Tese de Doutoramento

THE TEACHING AND LEARNING OF ENGLISH GRAMMAR IN AZERBAIJAN AT THE UNIVERSITY LEVEL. AN ANALYSIS AND APPRAISAL OF STUDENTS' AND TEACHERS' VIEWS, AND TEACHING MATERIALS

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Opta ao título de Doutoramento Internacional

FACULTADE DE FILOLOXÍA

DEPARTAMENTO DE FILOLOXÍA INGLESA E ALEMÁ

SANTIAGO DE COMPOSTELA

2017

USC
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DE COMPOSTELA

Doctoral Thesis

THE TEACHING AND LEARNING OF ENGLISH GRAMMAR IN AZERBAIJAN AT THE UNIVERSITY LEVEL. AN ANALYSIS AND APPRAISAL OF STUDENTS' AND TEACHERS' VIEWS, AND TEACHING MATERIALS

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International Mention

FACULTY OF PHILOLOGY

DEPARTMENT OF ENGLISH AND GERMAN PHILOLOGY

SANTIAGO DE COMPOSTELA

2017

USC
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DE COMPOSTELA

AUTORIZACIÓN DO DIRECTOR / TITOR DA TESE:

The teaching and learning of English grammar in Azerbaijan at the university level. An analysis and appraisal of teachers' and students' views, and teaching materials.

D. Ignacio M. Palacios Martínez

INFORMA

Que a presente tese, correspóndese co traballo realizado por D/Dna. Tamilla Mammadova, baixo a miña dirección, e autorizo á presentación da tese indicada, considerando que reúne os requisitos esixidos no artigo 33 do regulamento de Estudos de Doutoramento da USC, e que como director desta non incurro nas causas de abstención establecidas na lei 40/2015.

Asdo.Ignacio M. Palacios Martínez

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ACKNOWLEGEMENTS

First of all, I would like to express my deepest gratitude to my supervisor, Professor Ignacio M. Palacios Martínez. I am very grateful that he agreed to supervise me when I first applied to the English Department of the University of Santiago de Compostela within the Erasmus Mundus Program. From the first day that I was in Santiago de Compostela, he supported me and helped me in every issue. Whenever I needed any consultation or a piece of advice, he always found time for me, even if he was overloaded with a lot of work. In short, I am extremely happy and proud to have him as my supervisor, since he is not only a perfect supervisor but a wonderful person.

Secondly, I would like to thank all the professors of USC for their interesting and useful classes at the Master's degree. Special thanks to Carlos Acuña Fariña who showed his hospitality and friendly attitude from the very first minute we met. I am also very grateful to Javier Fernández Polo, Mario Cal, Maria Jose López Couso, Maria de los Angeles Gómez González, Tereza Sánchez Roura, Belen Méndez Naya, Carlos Prado Alonso, Susana M. Doval Suárez, Elsa González Álvarez and Maria Dolores GómezPenas who also made a good contribution to my knowledge and research career. I would like to make a special mention to Javier Fernández Polo and Mario Cal Varela for their friendly attitude and assistance when selecting the textbooks for my PhD dissertation.

Special thanks to my home University – Azerbaijan University of Languages (AUL) for supporting me and giving me the opportunity to carry out all the experiments at the Department of English Grammar, and thanks to all the lecturers of AUL who

agreed to complete the survey questionnaires for my PhD research work. I would like to single out Professor Jala Garibova for her support and inspiration she has been giving me all this time.

I owe a lot to my family, especially to my mom and dad. My mother, Rita Mammadova, has always encouraged me to move on whenever I complained about being overloaded. In order not to let me feel lonely, she agreed to come with me to Santiago de Compostela. Later on, she fell in love with this amazing city. Special thanks to my dad, Oktay Mammadov, who kindly agreed to stay alone at home in Baku (me and my mother being in Santiago de Compostela) during the whole year. In short, thanks to my parents and all my relatives who never let me stop.

For the statistical analysis of part of the data of my research project, I should express my deepest gratitude to Maria Jose Ginzo, a very good specialist, and simply a great person, who, in spite of being extremely busy with her own work, found time for me to do statistical calculations in the shortest period of time.

Moreover, my deepest gratitude to Georgian State University, particularly to Professor Tamara Mebuke, who kindly agreed to supervise me during my stay there as visiting scholar. Many thanks also to Professor Tinatin Sinjiashvili, and to the rector of the Georgian State University, Prof. Archil Prangishvili for having provided me admission to this university.

Many thanks to *SPERTUS* (Spoken English Research Team at the University of Santiago de Compostela) and all its members for the opportunity to be a part of them, to get involved into organization of the conferences and other interesting events. Also, many thanks to the *ELC network (English Linguistic Circle)* and its coordinator, Prof. Teresa Fanego Lema,for the organization of very useful events and activities.

I should have firstly expressed my gratitude to the Alrakis Erasmus Mundus Program that gave me the opportunity to come to Spain and meet a lot of wonderful people here. Due to this project, I had a chance not only to develop and grow as a young scholar, but also to get acquainted with the Spanish culture, to learn a dream-language and to make friends. I would like to take a chance and say thank you to CLM (Cento

deLenguasModernas) and particularly Carmen Losada and Elvira Osorio for their great teaching of Spanish.

Many thanks to all my friends and colleagues at USC: Luisa, Yolanda, Alexandra, Lidia, Vanessa, Ivan, Tamara, Mario, Noelia, Alberto, Eva, and all who know me, for their friendship and feedback. I will never forget the time we spent together during the conferences, lectures, research meetings, lectures at the master's courses, etc. Special thanks to Begoña Soneiro Beloso. She is a wonderful coordinator of the students' exchange project; she is always there for you. Also, thanks to my flat mate, Monica Nova, who did her best to solve all the problems that a foreigner can have in a foreign country. They are all excellent persons and friends!

I do not think I could have carried this research study without the assistance of the teachers and students of several Universities in Azerbaijan. Thanks to *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Slavic University, Baku Higher Oil School, Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan Pedagogical University*, *Azerbaijan University of Architecture and Construction* and to all the participants of the survey who kindly agreed to help me.

Finally, thanks to all those persons who in one way or another contributed to the completion of this PhD dissertation.

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Abbreviations

A1: Beginner level of the Common European Framework

A2: Elementary level of the Common European Framework

AUL: Azerbaijan University of Languages

ADA: Azerbaijan Diplomatic Academy

BA: Bachelor of Arts

BBC: British Broadcasting Corporation

BSc: Bachelor of Science

B1: Low-intermediate level of the Common European Framework

B2: High-intermediate level of the Common European Framework

C1: Proficiency level of the Common European Framework

C2: Mastery or proficiency

CELTA: Certificate in Teaching English to Speakers of Other Languages

CEFR: Common European Framework of Reference of Languages

Cf.: Cited from

CLM: *Centro de Lenguas Modernas*

Cum: Cumulative

CUP: Cambridge University Press

EAPP: English for Academic Purposes Program

ECTS: European Credit and Transfer System

EFL: English as a Foreign Language

EHEA: European Higher Education Area

EL: English Language

ELC: English Linguistics Circle / English Language Centre

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

ESOL: English for Speakers of Other Languages

Fig.: figure

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Freq: Frequency

GPA: Grade Point Average

IT: Information Technologies

IELTS: International English Language Testing System

KS1: Key Stage

Lab: Laboratory

L1: Language 1

L2: Language 2

LI: Language of Instruction

MA: Master of Arts

MBA: Master of Business Administration

MSc: Master of Science

NA: no accommodation

OUP: Oxford University Press

PhD: Doctor of Philosophy

PTA: Parent-Teacher Association

SB: Student's book / Course book

SPERTUS: Spoken English Research Team at the University of Santiago de Compostela

SSAC: State Student Admission Commission

TEMPUS: Trans European Mobility Program for University Studies

TESOL: Teaching English to Speakers of Other Languages

TKT: Teaching Knowledge Test

TL: Target Language

TOEFL: *Test of* English as a Foreign Language

TOEFL IBT: *Test of* English as a Foreign Language - Internet Based Test

USA: United States of America

USC: *Universidade de Santiago de Compostela* (University of Santiago de Compostela)

UNESCO: United Nations Educational, Scientific and Cultural Organization

WB: Workbook

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GENERAL INTRODUCTION

Over recent decades language teaching, particularly English language teaching, has become one of the central issues in curriculum design for obligatory education (primary and secondary schools), as well as at non-obligatory levels (universities, international language schools, etc.). Alongside the four main language skills of listening, reading, writing and speaking, grammar has always played an important role in the teaching of English. However, due to some innovations in general language teaching, the approach to grammar and its teaching today has become far less homogeneous than in the past.

The evident ambiguity surrounding the role of grammar in English language teaching and its pedagogical treatment is felt particularly in a country such as Azerbaijan. A number of radical changes in the country's education system, mainly due to the shift from post-soviet educational methods to western ones, have led to the teaching of English, and in turn the teaching of grammar, becoming a controversial issue. While teachers of English as a Foreign Language (EFL) with more than twenty years' experience tend to be the product of the old grammar teaching methodologies, the younger generation of teachers, especially those who happened to have studied in western countries, are more likely to use recent approaches, such as communicative or a task-based approaches, these often avoiding explicit explanations of grammar. Moreover, university students in the past would have been given a very solid grounding in grammar and vocabulary, whilst they often remained unable to speak and understand the language at a functional level (Shafiyeva & Kennedy, 2010); that is, they had problems when communicating in English. Such issues of language and pedagogy have their roots in familiar historical and political circumstances, and since the collapse of the

Soviet Union in 1991, many changes have taken place in Azerbaijan's education system, as well as in its society generally. The development of the oil industry in the Caspian Sea, for example, has resulted in a sudden economic boom. Multinational companies and accompanying native English speakers have flooded into the country, leading to a dramatic increase in the demand for local employees who can use English effectively (Shafiyeva & Kennedy, 2010).

A largescale change to EFL teaching, as well as to the teaching of grammar, took place in 2005 when the Ministry of Education of Azerbaijan signed the Bologna Agreement and accepted the directives of the Common European Framework of Reference (CEFR) for the teaching and learning of languages. This document, published in 2001, claims that "the grammar of any language is highly complex and so far defies definitive or exhaustive treatment" (CEFR, 2001:113). Thus, the acceptance of CEFR regulations has had a significant impact on general language teaching, in that a teacher-centered approach was replaced by a student-centered one, and the development of communicative skills emerged as a primary focus. It also meant that the role of grammar teaching needed to change. No longer is it enough to translate texts and to do gap-filling exercises on grammatical topics; rather, students are expected to be able to use grammar in speech both fluently and accurately. However, according to some preliminary surveys conducted in Azerbaijan(Mammadova, 2015), it became clear that most of the teachers were not willing to embrace, and possibly were not prepared for, such a dramatic change in grammar teaching, and this is reflected in the misuse of new international textbooks that have come to substitute more traditional, locally produced text based on the grammar-translation method. The pilot surveys that I conducted at AUL (Azerbaijan University of Languages, 2013 and 2014), as well as my personal teaching experience, led me to reflect on some common approaches that ought to be applied to the teaching of grammar and that might meet the present-day communicative requirements for the teaching of grammar. It seemed clear that since textbooks were the principal teaching instruments used in the classroom setting, these should be analyzed first; that is, I needed to see the extent to which grammar teaching methods and techniques were presented in them. However, in turning to the literature on this issue, other, related questions emerged, such as the essence of evaluation and the role of new

innovations in language teaching. Moreover, in dealing with textbooks and the methods and techniques of grammar presentation therein, I found that few of the works evaluated met my expectations; most notably, a communicative approach to grammar teaching was often absent or very much marginalized. Thus, I needed to find out what teachers and students who directly deal with these textbooks think about this issue. I therefore expanded my research and sought out students' and teachers' opinions on the current problems they face both in the classroom and in dealing with the EFL textbooks available to them. It seemed feasible that by taking into account all this information (the analysis of the presence of grammar and its pedagogical treatment in textbooks, students' and teachers' preferences for the ways grammar should be taught, and a survey of existing methods and approaches to grammar teaching), we might achieve the main goal of creating the most suitable and successful methods of grammar teaching to be used in future EFL textbooks.

The principal motivation for the present research, then, is the belief that due to the aforementioned factors, the teaching of grammar, and consequently the teaching of English, in Azerbaijan should undergo radical change. The analysis of a pilot questionnaire and a number of teaching experiments carried out at the Azerbaijan University of Languages – AUL (Mammadova, 2015) prepared the ground for a new project that is central to the current dissertation. It became clear that even in the second decade of the twenty first century, when so many attempts to move to a communicative form of teaching had been made (such as the acceptance of the Bologna system and the adoption of CEFR regulations), the situation in EFL classes, particularly the attitude of teachers and students towards grammar teaching and learning, had unfortunately not changed. This means that in the current English lessons in the country, outdated grammar teaching approaches are still very much in evidence, including grammar-translation, rule-learning and teaching grammar in context, ignoring to a great extent the communicative approach to language presentation and practice.

Secondly, most of the students, and even some teachers, believe that grammar should not be taught at all, since the main target of EFL should be listening, reading, speaking and writing. During my own teaching experience in recent years, I have often heard my students saying that 'we don't need grammar', 'today no one cares how

accurate you are when speaking'. That is why my focus will be on the analysis of teachers' and students' viewpoints regarding the role of grammar in EFL, as well as on the methods and techniques they prefer in their teaching and learning.

Moreover, this research tends to see the need to encourage both grammar teachers[1] and general EFL instructors to treat English grammar in a more innovative way. A number of classroom observations have shown that many teachers still use grammar-translation techniques in their classes. Some teachers even dictate the grammatical rules without explaining or illustrating their main use or application. As a result, it may be the case that students know the grammar rules, but they cannot apply them properly when communicating orally or when writing in English.

Finally, one of the most pressing issues, requiring very attentive investigation, is that of the role of textbooks as the main teaching and learning materials in language learning. As we know, most textbooks nowadays are produced not only in print formats but also include CDs and DVDs to be used on smartboards. Such texts typically reformulate instructions for students, so instead of asking learners to "put the correct word into the gap", they are asked to "click on the correct answer". This implies a radical change in terms of classroom management, from a traditional (student and paper book) to a more technological one (student and a smartboard or computer). Consequently, these aspects of textbooks have changed, and we might have expected that the approaches and techniques adopted in the textbooks themselves would also have changed. However, there would be little dissent among specialists to the claim that in our EFL departments just a small number of teachers follow these innovative trends, avoiding the use of new technological tools in their classrooms to a large extent.

This research project, then, aims to fulfill some general and specific objectives. As regards the more general ones, these can be stated as follows: in that the teaching of grammar is essential in the teaching of English, it is my intention to assess how the teaching of grammar is currently conducted in Azerbaijan. Moreover, since grammar is a part of the English language, I will also consider general English language teaching, touching on important issues such as the general situation of EFL teaching in the

[1]The Department of English Language Philology and Linguistics in Azerbaijan offers grammar as a separate subject (this will be illustrated later in chapter 4, in a description of the Azerbaijan University of Languages, which follows this tendency); for this reason, we refer to them as *grammar teachers*.

country. This will allow me to provide an overview of the current teaching situation and to identify possible weakness in the system.

As regards the more specific objectives, I will provide an overview of the main approaches to the teaching of grammar, including activities used for presentation, practice and production. For this purpose, I will make a distinction between traditional and modern approaches. By traditional approaches of grammar teaching, I mean the methods that were used before the 21st century and which continue to be very influential today (including methods such as grammar-translation, rule-learning and error correction, and teaching grammar in context). In terms of the most recent approaches, these began to appear towards the end of the 20th century and the beginning of the 21st century, as a response to a new wave of contemporary language teaching, one orientated towards communicative approaches to language in general (including consciousness-raising, the communicative approach, as well as task-based approaches and those involving comprehension and ungrammaticality judgements).

In addition, I will also analyze a sample of the most common English textbooks used in Azerbaijan and worldwide with particular reference to the teaching of grammar, in an attempt to establish what methods and techniques of grammar presentation, practice and production are used in textbooks. I will also survey the views of Azerbaijani teachers and learners regarding the teaching of grammar by means of questionnaires and interviews. To obtain data on the way English, and in particular its grammar, is taught in present-day EFL classes in Azerbaijan, I will observe English classes in a number of universities. Finally, I will identify several key weaknesses in the current English language teaching system and I will make suggestions for improvements. The study, then, will be highly innovative in that it will aim to make a significant contribution to the teaching of English and its grammar in Azerbaijan, in which, to my knowledge, no project of this nature and broad scope has thus far been conducted.

In light of the above, an empirical methodology (i.e. both quantitative and qualitative) has been used for data collection. Questionnaires have been designed for both teachers and students, and I have conducted interviews as well as making extensive

classroom observation. This has been complemented with extra fieldwork, checklists, and the evaluation of teaching materials.

The data are presented principally in figures and tables, and when necessary I have applied statistical analysis to ascertain where differences between groups were significant, using *STATA* and *R* programs. As noted above, this research is of considerable potential interest to a large audience of readers, namely EFL teachers, students and language specialists, as well as to materials developers and producers. More particularly, the concluding part of the dissertation might be considered a milestone for a broad audience, in that the research ends with useful tips and suggestions regarding teaching methods and techniques for English grammar.

The dissertation comprises five main chapters, the first two covering the general framework on theoretical issues, with chapters three and four being of a practical nature. In **Chapter 1** I will describe the general education system in Azerbaijan. I describe how the education in this country is divided into obligatory and non-obligatory phases, with obligatory education comprising primary, secondary and complete secondary education, and non-obligatory including universities, language schools and professional colleges. This chapter is particularly significant in that it clarifies all those important issues (curricular programs, hours allocated to English language teaching, the general ELT situation in Azerbaijan, etc.) that will appear in the fourth chapter, where the research conducted at several Azerbaijani universities is described. It is important to have such a broad overview in mind, since I will be presenting facts and figures concerning the situation of English language teaching and learning in this country. Moreover, I will explain the changes that have taken place in education since the Bologna system was adopted. Also, whereas I will try to shed light on the way English language is taught at all educational levels, particular focus will be placed on the university level. It should also be pointed out that this chapter is a substantive contribution to the thesis, and not simply an introduction, since it constitutes a report on the current situation in the field of general education in Azerbaijan with the particular emphasis on EFL teaching. **Chapter 2** opens with a general definition of grammar and its importance in EFL teaching. It also provides a general account of the different approaches to grammar teaching, and does so by making a general distinction between traditional versus

modern approaches. Additionally, I refer to the differences between implicit and explicit grammar teaching, claiming that both are important in the teaching of grammar. I will then review the techniques that are important both in grammar presentation and in grammar practice, making it clear that these two notions should be treated differently. A practical approach to the current investigation is taken in the following chapters. Thus, **Chapter 3** consists of two parts, one theoretical and the other practical. The first part focuses on the importance of teaching innovations, the role of materials, and in particular describes textbooks and their value in EFL teaching. Moreover, it discusses the main criteria and reasons used for textbook evaluation as well as the average time spent on textbook evaluation. As seems reasonable, it also discusses the technological advances in present-day language teaching, with a particular emphasis on the use of technology in grammar presentation and practice. The second part of the chapter presents the results from an analysis of twenty mainstream textbooks, and contains various tables setting out information on the different grammar areas included in each of these materials as suggested by CEFRfor the levels B2 and C1. This chapter also analyses grammar presentation and grammar practice techniques, and shows the number of grammar tasks and grammar activities found in each of the textbooks surveyed. Regarding techniques for grammar practice, I divide them into controlled and practical. The analysis of each of the textbooks shows the number of examples of controlled and practical grammar teaching techniques, which are shown in percentages. The chapter ends with a general summary and some preliminary conclusions. **Chapter 4** describes the design, procedure and results of the questionnaires, interviews and the classroom observation checklists used for the survey of the views of teachers and students regarding grammar presentation and grammar practice preferences, their general attitudes to grammar teaching, and the way they prefer grammar to be taught in present-day EFL teaching. The checklists reflect the observations conducted in EFL classes in terms of the way grammar is taught. While the questionnaires (for students and teachers) investigate the views of participants on present-day grammar and English language teaching, the interviews are used for a deeper understanding of a number of unclear issues identified during the observation and questionnaire stages. The chapter ends with a comparison of the results from students and teachers. Finally, in **Chapter 5**,

I will set out the general conclusions of the study together with some proposals for improvement in the teaching of grammar and the teaching of English generally in Azerbaijan. I will also make some suggestions for further research in terms of grammar teaching, not only in Azerbaijan but also worldwide. A comprehensive list of references is also included. The dissertation concludes with a number of appendices that contain some of the research materials employed, such as grammar exercises used for the analysis in chapter 3, questionnaires designed both for teachers and students used in chapter 4, and the observation checklists designed for class observations, also in chapter 4. Furthermore, I include two excel documents showing respondents' answers to the questionnaires.

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CHAPTER 1

AN OVERVIEW OF EFL TEACHING IN AZERBAIJAN

This chapter provides an overview of EFL teaching in Azerbaijan with particular reference to its capital, Baku, since a large number of educational institutions and the most important universities in the countryare located there (for example, from a total of 54 universities in Azerbaijan, 48 are located in its capital).[2] The chapter will also include a general account of the Azerbaijani educational system. Moreover, it will pay special attention to EFL learning past and present, and describe the most notable steps towards the shift to the Bologna system, which was officially approved in this country in 2005. I will discuss the number of hours dedicated to English language teaching in secondary schools and universities, which will illustrate the degree of importance given to this languagein Azerbaijan. Furthermore, the chapter will provide general information on EFL teachers' pre-service and in-service training.

1.1. The educational system in Azerbaijan and the role of English at each level

Obligatory general education in Azerbaijan consists of three stages: Primary, Secondary and Upper Secondary Education (see Table 1). This type of education is undertaken in

[2]Most educational institutions of Azerbaijan are situated in Baku. This is explained by the fact that the most of the population, about 4 million people (from a total population of 5 million) are located in Baku, with the rest spread throughout the country. Thus, Baku serves as a representation of the major educational institutions.

comprehensive schools, colleges and gymnasiums, the last two of these being general schools where, apart from the commonly taught subjects, pupils can choose their majors; for example, music, drawing, designing, sport, etc.

Table1: Basic education system in Azerbaijan

Compulsory Education	**Upper Secondary Education**	**14-17**	**3 years (9-11 grades)**
	Secondary Education	**10-14**	**4 years (5-8 grades)**
	Primary Education	**6-10**	**4 years (1-4 grades)**
Voluntary	**Infant Education**	**3-5**	**3 years**
	Type of Education	***Age***	***Number of years***

General Education, that is, Primary and Secondary Education, is usually followed by Higher Education, itself organized into three main stages: Bachelor degree, Master's degree, and PhD degree.

It is important to point out that compulsory education in state institutions in Azerbaijan is carried out in two languages, Azerbaijani and Russian; students are free to choose whether to be educated in Russian or Azerbaijani. This education system takes its roots from the Soviet Union regime in which Russian played the role of the second native language. As for English, it has always played the function of an obligatory second language (L2) to be learnt by students at all stages of their education, both in compulsory and non-compulsory schools. Moreover, these days a number of private

primary and secondary schools offer their programs in English, French and even Hebrew. It should be noted that education in Azerbaijan is mostly public and is free at primary school and secondary school levels. Universities, in turn, offer programs both on a free and a paid basis.

1.1.1. Primary Education

Primary education in Azerbaijan runs from 6 to 10 years old,[3] comprising four academic years. According to the educational laws of the Republic of Azerbaijan, the admission of pupils to primary schools is implemented by a committee appointed for that purpose, formed by the deputy director of each primary school, four primary school teachers, the school psychologist and representatives of PTAs.[4] The chairman of the committee is the director of the school.[5]Primary education programs are confirmed and approved by the Ministry of Education and the Cabinet of Ministers of the Republic of Azerbaijan (order № 104 of June 4, 2010).

The main target of Primary Education is to develop the abilities of children to read, write and count; to form basic knowledge about humans, society and nature; to develop logical and critical thinking and aesthetics.[6] Hence, primary school pupils in grades 1-4 are taught the general core subjects (Maths, Life Skills, and Languages, which are most often English, French or German), plus Art, Music, and Physical Education, the latter beingtaught twice a week. Pupils attend classes five days a week and have 3-4 lessons per day, each lasting 45 minutes. English language education starts in primary school from the very first year and is taught twice a week (45 minutes per each lesson) where children learn the alphabet, basic words, numbers and gain limited language knowledge equivalent to a beginner's level, or A1 level (according to CEFR) by the end of the fourth year. At the end of primary education pupils have to

[3]Before that, children might attend nursery schools, starting at the age of three and finishing before the primary school starts, that is, at the age of six. Most nursery schools are private.

[4] Parents and Teachers Association – a formal organization composed of parents, teachers and staff, intended to facilitate parental participation in a school.

[5] For further information regarding the regulations, see: <http://edu.gov.az/en/page/451/5340> (last accessed June 20, 2016)

[6] According to the regulation of the Ministry of Education of Azerbaijan, January 8, 2010, preschool education is in fact fulfilled within one academic year by children aged 5-6.

understandand be able to use simple everyday expressions, to introduce themselves, and to ask and answer basic questions about personal details. It is worth pointing out that, according to my own informal research here,[7] most schools in fact choose the number of hours per week to teach English. This depends mainly on the school facilities, such as the availability of classrooms, the number of teachers, etc. However, as regards the textbooks used for EFL learning, each primary school should use textbooks approved by the Ministry of Education of Azerbaijan. According to my survey, the following textbooks are the most popular: (see Table 2)

Table 2: Textbooks used in primary schools of Azerbaijan

Title		**Publication Year**	**Authors**	**Publisher**
1st year	*English 1*	2016	K.Rustamova, Q.Quliyeva, S.Karimova	Aspoliqraf
2nd year	*English 2*	2014	R.Aliyeva, G.Samedova, H.Agayeva	Tehsil Poliqrafiya
3rd year	*English 3*	2014	N.Aliyeva, R.Aliyeva, G.Huseynova	Tehsil Poliqrafiya
4th year	*English 4*	2011	N.Aliyeva, G.Huseynova, R.Aliyeva	Tehsil Poliqrafiya

Here are some illustrative photos:

Photo 1
Textbook for the first year grade in primary schools

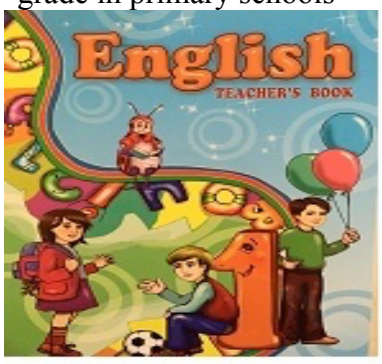
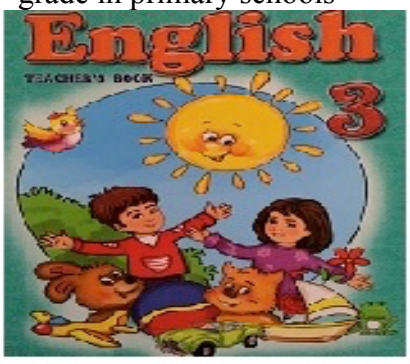


Photo 2
Textbook for the third year grade in primary schools



[7] For my fieldwork, I visited some primary and secondary schools in Baku and talked to several senior teachers, and also to the school principal of one of the central schools in the city.

Given that these textbooks are recent publications (2011-2016), we might assume that they would be based on a communicative approach to language teaching. In the case of the first grade textbook, the title comprises two components, a student's book and a teacher's book. Looking at the teacher's book, we find that it contains the following sections:

- Aims of the course
- Methodology for English grade 1 (2,3,4)
- Expectations to be met at the end of the course
- Practical suggestions
- Criteria for course evaluation
- Criteria for pupil assessment
- Skills to be assessed
- Major standards for English Language learning

Moreover, the textbookprovides a very detailed syllabus, including an outline for each lesson, which greatly facilitates the teacher's job.

As for the *second grade textbook*, this is similar to the previous one in overall terms; however, in addition to the teacher's and student's books, there is also a workbook. In the teacher's book the following tips are found:

- Recommendations for teachers regarding grammar, pronunciation, listening, speaking, writing and reading
- A detailed syllabus for each lesson

Regarding the recommendations on grammar, it says: "…there is no need to teach grammar rules at this level; rather, grammar rules and pattern sentences are taught gradually to enable the children to learn and use them in daily activities" (Aliyeva*et al.* 2014:8).

Textbooks for *grade three* offer teachers a more detailed picture of how English should be taught. Hence, before presenting a syllabus for each of the lessons, teachers are given the following recommendations and instructions in their book:

- Requirements for teaching young learners;
- Requirements for the creation of a productive teaching atmosphere;
- Top ten classroom management tips for successful teaching (including young learners' needs, group and pair work, advantages, problems, students, etc.);
- Some learning strategies (role play, brainstorming, cube)[8]; and,
- Some points to think about

Moreover, the teacher's book gives some recommendations on how to present the language and conduct tasks. This is followed by the 'intersubject communication' section, in which the question of how to deal with listening, reading, writing and speaking skills is dealt with. As regards grammar, it says that "…in the third grade we have to use the grammar based on the students' knowledge obtained in the second grade. Activities, such as *fill in blanks with articles, personal, possessive and demonstrative pronouns*, forms of *to be*' enable the children to learn and memorize the grammar rules. Activities such as the'use the modal verb '*can*' in positive, interrogative and negative forms' enable children to learn and memorize the rules better. On the other hand, it is very important to teach grammar through games at all the elementary levels" (Aliyeva*et al.* 2014:11). These instructions are followed by some suggestions on how to use songs and games, story activities and topics of interests. The instructions end with criteria for the assessment of pupils.

Finally, *grade four textbook* includes two main types of suggestions:

- Essential tips for teachers (focus on vocabulary, read aloud, simplify your language, speak directly, use focus questions, announce the lesson objectives, do not give inflated grades, make use of visual clues and graphic organizers, provide fluent opportunities for students to speak, develop student-centered approach, don't force students to speak)

[8]The cube is an approach used when a teacher wants to explore a topic, a situation, etc. from several perspectives.

- Suggestions to support grade four (use reading strategies to increase students' comprehension; check comprehension through sequencing activities; encourage reading outside the classroom, set up an English language center).

The introduction ends with classroom management tips anda detailed syllabus for each of the lessons. When it comes to grammar, it says that "…in the fourth grade we have to use the grammar based on the students' previous knowledge. The teacher should give a simple explanation of grammar. Activities as fill in the blanks with articles, prepositional, possessive, demonstrative pronouns, there is and there are structures, modal verbs, etc. will enable children to learn the rules" (Aliyeva*et al.* 2011:10).

Considering the above outline of these textbooks, it seems safe to say that today's primary school textbooks present grammar mostly by means of a consciousness-raising approach.[9]

Finally, education standards for primary schools are set out on the official website of the Ministry of Education of Azerbaijan;[10] a sample curriculum program designed for primary schools can also be found on the official website of one of the schools in Baku.[11]

1.1.2. Obligatory Secondary Education

Obligatory Secondary Education starts at the age of ten and runs to fourteen. It is thus completed within five academic years, and it is compulsory. During this time pupils study subjects such as Geography, Maths, Languages (such as English, German and French), Literature, Biology, Chemistry, Algebra, Information Technology, Geometry, Physics, Introduction to Economics, the State Constitution, Introduction to Law, Ecology, Astronomy, Rhetoric and some Arts courses (Music, Drawing, etc.). These courses are taught once or twice a week. For five days a week, students have 5-6 lessons

[9]In Chapter 2, I will describe in detail each type of grammar presentation approach, and also explain what is meant by the consciousness-raising approach.
[10]<http://edu.gov.az/en/page/451/5244> and <http://edu.gov.az/en/page/451/2423> (last accessed June 11, 2016)
[11]<http://www.eas.az/static,230/lang,en/> (last access June 23, 2016)

per day, each lasting 45 minutes. Broadly speaking, the main purpose of Secondary Education is to develop oral and written abilities, communication skills, logical thinking, and to acquire relevant knowledge and impressions on subjects found in the curriculum. Also important here is the development of the ability to use modern information and communication tools, and also to encourage students to reflect on the future direction that these will take in terms of global civilization. Once students have completed Secondary Education, the corresponding certificate is issued. This document provides graduating students with the opportunity to continue to the next level of education; that is, they can continue their education at a *complete secondary education* level, or they can go to *non-obligatory Professional Colleges* (see sections 1.1.3. and 1.1.4.). As regards EFL teaching in secondary schools, data collected in several such institutions suggests that the curriculum program is normally designed by the secondary school teachers themselves, based on regulations set by the Ministry of Education of Azerbaijan. Some of the regulations regarding the curriculum program for secondary schools can be found at the official website of the Ministry of Education of Azerbaijan.[12] According to the information I found during my visits to some institutions, there are typically only two English language lessons per week (a total of 90 minutes per week). The study of English is obligatory and class sizes are generally 16-20. Pupils have to study a foreign language every academic year. The general competence of students at this stage (from 5th to 9th grade) is comparable to the A2 to B1 levels, according to CEFR (2001). Broadly speaking, students have to understand the main points from clear, standard input, this based on familiar topics; they should be in a position to deal with such situations as work, leisure, school and travel; they should also be able to produce simple texts of personal interest and to describe events, experiences, hopes, activities, etc. As regards textbooks, there are four to be used at this stage, one for each academic year, as set out in the following table.

Table 3: Textbooks used from grade 5 to grade 8 in secondary schools in Azerbaijan

Title	Publication Year	Authors	Publisher

[12] For further information, see: <http://edu.gov.az/en/page/354> (last access June 12, 2016)

5st year	*English 5*	2016	F.Huseynova, N.Bagirova	Kovser Publishing
6th year	*English 6*	2013	F.Huseynova, N.Bagirova	Tehsil Poliqrafiya
7th year	*English 7*	2015	X.Rustamova, Q.Quliyeva	Kovser Publishing
8th year	*English 8*	2015	X.Rustamova, Q.Quliyeva	Kovser Publishing
9th year	*English 9*	2016	X.Rustamova, Q.Quliyeva	Kovser Publishing

All these textbook titles contain in fact three books, a teacher's book, a student's book, and a workbook. The teacher's book in each case consists of an extensive introduction and a core section. In the introduction, we find the following sections:

- Learning outcomes that describe the four language skills;
- Detailed content for each skill;
- Teaching strategies and tips, i.e. classroom management, methods and techniques, lesson planning;
- Principles of classroom management;
- Detailed table of contents per lesson;
- Criteria for the assessment of students; and,
- A detailed syllabus for each lesson

As was the case with the textbooks designed for primary schools, textbooks for secondary schools follow a communicative approach. Moreover, the introduction presented in the teacher's books explains in full all the tasks and objectives of the program for each grade. As regards the presentation of grammar in textbooks, I have looked in detail at the activities presented in the core part of the textbooks, and it is clear that it is taught through a focus on context; that is, the method is one of contextualized grammar.[13]

Here are some photos to illustrate the textbooks' covers:

[13] As noted above, grammar teaching methods will be described in chapter 2

Photo 3
Textbook for sixth grade
in secondary schools

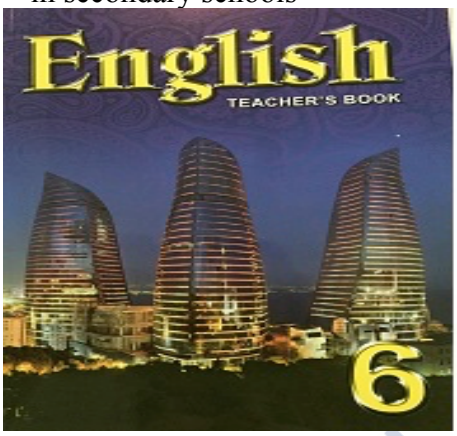
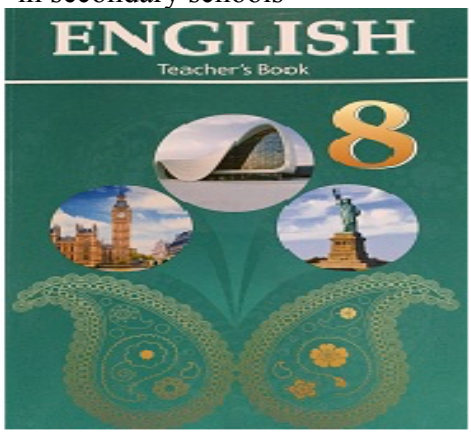


Photo 4
Textbook for sixth grade
in secondary schools



1.1.3. Complete/Upper Secondary Education[14]

Upper Secondary Education is the final stage of Secondary Education, in which students aged 14 to 17 develop their talents and skills, prepare themselves for independent and professional life, acquire the active civil position of being an adult human being, in terms of both their national and universal contexts, and also acquire values and respect for human rights and fundamental freedom and tolerance. Meanwhile, they alsogain communicative competence in one or more foreign languages. Upper Secondary Education, then, implies the completion of education programs (curriculums) at all three levels, primary, secondary and upper secondary. Upper Secondary Education also involves specialization in humanitarian, technical and natural sciences. It should be noted that at this stage of education students study the same subjects that are taught at *Obligatory Secondary Educational*, but in greater detail and depth.

Upper Secondary Education, being the last level of general secondary school education, covers two grades: tenth and eleventh. This is the most important stage of secondary school because at the end of the eleventh grade pupils need to take a state exam that will determine whether they will be awarded the *State Certificate of*

[14]In fact, this is a continuation of Secondary Education, and is conducted at the same educational institution. After graduation, students are given the opportunity to apply to different universities or other higher institutions, and for this reason, it is called "Upper Secondary Education", which is obligatory for those who want to continue their studies at university.

Education. The maximum final GPA (grade point average) at this point is "5". A final mark of "2" or less results in the student failing to get the *State Certificate of Education*, which means that he or she will need to retake the final exam the following year. The *Upper Secondary Education* certificate is considered to be the basis for continuation at the next level of education (usually university). English at this stage is important, and is taught twice a week[15], that is, 90 minutes of class time per week. Students attain a level of B2[16], according to the CEFR (2001) once they have completed it. Generally speaking, at a final stage, students should be able to understand and produce oral and written language in a way that allows them to use complex texts on both concrete and abstract topics; they should also be able to interact with a degree of fluency and spontaneity with native speakers.

Table 4: Two main textbooks used in upper secondary education

Title		**Publication Year**	**Authors**	**Publisher**
10th year	*English 10*	2009	Z. Agayev, N.Aliyeva, G. Huseynova	Aspoliqraf
11th year	*English 11*	2014	Z. Agayev, N.Aliyeva, R.Aliyeva	Aspoliqraf

Unlike the textbooks used for primary and secondary schools, the textbooks for the tenth and eleventh grades consist only of a student book. Moreover, no recommendations or syllabus are included for teachers. Another interesting point is that these two textbooks are strongly based on grammar-translation and rule-learning methods: no communicative approach is observed in either textbook. As such, these texts require very careful reconsideration.

[15]According to the information obtained from several secondary schools, the number of hours of EFL teaching per week is regulated by the school and does not depend on the Ministry of Education. Consequently, the number of hours depends on the availability of classrooms, EFL teachers, and other factors that may have an influence here.

[16] Unfortunately, due to factors described below in subchapter *1.2.1*, not all students achieve an upper-intermediate level of English when graduating from the full secondary school. This leads to some problems at the university level, and indeed the current dissertation will explore this issue with the aim of finding possible solutions.

Photo 5
Textbook for the tenth grade in secondary schools

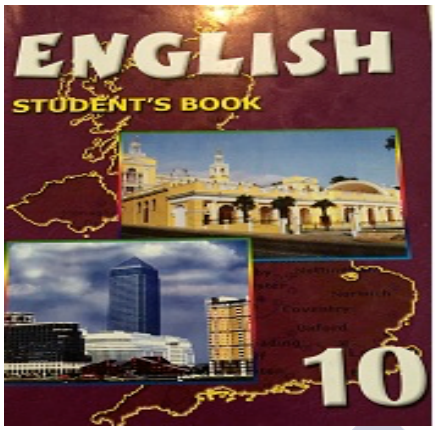
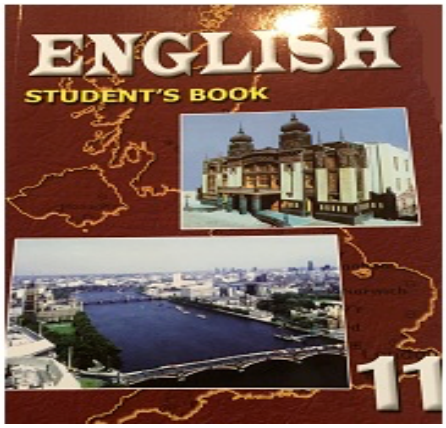


Photo 6
Textbook for the eleventh grade in secondary school s



1.1.4. Non-obligatory Professional Colleges

Professional Colleges provide the training of skilled workers in various arts and mass professions on the basis of General Secondary Education, in accordance with the demands of society and the labor market. The first year of professional college education is carried out in vocational educational institutions and in a variety of different organizations, enterprises, companies, employment agencies related to the relevant fields (mechanics, hairdressers, cooks, builders, waiters, etc.) and ends with the granting of professional certificates to graduates in relevant specializations.

Those who successfully complete professional college education are awarded the state diploma. The total duration of studies in professional colleges is four years. This diploma also serves as admission to institutions of higher education.

The learning of English at this stage is done in accordance with a curriculum designed for this level. Students learn English within a two-semester structure, with classes twice a week. The duration of a lesson is 90 minutes, and the total number of hours per academic year is 120. Thus, in two semesters students are introduced to general English language, which is taught by local teachers. The textbooks used at this stage are those also used on language courses at universities where English is taught as a foreign language: *Cutting Edge*, *Headway*, *Face to Face* are the texts most frequently

found in the teaching of English to students at the Non-Obligatory Professional Colleges.

1.1.5. Pre-service and In-service teacher trainings

Teachers often claim that "experience is the best teacher" (Goodlad, 1984). However, Dewey (1998:27) adds that "everything depends upon the quality of the experience which is had". In fact, many educational systems and programs today are the main environments in which not only prospective teachers (Osmanoglu, 2015:40) but also teachers with 'long experience' learn how to teach by observing, interpreting and analyzing the work of their colleagues and peers. If in former years it was seen as sufficient to develop professionally simply by teaching your own classes from year to year, teachers nowadays are required to observe their colleagues' classes, to discuss them, and to give feedback. Moreover, frequent training programs are designed to reinforce teaching abilities.

1. Pre-service teacher training

Before talking about pre-service teachers in Azerbaijan, we need to separate these according to the educational institution in which they will work.

Pre-service primary and secondary school teachers need to have four years of undergraduate education in order to enhance and deepen their knowledge, skills and confidence in the field they intend to teach. A major focus of the pre-service education program is the practicum, in which the pre-service teacher is placed within a school setting (either elementary or senior) and shadows an experienced teacher. All Faculties of Education include a practicum component in their pre-service programs. The pre-service teacher is given opportunities to develop skills through observing their associate teacher, creating lesson plans, teaching lessons and undergoing experiential learning about classroom management. The practicum usually takes place in a public primary or secondary school, and lasts one semester. After completing a pre-service program, a graduate must apply for certification so that he or she can be employed by a public

school board. This means that a candidate must possess the relevant diploma, obtained after four years of a Bachelor degree. In order to select primary or secondary school teachers, the Ministry of Education of Azerbaijan arranges a special annual exam that targets the selection of the best candidates for teaching positions in the Republic. The exam consists of three main stages, each relating to one of three subjects (see Table 5).[17]

Table 5: Exams to be taken when admitted to work at primary or secondary school

Subjects	Number of questions
1. Specialization	15
2. Logics	10
3. Teaching Methodology	10
	Total: **25**

Those teachers with the highest marks in the exam are employed in teaching positions in those primary and secondary schools with vacancies, with candidates indicating on their applications whether they want to become primary or secondary school teachers. Moreover, the process often depends on the diploma obtained, and thus on the university where the candidate studied. Azerbaijan Pedagogical University, for example, targets the preparation of teachers for Primary Education, whereas many other universities prepare candidates for secondary and upper-secondary schools.

Pre-service university teachers are required to follow the same procedure as primary and secondary school teachers, in that they need an undergraduate degree and to have completed the corresponding practicum. Additionally, they should complete graduate studies (a two-year Master's course) which ends with the last semester of the practicum. However, at this stage, the practicum usually takes place at a university in classes of first and second year students. Here again pre-service teachers are exposed to the observations of their associate teacher, creating lesson plans, teaching lessons and undergoing experiential learning about classroom management. The practicum lasts about three months and ends with a demo class. As regards the admission of pre-service

[17]For sample questions, see the official website of the Ministry of Education of Azerbaijan: <http://www.miq.edu.az/musabiqe-materiallari/test-numuneleri> (last accessed May 11, 2016)

teachers to work at universities, candidates are required to have the following: valid Bachelor and Master's degree diplomas (those teachers who have diplomas with honors have a greater chance of getting a job at a university); to be a PhD candidate with a number of articles published in international journals, and an active history of conference presentations, and finally, to take an exam which is annually held by universities. Candidates with the best results here stand the best chances of obtaining a teaching position.

2. In-service teacher trainings

Over the last 5-8 years the situation with *in-service* teaching has changed considerably. It has become common practice for teachers to attend various training courses to develop their teaching skills, and to integrate teachers towards current innovations in the field of education. Kerimli (2011:26) claims that despite the shift to a new teaching system, many teachers and students simply do not want to change anything. However, such innovations will indeed need to be implemented, and the government has a role here in facilitating the process.

In-service teacher training enhances teachers' language proficiency and didactic skills. Primary and secondary school teachers receive training on developing their language proficiency and teaching skills, etc., with sessions usually organized by the British Council, the Azerbaijan Ministry of Education, or a number of universities in the specific field.

As regards the *in-service* teacher training for university teachers, we find that university principals these days organize a large number of training sessions and workshops for teachers, another reason to believe that general English language teaching in Azerbaijan is currently undergoing significant improvements. The topics for these sessions are based on the academic needs and interests of teachers and cover such themes as *how to write a good syllabus*, *how to conduct a fair assessment*, *how to plan lessons*, *how to increase student's motivation*, etc. The British Council usually facilitates such sessions. Thus, programs such as the Teaching Knowledge Test (TKT),

the Certificate in Teaching English to Speakers of Other Languages CELTA), Aptis,[18] etc. are frequently attended by university teachers to supplement and improve the level of their training.

Some universities also organize training seminars in which specialists from around the world are invited to participate. For example, at Azerbaijan Diplomatic Academy (ADA University), the teachers attend a wide variety of training courses and seminars given by well-known scholars from the West. Moreover, it is obligatory to attend the classes of other colleagues once a month to give feedback or simply to share the experience. Whereas in some other universities teachers prepare their lectures individually, at ADA teachers frequently meet to share their materials and ideas.

So, the kind of training seminars organized for both primary and secondary school teachers, and also for university teachers, illustrates how the situation in the field of education is rapidly progressing in Azerbaijan. Nevertheless, in chapter four I will look more closely at the situation regarding present-day English language teaching, in an attempt to see whether these innovations in the teaching field are really leading to improvements in the field, or if they are mere formalities demanded by the times.

1.2. Stages of Higher Education in Azerbaijan and the importance of the Bologna system

Higher education in Azerbaijan consists of three main stages:
First cycle – Bachelor degree
Second cycle – Master's degree
Third cycle - Doctorate

Before dealing with Higher Education in Azerbaijan, it is very important to say a few words about the value of the Bologna system as implemented during the post-Soviet

[18] **Aptis** is a modern, flexible English language proficiency **test** designed to meet the diverse needs of organizations and individuals around the world. It provides reliable, accurate results about English skills within an organization.

regime in the educational field, with the introduction of new rules and regulations in accordance with European norms and requirements.

By 2001 the European Union launched a process to create a European Higher Education Area (*EHEA*). This was to be achieved through international cooperation and academic exchange in the context of the so-called 'Bologna Declaration'. The *EHEA* entails, among other key changes, the establishment of a three-level degree system (Bachelor, Master's and Doctorate), the introduction of standard quality assurance mechanisms, and the definition of a common system of qualifications and academic credits. In June 1999, the Ministers of Education from 29 European countries signed the Bologna Declaration in Italy. Currently some 46 countries are signatories to the *EHEA*, with Montenegro being the latest to do so, joining the process in May 2007 in London.[19]

Azerbaijan committed itself to the goals of this process in May 2005 in Bergen, Norway, and is now working to bring its higher educational institutions into line with the requirements of the Bologna agreement. After Azerbaijan signed up to the process, the country's Education Ministry developed a comprehensive action plan, calling for the modernization of the higher education system, a switch to the credit system, the development of new diploma supplements in compliance with UNESCO recommendations, and the recognition of international documents on higher education in Azerbaijan (Kerimli, 2013:24). Under this action plan, a number of working groups formed by vice-rectors, deans and other teaching staff have been set up in pilot institutions where various aspects of the Bologna process, such as the transition to the credit system, are being implemented. The Ministry of Education has also helped to organize various awareness training programs and national seminars to ensure that the Bologna principles are adopted and adapted to the local conditions.

At present, there are 54 higher educational institutions in Azerbaijan, 39 of which are public and 15 private. Twenty-one of the public universities and two private universities (*Khazar University* and *Qafqaz University*) have adopted the European credit system. The Ministry aims at a complete transfer to the credit system by all universities over the next two years. Indeed, Bologna's call for international cooperation

[19]Retrieved from <http://ec.europa.eu/education/policy/higher-education/bologna-process_en> (last accessed July 5, 2016)

has already had a major impact in Azerbaijan. *Azerbaijan State University of Oil and Industry* now has a joint MBA program with Georgia State University and is involved in an international collaboration project with Germany's University of Siegen. *Azerbaijan Technical University* is cooperating with Cologne Technical University on a joint program, and several other institutions, among them *Azerbaijan University of Architecture and Construction*, *Azerbaijan University of Languages*, *Azerbaijan State Economic University* and *Baku State University*, have joint programs with tertiary institutions in France, Italy, Russia, Turkey, and other countries. All this is promoting the international exchange of students, again a major goal of the Bologna process (Mustafayev, 2008).

One of the main requirements of the Bologna Declaration is the organization of educational processes in accordance with the European credit transfer system. The introduction of the "Bologna process" in the education system of Azerbaijan creates conditions for the academic recognition of educational programs both within and outside the country, while ensuring the transparency of the curricula. The system also allows students to continue their education at other institutions of higher education and thus allows them to increase their competitiveness and adaptability in the labor market.

At present, according to the 'rules of the organization of educating on credit system',[20] students will not be excluded from a university due to academic failure, but will have a chance to retake a course in order to retake an exam.

1.2.1. Bachelor Degree

The BA and BSc degrees prepare specialists of higher education in various fields. Graduates at this level obtain the highest certified level of professional qualifications. The total number of institutions of higher education in Azerbaijan is 54, with 49 of these are in the capital Baku. There follows a list of all public (state) universities in Azerbaijan:[21]

[20] These rules were drawn from several documents, in accordance with the legislation of Azerbaijan and of the European Credit and Transfer System.

[21] Each university comprises a number of faculties. For example, the universities of Architecture and Construction Universities are organized into faculties such as Architecture, Construction, Water

Baku State University

Azerbaijan State Oil Academy

Azerbaijan Medical University

Azerbaijan Technical University

Azerbaijan State Economic University

Azerbaijan State Pedagogical University

Azerbaijan Architecture and Construction University

Azerbaijan University of Languages

Baku Slavic University

Azerbaijan State Academy for Physical training and sport

Azerbaijan State Agrarian University

Baku Music Academy

Azerbaijan State Culture and Art University

State Management Academy under the president of the Republic of Azerbaijan

Nakhichevan State University

Azerbaijan State Marine University

National Aviation Academy

Azerbaijan Art Academy

Azerbaijan National Conservatory

Azerbaijan Diplomatic Academy University

Baku Higher Oil School

Azerbaijan Teacher's Institute

Azerbaijan Tourism University

Baku branch of Moscow State University named after M. Lomonosov

Ganja State University

Mingachevir State University

The total number of years of study for a BA or BSc degrees is four. According to a decision of the Cabinet of Ministers (Order № 117, June 24, 2010), higher education in

Economics and Engineering Communication Systems, Transportation, Mechanical and Information Technology.

the Republic of Azerbaijan should be implemented on the credit (ETCS) system. The minimum number of credits per academic year should be 60, so that over the course of four academic years students have to obtain 240 ETCS. During this time, students are offered a number of major and minor subjects. In most universities English is one of the minor subjects; in general, the number of credits that can be obtained from EFL is 6 over the academic year, and English is typically taught to students only within the first academic year. A student's initial level of EFL is determined by a placement test taken several weeks before the beginning of the academic year. Students are placed in accordance with their language competence level, which may vary from A1 to C1 (according to CEFR, 2001). In section 1.1.3, above, I noted that students who graduate at the upper secondary school are supposed to obtain a B2 level on average. However, the results of placement tests often show that students have not attained a level higher than B1 (or in rare cases A2). This seems to be due to their 'poor motivation, lack of teachers' commitment, the poor use of textbooks, or even wrong approaches to the teaching of English. However, since the teaching of English at secondary schools is not really within of the scope of this dissertation, I will not explore these issues in depth, leaving it as an open question for other researchers to investigate the problems of EFL teaching and learning at primary and secondary schools in Azerbaijan.

According to the State Education Standard Structure that clarifies the minimum mandatory requirements for the content and level of Bachelor degrees (dated January, 2009), the university defines a teaching load for selected disciplines as well as the number of teaching hours. Since there are a large number of universities in Azerbaijan, and consequently a huge number of faculties, it is not possible to talk about the study programs of every faculty; as an illustrative example, then, I will take the curriculum of the *Azerbaijan Diplomatic Academy* (School of Economics). In this case, the following degree requirements are imposed on students:

• A total of 240 ECTS over four years, with 45 ECTS as part of general university requirements and 195 ECTS as major subjects
• The maintaining of a minimum 2.0 Grade Point Average (GPA)

During the first academic year students study general subjects like Writing and Information Literacy, Introduction to Sociology,Leadership, Ethics and Communication, History of Azerbaijan, Principles of Microeconomics, Azerbaijani Studies, Azerbaijani Language for Academic and Professional Purposes. From the second year onwards, students are introduced to major subjects in the appropriate field.[22] It should be mentioned that, unlike other universities in Azerbaijan, *Azerbaijan Diplomatic Academy* offers EFL as a foundation course (the first year of an extended, five-year degree course in English). This is done in order to prepare for core studies in English. However, all the other universities teach English during the first academic year. The EFL curriculum program is designed by EFL departments at each university and is based largely on the language level principles of the CEFR (2001). Textbooks to be used for EFL teaching are also selected by the department of English at each institution, and are included in the programs of study. In chapter 4 I will provide a more detailed picture of the way the English language is taught to undergraduate students, as well as an account of the textbooks used at most of the universities in Azerbaijan.

The last (eighth) semester at all universities is dedicated to the writing of a research paper, also known as a 'dissertation'. The Bachelor dissertation is around 40 pages in length, and is on one of a student's major subjects. The degree process ends with a defense of this dissertation.

1.2.1.1. Admission Procedure to the Universities in Azerbaijan

The procedure of admission to the university level in Azerbaijan differs from that in many European countries, in that admission here is under the control of a state committee which is specifically concerned with students' profiles in terms of a wide range of professional domains (i.e. technical, humanities). Broadly speaking, academic specializations (Medicine, Linguistics, Economics, etc.) are spread across five admission groups. The first such group comprises fields like Information Technology, Mathematics, Engineering, etc. Group two includes the following degrees: Economics,

[22]A full curriculum program can be found at: <http://www.ada.edu.az/en-US/Pages/sb_bse.aspx> (last accessed May, 2016)

Business, Finance, Business Administration, International Economic Relations, etc. Group three, meanwhile, encompasses professional fields such as Law, Humanities, State Issues, etc.

Medical Sciences comprises the fourth group. From 2015 onwards, a fifth group has been introduced to be distinguished from all other fields, and covers domains such as Art, Music, Design, and many other creative professions. Students are free to choose the group and the specialty which interests them. In doing so, they are required to take an exam covering several disciplines, these depending on the group selected. For example, students selecting the fourth group, Medicine, are examined in Chemistry, Biology, Maths, their mother tongue, and English. Each discipline contains a total of 20 questions, both open-ended and multiple-choice questions. The maximum combined mark for all exams is seven hundred. However, the pass mark for admission is established annually by the admission committee in accordance with the state requirements on the number of specialists needed in a particular field. Table 6 sets out the specifics of the system.

Table 6: Subjects to be taken when admitted to University

Admission Groups	Faculties (Most common)	Subjects taken during the admission exams
I	○ Engineering ○ IT ○ Maths ○ Petroleum engineering	• Chemistry • Physics • Math • Mother tongue • English
II	○ Economics ○ Finance ○ Business Administration ○ Tourism	• Maths • Geography • Azerbaijani history • Mother tongue • English
III	○ Law ○ Education ○ EFL Teaching ○ Philology	• Mother tongue • Literature • History • Maths

	○ Translation	• English
IV	○ Medicine ○ Psychology ○ Physical Education ○ Biology ○ Chemistry	• Biology • Chemistry • Mother tongue • Maths • English
V	○ Music ○ Film Director ○ Dancing ○ Singing ○ Painting ○ Architecture ○ Movie	• Mother tongue • English • Maths + Major: (One of the subjects: music, drawing, sports, painting, singing, dancing, etc.)

Another interesting feature here is that education at the university level is conducted in either Azerbaijani or Russian. However, due to recent changes in education, most notably the acceptance of the Bologna system, but also participation in different international programs, certain newly introduced innovations have been made at universities. Indeed, every university has launched a new project in this respect. These projects entail the establishment of a department that offers education in English. For those students who choose English as a language of instruction, the admission process remains the same, as described above, but with the exception for the fact that IELTS or TOEFL certificates are required, thus guaranteeing the student's competence in English for academic purposes. As regards attainment marks, 6.5 is required for IELTS, and 90 for TOEFL (*TOEFL IBT*). The *Azerbaijan State University of Economics* is a good illustration of a university where English has been introduced in this way. Here, students study all their major and minor subjects in English; teachers who work in this department are either native speakers or local teachers with a high level of English.

1.2.2. Master's Degree

In Azerbaijan, the Master's degree was first offered in 1997, this meant a significant shift from five- to a four-year BA and BSc programs. The Master's Degree (MA, MSc), meanwhile, lasts two academic years, during which students have to take a number of major and minor courses, English being an obligatory discipline. At the end of the Master's degree, students have to defend their thesis in order to be awarded the corresponding diploma. The thesis generally consists of 70-80 pages on one of the major disciplines, and allows students to go in one of two possible directions in the future: to continue with a PhD or work to enter the workplace in accordance with their area of specialization.

The admission to the Master's program is carried out in two steps. The first stage involves a test to evaluate the student's knowledge in general logical thinking, information technology, and foreign languages (depending on the second foreign language used at a specific university: normally, it would be English, Russian, German or French). Students need to obtain a mark of least 50 out of 100 to be admitted to the next stage, which evaluates their professional knowledge and skills. Unlike the first stage, students are now asked to answer three open-ended questions in 2 hours. The admission mark is established annually in agreement with the government requirements on the number of specialists in a particular field, and can in principle vary from 5,5 to 10 points.

The official website of the Azerbaijan Ministry of Education states that, according to the consent of the Cabinet of Ministers of the Azerbaijan Republic (dated 1997), 23 state and 9 private universities were authorized to launch a Master's degree program. As regards the order No. 412 (June 17, 1997), student admission has been organized in 23 universities, although only one of these is public. Admission to the Master's degree has been in operation in all other universities since 2005. According to "Regulations about State Student Admission Commission (SSAC) of Azerbaijan Republic", approved by Decree No. 219 (April 6, 2005) of the President of the Azerbaijan Republic, admission to the Master's degree is implemented by the State Student Admission Commission (SSAC).

1.2.3. Doctorate Degree

The Doctorate degree in Azerbaijan differs from similar programs in other European countries. First, admission to the doctoral level is based on a number of exams. These cover disciplines such as Philosophy, a foreign language (English, German or French), and a major subject. After being admitted to study for a PhD,[23] a student is appointed a doctoral supervisor. The duration of doctoral degree is three years. During this time, apart from the major area of research, candidates are required to attend a number of courses, according to their major field of research, a foreign language (this time a student may select any foreign language, including one different from that taken during the admission process), and IT, and the course is completed by "minimum" exams that provide a candidate with a final certificate. From 2016 onwards, all candidates must take the IELTS (*International English Language Testing System*) exam and gain a minimum pass grade of 6.5 (9 points being the highest). Only those candidates who obtain all these certificates are allowed to defend their research thesis. One of the peculiarities in the Azerbaijani PhD degree program is that the process of thesis defense passes through three stages: 1) discussion of the research by members of the department in which the PhD candidate is based; 2) a general seminar (a further discussion of the dissertation) in which a group of 25 examiners take part, these being university doctors and full professors; 3) the actual defense or *viva*.

The discussion of the dissertation is a process through which the research is introduced to all members of the Department, one month in advance; this gives members of the discussion board an opportunity to express their opinions concerning the candidate's work. In accordance with the final decision of the Department members, candidates are either allowed to proceed to the next step, or they are asked to reconsider some parts of the dissertation and to submit it to the Department members again. If the thesis is considered to be satisfactory, then it passes on to the next stage (with minor corrections being taken into account), which is called a general seminar. At this stage, the improved version of the thesis is once again submitted to the members of the board,

[23] As noted, to be admitted to the PhD level, students need to take three exams: Philosophy, a foreign language, and the student's major discipline. The maximum points per each subject is 5; i.e. out of total 15 points, students need to obtain at least 12 to be admitted.

which is formed by the professors of the university in question and, if approved, the dissertation is allowed to pass to the final stage, the defense or viva.

Another distinct feature of the doctoral degree in Azerbaijan is that it consists of two categories:

1. Doctor of Philosophy, encompassing fields and disciplines related to the Arts and the Humanities
2. Doctor of Science

Students who hold a Master's degree may be admitted to the first stage of the doctoral program in higher education institutions and scientific organizations, whereas PhDs apply to the second stage, as defined by the relevant executive authority. Candidates completing the doctoral degree are provided with the corresponding PhD certificate.

1.3. English Language Teaching at the University level

1.3.1. English language teaching for BA/BSc degrees in which English is not a major

A foreign language is a compulsory subject on all university degree courses. In 80% of cases, universities offer English as a foreign language, with the remaining 20% offering German, French, Russian, Arabic, and occasionally other languages. At the BA and BSc level, English is taught twice a week, that is, a weekly total of 180 minutes. When admitted, most students have levels of English ranging from A2 to B2. According to the programs of study from the universities in Azerbaijan that I have reviewed, English language teaching aims to develop students' communicative skills in order to meet the present-day requirements of the Bologna process, CEFR (2001), and the Ministry of Education of Azerbaijan. However, some classroom observation, as well as the information gathered from interviews with teachers and students, show that not all teachers follow these requirements persist in using out-of-date approaches to language teaching and pay little attention to the communicative approach. In subsequent parts of the current study, I will discuss this issue in depth. As I have already noted, after graduation from secondary school, students are generally supposed to have attained at least a B2 level of English; however, due to a variety of common problems many

students are often admitted to university with a B1, and sometimes even with an A2, level.

As regards the textbooks used at universities for the teaching of English, due to some recent changes and also the acceptance of the Bologna process, many universities substituted old textbooks written by the local writers by those used globally. The currently used texts, in the main, are: *Cutting Edge*, *Face to Face*, *New English File*, *Interchange*, *Inside Out*, *North Star*, *Speak Out, Headway* (see Table 7)

Table 7: Main EFL Textbooks used at universities in Azerbaijan

Textbooks	Year	Authors	Levels CEF	Publishing House
1. *Face to Face*	2009	Redston, C. and Cunningham, G.	A2-C1	Cambridge University Press
2. *Interchange*	2001	Richards, J. Hull, J. Proctor, S.	A2-C1	Cambridge University Press
3. *New English File*	2013	Oxenden, C., Latham-Koenig C. and Seligson, P.	A2-C1	Oxford University Press
4. *New Cutting Edge*	2006	Cunningham, S. and Moor, P.	A2-C1	Pearson
5. *New Headway*	2011	Soars, Liz and John	A2-C1	Oxford University Press
6. *New Cutting Edge*	2003	Cunningham, S. and Moor, P.	A2-C1	Pearson
7. *Headway*	2003	Soars, Liz and John	A2-C1	Oxford University Press
8. *North Star*	2014	**Boyd**, F.and **Numrich, C.**	A2-C1	Pearson

We should note that the above table shows textbooks used at all levels of EFL teaching in universities; as regards the year, I indicate approximate years of publication, since different levels are sometimes published at different times.

One of the biggest problems of EFL teaching in the faculties where English is not a major subject is that it is taught only during the first academic year. As a consequence, by the time students graduate they have simply forgotten much of the English they had previously learnt, which has serious consequences when they enter the job market. That

is why today many universities of Azerbaijan participate in international programs such as TEMPUS,[24] Erasmus Plus, etc. to improve this situation.

1.3.2. English language teaching for BA degrees in which English is a major

Several universities offer English as a major subject. The *Azerbaijan University of Languages* is one of them; it is one of the oldest universities offering fields of study such as English Language Philology, and also has a Faculty of Translation, in which English is a key discipline. In addition, the *Western University*, *Khazar University*, *Baku State University, Baku Slavic University* and some other institutions also offer a BA and BSc in English as a foreign (second) language, as well as in English Translation.

After being admitted to university, students take a placement test in order to be distributed into groups of 12-16 learners. Their levels may vary from B1 to C1. The results are usually expressed as a point on a global grade that students attain when taking university admission exams.

According to the general program of study, the teaching of English is divided into several subfields, these including Grammar, Phonetics, Lexicology, History of English, English Language Teaching Methodology, etc. Table 8 illustrates the major subjects that are taught during the four academic years. It should be noted that during each academic year students can take a variety of subjects, these totaling 60 ETCS. The table here shows only the major subjects that are taught to students at the Faculty of English Language Philology:

[24] Azerbaijan has participated in the Tempus program since 1995. Sixteen universities (public and private) are already involved in Tempus projects in different priority areas. Three of the six provincial universities have already benefited from the Tempus projects in areas, such as Management, Engineering and Rural Studies. In total, thirteen Tempus Joint European Projects directly targeting Azerbaijan have been financed. At present, preference is given to projects involving universities from different regions of Azerbaijan. The priority areas for curriculum development here are: Engineering (in particular, oil and gas), Environmental Sciences, Economics, Telecommunications, Information Technology, and EU Studies. University management projects have focused on quality assurance, self-evaluation systems, and the establishment of international relations offices. Within the area of institution building, training has been provided in the field of public administration management. For further information, see:
<http://eacea.ec.europa.eu/tempus/participating_countries/azerbaijan_en.php> (last accessed May 12, 2016)

Table 8: Major subjects taught at faculties of English Language

Academic year	Major Subjects	ETCS
I	1. English Grammar (Parts 1 and 2)	6
	2. English Phonetics	6
	3. EFL (Reading, Speaking, Writing, Listening)	6
	4. British Literature	6
	5. Introduction to Linguistics	6
	6. English Stylistics (Pragmatics)	6
	7. Academic Writing and Reading	6
II	1. English Grammar	6
	2. English Phonetics	6
	3. American Literature	6
	4. EFL	6
	5. History of Language	6
	6. Phonology	6
	7. Academic Writing and Reading	6
III	1. English Lexicology	6
	2. EFL	6
	3. Grammar Theory	6
	4. Linguistics	6
	5. Discourse Analysis	6
	6. World Literature	6
	7. Language and Culture	6
IV	1. EFL	6
	2. Pedagogy	6
	3. EFL Teaching Methodology	6
	4. Sociolinguistics	6
	5. Internship	12
	6. Research Paper	12

One of the main disciplines here is General English Language (that is, EFL), which targets at the development of students' reading, writing, speaking and listening skills. General English Language is taught three times per week, with a weekly total of 6 hours. The main aim of the subject is to develop students' communicative competence and to broaden their outlook regarding their cultural, geographical, historical and other knowledge about English-speaking countries. For this purpose, each university selects a textbook that best fits the requirements of the institution. The *Azerbaijan University of Languages* (AUL), for example, uses *English File* as the main textbook here. This text is used in teaching from the first to the fourth year of university studies, that is, from B1 to C2 levels, although certain other texts are also included in the syllabus. From my own experience, as well as from the discussions with colleagues, I believe that one main textbook is insufficient to develop the four language skills (see chapter four) since most textbooks, including *English File*, lack a communicative approach to language teaching. Moreover, a textbook like *English File* is designed for general English language learners and is not intended for future language specialists. Moves are currently under way to improve this situation. As regards grammar lessons, students study grammar as a separate field during the three semesters (first, second and third), amounting to a total of 180 hours.

General objectives of the Faculty of Philology:[25]

Students' learning objectives at the Faculty of English Language Philology are extremely numerous and varied, hence I will refer only to the most significant ones:

1. To obtain a deep learning of English in terms of its verbal, cultural, historical, social, and political background
2. To learn about the literature of major English-speaking countries (USA, UK)
3. To encourage students to apply all acquired knowledge in practice through internships in secondary schools
4. To develop students' analytical and thinking abilities

[25] Retrieved from the official website of the Azerbaijan University of Language; the source language is Azerbaijani: <http://adu.edu.az/index.php?lang=az#> (last accessed May 7, 2016)

5. To develop future specialists not only in practical issues, but also in the theoretical domain (by research papers writing), etc.

Thus the requirements set for general English language teaching at the faculties, where English is a major subject, and also in the faculties where it is a minor discipline, differ according to parameters such as the number of hours dedicated to English language teaching, some general requirements of EFL teaching, and the approach of both students and teachers to EFL teaching, among others.

1.3.3. General situation of ELT in Azerbaijan: Summary

As a means of summing up, I would like to indicate a number of important areas that might be of interest to anyone looking at the general situation of EFL in Azerbaijan. The learning of English in Azerbaijan starts in primary school, indeed during the very first year, and goes up to the fourth (final) grade. It is hard to say anything definite about the language level here, since at a primary school pupils learn only basic things, such as the alphabet, some vocabulary (*dog*, *cat*, *table*, *pen*, etc.) as well as basic grammar, which focuses on the verbs *to be*, *there is* and *there are, have/has* and some other elementary structures. English is taught twice a week; the duration of each lesson is 45 minutes. Moving on to secondary schools, which starts at the fifth grade (when pupils reach the age of 9), English is also taught twice a week, each lesson also lasting 45 minutes. During their years at secondary school (5^{th} to 9^{th} grade) students are exposed to A1 to B1 levels, later continuing their studies at a full secondary school (10^{th}-11^{th} grades). During this latter stage, learners are supposed to increase their language level from B1 to C1. The duration of each lesson is still 45 minutes, and English is taught twice a week. The books used for the teaching of English at primary and secondary school levels are written by local authors and are included in the program of study devised by the Ministry of Education.

At the university level, English is taught both as a major subject and as a foreign language. As a foreign language, it is taught in all those universities and faculties that do not offer specialist degrees in English (that is, degrees for future linguists). Among the faculties that teach EFL we find the following: Architecture and Construction, Oil

and Gas Engineering, Biology, Public Relations, Chemistry, etc. At these faculties English[26] is typically taught twice a week, each lesson lasting 90 minutes. Hence, during fifteen weeks per semester students are exposed to a total of 45 hours. Unfortunately, English is taught only during the first two semesters, a total of 90 hours. The level to be achieved within this year is B2. As regards the universities where English is a major discipline, along with core subjects such as English Grammar, English Lexicology, English Phonetics, History of the English Language etc., students have a course of general English which is comparable to EFL learning; at these faculties EFL is also taught twice a week (180 minutes per week); moreover, the textbooks used for EFL teaching here are similar to those used in faculties where English is not a major.

Many universities have already begun using new textbooks, and in some cases they have also equipped their classrooms with computers, smartboards and other technological resources; some have also hired native teachers. Judging from all this, one might assume that new methodological approaches are being adopted in the teaching of grammar and English in general. However, in order to make sure that such changes have really taken place, chapter 4 will give an account of the classroom observations carried out as part of the fieldwork for the current study, and will also consider interviews and surveys with students and teachers that will give us detailed information on new trends in methodological approaches currently in use.

One of the sensitive issues in present-day EFL teaching is the use of technology in the classroom. There are two concerns about this: firstly, most of the universities and schools have financial difficulties for equipping all teaching areas with computers, and this often hinders the development of the complete integration of technology in teaching. Also, many teachers, especially those from older generations, avoid or even refuse to use computers, considering that this is effective. The opinions of students and teachers here will be assessed in chapter 4 below.

Hence, all I can say at this stage is that there no separate, dedicated grammar classes currently exist at any faculty, except for those where English is a major subject.

[26]It is important to mention that among all those universities where English is not a major subject, several institutions, such as Azerbaijan State University of Architecture and Construction, Azerbaijan University of Oil and Industry, Azerbaijan Aviation Academy, etc., teach English for Specific Purposes: the rest teach General English Language.

For this reason, the amount of grammar learnt depends to a large degree on the textbooks used in classes, as well as on the teacher's methodology; each institution selects a textbook individually and bases its syllabus on the general content of that text. In chapter 2, I will discuss the grammatical content of those textbooks, and see that they rely to a large extent on the grammar areas laid out in the CEFR (2001) for the different levels of language competence. Hence, the university EFL syllabus depends primarily on the content suggested in the textbook selected.

Finally, when it comes to teacher training, I have discussed both pre-service and in-service training, noting that pre-service training for primary and secondary teachers depends on the candidates' university studies together with a practicum in general secondary schools, whereas pre-service training for university teachers require the completion of a master's degree plus a practicum at the university level. As regards in-service training, teachers are often required to attend seminars organized by the school and university on a range of topics, including *syllabus design, assessment criteria, how to motivate students*, etc. University teachers frequently attend training sessions organized by different universities, the British Council, or the Ministry of Education. These days it has become popular, as well as very important, to attend internationally recognized programs such as the Teaching Knowledge Test (TKT), the Certificate in Teaching English to Speakers of Other Languages CELTA), Aptis, etc. Many teachers make considerable efforts to complete these courses successfully and to gain the corresponding certificates. The completion of such courses helps teachers to develop professionally and keep up-to-date in their respective fields.

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CHAPTER 2

GRAMMAR TEACHING APPROACHES AND TECHNIQUES

2.1. Definition of grammar and its role in the learning and teaching of a foreign language

Language has always been a matter of consideration, and today many scholars (Rutherford, 1988; Corder, 1988; Krashen 1992) agree that language is a rule-governed behavior and not a matter of habit formation. According to Corder (1988:133), learning the grammar of the language is acquiring the ability to produce grammatically acceptable utterances in the language. Not long ago, Downing and Locke (2002:9) emphasized the importance of grammar in the following way:

> *Over recent years, functional and communicative approaches to English language teaching have left advanced students, particularly, in need of a more explicit analysis of English grammar to improve their control and understanding of language in use in context. What is now needed is a description of English, which, in keeping with many of those learning materials, starts out from a social and interactive perspective on language as discourse and shows in a consistent way how lexicogrammar acts to enable speakers and writers to encode their purposeful messages appropriately in text* (Downing and Locke, 2002:9).

Thus, even recent approaches to language teaching, which emphasize its communicative aspect, do not ignore the relevance of grammar. Hence, due to its indisputable

importance, grammar should be considered as a highly important matter to be taught to our students.

However, before discussing this issue any further we should explain what we mean by grammar. To answer this question, it is important to remember that the word grammar traces back to the ancient Greek *grammaticos,* which means 'art of letters', i.e. to draw or to write. Still, in the present-day interpretation, the word grammar has various meanings (Quirk *et al*, 1985:12) and everyone understands it in their own way. Thereby, Huddleston (1984:12) writes that the grammar of the language may be understood to be a full description of its form and meaning; whereas Batstone (1994:3) states that grammar is an immensely pervasive phenomenon and that language without grammar would be chaotic. At the same time, grammar is sometimes considered to be an integral part of a language, and the more we learn grammar, the better we acquire the language. According to Ur (1988:4), grammar may be roughly defined as a way a language manipulates and combines words in order to form longer units. However, in my opinion, there is not a greater definition of grammar than the one that calls it to be a systematic description of a language. If we have a deep look at grammar books or even at textbooks, we will clearly see that grammar has acquired a systematic form of its representation beginning from elementary to advanced levels. When it comes to learning a foreign language, digging up in our minds, we may see again that grammar is saved there in the form of a hierarchal system beginning from the simplest constructions to the most difficult ones. Just, let us remember the verbal forms which in some persons' mind might be in a scaled form starting from the present simple and terminating with the perfect continuous built one upon another, for example. Thus, grammar is a complex system, the parts of which cannot be properly explained in abstraction from the whole and in this sense, all parts of grammar are mutually defining, and there is no simple linear path we can take in explaining one part in terms of another (Quirk *et al*, 1985:37). Consequently, grammar is not a fragment of any knowledge but it is a whole system that may give a complete picture of a language. Broughton (1990) compares grammar to a human body, a motorcar engine or any mechanism, saying that grammar is a major system of any language. No doubt, this comparison is very true, as one can hardly imagine learning a language or even speaking a language without

knowing its grammar. Since the knowledge of grammar is essential for competent users of a language, it is clearly necessary for our students (Harmer, 1991:22). According to Widdowson (1988:147), grammar is the name we give to the knowledge of words that are adapted and arranged to form sentences. Thus, being a system or an engine of any language, grammar is extremely important and our purpose as teachers is not only to show the students 'what language means but to show them how it is used' (Harmer, 1991:22).

Even Rutherford (1987:16), writes that it has been an unstated assumption of many language teaching professionals, past and present, that an essential part of language teaching is 'the teaching of grammar'. Resting upon this, Rutherford (1987:69) emphasizes two parts of this assumption:

1) A belief that language is built up out of sets of discrete entities and that language learning consists of the steady accumulation of such entities by the learner.

2) A belief that the essential characteristics of the entities can be directly impaired to the learner through teaching.

Thus, we may conclude that for the supporters of grammar its teaching may seem as a direct path to successful language learning. Ur (1988:5) adds that the learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself. Hence, grammar teaching may be considered as a lengthy process which may lead to successful language learning.

Today, there also exist other views towards grammar teaching. Thus, with the appearance of such new approaches to language teaching as functional and communicative ones, one of the biggest problems in teaching English today is avoiding its grammar teaching, i.e. substituting it with other things since many students and even some teachers believe that the teaching of the traditional four language skills may be enough to acquire language. Hence, not only some textbooks that try to minimize the number of grammar occurrences but also some present day scholars and teachers insist on a complete avoidance of grammar from the curriculum program. However, I can hardly believe that it may be totally possible not to teach grammar to students and to expect them to speak and write fluently in English. Thus, the status of grammar

teaching in English foreign language (EFL) classes has become a subject of debate: on the one hand, some scholars, teachers, language instructors and even textbook writers insist on its complete vanishing from the curriculum and the textbooks, whereas for others "there seems to be no doubt that languages contain grammatical elements which should be taught to students. The only question here is to what extent should these elements be learnt and taught overtly, and independently of the various other features of a language" (Shepherd *et al*, 1984). In its turn, concerning the first suggestion I can cite a lot of reasons according to which grammar should not be excluded from the curriculum programs as well as from textbooks. One of these reasons is merely the teachers' lack of preparation for such a sudden and totally new approach to language teaching. The complete disappearance of grammar from the teaching program may puzzle language instructors who will simply get confused by such an unexpected turn in language teaching. Moreover, I can hardly imagine vocabulary, pronunciation or any other language learning skills to be the guarantee of fluent language abilities, and even less, the ability of students to grasp the correct structures from the written texts, listening tracks, exercises and even in-class and out-class oral interaction. The most difficult will be the application of a 'grammar-free' method to teenagers or university students who from their childhood are accustomed to the traditional way of language learning that presumes the learning of grammar. The only learners who could be taught a 'grammar-free' language are kids, who have never faced a traditional language learning method; yet, I am not so sure that present-day English language teachers could totally avoid grammar teaching, and be able to use a 'grammar-free' method. Moreover, there are not at present textbooks that totally avoid grammar teaching in them. Thus, apart from the already stated possibilities, the indisputable importance of grammar teaching and learning has been mentioned by many scholars. According to Rutherford (1988:15), not only has grammatical focus long been considered a necessary part of language instruction, it has also, even to these days, often been considered a sufficient condition for successful language learning. Apart from that, skilled users of grammar not only express themselves accurately and meaningfully but also use their knowledge of grammar to present themselves to others in the way they wish to be seen (Larsen-Freeman, 2012:256). Moreover, Stranks (2003:329) strongly believes that the

development of grammatical competence has an important role in second or foreign language learning. Concerning the importance of grammar teaching, Williams (2005:41) states the following:

> *There are many legitimate reasons for teaching grammar. One of the more important is related to the fact that we use language to define ourselves and the world around us. Anything so important deserves study. In addition, knowledge of grammar does play a role in writing. It provides information about form and function that enables students to study language and how we communicate. When teachers and students share a common vocabulary, decisions of writing can be more efficient and clear. Thus, grammar itself does not lead to better writing, but grammar gives us tools that allow for more effective teaching of writing* (Williams, 2005:41).

Thus, apart from these reasons, there are a lot of others explaining why grammar should be taught and, consequently, be present in language programs and textbooks as well. However, concerning the extent and the ways and methods of grammar usage in textbooks, this may seem a kind of debatable question which I will enlighten later.

Alongside its general importance, grammar also plays a crucial role in syllabus design. In the core of each syllabus and the key textbooks apart from the vocabulary, speaking, reading, writing and even pronunciation sections, we may see a stable place of grammar as well. Thus, according to Batstone (1994:3), grammar is a major influence in syllabus design, the focal point of many classroom activities.

Grammar has acquired such a steady position in language teaching programs, syllabi and even the textbooks that if we simply compare the same levels of the textbooks of different publishing companies like *Face to FaceB1* and *GlobalB1* (the levels are considered according to the *Common European Framework of References*), for example, we may observe that the grammatical topics presented in these textbooks coincide if not for one hundred, at least for seventy percent, for sure. Such a tendency shows the stability and great significance of grammar, not only in textbooks but in syllabi as well. Thus, it will be quite impossible to eliminate grammar from present-day curricula and textbooks as such policy could have very difficult and even unexpected implications. Today, grammar has acquired such a solid position in language teaching programs and achieved its division according to the language competence levels that it

can be considered the main guide in the determination of the students' level of language competence. Often, by asking some simple questions and using different verb forms, it may be possible to find out if a speaker possesses, for instance, a pre-intermediate or an upper-intermediate level. The CEFR (2001:112) emphasizes an undisputable role of grammatical competence as one of the governing principles of a general language competence. Hence, according to CEFR (2001:112), grammatical competence may be defined as knowledge of, and ability to use, the grammatical resources of a language. Moreover, the CEFR (2001:113) introduces the following scale of grammar competence: (see Table 9)

Table 9: Description of grammatical levels of competence according to CEFR

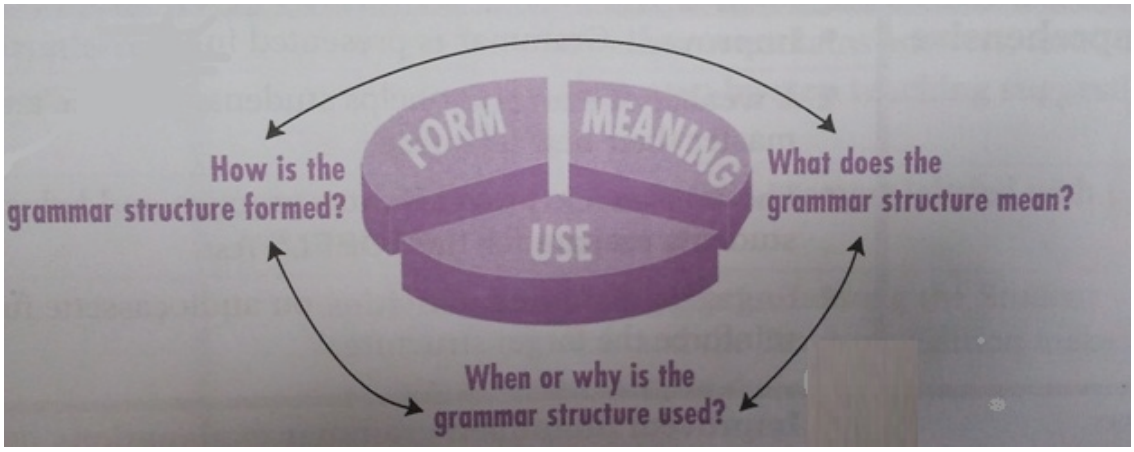
	GRAMMATICAL ACCURACY
C2	*Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).*
C1	*Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.*
B2	*Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.*
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B1	*Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.*
	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
A2	*Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.*
A1	*Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.*

However, speaking about the stability of the grammar, we should not forget that language is a constantly changing phenomenon and consequently, from time to time, its grammar changes too. Therefore, Larsen-Freeman (2012:257) defines grammar as a dynamic system of rules, that is, something which is not static. However, often, as we

deal with teaching of grammar these are the methods that change more frequently than grammar itself. Thus, the main target of present-day teachers, language instructors, heads of institutions, textbook writers and others who directly and indirectly deal with grammar teaching and its classroom application is that, first of all, they should think about the best ways for the presentation of grammar. By this, our most important task must not be the elimination of grammar from the teaching programs, but finding the easiest and the most interesting ways to teach it.

There has been a tendency in the last few years to separate grammar from all the other language elements and give it a separate status. Even if some twenty years ago grammar in textbooks, for example, was presented as part of the language skills section, today it is presented as an isolated branch that does not combine with speaking, writing, listening and reading. This new approach may be positive as it dedicates more time and attention to grammar teaching although, on the other hand, grammar should not be divorced from the context and must go hand in hand with the four language skills. Thus, the separation of grammar from other language elements may be desirable during a particular phase in the learning cycle where formal systems are being focused on for introductory or remedial purposes (Shepherd *et al.* 1984). Corder (1988:133) considers that the teaching of grammar is intricately bound up with the teaching of meaning and that it is not sufficient merely to enable the learner to produce grammatical sentences, as students must know when and how to use them. Thus, being in connection with meaning which is present in all language skills, once again, grammar should not be divorced from other general language teaching elements. The same idea is supported by Larsen-Freeman (2012:257) as she challenges conventional views of grammar, that is, instead of simply analyzing grammatical forms, she includes grammatical meaning and the use as well. Then, building on what is known about the way grammar is learned, she offers ways to teach grammar in keeping with contemporary theories and the need to "focus on form" within a meaning-based or communicative approach. This theory is illustrated by the author in the following figure:

Figure 1: A three-dimensional grammar framework by Larsen-Freeman (2012:251)



According to this three-dimensional grammar framework,

> *…it is not helpful to think of grammar as a discrete set of meaningless, decontextualized, static structures. Nor is it helpful to think of grammar solely as prescriptive rules about linguistic form, such as injunctions against splitting infinitives or ending sentences with prepositions. Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context appropriate use (pragmatics)…*(Larsen-Freeman, 2012:252).

Thus, it is not enough to teach students the form but to explain the meaning of this form as well as its use. By this, a communicative approach to grammar teaching may be achieved. Such a grammatical framework can be applied to different grammatical patterns.

All in all, I would like to point out the undeniable role of grammar teaching to present-day students and, consequently, its inclusion in curricula programs and textbooks as well. The most crucial point is to highlight the importance of finding the best methods and ways of grammar teaching so that it is not seen by students as a torture but as a direct resource that leads to a fluent and accurate command of the language.

2.2. Approaches to the teaching of grammar

Second language teaching has undergone many fluctuations and shifts over the years (Celce-Murcia, 2012:2), and the teaching of grammar has played a crucial role in the general language teaching process. Williams (2005:41) claims that the real question is

not why we teach grammar, but how, that is, are we teaching it effectively? What constitutes best practices?

Thus, dealing with grammar teaching it is highly important to find possible ways and methods for its teaching. Though some scholars (Antony, 1965; Celce-Murcia, 2012) differentiate such terms as approach, methods, ways and techniques of grammar teaching in this work, I will not go into details, and I will use the terms 'method' and 'approach' as synonyms to the concept of grammar presentation.

Today, technology and mainly communicative approach to grammar teaching have created new possibilities for its presentation that is why most of the traditional/old approaches to grammar teaching (see 2.2.2) should be reconsidered. Moreover, grammar teachers have become more flexible and may modify grammatical structures and tasks in the ways that they find more modern and target-oriented.

Not long ago, Ellis (2003:127) writes that any single task can be performed in a number of different ways, depending on how the speaker, i.e. teacher, orients to it, and the prior knowledge and skills they [students] can bring to bear. Hence, the existence of technology, communicative methods, and the teachers' relative flexibility give ground to reconsider the approaches applied to present-day grammar teaching. Moreover, according to Ur (1988:6), any generalization about the 'best' way to teach grammar – what kind of teaching procedures should be used, and in what order – will have to take into account a wide range of knowledge; skills that need to be taught, and the variety of different kinds of structures subsumed under the heading 'grammar'. Thus, concerning present-day grammar teaching, it would be more relevant to leave the frames of the last years and to be able to create new standards and possibilities that may lead to successful grammar teaching.

Celce-Murcia & Hills (1988:5) hesitate to recommend a single approach or method to grammar teaching, as students have different learning strategies and styles. Thus, these scholars differentiate between two strategies: analytical and holistic; when using the first one, students consciously or unconsciously extract paradigms from the examples, whereas holistic learners learn best by doing little or no analysis. On the one hand, such kind of flexible approach to grammar teaching when teachers themselves select the way of grammar presentation according to the students' needs, abilities and

interests may cause successful grammar learning. However, it may be extremely difficult and also a time consuming process for teachers to get to know all the students and to be able to find a right 'key' to each of them. It is particularly hard to use this kind of grammar teaching approach when we deal with textbooks. Thus, in textbooks, there should be alternative methods of grammar presentation, which are both productive and integrated for both students and teachers, especially when the textbook is an essential part of the curriculum program.

2.2.1. Explicit versus implicit grammar teaching

Ellis (2003:105) traditionally differentiates between implicit versus explicit knowledge in the following way: implicit knowledge refers to that knowledge of the language that a speaker manifests in performance but has no awareness of. Explicit knowledge refers to the knowledge about language that speakers are aware of and can be verbalized.

Thus, what do we mean by an explicit approach to grammar teaching? If we go back to the nineteenth century, we may remember that Henry Sweet was the supporter of a "complete grammar assimilation" and "learning grammar by heart". He suggested the learning of paradigms and syntactic rules which were part of the grammar-translation method. Later on in the twentieth century, Sharwood-Smith (1988) refers to traditional grammar teaching in which grammatical constructions are explained by the use of grammar terminology. However, today, a lot of teachers have faced that a great percentage of the learnt grammar rules happen to be learnt in vain as students know the rules but do not necessarily apply them when communicating. If we remember the situation from our on teaching experience, many teachers will agree that while teaching English verbal forms students usually acquire only those that more or less correspond to the verbal forms existing in their mother tongue. A good example of this might be the teaching of past simple and present perfect forms to Azerbaijani or Russian-speaking students where in both cases these two verbal forms appear in Russian and Azerbaijani languages as simple past forms (there is no perfect form in these two languages that conveys the same grammatical meaning as in English). Both the past simple and the present perfect verbal forms are translated into these languages in the same way, i.e. by

means of the same verbal construction which is used to express the action in the past. Thus, very often, students ignore the present perfect as they usually find no connection of this form with that of their mother tongue and at the same time the perfect construction (*have*/*has* + verb 3 (*-ed*)) seems to be much harder than the simple past. Hence, in this case, the present perfect remains in the students' mind as a mathematical formula, or simply disappears from their mind because they cannot properly use it. Therefore, we should think deeply on the diversity of methods that will favorably work in order to teach grammar successfully to students. Consequently, a traditional approach to grammar teaching provides a robot-like rule learning which cannot be later properly used in real situations, i.e. alongside with understanding or remembering, the learner should use their intuition and the ability to infer the information. Thus, why should we spend time on teaching something that will not be used in real language production? Still, even today, we have a lot of materials such as syllabi, textbooks, and other materials that are designed with the preference on explicit grammar teaching method.

As it comes to *implicit* grammar learning, a conscious-raising approach can be a good example of it. In order to speak about the conscious-raising ability of an adult learner, it is important to compare an adult learner to a child learner. There are many studies (Anderson, 1985; Sharwood-Smith, 1988; Bley-Vroman, 1988; Shmidt, 1990) concerning the ability of both adults and children to learn grammar and foreign languages in general which concluded that both of them show different approaches to it. According to Sharwood-Smith (1988:53), 'that fact that a young child may not have a hypothetical possibility to the same degree, that is, learning via explicit knowledge, puts them at a disadvantage when compared with the mature learner' which means that a person at an early age lacks the ability to elicit the information. Hence, an explicit teaching could be much more convenient for a child. On the contrary, the ability of an adult person to analyze makes it easier for him to get any sort of information implicitly (Bley-Vroman, 1988:19), in our case we talk about grammar learning.Thus, very often, at a definite age, the ability to acquire any sort of information fades away giving way to abilities such as learning, comparing, analyzing, understanding, contrasting, etc. which are particularly important for foreign language learners at an adult age. Hence, this

should once again urge textbook writers think more deeply on the use of appropriate grammar teaching approaches.

Alternatively, Chalker (1984:7) claims that rules are somewhere there in the language more or less ready formulated waiting to be dug up, and it may be quite natural to learn languages in a purely intuitive manner, i.e. implicitly. However, how long will it take to obtain a sufficient amount of implicit knowledge and the appropriate skills for using it? (Sharwood-Smith, 1988:52). From my own experience of learning a foreign language at an adult age, I may say that it would be too hard to acquire the whole 'course of grammar' without any explanation by just making some inferences or using my own intuition. Thus, the danger of a pure implicit method is that grammar may be presented as a collection of fragments (Chalker, 1984:7) and not as a whole course. Thus, two main approaches 'implicit and explicit' seem to be opposing each other, both of which having their pros and cons.

Thus, according to Bialystok (1978:70), explicit knowledge, broadly speaking, denotes a conscious analytic awareness of the formal properties of the target language whereas implicit knowledge means an intuitive feeling for what is correct and acceptable.

Still, in spite of the importance of both explicit and implicit grammar teaching approaches, I will support the position of Sharwood-Smith (1988:52) who says that it is notoriously difficult to deny adult learners explicit information about the target language (TL) since their intellectual maturity as well as their previous teaching/learning experience makes them cry out for explanations. This definition once again emphasizes the unpreparedness of both present-day students and teachers to avoid overt grammar explanations and drills. Finally, Ansarin (2012:11) thinks that learners can benefit from explicit knowledge indirectly and/or directly.

Pointing on the significance of implicit and explicit grammar teaching, Ur (1988:4) regards it from a different angle. According to this scholar, there is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together. However, recently, there have been some discussions on the question: do we have to have 'grammar exercises?' Isn't it better for learners to absorb the rules intuitively

through 'communicative' activities than to be taught through special exercises explicitly aimed at teaching grammar? However, the problem with present-day students and, more particularly, with university students is to estimate their preparedness to face pure communicative activities excluding grammar exercises and drills. I wonder if it will be possible to practice the *present perfect* versus the *past simple,* for example, by using only communicative activities. Resting upon the experiment described in one of my research projects (Mammadova, 2015), the answer will probably be "No", because, first of all, the present-day generation of teachers is not ready to move to a totally communicative approach of grammar presentation. In addition, from their primary and secondary schools, students are accustomed to overt (explicit) grammar explanations. That is why an implicit grammar teaching approach should be incorporated (inculcated) to the classes gradually.

L2 learners, particularly older ones (older than 20), might benefit from the explicit teaching of grammatical rules and patterns. One option for implicit rule instruction is to use a consciousness-raising task, in which it is the student's job to induce a grammatical generalization from the data they have been given (Larsen-Freeman, 2012:265). However, in order to go into further details regarding the idea of the consciousness-raising approach, we should distinguish those grammar teaching methods that are supposed to be traditional from more recent ones.

2.2.2. Traditional grammar teaching approaches

Resting upon the grammar teaching methods that are frequently used in English grammar books and also in textbooks, I will conventionally divide them into traditional methods of grammar teaching which were used before the 21st century and have had their impact till the present, and most recent approaches that appeared by the end of the 20th century – beginning of 21st century as a demand to adjust to a new wave of contemporary language teaching which is steamed by communicative approaches to language in general. Thus, in this subsection I will first start with the discussion of the traditional grammar teaching approaches which I consider fundamental in general grammar teaching, and then move to the most recent ones.

Traditional grammar has been used in English classrooms for generations, so it is what we normally do in our English class (Lester, 1990:340). Williams (2005:50) considers that school grammar is traditional grammar since it is concerned primarily with correctness and with the categorical names for the words that make up sentences.

2.2.2.1. Grammar-translation method

One of the traditional methods is the *grammar-translation* method. It was not accidental that I call the grammar-translation method to be the basis of grammar teaching approaches as this approach has been widely used by many EFL teachers and seemed to be the most acceptable and safe in contrast to the new communicative methods till the beginning of the 21st century. This mostly happens among the teachers of older generation and those young teachers who are the progenies of the older generation earlier taught by the grammar-translation method as well. One of the reasons of the grammar-translation method preference is that it very often seems easy to be applied. However, teaching students grammar by means of the grammar-translation method should not turn into the 'skill which is equated with the ability to conjugate and decline' (Kelly, 1969:53).

Rutherford (1988:17) defines the grammar-translation method as a pedagogical step to teach the language by translation between the known language (mother tongue) and the target language. Thus, it is enough to do sentence translation or translation of the text which may take much time and cover most of the lesson period. However, can it really be plausible, today, to learn a language via translation? I have already mentioned elsewhere (Mammadova, 2016) that, first of all, it is extremely inconvenient to use the grammar-translation method in classes where we deal not only with local students but with foreign students as well. This happened to be a very frequent case in European countries where there is a mixture of students from all over the world, and in the post-Soviet Union countries where it became very common to accept students from other countries. One of the most evident examples can be observed in the Azerbaijani educational system. The case is that there existed two official languages in the education system of the country (as I already mentioned in chapter 1), i.e. children and adults had

two options whether to have their education in Azerbaijani or in Russian.[27] The tradition was also applied to university life where students were strictly divided into Azerbaijani and Russian departments. No doubt, that tendency was steamed by the existing post-Soviet regime in the country. Today, primary and secondary schools continue this tradition whereas universities, especially those whose principle goal aims at teaching a foreign language (English), combine students irrespective of their background language. Hence, the grammar-translation method, which is appropriate at the primary and secondary school levels simply fades away as its use becomes inappropriate for students with different L1 backgrounds. Furthermore, local textbooks happened to be inappropriate as well.

Another reason why the grammar-translation method is not always suitable to teach grammatical structures is when we deal with such specific phrases like:"She is always on the go", "I can't help thinking of you", etc. These and some other similar sentences (structures) if learnt via translation will have to be learnt by heart without understanding their actual form and meaning. Apart from that, students who learn grammar through the grammar-translation method become the hostages of the learnt models that later cannot be used in the production of the real and natural communication. Consequently, the grammar learning process becomes a rote learning of paradigms and syntactic rules and their mechanical repetition. The most frequent cases of the grammar-translation method can be observed in local textbooks designed more often by non-native (local) English-speaking linguists. One of those examples is the book written by the Russian linguist Arakin whose main target is sentence and text translation. For example, in his *Practical Course of the English Language* (*ПрактическийкурсАнглийскогоязыка*: 1998) designed for fourth year university students, we can find a lot of examples based on the grammar-translation method. For instance, on page 177 (see Picture 1):

Picture 1: Sample exercises from *Practical Course of the English Language*

[27]Now, pupils and students have a wider choice since English and some other European languages have been offered as possible languages of instruction. See chapter 1.

12. Translate the following sentences into English using the phrases and word combinations:

1. Когда мне нужно принять какое-либо решение, я всегда сначала думаю о семье, а потом уже о карьере. 2. Они используют самое современное оборудование и вычислительные машины. 3. Эта рукопись восходит к XIII веку. 4. Учителя в Англии жалуются на то, что им мало платят и к ним плохо относятся. 5. К сожалению, вас неверно информировали. 6. Сначала он был уверен, что сможет бросить курить, как только захочет, но потом понял, что он уже очень сильно пристрастился к сигаретам. 7. Закон вступил в действие в 1976 году. 8. Я не умею шить, да и к тому же я не вяжу.

Or on page 181 of the same textbook (see Picture 2)

Picture 2: Sample exercises from *Practical Course of the English Language*

3. Give the English equivalents for:

вызвать горячие споры; добиться перемен; вызывать воспоминания о; снизить налоги; сбить температуру; выдвинуть возражение; выносить вердикт; подчеркивать (выделять) детали издать книгу; быть хорошо (дурно) воспитанным;

встревоженный взгляд; обеспокоенная мать; вспугнутая птица; тревожная ночь; тревожные признаки; поднять тревогу;

волноваться из-за пустяков; суетиться по дому; носиться с кем-л. (чем-л.); привередливый больной; быть разборчивым (привередливым) в еде; суматошный человек;

потерять ключ от квартиры, чемодана; проиграть сражение, игру; заблудиться, потерять кого-л. из виду; растеряться; не дойти до кого-л. (*о намеке, словах, юморе*), потерять равновесие; глубоко задуматься; выйти из себя, рассердиться; нести потери; потеря крови;

наркоман; пристраститься к чему-л.; склонность; пагубная привычка;

влечь за собой расходы; втянуть кого-л. в неприятности; быть втянутым во что-л.; затрагивать чьи-л. права; ввести кого-л. в большие расходы;

изысканный, утонченный вкус; изощренный аргумент; светская дама; искушенная публика; усложненная технология;

ценная вещь; ценная инициатива; ценные сведения; неоценимая помощь; представлять большую ценность; моральные ценности; оценить что-л. в ...;

крайняя необходимость; срочный ремонт; срочный вызов; неотложное дело; насущная проблема; настойчивая просьба;

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Hence, there are numerous examples that may illustrate the *grammar-translation* method in local textbooks. Regarding this, the grammar-translation method became such a stable method of grammar teaching, that even today some of the teachers cannot get rid of its influence. Even Rutherford (1988:17) pointed out that the continued enrichment of the grammar-translation method saw a gradual loosening of the relationship between literary models and grammar study.

Another peculiarity of the *grammar-translation* method is that it normally allows the use of the mother tongue in the lesson, as previously mentioned, which, on the one hand, facilitates both students' and teachers' class participation who are not obliged to use English, although, on the other hand, it impedes the students' accurate and fluent use of English which should be used in real communication.

2.2.2.2. Rules learning and error correction

Alongside the *grammar-translation method*, there was also the method of *grammar teaching through rules learning and error correction*. Ruin (1996:110) finds that a straightforward form-function relationship is an important factor in the success of classroom interaction. However, Larsen-Freeman (2012:264) states that students may know the rules but do not necessarily apply them when they communicate, suggesting that grammar instruction needs not only to promote students' awareness but also to engage them in meaningful production. This scholar also maintains that the proper goal of grammar instruction should be grammaring, i.e. the ability to use grammar constructions accurately, meaningfully, and appropriately. Still the main goal of us, as teachers, nowadays, is to be able to combine both the teaching approach that will generate the already mentioned accuracy, meaningfulness and appropriateness in students and at the same time, make them use all these skills for their communication.

However, the biggest shortcoming of both the grammar-translation method and the rules learning and error correction methods is that both of them may bring language learners to idealization. Very often learners are given idealizations which are completely wrong. According to Batstone (1994:13), this happens most often with prescriptive statements about grammar, statements which tell us under which conditions a form may or may not be used. Batstone (1994:13) also adds that there was a time when almost all pedagogical grammars provided rules for the use of *some* and *any* along the following lines: '*Some* is mainly used for affirmative sentences whereas*any* is used with interrogatives and negatives'. Thus, there are a lot of examples like this which bring to a wrong idealization and, consequently, to misunderstanding and, as a result, their misuse in communication. Another question is whether the method of idealization should be

completely avoided by teachers or it can be applied to some students. Batstone (1994:21) again suggests that unlike lower-level learners who are taught things relatively clear, more experienced learners can be given a more refined and contextualized account of such forms. That would mean providing higher level idealization for lower level learners and lower-level idealization for higher-level learners. Thus, according to Batstone (1994:24),

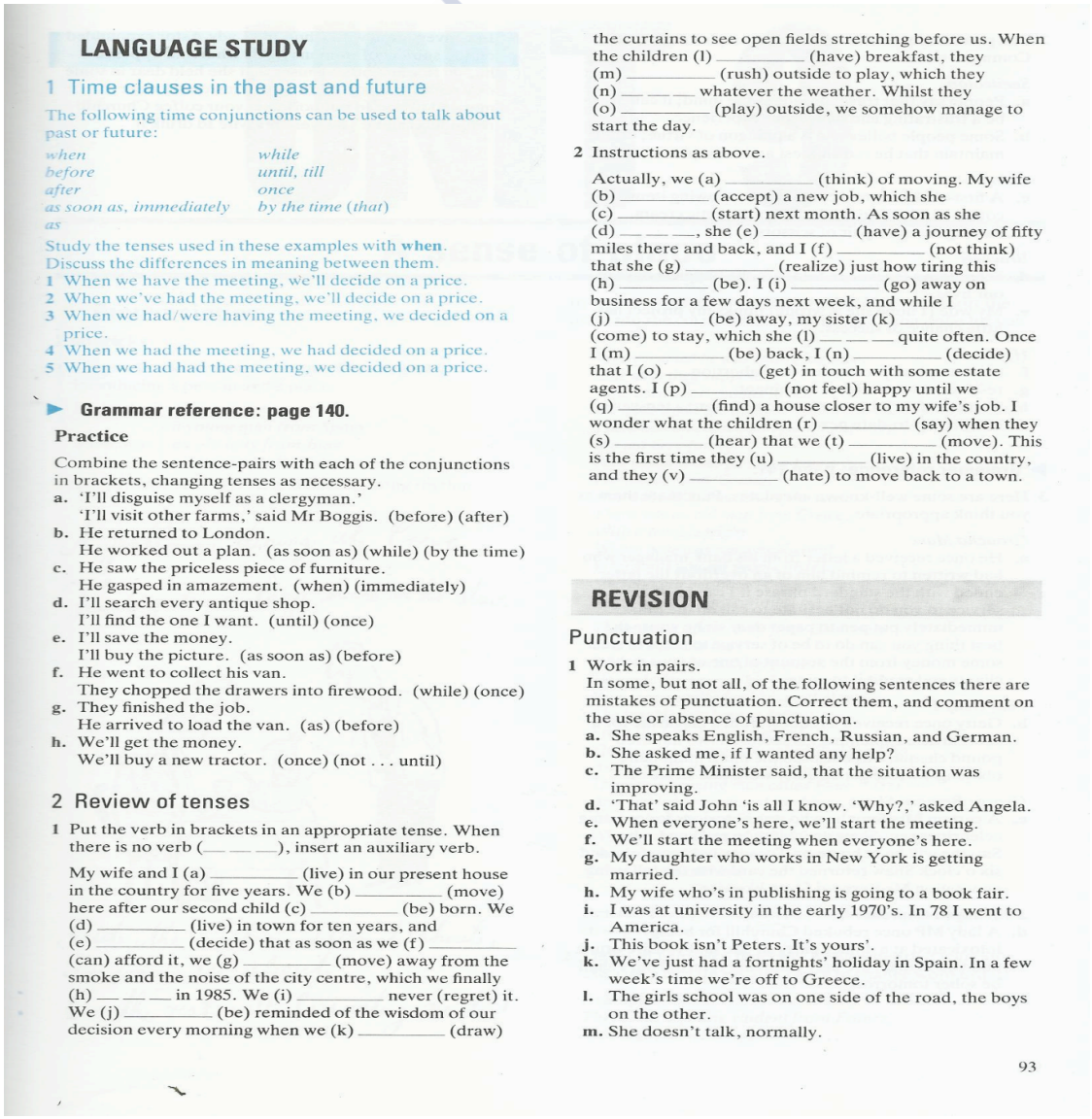
> *Grammar is the great systematizing force of language, allowing us to be endlessly creative with a finite set of resources. But we can represent this system more or less broadly, rising idealizations which are more or less finely tuned. For learners, idealizations provide a rough-and-ready map which sketches out some of the main routes through the tricky terrain of forms and their meanings. A map which is too detailed will confuse the learner and thus fail in its primary purpose: to be guided, but a map which is too idealized will fare no better.*

There are many tasks in *grammar through rules learning and error correction* in early textbooks. One of the best examples that demonstrate rules learning and error correction activity can be found in *Headway Advanced* (1994). On page 93, for example, we can find an exercise where students have to fill in the gaps with the correct verb forms or combine two sentences using the appropriate conjunction, where later one the exercises presume the correction of errors, thediscussion and explanation of the forms and their usage (see Picture 3, p.61).

One may say that nothing said about error correction in this page. However, how to work with such type of activities is quite evident. Probably, we all remember that in the textbooks like this one, we should have first learnt the grammar pattern and then we had to do some exercises that required the insertion of the learnt pattern(s) into the space. This was usually followed by an error correction activity (either it was a peer-correction or teacher-students correction). Hence, most of the students remembered the rules not from their learning, but from repetitive drillings and discussion of the mistakes. The *Headway* textbook is particularly selected for the demonstration of this method of grammar teaching, since it is an old textbook and most of the readers may be acquainted with it.

However, this method of grammar teaching (rules learning and error correction) may not work well with those grammatical patterns that lack paradigms. To illustrate the aforementioned, let us compare the learning of nouns (singular and plural form), i.e. *table* and its paradigm *tables,* and the learning of prepositions, i.e. the preposition *in* that has no paradigm. For example, prepositions that have no alternatives, but should often be classified according to place, time, etc. are remembered as such. I believe that an error correction method will simply confuse the learners. That is, for the learning of the prepositions, it would be enough to remember the cases of its use.

Picture 3: Sample exercises from *Headway advanced*, p. 93



LANGUAGE STUDY

1 Time clauses in the past and future

The following time conjunctions can be used to talk about past or future:

when	*while*
before	*until, till*
after	*once*
as soon as, immediately as	*by the time (that)*

Study the tenses used in these examples with **when**. Discuss the differences in meaning between them.

1 When we have the meeting, we'll decide on a price.
2 When we've had the meeting, we'll decide on a price.
3 When we had/were having the meeting, we decided on a price.
4 When we had the meeting, we had decided on a price.
5 When we had had the meeting, we decided on a price.

► **Grammar reference: page 140.**

Practice

Combine the sentence-pairs with each of the conjunctions in brackets, changing tenses as necessary.

a. 'I'll disguise myself as a clergyman.'
'I'll visit other farms,' said Mr Boggis. (before) (after)
b. He returned to London.
He worked out a plan. (as soon as) (while) (by the time)
c. He saw the priceless piece of furniture.
He gasped in amazement. (when) (immediately)
d. I'll search every antique shop.
I'll find the one I want. (until) (once)
e. I'll save the money.
I'll buy the picture. (as soon as) (before)
f. He went to collect his van.
They chopped the drawers into firewood. (while) (once)
g. They finished the job.
He arrived to load the van. (as) (before)
h. We'll get the money.
We'll buy a new tractor. (once) (not . . . until)

2 Review of tenses

1 Put the verb in brackets in an appropriate tense. When there is no verb (___ ___ ___), insert an auxiliary verb.

My wife and I (a) _____ (live) in our present house in the country for five years. We (b) _____ (move) here after our second child (c) _____ (be) born. We (d) _____ (live) in town for ten years, and (e) _____ (decide) that as soon as we (f) _____ (can) afford it, we (g) _____ (move) away from the smoke and the noise of the city centre, which we finally (h) ___ ___ ___ in 1985. We (i) _____ never (regret) it. We (j) _____ (be) reminded of the wisdom of our decision every morning when we (k) _____ (draw) the curtains to see open fields stretching before us. When the children (l) _____ (have) breakfast, they (m) _____ (rush) outside to play, which they (n) ___ ___ ___ whatever the weather. Whilst they (o) _____ (play) outside, we somehow manage to start the day.

2 Instructions as above.

Actually, we (a) _____ (think) of moving. My wife (b) _____ (accept) a new job, which she (c) _____ (start) next month. As soon as she (d) ___ ___ ___, she (e) _____ (have) a journey of fifty miles there and back, and I (f) _____ (not think) that she (g) _____ (realize) just how tiring this (h) _____ (be). I (i) _____ (go) away on business for a few days next week, and while I (j) _____ (be) away, my sister (k) _____ (come) to stay, which she (l) ___ ___ ___ quite often. Once I (m) _____ (be) back, I (n) _____ (decide) that I (o) _____ (get) in touch with some estate agents. I (p) _____ (not feel) happy until we (q) _____ (find) a house closer to my wife's job. I wonder what the children (r) _____ (say) when they (s) _____ (hear) that we (t) _____ (move). This is the first time they (u) _____ (live) in the country, and they (v) _____ (hate) to move back to a town.

REVISION

Punctuation

1 Work in pairs.
In some, but not all, of the following sentences there are mistakes of punctuation. Correct them, and comment on the use or absence of punctuation.

a. She speaks English, French, Russian, and German.
b. She asked me, if I wanted any help?
c. The Prime Minister said, that the situation was improving.
d. 'That' said John 'is all I know. 'Why?,' asked Angela.
e. When everyone's here, we'll start the meeting.
f. We'll start the meeting when everyone's here.
g. My daughter who works in New York is getting married.
h. My wife who's in publishing is going to a book fair.
i. I was at university in the early 1970's. In 78 I went to America.
j. This book isn't Peters. It's yours'.
k. We've just had a fortnights' holiday in Spain. In a few week's time we're off to Greece.
l. The girls school was on one side of the road, the boys on the other.
m. She doesn't talk, normally.

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Thus, such an approach to grammar teaching should not be eliminated from textbooks but should be reduced in number and used only where necessary.

2.2.2.3. Teaching grammar in context

Another traditional method of grammar teaching is *grammar in context*. As regards this approach, different scholars talk about different types of contexts for teaching grammar: mostly written and spoken. Celce-Murcia (2012:8) suggests teaching all aspects of grammar in context. However, how practical may this be? Here again, the question of curriculum imbalance comes into being. Which grammar patterns should a student elicit from the text as any text itself is a combination of structure and meaning? Next, like vocabulary which has both connotational and dennotational meaning, the grammatical structures do not always have the same grammatical meaning in this or that pattern. For example, the use of the present progressive has different usage possibilities, i.e. it can be used to denote future plans, an action in progress or even some current changes. For example:

I am talking to you! (action in progress)
Tomorrow we are meeting with our classmates. (future intention)
Nowadays, technology is developing day after day. (current changes)
There are many of these multifunctional patterns in English grammar. Thus, grammar teaching via context is not a perfect idea especially for multifunctional patterns, and we should thus search for more reliable methods of grammar teaching.

Thus, according to Lakoff (1969:117), the text will be rationalistically oriented – it will encourage students to ask themselves why sentences are right or wrong. Weaver (1996:148) draws parallels between grammar teaching through context and grammar teaching through error correction. Thus, according to this scholar, by writing essays, for example, and then discussing the errors and explaining the mistakes, it is also possible to teach grammar. However, I wonder if it could be plausible to write essays by students of low level of language competence; my doubts are explained by several arguments; first of all, a student with a low level of language knowledge is often not able to produce meaningful utterances (since the learner has poor vocabulary and grammar

knowledge). Moreover, the structures used by the students will not always respond to the level of the English language teaching programme; finally, each student will have different types of grammar errors, and the correction and, more particularly, the explanation of these errors could take a long time. Harmer (1991:57) suggests that students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context. Thus, there can be all types of context for teaching grammar which are often reflected in early textbooks. Consequently, this method can sometimes be applied to high-level students just as one of the alternative methods of grammar teaching.

However, Harmer (1991:57) points out that often the textbook will have all characteristics mentioned here and the teacher can confidently rely on the material for the presentation. Nevertheless, sometimes the context of the textbook may not be appropriate for classroom presentation in terms of students' cultural background, their gender or even age peculiarities. In such cases we will have to create our own contexts for language use. However, not all teachers are able to create a particular context, as it is a time consuming work which also requires special abilities that not every teacher possesses. Snow (2012:438) writes that content was defined as the grammatical structures of the target language. In the audio-lingual method, the content mainly consisted of grammatical structures, vocabulary, or sound patterns usually presented in a dialogue form. McCarthy (1991:62) points out that a discourse-based approach to teaching L2 grammar gives importance to the written and spoken discourse segments within which grammatical points are presented or highlighted. It also helps to emphasize the role that grammar plays in 'welding clauses', turns, and sentences in discourse.

All in all, the traditional methods of grammar teaching should not be totally eliminated from the teaching methods as there exist such grammar patterns and structures that should undoubtedly be presented and practiced via traditional grammar teaching approaches.

2.2.3. Most recent approaches to the teaching of grammar

Recently, a lot of grammar teaching methods have been proposed in order not only to teach EFL learners fossilized grammar rules but to make them properly use those rules while communicating. Thus, apart from the traditional methods of grammar teaching, we can also refer to alternative ways of teaching it. Larsen-Freeman (2012) suggests that grammar instruction needs not only to promote students' awareness but also to engage them in meaningful production.

2.2.3.1. Conscious-raising approach

There has been a tendency to lay stress on the natural language learning ability that every human being has, irrespective of colour or class (Sharwood-Smith, 1988:55). This tendency is vastly spreading year after year in the field of language learning and especially in English grammar learning and is called a 'conscious-raising approach'. This approach to grammar teaching presumes the response of students to language by noticing particular features of grammar and by coming to conclusions that can help them organize their own perception of language (Palacios, 2007:4). Thus, according to Rutherford (1988:107), 'by consciousness raising we mean the deliberate attempt to draw the learner's attention specifically to the formal properties of the languages'. This scholar also points out that in this case formal grammar has a minimal or even non-existent role to play in language pedagogy. By this, Rutherford (1987:97) explains that successful learning does not occur in a vacuum, that what is to be learned as yet unknown – must be linked in some meaningful way to what has previously been learned – the already known. In its turn, Ruin (1996:108) suggests the substitution of the consciousness-raising approach by enhancement. This is explained by the idea that consciousness-raising implies a change in the learners' mental state that we know very little about, whereas input enhancement suggests that we can manipulate the input, making no claims about the consequences of techniques designed to make input salient. However, in this work we mostly deal with the grammar teaching methods applied in textbooks, the target audience of which is learners of different countries, of different age

groups and particularly of different cultural backgrounds and mental states. That is why it would be extremely unsafe to use the grammar enhancement method that relies on the manipulation of the input. Such an approach should be used as an alternative tool of a teacher, but should be applied in textbook methodology with some caution.

As regards the consciousness-raising approach, we should clearly think how useful it may be for students' grammar learning. I have already mentioned that grammar has acquired such a systematized and consecutive state that, if not learned consequently, it would look like something fragmented, and by losing any of those fragments in our mind it will be harder and harder to understand the subsequent patterns to be learnt by students. Rutherford (1987:57) describes it in a more accessible way:

> *In much current language teaching where grammatical consciousness raising plays a role, the metaphor of language as a machine is an apt image for what is brought to consciousness. For just as with a machine-where it is the behavior of the whole- it is ostensibly the behavior of the language constructs that collectively determines the working of the formal language system as a whole, or so we are often led to believe. If in addition to the machine metaphor, however, one also brings into focus the image of language as an organism, and then the part-whole relationship is turned upside down: it is now the behavior of the whole that determines the behavior of the parts. This is the relationship that will prove the more important to us as we continue to explore the implications of grammaticalization for consciousness-raising.*

At the same time, such an approach can be used for high level students (B2, C1 and C2) who already possess some knowledge and are capable of analyzing further grammar patterns. Still, for low level students it will be hard to analyze something with no previous ground.

Grammatical consciousness-raising may carry indispensable prerequisite in pedagogy and by this, according to Rutherford (1988:129), it should evoke two matters in teachers: "knowledge how"- i.e. how to bend the target language to purposeful activity in the course of learning and "knowledge that" - i.e. language itself obeys sets of universal constraints upon the shape that any individual language may assume. However, once again, this approach is to be developed in teachers and their grammar teaching abilities, whereas it would not be applicable for textbook grammar presentation use.

Even if we regard the consciousness-raising approach as one of the possible approaches of grammar representation in textbooks, we should think about the activities to be used by students like, for example, direct and indirect exercises and tasks. Thus, Ansarin (2012:14) suggests that direct consciousness-raising activities take a deductive approach while indirect consciousness-raising and grammar consciousness-raising tasks take an inductive approach obliging learners to discover linguistic facts. Such an approach to grammar teaching, which is still based on deductive and inductive methods, may find its place in textbooks. Still, we should be very careful with the activities and their correct balancing and should not forget about the communicative purpose of the learnt grammar. Finally, Rutherford (1988:11) expresses the same idea in a more complicated way claiming that for a plausible accounting of second language learning, one needs to delineate two kinds of coordinates or dimensions along which language development may be plotted. One of these dimensions, termed 'analyzed', reflects the capacity of the learner at a given time to impose an unconscious structural analysis on received language data and thereby to render those data potentially usable in a commensurately wider grammatical context. The other dimension, termed 'automatic', reflects the extent to which the learner at that given time may have access to such analyzed data and thereby register gains in the attainment of fluency.

Thus, the consciousness-raising approach to grammar teaching should be considered as a feasible method if based on an inductive and deductive methodology and on the correct selection of further activities; otherwise, it will be incomplete and a biased method that will prevent a total grammar acquisition.

2.2.3.2. Communicative approaches to grammar teaching

Apart from the consciousness-raising approach to grammar teaching, some grammarians also refer to the existence of communicative approaches. Long (1991:3), for example, proposes an essentially reactive approach whereby learners are primarily engaged in communication with only a brief digression to grammar when necessary. However, as to Quirk (1985:88), when thinking of grammar in communicative contexts, we notice that many variations of grammatical structure relate to the speaker's or writer's need to

present the message in a form readily adapted to the addressee's requirements as interpreter. Harmer (1991:40) claims:

> *Exposing student to language input is not enough: we also need to provide opportunities for them to activate this knowledge, for it is only when students are producing language that they can select from the input they have received. Language production allows students to rehearse language use in classroom conditions whilst receiving feedback from teachers and other students which allow them to adjust their perceptions of the language input they have received.*

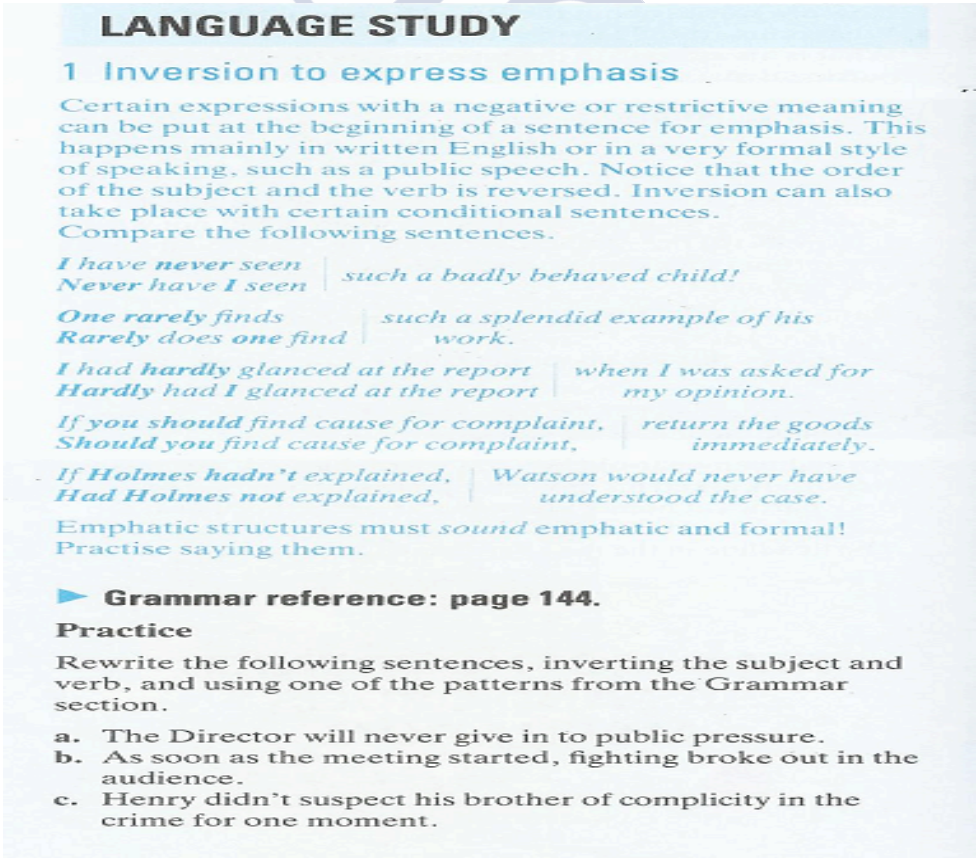
Resting upon this idea, it is evident that language rehearsal, i.e. languages practice is as important as language input, which may be achieved by means of a communicative method.

Ruin (1996:112) maintains that the communicative approach to language teaching had emerged as an opposition against too much explicit grammar teaching and emphasises that it is possible to apply communicative principles to the teaching of grammar. Still, the communicative approach should be considered as one of the most important approaches to grammar teaching, considering that the grammar of the language is one of its integral details, and the general approach to language teaching itself is a communicative one. I guess there is no point to emphasize the reasons why the communicative approach to language teaching has become a frontward, as we have already spoken about extra linguistic factors, such as integration, globalization and even the establishment of English as a lingua franca. However, even if a communicative approach to grammar teaching is so important nowadays, its actual use and application, and particularly reflection in textbooks, has not reached its dominant position, since there are many different grammar teaching approaches that are not based on communication but on rules drilling. Nevertheless, there are some exercises that can be considered as good examples of communicative grammar teaching approach. For example, in *Headway advanced* (1997), there is an activity that illustrates that can be considered as a partially communicative task. The example is given below (see Picture 4, p.68).

Thus, in the section called *language studies*, there are two practical exercises, one of them is based on sentence restructuring, whereas the other one asks students to

discuss the degree of formality of the text using the target grammar. It should be pointed out, once again, that the example does not represent a fully communicative approach since, apart from using the target grammar, the learner is asked to think of vocabulary, which, in a way, is a good way of not separating grammar from language skills. The main reason why we call this task a communicative one is that it demands discussion, which is often under control, that is, we never know what ideas and consequently what grammar structures might be uttered by students. However, if we want to achieve a totally communicative approach in such an example, we could apply some modified instructions to it. One of the main issues of most of the communicative tasks is that they are heavily dependent on a written discourse and that is why they cannot be considered communicative. This is the case of the aforementioned exercise: *Discuss, what makes a text more or less formal? Think of complexity of the sentence*.

Picture 4: Sample exercise from *Headway advanced*



LANGUAGE STUDY

1 Inversion to express emphasis

Certain expressions with a negative or restrictive meaning can be put at the beginning of a sentence for emphasis. This happens mainly in written English or in a very formal style of speaking, such as a public speech. Notice that the order of the subject and the verb is reversed. Inversion can also take place with certain conditional sentences.
Compare the following sentences.

*I have **never** seen* / *such a badly behaved child!*
__Never__ have I seen

__One rarely__ finds / *such a splendid example of his*
__Rarely__ does __one__ find / *work.*

I had __hardly__ glanced at the report / *when I was asked for*
__Hardly__ had I glanced at the report / *my opinion.*

If __you should__ find cause for complaint, / *return the goods*
__Should you__ find cause for complaint, / *immediately.*

If __Holmes hadn't__ explained, / *Watson would never have*
__Had Holmes not__ explained, / *understood the case.*

Emphatic structures must *sound* emphatic and formal!
Practise saying them.

► **Grammar reference: page 144.**

Practice

Rewrite the following sentences, inverting the subject and verb, and using one of the patterns from the Grammar section.

a. The Director will never give in to public pressure.
b. As soon as the meeting started, fighting broke out in the audience.
c. Henry didn't suspect his brother of complicity in the crime for one moment.

d. I have never been so surprised in all my life.
e. You will not find craftsmanship of such quality anywhere.
f. I will never allow such practices to take place again.
g. He announced his discovery to the world only when he was certain of his results.
h. Good whisky is ready for consumption only after it has matured for ten years.
i. This government has deceived the public, and it has deceived itself.
j. This door should not be left open under any circumstances.
k. The values of our society are at risk, and the very survival of the nation is threatened.
l. This country has never been so threatened before.
m. Artists are rarely appreciated while they are still alive.
n. Children little realize that their world of innocence soon disappears.
o. I didn't intend to deceive you at any time.
p. If I ever told you a lie, I wouldn't be able to look you in the eye.
q. I respect her opinions, and I admire her character greatly as well.
r. If you require any further information, don't hesitate to contact me.
s. I haven't had to study so hard since I was at university.
t. If I hadn't witnessed the experiment with my own eyes; I would never have believed it could be done. (*two possible inversions*)

2 Formal and informal language

1 In the following extracts, styles have been mixed. Find the parts of each extract where the style is inappropriate, and rewrite them.

a. Good evening. Here is the news. In the House of Commons a couple of hours ago, the debate about what's been going on in the National Health Service ended. The vote was close but the Government just got it. At one point, the Speaker of the House had to intervene as two Members of Parliament had a bloody great row about the financing of the Service. The Honourable Member for East Croydon reckoned that he had been unfairly treated, and accused the Prime Minister of telling fibs.

b. Now listen, kids. I am not prepared to negotiate any further. Either you two tidy your room at this very moment in time, or there's no way I'll accompany you to the cinema, as was promised.

c. **A** Dearly Beloved brethren. We have all come together to witness the marriage of James and Anne. James, how do you feel about taking Anne as your lawful, wedded wife?
B Righto.

d. Much research has been carried out to increase the fertility of the farm chicken. Several million pounds has been spent in this quest, and results have been promising. Consequently, lots and lots of tiny chick-chicks have come clucking into the world.

2 From the examples, discuss what makes a text more or less formal. Think of vocabulary and the complexity of the sentence.







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In one word, the communicative approach to grammar teaching can be a good method to be considered by textbook writers and teachers, but still it should not be applied to all grammatical patterns.

2.2.3.3. Task-based approaches to grammar teaching

One of the recent approaches to grammar teaching is the task-based approach which is of great interest for both researchers and language teachers. The task-based research has been primarily concerned with production tasks, especially speaking tasks, and can involve any of the four language skills (Ellis 2003:37). However, how can we define a task? How does a 'task' differ from other devices used to elicit learner language, for example, an activity or an exercise or drill (Ellis 2003:2). Nunan (2012:457) defines task-based language teaching as a learner-centered instruction, process-oriented and with an analytical approach to syllabus design.

Ruin (1996:112) claims that there are two main ways of placing grammar teaching in a communicative framework: one is task-based grammar teaching and the other is form-focused grammar instruction within a communicative context. Due to this, Ruin (1996:113) bases himself on the work by Richards & Rodgers (1986:72) who claim that task-based instruction rests mainly on three principles:

1. The communicative principle: Activities that involve real communication promote learning;
2. The task principle: Activities in which language is focused for carrying out meaningful tasks that promote learning;
3. The meaningfulness principle: A language that is meaningful to the learner supports the learning process;

Various scholars such as Richards, Platt and Webber (1985), Nunan (1989), Ellis (2003), etc. define the notion of task as an activity that necessarily involves language and suggests exercises such as making an airline reservation, placing orders, etc. Whereas, Long (1985) also refers to tasks that can be performed without using language, for example, painting the fence. Hence, what is the importance of doing the task if not using the language? Consequently, it should be concluded that such an

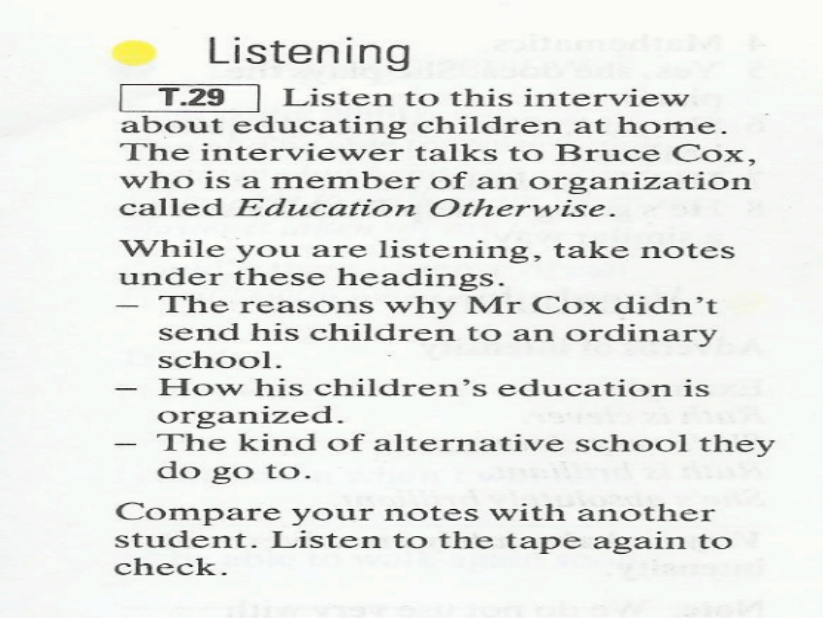
approach can be used by students with a high level of English if they want to try any natural/life communicative situation. Moreover, regarding upper-level students, task-based grammar teaching can be used in the form of exercises or some artificial situations that are good for practicing the learnt grammatical pattern. However, this approach can hardly be used as a grammar presentation method. Ellis (2003:3) explains that a task requires the participants to function primarily as 'language users' in the sense that they must employ the same kinds of communicative processes. In this case, learning is incidental. In contrast, an exercise requires the participants to function primarily as learners; here, learning is intentional. Consequently, if we talk about real-world activities; would it be possible to create this real-world atmosphere in the classroom? Moreover, if we talk about textbooks, how can their grammar program be based on real-world activities? This seems to be a debatable question.

Ellis (2001) refers it to reciprocal and non-reciprocal types respectively where non-reciprocal tasks correspond to what is generally understood as listening tasks. This is when learners, for example, listen to the directions about the route to follow and mark in the route on the map. Such a method can definitely be applied for teaching some grammar patterns and it can also be used in textbooks. However, reciprocal tasks that require a two-way flow of information between a speaker and a listener, i.e. production tasks, are hard to be used in textbooks especially when they are concerned with real-world situations.

Ellis (2003:17) also distinguishes two types of tasks, i.e. unfocused, the one that predisposes learners to choose from a range of forms but they are not designed with the use of a specific form in mind; a focused task that has two aims: one is to stimulate communicative language use, the other is to target the use of a particular predetermined target feature. However, Ellis (2003:41) emphasizes that both focused and unfocused tasks must meet all the criteria of tasks in general. Still, task-based grammar teaching can be applied as a way of practicing already learned grammar patterns but it will not be useful for grammar presentation itself. At the same time, it lacks such features as authenticity, representativeness and reliability. Hence, the most frequent case of task-based grammar teaching approach in textbooks can be observed in listening exercises mostly indicating or instructing students, or by asking them to role play some artificial

dialogues. For example, on page 58 of *Headway intermediate* (1997) (see Picture 5, p.73) students are asked to listen to the interview and take notes. At first sight, this activity seems to be a task since students are asked to fulfill it, hence, nearly all textbook exercises that ask students to do something should be considered a task.

Picture 5: Sample exercise from *Headway intermediate*



Listening

T.29 Listen to this interview about educating children at home. The interviewer talks to Bruce Cox, who is a member of an organization called *Education Otherwise*.

While you are listening, take notes under these headings.

- The reasons why Mr Cox didn't send his children to an ordinary school.
- How his children's education is organized.
- The kind of alternative school they do go to.

Compare your notes with another student. Listen to the tape again to check.

However, how natural these tasks are if we compare them to those that ask students to buy something or show the way to someone, when a real-world language is used indeed. Here, we should differentiate between artificial and real-communication tasks where, in my opinion, the latter is hard to be found in textbooks and should be a matter of teacher in-class and out-class consideration. Hence, for textbook writers, a task-based approach, in general, will take a frame of an artificially designed exercise.

2.2.3.4. Comprehension approach to grammar teaching

Another approach similar in nature to the task-based grammar teaching is the comprehension-based approach. According to Krashen (1992:411), the best way to increase grammatical accuracy is by means of comprehensible input. Thus, Ruin (1996:64) distinguishes two types of student's knowledge reflecting the contrast

between automatic/acquired and conscious input. Hence, the comprehension approach should be, on the one hand, considered as a good way of grammar presentation, i.e. the one presuming both implicit and explicit ways; on the other hand, such an approach can be a good complement for the task-based model. Consequently, I find it extremely important to differentiate between those grammar teaching methods that will serve for grammar presentation and the ones that can be used for practicing the acquired grammar as I strongly believe that it is absolutely impossible to eliminate grammar presentation or explanation from teaching materials.

According to Ellis (1999:68), it is possible to distinguish two broad types of input-based approaches to teaching grammar. In the first, 'enriched input' provides learners with input that has been flooded with exemplars of the target structure in the context of meaning focused activities. In other words, this instructional approach caters to incidental acquisition and what Long (1991, cf.: Ellis 1999:66) has referred to as a 'focus on form.' In the second, in what has become known as 'processing instruction' (VanPatten 1996, cf.: Ellis, 1999:68), learners are expected to pay conscious attention to specially designed input in order to learn a specific target structure. This kind of approach invites learners to engage in intentional learning and caters to a 'focus on forms.' What these two approaches have in common, however, is that they do not require learners to produce the target structure. Thus, according to the abovementioned, I believe that the*comprehension approach to grammar teaching* might be a good method for teaching verbal tense forms, verbal aspects and some other complex structure.

2.2.3.5. The ungrammaticality approach

Lakoff (1969:125) suggests a very unconventional method of grammar teaching which he calls the “ungrammaticality approach”. According to this method, it is important to give the learner ungrammatical sentences so that these can be studied along with the grammatical ones to decide for themselves what the differences are. One of the examples that might illustrate the use of ungrammatical structure is the teaching of the present perfect in contrast with the simple past.

I met him in 1999.

**I have met him in 1999.*

Ungrammatical structures may be given to a student together with grammatical structures in order to emphasize the inevitable use of the correct structure. Here, it will be the duty of the teacher to explain the incompatibility of the second sentence and the reasons for using the past simple in the first sentence. Thus, the ungrammatical approach to grammar teaching can be used in some cases to emphasize a correct grammar pattern, but not as a main method of grammar teaching and practice.

However, very often there are cases when ungrammatical sentences may only confuse learners. For example, it would be completely wrong to give ungrammatical structures to students who learn prepositions of time, such as ***in, on, at*** as in the following examples:

At 5 o'clock

On Monday

In summer

The above structures should only be given in their correct form in order not to create confusion in the students' mind. Thus, we should not exclude the ungrammaticality method of grammar teaching from textbooks, though it cannot be applied to the presentation of all the grammatical structures.

2.2.4. Grammar teaching methods: strengths and weaknesses

Before analyzing the advantages and disadvantages of grammar teaching methods, it is useful to present all the grammar teaching methods in a table as follows:

Table 10: Main traditional and recent grammar teaching approaches[28]

[28]This classification will be taken as a general reference for the whole research work; therefore, the chapters that follow will be based on this taxonomy.

Traditional approaches	Recent approaches
grammar-translation method	*consciousness raising approach*
rules learning and error correction	*communicative approach*
teaching grammar in context	*task-based approach,*
	comprehension-based approach
	ungrammaticality approach

Thus, according to Table 10, we have distinguished traditional grammar teaching methods which include *grammar translation, rules learning and error correction, teaching grammar in context* and the more recent ones. Here belong methods such as the *consciousness raising approach, communicative approach, task-based approach, comprehension-based approach,* and *ungrammaticality approach*. However, up to now I just described all these methods without pointing out their strengths and weaknesses. Thus, Sharwood-Smith (1988:52) writes:

> *A basic problem in teaching is to know how one has to tell a learner about the language and what to do with the language and to what extent mere practice will invoke the appropriate learning mechanism to cope with the task in hand.*

However, due to a large number of grammar teaching methods and particularly the lack of clarity in the correct use of these methods, it is still not easy to highlight any of the grammar teaching approaches as none of them is ideal, i.e. they supplement one another.

Thus, regarding the previously discussed methods of grammar teaching, it seems important once again to go through the strengths and weaknesses of each of the methods, as shown in the tables that follow:

Table 11: Explicit and implicit grammar teaching approaches: strengths and weaknesses

General approach to grammar teaching	Strengths	Weaknesses

Implicit	• Provokes thinking and analyzing abilities; • Grammar is not framed by rules and patterns.	• Not all patterns can be grasped by students; • Grammar looks like a piece of fragments; • Students are not accustomed to such an unusual approach; • Teachers have problems when selecting materials
Explicit	• Availability of materials • Teachers are acquainted with them. Grammar is structured	• Reduces thinking abilities; • Often brings to by heart rule learning; • The same structured tasks turn lessons to a routine; • Students are more focused on grammar rules than other language learning components such as vocabulary, pronunciation, orthography; • Other language learning skills are in shade

Table 12: Traditional and alternative grammar teaching approaches: strength and weaknesses

Methods	Submethods	Strengths	Weaknesses
Traditional	**Grammar-translation**	• Common for teachers • Good for memorizing some key structures by heart	• This method keeps students most of the lesson busy, preventing form other activities • Frequent use of the mother tongue • Prevents communication • Classes become monotonous
	Rules& error corrections	• Good for discussion of argumentative grammar patterns • Rules should be given as the last measure of explanation when the students are totally unable to elicit or understand grammar • Peer correction is good for better understanding	• Cannot be applied to all grammar structures • Will prevent the use of other activities implementation • Will show the language as a set of rules detached from natural language • Constant corrections may bring to students' discouragement • Brings to idealization
	Grammar in Context	• Develops associative language learning • Revise errors • Chance to hear contextual	• Low level students are not totally capable of neither reading big texts, nor

	(Discourse-based)	native speaker talk (Listening)	writing essays • Textbooks are not always appropriate for this approach
	Conscious-raising	• Provokes thinking and analyzing abilities; • Grammar is not framed by the rules and patterns.	• Not all patterns can be grasped by students; • Grammar does not look like a whole system but as a number of pieces or fragments. • Students are not accustomed to such an unusual approach • Teachers have problems when selecting materials
Alternative	**Communicative approach**	• Interactive tasks • Answers to the present day communicative language teaching approach requirements	• Gives too vague impression about grammar • Deficiency of activities in textbooks • Excessive use will bring monotonousness • Not applicable for teaching all the grammar patterns
	Task-based approach	• Increases motivation • Use of real language • Interactive for students	• Will be appropriate with the certain grammatical patterns • Not easy to implement in upper levels as the scope of grammatical patterns goes beyond the institution frames
	Comprehension approach	• A good complement for the task-based approach • Combines both explicit and implicit grammar teaching methods	• Too biased • Not applicable for all patterns • Not too clear for teachers • Materials deficiency
	Ungrammaticality approach	• Possibility of analyzing different structures	• Useful for a limited number of structures • May confuse students in choosing the correct structure

The table above provides an overview of the man pros and cons of all these methods of grammar teaching and, as explained above, it will be used as a reference when considering general flaws in present-day grammar teaching and the role of grammar in textbooks and teaching materials.

2.3. Techniques, activities and resources for the teaching of grammar

A fairly typical view of what our language is made up of and how it is put together can often be obtained from the inspection of most English-teaching materials (Rutherford, 1988:180). As we deal with the different approaches to grammar teaching, we should not forget about the activities and techniques that can be considered as the main components of grammar teaching methods. Harmer (1991:235) points out that the way the teacher behaves will change according to the nature of the activities. Consequently, the activities and techniques can be regarded as the major components (or determiners) of any grammar teaching method.

According to Ellis (2003:66), the research based on listen-and-do tasks has shown that such tasks are effective both as listening comprehension devices and as a means of presenting new linguistic materials to students. Thus, there are a large number of techniques and activities that are used in EFL classes. However, the question is whether all these techniques serve a good function in the general grammar-learning process.

There are a number of common activities that can be definitely found in any textbook[29]. Table 13 presents some of them.

Table 13: Common types of activities and techniques to be found in most textbooks:[30]

Fill in the blanks tasks	Error/Mistakes correction tasks	Raising grammar awareness activity.	Sentence restructuring/transformation tasks	Matching activities
• Put the (verb) into the correct form • Fill in the gaps… • Put the (verb) in the correct position in each sentence	• Underline the… • Correct the sentences below • Find the mistakes and discuss them	• Ask questions on…(particular grammar case) • Read rules and do the following exercise	• Write the sentences using … • Rewrite the sentences using… • Put the words in the correct order	• Match the items in column A with the corresponding ones in column B…. with … • Match the beginnings and ends of the questions

[29] See the list of textbooks given in section 3.2.2.
[30] The dots indicated in the examples may apply to any grammatical pattern of the target grammar.

However, some time ago with the appearance of audio technology, the tasks happened to be seen somewhat more interactive. For example:

- Listen and match the correct reply to each sentence (grammar-focused version);
- Listen to the sentences and decide if the speakers are referring to the past, present or future;
- Listen and choose the sentences…., etc.;

With the availability of computers and, more particularly, with the interactive boards in the classrooms, which allow students to complete the activities in groups by underlining, highlighting, erasing, etc. the task instructions happened to change their format. However, the instructions themselves remained unchanged as, for example, if earlier the students had to *fill in the gaps with the correct verb form*, now they are asked to *click on the gaps and choose the correct form of the verb.* Still, the instructions are the same, whereas the instrument of the activity implementation (computer) could only increase motivation and bring some diversity in contrast to the textbook.

Ur (1988:9) suggests four main stages as regards grammar teaching techniques:

a) Presentation (present text to a class where grammatical structures appear);

b) Isolation and explanation (focus on grammatical structures themselves);

c) Practice (series of exercises done both in the classroom and as a home assignment);

d) Test (learners do tests to demonstrate to themselves and to the teacher how well they have mastered the material they have been learning).

Moreover, Ur (2012:45) suggests the following grammar explanation techniques:

a) Explaining statements

- The teacher says the sentence in a normal way with a clear voice using correct stress and intonation. This may be done two or three times;
- The teacher isolates a particular feature of the model;
- The teacher distorts this feature showing how it is constructed;

- The teacher returns to the isolated elements;
- The teacher gives the normal model again.

b) Explaining question forms

c) Using hands and gestures

d) Accurate reproduction:

- choral repetition
- individual repletion
- cue-response drills

e) Correction

1. Showing incorrectness

a) Repeating

b) Echoing

c) Denial

d) Questioning

e) Expression

2. Using correction techniques

a) Student corrects student

b) Teacher corrects student

Such a direct classification of grammar teaching techniques could be highly appreciated some twenty or even ten years ago, but now, according to the already mentioned reasons, this approach to the present-day grammar teaching may be considered poor or even irrelevant. Still we can use some of these explanation techniques such as using *hands and gestures*, *correctness techniques* and *techniques showing incorrectness* to facilitate grammar teaching in classes.

Additionally, Harmer (1991:60) suggests several ways to introduce new grammar: *lead-in, elicitation, explanation, accurate reproduction, and immediate creativity*, which he defines in the following way:

- During the lead-in the context is introduced and the meaning or use of the new language is demonstrated;

- During the elicitation stage the teacher tries to see if the students can produce the new language;
- During the explanation stage the teacher shows how the new language is formed;
- During the accurate reproduction stage students are asked to repeat and practice a certain number of models;
- When the students and the teacher are confident that the students can form the new language correctly, they will move to immediate creativity.

In fact, such kind of neat approach to grammar teaching seems to be quite accurate and clear. However, today, some strict ways of introducing new grammar have become outdated, and the approaches to its actual teaching have changed a lot.

Some scholars (Ellis, 1990; Long and Freeman, 1991; Ruin, 1996) single out two more types of grammar teaching:

1) the one which focuses on a specific property of the target language;

2) the other that tries to make the learner aware of what the correct grammatical use of this form is. Such an approach to language presentation will be later discussed under the heading explicit and implicit grammar teaching methods.

Alongside with the already stated, the question of grammar teaching approaches has become a major concern of present day textbooks. Thus, with the general changes in grammar teaching methodology in recent years, the way the grammar information is presented in textbooks has changed as well. The greatest change is the existence of the grammar section in textbooks as a separate one and its spread over the whole coursebook via other language skills such as reading, writing and others. Consequently, the main point in this work will be the differentiation of grammar teaching methods not in its general understanding but mostly as a representation in recent textbooks. Corder (1988:133) defines four elements in the grammatical component of teaching materials:

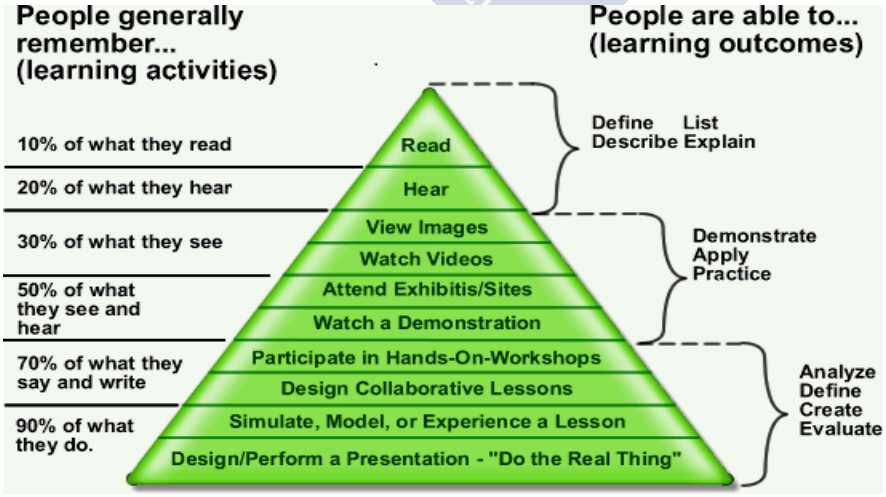
- Data and examples;
- Descriptions and explanations;
- Induction exercises;
- Hypothesis testing exercises.

However, often not all of these components exist in grammar teaching materials (mainly textbooks, or any other English language teaching materials).

Harmer (1991:23) writes that when we present grammar through structural patterns we tend to give students tidy pieces of language to work with. We introduce grammar which can easily be explained and presented. There are many different ways of doing this which do not (only) involve the transmission of grammar rules. Still the main target of the coursebook writers concerning grammar presentation in their textbooks will be the ability to present the relevant extent of instructions and activities for learners that will encourage them to produce the language which contains not only the target grammar but will generate meaningful utterances that can be used in class and particularly out of class.

(1969) proposes his famous Cone of Experience (see Picture 6, p.83) which serves as a model that incorporates several theories related to instructional design and learning process. In his experience, he talks about the general learning process. According to this "Cone", learners mostly remember the things that they do, say or write. If we apply Dales' ideas to grammar learning, we may presume that such activities that involve some actions (this may be games, role-plays, some task-based activities, etc.) are to be the most advantageous in remembering the learned materials. Written activities can be useful as well. Very small percent is allotted to reading, hearing and seeing which should be minimized in activities design.

Picture 6 Dale's Cone Pyramid (1968:108)



As previously mentioned, the 'Pyramid' concerns the learning process in general. However, we do not know for sure if this principle will work well with English grammar learning or not. Still, if not taken as a principle key for learning strategies, Dale's cone should be taken into account while considering the percentage of the activities and tasks designed for better understanding, learning and remembering grammar patterns in the future. Consequently, one of the main goals of the next chapter will be to come up with a list of the most frequent tasks and activities of grammar presentation and practicing, and to analyse their appropriateness for present-day English grammar teaching taking into account the importance of a communicative framework as such. The data obtained will help us suggest some common approaches that will facilitate the teaching of grammar within EFL teaching.

2.3.1. Creative grammar activities

Today, alongside traditional grammar teaching techniques there are a number of creative (interactive) grammar activities that focus on interactive grammar practicing. It is believed that most of the new textbooks offer now communication-focused activities as well as traditional grammar-focused exercises (Terrell, 1990:201). Thus, according to Terrell (1990:201), communication activities ask the student to convey information, ideas, opinions, to participate in a game, to role-play, or to hear and discuss information about the speakers of the target language. Grammar exercises offer the opportunity to hear and produce specific forms and structures of the target language. The following subsections will be focused on communication activities or, in other words, on creative activities that increase students' motivation and turn grammar teaching into something interesting.

2.3.1.1. Games

One way to practice grammar is through games. Rivonlucri (1984:3) was one of the first scholars who was particularly concerned with games for the teaching of grammar since they do not only motivate learners, but they also improve the students' abilities to use

English fluently. Rivonlucri (1984:3) emphasizes the importance of grammar games claiming, "I don't use grammar games as a Friday afternoon 'reward' actively – I use them as a central part of the students' learning process". Furthermore, in this book, he gives some examples of possible cases when games can be used in the classroom:

a) Diagnostically, before presenting a given structure to find out how much knowledge students have;
b) After a grammar presentation to see how much the group have grasped;
c) As revision of a particular grammar area.
Moreover, he also mentions the advantages of grammar games:

1. Students have to take individual responsibility for what they think grammar is about.
2. The teacher is free to find out what students actually know, without being the focus of their attention.
3. Serious work is taking place in the context of a game. The dice-throwing and arguing lighten and enliven the classroom atmosphere in a way that most people do not associate with the grammar part of a course. The 'game' locomotive pulls the grammar train along.
4. Everybody is working at once – the 15-30 minutes the average game lasts is as a period of intense involvement.

Thus, he enumerates a representative number of different games. Among them are the following:

1. *Competitive grammar games:*

In this type of grammar game, the author calls students to compete against each other. For example (Rivonlucri, 1984:9), the students are asked: to get organized in three groups to complete and find appropriate 'headless sentences…"

Another example of the same nature is this (Rinvolucri, 1984:33):

The students are divided into 6 or 8 teams of four people each. They are then asked to complete an oral quiz. The aim of each team is to get as much money as possible.

2. Collaborative sentence-making games

Another type of game is collaborative sentence-making when students gather together to complete task. They split into groups of five toseven, one group standing at the blackboard while the rest of the groups stand round the classroom. Each group is given a set of words in the cards (shuffled), two to four words to each student, and students are asked to find a sentence where all the words fit grammatically and intelligibly (Rivonlucri, 1984:68).

3. Awareness activities

These activities are a good tool if the teacher wants to use a consciousness-raising approach, i.e. to introduce a new grammar feature not by presenting the rule but by trying to dig up if the students can elicit the grammar rule from the pattern given. For example, the students are asked to write three sentences about the pictures posted on the board, expressing a different memory idea in each one. Then, the teacher should group the students and ask them to show each other their pictures and read out their sentences, enlarging on their memories where possible… (Rivonlucri, 1984:111).

4. Grammar through drama

One more activity called grammar through drama can be used with any area of grammar that the students can highlight for themselves. They can be asked to describe their living room and have the circle shout out the spatial prepositional phrases. They can compare themselves to other students in the group, etc. For example, students are divided in pairs and are given a translation sheet. The teacher tells the students that they have to decide which of the translations into English are correct. Sometimes one translation is right, sometimes more than one. Sometimes none of the translations are right – when this is the case they are asked to write in the correct translation themselves…(Rivonlucri, 1984:117).

5. Miscellaneous

Miscellaneous games will be a good complement to teaching approaches such as the task-based approach, since they require any kind of instructional activities that students may face in their real life. For example, one of the students leaves the classroom so that

the group designates another students as 'it'. The person outside comes back into the classroom and has to ask present perfect questions about the designated persons' experiences. The class may answer Yes or No…. (Rivonlucri, 1984:123).

Thus, such kind of language games (grammar games) can be a good complement to grammar teaching activities. Yet, they should be carefully thought out and be appropriately used.

Apart from Rinvolucri's grammar games, I can also refer to some other which seem to be quite popular as the ones that follow:

The simplest game is by making grammar cards with adjectives, verbs, adverbs, and nouns written on them to find the matches. The learner will learn to recognize the different parts of speech, practice reading and writing, and have a great time doing it. For example, the instructions might be the following:

Step 1: Shuffle the cards, and then deal 7 cards to each player. Place the remaining cards in a pile between both players.

Step 2: Any pairs of matching cards should be set aside. Players should sort their remaining cards by the four grammar sections (verb, adverb, adjective, noun).

Step 3: To start the game, player one picks out an unmatched card of her hand. She then states whether the card is an adverb, noun, adjective, or verb so the other player can find the card quickly.

Step 4: Player one should then ask player two if she has the matching word card.

Step 5: If she has the match, player two hands the card over to player one who sets the match aside and takes another turn. If player two does not have the card, she says, "Go fish!" and player one takes a new card from the deck. Then it's player two's turn.

Step 6: Continue the game until all the cards have been matched. Then each player counts the number of pairs she has. Whichever player ends up with the most pairs is the winner!] (retrieved from: <http://www.education.com/activity/article/go_fish_grammar/ Last access, November 2016>)

This type of activity keeps the learners involved and at the same time facilitates grammar learning. However, we should bear in mind that such kind of activities are more suitable for kids whose motivation mostly depends on competitions: playing games and having fun. As we deal with adult learners, games should not be so frequently used in class. Moreover, I believe that grammar games for adults should differ from those used for children. Some good games for adults are presented in this website: <http://eslgames.com/>. We find here engaging activities to practice the past continuous, for example:

First of all, the teacheris asked to inform students that a terrible crime was committed the previous night. Maybe someone broke into the school and wrote something terrible on the board or perhaps the teachers' secret biscuit stash was stolen. Then, the teachers tell students that they are suspected of committing this crime and that they will soon be interrogated in an attempt to find the guilty party.Students can be put into pairs and are told that they have a little time before the interrogations begin. They should prepare themselves and make sure they have a solid alibi. Finally, teacher should elicit a few examples of alibis, for example, *eating in a restaurant, watching a movie, being at the gym*.

Moreover, the students can be put into pairs and have them decide what their alibi is, make sure that each pair comes up with a different cover story. So, the teacher gives students ten minutes to flesh out their alibis and make sure their stories match. For example, "*what time did they arrive and leave?" "What were they wearing?" "What did they eat and drink?"*

The interrogation begins

The teacher selects the first pair of suspects and ask one of them to leave the room for a few minutes.The remaining members of the class play the role of detectives and question the remaining suspect. The teacher goes round the class and invites each student to ask one or two questions, for example: *What time did you meet? How did you get to the restaurant?* etc.Students should take notes in their notebooks to help them catch inconsistencies in the suspects' stories.When the questioning finishes, the teacher brings the second suspect back into the room and have the class now pose

the same questions to the second suspect. Students will be looking for inconsistencies and maybe setting traps to catch out the suspected criminal. (Retrieved from http://eslgames.com/alibi/ Last access November 2016).

Such an activity may entertain an adult learner and at the same time, it serves to practice the use of the past continuous.

All in all, grammar games are a good tool not just to present grammar and later to control its learning by students; it is also a good way to demonstrate students that grammar is not boring but important.

2.3.1.2. Jokes

One of the interactive ways to teach grammar is through jokes. Woolard (1999) suggests learning grammar throughjokes; however, this method is, first of all, designed for intermediate students and is mainly used as supplementary grammar practice. Still, it increases students' motivation, it is memorable, and can help to remember grammar. Even though most of the students do not understand the importance of jokes in textbooks, it is the task of the teacher to present them in a useful and meaningful way. Today, there are many sources, printed and digital, where we can find a huge number of materials that present grammar through jokes. One of them is this popular online website: esljokes.net <http://www.esljokes.net/contents.html >

This website provides a high number of jokes designed for students of different levels and covers nearly all grammatical topics to be practiced in an interactive way. For example, the following activity is designed for B2 students:

Text organizers: *but for...* etc.

[Adam was a student in a large university in London. He was living in a college hall of residence during his first year. After he had been there for a month, his mother came to visit.

'How have you been enjoying university life, then, Adam?'

'It's great, mom. Well, it's great, ***except for*** *my neighbors.* ***But for*** *them, it would be perfect.' 'So what's wrong with them?' his mother asked. 'They're such noisy people!', Adam replied. 'You see, the student who lives on the right hand side keeps banging his*

head against the wall, and won't stop. And the one on the left hand side screams and screams all through the night!' His mother sympathized with him,
'Oh, dear! You poor thing! How do you manage to put up with such noisy neighbors?'
'Well, there's not much I can do ***apart from*** *trying to ignore them,' he answered. 'I just stay here quietly in my room playing my trumpet!']*

The text (joke) is followed by several grammar activities like "complete these sentences so that the meaning stays the same. Use the word given in brackets" which is a good and memorable task to practice such constructions as but for, except for, apart from, etc.

Thus, jokes are one of the fun ways to learn grammar and get entertained.

2.3.1.3. Songs and music

Sons and music can also play a central role for the teaching and learning of grammar. Murphey (1992a:774) claims that songs are "good motivational tools (...) fun and relaxing, and they provide a class with variety and a break from textbook study". Thus, today many specialists work on the selection of the appropriate songs for grammar teaching. We can find songs for practicing parts of speech, verbal forms, voices, reported speech etc. *Grammar Songs* are a fun and interactive resource for teaching mostly children the basic rules of grammar, spelling and punctuation. This books series usually comes with an audio CD: the lyrics are fun and the tunes familiar and upbeat, making the songs catchy and memorable. Children can sing along using the lyrics provided and very quickly learn the songs, enabling them to recall numerous grammatical facts and rules. Among these books are the following:

1) *Grammar Songs* by Kathy Troxel, 2009
2)*Grammar Songs and Raps* by Herbert Puchta, Matthew Devitt, Gunther Gerngross, Christian Holzmann, 2012
3) *Songs to teach grammar, spelling and punctuation* by Caroline Petherbridge, 2014
Another source to find grammar songs are Internet websites specially designed to practice grammar through songs. Here is a selection of them:

<http://www.songsforteaching.com/grammarspelling.htm>

<http://www.tefltunes.com/grammarsongs.aspx>

<https://www.havefunteaching.com/songs/grammar-songs/>

<http://www.fluentu.com/english/educator/blog/songs-for-teaching-english/>

<http://www.isabelperez.com/songs.htm>

However, as in the case with games, this technique is mostly designed for young learners and should be used with adults just from time to time. I can provide a real example as an illustration taken from my own experience. I wanted to practice the past simple with a group of adult learners by singing the song of the Beatles "Yesterday". However, it was hard to convince some of the male students to sing since most of them felt shy and unconfident. I realized that this kind of activity is better to be practiced at home other than in class. Yet, songs are definitely a good means to practice language.

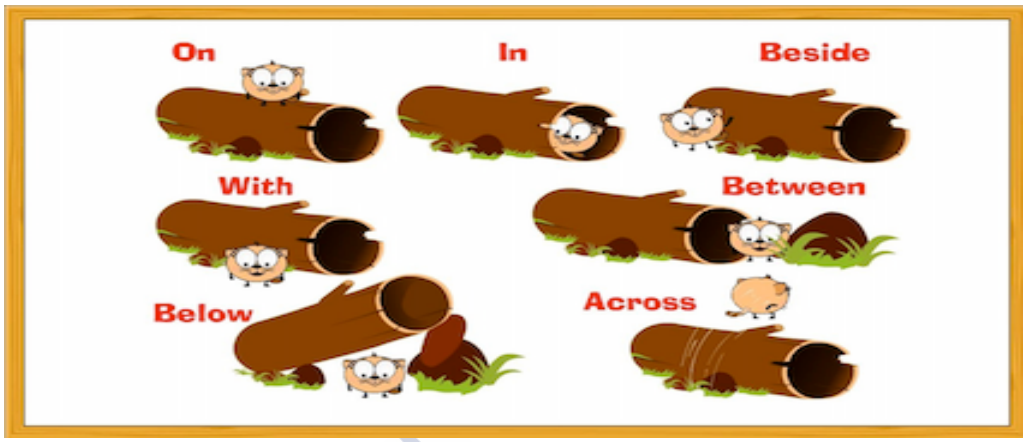
2.3.1.4. Pictures, flashcards, photos

A visual aid is defined as 'anything visible which helps your student master the language more quickly or more accurately' (Corder, 1966:9). As to Corder (1966:9), in language teaching anything visible can be used by the teacher to teach meaning". Thus, the author distinguishes interesting visual aids such as pictures, flashcards and photos. Often the purpose of teaching grammar through visual aids is to develop students' listening, reading, speaking and writing skills. Moreover, such visual aids are very important in the teaching of grammar.

Wright (1984:130) argues that "at some stages in teaching and learning sequences the teacher will probably want the learner to become consciously aware of the grammatical principle behind the new language being learnt." Visuals help there in many ways. To explain this, Wright (1984:121) provides an example of visual material used for a statement of principle. There are two pictures of a cat. In the first one, the cat is eating a fish, in the second one, there is evidence that the cat has eaten the fish. These pictures help students to develop their attention skills and to see the difference between the different verbal forms.

Another example can be illustrated in the following way: (see Picture 7).

Picture 7: Learning prepositions through picture (retrieved from <https://www.youtube.com/watch?v=GKGVEQ-14t0>; last access November 18)



This way of teaching prepositions is much more effective than a boring explanation or learning it by heart. In this case, we may say that learning grammar through pictures can be highly beneficial both for kids and for adult learners which is also proved by Dale's Cone that says that in 50% of the cases we remember the things that we see (cf. section 2.3). Thus, photos and flashcards can play a very positive role in the learning of grammar since students may perceive grammar not by learning some particular rules but also by eliciting the grammatical structure from visual materials.

2.3.2. New technologies applied to the teaching of grammar

In the last few years, technology has become an inseparable part of education. Crystal (2001:2) states that technology nowadays offers all students opportunities to learn in ways which were not previously possible. Thus, teaching grammar via technology is not an exception since today, apart from textbooks, there are thousands of other materials and digital sources (webpages, radio, TV, apps, programs, YouTube, etc.) to learn and practice grammar. Crystal (2001:3) gives a good example of technology use. According to him, technology provides an increasing range of services enabling unprecedented number of people to be in touch with each other through electronic mail (e-mail), discussion groups, and the provision of digital pages on any topics. Moreover, functional information, such as electronic shopping, business data, advertisements, and

bulletins can be found alongside creative works, such as poems and scripts, with the availability of movies, TV, programs, and other kinds of entertainment steadily growing (Crystal, 2001:3). I would like to point out that such an approach to the technological use can be a good complement to modern teaching methods such as the task-based approach or the communicative one. Thus, instead of giving a task that may not seem to be realistic (i.e. to go and book a ticket, to buy something, etc.) students may do it online. Moreover, an approach such as grammar in contextcan be easily applied in classes since many specialists consider the Internet as the main source of all types of authentic and adapted texts (contexts). This provides opportunities to use texts for teaching grammatical patterns. That is, whatever else internet culture may be, it is still largely a text-based affair. Spoken language has a limited presence in the Internet, through the use of sound clips, and video; but the use of speech will undoubtedly grow as technology develops (Crystal, 2001:9). Finally, grammatical, lexical, and discourse features play, of course, a distinctive role in all spoken varieties of a language, as they do in the written medium. A television commentary is not distinctive solely in its pronunciation but also in its use of grammar, vocabulary, and general organization as well. Hence, spoken language can be positively practiced by using technology which also means learning grammar via listening and speaking. This is also a good possibility for teachers to fill in the gaps found in textbooks which usually lack good listening and particularly speaking activities. Thus, in order to be more specific, I will comment on some of the technological tools and on their importance in EFL grammar teaching and learning.

2.3.2.1. Smartboards and projectors

While the traditional white board already gets everyone's attention, the electronic device is a new technology that is slowly gaining popularity due to its interactive power. In fact, a smartboard is a sophisticated replacement of the traditional projector, which was used in regular classes some time before. Thus, what are the advantages of the smartboard for grammar teaching? There are several major cases when the smartboard is necessary: one of them is when doing collaborative work. If some years ago students

were asked to complete an activity and then do peer or teacher-student correction, today, there is an opportunity to have a group work activity on error correction. Moreover, students can discuss the grammatical patterns all together, using such functions of the smartboard as underlying, circling, drawing a cross, erasing, etc. Apart from that, a quick access to the Internet, as well as the use of programs such as *power point* and *prezi* can help teachers and students do interesting presentations. Moreover, programs such as skype and some different platforms provide the media for joining different webinars, lectures or even get connected with other educational institutions around the world.

2.3.2.2. Apps

Thousands of learners and instructors around the world are using the Internet and computer-assisted technologies to teach and learn listening, speaking, reading and writing skills as well as vocabulary and grammar. Recently, a number of interesting apps have been designed for practicing grammar. The most popular among them, as suggested by the Apple corporation, are the following:
Action Words - This app focuses onhelping kids learn new action wordsby showing gorgeous photographs where the actions are clearly acted out.

My Grammar Lab - focuses on activities topractice exercises to improve grammar on the go. Covers such levels as A1 and A2.

Practice English Grammar 2 - helps students learnEnglish grammar with the principle "Practice makes perfect". *Practice English Grammar* contains many pages of grammar lessons explaining the grammar topics of the tests.

Other applications can also be easily downloaded to telephones or tablets, or any other electronic devises. They are mostly designed by big corporations that produce portable electronic devices.

On the other hand, many people agree that apps can be a useful supplement when you are learning a language – but not a substitute. They can help you learn some words and some basic constructions, but they are not going to allow you to leap into a

conversation in a new language. Thus, apps are often free, and they promise all kinds of cutting edge features, such as adaptive algorithms to suit users' learning speed to boost motivation. It is also said that apps can provide members of poorer communities with access to language learning without spending money on textbooks, grammar books and other language teaching materials. We can say then that they are a good complement to language teaching sources that motivate learners and provide opportunities for a better learning of the target language.

2.3.2.3. Software

Grammar software plays a crucial role in language teaching. It is used when additional material is required, that is, when a teacher cannot find what they need in textbooks.
The most popular software are *grammar check online*, *free grammar checker*, *online editor*, etc. They can be a good tool for rules learning and error correction, since they target not only at doing the task but also at correcting mistakes.
Thus, there are several sample sites of grammar software, such as the following:

<https://www.grammarly.com/>
<http://www.grammarcheck.net/editor/>
<http://www.englishsoftware.org/>
<http://www.grammarcheckforsentence.com/?gclid>
<http://www.macmillandictionary.com/dictionary/british/grammar-checker >
(Lase access to these websites was November, 2016)

The last one is suggested by Macmillan and is concerned not only with grammatical issues but also with some other areas of language teaching and learning, such as phonetics, vocabulary and spelling.

2.3.2.4. Blogs

Technically, a blog is something rather simple; it is a type of website usually arranged in chronological order from the most recent "post" at the top of the main page to older

entries toward the bottom (Güttler, 2011:59). The structure of blogs permits (1) comments to be left by readers and links to other blogs; (2) they also allow the "feeds", which are automatic publications of content from other sites and blogs, and (3) the content of a blog may be sent to other blogs for publication (Güttler, 2011:59). In recent years using blogs has emerged as a language learning tool, and accordingly, it has become central to EFL (Selami, 2014:244). Consequently, today many experts in teaching English as a foreign language have their own blogs where they suggest different language practicing activities. If we have a deep look at any of the blogs, we can see that grammar is one of the most important issues that is generally discussed in most of them. Some of the best blogs on grammar are the following (last access, October 2016):

1. <http://ddeubel.edublogs.org/>
2. < https://ellclassroom.com/ >
3. < http://blogs.edweek.org/edweek/learning-the-language/ >
4. < https://www.grammarly.com/blog/ >
5. < http://www.thesaurus.com/ >
6. < http://www.grammarbook.com/ >
7. < http://www.grammarphobia.com/blog >
8. < http://public.wsu.edu/~brians/errors/ >
9. < http://www.englishgrammar.org/ >
10. < http://grammar.ccc.commnet.edu/grammar/ >
11. < http://www.perfect-english-grammar.com/english-grammar-blog.html >
12. < http://dailygrammarlessons.blogspot.com/ >

Thus, blogs can be turned into a real language teaching tool and can highly motivate learners in their study of English.

2.3.2.5. Websites

Websites might be regarded as online teaching tools which can be very effective resources both for learners and teachers (Kir and Kayak, 2013:2789). Today, we can count thousands of websites that have facilitated the work of EFL teachers in terms of selecting appropriate language teaching materials that cannot be found in textbooks. Needless to say, that nearly all EFL websites apart from the four major language skills contain a grammar section which is full of different activities designed for all levels.
Thus, I will give a short list of the most popular websites that are generally used for the practice of grammar (last access, October 2016). They have been organized according to the students' level:

A1- A2 Levels

Grammar Gold: It offers a number of exercises in order to learn grammar from scratch. The website also supports audio for the text written over the site.
<http://www.harcourtschool.com/menus/preview/harcourt_language/goforgold.html>
Grammar Practice Park: This website helps to nourish grammar skills with fun. Here students explore a park and play the games to practice their grammar skills. Children can click on each game to have fun and practice.
<http://www.harcourtschool.com/menus/preview/harcourt_language/grammar_park.html>

Bitesize KS1 is an initiative from BBC to help beginners learn grammar with fun. Children can learn grammar by doing various funny activities and learn more about literacy. < http://www.bbc.co.uk/bitesize/ks1/literacy/ >

Grammar Man Comic is the best way to learn grammar at beginner level with lots of fun. The presentation of the website is in the comic form that makes children feel that they are reading a comic while practicing grammar.

< http://grammarmancomic.com/comicsgman.html >

B1- B2 Levels

The English Club: This website will guide learners by introducing them into the basics of grammar. Here grammar lessons are in the form of quizzes to check the learner's understanding of the lesson. Learners can initially read the lesson and then can take a quiz to see up to what extent they have fully grasped a particular grammar point.
< http://www.englishclub.com/grammar/index.htm >

Grammarly Handbook is another website that helps students in the learning of various topics of grammar. This website is easy to navigate and every part of it starts with examples before giving a comprehensive explanation of the lessons. However, the language of the website is slightly advanced and that makes somewhat difficult to understand the lesson.
< https://www.grammarly.com/handbook/ >

Study and Exam is a website that is good for beginners as well as for intermediate level learners. Here detailed explanations of the parts of speech as well as of other components of grammar are provided.
< http://www.studyandexam.com/learn-english.html >

Grammar Bytes: The content of the website is very interesting and easy to understand. Here learners can find various exercises as well as interactive quizzes. The short, clear and informative explanations will help learners understand things better. This website also offers multimedia explanations that include You Tube Videos.
< http://www.chompchomp.com/ >

C1- C2 Levels

Brainpop is an interesting website thatoffers advanced level activities and tasks for learners who want to improve their knowledge of grammar. This website was founded in 1999 and has very engaging contents that help students learn and educators teach their students.
< https://www.brainpop.com/english/grammar/ >

Road to Grammar is also among the best websites where people can learn advanced grammar. Learners can find many amazing and interactive quizzes as well as lessons that help to nourish grammar skills.

< http://www.roadtogrammar.com/junior/ >

There also other interesting English language websites such as:
Guardian weekly: < http://www.roadtogrammar.com/junior/ >
BBC teaching: < https://www.teachingenglish.org.uk/teaching-teens/resources>
Onestop English: < http://www.onestopenglish.com/grammar/ >

Apart from all the above mentioned resources, learners can also benefit from some TV shows, radio programs, etc. that target at teaching English as well as grammar.

2.4. General summary

In this chapter I presented the most important grammar teaching methods and techniques that are currently used in the teaching of English. I started by defining grammar, making clear its importance and commenting on its central role in the teaching of English. I also claimed that even if some scholars and language instructors defend the iirelevance of grammar in the learning of English, most scholars contend that English cannot be totally learnt without knowing its grammar. To support this, different scholars (Larsen-Freeman, 2012; Celce-Murcia & Hills, 1988; Ellis, 2003; Sharwood-Smith, 1988, etc.) suggested different approaches to grammar teaching which were roughly classified into traditional and recent. Thus, among the traditional approaches we included the grammar traslation method, the rule learning and error correction method, andthe teaching grammar in context. Alternatively, approaches such as the consciousness raising, the communicative, the task-based, the comprehension and the ungrammaticalityapproaches were classified under the label of recent methods. Moreover, to draw some preliminary conclusions, I discussed both the strengths and weaknesses of each of these grammar teaching methods and showed that each of them

has both advantages and disdvantages, and that our major task is to apply each of these methods to different grammar areas correctly.

In this chapter I also discussed the techniques, activities and resources for the teaching of grammar. I illustrated with examples some creative grammar activities and new technologies applied to the teaching of grammar. Among the most popular techniques found in textbooks I distinguished activities such as 'fill in the blanks', 'error correction', 'raising grammar awareness', 'sentence restructuring' and 'matching' activities. Moreover, I also referred to more interactive grammar teaching activities, such as games, jokes, songs and music, pictures, flashcards and photos activities. As regards the new technologies applied to the teaching of grammar, it is important to mention important technological tools such as smartboards, computers, projectors, tablets, apps and even telephones. Furthermore, a number of websites, applications, software and blogs were suggested as a supplementary material to present, practice and teach grammar.

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CHAPTER 3

TEXTBOOKS EVALUATION THEORETICAL AND PRACTICAL CONSIDERATIONS

Introduction:

This chapter consists of two parts, a theoretical and a practical one; the first deals with the importance of evaluation, its role in the EFL teaching domain, and mainly the essence of textbooks evaluation, its reasons, purpose and implications. In the practical part, I will evaluate twenty mainstream EFL textbooks that are widely used in Azerbaijan and worldwide with particular attention to the way grammar is presented and the pedagogical approach adopted in each of them. This study is derived from the assumption that today a large group scholars and teachers contend that grammar should be eliminated from the language teaching curriculum and even from textbooks.[31] In contrast, another important group of linguists, language instructors, teachers and students support the idea that grammar cannot vanish from present-day language teaching. Moreover, while attending some conferences, training sessions and seminars I had some informal talks with young researchers, linguists and experienced scholars coming from different countries who maintained that we cannot exclude grammar neither from textbooks nor from language

[31] 'Grammar free method' is the label I use to refer to this method.

teaching programs although we should consider a new representation of grammar in them. Thus, many language specialists believe that grammar is a substantial part of any language (in our case, we refer to English), which has recently surrendered its position to communication skills and is viewed somehow differently. Thus, the "old-fashioned" ways of grammar teaching often bring to EFL students' comments such as: "I don't want to learn useless grammar rules"; "I don't need to know grammar, I need to speak English". On the one hand, this seems to be a justified position towards grammar learning since most of the EFL learners are interested in the final product of their learning but not in the actual components of this product (i.e. its process). Nevertheless, as language teaching specialists we know that it is not possible to learn a foreign language without learning its grammar. Consequently, the most reasonable action that we can take concerning grammar teaching is to find new and innovative ways of presenting and practicing it by using a methodology that motivates and attracts students. Thus, being aware of the indisputable role of textbooks in the English language teaching process, it seems of great significance to start by examining modern textbooks and analyzing up to what extent the way of presenting grammar has changed in these textbooks over the last decades. It is logical to think that we cannot bring any changes for the future without being acquainted with the past and the present state of the situation.

3.1. Part 1: EFL textbooks evaluation

3.1.1. Textbooks, EFL materials and their importance in EFL classes

Teaching a foreign language to a group of students can be compared to acting on a stage. In simple words, the EFL teacher is not only a person who tries to make their students learn a language, but before that, he or she is a person, a human being, who acts in front of an audience. However, like actors who have to wear different costumes, prepare their speech and use different artistic techniques to persuade the spectator, a teacher should also use some tools and techniques to persuade their students. Definitely, teaching materials are one of the main sources in each class which sometimes save learners from teachers' deficiencies (Allwright, 1975:8).

The question then is: what do we mean when we say materials? Is it just a book which helps teachers follow the program, or is it a pile of books and other resources that are concerned with the learning of a language as teaching aids? Surely, all of us know that the word 'materials' is a very broad notion. So, if I started considering all the existing language teaching materials, or at least some of them, I would need ages to complete this work. At the same time, if every teacher uses the materials in their own way, without any goal and purpose, the teaching process will be chaotic. Thus, according to Rossner and Bolotho (1995:133), "materials may contribute in some way, but they cannot determine goals." Textbooks can then be regarded as a superior form of language teaching materials which aim to regulate the language teaching process.

Similarly, many researchers (Ur 1988; Hutchinson and Waters 1993; Cunningworth 1995) agree that a 'textbook' or a 'coursebook' is one of the most essential and important components of the language teaching materials. Cunningsworth (1995:7) also defines the multiple roles of textbooks. In this respect, he claims that they are:

- A resource for the presentation of material (spoken and written);
- A resource of activities for learner practice and communicative interaction;
- A reference source for learners on grammar, vocabulary, pronunciation, etc.;
- A source of stimulation and ideas for classroom language activities;
- A syllabus including learning objectives which have already been determined;
- A resource for self-directed learning or self-access work; and, finally;
- A support for less experienced teachers who have yet to gain in confidence.

Harmer (1991:257) also maintains that the use of textbooks is of great benefit for both teachers and students. Consequently, if the textbook is good, it covers most of the above mentioned aspects and it will serve a good purpose for a teacher – but if not, the teacher will need to make use of other language teaching materials. According to Richards (2006:3), textbooks constitute the basis for much of the language input learners receive and they are central for the language practice that occurs in the classroom. Textbooks also are an effective way of providing the learner with security, systems, progress and revision, whilst at the same time saving precious time and offering teachers the resources they need to base their lessons on (Tomlinson,

2012:158). However, in order to be appealing to both teachers and students, from time to time, textbooks should be reconsidered i.e. new information in terms of language and its components, language teaching methods, contents, etc. should be incorporated in them. In other words, being the major instrument of language teaching, textbooks are more likely to introduce changes that may lead to innovations. Thus, every year publishing houses produce thousands of textbooks adding to their general titles expressions such as "New", "Modern", etc. (*New Headway*, *New Cutting Edge*, *A Modern Course of English*). The main question here is: Are these textbooks really new and modern? Do they meet present-day requirements? Has the author done the cardinal changes in presenting the grammar, vocabulary or any other aspect of the language? Sheldon (1988:239) writes that textbooks merely grow from and imitate other textbooks, and do not admit the winds of change from research, methodological experimentation, or classroom feedback. A few years later, Tomlinson (2012:152) adds that most of the writers rely heavily on a retrieval form – a repertoire, cloning successful publications and spontaneous 'inspiration'. In other words, some of the writers rely mostly on a new cover and on more vivid pictures rather than on the actual content of their textbooks. The reason for this is that authors themselves and especially publishing houses seem to be afraid of producing a textbook which will adopt a totally new approach to language teaching. First of all, this happens because there is not yet a widely-accepted method or approach to language teaching and many teachers and scholars are presently in the search of it. Secondly, the question of innovations phobia again comes up; the fear that the teacher will not understand the authors' ideas and will not be able to use the textbook correctly. Thus, very little changes can be observed in annual textbooks publications and, unfortunately, teachers have to imitate the methods of the best-sellers.

At the same time, it will be wrong to blame the authors for their repetitions. One can never improve anything unless s/he experiments that by him-/herself. In order to know what works badly and what can be a good way of rapid language learning, textbooks should first be evaluated. As to Roberts (1998:51) "innovations, especially externally funded ones, compel evaluations". Thus, in the present dissertation I will try

to show the relevance of textbooks evaluation, which can be a good start when taking innovative risks.

3.1.1.1. Textbooks and Learners' Needs

Before emphasizing the importance of textbook evaluation and claiming that one of the most significant characteristics of any textbook is to meet the learners' needs, we should clearly know exactly what these learners' needs are. So, "how does the textbook relate to the needs of the learners?" (Tomlinson, 2003:47). According to Tomlinson (2003:134), the basic structure of any textbook is a transition from the simplest content to a more difficult one, i.e. the learners need to learn 'simple' structures first and then move systematically on to more 'complex' ones. In other words, most textbooks are based on a linear model of language learning, leading from the simple to the more complex grammatical structures and vocabulary as well (Mares, 2003:130). This kind of structure will allow students, first of all, not to lose motivation and also to reach a definite level in the target language. At the same time, learners expect textbooks to make learning easier and more enjoyable (Cunningsworth, 1995), i.e. the content of the textbooks, the activities and language presented in them should be interesting and at the same time challenging. Thus, following the general principles of textbook construction, Cunningsworth (1995) proposes some general requirements to textbook writing with the consideration of the learners' needs:

- There should be a controlled presentation of language;
- Rules need to be learned, either inductively or deductively;
- There should be a balance of accuracy and fluency;
- Skills need to be learned both separately and in an integrated way;
- Communicative practice should resemble real-life language use;
- Learning and acquisition each have their place;
- Learners should be actively and fully involved in the lessons;
- Learners should use language creatively and activities should be personalized, where possible; and, finally,
- Learning activities should be varied.

At the same time, by focusing on 'learners' needs', we clearly understand that all learners are different, and what works for one learner will not work for another. Thus, the main difficulty for a textbook writer will not only be the balancing of the content i.e. theory and practice, but making it so universal that it may fit most of learners. Thus, alongside the language, textbooks should form a general conception about the country, its culture and tradition of the target language. At the same time, while writing a textbook, the author should not forget that the learners may come from different countries and with different backgrounds, traditions, customs, views, etc. Consequently, it will be extremely important to take into account learners' culture, age, and even consider both sexes, i.e. to ensure that the textbook sets its material in social and cultural mores, age, group, etc. (Cunningsworth, 1995:90). Hence, the author should keep a balance between the presentation of the values in the countries of the target language and the learners' own values. Moreover, Karavas-Doukas (1998:25) maintains that, apart from the development of students' linguistic repertoire and sociolinguistic skills, textbooks should strive to have students discover new knowledge about the language, make choices and actively participate in the learning process rather than passively accept and digest new information. Consequently, textbooks are designed to give cohesion to the language teaching and learning process by providing direction, support, and specific language-based activities aimed at offering classroom practice for students (Mares, 2003:130). According to Rea-Dickins (1992), a particular view of culture has become influential within the field of Applied Linguistics in its interest in the teaching of culture along with the teaching of the language. Thus, the perceptions of culture are paralleled with the perceptions of language and the concept of target language teaching (L2) is transferred to target culture teaching (C2).

Thus, one of the main questions is how to achieve the balance between language and culture (context). Cunningsworth (1995:90) suggests that, in addition to the physical context, the relationship, modes of behavior and intentions of the characters should be interpretable by students, so that they can relate the language used to its purpose in the social context. I believe that some people will agree with the idea that it would be more practical to do writing on the process of pudding cooking than on the cooking of Spanish 'tortilla', or the Azerbaijani 'dolma'. No doubt that the learner of

English should first be acquainted with the culture and cuisine of the target language and then enlarge their knowledge by learning about other countries and their culture as well. Another example of this can be the presentation of the political system in Africa at an earlier stage of language learning which is followed by the presentation of the political systems of Great Britain or the United States. That is for sure that such nuances should be treated deeply. For this reason, Dickens (1992:19) considers the evaluation of context to be of fundamental importance. However, not only cultural values in textbooks are important, social, psychological, pedagogical validity is of great relevance as well. The author should not disregard important factors such as teachers' abilities, skills, beliefs and views. It is not a secret that there are countries where the notion of independence does not carry the same concept as it does in the US or any other developed country. At the same time, there are still countries where some topics such as sex, abortion, or even those related to love relationships are regarded as taboos and the writer of a textbook should treat them in a very delicate way in order not to puzzle either the learners or the teacher.

Alongside cultural perspectives, teaching and learning approaches in the textbooks should be considered as well. The textbook writer should always keep a balance between theory and practice. A book with huge grammar explanations will definitely be too boring, whereas a lot of drilling exercises will exhaust the learner and may bring about negative attitudes towards language learning. Many of the learners, young and old, quickly become disillusioned because of inappropriate or stultifying methods and materials (Rossner and Bolotho, 1995:5). Moreover, we cannot forget about such an important aspect of English as the four major skills, i.e. reading, speaking, writing and listening. Thus, apart from all the aims and targets that we claim from textbook evaluation, one of the main purposes of this evaluation process is to see up to what extent there is a good balance in the treatment of the four main language learning skills; otherwise a unilateral approach to language teaching may exhaust most of the students. It is also clear that grammar must be present in the language skills as well because one can hardly imagine any grammar pattern which later will not appear in a reading text, a listening exercise, a speaking section or even in writing. Thus, we need to check if the course deals adequately with all the four skills, taking the level and

overall aims into account, and also if there is a suitable balance between them (Cunningsworth, 1995:64), i.e. if all these four skills are equally distributed in terms of numbers of pages, exercises and subunits devoted to each of them.

However, according to Richards (2001:3), no commercial textbook will ever fit perfectly for learners' needs. He distinguishes two factors that are involved in the development of commercial textbooks: those representing the interests of the author and those representing the interests of the publisher. In fact, these two factors almost never coincide, that is why those textbooks that are externally attractive often may not correspond to the course needs whereas the books with simple unattractive colours and few pictures usually are not appealing for the users.

All in all, in order to consider all the factors that should be taken into account when writing a textbook, the bulk of the textbooks should pass a good evaluation which will reveal the deficiencies and bring them to general conclusions.

3.1.2. Evaluation and its importance in EFL teaching

Evaluation means different things to different people (Anderson, 1998:164). A large number of researchers (Hutchinson and Waters, 1987; Weir and Roberts, 1994; Lynch, 1996; Ellis, 1998;Kiely and Rea-Dickins, 2005) give their own definition of this notion, some of them claiming that evaluation is a form of enquiry ranging from research to systematic approaches to decision-making; others postulate it as a process of systematically collecting and analysing information in order to form value judgments based on firm evidence. Kiely (2005:5) states that evaluation is a part of the novice teacher's checklist to guide the development of initial lesson plans and teaching practice, a process of determining learning achievements or student satisfaction, and a dimension of the analysis of data in a formal evaluation or research study. Being used somewhat ambiguously in relation to other terms such as assessment and testing (Lynch, 1996:2), in this work, I will strictly refer to textbook evaluation, which I find to be of great importance in English language teaching.

Thus, the process of evaluation is not as simple as it may seem at first sight. Before asking – "what is the purpose of evaluation?" – we should understand what we

mean by evaluation. In general, evaluation, like selection, is a matter of judging the fitness of something for a particular purpose (Rubdy, 2003:37) thus, being an intrinsic part of teaching and learning (Rea-Dickins, 2000:3). Evaluation is about making judgment calls: *yes* or *no*, in or out, buy it or do not buy it, thumbs up, thumbs down (Bird, & Schemann, 2012: 284). In fact, evaluation is not restricted to the context of education; it is a part of our everyday life (Rea-Dickins, 2000:3) which can be both formal and informal. However, as we deal with language teaching and, more particularly with textbooks, we will consider the notion of evaluation in the context of language education.

When it comes to materials evaluation, Harmer (1991), for example, distinguishes seven major headings: practical considerations, layout and design, activities, skills, language type, subject and content, and guidance; however, it is hard to find any material and particularly a textbook that will correspond to all these parameters. It is also true that evaluations are rarely perfect (Weir and Roberts, 1994:132), however, even some results can lead to improvements and give way to innovation. For this reason,

> *.... evaluation should be principled, systematic and ask relevant questions. It is about forming a judgment, and providing evidence, about the worth of something. The responsive dimension of evaluation, in addressing the needs of stakeholder requirements, highlights the utilization function of evaluation in professional practice, with evaluation feeding into decision making. Evaluation is this intended to have immediate utility for policy shaping and is expected to be influential in short-term decision making* (Rea-Dickins, 1998:11).

Evaluation involves collecting and using information to judge the worth of something (Millman & Daling-Hammond, 1990:20); it needs careful identification of relevant questions, systematic investigation and may make contributions to developing professional practice (Rea-Dickins, 2000:18).

Moreover, evaluation can often bring positive effects because when we consider the strengths and weaknesses of materials, we can filter the best and achieve perfect results. Thus, evaluation can be considered as a very important step in the improvement of many processes and in our case, as we deal with the evaluation of textbooks for the

sake of innovations and later development of the teaching process, we should mainly know our reasons and purposes for taking these steps.

3.1.2.1. Reasons for evaluation: its aims, purposes and functions

Evaluations are requested for a variety of reasons; in fact, the most important question that has to be addressed at this stage is: Why is this evaluation required? (Alderson, 1992:275). Depending on who is going to evaluate what, the scope of reasons may vary from several to dozens. One reason may be explaining and confirming existing procedures (Rea-Dickins, 1998:8), where the purpose of the evaluator is to learn why something is working well, or another reason may be obtaining the information that can bring to innovation or change.

Brown and Rodgers (2002:247) consider that one of the reasons for undertaking an evaluation process is of general importance in education studies in terms of money and energy invested in them over the years. For instance, very often, universities spend a lot of money to buy new textbooks in order to introduce some kind of innovation in English language teaching; however, due to some reasons teachers cannot work with this book or it simply does not suit the curriculum of the institution. Students invest substantial sums of money in tuition and materials for learning English (Rossner and Bolotho, 1995:5) and then it happens that they should put the books aside because of their inappropriateness. Such cases seem to be very frequent in many institutions and in order to prevent them textbook evaluation is crucial.

Unlike the reasons for evaluation which should be precise according to the subject to be evaluated, the purposes of evaluation can be carried out in a variety of ways (Rubdy, 2003:41). One of the general purposes, however, is to collect information systematically in order to indicate the worth or merit of a program or project (Weir & Roberts, 1994). There is a need to implement an evaluation which yields results (Rea-Dickins, 1998); otherwise, the evaluation will serve for nothing. Taking into account that language is pragmatic by its very nature (Rea-Dickins, 1998), evaluation should be, first of all, of practical use to teachers, learners, course leaders, etc. Evaluation feeds directly into policy-making or action directed at course improvement, it is an inherently

practical affair (Ellis, 1998:9) and naturally, its purpose could be expanded to include an evaluation of the teacher's performance, classroom dynamics, student's performance, available resources (Brown & Rodgers, 2002).

Generally speaking, researchers differentiate between two main evaluation purposes, *general purposes,* which includes evaluation for the purpose of accountability, evaluation for the purpose of curriculum development, and evaluation for the purpose of self-development; and *specific purposes*, i.e. evaluation of the classroom learning materials (textbooks) (Rea-Dickins, 2000:27). That is not only the old printed textbooks but also new textbooks could be evaluated to see what it might be good for and in what situations they could be expected to be successful (Cunningsworth, 1995).

Thus, before starting any evaluation, we should give count to the types of evaluation, its criteria, and see which of them we can use for our analysis.

3.1.2.2. Types of evaluation

Evaluation differs in purpose, in personnel, in formality and in timing (Tomlinson, 2003:23). So, all these parameters bring about different types of evaluation. Concerning this matter, some scholars (Sheldon, 1988; Cunningsworth, 1995; Lynch, 1996; Tomlinson, 2003) divide the evaluation process into three stages (i.e. into two types): *pre-use, in-use,* and *post-use*. They mostly bring the examples from textbooks evaluation domain; however, these types of evaluation may occur in other cases as well (for example, language teaching methods evaluation, material evaluation, etc.).

Defining the *pre-use* evaluation, Cunningsworth (1995:15) maintains that "evaluation can take place before a textbook is used, during its use and after use, depending on circumstances and the purposes for which the evaluation is being undertaken". He also adds that the most common type of evaluation – *pre-use* evaluation is also the most difficult, as there is no actual experience of using the book for us to draw on. In this case we are looking at the future or potential performance of the textbook.' Tomlinson (2003:23) gives a briefer definition of the *pre-use* evaluation,

saying that it involves making predictions about the potential value of materials for their users.

The second type of evaluation is *in-use* evaluation, which refers to material evaluation whilst the material is in use (Cunningsworth, 1995:14), for example, when a newly introduced textbook is being monitored or when a well-established but ageing textbook is being assessed to see whether it should be considered for replacement. Tomlinson (2003) calls this type of evaluation a *whilst-use* evaluation. According to this scholar, such kind of evaluation involves measuring the value of materials whilst using them or whilst observing them being used. This type of evaluation can perfectly fit textbook writers and especially teachers, who can organize their evaluation process in a planned and structured way. Thus, Tomlinson (2003:25) suggests the following list of points that can be measured during the whilst-use/in-use evaluation:

- Clarity of instructions;
- Clarity of layout;
- Comprehensibility of texts;
- Credibility of tasks;
- Achievability of performance objectives;
- Potential for localization;
- Practicality of the materials;
- Teachability of the materials;
- Flexibility of the materials;
- Appeal of the materials;
- Motivating power of the materials;
- Impact of the materials; and, finally,
- Effectiveness in facilitating short-term learning

At first sight, the above list may seem too broad and somehow unrelated to textbook evaluation, however, if we remember that up to now a textbook has played the role of curriculum instructor, teacher guide, and it is the most commonly used EFL material, all the above mentioned points will be highly relevant for textbook evaluation.

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Finally,*post-use* evaluation provides retrospective assessment of a textbook performance and can be useful for identifying strengths and weaknesses which emerge over a period of continuous use (Cunningsworth, 1995:14). It should be considered as the most valuable type of evaluation as it can measure the actual effects of materials on the users (Tomlinson, 2003:25). Evaluation of this kind can be useful in helping to decide whether to use the textbook in the future, particularly with respect to short self-contained courses which are repeated from time to time.

Sheldon (1988:245) also agrees that, when a textbook is selected, its success or failure can only be meaningfully determined during and after its period of classroom use, by this ignoring the *pre-use* evaluation. On the other hand, Lynch (1996:5) defines *external* and *internal* evaluation: by external evaluation, he understands evaluation that can be fulfilled by an external person who is not involved in the language teaching process, whereas internal evaluation involves program staff, teachers, administrators, etc. As to Lynch (1996:5), external evaluation is carried out for the sake of the program success revelation and its greater productivity, whereas internal evaluation is useful for taking advantage of the close understanding of the program context by teachers, program staff, and others involved in the teaching process. However, this classification of evaluation types does not seem to be totally convincing, as first of all, someone not involved in the learning and teaching process can hardly give a sensible appraisal in terms of evaluating a textbook or any other component of the language teaching or learning process. Moreover, as we could see from the aims and purposes of evaluation previously discussed, close understanding of the program context is not the only goal of the teaching staff.

One of the most important types of evaluation is the teacher-led evaluation which emphasizes the active and purposeful participation of teachers in this process (Rea-Dickins & Germaine, 1992; Weir & Roberts, 1994, Kiely, 2001). Thus, today evaluation has reached the point when not only the authors or the stakeholders, or the principals of educational institutions but mainly the teachers should do the evaluation themselves… (Tomlinson, 2003: 73). Moreover, highlighting the importance of the evaluation conducted by teachers Rea-Dickins (2000:67) points out:

> *It is important for users of an innovation to be involved in its evaluation. Firstly, the ELT practitioners know their context well, in many cases better than an external evaluator. The expert may know what questions to ask and how to obtain the relevant information, but teachers with experience gained over long periods of time have the advantage of being better able to explain and offer different and relevant interpretations of various classroom phenomena.*

As it comes to the evaluation of textbooks by teachers, usually, in the textbook selection process, those with the responsibility for choosing textbooks need to consider not only if there is a correspondence between the curriculum and the textbook but also the practical issue of usability by teachers and students. Once a textbook has been selected, teachers need to analyze the resources in the textbook to create a plan for daily lessons and for the whole course that will help them both adapt and supplement what is already in the textbook in the most efficient way (Bird & Schemann, 1991:391). In other words, prior to using a textbook, a teacher needs to read the whole book from start to finish, including any appendices (Bird & Schemann, 1991:385). This is quite obvious because no published textbook will perfectly fit a particular teacher and a particular class of students in a particular setting. Teachers should expect to both adapt and supplement textbooks using principled approaches (Bird & Schemann, 1991:387). All in all, "… evaluation is important for the teachers because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students" (Rea-Dickens, 2000:3).

According to Kiely and Rea-Dickins (2005), teacher-led evaluation relates to innovation, and consists of two ways:

1. Teachers are likely to work best where there is a culture of innovation: where teachers are encouraged to experiment with materials, tasks and activities as part of their role in facilitating language learning.

2. The innovative aspects of the curriculum (including perhaps the practice of evaluation) require a management of change dimension to the evaluation. The change dimension to evaluation may mean enquiry into a given resource, a new course book or a computer in the classroom, as a change of practice as well as a set of curricular practices in its own right.

The above mentioned totally proves that teachers are very important in the process of evaluating. Consequently, the last question to be asked here is: How do teachers manage a textbook evaluation? Rea-Dickins (2000) describes the stages of classroom evaluation led by teacher, which, in my view, should also be very applicable to textbook evaluation as well.

The first stage is, *Measurement based evaluation*, which consists of:

Step 1: Establish a hypothesis (make assumptions on what will be the outcomes of the evaluation procedure and what results we might obtain);

Step 2: Select identical groups of the selected items (in our case, it is a textbook) – which can be substituted by the selecting of textbooks;

Step 3: Test the hypothesis or theory: and; fourthly,

Step 4: Interpretation of results

The second stage is *Descriptive data-based evaluation*, which presumes self-assessment forms, questionnaires, observations, checklists and inventories, and diaries. However, I will not go into details regarding this type of evaluation, since this chapter deals with the evaluation of textbooks rather than with the evaluation of other parties (teachers, classes, students, general situation in EFL classes, etc.).

Thus, teacher-led evaluations play a very important role in effective EFL teaching, as the teacher is a direct party who deals with classroom interaction and language teaching as well. Teacher-led evaluations take aspects of the planned or intended curriculum as focal points. The reasons for a particular focus may derive from concerns about effectiveness or efficiency, that is, the extent to which aspects of the program promote learning as intended, or represent a good use of resources (Kiely, and Rea-Dickins, 2005).

3.1.2.3. Evaluation criteria

Nowadays, the truth is that while many excellent materials have already been produced, the challenge is to recognize these amongst the plethora of general ESOL resources

(Reinders & Lewis, 2006). However, saying "recognize" sounds somewhat ambiguous, that is why before recognizing the 'excellent materials', we should establish some criteria according to which we will select those materials but, primarily, we should clear up, who must be involved in the process of evaluation. Low (1987) suggests that at least 10 different perspectives on materials evaluation could be offered. These are:

- The learner;
- The parent;
- The teacher;
- The head or college principal;
- The teacher trainer;
- The curriculum committee member;
- The inspector;
- The educational researcher;
- The publisher; and, finally,
- The materials designer.

However, it is pretty obvious that such an organization of evaluators is only theoretical, whereas in practice it will be impossible to bring all these perspectives together to fulfill an evaluation. Or, even if we assume the possibility of its implementation, it should take years to come to some definite conclusion; and again the results obtained will be in vain, as the world does not stay still, and no one knows which teaching tendency will be of high importance in the nearest five-ten years.

Thus, how should we conduct the evaluation in general? Hutchinson and Waters (1987:97) roughly divide the evaluation process into four steps.

1. Defining criteria;
2. Subjective analysis;
3. Objective analysis; and,
4. Matching

Regarding the fourth step, Hutchinson and Waters (1987) contend that evaluation is basically a matching process: matching needs with available solutions. If this

matching is to be done as objectively as possible, it is best to look at the needs and solutions separately. In the final analysis, any choice will be made on subjective grounds.

Unlike Hutchinson and Waters, Ellis (1997:41) suggests the following criteria for the evaluation process:

- Choosing what to evaluate;
- Describing the focus of evaluation;
- Planning the evaluation;
- Collecting the information;
- Analyzing the information;
- Reaching conclusions and making recommendations; and, finally,
- Writing the report.

Moreover, concerning textbook evaluation, in particular, Cunningsworth, (1995:7) suggests four main criteria:

- Textbooks should correspond to the learners' needs. They should match the aims and objectives of the language-learning program;
- Textbooks should reflect the uses (present or future) which learners will make of the language. Textbooks which will help students use the language effectively for their own purposes should be selected;
- Textbooks should consider students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'; and,
- Textbooks should have a clear role as a support for learning. Like teachers, they should serve to mediate between the target language and the learner.

As regards the evaluation of grammar treatment in modern textbooks, it will be useful to use criteria for a trilateral evaluation, i.e. with the participation of teachers, learners and textbook authors. To be more precise, I see it quite beneficial, if the author, before writing a textbook will participate in the EFL classes by taking notes on the shortcomings and advantages of the textbook used, and later on has a discussion with teachers, and even with students.

3.1.3. Why do we evaluate textbooks?

A number of scholars have recently started writing textbooks for EFL classes and today we have a huge variety of textbooks in the marketplace. However, not all of these books fit the standards of advantageous language learning and, consequently, many of them do not bring the expected results. Thus, the awareness of evaluation as a dimension of the English as a foreign/second language (EFL/ESL) curriculum has increased substantially (Kiely, 1998:79). That is why nowadays textbooks evaluation should play a more important role in the language teaching process than what it used to do some years ago. Factors contributing to the enhanced role of evaluation include a shift from rigidly defined programs to more pedagogical approaches (Kiely, 1998:79). Even if nowadays a few books have appeared on language teaching programs, still the comparison with the textbook production is very unfavorable as dozens of titles appear annually (Beretta, 1992:5). In one word, scholars working on textbook evaluation cannot catch up with a huge mass of annually produced textbooks.

So, why do we need to evaluate textbooks? Presently, among the plethora of EFL materials and particularly textbooks in the marketplace, one of the main concerns of the language instructors as well as the principals of educational institutions in Azerbaijan is to select a textbook that will meet the average requirements of the EFL students from different faculties (majors). So, it often happens that the university selects a textbook; however, later on both students and teachers complain that the textbook is not suitable for them, i.e. either the level is not equal to the students' level, the context is boring, or the methodology used in this textbook is not appropriate, etc. Thus, in order to avoid such kind of inconvenience, we strongly believe that the mostly popular textbooks, that is, those that are commonly used at different universities should undergo a process of evaluation. Since the present dissertation mainly deals with the teaching of grammar, our evaluation will mainly focus on the teaching of grammar in the selected textbooks. Thus, textbook evaluation may be conducted with different purposes in mind and in our case in particular the main objective will be to find out the methods of grammar teaching that are used in present-day textbooks, to investigate the ways of presenting grammar in current classes, and the most frequent activities used in order to consolidate

grammar knowledge as a vehicle for obtaining communicative competence. In one word, evaluating and selecting textbooks for language instruction is a complex process carried out in different ways in different settings (Bird, & Schemann, 2012:381). One of the main functions for us is to find out about those methods of grammar teaching that have already faded away and have no potential to assist in present-day grammar learning. Thus, the second part of this chapter takes a more practical perspective and is intended to investigate the methods and techniques of grammar presentation and practice in EFL textbooks. For this purpose, I have selected twenty mainstream textbooks (see 3.2.2.) which are presently in use in most of the EFL classes worldwide. My major intention is to see whether the authors of these textbooks are more likely to use traditional grammar teaching methods which include approaches such as *grammar-translation method, rules learning and error correction method, teaching grammar in context* or the most recent ones that follow the*consciousness raising approach, the communicative approach, the task-based approach, the comprehension-based approach,* or the *ungrammaticality approach* (cf. chapter 2, see sections from *2.2.2.1to 2.2.3.5*). Moreover, it is important to see which grammar practice techniques (according to Skehan's classification (1998:18)) the authors of the selected textbooks use; i.e. whether they apply controlled grammar practice techniques or free grammar production activities.

3.2. Part 2: Grammar representation in twenty mainstream textbooks

3.2.1. Main purpose

The purpose of this section is to investigate the grammar presentation methods and the grammar practice techniques used in the selected textbooks. These methods and techniques will be compared to those highlighted in chapter 2 (see *2.2* and *2.3*) to see if the selected textbooks are mostly based on traditional grammar teaching methods or on more recent ones. Moreover, as regards grammar practice techniques, it will be important to see if the authors of these textbooks use controlled grammar or free production tasks. Additionally, in order to have a deeper understanding of the ways

grammar is introduced in textbooks, I will try to find the answers to the following detailed questions:

1. What grammar practice techniques are used in the selected textbooks?
2. What is the authors' preferred type of grammar practice techniques? Is grammar practiced in a controlled or in a free way?
3. What sort of activities in the textbooks selected are proposed for B2 and C1 learners and do these tasks satisfy the requirements of the CEFR (2001)?

In other words, this section aims at investigating whether the methods and approaches used in the selected textbooks correspond to present-day requirements, that is, if they are mostly based on communication, or whether the authors still keep to old and outdated methods that impede a successful learning of the language as a whole. For this purpose, each textbook will be examined page by page by focusing on the exercises, activities, types of tasks, grammar presentation techniques that could give us a clear idea of how these current textbooks are designed. The individual study of each textbook facilitates the elaboration of several tables showing the number of free and controlled grammar tasks and exercises for each textbook.

3.2.2. Main criteria used for the selection of these materials

The study presented in this chapter consists of a comprehensive review of twenty mainstream textbook of B2-C1 levels for adult learners. Practically all of them were published in the first decade of the twenty first century. I did not consider analyzing earlier textbooks since my study is concerned mainly with the teaching of grammar at present and with EFL learners.

The ensuing textbooks were analyzed expecting to find those grammar teaching methods and techniques that may enable learners to obtain a better and easier understanding of grammar structure, presenting grammar as an interactive and useful classroom activity.

The study embraces students' textbooks as its focal point, and it does not consider supplementary materials, that is, workbooks, teachers' books, students' CDs, Multi Rom packs, supplementary websites, etc. In spite of this, interactive grammar teaching such as the use of the whiteboard, smartboards, and other resources that may aid in grammar teaching are highly considered for the study.

Thus, for my purposes I have selected a number of textbooks that are currently used in English language classes of upper levels at the university level, all covering the main language skills and grammar sections as well. Consequently, a sample of 20 present-day textbooks used in Azerbaijan and in many countries of the world as the main EFL class instrument were considered for this research work. Table 14 lists the books that have been closely analyzed in this study.

Table 14: Twenty mainstream textbooks selected for the study

Textbooks	Year	Level CEFR	Publishing House
9. *Inside Out*	2001	B2	Macmillan
10. *New Cutting Edge*	2006	B2	Pearson
11. *Face to Face*	2009	B2	Cambridge University Press
12. *Solutions*	2009	B2	Pearson
13. *Global*	2010	B2	Macmillan
14. *New Headway*	2011	B2	Oxford University Press
15. *New Total English*	2011	B2	Pearson
16. *Speak Out*	2011	B2	Pearson
17. *Straightforward*	2012	B2	Macmillan
18. *New English File*	2013	B2	Oxford University Press
19. *Cutting Edge*	2003	C1	Pearson
20. *Headway*	2003	C1	Oxford University Press

21. New English File	2003	C1	Oxford University Press
22. Face to Face	2005	C1	Cambridge University Press
23. Language Leader	2008	C1	Pearson
24. Global	2010	C1	Macmillan
25. New Headway	2011	C1	Oxford University Press
26. New Total English	2011	C1	Pearson
27. Speak Out	2011	C1	Pearson
28. Straightforward	2012	C1	Macmillan

These textbooks should be very familiar both to teachers, language instructors and students all around the world, since they have become very popular and are used widely in many universities and adult courses addressed to EFL students. However, there are some other major reasons why these course books have been selected. All of these books are:

- Adult courses;
- They all consider grammar as an important component in their general structure and organization;
- They have been published at different stages in the last 15 years or so (2001-2013);
- They offer tasks for the development of grammar knowledge and practice;
- They have been used at universities that adopted the Bologna system;
- They are publications of four mainstream international publishing houses: Oxford University Press, Cambridge University Press, Pearson, Macmillan; and, finally,
- They are designed for B2-C1 level students where grammar teaching plays a key role.

The publications used within the last twelve years make it possible to see the gradual change that might have taken place in textbook design in terms of methods and approaches used for grammar presentation and practice; that is, by comparing the

textbooks of different years of publication we can clearly see up to what extent these have undergone methodological changes.

Here are some photos to illustrate the covers of the selected textbooks:

Photo 7

New Cutting Edge front cover

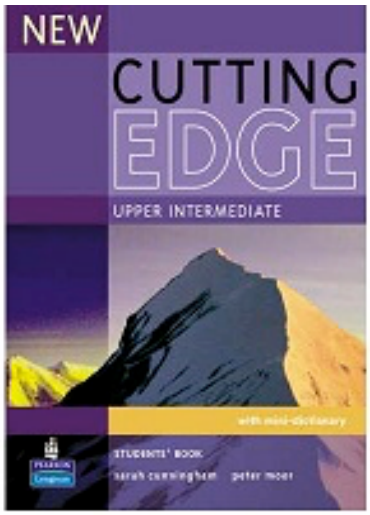
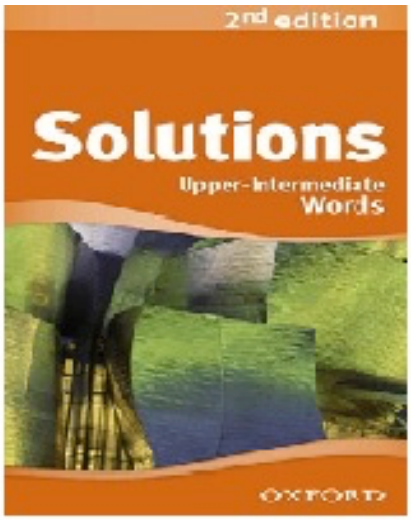


Photo 8

Solutions front cover



Today, among the plethora of publishing houses, and the huge number of textbooks in general, it seems important to be very selective. Many colleagues will agree with me that publishers such as Macmillan, Cambridge University Press, Pearson, and Oxford University Press have become so popular and reliable that there is no need to explain why the textbooks from these publishing houses have been considered.

Finally, the levels (B2-C1) have not been randomly chosen: first of all, this dissertation is focused on the study of the grammar teaching approaches at the university level; secondly, these textbooks allow us to study more complex and sophisticated grammatical structures such as verbal forms, modality, verb agreement, passive voice, word order, reported speech, clause combining, etc. Finally, the levels selected coincide with those suggested by the Common European Framework of Reference for the teaching and learning of languages (Council of Europe, 2001).

Photo 9

Global front cover

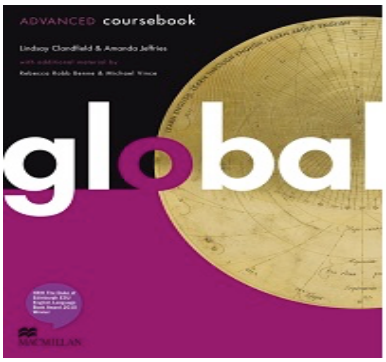
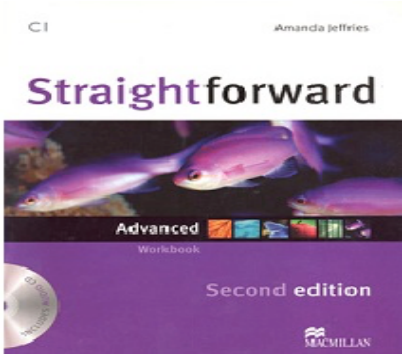


Photo 10

Straightforward front cover



3.2.3. Main results

3.2.3.1. The presence of grammar in the table of contents of the selected textbooks

It has been already mentioned that each of the selected textbooks contains a separate grammar section. Thus, Table 15 shows how each of the textbooks analyzed contains a grammar section; most of them refer to these sections simply as "grammar", except for *New Cutting Edge B2*, *New Cutting Edge C1*, *New Headway B2* and *New Headway C1*which prefer to use other labels such as "Language Focus"; similarly, *Straightforward B2* and *Straightforward C1* call it simply "Language" (see Table 15).

Table 15: Grammar sections and their naming in B2 textbooks

B2 level textbooks		
	TEXTBOOKS	**GRAMMAR SECTIONS**
1.	*New Total English B2*	√
2.	*New English File B2*	√
3.	*Face to Face B2*	√
4.	*Global B2*	√
5.	*Solutions B2*	√
6.	*Inside Out B2*	√
7.	*New Cutting Edge B2*	√ Language Focus
8.	*New Headway B2*	√ Language Focus

9.	*Speak Out B2*	√ Language
10.	Straightforward B2	√

Table 16: Grammar sections and their naming in C1 textbooks

C1 level textbooks		
	TEXTBOOKS	**GRAMMAR SECTIONS**
1.	*Cutting Edge C1*	√
2.	*New English File C1*	√
3.	*New Total English C1*	√
4.	*Face to Face C1*	√
5.	*Global C1*	√
6.	*Headway C1*	√Language Study
7.	*Language Leader C1*	√
8.	*New Headway C1*	√ Language Focus
9.	*Speak Out C1*	√ Language
10.	*Straightforward C1*	√

Apart from the presence of grammar in the selected textbooks and the way it is referred to in each of them, it is important to see which grammatical patterns are included, and whether these patterns are common to the different textbooks or not (see *3.2.3.1.1* and *3.2.3.1.2*).

3.2.3.1.1. B2 Textbooks

Table 17 presents the contents of grammar sections in each of the selected B2 level textbooks.

Table 17: Table of contents of grammar section in all B2 textbooks considered

U N I T S						
Textbooks	**1**	**2**	**3**	**4**	**5**	**6**
New Total English B2	The present and the future The past Obligation	Present perfect simple and continuous Questions Modifying	Past perfect simple and continuous Articles Adjectives and	Future Future perfect and future continuous Verb patterns: -	Conditional structures Advice and permission Emphasis	*Used to, be used to, get used to*, would Wishes and

		comparatives	adverbs	*ing* forms and infinitives		regrets Preparatory *it*
New English File B2	Auxiliary verbs The…. The…+comparatives Present perfect (simple and continuous)	Using adjectives as nouns Adjective order Narrative tenses, past perfect continuous; *So/such* … that Adverbs and adverbial phrases	Passive (all forms), *it is said that, he is thought to*…, etc. Future perfect and future continuous Conditionals and future time clauses: *likely* and *probably*	Unreal conditionals Past modals; *would rather, had better* Verbs of the tenses	Gerunds and infinitives *Used to*, *be used to*, *get used to*, reporting verbs	Articles Uncountable and plural nouns; have something done quantifiers: *all/every*, etc.
Face to Face B2	The English verb system. Uses of auxiliaries	Present and Past habits, repeated actions and states *Be used to, get used to*	Second conditional, alternatives for *if*, third conditional	Narrative verb forms; Past Perfect continuous Defining, non-defining, and reduced relative clauses	Ways of comparing, future verb forms; Future Continuous	Uses of verb+ *ing* Modal verbs; levels of certainty about the future
Global B2	Auxiliary verbs Present tenses Future forms Future continuous and future perfect	Questions review The definite article Narrative tenses	Present perfect simple and continuous; past simple Adjective order	Modals of speculation: present and past Impersonal passive Past perfect simple and continuous; past simple	*Will* for present habits Used to, would and past simple *Be used to/ get used to*	The passive voice *quite*
Solutions B2	Past and perfect tenses	Determiners Articles and quantifiers	Talking about the future Time clauses	passive	Reported speech: statements and questions	Question forms
Inside Out B2	Review of basic verb structures Auxiliary verbs *So* and *neither* Question tags and short answers Indirect questions	Verb patterns: verb+ to+ infinitive *Make* and *let* Verb+ *-ing* forms Verb+ preposition structure Adjective structure	Articles Unreal conditionals Verb + noun collocations	Functional language for sympathy and advice The grammar of phrasal verbs	Verb Patterns: verb+ to infinitive and *-ing* form after *remember, forget, stop, try, like, love, hate...* Past and present habits – *will* and *would, used to* Present continuous for annoying habits	Verbs: stative and dynamic meanings Present perfect simple and continuous
New Cutting Edge B2	Use of auxiliaries	Forming nouns and gerunds Forming adjectives	Verb forms in narratives Continuous aspect in other tenses	The passive *Have/get something done*	Perfect aspect in the past, present and future More about the present perfect simple and continuous	Use and non-use of articles Different ways of giving emphasis
New Headway B2	Passives Auxiliary Verbs *Have/have got*	Present Perfect Simple and Continuous Present Perfect Passive	Narrative Tenses Past Simple and Past Continuous	Negative Auxiliaries Opposite meanings Questions and	Future Forms: *will* or *to be going to* Future Continuous	Countable/Uncountable nouns; *some, any; much, many, a few,*

		Have something done	Active to Passive	Prepositions	and Future Perfect	*a little*
Speak Out B2	Direct/indirect question Present perfect and past simple	Present Perfect simple and continuous The passive	Used to, would, *be/get used to* Future forms review	Narrative tenses *I wish , If only,* should have	Articles Conditionals 1	Modal verbs and phrases Future Perfect and continuous
Straight forward B2	Verb forms review *What* clauses	Present habits Past Habits *Be/get used to*	Defining and non-defining relative clauses Participle Clauses	Present perfect and past simple Present perfect simple and continuous	Narrative tenses Past perfect continuous	Real and Unreal conditionals *I wish/ If only Should have*
UNITS						
Textbooks	**7**	**8**	**9**	**10**	**11**	**12**
New Total English B2	Quantifiers with countable and uncountable nouns Passives *Have/get something done*	*It's time*, I *'d rather*, *I'd better* Reported speech Reporting verbs	Participle clauses for sequencing Deduction: past and present Relative clauses	Reflexive pronouns Conditional structures with conjunctions futures		
New English File B2	Structures after *wish* Clauses of contrast and purpose whatever, whenever, etc. Relative clauses	Revision				
Face to Face B2	simple and continuous aspects; activity and state verbs Present Perfect Simple and Present Perfect Continuous	Wishes (1) *I hope; ... It's time*; Wishes (2) *should have*	The Passive	*Have/get something done*; *get somebody to do something; do something yourself* Quantifiers	Describing future events; Future perfect	Modal Verbs (2); deduction in the present and in the past
Global B2	So/such Reported statements and questions\ Reporting verbs	Conditional structures Unreal conditionals Wishes and regrets	Phrasal verbs Verbs with *–ing* and *to*	Defining and non-defining relative clauses Present participle clauses		
Solutions B2	Advice, obligation and prohibition: *must, have to , need, should*	Modals in the past*: should have, might have, could have, didn't need to , needn't have*	Habitual behaviors (present and past)	Talking about ability (past, present and future)		
Inside Out B2	Reporting verbs with or without direct	Passive report structures Unreal situations	Modals of deduction Narrative tenses	Relative Clauses: non-defining and	Future forms Present tense after *when, if…*	Quantity Determiners and quantifiers

	objects			defining		
New Cutting Edge B2	Relative Clauses Quantifiers	Gerund or infinitive? Different infinitives and gerund forms	Modals and related verbs Past modals	Review of future forms Future continuous and future prefect	Hypothetical situations in present Hypothetical situations in the past	Reporting people's exact words Verbs that summarize what people say
New Headway B2	Modal verbs of probability Need	Defining/non-defining relative clauses	Present and Past habit, *get* and *be*	Revision of modals Modals of probability	Real or Hypothetical time Conditionals	Articles Demonstratives
Speak Out B2	Quantifiers Reported speech	Conditionals 2 *-Ing* form and infinitive	*-ing* form and infinitive 2 Past deduction	Relative Clauses Participle Clauses		
Straight forward B2	Futures reviews Future Perfect and Future Continuous	Modals of Speculation Modals (permission, obligation & prohibition)	Adjective order Adjectives and modifying adverbs	Reporting verbs and patterns	*The* and geographical names Articles *so* and *such*	Passive review Passive reporting structures

The analysis shows that in most cases the B2 level presumes the teaching and consolidation of a number of grammar features such as *verb tenses*, *verbal aspect*, *voice and conditionals*. Moreover, in most of the textbooks considered, grammar areas such as *defining and non-defining relative clauses*, *modal verbs*, *adverbs* and *adjectives* are widely present. Since we do not analyze textbooks of lower levels, that is, A1, A2, B1, we do not know which grammar areas were already introduced to students at those levels (A1, A2, B1) and which are presented for the first time at the B2 and C1 levels. This will be made more clear when we examine each of the units in closer detail and see if the grammar topic is presented for the first time or as a kind of revision.

As it comes to the number of units, the table shows that most of the textbooks contain twelve units; only some of them hold fewer units. For example, *New English File B2* consists of 8 'lessons' and the eighth unit is a revision of all the previous ones. *Global B2* and *Speak Out B2* contain 10 lessons in total, each of them covering important grammar areas.

Broadly speaking, most of these textbooks have a high number of different grammar areas in common. However, my next step will be to compare the grammar

questions presented in the selected textbooks (for B2 and C1 levels) with the grammar areas as suggested by CEFR (2001) for these two levels in question (see *3.2.3.2*).

3.2.3.1.2. C1 Textbooks

A table similar in format to the previous one presents the grammar areas found in C1 textbooks.

Table 18: Table of contents of grammar section in all the C1 textbooks considered

U N I T S						
Textbooks	**1**	**2**	**3**	**4**	**5**	**6**
Cutting Edge C1	Continuous verb forms	Perfect verb forms Cleft sentences	Modals and related verbs	Adjectives and adverbs; patterns with comparatives and superlatives	Use and non-use of passive forms	Time and tense Inversion with negative adverbials
New English File C1	Discourse markers (1) linkers *Have* pronouns	The past: narrative tenses, *used to* and *would*	Speculation and deduction Adding emphasis (1) inversion Unreal uses of past tenses	Discourse markers (2): adverbs and adverbial expressions Verb+object+ infinitive or gerund Conditional sentences	Permission, obligation and necessity Verbs of the senses Gerunds and infinitives	Expressing future plans and arrangements Ellipsis and substitution Adding emphasis (2) cleft sentences
New Total English C1	Verbs/adjectives/nouns with prepositions Passives: distancing Perfect aspect	Verb patterns Comparatives Introductory *it*	Narrative tenses review Participle clause	Future probability Future forms (review) Inversion	Emphasis Conditional sentences Sentence adverbials	Articles *whatever, whoever, whenever* Link words of time and contrast
Face to Face C1	Time expression with past simple and present perfect; Cleft sentences: *what* and *it* clauses	Relative Clauses with prepositions Participle Clauses	Introductory *it* Inversion	Phrases referring to the future; Future in the past	Reflexive Pronouns	Formal and informal ways of comparing; Position of adverbials
Global C1	Present simple and continuous for facts and trends Ellipsis	Future predictions Narrative tenses	Relative Clauses Compound Nouns	Modals: language functions Modals of obligation Past modal forms Determiners	Present perfect simple and continuous Participle Clauses	The passive Cleft sentences
Headway C1	Noun phrases Avoiding repetitions	Narrative tenses Reflexive pronouns	*as as* versus *like* *as…as* Verb patterns	Modal auxiliary verbs present, future and past to express probability, obligation, permission, etc.	Ways of adding emphasis review of tenses including the passive	adjective order adverbs with two forms adverbs and expressions of opinion
Language Leader C1	Continuous and perfect aspects	Articles Modal verbs	Subordinate clauses Modal perfect	Cohesion 1 Future forms with *to be*	Future in the past Emphatic structures	The passive Causatives
New	Avoiding repetitions	Simple and Continuous	Adverb Collocation	Discourse markers:	Ways of adding	Passive Constructions

Headway C1	Reduced infinitives	Perfect and Non-Perfect Active and Passive	s	*quite honestly* *As I was saying*	emphasis	*seem* and *appear*
Speak Out C1	The continuous aspect Describing present and past habits Speculating	Conditionals and regrets verb patterns: verb + -ing/infinitive with to; passive infinitive/-*ing*, perfect infinitive/-*ing*, negative infinitive/-*ing*	Noun Phrases Relative Clauses Making a proposal	Introductory *it* The perfect aspect Expressing hypothetical preferences	Modal verbs and phrases The passive Making a point	Future forms Concession clauses Exchanging opinion
Straight forward C1	Simple and continuous verb forms Reference and substitution	Simple and continuous verb forms Gerunds and infinitives Comparisons	Adding emphasis with auxiliary verbs Cleft sentences	Reported Speech Modal verbs 1	Relative clauses Hypothetical past situations	Passives
U N I T S						
Textbooks	**7**	**8**	**9**	**10**	**11**	**12**
Cutting Edge C1	Infinitives and –*ing*forms	adverbs	Future forms	Noun phrases; ellipses and substitution		
New English File C1	Nouns; compound and passive forms *so* and *such* comparison	Revision				
New Total English C1	Relative clauses Verb patterns *as…as* and describing quantity	Reported speech The continuous form fronting	Dependent prepositions Discourse markers Unreal past	Modals (and verbs with similar meanings) Modal verbs of deduction (present and past) Uses of *would*		
Face to Face C1	Conditionals: non-basic forms Impersonal report structures	Past verb forms with present or future meaning	Simple vs continuous: verbs with different meanings *a/an* vs. *one*, *few, a few*	Subject/verb agreement: Modal verbs (2): levels of certainty about the past, the present and the future		
Global C1	Articles Unreal conditionals	Real conditionals Unreal conditionals 2 Passive reporting	Unreal past time Quantifiers Comparisons	Inversion		
Headway C1	verb patterns reported speech conditional sentences	time clauses in the past and future review of tenses	Relative clauses participles	Ways of adding emphasis -inversion	Hypothesizing present subjunctive	Nouns with a special meaning in the plural ways of adding emphasis
Language Leader C1	Quantifiers Conditionals	Verb patterns Prepositional verbs	Adverbs of degree Reporting using nouns	Non-finite clauses Spoken English	Alternatives to *if* Phrasal verbs	Cohesion 2 Nominalizations

New Headway C1	Modal Auxiliary verbs: present, future and past	Real and Unreal tense usage	Verb patterns	Intensifying adverbs	Relatives and participles	Linking devices: conjunctions, adverbs, infinitives, relative pronouns, participles
Speak Out C1	Cleft sentences Participle Clauses Exchanging opinions	Future in the past Ellipsis and substitution Discussing ideas	Verb tenses for unreal situations adverbials of time, manner, frequency, probability and purpose ranting and raving	Inversion Comparative structures Negotiation phrases for describing skills, qualifications and experience		
Straight forward C1	Ellipsis	Noun phrase Attitude adverbials Discourse markers	Modal verbs Inversion	Futures Modal verbs	Determiners, pronouns and quantifiers Hypothetical present and future situations	Plurals and number

At first glance, the grammar topics of C1 level look similar to those corresponding to B2 since some of them are presented repeatedly. According to Table 18, the number of units in each textbook of the C1 level almost coincides with that given B2. Thus, most of the textbooks consist of 12 units, whereas *Cutting Edge C1, Face to Face C1, Global C1* and *Speak Out C1* have a total of 10 units. *New English File* is the most different since it contains only 8 lessons and grammar here is presented in a very subtle way; i.e. when we look deeper into the grammar content of the different units, we see that *New English File* provides some generalized grammar topics such as *narrative tenses, passive forms*, etc. which seem to act like a consolidation of the already presented material. However, this is just a preliminary analysis since more detailed results will be presented in the section below.

All in all, an overview of the table of contents of all the grammar sections of C1 textbooks gives us the impression that the grammar topics at this level are, in most cases, more likely to present old rather than new information.

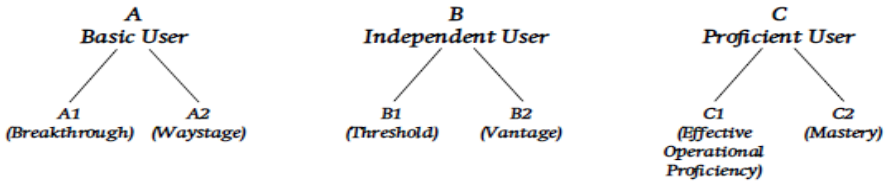
3.2.3.2. Correspondence of the textbooks selected to the CEFR descriptors as regards grammar contents

Nowadays, most of the European countries and some developing countries as well base their school curriculum on the descriptors provided by the CEFR (2001); that is why it is important to compare the grammar areas presented in the selected textbooks to those found in this document for B2 and C1 levels. Thus, according to the Council of Europe (2001:141), students mostly learn English by following instructions and carrying out the activities prescribed for them by teachers and textbooks. This, once again, clearly emphasizes the importance of textbooks in EFL teaching. Moreover, the main targets of textbook writers should be in terms of the tasks they want students to complete and the skills and competences they intend to develop (2001:141). Moreover, the Council of Europe (2001:141) points out that textbook writers should be obliged to make concrete, detailed decisions on the selection and ordering of texts, activities, vocabulary and grammar to be presented to learners. They are also expected to provide detailed instructions for the classroom and/or individual tasks and activities to be undertaken by learners in response to the material presented. Their products greatly influence the learning/teaching process and must inevitably be based on strong assumptions as to the nature of the learning process. Table 19 taken from *Speak Out C1* (2015:4) shows that this series of books are organized in keeping with the different levels established by the CEFR (2001). However, I should point out that even today some of the textbooks still keep the old labels such as 'intermediate', 'upper intermediate', advanced, etc.

Table 19a:*Speak Out* series organization according to the levels established by the CEFR

TEXTBOOKS	CEFR
Advanced	C1
Elementary	A2
Intermediate	B1/B1+
Pre-intermediate	B1
Starter	A1
Upper Intermediate	B2/C1

According to the table above, Upper Intermediate and Advanced levels coincide directly with the CEFR B2 and C1 levels, thus facilitating our task. To be more precise it seems relevant to introduce the following table taken from the CEFR (2001:23) where the division into *A B C* levels is presented:



Moreover, the CEFR (2001:23) gives an adequate coverage of these levels relevant to European language learners which is also important to keep in mind:

Table 19b: CEFR general descriptors for each of the levels

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

3.2.3.2.1. General grammar areas included in B2 level textbooks

Before examining if the grammar topics found in B2 textbooks correspond to those described in the CEFR (2001) for this level, we should first come up with a general table that presents the grammar topics common to all the selected textbooks thought out for the B2 level.

Table 20: Grammar topics included in B2 level textbooks

Grammar areas present in B2 textbooks: General overview
• Present perfect • Comparative adjectives and adverbs • Auxiliaries • Present tense • Future tense • *So* and *neither*/ *such* and *so* • Indirect speech/ reported speech • Passives • Present perfect vs Past Simple • *What* clauses • Past continuous versus Past simple • Adverbs • Article *the* • Infinitives • Gerund, noun and infinitives • Future perfect • Conditionals • Future forms continuous • Defining and non-defining relative clauses • Phrasal verbs • *Used to, get used to* • Modal verbs • Count/ non-count\relative clauses

The table above lists 23 main grammar areas concerning verbal forms, different types of clauses, modal verbs, reported speech, adverbs, articles, phrasal verbs, relative clauses, etc.

3.2.3.2.2. General grammar topics presented in C1 level textbooks

The table below summarizes the main grammar topics included in the ten C1 textbooks selected.

Table 21: Grammar topics included in C1 level textbooks

Grammar areas present in B2 textbooks: General overview
• Continuous verb forms • Discourse markers • Present perfect and Present continuous • Past simple and present perfect • Ellipsis • Cleft sentences • Past forms • Relative clauses • Future • Perfect verb forms • Conditionals • Infinitive/gerund • Modals • Inversion • Adverbs and adjectives • Passives • Pronouns • Ways of adding emphasis • *So/such* • Articles

The total number of grammar questions found in C1 textbooks amounts to twenty, that is, slightly lower in number than that found in B2 textbooks. There are some grammar issues such as verb tenses, conditionals and passives which are common to both levels. It is also important to point out that in C1 textbooks we find a series of grammar questions, such as discourse markers, ellipsis, cleft sentences, and ways of adding emphasis that are more closely related to the spoken than to the written language. These topics are highlighted in grey in the table and could be referred to as the communicative part of the book since they cannot be properly called grammar patterns but

pragmaticfeatures as a part of the grammar of conversation (Biber *et al*, 1999:1038; Mammadova, 2015:59).

3.2.3.2.3. Grammar areas found in CEFR (2001) for B2 and C1 levels

Alongside different issues regarding communicative language teaching and learning, the CEFR (2001) provides us with a list of grammar areas that should be taught at all levels of English language competence. The table is compiled from the different sections in the CEFR (2001) to give a complete picture of those grammar areas that are generally taught at both B2 and C1 levels.

Table 22: Grammar areas for B2 and C1 levels according to the CEFR (2001)

B2	C1
Adjectives and adverbs	Futures (revision)
Future continuous	Inversion with negative adverbials
Future perfect	Mixed Conditionals in past, present and future
Future perfect continuous	Modals in the past
Mixed conditional	Narrative tenses for experience, including. passive
Modals – *can't have, needn't have*	Passive forms, all
Modals of deduction and speculation	Phrasal verbs, especially splitting
Narrative tenses	*Wish/if* only regrets
Passives	
Past Perfect	
Past perfect continuous	
Phrasal verbs, extended	
Relative clauses	
Reported speech	
Will and *going to*, for prediction	
Wish	
Would expressing habits, in the past	

From the data presented in the two tables above, we can gather that more grammar issues are covered in the B2 than in the C1 level since there are some grammar questions that at the latter level are simply reviewed asthey had already been presented; that is the case of the future or the passive voice, for example.

3.2.3.2.4. Correspondence of the table of contents in B2 textbooks to the B2 descriptors in the CEFR

Having analyzed each of the sources separately, i.e. section 3 in the CEFR (2001), and each of the selected B2 textbooks, we can see now if the grammar areas in these two sources coincide. Table 23 below shows up to what extent the content of the grammar section in the selected textbooks corresponds to that proposed by the CEFR for the B2 level. Ticks in the box indicate the existence of this or that grammar area, whereas, crosses stand for their absence.

Table 23: Correspondence of the table of contents in B2 textbooks to the B2 descriptors provided by the CEFR

Main grammar areas according to the CEFR B2 descriptors	Grammar topics included in the selected textbooks for the B2 level
Adjectives and adverbs	√
Future continuous	√
Future perfect	√
Future perfect continuous	√
Mixed conditionals	√
Modals *can't have, needn't have*	√
Modals of deduction and speculation	√
Passives	√
Phrasal verbs	√
Relative clauses	√
Reported speech	√
Wish	√
Past perfect continuous	X
Past perfect	X
Will and *going to* for prediction	X
Would expressing habits in the past	X
Narrative tenses	X

Thus, for instance, the study of the passives is included but that is not the case for the past perfect, etc. The table shows that not all of the grammar topics suggested by the CEFR are found in the selected textbooks. Thus, grammar areas such as *past perfect* and *past perfect continuous*, *will* and *going to* used for predictions, *narrative tenses* and *would* expressing habits are not included in the textbooks surveyed. However, it is quite possible these grammar points have been presented earlier at lower levels.

Moreover, when analyzing these two sources, i.e. the CEFR (chapter 3, 2001) and all the selected level B2 textbooks, I found that there are some grammar areas that are covered by B2 textbooks but which are not found in the CEFR (2001). Thus, Table 24 gives a list of the grammar areas found in B2 selected textbooks.

Table 24: Additional grammar areas found in B2 textbooks

Some other grammar areas that appeared in B2 selected textbooks
Present perfect
Auxiliaries
Present tenses
So and *neither*/*such* and *so*
Present perfect vs past simple
Article *the*
Gerund, nouns and infinitives

Thus, a high number of grammar areas such as *present perfect*, *auxiliaries*, *present tenses*, etc. are present in the textbooks analyzed. This means that the aim of the textbook writer is not only to present and to practice new grammar (i.e. new information) but also to review and consolidate some already presented grammatical areas introduced earlier at lower levels (A2 and B1).

3.2.3.2.5. Correspondence of the table of contents in C1 textbook to the C1 CEFR descriptors

Unlike the textbooks of the B2 level, almost all the grammar areas (except for *phrasal verbs*) as suggested by the CEFR (for C1) are found in C1 textbooks (see Table 25).

Table 25: Correspondence of the table of contents in C1 textbooks to the C1 descriptors provided by the CEFR

Grammar topics according to CEFR C1 descriptors	**CEFR grammar topics in the selected textbooks for C1 level**
Futures (revision)	√
Inversion with negative adverbials	√
Mixed conditionals in past, present, and future	√

Modals in the past	√
Narrative tenses for experience	√
Passive forms, all	√
Wish/if only regrets	√
Phrasal verbs	X

In addition to that, C1 textbooks include other grammar questions such as *present perfect* versus *present continuous*, *relative clauses*, *gerund* and *infinitive*, *adverbs* and *adjectives*, *pronouns* and *articles* (see Table 26) which are presented in these textbooks as material for consolidation since they have been previously introduced at lower levels.

Table 26: Additional grammar areas found in C1 textbooks

Some other grammar areas found in C1 selected textbooks
Continuous verb forms
Present perfect and Present continuous
Relative clauses
Infinitive/gerund
Adverbs and adjectives
Pronouns
So/such
Articles

3.2.3.3. Grammar presentation techniques and activities

Although the question of grammar practice techniques has been widely discussed in the literature (Richards and Rodgers, 1986; Ellis, 1994; Ur, 2009), it is, first of all, important to clear up how grammar is presented in modern EFL textbooks. For this purpose, I have studied each of the selected textbooks in detail. The analysis will first reveal the grammar presentation techniques in the different B2 textbooks. As mentioned above, the data has been collected from the grammar section of each of the textbooks. Since there is no uniform terminology for grammar presentation techniques, I will use some conventional labels for some of them to make our general understanding of the grammar presentation techniques easier and thus to facilitate further analysis and discussion.

3.2.3.3.1. B2 Textbooks

In ***New Total English B2***grammar functions as a separate section where new grammar contents are presented by means of rules discussions via examples. Each of the units in *New Total English* follows the same grammar presentation techniques, thus making it sufficient to give one or two examples as illustration. Thus, on page 54, there is a section on the *Future Perfect* and *Future Continuous*.

- *Read the rules (A and B) in active grammar box below. Read the examples (1-3) and decide which are Future perfect and which Future Continuous are.*

1. *Tomorrow morning, he'll be doing the same as he's doing today?*
2. *Soon, Chan will have spent half a century working on this garden.*
3. *He won't have finished the garden by the time he retires.*

A. *We use the future perfect to describe something which will/won't be completed before a definite time in the future (with common time phrases e.g. by this time next week…, by the end of next month, within the next year…, by the time you…)*

Form: will/won't + have+ past participle

B. *We use future continuous to describe something in progress at a definite time in the future (with common phrase), e.g. at 6:00 tomorrow…, this time next week…, a year from now…, when you're 21…)*

Form: will/won't + be + present participle

See reference page 61

Thus, unlike other textbooks, *New Total English* not only explains grammar rules through examples but also gives the form of the structure and an additional reference page to be used for grammar drilling. Hence, we could then say that it is a typical *rules learning* technique; however, the examples given serve for further discussion and, as a result, we can think that the main target of the author is not only to make students learn the rules but to understand grammar via the discussion of the exercises accompanying these rules.

New English File B2

Grammar presentation in *New English File B2* is quite astonishing since grammar is almost not present. However, this textbook is strictly divided into different sections where grammar figures as a separate section. Hence, under the subheading of 'grammar', the author gives the name of a grammar area followed by a variety of tasks and activities. Thisapproach to grammar presentation can be found, for example, on pages 4, 9, 11, 14, etc. Moreover, some other areas of grammar occur under the heading 'mini-grammar'. On each page where grammar is supposed to be presented, there is a footnote with a page reference. A good example of this is found on page 64 where the grammar section is presented as 'Gerund and infinitive' with a task type "*read the rules and do the exercises"*. The continuation of the unit is presented in the appendix under the heading *Bank 5A; i.e.* on page 140, grammar is here presented under the format of a grammar rule with examples, patterns and even exceptions. Hence, the analysis of the whole textbook shows that all the grammar topics given in the table of contents are presented in the same way, that is, in the main part of the textbook (in the grammar sections of the units) there is only a title or a main heading of the grammar presented, followed by tasks and activities for practice while grammar rules are given in an appendix. My teaching experience tells me that learners very rarely consult the appendix of any textbook, so including grammar rules in an appendix does not seem to be a good idea. From this, we may then conclude that the authors of this textbook make the teachers take over the responsibility as regards the grammar teaching methods to be used in their classes. This means that the teacher is free to choose whether to use explicit, implicit or any other grammar teaching method. Consequently, I will refer to this grammar teaching approach as "free".

Face to Face B2

Before going into how grammar is presented in *Face to Face B2,* it should be mentioned that there is no strict division of sections in this textbook. This means that grammar goes hand in hand with other sections such as *grammar and reading*, *grammar and listening* and even *reading, listening and grammar* sections. However, new grammar topics are presented under the heading '*help with grammar*' followed by the grammar area name. New grammar is presented in a blue frame where the author does

not give a grammar rule but tries to *elicit the rule* from the learner as can easily be seen with the example given on page 31:

Help with grammar. Narrative verb forms; *Past Perfect Continuous*.

a) *Look at the verb form in bold in sentences 1-3 in 4a) Then complete these rules with Past Simple or Past Continuous.*
b) *Look at the verb forms in bold sentences 4-8 in 4a) Are they in the Past Simple, Past Perfect Simple or Past Perfect Continuous?*
c) *Choose the correct words in these rules.*
d) *Fill in the gaps with had, 'd, verb+ing or past participle. How do we make these verb forms negative?*

The last point of each grammar presentation terminates with the page number (in an appendix) where the author gives a very detailed grammar rule, including the structure, use, exceptional cases, and even different diagrams and visual aids (such as arrows, timelines, etc.) explaining the rule visually.

Identical grammar presentation techniques are observed in all the twelve units. We can then say that the author uses one and the same grammar presentation technique all along the textbook, which seems somewhat boring and monotonous. Thus, learners are encouraged to reflect on grammar rules all the time, which may not be suitable for some particular grammar points.

Global B2

Unlike other textbooks, *Global B2* introduces two different ways of grammar presentation. First of all, the title of the grammar topic or area in question is provided only at the very beginning of each unit and is not mentioned afterwards. All the sections of the unit are clearly differentiated and grammar is presented on its own. Thus, the grammar sections of pages 6, 9, 11, 13, etc. show that grammar plays a central role in this textbook. Like *Face to Face B2*, grammar presentation here is also given by means of grammar rules discussion and activities. There are only two types of grammar presentation methods used along the whole textbook. One, for example, is on page 9 where grammar presentation starts from the analysis of the examples given:

1) *Look at the examples below. Underline the main verbs. Identify the tense: present simple, present continuous or present perfect.* This is also followed by further discussion.
2) *Match the uses of the example sentences in exercise 1.*
3) *Identify which tense from example 1 often goes with each group of time expressions below. Then choose three time expressions and make a true sentence about your family for each one.*

Thus, the example shows that the presentation of grammar in this textbook is very structure-oriented whereas the communicative aspect of grammar teaching is slightly touched upon just in the final part of the presentation where the author asks learners to make true sentences about their family. Moreover, when talking about the communicative aspect of grammar presentation, I would like to draw attention on the last activity (3) which says 'make a true sentence about your family'. In my opinion, such a simple task for a B2 level students may seem insufficient to practice grammar skills from a communicative point of view.

The second type of grammar presentation used in this textbook can be easily observed on page 35. Several instances are given which are followed by some rules on the use of this particular structure. The examples are presented as a model for further discussion:

1) Look at the examples above from the text of the present perfect and present perfect continuous. Now find other examples of the tenses in the text.
2) Read the rules on when to use present perfect simple and continuous. Decide why the author chooses each tense in the examples you found in the text.
3) Look at the words in the box. Which are usually used with present perfect (simple or continuous) and which words are used with past simple? Which can be used with both?

Thus, both types of grammar presentation are based on a '*grammar discussion'*, the first one being presented in the way of *grammar discussion through exercises on rules completion*, the second one being presented in the form of *grammar in context.*

Solutions B2

Solutions B2 also uses a *contextual approach* to grammar presentation. Thus, the section starts with a context (text) like, for example, on page 38. *Passive*

1. *Read the text. Do you think the writer is basically a believer or a sceptic when it comes to UFOs? Give reasons for your answer.*
2. *Underline examples of the passive constructions in the text below.*

Present simple
Present continuous
Future simple
Past simple
Present perfect
Past perfect
Modal passive
Passive infinitive
Passive – ing form
By + agent

3. *Choose the correct words to complete the information in the Learn this!*

Then, it refers to the grammar rules to be completed. The textbook introduces two types of grammar presentation here: *grammar through context,* which is represented by task 2 (where text has the main function), and *rules discussion*. These two methods are applied to all the grammar sections of the textbook. Moreover, the author tends to use a communicative approach. For instance, in the first task there is a discussion of UFO; the author probably tries to elicit the target grammar (which is not presented in the instructions).

Inside Out B2

There is no separate grammar section in *Inside Out B2*, but one which is called *grammar, lexis and pronunciation.* Grammar presentation techniques can be found on pages 8, 12, 18, 21, 28, 31, etc. which show that each unit contains two grammar topics, each of them presented on a different page. A typical example of grammar presentation may be observed on page 58, where the author explains the different uses of the *present perfect simple* and the *present perfect continuous*. A detailed explanation is provided, i.e. the textbook uses a *rules learning approach* to grammar teaching. Such a presentation of grammar is preceded by several exercises, where the learner is asked to

match the sentences using the above mentioned verbal forms or to choose the most appropriate form of the present perfect. Hence, in this textbook, I will conventionally call the grammar presentation technique a *'rule-learning' approach* to grammar presentation.

New Cutting Edge B2

The grammar section in *New Cutting Edge* goes under the heading "language focus". The analysis of each of the section shows that the grammar presentation techniques do not greatly differ from one page to another. What we have on page 34 may serve as an example. The introduction of grammar starts from the sample exercise:

Look at the sentences below from the story on page 32 and 33 and choose the best verb form. Such an activity is followed by the table called *analysis* where the learner is asked to classify the sentences according to the grammar rules. For example:

1) *Complete the table with an example of each verb form from table 1.*
2) *Match the sentences to the timelines, etc.*

This is usually terminated by a reference page, where the grammar rule is presented in an abbreviated form. Hence, the analysis shows that one and the same type of grammar presentation is used in the whole textbook: this is usually a *presentation of grammar rules via examples* which leads to the discussion of grammar patterns.

New Headway B2

Like some of the other selected textbooks, *New Headway B2* also refers to the grammar section as '*language focus'* which is, in fact, a separate grammar section that interacts closely with the four language skills. Thus, the way grammar is introduced in this textbook is somehow contextual, that is, the author presents the context through a reading or an exercise, or even, a picture, and then asks questions to elicit some grammar knowledge on a particular grammar area. Several examples can be given to illustrate this. On page 95, for example, grammar does not interact with any other skills, but it is focused on sentence discussion:

Hypothesizing – past and present

1) *All of the sentences are hypothetical. That is, they imagine changing certain facts. What are the facts?...* (followed by the sentences)
2) *Which of the sentences are about present time? Which are about past time?*
3) *Look at sentences c, d, e. What are the full forms of the contractions I'd, you'd, we'd?*
4) *Other expressions are also used to hypothesize. Complete the sentences with the facts.* (sample sentences are followed)

This is followed by *grammar reference* which gives an account of grammar rules and an explanation of its use. Another type of context grammar presentation in *New Headway B2* illustrates the interaction of grammar with some language skills. For example, on page 17, grammar is presented via the text that precedes the grammar focus section.

1) *What tense form is used in the sentences about Marco Polo? Why? What are the main tenses used in the sentences about Tommy Willis? Why?*
2) *Compare the use of tenses in these sentences*...which is followed by the grammar reference page.

Thus, in all cases, either interacting with language skills or not, grammar is presented through context. At the same time, none of the units gives any rule or explanation.

Speak Out B2 has a very different approach to grammar presentation. Like in many other textbooks, the grammar section here is separated from the rest of the sections and appears once or twice in each unit. Having analyzed each grammar section, grammar is presented in the same way all along the textbook, i.e. even grammar rules are introduced in the form of exercises: particularly gap-filling or checking what a learner knows about a certain grammar area. Hence, the general presentation of grammar rules looks like '*complete the rules with…*' A good example of this is given on page 60.

a) *Match sentences 1-4 with conditional form a)-d)*
b) *Work in pairs and complete the rules.*

Another similar example can be found on page 71 on future perfect and continuous.

a) *Look at the sentences a) and b). Which one talks about:*
1) *Things that will be completed before she opens the letter?*
2) *Things that will be in progress around the time that she opens the letter?*

b) Complete the rules

Thus, we can then conclude that grammar presentation in this textbook may be provisionally called *grammar through rules learning and exercises completion.*

Straightforward B2

The grammar sections of this book are clearly different from all the rest. Unlike most of the selected textbooks, in *Straightforward B2* strict grammar rules are followed by grammar tasks and activities. Thus, every unit contains several grammar sections furnished with explicit grammar explanations with some reference pages for further grammar revision. Such an approach to grammar presentation is followed by exercises and other grammar activities. However, unlike *Inside Out B2* where we also came across explicit grammar explanations, here we do not find them in the form of long grammar explanations but under the format of precise models, examples and short explanations usually accompanied by figures, tables, timelines or even short statements marked with bullets. Thus, we can say that the textbook uses an approach which can also be called *grammar presentation through rules learning (comprehension).*

3.2.3.3.2. General summary of the results obtained from the analysis of B2 textbooks

The results obtained from the analysis of B2 textbooks as regards grammar presentation show that most of the textbooks (4 out of 10), i.e. *Global, Solutions, New Cutting Edge, New Headway* use an approach that I conventionally call *grammar presentation through context*. As mentioned above, this context could be of different type: a listening comprehension activity; a reading passage, or some sentences. An interesting observation is that among these four textbooks, only 2 of them, *Solutions* and *New Headway,* belong to the same publishing house, *Oxford University Press,* whereas *Global* belongs to *Macmillan* and *New Cutting Edge* was published by *Person*. This proves that the methods selected here have no possible connection with the requirements of the publishing houses to use this or that approach to the presentation of grammar. When it comes to the date of publication, three textbooks, i.e. *Global* (2010),

New Headway (2011), *and Solutions* (2009) were published between 2009 and 2011 whereas *Cutting Edge* was published in 1999. Hence, *Cutting Edge* breaks the chronological line being published long before the rest of the textbooks.

Straightforward (2012) and *Inside Out* (2001) were both published by Macmillan but at different periods of time and they present grammar via *rules learning*. Speaking about rules, I should point out that some textbooks provide short rules which look like instructions but they are still targeted at the learners; however, in other textbooks the rules tend to be very long, which may even cover the whole page as is the case in *Straightforward.*

The authors of *Face to Face*, *Speak Out* and *New Total English* give their preference to *grammar discussion via exercises with rules completion*. Thus the main target of these textbooks is to elicit grammatical rules from students so that they can be better remembered by them.

Finally, only *New English File* uses what can be called a *free grammar presentation,* i.e. the author does not provide any rules, but only its name and drilling exercises, giving the floor to teachers to present grammar in the way they prefer according to the situation.

In order to come to some preliminary conclusions, Table 27 gives us an overview of all the methods used for the presentation of grammar in each of the B2 textbooks considered in the study. Sections are highlighted in different colors to facilitate the analysis.

Table 27: Grammar presentation methods found in B2 textbooks

Textbooks	***Grammar presentation approaches***
1. New Total English B2	Grammar discussion via exercises on rules completion
2. New English File B2	Free grammar presentation
3. Face to Face B2	Grammar discussion via exercises on rules completion
4. Global B2	Grammar discussion through context/Grammar discussion via exercises on rules completion
5. Solutions B2	Grammar discussion through context
6. Inside out B2	Rules learning
7. New Cutting Edge B2	Grammar discussion through context
8. New Headway B2	Grammar discussion through context
9. Speak Out B2	Grammar discussion via exercises on rules completion
10. Straightforward B2	Rules learning

The most frequently used grammar presentation approach (4 out of 10) in the selected B2 textbooks is *grammar discussion through context* (*Global B2, Solution B2, New Cutting Edge B2, New Headway B2*). Another frequently used grammar presentation approach is *grammar discussion via exercises on rules completion*, 3 out of 10 textbooks (*New Total English B2, Face to Face B2, Speak Out B2*). Two yellow lines (*Inside Out B2, Straightforward B2*) in the table stand for the *rules learning* grammar presentation approach.

The most interesting point is found in *Global B2* that uses 2 types of grammar presentation methods, i.e. *grammar discussion through context* and *grammar discussion via exercises on rules completion*. Surprisingly, *New English File B2* implements a *grammar free* method presenting only the grammar areas and without giving either any rules or patterns as a guide.

Table 28: Grammar presentation methods found in B2 textbooks

Grammar presentation approach	Number of textbooks (out of 10)
• Free grammar presentation	1
• Grammar discussion via exercises on rules completion	4
• Grammar discussion through context	4
• Rules learning	2

Thus, according to Table 28 above, the highest number of methods used for grammar presentation in all the textbooks surveyed is *grammar discussion through context* and *grammar discussion via exercises on rules completion*. In contrast, only 2 textbooks use the rules learning method of grammar presentation and 1 textbook prefers to use a *free grammar presentation approach*.

3.2.3.3.3. C1 Textbooks

A similar analysis has been conducted for C1 textbooks.

Cutting Edge C1

A separate grammar section is called 'grammar extension', where there are no grammar rules or any grammar explanations, but the title of the grammar topic in question is

provided followed by tasks that students have to complete. A typical example is given on page 30:

Modals and related verbs:

Underline the modal verbs on the sentences below.

1) *Match them to the meanings in the box…*
2) *The following sentences contain different modals, and other related verbs. Match them to the same meaning in Exercise 1.*
3) *Look at the pairs of sentences with the same general meaning. Is there any difference in the way we use the two modals?*

The section terminates with a grammar extension bank reference in an appendix; this provides some short grammar explanations that are precise and exact. Hence, grammar in *Cutting Edge C1* adopts the format of *grammar discussion through tasks* and activities.

In ***New English File C1*** grammar occupies an independent section in each unit. The analysis shows that the grammar presentation approach adopted is the same in all the units of the textbook. The method here used is *grammar discussion through context*. Thus, the author presents various types of context whether there is a grammar exercise or a text. A good example of this is given on page 47:

Unreal uses of past tenses.

a) *Look at the highlighted verbs in these sentences.*
b) *Which ones are really about the past? What time do the other refer to…?*

The task is followed by a grammar bank reference that gives short grammar rules.

Another example can be observed on page 57.

Verb + object + infinitive or gerund

a) *Right or wrong. With the partner, correct any mistakes in the highlighted phrases.*
b) *Grammar bank reference 4b. Read the rules and do the exercises.*

Thus, grammar is present not only in the units but in the appendix as well. Hence, we may assume that the appendix plays an important role in the presentation and practice of

grammar although, as explained above, my analysis is restricted to the core of the textbook.

Face to Face C1 introduces grammar under the heading *grammar and real world.* According to the analysis conducted, grammar here closely interacts with language skills, such as listening and reading. Moreover, grammar sections in this textbook appear under the subheading "*help with grammar*", and "*grammar area*". For instance, on page 17 of this textbook we find the following:

Help with grammar: relative clauses with prepositions.

See preview page 15.

a) *Look at these pairs of sentences. Which sentences, 1 or 2 in each pair, is an example of a) more formal, usually written English? b) less formal, usually spoken English?...*
b) *Fill in the gaps in this rule with the correct words from the pairs of sentences in 2 a)*

In more formal, usually written English, who changes to …

c) *Look at this sentence and choose the correct answer in the rule.*

This is followed by the reference page called *check in* where detailed grammar rules are given. As we can then see, *Face to FaceC1* uses grammar presentation techniques, where grammar is introduced through context. Still, there are no rules given in the main part of the textbook (in the units) and the rules presented in the appendix cannot be taken into account since, as mentioned, first of all, we deal only with the core part of the textbooks and secondly, very often, textbook appendices are disregarded by teachers and learners. Another important question is that each unit terminates with a language review section where grammar is widely practiced.

Global C1 presents grammar in the same way as *Global B2*. Each unit starts with the grammar section; rules are discussed and exercises on rules completion are given. An example of grammar presentation in this textbook is presented below (page 9):

1. *Match the grammar rules below with a phrase from a box:*

A temporary situation *A habit or routine* *A trend or new development* *An established fact*

- *Use the present simple tense to describe…*

a) _____, *eg. Most museums do not charge an entrance fee.*

b) _____, *eg. I quite often go to exhibitions.*

- *Use the present continuous tense to describe…*

c) _____, *eg. Today, more and more young people are visiting museums.*

d) _____, *eg. The exhibits are currently being stored in the collar while the museum is being renovated.*

2)*Match each group of adverbials with one of the rules a-d*

3) For each of the sentences, decide whether one or both alternatives are possible, and why.

Other grammar sections which appear on pages 13, 21, 25, 30, 35, 46 etc. are presented in a similar way. Thus, the grammar presentation method used in this textbook can be conventionally called *"*grammar discussion through exercises with rules completion" and "grammar discussion through context*"*.

Headway C1

Language study stands for the grammar section in *Headway C1*. According to this, grammar is presented in the form of short rules followed by some drills. Moreover, the additional grammar reference page is given after the rules leading to long grammar explanations with examples and diagrams. Thus, for instance, on page 50 we find an example of a short grammar rule.

1. *Modal auxiliary verb, present and future*

One of the main uses of modal verbs is to express varying degrees of likelihood or probability.

Examples:

a. *It'll rain tomorrow, you'll see.*
b. *It might not. It could stay fine.*

2. *Modal auxiliary verbs often have different forms to refer to past time depending on the meaning.*

Example:

Must

I had to go the dentist (obligation)

It must have been an awful shock (deduction)

Grammar reference: page 137-138

Thus, we can then conclude that grammar in *Headway C1* is presented in the form of short grammar instructions and its discussion via examples.

Language leader C1

By presenting each of the language skills and also the grammar and the vocabulary sections separately, *Language Leader* succeeds in connecting these three sections. Having analyzed the whole textbook, I will use as illustration an example from the first unit only since the author uses only one and the same method all along the textbook. Thus, on page 8, the progressive verbal aspect is presented as follows:

a) Read the profiles of Angela Jia Kim and Indira Nooyi again. Underline example of the:

1. *Present continuous*
2. *Past continuous*
3. *Present perfect continuous*

b) Which of the tenses you found are used to talk about:

1. *Actions that were in progress at an earlier time?*
2. *Actions that are currently in progress?*
3. *An action which began in the past and is still continuing, or has just finished?*

Language reference and extra practice, pages.

The grammar presentation method used in this textbook is *grammar discussion through context.* Under context I mean both written and oral context, the latter being presented via listening activities. Moreover, the author also gives reference pages, where, if necessary, learners can practice grammar.

New Total English C1

Being one of the most recent textbooks, *New Total English C1* emphasizes the indisputable role of grammar and gives it a separate section. Thus, the way grammar is presented here is as follows. On page 10 the topic is *verb, adjectives, noun and prepositions*.

a) *Look at examples 1-5 in the active grammar box and underline the prepositions. What type of word does each preposition follow?*
b) *Answer the questions for rules A and B in the Active grammar box.*

This is followed by a box where, first of all, the sample sentences are given and then two more questions are intended to elicit grammar. *Prepositions after verbs, nouns and adjectives always have an object. What is the object in each sentence above?*

a) *When the preposition is followed by a verb, the verb is usually in the –ing form. Which of the sentences above use this structure?*

Thus, explanation via questioning is observed in this case. The analysis of the whole textbook shows that this particular approach is used in all the grammar sections with some additional explanatory graphs, timelines and charts.

Straightforward C1

The grammar section in *Straightforward C1* is similar to that of *Straightforward B2* where it is separated from all the rest. Hence, grammar is presented in the form of short grammar instructions with examples of their use. On page 39, for example, reported speech is presented as follows:

1) *A large number of reporting verbs are followed by <u>that clause</u>… (examples)*
2) *Use normal word order without do, does, did in reported questions (examples)*
3) *Use an object + infinitive after these verbs … (examples), etc.*

However, if you go to that page and keep on reading this set of instructions, you will see that one can hardly find internal connection between these instructions since they lack logical coherence. In one word, grammar presentation through *rules learning* can be observed in *Straightforward C1* as well.

New Headway C1 presents grammar under the heading 'language focus'. Being one of the oldest textbooks, published in the late 1990s as *'Headway'* and then renamed as '*New Headway*', the methods of grammar presentation and practice in this textbook remained unchangeable with respect to the original. A good illustration of this can be found on page 78.

Real and unreal tense use:

Would

1) *Would has several different uses. Look at these examples from the text*

a) *Ray Disney would devote the rest of his life….*

It was a union that would last …. until his death.

b) *…. He'd sneak into an alley for catnap.*

He'd talk about sketching the farm animals…

c) *… but Walt wouldn't listen*

2) *Which sentences a, b, c express…?*

- *Past habits*
- *Refusal on a par occasion*
- *The future in the past*

Grammar reference p.154

When one opens this page, we find explanations of the modal *would*furnished with a number of examples followed by a reading comprehension text. Thus, grammar presentation in *New Headway C1* is given in the form of *grammar discussion through context*.

Speak Out C1

As in *Speak Out B2*, in *Speak Out C1* all the sections are clearly differentiated. Grammar is presented in an independent section consisting of two clearly divided parts; the first part is properly a grammar presentation section and the second is called "practice". In order to illustrate the grammar presentation method adopted in this textbook which is also *grammar discussion via exercises on rules completion*, similar in nature to that of *Speak Out B2*, the tasks on page 21 may serve as a good example:

a. *Look at paragraphs 2, 6 and 7 above; Underline four conditionals and three phrases to describe regrets.*

b. *Check what you know. Answer the questions.*

c. *Look at the sentences you underlined again. Which one is a mixed conditional? Read the rules to check.*

Thus, according to these grammar presentation instructions, grammar in this textbook is presented in the form of *rules completion and grammar discussion*.

3.2.3.3.4. Results obtained from C1 textbooks

The data obtained from C1 level textbooks show that, broadly speaking, three types of grammar presentation approaches are found. As in B2 textbooks, one of the most widely used approaches for grammar presentation is *grammar through context,* which was found in *Cutting Edge*, *New English File*, *Language Leader* and *New Cutting Edge*. In these textbooks, in spite of grammar being a separate section, it closely interacts with those language skills such as reading, listening and even speaking. Four textbooks, *Face to Face*, *Global*, and *New Total English*, *Global* use *grammar discussion through rules completion* while *Headway*, *New Headway*, *Straightforward* use *rules learning* techniques.

Table 29: Grammar presentation methods found in C1 textbooks

1. *Cutting Edge C1*	Grammar discussion through context
2. *New English File C1*	Grammar discussion through context
3. *Face to Face C1*	Grammar discussion via exercises on rules completion
4. *Global C1*	Grammar discussion through context/Grammar discussion via exercises on rules completion
5. *Headway C1*	Rules learning
6. *Language Leader C1*	Grammar discussion through context
7. *New Total C1*	Grammar discussion via exercises on rules completion
8. *Straightforward C1*	Rules learning
9. *New Headway C1*	Rules learning
10. *Speak Out C1*	Grammar discussion via exercises on rules completion

Colors are used to illustrate the differences between the textbooks more clearly. According to these, the most frequently used grammar presentation method among all the ten C1 textbooks is *grammar discussion through context* which is presented in blue (4 textbooks: *Cutting Edge C1, New English File C1, Global C1, Language Leader C1*); green color highlights the method called *grammar discussion via exercises with rules completion* (4 textbooks: *Face to Face C1, Global C1, New Total English C1, Speak Out C1*). Yellow shows the textbooks that use the *rules learning methods* of grammar presentation (3 textbooks). These are the main approaches to grammar found in most cases. Thus, among C1 textbooks we find only three methods of grammar presentation which are illustrated in numbers as follows (see Table 30).

Table 30: Grammar presentation methods found in C1 textbooks

Grammar presentation approach	Number of textbooks (out of 10)
• Free grammar presentation	0
• Grammar discussion via exercises on rules completion	4
• Grammar discussion through context	4
• Rules learning	2

Thus, according to Table 30, the highest number of methods used for grammar presentation in all the textbooks considered for this level is *grammar discussion through context* and *grammar discussion via exercises on rules completion*. In contrast, only two textbooks use the *rules learning* methodfor grammar presentation. Unlike B2 level textbooks, there is no C1 level textbook that uses the *free grammar presentation* approach.

3.2.3.4. Grammar practice techniques and activities

Some scholars such as Harmer (1998), Rutherford (1988), Ur (1988) and Ellis (1993) distinguish different types of grammar practice activities. Among these types of activities, the most popular are mechanical (contextualized) and communicative practice (Ellis, 1993:234). Ellis (1993:233) explains that mechanical (contextualized) practice

can be considered as *controlled practice* grammar activities whereas communicative practice can be regarded as *free grammar practice*. Resting upon this classification, the further analysis (see sections *3.2.4.4.1.1* and *3.2.4.4.1.4*) will be conducted to see which of the twenty selected textbooks use either controlled grammar tasks or free grammar production activities, or both. However, before analyzing the textbooks, it seems reasonable to make some points on how the CEFR (2001) defines and characterizes tasks. Thus, according to the CEFR (2001:156), tasks are then described as extremely varied in nature, and many involve language activities to a greater or lesser extent. For example: creative tasks (painting, story writing), skills-based tasks (repairing something), problem-solving tasks (jigsaw, crosswords), routine transactions tasks, interpreting a role in a play, taking part in a discussion, giving a presentation, planning a course of action, reading and replying to (an e-mail) message tasks and some others. According to the Council of Europe (2001:157), these types of tasks can be easily found in syllabi, textbooks, classroom learning, etc. although often in a modified version. Moreover, in my view, each of the tasks has its own objectives; for example, tasks that aim at developing students' communicative skills (such as role play, making dialogues, games, etc.), or tasks that aim at increasing students' grammatical awareness. Here we can appertain tasks such as grammar rules discussion, gap filling using the learnt grammar pattern, etc. Thus, most of the scholars, language instructors and those who deal with language teaching and learning believe that today the main objective of any task type is to develop learners' communicative skills. Therefore, the CEFR (2001:157) writes that "for many years the Council of Europe has promoted an approach based on the communicative needs of learners and the use of materials and methods for English language teaching should also be focused on communication. Based on the above-mentioned, I strongly believe that most of the tasks presented in the textbooks should be communication-oriented. Consequently, grammar being an important part of English language teaching should be also communication-oriented. Regarding this, the Council of Europe (2001:151) suggests the following criteria to develop students' grammatical competence.

- Inductively, by exposure to new grammatical material in authentic texts as encountered;

- Inductively, by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning;
- Inductively, by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning, but followed by explanations and formal exercises;
- By the presentation of formal paradigms, tables of forms, etc. followed by explanations using an appropriate metalanguage in L2 or L1 and formal exercises;
- By elicitation and, where necessary, reformulation of learners' hypotheses, etc.

Moreover, alongside a huge number of grammar activities suggested by the CEFR (2001:152) I will present a sample list of the basic tasks (see Table31) that could be used to practice grammar.

Table 31: Basic grammar practice activities according to the CEFR (2001:112)

Types of tasks suggested by the CEFR for grammar practice
Gap-filling
Sentence construction on a given model
Multiple choice
Category substitution exercises
Sentence merging
Translation of example sentences from the L1 to the L2
Question and answer involving students' participation
Grammar-focused fluency exercises

It is interesting to point out that the list gives count to such an activity as "Translation of example sentences from the L1 to the L2" which is unexpected, especially taking into account that, in spite of the fact that some scholars (Palacios and Seoane, 2004; Guy Cook, 2010, etc.) think that the use of translation can be positive and they suggest dynamic and communicative ways of using translation in the EFL classroom, the CEFR (2001) advocates for the limitation of use of the L1.

3.2.3.4.1. Major classification of the tasks: controlled grammar practice versus free grammar production

In order to lead the survey, we should make it clear what we understand by controlled grammar tasks and free grammar production tasks. Thus, by *controlled grammar tasks* we mean those tasks and activities which presume traditional exercises such as gap-filling, matching, category substitution, etc., whereas by free production tasks we mean activities such as making up a dialogue, essay writing, discussions on particular topics, in one word, all types of tasks that presume free language activities and where students can express themselves freely without having to resort to a model or pattern given. Moreover, in these activities there is room for creativity and originality. According to the *Teaching Knowledge Test Program* (Sprat *et al*., 2005:35), controlled grammar activities are those where a learner can use only the patterns that have just been taught. These activities usually focus on remembering the grammatical patterns, rather than practicing students' oral language freely. Learners follow a pattern or model given usually through different types of drills or controlled exercises.

As previously mentioned, in this work we deal only with those tasks included in the grammar sections although there are some textbooks where grammar is presented and practiced in their appendices. To make the analysis clearer, when citing from the tasks, I will conventionally use black ink to show the controlled grammar activities and blue ink for free grammar production activity (see Appendix 1, page 357).

By *free grammar production* we mean all the tasks that require discussions and the input of learner's opinion, whether in a written (even questions on task completion) or oral form. That is, according to the Council of Europe (TKT, 2005:35) those activities that are less controlled give more opportunity for learners to practice communication, interaction and fluency than controlled activities. Moreover, free grammar activities usually presume to get unexpected answers from the learners in the frames of a particular grammar area that does not expect to have correct answers. The following sections (*3.2.3.4.1.1 and 3.2.3.4.1.2)* are concerned with the number of controlled grammar tasks both in B2 and C1 level textbooks. The other two

subsections*(3.2.3.4.1.4 and 3.2.3.4.1.5*) aim at identifying and calculating the number of free grammar production activities in the same textbooks.

3.2.3.4.1.1. Controlled grammar tasks in B2 Textbooks

To obtain both qualitative and quantitative data, I analyzed all the selected B2 textbooks concentrating on all the controlled grammar activities present in them. In order to save time and space and to show how the data was analyzed, I will present an example only from the first unit of one of the selected B2 level textbooks (*Face to Face*). The analysis of every unit in each of the selected B2 textbooks can be found in Appendix 1 on page 357.

Thus, grammar in *Face to Face B2* is presented via such language skills as reading and listening. Unit 1 (see Table 32) in *Face to Face* B2 demonstrates that grammar activities in this textbook can be found on different pages i.e. page 6 where the presentation of grammar goes under the heading "reading and grammar", then, on page 7 where grammar is presented and practiced under the heading "vocabulary and grammar". On page 8 grammar is presented under the heading "listening and grammar", whereas on page 13 the authors present a separate grammar subsection called "consolidation of grammatical patterns."

Table 32: Sample tasks from *Face to Face* B2

Unit 1:
Reading and Grammar p.6 1. a. *How important is learning English in your country? Why?* b. *Read the article about learning English. Match headings….* *Vocabulary and Grammar p.7* 1. *Name the verb forms in bold in these pairs of sentence…* 2. *Read about…. Choose the correct verb forms…* *Listening and Grammar p.8* 1. *Discuss the questions…* 2. *Listen and tick the things they talk about*

Grammar p.9

1. *Fill in the gaps … Use the contractions*
2. *Change repeating verbs…*

Review p.13

1. *Underline and correct the incorrect verb forms …*
2. *Choose the correct words*
3. *Fill in the gaps with the correct verb forms.*

According to Table 32, out of 11 tasks presented in the whole unit, only two of them aim at free production, whereas the rest of the grammar exercises, a total of ten, are intended for controlled practice. Similarly, all the units in each of the selected textbooks are analyzed in the same way; the number of controlled grammar tasks in the B2 textbooks is calculated and shown in the following Table 33.

Table 33: Number of controlled tasks in each of the B2 textbook analyzed

Level B2 Textbooks	Controlled grammar task
1. Face to Face	64
2. Global	64
3. Inside Out	75
4. New English File	83
5. New Cutting Edge	87
6. New Headway	55
7. New Total English	113
8. Solutions	110
9. Speak Out	61
10. Straightforward	71

Table 33 shows that four textbooks (*Face to Face B2, Global B2, New Headway B2, Speak Out B2*) contain a total number of controlled grammar tasks which goes from 55 to 65; four other textbooks (*Inside Out B2, Straightforward B2, New English File B2, New Cutting Edge B2*) include a number of controlled grammar tasks that ranges from 70 to 90. Finally, there are two textbooks that contain the highest proportion of controlled grammar tasks: *New Total English* (113) and *New Total English* (110). Thus, the table shows that in each of the textbooks analysed controlled grammar tasks clearly

prevail over the rest. However, we need to know the general number of free production tasks found in the same textbooks (see section *3.2.3.4.2.1*) to see which type of grammar activities is more common in each of the selected textbooks.

3.2.3.4.1.2. Controlled grammar tasks in C1 Textbooks

A similar analysis was conducted for the C1 textbooks. Each textbook has been carefully studied and all the controlled grammar tasks have been selected from all the textbooks. Thus, to save time and space I will give only one example from the first unit of *Cutting Edge C1*. The analysis of all the other C1 textbooks studied are given in Appendix 1 on page 357. Once again it should be noted that controlled grammar tasks are highlighted in black. Thus, in *Cutting Edge C1*grammar is presented and practiced in the section called "grammar extension". The example is given from page 10 (see Table 34).

Table 34: Sample tasks from *Cutting Edge* C1

Unit 1:

p. 10

1. Look at the verbs in bold. Find the examples of: a simple form, the future continuous, a continuous infinitive, a continuous for, a continuous passive, the present perfect continuous.

2. Find a continuous form that describes an action in progress.

3. How does the meaning of sentences a, b, d, f in exercise 1 change if you put the verbs into the simple form?

4. Which sentence in exercise 1 describes?

a) a situation which is gradually changing?

a repeated habit which is strange or annoying?

a definite plan for the future

b) Think of three examples of:

- Changes that are taking place in the world today
- Annoying things that advertise or the government do in your country
- Plans for new buildings/ developments in your town

According to Table 34, out of five grammar exercises found in unit one, four of them are based on controlled grammar. However, I should point out that if we think of the grammar teaching approach here, the grammar in this textbook is more likely to be presented via "grammar through discussion", which means that the author mostly applies recent grammar teaching approaches rather than old ones. Yet, the example shows that controlled grammar tasks are preferred over free grammar production activities. A complete analysis of the whole textbook (*Cutting Edge C1*) as well as the analysis of all the other nine C1 textbooks are presented in Appendix 1 on page 357.

Thus, once the total number of controlled grammar tasks in all the units of the selected C1 textbooks has been calculated, the following figures are obtained (see Table 35).

Table 35: Number of controlled tasks in each of the C1 textbooks analyzed

Level C1 Textbooks	Controlled grammar tasks
1. Cutting Edge	38
2. Face to face	69
3. Global	64
4. Headway	43
5. Language Leader	85
6. New English File	70
7. New Headway	55
8. New Total English	84
9. Speak Out	43
10. Straightforward	49

Table 35 shows that out of ten selected textbooks of the C1 level the lowest number of controlled grammar tasks (38) is found in *Cutting Edge C1*, whereas the highest was recorded in *Language Leader C1* (85 controlled activities) and in *New Total English C1* (84 controlled grammar tasks). Three textbooks, *Speak Out C1*, *Straightforward C1* and *New Cutting Edge C1* contain an average number of controlled grammar activities which ranges from 40 to 54. Other textbooks, i.e. *New Headway C1*, *Face to Face C1*, *Global C1* and *New English File* contain a proportion of controlled grammar activities which goes from 55 to 70. Thus, as in B2 textbooks, in order to compare the number of controlled and free grammar tasks we need to calculate the total figure of free grammar

practice tasks and to see which of these two grammar practice activities prevail in each of the selected textbooks (see *3.2.3.4.2.*).

3.2.3.4.1.3. Types of controlled grammar activities found in B2 and C1 textbooks

I have already mentioned that under controlled grammar activities we consider those grammar tasks that presume traditional exercises such as gap-filling, matching, category substitution the main target of which is drilling of the already learnt grammar pattern. Thus, once the whole book was carefully examined, I wrote down all the controlled grammar practice activities to see what types of activities were the most common; that is, out of twenty textbooks I found the following types of activities:

Table 36: Types of controlled grammar tasks in the B2 and C1 selected textbooks

Controlled grammar practice tasks	
1.	Fill in the gaps (with a correct form of…)
2.	Put (the verb) into the correct form
3.	Complete… (the sentence (the phrase)using…)
4.	Choose…(the verb, the tense form, etc.) any grammar pattern
5.	Find and correct the mistakes
6.	Answer the questions (on grammar issues)
7.	Underline… (a correct form of the verb, etc.)
8.	Classify… (the nouns according to…)
9.	Match…two halves of the sentences (the phrases)
10.	Put (the verbs) into the appropriate form
11.	Join (combine) the sentences, etc.
12.	Insert a correct (preposition, etc.)
13.	Complete the rules (using one of the options)
14.	Make sentences (out of these words)
15.	Write answers and questions using the target language
16.	Put (the sentence) into correct order
17.	Replace (the adjectives with the adverbs)
18.	Read rules and do exercises
19.	Use… (gerund to complete the sentence)

Thus, the Table 36 lists 19 types of controlled grammar tasks found in both the B2 and the C1 selected textbooks. All of them are used for grammar drilling.

3.2.3.4.1.4. Free grammar production tasks in B2 Textbooks

To obtain the number of free grammar production tasks, I analyzed all the selected textbooks, both B2 and C1. In the pages that follow, I will show the general numbers of free grammar production tasks found in each of the selected B2 textbooks. In order to save time and space, I will illustrate this with an example from the first unit of one textbook only (*Global B2*). The data collected from all the other units of *Global B2* as well as all the units from other nine textbooks will be presented in Appendix1 on page 349. I should point out that all free grammar production tasks are highlighted in blue.
Global B2 presents grammar in each unit in a separate grammar section. Every unit contains four subunits where grammar frequently appears. I should note that in this textbook the grammar section does not interact with any other language skill.

Table 37: Sample tasks from *Global B2*

Unit 1:
p.7
1. Complete the questions with the missing auxiliary verbs
2. Choose three questions to ask and answer with the partner

p.9
1. Look at the examples. Underline the main verb.
2. Match the uses to the example sentences in exercise 1.
3. Identify which tense from exercise 1 goes with each group of time expressions below.
1. Complete the text with the verb in brackets using one of the three present tenses

p.11
1. Complete the dialogue with future form.
2. What are the speakers in exercise 2 talking about in each dialogue? Do you think speaker B is optimistic or pessimistic?

p.13
1. Look at the examples in the grammar box. Which sentence talks about ….
2. Now complete the rules…
3. Read the five vision 2020 goals. Write what they will be doing over the next few years and what they will have achieved by 2020.

Thus, in unit 1 of *Global B2* grammar activities are presented on pages 7, 9, 11 and 13. That is, out of eleven exercises, only three of them are based on free production tasks; the rest is based on controlled grammar activities. As previously mentioned, Appendix 1 on page 357 shows the analysis of each unit from all the selected B2 textbooks. Thus, once the total number of free grammar tasks from all the units of the selected B2 textbooks has been calculated, the following figures for free grammar tasks were obtained: (see Table 38).

Table 38: Number of free tasks in each B2 textbook

Level B2 Textbooks	Free grammar tasks
1. Face to Face	18
2. Global	14
3. Inside Out	22
4. New English File	12
5. New Cutting Edge	19
6. New Headway	14
7. New Total English	15
8. Solutions	28
9. Speak Out	33
10. Straightforward	23

Table 38 shows that the highest number (from 22 to 33) of free production tasks is found in four textbooks, i.e. *Inside Out B2*, *Straightforward B2*, *Solutions B2* and *Speak Out B2*. The average number (from 19 to 14) of the controlled grammar tasks can be observed in *Face to Face B2*, *Global B2*, *New Headway B2*, *New Cutting Edge B2* and *New Total English B2*. This means that the minimum number of free production tasks is found in *New English File B2*, where the total number of free grammar tasks in all the eight units is 12 only. In order to see what type of grammar activities, i.e. controlled or free, dominate in each of the selected textbooks, we will need to compare Table 35 and Table 38 (see *3.2.3.4.2.*)

3.2.3.4.1.5. Free grammar production tasks in C1 Textbooks

A similar analysis was conducted with C1 textbooks; that is, as an example, I will consider only the fourth unit from *Straightforward C1;* the analysis of all other units in

this textbook as well as all the units of the remaining nine C1 textbooks is provided in Appendix 1

Table 39: Sample tasks from Straightforward C1

Unit 4:

p.39

1. Report the direct speech using the verb at the end of each line.

2. Write three of your own sentences using the phrases in bold in exercise 1. The sentences must be true and reflect your opinions.

3. Compare and discuss your sentences.

4. Work with a different student and report your dialogues.

p.43

1. Match the sentences 1-8 to the replies a-h

2. Match the grammar points 1-6 in the grammar box.

3. Choose 4 replies from exercise 1 and have 4 separate dialogues.

According to Table 39, out of the seven exercises found in unit four in *Straightforward C1*, only two of them are free production tasks: *make a dialogue* and *write true and false sentences*. All other activities are highly controlled. Thus, section *3.2.3.4.2.2* will show the comparison of numbers for free production and controlled grammar tasks in all the selected C1 textbooks to see if the textbook writers are more likely to use traditional or communicative grammar practice techniques.

Table 40: Number of free tasks in each C1 textbook

Level C1 Textbooks	Free grammar practice tasks
1. Cutting Edge	6
2. Face to Face	9
3. Global	18
4. Headway	4
5. Language Leader	8
6. New English File	10

7. New Headway	9
8. New Total English	5
9. Speak Out	22
10. Straightforward	22

Table 40 shows that the highest number of *free production tasks* is found in *Speak Out C1* and *Straightforward C1* where it amounts to 22 activities per textbook. The average number of free grammar tasks is found in *New Headway C1*, *New English File C1, Face to Face C1* and *Global C1,* it goes from9 and 18 tasks per textbook. The lowest proportion of free production activities is recorded in 4 textbooks, i.e. *Cutting Edge C1* (6), *Language Leader C1* (8), *New Total English* C1 (5), and, finally, in *HeadwayC1* (4). Thus, even before comparing the numbers of free production activities with the controlled ones in all the selected textbooks, it is obvious that the general number of free production activities in the selected textbooks is simply anecdotic.

3.2.3.4.1.6. Types of free grammar production activities recorded in B2 and C1 textbooks

As previously mentioned, under free grammar production activities we mean all the tasks that require discussions and the input of the learner's opinion, whether in a written (even questions on task completion) or an oral form. Thus, having studied each of the selected textbooks, I came up with a list of all the types of free grammar production activities identified. See table below:

Table 41: Types of free grammar production tasks in the B2 and C1 selected textbooks

	Types of free grammar practice tasks
1.	Discuss…(the situation)
2.	Role play
3.	Write sentences (story, paragraph, text)
4.	Ask and answer the questions
5.	Improvise… (a part from a movie)
6.	Complete …(adialogue using your own ideas)
7.	Make a dialogue…
8.	Make a story…

9.	Grammar games…
10.	Describe using…
11.	Rearrange the words (making your utterance passive…)
12.	Read a question to your partner (and get a negative answer…)

Thus, the table above presents all the free production tasks found in the selected textbooks, and lists twelve different types of activities.

3.2.3.4.2. Controlled and free grammar practice activities compared

3.2.3.4.2.1. B2 Textbooks

This subsection will compare the numbers of controlled grammar activities with free grammar activities found in each of the selected textbooks for lB2 and C1 levels. See table below:

Table 42: Number of free and controlled tasks in each of the B2 textbooks analyzed

Level B2 Textbooks	Number of controlled grammar tasks per textbook	Number of Free production tasks per textbook
1. Face to Face	64	18
2. Global	64	14
3. Inside Out	75	22
4. New English File	83	12
5. New Cutting Edge	87	19
6. New Headway	55	14
7. New Total English	113	15
8. Solutions	110	28
9. Speak Out	61	33
10. Straightforward	71	23

Table 42 gives a clear picture of the ratio between controlled grammar tasks and free production tasks. In average, the figures show that nearly in all the B2 level textbooks the numbers of controlled tasks prevail over the number of free grammar production tasks. The largest number of controlled grammar tasks is shown in *New Total English* where it amounts up to 113 whereas the number of free production tasks in the same textbook is only 15. Similarly, in *Solutions B2* the proportion of controlled grammar activities amounts to 110 whereas there are only 28 free production activities in the

same textbook. The same tendency is observed in all the other B2 textbooks where the amount of controlled grammar activities is 2-3 times larger than the number of free production activities.

3.2.3.4.2.2. C1 Textbooks

A similar table has been designed for C1 level textbooks to see the ratio between the numbers of controlled and free production grammar tasks.

Table 43: Number of free and controlled tasks in each textbook of level C1

Level C1 Textbooks	Controlled grammar task	Free grammar tasks
1. Cutting Edge	38	6
2. Face to face	69	9
3. Global	64	18
4. Headway	43	4
5. Language Leader	85	8
6. New English File	70	10
7. New Headway	55	9
8. New Total English	84	5
9. Speak Out	43	22
10. Straightforward	49	22

Thus, the ratio shows that the number of controlled grammar tasks in all the selected C1 textbooks is several times higher than that of free production tasks. This can be easily observed in *Language Leader C1* where the proportion of controlled grammar activities is 85 whereas there are only 8 free production activities in all the units of this textbook. Similarly, in *New Total English* I identified 84 controlled grammar activities whereas there are only 5 free production activities in the same textbook. This once again proves that even today the authors of textbooks for the teaching of English feel safer using controlled grammar activities; this means that the textbooks do not fully adopt a communicative approach to the teaching of grammar which arises a problem in terms of few opportunities for students to practice the target language, and more particularly, the spoken component of the language.

3.2.4. General summary and conclusions

In order to summarize the results obtained from the analysis of the selected textbooks, I would like to start by considering the grammar teaching methods found in all the selected textbooks for both B2 and C1 levels. Thus, the most popular grammar presentation methods among the selected textbooks is *grammar discussion through context.* This means that grammar discussion is used to achieve learners' comprehension and understanding of grammar. This overview also shows that the way grammar is presented in B2 textbooks does not differ greatly from that identified in C1 level books. An interesting point is that in *Global B2* and *Global C1* grammar presentation techniques totally coincide, i.e. both of the textbooks use two methods of grammar presentation – *grammar discussion through context* and *grammar discussion through rules completion*. Hence, most of the textbooks present grammar through discussion using different means: context, tasks, etc. The analysis of both grammar presentation and practicing methods show that the approach used for teaching grammar is mostly traditional.

Table 44: Total number of grammar presentation approaches per each B2 and C1 textbooks.

Grammar presentation approach	Number of textbooks (out of 20)
• Free grammar presentation	1
• Grammar discussion via exercises on rules completion	7
• Grammar discussion through context	7
• Rules learning	5

Resting upon this table, we can make the following inferences: Out of twenty textbooks, nineteen of them present grammar in a traditional way using *grammar discussion through context*, *rules learning*, *grammar discussion via exercises on rules completion*, whereas only one of them is based on recent grammar presentation approaches, i.e. *free grammar presentation* that avoids explicit explanations of the rules, giving preference to the eliciting of grammar from the tasks and activities (Scrivener, 1994:115; Tennant, 2015). As regards controlled and free grammar activities, it is obvious that the number of controlled grammar activities is much higher than that of free grammar activities.

This means that most of the textbooks avoid a communicative approach to grammar teaching giving way to traditional methods.

3.2.4.1. Answers to main questions

1. What is the preferred type of grammar practice activity? Is grammar practiced in a controlled way or in a free way? *Grammar is mainly practiced in a controlled way; very little attention is paid to free grammar practice which impedes the development of the communicative language skills.*
2. What sort of activities in the textbooks are proposed for B2 and C1 learners; and do these tasks satisfy the requirements of CEFR (2001)? *The most common activities found in the textbooks surveyed are connected with sentence completion, gap filling, error correction, etc. Little attention is paid to activities, such as games, making dialogues, free discussions, etc. As regards the CEFR, we may say that the textbook activities partially coincide with those suggested by this document.*
3. Do the grammar practice approaches in the selected textbooks correspond to traditional or recent approaches? *The grammar teaching approaches found in the selected textbooks correspond more likely to traditional grammar teaching approaches, rather than to more recent ones.*

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CHAPTER 4

STUDENTS' AND TEACHERS' VIEWS AND ATTITUDES TOWARDS THE TEACHING AND LEARNING OF GRAMMAR IN AZERBAIJAN

Introduction:

This chapter outlines the main study I carried out to investigate the attitudes and views of both teachers and students in Azerbaijan at university level, concerning both the role of English grammar teaching and the situation of general EFL teaching. The results obtained will be closely analyzed in the following sections, including a comparison between teachers' and students' views as the two main agents of the language learning and teaching processes.

Hence, in section one, I will refer to the reasons that motivated me to conduct this investigation. I will also focus on the main objectives of the research. In section two, I will deal with the methodology used, data collection and data analysis procedures by describing the participants, the research materials and tools used for the study, i.e. design and preparation, piloting and administration, etc. Moreover, I will review in detail the steps taken to analyze the data.

Section three will present the main results obtained from the survey. For the sake of the analysis, I will first focus on the answers given by the EFL teachers who

participated in the study and I will then discuss the results obtained from the students selected. In this analysis the role of several variables will also be considered. In addition, I will also concentrate on the information extracted from some observations conducted in some EFL classes as well as on the answers obtained from interviews conducted to both teachers and students.

Finally, section number 4 will be devoted to the comparisons across and within the groups of participants, that is, between students and teachers. More specifically, I will begin this last section by comparing students' and teachers' general views regarding the role that grammar has in their EFL classes and then referring to specific differences of opinions identified across these two groups of subjects. Next, I will focus on the teachers' responses regarding not only their general views on grammar teaching in EFL classes but also globally, the views and changes of the last two decades resting upon the new teaching trends that are supposed to have taken place in EFL teaching in Azerbaijan. Finally, I will compare the answers obtained from the surveys with the information provided by the interviews and class observations.

4.1. Purpose of the study

There are several reasons that motivated me to choose this topic for my dissertation. First of all, since this work is dedicated to the teaching of grammar, it seemed relevant to investigate the role of grammar and its teaching in present-day EFL classes. The need to investigate this issue arises from some recent surveys (British Council, 2013; Mammadova, 2015) conducted in EFL classes in Azerbaijani universities that have shown that most of the teachers still use outdated methods for the presentation and practice of grammar. Moreover, some teachers ask students to translate into their mother tongue long texts from textbooks, which are not really intended for translation; this seems to be ineffective from a pedagogical perspective and it is not in keeping with the main principles of the communicative approach. That is, if we take the above mentioned reasons into consideration, it may seem sufficient to say that we should take a deep look at the existing problems, both in general English language teaching as well as in the teaching of grammar as one of the main components of EFL teaching. I would also like

to point out the importance of conducting the survey at the university level since we are dealing with future language specialists as well as with specialists of some different fields who need English for their future work.[32] Moreover, this research project is a good chance to hear students' and teachers' voices regarding the present-day situation in EFL classes in Azerbaijan.

Finally, there are some other more secondary reasons to conduct this survey since, to my knowledge, no study of such nature has been conducted in this country so far. This explains why this dissertation is intended to fill the gaps existing in this particular field.

4.2. Method

In this subsection, I will describe the procedures followed to select the participants and briefly describe the participants in each group according to some variables such as age, gender and university.

4.2.1. Participants

4.2.1.1. Participants selection criteria

4.2.1.1.1. Questionnaires

In order to collect my data, I designed two questionnaires, the first one targeting teachers and the second one students. At first, eight mainstream universities were involved in the survey. Hence, I selected samples of teachers and students form the following universities: *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Slavic University, Baku Higher Oil School, Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan Pedagogical University, Azerbaijan University of Architecture and Construction*. Later on, the students from a ninth university, *Baku State University,*and someteachers from *Azerbaijan State Agricultural University* and *Khazar University* also joined the survey (see Table 45).

[32] I should point out that nowadays in Azerbaijan the knowledge of English has become a major requirement when hiring a person to any job position from office cleaner to engineer.

Table 45: List of the universities that took part in the survey

	UNIVERSITIES THAT TOOK PART IN THE SURVEY
1.	*Azerbaijan Diplomatic Academy*
2.	*Azerbaijan University of Languages*
3.	*Baku Slavic University*
4.	*Baku Higher Oil School*
5.	*Azerbaijan Economic University*
6.	*Azerbaijan State Oil and Industry University*
7.	*Azerbaijan Pedagogical University*
8.	*Azerbaijan University of Architecture and Construction*
9.	*Baku State University*
10.	*Azerbaijan State Agricultural University*
11.	*Khazar University*

Regarding the teachers, my primary aim was to select those teachers who were teaching English as a foreign language to students in the fields of Economics, Oil, Gas and Industry, Marketing, Management, Biology, Law, International Relations and some other majors because these are the faculties where EFL is taught to first year university students at the B1-B2 levels. My study also intended to hear the views of those teachers responsible for future specialists in the English language. These are mostly teachers from the *Azerbaijan University of Languages* and the *Azerbaijan Pedagogical University* who instruct future translators, interpreters, or simple language teachers.

Regarding the students' survey, most of the respondents are enrolled in their first year with a B1/B2 (CEFR, 2001) level of English. Hence, these students belong to six state universities where they are learning English as a foreign language in their first academic year. On the other hand, students from the *Azerbaijan University of Languages* mostly learn English as their major (for this survey I selected the students from the first and second year). As regards the students from the *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School*, they learn English as a foreign language within their first year of the foundation course, later on continuing their higher education in English.

Thus, a total number of 247 EFL teachers and 1408 students participated in the survey. Their distribution can be described in further detail as follows:

1) *Group 1* includes 612 students and 36 teachers from the *Azerbaijan Diplomatic Academy* and the *Baku Higher Oil School* that offer EFL on the foundation course. Later on, these students continue their education in English as the language of instruction.

2) *Group 2* involves 458 students and 137 teachers from six other universities where English is taught as a foreign language within the first university year. These are mostly technical universities: *Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan University of Architecture and Construction, Baku Slavic University, Baku State University, Azerbaijan State Agricultural University, Khazar University*.

3) *Group 3* represents the opinions of both students and teachers from two universities (*Azerbaijan University of Languages* and *Azerbaijan Pedagogical University*) where English is the major subject. Here are 337 students and 76 teachers. Table 46 shows the total number of participating teachers and learners in the survey.

Table 46: Total number of participants (students) in each main group – questionnaire

Group 1 Students	**Totals**
ESL taught at the foundation course level of ESP students (Azerbaijan Diplomatic Academy & Baku Higher Oil School)	612
Group 2 Students	**Totals**
ESL taught within the first university year (*Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan University of Architecture and Construction, Baku Slavic University, Baku State University, Azerbaijan State Agricultural University, Khazar University*)	458
Group 3 Students	**Totals**
English as Major (English language specialists)(Azerbaijan University of Language and Azerbaijan Pedagogical University)	337
Total number of students:	**1408**

Table 47: Total number of participants (teachers) in each main group –questionnaire

Group 1 Teachers	**Totals**
ESL taught at the foundation course level (Azerbaijan Diplomatic Academy & Baku Higher Oil School)	36
Group 2 Teachers	**Totals**
ESL taught within the first university year (*Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan University of Architecture and Construction, Baku Slavic University, Baku State University, Azerbaijan State Agricultural University, Khazar University*)	137
Group 3 Teachers	**Totals**
English as Major(Azerbaijan University of Language and Azerbaijan Pedagogical University)	76
Total number of teachers:	**247**

As mentioned above, the main objective of the survey was to draw a comparison of the responses given by students and teachers. Moreover, it will be important to see what kind of differences in the teaching environment are observed between the universities that offer English at a foundation course level, those that offer it within the first year and those universities where English constitutes the core of the studies since students will graduate in English Studies when they complete their degree.

The number of students and teachers in each of the target groups varies considerably from one to another for several reasons:

In students' *Group 1* there is a maximum number of students: 612. These are students on the foundation course whose main target is to learn EFL in one academic year in order to pursue their studies in English. As regards the teachers of this target group, only 36 teachers could take part in the survey. Unfortunately, due to a very heavy timetable, a good number of EFL instructors apologized for not being able to answer the questionnaire.

In *Group 2,* the number of students who answered the survey question is 458, and the number of teachers 137. These are the respondents who deal with English as a foreign language in their first year.

Finally, target *Group 3* comprises 337 students and 76 teachers. These are the respondents who deal with English as a major in faculties such as English Translation and Philology, etc.

As previously explained, one of my aims was to compare the findings obtained from teachers and students. Hence, the ideal situation would have been to have a similar number of students and teachers in each of the groups. However, due to the fact that the number of students in each university largely exceeds the number of teachers, and that each of the teachers is responsible for several groups (3-4) of 18-20 students, there is an obvious imbalance between the total proportion of teacher respondents and the total number of student-respondents. In spite of these obvious differences, we can say that the samples selected can be regarded as representative for the purposes of this study.

Table 48: Total number of EFL teachers who took part in the survey

Work Place	Freq.	Percent	Cum.
ADA University	25	10.12	10.12
Azerbaijan Economic University	30	12.15	22.27
Azerbaijan Pedagogical University	24	9.72	31.98
Azerbaijan State Agricultural Univers..	4	1.62	33.60
Azerbaijan State University of Oil an..	17	6.88	40.49
Azerbaijan University of Architecture..	19	7.69	48.18
Azerbaijan University of Languages	52	21.05	69.23
Baku Higher Oil School	11	4.45	73.68
Baku Slavic University	24	9.72	83.40
Baku State University	19	7.69	91.09
Khazar University	22	8.91	100.00
Total	247	100.00	

The figures show that teachers from 11 universities took part in the survey. Initially 8 universities were supposed to participate (excluding *Baku State University, Khazar University and Azerbaijan State Agricultural University*). However, some of the teachers distributed the survey link to their colleagues in these three universities. As a result, the number of universities increased from eight to eleven. Hence, out of eleven universities, 25 teachers are from *Azerbaijan Diplomatic Academy* (ADA University); 30 of them are from *Azerbaijan Economic University*; 24 teachers belong to *Azerbaijan Pedagogical University*; 17 of them are from *Azerbaijan State University of Oil and Industry*; 52 teachers from *Azerbaijan University of Languages*; 11 of them from Baku Higher Oil School; 22 from *Khazar University*; 19 teachers from *Baku State*

*University*and, finally, only 4 lecturers are from *Azerbaijan State Agricultural University*. The number of teachers differs from university to university on account of two basic factors: 1) firstly, the number of EFL teachers at each English Language Department greatly differs; 2) in some universities there are more teachers from an older generation than the average who admitted they found it hard to work with computers and moreover they did not have Wi-Fi connection at home. This may explain why a group of lecturers refrained from answering the online survey.

It is also important to bear in mind the distribution of the participant teachers according to their age group. Thus, according to the figures obtained, 245 out of 247 teachers answered the question regarding their age group. Hence, 33 (14%) teachers are between 25-30, for 101 of them (41%) their age ranges between 31-40; a group of 80 lecturers, that is, 33% of the total are aged between 41-50, and only 31 (13%) teachers out of 247 are older than 50 years. Thus, we can say then that the largest percentage of teachers are middle-aged, i.e. between 31 and 50 years. Due to this reason we may assume that most of them already have a certain experience; moreover, this generation is more able to adjust to new trends such as technological advances andto methodological improvements.

With regards to the teachers' gender, only 17 teachers happened to be males, whereas 228 ticked the 'female' box; 2 teachers did not specify this question at all. In fact, this was an expected result since in most universities of Azerbaijan a higher number of teachers, particularly EFL teachers, are female.

Table 49: EFL teachers' experience

Experience	Freq.	Percent	Cum.
1-5	29	11.93	11.93
11-15	84	34.57	46.50
6-10	67	27.57	74.07
More	63	25.93	100.00
Total	243	100.00	

According to this, 35% of teachers claim that they have 11-15 years of experience whereas 26% of teachers have worked over 15 years.

Before moving on to the next group of participants, I would like to refer to the average number of students per class (see Table 50).

Table 50: Number of students per class indicated by teachers

Number of students	Freq.	Percent	Cum.
13-16	123	50.83	50.83
17-22	74	30.58	81.40
8-12	22	9.09	90.50
More than 22	23	9.50	100.00
Total	242	100.00	

Thus, according to the figures obtained, the average number of students in EFL classes varies between 13-16 students (51%) whereas nearly in 31% of cases classes contain 17-22 students per class.

As regards the students' questionnaire, students from 9 universities (*Azerbaijan Diplomatic Academy*, *Azerbaijan State Oil and Industry University, Azerbaijan State Pedagogical University, Azerbaijan State Economic University, Azerbaijan University of Architecture and Construction, Azerbaijan University of Languages, Baku Higher Oil School, Baku Slavic University, Baku State University)* took part in the survey (see Table51).

Table 51: Number of students who took part in the survey per university

University name	Freq.	Percent	Cum.
ADA University	479	34.02	34.02
Azerbaijan State Oil and Industry Uni..	46	3.27	37.29
Azerbaijan State Pedagogical University	41	2.91	40.20
Azerbaijan StateEconomicsUniversity	51	3.62	43.82
Azerbaijan University of Architecture..	65	4.62	48.44
Azerbaijan University of Languages	296	21.02	69.46
Baku Higher Oil School	134	9.52	78.98
Baku Slavic University	76	5.40	84.38
Baku State University	220	15.63	100.00
Total	1,408	100.00	

Moreover, I was particularly interested in the faculties (students' major disciplines) where students receive their education (see Table 52).

Table 52: Number of students-respondents per faculty

FACULTY name	Freq.	Percent	Cum.
Applied Mathematics	2	0.14	0.14
Architecture	20	1.42	1.56
Biology	34	2.41	3.98
Business Administration	106	7.53	11.51
Chemical Engineering	30	2.13	13.64
Computer Engineering	31	2.20	15.84
Computer Science	43	3.05	18.89
Construction	7	0.50	19.39
Country Study	86	6.11	25.50
Economics	116	8.24	33.74
Education	41	2.91	36.65
Finance	19	1.35	38.00
Geology	5	0.36	38.35
IT	101	7.17	45.53
International Relations	87	6.18	51.70
Law	84	5.97	57.67
Oil and Gas Engineering	23	1.63	59.30
Pedagogical	203	14.42	73.72
Petroleum Engineering	20	1.42	75.14
Philology	102	7.24	82.39
Philology and Journalism	25	1.78	84.16
Political Science	9	0.64	84.80
Process Automation Engineering	10	0.71	85.51
Public Affairs	116	8.24	93.75
Systems Engineering	22	1.56	95.31
Translation	39	2.77	98.08
Transportation	27	1.92	100.00
Total	1,408	100.00	

Hence, out of 1.408 students, the highest number (203 students) were studying at the Faculty of Education, 116 students were from the Faculty of Public Affairs, a group of 116 students were from the Faculty of Economics, 106 of them belonged to the Faculty of Business Administration, 102 students studied at the Faculty of English Philology, and 101 students were future IT specialists. For the rest of the faculties, please, consult Table 52. I should also point out that most of the students out of 1.408 studied English as a foreign language, an exception being 102 students from the Faculty of English Philology and 25 students from the Faculty of Journalism for whom English is their major.

As regards age, almost 31% of students (430) were twenty years old, over 29% (418) of them were nineteen, 25% (352 students) eighteen, and finally, almost 9% of students (122) were seventeen years old. The rest of the students did not provide this information. Out of 1.408 students, only 1.391 of them included their gender: 891

students (64%) were female, whereas the remaining ones 500 students (36%) were male.

As said above (cf. chapter 1) in Azerbaijan schoolchildren and students can opt for one of the two major languages of instruction, i.e. Russian and Azerbaijani, and recently it has become also common to study in English at school. Depending on the language of instruction (LI) at secondary schools, different factors will vary as well. For example, if we compare students with Russian LI and Azerbaijani LI, we may observe that under the influence of their L1 these students make different errors when learning English. This may be explained by the fact that Russian belongs to the synthetic group of languages whereas Azerbaijani belongs to the agglutinative family. Hence, almost 69% of the students (that is, 960 students) indicated Azerbaijani as their language of instruction at secondary school, while almost 17% (231 students) Russian, and 14% of them, that is, 196 students, mentioned English.

4.2.1.1.2. Interviews

To obtain a deeper understanding of what is going on in present-day EFL classes in Azerbaijan, and to see how grammar is taught and what teachers think on this issue, I selected a sample of forty students and sixteen teachers to answer the interview questions. These are the same students that took part in the survey; five students per each university kindly agreed to answer my questions. On average the students were 18-19 years old and they were studying degrees in Engineering, Journalism, Public Affairs, Business Management, etc. As regards the teachers who participated in the interviews, these were the EFL[33] and EL[34] (English Language) instructors from the eight universities (2 instructors per each university) that have been selected for the questionnaire, i.e. one head of the English language department and one senior teacher per university. The teachers were between 30 and 50 years old. The tables that follow present more clearly the figures for the students and teachers who participated in the interviews.

[33]We will conventionally call EFL those students who learn English as a foreign language.
[34]By EL students, we mean the students who learn English as their major.

Table 53: Number of teachers that took part in the interview

Universities	Number of teachers per University	
	Heads of the Department	**Senior Teachers**
1. *Azerbaijan Diplomatic Academy*	1	1
2. *Azerbaijan University of Languages*	1	1
3. *Baku Slavic University*	1	1
4. *Baku Higher Oil School*	1	1
5. *Azerbaijan Economic University*	1	1
6. *Azerbaijan State Oil and Industry University*	1	1
7. *Azerbaijan Pedagogical University*	1	1
8. *Azerbaijan University of Architecture and Construction*	1	1
	Total: 8	Total: 8
	Total: 16	

Table 54: Number of students per university who took part in the interview

Universities	Number of students per University
1. *Azerbaijan Diplomatic Academy*	5
2. *Azerbaijan University of Languages*	5
3. *Baku Slavic University*	5
4. *Baku Higher Oil School*	5
5. *Azerbaijan Economic University*	5
6. *Azerbaijan State Oil and Industry University*	5
7. *Azerbaijan Pedagogical University*	5
8. *Azerbaijan University of Architecture and Construction*	5
	Total: 40

4.2.1.1.3. Class Observations

Sixteen teachers (two teachers of different age groups at each university) allowed me to observe their EFL and EL classes. Assuming that teachers of different age groups might have different approaches to the teaching of grammar, I divided the teachers into two

categories: teachers with a teaching experience of less than 10 years (Group **A**) and those with an experience of over 10 years (Group **B**).

Table 55: Number of classes observed

Universities	Number of teachers observed per University	
	A	**B**
1. *Azerbaijan Diplomatic Academy*	1	1
2. *Azerbaijan University of Languages*	1	1
3. *Baku Slavic University*	1	1
4. *Baku Higher Oil School*	1	1
5. *Azerbaijan Economic University*	1	1
6. *Azerbaijan State Oil and Industry University*	1	1
7. *Azerbaijan Pedagogical University*	1	1
8. *Azerbaijan University of Architecture and Construction*	1	1
	Total: 8	Total: 8
	Total: 16	

4.2.2. Research Materials

Six research instruments were used to collect the necessary data for this study:

1. A questionnaire designed for EFL and EL teachers and instructors;
2. A questionnaire designed for EFL and EL students;
3. A pilot observation checklist specially designed to observe several classes in each target group;
4. A core observation checklist specially designed to observe several classes in each target group;
5. An interview checklist designed for the EFL and EL teachers;
6. An interview checklist designed for the EFL and EL students.

4.2.2.1. Questionnaire designed for students

This questionnaire (see Appendix 2 on page 427) was designed to analyze the attitudes and opinions of students regarding the general English language teaching situation in

Azerbaijan as well as the teaching of grammar to both EFL and EL students at the mainstream universities of Azerbaijan.

As regards the format of this questionnaire, for most of the questions the students were asked to choose from several options given. Moreover, there were a high number of items from which the subjects had to choose their answer according to a Likert scale, ranging from 1 to 5.

At the beginning of the questionnaire, the students could read a brief introduction to the topic in question, the general aims and some instructions to consider before and while filling out the survey questionnaire.

This research material consisted of 40 questions and was given in English. It is not accidental that I used English to elicit students' opinions since, as mentioned above, the students of the three target groups mostly have an intermediate and an upper intermediate level of English (B1-B2). Hence the questionnaire uses very plain and easily comprehensible language and was designed by means of the *google forms* online program.

It was divided into 7 sections and tried to cover all of the main aspects of grammar teaching and English language teaching in the country. Thus, apart from the personal data of the respondents, I tried to touch upon issues such as their general opinions on the importance of grammar teaching; attitudes towards the ways grammar is taught; present-day situation of grammar teaching in EFL classes; the use of English by students outside the class; the use of textbooks and other materials in class and their difficulties in the study of grammar. The details of each sections will be described in the following subsections.

4.2.2.1.1. Section 1: Students' Personal Data

The first section of the students' survey "Personal Data" is very similar to that of the teachers' survey. Hence, regarding the students' personal data, it was important to know the university and, consequently, the faculty or school where the students were studying. Other important issues were concerned with their age and gender. The next

question was referred to the language of instruction students used in their secondary school (see *4.2.1.1.1*).

Moreover, I asked the students to self-assess accordingtheir own level of English and to indicate if they have ever been to any English-speaking country (if that were the case, for how long and where). Finally, students had to indicate the age group their teachers belonged to; i.e. less than 30, from 30 to 40, from 41 to 50 or older than 50.

4.2.2.1.2. Section 2: General opinion on the importance of grammar and its teaching

In section two, the students had to express their general opinions on the importance of grammar and its teaching in EFL classes. Moreover, the students had to rate the questions (from 1 to 5 according to the Likert scale) in terms of the importance of grammar teaching through the so-called basic skills, that is, reading, listening, writing and speaking.

4.2.2.1.3. Section 3: General attitudes towards grammar and the ways it is taught and learned

This section of the questionnaire was aimed at finding out students' general opinions concerning the importance or lack of relevance of grammar and its teaching. It includes eight questions: in seven of them students had to rank their answers on a 1 to 5 Likert scale that ranged from total disagreement to complete agreement. The main target of the questions was to see, first of all, if enough time was allotted to the teaching of grammar in their EFL classes. Questions seven and eight were aimed at eliciting the students' preferred ways of learning grammar, i.e. whether they learn grammar better if the teacher gives detailed explanations or when students elicit grammar by themselves. Questions nine, ten and eleven evaluate the importance of grammar rules and their possibility of being learnt by heart, or through examples. Question twelve asks if the students feel the need to do a lot of grammar drilling exercises. Finally, question thirteen is given in the form of a checkbox. Here, the students are asked to tick as many options as they like regarding the activities that help them best when practicing

grammar.

4.2.2.1.4. Section 4: Present-day situation of grammar teaching in EFL classes

In this section based on fourteen items I tried to analyze the general situation observed in grammar teaching and learning in EFL classes. In order to answer these questions, students once again had to use a 1 to 5 Likert scale similar in nature to the one mentioned in the previous sections. In the first three questions, i.e. from question number 14 to 16, I tried to find out which language was used in class, either English or their mother tongue. From question 17 to 24, I wanted to find out how grammar is learnt in their EFL classes: whether it is taught through the four language skills or independently. Moreover, it seemed important to see if technology was used when teaching grammar. Hence, questions 22 and 23 were particularly targeting at the use of smartboards and software in grammar teaching.

4.2.2.1.5. Section 5: English outside the classroom

Section 5 consists of four questions that are mainly divided into subsections, and tries to elicit what sort of activities students do outside the class in order to practice their English and, consequently, their use of grammar. Thus, in question 25 there are 11 items to see if students use English when accessing online dictionaries and social networks, writing e-mails, participating in chats, as well as talking to native speakers, talking English to friends, watching movies in English, listening to music in English or doing any other activities that might involve the use of this language. These questions are designed on the Likert scale basis where 5 points stand for *always*, 4 means *usually*, 3 represents *sometimes*, 2 *rarely* and 1 *never*. Questions 27 and 28 were intended to learn whether students attended extra classes or not and, if that were the case, what their main purpose was: practice pronunciation, improve their spoken or written English, study/practice grammar, or simply get prepared for their exams.

4.2.2.1.6. Section 6: Textbooks and other materials in EFL classes

Section 6 of the questionnaire is devoted to the textbooks and other materials used in the EFL classes. This part was included to learn the views of the students regarding the role of the textbooks in their EFL classes as well as the usefulness of these materials.

Item 29 of the questionnaire was concerned with the use of textbooks in class. The first part was intended to find out whether students used the textbooks in their classes, while in the second part respondents were asked about the name of the textbook(s). Questions from 30 to 37 considered the quality and value of grammar activities represented in the mentioned textbooks. Finally, question 38 asks respondents what other materials apart from textbooks are used to learn grammar.

4.2.2.1.7. Section 7: Difficulties in the study of English grammar

The final section of the questionnaire is dedicated to the general problems that students might have when learning grammar. This section consists of 2 questions; in the first one students are asked if they generally have problems in the study of grammar and, if that is the case, what sort of problems they have. Question 40 suggests the most common grammar areas, i.e. prepositions, word order, particles, articles, phrasal verbs, reported speech, passives, verbal tense forms, comparatives and superlatives, irregular verbs, modals, gerund and infinitives, and asks students to choose those 3 which, in their view, are most problematic.

4.2.2.2. Questionnaire designed for teachers

The questionnaire addressed to teachers (see Appendix 3 on page 435) was designed on the basis of the students' questionnaire. This means that it was conceived to investigate the teachers' attitudes towards the most recent changes and innovations taking place in Azerbaijan regarding the teaching of English andthe problems derived from them.

The structure of the questionnaire for teachers coincides with that of the students and the format of the questions ranges from Likert scale items and checkboxes to open-

ended and multiple choice questions. Here also at the beginning of the questionnaire a brief description of the survey and some instructions for its completion were provided.

This questionnaire consists of 40 questions in English and was designed by means of the *google forms* online program.

Thus, in this subsection I will refer only to those questionnaire sections that do not overlap with those in the questionnaire for students. Hence, I will comment on Section 1 – personal details, as well as on Section 7 which targets to learn the teachers' general attitudes towards the EFL teaching situation in Azerbaijan.

4.2.2.2.1. Section 1: Personal Data

Section 1 aims at collecting teachers' personal data. Although the survey is anonymous and does not require the teachers' names, still it was important to know the teachers' work place, i.e. the university where they were working (whether these universities were private or public), their age, gender, teaching experience, and finally, the average number of students in their EFL/EL classes.

4.2.2.2.2. Section 7: General EFL teaching situation in Azerbaijan

Section 7 comprises four questions. The first two questions ask if there have been many changes in general EFL teaching in the country in the last few years (the last eight) and what sort of changes have been made effective. The last two questions are concerned with current problems in the teaching of English in Azerbaijan with a particular interest in the solution of these weaknesses. Thus, the final question is designed in the form of an open-ended question where respondents were asked their views to improve the existing situation. For this purpose, a free slot was provided so that they could write their comments freely.

4.2.2.3. EFL classroom observation instrument

4.2.2.3.1. Pilot Observation Checklist

As previously mentioned, alongside with the questionnaire, I managed to conduct observations in several classes at different universities. According to Wragg (1994:2), classroom observation is now becoming far more common than it once was: yet, the purposes and approaches to observations are very diverse. Thus, at first I wanted to see the general classroom management of the teachers. That is why a pilot observation was conducted first. For this purpose, I used a specially designed observation checklist (see Appendix 4 on page 443) that covered most of the points that might reflect the quality of the EFL teaching and its environment. Thus, the observation checklist consisted of several rubrics: general information about the class, i.e. name of the university; faculty; type of session; teachers' affiliation (part-time, full time, visiting); the length of the observation and the course level. The main rubrics cover 3 sections, each of them consisting in their turn of several other rubrics. In order to go into particular details, I will next show the target of each of these rubrics:

Rubric A: Clarity of learning objectives:

The most important questions here were:

- Were session aims, learning outcomes clearly identified, and appropriate links made within the overall scheme of work?
- Were clear goals identified for individuals or the class that should be achieved by the end of the learning session or period?
- Did the students understand the learning objectives?

Rubric B: Planning and organization:

- Was the learning session well-organized and structured with clear evidence of planning?
- Were students well-prepared for the planned learning session?
- By the end of the observed session, were the planned learning outcomes achieved?
- Were students with special needs or disabilities catered for?

- Was assessment used to monitor progress and/or inform individual learners about how they are performing and/or how they might develop?

Rubric C: Effective Use of Teaching and Learning Resources:

- Were the necessary teaching resources, equipment, and other visual aids available, adequate, suitable and used effectively for learning to take place?
- Did any specialist equipment and/or materials used meet appropriate industrial standards?
- Were handouts or other available aids to enhance learning and teaching used effectively?
- Were the accommodation (classroom facilities) and environment suitable, adequate and safe for learning and teaching to be effective?

Rubric D: Classroom Management

1. Did the observed teacher:
    - ensure they could be heard and understood clearly?
    - display enthusiasm for the subject?
    - summarize discussion periodically?
    - respond to students' questions and provide authoritative, accurate and up-to-date guidance?
    - demonstrate a good command of the subject being taught?
2. Was the session lively and were students motivated to learn?

Section 2 is based on the general teachers' evaluation and comprises nine question evaluated according to the Likert scale, i.e. from 1 to 5, 1 being the weakest, and 5 indicating the highest point of the evaluation. Finally, section 3 evaluates students' classroom participation and is also based on a Likert scale.

4.2.2.3.2. Core Observation Checklist

Since this dissertation focuses particularly on the teaching and learning of grammar, it was necessary to conduct a main observation that could provide information on the general grammar teaching atmosphere in some EFL and EL classes. Thus, based on the observation checklist criteria suggested by Wragg (1994) and Boehm (1979), I designed my own observation instrument (see Appendix 5 on page 445). Thus, this observation checklist consists of seven main sections, each of them containing a number of questions. Hence, section 1 includes five items and is concerned with the methodology used for the teaching of grammar. Here, I listed methods such as *learning grammar through examples, learning grammar by heart, implicit grammar teaching, explicit grammar teaching*, etc. Section 2 contains twelve questions with a main emphasis on grammar activities completed in class. The third section had as its main target grammar approaches and presented eight main possibilities: *grammar translation, rules learning and error correction, teaching grammar in context, consciousness-raising approach, communicative approach, task-based approach, comprehension-based approach, ungrammaticality approach.* Section 4 is based on some modern principles and tries to investigate if the teachers use modern materials and resources, such as computers, smartboards, video, audio CDs, etc. Section 5 focuses on the most common problems students may have regarding the use of grammar. The sixth section functions as a kind of conclusion and general summary, and it is intended to evaluate the general classroom atmosphere. Finally, section 7 provides space for writing general comments on the questions that were not previously touched upon. It should also be noted that after all the sections both in the piloting and the core checklists the observer is provided with a space to write their comments.

4.2.2.4. Interview questions for EFL and EL teachers and students

In the last few years many changes have taken place at the universities of Azerbaijan. My research coincided with the time when many teachers were attending specially designed courses to learn how to access (and use) online platforms which for some of

them did not seem to be an easy task and took a lot of time. That is how I had the opportunity to have some talks only with the most active teachers who kindly agreed to answer some questions regarding the EFL teaching situation in Azerbaijan and the role of grammar teaching in present-day EFL classes.

As regards the students, I selected a total of 40 students from 8 universities (see *4.2.1.1.2*) to answer identical questions to those of the teachers. My major aim was to compare students' and teachers' opinions on the same issues. I should make it clear that both students and teachers belong to the same universities selected for the survey.

Thus, I initially prepared a list of 8 questions organized in two main sections which were particularly concerned with general problems in the teaching of English in Azerbaijan including here the teaching of grammar as a central issue. The respondents were quite aware that their opinions would be analyzed and discussed in my dissertation. Thus, the following questions were presented to both teachers and students:

1) How much time is allotted to the teaching of EFL during the four academic years of studies at University?

2) What is the role of translation in the EFL classes, particularly when teaching grammar?

3) Are computer programs used to fulfill grammar tasks?

4) Is grammar taught via the four language skills? Why is the development of listening skills not so popular in regular classes?

5) What do you think about the presentation of grammar in textbooks? Is it necessary to introduce any major changes and, if that were the case, what are the main reasons for that?

6) What changes should be introduced in textbooks in terms of grammar teaching?

7) What are the current problems of the teaching of English in our country?

8) How can we improve the current situation?

4.2.3. Procedures

4.2.3.1. Questionnaires addressed to the students and teachers

4.2.3.1.1. Material administration

4.2.3.1.1.1. Piloting the questionnaires

Before administering the questionnaires, I did a piloting both with the participating teachers and students. Regarding the students, during my own class, I asked 23 students from the *Azerbaijan Diplomatic Academy* to have a look at the questions and to answer them in 20 minutes. Moreover, I asked these students to tell me whether they found the questions difficult to understand, or if they would like some of the questions to be reworded. The feedback obtained was very positive, the students admitted that the questions were very interesting and they also mentioned that surveys of this nature could be very useful for further improvements in English grammar teaching. Though I asked the students to complete the questionnaire in 20 minutes, they managed to do it in only 12 or13. The questionnaire was administered in a paper-based version so that at the end of the questionnaire students could write their own comments or observations.

As regards the piloting of the teachers' questionnaire, four colleagues from *Azerbaijan Diplomatic Academy* were very responsive and willingly to answer the questions. The feedback obtained was also very positive and they completed it in 14-15 minutes.

Photo 11
Questionnaire administration among the students



Photo 12
Questionnaire administration among the students



(It should be noted that all the students gave their consents for being photographed)

4.2.3.1.1.2. Core questionnaire administration

In order to collect the data, I asked each of the participant university authorities to give me access to all the target classes. I should say that the Vice-chancellors of two universities refused to give me permission for the administration of the questionnaires.

The students mostly completed the survey in their EFL lessons, and those who could not access the Internet did it at home and as a proof they sent their EFL teachers a screenshot of the completed questionnaire.

I was present in most of the questionnaire administrations, except for the *Azerbaijan University of Economics,* the *Azerbaijan State University of Oil and Industry*, and *Baku Slavic University*. As regards the teachers' survey, most of the Departments and their heads were very hospitable and even organized teachers' meetings where I could explain the aim of the project and ask the teachers to complete the questionnaire. Hence, three departments at *Azerbaijan University of Languages*, i.e. Department of English Language Stylistics, Department of English Grammar and the Department of Innovation were involved in the whole process. At *Azerbaijan Diplomatic Academy University,* only those teachers who were working at the EAPP.[35]program participated in it. As regards all the other universities, i.e. *Baku State University, Baku Higher Oil School, Baku Slavic University, Azerbaijan Economic University, Khazar University, Azerbaijan Pedagogical University, Azerbaijan University of Architecture and Construction* and *Azerbaijan State University of Oil and Industry*[36], they all have only one English Department that also participated in the survey.

Since the study involves a huge number of respondents and different types of data collection, the dates in which the questionnaires and observation checklists were designed varied greatly. Broadly speaking, the material administration and the data collection for this part of my research lasted about eight months, to be more precise; it went from September 2015 to April 2016. I began collecting data from students first and then I continued with the group of teachers. Previously, I had talked to the University authorities asking for permission to conduct the survey. Regarding the students' survey, the university authorities sent me to the dean that provided me free access to EFL classes where the students were asked to complete the online questionnaire. As it comes to the teachers, here I had to talk to the heads of the Department of English at each

[35] EAPP stands for English for Academic Purposes Program; the program that aims at teaching English to students at the foundation course, who will later pursue their education in English.
[36] The *Azerbaijan State University of Oil and Industry* has two Departments of foreign languages. Unfortunately, one of the Departments did not take the survey seriously and refused to participate in it.

university, who were very kind to gather the teachers together so that I could ask each of them to participate.

Each of the questionnaire (both for teachers and students) took about 12 minutes to be completed and was implemented online, using the *google forms* online engine.

Regarding the actual administration procedure, I gave the teachers and students some instructions on the content and the target of the study: i.e. it is my dissertation that aims at revealing the major problems on grammar teaching and general EFL teaching that will be highlighted in chapter 4, i.e. showing the attitudes of students' and teachers' towards this issue. Moreover, some explanations regarding the format of the questionnaire were provided so I explained that the questionnaires were completely anonymous and most of the questions were designed on the basis of a Likert scale. I also referred to the opportunity the teachers had to express their opinions freely on the general EFL situation and, more particularly, on the main weaknesses in the system since there was an open-ended question at the end of the questionnaire precisely for that purpose. At the end of the questionnaire I also provided my e-mail address just in case someone wanted to contact me and share some ideas.

For some students it was also important to point out that there were no correct or incorrect answers to the questions, and they were just expected to express their opinions on this or that issue. Finally, I thanked students and teachers for their contribution.

4.2.3.2. Observations conducted in EFL classes

In order to conduct the observations, I set some criteria to evaluate not only grammar teaching to EFL and EL students, but also to assess teacher's personal skills and abilities, as well as to investigate other general issues in EFL classes. For this purpose, I selected in particular those rubrics that are not highlighted in the questionnaire (cf. section 4.2.2.3 for more information). I first piloted the observation checklists with some of my colleagues at the *Azerbaijan Diplomatic Academy.* The questions in the observation checklist seemed to be reasonable and did not raise any questions or further corrections.

4.2.3.2.1. Material preparation

4.2.3.2.1.1. Pilot Observation

Based on some criteria suggested by Boehm (1979), and Chaudron (1998), I designed several sections that could best describe the present-day situation of EFL teaching in Azerbaijani classes. In order to design the first piloting observation checklist, I selected three main criteria that could best describe the present-day situation in EFL classes. The first section of the checklist was mainly concerned with the general situation in EFL classes, i.e. the use of technology, classroom management, the use of classroom learning and teaching facilities, clarity of learning objectives, and general organization of the lesson. Secondly, a larger part of the observation focused on the evaluation of the teachers, i.e. the methodology used, the way they acted in class, and their ability to create a learning-oriented atmosphere. Finally, students' engagement, as well as their desire to learn a foreign language were also considered in this checklist observation. Hence, out of the 3 sections, the first section includes 4 rubrics, each of them containing several questions; section two includes 9 questions; section three 4. Each section provides space for further comments and suggestions.

4.2.3.2.1.2. Core observation

For the core observation checklist, I designed 7 sections that could best touch upon all important issues regarding grammar teaching in present-day EFL classes. First, alongside the general information about the class, I included an option **A** and **B** where I could circle **A** in case I observed the class of a teacher with a teaching experience of under ten years, or circle **B** when I was observing the class of teachers with a teaching experience of over ten years. Thus, section 1 was concerned with 'the way grammar is taught in EFL classes' and contains five questions; section 2, which involves 'grammar activities done in the lesson consists of twelve questions. In section 3 I used eight questions dealing with 'grammar practice techniques'; section 4 contains six questions that were intended to investigate 'the facilities (mostly technology, such as smartboards, CDs, projectors) used for practicing grammar in class'; section 5 was conceived to

obtain information about the 'most common grammatical difficulties students encountered in their classes'; finally, section 6 focused on the 'general evaluation of the class' and it was organized in six questions. I included section 7 as an independent heading, since it does not give any questions, but provides space to write some comments regarding the strengths and weaknesses of the lesson.

4.2.3.2.2. Material administration: Piloting and Core observations

For several reasons I selected only a few lessons for their observation. Since I am in contact with different colleagues from all the participant universities and I was quite aware of the teaching situations in many classes, I decided to observe only two teachers from each selected university, i.e. one teacher with a teaching experience between 4-9 years, and other teachers with an experience of over 10 years. Hence:

1. This means that due to time constraints, I could only observe a total of 16 lessons (2 lessons per institution). The duration of each class was on average 90 minutes long. My presence in the classroom lasted from 50 minutes to one hour.
2. Both teachers and students were aware of being under observation. All the material was provided to me beforehand.

The observation was carried out between March and April 2016 in 8 previously selected universities:

1. Azerbaijan University of Languages
2. Azerbaijan State Economic University
3. Azerbaijan Pedagogical University
4. Azerbaijan Diplomatic University (ADAU)
5. Azerbaijan University of Architecture and Construction
6. Azerbaijan State University of Oil and Industry
7. Baku Slavic University
8. Baku Higher Oil School

4.2.3.3. Interviews conducted with teachers

4.2.3.3.1. Material preparation

Initially, it was not my goal to conduct any interview since I had enough questionnaire respondents and the conduction of the observation gave me enough data. However, when I started analyzing the results of the teachers' and students' questionnaires, the responses to some questions happened to be confusing or they did not provide enough information for some particular issues which could be of high interest for my research. Thus, resting upon the teachers' questionnaire, I made a list of the most controversial questions that required further clarification.[37] I should point out that all the questions were worded in English.

4.2.3.3.2. Material administration

I decided to conduct the interviews in the same way as the classroom observations, i.e. due to the small amount of time and since a lot of teachers had a very heavy timetable, it was not possible to talk to all the 247 respondents. That is why, I decided to talk to the heads of English Language Department at each of the selected universities and to some senior teachers since I was totally sure that they (also being teachers in the EFL groups) could shed light on most of the unclear questions and answers. Thus, 16 teachers took part in the interview.

1. To conduct the interview, I contacted the heads of the EFL departments, explaining that I needed some clarification on the teachers' answers that dealt with the curriculum program of the department. The interview lasted from 10 to15 minutes;
2. Even if the target questions followed the Likert scale or a multiple choice format, it was relevant to give the interviewees the open-ended questions that required full and detailed answers.
3. The interviews were conducted in English. The main aim of the interview was to understand the reasons why teachers of some of the participant universities gave absolutely unexpected answers which did not coincide with the general trends.
4. Most of the respondents claimed they did not want to be recorded so I took notes in the interview checklists.

[37] Appendix 6 on page 449 contains the interview script used.

Finally, eight heads of the EFL department and eight senior teachers from *Azerbaijan University of Languages, Baku Slavic University*, *Azerbaijan State University of Oil and Industry*, *Baku Higher Oil School*, *Azerbaijan University of Architecture and Construction*, *Azerbaijan Pedagogical University*, *ADA University*, and *Azerbaijan Economic University* agreed to answer the interview questions. It was a face-to-face interview in their offices. The interviews were carried out from April 15 to May 15, 2016.

4.2.3.4. Interview conducted with students

4.2.3.4.1. Material preparation

Since one of the targets of my work was to compare the students' and teachers' answers and to see if it would be possible to find common solutions that could satisfy both teachers and students in future, I decided to use the same interview questions as with the teachers. Thus, eight questions concerned with general problems in the teaching of English as well as with problems dealing with grammar teaching and learning can be found in the Appendix 6 (page 449) of this dissertation.

4.2.3.4.2. Material administration

To have an even number of students, I decided to select five students from each university (8 universities in total). Hence, 40 students agreed to spend about 15-20 minutes to answer the questions. The interview took place in empty classrooms at each institution and were scheduled a week in advance. Some student-respondents could not meet me because of time constraints, so they kindly agreed to answer the questions in a written form. The interviews were held in English and all the questions were open-ended.

Thus, a total of forty students (five per institution) from *Azerbaijan University of Languages, Baku Slavic University*, *Azerbaijan State University of Oil and Industry*, *Baku Higher Oil School*, *Azerbaijan University of Architecture and Construction*, *Azerbaijan Pedagogical University*, *ADA University*, and *Azerbaijan Economic*

University took part in the interview. These were mainly face-to-face and were carried out from September 10 to September 25, 2016.

4.3. Data analysis

4.3.1. Teachers' data

4.3.1.1. Questionnaires administered to teachers

To analyze the data obtained from the questionnaires, four instruments were used:
a) google forms analysis function; b) Excel databases; c) STATA data analysis and statistical software; and d) *R* – the comprehensive archive network for statistical analysis (version 3.2.3).

4.3.1.1.1. Excel databases

The excel database was compiled from the google forms program which downloads the results transforming them into an excel format. The database was compiled in English since the questionnaire was also in this language. An example of part of the database used can be found in an electronic version of the dissertation. Each variable and each question from all 247 respondents was collected inside one cell of the excel program. Thus, in total we had a total of 247 rows and 67 columns (each column indicating one variable) in the database.

4.3.1.1.2. Google forms statistics

To have more results that could be later compared to the excel database and STATA software, I downloaded the statistical results, which appeared in charts and figures from the *google forms* program. An example can also be seen in an electronic version of the dissertation. It should be noted that there are some questions that can be better analyzed by means of charts and figures rather than by numerical figures.

4.3.1.1.3. STATA data analysis and statistical software

The general figures will be calculated by STATA data analysis and statistical software. This will calculate the total number of answers and percentages given to each option in the questionnaire. The program gives tables and figures for the different sections analyzed in the questionnaire. The tables used will highlight the most selected or preferred options which will help readers to identify the main results much more easily.

4.3.1.1.4. R – The comprehensive Archive Network

In order to compare the respondents' answers (students and teachers), we used the software for statistical analysis which highlighted the similarities and differences in the respondents' answers. Thus, we could calculate χ^2 *(chi-squared)* and the *p-value* of the results, major indicators of proportion and statistical differences.[38]

4.3.1.2. Interviews conducted with teachers

For the analysis of the interview questions, I used a particular template specifically designed for that purpose.

4.3.1.2.1. Template

Since there were only 8 heads of the Department and 8 senior teachers to answer the interview questions, and as most of the answers were similar, I designed a template common to both groups of respondents that contained the same options. These options adopted the format of: yes/no answers, multiple choice or the like.
The analysis of the interview will be given in the form of questions and answers, i.e. a qualitative approach will be used since the number of the respondents is not very high.

4.3.1.3. Classroom observations

[38]I would like to express my deepest gratitude to María José Ginzo (Department of Statistics, University of Santiago) who helped with the statistical analysis through, the use of the ***R*** software program.

For class observation *(pilot and core)* two steps will be used: a) a template with the checklists; b) a statistical excel analysis.

4.3.1.3.1. Template

Since the first rubrics of the observation checklist are based on comments, I will use a checklist template to calculate manually the similarities of the situations in each class.

4.3.1.3.2. Excel

For the next rubrics (2, 3, 4) that use the Likert scale questions, I will use the excel database to calculate the percentage of the answers to each question for further comparison.

4.3.2. Students' data

Three instruments were used in order to analyze the data provided by the questionnaires:
a) *Google forms* analysis function; b) Excel databases; c) *STATA* data analysis and statistical software; d) **R** – the comprehensive archive network for statistical analysis (version 3.2.3).

4.3.2.1. Questionnaires administered to students
4.3.2.1.1. Excel data bases

The data procedures used to analyze the students' answers followed the analysis of the answers given by the teachers; a database in excel format was also created to enter the ratings of the students for each item. As mentioned above, all the students filled out the online version of the questionnaire which was designed with *Google Forms*. Each student's response was uploaded to an automatic database created by the program. Finally, the information from *Google Forms* was transformed into an excel database.

4.3.2.1.2. STATA data analysis and statistical software

As was the case with the questionnaire for teachers, the main statistics were calculated by STATA data analysis and the statistical software which shows the total and relative number of answers for each question. This program gives tables and figures for the different sections in the questionnaire. The tables used will highlight the most widely or preferred options which will aid readers to interpret the main results much more easily.

4.3.2.1.3. R – The comprehensive Archive Network

In order to compare the respondents' answers (students and teachers), we used software for a statistical analysis to highlight the similarities and differences in the respondents' answers. Thus, we calculated χ^2 and the *p-value*.

4.3.2.2. Interviews administered to students

When analyzing the interview questions for students, I also used a definite template.

4.3.2.2.1. Template

A total of forty students answered the interview questions and some of the answers happened to be similar. For this purpose, I designed a common template that contained the same options adopting different formats such as *yes/no* answers, multiple choice, etc. The full template can be found in an electronic version of the dissertation. The analysis of the interview will be given in the form of questions and answers, that is, a qualitative approach will be used since the number of the respondents is not very high.

4.4. General results and discussion[39]

In this section I will present (according to the answers obtained from the questionnaires and interviews) the EFL/EL teachers' and EFL/EL students' opinions and attitudes towards grammar teaching and general EFL teaching trends in Azerbaijan. I will also

[39]In this section I will round the numbers for a more vivid representation of the results; whereas in subsection 5.5. the percentages of the results will appear as in statistical calculations.

refer to the implications regarding the teaching of grammar that can be derived from the data obtained; for this end, I will make a distinction between the answers provided by teachers with more and less experience in teaching; this will also include an account of the main differences detected between teachers of technical faculties and lecturers from humanities. Furthermore, I will discuss the students' answers given for the questionnaires and the interviews. Attention will also be paid to the data derived from the classroom observations.

4.4.1. Questionnaires administered to teachers

4.4.1.1. General opinion on the importance of grammar and its teaching

Almost 50% (120 respondents) of the teachers questioned totally agree and 44% (108 respondents) of the participants simply agree that grammar is an important component of EFL teaching (see Table 56). Moreover, a positive feedback was received from the teachers for questions 2, 3, 4, 5, which are interrelated. Thus, Table 56 shows that most of the respondents agree with the statement that the knowledge of grammar is important if one wants to speak and write English well (from a total of 225 teachers, almost 92% highlighted the importance of grammar for speaking while 238 respondents, that is, 97% voted for the importance of grammar for writing). The situation with the understanding of spoken and written English is different. Here, the opinions differ. Nearly 29% of teachers believe that grammar is important to understand spoken English well whereas 32% of teachers express their disagreement with this idea. Interestingly, nearly 28% of teachers are not sure if the knowledge of grammar is necessary if one wants to understand spoken language or not. Opinions were also divided regarding the importance of the knowledge of grammar when understanding the written language. Hence, 32% of teachers agree that grammar is important when understanding written texts whereas 30% of them disagree with this statement.

Table 56: General opinion on the importance of grammar and its teaching

	Fully agree	**Agree**	**Not Sure**	**Disagree**	**Totally Disagree**
Grammar is an important component of English	120 (49.18%)	108 (44.26%)	11 (4.51%)	2 (0.82%)	3 (1.23%)

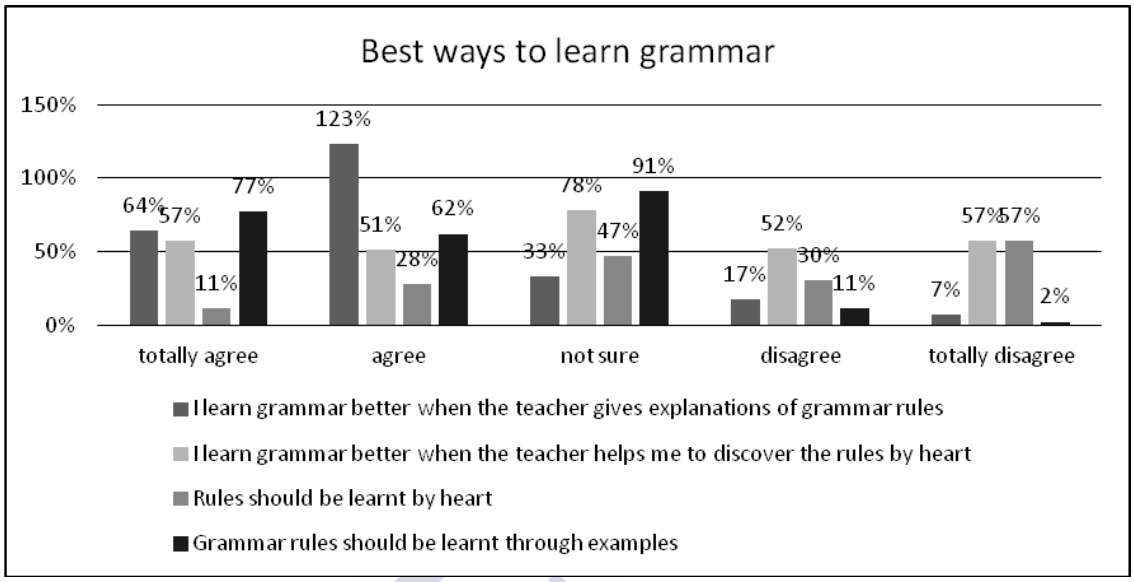
language teaching					
Knowledge of grammar is necessary if one wants **to speak** English well.	87 (35.66%)	138 (56.56%)	9 (3.69%)	7 (2.87%)	3 (1.23%)
Knowledge of grammar is necessary if one wants **to write** English well.	166 (67.76%)	72 (29.39%)	4 (1.63%)	1 (0.41%)	2 (0.82%)
Knowledge of grammar is necessary if one wants **to understand spoken English**.	20 (8.16%)	71 (28.98%)	68 (27.76%)	77 (31.43%)	9 (3.67%)
Knowledge of grammar is necessary if one wants **to understand texts in English**.	41 (16.80%)	78 (31.97%)	49 (20.08%)	73 (29.92%)	3 (1.23%)

The differences in these responses can be easily explained. On the one hand, it seems important to know grammar when understanding both written and spoken language since very often, when it comes to the use of verbal forms, the active and the passive voice, or even conditionals, one needs to know if the utterance refers to the present, past or future, etc. A good example of this can be the title from the famous song by Roxette "It must have been love", that I first heard when my level of English was low. Being aware only of the meaning of the verb *have* as expressing possession, I failed to understand the actual meaning of the sentence. Only after learning the present perfect, the meaning of the song became clear. On the other hand, there are other occasions when the knowledge of grammar seems to be unimportant. For example, this can be observed among IT specialists: they usually have a good knowledge of vocabulary, which makes it simple to understand written and oral texts. However, as it comes to the production of oral or written language, the problem of sentence constructions comes into being. This proves that the knowledge of grammar is particularly important if one wants to produce the language, either in the spoken or the written form.

4.4.1.2. General attitudes towards grammar and the ways it is learnt and taught

After making clear the indisputable role of grammar in the perception and the production of written and spoken English, one of the very important issues was to learn what teachers thought regarding the ways and approaches that should be used when teaching grammar in EFL classes (see Figure 2).

Figure 2: Teachers views on the best ways to learn grammar



The best way to show these results is through a histogram where all four teaching and learning methods are presented and compared. Thus, the first bar on the left indicates a better learning of grammar through the teachers' explanations of grammatical rules; the second bar from the left stands for discovering the rules by the students themselves; the third bar represents leaning rules by heart; and the fourth one shows the learning of rules through examples. Hence, according to Figure 2, 123 respondents, that is, 50.41% of the total contend that grammar should be learnt through the teachers' explanations and moreover 64 teachers (nearly 27%) totally agree with this idea. As regards the discovering of the rules by the students themselves, the answers of the respondents are not so unanimous and a larger part of the respondents (78 of them, 32%) are not sure about it. This means that, according to the teachers questioned, students are not so used to autonomous learning and they are heavily dependent on the teachers' explanations. Thus, in order to endow learners with more autonomy, teachers should encourage them to discover the rules by themselves. However, in my view, thisapproach to grammar learning should be used as an alternative method and only with those students who are capable of grasping the material on their own; as this will definitely depend on the students' abilities, competence and learning style.

A total of 67% of the teachers questioned (46% fully agree plus 21% simply agree) believe that rules are important in the study of English grammar. As regards the

learning of rules by heart, the majority of the teachers, that is, 52% acknowledge that grammar rules can never be learnt by heart. It means that we need to consider some other ways to learn rules other than learning them by heart. Finally, more than 50% of the respondents think that the best way to learn grammar is through examples.

Moreover, nearly all teachers believe that if the students do a lot of grammar repetition exercises, they will learn grammar much better (see Table 57).

Table 57: Grammar is better learnt if students do a lot of grammar repetition exercises

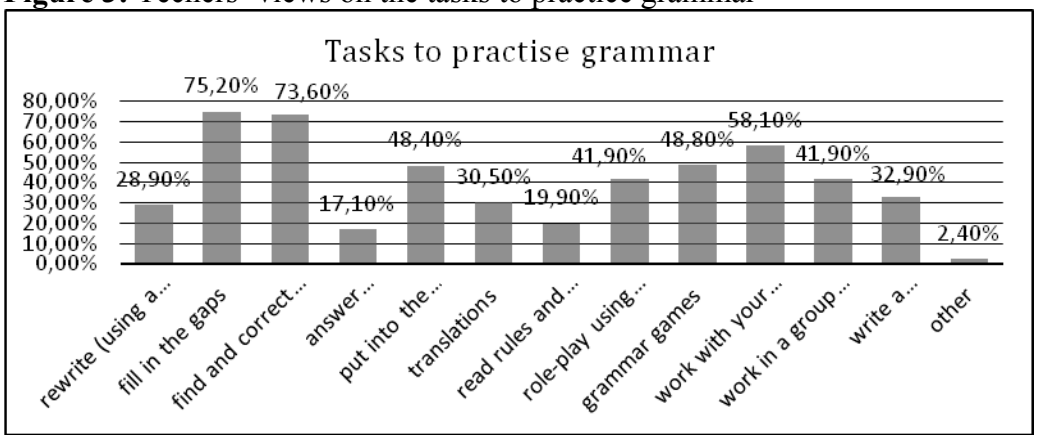
12. To understand grammar better, students need to do many repetition exercises.	Freq.	Percent	Cum.
1	7	2.87	2.87
2	4	1.64	4.51
3	21	8.61	13.11
4	117	47.95	61.07
5	95	38.93	100.00
Total	244	100.00	

Thus, considering the results obtained for this section of the questionnaire addressed to the teachers, we can draw the following preliminary conclusions:

1. Teachers' explanations are very important in the study of English grammar;
2. Discovering the rules by the students themselves may not always be a successful experience for them, or at least, this is what teachers actually feel;
3. Learning rules through examples is a good method for the learning of grammar;
4. Rules are important in the study of English grammar, but they should never be learnt by heart;
5. All teachers agree that to understand grammar better, students need to do many repetition exercises.

In chapter 3, I already discussed a wide range of activities that might help best in practicing grammar with students. Here are the results obtained from the teachers questioned regarding this issue:

Figure 3: Techers' views on the tasks to practice grammar



The most useful tasks that exceed fifty percent are: a) *fill in the blanks* (75%), b) *find and correct the mistakes* (73%), and c) *work with your partner (completing any grammar task)* (58%). On average, using a variety of activity types is the preferred option for the teachers questioned. This finding is in keeping with subsection 3.6 in chapter 3, where I contended that we should not be satisfied with only one or two types of grammar practice activities but, depending on the grammar pattern learnt, all types of activities could be used to practice grammar. One of the unexpected answers had to do with the use of translation since I believed that at present very few of the teachers would choose translation as one of the activities used in class to practice grammar. However, the results show that 30,5% of teachers seem to use translation in their daily classes. A further analysis showed that the teachers who opted for this alternative were those belonging to *Azerbaijan State University of Oil and Industry* and *Azerbaijan University of Architecture and Construction*. The main reasons that could account for the use of translation at these universities will be discussed in section 4.4.2. when dealing with the analysis of the answers obtained from the interviews.

4.4.1.3. Present - day situation of grammar teaching in EFL classes

This item was intended to investigate the current situation of the teaching of grammar in EFL classes in Azerbaijan. For this purpose, questions from 14 to 24 were designed to find out the teachers' opinions on this issue. Hence, the first four questions are

concerned with the language of instruction used in the EFL classes. See Table 58 for the results obtained.

Table 58: Present-day situation of grammar teaching in EFL classes

	Always	Usually	Sometimes	Rarely	Never
Students in general speak English in the classroom.	18.03%	32.28%	31.56%	16.39%	1.64%
Teachers (I) generally speak(s) English in the classroom.	35.51%	42.45%	13.7%	7.35%	1.22%
Teacher (I) generally explain(s) grammar in English.	29.22%	48.15%	15.23%	5.35%	2.06%

The results obtained clearly show that a large proportion of the teachers questioned admit that they and their students usually use English in their classes although there are still some teachers who draw on their mother tongue. Overall we can then claim that both teachers and students speak mostly English in class.

The situation is not different with regard to the language used for the explanation of grammar. Thus the majority of the teachers (48%) claim that they always explain grammar in English while over 29% of the teachers questioned say that they always use this language for the same purpose. In contrast to this, more than 15% sometimes use English and a very small proportion, 5% and 2% respectively, never or very rarely use English when dealing with grammar explanations. Moreover, the class observations conducted are also a good proof that most of the teachers use English, not only as the language of instruction but also for grammar explanations in their EFL classes. Yet, due to their inability to speak English fluently or to their possible lack of confidence, there are still a small number of teachers who frequently use their L1 in their classes.

The next four questions of this section are concerned with the ways students learn English grammar. As before, it should be borne in mind that 5 is equivalent to *always*, 4 means *usually*, 3 stands for *sometimes*, 2 *rarely* and 1 *never*. Thus, Table 59 shows the results obtained for this item.

A central question to be investigated is whether grammar is still learnt through translations into the mother tongue or not (see Table 59). It was important to see in further detail what both teachers and students thought on the use of translation as a method for the learning of grammar.

Table 59: Teachers' views on the use of translation as a method for the learning of grammar

	Always	Usually	Sometimes	Rarely	Never
Grammar is learnt by doing translations from the mother tongue into English.	8%	21%	20%	16%	35,4%

A large number of teachers (35,4%) admit that they *never* make use of translation when teaching grammar although there are still a group of teachers (nearly 20%) who use it sometimes and almost 21% of them who usually resort to it as a grammar teaching method.

Table 60 provides the results concerning the general implementation of grammar activities in class.

Table 60: Implementation of grammar activities in EFL classes

18. My students generally do many grammar exercises in class.	Freq.	Percent	Cum.
1	2	0.83	0.83
2	34	14.05	14.88
3	94	38.84	53.72
4	86	35.54	89.26
5	26	10.74	100.00
Total	242	100.00	

Thus, 38.84% of teachers admit that their students sometimes do many grammar exercises in class, while 35.54% of teachers claim that they usually do them. As expected, only a small number of teachers do not complete any grammar activities in class.

Another interesting point is to see whether grammar is learnt through error correction. See Table 61 below.

Table 61: Grammar correction tasks fulfilled by students in EFL classes according to the teachers' perceptions

19. My students do exercises consisting in the correction of grammar errors	Freq.	Percent	Cum.
1	3	1.23	1.23
2	21	8.61	9.84
3	111	45.49	55.33
4	93	38.11	93.44
5	16	6.56	100.00
Total	244	100.00	

Thus, over 45% of the teachers questioned claim that they sometimes practice grammar via error correction and 38% often practice grammar through error correction. Interestingly, more than 8% of them answer that they do it very rarely whereas slightly more than 1% do not practice grammar via error correction at all.

Finally, it was also interesting to know if the activities aimed at grammar drills are frequently used in EFL classes. Hence, as can be gathered from Table 62, the majority of the teachers questioned do use them in their classes, i.e. nearly 17% of teachers choose *always*, 35.5% *sometimes*, and 28.9% opt for *usually*. Only 17% of teachers admit that they rarely use grammar drills in their classes.

Table 62: Grammar drills used in EFL classes

20. My students do oral activities that are targeted at the use of grammatical p	Freq.	Percent	Cum.
1	3	1.24	1.24
2	42	17.36	18.60
3	86	35.54	54.13
4	70	28.93	83.06
5	41	16.94	100.00
Total	242	100.00	

Summarizing the aforementioned results, Table 63 shows the percentages of the most frequently grammar activities used. To come up with these figures, I have considered the date obtained for *always*, *usually* and *sometimes* responses:

Table 63: Frequency of grammar activities used

Activities	%
grammar via translation	48,56%
grammar via error corrections	90,16%
grammar via the use of grammatical patterns	81,41%

As can be easily gathered from the table above, preference is given to the learning of grammar through error correction; whereas in the second place we find the study of grammar through the use of grammatical patterns. However, there are a large number of respondents who resort to translation as an activity to learn grammar.

Another issue is concerned with the learning of grammar through the practice of four main language skills, i.e. speaking, writing, reading, and listening. Hence, question 21 was intended to see if grammar was actually learnt through skills practice. To show the average percentage used for each of the four skills, I calculated the total percentage of respondents who opted positively for a given skill by adding up the percentages of those subjects who chose *usually* and *always* for a given skill, as shown in table 64.

Table 64: Learning grammar via four language skills

Skills	**Usually%**	**Always%**	**Total%**
Speaking	16,97%	25,23%	42,2%
Listening	15,10%	11,46%	26,56%
Writing	27,59%	66,38%	93,97%
Reading	51,64	33,80%	85,44%

Hence, the biggest input of grammar is achieved via writing *(*93,97%) and reading (85, 44%). Less than 50% is given to speaking whereas only a quarter of the teachers questioned use listening as a grammar teaching technique. In order to find the reasons for such a small number of people who opted for this answer, this question was later on included in the interview (cf. subsection 4.2.2.4).

Finally, the last three questions of this section were dedicated to the use of technology (see Table 65) in class and the frequency of grammar tasks that appear in EFL exams. According to the results obtained, 49,17% of the respondents admit that

they never use the smartboards in class, whereas only 20,83% say sometimes and 13,75% of them usually use these technological tools. Nearly the same figures are obtained regarding the use of computer programs and the Internet. Thus, over 42% of the teachers questioned say *never*, 20,08% admit that *sometimes*, and 14,75% *always* use these devices in class. In order to investigate the reasons, a further analysis was implemented with the STATA program.

Table 65: Teachers views on the use of technology in EFL classes

	Always	Usually	Sometimes	Rarely	Never
	T	T	T	T	T
We use the smartboard in class to complete/practice grammar activities.	8%	14%	21%	8%	49%
We use computer programs and the Internet in class to complete/practice grammar activities.	9%	15%	20%	14%	42%

A further analysis of the data shows that those respondents who always use electronic devices in their classes are teachers from the *Azerbaijan Diplomatic Academy*, the *Baku Higher Oil School* and *Khazar University*, whereas the lecturers from all the rest of the universities claim they do not use them at all. I will also comment on the possible reasons for this when I discuss the last section of the survey concerned with general problems in EFL classes.

Another issue is whether the EFL teachers include enough questions on grammar in the EFL exams. This will also determine the level of importance of grammar in general English language teaching. For detailed numbers, see Table 66.

Table 66: Teachers' views on the number of questions on grammar included in English exams

24. There are many questions on grammar in English exams.	Freq.	Percent	Cum.
1	7	2.89	2.89
2	20	8.26	11.16
3	82	33.88	45.04
4	100	41.32	86.36
5	33	13.64	100.00
Total	242	100.00	

Hence, 13,5% of the teachers admit that they *always* include many grammar questions in English exams. A larger number of respondents (41%) opt for *usually* and almost 34% of them claim that they often include a large number of grammar questions in EFL exams. This once again proves the importance of grammar in most of the EFL classes in Azerbaijan.

4.4.1.4. EFL Textbooks

Out of 247 teachers, 207, that is 86% of them claim that they use textbooks in their EFL classes. Here is a list with the most frequently used textbooks: *New English File, Business Communication, Face to Face, Inside Out, Objective First, Interchange, Spectrum, Speak Out, North star, New Total English, Cutting Edge, New Cutting Edge.* Moreover, some teachers also referred to some other grammar manuals and handbooks, such as *Grammar Dimension, Focus on Grammar, Murphy's grammar*, etc. However, the most challenging question of the section is not that connected with the name of the textbooks, but that concerned with their suitability for present-day grammar teaching in EFL classes. Hence, eight questions of the survey are designed to investigate teachers' general opinions regarding the textbooks they use in their classes.

Firstly, I wanted to know if the textbooks used generally provide grammar explanations. A greater majority of the teachers questioned (52,5%) consider that textbooks provide enough grammar explanations; 8,5% believe that textbooks include a lot of grammar explanations whereas more than 35% of the respondents think that textbooks do not contain enough grammar explanations. Only 1,8% of them claim that textbooks provide no grammar explanations. We can say then that about 60% of the teachers questioned believe that the grammar patterns provided in the textbooks are enough; 24% of them contend that textbooks do not provide too many grammar patterns; conversely, about 17% of the respondents think that textbooks contain too many. We should keep in mind that the answers are given regarding a number of different textbooks used in all the selected universities. Finally, I wanted to know if the teachers found the activities presented in the textbooks interesting or not. Thus, nearly 50% of the teachers say *rarely;* nearly 20% of the respondents opt for *not sure*. An

interesting point is that there are still 32% of teachers who believe that textbooks *always* present interesting activities (see Table 67).

Table 67: Teachers' opinions on the existence of grammar explanations in textbooks

	A lot	Enough	None	Not enough
Textbooks generally provide grammar explanations.	8%	54%	2%	36%

Table 68: Teachers' opinions on the number of grammar patterns presented in textbooks

	Yes	That's OK	No	Don't know
Textbooks present too many grammar patterns.	16%	58%	25%	1%

Table 69: Teachers' opinions on the quality of grammar tasks presented in textbooks

	Always	Not sure	Rarely
Textbooks present interesting grammar activities.	32%	20%	49%

Thus, even if the majority of the respondents maintain that textbooks provide enough grammar explanations and patterns, the majority of the teachers questioned, however, admit that textbooks rarely present interesting grammar activities. This is in keeping with what is discussed in chapter 3 where it was concluded that textbooks use a very small variety of grammar activities and most of the times they are highly controlled.

This section also deals with the questions regarding the appendix part in textbooks. Hence, two questions are targeted to learn: a) if the appendix provides correct answers; and b) if the appendix provides explanations of rules. Table 70 shows the results obtained:

Table 70: Teachers' opinions on the appendix section of textbooks

	YES	NO
Textbooks usually provide the correct answers in the appendix section.	*35,4%*	*64,6%*
Textbooks usually provide grammar rules and explanations	*56,3%*	*43,8%*

in the appendix section.		

The majority of the lecturers claim that textbooks do not provide correct answers in the appendix section although they do provide grammar rules and explanations.

The other two questions aim at finding out if the activities in textbooks help students to improve their knowledge of grammar. Thus, according to Table 71, more than 65% of the teachers questioned think that textbooks *sometimes* provide with activities that help students to improve their grammar knowledge whereas 32% say quite *a lot*. A small percentage of teachers opted for *never* and *don't know*.

Table 71: Teachers' opinions on whether textbooks help students to improve their knowledge of grammar

	Quite a lot	*Sometimes*	*Never*	*Don't know*
The activities in textbooks help students to improve their knowledge of grammar.	*32%*	*65,63%*	*1,79%*	*0,89%*

Finally, most of the teachers think that the grammar presented in textbooks cannot be understood by students without their explanations (see Table 72). Hence, 56,25% say grammar is sometimes not understood by students without the teacher's explanations whereas 33,48% totally agree with this statement. Still, more than 9% of the respondents are not sure whether the grammar presented in textbooks can be actually understood without the teachers' explanations or not.

Table 72: Teachers' opinions on the quality of grammar activities in textbooks

	Yes	*Sometimes*	*Not sure*	*Don't know*
Grammar presented in textbooks cannot be understood without my (teacher's) explanations.	*33,48%*	*56,25%*	*9,38%*	*0,89%*

Another question that interested me to a high extent was whether teachers would like the textbooks to include other types of grammar activities.

Table 73: Teachers' opinions whether the textbooks should contain other grammar activities

33. I would like the textbook(s) to include other types of grammar activities	Freq.	Percent	Cum.
No	66	29.73	29.73
Yes	156	70.27	100.00
Total	222	100.00	

Thus, more than 70% of the teachers questioned express their willingness to see different types of grammar activities in their textbooks and some of them even mentioned what type of tasks they would like their textbooks to have. Table 74 summarizes teachers' suggestions for improvement in textbooks.

Table 74: Teachers' suggestions on some innovations to be included in new textbooks

Some suggested innovations to be included in new textbooks	**Number of respondents**
More grammar games	20
More communicative activities	15
Activities that involve different approaches	11
Pair and group work activities	9
More listening activities intended to practice grammar	8
More challenging activities	7
Activities that involve creative writing	6
More interactive activities	6
More interesting activities	5
More drills	4
Activities that include grammar correction	4
Role play	3
Translation	2
Activities that serve to practice logical thinking	2

Regarding the types of activities, the results show that the largest number of teachers would like the textbooks to contain activities that involve pair and group work. When it comes to the nature of the tasks, 15 of the respondents are in favor of more communicative activities and of activities that involve different methodological approaches. Finally, grammar games seem to be the most interesting type of activity that should be included in textbooks. Apart from expressing their suggestions for improvement in textbooks, some teachers also refer to the fact that most of the times the

tasks presented are not interesting, challenging and interactive enough, which is totally consistent with my conclusions in chapter 3 where I also came to similar results after the analysis of 20 mainstream textbooks. As previously mentioned, the main reason for this is that textbook writers use a limited variety of activities (which are mostly controlled such as *fill in the gaps, rewrite, match*, *transform,* etc.) that bring monotony and make every grammar exercise look like another.

Furthermore, being totally aware of the fact that most of the teachers questioned were not satisfied with all the activities included in their textbooks, I wanted to find out what sort of additional materials teachers prefer to use in class in order to teach and practice grammar. For this purpose, I provided several alternatives: a) grammar exercises handouts; b) grammar-oriented web pages; c) grammar-oriented tutorial videos; d) workbooks with grammar exercises and, fifthly e) grammar manuals.

Figure 4: Teachers' views on the other grammar teaching materials used

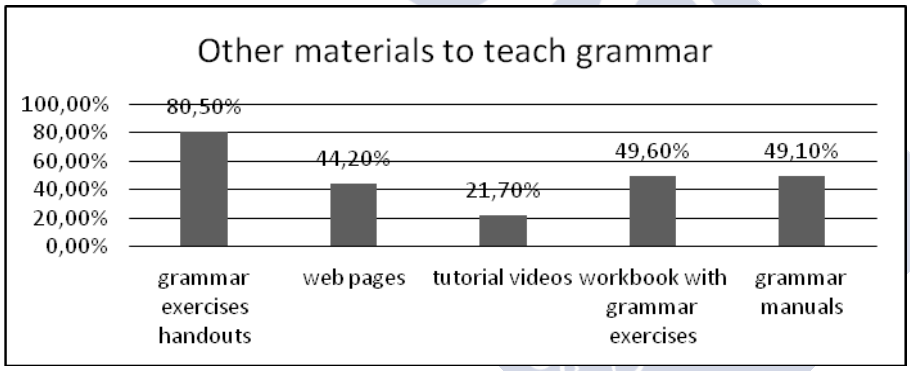


Figure 4 shows that apart from the textbook, the majority of the teachers surveyed (80,5%) prefer to use grammar exercises handouts*;* 49% opt for grammar manuals and a further group of 49% choose workbooks with grammar exercises. The least popular type of additional grammar materials is tutorial videos*.* Also less than 45% of the teachers refer to the use of web pages for studying grammar. In my view, these results are probably based on the previous questions regarding the use of computer software, the Internet and smartboards in class, since both tutorial videos and web pages require all this equipment. Consequently, only a small number of teachers use electronic devices, particularly computers and smartboards in their classes, whereas the majority of the respondents admitted that they rarely or even never use technology for teaching

grammar. From this, one can gather that grammar teaching materials, such as web pages and tutorial videos are NOT among their preferred ones.

4.4.1.5. Difficulties in the study of English

In order to find solutions to any problem, first, it is necessary to identify the problem itself; therefore, before commenting on the approaches and methods that should be used in textbooks and in EFL classes to teach grammar, we should investigate if most of the students have difficulties with the learning grammar and, if that were the case, what kind of difficulties these are.

Table 75: Teachers' views on the difficulties students have with English grammar

Students generally have problems with English grammar	Freq.	Percent	Cum.
No	13	5.37	5.37
Sometimes	112	46.28	51.65
Yes	117	48.35	100.00
Total	242	100.00	

Over 48% of the teachers questioned say that their students have problems with English grammar, whereas more than 46% of the respondents say that their students sometimes have problems with English grammar. Interestingly enough, there are some teachers, a small percentage, 5,37% to be more exact, who do not admit that their students have difficulties with English grammar.

Moreover, it is important to know what difficulties in particular students have. Two questions were asked in this line. Thus, first of all, teachers were asked to mention students' general problems. Various answers were given; the most common answers are illustrated below:

- L1 interference;
- Problems when using correct grammar in speech;

- Difficulties with verb agreement, for example, in sentences such as *I knew she would come* students say *I knew she will come*;
- Students express their thoughts and ideas poorly;
- Use of incorrect grammar when writing in English;
- Difficulties to form compound sentences;
- Inaccurate use of the target language;
- Learners often have difficulties when using spoken English.

From this, it can be gathered that present-day grammar teaching lacks a communicative focus since most of the problems deal with communication. Moreover, the grammar taught to EFL learners is rarely communication-oriented.

Another question related to the previous one focuses on the particular grammar mistakes that students most frequently make (see Table 76).

Table 76: Teachers' opinions on the most frequent mistakes made by students

Prepositions	47,5%
Verb Tenses	46.7%
Gerund and Infinitive	46.3%
Word Order	33,6%
Reported Speech	30.7%
Articles	29%
Phrasal Verbs	25,7%
Passives	21.6%
Modals	19.5%
Participles	15.4%
Comparatives and Superlatives	5.4%
Irregular Verbs	3.7%

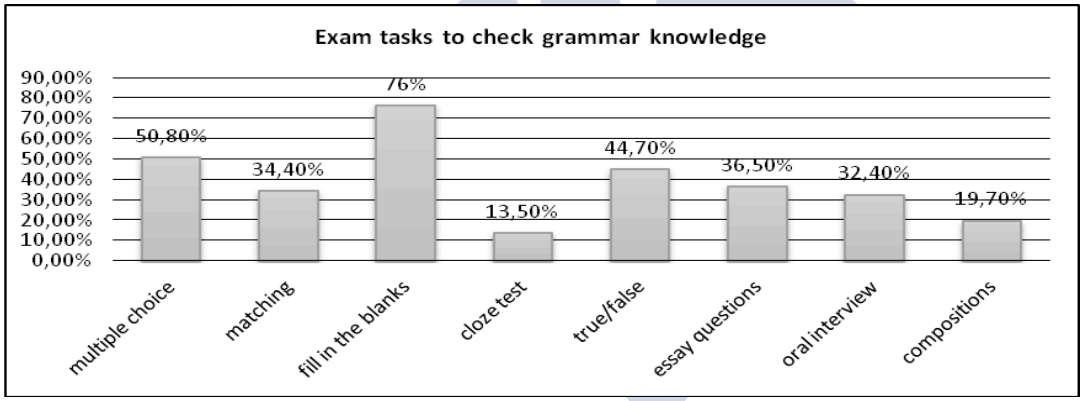
According to the table above, the most problematic areas in grammar are: a) prepositions (47,5%), b) verbal tenses (46,7%) and c) gerunds and infinitives (46,3%). In my view, these results were absolutely predictable since there are strong reasons why Azerbaijani students have difficulties with these areas of grammar. These grammatical features in Azerbaijani language are expressed differently from what is the case in English and students have difficulties in understanding, memorizing and particularly

using these grammar areas correctly. As previously mentioned, this can be explained by the fact that unlike English, the Azerbaijani language is agglutinative.[40]

As regards the verb system, I already mentioned in chapter 2 that often the tense forms in English do not coincide with the tense forms in some other L1s. This is particularly the case when we compare verb features such as tense and aspect in English and Russian. Thus, the English present perfect does not exist in Russian. This may explain why the students with Russian as L1 do not often find English equivalents for the present perfect in Russian; so, in most cases this leads to confusion. Something similar can be said regarding the gerund and the infinitive, both of them are translated into Russian with the infinitive form since there is not such a notion like gerund in Russian grammar.

The last section of the questionnaire is concerned with the three most frequently used types of tasks included in students EFL exams to check students' knowledge of grammar (see Figure 5).

Figure 5: Types of grammar activities included in exams



According to the results obtained, the three most frequently used types of tasks are a) fill in the blanks (76%), b) multiple choice (50,8%), c) true and false questions (44,7%). The first two types of tasks can be easily explained since they can be used to test any grammar issue; however, I was surprised to see true and false questions among the three

[40] An agglutinative language is a type of synthetic language with morphology that primarily uses agglutination: words may contain different morphemes to determine their meaning, but each of these morphemes (including stems and affixes) remains in every aspect unchanged after their union (Harper, 2003)

most popular tasks to check students' knowledge of grammar. In my view, true and false questions are generally designed to test reading or listening skills rather than students' grammatical competence. That is why this answer might be a good food for thought. A positive factor is that, apart from the three most frequently used types of the tasks just mentioned, there is a wide variety of them although they are used with different degrees of frequency (cloze tests,[41] for example, in only13,5%).

4.4.1.6. General EFL situation in Azerbaijan

When conducting the survey among the EFL teachers, I could not miss the opportunity to ask about the most challenging questions that might interest many researchers and all those who deal with EFL teaching. Hereby, the last section of the questionnaire focuses on the general attitudes of EFL teachers regarding the present-day situation of EFL teaching in Azerbaijan. Around 94% of the participants admit that there have been considerable changes in EFL teaching in the last 8-10 years. According to the answers given, we can speak of four main types of innovations that have been implemented at universities, a) 22,5% of teachers believe that the changes have been applied in terms of methodological improvement; b) 26,5% of the respondents contend that in the last decade the universities in Azerbaijan faced important technological advances; and, finally, c) 42,5% of the teachers questioned chose the use of new materials as the most dominant innovative change in EFL teaching in this country.

Moreover, almost 9% of the teachers claim that there have been different types of changes in the EFL teaching domain. Among these changes, they mention the following:

- A new curriculum program has been introduced;
- Innovations in syllabus design have been implemented;
- Teachers have become more directly focused on ESP than on EFL;

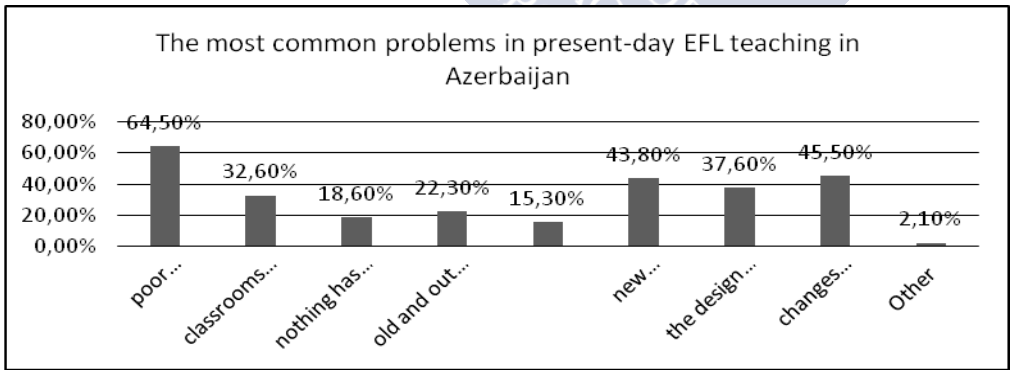
[41] A *cloze test* is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words (Sprat *et al*., 2005:64)

- All of the previously suggested changes, i.e. methodological, technological, and use of new materials have taken place.

In fact, this is very true since all of these changes have been introduced by education authorities. Another question is how well they were implemented and if they are being seriously taken into account. That is why this question triggered several other issues that I decided to reconsider in the interviews (cf. 4.2.2.4.).

Finally, the survey concludes with two important questions regarding the general problems existing in EFL classes and in EFL teaching. Teachers were asked to indicate the three most important problems from a number of alternatives provided. The analysis shows that out of nine suggested problems (see Figure 6), the most popular are: a) poor technological equipment in classes (64,50%); changes in teacher training programs (45,50%), which indicates that teachers are not satisfied with the number of teacher training seminars offered to them and would prefer to attend them more frequently; c) new teaching materials (textbooks, manuals, etc.) have been incorporated at the university although teachers still keep to the old teaching methods (43,8%). Apart from this, teachers also mentioned some other possible problems in the EFL teaching domain. They think that a) some teachers seem to be underprepared; b) some teachers are not responsible enough; c) there are teachers who disregard innovations, etc.

Figure 6: Teachers' views on the most obvious problems in present-day EFL teaching in Azerbaijan



Finally, in order to overcome some difficulties and to prevent major problems, it was important to know what measures present-day EFL teachers suggest to improve the existing conditions. For this purpose, an open-ended question was included in the final part of the questionnaire which resulted in a flow of useful suggestions. In order to

show the results more clearly, I will introduce them in Table 77 which shows the teachers' suggestions in terms of percentages.

Table 77: Measures to prevent present-day EFL teaching problems as suggested by teachers

Suggestions		%
1.	Free training should be provided to teachers inside the country.	57%
2.	Classes should be equipped with modern technological tools (smartboards, CD players, projectors, etc.).	32%
3.	Teaching methodology should be improved.	23%
4.	Better materials should be used.	20%
5.	Classrooms should meet modern requirements (size of the classroom, comfortable furniture, modern whiteboards, etc.).	12%
6.	More hours should be allotted to EFL teaching.	7%
7.	The curriculum should be developed by the teachers themselves.	4%
8.	Smaller groups of students per class.	3%
9.	Teachers should be trained abroad (outside the country).	2%
10.	EFL teaching should be introduced earlier than ESP.[42]	2%
11.	Before introducing students to ESP, they need to have an English language foundation course.[43]	2%

The largest number of respondents suggest that free training courses should be provided. I should point out in this respect that on a general basis each academic year the offer of teacher training activities is quite wide although most of teachers think that the courses offered are not always relevant and most often they are not free of charge. In their comments, teachers maintain that they would like to attend training sessions that could improve their knowledge in the use of technology and be introduced to the new

[42]See section 1 (teachers' interviews) where teachers from *Azerbaijan State Oil and Industry University* and *Azerbaijan University of Architecture and Construction* admit that they do not teach EFL but ESP to university students

[43]A course taught to students before they start their undergraduate program and that develops students' English language skills is generally known as a foundation program.

ways of teaching methods, more in particular, how to teach English communicatively. Moreover, some lecturers claim that new textbooks have been incorporated into the curriculum program, but no one has told them how to use them properly. Because of this, most of the lecturers questioned express their desire to have a special training course that will explain them how they can properly use new games, communicative activities, and even how to work with long texts without having to translate them. Some respondents (2%) even suggest that teachers should be sent abroad to be trained.

Another issue mentioned by a good group of teachers has to do with the lack of suitable technology in their classes, that is, computers, smartboards and even tape recorders. According to these teachers, this factor has a clear and negative impact on the use of new methods in class, such as increasing students' listening skills, or using textbooks like *Speak Out* which come with a very useful DVD to be used with the class smartboard. Talking about technological equipment, some teachers think that the Wi-Fi provided in every class will be of big use as well since students could bring their laptops and other electronic devices to complete some Internet activities, such as online grammar tasks, or even do timed-writing.[44] Moreover, apart from the already stated issues, some instructors suggest that it would be useful to create a common university platform that will allow teachers and students to make mutual communication easy as well as simplifying the distribution of the teaching materials, assessment, exchange of tasks, etc.

The improvement of the teaching methodology is vital as well. Thus, 23% of the respondents contend that the teaching methodology requires some improvement. This rests upon two previously discussed suggestions, i.e. teacher training and technology that will introduce important changes in teaching methods and techniques.

Materials and resources were also a central issue. About 20% of teachers think that the materials used in the lesson as suggested by their curriculum programs are not often suitable for the students' language level, interests, motivation and methodological approach used in coursebooks in general. In addition, 12% of the lecturers questioned

[44] Known collectively as timed essays (timed-writing), essay exams, or in-class essays, these essays require students to demonstrate disciplinary knowledge by producing a writing sample within a limited period of time.

maintain that the classrooms should be modernized: larger classrooms, modern furniture, new boards, etc. Apart from these crucial issues, some teachers also recommend that more time should be allotted to EFL teaching, fewer students per class; and the curriculum should be developed by the teachers themselves rather than by the university authorities or the Ministry of Education.

Two suggestions were also made regarding EFL versus ESP teaching. For a deeper understanding, I analyzed the answers closely to find out which university lecturers refer to the problems regarding ESP. Those instructors who are working at technical universities (Azerbaijan University of Architecture and Construction, Azerbaijan State University of Oil and Industry and Azerbaijan Economic University) are the ones most concerned with ESP teaching. Hence, this question was included in the interview question and will be further discussed in subsection 4.5.2 of this dissertation.

In my view, all these problems and suggestions are really existing and important. Many improvements could be achieved if all these recommendations were seriously taken into account. This study could then lead to a paradigm shift in the teaching and learning of grammar if at least some of the results obtained were considered and implemented with a view to improving the teaching of English as a foreign language in Azerbaijan.

4.4.2. Interviews addressed to teachers

A main group of 16 teachers formed by 8 heads of the English Language Department from the eight selected universities (*Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Slavic University, Baku Higher Oil School, Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan Pedagogical University, Azerbaijan University of Architecture and Construction*) and 8 senior teachers from the same universities agreed to answer the interview questions.

As explained above (cf. section 4.3.2.3), these interviews did not form part of the original design of the dissertation but once the questionnaires were conducted, I realised that there were some issues that were not totally clear from the answers provided to the

questionnaires and there was then the need to clarify these questions through interviews since they allow the interviewer and the respondents to have a more personal exchange of ideas. The interview questions were divided into two parts: a) general questions on the role of grammar in EFL classes; b) questions regarding the current problems in EFL teaching and the possible measures that could be taken in the future.

4.4.2.1. General questions on the role of English grammar in EFL classes

As explained above, eight major questions were asked to the heads of the English Departments and the senior teachers from eight universities that shed light on some unclear answers obtained from the survey to university teachers. To analyze the answers, I will discuss each of the questions separately.[45]

Section 1:

1. How much time is allotted to the teaching of EFL during the four academic years of studies at University? Regarding the answers of the heads of the Departments and the senior teachers from *Azerbaijan University of Languages, Baku Slavic University, Azerbaijan Pedagogical University, Azerbaijan Economic University*, eight of the respondents say that English as a foreign language is taught to students within their first academic year. The total number of EFL hours per semester is 90, consequently, students generally receive a total of 180 hours per academic year and the level of English language competence they should achieve is B2. However, the situation in the other universities (*Azerbaijan State University of Oil and Industry and Azerbaijan University of Architecture and Construction*) is totally different and often brings complaints. Since these two universities are totally technical, the teaching of general English has been recently replaced by ESP which has caused the discontent of both teachers and students. They strongly believe that the learning of English for specific purposes cannot be successful without preliminary studies of general English.

[45] I divided the questions into 2 parts, i.e. questions 1-6 belong to the first part and are concerned with those issues connected with the teaching of grammar; questions 7 and 8, however, discuss the most common EFL problems identified in the system and the possible ways to overcome them.

> (1) [*When students are admitted to the university, their level of English usually varies between A1 or A2. That is, without improving their general English language competence, students are immediately exposed to ESP which normally requires at least a B2 level. The most difficult issue is the number of hours allotted to English language teaching. It is not only me, but most of my colleagues strongly believe that the number of academic years for English language teaching should be extended up to 2 years*]. Interview number 7, oral version.

Moreover, to improve the situation, most of the teachers interviewed suggest that students should take a course of general English in the first semester and later they should continue with additional ESP courses. Still, this issue should be further discussed with the Ministry of Education. Finally, two other universities (*Azerbaijan Diplomatic Academy and Baku Higher Oil School*) have a totally different approach. English is here taught to undergraduate students at a foundation course level and aims to increase the students' level of English up to C1 (advanced), since later on they will continue their studies in English. That is why in these universities English is taught five times a week for 3 hours. Hence, this information explains the diversity in some of the answers to the questions of the survey regarding the amount of time spent on EFL teaching.

2. What is the role of translation in your class when you deal with grammar teaching?

The representatives from the six universities (*Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Slavic University, Baku Higher Oil School, Azerbaijan Economic University, Azerbaijan Pedagogical University*) admit that the grammar-translation method disappeared from the curriculum program of EFL classes about 8 years ago.

> (2) [*Nowadays, we live in such an environment where we may deal with students from different countries. Moreover, today, universities do not divide groups of students into Russian-speaking and Azerbaijani-speaking groups, that is why, translation in classes will not work. However, if compared to the past, I strongly believe that translation plays an important role in the language teaching process; more in particular, I am referring to grammar. As an example, let's have a look at conditional sentences, i.e. first, second and third type. I am absolutely sure that the best way to teach conditionals is to translate them to the students' mother tongue. And it is not just about conditionals, there are other topics that need to be explained via translation*]. Interview number 3, oral version.

However, the problem starts when it comes to *Azerbaijan State University of Oil and Industry*; and *Azerbaijan University of Architecture and Construction* where EFL has been totally replaced by ESP. At these universities it is believed that grammar is not necessary at all and the only important thing in the learning of English is its vocabulary. This may explain why the main target of the lesson is to learn as many technical terms as possible, and the best way for doing so is by translating from the L2 to the L1, and vice versa. Still most university teachers and heads of the EFL Departments do not agree with this practice and on several occasions they have talked to the university authorities about this issue to improve the existing conditions. Yet this situation remains unchanged.

3. Are computer programs used to fulfill grammar tasks?

Here we will contrast the answers provided by the teachers according to the universities they belong to by making a distinction between new and old universities. Hence, one can say that. *Baku Higher Oil School and Azerbaijan Diplomatic Academy* totally meet the modern requirements, that is, classrooms are provided with Wi-Fi, smartboards, and students are allowed to bring their laptops to class. This may explain why there are all kinds of possibilities to carry out tasks that require electronic devices, i.e. on-line tests, listening to tutorials, etc.

> (3) [*The university provides all necessary facilities: the most important thing is that we can use projectors as well as computers to show videos and do listening activities that serve to improve students' listening skills*]. Interview number 13, written version.

The facilities of the rest of the participating universities do not meet these standards. That is why in these universities it is hard to talk about great methodological improvements since the latter require the use of new approaches that presume the use of new technologies in class.

> (4) [*Lack of technology in the class prevents students from developing their listening skills. Moreover, we cannot show students videos or use the CDs and DVDs that complement EFL textbooks*]. Interview number 9, written version.

4. Is grammar taught via four language skills? Why is listening not popular in your classes? It was also interesting to consider why most of the teachers did not refer to the speaking and listening skills as a way to learn English grammar. According to the explanations of the heads of the EFL Departments, the lack of technological devices in many classes prevents teachers from developing students' listening skills. Moreover, some of the textbooks do not offer useful activities that aim at developing learners' speaking and listening skills.

> (5) [*Grammar is mostly taught through reading and writing. Yet, there are no proper exercises in textbooks to practice grammar via speaking and listening*]. Interview number 12, oral version.

Moreover, as it comes to the improvement of the speaking skills, different reasons were given. According to the senior teachers from most of the participating universities, one of the main reasons why the communicative approach to language teaching is not often applied is due to the fact that most of the EFL teachers still believe that activities such as role-play, pair work, games and other tasks that involve speaking are, in their view, useless and do not lead to successful grammar learning; i.e. they prefer traditional grammar tasks which deal with sentence completion, gap filling, etc. Moreover, teachers sometimes have a very good and deep knowledge of the language but they themselves cannot speak fluently since they have never had the real need to communicate in English, or simply they never had the chance to use English orally. Finally, many teachers keep to the language program suggested by the textbooks, i.e. they do not frequently use additional materials. Since most of the textbooks do not include communicative activities targeted at the teaching and practicing of grammar via speaking and listening, teachers also exclude them from their classes.

5. What do you think about the presentation of grammar in textbooks? Is it necessary to change them? Is there a need to substitute textbooks, if yes, why? All the heads of the Departments agree that the textbooks being used in EFL classes do not often meet the requirements of the lessons. For example, at *Azerbaijan University of Languages*, teachers strongly believe that the EFL classes are very important even for their future professionals. On the other hand, they admit that the textbook they use (*New English*

File) does not consider grammar a lot and that the methods used for grammar presentation are often inappropriate.

> (6) [*Grammar in textbooks is often not comprehensible. Moreover, the tasks in textbooks are long and monotonous, so that students get bored quickly*]. Interview number 2, oral version.

As regards the technical universities, apart from conducting the interview I also had a chance to examine the course books[46] that are being used for ESP teaching during the last few years. Hence, the textbooks are all written by local authors and are completely based on translations of texts. There is no need to talk about any grammar teaching techniques there since the only types of activities found here are translations of texts and sentences, and "fill in the blanks" exercises. Still, grammar patterns are present in these textbooks although the grammar areas here studied do not correspond to the requirements of the CEFR (2001). Moreover, most of the teachers are absolutely sure that some of the topics are completely irrelevant for students who are learning English as a foreign language. For instance, one of the textbooks focuses on the "complex object" (here belong such grammatical expressions as *need someone to do something*. For example: I *need you to believe* me). A logical question comes up: Why should a future architect or an oilman learn a term such as "complex object"? Moreover, why should they learn this pattern as a rule and do a lot of drills, if sentence constructions like: "*He considers this question to be of great importance*", or, "*I hate you talk in this way*" can be learnt using a "grammar in context" method or a "consciousness-raising approach"[47]. However, even these complex structures are presented following a grammar-translation approach. Hence, the EFL Departments of most of the participating universities believe that the textbooks should be replaced by other materials that present grammar and treat its teaching differently.

6. What changes should be introduced in to textbooks in terms of grammar teaching?

[46]Slepovich, Victor (2012). *Business Communication*. Moscow: Tetra Systems Publishing.
Sheveleva, Svetlana (1999). *English for Lawyers*. Moscow: Unity-Dana Publishing.
Eastwood, John (1994). *English for Travel.* Oxford: Oxford University Press.
Ibbotson, Mark (2009). *Professional English in Use.* Cambridge: Cambridge University Press.
Macull, Bill (2010). *Business Vocabulary in Use*. Cambridge: Cambridge University Press.
[47]These approaches to the teaching of grammar are defined in detail in chapter 2 (see *2.2.2.1* and *2.2.2.3*).

As regards the types of changes to be introduced in textbooks, several suggestions were made:

a. Textbooks should consider the four language skills (reading, listening, writing, speaking) giving them a similar importance;

b. The methods used for the presentation of grammar should vary from topic to topic;

c. Textbooks should introduce interactive and communication-oriented activities and techniques to practice grammar;

d. Grammar should be presented in a separate section; however, the tasks used to practice grammar should include writing, reading, listening and speaking tasks;

e. In universities such as *Azerbaijan State University of Oil and Industry and Azerbaijan University of Architecture and Construction,* students should first start from general English language learning and then be introduced to English for specific purposes.

Section: 2

7. What are the main problems that can be identified in EFL teaching at the moment? All the heads of the EFL Departments admitted that lots of changes had taken place in the teaching of English in Azerbaijan in the last few years. New textbooks have been introduced in EFL programs, a lot of teachers have been attending training sessions, recently some universities have been required to use online platforms, a communicative approach to language teaching has been required to be dominant. Regarding all these changes, the heads of the Departments in 6 universities, i.e. *Azerbaijan University of Languages*, *Baku Slavic University*, *Azerbaijan Economic University*, *Azerbaijan State Oil and Industry University*, *Azerbaijan Pedagogical University*, *Azerbaijan University of Architecture and Construction* refer to a large number of existing problems. After using the textbooks of local authors, a shift to new textbooks causes some difficulties. Many teachers do not know what methodology they should use when dealing with these new textbooks in order to meet the requirements of communicative language teaching. Moreover, some lecturers have difficulties to use computers; that is why it seems difficult for them to use electronic (online) platforms. One of the crucial problems is the lack of Wi-Fi, as well as smartboards and computers in all classrooms, which prevents

the shift to new "computerized" approaches. Moreover, some of the teachers refer in particular to the following problems:

> (7) [*Time devoted to English language teaching is not enoug*h]. Interview number 3, written version.

> (8) [*The number of students per class is too high. We used to have about 12 students per group, which was good to treat every student individually. With 18 students in one class it is not that easy*]. Interview number 4, written version.

On the other hand, the heads of the Departments of *Baku Higher Oil School* and *Azerbaijan Diplomatic Academy* claim that they do not have problems of this kind because these universities were founded recently and all these problematic questions had been initially taken into account in order not to be repeated.

8. How to improve the situation?

The heads of the Department at *Baku Higher Oil School* and *Azerbaijan Diplomatic University* believe that the problems existing in the six universities mentioned above do not depend mainly on their teachers but on the system itself. Before using any new textbook, teachers should be trained on how to deal with these new materials. Moreover, these two universities have been using online platforms as well as different online databases from the very first day. They also maintain that it would be very useful and practical to have online communication with students, provide them with electronic materials, and keep students' attendance in an online form. To make sure that teachers use technology successfully, they need to have a tutorial guide that will explain them how this works. Finally, all the heads of the Departments and all the senior teachers strongly believe that a higher number of frequent and relevant training sessions for teachers will guarantee their success in present-day EFL teaching. Moreover, some of the points made by the interviewees are mentioned below:

> (9) [*More time should be allotted to the teaching of English*]. Interview number 3, written version.

> (10) [*Teachers should regularly attend different training sessions. They should understand that the generations of students change; hence, the*

approaches to English language teaching should change as well]. Interview number 15, oral version.

All in all, the interviews conducted with teachers shed light on the most important issues regarding the most important existing problems in the teaching of English and the teaching of grammar in particular in Azerbaijan Most of the teachers made valuable suggestions on the ways to improve the existing situation which can be step by step implemented in the future.

4.4.3. Class observations

4.4.3.1. Pilot observations

Section 1: General comments

Rubric 1: Clarity of learning objectives:

The main target of rubric 1 is to see if students clearly understand the learning aims and the objectives. As mentioned, only two teachers from each selected university,[48] i.e. teachers with an experience of less than 10 years (Group **A**) and those with an experience of over 10 years (Group **B**)[49] were under the observation. In order to have a clear comparison within and across the universities, the following Table 78 was designed, and *yes* and *no* criteria were applied:

Table 78: Clarity of learning objectives

Universities	*Students clearly understand their learning objectives*	
	A	**B**
Azerbaijan Diplomatic Academy	*yes*	*yes*
Azerbaijan University of Languages	*yes*	*yes*
Azerbaijan State University of Economics	*no*	*no*
Azerbaijan University of Architecture and Construction	*no*	*no*

[48] *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Slavic University, Baku Higher Oil School, Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan Pedagogical University*, *Azerbaijan University of Architecture and Construction*

[49] To facilitate the comparison, I will represent the teachers with an experience of 4-9 years by letter A, and those with tan experience of over 10 years by letter B.

Azerbaijan State Oil and Industry university	*no*	*no*
Azerbaijan Pedagogic University	*no*	*no*
Baku Higher Oil School	*yes*	*yes*
Baku Slavic University	*yes*	*yes*

Out of eight universities and sixteen observed classes, the answers were divided into four (4x2) 'yes' and four (4x2) 'no' and do not seem to be different from one teacher to another within the same university. It seems that the students clearly understand their objectives at the four universities that are marked with 'yes'. This is confirmed by the syllabus which is distributed to them at the beginning of the academic year, or to be more precise, at the beginning of the semester, where the teacher clearly indicates the target level to be achieved as well as the topics, materials and grammar points to be learnt during the term. The situation is varying quite a lot at four other universities: *Azerbaijan State University of Economics, Azerbaijan University of Architecture and Construction, Azerbaijan State Oil and Industry University, Azerbaijan Pedagogic University* where the students are not totally aware of the program. The main reason why the learning objectives are not quite clear at *Azerbaijan University of Architecture and Construction* and at *Azerbaijan State Oil and Industry University,* as earlier indicated, depends on the fact that instead of teaching EFL to the first year university students, the teachers have to teach ESP even to those students whose general English language level may be lower than beginner. Moreover, at these universities, since there is not a preliminary placement test, the students' English language levels may vary from A1 to B2. That is why, as most of the teachers of these universities admit, they find difficulty to design a program that might meet the common requirements for students with different levels. As regards the two other Universities, i.e. *Azerbaijan Pedagogical University* and *Azerbaijan State University of Economics*, the lack of a proper syllabus, which is often not distributed to students, prevents the learners from being aware of the exact learning outcomes and targets.

Rubric 2: Planning and organization

To evaluate teachers' lesson planning and organization, and generally, their degree of preparation for the lesson, I came up with the following scale which is followed by additional comments: *1. totally prepared; 2. partially prepared; 3. poor preparation; 4. no preparation at all; 5. Improvisation*

Table 79: Planning and organization of classes

Universities	*Planning and Organization of teachers*	
	A	**B**
Azerbaijan Diplomatic Academy	*totally prepared*	*totally prepared*
Azerbaijan University of Languages	*partially prepared*	*partially prepared*
Azerbaijan State University of Economics	*partially prepared*	*poor preparation*
Azerbaijan University of Architecture and Construction	*partially prepared*	*poor preparation*
Azerbaijan State Oil and Industry University	*poor preparation*	*poor preparation*
Azerbaijan Pedagogic University	*partially prepared*	*poor preparation*
Baku Higher Oil School	*totally prepared*	*totally prepared*
Baku Slavic University	*partially prepared*	*partially prepared*

In two universities, i.e. *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* the planning and the organization of the lesson were excellent. Both **A** and **B** teachers did not only follow the syllabus, but also plan the lesson very carefully step by step. At the end of the lesson the learning outcomes were fully achieved since students seemed to be totally prepared for the class. At *Azerbaijan University of Languages* as well as in *Baku Slavic University* the situation was slightly different and the teachers were only partially prepared. First, as mentioned above, the syllabus used at these universities is not well-designed, moreover, students are not highly motivated and, as a result, they are poorly prepared for the lesson. In addition, teachers did not seem to be consistent. For example, at *Baku Slavic University* one of the teachers started explaining the grammar point on "conditionals" and without having finished the explanation, students were asked to do the exercises. In my view, grammar should be first introduced, and only after it has been made clear to the students, the practical tasks should be set.

Moreover, the organization of the lesson between teachers **A** and **B** at *Azerbaijan State University of Economics, Azerbaijan University of Architecture and Construction, Azerbaijan Pedagogic University* is not the same. Thus, the teachers from group **A** are

partially prepared whereas teachers from group **B** are poorly prepared. I believe that one of the main reasons is that young teachers are observed from time to time by representatives of the university authorities, whereas that is not the case for the more experienced teachers. Moreover, the problem of teaching ESP instead of EFL at these three universities makes difficult the planning of courses since students do not possess the necessary level of English and they have to deal with technical texts and complex structures. That is why this question must be deeply considered, and practical suggestions for the planning of lessons for ESP groups should be given. Moreover, in the concluding section (5.4.), I will try to suggest some extra materials that might be used to complement the textbooks used in ESP classes.

Rubric 3: Effective Use of Teaching and Learning Resources

As stated above, most of the universities do not provide students with Wi-Fi or electronic devices such as smartboards, computers, etc. That is, to facilitate the understanding of the Table 80, I will use the abbreviation *NA* (Not applicable) in the cells for those universities that do not provide classes with the above mentioned facilities. For those universities that provide classes with the aforementioned equipment, the level of their use will be evaluated as '*strong*', '*average*', and '*weak*'. Moreover, the same evaluation rate will be applied to the use of handouts and other materials except for textbooks.

Table 80: Effective Use of Teaching and Learning Resources in EFL classes

Universities	*Use of Teaching and Learning Resources*			
	A		**B**	
	Technology	**Handouts**	**Technology**	**Handouts**
Azerbaijan Diplomatic Academy	*strong*	*strong*	*strong*	*strong*
Azerbaijan University of Languages	*NA*	*strong*	*NA*	*weak*
Azerbaijan State University of Economics	*NA*	*strong*	*NA*	*weak*
Azerbaijan University of Architecture and Construction	*NA*	*strong*	*NA*	*weak*
Azerbaijan State Oil and Industry university	*NA*	*average*	*NA*	*weak*

Azerbaijan Pedagogic University	*NA*	*strong*	*NA*	*weak*
Baku Higher Oil School	*strong*	*strong*	*average*	*strong*
Baku Slavic University	*NA*	*strong*	*NA*	*average*

Out of eight universities, six of them do not provide technological equipment; the opposite applies to *Baku Higher Oil School* and *Azerbaijan Diplomatic University* which are fully equipped. Since the teachers at *Azerbaijan Diplomatic Academy* both high experienced and not so highly experienced teachers generally have training courses on how to use electronic devices, they can freely use the technological equipment. During the orientation session, teachers are instructed on how to use smartboards as well as 'Power Campus, that is, an electronic platform', and some Internet software, such as *Turn it In*, etc. At *Baku Higher Oil School*, the university is also equipped with all the necessary technological devices; however, teachers do not have any special training that would enable them to use these devices correctly and effectively.

Photo 13
Average large hall



Photo 14
Large hall with modern equipment

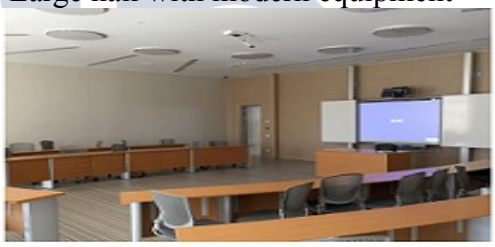




Photo 15
Average small lecture room



Photo 16
Small lecture room with modern equipment

As regards the use of handouts and other supplementary materials, here the situation from university to university greatly differs. Seven teachers from group **A** are marked as

"strong" in terms of a successful use of the handouts. For example, a teacher from *Azerbaijan State Economic University* and *Baku Slavic University* managed to use game cards and some other handouts that were relevant to the content of the lesson. The teacher from group **A** at *Azerbaijan State Oil and Industry University* tried to use some extra materials but they were not quite relevant to the general content of the lesson. On the other hand, the teachers from group B in five universities showed a very poor performance with the use of materials. Some of the teachers totally ignored the supplementary materials since they strongly believe that the tasks given in the textbooks are enough, and there is no extra time for the use of any additional handouts. The teacher (**B**) from *Baku Slavic University* also used some irrelevant materials intended to be filling in the time of the lessons. Finally, *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* teachers are very good at using handouts.

Rubric 4: Classroom Management

Regarding this rubric, I made a checklist with some specific questions which were assessed as *yes, not fully* and *no* answers. Hence:

Table 81: Teachers' Classroom Management Skills

Universities	Questions					
	1. Did the teachers ensure they could be heard and understood clearly?	2. Did the teachers display enthusiasm for the subject?	3. Did the teachers summarize discussions periodically?	4. Did the teachers respond to students' questions?	5. Did the teachers demonstrate a good command of the subject being taught?	6. Was the session lively and were students motivated?
Azerbaijan Diplomatic Academy	A: yes	A: yes	A: not fully	A: yes	A: yes	A: yes
	B: yes	B: not fully	B: yes	B: yes	B: yes	B: yes
Azerbaijan University of Languages	A: yes	A: yes	A: not fully	A: yes	A: yes	A: yes
	B: not fully	B: not fully	B: yes	B: yes	B: yes	B: not fully
Azerbaijan State University of Economics	A: yes	A: yes	A: yes	A: yes	A: yes	A: yes
	B: not fully	B: no	B: no	B: yes	B: yes	B: not fully
Azerbaijan University of Architecture and Construction	A: yes	A: not fully	A: no	A: yes	A: not fully	A: not fully
	B: yes	B: yes	B: no	B: yes	B: yes	B: not fully
Azerbaijan State Oil and Industry university	A: no	A: not fully	A: yes	A: yes	A: yes	A: not fully
	B: no	B: not fully	B: yes	B: not fully	B: not fully	B: not fully

Azerbaijan Pedagogic University	A: yes	A: yes	A: yes	A: yes	A: yes	A: yes
	B: not fully	B: not fully	B: yes	B: no	B: yes	B: not fully
Baku Higher Oil School	A: yes	A: yes	A: yes	A: yes	A: yes	A: yes
	B: yes	B: yes	B: yes	B: yes	B: yes	B: yes
Baku Slavic University	A: yes	A: yes	A: no	A: not fully	A: yes	A: yes
	B: yes	B: not fully	B: yes	B: yes	B: not fully	B: not fully

Hence, according to the first question, Table 81 shows that almost all the teachers observed showed the ability to be heard and understood clearly. The teachers from group B at three universities, i.e. *Azerbaijan University of Languages, Azerbaijan State University of Economics, and Azerbaijan Pedagogic University* are an exception to this general rule since they could not fully maintain the students' attention as in some classes the number of students was larger than usual. Moreover, the students did not seem to be very enthusiastic and teachers' voices were not appealing enough to be heard or understood.

As regards the teachers' enthusiasm on the subject, most of the experienced lecturers did not show full interest in the lessons. This may be justified by the fact that as they keep on doing the same things from year to year, they lose their interest in it. Therefore, the university administration should take more measures to encourage enthusiasm. I strongly believe that if the university authorities frequently required some innovations in the classes, provided relevant training to teachers, increased their salary, sent them to different countries for training and workshops, conducted frequent classroom observation, etc. lecturers at any age would definitely be enthusiastic and passionate for their lessons.

The notes regarding the third question concerning the management of discussions varied greatly. Since these techniques mostly depend on teachers' personal skills and teaching strategies andon their general understanding of what should or should not be done, in some cases some teachers do summarize their discussions while some other do not find it simply necessary.

Almost all teachers showed a good command of the subject taught. Only two teachers, from *Azerbaijan University of Architecture and Construction* (group **A**) and *Baku Slavic University* (group **B**),could not totally show their knowledge. Still, one

lesson might not be enough to come to definite conclusions. Resting upon all the mentioned criteria, it follows that in most cases the sessions were not well-structured and students were not fully motivated. It follows from this that the ability of teachers to motivate the students does not depend on their age but on some inner characteristics such as their character and personality, their ability to communicate, their capacity to build rapport with their students, etc.

Section 2: Teachers' Evaluation

The evaluation of teachers consisted of ten statements that were measured according to a five-point scale, 5 standing for excellent, 4-for very good, 3-for good, 2- for poor and 1-for very bad. To show the results more clearly, I will identify the teachers **A** and **B** from each university in separate columns.

Table 82: Teachers' general evaluation at Azerbaijan Diplomatic Academy

Azerbaijan Diplomatic Academy		
Statements:	Group A	Group B
1. Teacher's instructions were clear.	*5*	*5*
2. The teacher provided opportunities for student input.	*5*	*5*
3. The teacher respected students' opinions and contributions.	*5*	*4*
4. The teacher carried out comprehension checks.	*5*	*4*
5. The teacher rephrased, simplified, or clarified information.	*5*	*5*
6. The teacher was receptive to and reacted positively to all the student questions.	*5*	*4*
7. The teacher allowed appropriate wait time for questions.	*5*	*5*
8. The teacher provided a comfortable classroom atmosphere for risk-taking.	*5*	*5*
9. Class atmosphere was positive.	*5*	*5*
10. General classroom management was good.	*5*	*5*

There is not much to say about the performance of these two teachers since they both show excellent results. I find it important to comment on this issue and to explain why the overall evaluation of the teachers at *Azerbaijan Diplomatic Academy* is that high. First of all, when admitted to work, the new hired teachers have to conduct several demonstration lessons where each of the mentioned skills is taken into account. In the

case of the lack of some of the skills, the teachers' admission to the position is rejected. If only one or two of the skills seem to be missing, the teachers are obliged to take a special training course that will meet the requirements of the class. By saying this, I underline that *Azerbaijan Diplomatic Academy* is the only university that works in this way.

The situation at *Azerbaijan University of Language* and at *Baku Slavic University* is slightly different. Though the teachers' instructions in both groups are clear, classroom management is more teacher than student-oriented (see Table 83).

Table 83: Teachers' general evaluation at Azerbaijan University of languages and Baku Slavic University

Azerbaijan University of Languages *Baku Slavic University*		
Statements:	Group A	Group B
1. Teacher's instructions were clear.	*4*	*4*
2. The teacher provided opportunities for student input.	*4*	*3*
3. The teacher respected student opinions and contributions.	*4*	*3*
4. The teacher carried out comprehension checks.	*4*	*2*
5. The teacher rephrased, simplified, or clarified information.	*3*	*4*
6. The teacher was receptive to and reacted positively to all student questions	*3*	*2*
7. The teacher allowed appropriate wait time for questions.	*2*	*3*
8. The teacher provided a comfortable classroom atmosphere for risk-taking.	*3*	*2*
9. Class atmosphere was positive.	*4*	*3*
10. General classroom management was good.	*4*	*4*

In total, general classroom atmosphere and management are good. However, there are some points where teachers failed to show high performance, especially group **B** teachers. For example, the comprehension check in group **B** was not as high as in group **A** class; group **A** and group **B** teachers were not positive and did not create an atmosphere where students felt at ease to ask questions. On the other hand, the teacher from group **A** did not allot enough time for students to ask questions, even if some of the students were very active in this respect.

At *Azerbaijan State University of Economics*, the general results from Table? shows that in both cases (**A** and **B**) the lesson is more teacher than student-oriented (see

statements 3,5,6,7 and 8). Still, if we compare the two groups, we find that teachers from group **A** are less student-oriented than those from group **B** (see Table 84).

Table 84: Teachers' general evaluation at Azerbaijan State University of Economics

Azerbaijan State University of Economics		
Statements:	Group A	Group B
1. Teacher's instructions were clear.	*3*	*3*
2. The teacher provided opportunities for student input.	*2*	*1*
3. The teacher respected student opinions and contributions.	*2*	*2*
4. The teacher carried out comprehension checks.	*3*	*2*
5. The teacher rephrased, simplified, or clarified information.	*4*	*2*
6. The teacher was receptive to and reacted positively to all student questions	*4*	*2*
7. The teacher allowed appropriate wait time for questions.	*2*	*1*
8. The teacher provided a comfortable classroom atmosphere for risk-taking.	*3*	*1*
9. Class atmosphere was positive.	*4*	*3*
10. General classroom management was good.	*4*	*3*

The general atmosphere of the lesson is very positive; both teachers of groups **A** and **B** are eager to answer students' questions; however, comprehension checks are not very common. See Table 85.

Table 85: Teachers' general evaluation at Azerbaijan University of Architecture and Construction

Azerbaijan University of Architecture and Construction		
Statements:	Group A	Group B
1. Teacher's instructions were clear.	*5*	*4*
2. The teacher provided opportunities for student input.	*3*	*2*
3. The teacher respected student opinions and contributions.	*4*	*5*
4. The teacher carried out comprehension checks.	*4*	*3*
5. The teacher rephrased, simplified, or clarified information.	*2*	*3*
6. The teacher was receptive to and reacted positively to all student questions	*5*	*4*
7. The teacher allowed appropriate wait time for questions.	*4*	*1*
8. The teacher provided a comfortable classroom atmosphere for risk-taking.	*4*	*3*
9. Class atmosphere was positive.	*4*	*4*
10. General classroom management was good.	*5*	*4*

I presented the results from *Azerbaijan State Oil and Industry University, and Azerbaijan Pedagogic University* in one table since the results of these two universities totally coincide (see Table86). Unlike the other six universities, these two institutions show very low results. The teachers' instructions both in groups **A** and **B** are not very clear. The same can be said about the rest of the statements. Moreover, as regards the opportunities for students to ask questions (see item 7), in general, teachers do not allow appropriate time for questions, which also proves that the lessons are mostly teacher-oriented.

Table 86: Teachers' general evaluation at Azerbaijan State Oil and Industry University and Azerbaijan Pedagogic University

Azerbaijan State Oil and Industry university *Azerbaijan Pedagogic University*		
	Group A	Group B
1. Teacher's instructions were clear.	*3*	*2*
2. The teacher provided opportunities for student input.	*3*	*2*
3. The teacher respected student opinions and contributions.	*3*	*2*
4. The teacher carried out comprehension checks.	*2*	*2*
5. The teacher rephrased, simplified, or clarified information.	*2*	*3*
6. The teacher was receptive to and reacted positively to all the student questions.	*3*	*2*
7. The teacher allowed appropriate wait time for questions.	*1*	*1*
8. The teacher provided a comfortable classroom atmosphere for risk-taking.	*2*	*1*
9. Class atmosphere was positive.	*3*	*2*
10. General classroom management was good.	*3*	*3*

Finally, the teachers of both groups (**A** and **B**) at *Baku Higher Oil School* show a high level of classroom management. The only exception is the rephrasing and simplification of information. The question is that at *Baku Higher Oil School* English is taught on a foundation program since later on, from the second year onwards, the students do their major, which is mainly in English. That is why, no matter what level of English the students have when admitted to the university, it is very important that they

achieve a C1 level to take their final exam. It is often the case that students are admitted to the university with an A1 or A2 level of English, but they get enrolled in groups where B1 or B2 is taught. In this case, the level of the materials used in the EFL classes is not appropriate for the students, the teachers' language is complicated, and the activities to be completed become boring because most of the learners simply do not understand them.

Table 87: Teachers' general evaluation at Baku Higher Oil School

Baku Higher Oil School		
Statements:	Group A	Group B
1. Teacher's instructions were clear.	*5*	*5*
2. The teacher provided opportunities for student input.	*5*	*5*
3. The teacher respected student opinions and contributions.	*5*	*4*
4. The teacher carried out comprehension checks.	*5*	*4*
5. The teacher rephrased, simplified, or clarified information.	*3*	*3*
6. The teacher was receptive to and reacted positively to all student questions	*5*	*4*
7. The teacher allowed appropriate wait time for questions.	*5*	*5*
8. The teacher provided a comfortable classroom atmosphere for risk-taking.	*5*	*5*
9. Class atmosphere was positive.	*5*	*5*
10. General classroom management was good.	*5*	*5*

Section 3: Students classroom participation

Finally, I evaluated the way students acted during the class. For this purpose, I designed four questions to be assessed according to the five-point scale previously used for sections two and three. Thus, the results of these four questions are shown in Table 88 and Table 89.

Table 88: Students' classroom participation in Azerbaijan diplomatic Academy, Azerbaijan University of Languages, Azerbaijan State University of Economics, Azerbaijan University of Architecture and Construction

Group A	Group B

Azerbaijan diplomatic Academy		
1. All students were interested in the lesson.	5	5
2. Learners were highly responsive.	5	5
3. Learners voluntarily asked questions.	*4*	*4*
4. Learners voluntarily completed all the tasks.	*5*	*5*
Azerbaijan University of Languages		
1. All students were interested in the lesson.	*4*	*3*
2. Learners were highly responsive.	*4*	*3*
3. Learners voluntarily asked questions.	*3*	*3*
4. Learners voluntarily completed all the tasks.	*4*	*3*
Azerbaijan State University of Economics		
1. All students were interested in the lesson.	*3*	*2*
2. Learners were highly responsive.	*3*	*2*
3. Learners voluntarily asked questions.	*2*	*2*
4. Learners voluntarily completed all the tasks.	*4*	*3*
Azerbaijan University of Architecture and Construction		
1. All students were interested in the lesson.	*3*	*4*
2. Learners were highly responsive.	*4*	*4*
3. Learners voluntarily asked questions.	*4*	*4*
4. Learners voluntarily completed all the tasks.	*4*	*4*

The students' class participation at *Azerbaijan Diplomatic Academy* was very good. All of them were very interested in the lessons, they freely asked and answered questions, expressed their opinions, etc. Moreover, the activities given to students were so engaging that students were willingly to do all of them. In *Azerbaijan University of Languages*, the students' participation cannot be called excellent but average. The most interesting point was that **A** group students seemed to be more motivated to ask questions and start discussions if compared with students of group **B**. This mostly happened because of the teachers' way of conducting the class, this was more teacher-centered. Group **B** students at *Azerbaijan State University of Economics* did not show a good performance in class, probably because most of them were males who do not usually take the language class very seriously. The lowest point was connected with the students' ability to ask questions whereas the highest one was related to task

completion. Hence, even if the teacher, especially group **A** teachers brought different game cards and asked students to complete some interactive activities, they did not seem to be very interested in it. In my view, the teacher should have taken into account not only the language level of students but also the students' gender, age group and interests. Finally, in *Azerbaijan University of Architecture and Construction* the general attitude of students to the lesson was very positive. It was a lesson based mainly on the translation of texts and on some grammar activities that provoke debate and task completion.

Table 89: Students classroom participation in Azerbaijan State Oil and Industry University, Azerbaijan Pedagogic University, Baku Higher Oil School, Baku Slavic University

Group A		Group B
Azerbaijan State Oil and Industry University		
1. All students were interested in the lesson.	*3*	*3*
2. Learners were highly responsive.	*2*	*2*
3. Learners voluntarily asked questions.	*3*	*2*
4. Learners voluntarily completed all the tasks.	*3*	*3*
Azerbaijan Pedagogic University		
1. All students were interested in the lesson.	*4*	*3*
2. Learners were highly responsive.	*3*	*3*
3. Learners voluntarily asked questions.	*3*	*2*
4. Learners voluntarily completed all the tasks.	*4*	*4*
Baku Higher Oil School		
1. All students were interested in the lesson.	*5*	*5*
2. Learners were highly responsive.	*4*	*4*
3. Learners voluntarily asked questions.	*4*	*3*
4. Learners voluntarily completed all the tasks.	*5*	*5*
Baku Slavic University		
1. All students were interested in the lesson.	*4*	*3*
2. Learners were highly responsive.	*4*	*4*
3. Learners voluntarily asked questions.	*3*	*3*
4. Learners voluntarily completed all the tasks.	*4*	*4*

The students of *Azerbaijan State Oil and Industry University* were not very enthusiastic and they did not voluntarily ask questions. If we compare group **A** and group **B** classes,

the results of group **B** are lower once again. The students of *Azerbaijan Pedagogic University* are much more responsive and more willing to complete the tasks. What I noticed is that these students did not want to ask their teachers questions since they looked somehow timid and awkward. Students' class participation at *Baku Higher Oil School* was as good as the participation of teachers. Finally, the students of *Baku Slavic University* were not bad at classroom participation. They seemed to be interested in the lesson, they were responsive enough and completed the tasks voluntarily. As regards asking questions, some students were shy and unconfident.

4.4.3.2. Core observations

The core observation of this research project is more closely related to the objectives of this dissertation. The observation checklist used contains seven sections, each consisting of a number of questions. I should mention that the majority of sections require 'yes' and 'no' comments. Moreover, following the same structure as that used in the pilot observation, I divided the teachers into **A** and **B**, i.e. A representing those teachers with an experience of less that 10 years and B standing for teachers with an experience of over 10 years.

To facilitate the discussion of the results, I will refer to each of the participating universities by numbers, i.e. instead of using their names, the following codes will be used in the next tables:

Table 90: Code number for each university

Universities	Code number
Azerbaijan Diplomatic Academy	**1**
Azerbaijan University of Languages	**2**
Azerbaijan State University of Economics	**3**
Azerbaijan University of Architecture and Construction	**4**
Azerbaijan State Oil and Industry university	**5**
Azerbaijan Pedagogic University	**6**
Baku Higher Oil School	**7**
Baku Slavic University	**8**

Section 1: The way grammar is taught in the EFL classes:

For this, five yes and no questions were designed.

Table 91: The way grammar is taught in the EFL classes

Section 1: The way grammar is taught in the EFL class:				
	Yes		*No*	
1. Enough time is allotted to the teaching of grammar.	1A 2A 6A 7A 8A	1B 2B 6B 7B 8B	3A 4A 5A	3B 4B 5B
2. Teacher explains the rules before doing the exercises.	2A 6A 8A	2B 6B 8B	1A 7A	1B 7B
3. Teachers makes students discover the rules on their own.	1A 7A	1B 7B	2A 6A 8A	2B 6B 8B
4. Teacher asks students to learn grammar rules by heart.		3B 5B	1A 2A 3A 4A 5A 6A 7A 8A	1B 2B 4B 6B 7B 8B
5. Teacher makes students learn grammar through examples.	1A 2A 3A 4A 5A 6A 7A 8A	1B 2B 3B 4B 7B 8B		3B 5B

1) According to the Table 91 above, out of eight universities, five of them spend enough time on the teaching of grammar. Among these universities we find the following: *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Azerbaijan Pedagogical University, Baku Higher Oil Scholl and Baku Slavic University*. The time allotted to grammar teaching per lesson varies between 20-30 minutes out of 90. Moreover, in this section there is no need to emphasize the difference between teachers **A** and teachers **B**, since both of them spend approximately the same amount of time on

the teaching of grammar. However, three universities, i.e. *Azerbaijan State University of Economics, Azerbaijan University of Architecture and Construction, Azerbaijan State Oil and Industry University* seem to spend very little time on grammar explanations allotting most of the lesson time to technical text translations and leaving only 5-10 minutes to the presentation of grammar rules.

As regards the grammar presentation method, six teachers in three universities explain grammar rules before doing the exercises: i.e. *Azerbaijan University of Languages, Azerbaijan Pedagogical University, Baku Slavic University*, whereas both teachers **A** and **B** from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* make students discover the rules on their own. Teachers **B** from *Azerbaijan State University of Economics, Azerbaijan State Oil and Industry University* ask students to learn rules by heart, whereas the rest of the lecturers also use the presentation of new grammar via example demonstrations.

Thus, the current observations make me believe that even if most of the teachers nowadays tend to use recent approaches to grammar presentation, still some of the teachers, especially from group **B,** are more in favor of traditional approaches to grammar teaching, using techniques typical of the grammar-translation method, such as translations and traditional grammar exercises.

Section 2: Grammar activities fulfilled in the class:

Table 92 contains twelve different types of grammar activities that might be used by the teachers in the observed classes. In order to see which activity types each teacher used, the following table will present these types of activities and the universities that apply them.

NOTE: the numbers stand for the university code; the letters **A** and **B** refer to the teachers of older and younger generations, respectively.

Table 92: Grammar activities completed in EFL classes

Section 2: Grammar activities completed in class:	
	Yes

1. Rewrite (using a particular grammatical structure)	1A, 1B, 2A, 2B, 6A, 6B, 8A, 8B
2. Fill in the gaps	1A,1B, 2A,2B, 3A,3B, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B
3. Find and correct the grammar mistakes in the given sentences	1A,1B, 2A,2B
4. Answer questions (on grammar issues)	1A,1B, 2A,2B
5. Put (the words/the sentences) into the correct form (order)	
6. Translations	3A, 3B, 4A, 4B, 5A, 5B
7. Read rules and do grammar exercises	
8. Role-play (using the learnt grammar patterns)	1A, 1B, 2A, 6A, 8A
9. Grammar games	1A, 2A
10. Work with your partner (completing any grammar task)	1A, 1B, 2A, 6A, 7A, 7B, 8A
11. Work in a group (completing any grammar task)	1A, 1B, 2A
12. Write a paragraph using a particular grammar structure	1A, 1B

Thus, the teachers from *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Azerbaijan Pedagogical University* and *Baku Slavic University* used the "rewrite activity" whereas the typical "fill in the gaps" activity was extremely popular as all the lecturers observed seemed to make use of it. Only four teachers, i.e. teachers **A** and **B** from *Azerbaijan Diplomatic Academy* and *Azerbaijan University of Languages* resorted to an activity such as "find and correct the mistakes" to drill grammar. The same teachers used the "answer the questions" activity as well. Moreover, six teachers, that is, teachers from groups **A** and **B** from *Azerbaijan State University of Economics*, *Azerbaijan University of Architecture and Construction* and *Azerbaijan State Oil and Industry University* used translation in class and this was done not only to drill grammatical patterns but also to translate long technical texts. Interestingly enough, during my observations, none of the teachers used "put the (words/sentences) into the correct form (order)" and "read rules and do grammar exercises" activities. Another interesting point is that out of sixteen teachers only two of them, that is, the group **A** teachers from *Azerbaijan Diplomatic Academy* and *Azerbaijan University of Languages* made use of grammar games. A higher number of lecturers, more in particular, group

Ateachers from *Azerbaijan Diplomatic Academy*, *Azerbaijan University of Languages*, *Azerbaijan Pedagogical University* and *Baku Slavic University* and **B** group teachers from *Azerbaijan Diplomatic Academy* and *Baku Slavic University* asked students to complete the tasks in pairs. In contrast, a very small number of teachers (only 3 of them) made students work in groups. These are teachers **A**from*Azerbaijan Diplomatic Academy* and *Azerbaijan University of Languages*, and teachers B from *Azerbaijan Diplomatic Academy*. Finally, only two teachers (group **A** and **B**) from *Azerbaijan Diplomatic Academy* used a writing activity to drill grammar structures. This, once again proves that one of the most widely used grammar techniques in EFL classes is "fill in the gaps" together with rewriting which usually consists in the use of a particular grammatical structure)".

Section 3: Grammar practice techniques used in class

Section three was aimed at investigating the grammar practice techniques that are most commonly used in class. As we have already seen from the previous sections, the teachers from *Azerbaijan State University of Economics*, *Azerbaijan University of Architecture and Construction* and *Azerbaijan State Oil and Industry University* prefer using translation to any other grammar practice activities (see Table 93). Moreover, these lecturers avoid activities, such as error correction or other tasks that target at the use of grammatical patterns. However, these types of exercises are common in *Azerbaijan Diplomatic Academy*, *Azerbaijan University of Languages* and *Baku Higher Oil School* and *Baku Slavic University*. It was also important to investigate whether grammar is taught through the development of the so-called four language skills. Thus, only five teachers, that is, group **A** teachers from *Azerbaijan Diplomatic Academy*, *Azerbaijan University of Languages* and *Baku Higher Oil School* and **B** group teachers from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* taught grammar while developing at the same times listening skills.

Table 93: Grammar Practice techniques used in class

Section 3: Grammar Practice techniques used in class	

	Yes
1. Students do translations from their mother tongue into English and vice versa.	3A, 3B, 4A, 4B, 5A, 5B
2. Students do exercises consisting in the correction of grammar errors.	1A, 1B, 2A, 2B
3. Students complete activities that are aimed at the use of grammatical patterns.	1A, 1B, 2B, 6B, 7B, 8 A, 8B
4. Students do grammar activities as part of listening.	1A, 1B, 2A, 7A, 7B
5. Students do grammar activities as part of reading.	1A,1B, 2A,2B, 3A,3B, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B
6. Students do grammar activities as part of speaking.	1A, 1B, 2A, 7A, 7B, 8A
7. Students do grammar activities as part of writing.	1A, 1B, 7A, 7B
8. Students carry out many repetition exercises.	1A,1B, 2A,2B, 6A, 6B, 7A, 7B, 8A, 8B

However, the observation conducted shows that practically all teachers try to teach and drill grammar via reading. A small number, for instance, both **A** and **B** teachers from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* use writing activities to practice grammar and some teachers from *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Higher Oil School* and *Baku Slavic University* develop spoken skills through grammar drills. In total, ten teachers out of sixteen clearly showed that they did enough exercises in class for the practice of grammar. To summarize sections two and three, we can say that most of the teachers still prefer the 'fill in the gaps' type of activity since it was observed in all the lessons. A very small number of teachers also resorted to 'role play', 'grammar games' or 'work in group' activities. As regards the four main language skills, even today, grammar is mostly taught via reading activities leaving speaking and listening skills in the shadow.

Section 4: Resources used for grammar teaching in class

This section is mainly concerned with those resources and technological devices used by the observed teachers rather than the instructors' teaching skills. This explains why I

will not make any difference between **A** and **B** teachers since I will focus exclusively on classroom equipment (see Table 94).

Table 94: Resources used for grammar teaching in class

Section 4: Resources used for grammar teaching in class	
	Yes
1. Smartboards	2
2. Computer software	2
3. Videos	2
4. Audio CD	2
5. Textbooks	16
6. Supplementary handouts	12

Thus, according to my observations, only two universities, i.e. *Baku Higher Oil School* and *Azerbaijan Diplomatic Academy* have smartboards, audio and video equipment. Interestingly, all the teachers made use of a textbook. Finally, twelve teachers, the exception being group **B** teachers from *Azerbaijan State Oil and Industry University, Azerbaijan University of Architecture and Construction*, *Baku Slavic University* and *Azerbaijan Pedagogical University* also used supplementary handouts to complete grammar tasks.

Section 5: Most common grammatical difficulties students encountered in the lessons

This section is concerned with the most common difficulties students had to confront in their lessons. As can be easily gathered from Table 95, the most common mistakes made by students have to do with prepositions, word order, gerund and infinitives, and even sometimes verb tenses.

Table 95: Most common grammatical difficulties students encounter in their lessons

Section 5: Most common grammatical difficulties students encounter in their lessons	
Prepositions	Reported speech
Word Order	Verb tenses
Article	Irregular verbs

Phrasal verbs	Comparatives and superlatives
Modals	Gerund and infinitive
Passives	Participles I and II (*-ed*, *-ing*)

Being more precise as regards verb tenses, students very often made mistakes with the present perfect confusing it with the simple past; moreover, some students had some trouble with the third person '*s* of the simple present, for example, instead of 'he plays', some students say 'he play'.

Section 6: General evaluation of the class

Alongside the major questions that interested me in this observation, it was important to have a general evaluation of the class (see Table 96). Thus, Table 96 will indicate only those teachers that meet the presented criteria.

Table 96: General Evaluation of the class

Section 6: General Evaluation of the class	
1. Materials and learning activities were interactive.	1A, 1B, 2A, 3A, 6A, 7A, 7B, 8A
2. Materials and learning activities were appropriate for the students' level.	1A, 1B, 3A, 3B, 6A, 6B, 8A
3. The general approach to grammar teaching was interactive.	1A, 1B, 2A, 3A, 6B, 7B, 8A
4. The language presented was appropriate for the students' level.	1A, 1B, 2A, 2B, 6A, 6B, 8A, 8B
5. The grammar presented was easily acquired by students.	2A, 2B, 6A, 6B, 8A, 8B
6. Grammar learning objectives were achieved.	1A, 1B, 2A, 2B, 6A, 6B, 7B, 8A

Thus, as regards the materials and learning activities, the teachers, both A and B from *Azerbaijan Diplomatic Academy*, group **A** teachers from *Azerbaijan University of Languages*, *Azerbaijan State University of Economics*, *Azerbaijan Pedagogical University*, *Baku Higher Oil School*, and *Baku Slavic University*, and teachers from

group **B** from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* used interactive tasks and exercises. However, the level of language presented in the textbooks used is often inappropriate. This particularly applies to *Azerbaijan University of Languages* where the language level presented in textbooks is much lower than the students' actual level and in *Baku Higher Oil School* where the situation is just the opposite, that is, students' level is lower than that of the materials used.

Broadly speaking, most of the lecturers, that is, **A** group teachers from *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Azerbaijan State University of Economics and Baku Slavic University* and teachers of group **B** from *Azerbaijan Diplomatic Academy, Azerbaijan Pedagogical University* and *Baku Higher Oil School* prefer to teach grammar interactively. As regards the appropriateness of the grammar level, this was adequate in the case of the teachers **A** and **B** at *Azerbaijan Diplomatic Academy* and *Azerbaijan Pedagogical University*. Finally, despite everything, teachers from group **A** at *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Azerbaijan Pedagogical University* and *Baku Slavic University* and **B** group teachers from *Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Azerbaijan Pedagogical University* and *Baku Higher Oil School* could achieve the learning objectives by the end of the lesson.

4.4.4. Questionnaire administered to students

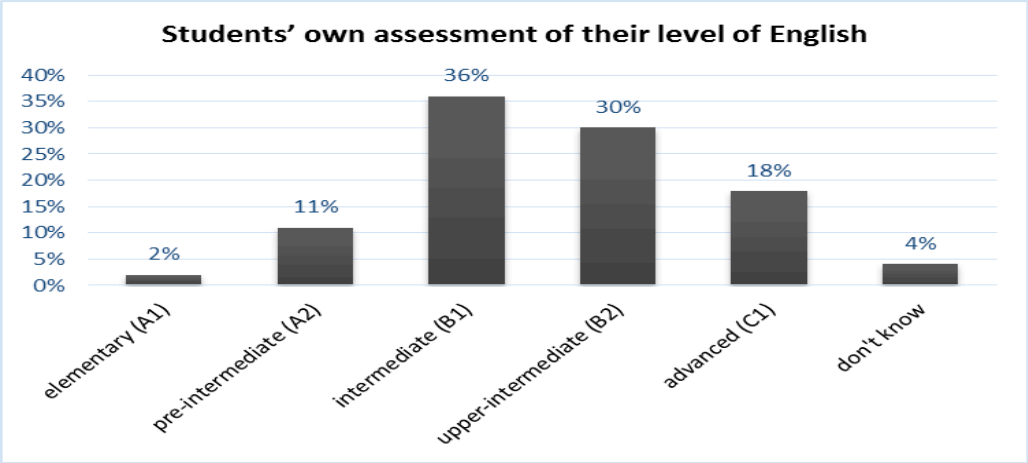
4.4.4.1. Participants

The first warm-up questions are intended to collect general information on the students' own assessment of their level of English, that is, their perception of their level, together with the number of years they have spent learning English.[50] A large number of students (36%) believe that they have an intermediate level (B1) and 30% of them consider that their level is equivalent to upper-intermediate (B2). There are also some students (18%) who assess their level as advanced (C1). In addition to that, 11% of the students think that their level is pre-intermediate (A2), and only 2% of the subjects consider their

[50]The number of years that students have spent learning English includes compulsory education both at primary- and secondary schools as well as at colleges and universities.

knowledge as elementary (A1). Finally, 4% of the students questioned admit that they cannot really say what their level of English is.

Figure 7: Students' own assessment of their level of English



As regards the number of years they have spent learning English, nearly 90% of the respondents say that they have been learning English for 8-12 years while the remaining 10% claim that they do not know.

Over 76% of students admit that they have never been to any foreign country while another 24% of them say that they have been mostly to the UK and the USA for less than a month.

The last questions on their personal data section are similar to those formulated to the teachers in their questionnaire. Thus, 40% of students claim that there are between 17-22 learners in their classes, 27% indicate that there are 13-16 students per class, 20% choose the option of 8-12 students, and only 12% say that there are more than 22 students in their English classes.

Finally, the students questioned estimate their teachers' age as follows: 51% of them maintain that their teachers are between 31 and 40 years old; 22% think that their teachers are between 25-30 years old; 17% indicate the age of their teachers as 41-50 and, finally, only 8,5% of students say that their English language teachers are older than 50. This data can only be regarded as approximate since it is based on the subjective perceptions of the students.

4.4.4.2. General opinions on the importance of grammar and its teaching

The vast majority of the students questioned, 65% to be more exact, totally agree that grammar is an important component of English language teaching. Yet, nearly 27% of them are not sure up to what extent this statement is true and, fortunately, only 5% of students contend that English can be acquired without learning its grammar. I should also add that when I entered the classes to conduct the questionnaire and before I started explaining the general purpose of the survey, I asked the students if they found grammar learning important. The truth is that their oral answers totally coincide with the written ones, since it is quite clear to them that no language learning is possible without learning the grammar of the language in question. This is in line with previous studies in this field, such as Rutherford (1987), Ur (1988), Harmer (1991), Chalker (1994), James, (1994), Ruin (1996), Downing and Locke (2002), Huddleston and Pullum (2002), etc. who say that the teaching of grammar is an essential part of language teaching. Consequently, the next four questions can be regarded as an extension of the previous item. The results obtained are presented in the table below.

Table 97: Students' opinions on the importance of grammar as regards the 4 language skills

	Totally agree	**Agree**	**Not sure**	**Disagree**	**Totally Disagree**
The knowledge of grammar is necessary if one wants to speak English well.	325 (23%)	546 (39%)	180 (12%)	311 (22%)	36 (3%)
The knowledge of grammar is necessary if one wants to understand spoken English.	170 (12%)	368 (26%)	582 (42%)	242 (17%)	31 (2%)
The knowledge of grammar is necessary if one wants to understand texts in English.	293 (21%)	627 (45%)	262 (19%)	183 (13%)	31 (2%)
The knowledge of grammar is necessary if one wants to write English well.	818 (59%)	229 (16,5%)	283 (20%)	20 (1,5%)	46 (3%)

Surprisingly, the results are not homogeneous. A large number of the students questioned, about 39% of them, agree that the knowledge of grammar is necessary for

speaking English. Conversely, 42% of them are not sure if grammar is important in the understanding of spoken English; moreover, 45% of students also agree that grammar is important in the understanding of written texts. Finally, the largest number of students, 59%, totally agree that grammar is important when one wants to write English well. According to my preliminary hypothesis, I strongly believed that all the students would unanimously agree that grammar learning is important for the four language skills: however, some students expressed some interesting points of view on this issue. They claimed that they are not sure if grammar is important if someone wants to understand the language.

4.4.4.3. General attitudes towards grammar and the ways it is learnt and taught

A large number of the students questioned (49%) admit that enough time is allotted to the teaching of grammar. Yet, it is less than half of the respondents; and a quarter of the them (25%) are not sure if the time spent on grammar teaching is enough. Another quarter of respondents totally disagree with regard to this issue, that is, in their view more time should be spent on teaching grammar.

Questions seven to twelve are concerned with the students' preferred ways of dealing with the teaching and learning of grammar (see Table 98).

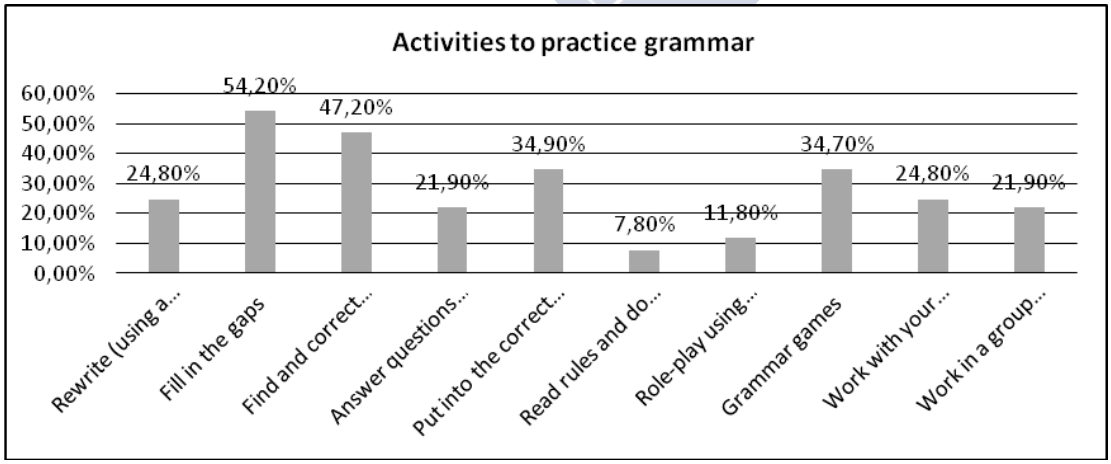
Table 98: Students' preferred ways of learning grammar

	Totally agree	**Agree**	**Not sure**	**Disagree**	**Totally Disagree**
I learn English grammar better when the teacher gives explanations of grammatical rules before doing the exercises.	487 (35%)	664 (48%)	135 (10%)	64 (4,5%)	41 (3%)
I learn English grammar better when the teacher helps me to discover the rules by myself.	471 (34%)	359 (26%)	283 (20%)	212 (15%)	66 (5%)
Rules are important in the study of English grammar.	599 (43%)	549 (39, 5%)	159 (11,5%)	48 (3,5%)	35 (2,5%)
Grammar rules should be learnt by heart.	153 (11%)	268 (19%)	208 (15%)	529 (38%)	235 (17%)
Grammar rules should be learnt through examples.	763 (55%)	467 (33,5%)	84 (6%)	34 (2,5%)	42 (3%)
To understand grammar better, I need to do many repetition exercises.	709 (51%)	451 (32,5%)	133 (10%)	58 (4%)	36 (2,5%)

Resting upon chapter 3 that discusses the methods and techniques to present grammar, the questionnaire suggested five main ways of grammar presentation. A total of 48% of the students questioned agree and 35% of the students totally agree that grammar can be learnt better when the teacher gives explanation of the rules. Similarly, the majority of respondents (34%) totally agree, and 26% of them just agree that grammar is easy to learn when the teacher helps to discover the rules. Moreover, a great number of students (43% totally agree and 39% agree) fully support the idea that rules are important in the study of English grammar. However, most of them strongly believe that grammar rules should never be learnt by heart. This seems to be a sensible answer because in order to know something, one needs to have a clear understanding of it, and memorization is not usually enough. A large majority of the subjects questioned (55%) totally agree that grammar rules should be learnt through examples; similarly, 51% of the respondents support the idea that they need to do many repetition exercises to understand grammar better. Hence, in my view, the results of the Table 98 are absolutely satisfying since they totally support the main idea of chapter 3 (see page 172), i.e. there is not and there should not be a single method of grammar teaching and learning. Depending on the grammar area, different approaches suggested both by textbooks and teachers should be used to teach grammar.

Finally, question 13 of this section focused on the students' views regarding different techniques and types of activities that can be best used for grammar practice.

Figure 8: Students' opinions on activities to practice grammar



Most of the students think that the best activities that help to practice grammar are "fill in the gaps" (54%), "find and correct the grammar mistakes in given sentences" (47%), "put into the correct form" (35%), and "grammar games" (35%). Students also referred to more modern activities, such as pair and group work, grammar games, asking and answering questions which are relatively new. It is also important to mention that the students did not exclude any of the activities from the list provided. This means that all of these activities are regarded as useful for the practice of grammar and therefore should be included in textbooks.

4.4.4.4. Present-day situation of grammar teaching in EFL classes

The general situation of grammar teaching in Azerbaijan is concerned with three main factors: the language used in the classroom, the grammar activities carried out, and the use of technology. A total of 30% of the students questioned admit that they usually speak English in class. However, 21,5% of the students say that they never use English and 23,5% of them use it only sometimes (see Table 99). A very positive finding is that, according to the students surveyed, the majority of the teachers (44%) always speak English in class, 28% of them usually speak English and, finally, 23% of them sometimes speak English. As regards grammar explanations, in most cases teachers explain grammar only in English without falling back on their mother tongue. Yet, even if the percentage is not high (3% and 3,5%), there are teachers who never or rarely explain grammar in English.

Table 99: Students' views on language used in EFL classes

	Always	**Usually**	**Sometimes**	**Rarely**	**Never**
Students in general speak English in the classroom.	243 (17,5%)	414 (30%)	326 (23,5%)	116 (8%)	285 (21,5%)
The teacher generally speaks English in the classroom.	614 (44%)	385 (28%)	315 (23%)	40 (3%)	29 (2%)
The teacher generally explains grammar in English.	550 (40%)	409 (30%)	337 (24%)	49 (3,5%)	37 (3%)

As regards the use of translation for the learning of grammar, the answers obtained are unequally distributed in the table (see Table 100). Only 13% of the students said that they never learn grammar by doing translations; 31% of the respondents rarely do translations; 21% of the students admit that they sometimes do translation exercises and the rest of the students constantly practice grammar by translating texts from their mother tongue to English, and vice versa.

The majority of the students questioned also assert that they complete a high number of grammar activities, 440 (32%) students maintain that they usually do grammar activities in class, and 18% (245) always carry out many grammar activities. To be more precise, less than 50% of the students say that they usually do exercises correcting grammar and, surprisingly, 20% of the students never do exercises that involve error correction. Similarly, a small number of students (29%) usually do exercises that are targeted at the use of grammar patterns, and 25% of students rarely do this type of exercises. Yet, this table does not include an excessive use of grammar activities; nevertheless, the comparison of observations and questionnaires will permit to come to reasonable conclusions regarding the types of grammar activities used in EFL classes.

Table 100: Students' views on the ways grammar is learnt in EFL classes

	Always	**Usually**	**Sometimes**	**Rarely**	**Never**
Grammar is learnt by doing translations from our mother tongue into English.	141 (10%)	307 (22%)	303 (21%)	438 (31%)	189 (13%)
We carry out many grammar activities.	245 (18%)	440 (32%)	260 (19%)	162 (12%)	267 (19,5%)
We do exercises correcting grammar errors.	266 (19%)	442 (32%)	324 (23,5%)	78 (5,5%)	271 (20%)
We do oral activities that are targeted at the use of grammatical patterns.	202 (14,5%)	396 (29%)	393 (28,5%)	343 (25%)	46 (3%)
We learn grammar as part of listening exercises.	131 (9,5%)	233 (17%)	383 (28%)	251 (19%)	382 (27,5%)
We learn grammar as part of speaking exercises.	160 (17%)	372 (27%)	563 (41%)	175 (13%)	99 (7%)
We learn grammar as part of writing exercises.	433 (31%)	748 (54%)	116 (8,5%)	44 (3,5%)	38 (3%)

We learn grammar as part of reading exercises.	471 (34%)	525 (38%)	256 (18,5)	84 (6%)	43 (3%)

One of the most interesting questions is concerned with the learning of grammar, not as something independently but as a part of the students' development of the four language skills. Table 100 shows very interesting results. The majority of the students questioned (28%) claim that they sometimes learn grammar through listening and 41% of them only sometimes learn grammar through speaking. Conversely, the majority of the respondents (54% of the respondents say "usually" and 31% marked "always") learn grammar as a part of writing. Similarly, the majority of the respondents admit that grammar is mostly taught within the reading skill.

Finally, two questions were concerned with the use of technology in the classroom. Unfortunately, the larger number of the students questioned (36%) contend that they never use smartboards to practice grammar in class, and only 18% of them admit that they always use these tools in class.

Table 101: Students' views on the use of technology in EFL class

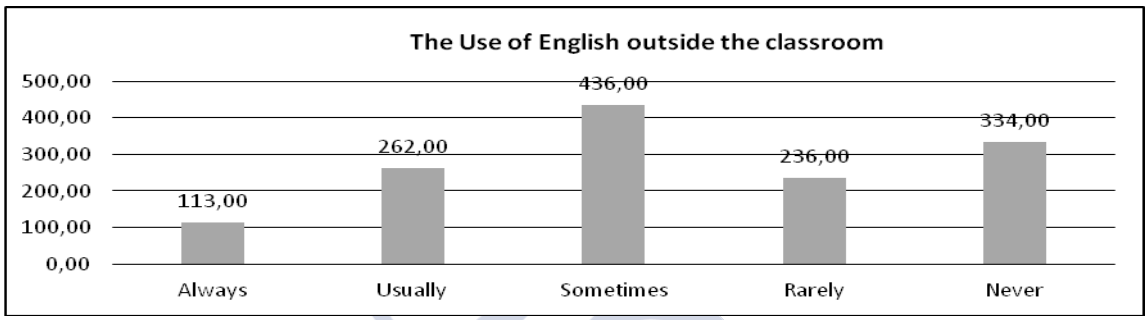
	Always	**Usually**	**Sometimes**	**Rarely**	**Never**
We use the smartboard in class to complete/practice grammar activities.	245 (18%)	275 (20%)	208 (15%)	147 (11%)	495 (36%)
We use computer programs and the Internet in class to complete/practice grammar activities.	165 (12%)	226 (16,5%)	220 (16%)	208 (16%)	556 (40,5%)

Similarly, 40,5% of students never use computer programs to practice grammar activities while only 12% of them refer to computers to practice grammar. This, once again, proves that a large number of universities need to get their classes equipped with technological devices in order to meet the present-day requirements and standards.

4.4.4.5. English outside the classroom

Interestingly enough, a total of 334 students, that is, 24%, admit that they "never" use English outside the classroom. 436 respondents (31%) claim they "sometimes" practice English outside the classroom, 236 students (17%) "rarely" use it, and only 113 (8%) students make a regular use of this language in their everyday activities (see Figure 9):

Figure 9: Students' opinions on the use of English outside the classroom



As regards language practice activities, the participants acknowledged that they mostly listen to music and use the computers (Internet); they also participate in chats and talks quite frequently; sometimes they watch films and read books and other materials in English. Apart from this, most of students contend that they "rarely" speak or write e-mails in English to their friends.

Table102: List of language practice activities outside the class

	Always	Usually	Sometimes	Rarely	Never
I talk to native speakers in English.	197 (14%)	217 (16%)	313 (23%)	258 (19%)	396 (29%)
I consult web pages.	181 (13%)	338 (25%)	372 (27%)	148 (11%)	319 (23%)
I consult dictionaries.	411 (30%)	407 (30%)	328 (24%)	99 (7%)	115 (8%)
I write e-mails in English.	331 (24%)	310 (23%)	271 (20%)	121 (9%)	324 (24%)
I participate in chats in English.	187 (14%)	301 (22%)	363 (27%)	186 (14%)	321 (24%)
I participate in social networks (Facebook, twitter etc.) in English.	250 (18%)	395 (29%)	261 (261%)	131 (10%)	320 (24%)
I speak English to my friends.	93 (7%)	206 (15%)	356 (26%)	336 (24%)	381 (28%)
I watch movies in English.	261 (19%)	324 (24%)	280 (20%)	225 (16%)	286 (21%)

I read books in English.	192 (14%)	309 (22%)	391 (28%)	176 (13%)	308 (22%)
I listen to music in English.	756 (55%)	326 (26%)	207 (15%)	43 (3%)	43 (3%)

Broadly speaking, the table focuses on the percentages of the two opposite answers, i.e. "never" and "always". The majority of students deny the use of English when speaking to foreigners as well as speaking to friends, which shows a lack of oral practice outside the classroom. Interestingly, the number of students who write e-mails in English is equally divided: 24% said "never" and other 24% said "always". As regards the perceptive skills, the results are not homogeneous either. A larger number of students admit that they "never" consult web pages, "never" use social networks to obtain some information, and most of them "never" read books in English or watch movies which are also in English. The most frequent activity that they do outside the class is listening to songs in English and consulting dictionaries. As regards the use of social network, I tried to clarify whether they were keen on using popular webpages, such as Facebook, Twitter, Instagram, etc., and if that were the case, how often and for which purposes. Hence one of the common reasons for not using networks extensively was explained by students as follows:

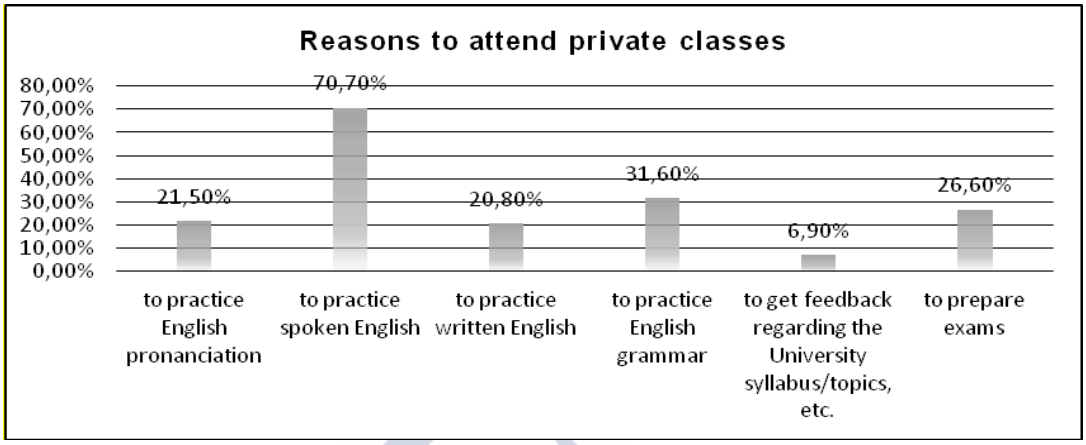
> *Even if they are one of the easiest ways to communicate with other, social networks, such as Facebook, Twitter, Instagram, etc. they take a lot of time and prevent us (students) from studies. To switch up (exchange) information with friends, we'd better use What's up.*

Apart from these answers, 38% of the students questioned also added that they attend conversation clubs, play computer games, use iPhone applications, listen to radio, watch some videos in YouTube, and even think in English.

Moreover, 50% of students admitted that in some periods of their lives they attended private English lessons for the reasons shown in Figure 10 The majority of them pointed out that the main reason for attending English language classes was to practice spoken English. As mentioned several times in this dissertation, communication should be one of the main goals of foreign language learning nowadays; however, in Azerbaijan this is not always the case because of the weaknesses in the curriculum, the lack of appropriate textbooks and teaching materials, and an insufficient training in the

case of some teachers. This may explain why many students decide to attend private lessons of English outside the regular academic environment.

Figure10: Students' opinions on the reasons to attend private classes



Apart from practicing spoken English, some students attend private classes to practice grammar (31,6%), prepare exams (26,6%) and improve their pronunciation (21,5%), etc.

4.4.4.6. Textbooks and other materials in EFL classes

To begin with, not all students learn English from textbooks. This was made clear from the interviews and the class observations; thus, almost 28% of the students questioned claimed that they do not use any textbooks in their EFL classes. Here is a table with the list of the most popular textbooks used by students.

Table 103: Textbooks used by the respondents in their EFL classes

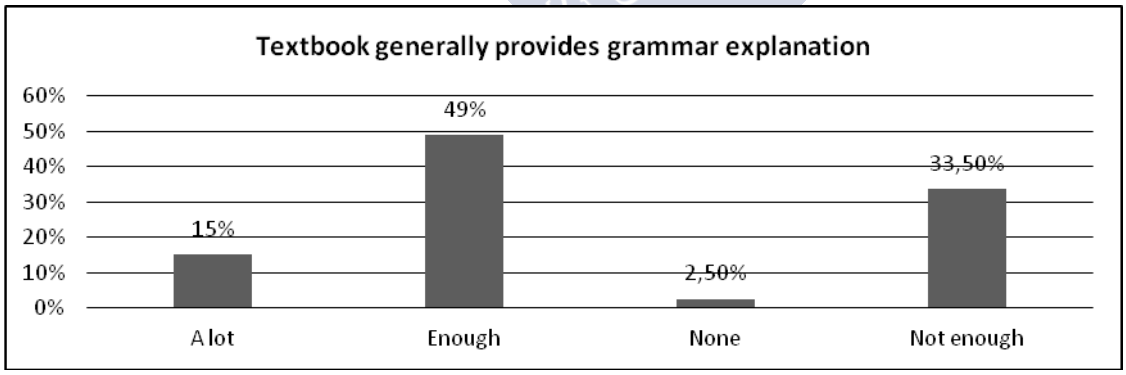
Textbooks	Author	Year	Level CEFR	Publishing House
1. Inside Out	Kay, Sue	2001	B2	Macmillan
2. New Cutting Edge	Soars, Liz and Soars, John	2006	B2	Pearson
3. Face to Face	Cunningham, Gillie; Bell, Janand and Redston, Chris	2009	B2	Cambridge University Press
4. New Headway	Soars, Liz and Soars, John	2011	B2	Oxford University Press
5. Speak Out	Eales, Frances and Oakes, Steve	2011	B2	Pearson

6. New English File	Oxenden, Clive; Latham-Koenig, Christina and Seligson, Paul	2013	B2	Oxford University Press
7. Cutting Edge	Cunningham, Sarah and Moor, Peter	2003	B1	Pearson
8. Face to Face	Cunningham, Gillie; Bell, Janand and Redston, Chris	2005	B1	Cambridge University Press
9. New Headway	Soars, Liz and Soars, John	2011	B1	Oxford University Press
10. Interchange	Richards, Jack	2005	B2	Cambridge University Press
11. Northstar	Preiss, Sherry	2009	B2	Pearson
12. Grammar Dimension	Thewlis, Stephen	2007	B1-B2	Thomas Heinle edition

The table shows that nine of the indicated textbooks totally coincide with those used for my analysis in chapter 3; the remaining three textbooks highlighted in red are additional materials used by some universities.

A large majority of the students believe that the textbooks used in their EFL classes generally provide enough grammar explanations (49%), (see Figure11) whereas 33,5% of them give the absolutely opposite answer, saying that there are not enough grammar explanations in their textbooks. Based on the analysis presented in chapter 3, it is true that the distribution of grammar points and grammar explanations vary greatly from one textbook to another.

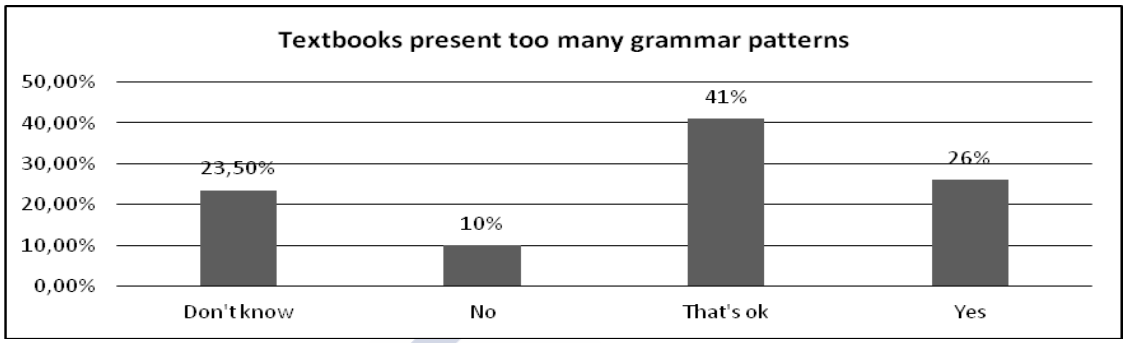
Figure 11: Students' opinions on whether the textbooks provide grammar explanations



Similarly, according to the respondents' answers (Figure 12), textbooks present too much grammar although at the same time this does not seem to bother them a great deal.

It is quite likely that many students do not mind having a lot of grammar activities in their textbooks since nearly 100% of them highlighted the importance of grammar in their EFL classes.

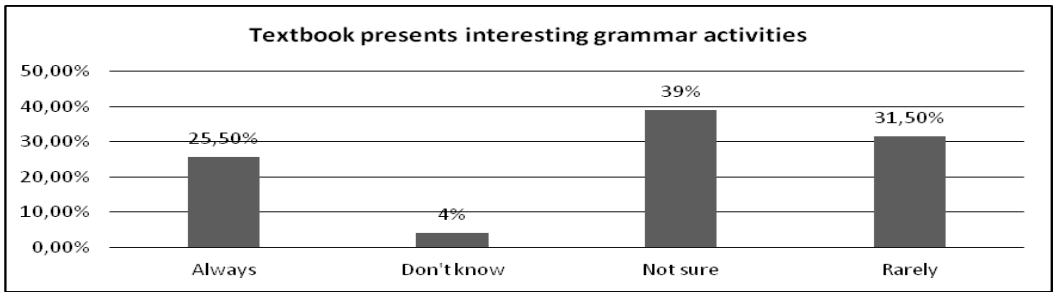
Figure 12: Students' opinions on whether textbooks present many grammar patterns



However, as regards the quality of the activities, here the answers are not very positive (see Figure 13). An important group of the students (39%) are not sure whether the activities presented in their textbooks are interesting or not, and almost 32% of them claim that these activities are rarely interesting However, there are also some students (25,5%) who believe that they are interesting. I would assume that such a distribution of the students' opinions can be justified by several factors:

1. The textbooks used at the universities participating in this survey change from one to another and present language in different ways;
2. Students' own interests are different;
3. Students' learning objectives vary to a high extent: these differences are particularly observed among the students of technical and humanities fields;
4. There are students who also believe that a high number of monotonous drills are effective for language learning;
5. Finally, there are students who do not like experimenting with language and prefer playing safe by doing boring but highly predictable activities.

Figure 13: Students' opinions on whether the textbooks present interesting grammar activities



As mentioned in chapter 3 (see 3.2.3.1.), the appendices in the textbooks often provide some information related to the teaching of grammar. Thus, the majority of students (72%) confirm that textbooks provide correct answers in the appendix section as well as 81% admit (see Table 104) that their textbooks provide rules and explanations in these supplementary sections. However, as mentioned above (see section 3), a few students and teachers consult this part of the textbooks, since they are mainly interested in the core parts of the units. Thus, on the one hand, the answers provided in the appendix section of the textbook could make us think that the tasks are so biased, predictable and based on one/two possible answers that they might deprive the students from logical thinking, free communication and the possibility of suggesting different answers for a question, making them behave as if they were robots. Moreover, one may assume that the textbooks that provide correct answers may not be based on a communicative approach to language/grammar teaching, that is, they are not materials which promote (free) communication being mainly interested in language accuracy without allowing students to be creative and regular users of the language. On the other hand, we may claim that the existence of correct answers (keys) to the tasks and exercises in the appendix section may be regarded as something positive for those who are keen on self-study. That is why, we cannot be so categorical on this question.

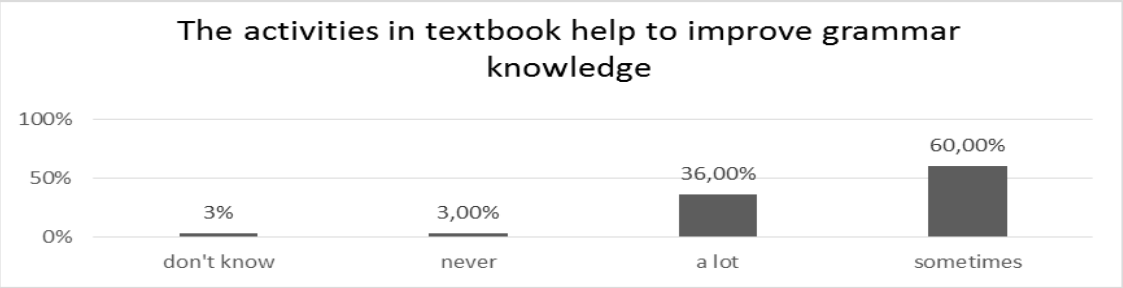
Table 104: The presence of answer keys and grammar rules in the appendix sections

	YES	**NO**
Textbooks usually provide correct answers in the appendix section.	868 (72%)	342 (28%)
Textbooks usually provide grammar rules and explanations in the appendix section.	981 (81%)	234 (19%)

The majority of the respondents (60%) believe that the activities in their textbook 'sometimes' help them to improve their knowledge of grammar, whereas 36% of the

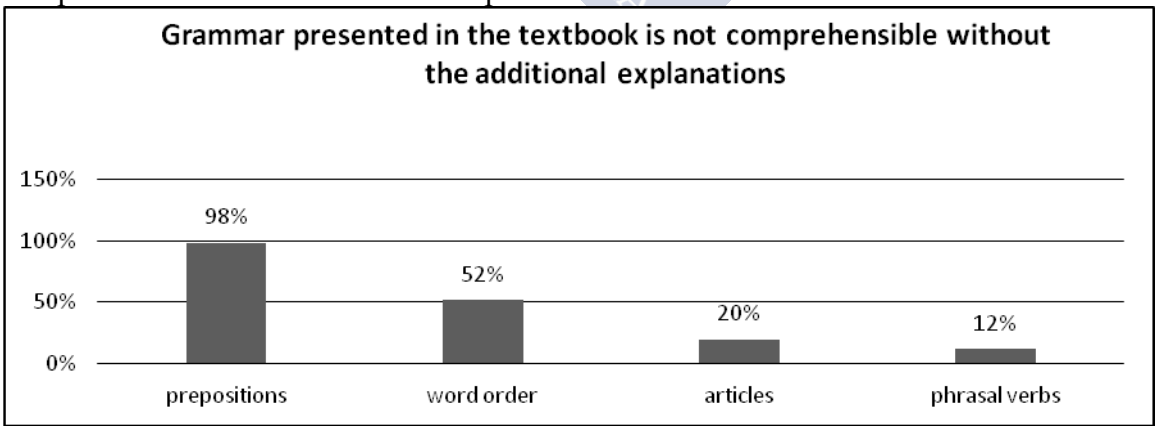
respondents contend that the activities in their textbooks help them to improve their command of grammar 'a lot' (see Figure 14). On the other hand, a representative number of the students (45%) add (see Figure 14) that the grammar points presented in their textbooks are not comprehensible without the teachers' explanation and an important group of them (39%) admit that it is only on some occasions that the grammar areas included in their textbooks are not comprehensible without the teachers' explanations.

Figure 14: Students' opinions on whether the activities in textbooks help to improve grammar knowledge



We can then conclude that even if the textbooks present activities that may serve to improve students' knowledge of grammar, the teachers' role is basic since they should explain grammar first and then control the process of implementing tasks which may lead to further discussion.

Figure 15: Students' opinions on whether grammar presented in the textbooks is comprehensible without additional explanations



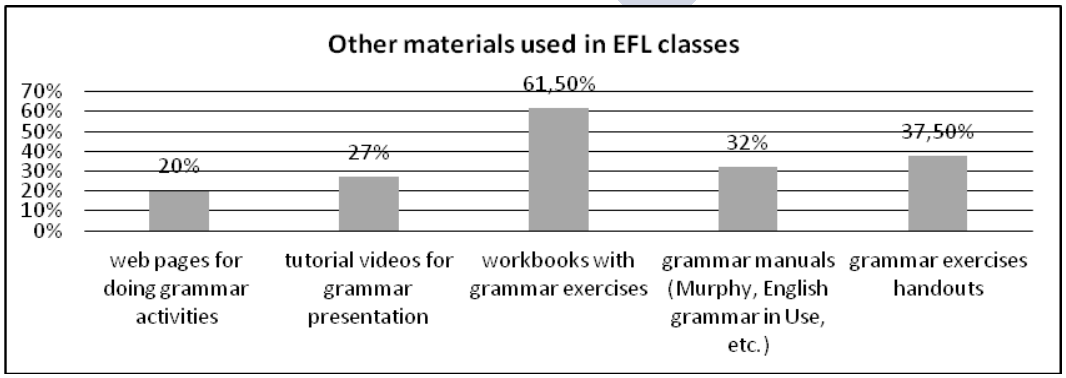
Finally, a great majority of the students questioned (81, 5%) admit that they would like their textbooks to include different types of activities (see Table 105). They also add the activities in their textbooks should be interactive and communication based. In contrast, most of the exercises in their current textbooks are boring and monotonous, and hinder them from improving their knowledge of grammar that can be later used in oral and written language production.

Table 105: Students' suggestions on additional grammar activities in their textbooks

	Yes	**No**
I would like my textbooks to include other type of grammar activities.	996 (81,5%)	225 (18,5%)

Apart from the textbooks, there are some other additional materials that are used for EFL teaching (Figure 16). Hence, 61,5% of the students say that they use workbooks with grammar exercises; 37,5% handouts and 32% of them admit using supplementary grammar manuals, such as *Murphy's English Grammar in Use (2015), English Grammar in Use (2009), Grammar Dimension (2007), Essential Grammar in Use (2012), Basic Grammar (2007), etc.* We may assume that those 20% who mentioned the use of web pages for completing grammar activities, and those 27% who admit using tutorial videos for grammar presentation are more likely to be the students from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School*, where the use of technological devices (smartboards, computers, laptops, etc.) is quite common.

Figure 16: Students' opinions on other materials used in EFL classes



4.4.4.7. Difficulties in the study of grammar

Nearly 29% of the students questioned claim that they have no problems with English grammar. However, 39% of them are not sure about this and almost 32% admit that they have difficulties in the study of English grammar. Table 106 shows the results obtained regarding the difficulties students find in the learning of English grammar. To explain the results, I should mention that the students were given eleven grammar areas (prepositions, word order, articles, phrasal verbs, reported speech, verb tenses, passives, comparatives and superlatives, irregular verbs, modals, and gerund/infinitive) and they were then asked to choose the three most problematic areas for them.

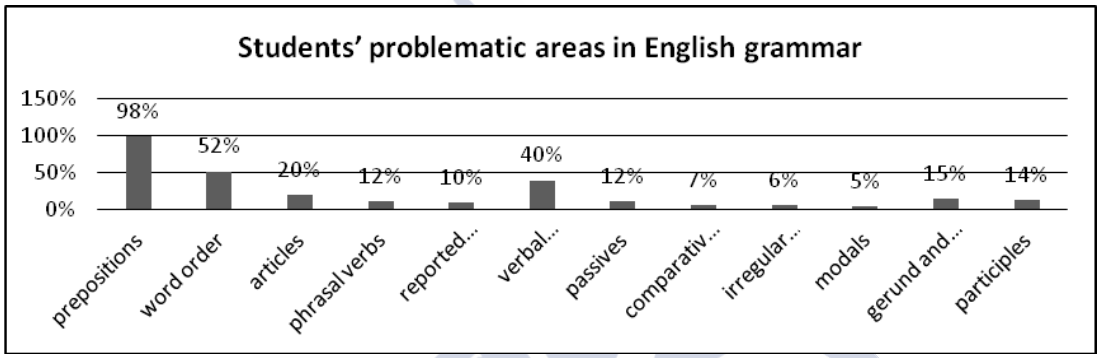
Table 106: Three grammar areas that students find the most problematic in grammar learning

Grammar areas	**Total**
Prepositions	98,30%
Word order	52,10%
Articles	20,00%
Phrasal verbs	12,20%
Reported Speech	10,00%
Verb tenses	40,20%
Passives	12,30%
Comparatives and superlatives	6,70%
Irregular verbs	6,20%
Modals	5,40%
Gerund and infinitive	14,90%

According to the results obtained, the most problematic grammar features are prepositions (98,3%), word order (52,1%), and verbal tense forms (40,2%). At first sight, it may seem strange that preposition and word order, being in theory simple areas of grammar, may cause problems. However, it is always important to take into account the students' mother tongue (L1) which has a great impact on the learning of the L2. Thus, as mentioned before, Azerbaijani, as students' main L1, is an agglutinative language formed by means of unchanged morphemes which does not often coincide with the morphemic structure of English, where one and the same morpheme may express several meanings, for example, final "s" in English may be used as a marker of plurality in nouns or of the third person singular of simple present in verbs. The same

applies to word order in Azerbaijani which is different from English, i.e. if in English the general word order is Subject + Verb + Object, in Azerbaijani it is Subject+ Object + Verb (the verb always occupying final position in the sentence). Such linguistic differences can easily bring about errors and confusion. As regards the verb forms, it is quite possible students have in mind some definite verb forms such as the present perfect, the past perfect and the future continuous forms that do not coincide with their L1 and, consequently, cause trouble to them. The least problematic grammar areas are modals, comparative and superlative forms of adjectives and irregular verbs.

Figure 17: Students' opinions on problematic areas of English grammar



Moreover, students were also asked to indicate some general problems when learning or practicing grammar. Among the most popular answers given are the following: difficulties to remember grammar rules or simply understand them and use grammar fluently and accurately. Finally, students also find serious problems when building complex sentences. These deficiencies prove once again the inefficiency of methods used both for grammar presentation and practice which undoubtedly require further consideration.

4.4.5. Interview conducted to the students

A total number of 40 students from 8 universities, that is, 5 students per each university (*Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Slavic University, Baku Higher Oil School, Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan Pedagogical University*, *Azerbaijan University*

of Architecture and Construction) agreed to answer the interview questions. As mentioned above, the interview had not been original planned but once the results of the questionnaire were analyzed, I thought it was necessary to conduct some individual interviews to clarify and obtain further information on some issues that were not totally clear or that required additional information. The interview questions were divided into two parts: a) general questions on the role of grammar in the EFL classes; b) questions regarding the current problems in EFL teaching and the measures to be taken, which are totally identical to the teachers' interview questions.

4.4.5.1.General questions on the role of English grammar in EFL classes

In order to analyze the answers given by these students, I will discuss each question separately.[51]

Section 1:

1. How much time is allotted to the teaching of EFL during the four academic years of studies at University? According to the students' answers from *Azerbaijan University of Languages, Baku Slavic University, Azerbaijan Pedagogical University and Azerbaijan Economic University*, English grammar is taught for only one academic year: 90 hours making a total of 180 hours for the whole academic year, a period of time students think is not enough.

> (11) [*English is taught for one academic year but it is not enough to achieve a competent use of this language. So, I had to spend extra money and take other language courses*]. **Interview number 21, oral version.**

Students of *Azerbaijan State University of Oil and Industry* and *Azerbaijan University of Architecture and Construction* complain that, in general, they do not study any grammar; instead they do translations of technical texts from English into their native language and vice versa.

[51] As for the teachers' interviews, I divided the questions into 2 parts, i.e. questions 1-6 constitute section 1 and deal with issues regarding the teaching of grammar; questions 7 and 8, however, discuss the problems found in EFL teaching and the possible solutions to overcome these problems.

> (12) [*We start learning technical language at university; unfortunately, I can't simply keep a friendly talk with my foreign friends from the UK. One year of English is definitely not enough, especially when it is technical English*]. **Interview number 36, oral version.**

Thus, as discussed before when dealing with the results obtained from the class observations and the questionnaires, these two technical universities avoid general EFL teaching introducing the students into English for Specific Purposes from the first day of their university life. However, the situation in two other universities (*Azerbaijan Diplomatic Academy and Baku Higher Oil School*) is totally different. English is taught to undergraduate students at the foundation course level and aims to improve the students' command of English up to C1 level. Later these students continue their studies in English. Thus, at these two universities English is taught five times a week, 3 hours per day. That is why, enough time is allotted not only to grammar but to all four language skills within one academic year, allowing students to learn both spoken and written English.

2. What is the role of translation in your classes, particularly when you are taught grammar?

A large number of students (34 out of 40) claim that translation plays an indisputable role in the learning of any language. However, not all university lecturers use translation when teaching English in their classes. Thus, according to the students from *Baku Higher Oil School* and from *Azerbaijan Diplomatic Academy*, translation is practically not used in their EFL classes.

> (13) [*Translation is not that relevant in the lessons. However, the situation changes when grammar explanations are needed*]. **Interview number 16, written version.**

> (14) [*I think the role of translation is not very helpful. Since the best way to learn a language is by understanding the main points without doing any translation. Nevertheless, in grammar, it is sometimes necessary because there are some topics which are difficult to understand in English*]. **Interview number 2, written version.**

Yet, it is obvious that students need translation when they deal with grammar explanations. Students from *Azerbaijan University of Languages* believe that translation helps to understand some explanations more deeply. Moreover, one of the students makes the following point:

> (15) [*By translating sentences or texts, students enrich their vocabulary. Additionally, while teaching grammar, translation is necessary as it helps students understand the content much better*]. **Interview number 7, oral version.**

Likely, a student from *Baku Slavic University* also believes in the importance of translation in their classes:

> (16) [*While learning grammar it is possible to face many misunderstandings. In order to obtain clear explanations, translation can be the best way to understand grammar*]. **Interview number 12, oral version.**
>
> (17) [*I would say no to translation but the native language may help when students do not understand the explanation of grammar in English, so the teachers have to use the mother tongue*]. **Interview number 33, written version.**

Thus, according to the interviews, it is quite clear that students from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* do not do any translation in their classes. As regards the students from *Azerbaijan University of Languages, Baku Slavic University, Azerbaijan State University of Economics*, and *Azerbaijan Pedagogical University*, they sometimes do translation in class; thus, translation is particularly used when students do not understand grammar explanations in English. Finally, at *Azerbaijan State University of Oil and Industry* and *Azerbaijan University of Architecture and Construction* English lessons are based totally on the translation of texts.

3. Do you use any computer programs for the learning of grammar?

The majority of the students from the six universities (apart from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School)* admitted that they practically never used computers in their classes. A small number of students contended that from time to time

their teachers bring projectors, computers or a CD player to the classroom to practice grammar activities, listening and speaking skills. Interestingly enough, some of these students maintain that they are not in favor of using technology in their classes.

(18) [*Computer programs are not that important: I prefer interaction between students and the teacher*]. **Interview number 24, oral version.**

(19) [*I prefer working with handouts distributed by the teachers. It's easier to find and correct mistakes than doing it on technological devices*]. **Interview number 8, oral version.**

On the contrary, students from *Azerbaijan Diplomatic Academy* and *Baku Higher Oil School* boast that every classroom is equipped with the technological devices which make it possible to practice all language skills as well as grammar in their EFL classes.

Thus, in most cases technology is not widely used in EFL classes; some students even believe that teacher-student interaction and simple hand-outs produce better results in English language learning than the use of technology.

4. Is grammar taught via four language skills? Why listening is not popular in the English classes?

It has been stated several times within this survey that most of the selected universities are not equipped with modern technology (smartboards, CD players, computers, etc.). This mostly explains why listening is not so popular in English classes in Azerbaijan. As regards the teaching of grammar through the development of the basic skills, most of the students contend that grammar is often practiced as a separate field of language, and it is only in certain cases when it is considered with reading and writing..

(20) [*Many teachers teach grammar via reading and writing. The weak use of listening is because of the lack of equipment*]. **Interview number 10, written version.**

(21) [*Grammar is mostly taught via the four language skills, such as reading, writing, speaking, listening*]. **Interview number 4, written version.**

5. What do you think about the presentation of grammar in textbooks? Is there a need to substitute textbooks, if yes, why? The five students from *Azerbaijan University of Languages* admit that the textbook used in their lessons is too easy and it is not in accordance with the actual level of students. On the contrary, students from *Baku Higher Oil School* complain that the activities presented in their textbooks are very hard and that they need to make a lot of effort to complete them. Students from *Azerbaijan State University of Oil and Industry* and *Azerbaijan University of Architecture and Construction* claim that their textbooks are mostly based on long text translations. Generally speaking, most of the students believe that textbooks are very important although some of these maintain that they should be substituted by other with more interactive and challenging activities.

> (22) [The presentation *of grammar in a more interesting and interactive way would be preferable. Unfortunately, there are not enough technical facilities in every class, that's why it is sometimes impossible to use some other alternative ways rather than doing repetitive tasks from the textbooks*]/ **Interview number 10, oral version.**
>
> (23) [*In textbooks the grammar topics should be accompanied by a number of examples: it would bethus easier to understand the rules*]. **Interview number 34, oral version.**
>
> (24) [*Our textbooks deal with all the grammar rules to help us learning grammar. Still, some of the tasks proposed are boring and repetitive*]. **Interview number 3, written version.**
>
> (25) [*It's necessary to change the textbooks because the explanations of some grammar rules are not enough. I am happy because our teacher brings us extra materials to make classes more interactive*]. **Interview number 22, written version.**
>
> (26) [*If the teacher can explain the rules efficiently with the help of slides, then we will not need any textbooks*]. **Interview number 27, oral version.**

6. What changes should be introduced in textbooks as regards the teaching of grammar?

At this point, most students made very interesting points and suggestions.

(27) [*Many textbooks give very short information about the different grammar issues, and all the textbooks are almost the same. I think textbooks should be enriched with many exercises and additional information about a specific topic*]. **Interview number 14, written version.**

(28) [*Textbooks should provide with plenty of activities arranged according to their degree of difficulty together with integrated tasks involving the four language skills*]. **Interview number 1, oral version.**

(29) [*Some repetitive tasks should be eliminated and replaced by more interesting and practical ones*]. **Interview number 32, oral version.**

(30) [*More examples should be introduced concerning the different grammar topics*]. **Interview number 31, oral version.**

(31) [*More tables and figures should be introduced into textbooks, particularly in the grammar sections*]. **Interview number 17, oral version.**

According to the students' answers, the following conclusions can be drawn:

- Most of the textbooks are boring and monotonous, so authors should introduce more interesting and interactive activities;
- Most of the textbooks do not use a communicative approach to language teaching, using one and the same type of activities in all the units of the coursebook;
- No examples are given when grammar is presented, i.e. authors should include more examples;
- It would be better if grammatical explanations in textbooks were accompanied by tables and figures;
- Interesting and practical activities should be used in the grammar sections of textbooks, so that grammar is not practised in the same way (for example, by doing only an activity such as 'fill in the blanks'); this means that other types of activities and, consequently, other methods of grammar presentation and practice should be introduced as well;

- Grammar should be approached as part of the development of the four language skills, not independently.

Section: 2

7. What are the current problems of EFL teaching in our country?

I should point out that this question provoked much reaction; hence, I would like to introduce students' quotations regarding this question, and later on, according to the answers given, I will draw some general conclusions highlighting the most evident problems.

> (32) [*The most important problem is the lack of good textbooks in EFL classes. There are very few books suitable to the students' needs*]. **Interview number 3, written version.**
>
> (33) [*Since the majority of the lessons are teacher-centered, less time is left for practice which results mainly in the lack of students' fluency. In addition, there is the feeling that not all teachers are completely aware of how to develop students' language skills].* **Interview number 6, written version.**
>
> (34) [*Students tend to speak their native language in class when they have difficulties to express their opinions in English*] **Interview number 27, oral version.**
>
> (35) [*Grammar teaching should be more enjoyable. The tasks are boring*]. **Interview number 12, oral version.**
>
> (36) [*Some teachers avoid conversations in classes; on the contrary, they make students do written tasks during the whole lesson*]. **Interview number 35, written version.**
>
> (37) [*Experiencedteachers very often avoid using technology…*]. **Interview number 11, written version.**
>
> (38) [*We don't practice speaking in class…*]. **Interview number 22, oral version.**
>
> (39) [*Teachers are not trained enough to be familiar with technology and new methods of teaching. This results in classes being boring*]. **Interview number 29, written version.**

Thus, resting upon the previous extracts and the students' general answers to the questions, we may draw the following conclusions:

- The time devoted to EFL teaching in some of the universities is not enough;
- There are too many students in the EFL classes;
- Some textbooks are not good enough and should be substituted by more interactive textbooks;
- Not all teachers have a full command of spoken English;
- In some classes the lessons are excessively teacher-centered ;
- Some grammar classes are boring and monotonous;
- In most universities there is a poor use of technology;
- Some teachers use outdated methods for the presentation of language.

Hence, the last question will present the students' ideas regarding the possible solutions to these problems

8. How can we improve the existing situation?

Out of the forty answers obtained from the students both in oral and written form, we may say, that most of the students' opinions coincide. Thus, the following solutions to the existing problems in the EFL teaching domain have been suggested:

- Some universities should provide students with a good and useful library;
- Some teachers should attend training sessions more frequently;
- Students should be sent to English-speaking countries, at least for a short period of time;
- Students should be penalized for speaking their native language in EFL classes;
- More listening and speaking activities should be included in EFL lessons;
- The number of students per class should be decreased;
- More time should be allotted to the teaching of English.

(40) [*Each university should provide students with a good library where new and appropriate books would be available as well as hard copies and online*]. **Interview number 26, written version.**

(41) [*Many problems in EFL teaching may be solved by controlling and checking the teachers' levels of competence at least twice a year by means of a quality insurance department and system*]. **Interview number 37, written version.**

(42) [*To encourage students to speak English more, it could be useful to apply more penalties for those who use their native language in class*]. **Interview number 29, written version.**

(43) [*Students should be sent to English-speaking countries at least for a while to practice speaking*]. **Interview number 7, oral version.**

(44) [*The major problem is that some of the teachers feel embarrassed to speak English to students. It seems a if they personally have difficulties when speaking this language. So, the university should be more selective when hiring the teachers and check their communicative abilities before letting them teach*]. **Interview number 24, oral version.**

(45) [*More listening and grammar tasks should be introduced…*]. **Interview number 12, oral version.**

4.5. Comparing results obtained from students and teachers. Preliminaryconclusions

In this final section of the chapter, I will briefly compare the results obtained from the two questionnaires (students and teachers) and the opinions given by teachers and students in the interviews, together with my own analysis and the data gathered from the classroom observations. For this purpose, I will mainly compare those sections of the questionnaire that are similar in both the teachers' and the students' surveys. To be as consistent as possible, I will discuss each subsection separately. The results obtained from each question will be shown in two tables (teachers and students), the first table showing the figures in percentages (raw data), and the second presenting the numbers from the statistical analysis. Chi-square will be used for this purpose, with the results obtained for each item considered to be statistically highly significant at the .01 level, that is, when the p value is <0.001.

4.5.1. Comparison of the results

4.5.1.1. General opinions on the importance of grammar teaching

This section will contrast the results (in percentages) obtained from the teachers' and the students' surveys regarding the general importance of grammar in language teaching and learning (see Table 107).

Table 107:Raw data: Importance of grammar in English language teaching and learning

		Totally agree	Agree	Not sure	Disagree	Totally disagree
Grammar is an important component of English language learning process	Teachers	**49,18%**	44,26%	4,51%	0,82%	1,23%
	Students	**33,00%**	33,21%	27,55%	3,37%	2,87%
Statistical analysis						
χ^2		23,07186	10,68158	58,97640	3,82205	1,59024
p-value		**0,00000**	0,00108	**0,00000**	0,05058	0,20729

A high number of teachers and students believe that grammar is an important component in the English language learning process, even though the percentage of teachers who "totally agree" with this statement is higher (49,18%) than that for students (33%). However, there are many more students who are "not sure" if grammar is an important component of EFL teaching and learning. We might assume that those students who picked up the language in a natural setting, by talking to foreign friends, or by traveling frequently, etc. might have some doubts about the need for grammar in the learning of English. Teachers, on the contrary, do not hesitate to emphasize the importance of grammar. As regards the statistical analysis, the *p-value* shows a highly significant difference in the "totally agree", and "not sure" options. That is, regarding the importance of grammar in English language learning, in the raw figures the percentages of respondents selecting the "totally agree" option do not vary greatly (i.e. 44,26% for teachers and 33,21% for students); but the statistical calculations show that the differences are statistically significant (p = 0.00000). As regards the "not sure" option, Table 107 clearly demonstrates that the respondents are not of the same opinion; thus, 4,51% of the teachers versus 27,55% of students say that they are "not sure" if grammar is an important component in the EFL learning process. Hence, it is quite obvious that in this case the *p-value* is highly significant (p = 0.00000).

Despite the differences shown in the statistical analysis, the results clearly indicate that the majority of the respondents consider grammar as an important element of the EFL teaching process. Similarly, the majority of the students and teachers in the interviews admitted that they could not imagine the teaching or learning of English without learning its grammar. Thus, we can affirm that at present the teaching of grammar is regarded by both teachers and students as a core part of language learning.

When considering the importance of grammar in the development of the four main language skills, responses also differ to some extent. Table 108 shows the teachers' results under **T** and the students' under ***S.***

Table 108: Raw data: Grammar and its interaction with the four language skills

Totally agree		Agree		Not sure		Disagree		Totally disagree	
T	S	T	S	T	S	T	S	T	S
1. The knowledge of grammar is necessary if one wants to speak English well.									
35,66%	23,30%	**56,56%**	**39,14%**	3,69%	12,90%	2,87%	22,08%	1,23%	2,58%
2. The knowledge of grammar is necessary if one wants to understand spoken English.									
8,16%	12,20%	28,98%	26,42%	27,76%	**41,78%**	**31,43%**	17,37%	3,67%	2,23%
3. The knowledge of grammar is important if one wants to understand written texts in English.									
16,80%	21,03%	**31,97%**	**44,80%**	20,08%	18,81%	29,92%	13,14%	1,23%	2,23%
4. The knowledge of grammar is important if one wants to write English well.									
67,76%	**58,72%**	29,39%	16,44%	1,63%	20,10%	0,41%	1,44%	0,82%	3,30%

Statistical analysis

χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*
8,25931	0,00405	7,43237	0,00641	4,30812	0,03793	75,19397	**0,00000**	0,13685	0,71144
4,77330	0,02890	0,14151	0,70678	2,50932	0,11317	15,08676	**0,00010**	6,44135	0,01115
4,56289	0,03267	24,29516	**0,00000**	20,53719	0,00390	29,92595	**0,00000**	0,00320	0,95487
0,31896	0,57223	11,78476	**0,00060**	24,04205	**0,00000**	1,56025	0,21163	2,07322	0,14990

The table above highlights (in bold) the highest number of answers in terms of percentages obtained from both groups of respondents (i.e. teachers and students). According to this, both students and teachers "agree" that a knowledge of grammar is necessary if one wants to speak English well. The same proportion is observed when dealing with the reading skill; that is, the highest number of both students and teachers "agree" that the knowledge of grammar is necessary if one wants to understand texts in

English. Interestingly, the highest number of teachers (67,76%) and students (58,72%) coincide in their views here, "totally agreeing" that the knowledge of grammar is necessary if one wants to write English well. However, as regards the importance of grammar in understanding the spoken language, responses differ; the majority of the students are "not sure" (41,78%) if they need grammar while listening, whereas the majority of the teachers "disagree" (31,43%) with the idea that grammar is useful when trying to understand spoken messages in English. Thus, Table 108 shows that in the majority of cases the percentage distribution is equal in terms of the question and answer options suggested, except for the views of the respondents on the role of grammar in the listening process.

The results obtained from the statistical analysis also demonstrate that there are 7 cases where we see highly significant differences. This applies, for example, to the "disagreement" option regarding the importance of grammar in speaking. Something similar is found with regard to this same option, "disagree", in relation to the importance of grammar for the understanding of spoken texts. It is in reading that the most statistically significant differences are recorded, since these are found in the three options "agree", "not sure" and "disagree". Finally, in terms of the importance of grammar for writing, we also find highly significant differences for the "agree" and "not sure" options. Hence, despite some evidence of differences according to *p-values*, we can affirm that both students and teachers are mostly consistent in their views regarding the importance of grammar in connection with the four language skills.

Based on the data presented on the two previous tables, then, we can conclude that:

- Both students and teachers "agree" that the knowledge of grammar is important (necessary) if one wants to **speak** English well.
- Respondents are not completely of the same view on the importance of grammar regarding the **listening** skills, since the majority of responses are either "not sure" or "disagree".
- Most teachers and students "agree" that grammar is necessary to understand written texts (**reading**) although it is in this skill where most statistically significant differences are recorded for three of the options.

- Finally, the majority of the teachers and students questioned "totally agree" that grammar is necessary for the development of the **writing skills**.

Overall, responses indicate that in the majority of cases both students and teachers believe that a knowledge of grammar is important for the learning of the four language skills, which is consistent with my own view on this issue.

4.5.1.2. General attitudes towards grammar and the ways it is learned and taught

This section shows the opinions of respondents regarding the methods of grammar presentation and practice in EFL teaching. For this purpose, Table 109 shows the answers of both groups (teachers and students) in percentages. Before discussing students' and teachers' views on general grammar teaching approaches and their importance, I should mention that both students and teachers "disagree" on the time allotted to the teaching of grammar, the information here obtained from both the questionnaires and the interviews. Yet, the question of time distribution seems of limited value for my current analysis, so I will focus mainly on methods and approaches to the teaching of grammar.

Table 109: Raw data: Teachers' and students' views on the approaches and techniques used for the teaching of grammar

Totally agree		Agree		Not sure		Disagree		Totally disagree	
T	S	T	S	T	S	T	S	T	S
1. Grammar is better learnt when the teacher gives explanations of grammatical rules before doing the exercises.									
26,23%	35,09%	**50,41%**	**47,62%**	13,52%	9,73%	6,97%	4,61%	2,87%	2,95%
2. Grammar is better learnt when the teacher helps the students to discover the rules by themselves.									
23,36	**33,72%**	20,90%	25,86%	**31,97%**	20,39%	21,31%	15,27%	2,46%	4,76%
3. Rules are important in the study of English grammar.									
20,25%	**42,97%**	**46,28%**	39,58%	29,75%	11,46%	2,48%	3,46%	1,24%	2,52%
4. Grammar rules should be learnt by heart.									
4,55%	11,01%	11,57%	19,28%	19,42%	**37,84%**	12,40%	14,96%	**52,07%**	16,91%

5. Grammar rules should be learnt through examples.									
31,69%	**54,79%**	25,51%	33,67%	**37,45%**	6,06%	4,53%	2,45%	0,82%	3,03%
6. To understand grammar better, students need to do many repetition exercises.									
38,93%	**51,01%**	**47,95%**	32,59%	8,61%	9,61%	1,64%	4,19%	2,87%	2,60%

Statistical analysis:

χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*
1,64009	0,20031	0,15998	0,68918	0,04642	0,82941	1,20873	0,2718	2,40603	0,12087
0,37677	0,53933	2,49722	0,11405	0,22378	0,63618	3,45283	0,0634	11,0269	0,00190
4,81754	0,02817	1,84060	0,17488	17,66940	**0,00003**	0,72072	0,3951	5,34625	0,02077
1,72584	0,18894	7,79240	0,00525	80,79344	**0,00000**	2,84093	0,0919	46,2780	**0,00000**
0,70445	0,40129	5,55384	0,01844	116,0282	**0,00000**	1,83769	0,1752	9,38341	0,00219
3,63459	0,05659	15,2010	**0,00010**	4,54652	0,03299	3,93462	0,0470	1,38256	0,23966

The table above highlights (in bold) the maximum number of answers in terms of the percentages obtained from the respondents (teachers and students) per item. Thus, the largest number of teachers (50,41%) and students (47,62%) "agree" that grammar is better learnt when the teacher gives explanations of grammatical rules before doing exercises. It is interesting to note that there are not statistically significant differences between students' and teachers' answers regarding this statement, which is justified and to be expected. That is, based on the classroom observations conducted, the forms of grammar presentation that can be considered the most common include those in which teachers first present grammar and then ask students to complete activities to practice the patterns that have been explained. However, there are a number of students (33,72%) who "totally agree" that grammar is better learnt when the teacher helps them to discover the rules by themselves. Unlike the students, the majority of teachers (31,97%) are "not sure" about this. Yet, the p-value does not show any statistically significant differences, illustrating that both students and teachers have a relatively comparable distribution of responses per option (for example: 20,90% vs. 25,86% for "agree"; 2,46% vs. 4,76% for "totally disagree", etc.).

A larger number of students "totally agree" that rules are important in the study of English grammar. Similarly, the majority of teachers (46,28%) "agree" with this

statement. This supports the idea presented in chapter 2 (see *2.1*) that language without grammar and, consequently, without its rules would be chaotic. Further statistical calculations show that there is only one case where highly significant differences are recorded, and this corresponds to the "not sure" option (p = 0,000003).

Even if the majority of the respondents concede the importance of grammar rules, the number of teachers and students expressing this view differs. Thus, the highest number of teachers (52,07%) "totally disagree" that grammar rules should be memorized; whereas, the highest number of students (37,84%) are "not sure" if they should learn rules by heart. An interesting finding here is that there are two cases of highly statistically significant differences in the table, these being the "not sure" and "totally disagree" options, where p-values are = 0,00000.

The next item is concerned with the learning of rules through examples. Here the highest number of teachers (37,45%) are "not sure" if grammar rules should be learnt through examples, whereas the highest number of teachers (54,79%) "totally agree" with this statement. This shows the apparent need for students to be exposed to examples and grammar patterns which may later guide them in how these patterns should be used. A highly significant difference can be observed in the "not sure" option (p = 0,00000), which shows that, unlike students, who are absolutely convinced of the importance of examples while understanding grammar rules, a huge number of teachers have some doubts regarding this issue.

Finally, the majority of teachers questioned (47,95%) simply "agree" and the majority of students (51,01%) "totally agree" that to understand grammar better, students need to do many repetition exercises. Thus, even if the statistically highly significant differences are observed in the "agree" option (p = 0,00000), the raw data show that the respondents are consistent regarding this statement and that they emphasize the importance of repetition exercises for the sake of understanding grammar better.

Another interesting aspect of this section is the comparison of the opinions of students and teachers regarding the activities and techniques for grammar practice.

Table 110: Students and teachers' views on grammar practice techniques.

	Teachers	**Students**	***P-value***
Rewrite (using a particular grammatical structure).	29%	25%	0,01371
Fill in the gaps.	**75%**	**54%**	0,08128
Find and correct the grammar mistakes in given sentences.	**74%**	**47%**	0,92945
Answer questions (on grammar issues).	17%	22%	**0,00001**
Put into the correct form (order).	48%	35%	0,14959
Read rules and do exercises.	20%	9%	0,05389
Role-play using grammar.	42%	12%	**0,00000**
Grammar games.	49%	**35%**	0,20215
Work with your partner (completing any grammar task).	**58%**	25%	**0,00007**
Work in a group (completing any grammar task).	42%	22%	0,10424

Thus, according to the table above, most of the teachers believe that the three most useful grammar practice techniques are:

- Fill in the gaps (75%)
- Find and correct the grammar mistakes in given sentences (74%)
- Work with your partner (completing any grammar task) (58%)

In the case of students, their preferences are for:

- Fill in the gaps (54%)
- Find and correct the grammar mistakes in given sentences (47%)
- Grammar games (35%)

Thus, the three most popular activities for both teachers and students are "fill in the gaps" and "find and correct the grammar mistakes in given sentences". Moreover, teachers also emphasize "working with a partner" and "working in groups" whereas students tend to focus on "grammar games". It is interesting to observe that among these three types of grammar activities, the respondent groups wholly coincide in two; that is, teachers and students have the same preferences and opinions regarding the tasks that may develop students' knowledge of grammar. Another important finding is that there are only three cases where we observe statistically significant differences in the answers provided. Thus, the respondents treat differently grammar activities such as "answering questions on grammar issues"(p =

0,00001); "role-play using grammar" (p = 0,00000) and "working with their partner while completing any grammar task" (p = 0,00007). Finally, it should be mentioned that in spite of the statistically significant differences detected, both students and teachers consider all types of grammar practice activities to be useful, and most importantly a large number of respondents (both teachers and students) opted for those grammar practice activities that are communication-oriented (role play, grammar games, work in groups, etc.). This means that both groups share similar views regarding the importance of communication and on the attention that should be devoted to it in the learning of English.

4.5.1.3. Present-day situation of grammar teaching in EFL classes

In this section I compare the responses of teachers and students regarding the present-day situation of grammar teaching in EFL classes. However, before turning to the methods and approaches of grammar presentation and practice, it was important to find out which language, the students' L1 or English, is generally used in EFL classes in Azerbaijan at the university level. Thus, according to the raw calculations, the highest number of students (29,98%) and teachers (32,38%) admit that students "usually" speak English in the classroom. As regards the teachers' use of English, the majority of the students questioned claim that their teachers "always" (44,49%) speak English in the classroom whereas a smaller number of teachers (42,45%) maintain that they "usually" speak English; quite possibly, some of them may use the L1as well. Finally, the same distribution is observed for the last statement: 39,86% of the students and 48,15% of the teachers questioned admit that the teachers "always" explain grammar in English.

Table 111:Raw data: The use of English in EFL classes

	Always		Usually		Sometimes		Rarely		Never	
	T	S	T	S	T	S	T	S	T	S
1. Students in general speak English in the classroom.										
	18,03%	17,60%	**32,38%**	**29,98%**	31,56%	23,61%	16,39%	8,40%	1,64%	20,42%
2. The teacher generally speaks English in the classroom.										
	35,51%	**44,49%**	**42,45%**	27,90%	13,47%	22,61%	7,35%	2,90%	1,22%	2,10%
3. The teacher generally explains grammar in English.										

29,22%	**39,86%**	**48,15%**	29,64%	15,23%	24,20%	5,35%	3,55%	2,06%	36,75%

Statistical analysis:

χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*
2,15489	0,14212	6,52605	0,01063	18,8620	**0,00001**	0,00000	1,00000	13,1285	**0,00029**
0,00590	0,93877	0,73443	0,39145	5,13225	0,02349	0,76028	0,38324	2,20116	0,13791
0,99771	0,31787	2,57601	0,10849	4,46223	0,03465	0,65311	0,41900	7,74598	0,00538

Based on the statistical analysis, an interesting observation can be made in two cases, in which figures for each of the items in question differ significantly between teachers and students. Thus, regarding the first statement, that of the use of English by students in class, the students' figures for the option "never" is nearly 10 times higher than that of the teachers' ($p = 0,00029$). Similarly, another significant difference ($p = 0,00001$) for the same statement is observed in the "sometimes" option. However, these differences do not affect the results at all, since the majority of respondents contend that most of the teachers not only speak English in the classroom but also explain grammar in this language. The situation with students is not so clear, in that there is an equal distribution of percentages here across the table. In addition to this, from the observations conducted and the information gathered from interviews, we know that some students frequently resort to their mother tongue because they cannot express their thoughts fully in English. The situation, though, varies from one university to another.

Another interesting issue concerns the ways teachers present and practice grammar in their EFL classes. A relatively equal distribution of percentages across all options ("always", "usually", "sometimes", etc.) in both teachers and students shows that the respondents have diverse views regarding the role of translation in grammar practice; that is, 22,33% of students and 20,99% of teachers admit that they "usually" do translations from their L1 into English. A similar percentage of respondents select "sometimes" as an option here. Interestingly, the highest number of students (31,64%) chose "rarely" and the highest number of teachers (35,39%) selected the "never" option for this item. This clearly suggests that translation as a technique for the teaching and learning of grammar is approached differently by different EFL teachers. Similarly, the respondents' answers are not homogeneous when responding to the statement that

"many grammar activities are carried out in the class". Thus, the largest number of students (32,09%) contend that they "usually" carry out many grammar activities, whereas 38,84% of the teachers (the largest) select "sometimes" as the option here.

Thus, Table 112 shows the percentages given by students and teachers regarding the implementation of grammar tasks in the classroom and the different ways grammar is taught.

Table 112: Raw Data: The ways grammar is learnt by students

Always		Usually		Sometimes		Rarely		Never	
T	S	T	S	T	S	T	S	T	S
1. Grammar is learnt by doing translation from our mother tongue into English.									
7.82%	10.25%	20.99%	22.33%	19.75%	22.04%	16.05%	**31.64%**	**35.39%**	13.75%
2. We carry out many grammar activities.									
10.74%	17.87%	35.54%	**32.09%**	**38.84%**	18.96%	14.05%	11.82%	0.83%	19.26%
3. We do exercises correcting grammar errors.									
6.56%	19.30%	38.11%	**32.08%**	**45.49%**	23.51%	8.61%	5.66%	1.23%	19.45%
4. We do oral activities that are targeted at the use of grammar patterns.									
16.94%	14.67%	28.93%	**28.76%**	**35.54%**	28.54%	17.36%	24.69%	1.24%	3.34%

Statistical analysis

χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*
2.33355	0.12661	0.51213	0.47422	0.20430	0.65127	18.86422	0.00001	89.65581	0.00000
10.05034	0.00152	6.04946	0.01391	45.15073	0.00000	1.33624	0.24770	43.26072	0.00000
26.31576	0.00000	10.55210	0.00116	47.96355	0.00000	3.43354	0.06388	41.79526	0.00000
0.00399	0.94965	1.90529	0.16749	4.83800	0.02784	4.09603	0.04298	1.72822	0.18864

Moreover, a large proportion of the teachers questioned (45,49%) admit that their students "sometimes" do exercises correcting grammar errors. However, students believe they do this type of exercises more often, that is, "usually" (32,08%). Finally, 28,76% of students contend that they "usually" do oral activities that are targeted at the use of grammar patterns. Interestingly, the largest proportion of teachers, 35,54%, opt for "sometimes" as a response to the same statement.

The statistical analysis shows here a notable number of highly significant differences. Thus, for the item regarding the use of translation for the learning of grammar, statistical differences are recorded for the "rarely" and "never" options. The same situation is observed for the second item "we carry out many grammar activities" when the differences are detected in the "sometimes" and "never" options. Finally, in the case of the third item the results obtained are even more unexpected, since there are three options where we observe statistically significant differences in the respondents' answers; these correspond to "always", "sometimes" and "never". Such differences in proportions show that the respondents do not treat the question of approaches to the teaching of grammar in the same way.

Table 113 presents the respondents' opinions on grammar learning when practicing the four language skills.

Table 113: Raw data: Leaning of grammar while practicing four language skills

Always		Usually		Sometimes		Rarely		Never	
T	S	T	S	T	S	T	S	T	S
1. We learn grammar when we practice listening and do listening exercises.									
11.46%	9.51%	15.10%	16.92%	13.02%	**27.31%**	20.31%	18.23%	**40.10%**	**27.52 %**
2. We learn grammar when we practice speaking and do speaking exercises.									
25.23%	11.71%	16.97%	**41.00%**	9.17%	27.23%	**33.94%**	12.81%	14.68%	7.25%
3. We learn grammar when we practice writing and do writing exercises.									
66.38%	31.47%	27.59%	**54.14%**	2.59%	8.43%	3.02%	3.20%	0.43%	2.76%
4. We learn grammar when we read and do reading exercises.									
33.80%	34.01%	**51.64%**	**38.15%**	10.33%	18.60%	3.29%	6.10%	0.94%	3.13%

Statistical analysis

0.39101	0.53177	0.66475	0.41489	26.74967	0.00000	0.15147	0.69713	6.18536	0.01288
13.30645	0.00026	27.10639	0.00000	32.13993	0.00000	53.88145	0.00000	13.82787	0.00020
51.85104	0.00000	21.62070	0.00000	8.81382	0.00299	0.00000	1.00000	3.16914	0.07504
4.81891	0.02815	12.61104	0.00038	10.51135	0.00119	2.91146	0.08795	2.48040	0.11527

In my view, grammar should always interact with the language skills; otherwise, it will tend to remain as a set of useless rules in the mind of the student. Unfortunately, the majority of the students and the teachers questioned (17,52% and 40,10%, respectively) admit that they "never" learn grammar when they do listening exercises. The rest of the respondents' answers vary considerably. It is quite obvious why most respondents admit that they "rarely" or "never" learn grammar when they practice listening skills: the observations and interview answers indicate that in some universities, due to the lack of equipment, poor teaching methodology or the absence of listening activities from the textbooks used, listening skills are either very little or indeed never practiced. As regards the learning of grammar through speaking, the proportion is slightly higher: 41% of students say that they "sometimes" learn grammar as they practice speaking skills, whereas the majority of teachers (33,94%) claim that their students "rarely" learn grammar in this way. When it comes to learning grammar while practicing writing skills, 66,38% of the teachers participating in the survey contend that grammar is "always" learnt when they practice writing, while 54,14% of the students admit that grammar is "sometimes" learnt as part of the writing process. Finally, a large group of students (38,15%) and teachers (51,64%) believe that grammar is "usually" learnt when students do reading exercises. Such a distribution indicates that grammar is mainly learnt when practicing reading and writing skills and, more rarely, while developing speaking and listening skills. This gives us ground to say that there is a big gap in the communicative approach to grammar teaching, one which needs to be filled.

The statistical analysis shows the existence of highly significant differences in 7 cases. That is, in the first item concerned with listening, we observe only one case where the p-value is = 0,00000 (the "sometimes" option). A different situation is observed in item two, which has to do with speaking. Here significant differences are observed in four cases, these being the "usually", "sometimes", "rarely" and "never" options. Finally, two cases are observed in the third item which deals with writing: here the p-value is equal to 0,00000 in both the "always" and "usually" options.

The use of technology in current EFL classes is also another important issue in the survey. Table 114 shows the raw percentages regarding the following two questions:

1. The use of the smartboard to complete/practice grammar activities;

2. The use of computer programs and the Internet to complete/practice grammar activities.

The highest number of students (35,99%) and teachers (49,17%) admit that they "never" use smartboards in the classroom to complete grammar tasks. Similarly, 42,21% of the teachers and 40,31% of the students questioned contend that computer software and the Internet are "never" used in their EFL classes.

A small number of respondents opted for the "always", "usually", and "sometimes" options, which means that in the majority of cases no technology is used in the EFL classes, except for a small number of universities (*Baku Higher Oil School* and *Azerbaijan Diplomatic Academy*) where the opposite is true. Additionally, the classroom observations conducted showed that among the eight universities selected only these two are really well-equipped with the necessary technology. The main reason why these two institutions, *Baku Higher Oil School* and *Azerbaijan Diplomatic Academy*,are so well equipped with the most recent devices is because, unlike other universities, established some sixty or seventy years ago, these two were founded in the first decade of the twenty first century, and were thus provided with modern materials and technology so as to create a good teaching and learning environment.

Table 114: Raw data: The use of technology in EFL classes

T	S	T	S	T	S	T	S	T	S
1. We use the smartboard in class to complete/practice grammar activities.									
7,92%	17,92%	13,75%	20,12%	20,83%	15,22%	8,33%	10,75%	**49,17%**	**35,99%**
2. We use computer programs and the Internet in the class to complete/practice grammar activities.									
9,02%	12,03%	14,75%	16,47%	20,08%	16,03%	13,93%	15,16%	**42,21%**	**40,31%**

Statistical analysis

χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*	χ^2	*p-value*
2,23842	0,1342	0,95068	0,3295	0,05313	0,8170	0,21187	0,6451	2,66396	0,1024
2,23842	0,1342	0,95068	0,3295	0,05313	0,8170	0,21187	0,6451	2,66396	0,1024

Thus, the calculations of the p-values regarding these two questions clearly indicate that there are no statistically significant differences in the respondents' answers; we can say, then, that there is full agreement on this question.

4.5.1.4. EFL Textbooks

More than fourteen specific textbooks are mentioned by both students and teachers. Among them are the following: *New English File, North Star, Business Communication, Face to Face, Inside Out, Objective First, Interchange, Spectrum, Speak Out, North Star, New Total English, Cutting Edge, Grammar Dimension* and *Headway* (see *4.4.1.4.*). According to the raw analysis, the highest proportion of teachers (54,46%) and students (49,03%) admit that textbooks provide "enough" grammar explanations. Interestingly, a smaller number of students (33,50%) and teachers (35,71%) contend that the grammar explanations provided by textbooks are "not enough". Moreover, the statistical analysis demonstrates that there are no significant differences between teachers' and students' views here.

Table 115: Raw data: The presence of grammar explanations in textbook appendices

	A lot	Enough	None	Not enough
Textbooks generally provide grammar explanations.				
T	8,04%	**54,46%**	1,79%	35,71%
S	15,05%	**49,03%**	2,43%	33,50%
Statistical analysis:				
χ^2	7,18620	2,02866	0,11900	0,32391
p-value	0,00735	0,15436	0,73012	0,56927

However, turning to the next question, "textbooks present too many grammar patterns", the majority of students (40,96%) and teachers (58,11%) claim that it is fine.

Table 116: Raw data: Students' and teachers' views on the amount of grammar patterns presented in textbooks

	Yes	That's OK	No	Don't know
Textbook presents too many grammar patterns.				

T	16,22%	**58,11%**	24,77%	0,90%
S	25,73%	**40,96%**	9,93%	23,37%

Statistical analysis:

χ^2	8,75240	21,79006	37,26267	58,08594
p-value	0,00309	**0,00000**	**0,00000**	**0,00000**

However, as regards all the other options, there is a huge inconsistency in the respondents' (teachers vs. students) answers. Thus, highly significant differences are observed in the "don't know" option ($p < 0,001$): here, there are many more students (23,37%) who "don't know" if the amount of grammar presented in the textbooks is enough or not, and a small number of teachers (0,9%) who have doubts on this issue. The most interesting finding is observed in the "that's ok" option, in that although the majority of the respondents opted for this option, there are statistically significant differences in the percentage obtained for this option, at $p = 0,00000$.

Finally, 48,66% of teachers admit that textbooks "rarely" present interesting grammar activities; however, students (40,24%) are less pessimistic and claim that they are "not sure" if the grammar presented in the textbooks is interesting or not. In total, one fourth of the respondents find the grammar presented in their textbooks interesting. We might assume that these are the students from *Azerbaijan Diplomatic Academy* or *Baku Higher Oil School*, who are generally more positive towards the way language and grammar is taught in those institutions.

Table 117: Raw data: Teachers' and students' views regarding activities presented in textbooks

	Always	Not sure	Rarely
Textbooks presents interesting grammar activities.			
T	31,70%	19,64%	**48,66%**
S	26,71%	**40,24%**	33,05%

Statistical analysis:

χ^2	2,10355	33,4044	19,35567
p-value	0,14696	**0,00000**	**0,00001**

As with the previous item, we can observe here statistically significant differences in the respondents' answers as regards the "rarely" and "not sure" options; in both cases the p-value is less than 0,001.

The respondents' opinions regarding the appendix section of textbooks are also relevant. Thus, a larger number of teachers (64,86%) believe that the textbooks do not provide answers in the appendix section, whereas 71,67% of students think that textbooks do provide answers. On the contrary, both students (80,69%) and teachers (56,05%) think that textbooks usually provide grammar rules and explanations in the appendix section. This once again shows that the appendix is not an important part of the textbook and that neither learners nor instructors pay due attention to it. That is why, in my view, it is not practical for the authors to rely too much on this part of the textbook or to include necessary information there, such as rules or other additional information.

Table 118: Raw data: Students' and teachers' views on textbook appendices

	Yes	No
Textbooks usually provide the correct answers in the appendix section.		
T	35,14%	**64,86%**
S	**71,67%**	28,33%
Textbooks usually provide grammar rules and explanations in the appendix section.		
T	**56,05%**	43,95%
S	**80,69%**	19,31%
Statistical analysis:		
χ^2	109,87120	75,79114
p-value	**0,00000**	**0,00000**
χ^2	37,92052	62,92046
p-value	**0,00000**	**0,00000**

Hence, the statistical analysis shows significant differences in numbers between students and teachers (p = 0.00000). This is particularly the case in the question regarding the existence of the grammar rules in the appendix section. Moreover, the analysis of twenty mainstream textbooks in chapter 3 (see 3.2.3.3) showed that most of the textbooks do not include answers in the appendix section, which points to the

randomness of the answers received from students. Additionally, the majority of the textbooks do provide grammar explanations in the appendix section; however, they may not be useful either for students or teacher, because, as previously mentioned, most of the EFL learners and instructors often disregard this section of textbooks.

The majority of the students (59,18%) and teachers questioned (65,63%) admit that the activities in the textbooks "sometimes" help students to improve their grammar knowledge. Surprisingly, almost an equal number of students (35,84%) and teachers (31,70%) opted for the "quite a lot" option. An anecdotal number of teachers (1,79%) and students (2,69%) select "never" as an option. Finally, less than 2% of students and 0,89% of teachers "do not know" if the activities in their textbooks help students to improve the knowledge of English grammar.

Table 119: Raw data: Usefulness of activities presented in textbooks

	Quite a lot	Sometimes	Never	Don't know
The activities in the textbooks help students to improve their grammar knowledge.				
T	31,70%	**65,63%**	1,79%	0,89%
S	35,84%	**59,18%**	2,69%	2,29%
χ^2	1,24752	3,01548		
p-value	0,26403	0,08247		

Interestingly, the p-value calculated (see Table 119) demonstrates that the percentages obtained for each of the options in this item do not differ significantly.

Table 120 reveals the respondents' opinions regarding the question of whether "grammar presented in the textbooks is comprehensible without the teachers' explanations". The majority of the teachers (a total of 56,25%) admit that grammar is "sometimes" not comprehensible without their explanations, whereas the majority of the students (44,50%) "totally agree" with this statement. Table 29 in chapter 3 (see *3.2.3.3.4*) has already shown that the most popular types of grammar presentation in all the selected textbooks are *grammar discussion via exercises on rules completion*, *grammar discussion through context*, and even *rules learning*.

Table 120: Raw data: Comprehensibility of grammar in textbooks

	Yes	Sometimes	Not sure	Don't know
The grammar presented in the textbooks is not comprehensible without teachers' explanations.				
T	33,48%	**56,25%**	9,38%	0,89%
S	**44,50%**	38,92%	13,38%	3,20%

Statistical analysis:

χ^2	8,93639	22,69017
p-value	**0,00280**	**0,00000**

That is, based on chapter 2 (see figure 1 on page 49) every grammar pattern consists of three components, form, meaning and use; most of the time textbooks restrict themselves to form, and very rarely deal with use and meaning; this may explain why teachers' explanations are of such great importance. Table 120 shows only one case of statistically significant difference (p = 0,0000), which is found in the "sometimes" option; in all other cases the respondents are fairly consistent here.

Finally, a large number of teachers (70,3%) and students (81,5%) claim that they would like their textbooks to include different types of activities (see Table 121).

Table 121: Respondents' view on the types of activities to be included in textbooks

	Yes	No
I would like the textbooks to include other type of grammar activities.		
T	**70,3%**	29,7%
S	**81,5%**	18,5%

Statistical analysis

χ^2	4,72949	12,48551
p-value	0,02965	0,00041

It should be pointed out that the respondents' views heavily favor the same opinion on this question, which indicates that both students and teachers in general are not satisfied with the textbooks that they are currently using in their EFL classes.

4.5.2. Preliminary conclusions

Having discussed the results in detail, the following conclusions can be drawn.

4.5.2.1. General opinions on the importance of grammar and its teaching

A great majority of the students and the teachers who participated in the survey believe that grammar is an important component of English language learning. Apart from the questionnaires, the interviews held with students and teachers also suggested that no deep learning of any language is possible without learning its grammar. In terms of learning grammar through the four language skills, I strongly support the idea that grammar should not be learnt separately but as a part of four language skills, so that it becomes more functional rather than remaining theoretical; yet most of the respondents in the survey acknowledge that most of the English grammar they learn is acquired through reading and writing, with very limited attention allotted to the teaching of grammar through listening and speaking. This once again proves that a communicative approach to grammar teaching needs to be fully developed and implemented in Azerbaijan.

4.5.2.2. General attitudes towards grammar and the ways it is learned and taught

This chapter has looked at the opinions of students and teachers regarding the most useful grammar teaching methods, and I have found that the majority of respondents think that grammar is better learnt when teachers provide explanations. Moreover, it was gratifying to see that all grammar teaching methods are considered to be important in the teaching of grammar. Additionally, the hypothesis that in order to learn grammar better students need to do many repetition exercises, was confirmed; even though respondents tended to highlight traditional grammar practice activities such as *fill in gaps*, *find and correct the mistakes,* and *put the words in the right order*…,the majority of respondents still believed that all types of activities are useful in the study of grammar. Unfortunately, classroom observations often tended to show the opposite here;

it became clear that most teachers do not realize that they rely very heavily on one or two approaches to grammar presentation and practice, and that these are often boring, monotonous and unproductive.

4.5.2.3. Present-day situation of grammar teaching in EFL classes

The results from classroom observations and questionnaires proved that, unfortunately, in most classes in Azerbaijan English is not the only language of communication and instruction. There are still teachers who frequently resort to their native language; when it comes to students, the situation is even worse since most of them cannot give up the habit of communicating in their mother tongue. Moreover, when students want to ask something either related or unrelated to the lesson, they often address their teachers in their native language. Even though grammar is often explained in English, some of the principles of the grammar-translation method are still preserved in some classes; this is particularly the case in technical universities where English is learnt for specific purposes. It is also true that the majority of teachers base their lessons on the implementation of grammar exercises, since the communicative approach to language teaching has not reached the expected level.

4.5.2.4. EFL Textbooks

The analysis of activities in the textbooks selected showed that neither students nor teachers are satisfied with this material. Firstly, according to the interviews and classroom observations, the textbooks are often inappropriate for a specific group of students. That is why most of the respondents believe that the activities in the textbooks rarely help students to improve their knowledge of grammar. Moreover, most of the respondents admitted that the grammar presented in the textbooks is often not comprehensible without the teachers' explanations and that the majority of the participants in the survey insisted that textbooks should include different types of grammar activities. In turn, my observations and personal experience suggest that grammar should often be presented together with the development of the four language

skills, if we really want exercises to be communicatively oriented, be it in the oral or written mode.

Finally, some of the teachers provided useful suggestions regarding the types of grammar teaching techniques and methods that they would like textbook writers to consider. Hence, teachers' general opinions and suggestions regarding the steps to be taken to improve the general EFL situation in the country will be provided in the concluding chapter of this dissertation.

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CHAPTER 5

GENERAL SUMMARY AND CONCLUSIONS, SUGGESTIONS FOR FURTHER RESEARCH, AND FINAL REFLECTIONS

In this final section of the dissertation, I will begin by presenting a number of general conclusions drawn from the two empirical chapters (three and four). I will also deal with the main questions arising from the theoretical framework of the study, before moving on to discuss the pedagogical implications of the findings in relation to the teaching of grammar in EFL classes in Azerbaijan. In order to do so, the first section of the chapter will provide an overview of the current situation of EFL teaching in Azerbaijan. Following this I will touch upon issues such as the role of English grammar in EFL classes, methods and techniques of grammar presentation and practice, as well as the common problems of Azerbaijani students in learning English.

Further sections of the chapter will discuss the role of grammar in modern EFL textbooks as well as the opinions of both students and teachers on the teaching of grammar within the EFL domain. Finally, I will comment on general EFL weaknesses identified at Azerbaijani universities, and some proposals for improvements here will be suggested. The chapter will end with some concluding remarks.

5.1. Overview of the current situation of EFL teaching in Azerbaijan

Chapter 1 is one of the foundations of the dissertation, in that it gives an account of the general and current situation of English language teaching in Azerbaijan. My research shows that English language teaching plays a crucial role in this country at all stages of general education (Primary and Secondary) as well as in undergraduate and graduate programs, since the knowledge and command of English has become one of the major requirements in the workplace. Thus, as a general rule, young learners (aged between 6-10 years) are compelled to learn English from the very first days of Primary school, having 45-minute English classes at least twice a week. Later on, the same amount of time is dedicated to English at secondary and upper-secondary schools. The supposed level of English language knowledge to be achieved at the end of the Upper-secondary school is intermediate or upper-intermediate (B1-B2). It is particularly important to note that the context here for learning English is one of a bilingual country, where in which most educational institutions there are typically two languages of instruction, Azerbaijani (the state language) and Russian. This reflects the history of the country, in that Azerbaijan was part of the Soviet Union (1922-1991) and Russian at that time was an important language to be learnt.

Nowadays, the universities in Azerbaijan, as in most Primary and Secondary schools, offer English in all their schools and faculties. The analysis of the data gathered from the interviews and surveys conducted as part of this dissertation shows that when students are admitted, they are supposed to have a level of English that ranges from A2 to B2. According to the programs of study from those Azerbaijani universities reviewed here (*Azerbaijan Diplomatic Academy, Azerbaijan University of Languages, Baku Slavic University, Baku Higher Oil School, Azerbaijan Economic University, Azerbaijan State Oil and Industry University, Azerbaijan Pedagogical University, Azerbaijan University of Architecture and Construction*), English language teaching aims to develop students' communicative skills in order to meet the present-day requirements of both the Bologna process and the Ministry of Education of Azerbaijan. Among the faculties that teach EFL, the following were found: Architecture and Construction, Oil and Gas Engineering, Biology, Public Relations, International Relations, Information

Technology, Chemistry, etc. In all these faculties English is typically taught twice a week, each lesson with a duration of 90 minutes. Hence, over the course of a fifteen-week semester students are exposed to a total of 45 hours of English teaching. Unfortunately, English is taught only during the first two semesters, hence a total of 90 hours. The level to be achieved within this academic year is B2.

Conversely, several universities offer English as a major subject. The *Azerbaijan University of Languages* is one of these; it is among the oldest universities offering fields of study such as English Philology. There is also a Faculty of Translation, and here English is a key discipline. In addition, the *Western University*, *Khazar University*, *Baku State University, Baku Slavic University* and some other institutions also offer a BA in English as a foreign (second) language, as well as a BA in English Translation.

Many universities have already begun using new textbooks, these varying from faculty to faculty. Some universities have also equipped their classrooms with computers, smartboards and other technological resources, and some of them have even hired native teachers. In view of all this, one might assume that new methodological approaches are being adopted in the teaching of grammar and English in general. However, in order to confirm that such changes are in fact taking place, chapter 4 gives an account of some classroom observations carried out as part of the fieldwork for the current study, and also considers the results of the interviews and surveys conducted to discover the views of students and teachers, which will provide detailed information on new trends in methodological approaches currently in use.

Considering teacher training as one of the important issues in EFL teaching, I have reviewed both pre-service and in-service training, noting that pre-service training for primary and secondary teachers requires the completion of a Bachelor degree accompanied by a practicum at primary or secondary school level. Pre-service training for university teachers, however, requires the completion of a Master's degree plus a practicum at the university level. As regards in-service training, teachers are often required to attend seminars organized by the school and university on a range of topics, including *syllabus design, assessment, techniques to motivate students*, etc. University lecturers often attend training sessions hosted by the universities themselves, the British Council, or the Ministry of Education. These days it has become popular, and indeed

important, to attend internationally recognized programs, such as the Teaching Knowledge Test (TKT), the Certificate in Teaching English to Speakers of Other Languages (CELTA), Aptis, and several others. Many teachers are making considerable efforts to complete these courses successfully and to gain the corresponding certificates. The completion of such courses helps teachers to develop professionally and to keep up-to-date in their respective fields.

The studies in chapter 4 show that the situation with EFL teaching at university level in Azerbaijan does not always reflect this reality, especially in terms of certain key issues, such as the innovations in EFL teaching including the introduction of new textbooks, the use of technology, and new language teaching materials. Thus, according to the opinions of students and teachers (see 4.4.1.3. and 4.4.4.1.4.) most EFL classes lack the necessary technological equipment, such as computers, projectors, internet connection, and sometimes even CD players. Due to this, most of the respondents admit that it is difficult to develop important language skills such as listening and even speaking. Another interesting issue is that, even if a lot of new textbooks have now replaced the older, local ones, these new textbooks often do not correspond to the students' real level of English, their interests, or their general backgrounds (see 4.4.1.4 and 4.4.4.1.6). It is important to note that in comparing the findings, that is, the opinions of teachers and students regarding the general situation in EFL teaching at universities, no significant differences in the percentages obtained were detected; in other words, respondents' views coincided in most cases. Moreover, the class observations and interviews with the respondents show that in several universities the textbooks selected for English language teaching are often inappropriate (see 5.3.). Finally, the students' level of English does not often correspond to the level they should possess at a particular stage; that is, instead of being admitted to university with a B1 or B2 level, students frequently have an A1 or an A2 level. The same can be said of the graduate students who are supposed to have achieved a B2-C1 level; thus, the findings showed that students' level of English does not correspond to the level they are supposed to have either before they enter university or when they graduate.

5.2. The role of grammar in the teaching of English as a foreign language

Grammar is considered to be one of the most difficult and at the same time one of the most important language areas to acquire when learning English (Quirk *et al*., 1985; Ur, 1988; Batstone, 1994; Martinsen, 2000; Stranks, 2003; Williams, 2005; Parrott, 2010; Davis, 2015; Ribas *et al*., 2015). The main reasons for this is that grammar is the foundation of a language. We can definitely learn words, be able to pronounce them, and even combine some lexical items into meaningful utterances. However, to maintain extended and meaningful conversations in a foreign language, we need to be acquainted with the order of the words so as to be able to build long and comprehensive sentences (word order), or simply to tell whether a sentence is uttered in the present, past or future tense (see 2.1.). Regarding Azerbaijani learners, grammar is a milestone in their learning of English. This depends to a large extent on the fact that, unlike English, which is an analytical language, the Azerbaijani language is agglutinative and as such its structure is wholly different from that of English. Thus, most of the common problems of Azerbaijani EFL students with grammar are derived from the influence of their native language grammar; this can easily be perceived when students use word-to-word translation from their L1 to English (see sections 1.3.1, 1.3.2 and 1.3.4).

The research conducted at the mainstream universities of Azerbaijan demonstrates that most of the Azerbaijani EFL teachers and learners are fully aware of the importance of grammar in general EFL teaching; in fact, over 80% of both groups of participants consider the learning of grammar important. Apart from this, my study also shows that the teaching of grammar plays a crucial role within general English language studies. A lot of respondents (both students and teachers) admitted in their interviews that a large part of the time in lessons is devoted to the teaching of grammar. Moreover, during the class observations it was evident that most of the EFL teachers spend time on the teaching of grammar. On the other hand, the majority of students interviewed admitted that to study English in one academic year is not enough, and that they (students) feel difficulties in acquiring the English covered in the core course of grammar in a total of 90 hours. Moreover, some teachers interviewed (4.4.2.1.) also contend that no time is allotted to general EFL teaching. This is particularly applicable to those universities

(*Azerbaijan State Oil and Industry University* and *Azerbaijan University of Architecture and Construction)* where students do not learn General English but are exposed to English for Specific Purposes (ESP) as soon as they are admitted to these institutions. In my view, this is not adequate since no teaching of ESP is possible if students cannot maintain a basic, everyday conversation. Apart from that, the respondents contend that very little grammar is taught to ESP groups of students since their lessons focus primarily on technical translations with an emphasis on technical terms.

The class observations conducted show that all those universities that teach General English assign enough time to grammar teaching. That is, according to the teachers' (35,54%) and students' (32%) opinions, students usually do many grammar exercises. Moreover, considering grammar as an important component of EFL teaching, many teachers (33,88% "sometimes" and 41,32% "usually") include a large number of grammar questions in exams. Finally, based on the data collected, and also on my personal teaching experience, I am convinced that it is perfectly possible to improve students' language level in one academic year (90 hours in total) with a suitable teaching and learning atmosphere, appropriate textbooks, plus adequate EFL teaching methods and techniques (see section 5.2.1 and 5.2.2.).

5.2.1. General approaches to the teaching of grammar in EFL classes

What previous research says:

The teaching of grammar has gone through many changes in recent decades (Corder, 1988; Parrott, 2010; Celce-Murcia, 2012; Larsen-Freeman, 2012, Soter, 2013; Schwartz, 2014; Davis, 2015, etc.). Different teaching methods have been used throughout this period; some of these approaches see grammar as an important language area, and consider it as important as the development of listening, reading, speaking and writing skills. In general, two main approaches to the teaching of grammar can be distinguished: a) *traditional approaches*, which were used before the 21st century, and the impact of which is still seen today; and b) more recent approaches, appearing at the end of the 20th century and the beginning of the 21st century, reflecting a demand to

adjust to a new wave of contemporary language teaching based on communicative approaches to language in general.

Among traditional methods (Lester, 1990; Williams, 2005, Scheffler, 2013), we have included *grammar translation, rules learning and error correction, teaching grammar in context.* Some of the most innovatory recent methods (Long, 1991; Foster and Vogel, 2004; Palacios, 2007; Larsen-Freeman, 2012; Ansarin, 2012; Manchon, 2014; Kiliçkaya, 2015) include the *consciousness raising approach, the communicative approach, the task-based approach, the comprehension-based approach,* and the *ungrammaticality approach*. Following this classification, the grammar translation method (Rutherford, 1988) is good for memorizing certain key structures, whereas rule learning and error correction favor the discussion of grammar patterns. Additionally, the grammar in context approach (Lakoff, 1969; Celce-Murcia, 2012) develops associative language learning, revises errors and gives learners the chance to hear contextually authentic native speaker talk (oral or written). On the other hand, we need some new ways to teach grammar. For example, with the consciousness-raising (Rutherford, 1988; Palacios, 2007) and comprehension approaches, we can favor students' thinking and analyzing abilities; moreover, a task-based approach helps to increase students' motivation, use real language, and interact with other students. The ungrammaticality approach to grammar teaching is also important, since students often learn aspects of the target language by making mistakes as part of their learning process. Finally, today we cannot overlook the communicative approach in the teaching of grammar which meets communicative language teaching requirements. The discussion of each of these methods in chapter 2 showed that every approach has its advantages and disadvantages (see 2.2.4), which supports the claim that it is not sufficient or useful to use only a limited number of possible methods, either in EFL classes or in textbooks. Apart from traditional and recent approaches to grammar teaching, some scholars distinguish between explicit and implicit grammar teaching perspectives (Chalker, 1984; Sharwood-Smith, 1988; Ellis, 2003; Ansarin, 2012, etc.). By explicit grammar teaching, we mean an overt grammar explanation, whereas implicit involves as a main target the elicitation of the information from the learners themselves. In fact, no matter which grammar teaching method the EFL instructors use, the major target should be the

development of students' communicative skills. Teachers should thus be quite sophisticated when it comes to selecting appropriate grammar teaching techniques to present and to practice a specific grammar area. Finally, students should use grammatical patterns that they have learned in real-life situations, that is, in their everyday interactions.

Another interesting point to touch upon is the triangle suggested by Larsen-Freeman (2012:251). Accordingly, teachers should not only present the form and meaning of any grammatical pattern to their students but should also focus on its use. Thus, it is very important that along with the form and meaning, both textbooks and EFL instructors explain the use of the grammar patterns in question.

What my research indicates:

Nearly 50% of both students and teachers think that grammar is better learnt when the teacher gives explanations of grammatical rules before doing the exercises. According to 55% of the students and 37% of teachers questioned, rules are important in the study of English grammar. However, the majority of the teachers and students questioned (more than 50%) are not happy with the idea that rules should be learnt by heart. On the contrary, they believe that these should be learnt through examples and that to understand grammar rules better, students need to do many drills, that is, "the more tasks on grammar patterns we do, the better we remember the rules". Moreover, the analysis of the results in chapter 4 (see 4.5.1.3) shows that in some present-day EFL classes grammar is still learnt and practiced via translation exercises; my observations and the information gathered from the interviews also confirm this. The use of the grammar-translation approach is particularly observed at *Azerbaijan University of Architecture and Construction* and *Azerbaijan State Oil and Industry University*;this is explained by the fact that students follow courses of English for Specific Purposes rather than General English, and the grammar translation method becomes one of the easiest methods for teachers to use in their ESP classes. A significant number of the respondents (more than 40% of the teachers and the students surveyed) maintain that they usually do exercises correcting grammar errors and more than 30% of the

respondents admit that the activities they do in class are communication-oriented. One of the most positive factors is that, on average, students carry out many grammar activities.

All in all, the present day situation at Azerbaijani Universities regarding the methods used for the teaching of grammar shows that even if a lot of steps have been taken towards a more communicative form of grammar teaching, teachers and students nevertheless admit that rules are important in the teaching of grammar. Moreover, according to the respondents' views, rules should be learnt through examples and repetition exercises, and these are definitely important to consolidate and improve the knowledge of grammar. This once again proves that today a traditional approach to the teaching of grammar still prevails in EFL classes in Azerbaijan. Moreover, it is highly recommendable that a teacher should use as many approaches to the teaching of grammar as possible, since this seems to be more productive and effective than simply applying only a single method with all grammatical patterns. In spite of this, the observations collected indicate that every EFL instructor is keen on repeating the same steps and procedures from lesson to lesson.

As regards the learning of grammar together with the development of four language skills, both groups of respondents believe that the knowledge of grammar is particularly important when one writes or speaks (more than 50% of them) and it is less important (less than 40% of the respondents from both groups) for reading and listening. However, the observations carried out as part of this study show that in reality this situation is different, since in the majority of lessons more than 70% of the grammar content is taught via writing and reading, and are rarely taught via speaking (about 20%) and listening (about 15%). Such a low percentage in the use of speaking and listening activities for grammar learning in classes is the result of two main factors: the way grammar is presented in the textbooks used, which constitute the main materials for the teaching of English, and the presence/absence of technology in classrooms that is required for listening activities.

5.2.2. Techniques, activities and resources for the teaching of grammar

What previous research says:

One of the changes that the teaching of grammar has witnessed over recent decades is the use of different techniques, materials and resources (Master, 1990; Lewis and Hill, 1992; Ellis, 2003; Ur, 2012, Schwarz, 2014; Kryachkov et al., 2015, etc.). As discussed in chapter 2 (see 2.3), the most common types of grammar teaching techniques used in present-day English language teaching are traditional drills (Rutherford, 1988; Harmer, 1991; Ruin, 1996, etc.) such as *fill in the blanks tasks*, *error/mistakes correction tasks*, *grammar awareness activities*, *sentence restructuring tasks*, *matching activities*, and *creative* grammar activities (Rivonlucri, 1984; Terrell, 1990; Crystal, 2001; Güttler, 2011; Selami, 2014, etc.) that consist mainly of *games*, *grammar jokes*, grammar *activities that include the use of pictures, flashcards and photos,* and some others that involve the use of technology. Consequently, there are many modern resources and materials available for the teaching of grammar, and teachers may combine these with traditional ones. Yet, they should also bear in mind that grammar activities should fulfill a communicative function. As regards the use of technology, the participation in blogs and the use of websites, etc. are aimed at increasing students' motivation in terms of language and, more particularly, grammar learning.

Moreover, in chapter 2, I discussed Dale's Cone Pyramid (see picture 6, on page 82). According to this, in 50% of cases people remember what they see and hear, whereas when something is said and written, the proportion of what is remembered increases to 70%, and when we actively do something ourselves, this figure rises to 90%. Based on this, one may assume that in order to learn (memorize) grammar better, those activities that involve speaking, writing and listening will be of great importance. Yet, the activities based on the accomplishment of any tasks that involve language use should be considered as the most important, since in most cases people seem to remember best those things that they do themselves.

What my research indicates:

In broad terms, teachers do not use a wide variety of techniques and materials in EFL classes in Azerbaijan to teach grammar. Some of the activities that Azerbaijani students and teachers believe to be sufficiently productive in grammar practice are the *fill in the gaps, find and correct the grammar mistakes in given sentences and grammar games* (see 4.4.4.1.3); in other words, drills in which students do exercises based mainly on the grammatical patterns previously presented by their EFL teachers. Moreover, a large number of the respondents admit that they rarely do translation exercises in class, with preference given to grammar error correction activities.

The same findings, from both the analysis of textbooks and the observation of present-day EFL classes, have been obtained. The analysis of the textbooks showed that textbook writers are in favor of including traditional grammar practice activities as well as using explicit methods of grammar presentation. Similarly, most of the teachers observed still keep to traditional grammar teaching approaches and tend to favor controlled grammar over free production activities. Based on sections 3.1.1.1 and 3.1.2, it is safe to assume that in order to play safe and not to experiment with new methods and techniques of grammar presentation and practice, both teachers and textbook writers prefer to use traditional methods of grammar teaching.

As previously mentioned, the most popular grammar practice activities among students and teachers are the following: *fill in the gaps* (>75%), *find and correct the mistakes* (>74%), *work with the partner completing a written task* (<60%) and *grammar games* (<35%). Most of these tasks primarily involve the students' writing skills (according to Dale, writing helps to remember things only in 50% or 70% of cases). Hence, based on Dale's proposal, the following activities can be used frequently in EFL classes as the best means of making language (grammar) memorable to learners.

1. Go downtown and try to ask three foreign tourists about the sightseeing they have already done in town (to practice the *present perfect*);
2. Make an online ticket reservation (to practice *prepositions of place*);
3. Watch a video and say what would have happened if…. (to practice *conditionals*).
4. The teacher brings two photos of a famous singer (10 years ago and now). Students are then asked to describe both photos using "used to be" pattern (to practice *used to be* structure or *adjectives*).

5. Students search a list of irregular verbs on the internet. When they bring the lists to the class, they are asked to make a poster indicating the 30 most important action verbs (to practice *irregular verbs*).
6. Students are encouraged to visit a museum (the teacher may accompany them). The students should keep a diary throughout the visit, describing what they see (to practice *nouns*), what they are doing (*present continuous*), or using *there is* and *there are* patterns, etc.
7. EFL teachers are interviewed and asked what they would do if…. (to use *conditionals*) or any other questions that may be targeted at a specific grammatical pattern.
These activities would not only help EFL students to learn the target grammar but they would also develop their language skills and expand their vocabulary.

5.2.3. Azerbaijani students' problems with English grammar

The observations conducted in sixteen EFL classes from eight different universities show that one of the major problems that impede students from general English language learning, and particularly from learning grammar, is the misuse of grammar teaching methods and techniques by EFL teachers. Some teachers tend to make students learn the rules without any actual understanding of their use. This happens frequently with areas of grammar such as *present perfect, conditionals, past perfect, gerund versus infinitive,* when the students "learn grammar" but do not know how to use it in everyday communication. Moreover, since my dissertation was carried out in a bilingual country, I also compared the problems that occur in both Azerbaijani and Russian-speaking students. It became clear that since Azerbaijani is an agglutinative language, most of the students face problems with *word order*, *prepositions* and *verbal tenses* while Russian speakers are more likely to have difficulties with *gerund and infinitives*, *present simple* (third person singular present "s") and *articles*. The most typical errors for Azerbaijani speakers can be illustrated by the following:
1. I every morning go school. * (Every morning I go to school.)
2. Was she visit the doctor? * (Did she visit the doctor?)

3. I go to school with bus. * (I go to school by bus)

Whereas, Russian speakers would tend to make the following mistakes:

1. Did you wash the car? * (Have you washed the car?)
2. Tom agreed helping me. * (Tom agreed to help me.)
3. He like ice-cream. * (He likes ice-cream.)

It is clear that those university students who learn English as their major have less problems with English grammar than those who study it as a regular EFL course within their first academic year. This also derives from the fact that the former group have grammar as a separate subject from general EFL classes, and this evidently facilitates the learning of grammar. Yet, my study reveals that all the groups of students surveyed have difficulties with the learning of grammar. For example, students claim (see 4.4.4.1.7.) that the most difficult areas of grammar learning are *prepositions* (98,2%), *word order* (52,1%) and *verb tenses* (40,2%). Similarly, 47,5% of teachers opt for *prepositions*, 46,7% for *verb tenses* and 46,3% select *gerund and infinitive* as the most difficult grammar points to be learnt by students (see 4.4.1.5.). It is important to note here that the views of teachers and students coincide in this respect. Thus, the majority of the teachers surveyed believe that the following are the main problems that students have with the learning of grammar (see 4.4.1.5):

- Interference with their L1;
- Use of incorrect grammar in speech and writing;
- Verb agreement, for example, in sentences such as *I knew she would come,* students say **I knew she will come*;
- Poor expression of their thoughts and ideas;
- Difficulties in forming compound sentences; problems with word order in longer sentences.

Moreover, the surveys and class observations show that even if in most cases teachers (more than 70%) speak English frequently in their classes, and 60% of them explain grammar in this language, over 40% of the students questioned admit that they feel shy to use English in their EFL classes. From this, it can be gathered that present-day grammar teaching in Azerbaijan lacks a communicative approach, since most of the problems identified have to do with communication. Moreover, the grammar taught to

EFL learners is rarely communication-oriented. This explains why many students resort to private teachers and instructors, because in their view this is the only way to learn English (4.4.4.1.6.). According to the students' survey and the interviews conducted with students, there are several reasons why they prefer to attend English language lessons outside their EFL classes. Among the most common are the following: to practice spoken English (70,70%), to practice English grammar (31,60%) and to prepare exams (26,60%). There have been several attempts (Shafiyeva and Kennedy, 2010; Mammadova, 2016) to discover why many students who are studying EFL at a university level fail to achieve fluency and accuracy while communicating, and why most of them have to resort to private tutoring. The use of inappropriate language teaching methods by university EFL instructors is seen as the major cause; thus, Azerbaijani learners of English need to be exposed to new methods and ways of teaching and should have adequate and sufficient opportunities to practice grammar.

Yet, we should add that Azerbaijan is a country in which the chances for practicing English outside formal EFL classes are quite high. Due to the large number of foreigners that annually visit the country (for trade and business, or to participate in sport events such as the *First European Games*, etc.), students have many opportunities to listen to English and to produce it. Moreover, nowadays access to websites and to television programs in English is easy, and anyone who is really interested and motivated to learn English can improve their language skills in this way. Finally, many students also have opportunities to travel abroad through different types of exchange programs (see 1.3.1. and 1.3.2.). All this creates extra possibilities for EFL students to obtain language input outside the class.

5.3. The representation of grammar in modern EFL textbooks

What previous research says:

As previously noted, textbooks can be regarded as a superior form of language teaching material which aim at regulating the language teaching process (Ur 1988; Hutchinson and Waters 1993; Cunningworth 1995). The use of textbooks is of great benefit for both

teachers and students and, consequently, if the textbook is good, it will be very beneficial for the teacher; however, if that is not the case the teacher will need to make use of supplementary language teaching materials. However, in order to be appealing to both teachers and students, textbooks should be periodically refreshed, and they should incorporate new information in terms of language, language teaching methods and content. In other words, as the primary resource for language teaching, textbooks are more likely to introduce changes that may bring about innovations (Sheldon, 1988; Roberts, 1998; Tomlinson, 2012). One of the major requirements for textbooks is to make them meet learners' needs (Cunningsworth, 1995; Karavas-Doukas, 1998; Richards, 2001; Mares, 2003). By learners' needs, we refer to important issues such as a balanced pedagogical treatment of the four language skills, equilibrium between theory and practice, being well matched to the students' level of English, containing interesting and interactive tasks, communicative tasks, and being culturally appropriate, etc. That is why we find it extremely important to take into account the students' background, traditions, customs, as well as their culture, age, and even to consider both sexes, as a means of ensuring that textbooks meet the needs of students. Hence, in the first part of chapter 3 we discussed issues such as evaluation, the reasons for it and the criteria used, claiming that evaluation involves collecting and using information to judge the worth of something (Millman & Daling-Hammond, 1990:20). Thus, in order to have an optimally useful textbook, we should evaluate the existing ones to see their strengths and weaknesses. That is why the second part of chapter 3 was focused mainly on the evaluation of twenty mainstream textbooks widely used in Azerbaijan and worldwide.

What my research indicates:

One of the most important parts of my survey involved gathering respondents' opinions regarding the textbooks they use in their EFL classes. For this purpose, I had to find out which textbooks are generally used in EFL classes in Azerbaijani universities. These included the following: *New English File, North Star, Business Communication Face to Face, Inside Out, Objective First, Interchange, Spectrum, Speak Out, North Star, New Total English, Cutting Edge, Grammar Dimension* and *Headway* (see 4.4.1.4. and

4.4.4.1.6.). As regards the contents of the textbooks, many respondents believe that textbooks provide enough grammar explanations. However, the majority of students and teachers questioned claim that textbooks rarely present interesting grammar activities and that they rarely help students improve their grammar. Finally, the most important finding of the survey is that most of the respondents want their textbooks to include a wide range of activities (70,3% of teachers and 81,5% students) (see 4.5.1.4. and 4.4.1.5.). The answers obtained from the interviews shed light on the main areas that should be changed in present-day textbooks, which led to the following list:

a. Textbooks should consider the four language skills (reading, listening, writing, speaking) by giving them similar overall importance;

b. The methods used for the presentation of grammar should vary according to the grammar area in question;

c. Textbooks should introduce interactive and communicative techniques and students should be given opportunities to practice grammar in communication;

d. Grammar rules and patterns should be introduced in a separate grammar section, but the tasks used to practice grammar should include writing, reading, listening and speaking activities. For example, “listen to the conversation and underline the adjectives in the superlative form” or “listen to the dialogue and complete the prepositions”.

All the points suggested above may be challenging for textbook writers and producers, who should nevertheless consider introducing new grammar approaches, techniques and activities in their textbooks. Moreover, the analysis of the twenty mainstream textbooks also shows that very frequently authors republish or reedit their textbooks by adding the labels "modern" or "recent" but in fact they retain the original content, making no more than cosmetic changes. Moreover, the analysis of section three of that chapter provided an account of the techniques that are presently used in all the selected textbooks. The analysis was carried out from two different perspectives, that is, from the point of view of controlled grammar practice and that of free grammar production. The results show that most of the textbooks use controlled grammar activities, including *fill in the gaps, put (verbs, nouns, adjectives, etc.) into the correct form, match, underline, find and correct mistakes*, etc. (see *3.2.3.4.1.3*). Moreover, the

analysis of the data shows that controlled grammar activities are most frequently used in textbooks such as *Language Leader C1*, *New Total English C1, New Total English B2* and *Solutions B2,* (see 3.2.3.4.1.2 and 3.2.3.4.1.3). As regards free grammar production, out of the relatively small number of activities, the most widely presented are *write a dialogue*, *describe (the picture, the situation, etc.) using some grammar patterns, write a story,* or *tell about something, role play the situation, play the game,* etc. These types of grammar activities are mostly presented in *Speak Out B2*, *Solutions B2*, *Speak Out C1* and *Straightforward C1* (see 3.2.3.4.1.4 and 3.2.3.4.1.5). Consequently, we can conclude that out of twenty textbooks selected for the analysis, only *Solutions B2* presents a solid number of both controlled and free production grammar practice activities.

Regarding the methods of grammar presentation identified in the twenty selected textbooks studied, only one of them uses an unconventional approach here; this is what I call "grammar free method", since the author presents grammar in an indirect way, without referring to any grammatical patterns or giving any explanations. Four textbooks also present grammar through rules learning. Finally, the largest number of textbooks (8 out of 20) introduce grammar via discussing the rules, and eight of them teach grammar through context discussion. It should be borne in mind that every textbook includes only one method of grammar presentation and two of them (*Global B2* and *Global C1)* resort to two different methods for presenting grammar.

All in all, the results of this dissertation regarding textbooks and materials can be considered as 'food for thought' for many textbook writers, as well as for others within the textbook industry.

5.4. General EFL Problems at Azerbaijani Universities

In 2001 the European Union launched a process to create a European Higher Education Area (*EHEA*). This was to be achieved through international cooperation and academic exchange in the context of the so-called the 'Bologna Declaration'. The *EHEA* entails, among other key changes, the establishment of a three-level degree system (Bachelor, Master's and Doctorate), the introduction of standard quality assurance mechanisms,

and the definition of a common system of qualifications and academic credits. Azerbaijan committed itself to the goals of this process in May 2005 in Bergen, Norway, and is now working to bring its higher educational institutions into line with the requirements of the Bologna agreement.

One of the main requirements of the Bologna Declaration is the organization of educational processes in accordance with the European credit transfer system. The introduction of the "Bologna process" in the education system of Azerbaijan created the conditions for the academic recognition of educational programs both within and outside the country, while ensuring the transparency of the curricula. The system also allows students to continue their education at other institutions of higher education and thus allows them to increase their competitiveness and adaptability in the labor market.

Thus, due to these central changes, a number of educational issues were to be improved at the university level in Azerbaijan. Among these are the transfer of the universities to the credit system, a modification in the workload for teachers and instructors, and the use of new textbooks, etc. However, not all of these innovations were successful in terms of improving the language teaching situation at Higher Education.

Hence, in light of the surveys, interviews and observations conducted for this study, I evolved a list of the most common problems perceived at the selected universities.

- Poor technological equipment in most of the classrooms (*Azerbaijan Diplomatic University* and *Baku Higher Oil School* would be exceptions in this respect);
- Classrooms often do not meet modern requirements, such as basic technological equipment, new desks, inadequate size, etc.;
- Outdated language teaching methods still dominate on some English courses;
- Incorporation of new textbooks, but the inadequate use of them by EFL teachers;
- Inappropriate training sessions for EFL instructors.
- University libraries do not generally provide the latest publications or new language teaching materials, that is, most of the universities do not purchase recent books, or any supplementary materials that may be helpful for teachers and learners

in the study of English. Thus, the availability of pedagogical grammars, graded readers, work books and new dictionaries is very limited.

As a result, the respondents made a number of important suggestions:

- Classes should be equipped with modern technological tools (smartboards, CD players, projectors, etc.);
- The methodology used for the teaching of English should be improved;
- Better materials should be used;
- Classrooms should meet modern requirements (bigger size, comfortable furniture, modern whiteboards, etc.);
- More hours should be allotted to EFL teaching;
- The curriculum should be developed by the teachers themselves;
- Smaller groups of students per class are required;
- Teachers should be better trained (outside and inside the country);
- Before introducing students to ESP, they need to have an English language foundation course. This is especially so in those technical universities that do not offer General English courses but ESP modules instead.

These problems might be regarded as secondary; however, they play a crucial role in the evolution of successful language teaching. Moreover, the suggestions made by the respondents, apart from being very appropriate, are not difficult to implement. In some cases, the solution of the problems depends on the financial situation of the educational institutions; this is the case with the technological equipment, libraries, classroom facilities, etc. However, I believe that it is not necessary to equip all the classrooms with modern technology but only some of them, in particular those that will be used for English lessons. Moreover, in my visits to several university libraries I noticed that most of the books available were very old (dated up to the 1980s), and those of more recent publication are not always useful for students since they often did not correspond to the learners' needs. As regards the problems with the curriculum programs and syllabi, some universities lecturers and EFL instructors should be more active and collaborative. Yet, there are a number of universities (among them is *Azerbaijan Diplomatic Academy*) where teachers do work together, that is, they select

materials, share resources, try out different methods and techniques for the teaching of English including grammar; more widely in the country, though, not all university teachers follow this model.

As regards teacher training, it is true that some universities organize frequent training sessions for their instructors; however, the question is that these training seminars and activities often do not correspond to the teachers' real needs. If the heads of the English language departments were more selective in terms of teacher training, that is, if they listened to the teachers' opinions more carefully, more goals could be achieved in this direction.

Finally, the mixed abilities of students is also one of the most basic weaknesses detected in the system, even though this major problem was not mentioned by the participants in the survey and the interviews. This weakness is due to the fact that when students are admitted to university, they are all allocated to the same groups irrespective of their current level of English. As a result, teachers are presented with serious problems in that it is difficult to select appropriate programs, textbooks and activities, etc. As a consequence of all this, students make very little progress. Hence, the following solutions have been suggested.

1. Students should be given a placement test and be grouped according to their level;
2. There should be no more than 14 students per class;
3. Appropriate textbooks for each group of students should be selected;
4. An appropriate curriculum program (i.e. number of hours, content, etc.) should be designed for each level;

5.a The curriculum program should allot some hours for teacher-student encounters and work outside the classroom, so that students have a chance to do more task-based activities, such as visiting tourism sites and thus being able to practice their English with foreigners, to place an order (in Baku there are a lot of places for international communities where English is widely spoken), to visit places where expats meet, etc. Teachers might accompany them.

5.b The curriculum program should assign some hours for individual and group tutorials where teachers can deal with students' academic problems more personally.

6. New online platforms should be created so that, when necessary, both teachers and students can communicate easily and quickly, and students should be encouraged to benefit from the advantages provided by this technology (easy exchange of information, uploading of materials, participation in forum and discussion groups, etc.)
7. Every fourth week students should take a progress test on-line with a more formative evaluation;
8. At the end of the semester students should take a final test.

The need for a non-threatening atmosphere in the classroom is also an interesting issue. One of the key sections of chapter 4 (see 4.4.3.1.) was devoted to pilot observations which analyzed the general language teaching atmosphere in the selected universities. Thus, important aspects of English language teaching, such as the specificity of learning objectives, teachers' planning and organization of lessons, their effective use of teaching and learning resources and, most important, teachers' classroom management, were all evaluated. The analysis of the data showed that the majority of teachers with more than fifteen years' experience are more impatient and indifferent towards their job than those young teachers who started working just 4-5 years ago. In spite of this, most of the teachers provided a comfortable classroom atmosphere for students to ask questions, express their opinions in English, and participate in class discussions, a very important element in the teaching and learning processes.

5.5. Proposals for further research

Having analyzed all data from the various studies described in this dissertation, and after putting everything into perspective throughout the chapters herein, it seems appropriate to mention some areas for further research.

To begin with, due to the fact that most Azerbaijani teachers and students believe grammar to be an important component of EFL classes, I would like to carry out an experiment in which I would analyze what actually happens in EFL lessons at primary and secondary schools. This would consist of taking notes for each of the activities

teachers suggest in classes over a three- or four-week period, including the types of activities and the methods teachers use to present grammar and, consequently, the corresponding activities for grammar practice. I would sit at the back of the classroom and teachers would not be informed of the aim of my study, so as to avoid them focusing on certain skills more than they would normally do.

Another interesting experiment here would involve the analysis of specific tasks used by teachers to practice grammar throughout a whole teaching unit; in other words, I would assess the number of activities they carry out on grammar, whether they teach it as integrated into other language areas, whether they only make use of a textbook, or if they use additional language teaching materials such as authentic documents and resources, so as to meet learners' needs. This study, together with the previous one, would allow me to verify exactly the kind of attention the communicative approach to grammar teaching is currently receiving in EFL classes at primary and, more specifically, at secondary schools in Azerbaijan.

Thirdly, I would like to design new free grammar production activities, and more importantly to test some of them in real contexts, to see whether they do in fact help students to improve their use of grammar in communication. For this purpose, I would first select a number of grammar areas, beginning with the simpler ones such as *prepositions, present simple,* and *gerund*. Using these areas of grammar, I would then design different types of activities like *role play, grammar games, tasks that include pictures, flashcards* and *jokes*. I would then include these exercises in my everyday teaching practice to see if they complement well the controlled grammar activities.

Moreover, it would be interesting to take into consideration students' views on the types of activities that helped them to remember the grammatical structures in question, and if the activities were interactive and useful to them. Another way of testing students' reactions to the types of activities that they find important for developing their grammatical knowledge would be for the researcher or teacher to prepare a PowerPoint presentation with several types of grammar tasks, some representing traditional methods (gap-filling exercises, category substitution, etc.) and others reflecting more modern techniques (games, role play, make dialogue, etc.). The teacher or researcher would explain the main aims and steps to be followed for each activity, before asking students

to answer a few questions on each of the activities, using a Likert scale. In connection with the previous idea, I would also like to interview different EFL teachers, and according to the findings, I would then draft a set of guidelines for Azerbaijani EFL teachers to help them learn how to adapt activities to the learning of grammar (hence integrating grammatical tasks into speaking, writing, listening and reading skills), to take grammar into account in the assessment system to be followed, and to make the teaching and learning of grammar more attractive and creative.

Finally, as regards methods of grammar presentation, I would divide elementary level students into two groups and teach them specific forms, for example prepositions. In one group I would use traditional methods, and in another group I would adopt more recent grammar teaching approaches. In this way I could see which of the methods for teaching prepositions works better. If the experiment yields useful and interesting results, I would repeat it with several other important grammar areas (for example, verb forms, conditionals, adjectives, etc.), and then write a manual of brief suggestions that would be of use not only to EFL teachers but also to textbooks writers.

5.6. Concluding remarks

In conclusion, I believe that this dissertation makes a positive contribution to the general field of teaching English as a foreign language and, more specifically, to the teaching of EFL grammar in Azerbaijan.

First, it embraces a combination of theory and practice, with an overview of the current situation of the EFL teaching in Azerbaijan followed by empirical work with real data collected from a representative sample of teachers and students. This gives credibility to the findings and arguments presented in the dissertation. Moreover, the observations and field work here constitute significant, tangible input for the teaching of English in my country, and as such add value to this research project. I would also like to note that the present dissertation is the first research project conducted in Azerbaijan at university level intended to hear teachers' and learners' voices on the teaching of grammar and on the teaching of English as a whole. As a means of maintaining significance and reliability in the data, a high number of participants (1408 students and

247 teachers) took part in the survey, which combined various research instruments: questionnaires, interviews, classroom observation and field work. Furthermore, when necessary, statistical tests were used to compare students' and teachers' views regarding important issues. It might also be noted that, due to the statistical analysis, it was possible to observe that in most cases both students and teachers have similar opinions regarding various questions on the teaching of grammar and by extension on the teaching of English as a foreign language. In my view this is a very positive factor, since such findings indicate that present-day teachers and students share similar opinions on the teaching of grammar and on general English language teaching as a whole. This kind of consensus definitely facilitates our work, in that we can think about further steps to improve the EFL teaching situation not only within the country, but perhaps further afield too.

So, based on theoretical and empirical work, I have been able to identify a number of weaknesses in the educational system, and to provide some possible solutions to these. To keep up-to-date, I briefly touched on the question of technology and its role in EFL together with the position of teachers and the authorities here. Finally, some of the pedagogical implications and applications derived from the current study are of potential relevance not only for teachers, students, evaluators and material producers, but also for all the education authorities who are directly or in directly connected to the teaching of English and of modern languages in Azerbaijan.

Hopefully a time will come when the major target of grammar teaching will be the development of students' communicative skills throughout the world, including Azerbaijan. The various branches of the Azerbaijani educational system should try their best to design programs in which students get adequate exposure to spoken English and, most importantly, in which they have the opportunities to learn how to produce grammatically correct utterances, something that currently does not seem to happen very often. In the meantime, Azerbaijani EFL teachers should gradually introduce new methods and techniques of grammar teaching that will help them to move from traditional grammar teaching, when the acquired rules were simply memorized by students and not in fact used when necessary, to more recent approaches that will urge students to use correct structures when speaking and writing.

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APPENDICES

Appendix 1

Evaluation of twenty selected textbooks:

Face to Face B2 is difficult to follow since grammar section in this textbook closely interacts with main language skills such as reading, listening and even language itself (vocabulary) which makes it hard to follow. Hence, it seems relevant to give a detailed description of the tasks according to the units; still we will consider only those tasks which are targeted to grammar teaching.

Unit 1:

Reading and Grammar p.6

2. a. How important is learning English in your country? Why?
   c. Read the article about learning English. Match headings….

Vocabulary and Grammar p.7

3. Name the verb forms in bold in these pairs of sentence…
4. Read about…. Choose the correct verb forms…

Listening and Grammar p.8

3. Discuss the questions…
4. Listen and tick the things they talk about

Grammar p.9

3. Fill in the gaps … Use the contractions
4. Change repeating verbs…

Review p.13

4. Underline and correct the incorrect verb forms …..
5. Choose the correct words
6. Fill in the gaps with the correct verb forms.

Unit 2:

Reading/Listening and Grammar p.14

1. Look at these sentences. Are both verb forms possible? If not, choose the correct one.
2. Fill in the gaps with correct for of the verb…

Reading and Grammar p.16

1. Fill in the gaps with the correct positive or negative form of….
2. Make sentences about your family using…

Review p.21

1. a. Tick the correct phrases. Change the incorrect ones.
   b. Make sentences true for you.
2. Fill in gaps using….
3. Use phrases to write sentences about your friends

Unit 3:

Reading and grammar p.22

1. Fill in the gaps with the correct form of the verbs in brackets
2. a. Read the questions and answers
   b. Take turns to ask each other the questions. Answer for yourself.

Listening and Grammar p.24

1. Look at the picture. What is happening in each picture? What do you think happened next?
2. Look at the text again. Write four sentences about things that would, could or might have happened if things had happened differently/

Grammar p.25

1. Make third conditionals to describe how life would have been different if these things hadn't happened.

Review p.29

1. Write second conditional using prompts…
2. Choose the correct verbs…
3. Correct the mistakes…
4. Choose the correct prepositions…

Unit 4:

Reading, Listening and Grammar p.30

1. Read another famous urban legend. Choose the correct verb forms…
2. Fill in the gaps with the correct forms of the verbs in brackets….

Reading and Grammar p.32

1. Work in pairs. Student A, read the review of One Hundred Years of Solitude. Student B, read the review of The House of the Spirits. Find answers to these questions…

Vocabulary and Grammar p. 33

1. a. Look again at the reviews of books A and B. How many more relative clauses can you find?
   b. Are they defining or non-defining relative clauses?
2. Read the review of The Alchemist. Fill in the gaps with…
3. Which of the three books would you most like to read?
4. Join the sentences using defining, non-defining or reduced relative clauses.

Review p.37

1. Fill in the gaps with the correct form of these phrasal verbs.
2. Read the story. Find incorrect verb forms and correct them.
3. Complete the sentences so they are true for you.

Unit 5:

Reading and Grammar p.38

1. Read about cats and dogs. Choose the correct words.

Reading, Listening and Grammar p.40

1. Read Emma's conversation with her husband Paul later that day. Choose the correct verb forms.
2. Write sentences about your plans and arrangements for the next few weeks.

Review p. 45
1. Fill in the gaps with the correct word.
2. Correct the future verb forms.

Unit 6:
Reading and Grammar p.46
1. Match…

Vocabulary and Grammar p.47
1. Use a verb+*ing* form to complete these sentences about you.
2. Imagine an English tourist is coming to your country. Write 8 tips about the social codes in your country. Try to use a verb+*ing*form in each trip.

Listening and Grammar p.49
1. Rewrite the sentence so that they have the same meaning.

Review p.53
1. Choose the correct words…
2. Write true or false sentences about your life…

Unit 7:
Listening and Grammar p.54
1. Read about Fiona. Fill in the gaps….
2. Fill in the gaps with…
3. A game using target tense forms….

Reading and Grammar p.56
1. Put the verbs in brackets in the Present Perfect… or Present Perfect Continuous.
2. Look at the words in blue in the article. Are they nouns or adjectives?

Review p.61
1. Choose the correct verb forms…
2. Fill in the gaps with the Present Perfect or Present Perfect Continuous of these verbs…

Unit 8:
Listening and Grammar p.62
1. Fill in the gaps with the correct form of the verbs in brackets.
2. Match sentences 1-8 to these sentences.
3. Write six wishes about your life now (using target grammar)

Reading and Grammar p.64
1. Correct the mistakes in these sentences
2. Rewrite these sentences using the words in brackets.

Review p.69
1. Look at these phrases about the present or future. Fill in the gaps with the correct form of the verbs in brackets.
2. Write five sentences about things you wish were different at school, university, work or home.
3. Fill in the gaps with the correct form of the verbs in brackets.

Unit 9:
Reading and Grammar p.70

1. Choose the correct verb forms….
2. Rewrite these sentences using a passive verb form…

Listening and Grammar p.72
1. Fill in the gaps with *as, like, such as*…
2. Choose the correct words/phrases

Review p.77
1. Look at the underlined verb forms. Tick the correct verb forms. Change the incorrect ones.
2. Choose the correct words/phrases. Tick the sentences that are true for you.

Unit 10:
Listening and Grammar p.78
1. Read about Ken. Fill in the gaps with the correct form of verbs…

Reading and Grammar p.80
1. Choose the correct words…

Review p.85
1. Put the verbs into the correct form..
2. Correct the mistakes in these sentences…

Unit 11:
Vocabulary and Grammar p.87
1. Look at Mike's appointments for Thursday. Fill in the gaps with the correct form of these verbs. Use Future Perfect or Future Continuous.
2. Complete these sentences for you. Use the Future Perfect or Future Continuous.

Listening and Grammar p.89
1. Tick the correct sentences. Change the incorrect ones.

Review p.93
1. Choose the correct verb forms…
2. Put these sentences into direct speech…

Unit 12:
Vocabulary and Grammar p.95
1. Read the next part of Loise and Angel's conversation. Choose the correct modal verbs...

Reading and Grammar p.96
1. Choose the correct words/phrases

Review p.100
1. Look at these sentences. Make deductions about the present or the past…
2. Fill in the gaps with the correct form of these pairs of verbs…

The preliminary analysis of the textbook shows the following types and number of task to be found:

Free grammar practice:
- Discuss 3
- Make sentences 10
- Ask questions 1
- Describe 1
- Complete the sentences making them true for you 2
- Game 1

Controlled grammar practice:

- Grammar discussion 6
- Choose… 17
- Fill in…21
- Rewrite or Change… 5
- Correct the mistakes 10
- Ask the questions 1
- Join the sentences 1
- Match … 2
- Complete… 1

It is already seen that the controlled grammar activities dominate the free grammar activities. At the same time there are some debatable questions which do not totally belong to a free practice activity or a controlled one. For example, on page 77, '*Choose the correct words/phrases. Tick the sentencesthat are true for you'* the task is neither controlled nor free, since the learn has a readymade words or phrases.

Global B2 presents grammar in each unit in a separate grammar section. Every unit contains four subunits where grammar frequently appears. Though grammar section is a separate section in the textbooks, still it widely interacts with languages skills sections.

Unit 1:

p.7 – 1. Complete the questions with the missing auxiliary verbs
2. Choose three questions to ask and answer with the partner

p.9 – 1. Look at the examples. Underline the main verb.
2. Match the uses to the example sentences in exercise 1.
3. Identify which tense from exercise 1 goes with each group of time expressions below.
4. Complete the text with the verb in brackets using one of the three present tenses.

p.11 – 1. Complete the dialogue with future form.
2. What are the speakers in exercise 2 talking about in each dialogue? Do you think speaker B is optimistic or pessimistic?

p.13 – 1. Look at the examples in the grammar box. Which sentence talks about ….
2. Now complete the rules…
3. Read the five vision 2020 goals. Write what they will be doing over the next few years and what they will have achieved by 2020.

Unit 2:

p. 21- 1. Look at the examples above and answer the questions
2. Work in pairs. You are going to make some more questions.

p. 23- 1. Look at the examples from the list, exercise 1. Explain why the definite article is used…
2. Match each example to a category.
3. Tick the categories that usually take a definite article.
4. Put the article where necessary…

p.24 – 1. Complete the rules…
2. Read about Obi's trial and choose the correct option…

Unit 3:

p.35 - 1. Find the examples of the tenses in the text.
2. Read the rules. Decide why the author choose each tense.
3. Look at the words in the box. Which are usually used in perfect.
4. Complete the sentences with present perfect continuous.
5. Make as many true sentences about yourself as you can.

p.37 – 1. Try to rearrange the words into the correct order.
2. Think of the adjectives that may describe you.

Unit 4:

p.43 – 1. Rewrite the sentences with the modal verbs in brackets to add speculation.
2. Look at these sentences from people at a different magic show. Complete with *can't*, *must*, or *might*.
3. What magic show were the people watching in exercise 2? Choose the correct picture on the right. Then write similar sentences for one of the other pictures.

p. 44 - 1. What is another way of saying the following sentences? Find the answers in the text…
2. Change the sentences so they mean the same thing. Begin each sentence with *It*...

p. 46 – 1. What is the difference in meaning between the pairs of sentences?
2. Circle the correct answers…
3. Make sentences with the past perfect or past perfect continuous form of the verbs in brackets. Then add your own ideas.

Unit 5:

p. 57 – 1. Work in pairs. Read the sentences above from the listening and answer the questions: a. Underline the adverbs of time used with the words. Do the sentences refer to past, present or future time? b. Do the sentences refer to a particular occasion or regular behavior/
2. Complete the sentences with *will/won't* and the correct verb from the box.
3. Listen. Underline *will/won't* in the sentences where it is stressed. Then choose the correct option for the rule below.

p. 58 – 1. Underline more sentences with *will* and *would* in the text.
2. Complete the text with *would* and *wouldn't*.

p.60 – 1. Complete the sentences.
2. Complete the rules.
3. Rephrase the phrases in red using the correct form of *be used to* or *get used to*.
4. Work with partner of a similar age and complete the sentences about your generation.

Unit 6:

p. 67 – 1. Identify the passive form in each of these sentences from the presentation. How is the passive formed?
2. Look at these four short texts. Change the lines in italics to the passive voice.
3. Complete the rules about using the passive.

p. 68 – Speaking and Grammar:
1. Work in pairs. Read the sentences and discuss the questions.
2. Change the sentences so they have the same meaning.
3. Discuss in pairs. Which of these things would you like to have done for you? What are other things would you like to have done for you, would this make you happy?

p.71- 1. The word quite has been taken out of these sentences, Insert the most suitable place.
2. Look at these statements about money. Choose three sentences and for each highlighted term, write the sum of money you think is appropriate.

Unit 7:

p. 81 1. Read the sentences from the listening. Complete the rules with the correct options.
2. Rewrite these sentences using *so* or *such* so that the meaning stays the same.
3. Pick one of the topics in the box. Finish these sentences. Then read 2 or 3 sentences to a partner, explaining in more detail what you mean.

p. 82 1. Read the sentences from the reading texts. Complete the rules.
2. Complete the sentences.
3. Did your parents tell you any similar things when you were child?
4. You looked after your friend's daughter who asked lots of questions. Tell your friend what his daughter asked you.

p.85- 1. Complete the sentences with the correct name: Holmes or Watson.
2. Underline the reporting verbs in the sentences in exercise 1.
3. Look at the reporting verbs in your dictionary. Add them to the correct group in exercise 2.
4. Read what a modern-day police inspector said at a press-conference. Report what she said for a newspaper story using the reporting verbs from exercise 2 and 3. Different verbs are possible.

p. 91- 1. Choose the correct option in the sentences from the listening.
2. Make three sentences you agree with and three sentences you don't agree with using the words in the table.

you your children	can will can't won't	make lots of money be unhappy be happy have a good life live longer	if unless providing as long as even if	you your parents they	work hard are rich are poor are smart are beautiful

In fact, we could assume that this task is a free one, however, as we deal with the readymade constructions and the only task of the learner is to combine them in the way the sentences are more suitable for him/her this task should be appertained to a controlled one.

p.92- 1. Read the last quote n the speaking section and answer the questions.
2. What is the difference in meaning in these sentences?
3. Complete the three sentences using your ideas.

Unit 8:

p.96 – 1. Look at these wishes and regrets. Match them with six memoirs in Reality check.
2. Look at the regrets in bold in exercise. Work in pairs. Write the structure used in each one.
3. Complete these regrets. Use a suitable verb.
4. Write speech bubbles for these phrases. Write at least 2 sentences for each structure.

Unit 9:

p.105 – 1. Look at these sentences for the listening. Underline the phrasal verbs. Work with a partner and take turns to explain the meaning.
2. Some phrasal verbs are followed by an object and some have no object. Which ones in exercise 1 don't have an object?

Such a task like this should be also referred to a controlled one. Even if we deal with the learners opinion on this issue, still it carries elicitation of grammar knowledge and should belong to a task called "grammar discussion"

3. Look at the phrasal verbs in exercise 1 that have objects. Circle the object. Then read the rules in the box and decide which verbs are 'separable'.
4. Put the sentences into correct order.

p.108 - 1. Look at the sentences below. Work with a partner and explain what the verbs mean in each pair.
2. Read the story about another fall. Choose the correct option.

Unit 10:
p.115 – 1. Read the examples and the rules in the box. Do you think participle clauses are more common in spoken or written language?
2. The present participle is often after *before, after, when, while, on*, and *without*. Find 2 examples in the reading text.
3. Rewrite the phrases in bold using a participle clause.
4. Match the two halves of the sentences to tell a story.

Global B2 contains a number of free grammar practice tasks and controlled grammar practice tasks which are seen below:

Free grammar practice:

- Choose questions 2
- Discuss (oral) 6
- Discuss (Written) 1
- Make sentence 4
- Rearrange words 1

Controlled grammar practice:

- Complete 13
- Underline 5
- Match 3
- Grammar discussion 5
- Complete the rules 10
- Fill in… 3
- Choose…5
- Rewrite (change) 9
- Answer the questions 2
- Put in correct order 2

The initial analysis show that there are more controlled grammar tasks that the free ones. Moreover, in controlled grammar practice, most of the tasks are built on the discussion of grammar patterns which coincides with the method of grammar presentation the main role of which is given to the grammar discussion and exercises on rules completion. This says about a cohesion between grammar presentation and grammar practice technique.

Inside Out B2 presents grammar in a distinct way. The grammar section goes under the heading 'close up' which appears several times per unit giving a lot of different grammar structures, hence looking enormous and tiring. The most interesting fact that this textbook does not give

any grammar rules or explanations but presents grammar practicing activities directly after the grammar title.

Unit 1:

p.5 verb structure - 1. Choose the most appropriate verb structure for the sentences below.
2. Replace the names in the sentences in 1 to make the sentences true for you.
p.6 auxiliary verb –1. Use the correct forms of *be, have*, and *do* to complete the questions. Then match the questions with the answers.
2. Work with a partner. Ask the question 1
p.6 so and neither- 1. Listen to a conversation between two people and note down thing they've got in common. Why does the conversation stop?
2. From your notes, make as many true sentences as you can.
3. Listen again and check your answer.
4. Use the following sentence beginnings to write statements which are true for you.
5. Use the sentences you've written in 4 to play Bingo.

p.7 Questions tag and short – 1. Read the extracts. Replace each underlined word and expression with one tag.
2. Use the tags in the box to complete the questions.
3. Work with a partner and make up short dialogue.

p.12 – 1. Change the journalist's indirect questions to direct questions using the beginning below.
2. Compare the direct question to the indirect used by the journalist and discuss.
3. Correct the mistakes in the following sentences.
4. Work with a partner. Role play….
5. Take turns and ask and answer three more questions…

Unit 2:
p.16 Verb +
to/infinitive - 1. Do the verbs in the sentences correspond to verb pattern A or verb pattern B
2. Decide if verbs… fit most naturally into verb pattern A or verb pattern B
3. Copy the diagram below into your notebook and put the verbs in the box in the
appropriate places.
4. Read these two sentences. How do they differ from…
5. Rewrite the sentences according to …

p.17 verb +*ing* form
1. Complete the sentences using…
2. Are there any sentences true for you and your partner? Discuss.
Verb + preposition structure
1. Put into correct order…
2. Describe time when things turned out better than you expected for you.
3. Complete the sentences to make true statements.

p.21 1. Write 3 sentences about yourself <u>using ideas from the table</u>
(the task is debatable since alongside with learner's ideas, the learner has to use the definite ideas from the table. That is why it seems correct to appertain this task to a controlled one)
2. Game. Fold your piece of paper and give it to your teacher. Then take a piece of paper with sentences written by another student to ask questions to find out which student it belongs to.

3. Complete the sentences with….

Unit 3:

p.27 articles – 1. Complete the following texts with ….
2. Find an example of each texts in …
3. Write 3 interesting statements, each of which combines a word from box A with word from box B. Discuss.

p.30 unreal conditional
1. Match the if-clause with the correct main clauses.
2. Discuss these questions (grammar oriented)
3. What is the difference between these 2 sentences?
4. Discuss the following situations...
5. Complete the sentences to make them true for you…

Unit 4:

p.36 - Conversation grammar
p.40 – 1. Find 11 phrasal verbs and underline them.
2. Complete the sentences….
3. Discuss questions about phrasal verbs…
4. Match the phrasal verbs…
5. Replace the underlined words…

Unit 5:

p.44 verbs+to-infinitive and *-ing* form
1. Complete the text….
2. Listen and check your answers (in ex.1)
3. Decide which structure you use to …
4. Underline the verb structures…
5. Find examples of…
6. Complete the statements using…
7. Are these statements true for you? Rewrite the sentences which are true for you… *(the first part of the task may be considered a free one. However, the second part indicates that this type of activity is a controlled one since the main instruction here is to rewrite the sentences on a given model)*

p.47 present and past habits
1. Discuss the questions
2. Change the verbs in the bold…
3. Make sentences about past situations.

Unit 6:

p.52 verbs dynamic and static meanings
1. Look at the following extracts from the interview in the previous section. Which verbs describe an action/ Which verbs describe a state?
2. Listen and read the following conversations. Match the conversations with the pictures.
3. Work with a partner. Focus on the verbs in bold in the six conversations in two and complete the following tasks…
4. Correct the verb structure by replacing the continuous form with the simple form.

p.57 present perfect simple and continuous
1. Answer the questions below
2. Match the beginnings with the endings.
3. Choose the most appropriate form of…

4. Complete these jokes by putting the verbs in brackets into the present perfect simple and present perfect continuous.

Unit 7:

p.62 Review- 1. Put the verbs in the newspaper article into the most appropriate present or past tense.
2. Write indirect questions…
3. Match the questions with the answers…
4. Work with a partner. Think of three personal questions you would like to ask your partner. Make the questions indirect…

p.63 – 1. Play the game on adjectives + prepositions
2. Complete the newspaper article using *a/an* and *the* where necessary.

p.64 – 1. If you could take one of each of the following personal items with you to remind you of home, what would you take?
(even if the task presumes the use of unreal conditional, still it targets at eliciting the learner's personal ideas)
2. Go around the class and find out what other people would take. Which are the most popular items?

An astonishing point is that all this revision unit is focused on the revision of grammar which previously appeared in chapters 1-6. The number of the tasks in total reaches 23 which presumes both controlled and free practicing techniques.

Unit 8:

p.70 Reporting verbs
1. Put the lines of the summary in the correct order
2. Divide the reported verbs according to the heading
3. Add the verbs to list A or list B in 2 as appropriate.
4. Read the text and choose the correct reporting verbs.
5. Change the grammar so that you can use the reporting verbs.

Unit 9:

p.80 passive report structures
1. Rearrange the words below to make the beginnings of 8 sentences
2. Match the beginnings of the sentences with endings…
3. Read the following sentences and answer the questions about the woman
4. Complete the rule…
5. Complete…

p.86 unreal conditional clause
1. Complete the questions…
2. Underline the expressions…
3. Discussion using conditionals…

Unit 10:

p.92 modals of deduction
1. Listen to the conversation. Which of the pictures on the left are the people talking about?
2. Listen and complete the phrases below…
3. In which of the sentences above is the speaker ….
4. Role play
5. Look at the paintings. Tell a partner which one you like the best.

p.95 narrative tense structures:
1. Name the tenses used…
2. Which tense structures are used…
3. Complete the text…

Unit 11:

p.102 relative clauses

1. Underline the relative clauses in these lines…
2. Choose the description which best defines…
3. What punctuation is used to show…
4. Decide which is the most suitable follow-up sentence…
5. Answer the questions (grammar based)
6. Rearrange the words to make defining relative clauses.
7. In which defining relative clauses you can omit the relative pronoun?
8. Put the items in 6 in order of importance for you in your life.

p.105 – cleft sentences- conversation grammar.

Unit 12:

p.113 future forms

1. Think about the context and choose the most appropriate future form for each case.
2. Listen. Whose ideas do you agree? *(there are several cases of exercises on listening, when in this case we would consider the task a controlled one, since, first of all it is based on a definite grammar pattern which is 'future form' and secondly, the main emphasis is elicitation of listening content)*
3. Complete the table…
4. Underline the main clause…
5. Use the verbs in brackets and complete these sentences…
6. Complete the following sentences…

According to the detailed analysis following free and controlled grammar practicing techniques we found:

Free grammar practice:

- Ask questions 4
- Discussion 8
- Make sentences 4
- Games 2
- Make dialogues 1
- Role play 3

When we dealt with discussions we came across some tasks on discussion of the listening passage as well.

Controlled grammar practice:

- Choose… 4
- Replace 8
- Insert… 3
- Complete 17
- Rewrite (Change) 7
- Grammar discussion 16
- Make sentences 2
- Match… 7
- Underline 5
- Answer the questions on text… 6

An interesting point in this textbook is that each page gives the name of the grammar topic, which makes it more grammar oriented. Apart from that, the number of each task show that controlled grammar practicing techniques prevail the free grammar techniques.

In ***New English File B2*** – grammar is spread all over the textbook, since there is no exact grammar section. However, it still became possible to elicit the following grammar activities:

Unit 1:

p.4 – 1. Complete the following questions…
a. cross the questions
b. read the interview…
c. find examples of …

p.9 – 1. Rewrite the sentences using the…the

p.11 – 1. a. Look at some extracts from the listening. Circle the correct auxiliary verb.
b. Listen and check
c. decide which auxiliary is used

p.14 – 1. Check what you know
2. Read the rules and do exercises…

p.18 *What do you remember?*
a. Complete the sentences with one word
b. Circle the right answer

Unit 2:

p.20 – a. Complete with…
b. Read the article and answer the questions
c. Read the article. Which nationality…
d. After reading the article, do you think any of the strengths and weaknesses of your nationality…

p.21 – 1. Correct the sentences…

p.23 – 1. a. Complete each sentence…
b. Imagine you were given two items of clothing for your birthday which you don't like. You have decided to sell them in eBay. Write a detailed description, making them sound as attractive as possible.

p.25 – 1. Complete the sentences…

p.26 – 1. a. Read a newspaper story about an incident… What happened?
b. Copy the highlighted verbs…
c. Circle the more logical verb form
d. Complete the sentences…

p.28 – 1. a. Read the 4 mini sagas and match them with title…
b. In pairs explain each story. Which do you like most?
c. Look at the highlighted adverbs. Notice their position in sentence.
d. Where should the adverb go?

p.34 *What do you remember?*
1. Circle the right answer.

Unit 3:

p.38 – a. Circle the right form…
b. Look at the highlighted phrases
c. Read the rules and do the exercises…
d. Complete the newspaper crime story using the words in brackets…

p.42 – a. Put the verb in brackets in the right future form.
b. Complete the story…
c. Match the sentences…
d. Read the rules and do the exercises…
e. What do you think? Talk to a partner.

p.45 - 1.Complete the sentences with …
a. Circle the right verb form…
b. Match the sentence halves…
c. Answer the questions with a partner.
d. Read the rules and do the exercises.
e. Complete each sentences.

p.50 – *What do you remember?*
1. a. Complete the second sentence.
b. Complete the sentence with the right form…

Unit 4:

p.54 – a. Look at 1 and 2. Which one refers to a ….
b. Underline the verb forms…
c. Complete….
d. Read the rules and do the exercises…

p.56 – a. Answer the questions using *must be, might be*, or *could be*…
b. Listen and check…
c. listen and discuss…
d. Listen and complete…

p.59 - 1. Rewrite…
p.60 - a. Choose…
b. Read and check
c. Read the rules and do the exercises
d. Look at photos. Describe using….
e. Match …
f. Listen. What do you think is happening?
g. Make pairs of opposites…

p.66 – *What do you remember?*
1. Complete…
2. Complete…

Unit 5:

p.54 – a. Put the verbs in brackets in the infinitive or gerund form…
b. Circle the right form…
c. Read the rules and do the exercises…
d. Tell your partner about…

p. 72 – a. Circle the answer…
b. Read the results of the questionnaire. Are you sleep deprived?
c. Match the beginning with endings…
d. Read the rules and do the exercises…

p.76 - a. Read the headline. What do you think it is about?
b. Complete the sentences…
c. Read and answer the questions…

d. Read the story. Underline the…

p.82 *What do you remember?*
a. Complete the second sentence…
b. Put the bold verb in the gerund or infinitive…

Unit 6:
p.85 – a. Correct the mistakes
b. Read the rules and do the exercises…
c. Complete the speech…

p.89 – a. Circle the correct form…
b. Read the rules and do the exercises…
c. Play. In small group try to talk for a minute about…

p.91 – 1. Complete the sentences…
p.93 – a. Circle the right word or phrase…
b. Read the rules and do the exercises…
c. Do the quiz…

p.98 *What do you remember?*
a. Choose…

Unit 7:
p.100 – a. Listen to 4 conversations. Which of the irritating things in 1b do they refer to?
b. listen and complete…
c. Which speakers would like somebody else to change their behavior?
d. Read the rules and do the exercise.
e. Complete the sentences…

p.102 – a. Underline ….
b. Read the rules and do the exercises…
c. Make sentences with *I wish + past perfect*

p.105 – 1. Complete the sentences…
p.106 – a. Read the adverb below. Would you try…
b. Read the magazine article. Tick…
c. Read the article and complete…
d. Look at the phrases …which express a…?
e. Read the rules and do the exercises…

p.108 – a. Match…
b. Complete…
c. What word could you use instead…
d. How would you define…
e. Complete…
f. Answer the questions on grammar…
g. Read the rules and do the exercises…
h.Define more foreign words that English has borrowed for your partner to guess (game)

p. 114 – 1. Complete
2. Choose…

New English File has a very predictable set of free and controlled grammar practicing techniques. We should emphasize that there is a very limited number of free grammar practice, whereas controlled grammar practice gives a list of activities with the preference on the definite techniques which are repeated from unit to unit.

Free grammar practice:

- Discuss 7
- Write a free text 1
- Answer the questions 1
- Describe, using 1
- Game 2

Controlled grammar practice:

- Complete 26
- Rewrite 2
- Choose 14
- Grammar discussion 12
- Correct 2
- Match 8
- Read the rules and do the exercises 14
- Underline 3
- Answer the questions 1
- Make sentences 1

Apart from these core tasks there are several instructions on read and check and listen and check which shows that this textbook is very depended on structure (grammar patterns).

New Cutting Edge B2 presents grammar in a section called 'language focus'. Each unit or module as it is called here contains at least two language focus sections. Grammar practice appears not only in the language focus section, but there is a special practice section where grammar tasks go under some certain headings summarizing the whole Unit.

Unit 1:

p.10 – 1. Underline the verb forms in the sentences adapted from the text on pages 8 and 9. Match the forms to the names in the box.
2. Look at the picture and answer the questions.
3. Cross out the incorrect sentences.
4. Underline the best verb form…
5. Which diagram represents each sentence most accurately?
6. You meet a friend in the street and notice she has a new hairstyle. What do you say?
7. Tick the most logical way to complete each...
8. Which of the sentences below refer to the past only?
9. All the verbs in bold are past forms but which of them really refer to the past?

p.14 – 1. Choose the correct auxiliary in the conversation below. *(There is also an exercise on discussion which is not based on certain grammar rules, and which we will appertain to free grammar practicing)*

p.15 – 1. a. Complete the sentences with an appropriate auxiliary verb.
b. Work with a partner. Choose at least 2 sentences and develop each one into a short dialogue of 4 to 8 lines.

p.17 Practice:
1. *Continuous form*
Can the underlined verb be changed into the correct form?
2. Past and present verb forms
Look at the sentences below. Are the statements True /False or Not Sure?
3. Auxiliary verbs
a. Write an auxiliary verb in the correct position in each sentence.
b. In which sentence is auxiliary verb used?

Unit 2:
p. 20 – 1. How many nouns can you get without looking back at the article?
2. Choose the correct alternative.
3. a. Complete the noun/gerund form
b. Which things make you feel good/bad? Complete these sentences.
c. Compare your sentences with other students. What are the biggest difference between you?

p.22 - 1. Complete the adjectives in bold with the correct prefix or suffix from the box.
2. a. Which adjectives above describe a person's character? Make a list of positive and negative adjectives adding ideas of your own.
b. Which characteristics on your list do you most admire? Which do you find most annoying? Compare ideas with a partner.

p.27 Practice:
1. Nouns
Complete the nouns with the suffixes.
2. Gerunds
Underline the words which should be in the *–ing*form
3. Suffix
Cross out the word in each group which does not belong with the suffix on the right.
4. Prefix to form opposites
Add prefixes to form the opposite of the adjective.

Unit 3:
p.34 – 1. Look at the sentences below from the story on page 32 and 33 and choose the best verb
form.
2. Complete the gaps with the best verb forms.
3. You are going to tell the story of adventure. Spend a few minutes planning what to say,
and thinking about the best verb forms to use.

p.37 – 1. a. Which is the best ending to the sentences below? Why
b,c,d, - не относится к грамматике

p.39 Practice:
1. Narrative tenses
Which of the verbs in the sentences describe…
2. Narrative phrases
Match A and B to make narrative phrases
3. Past Perfect Simple and Continuous
Which of the highlighted verbs should be…
4. Continuous aspect
Choose the correct alternative…

Unit 4:

p. 45 – 1. Choose the correct alternative…
2. Rewrite the sentences…

p.47 - 1. Write sentences to describe these pictures.
2. Look at the business cards below. What can you have done at each of the places? Write three sentences for each.
3. Write a partner, invent 4 similar dialogues using the cards above

p.50 suggests consolidation of the 4 previously units. Grammar consolidation is given in section B where there is only 1 task on gap filling.

Unit 5:

p.54 – 1. Complete the gaps…
2. Complete ten of the following sentences…
3. Compare your sentences. Choose the most interesting…

p.58 – 1. Choose the best verb form…
2. Look at the pictures. What kind of problem do you think the girl has?
3. Write the dialogue…

p.61 Practice:
1. *Perfect tenses:* Look at the sentences below. Are the statements True/False/Not Sure
2. *Present perfect Simple and Continuous:* Which of the sentences below describe…
3. *Time words:* Choose the correct alternative…

Unit 6:

p.66 – 1. Read the text and circle the correct alternative…
2. Complete the gaps with…
3. Listen and check the answer…
4. Complete the questions with the correct articles

p.68 – 1. Match the sentence…
2. Listen and compare…

p.71 Practice:
1. Articles: Add…
2. Ways of giving emphasis: Choose the correct alternative…
3. Verb forms: Write the correct form…

Unit 7:

p.77 – 1. Combine the sentences with…
2. Combine the sentences using…

p.80 – 1. Make 12 sentences that are true for you (table of words is given)
2. Choose the best quantifier to complete the text…
3. Write a similar advice sheet about one of the topics below, using the quantifiers in exercise 1

p.83 Practice:
1. *Relative pronouns:* Which phrases are incorrect? Correct them
2. *Relative clauses:* Put a word or phrase from the box in the correct place.
3. *Quantifiers:* Choose the phrase which is closest in meaning to the one in bold.

Unit 8:

p.88- 1. Complete the text with the gerund or infinitive form of the verbs.
2. Discuss in pair. Which statements do you associate with a potential celebrity?

p.89 – 1. Choose the correct form in the sentences below.
2. Complete the gaps with the correct form of the verbs.
3. Make a list of 5 things to worry about if…

p.94 – Consolidation:
A 1. Complete the gaps…
C 1. Choose the correct alternative to complete the facts…
D 1. Put the phrases from the boxes in to the correct place…

Unit 9:

p.97 – 1. Cross out the modal verb that does not fit each sentence.
p.101 – 1. Re-write these sentences about the story, replacing the underlined words with a modal.
2. Complete the gaps with an appropriate past modal and the correct form of the verbs in brackets.
p.105 Practice
1. *Modal verbs:* Tick the sentence which is closest in meaning to the first sentence.
2. *Past modal verbs*: Are the sentences the same or different in meaning?

Unit 10:

p.109 – 1. Complete the gaps with the correct future form of the verbs in brackets.
2. Think carefully about which future form you should use. Take it in turns to talk about each of the three topics.

p.112 – 1. a. Read about Jay Fielding. Who is he and why is he going to Brazil?
b. Write answers to these questions using the Future continuous or the future perfect.
c. Write questions for these answers using the future continuous or the future perfect.
2. Complete the questions with either the future continuous…

p.115 Practice:

1. *Future forms:* Match the sentences in A
2. *Making predictions:* Choose the correct alternative.
3. *Future continuous or future perfect:* Write the correct form in brackets.

Unit 11:
p. 119 – 1. Look at picture 1 and complete the sentences.
2. Complete the questions with the correct form of the verbs…
3. Complete the section B with as many ideas as you can…

p.120 – 1. Complete the gaps with the correct form of the verbs…
p.125 Practice:
1. Hypothetical situations in present: Choose the best way to complete the sentences below.
2. Hypothetical situations in the past: Choose the correct alternative.
3. Giving and reporting opinions: Change the words in bold so that they are correct.
4. Verb forms: Complete the sentences with the correct form of the verbs.

Unit 12:

p.129 – 1. Put the remaining quotes into reported speech.
2. Correct the mistakes underlined in the reported speech.
3. Answer the following questions for each picture: What's happening?

p.132 – 1. Is there a state lottery in your country? Have you, or anyone you know, ever won anything on it?
2. Read about the case of Martyn and Kay Toff on page 133 and answer the questions.
3. Complete the gaps with the correct form of the verbs.
4. Rewrite the quotes using the reporting verbs in brackets.
5. Discuss the following questions: Were Camelot right (We should state that such a task is neither totally controlled nor free, since it requires learner's personal opinion. Hence, we will consider it to be a free task since the teacher cannot totally control the student's answer.)

p.136 Consolidation:
B. 1. Complete the gaps in the text with correct form of the verbs.
C. Listening and grammar: Summaries the second conversation using the verbs in the box.

Thus, in New Cutting Edge B2 we have come across a following number of activities:
Free grammar practice:

- Discuss 11
- Make a dialogue 3
- Make a story 2
- Write sentences 3

Controlled grammar practice;

- Underline 3
- Answer the questions 10
- Find incorrect sentences 8
- Grammar discussion 8
- Choose… 17
- Complete … 21
- Insert 7
- Match 3
- Rewrite 6
- Combine the sentences 2
- Write answers and question using target language 2

As seen from the list, the textbook suggests the ample variety of controlled grammar techniques with the preference on sentence completion and some types of free grammar practice with the emphasis on free discussions.

New Headway B2 presents grammar in Language focus section. However, as we deal with the grammar practicing techniques, we will directly have a close look at the section inside the grammar focus which is called "practice".

Unit 1:

p.8 – 1. Complete the tense chart. Use the verb work for the active and make for the passive.
2. Listen and identify tenses.
3. Compare the meaning in the pairs of sentences. Which sentences are used? Why?
4. Complete these sentences with your ideas.
5. Work with a partner. Listen to each other's sentences and respond.

Unit 2:

p.18 – 1. Put the verb in the correct tense.
2. Match a line in A with a line in B.
3. Tony and Maureen Wheeler are the founders of Lonely Planet travel guides. Work with a partner. You each have different information. Ask and answer questions.

Unit 3:

p.27 - 1. Compare the use of these sentences. Say which tense is used and why.
2. Rewrite the sentences as one sentence, beginning with the part in bold.
3. Listen to the first story. Correct the mistakes in the sentences.
4. Listen to the second news items. Here are the answers to some questions. Write the questions.

Unit 4:

p.35 – 1. Work in 2 groups. You're going to write some questions for a general knowledge quiz.
2. Make comments about the answers in the quiz. Some of your sentences might be indirect questions.
3. Write short questions with a preposition to answer these statements.
4. Make the short questions into longer ones.
5. Listen and compare the use of negative questions in 1 and 2.
6. Give answers to the negative questions in exercise 5.
7. Ask and answer about these things using negative questions.
8. Make negative sentences.
9. Listen to the first part… Make some negative sentences about …
10. Complete the sentences about Norman below with a question using How come?
11. Write a description of yourself using only negative sentences.

Unit 5:

p. 46 – 1. Choose the correct form in the pairs of sentences.
2. Put the verb in brackets in the correct tense. Use present simple, present perfect, will or the future continuous.
3. Complete the sentences with the correct form of the verb. Use will, the future continuous, or the future perfect.
4. Complete the questions with the most natural future form.
5. Listen to the conversation and complete them.
6. Ask and answer similar yes/no question about your future possibilities in your life.

Unit 6:

p. 55 – 1. With a partner ask and answer questions.
2. Complete the sentences with…
3. Write the words in the correct column…
4. Rephrase the sentences…
5. Choose the correct alternative…

Unit 7:

p.63 – 1. Read the conversation. What is it about?
2. Replace the words in italics with suitable modal verbs, then listen and compare…
3. Do the same with this conversation…
4. Practise the conversations with a partner…
5. Which of the verbs or phrases can fill the gap correctly? Cross out those which cannot…
6. Rewrite the sentences…

Unit 8:

p.70 Test your grammar:
1. Complete the sentences…
2. In which sentences can relative pronoun be replaced by that...
3. Underline the present and past participle. Rewrite them…

p.72 – 1. Read these sentences and decide which need more information to make sense
2. Put these sentences in the correct sentences in exercise 2, rewrite them as relative clauses.
3. Which adjectives do you think go with…
4. Complete each pair of sentences with the correct form of the same verb, once as a present participle and once as a past participle.

Unit 9:

p.79 – 1. Choose an adjective from the box to describe the people in the sentences.
2. Add similar sentences to support these statements.
3. In pairs, decide which line in B best continues the line in A.
4. Answer the questions with a form of *use to do*, *be, get used*…

Unit 10:

p.88 – 1. Underline the correct answer.
2. Complete the sentences with a modal verb in the past…
3. You will hear one half of a telephone conversation. Who are the people?
4. Write what you think is the other half of the conversation.
5. Do the same with the second conversation.
6. Write some notes about an occasion in your life when everything went wrong.

Unit 11:

p. 95 – 1. Express a wish or regret about these facts. Use the words in brackets.
2. Read Sozo's sad story. Explain the title. Complete his final regret.
3. Use the words to form sentences about Sozo.
4. Work with partner and complete these sentences about them.
5. Form the question and answer it.
6. Make a wish list about some of these things and discuss it with other students.

Unit 12:

p.103 – 1. Complete the sentences with determiners which make them true for you.
2. What is the difference in meaning between these pairs of sentences?
3. Match a line in A with a line in B.
4. Listen and respond to the lines with a sentence from exercise 3.
5. Complete the sentences with the correct demonstrative.
6. Complete the replies.

New Headway B2 also introduces both free and controlled grammar practicing. However, the variety of free grammar practice is not very huge and make just 4 types of techniques which are not frequently used from unit to unit.

Free grammar practice:

- Complete 1
- Ask questions 5
- Discuss 4
- Write sentences 4

Controlled grammar practice:

- Complete 13
- Grammar discussion 8
- Answer the questions 8
- Put into correct form 4
- Match 2
- Correct the mistakes 1
- Make sentences (questions and answers) 5
- Choose 4

We should clarify such overlap like appears with the task Complete which appears in both types of grammar tasks. Hence, in the first case the task presumes completion of students' own ideas, whereas in the second case, the learner has to complete grammatical patterns.

New Total English B2 in each unit and subunit 1.2, 1.3, grammar is presented according to the topics like given in table of context

Unit 1:

p.9 – Topic overview – the present and future.

1. Look at the underlined verbs in the sentences from the website. Match them with the uses (a-j) in the active grammar box.
2. Find mistakes in the underlined verb tense and correct them
3. Work in pairs. Take turn to ask and answer questions about the topic below:
   - Accommodation
   - Family
   - New people
   - Plans for the weekend
   - Meeting friend
   - Hobbies

p.11 - 1. Look at the underlined verbs in the extract from the radio program. Which are past simple, past continuous, and past perfect simple?

2. Choose the correct words in italics.

3. Complete the story with the past simple, past continuous, or past perfect simple form of the verbs on brackets.

4. Complete the sentences… (free ideas)

p.15 – 1. Rewrite the sentences using the words from active grammar box. Start with the words given. Sometimes there is more than one possible answer.

Review and Practice:
1. Complete the sentences with the Present simple or present continuous form of the verb in brackets.
2. Choose the correct words in italics
3. Find the mistakes in five sentences and correct them
4. Choose the correct words in italics…
5. Complete the sentences with verbs from the box
6. Find the wrong word in each sentences and correct it…

Unit 2:

p.23 – 1. Choose the correct words in italics

2. Find the extra word in six of the questions (1-8) and delete them

p.27 – 1. Find the mistake in each question:
a. and correct it
b. Make the questions in 11 **a** indirect

p.30 – 1. Complete the second sentence so that…

Review and Practice, p.34:
1. Choose the correct words in italics
2. Write sentences with the past simple, present simple, or continuous…
3. Complete the direct questions for the underlined answers
4. Write indirect questions for the underlined answers with the words in brackets…
5. Choose the correct words in italics…
6. Find the wrong word in each sentence and correct it…

Unit 3:

p.37 – 1. Choose the correct words in italics
2. Complete the sentences…

p.40 – 1. Complete the sentences with *the, a/an* or *zero article*

p.42 – 1. a.Look at the underlined adjectives below and choose the correct options for rules a & b
b. Look at the underlined adverbs and adverbial phrases in the sentences and match them with the examples from grammar box.
2. For each sentence, decide, if the underlined words are adjectives or adverbs.
3. Write the missing adverb or adverbial phrase in brackets in the correct place in the sentences.
4. Choose the correct option for each pairs.

Review and Practice:
1. Six of the sentences (1-8) have a missing word. Find the sentences and write the word in the correct place.
2. Complete the sentences with the past perfect simple or continuous form of the verb in brackets
3. Put **a/an** or **the** in sentences if necessary.
4. Complete the pairs of sentences with the correct adjectives and adverbs.
5. Choose the correct word in italics.
6. Find the mistakes in each sentence and correct it.

Unit 4:

p.52 – 1. a. Listen to four dialogues and answer the questions.
b. Have you been in similar situations? What did you do?
2. Choose the correct words in italics.

p.54 – 1. Complete the sentences with the future perfect or future continuous form of the verbs in
brackets.
2. Work in pairs ask and answer the questions.

p.57 – 1. Work in pairs. Look at the underlined parts of each sentences and say what the difference in meaning is.
2. Choose the correct words in italics.
3. Complete the second sentence in each pair, so it has the same meaning with the first.

4. Complete the sentences and make them true for you.

Review and Practice, p.62
1. Choose the correct words in italics
2. Rewrite the sentences using the prompts
3. Find the mistakes in five of the sentences and correct them
4. Choose the correct words in italics
5. Complete the sentences using the words from the box.
6. Choose the correct word in italics.

Unit 5:
p.65 – 1. Find the mistakes and correct them.
2. Choose the correct words in italics.

p.69 – 1. Complete the sentences in a logical way.
2. Choose the correct words in italics.

p.71 – 1. Rewrite the sentences, adding do, does or did for emphasis. Change the form of the verbs where necessary
2. Complete the sentences with *so, such* or *such a…*
3. Rewrite these sentences giving special emphasis to the underlined parts of the sentences
by beginning each one with *it is* … or *it was*…

Reference and Practice, p.76
1. Match the sentences beginning with the endings.
2. Complete the sentences with the appropriate form of the verbs.
3. Rewrite each sentence with the words in brackets so that the meaning stays the same…
4. Find the mistakes in six of the sentences and correct them
5. Choose the correct words in italics
6. Complete phrasal verbs with the correct form of the verbs form the box.

Unit 6:
p.79 – 1. Choose the correct words in italics
2. There is one word missing form each sentence. Write it in the correct place.
3. Work in pairs and discuss these questions

p.82 – 1. Find the mistakes in six of the sentences and correct them
2. Complete five of the sentences below to make them true for you.

p. 86 – 1. Make logical complete sentences
2. Complete the statements below to make them true for you.

Review and Practice, p.90
1. Complete the text below with *used to* or *get used to* and the correct form of a verb from the box
2. Choose the correct words in italics
3. Rewrite the sentences starting with **it** so that the meaning stays the same.
4. Complete the sentences below with a word from the box. Three of the words cannot be used.
5. Choose the correct words in italics.

Unit 7:
p.93 – 1. Choose the correct quantifiers in italics.
2. a. find the mistakes in six of the sentences and correct them
b. Work in pairs. Ask and answer the questions.

p. 98 – 1.Read the rule of form and complete the passive sentences
2. Rewrite the sentences

p.99 – 1. Find the mistakes.
2. Discuss the questions.

Review and Practice:
1. Choose the correct words in italics
2. Look at a diary. Write about what Tily has done.
3. Complete the sentences with the correct tense of a verb from the box in the passive form
4. Choose the correct words in italics
5. Complete the sentences with the most appropriate prefix.

Unit 8:

p.107 – 1. Listen to the work appraisal interview and decide which sentence best summarizes the main points
2. Complete the dialogue with *it's time*, *'d rather*, or *'d better* and the correct form of the verb in brackets.
3. Write three sentences about yourself starting with *it's time*…

p.110 – 1. Listen and complete each example with 2 words
2. Read the rules and decide of the sentences are correct or not.
3. Rewrite the sentences and questions below as reported speech starting with the words given

p.113 – 1. Rewrite the sentences as reported speech

Review and Practice, p.118

1. Find the mistakes in six of the sentences and correct them
2. Complete the sentences using past tenses
3. Choose the correct words in italics
4. Complete the sentences using eight of the adjectives from the box.
5. Find the mistakes in each phrasal verb and correct it.

Unit 9:

p.121 – 1. Complete the sentences by writing the correct form of a verb from the box below.
2. Think about 3 things that happened to you last week and what you did after each one.

p. 124 – 1. Choose the correct word in italics
2. Complete the sentences using…
3. Work in pairs. Think again about the crime story on page 123 and discuss the questions.

p. 127 – 1. Rewrite the pairs of sentences to make one sentence.
2. Complete five of these sentences to make them for you.

Review and Practice, p.132
1. Rewrite the pairs of sentences…
2. Complete the second sentence so that it means the same as the first one.
3. Add commas to the sentences as necessary
4. Find the mistakes and correct them
5. Choose the correct words in italics.

Unit 10:

p.138 – 1. Match the first parts of the sentences with the second parts.
2. Complete the sentences below with the correct form of the verb in brackets.
3. a. Choose the correct words in italics.
b. Rewrite the sentences from exercise to make them true for you.

p.142 – 1. Find the mistakes in six of the sentences and correct them.
2. Complete the sentences to make them true for you.

Review and Practice:
1. Complete each sentence using the correct form of a verb form the box.
2. Choose the correct word in italics
3. Rewrite the sentences starting with the words given.
4. Complete the sentences with the correct form of a word from the box.
5. Choose the best word in italics
6. Find the misspelt words in six of sentences and correct them.

A peculiar characteristic of this textbook is that, firs of all, apart from the main grammar sections in the units, grammar practicing also appears in the section called review and practice. Moreover, unlike the already analyzed textbooks, here the author uses less exercises on grammar discussion but much more tasks on sentence completion and choosing the correct…

Free grammar practice:

- Ask and answer the questions 3
- Complete 6
- Discuss 4
- Write a story or sentences 2

Controlled Grammar practice:

- Match 4
- Find and correct the mistakes 18
- Grammar discussion 5
- Choose… 29
- Complete… 34
- Rewrite…18
- Insert… 3
- Answer the question 2

Solutions B2 – the skills are strictly divided. Each grammar section contains speaking

Unit 1:

p.6 – 1. Read the sentences and answer the questions
2. Choose the correct tense
3. Read the *learn this*! Correct the mistakes in sentences
4. Complete the text with the correct examples of the past perfect simple and perfect continuous.

p.10 – 1. Read the text and underline examples of the past perfect simple and perfect continuous.
2. Choose the correct alternatives to complete the rules
3. Complete the sentences. Use the past perfect continuous and phrase from the box.
4. Complete the sentences…
5. Complete the sentences…

Unit 2:

p.16 – 1. Do you agree or disagree with the following English saying?
2. Choose the correct articles to complete the text.
3. Study the answers to exercise 2, then complete the rules
4. Complete the sentences…
5. Read the information and choose the correct determiner to complete the sentences.
6. Number the expressions of quantity.
7. Work in pairs. Find out this information about your partner. Use expressions form exercise 5 (is based on learnt grammar)

p.20 – 1. Read the text. What is unusual about the restaurant that is described?
2. Do you think restaurants like the ones in the text are good idea? Why? Why not?
3. Look at the verbs and add them to the table below
4. Complete the sentences with the infinitive…
5. Complete one sentence in each pair…
6. Complete the text with a suitable form of *have*, *make, let* or *allow*.
7. Work in pairs. Talk about how your life was different 10 years ago.

p.24 Grammar review:
1. Find and correct ten mistakes
2. Circle the words…
3. Choose the correct verb form…

Unit 3:

p.28 – 1. Choose the best tense…
2. Listen to people talking about the future. Complete the sentences with the correct future forms
3. Complete the sentences. Use present simple or present perfect
4. Complete the second sentences…
5. Work in pairs. Giving as much detail as possible, talk about something that…

p.32 – 1. Listen to the conversation between Dan and Trisha. Choose the verb forms…
2. Complete…
3. Write sentences about this time next year. Use prompts.
4. Complete the conversations using the verbs in the box.
5. Rephrase the questions using the future continuous.
6. Ask and answer the questions in pairs from exercise 5.

Unit 4:

p.38 – 1. Read the text. Do you think the writer is basically a believer or a sceptic when it comes to UFO's? Give reasons for your answer.
2. Underline examples of these passive constructions
3. Choose the correct words to complete the information…
4. Complete the sentences with the correct…
5. Underline the correct sentences or clauses in the text which would be better in the passive.
6. Do you think projects like International Space Station are worth the money that is spent on them? Why?

p.42 – 1. Look at the picture of a famous astronomer and answer the questions.
2. Read the text and **check** (here the word check indicates that the task is a controlled one) your answers to exercise 1.
3. Read the *learn this!* How are the examples different from similar sentences in the text?

4. Complete the second sentence…
5. Compare these 2 passive sentences
6. Read the *learn this!* Find the examples
7. Rewrite the sentences
8. Complete the sentences in your own words. Answer the questions.

p.46 Review:
1. Choose the correct ending…
2. Rewrite the sentences…
3. Complete the sentences…
4. Rewrite the sentences…

Unit 5:

p.50- 1. Complete the sentence…
2. Read … and find the examples…
3. Study the sentences and answer the questions.
4. Rewrite the direct speech as reported speech…
5. Read the report and match each question
6. Answer the questions about reported speech …

p.54 – 1. Complete the sentences…
2. Report the sentences using the verbs in brackets…
3. Read the text and complete the box…
4. Which one of the three verbs doesn't fit… (Choose)
5. Listen and report the direct speech…
6. Using reported speech, tell each other about something…

Unit 6:

p.60 – 1. Choose the correct answers to complete the dialogue
2. Read the *learn this!* Which type of question uses the affirmative verb form?
3. Underline….
4. Choose the correct words in the rules…
5. Rewrite the direct questions…
6. Ask and answer the indirect questions from exercise 5…
7. Write three more indirect questions like the ones in exercise 5…

p. 64 – 1. Complete the sentences below with the correct question tags from the box…
2. Listen and check your answer to exercise 1. Then mark the intonation on each question tag:
3. Read and complete the *learn this!*
4. Complete the sentences with question tags.
5. Read and complete the *learn this!*
6. Write down two facts about yourself. They can be present or past. Then add one invented fact.
7. Work in pairs. Take turns to be A and B
A: Tell your partner each of the facts on your list from exercise 6. Answer his or her questions about them.
B: Respond to each fact with a tag question, then ask a follow up question.

p.68 Language Review:
1. Rewrite the direct speech as reported speech
2. Rewrite the direct questions…
3. Add question tags…

Unit 7:

p. 72 – 1. Listen to a fire officer giving advice about what people should do in the event of a flood. Complete the sentences with the verbs on the box.
2. Complete the sentences using…
3. Rewrite the sentences using the words in brackets…
4. Choose the correct modal verbs…
5. Complete the note with must…
6. Complete the sentences in your own words (the answer may be different free)
Ex: this term I really must…

p.76 – 1. Match the modal verbs…
2. Which sentences in exercise 1 refer to present, which to future and which to the past
3. Match the sentences and the responses…
4. Respond to the sentences in 2 ways. Use *must, might*, or *can't*…
5. Complete the conversations with…
6. Listen and speculate about what is happening or has happened…
7. Work in pairs. Look at the photos. Speculate about them using must (have), might (have), can't (have) and give reasons.

Unit 8:

p.82 – 1. Choose the best answers to complete the cartoon.
2. Read the examples. Then use the underlined structures to complete the *learn this!*
3. Read and Look out. Choose the best structure to complete sentences below.
4. Read the newspaper report. What do you think a 'cooling off period' is?
5. Imagine you are Mr. or Ms. Bell. Make a list of things that you want to say to your daughter. Use the structures in the box.
6. Work in pairs. Prepare a dialogue between Rachel Bell and one of her parents. Then act your dialogue to the class.

p.86 – 1. Read the examples of second and third conditional sentences and answer the questions below.
2. Read the examples. Say whether each half of the sentences refer to the past or present.
3. Read the *learn this!* Then match the 2 halves.
4. Complete the mixed conditional sentences.
5. Read the sentences and write mixed conditionals to express the same information.
6. Work in pairs. Discuss the questions.

Review p.90
1. Complete the sentences with the correct modal verbs.
2. Rewrite the sentences.
3. Choose the answers that mean the same as the sentences.
4. Complete the mixed conditionals with the correct form of the verbs in brackets.

Unit 9:

p.94 – 1. Read the text. What is the significance of these numbers?
2. Find examples of these structures in the text…
3. Complete the sentences with…
4. Complete the sentences with *will* or *would*
5. Rewrite…
6. Work in pairs. Talk about…

p.98 – 1. Read the paragraph and underlie 5 examples of the future in the past.
2. Match the 2 parts of the sentences…

3. Complete the sentences with the phrases in the box
4. Read the *learn this!* box. Complete the sentences with…
5. Complete the sentences with an excuse.

Unit 10:

p.104 - 1. Read the sentences. Underline the expressions which refer to ability.
2. Match the sentences in exercise…
3. Complete the sentences with the best expression from exercise 2.
4. Match the sentences that go together. Then complete the sentences…
5. Look at the newspaper article. How many members of the family did the cat wake up and how?
6. Underline six examples…
7. Work in pairs. Talk about…

p.108 – 1. Read the text. What exactly do the numbers 5.000 and 50.000 refer to?
2. Find single sentences in the text…
3. Find a very formal sentence in the exercise 1 and rephrase it in a less formal way.
4. Rewrite the pairs of sentences as a single sentence.
5. Underline examples of clauses…
6. Rewrite the sentences to include <u>what</u> or <u>all</u>
7. Complete the emphatic sentences with your own ideas

Rewrite p.112
1. Choose the verbs…
2. Complete the 'future in the past'
3. Rewrite the sentences…
4. Rewrite the sentences…

It should be pointed out that even if Solutions B2 is one of the most recent textbooks, grammar practicing plays a crucial role in it. It is evident from the fact that there is an ample amount of both controlled and free grammar practicing task. A positive point is that it is one of a small number of textbooks where we come across the free tasks in every unit.

<u>Free grammar practice:</u>

- Discuss 14
- Write sentences 4
- Ask and answer the questions 5
- Complete 4
- Make a dialogue 1

<u>Controlled grammar practice:</u>

- Answer the questions 9
- Choose… 20
- Correct the mistakes 2
- Complete … 36
- Discuss grammar 12
- Complete the rules 1
- Rewrite 17
- Underline (grammar issues) 6
- Match 7

Speak Out B2 is well designed in terms of Unit structure, where grammar practicing tasks are presented in a separate section followed after grammar section which is called Practice.

Unit 1:

p.8 – 1. Look at the conversation from a speed formatting event and complete the questions.
2. a. Check what you know. Look at the questions in exercise 5A and find… *(grammar rules discussions)*
b. Underline the correct alternative to complete the rules.
c. Put the underlined words in the correct order to make indirect questions.
3. Make sentences with the prompts.

p.12 – 1. Match examples 1-5 with rules
2. a. Underline the time phrases in the sentences.
b. Which verb form is used with each time phrase above? Why?
c. Look at the time phrases. Which are usually used with the present perfect? Which with the past simple?
3. Complete the sentences with the correct form of the verbs in the box.

Lookback, p.18

1. a. Choose a topic from the box and complete the questions.
b. Make your questions indirect using the phrase below.
c. Work in pairs and take turns to answer your question.

2. a. Rewrite the sentences using the words in brackets so that the meaning is the same.
b. Work in pairs and discuss. What combination of a personal qualities above would make a good colleague, a good friend and a good accountant?

3. a. Complete the conversations with adjectives from the box.
b. Work in pairs and add *very, really, absolutely, fairly*, or *completely* before adjectives 1-4. Then practice the conversation.

4. a. Complete the sentences with the present perfect or past simple form of the verbs in brackets.
b. Work in pairs. Are any of the sentences true for you?

5. a. Rewrite the sentences to make them more polite.
b. Work in pairs and take turns. Role play a phone conversation.

Unit 2:

p. 21 – 1. Complete the text with the present perfect simple or continuous form of the verbs.
2. a. Complete the questions with the…
b. Work in pair and take turn. Ask and answer questions.

p.24 – 1. a. Complete the sentences
b. Work in pairs and discuss. Which ideas do you find disturbing and which don't bother you.

Lookback, p.30

1. a. Make questions with the prompts.
b. Ask and answer questions…
2. Match sentences…
3. a. Change the sentences into the passive.

b. Tick the sentences which are true for you. Then make the other sentences true by adding or changing no more than 3 words.

4. a. Put the words in the correct order to make passive questions.
b. Ask and answer the questions.

Unit 3:

p. 33 – 1. a. Correct the mistakes in each sentence.
b. Work in groups and discuss. Which of the bad habits and behavior above do/did you share? Did you have any other bad habits?

p.36 – 1. a. Underline the best alternative in the sentences.
b. Change five of the sentences so that they are true for you.

Lookback, p.42

1. a. Complete the study habits website forum with words from the box.
b. Which tips do you think are useful…
2. a. Work in groups. Look at the headlines from a future newspaper. Which one do you think..?
b. Which three predictions can you confidently make about the world in 20 years' time?
3. a. Write the conversations in full using different future forms.
b. Work in pairs. Use the prompts to practice saying the conversations.

Unit 4:

p.45 – 1. Work in pairs. Complete the story below with the correct form if the verbs in brackets.
2. What is the moral of the story?

p.48 – 1. a. For each pair of sentences, complete the second sentence so that it means the same as the first.
b. Tick the sentences which are true for you. Change the others so that they are true for you.

Lookback, p.54

1. a. Complete the first part of the story with the verbs in brackets in a correct narrative tense.
b. Work in pairs and write an ending to the story.
2. a. Look at the list and complete the sentences
b. Write your own wish list. Write three sentences about the past and three about the present.

Unit 5:

p.57 – 1. Complete the text with the correct articles.

p.60 – 1. a. Underline the correct alternative in the text.
b. Work in pairs and discuss. Have you ever sent or receive a viral advert or video? What's your favorite/least favorite TV and internet advert at the moment?

Lookback, p.66

1. Complete the quiz…
2. a. Underline the correct alternatives in the article.
b. Work in pairs and discuss: 1. Which of the ideas in the article are true?
2. What makes you decide to buy one brand over another?
3. What makes you buy something that you hadn't planned to buy?

Unit 6:

p.70 – 1. a. Complete the sentences with a modal verb or phrase.
b. Change the sentences to give your opinion.

p.71 – 1. a. Complete the questions with the correct form of the future perfect, future continuous or future simple.
b. Work in pairs and discuss the questions. Use the phrases in the box.

Lookback, p.78
1. a. Underline the correct alternatives in the website forum.
b. Work in pairs and discuss. What's the worst job you've ever had or you can imagine.
2. a. Complete the sentences with the correct form of the words in brackets.
b. Which of the sentences are true for.
c. Write five predictions about yourself.

Unit 7:

p.81 – 1. a. Find and correct one mistake in each sentence.
b. make the sentences true for you.

p.83 – 1. a. Complete the conversation between the man in photo and a park official.
b. Write the conversation in reported speech.

Lookback, p.90
1. a. Rewrite the sentence in reported speech.
b. Which questions would make you feel most uncomfortable?
2. a. Complete the questions with the correct form of a verb.
b. Work in pairs and discuss the questions above.

Unit 8:

p. 93 – 1. a. Complete the e-mail with the correct form of the verbs in brackets.
b. What would you have done in Nick's situation?

p.96 – 1. a. Complete the questions and answers to the Time Doctor, using the correct form of the verbs in brackets.
b. Work in pairs and discuss. Did anything in the Time Doctor's answers surprise you?

Lookback, p.102
1. a. Underline the correct alternative in each sentence ending.
b. For each sentence circle the ending.
2. a. Complete the sentences with the correct form of the words in brackets.
b. Tick any sentences you agree with. Make the others true for you.

Unit 9:

p.106 – 1. a. Complete the questions with the correct form of the verbs in the box.
b. Ask follow-up questions to find out more information.

p.108 – 1. Complete the accounts of the schemes. Use modals of deduction and the verb in brackets.

Lookback, p.114
1. a. Rewrite the options using a modal of deduction.
b. Look at the extra information below and make a final guess to explain each situation.

Unit 10:

p. 117 – 1. a. Join the sentences using a relative clause.
b. Work in pairs and answer the questions about the review above.
2. Look at the extract from the review. Underline the non-defining relative clauses.

p.120 – 1. Rewrite the sentences using a participle clause.

Lookback, p.126
1. a. Make a list of as many adjectives for describing films as you can remember.
b. Complete comments with suitable adjectives.
c. Write 4 reviews similar to the ones above. Use suitable adjectives.
2. a. Underline the correct alternative.
b. Change the words so that they describe the things/people you'd like to find.
3. Complete the quiz with …

In Speak Out B2 grammar appears 2 times in each units. Apart from this, every unit contains a section which is called 'lookback' and which focuses on grammar tasks. Thus, there is not a big diversity of grammar practice techniques in this textbook.

Free grammar practice:
- Ask and answer the questions 7
- Discuss 21
- Role play 1
- Write the sentences 4

Controlled grammar practice:
- Complete … 28
- Grammar discussions 4
- Underline… 10
- Rewrite… 11
- Make sentences… 3
- Match 2
- Correct the mistakes 2

Straightforward B2 gives grammar tasks directly after the grammar rules which are presented in the way of exercise discussion. Thus, those exercises which are targeted on grammar presentation will be omitted since we have already discussed them in the previous subpart.

Unit 1:

p. 7 – 1. Match the underlined verbs in the text to the labels in the box.
2. Complete the question tags with an auxiliary verb from box.
3. Work in pairs. Discuss the questions in exercise 2.

p.8 – 1. Make the verbs in bold negative.
2. Complete the questions with the correct form of the auxiliary verbs in the box.
3. Check your answers in audio script on 150. Why do 2 questions not need an auxiliary?
4. You are going to interview your partner about one of his/her hobbies. Write questions from the prompts.

p.12 – 1. Look at the audio script on pages 150-151 and find three more examples of this kind of

sentence.
2. Rewrite the sentences beginning with *what*
3. Rearrange the words to make what clauses.
4. How many different ways can you complete the sentences in exercise 3. Compare your ideas with a partner.

Unit 2:

p.16 – 1. Tick the sentences which describe a habit.
2. Rewrite the sentences using the word in brackets.
3. Write the names of three people who annoy you in some way. They can be people you know personally or famous people. Tell your partner about the habits of these people.

p.21 – 1. Read the story below. Look at the verbs in italics and answer these questions.
2. Find and correct 6 mistakes in the verbs in the text.
3. Work in pairs. Think of 7 things that you did as a small child that would seem strange if you did them now.

p.22 – 1. Read the extracts from the interview and answer the questions.
2. Correct the mistakes in the expressions in italics.
3. Work in pairs. Look at the newspaper headline and discuss these questions.

Unit 3:

p.29 – 1. Complete the sentences with a relative pronoun.
2. Which sentences in exercise 1 contain defining relative clauses? In which sentences can you omit the relative pronoun?
3. Use your own ideas to compare the sentences with a defining or non-defining relative clause.
4. Work in pairs. Read aloud, in different order, the relative clauses that you wrote for exercise 3.

p.30 – 1. Choose the correct participles to complete the text.
2. Rewrite the phrases in italics using participle clauses.
3. Look at the list in exercise 2. Which magazines/celebrities/TV stars/pop idols have the most powerful influence on our lives and ideas of beauty these days?

Unit 4:

p.39 – 1. Choose the correct form of the verb to complete the sentences.
2. Complete the text with the verbs in the correct form, present perfect or past simple.
3. Look at the time expressions in the box. Which are usually used with the present perfect and which are used with the present perfect and which are used with the past simple?
4. Look at the actions in the box. Choose 5 and write sentences about the using some of the time expressions in exercises 3.

p.42 – 1. In the text below, change four of the verbs in bold which should be in the present perfect simple.
2. Think of two possible responses to the comment below.
3. Write six sentences about yourself using present perfect continuous. If necessary, use the verbs in the box to help you.

Unit 5:

p.47 – 1. Read the article and choose the best headline.
2. Choose the correct verb forms to complete the text in exercise 1.
3. Put the verbs in brackets into the past simple, past continuous, or past perfect. Sometimes more than one tense is possible.

p.51 – 1. Find six examples of the past perfect continuous in the extracts from the novel…
2. Change five of the verbs in italics to the past perfect continuous.
3. Work in pairs. Think of three photos of yourself. Describe…

Unit 6:

p.57 – 1. Underline the conditional clauses in the sentences and answer the questions below.
2. Put the verbs in brackets in the correct tense.
3. Work in pairs. Discuss the questions…

p.59 – 1. Choose the correct verb form to complete the sentences.
2. Rewrite the sentences beginning with the words given.
3. Think of a politician who is in the news at the moment for bad reasons, Write four sentences beginning*I wish*, or *If only* form this person.
4. Have you ever said or thought any of the things in exercise 2? If yes, what were the circumstances? What do you regret about your life now in the past?

p.61 – 1. Complete the sentences with *should* or *shouldn't*
2. Match the statements in exercise 1 to the 2 stories about politicians. Which statements do you agree with?
3. Think of five small mistakes you have made in your life. Talk to a partner about them and say what you should or shouldn't have done.

Unit 7:

p.68 – 1. Match the exercise to their uses.
2. Choose the correct verb forms to complete the dialogue.
3. Work in pairs. Your partner must guess what question you are answering.

p. 70 – 1. Choose the correct verb forms to complete the text.
2. Write the verbs in brackets in the correct form, future perfect or future continuous.
3. Complete the sentences to make predictions for you and your classmates.

Unit 8:

p.78 – 1. Look at exercises 1-6 and answer the questions.
2. Read the story and choose the correct verb form to complete the sentences.
3. Work in pairs. Look at the picture. Why do you think these people are sitting in the hospital waiting room?

p.81 – 1. Rewrite the phrases in bold using an appropriate form of the verbs in the box.
2. Match the sentences 1-8 in exercise 1 to uses a-d
3. Listen to a story about an alternative therapist
4. Work in groups of three and write the story.

Unit 9:

p. 86 – 1. Rearrange the words to make phrases.

2. Think of 3 well-known film, music or sport stars. You have 3 minutes to write as many
adjectives as possible that you can use to describe these people.
3. Describe the celebrities to the other students in your group but do not mention their names.

p.90 – 1. Find and correct the four incorrect phrases in italics.
2. Complete the beginnings of the sentences with a modifying adverbs.
3. Complete the sentences in exercise 2 with your own ideas.

Unit 10:

p.98- 1. Correct the mistakes in the sentences.
2. Change the sentences in exercise 1 to direct speech or direct thought.
3. Put the sentences into reported speech.
4. Work in pairs. Imagine the telephone dialogue between the woman in the recording and her friend, Moira.
5. Tell what Moira and her friend said (improvisation)

p.101 – 1. Underline the verb that follows…
2. Report the direct speech using verbs from the grammar box.
3. Look at the reported speech and discuss these questions.

Unit 11:

p.106 – 1. Underline all the geographical names. Add one more for each explanation in the grammar box.
2. Look at the highlighted place names. Add the where necessary.
3. Imagine you have won a 2 –week holiday on a luxury cruise ship. Draw up an itinerary for your cruise.

p.111 – 1. Complete the examples 1-5 in grammar box with the highlighted phrases in the text.
2. Choose the correct words to complete the sentences.
3. Do you agree with the sentences in exercise 2.
4. Make up 6 more sentences that begin: "Happiness is…"

p.113 – 1. Complete the examples in the grammar box.
2. Complete the text with so or such.
3. Rewrite the sentences so that the meaning stays the same.
4. Choose the correct word to complete the phrases.

Unit 12:

p.116 – 1. Underline the passive verbs in the sentences.
2. Find the sentences in exercise 1. Then answer the questions.
3. Rewrite the phrases in italics in the passive.

p.119 – 1. Rewrite the sentences using the words given…
2. Rewrite the sentences using the verbs in the box…
3. Imagine that you worked for a magazine that reports gossip about celebrities in your country. Then answer the questions.

p.120 – 1. Choose the correct form of the verb…
2. Complete the sentences with…
3. How many more ways can you complete the sentences in exercise in example 2?

In Straightforward B2 we can observe both free grammar activities that appear as the last task in each grammar section and controlled grammar practice which is based on three main activities such as rewrite the sentences, choose …, and complete…

Free grammar practice:

- Discuss 14
- Ask and answer the questions 3
- Write a text or sentences 3
- Complete … 3
- Make a dialogue 2

Controlled grammar practice:

- Match 4
- Complete 14
- Rewrite 15
- Grammar discussion 8
- Choose 16
- Answer the questions (on grammar issues) 5
- Correct the mistakes 4
- Put into correct form 5

New Total English C1:

Unit 1:

p.10 – 1.a. Complete the sentences with…
b. Match the questions…

p.12 – 1. Look at the examples and underline…
2. Write sentences using structures for distancing with the verb…

p.16 – 1. Correct the mistakes

Review and practice, p.20:
1. Complete the text…
2. Find the mistakes…
3. Find the mistakes…
4. Write B's replies in the correct order…

Unit 2:

p. 23 – 1. a. Look at the extract below and underline…
b. Find six more examples of verb patterns…
2. Find the mistakes in the sentences and correct them…
3. Work in pairs and answer the questions…
4. Complete the table…
5. Rewrite the sentences with the verbs in brackets…

p.25 – 1. Cross out the incorrect words in italics…

p.30 – 1. a. Read the paragraph…
b. Look at the underlined phrases above. What do they have in common?
c. Complete…
d. Complete…
2. Match the sentences beginning to…

3. Complete…

Review and Practice:
1. Complete the sentences…
2. Complete each sentence…
3. Complete the text…

Unit 3:
p.37 – 1. Complete the paragraph…

p.42 – 1. Find the mistakes…

Review and Practice, p.48
1. Find the mistakes…
2. Rewrite the sentences…
3. Put the underlined letters in order…
4. Complete the dialogues…

Unit 4:

p.52 – 1. Choose the words in italics which are not possible.
2. Rewrite the sentences with the words in brackets

p.54 – 1. Complete sentences with…
2. Complete the questions…

p.57 – 1. Read the pairs of sentences and tick the correct option…

Review and Practice, p62
1. Rewrite the sentences…
2. Choose the most appropriate word in italics…
3. Choose the correct option…
4. Complete the text with…
5. Complete the sentences…
6. Complete the text…

Unit 5:

p.65 – 1. Rewrite the sentences to add emphasis with the words in brackets…
p.68 – 1. Rewrite the sentences so that the meaning is the same…
p.71 – 1. Choose the sentence adverbial in italics which does not fit the context…

Rewrite and Practice, p.76
1. Rewrite the sentences …
2. Complete the sentences…
3. Rewrite the sentences…
4. Rewrite the underlined words correctly…
5. Complete the text with …

Unit 6:

p.79 – 1. a. Complete the article with …
b. Work in pairs. Explain the use or non-use of articles.

p.82 – 1. Complete the sentences with…

2. Complete the second sentence so that it means the same as the first

p.85 – 1. Complete the text below…

Review and Practice, p.90
1. Complete the text with …
2. Complete the dialogue with …
3. Complete the sentences with…

Unit 7:

p.93 – 1. Do the sentences a and b have the same meaning?
2. Add the phrases a-d to questions 1-4.

p.97 – 1. Complete the sentences..
2. a. Choose the correct words in italics
b. Work with a partner. Discuss which sentences from exercise are true for you.

p.99 – 1. Find the mistakes…

Review and Practice, p.104
1. Rewrite the sentences using…
2. Choose the correct words in italics…

Unit 8:

p.107 – 1. Delete the incorrect words in italics.
2. Work in pairs. Report the dialogue using verbs from the boxes.

p.110 – 1. a. Rewrite the sentences…
b. Are the responses simple or continuous…
2. Complete the text with the correct form…

p.113 – 1. Rewrite the sentences…
2. Work in groups. Read about the problem and explain.

Review and Practice:
1. Find the mistakes in the text and correct them
2. Complete the questions with the words…

Unit 9:

p.121 – 1. Choose the correct words in italics.
2. Complete the sentences with the correct prepositions
3. Think of one or two famous visionaries. Describe these people.

p.124 – 1. Complete the statements below…
2. Read the dialogues about art and choose the best options in italics.

p.127 – 1. Find the mistakes…
2. Complete the second sentence…
3. Think about a hobby or something you have wanted to do for a long time.

Review and Practice, p.132
1. Match the sentences…

2. Choose the correct words in italics…

Unit 10:

p.134 – 1. Look at the way the underlined words are used in the sentences…
2. Discuss the differences in meaning between the words in italics…
3. Rewrite the sentences with the words in brackets…

p.137 – 1. Discuss the difference in meaning between the modal verbs in italics

p141 – 1. Complete the sentences…
2. Complete the sentences…

Review and Practice, p146.
1. Rewrite each sentence with the words in brackets…
2. Complete each sentences with a suitable past modal verb…
3. Find mistakes in 5 of the sentences and correct them…

New Total English C1 strikes with the limited amount of free grammar practicing tasks. Unlike other viewed textbooks, it contains only two types of free grammar practice, i.e. discussion of the topics and making dialogue, which seems anecdotic in the present day grammar teaching. It should be also pointed out that apart from the principle grammar sections in the textbook, each unit contains 'review and practice section' which contains similar grammar tasks as well.

Free grammar practice:

- Discuss 4
- Make a dialogue 1

Controlled grammar practice:

- Complete … 32
- Match… 4
- Underline 2
- Rewrite…17
- Choose and correct the mistakes 12
- Grammar discussion 6
- Answer the questions 2
- Choose…9

Cutting Edge C1 the grammar is presented and practised in a section called grammar extension.

Unit 1:

p. 10 – 1. Look at the verbs in bold. Find the examples of: a simple form, the future continuous, a
continuous infinitive, a continuous for, a continuous passive, the present perfect continuous.
2. Find a continuous form that describes an action in progress.
3. How does the meaning of sentences *a, b, d, f* in exercise 1 change if you put the verbs into the simple form?
4. Which sentence in exercise 1 describes?

a) a situation which is gradually changing?
a repeated habit which is strange or annoying?
a definite plan for the future

b) Think of three examples of:

- Changes that are taking place in the world today
- Annoying things that advertise or the government do in your country
- Plans for new buildings/ developments in your town

Unit 2:

p.19 – 1. Read the quotes about laughter and happiness. Which do you like best?
2. Underline the perfect forms in each quote. Find the examples of:
3. With all perfect forms, the speaker is looking back from one point in time, to a time before that. In which quote is the speaker…

p.21 – 1. Rewrite these sentences s cleft sentences. Use the word in brackets to begin the sentences.
2. Complete the sentences below using…

Unit 3:

p.30 – 1. Underline the modal verbs in the sentences below. Match them…
2. a. The following sentences contain different modals, and other related verbs. Match them to the same meaning in exercise 1.
b. Look at the pairs of sentences with the same general meanings. Is there any difference…

p.31 – 1. Join the pairs of sentences using some of the phrases above.
2. You will need to shorten/change some of the sentences slightly.

Unit 4:

p.40 – 1. How many of the quiz questions below can you do without looking back at the reading text?
p.41 – 1. Use the box to complete the gaps.

Unit 5:

p.50 – 1. Look at the pairs of sentences below. How does the particle change the meaning of verb in…?
2. Add a particle to the appropriate verb in the sentences below, to improve the meaning.

p.52 – 1. Which sentences below do not contain a passive form? Are there any sentences where you are not sure?
2. In the sentences in exercise 1, find the examples of…
3. Here are some reasons the passive is often used. Find examples in exercise 1 to illustrate them.
4. The first verbs in **f** and **k** in exercise 1 could be expressed in the passive but they are not. Why not?
5. Is the get passive in sentences 1) formal in style or not? Which other auxiliary is used in a similar way. Discuss.

Unit 6:

p.60 – 1. Read the text about unsuccessful criminals.
a. Can you name the verb forms underlined in the first paragraph of the text?
b. How many of this forms can you find…
c. Which time do the verb underlined refer to?
2. How many of the same verb forms can you find…?

p.61 – 1. Make the sentences below more formal using the phrase in brackets in the 'front' position

Unit 7:

p.68 – 1. Read what six people say about behavior that drives ne mad? What is in each case? Who do you agree with?
2. Underline as many examples as you can of:
3. Find at least one example of:
4. What is the difference between a gerund and a present participle? Find examples of …
5. Compare five of the sentences below about behavior you can't stand, using the forms above.

p.73 – 1. From the ideas in the box, think of…

Unit 8:

p.79 – 1. Change the verbs in the bold to add emphasis to the sentences.

p.81 – 1. Underline the adverbs in these sentences. Which sentences have more than one adverb?
2. In exercise 1 find…

Unit 9:

p.89 – 1. Read the predictions below and find examples of the following.

p.91 – 1. Use the phrases above to write sentences of your own about trends in:
2. Read sentences to other students. Can they spot the false one?

Unit 10:

p.99 – 1. Complete the gaps below only when necessary.
2. Find examples of the following in exercise 1.

p.101 – 1. Read the dialogue. Look at the underlined sections. Could they be shortened?
2. Who do you and they refer to in the dialogue? Could you substitute these with any other pronouns?

Cutting Edge C1 contains very small number of grammar activities which says that the author does not consider grammar as a principle component of language learning. Another interesting issue is that even if we come across some grammar tasks, free grammar practice is practically avoided here, and as it comes to controlled grammar practice, it seems that the existing grammar is based on discussion of grammatical patterns.

Free grammar practice:

- Discuss 6

Controlled grammar practice:

- Discuss grammar 27
- Rewrite 4
- Complete 4
- Match 2
- Join 1

Headway C1 presents grammar in the section called 'language study', which in it its turn, is given in the section called language input. At the end of each unit there is a section called language study. It is good to mention that in this textbook grammar practice section is a separate one, which follows after the grammar presentation which facilitates the work of ours.

Unit 1:

p.21 – 1. Make one sentence by combining the information in brackets into the base sentence. Use the patterns above.
2. Fill each gap in the following sentences with an auxiliary verb or a modal verb.

Unit 2:

p.31 – 1. Put the verbs inn brackets in the correct tense.
2. Work in pairs.
a. Look at line 1-11 and lens 64-77 and comment on the use of tenses.
b. In lines 78-99 does would refer to past habit or to the future in the past.
3. Compare the use or absence of pronouns in the following sentences.

Unit 3:

p.40 – 1. Complete the following sentences with either as or like.
2. Transform the following sentences, using as…as, or not as/so…as
3. Change each sentence in as many ways as are necessary to use each of the other 2 verbs in the grammatical construction.

p.41, revision:
1. Match a future form in box A with its definition in box B.
2. Here are the names of the future forms. Write the letter from box A that corresponds to each.
3. Put the verb in brackets in a suitable future form.
4. Divide in 4 groups. Your teacher will give you a role card to conduct the interview.

Unit 4:

p.50 – 1. Look at the following sentences and identify those which express degrees of likelihood.
2. When you have identified those sentences that express likelihood, try to group them according to whether they express certainty, probability, or possibility
3. Categorize the remaining sentences under these headings…
4. Fill the gap in by putting the concept expressed by the verb form into the past.
5. Replace the words in italics with appropriate modal verbs to make it sound more natural.

Unit 5:

p.59 – 1. In this summary of the story of the Christmas Truce the verbs are omitted. Choose the appropriate verb from beneath and put it in the correct tense, and in active or passive, positive or negative form.
2. Complete the following sentences using your own ideas, and with a perfect tense of the verb in brackets.
3. In the following dialogues there are some mistakes in the use of tenses. Find them and correct them.
4. Groucho Marx said to his hosts on leaving a party, "I've had a lovely evening, but this wasn't it". The joke rests on two different uses of the present perfect. What are they?

Unit 6:

p.71 – 1. Put the adjectives in brackets into an order that sounds natural to you.
2. In the following sentences, put the correct form of the adverb into each gap.
3. a. You will hear a woman speaking, but you will have to listen very carefully to realize what she is talking about. Work in pairs and answer the questions.
b. Listen again and try to write down as many adverbs as you can.
c. Work in pairs. Here are some unfinished dialogues. Finish the in a way that seems appropriate.
4. Place the adverb in brackets in a t least 2 positions in the following sentences and explain the difference in meaning.

Unit 7:

p.82 – 1. Put the correct preposition into each gap.
2. Report the following direct speech using one of the verbs on exercise 1. Make the sentences quite short.

p.83 – 1. Put the verbs in brackets in the most appropriate tense or verb form.
2. Put the verb in brackets in an appropriate tense or verb form.

Unit 8:

p.93 – 1. Combine the sentence – pairs with each of the conjunctions in brackets, changing tenses as necessary.
2. Put the verb in brackets in an appropriate tense
3. Instructions as above…

Unit 9:

p.102 – 1. The following sentences contain some mistakes in the relative clauses. Find them and correct them.
2. Put in the relative pronouns and the commas that are missing from the following sentences.
3. Notice the possibilities when the verb in the relative clause takes a preposition.

p.103 – 1. Complete the sentences with one of the following verbs in the correct form, either present or past participle.
2. There is something odd about each of these sentences. Rewrite them to make them less ambiguous.
3. Combine the words in brackets in the following sentences using one of the patterns.

Unit 10:

p.112 – 1. Rewrite the following sentences, inverting the subject and verb, and using one of the patterns from the grammar section.

p.115 – 1. In the following sentences, put one of the pronouns into each gap.

Unit 11:

p.123 – 1. Finish the following sentences in such a way that each means the same as the sentences above it.
2. How many correct and natural sentences can you make from this table?
3. Put the verb on brackets in an appropriate tense to express either fact or non-fact as appropriate.
4. Finish the following sentences so that each means the same as the sentence above it.

Unit 12:

p.131 – 1. In the following sentences, put…
2. There are about sixty mistakes of grammar, vocabulary, punctuation and style. Find the mistakes and rewrite the corrected letter.

In Headway C1 if we look at the total number of grammar tasks we will see that it is very anecdotic, since there are just two types of free grammar practicing techniques, the first one containing 3 exercises and the second contains just one exercise. As it comes to controlled grammar presentation, there is a big variety of controlled grammar techniques but each of them is very limited in number of exercises.

Free grammar practice:

- Discuss… 3
- Role play 1

Controlled grammar practice:

- Rewrite 6
- Fill in the gaps 6
- Put into correct (form, place, position) 10
- Grammar discussion 4
- Complete … 7
- Match 4
- Choose 1
- Correct the mistakes 3
- Answer the questions 2

Language Leader C1 divides sections into 1.1, 1.2, 1.3, 1.4, 1.5.

Unit 1:

p. 8 – 1. Read the profiles of Angela Jia Kim and Indira Nooyi again. Underline exercises of the:
present continuous, past continuous, present perfect continuous.
2. Which of the tenses you found are used to talk about: actions in progress…
3. a. Look at the pairs of sentences. Explain the difference in meaning between them.
b. Which of the actions in the sentences above are: incomplete, temporary, etc.

4. Correct the errors in the use of tenses in the text.

p. 11 – 1. Find the examples of the following tense forms in track 1.3.
2. In sentences 1-5 below, which action…
3. Fill in the blanks with present, past or future perfect.

Unit 2:

p.19 – 1. Which of the rules explain the use of the articles underlined in the travel company website?
2. Read the extracts from the interview. Write in the articles where appropriate.

p.20 – 1. Which modal do we use to talk about…
2. Which modals express the following meanings?
3. Underline the correct modal verb…

Unit 3:

p.28 – 1. a. Look at the sentence, taken from the article, and answer the following questions.
b. In the following sentences which event comes first?
2. Complete the sentences below into one sentence using the words in brackets.
3. Classify the combined sentences from exercise 7a according to the list below:

p.31 – 1. Complete the gaps in the sentences. Match the sentences to…
2. Answer the following questions about the sentences…
3. Rewrite the sentences with an appropriate modal…

p.36 Review:
1. Read the article above quickly, ignoring the gaps. Why is Ali MounNawazish unusual?
2. Try to guess what might go in each gap. Now, complete the gaps with the words below.

Unit 4:

p.41 – 1. Put the highlighted words in the review into the correct categories below.
2. Which of these conjunctions and linking devices link ideas.
3. Answer the following questions (grammar)
4. Rewrite the sentences below using one of the linking phrases in brackets.
5. Complete these sentences with your own ideas.

p.43 – 1. a. Find other example of future forms with to be in the reading and listening texts.
b. Choose the correct word to complete the explanation
c. Answer these questions about the forms in exercise…

Unit 5:

p. 50 – 1. Complete the gaps in the rule. Find and underline examples of the *future in the past* in the article. Which of the forms you have found, describe…
2. Find suitable ways to complete the gaps in these sentences…
3. Write some sentences about members of your family.

p. 53. – 1. a. Complete these sentences from the radio program.
b. Answer the questions (grammar)
2. Complete these sentences…
3. Complete these sentences and answer the questions…
4. Rewrite the sentences using emphatic structures…

Unit 6:

p.60 – 1. Find and underline all the passive forms in the articles.
2. Read the uses of passive and match them with the samples.
3. Look at the text below and choose 5 places where the passive might be more appropriate.

p. 63 – 1. a. Listen and complete the following extracts
b. Answer the questions (grammar)
2. Read the following pairs of exercise and answer the questions.

p.67 Review:
1. Discuss the questions…
2. Read the article quickly. Does it mention any of the factors you discussed in exercise 1?
3. Choose the correct linking words…
4. Find the way writer refers to these things in the text: problem, diet, weight loss…

Unit 7:

p.73 - 1. Look at the quantifiers in the text and add as many as you can…
2. Circle the correct answers…
3. Answer the following questions (grammar)
4. Complete the text below with appropriate quantifiers.

p.75 – 1. a. Look at these examples. Which type of conditionals are these?
b. Which pattern does the mixed conditional follow?
2. Which conditional do we use to talk about..?
3. a. Match the conditional clauses…
b. Match the examples above to their functions…

Unit 8:

p.83 – 1. Look at the following list of common verb patterns. Underlinethe different verb patterns.
2. What is the difference in meaning between the 2 sentences?
3. Which of the verb patterns …. belong to?
4. Use the correct verb pattern to complete sentences.

p.85 – 1. Look at the highlighted prepositional verbs in the article and complete the rule. Replace
the words with the correct form of prepositional verbs…
2. Put the words in italics in the correct order…
3. Complete the text with prepositional verbs…

Unit 9:

p.93 – 1. a. Complete the gaps with …
b. Find more examples and answer the questions…

p.95 – 1. a. look at these examples and find other verbs and nouns used for reporting the diary.
b. Choose 3 of the examples using nouns…
2. Look at the sentences. Match them to structure…
3. Complete the gaps…

p. 100 Review:

1. Read the article and answer the questions (on text)
2. a. Read the text and complete the gaps with…
   b. Discuss with a partner. How would you react in the following situations?

Unit 10:

p.105 – 1. Read the sentences, underline the non-finite clauses in sentences.
2. There are 3 main types of non-finite clause. Match them with the sentences…
3. Read the explanation of a non-finite clause. Then answer the questions (grammar)
4. Complete the sentences, using…

p.107 – Spoken English (conversation grammar- not to be discussed)

Unit 11:

p.115 – 1. Read the article again and find other alternatives to **if** and add them to the list.
2. What is the difference in meaning between the sentences in each pair?
3. Rewrite the sentences using the words…

p.117 – 1. Find the highlighted phrasal verbs…
2. Look at the phrasal verbs and answer the questions…
3. Choose the best answer…
4. Put the words in brackets in the correct order to complete the sentences…
5. In pairs, take it in turns to answer the following questions…

Unit 12:

p.125 – 1. Match the types of substitution with examples.
2. Rewrite the sentences using the substitution techniques.

p.127 – 1. a. Look at the 2 sentences and complete the rule.
b. How could you express the same ideas using the equivalent verbs?
c. Put these words in the correct order…
d. Complete the pairs of sentences…

p.132 Review:
1. Read the article. What's the purpose of the text?
2. What do you think about Modbury's ban on plastic bags? Do you agree with it?
3. Underline the following grammatical features.

In **Language Leader C1** free grammar practice techniques appear just after unit 6. Moreover, there are only 3 free grammar practicing techniques in this textbook each of them containing a very small number of activities. In this textbook, grammar section appears in every unit, and apart from this, each unit terminates with the section called 'review'.

Free grammar practice:

- Write sentences 1
- Discuss … 6
- Answer the questions 1

Controlled grammar practice:

- Underline 10
- Grammar discussion 21

- Correct the mistakes 1
- Fill in the gaps 2
- Complete 22
- Answer the questions 14
- Classify 3
- Rewrite 7
- Match… 5

Global C1 - Here the exercises are used more like grammar presentation than practice.

Unit 1:

p.9 – 1. Match the grammar rules below with a phrase from the box.
2. Match each group of adverbials with one of the rules.
3. For each of the sentences decide whether one or both alternatives are possible and why?
4. Choose a suitable adverb to complete the sentences.
5. Write true sentences describing facts or trends connected with four of the following topics.

p. 13 – 1. Match the examples to the correct rules.
2. In these sentences words have been added to replace another phrase. What has been replaced? (provokes personal thinking)
3. Look at the dialogues. Put brackets round what can be left out.

Unit 2:

p.21 – 1. Complete the predictions about solar power from the text and answer the questions.
2. Explain the choice of verb forms in the pairs of sentences.
3. Read more predictions, and choose the alternative that is nearest to your opinion. Then answer the questions. (free discussion)
4. Read the predictions and rewrite them to reflect your opinion.
5. Compare opinions on some of the statements in exercises 3-4 in small groups.

p. 25 – 1. Look at the sentences and answer the questions.
2. Find more examples of these verb forms in speaking and listening.
3. Read the paragraph and put the verbs in appropriate forms.
4. Work in pairs. Write a few lines about the story from the perspective of one of the local boys.

Unit 3:

p.30 – 1. Look at the sentences and underline the elative clauses.
2. Look at the examples and do the tasks.
3. Rewrite the sentences with a relative clauses to make one sentences.

p.35 – 1. Look at the following pairs of nouns. Decide which ones sound correct.
2. Read the rules in grammar box. Find other examples.
3. Complete the sentences. Make noun phrases using the words in brackets.

Unit 4:

p.43 – 1.Choose the correct function to describe each of the sentences below.
2. Work in pairs. Discuss the differences in meaning and register among the verb in bold

3. With your partner, think of different ways to express the ideas below in a more direct way using a modal verb.
4. Choose 2 or 3 of lines and improvise conversations around the sentences in exercise 3 using a range of modal verbs.

p.45 – 1. Decide the incorrect alternative in each statement.
2. Which sentences suggest that something is…?
3. Which of the sentences below would be said by the producer of the manifesto, and which by someone reporting the manifesto? Why?
4. Look at these sentences using past modals. Which of these sentences imply that the person…?
5. Complete the sentence-openers in the grammar box to write true sentences about recent activities.

p.47 – 1. Read the determiners. Then choose the better alternative to complete the sentence.
2. Read the sentences and answer the questions.
3. Read some statements about practicing music and add determiners where appropriate.
4. Discuss how far you agree or disagree with the statements in exercise 3.

Unit 5:

p.57 – 1. Work in pairs. Try to explain the reason for the choice of tenses in each pair.
2. In each sentences say whether only one or both alternatives are possible, explain the difference.
3. Read good new. Say whether the verb forms in italics are correct or not. If they are incorrect, change them.

p.61 – 1. Read the sentences from the text. Which of the clauses contain…
2. Read more sentences about the text and match them to a rule.
3. Work in pairs…

Unit 6:

p.67 – 1. Complete the text with an appropriate active or passive form of the verb.
2. Work in pairs. Think of 2 or 3 commonly traded items or commodities. Write passive sentences about the past, present and future of the commodities using some of the words below.
3. Tell your group about an important contribution that your country or another country you know, has contributed to the world.

p.73 – 1. Grammar rules…
2. Rewrite the sentences to emphasize the words in italics.
3. Complete 3 of these sentences with your own ideas…

Unit 7:

p.78 – 1. Read some generalizations and delete the incorrect alternatives to complete the rules.
2. Work in pairs. Write generalizations about one of the alternatives in each pair.
3. Read more rules about article use below. Match each use of articles to the rule.

p.81 – 1. Read the sentences and answer the questions.
2. Complete the sentences…

p.85 Reading and Grammar:
1. Read the text and underline uses of verbs, nouns, and adjectives.
2. Find examples to illustrate the rules.
3. Read part of a letter from a teacher to a parent and delete any incorrect alternatives.
4. Discuss the verbs…
5. Complete the sentences so that they are true for you.

Unit 8:

p.91 – 1. Match the examples…
2. Answer the questions…
3. Complete the text about the use of probability in weather forecast…

p.93 grammar and pronunciation
1. Delete the incorrect alternative…
2. Complete the sentences…
3. Write the first part of 3 more sentences about the story and pass them to a partner to finish…
4. Think of some chance events or encounters in your own life, or the lives of family members.

p.97 – 1. Complete the rules…
2. Three of the verbs below cannot be used in the passive sentences above instead of believe. Cross them out.
3. Match the alternatives…
4. Rewrite the sentences in 2 ways…

Unit 9:

p.103 – 1. Match the following sentences to a timeline below.
2. Listen to some short dialogues. After each one, decide who might be speaking to whom, and what or who they are talking about.
3. Work in pairs. Try finish the sentences from the dialogues.
4. Read about uses of past form in English and match rule to one of the sentences.
5. Complete the sentences so they are form…

p. 105 – 1. Read about quantifiers and answer the questions.
2. Delete the grammatically incorrect alternative in the sentences below.
3. In small groups, choose three of the topics to discuss…

p.107 – 1. For each sentences, delete two words or phrases that cannot be used in the gap.
2. Which words for sentences are formal and which informal, in register?
3. Complete the sentences in an appropriate way, using a comparative structure.
4. Work in pairs. Add two or three more items to each of the list below. Then, choose two words from one of the lists, and try to make as many comparisons as possible.

Unit 10:

p.117 grammar and pronunciation:
1. Look at the exercise and answer the questions.
2. Look at the following list of words. Delete the odd one out.

p.119 grammar and pronunciation:
1. Look at the sentences below the lecture and answer the questions.
2. Rewrite the sentences so they begin with the words in brackets.
3. You are giving a formal speech after winning a sports event. Choose three of the sentence stems and complete with your own ideas

Grammar section frequently appears in Global C1 units. Apart from the principle grammar sections there are also mixed sections such as grammar and pronunciation, listening and grammar, etc. Due to this, we often come across to free grammar activities, still having controlled grammar techniques in much larger scale.

Free grammar practice:

- Write sentences 7
- Discuss 9
- Improvise 2

Controlled grammar practice:

- Match 9
- Grammar discussion 14
- Choose… 5
- Complete 9
- Answer the questions 10
- Put into appropriate… 2
- Underline 2
- Rewrite 5
- Find and correct the mistake… 8

New Headway C1 calls grammar section 'language focus'. In this textbook we can see grammar once in each unit.

Unit 1:

p.12 – 1. Complete the sentences with an auxiliary verb or a modal verb. Make the verb form negative where necessary.
2. Ask questions and try and find things that you have in common with other students in class.
3. Tell the class what you have found out, using some of these expressions…
4. Write the responses, using the verb in brackets and a reduced infinitive.
5. Complete the sentences with a synonym of the word in italics. Change the word class where necessary, as in the first example.

Unit 2:

p.24 – 1. Which tenses are used in these sentences? Write the verb forms in the correct place in the charts. Fill the gaps with the examples of your own.
2. Where possible change the verb forms in these sentences from simple to continuous or continuous to simple. What is the change in meaning? Why is the change sometimes not possible?
3. Compare the use of tenses in these pairs of sentences. What are the differences in meaning?
4. This is what the comedian Groucho Marx said to his host at the end of the party… The joke rests on 2 different uses of the present perfect. What are they?
5. Correct the sentences…
6. Close your books and listen to an extract from a modern romantic novel. You should recognize the opening lines. What problems does she have?
7. Read the text and put the verb in brackets into a suitable tense or verb form. What do

you think happens next in the story?

Unit 3:

p.32 – 1. Complete the sentences with an adverb from the box.
2. Match the verbs and adverbs. Make sentences using the adverb collocations.
3. Complete the sentences with the correct form of adverb.
4. The adverb just is used in many different ways. What does it mean in these sentences?
5. Add just to these sentences. Match them to the definitions…
6. Listen to an interview. How many uses of just can you remember?
7. Listen and identify the difference in the following lines…

Unit 4:

p.42 – Discourse markers

Here are 5 exercise in total. 3 of them are: complete …, whereas 2 other exercises are for listen and find the difference.

Unit 5:

p.51 – Ways of adding emphasis… inversion (I would refer to conversation grammar

1. Find similar sentences in your article. Compare the answers with a partner from the other group.
2. Listen and identify the ways in which the speakers add emphasis to these base sentences.
3. Make this sentence more emphatic using these expressions…
4. Rephrase these sentences to make them more emphatic…
5. Complete the sentences with your own ideas using an emphatic structure…

Unit 6:

p.59 – 1. Rewrite these sentences beginning with the words in italics...
2. Change these sentences beginning with the words in italics…
3. In groups, write a short newspaper article for one of these headlines. Include some of the constructions you have practised.
4. Listen to the news broadcast and use it as a dictation. Elect one student to write it on the board.

Unit 7:

p.66 – 1. Which sentences express a degree of probability?
2. Put the modal in the first sentences into the past to complete the second sentence.
3. Look at these pairs of sentences and discuss possible differences in meaning with a partner.
4. Extend each sentence in exercise 3 to illustrate its meaning.

Unit 8:

p.78 – 1. Which use of wouldis expressed in these sentences?
2. Complete these sentences in a suitable way.
3. These sentences all have verbs in the past simple. Which ones refer to real past time?
4. These sentences all have verbs in the past perfect. Which ones refer to real past time?
5. Put the verbs in brackets in the correct tense or verb form. Where there is no verb given, use an auxiliary verb.

Unit 9:

p.88 – 1. Complete these common verb patterns from this unit with a verb on the right.
2. Read the Oxford Advanced Learner's Dictionary entry on verb patterns… Use it to decide which of the sentences below are correct. Correct the others…
3. Do the same with this entry…
4. Choose the verb which completes each sentence correctly. Change the verb patterns to make correct sentences with the other verbs.
5. Listen and report the conversations using different verb patterns.
6. Complete these sentences in your own words, using the correct verb pattern. Compare with a partner…

Unit 10:

p.94 – 1. Choose the 2 correct adverbs in these sentences.
2. Choose the one correct adverb in these sentences.
3. Match a gradable adjective with an extreme adjective.
4. Listen to the sentences. When does quite mean…?
5. Choose the 2 correct adverbs in these sentences.
6. Choose the one correct adverb in these sentences.
7. Work with a partner. Write questions to prompt responses which use some of the adverb collocations you have practised. Ask and answer questions with another partner.

Unit 11:

p.106 – 1. Work with a partner and discuss any difference in meaning and/or from between the sentences in each pair.
2. Read the incomplete sentences and discuss whether they should be completed with a defining or non-defining relative clause, or whether both are possible.
3. Complete the text above with relative pronouns and commas where necessary. If it is possible to omit the pronoun, add nothing.
4. Write some notes about the town where you were born. Give it to partner to read and ask questions.
5. Which ideas do the participles in these sentences express?
6. Complete the pairs of sentences with the same verb, once as a present participle and once as a past participle.

Unit 12:

p.112 – 1. Choose the correct linker.
2. Write a paragraph about a typical day of your life using linking devices.
3. Rewrite each sentences in different ways using the words in the box.
4. Rewrite the biography of Salvador Dali, using linkers to change each group of sentences into one sentence.

Each unit in New Headway C1 contains only one grammar section, however, this section has a big number of different tasks which are mostly controlled ones.

Free grammar practice:

- Discuss 4
- Write… 5

Controlled grammar practice:

- Complete … 12
- Use…2
- Grammar discussion 15
- Rewrite 10
- Answer the questions… 4
- Correct 4
- Match 3
- Choose… 5

Speak Out C1 **–** grammar practicing is presented in the grammar section under a separate subsection called Practice. It should be mention that Lookback gives a mixture of exercises and there are only 1-2 exercises on grammar.

Unit 1:

p.9 – 1. Which underlined verbs would be better in the continuous form? Change them as necessary.
2. Complete the sentences to make them true for you. Make the verbs negative if necessary.

p.11 – 1. a. Add the words in the box to sentences 1-8
b. Make two or three of the sentences true for you. (discuss)

Lookback, p.18:

1. a. Complete the pairs of sentences using the same verb.
b. Discuss why we use the simple or continuous forms in the sentences above.

Unit 2:

p.21 – 1. a. Complete the story with one word in each gap.
b. Complete the moral of the story in a way you choose.

p.24 – 1. a. Complete the sentences with the correct form of the verb in brackets.
b. Work alone and think of…

Lookback, p.30
1. Choose one of the scenarios below. Write as many sentences as you can, using past conditionals ad regrets.

Unit 3:

p.33 – 1. Put the words/phrases in the correct order to make sentences.
2. a. Look at the extra detail added to the noun phrases. What parts of speech have been added each time?
b. Work in pairs. Add more detail to the following noun phrases.
c. Write three complex noun phrases describing… (personal)

p.35 – 1. Cross out the incorrect option in each sentence.
Lookback, p.41
1. a. Read about three places. Complete the descriptive adjectives.
b. Discuss which places would you most like to visit regularly/work in?
2. a. Underline the correct alternatives to complete the riddles

b. Try to solve the riddles without looking at the answers.

Unit 4:

p.45 – 1. a. Complete the sentences with the words in the box.
b. Complete the sentences to make them true for you.

p.48 – 1. Decide if there is a difference in meaning between the pairs of sentences.
2. Find and correct the three mistakes in questions.

Lookback, p54
1. Complete the jokes with the phrases in the box.

Unit 5:

p.57 – 1. Choose the best alternative to complete the text.
2. Choose 2 or 3 of the topics below. Work in pairs and take turns to talk about them.

p.60 – 1. Rewrite the sentences using passive forms.
2. Decide which phrases in italics would be better in the passive. Change the phrases as appropriate.

Lookback, p.66
1. a. Choose a suitable way to complete the second sentence. Use between2 or 4.
b. Complete the sentences in any way you choose.
2. a. Complete the text with the correct active and passive form of the verbs in brackets.
b. What do you think the moral of the story is?

Unit 6:

p. 69 – 1. a. Are both alternatives in sentences possible? If so, is the meaning different?
b. Say the correct sentences out loud, using shortened forms of auxiliary verbs.
c. Do you agree with statements…? Discuss

p.72 – 1. a. Write one sentence to connect each pair of ideas. Use the words in brackets. Think carefully about punctuation.
b. Choose three of the linkers in italics and write sentences which are true for you.

Lookback, p.78

1. Work in pairs. Complete the sentences according to your role.

Unit 7:

p.81 – 1. Rewrite the sentences using the prompts.
2. a. Complete the sentences to make them true for you…
b. Use your sentences to start conversations with other students.

p.84 – 1. Make one sentence from two. Use participles and the words in brackets.

Lookback, p.90
1. Imagine your perfect day. Write a paragraph about it using the participle clauses below in any order.

Unit 8:

p. 93 – 1. Rewrite the sentences using the words in brackets.
2. Complete the sentences for you, with 2 true and 2 false statements.

p.96 – 1. Underline the correct alternatives.
2. A game based on page 161.

Lookback, p.102
1. a. Underline the correct alternatives.
b. Write excuses for the situations below. Use the future in the past. Compare your ideas.

Unit 9:

p.105 – 1. Complete the sentences with the words in the box.
2. Answer the questions. Compare your answers with other students.

p.108 – 1. a. Expand sentences 1-6 using the adverbials. Make sure you put each adverbial in the correct position.
b. Choose 2 sentences. Expand them in a different way to make them true for you.

Lookback, p.114
1. Underline the correct alternative…
2. a. Read about a wish list for the arts. Find and correct 6 mistakes.
b. Write 3 sentences to describe your own wish list for the arts. Remember to use language for unreal situation.
3. Try to expand the sentences as much as possible by adding different adverbials.

Unit 10:
p. 118 – 1. a. Complete the second sentence so that it has the same meaning as the first.
b. Think about a difficult journey you have experienced. Complete the sentences for you and tell a partner.

p. 119 – 1. Imagine you are the world's most famous celebrity, photographed by the paparazzi every day. What might you say about your life?
2. a. Listen to completed sentences Notice how we emphasize differences…
b. What do you think expressions 1-3 mean?...

Lookback, p125
1. a. Put phrases in the correct order to make sentences.
b. Use the prompts to write a five-line story using only inversions.
2. Write 4 comparative sentences using the phrases in your box.

In Speak Out C1 there are 10 units in total, each containing a separate grammar section which appears 2 times per section. Apart from this, there is a concluding section in each unit which is called 'Lookback' and contains several grammar tasks. Hence:

Free grammar practice:
- Complete sentences 4
- Discuss 11
- Write sentences (text) 6
- Game 1

Controlled grammar practice:
- Grammar discussion 8
- Insert 2
- Complete 13

- Make sentences using grammar 2
- Rewrite 9
- Find and correct 4
- Choose 3
- Answer the questions 2

Straightforward C1 contains a big number of grammar tasks which appear in two sections per unit.

Unit 1:

p.9 – 1. Name the tenses in bold in the following sentences from the recordings.
2. Explain why the simple or continuous form is used in each of the sentences in exercise 1
when you have finished, check your ideas in the grammar box.
3. Choose the correct alternative to complete the text. In some cases, both alternatives may be possible.
4. Note down one example for each of the following…

p.10 – 1. What do the highlighted words in the article refer to?
2. Complete the sentences with the words in the box.
3. Write the preceding line of dialogue for each sentence.
4. Take turns to read out in random order the sentences you have written in exercise 3.

Unit 2:

p.16 – 1. Match each of the highlighted verb in text A to one of the uses…
2. Complete the sentences with the correct form of the verb in brackets.
3. Complete the sentences with an appropriate verb form so that they are true for you.
4. Use expressions in bold to write 5 sentences expressing your own opinions. Discuss them.

Unit 3:

p.27 – 1. Use do, does, or did to add emphasis to the verb in bold. Make any other necessary changes.
2. Include each of the sentences you wrote from exercise 1.
3. You are going to practice adding emphasis
p.33 – 1. Rewrite the sentences, emphasizing the underlined part.
2. Complete the sentences using…(your own ideas).
3. Read the sentences to you partner.

Unit 4:

p.39 – 1. Report the direct speech using the verb at the end of each line.
2. Write three of your own sentences using the phrases in bold in exercise 1. The sentences must be true and reflect your opinions.
3. Compare and discuss your sentences.
4. Work with a different student and report your dialogues.

p.43 – 1. Match the sentences 1-8 to the replies a-h
2. Match the grammar points 1-6 in the grammar box.
3. Choose 4 replies from exercise 1 and have 4 separate dialogues.

Unit 5:

p.46 – 1. In each sentence there is 1word missing. Write the missing word in the correct place.
2. Work in pairs. Complete the sentences in an appropriate way. Then compare your sentences with your partner's.

p.53 – 1. The following sentences from the recording all describe hypothetical past situations. Write the correct form of the verbs in brackets.
2. Complete the sentences in 2 different ways.

Unit 6:

p.59 – 1. Complete the passive structures with one word.
2. In exercise 1, the agent is not mentioned in sentences 2-5. Match the explanations for this a-d to the passive structures.
3. Rewrite the following paragraph so that the given information in bold appears towards the beginning of the sentences.

p.63 – 1. Rewrite the sentences using an infinitive after a passive construction. Begin with the underlined words.
2. Write 3 more sentences using the passive structure about these child stars and/or others from your country.
3. There are 2 mistakes in each sentence. Find and correct the mistakes.
4. Work in pairs. Tell your partner about 4 things of yours that need doing.

Unit 7:

p.67 – 1. Cross out those words which could be omitted.
2. How true for you are the statements or answers.

p.70 – 1. Rewrite the underlined sections in the sentences using the words in the box.
2. Combine the following pairs of sentences using participle clauses.
3. Complete each sentence in a suitable way (50/50 depends on unreal beginning.)
4. Take turns to read out the clauses you have written.

Unit 8:

p.77 – 1. Match the noun phrases from the extracts to the appropriate categories.
2. Correct the 2 mistakes in the use of noun phrases in each description.
3. Think of someone or something answering each description in exercise 2 and tell your partner.

p.80 – 1. Complete the sentences in a suitable way.
2. Compare your sentences with those of another student.

p. 82 – Discourse markers are not considered to be grammar.

Unit 9:

p.87 – 1. Complete the sentences beginnings 1-8 with the appropriate endings a-h.
2. The sentences in exercise 1 either make reference to or are said in particular place, identify the places.
3. What is the function of each of the modal verbs in bold in sentences 1-8 in exercise 1?
4. Work in pairs. You are going to practice using will, would or shall…

p. 90 – 1. Rewrite the following sentences beginnings with the words in brackets.
2. Work in pairs. Discuss the sentences in exercise 1. How true are they for you?
3. Imagine you have just spent a disappointing fortnight in a Caribbean ecotourism hotel.

Write 5 sentences complaining about different aspects of your story. Begin each sentence with one of the following:

Unit 10:

p. 98 – 1. Look at audio scripts on page 161-162. Explain the choice of the highlighted verb tenses, all of which refer to the future.
2. Read the grammar box and do exercise 3.
3. Choose the correct words to complete the sentence.
4. Choose 5 of the sentences in exercise 3 and write new ones by changing the underlined sections.
5. Compare and discuss the sentences.

p.103 – 1. Complete the sentences with the phrases in the box.
2. Discuss the possible context for each sentence in 1.
3. You are going to role-play different situations.

Unit 11:

p.109 – 1. Complete the sentences from the recording with the words in the box.
2. Read the information in the grammar box and decide whether the words you write in exercise 1 are used as a determiner, pronoun or quantifier.
3. Choose the correct words to complete the sentences…
4. Use 5 of the words and expressions in bold in exercise 3 to tell your partner things which are true for you.

p.112 – 1. Correct the sentences by changing the underlined words.
2. For what situations might you personally say each of the sentences in exercise 1…
3. You are going to role-play the situation.

Unit 12:

p.117 – 1. Underline the word in each group which is not a correct plural form.
2. Check your ideas for exercise 1 in section A grammar box. Justify your answers.
3. Choose the correct words to complete the sentences.
4. Check your ideas, then justify your answers.
5. Discuss the sentences in exercise 3, say how true each one is and give details.

p. 122 – Revision grammar: Choose the correct words to complete the sentences.

Hence, straightforward C1 has an interesting combination of grammar activities where the number of free grammar techniques is nearly the same with the number of controlled grammar techniques. However, the total number of controlled grammar activities dominates the number of free grammar activities.

Free grammar practice:

- Complete 2
- Write sentences 4
- Discuss 8
- Read sentences to your partner 6
- Make a dialogue 1
- Role play 1

Controlled grammar practice:

- Grammar discussion 11
- Complete 16
- Match 6
- Rewrite 7
- Choose 5
- Find and correct the mistakes 4

New English File C1 - Grammar is in section A,B,C with the reference on grammar Bank.

Unit 1:

A: p.5 – a. Without looking back at the text, with a partner try to remember how these sentences continue…
b. Compare your answers with the text…
c. Which of the bold linkers in **a** introduces…?
d. Read the rules and do the exercises.
e. Listen to the sentences. When the speakers pause, write down how you think the sentences might continue…
f. Now listen to the whole sentences. Are they similar to what you wrote?

B: p.8 – a. Match sentences 1-8 with A-H
b. With a partner, look at sentences A-H and answer the questions.
c. Read the rules and do the exercises.
d. With a partner, for each of the sentences below say if it's true for you or not and why?

C: p.13 – 1. a. Are the bold pronouns right or wrong? Correct any mistakes.

p.19, Revise and Check:
a. Complete the sentences with…
b. Rewrite the sentences…

Unit 2:

A: p. 21 – a. Look at the paragraphs again. Which ones are about..?
b. Look at the verbs… What 3 past tenses are used to describe…
c. Read the rules and do the exercises.

B: p.25 – a. Look at the highlighted phrases in the 2 articles. What do they have in common?
b. Read the rules and do the exercises.
c. You are a journalist. Your editor has asked you to write a paragraph about one of the news stories whose headlines are below. Choose 1 story and write the paragraph.

C:p.30 – a. Look at some sentences from the listening. Answer the questions.
b. Read the rules and do the exercise.
c. Read the **get** questionnaire and tick 10 questions you'd like to ask someone else in the class.

p. 35, Revise and Check.
a. Right or Wrong? Correct the mistakes in the highlighted phrases
b. Rewrite the sentences using the bold word…

Unit 3:

A: p.38 – a. With a partner, circle the right form…
b. Read the rules and do the exercise…

B: p.40 – a. Match the halves to make sentences from novels.
b. Look at the verb after the bold adverbial expressions. What is unusual about the word order?
c. Read the rules and do the exercises.
d. Imagine you are a novelist. Complete the sentences in your own words using inversion to make them as dramatic as possible.

C: p.47 – a. Look at the highlighted verbs in these sentences. Which ones are really about the past? What time do the others refer to?
b. Read the rules and do the exercises.
c. Make questions to as a partner.

p.50, Revise and Check:
a. Right or Wrong? Correct the mistakes in the highlighted phrases.
b. Complete with the verb on brackets in the right form.

Unit 4:
A: p.55 – a. Listen and complete the phrases.
b. Read the rules and do the exercises.
c. Communication. Guess the sentences on p.117 (appendix)

B: p.57 – a. Right or wrong? Correct any mistakes in the highlighted phrases.
b. Read the rules and do the exercises.

C: p.61 – a. Match the halves of the conditional sentences
b. Which sentences refer to…
c. Read the rules and do the exercises…
d. In groups of 3 or 4, discuss the questions.

p.67, Revise and Check
a. Choose the best answer a, b, c.
b. Put the verb in brackets in the right form.

Unit 5:
A: - p.69 – a. Look at the pairs of sentences. Say if they are the same or different in meaning.
b. Read the rules and do the exercises.

B: - p.72 – a. Complete 3 sentences from the listening with the right form of one of the following verbs.
b. Answer the questions with a partner
c. Read the rules and do the exercises.
d. Ask and answer with a partner.

C: - p.77 – a. Listen and write the verbs or phrases in the right box.
b. Use your instinct. Cross out wrong form.
c. Read the rules and do the exercises.
d. Guess the sentence.

p.83, Revise and check
a. Put the verb in brackets in the right form.
b. Circle the right phrases. Tick if both ate possible.

Unit 6:

A: p.86 – a. How do you normally get to the place where you work or study? How long does it take you? Do you know any people who travel for more than an hour each way every day?
b. Read an article about extreme communing. What are the pros and cons for Nick Thorner?
c. Listen to Nick on a typical morning and answer the questions.
d. Now, listen and complete some of the Nick's sentences. What do they have in common?
e. Read the rules and do the exercises.

B: p.89 – a. Complete the sentences from the text with an auxiliary verb. What is their function in the sentences.
b. Read the rules and do the exercise.

C: p.93 – a. Sentences 1-4 below convey ideas which the speakers expressed, but they phrased them in a slightly different way. Can you remember what they actually said?
b. Listen and check. Look at the pairs of sentences. What is the difference between them?
c. Read the rules and do the exercises.

p.98, Revise and Check
a. Cross out the pronoun where possible.
b. Complete the sentences with one word.
c. Rewrite the sentences using the bold word.

Unit 7:

A: p.102 – a. Circle the right phrase in each pair. If you think both are possible, explain what the difference between them is.
b. Read the rules and do the exercises…

B: p.107 – a. Complete the sentences with…
b. Read the rules and do the exercises…

C: p.110 – a. Right or wrong? Correct the mistakes in the highlighted phrases.
b. Read the rules and do the exercises…
c. In group of 3, discuss each of the topics below.

p 115, Revise and Check
a. Right or wrong? Correct the mistakes in the highlighted phrases.
b. Circle the right phrases. Tick if both are possible.

In New English File C1 the units consist of 3 sections A, B, C, each of which contain grammar sections. Moreover, the textbook suggests a separate part which is called Bank and presents grammar rules with exercises for practicing these rules. The exercises are mostly targeted on add, complete, match, circle, etc.

Free Grammar practice:

- Discuss 7
- Write a story (sentence, paragraph) 1
- Complete 1
- Game 1

Controlled grammar practice:

- Grammar discussion 10
- Read rules and do exercises 21
- Continue the sentences 3
- Match… 3
- Answer the questions 9
- Complete … 7
- Rewrite … 5
- Find and correct the mistakes …6
- Choose… 6

Face to Face C1 – Here grammar interacts with language skills.

Unit 1:

Help with grammar
p.8 – 1. Are both verb forms possible? Why? Why not?
p.9 – 1. Complete sentence so it has the same meaning…
2. Compete the following sentences about yourself.

Review, p.14 – Grammar is marked with letter G
1. Choose the best ending for each sentence.
2. Fill in the gaps with the correct form of the verb in brackets. Use the past simple or the present perfect. There is sometimes more than one possible answer.
3. Rewrite these sentences to emphasize the words in bold starting with the words in brackets.

Preview, p.15
1. Find and correct one mistake on each sentence.
2. Fill in the gaps with the correct form of these verbs.

Unit 2:

p.16 – 1. Rewrite the phrases in b old using a preposition and which and whom.
2. Combine these 2 clauses, using of which or of whom.

p.20 – 1. Rewrite sentences 1-5 using words in brackets.
2. Rewrite these sentences. Use the correct particle form.

Review, p.24
1. Fill in the gaps with one of these phrases.
2. Complete these sentences with a present participle, a past participle or a perfect participle.

Preview, p.25

1. a. Tick the correct sentences. Then correct any mistakes.
b. Rewrite these sentences using the word in brackets.

Unit 3:

p.27 – 1. Rewrite the sentences using introductory it as the subject.
2. a. Use these prompts to make sentences yourself or people you know.
b. Take turns to tell each other your sentences.

p.30 – 1. Read about 2 more ways to stay healthy. Find and correct 5 mistakes in the use of inversion.

2. Rewrite sentences 1-5 using these phrases. The meaning should stay the same.

Review, p.34
1. Put the words in correct order.
2. Rewrite these sentences using introductory it.
3. Fill in the gaps with the subject and the correct form of the verb in brackets.

Preview, p.35
1. Look at the verb form. Match them to rules.
2. Choose the best option.

Unit 4:

p.37 – 1. Fill in the gaps with these prompts. Use the correct form of the verb.
2. Complete the sentences with the words in brackets.

p.41 – 1. Tick the correct sentences. Then correct the mistakes.
2. Complete these sentences with true and false into about yourself.

Review, p.44
1. Choose the correct verb forms. Sometimes both are correct.
2. Use these prompts to write true or false sentences about yourself.
3. Read the story. Then fill in the gaps with the correct form of the phrases in brackets.

Preview, p.45
1. What is the difference in meaning between sentences a and b?
2. Complete the sentences with the correct form of the verb n brackets.

Unit 5:

p.48 – 1. Tick the correct sentences. Then correct the mistakes.
Review, p. 54
1. Tick the correct sentences. Correct the mistakes.

Preview, p.55
1. Complete these sentences using the prompts in brackets.
2. Choose the correct words.

Unit 6:

p.57 – 1. Complete these sentences with your own ideas.
2. Make comparison with words/phrases and the adjectives in brackets.

p.61 – 1. a. Tick the correct sentences. Then correct the mistakes.
b. Do you agree with the sentences?
2. Put the adverbials in brackets in the correct place in these sentences.

Review, p.64
1. a. Look at these pairs of sentences. Do they have the same meaning? If not, what's the difference?
b. Change the sentence so they are true for you.

Preview, p.65
1. Match the conditional clause in A to a main clause in B
2. Make passive sentences starting with the correct form of the words in bold.

Unit 7:

p. 68 – 1. Choose the correct verb form in these conditional sentences.
2. a. Change these sentences, using mixed conditional forms.
b. Ask follow-up questions.

p.71 – 1. Rewrite these sentences starting with the words in bold.
2. Use the correct form of the verbs in brackets to make 2 sentences.

Review, p.74
1. Choose the correct answer.
2. Fill the gaps with the correct form of the verbs in brackets.

Preview, p.75
1. a. Tick the correct words in bold. Then correct the mistakes.
b. Complete 1-9 with but + subject + auxiliary verb.
c. Complete these sentences with the correct form of the verb in brackets.

Unit 8:

p.78 – 1. Make sentences with these words.
2. Tick the correct sentences. Then correct the mistakes.

Review, p.83
1. Fill in the gaps with the correct form of the verbs in brackets.
Preview, p.85
1. a. Look at the sentences. Which uses of the continuous are correct, incorrect or unlikely?
b. Read these rules. Are these verbs in the box state verbs or activity verbs?
2. Choose the correct answer….

Unit 9:

p.88 – 1. Tick the correct sentences. Then correct the mistakes.
2. Complete these sentences with the present simple or present continuous form of the verbs in brackets.

p.90 – 1. a. Choose the correct words in these sentences.
b. Tell partner which sentences are true for you.
2. Replace the words in bold with one where appropriate or necessary.

Review, p.94
1. Choose the correct verb form

Preview, p.95
1. a. Match functions a-h to pairs of sentences 1-8
b. Choose the correct word/phrase

Unit 10:

p.98 – 1. Fill in the gaps with the present form of the verbs in brackets.
2. a. Choose the correct words. Then complete the sentences so that they are true for you.

p.100 – 1. Write sentences with the same meaning using the correct form of the modal verb in brackets.

2. Complete these sentences for yourself.

Review, p.104
1. Tick the correct sentences. Then correct the mistakes.
2. Work in pairs. Look at the modal verbs in bold and explain their meaning in context.

Grammar in Face to Face C1 is given in the section called "Help with grammar". Alongside with this each unit contains two sections which are called Review and Preview where language (grammar and vocabulary) and also language skills (reading, listening, writing and speaking) are widely practiced.

Free Grammar practice:

- Complete… 2
- Make sentences… 3
- Discuss… 4

Controlled grammar practice:

- Grammar discussion 8
- Complete… 10
- Choose… 12
- Fill in … 10
- Rewrite… 15
- Find and correct the mistakes… 10
- Combine …1
- Match…2
- Make sentences… 1

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Appendix 2

Sample questionnaire designed for students:

Students Questionnaire:

Code number:

This questionnaire is a part of a research project intended to investigate the attitudes of EFL (English as a Foreign Language) teachers and students towards the importance of grammar and its teaching in present-day English language classes in Azerbaijan. The questionnaire is totally anonymous. Honesty is highly appreciated. It will take you about 20 minutes to complete. Thank you for your help.

SECTION 1: PERSONAL DATA

Please tick the corresponding option:

- **Name of the University** *(Full name)* _____
- **Faculty** *(Full name)* _____
- **Age** _____
- **Sex**□ Male □ Female
- **What was the language of instruction at secondary school?**

  □ Azerbaijani □ Russian □ English □ Other _____
- **What is your level of English?**

  □ elementary (A1) □ pre-intermediate (A2) □ intermediate (B1)

□ upper-intermediate (B2) □ advanced (C1) □ don't know

- **How many years have you been studying English?**

  □ 1-3 □ 4-7 □ 8-12 □ more _____

- **Have you ever spent any time in English-speaking countries?** □ Yes □ Never

  a. *If yes, for how long?*

  □ less than 1 month □ from 1 to 6 months □ 1 year □ more than 1 year

  b. *Country:*

  □ England □ USA □ Australia □ Ireland □ Another _____

- **How many students are there in your EFL (English as a Foreign Language) class?**

  □ 8-12 □ 13-16 □ 17 – 22 □ more than 22

- **Please, specify your EFL (or grammar) teacher's age:**

  □ 25-30 □ 31-40 □ 41-50 □ older than 50

SECTION 2: GENERAL OPINION ON THE IMPORTANCE OF GRAMMAR AND ITS TEACHING

Please, rate the following statements according to a 5-point scale:

5 – FULLY AGREE
4 – AGREE
3 – NOT SURE
2 – DISAGREE
1 – TOTALLY DISAGREE

1. Grammar is an important component of English language teaching.	5	4	3	2	1
2. The knowledge of grammar is necessary if one wants to speak English well.	5	4	3	2	1
3. The knowledge of grammar is necessary if one wants to understand spoken English.	5	4	3	2	1
4. The knowledge of grammar is necessary if one wants to understand texts in English.	5	4	3	2	1
5. The knowledge of grammar is necessary if one wants to write English well.	5	4	3	2	1

SECTION 3: GENERAL ATTITUDES TOWARDS GRAMMAR AND THE WAYS IT IS LEARNED AND TAUGHT

Please, rate the following statements according to a 5-point scale:

5 – FULLY AGREE
4 – AGREE
3 – NOT SURE
2 – DISAGREE
1 – TOTALLY DISAGREE

6. Enough time is allotted to the teaching of grammar in my classes. 5 4 3 2 1
7. I learn English grammar better when the teacher gives explanations of grammatical rules before doing the exercises. 5 4 3 2 1
8. I learn English grammar better when the teacher helps me to discover the rules by myself. 5 4 3 2 1
9. Rules are important in the study of English grammar. 5 4 3 2 1
10. Grammar rules should be learnt by heart. 5 4 3 2 1
11. Grammar rules should be learnt through examples. 5 4 3 2 1
12. To understand grammar better, I need to do many repetition exercises. 5 4 3 2 1
13. Could you tick the types of activities that help you best in practicing your grammar?

□ Rewrite (using a particular grammatical structure)
□ Fill in the gaps
□ Find and correct the grammar mistakes in given sentences
□ Answer questions (on grammar issues)
□ Put into the correct form (order)
□ Read rules and do exercises
□ Role-play using grammar
□ Grammar games
□ Work with your partner (completing any grammar task)
□ Work in a group (completing any grammar task)
□ Other (please, specify) _____

SECTION 4: PRESENT- DAY SITUATION OF GRAMMAR TEACHING IN EFL CLASSES

Please, rate the following statements according to a 5-point scale: (the questions regard your EFL classes)

5 – ALWAYS
4 – USUALLY
3 – SOMETIMES
2 – RARELY
1 – NEVER

14. Students in general speak English in the classroom. 5 4 3 2 1
15. The teacher generally speaks English in the classroom. 5 4 3 2 1
16. The teacher generally explains grammar in English. 5 4 3 2 1
17. Grammar is learnt by doing translations from our mother tongue into English. 5 4 3 2 1
18. We carry out many grammar activities. 5 4 3 2 1
19. We do exercises correcting grammar errors. 5 4 3 2 1
20. We do oral activities that are targeted at the use of grammatical patterns. 5 4 3 2 1
21. We learn grammar as part of:
    - Listening exercises 5 4 3 2 1
    - Speaking exercises 5 4 3 2 1
    - Writing exercises 5 4 3 2 1
    - Reading exercises 5 4 3 2 1
22. We use the smartboard in class to complete/practice grammar activities. 5 4 3 2 1
23. We use computer programs and the internet in class to complete/practice grammar activities. 5 4 3 2 1
24. There are many questions on grammar in English exams. 5 4 3 2 1

SECTION 5: ENGLISH OUTSIDE THE CLASSROOM

25. Please, rate the frequency of the activities you carry out outside the classroom according to a

5-point scale.

5 – ALWAYS
4 – USUALLY

3 – SOMETIMES
2 – RARELY
1 – NEVER

a. I use English outside the class. 5 4 3 2 1

b. I talk to native speakers in English. 5 4 3 2 1

c. I use the computer and the internet to:

- consult web pages 5 4 3 2 1
- consult dictionaries 5 4 3 2 1
- write e-mails in English 5 4 3 2 1
- participate in chats in English 5 4 3 2 1
- participate in social networks 5 4 3 2 1

d. I speak English to my friends. 5 4 3 2 1

e. I watch movies in English. 5 4 3 2 1

f. I read books in English. 5 4 3 2 1

g. I listen to music in English. 5 4 3 2 1

26. Do you do anything else to learn/practice English outside the class? □ Yes □ No

If yes, please, specify

_____

_____

_____

27. Have you ever had private lessons or attended any EFL courses outside the University?

□ Yes □ No

28. If your answer to question 28 is yes, please, choose any of the following options:

You can tick as many as you like.

□ to practice English pronunciation

□ to practice spoken English

□ to practice written English

□ to practice English grammar

□ to get feedback regarding the University syllabus/topics, etc.

□ to prepare exams

SECTION 6: TEXTBOOKS AND OTHER MATERIALS IN EFL CLASSES

Please, tick the appropriate answer(s):

29. Do you use any textbook(s) *(coursebook)* in your EFL class? □ yes □ no

If yes, please, indicate the textbook(s) you are using at present for your English course

_____

The textbook you use in your EFL class…

30. …generally provides grammar explanations. □ A lot □ Not □ Enough □ None

31. … presents too many grammar patterns. □ Yes □ That's ok □ No □ Don't know

32. … presents interesting grammar activities. □ Always □ Not sure □ Rarely □ don't know

33. …usually provides the correct answers in the appendix section. □ yes □ no

34. …usually provides grammar rules and explanations in the appendix section. □ yes □ no

35. The activities in textbooks help to improve your knowledge of grammar.

□ quite a lot □ sometimes □ never □ don't know

36. The grammar presented in the textbooks is not comprehensible without explanations.

□ yes □ sometimes □ not sure □ don't know

37. I would like my textbooks to include other types of grammar activities. □ yes □ no

38. What materials apart from your textbook(s) do you use to learn English grammar?

You can tick as many as you like.

□ grammar exercises handouts

□ web pages for doing grammar activities

□ tutorial videos for grammar presentation

□ workbook with grammar exercises

□ grammar manuals (*Murphy, English Grammar in Use, etc*.)

□ Other (please, specify) _____

SECTION 7: DIFFICULTIES IN THE STUDY OF GRAMMAR

Please, tick the most suitable answer:

39. I generally have problems with English grammar □ yes □ not sure □ no

40. If the answer to the previous question is yes, or not sure, could you specify what sort of problems you have? (*You can think about remembering grammar rules; using grammar logically; using grammar fluently in conversation or in writing; using grammar accurately, etc.*)

_____
_____
_____
_____

41. *Please, tick the top **three** grammar areas you mostly have difficulties with:*

1 being the **most difficult**;
2 being **less difficult**;
3 being the **least difficult**

☐ word order

☐ articles

☐ phrasal verbs

☐ reported speech

☐ verbal tense forms

☐ prepositions

☐ passives

☐ comparatives and superlatives

☐ irregular verbs

☐ modals

☐ gerund and infinitive

☐ participles

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Thank you very much for your cooperation. If you have any questions, suggestions, doubts or comment regarding the teaching of grammar you would like to share with me, please, do not hesitate to contact me: **tamillamammadova@hotmail.com**

Appendix 3

Sample Questionnaire designed for teachers

Teachers' Questionnaire:

Code number:

This questionnaire is a part of a research project intended to investigate the attitudes of EFL teachers and students towards the importance of grammar and its teaching in present-day English language classes in Azerbaijan. The questionnaire is ***totally anonymous****. Honesty is highly appreciated. It will take you about 20 minutes to complete it. Thank you for your help.*

SECTION 1: PERSONAL DETAILS

Please tick the corresponding option:

- **Work Place** (*Name of the University*) _____
- **The type of University you are teaching in** □ Public □ Private
- **Sex**□ Male □ Female
- **Please, specify your age:**

  □ 25-30 □ 31-40 □ 41-50 □ older than 50

- **Highest academic/professional qualifications. Please, tick only one**:

  □a teacher's certificate in language education

  □ a bachelor's degree in language education

  □ a master's degree in language education

  □ a doctorate's degree in language education

  □ Other (please, specify) _____

- **How long have you been teaching English?**

  □ 1-5 □ 6-10 □ 11-15 □ more _____

- **How many students are there on average in the classes you teach?**

  □ 8-12 □ 13-16 □ 17 – 22 □ more than 22

SECTION 2: GENERAL OPINION ON THE IMPORTANCE OF GRAMMAR AND ITS TEACHING

Please, rate the following statements according to a 5-point scale:

5 – FULLY AGREE
4 – AGREE
3 – NOT SURE
2 – DISAGREE
1 – TOTALLY DISAGREE

1. Grammar is an important component of English language teaching. 5 4 3 2 1
2. The knowledge of grammar is necessary if one wants to speak English well. 5 4 3 2 1
3. The knowledge of grammar is necessary if one wants to understand spoken English. 5 4 3 2 1
4. The knowledge of grammar is necessary if one wants to understand texts in English. 5 4 3 2 1
5. The knowledge of grammar is necessary if one wants to write English well. 5 4 3 2 1

SECTION 3: GENERAL ATTITUDES TOWARDS GRAMMAR AND THE WAYS IT IS LEARNED AND TAUGHT

Please, rate the following statements according to a 5-point scale:

5 – FULLY AGREE
4 – AGREE
3 – NOT SURE
2 – DISAGREE
1 – TOTALLY DISAGREE

6. Enough time is allotted to the teaching of grammar in university EFL programs in Azerbaijan. 5 4 3 2 1

7. Students learn grammar better when the teacher gives themexplanations of grammatical rules before doing the exercises. 5 4 3 2 1

8. Students learn English grammar better when the teacher helpsthem to discover the rules on their own. 5 4 3 2 1

9. Rules are important in the study of English grammar.5 4 3 2 1

10. Grammar rules should be learnt by heart. 5 4 3 2 1

11. Grammar rules should be learnt through examples. 5 4 3 2 1

12. To understand grammar better, students need to do many repetition exercises. 5 4 3 2 1

13. Could you tick the types of activities that, in your view, help best in practicing grammar with your students? *You can tick as many as you like.*

□ Rewrite (using a particular grammatical structure)

□ Fill in the gaps

□ Find and correct the grammar mistakes in the given sentences

□ Answer questions (on grammar issues)

□ Put (the words/the sentences) into the correct form (order)

□ Translations

□ Read rules and do grammar exercises

□ Role-play (using the learnt grammar patterns)

□ Grammar games

□ Work with your partner (completing any grammar task)

□ Work in a group (completing any grammar task)

□ write a paragraph using a certain grammar structure

□ Other (please, specify) _____

SECTION 4: PRESENT - DAY SITUATION OF GRAMMAR TEACHING IN EFL CLASSES

Please, rate the following statements according to a 5-point scale: (the questions regard EFL classes)

5 – ALWAYS
4 – USUALLY
3 – SOMETIMES
2 – RARELY
1 – NEVER

14. Students in general speak English in the classroom. 5 4 3 2 1
15. Teacher (*I*) generally speak(s) English in the classroom. 5 4 3 2 1
16. Teacher *(I)* generally explain(s) grammar in English. 5 4 3 2 1
17. Grammar is learnt by doing translations from the mother tongue into English. 5 4 3 2 1
18. My students generally do many grammar exercises in class. 5 4 3 2 1
19. My students do exercises consisting in the correction of grammar errors. 5 4 3 2 1
20. My students do oral activities that are targeted at the use of grammatical patterns. 5 4 3 2 1
21. My students usually learn grammar as part of:
    - Listening exercises 5 4 3 2 1
    - Speaking exercises 5 4 3 2 1
    - Writing exercises 5 4 3 2 1
    - Reading exercises 5 4 3 2 1
22. We use the smartboard in class to complete/practice grammar activities. 5 4 3 2 1
23. We use computer programs and the internet in class to complete/practice grammar activities. 5 4 3 2 1
24. There are many questions on grammar in English exams. 5 4 3 2 1

SECTION 5: TEXTBOOKS AND OTHER MATERIALS IN EFL CLASSES

Please, tick the appropriate answer(s):

25. Do you use any textbook(s) in your EFL class? □ yes □ no

If yes, please, indicate the textbook(s) you are using at present for your English course

_____

The textbook you use in your EFL class…

26. …generally provides grammar explanations. □ A lot □ Not enough □ Enough □ None

27. … presents too many grammar patterns. □ Yes □ That's ok □ No □ Don't know

28. … presents interesting grammar activities. □ Always □ Not sure □ Rarely □ Don't know

29. …usually provides the correct answers in the appendix section. □ yes □ no

30. usually provides grammar rules and explanations in the appendix section. □ yes □ no

31. The activities in textbooks help students to improve their knowledge of grammar.

□ quite a lot □ sometimes □ never □ don't know

32. The grammar presented in the textbooks is not comprehensible without my (teacher's) explanations.

□ yes □ sometimes □ not sure □ don't know

33. I would like the textbook(s) to include other types of grammar activities. □ yes □ no

If yes, please, specify _____

34. What materials apart from your textbook(s) do you use to teach English grammar?

You can tick as many as you like.

□ grammar exercises handouts

□ web pages for doing grammar activities

□ tutorial videos for grammar presentation

□ workbook with grammar exercises

□ grammar manuals (*Murphy, English Grammar in Use, etc*.)

□ Other (please, specify) _____

SECTION 6: DIFFICULTIES IN THE STUDY OF GRAMMAR

Please, tick the most suitable answer:

35. Students generally have problems with English grammar □ yes □ sometimes □ no

36. If the answer to the previous question is yes, or sometimes, could you specify what sort of problems they have?

_____

_____

_____

37. *Please, tick the top **three** grammar areas that seem to be the most difficult for your students:*

☐ prepositions

☐ word order

☐ articles

☐ phrasal verbs

☐ reported speech

☐ verbal tense forms

☐ passives

☐ comparatives and superlatives

☐ irregular verbs

☐ modals

☐ gerund and infinitive

☐ participles

38. What kind of tests do you usually use in your classroom to evaluate your students' knowledge of grammar? (*match 3 most frequent*)

□ multiple choice

□ matching

□ fill in the blanks

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□ cloze test

□ true/false

□ essay questions

□ oral interview

□ composition test

□ other (please, specify) _____

SECTION 7: GENERAL EFL TEACHING SITUATION IN AZERBAIJAN

39. **a.** Do you think that during the last 8-10 years EFL teaching in Azerbaijan has undergone considerable changes? □ Yes □ No

39. **b.** If yes, what kind of innovations have been implemented?

□ technological advance

□ methodological improvements

□ the application of new materials (textbooks, manuals, etc.)

□ other (please, specify) _____

40. **a.** What are the current problems in general EFL teaching in Azerbaijan? *Please, tick as many as you like*.

□ poor technological equipment in the classrooms

□ classrooms do not meet the modern requirements (size of the classrooms, old furniture, etc.)

□ nothing has changed in terms of teaching methodology

□ old and out of date teaching materials keep on dominating

□ the University library does not buy new books (those regarding EFL)

□ new teaching materials (textbooks, manuals, etc.) have been incorporated at the University, but the teachers still adapt them to old language teaching methods (text translation, avoiding listening and speaking exercises, etc.)

□ the design of the curriculum program is not targeted on the development of students' communicative skills.

□ Changes should be introduced as regards the training of teachers of English

□ other (please, specify) _____

40. **b.** What measures can be taken to improve the existing situation? (*Please, specify*)

_____

_____

_____

Thank you very much for your cooperation. If you have any questions, suggestions, doubts or comments regarding the teaching of grammar you would like to share with me, please, do not hesitate to contact me: **tamillamammadova@hotmail.com**

Appendix 4

Sample checklist designed for pilot observation

Pilot Observation Checklist

University …… Faculty ……

Observation Time …… Course Level ……..….

Circle appropriate option:

Section 1: General Comments Due to the Rubrics					
***Rubric 1**: Clarity of Learning Objectives*					
Students Clearly Understand their Learning Objectives			*Yes*		*No*
Observer comments:					
***Rubric 2**: Planning and Organization*					
Teacher was organized and well prepared to the lesson	Totally prepared	Partially prepared	Poor preparation	No preparation at all	Improvisation
Observer comments:					
***Rubric 3**: Effective Use of Teaching and Learning Resources*					
Teachers use technology and other classroom resources			Strong		Weak
Observer comments:					
***Rubric 4**: Classroom Management*					
1. Did the teachers ensure they could be heard and understood clearly?			Yes	Not fully	No
2. Did the teachers display enthusiasm for the subject?			Yes	Not fully	No
3. Did the teachers summarize discussion periodically?			Yes	Not fully	No
4. Did the teachers respond students' questions?			Yes	Not fully	No
5. Did the teachers demonstrate a good command of the subject being taught?			Yes	Not fully	No
6. Was session lively and we students motivated?			Yes	Not fully	No
Observer comments:					

Section 2: Teachers' Evaluation					
1. Teacher's instructions were clear.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
2. The teacher provided opportunities for student	1 (very	2 (poor)	3 (good)	4 (very good)	5 (excellent)

input.	bad)				
3. The teacher respected student opinions and contributions.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
4. The teachers carried out comprehension check.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
5. The teacher rephrased, simplified, or clarified information.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
6. The teacher was respective to and reacted positively to all student questions.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
7. The teacher allowed appropriate wait time for questions.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
8. The teacher provided a comfortable classroom atmosphere for risk-taking.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
9. Class atmosphere was positive.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
Observer comments:					

Section 3: Students' Classroom Participation

All students were interested in the lesson.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
Learners were highly responsive.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
Learners voluntarily asked questions.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
Learners voluntarily completed all the tasks.	1 (very bad)	2 (poor)	3 (good)	4 (very good)	5 (excellent)
Observer comments:					

Appendix 5

Sample checklist designed for main observation

Main Observation Checklist

University …… Faculty ……

Observation Time …… Course Level ……..

Teacher **AB**

Section 1: The way grammar is taught in the EFL class:

	Yes	*No*	
1. Enough time is allotted to the teaching of grammar.			__ min.
2. Teacher explains the rules before doing the exercises.			
3. Teachers makes students discover the rules on their own.			
4. Teacher asks students to learn grammar rules by heart.			
5. Teacher makes students learn grammar through examples.			
Observer comments:			

Section 2: Grammar activities fulfilled in the class:

	Yes	No
1. Rewrite (using a particular grammatical structure)		
2. Fill in the gaps		
3. Find and correct the grammar mistakes in the given sentences		
4. Answer questions (on grammar issues)		
5. Put (the words/the sentences) into the correct form (order)		
6. Translations		
7. Read rules and do grammar exercises		
8. Role-play (using the learnt grammar patterns)		
9. Grammar games		
10. Work with your partner (completing any grammar task)		
11. Work in a group (completing any grammar task)		
12. Write a paragraph using a certain grammar structure		
Observer comments:		

Section 3: Grammar Practicing techniques used in the class

	Yes	No
1. Students do translation from mother tongue into English and vice versa.		
2. Students do exercises consisting in the correction of grammar errors.		
3. Students do activities that are targeted at the use of grammatical patterns.		
4. Students do grammar activities as a part of listening.		
5. Students do grammar activities as a part of reading.		
6. Students do grammar activities as a part of speaking.		
7. Students do grammar activities as a part of writing.		
8. Students do many repetition exercises.		

Observer comments:

Section 4: Resources used for grammar teaching in class

	Yes	No
1. To complete grammar tasks, smartboard is used.		
2. To complete grammar tasks, computer software is used.		
3. To complete grammar tasks, video is used.		
4. To complete grammar tasks, audio CD is used.		
5. To complete grammar tasks, textbook is used.		
6. To complete grammar tasks, supplementary handouts are used.		

Observer comments:

Section 5: Most common grammatical difficulties students encountered during the class

Prepositions	☐	Reported speech	☐
Word Order	☐	Verbal tense forms	☐
Article	☐	Irregular verbs	☐
Phrasal verbs	☐	Comparatives and superlatives	☐
Modals	☐	Gerund and infinitive	☐
Passives	☐	Participles	☐

Observer comments:

Section 6: General Evaluation of the class

	Yes	No
1. Materials and learning activities were interactive.		
2. Materials and learning activities were language-level appropriate.		
3. General approach to the grammar teaching was interactive.		
4. General language to the grammar teaching was level appropriate.		
5. The presented grammar was easily acquired by the students.		
6. The grammar learning objectives were achieved.		

Observer comments:

Section 7: General Comments:

Advantages of the class:

Drawbacks of the class:

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Appendix 6

Sample list of interview questions

Interview Questions

These interview questions are a part of a research project. It is totally anonymous. Honesty is highly appreciated. Thank you in advance for your cooperation.

University …… Faculty ……

Please, choose your **Course Level**: foundation course /1st year / 2nd year /3rd year/ 4th year

1) **How much time is allotted to the teaching of EFL (English Foreign Language) during the four academic years of studies at University?**

_____
_____
_____

2) **What is the role of translation in the EFL classes, particularly when teaching grammar?**

_____
_____
_____

3) **Are computer programs used to fulfill grammar tasks?**

_____
_____
_____

4) **Is grammar taught via four language skills? Why is the development of listening skill not popular in the classes?**

_____
_____
_____

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5) **What do you think about the presentation of grammar in the textbooks? Is it necessary to substitute them, if yes, why?**

_____

_____

_____

6) **What changes should be introduced to textbooks in terms of grammar teaching?**

_____

_____

_____

7) **What are the current problems that take place in EFL teaching?**

_____

_____

_____

8) **How to improve the situation?**

_____

_____

_____

If you have any questions, please, do not hesitate to contact me:

tamillamamedova@mail.ru

RESUMEN EN CASTELLANO

Esta tesis doctoral supone una aportación importante para la enseñanza del inglés como lengua extranjera en términos generales y, más concretamente, parra la enseñanza de la gramática a estudiantes universitarios de Inglés como Lengua Extranjera en Azerbaiyán.

En las últimas décadas, la enseñanza de idiomas y, más particularmente, la enseñanza del inglés, se ha convertido en un tema central de los programas curriculares en las instituciones de enseñanza de carácter obligatoria (Centros de Primaria y Secundaria) así como en las no obligatorias (Universidades, Centros de Lenguas, Institutos Internacionales, etc.).

Junto a las cuatro destrezas básicas en la enseñanza de lenguas extranjeras, es decir, la comprensión oral, comprensión escrita y expresión e interacción oral y escrita, la gramática siempre ha jugado un papel importante en la enseñanza del inglés. Sin embargo, hoy en día, debido a algunas innovaciones introducidas en la enseñanza general de lenguas, el enfoque de la gramática y su enseñanza dista mucho de ser homogéneo.

Esta ambigüedad sobre el papel de la gramática en la enseñanza del inglés, así como su tratamiento pedagógico se perciben de modo especial en un país como Azerbaiyán, donde, debido a algunos cambios radicales en el sistema educativo, principalmente por el paso de un enfoque de enseñanza post-soviético a uno occidental, la enseñanza del inglés y, a su vez, la enseñanza de la gramática, se han convertido en un tema controvertido. Mientras que los profesores de Inglés como Lengua Extranjera con una dilatada experiencia son los defensores de los viejos métodos de enseñanza de la gramática, las generaciones más jóvenes (especialmente aquellos que obtuvieron un

título universitario o completaron su formación académica en países occidentales) son más propensos al empleo de enfoques más recientes en la enseñanza de la gramática, como puede ser el enfoque comunicativo o el basado en tareas, evitando a menudo explicaciones explícitas de la gramática. Por otra parte, en el pasado, los estudiantes universitarios solían tener una base muy sólida de la gramática y del vocabulario del inglés si bien eran incapaces de hablar y entender el idioma a un nivel funcional (Shafiyeva y Kennedy, 2010), es decir, tenían problemas serios a la hora de comunicarse en inglés.

Estas cuestiones lingüísticas y pedagógicas se derivan de hechos históricos y políticos bien conocidos. Así, desde el colapso de la Unión Soviética en 1991, se han producido muchos cambios en el sistema educativo y en la sociedad en general en Azerbaiyán. El desarrollo de la industria petrolera en el Mar Caspio ha dado lugar a un boom económico inesperado. Empresas multinacionales y hablantes nativos de inglés han inundado el país, de modo que la necesidad de que los empleados locales sean capataces de dominar el inglés ha aumentado drásticamente (Shafiyeva& Kennedy, 2010).

En 2005, el Ministerio de Educación de Azerbaiyán firmó el acuerdo de Bolonia y aceptó las directrices del Marco Común Europeo de Referencia (MCER) para la enseñanza y el aprendizaje de lenguas. Se trata de un documento publicado en 2001 que afirma que "la gramática de cualquier lengua es muy compleja y por ello requiere un tratamiento exhaustivo" (MCER, 2001: 113). Por lo tanto, la aceptación de los principios del MCER ha tenido un impacto significativo en la enseñanza de idiomas, pasando de un enfoque centrado en el docente a otro centrado en el estudiante. Esto también significa que el papel de la enseñanza de la gramática también ha cambiado, es decir, no es suficiente poder traducir textos y hacer algunos ejercicios de rellenar huecos con formas gramaticales, sino que es necesario ser capaz de utilizar la lengua con fluidez y precisión. La gramática se considera como un medio para un fin, que no es otro que alcanzar una competencia comunicativa. Sin embargo, los resultados de algunos estudios preliminares realizados en este país (Mammadova, 2015), pusieron de manifiesto que la mayor parte del profesorado no estaba dispuesto y posiblemente ni siquiera preparado para este cambio trascendental en la enseñanza de la gramática que

también se refleja en un tratamiento inadecuado de los nuevos libros de texto internacionales que pasaron a sustituir a los libros de texto locales basados en el método de la Traducción y Gramática. Las investigaciones piloto que llevé a cabo en la ULA (Universidad de Lenguas de Azerbaiyán) en 2013 y 2014, así como mi experiencia personal me hicieron reflexionar sobre las aproximaciones y metodologías que deberían aplicarse a la enseñanza de la gramática y que podrían satisfacer las necesidades actuales del alumnado y de la sociedad en general. En este sentido, sostengo que los libros de texto, que son los principales instrumentos de enseñanza en el aula, deben ser analizados en primer lugar; es decir, necesitaba ver cómo se presenta la gramática en estos materiales didácticos. Sin embargo, tan pronto como comencé a familiarizarme con la amplia bibliografía sobre este tema, me encontré con una serie de cuestiones importantes, como son la finalidad última de la evaluación de materiales y otras cuestiones relacionadas con la importancia de la innovación en la enseñanza de idiomas. Además, al analizar los libros de texto y los métodos y técnicas de presentación gramatical utilizados en los mismos, me di cuenta de que la mayoría de ellos no cumplían mis expectativas al no estar presente en los mismos un enfoque comunicativo para la enseñanza de la gramática. Por lo tanto, era necesario averiguar qué pensaban sobre este tema los profesores y estudiantes que tratan directamente con estos libros de texto. Esto fue lo que me llevó a ampliar mi investigación y recoger los puntos de vista del profesorado y alumnado con respecto a los problemas actuales a los que se tienen que enfrentar en sus clases de Inglés como Lengua Extranjera. Estaba totalmente convencida de que si teníamos en cuenta toda esta información (es decir, el análisis del papel de la gramática y su tratamiento pedagógico en los libros de texto, el estudio de las preferencias de los estudiantes y profesores por las metodologías y técnicas de cómo debe enseñarse la gramática, la revisión crítica de los métodos ya existentes para la enseñanza de la gramática), se podría cumplir el objetivo principal, que no es otro que la identificación de las metodologías más adecuadas para la enseñanza de la gramática junto con un diagnóstico de algunos de los principales problemas de la enseñanza del inglés en Azerbaiyán que podrían llevar a la formulación de un conjunto de recomendaciones para el futuro. Por lo tanto, la idea principal que justifica esta investigación es la creencia de que, debido a los factores antes mencionados, la

enseñanza de la gramática y, por consiguiente, la enseñanza del inglés en Azerbaiyán debe experimentar cambios radicales en un futuro a medio plazo.

El análisis de una investigación piloto y algunas experiencias didácticas llevadas a cabo en la Universidad de Lenguas de Azerbaiyán - ULA (Mammadova, 2015), prepararon el terreno para un nuevo proyecto que es central para esta tesis. Se hizo evidente que, incluso en la segunda década del siglo XXI, cuando se han llevado a cabo tantos intentos por adoptar una enseñanza comunicativa, la situación en las clases de Inglés como Lengua Extranjera, y las actitudes de los profesores y los estudiantes hacia la enseñanza y el aprendizaje de la gramática realmente no han cambiado. Esto significa que en las clases de inglés de hoy en día en Azerbaiyán todavía se están utilizando metodologías totalmente trasnochadas para la enseñanza de gramática, métodos basados en el ya superado método de la Gramática y Traducción, el aprendizaje memorístico de reglas y la enseñanza de la gramática de forma descontextualizada, ignorando, en gran medida, aproximaciones comunicativas en el uso del lenguaje. En segundo lugar, la mayoría de los estudiantes, e incluso algunos de los profesores, consideran que la gramática no debe enseñarse en absoluto, ya que el objetivo principal de la clase de inglés debe ser aprender a comprender textos orales y escritos, hablar y escribir. Durante mi experiencia como docente en los últimos años, he escuchado a menudo a mis alumnos decir "no necesitamos gramática", "hoy a nadie le importa si utilizo un inglés correcto cuando me expreso en esta lengua". Esto me llevó precisamente a centrarme en el análisis de los puntos de vista de profesores y estudiantes sobre el papel de la gramática, así como sobre los métodos y técnicas que prefieren en su enseñanza y aprendizaje.

Por otra parte, esta investigación pretender también animar a los profesores de inglés a tratar la gramática inglesa de una manera más innovadora. Las observaciones de aula realizadas han demostrado que muchos docentes todavía utilizan técnicas propias de los métodos de la Gramática y Traducción en sus clases. Algunos profesores dictan incluso reglas gramaticales sin explicar ni ilustrar su uso y aplicación. Como consecuencia de este proceso, es posible que los alumnos conozcan las reglas gramaticales, pero no sepan aplicarlas de forma adecuada cuando se comunican oralmente o cuando escriben en inglés. Por último, una de las cuestiones más

importantes de esta investigación se refiere al análisis exhaustivo de los libros de texto como principales materiales de enseñanza y aprendizaje. Es un hecho ampliamente conocido que la mayoría de los libros de texto, además de disponer de una versión en papel, también ofrecen CDs y DVDs para ser utilizados en pizarras inteligentes. Además, estos libros de texto han reformulado las instrucciones para los alumnos, por lo que en lugar de pedirle al estudiante que "inserte la palabra correcta en el hueco dado", se le indica que "hagan clic en la respuesta correcta". Esto supone un cambio radical en términos de gestión del aula, es decir, de uno tradicional (estudiante y libro de papel) a uno más tecnológico (estudiante y pizarra electrónica o software de ordenador). En consecuencia, no sólo estos aspectos de los libros de texto han cambiado, sino que, muy posiblemente, los enfoques y técnicas de estos libros de texto también lo han hecho. Sin embargo, muchos especialistas estarán de acuerdo conmigo en que en nuestros Departamentos de Inglés sólo un pequeño número de profesores están realmente al día pedagógicamente hablando y evitan el uso de nuevas herramientas tecnológicas en sus clases.

En función de lo anterior, puede afirmarse que este proyecto de investigación pretende cumplir algunos objetivos generales y específicos. En cuanto a los objetivos generales, puede afirmarse lo siguiente: la enseñanza de la gramática es esencial en la enseñanza del inglés y, por ello, mi propósito principal es estudiar cómo se está llevando a cabo esta enseñanza de la gramática en Azerbaiyán. Además, puesto que la gramática es una parte importante del aprendizaje del inglés, también debo referirme a la enseñanza del inglés en general y tratar temas tan importantes como la situación general de la enseñanza de esta lengua en mi país. En consecuencia, daré una visión completa de la situación actual de la enseñanza del inglés e identificaré carencias del sistema.

En cuanto a los objetivos específicos, proporcionaré una visión general de los principales enfoques para la enseñanza de la gramática, incluyendo aquí actividades de presentación gramatical, práctica controlada y producción libre. Para ello, hago una distinción entre enfoques tradicionales y modernos. Por enfoques tradicionales de la enseñanza de la gramática entiendo los métodos que se utilizaron antes del siglo XXI y que pueden tener todavía su impacto en nuestros días; aquí incluyo diferentes

aproximaciones pedagógicas: el Método de la Gramática y Traducción, el aprendizaje de reglas, la corrección de errores y la enseñanza de gramática en contexto. En lo que respecta a los enfoques más recientes, estoy pensando en aquellos que surgieron a finales del siglo XX (y principios del siglo XXI), como una respuesta para adaptarse a una nueva era en la enseñanza de lenguas, influida por enfoques comunicativos del lenguaje en general. Estos son el enfoque comunicativo, el basado en tareas y en hacer al alumno consciente de las reglas gramaticales, el enfoque de la comprensión, y el así llamado de la no gramática o "agramático". Además, también analizo una muestra de los libros de texto más comunes en inglés usados por un gran número de profesores universitarios de Azerbaiyán y de todo el mundo, prestando particular atención a la enseñanza de la gramática y tratando de identificar los principales métodos y técnicas de presentación y práctica de la gramática. Además, estudio las opiniones de profesores y alumnos de este país sobre la enseñanza de la gramática a través de cuestionarios y entrevistas.

Para obtener datos adicionales sobre la manera en que se enseña el inglés y, más en particular, sobre la enseñanza de la gramática decidí también observar algunas clases de inglés en varias universidades de este país. Finalmente, mi intención fue identificar una serie de carencias en el sistema y hacer una serie de sugerencias para mejorar la situación actual. Esto significa que este trabajo puede considerarse innovador, ya que esperamos que contribuya de manera muy relevante a la enseñanza del inglés en Azerbaiyán, sobre todo teniendo en cuenta que, a mí entender, no se han llevado a cabo proyectos de esta naturaleza y de este alcance hasta la fecha.

A tenor de lo anterior, se puede decir que se ha utilizado una metodología empírica (es decir, tanto cuantitativa como cualitativa) para la obtención de los datos objeto de análisis. Así, he diseñado cuestionarios dirigidos a profesores y estudiantes y he realizado entrevistas junto con observaciones de aula. Esto se ha complementado con trabajo de campo, listas de verificación y evaluación de materiales didácticos.

Los datos se presentan principalmente en tablas y gráficas y, cuando es necesario, he aplicado un análisis estadístico con el fin de averiguar si existen diferencias significativas entre los entre las opiniones del profesorado y del alumnado. Para este propósito, utilicé el paquete estadístico STATA y R.

Como se mencionó anteriormente, este proyecto de investigación puede ser de gran interés para un gran público de lectores, a saber, profesores de EFL, estudiantes y especialistas en idiomas, así como para entidades que desarrollan y producen materiales. De forma más específica, la sección final de la tesis pudiera ser considerada como un hito para un amplio espectro de lectores, ya que la investigación termina con consejos útiles y sugerencias con respecto a métodos y técnicas de enseñanza de la gramática inglesa. A continuación, explicaré con más detalle la estructura y los principales contenidos de esta tesis (también se hará referencia a los resultados y principales implicaciones pedagógicas de este estudio).

Este trabajo se divide en dos partes principales. La primera contiene los capítulos 1 y 2, y es principalmente teórica. A esto le sigue una parte más práctica, donde presento los estudios empíricos realizados para investigar las opiniones (tanto de profesores como de estudiantes) sobre la enseñanza de la gramática. También se incluye un análisis detallado de los materiales didácticos relacionados con el mismo tema. El último capítulo (el capítulo 5) ofrece un resumen general y las principales conclusiones del estudio, junto con una serie de sugerencias para investigaciones futuras.

En el capítulo 1 describo el sistema de educación de Azerbaiyán. La educación en este país se divide en obligatoria y no obligatoria; La educación obligatoria comprende la Educación Primaria y Secundaria, mientras que la no obligatoria incluye Universidades, Escuelas de Idiomas e Institutos profesionales. Este capítulo es especialmente relevante ya que trata de temas importantes (programas curriculares, horas asignadas a la enseñanza del inglés, situación general de la enseñanza del inglés en Azerbaiyán, etc.) que se vuelven a retomar en el cuarto capítulo, donde se habla de la investigación realizada en varias universidades de Azerbaiyán. Es importante tener en cuenta esta visión general, ya que los hechos y cifras sobre la situación de la enseñanza y el aprendizaje del inglés en este país se presentan de forma clara. Además, explico los cambios que se han producido en el sistema cuando se introdujo el sistema de Bolonia. También explico la forma en la que se enseña el inglés en todos los niveles educativos, con especial referencia a la etapa universitaria. Cabe señalar que este capítulo también puede considerarse como una de las aportaciones de esta tesis, ya que hago un informe

de la situación actual de la educación en líneas generales en Azerbaiyán con especial atención a la enseñanza del inglés.

El capítulo 2 comienza con la definición general de gramática y su importancia en la enseñanza. También proporciona una descripción general de los diferentes enfoques en su enseñanza, haciendo una distinción general entre los tradicionales y los más recientes. Además, me refiero a las diferencias entre la enseñanza implícita y explícita de la gramática, señalando que ambas son importantes en su enseñanza. A continuación, hago una revisión de las técnicas que también son importantes, tanto para la presentación como para la práctica de la gramática, dejando claro que estas dos nociones, es decir, la presentación de la gramática y su práctica deben ser tratadas de modo diferente. Se hace también una distinción importante entre las actividades de práctica controlada de la gramática y las de producción libre.

En los capítulos siguientes se adopta una perspectiva más práctica y empírica. El capítulo 3 se compone de dos secciones, una teórica y una práctica. La primera se centra en el papel de los libros de texto y la importancia de su evaluación, mientras que la parte práctica da cuenta de la evaluación de veinte libros ampliamente utilizados con el fin de analizar las metodologías y técnicas que se utilizan para la presentación y práctica de la gramática. Además, se abordan los avances tecnológicos en la enseñanza actual de lenguas, poniendo un énfasis especial en el uso de las nuevas tecnologías. El análisis de veinte libros de texto principales contiene varias tablas que proporcionan información sobre las diferentes áreas gramaticales incluidas en cada uno de estos materiales, tomado como referencia lo establecido por el MCER para los niveles B2 y C1.

El análisis de cada uno de estos libros de texto muestra el número de técnicas de enseñanza de la gramática de carácter controlado y libre de acuerdo con una serie de cálculos porcentuales que se calcularon para mostrar los resultados con mayor claridad. Finalmente, el capítulo termina con un resumen general y algunas conclusiones preliminares.

El capítulo 4 describe el diseño, procedimiento y los resultados tanto de las encuestas como de las entrevistas y de las sesiones de observación de aula utilizadas con el fin de conocer los puntos de vista de profesorado y alumnado sobre la enseñanza de la gramática. Así, mientras que las encuestas proporcionaron una primera información

sobre las preferencias de alumnos y profesores, las entrevistas sirvieron para recoger información más detallada sobre algunas de las cuestiones que no quedaban demasiado claras en las encuestas y sesiones de observación de aula. Se puede decir entonces que las entrevistas proporcionaron información complementaria a los datos obtenidos de las observaciones y cuestionarios. Así, de acuerdo con estos resultados, una gran mayoría de estudiantes y profesores consideran que la gramática es un componente importante del aprendizaje del inglés. Cuando se trata del aprendizaje de la gramática a través de las cuatro destrezas lingüísticas, incluso aun defendiendo que la gramática no debe aprenderse de forma independiente sino como parte del desarrollo de las cuatro destrezas con el fin de ser más funcional en lugar de permanecer solo en un plano teórico, la mayoría de los encuestados admiten que la gramática se adquiere todavía principalmente a través de la lectura y la escritura, y que se concede una atención muy limitada a su enseñanza a través de la comprensión y expresión oral. Esto demuestra una vez más que los profesores de inglés en Azerbaiyán no utilizan un enfoque realmente comunicativo en sus clases. Sorprendentemente, la mayoría de los encuestados (tanto profesores como estudiantes) mantienen que en la enseñanza de la gramática deberían considerarse tanto métodos tradicionales como recientes. Por otra parte, en cuanto a las técnicas utilizadas para la enseñanza de la gramática, los encuestados afirman que tanto las actividades de enseñanza controlada (en esta categoría encontramos actividades tales como rellenar huecos, identificar y corregir errores, poner las palabras en el orden correcto, etc.) como las tareas de producción libre (trabajo en parejas/grupos, juegos gramaticales, aprendizaje de la gramática a través de chistes, diálogos, juegos de rol, simulaciones), deben utilizarse para la práctica de la gramática. Por otra parte, las observaciones de aula demostraron lo contrario; incluso si los profesores consideran beneficioso el uso de todos los métodos y técnicas mencionadas anteriormente para la presentación y práctica de la gramática, la realidad nos dice que, en la mayoría de las ocasiones, la situación es muy diferente. La mayoría de los profesores todavía siguen utilizando métodos ya totalmente desfasados, ignorando los más recientes. De este modo, el análisis de los datos recogidos nos ayudó a comprender la situación existente.

En consecuencia, a través de mi análisis llegué al siguiente listado de cuestiones. En primer lugar, la mayoría de las clases carecen de equipos tecnológicos modernos que

impiden el desarrollo de algunas destrezas lingüísticas como la comprensión oral, por ejemplo. Un gran número de profesores que comenzaron con la implementación de técnicas modernas en sus clases manifestaron que, antes de usar cualquier tecnología en sus clases, necesitan estar adecuadamente formados pues, de lo contrario, sin saber cómo utilizar las innovaciones de forma correcta, la enseñanza del inglés no tendrá éxito. En segundo lugar, en algunos casos no se asignan horas suficientes a la enseñanza del inglés, lo que se traduce en un factor negativo que impide aumentar la motivación del profesorado y alumnado en sus clases de inglés; no teniendo tiempo suficiente para cubrir el programa. Por otra parte, la falta de formación didáctica en el caso de algunos profesores para adoptar nuevas técnicas en la enseñanza del inglés constituye uno de los problemas más serios en la enseñanza actual del inglés en Azerbaiyán.

Es lógico pensar que aquellos profesores que están acostumbrados a los métodos tradicionales de presentación de la gramática y su práctica tengan dificultades para cambiar a cualquier nueva técnica e incorporar innovaciones en sus clases. Finalmente, los libros de texto son a menudo el principal problema de una enseñanza poco productiva de la lengua. El análisis de las actividades de los libros de texto sobre su uso en las clases demostró que ni los estudiantes ni los profesores están satisfechos. En primer lugar, según las entrevistas y las observaciones de aula, los libros de texto son a menudo inapropiados para tal o cual grupo de estudiantes. Es por ello que la mayoría de los encuestados opinan que las actividades en los libros de texto raramente ayudan a los estudiantes a mejorar sus conocimientos y el uso de la gramática. Por otra parte, una buena parte de los encuestados admitieron que la gramática presentada en los libros de texto no es a menudo comprensible sin las explicaciones de los profesores y sugirieron que los libros de texto deberían incluir diferentes tipos de actividades en el estudio de la gramática. A su vez, mis observaciones y mi experiencia personal me dicen que la gramática debe presentarse a menudo como parte de la práctica y desarrollo de las cuatro destrezas lingüísticas, si realmente queremos que tenga una orientación comunicativa (oral y / o escrita).

El capítulo anterior termina con la comparación de los resultados entre estudiantes y profesores. Cuando fue necesario, se hizo un análisis estadístico con el fin de comprobar si las diferencias de opiniones entre ambos grupos eran estadísticamente

significativas o no. Como promedio, en lo referido a la importancia de la gramática en la enseñanza de EFL, así como a las formas en que la gramática debe ser aprendida y enseñada, las respuestas de los estudiantes y los profesores coinciden. Sin embargo, en lo que se refiere a los libros de texto y la forma en que se presenta la gramática, las opiniones de los encuestados varían sustancialmente. En una palabra, aunque ambos grupos de encuestados mantienen que las actividades en los libros de texto pueden a veces ayudar a los estudiantes a mejorar sus conocimientos de gramática, la mayoría de ellos siguen siendo escépticos con respecto a la comprensión de la gramática presentada en los libros de texto; es decir, a diferencia de los profesores, la mayoría de los estudiantes defienden que la gramática presentada en los libros de texto no es comprensible sin las explicaciones de los profesores. Todo esto demuestra, una vez más, que los métodos de enseñanza de la gramática utilizados en los libros de texto actuales deben ser reconsiderados.

Para terminar, en el capítulo 5 expongo las conclusiones generales del estudio junto con algunas propuestas de mejora en cuanto a la enseñanza de la gramática y la enseñanza del inglés en Azerbaiyán. También ofrezco algunas sugerencias para investigaciones futuras en lo referido a la enseñanza de la gramática, no sólo de aplicación en mi país sino también para cualquier otro contexto educativo. Al final del trabajo, los lectores podrán encontrar la lista de referencias utilizadas. Finalmente, concluyo con una serie de apéndices que contienen algunos de los materiales de investigación utilizados (formularios de encuestas y entrevistas, fichas de observación, etc.) así como ejemplos de ejercicios gramaticales encontrados en los libros de texto seleccionados. Además, también incluyo dos documentos Excel que contienen todas las respuestas de los encuestados por medio de los cuestionarios.

Como ya he mencionado, creo firmemente que esta tesis podrá ser una valiosa aportación a la enseñanza del inglés en general y, más concretamente, a la enseñanza de este idioma en Azerbaiyán. Se da aquí, en primer lugar, una combinación de teoría y práctica, es decir, una visión general de la situación actual de la enseñanza de EFL en Azerbaiyán, junto con una investigación empírica basada en datos reales recogidos de una muestra representativa de profesores y estudiantes a través de encuestas y entrevistas diseñadas y aplicada para tal efecto, así como de las observaciones de aula y

de trabajo de campo. Además, a mi juicio, no se han llevado a cabo hasta la fecha proyectos de esta naturaleza y con un alcance tan amplio. Además, debo señalar que esta tesis podría considerarse como el primer proyecto de investigación realizado en Azerbaiyán a nivel universitario con el fin de conocer mejor las opiniones del profesorado y alumnado sobre la enseñanza de la gramática y sobre la enseñanza del inglés en su conjunto.

Con el fin de que la muestra objeto de estudio fuera lo más representativa posible y los datos que se derivaran de ella lo más fiables, se contó con un gran número de participantes (1408 estudiantes y 247 profesores), combinando diversos instrumentos de investigación: cuestionarios, entrevistas, observación en el aula y trabajo de campo. Además, cuando se consideró necesario, se utilizaron pruebas estadísticas (Ji-Cuadrado) con el fin de poder comparar los puntos de vista de profesores y estudiantes con respecto a temas centrales en la enseñanza y aprendizaje del inglés.

Basándome en el trabajo teórico y empírico, fui capaz de identificar una serie de debilidades en el sistema educativo, aportando algunas posibles soluciones. Con el fin de dar respuesta a necesidades educativas recientes, abordé brevemente el papel de las nuevas tecnologías en la enseñanza del inglés junto con las opiniones del profesorado y alumnado sobre este tema. Finalmente, considero que algunas implicaciones pedagógicas y aplicaciones derivadas de la presente tesis pueden ser relevantes, no sólo para profesores, estudiantes, evaluadores y creadores de materiales didácticos, sino también para todas las autoridades educativas que están directa o indirectamente relacionadas con la enseñanza del inglés y de las lenguas modernas en Azerbaiyán.

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