

The Presentation-Practice-Production Vs Consciousness-Raising: Which Is Efficient in Teaching Grammar?

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Abstract

This paper investigates two prominent approaches language teachers utilise when teaching grammar. The first is the 'Consciousness-Raising, (CR)' [akin to discovery inductive approach] in comparison with the 'Presentation-Practice-Production, (PPP)' [akin to rule-driven deductive approach]. The purpose is not to prioritise one approach over the other but to experimentalise the two approaches to check their learning impact in terms of efficacy and appropriacy. To achieve this; two lesson plans were carried out supported by relevant worksheets to scrutinise students' comprehension. A closed-ended questionnaire was also applied to identify students' attitudes and perceptions of the two approaches and the one perceived by them as likely to lead to permanent understanding of language patterns. This study proposes that a teaching approach cannot be used with all grammar rules and cannot be applied with all students in all learning contexts. Students tend to hold different beliefs about how language patterns should be presented, and they tend to have their learning agenda, which they need to fulfil. This study encourages providing some relevant recommendations for grammar teaching.

Key Words: *Presentation-Practice-Production, Consciousness-Raising, deductive approach, inductive approach, teaching methodology, language testing, washback effect*

1. THEORETICAL FRAMEWORK

1.1 Introduction

A language teacher takes decisions all of the time, some of which are relatively minor and he or she is free to decide because they relate to the daily routine. Other decisions have more profound implications since they correlate to the principles of the methodology to be applied (Freeman, 1986). Nominating a certain methodology is not always within the hands of a teacher as it involves reconciling a large number of different and often conflicting priorities (Swan, 1985). It is because no methodology is supported constantly, even eclectic approaches sometimes fail to create an ideal lesson type to be aspired by teachers, who wish to get sure, and prompt outcomes and that can be applicable to all classes and all grades (Nunan, 1995). On the other hand, the complete absence of a clear methodology can lead to the random application of teaching techniques.

Grammar is, therefore, one of the most arguable aspects in language learning and acquisition. In this paper, two prominent, but often conflicting, approaches were tested for teaching grammar. The first is the 'Consciousness-Raising, (CR)' [akin to discovery inductive approach] in comparison to the 'Presentation-Practice-Production, (PPP)' [akin to rule-driven deductive approaches]. The purpose is not to prioritise one approach over the other, but to experimentalise the two approaches to check their learning impact in terms of efficacy and appropriacy. To achieve this; two lesson plans were carried out supported by relevant worksheets to scrutinise students' comprehension, as well as a questionnaire to identify preferences. In the end of the study, some relevant recommendations for grammar teaching were set based on the research findings.

1.2 Grammar: The Controversial Aspect

Let schoolmasters puzzle their brain,
With grammar and nonsense and learning;
Good liquor, I stoutly maintain,
Gives genius a better discerning

A segment from Tony Lumpkin's song in "She stoops to conquer" by Goldsmith
Cited by (Widdowson 1978, p. 137)

The above quotes might indicate that grammar has gained a reputation of dullness, probably because the way in which it is taught seems deliberately designed to kill any interest in the subject (Widdowson, 1978). The above lines reflect the moans and groans of language learners towards grammar complexities, which are considered, by students at least, the main reason behind their inability to learn a target language. Novice teachers, as well, view grammar as so tricky and scary, since they are influenced by the way grammar was traditionally regarded by grammarians who treated grammar in a scientific way considering it a set of rules, based on abstract concepts which must be learnt in the abstract and mechanically applied (Lott, 2005). White argues that:

'Language, like a plant, requires its share of pruning and training for health. English, for instance, is a **grammarless tongue**, and this is the basis of its superiority. In English, words are formed into sentences by the operation of an invisible power, which is like magnetism. Nearly all of our so-called English grammar is mere make-believe grammar, which children in schools are required to cite a rule, which they cannot understand, as the law of a relation, which does not exist (White, 1891, p. 59).'

This notion did not gain much prominence in learning a target language as it quite fits native speakers of the language, but not foreign learners. Local dialects in all languages show variations on formal rules of grammar since human languages appear to be rule-governed, even if the rules of local dialects are different from those of the dominant variety. For example, people of the same district voluntarily speak a language in a way that may be quite different from those in a nearby district. Another example from Baron (1982:169) might show how conventional grammar was considered unnecessary.

'Many years ago a certain brand of cigarettes was advertised "as tasting good like a cigarette should". Many people felt the use of the preposition "like" in place of the conjunction "as" was a serious violation of the grammatical integrity of the language, and strong complaints were lodged against the slogan. The cigarette manufacturers capitalised on the publicity generated by these complaints with a television commercial campaign in which they asked the rhetorical question, "What do you want, good grammar or good taste?" This dichotomy between grammar and taste was created primarily to sell tobacco (Baron, 1982, p.169).'

The teaching of grammar went through many vicissitudes in types of presentation. Some approaches such as the Grammar Translation Method considered grammar as the main pillar in language acquisition giving it unlimited focus on the account of other language skills. Other approaches such as the Communicative Approach eliminated the role of grammar giving priority to the communicative use of language. Each view definitely has its own justifications for the faithful adoption of what is so-called deductive or inductive teaching of grammar to fulfil certain prospective goals (Widdowson, 1978). Admittedly, the following questions arise frequently when negotiating grammar teaching. Is there any point in grammar explanation? Should teachers feel guilty for explaining grammar profoundly? Can all grammar rules be explained covertly?

1.3 Inductive Vs Deductive

There are two ways in which students can achieve understanding of a rule; the deductive [rule-driven or rule-led] path and the inductive [rule-discovery] path. Both approaches can lead to further practice of the rule until applying it becomes automatic. The best approach is that which succeeds to keep a lasting learning effect and which leads students to the natural, spontaneous and unconscious use of the acquired rule.

Deductive learning adopts overt and explicit presentation of grammar rules to guarantee that students have already assimilated the syntactic usage of a rule [rule of form] as well as its semantic meaning [rule of use]. It always starts with the presentation of a rule that is followed by examples and exercises in which this rule is applied. Students are fully engaged with the rule through the study and manipulation of examples. It significantly depends on spoon-feeding rather than

exploration. An example of deductive learning might be that on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that (Thornbury, 2005).

Inductive learning, on the other hand, is related to the covert and implicit presentation of grammar. It starts with some examples from which a rule is inferred. The students, without having met the rule, study some examples from which they try to discover an understanding of the rule. They are not given ready-made patterns to be learnt by heart. Inductive learning provokes thinking activities such as brainstorming and problem solving through cycles of "trial and error" with wise guidance and feedback from the teacher. An example of inductive learning might be that on arriving in this same country, you observe several instances of people rubbing noses on greeting each other, so you conclude that this is the custom, and proceed to do likewise.

1.4 Proponents and Opponents

Deductive learning gained a wide popularity due to certain advantages. These are some of them.

- It gets straight to the point and is economic in terms of timesaving.
- It allows more time for the practice and application of rules, which may accordingly enhance the apprehension process.
- It gives priority and respect to students' intelligence and maturity.
- It suits many students who prefer learning about language or metalanguage.
- It allows the teacher to teach grammar rules comprehensively as they come up without any deformation or reformulation (Thornbury, 2005).

Inductive learning, on the other hand, is still in vogue and favoured by enthusiastic teachers for these advantages.

- It helps students become independent and not expect the teacher to do all the teaching.
- Working out rules out of examples requires mental effort, and this accordingly results in greater memorability. There is a widely held belief in the "no-pain-no-gain" principle of language learning.
- When students discover a rule, they formulate it in a way that fits their mental structures.
- It promotes students' positive feeling when they succeed in eliciting the rule.
- It adds variety inside classrooms and creates a relaxing environment (Sharkey, 1995).

On the other hand, opponents of each approach argue that it fails to achieve real learning.

For instance, antagonists of deductive teaching claim it has these disadvantages.

- It leads to the segmentalisation of language, as we do not learn grammar, then lexis and then discourse analysis. We should learn them together or not at all.
- Being able to do structures accurately through extensive drills is no guarantee that you can use them equally well in a natural conversation.
- Starting the lesson with grammar presentation may be off-putting for some students.
- It encourages the belief that learning a language is conditioned by learning a set of rules.
- It increases the passivity of students and undermines classroom interaction.
- The over-prolonged "chalk-and-talk" presentation will soon tire even the most attentive students (Nunan, 1999).

Some teachers argue that inductive learning may hamper learning progress for these reasons.

- It is time-consuming and often reduces the time given to the practice of rules and the other language skills.
- Students may hypothesise the wrong rule and changing it requires prompt intervention of the teacher to elicit the rule even overtly to avoid any confusion.
- It may result in the abdication of responsibility or lack of control on the part of the teacher.
- Teachers feel they are not really teaching and students cannot trust what they obtained.

However, this question (*why do you not prefer discovery activities?*) was asked to an EFL teacher and a good student, as well.

Emad Assad, Syrian EFL teacher:

Teaching grammar inductively is not always appreciated by my students who may conclude that I am unable to teach it. Otherwise, I can prove my aptness through teaching grammar deductively supporting it with intensive drills. My slogan is to teach a little and practise a lot.

Akram Zeedan, EFL student, grade 10: N.B. *Grammar deviations are amended*

I always trust the information I take from my teacher than that I take from my classmates. We sometimes waste much time negotiating with other groups until we infer the rule and oftentimes it comes distorted and not accurate. This accordingly entails the teacher's intervention to clarify ambiguities and correct wrong conclusions.

2. RESEARCH STUDY

2.1 Background of the Informants

The informants of this study, whose mother tongue is Arabic, are two high-school classes in grade 10 in a state school learning English as a foreign language. They systematically have four hours a week through an hour-period. They follow a prolonged course, which lasts for ten months with approximately 150 – 160 hours per annum. These two classes are composed of twenty-five students at heterogeneous levels in each classroom, some of whom are enthusiastic enough to indulge in new activities whereas others are so careless that they may undermine the progress of any activity. However, the two categories have a common compatibility regarding the importance of learning grammar intensively. This consensus arose not only due to the course materials, which are structurally designed, but also due to the requirements for formal examinations that prioritise structures, chunks and reading comprehension over the other aural-oral skills.

Those students were taught grammar deductively. Therefore, both of the two classes identify the sequential steps of deductive learning and are quite familiar with such a technique. While applying the selected structure, one of the two classes will be the controlled group that is to be taught deductively through the **PPP** approach and this will be referred in later writing as **Type A**.

The other class will be the experimental group that is to be taught inductively through **consciousness-raising** and this will be referred later as **Type B**.

2.2 The Principal Aim of the Study

Through the replication of the two lesson-plans, through analysing instructional outcomes, and through displaying the informants' points of view and personal preferences, this study aims to discern the validity and credibility of inductive versus deductive instruction in terms of efficacy and appropriacy.

2.3 The Selected Construction

2.3.1 Form

The construction presented in this study was included in an authentic text taken from 7DAYS WEEKLY NEWSPAPER, UAE. This construction was:

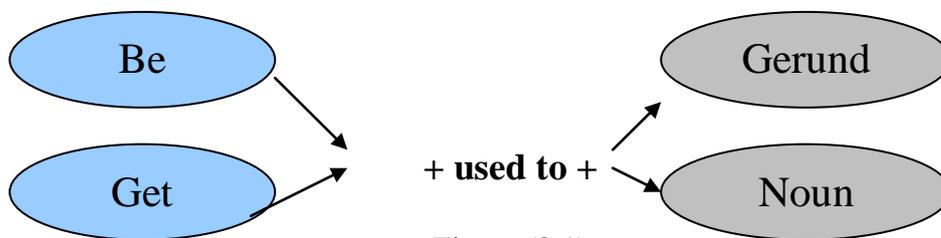


Figure (2.1)

This construction can be exemplified like this:

Jane has lived in London for three years and she **is used to driving** on the left.

Jennifer has recently come to the UK, but she soon **got used to cold weather**.

2.3.2 Reasons for choosing this structure

The "be / get used to" construction is used to express how something is beginning to seem usual and normal to someone (Azar, 1985). If you say that somebody "*is used to (doing) something*", you mean that he/she has done it or experienced it so often that it is no longer strange to him/her (Swan, 1983). This construction seemed to be complicated to my students in terms of use and usage. They rarely use this construction to express their familiarity with an action thinking that the use of "usually" can be an easy substitute. For example, on asking a question like "*how are your school days different from your holidays?*" I often get responses like these:

- 1- I usually get up at six.
- 2- I do not stay up on school days.
- 3- I rarely go to the club or to the movies on school days.

They are not aware of the difference between the use of *usually* and this construction. The first, unlike the latter, is an adverb of frequency that refers to the occurrence of an action, and it signifies that something happens repeatedly but it was no longer a problem like when we say:

- 1- The 7 o'clock train from Cairo usually comes late.

Instead, it can be more appropriate to say:

- 1- On school days, I am used to getting up at six.
- 2- I am not used to staying up on school days.
- 3- I am not used to going to the club or to the movies on school days.

This construction is also problematic in another way when it is compared with the *used to* structure for expressing habitual past. Students, on using it, always get confused between the preposition *to* attached to this construction which would normally be followed by a gerund or a noun, and the one attached to *used to* structure and which is normally followed by the base a verb.

Moreover, there is some confusion they encounter while forming the negative and interrogative forms of the construction. No wonder to find students confuse verb forms in examples like these:

- 1- We used to swim / swimming everyday when we were children.
- 2- Mara got used to cook / cooking very delicious food.

For these reasons, this construction was found perplexing to many students. However, this is not the only structure causing difficulties to them or even the most perplexing one, but it is mostly ignored due to the lack of its popularity.

2.4 Lesson Plans

The two lesson plans were fully designed with timing scheme and regular phases through attached appendices. The plan of the first treatment was for the deductive teaching of grammar through PPP whereas the plan of the second treatment was for the inductive teaching of grammar through consciousness-raising. However, some reporting features of the two treatments are incorporated in these brief accounts.

2.4.1 First Treatment

Students have dealt with the text, understood it and answered all the relevant questions with no elicitation of the rule. The only question asked regarding this rule was intended for specific information, "how often was the construction (be / get used to) mentioned in the text? The construction was (**P**) presented in this example which seems to be clear but less contextual: *Mary works as a secretary and she is used to getting up early.* The example was clarified so that students could understand the use and usage of the construction. A big table was drawn on the board demonstrating the various forms of the construction in positive, negative and interrogative statements, like this:

Table (2.1) Different Forms of 'be/get used to' quoted from (Thorn, 1990: 98)

| Case | be / get forms | Used to | Complement |
|-------------------------|---|---------|------------------|
| Positive Statement | am / is / are got / is getting / will get / has got | used to | Living in a city |
| Negative Statement | am / is / are (not) didn't get / isn't getting / ... | used to | Living in a city |
| Interrogative Statement | Is he / are they ... Did he get / is she getting / ... | used to | Living in a city |

The presentation of the table was followed by examples to assure understanding. A transparency was displayed with miscellaneous drills for controlled (**P**) practice. Hereby, the teacher worked on posing informative questions using the construction so that students can (**P**) produce it in variable situations. This last activity typifies the free practice phase.

2.4.2 Second Treatment

In this treatment, the class was divided into five jigsaw groups with five students in each one and a proficient leader to give a hand and assure members' participation. The students had previously studied the reading text and became familiar with most of the semantic complexities. Novelty sometimes causes worry in terms of unfamiliarity. To avoid this, another structure was previously presented depending on *C-R* to familiarise students with such a technique. The teacher's intervention was very slight for guiding and sometimes providing feedback.

The students firstly were asked to respond to this question; "*what did you use to do when you were young?*" This brainstorming technique was intended to engage them in the use of *used to* for expressing habitual past. They, then, were asked; "*How can we express a habit that is in progress?*" Students looked hesitantly, but they did not know how. A number of examples were displayed on a pre-set transparency of the focused construction and students were asked to explore the structure that is repeatedly used in all examples. After specifying it, they were asked to consider

the form of words following it. Working on that and making use of students' pride with their success in decoding sentences, each group was given a situation on which they were asked to write full sentences using the construction. Slight errors were tolerated unless they affected the straightforwardness of spoken or written discourse. To sum up what had been conducted, students were asked to figure out the rule that governed the use of the construction. After some negotiation and discussion, they inferred the construction that is to be used to express current habits, like this:

| |
|------------------------------------|
| be / get + used to + gerund / noun |
|------------------------------------|

2.5 Reinforcement

No wonder to find students' accuracy in using a structure that has recently been dealt with is very high when it is gauged directly or after a short period. However, this percentage may decrease or remain stable after many engagements in other activities and structures. The stability of the percentage, surely, gives a good denotation about the effectiveness of the methodology applied. To assure the efficacy of C-R Vs PPP, another worksheet was conducted two weeks after the first presentation of the construction. Some of the tasks included the two constructions *used to* and *be / get used to* in order to check students' assimilation of the difference between them.

3. CONFIGURATION OF FINDINGS

3.1 Instruments

To gauge the efficacy (E-factor) and the appropriacy (A-factor) of the two approaches, two worksheets (appendices 4 and 5) were conducted with the two classes after submitting the construction. Another worksheet was conducted after two weeks to identify whether the students were still able to use the construction skilfully. In addition, in order to acknowledge students' preference of the two approaches besides their personal inclination towards grammar acquisition, a

questionnaire was run. The results of the worksheets and the questionnaire were transcribed and analysed.

3.2 Displaying Results

After running the first two worksheets, these results were calculated:

Table (3.1) Analysing First Worksheet's Results

| Approach | No of students | Less than 50 | 50 – 70 | Over 70 | Overall Percentage |
|------------|----------------|--------------|-----------|-----------|--------------------|
| PPP | 25 | 6 | 11 | 8 | 76% |
| CR | 25 | 3 | 9 | 13 | 88% |

The above table shows a comparison between the two groups of students in terms of the marks they scored in worksheet tasks immediately after the lesson. It is clear that there was an increase in the percentage of students of Type B gaining marks of 50 and above to around 88% in comparison to the 76% of those in Type A. The figures of those who got less than 50 marks in Type A were exactly double the number of those in Type B. The mediocre levels of marks show 44% for Type A and 36% for Type B. Most significantly were the figures referring to the excellent level of learners. There was a noticeable increase in the percentage of type B to around 52% over the 32% of type A. However, the statistics implied that students of Type B had deeply assimilated the rule and were apt enough to use it spontaneously in other relevant situations unlike those of Type A who had learned the rule to use it in doing mechanical drills. The second worksheet was carried out two weeks after teaching the construction and these were the results collected.

Table (3.2) Analysing Second Worksheet's Results

| Approach | No of students | Less than 50 | 50 – 70 | Over 70 | Overall Percentage |
|------------|----------------|--------------|-----------|-----------|--------------------|
| PPP | 25 | 11 | 8 | 6 | 56% |
| CR | 25 | 4 | 10 | 11 | 84% |

The figures from the second worksheet were noticeably different from those shown in the first table. It was significant that students' assimilation of the construction declined dramatically for Type A, in particular. The overall percentage of the Type A students who got over 50 marks was around 56% and 84% for Type B with slight decrease. Surprisingly, one of the most striking changes in such statistics was the number of students who could not get the PASS mark in Type A. This was approximately double the number of those in the first test and unlike the number of those in Type B, which nearly remained stable. Most notably, the percentage of the excellent group deteriorated with Type A to around 24% in contrast with the 44% of Type B. In conclusion, the table seems to indicate deterioration in the proportion of students' assimilation of the prescribed construction in PPP group.

3.3 Discussion

Some students in both groups performed poorly on the first worksheet as well as the second, and would probably need further teaching of the construction by whatever method. It can be argued that the differences in worksheet results between the two groups of students especially in the second worksheet elevated due to these reasons.

1. Students in Type A were passive recipients and their role was confined to giving responses, unlike those of Type B who were completely engaged in an interactive learning process which undoubtedly result in greater attention and greater motivation.

2. The rule in Type A was comprehensively presented with its full forms in a rather rigid style that only a few students were able to understand, whereas in Type B the rule, inferred and formulated by the students, was compatible with their existing mental structures.

3. Students in Type A **memorised** the rule, but forgot it, but in Type B, they were **involved** in creating the rule by themselves, therefore, it resulted in greater memorability.

Tell me, I forget,

Teach me, I learn,

Involve me, I understand.

4. Students in Type A learned to use the structure in doing mechanical drills inside classroom, but they failed to use it contextually in social-like situations as in Type B.

The figures for the worksheets, which evolved from the two approaches for the subsequent tests, were points to be added in favour of the consciousness-raising, and the figures of the second table were a good evidence to imply how effective the approach was. With PPP, students failed to get a lasting learning.

3.4 Displaying Questionnaire Findings

This questionnaire was conducted with the 50 students of the two classes to investigate their viewpoints regarding the importance of grammar, interest, grammar mistakes, teaching techniques, besides accuracy in using grammar rules. Students' responses were surprising as they appear in the table below.

Table (3.3) Displaying Questionnaire Findings

| Que. No. | No. of Students | Ans. (a) | Per. | Ans. (b) | Per. | Ans. (c) | Per. | Ans. (d) | Per. |
|----------|-----------------|----------|------|----------|------|----------|------|----------|------|
| 1 | 50 | 15 | 30% | 21 | 42% | 9 | 18% | 5 | 10% |
| 2 | | 7 | 14% | 20 | 40% | 13 | 26% | 10 | 20% |
| 3 | | 10 | 20% | 19 | 38% | 11 | 22% | 10 | 20% |
| 4 | | 23 | 46% | 17 | 34% | 7 | 14% | 3 | 6% |
| 5 | | 8 | 16% | 14 | 28% | 20 | 40% | 8 | 16% |
| 6 | | 12 | 24% | 16 | 32% | 15 | 30% | 7 | 14% |
| 7 | | 24 | 48% | 10 | 20% | 11 | 22% | 5 | 10% |
| 8 | | 13 | 26% | 10 | 20% | 16 | 32% | 11 | 22% |
| 9 | | 9 | 18% | 14 | 28% | 16 | 32% | 11 | 22% |
| 10 | | 8 | 16% | 15 | 30% | 27 | 54% | | |

Figures of the questionnaire seem to imply that:

1. Students were satisfied that grammar is **important** and they **sometimes** enjoy grammar classes, but this probably depends on how **helpful** the way is in which this grammar is presented.
2. Students found grammar **difficult** to learn and that is why they **always** make mistakes, but they **rarely** identified their mistakes or even identified that they made mistakes.
3. What is more disappointing was that students were **excellent** performers of grammatical exercises immediately after the rules had been explained , however this was not the case after some time.
4. Students were satisfied that applying **variable** techniques may help overcome the problem of grammar learning provided that this does not affect their dealing with final exams badly.

3.5 Treatments Appraisal

Most of the students in Type B, who were taught inductively through C-R but had a prior experience of deductive learning, preferred participating in working out the rules from examples by themselves, but a few students gravitated to deductive learning as it feels safer and they believe it helps to achieve success. A third group did not care about the approach to be applied, but to the way in which they could produce impeccable English. Here are three samples of what students wrote.

N. B: Comments are adapted and grammar deviations are amended.

Student A

I speak English very well. I use English a lot on the Net and with my friends, but in exams, I usually get poor marks in writing because I make many grammar mistakes. I think deductive learning may help me become good at grammar.

Student B

I usually get high marks in all subjects and in English as well. I can write English well, but I cannot use it fluently while speaking with my English friends. I think interactive learning may help me speak English well.

Student C

Inside school, I am a student and what is important to me is to pass the exams with flying colours. I do not care too much about the approach to be applied, but I am only keen on what helps me pass with distinction.

It is not only teachers who are pragmatists, students also tend to favour practical ways of learning.

4. Conclusion

According to the outcomes of this treatment of the two teaching approaches, students favoured consciousness-raising as an effective teaching technique over PPP because it had not only helped them to get to grips with the language, but it had also involved them in an analytical study of the language. They gradually were able to change their mentality regarding the teaching of grammar. They identified that grammar learning is like a building with many entrances and whichever door they use, they will get in, but it is a matter of proximity.

Rather than seeing consciousness-raising and PPP or, in other words, form and meaning, as linear opposites, we might envision them as a circular loop. A teacher should not feel guilty when he / she presents an authentic text involving a structural item covertly and then clarifies it afterwards to assure complete assimilation. Teachers should not look at the ends of a seesaw, but the fulcrum (Brown, 2001). In addition, language learning is not only a bottom-up or top-down approach, but also a third way between them (Lott, 2005). Each of the two approaches may be appropriate for certain categories of students. The deductive approach can be useful for mature, well-motivated students with some knowledge of the language who are anxious to understand the more complicated aspects of the grammatical system. It is also suitable for students who have already learnt one foreign language and are interested in the way this language deals with certain grammatical relationships. It moreover matches adult students in intensive courses who have reasons for wishing to understand as quickly as possible how the language works. The inductive approach, on the other hand, is very appropriate for young language learners who have not yet developed fully their ability to think in abstractions, and who enjoy learning through active application; students who can take time to assimilate the language through use; and those studying the language in an environment where they hear it around them (Thornbury, 2005).

In conclusion, teachers should not be fanatical about one approach and deny the other since some grammar rules are not so easy to be discovered by students. Regardless to the approach to be effectuated, it should be subservient to the teacher's own consideration and orientation to decide what material to be introduced, to whom it should be given, and how it should be dealt with (Harmer, 1989). This, undoubtedly, is not an easy task, as it necessitates not only planning, but also complete understanding of course aims and the psychology of learners.

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Appendix (1)

Look forward to the golden years

"As people get older in life their value system and attitudes of life changes," says Doctor Raymond Hamden, at the Comprehensive Medical Centre, Dubai. The older you are and the more experiences you have in life and the more you realise what is important. Many people look back on their life and career and often realise that all the hard work they used to do is not actually the reason for their happiness. Yousuf Farez, a Dubai media executive is hitting the big 50 and is a little perturbed at his diminishing physique. "Physically it bugs me that I am not as fit as I used to be and that my body is slowing down, as far as my life is concerned I am definitely a lot happier now, than in my twenties," says Farez. This is not the first study to point out that life satisfaction increases after the age of fifty, says Professor Grimley Evans, a UK professor of geriatric medicine. Moreover, when talking about those in their sixties and seventies, Professor Evans says that there are two socio-biological factors that help determine happiness. One is that elderly people no longer have the constant worry and stress they used to feel in their prime while bringing up a family. And, two that testosterone levels are dropping worldwide, so rather than getting worked up about things people more and more tend to just say 'who cares'.

"Old people nowadays come from a generation, where, particularly in the UAE society, there are good pensions available for them. They get used to buying appliances that can help free them from cleaning and other stresses," says Professor Evans. Such speculation is a valid call in the west – a culture that has no problem-putting grandparents in a retirement home and definitely does not have the same deeply rooted respect for the elderly as in India or Arab countries. In the UAE, however, tight knit family bonds mean that the elderly have little to worry about for their future – wide-spread customs here ensure that grandparents are cared for within the family unit. "In Europe we are used to sending our grandparents to old folks homes, but here the culture is different, for the old person is used to staying with the daughter or the last to get married," says Samira, a lady married twelve years to a local. The old here are happy because they are safe.

This text was quoted from, "7DAYS" A UAE English weekly newspaper,
Thursday, 20th, April, 2006 edt., Features, Metro life, p. 17.

Appendix (2)

Task (A): Choose the most suitable answer from a, b, c or d:

1. Adam, the gardener, is used to _____ hard work.
a. do b. doing c. does d. done
2. The cat comes only when I call her; she _____ me.
a. used to b. used for c. is used for d. is used to
3. Susan came to the UAE last year, and soon after she _____ the hot humid weather.
a. used to b. is used to c. got used to d. used for
4. Our neighbour had a dog which _____ bark all night.
a. used for b. was used to c. used to d. got used to

Task (B): Put the verbs between brackets into the correct forms"

You can say what you like! I am used to _____ (be) criticised.
It was a bit of a shock: I am not used to _____ (pay) so much for a sandwich.
This city is very crowded, but I am sure you will soon get used to _____ (live) in it.
Helen has many friends and she got used to _____ (receive) gifts in her birthdays.

Task (C): Complete the sentences with your own words.

You have recently been in the USA to complete your further education, and this, surely requires certain adjustments. Write about some of these adjustments:

I am getting used to _____.
I will get used to _____.
I cannot get used to _____.
Do you think I will ever get used to _____.

Task (D): Answer these questions without ever referring to your books:

What time are you used to getting up?
Are you used to speaking English everyday?
Are you used to living with a roommate?
Are you used to having breakfast before getting out?

(Azar, 1985, p 215 – 217)

Appendix (3)

Task (A): Look at the examples below and find out: the construction repeatedly used and the form of verbs followed it.

1. Hans is German and he is used to drinking coffee in the morning.
2. Pierre is from France and he is used to driving on the right.
3. Christine has always cooked on gas, but she got used to cooking on electricity.
4. Don had been living in the country since his birth and has recently moved to live in the city. I think he will soon get used to it.

Task (B) Use "be / get used to" to give your friend cheerful, comforting advice in the following situations beginning with "Don't worry. ..."

1. Peter is going to work in Greece. He is worried about the food.
Don't worry. _____
2. Consuelo is coming to London. She is worried about the climate.
Don't worry. _____
3. George is coming to Saudi Arabia. He is worried because the customs here are different.
Don't worry. _____

Task (C) In some countries, there is compulsory military service. If you became a soldier, you would have to get used to doing various things. When Terry was called up, he got used to obeying orders. Now use the notes below to say what other things he got used to doing.

- early _____
- clean _____
- food _____
- uniform _____
- rifle _____

Task (D) Pretend you are a Londoner and you have recently moved to live in the USA. Write a short account about the things you will get used to doing and those you find impossible to get used to doing.

(Thorn, 1990, p. 96-100)

Appendix (4)

Task (A): Choose the most suitable answer from a, b, c or d:

1. Frank _____ teach children, now he teaches adults.
a. will be used to b. is used to c. used to d. used for
2. I'm not used to _____ orders and that caused me many troubles.
a. taking b. take c. is taking d. will take
3. Sam _____ waiting for the bus because he couldn't afford taking a taxi everyday.
a. didn't use to b. got used to c. used to d. used not to
4. Elba _____ living in such a cold weather.
a. used to b. isn't used to c. didn't use to d. used not to
5. Spiro _____ eat in restaurants before he got married.
a. will be used to b. got used to c. is used to d. used to

Task (B) Composition

Think back to your first year at school. Write a short account of the things you used to do, and the way you need to feel.

Task (C) Composition

Mr. Jones used to work at a small village branch of the bank where he used to meet few people everyday. He didn't use to wear a suit and in case he wanted to leave a bit earlier, his manager didn't mind provided he warned him the day before. Then, he was being transferred to the central branch in the city. Now write about the new things Mr. Jones must get used to doing in his new post.

Appendix (5)

Questionnaire

Tick (✓) the answer that you feel most appropriate:

| No | Items of the questionnaire |
|----|--|
| 1 | How important is the learning of grammar? - Very important - Important - Less important - Unimportant |
| 2 | To what extent do you enjoy grammar lessons? - Always - Sometimes - Rarely - Never |
| 3 | Is grammar a difficult language aspect to learn? - Very difficult - Difficult - Easy - Very easy |
| 4 | Do you often have grammar mistakes in your spoken and written discourse? - Always - Sometimes - Rarely - Never |
| 5 | Are you aware of your grammar mistakes? - Always - Sometimes - Rarely - Never |
| 6 | Does the way, through which your teacher presents grammar, help you learn it easily? - Very helpful - Helpful - Less helpful - Not helpful |
| 7 | How well can you use a grammar rule immediately after learning it? - Excellent - Good - Poor - Bad |
| 8 | How well can you use a previously – learned grammar rule after some time? - Excellent - Good - Poor - Bad |
| 9 | Does your teacher use a variety of methods while teaching grammar? - Always - Sometimes - Rarely - Never |
| 10 | Do you like trying new methods in teaching grammar? - Yes - No - Not sure - I do not know |