

**UNIVERSITY OF TARTU  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**STUDENTS'  
PERCEPTUAL LEARNING STYLE PREFERENCES AND  
ACTIVITIES FOR PRACTICING THE USE OF ENGLISH  
TENSES IN ESTONIAN BASIC SCHOOL**

**MA thesis**

**LIISA RINGO**

**SUPERVISOR: NATALJA ZAGURA, MA**

**TARTU  
2014**

## ABSTRACT

The idea that learners' perceptual learning style preferences should be considered in the process of teaching can be encountered in both the literature and legislation on foreign language instruction. This thesis aims to answer the question: How exactly should this be done in practice when teaching English as a foreign language (EFL) in general, and when teaching English language tenses in the Estonian basic school in particular?

In the introduction, the steps to achieve the above-mentioned goal are outlined. In the literature overview, the following topics are investigated from the perspective of the academic literature on teaching English as a foreign language: What methodology is considered to yield the best results? What, according to the empirical research undertaken so far, is the relationship between accommodating the perceptual learning style preferences in the teaching process and emphasis on the learning outcomes? What to consider when designing grammar activities? Additionally, official guidelines on the topic of perceptual learning style preferences as well as other relevant aspects to be kept in mind in the particular learning context – the Estonian basic school classroom – are provided in this chapter.

In the analysis section, all the activities chosen based on the findings from the literature are analysed in terms of how the activities achieve the goals set in this thesis. Generalized guidelines on the techniques to be used – for providing the recommended type of instruction – are presented in the discussion. The difficulties arising when using the activities and the solutions to the potential problems are also suggested.

## TABLE OF CONTENTS

INTRODUCTION .....	4
1 LITERATURE OVERVIEW .....	6
1.1. Teaching a Foreign Language – in Search of the Best Methodology .....	6
1.2. Learning Styles and EFL Learning .....	8
1.3. Official Guidelines, Examinations and Assessment Procedures, and Perceptual Preferences.....	15
1.4. Designing Grammar Activities: What to consider? .....	16
1.5. Teaching English Tenses to Estonian learners: What to Consider?.....	19
1.6. Guiding Principles for the Practical Part .....	21
2 ANALYSIS .....	27
2.1. Analysis of the Activities Created.....	27
2.2. Discussion.....	47
3 CONCLUSION.....	51
REFERENCES .....	53
APPENDIX 1. ACTIVITIES TO PRACTICE ENGLISH TENSES .....	58
A. PRESENT SIMPLE .....	58
B. PAST SIMPLE.....	66
C. PRESENT CONTINUOUS .....	70
D. PAST CONTINUOUS .....	73
E. PRESENT PERFECT .....	76
F. PAST PERFECT.....	80
G. PRESENT PERFECT CONTINUOUS.....	81
H. FUTURE TENSES.....	84
RESÜMEE (ABSTRACT).....	89
LIHTLITSENTS (LICENCE FOR REPRODUCTION).....	90

## INTRODUCTION

I know from experience that I master ideas, concepts and facts in different areas of learning best with the aid of visual stimuli. This, obviously, is not sufficient grounds to conclude that most students will benefit from the instruction that consciously aims to engage different senses. However, this experience has inspired the question the current thesis is trying to answer: Whether and how, based on the current evidence, should students' perceptual learning style preferences be taken into account when teaching English grammar in a specific learning situation?

For the answer to yield practical results, it will become the basis for developing a set of activities to be used in addition to a textbook. The learning situation to which specifically they will be adapted is teaching English as a foreign language to Estonian basic school students, a contextual choice based on the author's professional interest in and experience with this group of learners. As the scope of the thesis requires narrowing down to one grammar topic, the activities will address the practice of English tenses – an important topic for improving learners' language proficiency.

On the one hand, the knowledge that learners differ in the extent they receive and process information by listening, seeing or doing has become commonplace in the pedagogical discourse. On the other hand, there is no teaching material for teachers of English as a foreign language in Estonia which would help the teachers put this knowledge into practice when teaching tenses.<sup>1</sup> Different textbooks designed for Estonian learners have different merits when it comes to practicing English tenses – some are better at training the form, some deal in more depth with the meaning. What is more, to what extent one or another preferred perceptual learning style is given preference varies even within

---

<sup>1</sup> Departing from Howard Garner's concept of multiple intelligences, Bessanova (2004) has provided materials for teaching vocabulary to learners of English as a foreign language, which to an extent also cover sensory learning style preferences.

the textbooks depending on the topic. Therefore, such compilation of activities could serve as means to balance the instruction – as a complement to the textbook(s) used in a specific classroom setting.

One of the dangers with following new pedagogical trends is that the new intuitive concepts which have entered the mainstream discourse – such as that of considering learners' different perceptual preferences – might not actually have a proven practical value. Therefore, before attempting the modest contribution this thesis is aiming to make by compiling teaching materials, the following steps will be undertaken: first of all, a brief review of current academic literature on methodological approaches in teaching English is presented. Secondly, a review of research in the area of perceptual learning styles and English as Foreign Language learning is provided. Next, official guidelines and examination procedures are considered in the light of the question of the thesis. The literature is then examined to understand which features characterize efficient grammar practice activities. Finally, based on the above mentioned information, a set of guiding principles will be outlined for compiling a set of activities that can be used in addition to a textbook for teaching English tenses to Estonian basic school students. These principles will determine how activities are chosen, adapted and, where necessary, designed, to form the practical outcome of this thesis.

## 1 LITERATURE OVERVIEW

### 1.1. Teaching a Foreign Language – in Search of the Best Methodology

Looking for the answer to the question ‘What is the most efficient way of teaching/learning a language?’ one finds dominating in the professional literature the paradoxical consensus that there is no consensus. Common European Framework of Reference for Languages (CEFR) is the document that provides the means for educators to analyse in depth their practices in the light of the question ‘What is it that language learners have to learn to do, what knowledge and skills they have to develop, to use a language for effective communication?’ (CEFR 2001: 1) As such, it is natural that in the context of the Framework the question of appropriate methods and materials for language learning is also raised (CEFR 2001: 3). CEFR (2001: 139) states it clearly that “there is at present no sufficiently strong research-based consensus on how learners learn for the Framework to base itself on any one learning theory.”

This approach resonates with Ur’s (2013: 469) perspective that even though Activity-Based Language Learning may be the most fashionable approach these days, it is by no means proven to be more effective than other methods, or suitable to all situations. In making her argument, Ur (2013: 472) also refers to research by Clarke, Davis, Rhodes, and Baker (1996) which demonstrates that drastically differing teaching methods can yield identically good results. Considering the evidence, Ur advocates adoption of situated methodologies in which the driving question is “How are *my* [italics mine] students likely to learn the best?” (2013: 470) The table below outlines the defining features of such situated methodologies as described by Ur (2013: 470-472).

Table 1. Comparison of tradition and situated methodologies (based on Ur 2013)

Traditional Methodologies	Situated Methodologies
Based on particular theory derived from research in linguistics, applied linguistics.	Based on general theories of learning, thus possibly prioritizing topics like motivation and interest, teacher mediation, classroom dynamics, etc.
Adapt procedures prescribed by the method taking into account local needs and constraints.	Driven largely by local needs and constraints, where key factors are <ol style="list-style-type: none"> <li>1. target learner population,</li> <li>2. expectations and/or demands of stakeholders including the Ministry of Education,</li> <li>3. upcoming examinations or assessment procedures,</li> <li>4. individual teacher's preferences, strengths and weaknesses.</li> </ol>

The Council of Europe is also said to have promoted for years “an approach based on the communicative needs of learners and the use of materials and methods that will enable learners to satisfy these needs and which are appropriate to their characteristics as learners” (CEFR 2001: 141). Furthermore, it is also mentioned in CEFR (2001: 131, 140), albeit worded in a more careful manner, that teachers’ respect for any official guidelines is generally called upon, and that the society’s needs must also be considered alongside those of the individual learner.

To sum up, the approach advocated by CEFR and Ur (2013) asks teachers to consider whether their approach matches (a) the students’ characteristics, (b) the teacher’s characteristics, (c) the students’ needs, and (d) the society’s needs (as reflected in official guidelines and examination processes). Next, what needs to be established is whether and how supplementary activities for teaching English tenses which engage different perceptual modalities resonate with the various aspects of this approach. To do so, in the

next section the latest research on EFL learning and perceptual preferences will be analysed.

## **1.2. Learning Styles and EFL Learning**

To begin with, it will be considered whether and how – when making methodological choices – it is helpful to consider perceptual learning style as one of the defining features of the target learner population. Keefe (1979: 4, quoted in Reid 1987: 87) has defined learning styles as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with and respond to learning environment.” As Cassidy (2004: 420) puts it, “There is general acceptance that the manner in which individuals choose to or are inclined to approach a learning situation has an impact on performance and achievement of learning outcomes.” However, as Cassidy (2004: 420) also notes, the sheer volume, diversity and apparent dissociation of research in the field of learning styles makes the application of this knowledge for more effective learning a rather problematic endeavour. To overcome this difficulty, this paper focuses on the perceptual aspect of learning styles and relies, for reasons explained below, on Reid’s model of Perceptual Learning Style Preferences.

There are two main reasons why research conducted using Reid’s model of Perceptual Learning Style Preferences forms the focus of the theoretical part of this thesis. First of all, Reid’s model is built on one of the general learning styles models with highest reliability and validity ratings and research backing – Dunn et al’s Learning Style Model (Cassidy 2004: 436). Dunn et al’s model covers environmental (light, sound, temperature and design), emotional (structure, persistence, motivation and responsibility), sociological (pairs, peers, adults, self and group), physical (perceptual strengths: auditory, visual, tactile, kinaesthetic, mobility, intake and time of day), and psychological (global-analytic,

impulsive-reflective and cerebral dominance) factors (Cassidy 2004: 435-436). Two meta-analyses have been conducted on studies of Dunn's Learning Style Model, covering research from 1980-1990 (36 experimental studies included; Dunn et al 1995) and 1980-2000 (76 experimental studies included; Lovelace 2005). Both of these meta-analyses found overwhelming support for the postulate that academic achievement and the students' attitudes towards learning improve by complementary instruction matched to the students' learning-style preferences – with 40% (meta-analysis 2005) or even 75% (meta-analysis 1995) better achievement established.

Secondly, this paper concentrates on research conducted using the PLSPQ because almost two decades later Reid's categorization had according to Peacock (2001: 1-2) become the most widely accepted definition of learning styles in the context of EFL. Numerous papers on PLSPQ and EFL learning have also been published since then. At the outset, PLSPQ was reviewed both by consultants in the fields of linguistics in the United States and non-native speaker informants (Reid 1987). Reid's approach also resonates with Oxford and Anderson (1995: 204), who singled out eight factors from Dunn et al's model as most significant while stressing the importance of perceptual preferences in the context of EFL classroom.

While zooming in on the foreign language learners, Reid (1987) focused on perceptual learning channels. Reid's (1987: 89) categorisation, as mentioned above, was based on Dunn's (1983, 1984), Reinert's (1976) and Dunn & Dunn's (1979) research with United States school children where it was established that four basic perceptual learning channels – which learners use to understand, organize and retain their experience – can be distinguished:

1. Visual learning: reading, studying charts;
2. Auditory learning: listening to lectures, audiotapes;
3. Kinaesthetic learning: experiential learning, that is, total physical involvement with a learning situation;

4. Tactile learning: “hands-on” learning, such as building models or doing laboratory experiments. (Reid 1987: 89)

Reid defines perceptual learning style as “a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience” (Reid 1987: 89). In developing her Perceptual Learning Style Preference Questionnaire (PLSPQ), the author included two sociological or social styles – Individual and Group – to better match the typical foreign language learning context in which a student will typically either learn alone or with others (Reid 1984). Preceding the practical part of the thesis, more detailed overview of the six perceptual learning styles will be provided.

Most of the research utilizing PLSPQ has tried to establish correlations between perceptual learning style preferences of EFL learners and their individual characteristics such as nationality, gender, age, cultural background, exposure to native speaker teachers, area of study and so forth.

Reid’s (1987) own research showed that ESL students vary in their perceptual learning style depending on their cultural/language background, field of study, level of education and length of time spent in the United States. From the latter, Reid (1987) concluded that modifications and extensions can occur in learning style preferences as a result of experience and exposure to a specific kind of academic environment. This idea has been confirmed by Hyland’s (1993; referred to in Isemonger & Sheppard 2003) investigation of Japanese learners of EFL where statistically significant relationship was found between learning style preferences and both the students’ experience of study overseas as well as the number of semesters spent learning English with a foreign teacher.

Peacock (2001: 3) summarized the findings of studies dating up to the writing of his paper, concluding that generally EFL students have been reported to favour Kinaesthetic and Tactile styles and disfavour Group styles. This generalization, however, seems to have multitude of exceptions.

Firstly, Peacock's (2001) own study conducted with university students in Hong Kong (more details below) found that learners favoured Kinaesthetic and Auditory and disfavoured Individual and Group styles of language learning. Similarly, the studies conducted after Peacock's (2001) review continue to prove how difficult it is to map one or another group's preferred perceptual language learning style – while confirming the importance of considering perceptual preferences in the context of EFL learning.

Studying the perceptual preferences of Korean students of English, Isemonger and Sheppard (2003) found statistically significant links between perceptual learning style preference and gender, overseas study experience, and length of study. In analysing previous studies which have attempted to link perceptual learning style preferences and culture/language groups, Isemonger and Sheppard (2003: 205) importantly point out that the results of such psychometric questionnaires will always have the associated danger of reflecting cultural differences not only in perceptual preferences but also in the disposition of different cultural groups to answer questionnaires in a more positive or negative way. This can translate into the *appearance* that some cultural groups have stronger overall perceptual preferences than others.

Chen's (2009) study of Taiwanese EFL students using PLSPQ supports the idea of Dunn and Griggs (1995: 130; quoted in Chen 2009: 306) that “most secondary students remain unable to learn easily either by listening or by reading.” Chen (2009) found statistically significant relationship between grade level and kinaesthetic learning style preference, tactile learning style preference and individual learning style preference. In the study, the majority of the seventh and eighth graders were group and kinaesthetic learners whereas the ninth graders were mostly group and auditory learners (Chen 2009: 307).

Naserieh and Sarab's (2013: 122) study of 139 graduate students in Tehran, Iran aimed to explore the relationship between learners' perceptual learning style preferences and their gender, age, discipline, and self-rated proficiency level. With their specific sample of learners, Naserieh and Sarab (2013: 128) found preference for kinaesthetic and tactile modes of learning, and favoured the least individual and group style of learning. Self-reported proficiency did not seem to be influenced by learning style. Statistically significant correlations were found between perceptual learning style preferences and gender, age and field of study.

The most important conclusion by Naserieh and Sarab (2013: 124-125) derives from their overview of previous studies in this area which reinforces the following idea: learning styles seem to vary across individuals, be context-dependent, influenced by heredity, environment, and past experiences, and even change over time especially as visual and auditory perception strengthen with age. Other authors have reached a similar conclusion – the relationship between perceptual learning style preferences and background characteristics of learners is a complex one (Rossi-Le, 1995).

Peacock (2001: 3) lists many authors who readily acknowledge as true Reid's hypothesis that mismatch between teaching and learning styles in the context of EFL learning has negative impact on the students' achievement, brings about frustration, and reduces motivation. To finally test this hypothesis empirically, Peacock (2001: 1) collected data on 205 EFL students and 46 EFL teachers at Hong Kong University using Reid's *Perceptual Learning Style Preference Questionnaire* (PLSPQ 1987), interviews and tests. The data indeed suggested that mismatch between teaching and learning styles frustrated 72% of the students and self-reportedly affected the learning of 76% of the students. 81% of the teachers included in the study also agreed with the tested hypothesis. At the time of Peacock's (2001: 3) research, no studies appeared to have checked links between foreign

language learning styles and proficiency. In Peacock's study (2001: 10), learners who favoured Group styles were significantly less proficient.

Shen's (2010: 539) pilot study of 145 Taiwanese university students indicated that learners with different perceptual learning style preferences varied not only in their ability of lexical inferencing but also in the extent to which they benefited from explicit instruction on lexical inferencing strategies. In Shen's (2010: 543) study, pre-intervention group learners did the best, followed by individual learners, kinaesthetic, tactile, auditory and the visual learners. However, following the explicit instruction on lexical inferencing strategies auditory learners achieved statistically significant higher gain mean than others, and group learners pre-test and post-test results ranked the lowest (Shen 2010: 544). The study thus indicated that perceptual learning style preferences might influence performance and the extent to which learners benefit from a specific style of instruction (in this case explicit instruction on lexical inferencing strategies) in an EFL classroom.

As common in an area investigating something as complex as human learning, there has been some controversy raised regarding the construct validity of PLSPQ. While tests on PLSPQ in certain contexts confirm its validity (e.g., Cheng 1997 in Shen 2010: 305), Isemonger (2012) has argued the issue that instruments measuring learning styles – PLSPQ included – need more rigorous and state-of-the-art testing to confirm their reliability.

Until these suggestions are put in practice and new studies emerge, we must be cautious about assigning definite *predictive* power to instrument such as PLSPQ. At the same time, we must not completely neglect what the studies using PLSPQ keep suggesting for the specific context of EFL instruction. It seems that perceptual learning preferences vary not only among individuals or groups and can be thus correlated with relatively "fixed" characteristics such as age, cultural background, gender, etc., but the preferences

also depend on the learning context and they change with experience. It could be that – just as with motivation – preferred perceptual learning style even varies with the learning activity at hand. Therefore, it is possible that designing an instrument – conforming to all requirements of reliability and validity – to measure perceptual preferences in language learning is a Sisyphean activity due to the contextual variability in any individuals' perceptual preferences.

As the study by Peacock (2001) shows, students *themselves are still sensitive to*, and their motivation to learn influenced by, the extent to which their needs are met by complementary instruction matching their preferred style in a given context. Other, more generic studies on learning style matching and motivation have arrived at the same results (e.g., Felder and Hendrique 1995: 28). Considering this, the most practical approach seems to be the one suggested by Peacock (2001): “EFL teachers should teach in a balanced style in order to accommodate different learning styles,” doing this where possible simultaneously or at least sequentially.

There are several other arguments, which on top of resting on Peacock's results support the approach of consciously balanced style of instruction. It is generally established in pedagogical psychology that engaging different senses in the learning process leads to better retention of the material (Felder and Henriques 1995: 28). Felder and Henriques (1995: 27) also corroborate what was mentioned in CEFR: in some teaching contexts, the students' preferred style might not translate into most effective learning. Another reason balanced style is believed to be better than simply matching students and teachers up by their respective learning/teaching style is that by the former approach we enable learners to experience different teaching styles and help them become more flexible, more able to meet academic demands in various fields (Peacock 2001: 5; Reid 1987: 101; Felder and Henriques 1995: 28).

Another possible criticism of Reid's model could be that adding individual and group learning to his PLSPQ makes the concepts overlapping as preference of individual/group learning does not compete with preferences of sensory nature. Perhaps it would therefore be more correct to consider the model to cover a larger array of preferences than just perceptual ones.

In short, based on research it seems that balanced style of instruction aiming to consider different perceptual learning style preferences should be used to sustain motivation and facilitate the ease of learning as well as the development of versatile learning skills. Such approach, as prescribed by Ur (2013), takes into consideration the teacher's strengths and weaknesses – and balances them. Considering current findings, determining students' and teachers' perceptual learning style and providing only matching instruction cannot be recommended.

### **1.3. Official Guidelines, Examinations and Assessment Procedures, and Perceptual Preferences**

Let us now analyse whether supplementing instruction by activities which focus on teaching tenses through different perceptual channels in a typical Estonian classroom resonates with present official guidelines.

Estonian National Curriculum states it explicitly that while planning and executing the learning process, one must take into consideration the individual differences in the students' mode of perception (§ 5.4). It is also pointed out in CEFR – which in the EU context is considered part of the official discourse for EFL teaching – that engaging different modes of perception can be fruitful, even if it might appear to conflict with the requirement to concentrate on students' needs. As examples, CEFR (2001: 132) refers to the instances where there is no requirement for written language or, the opposite, where

there is only the need for understanding written text. It is stated in CEFR that in these instances one should not assume the best way to go is avoid one or the other. “It may be, according to the learner’s cognitive style, that the memorisation of spoken forms is greatly facilitated by association with the corresponding written forms. Vice versa, the perception of written forms may be facilitated, or even necessitated, by associating them with the corresponding oral utterances. If this is so, the sense modality not required for use – and consequently not stated as an *objective* – may nevertheless be involved in language learning as a *means* to an end.” (CEFR 2001: 132)

In terms of examinations or assessment procedures, instruction which attempts to engage different perceptual channels could well be beneficial – especially in the light of the fact that Estonian basic school final examination in English consists of reading, writing, listening and speaking activities. Furthermore, leaning on Reid’s distinction for group and individual learning would prepare the students for the examination’s oral part which includes both an individual activity and an interactive activity.

Therefore, the official guidelines support language learning which respects and incorporates different perceptual learning style preferences in the process.

#### **1.4. Designing Grammar Activities: What to consider?**

As the outcome of the practical part of this thesis will be activities to practice the use of English tenses, literature on what makes an effective grammar practice is considered next.

The function of grammar within language, as explained by Thornbury (1999: 13), is that it “adds meanings that are not easily inferable from the immediate context.” The rule-based sentences and the meaning they convey in a given situation are inseparable features (Thornbury 1999: 13). This resonates with the definition in CEFR (2001: 115) that

grammatical competence is “the ability to organise sentences to convey meaning.” In other words, what learners need for efficient communication is the command of the intrinsically linked *form* and *meaning*.

Lewis and Mol (2005: 3) conclude that “grammar is certainly one of the most controversial areas of language teaching.” As Thornbury (1999:21) describes, one of the two basic questions designers of methodologies throughout the last century have been attempting to answer is whether the rules of grammar should be made explicit or not. In the explicit approach, students are provided grammar rules as part of the learning process. The implicit approach avoids explicit statement of the rule, expecting learners to pick up the grammar the same way as they do for their mother tongue.

Various schools of methodology have approached the subject of explicit *vs.* implicit teaching of grammar rules in different ways (for overview see Thornbury 1999: 21-23; Kingisepp and Sörmus 2000; Larsen-Freeman 2000). Most new methods that have gained momentum since the beginning of the 20<sup>th</sup> century advocate avoidance of explicit grammar instruction (e.g., Audio-lingual method, Natural Approach, Activity-Based learning). Nevertheless, prominent authors in language learning literature still support, to a degree, explicit grammar teaching (Ur 2012; Thornbury 1999; Lewis and Mol 2005; Ellis 2005).

The rationale behind sustaining some explicit grammar instruction rests on results of empirical studies indicating that second language is not mastered quite the same way as the mother tongue. For one thing, as Ur (2006: 5) explains, there will never be as much time available in a formal course for exposure as there is for a child learning the language in his or her natural environment. Secondly, research shows that without grammar instruction, there occurs fossilization of linguistic competence at a premature level (Thornbury 1999: 16). Thirdly, it seems that grammar instruction primes learners to

notice regularities in the language also later on in the language learning process (Thornbury 1999: 16). Finally, a survey by Norris and Ortega (2001, cited by Ur 2012: 79) which covered a large number of studies suggested that on the whole, the students who received some explicit instruction in grammar performed better than those who did not.

Considering the evidence cited above and to address the main concerns of proponents of non-explicit grammar instruction – including the fact that language as a skill is acquired by doing – Thornbury (1999: 24-25) suggests that the best way to approach grammar is for a teacher to direct the learner's attention to form and provide activities that promote awareness of grammar – while also providing opportunities for authentic language use. This is a perspective shared by other leading authors in the field (Ur 2012; Lewis and Mol 2009; Scrivener 1994: 114, Larsen-Freeman 2001).

It is not suggested, however, that the two aims can always be achieved simultaneously. Ur (2012: 82) proposes moving step by step, starting from awareness raising, then undertaking controlled form focused activities and gradually moving to more meaning focused activities which students can use for developing fluency and practice use of grammar in context. Doff (1988: 69) divides grammar practice activities into two categories: mechanical (form) and meaningful (meaning), and suggests that teachers should use the former at first, but only for a limited amount of time. Scrivener (1994: 133-134) divides the stages of grammar instruction to components C - clarification and focus (presentation of the form/meaning), R - restricted use (practice of form), and A - authentic use (practice of form/meaning). He suggests that a grammar lesson can be built up in sequences CRRA (RR stands here for practice of form in oral and written form), RCR or ACA, depending on what is most useful. Gerngross, Puchta and Thornbury (2006: 7-8) place a lot of emphasis on the gradual process of awareness raising, including discovery

(students are provided with language data to work out the rules), consolidation (understanding activities) and use (personalized use) before actual practice takes place.

These authors all highlight the importance of covering the following steps in the process of grammar practice:

- a) raise the students' awareness of the given grammar structure;
- b) provide practice of the correct form;
- c) encourage and facilitate practice of the use of the grammar structure in an

authentic and/or personalized way.

### **1.5. Teaching English Tenses to Estonian learners: What to Consider?**

When it comes to teaching tenses to Estonian basic school students, one of the important things to consider is which tenses the National Curriculum determines should be learnt by the end of this stage of schooling. As established by the publication from the Ministry of Education (2010), English tenses should be mastered as follows:

Grades 1-3: Present Simple, Present Continuous.

Grades 4-6: Past Simple, Future Simple, Past Continuous, Present Perfect

Grades 7-9: Past Perfect, Present Perfect Continuous

Therefore, activities to practice the above mentioned tenses need to be included in the practical part of this thesis.

Parrott (2000) has well described the typical difficulties for learners looking to master English tenses. Regarding the form of Present Simple, the hardship lies in making the distinction between form as used with third person singular subjects and other subjects. Difficulties can also be experienced with the formation of the negative form and the questions (e.g., leaving out the auxiliary or over generalizing the 'third person s' rule).

Hence when it comes to practice of form in the Present Simple tense, these aspects require a lot of practice (Parrot 2000: 163-164).

In terms of the meaning and the use of Present Simple, it is according to Parrot (2000) sometimes hard for learners to understand that Present Simple can be used to refer to the future. In case of Estonian learners of English, this might not be the main issue as it is in fact only Present Simple tense that is used for referring to the future in their mother tongue. This in turn, however, could mean that the Present Simple tense is frequently mistakenly over-used when speaking of things to come by Estonian learners of English. In any case, since future can be expressed in English with multiple different forms and some of them, as Parrot (2000: 167) puts it, have quite fuzzy distinctions (e.g., arrangement vs. plan), ample practice that centres around context is required to master the correct usage of these different forms.

As Parrot (2000: 163) notes, students are more likely to simplify and standardize and thus use Present Simple in a context where Present Continuous is really called for more often than the other way around. For Estonian learners of English this is probably also a relevant point as continuous aspect is not used in their mother tongue and might take time and practice to master. Another common way of standardizing in the case of the present is using non-continuous verbs (e.g., believe) in a continuous form (Parrot 2000: 163).

With *for*, *since* and *how long* it is common for students to use Present Simple or Present Continuous instead of Present Perfect (Parrot 2000: 165) or go to the other extreme and use it incorrectly whenever the 'key words' *for*, *since* and *how long* are present (e.g., '*I have been living there for a long time when the war started*'). Since the Estonian language has the equivalent of Present Perfect (täisminevik) and Past Perfect (enneminevik), the concept behind the perfect tenses might not be too foreign. At the same

time, practice is still needed to make distinguishing between the Perfect tenses and Past/Present tenses automatic.

When it comes to Past Simple, it has similar issues with mastery of the form as Present Simple (questions and negative forms require practice), and additional challenge of the irregular verbs and their spelling (Parrot 2000: 183). Since the latter is also the case for the perfect tenses, extensive practice of form is called for both Past Simple and Present Perfect/Past Perfect tenses.

When compiling the set of activities for the practical part of this thesis, the above-mentioned aspects will be taken into consideration.

## **1.6. Guiding Principles for the Practical Part**

The practical part of this thesis will result in a compilation of additional activities to be used when teaching English tenses in Estonian basic school. As follows from the literature overview, balanced instruction which accommodates different perceptual learning style preferences should be aimed at. A more detailed overview of what characterises the students preferring one or the other perceptual learning style, and which types of instructions such learners most benefit from, is provided below.

**Visual students** prefer seeing words or ideas in writing and use mental image to learn a new language (Reid 1995: 35-36, in Shen 2010: 540). “To accommodate the *Visual learners* in class, use hand-outs, videos, encourage note-taking and reading, and write key information on the board or OHP” (Peacock 2001: 15).

**Auditory students** enjoy learning by listening and they tend to use memory strategies (Reid 1995: 35-36, in Shen 2010: 540). “For the *Auditory learners*, use class or group discussions, individual conferences, lectures, tapes, peer tutoring, and give oral explanations and instructions” (Peacock 2001: 15).

**Kinaesthetic students** employ language authentically and need movement and frequent breaks. They like TPR activities, games, and role play which allow them move around (Reid 1995: 35-36, in Shen 2010: 540). “For the *Kinaesthetic learners*, use problem-solving activities, role-play and drama, and encourage active participation” (Peacock 2001: 15).

**Tactile students** have to be able to touch and handle objects. They enjoy making language learning related artwork. They are unable to associate word information and meanings when the study process does not include hands-on processes such as writing and drawing. (Reid 1995: 35-36, in Shen 2010: 540). “For the *Tactile learners*, encourage hands-on work, e.g., always give them hard copies and let them handle class material” (Peacock 2001: 15).

**Group learners’** motivation tends to increase when cooperative learning is emphasized (Reid 1995: 35-36, in Shen 2010: 540). “For the *Group learners*, use small group activities and encourage them to meet other students outside class” (Peacock 2001: 15).

**Individual learners** prefer studying alone, which means they like self-directed study or independent reading and study. They would agree to the statement: “In class, I work better when I work alone” (Peacock 2001: 6). “For *Individual learners*, give individual attention, use individual conferences, and encourage independent and self-directed study” (Peacock 2001: 15).

For the reasons discussed above, the goal should not be to match a student only with activities designed to suit his/her preferred perceptual learning style. Hence it will be preferred – for the sake of economizing class resources – that an activity covers several styles at once.

To retain appropriate focus and scope, this thesis concerns itself with activities for practicing English language tenses and omits the initial presentation phrase of tenses instruction. For detailed discussions on presenting new grammar topics, see for example Thornbury 1999; Doff 1988; Scrivener 1994; and Ur 2006.

As explained in the literature review, the practical outcome of this thesis rests on the approach to grammar instruction where emphasis is placed on both form and meaning. One of the most comprehensive overviews of what is involved in knowing a structure – in terms of both its form and meaning, and in the light of different skills to be mastered when learning a language – has been presented by Ur (2006: 5).

Table 2. Overview of what is involved in knowing a structure (Ur 2006: 5)

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

This approach also resonates with the Estonian National Curriculum (2011: 10) which states that, beginning from the Second stage of study (grades 4-6), more emphasis is put not only on *oral* production and comprehension but on comprehension and production of *written* language as well.

At the same time it is important to note that as illustrated by Davies and Pearse (2002: 39-42), even accuracy practice activities can and *should* aim to contain a communicative aspect. For example, one way of asking students to practice the structure 'X is made in Y' is based on illustrations listing items and their country of origin. However, in such practice real information gap does not exist and the teacher's question is simply a display question – no real communication takes place. Closer to real life communication is when a teacher asks the students about their items ('Where was your pen made, Luis?'). In such situation there is a real information gap – the teacher does not know the answer. The choice of activities of the practical part of this thesis will aim to also make the accuracy practice as communicative as possible.

To adhere to the principle that the context of teaching (including the official guidelines) must be well taken into consideration, the activities in the practical part of the thesis will also try to support the general competencies and cross-curricular topics as determined by the Estonian National Curriculum in the subjects of the subject field (2011, 3).

These general competences are as follows:

**Value competence** – becoming familiar with the cultures of the countries where the language is spoken, understanding and accepting the different value systems;

**Social competence** – knowing and using appropriate linguistic form as a result of knowing the cultural background, rules of conduct and social practices;

**Self-management competence** – helping the students better understand themselves through discussions, role plays and other activities in the process of language learning;

**Learning to learn competence** – implementing different learning strategies, facilitating the students' self-reflection and analysis of acquired knowledge and skills;

**Communication competence**<sup>2</sup> – acquiring skills of good self-expression, text understanding and creation;

**Mathematics competence** – limited mostly to being able to do the mathematics in the foreign language and illustrating the need for mathematical competence in the process of learning;

**Entrepreneurship competence** – building confidence and courage, ability to cooperate with contemporaries speaking the same foreign language and broadening learners' chances in implementing their ideas and goals as a result of ability to speak a foreign language. (Estonian National Curriculum 2011, §3)

The cross-curricular topics to be considered are the following:

**'Learning and Working'** – lifelong learning and career development;

**'Estonia – My home'** – environment and sustainable development;

**'Estonia – My Home', 'Countries and Their Culture'** – cultural identity;

**'Daily Life. Learning and Working', 'Countries and Their Culture', 'Spare Time'** – information society, technology and innovation;

**'Me and others', 'My Home and Surroundings', 'Daily Life. Learning and Working'** – health and safety;

**'Me and others', 'My Home and Surroundings', 'Estonia – My Home', 'Daily Life. Learning and Working', 'Countries and Their Cultures', 'Spare Time'** – values and morality. (Estonian National Curriculum 2011, §14)

Whenever possible, the activities will also take into consideration the knowledge acquired by the students from other subject fields and give them linguistic means to approach themes in areas such as literature, history, social theory, natural history, biology, technology, human studies, music and art.

To support the general competencies and cross-curricular topics as determined by the Estonian National Curriculum (2011) in the subjects of the subject field, emphasis will be placed on including activities which can be carried out on multiple topics. This also makes it easier to use the material with different course books.

---

<sup>2</sup> Although “communicative competence” is the more frequently used term, “communication competence” is used throughout this thesis as this is how the concept is formulated in the English version of the Estonian National Curriculum for Basic School (2011).

Another important consideration is possible constraints of time and other resources. Ideally, the activities should require as little preparation from the teacher in terms of photocopying/cutting/arranging as possible. Also, use of projectors, videos, etc. should be optional as these technical instruments are not present in all Estonian classrooms. The aim of this is to ensure that practical constraints do not restrict the use of these activities.

To sum up, the principles based on which the set of activities will be compiled follow these overarching principles:

- the balanced instruction that takes into account different perceptual learning style preferences in the process of learning a foreign language benefits the students;
- the grammar practice which systematically deals with both form and meaning in relation to different skills is necessary for best outcomes in second language learning;
- for the set of additional materials on teaching tenses to be helpful for Estonian teachers of English as a second language, local educational legislation and practical constraints (time, other material resources) need to be considered.

## 2 ANALYSIS

### 2.1. Analysis of the Activities Created

To compile the set of activities found in Appendix 1, 24 collections and books of grammar activities were studied. All of these activities were modified following the principles underlined in the previous section of the thesis. At times, the activities were changed so they could be used for a different tense than suggested in the original source. Sometimes different stages were added to match the activity to a wider array of perceptual preferences. As much as possible, the activities were adjusted to suit the specific teaching context and enable development of general competencies and cross-curricular topics as determined by the Estonian National Curriculum. Below, each of the activities is analysed individually as to how it matches the criteria set forth in the preceding sections of the paper.

In **activity 1**, multiple tasks are combined in order to make it, as a whole, suitable for different perceptual learning style preference types. Writing is made part of the activity on everyday habits/routines, so that it fits the visual learners who prefer seeing words or ideas in writing and the tactile students for whom the hands-on process of writing is important. The activity involves listening and thus is suitable also for the auditory learners. The activity includes bodily movement – miming – making it thus suitable for the kinaesthetic students. Because part of the activity is carried out alone and part in pairs, the preferences of both individual and group learners are also taken into account.

The structure is used in such a way that the activity allows both repetition of the form as well as meaningful practice of the use of present simple when speaking of

habits/routines or feelings. The whole sequence also covers the practice of listening, speaking and writing.

The ideas of variation listed at the end of the activity make it adaptable for developing different general competences and covering different cross-curricular topics. As both oral and written expression is required by the activity, communication competence is also practiced. One version (reflecting on the students' values) of the activity develops value competence. Self-management competence is developed when the students reflect on their own healthy/unhealthy behaviours. The cross-curricular topics covered by the variations of the activity are daily life, spare time, values and morality. With younger basic school students, it is appropriate to discuss the simple everyday habits/routines or feelings. At the same time, the activity can also be used with older basic school students by making the topics more challenging in terms of the vocabulary used (health and safety, values, sports).

For the visual students, the form of the tense is presented in **activity 2** in writing on a hand-out. For the auditory learners, the activity requires repeated listening of the form in a meaningful context. The activity requires moving around and is thus suitable also for the kinaesthetic students. To make the activity suitable for the tactile students, there is both the handling of hard copies and/or writing down the information. The activity requires cooperation and as such is suitable for group learners.

The activity facilitates the practice of both form and meaning – positive and negative sentence and question forms are repeated in a context of speaking of habits/routines. Listening, speaking and reading skills are developed during the activity.

The activity develops communication competence as self-expression is required. Since numbers must be reported and compared, mathematics competence is developed as well. The suggested variations make the activity suitable for covering cross-curricular

topics such as daily life, spare time, environment and sustainable development, information society, technology and innovation, learning and working, health and safety, lifelong learning and career development. These variations once again make the activity appropriate in different grades of the basic school.

The visual learners are engaged by **activity 3** as an image is produced in the process. The tactile learners benefit from having to draw an image on the basis of what they hear. The first part of the activity is carried out alone, making it suitable for individual learners, and the second part includes group interaction to accommodate group learners.

Listening is practiced by this activity in a context that also emphasises meaning: using the Present Simple for describing permanent characteristics of things.

The general competence/cross-curricular topics covered by this activity are the following: me and others, my home and surroundings, countries and their cultures, spare time, etc. (depending on the topic of the picture). The level of detail of the picture allows the activity to be adapted to the students' level of language competence.

**Activity 4** can accommodate different perceptual learning styles depending on how the information is presented and the response elicited. Thus, this activity can be used by the teacher to balance out instruction as required. When the sentences are read out, the auditory learners are engaged. When the sentences are presented in a written form on a paper or on the blackboard (and copied by the students into their notebooks), the activity is made suitable for the visual and the tactile students. Presenting part of the information in the form of an image/graph further accommodates the visual learners. When a bodily response (standing up for incorrect sentences) is made part of the activity, it will resonate with the kinaesthetic students.

Variations also call upon different skills. If students are expected to only repeat correct sentences upon hearing them, listening and speaking skills are developed. If the

information is presented and response required in written form, reading and writing skills are developed. By making the mistakes primarily in either the form or the meaning, the teacher can make the activity focus on the practice of one or the other. The activity accommodates both repetition of the form as well as reinforcement of an important feature of meaning: the use of Present Simple to describe recurring events and things that are generally true.

The activity is also highly adaptable to enable development of different general competence/cross-curricular topics: Estonia – my home; environment and sustainable development; my home and surroundings, etc. depending on the topic. The ability to choose the topic makes the activity suitable for basic school students of different ages and language competence levels.

**Activity 5** includes oral repetition of the tense, thus being suitable for the auditory learners. In case the activity uses objects from the immediate surrounding ('guess a classroom object!') visual perceptual learning style is also accounted for. The second stage of the activity requires moving around the room to interact with classmates, making it suitable for kinaesthetic and group learners.

The activity involves practice of the form while enforcing the meaning/context in which Present Simple is to be used (describing the long-term characteristics of things, such as jobs, animals, (geographical) locations etc.). The activity develops listening and speaking skills.

Besides developing communication competence, the activity can be undertaken on different topics, thus covering different cross-curricular topics: learning and working, Estonia – my home; countries and their culture; learning and working; spare time. Mathematics competence is also developed, as count is kept regarding how many questions students can still ask to win.

In **activity 6**, miming was added to the original activity in order to accommodate the kinaesthetic learners. Mime engages also a visual learner as visual stimuli are interpreted. Since information is exchanged also orally, the activity suits the auditory learners as well. In its nature, the activity encourages cooperation, thus benefitting group learners.

The activity contextualizes repeated use of structure in a meaningful context (speaking of habits, hobbies, preferences). In the process, students must speak, listen and write, thus developing all of these skills.

The activity focuses on developing communication competence and covers the cross-curricular topics daily life and spare time.

For two reasons, **activity 7** works well for the visual students. First of all, preparing the interview questions, writing down the answer and writing/editing the final written product includes seeing words in writing. Secondly, part of the activity is choosing images to illustrate the interview, which also benefits the visual learners. For the auditory learners, the activity includes listening to the interviewees responses. The tactile learners benefit from the hands-on processes of both writing as well as decorating the interview. Since part of the activity is to be carried out individually (writing up the questions, writing/editing/decorating the interview) and part of the activity includes working in pairs, it works well for both individual and group learners.

The activity allows students to focus on the meaning – speaking of people's characteristics, habits, hobbies and personal preferences – while also extensively practicing the form by making use of it throughout the process. Furthermore, this repetition in different stages of the activity also trains the skills of listening, speaking and writing.

This activity develops communication competence as it requires the practice of skills of self-expression and text creation. Because the activity makes students reflect on

their own characteristics and hobbies, self-management competence is also developed. As students are invited to speak about their everyday life at home and at school, their hobbies and other spare time activities, the interview process covers the following cross-curricular topics: daily life; learning and working; spare time.

**Activity 8** works well for the visual students because they observe the mimes as well as the form in writing. Since oral exchange also takes place, the activity suits the auditory students. Both the going around the room and the miming aspect of the activity benefit the kinaesthetic students. A small part of the task is undertaken alone, thus fitting individual learners. Group learners will benefit from the work in pairs and the whole class discussion at the end.

The activity reinforces the idea that we use Past Simple for finished activities which took place at a given time in the past. Repetition involved in the activity helps to practice form. The activity uses all skills – listening, speaking, reading and writing (though reading is practiced quite marginally).

The activity develops mainly communication competence, as self-expression skills are practiced in written and oral form. To some extent, self-management competence is also developed as students need to reflect upon what made their past week enjoyable. Cross-curricular topics that are likely to be addressed are daily life, spare time, my home and surroundings and learning and working.

In **activity 9**, the use of images to illustrate the story – as well as seeing the story in writing (in case this option is chosen) – helps to make it suitable for the visual learners. For the activity to work for the auditory students, the option of telling the story in the oral form must be chosen. The tactile students will benefit from the process of making learning-related artwork. Since the process is primarily undertaken alone, it works well for individual learners.

The story provides good basis for encountering the form in a meaningful context to communicate the idea that Past Simple is used to describe things which happened one after another in the past. Depending on whether the story is presented orally or in the written form, either listening or reading skill is developed.

This activity can be used to develop any of the general competences and cover any of the cross-curricular topics depending on the specific story chosen. That also means the activity can be easily adjusted for different ages and language proficiency levels.

**Activity 10** includes presenting information in written form on the hand-out to benefit the visual learners. For the auditory learners, the activity works well as it involves listening to repetitions of the tense. The kinaesthetic learners will benefit from this activity as it requires moving around. The activity also works well for the tactile learners as it includes both the handling of hard copies and/or writing down the information. The activity requires cooperation and thus is suitable for group learners.

Both form (positive and negative sentence and question forms) and meaning (using the tense to talk about finished past activities) are practiced during this activity. The activity develops listening, speaking and reading skills.

The activity develops communication competence as self-expression is practiced. Mathematics competence is also developed as counting and comparing numbers is included. If the topic directs students to notice their work or health related behaviours, it also develops self-management competence. Suggested cross-curricular topics to be addressed by this activity are daily life; spare time; environment and sustainable development; information society, technology and innovation; learning and working; health and safety; lifelong learning and career development. These variations make the activity adjustable for students from different forms of the basic school.

When the story for **activity 11** is presented in the written form on a paper or on the blackboard (and copied by the students into their notebooks), the activity is suitable for the visual and the tactile students. When the story is read out, the auditory learners will benefit from it. In case a bodily response is expected (e.g., ‘stand up if you notice an error in the story!’), it will resonate with the kinaesthetic students.

If students are expected to interfere orally when they hear a mistake then listening and speaking skills are developed. If the information is presented in written form and requires also a written response, reading and writing skills are developed. Variations in whether the mistakes are primarily in the form or meaning allow the activity to assist the practice of either. Both form (repetitive use of Past Simple) and meaning (events in the past following one another) are practiced.

The activity develops communication competences, and the specific fairytale/story chosen will determine which cross-curricular topics are addressed. Levels of difficulty of this activity can be adjusted by the choice of the vocabulary of the story as well as the level of difficulty of the mistakes (e.g., from simple errors in the plotline to minute spelling errors of irregular verbs).

**Activity 12** works well for the visual students as all the three phases of the activity include seeing words in writing and images are used to illustrate the final product of the activity. For the auditory learners, the activity is helpful as it includes listening to the interviewee’s responses. The tactile learners will benefit from the hands-on process of writing as well as drawing/decorating the interview. Since part of the activity is to be carried out individually (writing up the questions, writing/editing/decorating the interview) and part of it includes working in pairs, the activity suits both individual and group learners.

The activity allows students to focus on the meaning – speaking of people’s past experiences – and also extensively practice the form throughout the process. The activity also develops listening, speaking, writing and reading skills.

This activity develops communication competence as self-expression and text creation are involved. Depending on the topic chosen, the activity covers the following cross-curricular topics: daily life; learning and working; spare time.

In **activity 13**, the visual learners can base their repetition of a structure on visual stimuli. The auditory learners benefit from repeated hearing of the tense. Miming and walking around the room make this activity suitable for the kinaesthetic students. Since the activity requires working in pairs, it will suit group learners well.

The form (Present Continuous) is used repeatedly to describe a real time, ongoing activity – thus meaning of the tense is accounted for, too. In the process, listening and speaking skills are developed.

Communication competence is developed as oral expression is required by the activity. The actions mimed will most likely cover the following cross-curricular topics: daily life and spare time.

**Activity 14** engages the visual learners because an image is produced in the process. The auditory learners benefit from hearing the description based on which drawing is to be made. The activity is suitable for the tactile learners as it involves the hands-on process of drawing. The first part of the activity is carried out alone, making it suitable for individual learners, and the second part includes group interaction to accommodate group learners.

Listening is practiced by this activity in a context that also emphasises the meaning: use of Present Continuous to describe presently ongoing parallel activities.

The activity develops communication competence as understanding of oral text is practiced. The cross-curricular topics covered by this activity are the following: me and others; my home and surroundings; countries and their cultures; spare time etc. (depending on the topic of the picture). The level of detail of the imagined view allows the activity to be adapted to students' level of language competence.

**Activity 15** engages the visual learners as observing the appearance of oneself and others is required. The activity includes exchanging information in the oral form, thus benefiting the auditory learners. The activity is suitable for the kinaesthetic learners because moving around is involved in the process. Writing down the findings will benefit the tactile students. The activity encourages cooperation, thus benefitting group learners.

The structure (Present Continuous) is used repeatedly in a meaningful context (speaking of clothes a person is wearing at a given moment) and speaking, writing and listening skills are developed.

The activity focuses on developing communication competence and covers the cross-curricular topic daily life.

**Activity 16** accommodates different perceptual learning styles depending on the format chosen. As part of the activity is an image, the activity suits the visual learners. In case the sentences about the image are presented in the written form on paper or blackboard (and copied by the students into their notebooks), the activity is made suitable for the visual as well as the tactile students. The auditory learners are engaged in case the description is read out by the teacher. When a bodily response (e.g., 'stand up for incorrect sentences!') is made part of the activity, it will resonate with the kinaesthetic students.

When the information is provided in the written form and such response is also expected, reading and writing skills are developed. In case the description is read out, listening skills are developed. Depending on whether mistakes are primary in the form or

the meaning, either is mainly practiced. The activity allows repetition of the form to take place in a context that stresses the use of Present Continuous in describing presently ongoing parallel activities.

The activity develops communication competence, especially training text understanding (either oral or written). Depending on the topic of the image, the cross-curricular topics addressed could be: Estonia – my home; environment and sustainable development; my home and surroundings etc., depending on the topic. Choice of topic allows adapting the activity to the needs of basic school students of different ages and levels of language competence.

**Activity 17** suits the visual learners as interpreting visual clues are part of the task. Due to the oral repetition of the tense, the activity is also suitable for the auditory learners. The entire class works together to discover the person in question so the activity works well for group learners.

The activity involves repetition of the form in a meaningful context: the ongoing activity in the immediate environment requiring Present Continuous form for its description. Listening and speaking skills are practices during this activity.

The activity develops communication competence, mathematics competence (keeping count on how many questions students can still ask) and covers the cross-curricular topic daily life.

**Activity 18** works well for the visual students because mimes and written form are involved. The oral exchange required makes the activity suitable for the auditory students. The kinaesthetic students will benefit from moving around the room as well as the miming involved. As most of the work demands group interaction, the activity works well for group learners.

The activity helps to grasp the idea of using Past Continuous for activities that were ongoing at a specific time in the past. The repetition aspect of the activity helps to practice the correct form of the tense. The activity develops the following skills: listening, speaking, and writing.

The activity develops communication competence as self-expression skills are used in written and oral form. Cross-curricular topics to be addressed with this activity depend on students' choices and are most likely to be daily life; spare time; my home and surroundings; learning and working.

In **activity 19**, responses are written down, thus benefitting both the visual and the tactile students. As information is exchanged mainly orally, the activity suits the auditory learners well. Allowing movement around the class makes the activity work well for the kinaesthetic students. In its nature, the activity encourages cooperation, therefore benefitting group learners.

The activity encourages repeated use of the Past Continuous tense in a meaningful context (focusing on activities that were ongoing at a specific time in the past). To complete the task given, students must speak, listen and write, thus developing all of these skills.

The activity focuses on developing communication competence and covers most probably the cross-curricular topics of daily life, spare time, my home and surroundings as well as learning and working.

**Activity 20** presents an opportunity for the teacher to balance out instruction as needed. In any case, the visual learners are engaged by the stimuli (video or image). When the sentences to be corrected are provided in the written form and written response is required, it further supports the visual learners as well as the tactile learners. For this activity to work well for the auditory learners, the teacher would have to choose the option

of reading out the descriptive sentences to be corrected. In the latter case, bodily response to errors can also be elicited, thus engaging the kinaesthetic learners. The activity mainly suits individual learners, though some group aspect is involved in case the second option (reading out and oral/bodily response) is chosen.

Variations also determine which skills are practiced. When the students are expected to correct the sentences upon hearing them, listening and speaking skills are developed. When the information is presented in the written form and requires written response, reading and writing skills are developed. Variations in whether the mistakes are primarily in the form or meaning provide the practice of either. The activity includes repetition of the form in the context that communicates when Past Continuous is to be used: speaking of activities that were ongoing at the same time in the past.

The activity develops communication competence and is adaptable for cross-curricular topics: Estonia – my home, environment and sustainable development; My home and surroundings, etc. The choice of topic makes the activity adaptable for basic school students of different ages and levels of language competence.

**Activity 21** suits the auditory learners as attention must be paid to a sound. When students are asked to participate in producing the sound of the activity, the kinaesthetic learners can be engaged too. In case the option of writing down the answers is chosen, tactile, visual and individual learners benefit from it. In case the teacher chooses to have the students speak out/discuss as a class what the answer could be, group learners are engaged.

When the answer is produced orally, the speaking skill is developed. When students are required to write down the answers, they practice writing. The form is repeated and thus practiced and at the same time the activity enforces the idea that Past Continuous is used when speaking of activities that were ongoing at a specific time in the past.

The activity develops communication competence and covers the topics of my home and surroundings, and daily life.

**Activity 22** works especially well for the auditory students as the structure is orally repeated. Because writing is involved, the activity also suits the tactile students. To make the activity work also for the kinaesthetic learners, walking around in the classroom (to read out their sentences for guessing whether they are true or not) can be part of the task. Part of the activity is to be carried out alone, fitting individual learners, and part in pairs or as a group, matching the preferences of group learners.

The activity involves practice of the form in a personally meaningful context that illustrates the grammatical rule (use of Present Perfect to communicate what has been/has not been done up to the present moment). Writing, listening and speaking skills are practiced during this activity.

Besides developing communication competence, the activity will include vocabulary related to different cross-curricular topics (e.g., learning and working, Estonia – my home; countries and their culture; learning and working; spare time), depending on the choice of students.

In **activity 23**, the visual learners are engaged by the need to interpret visual clues. The auditory learners will benefit from the oral exchange that takes place. The activity works well for the kinaesthetic and the tactile students as bodily movement and object manipulation are involved. The activity is carried out in pairs, so group learners will find it suitable as well.

The activity contextualizes the repeated use of the structure in a meaningful context (use of Present Perfect to refer to activities that have just taken place). The activity allows students to practice speaking and listening.

The activity focuses on developing communication competence and covers the cross-curricular topic daily life.

**Activity 24** will work well for the auditory learners as repeated oral exchange is required. The activity suits the kinaesthetic students as moving around the classroom is involved. Group learners will benefit from the fact that the task is carried out in pairs.

The activity involves repeated use of the structure in a meaningful context (use of Present Perfect to refer to activities which have taken place during an ongoing period of time). The activity facilitates the practice of speaking and listening.

The activity develops communication competence and can cover multiple cross-curricular topics depending on which activities the students discuss, including daily life, spare time, my home and surroundings and learning and working.

**Activity 25** works well for the visual students as the structure is presented in writing on the hand-out. It also suits the auditory learners as the activity requires repeated listening of the tense. The activity requires moving around, thus accommodating the kinaesthetic students. For the tactile students, the activity involves handling of hard copies and/or writing down the information. The activity requires cooperation and thus works well for group learners.

The activity allows the learners to encounter and produce the form in a natural context – referring to real life experience of the learner's peers. The activity develops listening, speaking and reading skills.

The activity develops communication competence, requiring both oral and written text understanding and oral self-expression. Students also develop mathematics competence as counting, reporting and comparing numbers are involved. The variations make the activity cover cross-curricular topics such as daily life; health and safety;

countries and their culture. These variations allow adapting the activity to learners of different age and proficiency level.

**Activity 26** fits the auditory learners as listening to other students' sentences is part of the task. Kinaesthetic students will benefit when the task involves having to move around the classroom. Tactile and the visual students will benefit from having to write down the information. Part of the activity requires working alone and part working in pairs, making different stages of the activity suitable for both individual and group learners.

The activity allows students to practice their writing skill. Depending on which version of the activity is chosen, either speaking or listening skill is also developed. The activity enforces the idea that Past Perfect is used when referring to an activity that had been completed by a given time in the past. Repetition of the form is also included.

The activity develops communication competence and, depending on which sentences students use, can cover many different cross-curricular topics.

**Activity 27** fits the visual learners as the information is presented in writing. The activity is also good for the auditory learners as listening is involved. To work well for the tactile students, there is the process of writing answers down and handling hard copies. Since the activity requires moving around, the kinaesthetic students will also benefit from it. The activity works well for group learners as communication with peers is required.

The form in this activity is repeated in the context of learner's real life experiences. Students practice simultaneously the correct form and its use. The activity develops listening, speaking and reading skills.

The activity develops communication competence as oral self-expression and text understanding are involved and mathematics competence as counting, reporting and comparing numbers is involved. The activity is suitable for covering cross-curricular topics of daily life, spare time and learning and working.

**Activity 28** involves writing down sentences, thus working well for both the visual students and the tactile students. The oral repetition of the structure by the teacher while reading out the sentences makes the activity suitable for auditory learners. The first stage of the activity suits individual learners and second stage – group learners.

The activity makes students reflect on their own behaviour while using the form in an appropriate context. Writing and listening skills are practiced in the course of fulfilling this activity.

The activity develops communication competence and self-management competence (students reflect on their own recent behaviour) and covers different cross-curricular topics: learning and working; learning and working; spare time; health and safety, values and morality.

The visual learners will benefit from **activity 29** as information will be seen in writing. The activity works well for auditory learners as it involves repetitive hearing of the tense in question. The kinaesthetic learners will benefit from having to move around the room while completing the task. The activity suits the tactile learners because writing information down is involved. Both the stages of the activity involve cooperating with peers, thus this activity works well for group learners.

The activity involves both repeated use of the structure to practice the form, and a context that reinforces the idea of using Present Perfect Continuous when speaking of something that has been happening lately/recently. In the process, students develop speaking, listening, writing and, to a small extent, reading skills.

The activity focuses on developing communication competence and self-management competence (reflecting on one's recent behaviour and its impact) and covers a variety of the cross-curricular topics such as daily life; spare time, etc. – depending on what the students choose to talk about.

**Activity 30** works well for the visual students because an image is produced based on instructions. The activity works well for auditory learners as they repeatedly hear the structure. The activity benefits the tactile learners as it involves the hands-on process of drawing. The task is carried out alone, making it suitable for individual learners.

The activity allows repeated exposure to form while emphasising the use of the tense to describe something which started in the past and has continued up until the present moment. The activity develops listening skills.

The activity develops communication competence, mainly improving the ability to understand speech. The cross-curricular topics covered by this activity are: me and others, daily life and spare time, etc. Depending on what the supposed persons have been doing, the level of difficulty of this activity can be varied.

For the visual students, **activity 31** works well because information is presented in writing on the hand-out. For auditory learners, the activity is good because it involves repeated listening of the form in a meaningful context. The activity requires moving around which suits well the kinaesthetic students. For the tactile students, the handling of hard copies and/or writing down the information make the activity beneficial. The activity requires working with others, thus meeting the needs of group learners.

The activity facilitates the practice of form and meaning – positive and negative sentence and question forms are repeated in a meaningful context (speaking of something that started in the past and has continued up until the present moment; something which has been happening recently/late). During the activity listening, speaking and reading skills are developed.

The activity develops communication competence as self-expression skills are practiced and mathematic competence as working with numbers is involved. The activity is suitable for covering cross-curricular topics such as daily life; spare time; environment and

sustainable development, information society, technology and innovation; learning and working; health and safety; lifelong learning and career development. The activity can be made suitable for learners with different levels of language competence depending on the difficulty of the sentences.

**Activity 32** includes presenting the structure in written form and observing a mime, and it thus works well for the visual students. The speaking involved in the activity benefits the auditory students. As students have to go around the room and mime, the activity is suitable for the kinaesthetic students. One part of the task is undertaken alone – benefitting individual learners. The work in pairs suits well for group learners.

The activity reinforces the idea that one uses Present Continuous when speaking of activities already planned to take place in the future. The activity develops mainly listening, speaking and writing skills.

The activity develops mainly communication competence, as self-expression skills both in the oral and the written form are involved. Cross-curricular topics that are likely to be addressed are daily life; spare time; my home and surroundings; learning and working.

In **activity 33**, the visual learners are engaged by the presentation of the form in writing. Since part of the activity is listening to cues to guess professions/individuals, it works well for auditory learners. The writing process suits the tactile students. Part of the activity is undertaken alone, making it helpful for individual learners. Part of the activity includes the whole class, which matches the needs of group learners.

The activity contextualizes the repeated use of the structure in a meaningful context (speaking of future predictions). In the process, students develop mainly writing and listening skills.

The activity focuses on developing communication competence and covers the cross-curricular topic of learning and working.

In **activity 34**, auditory learners are engaged by the listening required. The kinaesthetic learners will benefit from having to move around the room to complete the task. Writing down the answers helps to engage both the visual learners – who then see the structure in the written form – as well as the tactile students who benefit from the hands-on process involved.

In its nature, the activity encourages cooperation, thus fitting well the preferences of group learners.

The activity contextualizes the repeated use of the structure in a meaningful context (speaking of planned activities in the future). In the process, students must speak, listen and write, thus developing all of these skills.

The activity focuses on developing communication competence and most likely covers the cross-curricular topics of daily life and spare time.

In **activity 35**, writing down the answers engages the visual learners. Auditory learners benefit from the listening required. The activity works well for kinaesthetic learners as students are required to move around the room. Writing down the answers and thus engaging in a hands-on activity fits the tactile students. The activity includes cooperation and is thus suitable for group learners.

The activity emphasises the use of Future Simple when voluntarily deciding to do something in the future at the time of speaking. Since writing, speaking and listening are involved, all those skills are practiced.

The activity develops communication competence and can cover a variety of cross-curricular topics depending on what students choose to talk about.

**Activity 36** suits the visual students because it involves seeing the structure in writing throughout the different stages of the process, and involves images to illustrate the interview. For auditory learners, the activity works well as it contains listening to the

interviewees' responses. The tactile learners will benefit from the hands-on process of writing and drawing/decorating included in the process. Since part of the activity is to be carried out individually (writing up the questions, writing/editing/decorating the interview) and part of it includes working in pairs, it works well for both individual and group learners.

The activity allows students to practice differentiating between the use of Future Simple and Present Continuous depending on the questions of the interview. Different stages of the activity train listening, speaking, writing and reading skills

This activity develops communication competence as it requires practice of skills of self-expression and text creation and self-management and learning to learn competence as self-analysis and making future career plans is involved. The activity covers the following cross-curricular topics: learning and working; Estonia – my home; environment and sustainable development; daily life; etc.

## **2.2. Discussion**

In this section – based on the preceding analysis – general techniques for developing activities in accordance with the guiding principles are discussed. Additionally, possible difficulties arising when using the suggested techniques are considered and solutions to potential problems provided.

First of all, to engage the visual students, the easiest way is to incorporate written form (either the response or prompt) into the activity. This can easily be done with most of the activities that are found in books and collections by asking the students to write information down at some stage. The extra benefit of this strategy is that writing and

reading skills can be developed as well. Secondly, many topics of grammar, including most tenses can be practiced with the help of some activity that requires interpreting or creating a picture (see activities of the type 'Draw my words'). One of the potential problems with the drawing activities can be the students' lack of self-confidence in their drawing skills or speed. Here the author's experience has shown that demonstrating the level of detail and quality of the drawing on the board beforehand (as also instructed in the Appendix) helps the students overcome their fears. Students are less likely to become discouraged if the sample drawing of the teacher is far from being meticulous.

As the auditory students tend to get quite a lot of stimuli that suit them in any foreign language classroom, most activities did not require adjustment keeping these types of learners in mind. However, as mentioned below, the auditory students will also benefit from the activities where, as the result of moving around and exchanging speaking partners, they receive varied auditory input.

For the kinaesthetic learners, it is often possible to construct the typical context of using the tense in such a way that a mime can be included – as the examples in the practical part (see Appendix) demonstrate. Regarding these types of activities one must consider whether some students might be too shy to mime in front of the others. Overall, the author's experience is that even the shy students usually gladly join the activities where students all mime simultaneously in pairs rather than do it one by one in front of the entire class. However, if the group's social atmosphere does not seem relaxed enough for miming in random pairs, the teacher can ask the students to pair up only with one specific person who they feel comfortable with. Additionally, the teacher's own demonstration and ability to be relaxed about miming can encourage the students a great deal.

Another effective way of engaging the kinaesthetic students is asking the students to carry out the specific task that requires speaking in pairs by moving around the

classroom and pairing up with whomever they encounter (not just talking to the person sitting next to them). This also means the same activity can be used for multiple repetitions. The types of tasks where names need to be obtained for a list of “Find someone who...” fulfil the same aim of allowing movement around the room. Moreover, such tasks could even help bond the class as well as expose the learners to speakers with different levels of language competence, speed of talking and perhaps even accent. Furthermore movement is not only useful for the kinaesthetic learners, but also allows all students to combine intellectual and physical activity and thus have some rest.

This strategy can have two potential drawbacks. First of all, the teacher must consider whether the physical classroom setup allows moving around freely (in at least some part of the classroom). Secondly, the teacher must consider the social dynamics of the specific group of students – could anyone be ostracized? In either case, the teacher can implement a more structured version of movement by asking the students to form two lines of the same length facing one another and have the lines move once enough time has been provided for one round of the activity. As the rows move, the students at the end of the row who remain alone are instructed to run to the other end of the row to face the person who is without a partner there. The teacher should alternate which rows move so all the students can engage in the physical activity. With this kind of setup, only one larger space is required and that can be more easily obtained (e.g. by pushing just one row of desks back either in the front, or on the sides, or in the middle row depending on the class layout). Also, this way, no one is left without a partner. This setup also works better than free-flowing movement in case there are issues with discipline as the teacher can observe better whether the students do in fact engage in the activity.

For the tactile learners as well, incorporating some stage which requires writing, works well. This, as mentioned, also serves the purpose of writing practice. As the

activities in the appendix demonstrate, it is also not difficult to include creating an image into the process of grammar practice. These kinds of activities not only work well for the tactile learners who get to participate in hands-on activity but also provide good listening practice.

To make the same activity work for individual and group learners, in most cases it is possible to include some stage into the same activity that a student must do alone (e.g., write down information to be shared) and another which requires cooperation (e.g., share that information with peers). The step by step approach where students have time to think about an issue alone before having to express their ideas to others may also help the students who are a bit shy. Making the engaging in a group work easier for the shy students might even, in the long run, improve their confidence and their attitude towards pair / group activities.

As can be seen from the activities in the appendix, the analysis and the discussion presented above, many of the formats like ‘Find someone who?’, ‘Draw my words’ and ‘Correct me’ can be easily adapted to cover different cross-curricular topics and deploy different general competences. Using the principles outlined above, teachers can develop their own activities that are suitable and interesting to most learners while keeping in mind the specific learning targets.

### 3 CONCLUSION

The present thesis was trying to answer the question whether and how should students' perceptual learning style preferences be taken into account when teaching English grammar in a specific learning context. The aim was to put this answer into practice by compiling a set of activities to be used in addition to textbook for teaching English tenses to Estonian basic school students.

Literature review revealed that taking into account perceptual learning style preferences of students has a positive impact on the learners' motivation. At the same time, the idea of matching students with instruction based only on their specific preferred learning style(s) was not supported by current findings for two reasons. First of all, perceptual learning style preferences seem to be changing with time and experience. Secondly, versatile learning skills should be developed in students. Moreover, in the context of language learning, engaging in activities which might not ideally suit the learner's perceptual preferences is essential for mastering different language skills such as listening or writing.

Based on these findings, as well as the review of official guidelines and literature on grammar instruction, the following principles guided the compilation of a set of activities that formed the practical part of the thesis: students need balanced instruction which takes into account different perceptual learning style preferences, systematically deals with both form and meaning in relation to different skills, and takes into account local educational legislation and practical constraints.

For ideas and inspiration, 24 collections and books of grammar activities were studied. Adjustments were made in the activities so that different tenses could be practiced, wider array of perceptual preferences taken into account and development of general

competencies and cross-curricular topics (as determined by the Estonian National Curriculum) undertaken. Analysis as to how the given activity fulfilled the set goals was carried out for each of the activities.

Studying the analysis and the activities will hopefully enable teachers of English in Estonian schools not only to use the activities but also gain ideas on how to create and adapt other, similar activities. For this purpose, the analysis also contains a summary of techniques used in adapting the existing activities to fit the contextual aims described above.

Obviously, as more empirical research is conducted on students' perceptual learning style preferences, some adjustments might be called for as to how best approach learners' diversity in this regard. Moreover, a step further would be testing the compiled set of activities in a particular classroom setting. However, for the testing to provide reliable and valid results, it would require the participation of quite a large number of teachers who all use the same textbook, with each teacher having at least two groups of students of very similar characteristics (experimental group and control group). Considering the variety of books used to teach English in Estonian basic schools, and the fact that students are usually not divided into the groups that have exactly the same level of language competence, this comparative setup could be quite difficult to achieve. Nevertheless, hopefully more empirical research will be soon conducted also in Estonia on the topic of perceptual learning style preferences of students of English as a foreign language.

## REFERENCES

### Primary sources

- Antonaros, Suzanne. 2003. *Teaching young learners: action songs, chants & games: teachers' resource book*. Newbury: Express.
- Fletcher, Mark and Richard Munns. 2004. *Timesaver visual grammar: elementary – intermediate*. London: Mary Glasgow Magazines.
- Gerngross, Günter; Puchta, Herbert and Scott Thornbury. 2006. *Teaching grammar creatively*. Cambridge: Cambridge University Press.
- Gordon, Lewis and Günther Bedson. 1999. *Games for Children*. Oxford: Oxford University Press.
- Hadfield, Jill. 2004. *Elementary communication games: a collection of games and activities for elementary students of English*. Harlow: Longman.
- Hadfield, Jill. 1990. *Intermediate communication games: a collection of games and activities for low to mid-intermediate students of English*. Walton-on-Thames: Nelson.
- Hadfield, Jill. 2003. *Beginners' communication games*. Harlow: Longman.
- Klippel, Friederike. 2004. *Keep talking : communicative fluency activities for language teaching*. Cambridge: Cambridge University Press.
- Lee, William Rowland. 1993. *Language teaching games and contests*. Oxford: Oxford University Press.
- Lewis, Gordon and Hans Mol. 2009. *Grammar for young learners*. Oxford: Oxford University Press.
- Liiv, Heino. 1970. *Mänge võõrkeelte õpetamiseks*. Tallinn: Valgus.

- Maley, Alan and Alan Duff. 2005. *Drama techniques in language learning: a resource book of communication activities for language teachers*. Cambridge: Cambridge University Press.
- McKay, Penny. 2007. *Five-minute activities for young learners*. Cambridge: Cambridge University Press.
- Moskowitz, Gertrude. 1978. *Caring and sharing in the foreign language class : a sourcebook on humanistic techniques*. Chicago: Heinle & Heinle.
- Parrot, Martin. 2000. *Grammar for English language teachers: with activities and key*. Cambridge: Cambridge University Press.
- Porter Ladousse, Gillian. 1994. *Role play*. Oxford: Oxford University Press.
- Read, Carol. 2007. *500 activities for the primary classroom*. London: Macmillan.
- Phillips, Sarah. 2000. *Drama with children*. Oxford: Oxford University Press.
- Saks, Katrin. 1997. *Mänge võõrkeeletundideks*. Tallinn: Koolibri.
- Scrivener, Jim. 1994. *Learning teaching: a guidebook for English language teachers*. Oxford: Heinemann.
- Seymour, David and Maria Popova. 2005. *700 classroom activities*. Oxford: Macmillan Education.
- Ur, Penny. 2012. *A course in language teaching*. Cambridge: Cambridge University Press.
- Wright, Andrew, Betteridge, David and Michael Buckby. 1991. *Games for language learning*. Cambridge: Cambridge University Press.
- Zaorob, Maria Lucia and Elizabeth Chin. 2001. *Games for grammar practice: a resource book of grammar games and interactive activities*. Cambridge: Cambridge University Press.

## Secondary sources

- Bessonova, Julia. 2004. *Teaching vocabulary according to the theory of multiple intelligences in English lessons in forms 3-6*. Diploma thesis. School of Teacher Education, Tartu University, Tartu, Estonia.
- Cassidy, Simon. 2004. Learning Styles: An overview of theories, models and measures. *Educational Psychology*, 24: 4 419-444.
- Chen, Mei-Ling. 2009. Influence of grade level on perceptual learning style preferences and language learning strategies of Taiwanese English as a foreign language learners. *Learning and Individual Differences*, 19: 304–308.
- Council of Europe. 2001. Common European framework of reference for languages: learning, teaching, assessment. Language Policy Unit, Strasbourg
- Doff, Adrian. 1998. *Teach English: a training course for teachers: trainer's handbook*. Cambridge: Cambridge University Press.
- Davies, Paul and Eric Pearse. 2002. *Success in English teaching*. Oxford: Oxford University Press.
- Ellis, Rod. 2005. Principles of instructed language learning. *System*, 33: 209-224.
- Felder, Richard M. and Eunice R. Hendriques. Learning and teaching styles in foreign and second language education. *Foreign Language Annals*, 28:1 21-33.
- Isemonger, Ian and Chris Sheppard. 2003. Learning Styles. *RELC Journal*, 34:2 195-222.
- Isemonger, Ian. 2012. Perceptual Learning Styles and Lessons in Psychometric Weakness. *JALT Journal*, 34:1 5-33.
- Kingisepp, Leelo and Elle Sõrmus. 2000. *Ülevaade võõrkeeleõppe meetoditest*. Tallinn: TEA Kirjastus.
- Larsen-Freeman, Diane. 2000. *Techniques and principles in language teaching*. Oxford: Oxford University Press.

- Larsen-Freeman, Diane. 2001. Teaching Grammar. In Marianne Celce- Murcia (ed). Teaching English as a Second or Foreign Language. Third edition, 251-266. London: Thomson Learning.
- Lovelace, Maryann Kiely. 2005. Meta-analysis of experimental research based on the Dunn and Dunn model. *The Journal of Educational Research*, 98:3 176-183.
- Naserieh, Farid and Mohammad Reza Anani Sarab. 2013. Perceptual learning style preferences among Iranian graduate students. *System* 41 (2013) 122e133
- National Curriculum for Basic Schools. 2011.
- Oxford, R.L., Anderson, N.J., 1995. A crosscultural view of learning styles. *Language Teaching*, 28: 4 201-215.
- Peacock, Matthew. 2001. Match of mismatch? Learning Styles and teaching styles in EFL. *International Journal of Applied Linguistics*, 11: 1 38-58.
- Reid, Joy. 1987. The learning style preferences of ESL students. *TESOL Quarterly*, 21: 1 8-112.
- Rosenfeld, Riina. 2004. *Applications of the theory of multiple intelligences in second school stage English lessons*. Diploma thesis. School of Teacher Education, Tartu University, Tartu, Estonia.
- Rossi-Le, Laura 1989. Perceptual Learning Style Preferences and their relationship to language learning strategies in adult students of English as a second language. Dissertation. The Graduate School of Education, Drake University, Des Moines, Iowa, USA.
- Scrivener, Jim. 1994. *Learning teaching: a guidebook for English language teachers*. Oxford: Heinemann.
- Shen, Ming-yueh, 2010. Effects of perceptual learning style preferences on L2 lexical Inferencing. *System*, 38: 539-547.

Thornbury, Scott. 2008. *How to teach grammar*. Harlow: Longman.

Ur, Penny. 2013. Language-teaching method revisited. *ELT Journal*, 67: 4, 468-474.

## APPENDIX 1.

### ACTIVITIES TO PRACTICE ENGLISH TENSES

#### A. PRESENT SIMPLE

##### 1. Mime your habits / Mime your feelings

FORM: third person.

MEANING: use Present Simple with habits, routines; use Present Simple with feelings.

VOCABULARY: adverbs of frequency, daily routines, habits, hobbies, values.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; self-management competence; value competence; daily life; spare time; values and morality.

##### **Version 1**

PROMPT: Write on board adverbs of frequency appropriate for the age of the learners ('always', 'often', 'never', 'usually', 'seldom', etc.) Ask students if they know the meaning of each and ask them to copy them into their notebooks.

MODELLING: Explain that you will now mime activities which you undertake with each frequency ('always', 'never', 'seldom', etc. – depending which words you wrote on the board) and the students will need to guess the activity under question.

“For example, when I point at this (point at a word/phrase, e.g., ‘every day’) and do this (mime an activity, e.g., imitate brushing teeth), you say: ‘You brush your teeth every day’”.

Do 3-4 examples yourself.

ACTION: Instruct students to

- write down one activity for every adverb of frequency about their daily habits without showing it to their partner;
- go through the list in pairs, miming the activities to their partner who will then try to guess and form sentences, writing them down as well.

FEEDBACK: Ask each student to report the most surprising sentence about their mate to the rest of the class.

### Version 2

PROMPT: Draw on the board a smiley face ☺ and a sad face ☹ Ask students how each of the drawing feels.

MODELLING: Ask the students: “How do I feel right now?” and mime an emotional state.

ACTION: Explain that students will now go around miming to one another how they feel and have them guessing each other’s emotional state.

FEEDBACK: At one point, tell students to remain with their current partner until they have guessed how they feel. Ask some of them to report on how their partners feel while the partner shows their facial expression.

### Can be adapted for topics:

Health and safety – ask students to reflect on both healthy and unhealthy behaviours when compiling their sentences.

Hobbies/sports – ask students to reflect on hobbies/sports when compiling their sentences.

Values – ask students to reflect on their values. Which behaviours they engage in because of their personal values?

*Based on Read 2007: 167; Moskowitz 1978: 112-113; Lewis and Mol 2009: 26; Ur 1988: 256.*

## **2. Find someone who?**

FORM: question formation, positive and negative sentences.

MEANING: use of Present tense to describe habits, hobbies, preferences.

VOCABULARY: personal characteristics, hobbies, everyday life, adverbs of frequency.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; mathematics competence; daily life; spare time; environment and sustainable development; information society; technology and innovation; learning and working; health and safety; lifelong learning and career development.

MATERIALS: Grid with information to fill out (can be written on board and have students copy it).

PROMPT: Distribute the grids to students and tell them they will now compete on who in the class knows the other classmates best.

MODELLING: Pick one question from the list and ask it from one of the students noting whether you could or could not, based on the answer, write their name in the grid.

ACTION: Tell students to mingle and try to fill in as many fields from the grid with names as possible. Instruct them that they can ask one person only two questions at a time. The winner is the one with most names who knew which classmates to turn to for which answers.

Example (modify according to the level of students):

<b>Find someone who...</b>	<b>Name</b>
... wakes up without an alarm clock	
... has a dog	
... hates when people lie	
... loves to eat ice-cream	
... does not like watching TV	
....	

### **Can be adapted for topics:**

Environment – ‘Find someone who... seldom takes baths; ...mostly rides a bus or bicycle; ...always recycles their rubbish; ...often uses both sides of the paper; ...every day turns the thermostat down when leaving home...’ etc.

Information society– ‘Find someone who... every day uses the computer; ... rarely visits social media sites; ... often finds it hard to do homework because something online is more interesting...’ etc.

Health and safety – ‘Find someone who... always washes hands before a meal; ... never forgets to put on a seatbelt; ... rarely eats vegetables; ... every day drinks soda; ... loves doing sports...’ etc.

Learning and working – ‘Find someone who ... needs to listen to music while studying; ... prefers to study in silence; ... likes to work in a well-lit room; ... remembers things well based on pictures/graphs; ... usually speaks things aloud to remember them...’ etc.

*Based on Read 2007: 38; Moskowitz 1978: 52; Ur (for present perfect) 1988: 237.*

### **3. Draw my words**

FORM: There is/there are; have/has.

MEANING: use Present Simple with describing the characteristics of things.

VOCABULARY: position prepositions, colours, house, garden, etc. depending on the picture.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>		
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: me and others; my home and surroundings; countries and their cultures; spare time, etc. (depending on the topic of the picture).

MATERIALS: a picture with appropriate level of detail, preferably with static objects (not an activity!), A4 papers for each student, crayons/pencils (optional).

PROMPT: Start by showing the students a piece of paper in your hand. Tell them that this contains a picture and their activity is to copy it based on your description and see how accurately they can do this.

MODELLING: “For example, I tell you: there is a house on the right side on the picture (draw a house on the board where indicated). It has a door on the left and a window on the right (draw these).”

ACTION: Describe your picture in language appropriate to the learner’s level. This can be used also with quite advanced learners to practice detailed house/garden vocabulary. Name colours and allow time for colouring with younger learners or in case there is time/resources for it.

**FEEDBACK:** Gather all the pictures and hang them up. Ask the students to stand around the pictures and turn it into a guessing game by making them find a picture by naming something that is very specific about it (e.g., “Find the picture which has the biggest cat... where the door does not have a doorknob...”).

**Note:** the same game can be used to practice have/has, is/are + clothing and body parts by asking the students to draw a person following your instructions.

*Based on Read 2007: 23.*

#### **4. Correct me!**

**FORM:** Positive and negative sentences.

**MEANING:** use of Present Simple to describe things that are always true, recurring events.

**VOCABULARY:** depending on the topic, e.g., nature.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>		

**PERCEPTUAL PREFERENCES TYPE(S):** visual, auditory, kinaesthetic, tactile, individual, group.

**GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS:** Estonia – my home; environment and sustainable development; my home and surroundings; spare time, etc. (depending on the topic).

**PROMPT/ACTION:**

Depending on whether listening or reading needs more development, choose between following options:

Read out sentences and ask the students to correct the incorrect ones as they listen. At an early stage of practicing structures, repeat only the correct sentences.

Give the students the sentences (on paper, on board) and ask them to correct them in writing.

To engage the students with visual preferences, provide the information in the form of a picture/graph. To engage the kinaesthetic learners, include a bodily response: e.g., if the sentence is correct they remain seated, if not, they stand up.

Mistakes can be made in both form and meaning, depending on the stage of practice that the students are at.

### Can be adapted for topics:

Learning and working – describe what different professions do with errors (e.g., a doctor works in a factory), provide images of representatives of different professions with items they use for their work and describe them with errors (the doctor uses a shovel).

Estonia – my home – environment and sustainable development; describe environmentally friendly behaviours with small errors (e.g., take baths instead of showers to save water), provide an image of a life cycle of an animal (e.g., frog) and describe it with errors (e.g., the frog lays eggs into a nest).

Estonia – my home; countries and their culture – describe things about Estonia with errors (e.g., Estonian national bird is the parrot); describe an English speaking country with errors (e.g., Australia is surrounded by the Atlantic Ocean), provide an image of a scene of a celebration of an English speaking country (e.g., Christmas Eve, Thanksgiving dinner) and describe it with errors (e.g., They eat roasted pig for Thanksgiving dinner).

Spare time – describe different sports (e.g., a football team has 3 members; in tennis, players use their hands to hit the ball), provide an image of the layout of a field and equipment of a sports game and describe it with errors (e.g., the player hits the basketball with a bat).

*Based on Wright 1991: 133; Lewis and Mol 2009: 27; Read 2007: 256, 259, 126.*

### 5. 20 questions

FORM: question formation, positive and negative sentences.

MEANING: use of Present tense to describe the long-term characteristics of things.

VOCABULARY: personal characteristics, jobs, animals, (geographical) locations within a community/in Estonia/in the world, hobbies, classroom objects.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; mathematics competence; learning and working; Estonia – my home; countries and their culture; learning and working; countries and their culture; spare time.

**PROMPT:** Explain to the students that they will now compete with you in trying to guess a classmate/famous person/animal/place, a classroom object (decide upon which category it will be beforehand) by asking up to 20 yes/no questions about he/she/it.

For categories that could be too wide (e.g., animals), limit the choice by (a) limiting the answers to a subcategory (e.g., jungle animals), (b) providing on the board a limited number of possible answers.

**MODELLING:** “For example, you ask me: does it live on land? I say: yes, it lives on land. Does it eat grass? I say: No, it does not eat grass. Does it have stripes? Yes, it has stripes! Who do you think it is, then?” (a tiger)

**ACTION:** Do it once or twice as a class, and then ask the students to continue in pairs and compete with each other for points gained for any guessed answer. Apply limiting tactics (above), where necessary.

*Based on Read 2007: 167; Lewis and Mol 2009: 35-36, 39-40, 42; McKay 2007: 18; Saks 1997: 24-25; Liiv 1970: 40; Maley and Duff 2005: 34-35; Lee 1993: 13-15, 17, 22; McKay 2007: 44.*

## **6. We all have things in common**

**FORM:** question formation, positive and negative sentences.

**MEANING:** use of Present tense to describe habits, hobbies, preferences.

**VOCABULARY:** personal characteristics, hobbies.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

**PERCEPTUAL PREFERENCES TYPE(S):** visual, auditory, kinaesthetic, group.

**GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS:** communication competence; daily life; spare time.

**PROMPT:** “I really like .....”, “Is there anyone else in the classroom who likes....?”

**MODELLING:** “Now guess what I like to do every weekend.” Mime an activity and wait for the students to guess the right answer.

**ACTION:** Instruct the students to go around the room and ask from each person they meet questions about their habits, hobbies, likes/dislikes. Explain that these cannot be yes/no questions but questions to which they can answer with a mime. Model: “For example, you

ask: ‘What do you like to eat for breakfast?’” (mime eating porridge – pretending it is hot and blowing on it).

Ask the students to keep asking and miming in pairs, alternating who is asking/who is miming until they discover one thing they have in common, and then move on to next student.

FEEDBACK: Ask some students to report what they found they had in common with their classmate.

*Based on Moskowitz 1978: 56-57; Ur 1988: 262.*

## **7. Interview**

FORM: question formation, positive and negative sentences.

MEANING: use of Present tense to describe habits, hobbies and personal preferences, characteristics.

VOCABULARY: personal characteristics, hobbies, everyday activities, etc.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual , auditory, tactile, individual, group

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; self-management competence; daily life; learning and working; spare time.

MATERIALS: old magazines to cut out the illustrations for the articles

PROCEDURE:

PROMPT/MODELLING: If possible, model the outcome by distributing a sample of the expected outcome – an article about yourself, or a suitable piece from a real magazine. In this case, reading comprehension can be developed as part of the process.

ACTION: Explain that the activity is to compile a list of questions, carry out an interview based on these questions and finally write up and decorate an article about one of their classmate’s habits, hobbies and preferences.

FEEDBACK: Read out some of the articles and have the students guess who was the interviewee for the given piece and/ or have the interviewees read the pieces that have been

written about them (they can also be posted in the classroom for a while) and provide feedback on how they liked the final product.

*Based on Read 2007: 76; Lewis and Mol 2009: 23.*

## **B. PAST SIMPLE**

### **8. Mime what you did last week**

FORM: positive sentences/ questions.

MEANING: use of Past Simple to describe finished activities in the past.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; daily life; spare time; my home and surroundings; learning and working.

PROMPT/MODELLING: Tell the students you had a great week last week and you did some things you really enjoyed. Ask them to guess based on your mime, what some of those activities were.

ACTION: Ask the students write down 3 things they did last week that they really enjoyed. Next instruct them to go around the room and in pairs mime and guess these activities. Tell them to respond only to properly formulated questions e.g., 'Did you wash your dog?'

Let them write down each mime they managed to guess properly.

FEEDBACK: Ask the students to report on the most surprising/funniest findings.

### **9. Draw my words: cartoon of a story**

FORM: positive, negative sentences, questions.

MEANING: use of Past Simple to describe things happening one after another in the past.

VOCABULARY: depending on the topic of the story.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, tactile, individual.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; depending on the topic of the story.

MATERIALS: white A4 papers with grids (like for a cartoon) for each student.

PROMPT/MODELLING: Tell a really short story or a joke and while speaking slowly, sketch pictures to illustrate the story in a cartoon format on the blackboard.

ACTION: Ask the students to sketch a cartoon based on an interesting short story while you read it out to them pausing between each scene. For the activity to provide reading practice, present the story in a written form (on paper or via projector).

FEEDBACK: gather all cartoons and vote for the best.

### **10. Find someone who ...**

FORM: question formation, positive and negative sentences.

MEANING: use of Past Simple to describe completed past events.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): auditory, kinaesthetic, tactile, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; self-management competence; mathematics competence; daily life; learning and working; spare time; information society; health and safety; learning and working.

MATERIALS: Grid with information to fill out, according to the topic.

**ACTION:** Distribute the grids to the students and tell them they will now compete on who in the class knows the other classmates the best (fills the grid with most answers within a given time).

Find someone who ...

... woke up at 7 a.m. this morning?

... did not brush their teeth before going to bed yesterday?

... went to the supermarket on Sunday?

... was sick last week?

... who had a teddy bear when they were little?

... loved to build sandcastles when they were younger

... met their friends after school yesterday

**Can be adapted more specifically for topics:**

Information society – ‘Find someone who...wrote at least 10 emails last week; ... signed up for some new service online yesterday; ...made a comment on Facebook over the weekend; ...posted something new on their webpage last night...’ etc.

Health and safety – ‘Find someone who... ate junk food over the weekend; ... exercised at least 3 times last week; ...slept for more than 7 hours each night last week; ...ate at least two servings of vegetables yesterday; ... ate more than 2 pieces of fruit every day last week...’ etc.

Learning and working – ‘Find someone who ... got a good mark yesterday; ... forgot to do their homework last week; ...read an interesting book last month...’ etc.

*Based on Read 2007: 38; Moskowitz 1978: 52.*

**11. Correct me!**

**FORM:** positive and negative sentences, questions.

**MEANING:** use of Past Simple to describe completed past events.

**VOCABULARY:** depending on the fairytale.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context

<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing
----------------	---	---

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, individual.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: depending on the fairy-tale.

ACTION: Either tell (for listening practice) or write down and distribute (for reading practice) a fairy tale well known to your students. Change relevant details in the story (e.g., Cinderella's step mother was very kind to her) and/or include grammatical errors (depending on the level of learners) and ask the students to correct the mistakes in one of the following ways:

- 1) orally, by interrupting you when a mistake occurs;
- 2) with a bodily response (e.g., stand up when you spot a mistake);
- 3) in a written form (suitable with providing the story for reading).

*Based on Lewis and Mol 2009: 32-33; Wright 1991: 133; Read 2007: 126, 256, 259.*

## **12. Interview**

FORM: question formation, positive and negative sentences.

MEANING: use of Past Simple to describe completed past events.

VOCABULARY: depends on the topic of the interview.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; daily life; learning and working; spare time.

MATERIALS: old magazines to cut out the illustrations for the articles

ACTION: Ask the students to prepare questions and interview one of their classmates and write up and decorate an article based on the answers.

Possible topics: a) their summer holidays; b) their childhood (this can then be turned into a game of guessing who the article is about); c) an imaginary trip to the space; d) the most unbelievable reason why they were late to class; e) some past event which influenced their life to a great extent; f) their previous day/week.

FEEDBACK: The interviewees will read the pieces written about them (they can also be posted in the classroom for a while) and provide feedback on how they liked the final product.

*Based on Moskowitz 1978: 134-136, 192-193; Klippel 2004: 89-90; Read 2007: 69-70; McKay 2007: 45-46; Lewis and Mol 2009: 34.*

## C. PRESENT CONTINUOUS

### **13. Mime an activity: What am I doing?**

FORM: positive and negative sentences; questions.

MEANING: use of Present Continuous to describe a presently ongoing activity.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, group

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence.

PROMPT/MODELLING: Mime an activity and ask the students to guess what you are doing.

ACTION: The students walk around a room miming an activity. As they pair up, they have to guess the other person's activity.

*Based on Lee 1993: 29-30; Lewis and Mol 2009: 44; Maley and Duff 2005: 50-51; Saks 1997: 20-21; McKay 2007: 129; Wright 1991: 92-93; Ur 1988: 248.*

### **14. Draw my words**

FORM: positive and negative sentences; questions.

MEANING: use of Present Continuous to describe a presently ongoing activity.

VOCABULARY: depending on the described scene.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>		
<b>Writing</b>		

PRACTICE TARGET: There is/there are; have/has, prepositions of location, colours.

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, tactile, individual.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: depending on the described scene.

MATERIALS: white A4 papers for each student.

PROMPT / MODRELLING: Draw on board several people or animals engaged in different activities. Ask the students to describe what they see happening in the picture.

ACTION: Tell the students that you now want them to do the reverse – make drawings based on your description. Describe an imaginary scene you see looking out of the window, using a lot of parallel activity descriptions ( describe a playground, a park, a jungle full of animals, a village of Native Americans, Piccadilly Circus during rush hour, etc.) If the real view from the classroom window has enough parallel activity (children playing, trees moving back and forth in the wind, cars passing, etc.), then you can describe that.

FEEDBACK: compare the drawing amongst each other, vote for the best/funniest/etc. drawing.

*Based on Saks 1997: 24; Read 2007: 30.*

### **15. We all have things in common**

FORM: positive and negative sentences.

MEANING: use of Present Continuous to describe what a person is currently wearing.

VOCABULARY: clothing, colours.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech

<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; me and others.

PROMPT/MODELLING: Draw the students' attention to a few things you and someone else in the classroom are both wearing (matching either in colour or type).

ACTION: Ask the students to go around the room and find, with each person they meet, something they are both wearing that day (matching either in colour or type of clothing, or both). Ask them to write down their findings.

*Based on Moskowitz 1978: 56-57; Ur 1988: 262.*

## **16. Correct me!**

FORM: positive and negative sentences.

MEANING: use of Present Continuous to describe a presently ongoing activity.

VOCABULARY: depending on the image described.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: depending on the image described.

MATERIALS: an image where people/animals are engaged in different sorts of activities.

ACTION: Display an image and describe orally what people/animals are doing on it (for listening practice) or hand out a description in a written form (for reading practice).

Ask the students to correct the mistakes in one of the following ways:

1) orally, by interrupting you when a mistake occurs;

2) with a bodily response (e.g., ‘stand up when you spot a mistake!’);

3) in a written form (suitable with providing the story for reading).

*Based on Wright 1991: 133; Lewis and Mol 2009: 79; Read 2007: 126, 256, 259.*

### **17. Guess who it is?**

FORM: positive and negative sentences.

MEANING: use of Present Continuous to describe a presently ongoing activity (including what someone is wearing).

VOCABULARY: clothing, classroom activities.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; mathematics competence; daily life.

ACTION: Tell the students you are thinking of someone in the classroom. To find out who that person is, they can ask questions about what he/she is doing and wearing. You can agree upon the maximum number of questions (e.g., 10) that they can ask per round of guessing.

*Based on Read 2007: 167.*

## **D. PAST CONTINUOUS**

### **18. Mime your alibi**

FORM: affirmative sentences.

MEANING: use of Past Continuous for activities in progress at a given moment.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed	Use of the structure to convey

	examples in speech	meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; daily life; spare time.

PROMPT: Come up with a humorous story about a petty crime that happened in the neighbourhood and tell it to the students.

ACTION: Instruct the students to go around and mime to one another their alibi – what they were doing at the time of the crime last night – and ask them to write down the answers.

FEEDBACK: Ask the students to report on the best, funniest, most suspicious, ...alibis that they had invented.

*Based on Lewis and Mol 2009: 44; Maley and Duff 2005: 209, Wright 1991: 165; Lee 1993: 34-35; Ur 1988: 224.*

### **19. We all have things in common**

FORM: question formation, positive and negative sentences.

MEANING: use of Past Continuous for activities in progress at a given moment.

VOCABULARY: everyday activities, hobbies

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; daily life; spare time.

PROMPT / MODELLING: Tell the students about something you were doing the previous week at a given time. Ask if someone else was doing this at the same time (try to choose a time and activity that is likely to elicit that response).

**ACTION:** Instruct the students to talk to each person in pairs until they find one thing they were both doing at the same time (while not in the same place) in the past week, and have them write it down.

**FEEDBACK:** Ask the students to report on the funniest coincidences.

*Based on Moskowitz 1978: 56-57; Ur 1988: 262.*

## **20. Correct me!**

**FORM:** positive and negative sentences.

**MEANING:** use of Past Continuous for parallel activities in progress at a given moment.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

**PERCEPTUAL PREFERENCES TYPE(S):** visual, auditory, individual.

**GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS:** daily life; learning and working; countries and their culture; spare time.

**ACTION:** Show an image/video or multiple simultaneous activities to the class. Then ask the students to correct mistakes in either your oral or written description of the activities which took place on the photo/video.

### **Can be adapted for topics:**

Daily life – scenes from a home, sports centre, shopping centre, etc.

Countries and their culture – scenes to introduce cultural practices of English speaking countries, e.g., a family in the United States having a Thanksgiving dinner.

Learning and working – scenes from a classroom.

*Based on Lewis and Mol 2009: 79-80; Ur 2012: 208; Wright 1991: 133; Read 2007: 126, 256, 259.*

## **21. What was I doing?**

**FORM:** positive sentences.

MEANING: use of Past Continuous for activities taking place at a given moment in the past.

	FORM	MEANING
<b>Listening</b>		
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence, my home and surroundings; daily life.

ACTION: Ask the students to close their eyes. Repeat several times activities that make noise (e.g., hop on one foot, clap your hands, pull a zipper open and close) and after each noise ask the students to guess what you were doing. Students can be asked to produce the answer in either oral or written form. You can also allow the students to take turns producing the sounds of an activity.

*Based on Wright 1991: 94-95; Lee 1993: 29-30.*

## E. PRESENT PERFECT

### 22. Guess if this is true or not (1) / guess who it is (2)

FORM: positive and negative sentences.

MEANING: use of Present Perfect with what you have or have not done.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence.

**MATERIALS:** (2) piece of paper (1/4 of A4 is enough) for each student.

### **Version 1**

**PROMPT/MODELLING:** Model the activity by writing down 5 sentences about things you have or have not done – some of them being true, some of them not (e.g. ‘I have eaten frog legs.’ ‘I have never travelled by airplane.’ ‘I have broken my arm three times.’ ‘I have never visited Hiiumaa’ etc.). Ask the students to guess which ones are true, which ones false.

**ACTION:** Now tell them to do the same activity amongst themselves. Ask the students to write down 5 things they have done or have not done in their life. Ask them to go around and in pairs read out the sentences and guess whether they are true or not.

### **Version 2**

**ACTION:** Ask the students to write 7 sentences about the things they have/have not done in their lives (or this week, today – some time period that is still continuing) on a piece of paper. Collect all the papers and start reading them in random order asking the students to guess who wrote them.

*Based on Saks 1997: 23.*

## **23. Changes**

**FORM:** positive sentences, questions.

**MEANING:** use of Present Perfect with what you have or have not just done.

**VOCABULARY:** clothes, items in the classroom.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>		

**PERCEPTUAL PREFERENCES TYPE(S):** visual, auditory, kinaesthetic, tactile, individual, group.

**GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS:** communication competence.

### **Version 1**

**PROMPT / MODELLING:** Ask the students to close their eyes, and change something about your appearance. Then ask them to open their eyes and guess what you have done.

**ACTION:** Tell them to do the same in pairs – turn around so they are facing away from each other, change something about their appearance and then when you give a notice, turn around and try to guess what the other person has changed in their appearance. At times, ask someone in the class to report their finding to practice the third person singular (he/she has) form. Continue until you see the students are running out of ideas.

### **Version 2**

**ACTION:** Ask the students to close their eyes. Change something in the classroom (e.g., remove a clock from the wall, draw something on the board, move your chair, etc.). Tell them to open their eyes and guess what you have done. You can tell them to use the question form ('Have you taken away the clock?').

*Based on Gordon and Bedson 1999: 58; Klippel 2004: 22; Saks 1997: 22; Lee 1993: 19-20.*

## **24. We all have things in common**

**FORM:** positive and negative sentences, questions.

**MEANING:** use of Present Perfect with what you have or have not done within a time period that is still in progress.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>		

**PERCEPTUAL PREFERENCES TYPE(S):** visual, auditory, kinaesthetic, group.

**GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS:** communication competence; daily life; me and others; spare time.

**PROMPT / MODELLING:** Tell the students about some things you have already done that week. Ask if anyone else has already done the same things that week.

**ACTION:** Ask the students to walk around the room and pair up with whomever they encounter. Tell them that with each person they must ask each other questions and discuss the answers to find two things they both have already done this week and write down their discoveries.

**FEEDBACK:** Ask them to report on some of the things they found they had both done.

*Based on Moskowitz 1978: 56-57; Ur 1988: 262.*

## **25. Find someone who?**

FORM: positive and negative sentences, questions.

MEANING: use of Present Perfect with what you have or have not done.

VOCABULARY: depending on the topic.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, group

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; mathematics competence; daily life; health and safety; countries and their culture.

MATERIALS: Grid with information to fill out (can be written on board and have the students copy it).

ACTION: Tell the students to mingle and try to fill in as many fields from the grid with names as possible. Instruct them that they can ask one person only two questions at a time. The winner is the one with most answers (names).

### **Can be adapted for topics:**

Food – ‘Find someone who... has eaten frogs;...has never drank coffee; ...has eaten pizza twice this week already; ...has eaten an apple today; has drunk ...has eaten breakfast today...’ etc.

Health and Safety – ‘Find someone who... has broken a bone;...has had a flu; ...has not been sick at all this school year;...has stayed at a hospital; ...has visited the school nurse this month...’ etc.

Countries and their culture – ‘Find someone who... has met an American; ...has watched an Australian soap opera; ...has visited the United Kingdom; ...has heard the American anthem; ...has seen a Bollywood movie...’ etc.

*Based on Read 2007: 38; Ur 2012: 237; Moskowitz 1978: 52.*

## F. PAST PERFECT

### **26. What had you done by the time you were 7 years old?**

FORM: positive and negative sentences.

MEANING: use of Past Perfect for something one had done by a given time in the past.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; topics depending on the sentences.

MATERIALS: (2) piece of paper (1/4 of A4 is enough) for each student.

#### **Version 1**

PROMPT / MODELLING: write down five sentences about the things you had or had not done by the time you were 7 years old, with some of them true, some not. Ask the students to guess which ones are true, which ones not.

ACTION: Tell the students to also write down five sentences about the things they had or had not done by the time they were 7 years old (some true, some not). Ask them to go around the classroom, pair up with whomever they encounter, read out their sentences and let the other person guess whether they are true or not.

#### **Version 2**

ACTION: Ask the students to write 5 sentences about the things they had/had not done by a given time in the past (can be a specific age or time in the past – ‘What had you done by the time you turned 10?’, ‘What had you done already this morning by the time it was 8 o’clock?’ etc.). Gather all the papers and start reading them in random order, asking the students to guess who wrote them.

*Based on Saks 1997: 23.*

### **27. Find someone who?**

FORM: question formation, positive and negative sentences.

MEANING: use of Past Perfect for something one had done by a given time in the past.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): auditory, kinaesthetic, tactile, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; mathematics competence; daily life; learning and working; spare time.

MATERIALS: Grid with information to fill out, according to the topic.

ACTION: Distribute the grids to the students and tell them they will now compete about who in the class knows his/her classmates the best (i.e., fills the grid with most answers within a given time period).

Find someone who....

... had studied in another school before he/she joined your class.

... had been an only child before his/her brother or sister was born.

... had never skied before skiing lessons started at school.

... had lived in another town before he/she moved to his/her current town.

... had never got a mark other than "5" before he/she started basic school.

*Based on Read 2007: 38; Moskowitz 1978: 52; Ur 1988: 237.*

## **G. PRESENT PERFECT CONTINUOUS**

### **28. Guess who it is**

FORM: positive and negative sentences.

MEANING: use of Present Perfect Continuous to describe what a person has been doing lately.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context

<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; daily life; self-management competence.

MATERIALS: (2) piece of paper (1/4 of A4 is enough) for each student.

PROMPT / MODELLING: Write on board three good things you have been doing recently and two not so good things you have been doing recently (e.g., 'I have been going to bed too late recently, 'I have been eating a lot of vegetables', etc.).

ACTION: Ask the students to do the same, explaining that you will gather up all the lists and read them to the class, allowing them to guess whose list it is.

*Based on Saks 1997: 23.*

## **29. We all have things in common**

FORM: positive and negative sentences, questions.

MEANING: use of Present Perfect Continuous to describe what a person has been doing lately.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; daily life; me and others; spare time.

PROMPT / MODELLING: Tell the students about something you have been doing a lot and something you have been doing very little recently. Ask if someone has also done the same things a lot or very little recently.

ACTION: Ask the students to walk around the room and pair up with whomever they encounter. Tell them to find, with each person they meet, something they both have been doing a lot recently, and something they have been doing very little recently. Ask them to

write down their findings. Tell them to also discuss in pairs whether this is a good thing or a bad that this is something they have been doing very little/a lot.

FEEDBACK: Ask some students to report what they have found in common and how they evaluated it.

*Based on Moskowitz 1978: 56-57; Ur 1988: 262.*

### **30. Draw my words**

FORM: positive sentences.

MEANING: use of Present Perfect Continuous to describe what a person has been doing up to the present moment.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>		
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; me and others; my home and surroundings; daily life; learning and working; health and safety; spare time.

MATERIALS: white A4 paper for each student.

PROMPT / MODELLING: Draw a crying person cutting an onion on the board, and ask the students what he/she has been doing?

ACTION: Ask the students to sketch a picture of someone who has just been running, ... has been watching a sad movie, ... has been planting a garden, ... has been sitting outside in the sun on a hot day, etc. Leave enough time between the descriptions to allow quick sketching.

FEEDBACK: Gather all works and vote for the best, the funniest the most abstract... etc. illustrations.

*Based on Hadfield 1990: 28.*

### **31. Find someone who?**

FORM: positive and negative sentences, questions.

MEANING: use of Present Perfect Continuous to describe what a person has been doing lately.

VOCABULARY: depending on the topic.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>		

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, group

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; mathematics competence; daily life; health and safety; countries and their culture.

MATERIALS: Grid with information to fill out (can be written on board and have the students copy it).

ACTION: Tell the students to mingle and try to fill in as many fields from the grid with names as possible. Instruct them that they can ask one person only two questions at a time. The winner is the one with most answers (i.e., classmates' names).

### **Can be adapted for topics:**

Food – ‘Find someone who... has been eating too much junk food recently, has been eating more vegetables than usual lately, has been drinking coffee every day recently, has been cooking a lot lately, has been carrying a water bottle around recently...’ etc.

Health and safety – ‘Find someone who... has been washing his/her hands before every meal lately, has been exercising more than usual recently, has been sleeping more lately, has been watching less television lately...’ etc.

*Based on Read 2007: 38; Ur 2012: 237; Moskowitz 1978: 52.*

## **H. FUTURE TENSES**

### **32. MIME: What are you doing tomorrow evening?**

FORM: questions, positive sentences.

MEANING: use of Present Continuous to describe planned future activities.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual , auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; my home and surroundings; daily life; learning and working; spare time.

PROMPT / MODELLING: Ask the students to guess what you are doing in the evening of the following day. Explain that you will now mime the planned activity to make guessing easier for them.

ACTION: Instruct the students to plan ahead 3-4 activities for the evening of the following day and write them down. Then tell them to go around the room and pair up to mime their planned sequence of activities to their classmates. Tell them to respond only to the questions that are properly formulated, e.g., ‘Are you playing tennis tomorrow evening?’

### **33. When I grow up I will be ...**

FORM: positive and negative sentences, questions.

MEANING: use of Future Simple (*will*) to describe predictions.

	FORM	MEANING
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>		
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): auditory, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: self-management competence; communication competence; learning and working; lifelong learning and career development.

PROMPT / MODELLING: Write on board: ‘I will work indoors. I will wear a white coat. I will ask people about how they feel. I will type up things on a computer. I will work in a building where nurses also work.’ Tell the students that these sentences have been written by a 12-year-old boy. Ask them to guess who the boy thinks he will be when he grows up.

**ACTION:** Ask the students to consider who they think they will be when they grow up. Tell them to write down 5 sentences about what they will do as representatives of this profession on a sheet of paper. Tell them also that you are going to gather the papers and read out the sentences so their peers can try to guess both the profession, and who amongst their classmates wrote it.

### **34. We all have things in common**

**FORM:** positive and negative sentences, questions.

**MEANING:** use of Present Continuous to describe planned future activities; use of Future Simple for plans made at the moment of speaking.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

**PERCEPTUAL PREFERENCES TYPE(S):** visual, auditory, kinaesthetic, tactile, group.

**GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS:** communication competence; daily life; spare time.

**PROMPT / MODELLING:** Write down on the board or simply tell the students about a few things you are planning to do over the weekend (e.g., 'I'm watching a movie on Saturday'). Ask if anyone else is also planning to do the same thing over the weekend.

**ACTION:** Give the students a few minutes to think about all the things they are going to do over the weekend. Instruct them next to walk around and talk to each person until they find something they both are planning to do over the weekend. Ask them to write these things down. Tell them also that they can decide to do something they did not initially plan based on what their friend was talking about – and caution them about using the right form in this case (Future Simple).

**FEEDBACK:** Ask some students to report on their weekend plans.

### **35. Solving problems**

**FORM:** positive and negative sentences, questions.

**MEANING:** use of Future Simple for plans made at the moment of speaking/for promises.

	<b>FORM</b>	<b>MEANING</b>

<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>		
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: communication competence; based on topics of problems.

PROMPT / MODELLING: Tell the students that you have some kind of a problem and that you would like to know who and how will help you (e.g. you: 'I need to send a notice to the principal's office', student: 'I will run there and take the notice to the principal').

ACTION: Ask the students to write down three problems they have (can be imaginary). Then tell them to go around the classroom explaining the problem to those they meet. Ask them to write down how the person they meet offers his/her help to solve the problem.

FEEDBACK: Ask the students to report on the funniest solutions that their peers offered to their problems.

### **36. Interview**

FORM: positive and negative sentences, questions.

MEANING: use of Present Continuous for planned future activities; use of Future Simple for plans made at the moment of speaking and predictions.

	<b>FORM</b>	<b>MEANING</b>
<b>Listening</b>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<b>Speaking</b>	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
<b>Reading</b>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<b>Writing</b>	Production of well-formed examples in writing	Use of the structure to convey meaning in writing

PERCEPTUAL PREFERENCES TYPE(S): visual, auditory, kinaesthetic, tactile, individual, group.

GENERAL COMPETENCE / CROSS-CURRICULAR TOPICS: self-management competence; communication competence; learning to learn competence; learning and working; Estonia – my home; environment and sustainable development; daily life; etc.

MATERIALS: old magazines to cut out the illustrations for the articles

PROMPT / MODELLING: Write up a small interview with yourself, on the same topic, for the students to read for inspiration.

**ACTION:** Instruct the students to prepare questions for interviewing one of their classmates about his/her future plans and about what he/she thinks the world will be like in 5, 10 and 50 years. You can provide some questions for inspiration (e.g. 'How will people travel to work in 50 years?' 'What will your home look like in 50 years?' 'Where do you think you will work or study in 10 years?' 'What will be your favourite pastime activities in 5 years?' etc.) Tell the students to conduct the interviews, write up an article based on them, and decorate this article.

**FEEDBACK:** Ask the person about who the article is to provide feedback to the person who wrote it. The articles can also be posted on the classroom walls.

*Based on Moskowitz 1978:154-155; Saks 1997: 23.*

## RESÜMEE

TARTU ÜLIKOOL

INGLISE FILOLOOGIA OSAKOND

**Liisa Ringo**

**Students' perceptual learning style preferences and activities for practicing the use of English tenses in Estonian basic school**

**Õpilaste sensorsete õpistiilide eelistused ja harjutused inglise keele ajavormide harjutamiseks Eesti põhikoolis**

Magistritöö

2014

Lehekülgede arv: 90 lk

Annotatsioon: Töö eesmärk on välja selgitada, kas ja kuidas peaks inglise keele ajavormide õpetamisel Eesti põhikoolis arvesse võtma õpilaste sensorsete õpistiilide eelistusi. Kirjanduse osas analüüsitakse akadeemilist kirjandust inglise keele võõrkeelena õpetamise kohta järgmistes aspektides: millised metodoloogilised lähenemised annavad parimaid tulemusi? Mida empiirilised uurimused õpilaste sensorsete õpistiilide eelistustega arvestamise osas näitavad? Kuidas on teemat käsitletud ametlikes dokumentides? Mida peaks üldiselt silmas pidama grammatikaharjutusi koostades? Mida arvesse võtta konkreetsetes õpituatsioonis (Eesti põhikoolis)?

Kirjandusest selgus, et õpilaste sensorsete õpistiilide eelistustega arvestamine inglise keele õpetamisel võõrkeelena aitab säilitada õpimotivatsiooni ning parim viis selle saavutamiseks on kasutada tasakaalustatud õpetamisviisi, grammatika õpetamisel peaks kõigi osaoskuste arendamise raames rakendama õpet, kus tähelepanu saavad nii vorm kui tähendus, ning arvesse tuleb võtta ka kohalikku haridusalast seadusandlust.

Töö analüüsi osa käsitleb eraldi igat töö praktilises osas esitletud harjutust, analüüsides, kuidas need harjutused täidavad kirjanduse põhjal seatud eesmärke. Järgnev arutlus toob välja üldistused tehnikate osas, mida saab analoogsete harjutuste loomisel kasutada, ning pakub lahendusi võimalikele probleemidele, mis eri harjutuste rakendamisega kaasneda võivad. Töö lisa sisaldab harjutusi, mis on ülaltoodud printsiipe järgides kohandatud Eesti põhikoolis ajavormide kasutamise harjutamiseks.

Märksõnad: inglise keele õpetamine, sensoorsed õpistiilid, grammatika, ajavormid

## LIHTLITSENTS

### **lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks**

Mina, töö autor Liisa Ringo (isikukood: 48503096519),

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose “Students’ Perceptual Learning Style Preferences And Activities For Practicing The Use Of English Tenses In Estonian Basic School“, mille juhendaja on Natalja Zagura,
  - 1.1. reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil, sealhulgas digitaalarhiivi DSpace-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja lõppemiseni;
  - 1.2. üldsusele kättesaadavaks tegemiseks ülikooli veebikeskkonna kaudu, sealhulgas digitaalarhiivi DSpace’i kaudu kuni autoriõiguse kehtivuse tähtaja lõppemiseni.
2. olen teadlik, et punktis 1 nimetatud õigused jäävad alles ka autorile.
3. kinnitan, et lihtlitsentsi andmisega ei rikuta teiste isikute intellektuaalomandi ega isikuandmete kaitse seadusest tulenevaid õigusi.

Tartus, 14.05.2014

Liisa Ringo  
(*allkirjastatud digitaalselt*)