

GRAMMAR FOR EVERYBODY? YES, PLEASE

Balancing exposure and explicit instruction in the EFL classroom

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33rd Annual International
HUPE Conference
October 24 - 26, 2025
Valamar Poreč, Croatia

školska knjiga



Sveučilište Josipa Jurja Strossmayera u Osijeku
**Fakultet za odgojne
i obrazovne znanosti**
OBRAZUJEMO (ZA) BUDUĆNOST



theory

research

personal
practical
knowledge





ANY THOUGHTS?

1 Learning grammar is an important part of learning a foreign language.



2 Every student can learn grammar.

3 Once you understand the rules of a language, you can become good at speaking it.





TWO DIFFERENT APPROACHES

- implicit/inductive/by exposure
- explicit/deductive/rules-oriented

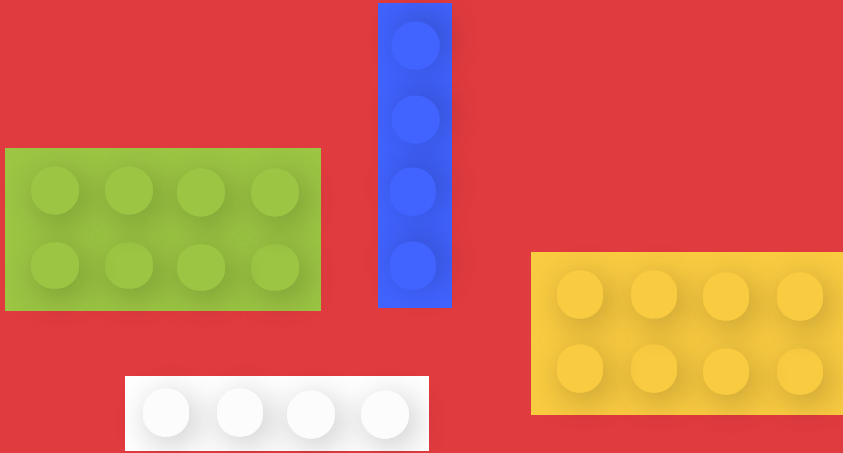


*Which one is easier for you?
Which one works better in
language teaching?*



LET'S SEE

bit.ly/DedInd






PERSONALITY-STYLE LABELS



Inductive Reasoner: The Explorer

A reflective and open-minded thinker who learns from observations and patterns to form general ideas.




Which one is you?



Deductive Reasoner: The Analyser

A logical and methodical thinker who starts from clear rules or principles to reach structured conclusions.





**Language teaching can only be effective if
it comes from an understanding of how
people learn languages.**

Bill Van Patten, 2019





Declarative knowledge - conscious, explicit

Procedural knowledge - unconscious, implicit

*What is the interface
between them?*



3 THEORIES

1 No interface: Krashen (1981), Paradis (2009)

Explicit knowledge is slowly acquired & slowly accessed. It cannot become implicit knowledge.

2 Strong interface: DeKeyser (1998)

Implicit knowledge drives SLA, but explicit knowledge can become implicit knowledge through practice.

3 Weak interface: Long (2020), Van Patten (2018), Ellis (2020)

Implicit knowledge drives SLA, but explicit knowledge can help develop implicit knowledge. The constraints are developmental readiness and limited attentional resources.



2 examples





EXPLICIT TO IMPLICIT

Today, we are learning the rule for the present simple tense in English.

Step 1: Read the rule: "We use -s with he/she/it (e.g., She walks)."

Step 2: Practice the rule by completing these sentences with the correct verb form: She ____ (play) tennis every Saturday. My dog ____ (like) bones. He ____ (go) to school. Step 3: Write your own three sentences about people or animals using the rule.



IMPLICIT WITH EXPLICIT SUPPORT

Step 1: Read or listen to a short story about Jenny's school day.

Step 2: Find all the words in the story that describe what Jenny does.


Step 3: Complete the sentences about Jenny's day using words from the story:

Jenny ____ breakfast at 7.

Jenny ____ to school.

Jenny ____ cartoons in the afternoon.


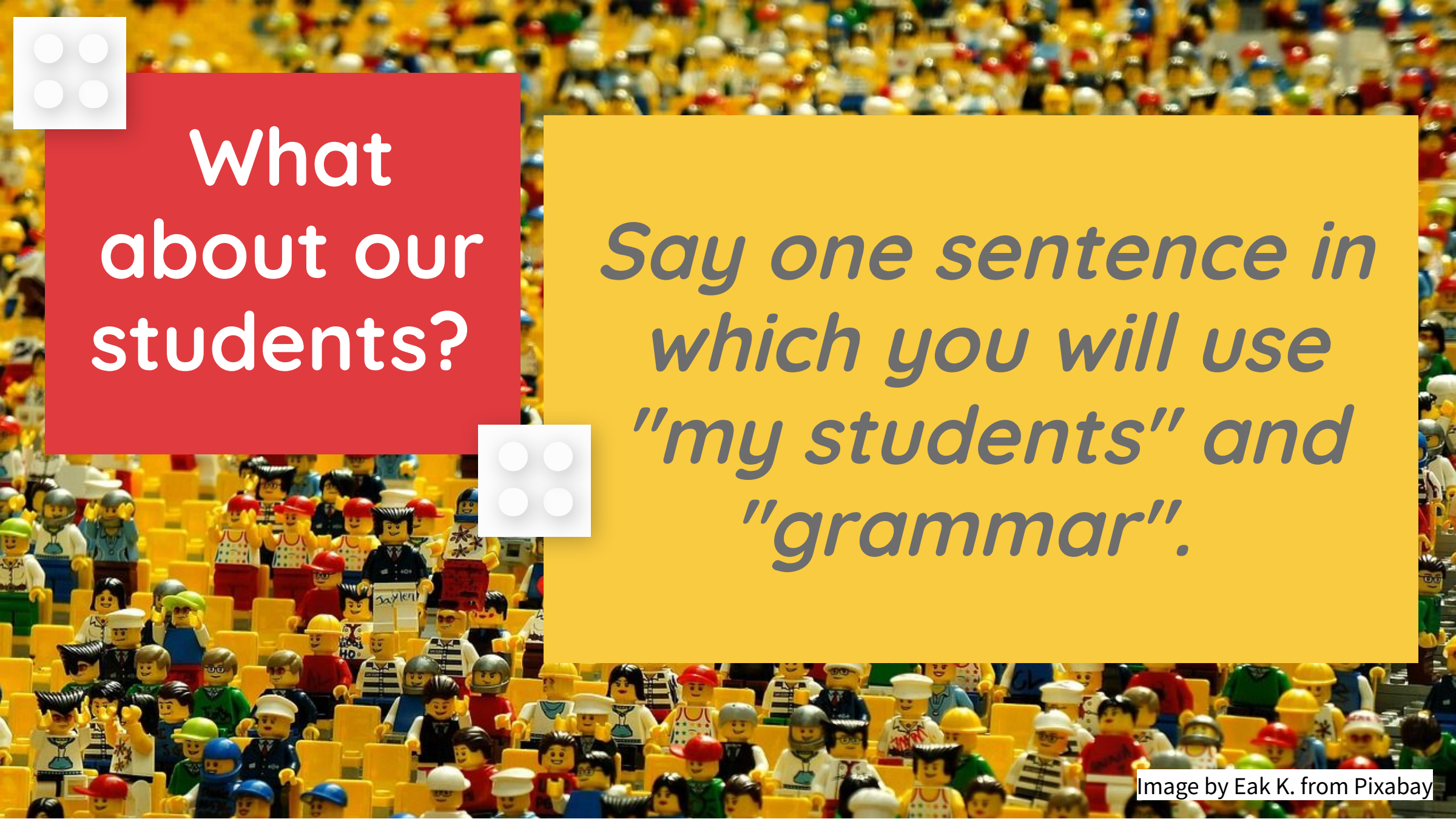
Compare your answers with a partner. What do you notice about the way you wrote the sentences?



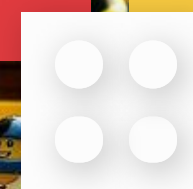
Most knowledge is tacit knowledge; most learning is implicit; the vast majority of our cognitive processing is unconscious (Ellis, 2005).

The findings of a pervasive implicit mode of learning, and the limited role of explicit learning..., point to a default mode for SLA that is fundamentally implicit, and to the need to avoid declarative knowledge when designing pedagogical procedures (Doughty, 2003).





What
about our
students?



*Say one sentence in
which you will use
"my students" and
"grammar".*

RESEARCH MOTIVATION

- Teachers' conversations: Diverse opinions on best approaches in EFL.
- Teachers' aim: Inspiring learners to see grammar as a tool for meaningful communication.
- Students' voices: Honest reflections on how they learn grammar.



RESEARCH AIM

- Phase 1: To gather data on learners' attitudes towards grammar and grammar learning strategies.
- Phase 2: To create and validate a questionnaire on grammar learning attitudes and strategies.





PROCEDURE

Interview

**8th graders (N=20)
Recordings**

Questionnaire

**7th graders (N=21)
Jamovi**

The jamovi project (2024). jamovi. (Version 2.6) [Computer Software]. Retrieved from <https://www.jamovi.org>. R Core Team (2024).

RESULTS - RECORDINGS

highly proficient



Media2.mp3



Media4 Ana Barišić.mp3



Media4 Tea.mp3



Media3.mp3



Media4 David.mp3

of medium proficiency

of low proficiency

RESULTS - QUESTIONNAIRE

Djevojčice



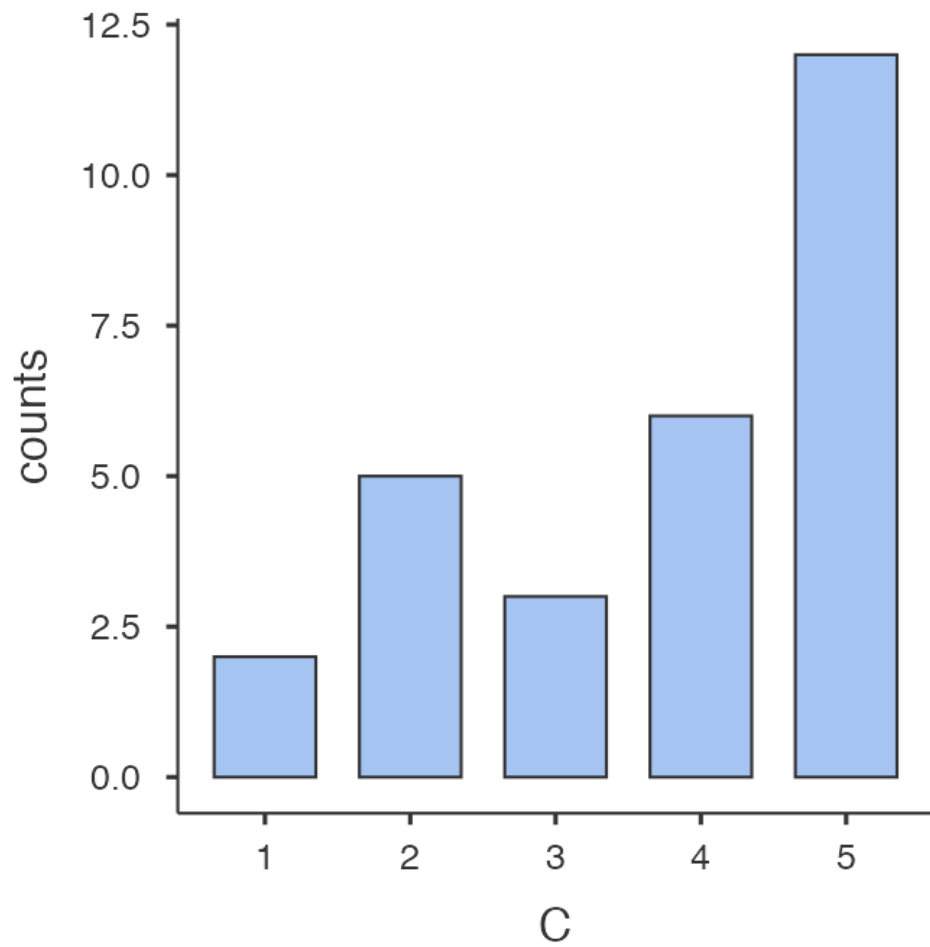
21

Dječaci

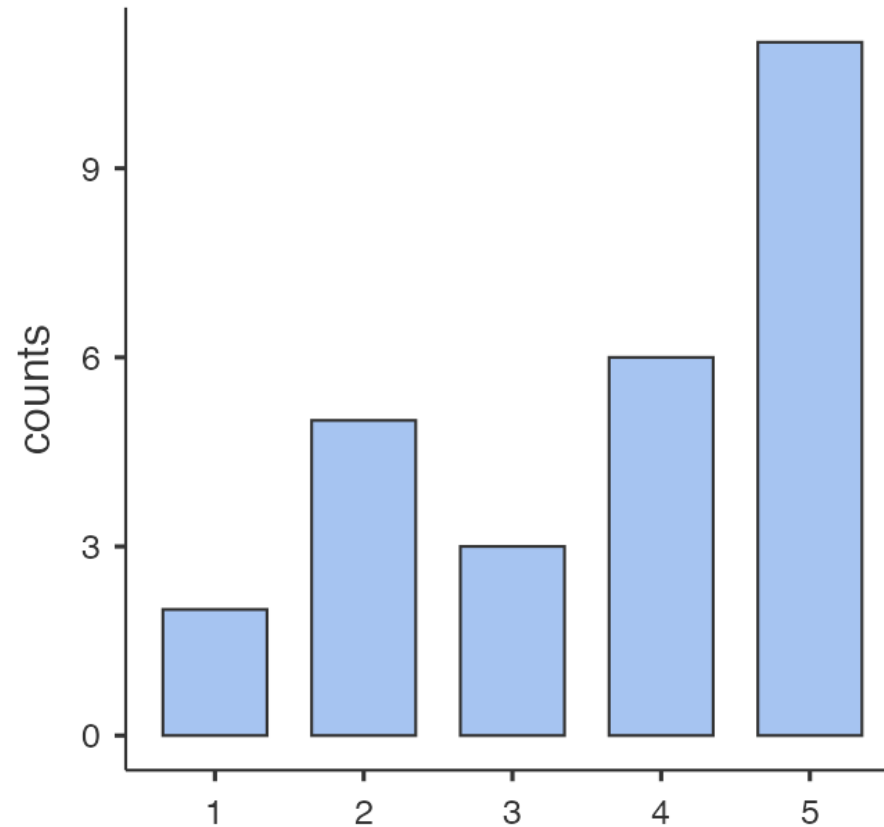


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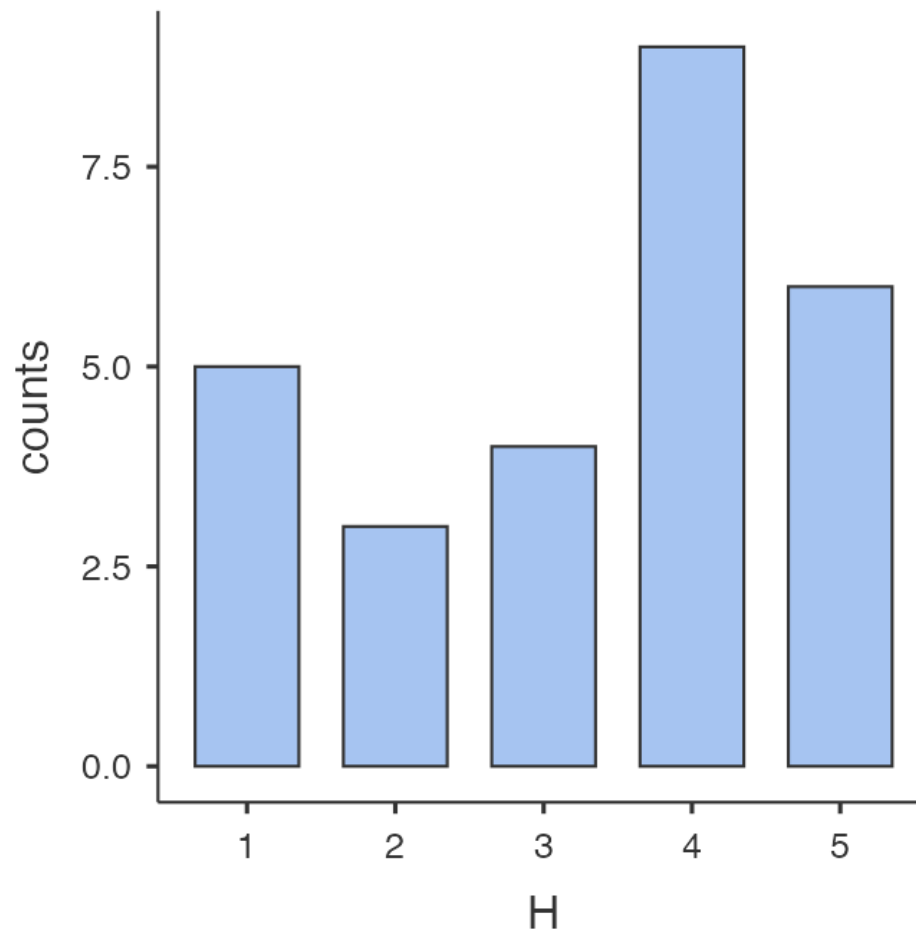
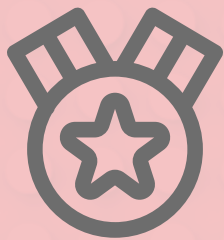
Ocjena



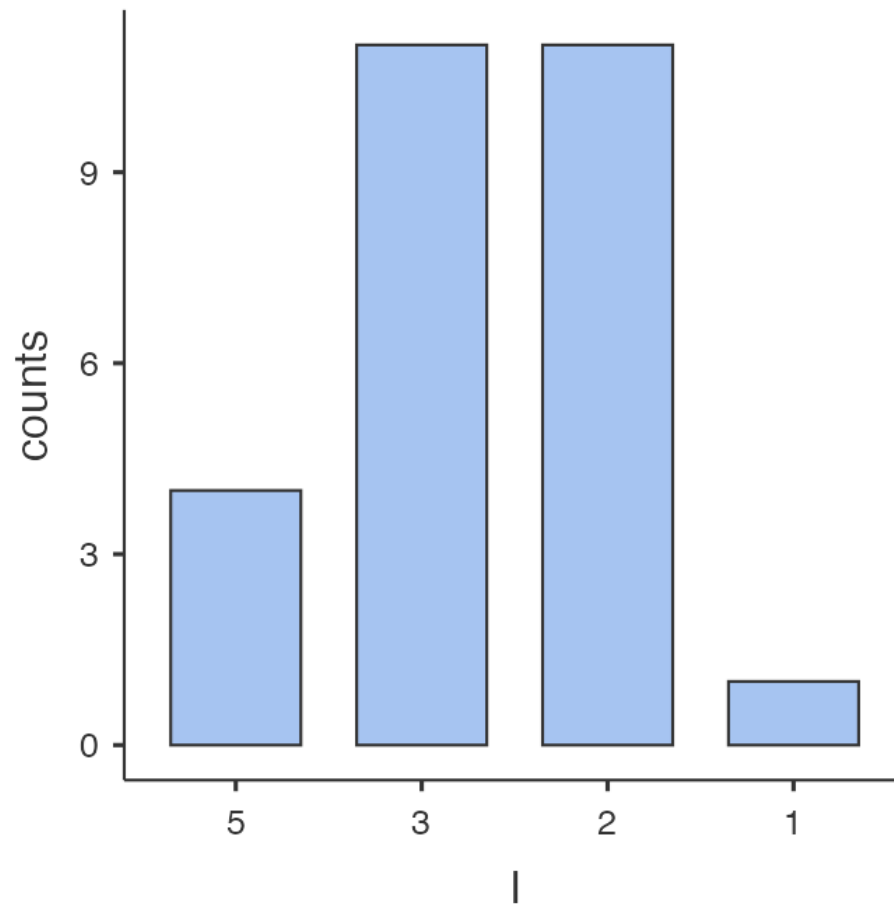
Samoprocjena - razumijevanje slušanjem



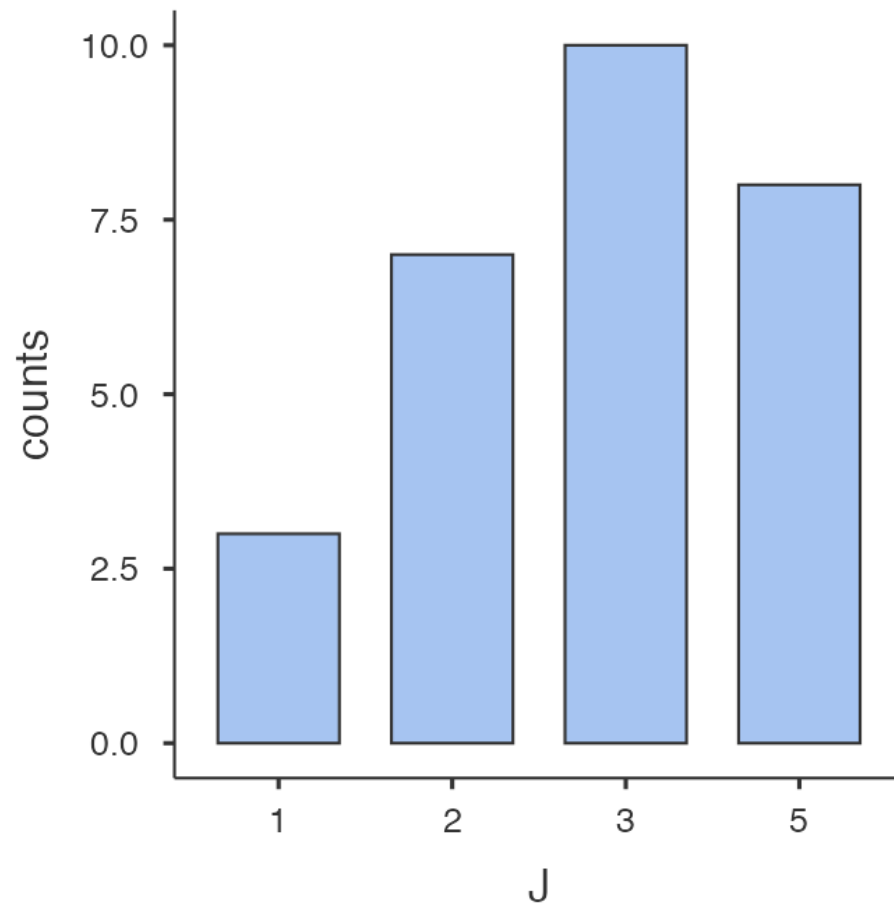
Lagano mi je
shvatiti i naučiti
englesku
gramatiku.



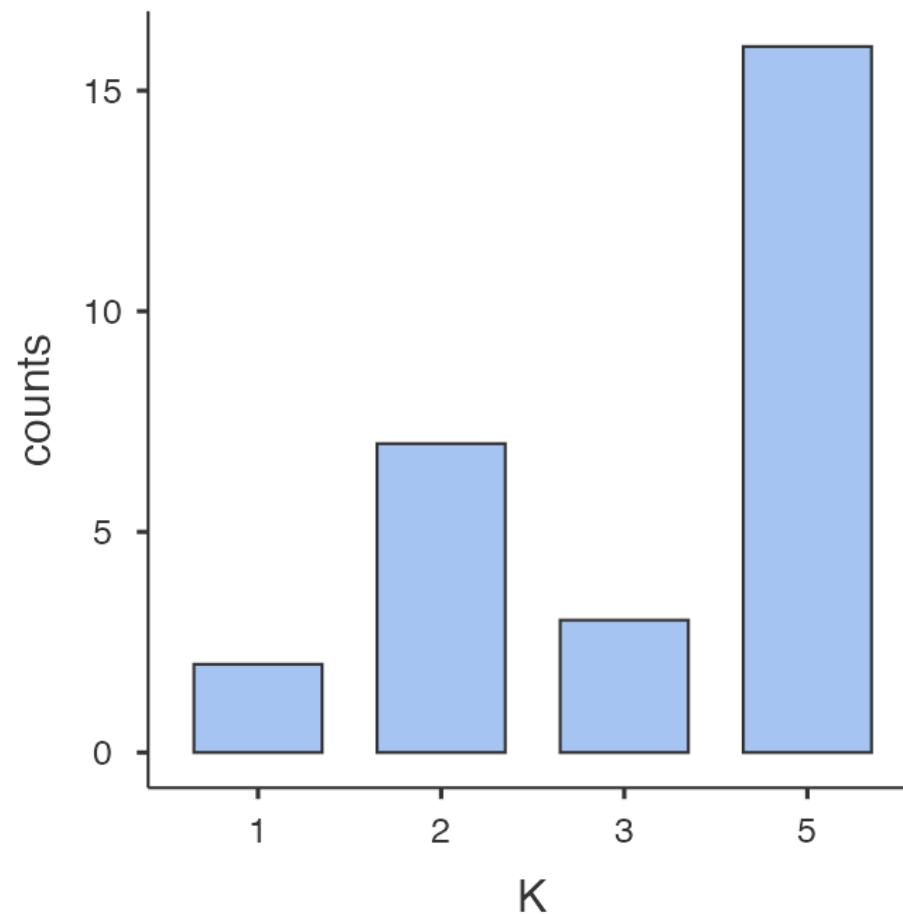
Učim
gramatička
pravila
napamet.



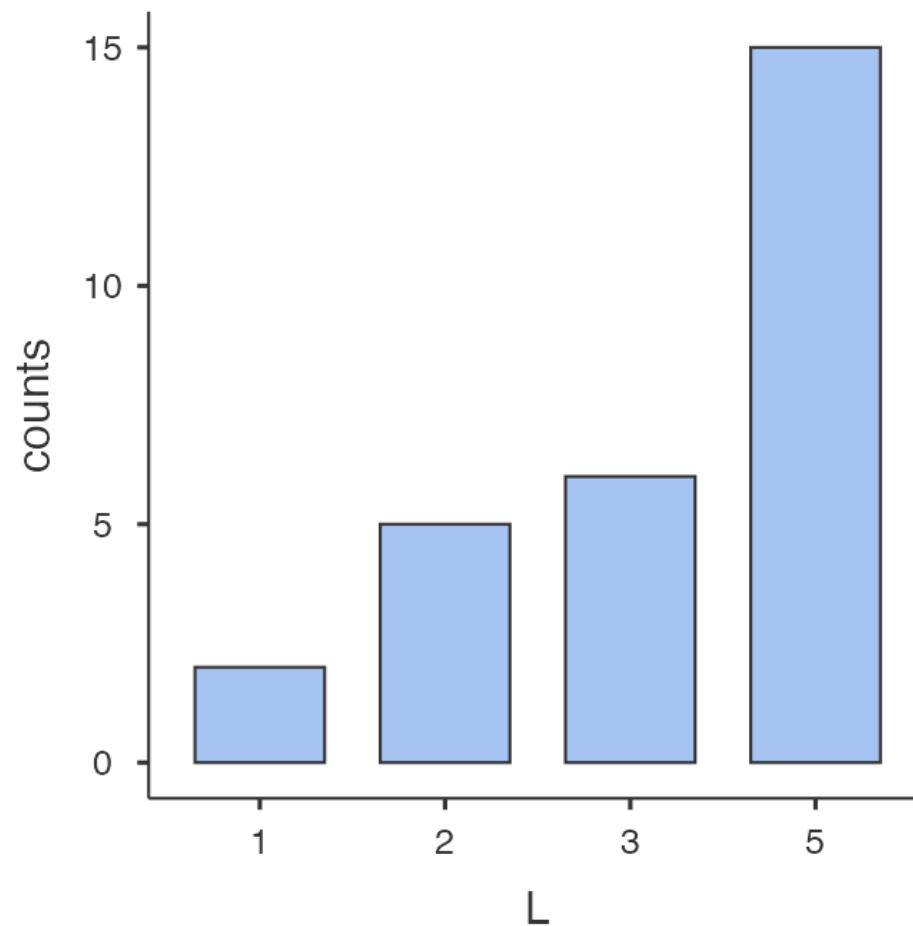
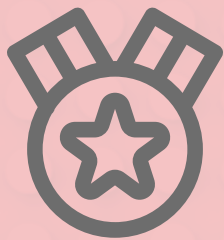
Vježbam
gramatiku
rješavajući
zadatke nakon
obrade
gramatičkog
pravila.



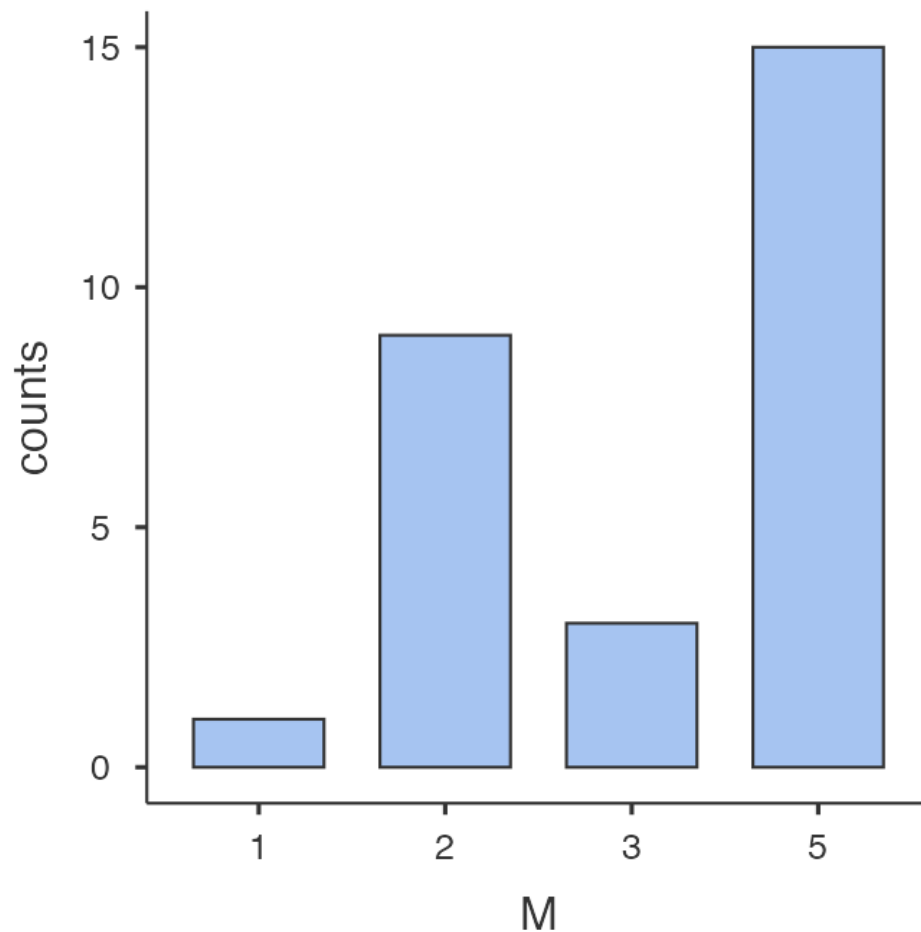
Slušam engleski i
čitam na
engleskom jeziku i
sam/a shvatim
pravila.



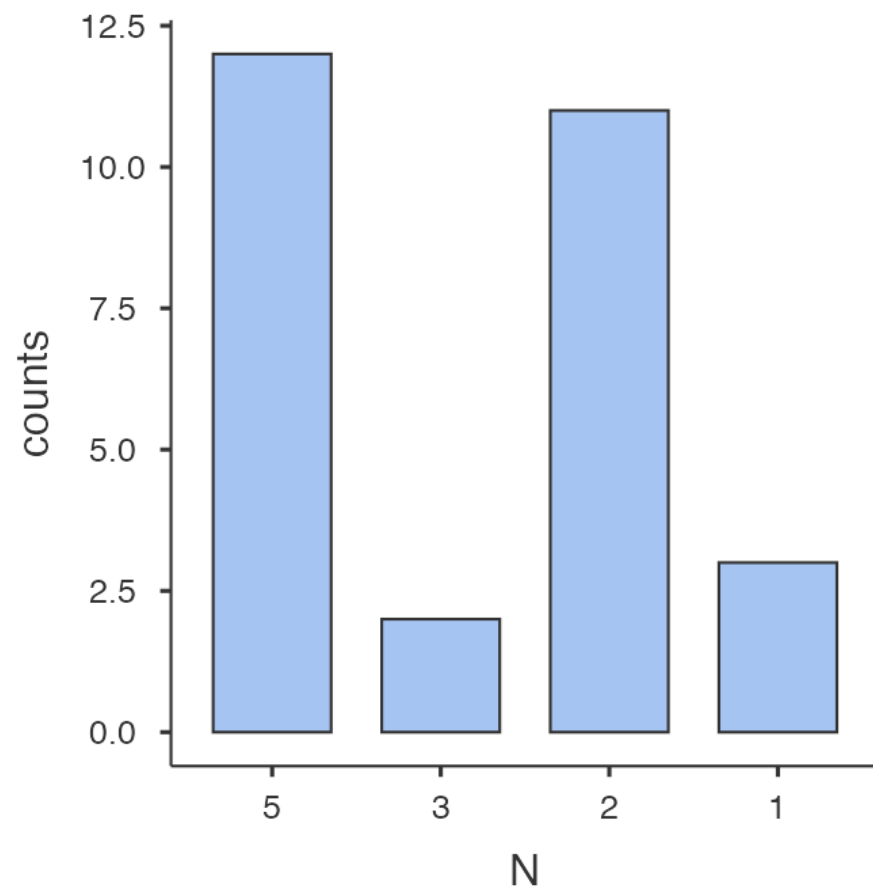
Kroz primjenu
uvježbavam kako
gramatički
pravilno govoriti



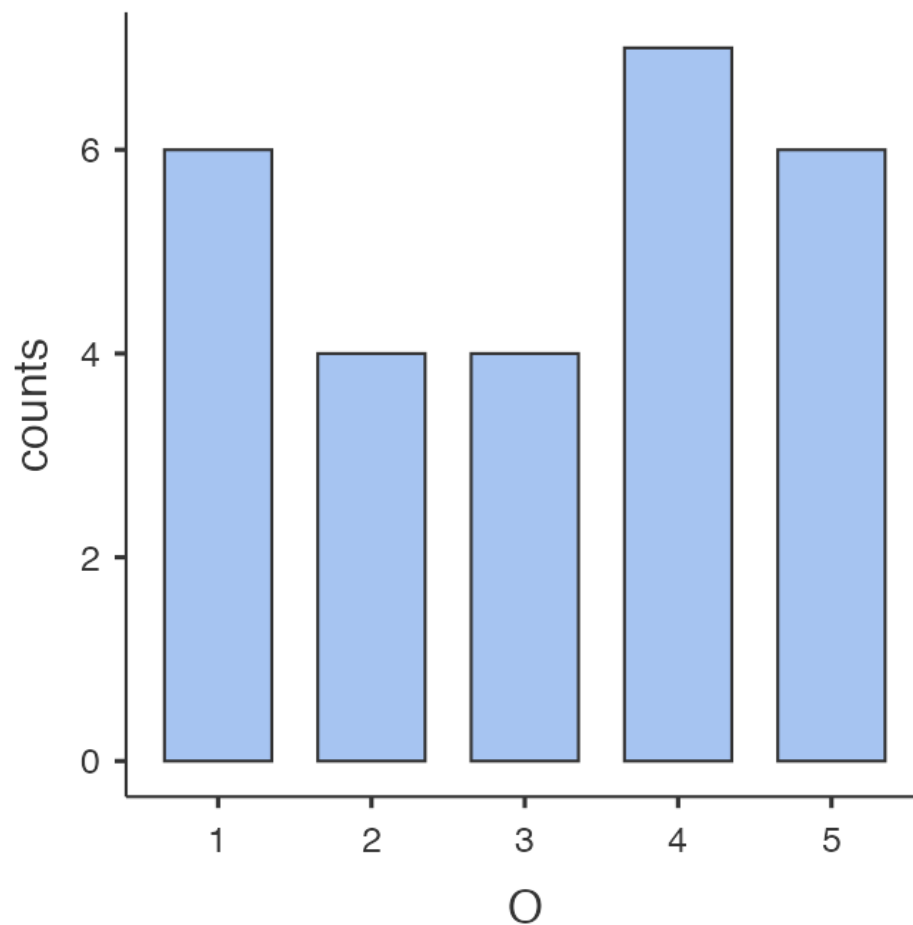
Kroz pisanje
uvježbavam
gramatički
pravilno
izražavanje.



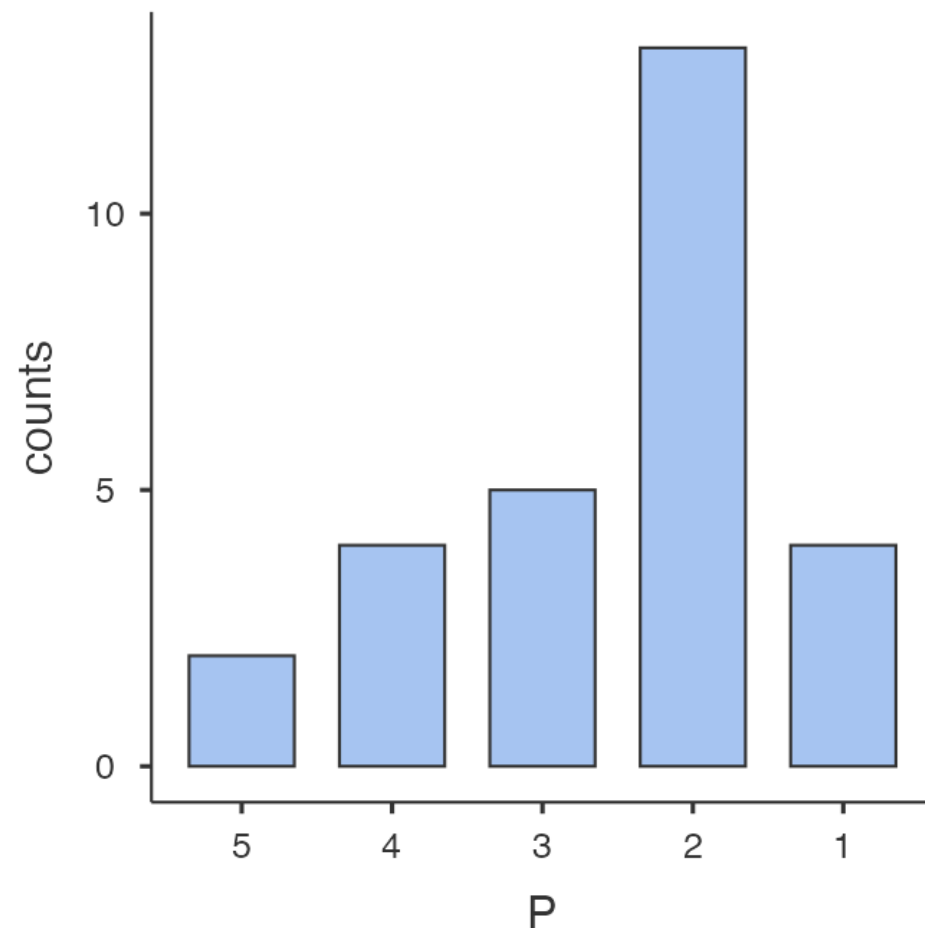
Od sugovornika ili
umjetne
inteligencije tražim
da mi analizira
gramatičke
pogreške.



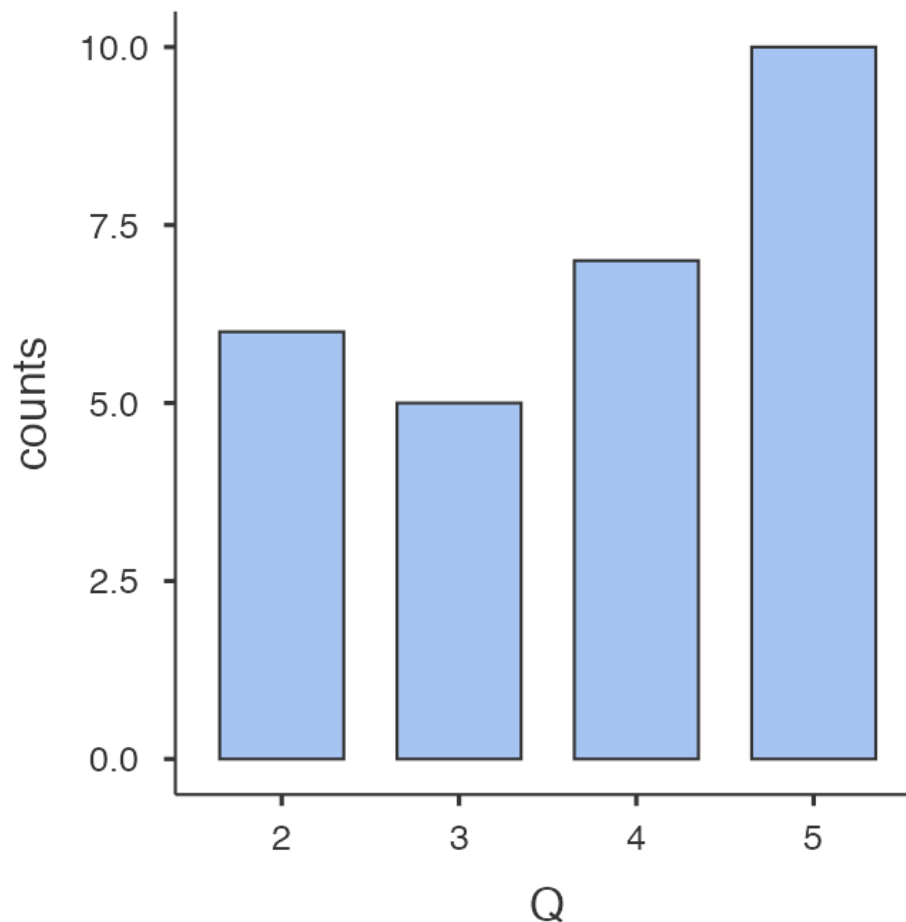
Puno bolje mi ide gramatika kada uopće ne razmišljam o pravilima, već govorim i pišem “po sluhu”.



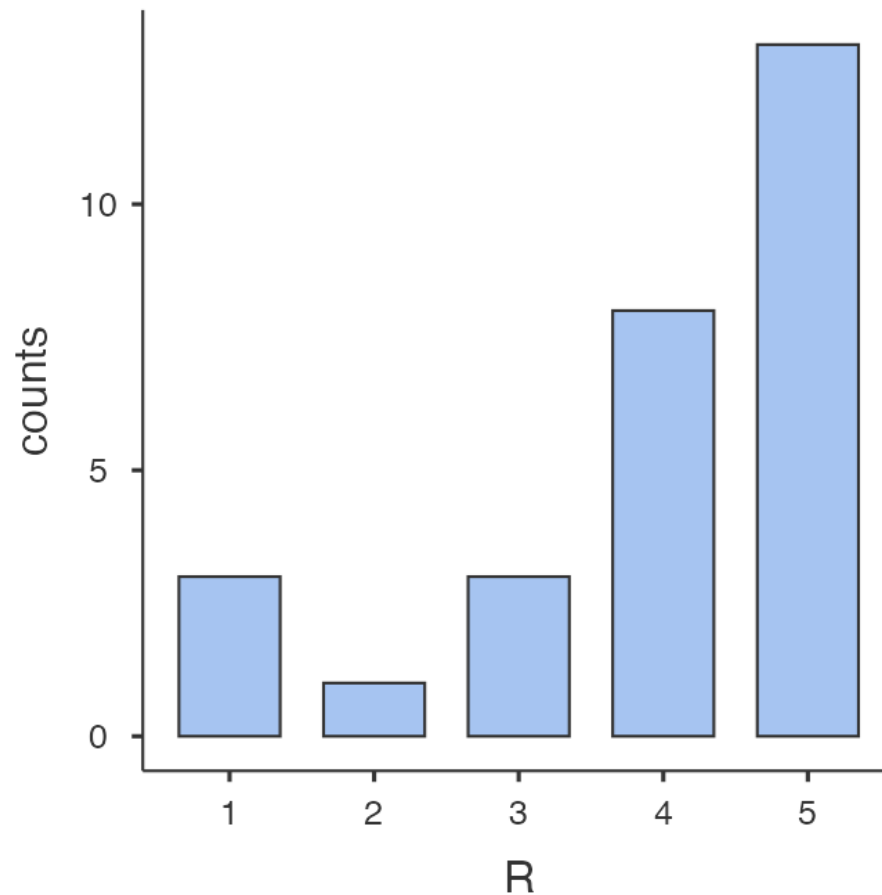
Gramatiku
učim radi
ocjene.



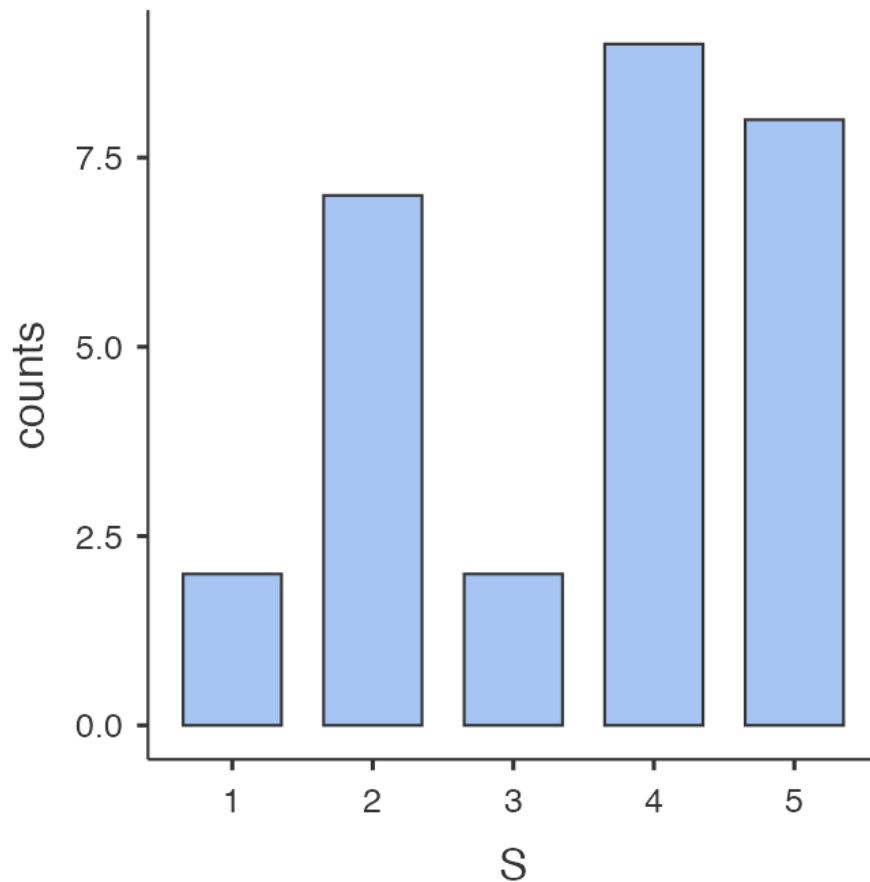
Gramatiku
učim jer želim
pravilno
govoriti/pisati.



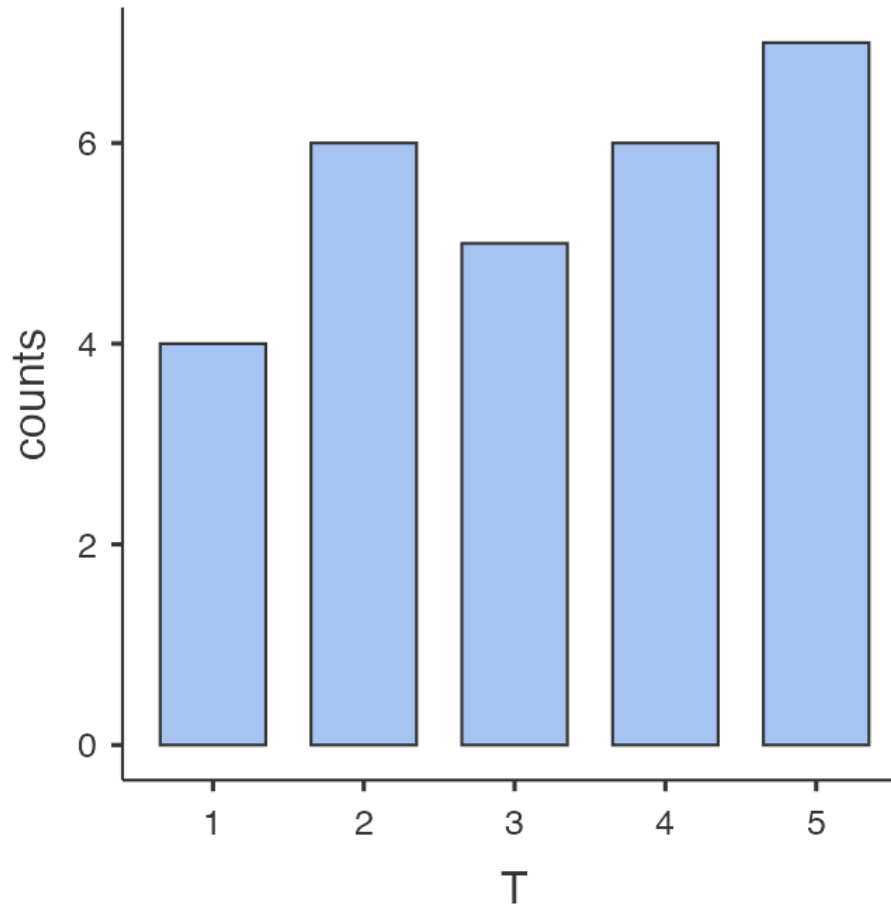
Osjećam se
sigurnije kada
znam pravila.



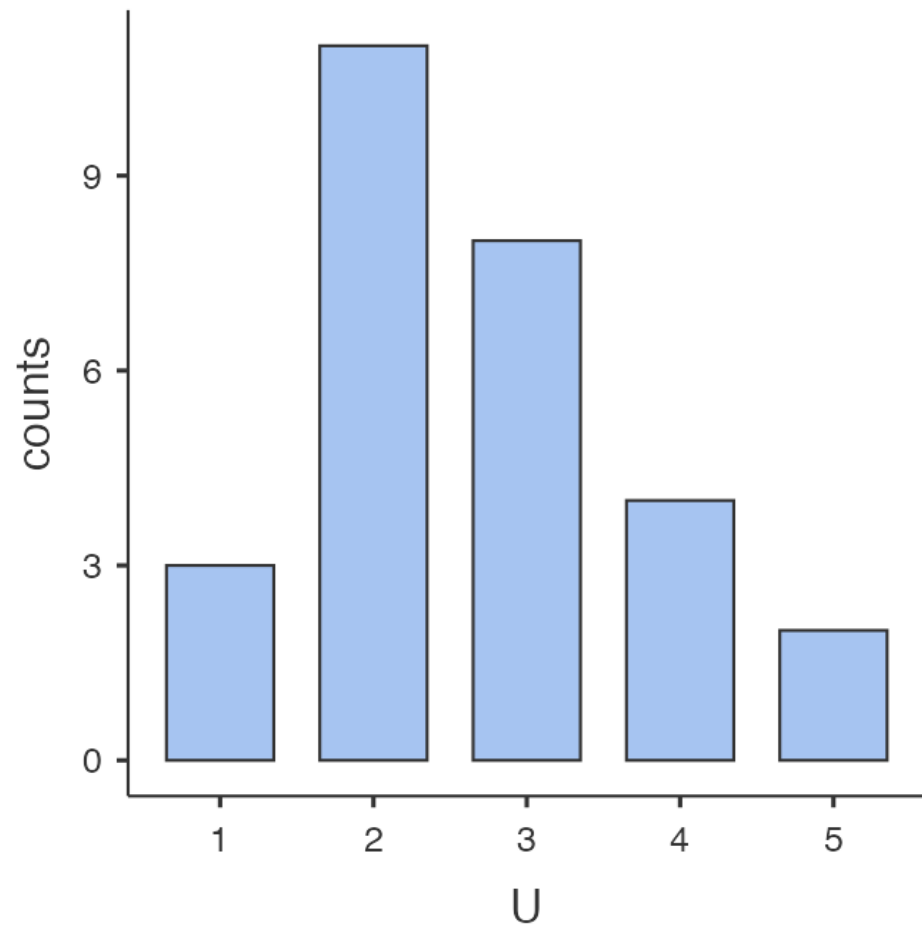
Ako mi neko
gradivo iz
gramatike nije
jasno, potražim
pomoć.



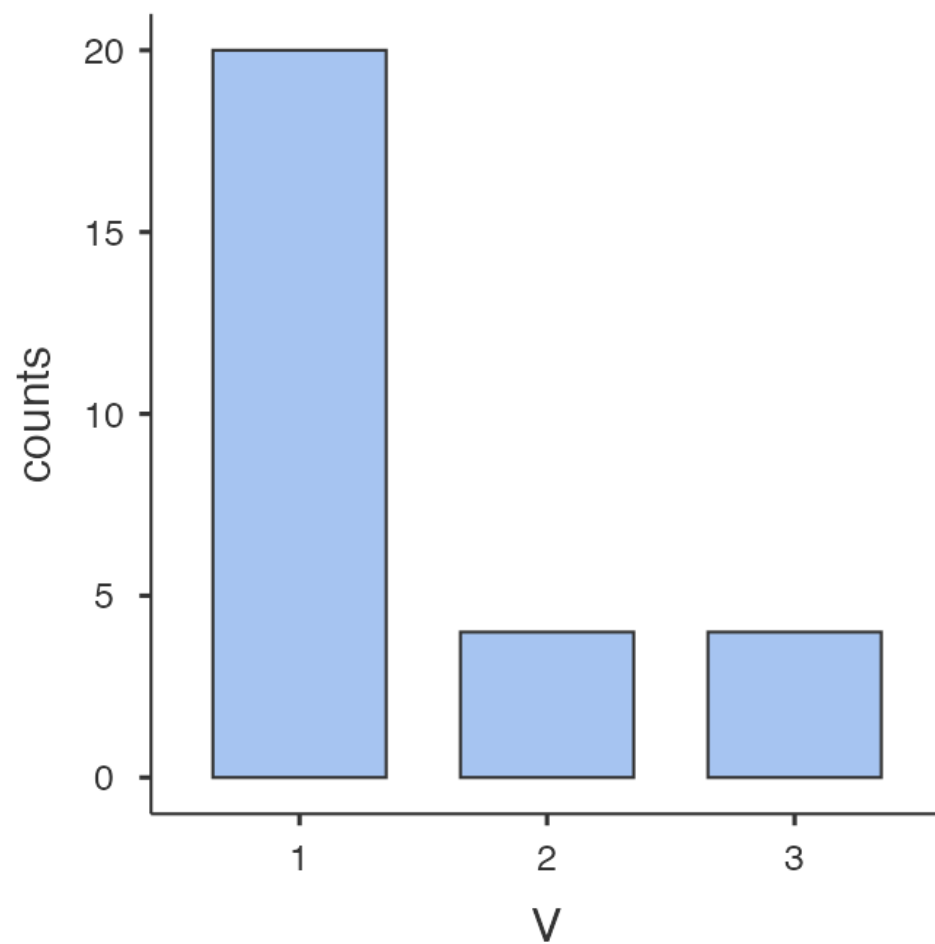
Gramatika se
najbolje nauči
na nastavi.



Gramatika mi je
dosadna.



Nema smisla
učiti gramatiku.





*Guess the
correlations*

CORRELATIONS

Learning by heart - Learning for a grade

Acquiring grammar through exposure -

Motivation to be more accurate - Seeking help -

Usage-based learning - Learning in the
classroom - Feeling safer when they know the
rules



KEY TAKEAWAYS



- Weak interface
- Exposure
- Learning patterns
- Developmental readiness
- Motivation and attitude





**HOW DO YOU
DO IT IN THE
CLASSROOM?**

EXAMPLE 1 - PRESENT SIMPLE

① Read the text and fill in the gaps with the correct verbs from the box.

→ *worries* → *takes on* → *falls* → *follow* → *are* → *comes* → *cares* → *overcome* → *struggles* → *need*



'Modern Family' is a popular sitcom watched by millions of viewers around the world. It follows the life of the Pritchetts, a family which is unusual and a little crazy - but everybody loves them so much because of that.

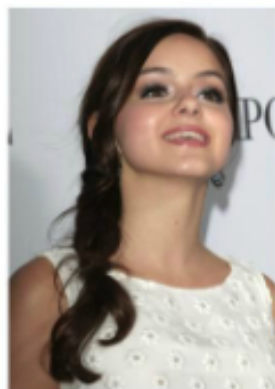
There _____ three nuclear families in the show, and their lives are intertwined. Each of them faces new problems each week, and they must _____ their differences to get past these obstacles.

Jay Pritchett is already a grandfather but he is married to a woman who is 30 years younger

② Listen to three teenagers talking about their favourite 'Modern Family' characters and match the characters with the things they do regularly.



1.2-4



1 ALEX



2 PHIL



3 CLAIRE



4 CAM

- ___ mocks her sister
- ___ dresses his daughter into costumes
- ___ practices yoga
- ___ plays the cello
- ___ makes lunch
- ___ embarrasses his family
- ___ cries a lot

- ___ helps kids with homework
- ___ designs crazy inventions
- ___ studies a lot
- ___ talks about his life on the farm
- ___ gives his children strange advice



**③ Unscramble the sentences.
Who is this?**

☐ GLORIA

☐ PHIL

☐ JAY

☐ MANNY


1 she/Spanish/is/angry
whenever/speaks/she

2 friends/on/plays/golf
Sundays/his/with/he

3 parlour/sometimes/he/
to/a beauty/goes

4 he/about/adults/coffee
emotions/day/and/drinks
talks/every/to/their



- 
- ④ What are the things that you do? Use ideas from the box or add your own ideas to complete sentences like in the example. Study the position of adverbs of time (in bold).

stay at home

visit my grandparents

eat

have a glass of milk

help my family

stay up late

get up early

lose my things

wear red

ride a bike

read

watch videos

drink

talk to

want

practice

give

help

remember birthdays

buy presents

(go for a) walk

help my friends





e.g. On Sundays, I watch TV. When it's sunny, I go for a walk.

When it's sunny, I...

When it rains, I...

When it's very hot, I....

When it snows, I....

On Sundays, I...

Every morning before school, I...

I always...

I usually...

I never...

I rarely...

I often...

I don't often...

I don't usually...

I don't ever...

Sometimes, I...

Usually, I...

In the morning, I...

EXAMPLE 2 -

**THEY'VE
SUCCEEDED**

FOCUS ON GRAMMAR
I can describe accomplishments
and experiences.

PRESENT PERFECT

JUST CHATTING

Look at the photos and guess the sport.
How much do you know about it?




- 1 Listen to the interview with Maya, a 14-year-old table tennis player. How good is Maya at table tennis?



② Listen again and circle what you hear.

5.1

- 1 George Fallon has *invited* / *received* someone special to our studio.
- 2 Maya has just been *selected* / *chosen* to represent Northern Ireland at the World Table Tennis Challenge in Japan.
- 3 Maya has *won* / *earned* more than 50 medals.
- 4 She has *participated* / *taken part* in all the major national junior competitions.
- 5 She has never *let go of* / *missed the opportunity* to practice.
- 6 She has *always* / *never* worked hard.
- 7 She hasn't *had time* / *managed* to watch all the movies that are on her wish list.
- 8 She has *started* / *read* a lot of books.
- 9 She has *been to* / *visited* many beautiful places.

- 
- ③ Read the tapescript on page 153. Tick (✓) the true sentences and correct the false ones.

Her accomplishments

Maya has taken part in a couple of junior national competitions. ____

She has become the representative of England at the world championship. ____

Her experiences

She has always expected a lot of herself. ____

She hasn't changed much.

She has become more worried. ____

She has learnt that sometimes you must wait for the right time to do something. ____

Her life as a sportsperson

She has missed many important things. ____

She has met many interesting people. ____

REMEMBER

Present perfect is used to describe:

Experiences and accomplishments: *She **has won** more than 50 gold medals.*

***Has** he **graduated**? **Have** you **finished** your project?*

Actions that ended recently: *She **has just turned** fourteen.*

Changes: *She **has become** more patient. She **hasn't changed** at all.*

have/has + past participle

**for more information go to page 140*

④ Make sentences using the present perfect then sort them into the table.

- 1 George Fallon / *invite* / Maya to the studio
- 2 Maya / *be* / selected to represent Ireland in Japan
- 3 Maya / *take part* / in all the major junior competitions
- 4 She never / *miss* / the opportunity to practice
- 5 Maya / *meet* / a lot of interesting people
- 6 She / just / *turn* / fourteen

SENTENCES WITH REGULAR VERBS	SENTENCES WITH IRREGULAR VERBS

⑤ Look at the profile of an accomplished salsa dancer.
Make sentences about her using the structures below.

→ *has danced (since)*

→ *has changed*

→ *hasn't had*

→ *has won*

→ *has visited*

→ *has taught*

NAME	<i>Emma Smith</i>
FIRST DANCING STEPS	<i>in 2006</i>
PRIZES	<i>world championship winner for four years in a row</i>
DANCE PARTNERS	<i>Cody Snyder, Matthew Cunningham, Harry Owens</i>
COUNTRIES	<i>the USA, Japan, Portugal, the Netherlands, Greece</i>
INJURIES	<i>none</i>
HER DANCE SCHOOL	<i>250 children</i>

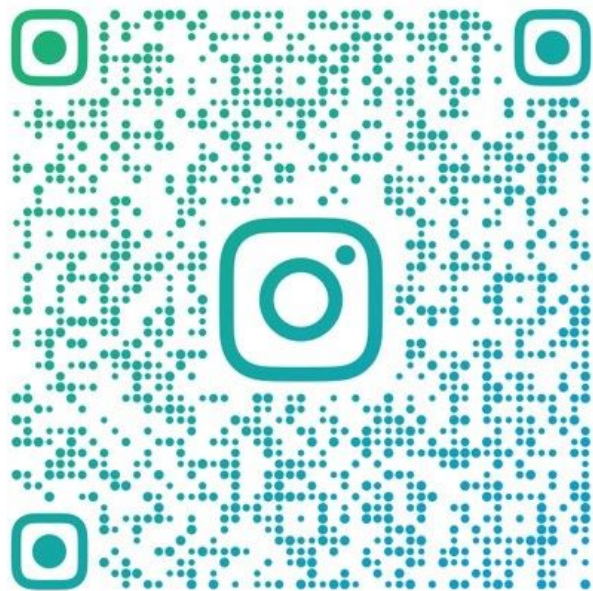




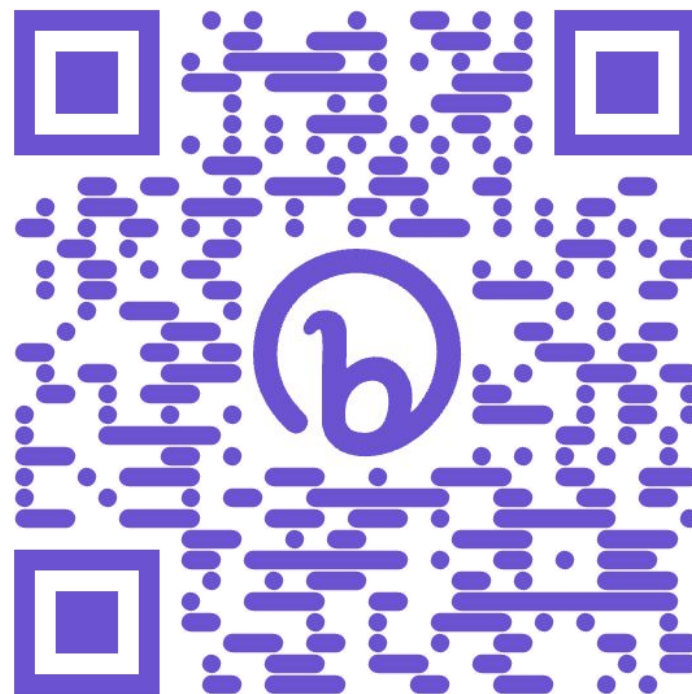
CONCLUSION

- Exposure (listening/reading) helps build intuition.
- Metalinguage offers clarity and confidence.
- Combining both approaches works best for the students.





@FOOTSTEPS_BY_SKOLSKAKNJIGA





Your feedback and
involvement matters!

bit.ly/HUPEGrammar





THANKS

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Sveučilište Josipa Jurja Strossmayera u Osijeku

**Fakultet za odgojne
i obrazovne znanosti**

OBRAZUJEMO (ZA) BUDUĆNOST