



EXAMINING DIFFERENT GRAMMAR ACTIVITIES CRITICALLY

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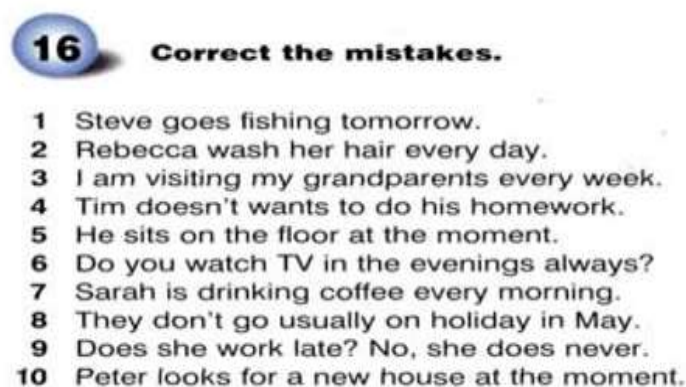
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Abstract: *this article critically examines various types of grammar activities which was taken from different books. As analyzing it, the reader tried to follow standardized teaching rules. There are given some suggestions and improvement for every task which aid LP organizer not only how to examine it, but also how to make them suitable for potential learners*

Key vocabulary: *Authentic, Contextualized, Implement, Improvement, Context, Suggestions, Comprehension*

Approach 1-Teaching grammar as product

Grammar as a product activity which requires noticing by learner



Grammar as a product activity which requires structuring by the learner

UNIT 19

Infinitive/The "-ing form"/Too-Enough

ORAL Activity

Read about Andrew and Diana. Then in pairs ask and answer questions as in the example.

e.g. SA: *What does Andrew like doing?*
SB: *He likes making model ships.*

	ANDREW	DIANA
LIKE:	make model ships	meet new people
DISLIKE:	study Maths	stay at home
WANT TO BE:	a captain	a business-woman
WOULD LIKE:	have his own ship	have her own company
HOPE:	sail to America	be rich and successful

Now complete the table below about you. Ask questions to find out information about your partner as in the example. Finally, look at your notes and talk about you and your partner.

e.g. SA: *What do you like doing?*

SB: *I like*

	YOU	YOUR PARTNER
LIKE:		
DISLIKE:		
WANT TO BE:		
WOULD LIKE:		
HOPE:		

Critical analysis of two activities

The first task, grammar as product, requires from learners to notice incorrect usage of present simple in sentence level. The task includes not only grammatical form but also grammatical meaning since grammatical meaning is expressed by grammatical form and the reader uses forms to clarify and understand meaning in the sentences. If the student can understand and find correct forms, they can understand correct meaning of the sentence. As Scott (2006) mentioned if sentence is not formed grammatically correct it does not convey exact meaning. Moreover, for completing the task high noticing ability is requested from students because teacher implements the task before giving explanation about present simple by inductive approach. Students should find mistakes which belongs to present simple and while doing noticing activities different forms and meaning can be introduced

and students get advance notice of forthcoming (Batstone, 2020). Inductive approach is mostly based on self-discovery of students and student-based approach. During finding mistakes students discover present simple features and the task leads them key points of the lesson.

Of course, it has some advantages and disadvantages. The task consumes a lot of time and it is not organized in contextualized, meaningful way. On the other hand, it improves learners' independent working and self-discovery skills and it does not consume more budgets only sheet of papers.

There are some suggestions for the improvement of the task:

- Make the task more authentic
- Choose contextualized items

The second activity requires from students to structure grammar. Since Batstone (2020) said that noticing activities create conditions for learning but structuring grammar helps to remain the knowledge for a long time. This is because I decided to add a structuring activity as well. Learners use the grammar with the integration of speaking skill and while doing the task they have to learn how to make sentences and questions by using “-ing”.

The activity includes some advantages and disadvantages as well. It is authentic task since they use information from their life and it does not consume much time. However, it is not based on inductive teaching since students do the task according to given example and inductive teaching does not supply with example. The task declines the level of discovering and noticing.

Suggestions for improvement:

- Do not give examples to work actively but not actively involved

Approach 2-Teaching grammar as process

Activity 1

ORAL Activity

A friend of yours is visiting your city. He wants to stay at a nice hotel. In pairs, look at the pictures of the three hotels and make comparisons as in the example. Use the adjectives in the list.

old, modern, big, small, a lot of, expensive, far

 Star Hotel	Built in: 1930 Rooms: 30 Price: £25 per night Distance from city centre: 4 km
 Pearl Hotel	Built in: 1820 Rooms: 60 Price: £40 per night Distance from city centre: 2 km
 Crown Hotel	Built in: 1990 Rooms: 200 Price: £80 per night Distance from city centre: 1 km

SA: The Star Hotel is not as old as the Pearl Hotel.
SB: The Crown Hotel is the most modern of all.

Activity 2



9. Homework.

- Make a list of vocabulary which you have learned today.
- Have you ever written a postcard? Imagine you are visiting London. Write a postcard to your friend telling what you have done, seen, been, visited, eaten and bought. Follow the top tips for writing a postcard in exercise 8.

Top Tips for writing

1. Start your postcard: Dear + name.
2. Use the present continuous to say you're enjoying the holiday.
3. Use the present perfect to say what you have done.
4. Use going to for your future plans.
5. A good way to finish a postcard.
6. Finish your postcard: Love + your name. xx are kisses!

Critical analysis of two activities

Both grammar tasks: speaking and writing actively involve students to apply active language use and meaning. While doing first task students should compare the hotels by using adjective degrees and for the second task, they should write a postcard by using present perfect. Process tasks should reflect students' own language use, personalities and attitudes (Batstone, 2006). Both tasks involve students' own ideas for comparing the hotels and visited places. These process tasks do not attempt to regulate what they are doing and why they are doing but they give opportunity to use language in grammatically rich ways.

The disadvantages of the tasks are that they have lack of authenticity and the next task is given as a home assignment. As Ellis (1987) claimed planning tasks are more efficient than unplanned ones. However, the tasks involve active language use and meaning, students' own personalities and attitudes.

Suggestions for improvement:

- Planned activities should be chosen
- Authentic activities should be implemented

Approach 3-Teaching grammar as skill

Activity 1

Reading

1 Read and listen.

have got lots of activities to choose from. The ship has got sixteen decks. Each deck has got different areas or zones for passengers to visit.

Oasis of the Seas is the biggest passenger ship in the world. The lucky passengers



The enormous shopping zone is called *The Royal Promenade*. There are lots of different shops and places to eat here. There is a shopping mall, lots of different restaurants and also some cafés. There are lots of different types of food to choose from – British, Italian, Chinese, Indian and others.

This is Central Park. It is the first ever living park at sea. It's amazing! This part of the ship hasn't got a roof. It's got lots of real trees and plants and it's a great place to relax.



There are lots of ways to keep fit on board. You can swim in four pools and ten whirlpools in the Pool Zone. In the Sports Zone, you can play basketball, climb rock walls or play mini-golf. Passengers can visit a gym and have some exercise classes, too. They can also have dance lessons or skate on an ice rink on the ship.



The Youth Zone is a great place for young children and teenagers. They can learn about science or art, or they can just relax and have lots of fun. *The Entertainment Place* is the zone where passengers can go in the evening. It's got two theatres and two cinemas. The bars and restaurants have got live music most nights.

Comprehension

2 Answer the questions.

- 1 How many decks are there on the ship? There are sixteen decks.
- 2 How many pools are there in the Pool Zone? _____
- 3 How many theatres are there on the ship? _____
- 4 How many whirlpools are there? _____

Activity 2



8. Homework

- a) Make a list of vocabulary which you have learned today?
- b) Make a report on interesting facts about Al-Khwarizmi and Avicenna. Word limit is 80–100.
- c) Share your report with your peers.

The last activities are grammar as skill and for the first activity students should use “There are” for giving information from context and for the next task they should write a report at home then during the lesson they share their reports with their peers and should find each other’s mistakes from grammar and organization etc. For the first task from context students can be largely disregarded from grammar. Because Batston (2006) mentioned that grammar as skill activities should lead learners to notice grammar to make sense of language in context by listening and reading activities. Next activity actively involves students to notice grammar in context and reflect on the quality of language they are using by critically reflecting. But Batston (2006) informed that for these tasks focus on forms must be by the learners and attention to meaning and self-expression should involve learners quite directly.

The disadvantages of the activities are that second task does not show exact grammar point and the first activity there is not comparison features.

Suggestions for improvement:

- Show exact grammar point for the second task
- Choose topic for activity 2 which requires more creativity.

Personal evaluation

I have chosen above given activities from different books because they have suitable features for the requested activities. If there are chances for language use according to familiarity of the topic and regulation of shared knowledge inductive approach would be more acceptable. Since Batston (2006) mentions that learners learn grammatical form in the process of product but in the process of grammar as process step, they use language for applying the gained knowledge by their own points.

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