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CONTEXTUAL APPROACH TO GRAMMAR TEACHING WITH THE EMPHASIS ON TENSE FORMS:
ANALYSIS OF *I LOVE ENGLISH* TEXTBOOKS 6 AND 7 AND FORMING ADDITIONAL MATERIALS FOR THOSE TEXTBOOKS

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ABSTRACT

The purpose of the current study is to analyse *I Love English* textbooks 6 and 7 and to compose additional materials for those textbooks. The first section of the thesis discusses the idea and reasons for teaching grammar in general. Chapter one gives an overview of the three main approaches to teaching grammar and provides a conditional comparison of those three; then proceeds to further introducing contextual approach to grammar teaching. The second chapter describes the results of the analysis of *I Love English* textbooks. The criteria used for the analysis were developed based on the theoretical part of this thesis. Drawing on the results of the analysis, a set of materials was designed to complement the textbooks. The description of these materials is presented in chapter three DESIGNED MATERIALS of this thesis. These materials are intended to serve as examples of potential ways for complementing textbooks from the point of contextual approach to grammar. The thesis would serve a practical use for teachers by being an example of how to conduct analysis and design additional materials.

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LIST OF ABBREVIATIONS

EFL – English as a foreign language

ILE – I Love English

TBLT – Task Based Language Teaching

CLT – Communicative Language Teaching Approach

L1 – First Language

L2 – Second Language

INTRODUCTION

Whether to teach grammar and what would be the best approach for it has been a debate among language teachers for a long period of time. This thesis follows the idea that grammar should be taught but not necessarily explicitly.

The aim of this thesis is to conduct an analysis of *I Love English* textbooks 6 and 7 from the perspective of contextual grammar teaching and to compile additional teaching materials for those course-books. The analysis is conducted based on the theory of contextual approach to grammar and the materials serve as examples of ways to complement course-books for more efficient grammar teaching. The thesis serves as an example for the teachers of how to conduct analysis and design additional materials.

By the end of basic school, students should be able to communicate in English, express themselves and understand others on topics that they are familiar with (Vabariigi Valitsuse määrus nr. 14 28.01.2010). By that time, students should be able to use all the basic tense forms and also understand their meaning. That seems to be problematic to many students and tense forms are just something they often need to memorise, but do not necessarily understand. Ron Cowan (2008: 461) explains that tense forms are often difficult for students whose mother tongue's number of tense forms is smaller than the target language. This is the case with Estonian students because the number of tense forms is relatively bigger in English than in Estonian. This thesis indicates that the meaning tense forms carry could be more efficiently taught using contextual approach.

In order to go further with theory and analysis, a clarification of the terms 'tense form' and 'grammar' should be provided. Ron Cowan (2008: 3) defines grammar as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular way". In this instance it would also be necessary to point out that

the phrase 'grammar carries meaning' refers to a situation when groups of words are arranged together so that they not only carry the meaning but also the context and if arranged differently the meaning and context would change (Cowan 2008). Cowan offers a definition to tense as mainly something that "tense in verbs expresses the time that an action occurs in relation to the moment of speaking" (2008: 350). He adds that "explanations in English language teaching textbooks have been in terms of the unified phenomenon of 'verb tenses'" (2008: 356). Times – past, present, and future are integrated with aspect terms – progressive, continuous, and perfect (Cowan 2008: 356). Therefore, in this thesis, drawing on the practice of the textbooks, when referring to tense and/or tense form the twelve so-called tense forms are intended: present simple, past simple, future, present progressive, past progressive, future progressive, present perfect, past perfect, future perfect, present perfect progressive, past perfect progressive, future present progressive.

The first section of this paper gives an overview of grammar teaching in general and provides reasons for teaching grammar. This thesis also shows that teaching grammar in EFL lessons is necessary and has to be planned. The theoretical part gives an overview of different grammar teaching approaches and demonstrates that contextual teaching is an efficient way to learn and understand grammatical tense forms. That section of the thesis also presents information about material analysis and task design from the perspective of teaching grammar in context. The empirical section will analyse two *I Love English* textbooks. The aim is to show what theoretical principles these *I Love English* course-books are based upon and what aspects are lacking from the point of contextual approach to teaching grammar. On the basis of that analysis there are additional materials designed to complement the textbooks.

Course-books often carry an important role in foreign language classrooms. Ian McGrath (2006: 171) explains that textbooks dictate what will be taught and also in what order topics will be taken up during a course. McGrath even adds that to some extent textbooks determine how and what will be learnt. Therefore, textbooks play a vital part in language classrooms and should be carefully analysed.

I Love English materials are designed mainly by Estonians with the intention of using them as classroom material with Estonian basic school students. Brian Tomlinson (2011) sees that as a positive side because global course-books might underestimate the students' abilities and do not focus on the first language peculiarities. He states that the "value of engaging the learners' mind and utilising their existing skills seems to be becoming increasingly realised" (Tomlinson 2011: 10), especially in countries that produce their own foreign language classroom materials and do not depend on international course-books.

I Love English (ILE) is a series of study materials made up of seven different levels for basic school students. ILE 6 is used with eighth-graders and ILE 7 is used with ninth-graders. The authors of ILE 6 student books are Ülle Kurm and Mare Jõul, ILE 7 is compiled by Ülle Kurm, Ene Soolepp and Nicola Fyfe. Both are published in 2010 by Studium Publishing. The study materials consist of a student book, a workbook, a simplified workbook, tests, a CD and a teacher's book. The study materials are compiled in accordance with Common European Framework and are meant to be used with students who by the end of the 9th grade are B2.1- B1.1 level language users.

The general aim of language learning is considered to be communicative competence, meaning relevant actors in schools aim to teach language so that it could be used in everyday communication (Vabariigi Valitsuse määrus nr. 14 28.01.2010). Therefore, it is important to take students' needs into account and teach them how to put language knowledge into practice using suitable forms needed in certain situations.

Communicative competence is developed through four skill sets: reading, listening, writing and speaking. All of the skill sets are included in ILE materials. The textbook allows the teacher to use different teaching strategies. The material also includes individual, pair and group work activities.

The authors of ILE materials claim them to be in accordance with the Estonian National Curriculum (Kurm, Soolepp and Fyfe 2010: 2, Jõul and Kurm 2009: 2). According to the Curriculum (Vabariigi Valitsuse määrus nr. 14 28.01.2010 lisa 2), knowledge of the language is not an aim on its own, but a means for achieving language proficiency. Language structure is learnt in context and conscious acquisition of grammar rules is gradually achieved (Vabariigi Valitsuse määrus nr. 14 28.01.2010 lisa 2). Therefore, contextual approach to teaching grammar should be used, which is mentioned in the seventh to ninth forms' subject description of National Curriculum (Vabariigi Valitsuse määrus nr. 14 28.01.2010 lisa 2). The question regarding ILE materials remains to be, to what extent elements of contextual approach have been included.

Introduction to teaching grammar

Students often find grammar to be the least favoured area of studies in the foreign language classroom. Ann Warner (1993: 78) comments that students generally dislike grammar exercises, which they see as "boring and irrelevant". Phyllis Hutson (2006: 10) explains that teaching and learning labels of certain grammar structures is what makes grammar so unfavoured. Even though students might be able to use grammar forms in correct way they often need to memorise the rules and terminology as well.

However, it is important to note that the term 'grammar teaching' nowadays does not mean only presenting and practicing grammar forms. The definition, which is also followed in this thesis, is well explained by Rod Ellis:

> Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/ or process it in comprehension and/or production so that they can internalize it. (Ellis 2006: 84)

There are also authors in language teaching community who refer to grammar teaching as 'grammar instructions'. Cowan (2008: 117) refers to instructions as "expository directives" and at the same time agrees that grammar instructions can be both explicit and implicit as grammar teaching. In this thesis they are implemented as synonyms as they are referred to by Cowan (2008), Shrum and Glisan (2008), Dyer (1996), Weaver (1996) and others.

Penny Ur (1988: 4) raised the question whether students should absorb grammar rules intuitively through communicative activities or should grammar be taught through certain tasks, with the objective to teach grammar. That debate is still topical for some EFL theorists and teachers. For example, Ron Cowan (2008), Rod Ellis (2006), Constance Weaver, Carol McNally and Sharon Moerman (2001) and several others have at least to some extent introduced the debate whether to teach grammar or not in their works.

According to Cowan (2008: 30), the value of teaching grammar has been a topic of a thorough debate for a period of time. However, there are numerous reports proving that substantial improvements were made in the second language acquisition when grammar instructions were provided (Cowan 2008: 30). John M. Norris and Lourdes Ortega (2000) carried out an analysis of 49 different studies on the effectiveness of grammar teaching. They concluded that grammar instructions obtain considerable benefits to L2 acquisition (Norris and Ortega 2000). On the other hand, according to Krashen's Input Hypothesis, adults obtain language knowledge through acquisition, which is a subconscious process, and learning, which is a conscious learning, and the two sides do not interact (Cowan 2008: 29). Krashen stated that learning happens through comprehensible input (Cowan 2008: 30). At the same time Ellis (2006: 86) concludes that "there is no indirect and direct evidence to support the teaching of grammar".

Ur (1988: 5) points out that with the first language acquisition, the amount of time and motivation devoted to learning is so immense that it is not necessary to consciously plan the learning process. The material is gradually absorbed. There is, however, much less time and motivation in a usual formal language course, which is why the time spent on learning should be organised for optimum efficiency and grammar teaching should be carefully planned.

Rod Ellis (2006: 83) asserts that arguing against teaching grammar does not mean not teaching, but simply creating conditions for students to learn naturally. This means that grammar materials are not only presented and practiced, but the study process is planned so that the student and the surrounding context of the content has been taken into consideration. That is also supported by The Estonian National Curriculum (Vabariigi Valitsuse määrus nr. 14 28.01.2010), which states that language structure is not an aim on its own, but language is learnt in context. According to Kärt Villemson (2014: 58), there are teachers who think the curriculum states that they are not supposed to teach grammar anymore. The current thesis takes contextual approach to grammar teaching under closer examination, demonstrates that grammar is a very important aspect in language acquisition and analyses how grammar should be taught from the point of context. This thesis follows the idea that grammar should be taught, and at the same time acknowledges that there are different ways and approaches for doing it.

Cowan (2008: 31) points out that there are different approaches to teaching grammar; for example the different ways to explain the rules. Instructions to grammar learning can be *explicit* or *implicit* (Cowan 2008: 31). In the case of *explicit* grammar teaching, the rules are explained to learners or they are directed to find the rules through linguistic examples. With *implicit* teaching there are no obvious indications to grammar rules (Cowan 2008: 31).

Judith L. Shrum and Eileen W. Glisan (2008: 218) explain the two even further; the two predominant types of grammar instructions according to them are *deductive* and *inductive* approaches. The deductive side involves explicit grammar instruction that provides explanations of rules, which are followed by exercises intended to practice the new grammar structure (Shrum and Glisan 2008: 218). Inductive grammar teaching refers to the natural acquisition of language without any specific attention to form (Shrum and Glisan 2008: 219). Cowan explains that with inductive grammar teaching "students formulate rules from natural language" (2008: 32). They point out that according to explicit grammar teaching, structure and grammar are considered to be precondition knowledge that in the future enables the learners to communicate (Shrum and Glisan 2008: 218).

Grammar might not always have to be explicitly taught, but some explanations ought to be provided to grant long-lasting results and understanding of grammar structures. Even Weaver, (1996: 16) who in general is against explicit grammar teaching, believes that all students need guidance in understanding and applying grammar forms.

Reasons for teaching grammar

Variety of textbooks present explanations to grammar forms in an *explicit* way and are then followed by drills and exercises which provide only shallow context without real communicative intentions. Grammar forms taught through example sentences that the students have to memorise and repeat, do not actually grant that students understand why certain language structure is used, they just memorise the way it occurred in that particular exercise (Shrum and Glisan 2008: 218). Shrum and Glisan (2008: 218) point out that this type of grammar teaching is often meaningless to the learners because when they are not able to engage in communication using the forms they learn, they are not able to use their language problem solving skills. Such an approach to grammar teaching, where emphasis

is placed on forming grammatically correct tense form constructions, focuses mainly on the form. That approach to grammar teaching can be successful with elementary level students; however, by the time students reach secondary school, they should be able to understand why certain grammar forms are used.

At the same time not all agree on this matter. For example, Constance Weaver (1996: 15) states that explicit teaching of grammar does not improve reading, speaking, writing or even editing skills. She states that teaching grammar explicitly does the students "a gross disservice" and suggests teaching minimum of grammar for maximum benefits (Weaver 1996: 16). However, she admits that minimum teaching means grammar instructions and implicit teaching, because she regards developing writing skills and through that grammatical competence highly important (Weaver 1996). Grammatical competence is necessary to achieve communication competence; however, that does not mean teachers have to explicitly teach grammar forms and use drill exercises to assure competence.

According to Jeremy Harmer (2001), conscious approach to language learning helps to improve competence, but conscious teaching does not necessarily have to be explicit. Rod Ellis (2006: 83) explains that not teaching grammar simply means creating conditions where students can naturally learn. Meaning the context and input are used for teaching grammar.

As students should reach B1 or B2 language level by the end of basic school, it seems reasonable for the students to start consciously developing their grammatical competence in grades eight and nine (Vabariigi Valitsuse määrus nr. 14 28.01.2010). By that time, students should have obtained the necessary language basis needed for learning grammar in context. Real life situations, natural and actual conversation settings help to achieve grammatical competence.

According to the National Curriculum, by the end of basic school, a student should be able to form a simple text on a familiar subject. The students should also be able to communicate with the native speakers in everyday speech and manage to use different reference books in target language (Vabariigi Valitsuse määrus nr. 14 28.01.2010). Therefore, by that time basic grammar rules should be acquired and consciously used. They should have an understanding of how and why certain grammar structures are formed.

Cowan (2008: 5) adds that the ability to form grammatically correct sentences and possessing grammatical competence is fundamental for effective communication. Grammar itself does not give a student the comprehension and skills of how to use the language. When fundamental knowledge of grammar has been acquired the student should examine grammar in more detail and be able to analyse it in context. Therefore, grammar is continuously a very important topic in foreign language classrooms.

1. APPROACHES TO TEACHING TENSE FORMS

In order for a student to be able to successfully communicate they need to know how to put language into practice and use suitable grammar forms in a correct way. Even if there is an agreement that grammar has to be taught, there are several different ways of approaching it. Teachers use variety of methods, when it comes to grammar teaching. This thesis does not declare that there is one absolute correct way of doing it, but that the national curriculum sees grammatical competence to be acquired through context and for that reason, contextual approach is introduced.

The theoretical part, therefore, gives an overview of the main approaches to teaching grammar and analyses the benefits of contextual teachings. The thesis provides an overview of three main approaches to teaching grammar, presents the differences these approaches carry, and introduces the important elements in contextual teaching considering tense forms, material analysis and task design.

1.1 Different approaches to teaching grammar

Hossein Nassaji and Sandra Fotos (2011: 124) indicate that EFL classrooms have been too explicitly grammar-focused. Sheena Gardner (2008: 39) noted that students in her class were able to do grammar exercises, but were not able to use the right forms when expressing themselves freely. That can be demotivating for students. For that reason, it is very important to choose the right approach to grammar and implement it using a suitable method so that students not only know grammar rules, but actually understand them.

Teacher's job is to help learners learn. This can be said about both the formal classroom process and learning outside the classroom. Teachers are responsible for a large amount of what happens in the classroom – what the teacher chooses to emphasise, what to teach in general, what materials and methods to use. Teachers also have an opportunity to

spike students' interest to learn second language outside the classroom, with EFL teachers it is very simple in Estonia, considering the large amount of contact youngsters have with English. There are several different approaches, methods and ways to teaching grammar which might even make it fun and enjoyable for students. For example, a Brazilian EFL teacher Claudio Azevedo (2013) uses movie segments of his students' favourite films to teach tense forms. That is interesting and motivating to students, encourages them to notice language when watching movies. Therefore, it is important to find ways of teaching which are effective and at the same time interesting.

It is certain that in order to communicate, several grammar rules should be acquired. In order to be successful when communicating in the target language one should be able to recognise the context of the conversation. Grammar carries meaning and as a result, it should be understood and forms should be used in a suitable way so that the meaning grammar carries would also be expressed.

> …traditional structure-based grammar teaching approaches have been replaced by treatments which may or may not include an explicit discussion of target forms and rules for their use, but present the forms in numerous communicative contexts designed to promote learners awareness of meaning-form relationship and to permit processing of the form to occur over time. (Nassasji and Fotos 2004: 137)

The following approaches introduced here have been the leading approaches to grammar and language teaching. The selection of approaches is made following the example of Ron Cowan (2008) and is also visible in the case of Stephen Bax (2003) and Sheena Gardner (2008). The comparison of these three approaches is mainly conditional and not practical. The use of one approach does not exclude teachers from implementing another. It is important to merely note the different emphasis of the three approaches. The teacher can emphasise different parts of the three approaches over the other and decide the most suitable elements for themselves.

1.1.1 Communicative Language Teaching approach

Grammar has traditionally been taught through rules that are presented with a focus on form. For example, in the present simple tense form, regular verbs in English take 's' on the 3rd person singular (he/ she/ it runs). Such information is necessary, but it does not provide the knowledge of when to use the present simple tense form, or what it actually means. Thereafter, a more communicative approach to grammar teaching should be developed, which shifts its main focus from grammar forms to meaning in interaction.

Sandra Savignon, (2002: 3) one of the founders of Communicative Language Teaching (CLT), states that language teaching should promote the development of communicative competence in language learners. She defined communicative competence as "the ability to interact with other speakers to make meaning, as distinct from the ability to demonstrate grammatical competence on discrete point tests" (Savignon 1991: 264). She added that the aim of CLT is to cultivate concerted nature of meaning (Savignon 2002: 3).

Cowan (2008: 33) explains that Communicative Language Teaching focuses on meaning, without providing explicit attention to grammatical form. According to CLT, the student should use linguistic forms in an appropriate social context. Students should be provided with unrehearsed communicative activities. Ur (1988: 5) provides four stages to language teaching, the first one of which is presentation; the following are isolation and explanation, practice and finally testing. These games and communicative exercises are used to provide context and present language structure, which according to Ur (1988: 5), takes the language structure into short-term memory. The following three stages of language teaching are there to store the knowledge into long-term memory. CLT focuses mainly on the meaning and not on form, which, as mentioned by Nassaji and Fotos (2011: 124), has dominated EFL classrooms. However, focusing more on the meaning than form may result in little grammatical development (Cowan 2008: 34).

1.1.2 Task-Based Language Teaching

Task based language teaching (TBLT) refers to an approach that uses tasks as the core unit of language teaching. Vladimir Horowitz was one of the first ones to criticise natural acquisition of writing skills and added that academic writing tasks and writing processes vary and therefore should be taught using different tasks with a specific meaning (Brenda Dyer 1996: 313). Brenda Dyer adds that writing tasks, which are clearly defined and have a specific goal, benefit the students' study process (Dyer 1996: 313).

Cowan (2008: 35) explains that this approach includes activities that involve realistic tasks and real communication. One of the principles of TBLT is to provide the student with rich input (Cowan 2008: 35). The quality of input can determine the success of language acquisition. The students' motivation and interest to carry out the tasks play a vital role in this method. "The function of a task is simply to activate the learning such a way as to get them to engage with the material to be provided" (Ur 1988: 17). Ur explains that a good language task has a clear objective and learners should have the opportunity to use language actively. Larsen-Freeman elaborates on the issue by stating that the class activities with TBLT "have a clear perceived purpose and a clear outcome" (2000: 146). Engaging with the material, using language actively, and a clear purpose of the tasks refer to the students mainly learning from carrying out the tasks.

Larsen-Freeman (2000: 147) goes on to explain that "teachers often reformulate or recast what the students have said". The teachers change the outcome and students mainly learn from the process. Because of the tasks being often repeated or reformulated, the results are not regarded as vital parts of language acquisition. The correct grammar form is presented to the students, but the final result might not be the students' own creation, but the teacher's reformulation.

In conclusion, TBLT uses language for carrying out meaningful tasks. The tasks are means for applying and practicing language principles. TBLT emphasises interaction between students while carrying out these tasks. TBLT holds the use of authentic and realistic tasks in high value.

1.1.3 Grammar in Context Language Teaching approach

Teaching grammar in context is introduced by Ron Cowan as a method that can consists of many techniques, which "could be used for achieving certain goals" (2008: 34), not only a formal method with instructions. One of the first ones to express the need for supplementing form-focused exercises so that they would "dramatize for learners the fact that different forms enable them to express different meanings" was David Nunan (1998: 103).

In order to implement grammar in context teaching approach successfully and benefit from it, clarification of the concept 'contextual approach' should be provided. John H. Connolly (2007: 13) defines context as "whatever surrounds" the grammar form and might be relevant to its construction and construing. However, he also points out that context should not be regarded as just a background noise to discourse. Connolly (2007: 13) emphasises that context changes through discourse and every point of utterance might change the contextual setting. Robert Batstone (2002) adds that context can refer to the characteristics of discourse events, the topic and discourse type and also the way a student feels about the target language as well the teacher. Therefore, context cannot be ignored.

Learners are not only given isolated sentences to work with but a whole setting in which the **relation between grammar, meaning and use** come to be important. David Nunan (1989: 102) elaborates and explains that the exercises used in contextual teaching are designed to provide learners with formal, "declarative mastery". That is especially so when it comes to tense forms and it is very important to understand the context in order to

use the best suited tense form. Often the reasons why a certain tense form suits into a certain sentence lay in context. The meaning and form are closely connected and the relationship becomes evident through context. At the same time this does not mean that grammar with contextual approach can only be taught implicitly through context.

The method of teaching grammar in context came as a response to a **linear approach** towards grammar teaching. Cowan (2008:34) and David Nunan (1998: 101) both agree that the second language acquisition does not take place one grammatical item at a time and that they are not isolated from each other. They argue that language mastery is unstable and language items interact and are closely related to each other (Nunan 1998: 101). Studying usually occurs with several aspects learnt simultaneously. However, some materials presented in textbooks are often taken out of context to feature mainly independent sentences with one specific grammatical purpose or meaning. Students are expected to adopt these sentences and grammar forms through repeating and using them in drill exercises (Nunan 1998: 102). This does not provide students with the necessary knowledge and procedural skills they need for communication (Nunan 1998: 102).

The use of grammar in context method provides students with opportunities to use language that they have not been exposed to or have not practiced in any systematic way (Cowan 2008: 34). This means that it is important to allow students to **discover language** on their own not only practice structures pre-provided to them.

Cowan (2008: 34) states that grammar in context teaching method involves using new material and exposing students to **authentic language**. For that reason, grammar in context gives students an opportunity to investigate and discover the peculiarities and structures of a certain language. Nunan (1998: 105) defines authentic materials as produced in the course of genuine communication, and not specifically written or spoken for purposes of language teaching. Cowan (2008) encourages teachers to use authentic

materials to provide students with the opportunity to use language that they have not been exposed to or have not practiced in any systematic way.

The contextual approach allows students to **compare and collaborate** with other students, also revise and compare their own results with original texts (Cowan 2008: 34). Weaver (1996: 22) also suggests using discussions in groups, correcting each other's works and independently discovering language forms. She focuses on writing assignments and states that correcting each other's papers and discussing them reduced the number of similar mistakes in subsequent works (Weaver 1996: 22). Reflection of the learning experience – what was successful during the study process and what not – is also an important form for grammar teaching from the view point of contextual approach. That is also why what the students produce as an end result of those cooperation exercises is also considered to be important. Hossein Nassaji and Sandra Fotos (2011: 124) induce that communicative input is crucial to EFL classrooms, because they already tend to be too grammar focused.

1.2 Comparison of main approaches: CLT, TBLT, and contextual

This section of the thesis presents the conditional comparison of the three main approaches previously presented. This section does not aim to show the superiority of contextual approach, but merely to indicate that the three approaches emphasise different aspects. The three approaches will be analysed based on the following criteria: the importance of form-meaning-use, production, context, authentic materials, cooperation, explanation, and the role of the teacher.

The importance of form-meaning-use – CLT and TBLT both emphasise meaning**,** but contextual approach regards the form and use also important additionally to meaning. As mentioned, focusing only on meaning may result in lesser development towards communicative competence. The learners need to see the systematic relationships that exist

between form, meaning, and use (Nunan 1998: 102). Without context, the students find it difficult to recognise and put into practice alternative forms that exist in language; instead, they may find alternative forms as means to make language more complicated.

Production – with TBLT it is important that the task has a clear objective, but at the same time it is also not that important what the students produce at the end of the task. The focus of learning is on the process, not so much on the product (Richards and Rodgers 2001: 224). With contextual approach, students' production is quite important because the students are not expected to practice a presented form but produce their own results, as explained in the previous chapter under cooperation.

Context – while with CLT, context is provided through the activities and games used as study means, with TBLT a task is used to provide context. According to Jack C. Richards and Theodore S. Rodgers (2001: 224), engaging learners in task work provides a better context than activities that are form-focused. Therefore, both of the methods provide interaction, context and use tasks. Contextual approach, however, stresses that the context should become evident through everything, every exercise, task, and also explanations provided by the teachers.

Authentic materials – one aspect to be compared is the use of authentic materials. Richards and Rodgers (2001: 224) see TBLT's weaknesses to be the texts which are not necessarily authentic. Diane Larsen-Freeman (200:146) says that TBLT often uses pre-tasks, which can be similar to the tasks students will later carry out. As a result, the tasks are designed for study process and might not necessarily be authentic or sometimes even realistic.

Cooperation – the main similarity CLT, TBLT, and contextual approaches have is that they all emphasise collaboration and cooperation. Working together and learning from each other is considered to be quite relevant. At the same time contextual approach also

considers cooperation to be important not only during task work, but also after, for example correcting each other's mistakes. Hossein Nassaji and Sandra Fotos (2011: 124) stated that communicative input is crucial to EFL classrooms and peer work would be an efficient way to foster communication. At the same time it is vital to remember that the teacher has to moderate and assist that process. It is important that students not only rehearse forms that are provided, but also use alternatives and help each other while doing so. The teacher is there to make sure the suitable forms are used and helps the students out when necessary.

Explanation – Task-Based Language Teaching provides more explanations to grammatical forms than Communicative Language Teaching. In communicative classroom the teachers are not supposed to assist, nor provide additional explanations to students when they produce grammatically correct communication (Cowan 2008: 33). In the case of contextual approach, explanations are considered important. Grammar in context approach does not exclude explicit teaching and grammar explanations. Harmer (2001) and Cowan (2008) both agree on the issue that contextual approach does not necessarily mean that grammar rules can only be implicitly taught. Grammar rules and sentence structures can still be taught and explained when necessary. The explanations should be simple and ought to be carried out using the target language so that the similarities between the explanations, examples and sentences provided in context would be comparable. This means that contextual approach to grammar can be challenging to practice with beginners, for the simple explanations can be difficult to understand and cause even more confusion.

Role of the teacher is also an issue that needs further attention in the case of these three approaches. As for the Task-Based Language Teaching approach, the teacher has quite a predominant role to carry. According to Cowan (2008: 36), the teacher can interrupt the conversation, group work or other method at hand, and simply draw attention to the

problem. As already mentioned in the previous paragraph about explanations, teachers are not supposed to interfere with students in case of CLT approach. Meanwhile, Cowan (2008: 36) explains that the teacher is the expert and decides how to handle situations occurring in the class.

Stephen Bax (2003: 280) pointed out that the message sent to teachers around the world by CLT is that "communicative approach is the way to do it, no matter where you are, no matter the context". The main message that contextual approach sends is more along the lines of "other methods and approaches may be equally valid" (Stephen Bax 2003: 280). Therefore, contextual approach is more acceptive to other ideas and methods, meaning that the teachers are allowed to use variation of methods and they might not be considered experts. Contextual approach only emphasises that the context of language should be taken into an account. That might also be the reason why the teacher's role has not been handled with the necessary profoundness in general literature about contextual approach. Contextual approach is more tolerable towards other methods and that is why the role of the teacher could not be so explicitly explained.

In conclusion, the grammar in context language teaching method has several aspects that are important, the first one being the relationship between form, meaning and use, different from CLT and TBLT which focus more on meaning. Grammar in context method finds language discovery also an important aspect and the use of authentic materials in that process. CLT and TBLT include the use of authentic materials, but do not regard them as important as contextual approach does. Another difference is that TBLT does not consider the end production so important, but grammar in context regards it very relevant in the course of student's studies.

1.3 Contextual approach to teaching grammar

This thesis focuses on contextual approach to grammar because it allows incorporating the best elements from all three approaches including CLT and TBLT. This thesis does not state that contextual approach to grammar is the best approach, merely it has several suitable elements that combined with some aspects from CLT and TBLT could best benefit the learners. This section, therefore, provides a further overview of the elements of contextual approach which include the role of the teacher, topic of motivation, the use of authentic language, and the language used in classrooms.

"In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication" (Nunan 1998: 102). Consequently, teaching grammar forms independently might not serve the purpose of language acquisition and contextual approach, because even if students know how to form a grammatically correct sentence, they might fail to understand the meaning and use behind those sentences. That is why it is important to link context with grammar teachings.

The language **teacher carries many roles** in classroom settings. The teacher can be a mentor, a role model, a friend, controller, and organiser. The teacher also has a number of functions and aspects to take into consideration while planning and exercising different methods, especially so with contextual approach.

When the subject is grammar, it is the teacher's task to provide students with the best learning method and show how to use the target language. In order for the students to understand the language rules, the teachers have to provide explanations regarding how to express oneself in a correct way, choose the best suited methods for implementing, and the teacher first has to be empowered, educated and encouraged (Bax 2003: 284). At the same time the role of the teacher has been quite insignificantly covered in literature about

grammar in context. The main emphasis lays mainly on the student and how the student is expected to better achieve grammatical competence. What or how the teacher should do to enable the student to come to that result is very little explained. At the same time it also allows the teacher to use variation of methods suitable for a particular group of students. Considering the general move towards more individual approach to students, that could be considered a benefit. As Stephen Bax (2003: 284) wrote:

> "Language teaching everywhere will benefit from fuller attention to the contexts in which it operates, and teachers will benefit from fuller attention to contexts in which it operates, and teachers will only devote this attention when they are explicitly empowered, educated, and encouraged to do so."

Meaning that teachers will benefit from implementing the methods of contextual approach, however, additional empowering tips, ideas and explanations would only benefit their work.

An important issue in language acquisition is the topic of **motivation**. Students' motivation, or the lack of it, is also one of the teacher's responsibilities. Lack of motivation can be very damaging to foreign language acquisition. In order to grant intrinsic motivation, students should find the tasks, topics and methods intriguing (Harmer 2001: 53). One aspect that contextual approach might offer to advance the study process, is the possibility for the student to identify oneself through that context. The student's world could also be a major source of context for language teaching (Harmer 2001: 57). When the context is driven from the issues that are appealing to the student, the teacher might also be successful with raising study motivation (Harmer 2001). For example, students could more easily relate to the topics linked with their own real lives, previous experience, their hobbies, interests, family, friends and even problems that they are facing like violence, substance abuse, and social exclusion. The topic should already be familiar to the student to some extent. Therefore, context does not only provide explanations of how to

structure language in a correct way, but can also be used to motivate students, who sometimes might be hard to reach.

Tomlinson (2011: 8) regards impact to be one of the key factors when measuring the value of materials. "Impact is achieved when materials have a noticeable effect on the learners, that is when the learners' curiosity, interest and attention are attracted" (Tomlinson 2011: 8). He explains that impact could be achieved when the input includes unusual topics, different text types and unexpected activities; is presented in an attractive manner; the topics are interesting for the student and include tasks that at the same time are challenging. That means that tasks should be challenging, but not cause too much pressure. Tomlinson (2011: 8) adds that input or a task should always cause interaction between the student and the assignment. It does not necessarily mean that students have to produce language with every task, but at least they ought to do something mentally or physically as a reaction to the task. As a result, materials and the topic they carry should be motivational to the student, which is also in accordance with the principle of contextual grammar teaching approach. The context surrounding the tasks in one unit should be interesting to the student.

The selection of methods and materials with contextual approach are quite significant and has to be thoroughly planned and carefully chosen. The study issues, and grammatical topics discussed have to be presented in context in order for them to successfully function and serve their purpose. Context could be presented through all the study means, through exercises, texts, games, writing assignments, songs, and a variety of other mediums. Contextual approach considers using **authentic materials** fairly important. Brian Tomlinson (2003: 77) encourages the use of authentic texts and authentic exercises; at the same time, he also sees the value in non-authentic tasks that aim at drawing student's attention to certain linguistic features of the input, which should be taken from an authentic

source. Richard Duda and Henry Tyne (2010) believe that the use of authentic materials have their downsides. For example, they point out that authentic materials are often difficult for EFL students and need "chain activities" that help the students prepare for the authentic materials (Duda, Tyne 2010:). This thesis argues that it is necessary to use authentic materials, even though it can be time-consuming and cause extra work for the teachers. It is crucial to provide authentic input, which could enrich the language classroom, provide additional information and context; though, the selection and use of authentic materials should be carefully thought through. Nunan (1998: 105) argues that the use of authentic materials should not be fractional, because using too many simulated texts can make language more difficult to learn and understand. Therefore, from the perspective of contextual approach, the use of materials that are not specifically produced for language teaching, should often be used in EFL classes.

At the same time, when choosing or creating the materials, the teacher should take into account that the context should be provided through relatively **simple language** to make it more memorable and easily understandable and make students feel more at ease (Tomlinson 2011: 9). Using simpler language might also emphasise the target language structure more. For that reason, simple language is used to better present complex ideas through information, which is also motivational for the student. Also, it is important not to make it too childish, with for example games and cartoons, and maintain age appropriateness. Harmer (2001: 75) adds that contextual approach allows the students themselves to discover how language works. Students also do most of the work themselves where they are provided with a listening or reading text and asked to discover how the language works. When at one point they figure out certain rules for themselves, it also gives them a sense of accomplishment. Nassaji and Fotos (2011: 124) point out that form-focused instruction is important in order to raise the student's awareness of the targeted

grammar form. They demonstrated that formal mini-lessons before activities to raise learner's awareness of targeted form, showed significantly greater accuracy (Nassaji and Fotos (2011: 124). Exercises of that nature could be integrated into different units and make the general study process less linear.

One aspect that has to be thought through is the terminology and language the teacher uses when he/she explains grammar rules. These should also be understandable to the students. At the same time Juliane de la Campa and Hossein Nassaji (2009) found that teachers often use L1 for instructional purposes. Hossein Nassaji and Sandra Fotos conclude that "L1 is an important pedagogical and social tool in the foreign language context and can enhance target language learning" (2011: 125). Contextual approach to grammar, as already mentioned, does not exclude explicit grammar explanations. The only important issue is that the explanations should be provided using simple language, which emphasises the target structure, and the target language.

Considering that teaching grammar in context is a reaction against the "focus on form" (Cowan 2008: 34), it is important to practice explaining grammar forms in more simple L2 and come to an understanding on their own. It can be more time-consuming at first, but once the students understand certain grammar forms, the teacher does not have to repetitively pay attention to it in the future but just indicate to the previous experience. Sheena Gardner (2008: 39) noted that asking the students specific questions, so that they would come to an understanding of the rule themselves, can also be useful. Weaver (1996: 19) came to the same conclusion that students should be "guided to notice grammatical patterns and derive generalizations themselves".

Even though this thesis follows the principles of teaching grammar in context, it is important to emphasise that contextual teaching does not mean completely discarding explicit grammar instructions, but only change how they are presented to the students.

Grammar in context approach is very student-focused and urges them to discover language on their own, communicate and compare each other's work and also correct their own mistakes. The role of the teacher seems to be relatively unnoticed and underemphasised in the majority of materials introducing the theory behind contextual approach to grammar teaching.

1.3.1 Contextual approach to teaching tense forms

Another issue that has to be taken into account with contextual approach, is the type of language structure that is currently taught. This part of the thesis gives further information about the concept 'grammar carries meaning'.

In order to construct sentences, a basic verb as well as a basic tense, either past or present, is needed (Yule 1998: 54). George Yule (1998: 56) explains that grammatical constructions involving different aspects and consisting of more separate parts – for example BE and -ing form – are often more complex. In Estonian, tense is expressed through verb suffixes like *õppisin*, which is similar to English 'studied'; when the aim, however, is to express current or ongoing activity, the auxiliary verb BE has to be included – 'I am studying'. That is different from the Estonian *mina õpin* and is, therefore, trickier for the students to acquire. Yule (1998) states that illustrations, which also provide examples, make the acquisition process simpler.

It is evident that grammar carries meaning and grammar should be taught using contextual approach. One of the basic elements in a sentence is the verb, which in syntax expresses action. Tense forms describe different forms of verbs through conjugation. As a result, tenses modify the verb to specify what kind of a meaning and role it plays in a sentence. Jim Miller (2002: 158) explains that tenses not only show reference to events described in the sentences but also locate events in past, present or future time. Therefore, when one is not able to distinguish the tense form in context, the meaning of a sentence can

be misunderstood. For teaching past simple tense form, it is suitable to provide descriptions of past events like holidays, last week's activities, and previous experience as a context. Present tense could be presented through context that describes current events, for example giving directions. At the same time, present continuous tense form could be used to express intention (Miller 2002: 161). Present perfect tense form describes an activity that started in the past and continuous to the present or expresses and action that has recently been completed (Miller 2002: 158). It is quite obvious that the tense form carries meaning and provides additional information for the communicating parties, which is why the context should be taken into account in language classes.

Sheena Gardner (2008: 40-42) introduces a way to teach grammar using the generative context of stories. For example a story, telling what had happened and should have been done differently, is a good way to present past modals and their meaning. She supports teaching grammar through context, because stories make learning more memorable and interesting. Authentic texts work well when they illustrate the grammar being taught. As Yule (2008: 68) clarifies, background information is provided using past tenses. For instance with stories, background scene-setting can be done by using past continuous, simple, and perfect tense forms. The idea behind Gardner's (2008: 41) storytelling is to set the context at first, preferably something familiar to the students, then develop the meaning of a certain form, and lastly focus on the use of that specific form (Gardner 2008: 41). Gardner (2008: 41) encourages using discussion afterward to get the students to use that specific grammar form. It would also be useful to ask the students to tell a story about their own lives. As pointed out above, grammar in context approach allows students to compare and collaborate with other students, also revise and compare their own results with original texts (Cowan 2008: 34). As a result, students can compare and share stories with each other. Storytelling makes the link between form, meaning and

use evident and the sharing part motivates the students to practice and discover certain language forms themselves. Afterwards, a reflection of the learning experience - what was successful during the study process and what not - should be conducted for successful communicative grammar teaching.

Cowan (2008) stated that with contextual approach to grammar there has to be a relationship between form, meaning and use and that relationship is quite clear when talking about tense forms. The form of past perfect for example: Sara had done her homework before mother got home. The use of past perfect communicates the idea that two different things happened; first, Sara did her homework and then mother got home. The use of this tense form conveys chronology and the fact that things did not happen simultaneously but after one another. This meaning can be made evident to students through discussions.

In addition to that, Yule (1998) states that not only time but also the status of the information is presented by tense. Present tense can be used to indicate a piece of information as much more important. The distinction between past and present tense also has an application in organising information in discourse. Background information is presented using past tense and current or even ongoing events are presented using present tenses (Yule 1998: 68). He explains that events described using past tense seem more remote. Present tense provides foreground information regarding the time of utterance and could be considered more important. That is similar to certain words like 'then' and 'now', 'this' and 'that' where one word seems more remote to the speaker then the other one.

The amount of additional information tenses carry through context is substantial. A student, who does not know or understand the sub-meanings of tense forms, can find it very difficult to understand the overall relations within a situation or text. For a student to

distinguish background information from foreground or important from supplementary, it is necessary to know and understand the correct use of tense forms.

1.4 Study material analysis from the perspective of grammar teaching

When the teacher has chosen a suitable approach and the methods to use for implementing it the teacher is expected to analyse the materials from the perspective of that approach. Analysing and choosing the materials best suited for applying that approach into practice could prove quite useful. As mentioned above, there are several grammar materials available to teachers and it is the teachers' responsibility to pick the suitable ones for a specific target group. Before proceeding with this section of the thesis, a clarification of the term 'study material' needs further attention. Tomlinson (2011) says that everything used in language classroom is defined as a study material.

This section of the thesis focuses on the importance of material analysis. It first describes why it is important to analyse study materials and then proceeds to suggesting a set of criteria to be considered in the empirical part and finishes by providing definitions to different purposes materials have. In this thesis the purpose of the material is referred to as an aim of the material.

Teachers are the ones who decide what input they use and how they implement it in their language classrooms. The National Curriculum has not set any direct criteria on materials and therefore, it is only important to choose the set of materials that support the aims and produce the study outcomes that are mentioned in the National Curriculum (Vabariigi Valitsuse määrus nr. 14 28.01.2010). The Estonian national curriculum for basic school states that study materials should be open and adjustable to students' needs and wishes (Vabariigi Valitsuse määrus nr. 14 28.01.2010). The decision of what materials to implement, however, seems to be rather vague and is often based on personal preferences or the schools resources.

It is important to lay down a set of criteria for evaluating a course-book or a set of materials in greater detail. Such criteria will provide structure and perspective to the evaluation process. However, Tomlinson (2012: 148) wrote that there are several issues related to criteria that have been produced. According to him, a lot of the checklists are too demanding for teachers to be useful (Tomlinson 2012: 148). He supports the idea of the evaluator creating his/her own criteria "which take into consideration the context of the evaluation and their own beliefs" (Tomlinson 2012: 148). To generate these criteria, Tomlinson advises evaluators "to brainstorm a list of principled beliefs that they hold about how languages are most effectively acquired and then convert these beliefs into criteria for evaluating materials" (Tomlinson 2012: 148). Study material evaluation therefore, is quite a subjective area and relies heavily on the context of the evaluation and its purpose. There are, however, some questions that should help teachers during the process of analysis.

The criteria that would be followed during the study material analysis from the perspective of contextual approach to grammar teaching include the following aspects: (a) the general aim of the material; (b) the relationship between form, meaning and use; (c) linear presentation of grammar topics; (d) opportunities to discover the language; (e) the use of authentic materials; (f) the amount of communication, cooperation opportunities; (g) the use of motivating topics that students could relate to; and (h) the use of L1. The aspects are listed based on the research into the contextual approach.

One problem with material analysis is that it is a relatively under-investigated area and the published research presents quite different approaches (Gilmore 2012: 250). Therefore, study material analysis is a topic that needs some further attention. There are numerous materials designed for Estonian basic school students and it is relatively simple to implement some of them to language classrooms. *I Love English* set of materials have

also a lot of additional exercises and study units available online. Additionally, one could even find syllabuses and curricula for all the basic school forms. The amount of materials makes it very important for teachers to be able to decide the most suitable one for their students. Consequently, it is vital for a teacher to be able to measure the value of the study materials and if necessary, complement them with additional tasks and exercises.

According to Tomlinson (2012: 148), "analysis focuses on the materials and aims to identify what they contain, what they ask learners to do and what they say they are trying to achieve". It is important to start with general purpose set for the material or course-book. For that reason, the first step of material analysis would be to decide its purpose.

As study materials are developed for different purposes, they also have different roles in teaching process. Tomlinson (2012: 143) claims that majority of commercially produced materials are focused on "informing the learner about the target language". Additionally to **informational** there are also **instructional**, which mean that their purpose is to guide the students' language practices, and **experiential** materials, which give pupils an opportunity to actually experience language through that practice. One issue that is considered to be important with contextual approach is the fact that it promotes students to actually investigate the language. Tomlinson (2012: 143) explains that the two other groups of materials are called **exploratory** and **elicit**. Exploratory materials help the learner "to make discoveries about the language" and elicit materials encourage students to use the language (Tomlinson 2012: 143).

In relation to contextual approach it is important that materials allow student to discover and experiment with different language forms. Instructions are not considered very important and grammar needs not be explicitly taught; therefore, informational and instructional materials are not best suited with contextual teaching approach. Exploratory

and elicit materials share the aims with contextual approach, they both emphasise students to understand language, make conclusions and practice forms in communication.

To sum up, it is important for a teacher to be able to analyse materials, because it provides the knowledge of how to make an informed decision and choose the most suitable input for the language classroom. It is vital for a teacher to decide on the criteria, the aim, purpose and nature of the material. However, teachers might find themselves in situations where the materials produced might not lead to the impact they are aiming for in their language classroom and teachers are obliged to develop their own additional materials or edit the existing ones.

1.5 Study material development

This part of the thesis presents the foundations of study material development and seeks to provide an overview of some of the processes of compiling course-books. It then shifts its focus on the opportunities of a teacher for designing additional study materials to complement the already existing ones.

Tomlinson (2003) describes material development as a process. He adds that commercial materials are produced over a longer period of time and the process of writing the materials usually involves a small group of people (Tomlinson 2003: 4). Because the production is a long process by the time the outcome reaches the classrooms the input materials might already be outdated. At the same time an important point for the material developers is profit and therefore, the target audience is often quite a large group and that may hinder individual approach to a student's progress (Tomlinson 2003: 4). Therefore, it is vital for a teacher to be able to not only analyse but also to produce input materials and language tasks.

In a situation where the study material analysis indicates some deficiencies in a textbook, it is important that the teacher knows how to improve or even create new

materials. Teachers can find themselves in situations where the material developed by specialist is not suitable for a particular group of students or does not produce the outcomes intended. It might also happen that an exercise proves to be unsuccessful and is not interesting or motivating for students. Then it is important for a teacher to be able to produce or complement materials themselves. When a teacher is able to analyse the material and figure out the reasons why a task was not successful, complementing and correcting it can be relatively easy.

'Study material' usually refers to a textbook or course-book. As it is important to choose the input materials that maximise the language intake, the teacher might want to keep an open mind regarding different sources (Tomlinson 2011: 2). Integrating unusual input material to the language classroom can provide interesting context and be, therefore, quite motivating for the students.

When a teacher decides to produce language input materials it is important to remember certain principles these materials should be in accordance with. The materials used in foreign language classroom should create a connection between language form and context (Connolly 2007: 13). The language classroom should include conceptual components, grammatical components, acoustic components and all these three should be integrated and linked with the contextual component. Tomlinson (2003: 168) adds that study materials should include tasks which are personal, flexible and creative, carry respect towards target language and affectively impose context engaging for students. Therefore, the materials should carry the values expected from the methodologies and tasks that are included in them. Every sentence, task and the context surrounding them should be explicitly analysed before actually carried out in language classroom.

Another reason to study task design is that it is important to incorporate activities that raise grammatical consciousness into foreign language classrooms. Nunan (1989)

points out that tasks are rationalised in 'real-world' or 'pedagogic' terms. Assignment should encourage students to produce approximately the same sort of behaviour as needed outside the classroom. In other words the materials used in foreign language classroom should motivate students to produce discourse similar to authentic target language.

Teachers that create their own additional material should keep in mind that the quality of the input and its components are not the only important factors. Tomlinson (2011) adds that physical appearance is also an important factor when talking about task design. The assignment should be presented in a way that is also interesting for the student. That does not necessarily mean colours and pictures, but that material is presented in a correct manner and is also appealing to look at.

In conclusion it is important for a teacher to be able to produce tasks and additional material because it gives them an opportunity to plan their lessons more efficiently. The second reason to study task design is because even though an informed decision might have been made and the suitable course-book has been chosen it is still vital to be able to compose additional material to complement and diversify textbooks and workbooks for more individual approach.

1.5.1 Designing contextual grammar teaching tasks

This part of the thesis offers a definition to the concept of 'task' and elaborates briefly on the different types of tasks. Using different kinds of tasks can be beneficial and more intriguing for the students.

In order to complement materials, it is first necessary to see what is considered to be a task and how it differs from an exercise. "Task is the basic building block in the language curriculum" (Nunan 1989: 5). He says that the use of different kinds of tasks in language classroom makes teaching more communicative, that is because it provides a purpose for a classroom activity which goes beyond the practice of a language for its own sake (Nunan

1989:5). Task is something that ordinarily requires a teacher to specify what will be regarded as successful finishing point of the assignment, which means it has a goal or an outcome (Willis and Willis 2007: 12-14). It is also added that the primary focus with tasks lies on the meaning, it is important to spike learners' interest and the tasks should be relatable to the real world activities (Willis and Willis 2007: 12-14). Including tasks with contextual approach, helps to achieve those aims by reference of the authenticity and the aspect of motivation. Tomlinson (2011: 8) complements the idea by stating that tasks should vary in style, mode, medium, purpose and features. Nassaji and Fotos (2004: 131) see types of tasks a bit differently. They presented the idea of four different kinds of tasks which all have different focus. These are grammar tasks that teach through process (context of real communication), design (explicit focus on form), reactive tasks (provide reactional feedback) and pre-emptive (discussion reveals errors) (Nassaji and Fotos 2004: 131). Therefore, when analysing study materials it is also important to note how the individual tasks go together with the overall context. When it becomes evident that tasks in textbook lack some of these criteria, it is possible to complement it with adding some aspects.

The first problem that arises nowadays is the fact that sentence-level drills have proven not to be as useful as it was hoped. Sentence-based question-answer form is not sufficient, because in real conversation they are part of a larger discourse and should be presented to the students in that way (Celce-Murcia 2007: 2). Marianne Celce-Murcia states that students should be able to use sentence-internal rules when producing spoken or written target language discourse (2007: 2). Cowan (2008: 50) sees exercises where student only has to give one answer as mechanical exercises.

Tomlinson (2011), Harmer (2001), Cowan (2008) and Nunan (1998) all seem to agree that teaching grammar is most effective when carried out indirectly through context.

Therefore, the materials used to provide the suitable approach in classroom setting are substantial for the expected results.

There are different ways of introducing tense forms to students through contextual teaching. Weaver (1996) sees writing as one option, Gardner (2008) introduced the idea of teaching tense forms through storytelling. Tomlinson (2012: 155) sums up several publications and presents text-driven materials, problem-solving tasks, and creative and critical output activities. All of these have a commonality that students can practice and explore language on their own. They do not have to follow a set structure focusing mainly on form. Through these exercises students can learn about tense forms (grammar forms) and link them with meaning that is attributed to a particular tense form.

One common aspect all these tasks have is that they are quite demanding in terms of the amount of material students should read trough. Talking about stories, writing, problem solving, creative tasks and/or any other type they all demand that students should be able to read extensively in target language. Weaver (1996: 17) states that wide reading helps students to create understanding and sense of sentences. As a result, every textbook of language course that intends to teach through contextual approach, should put emphasis on reading tasks and, as already mentioned, the use of authentic materials would best benefit students for creating a realistic setting in EFL lessons.

When it comes to correction of mistakes it is important to make sure students understand what particular mistake they did and avoid it in the future. For that, cooperation and comparison with peers is suggested (Cowan 2008: 34 and Weaver 1996: 22). Contrasting is also a method used by Jim Miller (2002: 168-169). Cowan (2008: 387) points out that students often make a mistake with using present perfect where past simple is required and in that case he recommends contrasting those two. The aim of such a task is to see the difference in meaning between those two tenses and as with contextual approach

it is important that students come to the conclusion themselves, but are not only told so. This could be an instance where Gardner's (2008: 39) method of asking questions to help students understand grammar can be very useful.

To sum up, there are variety of different types and kinds of tasks. One thing they all have in common is that they aim towards student's communicative competence, which can only be achieved by knowing and being able to use the right grammar form. Because not all students learn through the same methods it is useful to vary the tasks throughout EFL classes.

2. ANALYSIS OF *I LOVE ENGLISH* TEXTBOOKS 6 AND 7

This part of the thesis gives an overview of *I Love English* textbooks. The table summing up the detailed results of the analysis can be seen in Appendix 1 for ILE 6 and Appendix 2 for ILE 7. The following descriptive analysis addresses the exercises that focused on teaching the tense forms and is organised according to the list of criteria for textbook analysis presented in sub-section 1.4 Study material analysis (see page 34).

The analysis of *I Love English* textbooks was conducted by observations made on the basis of the main theoretical aspects of teaching grammar in context. The main aim of the analysis was at first hand to study the grammar topics and related exercises to see how much of it relies on explicit grammar teaching. Secondly, the analysis focuses on finding out the extent of implementing grammar in context teaching methods in ILE textbooks 6 and 7.

The first issue to pay attention to when analysing materials for language learning is the aim this particular material strives towards. According to Studium Publishing (Jõul, Kurm 2009, Kurm, Soolep, Fyfe 2010), *I Love English* materials are composed in accordance to the national curriculum and prepare the students for the year nine exam. Therefore, it is important to look at the type of the material. Other aspects to be analysed further in this sub-section of the thesis are possibilities for discovering language; the use of authentic materials, communication exercises, and motivational topics for the students to allow them to identify themselves with it.

2.1 The aim of the material in ILE 6 and 7

According to Tomlinson (2012: 143), materials can be informative, instructional, experimental, elicit, and exploratory. Tomlinson (2012: 143) points out that not all students acquire language in the same way and therefore, a good course-book should combine

elements from all of these. As a result, the aim of an exercise should not only be elicit, but elicit and experimental.

I Love English textbooks on the face of it seem to be mainly elicit, informational and instructional. There are almost 200 exercises in ILE textbooks that encourage students to use language either to produce or present. For instance, the beginning of the first unit of ILE 7 starts with exercises where students have to talk about their summer, ILE 6 starts with an exercise where students have to find three commonalities about their summer, which is a suitable task for contextual approach because there are more than one correct answer. Students can collaborate with each other and compare their outcomes. Both textbooks have a variety of exercises that instructs them to use language. In ILE 6, there are exercises where students have to in first instance use specific words and phrases to answer questions (ILE 6 page 10 exercise 7), make up true sentences using the correct form of have/ had (ILE 6 page 18 exercise 11), retell a story using the phrases provided (ILE 6 page 58 exercise 5), make up New Year's eve resolutions (ILE 6 page 72-73 exercise 3), and replace words in sentences with future tense forms (ILE 6 page 124 exercise 7b).

In the case of ILE 7 there are exercises where students are expected to read sentences based on a story and use the suitable past tense (ILE 7 page 11 exercise 7), produce dialogues starting with sentences from a table provided (ILE 7 page 12 exercise 10), read sentences using present perfect with the grammar form already written (ILE 7 page 56 exercise 10b), ask and answer questions about travelling (ILE 7 page 93 exercise 10), read sentences using future tense forms, which is explained in the sequent grammar table (ILE 7 page 107 exercise 9a). The students are encouraged to use language in almost every exercise in the two textbooks, therefore, the materials are quite elicit, but it is more guided practice than discovering language because the sentence structure to be used with those

exercises is also presented in the majority of the cases. This means that the output is controlled (Cowan 2008: 50). Cowan (2008: 50-51) sees similar exercises, where the form to be used is presented but the student has more than one way to answer, meaningful, but still "devoid of surrounding context and hence not really sample of language used in conversational setting". Consequently, it is not possible to actually know if students would have come up with the sentence structure independently as well.

To conclude, both textbooks have exercises that ask the student to write or read sentences in a certain way, describe something using a particular sentence structure, and translate sentences. Therefore, the textbook is not only to inform a student of certain ways to use language but actually asks the student to produce language as well. The only contention is that the output is controlled and – as a result – the materials should rather be categorised as instructional rather than exploratory, because the language practice is guided to a great degree.

Tomlinson (2012: 143) states that majority of textbooks in use nowadays are informative, which means they aim to inform users about the language and guide them through practice. Piret Kärtner (2009) also mentions in her review of *I Love English* 6 that the textbook offers informative materials. That is evident in the case of *I Love English* 7 as well. The textbook provides information about different grammar forms and tells the students to produce the same forms in sentence-based exercises. Some of the exercises have additional instructions for using these forms. For example, with ILE 6 page 53 an exercise about reported speech has first an informative table about how tense forms change with reported speech, which is then followed by an exercise where some parts of the sentence is presented in different colour. In part B, the students have to read the same questions from exercise 6 in past tense form and the instructions also include an example

sentence. In that instance, students only have to follow the structure provided in the instructions and grammar forms provided in the information table.

When it becomes clear that a textbook tends to be dominatingly informative, elicit and does not offer enough opportunities for exploring and experimenting, it is the role of the teacher to modify the existing exercises or include additional materials to complement the study materials.

2.2 Relationship between form, meaning and use in ILE 6 and 7

Majority of units have grammar information tables with yellow background and a picture of an owl and a sign "Learn" or "Do you remember?" attached to it. These tables are either followed or preceded by exercises that ask the students to implement these certain grammatical forms. In *I Love English* 6, yellow grammar information tables about tenses are presented on pages 24, followed by a sentence-based translation exercise; 45 (for tense form changes with reported speech) also followed by a sentence-based reported speech exercise; and on pages 52-53, 72 (future tense forms), and pages 77-78 (reported speech again), where the same pattern occurs.

The similar situation is with *I Love English* 7 – there are several yellow grammar tables that provide information about the grammar forms of tenses. Page 11 compares past simple, past continuous and past perfect. On page 46, there is a table informing the students about the form and use of the phrase *used to do,* which is again linked with a sentence-based translation exercise, and page 56 offers an overview of present perfect continuous. On page 107 the student can match sentences to make up rules and then match the rules to sentences referring to future events. There is an exercise preceding the grammar information table, where all the grammar forms are explicitly pointed out by bold, and then the table is presented, which is again followed by a translation exercise. Both of the exercises – matching and translation – are sentence-based.

The yellow tables are intended to inform students of certain forms and the preceding and following exercises are there to demonstrate how to implement these forms. In this case grammar is taught through example sentences that the students have to memorise and/or repeat, translate. That eliminates the opportunity for students to try and discover or even rediscover these grammar forms themselves and at the same time they present the relationship between form and use without including meaning.

Often these exercises surrounding these grammar form tables are sentence-based and that, as Celce-Murcia (2007: 2), Nunan (1998: 102), and other supporters of contextual approach claim, is not a realistic conversation setting, because the context surrounding the sentence is ever so important as the sentence itself. Additionally, presenting the form and sentence-based exercises only exhibits the relationship between form and use, not meaning.

Shrum and Glisan (2008: 218) pointed out that students do not necessarily understand why certain language structures are used through such learning, they just memorise the way it occurred in that particular exercise but they might not be able to engage in communication using the forms they learnt. They add that students are not able to use their language problem solving skills (Shrum and Glisan 2008: 218). When materials are designed to inform students of certain forms and demonstrate how to use those forms, the students do not have a chance to understand the meaning behind those forms like in the case of exercises explained in the previous paragraphs. Exercises of that nature would need to be complemented so that the relationship between form, meaning and use becomes more evident.

To conclude, the relationship between form and use becomes quite evident in both ILE textbooks but meaning has been often neglected. It is the role of the teacher to include

additional exercises, where meaning of different tense forms becomes clearer and could be put into practice.

2.3 The use of linear framework in ILE 6 and 7

Looking at the "Map of the Student's book" (Kurm, Soolepp and Fyfe 2010: 2, Jõul and Kurm 2009: 2) it can be concluded that the ILE approach to grammar is quite linear. The main grammatical sections are presented separately, passive voice and reported speech, for example, are clearly divided between units and the units are presented in bulks not mixed. At the same time the analysis showed that the use of different tense forms is not that obviously linear in the case of ILE 6 and 7 (see Appendices 1 and 2 linear frameworks).

Before ILE 6 introduces past and present passive, both present and past tense forms are used throughout the two units preceding that topic. Once passive voice has been dealt with, tense forms are revised for 3 units and then followed by another grammatical item, reported speech, which expects the student to be aware of tenses and to be able to change from one tense to the other. In the case of ILE 6, the use of reported speech carries on until unit 11 and passive is reintroduced in the next unit.

The same applies to ILE 7. Units 1 and 2 revise past and present tenses, unit 3 introduces passive, then the following two units revise and practice the use of passive voice. Following with unit 7, which introduces reported speech and it continues to unit 11. Reported speech is reintroduced in unit 14 and as for passive, it is reintroduced in unit 17.

At the same time, for instance, in *I Love English* 6 future tense forms are introduced in unit 11, but used in previous units as well. That applies to majority of the past and present tense forms as well. They tend to be integrated to majority of the units in the textbook and have no specific linear order of doing so.

In the case of ILE 7, past tenses are presented in unit 1 in grammar revision table, but also present tense forms are used in the same unit. Perfect continuous is presented

explicitly in unit 8, but also used in different units before and after the grammar explanation table. The same applies to future tense forms in unit 16.

Nunan (1998: 101) stated that "accuracy does not increase in a linear fashion". He added that different elements of language interact with each other and should not be presented in isolated bricks. Therefore, even though it is useful to have a common topical context uniting one unit, it is not that useful to collect grammar into blocks and present them in a linear way.

The variation between the uses of different tense forms is quite vast. Even if the general grammar topics seem to be presented in linear fashion, tense forms are not. There are different tense forms included in majority of the units. When a teacher who uses ILE textbooks still thinks otherwise, it is a possibility for the teacher to, for example, change the order of the units. It is important that the teacher does not make the grammar teaching of tense forms linear as well.

2.4 Possibilities for discovering language in ILE 6 and 7

As introduced in the theoretical part of the thesis, providing students with opportunities for discovering language and providing them contact with grammar that students are not acquainted with, is quite important with grammar in context teaching approach. When analysing ILE 6 and 7 in more detail there are aspects that are suited with grammar in context teaching approach, for example the ample use of reading exercises and texts that allow students to discover the language.

When it comes to vocabulary, students can discover and guess the meaning of new words used in texts. The same applies to tense forms in some situations. When looking at the grammar table in the beginning of the course-book, it provides information about grammatical items each unit intends to teach. There are grammar forms used in texts and exercises that are not explicitly explained before or after the tasks and exercises but are

mentioned in the grammar overview. Therefore, some grammar forms are taught implicitly, included in context without informing students of it; however, this is more of a scarce instance than a rule. But the fact is that every unit has a reading task or an exercise linked to it.

ILE 6 unit 1, a text called "The Big Apple" uses mainly past and present simple tenses, but also includes past continuous, present perfect, past perfect, and other tense forms. The use of different tense forms shows how they can be used to convey different meanings. First, the past tenses are used for scene-setting and present tenses are used to provide more important information. Such a relationship could be discovered in majority of the stories in these two textbooks. In unit 2, a text called "The Sack of Conkers" uses past perfect tense forms to express sequence of events. That aspect has not been explicitly pointed out near the reading task and therefore, it is something the students could assume from the context. In the case of unit 3, the text uses more present and future simple tenses to describe London and its current state. Past tenses are used to talk about history and events that happened in the past. Thereby, it implicitly teaches tense forms and how to use them to locate events in time. This is also the text used to reintroduce passive voice. The structure has not been introduced before and there are several sentences in the text that use passive (pages 21-23). After reading the text, the yellow grammar table is on the next page. However, up to that point, the students have a chance to explore passive structure. In the case of unit 4, the text is about travelling by train and according to the map of the student's book, the unit is about past and present tenses. The text also includes past perfect and past continuous tense forms. For that reason, the text includes more tense forms than provided in the introductory part or explicitly explained before or after the text, the same applies to unit 7, a text about friendship, unit 8, a text about embarrassing situations, unit 9, a text "Children caught out in truancy crackdown", units 12, 16, 17, and unit 18, where past

perfect, present perfect, past simple, present simple tense forms are used, none of which are explicitly explained or brought out in the overview section. Unit 6 is supposed to be about the use of past simple and past continuous, the text includes past simple, past perfect, and present simple tense forms. The text has no sentences using past continuous, the same situation where some tense forms from that particular unit are not included in the text can be seen with unit 13. In the case of the text on unit 11, it is mainly about past and present tense forms, but also includes sentences using future simple, which is explicitly explained and presented in a preceding task. Therefore, the use of tense forms does not vary that much in some texts and does not provide such a vast opportunity to discover language in some instances.

In the case of ILE 7, the map of the student's book states that the grammar of units 1, 2, 3, and 4 are about past and present tenses. Units 3, 4 mainly focus on passive voice and units 6, 7, 8, 9, 11, and 14 are about introducing reported speech. At the end of unit 8, present perfect continuous is introduced to the students and a yellow grammar information table is presented. That particular tense form, however, has not been used in the text in that unit, nor in the previous one. Future tense forms are introduced in unit 16, but used in texts prior to that. For example, even in unit 7 future simple tense is used in several instances. In the case of unit 1 there are no explicit explanations of past and present tenses before the text. Past tenses (continuous, simple, and perfect) are presented after the text. Explicit explanations about tense forms used in the texts are also not presented in the case of "The Quiz" in unit 3. Unit 2 text called "Amazing Brain Power" focuses mainly on present tense forms which again is not explicitly presented anywhere near the text, which allows the students to come to understand the meaning behind present tense forms better. The same applies to majority of the texts in ILE 7.

Kärtner (2009) agrees that ILE 6 offers quite a few reading materials for pupils to create the habit of reading. ILE textbook number 7, page 11, where the three past tenses are presented, is after a text where these three tense forms can also be found. There are sentences using all these three tenses and gives an opportunity for the students to compare and explore these tense forms themselves. Rillo (2010) also thinks that the texts offered in ILE 7 create a smooth transition for learning the vocabulary and sentence structures. The quite ample use of texts in *I Love English* 6 and 7 can be considered a strong side from the perspective of teaching grammar in context. Both Weaver (1996) and Gardner (2008) support the idea that vast reading helps to gradually acquire grammatical competence. Therefore, the authors of ILE materials have made a wise choice to include quite a big number of reading tasks in the textbooks.

Cowan (2008: 387) pointed out that using present perfect where past simple is needed, is quite common for EFL students and suggested comparing these tense forms. However, the example Cowan (2008:387) brought was a version of a dialogue not a one sentence-based exercise.

It is important to provide students with opportunities to use language that they have not been exposed to or have not practiced in any systematic way (Cowan 2008: 34). That means not only discovering and learning about the meaning and use of a tens from a text but having a vast amount of tasks that do not only have one correct answer and variety of different finishing points and results.

2.5 The use of authentic materials in ILE 6 and 7

According to the contextual approach to grammar teaching, including a vast amount of authentic materials is quite necessary. In the case of *I Love English* textbooks, the amount of authentic materials is not that ample.

With textbook numbers 6, the authentic texts are on pages 63, 73-75, and 81-83. In the first case, it is a newspaper article and the second and third are extracts from a book written by M. Morpurgo. The rest is produced for a specific purpose. According to Kärtner (2009), the texts written specifically for this textbook are created with the characteristics of authentic materials in mind. In the case of ILE 7, the number of authentic texts is not larger. Authentic texts written by Marianne A. Brokaw can be found on pages 64-65 and 133-136, a newspaper article is on pages 82-83, and on pages 70-71 are summaries of movie plots. Considering that both textbooks have 20 units and only 3, in the case of ILE 6, and 4, in the case of ILE 7, have used authentic materials, is nearly not enough from the point of contextual approach. It is evident that the "unvarying diet of such texts can make language learning more, not less, difficult for learners" (Nunan 1998: 105).

As mentioned, the use of authentic materials is quite important when it comes to contextual approach to grammar teaching. Nunan (1998), Cowan (2008) and Tomlinson (2003) all agree that the use of authentic materials is important with contextual approach. Tyne and Duda added that using contextual materials need pre-reading exercises, which are there with every reading assignment in *I Love English* textbooks. All the reading tasks have pre-reading or post-reading exercises and they do not differ from authentic to non-authentic.

The teachers have the liberty to include more authentic materials into their lessons, the amount of materials to choose from is fairly vast, but at the same time it is important to include pre-reading exercises to those texts to assist students with the reading. It is also quite important that the teacher tries the texts out, before using them in the classroom, and predicts different issues that could arise.

2.6 The use of communication and cooperation exercises in ILE 6 and 7

It is possible to add elements of cooperation to every single task through for example, comparing the students' results. One of the strongest sides of ILE 6 and 7 from contextual perspective is the amount of communication and cooperation exercises already presented in the two textbooks.

In the case of ILE 6, the first two units have exercises where students have to talk to their partners, in unit 2 there is also a post-reading task where students have to work in pairs and think of an ending to the story. In unit 3, students are asked to work together and compose a dialogue. There are also several exercises where students have to ask and answer semi open questions. There are also exercises where the instructions ask students to answer with more than one sentence, for example unit 10, page 67; unit 14, page 96; unit 15, page 105; unit 19, page 131. However, these are occasionally sentence-based and do not form a compound context. In addition to that, there are a number of sentence-based exercises where students have to talk to each other and find out which sentences are true about them. These kinds of exercises are mechanical, because the output is limited to one answer (Cowan 2008: 50). For instance, that type of exercises can be found from ILE 6 on pages 32-33, 40, 58, 77, and 105.

In the case of ILE 7, communication and cooperation exercises are also used quite often, for example, unit 1 in exercise 10, the students are instructed to form different dialogues, the same in unit 2 exercise 6, unit 3 exercise 9, unit 16 exercise 11, unit 18 exercise 9, unit 20 exercise 1. Unit 2 exercise 1 asks students to discuss different issues with their partners, the same is with unit 3 exercise 1, unit 8 exercise 2, unit 8 exercise 9, unit 10 exercise 3, unit 11 exercises 1, 2, 7, and 9, unit 12 exercise 1, unit 13 exercise 8, unit 19 exercise 1. In the case of some exercises, the students are asked to compare each other's results, for example unit 6 exercise 3. As with ILE 6, textbook number 7 also has

several exercises that tell the student to answer the questions in pairs and in some instances also add more information, for example, unit 5 exercise 3, unit 6 exercise 1, unit 7 exercise 2, unit 8 exercise 6, unit 9 exercise 1, unit 10 exercise 1, unit 14 exercise 10, unit 15 exercises 1 and 4, unit 16 exercise 4, unit 18 exercise 2, unit 19 exercise 9, unit 20 exercise 1.

As explained in the previous part of this thesis, comparison and cooperation is quite an effective tool when it comes to teaching grammar in context. Ron Cowan (2008), Constance Weaver (1996) David Nunan (1998) all support students comparing each other's works and learning from each other's experience. Therefore, the exercises mentioned in this paragraph should definitely be included in language classes and opportunities for cooperation and comparison should be added to even more exercises throughout the language course.

Of course, there are always possibilities to use comparison and collaboration with almost every writing- or speaking task, but there are plenty of exercises that expect pair or group work. The actual amount and use of cooperation exercises depend highly on the teacher. Therefore, the teacher's role is quite significant and that is so with not only choosing the exercises but also with moderating and guiding that process in order for it to be successful.

2.7 The use of motivational topics in ILE 6, 7

As the topics used in contextual approach are also to be considered important elements for raising motivation, it is also something worth looking into. The topics used in ILE textbooks 6 and 7 are relatively similar to the recurrent topics mentioned in the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14, lisa 2: 9).

The topics used in ILE 6 and 7 to some extent are already familiar to the student and therefore, seem to be suitable for creating broader context for EFL classroom and offer

motivation, spike students' interest. In ILE 6, topics such as family relations, problems with parents, relationships at school, and aims are presented and Kärtner (2009) adds that these topics have offered new kind of solutions and interesting points of view. Additionally to these, topics like traffic, travelling, sport, safety, London, Ireland have been presented, which could be presented in an interesting way.

In ILE 7, topics like My amazing brain, Dress code, India, My talents, Weather, Jobs, Identity, American nicknames, Films, Music, Travel tips, Canada, Personality, Beautiful Estonia, and Wales are introduced. These topics could easily be found interesting to students. All the units have reading texts under the same general topic and Rillo (2010) argues that students can identify themselves with several main characters from the texts used in ILE 7. Kärtner (2009) and Rillo (2010) agree that the use of jokes and serial stories also keep students interested.

As brought out in the earlier parts of this thesis, topics can offer useful context for students (Harmer 2001). It has to be easily relatable for the students, so that they can link them with their own real lives, previous experience, their hobbies, interests, family, friends and even problems that they are facing like violence, and substance abuse. As ILE has a recurrent topic for every unit, the themes of exercises should also be linked to it and these issues and problems students face could and to some extent are addressed through different means.

Teachers have an opportunity to link the topics with their students. If the teacher sees a topic is either out of date or seems not like a good idea for a particular group of students, the teacher can exclude or replace the unit with exercises, tasks and texts from another topic. The role of the teacher is to find most motivating, relatable and at the same time challenging topics for the students. It can be quite time consuming, but worthy of the effort.

2.8 The use of L1 in ILE 6 and 7

Another aspect that should be analysed is the use of target language and first language. ILE mainly uses L2, all the instructions to tasks and exercises are provided in English. As previously shown, de la Campa and Nassaji (2009) found that L1 is often used for instructional purposes in the case of grammar teaching and that is the case with *I Love English* 6, 7 as well.

The informational tables with grammar explanations and examples also have translations and clarifications in Estonian. In ILE 6, L1 has been used on page 11, where the entire grammar table is presented in Estonian, page 18 offers grammar forms using L2 and provides their translations, the same applies to page 24. Pages 45, 53, 93, and 124 offer explanations in L1 and provide example sentences in English, the two latter also include translation of sentences. As for ILE 7, the use of L1 is evident on pages 12, 23, 46, 56 (example sentences are translated), 29, 107 (additional explanations in Estonian are provided).

According to the contextual approach, teachers are supposed to use simpler language and concepts but avoid using L1 to further contribute to develop student's understanding of target language. As Cowan (2008: 34) explained, it is important to practice explaining grammar forms in simpler L2 and therefore, letting the students to discover language and come to an understanding on their own. Providing explanations and additional information about grammar forms in L1 deprives the students from the opportunity to discover and understand language forms on their own.

3. DESIGNED MATERIALS

On the basis of the analysis it can be gathered that there are some elements in ILE textbooks that should be complemented in order for the materials to be more in accordance with the contextual approach to grammar teaching. This section provides examples of the possible additions to the textbooks, but the aim of the designed material is not to provide the teachers with comprehensive course-books. These additions can serve as examples for further complementation.

The exercises combine several elements from the selection of criteria: relationship between form, meaning, and use, use of linear framework, possibilities for discovering language, the use of authentic materials, use of communication and cooperation exercises, and the use of motivational topics. These elements are commented in each exercise with the respect to the structure presented in the analysis part of this thesis. The link between the exercises and the National Curriculum is presented in this section of the thesis, additionally to the risky elements that ought to be considered when using these complements.

The exercises are presented in pairs – one for ILE 6 and one for ILE 7 – because they were designed based on the same aims and with the intention of fulfilling the same purpose. This was possible due to the fact that the analysis proved the textbooks to be very similar in their structure and exercise preferences. In each pair, odd numbers refer to complementing materials for ILE 6 and even numbers refer to materials designed for ILE 7.

3.1 Exercises 1 and 2

Exercise 1 (see Appendix 3) is intended to complement ILE 6 unit 3. The recurrent topic of that unit is "Traffic". Exercise 2 (see Appendix 3) goes with ILE 7 unit 14 called "Travel

tips". In the case of Exercises 1 and 2, there are number of important elements combined. These are both gap filling exercises where the students have to decide a suitable verb form to use in every gap. The verbs are provided next to the gaps.

The use of full texts and not sentence-based exercises makes the **relationship between form, meaning and use** much clearer. Every tense has a specific form, a structure that has to be followed. As explained in the preceding chapters, every tense form also has a meaning behind that structure. In addition to that, grammar also has a specific purpose in which contextual setting it would be best fit to use a specific tense form. In the case of exercises 1 and 2, students have a chance to look at the relationship between sentences and come to a better understanding of a grammar form through its context.

The exercises focus on using both present and past tenses and also direct and reported speech, meaning that exercises 1 and 2 are not **linear** and do not intend to teach one language element at a time.

The use of texts with a variety of different grammar elements also offers opportunities for students to **discover language**. In the case of ILE 6, the main grammar topic in unit 3 is passive voice. The students have not dealt with reported speech by that time and this exercise could serve as an opportunity to rediscover how tense forms changed with reported speech. It is also stated in the National Curriculum that students will approach language studies analytically and should begin to notice language and the mistakes they and others make (Vabariigi Valitsuse 28.01.2010. a määrus nr 14 lisa 2: 19)

Both these exercises are also based on **authentic** texts from newspapers. As already mentioned, the amount of authentic materials used in ILE textbooks is quite inconsiderable and that is why it is important to base the complementing exercises on authentic inputs. The National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14 lisa 2: 10) also considers it important to incorporate informative and media texts.

In the case of exercises 1 and 2 there are no direct link with **communication and cooperation**. One possibility is to have the students check each other's answers. Moreover, the article used for compiling exercise 2 is longer than the part included in this thesis. One potential addition is to have students tell each other the ending of the Goa gem scam.

As for the recurrent **topics** of exercises 1 and 2, the "Travelling" topic would presumably be quite interesting for the students. Reading about exotic countries and the dangers there is often intriguing. The topic of foreign counties is also mentioned in the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14). At the same time exercise 2 and "Traffic" might not be so appealing to that many students.

All these components are considered important and effective from the perspective of contextual approach to teaching grammar. Combining these elements together in one exercise allows the student to gradually come to understand grammar forms as is aimed in the National Curriculum.

The **risky issue** with this exercise is that the grammar structures and vocabulary used in these articles can be quite challenging in some sentences and too easy in others. The variation of level of difficulty can be confusing to some students. That is where some explicit explanations in target language or helpful questions could be useful. Another issue is that these articles are quite lengthy and can be discouraging to some students. One option would be to use only segments of the articles and have students finish them on their own and later compare with the originals.

3.2 Exercises 3 and 4

Exercise 3 (see Appendix 4) could be used with ILE 6 unit 8 called "Situations" and exercise 4 (see Appendix 4) is to be used with ILE 7 unit 8, which is about jobs, and could give further insight into the work of a police officer or a detective for example. In the case of Exercise 3 the students are in pairs and receive descriptions of situations and have to

present the content of it through a presentation, meaning they have to act out certain situations. Other students would have to guess the set-ups based on the content. In the case of Exercise 4 (Appendix 4) students would have to act out a role-play in groups of five and then discuss the outcomes. The main purpose of it is to ask each other questions about their whereabouts and motives to solve a murder. Two members of the group are playing the role of a detective and three students are playing the role of suspects.

As the **relationship** between form and use is quite often presented in ILE textbooks the meaning of tense forms is something that could use further attention. Using role-plays is a good way to emphasise the meaning of tense forms. Miller (2002) and Cowan (2008) both saw contrasting and comparing tenses as helpful tool when it comes to understanding the difference between tense forms. Cowan (2008: 387) complements that using detective stories and other role plays are especially good for introducing the different meaning and use of present perfect, past perfect, past simple, and past progressive tenses. Cowan (2008: 387) pointed out that using present perfect where past simple is needed is quite common for EFL students and suggested comparing these tense forms.

Contextual approach to grammar does not include a **linear approach** to teaching tense forms. A good way to complement materials is to include exercises that not only focus on one tense form but for example compare different forms what is especially the case with exercise 3 and 4. During the role-plays students have to ask and answer questions like "*Where were you?*", "*What have you done?*", "*Do you have any previous experience?*" and other similar questions including variety of different tense forms. For a student, whose mother tongue has only 4 tenses all together, it can be quite tricky to comprehend the difference between these different tense forms expressing the past and that is also why a nonlinear approach, where different tense forms are compared, could prove useful.

As for **discovering language** these exercises might not serve vast benefit. The students have a chance to learn from each other and might come to understandings about the use of grammar forms through the comparison but they are more likely to use the forms they know and not to discover new ways to use language.

The situations used in exercises 3 and 4 are created for the specific use. They are based on potentially real situations but could not be considered **authentic**.

The elements of **communication and cooperation** are very crucial in these exercises. The success of the exercises is quite dependent of the willingness and capability to cooperate with each other either in pairs or in groups. The use of cooperation exercises, especially role-plays is also included as an important element in the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14 lisa 2: 6) where it states that interactive study methods (pair and group work) is to be considered an important part of language studies.

Such exercises, if used as a role plays, could be useful for students because they get to practice and act out a certain situation, which is often **motivational**. The topic "Jobs" and an insight (even if through a role-play) into the occupation of a detective could be fairly interesting to the students. The same applies to exercise 4 with the situations. These are all set-ups of potential real life occurrences and acting these out could be interesting and also beneficial. The topics of jobs and relations, etiquette are all included in the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14, lisa 2: 9).

The **risky element** with these kinds of role play exercises is always the issue with managing the content and discipline. The exercises will be carried out in groups and the outcome depends highly on the motivation and skill set of every individual in those groups/ pairs. The teacher can go from group to group and see how they are doing but has no

immediate control over what is going on. The teacher can only moderate the discussion taking place after the role-play.

3.3 Exercises 5 and 6

Exercise 5 (see Appendix 5) tells the students to separate information provided in that text, they have to decide, which sentences, parts of text provide background information (mainly sentences with past tenses carry background information (Yule 1998: 68)) and bring out sentences with the main idea. An exercise like number 5 could be used with ILE 6 unit 1 and the text already provided there or with a separate story presented in appendices. That story and exercise would go with ILE 6 unit 6. The text provided in that unit talks about a *comb-family* and the difficulties a new family can face. The additional story presented in exercise 6 is about time spent together and the importance of it.

Exercise 6 (see Appendix 5) has the same instructions to read the story and indicate which parts of the text/ sentences provide background information, and which carry the main idea. The story provided in exercise 6 is different. This story would go with ILE 7 unit 17, which is called "Personality". The story is about conquering illnesses with laughter, demonstrating that being a happy person is not only more pleasing but also healthier for yourself and others.

The use of tense forms in a text would allow the student to see the **relationship** between form, meaning and use. These are both quite moving and emotional stories, but they also present a good and quite straight forward context for students to obtain the meanings behind different tense forms.

The grammar maps of ILE 6 unit 6 and ILE 7 unit 17 state that these units are about past simple, past continuous and active, passive tense forms. Several of these are also included in the stories and therefore, they not only suit these units content wise but also

grammar wise. At the same time the fact that these different elements are combined in the stories makes the grammar teaching approach not **linear**.

Reading tasks provide good opportunities for students to **discover** how language and tense forms work. Gardner (2008) and Weaver (1996) both agreed that wide reading allows students to discover and through that understand the sentences better. There are different ways for making reading more effective and interesting. In order for the students to enjoy reading and while that pay attention to the tense forms and grammar structures used, variety of pre- and post-reading tasks could be used.

As with exercises 1 and 2 the materials used for compiling exercises 5 and 6 are **authentic**. These stories if to be classified go under fictional writings. The use of fictional stories is also supported by the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14, lisa 2: 10).

Communication and cooperation elements are not included in these exercises, but as already mentioned the students can always cooperate and compare each other's results. As is also mentioned in the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14, lisa 2: 10) the students are expected to recognise each other's mistakes.

The **topics** used in these two exercises could be both considered interesting for the students. Family issues are something majority of teens could relate to and a topic of positive personality could be motivational, mood-lifting and inspiring. The issues related to families and personalities are also mentioned as recurring topics in the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14, lisa 2: 9).

The **risk** with reading exercises like this is that students concentrate too much on content and do not pay enough attention to the tense forms used. This is an instance where the teacher has to pay attention and make sure students also follow the task and separate

parts of the stories into background information and main ideas. In this instance the teacher could ask additional questions.

3.4 Exercises 7 and 8

Exercise 7 (see Appendix 6) and 8 (see Appendix 6) are both based on movie clips. Exercise 7 goes with ILE 6 unit 7, which is about friendships. The exercise is to watch a short animated movie, an episode of "Dragons: Defenders of Berk" season 2, episode 2. It is about friends and the roles they play in a group, helping each other out through difficult times. The exercise consists of fifteen sentences where the students have to underline a correct answer. Exercise 8 goes with ILE 7 unit 6, which is about talents. The setting of the exercise is the same as with Exercise 7. The students would have to underline a correct option is the sentence. The sentences are compiled based on the same animated series episode 1 from season 1. The episode is about working together and using each other's skills.

Claudio Azevedo, an English teacher in Brazil, is also a blogger who shares his teaching ideas with the rest of the world. One of these ideas is using movie clips to teach grammar. He mainly uses sentences, where the student would just have to guess the correct grammar structure and might not even have to watch a movie. In the case of exercises 7 and 8 the content is also important and different tense forms and grammar structures are used to convey the content show the **relationship** between form and meaning.

As for the **linearity** of the units where exercises 7 and 8 are to be used include using, in the case of ILE 6, past perfect and present simple tenses and in the case of ILE 7 the unit focuses on collocations and questions. The tense forms used in the complementing exercises are somewhat different from the main grammatical aim of the unit and could serve as a reminder of tense forms dealt with in earlier units.

Using movie clips also provide students with the opportunity to **discover** language. That of course applies to vocabulary but also tense forms. The language used in the clips is a bit higher that level of eighth and ninth grade students' language (A1.2) and there are plenty the students could learn and discover from the video about the use and meaning of different tense forms.

As mentioned earlier the amount of **authentic materials** used in ILE textbooks is not that vast and taking into account the viewpoint of many authors supporting contextual approach to grammar on the use of authentic materials, then complementing ILE textbooks should also include the use of authentic materials. The main idea behind using movie clips is that the students would become accustomed to authentic language used in television National Curriculum also suggests using authentic audio-visual materials like movies in language classes (Vabariigi Valitsuse 28.01.2010. a määrus nr 14, lisa 2: 10).

These exercises are not intended to be **communication** exercises, but again students always have an opportunity to compare each other's results.

The **topics** of these two videos are friendships and talents. Claudio Azevedo explains in his blog that teaching grammar through movies is fun, motivational, can be challenging, and also beneficial. The animated movie clips can be quite intriguing and the topics they touch on are also important and students can easily relate to them. Friends disappointing each other, some people being more talented than others are both issues that are part of everyday life. Students, their capabilities and relations with others is also a topic noted out in the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14, lisa 2: 9).

Risky elements with this exercise are the vocabulary and speed of talking. Some of the words could be introduced in previous classes or before the video is shown. Another option is not to turn attention to the words and after the video exercise is done let the

students guess and explain the meaning of some words. If they can understand some of the words from context they are more likely to remember them. As for the speed, the video could be played one times slower, so that it would not be immediately obvious to students and would not distort the text too much. At the same time, that would make it less authentic. The students should find the correct answers using the original speed of talking.

3.5 Exercises 9 and 10

Exercise 8 (see Appendix 7) goes with ILE 6 unit 3 where students have to play out several different situations with asking and providing directions. ILE 6 already has information about Ireland, London, America and other, thus this exercise includes materials about Sydney, Australia. The aim is to ask for directions and get as precise answer as possible. With a little help from Google maps there are several authentic directions that students could give each other, or provide directions according to the maps and later compare with the search engine. According to the Map of student's book, unit 3 focuses mainly on present and past simple tense. Dialogue about direction focuses mainly on using present tense forms.

As for exercise 10 (see Appendix 7), it goes with ILE 7 unit 2 exercise 6. Students have to work in pairs and at first instance agree to go for a meal together, decide between healthy food and a hamburger. On the second instance the students would have to agree on a way to spend their Sunday afternoon. There are plenty of materials that could be used as materials for comparison with that exercise. The materials for comparison do not necessarily have to be dialogues, but could also be texts. In the case of exercise 10 the students would have a chance to compare their dialogue with a text composing of arguments for and against eating fast food. According to Map of the student's book, unit 2 focuses on present and past tenses. The dialogue would mainly consist of present tenses

considering it is a dialogue taking place in real life, therefore, the text added for comparison is also compiled using only present tense form.

Relationship between form, meaning and use is not the main aim of these exercises; however, it could become evident during the comparison, at least in the case of exercise 10. The authentic text that offers comparison to the dialogues produced by students also provide further insight into the use and meaning of present tenses form.

ILE 6 unit 3 is mainly about present and past simple. The main grammatical aim of that unit is to describe streets. The exercise compiled for complementing that unit is therefore quite suitable to that unit. At the same time exercise 9 offers no additional options for learning grammar in less **linear** way. The same applies to exercise 10, the grammar of ILE 7 unit 2 is mainly about present and past tenses. Compiling more tense forms together makes the study process less linear, but the exercise itself and the material for comparison use only present simple tense.

Both of these exercises offer possibilities for **discovering language**. Though the phrases in exercise 9 are quite certainly already known to eighth graders, implementing them in an exercise can still offer new insight about the use and meaning of some grammar forms. The same applies to exercise 10. The language used in the text is quite simple and probably grammar forms are mainly already known to majority of ninth graders, but the use of certain forms and then comparing them with authentic material of the same topic can offer some knowledge about potential alternatives.

Both exercises 9 and 10 use **authentic materials**. Exercise 9 also includes the use of *Google Maps*. Any kind of integration between different subjects is supported also by the National Curriculum (Vabariigi Valitsuse 28.01.2010. a määrus nr 14). As for exercise 10 the text and questions (Appendix 7, questions to be used with exercise 10) are both

authentic. The topic of nutrition and eating healthy can also be considered integration with other subjects.

Cooperation and communication between classmates is quite valued in contextual approach to grammar. There are elements of cooperation implemented in several of the exercises presented in this thesis and as mentioned, the amount of pair and group work exercises in ILE textbooks is fairly wide. One addition that could be made to ILE cooperation exercises is the element of comparison. Cowan (2008: 34) introduced the idea of comparing ones work with the original texts and that is something this thesis tries to achieve. For an exercise with the aim of producing a dialogue this thesis offers an authentic dialogue on a similar topic. Such an exercise helps the student to first see their performance and language use, whether they used suitable tense forms and their correct forms and at the same time it helps them discover alternative ways to express their ideas. At the same time it is important to help students see the alternative forms not assume that every difference between their own dialogue and the authentic text is automatically a mistake.

An additional way to help students with compiling dialogues is providing them with a large amount of questions to choose from. The Internet TESL Journal (Kelly and Kelly 2005) provides a vast number of questions that could be used when compiling a dialogue about food and eating out.

The topic of asking and giving direction might not be so interesting to students nowadays, but linking it with the use of smartphones or computers to find additional information, could spike students **motivation**. As for the topic of healthy food then that is a necessary issue with students even if they might not be so enthusiastic about it.

There are several **risky elements** with these exercises. First of all exercise 9 can only be carried out using mobile devices or in a computer class, which means possibilities for

getting side tracked and loosing focus. The success of this exercise also presumes that students know how to use Google maps and the teacher would not have to spend additional time explaining it.

In the case of exercise 10 it is important that the material provided for comparison is not too difficult for the students and that the use of tense forms is not very different. It is vital to keep in mind that the main idea of that exercise is that students work together and then later can compare what they produced with an authentic dialogue or a text of a similar nature.

3.6 Exercises 11 and 12

Exercise 11 (see Appendix 8) is a complementary writing task for ILE 6 unit 11. Exercise 12 (see Appendix 8) is an additional writing task for ILE 7 unit 13. Weaver, McNally, Moerman (2001: 21-22) presented one option for making writing topics and tasks more interesting for students is using different prewriting tasks. The example they used about vocabulary was that teacher threw leaves into air to inspire students using more adjectives related to fall (Weaver, McNally, Moerman 2001: 21-22). 'Grammar emerging through Art' is a concept that could also be used with teaching tense forms.

In the case of *I Love English* 6 one topic that might be less motivating for students is unit 11 called "On The Farm". One option with a topic that lesser people have personal contact with could be made interesting by using their imagination. As a prewriting task the class watches a segment from the series "Animal Farm" based on the novel written by George Orwell. The prewriting exercises should be something captivating and out of the ordinary to get the students imagination flying. Therefore, grammar emerging through art in this case applies for a movie clip. The exercise could be something simple based on the clip, for example writing down the sequence of event using five sentences. The writing exercise instructs students to use three phrases, all using different tense forms. These

phrases are included so that this writing task would work as means for teaching tense forms through context.

For ILE 7 the topic that students might not feel so motivated about could be unit 13 called "Museums". Stereotypically museums are tedious and tiresome. In the case of unit 13 it already includes exercises with describing a picture therefore, grammar emerging through art should not be using paintings in this instance. At the same times watching a segment from a movie called "Night in a Museum" could spike students' interest and work well as a prewriting segment. The task related to the movie clip could also be something similar to writing down the sequence of events using five sentences. The writing task itself would, similarly to exercise 11, focus on using three different tense forms. The students would have to write a story using the three phrases provided. The three phrases do not provide a structure they use and does not limit the content.

The relationship between form, meaning and use could become easily evident through writing tasks. Students would have to implement different tense forms and express their ideas through a suitable use, meaning the relationship between use and meaning is quite likely to emerge. The pre-writing assignment of watching a short movie clip could also indicate the meaning behind the use of tense forms.

This assignment includes the use of at least three tense forms, which is not teaching one language block at a time and therefore not **linear**. ILE 6 unit 11 focuses on present tenses. ILE 7 unit 13 focuses on conditionals. Therefore these exercises could serve as revision materials for tense forms.

Offering ways for **discovering language** is not the main aim of a writing task, but including a motivating pre-task writing assignment could easily serve that purpose.

The writing assignment itself is designed for a specific purpose of using it with ILE textbooks. However, the movie clips are **authentic** and as already mentioned the use of different audio-visual materials is supported by the National Curriculum.

The element of **cooperation** could again later be added so that the students could present and compare their writings. It is not an aim of this assignment per se.

The selection of **topics** in the case of both ILE student books is quite beneficial for the students. The textbooks provide plenty of materials for students to identify themselves with the material provided. However, when the teacher notices that some topics are not that interesting for the students there are ways of making them more appealing. One way of achieving it is trough writing assignments. Reading, listening and grammar tasks tend to be about the lives of other people. Writing could make a topic, which might not be so agreeable, more amusing. The students would have a chance to talk about their own experience, invent new adventures or find other ways to make it more interesting.

Risky elements with these writing tasks is that the movie clips could act as disservice and limit students using their own imagination and just implementing ideas from the movies. Another risk would be that students do not use the tense forms hidden in the phrases provided and only limit themselves to simple sentences and one or two tense forms.

CONCLUSION

The aim of this thesis was to conduct an analysis of *I Love English* textbooks 6 and 7 from the perspective of contextual grammar teaching and to compile additional teaching materials for those course-books. The analysis was conducted based on the theory of contextual approach to grammar and the presented materials serve as examples of ways to complement course-books for more efficient grammar teaching. The thesis serves as a practical example for the teachers of how to conduct analysis and design additional materials.

How to teach grammar is not a new question. Whether to teach it at all and if yes how it should be done, have both been subjects for debate for a considerable amount of time. There are authors who claim that grammar ought to be explicitly taught and that teaching grammar explicitly is the only way of achieving communicative competence. On the other hand, there are authors who think that grammar should not be taught and grammar should only be absorbed through input. In order to successfully convey the intended meaning in communication, it is important to know the meaning grammar itself carries. In order to know how to use grammar and the meaning it carries, it has to be taught. Grammar can be taught both implicitly and explicitly. Contextual approach, which has been the focus of this thesis – is more focused on implicit teaching, but does not exclude explicit grammar explanations. It is important that the conditions have been created to support natural learning. The only limitation is that the explanations should be provided using simpler terminology and target language.

Other aspects to be considered important from the perspective of contextual teaching are the relationship between form, meaning and use; linear framework of language studies; possibilities for discovering language elements independently; the use of authentic

materials; involving cooperation activities; and including topics that are motivational for students and allow them to identify themselves with it.

An aspect of contextual grammar teaching that would require further investigation is the role of the teacher. The literature on contextual approach to grammar teaching focuses mainly on aspects that would make learning process more likeable and fruitful. The focus lies on what and how the students should do in language classes, but neglects to provide suggestions how the teacher would be most likely to achieve the expected results.

The analysis on *I Love English* textbooks was conducted by observations made on the basis of the main theoretical aspects of teaching grammar in context. The table summing up the detailed results of the analysis can be seen in Appendix 1 for ILE 6 and Appendix 2 for ILE 7. The descriptive analysis addresses the exercises that focused on teaching the tense forms and is organised according to the list of criteria for textbook analysis presented in sub-section 1.4 Study material analysis (see page 34). The main aim of the analysis was at the first hand to focus on explicit grammar teaching with the emphasis on tense forms. Secondly, the analysis focuses on finding out the extent of implementing grammar in context teaching methods in ILE textbooks 6 and 7. The descriptive analysis can be found in section 2. ANALYSIS OF I LOVE ENGLISH TEXTBOOKS 6 AND 7, the detailed results of the analysis is added to the appendices.

As the analysis of the types and characteristics of exercises and tasks in ILE6 and ILE7 revealed that the use of contextual approach to grammar teaching has been implemented *in I Love English* textbooks to some extent. The main positive outcomes of the analysis are the fact that tense forms are not presented in linear order, but are integrated to the majority of the units and are not explicitly explained in greater part of the cases. Additionally to that, the ample use of texts can also be considered an aspect suited with contextual approach, as these texts provide opportunities for a student to discover the

meaning of different tense forms. Another aspect in harmony with the core principles of the contextual approach is the amount of pair and group work exercises. There are numerous opportunities for students to work with their desk mates and collaborate, compare their results, outcomes and also produce language together through different dialogues and stories.

The main features to be critiqued from the point of contextual approach are the large amount of sentence-based exercises, which do not clearly show the relationship between form, meaning, and use. The amount of authentic materials used in ILE textbooks 6 and 7 is also quite inconsiderable. In order for the student to be able to come to contact with unrehearsed language from real and genuine situations, authentic materials should be used more often. The use of L1 is also not in compliance with the theory behind contextual approach to grammar teaching. Both ILE textbooks include grammar explanations in Estonian.

The analysis suggested that there are some elements in ILE textbooks that needed to be complemented in order for the materials to be more in accordance with contextual approach to grammar teaching. A number of exercises were designed to complement the ILE textbooks 6 and 7, but the aim of the designed materials was not to provide the teachers with comprehensive course-books. These additions can serve as examples for further complementation. The description of the exercises can be found in the chapter called 3. DESIGNED MATERIALS and the exercises are listed in appendices.

The selection of exercises to complement *I Love English* textbooks address developing all the four skill sets mentioned in the National Curriculum – reading, writing, listening and speaking. The exercises to complement the somewhat lacking relationship between form, meaning, and use, include full text grammar exercises, which are based on authentic newspaper articles. The exercises, which were designed with the intention to

make learning tense forms less linear, include role plays and other pair and group work assignments. The central project in such cases is to enable the students to use and compare different tense forms, especially the present perfect and past simple. To the students' possibilities for discovering language are offered through reading exercises where they have to decide whether a sentence provides background information or represents the main idea; the aim of that particular exercise is to make a difference between past and present tenses and the meaning they carry. As one insufficient area in ILE textbooks is the use of authentic materials, exercises 7 and 8 focus on using movie clips as means for learning the meaning and use of different tense forms. Two communication and cooperation exercises are complemented with the opportunity to compare the content produced in group or pair work with an authentic material – maps, text using the same tense forms and on the same topic. The use of motivational topics is quite important to spike students' interests and therefore, topics that might not be too much appealing to students could be made more interesting by writing tasks and the use of intriguing prewriting elements.

At the same time, it is important to note that the exercises presented in this thesis could carry some risky elements and potential problems. Implementing contextual approach to teaching grammar could cause a variety of issues with discipline, the speed and difficulty of authentic materials could cause confusions, and the materials used for spiking student's interest and motivation could limit and frame the use of their imagination. However, these issues are all manageable if the teacher is willing to invest some time and effort in planning these exercises.

Using contextual approach to grammar demands more work from the teacher to plan the lessons and analyse materials to be used. However, the use of contextual approach could prove rewarding and grant long-lasting results necessary for achieving

communicative competence, which is the aim set to language classes by our National Curriculum.

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Appendix 1. I Love English 6

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 1								
Exercise 1	elicit	Form and use	-	Pair work allows discovering from each other.	-	cooperation exercise, element of comparison included	summer holiday, motivatio nal	-
Exercise 2	Elicit	Form, use, some attention to meaning	-	-	-	-	Summer holiday, personal approach	-
Exercise 3	elicit	Form, use with some attention to meaning	-	Presenting and listening, learning from others	-	communicati on	Summer holiday, personal experien ce	-
Exercise 4	Instructio nal, explorato ry	Form, meaning, use	Same tenses as mentioned in the *Map*	Discovering through reading	-	-		-
Exercise 5	informati onal	-	-	vocabulary	-	-	-	-
Exercise 6	Explorato ry vocabular y	Form, use	-	Vocabulary	-	-	-	-
Exercise 7	elicit	Form, use	mainly past simple, present perfect.	-	-	-	-	-
Exercise 8	Explorato ry, eicit	Form, use	Same tenses as used before	Retelling - rediscover certain grammar forms	-	-	Retelling the story	-
Exercise 9	informati onal	Form, use	-	Practice provided grammar forms	-	-	-	Is used for explanati ons
Exercise 10	Elicit	Form, use	-	Discoveries more related to vocabulary	-	-	Personal sentences	-
Exercise 11	Elicit	Form, use meaning	-	Learn from each other	-	pair work, cooperation	Personal talk	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 2								
Exercise 1	instructio nal	Form, use	unit about past tenses, exercise about		-	Cooperation, pair work	-	-

Exercise	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
			questions in past tense					
Exercise 2	exploratory	Form, meaning, use	Text includes more tense forms, then pointed in the *Map*	Possible to rediscover grammar from text	-	-	Talks about a popular game in Britain	-
Exercise 3	instructional	-	-	-	-	-	-	Words are in Estonian
Exercise 4	Elicit, instructional	Form, use	-	-	-	-	-	-
Exercise 5	Elicit	Form, use	-	How to answer questions, what forms to use	-	-	-	-
Exercise 6	Elicit	Form, use, meaning	Retelling a story, same forms as previously presented.	Learn from each other; more practice	-	communication	Have to talk about the game	-
Exercise 7	informational	Form, use	-	Discover new vocabulary	-	-/ Part B (playing a game) has communication and cooperation elements	Vocabulary, sentences used to talk about playing games	-
Exercise 8	exploratory	Form, use, meaning	More forms than noted in the *Map*	Possible to rediscover grammar from text	-	-	Part one of a story	-
Exercise 9	instructional	Form, use	Past tense forms mainly used	-	-	-	-	-
Exercise 10	exploratory	Form, use, meaning	Could use whatever form	Discover from each other	-	Pair work, cooperation	create an ending to the story, creative	-
Exercise 11	Elicit, exploratory – voc.	Form, use	-	-	-	-	-	L1 in explanations
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 3								
Exercise 1	Exploratory – vocabulary	form	-	Discover the vocabulary	-	Pair work, cooperation, communication	-	-
Exercise 2	Exploratory	Form, use	-	-	Pictures are authentic	-	describing, talking about pictures	-

Exercise 3	Instructional	Form, use	-	-	-	-	-	-
Exercise 4	Elicit	Form, use	Uses present tense forms, as mentioned in the *Map*	-	-	-	-	-
Exercise 5	Elicit	Form	-	-	-	-	-	-
Exercise 6	Exploratory	Form, use, meaning	uses more tense forms than in the *Map*	A text about London, using more tense forms than in the *Map*	-	-	Text about London - interesting	-
Exercise 7	Elicit	-	-	-	-	-	-	Words are in Estonian
Exercise 8	Elicit	Form, use, meaning	Open task, could use variety of forms	Open task, could use, discover variety of forms	-	-	Personal opinion	-
Exercise 9	Instructional	Form, use	Past simple and present simple as mentioned in the *Map*	-	-	-	-	Used for instructional purposes
Exercise 10	Elicit	Form, use, meaning	Present simple mainly	Role play- potential for discovering	-	Pair work, cooperation, communication	Describing places on the map	-
Exercise 11	Instructional	Form, use, meaning	Present simple	Role play - potential for discovering	-	Pair work, cooperation, communication	Same as previous	Phrases to be used are provided
Exercise 12	elicit	Form, use, meaning	Present simple	Role play - potential for discovering	-	Pair work, - cooperation,	Role plays are interesting	-
Exercise 13	Elicit, experimental	Form , use	Present simple	Role play- potential for discovering	-	communication	The same as previous	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 4								
Exercise 1	Elicit, instructional	Form, use, meaning	Several different grammar forms	Discovering though communication	-	Communication and cooperation	Personal experience	-
Exercise 2	Elicit	Form, use	Uses present tense forms	-	-	-	-	-
Exercise 3	exploratory	Form, use, meaning	Uses more tense forms than noted in the *Map*	Discover through reading	-	-	Text is about a train ride	--
Exercise	elicit	-	-	Discovering	-	-	-	Phrases

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
4				vocabulary				are in Estonian
Exercise 5	Elicit, informational	Form, meaning (vocabulary)	-	-	-	-	-	Information box has L1
Exercise 6	exploratory	Form-Meaning-Use	Uses more tense forms than in the *Map*	Discover through reading	Based on authentic text	-	A funny story	-
Exercise 7	informational	form	-	-	-	-	-	-
Exercise 8	instructional	Form, use	Uses only present simple	-	-	Discussing in pairs	-	-
Exercise 9	instructional	Form, use	Uses only present simple	-	-	Discussing in pairs	-	-
Exercise 10	instructional	Form, use	Uses only present simple, (part c open task, can use more phrases)	- (part C provides opportunities to discover)	-	Part b is about cooperation, part c cooperation and communication	Compiling a dialogue can be motivational.	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 5								
Exercise 1	Informational	-	-	Vocabulary	-	-	-	-
Exercise 2	Elicit	-	-	Vocabulary	-	-	-	-
Exercise 3	Exploratory – content wise	Form, use, meaning	Mainly present simple	Discover through reading	-	-	Reading a text about New York	-
Exercise 4	elicit	-	-	Vocabulary	-	-	-	-
Exercise 5	Exploratory – vocabulary wise	Form, use	-	Vocabulary	-	-	-	-
Exercise 6	Elicit, instructional	Form, use, meaning	-	-	-	-	-	-
Exercise 7	Elicit	Form, use, meaning	Mainly present simple	-	-	-	Retelling a story, already read	-
Exercise 8	exploratory	Form, use, meaning	Open task, several different tense forms	Discovering through researching and reading	Internet sources	-	research about a city in America	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 6								

Exercise	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Exercise 1	Instructional	Form, use	Uses more phrases than in the *Map*	-	-	Pair work, cooperation	-	-
Exercise 2	Instructional, elicit	Form, use	Only present simple	-	-	-	-	-
Exercise 3	Exploratory	Form, use meaning	More tense forms than in the *Map*	Discovering through reading	-	-	The story is about a comb family	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	elicit	Form, use	Mainly past and present simple	-	-	-	-	-
Exercise 6	instructional	Form, use	Past simple tense form	-	-	-	-	-
Exercise 7	Exploratory	Form, use meaning	More tense forms than in the *Map*	Discovering through reading	-	-	The story is about a comb family	-
Exercise 8	Elicit	-	-	-	-	-	-	Words in L1
Exercise 9	instructional	Form, use	Reported speech, as in the *Map*	-	-	-	-	Explanations in L1
Exercise 10	instructional	Form, use	Reported speech, as in the *Map*	-	-	-	-	Explanations in L1
Exercise 11	instructional	Form, use	-	-	-	-	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 7								
Exercise 1	elicit	-	-	Discover vocabulary	-	-	Proverbs could spike the students interest	-
Exercise 2	instructional	Form, use	-	Discover some phrases and about the use of tense forms	-	Pair work, cooperation	Personal topic	-
Exercise 3	Exploratory	Form, use meaning	More tense forms than in the *Map*	Discovering through reading	-	-	The story is about a friend	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	elicit	Form, use	Mainly past and present simple	-	-	-	-	-
Exercise 6	Elicit	Form, use, meaning	Variety of tense forms	-	-	-	Retelling a story, already	-

Exercise	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
							read from new perspective	
Exercise 7	instructional	Form, use	Uses different tenses	Part B Discover through discussion	-	Part B is about cooperation	Making grammar more personal	-
Exercise 8	instructional	Form, use	Same as in the *Map*	-	-	-	-	Guiding materials provided in L1
Exercise 9	instructional	Form, use	Same as in the *Map*	-	-	-	-	Guiding materials provided in L1
Exercise 10	Exploratory	Form, use meaning	More tense forms than in the *Map*	Discovering through reading	-	-	The story is about a best friend	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 8								
Exercise 1	Exploratory	Form, use	-	-	Pictures are sketches	-	describing, talking about pictures	-
Exercise 2	Exploratory	Form, use meaning	More tense forms than in the *Map*	Discovering through reading	-	-	The story is about embarrassing situations	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	elicit	Form, use	Mainly past and present simple	-	-	-	-	-
Exercise 5	instructional	form, use	different tense forms could be used	Discover through discussion	-	Pair work, cooperation	Retelling the story, 3rd time that has to deal with the same text	-
Exercise 6	Instructional.	Form, use	Past and present simple	Discover through discussion		Discussion in pairs	Personal element added	-
Exercise 7	instructional	Form, use	More tense forms than in the *Map*	-	-	-	Matching text and pictures, could be interesting	-
Exercise 8	elicit	Form, use, meaning	Could use variety of forms	Could discover from each other	-	Pair work, cooperation	The students have to use their imaginati	-

							on	
Exercise 9	instructional	Form, use	Same as in the *Map*	-	-	-	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 9								
Exercise 1	elicit	Form, use, meaning	Uses several tense forms	Reading and listening	-	-	Talking about skipping school, the students can relate	-
Exercise 2	Elicit, exploratory	Form, use, meaning	Uses several different tense forms	Discover language through discussion	-	Pair work, communication, discussion	-	-
Exercise 3	informational	Form, use	Uses present simple tense	-	Newspaper article	-	-	-
Exercise 4	exploratory	Form, use, meaning	Several tense forms	Discovering through reading	Newspaper article	-	Talks about police and youth relations	-
Exercise 5	Elicit	-	-	-	-	-	-	Words in L1
Exercise 6	Elicit, exploratory	Form, use	includes several different tenses	-	-	-	Feeling down, sad, unhappy	-
Exercise 7	elicit	Form, use	Uses mainly present simple tense form	Discover through discussion	-	Pair work,	Feeling down, students could relate	-
Exercise 8	Elicit	-	-	-	-	-	-	Words in L1
Exercise 9	Elicit, exploratory	Form, use, meaning	Can use variety of tense forms	Discover through discussion	-	Pair work, cooperation	Expressing ones feelings	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 10								
Exercise 1	elicit	Form, use	Uses mainly present simple tense	-	-	-	-	-
Exercise 2	exploratory	Form, use, meaning	Several tense forms	Discovering through reading	The main character is real	-	Talks about an author	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	elicit	Form, use	Uses past and present	-	-	-	-	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
			simple					
Exercise 5	exploratory	Form, use, meaning	Open task, several different tense forms	Discovering through researching and reading	Internet sources	-	research about a city in America	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 11								
Exercise 1	elicit	Form, use	-	-	-	-	Different common phrases	-
Exercise 2	elicit	Form, use	Present perfect and present simple	-	-	-	Personal approach	-
Exercise 3	instructional	Form, use	Future simple	Discover through discussion	-	Pair work	New year's resolutions	-
Exercise 4	exploratory	Form, use, meaning	Several tense forms	Discovering through reading	From a book	-	Talks about an author	-
Exercise 5	Elicit	-	-	-	-	-	-	Words in L1
Exercise 6	instructional	Form, use	Several different tenses	-	-	-	Working with the text	-
Exercise 7	elicit	Form, use	Past tense forms used	-	-	-	working with the text	-
Exercise 8	Elicit, exploratory	Form, meaning, use	All tense forms are allowed	Discover through doing and presenting	-	presenting	-	-
Exercise 9	elicit	Form, use	present simple, past perfect, past simple tense forms	-	-	-	-	-
Exercise 10								
Exercise 11	elicit	Form, use	present simple tense form		-	-	-	-
Exercise 12	informational	form	-	Discover through discussion	-	Pair work	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 12								
Exercise 1	Informational	-	-	Vocabulary	-	-	-	Words in L1
Exercise 2	informational	-	-	vocabulary	-	-	-	Words in L1
Exercise 3	informational	Form	Past and present	-	-	-	-	Translation L1 to

			simple tense form					L2
Exercise 4	Elicit	Form, use	Past simple, present simple, present perfect	Discover through discussion	-	Pair work	Sharing personal experience	-
Exercise 5	exploratory	Form, use, meaning	Variety of tense forms	Discover through reading	From a book	-	religion	-
Exercise 6	Elicit	-	-	-	-	-	-	Words in L1
Exercise 7	instructional	Form, use	Several different tenses	-	-	-	Working with the text	-
Exercise 8	elicit	Form, use	Past tense forms used	-	-	-	working with the text	-
Exercise 9	Elicit, exploratory	Form, use meaning,	All tense forms are allowed	Discover through doing and presenting	-	presenting	Working with the text	-
Exercise 10	instructional	Form, use	Passive form	-	-	-	-	In the explanations
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 13								
Exercise 1	elicit	Form, use	-	-	-	-	Different sport phrases	-
Exercise 2	informational	-	-	vocabulary	-	-	-	-
Exercise 3	elicit	Form, use	-	vocabulary	-	Pair work	-	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	elicit	Form, use	Variety of tense forms	-	-	-	Personal approach	-
Exercise 6	exploratory	Form, use, meaning	Variety of tense forms	Discover through reading	-	-	Healthy life stile	-
Exercise 7	Elicit	-	-	-	-	-	-	Words in L1
Exercise 8	elicit	Form, use	Past tense forms used	-	-	Pair work	Personal questions	-
Exercise 9	exploratory	Form, use, meaning	Variety of tense forms	Discover through reading	-	-	Sport, football competitions	-
Exercise 10	Exploratory, elicit	Form, use, meaning	Variety of tense forms	Discover through discussion	-	Pair work	Thinking an ending to the story	-
Exercise 11	Exploratory, elicit	Form, use, meaning	Variety of tense forms	Discover through discussion	-	Group work	Playing out the story	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Exercise 12	informational	form	In accordance of the *Map*	-	-	-	-	Some information in L1
Exercise 13	instructional	Form, use	Past, present simple tense form	Discover through discussion	-	Pair work	Personal opinion	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 14								
Exercise 1	instructional	Form, use	According to the *Map*	-	-	-	-	-
Exercise 2	instructional	Form, use	According to the *Map*	-	-	-	-	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	exploratory	Form, use, meaning	Several tense forms could be used	Discovering through discussion	-	Pair work	Personal approach	-
Exercise 5	exploratory	Form, use, meaning	Several tense forms	Discover through reading	-	-	An accident	-
Exercise 6	Elicit	-	-	-	-	-	-	Words in L1
Exercise 7	elicit	Form, use	Past tense forms used	-	-	-	working with the text	-
Exercise 8	instructional	Form, use	Past simple	-	-	-	Working with the text	-
Exercise 9	Elicit, exploratory	Form, meaning, use	passive	-	-	-	-	-
Exercise 10	Elicit	Form, use	passive	-	-	-	About procedures done in hospital	-
Exercise 11	Exploratory, elicit	Form, use, meaning	Open task, can use variety of forms	Discover through discussion	-	Group work, communication, cooperation	Creating a poster	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 15								
Exercise 1	instructional	Form, use	Different forms	-	-	-	Internet communication	-
Exercise 2	exploratory	Form, use, meaning	Different forms	Discover through reading	-	-	Emails with different topics	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	instructional	Form, use	Present simple	-	-	-	Working with the	-

							text	
Exercise 5	elicit	Form, meaning, use	passive	Discover through reading	-	-	Talks about Tallinn	-
Exercise 6	exploratory	Form, use, meaning	Open task, several different tense forms	Discovering through researching and reading	Internet sources	-	research about Tallinn	Source provided is in L1
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 16								
Exercise 1	Elicit, instructional	Form, use	Mainly present simple	-	-	-	Personal approach	-
Exercise 2	informational	form	-	-	Pictures used are authentic	-	Interesting pictures from London	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	Landmark of London	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	Several different tenses	-	-	-	Working with the text	-
Exercise 6	elicit	Form, use	Several different	-	-	-	working with the text	-
Exercise 7	exploratory	Form, use, meaning	Open task, several different tense forms	Discovering through researching and reading	Internet sources	-	research about London	-
Exercise 8	Exploratory, elicit	Form, use, meaning	Different tense forms	Discover through discussion	-	Pair work, cooperation	Personal approach	-
Exercise 9	elicit	Form, use	Variety of tense forms	-	Pictures are authentic	-	Ticket information	-
Exercise 10	instructional	form	-	-	-	Pair work, cooperation	A quiz	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 17								
Exercise 1	Elicit, instructional	Form, use	Mainly present simple	-	-	-	Personal approach	-
Exercise 2	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	Award for young people	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	instructional	Form, use	Several different tenses	-	-	-	Working with the text	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Exercise 5	elicit	Form, use	Several different	-	-	-	working with the text	-
Exercise 6	elicit	Form, use, meaning	Several different forms	Discover through doing	-	-	Working with the text	-
Exercise 7	Elicit, exploratory	Form, meaning, use	Several forms	Discover through discussion	-	Pair work, cooperation	Same as the text	-
Exercise 8	exploratory	Form, use, meaning	Open task, several different tense forms	Discovering through researching and reading	Internet sources	-	research about DofE	-
Exercise 9	elicit	form	-	-	-	-	Polite phrases	-
Exercise 10	Exploratory, elicit	Form, use, meaning	Several different forms	Discover through communication and practice	-	Pair work	Role play	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 18								
Exercise 1	Informational, elicit	form	-	-	Pictures used are authentic	-	Interesting pictures	-
Exercise 2	Exploratory	Form, use, meaning,	Variety of forms	Discover through discussion	-	Pair work	Personal approach	-
Exercise 3	Exploratory, elicit	Form, use, meaning	Variety of forms	Discover through reading	-	-	Recycling	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	Instructional, elicit	Form, use, meaning	Different forms	Discover through discussion	-	Pair work, cooperation	Personal approach	-
Exercise 6	Exploratory, elicit	Forms, use, meaning	Different forms	Discover through cooperation	-	Pair work, cooperation, communication	Role paly	-
Exercise 7	Informational, instructional	Form, use	conditional	-	-	-	-	instructions provided in L1
Exercise 8	Informational, instructional	Form, use	Using because, therefore	-	-	-	-	instructions provided in L1
Exercise 9	instructional	Form, use	Uses provided forms according to the *Map*	-	-	-	Talks about other families recycling	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 19								

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Exercise 1	informational	form	-	-	Blessings are authentic	-	-	-
Exercise 2	Elicit	Form, use	Different forms	Discover through discussion	-	Pair work, cooperation	quiz	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About Ireland	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	Several different tenses	-	-	-	Working with the text	-
Exercise 6	elicit	Form, use, meaning	Several different	-	-	-	Different topics related to Ireland	-
Exercise 7	Exploratory, elicit	Form, use, meaning	Several different	Discover through discussion	Proverbs are authentic	Pair work, cooperation	Irish proverbs	-
Exercise 8	Exploratory, elicit	Form, use, meaning	Several forms	Discover through discussion	-	Pair work, cooperation	Personal approach	-
Exercise 9	Exploratory, elicit	Form, use, meaning	Several forms	Discover through discussion and research	Authentic sources for research	Group work	Preparing a report	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 20								
Exercise 1	Exploratory, elicit	Form, use, meaning	Several forms	Discover through discussion	-	Pair work, cooperation	Personal approach	-
Exercise 2	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About American English	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	instructional	Form, use	Several different tenses	-	-	-	Working with the text	-
Exercise 5	instructional	Form, use	-	-	-	-	Same as the text	-
Exercise 6	Exploratory, elicit	Form, use, meaning	Several forms	Discover through research	Authentic sources for research	-	Preparing a report	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1

Appendix 2. I Love English 7

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 1								
Exercise 1	Elicit, instructional	Form, use	Past simple and present perfect	Discover through communication	-	Pair work, cooperation	Personal approach	-
Exercise 2	exploratory	Form, use, meaning,	Open task	Discover through doing and listening	-	presentations	Personal approach	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About a student's summer	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	past and present simple	-	-	-	Working with the text	-
Exercise 6	instructional	Form, use	-	-	-	-	Working with the text	-
Exercise 7	Elicit, instructional	Form, use	Past tenses, introduced in the *Map*	-	-	-	Same as the text	-
Exercise 8	Elicit, instructional	Form, use	Same as the prior exercises	-	-	-	Same as the text	-
Exercise 9	instructional	Form, use	*Have sth done*	-	-	-	-	Example sentences translated
Exercise 10	instructional	Form, use	Practices the form presented	-	-	Pair work, cooperation	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 2								
Exercise 1	Elicit, instructional	Form, use	-	Discover through discussion	-	Pair work, cooperation	Personal approach	-
Exercise 2	Elicit, exploratory	Form, use, meaning	More tenses than in the *Map*	Discover through reading	-	-	Brain power	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	instructional	Form, use	past and present simple	-	-	-	Working with the text	-
Exercise 5	Elicit, instructional	Form, use	-	-	-	-	Personal approach	-
Exercise	Elicit,	Form, use,	Several	Discover	-	Pair work,	Role paly	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
6	exploratory	meaning	tense forms	through doing, discussing		cooperation		
Exercise 7	Instructional	Form, use	-	-	-	-	-	-
Exercise 8	instructional	form	-	-	-	-	-	-
Exercise 9	instructional	Form	-	-	-	-	-	-
Exercise 10	Elicit, exploratory	Form, use, meaning	More forms then in the Map	Discover through doing, discussing	-	Pair work, cooperation	Joke, role play	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 3								
Exercise 1	instructional	Form, use	As in the *Map*	-	-	-	-	-
Exercise 2	instructional	Form, use	Past simple	-/discover through discussion	-	cooperation	Personal approach	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About a girl talk	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	past and present simple	-	-	-	Working with the text	-
Exercise 6	instructional	Form, use	Same as text	-	-	-	Working with the text	-
Exercise 7	Elicit, instructional	Form, use	Same as the prior exercises	-	-	-	Same as the text	-
Exercise 8	instructional	Form, use	-	-	-	-	-	Example sentences in L1
Exercise 9	Elicit, exploratory	Form, use, meaning	Different forms	Discover through discussion	-	Cooperation, pair work	Role play	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 4								
Exercise 1	instructional	form	-	-	-	-	Matching pictures	-
Exercise 2	Elicit, exploratory	Form, use, meaning	Variety of forms	Discover through discussion	-	Cooperation, pair work	Personal approach	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About dress code	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	past and present simple	-	-	-	Working with the text	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Exercise 6	instructional	Form, use	Same as text	-	-	-	Working with the text	-
Exercise 7	Elicit, instructional	Form, use	Same as the prior exercises	-	-	-	Same as the text	-
Exercise 8	instructional	Form, use	Past, present simple	-	-	-	-	-
Exercise 9	Elicit, exploratory	Form, meaning, use	-	Discover through presenting	-	-	Expressing opinion	-
Exercise 10	Instructional, exploratory	Form/form, meaning, use	-/variety of forms	Discover though discussion	-	Cooperation, talking to parents	Personal approach	Explanation uses L1
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 5								
Exercise 1	Elicit, informational	Form, use	Present simple	-	-	Pair work, cooperation	India	-
Exercise 2	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About India	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	instructional	Form, use	past and present simple	-	-	-	Working with the text	-
Exercise 5	instructional	Form, use	Same as text	-	-	-	Working with the text	-
Exercise 6	Elicit, exploratory	Form, use, meaning	Same as the prior exercises	-	Authentic sources	Group work	research online for a report	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 6								
Exercise 1	Elicit, instructional	Form, use	As in the *Map*	-	-	Pair work	Personal approach	-
Exercise 2	elicit	Form, use	Present simple	Discover through listening	-	-	-	-
Exercise 3	Elicit, instructional	Form, use	-	-	-	Pair work, comparison	Personal approach	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	Exploratory, elicit	Form, use, meaning	Variety of tense forms	Discover through discussion	-	Pair work, comparing	Personal approach	-
Exercise 6	instructional	form	-	-	-	Short discussion part	-	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Exercise 7	Informational	form	Past simple	-	-	-	-	-
Exercise 8	Informational	Form, use	Past simple	-	-	-	-	-
Exercise 9	instructional	Form, use	Future simple, present continuous	Discover through doing	-	-	Personal approach	-
Exercise 10	exploratory	Form, use	-	Discover through doing	-	questions	mindmap	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 7								
Exercise 1	instructional	Form, use	Past simple	-	-	-	Matching pictures	-
Exercise 2	Elicit,	Form, use	Present simple	-	-	Pair work	Personal approach	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About weather in Britain	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	Same as text	-	-	-	Working with the text	-
Exercise 6	Elicit, instructional	Form, use, meaning	Variety of forms	Discover through doing	-	-	-	-
Exercise 7	informational	form	According to the *Map*	-	-	-	-	-
Exercise 8	instructional	Form, use	According to the *Map*	-	-	-	-	-
Exercise 9	Instructional, exploratory	Form, use, meaning	According to the *Map*	-	-	-	Role play	-
Exercise 10	Instructional, informational	Form, use	According to the *Map*	-	Authentic poem	-	Bad weather	-
Exercise 11	Elicit, instructional	Form, use	Variety of forms	-	-	Pair work, comparison	weather	-
Exercise 12	Informational	Form, use	According to the *Map*	-	-	-	-	-
Exercise 13	instructional	Form, use	According to the *Map*	-	-	-	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 8								
Exercise 1	informational	form	-	-	-	-	-	-
Exercise 2	Instructional, elicit	Form, use	-	Discover through discussion	-	Pair work	Personal approach	-
Exercise	Exploratory	Form,	Different	Discover	-	-	About	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
3	ry, elicit	meaning, use	forms	through reading			music festival	
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	Same as text	-	-	-	Working with the text	-
Exercise 6	instructional	Form, use	Past and present simple	-	-	Pair work	Working with the text	-
Exercise 7	instructional	Form, use	Same as text	-	-	-	Working with a text	-
Exercise 8	exploratory	Form, use, meaning	variety	Discover through researching, doing	Authentic sources	-	presentation	-
Exercise 9	instructional	Form, use	Variety of forms	Discover through discussion	-	Pair work	-	-
Exercise 10	Informational, instructional	Form, use	-	-	-	-	-	-
Exercise 11	Elicit, exploratory	Form, meaning, use	Variety of forms	Discover through reading, doing	-	Pair work	Role play	-
Exercise 12	Exploratory, elicit	Form, use, meaning	Variety of forms	Discover through discussion	-	Pair work	Role play	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Motivational topics	The use of L1
Unit 9								
Exercise 1	Exploratory, elicit	Form, use, meaning	Past, present simple	Discover through communication	-	Pair work	Personal approach	
Exercise 2	instructional	form	-	-	-	-	-	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About name tradition	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	Past and present simple	-	-	Pair work	Working with the text	-
Exercise 6	instructional	Form, use	Same as text	-	-	-	Working with a text	-
Exercise 7	Elicit, instructional	Form, use	Present simple	Discover through discussion	-	Pair work	Personal approach	-
Exercise 8	exploratory	Form, use	Past, present simple	-	-	-	-	-
Exercise	Explorato	Form, use,	variety	Discover	Authentic	Talking with	Personal	-

9	ry, elicit	meaning		through doing	sources	family	approach, presentation	
Exercise 10	instructional	Form, use	According to the *Map*	-	-	-	-	-
Exercise 11	instructional	Form, use	According to the *Map*	-	-	-	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Moti-vational topics	The use of L1
Unit 10								
Exercise 1	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	About nicknames	-
Exercise 2	Elicit	-	-	-	-	-	-	Words in L1
Exercise 3	Elicit	Form, use	Mainly present simple	-	-	Pair work	Personal approach	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Moti-vational topics	The use of L1
Unit 11								
Exercise 1	elicit	Form, use	Present simple	-	-	Pair work	Personal approach	-
Exercise 2	elicit	Form, use	Variety of forms	Discover through discussion	-	Pair work	movies	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	The movies are real	-	About movies	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	elicit	Form	-	-	-	-	Same as text	-
Exercise 6	exploratory	Form, use, meaning,	variety	Discover through doing	Real movie, internet research	-	Movie plot summary	-
Exercise 7	instructional	Form, use	Past and present simple	-	-	compare	Movie genres	-
Exercise 8	Elicit, exploratory	Form, meaning, use	variety	Discover through reading and doing	-	Pair work	Role play	-
Exercise 9	instructional	Form, use	According to the *Map*	-	-	Pair work	Inviting each other to the movies	-
Exercise 10	instructional	Form, use	Present simple	-	-	-	-	Rules are in L1
Exercise 11	instructional	Form, use	variety	-	-	-	-	sentences in L1
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communication cooperation	Moti-vational topics	The use of L1

	Unit 12							
Exercise 1	instructional	Form, use	-	-	-	Pair work	-	-
Exercise 2	exploratory	Form, meaning, use	Variety of forms	Discover through discussion	-	Group work	bands	-
Exercise 3	instructional	Form, use	Present simple	-	-	-	-	-
Exercise 4	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	Person is authentic	About a pianist	-
Exercise 5	Elicit	-	-	-	-	-	-	Words in L1
Exercise 6	instructional	Form, use	Past and present simple	-	-	Pair work	Working with the text	-
Exercise 7	Instructional + exploratory	Form, use + meaning	Variety of tense forms	-	Additional search from internet	-	Summing up the text	-
Exercise 8	exploratory	Form, use, meaning,	variety of forms	Discover through doing, research	Sources, magazines	-	Presentation about ones favourite band	-
Exercise 9	Instructional, elicit	Form, use	According to the *Map*	-	-	Pair work	Role play	-
Exercise 10	Informational, instructional	Form, use	According to the *Map*	-	-	-	-	Information about rules in L1
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
	Unit 13							
Exercise 1	instructional	Form, use	Past, present simple	-	-	-	Personal approach	-
Exercise 2	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	From a newspaper	About a hairstylist	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	instructional	Form, use	Past and present simple	-	-	-	Working with the text	-
Exercise 5	instructional	Form, use	Present simple	-	-	-	-	-
Exercise 6	informational	Form, use	Present, past simple	-	Pictures are authentic	-	-	-
Exercise 7	instructional	Form, use	Present simple	-	Pictures are authentic	-	Pictures could be intriguing	-
Exercise 8	Elicit,	Form, use, meaning	Present simple	-	-	Pair work	Personal approach	-
Exercise 9	Elicit, explorato	Form, use, meaning	Variety of tenses	Discover through	-	Group work	Role play	-

				discussing and doing				
Exercise 10	informational	Form, use	According to the *Map*	-	-	-	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 14								
Exercise 1	informational	form	-	-	-	-	-	-
Exercise 2	elicit	Form, use	variety	-	-	-	Personal approach	-
Exercise 3	instructional	Form, use	Present simple	-	-	-	Describing a picture	-
Exercise 4	Exploratory, elicit	Form, use meaning,	Different forms	Discover through reading	-	-	About travel tips	-
Exercise 5	Elicit	-	-	-	-	-	-	Words in L1
Exercise 6	exploratory	Form, use, meaning	different	Discover through discussion	-	Group work	Personal approach	-
Exercise 7	informational	form	-	-	-	-	-	-
Exercise 8	informational	form	-	-	-	-	-	-
Exercise 9	informational	form	-	-	-	-	-	-
Exercise 10	exploratory	Form, use, meaning	variety	Discover through discussion	-	Pair work	travelling	-
Exercise 11	informational	Form, use	According to the *Map*	-	-	-	-	Information box uses L1
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 15								
Exercise 1	instructional	Form, use	Present simple	-	-	Presenting to each other	Describing a picture	-
Exercise 2	Exploratory, elicit	Form, use meaning,	Different forms	Discover through reading	-	-	About travel tips	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	Instructional	Form, use,	Mainly present simple	-	-	-	Same as text	-
Exercise 5	Instructional	Form, use,	Mainly present simple	-	-	-	Same as text	-
Exercise 6	informational	Form, use	According to the *Map*	-	-	-	-	-
	The aim of the material	Form- Use-Meaning-	Linear framework	Discovering language	Authentic materials	Cooperation, communication	motivation, topics	The use of L1
Unit 16								

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Exercise 1	Informational, elicit	Form, use	-	-	-	-	-	-
Exercise 2	Exploratory, elicit	Form, use meaning,	Different forms	Discover through reading	-	-	About Canada	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	elicit	Form, use	Present simple	-	-	-	Personal approach	-
Exercise 5	exploratory	Form, use, meaning	variety	Discover through doing	Pictures are authentic	-	Describing pictures	-
Exercise 6	Exploratory, elicit	Form, use meaning,	Different forms	Discover through reading	-	-	Emails	-
Exercise 7	instructional	Form, use	Variety of forms	-	-	-	-	-
Exercise 8	instructional	Form, use	Variety of forms	-	-	-	-	-
Exercise 9	informational	Form, use	Future – as in the *Map*	-	-	-	-	-
Exercise 10	Exploratory, elicit	Form, use, meaning	variety	Discovering through doing, and listening	Research authentic	presentations	Tallinn	-
Exercise 11	informational	Form, use	-	-	-	Pair work	Role play	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 17								
Exercise 1	elicit	Form, use	Present simple	-	-	Part b is pair work discussion	Personal approach	-
Exercise 2	informational	Form, use	Present simple	-	-	Pair work	-	-
Exercise 3	Exploratory, elicit	Form, meaning, use	Different forms	Discover through reading	-	-	Story of two horses	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	Past and present simple	-	-	-	Working with the text	-
Exercise 6	instructional	Form, use	Same as text	-	-	-	Working with a text	-
Exercise 7	informational	Form, use	variety	-	-	-	-	-
Exercise 8	Informational	Form, use	variety	-	-	-	Saying sorry	-
Exercise 9	elicit	Form, use, meaning	variety	Discover through reading	-	Pair work	Role paly	-
Exercise 10	instructional	Form, use, meaning	variety	Discover through discussing	-	Pair work	Role play	-
Exercise 11	elicit	Form, use,	variety	Discover	-	Group work	Telling	-

	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
11		meaning,		through doing			stories	
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 18								
Exercise 1	instructional	Form, use	present simple	-	-	-	Estonia's nature	-
Exercise 2	elicit	Form, use	variety	Discover through discussion	-	Group work	Personal approach	-
Exercise 3	Exploratory, elicit	Form, use, meaning,	Different forms	Discover through reading	Authentic pictures	-	Natural sights of Estonia	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	instructional	Form, use	-	-	-	-	Same as the text	-
Exercise 6	Elicit, exploratory	Form, use, meaning	Different form	Discover through discussion	-	Presenting stories	Personal experience	-
Exercise 7	Exploratory, elicit	Form, use meaning,	Different forms	Discover through reading	-	-	Natural sights of Estonia	-
Exercise 8	instructional	Form, use	Same as in the *Map*	-	-	-	-	-
Exercise 9	Exploratory, elicit	Form, use, meaning	variety	Discover through discussion, research	Authentic picture of Saaremaa	Group work	Role play	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 19								
Exercise 1	Elicit, instructional	Form, use	Present simple	-	-	Pair work	-	-
Exercise 2	informational	form	-	-	-	-	-	-
Exercise 3	Exploratory, elicit	Form, use, meaning,	Different forms	Discover through reading	Authentic pictures	-	Wales	-
Exercise 4	Elicit	-	-	-	-	-	-	Words in L1
Exercise 5	informational	form	-	-	-	-	-	-
Exercise 6	informational	form	-	-	-	-	-	-
Exercise 7	informational	form	Present simple	-	-	-	-	-
Exercise 8	Exploratory, elicit	Form, use, meaning,	Different forms	Discover through reading	Authentic pictures	-	Wales	-
Exercise 9	Elicit, instructional	Form, use, meaning	Different forms	Discover through discussion	-	-	Personal approach	-
Exercise 10	Exploratory, elicit	Form, use, meaning,	Different forms	Discover through reading	Authentic pictures	-	Lovespoons	-

Exercise 11	instructional	Form, use	Present simple	-	-	Pair work	Role play	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1
Unit 20								
Exercise 1	instructional	Form, use	Present simple	-	-	Pair work	Personal experience	-
Exercise 2	Exploratory, elicit	Form, use, meaning,	Different forms	Discover through reading	Authentic pictures	-	parties	-
Exercise 3	Elicit	-	-	-	-	-	-	Words in L1
Exercise 4	instructional	Form, use	-	-	-	-	Working with text	-
Exercise 5	elicit	Form, use	Present simple	-	-	-	Working with the text	-
Exercise 6	informational	Form, use	-	-	Real life sayings	-	-	-
	The aim of the material	Form-Meaning-Use	Linear framework	Discovering language	Authentic materials	Communi-cation cooperation	Moti-vational topics	The use of L1

Appendix 3. Exercise 1 and 2

Exercise 1. ILE 6 unit 3

Report: Drivers pay for poor road, bridge conditions. Maria Valvanis TWC news.

The state of New York's roads _____(outline) in a report _____(release) on Wednesday.

Our Maria Valvanis has the details. Auto shops _____(see) their fair share of damaged cars. "Probably _____to_____ (go, cost) about $600 in mechanical damage, and that is not even including body work," ____ (sai) Jerry Kallner, the owner of Auto Medics. He _____ (refer) to one of the cars awaiting repairs at his shop. That damage _____ (cause) by a pothole, hundreds of them on our roadways _____(keep) customers rolling in. Kallner said, "For business it definitely helps, but customers _____ (have) a hard time, money is tight in this world, and it _____ (be) hard to afford these large repairs."

"About 51 percent of the major roads in Albany ____ (be) in either poor or mediocre condition, and about 32 percent of bridges need to_____ (be) repaired or replaced," said Carolyn Kelly, the research and communications director for TRIP. TRIP, a national transportation research group, _____ (release) a report on Wednesday. It _____ (provide) an inside look at how much poor road conditions _____ (cost) drivers. Kelly said, "The average driver here in Albany _____ (lose) $1,600 each year from driving on roads that _____ (be deteriorate), and not as safe as they could be." That figure _____ (measure) out to more than $20 billion lost per year for drivers across New York State.

    "If the state _____(can) spend even a fraction of that cost, it _____(go) a long way for the transportation system, and ease the burden on drivers," said Kelly. By _____ (release) this report, TRIP is hoping local, state, and federal, governments _____ (allocate) more money to transportation crews in their budgets to make roads safer, and saving drivers' money." As we_____(strive) to have a growing and robust economy, without proper roads and bridges, that opportunity _____never_____(become) a reality," said Mark Eagan, the president of the Albany-Colonie Chamber of Commerce. Kelly _____ (add), "Without more funding transportation is only going to get worse."

Exercise 2. ILE 7 unit 14

How did I manage to fall for a Goa gem scam? Sarah Bowles -The Guardian

When Sarah Bowles _____ (wake_up) in a Berlin youth hostel on a chilly morning just before Christmas, she _____ (feel) both sick and relieved. Sick because she _____ (know) that her £6,500 life savings _____ (be) lost and she would have to explain to her family why she _____ (be) in Germany rather than travelling in India. And yet relieved that her ordeal was over, not least as she had avoided the real threat of ending up in prison.

Her story? She _____ (fall) for one of the growing number of ingenious jewellery scams _____ (perpetrate) against lone travellers – particularly in the Indian state of Goa, but also elsewhere.

Back in the UK, the articulate, educated 28-year-old from Surrey _____ (can) quite believe what _____ (happen). In an interview with Guardian Money, she _____(reveal) how she _____ (fall) for a highly sophisticated scam in which the fraudsters _____ (be) so confident of ripping her off that they _____(give) her a plane ticket to Berlin and €500 in cash. However, Bowles _____ (get off) relatively lightly, she ____ (have) since _____ (discover). Another woman who _____ (be) similarly ____ (con) reportedly lost $50,000. Her hope is that others _____ (learn) from her experience.

Bowles's story _____ (start) last month. After travelling around India with a friend, who____ (leave) to go home, she found herself alone for the first time, staying in a beach hut in Goa. It _____ (be) part of a trip of a lifetime for which she _____(have save) for years, and she _____ (be plan) the next leg.

As she _____ (be walk) through a market one day, Bowles _____ (be greet) by two young Indian men, who ____ (ask) "how is your life?" They ____ (get) into a conversation, and she_____ (end up) having tea with them. The well-to-do pair ____ (talk) about their families and their lives as jewellery designers in Mumbai, further up the coast. They ____ (ask) her why Europeans were friendly to Indian visitors to Europe, but standoff-ish in India, making her feel guilty.

Appendix 4. Exercise 3 and 4

Exercise 3. ILE 6 unit 8

In pairs act out the following situations: Try not to provide too much information about the situation you are in. Others have to guess it based upon the content you are using. Do not mention words that are bolded.

A: You are at a **job interview** for a developing position in **Skype**. You have just graduated you BA and want to work for **Skype**. B: You are the COO (Chief operating officer) of Skype. You have to hire a new developer. Find out the background and competence of the applicant	A: you are an athlete who would like to go to the **Olympics**, but need **sponsors**. You are meeting with a company called **Tallegg** and providing ideas for a commercial. B: You are **Tallegg's** agent and have a meeting with a young athlete who you might be interested in supporting, depending on his/her ideas for the commercials.	A: you are interested in buying a **car**. It is a used car from Germany. You need to know it's history and conditions to make an informed decision. B: You are selling a used **car** from Germany. It is fairly old, the carburettor is broken and some other issues. But you know that you have to sell it fast or you will need to spend money on fixing it yourself.
A: You want to go to a **party**. You need to ask your mum/dad for permission and are willing to do anything after the **party**. B: your child wants to go to a **party**. However, you are not so happy about it and would like her to help you with housework before he/she goes.	A: you want to be the next **student body** (ÕOV) president. You are debating a teacher about the amount of homework. B: you are debating a student who wants to be the next **student body** president. You think she is not the best candidate and try to convince the others as well.	A: you were just caught with cheating at your **math test**. You need to convince you teacher to allow you to retake the test, because you actually studied. B: you just caught one of your students cheating at your **math test**. You think this means he/she did not study. You think this student should be made an example to others not to cheat again.

Exercise 4. ILE 7 unit 8

Mr Malcolm was murdered last night. The medical examiner says the time of death to be around 9-10. According to the security videos, which are covering all exits, only three people besides the victim were at the estate at that time. Two detectives are there to find out what had happened. In order to do so they are questioning the wife, child and the butler. One of them is the killer, find out which.

Pick a card and play. In the beginning you have 4 minutes, the suspects will agree upon a common story to present to the detectives and the detectives will spend that time coming up with questions they need to ask the suspects. Detectives will lead the interrogations.

Role cards: (players do not know the content of each other's cards)

Detective nr 1:	Detective nr 2:	Wife - Eloise:	Child:	Butler:
Your job is to get the suspects to turn on each other	Your job is to try and find out the motive for the murder	Your job is to hide the fact that you and the butler were having an affair.	You loved your father dearly and think your did it. You knew they were having problems.	You are the murderer. You killed your boss, because you love his wife Eloise.

After the role-play discuss with your classmates and other groups the different scenarios and outcomes of this task. The discussion should answer the following questions. Did all the groups arrest the same person? What were the reasons for the arrests? Who played the main role in the investigation?

Appendix 5. Exercise 5 and 6

Exercise 5. ILE 6 unit 6

Read the text and decide which sentences, parts of the story provide background information and which sentences carry the main ideas in this story.

Give time to our family

After 21 years of marriage, my wife wanted me to take another woman out to dinner and a movie. She said, "I love you, but I know this other woman loves you and would love to spend some time with you."

The other woman that my wife wanted me to visit was my mother, who has been a widow for 19 years, but the demands of my work and my three children had made it possible to visit her only occasionally. That night I called to invite her to go out for dinner and a movie. "What's wrong, are you well?" she asked.

My mother is the type of woman who suspects that a late night call or a surprise invitation is a sign of bad news. "I thought that it would be pleasant to spend some time with you," I responded. "Just the two of us." She thought about it for a moment, and then said, "I would like that very much."

That Friday after work, as I drove over to pick her up I was a bit nervous. When I arrived at her house, I noticed that she, too, seemed to be nervous about our date. She waited in the door with her coat on. She had curled her hair and was wearing the dress that she had worn to celebrate her last wedding anniversary. She smiled from a face that was as radiant as an angel's. "I told my friends that I was going to go out with my son, and they were impressed, "she said, as she got into the car. "They can't wait to hear about our meeting."

We went to a restaurant that, although not elegant, was very nice and cozy. My mother took my arm as if she were the First Lady. After we sat down, I had to read the menu. Her eyes could only read large print. Half way through the entries, I lifted my eyes and saw Mom sitting there staring at me. A nostalgic smile was on her lips. "It was I who used to have to read the menu when you were small," she said. "Then it's time that you relax and let me return the favor," I responded. During the dinner, we had an agreeable conversation – nothing extraordinary but catching up on recent events of each other's life. We talked so much that we missed the movie. As we arrived at her house later, she said, "I'll go out with you again, but only if you let me invite you." I agreed.

"How was your dinner date?" asked my wife when I got home. "Very nice. Much more so than I could have imagined," I answered.

A few days later, my mother died of a massive heart attack. It happened so suddenly that I didn't have a chance to do anything for her. Some time later, I received an envelope with a copy of a restaurant receipt from the same place mother and I had dined. An attached note said: "I paid this bill in advance. I wasn't sure that I could be there; but nevertheless, I paid for two plates – one for you and the other for your wife. You will never know what that night meant for me. I love you, son."

At that moment, I understood the importance of saying in time: "I love you" and to give our loved ones the time that they deserve. Nothing in life is more important than your family. Give them the time they deserve, because these things cannot be put off till "some other time."

Exercise 6. ILE 7 unit 17

Read the text and decide which sentences, parts of the story provide background information and which sentences carry the main ideas in this story.

Laughter is The Best Medicine

By Peter McWilliams, From "Chicken Soup for the Surviving Soul"

Many years ago, Norman Cousins was diagnosed as "terminally ill". He was given six months to live. His chance for recovery was 1 in 500. He could see the worry, depression and anger in his life contributed to, and perhaps helped cause, his disease. He wondered, "If illness can be caused by negativity, can wellness be created by positivity?"

He decided to make an experiment of himself. Laughter was one of the most positive activities he knew. He rented all the funny movies he could find – Keaton, Chaplin, Fields, the Marx Brothers. (This was before VCRs, so he had to rent the actual films.) He read funny stories. He asked his friends to call him whenever they said, heard or did something funny. His pain was so great he could not sleep. Laughing for 10 solid minutes, he found, relieved the pain for several hours so he could sleep.

He fully recovered from his illness and lived another 20 happy, healthy and productive years. (His journey is detailed in his book, Anatomy of an Illness.) He credits visualization, the love of his family and friends, and laughter for his recovery.

Some people think laughter is a waste of time. It is a luxury, they say, a frivolity, something to indulge in only every so often. Nothing could be further from the truth.

Laughter is essential to our equilibrium, to our well-being, to our aliveness. If we're not well, laughter helps us get well; if we are well, laughter helps us stay that way.

Since Cousins' ground-breaking subjective work, scientific studies have shown that laughter has a curative effect on the body, the mind and the emotions. So, if you like laughter, consider it sound medical advice to indulge in it as often as you can. If you don't like laughter, then take your medicine – laugh anyway. Use whatever makes you laugh – movies, sitcoms, Monty Python, records, books, New Yorker cartoons, jokes, and friends. Give yourself permission to laugh – long and loud and out loud – whenever anything strikes you as funny. The people around you may think you're strange, but sooner or later they'll join in even if they don't know what you're laughing about. Some diseases may be contagious, but none is as contagious as the cure. . . laughter.

Appendix 6. Exercises 7 and 8

Exercise 7. ILE 6 unit 7

Read the sentences below and underline the correct option according to the episode of Dragons: Defenders of Berk.

1. Snotlout was angry with Fishlegs and his dragon Meatlug because they had been flying too *fast/slow*.

2. The team was following an outcast ship, which *was too fast for the dragons/ managed to hide between the cliffs*.

3. Fishlegs told Hiccup he *can/couldn't* patrol the cliffs.

4. Hiccup told Fishlegs to use his dragon call if he *spotted anything/ would hear anything*.

5. Fishlegs was upset because there was plenty of stuff they *do better that the others/ had done faster than the others*.

6. Gobber made Meatlug feel better by *tickling her/ making her take the medicine*.

7. Meatlug *had never/ had always* produced lava like Gronkle iron.

8. Gobber *suggested/asked permission for* using Gronkle iron for making Hiccup's new shield stronger and lighter.

9. Fishlegs *knew/ didn't know* which rocks make Gronkle iron.

10. When Fishlegs get emotional he starts *eating/ to dance around*.

11. Snotlout *blamed/didn't blame* Astrid for Meatlug quitting the team.

12. Thanks to the rocks Gobber fed to Meatlug she *started flying really fast/ attracting metal*.

13. Hiccup apologised to Fishlegs for *leaving him behind/calling him names* the other day.

14. Fishlegs told Gobber that they can't work with him anymore because their responsibilities to the academy *were going to keep/were keeping* them pretty busy.

15. Gobber told Fishlegs that everyone who *drives off an Outcast ship /has made Gronkle Iron* deserves a good sward.

Exercise 8. ILE 7 unit 6

Read the sentences below and underline the correct option according to the episode of Dragons: Defenders of Berk.

1. Astrid told Hiccup that *he might want to take some notes/ she will beat him at the competition*.

2. Astrid said that Hiccup and toothless *will be best one day/ are still the best*.

3. Mulch said that it is better than the days when *it was kill or be killed/ we had to regularly feed the dragons at three*.

4. Hiccup said that most of them on Berk were *willing to take the good with the bad/ had to share a house with the dragons'*.

5. Dragons *had eaten all Mildews cabbages/ wanted to eat Mildew's sheep*.

6. When Mildew came to the village, people were in the middle of *chasing away the dragons/ storing food*.

7. Mildew said that dragons are not meant *to live among civilised men/ to eat the same food as civilised men*.

8. Mildew demanded dragons *to be trained/ to be caged*.

9. Hiccup wanted a chance to prove *he can fight the dragons and win/ he can deal with the dragons*.

10. Hiccup was helping *the dragons to break stuff/ the village people to control the dragons*.

11. Hiccup told Astrid his day *had been uneventful/was full of training dragons*.

12. Hiccup taught others *to scream at the dragons/ to tickle them under their chin* if you want them to release whatever they have in their mouth.

13. Dragons had *eaten the entire food supply/ destroyed all the houses in the village* with one day.

14. Hiccup said that *dragons are going to do what dragons do/ dragons are going to do what they are told*.

15. Hiccup and the team showed everyone that dragons are going to act according to their nature, but people just *need to work with them/ have to make dragons obey*.

Appendix 7. Exercises 9 and 10

Exercise 9. ILE 6 unit 3

Look at the map and compile a dialogue.

A: You are a tourist You want to walk from the Sydney Opera House to the hotel Rendezvous Hotel Sydney The Rocks, 75 Harrington St. Try to ask additional questions.
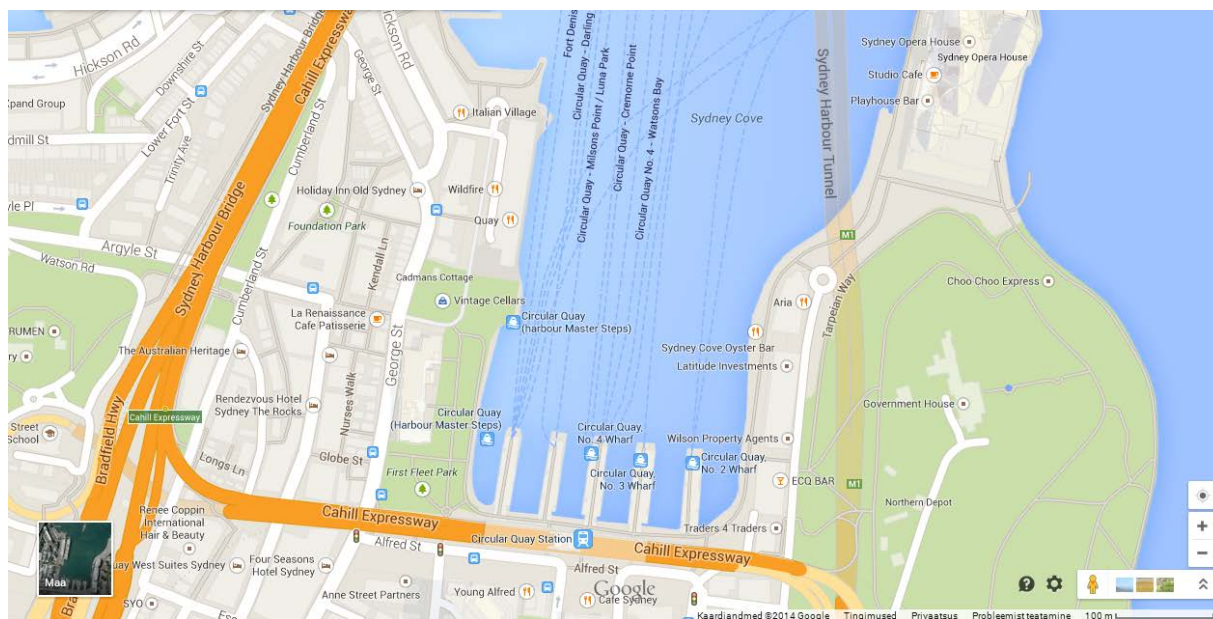
B: You are a local person, who tries to help out a tourist. Later check whether the directions you provided were correct.
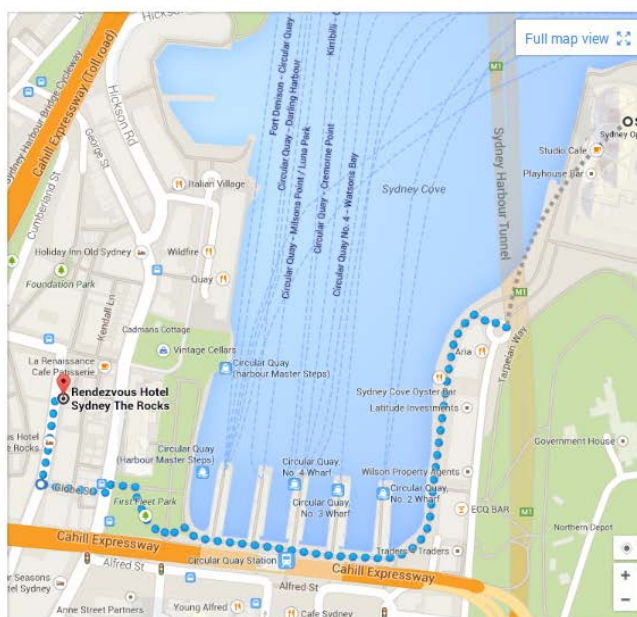
Exercise 10. ILE 7 unit 2, exercise 6

After finishing the dialogue, check whether you have used similar arguments for eating healthy or a hamburger as Desy Kriswintari, the author of The Advantages and Disadvantages of Eating Fast Food, Science Dual Degree Program.

Eating is one of the human's activities that it is enjoyable. There are many kinds of food available to eat, no exception is fast food. Fast food is a kind of meal which is prepared or served quickly. Some people argue that by eating fast food, they may get the advantages and disadvantages. These reasons will be illustrated in the following essays.

The advantage of consuming fast foods is that it can save time. Fast foods, such as hamburger and pizza only need a short time to order. Moreover, nowadays, the restaurants which sell them can be found easily. Therefore, no matter when you are hungry, or wherever you are, there is probably at least one fast food restaurant just a short drive away.

Another advantage of eating fast foods is that they have a good taste. For instance, snack, spaghetti and fried chicken have special flavours which make the consumers be addicted. Because in fact, such fast foods are added with additives, such as Monosodium glutamate and sodium which can improve the taste of food. However, eating fast foods also has disadvantage is that it is one of factors causing obesity. Generally, fast foods have many of calories and these accumulate in the body as fat deposits that can cause obesity. In addition, with obesity come other problems like high blood pressure and diseases of the joints. Some researchers have shown that there is a direct link between fast food and obesity on children.

All in all, human being should think twice if they want to eat fast foods in order to keep away from the negative impacts. Therefore, they can take another choice of fast foods such salad which has low calories and good nutrients. Thus, the human body will remain healthy.

Appendix 8. Exercises 11 and 12

Exercise 11. ILE 6 unit 11

Write a story (90 words) using these three phrases.

1. When I first walked through the farm gates I did not know what to expect.

2. I had never seen anything like it; it was as if the goat was….

3. I am never going to say….

Exercise 12. ILE 7 unit 13

Write a story (100 words) using these three phrases.

1. I had never seen a museum that…

2. I was so excited, the anticipation was overwhelming…..

3. I will remember this, I shall return and…..

RESÜMEE

TARTU ÜLIKOOL

INGLISE FILOLOOGIA OSAKOND

Kai Klandorf

Contextual approach to grammar teaching with the emphasis on tense forms: Analysis of *I Love English* textbooks 6 and 7 and forming additional materials for those textbooks

Kontekstuaalne lähenemine grammatika õpetamisele rõhuasetusega ajavormidel: *I Love English* õpikute 6 ja 7 analüüs ja lisamaterjali koostamine antud õpikutele.

Magistritöö

2014

Lehekülgede arv: 118

Annotatsioon:

Magistritöö raames analüüsiti *I Love English* õpikuid 6 ja 7 ning koostati neile täiendavat lisamaterjali. Analüüs viidi läbi grammatika õpetamise kontekstuaalse lähenemise teooria põhjal. Analüüsi saab kasutada õpiku täiendamisel efektiivsema grammatika õpetamise saavutamiseks. Magistritöö on praktiliseks näidis sellest, kuidas õpetajad saaksid läbi viia materjali analüüsi ja koostada lisamaterjali.

Magistritöö teooriaosa annab ülevaate grammatika õpetamise põhilisematest vaidlusküsimustest – kas õpetada grammatikat; kui jah, siis, kuidas seda teha. Grammatikat võib õpetada mitut erinevat moodi: implitsiitselt ja eksplitsiitselt. Kontekstuaalne lähenemine, mis on käesoleva töö põhiosa, keskendub rohkem implitsiitsele õpetamisele. Kuigi see ei välista eksplitsiitseid selgitusi grammatika käsitlemisel. Oluline on, et on loodud tingimused, toetamaks loomulikku õppimist.

Aspektid, mida on peetud oluliseks grammatika õpetamisel kontekstuaalse lähenemise seisukohalt, on vormi, kasutuse ja tähenduse vaheline seos, keele õppimise lineaarne raamistik, võimalused keeleelementide avastamiseks, autentsete materjalide kasutamine, koostööharjutuste kasutamine, motiveerivate teemade kaasamine, mis võimaldavad õpilastel kõneainega samastuda.

ILE materjalide analüüs viidi läbi vaatluse kaudu, mis tugines kontekstuaalse grammatika õpetamise teoreetilistele alustele. Kirjeldav analüüs koondab endas harjutusi,

mis keskenduvad ajavormide õpetamisele ja on struktureeritud lähtuvalt õpiku analüüsi läbiviimiseks koostatud kriteeriumide alusel. Kriteeriumid on välja toodud alajaotuses 1. ÕPPEMATERJALI ANALÜÜS (nähtav leheküljel 34). Analüüsi peamine eesmärk oli esmalt keskenduda eksplitsiitsele grammatika õpetamisele rõhuasetusega ajavormide õpetamisel. Teiseks keskendub analüüs kontekstuaalse lähenemise kasutamise ulatuse väljaselgitamisele ILE õpikutes 6 ja 7. Kirjeldav analüüs on leitav antud töö osas pealkirjaga 2. *I LOVE ENGLISH* ÕPIKU 6 JA 7 ANALÜÜS. Detailne analüüsi tabel on leitav lisadest, kus Lisa 1 kajastab ILE õpikut number 6 ja Lisa 2 ILE õpikut number 7.

Õpikus olevate harjutuste ja ülesannete tunnuste ja tüüpide analüüs näitas, et kontekstuaalset lähenemist on mingil määral ILE õpikutes kasutatud. Peamine positiivne tulemus on, et ajavormid ei ole õpetatud lineaarsel kujul, vaid on integreeritud enamikesse peatükkidesse ja ei ole enamikel juhtudel eksplitsiitsel kujul välja toodud. Lisaks sellele on kasutuses ka suurel hulgal lugemistekste, mis võimaldavad õpilastel avastada erinevate ajavormide tähendusi. Järgnev aspekt, mis on kooskõlas kontekstuaalse lähenemise põhiliste printsiipidega, on paaris- ja rühmatöö harjutuste hulk. On mitmeid võimalusi, kus õpilased saavad koostööd teha ja tulemusi võrrelda.

Peamised aspektid, mis kriitika osaliseks said, on suur hulk lausepõhiseid harjutusi, mis ei näita selgelt vormi, kasutuse ja tähenduse vahelist suhet; liialt väike hulk autentseid materjale ja L1 liigne kasutamine grammatikavormide selgitamisel.

Analüüsi tulemus näitab, et mõningad elemendid ILE õpikutes vajavad täiendamist, et materjal oleks rohkem kontekstuaalse lähenemisega kooskõlas. Sellel otstarbel koostati hulk täiendavaid harjutusi, mille kirjeldused on leitavad töö osas 3. KOOSTATUD MATERJALID ja harjutused ise on toodud lisades. Koostatud lisamaterjalid on mõeldud eeskujuks edasiste täienduste tegemiseks.

Harjutuste kirjelduses on välja toodud peamised kriteeriumid, mille alusel koostati ka analüüs. Lisaks kriteeriumidele on ka materjalide kirjeldus seotud riikliku õppekavaga ja välja on toodud ka potentsiaalsed riskid. Riskantsed kohad harjutustel on aga ületatavad, kui õpetaja on valmis panustama aega ja energiat harjutuste planeerimisse.

Kontekstuaalse lähenemise rakendamne eeldab suuremat panustamist ettevalmistusse ja materjalide analüüsi, kuid toob pikemaajalist kasu ja tulemusi, mis on vajalikud kommunikatiivse kompetentsi saavutamiseks.

Märksõnad: Inglise keele õpetamine (grammatika, kontekstuaalne lähenemine, õpiku analüüs, lisamaterjali koostamine)