



DEPARTMENT OF CULTURE,
LANGUAGES AND MEDIA

Degree Project for English Studies in Education
15 Credits

Explicit or Implicit Grammar?

**- Grammar Teaching Approaches in Three
English 5 Textbooks**

Explicit eller implicit grammatik?
- Grammatikundervisning i tre läroböcker för engelska 5

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Degree: English Studies in Education, 270
Credits

Major: English Studies in Education

Date for the Opposition Seminar: 2 June
2020

Examiner: Shaun Nolan

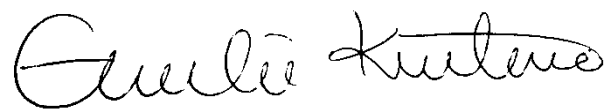
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Foreword

During the working process of this degree project, we have both contributed equally to every stage and part of it. In other words, both of us have looked up research information, applied it to our degree project as well as revised according to our received feedback. Moreover, we have had frequent contact and thus continual discussions about how we want our degree project to turn out.

Ina Jakobsson

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A handwritten signature in black ink, reading "Ina Jakobsson". The script is cursive and fluid, with the first letters of each word being capitalized and prominent.A handwritten signature in black ink, reading "Emmalinn Knutsson". The script is cursive and fluid, with the first letters of each word being capitalized and prominent.

Abstract

Grammar is an essential part of language learning. Thus, it is important that teachers know how to efficiently teach grammar to students, and with what approach - explicitly or implicitly as well as through Focus on Forms (FoFs), Focus on Form (FoF) or Focus on Meaning (FoM). Furthermore, the common use of textbooks in English education in Sweden makes it essential to explore how these present grammar. Therefore, to make teachers aware of what grammar teaching approach a textbook has, this degree project intends to examine how and to what degree English textbooks used in Swedish upper secondary schools can be seen to exhibit an overall explicit or implicit approach to grammar teaching. The aim is to analyze three English 5 textbooks that are currently used in classrooms in Sweden, through the use of relevant research regarding grammar teaching as well as the steering documents for English 5 in Swedish upper secondary school. The analysis was carried out with the help of a framework developed by means of research on explicit and implicit grammar teaching as well as the three grammar teaching approaches FoFs, FoF and FoM. Thus, through the textbook analysis, we set out to investigate whether the textbooks present grammar instruction explicitly or implicitly and through FoFs, FoF or FoM. After having collected research on the topic of how to teach grammar, it became apparent that researchers on grammar teaching agree that FoF is the most beneficial out of the three above mentioned approaches, and thus, we decided to take a stand for this approach throughout the project. The results of this study showed that two out of three textbooks used overall implicit grammar teaching through FoM. Moreover, one out of the three textbooks used overall explicit grammar teaching through an FoF approach.

Key Words: *Explicit instruction, Implicit instruction, Grammar teaching, English 5, Swedish Upper Secondary School, Textbook analysis, Focus on Forms, Focus on Form, Focus on Meaning, FoFs, FoF, FoM*

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1. Introduction

In Sweden, the recent rise of globalization has resulted in the implementation of an educational curriculum that has a primary focus on communication (Littlewood, 2015). This represents a shift from an earlier focus on language form, and thus, grammar has been given less attention (Kermer, 2016). Yet, researchers agree that grammar is an essential part of language learning (Nešić & Hamidović, 2015). The Swedish curriculum for upper secondary English implicitly mentions grammar through comments, such as: “The student can formulate his-/herself with fluency [...]” and “[...] with good precision [...]” (Skolverket, 2011a). Moreover, the commentary material for English provided by The National Agency of Education (Skolverket) states that students must possess some grammar knowledge to be able to take part in complex conversations in English. Thus, they recognize that there is a need for grammar teaching in English learning classrooms, however, the directives remain largely unspecified. Thus, there exist open questions regarding the role of grammar in English language teaching and how grammar should be taught in an English as a Second Language (ESL) setting.

It is reasonable to assume that the intent of the National Agency of Education is for teachers themselves to do their own research and find the most suitable approach to grammar teaching in their classroom as well as to decide what grammar features need to be taught. Still, the question of how to implement grammar in ESL settings remains. According to Burgess and Etherington (2002), most people within the language learning community would argue that form-focused approaches to grammar instruction are more beneficial for English language learners than implicit, meaning-based approaches. However, what is still a topic for discussion is to what degree grammar teaching, even within form-focused approaches, should be explicit or implicit (Ellis, 2009; Yilmaz, 2018; Burgess & Etherington, 2002). While explicit instruction aims at making the learners aware of language rules during the language learning process, implicit instruction means teaching language rules to learners without them being aware of it (Ellis, 2009). The grammar teaching approaches that are applicable to explicit and/or implicit grammar teaching are Focus on Forms (FoFs), Focus

on Form (FoF) and Focus on Meaning (FoM) (Ellis, 2016; Burgess & Etherington, 2002). FoFs and FoF being explicit approaches and FoM being an implicit approach.

Regardless of approach, one way to implement grammar teaching in the ESL classroom is to use textbooks, which has become more popular as they enable standardization and can provide a wide range of exercises that are applicable for the given subject. Moreover, the use of textbooks has several benefits and can affect students' learning. For example, textbooks can promote interaction between students as well as provide them with self-directed learning opportunities (Demir & Ertas, 2014). Furthermore, it is essential that teachers choose a textbook that is the most suitable for the given context. Since it has been demonstrated that form-focused instruction is an important part of language and, more specifically, grammar teaching, it is important that the textbooks that teachers use contain a suitable level of form-focused instruction. This can be done through a sort of evaluation (Demir & Ertas, 2014). However, Zohrabi (2001) suggests that the majority of teachers do not have sufficient training in analyzing textbooks. This can, in turn, lead to teachers using textbooks not suitable for the given context – for instance, teaching grammar.

In the current study, we have analyzed three textbooks, Progress Gold A, Viewpoints 1 and Blueprint A, to determine if English 5 textbooks currently in use in Swedish upper secondary schools present grammar instruction explicitly or implicitly and if it is through FoFs, FoF or FoM. For this analysis, we used a framework that we developed from previous research to determine what grammar approaches were present in these three textbooks and how they align with research on grammar teaching. Moreover, the framework has been based on three widely adopted grammar teaching approaches; FoFs, FoF and FoM which are linked to explicit and implicit teaching.

2. Aim and Research Question

For this degree project, we wanted to analyze textbooks that are commonly used for upper secondary English teaching in Sweden, to determine which approach each takes in regard to their treatment of grammar. More specifically, we analyzed the segments of the textbooks that are relevant for grammar teaching to determine to what degree and in what ways each book adopted an explicit or implicit approach, and if they used a Focus on Forms, Focus on Form or Focus on Meaning approach. Consequently, our research question was:

- To what degree and in what ways can the analyzed textbooks be seen to exhibit an overall explicit or implicit approach to teaching grammar?

3. Literature Review

In this literature review, we will present relevant research regarding the previously mentioned grammar teaching approaches for English learning. Firstly, a review of common grammar teaching approaches throughout history will be presented. Secondly, the steering documents presented by the National Agency of Education in Sweden will be addressed in relation to grammar teaching. Thirdly, further explanation of explicit and implicit instruction and related approaches are exhibited. Finally, we will present how and why teachers should consider the context when teaching English grammar in a classroom setting.

3.1 Approaches to Grammar Teaching

Throughout the history of language teaching, the role of grammar has been a disputable topic, both in terms of if it should be taught to learners of English and how it should be implemented in an ESL setting. The most common question that has arisen regarding grammar teaching is: Should focus lie on form or function (Rama & Agulló, 2012)? Throughout history several grammar teaching approaches have been practiced, some of which are still in use today. These grammar teaching methods can be divided into three categories: traditional grammar teaching, communicative language teaching, and post-communicative approaches (Newby, 2003).

In traditional grammar teaching the grammar-translation method, frequently practiced during World War Two, though still in use today, was a common grammar teaching approach (Nešić & Hamidović, 2015). Moreover, the grammar-translation method insinuated that learners had to memorize isolated grammatical structures. Rama and Agulló (2012) assert that the idea of this teaching approach was that, through the drilling of grammatical features, English learners would acquire the ability to produce language. Thus, there was an overt focus on language form, a FoFs, which was considered as explicit, as opposed to implicit, knowledge (Rama & Agulló, 2012; Yu, 2013).

However, the communicative language teaching, which was implemented in the 1980s, did not think of grammar as an isolated element, but rather as something that coheres with function, meaning and communication (Rama & Agulló, 2012). Furthermore, the term suggests that instead of targeting form, the focal point of this teaching approach was communication and usage of the language (a focus on meaning) (Jacobs & Farrell, 2003; Rama & Agulló, 2012). In turn, Rama and Agulló (2012) assert that the communicative language teaching approach generated post-communicative approaches, such as Task-Based Language Teaching, Focus-on-Form, Cooperative Language Teaching and Content-Based Instruction. Consequently, they assert that these teaching methods are extensions of the communicative language teaching in that they endorse the belief of grammar knowledge as something that assists with communication, and in that they reinforce cognitive or constructivist theories.

Thus, according to Nešić and Hamidović (2015), many different grammar teaching approaches have been used throughout the history of English language teaching. Still, however, it is unclear which of these methods enables the most efficient language learning process.

3.2 Grammar in the Swedish Curriculum for English

As previously mentioned, the steering documents for the subject of English in Swedish upper secondary schools do not explicitly mention grammar. It is also unclear how grammar should be taught or even that it should be taught at all. However, when reading the steering documents thoroughly one can find some parts that could refer to grammar teaching. In the section called The Purpose of the Subject, you can find that “the learners should be given the opportunity to [...] develop an all-around communicative ability” (Skolverket, 2011a). They further state that the abilities are reception, production, and interaction and that learners should through education develop a linguistic certainty in speech and writing. Furthermore, the ability to express oneself with variation and complexity should be a part of this certainty. In this, we argue that being able to express oneself with variation and complexity would be nearly impossible without correct grammar. This argument is strengthened by Estling Vannestål (2015) who claims communicative competence in English includes being able to

express oneself coherently and correctly in several situations. This includes competence and knowledge of the language's grammatical system, since insufficient grammar knowledge could lead to communication breakdowns (p. 19). The argument is further strengthened by the commentary material that The National Agency of Education provides for the English upper secondary curriculum. This is where they explain that “the all-around communicative ability includes an increasing degree of linguistic security” (Skolverket, 2011b). Moreover, they explain that this means that the learners need to possess some level of linguistic form to be able to communicate with certainty. The linguistic form they need includes; vocabulary, phraseology, pronunciation, prosody, spelling and grammar (Skolverket, 2011b). This is the only time the word grammar is used in the steering documents for English in upper secondary school and it is further explained that once the learners have ability and knowledge on form they should be able to communicate in more advanced and demanding circumstances as well as understand and express themselves with complexity, variation and precision. In the aims for English 5, it is stated that the learners should be given the opportunity to develop their knowledge in how words and phrases are used in oral and written texts and how these create a structure and cohesion (Skolverket, 2011a).

This leaves teachers with the decision of what teaching materials to use and the suitability of them. Many teachers choose to use textbooks because of the wide range of exercises, standardization, and framework they provide (Demir & Ertas, 2014). Our experience, however, says that sometimes teachers have a select few textbooks to choose from at the school which might not be updated or suitable for all learner groups. Moreover, Demir and Ertas (2014) state that it is important that teachers choose textbooks that are suitable for the context and that the choosing process can be done through an extensive, collaborative and elaborative evaluation of the textbooks. However, it is seldom the case that teachers know how to analyze textbooks, as they are not trained in doing so. This may lead to teachers using textbooks not suitable for the context in which they are intended to be used (Zohrabi, 2011).

3.3 Explicit Grammar Teaching

According to Ellis (2009), explicit instruction means that learners are made aware of language rules during the language learning process. Moreover, Rod Ellis (2002), cited by

Nick Ellis (2015), states that “Language acquisition can be speeded by explicit instruction” (Ellis, 2015, p. 19). He then continues to show that several investigations into the effectiveness of instruction and feedback on error have concluded that explicit types of instruction are more effective than implicit instructions and that this effect is durable. Moreover, he explains that form-focused instruction is one type of explicit instruction and that FoF where construction has been introduced and then used in a context can help learners develop their language learning. He further explains that explicit memories can help build the learners’ linguistic output and that formulas, slot-and-frame patterns, drills, and declarative pedagogical grammar rules are all ways of contributing to the learners’ development in producing correct output.

The two grammar teaching approaches, FoFs and FoF, can both be included in explicit grammar teaching (Ellis, 2016). FoFs implies that focus lies on the forms of language instead of its meaning (Burgess & Etherington, 2002). According to Ellis (2016), Long (1991) defined FoFs as a grammar teaching approach that explicitly teaches language forms derived from a structural syllabus. With this approach, the teacher teaches specified linguistic forms explicitly to the students, in order for them to learn the language (Ellis, 2016). In other words, the students have to learn isolated grammar rules, usually through drilling and memorization (Nešić & Hamidović, 2015).

FoF, on the other hand, “consists of an occasional shift of attention to linguistic code features—by the teacher or one or more students” (Long & Robinson, 1998, p. 23). According to Ellis (2016), the use of FoF enables students to, through communicative exercises, pay attention to and learn certain grammatical features. Even though the FoF framework at times implies implicit instruction, it also involves explicit instruction in the form of language-related episodes that, according to Swain (1998), can be explained as any discourse, in which the learners are able to question or self-assess their language. Moreover, FoF can be non-interactive, for instance, when students process input, in which certain grammar elements are targeted (Long, 2015). Another example of an activity that is formulated in a way that makes students aware of the language form is the Presentation-Practice-Produce (PPP) activity since its focus is not merely on meaning, but also on form.

However, it could be argued that the first two steps of the PPP activity imply a FoFs approach since they explicitly present and deal with linguistic features (Ellis, 2016).

Long (1996) states that FoF is implemented when communication problems occur, more specifically, during discussions about the meaning of content. However, Ellis (2016) argues that FoF is also applied to make learners aware of certain grammar features that are involved in a communicative task, which means that FoF is not only applied in order to restore communication problems, but also to steer clear of them. Students can be asked to process form and meaning simultaneously, for example, with text-enhancements, where grammatical features are highlighted. However, during such tasks, students might not pay attention to the form, especially if they are less proficient or if they have never before encountered the highlighted grammar features (Ellis, 2016). On the other hand, studies have shown that a focus on form before or during tasks where attention shifts between form and meaning can help learners engage in tasks and promote learning (Ellis, 2015; Lyster, 2004; Williams, 2001; Loewen, 2005).

According to Doughty and Williams (1998), FoF is more beneficial than FoFs, since learners get to cognitively process what they learn about form through the focus on meaning. They specify this by adding that: “[...] the learners’ attention is drawn precisely to a linguistic feature as necessitated by a communicative demand” (Doughty & Williams, 1998, p. 3). A study conducted by Berent et al. (2007) examines whether deaf college students can improve their English grammar knowledge more efficiently through an FoF approach. The 105 participants of the study were taking ten-week remedial English grammar courses focusing on nine grammatical forms and structures. They divided the participants in the study into three groups, two experimental groups that were taught using a different mix of FoF methods and one control group that was taught without any FoF methods (Berent et al., 2007). They measured the results by having all participating students write an essay during the first week of the course to establish a baseline of the grammatical knowledge each student possessed before starting the experiment. During the tenth week, each student had to write another essay that could be compared to the first. Moreover, in addition to the essay writing, they assessed grammatical knowledge through grammar tests where the nine grammatical

structures and features were tested. One test was conducted at the beginning and the other at the end of the course. The results of the study showed that while the two experimental groups improved their grammar in all nine target formations between the first and last essays the control group showed no change between the essays. When it comes to the grammar tests all three groups improved their grammar knowledge significantly between the pretest and posttest (Berent et al., 2007). While this study was conducted on deaf college learners one could draw the conclusion that FoF instruction has a more positive effect on grammar knowledge when it comes to in-context learning. This, since both the experimental groups and the control group did well on the grammar test, however, the major difference was visible in their grammar accuracy when producing a text.

However, even though FoFs has been criticized as a teaching approach, results from Sheen's (2005) study comparing FoF and FoFs conveyed that FoFs, rather than FoF, led to better results among students. More specifically, the study showed that after a period of eight months using FoFs versus FoF instruction, the FoFs students had increased their results on an oral test from a mean of 0.833 to 5.167. The FoF students, on the other hand, had merely increased from a mean of 1.000 to 1.267. However, he claims that more studies need to be conducted to prove that FoFs has an advantage over FoF. That being said, he claims that FoFs should not be disregarded as an effective teaching approach. However, Doughty and Williams (1998), assert that FoFs instruction alone is not an effective method to learn a language and that there needs to be some sort of FoF instruction in order for learners to acquire a language. On the other hand, DeKeyser (1998) states that a combination of both FoFs and FoF, starting with FoFs, could be beneficial for language acquisition, since it allows for an introduction to a linguistic feature, controlled practice as well as opportunities to use the linguistic feature in communicative activities. This is further strengthened by Nešić and Hamidović (2015) as they argue that focus on form in combination with communication is more effective for the learners rather than focusing on one or the other separately.

3.4 Implicit Grammar Teaching

According to Ellis (2009), implicit instruction aims at teaching language rules to students without them being aware of it. Ellis (2015) states “that the underlying fluent use of language is not grammar in the sense of abstract rules or structures, but it is rather a huge collection of memories of previously experienced utterances” (p. 6). Moreover, he argues that when language is used either in speaking, writing or listening we are more conscious of the communication rather than the rules and that we must have naturally acquired the knowledge of frequencies in language use. Thus, we have learned it implicitly. More specifically, implicit instruction exposes the learner to input, in which language rules are hidden, which leads to that the learner learns it without having been explicitly exposed to the rule (Ellis, 2009). According to De Graaff and Housen (2009), implicit teaching promotes grammatical knowledge as a result of engaging in authentic communicative activities. They also mention a study from Kozhevnikova (2013) which concludes that the use of authentic materials can increase motivation, listening and reading comprehension skills as well as cultural knowledge among students.

An approach that fits within the implicit grammar teaching framework is FoM. This approach implies that focus lies on meaning, without paying attention to language form (Burgess & Etherington, 2002). Examples of FoM work that can be carried out in the English learning classroom are tasks, in which “[...] any attention to linguistic form arises naturally out of the way the tasks are performed” (Ellis, 2009, p. 17). Moreover, FoM work can be proactive, meaning that tasks are outlined in a way that makes learners use a particular language feature (Ellis, 2009).

However, the FoM approach has received critique from researchers, who claim that learning requires a conscious awareness of language form (Schmidt, 1994; 2001). Schmidt (1994, 2001) asserts that such conscious awareness leads to learners noticing language form, which is a necessity for language learning. Still, Ellis (2016) claims that there is evidence that implicit learning is achievable. Nevertheless, evidence indicates that when learners explicitly pay attention to language forms, through FoF, there is a higher chance that they will learn it (Mackey, 2006). However, according to Ellis (2016), “Features that are salient and

communicatively functional in context (e.g. lexical items or grammatical features such as plural -s) may be acquired implicitly whereas features that are non-salient and communicatively redundant (e.g. 3rd person -s) may only be acquired if they are explicitly noticed” (p. 412).

3.5 Considering the Context

In the matter of perceptions of grammar teaching, teachers and students often have different attitudes towards it (Burgess & Etherington, 2002). More specifically, Burgess & Etherington (2002) explain that studies have shown that teachers often prefer communicative activities, while students want more explicit teaching of grammar. Sopin (2015) conducted a study in which he investigated teachers’ beliefs and attitudes towards grammar instruction in the EFL/ESL classroom. All the participating teachers agreed that grammar teaching is an important part of teaching English. Of the respondents, 84% were in favor of explicit grammar instruction. Moreover, 64% agreed to the fact that students often find it difficult to understand grammar structure when implicit instruction was used. All the respondents believed that grammar should be taught in context and that the examples and exercises should be contextualized with an explicit explanation of the grammar features and rules. Finally, 89.5% agreed that form-focused corrections helped students in improving their grammar accuracy. To conclude, the study conducted by Sopin (2015) shows that most of the teachers who participated prefer explicit grammar instruction in the English teaching classroom.

However, Petraki and Gunawardena (2015) also state that some students perceive grammar as boring and demotivating. Nevertheless, teachers tend to accommodate their grammar teaching to their students’ preferences (Borg, 1998; Borg 1999; Macrory, 2000), which, according to Kermer (2016), is crucial when applying a teaching method. Moreover, according to De Graaff & Housen (2009), for second language acquisition to be successful, the learner needs to possess a motivation to use the language. This might suggest, that even though the grammar teaching is implicit, it could be beneficial for some students since an explicit grammar teaching approach could create a demotivation within some students. Although, Petraki and Gunawardena (2015) claim that if teachers show students the

importance of grammatical knowledge, it is possible to change students' attitudes towards grammar instruction, and thus, make them more receptive to grammar teaching.

4. Method

In the current study, we used a qualitative content analysis to analyze three English 5 textbooks currently used in upper secondary English 5 classes in Sweden. Through this analysis, we address our research question: To what degree and in what ways can the analyzed textbooks be seen to exhibit an overall explicit or implicit approach to teaching grammar? We chose to focus on English 5 since it is a mandatory course for all upper secondary programs in Sweden and therefore everyone who has gone through upper secondary in Sweden, as well as the ones who have finished adult education such as Komvux to get their grades, will have taken this course. In this method section, the materials that were used as well as the procedure of the analysis will be presented.

4.1 Materials

Our original intent was to base our materials selection on sale statistics on English textbooks in Sweden. However, as we contacted four publishers of textbooks in Sweden, we were told that sales information is confidential and that we therefore could not be handed that sort of information. Instead, we decided to analyze textbooks that we and some of our classmates have used during our teacher practice for our teacher education over the last five years. This means that we know that they are currently being used in Swedish upper secondary schools. We asked our classmates to share what textbooks they have used during their teaching practice and we decided on three textbooks that were the most commonly used among us all.

The books that we selected for the analysis are Viewpoints 1, Blueprint A and Progress Gold A. Viewpoints 1 is published by Gleerups Utbildning AB and written by Linda Gustafsson and Uno Wivast. It is the second edition of the book and was published in 2017. On the first page in the book, it is stated that the authors have for many years been and still are actively working as English teachers in Malmö and Lund. The second textbook is Blueprint A, which is published by Liber AB and was written by Christer Lundfall, Ralf Nyström and Jeanette Clayton. It was published in 2002 and is the first edition of the textbook. No statements were

made about the authors, their work or other experiences in the book. Finally, Progress Gold A is published by the publishing company Studentlitteratur AB and was written by Eva Hedencrona, Karin Smed-Gerdin and Peter Watcyn-Jones. It is the second edition and was published in 2007. On the back cover of the book, it is stated that the authors all have several years of experience as teachers for different age groups as well as are experienced textbook writers.

4.2 Procedure

For the textbook analysis, we developed a framework that would allow us to characterize in what ways the three common approaches to grammar teaching (FoFs, FoF and FoM) are implemented in the grammar textbooks in question (see Table 1). The framework was developed on the basis of features that have been argued to align with the three grammar teaching approaches in the corresponding literature (Nešić & Hamidović, 2015; Burgess & Etherington, 2002, 2016; Long and Robinson, 1998; Swain, 1998; Long, 2015; Ellis, 2009). In other words, the framework was developed by carefully picking out aspects related to the three approaches (FoFs, FoF and FoM) from the research used in our literature review section. According to Ellis (2016), both FoFs and FoF are examples of explicit grammar teaching, while, according to Burgess & Etherington (2002), FoM is an example of implicit grammar teaching. Therefore, we chose to divide the approaches accordingly. To mention some of the most distinguishable aspects that were identified in our literature review and added to our framework, FoFs can be seen exhibiting an explicit focus on grammar rules (Ellis, 2016) as well as activities that are aimed at teaching grammatical correctness rather than meaning (Burgess & Etherington, 2002). Regarding FoF, Long & Robinson (1998) assert that this approach pays attention to both form and meaning, however, sometimes on meaning and sometimes on form. Moreover, Ellis (2016) claims that FoF helps students pay attention to form while participating in communicative activities. Lastly, Burgess and Etherington (2002) state that FoM implies a focus on meaning rather than form. Also, according to Ellis (2009), FoM can be characterized by activities where attention to form emerges naturally. In our framework, these features were divided into three sections: Focus on Forms, Focus on Form and Focus on Meaning. These sections were, in turn, divided into explicit and implicit teaching with FoFs and FoF as explicit and FoM as implicit.

Using the framework, we counted all exercises connected to texts in the textbooks, excluding all listening parts of the book as well as any associated listening exercises. This because we did not have access to any of the associated digital platforms or CDs containing audio files and because we wanted to narrow our analysis to only the texts that learners were intended to read. We also decided not to count any grammar exercises that are not accompanied by a text. The reasoning behind this decision was that we only wanted to analyze the exercises that are intended to be completed in connection with the texts. Moreover, in the prefaces/forewords to the books, the authors state that the grammar section at the back is either freestanding or that it is there if the learners need further practice. In turn, this can result in learners and teachers choosing not to work with these sections or only work with parts of them. However, we made one exception - we counted some of the exercises in this section in the textbook Progress Gold A since this book has a different structure compared to the other two. In this textbook, they sometimes refer to pages in the grammar section which means that these are intended to be completed in connection to the exercises that follow the texts.

The use of our framework enabled an equal evaluation of the three chosen textbooks. We acknowledge that the line between explicit and implicit teaching sometimes can be thin, especially with the Focus on Form approach. Therefore, any results that could be considered ambiguous regarding concerning approaches will be discussed further in the discussion section of the degree project. However, for our framework, we make a clear distinction between explicit grammar instruction as FoFs and FoF and implicit grammar instruction as FoM. We did an overall analysis of the exercises to each text in the textbooks. However, we chose to present the exercises to the first three texts in each textbook more thoroughly. Here, we picked out what features were present in the exercises to the texts as well as which approach or approaches these features are derived from. Lastly, we have chosen not to look at any vocabulary, translation or spelling exercises. Therefore, when we say form, we only mean grammatical features.

Table 1

Framework for the Textbook Analysis

| Approach | Features |
|-------------------------|---|
| <i>Focus on Forms</i> | <p>There is explicit focus on grammar rules</p> <p>There are activities aimed at teaching grammatical correctness rather than meaning</p> <p>There are drilling activities without any focus on meaning</p> <p>There are memorization activities without any focus on meaning</p> |
| <i>Focus on Form</i> | <p>There are occasional shifts in attention from meaning to form</p> <p>There are communicative activities that make students aware of form</p> <p>There are activities that aim at making students avoid communicative problems caused by using wrong form</p> <p>There are activities that make students talk about/question/self-correct the language that they are producing</p> <p>There are drilling/memorization activities used in a communicative context</p> <p>There are activities where students process input, in which certain grammar elements are targeted</p> |
| <i>Focus on Meaning</i> | <p>There is a focus on meaning rather than form</p> <p>There are interactive and communicative activities</p> <p>There are activities that teach students grammar rules without them being aware of it</p> <p>There are communicative activities that make students naturally use a particular language feature</p> |

5. Results & Discussion

In this section, we will analyze the exercises to the first three texts in the textbooks Progress Gold A, Blueprint A and Viewpoints 1. We decided to show an in-depth analysis of the exercises connected to the first three texts and then an overall analysis and discussion for the remainder of the books. The reason for focusing on the exercises to the first three texts is because each of the textbooks follows a structure that is the same throughout. Therefore, we decided that showing an in-depth analysis of the exercises to the first three texts was sufficient for presenting what main approach each textbook exhibits when it comes to grammar teaching. For the analysis of each textbook, we first present an overview of the textbook based on the prefaces as well as a summary of the exercises that it contains and their relation to grammar teaching as well as an accompanying table of the counted exercises. We then present the features based on our framework that were present in the exercises for the first three texts and approaches that were identified in the exercises for each of the texts. Finally, we present an overall analysis of the entire textbook and a concluding discussion on what main approach to grammar teaching the textbook could be considered to exhibit, and if it is implicit or explicit.

5.1 Progress Gold A

5.1.1 Overview of the Textbook

Progress Gold A claims in the preface to be an “[...] all-in-one package for the course English 5 [...]” (Hedencrona, Smed-Gerdin, & Watcyn-Jones, 2007, s. 3). It consists of six sections; a text section, an exercise section as well as a resource section explaining how to write letters and reviews, and how to self-assess as well as advice on discussions and presentations. Moreover, it has a section with group challenges (communication), a vocabulary exercise section and a section with grammar exercises. They have named the section with grammar exercises “Grammar Refresher”. The textbook also comes with a vocabulary trainer booklet and digital material (CD) with recordings. However, for this

analysis, we have chosen not to regard the vocabulary trainer booklet or the CD. Moreover, the resource section, the section with group challenges and the vocabulary exercises will not be covered in this analysis. In other words, this analysis will only examine the nine chapters with exercises related to the different texts (excluding the exercises which follow the listening parts or recordings) and the accompanying section with grammar exercises. Every one of the nine chapters covers at least two texts with accompanying exercises. This means that for every chapter there are exercises in connection to the reading material. The authors also state in the preface that they hope that this textbook will help the learner to work on their English in the way that is most suitable for them and that it will help them understand how culture influences all English-speaking countries. Moreover, they want the textbook to help the learners build a good foundation for further English studies as well as help them towards “the competence you need in a world where English increases in importance every year” (Hedencrona et al., s. 3). A summary of the chapters, texts, and exercises, as well as their corresponding focus on grammar vs. non-grammar-based activities, is presented in Table 2.

Table 2

Count of Grammar vs. Non-grammar Exercises in Progress Gold A

| No. Chapters | No. Texts | Exercises | |
|--------------|-----------|-------------|---------|
| | | Non-Grammar | Grammar |
| 9 | 34 | 130 | 26 |

Note: Counts represent all exercises that come after each text. We use “Chapter” to represent a change in theme in the textbook. Each chapter contains two to six texts. Exercise counts exclude all exercises that come after texts learners only listen to and don’t read.

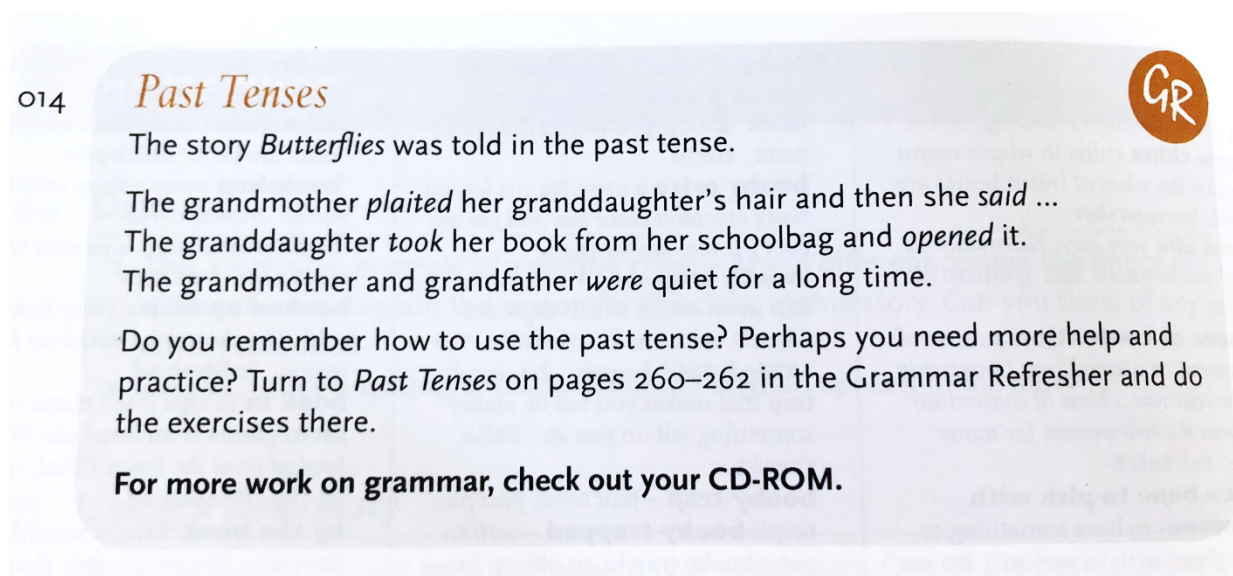
5.1.2 Features of the First Three Texts

We now turn to a presentation of the features in the first three texts in Progress Gold A. The first text appears in chapter one and is followed by three exercises of which one consists of explicit grammar instruction (see Figure 1 below). Here it is explained that the text that learners have just read was written in the past tense, and some examples are provided. The only indication of the past tense here is the italicized words, but there is no further explanation as to how to use verbs in past tenses or what the rules are of using them. Learners

are then referred to a page number in the section of the book called Grammar Refresher where the learners can if they need to get a more thorough explanation of past tenses as well as complete a fill-in-the-gap exercise.

Figure 1

Grammar in Progress Gold A



Note: Picture from Progress Gold A where the grammar feature past tenses is explained in relations to the text it follows (Hedencrona et al., 2007, p. 126).

The second text in the first chapter of the textbook has five exercises connected to it, but none of them handle explicit grammar instruction or practice. There is a discussion activity where the learners need to discuss the contents of the text and a writing activity where the learners are supposed to write a letter to one of the characters that are brought up in the text. However, neither the discussion nor the writing exercise takes form into consideration.

The third text of the textbook is found in the second chapter and it has four exercises connected to the text. Again, none of them are explicit grammar exercises. However, one of the exercises is a vocabulary exercise where the learners are presented with twenty words and fifteen sentences that are missing a word. They then need to choose the correct word out of the twenty and place it into the correct sentence. The five leftover words are to be used when creating five sentences of their own. The twenty words are of different parts of speech

but this is neither brought up or explained. The writing exercise that comes after this has the learners choosing to write either a biography about Jackie Chan or a review or synopsis of a martial arts film.

5.1.3 Approaches Used in the First Three Texts

While the first text in the textbook refers to three grammar activities about past tense (since the text was written in the past tense) in the Grammar Refresher section, the textbook only asks the learners to complete these grammar exercises if they need more help or practice. However, the learners can choose not to do these exercises and only look at some example sentences that are written in the past tense. Thus, if the students decide not to complete these exercises, the example sentences could be considered as an FoF activity, where the students get to process input, in which certain grammar elements are targeted. Moreover, the actual grammar exercises with the explanation to the grammar rule in Grammar Refresher could also be considered as FoF activities, since these are activities that aim at making students avoid communicative problems caused by the use of the wrong form. The instruction itself to the grammar rule would be FoFs as it has an explicit focus on form and the accompanying exercises would be FoF as these are activities that aim at making students avoid communicative problems caused by use of the wrong form. Furthermore, the exercises are used in a communicative context, since the students are asked to apply verbs in the past tense in sentences.

As none of the exercises for the second text are aimed at teaching grammar it has an FoM approach to grammar instruction. The learners are supposed to both produce some type of oral presentation in the form of a discussion about the content of the text as well as write a letter. The reasoning behind this being FoM is that there is only focus on meaning and no focus on form, there are interactive and communicative activities and the activities could perhaps teach students grammar rules without them being aware of it as they should both discuss as well as produce a written letter. As the learners speak or write they may pick up on some grammar structures in the texts without being aware of it and because of this the activities are communicative ones that could make the students naturally use a particular language feature.

In the third text in the textbook, none of the exercises teach grammar explicitly. However, the mentioned vocabulary exercise does contain words that are of different parts of speech, and the learners need to put the correct word into the correct sentence. However, this exercise uses mainly FoM, since form is never mentioned. Nonetheless, one could argue that there is an element of FoF in there as well, since the students work with form without them being aware of it. Regarding the writing exercise connected to this text, it does not explicitly cover form. However, it could be considered as an FoM activity, since the learners to some extent need to be grammatically correct as they write. This will most likely lead to the students naturally using particular language features. Moreover, one could consider it to be an implicit FoF activity as it is an activity that may make students talk about/question/self-correct the language that they are producing while completing the exercise.

5.1.4 Discussion

Each chapter of the textbook Progress Gold A explicitly covers a specific grammar feature through two or three grammar exercises. However, not all texts have grammar exercises in connection to them. Moreover, when grammar is covered in the exercises the authors refer to the section at the back of the textbook named Grammar Refresher and state that if the learners need to practice more or need a repetition of the grammar feature, they can do the grammar exercises in this section. This indicates that either the learner or the teacher needs to assess whether it is necessary to further study the grammar features in the section called “Grammar Refresher”. Furthermore, the name “Grammar Refresher” indicates that the authors of textbook assume that the learners already possess knowledge about the grammar features that are included in this section. The section covers present tenses, past tenses, perfect tenses, forming questions, future tenses, verb + to or verb + ing, conditionals, question tags, modal verbs, the passive, prepositions after verbs and adjectives and articles. Therefore, it appears as if the authors of this textbook consider verbs and verb forms to be of importance, as much of the grammar section consists of different verb forms and their connected grammar rules.

To conclude, the textbook Progress Gold A has a clear focus on communication and vocabulary, with some occasional attention to forms and form in the grammar section. The two to three grammar exercises to the chapters correlate to a specific grammatical feature in one of the texts, which could mean that the authors intended for the students to see the feature being used in a text before completing the related grammar exercises. However, it is for the most part unclear as to how the grammatical exercises relate to the communicative exercises (which there are a lot more of than grammar exercises) in the exercise section. Therefore, since there are only a few exercises with a focus on form, we question how much grammar the students pick up when using this textbook. Thus, grammatical features in the textbook are mostly taught implicitly, through a focus on meaning. Moreover, we assume, based on the analysis and research presented, that the textbook mainly aims at allowing the learners to pick up and/or practice their grammatical knowledge while engaging in communicative activities.

It is, however, important to note that this textbook still has some focus on form, which, as discussed above, has been demonstrated to be essential for grammar learning. Therefore, we believe that if the teacher considers the context to which it is being applied as well as how to apply it, this textbook still could be successfully used to teach grammar. As Petraki and Gunawardena (2015) state, some learners may perceive grammar as boring and demotivating, and therefore, teachers need to adapt the grammar teaching to students' preferences (Borg 1998; Borg 1999; Macrory, 2000). Thus, if the students have negative attitudes towards grammar, the use of a textbook like Progress Gold A will most likely not overwhelm them with grammar, which can be an advantage for such groups of students.

Furthermore, since all the grammar exercises are in a separate grammar section instead of being mixed with communicative exercises, the teacher is free to choose which grammar exercises from the grammar section she or he thinks that the students could benefit from doing, which will minimize the risk of the students becoming demotivated by doing too many explicit grammar exercises. As Kermer (2016) states, the learners' preferences are crucial to take into consideration when applying a teaching method. The motivation of the learners is, according to De Graaff and Housen (2009), a must, and could also suggest that

an implicit approach could be beneficial. Moreover, as Petraki and Gunawardena (2015) suggest the teacher can show the importance of grammatical knowledge when learning a language. This since grammar is, according to the commentary material provided by the National Agency of Education, a part of the all-around communicative ability that learners should develop through their education in English 5 (Skolverket, 2011a; 2011b).

Moreover, for this textbook to adopt more focus on form, the teacher could adjust some of the communicative exercises in the exercise section. For example, the students could receive feedback that focuses on form on their products from the writing exercises, for the students to explicitly practice their grammar. Also, the writing exercises could even be altered, so that they make students practice a grammatical feature from the corresponding text. For example, "Write in past tense". However, regarding the grammar features that are taught in Grammar Refresher, the fact that there is such a large focus on verbs could constitute a problem, since the students are not explicitly exposed to a wide variety of grammar features and their rules. Nonetheless, it is required by the teacher to be able to know how to analyze the textbook to see the degree of focus on form in the textbook, which is, according to Demir and Ertas (2014), a time-consuming process. Zohrabi (2001) further suggests that teachers usually do not have the proper training to conduct such analyses, which may lead to them using this textbook without considering how and in which context.

5.2 Blueprint A

5.2.1 Overview of the Textbook

Blueprint A (Lundfall, Nyström, & Clayton, 2002) has nine chapters covering nine different themes. The authors describe the structure of the textbook in their foreword. The chapters contain texts that are followed by various exercises divided into three areas; "Reading & Reacting", "Reflect & Share" and "Word Work". After each chapter, there is a section called the "Blue Pages", these contain speaking and writing exercises. However, we have chosen not to analyze these pages as they do not contain any grammar instruction or exercises covering form. The authors describe the textbook as an all-in-one book for English A, which

previously was the equivalent to today’s course English 5. They also refer the reader to a second part of the book that contains three sections; “Speaker’s Corner”, “Writers Workshop” and “Focus on Language”. The latter focuses on grammar instruction and it is stated in the foreword that the grammar included is “exclusively designed for Swedish learners” (Lundfall et al., 2002, p. 0). We decided not to analyze the parts that merely describe how to part take in different speaking situations as well as how to write different text types since they do not include any exercises that focus on grammar or form. However, the grammar section, which contains grammar explanations and the following exercises will be analyzed. Although, for the more in-depth analysis of the exercises to the three first texts we will analyze the exercises that follow these texts, excluding all listening sections. A summary of the chapters, texts, and exercises, as well as their corresponding focus on grammar vs. non-grammar-based activities, is presented in Table 3.

Table 3

Count of Grammar vs. Non-grammar Exercises in Blueprint A

| No. Chapters | No. Texts | Exercises | |
|--------------|-----------|-------------|---------|
| | | Non-Grammar | Grammar |
| 9 | 33 | 93 | 14 |

Note: Counts represent all exercises that come after each text. We use “Chapter” to represent a change in theme in the textbook. Each chapter contains two to eight texts. Exercise counts exclude all exercises that come after texts learners only listen to and don’t read. Exercise counts exclude all sections in the book that focus solely on grammar (titled: “Focus on Language”) which appear after all chapters with texts in the textbook

5.2.2 Features of the First Three Texts

Regarding the first text in the textbook, there are five exercises connected to it, only one of which explicitly focuses on grammar. This exercise brings up collocations and argues that it is a good idea to learn and store the different combinations of words and ready-made phrases since this will help with speaking and writing more fluently. The learners should thus find these sentences in the accompanying text and add the missing word to it. One example is “Paul ... *sorry for him*” where the missing word is “felt.” Another sentence is “*no one had ... clue* as to where they were going” where the learners need to find that the missing part of

the sentence is “the slightest.” Since the students are asked to learn what words usually occur together, one could argue that this is an activity that aims at making students avoid communicative problems caused by the use of the wrong form. Moreover, since the exercise makes students read the sentences to each other, this exercise is also a communicative activity that makes students aware of form.

The second text in the textbook is followed by five exercises, one of which is an explicit grammar exercise. This grammar exercise has to do with adjectives and word formation. The authors raise the possibility to change a word from one part of speech into another part of speech and how, for example, a verb into an adjective (see Figure 2 below). What is not explained, however, is that this is done by adding suffixes and/or prefixes. Next, the learners need to write sentences in which they use five of the adjectives from the exercise. This could be considered an activity that aims at making students avoid communicative problems caused by the use of the wrong form. This is followed by an exercise in which the students need to match phrasal verbs with the corresponding sentence. It covers vocabulary and meaning, however, it also implies that the students, through this exercise, are taught grammar rules without them being aware of it since they get to see how phrasal verbs are formed.

Figure 2

Grammar Exercise in Blueprint A

Word formation: adjectives

Word formation means that you change a word so that it becomes another part of speech (ordklass). You change for example a verb into an adjective, a verb into a noun (substantiv), or a noun into an adjective.

STUDY TIP

A. Find the corresponding adjectives to the following verbs.

| | |
|------------|-------------------|
| succeed | <i>successful</i> |
| understand | ... |
| invent | ... |
| poison | ... |
| create | ... |
| determine | ... |
| experience | ... |
| smell | ... |
| nurture | ... |

Follow up:
Choose five of the adjectives and write sentences of which only one sentence is true! Let a friend guess which one.

Note: Exercise from Blueprint A where the learners are to find the corresponding adjectives to the following verbs (Lundfall et al., 2002, p. 13).

Finally, the third text is followed by four exercises, none of which covers grammar explicitly, since the only focus is on reading comprehension questions, verbally acting out a scene from the text, pronunciation and word meaning. However, one could argue that these exercises teach grammar implicitly since it can make students naturally use a specific language features, and thus, teaches students grammar rules without them being aware of it.

5.2.3 Approaches Used in the First Three Texts

The first text has, as mentioned above, one explicit grammar exercise connected to it. Since this is an activity that aims at making students avoid communicative problems caused by the use of the wrong form, this could be considered an FoF activity. Moreover, since the exercise also makes students read their sentences to each other, this exercise is also a communicative activity that makes students aware of form, which makes it an FoF activity.

The grammar exercise connected to the second text has an FoF approach since it aims at making the learners avoid communicative problems caused by using the wrong form. However, the following exercise, in which the students need to match phrasal verbs with the corresponding sentence implies that the students are taught grammar rules without them being aware of it, which makes it an FoM activity.

Finally, the third text does not have any explicit grammar exercises. However, since we, based on our analysis and research presented in the literature review, assume that these exercises teach grammar implicitly through natural use of language features and teaches grammar rules without students being aware of it, we consider this an activity with an FoM approach.

5.2.4 Discussion

The textbook continues in the same manner with some occasional explicit focus on grammar rules, and thus, occasional shifts in attention from meaning to form. However, few exercises explicitly cover grammar in the textbook, since the grammar exercises mainly occur in the grammar section at the end of the textbook, and thus, do not accompany the exercises to the

texts. Therefore, we assume that the authors of this textbook intended for the students to learn grammar mainly through partaking in communicative and interactive activities without an explicit focus on grammar, and thus, implicitly through FoM.

The FoM approach adopted by the authors in *Blueprint A* seems to follow the communicative language learning approach that Rama and Agulló (2012) describe, since the grammar features that do occur seem to cohere with function meaning and communication instead of as an isolated element. However, this textbook also has some focus on form, as described in the results section. Since grammar teaching needs focus on form to be more effective (Burgess & Etherington, 2002; Ellis, 2015; Sopin, 2015), we once again believe that if the teacher is aware of the learning context to which the textbook is applied, this textbook could be effective in grammar teaching.

Just like *Progress Gold A*, which also has an overall FoM approach, the use of this textbook could be suitable for a group of students with a negative perception of grammar. It could be more motivating to use a textbook that does not focus on isolated grammar features as students and teachers often have different attitudes towards grammar, according to Burgess and Etherington (2002). *Blueprint A* could be a good choice of textbook as it blends an FoF approach with a main focus on meaning. Furthermore, should the teacher want to adopt more focus on form, s/he can do this by adjusting some of the exercises in the exercise section. The vocabulary exercise for the third text in which the learners need to, based on meaning divide words into their own made-up categories, is an example of an exercise that could take on a stronger focus on form if adjusted. For instance, if the teacher were to ask the students to divide the words into different parts of speech as well as form sentences with them. However, there is often a lack of explicit instruction to grammar rules, and the fact that, while working with the exercises to the texts, there is no referring to the grammar section could then become a problem since neither teachers nor students would be able to quickly find the grammar rules as well as the accompanying grammar exercises when needed. As Sopin (2015) presented in his study this could pose a problem since most teachers seem to agree on the fact that learners often find it difficult to understand grammar structure when it is taught implicitly. Furthermore, if the teacher contextualizes the exercises with explicit

instruction and implements form-focused corrections when needed it could help improve accuracy. All in all, as with the previously mentioned textbook, the teacher using this textbook would need to be aware of the degree of focus on form to be able to use it in grammar teaching efficiently.

One interesting fact that the authors do mention in the foreword to this textbook is that the grammar section towards the back of the book called Focus on Language is “exclusively designed for Swedish learners. Here, you devote your time only to that which needs practice” (Lundfall et al., 2002, p. 0). While it will not be discussed further in this analysis it would be interesting to see how effective this grammar teaching is in classes today, where far from every learner has Swedish as their first language or mother tongue.

5.3 Viewpoints 1

5.3.1 Overview of the Textbook

Viewpoints 1 (Gustafsson & Wivast, 2017) is a textbook aimed at the course English 5. In the preface, the authors make some statements on both what the book itself includes as well as a few statements that seem to show what they believe is important for teaching English during the first year of upper secondary schools in Sweden. Moreover, it is stated that there is a selection of authentic texts and a variation of genres that is meant to broaden the learners’ development in both form, content and perspective. Furthermore, it is explained that the textbook is divided into five themes that are meant to have a progression both linguistically as well as regarding the content. Each theme consists of several texts that are followed up with exercises that aim at making sure the learners understand the content and can discuss it as well as vocabulary, grammar, speaking and writing exercises. The authors also mention the section towards the end of the book that specifically handles grammar, and which contains both explanatory sections as well as exercises for the learners to do.

All the chapters in this textbook have between four and five texts that are each followed by a section of exercises connected to the text. The exercise sections are divided into four

different content areas aimed at the learning goals. The content areas are “Discuss and Understand”, “Working with language”, “Speaking,” and “Writing”. Almost all chapters have this order of content areas with exercises to follow the texts, however, four do not. This is, seemingly, because these four texts are either poems, songs or plays and are followed up with a discussion exercise and a writing and/or a speaking exercise instead. Moreover, each of the texts has exercises that come before reading them which are designed as before-reading exercises. Each text also has a word list on the side of the pages containing words from the target text. All chapters are designed equally and have the same type of exercises that follow the texts. Of course, the grammar features are changing and progressing as well as the speaking and writing exercises being different depending on the genre and content of the texts. However, there is a clear structure to the textbook and it does provide the learners with both some implicit methods as well as explicit learning opportunities. A summary of the chapters, texts, and exercises, as well as their corresponding focus on grammar vs. non-grammar-based activities, is presented in Table 4.

Table 4

Count of Grammar vs. Non-grammar Exercises in Viewpoints 1

| No. Chapters | No. Texts | Exercises | |
|--------------|-----------|-------------|---------|
| | | Non-Grammar | Grammar |
| 5 | 21 | 98 | 53 |

Note: Counts represent all exercises that come after each text. We use “Chapter” to represent a change in theme in the textbook. Each chapter contains four to five texts. Exercise counts exclude all sections in the book that focus solely on grammar (titled: “Grammar”) which appear after all chapters with texts in the textbook.

5.3.2 Features of the First Three Texts

The first text is followed by three exercises that are explicitly focused on grammar. These are introduced through an explanation of adverbs and adjectives (how adjectives and adverbs are used as well as the differences between the two). Moreover, there are some examples of how to turn an adjective into an adverb by adding *-ly* at the end of the word in most cases. There are also examples of what an adjective is “they bought a *blue* car” and “he is *mad*” as well as what an adverb is “She walked *quickly*” and “It’s *very* cold”. For the first exercise,

the learners need to look at fifteen words and go back to the text and find whether the word is used as an adverb or adjective and pick out the eight adjectives from the fifteen words. This is an activity that aims at making the learners avoid communicative problems that are caused by the use of the wrong form. The second exercise is a fill-in-the-gap exercise, where the learners need to complete sentences with an adverb from the text. This is followed by another fill-in-the-gap exercise where the students need to fill in two gaps in each sentence with the correct adverb or adjective form of a word. Once again, this is an activity that aims at making the learners avoid communicative problems that are caused by the use of the wrong form. Lastly, there is a translation exercise where the students should translate four sentences from Swedish to English using the words from the word list provided from the text. Since this translation exercise comes right after the explicit grammar exercises, we assume that the learners are meant to use the correct form when making use of adjectives and adverbs in their translations. Thus, this is also an activity that aims at making the learners avoid communicative problems that are caused by the use of the wrong form.

For the second text, there are three explicit grammar exercises. The first one is a vocabulary exercise where the students need to fill in the correct verb from a list into the example sentences. Moreover, the students will in some cases have to change the form of the verbs for them to fit the sentences. This is an activity that is aimed at teaching grammatical correctness as well as an activity that aims at making the learners avoid communicative problems that are caused by the use of the wrong form. The next exercise is a follow up on adjectives and adverbs and it connects back to the previous information about how adverbs and adjectives are used. Moreover, this is developed by further explaining - that after some verbs adjectives are used instead of adverbs like “look, feel, taste and smell,” and they give the example “that *tastes* good”. The actual exercise is a fill-in-the-gap exercise which has the learners practice with adjectives and adverbs where the intended word for them to use in the sentences is in brackets in Swedish. The learners need to complete the sentences using the correct form of the word in brackets as well as tick boxes to show whether the word used is an adjective or adverb. This exercise implies an aim at making the learners avoid communicative problems that are caused by using the wrong form. After this comes an exercise, in which the students need to look at an adjective and put it into a sentence while

transforming it into a noun (see Figures 3 and 4). This exercise is preceded by an explicit explanation of how to use prefixes and suffixes (see Figure 5). The exercise, once again, aims at making the learners avoid communicative problems that are caused by the use of the wrong form.

Figure 3

Instructions for Grammar Exercise in Viewpoints 1

In this exercise there is a word in capital letters at the end of each line. Rewrite this word in the appropriate form to complete the sentence. Also define what word class each word belongs to. Use the example to help you.

Example: *It's foolish to put yourself in danger by driving too fast.* **DANGEROUS**
noun adjective

Note: Instructions provided for an exercise that the learners are to complete using suffixes and prefixes to change a word from one word class to a word of another (Gustafsson & Wivast, 2017, p. 26).

Figure 4

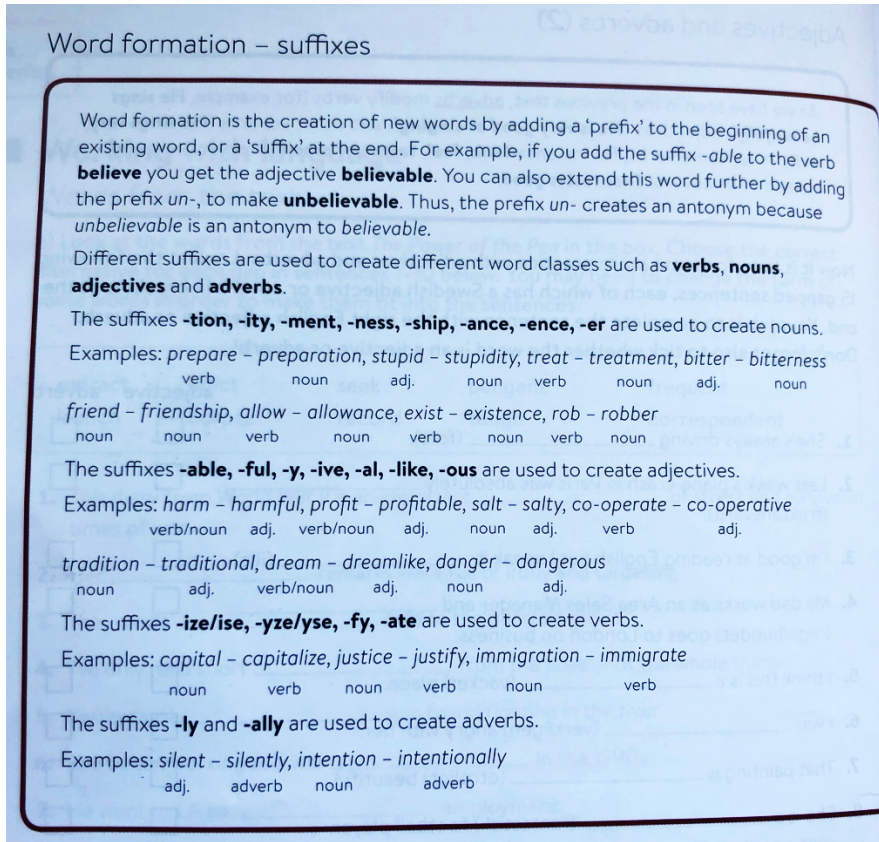
Grammar Exercise form Viewpoints 1

1. There is _____ that we might win the game. **POSSIBLE**
2. The _____ between my siblings and I is huge. **DIFFERENT**
3. The Swedish _____ system has been criticized over the few past years. **EDUCATION**
4. Most people improve their performance under the _____ of a personal trainer. **GUIDE**
5. This tower is easily _____ from every part of town. **RECOGNIZE**
6. What he did to you was the ultimate _____. **BETRAY**
7. As a parent you have to provide _____ for your children. **PROTECT**
8. I have great _____ in your ability to solve the problem. **CONFIDENT**
9. Your _____ to admit your error is really irritating. **REFUSE**
10. My sister is very _____ about ancient Rome. **KNOWLEDGE**

Note: Exercise from Viewpoints 1 where learners need to change the adjective in bold into a noun using suffixes and/or prefixes (Gustafsson & Wivast, 2017, p. 27).

Figure 5

Explanation of a Grammar Feature from Viewpoints 1



Note: “Explanatory box” from Viewpoints 1 on how to turn a word from one word class into a word from another word class using suffixes as well as prefixes (Gustafsson & Wivast, 2017, p. 26)

After this, there is an exercise in which the learners need to look at ten irregular verbs and put them in the correct form into sentences. This exercise, like the preceding one, has an explicit explanation of the specific grammar rule. In this explanation, they bring up irregular verbs in past forms and explain that you need to learn these by heart and shows an example where the infinite form is “to go” and the past simple is what you did yesterday or even further back with the example “I went to Paris last year” and the past participle is usually used with *has/have* or *had* with the example “She has gone to Paris” or “They have gone to London”. This exercise aims at making the learners avoid problems caused by the use of the wrong form.

The third text in this chapter does not have any grammar exercises at all. This is probably because the text is a poem that the learners need to read and later discuss. They also need to analyze and interpret some other poems from the same author and present it in front of the class answering some questions provided by the textbook.

5.3.3 Approaches Used in the First Three Texts

Since all the grammar exercises for the first and second texts aim at making the learners avoid communicative problems that are caused by the use of the wrong form, there is a clear FoF. The same goes for every listed grammar exercise in this textbook. Regarding the exercise in which the students are to translate four sentences from Swedish to English using some provided words from the text, it could both be considered FoF and FoM, since the exercise only asks the students to translate the sentences. However, it could also be considered FoF, since the translation of the sentences require the use of adverbs, which the preceding exercises had the students work with. Moreover, many of the exercises include boxes with explicit rules to specific grammar features, which could be considered FoFs, since they focus on form rather than meaning. However, such boxes with grammar rules combined with their accompanying exercises constitute an FoF, since there is an occasional shift in attention from form to meaning.

As mentioned, the third text does not have any grammar exercises. However, as the students need to produce an oral presentation about a poem, they would be required to do this using correct grammar. Therefore, this could be considered as an FoM approach to grammar teaching as it is a communicative activity that makes the learners naturally use language features as well as has a focus on meaning instead of on form. It is also an interactive and communicative activity. The learners will most likely practice how to use some grammar features that they have been working on in the previous texts and exercises without being aware of it.

5.3.4 Discussion

The textbook continues in the same manner throughout all chapters with both exercises that cover form as well as exercises that cover meaning. However, the exercises that cover

meaning usually come after the students have worked with a specific grammar feature, meaning that the students are supposed to apply their new knowledge about the grammar feature to these meaning-focused exercises. This further strengthens our belief that the authors of this textbook intended for the learners to learn grammar through FoF.

In conclusion, this textbook seems to have an explicit overall FoF approach to grammar teaching. This is because the textbook has explicit grammar exercises connected to each text in the textbook, which means that there are occasional shifts in attention from meaning to form as well as communicative activities that make students aware of form. Moreover, as seen in the table results, in comparison to the two other textbooks, this textbook has a lot more grammar exercises and fewer exercises that only focus on meaning.

On account of the overall focus on FoF, we believe that this textbook can be successfully used when teaching grammar to learners of English 5. Moreover, this textbook provides the learners with a combination of FoFs and FoF, since the grammar exercises start with explicit explanations to the grammar rules and culminate in activities that make the students practice the rules in a controlled manner through, for example, fill-in-the-gap exercises, as well as communicative activities where the students can use the grammar features. Such progression, as explained by DeKeyser (1998), is beneficial for language acquisition. Since this textbook provides such a progression with the exercises, it makes it easier for teachers who want to teach grammar through FoF to use this textbook without having to consider any adjustments or extra planning. Moreover, the amount of grammar exercises throughout the textbook makes it less likely that teachers want to change the instructions in some of the meaning-focused exercises to give them a focus on form. As this textbook has an FoF approach we consider it to be useful in teaching English 5 as the use of FoF, according to Ellis (2016), can enable students to learn certain grammatical features through communicative activities. Moreover, as presented in the literature review above, focus on form before or during tasks where attention shifts between form and meaning can help learners engage in tasks and promote learning (Ellis, 2015; Lyster, 2004; Williams, 2001; Loewen, 2005).

When it comes to the section at the back of the textbook labeled Grammar there is a wide range of grammar features. Moreover, the authors state in their preface that this grammar section is based on “grammatical features that can be considered fundamental for English 5” (Gustafsson & Wivast, 2017, p. 3). However, this leaves us questioning how they decided on what is considered fundamental as there is no explicit mention of grammar or what features the learners need to know by the end of the course in the steering documents for English in upper secondary schools. Although, in the part called The Purpose of the Subject in the syllabus for English 5 they do state that an all-around communicative ability does include an increasing degree of linguistic security (Skolverket, 2011a). Moreover, it is made clear in the commentary material for the steering documents that grammar is part of having linguistic security (Skolverket, 2011b).

6. Conclusion

In this degree project, we have analyzed three English 5 textbooks that are currently used in Swedish upper secondary school. However, even though an FoF approach appears to be more beneficial when it comes to teaching grammar only one of the textbooks constituted such an approach. Progress Gold A and Blueprint A mainly have interactive and communicative activities that make students naturally use a particular language feature, which means that they exhibit a focus on meaning rather than on form. This indicates an overall use of implicit grammar teaching. Viewpoints 1, on the other hand, mainly aims at making students avoid communication problems caused by the use of the wrong form as well as activities, in which students process input in which certain grammar elements are targeted. This indicates an overall use of explicit grammar teaching.

Since we have analyzed three textbooks, and two of them exhibited implicit grammar teaching through an FoM approach, it could be assumed that many other textbooks with the same grammar approach are currently in use in Swedish upper secondary schools. This could constitute a problem since we have come to the conclusion that an FoF approach to grammar teaching is more beneficial and effective for learners of English. However, in order to give the textbooks with an FoM approach a higher level of FoF, teachers could alter some of the communicative meaning-focused exercises. Although, this could also constitute a problem since most teachers do not have training in how to analyze or evaluate textbooks in order to determine to what degree a particular textbook exhibits an FoF approach to grammar teaching.

As we have conducted this analysis on only three textbooks aimed at English 5 it would be interesting to see a broader and more extensive analysis on a higher number of textbooks. It would also be interesting to see which textbooks are preferred by active upper secondary English teachers as well as upper secondary students, and why these are preferred by them. Moreover, since the authors of Blueprint A stated that their grammar section was specifically intended for Swedish learners of English it would be interesting to see how learners that do

not have Swedish as their first language, using textbooks with an FoM approach, are affected by this in their grammar acquisition.

This being said, because textbooks play such a big role in upper secondary learners' English education today, it would be helpful if teachers during their teacher education as well as at their workplace were taught how to analyze textbooks so that they can determine what approaches these make use of in all aspects of language teaching, not just grammar.

7. References

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