pedagogical practices; therefore, it becomes obvious that any teacher training courses for L2 teachers need to take into account three factors to be included in their syllabi: (a) language proficiency of L2 teachers, (b) content knowledge of L2 teachers and (c) combination of both content and pedagogical knowledge of L2 teachers. Overall, Lindhal (2016) contends that L2 teachers are required to become

professional “language users”, “language analysts”, and “language teachers” (p. 132). Figure 5 also demonstrates the interaction, and overlap among the focal elements of TLA in pedagogical practices schematically.

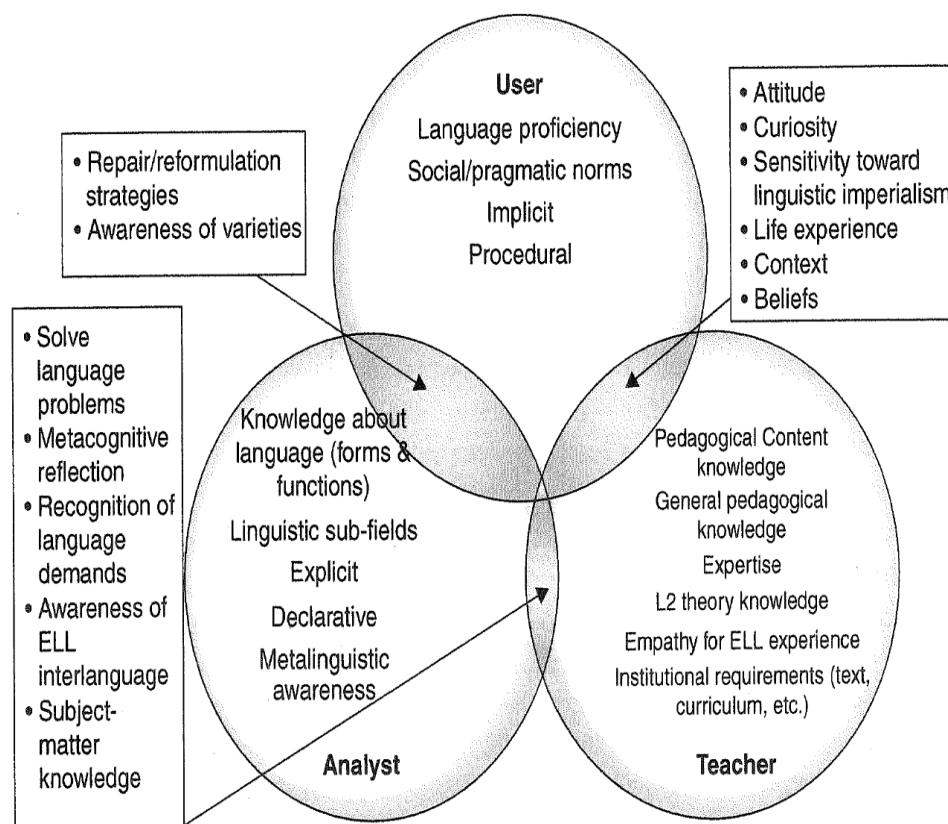


Figure 5. Elements of TLA (Lindhal, 2016, p. 132)

Finally, it has to be mentioned that L2 teachers’ language awareness also involves a sociocultural perspective. In this regard, Lantolf (2009) has contended that it is essential for L2 teachers to become aware of “explicit systematic knowledge of the language as a semiotic tool” and they need to “reintroduce intensive and extensive systematic study of the target language” and pay attention to “the meaning-making potential of language” so that teachers would possess “pedagogically relevant knowledge they need to raise the proficiency of their students” (p. 271).

Likewise, Johnson (2009) has stated that TLA does not merely include knowledge about discrete, isolated grammatical features but also involves the communicative aspect of producing appropriate language in the proper context.

2.7 TLA and form-focused instruction

One of the core concepts in second language teaching and learning is the influence of explicit knowledge about the formal aspects of language. The central issue of TLA is concerned with the demand of explicit knowledge of language and the effect of form-focused instruction in language learning (Andrews, 2007; Ellis, 2008; Long, 1991; 1996; Lyster & Ranta, 2018 to name a few). Form-focused instruction has potential relevance to language awareness of both L2 teachers and learners. The grammar debate has been prevailing in the history of language teaching and learning and, accordingly, the role of form-focused instruction seems authentic to be scrutinized meticulously.

All this is in accord with the basis of language awareness dealing with language teaching and learning as well as language teachers and learners (Svalberg, 2016; Van Essen, 2008). In this vital role of language awareness are the grammar controversy throughout the history of language teaching and its relevance in the description of teaching and learning L2. During the history of language teaching, focusing on language forms has been pervasive for many years. Roberts (1998) asserted that “traditional grammar has rarely, if ever, served as an object of study for its own sake; rather, it has been used as a tool intended to facilitate practical and accurate mastery of mother tongue and of foreign languages” (p. 146). For many years, explicit grammar teaching was central in language learning especially during

the middle ages. Some scholars took the anti-grammar position while others attempted to utilize direct grammar teaching in their L2 teaching practices. In this respect, Ellis (2008) argued that rules might help and facilitate L2 acquisition and there should be a combined methodology of both explicit and implicit L2 grammar teaching. As such, the history of L2 teaching has witnessed shifts from grammar-translation, to reform movement, and to natural approach and finally to TBLT nowadays with form-focused instruction as the main driving force in teaching L2. During the time, the importance of form-focused instruction has never been ignored; and the focus was on how to teach grammar and not on whether to teach grammar (Ellis, 2008; Lyster & Ranta, 2018; Long, 1991; 1996; to name a few).

Contemporarily, grammar teaching and learning has never been scrutinized and challenged as much in the communicative movement in the twentieth and twenty-first centuries. In this era, the philosophy of language teaching shifted from language teaching to how learners actually acquire L2. Howat (1984) has contended that there must be the “switch of attention from teaching the language system to teaching the language as communication” (p. 277). Consequently, it seems logical that classrooms should provide opportunities for learning the language communicatively rather than formal teaching of grammar rules in an isolated and decontextualized manner; classrooms should provide instances of language learning through communicative tasks rather than a place where only grammatical rules are taught explicitly and out of a meaningful and real-life-like context. Thus, L2 teachers are required to adapt an approach that does not downgrade the importance of grammar but integrate it into meaningful communications. With such an approach, language-aware teachers might be equipped with the required knowledge to deal with

learners' language inquiries. In this respect, research findings advise them to practice a weak version of communicative language teaching where form-focused tasks should be melted into meaning-focused and communicative activities (Ellis, 2008). Generally, the inquiry is how language awareness of both teachers and learners may affect second language learning. In order to delve into this issue, research on form-focused instruction could be beneficial. Form-focused instruction has been defined as an L2 teaching in which learners' attentional resources would be concentrated on specific target language features during communicative tasks (Ellis, 2008; Long, 1991, 1996).

This kind of instruction does not deal with isolated grammar teaching but as integration into communicative language teaching or content-based approaches in L2 teaching. As such, a brief review of form-focused instruction and its relevance to L2 teaching would clarify such issues better.

As noted above, naturalistic settings such as immersion programs and strong version of communicative language teaching are notorious for producing learners of high fluency or communicative ability but low linguistic accuracy. Therefore, a combination of explicit and implicit instructions in L2 teaching seems reasonable; that is, different assimilations of instructional tasks which either focus on fluency or accuracy are required (Ellis, 2008; Lyster & Ranta, 2018).

Harmoniously, Long (1991) has suggested that focus on form should "overtly draw students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning" (p. 46). In addition, meta-analytic reviews of focus on form research have demonstrated that explicit teaching/learning of grammatical features is more influential in comparison with implicit instructions

(DeKeyser, 2003; Spada & Tomita, 2010). Focus on form instruction could be integrated into instructional contexts either proactively or reactively in general (Ellis, 2008; Doughty & Williams, 1998; Lyster, 2007; Lyster & Ranta, 2018). Proactive focus on form is pre-planned and designed in a way that enables the learners to notice and focus on special target language features. On the other hand, reactive focus on form is a spontaneous reaction to the learners' errors taking place during classroom interactions either between teachers and learners or among learners. Reactive focus on form involves error correction and feedback of different kinds (Lyster, 2007). It is worth mentioning that focus on form instruction occurs in meaning-based tasks and not in isolation such as memorizing grammar rules or mechanical drills of grammatical patterns. Consequently, grammar instruction must take place in the context of communication and not out of meaningful context. Lightbown (2008) has asserted that forms of language should be taught in contexts similar to the ones that might happen in real-life situations because grammatical features are remembered and recalled faster in situations similar to the interactions inside the classroom settings.

This implies that there is a need for an overlap between form and meaning in communicative tasks. By doing so, the major purpose of form-focused instruction, which is the enhancement of learners' accuracy when they concentrate on meaning in communicative tasks, is achieved.

As mentioned above, there are different types of form-focused instruction. On the one hand, proactive techniques such as input enhancement help the learners to both notice and process the grammatical features in the input; metalinguistic explanations are needed to produce explicit knowledge of grammar verbalizable on

the part of the learners; and practice which is required to develop both automaticity and fluency in L2 productions of learners. On the other hand, reactive focus on form manifests itself as error correction (negative evidence) on the language productions of L2 learners (Lyster & Ranta, 2018). Given the description of form-focused instruction in L2 learning, it becomes obvious that EFL teachers are really in need of “a reconceptualization of the objectives of form-focused instruction in light of what we now know to be achievable in language pedagogy” (Andrews, 2007, p. 64-5). Teachers should be aware that learners do not learn grammatical features in a linear and simple way; however, they learn them holistically and in a complex manner. Learners learn a grammar point and produce it sometimes correctly and sometimes incorrectly until they arrive at the correct form eventually (Ellis, 2008). According to the issues tackled above, it becomes apparent that implementing form-focused instruction, either planned or spontaneous, needs L2 teachers who are professionally language-aware and possess the critical knowledge of how languages are learned and how they are demanded to teach grammatical features appropriately. This professional aspect of L2 teachers’ knowledge enables them to teach and reflect on their effectiveness in their teaching practices. Provided that EFL teachers are language-aware and attempt to reflect and evaluate their own pedagogical practices, they might be able to control for attitudinal and contextual factors in their teaching enactments properly and fluidly. Overall, language-aware L2 teachers might be highly engaged in the cycle of evaluation and re-evaluation of their professional knowledge and teaching practices in the light of research findings and new developments and techniques in the case of grammar teaching and learning (Andrews, 2007; Andrews & Lin, 2018; Borg, 2006; Lyster & Ranta, 2018).

2.8 TLA and L2 teachers' beliefs

Within the L2 teachers' professional knowledge, subject-matter cognitions seem to play a core role in the application of knowledge in teaching L2. This subject-matter cognition could consist of L2 teachers' feelings, beliefs, and understandings of the content they are about to teach. However, defining belief both in general and operational manners has been a burden in general education and L2 teaching. Pajares (1992) has defined belief as "an individual judgment of the truth or falsity of a proposition" (p. 316). Murphy and Mason (2006) believe that beliefs are "all that one accepts or wants to be true" (p. 306). In this respect, Skott (2014) has suggested some focal concepts regarding the definition of belief and has discussed that beliefs are ideas that people consider true and possess both cognitive and affective aspects and they are brought about as a result of continual social experiences and interactions; thus, they might impact practice. In this way, beliefs might be changed through teaching and gaining experience through action and reaction (Borg, 2018).

Considering L2 teaching in general and grammar teaching specifically, L2 teachers' beliefs could involve their beliefs about language itself, how it is taught and learned (Andrews, 2007; Borg, 2006, 2018). Along the same line, Borg (2018) has argued that L2 teachers' beliefs are not stable but dynamic and they could be changed as L2 teachers become more experienced and knowledgeable. Borg (2018) has also rejected the linear relationship between L2 teachers' beliefs and their pedagogical practices and has asserted that "beliefs and practices are mutually informing and mediated by the sociocultural contexts teachers are part of" (p. 87). Borg (2018) has also suggested that "teachers' beliefs and practices are socially and historically constructed and dynamic and that it is not possible to adequately

understand them without reference to interactions the teacher has with students, colleagues, professional learning, and institutional structures more generally over time” (p. 88). Taking into account the above-mentioned issues, TLA consists of the understanding of subject-matter cognition and that is the L2 teachers’ beliefs and feelings about teaching and learning L2. Researching the L2 teachers’ beliefs and thinking has been a recent interest in L2 education. Researchers have attempted to delve into the relationship between L2 teachers’ beliefs and their pedagogical practices. Elbaz (1983) has argued that teachers’ values and beliefs would aid them to combine their theoretical and experiential knowledge in their L2 teaching. Clandinin (1992) has signified that teachers possess their practical knowledge through their beliefs, knowledge, experience, context, and reflection. More recently, Borg (2018) has emphasized the role of context on teachers’ beliefs and practices. Accordingly, he has contended that factors such as awareness, motivation, and experience are internal for L2 teachers and elements like context of teaching, time pressure, and syllabi are external for L2 teachers; thus, the association between internal and external factors could influence the relationship between L2 teachers’ beliefs and practices.

It has become apparent that L2 teachers’ beliefs drive their decision making, action and reflection on their actions in their pedagogical practices (Andrews, 2007; Borg, 2006; 2018). Tsui (2003) has harmoniously argued in favor of the focal roles of L2 teachers’ beliefs, knowledge, experience, and goals that influence L2 teachers’ pedagogical practices in their specific contexts. Regarding the contextual limitations for L2 teachers, Borg (2018) has blamed such limitations for preventing L2 teachers from putting their beliefs and knowledge into practice.

Overall, it could be concluded that there is a mutual relationship between L2 teachers' beliefs and practices safely (Andrews, 2007; Borg, 2003; 2005; 2006, 2018; to name a few).

Borg (2018) has suggested that most of the qualitative studies evaluating the relationship between L2 teachers' beliefs and their practices were methodologically flawed, especially using questionnaires and interviews. Studies conducted by Watson (2015a; 2015b) and Gu (2016) have only examined the stated beliefs of L2 teachers regarding grammar teaching and their findings did not get insight into how to teach grammar to obtain the higher level of language learning on the part of the learners. Borg (2018) has also argued about the weaknesses of the methodology of such studies to gain more valid results. Munoz and Ramirez (2015) have concluded that although teachers stated the importance and essence of an issue related to grammar teaching and learning (especially by responding to items on the questionnaires), L2 teachers did not put those beliefs into practice in their instructional settings. Generally, the subject-matter beliefs about grammar teaching and learning constitute the heart of TLA that influence L2 teachers' teaching grammar. In the complex cycle of teaching and learning grammar, a host of variables mediate L2 teachers' thinking and beliefs and their pedagogical practices.

L2 teachers' attitude towards grammar and grammar instruction, students' attitudes and perceptions of grammar and its function in communications, the importance of teaching explicit grammatical rules for L2 acquisition are among some of the effective elements in any L2 teacher's language awareness construct that impinge on his/her instructional practices (Andrews, 2007; Andrews & Lin, 2018; Borg, 2006; 2018).

2.9 Related empirical studies

2.9.1 Investigating teachers' explicit knowledge about grammar

Some studies have investigated teachers' declarative knowledge about grammar. The earliest study was done by Bloor (1986) who used a questionnaire to study student-teachers' familiarity with grammatical terms and concepts. He found out that student-teachers did not have difficulty in recognizing verbs and nouns, but they showed some failures to identify functional elements such as subject and object. The results indicated the lack of declarative knowledge of language teachers. Within the same line, Wray (1993) studied the role of Knowledge about Language (KAL) in U.K. In the study, student-teachers were tested on grammatical forms, the changing nature of grammatical rules, the differences between spoken and written discourses, cultural variations of languages, and literary language. As a result, student teachers achieved a mean score of 42.3 per cent which was not high enough according to the researcher. Another study was conducted by Williamson and Hardman (1995) in which they asked the trainees to name parts of speech. Overall, the trainees got a score of 5.6 out of 10 which showed a significant gap in their knowledge about grammar and thus a lack of Metalinguistic Awareness. Chandler (1988) studied 917 student-teachers' language knowledge and got to the same deficiencies like other studies. All these studies showed a lack of grammatical knowledge of pre-service and in-service teachers in U.K as an ESL context. Andrews (1994, 1999a) continued the issue with some more studies related to teachers' knowledge of language within EFL contexts. Andrews (1994) studied student-teachers' knowledge of language within the point of view of their trainers. He utilized a questionnaire and studied 82 trainers'

ideas. He found out that more than 50 per cent of the student-teachers had low levels of grammatical knowledge/awareness. In another study with a similar philosophy, Andrews (1999) used a metalinguistic test with 60 items to investigate the language awareness of four groups of FL teachers: Non Native Speaker (NNS) teachers of English, NNS pre-service teachers of English, English Native Speaker (NS) pre-service teachers with background in English studies, and English native speaker pre-service teachers of modern languages. He concluded that non-native teachers of English outperformed ($M = 70\%$) the other groups. Native-speakers performed the worst with the mean score of 41%. Generally, these studies reflect the idea that pre-service and in-service teachers have some gaps in their grammatical knowledge, and thus, teacher educator programs need to invest more time on the development of student-teachers' language awareness (metalinguistic) knowledge. Although this dimension of teachers' cognition is necessary it is not sufficient for language teachers to be effective in their teaching practices (Borg, 2003).

2.9.2 Investigating teachers' beliefs about grammar

Within ESL contexts, Chandler (1988) used a questionnaire to investigate in-service teachers' beliefs about teaching grammar. The study showed that 84 per cent of teachers teach grammar in their classes, but they retrieve their grammatical knowledge from their own experiences as students. Chandler (1988) called this attitude of teachers as a kind of ignorance of the importance of language awareness. In another study in ESL context, the results were different. Eisenstein-Ebsworth and Schweers (1997) used a questionnaire and scrutinized 60 university-level teachers from New York and Puerto Rico. Most of the teachers indicated the importance of

explicit grammar instruction especially the teachers from Puerto-Rico. The authors attributed this belief among Puerto-Rican teachers to their traditional approach of language instruction. All in all, teachers have a well-developed approach towards grammar teaching and show rationalistic views to curriculum and pedagogy.

Teachers mentioned two factors of students' needs and syllabus expectations as fundamental dimensions of their beliefs. However, they emphasized their own experiences as the most influential factor in their view of grammar teaching. It was a surprise for the researchers that teachers did not advocate to any research findings or bias towards any particular teaching methodology. In continuation of the studies regarding teachers' attitudes towards grammar teaching, two large-scale studies by Schulz (1996, 2001) have to be mentioned. Schulz (1996) studied both teachers' and their students' attitudes to grammar, grammar teaching, and corrective feedback (92 teachers and 824 students) in the US. The study demonstrated a significant difference between teachers' and their students' beliefs about grammar teaching and corrective feedback. Most of the students were in favor of being corrected in both productive and receptive skills whereas only 42 per cent of the teachers had the same point of view. Schulz (2001) replicated the study in an EFL context in Colombia and got to the same results. On the basis of these studies, the researcher concluded that the mismatch between students' and teachers' beliefs about grammar and corrective feedback will lead to low level of motivation among learners and reduce the validity of instruction in the eyes of the students. Berry (1997) utilized a questionnaire to test the familiarity of the students with grammatical terminology of 372 university-level students in Hong-Kong and also studied their teachers' ($N = 10$) ideas whether their students were familiar with these terminologies. The results showed a significant

difference between students' knowledge of Metalinguistic and their teachers' thinking of that knowledge of their students. In conclusion, Berry (1997) again warned against this serious problem of mismatch between students' and teachers' thoughts. Burgess and Etherington (2002) carried out another study to investigate the beliefs of 48 English for Academic Purposes (EAP) teachers about grammar instruction. Most of the teachers (over 90%) mentioned the importance of explicit grammar instruction. They thought that Metalinguistic knowledge play a crucial role in students' language learning. One common factor among these studies is that they focused on the negative outcomes of these discrepancies between students' and teachers' beliefs. None of the studies mentioned the less frequent happening of formal instruction in language classrooms. Finally, teachers got their views from their own experiences as students; they did not refer to any research findings concerning grammar teaching (Borg, 2003).

2.9.3 Investigating teachers' grammar cognition in practice

Studies so far have only mentioned the underlying construct of Metalinguistic knowledge at the explicit level. Brumfit, Mitchell, and Hooper (1996) argued that theoretical debates about KAL are necessary but they are not enough. As such, there is a need for empirical evidence regarding teachers' actual practices in the classroom context. It is not only essential to consider teachers' interpretations of KAL but also their implementations in the classrooms. Brumfit et al. (1996) investigated teachers' metalinguistic knowledge and its implementation in the classroom by observing and interviewing them. Two groups of English teachers and EFL teachers were studied. There was a significant difference between their views in that EFL teachers viewed

language awareness at the sentence-level while English teachers viewed it at a text-based or discourse level. EFL teachers were in favor of explicit grammar instruction and corrective feedback in their classes whereas English teachers view such actions with little relevance to students' general linguistic ability. Along the same line, Andrews (1997, 1999b, 2001) clarified the issue more by assimilating teachers' knowledge and their practices in grammar instruction. Andrews (1997) simulated a study in which teachers were supposed to both recognize some errors in a text and explain the correction to the researcher. Teachers showed difficulty in explanations to be absorbable enough for the learners to grasp them. Accordingly, Andrews (1997) relates this problem of EFL teachers in explanation to the lack of procedural knowledge in language. This aspect was related to the operational level of language awareness and not the inadequacies in declarative knowledge about language. Consequently, Andrews (1997) thought of communicative language ability of EFL teachers to be more paramount to grammar teaching and error correction than that of explicit knowledge about language. Finally, he asserted that "assessing teachers' Metalinguistic awareness solely by focusing on declarative language awareness may miss out on procedural problems" (Andrews, 1997, p. 160). The findings of this study shed light on the importance of pedagogical skills of language teachers to improve students' learning especially in classroom contexts. Andrews (1999b) demonstrated that teachers' metalinguistic awareness acts as a filter in making the input comprehensible and learnable for learners. Teachers must have the ability to filter the materials and modify the input for learners to enhance learning and this, without any doubt, is related to teachers' language awareness. He also asserted that L2 teachers' mediator role in making the input as comprehensible as possible for

EFL learners is a focal role in paving the way for learners to acquire the language. Consequently, L2 teachers need to be equipped with both declarative and procedural dimensions of language awareness construct. In the study, one of the teachers showed lack of language awareness by providing students with input that was incorrect regarding language. As we see, this could be really harmful for students to learn the wrong input just because of teachers' inadequacy in language.

Andrews (2001) continued his arguments by switching from Teachers' Metalinguistic Awareness (TMA) to Teachers' Language Awareness (TLA). He made the picture of teachers' language awareness more colorful by considering teachers' personal factors (e.g. teachers' alertness), teachers' attitudes (e.g. their desire to engage with grammar and their perceptions of the role of grammar) and contextual factors (e.g. time constraints which may hinder teachers from doing what they really want to do). In this way, he mentioned that research into teachers' cognition should consider these potential elements, too. In some other studies investigating the relationship between cognition and practice, Farrell (1999) asked 34 pre-service English teachers in Singapore to reflect on their personal views about teaching grammar. The results of the study indicated that the teachers were viewing and teaching grammar the way they had been taught as students themselves. In this line, Borg (2003) has stated that "such findings once again highlight the impact of teachers' educational biographies on what they think and do..." (p. 102). In a related manner, Borg (1999) referred to two other factors influencing teachers' actions in formal instruction: teacher education programs with the aim of developing teachers' beliefs about grammar instruction, and teachers' classroom experiences which guide them to modify their cognitions and, therefore, practices.

2.9.4 Students' perceptions of grammar instruction

Teachers in general and language teachers in particular should be careful that any action they do in the class would be either effective and acceptable or ineffective and unacceptable in the eyes of their students.

It seems really crucial to look at the other important dimension in educational contexts, that is, the students who would finally learn the language (Borg, 1999a). Manley and Calk (1997) have contended that “an investigation into the opinions of those most affected by the grammar question, that is, language students themselves, seems timely” (p. 73). There have been some studies aiming at investigating students' attitudes towards grammar instruction. Foord (1965) found a statistical negative correlation between students' intelligent quotient and their attitudes towards grammar. Also, he found out that girls have more positive attitudes to grammar than boys do. Manley and Calk (1997) studied 14 college students' attitudes and perceptions of grammar instruction. They concluded that most of the students thought highly of grammar and grammar teaching/learning they received in their classes. They also thought of such knowledge as a useful tool in their academic courses such as writing. The students in the study believed that grammar was useful and significant in language learning. They mentioned that learning the rules of English would enable them to write accurately and speak appropriately. They were also particularly concerned about the theoretical aspect of English grammar, although they thought it was hard and boring in comparison to other subjects. Generally, they believed that a good command of English language grammar was a fundamental factor in their educational life. They mentioned that a good knowledge of English grammar was essential in their writings especially in writing research papers, theses,

and dissertations. The same findings came out from another study by Paraskevas (1993). The researcher found that most of the students in the advanced grammar classes think of grammar as a potent factor to be able to speak and write properly. Some of them thought that grammar would contribute inherently to improved writing and it would be a remedy for bad writing, though half of them found grammar a hard task. An insightful study was also conducted by Nabei (1995) who scrutinized Japanese students' perceptions of grammar instruction and got slightly different results. Japanese students preferred communicative language teaching and learning to explicit grammar instruction. However, half of the participants thought positively of grammar instruction in their reading and writing classes.

After all these studies and according to Borg (1999a, 2003, 2006, 2018), the main purpose of research into teacher cognition should provide insights into useful teacher education programs. Moreover, he argued that teacher educators lack the knowledge of which cognitions can promote students' learning and which ones hinder it. He continued that future research should seek to investigate students' perceptions on grammar and their teachers' practices in grammar instruction. As such, the relationship between teacher cognition and student attainment seems to worth studying. In this respect, it could be claimed that teachers' thinking and belief towards grammar instruction and learning might influence learners' attitudes towards learning grammar and its importance as a paramount element in their communicative competence. All such interactive relationships among the above-mentioned influential factors call for more precise investigations utilizing different research methodologies to obtain somehow reliable and valid results (Andrews, 2007; Borg, 2003, 2006, 2018).

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to provide information regarding following issues respectively: (1) providing details about participants and setting of the study; (2) describing the instruments used in the study; (3) explaining the data collection procedure of the study; (4) explaining the design of the study.

3.1 Participants

The participants were 322 Iranian EFL learners (154 male and 168 female) aged between 16- and 18-years studying English at a private English institute. There were also 14 Iranian EFL teachers all graduates of English language teaching (six male and eight female) with the average experience of four years. Students were studying English for the purpose of receiving Preliminary English Test (PET) certificate. They were randomly selected from students of different PET preparatory classes divided into three groups. Each group consisted of as many classes as needed to provide sufficient number of students for the study. Six classes with a total of 105 students served as the first experimental group; and six other classes with a total of 107 students constituted the second experimental group; and six classes with a total of 108 students were assigned as the third experimental group. The participants were assigned to the classes by the institute's registration office, which made a non-probability sampling for the study. It needs to be mentioned that students in the study are all multilinguals and randomly possess languages of Persian, Azeri Turkish, and

Kurdish. Official language is Persian in Iran. All the learners in the study are high school students come from families with different socioeconomic statuses (high, middle and low). Learning foreign languages in Iran, especially English, is firmly supported by the ministry of education in Iran; consequently, registering for private language learning classes is not expensive. In this respect, parents are logically motivated to send their children to such supplementary classes. In addition, EFL teachers in the study are also multilinguals and they are non-native speakers of English. Entering to private language schools is competitive and they all need to possess a related certificate of English language teaching to be capable of teaching in such schools according to the regulations of the ministry of education. Moreover, it is also mandatory to participate in pre-service, intensive teacher training courses offered by the language school and pass it both theoretically and practically before beginning their careers. The language school is privately-funded; however, it operates under the rules of the ministry of education. The course book materials are selected by the educational manager from those approved by the ministry of education. Generally, the language school educate three groups of learners: young learners (seven to 12 years old), young adults (12 to 18 years old) and adults (above 18 years old). Each semester of education lasts 16 sessions within six weeks and learners meet three sessions a week; boys meet on the odd days and girls on the even days and there is no co-education in the school respecting the Islamic rules of the ministry of education. Each educational session lasts 90 minutes and altogether students receive 24 hours of instruction in each semester. Students take a midterm exam on the eight session and a final exam after their last session of instruction. On the weekends, students are free and do not go to school anymore.

3.2 Instruments

Since the treatment of the study was focused on grammar instruction, the instruments for the research procedures were focused on grammar and consisted of the following types of tests:

3.2.1 Pre-test

The original form of the Interchange Objective Placement Test (Appendix A) was used to assess and compare the homogeneity of the participants with regard to their English Language Proficiency in general, and grammar knowledge in particular. This test that served as the pre-test contains three sections: listening comprehension section (20 items), language use section (20 items), and reading comprehension section (30 items). The reliability and validity of this test were evaluated in the Iranian context as can be seen in section 3.2.1.1. Having piloted the test, the items on the test were all evaluated statistically and logically.

3.2.1.1 Estimating the reliability of the placement test

In order to estimate the reliability of the placement test, internal consistency reliability approach has been utilized to analyze how different parts of the test relate to each other. Internal consistency of a test is estimated by using different formulas such as alpha cronbach and KR-21. Since the question items on our test have been scored dichotomously, alpha cronbach statistic has been used to account for the inter-relationships among all question items. The higher get-togetherness of the items on the test indicates the higher reliability in the measurement of language proficiency utilizing the placement test.

The second purpose of utilizing this reliability procedure was to calculate classical item statistics such as Item Facility (IF) and Item Discrimination (ID) of the test items. As such, the results of this analysis have been scrutinized in three parts. The first part of the output, item statistics table, has provided a list of the means, standard deviations, and the number of the participants who answered each question (Appendix B). The means for these question items are the same as the item facility indices. From this table (Appendix B), it could be seen that these items range in difficulty from easy to difficult. According to Bachman (2004), one should attempt to keep items with item facilities between 0.3 and 0.7.

The second part of the output, Item-total statistics table, provided information to be used effectively in order to determine which question items have been functioning well in the test. The statistics that are mostly used to recognize question items for revision or deletion are the corrected item-total correlation and the alpha if item deleted. The corrected item-total correlation is the point-biserial correlation coefficient which could be interpreted as the item discrimination index of a question item. If this value is high, the item discriminates well between high-achievers and low-achievers on the test. According to Bachman (2004), item discrimination indices above .4 are the ones to keep in our test (See Appendix C for item-total statistics table).

The third part of the analysis provided the reliability value of the test (See Table 2). Generally, in our item revision process and reliability estimation, we considered the increase in reliability against the increase in difficulty. Moreover, we took into account the content of the question items as well as the items' statistical characteristics for revision and arrived at the following decisions for the subsets of

the placement test. Looking at the item statistics in the placement test, it could be observed that items 2, 7, 25, 47, and 69 at different subsets of our test have low discrimination indices of -.001, -.102, -.20, .075, and .044 respectively.

Consequently, if they were deleted, the reliability of the test would not decrease or increase dramatically. In addition, only items 2 and 69 were difficult items with item facility indices of .11 and .17 respectively. The other selected items were in the logical range of item facility (.3 to .7). Tentatively items 2 and 69 could be modified or discarded from the whole test and rerun the reliability analysis again; however, they were kept in the test.

Table 2. Reliability Statistics of Placement Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.901	70

3.2.1.2 Investigating the validity of the placement test

In order to investigate the underlying structure of the subsets of the placement test, the three sections of listening comprehension, reading comprehension, and language use were analyzed through Principle Component Analysis (PCA) using SPSS version 19. Prior to performing PCA, the suitability of data for factor analysis was assessed. Inspection of the correlation matrix (Table 3) revealed the presence of coefficients of .3 and above. These correlations confirmed that performing the exploratory factor analysis was appropriate in order to extract the clusters of the variables in the analysis.

Table 3. Correlation Matrix of Placement Test

Correlation Matrix				
		Listening	Reading	Grammar
Correlation	Listening	1.000	.613	.658
	Reading	.613	1.000	.684
	Grammar	.658	.684	1.000

In addition, and according to Table 4 (bartlett's test), the Kaiser-Meyer-Oklin (KMO) value was .726, exceeding the recommended value of .6 and bartlett's test of sphericity was statistically significant ($p = .000 < .05$); all this supported the factorability of the correlation matrix as well.

Table 4. KMO and Bartlett's Test of Placement Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.726
Bartlett's Test of	Approx. Chi-Square	87.935
Sphericity	df	3
	Sig.	.000

The three-component solution explained a total of 100% of the variance, with factor one contributing 33.851%, factor two with 33.542% and factor three with 32.607%. All this information has been presented in Table 5 below. In order to determine how many factors to extract, components with eigenvalues of one or above were considered first. Moreover, the total variance explained by the extracted factors was taken into account as well. This total variance has been presented in the cumulative column in Table 5 that in whole demonstrates the full variance explained by these three components.

Table 5. Total Variance Explained of Placement Test

Total Variance Explained									
Component	Extraction Sums of Squared						Rotation Sums of Squared		
	Initial Eigenvalues			Loadings			Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.304	76.788	76.788	2.304	76.788	76.788	1.016	33.851	33.851
2	.390	12.995	89.783	.390	12.995	89.783	1.006	33.542	67.393
3	.307	10.217	100.000	.307	10.217	100.000	.978	32.607	100.000

Extraction Method: Principal Component Analysis.

The initial factor extraction which was unrotated has been presented in Table 6 below. This matrix is not interpretable enough with only the first factor (composite factor) with high loadings from all sections.

In order to get rid of this high-loaded factor and to help the interpretation of the three components, varimax rotation was performed. The rotated solution (Table 7) indicated the presence of a more interpretable structure, with all factors showing a number of loadings and all subsections of the test loading substantially on only one factor. The interpretation of the three factors was consistent with the designation of the Interchange Placement Test with listening section loading strongly on factor one (.910), reading section loading heavily on factor two (.901) and the language use section loading on factor three (.884). The results of this analysis supported the unidimensionality of each section of the test as separate subsections which could be interpreted as the evidence of the construct validity of the test.

Table 6. Component Matrix of Placement Test

Component Matrix ^a			
	Component		
	1	2	3
Grammar	.893		-.440
Reading	.874	-.383	.299
Listening	.861	.484	.153

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Table 7. Rotated Component Matrix of Placement Test

Rotated Component Matrix ^a			
	Component		
	1	2	3
Listening	.910	.281	.303
Reading	.287	.901	.324
Grammar	.323	.338	.884

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

3.2.2 Post-test

Utilizing the placement test's results, it was proved that all the participants were at level three of Interchange series second half (units nine through twelve) homogeneously (Richards, Hall & Proctor, 2017). Thus, the post-test based on the instructional objectives of the materials to be covered was specifically designed and utilized so as to measure the participants' grammatical knowledge at the end of the study. This test consisted of four sections: listening comprehension (six items),

vocabulary (17 items), grammar (40 items), and reading comprehension (12 items) altogether 75 items (Appendix D). The reliability and construct validity of this post-test was also scrutinized within Iranian context with 62 learners similar to the original participants of the study as the following.

3.2.2.1 Estimating the reliability of the post-test

Having administered the test with a similar sample like the population of the study and gathered the data, the internal consistency reliability approach was utilized to analyze how different parts of the test relate to each other.

The output of the reliability analysis has been presented in three parts. Descriptive statistics of the test items has been provided in item statistics table presented in Appendix E for detailed evaluations. The list of the means, standard deviations and number of the participants who answered every item has been provided respectively. It could be observed that the means of the items are equal to the item facility indices of the same items. Items on the test varied in difficulty from easy to difficult. As a rule of thumb, items with item facility indices between .3 and .7 would be attempted to be selected and kept in the test.

The second part of the output, item-total statistics of the post-test presented in Appendix F, yielded information about the corrected item-total correlation and the alpha if item deleted. The corrected item-total correlation is a point-biserial correlation coefficient interpreted as the item discrimination index of an item. Item discriminations above .4 are the ones with good quality of differentiation between masters and non-masters on the test (Bachman, 2004). Evaluating the items in the post-test, it was found that items 1, 4, 19, 20, 21, 31, 32, 36, 41, 47, 53, 61, 62, and

71 at different subsections of the test had either low or negative discrimination indices. However, inspecting their relative item facility indices demonstrated that some items possess logical indices and deleting them would not increase the internal consistency of the test ($\alpha = .898$) drastically. Eventually, it was decided to keep items regarding their content coverage for the final calculations. It has to be mentioned that, removing these items from the test could not improve the alpha value to a higher extent.

The third part of the reliability analysis was the recalculation of the internal consistency of the post-test (alpha cronbach) after removing the malfunctioned items from the test. The reliability index has been presented in Table 8 below.

Table 8. Reliability Statistics of Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	70

3.2.2.2 Investigating the construct validity of the post-test

In order to investigate the construct validity of the post-test, the four sections of the test were analyzed through PCA statistic. The adequacy of the data for factor analysis was evaluated before conducting PCA. Analyzing the correlation matrix (Table 9) showed the presence of coefficients of .3 and above. The initial investigation of correlation matrix is the necessary prerequisite for conducting exploratory factor analysis. Such correlations indicate the existence of clusters among the data to be extracted (Pallant, 2007).

Table 9. Correlation Matrix of Post-test

Correlation Matrix					
		Listening	Vocabulary	Grammar	Reading
Correlation	Listening	1.000	.294	.431	.292
	Vocabulary	.294	1.000	.763	.593
	Grammar	.431	.763	1.000	.741
	Reading	.292	.593	.741	1.000

Furthermore, the KMO value was .714, exceeding the recommended value of .6 and Bartlett's test of sphericity was statistically significant ($p = .000 < .05$), supporting the factorability of the correlation matrix (Pallant, 2007). This information has been presented in Table 10 given below.

Table 10. KMO and Bartlett's Test of Post-test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.714
Bartlett's Test of Sphericity	Approx. Chi-Square	110.801
	df	6
	Sig.	.000

According to the total variance explained table (Table 11), the four-component solution explained 100% of the variance, with factor one explaining 28.221%, factor two with 27.876%, factor three with 26.115% and factor 4 with 17.788%. Table 11 demonstrates all these variances explained. In determining the number of the components, the eigenvalues of one and above of the factors were considered. The total variance explained by these components has been provided in the cumulative column which shows the whole variance explained by these factors.

Table 11. Total Variance Explained of Post-test

Total Variance Explained									
Component	Extraction Sums of Squared						Rotation Sums of Squared		
	Initial Eigenvalues			Loadings			Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.617	65.419	65.419	2.617	65.419	65.419	1.129	28.221	28.221
2	.797	19.917	85.336	.797	19.917	85.336	1.115	27.876	56.097
3	.408	10.189	95.525	.408	10.189	95.525	1.045	26.115	82.212
4	.179	4.475	100.000	.179	4.475	100.000	.712	17.788	100.000

Extraction Method: Principal Component Analysis.

The initial unrotated factor extraction has been provided in Table 12 below. As usual, this matrix is not meaningful and interpretable with only the first factor with high loadings of all the variables. In order to obtain a better component matrix with the interpretation of four factors, varimax rotation was conducted. The rotated solution (Table 13) has demonstrated the presence of a more interpretable structure with all factors showing loadings and all subsections of the test loading substantially on only one factor to prove the unidimensionality of the subsections of the post-test.

It is obvious that vocabulary section loaded strongly on factor one (.913), reading comprehension loaded highly on factor two (.917), listening comprehension heavily loaded on factor three (.978) and the grammar section loaded on factor four (.745).

The results of this analysis supported the construct validity of the post-test and indicated that each section of the test was separable from the other sections and measured what it was designed to measure.

Table 12. Component Matrix of Post-test

Component Matrix ^a				
	Component			
	1	2	3	4
Grammar	.935			-.342
Vocabulary	.851	-.226	-.435	.187
Reading	.841	-.227	.466	.153
Listening	.556	.829		

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Table 13. Rotated Component Matrix of Post-test

Rotated Component Matrix ^a				
	Component			
	1	2	3	4
Vocabulary	.913	.278	.126	.269
Reading	.277	.917	.125	.258
Listening	.113	.112	.978	.134
Grammar	.453	.429	.237	.745

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

3.2.3 Delayed post-test

A delayed post-test, a similar test to the post-test, was designed on the basis of the same objectives of the post-test. It was again utilized to measure and evaluate the participants' grammatical knowledge after the completion of the study. This test is also composed of four sections: listening comprehension (six items), vocabulary (17 items), grammar (40 items) and reading comprehension (12 items). Totally, this test

consists of 75 items like the post-test. The Delayed post-test with all its items and instructions has been provided in Appendix G for more meticulous considerations. It has to be mentioned that the designation of the delayed post-test items was parallel to the ones in the post-test.

3.2.3.1 Estimating the reliability of the delayed post-test

The internal consistency reliability approach was used to analyze how different parts of the delayed post-test relate to each other. Like the post-test, the question items on the delayed post-test were scored dichotomously. Consequently, alpha cronbach statistic was utilized in order to evaluate the inter-relationships among all the question items on the test. Along with the reliability analysis, the second aim of utilizing this procedure was also to calculate classical item statistics of IF and ID of the questions on the test. Thus, in the following, the results of this procedure have been given in three parts.

In the first part of the output, item statistics table (Appendix H), means, standard deviations, and number of the students who replied to every question have been provided. It is known that the values of the means for the question items are the same as the item facility indices. Obviously, the question items on the test range in difficulty from easy to difficult.

The second part of the output item-total statistics table presented in Appendix I provided information about the corrected item-total correlation and the alpha if item deleted. The corrected item-total correlation is a point-biserial correlation coefficient indicating the item discrimination index of the question. Basically, item facilities between .3 to .7 and item discriminations above .4 are the questions with good

quality to be kept in the final format of the tests. However, content coverage and alpha value level were also taken into account in the process. Analyzing the items in the delayed post-test indicated that items 1, 9, 20, 21, 41, 59, and 61 at different sections of the test had either low or negative discrimination indices. Nevertheless, evaluating their relative item facility indices showed that most of the selected items inherit logical indices (between .3 and .7) and discarding them would not increase the alpha value dramatically. Considering the logic and content coverage of the selected items, it was finally decided not to delete any of the items from the final estimations; thus, we kept them in the test. The last part of the reliability analysis was to calculate the internal consistency coefficient (alpha cronbach) after reviewing the items in the test. The reliability index was found to be .884 presented in Table 14 below.

Table 14. Reliability Statistics of Delayed Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.884	75

3.2.3.2 Investigating the construct validity of the delayed post-test

With the purpose of investigating the structure of the subsets of the delayed post-test, the four sections of the test were subjected to PCA analysis. Before conducting the PCA, the acceptability of data for factor analysis was evaluated first. Evaluating the correlation matrix table (Table 15) demonstrated the presence of coefficients of .3 and above. The KMO value was .645 slightly above the recommended value of .6 and bartlett's test of sphericity reached statistical significance ($p = .000 < .05$).

Table 15. Correlation Matrix of Delayed Post-test

Correlation Matrix					
		Listening	Vocabulary	Grammar	Reading
Correlation	Listening	1.000	.224	.230	.208
	Vocabulary	.224	1.000	.674	.432
	Grammar	.230	.674	1.000	.689
	Reading	.208	.432	.689	1.000

Table 16. KMO and Bartlett's Test of Delayed Post-test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.645
Bartlett's Test of Sphericity	Approx. Chi-Square	80.488
	df	6
	Sig.	.000

According to the total variance explained table (Table 17), the four-component solution explained the whole variance, with factor one contributing 26.907%, factor two about 26.751%, factor three about 26.255% and factor four with 21.086%. The four components were extracted by considering the eigenvalues of one or above. Cumulative column in table 17 demonstrates the whole variance explained by the four derived factors. This factor-loading structure indicates the clear four-construct structure of the measurement tool in question. On the other hand, each section of the test measures what it is purported to measure which could be interpreted as the construct validity of the tool.

Table 17. Total Variance Explained of Delayed Post-test

Total Variance Explained									
Component	Extraction Sums of Squared						Rotation Sums of Squared		
	Initial Eigenvalues			Loadings			Loadings		
	% of	Cumulative		% of	Cumulative		% of	Cumulative	
	Total	Variance	%	Total	Variance	%	Total	Variance	%
1	2.315	57.879	57.879	2.315	57.879	57.879	1.076	26.907	26.907
2	.890	22.240	80.119	.890	22.240	80.119	1.070	26.751	53.659
3	.567	14.183	94.302	.567	14.183	94.302	1.010	25.255	78.914
4	.228	5.698	100.000	.228	5.698	100.000	.843	21.086	100.000

Extraction Method: Principal Component Analysis.

The initial factor extraction which was unrotated has been given in Table 18 below.

This matrix was not meaningful enough since the first factor possess all high loadings from all the sections of the test. With the aim of helping the interpretation of the four components, varimax rotation was conducted. The rotated solution (Table 19) demonstrated the presence of a more interpretable structure. In this rotated matrix, all components have a number of loadings and all the sections of the delayed post-test have been loaded significantly on merely one factor. This rotated matrix revealed that reading section loaded strongly on factor one (.936), vocabulary section loaded heavily on factor two (.938), the listening section heavily loaded on factor three (.990) and the grammar section loaded on factor four (.825). The results of this factor analysis support that each section of the delayed post-test functions separately and measures what it was designed to measure which could be interpreted as the evidence of the construct validity of the test. This factor-loading structure of the measurement tool has proved that the components of the test measure what they have been designed to measure.

Table 18. Component Matrix of Delayed Post-test

Component Matrix ^a				
	Component			
	1	2	3	4
Grammar	.911	-.177		-.372
Reading	.809	-.165	.519	.220
Vocabulary	.806	-.112	-.545	.204
Listening	.425	.905		

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Table 19. Rotated Component Matrix of Delayed Post-test

Rotated Component Matrix ^a				
	Component			
	1	2	3	4
Reading	.936	.183		.285
Vocabulary	.184	.938	.105	.276
Listening			.990	
Grammar	.399	.386	.103	.825

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

3.2.4 Language awareness test

The original form of Metalinguistic Test (Alderson, Clapham, & Steel, 1996) was utilized to assess the level of language awareness of the EFL teachers in the study (Appendix J). This test is composed of three sections and 79 items. In section one there are 19 items and teachers are required to select one example of the grammatical item requested within a sentence. Altogether 15 grammatical items- such as countable noun, relative pronoun- are requested. There are also four other sentences;

and teachers are requested to underline the item requested in brackets. Section two (English error correction and explanation) consists of 15 English sentences, each of which contains a grammar mistake. For each sentence, teachers are requested to rewrite the faulty part of the sentence correctly. They do not need to write the whole sentence. Having rewritten the faulty part, they are asked to explain the error in each sentence.

Teachers are scored on their ability to actively verbalize target language rules and not just providing the passive metalinguistic knowledge. Consider the erroneous sentence below:

If Jane had asked me, I would give her some money.

Four possible explanations of error have been provided. First, a respondent may assert that: “would is conditional so it should appear in the “if” clause not the main clause”. This answer is a wrong explanation and does not receive any point. A second respondent might argue that: “the first clause tells us that this is an impossible condition, so use subjunctive”. This is also a false explanation and thus does not receive any point. A third respondent may contend that: “we must use “would have given” to indicate that the event has already happened”. This respondent has provided the right form but he/she has not been able to provide a correct explanation. The last respondent, for instance, may argue that: “when “if” clause is in the past perfect, main clause verb is in the past conditional form to indicate an unreal condition in the past”. This last explanation is both accurate and appropriate; thus, it receives credit in this part of the exam. All in all, this part of the test contributes marks to two components of the test. The first part of each item contributes to “correction of errors” and the second to “explanation of errors”.

The third part of the test (words in sentences) assesses the examinees' understanding of the function of the words and phrases in sentences. There are 45 items in this part. A sample item has been provided as follows:

LONDON is the capital of England. (Key sentence)

He liked to go fishing in Maine.

A B C D E

In this example, the right answer is “he”, since it functions as the subject of the sentence like “LONDON” does in the key sentence. The high score on the test indicates a high level of language awareness and the low score demonstrates a low level of language awareness on the part of the EFL teachers in the study. In order to collapse EFL teachers into three groups of high, medium, and Low on the basis of their score on the language awareness test, visual binning approach was utilized to divide them into three equal groups. In this way, 33.3% of the participants would be put in every group (Pallant, 2007).

3.2.4.1 Estimating the reliability of the language awareness test

Mostly EFL teachers are busy teaching their classes and reluctant to take a test to evaluate their own language awareness ability. In this study, 14 EFL teachers agreed to take the test. With these limitations considered, test-retest reliability estimate was conducted; EFL teachers took the test ten days before the start of the study and once more at the beginning of the study. The relationship between test and re-test scores of EFL teachers on the Language Awareness test was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity.

There was a strong, positive correlation between the two sets of scores, $r = .98$, $n = 14$, $p < .0005$. This statistical finding proved the reliability of the language Awareness test in the study.

3.2.5 Questionnaires

Two questionnaires of teachers' and learners' grammar perception were used to tap into teachers' and learners' attitudes towards grammar and its essence in learning L2. The internal consistency (cronbach alpha) as the index of the reliability of these scales along with construct validity of these measures was evaluated in Iranian context as well. These questionnaires have been adopted from a study by Schulze (2001). Students' and teachers' grammar perception questionnaires consist of 13 items each. Students' Grammar Perception Questionnaire (SGPQ) has been presented in Appendix K and Teachers' Grammar Perception Questionnaire (TGPQ) has been provided in Appendix L. EFL students and Teachers were supposed to read through the statements and then decide how much they either agree or disagree with each item. The questionnaires include items that are negatively worded and needed to be reversed before proceeding with the reliability and validity analyses (Items eight and nine). Controlling the items on the questionnaire before proceeding with the inferential statistics to evaluate the reliability and validity indices assured the investigation process. This meticulous evaluation was necessary because the number of the items on the questionnaire is thirteen and it is a short instrument in the study. Normally, the reliability of such short instruments is sensitive to the number of items on the measurement tool.

3.2.5.1 Estimating the reliability of SGPQ

Having gathered the data from 51 similar EFL students to the sample of the study, internal consistency reliability approach was used to analyze the reliability of the questionnaire. According to Table 20, the cronbach's alpha value is .708 which is acceptable since the scale includes 13 items altogether and thus it is a short scale.

Table 20. Reliability Statistics of SGPQ

Reliability Statistics		
Cronbach's Alpha		
Based on		
Cronbach's Alpha	Standardized Items	N of Items
.708	.754	13

The corrected item-total correlation column in item-total statistics table (Table 21) demonstrates the degree to which each item on the scale correlates with the total score. Values less than .3 show that the items are measuring something different from the scale as a whole. Accordingly, items 8 and 13 in the scale had low values of .042 and .095, respectively. Moreover, in the column of alpha if item deleted, the impact of removing these items from the scale has been provided. Removing these items would result in a higher final alpha value. Having removed these items result in alpha cronbach value of .759 which was higher. Removing the malfunctioned items in the test has resulted in harmonizing remained items to measure the construct in a more unified manner. In addition, items on the test have had higher correlations with each other which is the reason of improvement in the reliability index.

Table 21. Item-Total Statistics of SGPQ

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SGP1	48.67	32.267	.638	.691	.656
SGP2	48.55	34.493	.474	.439	.679
SGP3	49.22	30.773	.584	.585	.653
SGP4	49.10	33.530	.419	.367	.680
SGP5	49.14	33.081	.465	.491	.674
SGP6	49.00	35.280	.261	.505	.700
SGP7	48.31	37.740	.184	.410	.706
SGP10	49.49	30.895	.316	.465	.704
SGP11	48.16	36.735	.374	.477	.695
SGP12	48.33	34.347	.558	.590	.674
RSGP9	48.65	33.353	.375	.497	.685
RSGP8	49.12	36.906	.042	.449	.739
SGP13	50.27	36.283	.095	.239	.729

3.2.5.2 Investigating the validity of SGPQ

In order to investigate the underlying structure of the students' grammar perception questionnaire, the PCA statistic was utilized. Before performing PCA, the suitability of data for factor analysis was evaluated. Considering the correlation matrix (Table 22) revealed that coefficients of .3 and above were present. This initial investigation of correlation matrix is the necessary prerequisite for calculating factor analysis and extracting clusters among the variables. According to Table 23, the KMO value was .606 which is not lower than the recommended value of .6 and Bartlett's test of sphericity was statistically significant ($p = .000 < .05$), supporting the factorability of the correlation matrix.

Table 22. Correlation Matrix of SGPQ

Correlation Matrix														
		SGP1	SGP2	SGP3	SGP4	SGP5	SGP6	SGP7	SGP10	SGP11	SGP12	SGP13	RSGP8	RSGP9
Correlation	SGP1	1.000	.347	.531	.533	.480	.331	-.113	.417	.260	.531	.105	.053	.127
	SGP2	.347	1.000	.424	.222	.436	.432	.155	.102	.241	.413	.281	-.148	.118
	SGP3	.531	.424	1.000	.343	.465	.511	.312	.215	.293	.296	.143	-.018	.129
	SGP4	.533	.222	.343	1.000	.359	.269	-.095	.181	.049	.277	.156	-.040	.182
	SGP5	.480	.436	.465	.359	1.000	.229	.142	.082	.239	.169	.246	-.075	.158
	SGP6	.331	.432	.511	.269	.229	1.000	-.037	-.088	.243	.269	.049	-.250	.000
	SGP7	-.113	.155	.312	-.095	.142	-.037	1.000	.138	.325	.036	.193	-.053	.155
	SGP10	.417	.102	.215	.181	.082	-.088	.138	1.000	.318	.282	-.146	.207	.358
	SGP11	.260	.241	.293	.049	.239	.243	.325	.318	1.000	.483	.057	-.120	.066
	SGP12	.531	.413	.296	.277	.169	.269	.036	.282	.483	1.000	.172	.157	.295
	SGP13	.105	.281	.143	.156	.246	.049	.193	-.146	.057	.172	1.000	-.192	-.089
	RSGP8	.053	-.148	-.018	-.040	-.075	-.250	-.053	.207	-.120	.157	-.192	1.000	.534
	RSGP9	.127	.118	.129	.182	.158	.000	.155	.358	.066	.295	-.089	.534	1.000

Table 23. KMO and Bartlett's Test of SGPQ

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.606
Bartlett's Test of Sphericity	Approx. Chi-Square	208.792
	df	78
	Sig.	.000

In addition, the two-component solution explained a total of 43.92 percent of the variance, with component one contributing 28.39 percent and component two with 15.52 percent. All this has been presented in Table 24 below (total variance explained table). The number of factors extracted through PCA analysis was based

on the eigenvalues of one and above of the components. The highest explanation was through the two-factor structure which proved the simple structure in the measurement scale.

Table 24. Total Variance Explained of SGPQ

Total Variance Explained									
Component	Extraction Sums of Squared						Rotation Sums of Squared		
	Initial Eigenvalues			Loadings			Loadings		
	% of	Cumulative		% of	Cumulative		% of	Cumulative	
	Total	Variance	%	Total	Variance	%	Total	Variance	%
1	3.746	28.816	28.816	3.746	28.816	28.816	3.692	28.398	28.398
2	1.964	15.105	43.921	1.964	15.105	43.921	2.018	15.523	43.921
3	1.423	10.944	54.865						
4	1.120	8.616	63.482						
5	.944	7.264	70.746						
6	.919	7.066	77.811						
7	.642	4.937	82.748						
8	.587	4.518	87.266						
9	.569	4.377	91.642						
10	.400	3.078	94.721						
11	.301	2.314	97.034						
12	.224	1.724	98.759						
13	.161	1.241	100.000						
Extraction Method: Principal Component Analysis.									

The initial factor extraction which is unrotated has been presented in Table 25 below. This matrix was not interpretable. To help in the interpretation of these two components, varimax rotation was performed. The rotated solution (Table 26) demonstrated the presence of simple structure, with both components showing a number of strong loadings and all variables loading on only one component. The interpretation of the two components revealed that positive attitude items loaded strongly on component one and negative attitude items loaded strongly on component two. These preliminary analyses with the items on the questionnaire assured the internal validity of the study regarding the instrument utilized. The findings of this factor analysis ascertained the accurate calculation of the participants' attitudes towards grammar perception and its learning.

Table 25. Component Matrix of SGPQ

Component Matrix ^a		
	Component	
	1	2
SGP1	.773	.108
SGP3	.748	-.116
SGP12	.668	.231
SGP2	.664	-.253
SGP5	.641	-.167
SGP4	.567	
SGP6	.548	-.387
SGP11	.531	
SGP7	.226	
RSGP8		.796
RSGP9	.311	.706
SGP10	.405	.583
SGP13	.274	-.413

Finally, considering the results from the reliability and validity analyses, it was concluded to keep items one, two, three, four, five, six, seven, eleven, and twelve for the eventual calculations in the main study of the research. These items were all loaded on component one indicating the positive attitude towards grammar learning. The composite score from these items were used as the students' grammar perception score; and the higher the score meant the higher positive attitude students had towards learning grammar.

Table 26. Rotated Component Matrix of SGPQ

Rotated Component Matrix ^a		
	Component	
	1	2
SGP3	.757	
SGP1	.742	.242
SGP2	.698	-.133
SGP5	.660	
SGP12	.617	.344
SGP6	.608	-.286
SGP4	.558	.100
SGP11	.519	.113
SGP7	.225	
RSGP8	-.157	.780
RSGP9	.183	.750
SGP10	.297	.645
SGP13	.342	-.359
Extraction Method: Principal		
Component Analysis.		
Rotation Method: Varimax		
with Kaiser Normalization.		

3.2.5.3 Estimating the reliability of TGPQ

After gathering data from 45 EFL teachers similar to the EFL teachers in the study, the reliability of the teachers' grammar perception questionnaire was analyzed through the internal consistency reliability approach. According to Table 27, the alpha cronbach value was .712 which was acceptable for a thirteen-item small scale. This means that the alpha value is sensitive to both the sample size and the number of the items in the measurement scale.

Table 27. Reliability Statistics of TGPQ

Reliability Statistics		
Cronbach's Alpha		
Based on		
Cronbach's Alpha	Standardized Items	N of Items
.712	.758	13

The extent of correlation of each item on the scale with the total score has been provided in the corrected item-total correlation column of item-total statistics table (Table 28) below. Statistically, values less than .3 indicate that the items were measuring a different trait from the scale in total. Accordingly, items 6, 7, 8, and 13 had low values of .268, .166, .113 and .025, respectively. In addition, in the column of alpha if item deleted, the effect of discarding these items from the scale has been provided. Regarding the values, it was concluded that removing items 8 and 13 would lead to a higher eventual alpha value. Having removed these items from the scale as a whole and re-run the reliability analysis alpha cronbach value changed from .712 to .762 drastically. After removing items 8 and 13, the extent of correlation of each item with the total score has been given in Table 29 as follows. It became obvious that the reliability index increased to a higher extent after removing

these malfunctioned items from total calculations. However, validity investigation was also needed to make the final decision about such items in the scale. With the technique of factor analysis, it might be assured that the homogeneous items would cluster together in their assumed construct.

Table 28. Item-Total Statistics of TGPQ

Item-Total Statistics					
	Scale Mean if	Scale Variance if	Corrected Item-	Squared	Cronbach's
	Item Deleted	Item Deleted	Total	Multiple	Alpha if Item
			Correlation	Correlation	Deleted
TGP1	48.36	34.689	.641	.721	.661
TGP2	48.13	36.800	.525	.497	.679
TGP3	48.80	32.664	.608	.613	.654
TGP4	48.76	35.871	.423	.388	.684
TGP5	48.76	35.462	.487	.517	.676
TGP6	48.62	38.013	.268	.516	.704
TGP7	47.96	40.680	.166	.441	.712
TGP10	49.24	33.416	.311	.467	.710
TGP11	47.80	39.436	.368	.486	.699
TGP12	48.00	36.864	.554	.586	.678
TGP13	49.87	38.618	.113	.242	.732
RTGP8	48.80	39.982	.025	.497	.745
RTGP9	48.38	36.104	.354	.521	.693

Table 29. Item-Total Statistics of TGPQ: Re-run

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TGP1	41.78	28.540	.663	.718	.716
TGP2	41.56	30.480	.548	.457	.733
TGP3	42.22	26.540	.638	.600	.711
TGP4	42.18	29.604	.440	.372	.741
TGP5	42.18	29.468	.482	.502	.736
TGP6	42.04	30.998	.338	.469	.753
TGP7	41.38	34.286	.156	.410	.767
TGP10	42.67	27.091	.331	.450	.777
TGP11	41.22	32.768	.422	.472	.750
TGP12	41.42	30.931	.526	.557	.737
RTGP9	41.80	30.936	.272	.294	.764

3.2.5.4 Investigating the validity of TGPQ

In order to investigate the construct validity of the teachers' grammar perception questionnaire, the PCA statistic was conducted. Prior to conducting PCA, the preliminaries for factor analysis were investigated. Regarding the correlation matrix (Table 30), sufficient number of coefficients of .3 and above was observable. This investigation of correlation matrix assured the acceptability factor analysis in extracting the groupings from the data.

Table 30. Correlation Matrix of TGPQ

Correlation Matrix														
		TGP	TG	TGP	TGP	TGP	TGP	TGP	TGP1	TGP1	TGP1	TGP1	RTGP	RTGP
		1	P2	3	4	5	6	7	0	1	2	3	8	9
Correlation	TGP1	1.00	.44	.569	.533	.506	.314	-.136	.405	.245	.518	.135	.041	.069
	0	3												
	TGP2	.443	1.0	.458	.288	.452	.430	.177	.102	.276	.474	.305	-.182	.149
	00													
	TGP3	.569	.45	1.000	.335	.448	.496	.320	.256	.311	.324	.148	-.006	.136
	8													
	TGP4	.533	.28	.335	1.000	.381	.314	-.156	.188	.038	.268	.142	-.034	.164
	8													
	TGP5	.506	.45	.448	.381	1.000	.164	.163	.114	.255	.184	.271	-.053	.172
	2													
	TGP6	.314	.43	.496	.314	.164	1.000	.000	-.098	.261	.292	.088	-.261	.021
	0													
	TGP7	-	.17	.320	-.156	.163	.000	1.000	.113	.327	.019	.194	-.080	.131
	.136	7												
	TGP1	.405	.10	.256	.188	.114	-.098	.113	1.000	.306	.255	-.133	.184	.323
	0	2												
	TGP1	.245	.27	.311	.038	.255	.261	.327	.306	1.000	.473	.066	-.141	.036
	1	6												
	TGP1	.518	.47	.324	.268	.184	.292	.019	.255	.473	1.000	.189	.142	.257
	2	4												
TGP1	.135	.30	.148	.142	.271	.088	.194	-.133	.066	.189	1.000	-.219	-.081	
3	5													
RTGP	.041	-	-.006	-.034	-.053	-.261	-.080	.184	-.141	.142	-.219	1.000	.541	
8	.18													
	2													
RTGP	.069	.14	.136	.164	.172	.021	.131	.323	.036	.257	-.081	.541	1.000	
9	9													

According to Table 31, the KMO value was .609 which was above the suggested value .6 and Bartlett's test of sphericity was also statistically significant ($p = .000 < .05$). All this statistical information supported the factorability of the correlation matrix.

Table 31. KMO and Bartlett's Test of TG PQ

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.609
Bartlett's Test of Sphericity	Approx. Chi-Square	193.090
	df	78
	Sig.	.000

According to total variance explained table (Table 32), the two-component solution explained a total of 44.363 percent of the variance with component one contributing 29.172 percent and component two with 15.191 percent.

Considering the two components in the analysis was also supported by the initial eigenvalues of these two components which were larger than the other values in the analysis. The amount of variance explained through these two components were also acceptable for such a short scale. Tentatively, it was predicted that the questionnaire in total could have consisted of two separable components that needed to be explored in detail. Therefore, the factor analysis was continued to explore the two-component structure of the scale to obtain a more meaningful construct of the scale in total. The initial unrotated factor extraction (Table 33) was not interpretable and meaningful enough.

Table 32. Total Variance Explained (TGPQ)

Total Variance Explained									
Component	Extraction Sums of Squared								
	Initial Eigenvalues			Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.846	29.588	29.588	3.846	29.588	29.588	3.792	29.172	29.172
2	1.921	14.775	44.363	1.921	14.775	44.363	1.975	15.191	44.363
3	1.464	11.262	55.625						
4	1.120	8.612	64.238						
5	.965	7.420	71.657						
6	.914	7.027	78.685						
7	.617	4.750	83.434						
8	.598	4.597	88.031						
9	.541	4.164	92.195						
10	.398	3.065	95.260						
11	.255	1.964	97.224						
12	.205	1.578	98.802						
13	.156	1.198	100.000						
Extraction Method: Principal Component Analysis.									

Table 33. Component Matrix of TGPQ

Component Matrix ^a		
	Component	
	1	2
TGP1	.779	.118
TGP3	.759	
TGP2	.727	-.215
TGP12	.667	.191
TGP5	.646	
TGP4	.571	
TGP6	.548	-.352
TGP11	.527	
TGP7	.214	-.103
RTGP8		.825
RTGP9	.271	.709
TGP10	.388	.554
TGP13	.310	-.433
Extraction Method:		
Principal Component		
Analysis.		

Thus, varimax rotation was conducted to help the interpretation of the two components. The rotated outcome (Table 34) indicated the simple structure; that is, both components showed a number of strong loadings and all variables loaded on only one component neatly and heavily. The interpretation of the two-component structure demonstrated that positive attitude items loaded heavily on component one and negative attitude items loaded strongly on component two. It is a common practice that the final results of factor analysis could be interpreted after rotating the factors.

Table 34. Rotated Component Matrix of TGPQ

Rotated Component Matrix ^a		
	Component	
	1	2
TGP3	.755	
TGP2	.752	
TGP1	.749	.247
TGP5	.649	
TGP12	.626	.300
TGP6	.599	-.255
TGP4	.555	.143
TGP11	.527	
TGP13	.378	-.375
TGP7	.229	
RTGP8	-.190	.805
RTGP9	.149	.744
TGP10	.289	.611
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Eventually, regarding the results from reliability and validity analyses, items one, two, three, four, five, six, eleven and twelve were kept for the eventual calculations in the main study of the research. These items were all loaded on component one indicating the positive attitude towards teaching grammar. The composite score from these items were used as the EFL teachers' grammar perception score: the higher the score meant the higher positive attitude EFL teachers had towards teaching grammar. The rest of the items on the questionnaire loaded heavily on component two. Consequently, they were named negative attitude items and were not considered in the estimation of the EFL teachers' grammar perception score.

3.3 Procedure

The study was composed of a pilot study and a main study. In the pilot study, all the study measures were administered to samples which were similar to the main population. The purpose of the pilot study was to determine the reliability and validity indices of the tests and to control the problems that the participants might encounter in the test administrations.

There were three stages in the main study. In the first stage, the language awareness level of the EFL teachers was measured to find out who possess the high awareness level, who the moderate level, and who the low level, utilizing the language awareness test. Along with the language awareness test, teachers' grammar perception questionnaire was also administered.

Second, the original Interchange Objective Placement Test (Pre-test) was administered to all the student groups at the very beginning of the instruction to know the students' English language proficiency in general and grammar knowledge in particular. Along with the Pre-test, students responded to the grammar perception questionnaire as well.

After determining the English proficiency level of the participants, they were randomly assigned to three groups: experimental group one, experimental group two, and experimental group three. Each group consisted of a few classes to ensure the sufficient number of participants in each. This classification was done according to their EFL teachers' language awareness ability: high, moderate, and low.

In the third stage, the instructional treatment (i.e. grammar instruction) was given to all participants. As mentioned above, the experimental groups were assigned to their EFL teachers according to the level of language awareness of their teachers.

The first experimental group received grammar instruction during the 16 sessions of instruction with their high-language-aware teacher; while the second experimental group received the grammar instruction with their moderate-language-aware teacher; and the third experimental group obtained the grammar instruction with their low-language-aware teacher. It has to be mentioned that most participants were planning to take the Preliminary English Test (PET) in near future. Consequently, it could be safely assumed that they were quite motivated to learn the materials taught in their preparatory classes.

In order to increase the precision of the results and to control as many extraneous factors as possible, the homogeneity of the instructional materials, course objectives, whole-term syllabus, and even the daily lesson plans were strictly controlled; and all the EFL teachers in the study followed the lesson plans through their teacher guides. Appendix M has presented the syllabus and a lesson plan of the study. Teachers were supposed to cover four units of instruction. Each unit consists of two cycles of instruction and teachers had to teach each cycle within two sessions according to the detailed guidelines in the teacher's book. Altogether teachers were informed to teach each unit in four sessions and the whole study took 16 sessions to be completed. Each unit contains different tasks, including warm-up, conversation, grammar, vocabulary, pronunciation, listening, speaking, writing and reading. In the warm-up phase teachers introduced the topic of the unit by presenting new vocabulary items to be used for personalized guided discussion. In teaching grammar section, teachers presented the meaning and use of the grammar points of the unit by providing conversations in context. Teachers then explained the grammar points in the grammar section by controlled grammar practices in meaningful contexts such as

short conversations. In the pronunciation section, teachers provided practice in identifying and producing sounds usually related to the grammar points of the unit. In the listening part, teachers presented pre-listening, general questions and then developed listening skills such as listening for the gist and details. The listening tasks were designed in a manner to foster grammar points in the unit. In the writing part, teachers first illustrated a writing model to develop writing skills and reinforce the vocabulary items and grammar points in the unit. In the speaking phase, teachers presented communicative tasks to develop both accuracy and fluency in pair work and group work activities with the purpose of improving the language introduced in the unit. In the reading section, teachers first introduced the topic with a pre-reading activity. Teachers aimed at developing reading skills such as reading for main ideas, reading for details and inferencing. In the post-reading phase, teachers attempted to improve personalized discussion and analyses.

In the fourth stage of the experiment, the validated Post-test was administered to all the groups at the end of the course. This test was administered to evaluate and compare the experimental groups' performances after receiving grammar instruction. By doing this, the researcher investigated the impact of the experimental treatment (teachers' language awareness level) along with other independent variables (teachers' grammar perception, and students' grammar perception) on the dependent variable (students' grammar knowledge) at the end of the experiment. In the final stage, the validated delayed post-test was administered to all student groups two weeks later. The purpose of this delayed post-test was to investigate the probable sustainment of experimental/treatment effects on the grammar knowledge of the participants of the study. The whole procedure has been summarized in table 35.

Table 35. Summary of the Procedure

Stage	Procedure
First stage	Language awareness test plus TGPQ
Second stage	Placement test plus SGPQ
Third stage	Instructional treatment
Fourth stage	Post-test
Final stage	Delayed post-test

3.4 Design

The design of the study was quasi-experimental (intact groups) with pre-test and post-tests. There have been three independent variables each with three levels and one dependent variable. Consequently, a $3 \times 3 \times 3$ factorial design was utilized in the project.

To answer the research questions, three-way analysis of variance (ANOVA) with post hoc tests were used for the comparison of the grammatical achievements of the experimental groups based on their achievements in both post-test and delayed post-test. Three-way ANOVA was conducted for the analyses since there were three independent variables each with three levels and one dependent variable with the interval scale of measurement. Preliminary analyses were also conducted to confirm the validity of statistical processes. The following tables (Table 36 and Table37) have demonstrated the design of the study schematically for the ease of the reference.

Table 36. Factorial Design of the Post-test Stage

	Teacher language awareness	Teacher grammar perception	Student grammar perception
Post-test	High	High	High
	Middle	Middle	Middle
	Low	Low	Low

Table 37. Factorial Design of the Delayed Post-test Stage

	Teacher language awareness	Teacher grammar perception	Student grammar perception
Delayed Post- test	High	High	High
	Middle	Middle	Middle
	Low	Low	Low

CHAPTER 4

RESULTS AND DISCUSSION

As mentioned earlier, the purpose of this study was to examine the influence of EFL teachers' level of language awareness along with their grammar perception and EFL learners' grammar perception on EFL learners' grammar achievement.

As it was stated in chapter one, the present study addresses the following questions:

1. To what extent do different levels of EFL teachers' language awareness influence learners' grammar achievement?
2. To what extent do EFL teachers' grammar perceptions influence learners' grammar achievement?
3. To what extent do EFL learners' grammar perceptions influence their grammar achievement?
4. To what extent do EFL teachers' levels of language awareness, EFL teachers' grammar perceptions and learners' grammar perception interact to influence learners' grammar achievement?

Consequently, the design of the study was factorial with pre-test and post-tests with intact groups. The purpose of the study was to investigate the probable effect of EFL teachers' level of language awareness along with other moderator variables on the grammar achievement of EFL learners. It further investigated the main effect of EFL teachers' level of language awareness as well as the interactive effect of the moderator variables on the dependent variable (learners' grammar achievement).

Having conducted the study, the obtained data were subjected to statistical analyses utilizing SPSS data processor program version 19. The results were all presented in the following sections.

4.1 Results of the pretest stage

As mentioned in the methodology section, the proficiency level of all the participants in general as well as their grammar knowledge in particular was assessed at the beginning of the study. In order to determine the homogeneity of the participants with respect to their general language proficiency and their grammar knowledge specifically, and to show that there was no significant difference in the language proficiency and grammar knowledge of participants in the experimental groups before providing any treatment, they were pretested through the objective placement test. There was a total of 322 student participants in all three experimental groups at this stage. Since there was one independent (grouping) variable with three levels and one dependent variable in this stage, one-way between groups ANOVA was used to check whether there was a difference in proficiency score across the three groups. Prior to conducting the ANOVA statistic, the normality of distribution of scores of the pretest was assessed. The actual shape of the distribution of the scores could be seen in the following histogram (Figure 6). It was observed that scores appeared to be reasonably normally distributed. This was also supported by an evaluation of the normal Q-Q plot (Figure 7) below. A reasonably straight line has demonstrated a normal distribution of the scores of the participants. Considering the plots, it was concluded that the distribution of scores in the pretest stage was reasonably normal (Pallant, 2007).

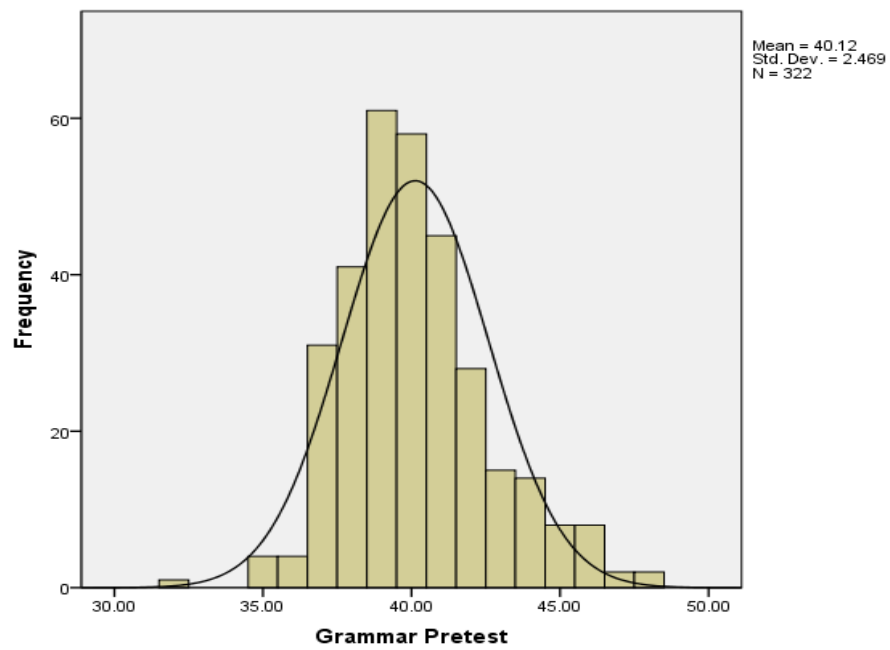


Figure 6. Histogram of language proficiency scores

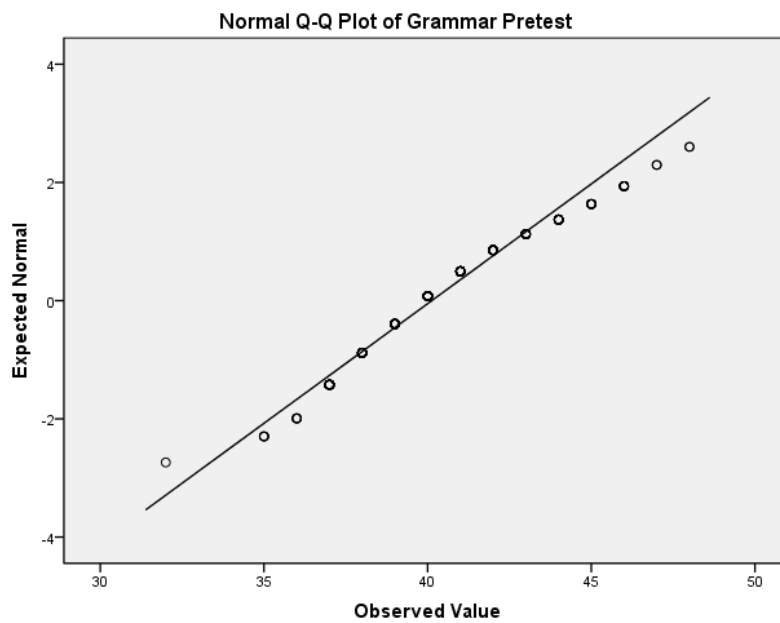


Figure 7. Normal Q-Q plot of language proficiency scores

Having analyzed the normal distribution of the scores, the mean scores of all three experimental groups were compared through One-way between-groups Analysis of Variance (ANOVA). ANOVA was conducted to explore the mean differences of proficiency scores of all experimental groups as measured by the Interchange Objective Placement Test. Participants were divided into three experimental groups according to their EFL teacher's language awareness level (high, moderate, and low) randomly. The means and the standard deviation of the scores have been provided in Table 38 below. The mean scores of the first experimental, second experimental, and the third experimental groups turned out to be 39.99, 40.36 and 40.02, respectively.

Table 38. Descriptive Statistics of Language Proficiency Scores

Descriptives								
Grammar Pretest								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
high	112	39.9911	2.37288	.22422	39.5468	40.4354	36.00	48.00
moderate	104	40.3654	2.55448	.25049	39.8686	40.8622	35.00	48.00
low	106	40.0283	2.48982	.24183	39.5488	40.5078	32.00	47.00
Total	322	40.1242	2.46914	.13760	39.8535	40.3949	32.00	48.00

The ANOVA table (Table 39) provided both between-groups and within-groups sums of squares, degrees of freedom and significance value. The results indicated that there was not a statistically significant difference in terms of the language proficiency of the participants in the three experimental groups at the beginning of the study since $F(2, 319) = .738$, $p = .479 > .05$. Thus, it could be concluded that the three groups met the condition of homogeneity regarding their general language proficiency level.

Table 39. ANOVA of Language Proficiency scores

ANOVA					
Grammar Pretest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.010	2	4.505	.738	.479
Within Groups	1948.022	319	6.107		
Total	1957.031	321			

In addition to determining the homogeneity of the participants with respect to their general language proficiency, the experimental groups' performances on the grammar subsection of the objective placement test was also compared through ANOVA. Before conducting the ANOVA statistic, the normality of the distribution of the scores of the grammar subsection of the placement test was evaluated. The actual shape of the distribution of the scores could be seen in the following histogram (Figure 8). It could be observed that scores appeared to be reasonably normally distributed. This was also supported by an evaluation of the normal Q-Q plot (Figure 9) below. In this plot, the obtained value of each score is placed against the predicted value from the normal distribution. A considerable straight line demonstrated a normal distribution of the scores of the participants on the grammar subsection of the placement test. Ultimately, with considering the plots, it was concluded that the distribution of the scores of the participants was reasonably normal. After analyzing the normal distribution of the scores in the grammar section of the placement test, the mean scores of all three experimental groups were compared through ANOVA.

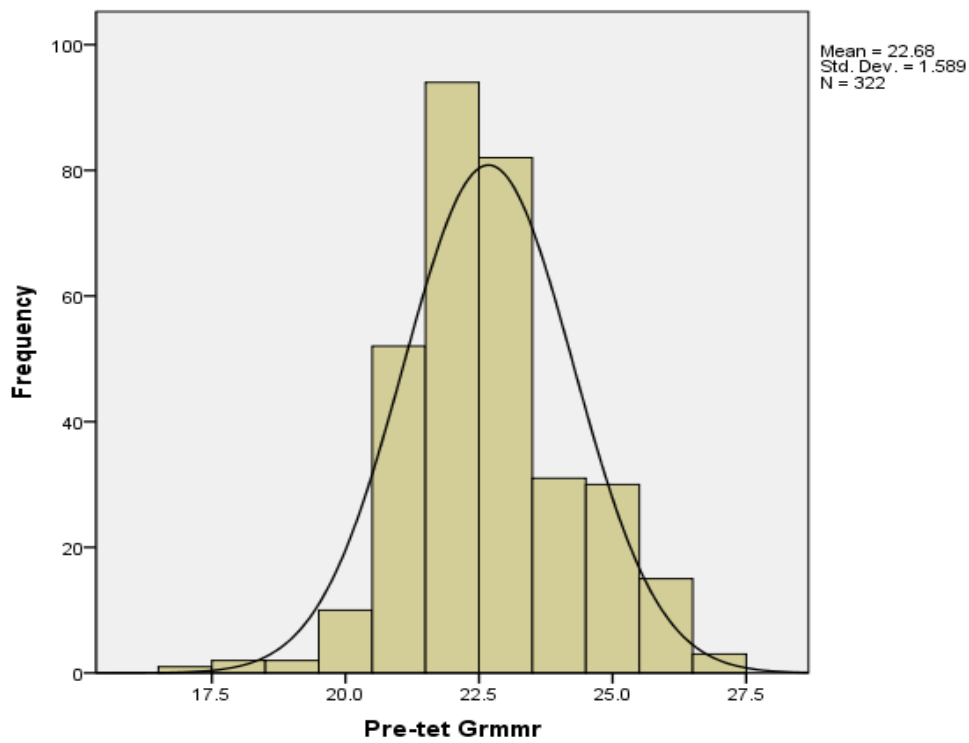


Figure 8. Histogram of placement grammar scores

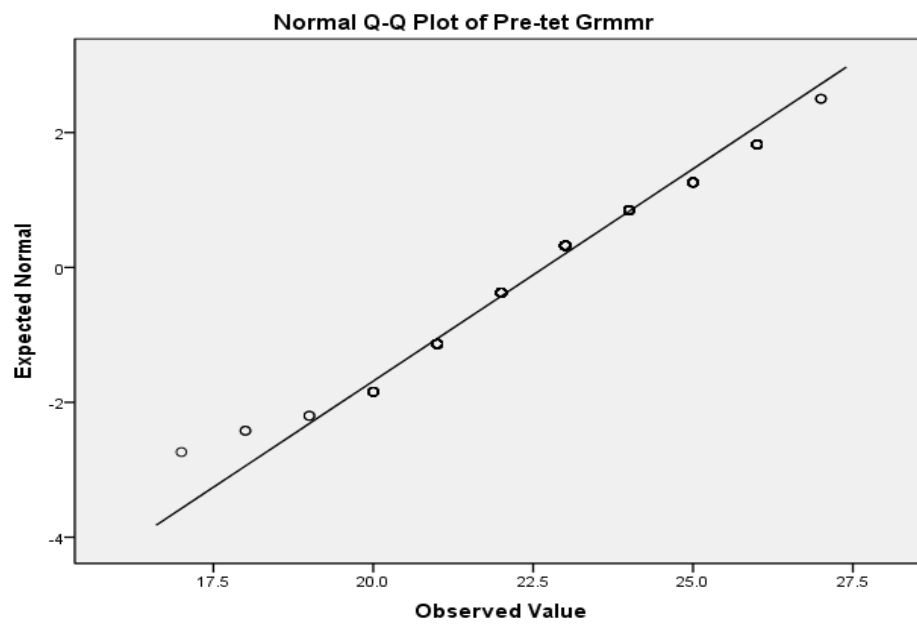


Figure 9. Normal Q-Q plot of placement grammar scores

As mentioned above, the participants of the study were divided into three experimental groups according to the level of language awareness of their EFL teachers (high, moderate, and low). The means and the standard deviation of the scores have been provided in Table 40 below. The mean scores of the first experimental, second experimental and the third experimental groups were 22.50, 22.84, and 22.71, respectively.

Table 40. Descriptive Statistics of Placement Grammar Scores

Descriptives								
Pre-test Grammar								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
high	112	22.50	1.622	.153	22.20	22.80	17	27
moderate	104	22.84	1.571	.154	22.53	23.14	19	26
low	106	22.71	1.567	.152	22.41	23.01	18	27
Total	322	22.68	1.589	.089	22.50	22.85	17	27

The ANOVA table (Table 41) provided both between-groups and within-groups sums of squares, degrees of freedom and significance value. The results proved that there was not a statistically significant difference in terms of the grammar knowledge of the participants in the three experimental groups at the beginning of the study since $F(2, 319) = 1.241$, $p = .291 > .05$. Consequently, it was concluded that the three experimental groups met the condition of homogeneity regarding their grammar knowledge as well. The results of both analyses showed no significant differences among the participants' general language proficiency scores and their grammar knowledge scores. Thus, it was concluded that all participants in the experimental groups were homogeneous before providing any treatment.

Table 41. ANOVA of Placement Grammar scores

ANOVA					
Pre-tetGrmmr					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.255	2	3.127	1.241	.291
Within Groups	804.155	319	2.521		
Total	810.410	321			

4.2 Results of the post-test stage

As mentioned earlier, the study aimed at investigating the effect of different levels of three independent factors on the dependent variable (EFL learners' grammar achievement); thus, a factorial design was essential. In order to answer the research questions, a $3 \times 3 \times 3$ factorial analysis of variance was used since there were three independent variables each with three levels and one dependent variable. In the analyses, the following abbreviations have been used in the text with the purpose of ease of reference (Teacher Language Awareness: TLA; Teacher Grammar Perception: TGP; and Student Grammar Perception: SGP). In the descriptive statistics table (Appendix N) the mean scores, standard deviations and the number of participants for each subgroup have been presented. It could be observed that participants instructed with high-language-aware teachers scored the highest mean ($M = 33.13$, $SD = 5.79$) followed by participants in moderate-language-aware teachers' group ($M = 28.75$, $SD = 4.70$). The participants who received instruction from their low-language-aware teachers obtained the lowest mean ($M = 21.66$, $SD = 4.76$). In addition, participants with high attitude towards grammar scored the highest

($M = 35.75$, $SD = 2.80$) followed by participants with average attitude to grammar ($M = 28.27$, $SD = 1.58$). Participants with low attitude to grammar gained the lowest score ($M = 19.95$, $SD = 3.33$) in general. These observed mean score differences demonstrated that students with high grammar perception educated with high-language-aware teachers obtained the highest mean score while learners with low perception towards grammar instructed by low-language-aware teachers gained the lowest mean score on the post-test. Learners with moderate grammar perception in moderate-language-aware teachers' groups scored a medium mean score. Whether these differences in mean scores of the subgroups were significant and not attributable to chance, further statistical analyses were conducted.

Essentially, the histogram shown in Figure 10 indicated that the scores on the grammar post-test were normally distributed. This normality was also supported by inspecting the normal Q-Q plot (Figure 11). In this plot, every obtained value was designated against the expected value of the normal distribution and thus the straight line also showed a normal distribution of the grammar post-test scores as the dependent variable in the study (Pallant, 2007).

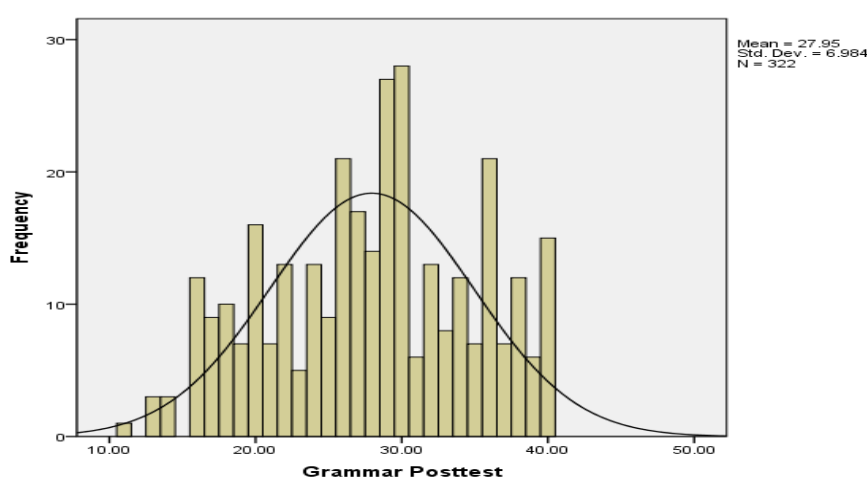


Figure 10. Histogram of post-test grammar scores

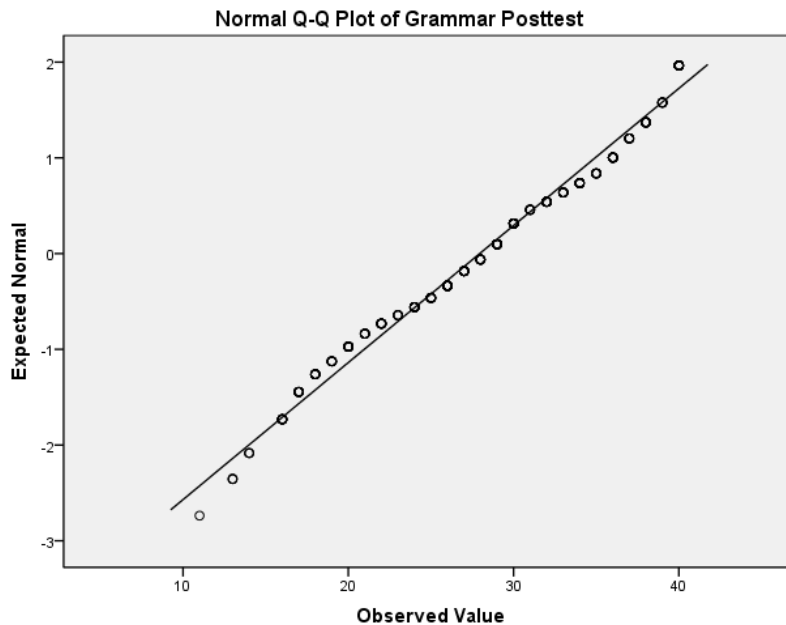


Figure 11. Normal Q-Q plot of post-test grammar scores

Having being assured of the normal distribution priori, the first thing needed to be evaluated was the possibility of any interaction effect among the independent variables in the study influencing the dependent variable as the main finding of the factorial ANOVA presented in the tests of between-subjects effects table (Table 41). The interaction effect of $TLA \times TGP$, $TLA \times SGP$, $TGP \times SGP$ and $TLA \times TGP \times SGP$ were all not statistically significant with significance value of .874, .106, .327, and .867, respectively; all the significance values were larger than (.05).

Since there were no significant interaction effects, the main effects of the independent variables were interpreted safely. These were the direct influences of the independent variables on the dependent variable in the study. There was a statistically significant main effect for SGP, $F(2, 300) = 1965.67, p = .000 < .05$; moreover, the effect size was large (partial eta squared = .669). In addition, there was a statistically significant main effect for TLA variable, $F(2, 300) = 6.291, p = .002 < .05$; however, the effect size was small (partial eta squared = .040).

Table 42. Tests of Between-Subjects Effects at Post-test Stage

Tests of Between-Subjects Effects						
Dependent Variable: Grammar Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	13715.643 ^a	21	653.126	100.871	.000	.876
Intercept	84951.077	1	84951.077	13120.132	.000	.978
TLA	81.473	2	40.736	6.291	.002	.040
TGP	12.251	2	6.126	.946	.389	.006
SGP	3931.345	2	1965.672	303.585	.000	.669
TLA * TGP	4.510	3	1.503	.232	.874	.002
TLA * SGP	49.822	4	12.455	1.924	.106	.025
TGP * SGP	30.121	4	7.530	1.163	.327	.015
TLA * TGP * SGP	8.210	4	2.053	.317	.867	.004
Error	1942.459	300	6.475			
Total	267155.000	322				
Corrected Total	15658.102	321				

a. R Squared = .876 (Adjusted R Squared = .867)

Considering Students' Grammar Perception (SGP) variable, as the most significant variable, and utilizing Post-hoc comparisons of Tukey Honestly Significant Difference (HSD) test, it was concluded that the mean score of the participants with high grammar perception differ significantly from the mean score of the participants with low grammar perception level (Mean difference = 13.982, $p = .000 < .05$). In addition, the mean score of the participants with moderate grammar perception level differ significantly from the mean score of the learners with low grammar perception (Mean difference = 7.789, $p = .000 < .05$). Apparently, the mean score of the students with high grammar perception differ significantly from the mean score of the learners with moderate level of grammar perception as well (Mean difference = 6.193, $p = .000 < .05$). All of these differences were significant and it could generally

be observed that there was a descend manner in the mean scores of the experimental groups depending on the level of the learners grammar perception from high to low: students with the high grammar perception achieved the highest grammar score, learners with the moderate grammar perception scored the second highest grammar score and those with the low grammar perception obtained the lowest score. All this has been presented in Table 43 Below.

Table 43. Multiple Comparisons (SGP: Post-test Stage)

Multiple Comparisons						
Dependent Variable: Grammar Posttest						
(I) Student	(J) Student	95% Confidence Interval for				
Grammar	Grammar	Mean	Std.	Difference ^c		
Perception	Perception	Difference (I-J)	Error	Sig. ^c	Lower Bound	Upper Bound
high	moderate	6.193 ^{*,a,b}	.637	.000	4.939	7.447
	low	13.982 ^{*,a,b}	.633	.000	12.737	15.227
moderate	high	-6.193 ^{*,a,b}	.637	.000	-7.447	-4.939
	low	7.789 ^{*,a,b}	.468	.000	6.868	8.710
low	high	-13.982 ^{*,a,b}	.633	.000	-15.227	-12.737
	moderate	-7.789 ^{*,a,b}	.468	.000	-8.710	-6.868

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. An estimate of the modified population marginal mean (I).

b. An estimate of the modified population marginal mean (J).

c. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Evaluating teachers' language awareness (TLA) as another significant variable and using post-hoc comparisons of tukey (HSD), it was found that the mean score of the participants instructed with their high-language-aware teachers differed from those students' mean score who obtained instruction from their low-language-aware teachers (Mean difference = 2.75, $p = .000 < .05$). Furthermore, the mean score of

the learners educated by their moderate-language-aware teachers differed significantly from the mean score of the students instructed by their low-language-aware teachers (Mean difference = 3.256, $p = .000 < .05$). However, the mean score of the participants gained instruction from their moderate-language-aware teachers did not differ significantly from the mean score of the participants educated by their high-language-aware teachers (Mean difference = .498, $p = .365 > .05$). All these statistical findings have been presented in multiple comparisons table (Table 44) below.

Table 44. Multiple Comparisons (TLA: Post-test Stage)

Multiple Comparisons						
Dependent Variable: Grammar Posttest						
(I) Teacher Language Awareness	(J) Teacher Language Awareness	Mean Difference (I-J)	Std. Error	Sig. ^c	95% Confidence Interval for Difference ^c	
					Lower Bound	Upper Bound
high	moderate	-.498 ^{a,b}	.549	.365	-1.578	.583
	low	2.758 ^{a,b,*}	.537	.000	1.702	3.814
moderate	high	.498 ^{a,b}	.549	.365	-.583	1.578
	low	3.256 ^{a,b,*}	.593	.000	2.088	4.424
low	high	-2.758 ^{a,b,*}	.537	.000	-3.814	-1.702
	moderate	-3.256 ^{a,b,*}	.593	.000	-4.424	-2.088

Based on estimated marginal means

a. An estimate of the modified population marginal mean (I).

b. An estimate of the modified population marginal mean (J).

c. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

*. The mean difference is significant at the .05 level.

Regarding the statistical results and considering the hypotheses of the study, it could generally be claimed that the higher the level of the language awareness of the EFL teachers could yield the higher score on the part of their learners at least regarding

grammar in this study. Consequently, with the statistical findings, the first null hypothesis of the study was rejected and it was tentatively concluded that the higher the level of the language awareness of the EFL teachers would result in the higher achievement of their learners regarding grammar. Nevertheless, the second null hypothesis of the study was accepted and it was found out that EFL teachers' grammar perception did not generate different levels (scores) of their EFL learners' grammar achievement. The third null hypothesis was significantly and powerfully rejected and it was proved that EFL learners' grammar perceptions actually bring about different levels of grammar achievement and caused their higher achievement. That is, learners with high positive attitude towards grammar benefited higher from grammar instruction in their classrooms; thus, EFL learners' grammar achievement was a continuum from high to low depending on their attitudes towards grammar learning. Finally, the last hypothesis of the study was accepted and it was ascertained that there was no interaction among EFL teachers' level of language awareness, EFL teachers' grammar perception along with EFL learners' grammar perception influencing the EFL learners' grammar achievement. In other words, there was no joint influence of the independent variables of the study on the grammar achievement of EFL learners in the post-test stage of the study. All this has been presented graphically in Figure 12 below. Inspection of the graph indicates a hierarchical trend in the mean scores of the students regarding their perceptions of grammar learning. It is actually obvious that the highest score obtained by learners with the highest perception and learners with the lowest perception have scored the lowest in the grammar test.

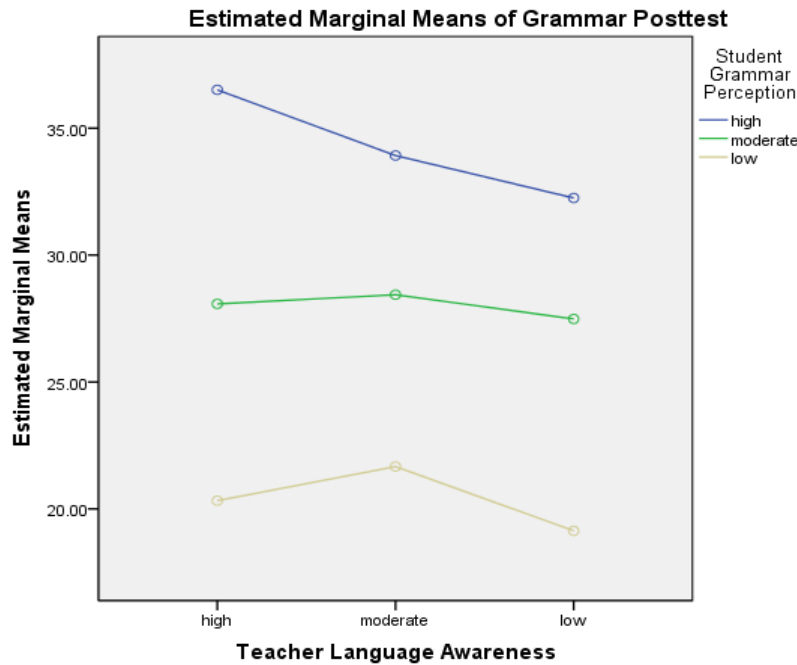


Figure 12. Interaction plot at post-test stage

4.3 Results of the delayed post-test stage

As indicated in the methodology section of the study, the validated delayed post-test was administered to all experimental groups two weeks after the post-test stage. The purpose of this test was to investigate the probable long-term influence of the experimental treatment on the grammar achievement of the participants in the study.

Like the procedures at the post-test stage, the statistic of $3 \times 3 \times 3$ factorial analysis of variance was again conducted regarding the grammar scores of the learners on the delayed post-test. The outcomes of the analyses have been presented as the following.

Descriptive statistics table (Appendix O) shows the mean scores, standard deviations, and the number of the participants of each subgroup in the study at the

delayed post-test stage. It could again be observed that participants instructed with the high-language-aware teachers obtained the highest mean score ($M = 33.48$, $SD = 2.62$) followed by participants in the moderate-language-aware teachers' group ($M = 29.21$, $SD = 4.97$). The participants who had received instruction from their low-language-aware teachers scored the lowest mean ($M = 21.94$, $SD = 5.45$). Likewise, the findings at the post-test stage, learners with high grammar perception scored the highest once again ($M = 35.93$, $SD = 2.62$) followed by participants with average grammar perception towards grammar ($M = 28.94$, $SD = 2.27$). The lowest score obtained by the learners with the lowest grammar perception ($M = 20.17$, $SD = 3.80$). The same pattern of hierarchy of grammar mean scores of the experimental groups at the post-test stage was observed again at the delayed post-test stage. Repeatedly, the mean score differences at the delayed post-test stage demonstrated that learners with high attitude to grammar learning and who had been instructed with high-language-aware teachers gained the highest score on the delayed post-test whereas learners with low grammar attitude and had experienced grammar instruction with low-language-aware teachers achieved the lowest score. Logically, further analyses needed to be performed to evaluate whether or not such differences in the mean scores of the experimental groups were significant and not attributable to coincidence.

The normal distribution of the participants' grammar scores on the delayed post-test has been shown through the normal Q-Q plot (Figure 13). Furthermore, the histogram of the grammar score (Figure 14) also showed that the distribution of the scores was normal.

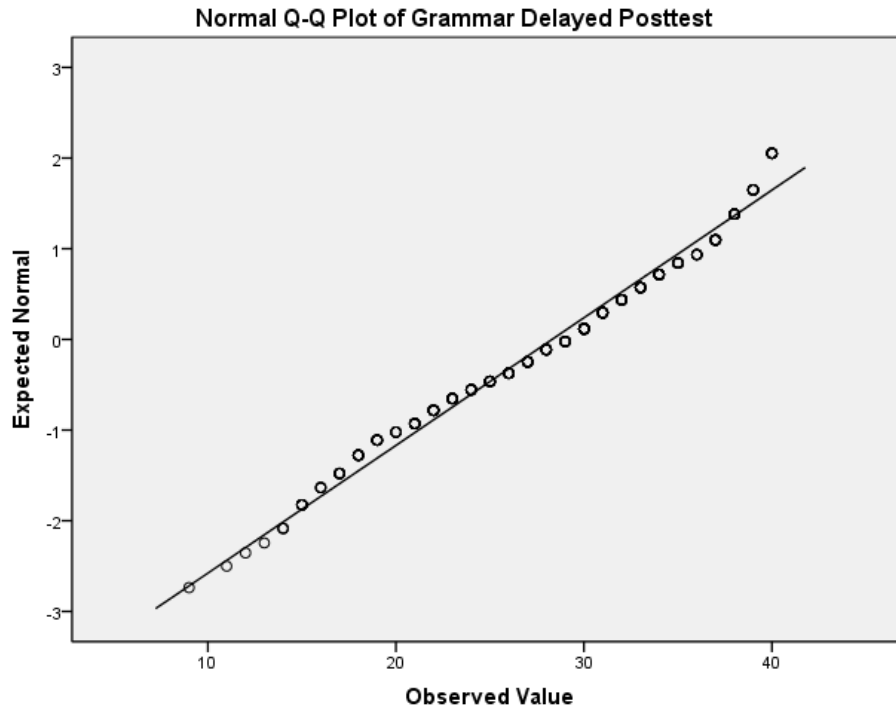


Figure 13. Normal Q-Q plot of delayed post-test grammar scores

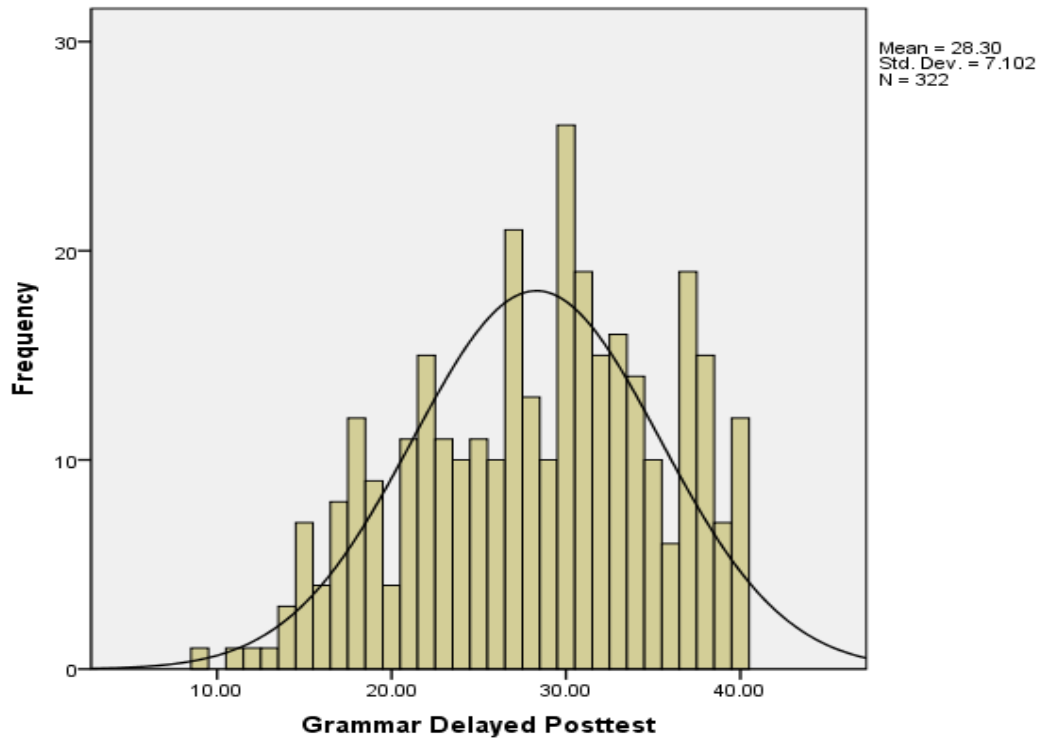


Figure 14. Histogram of delayed post-test grammar scores

Similar to the post-test stage, the most important outcome of the factorial ANOVA was inspecting the possibility of any interaction effect among the independent variables in the study influencing the dependent variable. This was the major finding presented in the test of between-subjects effects table (Table 45). Obviously, the interaction effects of $TLA \times TGP$, $TLA \times SGP$, $TGP \times SGP$ and $TLA \times TGP \times SGP$ were all non-significant statistically like the post-test stage with significance values of .821, .358, .281, and .972, respectively; all these significance values were larger than (.05) and thus they were statistically insignificant.

Having being assured of no significant interaction among the independent variables in the delayed post-test stage, the main effects of the independent variables were inspected securely. Once again at the delayed post-test stage, there was a statistically significant main effect for students' grammar perception, $F(2, 300) = 246.766, p = .000 < .05$; Furthermore, the effect size was large as well (partial eta squared = .622). Moreover, there was a statistically significant main effect for teachers' language awareness variable, $F(2, 300) = 5.264, p = .006 < .05$; Nevertheless, the effect size was small (partial eta squared = .034). This finding indicates that students' grammar perception was more influential in their achievement in comparison with the effect of their teachers' level of language awareness. However, this does not mean that the effect of L2 teachers' professional knowledge was not essential. This merely indicated that students' attitudes towards grammar learning played a more important role in their language learning.

Table 45. Tests of Between-Subjects Effects at Delayed Post-test Stage

Tests of Between-Subjects Effects						
Dependent Variable: Grammar Delayed Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	13722.915 ^a	21	653.472	79.393	.000	.848
Intercept	89047.594	1	89047.594	10818.744	.000	.973
TLA	86.657	2	43.328	5.264	.006	.034
TGP	27.057	2	13.528	1.644	.195	.011
SGP	4062.195	2	2031.098	246.766	.000	.622
TLA * TGP	7.547	3	2.516	.306	.821	.003
TLA * SGP	36.150	4	9.037	1.098	.358	.014
TGP * SGP	41.850	4	10.462	1.271	.281	.017
TLA * TGP * SGP	4.210	4	1.053	.128	.972	.002
Error	2469.259	300	8.231			
Total	274158.000	322				
Corrected Total	16192.174	321				

a. R Squared = .848 (Adjusted R Squared = .837)

Regarding the SGP variable as the most influential variable on the dependent variable in multiple comparisons table (Table 46) and utilizing post-hoc comparisons of tukey (HSD) test, it was found out that the mean score of the participants with high grammar perception differ significantly from the mean scores of the learners with low grammar perception (Mean difference = 15.75, *Sig.* = .000 < .05) followed by the significant mean difference between learners with moderate and low grammar perception (Mean difference = 8.76, *Sig.* = .000 < .05), Apparently, the mean score of the students with moderate grammar perception differ significantly from the mean score of the learners with high grammar perception (Mean difference = 6.98, *Sig.* = .000 < .05).

Table 46. Multiple Comparisons (SGP: Delayed Post-test Stage)

Multiple Comparisons						
Grammar Delayed Posttest						
Tukey HSD						
(I) Student	(J) Student	95% Confidence Interval				
Grammar	Grammar	Mean	Std.		Lower	Upper
Perception	Perception	Difference (I-J)	Error	Sig.	Bound	Bound
high	moderate	6.9895*	.39225	.000	6.0656	7.9134
	low	15.7580*	.39225	.000	14.8341	16.6819
moderate	high	-6.9895*	.39225	.000	-7.9134	-6.0656
	low	8.7685*	.39041	.000	7.8489	9.6881
low	high	-15.7580*	.39225	.000	-16.6819	-14.8341
	moderate	-8.7685*	.39041	.000	-9.6881	-7.8489

Based on observed means.

The error term is Mean Square(Error) = 8.231.

*. The mean difference is significant at the .05 level.

Evaluating the main effect of teacher language awareness variable as the second independent variable impacting the dependent variable and performing Post-hoc comparisons of tukey (HSD) test, the following significant mean differences were observed.

The mean score of the participants who had received instruction from their high-language-aware teachers scored significantly higher than those learners who had experienced instruction with their low-language-aware teachers (Mean difference = 11.538, *Sig.* = .000 < .05). Moreover, the mean score of the learners who had been instructed by their moderate-language-aware teachers differed significantly from those learners who had learned grammar with their low-language-aware teachers (Mean difference = 7.268, *Sig.* = .000 < .05). Finally, the mean scores of the students who had studied grammar with their high-language-aware teachers also differed

significantly from that of the learners who had been taught grammar by their moderate-language-aware teachers (Mean difference = 4.270, *Sig.* = .000 < .05).

These statistical findings have all been presented in Table 46 below.

Table 47. Multiple Comparisons (TLA: Delayed Post-test Stage)

Multiple Comparisons						
Grammar Delayed Posttest						
Tukey HSD						
(I) Teacher	(J) Teacher	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Language	Language				Lower Bound	Upper Bound
high	moderate	4.2706*	.39068	.000	3.3504	5.1908
	low	11.5387*	.38877	.000	10.6230	12.4544
moderate	high	-4.2706*	.39068	.000	-5.1908	-3.3504
	low	7.2681*	.39597	.000	6.3355	8.2008
low	high	-11.5387*	.38877	.000	-12.4544	-10.6230
	moderate	-7.2681*	.39597	.000	-8.2008	-6.3355

Based on observed means.

The error term is Mean Square(Error) = 8.231.

*. The mean difference is significant at the .05 level.

Although these mean differences sound significant, they must be considered cautiously because of the small effect size of the TLA variable in the model.

In summary, it could be tentatively claimed that the higher the grammar perception of the EFL learners would result in the higher gains from grammar instruction. Also, the higher the level of the language awareness of the EFL teachers would lead to the higher grammar attainment of their learners. However, the power and effect of the SGP variable seems to be more influential in comparison with the power of the TLA variable in this study at least. All this has been presented graphically in Figure 15 below.

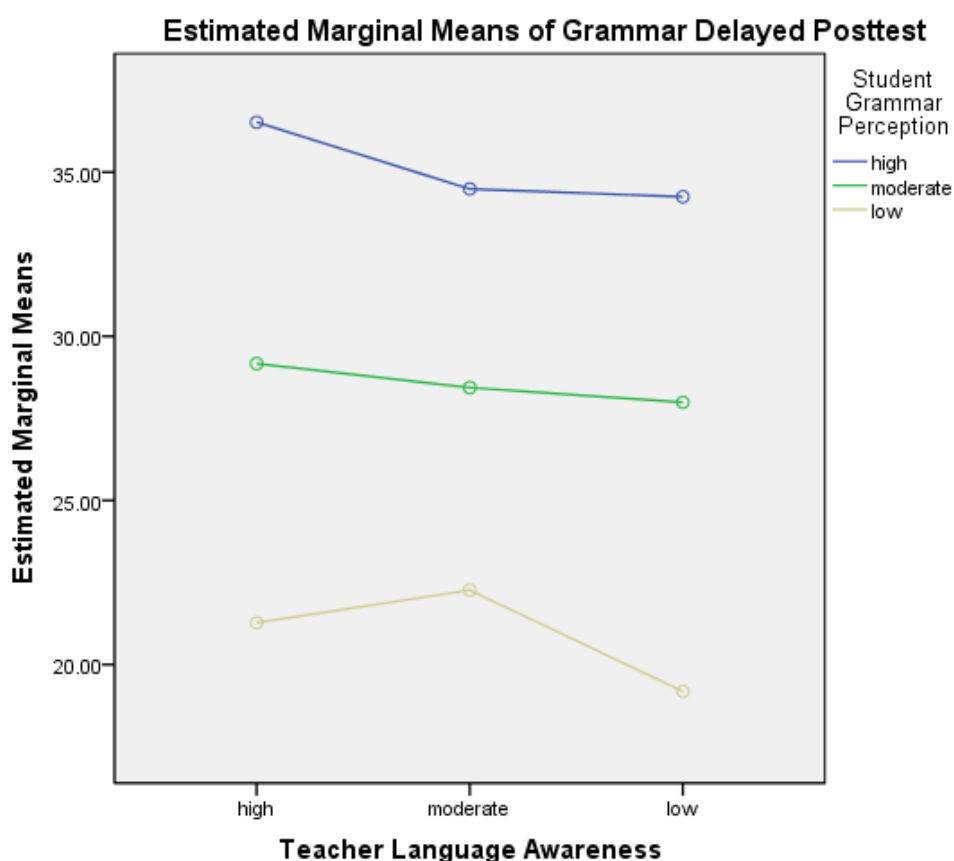


Figure 15. TLA and SGP plot at delayed post-test stage

Consequently, with these statistical findings at least, the first null hypothesis of the study also rejected at the delayed post-test and it was concluded that different levels of EFL teachers' language awareness would result in different levels of EFL learners' grammar achievement. Nevertheless, the second null hypothesis of the study was also accepted at the delayed post-test stage and the influence of EFL teachers' grammar perception did not yield different levels of EFL learners' grammar attainment. The third null hypothesis at the delayed post-test was significantly rejected and it was assured that EFL learners' grammar perception actually led to the achievement of different levels of grammar knowledge. That is, learners with high positive attitude towards grammar achieved higher from grammar instruction in

comparison with their partners with lower attitudes to grammar learning. Eventually, the last null hypothesis of the study was accepted and it was found out that there was no interaction among EFL teachers' language awareness, EFL teachers' grammar perception along with EFL learners' grammar perception influencing the dependent variable (EFL learners' grammar achievement). In other words, there was no joint influence of the independent variables on the grammar achievement of the EFL learners at the delayed post-test stage of the study.

4.4 Discussion

The results of this research study support the assumption that the level of EFL teachers' language awareness influenced the grammatical achievement of their EFL learners. It was also interesting to note that students learned more when they were taught with the help of high-language-aware teachers. The significant findings of the study suggested that participants were more motivated and attentive to instruction in general and grammar learning in particular when they were faced with high-language-aware teachers and thus significant learning did occur. In addition, it seems possible that, high- language-aware teachers might have had significant knowledge of the objectives of the instructional materials. This could explicitly or implicitly have affected EFL learners' motivation to focus on the instructional materials in general and grammatical points in particular. EFL learners might have recognized such instructional objectives within materials and geared their learning mechanisms towards them more attentively.

The results apparently signified that low-language-aware EFL teachers possess low levels of declarative TLA and they might have engaged more with

classroom management issues and could have covered the grammatical content of their lessons superficially. On the other hand, high-language-aware EFL teachers might have dealt with the grammatical content of their lessons more diligently and could have evaluated their pedagogical practices continually. These probable behavior differences between high and low-language-aware EFL teachers must have affected their EFL learners' motivation, attitude and perception towards grammar learning as well.

However, the major finding of this study might be the verification of the role of learner variable (students' grammar perception) in learning grammatical aspects of the instructional materials. It could implicitly be discussed that EFL learners with high attitude towards learning grammar and its importance might have controlled their learning styles, learning strategies, anxiety, motivation, self-confidence, risk taking and self-esteem to a higher extent that finally led to their higher achievement of grammar instruction. Consequently, the findings of the present research provided a confirmation for a learner-centered philosophy of education influencing achievement on the part of the learners. Pedagogically, the possibility exists that learners with high perception towards grammar who received instruction from high-language-aware teachers gained the most of teaching-learning cycle. In such a classroom atmosphere every unit of instruction is well-structured and designed or even manipulated by the EFL teachers in a way to facilitate the achievement of specific instructional objectives. Furthermore, in such an instructional context, learners with higher perception would gain more of the instruction. Generally, this highly interactive instructional setting is the idealist one to obtain the best results of teaching and learning with clear instructional objectives.

CHAPTER 5

CONCLUSION

5.1 Main findings

The main purpose of this research study was to evaluate the influence of EFL teachers' language awareness on the grammar achievement of EFL learners. It was basically planned to investigate the extent of the grammar achievement of the learners attributable to the level of their teachers' language awareness. Variables such as students' grammar achievement, students' grammar perception, teachers' grammar perception along with teachers' language awareness were taken into account. Necessary instruments were selected, developed, administered, scored and the obtained data were subjected to appropriate statistical analyses.

This chapter aims at: (1) providing the conclusions of the study; (2) discussing the pedagogical implications of the study; and (3) providing some suggestions for further research.

The data analyzed revealed that teachers' level of language awareness and students' grammar perception led to significantly better performance of the participants' in both post-test and delayed post-test. Furthermore, it was found out that students' grammar perception was more influential to a certain extent in comparison to the effect of EFL teachers' level of language awareness. This might be due to certain factors, some of which are mentioned below.

First, learners' grammar achievement was quite reasonable within the limits of the program and the amount of time and the extent of facilities available. Furthermore, EFL teachers who participated in the study showed a good command of

both the language and the professional knowledge required of a good teacher. However, teachers were at different levels regarding their beliefs, feelings, understandings, and confidence dealing with grammar teaching in their classrooms. Nevertheless, regarding the attitudes of both teachers and students, the findings did not support the long-held theoretical view that there is a positive relationship between both students' and teachers' attitudes and students' achievement (Andrews, 2007; Schulz, 2001). In the statistical analyses, teachers' grammar perception did not significantly affect students' grammar achievement. On the other hand, students' grammar perception was the most influential factor in their grammar achievement in the study. This factors' effect was even more influential than their teachers' level of language awareness.

Second, these findings indicate that teachers' awareness of the attitudinal factors of the learners along with contextual factors seem to be a crucial element in teaching. According to Andrews (2007; 2018), these attitudinal and contextual factors differ from time to time, from class to class, and even from learner to learner. Obviously, any scenario of language teaching in general and grammar teaching in particular consist of a number of closely related elements, such as teachers' feelings, interests, and confidence towards grammar teaching and learners' perceptions and attitudes about grammar. Students' high level of understandings of the role of grammar in both communication and learning the formal aspects of language might have motivated them to focus on grammar learning to a higher extent. In this respect, Nunan (2013) argues that learners are always in the center of any kind of learning and the findings of this study proves the importance of learner-centered pedagogy. In such a learning environment, teachers might act as the facilitator to pave the way for

the learners to pursue their education and learning outcomes. Generally, every teacher attempts to reform and transform whatever task he/she does in the classroom to intensify learners' achievement. The outcomes of this study demonstrated a learner-centered perspective to improve learning, motivation, and achievement of the learners. Moreover, this study attested that it is insufficient to focus on learners and learning from the educators' and teachers' point of view. In this respect, Tudor (1996) has argued that "language teaching will be more effective if teaching structures are made more responsive to the needs, characteristics and expectations of learners, and if learners are encouraged to play an active role in the shaping of their study program" (p. 1). Learners are the ones who decide what learning means and how to enhance it for themselves with their own perspectives, interests, capabilities, talents, and prior experience in language learning (Nunan, 2013; Cullen, Harris, & Hill, 2012). It does not appear that teachers need to do everything for their learners; they also need to understand learners' actuality and support their learning needs and capacities.

In addition, this research study signified that EFL learners with high perception and attitude towards grammar and grammar learning achieved higher regarding their grammar scores. This might have been due to their high comprehension of how grammar knowledge works for them and thus they would have controlled the process of grammar learning both inside and outside the classroom. In the same vein, teachers with higher levels of language awareness might have known and understood the essence of formal aspects of language and have assisted their learners to be connected to their grammar learning to a higher extent. high-language-aware EFL teachers might also have focused attentively on how to

select and implement their grammar teaching practices and thus broadly putting emphasis on their learners' emotional, social, and learning needs; conducting such pedagogical practices in their classrooms, they could evaluate and redesign their pedagogical techniques and policies to provide a lifelong learning and constant change and improvement of their learners.

According to Nunan (2013), the harmony among teachers, learners, and even other stakeholders would lead to achieve higher educational standards and the full development of learners in such learner-centered perspective. The findings of this study indicated the distinctiveness of learners regarding their emotional states, learning styles and strategies their interests and feelings towards grammar and grammar learning. Learning could be constructive when learners perceive it as relevant and meaningful for themselves and consequently actively engage in gaining knowledge and attempt to connect whatever they have learned with whatever they would need in the real world. In the study, learners with higher attitudes to learning grammar might have been more anxious towards learning it, since they might have felt that such grammar knowledge is demanded in performing all language skills within different contexts (Purpura, 2004).

Furthermore, learners with their distinctive characteristics, strategies, styles and interests are the ones who might need to control their own learning with the facilitator role of their teachers. EFL teachers with good pedagogical practices could enhance their learners' attitudes and motivation regarding grammar knowledge and its learning appropriately. They could as well aid their learners to promote their learning and even to alter their views towards the importance of grammar and its focal role in any use of language for any particular purpose. Andrews (2007) and

Borg (2018) contend that EFL teachers should consider that students bring many preconceptions about grammar and grammar learning to the classroom environment. Teachers should attempt to identify the beliefs students hold about grammar learning and its importance. An understanding of the students' beliefs and perceptions about grammar learning strategies and their misconceptions would better equip teachers to help out their learners. As teachers are likely to be viewed highly-aware of grammar-related issues, their views might have an implicit influential impact on their learners' perceptions. As such, with changes in beliefs, interests, and perceptions about grammar learning, the application of good grammar learning strategies would be a natural consequence and could lead to higher performance and achievement of learners.

Finally, it has to be signified that learning is primarily a natural process and the learners who are more curious and interested in learning might gain more knowledge. In this process, the outcomes of the study manifested that teachers' qualities also acted positively in producing and maintaining such natural process. Generally, it could be tentatively concluded that high-language-aware teachers meeting learners with high attitudes towards learning in general and grammar learning in particular would obtain the optimal achievement. In consequence, this relation is a continuum and could fluctuate according to different levels of such variables like teachers' language awareness, students' grammar perception, and their attitudinal views of grammar teaching and learning.

In sum, it could be cautiously concluded that although EFL teachers' language awareness is a paramount factor in their effective implementation of teaching enactments, its influence on EFL learners' grammar achievement is highly

mediated through students' perceptions and attitudes to grammar learning. In other words, teachers need to be aware of their learners' both level of language development and their beliefs, interests, and understandings of the practicality of grammar learning. As a result of the findings of the study, the impact of teachers' language awareness along with their awareness of the learners and their attitudes seem to interact in a complicated manner.

5.2 Implications of the study

The implications and applications of this study might be discussed in relation to some aspects of language teaching and learning in general and grammar teaching in particular. The implications of the findings are important for policy makers, educational administrators, teacher educators, teachers, parents, and the public. Policy makers are assumed to have major responsibility towards determining the policy for education in general and for foreign language teaching in particular. The length and intensity of instruction, the quality of the materials, the qualification of teachers, the extent of teacher education, the frequency and length of pre-service and in-service training and so many other parameters could be determined, modified, and consolidated in the educational system. If the modifications follow the findings of research, they would be implemented effectively. For instance, the outcome of this research with specific focus on grammar teaching and learning would help both policy makers and teacher educators to implement programs in the direction of changing attitude and motivation of the learners and teachers toward learning and teaching grammar. Teacher educators, who have the responsibility of implementing the decisions made by policy makers, could utilize the findings of this research in

order to improve the quality of teacher training courses in both pre-service and in-service training programs in the direction of manipulating the effective factors in the learners. It could be discussed that language awareness should have an important role in teacher training courses. Teacher educators should be concerned about planning and teaching such courses to assist the prospective teachers to relate the declarative and procedural aspects of language awareness in their pedagogical practices. By doing so, language teachers would become equipped with both grammar knowledge and how to apply that knowledge in their teaching tasks (Andrews, 2007, 2018; Borg, 2003, 2006, 2018). Such qualified EFL teachers could ultimately influence their learners' interests, attitudes, and motivation towards grammar teaching and learning. Profitable and productive language awareness courses would constantly help teachers to evaluate and reflect on their teaching practices. As such, these teachers would implicitly influence their students' views towards learning grammar as an essential element in all language skills.

In this respect, Wright's (2002) five-stage plan for language awareness development could be proposed as one model to achieve such goals. These proposed stages have been presented for practical considerations as follow:

Stage 1: Working on language data. Participants are invited to engage with language via, for example, a language-related teaching issue; They work with linguistic data, draw on their previous experiences and their present understandings, and share their thoughts with their fellow course participants;

Stage 2: Looking back-reviewing. Participants reflect on the processes they have just experienced and confront the potentially disturbing impact of new linguistic insights;

Stage 3: Making sense: The aim at this stage is to make sense of the insights emerging from stages one and two, by formulating rules about the language that may be of direct use in the classroom; Participants work collectively to develop and refine their ideas;

Stage 4: Linking: At this stage the aim is to promote the transfer of this new linguistic knowledge to the classroom. Wright describes this

as a shift from thinking about language to thinking about the practical side of working with language for teaching purposes. One way in which it is suggested this shift can be promoted is by getting participants to look at how published teaching materials deal with the language points focused on in stages one and three;

Stage 5: To the classroom. The last stage in the cycle (before any direct transfer to a classroom situation) involves participants' engagement in planning language activities, taking account of the insights about language acquired at the earlier stages. (p. 127)

Implementing such courses would make teachers feel more secure of their command of language and an acceptable level of subject matter knowledge they would teach. As mentioned earlier, students' grammar perception has acted as the most influential variable in this research. High levels of grammar perception on the part of the EFL learners might make them autonomous learners in their journey of language learning in general and grammar learning in particular. In this respect, high level of language awareness on the part of EFL teachers could enhance and manipulate learners' views and attitudes and would make them achieve higher portion of language. Generally, establishing such language awareness courses (Andrews, 2007) in teacher trainings might be a step in the right direction of training EFL teachers with high quality resulting in high quality and quantity of grammar learning of their EFL learners.

Last, but not least, everyone involved in the process of language teaching should be informed that the decline in the performance of students could be attributable to their perceptions and attitudes in one hand and their teachers' quality on the other hand. Consequently, it could be highly recommended that such language awareness programs implemented in teacher training courses to prevent unnecessary loss of the stakeholders' educational investment. By implementing language awareness courses (Andrews 2007; Borg, 2018), for instance, EFL teachers should

attempt to counteract and discourage the learners' perceptions about the low importance of grammar in language learning which has become a false belief among most of the EFL learners. Metacognitive strategies of learners would receive significantly more ratings by the learners who believe highly in the acquisition of grammatical rules especially in a meaningful context. Therefore, teachers should cultivate in the students' minds the idea that grammar rules must be acquired and are acquired best when they are encountered in an appropriate context of their use (Purpura, 2004). They should encourage students to tackle grammatical features in every language skill they are learning as one of the best ways of increasing grammar knowledge. All in all, the best EFL classroom could be viewed as a classroom in which teacher reflection happens along with learner reflection. This means that, in addition to the EFL teachers' own reflections, it is essential to encourage learner reflection, both during and after training in class. That is, an effective task of the language teacher would be to make the students aware of the whole body of strategies available for grammar learning and to have them critically reflect upon their own strategies and perceptions (Borg, 2018). In this regard, students with high grammar perception would benefit more of such reflections. In addition, teachers could discuss the grammar learning strategies, solicit the students' views on each strategy, and have them consider the value and purpose of each strategy in learning grammar. Accordingly, the more the teacher is aware of language, the more reflection he/she could provide for the learners. More importantly, the higher the perception of the learners towards grammar, they would attempt the more in learning grammar rules and utilizing them in real-world contexts.

5.3 Suggestions for further research

Although this study led to some promising findings, it might serve to initiate a series of studies and directions for those who are concerned with language teaching specifically grammar instruction. Those interested could consider the following suggestions:

1. This study focused mainly on the influence of EFL teachers' language awareness on limited scope of grammatical points. Future studies could delve into the impact of such awareness on a holistic view of language such as language skills (reading, writing, listening and speaking).
2. The knowledge that different learning styles and strategies result in various effects on the grammar knowledge of the learners presents questions as to the processes and strategies that learners have both in grammar learning and using grammar knowledge in performing communicative tasks. Because of the nature of such processes, they could best be studied through methods of verbal reporting such as thinking aloud, introspection, and retrospection that may somehow give the researcher information regarding the mental processes involved in learning grammar and performing grammar tasks.
3. The tests in this study measured the explicit grammar knowledge of the learners. Measuring the influence of EFL teachers' language awareness on EFL learners' implicit grammar knowledge is due to further research.
4. The tests in this study were multiple-choice tests. Other forms of alternative assessment tools could be used to measure the grammatical ability of learners. Thus, this issue also waits for further investigation.

5. The qualitative aspect of the study was limited to utilizing questionnaires.

Other qualitative techniques should find way in further research to evaluate the impact of teachers' language awareness along with the other independent variables on EFL learners' grammar achievement.

APPENDIX A

PLACEMENT TEST

[49]

Objective Placement Test A

General Directions

The Objective Placement Test has three sections: Listening, Reading, and Language Use. There are 70 questions. You are allowed 50 minutes to complete the test.

In Section I, the Listening section, you will hear nine conversations and answer one or more questions about each one. Before you listen to a conversation, read the question or questions. Then listen to the conversation. Answer the questions after the conversation ends. Choose the correct answer for each question and fill in your choice on your answer sheet. You will hear the conversation only once. The first conversation is an example. You have 15 minutes to complete this section.

Section II, the Reading section, has several short passages. After you read each passage, choose the correct answer for each question and fill in your choice on your answer sheet. You have 20 minutes to complete this section.

Section III, the Language Use section, has 30 items. Choose the correct completion for each item and fill in your choice on your answer sheet. You have 15 minutes to complete this section.

Mark your answers clearly on your answer sheet. If you want to change an answer, erase your first answer completely. If you want to take notes during the test, write on the paper you were given.

Section I: Listening

In this section of the test, you will hear conversations and answer some questions about them. For each conversation, first read the situation and the question or questions. Then listen to the conversation. Answer the questions after you hear the conversation. Respond to the questions by marking the correct answer (*a*, *b*, *c*, or *d*) on your answer sheet.

Read the example situation and question.

Example

Situation: Bill Sanchez calls Dr. Stockton's office to make an appointment.

Bill is going to see the doctor on _____.

- a. Tuesday at 10:00
- b. Tuesday at 4:00
- c. Wednesday at 10:00
- d. Wednesday at 4:00

Now listen to the example conversation.

[EXAMPLE CONVERSATION]

Now answer the example question.

The answer for the example is *d*, *Wednesday at 4:00*. The letter *d* is filled in on your answer sheet.

Now go on to page 3.

Situation 1: David is talking with Tomomi when Monica comes into the room.

1. _____ are meeting for the first time.
 - a. David and Monica
 - b. David and Tomomi
 - c. Tomomi and Monica
 - d. David, Monica, and Tomomi

Situation 2: Ken and Nancy are at a restaurant.

2. Ken _____.
 - a. is having steak tonight
 - b. stopped eating steak
 - c. eats steak a lot
 - d. prefers chicken to steak

Situation 3: Karen calls Jason's home. Jason's father answers the telephone.

3. Karen is going to _____.
 - a. speak with Jason at work
 - b. call back in an hour
 - c. wait for Jason to call
 - d. send a written message

Now go on to page 4.

Situation 4: A reporter is giving today's weather forecast.

4. It will be clear in _____.
 - a. the Northeast
 - b. Seattle
 - c. Boston
 - d. Miami
5. In Seattle, the weather is _____.
 - a. hot
 - b. snowy
 - c. cool
 - d. rainy

Situation 5: Bill invites Jennifer to go to dinner and a movie.

6. Jennifer doesn't accept right away because she can't _____.
 - a. eat a late lunch
 - b. leave work early
 - c. go to dinner
 - d. see the movie
7. They're going to _____.
 - a. leave work a little early
 - b. go to the movie before dinner
 - c. see the movie tomorrow
 - d. have dinner at 7:00

Now go on to page 5.

Situation 6: Linda is asking Jim about his plans for the summer.

8. In the summer, Jim usually _____.
 - a. stays in the mountains
 - b. takes trips with his family
 - c. visits his parents
 - d. goes to the beach
9. This summer he's planning to _____.
 - a. stay at home
 - b. go to the beach
 - c. fish with his dad
 - d. hike in the mountains

Situation 7: Phil is talking with Susie about money.

10. Phil is upset because _____.
 - a. Susie can't lend him any money
 - b. his parents won't give him money
 - c. Albert hasn't returned his money
 - d. his friends never lend him money
11. Albert _____.
 - a. didn't borrow \$100
 - b. isn't working now
 - c. doesn't need the money
 - d. can't return the money yet
12. Susie doesn't lend money to friends because _____.
 - a. she has just enough for herself
 - b. lending money can change a friendship
 - c. people won't lend her money
 - d. her friends don't need it

Now go on to page 6.

Situation 8: Natalie and Chuck are talking about their experiences abroad.

13. Chuck went backpacking _____.
a. in Brazil
b. by himself
c. after high school
d. with his father
14. Chuck says he “would have liked to have seen Portugal.”
He means that he _____.
a. went there, and he liked it
b. didn’t go there, but he wanted to
c. went there, but he didn’t like it
d. didn’t go there, and he didn’t want to
15. While Natalie was in Japan, she _____.
a. traveled all over the country
b. lived with a Japanese family
c. learned Japanese quickly
d. got very homesick
16. Chuck doesn’t want to _____.
a. travel anymore
b. learn a foreign language
c. stay at home
d. live abroad

Now go on to page 7.

Situation 9: Diane and Conrad are talking about their careers.

17. Conrad got into advertising because he _____.
a. studied advertising in college
b. heard about a job opening
c. liked to help people
d. was tired of his old job
18. When he was young, Conrad wanted to _____.
a. work in advertising
b. become a doctor
c. stay in school
d. go into business
19. Diane's parents didn't want her to _____.
a. start her own business
b. finish college
c. be too successful
d. change her career
20. Conrad _____.
a. owns his own company
b. enjoys working in advertising
c. thinks his job is boring
d. wants to leave his job

This is the end of the Listening section of Objective Placement Test A.

Now go on to page 8 and begin the Reading section.

Section II: Reading

In this section of the Objective Placement Test, you will read some short passages and answer questions about them. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 20 minutes to complete this section.

Passage 1: What are you doing today?

BETTY CHAN: I usually stay home on Sundays and take it easy – read, clean the house, do stuff like that. But today I'm at the mall. I'm buying some things for my kids.

21. Betty is _____ today.
- a. shopping
 - b. reading
 - c. cleaning
 - d. resting

Passage 2: What do you do?

TONY PEREZ: I'm a flight attendant with a major airline. Flying isn't dangerous, but it can be stressful. When I'm up in the air working, I always have something to do. I like it because I meet a lot of interesting people.

22. Tony's job is _____.
- a. busy
 - b. easy
 - c. relaxing
 - d. boring

Now go on to page 9.

Passage 3: A vacation postcard

Dear Sal,

Greetings from France – it's so good to be back here again! We left the kids with their grandparents in Chicago, and we're biking across the French countryside by ourselves. We brought a tent and sleeping bags, so we can camp out if we want to, but we're really enjoying the small hotels we find along the way.

Love,
Michael and Paula

23. Michael and Paula _____.
 a. have been to France before
 b. took their children with them
 c. are visiting their grandparents
 d. prefer to sleep outside

Passage 4: The "zone"

You're deeply involved in a task and can ignore everything around you – ringing telephones, your neighbor's TV, even your own hunger – and still do things in record time. This is similar to what athletes call the "zone": the power to concentrate so hard that you can ignore everything else. This ability can bring success in any field, but in athletics it can mean all the difference between winning and losing a game or event.

24. In this reading, the "zone" refers to a person's _____.
 a. state of mind
 b. neighborhood
 c. physical condition
 d. intelligence
25. Athletes in the "zone" are more likely to _____.
 a. fall
 b. compete
 c. win
 d. relax

Now go on to page 10.

Passage 5: Henry Ford and the Model-T

Henry Ford became famous and rich because he found a better, faster way to build cars. This is shown in the history of the Model-T. When the Model-T was first introduced in 1908, it took 14 hours to build and cost \$850. After Ford introduced into his own factory the mass-production techniques that he saw in a meat-packing plant, the time for building a Model-T was reduced to less than two hours. As a result, Ford was able to drop the price of the car to \$265. By 1927, he had sold over 15 million Model-Ts.

26. The first Model-T was expensive because it _____.
a. was new
b. was very popular
c. took a long time to build
d. was built in a factory
27. The Model-T became so popular because it was _____ than other cars.
a. newer
b. faster
c. better
d. cheaper

Now go on to page 11.

Passage 6: It's a big country!

When it comes to body weight, Americans stand out. Most visitors to the United States, no matter where they go across this vast country, comment on the size of many Americans. In fact, these impressions are backed by numerous statistics. For example, the average 5'4" American weighs 162 pounds, or 15 pounds more than the average person of the same height from Western or Central Europe. Another comparison: At 150 pounds, the average 5'4" American woman is 24 pounds heavier than her Japanese counterpart.

Why are Americans so heavy? Some blame the American diet. Certainly it's true that Americans eat more high-fat foods – meat, dairy products, and processed food – and fewer grains and vegetables than people in other countries. But fat isn't the whole story. Lifestyle factors – including the tendency for Americans to drive rather than walk or ride a bicycle to work, to snack throughout the day, and to have so many labor-saving devices in the home – appear to contribute to the problem.

28. According to the article, visitors to the United States often comment on the size of the _____.
 - a. population
 - b. cities
 - c. country
 - d. people
29. According to the article, the average Western European weighs _____.
 - a. more than an American
 - b. more than a Central European
 - c. less than an American
 - d. less than a Japanese person
30. In comparison with Americans, people in other countries eat more _____.
 - a. meat
 - b. dairy products
 - c. processed food
 - d. grains
31. The article implies that Americans would lose weight if they _____.
 - a. snacked more often
 - b. rode bicycles to work
 - c. stayed at home more
 - d. ate fewer vegetables

Now go on to page 12.

Passage 7: Small talk isn't so "small"

Small talk may not be about serious issues; nevertheless, researchers into the subject have concluded that it's important. That's because small talk keeps us connected to one another and can lead to bigger things, such as a job or a new friendship. Yet people who find themselves alone with another person often don't know what to say. Here are a few tips to help you start a conversation, and to keep the conversational ball rolling:

- Start with the obvious. If you have something in common with another person (your job, hobbies, a person you both know, etc.), begin with that. If you don't know the person, it's always acceptable to bring up a neutral topic such as the weather or a recent news event. It isn't necessary to be clever – all that's required is to show interest in the other person and to be willing to talk.
- Compliment where appropriate. If the other person has done something you like or is wearing something attractive, it's always appropriate to compliment. But avoid talking about the specifics of a person's physical appearance (people can't usually change how they look) and keep your compliments short and to the point ("What a great tie!" or "You look great tonight!") and continue with another topic.
- Talk about yourself – then return to your partner. It's perfectly OK to talk about your own interests for a while, but keep your conversation from becoming a monolog. It's only polite, for example, that after talking about your own children, you turn the conversation back to your partner by asking about his or her children.

32. According to the article, the main function of small talk is to _____.
 - a. show our own importance
 - b. get valuable information
 - c. relate to other people
 - d. talk about major issues
33. "Start with the obvious" means that you should talk about things that you _____.
 - a. have in common
 - b. enjoy doing
 - c. want to understand
 - d. know everything about
34. You need to be careful when complimenting someone because most people _____.
 - a. don't like compliments
 - b. can't change how they look
 - c. don't dress very well
 - d. haven't done anything interesting
35. You should avoid monologs because other people _____.
 - a. have no interest in what you say
 - b. already know a lot about you
 - c. like to talk about themselves, too
 - d. prefer to discuss neutral subjects

Now go on to page 13.

Passage 8: Headaches

Everyone has experienced headaches, but only recently have medical researchers begun to learn more specifically about the causes and possible treatments for different types of headache pain.

The most common type of headache is the simple tension headache. Tension headaches are usually mild and short-lasting and can result from various factors, such as stress caused by worry or noise. Tension headaches are caused by a tightening of the neck or back muscles, which slows the flow of blood and, therefore, oxygen to the brain. It is the lack of oxygen that causes the pain. Most headaches can be relieved by taking a mild analgesic such as aspirin. Analgesics expand the blood vessels and restore the normal flow of blood and oxygen to the brain.

A more serious type of headache is the migraine. Migraine headaches are often extremely painful and can last for hours or days. Like tension headaches, they can be the result of different factors, including stress, hormonal changes, and allergies. Unlike tension headaches, however, they are caused by an abnormal expansion or swelling (rather than a contraction) of the blood vessels within the head. Medicines that shrink swollen blood vessels can be used to treat migraine headaches.

A tiny minority of headaches can be linked to severe physical problems such as head injury or brain tumors. For these types of headaches, there are medicines to treat the symptoms, but there is no cure unless the underlying problem is removed.

36. This article discusses the _____.
 - a. tiny minority of people who have headaches
 - b. history of medical research into headaches
 - c. causes and remedies for headaches
 - d. physical problems caused by headaches
37. A tension headache can result when _____.
 - a. the neck and back muscles relax
 - b. people get injured in an accident
 - c. the flow of blood is restricted
 - d. too much oxygen goes to the brain
38. Migraine headaches _____.
 - a. are the most common kind of headache
 - b. usually last only a few minutes
 - c. can cause extreme pain
 - d. have one main cause
39. Medicines for migraines _____.
 - a. relax the head and neck
 - b. generally relieve tension
 - c. increase the flow of blood
 - d. cause blood vessels to contract
40. Headaches caused by serious physical problems _____.
 - a. can't be treated
 - b. don't cause much pain
 - c. have no symptoms
 - d. are not very common

Now go on to page 14 and begin the Language Use section.

Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. _____ several good restaurants in our neighborhood.
 - a. There
 - b. They're
 - c. There are
 - d. Their
42. The gas station is _____ Main Street.
 - a. on
 - b. at
 - c. next
 - d. close
43. "I can't swim very well."
"I can't _____."
 - a. too
 - b. either
 - c. so
 - d. neither
44. I enjoy _____ out two or three times a week.
 - a. to eat
 - b. eating
 - c. eat
 - d. I eat
45. These days, _____ women keep working after they get married.
 - a. most
 - b. most of
 - c. almost
 - d. the most
46. My new job is very _____.
 - a. excitement
 - b. excited
 - c. exciting
 - d. excite
47. After finishing college, I hope _____ married.
 - a. get
 - b. that get
 - c. getting
 - d. to get

Now go on to page 15.

48. Mt. Everest is _____ mountain in the world.
a. the high
b. high as
c. higher than
d. the highest
49. Bob's never been bungee jumping, _____ he?
a. is
b. has
c. does
d. was
50. I've run out of money. I wish I _____ more.
a. am saving
b. have saved
c. had saved
d. will save
51. Could you tell me where _____?
a. is the post office
b. the post office is
c. is it the post office
d. it is the post office
52. If I had known about the accident, I _____ it to the police.
a. reported
b. would have reported
c. was reporting
d. have been reporting
53. Yolanda _____ part time for several years now.
a. has been working
b. is working
c. works
d. was working
54. The Taj Mahal is really worth _____.
a. to see it
b. seeing
c. you see it
d. see
55. If I went to live in a foreign country, _____ my friends.
a. I'd miss
b. I'm missing
c. I missed
d. I miss

Now go on to page 16.

56. Would you mind _____ the window?
- open
 - opening
 - to open
 - I open
57. I was interested _____ the violin.
- to study
 - study
 - in studying
 - studied
58. Before a film is finished, it needs _____.
- they edit it
 - to edit
 - to be edited
 - being edited
59. By 2020, scientists _____ a cure for cancer.
- had found
 - will have found
 - are finding
 - have been finding
60. "What happened to Kate?"
"She must _____ about our appointment."
- forget
 - be forgetting
 - forgot
 - have forgotten
61. We're not used _____ our own meals.
- cook
 - to cook
 - cooking
 - to cooking
62. Chicago, _____ is nicknamed the Windy City, is the largest city in Illinois.
- it
 - which
 - what
 - that
63. _____ John, I like to cook.
- Unless
 - Except
 - Instead
 - Unlike

Now go on to page 17.

64. Before _____ breakfast, I usually take a shower.
a. eat
b. to eat
c. eating
d. that eat
65. I'm taking a class _____ learn more about my computer.
a. so that
b. in order
c. in order to
d. that
66. For me, mathematics is _____ difficult than biology.
a. more
b. the more
c. most
d. the most
67. I would rather _____ evening classes.
a. don't take
b. not take
c. no taking
d. not taking
68. I feel sick. I shouldn't _____ so much.
a. to eat
b. eaten
c. have eaten
d. eating
69. Jim's boss demanded that he _____ to work earlier.
a. has come
b. coming
c. is come
d. come
70. The earlier children learn to read, _____ for their education.
a. good
b. the good
c. the better
d. the best

END OF TEST

Objective Placement Test A ANSWER SHEET

Name _____ Date _____

Total Points _____ Rating _____

Section I: Listening

Example: (a) (b) (c) (d) ●

- | | |
|---------------------|---------------------|
| 1. (a) (b) (c) (d) | 11. (a) (b) (c) (d) |
| 2. (a) (b) (c) (d) | 12. (a) (b) (c) (d) |
| 3. (a) (b) (c) (d) | 13. (a) (b) (c) (d) |
| 4. (a) (b) (c) (d) | 14. (a) (b) (c) (d) |
| 5. (a) (b) (c) (d) | 15. (a) (b) (c) (d) |
| 6. (a) (b) (c) (d) | 16. (a) (b) (c) (d) |
| 7. (a) (b) (c) (d) | 17. (a) (b) (c) (d) |
| 8. (a) (b) (c) (d) | 18. (a) (b) (c) (d) |
| 9. (a) (b) (c) (d) | 19. (a) (b) (c) (d) |
| 10. (a) (b) (c) (d) | 20. (a) (b) (c) (d) |

Section II: Reading

- | | |
|---------------------|---------------------|
| 21. (a) (b) (c) (d) | 31. (a) (b) (c) (d) |
| 22. (a) (b) (c) (d) | 32. (a) (b) (c) (d) |
| 23. (a) (b) (c) (d) | 33. (a) (b) (c) (d) |
| 24. (a) (b) (c) (d) | 34. (a) (b) (c) (d) |
| 25. (a) (b) (c) (d) | 35. (a) (b) (c) (d) |
| 26. (a) (b) (c) (d) | 36. (a) (b) (c) (d) |
| 27. (a) (b) (c) (d) | 37. (a) (b) (c) (d) |
| 28. (a) (b) (c) (d) | 38. (a) (b) (c) (d) |
| 29. (a) (b) (c) (d) | 39. (a) (b) (c) (d) |
| 30. (a) (b) (c) (d) | 40. (a) (b) (c) (d) |

Section III: Language Use

- | | | |
|---------------------|---------------------|---------------------|
| 41. (a) (b) (c) (d) | 51. (a) (b) (c) (d) | 61. (a) (b) (c) (d) |
| 42. (a) (b) (c) (d) | 52. (a) (b) (c) (d) | 62. (a) (b) (c) (d) |
| 43. (a) (b) (c) (d) | 53. (a) (b) (c) (d) | 63. (a) (b) (c) (d) |
| 44. (a) (b) (c) (d) | 54. (a) (b) (c) (d) | 64. (a) (b) (c) (d) |
| 45. (a) (b) (c) (d) | 55. (a) (b) (c) (d) | 65. (a) (b) (c) (d) |
| 46. (a) (b) (c) (d) | 56. (a) (b) (c) (d) | 66. (a) (b) (c) (d) |
| 47. (a) (b) (c) (d) | 57. (a) (b) (c) (d) | 67. (a) (b) (c) (d) |
| 48. (a) (b) (c) (d) | 58. (a) (b) (c) (d) | 68. (a) (b) (c) (d) |
| 49. (a) (b) (c) (d) | 59. (a) (b) (c) (d) | 69. (a) (b) (c) (d) |
| 50. (a) (b) (c) (d) | 60. (a) (b) (c) (d) | 70. (a) (b) (c) (d) |

Answer Key for Objective Placement Test A

		Scoring Guidelines		
		SCORE	RATING	PLACEMENT
Section I: Listening		1–5	1	<i>Interchange Third Edition</i> Intro, first half
Example: (a) (b) (c) (d)		6–11	2	<i>Interchange Third Edition</i> Intro, second half
1. (a) (b) (c) (d)		12–17	3	<i>Interchange Third Edition</i> Level 1, first half
2. (a) (b) (c) (d)		18–23	4	<i>Interchange Third Edition</i> Level 1, second half
3. (a) (b) (c) (d)		24–30	5	<i>Interchange Third Edition</i> Level 2, first half
4. (a) (b) (c) (d)		31–36	6	<i>Interchange Third Edition</i> Level 2, second half
5. (a) (b) (c) (d)		37–42	7	<i>Interchange Third Edition</i> Level 3, first half
6. (a) (b) (c) (d)		43–49	8	<i>Interchange Third Edition</i> Level 3, second half
7. (a) (b) (c) (d)		50–55	9	<i>Passages</i> Level 1, first half
8. (a) (b) (c) (d)		56–61	10	<i>Passages</i> Level 1, second half
9. (a) (b) (c) (d)		62–68	11	<i>Passages</i> Level 2, first half
10. (a) (b) (c) (d)		69–70	12	<i>Passages</i> Level 2, second half
Section II: Reading				
21. (a) (b) (c) (d)				
22. (a) (b) (c) (d)				
23. (a) (b) (c) (d)				
24. (a) (b) (c) (d)				
25. (a) (b) (c) (d)				
26. (a) (b) (c) (d)				
27. (a) (b) (c) (d)				
28. (a) (b) (c) (d)				
29. (a) (b) (c) (d)				
30. (a) (b) (c) (d)				
31. (a) (b) (c) (d)				
32. (a) (b) (c) (d)				
33. (a) (b) (c) (d)				
34. (a) (b) (c) (d)				
35. (a) (b) (c) (d)				
36. (a) (b) (c) (d)				
37. (a) (b) (c) (d)				
38. (a) (b) (c) (d)				
39. (a) (b) (c) (d)				
40. (a) (b) (c) (d)				
Section III: Language Use				
41. (a) (b) (c) (d)				
42. (a) (b) (c) (d)				
43. (a) (b) (c) (d)				
44. (a) (b) (c) (d)				
45. (a) (b) (c) (d)				
46. (a) (b) (c) (d)				
47. (a) (b) (c) (d)				
48. (a) (b) (c) (d)				
49. (a) (b) (c) (d)				
50. (a) (b) (c) (d)				
51. (a) (b) (c) (d)				
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56. (a) (b) (c) (d)				
57. (a) (b) (c) (d)				
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66. (a) (b) (c) (d)				
67. (a) (b) (c) (d)				
68. (a) (b) (c) (d)				
69. (a) (b) (c) (d)				
70. (a) (b) (c) (d)				

APPENDIX B

ITEM STATISTICS OF PLACEMENT TEST

	Mean	Std. Deviation	N
L1	.80	.401	71
L2	.11	.318	71
L3	.54	.502	71
L4	.72	.453	71
L5	.56	.499	71
L6	.46	.502	71
L7	.45	.501	71
L8	.52	.503	71
L9	.86	.350	71
L10	.75	.438	71
L11	.85	.364	71
L12	.63	.485	71
L13	.77	.421	71
L14	.45	.501	71
L15	.85	.364	71
L16	.49	.504	71
L17	.52	.503	71
L18	.93	.258	71
L19	.72	.453	71
L20	.70	.460	71
R21	.96	.203	71
R22	.75	.438	71
R23	.66	.476	71
R24	.32	.471	71
R25	.44	.499	71
R26	.65	.481	71
R27	.44	.499	71
R28	.68	.471	71
R29	.68	.471	71
R30	.72	.453	71
R31	.72	.453	71
R32	.34	.476	71
R33	.70	.460	71
R34	.68	.471	71
R35	.59	.495	71
R36	.49	.504	71
R37	.49	.504	71
R38	.69	.466	71
R39	.41	.495	71

R40	.30	.460	71
G41	.66	.476	71
G42	.61	.492	71
G43	.35	.481	71
G44	.55	.501	71
G45	.13	.335	71
G46	.73	.446	71
G47	.61	.492	71
G48	.94	.232	71
G49	.45	.501	71
G50	.28	.453	71
G51	.31	.466	71
G52	.46	.502	71
G53	.52	.503	71
G54	.17	.377	71
G55	.48	.503	71
G56	.30	.460	71
G57	.55	.501	71
G58	.59	.495	71
G59	.66	.476	71
G60	.42	.497	71
G61	.32	.471	71
G62	.49	.504	71
G63	.45	.501	71
G64	.77	.421	71
G65	.58	.497	71
G66	.80	.401	71
G67	.35	.481	71
G68	.52	.503	71
G69	.17	.377	71
G70	.27	.446	71

APPENDIX C

ITEM-TOTAL STATISTICS OF PLACEMENT TEST

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
L1	38.08	127.736	.389	.899
L2	38.77	131.263	.007	.901
L3	38.35	123.431	.693	.895
L4	38.17	125.171	.596	.897
L5	38.32	128.765	.212	.900
L6	38.42	126.305	.430	.898
L7	38.44	131.649	-.042	.903
L8	38.37	128.778	.209	.900
L9	38.03	127.999	.416	.899
L10	38.14	126.123	.518	.897
L11	38.04	128.212	.372	.899
L12	38.25	128.621	.233	.900
L13	38.11	128.701	.266	.900
L14	38.44	127.107	.359	.899
L15	38.04	129.584	.205	.900
L16	38.39	126.271	.432	.898
L17	38.37	128.435	.239	.900
L18	37.96	129.727	.276	.900
L19	38.17	127.200	.393	.899
L20	38.18	127.466	.360	.899
R21	37.93	130.609	.165	.900
R22	38.14	127.923	.333	.899
R23	38.23	126.577	.430	.898
R24	38.56	128.478	.254	.900
R25	38.45	133.623	-.213	.904
R26	38.24	126.699	.414	.898
R27	38.45	130.451	.063	.902
R28	38.21	127.226	.373	.899
R29	38.21	126.426	.450	.898
R30	38.17	127.400	.373	.899
R31	38.17	126.114	.501	.898
R32	38.55	127.623	.331	.899
R33	38.18	126.866	.419	.898
R34	38.21	127.683	.330	.899
R35	38.30	126.211	.446	.898
R36	38.39	129.214	.170	.901
R37	38.39	124.957	.551	.897
R38	38.20	126.989	.401	.898

R39	38.48	130.167	.089	.902
R40	38.59	127.788	.329	.899
G41	38.23	125.948	.490	.898
G42	38.28	129.062	.189	.901
G43	38.54	128.709	.227	.900
G44	38.34	127.456	.328	.899
G45	38.76	130.728	.075	.901
G46	38.15	126.190	.502	.898
G47	38.28	130.034	.102	.901
G48	37.94	130.025	.252	.900
G49	38.44	124.735	.574	.897
G50	38.61	126.242	.488	.898
G51	38.58	125.276	.568	.897
G52	38.42	124.705	.576	.897
G53	38.37	127.350	.336	.899
G54	38.72	127.177	.481	.898
G55	38.41	126.588	.404	.898
G56	38.59	128.959	.215	.900
G57	38.34	126.227	.439	.898
G58	38.30	127.268	.349	.899
G59	38.23	129.206	.183	.901
G60	38.46	129.309	.164	.901
G61	38.56	129.992	.112	.901
G62	38.39	127.214	.348	.899
G63	38.44	126.735	.393	.899
G64	38.11	128.216	.317	.899
G65	38.31	126.903	.381	.899
G66	38.08	127.850	.376	.899
G67	38.54	128.109	.282	.900
G68	38.37	127.493	.323	.899
G69	38.72	130.434	.097	.901
G70	38.62	129.325	.187	.900

APPENDIX D

POST TEST

Name _____ Class _____ Date _____

ORIGINAL VERSION

Test name: POST-TEST (ACHIEVEMENT)

Listening

Fads

Listen. Then complete the sentences.

1. Pet rocks were first sold in _____.
 - a. 1975
 - b. 1979
 - c. 1985
2. Pet rocks _____.
 - a. were popular for a short time
 - b. were popular for a long time
 - c. are still popular today
3. The man thinks _____.
 - a. pet rocks were not a crazy fad
 - b. there won't be crazy fads in the future
 - c. there are crazy fads now

Get in shape

Listen. Then answer the questions.

4. How did the woman lose weight?
 - a. She ate different foods.
 - b. She ate less food.
 - c. She exercised more.
5. Why doesn't the woman want to join a gym?
 - a. She prefers to exercise alone.
 - b. She doesn't want to work out.
 - c. They cost too much.

6. What does the man suggest?
- a. taking an exercise class
 - b. finding a fitness partner
 - c. learning about exercise online

Vocabulary

Choose the correct answer.

7. I like to watch cartoons. I don't learn anything, but they're very _____.
a. informative
b. entertaining
c. knowledgeable
8. A: What did the woman at the weight-control club meeting tell you?
B: She said that I have to cut down _____ desserts.
a. on
b. of
c. about
9. A: Is your 15-year-old son _____?
B: He certainly is. He never listens to what we say and even argues with us!
a. pragmatic
b. sensible
c. rebellious
10. Most fashion models are careful about what they eat. They need to stay _____.
a. tough
b. affordable
c. slender
11. A: What does your son do while you're at work?
B: My mother-in-law takes care _____ him.
a. with
b. to
c. of
12. A new car is so expensive. I'm buying a used one because it's more _____.
a. gorgeous
b. affordable
c. fashionable

Name _____ Class _____ Date _____

ORIGINAL VERSION

20. A: Why did Meg break _____ with Harry?
B: I have no idea.
a. up
b. out
c. off
21. A professional pet-sitter has to _____ up with noise, bites, and scratches.
a. put
b. make
c. take
22. A: Sandra thinks her teacher won't give her a failing grade because she likes her.
B: That's very _____. Teachers have to follow the grading rules no matter how they feel.
a. naive
b. conscientious
c. sensible
23. The tsunami of 2004 in the Indian Ocean was one of the worst natural _____ ever.
a. disasters
b. epidemics
c. assassinations

Grammar

Choose the correct answer.

24. A: I have an interview this morning, and my shirts are all wrinkled!
B: _____ asking your sister to iron one?
a. What about
b. One thing you could do is
c. Why don't you
25. My girlfriend is normally cheerful, but _____ she learned I was going away to college, she started to cry.
a. as soon as
b. until
c. before

Name _____ Class _____ Date _____

ORIGINAL VERSION

26. Hawaii has been a state in the United States _____ 1959.
a. to
b. for
c. since
27. A: My house was broken into again!
B: You never _____ bought a house in such a dangerous neighborhood.
a. shouldn't have
b. should have been
c. should have
28. The French ruled Vietnam from the 1880s _____ the 1950s.
a. since
b. for
c. to
29. A: My dog won't stop destroying the carpet.
B: _____ to take him to obedience school.
a. Have you thought about
b. It might be a good idea
c. Maybe you could
30. For a new product _____ well, it needs to be well advertised.
a. is selling
b. for selling
c. to sell
31. In order _____ a country to compete in the world, it needs to have a good education system.
a. to be
b. to
c. for
32. By 2050, doctors will _____ the cure for AIDS.
a. won't be discovering
b. be discovered
c. have discovered

Name _____ Class _____ Date _____

ORIGINAL VERSION

33. _____ the Internet is so popular is that it is so useful.
a. Because of
b. The reason that
c. Since
34. For a man and a woman _____ married, the first step is to get a marriage license.
a. get
b. to get
c. in order to
35. _____ encourage people to buy their products, companies often give away samples.
a. In order for
b. To
c. In order
36. A: I'm tired of being alone all the time.
B: _____ join a club?
a. Have you thought about
b. It might be a good idea
c. Why don't you
37. _____ its geographic location, Hong Kong is a very successful port city.
a. The reason that
b. Since
c. Because of
38. Why don't you have a travel agent _____ your trip?
a. plans
b. she plans
c. plan
39. I love Champ Soda _____ it's so refreshing.
a. the reason why
b. due to
c. because

Name _____ Class _____ Date _____

ORIGINAL VERSION

40. A: I don't have enough money to pay my rent this month.
B: You _____ bought such an expensive sports car last month.
a. wouldn't have
b. couldn't have
c. shouldn't have
41. Everyone goes to the Starlight Club _____ the famous people who go there.
a. because of
b. the reason why
c. the reason that
42. _____ the school bus door opened, little Sue jumped through the door and into her mother's arms.
a. Until
b. The moment
c. Before
43. If you _____ up your tank, you wouldn't have run out of gas.
a. have filled
b. had filled
c. would have filled
44. If Martin _____ at his job, he would have become the president of the company.
a. had stayed
b. would have stayed
c. has stayed
45. _____ I graduated from high school, I entered Harvard University.
a. Until
b. After
c. By the time
46. If they had come home on time, we _____ worried.
a. won't have been
b. hadn't been
c. wouldn't have been

Name _____ Class _____ Date _____

ORIGINAL VERSION

47. Far in the future, do you think everyone will _____ one language?
a. be spoken
b. have spoken
c. be speaking
48. I had my house _____ by a cleaning service.
a. cleaned
b. clean
c. cleaning
49. If I had listened to my father's advice, I _____ the army.
a. will have joined
b. had joined
c. would have joined
50. How often do you _____ your teeth cleaned?
a. have
b. to have
c. have to
51. The Soviet Union fell apart _____ the early 1990s.
a. during
b. to
c. for
52. A: I'm not sure if my math homework is correct.
B: You can get one of the math tutors _____ your homework.
a. checked
b. to check
c. for check
53. _____ a building to last a long time, it needs to be well constructed.
a. In order
b. To have
c. For
54. Excuse me. Do you know where I can _____ my car washed?
a. gotten
b. get
c. to have

Name _____ Class _____ Date _____

ORIGINAL VERSION

55. My brother got married _____ me, in 2003. I was single until 2005.
a. as soon as
b. after
c. before
56. A: It always seems like I don't have enough money.
B: _____ getting a second job?
a. It might be a good idea
b. Why don't you
c. Have you thought about
57. Do you know where my friend can _____ some new eyeglasses made?
a. have
b. to get
c. make
58. Volvo has been producing cars _____ 1927.
a. for
b. since
c. to
59. I never felt comfortable on dates _____ I was in my 20s. Then, there was no problem.
a. after
b. the moment
c. until
60. World War I lasted _____ over four years.
a. during
b. for
c. since
61. By the year 2020, I believe effective warning systems will _____ for terrorist activity.
a. be setting up
b. have been set up
c. set up

62. Before the end of this century, the world's petroleum reserves will _____ used up.
- a. have been
 - b. being
 - c. been
63. In order _____ successful in show business, you really have to be tough.
- a. being
 - b. for being
 - c. to be

Reading

The deadliest epidemic

Read and answer the questions.

When people talk about deadly epidemics, the first one to come to mind is the bubonic plague. The death rate was 90 percent for people who were exposed to it. The time from infection to death was less than a week. During the three major epidemics - in the 6th, 14th, and 17th centuries - there were 137 million deaths. At its worst, the plague killed 2 million victims a year.

There was a pandemic (an epidemic that is spread worldwide) that was much worse. It killed at least 25 million people in 18 months' time. It doesn't have a fancy name - you've probably even had the flu yourself! It was the influenza (flu) of 1918-19, which spread worldwide right after World War I.

It started on the morning of March 11, 1918, at an army camp in Kansas in the United States. A cook named Albert Mitchell reported typical flu symptoms - a fever, sore throat, slight headache, and muscle aches. By noon that day, 107 soldiers were sick. Within two days, 522 people were sick. Then illnesses on other military bases around the country were reported. Thousands of sailors were sick. Within a week, the epidemic was reported in isolated places, such as islands. Within seven days, every American state had been infected.

Then it spread across the Atlantic. By April, soldiers and other people in France were infected. By mid-April, the disease had spread to China and Japan. By May, the virus had spread throughout Africa and South America. By the end, more than 25 million people had died. Some experts estimate that the number of deaths is closer to 40 million.

64. How many people died of the bubonic plague?
- a. 2 million per year
 - b. 90 million per year
 - c. 137 million per year
65. What is a pandemic?
- a. an influenza virus
 - b. a disease that is spread during a war
 - c. a worldwide epidemic
66. Where did the flu pandemic of 1918-19 start?
- a. isolated islands in the Atlantic Ocean
 - b. military bases around the United States
 - c. a military base in Kansas, in the United States

Waiting to marry

Read and answer the questions.

Getting married and having children are important milestones in some people's lives. But instead of marrying and having children in their early 20s, as has been the norm for the last few centuries, an increasing number of people in the last 10 to 20 years are postponing marriage and parenthood. They're sometimes focusing on their career, travel, or other interests that are more difficult when you have children.

Much of this trend can be explained by the increasing number of women who are getting an education and entering the workforce. More women are putting their careers first and waiting until later to marry and have children. For example, from mid-2002 to mid-2003, 56 percent of all U.S. mothers who gave birth were working. And older mothers were giving birth. Birth rates for women ages 30 to 34 increased by 4 percent; for ages 35 to 39, by 6 percent; and for women aged 40 to 44, by 5 percent.

But it's not just women who are waiting. The age of men who get married for the first time is rising. Sweden tops the list, with an average age of 32.9 for first-time husbands. In Japan, the average age is 30. The age is lower in the United Kingdom (29.8) and the United States (26.7).

Studies show that the higher the level of education for men and women, the longer they wait to marry. Other factors that contribute to waiting include wanting to own a house first, a reluctance to marry someone who already has children from another marriage, and less social pressure from family and employers to marry at a young age.

67. What is one explanation of women waiting to marry and have children?
- a. Marriage rates are increasing.
 - b. Traveling is more important.
 - c. They are putting their job first.
68. What country has the highest average age of first-time husbands?
- a. Sweden
 - b. Japan
 - c. the United Kingdom
69. Why are both men and women waiting longer to marry?
- a. There is less pressure from family.
 - b. There is less time to buy a house.
 - c. They have children from previous marriages.

A success story

Read and answer the questions.

The success of the Apple Computer company is an amazing phenomenon. Its sales account for only 1.8 percent of personal computers worldwide, but the company remains an enormous success, mostly because of its wildly popular MP3 players (iPods). It's important to note that Apple was not the first to develop an MP3 player. It was the first, however, to make an MP3 player with long battery life and to connect it to a personal computer. The design and marketing of the iPod made it very popular, as well.

Apple was also the first to benefit from the trend of downloading music from the Internet. Many people were illegally downloading music for free until authorities began making companies that supplied the free music pay a lot of money in fines. But by connecting the iPod to a software program and making the software accessible from any computer, as well as making millions of songs legally available on the Internet, Apple was able to do again what was beginning to seem impossible.

Apple also extended its market share into television with a portable device that plays music, stores photos, and shows video. Users can download their favorite music videos, watch episodes of their favorite TV shows, or see movies. Again, Apple wasn't the first to do this. But Apple somehow managed to create so much excitement that the announcement of the product made news around the world.

Is Apple an innovative company? Some critics say no - it's just a company that knows how to market itself. But people who love the company don't care. They just want more Apple products.

70. Why is Apple such a huge success?
- a. It has 1.8 percent of computer sales worldwide.
 - b. It was first to develop an MP3 player.
 - c. Its MP3 player is very popular.
71. How did Apple benefit from Internet music downloads?
- a. It made illegal downloads on the Internet.
 - b. It made money on songs legally available on the Internet.
 - c. It connected its software to a computer.
72. Was Apple the first company to produce MP3 players?
- a. Yes, it was.
 - b. No, but it was the first to produce music videos.
 - c. No, but it was the first to link an MP3 player to a personal computer.

Celebrity assistants

Read and answer the questions.

Most famous people have at least one personal assistant, who is responsible for keeping track of the celebrity's life. A personal assistant makes sure that the star is where he or she needs to be. The life of a celebrity assistant can be exciting, but it can also be difficult.

These assistants have a wide range of duties, from taking care of celebrities' households, to answering their phone calls and fan mail, to helping plan parties and media events. Many assistants get to travel all over the world and spend time with other famous people, making good contacts for later in life. But the most important duty of a personal assistant is keeping track of the celebrity's schedule.

An assistant's day may start as early as 4:00 A.M. Many TV shows are taped early in the morning for broadcasting later the same day, and the celebrity must be taken to the TV station and dressed and made up to appear as though it is later in the day. After that, there may be an interview with a journalist. Later in the morning, activities could include the gym or a photo shoot. After lunch, the assistant may have to make phone calls and pay bills. Making reservations at restaurants and clubs are a major part of an assistant's job, as well as making travel arrangements.

Often, a celebrity assistant is responsible for managing other people employed by the celebrity. For example, a professional athlete may have a personal trainer, a nutritionist, a cook, and a coach, and the assistant may be required to organize all activities and schedules.

Most celebrity assistants have no time to live their own lives. As a result, many of them move on to other jobs while they are still young. But the contacts they make while working for a celebrity stay with them for a long time.

Name _____ Class _____ Date _____

ORIGINAL VERSION

73. What are some benefits of being a celebrity assistant?
- a. traveling and meeting famous people
 - b. answering phone calls and fan mail
 - c. keeping track of a star's schedule
74. What is a major aspect of a celebrity assistant's job?
- a. meeting famous people
 - b. going to interviews with famous people
 - c. making reservations at restaurants and clubs
75. What is another duty a celebrity assistant often has?
- a. being a nutritionist
 - b. managing other staff
 - c. coaching a professional athlete

Student's Book 3, Units 9, 10, 11, 12 Test Answer Key

1. a (Unit 10)
2. a (Unit 10)
3. c (Unit 10)
4. a (Unit 9)
5. c (Unit 9)
6. b (Unit 9)
7. b (Unit 12)
8. a (Unit 9)
9. c (Unit 11)
10. c (Unit 12)
11. c (Unit 9)
12. b (Unit 12)
13. a (Unit 11)
14. c (Unit 10)
15. b (Unit 11)
16. a (Unit 12)
17. a (Unit 10)
18. b (Unit 12)
19. b (Unit 11)
20. a (Unit 9)
21. a (Unit 9)
22. a (Unit 11)
23. a (Unit 10)
24. a (Unit 9)
25. a (Unit 11)
26. c (Unit 10)
27. c (Unit 11)
28. c (Unit 10)
29. b (Unit 9)
30. c (Unit 12)
31. c (Unit 12)
32. c (Unit 10)
33. b (Unit 12)
34. b (Unit 12)
35. b (Unit 12)
36. c (Unit 9)
37. c (Unit 12)
38. c (Unit 9)
39. c (Unit 12)
40. c (Unit 11)
41. a (Unit 12)
42. b (Unit 11)
43. b (Unit 11)
44. a (Unit 11)

Name _____ Class _____ Date _____

ORIGINAL VERSION

- 45. b (Unit 11)
- 46. c (Unit 11)
- 47. c (Unit 10)
- 48. a (Unit 9)
- 49. c (Unit 11)
- 50. a (Unit 9)
- 51. a (Unit 10)
- 52. b (Unit 9)
- 53. c (Unit 12)
- 54. b (Unit 9)
- 55. c (Unit 11)
- 56. c (Unit 9)
- 57. a (Unit 9)
- 58. b (Unit 10)
- 59. c (Unit 11)
- 60. b (Unit 10)
- 61. b (Unit 10)
- 62. a (Unit 10)
- 63. c (Unit 12)
- 64. a (Unit 10)
- 65. c (Unit 10)
- 66. c (Unit 10)
- 67. c (Unit 11)
- 68. a (Unit 11)
- 69. a (Unit 11)
- 70. c (Unit 12)
- 71. b (Unit 12)
- 72. c (Unit 12)
- 73. a (Unit 9)
- 74. c (Unit 9)
- 75. b (Unit 9)

APPNEDIX E

ITEM STATISTICS OF POST TEST

Item Statistics			
	Mean	Std. Deviation	N
L1	.97	.178	62
L2	.60	.495	62
L3	.69	.465	62
L4	.31	.465	62
L5	.90	.298	62
L6	.74	.441	62
V7	.84	.371	62
V8	.55	.502	62
V9	.61	.491	62
V10	.66	.477	62
V11	.90	.298	62
V12	.71	.458	62
V13	.63	.487	62
V14	.52	.504	62
V15	.58	.497	62
V16	.79	.410	62
V17	.66	.477	62
V18	.82	.385	62
V19	.74	.441	62
V20	.77	.422	62
V21	.24	.432	62
V22	.27	.450	62
V23	.71	.458	62
G24	.53	.503	62
G25	.56	.500	62
G26	.94	.248	62
G27	.40	.495	62
G28	.74	.441	62
G29	.63	.487	62
G30	.44	.500	62
G31	.15	.355	62
G32	.42	.497	62
G33	.68	.471	62
G34	.74	.441	62

G35	.39	.491	62
G36	.66	.477	62
G37	.52	.504	62
G38	.29	.458	62
G39	.76	.432	62
G40	.81	.398	62
G41	.84	.371	62
G42	.55	.502	62
G43	.45	.502	62
G44	.50	.504	62
G45	.74	.441	62
G46	.45	.502	62
G47	.45	.502	62
G48	.68	.471	62
G49	.39	.491	62
G50	.77	.422	62
G51	.65	.482	62
G52	.84	.371	62
G53	.50	.504	62
G54	.74	.441	62
G55	.82	.385	62
G56	.52	.504	62
G57	.53	.503	62
G58	.87	.338	62
G59	.65	.482	62
G60	.68	.471	62
G61	.42	.497	62
G62	.56	.500	62
G63	.68	.471	62
R64	.63	.487	62
R65	.60	.495	62
R66	.68	.471	62
R67	.55	.502	62
R68	.69	.465	62
R69	.24	.432	62
R70	.63	.487	62
R71	.23	.422	62
R72	.45	.502	62
R73	.35	.482	62
R74	.60	.495	62
R75	.50	.504	62

APPENDIX F

ITEM-TOTAL STATISTICS OF POST TEST

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
L1	44.32	137.829	-.050	.898
L2	44.69	133.036	.383	.896
L3	44.60	134.081	.312	.897
L4	44.98	136.836	.055	.899
L5	44.39	135.651	.275	.897
L6	44.55	135.596	.181	.898
V7	44.45	133.498	.469	.895
V8	44.74	132.686	.408	.896
V9	44.68	136.058	.118	.898
V10	44.63	133.418	.364	.896
V11	44.39	134.897	.385	.896
V12	44.58	131.788	.538	.894
V13	44.66	131.441	.535	.894
V14	44.77	132.440	.428	.895
V15	44.71	135.586	.157	.898
V16	44.50	132.352	.543	.895
V17	44.63	131.942	.500	.895
V18	44.47	133.728	.424	.896
V19	44.55	136.711	.072	.899
V20	44.52	136.680	.081	.898
V21	45.05	137.883	-.041	.900
V22	45.02	133.262	.403	.896
V23	44.58	132.936	.427	.895
G24	44.76	133.695	.318	.896
G25	44.73	132.530	.423	.895
G26	44.35	136.364	.212	.897
G27	44.89	130.856	.579	.894
G28	44.55	133.924	.346	.896
G29	44.66	133.211	.374	.896
G30	44.85	133.110	.372	.896
G31	45.15	139.208	-.201	.900
G32	44.87	136.737	.057	.899
G33	44.61	132.340	.469	.895
G34	44.55	134.907	.249	.897

G35	44.90	130.974	.573	.894
G36	44.63	136.532	.080	.899
G37	44.77	131.784	.485	.895
G38	45.00	134.721	.256	.897
G39	44.53	135.892	.156	.898
G40	44.48	134.090	.369	.896
G41	44.45	137.399	.013	.899
G42	44.74	131.211	.538	.894
G43	44.84	131.580	.506	.895
G44	44.79	132.595	.414	.896
G45	44.55	134.219	.317	.897
G46	44.84	132.105	.459	.895
G47	44.84	136.367	.088	.899
G48	44.61	131.618	.537	.894
G49	44.90	133.400	.354	.896
G50	44.52	134.778	.275	.897
G51	44.65	133.479	.354	.896
G52	44.45	134.416	.360	.896
G53	44.79	138.857	-.123	.901
G54	44.55	133.006	.437	.895
G55	44.47	135.073	.272	.897
G56	44.77	133.161	.364	.896
G57	44.76	131.072	.549	.894
G58	44.42	134.674	.365	.896
G59	44.65	136.987	.038	.899
G60	44.61	134.471	.271	.897
G61	44.87	137.655	-.021	.900
G62	44.73	136.924	.041	.899
G63	44.61	132.471	.457	.895
R64	44.66	134.326	.274	.897
R65	44.69	135.232	.189	.898
R66	44.61	131.618	.537	.894
R67	44.74	131.342	.527	.894
R68	44.60	132.868	.426	.895
R69	45.05	136.604	.085	.898
R70	44.66	133.703	.330	.896
R71	45.06	138.553	-.109	.900
R72	44.84	134.629	.238	.897
R73	44.94	131.438	.541	.894
R74	44.69	133.495	.342	.896
R75	44.79	131.775	.486	.895

APPENDIX G

DELAYED POST TEST

Name _____ Class _____ Date _____

ORIGINAL VERSION

Test name: DELAYED POST-TEST (ACHIEVEMENT)

Listening

Learning late

Listen. Then answer the questions.

1. What is the woman's problem?
 - a. She wants to buy a car.
 - b. She needs a ride.
 - c. She can't find her driver's license.
2. Why didn't the woman learn to drive before?
 - a. It was too expensive.
 - b. It was too difficult.
 - c. She was too busy.
3. When will the man teach her to drive?
 - a. before the party
 - b. as soon as she buys a car
 - c. after he feels better

Creative work

Listen. Then complete the sentences.

4. The man thinks it's important for a Web site to _____.
 - a. use exciting colors
 - b. be easy to read
 - c. have a lot of pictures
5. The man thinks most people visit a Web site to _____.
 - a. find information
 - b. buy products
 - c. chat with other people

Name _____ Class _____ Date _____

ORIGINAL VERSION

6. The man thinks Web sites should have _____.
a. no links
b. some links
c. a lot of links

Vocabulary

Choose the correct answer.

7. A: Why did Meg break _____ with Harry?
B: I have no idea.
a. up
b. out
c. off
8. A: David and Sonya are always fighting.
B: I know. What can't they get _____ with each other?
a. in
b. along
c. about
9. A: Are you really going to join a health club?
B: I certainly am. I'm really looking forward _____ getting in shape.
a. with
b. of
c. to
10. Peter is only 12, but he keeps _____ with the 14-year-old kids on the soccer team.
a. back
b. down
c. up
11. A: I don't think being a dog washer is a good idea for a job.
B: Well, can you come up _____ a better idea?
a. to
b. with
c. on

Name _____ Class _____ Date _____

ORIGINAL VERSION

12. A: Can you name three important _____?
B: Let me see. The computer, the cell phone, and the microwave oven.
a. assassinations
b. inventions
c. discoveries
13. Doctors are continuing to fight the HIV/AIDS _____.
a. assassination
b. discovery
c. epidemic
14. The destruction of the World Trade Center in New York on September 11, 2001, was a horrifying _____.
a. assassination
b. terrorist act
c. epidemic
15. The entire world was saddened by the _____ of Gandhi.
a. assassination
b. achievement
c. invention
16. Winning a gold medal at the Olympics is a wonderful _____.
a. discovery
b. invention
c. achievement
17. A: Is David _____?
B: Yes, he is. He studies very hard and wants to get the best job he can.
a. ambitious
b. carefree
c. naive
18. A: Mr. Lee is so _____.
B: I know. He has lived in ten countries and speaks five languages.
a. argumentative
b. sophisticated
c. naive

Name _____ Class _____ Date _____

ORIGINAL VERSION

19. A: Juan always does his homework. He never misses an assignment.
B: I know. He's very _____ about that.
a. sophisticated
b. carefree
c. conscientious
20. I think James has been working out at the gym. Doesn't he look _____?
a. knowledgeable
b. persuasive
c. muscular
21. If my paper isn't _____, my teacher will give it back covered in red ink.
a. attractive
b. well-written
c. gorgeous
22. If an advertisement is _____, it can convince people that a product is good.
a. slender
b. tough
c. persuasive
23. After the war destroyed their country, the people rebuilt it quickly because they were so _____.
a. charming
b. entertaining
c. industrious

Grammar

Choose the correct answer.

24. Do you know where I can _____ my motorcycle fixed?
a. to get
b. get
c. gotten
25. We had our wedding photos _____ by Keystone Photographers.
a. took
b. taken
c. to take

26. Do you know where my friend can _____ some new eyeglasses made?
 a. have
 b. to get
 c. make
27. A: My dog won't stop destroying the carpet.
 B: _____ to take him to obedience school.
 a. Have you thought about
 b. It might be a good idea
 c. Maybe you could
28. A: My boyfriend and I are constantly fighting.
 B: _____ going to see a relationship counselor?
 a. Have you thought about
 b. It might be a good idea
 c. Maybe you could
29. A: It always seems like I don't have enough money.
 B: _____ getting a second job?
 a. It might be a good idea
 b. Why don't you
 c. Have you thought about
30. A: I really want to go skiing this Friday, but I have to work.
 B: _____ ask your boss for the day off.
 a. Maybe you could
 b. What about
 c. Have you thought
31. A: I don't know how I'm going to stay fit.
 B: _____ joining a health club?
 a. One thing you could do is
 b. What about
 c. Why don't you
32. A: I'm so nervous about giving the speech at my sister's wedding.
 B: _____ take a class on public speaking.
 a. What about
 b. One thing you could do is to
 c. Have you thought about

Name _____ Class _____ Date _____

ORIGINAL VERSION

33. World War I lasted _____ over four years.
a. during
b. for
c. since
34. The dodo bird of the island of Mauritius became extinct more than 300 years
_____.
a. since
b. ago
c. during
35. Disco dancing became very popular _____ the 1970s.
a. during
b. ago
c. to
36. The United Kingdom controlled Hong Kong _____ 1842 to 1997.
a. since
b. for
c. from
37. Volvo has been producing cars _____ 1927.
a. for
b. since
c. to
38. By the year 2100, I think automobiles will _____.
a. have been eliminated
b. be eliminating
c. have been being eliminated
39. In the distant future, I believe people _____ hair on their heads.
a. won't have
b. won't be having
c. will be having
40. Far in the future, do you think everyone will _____ one language?
a. be spoken
b. have spoken
c. be speaking

Name _____ Class _____ Date _____

ORIGINAL VERSION

41. In ten thousand years, I think the Sahara Desert will _____ a forest.
a. becoming
b. have become
c. be become
42. _____ I graduated from high school, I entered Harvard University.
a. Until
b. After
c. By the time
43. I never felt comfortable on dates _____ I was in my 20s. Then, there was no problem.
a. after
b. the moment
c. until
44. My girlfriend is normally cheerful, but _____ she learned I was going away to college, she started to cry.
a. as soon as
b. until
c. before
45. My brother got married _____ me, in 2003. I was single until 2005.
a. as soon as
b. after
c. before
46. _____ my daughter graduated from college, she had become much more independent.
a. By the time
b. The moment
c. Once
47. If I hadn't waited so long to get married, I _____ a lot of children.
a. had
b. could have had
c. will have had

48. If you _____ up your tank, you wouldn't have run out of gas.
a. have filled
b. had filled
c. would have filled
49. If Martin _____ at his job, he would have become the president of the company.
a. had stayed
b. would have stayed
c. has stayed
50. You _____ quit school. It was a really bad idea.
a. shouldn't have
b. wouldn't have
c. might not have
51. If you hadn't invited Ben and Akiko to your party last year, they never _____.
a. have met
b. could meet
c. would have met
52. A: My house was broken into again!
B: You never _____ bought a house in such a dangerous neighborhood.
a. shouldn't have
b. should have been
c. should have
53. A: I don't have enough money to pay my rent this month.
B: You _____ bought such an expensive sports car last month.
a. wouldn't have
b. couldn't have
c. shouldn't have
54. _____ a great novel, you should probably take some time off from work.
a. To be written
b. In order to write
c. For order of writing

Name _____ Class _____ Date _____

ORIGINAL VERSION

55. For a new product _____ well, it needs to be well advertised.
a. is selling
b. for selling
c. to sell
56. _____ a building to last a long time, it needs to be well constructed.
a. In order
b. To have
c. For
57. _____ encourage people to buy their products, companies often give away samples.
a. In order for
b. To
c. In order
58. For a golfer _____ well, the crowd needs to keep quiet.
a. plays very
b. to play
c. plays
59. In order _____ a country to compete in the world, it needs to have a good education system.
a. to be
b. to
c. for
60. I love Champ Soda _____ it's so refreshing.
a. the reason why
b. due to
c. because
61. _____ I'm not allowed to go to concerts, I buy a lot of CDs.
a. Because of
b. The reason why
c. Since
62. Peru is famous _____ its Inca ruins.
a. about
b. for
c. the reason why

63. _____ the Internet is so popular is that it is so useful.
- a. Because of
 - b. The reason that
 - c. Since

Reading

Celebrity assistants

Read and answer the questions.

Most famous people have at least one personal assistant, who is responsible for keeping track of the celebrity's life. A personal assistant makes sure that the star is where he or she needs to be. The life of a celebrity assistant can be exciting, but it can also be difficult.

These assistants have a wide range of duties, from taking care of celebrities' households, to answering their phone calls and fan mail, to helping plan parties and media events. Many assistants get to travel all over the world and spend time with other famous people, making good contacts for later in life. But the most important duty of a personal assistant is keeping track of the celebrity's schedule.

An assistant's day may start as early as 4:00 A.M. Many TV shows are taped early in the morning for broadcasting later the same day, and the celebrity must be taken to the TV station and dressed and made up to appear as though it is later in the day. After that, there may be an interview with a journalist. Later in the morning, activities could include the gym or a photo shoot. After lunch, the assistant may have to make phone calls and pay bills. Making reservations at restaurants and clubs are a major part of an assistant's job, as well as making travel arrangements.

Often, a celebrity assistant is responsible for managing other people employed by the celebrity. For example, a professional athlete may have a personal trainer, a nutritionist, a cook, and a coach, and the assistant may be required to organize all activities and schedules.

Most celebrity assistants have no time to live their own lives. As a result, many of them move on to other jobs while they are still young. But the contacts they make while working for a celebrity stay with them for a long time.

64. What are some benefits of being a celebrity assistant?
- a. traveling and meeting famous people
 - b. answering phone calls and fan mail
 - c. keeping track of a star's schedule

65. What is a major aspect of a celebrity assistant's job?
- a. meeting famous people
 - b. going to interviews with famous people
 - c. making reservations at restaurants and clubs
66. What is another duty a celebrity assistant often has?
- a. being a nutritionist
 - b. managing other staff
 - c. coaching a professional athlete

The deadliest epidemic

Read and answer the questions.

When people talk about deadly epidemics, the first one to come to mind is the bubonic plague. The death rate was 90 percent for people who were exposed to it. The time from infection to death was less than a week. During the three major epidemics - in the 6th, 14th, and 17th centuries - there were 137 million deaths. At its worst, the plague killed 2 million victims a year.

There was a pandemic (an epidemic that is spread worldwide) that was much worse. It killed at least 25 million people in 18 months' time. It doesn't have a fancy name - you've probably even had the flu yourself! It was the influenza (flu) of 1918-19, which spread worldwide right after World War I.

It started on the morning of March 11, 1918, at an army camp in Kansas in the United States. A cook named Albert Mitchell reported typical flu symptoms - a fever, sore throat, slight headache, and muscle aches. By noon that day, 107 soldiers were sick. Within two days, 522 people were sick. Then illnesses on other military bases around the country were reported. Thousands of sailors were sick. Within a week, the epidemic was reported in isolated places, such as islands. Within seven days, every American state had been infected.

Then it spread across the Atlantic. By April, soldiers and other people in France were infected. By mid-April, the disease had spread to China and Japan. By May, the virus had spread throughout Africa and South America. By the end, more than 25 million people had died. Some experts estimate that the number of deaths is closer to 40 million.

67. How many people died of the bubonic plague?
- a. 2 million per year
 - b. 90 million per year
 - c. 137 million per year

68. What is a pandemic?
- a. an influenza virus
 - b. a disease that is spread during a war
 - c. a worldwide epidemic
69. Where did the flu pandemic of 1918-19 start?
- a. isolated islands in the Atlantic Ocean
 - b. military bases around the United States
 - c. a military base in Kansas, in the United States

Waiting to marry

Read and answer the questions.

Getting married and having children are important milestones in some people's lives. But instead of marrying and having children in their early 20s, as has been the norm for the last few centuries, an increasing number of people in the last 10 to 20 years are postponing marriage and parenthood. They're sometimes focusing on their career, travel, or other interests that are more difficult when you have children.

Much of this trend can be explained by the increasing number of women who are getting an education and entering the workforce. More women are putting their careers first and waiting until later to marry and have children. For example, from mid-2002 to mid-2003, 56 percent of all U.S. mothers who gave birth were working. And older mothers were giving birth. Birth rates for women ages 30 to 34 increased by 4 percent; for ages 35 to 39, by 6 percent; and for women aged 40 to 44, by 5 percent.

But it's not just women who are waiting. The age of men who get married for the first time is rising. Sweden tops the list, with an average age of 32.9 for first-time husbands. In Japan, the average age is 30. The age is lower in the United Kingdom (29.8) and the United States (26.7).

Studies show that the higher the level of education for men and women, the longer they wait to marry. Other factors that contribute to waiting include wanting to own a house first, a reluctance to marry someone who already has children from another marriage, and less social pressure from family and employers to marry at a young age.

70. What is one explanation of women waiting to marry and have children?
- a. Marriage rates are increasing.
 - b. Traveling is more important.
 - c. They are putting their job first.

71. What country has the highest average age of first-time husbands?
- a. Sweden
 - b. Japan
 - c. the United Kingdom
72. Why are both men and women waiting longer to marry?
- a. There is less pressure from family.
 - b. There is less time to buy a house.
 - c. They have children from previous marriages.

A success story

Read and answer the questions.

The success of the Apple Computer company is an amazing phenomenon. Its sales account for only 1.8 percent of personal computers worldwide, but the company remains an enormous success, mostly because of its wildly popular MP3 players (iPods). It's important to note that Apple was not the first to develop an MP3 player. It was the first, however, to make an MP3 player with long battery life and to connect it to a personal computer. The design and marketing of the iPod made it very popular, as well.

Apple was also the first to benefit from the trend of downloading music from the Internet. Many people were illegally downloading music for free until authorities began making companies that supplied the free music pay a lot of money in fines. But by connecting the iPod to a software program and making the software accessible from any computer, as well as making millions of songs legally available on the Internet, Apple was able to do again what was beginning to seem impossible.

Apple also extended its market share into television with a portable device that plays music, stores photos, and shows video. Users can download their favorite music videos, watch episodes of their favorite TV shows, or see movies. Again, Apple wasn't the first to do this. But Apple somehow managed to create so much excitement that the announcement of the product made news around the world.

Is Apple an innovative company? Some critics say no - it's just a company that knows how to market itself. But people who love the company don't care. They just want more Apple products.

73. Why is Apple such a huge success?
- a. It has 1.8 percent of computer sales worldwide.
 - b. It was first to develop an MP3 player.
 - c. Its MP3 player is very popular.
74. How did Apple benefit from Internet music downloads?
- a. It made illegal downloads on the Internet.
 - b. It made money on songs legally available on the Internet.
 - c. It connected its software to a computer.
75. Was Apple the first company to produce MP3 players?
- a. Yes, it was.
 - b. No, but it was the first to produce music videos.
 - c. No, but it was the first to link an MP3 player to a personal computer.

Student's Book 3, Units 9, 10, 11, 12 Test Answer Key

1. b (Unit 11)
2. c (Unit 11)
3. c (Unit 11)
4. b (Unit 12)
5. a (Unit 12)
6. b (Unit 12)
7. a (Unit 9)
8. b (Unit 9)
9. c (Unit 9)
10. c (Unit 9)
11. b (Unit 9)
12. b (Unit 10)
13. c (Unit 10)
14. b (Unit 10)
15. a (Unit 10)
16. c (Unit 10)
17. a (Unit 11)
18. b (Unit 11)
19. c (Unit 11)
20. c (Unit 12)
21. b (Unit 12)
22. c (Unit 12)
23. c (Unit 12)
24. b (Unit 9)
25. b (Unit 9)
26. a (Unit 9)
27. b (Unit 9)
28. a (Unit 9)
29. c (Unit 9)
30. a (Unit 9)
31. b (Unit 9)
32. b (Unit 9)
33. b (Unit 10)
34. b (Unit 10)
35. a (Unit 10)
36. c (Unit 10)
37. b (Unit 10)
38. a (Unit 10)
39. a (Unit 10)
40. c (Unit 10)
41. b (Unit 10)
42. b (Unit 11)
43. c (Unit 11)
44. a (Unit 11)

Name _____ Class _____ Date _____

ORIGINAL VERSION

- 45. c (Unit 11)
- 46. a (Unit 11)
- 47. b (Unit 11)
- 48. b (Unit 11)
- 49. a (Unit 11)
- 50. a (Unit 11)
- 51. c (Unit 11)
- 52. c (Unit 11)
- 53. c (Unit 11)
- 54. b (Unit 12)
- 55. c (Unit 12)
- 56. c (Unit 12)
- 57. b (Unit 12)
- 58. b (Unit 12)
- 59. c (Unit 12)
- 60. c (Unit 12)
- 61. c (Unit 12)
- 62. b (Unit 12)
- 63. b (Unit 12)
- 64. a (Unit 9)
- 65. c (Unit 9)
- 66. b (Unit 9)
- 67. a (Unit 10)
- 68. c (Unit 10)
- 69. c (Unit 10)
- 70. c (Unit 11)
- 71. a (Unit 11)
- 72. a (Unit 11)
- 73. c (Unit 12)
- 74. b (Unit 12)
- 75. c (Unit 12)

APPENDIX H

ITEM STATISTICS OF DELAYED POST TEST

Item Statistics			
	Mean	Std. Deviation	N
L1	.92	.270	64
L2	.77	.427	64
L3	.67	.473	64
L4	.48	.504	64
L5	.91	.294	64
L6	.72	.453	64
V7	.84	.366	64
V8	.63	.488	64
V9	.64	.484	64
V10	.70	.460	64
V11	.86	.350	64
V12	.61	.492	64
V13	.59	.495	64
V14	.61	.492	64
V15	.41	.495	64
V16	.72	.453	64
V17	.66	.479	64
V18	.67	.473	64
V19	.63	.488	64
V20	.67	.473	64
V21	.41	.495	64
V22	.38	.488	64
V23	.64	.484	64
G24	.61	.492	64
G25	.58	.498	64
G26	.77	.427	64
G27	.48	.504	64
G28	.75	.436	64
G29	.55	.502	64
G30	.55	.502	64
G31	.23	.427	64
G32	.55	.502	64
G33	.64	.484	64
G34	.80	.406	64

G35	.52	.504	64
G36	.56	.500	64
G37	.64	.484	64
G38	.33	.473	64
G39	.75	.436	64
G40	.66	.479	64
G41	.67	.473	64
G42	.47	.503	64
G43	.52	.504	64
G44	.52	.504	64
G45	.77	.427	64
G46	.53	.503	64
G47	.48	.504	64
G48	.67	.473	64
G49	.39	.492	64
G50	.70	.460	64
G51	.59	.495	64
G52	.61	.492	64
G53	.61	.492	64
G54	.67	.473	64
G55	.67	.473	64
G56	.41	.495	64
G57	.50	.504	64
G58	.73	.445	64
G59	.48	.504	64
G60	.69	.467	64
G61	.38	.488	64
G62	.56	.500	64
G63	.63	.488	64
R64	.59	.495	64
R65	.59	.495	64
R66	.52	.504	64
R67	.61	.492	64
R68	.66	.479	64
R69	.44	.500	64
R70	.63	.488	64
R71	.39	.492	64
R72	.41	.495	64
R73	.36	.484	64
R74	.53	.503	64
R75	.50	.504	64

APPENDIX I

ITEM TOTAL STATISTICS OF DELAYED POST TEST

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
L1	43.63	134.143	-.197	.886
L2	43.78	130.047	.283	.883
L3	43.88	129.254	.326	.882
L4	44.06	131.456	.110	.885
L5	43.64	131.631	.188	.884
L6	43.83	130.938	.177	.884
V7	43.70	129.006	.462	.881
V8	43.92	129.660	.277	.883
V9	43.91	131.959	.071	.885
V10	43.84	128.864	.374	.882
V11	43.69	130.536	.290	.883
V12	43.94	127.456	.476	.881
V13	43.95	127.220	.494	.880
V14	43.94	130.123	.233	.883
V15	44.14	130.980	.155	.884
V16	43.83	126.811	.584	.880
V17	43.89	128.639	.379	.882
V18	43.88	130.524	.207	.884
V19	43.92	129.819	.263	.883
V20	43.88	132.302	.042	.885
V21	44.14	132.758	-.002	.886
V22	44.17	130.367	.213	.884
V23	43.91	127.991	.435	.881
G24	43.94	128.790	.354	.882
G25	43.97	129.491	.286	.883
G26	43.78	131.570	.125	.884
G27	44.06	128.060	.410	.881
G28	43.80	128.164	.468	.881
G29	44.00	127.492	.462	.881
G30	44.00	128.317	.388	.882
G31	44.31	131.837	.098	.885
G32	44.00	130.667	.180	.884
G33	43.91	128.467	.390	.882
G34	43.75	130.413	.260	.883

G35	44.03	127.301	.478	.881
G36	43.98	131.349	.121	.885
G37	43.91	127.070	.521	.880
G38	44.22	131.602	.106	.885
G39	43.80	130.958	.184	.884
G40	43.89	129.115	.334	.882
G41	43.88	132.683	.007	.886
G42	44.08	127.089	.497	.880
G43	44.03	128.443	.375	.882
G44	44.03	127.777	.435	.881
G45	43.78	129.443	.345	.882
G46	44.02	128.936	.332	.882
G47	44.06	128.218	.395	.882
G48	43.88	126.746	.564	.880
G49	44.16	128.070	.420	.881
G50	43.84	129.816	.281	.883
G51	43.95	127.474	.471	.881
G52	43.94	129.615	.279	.883
G53	43.94	131.202	.136	.885
G54	43.88	128.397	.407	.882
G55	43.88	130.333	.224	.884
G56	44.14	131.424	.116	.885
G57	44.05	128.268	.391	.882
G58	43.81	129.710	.303	.883
G59	44.06	135.266	-.217	.888
G60	43.86	130.155	.245	.883
G61	44.17	131.637	.099	.885
G62	43.98	130.143	.227	.884
G63	43.92	128.168	.414	.881
R64	43.95	130.934	.159	.884
R65	43.95	129.918	.250	.883
R66	44.03	127.110	.495	.880
R67	43.94	127.425	.479	.881
R68	43.89	128.004	.438	.881
R69	44.11	130.543	.192	.884
R70	43.92	129.660	.277	.883
R71	44.16	132.324	.037	.886
R72	44.14	129.583	.280	.883
R73	44.19	128.091	.425	.881
R74	44.02	129.666	.267	.883
R75	44.05	129.220	.306	.883

APPENDIX J

TEACHER LANGUAGE AWARENESS TEST

SECTION ONE: GRAMMATICAL CATEGORIES AND FUNCTIONS (5 minutes)

You are advised to take no more than **5 minutes** on this section.

1. *From the sentence below select one example of the grammatical item requested and write it in the space provided. NOTE: You may select the same word (s) more than once if appropriate:*

Materials are delivered to the factory by a supplier, who usually has no technical knowledge, but who happens to have the right contacts

1. verb
2. noun
3. countable noun
4. passive verb
5. adjective
6. adverb
7. definite article
8. indefinite article.....
9. preposition
10. relative pronoun
11. auxiliary verb
12. past participle
13. conjunction
14. finite verb
15. infinitive verb

2. In the following sentences, underline the item requested in brackets:

1. Poor little Joe stood out in the snow (SUBJECT)
2. Joe had nowhere to shelter (PREDICATE)
3. The policeman chased Joe down the street (DIRECT OBJECT)
4. The woman gave him some money (INDIRECT OBJECT)

SECTION TWO: ENGLISH ERROR IDENTIFICATION (10 minutes)

You are advised to take no more than **10 minutes** on this section.

This section has 15 English sentences, each of which has a mistake.

For each sentence:

1. *Rewrite the faulty part of the sentence correctly. (There will only be one part that is wrong.) Do **NOT** rewrite the whole sentence.*
2. *Underneath each sentence explain the grammatical rule which you think has been broken.*

Example:

I often goes to the cinema.

Correct version: _____go_____

Rule: The verb must agree with the subject

Do not write: "Change 'goes' to 'go'"

1. I walk to work very quick.

Correct version:

Rule:

2. When her said that, Jack hit her.

Correct version:

Rule:

3. Every day I am making good resolutions.

Correct version:

Rule:

4. She's the taller of the four sisters.

Correct version:

Rule:

5. I live in a flat at a top of an old house.

Correct version:

Rule:

6. Do you know anyone having lost a cat?

Correct version:

Rule:

7. The children put on their coat.

Correct version:

Rule:

8. He tried and ate something but he couldn't.

Correct version:

Rule:

9. I don't like people which are always apologizing.

Correct version:

Rule:

10. I opened the door, but I couldn't see nobody.

Correct version:

Rule:

11. When I was a small baby I have colic.

Correct version:

Rule:

12. I'll tell you as soon as I'll know.

Correct version:

Rule:

13. I heard him went downstairs.

Correct version:

Rule:

14. Give the spanner to I.

Correct version:

Rule:

15. She has phoned a few minutes ago.

Correct version:

Rule:

SECTION THREE: WORDS IN SENTENCES (15 minutes)

This is a test of your ability to understand the function of words and phrases in sentences.

Look at the following sample item:

A

<u>LONDON</u> is the capital of England. He <u>liked</u> to <u>go</u> fishing in <u>Maine</u>.
--

A B C D E

In the first sentence, which we will call the *key* sentence, LONDON is printed in capital letters. Which word in the second sentence does the same thing in *that* sentence as LONDON does in the *key* sentence? The right answer is the word "he", because the key sentence is about "London", and the second sentence is about "he". Therefore the letter A has been written in the left margin as the correct answer.

Here is another sample item:

D

Mary is cutting the <u>APPLE</u>. My <u>brother John</u> is beating <u>his dog</u> with a big stick.
--

A B C D E

In the key sentence, APPLE is the name of the thing which is being cut; in the second sentence, dog is the thing which is being beaten. Therefore, the letter D has been written in the left margin of this sheet.

Look at the next example, and write the letter of the correct answer in the left margin of this sheet.

<u>MONEY</u> is his only object. Not so many <u>years ago</u>, <u>most farming</u> was done by <u>hand</u>.

A B C D E

The right answer is farming; it performs the same function in the second sentence as MONEY does in the key sentence. Therefore, you should have written the letter D in the left margin.

When you are ready, turn over the page and begin the test. Remember, always look over all the choices to find the one which functions most nearly like the word or phrase in the key sentence.

Try to answer every item; if you are not certain of the answer, give your best guess.

1. Jill fell down AND Jack came tumbling after.

Now, you may wait out there or you may come back on Friday if you wish.

A B C D E

2. I expect him to do good WORK.

On his trip across the United States and up to Alaska, Fred expected to see many

interesting things.

E

3. John sold DICK his bicycle.

If their work is up to standard, I will guarantee them a bonus at the end of the week.

A B C D E

4. The school CLOSED for the summer.

Despite the efforts we had made to reinforce the material, it tore easily under the

slightest strain.

E

5. HE was here.

Because of the great demand for this product, the committee should ask for it now.

A B C D E

6. Bill has gone TO make a telephone call.

Two people are needed to carry this box to the car because it is too heavy for one.

A B C D E

7. At midnight, the SCREAMING of sirens awakened me.

Painting in oils is a comforting hobby for busy executives who need relaxation.

A B C D E

8. The door OPENED quickly.

Because she had tied the package securely, it arrived without any damage from its

careless handling.

E

9. The lake was dotted with SPEEDING boats.

Sometimes the very best method for good learning is constant practice.

A B C D E

10. The most influential WRITER of his day, he had but a modest pride of authorship.

Gockel, a Swiss physicist, sent an electroscope up to a height of 13,000 feet in a

balloon.

E

11. They named him BILL.
Because of his military success during the Civil War, the people made Grant
A B C D
president of the United States.
E
12. The company owns every substantial PIECE of property in the town.
Before the dawn of history, men were raising corn very much like what we grow
A B C D
today.
E
13. It is not TO be passed over lightly.
She talked to me about how I should try to make the horse work instead of letting her
A B C D
graze at will.
E
14. SEVERAL were absent from the meeting.
In spite of the many proposals which were made, only one could be adopted.
A B C D E
15. I told him to come BUT he refused.
If tests are made, even when there seems to be no change this system will show an
A B C D
advantage, and our customers will be convinced.
E
16. My finger became SWOLLEN from the infection.
The child grew strong from the healing sunshine.
A B
The high wall was nearly hidden from view by the foliage.
C D E
17. My FRIEND went home.
Behind the house but near the forest stood a barn.
A B C D E
18. That is the OLDEST house.
It is farther from your hotel than the one we saw before, but it is the best example of
A B
earlier dwellings constructed by our former inhabitants.
C D E
19. FEW come back.
In the middle of the lake will be found a small island crowned with a single tree.
A B C D E
20. He saw several fish SWIMMING slowly by.
As he was walking down the lane, he found himself wondering who had been there
A B C D
before he arrived.
E

21. THIS is my first trip.
Even though these letters arrived before those, that has not been answered yet.
A B C D E
22. The corn grew TALL during the summer.
She raised yellow tulips in her small garden.
A B C
The storm proved worse as the wind became stronger.
D E
23. TO TELL THE TRUTH, it's hard to say.
To sum up, this product is as efficient as any.
A B
To be or not to be, that is the question.
C D
To start the engine, push this button.
E
24. He drove FROM Boston to New York.
To be safe, he decided to buy spare parts for any emergency.
A B C D E
25. He nailed the board TIGHT against the house.
He always did the job well.
A B C
He poured the pail full.
D E
26. Do AS I say.
Although the weather report predicted clear skies for today, it rained all day.
A B C D E
27. Is THAT your hat?
This looks better on you even though those suits are better bargains than the ones
A B C D
on this rack.
E
28. The weekly meeting, usually held on Friday night, is a fixed ACTIVITY of the Scout program.
Washington was the first president of the United States; he refused the crown that
A B C D
some of his admirers wanted him to have.
E
29. Put it WHERE it will do the most good.
At the signal, proceed to mark it as you were instructed in your last lesson.
A B C D E

30. NONE was more curious to solve the riddle than I.
The government's first task was to check the prescriptions written by the doctors.
A B C D E
31. Which one do YOU think it is?
That one may belong to me.
A B
Please pay me before going on your trip.
C D E
32. A CALCULATING machine is useful to mathematicians.
Skiing is a fine sport during the winter months.
A B C
Seeing is believing.
D E
33. As he sat down to rest, a FEELING of weariness came over him.
Swimming is relaxing exercise for growing boys in training for wrestling.
A B C D E
34. I will buy a car WHEN I get the money.
After you left last night, most of the students remained until the end.
A B C D E
35. She played the piano EXTREMELY well.
Promptly on the dot of five, he came up the stairs, quite flushed with excitement and
A B C
breathing very heavily.
D E
36. A NUMBER of people applied for the position.
I find many candidates who cannot offer more than two years' experience.
A B C D E
37. His wife bought HERSELF a new hat.
Why won't you tell me more about yourself than you did yesterday?
A B C D E
38. WHAT is this?
I do not know what book you want.
A
To whom do these belong?
B
Which fellow is your brother?
C
Those are mine.
D E

39. Let's make this campaign a SUCCESS.
Some people believe that the world is wholly a figment of the imagination;
philosophers call this theory a variety of solipsism.
A B C D E
40. Which colour do YOU like best?
This one suits me better than the other.
A B C
It makes no difference to me.
D E
41. We plan to take IT today.
On the chance that he would see us, we took steps to put up a beacon.
A B C D E
42. They observed several artists PAINTING landscapes there.
While attempting to catch the ball, he found himself so blinded by the sun that he
failed to notice the overhanging limb.
A B C D E
43. Some people enjoy EATING clams on the half-shell.
Hacking his way through the teeming jungle, he found abundant evidence of the
vanished civilization.
A B C D E
44. There is no POINT in going ahead.
When the light changed, he stopped the car.
A B
A river flows down to the sea.
C D E
45. The child hurt HIMSELF.
Although I myself would do that by myself, Mary gained herself the help of some of
her classmates.
A B C D E

CHECK OVER YOUR WORK IF YOU HAVE TIME

APPENDIX K

STUDENT GRAMMAR PERCEPTION QUESTIONNAIRE

Grammar Perception Questionnaire (student version)

Participant ID: -----

Age: (in years) -----

Instructions: for each of the aspects shown below please rate your level of agreement and importance using the following scales:

Agreement: 1=not at all, 2=slight extent, 3=moderate extent, 4=great extent, 5=very great extent

Importance: 1=not at all, 2=slightly important, 3=moderately important, 4=very important, 5=extremely important

	Agreement	Importance
1. The formal study of grammar is essential to eventual mastery of a foreign language.	1 2 3 4 5	1 2 3 4 5
2. I believe my foreign language improves most quickly if I study and practice the grammar of a language.	1 2 3 4 5	1 2 3 4 5
3. The study of grammar helps in learning a foreign language.	1 2 3 4 5	1 2 3 4 5
4. I like the study of grammar.	1 2 3 4 5	1 2 3 4 5
5. There should be more formal study of grammar in my foreign or second language courses.	1 2 3 4 5	1 2 3 4 5
6. I usually keep grammar rules in mind when I write in a foreign language or read what I have written.	1 2 3 4 5	1 2 3 4 5
7. It is more important to practice a foreign language in real-life situations (i.e., ask and answer questions, engage in role plays or other simulations, etc.) than to study and practice grammatical patterns.	1 2 3 4 5	1 2 3 4 5
8. I dislike it when I am corrected in class.	1 2 3 4 5	1 2 3 4 5
9. Teachers should not correct students when they make errors in class.	1 2 3 4 5	1 2 3 4 5
10. I feel cheated if a teacher does not correct the written work I hand in.	1 2 3 4 5	1 2 3 4 5
11. When I make errors in speaking the language, I would like my teacher to correct them.	1 2 3 4 5	1 2 3 4 5
12. When I make errors in writing the language, I would like my teacher to correct them.	1 2 3 4 5	1 2 3 4 5
13. I prefer to be corrected by my fellow students in small group work rather than by my teacher in front of the entire class.	1 2 3 4 5	1 2 3 4 5

Would you recommend yourself as a good grammar/language learner? YES No

APPENDIX L

TEACHER GRAMMAR PERCEPTION QUESTIONNAIRE

Grammar Perception Questionnaire (teacher version)

Participant ID: -----

Age: (in years) -----

Length of service with the organization (in years): -----

Employment status: a) permanent b) casual

Instructions: for each of the aspects shown below please rate your level of agreement and importance using the following scales:

Agreement: 1=not at all, 2=slight extent, 3=moderate extent, 4=great extent, 5=very great extent

Importance: 1=not at all, 2=slightly important, 3=moderately important, 4=very important, 5=extremely important

	Agreement	Importance
1. For adolescents and adults, the formal study of grammar is essential to the eventual mastery of a FL/L2, when language learning is limited to the classroom.	1 2 3 4 5	1 2 3 4 5
2. Generally speaking, students' communicative ability improves most quickly if they study and practice the grammar of the language.	1 2 3 4 5	1 2 3 4 5
3. The study of grammar helps in learning a FL/L2.	1 2 3 4 5	1 2 3 4 5
4. Students generally like the study of grammar.	1 2 3 4 5	1 2 3 4 5
5. Generally, there should be more formal grammar study in FL/L2 courses than is presently the case.	1 2 3 4 5	1 2 3 4 5
6. Students usually keep grammar rules in mind when they write in a FL/L2 or read what they have written.	1 2 3 4 5	1 2 3 4 5
7. It is, generally, more important to practice a FL/L2 in situations simulating real life (i.e. interview, role plays, etc.) than to analyze and practice grammatical patterns.	1 2 3 4 5	1 2 3 4 5
8. Most students dislike it when they are corrected in class.	1 2 3 4 5	1 2 3 4 5
9. Teachers should not correct students' pronunciations or grammatical errors in class unless these errors interfere with comprehensibility.	1 2 3 4 5	1 2 3 4 5
10. Most students feel cheated if a teacher does not correct the written work they hand in.	1 2 3 4 5	1 2 3 4 5
11. Generally, when students make errors in speaking the target language, they should be corrected.	1 2 3 4 5	1 2 3 4 5
12. Generally, when students make errors in writing the target language, they should be corrected.	1 2 3 4 5	1 2 3 4 5
13. Students learn a lot when their teachers correct the errors made by fellow students in class.	1 2 3 4 5	1 2 3 4 5

Would you recommend yourself as a good grammar/language teacher? YES No

APPENDIX M

SYLLABUS AND LESSON PLAN

Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58–63		
Getting things done Everyday services; recommendations; self-improvement	Talking about things you need to have done; asking for and giving advice or suggestions	Get or have something done; making suggestions with modals + verbs, gerunds, negative questions, and infinitives
UNIT 10 PAGES 64–69		
A matter of time Historic events and people; biography; the future	Talking about historic events; talking about things to be accomplished in the future	Referring to time in the past with adverbs and prepositions: <i>during, in,</i> <i>ago, from...to, for, since</i> ; predicting the future with <i>will</i> , future continuous, and future perfect
PROGRESS CHECK PAGES 70–71		
UNIT 11 PAGES 72–77		
Rites of passage Milestones and turning points; behavior and personality; regrets	Describing milestones; describing turning points; describing regrets and hypothetical situations	Time clauses: <i>before, after, once,</i> <i>the moment, as soon as, until, by</i> <i>the time</i> ; expressing regret with <i>should (not) have</i> + past participle; describing hypothetical situations with <i>if</i> clauses + past perfect and <i>would/could have</i> + past participle
UNIT 12 PAGES 78–83		
Keys to success Qualities for success; successful businesses; advertising	Describing qualities for success; giving reasons for success; interviewing for a job; talking about ads and slogans	Describing purpose with infinitive clauses and infinitive clauses with <i>for</i> ; giving reasons with <i>because,</i> <i>since, because of, for, due to, and</i> <i>the reason</i>
PROGRESS CHECK PAGES 84–85		

Pronunciation/Listening	Writing/Reading	Interchange Activity
Sentence stress Listening to New Year's resolutions	Writing a message of advice "Improving the World – One Idea at a Time": Reading about young scientist Jack Andraka	"Absolutely not!": Discussing different points of view of parents and their children PAGE 123
Syllable stress Listening for dates and time periods; listening to predictions	Writing a biography "Looking Into the Future": Reading about futurists and their predictions for the year 2050	"History buff": Taking a history quiz PAGE 124, 126
Reduction of <i>have</i> and <i>been</i> Listening to descriptions of important events; listening to regrets and explanations	Writing a message of apology "Stella's Answers": Reading about a conflict with a friend and advice on how to fix it	"Good choices, bad choices": Playing a board game to talk about how you were and could have been PAGE 125
Reduced words Listening for features and slogans	Writing a TV or web commercial "Brain Invasion: Why We Can't Forget Some Ads": Reading about what makes some advertisements memorable	"Advertising taglines": Creating a slogan and logo for a product PAGE 127

9

Getting things done

Cycle 1, Exercises 1–6

In this unit, students discuss professional services and make suggestions. By the end of Cycle 1, students will be able to discuss professional services using causatives. By the end of Cycle 2, students will be able to use three-word phrasal verbs and make suggestions using a variety of structures.

1 SNAPSHOT

Learning Objective: discuss professional services

- To explain the concept of services, ask Ss about their haircuts. Ask: "Where do you get your hair cut? When you go to a hair salon or barber shop, do you leave with a product or a service?"
- Go over the information in the Snapshot. Point out that these are eight services that people commonly offer in the U.S.
- Elicit or explain any new vocabulary.

Vocabulary

data recovery: the process of getting information that had been erased from a computer
tutoring: working with one person to give extra help in a school subject

- Read the first two questions. Ss discuss the questions in small groups.

! Ss rank the usefulness of each service in the Snapshot using **Vocabulary Steps** – download it from the website.

- Read the last question. Then ask Ss to say different ways that services are offered in their own country (e.g., newspaper ads, Internet, recommendations). Then ask how they choose a service provider.
- Bring ads to class from service providers you can find online and discuss the ads with the class. Would they hire the people or companies in the ads?

2 PERSPECTIVES

Learning Objective: discuss professional services using *get* or *have something done*

▶ A [CD 2, Track 18]

- Books closed. Explain that some people offer a variety of services. You can find similar ads in the newspaper or on the Internet.
- Write these services on the board:

music lessons	laundry and dry cleaning
home cleaning	car washing
painting	repairs
meal preparation	pet food
- Books open. Read the questions.
- Play the audio. Ss listen and read. Have them answer the questions as a class.

- Read the first question. Write a model conversation on the board:

A: What do you need to have done?

B: Well, I need to have my eyes tested, and I want to have my computer upgraded. What about you?

- Model the conversation with a S. Tell Ss to think of at least five things they need to have done.
- Ss discuss the question in pairs. Go around the class and give help as needed. Then ask Ss to share ideas with the class.
- Read the second question. Elicit Ss' ideas (e.g., *How much do you charge for . . . ? What beauty services do you offer? Do you pick up and drop off the laundry? Where can I get my car repaired?*).

B

- Explain the task. Introduce *have something done* with questions like these: "What can you have done in a beauty salon? at a computer store? by a handyman? by an optician?" Write ideas on the board:

have your hair cut	have your house painted
have your computer fixed	have your eyes tested

3 GRAMMAR FOCUS

Learning Objective: use *get* or *have* something done to talk about professional services

▶ [CD 2, Track 19]

Active

- Write these words on nine cards:

you can	get	have
a plumber	your sink	by
to fix	fix	fixed

- Ask five Ss to come to the front of the class. Give each S a card. Ask Ss to face the class, holding up their cards in this order:

S1: you can S2: have S3: a plumber
S4: fix S5: your sink

- Explain that we can say the same sentence another way. Give S2 and S4 new cards. Now all five Ss face the class, holding up their cards in this order:

S1: you can S2: get S3: a plumber
S4: to fix S5: your sink

- Elicit the rules and write them on the board:

Active

You can have a repair shop fix your computer.

have + someone + base form verb

You can get a repair shop to fix your computer.

get + someone + infinitive verb

- Write two cues on the board. Elicit examples from the Perspectives exercise on page 58:

You can have your car washed...

You can get someone to...

Passive

- Ask six Ss to hold up cards:

S1: you can S2: have S3: your sink
S4: fixed S5: by S6: a plumber

- Explain that we can say the same thing another way. Replace S2's card. Then ask Ss to hold up cards:

S1: you can S2: get S3: your sink
S4: fixed S5: by S6: a plumber

- Elicit the rules and write them on the board:

Passive

You can have/get your sink fixed (by a plumber).

have/get + object + past participle (at/by)

- Focus Ss' attention on the Perspectives on page 58. Ask Ss to underline the active examples and circle the passive examples.
- Play the audio program. Ss listen and practice.

A

- Explain the task. Ask a S to read the first item.
- Ss complete the task individually.

Answers

- My parents didn't paint their house before they moved in. They **had it painted**.
- I didn't repair my own laptop. I **got it repaired** at the electronics store.
- Many people don't wash their cars. They **have them washed**.
- My bedroom carpet is very dirty, but I'm not cleaning it. I'm **getting it cleaned** next week.
- My brother isn't repairing his bike. He's **having it repaired**.

B Pair work

- Explain the task. Read the example. Ask Ss which picture it describes.
- Ss work in pairs. Ss take turns describing the services in the pictures with the passive of *have* or *get*. (Answers: 1. Jessica is having her nails done. 2. Peter is getting / having his hair cut. 3. Zoe is having / getting her car repaired. 4. Tricia is having / getting her clothes dry cleaned.)

C Pair work

- Explain the task. Model the activity by saying something you've had done for you recently and asking a S what he or she has had done.
- Ss work in pairs to discuss recent services they've had. Go around the room and listen for the passive of *have* or *get*. Take notes on errors you hear.
- Write any errors on the board. Elicit corrections from the class.

4 PRONUNCIATION

Learning Objective: sound more natural when using sentence stress

▶ A [CD 2, Track 20]

- Play the audio program. Ss listen. Elicit that stressed words carry the most important information. Point out that we don't usually stress pronouns.
- Play the audio program again. Ss practice both chorally and individually.

- To practice sentence stress, try the activity **Walking Stress** – download it from the website.

B Group work

- Explain the task. Each S decides on three things he or she wants to have done.
- Ss work in small groups and take turns asking and answering questions.

5 DISCUSSION

Learning Objective: discuss where to find services using causatives

Pair work

- Explain the task. Focus Ss' attention on the picture and the first question. Have two Ss model the conversation.
- Give Ss some time to read the situations.
- Elicit or explain any new vocabulary.

Vocabulary

groceries: goods bought to be used in the home, such as food and cleaning products
portrait: a painting of a person or group of people

- Ss discuss the questions in pairs. If possible, form pairs with Ss from different countries.
- Encourage Ss to give opinions. For services that aren't available, Ss should discuss whether the service would be a good idea. Set a time limit of about ten minutes.

TIP

As you walk around the class, make note of any grammar problems. When time is up, write representative problems on the board and elicit corrections from Ss.

- ! For another way to practice the Discussion, try the **Onion Ring** technique – download it from the website.

6 INTERCHANGE 9

See page T-123 for teaching notes.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 7–13

7 WORD POWER

Learning Objective: discuss problems using three-word phrasal verbs

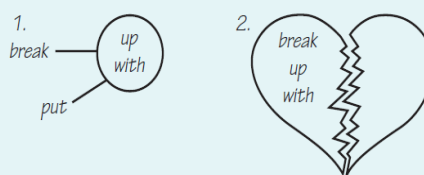
A

- Read the first sentence. Ask Ss to find the meaning of *break up with* in the meanings column.
- Elicit that these are three-word phrasal verbs. Point out that Ss already know a lot of two-word phrasal verbs. Elicit examples and write them on the board. (Possible answers: *pick up*, *turn off*, *get up*, *think about* . . .)
- Explain that the meaning of the three parts together is different from the individual parts:
 base verb + adverb particle + preposition
 break up with
- Ss complete the task individually.
- Then Ss compare answers in pairs. Ask Ss to write the answers on the board. Ss check their own work.

Answers

1. b 2. h 3. e 4. c 5. f 6. a 7. d 8. g

- **Option:** Show Ss ways to organize and store new vocabulary in their notebooks (e.g., *break up with* can be recorded as a diagram or a picture):



B Pair work

- Explain the task. Ask a S to model the first phrasal verb in a sentence.
- Ss work in pairs. They take turns making sentences, preferably about their own lives.
- **Option:** Ask Ss to write a conversation or short story using the new vocabulary.

! To review phrasal verbs, try the game **Sculptures** – download it from the website.

8 CONVERSATION

Learning Objective: make suggestions in a conversation about dating

▶ A [CD 2, Track 21]

- Books closed. To introduce the topic, ask: "How, when, and where did you meet your friend/partner?"
- Ss discuss the questions in pairs. Then elicit some interesting stories (e.g., *She was my next-door neighbor. One day . . .*).
- Books open. Ask Ss to cover the text and look only at the picture. Ask questions to set the scene (e.g., *How old are the two women? Are they friends?*).
- Ask Ss to listen to find out what Alice is upset about. Play the first line of the audio program. Elicit the answer. (Answer: She broke up with her boyfriend.)
- Next, ask Ss to take notes as they listen. Remind Ss to write down key words or phrases. Play the audio program once or twice.

- Ss compare notes in pairs. Ask Ss to share some of the things they heard discussed.
- Play the audio program again. Ss listen and read.

Vocabulary

feel up to: to have the energy to do something
I can't carry a tune to save my life: I really can't sing well

- ! Pairs can practice the conversation using **Say It With Feeling!** – download it from the website.

B Class activity

- Read the question. Use the question to stimulate a short class discussion.
- **Option:** Tell Ss to imagine it is three weeks later and Alice has been to the running club. Ss write a follow-up conversation between Alice and Emma.

9 GRAMMAR FOCUS

Learning Objective: use gerunds, infinitives, modals + verbs, and negative questions to make suggestions

▶ [CD 2, Track 22]

- Focus Ss' attention on the previous Conversation. Ask Ss to underline examples of suggestions Emma makes.
- Point out the ways to make suggestions in the Grammar Focus box.
- Play the audio program. Ss listen and read or repeat.
- Go over the examples in the box again. Clarify which forms go together by writing this information on the board:
 Making suggestions or giving advice
 1. Maybe you could + base form verb . . .
 2. Have you thought about + gerund . . . ?
 3. Why don't you + base form verb . . . ?
 4. One option is/It might be a good idea + infinitive . . .
- Give Ss some additional situations. Elicit suggestions:
 T: I'd like to lose some weight.
 S1: One option is to walk everywhere.
 S2: Have you thought about going on a diet?
 S3: Why don't you join a health club?

A

- Explain the task. Ask Ss to read each problem and suggestion. Elicit or explain any new vocabulary.
- To model the task, read the first problem and suggestion. Elicit the answer. Elicit that *one option* is incorrect because it is not followed by the verb *be* + infinitive.

- Ss complete the task individually.
- Have Ss work in pairs to compare answers. Then go over the answers with the class.

Answers

- A: What can I do to keep up with all my assignments in college?
 B: **Maybe** you could stay in on weeknights.
- A: What can I do to get in shape?
 B: **Have you thought about** working out at the gym?
- A: How can I save money?
 B: **Why don't you** come up with a budget?
- A: How can I learn to dance?
 B: **It might be a good idea** to take dance classes.
- A: How can I build self-confidence?
 B: **What about** participating in more social activities?

B Group work

- Explain the task. Ask two or three Ss to model the activity by making suggestions for the first problem in part A.
- Ss work in small groups. Set a time limit of about five minutes. Go around the class and give help as needed.
- **Option:** Ask one S in each group to disagree with everything (e.g., *No, that doesn't work! I've already tried it!*).

10 LISTENING

Learning Objective: listen for details in suggestions for solutions to problems

A [CD 2, Track 23]

- Read the six resolutions in the chart. Ask: "Do you ever make New Year's resolutions? Have any of your resolutions been similar to these?" Elicit ideas.
- For more practice with predicting content, play **Prediction Bingo** – download it from the website.
- Explain the task. Ss will check the resolution mentioned in the audio and write the suggestion of a friend.
- Play the audio program. Pause after each speaker for Ss to write. Ss listen and write the suggestions.
- Play the audio program a second time so Ss can check their answers. Go over the answers with the class.

TIP

Listening should not be a memory test for Ss. If a Listening is long or contains many details, break it up into sections, pausing after each speaker. If helpful, mark in the script where you plan to pause, using the symbol //.

Answers

- start a project; cut down on distractions; go to the library for a few hours
- have more energy; exercise at home with an app; do outdoor exercise like hiking, swimming, or jogging
- fix her relationship problems; take a break from work; take a couple hours off from her phone every night

Audio script

See page T-176.

B Group work

- Explain the task.
- Ss work in groups and think of a suggestion for each resolution. Walk around the class and help Ss with structure and vocabulary.
- Ask groups to share their answer with the class. Ss vote on the two or three best suggestions.

11 SPEAKING

Learning Objective: make suggestions

Group work

- Explain the task. Ask Ss to read the caption for each picture. Ss think of three suggestions for each habit. Ss should be able to explain why they are making the suggestion.
- Ss work individually to write down ideas.
- Then Ss work in groups. Ss take turns sharing suggestions. Remind Ss to ask follow-up questions.

TIP

To increase student talking time, introduce challenging rules (e.g., fewer than three-word answers are not acceptable, each S must ask three follow-up questions, or use at least three phrasal verbs).

- Go around the class and listen in. Note any problems and go over them later with the class.
- Option:** Ss role-play one of the problems.

For a new way to practice this exercise, try the **Substitution Dialog** with the Conversation on page 61 – download it from the website. Ss think of a new problem to discuss.

12 WRITING

Learning Objective: write a letter of advice making suggestions

A

- Explain the task. Ss imagine they are writing replies to people posting problems on a website.
- Give Ss a few minutes to read the posts and choose one. Set a time limit of about five minutes.
- Then Ss write a reply. Encourage Ss to give more than one suggestion for solving the problem.

TIP

To make writing assignments more challenging for higher-level Ss, increase the length of the assignment. You can also encourage them to use more new vocabulary and grammar.

B Group work

- Explain the task.
- Ss work in groups and take turns reading advice.
- Group members discuss which pieces of advice will work and why.

13 READING

Learning Objective: identify main ideas, details, and examples in an article

A

- Books closed. Read the questions. Books open. Ss find the answers to the questions. (Answers: Jack Andraka; he developed a test for early-stage pancreatic cancer)
- See if Ss can also tell you why Jack Andraka decided to research pancreatic cancer testing. (Answer: A family friend died of the disease.)

TIP

Asking Ss a personal question related to a challenging or theoretical reading helps them to connect to the topic and encourages intrapersonal learning.

B

- Ss read the article. Tell Ss to mark any words they are unable to guess from context. Afterward, Ss can check their dictionaries for the meanings of any words they marked.
- Elicit or explain any new vocabulary.

Vocabulary

disease: an illness caused by an infection or by a failure of health and not by an accident

deeply: very much

lethal: able to cause death

stage: a period of development, or a particular time in a process

endlessly: continuing for a long time and never finishing, or never seeming to finish

perseverance: the quality of persisting when things are difficult

prestigious: respected and admired, usually because of being important

after all: a phrase used to add information that shows that what you have just said is true

ground-breaking: very new and a big change from other things of its type

- Explain the task. Ss will identify the main idea of each paragraph. Point out that the other sentences in the paragraph all support the main idea.
- Ss complete the task individually. Then they compare their answers in pairs.
- Go over answers with the class.

Answers

- 2 One doctor's help makes the unlikely become possible.
 1 A personal experience creates a groundbreaking idea.
 4 Family support and a passion for discovery can lead to great things.
 3 Although he won a big prize, there's plenty of work ahead.

C

- Explain the task.
- Ss work individually to choose the correct answers.
- Then Ss compare their answers in pairs. Ask Ss to explain their reasons to their partner.
- Elicit answers from pairs.

Answers

- Pancreatic cancer is so serious because **it is hard to diagnose early**.
- Andraka was inspired to find a solution by **an upsetting experience**.
- The response to Andraka's proposal was **largely negative**.
- Andraka's test for pancreatic cancer is **being developed now**.
- Andraka's family helped him by **encouraging him**.

D Group work

- Explain the task. Ss work in small groups to discuss the question. Remind Ss to ask follow-up questions and give additional suggestions.
- Option:** Ask Ss to summarize their group members' ideas for the class.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

APPENDIX N

DESCRIPTIVE STATISTICS OF POST TEST STAGE

Dependent Variable: Grammar Posttest					
Teacher Language Awareness	Teacher Grammar Perception	Student Grammar Perception	Mean	Std. Deviation	N
high	high	high	36.4200	2.93529	50
		moderate	28.8824	1.86689	17
		low	19.2500	5.31507	4
		Total	33.6479	5.55775	71
	low	high	36.6000	2.19848	25
		moderate	27.2727	1.48936	11
		low	21.4000	3.28634	5
		Total	32.2439	6.15541	41
	Total	high	36.4800	2.69815	75
		moderate	28.2500	1.87824	28
		low	20.4444	4.15665	9
		Total	33.1339	5.79608	112
moderate	high	high	33.0000	.	1
		moderate	28.3333	2.08167	3
		Total	29.5000	2.88675	4
	moderate	high	34.0625	2.29401	16
		moderate	28.8462	1.40560	39
		low	21.7692	3.76727	13
		Total	28.7206	4.58696	68
	low	high	34.7000	2.31181	10
		moderate	28.1333	1.45733	15
		low	21.5714	2.82000	7
		Total	28.7500	5.22401	32
	Total	high	34.2593	2.24624	27
		moderate	28.6316	1.45935	57
		low	21.7000	3.38884	20
		Total	28.7596	4.70797	104
low	high	high	31.5000	.70711	2
		moderate	27.6667	.57735	3
		low	17.9231	2.62874	13
		Total	21.0556	5.74428	18

Total	moderate	high	33.0000	1.41421	2
		moderate	27.3333	1.11803	9
		low	20.1176	3.11171	34
		Total	22.1333	4.64465	45
	low	moderate	27.4545	1.36848	11
		low	19.3750	3.13924	32
		Total	21.4419	4.52139	43
	Total	high	32.2500	1.25831	4
		moderate	27.4348	1.16096	23
		low	19.4557	3.10829	79
		Total	21.6698	4.76839	106
	high	high	36.1698	3.03655	53
		moderate	28.6522	1.77377	23
		low	18.2353	3.28880	17
		Total	31.0323	7.39778	93
Total	moderate	high	33.9444	2.20887	18
		moderate	28.5625	1.47181	48
		low	20.5745	3.34758	47
		Total	26.0973	5.61720	113
	low	high	36.0571	2.36323	35
		moderate	27.6757	1.45400	37
		low	19.9545	3.18393	44
		Total	27.2759	7.08039	116
	Total	high	35.7547	2.80072	106
		moderate	28.2778	1.58163	108
		low	19.9537	3.33877	108
		Total	27.9472	6.98421	322

APPENDIX O

DESCRIPTIVE STATISTICS OF DELAYED POST TEST

Dependent Variable: Grammar Delayed Posttest

Teacher Language Awareness	Teacher Grammar Perception	Student Grammar Perception	Mean	Std. Deviation	N
high	high	high	36.4000	2.78480	50
		moderate	30.0588	1.47778	17
		low	20.7500	3.30404	4
		Total	34.0000	4.93095	71
	low	high	36.6400	2.32522	25
		moderate	28.2727	2.05382	11
		low	21.8000	2.28035	5
		Total	32.5854	5.89481	41
	Total	high	36.4800	2.62709	75
		moderate	29.3571	1.90932	28
		low	21.3333	2.64575	9
		Total	33.4821	5.32203	112
moderate	high	high	34.0000	.	1
		moderate	28.0000	3.46410	3
		Total	29.5000	4.12311	4
	moderate	high	34.5625	2.33720	16
		moderate	29.6410	2.31115	39
		low	22.5385	4.38967	13
		Total	29.4412	4.82030	68
	low	high	34.9000	2.80674	10
		moderate	27.6667	2.05866	15
		low	22.0000	3.78594	7
		Total	28.6875	5.47980	32
	Total	high	34.6667	2.43374	27
		moderate	29.0351	2.43461	57
		low	22.3500	4.09460	20
		Total	29.2115	4.97698	104

low	high	high	34.0000	.00000	2
		moderate	27.0000	1.00000	3
		low	18.0000	2.91548	13
		Total	21.2778	6.25728	18
	moderate	high	34.5000	.70711	2
		moderate	29.3333	1.87083	9
		low	20.1176	3.83575	34
		Total	22.6000	5.67050	45
	low	moderate	27.6364	2.33550	11
		low	19.4375	3.59154	32
		Total	21.5349	4.89095	43
	Total	high	34.2500	.50000	4
		moderate	28.2174	2.17332	23
		low	19.4937	3.63344	79
		Total	21.9434	5.45078	106
Total	high	high	36.2642	2.76065	53
		moderate	29.3913	2.03914	23
		low	18.6471	3.14128	17
		Total	31.3441	7.19072	93
	moderate	high	34.5556	2.20220	18
		moderate	29.5833	2.22015	48
		low	20.7872	4.09632	47
		Total	26.7168	6.15205	113
	low	high	36.1429	2.55692	35
		moderate	27.8378	2.10177	37
		low	20.1136	3.61017	44
		Total	27.4138	7.19912	116
	Total	high	35.9340	2.65928	106
		moderate	28.9444	2.27063	108
		low	20.1759	3.80317	108
		Total	28.3043	7.10232	322

APPENDIX P

ETHICS COMMITTEE APPROVAL

T.C.

BOĞAZİÇİ ÜNİVERSİTESİ

Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu

Sayı: 2019-61

2 Temmuz 2019

Ali Akber Taheri

İngiliz Dili Eğitimi

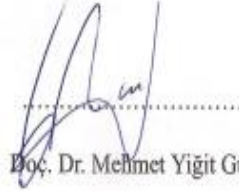
"Exploring the Effect of EFL Teachers' Language Awareness on Students' Grammar Knowledge" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2019/45 sayılı başvuru komisyonumuz tarafından 2 Temmuz 2019 tarihli toplantıda incelenmiş ve uygun bulunmuştur.



Dr. Öğr. Üyesi İnci Ayhan



Prof. Dr. Feyza Çorapçı



Doç. Dr. Mehmet Yiğit Gürdal



Doç. Dr. Ebru Kaya



Dr. Öğr. Üyesi Şebnem Yalçın

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