

UNIVERSITY OF JYVÄSKYLÄ

**GRAMMAR IN FOCUS**

**A differentiated teacher's EFL material for the 4<sup>th</sup> grade**

**A pro gradu thesis in English**

**by**

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Tutkielman tarkoituksena on vastata niihin haasteisiin, joita erityisoppilaat asettavat alakoulun englannin kielen opetukselle ja erityisesti kieliopin opetukselle. Jokainen alakoulun opettaja kohtaa työssään, paitsi oppilaita erilaisilta taitotasoilta, myös erityisoppilaita joiden opettamiseen tarvitaan erilaisia työkaluja. Opettajien voimavarat eivät kuitenkaan usein riitä oppimisvaikeuksiin tutustumiseen ja oppimateriaalien muokkaamiseen ja siitä syystä materiaalipaketin valmistaminen erityisoppilaiden näkökulmasta on tärkeää. Tässä materiaalipaketissa kohderyhmänä ovat oppilaat, joiden oppimiseen AD/HD vaikuttaa.

Teoreettisessa viitekehyksessä tuodaan esille erilaisia käsityksiä kielen, ja erityisesti kieliopin opettamisesta ja perustellaan tehtävälähtöisen metodin valintaa kieliopin opettamisen välineeksi perinteisten kielenopetusmenetelmien sijaan. Myös AD/HD:n vaikutuksia oppilaaseen ja hänen kielenoppimiseensa tarkastellaan.

Materiaalipaketissa esitellään kahdeksan kielioppiteemaa alakoulun neljännen luokan englannin kieliopin opettamista ajatellen. Tehtävät tarjoavat vaihtoehtoja erilaisille oppilaille ja eri taitotasolle tehtävälähtöisen kieliopin opettamisen näkökulmasta. Tärkeitä lähtökohtia ovat kielioppitehtävien käytännönläheisyys sekä eri aistikanavien, erityisesti visuaalisen, käyttäminen. Tehtävien tarkoituksena on niiden soveltuvuus luokan kaikille oppilaille riippumatta heidän kielitaitonsa tasosta.

Materiaalin jokainen kielioppiteema koostuu viidestä eritasoisesta tehtävästä, joista opettaja voi tarpeidensa mukaan valita tehtävän esimerkiksi tarvittavan ajan tai materiaalien mukaan. Lisäksi materiaali sisältää lyhyen johdannon keskittymishäiriöisten oppilaiden opettamisesta niille opettajille, joille aihe ei ole ennestään tuttu. Jokaisen tehtävän lopussa opettajalle annetaan ohjeet, joiden avulla hänen tulisi kiinnittää huomiota tehtävän sisältämään kielioppiasiaan.

Asiasanat: teaching material. AD/HD. teaching grammar. focus-on-form instruction

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## 1 INTRODUCTION

Among the huge amounts of teaching material packages for EFL, there are only a handful of material packages made for pupils with special education needs. However, each year teachers are faced with the difficulty of adapting their own teaching materials and methods to suit the needs of integrated pupils, with special education needs. These difficulties will be even greater, if a new law proposal for re-organizing special education will pass in Finland. In this proposal, as Liiten (2009) explains, the ultimate goal is to reduce the amount of pupils that are transferred to separate special education and it is set to be implemented in fall 2010. In addition, decisions of transferring pupils to separate special education would not be made based on a diagnosis, but rather on pedagogical needs. However, regardless of the decision made by the legislators, it is clear that ideology of inclusion is gaining popularity and therefore it is essential to make preparations by modifying teaching methods and materials.

The present material package aims at providing one alternative solution by introducing a teacher's material for teaching EFL to AD/HD pupils in a regular classroom. The reason for choosing AD/HD as the target disorder is that attention deficit/hyperactivity disorder (AD/HD) is a very common disorder, which affects about 3-7 percent of pupils (Henttonen, Kangas, Leimu and Palomäki 2004: 5; Michelsson, Miettinen and Virtanen 2003: 12-13). Consequently, the disorder is very common and every EFL teacher will have these pupils in their groups sooner or later.

There are very few materials designed for pupils with special education needs (Metsola 2001: 55). One clear reason for this can be found in the way that individual differences are defined in literature on language learning and teaching. Attention deficit and other disabilities that have a significant effect on language acquisition are disregarded when individual differences of language learners are discussed. The individual differences that are most often mentioned include motivation, anxiety, learning strategies, intelligence, general learning styles and aptitude (Dörnyei 2009: 182 and Brumfit 1984: 18). Consequently, one has to wonder why an issue as important to language teachers as learning disabilities is ignored when individual differences are discussed.

Unfortunately, when it comes to EFL materials too, the individuality of pupils is often not considered enough. In my experience, in teaching pupils with diverse learning disabilities, these pupils will often struggle with the huge amount of written tasks and complex instructions. If the teacher has enough time to help each pupil and to motivate them, these materials can work well, but when there are large groups to teach, it is often not possible. I have found that grammar tasks are generally least interesting and motivating to pupils and therefore, I have chosen to create a material package that focuses only on grammar tasks.

I have chosen to use the task-based approach as a language teaching method, because it provides an opportunity to design grammar tasks that are most suitable for AD/HD pupils. The task-based approach is a communicative teaching method, which does support the idea of grammar teaching, but ensures that communication has to be essential (Ellis 2006: 91). This provides an opportunity to design grammar tasks that are different from traditional grammar exercises. The opportunity to replace some of the traditional task types is important to AD/HD pupils, because they benefit most from the move towards more motivating tasks (Michelsson, Saresma, Valkama and Virtanen 2004: 95). The material consist of 40 grammar tasks that are designed based on the principles of the task-based approach.

Besides the actual material, this package contains information about AD/HD and grammar teaching. In chapter 2, I shall present some of the guidelines on how EFL teaching is organized in Finland. Chapter 3 provides information about what AD/HD is and how these pupils should be taught. Chapter 4 gives a broad view of how grammar teaching can be organized and how it has been organized in the past. Chapter 5 contains more detailed information about the chosen language teaching method, in this case, the task-based approach. Finally, after a short conclusion, the last part will explain the material package in detail and shows the reasoning behind the different choices.

In all, as Hämäläinen (2001:33) argues, the modern society is based on communication and information technology and therefore it is increasingly important for all people, including those with disabilities, to be able to use languages. In

addition, even though learning disabilities can hinder the process of language learning, teachers should not let the difficulty to prevent language teaching, because the inability to use foreign languages can create inequality in the pupils' future. The present material package suggests that all EFL teachers can and should be able to teach pupils with learning disabilities, but additional tools and materials are needed to give support.

## **2 EFL TEACHING IN FINLAND**

When discussing EFL teaching, it is important to give some general information about how EFL teaching is organized in Finland and to introduce the national curriculum for languages. In addition, information is given about the number of special education pupils who study EFL in regular classrooms, and information about how their EFL teaching should be organized. Therefore, in the following chapter, I shall present the NCC and I shall also briefly discuss the Common European Framework of Reference for Languages.

One can easily claim that English is the most popular foreign language taught in Finland because, according to Tilastokeskus (2009), in grades 1-6, 68 % of pupils studied English as the main foreign language. However, the popularity of English was even higher in grades 7-9, where 99,3 % of pupils studied English to some extent. Consequently, almost all Finnish pupils will study at least some English during their education.

### **2.1 The national core curriculum and local curriculums**

EFL teaching in Finland is ultimately organized around different curriculums. SUKOL (2007) informs that in comprehensive schools, the NCC provides the general guidelines and in addition, local curriculums, which can differ to some extent, are created based on the NCC. For upper secondary schools, on the other hand, a set curriculum is provided to ensure that all pupils get the same education to prepare them to the matriculation examination. However, because we shall be discussing primary EFL teaching, I will not discuss the upper secondary school curriculum.

The NCC (Opetushallitus 2006: 138- 142) includes guidelines on the EFL skills that pupils should be taught in comprehensive school. First, in grades 3-6, pupils should be taught both written and oral language using topics that are very practical and close to pupils own experiences. In addition, they should be taught basic grammatical skills, but the focus should be on grammar that is essential to communication. Secondly, in grades 7-9, pupils should be taught more written language and the



communication situations should be more challenging. In addition, both the topics and the learning methods are more general. In brief, teaching in the lower grades has to be more concrete and teachers should be more concerned about communication than grammar teaching and topics should be chosen based on the needs of the pupils.

One might question why I have not presented any grammar topics that the NCC suggests to be taught in comprehensive school. The reason for this is simply that the NCC does not specify the structures that would be important to teach the pupils. This choice is left to individual schools and their own curriculums, though popular textbooks and their choice of grammar topics are sure to have an affect on the choices that schools make. Therefore, one can claim that curriculums in different schools do not differ much from each other, though some individual differences are possible.

## **2.2 Special education in the NCC**

The NCC (Opetushallitus 2006) does not specify how pupils with special education needs should be taken into consideration, in terms of language teaching. However, Opetushallitus (2006: 28- 31 ) gives some guidelines for teaching them in general. First, pupils should be given support according to their individual needs and disabilities. Secondly, if the pupils disabilities are not too serious, they should be taught in a regular classroom with some accommodations. Thirdly, if the pupil is considered to be in need of special education, an individual learning plan is designed. The plan will include, for example, information about alterations to teaching and teaching materials in different subjects and about the strengths and weaknesses of the pupil. The alterations to teaching can include either completely different textbooks or suggestions on how standard materials can be modified to fit the needs of the individual.

Since the NCC is quite general in terms of the instructions it gives about teaching pupils with special needs, many of the choices are left to individual schools and teachers. In addition, no information is given about the individual learning disabilities and their specific requirements to teaching. Therefore, one can assume

that the actual diagnosis does not dictate how teaching should be organized, but each case is evaluated individually.

### **2.3 Common European Framework of Reference for Languages**

In addition to the NCC, there is another set of guidelines that affect how language teaching is conducted in Finland. The Common European Framework of Reference for Languages, or **CEF** (2003) provides more general European guidelines on how language teaching could be organized. However, it does not provide definite answers on how and what teachers should teach, but it encourages teachers to look at the individuals they are teaching and modify their teaching to fit the needs of their pupils (CEF 2003: 10-11).

CEF is a complex collection of information about language learning and teaching. There are several different areas of it as mentioned in CEF (2003: 19-27). First, its ultimate goal is to provide all European countries with information about how syllabuses and textbooks should be designed to support the communication skills of pupils. Secondly, it gives information about how pupils language skills should be evaluated by introducing evaluation scales. Thirdly, in CEF, different areas of language are divided into smaller sections because these sections are easier to handle than language as a whole. However, it is highlighted that these separate sections should be later combined as a functioning language competence. Finally, it ultimately aims at giving all European citizens the opportunity to act in a multilingual world.

When it comes to grammar, CEF (2003: 160- 161) does provide some information about what pupils should master in different skill levels by introducing a table to help in evaluating. The table does not specify certain structures, but gives information about what types of mistakes are allowed at different levels. On the one hand, in the lower levels, pupils are not expected to use grammar perfectly and they are allowed a number of mistakes. In the higher levels on the other hand, pupils should use complex structures and make few or no mistakes.

However, CEF (2003: 160-161) does not suggest a specific grammar teaching method that should be used and leaves the choice to individual teachers and other

users of CEF. This is partly due to the fact that CEF is designed to be used with many different languages and therefore it is difficult to pinpoint what skills pupils should master in a specific language because the learning methods vary between different languages.

### 3 AD/HD AND ITS EFFECTS ON LEARNING

The attention deficit/hyperactivity disorder (AD/HD) is a complex disorder with symptoms including attention difficulties, hyperactivity and impulsive behaviour that affects about 3-7 percent of pupils (Henttonen, Kangas, Leimu and Palomäki 2004: 5; Michelsson, Miettinen and Virtanen 2003: 12-13). This means that there is usually at least one pupil with the disorder in each classroom, which makes AD/HD a very important challenge to teachers. The disorder poses several different difficulties to learning and each AD/HD pupil is unique in terms of the symptoms. However, typical symptoms, such as the inability to focus and hyperactivity are commonly associated with the disorder, but their intensity can differ from pupil to pupil (Michelsson et al. 2004: 32).

Michelsson et al. (2003: 23-24) point out that though the cause of AD/HD is not entirely known, it is currently regarded as a hereditary neurobiological abnormality. Approximately 70-80 % of all AD/HD cases are hereditary, but causes for the remaining cases can vary from different diseases to, for instance, a mother's alcohol consumption during pregnancy. The neurobiological abnormality is explained by the fact that the neurotransmitters do not work properly and therefore much of the pupil's behaviour is impossible to change, for example, by parenting (Nahmias 2003:43). From the teacher's point of view, it is important to know these neurobiological factors that affect the pupil's learning in order to be able to have the right attitude to the pupil's disruptive behaviour in class. For instance, in addition to the usual symptoms, AD/HD often includes other secondary neurological and behavioural problems, such as defiance and anxiety (Jokinen and Ahtikari 2000: 13).

It is important to make distinctions between the different terms that are often used with attention disorders since they have somewhat different symptoms. In the present study, the choice has been made to use the term **AD/HD**, which refers to both attention difficulties and hyperactivity. However, Lerner (1993: 227) introduces two other important terms that often come up when AD/HD is discussed. First, ADD (attention deficit disorders) which refers to attention difficulties without hyperactivity and secondly ADDH (attention-deficit disorder with hyperactivity) which involves hyperactivity and therefore is a similar term to AD/HD.

In addition to the different terms related to the actual disorder, there is also another term that is commonly used in the literature. AD/HD is often said to be comorbid with other disorders, such as dyslexia and therefore the definition of comorbidity needs to be explained. To illustrate, if a pupil has AD/HD that is comorbid, it means that he or she has one or many additional disorders that are connected to AD/HD (Barkley 1990:53). Comorbidity is the term that is most often used for this phenomenon.

### 3.1 Core symptoms

The symptoms of AD/HD, as Michelsson (2003:46-47) informs, can be divided into two categories: core symptoms and secondary symptoms. The first and the most dominating core symptom is **attention deficit**. It affects the person's ability to focus on a certain task and to maintain it until the task is completed. In addition, the attention deficit affects the way in which the pupil divides his/her attention between different tasks, which can be problematic in a learning situation.

The pupil with attention difficulties can be distracted by the overflow of stimuli in a typical classroom (Michelsson et al. 2004: 33). However, what is important for the teacher to notice is that the attention deficit can differ from pupil to pupil and AD/HD can occur with or without the different secondary symptoms and therefore is a unique disorder to each pupil (Lehtokoski 2004: 22).

According to Michelsson et al. (2003: 50-51), in addition to the attention deficit, the other two core symptoms are **impulsive behaviour** and **hyperactivity**. First, a hyperactive pupil has difficulties in sitting still and focusing on a certain task, but he or she can alternatively perform well if the task is interesting. Impulsive behaviour, on the other hand, drives the pupil into completing tasks at school as fast as possible. Impulsive pupils can also react to every possible stimulation, which makes it difficult to motivate them to complete their tasks.

### 3. 2 Secondary symptoms

There are many secondary symptoms related to AD/HD which can vary from depression to sleeping difficulties (Michelsson et al. 2003: 50-51). However, since the symptoms are as varied as they are, in the present study, only symptoms that can clearly affect foreign language learning, such as dyslexia, are presented in more detail. As Hinshaw (1994: 76) points out, “Learning disabilities are comorbid with ADHD at rates well above chance”. It should be noted that any of the secondary symptoms can have an effect on schoolwork, but since the teacher is not able monitor all the symptoms, the decision has been made to introduce those secondary symptoms that the teacher can ease through task selection and other simple choices.

Michelsson et al. (2003 56-57) introduces the secondary symptoms, of which the first is the inability to plan one’s work. The AD/HD pupil may get caught up in details in a task and therefore have difficulties in completing them. This secondary symptom is clearly something that the teacher can have an effect on and therefore it is significant for the teacher to be aware of this, when planning his or her lessons.

The second secondary symptom that is especially important, in terms of EFL teaching, is **dyslexia**. According to Michelsson (2003: 66-67), about 25-30 % of the pupils with AD/HD also suffer from dyslexia. It affects their ability to produce written work and hinders the understanding of grammar. Therefore he argues that dyslexia is a major obstacle when it comes to learning foreign languages.

### 3.4 Integration and inclusion

Integration and inclusion are terms that are often discussed when decisions are made about the placement of special needs pupils. Viitala (2004:132-133) explains the different variations of integration and inclusion. First, the general definition of integration stands for executing special education in connection with standard education. However, **integration** can vary from simple physical integration, where special education pupils are placed in a regular classroom, to functional integration where normal classes co-operate with special education classes. Secondly, the next step after integration is **inclusion**, and it stands for an ideology where all pupils,

despite their possible disabilities, should be educated in the nearest school possible. Therefore in inclusion, schools should modify themselves to fit all pupils and inclusion should happen in all areas of the school life.

In the present study, the decision has been made to execute the idea of inclusion on a small scale by modifying teaching materials to suit special education pupils. In this case the study is limited to pupils with AD/HD and dyslexia, which is one of the secondary symptoms that is often comorbid with AD/HD. Though the study is limited to the above groups, one has to also look at the possibilities the adaptations create for all pupils in the classroom. As Nahmias (2003:47) points out, modifications that are made for the AD/HD pupil, are also beneficial to other pupils in the class.

### **3.5 The AD/HD pupil as a learner**

Though AD/HD is linked to learning disabilities, such as dyslexia, it is not a learning disability in itself (Lerner 1993: 47). Despite the fact that AD/HD is not a learning disability as such, Pfiffner and Barkely (1990: 498-499) suggest that many AD/HD pupils are in a high risk group, when it comes to success in school. They are often underachievers and they can also suffer from specific learning disabilities. However, they do add that if the teacher has a positive attitude and is willing to pay extra attention to the AD/HD pupil, their success rate can be considerably improved.

Hyperactivity is one of the core symptoms of AD/HD and therefore it easily labels pupils as learners. There is, however, a positive side to hyperactive behaviour as Pfiffner and Barkley (1990:521) point out: though hyperactivity can be seen as an annoying behaviour, it helps in identifying pupils who suffer from attention disorder since those pupils who do not express hyperactive behaviour might be overlooked in the classroom and therefore they often fail in school.

As Pfiffner and Barkley (1990:29) suggest, children with AD/HD face many learning challenges in the school context. Firstly, the pupils will have difficulties to sit still and to follow instructions. Secondly, co-operation with other pupils might not be as self evident to AD/HD pupils. Thirdly, these pupils can turn out to have serious

obstacles when it comes to planning their time and may not be able to plan the time it takes to complete each task. However, these challenges can be made easier with modifications to the teaching and support to the pupil.

In language lessons, many of the tasks require teamwork or pair work with other pupils and this also creates both a challenge and an opportunity for the AD/HD pupil. A study by Parker and Asher as quoted by Hinshaw (1994:17) addressed the effects of negative peer relationships to school success. The study clearly indicated that poor relationships with peers will indicate poor success at school. Is there then anything that the teacher can do to help the success of AD/HD pupils at school? Though AD/HD pupils have difficulties in peer relationships and they are often unable to distinguish good and bad influences, they can be much improved in their attention skills if they are asked to work with another pupil (Nahmias 2003: 44-45). The connection between the teacher's teaching methods and the success of AD/HD pupils can therefore have a strong connection to school failure and peer relationships and therefore it is an important issue for the teacher to consider.

Because the AD/HD pupil may fail to pay attention in class, one might overlook another symptom that is often linked to the disorder. Difficulties with short term memory affect the learning of at least some of the AD/HD pupils and this should be taken into account when teaching, by using both visual aids and colours to highlight information, because these methods can be useful when dealing with memory difficulties (Nahmias 2003: 46).

Though there is little information about the AD/HD pupil specifically in an EFL classroom, many of the symptoms related to AD/HD can affect both learning in general and learning in EFL lessons. The pupil can for instance write very slowly, have lack of understanding of time and get impatient if the task is either boring or too difficult (Michelsson et al. 2003: 31). However, one should keep in mind that the disorder is unique to each pupil and not all the symptoms affect all the pupils with AD/HD.



### **3.6 Guidelines for designing EFL tasks to AD/HD pupils**

When EFL teaching materials are designed for pupils with AD/HD, one has to consider some issues that might strike as insignificant and others that might seem self-evident. However, when combined, they can have a significant effect on language learning of AD/HD pupils. One does have to remember that the disorder is unique in each case and therefore the guidelines have to be quite versatile to suit as many pupils as possible. In this chapter, these general guidelines are given about what should be taken into account when teaching materials are designed.

Children with ADHD are able to focus and learn if they are given interesting tasks to work with. These tasks should be those that encourage active participation and full attention from the pupil, such as games (Michelsson et al. 2004: 95). However, it is also important to notice that even with a certain disability, such as ADHD, children learn by different methods and therefore it is important to vary the task types to suit the needs of as many pupils as possible (Michelsson et al. 2004: 97).

As guidelines for modifying materials, Michelsson et al. (2004: 97-98) suggest that when materials are designed, there are several issues that one should take into consideration in terms of ADHD pupils. First, there should be as little text as possible and illustrations should be kept clean and clear. Secondly, the text that is used should be divided into smaller sections or underlined to draw attention to the important issues that might be overlooked by a pupil with attention difficulties. Thirdly, the exercises chosen should be as tangible as possible and this can be achieved by using many different senses to ensure understanding.

Many primary school EFL books use both illustrations and colours, but if colours are used in tasks, they should highlight or organize the content, otherwise pupils with AD/HD might get distracted by the many visual stimulations (Aro, Närhi and Räsänen 2004: 155). In addition, there should only be one exercise type on a page because AD/HD pupils might get distracted by the alternatives and fail to complete the tasks (Aro et al. 2004: 157).

Besides the overall colouring of the teaching material, one also has to consider the use of illustrations. The main purpose for using pictures is their motivational value to pupils and motivation cannot be overlooked, since it is very important to the success of language learning. However, pictures should be used in a meaningful way, not simply as decorations, since too many pictures can be more distracting to the pupils than useful (Wright 1989: 2-3). It is also important not to add too many visual aids to the materials, since they should be as clear as possible to avoid attention difficulties (Michelsson et al. 2004:98).

Many of the AD/HD pupils can cope well with in some areas of the EFL lesson, and as Nahmias (2003: 45) points out, the teacher should find alternative ways to teach AD/HD pupils to maximise their potential. The key for successful learning is to first try out different teaching styles and to teach through different senses, is. Even learning styles themselves could be taught to help the pupil understand their possibilities and skills.

When the pupil has AD/HD instructions are an important issue because he or she has difficulties paying attention to the task at hand. Guidelines for instructions are given by Pfiffner and Barkley (1990: 503- 505) who suggest that instructions should be as clear and brief as possible and should be accompanied with a visual reminder, such as picture of an ear for listening task. Rules can also be displayed in the classroom walls to ensure understanding.

When one is designing materials for pupils with attention difficulties, teaching methods that use movement can be a useful alternative. Physical tasks can be especially beneficial to hyperactive pupils, who have difficulties sitting still and completing traditional schoolwork, such as drills (Pfiffner and Barkley 1990: 530-531). In addition to the AD/HD pupils in the classroom, many other pupils will benefit from tasks that combine movement to learning because motor skills are connected to long-term memory and taking this into account will help the pupils to remember (Bender 2008: 16-17).

There are also other benefits to using versatile teaching methods. Tomlinson (2001:1) introduces ways of providing differentiating instructions to pupils with diverse skills.

The first key is to provide several possible alternatives to complete the exercise because everything new that is presented in the classroom should be introduced in both visual and auditory ways, which makes the material easier to access to most students. The second key is to take additional care when teaching grammar by using visual aids to clarify the grammar point, which can mean simply pictures, but other alternatives, such as videos, can also be considered. The third key idea that is suggested is using small groups to teach the difficult issue. This way the pupils who have already learned the issue can teach it to the other pupils in their own level. In terms of the grammar exercises, this would mean that the instructions should provide the possibility of using the exercises also in group work.

All in all, there are three variables to each task that can affect AD/HD pupils' learning. A study by Krupski as quoted by Hallahan, Kauffman and Ljoyd (1985: 116-117), introduces the variables: the child, the task and the environment. Firstly, the child may or may not have attention difficulties, depending on the task and the environment. Secondly, the amount of active attention the task requires from the pupil, may affect his/her success, with writing and reading being most unsuited and artwork most suited. Thirdly, the environment may explain the pupil's behavior, for instance if the pupil is expected to act a certain structured way, he or she may not be as successful as when completing a task that is not as structured. All this means that there are several ways in which the teacher can help the AD/HD pupil succeed better in school by developing new tasks and modifying teaching methods.

## **4 GRAMMAR IN LANGUAGE TEACHING**

When deciding which language teaching method to choose for grammar teaching, it is first important to define what grammar itself is. In addition, it is also important to consider the different stands that these diverse language teaching methods take on the value of grammar teaching. Therefore, in this chapter, the goal is to introduce both the definition of grammar and to discuss different language teaching methods that are still used or have been used. However, I decided to mainly discuss the grammar teaching options that these teaching methods provide, because many of the teaching methods might be suitable for language teaching in general, but might still be unsuitable in terms of their options for grammar teaching. In addition, I will briefly consider the value of each of these methods to AD/HD pupils, since their unique needs are key elements in the present material package.

### **4.1 Defining grammar and grammar teaching**

There is no easy or straightforward way of explaining what grammar teaching actually is, but as De Silva Joyce and Burns (2001: 2-3) explain, you can, on the one hand, view knowing grammar as being able to discuss about it and knowing why a certain sentence is grammatical or ungrammatical. On the other hand, you can know how to use grammar to communicate your meaning without having the tools to explain why.

A dictionary, such as the Oxford English dictionary (2002: 616) defines grammar as “a set of prescriptive notions about correct use of a language.” However, this definition does not seem to express all the different aspects of grammar and its communicative dimension. In fact, language often does not follow the set rules for language use, but can still be viewed acceptable (De Silva Joyce 2001: 5)

Therefore, in the context of the present material package, the choice has been made to use a different definition in which grammar is: “The study of how form, meaning and use work together to create well-formed sentences.” (Nunan 2004: 214). This definition explains well the different issues that affect grammar and how, for example, using the same form in a different situation can affect correctness.

Grammar can be divided into two different main types, as Harmer (2001: 15) explains. First, descriptive grammars that only aim at describing the correct use of language of the whole language use. Secondly, pedagogical grammars that aim at helping teachers to provide a summary of language usage rules to teach for their pupils. Therefore, pedagogical grammars do not aim at teaching pupils everything that there is to know. At the context of the present material package, I shall limit the introduction to pedagogical grammars, because pupils do not need to be able to use descriptive grammars.

## **4.2 Different teaching methods and their attitude towards grammar**

When grammar teaching is discussed, there are many different approaches that the teacher can choose from. Consequently, the teacher has to be aware of the pros and cons of the alternatives. According to Brown (1994: 351), one of the first questions that often arises is whether or not grammar should be taught **explicitly/deductively** or **inductively** where the pupils should be allowed to understand the grammar rule by themselves. Secondly, he argues that despite the increasing popularity of the inductive approach, there are also methods that suggest a mixture of the two approaches.

### **4.2.1 The grammar-translation method**

Though meaning and functions have become increasingly important to language teaching, grammars that focus more on form than on meaning are still widely used (Ellis 2006: 86). One example of these teaching methods is **grammar-translation method** which is generally regarded as out dated in language teaching in general but it is still, to some extent, used in grammar teaching. Even though a total version of the method is no longer popular, at least in the upper levels many of its features are still widely utilized (Freeman and Freeman 1998: 7).

In the grammar translation method, the teaching of grammar consists of presentation of the grammar rule, which is then practiced through written tasks, mainly by translating sentences (Johnson 2001:164). The teaching is conducted in the mother tongue and therefore communication in the target language is not seen as an

important goal (Freeman and Freeman 1998:8). Since the modern language teaching promotes communication, one can see why the method is no longer popular.

The grammar-translation method is generally disregarded because many of its features can be seen as problematic or ineffective for the language learner. These issues are even more significant when language is taught to pupils with learning disabilities or ADHD. Johnson (2001:165-166) explains that there are two main reasons why the grammar-translation method is currently seen as problematic. First, in the method, authentic language is not generally used in the sample sentences, which results to a lack of communicative language. Secondly, the grammar-translation method focuses mainly on the written language, which makes it unsuitable for those who wish to learn spoken language.

When one considers using the grammar-translation method to teach grammar to a group that has AD/HD pupils, the lack of versatility in the exercise types becomes an obstacle. Because AD/HD pupils are a very diverse group in terms of their symptoms they would require many different task-types to suit as many needs as possible (Michelsson et al. 2004: 97). Therefore, it is easy to conclude that the grammar-translation method is not suitable for AD/HD pupils.

#### **4.2.2 The audio-lingual method**

When it comes to teaching EFL grammar, **the audio-lingual method** is also still widely used, though in other areas of language teaching it is regarded as old fashioned. In the audio-lingual method, language is learned by dividing it into several smaller sections, each learned in a certain order by repetitive drills. (Johnson 2001:174) Consequently, the description of the audio-lingual method does sound very familiar even in the most modern language classroom when it comes to grammar teaching.

In the audio-lingual method, grammar is taught inductively and therefore it is not explicitly taught by the teacher (Prator and Celce-Murcia 1979:4). The idea is that though there is little formal grammar teaching, the pupils would internalize the grammatical issues by being exposed to large amounts of input in the target language

(Thornbury 1999: 21). This idea of not teaching grammar explicitly is not that different from the modern views of grammar teaching, but the difference can be found in the choice of exercises or tasks. In the audio-lingual method the grammar exercises are mainly drills that are aimed at forming habits (Ellis 1990: 23).

Why then is the benefit of drills questioned if they are still widely used in a modern language teaching? Freeman and Freeman (1998: 133) argue that drills can be used to train the correct grammatical form by repetition, but in order for the pupil to fully internalize the grammar issue, they should be exposed to situations where they would actually need the grammar form in question. Using almost solely drills is also the main reason why the approach is not suitable for AD/HD pupils. These pupils need interesting exercises because if they find the exercise too boring, they often get impatient and lose focus (Michelsson et al. 2003: 31).

#### **4.2.3 Situational language teaching**

**Situational language teaching**, as Feez (2001: 208) explains, has some features that are very familiar to language teachers even today. First of all, it was one of the first language teaching methods that aimed at serving the communication needs of the pupils by teaching language through different communication situations that the pupils might be expected to encounter. Secondly, the approach aimed at training all of the language skills instead of focusing on either written or spoken language.

However, when it comes to grammar teaching, the approach has some faults. Situational syllabuses are planned around different situations and grammar is then taught through these situations with the help of visual aids (Johnson 2001: 180). The difficulty with this is that the grammatical issues are learnt in these fixed situations that lack authenticity and therefore the pupil does not know how to apply the information to real life communication (Feez 2001: 210).

On the surface the approach seems to meet the needs of AD/HD pupils, but there are reasons why it is not suitable. It all comes down to motivation again and to the fact that an AD/HD pupil has to find the tasks interesting most of the time or they will lose their focus or fail to complete the task (Michelsson et al. 2003: 31). In the

situational approach, grammar teaching is controlled by the teacher and the pupils have little or no control over their learning (Richards and Rodgers 1995: 38). Consequently, it is possible that the pupils find it difficult to get interested in the task, if they are not given any choices.

#### 4.2.4 Humanistic approaches

There are several different humanistic approaches for teaching EFL, though they are not used as widely as some of the other methods because they are somewhat controversial. **The humanistic approaches** are based in humanism and they promote the idea that language has to be discovered by the pupils themselves in order to be learned successfully and that the teacher should not be the one to give all the information (Johnson 2001:188).

Because there are so many humanistic teaching methods, it was necessary to restrict them to a few examples. However, they all support a similar idea of grammar teaching and therefore one can get a somewhat complete picture of grammar teaching in the humanistic approach by looking at some examples. Brown (1994: 59-65) introduces three of these different humanistic teaching methods. The first one is **community language learning**, in which pupils communicate something to their peers in their mother tongue and the teacher then translates it and the pupil repeats the translation. However, the problem with the approach is that the teacher does not give much information about grammatical structures. The second humanistic approach is **suggestopedia** which relied on music and a comfortable classroom setting to create a positive atmosphere for memorizing. The difficulty with this idea is that memorizing in itself is not generally seen as an effective way of learning. The third approach is **the silent way**, which supports the idea of pupils discovering language by themselves. However, because the pupils are not given enough support, the approach is not suitable for teaching grammar at least to young learners who require more guidance.

Though the humanistic approaches to language teaching are interesting to consider and to gain some ideas, they are inevitably impossible to choose as the basis of grammar teaching, because their attitude to grammar is quite different from the



requirements of the NCC. In addition, the AD/HD pupils would require for the teacher to have a stronger role because the teacher is an important influence in the success or failure of the AD/HD pupil. For example, Pfiffner and Barkely (1990: 498-499) argue that if the teacher gives enough extra attention to the AD/HD pupil he/she may have a better learning result.

#### **4.2.5 Communicative language teaching**

According to Lock (1996: 265-266), before the development of CLT (communicative language teaching) in the mid- 1970s, grammar teaching had a somewhat bad reputation. This was mainly due to the structural approach to language teaching, which was used before **CLT**. In the structural approach, grammar is taught by introducing rules and example sentences and practising the new skill by repetitive drill exercises. Usually, the grammar topic was taught at sentence level and this meant that there is little or no connection between the sentences and the context. Today, exercises of this type are not seen as functional in terms of their communicative value, though they are still used.

Communicative language teaching methods are presently seen as the most important approaches to language teaching, but the question of which of the many communicative methods to choose is controversial (Brown 1994: 77). There are several common features to all the communicative teaching methods, as Brown (1994: 80-82) explains. First, teaching techniques that are as learner-centered as possible should be chosen, because they give the pupils control over their own learning. This can be done for example by using group-work, which is also one of the most important principles of communicative language teaching. Secondly, actual language use and the use of authentic materials are encouraged. Finally, language should be taught through interesting content, which enhances motivation.

However, the different communicative teaching methods vary strongly, especially in their attitude towards grammar. The views can be roughly divided into two categories: a milder version that approves grammar teaching and a drastic version that rejects all grammar teaching (Thornbury 1999: 22). In addition, there can of course be attitudes.

One example of a somewhat milder version of the communicative approach is **functional language teaching**, which did include the teaching of grammatical structures (Thornbury 1999: 22). In this method, grammar teaching lessons are organized around different notions and functions, such as inviting, but the ultimate goal is to promote communication (Johnson 2001: 184). However, functional language teaching has been overtaken by the task-based language approach, which is based on the same general principles. However, the distinction between functional teaching and task-based teaching is that in task-based teaching, the tasks are very specific and train a certain skill in a specific situation (Brown: 1994: 228).

In addition to the milder versions of communicative language teaching, there are other versions that are much more anti-grammar. These methods, such as **the direct method**, promote total or almost total implicit language learning and they will require excessive amounts of time and effort to work properly (Sharwood Smith 1988: 52). Unfortunately, in a standard primary school in Finland, the time that is dedicated to language teaching is limited and therefore these approaches that are time consuming are inevitably ruled out.

For most pupils and teachers alike, communication is the ultimate goal for foreign language learning and therefore the communicative approaches are very intriguing options. However, in order to achieve the desired goal of communication, one must have sufficient information about grammar (Close 1982:14). Therefore, it is important to notice that though communicative approaches promote the importance of meaning, one should also notice that grammatical accuracy to some extent, will help the pupil to maximize their communicative ability (Brumfit 1980: 118). For this reason, the more anti-grammar versions of communicative language teaching methods, had to be excluded.

Is there then something that makes the communicative methods most suitable to the AD/HD pupil? Though there is no perfect teaching method that would solve all the problems that these pupils face, communicative methods are a strong candidate. First of all, the amount of group and pair-work that is required helps the AD/HD pupil improve their attention skills and also help their social skills (Nahmias 2003: 44-45). In addition, these methods require less so called traditional schoolwork, such as

drills, which helps the pupils who have difficulties in sitting still and completing drills (Pfiffner and Barkley 1990: 530-531). Finally, teaching methods that require movement are especially important to pupils with AD/HD because they help in building long term memory (Bender 2008: 16-17).

After considering all the possible communicative language teaching methods, the decision was made to use the task-based approach, which combines the benefits of communication and grammar teaching. Though it is somewhat of a norm in a modern language classroom, it is easy to see, that when it comes to grammar teaching, many of the traditional teaching methods are still more prominent. Therefore, it is important to look at the grammar teaching possibilities of the task-based approach more closely. The approach will be discussed in more detail in the following chapter.

## 5 TASK-BASED LEARNING AND TEACHING

Which one of the many communicative methods then should be chosen, when grammar is taught to beginners? Ellis (2006: 91) suggests that grammar is an important element of language learning and should be taught even to young learners, but by using the task-based approach that emphasizes meaning over complete grammatical correctness. In the following chapter, I shall consider the possibilities of the task-based approach to language teaching in general and more specifically to grammar teaching. In addition, since young AD/HD pupils are the target group of the present material package, I shall also consider whether or not the task-based approach is suitable for them.

The task-based approach was first developed in India by Prabhu, who wanted to utilize elements of communicative language teaching by using communicative tasks and rejecting formal grammar teaching as unnecessary, since the goal was only to complete the tasks (Thornbury 1999:22). However, the current task-based approach has developed much further and even options for grammar teaching have been included, though the goal still is for pupils to complete the tasks with successful communication (Thornbury 1999:22).

Task-based language teaching highlights the idea of active pupil participation, in which pupils can utilize their own experiences and reflect upon their productions (Nunan 2004: 12). This is especially important to AD/HD pupils who often struggle to find the way to motivate themselves to complete tasks that they do not see connected to their real-life language use. Finding ways to motivate AD/HD pupils is important when one wants them to succeed as well as possible (Barkley: 1990: 401). However, tasks do not have to entirely represent a real life communication situation, but can be used for practicing skills that pupils are likely to encounter outside the classroom situation (Nunan 2004: 20). Consequently, one of the main questions that supporters of the task-based approach often ask teachers, who use other teaching methods, is whether or not their methods support their pupils actual language use needs (Brown 1994: 83).

## 5.1 Defining a task

If one then chooses to design tasks based on the task-based approach, it is important to define what a task actually is. There are many different views on what a task is, but according to Van Den Branden (2006: 3), one general definition suggests that it is an activity with a linguistic goal. However, since this definition would include almost all tasks completed in a language classroom, this broad definition is too general and it is essential to narrow down the definition.

There are several different definitions of a task and these definitions vary in six different ways, as Ellis (2003: 2-9) explains. The first is the broadness of the task, in which the perspectives can vary from including all language activities to including only meaning focused activities. The second way is the viewpoint from which the tasks are assessed in terms of successfulness. In other words, an activity can be defined as a task either if it meets the goals of the task designer or if pupils are able to complete it successfully, even if they do not use the forms the designer intended. The third way, in which the definitions of tasks vary, is the question of authenticity. Some argue that to qualify as a task, an activity should be as authentic as possible and others support the use of a mixture of authentic and non-authentic tasks. The fourth issue that causes debate is deciding which language skills should be trained in the tasks. The views can vary from supporting only production tasks to using both production and listening/reading tasks. The fifth area of debate involves the different views that researchers have over which cognitive skills the tasks should require in order for them to qualify as tasks. The sixth and last question is the results of the task. The success of the task can either be viewed from the viewpoint of the teacher or the pupil. For instance, pupils may find the task successful even if the teacher is not satisfied with the results of the task.

After considering all the possibilities for definitions of a task, the decision was made to apply the following definition:

“ A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. “ (Nunan 2004: 4).

This definition explains clearly the position of grammar in task-based teaching and since my aim is to explore the possibilities of the task-based approach to grammar teaching, this definition is most suited. In this definition, grammar is a definite part of the task-based approach, but is taught through a variety of exercises that support the ultimate goal of communicative competence. The definition and its implications to the material package will be further discussed later on.

### 5.1.1 Types of tasks

There are two main types of tasks used in the task-based approach: **target tasks** and **pedagogical tasks**. Brown (1994: 228-229 ) explains the differences between the two task types. First, target tasks or main tasks are tasks that are completed outside the classroom, such as writing a letter to a pen pal. Pedagogical tasks, by contrast, are tasks that are completed in the classroom as a way of giving the pupil tools to complete the target task. Pedagogical tasks can be varied, but the ultimate goal in all of them is to only train those skills that are needed in the target task.

### 5.1.2 Focused and unfocused tasks

The main task types can be further divided into two types, as Ellis (2003: 16-17) explains. First, **unfocused tasks**, which are used in teaching languages in general and in promoting communication, but these tasks are not aimed at teaching a particular linguistic issue. Secondly, **focused tasks** are aimed at teaching a certain issue, such as a grammar point. However, when one is designing focused tasks, it is important to ensure that they achieve the criteria of a task by designing them not only as focused, but also as communicative.

When one is using focused tasks to teach grammar, there are two different task design options, as Ellis (2003: 152- 158) explains. One can either use production tasks or comprehension tasks. First, production tasks are designed in way that the pupil either has use to or would benefit from using the particular grammar topic in a task that requires production. The production task can either be written or oral, depending on the goal of the task. The second option is comprehension tasks, in which pupils are exposed to increasing amounts of the target form and they are expected to start noticing the form.

## **5.2 Using the task-based approach to teach grammar**

The task-based approach was developed as a more grammatically focused version of the earlier communicative approach, which had been criticized for overlooking form over meaning (Brewster, Ellis and Girard 2004: 45). However, despite the more relaxed attitude the task-based approach has towards grammar, it is challenged over its benefits to grammar teaching (Loschky and Bley-Vroman 1993: 123). Perhaps one of the reasons why there are questions about the status of grammar teaching in the task-based approach is that the focus is on the task itself and grammar is therefore learned as a side product (Johnson 2001:194). The key idea is that pupils are not told to pay attention to a specific grammatical point, but they are expected to naturally use the form because of the way the task is designed (Ellis 2003: 141).

However, these claims have been challenged, for instance, by Loschky and Bley-Vroman (1993: 125) who claim that, if tasks are created for grammar teaching in mind, it is important that the tasks are not entirely open, but the use of the grammar issue in question has to be very important for the completion of the whole task. In other words, grammar teaching is possible within the task-based approach, but it does require close attention to task-design, with attention to the important status of grammar.

There are two ways of providing this attention to grammar, in terms of task design. One can either design a task where the grammar issue arises naturally or a task that cannot be completed without the grammar issue (Loschky and Bley-Vroman 1993: 132). However, if one chooses to create a task where the use of a certain grammatical

point is essential, one should use vocabulary that is familiar to pupils, because then they are not distracted by the unfamiliar vocabulary and the attention is naturally focused on the grammar (Loschky and Bley-Vroman 1993: 139).

Nevertheless, there are also some limitations to the benefits of the task-based language teaching, when it comes to grammar tasks and especially those that require production. Naturally, it is difficult to guess beforehand which grammatical elements pupils choose to use when they complete the task. Therefore the grammar topic should be first made familiar through comprehension tasks, in which the goal of the task can be controlled more and only after that be asked to complete more open production tasks (Loschky and Bley-Vroman 1993: 141).

### **5.2.1 Focus on form**

Grammar teaching within the task-based approach is often called “**focus on form**” and it refers to drawing pupils’ attention to a certain linguistic element (Long and Crookes 1993: 38). There are both pros and cons to focus on form, as Thornbury (1999: 24-25) explains. First of all, focus on form can be beneficial to pupils, because it helps them to understand what they have learned in the tasks that they have completed. However, one has to be careful not to use the task-based approach as a method of simply presenting grammatical issues since, above all, the task-based approach should be focused on communication. In brief, if used correctly, focus on form can be useful, but one should not use the approach as a tool of traditional grammar teaching or to ignore its basic idea of communication.

Willis and Willis 2007 (16-17), explain that there are some drawbacks to focus on form. First, pupils are likely to encounter difficulties when they are trying to focus on both form and meaning at the same time. Secondly, pupils can either focus too much on the form and it can result in unnatural language or they can ignore the form altogether. Lastly, it is very difficult for pupils to learn a new form and to be then able to use it spontaneously shortly after they have learned it. However, there is a solution that allows the use of focus on form, but still attends to the difficulties mentioned previously. The solution is using focus on form at the end of the task to highlight some of the important grammatical issues (Willis and Willis 2007: 18).



There are several reasons, as Willis and Willis (2007:25) explain, why focus on form is most useful at the end of the task sequence. First, it helps pupils to see the connection between the form and the input they have been exposed to. Secondly, when using focus on form, pupils are given the tools they need for paying attention to the target form in the future. Finally, pupils will be more motivated when they are given the opportunity to find out what they have learnt in the tasks they have completed.

### **5.2.2 Options for drawing attention to form**

I have already presented some examples of the options that the task-based approach has in terms of grammar teaching. However, in addition to choosing a task type that either naturally draws attention to the form or a type that cannot be completed without the target form, there are other possibilities for drawing attention to the form. The alternative options are more connected to teaching techniques than task types and therefore these techniques can be applied to a variety of tasks.

The first option that a teacher could choose, is intentionally drawing attention to the form, once the task is completed. The teacher can either pick out the important grammatical issues for closer examination or alternatively allow pupils themselves to find the target form by looking for similarity of phrases or words from the input with instruction from the teacher (Willis and Willis 2007: 118-119).

Another, somewhat traditional, way of paying attention to the form, is giving feedback. The idea is that the teacher simply gives corrective feedback to pupils when they make grammatical errors (Willis and Willis 2007: 121, Ellis 2003: 170). Feedback does not generally interfere with the communicative goal of the task, but one has to keep in mind that negative feedback should be used sparingly, because if it is used too much, it can have a negative effect (Ellis 2003: 171).

### 5.3 Different stages of the task-based approach

There are several different stages to task-based language teaching as Brewster et al. (2004: 45-46) suggest. Generally, task-based teaching is divided into three different stages: introduction to the topic, small pedagogical tasks that can include a variety of task types and the main task. Finally, a closer examination of the particular grammar issues that surface during the tasks can be included. The reason for using the smaller pedagogical tasks, before the main task and focus on form, is to provide enough opportunities to help pupils to build-up the skills they need in the final task (Brown 1994:229).

The stages of a task-based lesson can be further divided into more specific elements. Willis and Willis (2007: 21-23) introduce these several stages of a task-based lesson. First of all, the teacher-led introduction, aims at introducing the topic, some vocabulary and the main grammatical issues. Secondly, after the introduction, follows smaller tasks that aim at preparing pupils for the main task. These tasks can involve, for example reading, writing or listening and they can be completed either as individual work, pairwork or groupwork. Thirdly, there is usually one or two main tasks that combine the information from all the smaller tasks. In the last stage, attention is given to the grammatical issues that arise from the content.

Since focus on form is only added in the last stage, there is a specific reason for the arrangement. The intention is allow pupils to see the link between communication and grammar and this is thought to be achieved by first introducing a series of communicative tasks to provide the context (Nunan 2004: 32). The last stage can also be completed with peer- or group-work (Nunan 2004: 32). This idea of using a group to teach difficult issues, such as grammatical elements, is especially beneficial to AD/HD pupils who benefit from the peer support that group-work can provide (Tomlinson 2001:1).

However, it is important to remember that the above description of a task-based lesson is only one possibility and that there are several different possible versions of

task-based teaching. Because of these different possibilities, each teacher can modify the approach to fit the needs of individual pupils and the unique classroom situation (Willis and Willis 2007: 26). Naturally, this flexibility is a key element when teaching diverse groups with pupils who have learning disabilities, because these pupils require special attention.

#### **5.4 Typical tasks in task-based teaching**

There are seven different typical task types in task-based teaching: Listing tasks, ordering and sorting tasks, projects and creative tasks, comparing tasks, matching tasks, tasks involving sharing personal experience and problem solving tasks (Willis and Willis 2007: 66). In the following chapter, these task types will be explained in more detail and examples of tasks will be given to illustrate their use in the classroom setting.

The first task type, as Willis and Willis (2007: 66-72) explain, is **listing** tasks, in which pupils list words or sentences that are related to the topic that has been chosen. The goal of listing can either be putting together what a group of pupils know about the specific topic or to find out from different sources some information about the topic. Listing is usually done by pairwork or by groupwork and it is generally regarded as an introductory task type. Typical examples of listing tasks include memory-games and brainstorming about a specific topic.

The second common task type, as Willis and Willis (2007: 72-83) introduce, are **ordering and sorting** tasks. These tasks are versatile and can include a wide variety of tasks. For example, a task that involves re-telling a story by organizing text or pictures in a certain order, can be included in this task group. Other examples of ordering and sorting tasks include ranking issues or items according to the pupils' personal preferences or classifying things according to their external properties. Ordering and sorting tasks can also have a visual element to them, for example, charts or pictures. Though there are a number of possibilities for visual tasks, some examples can include creating a mind-map or drawing a cartoon based on a specific story.

The third task type, introduced by Willis and Willis (2007: 85-89), is **matching** tasks, which are good tasks for beginners due to the fact that they are usually teacher-led. In matching tasks, the goal is to match a picture or an object according to their properties. For instance, the pupil could be asked to match a picture of a person to a description given by the teacher. Another typical example of a matching task is asking pupils to match a caption to a picture or matching an object and its definition.

The fourth task type, suggested by Willis and Willis (2007: 90-93), is **comparing** tasks. In these tasks pupils compare qualities of a chosen topic, such as their dream houses. The topic can either be chosen freely by pupils or the teacher can give them a topic to compare. Typical examples of comparing tasks are writing lists of similarities or differences, speaking tasks where pupils discuss the differences freely and games, such as a game where pupils have to look at two pictures and find out how the pictures differ from one to another.

The fifth task type, as Willis and Willis (2007: 93-99) explain, is **problem solving** tasks. In these tasks, the goal is to find a solution to a problem that is affecting pupils in some way. These problems can vary from significant global problems to small problems in the classrooms, depending on the skills of pupils. There are also many options on how to conduct a problem solving task in a lesson. The task can either be reduced into a small discussion task or divided into smaller sections including writing lists and discussing. The method that one chooses for conducting a problem solving task depends on the topic and on the target group.

The sixth task type, as Willis and Willis (2007: 99-104) propose, is **projects and creative tasks**. These projects are tasks that are divided into smaller pieces and the goal is to create a creative end result that pupils can present to each other. Typical examples of these projects are presentations, posters and performances that can all be done either by group-/pairwork or by individual work. These tasks take plenty of time from the teacher, but pupils often like projects because they can learn new skills and gain new information.

The seventh and final task type, as explained by Willis and Willis (2007: 105-107), is tasks involving **sharing personal experience**. A typical example of a sharing task is

telling a story to another pupil. The pupil who is listening to the story, is often given instructions to either take notes or to prepare to retell the story. Pupils are often given time to prepare for the storytelling task beforehand, because otherwise the task might prove to be too difficult. This preparation can be done by writing the story down before telling it.

### **5.5 The task-based approach and beginners with AD/HD**

Because the present material package is intended to be used for teaching beginners, one has to consider the possible limitations of the chosen method from the point of view of young learners. This consideration is especially important when the task-based approach is chosen. The reason for this is that the task-based approach is generally used with more advanced pupils, because beginners are sometimes claimed to lack the cognitive and linguistic skills to benefit from the approach (Duran and Ramaut 2006: 47). However, others have argued that, with some alterations, the approach is suitable even for beginners, despite the possible obstacles (Willis 1996, as cited in Duran and Ramaut 2006: 47).

There are some alterations that one can make to create tasks that are suitable for beginners. The first way is to modify the approach by using tasks with pictures in them, because they can be designed to not require any reading or writing skills (Duran and Ramaut 2006: 58). The use of pictures and other visual aids is especially important when there are AD/HD pupils in the classroom. For example, Michelsson et al. (2004: 98) argue that one should ensure that pupils with AD/HD understand and focus by teaching through as many different senses as possible.

The second alternative is to use tasks that require physical activity from pupils, because they can be beneficial to young learners (Duran and Ramaut 2006:61). This task development principle is also very important for AD/HD pupils, because they suffer from hyperactivity and from the inability to sit still and to complete traditional schoolwork, such as drills (Pfiffner and Barkley 1990: 530-531). In addition to AD/HD pupils, the use of tasks that combine movement with learning is beneficial to all pupils because the long-term memory is connected to motor-skills and therefore using movement can help pupils to remember (Bender 2008: 16-17).

The third modification that ensures beginners benefit most from the task-based approach is paying attention to the linguistic input. Since beginners often have a limited amount of vocabulary, all tasks should systematically involve the same type of basic vocabulary, such as *find* or *write*, because it will help pupils get familiar with these words and be able to complete the tasks (Duran and Ramaut 2006: 64). Since many AD/HD pupils also suffer from dyslexia and are slow readers who often do not remember what they have read, this is also a key issue for them (Takala 2006: 67). For instance, if the instructions are very long with unfamiliar vocabulary, they can cause difficulties to those AD/HD pupils with dyslexia.

### **5.6 Differentiating options with the task-based approach**

Today, each EFL class has a variety of different learners with different skills, in addition to the AD/HD pupils. In order to ensure that all pupils benefit from the chosen language teaching approach, it is particularly important to consider its differentiating possibilities. Schrooten (2006: 148) argues that the task-based approach is suitable for differentiating and offers two different reasons for this. The first and most important reason is that the approach promotes group-work and it can be successfully used in differentiating, because the more skilled pupils in the group can help these pupils who are less able. The second reason is the increase of communication, which is a result of using group-work, because pupils must negotiate meaning and find alternative ways to communicate.

Schrooten (2006:148) argues that the tasks in the approach are actually flexible enough by themselves to suit the needs of most pupils, because they can either complete the task in a more extensive way or in a simple way. However, the key element is to use both peer- and teacher-support to help less able pupils. Nunan (1988:99) also suggests that the tasks should be designed in a way that they can be used in differentiated groups with some modifications from the teacher. These positive differentiating possibilities of the task-based approach make it an interesting choice for designing materials to AD/HD pupils.

There are some preparations that the teacher can make before using the task-based approach. Van Avermaet, Colpin, Van Corp, Bogaert and Van Den Branden (2006:

182-184) argue that the teacher should prepare beforehand for difficulties that heterogeneous groups of pupils from different skill levels might encounter. The first solution is to use planned interventions, where the teacher predicts when the individuals might struggle and addresses the issue by modifying the task. The second alternative is to tackle the unexpected problems as they come up. Consequently, the success of the task-based approach in differentiated groups depends largely on the teacher and his/her motivation to support pupils (Van Avermaet et al. 2006: 196).

## **6 FRAMEWORK FOR THE MATERIAL PACKAGE**

The present material package aims at giving a usable option for teachers who want to have alternative grammar teaching materials for teaching groups with a mixture of regular pupils and pupils with AD/HD. The material is designed based on the task-based approach and it includes only grammar tasks. In the following chapter, I shall present the framework for the material package and the different choices that were made.

### **6.1 The target group**

The present material package is a teacher's material to be used with fourth-grade pupils in Finnish comprehensive schools. The teachers do not necessarily have to have previous knowledge of the task-based approach or about how the learning of AD/HD pupils can be supported. Therefore, to be included in the target group, a teacher simply has to teach fourth grade pupils, or pupils who would benefit from materials that are designed to be used at this skill level. Though, in order to get the best results, it would be beneficial for the teacher to use other task-based materials, in addition to the present material.

Besides the fact that the material is aimed at the teachers, it is important to also give some information about the pupils that the tasks will be used with. Fourth graders have usually studied English for a year and have gained some basic language skills, but still have very little abilities to express themselves. Therefore, the target group of pupils is definitely a group of beginners. In addition, a key element of the present material is that the target group of pupils includes pupils with AD/HD and therefore the material will be designed to meet the needs of both pupils with no disabilities and those with AD/HD.

### **6.2 The aims of the material package**

Teachers are often faced with the difficult task of having to use the standard teaching materials they are provided with, to teach pupils with special needs. This difficulty is rarely taken into consideration, even though it is a fact that EFL teachers have to face on a daily basis. The present material package aims at providing an alternative, by



introducing a grammar teaching material that can be used with the whole group. It is especially suitable for teachers who might not have experience of resources for accommodating AD/HD pupils.

Another aim of the material package is to provide a practical way of using the task-based approach as a way of teaching grammar. Though the task-based approach has become increasingly popular in language teaching, its status as a way of teaching grammar is not as self-evident (Loschky and Bley Vroman 1993: 123). Therefore, it is important to design tasks that meet the criteria of a task, but still can be used for teaching grammar.

### **6.3 Task-based guidelines**

There are two main reasons why the task-based approach was chosen to be used with the present material package. The first reason is that it gives a possibility for creating motivating and versatile tasks, which is often uncommon in grammar teaching. Even though one might wonder why motivating tasks are all that important when grammar can also be successfully taught through less interesting tasks, there is a clear cut answer to this question. Motivating tasks are a key element when AD/HD pupils are considered, because if one wants these pupils to live up to their language learning potential, it is essential that the tasks are motivating (Barkley: 1990: 401). Naturally, using interesting tasks is also beneficial to other pupils, even if it is not as essential to them.

The second reason for choosing the task-based approach is the definition of a task that the approach provides. My aim was to find a way to teach grammar through communicative teaching methods and therefore it was important to find a definition of a task that supports both communication and grammar teaching. There are many definitions within the task-based approach, but the choice was made to use a definition by Nunan (see section 5.1). This definition highlights the idea that even if a grammar issue is the topic, communication still has to be an essential part of the task.

### 6.3.1 Tasks in the material package

The material will only include grammar tasks, because generally grammar tasks are still considered difficult and uninteresting by many pupils. This is significant, since many pupils with ADHD are only able to focus and learn if they are given interesting tasks, such as games, to work with (Michelsson et al. 2004: 95). Another reason for choosing grammar, as the topic of the present material package, is the fact that in task-based teaching grammar tasks are not as common as other task types.

The material package consists only of form focused tasks and ideally it is intended to be used as a separate part of a larger task-based syllabus. This type of a grammar section, is called **the code based module** and the teacher is expected to choose focused tasks from it and combine them with other task-based exercises (Ellis 2003: 236). However, the tasks can also be combined with standard teaching materials, because it is likely that many teachers do not have access to task-based teaching materials.

There are two main task types in the task-based approach: target tasks and pedagogical tasks, as previously introduced (see section 5.1). In the present material package, the decision was made to mainly use pedagogical tasks, since target tasks are generally intended to be completed outside the classroom situation. Another reason for using pedagogical tasks is the fact that because the material includes only grammar tasks, it is unlikely that it will be used similarly as a complete task-based material. In other words, a typical task sequence in the task-based approach, which includes an introduction, pedagogical tasks and a main task, is unlikely because the teacher might not decide to dedicate a whole lesson to grammar.

Pedagogical tasks are still divided into two categories, focused tasks and unfocused tasks (see section 5.1.2). The natural choice was to use focused tasks, because they are aimed at teaching a certain linguistic issue, in this case, grammar. Focused tasks can be further divided into comprehension tasks and production tasks, as Ellis (2003: 152-158) explains, and the material consists of both task types. However, because the communicative value of comprehension tasks is quite difficult to obtain, most of the tasks are production tasks.

Though I have chosen to use focused tasks in the present material package, I have also come to the conclusion that I will exclude consciousness raising tasks. These tasks have a grammatical issue as the topic, but they are still considered tasks because they are designed to include communication (Ellis 2003: 163). Despite their possible communicative value, the reason why I decided to exclude consciousness raising tasks is that these tasks can be easily turned into traditional grammar teaching, if implemented by a teacher with little experience on task-based teaching. After all, one of the main aims of the material package is to offer some new options for grammar teaching with diverse groups, and consciousness raising tasks can fail to meet this goal.

### **6.3.2 Focus on form in the task-based approach**

It is quite difficult to combine communicative tasks and grammar teaching and therefore many choices had to be made to ensure successful tasks. The first decision that had to be made was the degree of freedom pupils should be allowed when completing the tasks. Loschky and Bley-Vroman (1993: 125) suggest that because it is impossible to control which grammatical elements pupils choose to use, grammar tasks should not be entirely open. I have come to the same conclusion and in all of the tasks, using the grammar topic in question, helps pupils in completing the task successfully and therefore they are likely to use the target form.

Although the choice of using focused task that are designed for grammar teaching, is an important step towards grammar teaching, one of the main issues of the present material package is focus on form. In other words, focus is drawn to the particular grammatical topic (Long and Crookes 1993: 38). There are many ways of doing this, but in the present material package, the goal was to leave many of these choices to the individual teachers using the package, although guidance is given to ensure that they would use the tools of the task-based approach.

Focus on form can be applied through different techniques and therefore the material includes suggestions on how the focus can be achieved. The first issue is the timing of focus on form. Willis and Willis (2007:25) argue that it would be most beneficial to use focus on form at the end of a task or a task sequence, because it will help

pupils to understand the grammatical topic that they have already been exposed to. I have chosen to suggest this to the users of the material, because their pupils would benefit most from it. For instance, if the instructions highlight too many issues at the same time, the AD/HD pupils in the classroom can get confused (Pfiffner and Barkley 1990: 503-505).

In order to ensure that clear attention is drawn to grammar at the end of either several tasks or a single task, I have decided to use quite a straightforward focus on form technique. This is essential, because many pupils with learning disabilities do not have tools to understand subtle hints, which are also often overlooked by young pupils who do not have disabilities. The solution for this is to either have the pupils find the important grammatical issues from the input or to let the teacher do this for the pupils (Willis and Willis 2007: 118-119). I suggest that teachers instruct pupils to find similarities from the input, after the task has been completed because this would require more consideration from the pupils.

#### **6.4 Curriculum framework**

Since the NCC (Opetushallitus 2006) and CEF (CEF 2003) do not specify which grammatical structures pupils should be taught in the fourth grade, it is essential to choose an example school to give some guidelines on which structures to choose. The decision was made to use a syllabus of Jyväskylä Normaalikoulu (Jyväskylä Normaalikoulu: 2007). There are two main reasons why this particular school was chosen. First, the school uses textbooks that are very common in Finland, which suggests that grammar topics chosen for the syllabus are similar to those of other Finnish schools. The second reason is that many schools do not publish their syllabuses in the internet and Jyväskylä Normaalikoulu is one the schools that, in my opinion, published their language syllabus with enough detail.

After finding the syllabus, I was able to find which eight grammatical topics I should choose for the present material package. These topics are: indefinite articles, location prepositions, the present tense, comparison of adjectives, plural, forming questions, the present continuous and personal pronouns. In addition, the syllabus includes general topics, such as giving personal information that should be taught at each level. Consequently, I also chose these general topics to accompany the grammatical

topics, because it is important for me that the material can be linked to the topics and vocabulary that pupils are taught in their textbooks. These topics are: school, introducing yourself and your family, describing items, hobbies, a phone conversation, describing surroundings, travelling and home.

### **6.5 Practical information about the package**

The material is designed to be used in addition to other task-based teaching materials when grammar is taught and therefore it can be used as often as needed, with consideration from the teacher. However, the material can also be used as an addition to standard teaching materials, if the teacher is willing to follow the guidelines on how focus on form is used most successfully. It is highly likely that the teacher would not use the material in all EFL lessons, because grammar is generally not taught each lesson, but the frequency that the material package will be used, can vary according to the individual needs of the teacher.

The material consists of 40 tasks, in eight different grammatical topics. Each grammar topic includes five tasks in different skill levels, therefore the teacher will have an opportunity to choose from the five tasks those that are suitable for their pupils. It is important that this choice is left to the individual teachers, because they are aware of the special needs that their pupils have. For instance, one can pinpoint some typical features of an AD/HD pupil, but each case is unique in terms of additional symptoms and therefore all tasks might not be suitable for all pupils (Michelsson et al 2003: 31).

Despite the fact that many of the choices are left to the teacher, it is essential that enough support is given to the teacher to make informed decisions. This information is given in each task by suggesting a level of difficulty and different skills that are needed in the task. For example, a task that requires a good memory, might be suitable for many pupils, but some individuals can have difficulties with this type of tasks. In addition, the material also includes simplified information about how to teach a pupil with AD/HD and an introduction to each grammatical topic, in terms of how focus on form should be applied.

There are several different types of tasks that can be used in the task-based approach as Willis and Willis (66-107) explain and the choice was made to use a wide variety of these tasks to ensure a versatile material package. First, listing tasks, such as memory games or brainstorming tasks are used due to the fact that they require little writing skills from the young pupils. Secondly, ordering and sorting tasks, such as organizing a cartoon strip into the right order, are used as introductory tasks, because pupils do not have to be that familiar with the grammar topic when completing these tasks. Thirdly, matching tasks, such as matching a picture and a description are used because visual elements are essential when AD/HD pupils are taught. Fourthly, comparing tasks, such as spot the difference tasks are used because they are similar to tasks that pupils would be likely to complete in places like children's magazines and they are familiar with them. The fifth task type is problem solving tasks, such as problem solving games are used sparingly, because I consider them to be quite difficult to young pupils. The sixth task type contains projects and creative tasks and it is used quite a lot in the material, because these interesting tasks are important in keeping the AD/HD pupils focused in the task. The seventh and final task type is sharing personal experience, and it is used to some extent through discussions, but it is not a very common task type in the present material package, because it can be too difficult to some pupils who have poor language skills.

When deciding which language to use in the instructions to teachers and in the actual task sheets to pupils, I had to consider many different viewpoints. It was quite natural to create the instructions to teachers in English, since I expect them to be language experts. Choosing the language for the task sheets was a more difficult choice. However, after closer examination of standard teaching materials for fourth grade pupils, it was clear that mainly Finnish should be used in the instructions to pupils. At this level, pupils have limited language skills and for instance, they might not understand instructions to a game that they have not played before.

## **6.6 The symptoms AD/HD in the material design**

I shall now briefly explain how the symptoms of AD/HD and the learning difficulties that follow are taken into consideration in the present material package. The first symptom is attention deficit, which affects pupils ability to focus on a task and

maintain that focus until the task is completed (Michelsson et al. 2003:46-47). This is a challenging problem to teachers and I have decided to attend to it by choosing tasks that young pupils are likely to find interesting, such as games and drawing tasks. Michelsson et al. (2004: 95) argue that interesting tasks are a key element, if one wants to overcome attention deficit.

The second symptom that needs to be attended to, is hyperactivity. AD/HD pupils can have significant difficulties in sitting still and completing traditional schoolwork (Michelsson et al. 2003: 50-51). There are two ways in which hyperactivity is handled in the preset material package. On the one hand, keeping the tasks interesting will also ensure that hyperactive pupils are more likely to stay focused. On the other hand, I have chosen to use tasks that will allow these pupils to get off their seats and diffuse some of their excess energy.

The third symptom, which is often comorbid with AD/HD, is dyslexia. It can cause difficulties when pupils are asked to produce written work (Michelsson et al. 2003: 66-67). I have decided to solve this issue by limiting the amount of writing required in the tasks. This should also help pupils who have difficulties in focusing, because written work is mainly individual work and therefore requires concentration. However, reducing the amount of written work is generally important when beginners are the target audience, because they can complete the tasks even if their language skills are not very good.

The fourth symptom that is linked to AD/HD is difficulty with short term memory, which can be made easier by using visual aids (Nahmias 2003: 46). In the present material package, I have chosen to use a wide variety of visual reminders and colours to help pupils who have difficulties with their memory. For example, in many tasks I use both a picture and a written word to ensure that memory difficulties will not draw excessive attention to vocabulary, which is not a desirable outcome from a grammar task.

The last issue, negative peer relationships, is not actually a symptom, but a common difficulty that is often linked to the symptoms of AD/HD. A study by Parker and Asher as quoted by Hinshaw (1994:17), explains that negative relationships will

indicate poor success in school and therefore this issue is also significant to task design. I decided to solve this issue by using both pair- and group-work in most tasks, because pupils can help each other. Nahmias (2003: 44-45) suggests that this can help in both peer relationships and in improving attention skills. However, another reason for using pair-and group-work is the fact that it is simply easier to promote communication when pupils are already forced to communicate due to the task type.



## 7 CONCLUSION

Today, even language teachers face many challenges from diverse groups and especially from pupils in need of special education. However, it is likely that in the future, EFL teachers are forced to look even more closely to their teaching methods and evaluate their benefits. The present material package makes an attempt to address this issue and it gives EFL teachers some tools to teach, at least grammar, in a more effective way to pupils with AD/HD.

I have noticed that grammar is the most difficult area of language teaching to teach in an interesting and motivating way and I wanted to see if grammar could be taught with tasks that pupils would like to complete, at least with less resistance. I found the task challenging, but after considering different language teaching possibilities, I came to the conclusion that the task-based approach would be most beneficial to pupils with AD/HD. The approach provides an opportunity to design grammar tasks, using the focus on form technique, where attention to form can be drawn without the task being an explicit grammar task.

Naturally, designing communicative grammar tasks is not an easy project, since several issues have to be considered. Firstly, these tasks have to have a communicative element to them. This element can either be included through the task itself or by using pair and group work. I have decided to use both, especially pair work, since it also benefits weaker pupils through peer support. Secondly, the target structure has to appear in the input enough to make the pupils notice it naturally and for the focus on form to be meaningful. Finally, the versatility of the group in terms of skill level and attention skills makes it difficult to create tasks that fit the needs of most pupils. I have solved this issue by suggesting differentiating options to weaker and stronger pupils and pointing out issues that could be important to AD/HD pupils.

The material provides the teacher an opportunity to try the task-based approach by using either one or many of the grammar tasks. This makes the material easily adaptable to standard teaching materials and less threatening to teachers who might not have previous knowledge of the approach. In addition, many of the decisions are

left to individual pupils, because it is impossible to give strict guidelines for teaching pupils with AD/HD due to the fact that the disability is very unique to each pupil.

Though there are many benefits to the task-based approach, it has also been criticized for many reasons. Firstly, the tasks do try to mimic situations and vocabulary that would be useful to the pupils, but is impossible to entirely represent real language use and all of the tasks cannot be useful to all pupils. Secondly, there is controversy over the benefits of grammar teaching in the approach, because the original approach was more or less anti grammar in attitude. Thirdly, some argue that the approach is beginning to look more and more like standard language teaching. Still I would argue that, in terms of grammar teaching, the method does not look anything like the standard grammar teaching. Even though vocabulary tasks have evolved in textbooks, grammar teaching has still settled for drills and other traditional exercises. In my opinion, this suggests that there are still benefits to the task-based approach, at least in terms of grammar teaching.

Unfortunately none of the different language teaching methods will be perfectly suitable for all learners and especially the AD/HD pupils are a challenging group to consider while choosing the teaching method. Even if one is simply designing tasks for AD/HD pupils one does have to remember that they are a diverse group with different additional symptoms in different degrees. However, when one is designing materials for a diverse group of pupils, one has to make some generalizations in order to benefit the whole group.

Only parts of the material have been tested in practice and it would be very important to test it in order to find out if the tasks are on the right skill level. Testing would also show if pupils notice the target structure and if some modifications should be made. Generally, the use of the task-based approach to teach pupils with AD/HD should be studied, because no studies on the area could be found. In addition, teaching materials for pupils with other disabilities should be designed, because very few exist at the moment.

## 8 THE MATERIAL PACKAGE

# Grammar in Focus



A differentiated teacher's EFL material for the  
4<sup>th</sup> grade

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**Dear teacher,**

The following 40 grammar tasks have been designed as a way of helping AD/HD pupils in your classroom to study among their peers and to get inspired to learn languages. Some of the tasks are modified from common task-based tasks, but the majority are designed especially for the material package.

The material consists of eight grammar topics and each topic includes five different tasks, on different levels of difficulty. You are free to choose the tasks that suit the needs of your pupils and the amount of time that you have to spare. The suggested length of the task is provided in the introduction to each task. Each task consists of one or two pages, depending on if there is a handout to be printed for your pupils.

Even if you do not know what you need to take into account when you are teaching an AD/HD pupil, the material will give you instructions on how AD/HD pupils learn and what has to be considered when in an EFL lesson. After you get familiar with the instructions, you are likely to find out that actually every child will benefit from the same teaching principles and because of this, you are likely to help all your pupils to learn and to enjoy learning.

You are free to modify the material according to your needs and to use the tasks as often as you wish. Hopefully you will find the tasks motivating and useful.

Anna Niemi

## **A pupil with AD/HD in your class**

First, I will give you basic information that you need to know if a pupil with AD/HD comes into your lessons. However, keep in mind that these tips are generalizations and when you get to know your pupils you will find out if they have some specific difficulties or other learning disabilities.

1. About 3-7 % of pupils suffer from attention deficit hyperactivity disorder or AD/HD and these pupils have many different symptoms, for example, attention difficulties, hyperactivity, impulsive behaviour, antisocial behaviour and even dyslexia.
2. A typical AD/HD pupil gets off their seat and does not have the same ability to focus on a task than other pupils. They might also have to problems understanding instructions.
3. There are many ways a teacher can help an AD/HD pupil, here are some of them:
  - Pick tasks that would interest a child, for example, games or drawing.
  - Ask pupils to work together, other pupils can give an example.
  - Give simple instructions.
  - Simplify the task, if the pupil has difficulties.
  - Be careful not to distract the pupil with too much stimulation at the same time.
  - Use many different tasks so all pupils can show off their skills.

Part 1

# INDEFINITE ARTICLES



## Part 1

### TASK 1: MEMORY GAME

- 5-10 min

#### Preparation:

- Print two copies of the handout for a pair of pupils. Glue the handouts into thick sheet of paper and cut the pictures.

#### The stages of the task:

- Divide the pupils into pairs and give each pair a set of cards.
- Though the pupils are likely to know how to play a memory game, remind them to shuffle the cards and take turns in turning over the cards.
- Keep the instructions very simple and if needed, write them down on the blackboard.

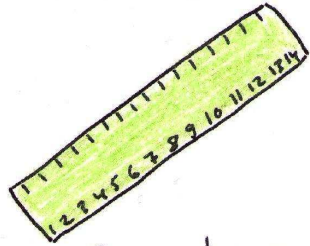
#### Differentiating options:

- Ask weaker pupils to only use part of the cards.
- Form pairs where a weaker pupil can be supported by a stronger pupil.
- If some pupils complete the task quickly, ask them to play a new game.

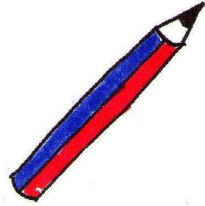
#### Focus on form:

- After the task is completed, ask the pupils to point out similarities or differences in the words.
- Pupils are likely to notice that one word has a different article, and this can lead to an introduction on how indefinite articles are used.
- If the pupils do not notice the difference by themselves, try to guide them by narrowing down the words to two words that have a different indefinite article.

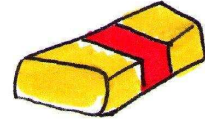
## Handout: memory game to cut out



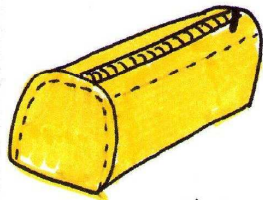
a ruler



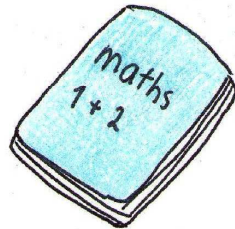
a pen



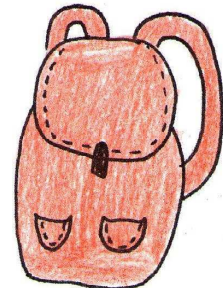
a rubber



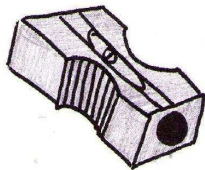
a pencilcase



a book



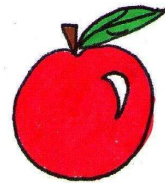
a backpack



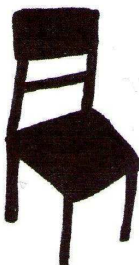
a sharpener



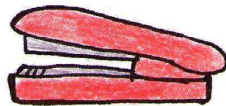
a crayon



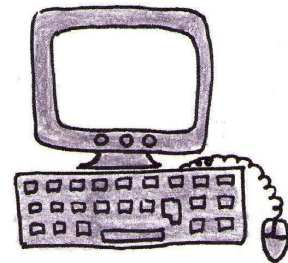
an apple



a chair



a stapler



a computer

## Part 1

**TASK 2: ODD WORD OUT- GAME** (adapted from Willis and Willis 2007:77)

- 10-15 min

### Preparation:

- Print out a copy of the handout for each pupil.

### The stages of the task:

- First, ask the pupils to either circle the odd word out.
- Secondly, divide the pupils into pairs and ask them explain to each other their choices.

### Differentiating options:

- Ask weaker the pupils to only complete half of the 9 sections.
- The last option is to ask the pupil to complete the individual part of the task with a more skilled pair.
- If some of the pupils are considerably faster than others, ask them to think of one or two sections for themselves.

### Focus on form:

- There are two possibilities for focus on form in the task.
- The first option: after the pupils have completed the task, ask them to find a word that looks different from all the other words (*glue*).
- After they have found the word, or you have pointed it out to them, explain that all words do not need an article. Give a couple of additional examples.
- The second option: choose two words (for example, *an eraser* and *a desk*) and ask the pupils to explain the how these two are different from each other. If necessary, guide them to look at how the words are written. After this, you can explain why a word has an article and how you choose to use either *a* or *an*.

## Handout: task sheet

Ympyröi sana joka ei mielestäsi kuulu joukkoon. Miksi?

1. a pupil a teacher a classroom
2. a desk a chair a pen
3. an eraser a crayon a pencil
4. a book a desk a notebook
5. a clock a board glue
6. a backpack a door a wall
7. a lesson a test a pen
8. a teacher a map a nurse
9. a calculator a computer an eraser

## Part 1

**TASK 3: MY SCHOOL STUFF** (adapted from Willis and Willis 2007:109)

- 10-15 min

### Preparation:

- Make sure that all the pupils have a sheet of paper to write on.

### The stages of the task:

- Ask the pupils to take out a sheet of paper and a pen.
- Ask the pupils to write down school supplies that they have in their backpacks and on their desks.
- If the pupil does not have enough school supplies with them, ask them to remember what they have at home.
- After the pupils have written down the supplies, ask them to compare their list with a pair and see if they can think up more together.

### Differentiating options:

- Ask weaker pupils to only think of 3-5 supplies.
- Ask stronger pupils to think of as many supplies as possible.

### Focus on form:

- After the pupils have completed the discussion part of the task, ask them to check if all the words have been written down correctly.
- Now ask 4 pupils to come and write one example word each on the blackboard.
- The pupils are likely to notice if someone does not write the article and after this you can explain why an article needs to be added.
- If all the pupils leave out the article, ask them to think about what is missing.

## Part 1

### TASK 4: MATCH WORD AND DESCRIPTION

- 10-15 min

#### Preparations:

- Print out one task sheet for each pair.
- Divide the classroom into pairs and give out the task sheet.

#### The stages of the task:

- Ask the pupils to match a word with a description and negotiate with a pair in case there are any disagreements.

#### Differentiating options:

- Using pair work will help most the pupils, but if both the pupils struggle, ask them to only match some of the words.
- If the pupils have extreme difficulties, allow them to use the word list in their book.
- Faster pupils can be asked to describe an item in their pencil case to their pair, who tries to guess.

#### Focus on form:

- Ask the pupils to underline articles (a/an) in the descriptions.
- After they have underlined the articles, explain to them how one can know which article to choose.
- If you wish to use this task to teach the definite article or to revise all articles, ask the pupils to also underline them.
- You can also choose to point out exceptions such as *chalk* from the input.

Handout: task sheet

Yhdistä sana ja kuvaus viivalla

1. a book

2. an eraser

3. a paper

4. a teacher

5. a backpack

6. a pen

7. a computer

8. a chair

9. chalk

10. a crayon

You can write a letter to this.

You can carry your stuff in this.

You can read a story from this.

You sit in this.

The teacher writes into a board with this.

You can write or draw a picture with this.

You can colour a colouring book with this.

If you make a mistake, this will help you.

You can play a game with this.

This person will tell you what to do in the classroom.

## Part 1

**TASK 5: DRAW A STORY** (adapted from Willis and Willis 2007: 80-81)

- 20-30 min

### **Preparation:**

- Print out a copy of the empty cartoon for each pupil.

### **The stages of the task:**

- Explain to the pupils that you are going to read a story twice and after they have heard it the first time, they should draw what they heard in the empty cartoon.
- Allow the pupils time to draw the cartoon and after this, read the story the second time.
- After the second time, ask the pupils to try and write down something that they had heard in the bottom of their cartoons.
- When they are completed, ask them to read their stories in pairs.

### **Differentiating options:**

- Ask weaker pupils to work in pairs.
- Give a written version of the story if needed.
- If necessary, give weaker pupils an empty sheet of paper to draw on, so they won't feel pressured by the cartoon format.

### **Focus on form:**

- Ask the pupils to tell what Matt had forgotten at home, if they only answer *pen* or *notebook*, write the words down on the blackboard with articles and ask why you added them.
- You can use this task to explain more detailed rules on how articles are used, for example, by explaining why the teacher is first mentioned with an indefinite article.



**Task sheet: print out bottom half****The story**

1. 5 pupils and a teacher are in a classroom studying math. They are checking homework.
2. The teacher is mad at Matt because he doesn't have a pen and a notebook.
3. Matt tells the teacher that he has a dog and it ate his pen and his notebook. The teacher doesn't believe Matt, but gives him a new pen.

1.	2.
3.	

**Part 2****PREPOSITIONS****(location)**

## Part 2

### TASK 1: CARTOON

- 10 min

#### Preparations:

- I have already prepared the printable handout that includes the cartoon twice and therefore you can easily print a copy of the cartoon for each pupil.
- After you have printed the copies, cut the cartoons for each pupil.
- Divide the pupils into pairs and give each pair two copies of the cartoon.

#### The stages of the task:

- Instruct the pupils to read the text under each part of the cartoon and to make an illustration.
- The pupils can work together and help each other, but each pupil should complete their own cartoon.

#### Differentiating options:

- Weaker pupils can work together and complete one cartoon.
- A permission to look from the book for vocabulary can help the pupils who struggle with the task.

#### Focus on form:

- First, ask the pupils to explain the cartoon in Finnish.
- After this, ask them to find words that explain where something is.
- Make sure that the pupils have located all prepositions and, if something is missing, guide them to find it.
- You can now proceed to explaining the rules of prepositions.

**Task-sheet: print**

Tom's cat is missing.	Tom looks under the bed and behind the door.	The cat is sleeping on the table.
-----------------------	--	-----------------------------------

Tom's cat is missing.	Tom looks under the bed and behind the door.	The cat is sleeping on the table.
-----------------------	--	-----------------------------------

## Part 2

### **TASK 2: WHERE WOULD YOU KEEP IT?**

- 5-10 min

#### **Preparations:**

- Divide the group into pairs.
- Print a copy of the handout to each pair.

#### **The stages of the task:**

- Ask the pupils to work together and to read the instructions.
- The pupils should explain where they would place objects that are shown in the handout.

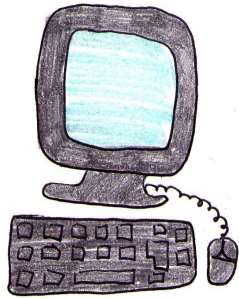
#### **Differentiating options:**

- Ask weaker pupils to only explain where they would put some of the objects.
- Stronger pupils can come up with more objects, for example something that they have in their own rooms.

#### **Focus on form:**

- Ask the pupils to come and write on the blackboard in English where they would place each object.
- After the pupils have written the sentences, correct possible mistakes together by utilizing the group as much as possible.
- Now ask the pupils to point out words that tell where the objects are.
- After this, you can give guidelines on the use of prepositions.

## Task-sheet: print



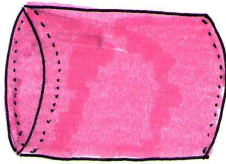
a computer



a lamp



a poster



a pillow



a phone



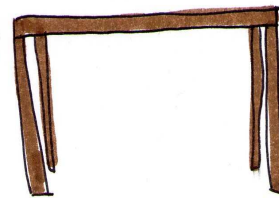
crayons



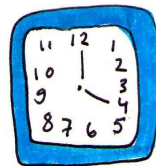
a book



toys



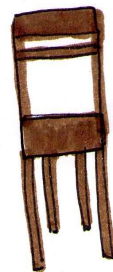
a table



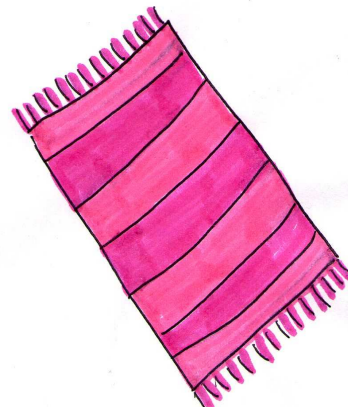
a clock



clothes



a chair



a rug

## Part 2

### TASK 3: MATCH PICTURE AND TEXT

- 5-10 min

#### Preparation:

- Print a copy of the task sheet for each pupil.

#### The stages of the task:

- Ask the pupils to match each picture with a description by drawing a line between the two.
- Ask the pupils to check with a person next to them, if they have made the same choices and guide them to negotiate if they disagree.

#### Differentiating options:

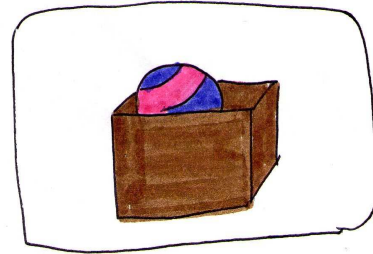
- Tell weaker pupils to only match half of the pictures to the descriptions. If necessary, pre-select the easiest descriptions.
- Allow weaker pupils to work with a pair.

#### Focus on form:

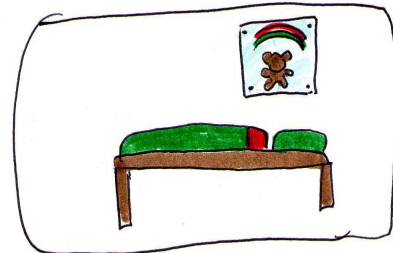
- Ask the pupils to underline words that indicate location in the sentences and to write a list of them with a pair.
- After they have written the list, ask them to write what these tasks mean in Finnish.
- Finally, make a list of the prepositions on the blackboard with the pupils to ensure that all pairs have found all the prepositions.

## Task-sheet: print

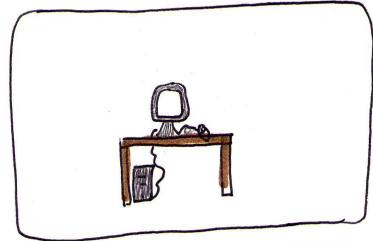
① a cat is under the bed.



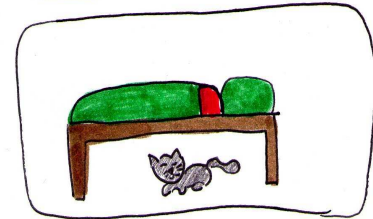
② a computer is on the table.



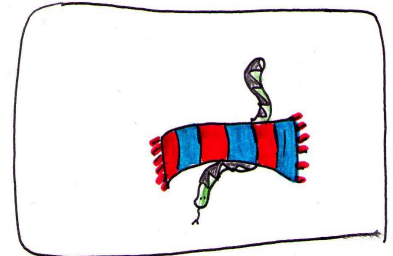
③ a doll is between the books.



④ a ball is in the box.



⑤ a poster is above the bed.



⑥ a snake is under the rug.





## Part 2

### TASK 4: HIDING

- 10-20 min

#### Preparations:

- Find a small object, preferably a stuffed toy, for the hiding task.
- Choose an active pupil that has difficulties to sit still as the person who guesses where the object is (you can also choose two guessers).

#### The stages of the task:

- Explain to the pupils that the next task is a hiding task.
- The goal is for the two guessers to guess where the teacher has hidden the toy. The guesser/s can ask questions like “is it under the table?” and the other the pupils should only answer *yes* or *no*.
- Give an example on the type of tasks that could be useful to get the task started.
- Ask guessers to wait outside the classroom every time you hide the toy.

#### Differentiating options:

- Hide the toy only once or several times, depending on the group.
- Hide the toy either in an easy place or in a more difficult place.

#### Focus on form:

- After the task is completed, ask how the guessers knew where the toy was. If they say that they understood a word like *table* ask them to tell how they knew that the toy was under the table, on the table, etc.
- You can now give information about why prepositions are important and what they are.

## Part 2

### TASK 5: MY ROOM

- 20-30 min

#### Preparation:

- The drawing part of the task should be given as homework in the previous lesson.

#### The stages of the task:

- Ask the pupils to draw their own rooms as homework.
- In the next lesson, divide the pupils into pairs and ask them to show their drawings and describe their rooms to each other.

#### Differentiating options:

- A stronger pupil is likely to make a more detailed picture, and no additional tasks are needed.
- A weaker pupil can benefit from pictures of furniture and other objects that could be found in a bedroom. You can use the handout from task 2 “where would you keep it”.

#### Focus on form:

- Ask the pupils questions like: “*where is your computer?*” or “*where are your clothes?*”. The goal is for them to use prepositions.
- Draw a picture of “your room” and show it on the overhead projector. Explain what is on your table or on your floor, etc.
- Use either or both of the above methods as an introduction to teach prepositions.

**Part 3****THE PRESENT  
TENSE**

### Part 3

#### TASK 1: WHAT DOES A MOM DO? (adapted from Willis 2007:109)

- 10 min

##### Preparation:

- Make a transparency of the task sheet that includes basic vocabulary, but only use it if you feel that the group needs extra help.

##### The stages of the task:

- Ask the pupils to work in pairs and to discuss what different members of their family do.
- First, give one or two examples, such as “*my mom works*” or “*my sister sings*”. Anything simple that the pupils can easily understand. Use the vocabulary list that is provided if you feel that it is necessary

##### Differentiating options:

- Provide the vocabulary list to the weaker pupils.
- If a pair finishes the task faster than others, guide them to think of things that they themselves do.

##### Focus on form:

- Ask each pair to say one sentence and write the sentences down on the blackboard.
- Now underline features that you want to teach to the pupils about the present tense. For example, you could explain why some verbs end with -s and why others do not.

**Task-sheet: transparency**

**Tässä muutama esimerkkisana, keksikää itse lisää.**

<b>SING</b>	<b>DANCE</b>
<b>COOK</b>	<b>READ</b>
<b>WATCH TV</b>	<b>DRAW</b>
<b>WORK</b>	<b>SMILE</b>
<b>SLEEP</b>	<b>PLAY</b>
<b>CLEAN</b>	<b>WORRY</b>
<b>SHOP</b>	<b>RUN</b>
<b>WRITE</b>	<b>BAKE</b>
<b>LISTEN TO MUSIC</b>	<b>SWIM</b>

## Part 3

### TASK 2: AFTER SCHOOL

- 10-15 min

#### Preparations:

- Divide the pupils into pairs or groups of three.
- Make sure that there is enough room in the front of the classroom for small presentations.

#### The stages of the task:

- Ask each pupil to think of two things that they do after school (for example, hobbies etc.) and tell them to either their pair or group.
- After this, give the pupils a couple of minutes to think of how they would act a scene involving their after school activities.
- Finally, ask some of the pupils to take turns and act out a short scene, while others guess what they are trying to act. If you find it necessary, give an example.

#### Differentiating option:

- Choose hyperactive pupils as the actors to give them a permission to get off their seats.

#### Focus on form:

- The pupils are likely to use the present tense because at this point pupils mostly use the present tense.
- Pick out a couple of the after school activities while the pupils complete the task and write them down on the blackboard as an introduction to the present tense.

## Part 3

### TASK 3: MY FAMILY

- 15-20 min

#### Preparation:

- Give a blank white sheet of paper to each pupil or instruct them to use an empty page in their notebook.

#### The stages of the task:

- Divide the pupils into pairs and tell them to choose who is going to be the first one to draw.
- The goal is for one pupil to explain to the other a typical night in their home and for the other pupil to draw according to the description.
- Tell the pupils to take turns once the first one has finished.

#### Differentiating options:

- Ask weaker pupils to only explain what happens in a certain room or to a certain person.
- Give additional time to complete the task if needed.

#### Focus on form:

- Ask one or two pupils to come to the front of the class to show and to explain their drawing in a couple of sentences.
- If enough material about the present tense has come up, you can now proceed to explaining how it is formed.

## Part 3

### TASK 4: MY DREAM JOB

- 20- 45 min

#### Preparations:

- Make a transparency of the task sheet with different professions.
- Make sure that each pair has a white sheet of paper and if you have enough time for the task, a set of crayons, etc.

#### The stages of the task:

- Show the pupils the transparency with different professions to remind them of some options.
- Ask each pair to write a short story of either of their dream jobs by using simple sentences. Tell them to draw an illustration if there is time.
- Allow the pupils to use their books to help in finding vocabulary.

#### Differentiating options:

- Give the pupils an option to prepare the task at home by taking notes in Finnish.
- Provide dictionaries or word lists.

#### Focus on form:

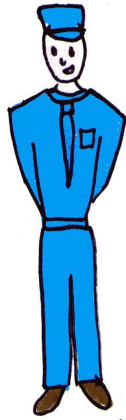
- Ask the pupils to give short presentations and show of their work.
- Choose on or two common professions and collect verbs that the pupils have connected to them. For example, the pupils could have connected a teacher to verbs “*teach*” and “*write*”.
- Now you can explain to the pupils how verbs are used in the present tense.



## Task-sheet:transparency



a nurse



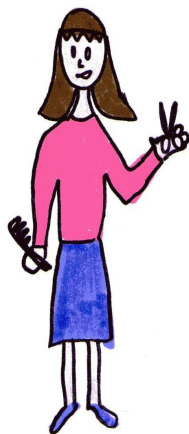
a police



a writer



a doctor



a hairdresser



a cook



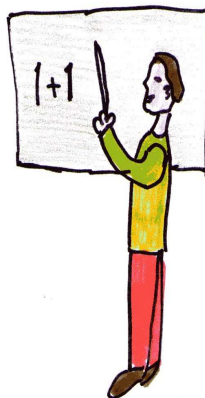
a singer



a fireman



a vet



a teacher



a farmer

## Part 3

### TASK 5: GUESS WHICH ROOM

- 5-10 min

#### Preparation:

- Print the task sheet for each pupil.

#### The stages of the task:

- Tell the pupils to read the descriptions for each room and match them with the right picture by drawing a line.
- After they have finished, ask pupils to compare their answers with another pupil.
- Give instructions for the follow-up focus on form activity.

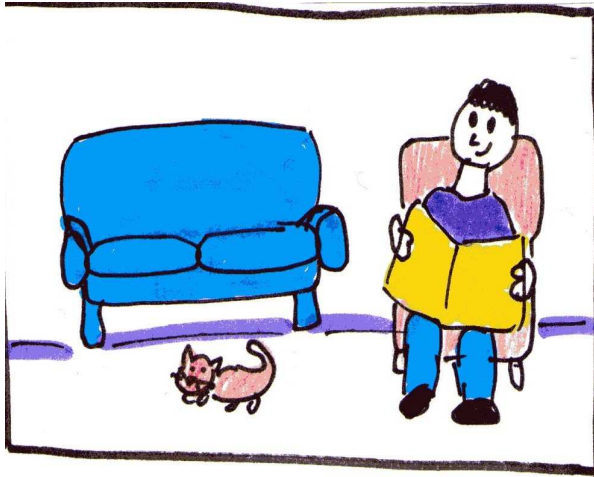
#### Differentiating options:

- The pupils can be asked to only match some of the pictures.
- The pupils can work with a pair if they find the task too difficult.

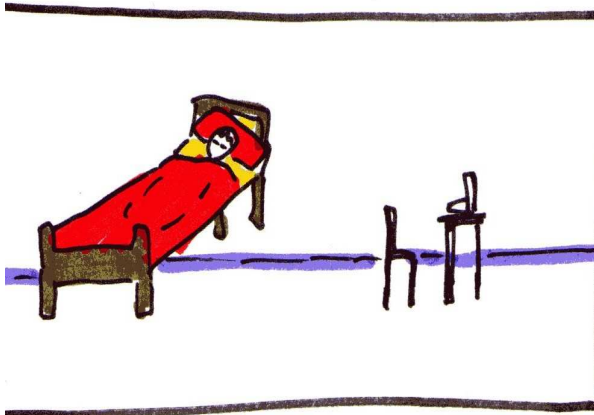
#### Focus on form:

- First, ask the pupils to circle all words that refer to a person (for example, *he*).
- Use the personal pronouns to guide the pupils to notice that when one uses the third person, it is important to add *s* to the verb.
- You can choose to elaborate the rules of how the present tense is formed as broadly as you wish, but it is important to keep the explanations short and free of too many exceptions.

## Task-sheet: print



Mom reads in the office.  
She has a new book.



Dad sits in a chair.  
The cat sleeps on the floor.



Tom sleeps in  
his room.  
He sleeps well.

Part 4

**COMPARISON  
OF  
ADJECTIVES**

## Part 4

### **TASK 1: CLASSIFY MY PETS** (adapted from Willis 2007: 243)

- 10-15 min

#### **Preparations:**

- Print the task-sheet for each pair.
- Make sure that the pupils have either a notebook or a sheet of paper to write on.

#### **The stages of the task:**

- Ask each pair to look at the pictures of animals in the handout and to divide them into different groups in any way they wish.
- Each pair should write down the groups that they have come up with by inventing a heading and listing the animals under it. For instance, “small animals” could include mice and hamsters.

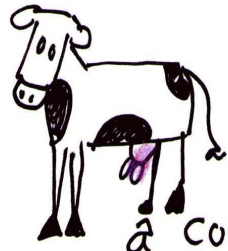
#### **Differentiating options:**

- Make groups of three to help weaker pupils help each other.
- Ask stronger pupils to think of more animals to be included in their groups.

#### **Focus on form:**

- Guide the pupils by asking why they made certain groups by asking questions like “why did you add a hamster to small animals, but not a dog?”
- These questions should provide you with an opportunity to explain to the pupils how they can compare adjectives in English.

## Task-sheet: print



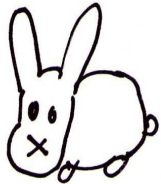
a cow



a cat



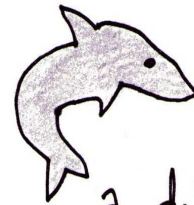
a bird



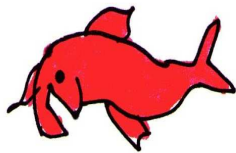
a bunny



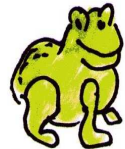
a mouse



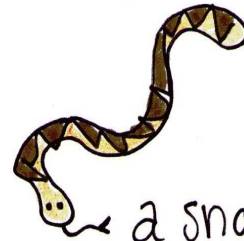
a dolphin



a fish



a frog



a snake



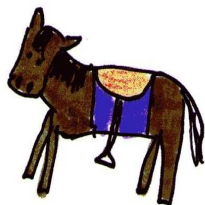
a dog



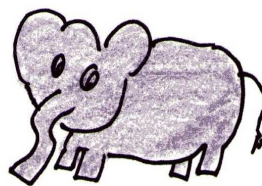
a butterfly



a spider



a horse



an elephant



a pig

## Part 4

### TASK 2: WHICH ANIMAL?

- 5-10 min

#### Preparation:

- Print the task-sheet for each pupil.

#### The stages of the task:

- In the handout, the pupils are given questions and two pictures of animals as the alternatives.
- The pupils should circle the one that they consider to be the best alternative.
- After they have completed the task, the pupils should compare their answers with a pair and negotiate if they have different answers.

#### Differentiating option:

- Cut the handout in half and give a weaker pupil only half of the task to complete.

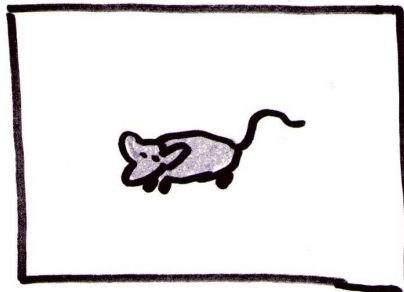
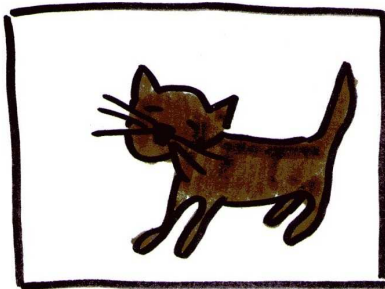
#### Focus on form:

- You could either teach the comparative forms that are in the task or take the task further and teach the superlative form.
- In order to teach the superlative, you could say to the pupils that though these animals are, for example, *fast*, which animal is *the fastest* they know.
- If you only choose to teach the comparative form, you could lead them into the subject by asking what the question means in Finnish and how all the adjectives end.

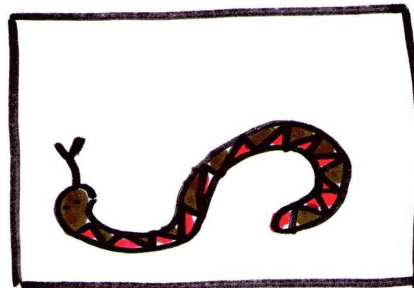
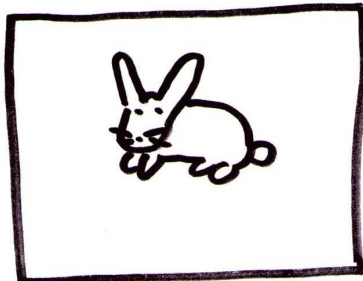


Task-sheet: print

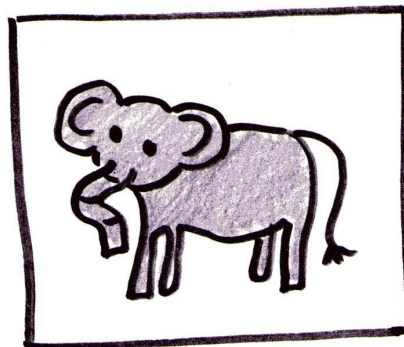
Which is smaller?



Which is faster?



Which is taller?





## Part 4

### TASK 3: VOTING TASK

- 15-20 min

#### Preparations:

- Choose one pupil to count the votes. Make enough voting slips for each question.
- Write the different questions ( 2-5) on the blackboard .
- The questions are such as: *Who's the fastest, who's the most artistic, who's the best football player, etc.*

#### The stages of the task:

- The goal of the task is for the pupils to vote which of the pupils would be the best in each of the chosen categories.
- After each question, the pupils write their votes on the papers slips provided and they are put in a hat. The counter will count the votes and tell who won.
- You can do as many voting rounds as you want, but make sure that the questions are varied enough to include as many pupils as possible.

#### Differentiating option:

- Ask a hyperactive pupil to come to the blackboard and read out the question after each voting round.

#### Focus on form:

- Because the questions are already written on the blackboard, it is easy to ask, for example, which short word is in each of the questions and lead the pupils to notice the definite article.
- This introduction will make it easier for you to explain how the superlative form is formed.

## Part 4

### TASK 4: BEST HOBBIES (adapted from Willis 2007: 110)

- 20-30 min

#### Preparations:

- Divide the pupils into groups of four and give each group two hobbies to compare.
- Print a copy of the handout for each group.

#### The stages of the task:

- Instruct the groups to choose one person as the secretary who writes down the pros and cons of both hobbies.
- If the pupils don't seem to get started with the comparing, instruct them to consider which hobby is more difficult to learn, etc.
- Finally, ask the pupils to choose one of their group's hobbies and to be prepared to tell why they chose it.

#### Differentiating options:

- Do not choose an AD/HD pupil as the secretary, because they can have difficulties in concentrating on both listening and writing.
- Choose very common hobbies for groups with less skilled pupils.

#### Focus on form:

- Ask one of the groups to tell why they chose the particular hobby.
- You can guide the discussion to comparative adjectives by asking follow-up questions to clarify the situation. For example, you could ask “*so, running is more difficult than walking?*”
- Use this introduction to explain how comparative adjectives are formed and why they are useful.

Task-sheet: print

**KIRJOITA ENGLANNIKSI HARRASTUSTEN NIMET SEKÄ  
HYVÄT JA HUONOT PUOLET.**

**1. harrastus:**

---

**Hyvät puolet:**

-  
-  
-  
-

**Huonot puolet:**

-  
-  
-  
-

**2. harrastus:**

---

**Hyvät puolet:**

**puolet:**

-  
-  
-  
-

**Huonot**

-  
-  
-  
-

**KUMMAN VALITSITTE?**

---

## Part 4

### **TASK 5: SPOT THE DIFFERENCE** (adapted from Ellis 2003: 154)

- 5-10 min

#### **Preparation:**

- Print the task-sheet for each pupil.

#### **The stages of the task:**

- Ask the pupils to look at each pair of pictures in the handout and write down under the pictures what the difference is.
- Those who finish early can help the pupils who have not finished yet.

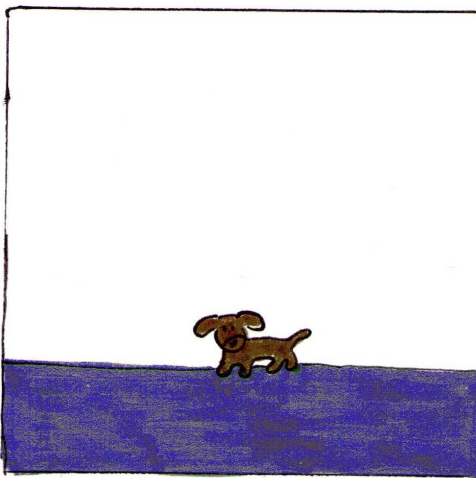
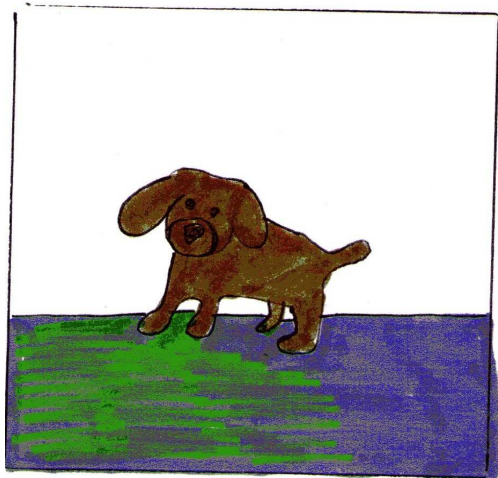
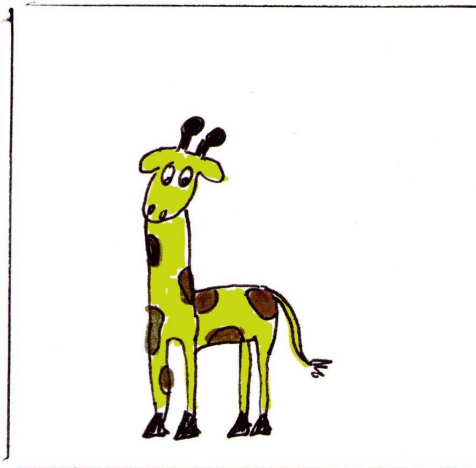
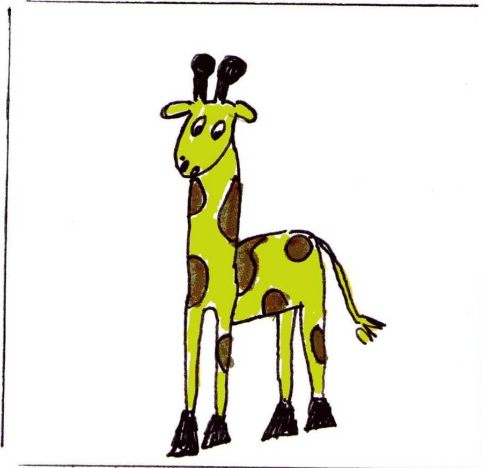
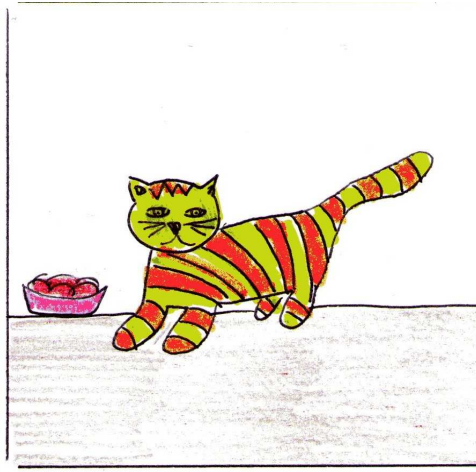
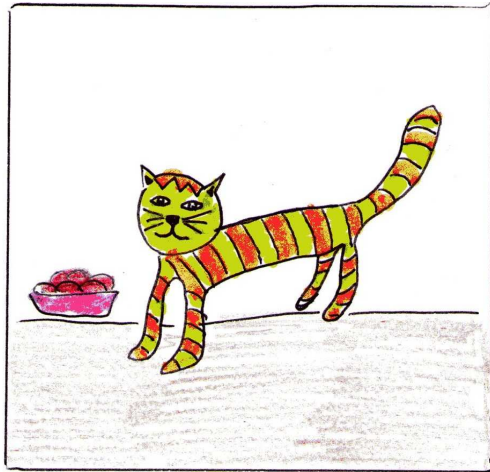
#### **Differentiating options:**

- Allow the pupils to work in pairs, if necessary.
- If the pupils have extreme difficulties in writing down the reason, give them the opportunity to use single words instead of full sentences.

#### **Focus on form:**

- Ask the pupils to tell what the difference is in each pair of pictures.
- The pupils are likely to give answers, such as “*the other is bigger*”, which gives you an opportunity to write them down.
- After you have written down the sentences, you can either underline the comparative forms or otherwise explain how comparative forms are formed.

Task-sheet: print



**Part 5****PLURAL**

## Part 5

### TASK 1: MEMORY GAME

- 5- 10 min

#### Preparation:

- Print two copies of the handout for a pair of the pupils. Clue the handouts onto thick paper and cut out the pictures.

#### The stages of the task:

- Divide the pupils into pairs and give each pair a set of cards.
- Though the pupils are likely to know how to play a memory game, remind them to shuffle the cards and take turns in turning over the cards.
- Keep the instructions very simple and if needed, write them down on the blackboard.

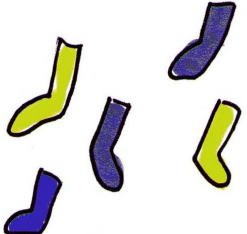

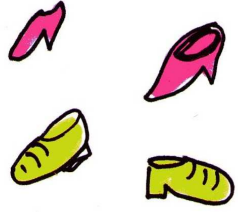
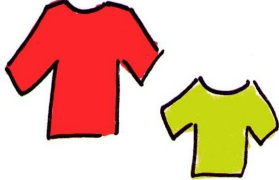
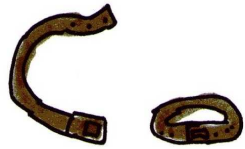
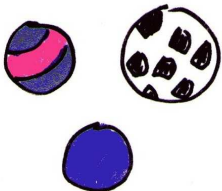

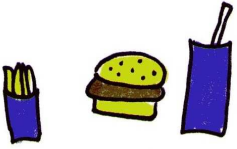



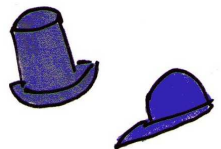
#### Differentiating options:

- Ask weaker pupils to only use part of the cards.
- Form pairs where a weaker pupil can be supported by a stronger pupil.
- If some of the pupils complete the task quickly, ask them to play a new game.

#### Focus on form:

- After the task is completed, ask the pupils to point out similarities or differences in the words.
- If the pupils do not notice the difference by themselves, try to guide them by saying that they should look at how the words end.
- After this introduction, you can explain that all words are in the plural form and tell how plural forms are formed.
- Depending on the skills of your pupils, only explain the regular plural or also include irregular ones.

## Task-sheet: a memory game to cut out

 <p>Socks</p>	 <p>Sun glasses</p>	 <p>Shoes</p>
 <p>Shirts</p>	 <p>belts</p>	 <p>balls</p>
 <p>books</p>	 <p>food</p>	 <p>mittens</p>
 <p>toys</p>	 <p>pants</p>	 <p>hats</p>



## Part 5

### TASK 2: MY LUGGAGE

- 10 min

#### Preparations:

- Make sure that the pupils have paper or notebooks to write on.
- Divide the pupils into pairs
- Make a transparency of the task-sheet (use the one in the previous task)

#### The stages of the task:

- Ask the pupils to make a list of things that they would take with them if they were going on a holiday.
- The pupils can use both the items on the transparency and think of other things to take with them.

#### Differentiating options:

- Print a copy of the transparency for the pupils who might struggle.
- Guide weaker pupils to only list five objects.

#### Focus on form:

- You can ask the pupils why they had chosen these specific objects for their trip. You can also ask them why they have chosen to take more than one of some of the objects.
- Ask the pupils what they would say if they wanted to take, for example, several toys instead of just one.
- Give the pupils instructions on how they can form plurals.

## Part 5

### TASK 3: AT THE AIRPORT

- 15-20 min

#### Preparations:

- Choose one pupil to act as the salesperson
- Divide the rest of the pupils in groups of different sizes. For example, if you have 25 pupils, you could make one group of 5, one group of 4, one pair, one group of 6 and two groups of 3.
- Print and cut out the tickets from the task-sheet.

#### The stages of the task:

- Each group should choose a family role for each member. One person should be chosen as the ticket buyer.
- Give an example by buying a ticket for yourself by saying “one ticket to Berlin please”.
- Allow all groups about 5 mins to plan where they want to travel.
- Ask groups from the smallest to the biggest to take turns and buy their tickets, while others listen.

#### Differentiating option:

- Choose the most active pupil as the salesperson because then he/she will have to pay attention during the whole task.

#### Focus on form:

- In this task, focus on form is done by corrections during the task. If the pupils say “5 *ticket*”, instruct them to say “5 *tickets*” and explain why it is important.

## Task-sheet: print

TICKET

TICKET

TICKET

TICKET

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## Part 5

### TASK 4: SCRAMBLED STORY (adapted from Ellis 2003: 154)

- 5-10 min

#### Preparations:

- Print the task-sheet for each pair. Make a transparency for the last phase of the task.
- Cut out each of the picture squares in the handout.

#### The stages of the task:

- Give each pair a set of the cut-out story.
- Ask the pupils to organize the story in an order that they would like to suggest.
- Finally show the original story on a transparency and ask one pupil to read aloud the story.

#### Differentiating options:

- If a pupil has difficulties to focus, ask them to read the story aloud, at the end of the task and this should keep their focus on the task.
- Stronger pupils can think of ways to continue the story.

#### Focus on form:

- Ask each pair to underline plural forms from the story. For example, by asking: “*if there is more than one something, underline the word*”
- After the pupils have underlined, ask them to say if they can see anything common in the underlined words and explain why that is the case.

## Task-sheet: print and cut out



## Part 5

### TASK 5: AT THE RESTAURANT

- 10-15 min

#### Preparation:

- Print a copy of the menu for each pair.

#### The stages of the task:

- Divide the pupils into pairs.
- Tell the pupils that they are on a holiday and have decided to go to a restaurant. Now their goal is to decide what they would like to eat.
- They should order one main course, something to drink and a dessert.
- Ask the pupils to take turns and to tell each other their order.

#### Differentiating options:

- Weaker pupils can only order one thing from the menu, if they want.
- Stronger pupils can place several orders or order something that is not on the menu.

#### Focus on form:

- Ask the pupils to tell what they want to order and write their orders down on the blackboard.
- After this, ask a pupil to come and underline orders that contain more than one thing.
- The task gives you an option to either teach the regular plural or exceptions, such as how one can express quantity when using uncountable nouns.

Task-sheet: print

# Menu

## main courses

1. a hamburger with fries
2. carrot soup
3. pizza
4. salad

## Drinks

1. milk
2. juice
3. water

## Desserts

1. strawberries
2. chocolate cake with sprinkles
3. milkshake with blueberries

## Part 6

# QUESTIONS



## Part 6

### TASK 1: A CALL

- 10-15 min

#### Preparation:

- Print a copy of the handout for each pair

#### The stages of the task:

- The goal of the task is for the pupils to choose sentences from the handout to form a phone conversation. Pupils work in pairs and it is likely that each pair will create a somewhat different phone conversation.
- After each pair is done with creating the conversation, ask each pair to come to the front of the class and act out their phone conversation.

#### Differentiating options:

- Hyperactive pupils could benefit from cutting out the different sentences in the handout and from being allowed to physically put the sentences in the chosen order.

#### Focus on form:

- If the pupils have difficulties during their presentation, for example, with the word order, you can correct them during the presentation stage.
- Ask the pupils some common sentences that appear in most of the conversations. Sentences like “*how are you*” are likely to come up.
- Pick one or two questions and explain to the pupils how simple questions can be formed.

Task-sheet: print

Hello, it's Mary.

Can you come to the movies with me?

What are you doing today?

How are you?

I can't come today.

Pardon, I didn't understand.

I would like it very much.

Bye, bye!

Is Linda home?

I'm fine thank you.

See you soon!

Sure, that sounds nice.

Yes she is.

## Part 6

### TASK 2: WHO WOULD YOU LIKE TO CALL?

- 10-15 min

#### Preparation:

- Give each pupil a paper with the names of everybody in the class.

#### The stages of the task:

- Tell the pupils that the goal of the task is to find out who their classmates would like to call to.
- Ask the pupils to stand up and take both the paper and a pencil with them.
- The pupils should now circle around the classroom and ask each of their friends “who would you like to call to” and write down the answers on the paper.

#### Differentiating option:

- Ask the pupils with attention difficulties to find the pupils in the order that they are written on the paper.

#### Focus on form:

- In this task, only one question is used, but since it is repeated several times, the pupils should be able to recall it.
- Ask the pupils what they asked each other and how they knew that they should give a person as the answer.
- The pupils should recall that “*who*” refers to a person and this gives you an opportunity to present other interrogative pronouns.

## Part 6

### TASK 3: AN INTERVIEW

- 15-20 min

#### Preparations:

- Divide the pupils into groups of four
- Provide two papers for each group.

#### The stages of the task:

- Ask each group to divide themselves further into to pairs for the first part of the task.
- Tell the pupils that they first have 10 minutes in pairs to think of questions that they would like the other pair in their group to answer.
- The pupils should write down the questions in the paper.
- After the 10 minutes, the pupils should ask the questions from the other pair.

#### Differentiating options:

- Give weaker pupils a list of example questions or question words.
- Make sure that weaker pupils are paired with stronger pupils because the task can be demanding.

#### Focus on form:

- Ask the pupils to tell some of the example questions that they had come up with and write them down on the blackboard.
- If the pupils use “*do/does*” questions, this gives you an opportunity to tell how these questions are formed and how the pupils know when to use *do* and when to use *does*.

## Part 6

### TASK 4: ORGANIZE A STORY

- 5-10 min

#### Preparations:

- Print the task-sheet for each pair.
- Divide the group into pairs
- Make a transparency for yourself.

#### The stages of the task:

- The pupils are given a handout with a short story and pictures.
- Each pair will read the story and number the pictures according to what the story says.
- After the pupils have completed the task, it is checked with the teacher.

#### Differentiating options:

- You can underline key words or sentences in the story that is given to a weaker pupil.

#### Focus on form:

- Show the story on the transparency, with questions underlined, and ask the pupils to tell the order of the pictures.
- Ask the pupils the underlined sentences have in common.
- After this, explain how different types of questions are formed. You should choose one question type to focus on, because the pupils are likely to get confused if they have to learn many grammar rules at the same time.

Task-sheet: print

Hi Tom, it's me Mary.

Hi Mary, how are you?

I'm fine thanks. How about you?

I'm ok, do you have anything to do today?

No, I don't. Why?

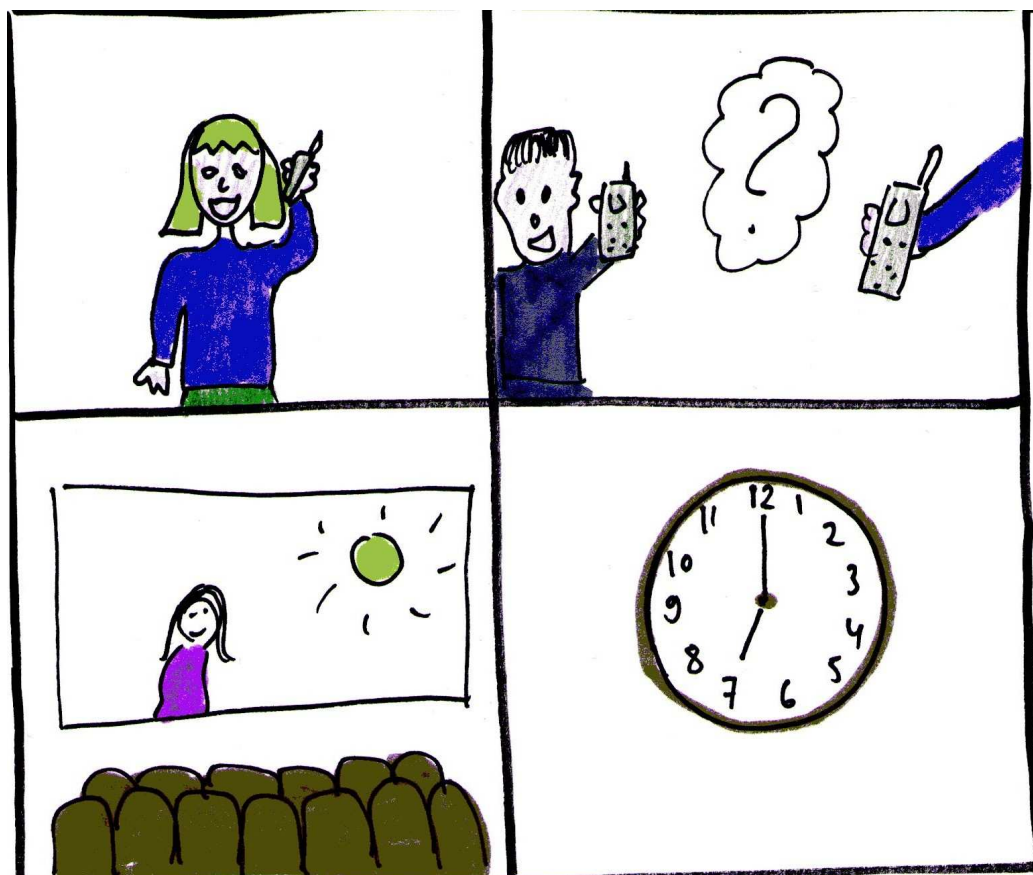
Would you like to come to the movies with me?

Sure, when?

Today, at seven in the evening.

Ok, see you then! bye!

Bye, bye!



## Part 6

### TASK 5: MAKE A CALL

- 10 min

#### Preparations:

- Divide the pupils into pairs, preferably use friends as pairs and do not pair up boys with girls.
- Give each pupil 5 minutes at the end of the previous lesson to plan.

#### The stages of the task:

- While the pupils plan what they are going to say in the phone call, give them advice if they ask you.
- Tell the pupils that their homework is to call each other or alternatively communicate through alternative ways, such as by using a chatroom.
- In the following lesson, the pupils should report how the call went.

#### Differentiating options:

- If a phone call is not possible, try to either organize a computer classroom or a language lab where the pupils can complete the task.

#### Focus on form:

- Because it is a homework task it is more difficult to control what the pupils say or do, so you have to use focus on form in the planning phase.
- When the pupils are planning they might try to form questions and you have the opportunity to correct their possible mistakes or to give them general advice.

## Part 7

# THE PRESENT CONTINUOUS



## Part 7

### TASK 1: MY LIVINGROOM

- 5-10 min

#### Preparations:

- Either make a transparency of the task-sheet or print it to each pair.
- Divide the group into pairs.

#### The stages of the task:

- Ask the pupils to look at the picture and explain to their pair what is happening in the picture.
- Tell the pupils to take turns with the task so that both have the opportunity to speak.

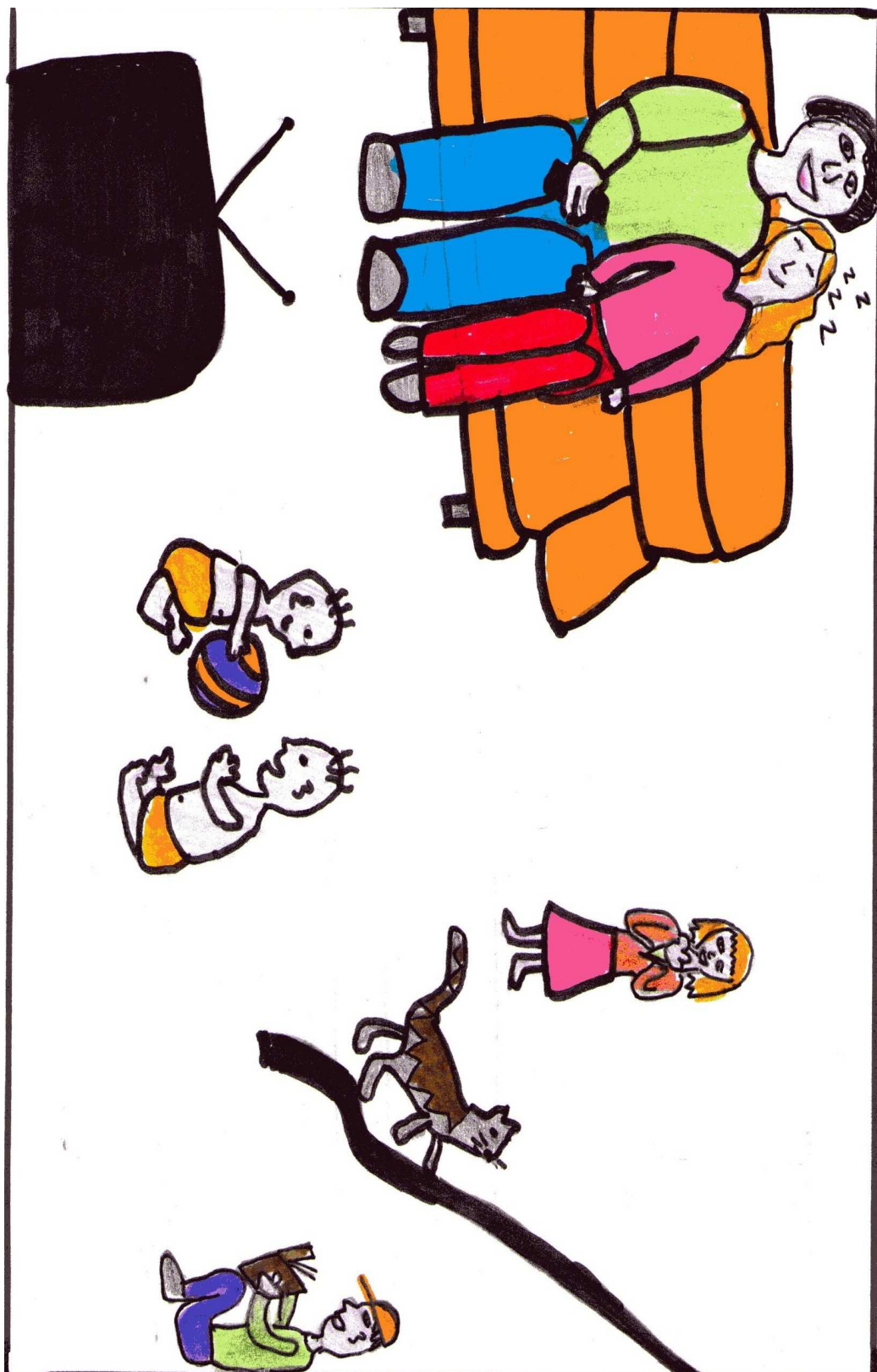
#### Differentiating options:

- Give weaker the pupils an option to look for help from the book, if some of the verbs are more difficult.
- Allow stronger the pupils to think of more activities that could be happening in the living room.

#### Focus on form:

- Ask the pupils to come to the blackboard and write down sentences that they came up with.
- After the pupils have written the sentences, you can now underline the *-ing* forms and explain why it has been added to the verbs.

Task-sheet: transparency



## Part 7

### TASK 2: A STORY

- 15 min

#### Preparation:

- Make a transparency of both the story and the questions.

#### The stages of the task:

- Ask the pupils to listen while you read a short story.
- After this, show the pupils a transparency of the questions related to the story and ask the pupils to read the questions.
- Now, read the story again and pause a couple of times to give the pupils time to write.

#### Differentiating options:

- Ask a pupil with attention difficulties to be the one who is reading the story, but make sure that you tell them when to pause.
- If a pupil has major difficulties, give them a copy of the story to follow while you read.

#### Focus on form:

- Show the story on a transparency and ask how the pupils had answered the questions.
- Underline the answers, which should contain continuous verb forms.
- Finally, give a short introduction into how the present continuous is formed and why it is important to know.

Task-sheet: transparency

**This is my house:**

My dad is in the living room. He is reading a newspaper. He is sitting on a big blue sofa. My little sister is playing on the floor with a doll. She is sitting near dad. I am watching TV, because my favourite show is on. My mom is in the kitchen cooking soup and baking cookies. We all hope that the cookies taste good.

1. Who is reading?

---

2. What is the little sister doing?

---

3. Why am I watching TV?

---

4. What is mom cooking?

---

## Part 7

### TASK 3: DRAWING TASK (adapted from Ellis 2003: 154)

- 15-25 min

#### Preparations:

- In the previous lesson, advice the pupils to make a drawing on a topic “*in the park*” as their homework.
- Give each pupil a sheet of paper for the task.

#### The stages of the task:

- First the pupils will complete the drawings at home.
- In the next lesson, ask the pupils to explain to their pair what is happening in the picture.
- Some of the pupils could also come and present their drawing to the whole class.

#### Differentiating options:

- The drawing task itself is differentiated, because the pupils can make a drawing as well as they can.
- However, when weaker pupils are explaining their drawing, allow their pair to help them.

#### Focus on form:

- You can either circle around in the classroom while the pupils are telling their stories and correct if they use the continuous form incorrectly or use an example picture to draw everybody’s attention to the issue.
- If you choose to use an example drawing, ask questions such as “*what is he doing*” to draw attention to the target form.

## Part 7

### TASK 4: WHAT AM I DOING?

- 15-30 min

#### Preparations:

- Choose two pupils to act as the actors.
- Divide the rest of the class into two groups: those who invent what the actors do and those who try to guess.

#### The stages of the task:

- Tell both groups to go into different sides of the classroom. While the inventors think of what the actors could act. You can help them by suggesting that they would choose simple activities.
- One of the inventors will go and whisper to the actors what they should act and the guessers can guess.
- Repeat the task as many times as you want and change the groups if you have enough time to spare.

#### Differentiating option:

- Choose hyperactive pupils as actors, because they can diffuse some of their energy in this role.

#### Focus on form:

- After the task is completed, write some of the verbs that the pupils have come up with and if they are not in the present continuous form, change them.
- Now explain that the change was necessary because the actor was , for example, dancing at that very moment.

## Part 7

### TASK 5: A POSTER PROJECT

- 20-45 min

#### Preparations:

- Divide the pupils into groups of 4.
- Get newspapers or magazines that the pupils can cut from.
- In addition, get a big sheet of paper, glue and scissors for each group.

#### The stages of the task:

- Give each group a couple of magazines to look through.
- Tell the pupils to cut out the picture/s and glue them into the big sheet of paper.
- Finally, ask the groups to write a description of the picture. You can suggest that they could write something about the place, the characters in the picture or what is happening in the picture.

#### Differentiating option:

- Make sure that a hyperactive pupil is engaged with the task for example by giving them the responsibility of cutting out the picture and gluing it.

#### Focus on form:

- Ask the pupils to come and present their presentations.
- Corrective feedback is the best way to focus on form in this task, because it is possible that not all use the target form.
- If a group uses the present continuous incorrectly, correct them for example by repeating the form correctly or explaining the difference.

## Part 8

# PERSONAL PRONOUNS



## Part 8

### TASK 1: A LETTER

- 15 min

#### Preparation:

- Print a copy of the task-sheet for each pair.

#### The stages of the task:

- Divide the pupils into pairs and give each pair a copy of the task-sheet.
- Ask the pupils to read the letter from a prospective pen pal and to answer the questions in the task-sheet.
- Lastly, the answers are checked with the whole class.

#### Differentiating options:

- Mark off some of the more difficult questions and ask weaker pupils to only complete those that are not marked.
- Stronger pupils can write down additional information that they understand from the letter.

#### Focus on form:

- Ask the pupils to pick out all the people that the pen pal describes in the letter.
- After this, ask the pupils if they notice what happens when the pen pal refers to each person the second time. The pupils should notice that the writer does not use the name again, but a personal pronoun.
- This gives you an opportunity to ask the pupils to come and write down on the blackboard all similar words that they know. Add missing personal pronouns to the list.

Task-sheet: print

Lue kirje ja vastaa sitten kysymyksiin.

Hi

My name is Lisa and I am your new pen pal. I am 10 years old and I live in Dublin. I have a mom, a dad, two sisters and a brother. My mom is a nurse. She works at a hospital. My dad is a fireman. He works at a fire station. My sisters study at the university. They don't live at home anymore. Luckily they visit sometimes. My brother lives at home, but I don't like him because he bullies me. We all like to watch TV and listen to music. Do you like to watch TV? I hope you write to me soon.

With best wishes,

Lisa Robertson

1. Where does Lisa live?

---

2. Who belongs to her family?

---

---

3. Where does her dad work?

---

3. Why doesn't she like her brother?

---

## Part 8

### TASK 2: WRITE BACK

- 20 min

#### Preparations:

- This task should ideally be combined with the previous task as an answer to Lisa's letter.
- Give each pupil a sheet of paper to write the letter and if you have not already printed the previous task-sheet, print it now.

#### The stages of the task:

- Ask the pupils to read Lisa's letter twice.
- After this, tell the pupils to respond to Lisa's letter.
- Give the pupils advice that they should write something about themselves.
- The pupils can also draw their own picture.

#### Differentiating option:

- Tell weak writers to come up with a certain amount of sentences, such as 6. This should give some structure to the task and help hyperactive pupils to not get overwhelmed by the open task.

#### Focus on form:

- Ask some of the pupils to read aloud their letters.
- Ask a few questions based on the letters, such as "what does she like to do?"
- You can also ask how they knew to whom the question refers to. If the pupils can't explain, you can shortly explain how personal pronouns are used.

## Part 8

### **TASK 3: WHO'S IN THE PICTURE** (Adapted from Willis and

Willis 2007: 110)

- 5-10 min

#### **Preparation:**

- Print the task-sheet for each pupil.

#### **The stages of the task:**

- Ask the pupils to form pairs or groups of three.
- The pupils should read the descriptions and try to match them to the corresponding pictures.
- Finally ask the pupils to work together with another pair and to check if they have the same answers.

#### **Differentiating options:**

- Tell the pupils with attention difficulties to match the descriptions by starting from the first picture. Only if the description is too difficult, they should skip it.
- The pupils can also be allowed to check difficult words from their textbook.

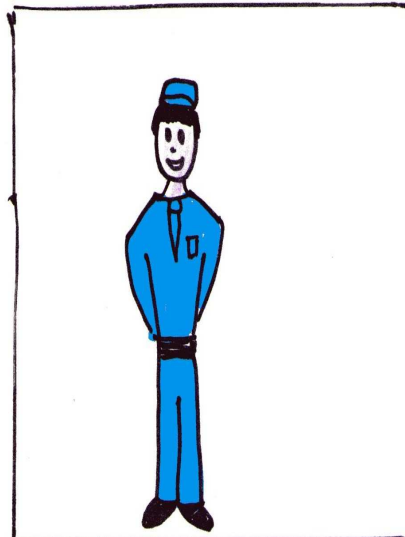
#### **Focus on form:**

- Give the pupils an example of what a personal pronoun is and ask them to underline similar words from the input.
- After the pupils have underlined the pronouns, point out the ones that they have possibly missed.

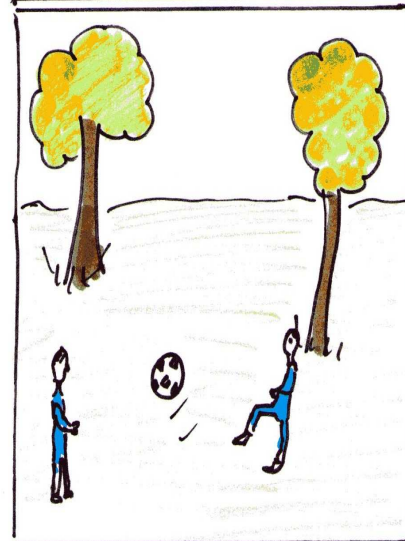
## Task-sheet: print



He is a policeman  
and he has dark  
hair.



They play football  
in the park. They  
have blue clothes.



she waters flowers.  
she has a pink  
dress and brown  
hair.

## Part 8

### TASK 4: MY FAVOURITES

- 15-20 min

#### Preparations:

- Divide the pupils into pairs.
- Make sure that each pupil has something to write on.

#### The stages of the task:

- Tell the pupils that their goal is to find out what their pair likes.
- Ask the pupils to take turns and interview their pair and write down things that they like.
- After every pair has completed the task, give each pair the opportunity to tell, to the whole class, two things that their pair likes. For example, one could say “*he likes cats*”.

#### Differentiating options:

- The pupils can think of as many favourite things as they can, according to their skills.
- Ask the pair of a weaker pupil to help in coming up with the favourite things.

#### Focus on form:

- The goal of the task is to help the pupils notice the difference between the personal pronouns *he* and *she*.
- If the pupils accidentally refer to a boy with the pronoun *she*, or the other way around, correct them and explain why it is important to make the distinction.

## Part 8

### **TASK 5: LISTEN AND DRAW** (adapted from Ellis 2003: 118)

- 10-15 min

#### **Preparations:**

- Print one copy of the task-sheet for each pair and also provide them with an empty sheet of paper.
- Make a transparency of the story and underline all personal pronouns.

#### **The stages of the task:**

- Ask the pupils to decide who is going to draw and who is going to read.
- Now the readers should read the story slowly twice.
- The other pupil tries to draw according to the story.
- After they have completed the task, ask them to check what the drawer has come up with and to see what is missing.

#### **Differentiating option:**

- Ask a pupil with attention difficulties to be the one who is reading, because he/she can struggle with concentrating to both listening and drawing at the same time.

#### **Focus on form:**

- Show the pupils the transparency with underlined personal pronouns. Ask them to explain the similarity of these words.
- You can also ask the pupils to write down the pronouns in their notebooks for future reference.

Task-sheet: print

### In the park

Tom and Alice are playing in the park. They are running between trees and playing football. Alice has red shoes and a blue shirt. She also has a green hat. Tom has blue jeans and a black shirt. He does not have shoes.

The park is big with loads of trees and flowers. The children have many friends there. They ask Mike and John to come and play with them. Mike can't come because he has to go home, but John joins in the game. John takes his dog with him and says: "it can play, too".



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