Explicit Grammar Teaching through Multimedia and the Development of L2 Writing

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Introduction

- More and more of the world's communicative activities are conducted in written form on the Internet (Hubert, 2012).

- Grammar, among several other factors, is believed to have a more significant practical impact on writing (Hinkel, 2013).

- A challenge for almost all practitioners is to make grammar learning more interesting and useful (Gunawardena, 2014).

Focus on forms vs. focus on form

FonFs	FonF
• Exercise assignment • Consciousness-raising (explicit rules) • Structured input • Controlled production practice • Free production practice	• Tasks • Consciousness-raising (tasks) • Input-priming • scaffolded production • Negotiation of meaning

Implicit/Explicit Grammar Teaching
(Ellis, 2006)

- Non-interface position

Explicit knowledge ⟶̸ Implicit knowledge

- Interface position

PPP models ⟶ Focus on forms

- Weak interface position

Awareness raising ⟶ Focus on form

Dual Coding Theory

(Paivio, 2006)

- Cognition involves the activity of two distinct subsystems: a verbal system specialized for dealing directly with language and a nonverbal (imagery) system specialized for dealing with nonlinguistic objects and events.

- When these two subsystems are activated together ⟹ better learning

Cognitive Theory of Multimedia Learning
(Mayer, 2005)

- Instructional messages that are designed in light of how the human mind works are more likely to lead to meaningful learning than those that are not.
- Three assumptions:
  - Dual channel assumption (in collaboration with Dual Coding Theory
  - Limited capacity assumption
  - Active processing (active participation by selecting and organizing new information)

Research Questions

- 1. To what extent does explicit (forms-focused vs. form-focused) grammar teaching through multimedia influence the development of L2 writing?

- 2. To what extent does (forms-focused vs. form-focused) grammar instruction through multimedia affect EFL learners' attitude toward writing?

Participants

- 30 Upper-intermediate female students from an English institute.

- Age: 17 – 30

- Two experimental groups each with 15 participants received the treatment for twelve sessions over three months: Each session 20 minutes +a short break in the middle.

Instrumentation

- 1. A homogenizing 60-item teacher-made achievement test

- 2. Essay writing test (pretest & posttest):
    "Disadvantages of the Internet"
    "The Advantages of Cosmetic Surgery"

- 3. Writing attitude questionnaire (attitude, complexity, lateness, editing, blocking)

- 5. The Vantage 6-point Writing Rubric (focus & meaning/content & development/organization/ language use, voice & style/mechanics & conventions)
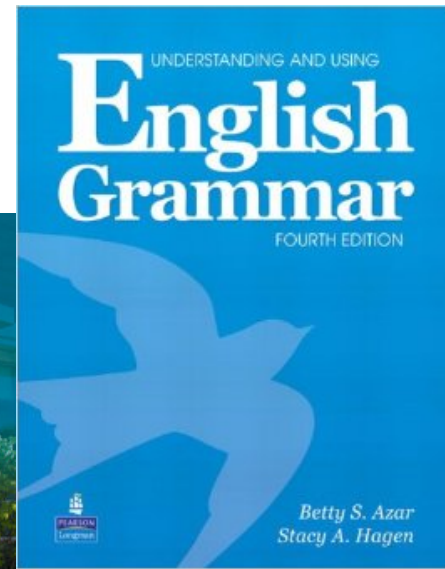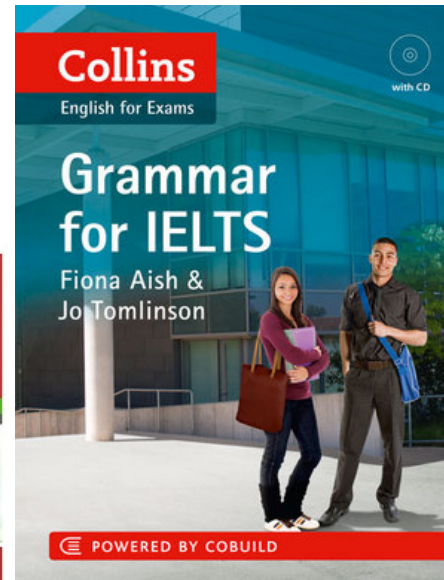
Materials (FonFs)

- 1. Longman Dictionary of Contemporary English 5 (LDOCE 5) grammar & exercise components
- 2. The Complete English Grammar Series (10 grammar sessions taught by Karl Weber)
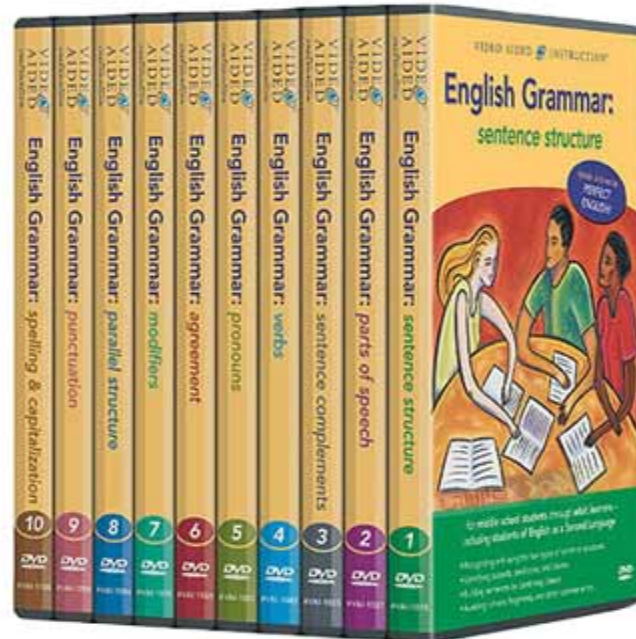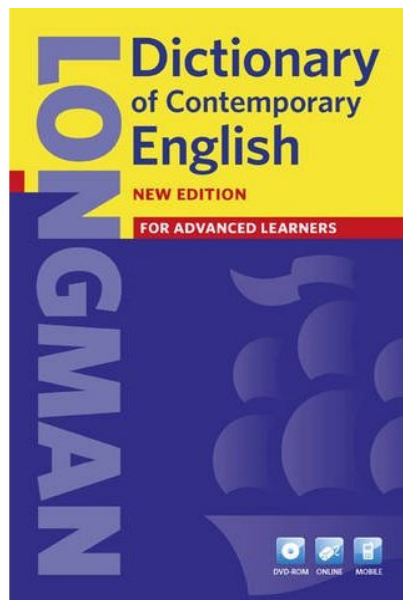
Materials (FonF)

- 1. PowerPoint presentations
- 2. Talking Faces Flash Lessons
- 3. Audio files
- 4. Video clips

INDIRECT OBJECTS

Andrea told her mother the good news.

verb = told   subject = Andrea

noun = news = direct object

noun = mother = indirect object

Longman
Exercises

| Dictionary | Activator | Grammar | **Exercises** | Vocabulary Trainer | Teacher Resources | Pop up Dictionary | Writing Assistant |

| **Grammar** | Vocabulary | Synonyms | Collocations | Register | Listening & Pronunciation | Culture | Exam Practice |

GRAMMAR

⊙ ADJECTIVES
- Adjectives not used before nouns
- Comparatives and superlatives 1
- Comparatives and superlatives 2
- 'Very' with adjectives

⊙ ARTICLES
⊙ DETERMINERS AND PRONOUNS
⊙ LINKING WORDS
⊙ NOUNS
⊙ PHRASAL VERBS
⊙ PREPOSITIONS
⊙ PUNCTUATION
⊙ VERBS

Comparatives and superlatives 1

Click on the correct form of the adjective to complete each sentence.

1. One of my feet is [bigger] ▾ ✓ an the other.
2. She is the [smarter] ▾ ✗ gir in the class.
3. I can't bear to see you looking so [sad] ▾ ✓.
4. He is my [more dangerous] ▾ opponent.
5. That's the [ridiculous] ▾ thing I ever heard!
6. The explorer gave a very [more interesting] ▾ ✓ talk.
7. The [taller] ▾ ✓ the two men asked him what his name was.
8. I thought English would be a lot [easiest] ▾ ✗ to learn.
9. He's much [happier] ▾ ✓ his new school.
10. There is now only the [smaller] ▾ ✗ chance that he is alive.

Check Answers   Show Answers   Restart   4/10

13

▶ Oh, hi. I'm **Be Going To**.

▶ Hi. I'm **Will**. We're the most common ways of talking about future events.

▶ That's right. Here's a prediction about the future:
> The sun *is going to rise* tomorrow.

▶ Please. Well, that's a pretty safe prediction!

▶ I know.

▶ Of course, the sun *will rise* tomorrow.

▶ But, do you see? I used "is going to rise" and he used "will rise," and you know, we actually said the same thing.

▶ Lots of times — not always, but often — you can use either **Be Going To** or **Will**, and it doesn't really make any difference.

▶ You are right, Will. Don't worry about our differences right now, okay — we'll tell you all about that later.

▶ See you soon!

Be Going To

Will

Model:

Today, special-effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of *Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies*, describes the difference between early movies and the movies of today: "… filmmakers can create any image that they can dream up." So, Prince believes, because of technology, movies today are more and more violent and bloody.

Topic sentence

Concluding sentence

Exercise:

Choose a topic sentence for each of the following paragraphs.

1. Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior, doing the same thing themselves. Other people disagree. They believe that showing violence is honest and can even be helpful.

   a. Many people say violence in movies can be harmful.
   b. People have different opinions about how violence can affect viewers.
   c. People imitate violent behavior they see in movies.

Procedure (FonFs Group)

1. An episode of the Complete English Grammar Series
2. Exercises related to the lessons of the episode + immediate feedback
3. A number of relevant exercises from LDOCE
4. A section from the writing pamphlet

Procedure (FonF Group)

1. A song, an audio file, or a video clip
2. A lesson from Talking Faces Flash Lessons + PP presentations followed by some communicative tasks such as class discussion or pair work (sometimes + a piece of music or a video clip).
3. A part of the writing pamphlet

Independent samples t-test for the writing pre-test and post-test

Test	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre-test	.572	28	.572	.167	.291
Post-test	.861	28	.397	.233	.271

Paired samples t-test for the writing pre-test and post-test

Group	Pre-test Mean	Post-test Mean	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Ex 1	2.167	3.233	-7.341	14	.000*	-1.066	.145
Ex 2	2.000	3.000	-4.830	14	.000*	-1.000	.207

* Significant at the .05 level

## Independent samples t-test for the questionnaire post-test

| t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-.63	28	.532	.098	.155

Paired samples t-test for the questionnaire pre-test and post-test

Group	Pre-test Mean	Post-test Mean	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Ex 1	3.03	3.39	-4.907	14	.000*	-.359	.073
Ex 2	3.23	3.49	-2.331	14	.035*	-.255	.109

* Significant at the .05 level
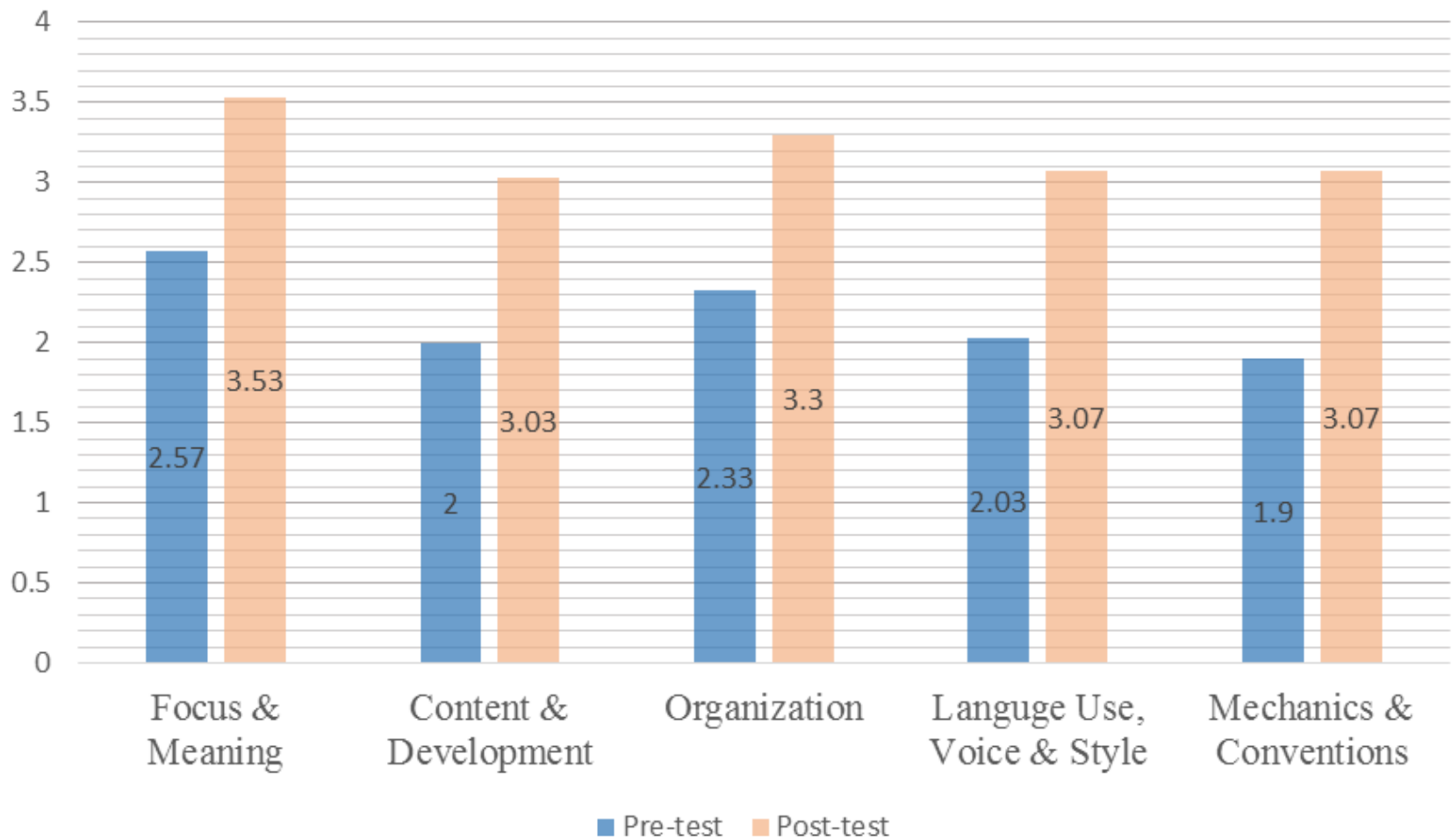
*Mean Scores of the Vantage 6-point Writing
Rubric Sections (Ex 1)*
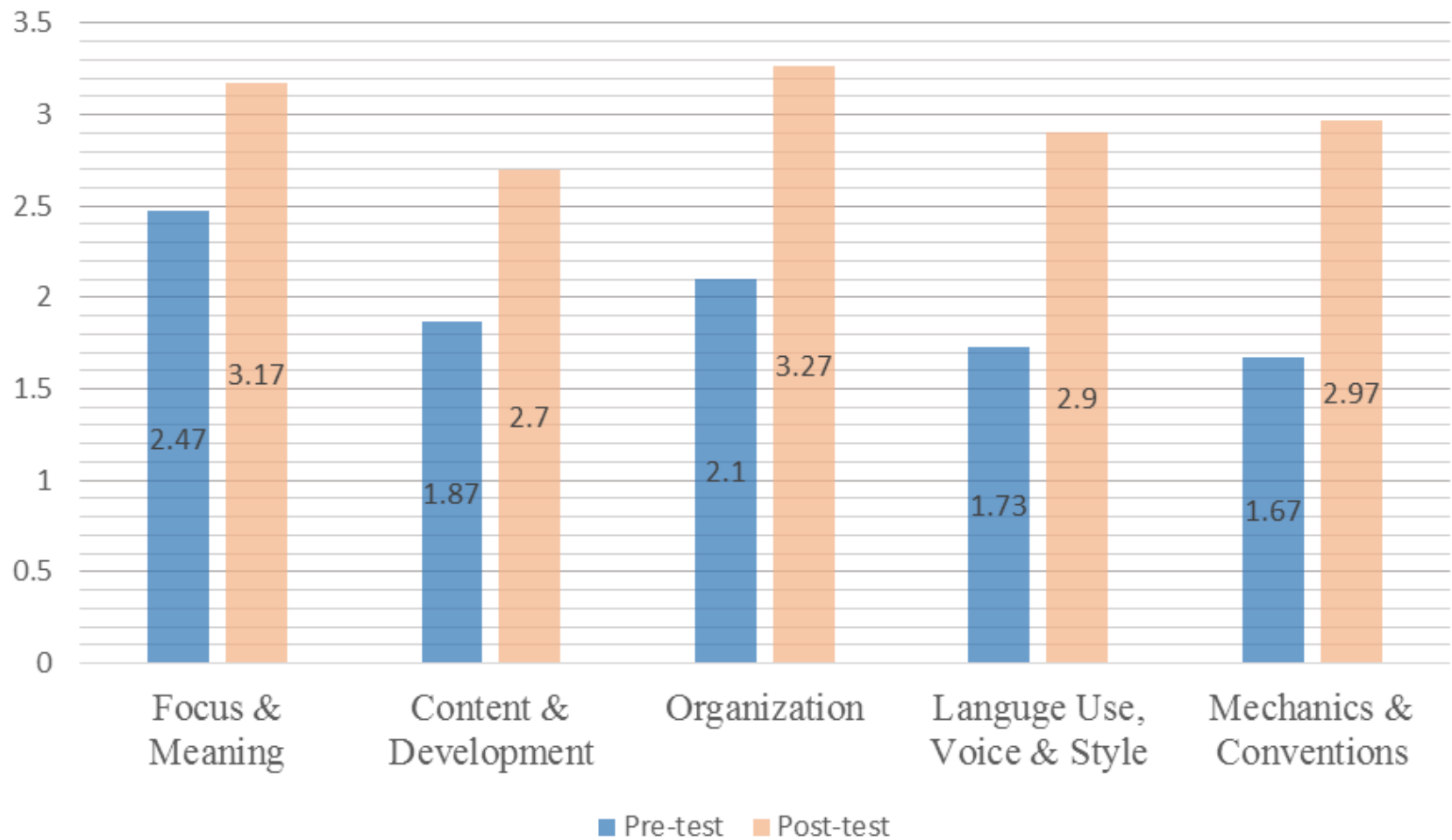
Mean Scores of the Vantage 6-point Writing Rubric Sections (Ex 2)

Conclusion

- Neither of the two approaches (fonfs and fonf) was superior to the other regarding its contribution to developing the writing ability and the participants' attitude to writing (Ellis 2012, the distintion between them is less definite than it seems, no preference, advantages of both in G teaching).

- The learners of both groups improved in terms of their writing skill and their attitude toward writing.

- The results of the Vantage 6-point Writing Rubric analysis: serious problems in terms of mechanics and conventions on the pre-test.

- After the treatment: the greatest progress in the same area.

Pedagogical Implications

- Integrate technology with routine classroom practices such as grammar teaching.

- Focus on forms or focus on form?

- Allocate more time to writing.

Thank you