Can the method of Micro-teaching applied to Swedish L2 learners of English in a compulsory school setting enhance students’ grammatical competence and encourage their motivation?
Abstract

This study aims to investigate an extended version of micro-teaching for Swedish L2 learners of English in a compulsory school setting. The investigation sought to explore if the method provided students with enhanced grammatical awareness in their written performances and encouraged students' motivation toward the subject of grammar. The study consists of 34 students, all in year 9 of compulsory school in Sweden. The participants were divided into three groups: two experimental groups, each consisting of 13 students, and a control group of 8 students. The study incorporates an error analysis to identify the students' grammatical challenges. Furthermore, the study employs a collaborative learning approach to engage students in metalinguistic discussion of grammatical topics they found challenging. During the process, students were entitled to corrective feedback from their teacher to support their learning outcomes. The methodological framework comprises a pre-test, intervention, and post-test. Additionally, a questionnaire was conducted to provide insight into students' experiences of the method and acknowledge its advantages and disadvantages. The study’s results indicate that students did make a progression in their ability to rectify errors in their post-tests. The positive outcomes of the present study entitle the method of micro-teaching to engage students in metalinguistic discussions and increase their motivation towards grammar. Since the study is relatively small and conducted in a limited time frame, it refrains from drawing generalized conclusions other than to this particular group.

Keywords: Micro-lessons, Grammar teaching, Implicit/explicit knowledge in grammar, Metalinguistic awareness, ESL learner, Motivation towards grammar.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>5</td>
</tr>
<tr>
<td>1.1 AIM AND STRUCTURE</td>
<td>6</td>
</tr>
<tr>
<td>2. THEORETICAL BACKGROUND</td>
<td>7</td>
</tr>
<tr>
<td>2.1 CONCEPT OF MICRO-TEACHING</td>
<td>7</td>
</tr>
<tr>
<td>2.2 CONTRASTIVE ANALYSIS HYPOTHESIS</td>
<td>8</td>
</tr>
<tr>
<td>2.3 VIEWS ON GRAMMAR</td>
<td>9</td>
</tr>
<tr>
<td>2.4 APPROACHING GRAMMAR WITH TEENAGE LEARNERS OF L2</td>
<td>10</td>
</tr>
<tr>
<td>2.5 IMPLICIT VS. EXPLICIT TEACHING APPROACHES &amp; METALINGUISTIC AWARENESS</td>
<td>11</td>
</tr>
<tr>
<td>3. PREVIOUS RESEARCH</td>
<td>11</td>
</tr>
<tr>
<td>3.1 RESEARCH ON IMPLICIT AND EXPLICIT APPROACHES</td>
<td>12</td>
</tr>
<tr>
<td>3.2 RESEARCH ON METALINGUISTIC AWARENESS</td>
<td>12</td>
</tr>
<tr>
<td>3.3 RESEARCH ON MICRO-TEACHING</td>
<td>13</td>
</tr>
<tr>
<td>4. MATERIAL AND METHOD</td>
<td>16</td>
</tr>
<tr>
<td>4.1 METHOD</td>
<td>16</td>
</tr>
<tr>
<td>4.2 THE ESTABLISHED CONTACT</td>
<td>17</td>
</tr>
<tr>
<td>4.3 THE RESPONDENTS</td>
<td>17</td>
</tr>
<tr>
<td>4.4 Ethical Principles</td>
<td>18</td>
</tr>
<tr>
<td>4.5 The Questionnaire Design</td>
<td>18</td>
</tr>
<tr>
<td>4.6 The Process and Lesson Design</td>
<td>19</td>
</tr>
<tr>
<td>4.7 Topics for Micro-lessons</td>
<td>20</td>
</tr>
<tr>
<td>4.8 Pre-test &amp; post-test</td>
<td>21</td>
</tr>
<tr>
<td>5. RESULTS</td>
<td>21</td>
</tr>
<tr>
<td>5.1 SUBJECT-VERB AGREEMENT (AGREEMENT)</td>
<td>22</td>
</tr>
<tr>
<td>5.2 Simple and progressive verb tense</td>
<td>23</td>
</tr>
<tr>
<td>5.3 Irregular Verbs</td>
<td>24</td>
</tr>
<tr>
<td>5.4 Word order</td>
<td>25</td>
</tr>
<tr>
<td>5.5 Relative pronouns</td>
<td>27</td>
</tr>
<tr>
<td>5.6 Preparatory Subjects</td>
<td>29</td>
</tr>
<tr>
<td>5.7 Prepositions</td>
<td>30</td>
</tr>
<tr>
<td>5.8 Adjectives or adverbs, Good vs well</td>
<td>31</td>
</tr>
<tr>
<td>5.9 RESULTS OF THE CONTROL GROUP</td>
<td>32</td>
</tr>
<tr>
<td>6. STUDENTS’ PERCEPTIONS/QUESTIONNAIRE RESULTS</td>
<td>34</td>
</tr>
<tr>
<td>6.1 STUDENTS’ PERCEPTIONS OF GRAMMAR</td>
<td>34</td>
</tr>
<tr>
<td>6.2 STUDENTS’ OPINIONS OF MICRO-TEACHING</td>
<td>35</td>
</tr>
<tr>
<td>6.3 STUDENTS’ OPINIONS REGARDING THE BENEFITS OF MICRO-TEACHING</td>
<td>36</td>
</tr>
<tr>
<td>6.4 STUDENTS’ THOUGHTS ON LESS BENEFICIAL ASPECTS OF MICRO-TEACHING</td>
<td>37</td>
</tr>
<tr>
<td>6.5 STUDENTS’ RESPONSE TO KNOWLEDGE GAINED FROM MICRO-TEACHING</td>
<td>38</td>
</tr>
<tr>
<td>7. DISCUSSION</td>
<td>38</td>
</tr>
<tr>
<td>7.1 LIMITATIONS AND FURTHER RESEARCH</td>
<td>41</td>
</tr>
</tbody>
</table>
8. REFERENCES .............................................................................................................. 43
APPENDIX 1 ............................................................................................................... 43
APPENDIX 2 ............................................................................................................... 47
APPENDIX 3 ............................................................................................................... 48
APPENDIX 4 ............................................................................................................... 50
1. Introduction

Grammar is a fundamental part of mastering a language and effectively communicating. Yet, according to Vannestål (2019:19), grammar is often associated with negative experiences for both teachers and students. Vannestål (2019:19) states that students’ negative perspective often stems from their struggle to grasp the language's structural elements, and the teachers' challenges lie in conveying the subject in different ways for everyone to understand. In fact, the negative association with grammar can consequently affect learner motivation, which further impacts their ability to improve. In addition to the previously mentioned, Vannestål (2019) also declares that students are aware of the importance of improving grammatical knowledge.

Since grammar is a fundamental part of language teaching but is often linked to negative experiences, teachers must adapt their teaching to encourage students’ motivation. Hence, there is an interest in exploring possible ways to convey grammatical structure and increase students’ motivation towards the subject of grammar. From a personal experience during teachers' education, an inspirational element in the field of grammar was Monika Karlsson’s course, where she incorporated micro-teaching. Monika introduced micro-lessons, which were used to explain grammatical terms, rules, and exceptions.

The concept of micro-teaching was primarily designed for educational purposes to enhance teachers' pedagogical content knowledge. The task was to narrow an assigned grammatical topic into a micro-lesson, explaining the core elements of rules, exceptions, and correspondence in Swedish. A scaffolding approach was also applied to provide the opportunity to improve the content a second time. The method serves to equip teachers with skills needed in their future profession (Karlsson, 2020). The benefit of using micro-teaching is that it provides opportunities to use strategies encountered theoretically and apply the knowledge further in a practical context. The valuable insights gained from participating in micro-teaching was that it developed an awareness of pedagogical content knowledge through metalinguistic discussions of grammatical discourse. Furthermore, the method allows learners to reflect upon strengths and weaknesses to improve further. Additionally, this insight has sparked curiosity about whether an
extended version of the micro-teaching method could benefit Swedish L2 learners of English, in grasping the theoretical aspects of grammar and improving their practical skills when writing. Moreover, would their involvement in micro-teaching encourage their motivation towards grammar? The research questions outlined in the present study are as follows:

- Can an extended version of the micro-teaching method empower L2 learners to comprehend theoretical aspects of grammar and enhance their practical writing skills?

- What are the advantages and disadvantages of micro-teaching, and would their involvement in micro-teaching encourage their motivation toward grammar?

1.1 Aim and Structure

The current study aims to explore an extended version of micro-teaching for Swedish L2 learners of English in a compulsory school setting. The study aims to investigate if students enhanced grammatical awareness when writing and if their participation in micro-teaching sparked their interest and motivation towards grammar. This study will compare students' essays from before and after their involvement in micro-teaching. A questionnaire was designed to gain insight into students' opinions and perceptions of the experiment, aiming to acknowledge the advantages and disadvantages of the method. The questionnaires serve to answer the second research question: What are the advantages and disadvantages of micro-teaching, and would their involvement in micro-teaching further encourage motivation towards grammar?

The outline of the essay is as follows: an initial chapter that comprises a theoretical background that explores the use of micro-teaching and outlining key theories and methods. The following chapter includes previous research and introduces the present study's methodology, respondents, ethical principles, the process, and collected data. Subsequently, the study's results are presented, followed by a discussion. Lastly, some concluding thoughts, limitations, and further research of the study are presented.
2. Theoretical Background

The following chapter will outline the concept of micro-teaching and highlight key theories that have further been applied and considered in the present study. The key theories and approaches presented below are relevant in addition to the method of micro-teaching and reflect upon the present study's purpose, which is to enhance grammatical awareness when writing and encourage motivation.

2.1 Concept of Micro-teaching

Micro-teaching has been frequently studied to enhance preservice teachers' pedagogical content knowledge (Bell, 2019; Remesh, 2013; Karlsson, 2020; Oguzhan & Merve, 2021). Micro-teaching aims to enable the development of teaching skills and promote practice in a context similar to a classroom environment. The conceptual framework of micro-teaching is based on producing micro-lessons that focus on one specific topic with a wide range of information, to be narrowed down to key terms and conveyed in a much simpler way. The context of using this method within a classroom environment, where classmates and teachers evaluate the performance of conveying the subject to others less knowledgeable. The aim is to acquire and understand the content. Furthermore, the method of micro-teaching is commonly used to promote teaching skills and is therefore used in contexts of education within preservice teacher training or medical education (Remesh, 2013). The method of micro-teaching has further been proven to enhance students/teacher trainees' motivation and self-esteem toward their ability to construct lessons, (Bell, 2019; Karlsson, 2020; Oguzhan & Merve,2021). As previously mentioned, micro-teaching enhances teacher trainees' pedagogical content knowledge (PCK). A definition of pedagogical content knowledge is necessary to understand the effects measured by micro-teaching. Pedagogical content knowledge defines teachers' ability to teach. A teacher's profession requires the practitioner to have a solid understanding of the subject and of pedagogy, where the teacher's capacity to link theory and practice promotes students' acquisition and develops their proficiency level.
2.2 Contrastive Analysis Hypothesis

Ellis (2015) highlights how learners' mother tongue (MT) has an influence when acquiring a second language. One of the earliest hypotheses in this linguistic approach is the Contrastive Analysis Hypothesis (Lado, 1975), which has influenced language teaching in SLA for decades (Ellis, 2015:260). The contrastive analysis compares two or more language systems to identify similarities and differences. This hypothesis is predicated on an assumption that the principal barrier to acquiring a second language is the interference of the first language. Furthermore, it is considered a hypothesis rather than a fully-fledged theory because it can only be assumed and predicted that those difficulties arise from differences between the two languages. However, research confirms, when learning a second language, that elements similar to the learner’s mother tongue are more accessible to learn. In contrast, the elements that are different from the mother tongue are more challenging to learn (Ellis, 2015).

An error analysis is another approach proposed by Lado (1975), which focuses on analyzing errors made by L2 learners to gain insights into the underlying process of L2 acquisition. Error analysis involves identifying and classifying different types of errors and determining their sources for understanding the developmental stages of second language acquisition. Error analysis's primary focus is to identify errors rather than mistakes. Identifying students' errors provides the teacher with valuable information about the learners' development and helps to identify patterns or systematic tendencies within their language production (Lighbrown & Spada, 2006:77). According to Corder (1967), an error refers to a systematic deviation from the rules of the target language, which indicates that the learner has not yet acquired a particular linguistic competence. Mistakes, on the other hand, are connected to the failure of performance. The distinction means that the learners are usually aware of the mistakes and can correct themself if pointed out. An error is not self-correctable if pointed out and relates to the competence that the students have regarding the rules of the target language (Corder 1967:166; James,1998:79-80).

An error analysis has been applied to detect students' grammatical errors within their writing, with the intention of determining if this method supplements to improve their errors in further writing. Therefore, the study will not explain why these errors/
The errors are classified according to a system based on the word classes with the addition of concord errors and word order errors. Vocabulary errors and spelling errors are not included in the survey. The errors detected from students' essays concern the failure of subject-verb agreement, verb tenses, irregular verbs, word order (position of adverbs), relative pronouns, preparatory subjects, adjectives and adverbs, and prepositions. These topics are further explained in detail in connection with the results, where samples from students' errors are observed and presented. The source used as a norm to describe the errors is Vannestål (2019), which exemplifies the grammatical topic in contrast to Swedish.

2.3 Views on Grammar

According to Vannestål (2019), the subject of grammar is often associated with negative experiences for both learners and teachers. The connection might include the experience of failing to understand the structure. From the teachers' perspective, the unpleasant experience could be drawn from their ability to explain the subject in a useful way. Furthermore, Vannestål (2019) states that negative feelings toward grammar might be connected to students' lack of motivation. According to Krashen’s (1982:30) theory of second language acquisition, an important variable of developing language learning correlates to what Vannestål (2019) states as motivational factors. Within Krashen’s theory, he presents a model of the effective filter hypothesis, which defines variables that have an impact on second language acquisition. These variables concern motivation, self-confidence, and anxiety. Moreover, Dörnyei and Guilloteaux (2008) further emphasize motivation as an essential part of the development of language learning, which concurs with Krashen’s effective filter hypothesis. What Dörnyei and Guilloteaux (2008) point out is how students’ motivation is not only influenced by the teacher but that other factors matter as well. One such matter is referred to self-assurance and self-image. According to Dörnyei and Guilloteaux (2008), self-assurance and self-image have a greater impact on students’ ability to achieve language development.

Considering students’ motivation towards grammar, the present study focuses one question in the questionnaire, to provide insight into students’ perceptions of grammar. The question sought to explore if students reveal if this could have an impact on their
performance and affect their results in the post-test. This will further be discussed in Chapter 6, where the results from the pre-test and post-test are contrasted with the results from the questionnaire.

2.4 Approaching Grammar with Teenage Learners of L2

According to Richards (2015), there are two distinct approaches to involving students in grammar. Richards (2015) states that teachers who approach the subject of grammar in a deductive way use a more traditional way of teaching. Using a deductive approach, the teachers present the grammatical structure, such as explaining the rules and exceptions to the whole class, combined with exercise sheets to practice their knowledge. The second approach is quite different as it directs the students towards engaging in finding out the rules by themselves. This approach is frequently used to encourage students to acknowledge their errors. The teacher highlights students' errors and uses grammatical terms but does not explain the rules or structure of these grammatical errors. The students need to find out by themselves what the grammatical terms mean and acquire the knowledge needed to rectify the errors. Richards (2015) further explains that these approaches are both functional and well-established, and one is not considered better than the other. Instead, teachers have the option to choose or combine them both. Concerning the present study, an inductive approach is applied to engage the students deeper into their grammatical errors. The reason for choosing this approach is that it opens up for students to seek their strategies to understand the structure of the language and to recognize how to apply grammatical rules in writing. Furthermore, the study also involves a deductive approach concerning the corrective feedback that the teacher provides during the construction of their presentations and when presenting the content to their classmates.

According to Richards (2019), teenage learners' cognitive maturity and acquisition ability are strongly connected to their motivation toward a subject, the teacher, and in what environment they are being taught. Moreover, teenage learners of L2 prefer to be involved in tasks where they get credible feedback and concrete directions to enhance their motivation and interest in the tasks. Furthermore, Richards emphasizes the use of scaffolding, which stimulates students to increase their motivation to acquire or improve their knowledge. Scaffolding has its roots in Vygotsky's approach, which views the
perspective of learning together as a community rather than individually (Richards, 2015). Vygotsky's theory of achieving Zone of Proximal Development (ZDP) proposes estimating, and therefore teaching is based on, the optimal level of support and assistance students need to develop their skills and self-esteem (Vygotsky, 1978:84). Concerning the present study, a collaborative approach has been applied to engage learning as a community.

2.5 Implicit vs. Explicit Teaching Approaches & Metalinguistic Awareness

As previously mentioned, teachers approach grammar in different ways. It could either be introduced explicitly or implicitly to learners. The distinction is closely related to the inductive and deductive approaches. Explicit teaching emphasizes attention to language form, such as using grammatical terms and explaining grammatical rules without a specific context. Conversely, Implicit emphasizes creating meaning, which means providing context and explaining the grammatical rules. The selection of either method depends on the teacher's beliefs, experience, group constellation, and the aim or purpose of the current task (Richard, 2015). According to Ellis (2006:96), an approach to teaching grammar explicitly helps students develop their implicit knowledge, which further benefits students in their language development. In this matter, further research has been studied to investigate whether implicit or explicit grammar instructions is more beneficial than the other.

3. Previous Research

The following chapter will outline previous research on approaches relevant to the present study. Furthermore, it will focus on the method of micro-teaching predominately. Since micro-teaching concerns teachers' education and has not been used as a tool for students in ESL classrooms, the selection is therefore limited and relates to pre-service teachers’ education. Furthermore, the key concept of micro-teaching is then adapted to a suitable approach of the method for L2 learners in secondary school.
3.1 Research on Implicit and Explicit Approaches

In Moeen, Nejadansari, and Dabaghi's (2019) study, the impact of implicit and explicit teaching approaches on grammar is investigated. The study's design consisted of 30 participants in each group out of three. One group served as a control group, where the students were instructed to notice grammatical structure in their books and were handed an exercise related to that content. The other two groups served as experimental groups, one entitled explicit grammar instruction and the other one entitled implicit grammar instruction. Both implicit and explicit grammar teaching approaches were taught through scaffolding, where the focus was on learners’ speaking ability to achieve fluency, accuracy, and complexity. The result showed that the significant difference was in favor of the experimental group that received explicit grammar instruction. Concerning the present study, explicit grammar instruction is provided both from the teacher’s corrective feedback and used in students' presentations of micro-lessons, where students explain the grammar instructions explicitly and use their implicit knowledge when writing.

3.2 Research on Metalinguistic Awareness

Loo (2020) examines the support for developing language awareness in academic writing and refers to the importance of corrective feedback in grammar instruction. Loo's study structure is based on the module in the tenets of English for academic purposes, which aims to improve students' writing accuracy and style. The conducted study involves international graduate students (master's and Ph.D.). It takes the starting point of introducing a lexical-grammatical approach, which provides a metacognitive scaffold that serves the students with the knowledge of the genre (academic texts) to encourage them to grasp the different writing styles. Furthermore, within the study, participants were to distinguish between additional feedback, such as metalinguistic feedback, direct feedback, and indirect feedback, as he emphasizes the importance of providing corrective feedback that promotes self-regulated learning and the impact of the feedback to be relevant and understood. Students are to revise their writing according to these feedback forms, serving as metalinguistic awareness. The collected data consisted of three written drafts examined and evidenced these features as an impact on their writing performance.
In addition to Loo, (2020), Gonzalves’ (2021) study aims to gain insight into six adult ESL learners' metalinguistic awareness when engaging them in metalinguistic reflection journals. The participants are to both individually and collectively reflect upon structural features of the language, which involves morphosyntax and semantic extension, and express their own language learning experience. Similar to Loo (2020), Gonzalves (2021) emphasizes the importance of the language instructor to instruct the students and encourage them to engage in meta-talks that reflect on language form and use. This further serves to bridge their knowledge and minimize cognitive gaps, which means the ability to adapt their knowledge to practical performance when speaking or writing. The participation of ESL learners has been proven to enhance their metalinguistic awareness and strengthen their development of skills in language and literacy. Gonsalves’ (2021) study highlights the benefits of metalinguistic awareness for ESL students, which is relevant to the present study since the students will be engaging in metalinguistic conversations about grammatical terms, rules, and exceptions.

3.3 Research on Micro-teaching

Karlsson (2020) introduces micro-teaching as a technique that enables teacher trainees to develop teaching skills, as it promotes practice in a context similar to the situation of classroom teaching. Karlsson (2020) investigates preservice teachers’ participation in micro-teaching when teaching English grammar. Her study consisted of 17 preservice teachers at the university level and in teachers’ language programs in English. The students were to conduct two micro lessons each. After each performance, the participants received feedback and feedforward from the teacher and the other classmates, followed by an individual reflective writing assignment to evaluate the performance and acknowledge further developments. Based on students’ performance and their reflection on strengths and weaknesses, the study proved to enhance their practical skills in preparing material for future use. Implementing a scaffolding approach enabled the students to improve their second lesson because they could apply other strategies to improve their lessons, using the corrective feedback and feedforward that was received.
from the teachers and classmates from their first performance. Karlsson (2020) is the inspirational source of the present study concerning the structure of the micro-lessons.

Similar to Karlsson (2020), Bell’s (2007) study examines the process of using the method of micro-teaching. The study was conducted through videotapes of the performances and a survey considering the participant’s input and experience. One significant aspect of the survey was the preservice teachers’ perspective on this experience. The results showed that the preservice teachers perceived how to frame the task of micro-teaching as an educational activity or a performance of teaching as a challenge since the task positioned them of being students under the circumstances of exploring as a learner, and at the same time being evaluated by their classmates and the professor. Therefore, the student’s position is more complex to grasp and becomes more of a challenge. However, the results of this study revealed that the benefits of the experience were increased confidence in constructing lessons and achieving a deeper understanding of the subject matter. Bell’s (2007) study is relevant to the present study as it presents the perspective of learners’ experience of micro-teaching and identifies the benefits and potential difficulties.

Another study that considers micro-teaching as effective in enhancing motivation toward language learning is Oguzhan and Merve (2021). Their study investigates the effects of extended micro-teaching on foreign learners to enhance motivation to learn Turkish. The study is conducted through an exploratory sequential design with mixed research of quantitative and qualitative collection of data. The results are presented from a learning anxiety scale that was applied and used with a semi-structured scale interview and served as the study’s post-test. The scale interview measures the participant’s anxiety towards the learning process before and after the experiment using the technique of micro-teaching in their language study of English. The study consisted of two groups, one seen as the experimental group, where the participant made a 15-minute presentation on social and cultural issues in the present time or related to their country. In the control group, the lessons were conducted following the current curriculum regarding the context of the subjects and activities from their current textbook. There was no significant difference when comparing students’ anxiety levels from the pre-test and post-test. However, the semi-structured interviews provided students with the opportunity to reflect upon their experiences and learning achieved.
Furthermore, when comparing the results for motivation towards learning Turkish, the result illustrated a difference of 7 points in favor of the experimental group. This was recognized as a positive outcome of the engagement of micro-teaching. The positive outcomes of micro-teaching, reported by the control group, were how they perceived their teacher in a more positive way. Moreover, the control group also reported that they appreciated the different activities and entertaining games provided, which further developed and increased their interest in the lessons. In the experimental group, students increased their motivation when actively participating in the lesson. Students reported that they gained more self-confidence and appreciated the corrective feedback from their teacher. Even if their results on the anxiety scale did not show a significant difference, students recognized the benefits of micro-teaching and proposed the method to out-compete lessons that were textbook-based. Furthermore, the aftermath of this experiment showed a general difference between the two groups concerning students' active participation in the learning process occurring in the classroom. Students from the control group adopted a passive role of engaging in learning activities in the classroom due to a lack of self-esteem or fear of failing. Overall, the experimental group appeared more comfortable and actively spoke and engaged in the learning process. This study is relevant to the present study as it motivates the use of micro-teaching in the classroom.

To summarize this chapter of previous research, these studies aim to improve students’ content knowledge through metalinguistic discussions about grammar. Furthermore, it is also evident that the adopted version of micro-teaching can also be considered an effective tool when working with grammar. The similarities between these studies’ results lie in the positive response and engagement students experienced when involved in micro-teaching. What differentiates these studies is the purpose of their investigations. For instance, Bell (2007) focuses on the participants’ experiences of micro-teaching, while Karlsson (2020) focuses on the progression and improvement that micro-teaching incorporates. The purpose of each study mentioned above highlights what is investigated in the present study, considering the effect of micro-teaching and its use to enhance students' content knowledge and improve their motivation towards grammar.
4. Material and method

The following chapter will outline the present study’s methodology, questionnaire design, lesson design, and topics chosen for micro-lessons. Subsequently, the established contact with the teacher and the respondents is outlined, followed by the ethical principles that were taken into consideration in the participant's involvement in micro-teaching and the use of the collected essays.

4.1 Method

The methodology used for the present study is the design of a case study that follows the structure of qualitative research that investigates students’ outcomes of the method of micro-teaching (McKay, 2006:77). The collected data consists of students’ essays, which was inspired by, and similar to, Oguzhan and Merve (2021) (see section 3.3). The design includes a pre-test-intervention-post-test structure, which aims to compare the collected data(essays) to visualize the effects of the method incorporated and students’ distinction between the pre-test and post-test. Moreover, a questionnaire was conducted to gain insight from the participants on whether their involvement encourages motivation toward grammar. The data aims to evaluate the learners’ knowledge of the topics targeted from their micro-lessons and their ability to put their expertise in a further context when writing.
4.2 The established contact

The first contact with the English teacher was established through email, where information about the concept of micro-teaching was exchanged. Furthermore, a meeting was set up where discussions were held to structure the research. It was decided upon what groups would be suitable to try this method and schedule for the research. The two groups which the teacher determined were suitable consisted of two classes of ninth graders. The teacher had planned to incorporate grammar in her lessons to prepare the students for the upcoming national test, and the micro-lessons could be a useful exercise to get them engaged in grammar. The teacher usually approaches grammar through explicit instruction with an inductive approach. The students are also familiar with the concept of micro-teaching as they encountered the technique from their teacher in other language courses, such as German and Spanish.

4.3 The respondents

The research respondents consist of students from two classes; the first group consists of 18 pupils and is a mixture of students from different courses. The second group consists of 16 students, all of them in the same class. The participants received information from the teacher about micro-lessons along with a consent letter that specifically informed the students of their participation in the present study. Within these groups, a subset of students was unable to attend in the process of constructing micro-lessons. In the current study, these students represent the control group; still, they received the same information as the other students, such as the information about micro-teaching and the consent letter. It is worth noting that some of the students in the control group were present during their classmates’ micro-lesson presentations. The students were divided into three distinct groups following:

- Experimental group 1 (consisted of 13 students)
- Experimental group 2 (consisted of 13 students)
- The control group (consisted of 8 students)
4.4 Ethical principles

Certain ethical principles have been taken into consideration. First, students would have to give their consent before being included in the study. The students were informed of the micro-teaching method and that their essays from their last assessment and their national test results were compared and analyzed. Further information was presented to the students in the form of a consent letter. The four principles formulated by Vetenskapsrådet (2002) were taken into consideration: the principle of consent, information, confidentiality, and the principle of fair use. Students were required to tick a box to confirm their approval for collecting their essays targeted for this study.

4.5 The Questionnaire design

The questionnaire was inspired and formed based on the concept of feedback, feedforward, and reflection, found in Karlsson's (2020) study. Another aspect that the questions concern is students’ general impression of grammar. The reason for including the perspective of students’ perceptions of grammar is related to Vannestål’s (2019) statements of students’ negative association towards grammar and Krashen’s (1986) theory of language acquisition, where he offers his views and findings of approaches to encourage students’ motivation. All questions were formulated in Swedish to eliminate misunderstandings and required answers to be elaborated. The students received the questionnaire in the classroom after they had finished their post-test, where the teacher instructed and explained what the questions required. The time frame for instructing the students and collecting their answers had a duration of 20 minutes per class. Out of 34 participants, 24 questionnaires were received. The questions required the students to reflect upon their perceptions of the experience and their gained knowledge from micro-teaching. The questionnaire consisted of five questions, which are presented below.

- What are your feelings toward grammar?
- What do you think about micro-teaching in relation to enhancing your grammatical skills?
- What do you think was beneficial about the micro-lessons?
- What do you think was not beneficial about the micro-lessons?
• Do you find it easier to apply your knowledge acquired through the micro-teaching method further in your written essays?

Since all students in the classroom received the questionnaire anonymously, the control group’s answers are also included in the results. Since most of the questions were directed to the participants involved in micro-teaching, the control group was therefore limited to only answering question nr 1. However, the control group’s answers are still included in the results and are part of the "I don’t know" box in the results.

4.6 The Process and Lesson Design

In agreement with their current English teacher, the topics were selected from what was found in the students’ essays. Nine topics were selected holistically as the general issue of grammatical errors of the participants. The students were then divided into pairs, and each pair was then given a topic. The topics did, as far as possible, correspond to the grammatical errors students committed individually. Their task was then to investigate their grammatical topic and present it to the class through micro-lessons. The structure of the micro-lessons was based on Karlsson’s (2020) approach, whereby the students were to contrast the difference between Swedish and English to gain a deeper understanding of their assigned grammatical topic.

The lesson was to comprise:

● Rules
● Exceptions
● Examples
● Differences between Swedish and English.

The students were paired to construct and present their micro-lessons to incorporate a collaborative learning approach, considering Vygotsky’s theory of proximal development (Vygotsky, 1978). The reason relates to the purpose of the study, which is not to evaluate students’ performance or pedagogical knowledge, but instead to engage them in metalinguistic discussion concerning the grammatical subject. The students were then to work on their presentation in the classroom for two lessons. To collect information about their topics, students used their grammar books, and the teacher provided them with support and explanations if needed.
The presentation was then to be held in the following English class. The limited time for the process was 4 lessons x 1 hour per lesson. Each group had a limited time of 5-10 minutes to present their micro-lessons. During the micro-lessons, the teacher supported them with corrective feedback and filled in gaps if there were any misunderstandings. All students in the experimental groups managed to find the information asked and were able to give examples of sentences to connect the knowledge in a context. The students in both experimental groups showed an interest in the task and engaged in their classmates' presentations in terms of asking follow-up questions. This provided the students the opportunity to generate metalinguistic discussions, elaborate their findings, and further explain their topics in different ways. In the following week, students were to undergo the National Test in English, which in the present study serves as the students’ post-test. The differences between the tests aim to determine whether the students have strengthened their knowledge in such a way that they are able to apply it further in their written performance.

4.7 Topics for Micro-lessons

An error analysis was applied to detect what errors were most common in these students’ written performances. The error analysis was performed by the student’s English teacher, who recognized the frequency of common mistakes committed by the learners. The general errors detected concern: the failure of subject-verb agreement, simple and progressive verb form, irregular verbs, word order, relative pronouns, preparatory subjects, prepositions, and adjectives or adverbs. These topics were then selected for each student as far as possible to address individual challenges. However, it is important to point out that the categorizations of errors might overlap with other types of errors. Since some of the errors could belong to multiple categories, the counted number of errors is somewhat generously estimated in the present study. The pre-test was the students’ last written essay for assessment. Before they received their topics, those essays were returned to the students, allowing them to rectify the errors they were able to detect. The reason for this was to ensure that the grammatical errors from the pre-test accurately reflected the student's proficiency level and that the knowledge that subsequently emerged between the pre-test and post-test was included.
4.8 Pre-test & post-test

The pre-test assignment was to write a text for the paper “*The Life Story Archive.*” The text should include a description of their life now, for example, school, activities, and interests. Furthermore, they were to explain how different styles and trends influence them in the current time and have influenced them before. The students should also discuss one or two issues that are important to them or to other people today and in the future. The post-test was the written assignment from the national test in English, in Spring 2022. The assignment was to write a text about *changes* for a magazine. The magazine sought to uncover what young people think about changes. This could be changes in their own life or changes in society. Both student's pre-test and the post-test include the use of past, present, and future tense, with the same word limit of between 250 and 500 words.

5. Results

The following chapter will outline the present study’s results from the student’s pre-test and post-test. To demonstrate the difference between the student's pre-test and post-test, the committed errors in each test were contrasted to the potential number of errors in each test. The results are displayed in Tables labeled 1-10, each table represents a specific topic and contains student results from both the pre-test and post-test. The topics are organized chronologically as presented in the previous section (see section 4.7) and include the results from experimental groups 1 and 2 combined. Since the pre-test and post-test consist of a difference in range, the number of errors varies individually. Initially, the figures demonstrate the diversity between students’ pre-test and post-test, comparing the potential errors with the actual number of errors to assess the percentage difference. When calculating the results, errors were divided by potential errors and then multiplied by 100. 

$$\frac{E}{PE} \times 100.$$ 

Moreover, the distinction is also presented in the tables, marked either with a +, which indicates an increase in errors, or marked with a −, indicating a reduction of errors. The interpretations of the divergency are further discussed and explained below each table. The results of the control group are illustrated in Table 9 to contrast the results of the
The result aims to establish a distinction between the employment of micro-teaching and the control group, who did not participate in constructing micro-lessons.

5.1 Subject-verb agreement (agreement)

The basic rule in English of subject-verb agreement states that a singular subject takes a singular verb, and a plural subject takes a plural verb (Vannestål, 2019:). It sounds simple, but in fact, there is more to that rule which needs to be clarified. For instance, if *he, she, or it* can be used instead of the subject, we have a third-person singular agreement. If *they* is used instead of the subject we have a plural agreement. The reason for Swedish students’ difficulties with subject-verb agreement has to do with the fact that Swedish does not have subject-verb agreement in any tenses. In fact, Swedish has the same present tense verb form, past tense verb, and future constructions in all tenses (Vannestål, 2019:). The results indicate that the students had difficulties applying these rules to further context when writing. In the table below, samples show agreement errors made by the students focusing on subject-verb agreement/concord.

<table>
<thead>
<tr>
<th>Example from pre-test</th>
<th>Example from post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td></td>
</tr>
<tr>
<td>“…the government in different countries is(are) going to force…”</td>
<td>Student A</td>
</tr>
<tr>
<td></td>
<td>“I think changes is”</td>
</tr>
<tr>
<td></td>
<td>“the only thing teenagers do is using their phone…”</td>
</tr>
</tbody>
</table>

Table.1

<table>
<thead>
<tr>
<th>Group/students</th>
<th>Subject-verb agreement</th>
<th>Potential errors</th>
<th>Pre-test errors</th>
<th>%</th>
<th>Potential errors</th>
<th>Post-test errors</th>
<th>%</th>
<th>Distinction +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB. Student A</td>
<td></td>
<td>18</td>
<td>8</td>
<td>44%</td>
<td>23</td>
<td>8</td>
<td>34%</td>
<td>-10%</td>
</tr>
<tr>
<td>GB. Student B</td>
<td></td>
<td>32</td>
<td>11</td>
<td>34%</td>
<td>43</td>
<td>24</td>
<td>55%</td>
<td>+21%</td>
</tr>
</tbody>
</table>
The results indicate that student A made a progression whereas student B has not understood the function or rules of subject-verb agreement. Errors found were specifically the incorrect plural verb form. Student A decreased the number of errors in the post-test by 10 %, and Student B increased by 21%. Since the number of errors is the same in both the pre-test and post-test, one can question whether student A made progress or not. Therefore, an interpretation of this result can be that students did not fully apply their knowledge in a further context.

5.2 Simple and progressive verb form

The progressive and simple form are two aspects of a verb that describes something that is either ongoing or not. The progressive form explains something that, at some point in time, will be going on for some time in the future. When explaining something that is not “ongoing” the simple form is used, which instead describes something that is permanent or a habit (Vannestål, 2019). Issues concerning the progressive form found in students’ essays were, for example, “are making” Iphones, instead of the correct form of simple tense “makes”. Other aspects that were considered in the students’ micro-lessons included how a verb transitions from basic form (infinitive) to present participle by giving it an -ing ending. The -ing form expresses an ongoing action, such as, I am hanging out with my friends, which describes what is happening right now. Moreover, present simple and progressive forms are considered as prominent errors made by Swedish English learners due to no corresponding form in Swedish (Vannestål, 2019:210-215).

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A</strong></td>
<td>“we can have a voice in society by giving our vote and speak freely about politics”</td>
</tr>
<tr>
<td>“The company Apple are making iPhones”</td>
<td>“Like for example when we has lockdowns and we couldn’t be where we wanted.”</td>
</tr>
<tr>
<td><strong>Student B</strong></td>
<td>“I know people that cares very much about it”</td>
</tr>
<tr>
<td>(see Appendix 4, GA pre-test)</td>
<td>(see Appendix 4, GA Post-test)</td>
</tr>
</tbody>
</table>
The results demonstrated in Table 2 indicate that the students in Group GA made no progress in reducing their errors in the post-test. Instead, errors were increased by 2%. Student B, on the other hand in group GA, managed to reduce their percentage from 26% to 14%. The result of GA shows a significant improvement in contrast to the group GJ. In group GJ, the number of errors has increased from 30% to 39%, which represents a total of 9%. Student B increased the number of errors from 14% to 25% which is a difference of 10%. A possible explanation for this could be that students A and B in group GJ, in fact, misunderstood the assignment and constructed their micro-lesson on how to create the -ing-form instead of explaining the rules and function of their grammatical topic.

### 5.3 Irregular verbs

Irregular verbs in the present tense are almost always irregular in the third-person singular form (he, she, it). The verbs that fall into this category are to have, to do, and to go. The errors that the students made reflect the rule of when to use have or has.
Have is used with singular subjects and has with plural subjects. Students who presented irregular verbs were assigned to examine rules related to have/has, am, is, and are, which overlap with errors concerning subject-verb agreement.

<table>
<thead>
<tr>
<th>Students Pre-test</th>
<th>Students Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Student A</td>
</tr>
<tr>
<td>“I hasn’t really been influenced that much”</td>
<td>“But my activities has change a little.”</td>
</tr>
<tr>
<td>“I (missing:have) also been losing weight”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have/ has, am, is, are presen-s</th>
<th>P.E pre-t.</th>
<th>Err. Pre-T</th>
<th>P.E Pos-T</th>
<th>Err. Pos-T</th>
<th>%</th>
<th>Distinction +/-%</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK S.A</td>
<td>21</td>
<td>5</td>
<td>23%</td>
<td>22</td>
<td>7</td>
<td>31% +8%</td>
</tr>
<tr>
<td>GK S.B</td>
<td>13</td>
<td>6</td>
<td>16%</td>
<td>18</td>
<td>7</td>
<td>39% +23%</td>
</tr>
</tbody>
</table>

The results indicate students’ lack of knowledge of when to use have or has. Student A increased the errors by 8% and 23%. The interpretation of these results implies that learners have not been able to understand the function and rules of these irregular verbs in a further context when writing.

5.4 Word order

The key to constructing grammatically correct sentences lies in using the correct syntax. According to Vannestål (2019), there are four categories to consider when constructing sentences with correct word order. Simple sentences, I made a cake, subject: I, Predicate made, and direct object: cake. In the present study, groups GF and GM were assigned to
investigate word order and the issue of positioning the adverbs correctly. Swedish
learners usually make errors in positioning the adverbial in the wrong place when the
adverb takes a mid-position. When it comes to the front or end position of the adverb in
the clause in either language the students usually construct it accurately since it follows
the same word order in both languages. However, the mid position is what causes the
Swedish students’ problems. According to Vannestål (2019:295), adverbials can be
placed in an initial position, mid-position, or end position. In relation to both languages,
the most common place to put adverbials is at the end of the clause, especially if the
adverbial consists of several words, such as a phrase or a dependent clause. What learners
of L2 prominently have issues with is the mid-position as it does not follow the correct
word order in Swedish. For example, “She always lies”. The adverb takes a mid-position,
but in Swedish “hon ljuger alltid” the adverbial position comes after the verb to follow a
correct word order. Vannestål, (2019) defines the case where the adverbials are placed
differently in Swedish and English. The categorization of these adverbials are adverbs
expressing indef **inite time of frequency**, for example: already, always, constantly,
frequently, generally, and immediately. *Degree adverbs* (amplifying or diminishing such
as, “almost, completely, and entirely..”). *Modal adverbs*, such as, “certainly, and
probably”. “These one-word adverbials usually occur within the clause rather than at the
beginning or end of a clause” (Vannestål, 2019:298). Samples from students' pre-tests
and post-tests are presented in the table below.

<table>
<thead>
<tr>
<th>Group/students</th>
<th>Word order</th>
<th>P.E pre-t.</th>
<th>Err. Pre-T</th>
<th>%</th>
<th>P.E pos-t.</th>
<th>Err. Pos-T</th>
<th>%</th>
<th>Distinction +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>GF. Student A</td>
<td></td>
<td>19</td>
<td>2</td>
<td>10%</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.
Since the students were asked to investigate word order concerning the placement of adverbials, all potential errors of adverbs were counted. Two students in groups GF and GM made a progression. Student A in group GF displayed a decreased number of errors, representing -10%. Student A in group GM increased their errors by 25%. However, student B’s post-test, in group GF, did not commit to any errors in this category. Therefore, the indications of the results are counted as 0% progression. Within group GM, student B’s results reveal the same number of errors in their pre-test as in their post-test. A possible explanation is that the student has not been able to apply their knowledge in further context when writing.

### 5.5 Relative pronouns

A relative pronoun is often used to introduce a relative clause. Words belonging to this word class include “which”, “that”, “who”, and “whom”. The use of “that” is contrastive to the Swedish word “vars” or “vilkas”. According to Vannestål (2019), Swedish learners have issues choosing the right relative pronoun for people. In Swedish these concerns: som/vilken/vilket/vilka, which in Swedish can be used to refer to both humans or animals. Therefore, learners tend to use “which”, due to the similarities of the words in Swedish. Samples from student’s pre-test and post-test are presented in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>GF. Student B</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>GM. Student A</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>GM. Student B</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+5%</td>
</tr>
</tbody>
</table>
Student A

“I have gotten A:s on all of my latest tests and that feels really good cause right now I need to focus 100% on school”

“But I think that the main problem is the climate, the climate today is a total disaster and just because of the different factories”

“It's worse than the same bff that is hard to contact and meet does school work from home which means I don't see them(him/her?) in school either.”

(Appendix GE student A& B pre-test)

Student A

“the technology has evolved very much and (missing: that/which) makes a lot of things easier and better..”

“I am more of a thinking person that likes to think and write, that is why math is so fun.”

(Appendix, GE student A, post-test)

Table 5.

<table>
<thead>
<tr>
<th>Group/students</th>
<th>Relative pronouns</th>
<th>P.E pre-t.</th>
<th>Err. Pre-T</th>
<th>P.E Pos-T</th>
<th>Err. Pos-T</th>
<th>% Distinction +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE S.A</td>
<td></td>
<td>26</td>
<td>6</td>
<td>23%</td>
<td>3</td>
<td>42% +/-19%</td>
</tr>
<tr>
<td>GE S.B</td>
<td></td>
<td>11</td>
<td>4</td>
<td>36%</td>
<td>12</td>
<td>50% +/-14%</td>
</tr>
<tr>
<td>GI S.A</td>
<td></td>
<td>5</td>
<td>3</td>
<td>60%</td>
<td>6</td>
<td>66% +/-6%</td>
</tr>
<tr>
<td>Gi S.B</td>
<td></td>
<td>11</td>
<td>5</td>
<td>45%</td>
<td>32</td>
<td>25% -20%</td>
</tr>
</tbody>
</table>

In both experimental groups, there were four students who presented micro-lessons on relative pronouns. The issues that many students had in their pre-test concerned a frequent use of *that*, which is contrastive to Swedish is “vars” or “vilkas”. Three out of four students achieved a higher percentage of errors in their post-test. The errors that were most frequent in all these three students’ essays concerned the use of “that” instead of “which”. This contradicts what Vannestål (2019) states as an issue that Swedish learners tend to choose.
5.6 Preparatory subjects

According to Vanneståls (2019) in some clauses there is both an extraposed subject, *it* (egentlig/utflyttat subject), and a preparatory subject *there* (formellt subjekt). What causes problems for Swedish learners is that these words correspond to the Swedish word *det* and are used in both cases in Swedish. Students' issues with the preparatory subject “there is/are” concerned with whether to use “is/are” or “it is/are”. In English, “there is” is always used with a singular noun and *there are* with plural nouns. The contrastive expression in Swedish for “there is/are” is “Det finns en/flera”. In sentences where we use *there is*, the subject comes after the verb, unlike in “it is” sentences, where we have a clear subject that we speak about.

Errors shown from students' pre-tests and post-tests are errors concerning “there is”/ “there are” are presented in the table below.

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A:</strong></td>
<td></td>
</tr>
<tr>
<td>“There are a lot of different styles right now, for example in clothes, wide jeans and skirts and in music there are a lot of rap”</td>
<td>“We need to fight to keep the equality because there will be some generations after..”</td>
</tr>
</tbody>
</table>

**Student B:**

“But luckily it is very main people that wants to save our planet like for example Greta Thunberg”

| **Student A, GD** | “I will say that that is really bad consequence when it comes to change schools.” |

Table 6:

<table>
<thead>
<tr>
<th>Group/students</th>
<th>P.E pre-t.</th>
<th>Err. Pre-T</th>
<th>P.E Pos-T</th>
<th>Err. Pos-T</th>
<th>% Distinction +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>GD S.A</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>67% +/-37%</td>
</tr>
<tr>
<td>GD S.B</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>33% +/-22%</td>
</tr>
</tbody>
</table>
In the illustrated results from the pre-test and post-test, there was only one essay that stood out with a higher number of frequencies of potential errors connected to the topic. The significant issue is that the post-test encounters a lower number of potential errors than the pre-test. However, statistically, the student increased their errors by 37%. In both experimental groups, there were four students who conducted micro-lessons on there is/there are vs it is. As Table 6 illustrates, only one student made significant progress by reducing his/her percentage from 43% to 0%.

5.7 Prepositions

Prepositions are used in sentences to explain the relations of various entities, both things and people, in time and place. Prepositions often reveal where one noun is in relation to another, (e.g., the coffee is on the table beside you.). They can also indicate more abstract ideas, such as purpose or contrast (e.g., We went for a walk despite the rain). Another difference in the use of prepositions in Swedish, which does not correspond when translating into English, such as, “Most people stop biting their nails on their own by age 30” (“bita på naglarna”) (Vannestål, 2019:401). The errors found in the pre-test concerned the incorrect choices of the preposition; by, to, in, from, at, and on, which also, in general, are the most frequently used by the students. Therefore, these are targeted (counted) in the essays as potential errors and errors. Samples from students' pre-tests and post-tests are presented in the table below.

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A, GL</td>
<td>Student C, GL</td>
<td></td>
</tr>
<tr>
<td>“I think one more reason to (for) not studying is my computer”</td>
<td>“My feelings are the big change of(in) this”</td>
<td></td>
</tr>
<tr>
<td>Student B, GL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I for example, buy clothes with(from) certain brands because och fasion and trends.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7.

<table>
<thead>
<tr>
<th>Group/students</th>
<th>Potential errors</th>
<th>Pre-test errors</th>
<th>%</th>
<th>Potential errors</th>
<th>Post-test errors</th>
<th>%</th>
<th>Distinction +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC. S.A</td>
<td>25</td>
<td>4</td>
<td>16%</td>
<td>54</td>
<td>1</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>GL. S.A</td>
<td>13</td>
<td>2</td>
<td>15%</td>
<td>21</td>
<td>2</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>GL. S.B</td>
<td>14</td>
<td>2</td>
<td>14%</td>
<td>44</td>
<td>2</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>GL. S.C</td>
<td>28</td>
<td>6</td>
<td>21%</td>
<td>61</td>
<td>3</td>
<td>4%</td>
<td>27%</td>
</tr>
</tbody>
</table>

The results illustrate that all students who were assigned to work with prepositions made noticeable progress to reduce their errors, reading; -16%, -14%, -14%, and -27%. The results also showed that the students used prepositions more frequently in their post-test, which could correlate to an increased confidence among the participants in how to use prepositions.

5.8 Adjectives or adverbs, Good vs well

One common error that Swedish learners make is to misuse the words *good* and *well*. To explain the rules is accordingly: *good* is an adjective and *well* is an adverb. The word *good* is used when modifying a noun, for example, something can be or seems *good*. *Well* on the other hand modifies a verb; an action can be done *well*. However, when talking about health and well-being, *well* can be used as an adjective. Since this group specifically concerned *good* vs *well*, these words were counted and presented as potential errors in each test. However, in this particular group, students did not use these terms in their further production and, therefore, it cannot be determined whether they can apply their knowledge in a further context or not. Samples from student’s pre-test and post-test are presented in the table below.
Pre-test potential errors

**Student A**

“It has not been going (missing: that well) so far but I'm looking as much as I can to find something funny like a trend or game.”

**Student B**

“I listen to the same type of music and I can listen to most music but some songs I don't want to listen to because I think that they are (not as good) too bad.”

“I'm trying as *good* as possible”

<table>
<thead>
<tr>
<th>Group/students</th>
<th>P.E pre-t.</th>
<th>Err. Pre-T</th>
<th>%</th>
<th>P.E Pos-T</th>
<th>Err. Pos-T</th>
<th>%</th>
<th>Distinction +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>GG. S.A</td>
<td>2</td>
<td>1</td>
<td>50%</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>-50</td>
</tr>
<tr>
<td>GG. S.B</td>
<td>5</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 5.9 Results of the Control Group

The topics for the control group were selected in the same way as the experimental groups. All potential errors were counted in accordance with what the previous chapter explained regarding the specific grammatical category.

<table>
<thead>
<tr>
<th>C1-C8</th>
<th>P.E pre-t.</th>
<th>Err. Pre-T</th>
<th>%</th>
<th>P.E Pos-T</th>
<th>Err. Pos-T</th>
<th>%</th>
<th>Distinction +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 simple &amp; progressive verb form.</td>
<td>10</td>
<td>0</td>
<td>0%</td>
<td>9</td>
<td>1</td>
<td>11%</td>
<td>+11%</td>
</tr>
<tr>
<td>C2 preposition</td>
<td>76</td>
<td>11</td>
<td>14%</td>
<td>37</td>
<td>1</td>
<td>3%</td>
<td>-11%</td>
</tr>
<tr>
<td>C3 prepositions</td>
<td>37</td>
<td>2</td>
<td>5%</td>
<td>46</td>
<td>6</td>
<td>13%</td>
<td>+8%</td>
</tr>
<tr>
<td>C4 SVA</td>
<td>18</td>
<td>3</td>
<td>17%</td>
<td>57</td>
<td>8</td>
<td>14%</td>
<td>-2%</td>
</tr>
<tr>
<td>C5 preposition</td>
<td>42</td>
<td>2</td>
<td>5%</td>
<td>40</td>
<td>3</td>
<td>8%</td>
<td>+3%</td>
</tr>
</tbody>
</table>
In Table 10 below, the experimental groups’ results are contrasted with those of the control group. What is significant with these results is that a higher percentage of the control group improved their grammatical errors in their post-test, achieving a rate of 50%. The divergence demonstrates a difference of 15%. Furthermore, the total number of students who made progress was counted and divided by the total number of students included in this study. The results indicate that a total of 41% reduced their errors. However, as previously mentioned in the method, the counted number of errors is somewhat generously estimated since the overlap between categories occurs in the control group’s results as well.

Table 10

<table>
<thead>
<tr>
<th>Total 34 students</th>
<th>Groups</th>
<th>Number of Students</th>
<th>Number of students who made progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group 1</td>
<td>GA, GB, GC ,GD, GE, GF, GG</td>
<td>13</td>
<td>4 = 31%</td>
</tr>
<tr>
<td>Experimental group 2</td>
<td>GH ,GI, GJ, GK, GL, GM</td>
<td>13</td>
<td>5 = 38%</td>
</tr>
<tr>
<td>Control group</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8</td>
<td>8</td>
<td>4 =50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total:34</td>
<td>Total:14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14/34 x 100= 41%</td>
</tr>
</tbody>
</table>

The above results indicate that there has been progression regarding students’ knowledge of grammatical errors and their ability to improve their errors. In the comparison of the results from the experimental groups and the results of the control group, it can be established that a similar pattern of improvement occurs regardless of their participation.
in the experiment. Therefore, a conclusion cannot be drawn in favour of micro-teaching, as there is no significant difference between the students who engaged in micro-lessons and the control group who did not construct any lessons.

6. Students' Perceptions/ Questionnaire Results

In the following chapter, the results of the questionnaire are presented. The received number of questionnaires that were completed was 24. The results are presented in Figures 11-15, each representing one question in chronological order (see chapter 4.5). Each question is further discussed in relation to the results of the present study, key theories, and previous research. The control group's answers are still included throughout the questions and are part of the "I don't know" results.

6.1 Students' Perceptions of Grammar.

Figure 11 demonstrates the student’s perception of the subject grammar.

![Pie chart of Question 1 results](image)

The first question sought to explore students’ overall attitudes towards grammar. As Figure 10 demonstrates, 42% of the students reported a positive view of grammar. Significant to note is that the majority of the students want to engage more in grammatical rules and structure to enhance their writing skills. This is further in alignment with Vannestål's (2019) declaration that students are aware of how grammar is an integral part
of developing language acquisition. Additionally, 12% of the students also exclaimed grammar to be challenging. Interestingly students who had negative associations with grammar still acknowledged the fact that grammar is an important part of language development. The students who expressed a negative association with grammar can possibly be correlated to decreased motivation. Moreover, the lack of motivation can also be related to what Vannestål (2019) confirms as a main reason for students to have negative feelings towards grammar (see chapter 2.3). During classroom observation of the process, no student expressed any negative feelings, comments, or disapproval of presenting or working with their assigned topic.

6.2 Students' Opinions of Micro-teaching

Figure 12 demonstrates the students’ opinions of micro-teaching in relation to improving their grammatical knowledge.

As Figure 12 demonstrates, 62% of the students exclaimed positive aspects of engaging in micro-teaching. The students expressed how the method introduced them to a new and interesting way of working with grammar. The survey further revealed similarities to what Richards (2019) highlights as an effective approach for L2 learners to enhance motivation and interest in tasks (see Chapter 2.4). A further positive aspect was that the students reported they found the task well-planned and fun. As Figure 2 demonstrates, the negative aspects reported were infrequent, yet five of the students did, in fact, find it problematic to understand the content, and therefore it did not become a meaningful
experience. The students who reported these issues and difficulties can possibly relate to the results where errors increased in the post-test or where no indication of improvement occurred.

6.3 Students' opinions regarding the benefits of micro-teaching

Figure 13 demonstrates the students’ opinions of beneficial aspects they discovered when participating in micro-teaching.

Figure 13.

Figure 12 demonstrates students’ opinions on the advantages of their involvement in micro-teaching. 71% reported that they gained positive outcomes from micro-teaching. Students reported benefits concerning metalinguistic discussions and appreciation of the inductive approach, including finding the answers by themselves. Moreover, students also appreciated presenting the topics with a classmate with whom they were comfortable discussing and learning. These elaborated answers (see Appendix 3) prove that the collaborative learning approach was successful in this context. Furthermore, another positive outcome students reported in the questionnaire was how much fun they thought it was to work with grammar in a new way (see Appendix 3, students' quotes). Students also enjoyed the fact that time went quickly when presenting and listening to other presentations. The elaborate answers reported positive outcomes, such as, listening to other classmates explaining their subjects was interesting and offered them a new perspective and knowledge. Furthermore, the questionnaire revealed that students felt they had gained a more profound knowledge of topics that they found difficult.
6.4 Students' Thoughts on Less Beneficial Aspects of Micro-teaching

Figure 14 demonstrates students’ opinions of the disadvantages of participating in micro-teaching.

The answers received outlined the less beneficial aspects of the engagement in micro-lessons. The reported answers general critique of the method was the students’ need for understanding their subject better. Furthermore, the results indicate that 40% of the students expressed a few negative aspects. These negative aspects relate mainly to the time frame that was set for working with their micro-lessons. Students revealed that they found it hard to narrow down their topic. At the same time, students who did not have an issue narrowing their topic, pointed this out to be beneficial, since the presentation was presented quickly and effectively. The dissonance between the students’ answers can still favor micro-teaching as a suitable tool for working with grammatical topics. However, a suitable suggestion for the observed limitation could be to incorporate a scaffolding approach. This would further eliminate the gaps for those students who needed more time to grasp their content and narrow down their topic. Moreover, it would also allow the student who did not understand the concept the first time to improve the second time. Furthermore, a scaffolding approach would also be in accordance with what Karlsson (2020) confirmed as beneficial.
6.5 Students' Response to Knowledge Gained from Micro-teaching

Figure 15 demonstrates the students’ response to micro-teaching and whether they have managed to apply their knowledge in other contexts.

The last question sought to explore whether students felt they had gained knowledge from the micro-lessons and successfully applied it in further writing. As Figure 15 demonstrates, 62% of the students answered that they could use their knowledge in further context. In contrast to the results of the present study, students’ perception does not correlate to the actual result, where students of the experimental groups made a progress of 35% and the control group rated a progression of 50%. Even if the results from the experiment do not correspond with students’ perception from the survey, it is worth noting, that students recognized the benefits of micro-teaching and reported their engagement to encourage their motivation towards grammar.

7. Discussion

The objective of the present study was to explore an extended version of the method of micro-teaching, applied to Swedish L2 learners of English in a compulsory school setting. The investigation sought to explore if the method provided students with enhanced grammatical awareness, the ability to apply their knowledge in writing, and encouraged motivation towards grammatical discourse. To investigate these aspects, two research questions were formulated:
Can an extended version of the method of micro-teaching empower L2 learners not only to comprehend the theoretical aspects of grammar but also to enhance their practical writing skills?

What are the advantages and disadvantages of micro-teaching, and would their involvement in micro-teaching encourage their motivation towards grammar?

The results of the present study indicate a progression regarding students’ ability to rectify grammatical errors in their written performances. However, the results also indicate that both the experimental groups and the control group display a similar frequency of progression and improvements. Hence, the study can therefore not establish micro-teaching as a comprehensive tool to enhance grammatical knowledge and improve students' written performances. Although, 70% of the students did, in fact, share a positive attitude towards the method of micro-teaching. The positive outcome reported from micro-teaching was that it provided the students with an opportunity to engage in metalinguistic discussions. Moreover, this further provides the students with a deeper understanding of their topics. The survey exemplifies similarities with Gonsalves’s (2021) study, where positive outcomes of learners’ participation in meta-linguistic discussions, bridged their understanding and strengthened their development of language skills. Moreover, this reflects the present study’s outcomes, which similar to Gonsalves, provide the learners with the opportunity to engage in metalinguistic discussions. Moreover, incorporating an inductive approach allowed the students to elaborate on their findings and explain their topics in different ways.

The most significant discovery of the current study was the discrepancy between the student’s perceptions and the actual result. The students reported in the survey that they were able to apply the grammatical knowledge gained from micro-lessons in their written post-tests. However, this was not consistent with the observed results of the current study. Interestingly, most students believed they could apply their grammatical knowledge from micro-lessons in their written essays, although less than half demonstrated this in their post-test. This divergence can be attributed to an increased self-esteem among the participants, which influences their commitment to the task and increases their
motivation. Based on this aspect a conclusion can be drawn that the method of micro-teaching includes motivational factors, which Dörnyei and Guilloteaux (2008) and Karshen (1982) emphasize as an essential component for acquiring a second language, (see section 2.3).

In consideration of the second research question; What are the advantages and disadvantages of micro-teaching? and would their involvement in micro-teaching further encourage their motivation towards grammar? The results demonstrate that 71% of the students found the approach of micro-teaching to be an exciting and new way to learn grammar. The positive outcome, reported by the students, was the benefit of finding information about their grammatical topic by themselves. The advantage lies in the method’s ability to provide them with insights into their grammatical errors and engage them in metalinguistic discussions. These findings reflect similarities to Oguzhan and Merve’s (2021) study, where students who participated in micro-teaching were in favor of the method and reported it as a positive experience of learning grammar, (see Chapter 3.3). In addition, students also revealed disadvantages, which were related to the limited time frame for presenting their micro-lessons. At the same time, students also pointed this out as an advantage since the subjects were narrowed and presented quickly and efficiently. A suitable alternative to eliminate the gaps for those students who need more time to grasp the concept of micro-lessons is to incorporate a scaffolding approach. Incorporating a scaffolding approach would also correspond to what Karlsson (2020) confirmed as beneficial and allow the students to improve their understanding of their grammatical topic the second time.

To summarize the findings of the present study, it is important to acknowledge that due to its limited scope a broad generalization cannot be drawn other than to this particular group. The results indicate that progression occurred. However, it does not specifically reflect progression in the experimental groups; Instead, it reflects an overall progression in both the experimental group and the control group. Therefore, the study cannot establish micro-teaching as a comprehensive tool to strengthen students’ ability to apply their knowledge in further contexts. However, the present study did generate positive outcomes concerning students’ active participation in metalinguistic discussion and further enhanced their motivation towards working with grammar. The study also confirms tendencies reported by previous studies concerning motivational factors.
Moreover, the participants in the present study reported that they found this method valuable and an exciting way to learn grammar. A proposal is therefore to establish a further exploration over an extended period of time, which possibly generates even more significant improvements.

### 7.1 Limitations and Further Research

This study has encountered certain limitations which have been of importance when conducting this study and need to be taken into consideration. For instance, one significant limitation arose from the need for specific essays to exhibit specific types of grammatical errors. This issue mainly concerns a small subset of the participants, concerning three students, two from the experimental groups and one from the control group. This limitation is related to the arrangement of putting students into suitable pairs to create a comfortable environment for collaborative work and the challenge of not assigning all students the same topic. Supplementary, the most significant challenge in the present study was also to fairly categorize the errors. Since some of the errors could belong to multiple categories, some of the errors might not be accurate in certain categorizations. This further affects the validity of the results, which could have been avoided by using a grammatical test instead of analyzing written essays.

Additional consideration should also be given to students' perceptions of the disadvantages associated with micro-teaching. One such limitation relates to the timeframe for constructing and presenting their micro-lessons. Due to this project’s limited time, the time aspect was non-negotiable. However, it is worth noting that if students had been allowed more time to work on their micro-lessons, this could potentially generate a loss of interest in the tasks. At the same time, an extended timeframe could also serve as a beneficial aspect since the majority of students expressed a positive attitude toward the concept of micro-teaching.

Further observed concerns relate to the distinction between the pre-test and post-test. Students were instructed to review the pre-test to detect any errors and make changes that might be enhanced between the pre-test and post-test sessions. However, a complication emerged since the students could not access their essays through the original program used for the assignment, inspera, as it was linked to Google Drive. Google Drive provides
an autocorrection system, which further raised questions about the reliability of the student’s proficiency level were accurately measured. The purpose of reviewing their essays was to offer students insight into their grammatical errors. However, this purpose lost its significance as the correction occurred automatically and failed to support a genuine understanding of their errors. To prevent this, the students could have done the correction by hand instead of on the computer.

Another limitation designates the final decision to contrast essays consisting of a varying word ranges and tense usage. Moreover, the analysis revealed that some of the students' post-tests did not reflect their assigned grammatical topic. Thus, the results might not accurately indicate a progression. One solution for this could have been to use the same pre-test and post-test to ensure that the students have enhanced their grammatical competence, and potentially provide a more accurate result. Moreover, it would also ensure a more reliable measurement of students’ proficiency level in the grammatical topic targeted in micro-lessons. However, the decision was based on the reasons outlined in the introduction: to measure students’ ability to apply their gained knowledge outside of those presented in the micro-lessons.

In addition to the limitation presented, a larger investigation could also enable a fairer generalization of the result. What this study provides but does not examine is further distinctions within the results. Furthermore, it would also be interesting to explore whether the micro-lessons presented by other classmates influenced the present study's observed results.
8. References


Appendix 1.

Consent letter.


Samtycke till att delta i forskningsprojektet Micro-teaching

Jag har läst och förstått den information om studien som anges i dokumentet
Jag frågar härmed om Du vill delta i denna studie.
☐ Jag samtycker till att delta i studien som beskrivs i dokumentet.
☐ Jag samtycker till att mina personuppgifter behandlas på det sätt som beskrivs i dokumentet.

Ansvariga för studien är Madeleine Svensson om du frågor om studien är du välkommen att höra av dig till mig.
Madeleine Svensson
Student
Madsve18@gmail.com
Appendix 2

Enkät

Vad är din inställning till grammatik?

Vad anser du om upplägget för Micro-Lektionen för att utveckla dina grammatiska kunskaper?

Vad anser du var fördelaktigt med Micro-lektionen?

Vad anser du var icke fördelaktigt med Micro lektionerna?
Anser du det lättare att applicera dina kunskaper som du införskaffat genom metoden micro-teaching vidare i dina skriftliga uppsatser?

Appendix 3

The questionnaire calculation:

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Dålig</th>
<th>Neutral</th>
<th>positiv</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>vet ej</th>
<th>sådär</th>
<th>positiv</th>
</tr>
</thead>
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<td>5</td>
<td>15</td>
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</tbody>
</table>

<table>
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<tr>
<th>Question 3</th>
<th>dåligt</th>
<th>vet ej</th>
<th>positiv</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>6</td>
<td>17</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4</th>
<th>några</th>
<th>Inga</th>
<th>vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>
Sample of students quote from the questionnaire:

<table>
<thead>
<tr>
<th>Question 5</th>
<th>nej</th>
<th>ja</th>
<th>vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Vad är din inställning till grammatik
"Det är bra att lära sig men svårt”
"Jag tycker det är bra att ha grammatikundervisning. Ibland repetion, ibland något nytt”

Vad anser du om upplägget för Microlektioner för att utveckla dina grammatiska kunskaper
"Jag tror att det kommer bli bättre, då lektioner man endast pratar om grammatik lätt blir långtråkigt”
Var med på skapandet ej redovisandet och det fick mig se det grammatiska på ett helt annat sätt och hjälpsamt.

Vad anser du var fördelaktigt med microlektioner
"Man lär sig grammatik med hjälp av korta presentationer. Det är inte lika mycket att ta in”
Det gick snabbt och man fick ut något

Vad anser du var icke fördelaktigt med microlektioner
"Vi hade behövt mer tid men annars var det bra”
"Att alla inte anstränger sig eller få med allt.”

Anser du det lättare att applicera dina kunskaper som du införskaffat genom metoden microteaching vidare i dina skriftliga uppsatser?
"Det blev repettion och då man fick lyssna på olika personer fick man olika vinklar om samma ämne”
"Man fick tid att tänka på sina fel och kanske ändra sin vana.”
Appendix 4

Pre-test

GA:

My interests are reading books and watching series. I think that it's good that I live in the 21st century because you can stream series and movies, but it could also be a problem because sometimes it happens that you choose to watch series instead of doing homework. I like to listen to music and the music I'm listening to now is Lana del rey.

Everybody that I know has a phone, even myself. Companies that makes phones and other electronic devices are making them super fast, for example Apple, the company Apple are making iphones and they are making a new phone every year. People buy them even if their older phone is working and that's because people want to have the newest. I think that I have become better with technology because I use it every day.

We people in the 21st century have become better at technology and we have come very long in the evolution. We are making new apps on our phones. She is one of the famous singers in the 21th century. I think that the music that I listen to has influenced me in how I dress. I think that many people do that too, for example if you listen to music then some people dress in that style. The fashion industry is making fashion very fast and if you want to look trendy then you have to buy new clothes very often, that could be a problem for the environment, because it takes much energy to make fabrics to make clothes.

People that are going after these fashion trends think that they are better than some of us because they have the clothes that are trendy now. Important issue that is now and is going to be in the future is the environment. We are trying to make it better and come with ideas on how we are going to make it better. Some ideas are that we drive cars without gas and use electric cars instead.
They say that if we don’t fix it then it’s not going to be any future for our kids and that’s not good. I want my kids to have a good future and that they live on a planet that is safe for them. Animals and people are dying because of the changing of the climat.

**Preparyory subjects GD student B**

**Student B**

My life right now only looks like school, stable and homework. It's(there is) a lot going on in school right now and I have now learned a lot more about priority. I often say that I don't have time to do stuff, but I think that's a lie just to have a chance to take a break. My friends are like me, they have horses and are studying and stuff, so we don't usually see each other outside of school.

I've started a new routine to sleep earlier, like at 9pm. Because of that I wake up a little earlier too, because of that I don't feel that tired(as tired) as I did before. But something I do every morning to really wake up is to listen to music. I have music all morning long and it kind of gives good energy. My little sister always says to me that I listen to too sad music and that I would only get depressed. But I can't stand to listen to too fast or "too much pop" music either.

Even though it takes a lot of time having(to have) a horse, my life would see a lot more different without it. I don't know what I would do with all the extra time that would give me. The thought of not having a horse have (has)crossed my mind. But I don't see it, the life and routine I would have without it. Maybe I would go on another sport and doing(do) something else, but having another sport would just take the same amount of time like the hours I spend at the stable. Except (for) what I'm doing all day long I have some other interests that I would like to give more time to.

During the summer break I began a new hobby, which was reading books. I liked that it made me take a break during the day and I could sit with a book for so many hours which made me lost(lose) track of time multiply times. I was hoping that I could continue with that even when school started again, but I really don't have time for it. I'm
also that kind of person that isn't borrowing books from the library. I like to buy books so I don't have a time limit of when I have to be done with it. I can be very interested in something for a few days, maybe weeks. But then suddenly I lose that interest and then a few weeks later I think of it again. It goes very much like waves for me.

At this point I'm not reading books anymore at all and I don't think I will start again anytime soon.

One other example is clothes and shopping. I don't like walking through shops and look around, I'm more of that type that shop online. I think social media is the thing that inspires me when it comes to clothes. There is many people out in the world that are interested in fashion and do it so well, I guess that kind of gets me inspired and want to buy new stuff. But I think the need to always buy new stuff are going to be a bigger issue in the future. It means that we always need to make new stuff and throw away the old. But I don't think people really think about were the old stuff goes. It's going out in the wild, to other countries that have to take care of our stuff that we no longer wants. I don't really think that's right, because it effect the environment and we need to make the earth a better place. Everyone knows that deep inside, but to know and to do are two completely different things.

G. F Word order pre-test

Student A.

In my life I'm doing fine atm. I'm having probably the best time in my life with friends, I feel like I've been more with them recently. I've been also a bit more on the happier side with my family again, my dad has been hit hard with last year because of different reasons especially when my 21 year old cousin died of cancer. That hit everyone hard, but my dad went all out on it. For the week after it happened he was a teddy bear, (he only needed hugs) But he has recovered pretty well. We are living a healthy and interesting life. School is also doing well if i would say, but the big exams but i mean the: (National Exams? i don't know the word in english im afraid). But yes
that's going pretty good, and if i'm not mistaken i've gotten A on the swedish one, and on English and Math im still waiting, but the expectations are high. I kind of want to see how I did even though it might have gone bad. Well atleast school has PE: Talking about PE activities: I have a lot of spare time on my hands and I do a lot of stuff for example: Boxing, Basketball, Gaming and I guess homework. Anyways I do all of these activities all day basically but boxing. Boxing is only on Thursday and Sunday for me, otherwise I wouldn't be able to play basketball. Gaming is what I often do when im at home tho, more a hobby of sorts. The trends in the world at the moment which im ngl is kind of boring. The trends in the world are more brutal than anything ever today, all tho there are a lot of funny trends and stuff right now, I feel like the trend which is like jumping off the roof is a bit too over the top. NO NO NO!!! Like I don't understand why that would be a trend. But one/some trend/trends that is good is the music atm(at the moment). I love the music thats coming out and even the bad music which in my opinion is the country music. Even that kind of music is great atm. I listen to a lot of rap nowadays so I of course like the music coming out because rap has gotten really big since 1990 let me tell you. Technology is a big part of all lifes in the planet so I also know that Elon Musk, owner and creator of a lot of companies is building the most advanced robot ever, it will function like a human but I feel like it's a bit weird as well that we might be evolving out of the human life form. I'm a bit afraid of that but I weirdly do trust Elon Musk that he will at least make it good and safe. An issue with the planet is the environment and especially atm. The famous youtuber MrBeast is really stepping it up with the environment a lot (like: A LOT). He will try and raise up to 30 million dollars to remove 30 million pounds of trash out of the ocean. It's called teamseas. It's a company that makes things like machines and in between that removes trash from the ocean. It's a great thing for the environment. They've already raised over 15 million in like not even a month. They want to reach the 30 million dollars by the end of the year. Which i think they will. He has done something like this before with team trees. But this is great too. This is what young people in the planet need. An inspiration or a person that can step up and make people understand the problem. And MrBeast is the person to do it. With over 100 million followers if you take in consideration that he has more channels and other social media. I feel like he can get the people to understand more than they know. He is also known for being the nicest guy on youtube. He doesn't take 1% of what he earns from videos and stuff. He gives it all away to people. (yes almost all of it) in challenges and other types of ways to earn
money. There is only one winner in every challenge, but those people are so nice, and so sad to the losers that they often give them some money as well. MrBeast needs to become a figure of honor and glory in the whole world, and if we listen to a man. That smart and good person like him, our problems will be solved faster than you can blink.

G.H -there is/there are

Student A. (pre-test)

Hi my name is [REDACTED] and I'm a 15 year old girl from Sweden. My life right now is very bussy. I have a hard saying no to things and that makes me very stressed. I have school everyday, volleyball practice three times a week and a lot of homework and tests. That combined with not being able to say no makes everything much harder and my time much less. I have a hard time saying no to stuff because I know that some of the things can hurt others but also because I think it is fun and I don't want to miss out on anything. School always comes first but I love playing volleyball. Next week I'm going to Falköping to train with 18 other girls around the country. I was going to play volleyball this weekend too but I had to cancel because I finally realized that I would not be able to do both without being totally exhausted.

I need to be better at prioritizing the right things. I always need to put school first but at the same time (it is) Is very important to have activities outside school. I also have a lot of presentation anxiety and it puts a lot of pressure on me and sometimes it's just too much. Soon I'm going into highschool and then it's even more important that I prioritize the right things so I don't feel bad or too much pressure.

There are a lot of different styles right now, for example in clothes, wide jeans and skirts and in music there are a lot of rap. The trends are something we don't come away from and I never think we will but at the same time it's hard for many people. We get thrown into stuff that we have no chance to get away from because when one trend is in the sales everywhere. Many people have a hard time to fit in with trends and even if I don't care what clothes someone is wearing or what type of phone they have, many people do. It will always be a problem as long as we have different types of money and backgrounds. This generation has a lot of issues. The previous generations probably had that too but they were probably very different from ours. Social media is dangerous but
at the same time an amazing thing. Posting pictures and writing stuff can take only
minutes or even seconds but they will stay there forever.

A problem on social media is that you can take a picture from the internet or even from
a friend and you can be another person. The worst thing for me is that you can make
you look like a whole different person. You can make yourself bigger, smaller, taller and
shorter. This leads to another problem. Making yourself look like someone else doesn't
only make you feel worse but also the people that is looking at It feel bad about
themselves.. For example I follow many different influencers on social media. Many of
the people I follow have the perfect life and never a problem while that's not reality. I
am not better than them, I do it too. I would never for example post a picture when I
look bad or when I feel sick and how I look when I finally post that's how I look maybe
10% of the time If even that. I would never change the way I look but using filters that
give the picture another color Is something I do sometimes. We make ourselves sick
with dangerous illnesses because we don't like the way we look. We make ourselves
feel bad because we don't look like the people on the internet. This leads to even more
problems. One that's very big right now is mental health. Depression, anxiety and many
more things. We get a lot from social media. This illnesses makes people feel very bad
and even makes peopel take suicide. They feel the pressure from the-internet and from
people they don't even know. It's not their fault and I really don't know who's fault it is.

GH. Post-test

Student A

The change I want to write about happened a long time ago. Neither I or even my
parents were born at this time. There was a big change in Sweden 1918. I like to
remeber this year since it has shaped a big part of the Sweden I live in today. I'm talking
about the women in Sweden right to vote.

Women decided some years before 1918 that it was enough and they wanted change.
They didn't want to stay home with the children, cook food or clean the house. They
wanted to be politicians, doctors, teachers and even have power over themself.
They started a movement for women rights and they had one goal. They wanted to have the right to vote in the elections. They wanted their voices to be heard. They started demonstrating, talking and screaming to get attention. The men just shit them down and even put them in prison. But they never stopped. It's because of them that we today live in a society that we as women have the right to vote in the elections, were we can work at every job we want and have the possibility to become everything we would like. It's also because of them that we today in Sweden lives equal men and women. I as a women have the same opportunities to be a politician or a doctor as a man. It was in 2021 that something historical happened in Sweden. I got to live in the time were Sweden got their first women as the highest of the politicians.

I believe that this movement and the work they put on don't only affect women in Sweden. It makes the women in other countries believe that they can change their own future too. There have been many fights around the world since this day and many positive ones however not every country have equality today. I however think that when those women in those countries feel strong enough or feel like they could make a difference, they will. In the future I want to leave this world where anyone have the opportunities to do everything and not a single person have the rights to stop their dreams.

I feel very inspired when I learn about this. They didn't only want to change the laws for themselves they wanted to change them for every daughter that comes after them. They are brilliant as well as strong mothers and women that didn't stop because the men shut them down. They wanted a change and the only way to get there was to never stop fighting for what they believed in.

Some changes are very important and this is definitely one of those.

I guess that this is now our generation of women fight to continue. Yet not only women. The men should fight as hard as us to prevent this to ever go back as it was again. We need to fight to keep the equality because there will some generations after us that should have the same opportunities and we need to prove to all the brave women that fought for us in those years a very long time ago that they didn't do it for nothing.
I would like to end this with telling people, men or women that you can make a
diffrenyt if you just never stop fighting for what you believe in.

Post-test

G.A

student A.

This changed that im going to write about is the change we made for woman. As a
woman you couldn’t go to school because it wasent (was not/wasn’t) in your role to
have an education. You didn’t have the right to chose how you where (were) going to
spend your money. We couldn’t even have jobbs and the reason for that was because
you were a women. You weren’t (weren’t/ was not) as valued as a man.

Women couldn’t even vote because the men thought it was for the best that they didn’t.
You were seen as a problem if you where born as a women. The men could even be
disapointed if they get a girl and not a boy because the girls couldn’t do things, this gap
between men and women lead to huge demonstrations and big scandales.

The women that demonstrated some times ended up in jail so that they would learn not
to do it again. But these women didn’t/did not stop to fight (fighting) for the
rights for women. They wanted us to have a better future then they had and that we
would have a voice in the society. They also wanted us to have the right to live our lifes
as we wants and that no man can stop us.

*But now in the most of the countries that exist now has made it possible for women to
live their lifes as a free human. We can now go to school and have an education which
will lead to a jobb. We can spend our money as we want and the most important thing is
that we can have a voice in society by giving our vote and speak(speaking) freely about
politics. The women that demonstrated for women have made it possible for us today to
have a life. They have also inspired many women to do the same.
I wouldn't say that we are done to make (making) a better world for women, insted I think that we have come far on the way. There are still women that cant do the things that I can as a women in Europe. In my opinion it is not right and i want all people to have the same rights as me.

I think that sometimes some changes can be good for you. Like for example when we has lockdowns and we couldn’t(couldn’t/ could not) be where we wanted. We couldent(couldn’t) even meet with people because of the pandemic. The changes made us realise how we took things for granted and how important it is to be social with others. The changes that I want to see is that we should change how we are to people that dont think like us or dont look like us. we could learn from one another.

It is good that some things dont stay the same as they always have. An example for that could be how we treated black people and how we segregated them from us. I think that it could be boring if we didn't make some changes in our lifes and stayed the same.
Innehållsförteckning

RUBRIK 1 ................................................................................................................. 60
RUBRIK 2 ................................................................................................................. 60
       Rubrik 3 .......................................................................................................... 60
RUBRIK 1 ................................................................................................................. 60
       RUBRIK 2 ....................................................................................................... 61
REFERENSER ............................................................................................................. I
BILAGOR ..................................................................................................................... II

Instruktion:

Innehållsförteckningen uppdateras inte automatiskt utan det måste göras manuellt. Högerklicka på innehållsförteckningen och välj ”Uppdatera fält” markera ”Uppdatera hela tabellen”. En förutsättning för att det ska fungera är att du använder formatmallarna Rubrik 1, Rubrik 2, och Rubrik 3 till dina rubriker nedan.

Innehållsförteckningen är endast ett exempel på hur det kan se ut. Du skapar din egen innehållsförteckning utifrån dina valda rubriker.
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Referenser

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Bilagor